

National Orientation and Mobility Assessment

NOMA

Screening

Student's Name:

Person completing assessment:

Prognosis:

Acuity:

Additional Disabilities:

Does he/she wear glasses? Y N

Does he/she have other optical aids? Y N

Participates in physical therapy? Y N

Screening

Place a mark in each row under the column indicating whether the youth exhibits the behavior
Almost Always (AA), Often (O), Sometimes(S), Rarely (R),

Almost Never (AN), or not applicable/not observed (N/O). Please respond to each item.

Num	Behavior	AA	O	S	R	AN	N/O
1.	Does not move freely	5	4	3	2	1	-5
2.	Hesitates or becomes fearful when moving in familiar or unfamiliar places	5	4	3	2	1	-5
3.	Becomes easily lost	5	4	3	2	1	-5
4.	Bumps into door frames and obstacles in familiar and unfamiliar places	5	4	3	2	1	-5

Scoring

Scoring Steps	Score	Instructions
Raw Score	13	Total all numbers that are circled in the above table—only one circle should be listed per each behavior.
Total Possible (=20)	20	This score should equal 25 if all behaviors are observed. Subtract 5 points for each item that is marked “N/O.”
Standardized Score (range = 20-100)	$(13/20) * 100 = 65\%$	Divide the “Raw Score” by the “Total Possible” and multiply by 100.

Standardized Score Range	Interpretation of Scores
80—100	Very significant mobility deficiencies exist; referral for O&M services should be made immediately; the use of a white cane/other mobility device should be required
60—79	Significant mobility deficiencies exist; a referral for O&M services is recommended; youth would benefit from the use of a white cane and mobility instruction
45—59	Moderate mobility deficiencies exist; a more thorough assessment by a qualified mobility specialist should be sought.
20—44	Mild to minor mobility deficiencies were detected; if visual acuity/diagnosis/prognosis are stable, youth would likely not benefit from O&M services

Recommendations:

Skills Assessment

Conceptual Knowledge

Indicate whether each behavior is observed/performed Almost Always (AA), Often (O), Sometimes (S), Rarely (R), Almost Never (AN), or Not Applicable/Not Observed (NO). Follow the instructions for scoring after the table.

Obs	Conceptual Skills	AA	O	S	R	AN	N/O
1	Knows concepts of up and down	5	4	3	2	1	-5
2	Knows concepts of forward and backward	5	4	3	2	1	-5
3	Understands cardinal directions	5	4	3	2	1	-5
4	Understanding of mental mapping	5	4	3	2	1	-5
5	Understands conceptual use of traffic cues	5	4	3	2	1	-5

Scoring

Scoring Steps	Score	Instructions
Raw Score		Total all numbers that are circled in the above table—only one circle should be listed per each behavior.
Total Possible (=25)		This score should equal 25 if all behaviors are observed. Subtract 5 points for each item that is marked "N/O."
Standardized Score (range = 20-100)	$(X/25) * 100 = X\%$	Divide the "Raw Score" by the "Total Possible" and multiply by 100.

General Mobility Skills

Indicate whether each behavior is observed/performed Almost Always (AA), Often (O), Sometimes (S), Rarely (R), Almost Never (AN), or Not Applicable/Not Observed (NO). Follow the instructions for scoring after the table.

Obs	General Mobility Skills	AA	O	S	R	AN	N/O
1	Maintains good posture	5	4	3	2	1	-5
2	Can ascend stairs without assistance	5	4	3	2	1	-5
3	Can follow a line without bumping into other students	5	4	3	2	1	-5
4	Can cross a driveway without losing line of travel	5	4	3	2	1	-5
5	Can handle shopping in a store, using only a reader or store employee	5	4	3	2	1	-5

Scoring

Scoring Steps	Score	Instructions
Raw Score		Total all numbers that are circled in the above table—only one circle should be listed per each behavior.
Total Possible (=25)		This score should equal 25 if all behaviors are observed. Subtract 5 points for each item that is marked "N/O."
Standardized Score (range = 20-100)	$(X/25) * 100 = X\%$	Divide the "Raw Score" by the "Total Possible" and multiply by 100.

Orientation Skills

Indicate whether each behavior is observed/performed Almost Always (AA), Often (O), Sometimes (S), Rarely (R), Almost Never (AN), or Not Applicable/Not Observed (NO). Follow the instructions for scoring after the table.

Obs	Orientation Skills	AA	O	S	R	AN	N/O
1	Knows when he/she is inside versus outside	5	4	3	2	1	-5
2	Is aware of changes in own direction of travel	5	4	3	2	1	-5
3	Can locate classroom without assistance from primary drop off point	5	4	3	2	1	-5
4	Can use traffic cues for orientation	5	4	3	2	1	-5
5	Can locate a particular store in a strip-mall	5	4	3	2	1	-5

Scoring

Scoring Steps	Score	Instructions
Raw Score		Total all numbers that are circled in the above table—only one circle should be listed per each behavior.
Total Possible (=25)		This score should equal 25 if all behaviors are observed. Subtract 5 points for each item that is marked "N/O."
Standardized Score (range = 20-100)	$(X/25) * 100 = X\%$	Divide the "Raw Score" by the "Total Possible" and multiply by 100.

Travel Confidence

Indicate whether each behavior is observed/performed Almost Always (AA), Often (O), Sometimes (S), Rarely (R), Almost Never (AN), or Not Applicable/Not Observed (NO). Follow the instructions for scoring after the table.

Obs	Travel Confidence	AA	O	S	R	AN	N/O
1	Is not hesitant to initiate movement in familiar areas	5	4	3	2	1	-5
2	Is not fearful of getting lost in familiar places	5	4	3	2	1	-5
3	Exhibits confidence shopping in a store, using a reader or store employee	5	4	3	2	1	-5

Scoring

Scoring Steps	Score	Instructions
Raw Score		Total all numbers that are circled in the above table—only one circle should be listed per each behavior.
Total Possible (=15)		This score should equal 25 if all behaviors are observed. Subtract 5 points for each item that is marked "N/O."
Standardized Score (range = 20-100)	$(X/15) * 100 = X\%$	Divide the "Raw Score" by the "Total Possible" and multiply by 100.

Average of Scores:

Conceptual –

Orientation –

Mobility—

Travel Confidence –

Total: $x/4 * 100 = X\%$

Recommendations:

Based on the behaviors observed, the student would benefit from orientation and mobility instruction. The student's scores reveal that the areas of concern are conceptual, orientation, and mobility skills. The student should receive instruction to focus on these areas of improvement. I recommend X minutes X times a week. Upon receiving instruction, the O&M specialist should monitor the student's progress (bi-weekly/monthly/bi-monthly/quarterly). I recommend that this assessment is conducted every IEP year to determine the appropriateness of instruction for the student.

FOR PRESENTATIONAL PURPOSES ONLY

QUIZ

The NOMA was developed at the Professional Development and Research Institute on Blindness. T/F

The NOMA is an assessment tool used to screen children who are blind/visually impaired for orientation and mobility instruction. T/F

The NOMA is an assessment tool that consists of two parts: screening and skills assessment. T/F

The NOMA skills assessment must be scored by an Orientation and Mobility Specialist. T/F

The NOMA cannot be used for progress monitoring. T/F

Which of these are resources?

American Foundation for the Blind (www.afb.org)

Hadley School for the Blind (www.hadley.edu)

Independent Movement (Joe Cutter) (book)

Louisiana Tech University's Professional Development and Research Institute on Blindness (www.pdrib.com)

Making It Work (Carol Castellano) (book)

National Parents of Blind Children Organization (NPOBC) (www.nopbc.org)

National Federation of the Blind (Free White Cane Program) (www.nfb.org)

Perkins School for the Blind (www.perkins.org)

Tapcanes (<http://tapcanes.blogspot.com/>)

Texas School for the Blind and Visually Impaired (www.tsbvi.edu)