TAPS (3rd Edition) as a Resource for Evaluation & Instruction of MIVI students

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Developed for
Texas School for the Blind and Visually Impaired
Outreach Programs
TAPS (3rd Edition) as a Resource for Evaluation & Instruction of MIVI students

TAPS Study Group
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TAPS (3rd Edition) as a Resource for Evaluation & Instruction of MIVI students

PART 1: The Curriculum

- Pg. 7 Curriculum Design: Intended Population
- Pg. 14 Evaluating the Student:
  - Using the Comprehensive Initial and On-going Evaluation Booklet
  - Formal vs. Informal (Observational) Approach
  - Interviews: family, caregivers, school personnel, student

NOTE: Evaluation does NOT involve instruction

TAPS (3rd Edition) as a Resource for Evaluation & Instruction of MIVI students (cont’d.)

Part 1: The Curriculum

Pg. 32-34 Working with Students Who Have Multiple Impairments Instructional Strategies:
- Taught within daily routines & activities
- Building a good relationship
- Different kinds & levels of prompts (gradual fading)
- COMS varies position while prompting
- Repetition & consistency
- Short but frequent sessions

TAPS (3rd Edition) as a Resource for Evaluation & Instruction of MIVI students (cont’d.)

Part 1: The Curriculum

Instructional Strategies (cont’d.):
- Non-traditional sequencing (individualized)
- Community based instruction: real contexts
- Use students level & form of communication
- Flexibility to optimize lesson
- Staff training: role release and consultation model
- High expectations
TAPS (3rd Edition) as a Resource for Evaluation & Instruction of MIVI students (cont’d.)

Part 1: The Curriculum

- Pg. 35-39 Purposeful Movement
- Pg. 40-44 Active Learning: Orientation and Mobility Implications for Students with Severe Multiple Impairments

TAPS (3rd Edition) as a Resource for Evaluation & Instruction of MIVI students (cont’d.)

Part 1: The Curriculum

- Pg. 59-62 Attending Behaviors
- Pg. 63-66 Auditory Abilities
- Pg. 67-68 Receptive Language
- Pg. 69-71 Expressive Language
- Pg. 72-76 Posture and Gait
- Pg. 77-81 Body Image
- Pg. 118-126 Adaptive Mobility Devices (also see Part 3: Appendices)

TAPS (3rd Edition) as a Resource for Evaluation & Instruction of MIVI students (cont’d.)

Part 1: The Curriculum

- Pg. 266-271 Ambulatory Devices
- Pg. 272-276 Wheelchair Skills Checklist
- Pg. 277-293 Use of a Wheelchair
- Pg. 294-300 Use of a Walker
- Pg. 301-307 Use of Crutches
- Pg. 308-313 Use of One-Handed Support Device
TAPS (3rd Edition) as a Resource for Evaluation & Instruction of MIVI students (cont’d.)

Part 3: Appendices

Appendix C: Research Studies in O&M Supporting Evidence-Based Practices (beginning on pg. 5)

- Pg. 11: Street Crossing Signs: Travelers Who are Deaf-Blind Obtaining Assistance When Pedestrians Are not Present
- Pg. 12: Studies of Obtaining Assistance by Travelers Who are Deaf Blind
- Pg. 30: Brief Report: Enabling Blind Persons with Severe or Profound Mental Retardation to Operate an Acoustic Orientation System Independently
- Pg. 31: Guiding a Person with Blindness and Intellectual Disability in Indoor Travel with Fewer Auditory Cues
- Pg. 42: Trends in the Use of Alternative Mobility Devices

Both of these inventories referred to tests for sighted children – listed on pgs. 56 & 81.

TAPS (3rd Edition) as a Resource for Evaluation & Instruction of MIVI students (cont’d.)

Part 3: Appendices

- Pg. 49-81 Appendix D: Early O&M Evaluations
  - Inventory of Purposeful Movement Behaviors, compiled by Tanni L. Anthony, Ph.D., COMS (A chart of skills that emerge up to age 72-months in normally developing children)
  - O&M Assessment: Early Years of Birth through Three Years, by Tanni L. Anthony, Ph.D., COMS (A chart of skills categorized by function emerging in normally developing children up to the age of 42 months.)

Both of these inventories referred to tests for sighted children – listed on pgs. 56 & 81.

TAPS (3rd Edition) as a Resource for Evaluation & Instruction of MIVI students (cont’d.)

Part 3: Appendices

- Pg. 95-117 Appendix G: Adaptive Mobility Devices (Be sure to read Pgs. 95-97 to determine appropriateness of AMD use.)
- Pg. 129-146 Appendix J: O&M Strategies for Working with Students with Deafblindness and Other Communication Challenge (with most commonly used ASL signs)

TAPS (3rd Edition) as a Resource for Evaluation & Instruction of MIVI students (cont’d.)

Part 3: Appendices

- Pg. 147-187 Appendix K: Promoting Movement
  - Exercises – pgs. 148-174 (Ruth Ann has CDs of these, available upon request.)
  - Movement Activities – pgs. 175-178
  - Yoga for kids – pgs. 179-187 (YouTube video clips available soon.)
TAPS (3rd Edition) as a Resource for Evaluation & Instruction of MIVI students (cont’d.)

Part 3: Appendices

- Pg. 277-316 Appendix S – O&M Evaluation Report Template and Sample Reports
  - Template (pgs. 279-282)
  - Examples of evaluations on students with MIVI
    - Deafblindness (pgs. 293-299 and pgs. 312-316)
    - Traumatic Brain Injury (pgs. 307-311)

TAPS (3rd Edition) as a Resource for Evaluation & Instruction of MIVI students (cont’d.)

Part 2: Comprehensive Initial and Ongoing Evaluation of _____________

- Consumable / individualized record of initial and ongoing O&M evaluation for each student (meant to be used throughout the student’s education program, i.e. it should be passed on to any new O&M specialist when a student moves or is reassigned.)
- Interviews of family, caregivers, school personnel & student should be conducted for each re-evaluation.
- Home/Living Environment section includes many of the foundational skills for O&M to be assessed for students with MIVI

SOON TO BE AVAILABLE IN ELECTRONIC FORMAT!!

O&M Evaluation: Students with Significant Sensorimotor Differences and Health Issues

“What am I supposed to do with him?”
- “unresponsive”
- “non-voluntary movements”
- “doesn’t move”
- “It’s not about his vision.”

“How do I evaluate him?”

“Reaching” for objects within arm’s reach

Body awareness, “objects in contact” with own body

Figure 1;odjjf niopdj L
Orientation and Mobility

(7) Orientation and mobility services-- (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and (ii) Includes teaching children the following, as appropriate:
(A) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);
(B) To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision;
(C) To understand and use remaining vision and distance low vision aids; and
(D) Other concepts, techniques, and tools.

The purpose of the O&M evaluation is........

NOT: to determine if the student can benefit from orientation and mobility services

It is to determine if orientation and mobility is needed to assist the child with a disability with benefitting from special education. (As described by the IDEA definition of Related Services 300.34(a))

O&M Evaluation: Students with Significant Sensorimotor Differences and Health Issues

Figure 2: Photo of a baby with multiple disabilities sitting in a wheelchair with a textbox saying "My name is Wyatt. I'm ready - evaluate me."

Figure 3: A photo showing multiple shelves with various medical equipment used for Wyatt and a written description of the procedures entitled Wyatt's Pooping Program.
Data Sources
- Parent interviews
- Service provider interviews (nurse, OT, PT, TVI, classroom staff, etc.)
- FIE: Full and Individual Evaluation
  - Social
  - Motor
  - Intellectual
  - Communication

Reference: Orientation and Mobility, Infants All Movement is Mobility (Gema Nelson and Shat Utley, COMS)

Assessment Tools
- O&M Assessment Framework for Students with MIVI
- Individual Sensory Learning Profile Interview (ISLPI)
- TAPS Infant Assessment
- The Carolina Curriculum
- HELP (Hawaii Early Learning Profile)
- INSITE Development checklist
- Oregon Project
- The Growing Up
- The Concept Checklist for Visually Impaired Children (Assessment Kit TSBVI)
- The PEABODY Mobility Screening

Resources
  - Sandra Rosen, Coordinator, O&M Department of Special Education, San Francisco State University:
    - Chapter 5, Volume I: Kinesiology and Sensorimotor Functioning for Students with Vision Loss
    - Chapter 5, Volume II: Improving Sensorimotor Functioning for O&M
- Active Learning: Are you Blind, Functional Schemes, etc. By Lilli Nielsen
  - Kate Hurst, TSBVI Outreach
- Debra Leff (TVI) and Nichole Kertis (AT), ESC 13 Education Specialists
  - Active Learning: Theory and Implementation
    - http://www.livebinders.com/plan/plan?id=647723

Resources (Continued)
- Every Move Counts, Clicks and Chats – Korsten, Foss & Barry
- First Things First: Early Communication for the Pre-Symbolic Child with Severe Disabilities – Phil Schweigert and Charity Rowland
- How the Brain Learns, 2nd Edition – David Sousa
- Consult with the non-VI consultants at your ESC (i.e., Autism, Education Diagnostician, OT/PT, etc.)
- Observing students & discussions with regional O&M specialists
- Discussions with parents
Strategies for Obtaining “Individualized” Evaluation Data

- Address all listed characteristics of the child’s visual impairment
- Seek input from parents and relevant service providers
- Address parents’ and staff’s “concerns”
- Positioning – yours and child’s
- Observations: WAIT…WAIT…WAIT……
- Partner/co-visit with the TVI
- Active learning –
  - Observe child’s interactions and movements (upper and lower body)
  - Attend to type (Plastic! Yikes!), spacing, positioning of items

Strategies for Obtaining “Individualized” Evaluation Data (cont’d)

- If non-responsive on initial visit, schedule a second visit; do a second visit regardless
- Attend to what you wear (avoid clutter)
- Let “familiar” persons do the primary “direct contact” with student as you direct/facilitate
- Address indoor and outdoor “comfort” in movements
- Materials: appeal to all sensory channels, i.e. auditory, visual, tactual
  - Proprioception
  - Vestibular
  - Kinesthetic/Touch
  - VISUAL

Evaluation: Report Writing Considerations

- Include Disability categor(ies)
- List “services” the child is receiving
- Address/reference all components of the SBOE definition of O&M:
  - Home, school community
  - Orientation to
  - Safe movements with
  - Familiar and unfamiliar
  - Variety of lighting conditions
  - Assistive technology (low vision, mobility device)

Evaluation: Report Writing Considerations (cont’d.)

- MODIFY WORDING:
  - “…efficiently used his vision to…” becomes
    - “…used vision to assist with…”
    - “…efficiently used vision to assist with___________”
  - “…because of his cognitive functioning…” becomes
    - “…because of his developmental level…”
    - “…because of global delays…”
  - “…is eligible / qualifies…” becomes
    - Statement of Need for O&M as a Related Service
Evaluation: Report Writing Considerations (cont’d.)

- Relevant Medical Information:
  - List conditions and medications most critical to O&M
  - Address all characteristics of visual impairment
- Visual Impairment: Functional Travel Implications
Texas School for the Blind & Visually Impaired Outreach Programs

Figure 4 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 5 IDEAs that Work logo and disclaimer.