



2015 Southwest Orientation and Mobility (SWOMA) Conference

Texas Two-Steps (Successfully Teaching Early Purposeful Skills)

November 6, 2015

1:00 PM – 2:30 PM

Presented by:

State Early Intervention Orientation and Mobility Team

Early Intervention Orientation and Mobility Research & Developing Members:

Olga Uriegas-Alexander Vision Center

Debra Sewell- TSBVI

Tracy Hallak-Stephen F. Austin State University

Stephanie Walker-ESC 11

Marjorie Wood-O&M Consultant

Jill Brown-Crowley ISD

Michelle Johnson-Crowley ISD

Shay Utleigh-Mansfield ISD

Gema Nelson-Mansfield ISD

Steffani Oaks – Bluebonnet Co-op

Susan Gordon – Hurst-Euless-Bedford ISD

Gwynne Reeves – ESC 6

Melba Bunch – Retired ESC consultant

TX 2 STEPS

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IDEA 2004

“ To ensure that all children with disabilities have available to them a Free Appropriate Public Education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.”

Legal Framework-Evaluations

Evaluations

A functional vision evaluation by a certified teacher of children with visual impairments, or a COMS that includes: 89.1040(c)(12)(A)(ii)(I)

- Performance tasks in a variety of environments requiring the use of both near and distance vision; 89.1040(c)(12)(A)(i)(I) and
- Recommendations concerning the need for a clinical low vision evaluation; 89.1040(c)(12)(A)(i)(I)
- An orientation and mobility evaluation performed by a COMS in a variety of lighting conditions and a variety of settings including in the child’s home, school, and community and in settings unfamiliar to the child. 89.1040(c)(12)(E); TEC 30.002(c-1)(2)

<https://framework.esc18.net>

Looking at the Curriculum

AEPS - Assessment, Evaluation, and Programing System for Infants and Children

- Fine Motor
- Gross Motor
- Adaptive Area
- Cognitive Area
- Social Communication Area
- Social Area

Battelle Developmental Inventory (2nd Edition)

- Adaptive
- Personal Social
- Communication
- Motor
- Cognitive

Callier Azusa A Developmental Curriculum

- Fine Motor Development
- Intellectual Development
- Language Development
- Physical Development
- Self Help Skills
- Social Personal Development

The Carolina Curriculum for Infants and Toddlers with Special Needs

- Visual Pursuit
- Object Permanence
- Auditory Localization
- Attention and Memory
- Concept Development
- Understanding Space
- Functional Use of Objects
- Problem Solving
- Visual Perception

Carolina Curriculum Sequences

- Prevocabulary/Vocabulary
- Imitation: Sound and Gesture
- Responses to Communication
- Conversation Skills
- Self Direction
- Social Skills
- Self Help Skills: Eating, Dressing, Grooming
- Fine Motor Skills
- Visual Motor Skills
- Gross Motor Skills: Prone, Supine, Upright

DAYC : Developmental Assessment of Young Children

- Fine Motor Development
- Intellectual Development
- Language Development
- Physical Development
- Self Help Skills
- Social Personal Development

Functional Scheme (Lilli Nielsen, PhD)

- Gross Movement
- Fine Movement
- Mouth Movement
- Visual Perception
- Auditory Perception
- Haptic-tactile Perception
- Smell and Taste
- Spatial Perception
- Object Perception

Functional Scheme (cont.) (Lilli Nielsen, PhD)

- Language Non Verbal
- Language Verbal
- Comprehension of Language
- Social Perception
- Emotional Perception
- Play and Activities
- Toileting Skills
- Undressing and Dressing
- Personal Hygiene
- Eating Skills

GROWING UP A Developmental Curriculum

- Fine Motor Development
- Intellectual Development
- Language Development
- Physical Development
- Self Help Skills
- Social Personal Development
- *Based on Piaget's stages of development

Hawaii Early Learning Profile (HELP)

- Introduction
- Instructions
- Cognitive
- Language
- Gross Motor
- Fine Motor
- Social Emotional
- Self Help
- Appendixes

The INSITE Developmental Curriculum

- Gross Motor
- Fine Motor
- Self Help
- Cognition
- Communication
- Vision
- Audition
- Taction

Oregon Project for Preschool Children Who Are Blind or Visually Impaired

- Introduction-Overview, Directions, Implementation Strategies
- Teaching Activities
 - Cognitive
 - Language
 - Compensatory
 - Vision
 - Self Help
 - Social
 - Fine Motor
 - Gross Motor
- References, Resources, Make and Do, Play and Development, Forms

PDMS-Peabody Developmental Motor Scales

- Gross Motor Scales
 - Reflexes
 - Stationary
 - Locomotion
 - Object Manipulation
- Fine Motor Scales
 - Grasping
 - Visual Motor Integration

Perkins Activity and Resource Guide

- Foundations of Learning: Language, Cognition and Social Relationships
- Motor Development: Gross and Fine Motor
- Functional Academics
- Vocational Skills for All Ages
- Daily Living
- Independent Living Skills
- Sensory Integration
- Developmental Music
- Orientation and Mobility
- Enhancing the Use of Functional Vision
- Self Help Skills
- Social Personal Development

Teaching Age Appropriate Skills TAPS

- The Curriculum
- Comprehensive Initial and Ongoing Evaluation
- Appendices
- Supplement: Street Crossings for Travelers Who Are Visually Impaired
- Description and Use
- Working with Students Who Have Multiple Impairments
- Educational Goals and Objectives with Teaching Strategies
- Home Living Environments
- Campus Environment
- Residential Environment
- Commercial Environment
- Public Transportation
- Ambulatory Devices
- References, Resources, Glossary, Index

Pilot of Evaluation Tool

- 83 Packets were sent out
- 32 participants returned evaluation surveys
- Participants completed from 1 to 7 evaluations during the allotted time frame.
- 68 evaluations were completed by the 31 participants
- The mean number of evaluations completed by each participant was 2.67

Participant Geographical Data

- 55% (17 participants) Texas
- 3% (1 participant) Southwest (minus Texas)
- 6% (2 participants) Pacific
- 13% (4 participants) Rocky Mountains
- 19% (6 participants) Midwest
- 6 % (2 participants) Northeast
- 3% (1 participant) Southeast
- 3% (1 participant) Unidentified

Pilots from Texas

- Abilene, TX
- Alamo, TX
- Amarillo, TX
- Arlington, TX
- Arlington, TX
- Austin, TX
- Brownsville, TX
- Cedar Park, TX
- College Station, TX
- Corpus Christi, T
- Crowley, TX
- Edinburg, TX
- El Paso, TX
- Fort Worth, TX

Pilots Nationwide

- Villa Park , IL
- Des Plaines, IL
- Pratt, KS
- Bradford, MA
- Upton, MA
- Watertown, MA
- Laingsburg, MI
- Cape Girardeau, MO
- Columbia, MO
- Richmond Heights, MO
- St. Charles, MO
- Imperial, MO
- Great Falls, MT
- Alamogordo, NM
- Port Jefferson, NY
- Columbus, OH
- Cincinnati, OH
- Albany, OR
- Eugene, OR
- Portland, OR
- Salem, OR
- Philadelphia, PA
- Staunton, VA
- Tacoma, WA
- Beloit, WI

Number of Years of Experience as an O&M

- Years of experience ranged from 2 years to 30 years
- Average of 10.7 years of experience as an Orientation and Mobility Specialist
- 35% (11 participants) 0-5 years experience
- 26% (8 participants) 6-10 years experience
- 10% (3 participants) 11-15 years experience
- 10% (3 participants) 16-20 years experience
- 16% (6 participants) 20+ years experience
- 3% (1 participant) omitted response

Number of Years Experience Working as an O&M

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- 10% (3 participants) 16-20 years experience
- 16% (6 participants) 20+ years experience
- 3% (1 participant) omitted response

Years of Experience Working with Children from birth through 5 years of Age

Comparison of Years of Experience as O&M and Working with Children

Administration

- Reported time for evaluations ranged from 1 to 7 hours
- 48% (15 participants) reported 0-2 hours
- 35% (11 participants) reported 2-4 hours
- 10% (3 participants) reported over 4 hours
- 6% (2 participants) omitted information or it was unclear.

Average Amount of Time Spent on Each Evaluation

Did the evaluation cover a sufficient range of skills in the areas?

Mobility

- 100% (31 out of 31) said yes, the evaluation covered a sufficient range of skills in the area of mobility.

Orientation

- 97% (30 out of 31) participants said yes it covered a sufficient range of skills in the area of orientation
- 3% (1 participant) answered “yes/no”

Was the Texas 2 STEPS Evaluation “User Friendly?”

- 90% (28 out of 31 participants) said yes it was “user friendly”
- 10% (3 participants) left the answer blank

Perceived Comfort Level Working with Infants (birth through 5 years of age)

Comfort Level Working with Students Identified as MDVI

- Reported ranges 2-5
- Mean: 4.27
- 0% (zero participants) Low
- 3% (1 participant) Below Average
- 13 % (4 participants) Average
- 33% (11 participants) Above average
- 47% (14 participants) High

Perceived Comfort Levels Compared using Likert Scale 1-5 with 1 being low and 5 being high

Overall Rating of Texas 2 STEPS Using Likert Scale

Would you use this tool again?

- 97% Absolutley
- 3% Undecided

Implications

- There was no correlation between years of experience and whether the tool was user friendly. So regardless of experience the tool was a benefit
- Individuals who were comfortable working with infants indicated that they were also comfortable using the tool
- There was no correlation between the time necessary for administering the evaluation and the number of years as an O&M Specialist.

Evaluation & Curriculum Tool

Head Control 2.16

When in prone position, child will elevate head and upper trunk 45 degrees, bearing weight on forearms and hands, and will hold head in midline for 5-10 seconds.

Rolling 4.10

Child will make consecutive rolls toward a specific target or stimulus.

Grasping 6.4

Child will transfer objects from one hand to the other.

Sitting 7.6

When in supported sit, child will reach in various directions while maintaining balance.

Summary of Results

- Evaluated skills that result in a minus or E will help determine the area of instruction on which to base goal development.
- The Texas 2 Steps Summary of results will provide an outline of the child's functioning level in each of the categories of both the Mobility and Orientation section.
- We are still reviewing options for reports and graphing

Potential Options

Sort and Filter

More Potential Options

- Filter by skill set
- Filter by age

THANKS Y'ALL!!

**Handout produced and made accessible by
Texas School for the Blind & Visually Impaired
Outreach Programs**



Figure 1 TSBVI logo.



"This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education."

Figure 2 IDEAs that Work logo and OSEP disclaimer.