

Texas School for the Blind & Visually Impaired Outreach Programs Effective Itinerant Strategies Coffee Hour

Facilitated by:

Rachel Collins, Deafblind Education Consultant
TDHH, TSVI, TDB
collins@tsbvi.edu

Today's Agenda

- Differences in serving students in a variety of educational placements
- New VI Professional Year At a Glance
- Forms for Documentation (get creative!)
- How do you decide on service times?
- Where can you go for help?

What is the big difference?

Self-contained (in school district)-

1. Schedules are determined by the grade level.
2. Likely a small class size- case management not typically difficult to maintain
3. Opportunities to collaborate with grade level classes as well as other self-contained classes
4. You have control over what goes on in your classroom, you set the flow and the organization.

What is the big difference?

Residential-

1. Bell schedules are set by the school (but there is a lot of wiggle room!); you get to create your own schedule by filling in activities in the time slots.
2. Limited small class size- case management not typically difficult to maintain
3. Multiple service providers meet with you on a regular basis to offer supports to you and your students.
4. You have control over what goes on in your classroom; you set the flow; you set the routines.

What is the big difference?

Itinerant-

1. Your schedule is dictated by all the different schedules of the students on your caseload! This includes multiple campuses, multiple grade levels, block scheduling, and a limited amount of classes from which you can pull for services!

2. Your caseload varies in numbers and service minutes, so you're constantly having to adjust to fitting everything into a schedule puzzle.
3. You work with a myriad of different educational teams and service providers across the district, so keeping track of information can get tricky. In addition, that's a lot of different personalities to work with! You have to adjust your approach with each individual and/or team you work with to yield successful results. Key here is COLLABORATION!!!
4. You have NO control over how the flow of the classroom is set. You are working WITHIN someone else's class. It becomes even more crucial, as the itinerant, to help the teacher infuse best practice strategies that feel authentic to them.

You just became an itinerant TSVI... What do you do now?

First steps...

New VI Professional Year At a Glance

Month by month checklist:

to get you started!!! (This calendar provides a monthly "to-do" list with supporting documents for the novice VI)

Student Info at a Glance:

(A table showing an example of student caseload info and tracking info such as name, school, service time, FIE date, etc.)

Basic folder must-haves:

- Dividers for campuses and students
- Campus maps
- Bell schedules
- Student schedules
- FVE/LMA; Vision/Hearing reports (including field of vision charts, audiogram on speech banana)- could all be included onto a one-pager for easy access
- Most recent IEP goals/objectives
- List of accommodations

Staffings- What do these entail?

This is your opportunity to prepare the classroom teacher about what to expect in having your student with a visual impairment/dual sensory impairment/multiple impairments in class.

1. Vision information in basic terms- explain how the student's eye condition will affect them IN CLASS.

2. Accommodations needed to help student have ACCESS. This includes technology used by student.
3. If there are dual sensory impairments, such as DB, share hearing/vision information using visuals

Staffings- Remember to...

1. Keep it simple! Teachers are so busy and they won't read through anything long or complicated. Create one-pagers!
2. Set up potential meeting frequency and times and/or a method to share work that needs to be modified
3. Make your role very clear- you DO NOT teach core curriculum content. You provide ACCESS to that content.

Documentation

ARD Info/IEP Goals/Objectives:

- [Forms in eSped or other ARD documentation software](#)
- Google Forms
 - [ARD Info](#)
 - [IEP Documentation](#)
- Google Docs
- Good ol' pen and paper

eSped Tracking Sheets:

A data collection sheet used to track info such as postsecondary goals, times and locations, anecdotal evidence.

Documentation

Consultations/meetings:

- [Shared docs through Google-](#) everyone can have access and contribute to it! Great for extending concepts across multiple service providers
- Meeting notes- creating action plans
 - [Running log](#)
 - [Consult Form](#)

Service Times- How do you decide this?

VISSIT: Visual Impairment Scale of Service Intensity of Texas

Where can you go if you need more help?

- Local Education Service Centers!
 - The current [list](#) is still being updated. There have been A LOT of changes!
 - ESC 13 offers a New TSVI meetings along with the TSVI/COMS Network Meetings
- Coffee Hours- access to a variety of topics; and the ability to view whenever you have the opportunity to do so
- TSBVI Outreach Support- we're here if you need us!

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