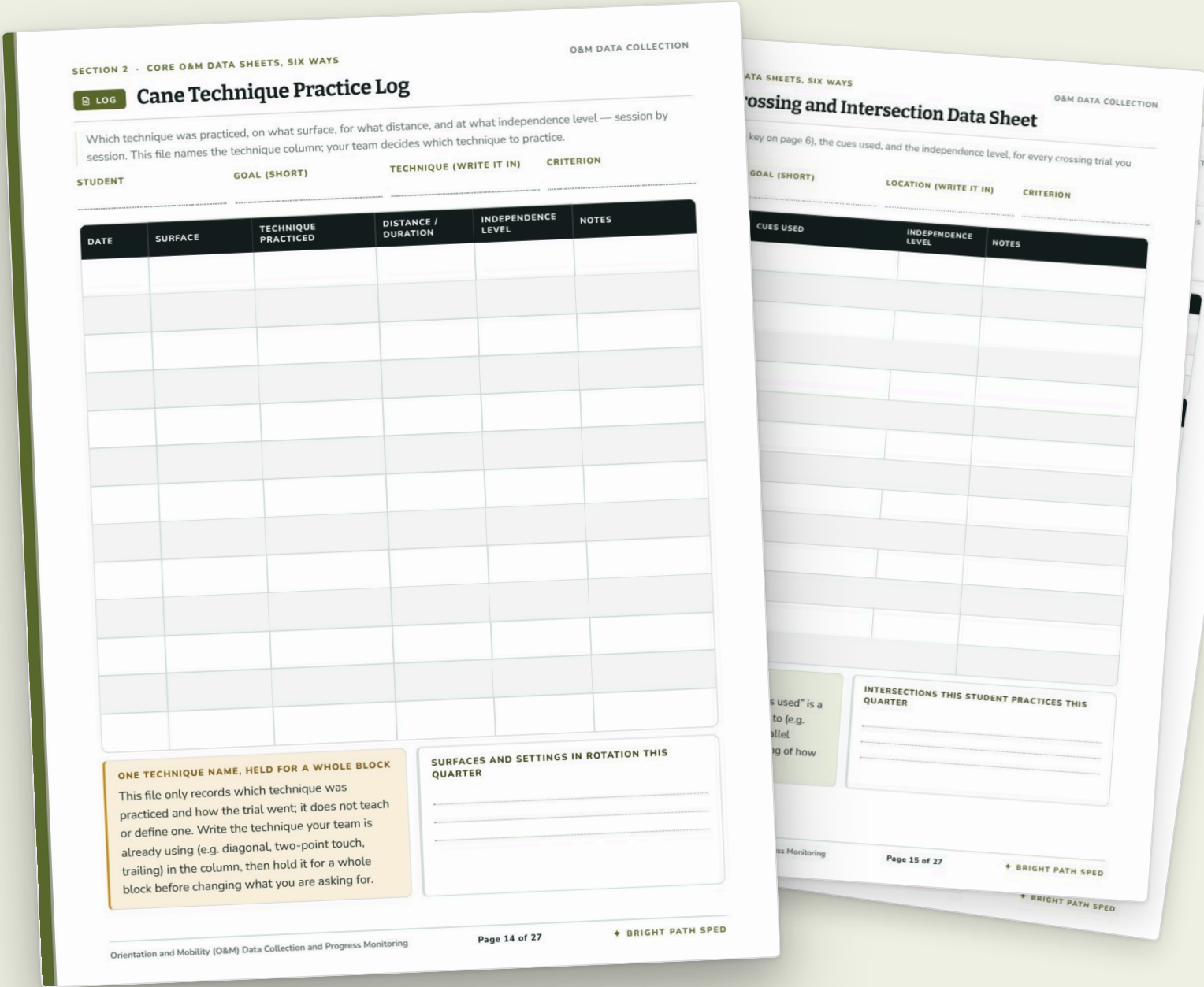


Orientation & Mobility Data Collection



What Is Inside, and Where

27 pages: three sections, a worked example and a set of binder tabs. No page here describes the steps of a mobility technique as a procedure; every technique, intersection type and device is a name used to label a blank row your team fills in.

Before you begin

PAGES 4–6



**Start Here —
Three Steps**
START HERE

4

**Binder Cover and
Divider Tabs**
SETUP

5

**Code Key and
Independence
Levels**
SETUP

6

01 Set Up: Roster and Attendance

PAGES 9–10



**O&M Caseload
Roster**
ROSTER

9

**Attendance and
Make-Up Log**
LOG

10

02 Core O&M Data Sheets, Six Ways

PAGES 12–17



**O&M Session Data
Sheet**
LOG

12

**Route and Task
Analysis Sheet**
LOG

13

**Cane Technique
Practice Log**
LOG

14

**Street Crossing
and Intersection
Data Sheet**
LOG

15

**Orientation and
Landmark Skills
Tracking Sheet**
CHECKLIST

16

**Mobility Device
and Equipment
Log**
INVENTORY

17

03 Track It, Report It, Send It Home

PAGES 19–24



**Cumulative
Tracker**
TRACKER

19

Progress Graph
TRACKER

20

Session Notes
NOTES

21

**Quarterly
Progress
Summary**
REPORTING

22

**Home and Family
Travel Note**
HOME

23

**Travel Trainer /
Paraprofessional
Route Log**
LOG

24

Worked example

PAGE 26



**A Cane Log and a
Crossing Sheet,
Filled In**
EXAMPLE

26

Start Here — Three Steps

Ninety seconds of reading. Set the codes up once; each session after that is a few minutes with a pen or a keyboard.



1

Set up once

Open the file in Adobe Acrobat Reader (free) or Preview on a Mac — not a browser tab, which may fill fields and then not save them.

Print the binder cover and divider tabs (page 5) and write the independence-level and intersection code keys (page 6) once, before the first row is recorded.



2

Collect the data

Use whichever sheet fits the goal (chooser, page 7): the route and task analysis sheet (page 13), the cane technique log (page 14), the street crossing sheet (page 15), or the orientation and landmark skills tracker (page 16).



3

Roll it up and report it

Copy the numbers onto the tracker (page 19) and plot the graph (page 20), then write the quarterly summary (page 22) from the tracker.

Send the family note (page 23) home and the route log (page 24) to the travel trainer or paraprofessional who walks the route between your own sessions.

WHAT THIS FILE IS

A fillable PDF: data sheets, a code key, a chooser, an organizer, a tracker and graph, and blank worksheets and logs. It works offline, with no account or subscription, and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

Not a Google Sheets file, a Google Doc, or an Excel workbook. Not an orientation and mobility curriculum, not a set of instructions for how to perform a cane technique or cross a street, not an evaluation, an eligibility rule, a clinical finding, an IDEA timeline, or a physical-intervention procedure.

THE ONE RULE EVERY PAGE IN THIS FILE FOLLOWS

A data sheet records what was practiced or observed — never how to do it. Every technique, intersection type and device named in this file is a label for a blank row; which technique to practice, which route to use, and how to teach it is your team's own plan and your district's own procedure.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them.

Open it in Acrobat Reader and use Save As.

I need more rows than a table holds. Print the sheet twice and number the pages; the summary (page 22) only needs the counts.

Anything else — the Ask a Question tab on the product page. Every question is read, and a fix to the file is a free update.

CONFIDENTIALITY

A completed O&M data sheet contains sensitive student information. Store, hand over and destroy it the way your school already handles any related-service or evaluation record.

 LOG

Route and Task Analysis Sheet

One route or routine broken into up to twelve steps, six sessions across. Write the most help the student needed for each step. The goal is a column of I's.

STUDENT	ROUTE / TASK	CRITERION FROM THE IEP				LEVELS THAT COUNT AS CORRECT	
#	STEP (IN THE ORDER IT HAPPENS)	S1	S2	S3	S4	S5	S6
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
	Date						
	Steps independent						
	Percent independent						

WRITE THE INDEPENDENCE CODE, NOT A CHECK MARK

An I in the cell is independent; VC, VG, PG or FA (page 6) is the most help that step needed. The bottom rows count the I's. A step that stays at FA for three sessions may need to be split in two; write that on the tracker with the session number.

WHAT MUST STAY THE SAME EVERY SESSION (ROUTE, TIME OF DAY, START POINT)



Which technique was practiced, on what surface, for what distance, and at what independence level — session by session. This file names the technique column; your team decides which technique to practice.

STUDENT

GOAL (SHORT)

TECHNIQUE (WRITE IT IN)

CRITERION[illegible]

ONE TECHNIQUE NAME, HELD FOR A WHOLE BLOCK

This file only records which technique was practiced and how the trial went; it does not teach or define one. Write the technique your team is already using (e.g. diagonal, two-point touch, trailing) in the column, then hold it for a whole block before changing what you are asking for.

SURFACES AND SETTINGS IN ROTATION THIS QUARTER

.....

=====

.....

 CHECKLIST

Orientation and Landmark Skills Tracking Sheet

One session, up to nine orientation skills. Rate only the rows this student's goals actually target; a dash in the rest is fine.

STUDENT

DATE

OBSERVER

CRITERION

LEVEL	WHAT IT LOOKS LIKE FOR THIS GOAL (WRITE IT BEFORE THE FIRST RATING)
1	
2	
3	
4	

SKILL AREA	WHAT WAS OBSERVED (IN OBSERVABLE WORDS)	RATING	SETTING / DEVICE	INDEPENDENCE
Locates a landmark or cue to confirm location				
States current location when asked				
Re-orients after being turned around or losing the route				
Uses cardinal directions or a directional reference				
Reads and uses room numbers, signage or building cues				
Requests assistance appropriately when needed				
Uses a tactile map, diagram or verbal description of a route				
Other				
Other				

NINE SKILL AREAS, ONE PAGE, ONE SESSION

Rate only the rows this student's goals actually target; a dash in the rest is fine. These are grouped here because a single route usually touches several of them at once.

ROUTE OR TASK PRACTICED THIS SESSION

HOME

Home and Family Travel Note

Goes home after a session. What we worked on, in family words, one thing to try during a trip the family already takes, and a place for the family to say what they saw.

STUDENT

DATE

FROM

TODAY WE PRACTICED

SOMETHING THAT WENT WELL

ONE THING TO TRY DURING A TRIP YOU ALREADY TAKE (A FEW MINUTES, DURING SOMETHING YOU ALREADY DO)

WHAT YOU SAW AT HOME OR IN THE COMMUNITY (PLEASE SEND THIS HALF BACK)

WE TRIED IT (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

EXAMPLE

A Cane Log and a Crossing Sheet, Filled In

SAMPLE · INVENTED STUDENT

Priya is invented, and so is every row. Every number below is taken directly from the table above it.

CANE TECHNIQUE LOG (PAGE 14) — PRIYA S., GRADE 6 (INVENTED)

Criterion from the IEP: travels 100 feet using the diagonal cane technique at a verbal cue level or better, on three consecutive sessions

DATE	SURFACE	TECHNIQUE PRACTICED	DISTANCE / DURATION	INDEPENDENCE LEVEL	NOTES
9/3	Hallway, tile	Diagonal technique	40 ft	VG	1 verbal reminder mid-hall
9/10	Hallway, tile	Diagonal technique	55 ft	VG	1 gestural reminder at doorway
9/17	Ramp, outdoor sidewalk	Diagonal technique	65 ft	VC	1 verbal cue at ramp edge
9/24	Hallway, tile	Diagonal technique	80 ft	VC	1 verbal cue at curb
10/1	Playground, blacktop	Diagonal technique	92 ft	VC	1 verbal cue, otherwise smooth
10/8	Hallway, tile	Diagonal technique	100 ft	I	No cues needed

Distance rose every session, 40 to 100 feet, and independence eased across the block, from verbal + gestural cues in September to independent by 10/8 — the first session to reach the criterion's 100-foot distance at independent level at the same time, one session toward the three in a row the criterion asks for, not met yet.

STREET CROSSING SHEET (PAGE 15) — TWO ROWS, 9/17 AND 10/1

DATE	INTERSECTION CODE	CUES USED	INDEPENDENCE LEVEL	NOTES
9/17	IC	Auditory signal, visual scan	VC	Identified walk signal after 2 verbal cues
10/1	IC	Auditory signal	I	Crossed independently; scanned both directions before stepping off the curb

WHY THIS IS ENOUGH

Every sentence above came from a cell that was already written: the technique and independence columns show the cane log's progress is real, the crossing sheet shows the same intersection crossed with less cueing each time, and the landmark rows show the two skills a specialist would check before extending the route further. The quarterly summary in November is a copying job.

ORIENTATION AND LANDMARK SKILLS TRACKING (PAGE 16) — TWO ROWS, 9/17 AND 10/1

SKILL AREA	WHAT WAS OBSERVED	RATING	SETTING / DEVICE	INDEPENDENCE
Locates a landmark or cue to confirm location	Found the cafeteria doorway by the mural on the wall, no verbal cue needed to start	3	Hallway, cane	VC
Requests assistance appropriately when needed	Asked a store employee to confirm the entrance location during a community outing	4	Community sidewalk	I