Evaluator O&M Referral Date Evaluation Date

Child’s Name

Date of Birth Age

Vision Diagnosis

Notes

**RATING SCALE**

**0=Student not capable of demonstrating skill or does not need skill. (Zeros do not count against score.)**

**1=Student does not yet demonstrate skill but may/will need to learn skill.**

**2=Student only demonstrates skill with verbal and/or physical prompting.**

**3=Student sometimes (3 of 5 trials) demonstrates skill without verbal and/or physical prompting.**

**4=Student often (4 of 5 trials) demonstrates skill without verbal and/or physical prompting.**

**5=Student consistently (5 of 5 trials) demonstrates skill without verbal and/or physical prompting.**

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| **ORIENTATION** |
| **1. Early Skills** |
| a. Uses hands to make contact |  |
| b. Uses feet to make contact |  |
| c. Reaches to find nearby object or person (within arms’ reach) |  |
| d. Searches and locates nearby object in sitting |  |
| e. Searches for items or persons in environment (beyond arms’ reach) |  |
| f. Searches for and locates dropped objects |  |
| **2. Moving with a Purpose**  |
| a. Moves to person who is initiating engagement |  |
| b. Moves to person who is in the environment |  |
| c. Moves to an object of interest |  |
| d. Moves to find/follow to another room |  |
| e. Moves to another room |  |
| f. Knows/travels through home |  |
| **3.Use of Auditory Information for Orientation** |
| a. Listens/responds to environmental sounds |  |
| b. Localizes a stationary sound |  |
| c. Moves toward a stationary sound |  |
| d. Tracks a moving sound |  |
| e. Demonstrates the ability to identify & label environmental sounds |  |
| f. Uses sound to orient to the environment |  |
| g. Travels in a straight line using sound |  |
| h. Recognizes presence of sound shadows and/or echoes |  |
| i. Detection of a wall |  |
| **ORIENATION (continued)** |  |
| **3.Use of Auditory Information for Orientation** |
| j. Detection of an opening in a wall |  |
| k. Auditory discrimination between environmental materials (windows, walls, drapes etc.) when noise is generated from source |  |
| l. Auditory discrimination between environmental materials (windows, walls, drapes etc.) from self-generated sounds bouncing off of materials |  |
| **4. Use of Landmarks** |
| a. Identifies familiar landmarks in the home |  |
| b. Identifies familiar landmarks in community |  |
| c. Makes familiar turn or action at a landmark |  |
| **5. Travel Routes**  |
| a. Uses simple one-way routes at home |  |
| b. Uses simple one-way routes at preschool |  |
| c. Uses route reversals at home |  |
| d. Uses route reversals at preschool |  |
| **6. Outdoor Travel** |
| a. Plays outdoors |  |
| b. Plays on community playground |  |
| c. Follows someone to a location |  |
| d. Finds a specified location |  |
| **7. Advanced Orientation Skills/Environmental Awareness** |
| a. Names current room |  |
| b. Differentiates indoors and outdoors |  |
| c. Names other people in the room |  |
| d. Names current building |  |
| e. Identifies familiar outdoor spaces |  |
| f. Detects and identifies obstacles |  |
| g. Detects drop offs |  |
| h. Detects traffic |  |
| i. Identifies known risks in familiar environment |  |
| **8. Traffic** |
| a. Identifies traffic as a hazard/knows not to go into streets |  |
| b. Differentiates street from pedestrian space |  |
| c. Identifies crossing happening at crosswalks or intersections |  |
| d. Knows basic controls: green/go, red/stop, stop signs |  |

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| **MOBILITY** |
| **1. Prone Skills** |
| a. Cuddles in caregiver’s arms |  |
| b. Lifts head from surface |  |
| c. Elbows under shoulders; lifting head |  |
| d. Pushes onto extended arms |  |
| e. Pivots on stomach |  |

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| **MOBILITY (continued)** |
| **2. Crawling Skills** |  |
| a. Rolls both ways |  |
| b. Combat crawls (on belly, army crawling) |  |
| c. Assumes hands and knees position |  |
| d. Crawls on hands and knees |  |
| **3. Sitting Skills** |
| a. Sits with support |  |
| b. Independent sitting for one minute |  |
| c. Dynamic play in independent sitting (rotating, reaching) |  |
| d. Moves in/out of sitting |  |
| **4. Pre-walking Skills**  |
| a. Pulls to stand |  |
| b. Stands for at least one minute to play at furniture |  |
| c. Lowers self into sitting position |  |
| d. Cruises furniture (at least two steps left and right) |  |
| **5. Standing Skills** |
| a. Stands with support (hands held or trunk support) |  |
| b. Stands up to 30 seconds after being placed in balanced standing |  |
| c. Stands independently |  |
| d. Transitions in and out of standing |  |
| **6. Walking Skills**  |
| a. Takes steps with support (one or two hands held) |  |
| b. Takes 5 independent steps |  |
| c. Takes 10 independent steps indoors |  |
| d. Takes 10 independent steps outdoors |  |
| e. Walks independently on various surfaces indoors and outdoors |  |
| f. Able to walk with a cane or other object |  |
| **7. Hurried Walk/Running Skills**  |
| a. Takes 10 hurried steps indoors |  |
| b. Takes 10 hurried steps outdoors |  |
| c. Runs 20 feet indoors |  |
| d. Runs 20 feet outdoors |  |
| e. Runs with guide holding hands or prop/rope |  |
| f. Runs independently on various surfaces indoors and outdoors |  |
| **8. Quality of Independent Walking** |
| a. Stride (demonstrates appropriate stride length) |  |
| b. Arm Swing (demonstrates arm swing when walking) |  |
| c. Stance (demonstrates appropriate stance phase) |  |
| d. Walks with balanced heel to toe foot strike.  |  |
| e. Aligns head, shoulders, hips and feet when walking |  |
| f. Balance (demonstrates balance when walking on typical indoor surfaces) |  |
| g. Balance (demonstrates balance when walking on typical more varied outdoor surfaces) |  |
| h. Demonstrates walking speed appropriate for conditions |  |

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| **MOBILITY (continued)** |
| **9. Climbing Skills** |
| a. Climbs on/off furniture |  |
| b. Climbs up/down stairs with assistance |  |
| c. Climbs up/down stairs independently |  |
| d. Climbs/plays on playground equipment independently |  |
| e. Walks up and down stairs without alternating feet using wall or hand rail |  |
| f. Walks up and down stairs alternating feet (may or may not use wall or hand rail) |  |
| **10. Gross Motor Skills** |
| a. Jumps clearing both feet |  |
| b. Kicks playground ball |  |
| c. Tosses ball with two hands |  |
| d. Chases ball |  |
| e. Marches |  |
| f. Skips |  |
| g. Hops on one foot |  |
| **11. Additional Skills** |  |
| a. Moves forward on riding toy |  |
| b. Pedals a tricycle or bicycle |  |
| c. Rides a bicycle |  |

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| **CONCEPT** |
| **1. Body Concepts**  |
| a. Infant molds to caregiver |  |
| b. Plays with own hands and feet |  |
| c. Touches three body parts on request (e.g., nose, mouth, stomach) |  |
| d. Uses body parts upon request to complete an action. |  |
| e. Walks forwards, backwards, sideways |  |
| f. Turns left, right, and around |  |
| g. Places objects in relation to body |  |
| h. Understands objects in relation to self |  |
| **2. Spatial Concepts** |
| a. Demonstrates understanding of in/out |  |
| b. Demonstrates understanding of under/over |  |
| c. Demonstrates understanding of up/down |  |
| d. Demonstrates understanding of high/low |  |
| e. Demonstrates understanding of top/bottom |  |
| f. Demonstrates understanding of front/back |  |
| g. Demonstrates understanding of left/right |  |
| h. Demonstrates understanding of toward/away |  |
| i. Names the 4 compass directions (NESW) |  |
| j. Identifies front, back, left, right sides of a room in relation to the door. |  |

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| **CONCEPT (continued)** |
| **3. Ordinal Sequencing** |
| a. Can count while doing (e.g. counting steps, skips) |  |
| b. Can retell 4 places traveled in order |  |
| c. Can describe (tell back) a plan of 4 places to travel in order |  |
| **4. Risk Awareness** |
| a. Responds to name by attending |  |
| b. Responds to “no” by stopping activity |  |
| c. Responds to redirection by changing activity |  |
| d. Stops when told “stop” |  |
| e. Holds caregiver’s hands outdoors or on stairs |  |
| **5. Problem Solving Skills & Travel Behavior** |
| a. Identifies that a problem exists |  |
| b. Formulates a plan |  |
| c. Executes plan |  |
| d. Reassesses whether the problem is solved |  |
| e. Cooperates with instructor |  |
| f. Exhibits age-appropriate behavior in public |  |
| g. Exhibits confidence during travel |  |

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| **PERCEPTUAL** |
| **1. Visual**  |
| a. Looks at visual target at 7 inches |  |
| b. Attends to a visual target across the room (10 feet) |  |
| c. Attends to a visual target outdoors (10 feet) |  |
| d. Attends to people or objects across the visual field. |  |
| e. Shifts gaze to environmental features |  |
| f. Visually scans & identifies or locates a desired person or object |  |
| g. Tracks a moving object in the environment |  |
| **2. Auditory**  |
| a. Shows sensitivity to sound (startles, alerts, stops activity to listen) |  |
| b. Turns head to sound source (voice or noise) |  |
| c. Reaches towards a sound source |  |
| d. Localizes source of sound |  |
| e. Differentiates between two or more sounds |  |
| f. Localizes desired sound among competing sounds |  |
| g. Identifies source of sounds |  |
| **3. Olfactory**  |
| a. Shows sensitivity to smells |  |
| b. Localizes source of smell |  |
| c. Differentiates between two or more smells |  |
| d. Localizes desired smell when other smells are present |  |

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| **PERCEPTUAL (continued)** |
| **4. Explores Objects** |
| a. Touches/explores objects with hands |  |
| b. Touches/explores objects visually |  |
| c. Discriminates between different 3-D shapes (sphere, cube, etc.) |  |
| d. Identifies purpose of familiar object (e.g. comb, toothbrush) |  |
| **5. Tactual/Mapping**  |
| a. Touches/explores variety of textures (smooth, rough, hard, soft) with hands |  |
| b. Touches/explores variety of textures (smooth, rough, hard, soft) with feet |  |
| c. Discriminates between different textures |  |
| d. Walks on different textures |  |
| e. Tactually explores the natural environment |  |
| f. Tactually explores a 3-D model of the environment |  |
| g. Tactually explores a 2-D model of the environment (ex. Wheatley) |  |
| h. Tactually explores a raised lined drawing |  |
| i. Tactually explores a tactual graphic/map and use Braille key |  |
| **6. Proprioception**  |
| a. Responds to changes in positioning |  |
| b. Responds to movement (swinging, turning)  |  |
| c. Mimics body position or movements |  |

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| **CANE** |
| **1. Reaching/Holding Skills**  |
| a. Reaches/swipes at toys/objects |  |
| b. Reaches/grasps toys/objects |  |
| c. Reaches/holds objects with either hand |  |
| d. Transfers object from one hand to the other |  |
| **2. AMD Skills**  |
| a. Explores the device |  |
| b. Holds onto AMD for 30 seconds |  |
| c. Maintains balance & alignment while pushing a push toy or AMD |  |
| d. Stops when AMD or push toy detects an obstacle |  |
| e. Stops when AMD or push toy detects a surface change |  |
| f. Safely moves around people or obstacles using AMD or push toy |  |
| **3. Cane Skills**  |
| a. Explores the cane |  |
| b. Holds a cane for 30 seconds |  |
| c. Pushes cane in front when walking |  |
| d. Maintains constant contact of the cane for one minute. |  |
| e. Stops when cane detects an obstacle |  |
| f. Stops when cane detects a change in surface |  |
| g. Safely moves around people or obstacles |  |
| h. Stops when cane detects a drop-off |  |
| i. Safely navigates drop-offs resuming & maintaining line of travel |  |

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| **CANE (continued)** |
| **4. Basic Travel Skills**  |
| a. Uses human guide techniques |  |
| b. Uses hand for trailing |  |
| c. Uses upper forearm protective technique |  |
| d. Locates dropped objects in a systematic manner |  |

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| **COMMUNICATION** |
| **1. Early Skills**  |
| a. Attends/notices others |  |
| b. Demonstrates joint attention |  |
| c. Imitates sounds and gestures |  |
| d. Responds to name |  |
| e. Uses words and gestures to communicate needs |  |
| **2. Following Directions**  |
| a. Follows one step directions |  |
| b. Follows two step directions |  |
| c. Follows two step unrelated directions |  |
| d. Demonstrates ability to make choices |  |
| e. Follows more complex directions to complete a task |  |
| **3. Social Awareness & Interactions**  |
| a. Recognizes/participates in familiar routines and games |  |
| b. Follows more complex directions and requests |  |
| c. Responds with a "yes" or "no" to "Do you want to \_\_?" questions |  |
| d. Answers who, what, and where questions |  |
| e. Answers why and how questions |  |
| f. Answers yes/no questions that require judgement (ex: Did you pass the cafeteria?) |  |
| g. Shares information about home and community |  |
| h. Plays and interacts with other children, sharing experiences and ideas |  |

