



# Texas School for the Blind and Visually Impaired

Outreach Programs

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## Caseload Point Systems

May 8th, 2018

3pm-4:15pm

Facilitated by

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Developed for Texas School for the Blind &  
Visually Impaired Outreach Programs

## Outreach Programs Events Update:

- For upcoming webinars: <http://www.tsbvi.edu/2015-10-17-20-13-33/webinar-listings>
- For upcoming workshops and conferences: <http://www.tsbvi.edu/2015-10-17-20-13-33/outreach-workshops-conferences>
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## Housekeeping

- Download handouts and sign-in roster
- Send sign-in roster to [sobeckb@tsbvi.edu](mailto:sobeckb@tsbvi.edu) or fax to 512-206-9320
- Make sure you registered and complete evaluation within 60 days including code for ACVREP/SBEC credit
- View captions in a separate window at <https://tcc.1capapp.com/event/tsbvi/embed>
- The code will be announced during the presentation

## Adobe Connect Webinar Tour

- For tips about screen navigation go to [http://www.connectusers.com/tutorials/2008/11/meeting\\_accessibility/](http://www.connectusers.com/tutorials/2008/11/meeting_accessibility/)
- Location of pods
- Power Point content included in your handout
- Poll participation – enter response in chat if you cannot access the poll

Link to enter room: <http://tsbvi.adobeconnect.com/caseload/>

# Caseload Point Systems

## Basic Assumptions

- In order to have an effective system, it must begin with a thorough evaluation of all students
- All students' service levels should be assigned on the basis of actual need, and not amount of time available (otherwise nothing will ever change)
- Caseload does not equal workload. Workload also includes travel time, preparation time, meeting time, other duties, etc.
- A workload should be able to fit into a traditional work week or work month...
- If workload exceeds the amount of time in weekly/monthly contract or schedule hours, there is justification for additional staff, either contracting to bridge the gap or adding in full or partial Full Time Equivalent units (FTE's).

## Now What?

- How do you begin?
- How do you calculate an appropriate workload
- Where do you find objective service level resources?
- Won't my administrators/supervisors just know or just "get it"?

## LiveBinder Resources

<http://bit.ly/Caseloads>

Figure 1: A QR Code that will take you to the LiveBinder.



## Thank You for Joining Us!



This project is supported by the U.S. Department of Education, Special Education Program (OSEP). Opinions expressed here are the authors and do not necessarily represent the position of the Department of Education.

Figure 2: IDEAs That Work logo and OSEP disclaimer



Figure 3: The TSBVI logo.

# Texas School for the Blind and Visually Impaired

## APSEA Guidelines for Determining Caseload Size for Teachers of students with visual impairments

by P. Anne MacCuspie, Ph.D.

*Toolbox* Editors' Note: The [APSEA](#) is an educational organization serving the the four Atlantic Provinces that are located on the vast eastern coast of Canada. This was published by the Itinerant Division of the Association for the Education and Rehabilitation of the Blind and Visually Impaired. (Division 16). It is reprinted here with their permission.

*Driving Force's* Editor's Note: Dr. MacCuspie responded to Nancy Toelle's article "An Introduction to Caseload Management Guidelines" with a letter to Nancy. The letter included another formula for figuring out service hours. Since there has been a large response to Nancy's article, I thought this information was critical to get out. I thank both Ann and Nancy for allowing me to share this portion of their correspondence.

### Introduction

Children and youth with visual impairments served by APSEA are an extremely heterogeneous group. They vary in age (birth to 21 years), degree of vision loss, grade placement, cognitive ability, presence of additional disabilities, degree of independence and motivation, etc. Itinerant teachers of students with visual impairments working with these students must develop schedules to accommodate an array of responsibilities such as direct instruction of compensatory skills, adaptation of materials, assessment, programming planning, consultation with parents and teachers, ordering and distributing adapted materials, and travel from school to school.

When assigning caseloads to itinerant teachers, their supervisors must attend to all these considerations as well as those associated with environmental factors (e.g. weather conditions, road conditions, distance between schools, local school policies and practices relevant to inclusion). Because of this multiplicity of factors, the following suggested service levels can only be used as guidelines in developing appropriate levels of service to any given student.

Note: Numbers are hours per week of itinerant teacher's time. To establish times based on a per month schedule, simply multiply "Direct Service" by 4 and adjust "Consultation," "Adapting Materials" and "Preparation." The amount of time required to complete the travel requirements of the specific caseload must be incorporated. A final total of 35-45 hours per week is considered acceptable, recognizing that a teacher should not have a caseload at the upper limit for several consecutive years.

PRESCHOOL (birth to 4 years)
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<b>Vision Status</b>	<b>Direct Service</b>	<b>Consultation</b>	<b>Adapting Materials</b>	<b>Preparation</b>
<b>Blind</b>	1 to 2	0 to 1	0 to 1	0 to 1
<b>20/200 or less</b>	1 to 2	0 to 1	0 to 0.5	0 to 1
<b>20/70 - 20/200</b>	0.5 to 2	0 to 1	0 to 0.5	0 to 1
<b>VI with MD</b>	.5 to 1	0 to 1	0 to 1	0 to 1

**PRESCHOOL CHILD (year prior to school entry--transition year)**

<b>Vision Status</b>	<b>Direct Service</b>	<b>Consultation</b>	<b>Adapting Materials</b>	<b>Preparation</b>
<b>Blind</b>	1 to 4	0 to 1	0 to 1.5	0 to 1.5
<b>20/200 or less</b>	1 to 4	0 to 1	0 to 1	0 to 1
<b>20/70 - 20/200</b>	0.5 to 2	0 to 1	0 to 1	0 to 1
<b>VI with MD</b>	0.5 to 2	0 to 2	0 to 1	0 to 1

**ELEMENTARY SCHOOL STUDENTS**

<b>Vision Status</b>	<b>Direct Service</b>	<b>Consultation</b>	<b>Adapting Materials</b>	<b>Preparation</b>
<b>Blind</b>	5 to 8	0 to 2	1 to 2	1 to 2
<b>20/200 or less</b>	1 to 5	0 to 2	0 to 1	0 to 2
<b>20/70 - 20/200</b>	0 to 3	0 to 1	0 to 0.5	0 to 2
<b>VI with MD</b>	0 to 1	0 to 1	0 to 0.5	0 to 0.5

**JUNIOR & SENIOR HIGH SCHOOL (grades 7-12)**

<b>Vision Status</b>	<b>Direct Service</b>	<b>Consultation</b>	<b>Adapting Materials</b>	<b>Preparation</b>
<b>Blind</b>	3 to 6	0 to 3	1 to 2	1 to 2
<b>20/200 or less</b>	1 to 4	0 to 2	0 to 1	0 to 2
<b>20/70 - 20/200</b>	0 to 2	0 to 1	0 to 0.5	0 to 2
<b>VI with MD</b>	.5 to 1	0 to 1	0 to 0.5	0 to 1

## **Points to Consider When Assigning a Caseload**

The type and quantity of service provided to a student with a visual impairment will be based on the results of comprehensive assessment and recommendations by the

student's planning team. When assigning students to an itinerant teacher, the following should be considered:

- It is unlikely that a student will ever receive the maximum level of service in all categories (e.g. direct service, consultation).
- When there is only one itinerant teacher in an area, creative options to meet the needs of all students may include assignment of specific types of task to other service providers with the appropriate qualifications under the direction of the itinerant teacher.

Some of the following considerations are mutually exclusive and will require the supervisor to incorporate additional factors specific to the particular situation.

- There should not be more than two academic braille students assigned to one itinerant teacher.
- Factors associated with the type of travel required in a given area should be considered (e.g. types of roads, distance, urban or rural setting).
- Considerations should be given to the type of programs being offered by the student's school and the goals identified on the Individual Educational Plan (IEP).
- Both direct and consultative services should be included on each caseload.
- Where possible, the same itinerant teacher should serve all students in a given school or in a single family.
- Given the previously suggested guidelines, one itinerant should serve a given geographic area.
- Where possible, the specific skills and talents of an itinerant teacher should be considered (e.g. assigning preschool children to an itinerant teacher with specific training in early childhood development).
- Students will need different levels and types of service at various points in their development. It is unlikely a student will receive the same service in all categories each year.

## **Guiding the Assignment of Formula for Budgeting Itinerant Teacher Caseloads**

**Formula Items** Hours of Direct Service

Hours of direct service are the actual number of hours spent with a student (e.g. ek, 3/weeks, 1/2 week = .5/w, 1/2w = .5/w)

For preschool staff who frequently spend two or more hours in one visit, they would record this as two or more hours per week.

Hours of direct service do not include service completed once a month.

1. Consultation Time

The following equivalence for consultation time have been determined:

1/month = 15 minutes/week

l/week = 30 minutes/week

l/week + = 45 minutes/week (i.e. seeing more than 1 hour/week)

1/2 week = 30 minutes/week

2. Braille Transcription and Translation

This item should be discussed with the itinerant teacher to determine the actual time spent which may be more or less than the following guidelines.

The guidelines are:

5 hours/week per each elementary braille student

3 hours/week for each junior/senior student as stated above

more or fewer hours may be assigned in exceptional circumstances

3. Preparation Time

1/2 number of pupils on the caseload in hours.

4. Travel Time

km [miles] per month divided by 200 = \_\_\_\_\_ hours.

## Formula Summary

Number of hours of direct service + consultation time + Braille transcription and translation + preparation time + travel time = the number of hours comprising the caseload of an itinerant teacher.

A range of 35 to 45 hours is acceptable for a full-time itinerant teacher. A range of 17 to 23 is acceptable for a half-time itinerant teacher.

Published with permission from the AER Itinerant Division (16) Newsletter: Driving Force: Summer, 1998

Last Updated on Tuesday, 30 March 2010 09:07

**Texas School for the Blind and Visually Impaired**  
**O&M Caseload Analysis - Spring 2008**  
(Using the Michigan Severity Rating Scale)

### **Assumptions:**

- ◆ Instructional time means the time spent directly with students. Time spent by the O&M specialists traveling without the presence of students in order to procure transportation and to pick up students should NOT be counted as instructional time but does need to be reflected in the schedules.
- ◆ Direct O&M instruction should be based on evaluating students' individual needs pertaining to home, school, and community environments. §300.24 (b) (6)
- ◆ For students who qualify for direct O&M instruction, some time for consultation should also be included in the ARD/IEP documents. (<http://www.tsbvi.edu/Outreach/seehear/spring98/related.html>)
- ◆ O&M specialists should attend ARDs whenever possible and especially when the following conditions occur: (1) Results of a new or three-year O&M evaluation are being presented; (2) the discontinuance of O&M services is to be considered; (3) annual O&M goals have not been met; and, (4) the amount of direct service is to be significantly changed.
- ◆ The amount of direct and consult time for each student “should not include any teacher activities in support of instruction (planning, lesson and material preparation, research, ARD meetings, in-services, etc.)” (From QPVI -- [http://www.tsbvi.edu/programs/caseload\\_profile\\_evaluation.htm](http://www.tsbvi.edu/programs/caseload_profile_evaluation.htm) ) Consultation time is not synonymous with planning time.
- ◆ “Team lessons”, i.e. O&M lessons wherein two or more students are instructed at the same time, should be conducted only when this model is beneficial to and safe for all participating students.

### **Components of Best-Practice O&M Services Instruction:**

The following activities are components of best practice; therefore, *time for these activities should be included when O&M specialists are creating their schedules:*

- ◆ Perform three-year O&M evaluations.
- ◆ Perform O&M evaluations on new students.
- ◆ Perform evaluations on existing campus students not presently receiving O&M instruction when a travel-skills concern is reported.
- ◆ Observe students as they transition to different areas and participate in activities related to O&M to determine if what they have learned during O&M lessons is being generalized to everyday activities.
- ◆ Consult with other instructional staff (residential instructors, classroom teachers and aides, O/Ts, P/Ts, APE/coaches, etc.) so that they can reinforce what is being taught during O&M instruction as well as not teach/allow counter-productive methods and/or habits.
- ◆ Make-up O&M lessons missed because the O&M specialist was out sick or engaged in required meetings/activities, or attending professional development workshops/conferences (ARDs, planning meetings, special team meetings, behavioral meetings, Fiesta, school play, assemblies, etc.) during regular instructional time.
- ◆ Accompany students on community based instructional classroom trips as a means of teaching concepts and O&M skills in differing environments and conditions. This is also an opportunity to work on role release with

other instructional staff. It can be counted toward direct or consult time, as appropriate.

- ◆ Attend low vision evaluations held at Dr. Miller's low vision clinic.
- ◆ Conduct night evaluations and lessons. (Flex-time or alternate scheduling is needed for this purpose.)

### **Planning Period Activities:**

- ◆ Write lesson plans
- ◆ Document after lessons: narratives, # prompts needed, % of success
- ◆ Read e-mails and respond
- ◆ Read the Intranet: "Official News", "WAAG", "Daily Info", etc.
- ◆ Plan for ARDs: Write IEPs and required related service documents
- ◆ Write O&M evaluation reports
- ◆ Repair canes
- ◆ Construct adaptive mobility devices (AMDs)
- ◆ Check out new lesson sites
- ◆ Create teaching materials, e.g. maps and other manipulatives related to O&M
- ◆ Write Performance Indicators
- ◆ Write progress reports
- ◆ Help TVI's perform functional vision evaluations
- ◆ Arrange for vans / coordinate lessons & riders with other staff
- ◆ Research information: syndromes, eye conditions, talk to Nan Bulla
- ◆ Observe and meet with the O&M interns
- ◆ Complete documentation required for SHARS (re: Medicaid funding)
- ◆ Order APH materials, canes, tips, and other materials for instructional use

### ***Ninth-Period Activities***

- ◆ Team meetings (Time can be divided by number of students and applied towards consult time for each student.) (Some COMS have students on more than one team.)
- ◆ O&M weekly meeting (each Tuesday)
- ◆ ARD planning meetings
- ◆ Teaching staff development sessions
- ◆ All-team meeting with program supervisor
- ◆ RI team meetings / student meetings with RIs

### **Current Non-Instructional Duties Assigned to O&M Staff**

Note: Some of the following duties are related to O&M issues and some are not. All of them take additional time and are not in direct support of IEP-mandated O&M instruction for students. Planning time as described in QPVI is for activities in support of instruction such as lesson planning, preparation, ARD meetings, attending

in-services, etc. Therefore, additional time beyond that which is allocated for planning needs to be scheduled if and when the following duties are assigned. (See: [http://www.tsbvi.edu/programs/caseload\\_profile\\_evaluation.htm](http://www.tsbvi.edu/programs/caseload_profile_evaluation.htm) )

- ◆ Provide staff development training. This includes new employee orientation, Foundations of VI (2 times a month), and in-services for current staff.
- ◆ Serve as a primary student advisor.
- ◆ Supervise O&M interns.
- ◆ Serve on campus committees (Facilities Planning; Playground; Lighting; Morale Task Force; Instructional Programming; Low Vision, etc.).
- ◆ Attend meetings to plan, organize and prepare for White Cane Day.
- ◆ Attend meetings to plan for participation in other campus festivities.
- ◆ Support participation in extra-curricular activities such as the school play.
- ◆ Perform learning media assessments. (Note: *Must have TVI certification.*)
- ◆ Perform functional vision assessments without the participation of a teacher of the visually impaired.
- ◆ Serve as a community aide (a duty assigned to Robyn Kinley, O&M Assistant).
- ◆ Provide blindfold and low vision training to architects.
- ◆ Provide low vision support to students outside of O&M instruction, i.e. distribute devices and teach/demonstrate low vision techniques to students and other instructional staff, evaluate use of magnifiers and telescopes in the classroom, evaluate lighting conditions for specific students in their classrooms, etc. (\* See notation below.)
- ◆ Provide / work at a TSBVI low vision clinic to evaluate students' needs.
- ◆ Participate in SHARS study regarding funding from Medicaid

**AVAILABLE TIME FOR INSTRUCTION & OBSERVATION/CONSULTATION**

<u>Period</u>	<u>Minutes</u>
1 <sup>st</sup> .....	50
2 <sup>nd</sup> .....	50
3 <sup>rd</sup> .....	50
4 <sup>th</sup> .....	50
5 <sup>th</sup> .....	45
6 <sup>th</sup> .....	45
7 <sup>th</sup> .....	50
8 <sup>th</sup> .....	<u>50</u>
Total for each = 390	
school day	
Subtract min. for:	
Lunch	- 45
Planning	<u>- 45</u>
<b>Available Minutes</b>	
<b>Per Day =</b>	<b>300</b>

On Wednesdays and Fridays there are only 7 periods so there are 50 minutes less those two days.

**Available Teaching/Consultation Time Per Day**

<u>Day of Week</u>	<u>Minutes</u>
Monday	300
Tuesday	300
Wednesday	250
Thursday	300
Friday	250

**Available Minutes Per Week = 1400**

\* Assuming that providing low vision support to students in ALL environments is an assigned role of campus O&M specialists.

## **WSSB Outreach Guidelines for Determining Caseload**

Students with visual impairment represent a wide range of students with varying levels of need. This tool was designed on previous works established by APSEA (Atlantic Provinces Special Education Authority), QPVI (Quality Programs for Students with Visual Impairments), The Michigan Severity Rating Scale, the Texas School for the Blind Rating Scale, and the Iowa Caseload matrix. The WSSB caseload matrix was developed to determine appropriate levels of service for students while allowing the TVI room to adjust caseload times depending on the needs of the individual. This tool represents a platform to provide adequate time and accountability in service delivery.

Once the suggested times are loaded into the **Teacher Caseload Sheet** (including the drive time), add to find the total. A total of 35-40 hours is considered a full time equivalent (FTE). Sometimes students will need more or less than the suggested service times. In this case teachers should fill out the **Caseload Justification** page for accountability purposes.

### **Vision Status**

**B1** =Academic Braille

**B2**= Braille to functional Braille

**HLV** = high needs low vision

**LV**= low vision

**CVI** = cortical visual impairment

**VI w MD**= visually impaired with multiple disabilities

### **Consult**

**Time** is measured in quarter increments of the hour

1= one hour

.75= 45 minutes

.5 = 30 minutes

.25 = 15 minutes

**Direct Service** is actual time working with student, reflected on IEP service minutes.

**Consult** is time spent talking with team members about student and student need. This should be reflected on the IEP.

**Prep** is time used to prepare materials for the student, creating, modifying or adapting materials. **Brailling and enlarging should be completed by a certified braillist.** If one is not available Prep time should be doubled.

**Office time** is used to chart student progress and keep records updated.

\*The charts represent weekly time. To determine full month, multiply by 4.

To determine time for a student that only receives visits 2 x month, multiply by 2.

\*\*Birth to 3 students follow a 1 or 2 visit schedule per month.

\*\*\*Consult students generally are served once a month.

### **Braille Students**

**\*\*\*\*Important\*\*\*\*** This tool assumes that in the case of a B1 or B2 student, that a Braille Certified Para, or Pro-tech is available to create braille materials for the student. If an individual with these credentials is not available, then additional time should be allotted to the TVI to account for this. The suggested additional time is equal to the suggested prep time.

## WSSB Service Times

### Birth to 3 (1-2 x month)

Vision Status	Direct Service	Consult	Prep	Office
B1	1	.5	.5	.25
B2 HL V	1	.5	.5	.25
LV CVI	1	.5	.5	.25
VI w MD	.5	.25	.25	.25

### Preschool 3-5 (weekly)

Vision Status	Direct Service	Consult	Prep	Office
B1	2	.5	.5	.25
B2 HL V	2	.5	.5	.25
LV CVI	.5	.5	.5	.25
VI w MD	.5	.25	.25	.25

### Elementary (weekly)

Vision Status	Direct Service	Consult	Prep	Office
B1	6	.5	4	.5
B2 HL V	2	.5	1	.5
LV CVI	.5	.5	.5	.25
VI w MD	.25	.25	0	.25

### Middle School/High School (weekly)

Vision Status	Direct Service	Consult	Prep	Office
B1	3	.5	3	.5
B2 HL V	1	.5	.5	.5
LV CVI	.5	.5	.5	.25
VI w MD	.25	.25	0	.25

### Consult Only (monthly)

Vision Status	Direct Service	Consult	Prep	Office
NA	NA	.5	NA	.25



### **Caseload Justifications**

If a student's time exceeds or does not meet the suggested service, please write a justification.

District	Student	Justification for service variations