



Sample O&M VISSIT – STUDENT E "Ella"



Ella is a 12th grade student in a large urban school district who attends all general education and advanced (AP /dual credit) classes. Her visual diagnosis is high myopia and cone-rod dystrophy. Her acuity is 20/100 after correction in both eyes, and she has been receiving services from a TSVI since her 10th grade year, after experiencing difficulty accessing educational materials. Ella demonstrates appropriate social interaction skills and has many friends, due to her involvement in various school clubs and activities.



Ella demonstrates adequate travel skills on campus during daytime hours. Ella is preparing to transition to a large in-state university. She would benefit from introduction to cane travel and adaptations for low vision due to the progressive nature of her diagnosis, but she and her family are concerned about missing academic time to participate in O&M lessons. Her O&M evaluation results indicate a need for skill development for night travel, independent street crossings, public transportation, and use of optical devices.



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
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O&M Skill Area 		
PURPOSEFUL MOVEMENT		
Motor Skills - includes head/trunk control, rolling, crawling/creeping, 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; use of adaptive mobility devices; etc.		
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O&M Skill Area 		
COMMUNICATION		
Receptive - 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.		
Expressive - 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		
Body Awareness - 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.		
Directional/Positional - includes turning the body, laterality, directionality, cardinal directions, parallel/perpendicular, direction of travel (using degrees, clock-face directions, left/right), etc.		
Spatial Awareness - 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)		
Comparative - 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.		
Environmental - 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.		
Maps/Tactile Graphics - 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 		
ASSISTIVE TECHNOLOGY FOR O&M		
Optical Devices - includes training in the care and use of distance and near optical devices like magnifiers, telescopes, bioptics, field enhancers, etc., for functional activities.		
Low-tech Devices – 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.		
High-tech Devices – 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		
Route Planning – 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.		
Recovery Strategies/Unexpected Events - includes alternate routes/detours, sidewalk recovery, veer recovery, soliciting assistance, emergency contacts, adverse weather, alternative modes of transportation, rural travel, night travel, reorienting, etc.		
Environmental Analysis – 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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O&M Skill Area 		
CRITICAL THINKING/PROBLEM-SOLVING (CONT)		
Street Crossings - synthesizing necessary skills and strategies to execute safe street crossings.		
SENSORY EFFICIENCY		
Visual – 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.		
Auditory – 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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O&M Skill Area 		
SENSORY EFFICIENCY (cont)		
Tactile – 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.		
Additional Sensory Systems - Use of proprioceptive, vestibular, kinesthetic, olfactory, and gustatory systems		
TRANSPORTATION		
Familiarization and Planning - includes familiarization and safety concerns related to vehicles, accessing public transportation and schedules, etc.		
Utilization - includes use of public transportation such as paratransit, bus, taxi, light/commuter rail, train, air travel, etc.		
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O&M Skill Area →		
HEALTH AND SAFETY		
Health - includes strategies for managing health conditions, medications, first aid, stamina, effects of environmental conditions on personal health related to travel, etc.		
Safety - includes strategies for safeguarding self and personal belongings, selecting safe routes, awareness of surroundings, emergency protocols, exit strategies for dangerous situations, etc.		
RELATED ECC AREAS		
Social Interaction Skills – 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)		
Self-Determination Skills – includes choice-making, self-advocacy, assertiveness, self-evaluation, goal-setting, etc.		
Independent Living Skills – 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.		
Recreation/Leisure Skills – includes identifying, investigating, and experiencing recreation and leisure options, including games, sports, social events, fitness facilities, and personal interests.		
Career Education Skills - 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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<u>COLUMN SUBTOTALS</u>	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	

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.		
AAFS SUBTOTAL	J	

RECOMMENDED SCHEDULE OF SERVICE MINUTES for ORIENTATION AND MOBILITY SERVICES

<u>DIRECT SERVICE TIME</u>		TOTAL (box E) from direct service column	YOUR RECOMMENDED AMOUNT OF DIRECT SERVICE TIME (MINUTES PER WEEK)
Score on rubric	Range of suggested service time		
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.):

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.

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

<u>EDUCATIONAL TEAM SUPPORT/COLLABORATION TIME</u>		TOTAL (box K) from the educational team support/ collaboration column	YOUR RECOMMENDED AMOUNT OF EDUCATIONAL TEAM SUPPORT/COLLABORATION SERVICE TIME (MINUTES PER WEEK)
Score on rubric	Range of suggested service time		
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		
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			

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