IEP Checklist
Orientation and Mobility

PLAAFP:
- “Recent evaluation results”
  - Include a paragraph labeled “Orientation and Mobility” with current skill sets and assessment results
  - Include statement on safety and independent travel abilities. If student is NOT safe for INDEPENDENT, UNSUPERVISED travel, please note such.
- “Effect of the student's disability on involvement and progress in the general curriculum (for preschool children, how the disability affects participation in appropriate activities)”
  - Include “IEP STATEMENT”

Educational Needs:
- “Supplementary aids and services”
  - Orientation and Mobility Services
  - List appropriate O&M equipment (AMD, White Cane)
  - If appropriate, include: “Adaptive P.E. equipment (such as beeper ball, sound source, slo-mo balls, etc.) and/or activity modification as needed.”
- “Modifications or supports for school personnel”
  - Orientation and Mobility Consultation

Annual Goals:
- List appropriate goals and associated objectives.

Related Services:
- Complete the appropriate Michigan Severity Orientation and Mobility worksheet to determine service levels
- Add “Visually Impaired Orientation and Mobility Services” with appropriate service frequency and lesson length
- Mark lesson time in “SPED LOCATION” area

Program Participation:
- “Extent and justification for the child not participating with General Education peers”
  - Include statement: “Students learn Orientation and Mobility skills best in the natural environment of the community. Most lessons will take place outside the classroom and/or at off-campus locations. Such off-campus lessons may include OPS and/or Metro transportation services.”