

Sequencing O&M Chart
 Guideline for Preschool, Early Elementary and/or Multi-handicapped Students
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*With Physical Prompt (PP),
 Verbal Prompt (VP), Initiates (I)

Student Name: _____ **DOB** _____ **Date of Evaluation** _____
 When the student masters the skill, place a checkmark beside the number or skill; Circle and write "E" (Emerging) beside newly developed skills;
 Circle and write "AA" (Age Appropriate) beside age appropriate skills.

Type of Skill	Circle Demonstrated Skills	Examples/ Frequency/	*PP, VP, I
1. Identify Objects – Tactually Auditorily w/ AMD w/ Long Cane	ID Name Use as a Landmark		
	ID Name Use as a Landmark		
	ID Name Use as a Landmark		
	ID Name Use as a Landmark		
2. Identify Textures Shapes	ID Name Describe		
	ID Name Describe		
	ID Name Use as a Landmark		
	ID Name Use as a Landmark		
3. Identify Landmarks	ID Name Use as a Landmark		
	ID Name Use as a Landmark		
	ID Name Use as a Landmark		
	ID Name Use as a Landmark		
4. Anticipate Landmarks	Name (noun) describe (adjective)		
	Use as a Landmark; auditory, tactile, olfactory		
	Look for landmark Name Landmark		
	Occasionally Consistently Uses Landmark		
5. Locates Landmarks	Hops Verbalizes Names Hallways		
6. Identifies Intersections			
7. Identifies Directions			
Left/Right	L/R Hand Points L/R Distance L/R		
	SA/B Body Points SA/B Distance SA/B		
8. Identifies Turns	Knows when he has or has not made a turn		
	ID when he has turned		
	Makes turn when asked Makes accurate turn		
	ID when he has turned		
90 degree turn	Makes turn when asked		
	Makes accurate turn		
180 degree turn	Makes turn when asked		
	Makes accurate turn		
9. Trailing	One hand only Face front Avoids Obstacles		
	ID turns/corners ID and leave objects		
10. Sighted Guide	Proper grip Maintain step behind		
	Ask/Initiate grip ID steps Narrow spaces		

Type of Skill	Circle Demonstrated Skills	Examples/ Frequency/ *PP, VP, I
11. AMD Skills	Both hands on top AMD in front of body Maintain contact w/ floor Locate obstacles Maneuver around obstacles Locate steps "Bump & Walk-Up" Park and Retrieve AMD	
12. Cane Skills	Grip Locates objects Appropriate arc Maneuver around obstacles In-Step In-rhythm Appropriate speed of travel Park/retrieve cane Constant Contact Touch Diagonal Shoreline	
13. Steps	Locates Positioning Alternating feet Fluency Locates Positioning Alternating feet Fluency	
14. Independent Routines	Line up Bathroom Car/Bus Routine Lunch Classroom Routines	
15. Independent Routes	In classroom bathroom cafeteria school	
16. Open/Maneuver through Doors Push Doors Pull Doors	"Bump & Walk-Up" Position Cane Push door Use foot to hold door Push/Pull door open "Bump & Walk-Up" Position Cane Push door Use foot to hold door Push/Pull door open	
17. Walking in Line w/ Peers	Stop/go with peers Stand still when waiting Cane tip against peer's foot Straight line of travel	
18. Social Skills (when on routes)	Avoids running into adults / peers responds to people Calls people by name	
19. Speech Words Phrases	Initiate appropriate words Answers questions Repeat appropriate words when prompted Inappropriate repetitive words/phrases Names & describes Objects People Events	
Sentences/Conversations Verbally sequence	Answers questions Asks appropriate questions Sequence activities Sequence routes W/ tactile cards W/ prompts Independently	
20. Protective Techniques	Reaches out Modified bumpers (hands on wrist) Initiates Hands at appropriate height Correct hand(s) position	
21. Listens to and Follows Directions	1 part direction 3 part direction First time Group directions Individual Directions	

Type of Skill	Circle Demonstrated Skills	Examples/ Frequency/	*PP, VP, I
22. Map Skills	ID symbols Spatial relationship Knows what symbols stands for Use map for O&M		
23. Spatial Concepts	Demonstrates spatial knowledge Plans & takes shortcut routes		
24. Categorize	Objects in class Objects in stores/departments Landmarks in specific hall		
25. Auditory Optical Perception (AOP)	IDs echo areas Avoids objects Distinguishes objects (w/o touching) walks Walks in middle of hall IDs large objects (car, tree)		

26. List things that motivate the student:

27. Describe ability to generalize skills to community environments:

28. List any behavior/motivation issues:

29. List student strengths:

30. List emerging skills:

31. List other areas to be worked on:

32. Long Term Goals:

