



## **Sample O&M VISSIT – STUDENT A "Amber"**



Amber is a 16-year-old student who has a history of multiple severe, and profound health impairments including intellectual disability, cerebral palsy, seizures, and "likely cortical vision impairment." She is considered legally blind and, according to doctor reports, "appears to have no vision." Amber receives services in a self-contained classroom with two nurses on staff. Amber does not demonstrate independent movement or mobility, but does exhibit limited movement with her arms and feet. She is able to alert to sounds and to her name being called; turn or tilt her head towards music, bells, and instruments; sit in an adapted chair; smile when she is happy. Amber has been receiving O&M services for several years. Her primary areas of need are body awareness, movement activities, and familiarization to campus (being moved about in her wheelchair while environmental features are narrated by the staff member). She also needs to work on directional and positional concepts and increased use of her auditory and tactile senses. Amber's parents have asked for additional support in knowing how they can best provide consistency in routines and increase her orientation in the home environment.



Amber can attend to and occasionally track sound sources and familiar voices. She occasionally attends to other targets that are either lighted or have reflective qualities (e.g., shiny chains of beads suspended on frame), but this is not a definitive indication of vision. No distance viewing is observed. Results from her learning media assessment indicate that Amber relies heavily on her auditory mode for learning, but due to one of her diagnosed syndromes, she has been counted as Deafblind for purposes of the Deafblind census.

# O&M VISSIT: ORIENTATION & MOBILITY VISUAL IMPAIRMENT SCALE OF SERVICE INTENSITY OF TEXAS



Student: \_\_\_\_\_ COMS: \_\_\_\_\_ Date: \_\_\_\_\_



Type of O&M Service 	Direct Instruction 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/ modeling/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/ modeling/ 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/ modeling/ 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/ modeling/ use of curriculum
<b>O&amp;M Skill Area</b> 		
<b>PURPOSEFUL MOVEMENT</b>		
<b>Motor Skills</b> - includes head/trunk control, rolling, crawling/creeping, walking, gait patterns, exploring, reaching, and/or moving toward objects/destinations, etc.		
<b>Basic Skills</b> - includes guide techniques, protective and alignment techniques, cruising/trailing, room familiarization, search patterns, initial use of landmarks/clues/signage, etc.		
<b>Cane Skills</b> - includes grip, cane techniques: two- and three-point touch, constant contact, diagonal, verification; stairs; shorelining; recovery skills; use of adaptive mobility devices; etc.		
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O&M Skill Area 		
COMMUNICATION		
<b>Receptive</b> - includes communication related to O&M: attending, following directions, choice-making, responding to instructions/information provided through gestures, sign language, tactile signs, speech, objects, symbols, adaptive communication, audio, etc.		
<b>Expressive</b> - includes communication related to O&M: participation, expressing wants and needs, choice-making, soliciting/declining assistance, using speech, gestures, objects/tactile symbols/pictures to respond to questions and/or instructions, conducting transactions face-to-face or via phone, etc.		
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O&M Skill Area 		
CONCEPT DEVELOPMENT		
<b>Body Awareness</b> - includes identifying body parts, imitating body movements, functional exploration of objects/environments using specific body parts (e.g., opening door, picking up item, pushing/pulling), etc.		
<b>Directional/Positional</b> - includes turning the body, laterality, directionality, cardinal directions, parallel/perpendicular, direction of travel (using degrees, clock-face directions, left/right), etc.		
<b>Spatial Awareness</b> - includes awareness of one's self in space, relationship of self to surrounding environments, object to object, sense of distance, time-distance, spatial updating, cognitive mapping, etc.		
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O&M Skill Area ↩		
CONCEPT DEVELOPMENT (cont)		
<b>Comparative</b> - includes grouping, or categorizing objects/concepts such as big/little, near/far, same/different, soft/hard, rough/smooth, unique/common, light/dark; ordinal sequencing, measuring, etc.		
<b>Environmental</b> - includes functional knowledge of environmental features ( <u>home</u> : kitchen, bathroom, furniture, yard; <u>school</u> : hallway, classroom, cafeteria, library, playground; <u>community</u> : sidewalks, parks, streets/traffic patterns, buildings, numbering systems, blocks), abstract references (e.g., colors, shadows, fog, clouds), etc.		
<b>Maps/Tactile Graphics</b> - includes maps: tactile, print, auditory; directories; compass orientation; map key/legend; tactile symbols; scale; shapes; systematic exploration of maps; functional use of maps; etc.		
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O&M Skill Area 		
<b>ASSISTIVE TECHNOLOGY FOR O&amp;M</b>		
<b>Optical Devices</b> - includes training in the care and use of distance and near optical devices like magnifiers, telescopes, bioptics, field enhancers, etc., for functional activities.		
<b>Low-tech Devices</b> – includes training in the care and use of sunglasses, visors/hats, task lighting/flashlights, braille/adapted compass, long cane, ID cane, wheelchair curb-feelers, etc.		
<b>High-tech Devices</b> – includes training in the care and use of electronic travel devices, video magnifiers, mobile technology and apps (text-to-speech, scanning, accessibility, etc.), GPS systems, currency identifiers, digital recorders, talking compasses, TTY/TTD, refreshable braille displays, etc.		
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O&M Skill Area 		
CRITICAL THINKING/PROBLEM-SOLVING		
<b>Route Planning</b> – includes linear/L/U/Z-shaped routes, block travel, accessing transportation schedules, identifying and using landmarks and clues, developing skills from rote route travel to dynamic travel, etc.		
<b>Recovery Strategies/Unexpected Events</b> - includes alternate routes/detours, sidewalk recovery, veer recovery, soliciting assistance, emergency contacts, adverse weather, alternative modes of transportation, rural travel, night travel, reorienting, etc.		
<b>Environmental Analysis</b> – includes gathering and application of information related to: layout of room/building, numbering systems, traffic patterns, safety, depth cues, lighting/contrast, tactile discrimination of surfaces, selecting appropriate techniques, transition to new spaces, etc.		
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<b>O&amp;M Skill Area</b> 		
<b>CRITICAL THINKING/PROBLEM-SOLVING (CONT)</b>		
<b>Street Crossings</b> - synthesizing necessary skills and strategies to execute safe street crossings.		
<b>SENSORY EFFICIENCY</b>		
<b>Visual</b> – includes training without and with optical devices in a variety of lighting conditions in the use of: lighting, glare management strategies, scanning, tracing, tracking, identification/spotting, environmental signage and landmarks, etc.		
<b>Auditory</b> – includes training in: the use of sound awareness/detection, discrimination, identification, localization, directionality, distance and speed, echolocation, auditory alignment, sound shadows and masking, cochlear implants and hearing aids, etc.		
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<b>O&amp;M Skill Area</b> 		
<b>SENSORY EFFICIENCY (cont)</b>		
<b>Tactile</b> – includes training in: tactile sensitivity reduction; haptic perception; discrimination of shapes, textures, dot patterns, same/different; awareness of tactile warning systems and terrain changes; effective use of signage and numbering systems (braille, symbols, raised print), etc.		
<b>Additional Sensory Systems</b> - Use of proprioceptive, vestibular, kinesthetic, olfactory, and gustatory systems		
<b>TRANSPORTATION</b>		
<b>Familiarization and Planning</b> - includes familiarization and safety concerns related to vehicles, accessing public transportation and schedules, etc.		
<b>Utilization</b> - includes use of public transportation such as paratransit, bus, taxi, light/commuter rail, train, air travel, etc.		
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<b>O&amp;M Skill Area</b> →		
<b>HEALTH AND SAFETY</b>		
<b>Health</b> - includes strategies for managing health conditions, medications, first aid, stamina, effects of environmental conditions on personal health related to travel, etc.		
<b>Safety</b> - includes strategies for safeguarding self and personal belongings, selecting safe routes, awareness of surroundings, emergency protocols, exit strategies for dangerous situations, etc.		
<b>RELATED ECC AREAS</b>		
<b>Social Interaction Skills</b> – includes instruction in managing behavioral states; turn-taking; personal boundaries; identifying social cues, customs, and non-verbal communication; soliciting assistance; selective self-disclosure; phone etiquette; table etiquette; interacting with people in a variety of settings (e.g. social, business, information-gathering, commercial/transactional); etc.		
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O&M Skill Area 		
RELATED ECC AREAS (cont)		
<b>Self-Determination Skills</b> – includes choice-making, self-advocacy, assertiveness, self-evaluation, goal-setting, etc.		
<b>Independent Living Skills</b> – includes money management, personal information and identification, personal hygiene, dressing appropriately for the weather, organization skills, time management, accessing agency support, shopping, laundry, choosing residence, etc.		
<b>Recreation/Leisure Skills</b> – includes identifying, investigating, and experiencing recreation and leisure options, including games, sports, social events, fitness facilities, and personal interests.		
<b>Career Education Skills</b> - includes commuting to and from a work site, time management related to employment, safety in and accessing the work environment, orientation and familiarization to the work setting, job task skills, soft skills, etc.		
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<b><u>COLUMN SUBTOTALS</u></b>	<b>Direct Instruction Column Subtotal</b>		<b>Educational Team Support/Collaborative Consultation</b>	
	<b>A</b>		<b>F</b>	
<b>Contributing Factor: Transition</b>	<b>B</b>		<b>G</b>	
<b>Contributing Factor: Medical Status/Condition</b>	<b>C</b>		<b>H</b>	
<b>Contributing Factor: Time-Intensive Instruction</b>	<b>D</b>		<b>I</b>	
<b>Additional Areas of Family Support Total</b>			<b>J</b>	
<b>TOTAL</b>	<b>E</b>		<b>K</b>	

*Additional Areas of Family Support (AAFS) Table*

Areas of Family Need	Value Range	
<i>There is a need for:</i>	0=No Need 1=Low Need 4=Medium Need 7=High Need 10=Intense Need	
Consistency of educational concepts 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.		
<b>AAFS SUBTOTAL</b>	<b>J</b>	

## **RECOMMENDED SCHEDULE OF SERVICE MINUTES for ORIENTATION AND MOBILITY SERVICES**

<b><u>DIRECT SERVICE TIME</u></b>		<b>TOTAL (box E) from direct service column</b>	<b>YOUR RECOMMENDED AMOUNT OF DIRECT SERVICE TIME (MINUTES PER WEEK)</b>
<b>Score on rubric</b>	<b>Range of suggested service time</b>		
EXAMPLE: 56-69	EXAMPLE: 30-45 minutes/wk	60	30 minutes/wk
210 +	240 or more minutes/wk		
185 - 209	180 - 240 minutes/wk		
167 - 184	120 -180 minutes/wk		
118 - 166	90 - 120 minutes/wk		
101 - 117	75 - 90 minutes/wk		
81 – 100	60 - 75 minutes/wk		
70 - 80	45 - 60 minutes/wk		
56 - 69	30 - 45 minutes/wk		
23 - 54	20 - 30 minutes/wk		
0 – 22	0 - 20 minutes/wk		
BASED on a 2400-minute/per week system--- 2400 minutes in a school week (includes a 7 hour, 15-minute school day, plus 45 minutes for lunch [lunch time can be used for instruction]) 2400 min per week = 480 minutes per day available for instruction			

### **Explanation and Justification for Recommended Amount of Service Time**

Explain how the minutes per week will be distributed (e.g., 30 minutes, 3 times per week = 90 minutes per week; one hour per month = 15 minutes per week, etc.):

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If recommended service time as indicated by the *O&M VISSIT* does not match the IEP team's decided amount of service time, please state the factors or reasons why this discrepancy occurred.

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## **RECOMMENDED SCHEDULE OF SERVICE MINUTES FOR ORIENTATION AND MOBILITY SERVICES - EDUCATIONAL TEAM SUPPORT/COLLABORATION**

<b><u>EDUCATIONAL TEAM SUPPORT/COLLABORATION TIME</u></b>		<b>TOTAL (box K) from the educational team support/ collaboration column</b>	<b>YOUR RECOMMENDED AMOUNT OF EDUCATIONAL TEAM SUPPORT/COLLABORATION SERVICE TIME (MINUTES PER WEEK)</b>
<b>Score on rubric</b>	<b>Range of suggested service time</b>		
EXAMPLE: 69-80	EXAMPLE: 110 - 150 minutes/wk	70	120 minutes/wk
112+	600 or more minutes/wk		
101 - 111	450 - 600 minutes/wk		
91 - 100	300 - 450 minutes/wk		
81 - 90	150 - 300 minutes/wk		
69 - 80	110 - 150 minutes/wk		
58 - 68	70 - 110 minutes/wk		
47 - 57	30 - 70 minutes/wk		
40 - 46	15 - 30 minutes/wk		
27 - 39	10 - 15 minutes/wk		
14 - 26	5 - 10 minutes/wk		
0 - 13	0 - 5 minutes/wk		
<b>BASED on a 2400-minute/per week system---</b> 2400 minutes in a school week (includes a 7 hour, 15-minute school day, plus 45 minutes for lunch [lunch time can be used for instruction]); 2400 min per week = 480 minutes per day available for instruction			

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