Webinar
O&M Study Group: The New TAPS
October 24, 2013
3:00-4:00 PM

Facilitated by
Ruth Ann Marsh, O&M Consultant
Texas School for the Blind & Visually Impaired
Outreach Programs
katehurst@tsbvi.edu

Developed for
Texas School for the Blind & Visually Impaired
Outreach Programs
Introduction to the 3rd Edition of TAPS
Ruth Ann Marsh, COMS®/TVI
Debra Sewell, Curriculum Director

Four Parts of TAPS
- Part 1: The Curriculum
- Part 2: Comprehensive Initial and Ongoing Evaluation
- Part 3: Appendices
- Part 4: Supplement: Street Crossings for Travelers Who Are Visually Impaired

A Little Bit of History
- Originally published in 1993
- 3rd edition was extensively field-tested and reviewed on a national level
- Over 10,000 copies have been sold since 1993
- New TAPS sold:
  - Sold worldwide & is being translated into Chinese & Spanish by other entities
  - Used by many O&M specialists, university preparation programs, researchers and other professionals.

Why update?
Philosophies have evolved
Terminology has changed
Technology & resources have changed
Additional topics needed to be added
Additional goals & objectives were added
Additional teaching strategies were needed

What’s New in Part 1: The Curriculum
Terminology has been updated
- New technology
- Additional information has been added for teaching students with multiple impairments
- Functional Mobility Tasks have been updated
- Several new goals have been added
- Additional objectives have been added to many of the goals
- Additional teaching strategies have been included for many of the goals and objectives
- More problem solving strategies included
Preface

- Why changes and additions were made
  - As response to requests
  - Update/modernize
- Efforts to avoid gender bias
- A little about the process of updating TAPS
- Lists of people involved and photographs

Description and Use

- Evidence-Based Practices (See Appendix C)
- Models of O&M Instruction
  - Adult services _instruction of children
- Structured Discovery Method

Using the Curriculum for Program Development – Expansions & Additions

- Building Rapport – includes strategies for working with MIVI/DB; importance of matching communication style
- Updated information on writing IEP Goals and Objectives
- Lesson planning (expanded & a sample given)
- Instructing the Student
  - Monitoring Progress/Data Collection
  - Instructional options: giving choices, group lessons, etc.
- Working with Students Who Have Multiple Impairments
- Purposeful Movement
- Active Learning
- Cortical (Cerebral) Visual Impairment

Functional Mobility Tasks: changes in the Public Transportation section

2nd Edition

A. Seat self in a vehicle.
B. Ride comfortably in a variety of vehicles.
C. Take arranged public transportation using a learned procedure.
D. Execute a given bus route.
E. Solicit information to plan a bus route.
F. Execute a simple route to a familiar location.

Functional Mobility Tasks: changes in the Public Transportation section – cont.

2nd Edition

G. Execute a route with one transfer to a familiar location.
H. Execute a route with multiple transfers to a familiar location.
I. Know emergency procedures if a planned stop is missed.
J. Solicit information and execute a bus route to an unfamiliar location.
K. Solicit information, purchase a ticket, and execute a route on intercity transportation.
What’s New in Part 2: Evaluation Booklet

Comprehensive Initial and Ongoing Evaluation

- Still available in print booklet form
- Available soon in electronic format to be used on multiple platforms (for example iPad, Kindle, laptops)
- Probably on a flash drive
- Approximate cost: $25

New Part 3: Appendices

New Appendices have been added:
- Resources for Explaining the Benefits of O&M
- Legal Issues in O&M
- Research Studies in O&M Supporting Evidence-Based Practices
- Problem Solving

New Part 3: Appendices (cont.)

- Effective Questioning
- O&M Strategies for Working with Students with Deafblindness and Other Communication Challenges
- Mobility Terms in Spanish
- O&M Evaluation Report Template and Sample Reports

Appendices - revised

- Early O&M Evaluations
- Adaptive Mobility Devices
- Cane Selection
- O&M Instruction with Students Using Dog Guides
- Promoting Movement
- Using Tactile Maps as an Orientation Aid

Appendices – revised (cont.)

- Assistive Technology Used in O&M (formerly ETDs)
- Personal Safety in the Community (formerly Outdoor Safety)
- Alternative Indoor Activities
- Music Motivation (formerly Motivational Mobility Melodies)
- Evaluation and Training of Visual Efficiency Skills

Early O&M Evaluations (Pgs. 50-81)

- Inventory of Purposeful Movement Behaviors
- O&M Assessment: Early Years of Birth through Three Years
Students with Deafblindness and other Communication Challenges (Pgs. 129-146)

- Communication Methods
- Working with Interpreters and Interveners
- Community Travel
- Commonly Used Signs for O&M
- Resources

Yoga for Kids (In “Promoting Movement” Appendices, pgs. 179-187)

- What is Yoga?
- How Does Yoga Help the Student with a Visual Impairment?
- What is Yoga Class Like?
- The Process of Yoga Class
- Teaching Strategies and Modifications
- Yoga Postures and Activities

Using Tactile Maps as an Orientation Aid (Pgs. 189-209)

- Why Use Tactile Maps
- Progression of Map Instruction
- Considerations in Map Making
- Teaching Basic Map Skills
- Using Maps in Conjunction with Other Orientation Skills and Techniques
- Different Types of Tactile Maps

Mobility Terms in Spanish (Pgs. 241-250)

- North - norte
- Northeast - nor-este o nor-oriente
- Northwest - nor-oeste o nor-poniente
- Numbering systems - sistemas de numeración
- Odd numbers - números impares
- Orientation - orientación
- Parallel - paralelo

O&M Evaluation Report Template and Samples (Pgs. 277-316)

- A template (pp. 279-282) and several sample reports (pp. 282-316) are included in this appendix
- The template contains the following areas:
  - Student information
  - Visual information
  - Medical information
  - Additional information (e.g., literacy medium, optical devices, interview results)
  - Evaluation results
  - Recommendations
O&M Evaluations: Examples
Tried to include a variety of ages, visual impairment, physical abilities and cognitive abilities (5 examples):
- Ages: Kindergarten, Elementary, Middle School and High School
- Physical & Cognitive: MIVI, Academic, Deafblind
- Totally blind, Low Vision or Field Loss

New Part 4 – Supplement: Street Crossings for Travelers Who Are Visually Impaired by Wendy Scheffers and Linda Myers

I. Introduction
II. Intersection Analysis
III. Street Crossing Timings
IV. Scanning to Monitor Traffic
V. Additional Tools
VI. References

Figure 1 Image of an intersection.

Why Part 4 Was Developed
Applying the information in Street Crossings for Travelers Who Are Visually Impaired helps travelers lower the inherent risk in crossing streets. Travelers who learn and apply this information will be safer and better able to travel independently in familiar and unfamiliar areas with less need for mobility instruction in the future.

Steps to be completed at all intersections by travelers who are visually impaired (Page 3)
Steps to be completed at all intersections by travelers who are visually impaired
At both unfamiliar and familiar intersections, travelers need to:
- Analyze each intersection, which includes:
  - Selecting a good position on the approach corner;
  - Verifying accurate alignment to reach the destination corner;
  - Determining if a crossing is a safe place to cross at the time of the crossing; and
- Determining the street crossing plan (if determined to be a safe place to cross, determining the safe street crossing timing and scanning plan; if an unsafe place to cross, selecting an alternate route or soliciting public assistance).
- Select a safe time to begin the crossing.
- Monitor the traffic using scanning before and during the crossing, adjusting pace and line of travel as needed.

I. Intersection Analysis Section

- Four Quick References (pp. 30, 32, 58, 60)
- Analysis and Street Crossing Charts (pp. 38, 39, 66, 67)
- Reducing the Risk at Street Crossings (pp. 68-74)
- Crossing an Uncontrolled Street (pp. 75-80)
- Understanding Signalized Intersections (pp. 81-106)
- Channelized Right-Turn Lanes and Circular Intersections (pp. 107-116)

II. Street Crossings

- Important Reminders for all Street Crossings (pp. 118-123)
- Street Crossing Timings (terminology, timings with diagrams and safe times and unsafe times and why, exceptions to using the near parallel surge, crossing a channelized right-turn lane, and quick reference sheets) (pp. 124-204)

III. Scanning to Monitor Traffic

- Left right scanning and lane-by-lane scanning
  - Introduction (p. 206-213)
  - Scanning for students who are functionally blind (auditory scanning) (p. 214-220)
  - Scanning for students with low vision (visual and auditory scanning) (p. 221-227)
  - Additional tips for teaching scanning (p. 228-229)

IV. Additional Tools

- Modifications of Intersections (p. 232-240)
- Sequence of Instruction for Street Crossings (p. 241-248)
- Checklist of Types of Intersections (p. 249-253)
Notes:
Texas School for the Blind & Visually Impaired Outreach Programs

Figure 2 TSBVI logo.

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 3 IDEA logo and disclaimer.