

International
Orientation & Mobility
Online Symposium

Date: 1/25/2018

Time: 3:00-4:30PM EST

Title: Introduction to O&M VISSIT- Orientation & Mobility Visual Impairment Scale of Service Intensity of Texas: A New Tool to Determine Type and Amount of Service

Presenters: Rona Pogrand, Ph.D., Professor and Dr.Shannon Darst, Ph.D., Adjunct Professor, Texas Tech University, Texas

Description: The O&M Visual Impairment Scale of Service Intensity of Texas (O&M VISSIT) was developed to guide itinerant Orientation and Mobility Specialists in determining the type and amount of service to recommend for their students. This presentation will detail the purpose of the scale, demonstrate its use, and report the findings of an initial validation study on the tool.

Introduction to O&M VISSIT

Dr. Rona Pogrund and Dr. Shannon Darst, Lubbock, Texas

Slide 1, Current Service Intensity Subcommittee Members

- Rona Pogrund, TTU, Chair
- Chrissy Cowan, TSBVI Outreach
- Shannon Darst, TTU
- Kitra Gray, Region 10 ESC
- Tracy Hallak, Burleson ISD
- Cyral Miller, TSBVI Outreach
- Michael Munro, SFASU
- Heather Munro, SFASU
- Cecilia Robinson, Region 4 ESC
- Mary Shore, TSBVI Outreach
- Christopher Tabb, TSBVI Outreach

Slide 2, What is the O&M VISSIT ?

- *Orientation & Mobility Visual Impairment Scale of Service Intensity of Texas (O&M VISSIT)*
- Type of service: direct intervention and collaborative consultation
- Focus on student need
- Appropriate for ALL students with visual impairments

Slide 3, History of the VISSIT

- Creation of the VISSIT

- Initial validation study in Texas

- Pogrund, R. L., Darst, S., & Munro, M. (2015). Initial validation study for a scale used to determine service intensity for itinerant teachers of students with visual impairments. *Journal of Visual Impairment & Blindness*, 109(6), 433-444
- Results of the initial study indicated that the VISSIT was moderately valid and reliable.

Slide 4, History of the VISSIT

National VISSIT for TVIs Validation Study

- Consequential validity: Significantly valid
- Social validity: Significantly valid
- Content validity:
 - CVR (each item is significantly valid)
 - CVI (the instrument, as a whole, is significantly valid)
- Internal consistency reliability: Significantly reliable

Slide 5, History of the O&M VISSIT

Request for similar tool for O&M

- First official meeting in February, 2015
- Completed first draft of protocol in June, 2015
- Completed initial field test in September, 2015
- Revised protocol in October, 2015
- Pilot testing of the first draft started in January, 2016
- Initial validation study requirements started in September, 2016
- O&M VISSIT tool and surveys distributed in January 2017, completed data collection in May 2017

Slide 6, The O&M VISSIT: First Page

O&M VISSIT: ORIENTATION & MOBILITY VISUAL IMPAIRMENT SCALE OF SERVICE INTENSITY OF TEXAS

Student: _____ COMS: _____ Date: _____

Type of O&M Service →	Direct Instruction from O&M Specialist	Educational Team Support/Collaborative Consultation
	0=no need at this time	0=no need at this time
	1=low need-occasional support and maintenance of skills	1=low need-teacher(s)/family needs infrequent support for established routines/ IEP goals & objectives/ modeling/curriculum
	4=medium need-needs skills but lower priority; generalization and fluency development	4=medium need-teacher(s)/family needs some support for development and maintenance of routines/ IEP goals & objectives/ modeling/ curriculum
	7=high need-priority; complete mastery of introduced skills	7=high need-teacher(s)/family needs ongoing support for established routines/ implementation of IEP goals & objectives/ modeling/ curriculum
	10=intense need-priority; acquisition of new skills	10=intense need-teacher(s)/family needs ongoing support to establish new routines/ implement IEP goals & objectives/ modeling/ use of curriculum
O&M Skill Area ↩		
PURPOSEFUL MOVEMENT		
Motor Skills - includes head/trunk control, rolling, crawling/creeping, walking, gait patterns, exploring, reaching, and/or moving toward objects/destinations, etc.		
Basic Skills - includes guide techniques, protective and alignment techniques, cruising/trailing, room familiarization, search patterns, initial use of landmarks/clues/signage, etc.		
Cane Skills - includes grip, cane techniques: two- and three-point touch, constant contact, diagonal, verification; stairs; shorelining; recovery skills; use of adaptive mobility devices; etc.		
	PAGE TOTAL for Direct Column	PAGE TOTAL for Educational Team Support Column

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Figure 1 Evaluation page from VISSIT depicting the type of service and skill area.

Slide 7, O&M Skill Areas for O&M VISSIT

- **Purposeful Movement**
 - Motor Skills
 - Basic Skills
 - Cane Skills
- **Communication**
 - Receptive
 - Expressive

Slide 8, O&M Skill Areas for O&M VISSIT (cont.)

- **Concept Development**
 - Body Awareness
 - Directional/Positional
 - Spatial Awareness
 - Comparative
 - Environmental
 - Map/Tactile Graphics
- **Assistive Technology for O&M**
 - Optical Devices
 - Low-Tech Devices
 - High-Tech Devices

Slide 9, O&M Skill Areas for O&M VISSIT (cont.)

- **Critical Thinking/Problem-Solving**
 - Route Planning
 - Recovery Strategies/Unexpected Events
 - Environmental Analysis
 - Street Crossings
- **Sensory Efficiency**
 - Visual
 - Auditory
 - Tactile
 - Additional Sensory Systems (proprioceptive, vestibular, olfactory, gustatory)

Slide 10, O&M Skill Areas for *O&M VISSIT* (cont.)

- **Transportation**
 - Familiarization and Planning
 - Utilization
- **Health and Safety**
 - Health
 - Safety
- **Related ECC Areas**
 - Social Interaction Skills
 - Self-Determination Skills
 - Independent Living Skills
 - Recreation/Leisure Skills
 - Career Education Skills

Slide 11, The *O&M VISSIT*: Final Page

<u>COLUMN SUBTOTALS</u>	Direct Instruction Column Subtotal		Educational Team Support/Collaborative Consultation	
	A		F	
Contributing Factor: Transition	B		G	
Contributing Factor: Medical Status/Condition	C		H	
Contributing Factor: Time-Intensive Instruction	D		I	
Additional Areas of Family Support Total			J	
TOTAL	E		K	

Figure 2 Evaluation table from VISSIT listing contributing factors and direct instruction/ consult models.

Slide 12, Contributing Factors

- Transition
- Medical Status/Condition
- Time-Intensive Instruction

Slide 13, Additional Areas of Family Support

Additional Areas of Family Support (AAFS) Table

Areas of Family Need	Value Range	
<i>There is a need for:</i>	0=No Need 1=Low Need 4=Medium Need 7=High Need 10=Intense Need	
Consistency of educational concepts across school and home settings (e.g., communication systems, behavioral techniques, routines, independent living skills, environmental adaptations, adapted toys/equipment, etc.).		
Connecting family members to outside agencies and support services (e.g., family organizations, state and local community resources including related agencies, camps, respite, etc.).		
Facilitating active family participation in special education meetings and medical visits (e.g., training on special education laws and guidelines, interpreting medical information, accompanying family to medical visits).		
Assistance in overcoming cultural/language differences.		
Strategies to support family members in bonding and interactions with their child.		
AAFS SUBTOTAL	J	

Figure 3 Evaluation table from VISSIT listing Areas of Need and Value Range.

Slide 14, Recommended Direct Service Time Range Form

RECOMMENDED SCHEDULE OF SERVICE MINUTES for ORIENTATION AND MOBILITY SERVICES

<u>DIRECT SERVICE TIME</u>		TOTAL (box E) from direct service column	YOUR RECOMMENDED AMOUNT OF DIRECT SERVICE TIME (MINUTES PER WEEK)
Score on rubric	Range of suggested service time		
EXAMPLE: 56-69	EXAMPLE: 30-45 minutes/wk	60	30 minutes/wk
210 +	240 or more minutes/wk		
185 - 209	180 - 240 minutes/wk		
167 - 184	120 -180 minutes/wk		
118 - 166	90 - 120 minutes/wk		
101 - 117	75 - 90 minutes/wk		
81 – 100	60 - 75 minutes/wk		
70 - 80	45 - 60 minutes/wk		
56 - 69	30 - 45 minutes/wk		
23 - 54	20 - 30 minutes/wk		
0 – 22	0 - 20 minutes/wk		
<small> BASED on a 2400-minute/per week system--- 2400 minutes in a school week (includes a 7 hour, 15-minute school day, plus 45 minutes for lunch [lunch time can be used for instruction]) 2400 min per week = 480 minutes per day available for instruction </small>			

Explanation and Justification for Recommended Amount of Service Time

Explain how the minutes per week will be distributed (e.g., 30 minutes, 3 times per week = 90 minutes per week; one hour per month = 15 minutes per week, etc.):

If recommended service time as indicated by the O&M VISSIT does not match the IEP team's decided amount of service time, please state the factors or reasons why this discrepancy occurred.

RECOMMENDED SCHEDULE OF SERVICE MINUTES FOR ORIENTATION AND

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Figure 4 Page from VISSIT with table of options of direct service times and lines for explanations below the table.

Slide 15, Recommended Educational Team Support/Collaboration Service Time Range Form

MOBILITY SERVICES - EDUCATIONAL TEAM SUPPORT/COLLABORATION

<u>EDUCATIONAL TEAM SUPPORT/COLLABORATION TIME</u>		TOTAL (box K) from the educational team support/ collaboration column	YOUR RECOMMENDED AMOUNT OF EDUCATIONAL TEAM SUPPORT/COLLABORATION SERVICE TIME (MINUTES PER WEEK)
Score on rubric	Range of suggested service time		
EXAMPLE: 69-80	EXAMPLE: 110 - 150 minutes/wk	70	120 minutes/wk
112+	600 or more minutes/wk		
101 - 111	450 - 600 minutes/wk		
91 - 100	300 - 450 minutes/wk		
81 - 90	150 - 300 minutes/wk		
69 - 80	110 - 150 minutes/wk		
58 - 68	70 - 110 minutes/wk		
47 - 57	30 - 70 minutes/wk		
40 - 46	15 - 30 minutes/wk		
27 - 39	10 - 15 minutes/wk		
14 - 26	5 - 10 minutes/wk		
0 - 13	0 - 5 minutes/wk		

BASED on a 2400-minute/per week system---
2400 minutes in a school week (includes a 7 hour, 15-minute school day, plus 45 minutes for lunch [lunch time can be used for instruction]); 2400 min per week = 480 minutes per day available for instruction

Explanation and Justification for Recommended Amount of Service Time

Explain how the minutes per week will be distributed (e.g., 30 minutes, 3 times per week = 90 minutes per week; one hour per month = 15 minutes per week, etc.):

If recommended service time as indicated by the *O&M VISSIT* does not match the IEP team's decided amount of service time, please state the factors or reasons why this discrepancy occurred.

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Figure 5 Page from VISSIT with table of options of service times and lines for explanations below the table.

Slide 16, The *O&M VISSIT*: Frequently Asked Questions

1. **Q: Can the *O&M VISSIT* be used for all students who receive O&M evaluations and require service, as well as those currently on my caseload, including those with multiple impairments, with deafblindness, or who are medically fragile and/or may have limited travel abilities? How about with infants and toddlers?**
A: The *O&M VISSIT* is designed to determine the appropriate type and amount of orientation & mobility services needed for any student who, because of his or her visual impairment, requires O&M services (direct and/or consultation services) including infants and toddlers and those with multiple impairments, those who are medically fragile, and those with deafblindness.
2. **Q: Is the *O&M VISSIT* to be used as a caseload/workload analysis tool?**
A: No. The *O&M VISSIT* is only a part of a workload analysis process to determine appropriate caseload size because the *O&M VISSIT* does not take into account all of the issues related to workload (e.g., planning and travel). The *O&M VISSIT* only determines type and amount of service needed by individual students.
3. **Q: How do I determine the intensity of student need?**
Gather data from the O&M evaluation and/or progress reporting/monitoring and then use the *O&M VISSIT* to rate the amount of need in each skill area and obtain a total score.
4. **Q: Do I have to complete an O&M evaluation to complete the *O&M VISSIT*?**
A: Yes, Before an initial *O&M VISSIT* can be accurately completed, an O&M evaluation, as part of the FIE process which includes FVE/LMA/ECC evaluation data, must be completed. Then, annually, the O&M specialist can use IEP progress monitoring along with observation/collaboration to complete the *O&M VISSIT* to determine continued level of service type and intensity.
5. **Q: Why were additional contributing factors not included in the Contributing Factors section?**
A: There are many factors already built into the *O&M VISSIT* that should be considered as you determine need for an individual student. These might include age of onset of the visual impairment, behavioral concerns, cognitive level, and the effect of additional disabilities. You do not need to add or subtract points for these factors because the scoring system for direct instruction and educational team support/collaboration (0, 1, 4, 7, 10) should reflect individual student characteristics through the identification and prioritizing of needs.

Figure 6 Image of a page from *VISSIT* Frequently Asked Questions

Slide 17, The *O&M VISSIT*: Frequently Asked Questions (cont.)

6. **Q: What do I do with the *O&M VISSIT* document once I have completed it?**
A: Since the *O&M VISSIT* is used to help the O&M specialist determine the type and amount of services provided for students, it should be included in the student's educational records.
7. **Q: Should the value of intensity reflect the services I am currently providing?**
A: No. The *O&M VISSIT* should NOT be used to justify your current level of services but should be used as a predictor and recommendation for the appropriate type and amount of services needed by individual students.
8. **Q: What if the *O&M VISSIT* indicates the need for more service time than I am currently able to provide?**
A: After you have completed the *O&M VISSIT* on each student, use this information to conduct a workload analysis and present this data to your administrator to determine if additional staff is necessary to meet the needs of your students.
9. **Q: Should a student who has direct services also have time allotted for Educational Team Support/Collaboration?**
A: YES!!! All students who receive direct instruction will require collaborative consultation services to provide information, identify areas of need, reinforce skills, and support all team members, including TVIs and families.
10. **Q: Sometimes travel time to an O&M instructional location is needed. How does the *O&M VISSIT* factor this time into the rating scale?**
A: Travel time is included in the elements of the *O&M VISSIT* and is considered part of the total direct service time indicated in the IEP paperwork. For example, if travel is needed to a particular intersection, this time should be included in the amount of service recommended for the student. Travel between students and schools is not counted as service time. This travel is part of the workload analysis and is not included as student need in the *O&M VISSIT*.
11. **Q: What if my student has so many needs that it would take more than a year to address them all?**
A: Each IEP should be designed to meet identified, measurable annual goals. Recommendations for O&M specialist service should similarly address annual student achievement. The IEP committee may need to identify priorities so that programming can be focused and progress can be made. Addressing too many needs at one time can impede progress because of inconsistent/intermittent instruction.

Figure 7 Image of a page from *VISSIT* Frequently Asked Questions

Slide 18, Initial Validation Study – Participant Information

- The *O&M VISSIT* scale was sent to 34 nominated expert COMS in 10 of the 20 Education Service Center (ESC) regions in Texas
- The *O&M VISSIT* was completed and returned by 24 COMS from 8 ESCs. Total number of *O&M VISSIT* forms received = 56
- Participants were all certified O&M specialists in Texas, 80.95% females and 19.05% males, with experience working as COMS ranging from 3 years – 32 years.
- Participants delivered O&M services in a variety of settings
 - Urban (22.22%)
 - Suburban (66.67%)
 - Rural (11.11%)

Slide 19, Information About the Students

- Students ranged in age from 2 years – 18 years
- 50% of the students involved in this study were female, and 50% were male
- Students' grade levels ranged from ECI (Early Childhood Intervention) – 11th grade
- Students' degree of visual impairment
 - Totally Blind (NLP) 28.57%
 - Legally Blind (20/200; 20° field) 66.67%
 - Functions as blind 19.05%
 - Mild low vision 14.29%
 - Significant low vision 9.52%
 - CVI 0.00%

Slide 20, Information About the Students (cont.)

- Students' Additional Disabilities / Eligibilities
 - SI (Speech Impairment) 22.22%
 - OHI (Other Health Impairment) 18.52%
 - ID (Intellectual Disability) 14.81%
 - DB (Deafblind) 11.11%
 - MD (Multiple Disabilities) 11.11%
 - OI (Orthopedic Impairment) 11.11%
 - AI (Auditory Impairment) 3.70%
 - AU (Autism) 3.70%
 - LD (Learning Disability) 3.70%
 - NCEC (Non-Categorical Early Childhood) 3.70%
 - ED (Emotional Disturbance) 0.00%
 - TBI (Traumatic Brain Injury) 0.00%

Slide 21, Information About the Students (cont.)

- Students' Learning Media
 - 5 indicated Large Print
 - 5 auditory (+1 listed auditory as secondary media)
 - 4 visual
 - 3 braille
 - 2 print
 - 2 tactual (+1 listed tactual as secondary media)
 - Current Type and Amount of O&M Service
 - Answers varied widely, from DNQ (did not qualify) to 180 minutes of direct O&M service + 60 minutes of collaborative consultation per week
- Students' School/Service Settings
 - Answers ranged from homebound to self-contained, to general education with resource support, to Pre-AP and AP classes.

Slide 22, How Relevant are the *O&M VISSIT* Items?

- Items deemed “Not at All Relevant” by at least one participant:
 - 11
 - Items deemed “Somewhat Relevant” by at least one participant:
 - 112
 - Items deemed “Very Relevant” by at least one participant:
 - 241
 - Items deemed “Completely Relevant” by at least one participant:
 - 247

Slide 23, Initial Statistical Analysis of the *O&M VISSIT* **Validity**

- Consequential validity: Moderately valid
- Social validity: Significantly valid
- Content validity:
 - CVR (each item) is significantly valid
 - CVI (the instrument, as a whole) is significantly valid

Reliability

- Internal consistency reliability: Moderately reliable

Slide 24, Overall, was the O&M VISSIT easy to use?

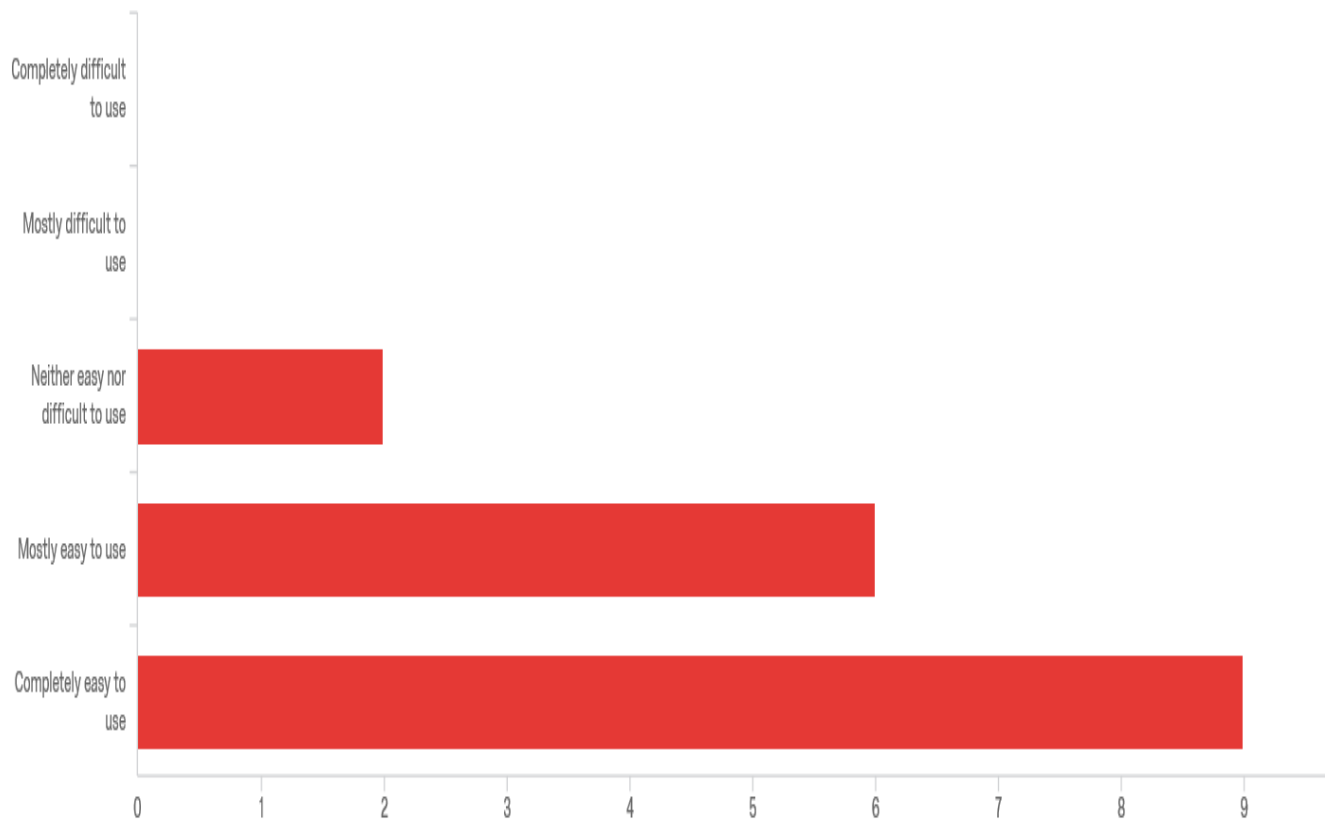


Figure 8 Image of a horizontal bar graph. Neither easy nor difficult: 2 (11.76%); Mostly easy to use: 6 (35.29%); Completely easy to use: 9 (52.94%); Total responses: 17; Min: 3.00; Max: 5.00; Mean: 4.41

Slide 25, Excerpts of Participant Feedback

- *Once started, very easy to use. I downloaded it so it did all the scoring – best way to do it...*
- *I found that it was easy to use and it flowed nicely. The categories were laid out in a sequential order.*
- *It is broken down in such a great way that it not only facilitates an appropriate amount of service time, but it helps me to know how to focus my goals for the following year.*

Slide 26, Were the instructions clear and understandable?

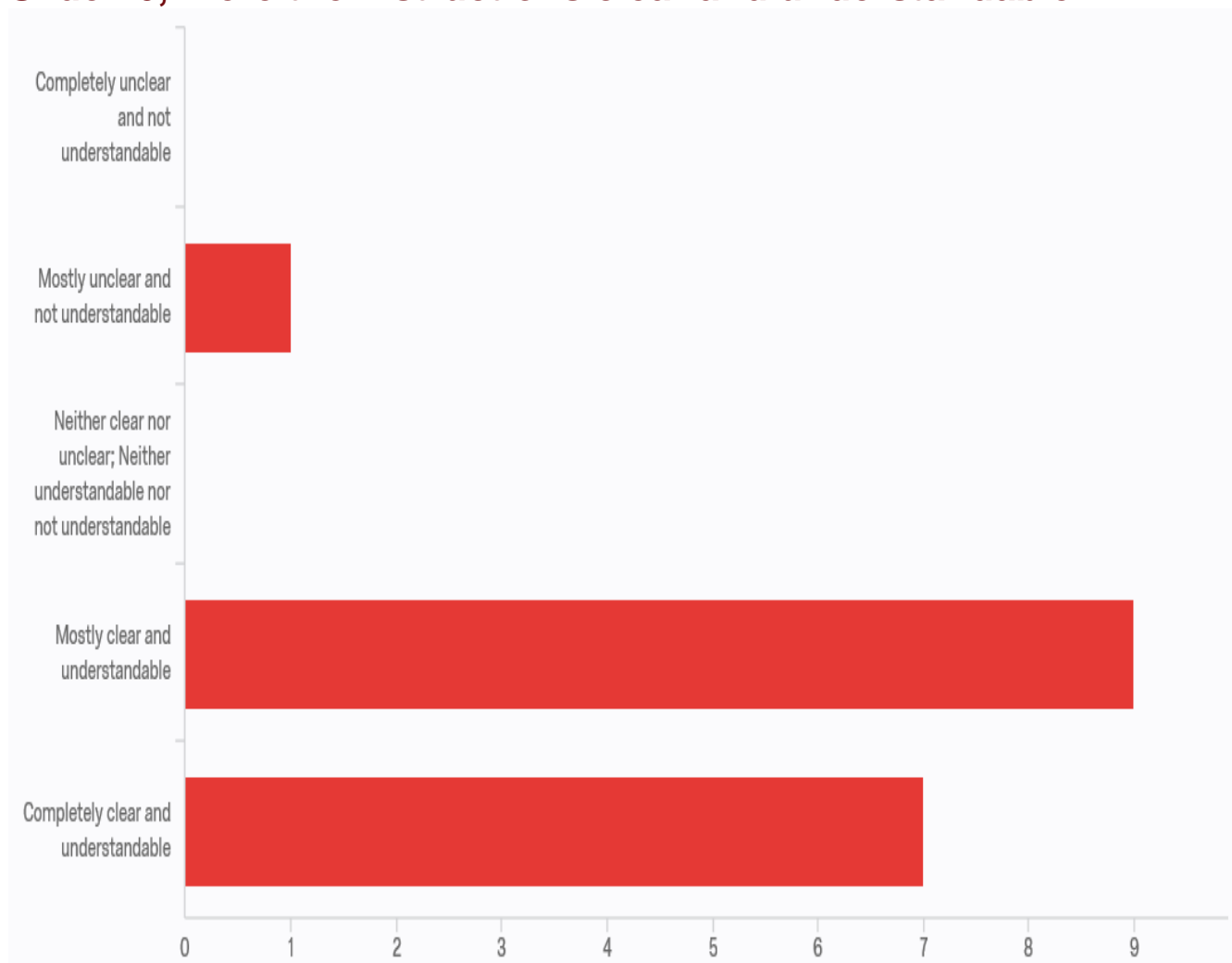


Figure 9 Image of a horizontal bar graph listing findings. Mostly unclear and not understandable: 1 (5.88%); Mostly clear and understandable: 9 (52.94%); Completely clear and understandable: 7 (41.18%); Total responses: 17; Min: 2.00; Max: 5.00; Mean: 4.29

Slide 27, Excerpts of Participant Feedback

- *I couldn't agree more. Instructions were clear.*
- *Nice and clear... really very simple to use and score.*

Slide 28, Were the section descriptions of the O&M Skill Areas on the *O&M VISSIT* clear and understandable?

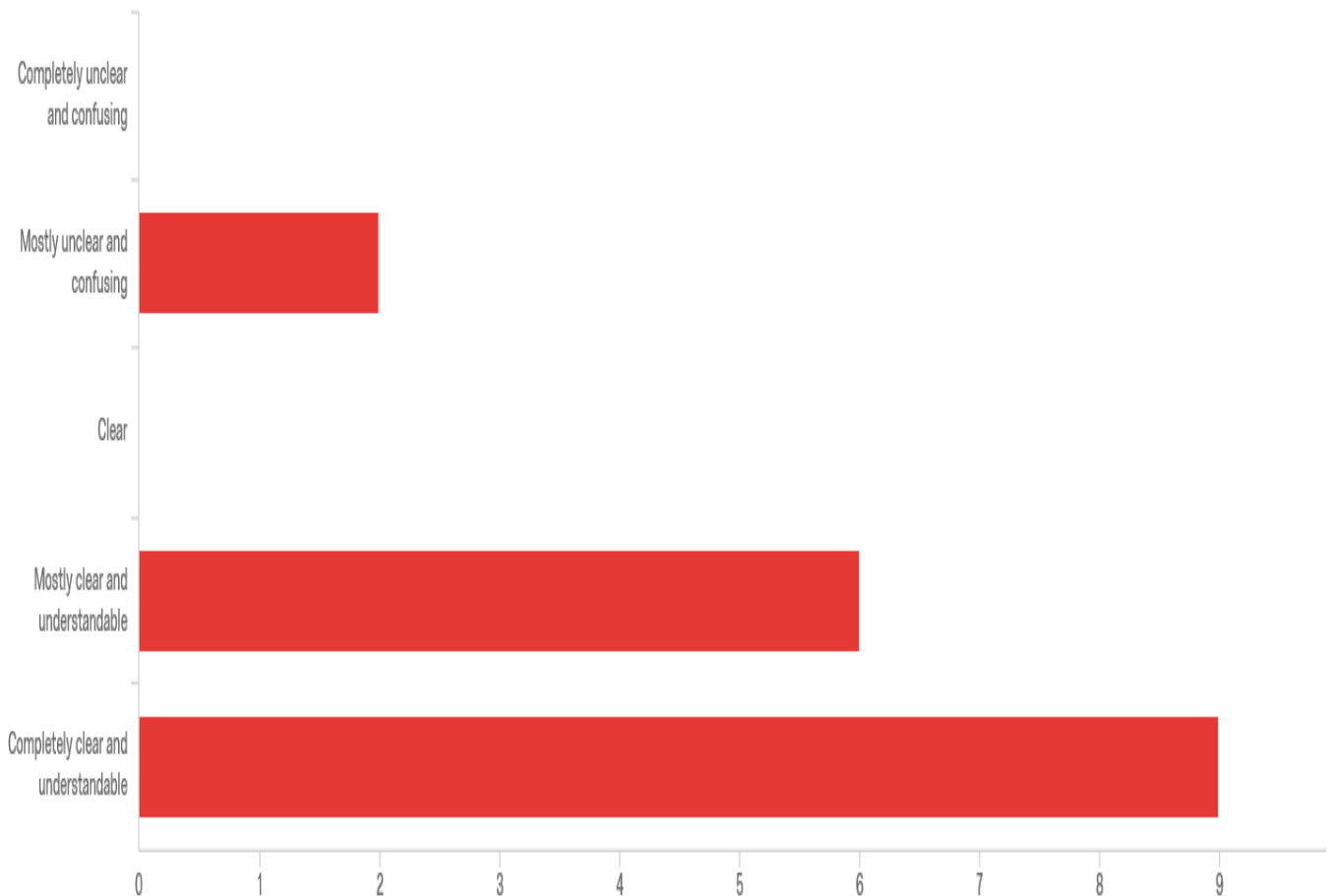


Figure 10 Image of a horizontal bar graph listing findings. Mostly unclear and confusing: 2 (11.76%); Mostly clear and understandable: 6 (35.29%); Completely clear and understandable: 9 (52.94%); Total responses: 17; Min: 2.00; Max: 5.00; Mean: 4.29

Slide 29, Excerpts of Participant Feedback

- *Very clear. I feel like the descriptions were accurate. Nothing needed to be added. Very concise. Perfectly done.*
- *I like how there's a SKILL listed and then the descriptions follow it. That's very helpful.*

Slide 30, Were the scoring criteria on the O&M VISSIT scale clear and understandable?

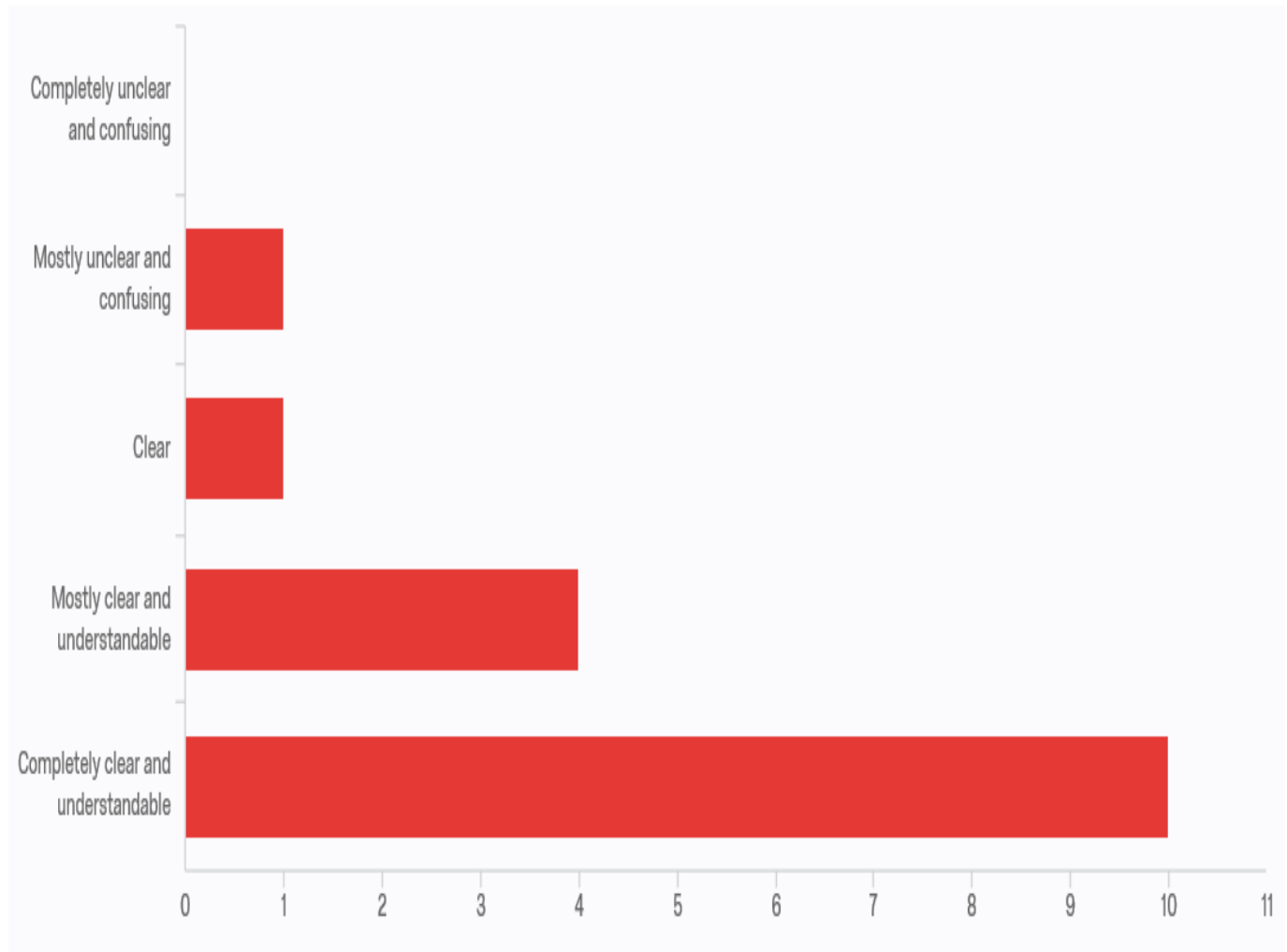


Figure 11 Image of a horizontal bar graph listing findings. Mostly unclear and confusing:1 (6.25%); Clear: 1 (6.25%);Mostly clear and understandable: 4 (25.00%); Completely clear and understandable:10 (62.50%); Total responses: 16; Min: 2.00; Max: 5.00; Mean: 4.4

Slide 31, Excerpts of Participant Feedback

- *I thought it would be complicated to score, but after reviewing and knowing what/how to score, it appeared clear to me.*
- *Done electronically – very easy.*
- *Clear, but the scoring could be subjective between different COMS.*

Slide 32, Was the use of the Additional Areas of Family Support (AAFS) table effective in incorporating family needs into determining service time?

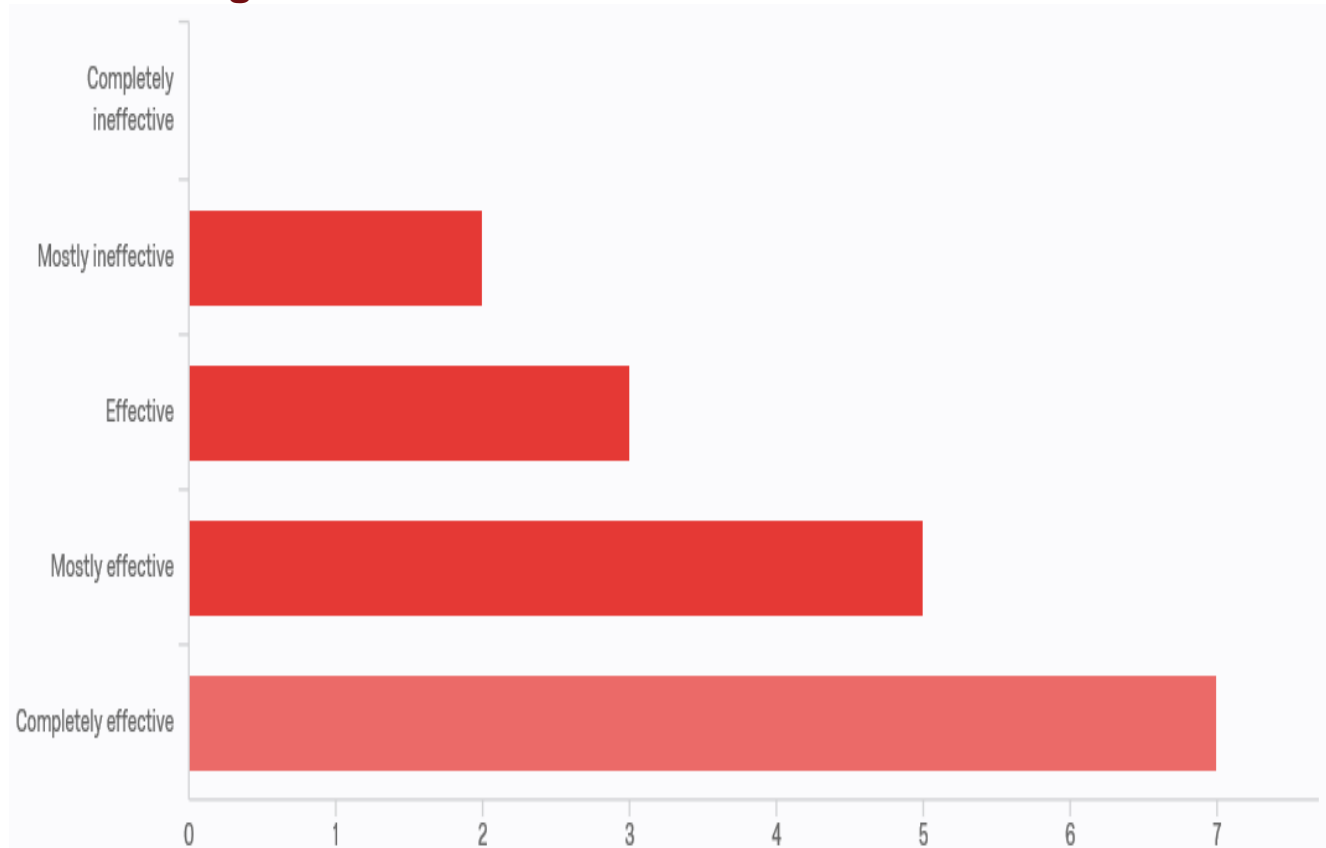


Figure 12 Image of a horizontal bar graph listing findings. Mostly ineffective: 2 (11.76%); Effective: 3 (17.65%); Mostly effective: 5 (29.41%); Completely effective: 7 (41.18%); Total responses: 17; Min: 2.00; Max: 5.00; Mean: 4.00

Slide 33, Excerpts of Participant Feedback

- Sometimes parent (family) sees things that are overlooked, and family input is important. I am glad there is a section for this.
- I thought this section was appropriate. There were areas of need that I wouldn't have thought of.
- I think this is a crucial component to the O&M VISSIT.

Slide 34, Did you base your O&M VISSIT scoring of student need on the student's evaluation results?

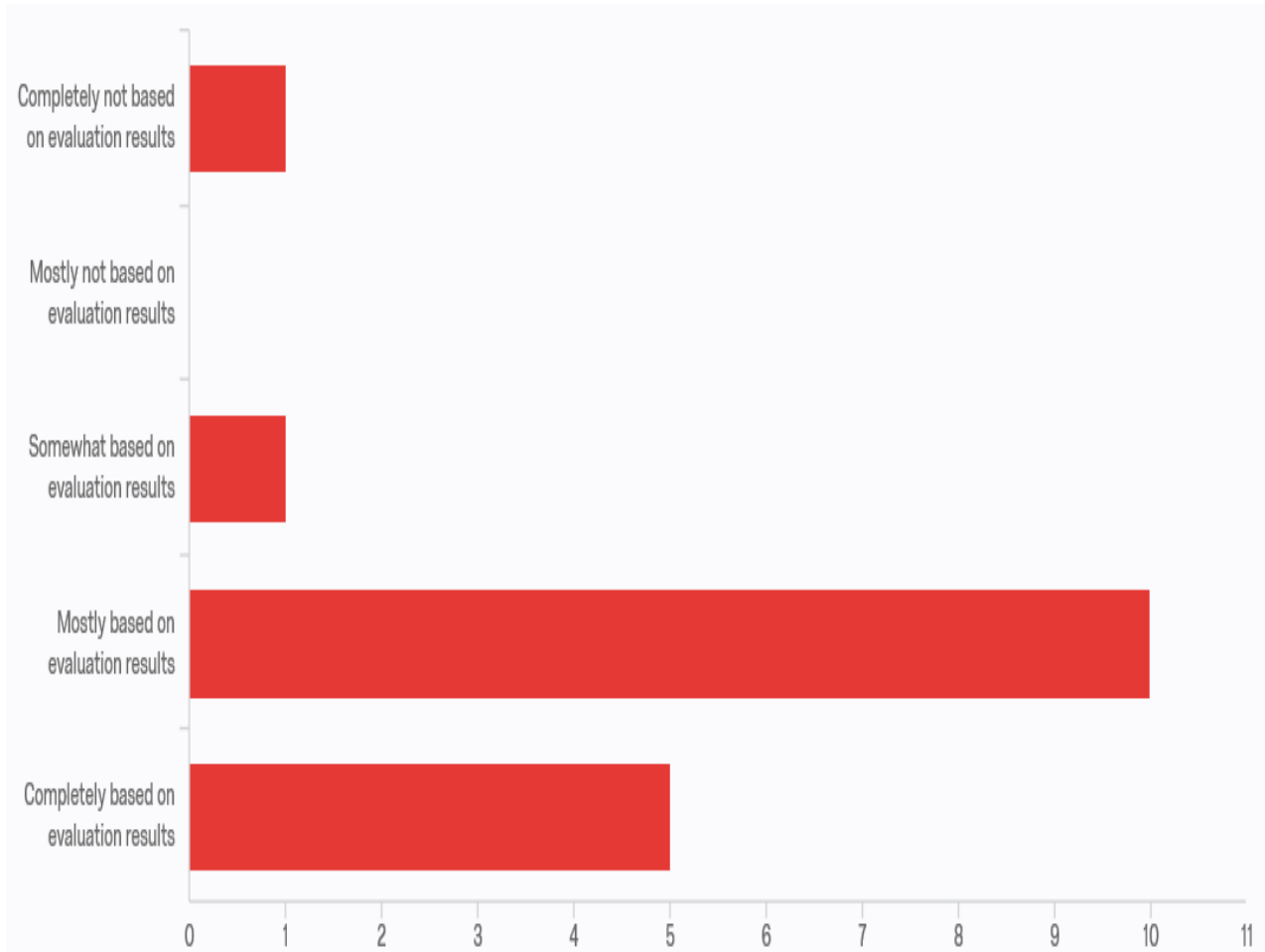


Figure 13 Image of a horizontal bar graph listing findings. Completely not based on evaluation results: 1 (5.88%); Somewhat based on evaluation results: 1 (5.88%); Mostly based on evaluation results: 10 (58.82%); Completely based on evaluation results 5 (29.41%); Total responses:17; Min:1.00; Max:5.00; Mean:4.06

Slide 35, Excerpts of Participant Feedback

- *The evaluation was the basis for most, but I factored in the things that have changed for the student since the evaluation.*
- *I felt the time was in line with the student's needs. I didn't have consult minutes before, but I have provided them and this assessment justifies the need.*

Slide 36, Was the contributing factors section useful for you (i.e., transition, medical, time-intensive instruction)?

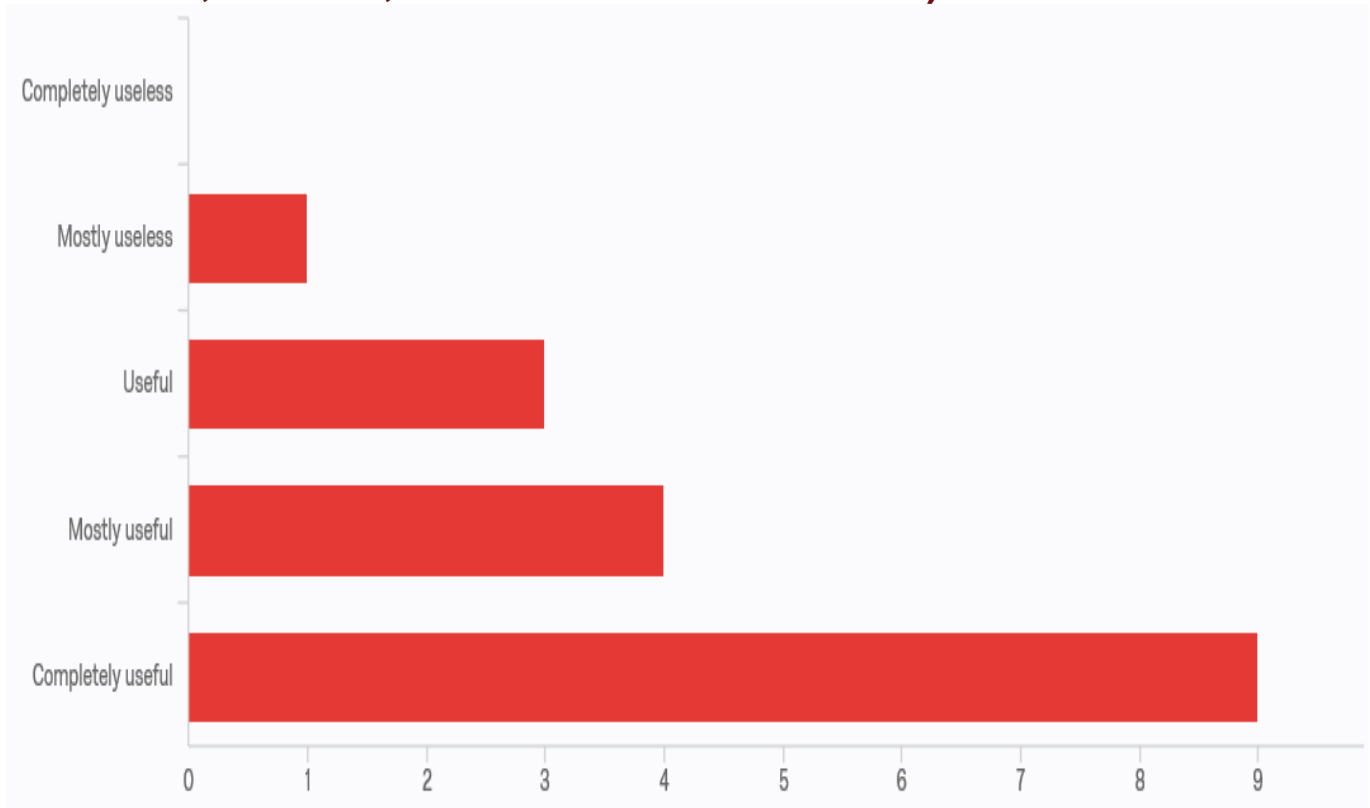


Figure 14 Image of a horizontal bar graph listing findings. Mostly useless: 1(5.88%); Useful: 3 (17.65%); Mostly useful: 4 (23.53%); Completely useful: 9 (52.94%); Total responses: 17; Min: 2.00; Max: 5.00; Mean: 4.24

Slide 37, Excerpts of Participant Feedback

- *Yes, because each student is different, and it is good to have a specific section to address those specific needs.*
- *I need to utilize that section better, in my opinion, especially in the areas of transition and medical status/condition. This section was well thought out.*

Slide 38, Did the results of the O&M VISSIT match your professional judgment regarding student need and recommended type and amount of service?

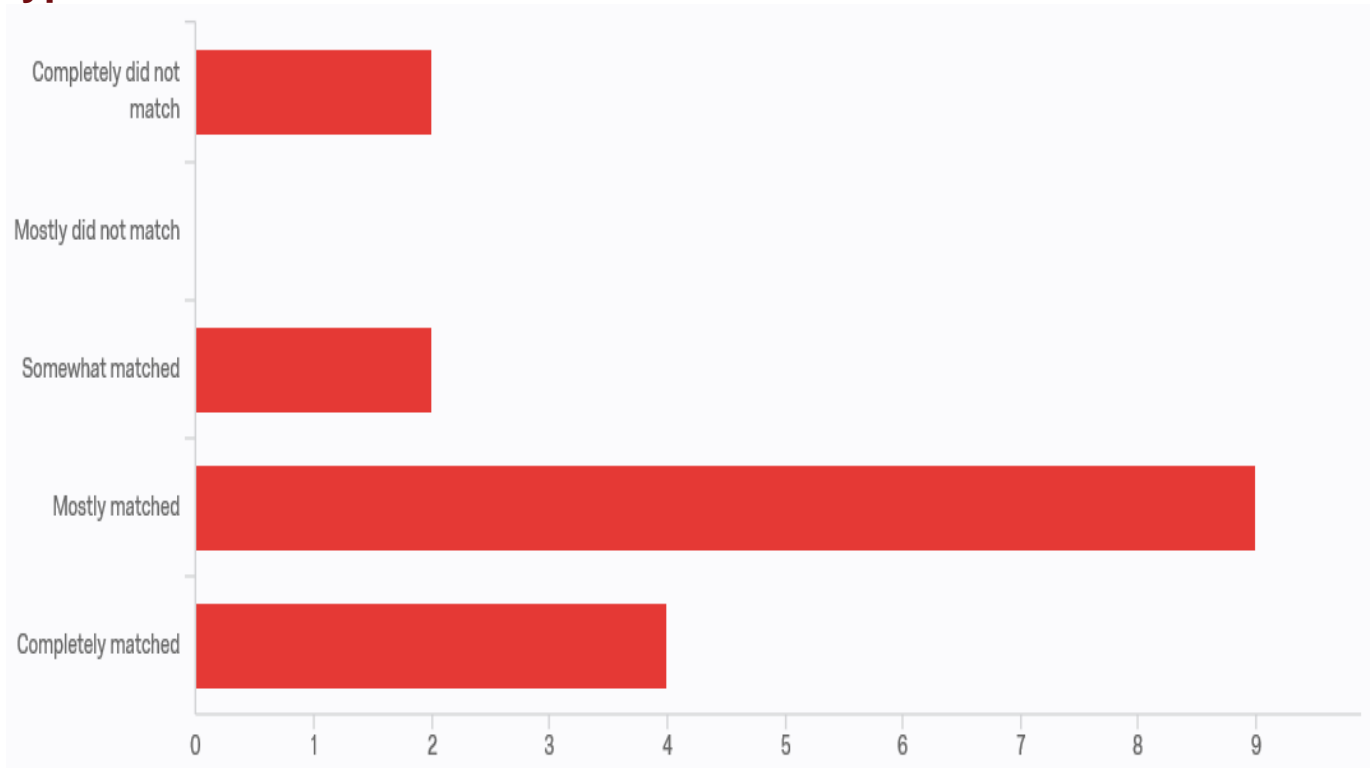


Figure 15 Image of a horizontal bar graph listing findings. Completely did not match: 2 (11.76%); Somewhat matched: 2 (11.76%); Mostly matched: 9 (52.94%); Completely matched: 4 (23.53%); Total responses: 17; Min: 1.00; Max: 5.00; Mean: 3.76

Slide 39, Excerpts of Participant Feedback

- *Yes!!! My personal professional results (judgment) and the outcome of the O&M VISSIT were very close.*
- *Yes, both students that I performed the O&M VISSIT on were spot on for services.*
- *This will be VERY beneficial for me to share with my administration about WHY there is such a high need for more O&M services.*

Slide 40, Did your O&M VISSIT results directly translate into the type and amount of service you recommended for your student's IEP?

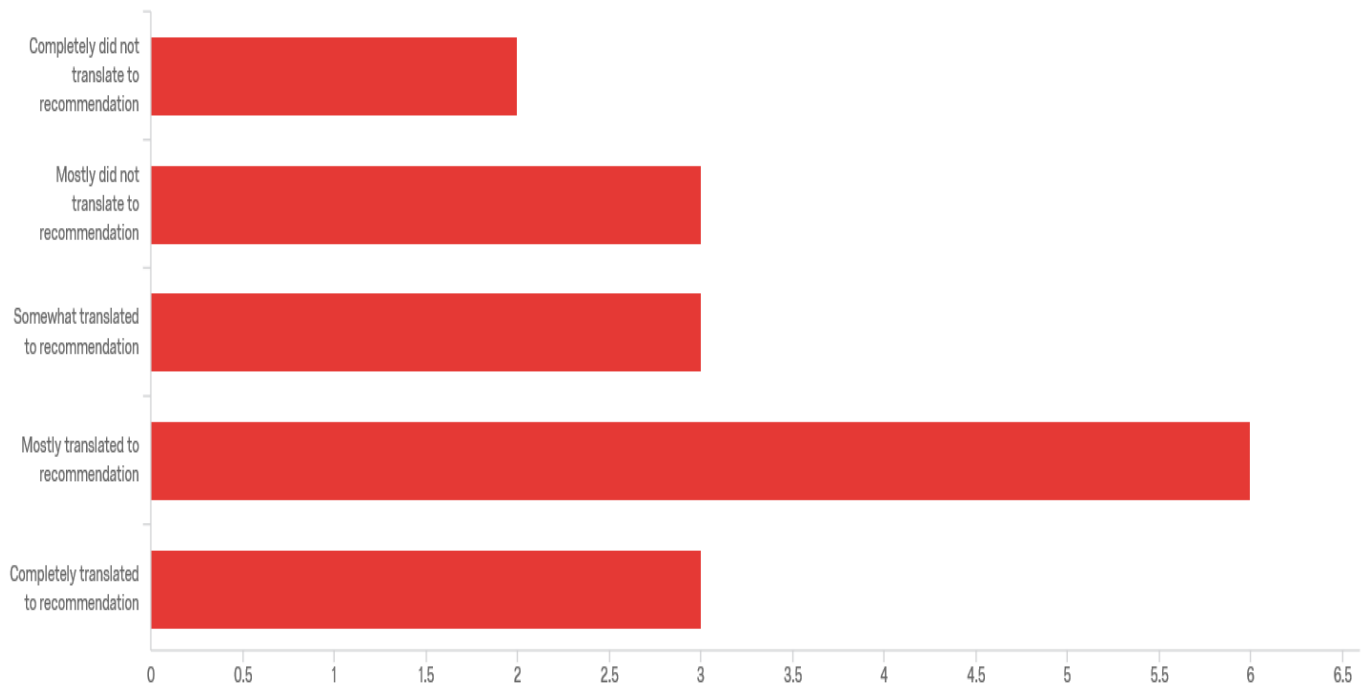


Figure 16 Image of a horizontal bar graph listing findings. Completely did not translate to recommendation: 2 (11.76%); Mostly did not translate to recommendation: 3 (17.65%); Somewhat translated to recommendation: 3 (17.65%); Mostly translated to recommendation: 6 (35.29%); Completely translated to recommendation: 3 (17.65%); Total responses: 17; Min: 1.00; Max: 5.00; Mean: 3.29

Slide 41, Excerpts of Participant Feedback

- *Yes. It was what I would have recommended after reviewing and gathering all my information.*
- *I was impressed with the O&M VISSIT and how it matched my recommendation for O&M service times... The O&M VISSIT was a very helpful tool for me.*
- *It is what I would like to do, but we currently are under-serving O&M due to the logistical side of things and a somewhat resistant administration.*

Slide 42, Do you currently engage in collaborative consultation?



Figure 17 Image of a horizontal bar graph listing findings.

Slide 43, Do you document the amount of time you engage in collaborative consultation?

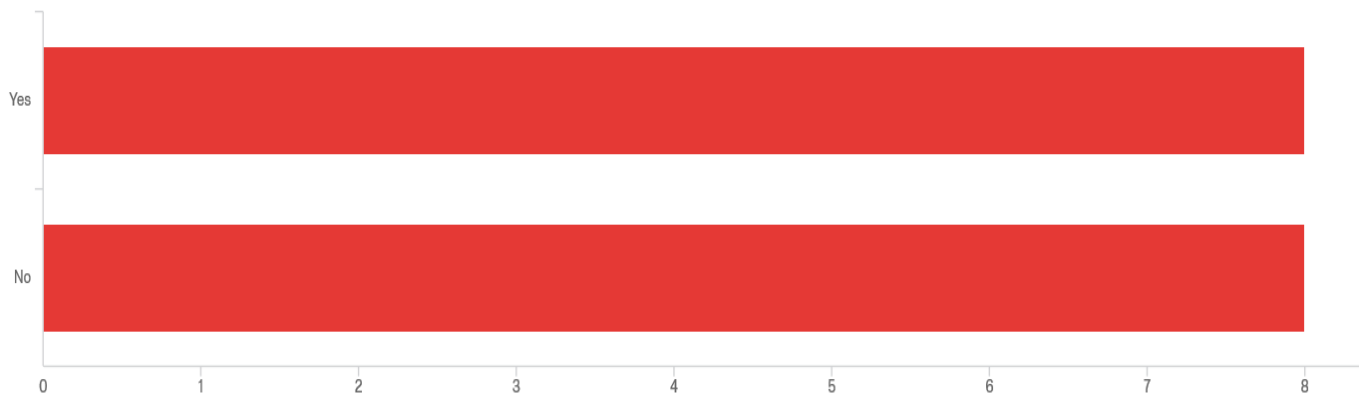


Figure 18 Image of a horizontal bar graph listing findings. Yes: 8 (50%); No: 8 (50%)

Slide 44, Do you think that collaborative consultation should be documented?

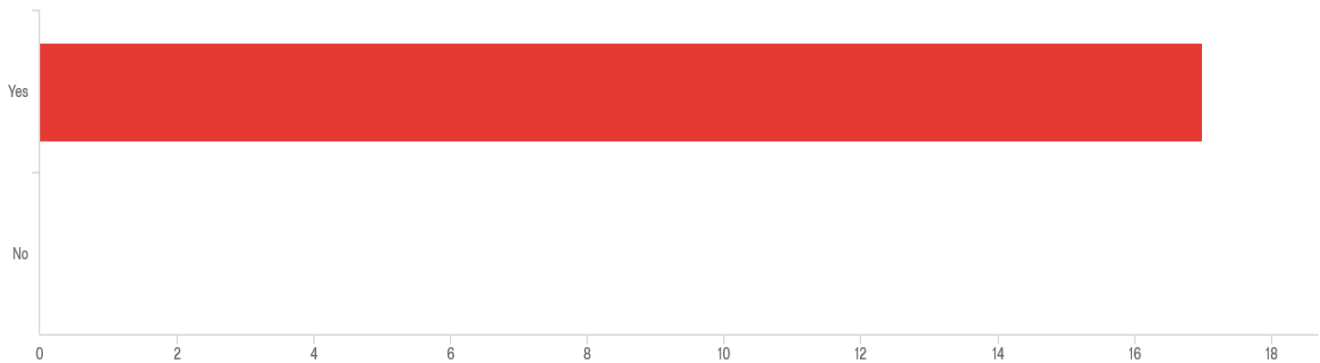


Figure 19 Image of a horizontal bar graph listing findings.

Slide 45, Do you feel that an O&M service delivery model that includes collaborative consultation is an efficient way of delivering O&M services?

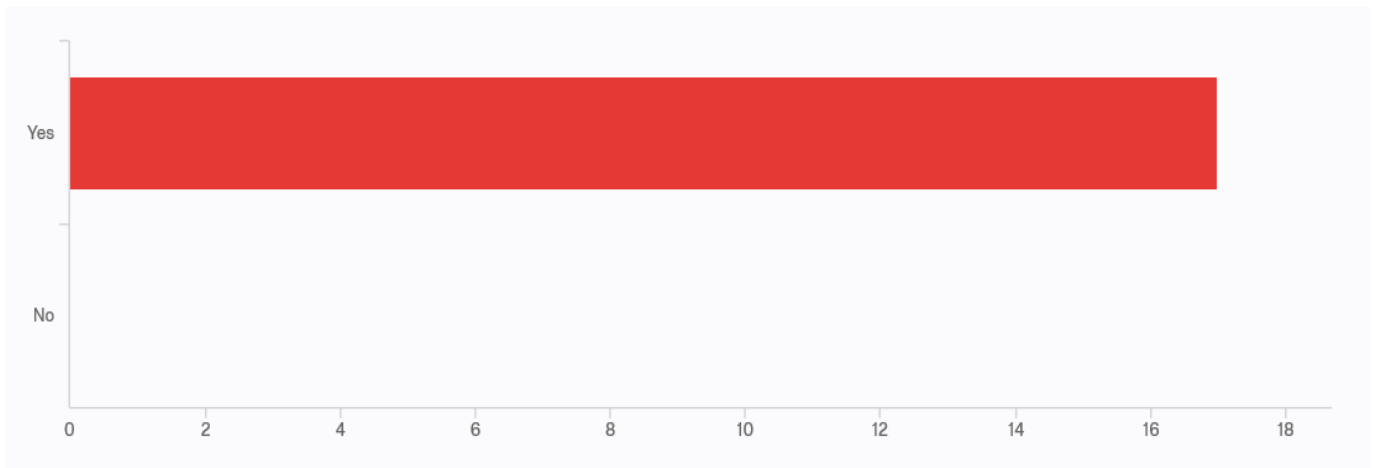


Figure 20 Image of a horizontal bar graph listing findings. Yes: 17 (100%)

Slide 46, Excerpts of Participant Feedback

- *It is imperative to collaborate with parents, teachers, and other service providers to determine the most appropriate ways to implement teaching strategies that will fit the need of the individual student.*
- *As an O&M specialist, you cannot possibly be there to help the student generalize their skills daily. This collaboration will help with generalization.*
- *Yes, it impacts follow through of other professionals working with my students. It also helps me to stay on top of what is occurring when I am not there. Collaborative consultation is necessary to ensure student success.*

Slide 47, Do you feel that the O&M VISSIT is a better tool to use for determining the type and amount of service than other available tools or methods you are currently using?

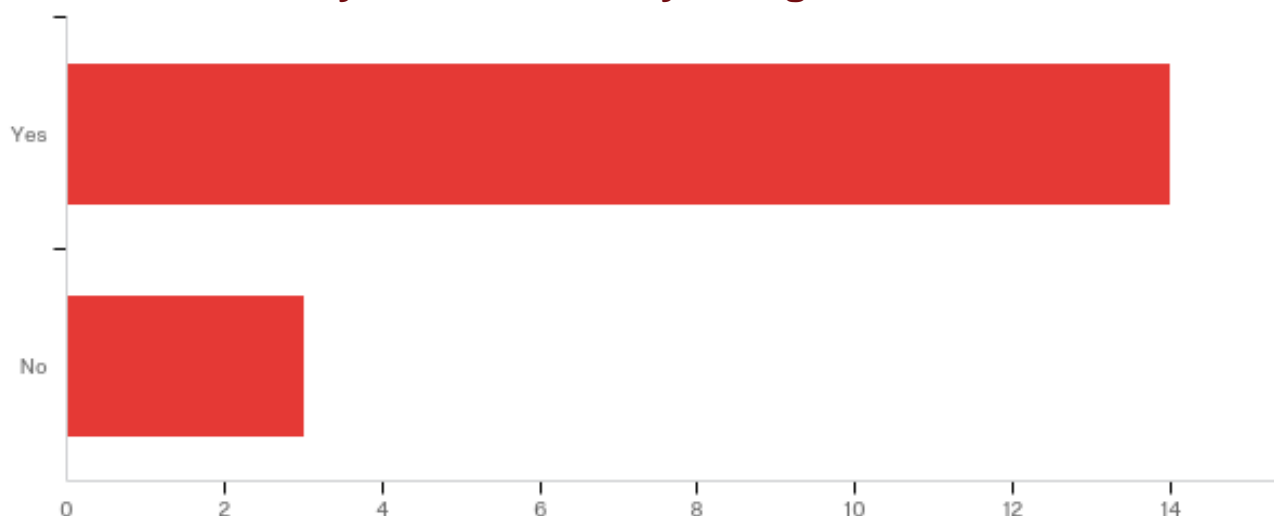


Figure 21 Image of a horizontal bar graph listing findings. Yes: 14 (82%); No: 3 (18%); Total responses: 17; Min: 2.0; Max: 4.00; Mean: 2.35

Slide 48, Excerpts of Participant Feedback

- *I plan to do my evaluations, score the O&M VISSIT, then write up the evaluation using the information gathered to assist in determining service.*
- *I thought this was the most accurate, concrete, and reliable source of information compared to the Michigan. Yes, I would like to use it for all my students.*
- *I would like to use this forever and ever as it is highly effective and matches up well with the VISSIT for TVI services.*
- *I liked using the O&M VISSIT. It was very helpful in determining a student's service time. I would highly recommend this to others...*

Slide 49, Do you feel you would use the O&M VISSIT in the future for determining the type and amount of service you recommend for your students?

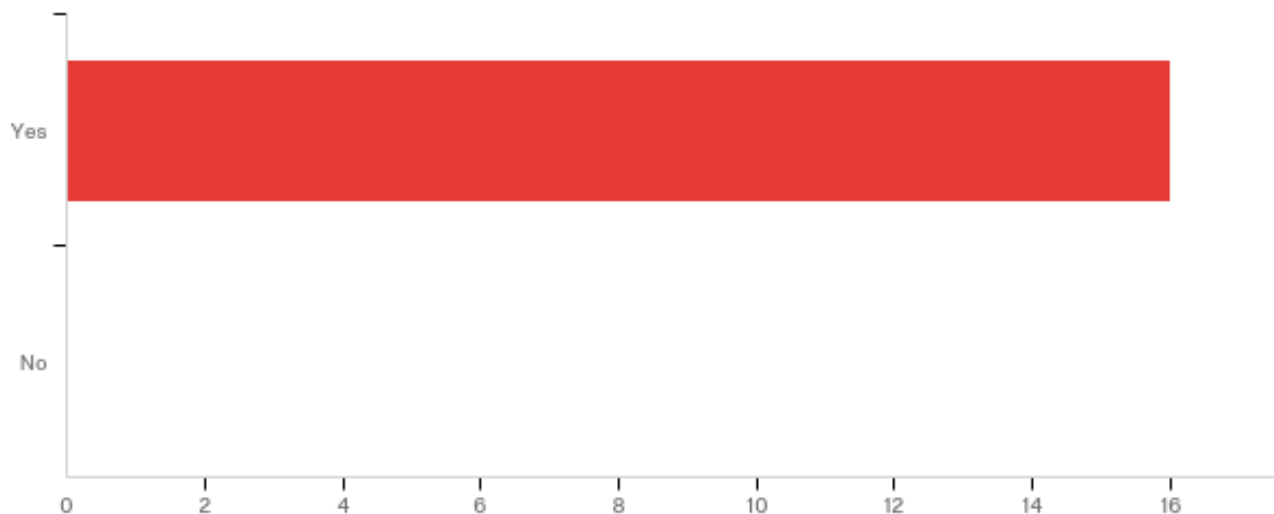


Figure 22 Image of a horizontal bar graph listing findings. Yes: 16 (100%); No: 0 (0%); Total responses: 16; Min: 1.00; Max: 5.00; Mean: 5.00

Slide 50, Excerpts of Participant Feedback

- *I plan to do my evaluations, score the O&M VISSIT, then write up the evaluation using the information gathered to assist in determining service.*
- *I thought this was the most accurate, concrete, and reliable source of information compared to the Michigan. Yes, I would like to use it for all my students.*
- *I would like to use this forever and ever as it is highly effective and matches up well with the VISSIT for TVI services.*
- *I liked using the O&M VISSIT. It was very helpful in determining a student's service time. I would highly recommend this to others...*

Slide 51, Filling Out the O&M VISSIT Protocol

Sample Student

Slide 52, Filling Out the O&M VISSIT – Sample Student

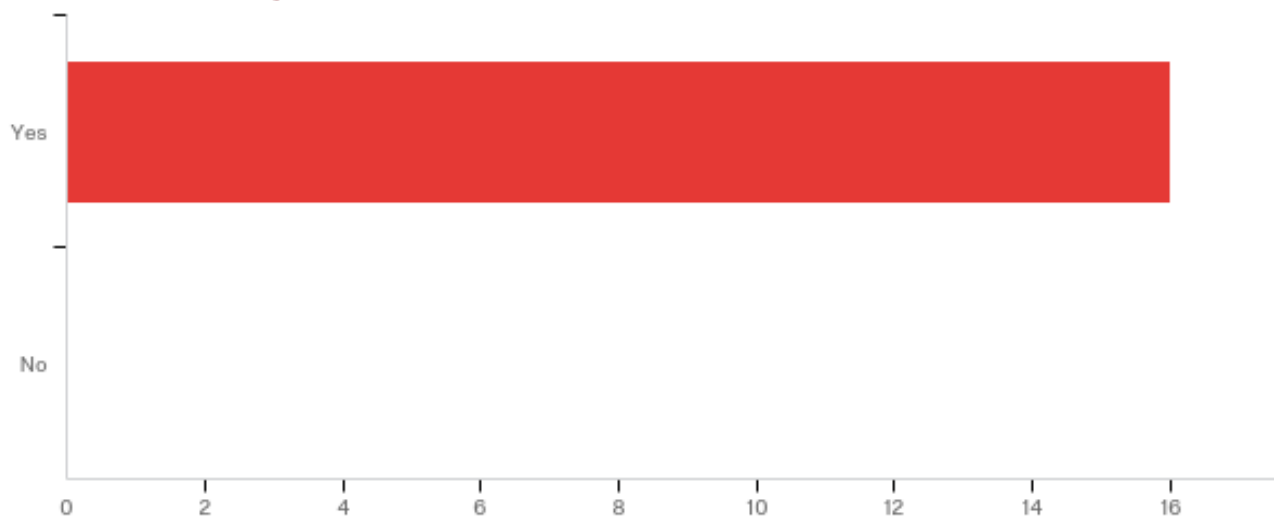




Figure 23 Image of text on a document describing student.

Slide 53, Filling Out the *O&M VISSIT* – Intensity of Need in Skill Areas

O&M VISSIT: ORIENTATION & MOBILITY VISUAL IMPAIRMENT SCALE OF SERVICE INTENSITY OF TEXAS

Student: Ella Goetter COMS: Anita Kane Date: September 3, 2015

Type of O&M Service 	Direct Instruction from O&M Specialist	Educational Team Support/Collaborative Consultation
	0=no need at this time	0=no need at this time
	1=low need-occasional support and maintenance of skills	1=low need-teacher(s)/family needs infrequent support for established routines/ IEP goals & objectives/ modeling/curriculum
	4=medium need-needs skills but lower priority; generalization and fluency development	4=medium need-teacher(s)/family needs some support for development and maintenance of routines/ IEP goals & objectives/ modeling/ curriculum
	7=high need-priority; complete mastery of introduced skills	7=high need-teacher(s)/family needs ongoing support for established routines/ implementation of IEP goals & objectives/ modeling/ curriculum
	10=intense need-priority; acquisition of new skills	10=intense need-teacher(s)/family needs ongoing support to establish new routines/ implement IEP goals & objectives/ modeling/ use of curriculum
O&M Skill Area 		
PURPOSEFUL MOVEMENT		
Motor Skills - includes head/trunk control, rolling, crawling, walking, gait patterns, exploring, reaching and/or moving toward objects/destinations, etc.	0	0
Basic Skills - includes guide techniques, protective and alignment techniques, cruising/trailing, room familiarization, search patterns, initial use of landmarks/clues/signage, etc.	4	0
Cane Skills - includes grip, cane techniques: two- and three-point touch, constant contact, diagonal, verification; stairs; shorelining; recovery skills; adaptive mobility devices; etc.	7	4
	PAGE TOTAL for Direct Column	PAGE TOTAL for Educational Team Support Column
	11	4

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Figure 24 Image of page from VISSIT with table determining rating for each category of “Purposeful Movement” skill.

Slide 54, Filling Out the *O&M VISSIT* – Intensity of Need in Skill Areas

Type of O&M Service →	Direct Instruction from O&M Specialist	Educational Team Support/Collaborative Consultation
	0=no need at this time	0=no need at this time
	1=low need-occasional support and maintenance of skills	1=low need-teacher(s)/family needs infrequent support for established routines/ IEP goals & objectives/ modeling/curriculum
	4=medium need-needs skills but lower priority; generalization and fluency development	4=medium need-teacher(s)/family needs some support for development and maintenance of routines/ IEP goals & objectives/ modeling/ curriculum
	7=high need-priority; complete mastery of introduced skills	7=high need-teacher(s)/family needs ongoing support for established routines/ implementation of IEP goals & objectives/ modeling/ curriculum
	10=intense need-priority; acquisition of new skills	10=intense need-teacher(s)/family needs ongoing support to establish new routines/ implement IEP goals & objectives/ modeling/ use of curriculum
O&M Skill Area ↩		
COMMUNICATION		
Receptive - includes communication related to O&M: attending, following directions, choice-making, responding to instruction/information provided through gestures, sign language, tactile signs, speech, objects, symbols, adaptive communication, audio, etc.	0	0
Expressive - includes communication related to O&M: participation, expressing wants and needs, choice-making, soliciting/declining assistance, using speech, gestures, objects/tactile symbols/pictures to respond to questions and/or instructions, conducting transactions face-to-face or via phone, etc.	0	0
	PAGE TOTAL for Direct Column	PAGE TOTAL for Educational Team Support Column
	0	0

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Figure 25 Image of page from VISSIT with table determining rating for each category of “Communication” skill.

Slide 55, Filling Out the *O&M VISSIT* – Intensity of Need in Skill Areas

Type of O&M Service →	Direct Instruction from O&M Specialist	Educational Team Support/Collaborative Consultation
	0=no need at this time	0=no need at this time
	1=low need-occasional support and maintenance of skills	1=low need-teacher(s)/family needs infrequent support for established routines/ IEP goals & objectives/ modeling/curriculum
	4=medium need-needs skills but lower priority; generalization and fluency development	4=medium need-teacher(s)/family needs some support for development and maintenance of routines/ IEP goals & objectives/ modeling/ curriculum
	7=high need-priority; complete mastery of introduced skills	7=high need-teacher(s)/family needs ongoing support for established routines/ implementation of IEP goals & objectives/ modeling/ curriculum
	10=intense need-priority; acquisition of new skills	10=intense need-teacher(s)/family needs ongoing support to establish new routines/ implement IEP goals & objectives/ modeling/ use of curriculum
O&M Skill Area ↩		
CONCEPT DEVELOPMENT		
Body Awareness - includes identifying body parts, imitating body movements, functional exploration of objects/environments using specific body parts (e.g., opening door, picking up item, pushing/pulling), etc.	0	0
Directional/Positional - includes turning the body, laterality, directionality, cardinal directions, parallel/perpendicular, direction of travel (using degrees, clock face directions, left/right), etc.	0	0
Spatial Awareness - includes awareness of one's self in space, relationship of self to surrounding environments, object to object, sense of distance, time-distance, spatial updating, cognitive mapping, etc.	0	0
	PAGE TOTAL for Direct Column	PAGE TOTAL for Educational Team Support Column
	0	0

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Figure 26 Image of page from VISSIT with table determining rating for each category of “Concept Development” skill.

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Slide 56, Filling Out the *O&M VISSIT* – Intensity of Need in Skill Areas

Type of O&M Service →	Direct Instruction from O&M Specialist	Educational Team Support/Collaborative Consultation
	0=no need at this time	0=no need at this time
	1=low need-occasional support and maintenance of skills	1=low need-teacher(s)/family needs infrequent support for established routines/ IEP goals & objectives/ modeling/curriculum
	4=medium need-needs skills but lower priority; generalization and fluency development	4=medium need-teacher(s)/family needs some support for development and maintenance of routines/ IEP goals & objectives/ modeling/ curriculum
	7=high need-priority; complete mastery of introduced skills	7=high need-teacher(s)/family needs ongoing support for established routines/ implementation of IEP goals & objectives/ modeling/ curriculum
	10=intense need-priority; acquisition of new skills	10=intense need-teacher(s)/family needs ongoing support to establish new routines/ implement IEP goals & objectives/ modeling/ use of curriculum
O&M Skill Area ↩		
CONCEPT DEVELOPMENT		
Body Awareness - includes identifying body parts, imitating body movements, functional exploration of objects/environments using specific body parts (e.g., opening door, picking up item, pushing/pulling), etc.	0	0
Directional/Positional - includes turning the body, laterality, directionality, cardinal directions, parallel/perpendicular, direction of travel (using degrees, clock face directions, left/right), etc.	0	0
Spatial Awareness - includes awareness of one's self in space, relationship of self to surrounding environments, object to object, sense of distance, time-distance, spatial updating, cognitive mapping, etc.	0	0
	PAGE TOTAL for Direct Column	PAGE TOTAL for Educational Team Support Column
	0	0

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Figure 27 Image of page from VISSIT with table determining rating for each category of “Concept Development” skill.

Slide 57, Filling Out the *O&M VISSIT* – Intensity of Need in Skill Areas

Type of O&M Service →	Direct Instruction from O&M Specialist	Educational Team Support/Collaborative Consultation
	0=no need at this time	0=no need at this time
	1=low need-occasional support and maintenance of skills	1=low need-teacher(s)/family needs infrequent support for established routines/ IEP goals & objectives/ modeling/curriculum
	4=medium need-needs skills but lower priority; generalization and fluency development	4=medium need-teacher(s)/family needs some support for development and maintenance of routines/ IEP goals & objectives/ modeling/ curriculum
	7=high need-priority; complete mastery of introduced skills	7=high need-teacher(s)/family needs ongoing support for established routines/ implementation of IEP goals & objectives/ modeling/ curriculum
	10=intense need-priority; acquisition of new skills	10=intense need-teacher(s)/family needs ongoing support to establish new routines/ implement IEP goals & objectives/ modeling/ use of curriculum
O&M Skill Area ↩		
ASSISTIVE TECHNOLOGY FOR O&M		
Optical Devices - includes training in the use and care of distance and near optical devices like magnifiers, telescopes, bioptics, field enhancers, etc., for functional activities.	4	4
Low-tech Devices – includes training in the use and care of sunglasses, visors/hats, task lighting/flashlights, braille/adapted compass, ID cane, wheelchair curb-feelers, etc.	4	0
High-tech Devices – includes training in the use and care of electronic travel devices, video magnifiers, mobile technology and apps (text-to-speech, scanning, accessibility, etc.), GPS systems, currency identifiers, digital recorders, talking compasses, TTY/TTD, refreshable braille displays, etc.	4	1
	PAGE TOTAL for Direct Column	PAGE TOTAL for Educational Team Support Column
	12	5

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Figure 28 Image of page from VISSIT with table determining rating for each category of “Assistive Technology” skill.

Slide 58, Filling Out the *O&M VISSIT* – Intensity of Need in Skill Areas

Type of O&M Service →	Direct Instruction from O&M Specialist	Educational Team Support/Collaborative Consultation
	0=no need at this time	0=no need at this time
	1=low need-occasional support and maintenance of skills	1=low need-teacher(s)/family needs infrequent support for established routines/ IEP goals & objectives/ modeling/curriculum
	4=medium need-needs skills but lower priority; generalization and fluency development	4=medium need-teacher(s)/family needs some support for development and maintenance of routines/ IEP goals & objectives/ modeling/ curriculum
	7=high need-priority; complete mastery of introduced skills	7=high need-teacher(s)/family needs ongoing support for established routines/ implementation of IEP goals & objectives/ modeling/ curriculum
	10=intense need-priority; acquisition of new skills	10=intense need-teacher(s)/family needs ongoing support to establish new routines/ implement IEP goals & objectives/ modeling/ use of curriculum
O&M Skill Area ↩		
CRITICAL THINKING/PROBLEM-SOLVING		
Route Planning – includes linear/L/U/Z-shaped routes, block travel, accessing transportation schedules, identifying and using landmarks, developing skills from rote route travel to dynamic travel, etc.	1	0
Recovery Strategies/Unexpected Events - includes alternate routes/detours, sidewalk recovery, veer recovery, soliciting assistance, emergency contacts, adverse weather, alternative modes of transportation, rural travel, night travel, reorienting, etc.	4	0
Environmental Analysis – includes gathering and application of information related to: layout of room/building, numbering systems, traffic patterns, safety, depth cues, lighting/contrast, tactile discrimination of surfaces, selecting appropriate techniques, transition to new spaces, etc.	1	0
	PAGE TOTAL for Direct Column	PAGE TOTAL for Educational Team Support Column
	6	0



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Figure 29 Image of page from VISSIT with table determining rating for each category of “Critical Thinking- Problem Solving” skill.

Slide 59, Filling Out the *O&M VISSIT* – Intensity of Need in Skill Areas

Type of O&M Service 	Direct Instruction from O&M Specialist	Educational Team Support/Collaborative Consultation
	0=no need at this time	0=no need at this time
	1=low need-occasional support and maintenance of skills	1=low need-teacher(s)/family needs infrequent support for established routines/ IEP goals & objectives/ modeling/curriculum
	4=medium need-needs skills but lower priority; generalization and fluency development	4=medium need-teacher(s)/family needs some support for development and maintenance of routines/ IEP goals & objectives/ modeling/ curriculum
	7=high need-priority; complete mastery of introduced skills	7=high need-teacher(s)/family needs ongoing support for established routines/ implementation of IEP goals & objectives/ modeling/ use of curriculum
	10=intense need-priority; acquisition of new skills	10=intense need-teacher(s)/family needs ongoing support to establish new routines/ implement IEP goals & objectives/ modeling/ use of curriculum
O&M Skill Area 		
CRITICAL THINKING/PROBLEM-SOLVING (CONT)		
Street Crossings - synthesizing necessary skills and strategies to execute safe street crossings.	4	0
SENSORY EFFICIENCY		
Visual – includes training without and with optical devices in a variety of lighting conditions in the use of: lighting, glare management strategies, scanning, tracing, tracking, identification/spotting, environmental signage and landmarks, etc.	4	0
Auditory – includes training in: the use of sound awareness/detection, discrimination, identification, localization, directionality, distance and speed, echolocation, auditory alignment, sound shadows and masking, use of cochlear implants and hearing aids, etc.	4	0
	PAGE TOTAL for Direct Column	PAGE TOTAL for Educational Team Support Column
	12	0

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Figure 30 Image of page from VISSIT with table determining rating for each category of “Critical Thinking- Problem Solving (Cont).” skill.

Slide 60, Filling Out the *O&M VISSIT* – Intensity of Need in Skill Areas

Type of O&M Service →	Direct Instruction from O&M Specialist	Educational Team Support/Collaborative Consultation
	0=no need at this time	0=no need at this time
	1=low need-occasional support and maintenance of skills	1=low need-teacher(s)/family needs infrequent support for established routines/ IEP goals & objectives/ modeling/curriculum
	4=medium need-needs skills but lower priority; generalization and fluency development	4=medium need-teacher(s)/family needs some support for development and maintenance of routines/ IEP goals & objectives/ modeling/ curriculum
	7=high need-priority; complete mastery of introduced skills	7=high need-teacher(s)/family needs ongoing support for established routines/ implementation of IEP goals & objectives/ modeling/ curriculum
	10=intense need-priority; acquisition of new skills	10=intense need-teacher(s)/family needs ongoing support to establish new routines/ implement IEP goals & objectives/ modeling/ use of curriculum
O&M Skill Area ↩		
SENSORY EFFICIENCY (cont)		
Tactile – includes training in: tactile sensitivity reduction, haptic perception, discrimination of shapes, textures, dot patterns, same/different, awareness of tactile warning systems and terrain changes, effective use of signage and numbering systems (braille, symbols, raised print), etc.	1	0
Additional Sensory Systems - Proprioceptive, Vestibular, Kinesthetic, Olfactory, and Gustatory	0	0
TRANSPORTATION		
Familiarization and Planning - includes familiarization and safety concerns related to vehicles, accessing public transportation and schedules, etc.	4	0
Utilization - includes use of: public transportation such as paratransit, bus, taxi, light/commuter rail, train, air travel, etc.	4	0
	PAGE TOTAL for Direct Column	PAGE TOTAL for Educational Team Support Column
	9	0

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Figure 31 Image of page from VISSIT with table determining rating for each category of “Sensory Efficiency” and “Transportation” skills.

Slide 61, Filling Out the *O&M VISSIT* – Intensity of Need in Skill Areas

Type of O&M Service →	Direct Instruction from O&MSpecialist	Educational Team Support/Collaborative Consultation
	0=no need at this time	0=no need at this time
	1=low need-occasional support and maintenance of skills	1=low need-teacher(s)/family needs infrequent support for established routines/ IEP goals & objectives/ modeling/curriculum
	4=medium need-needs skills but lower priority; generalization and fluency development	4=medium need-teacher(s)/family needs some support for development and maintenance of routines/ IEP goals & objectives/ modeling/ curriculum
	7=high need-priority; complete mastery of introduced skills	7=high need-teacher(s)/family needs ongoing support for established routines/ implementation of IEP goals & objectives/ modeling/ curriculum
	10=intense need-priority; acquisition of new skills	10=intense need-teacher(s)/family needs ongoing support to establish new routines/ implement IEP goals & objectives/ modeling/ use of curriculum
O&M Skill Area →		
HEALTH AND SAFETY		
Health - includes strategies for managing health conditions, medications, first aid, stamina, effects of environmental conditions on personal health related to travel, etc.	0	0
Safety - includes strategies for safeguarding self and personal belongings, selecting safe routes, awareness of surroundings, emergency protocols, exit strategies for dangerous situations, etc.	1	0
RELATED ECC AREAS		
Social Interaction Skills – includes instruction in managing behavioral states; turn-taking; personal boundaries; identifying social cues, customs, and non-verbal communication; soliciting assistance; selective self-disclosure; phone etiquette; table etiquette; interacting with people in a variety of settings (e.g. social, business, information-gathering, commercial/transactional); etc.	0	0
	PAGE TOTAL for Direct Column	PAGE TOTAL for Educational Team Support Column
	1	0



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Figure 32 Image of page from VISSIT with table determining rating for each category of “Health and Safety” and “Related ECC Areas” skills.

Slide 62, Filling Out the *O&M VISSIT* – Intensity of Need in Skill Areas

Type of O&M Service 	Direct Instruction from O&M	Educational Team Support/Collaboration
	0=no need at this time	0=no need at this time
	1=low need-occasional support and maintenance of skills	1=low need-teacher(s)/family needs infrequent support for established routines/ IEP goals & objectives/ modeling/curriculum
	4=medium need-needs skills but lower priority; generalization and fluency development	4=medium need-teacher(s)/family needs some support for development and maintenance of routines/ IEP goals & objectives/ modeling/ curriculum
	7=high need-priority; complete mastery of introduced skills	7=high need-teacher(s)/family needs ongoing support for established routines/ implementation of IEP goals & objectives/ modeling/ curriculum
	10=intense need-priority; acquisition of new skills	10=intense need-teacher(s)/family needs ongoing support to establish new routines/ implement IEP goals & objectives/ modeling/ use of curriculum
O&M Skill Area 		
RELATED ECC AREAS (cont)		
Self-Determination Skills – includes choice-making, self-advocacy, assertiveness, self-evaluation, goal-setting, etc.	1	1
Independent Living Skills – includes money management, personal information and identification, personal hygiene, dressing appropriately for the weather, organization skills, time management, accessing agency support, shopping, laundry, choosing residence, etc.	4	0
Recreation/Leisure Skills – includes identifying, investigating, and experiencing recreation and leisure options, including games, sports, social events, fitness facilities, and personal interests.	1	0
Career Education Skills - includes commuting to and from a work site, time management related to employment, safety in and accessing the work environment, orientation and familiarization to the work setting, job task skills, soft skills, etc.	1	0
	PAGE TOTAL for Direct Column	PAGE TOTAL for Educational Team Support Column
	7	1

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Figure 33 Image of page from VISSIT with table determining rating for each category of “Related ECC Areas (Cont).” skill.

Slide 63, Filling Out the *O&M VISSIT* – Intensity of Need in Skill Areas

<u>COLUMN SUBTOTALS</u>	Direct Instruction Column Subtotal		Educational Team Support/Collaborative Consultation	
	A		F	
Contributing Factor: Transition	B	59	G	11
Contributing Factor: Medical Status/Condition	C	10	H	10
Contributing Factor: Time-Intensive Instruction	D	0	I	0
Additional Areas of Family Support Total			J	0
TOTAL	E	79	K	29

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Figure 34 Table with contributing factor subtotals and Direct Instruction/ Consultation subtotals.

Slide 64, Filling Out the O&M VISSIT – AAFS

Additional Areas of Family Support (AAFS) Table

Areas of Family Need	Value Range
<i>There is a need for:</i>	0=No Need 1=Low Need 4=Medium Need 7=High Need 10=Intense Need
Consistency of educational concepts across school and home settings (e.g., communication systems, behavioral techniques, routines, independent living skills, environmental adaptations, adapted toys/equipment, etc.).	4
Connecting family members to outside agencies and support services (e.g., family organizations, state and local community resources including related agencies, camps, respite, etc.).	4
Facilitating active family participation in special education meetings and medical visits (e.g., training on special education laws and guidelines, interpreting medical information, accompanying family to medical visits).	0
Assistance in overcoming cultural/language differences.	0
Strategies to support family members in bonding and interactions with their child.	0
AAFS SUBTOTAL	J 8

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Figure 35 Additional Areas of Family Support Table with columns “Areas of Family Need” and “Value Range 0-10”.

Slide 65, Filling Out the *O&M VISSIT* – Scoring: Direct

RECOMMENDED SCHEDULE OF SERVICE MINUTES for ORIENTATION AND MOBILITY SERVICES

<u>DIRECT SERVICE TIME</u>		TOTAL (box E) from direct service column	YOUR RECOMMENDED AMOUNT OF DIRECT SERVICE TIME (MINUTES PER WEEK)
Score on rubric	Range of suggested service time		
EXAMPLE: 45-59	EXAMPLE: 120 - 180 minutes/wk	50	120 minutes/wk
210 +	240 or more minutes/wk		
185 - 209	180 - 240 minutes/wk		
167 - 184	120 -180 minutes/wk		
118 - 166	90 - 120 minutes/wk		
101 - 117	75 - 90 minutes/wk		
81 – 100	60 - 75 minutes/wk		
70 - 80	45 - 60 minutes/wk	79	60 minutes/wk
56 - 69	30 - 45 minutes/wk		
23 - 54	20 - 30 minutes/wk		
0 – 22	0 - 20 minutes/wk		
<small> BASED on a 2400-minute/per week system--- 2400 minutes in a school week (includes a 7 hour, 15 minute school day, plus 45 minutes for lunch [lunch time can be used for instruction]) 2400 min per week = 480 minutes per day available for instruction </small>			

Explanation and Justification for Recommended Amount of Service Time

Explain how the minutes per week will be distributed (e.g., 30 minutes, 3 times per week = 90 minutes per week; one hour per month = 15 minutes per week, etc.):

60 minutes once per week, maybe longer periods will be needed for transportation lessons or community based instruction as appropriate to prepare for transition after high school. Lessons will be scheduled outside of school hours in order to accommodate Ella's desire to stay in classes and to address night travel needs.

If recommended service time as indicated by the *O&M VISSIT* does not match the IEP team's decided amount of service time, please state the factors or reasons why this discrepancy occurred.

Student was being seen 15 minutes per month by previous O&M specialist. I just took over this caseload this school year. Ella does not want to miss any part of her school day to meet with the O&M specialist. She makes it clear that her classes are more important for her future success.

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Figure 36 “Recommended Schedule of Service Minutes for Orientation and Mobility Services” table with service times. Explanations below.

Slide 66, Filling Out the *O&M VISSIT* – Scoring: Education Team Support/Collaboration

RECOMMENDED SCHEDULE OF SERVICE MINUTES FOR ORIENTATION AND MOBILITY SERVICES - EDUCATIONAL TEAM SUPPORT/COLLABORATION

<u>EDUCATIONAL TEAM SUPPORT/COLLABORATION TIME</u>		TOTAL (box K) from the educational team support/ collaboration column	YOUR RECOMMENDED AMOUNT OF EDUCATIONAL TEAM SUPPORT/COLLABORATION SERVICE TIME (MINUTES PER WEEK)
Score on rubric	Range of suggested service time		
EXAMPLE: 69-80	EXAMPLE: 110 - 150 minutes/wk	70	120 minutes/wk
112+	600 or more minutes/wk		
101 - 111	450 - 600 minutes/wk		
91 - 100	300 - 450 minutes/wk		
81 - 90	150 - 300 minutes/wk		
69 - 80	110 - 150 minutes/wk		
58 - 68	70 - 110 minutes/wk		
47 - 57	30 - 70 minutes/wk		
40 - 46	15 - 30 minutes/wk		
27 - 39	10 - 15 minutes/wk	29	15 minutes/wk
14 - 26	5 - 10 minutes/wk		
0 - 13	0 - 5 minutes/wk		
<small>BASED on a 2400-minute/per week system--- 2400 minutes in a school week (includes a 7 hour, 15 minute school day, plus 45 minutes for lunch [lunch time can be used for instruction]); 2400 min per week = 480 minutes per day available for instruction</small>			

Explanation and Justification for Recommended Amount of Service Time

Explain how the minutes per week will be distributed (e.g., 30 minutes, 3 times per week = 90 minutes per week; one hour per month = 15 minutes per week, etc.):

30 minutes two times per month; to be addressed with Ella's family.

If recommended service time as indicated by the *O&M VISSIT* does not match the IEP team's decided amount of service time, please state the factors or reasons why this discrepancy occurred.

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Figure 37 “Recommended Schedule of Service Minutes for Orientation and Mobility Services” table with service times. Explanations below.

Slide 67, Next Steps

- Further analyze the data from the initial Texas validation study
- Conduct a large-scale national validation study of the use of the *O&M VISSIT* – spring 2018
- *O&M VISSIT* is now added to the *VISSIT* web page on TSBVI website and is available free for use by COMS: <http://www.tsbvi.edu/o-m-vissit>

Slide 68, Questions? Comments?

Slide 69, Contact Information

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O&M VISSIT webpage: <http://www.tsbvi.edu/o-m-vissit>

Texas School for the Blind & Visually Impaired Outreach Programs



Figure39 TSBVI logo



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Figure 40, IDEAs That Work logo and OSEP disclaimer