



2015 Southwest Orientation and Mobility (SWOMA) Conference

O&M VISSIT: An Innovative New Tool for
Determining Recommendations for Type and
Amount of O&M Service

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10:30 AM-12:00 PM

Presented by:

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Slide 1: O&M VISSIT



Figure 1 VISSIT logo.

An Innovative New Tool for Determining Recommendations for Type and Amount of O&M Service

November 7, 2015

SWOMA Conference – Austin, Texas

Presented by Rona Pogrund, Shannon Darst, and Heather Munro

Slide 2: Current Service Intensity Subcommittee Members

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


Slide 3: 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 4: History of the VISSIT and O&M VISSIT

- Creation of the VISSIT
- Initial validation study in Texas completed
- National validation study in progress
- 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
- Scoring system revision is in progress

Slide 5: The O&M VISSIT: First Page (Table) - DO NOT DISTRIBUTE

Type of O&M Service ⇒	Direct Instructions 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 / modelling / 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 / modelling / 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 / modelling / 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 / modelling / 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.		
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; adaptive mobility devices, etc.		
	Page Total for Direct Column	Page Total for Education Team Support Column

Type of O&M Service

- Direct Instruction from O&M
- Educational Team Support/Collaborative Consultation

Direct Instruction from O&M Specialist

- = no need at this time
- = low need-occasional support and maintenance of skills
- 4 = medium need-needs skills but lower priority; generalization and fluency development
- 7 = high need-priority; complete mastery of introduced skills
- 10 = intense need-priority; acquisition of new skills

Educational Team Support/Collaborative Consultation

- = no need at this time
- = low need- teacher(s)/family needs infrequent support for established routines/IEP goals & objectives/ modeling/curriculum
- 4 = medium need-teacher(s)/family needs some support for development and maintenance of routines/ IEP goals & objectives/ modeling/ curriculum
- 7 = high need-teacher(s)/family needs ongoing support for established routines/ implementation of IEP goals & objectives/ modeling/ curriculum
- 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 includes head/trunk control, rolling, crawling, 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; adaptive mobility devices; etc.

Slide 6: O&M Skill Areas for O&M VISSIT

Purposeful Movement

- Motor Skills
- Basic Skills
- Cane Skills

Communication

- Receptive
- Expressive

Concept Development

- Body Awareness
- Directional/Positional
- Spatial Awareness
- Comparative
- Environmental
- Map/Tactile Graphics

Slide 7: O&M Skill for O&M VISSIT (cont)

Assistive Technology for O&M

- Optical Devices
- Low-Tech Devices
- High-Tech Devices

Critical Thinking/Problem-Solving

- Route Planning
- Recovery Strategies/Unexpected Events
- Environmental Analysis
- Street Crossings

Sensory Efficiency

- Visual
- Auditory
- Tactile
- Additional Sensory Systems

Slide 8: O&M Skill 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 9: O&M VISSIT: Final Page (Table) – Do Not Distribute

Column Subtotals	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	

Slide 10: Contributing Factors

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

Slide 11: Additional Areas of Family Support - Table
Additional Areas of Family Support (AAFS) Table

Areas of Family Need	Value Range	
There is a need for:	0 = No Need 1 = Low Need 4 = Medium Need 7 = High Need 10 = Intense Need	
Consistency of O&M concepts and skills 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, as well as to encourage use of safe and efficient O&M skills in home and community settings.		
Subtotal	J	

Slide 12: 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?

A: 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.

Slide 13: 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.

Slide 13: Additional Areas of Family Support (Table)

Areas of Family Need

- Consistency of O&M concepts and skills 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, as well as to encourage use of safe and efficient O&M skills in home and community settings.

Value Range

- 0 = No Need
- 1 = Low Need
- 4 = Medium Need
- 7 = High Need
- 10 = Intense Need

Slide 14: Demonstration of Completing the O&M VISSIT Protocol

Slide 15: Next Steps

- Complete the ranges for scoring
- Conduct a large-scale pilot of the use of the O&M VISSIT
- Collect completed protocols
- Conduct a comprehensive survey regarding the use of the tool
- Analyze data
- Revise the tool and launch the electronic version
- Complete a validation research study

Slide 16: Questions? Comments?

Slide 17: Contact Information

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Figure 2 TSBVI logo.



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