



Texas School for the Blind and Visually Impaired

Outreach Programs

www.tsbvi.edu | 512-454-8631 | 1100 W. 45th St. | Austin, TX 78756

Activities Checklist for O&M Mentor/Protégé Teams

Instructions

- Attached is a list of required and recommended activities for the mentor/protégé team to complete during the mentor relationship. The O&M mentor/protégé team should plan together which activities to complete based on the needs of the protégé.
- As each activity is completed, note the date and time spent in the appropriate boxes. R=Required
- Additional activities may be added
- The time spent on activities can be applied towards ACVREP recertification for the mentor.
- At the end of the mentor/protégé relationship, both mentor and protégé should sign and date this document and submit this booklet to the TSBVI Mentor Coordinator:

Chrissy Cowan
Texas School for the Blind and Visually Impaired
1100 W. 45th Street
Austin, TX 78756
512-206-9367
512-206-9320 Fax
cowanc@tsbvi.edu

Signatures Upon Completion

MENTOR

DATE

PROTÉGÉ

DATE

ASSESSMENTS/EVALUATIONS

Date Completed	Time Spent	Activity
R		Preview the use of the formal and informal evaluation tools for students, birth through 22, including students with multiple disabilities. (See http://www.tsbvi.edu/o-m-page#Assessment)
R		Review and evaluate samples of O&M evaluation reports. Identify key components in O&M evaluation reports.
R		Observe and participate in evaluations on students who are: <ul style="list-style-type: none"> <input type="checkbox"/> Multiply impaired <input type="checkbox"/> Infants, toddlers & pre-schoolers <input type="checkbox"/> Low Vision <input type="checkbox"/> Totally blind
R		Write/discuss educationally relevant IEP's (IFSP goals for infants) that support the findings of an O&M evaluation.
		Observe and participate in a team evaluation – with other COMS®, TVI's, and other related service personnel (PT, OT, Speech, etc.).
		Review developmental milestones related to O&M and age-appropriate concerns.
		Go through the whole process of developing and implementing a student program: <ul style="list-style-type: none"> <input type="checkbox"/> Observe and/or participate in an evaluation, <input type="checkbox"/> Write the evaluation report, <input type="checkbox"/> Develop IEP goals and objectives (IFSP for infants), <input type="checkbox"/> Prepare the ARD paperwork, <input type="checkbox"/> Attend the ARD wherein the report is presented, <input type="checkbox"/> Plan lessons based on IEP goals and objectives, and <input type="checkbox"/> Implement lessons.
		Participate in a functional vision evaluation on a student with low vision.
		Compare the normal development of human physical and mental growth with the development patterns of children who are visually impaired.
		Review current law related to O&M evaluations for all students with a visual impairment: http://www.tsbvi.edu/o-m-page#Education
		Other:

FOUNDATIONS OF O&M

Date Completed	Time Spent	Activity
R		Review examples of lessons with special populations: <ul style="list-style-type: none"> <input type="checkbox"/> Multiply Impaired <input type="checkbox"/> Infants/Toddlers and Preschoolers <input type="checkbox"/> Low Vision <input type="checkbox"/> Totally Blind
R		Share and review O&M resources on the TSBVI website's O&M page http://www.tsbvi.edu/o-m-page
R		Model when to use and how to adapt techniques for individual student's unique needs. Examples: wheelchair O&M, adaptive mobility devices, electronic travel devices (ETD's), low vision devices, partial occlusion, etc.
		Review current issues in O&M. Examples: travel training, liability, O&M for CVI students, low vision student driving, certification changes, licensure, determining when to role release, etc. (Please provide perspectives besides just your own by referring to articles and/or other professionals.)
		Observe lessons with students who use adaptive mobility devices and/or electronic travel devices
		Other:

SENSORY MOTOR FUNCTIONING

Date Completed	Time Spent	Activity
R		Discuss how to collaborate with physical therapists and occupational therapists with regard to how their fields interface with the field of O&M.
R		Demonstrate methods of teaching sound localization, object perception, use of sound shadows and echolocation.
		Discuss how to integrate sensory motor activities into functional daily routines for students.
		Discuss the effects of multiple impairments on sensory motor development.
		Demonstrate movement equipment, techniques and other resources related to motor functioning for all levels of students including infants and MIVI students.
		Other:

EYE AND MEDICAL CONSIDERATIONS / INFORMATION

Date Completed	Time Spent	Activity
R		Review medical and eye conditions and their O&M implications, e. g. diabetes, epilepsy, CVI, short term memory loss, cerebral palsy, deafblindness, etc.
R		Discuss the ARD and IFSP procedures for students with medical or behavioral changes. (i.e., the right to call an ARD to change O&M services.)
		Review the effect of different medications as they relate to O&M. Demonstrate use of Physician's Desk Reference and a pharmacy sheet listing possible side effects.
		Review the list of medical procedures the district has established for medically fragile students.
		Other:

PSYCHO-SOCIAL ASPECTS

Date Completed	Time Spent	Activity
R		Discuss impact of family dynamics on supporting O&M goals.
R		Discuss methods/strategies to handle language barriers.
R		Discuss how cultural heritage impacts O&M.
R		Discuss motivation techniques to use with a variety of students.
		Discuss the grieving process and/or denial in dealing with loss.
		Other:

PROFESSIONALISM AND THE DISTRICT/SCHOOL CULTURE

Date Completed	Time Spent	Activity
R		Discuss the formal and informal policies and procedures adhered to by local districts. For example, is there a district and/or individual school dress code? Discuss how policies impact itinerant personnel.
R		Discuss the importance of maintaining confidentiality through: <ul style="list-style-type: none"> <input type="checkbox"/> Personal conduct <input type="checkbox"/> Use of consent forms.
R		Review the O&M Code of Ethics, http://ethics.iit.edu/ecodes/node/4053
R		Discuss various role relationships: <ul style="list-style-type: none"> <input type="checkbox"/> O&M and the Physical Education staff <input type="checkbox"/> O&M and the TVI <input type="checkbox"/> O&M and the classroom teacher <input type="checkbox"/> O&M and other related service personnel <input type="checkbox"/> O&M and the individual school staff, (principal, secretary and custodian) <input type="checkbox"/> O&M and parents of infants/toddlers as well as interfacing with daycare and ECI staff.
		Discuss and/or demonstrate role release strategies among team members.
		Other:

CONCEPT DEVELOPMENT

Date Completed	Time Spent	Activity
R		Review what are developmentally appropriate concepts for different levels of students: infants/toddlers/preschoolers, MIVI, primary students, secondary students, etc.
		Review and demonstrate different methods to teach: <ul style="list-style-type: none"> <input type="checkbox"/> Body and spatial awareness and basic positional concepts <input type="checkbox"/> Environmental and traffic concepts <input type="checkbox"/> Hand under hand teaching and other prompts <input type="checkbox"/> Games and songs that teach concepts
		Discuss the importance of using real items whenever possible and tie in with developmental age.
		Other:

MULTIPLE IMPAIRMENTS

Date Completed	Time Spent	Activity
R		Discuss the reasons to provide O&M training to students with multiple impairments. Describe how children who are multiply impaired will benefit from O&M.
R		Discuss and demonstrate the consult and direct service models and when they may be used.
R		Discuss the importance of learning how to communicate with non-verbal and/or deaf-blind children: calendar systems, object symbols, tactile symbols, sign language, gestures, etc.
		Discuss and/or demonstrate role release strategies among team members.
		Discuss the importance of using positive behavior supports when dealing with behavior problems.
		Other:

SCHEDULING AN ITINERANT CASELOAD

Date Completed	Time Spent	Activity
R		Discuss the timelines and policies for other agencies. (ECI, DARS/DBS, MHMR, etc.)
R		<p>Discuss all the factors involved in scheduling student lessons:</p> <ul style="list-style-type: none"> ❑ Working around classroom schedules, including in-room and out of classroom lessons. ❑ Working with homebound students or infants/toddlers in day care settings. ❑ Awareness of other related services in scheduling – O/T, P/T, APE, music therapy, etc. ❑ District policies when student or O&M specialist is absent. ❑ Other factors to consider, i.e. time and means to get your student to the lesson site. ❑ Allowing for planning time, driving time, assessments, report writing, lunch, etc. ❑ The need for a flexible schedule in order to meet specific student needs (night travel, bus lessons, downtown travel, student work programs, etc.)
		Discuss how to create a schedule that accommodates both consult and direct service students. See this process explained by Chrissy Cowan at https://www.youtube.com/watch?v=AM4_HSNX6aI

O&M TOOLS

Date Completed	Time Spent	Activity
R		Provide overview of O&M tools: <ul style="list-style-type: none"> <input type="checkbox"/> Different types of canes <input type="checkbox"/> Cane tips <input type="checkbox"/> Optical devices <input type="checkbox"/> Sunglasses/shields <input type="checkbox"/> Flashlights <input type="checkbox"/> Safety vests
		Review catalogs of equipment and other sources for ordering materials.
		Demonstrate how to develop and provide instruction in the use of commercial and instructor-prepared maps, models and instructional aids.
		Other:

EXPANDED CORE CURRICULUM AREAS

Date Completed	Time Spent	Activity
		Discuss how to integrate instruction in social skills, independent living skills, recreation and leisure skills, and career education while on O&M lessons.
		Discuss age appropriate concerns regarding behavior, dress, expectations for social skills, etc.
		See http://www.tsbvi.edu/resources/3973-ecc-flyer for explicit information on the areas of the ECC.
		Other:

TEACHING SYSTEMS

Date Completed	Time Spent	Activity
R		Review the referral process for O&M evaluations, i.e. how referrals are made, ARD documented parental consent, timelines for completion, documents required, etc.
R		Review district policies and liability issues of various methods to transport student(s) to and from lesson sites: personal vehicle, agency or school district vehicles, school bus, taxi, city bus, transportation provided by parent, rental vehicles, etc.
R		Review planning and scheduling of lessons, including need to change lessons due to weather conditions, utilizing teachable moments, built-in flexibility, etc.
R		Discuss the importance of maintaining a contact notebook, i.e. a method to document contact with students, teachers and other professionals, family members, etc.
R		Review how to analyze and select training environments appropriate to instructional objectives and the needs of individual students in a variety of settings.
		Discuss the importance of teaching O&M skills during functional activities and not in isolation.
		Have protégé shadow a COMS® one entire day to observe itinerant model.
		Discuss and/or demonstrate role release strategies among team members.
		Other: