

TEXAS 2 STEPS

(Successfully Teaching Early Purposeful Skills)

An Evaluation Tool for Orientation and Mobility Specialists



Scoring Tool

Directions

Texas 2 STEPS (T2S) is an early intervention orientation and mobility curriculum. It is divided into two domains – mobility skills, and orientation, and includes an evaluation tool as well as the curriculum.

The **evaluation tool** may be used for both initial and ongoing evaluation for determining present levels of performance, developing goals and monitoring student progress.

The **curriculum** is composed of family friendly activities that correspond to each skill in the evaluation. Each section includes an introduction that provides a rationale for the skill set and an overview of general accommodations. Activities are included that should be copied and shared with caregivers and additional team members to support orientation and mobility in daily routines. These activities provide multiple opportunities for practicing new skills across environments.

The **scoring tool**, included as an excel document, is on the flash drive that is part of the set. The document is formatted to do the calculations for you.

- Texas 2 Steps Evaluation Simple Excel.xlsx – This is one that can be used to print sections
- Texas 2 Steps Evaluation.xltx – This document is the one to use for scoring.

There are tabs at the bottom of the document that include Cover Page, Reflexes, Mobility, Orientation, Summary by Age and Summary Overview Skill Level.

Cover Page

- Fill out the student information at the top of the page.
- The birthdate will automatically formulate to the students current age.
- The dates of evaluation will formulate to the age the student is/was at the that time of the evaluation.
- Nothing needs to be filled out past the student information section.
- The information added to the Mobility and Orientation Sections will automatically formulate to the Cover Page.

1	Texas 2 STEPS Evaluation									
2	(Successfully Teaching Early Purposeful Skills)									
3	STUDENT INFORMATION:									
4	Name	LT								
5	COMS Evaluator:	Shay Utley								
6	Gender	Male								
7	Date of Birth:	6/9/2015								
8	Age:	79 Months 6 Yr 7 Mo								
9	Visual Condition:									
10	Medical Information									
11	Date(s) of Evaluation:	2/26/2018			3/6/2020			3/24/2021		
12	Age(s) at Evaluation:	32 Mo.			57 Mo.			69 Mo.		
13	Administrative time per session:	min.			min.			min.		
14										
15	Row 1									
16	2/26/2018									
17		+	-	E	N/A	% +	+	-		
18	Head Control	15	1	1	0	58%	24	0		
19	Trunk, Arm, and Leg Control	3	1	1	0	38%	5	0		
20	Rolling	7	1	2	0	70%	9	0		
21	Reaching	3	0	0	0	38%	8	0		
22	Grasping	1	1	0	0	25%	2	0		
23	Sitting	5	7	2	0	28%	8	0		
24	Scotting	1	0	0	0	20%	1	1		
25	Crawling	1	2	0	0	8%	1	0		
26	Standing	0	0	0	0	0%	0	0		
27	Walking	0	0	0	0	0%	0	0		
28	Jumping	0	0	0	0	0%	0	0		
29	Climbing	0	0	0	0	0%	0	0		
30	Kicking	0	0	0	0	0%	0	0		

Navigation tabs: Cover Page | Reflex | Mobility | Orientation | Summary By Age | S

Student Section

Do not touch

Reflexes

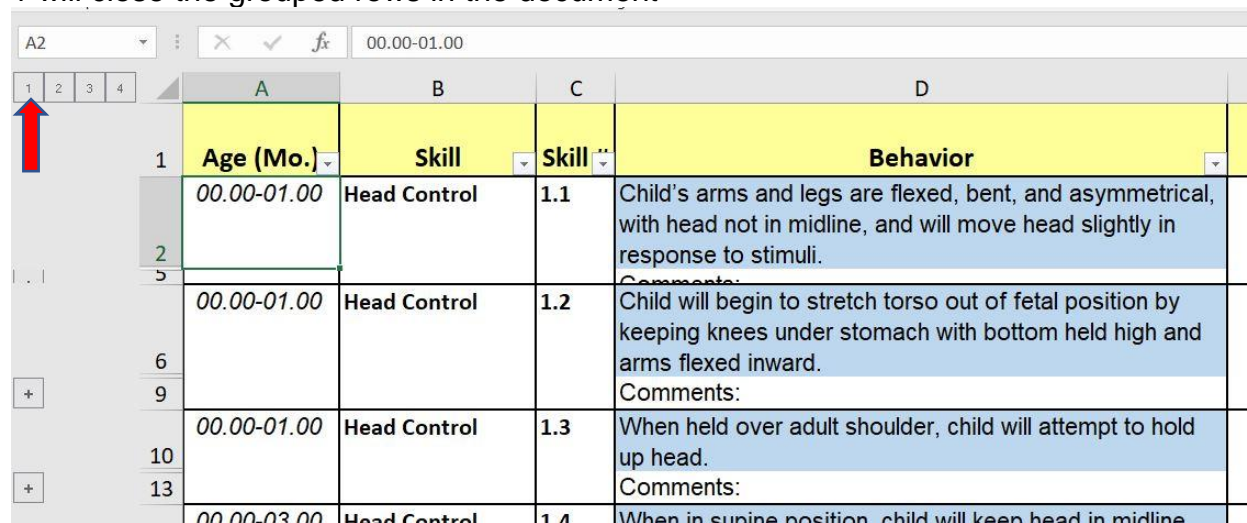
This section of the tool is to be used for observation only. Although this reflexes section is not all encompassing, it is expected that this tool will facilitate collaborative program planning and early intervention for developmental orientation and mobility.

Mobility

Using the evaluation that has been completed on the student, add a +, -, E, N/A to the correlating evaluation date from the Cover Page. For example, column 1 on the Mobility section will formulate the data/percentages on Row 1 of the Cover Page.

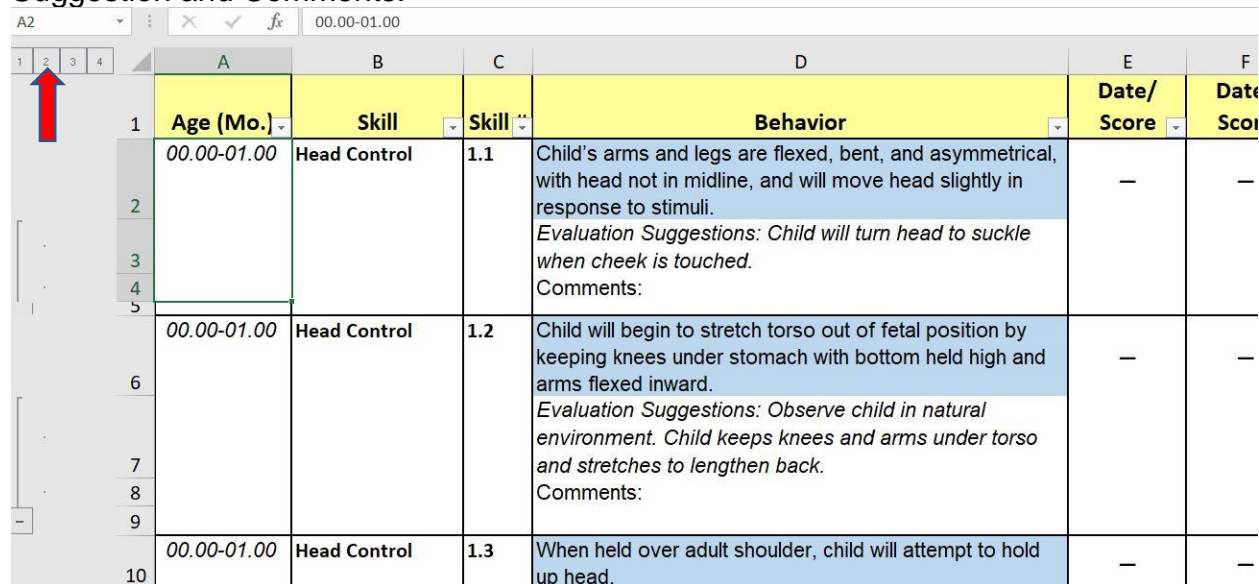
Use the sidebars to group and ungroup the evaluation. See below.

1 will close the grouped rows in the document



	A	B	C	D
1	Age (Mo.)	Skill	Skill	Behavior
2	00.00-01.00	Head Control	1.1	Child's arms and legs are flexed, bent, and asymmetrical, with head not in midline, and will move head slightly in response to stimuli.
3	00.00-01.00	Head Control	1.2	Child will begin to stretch torso out of fetal position by keeping knees under stomach with bottom held high and arms flexed inward.
4	00.00-01.00	Head Control	1.3	When held over adult shoulder, child will attempt to hold up head.
5	00.00-03.00	Head Control	1.4	When in supine position, child will keep head in midline.

2 will open the grouped rows in the document where you can view the Evaluation Suggestion and Comments.



	A	B	C	D	E	F
1	Age (Mo.)	Skill	Skill	Behavior	Date/Score	Date/Score
2	00.00-01.00	Head Control	1.1	Child's arms and legs are flexed, bent, and asymmetrical, with head not in midline, and will move head slightly in response to stimuli.	—	—
3	00.00-01.00	Head Control	1.2	Child will begin to stretch torso out of fetal position by keeping knees under stomach with bottom held high and arms flexed inward.	—	—
4	00.00-01.00	Head Control	1.3	When held over adult shoulder, child will attempt to hold up head.	—	—

Orientation

Using the evaluation that has been completed on the student, add a +, -, E, N/A to the correlating evaluation date from the Cover Page. For example, column 1 on the Mobility section will formulate the data/percentages on Row 1 of the Cover Page.

Use the sidebars to group and ungroup the evaluation. See below.

1 will close the grouped rows in the document

1	2	3	A	B	C	D	E
1	2	3	Age (Mo.)	Skill		Behavior	Date/Score
1	2	3	00.00-01.00	Sensory	1.1	Child will alert to being moved.	—
+	5	6	00.00-03.00	Sensory	1.2	Child will attend and localize to visual stimulation.*	—
+	9	10	00.00-03.00	Sensory	1.3	Child will attend and localize to tactual stimulation.	—
+	13	14	00.00-03.00	Sensory	1.4	Child will attend and localize to auditory stimulation.	—
+	17	18	01.00-03.00	Sensory	1.5	Child will visually scan the immediate environment (up to 18	—

2 will open the grouped rows in the document where you can view Comments.

1	2	3	A	B	C	D	E	F	G
1	2	3	Age (Mo.)	Skill		Behavior	Date/Score	Date/Score	Date/Score
1	2	3	00.00-01.00	Sensory	1.1	Child will alert to being moved.	—	—	—
+	4	5				Comments:			
+	6	7	00.00-03.00	Sensory	1.2	Child will attend and localize to visual stimulation.*	—	—	—
+	8	9				Comments:			
+	10	11	00.00-03.00	Sensory	1.3	Child will attend and localize to tactual stimulation.	—	—	—
+	12	13				Comments:			
+	14	15	00.00-03.00	Sensory	1.4	Child will attend and localize to auditory stimulation.	—	—	—
+	16	17				Comments:			

3 will open the grouped rows in the document where you can view Evaluation Suggestions and Comments.

1	2	3	A	B	C	D	E	F	G
1	2	3	Age (Mo.)	Skill		Behavior	Date/Score	Date/Score	Date/Score
1	2	3	00.00-01.00	Sensory	1.1	Child will alert to being moved.	—	—	—
	4	5				Evaluation Suggestions: Move child and observe bio-behavioral responses.			
	6	7				Comments:			
	8	9	00.00-03.00	Sensory	1.2	Child will attend and localize to visual stimulation.*	—	—	—
	10	11				Evaluation Suggestions: Present child with visual stimuli and observe responses: quieting, change in body positioning, or any other responses that indicate recognition of the presence of the stimuli.			
	12	13				Comments:			
	14	15	00.00-03.00	Sensory	1.3	Child will attend and localize to tactual stimulation.	—	—	—
	16	17				Evaluation Suggestions: Present child with tactual stimuli and observe responses: quieting, change in body positioning, or any other responses that indicate recognition of the presence of the stimuli.			
	18	19				Comments:			
	20	21	00.00-03.00	Sensory	1.4	Child will attend and localize to auditory stimulation.	—	—	—

This tab is strictly to view data. It will calculate the number of skills the student has in each age group.

Summary Overview Skill Level

This tab list all the skill numbers for each area.

As each evaluation is completed, highlight that skill in a different color to indicate mastery. This will help you view splintered skills the student has.

[illegible]

Recommendation: if the skill is an N/A, highlight it in order to not view it as a skill needed to be addressed. For example, if the skill is a visual skill and the student is blind. They will not master that skill but is should not be viewed in this section as a splintered skill either.

See example below

[illegible]

7	Date of Birth:	6/9/2015																	
8	Age:	79 Months		6 Yr 7 Mo															
9	Visual Condition:																		
0	Medical Information																		
1	Date(s) of Evaluation:	2/26/2018		3/6/2020		3/24/2021													
2	Age(s) at Evaluation:	32 Mo.		57 Mo.		69 Mo.													
3	Administrative time per session:	min.		min.		min.													
4																			
5		Row 1					Row 2					Row 3							
6		2/26/2018					3/6/2020					3/24/2021							
7		+	-	E	N/A	% +	+	-	E	N/A	% +	+	-	E	N/A	% +	TOTAL		
8																			
9	Sensory	5	2	0	0	31%	5	0	0	0	31%	5	4	4	0	31%	16		
0	Body Awareness	2	3	0	0	13%	3	1	0	0	19%	6	0	0	0	38%	27		
1	Object Permanence	2	2	0	0	13%	4	0	0	0	25%	4	3	0	0	25%	9		
2	Cause and Effect	0	0	0	0	0%	0	0	0	0	0%	1	2	0	0	6%	4		
3	Environmental Awareness	0	0	0	0	0%	0	0	0	0	0%	2	1	0	0	13%	13		
4	Social	0	0	0	0	0%	0	0	0	0	0%	6	0	1	0	38%	8		
5	Language	0	0	0	0	0%	0	0	0	0	0%	1	0	1	0	6%	11		
6	Directional and Positional Concepts	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%	19		
7	Comparative Concepts	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%	12		

Correction Needed:

Make sure the total in the Mobility Section are as follows. Otherwise the calculations will not be correct.

P	Q
% +	TOTAL
0%	26
0%	8
0%	10
0%	8
0%	4
0%	18
0%	5
0%	12
0%	15
0%	16
0%	9
0%	12
0%	3
0%	5
0%	5
0%	6

Orientation and Mobility Assessment

Student Name:

D.O.B:

District:

Campus:

Date of Evaluation:

Evaluation Environments:

Conducted by:

Etiology of Eye Condition:

SOURCES OF DATA:

The following evaluation tools and/or procedures were used to assess the student's orientation and mobility skill level.

Texas 2 STEPS

Professional Observation

Teacher Interview

Parent Interview

Other:

Functional Vision:

MOBILITY

Reflexive:

Head Control:

Trunk, Arm and Leg Control:

Rolling:

Reaching:

Grasping:

Sitting:

Scooting:

Crawling:

Standing:

Walking:

Jumping:

Climbing:

Kicking:

Running, Skipping, Galloping

Basic Skills:

Cane Skills:

ORIENTATION

Sensory:

Body Awareness:

Object Permanence:

Cause and Effect:

Environmental Awareness:

Social:

Language:

Directional and Positional Concepts:

Comparative Concepts:

Independent Living:

SUMMARY:

According to the guidelines established by the Individuals with Disabilities Education Act and the Commissioner/SBOE rules this student needs O&M services to benefit from instruction. This service needs to be delivered in the ___ school, home, and/or community to address these (this) training need(s):

Based on this evaluation, _____ does not need direct orientation and mobility training at this time to benefit from instruction.

Based on this evaluation, _____ does need direct orientation and mobility training to benefit from instruction

RECOMMENDATIONS:

Orientation and mobility consultation is recommended ___ time(s) a month/year.

Direct orientation and mobility instruction is recommended ___ time(s) a week for ___ minutes.

Continued direct orientation and mobility instruction is recommended ___ times a week for ___ minutes.

Discontinue direct orientation and mobility training.

Orientation and mobility services are not recommended.

An Orientation and Mobility Specialist will attend the ARD upon request.

The physical education teacher needs to be aware of the student's limited eyesight.

Re-evaluation is available upon request as student matures and/or needs or environment change.

Signature of Evaluator
Certified Orientation and Mobility Specialist