



# Texas School for the Blind and Visually Impaired

## Outreach Programs

[www.tsbvi.edu](http://www.tsbvi.edu) | 512-454-8631 | 1100 W. 45<sup>th</sup> St. | Austin, TX 78756

### Activities Checklist for VI 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 VI 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
- This list can carry-over for multiple years during the mentor/protégé assignment.
- The time spent on activities can be applied towards ACVREP/SBEC continuing credits 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. 45<sup>th</sup> Street  
Austin, TX 78756  
512-206-9367  
512-206-9320 Fax  
[cowanc@tsbvi.edu](mailto:cowanc@tsbvi.edu)

#### Signatures upon Completion

\_\_\_\_\_  
MENTOR

\_\_\_\_\_  
PROTÉGÉ

\_\_\_\_\_  
DATE SUBMITTED

## ASSESSMENTS/EVALUATIONS

Date Completed	Time Spent	Activity
R		Review templates for conducting a Functional Vision Evaluation and a Learning Media Assessment
R		Review tools for conducting evaluations in the areas of the Expanded Core Curriculum (ECC)
R		Mentor will demonstrate how to use the <a href="#">VISSIT</a> (Visual Impairment Scale of Service Intensity of Texas) to determine amount of VI service prior to an ARD meeting
R		Observe and participate in FVE/LMA evaluations on students who are: <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiply impaired</li> <li><input type="checkbox"/> Infants, toddlers &amp; pre-schoolers</li> <li><input type="checkbox"/> Low Vision</li> <li><input type="checkbox"/> Totally blind</li> </ul>
R		Craft educationally relevant IEP's (IFSP goals for infants) that support the findings of an FVE/LMA evaluation.
		Observe and participate in a team evaluation – with other TVI's, and other related service personnel (PT, OT, Speech, COMS etc.).
		Go through the whole process of developing and implementing a student program: <ul style="list-style-type: none"> <li><input type="checkbox"/> Observe and/or participate in an evaluation,</li> <li><input type="checkbox"/> Write the evaluation report,</li> <li><input type="checkbox"/> Develop IEP goals and objectives (IFSP for infants),</li> <li><input type="checkbox"/> Prepare the ARD paperwork,</li> <li><input type="checkbox"/> Attend the ARD wherein the report is presented,</li> <li><input type="checkbox"/> Plan lessons based on IEP goals and objectives, and</li> <li><input type="checkbox"/> Implement lessons.</li> </ul>
		Observe an O&M evaluation.
		Compare the normal development of human physical and mental growth with the development patterns of children who are visually impaired.
		Other:

## COMPENSATORY SKILLS

Date Completed	Time Spent	Activity		
R		<p>The mentor and protégé will plan together needed visual adaptations for two (or more) different general academic areas (see list on the left). The two adaptations should be for students who have differing visual capacities or be for students at different grade levels (see list on the right)</p> <table border="1" data-bbox="443 451 1465 768"> <tr> <td data-bbox="443 451 812 768"> <p><b>Core Academic Areas:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Arts Education</li> <li><input type="checkbox"/> Reading / Language Arts</li> <li><input type="checkbox"/> Mathematics</li> <li><input type="checkbox"/> Physical Education</li> <li><input type="checkbox"/> Science/Health</li> <li><input type="checkbox"/> Social Studies</li> </ul> </td> <td data-bbox="816 451 1465 768"> <p><b>Visual Capacity or Grade Level:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student with low vision</li> <li><input type="checkbox"/> Student who is functionally blind</li> <li><input type="checkbox"/> Elementary student, Grade _____</li> <li><input type="checkbox"/> Middle school student, Grade _____</li> <li><input type="checkbox"/> High school student, Grade _____</li> </ul> </td> </tr> </table>	<p><b>Core Academic Areas:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Arts Education</li> <li><input type="checkbox"/> Reading / Language Arts</li> <li><input type="checkbox"/> Mathematics</li> <li><input type="checkbox"/> Physical Education</li> <li><input type="checkbox"/> Science/Health</li> <li><input type="checkbox"/> Social Studies</li> </ul>	<p><b>Visual Capacity or Grade Level:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student with low vision</li> <li><input type="checkbox"/> Student who is functionally blind</li> <li><input type="checkbox"/> Elementary student, Grade _____</li> <li><input type="checkbox"/> Middle school student, Grade _____</li> <li><input type="checkbox"/> High school student, Grade _____</li> </ul>
<p><b>Core Academic Areas:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Arts Education</li> <li><input type="checkbox"/> Reading / Language Arts</li> <li><input type="checkbox"/> Mathematics</li> <li><input type="checkbox"/> Physical Education</li> <li><input type="checkbox"/> Science/Health</li> <li><input type="checkbox"/> Social Studies</li> </ul>	<p><b>Visual Capacity or Grade Level:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student with low vision</li> <li><input type="checkbox"/> Student who is functionally blind</li> <li><input type="checkbox"/> Elementary student, Grade _____</li> <li><input type="checkbox"/> Middle school student, Grade _____</li> <li><input type="checkbox"/> High school student, Grade _____</li> </ul>			
R		The protégé will observe a student's study skills and participate with the mentor in completing at least one informal assessment. (e.g., TSBVI Evals Kit)		
		The protégé will demonstrate to the mentor the planning and implementation of a lesson using UEB code.		
		The protégé will demonstrate to the mentor the planning and implementation of a lesson using a tactile graphic.		
		The mentor will demonstrate methods to improve the listening skills of a student with visual impairments.		
		The mentor will discuss with the protégé the types of accommodations available for students with visual impairments to participate in statewide assessments and other formal testing events.		
		The mentor will demonstrate working with a diagnostician/assessment personnel to choose and modify appropriate assessment tools.		
		Mentor will share techniques to teach students note-taking, research, and time & material management for students with low vision <b>and</b> for students who are blind.		

## LITERACY AND COMMUNICATION

Date Completed	Time Spent	Activity
R		The mentor will demonstrate to the protégé how to plan and implement adaptations of a reading/language arts lesson for a low vision or functionally blind student.
R		The mentor will arrange for the protégé to observe a VI teacher while teaching a braille lesson.
R		The mentor and protégé will review the factors to consider when determining whether braille, print, or both is the best reading medium for a student with a visual impairment.
		The mentor and protégé will complete a portion of the ABLS (Assessing of Braille Literacy Skills) or other appropriate braille code instrument for a student with a visual impairment.
		The protégé will develop a series of lessons on emergent braille skills. (Mentors are encouraged to use the Paths to Literacy website, <a href="http://www.pathstoliteracy.org/">http://www.pathstoliteracy.org/</a> )
		The mentor will demonstrate the use of braille translation software and guide the protégé in using it.
		The protégé will be encouraged to attend a training session on the use of technology for braille production offered at an ESC or at TSBVI.
		The mentor will demonstrate to the protégé how to find and order braille, large type, and taped texts or e-text materials.
		The mentor and protégé will explore the website specific to literacy for students with visual impairments, Paths to Literacy, at <a href="http://www.pathstoliteracy.org/">http://www.pathstoliteracy.org/</a>

## EYE AND MEDICAL CONSIDERATIONS / INFORMATION

Date Completed	Time Spent	Activity
R		Under the guidance of the mentor, the protégé will interpret an eye report for all of the following kinds of students: <ul style="list-style-type: none"> <li><input type="checkbox"/> Academic low vision</li> <li><input type="checkbox"/> Multiply-impaired</li> <li><input type="checkbox"/> Infant (0-3 years old)</li> </ul>
R		The mentor and protégé will review functional vision evaluations and learning media assessments done on a variety of students with diverse characteristics.
R		Mentor and protégé will review the educational implications of common eye disorders (see <a href="https://www.prcvi.org/resources/eye-conditions/">https://www.prcvi.org/resources/eye-conditions/</a> )
		The mentor will arrange for the protégé to observe a clinical low vision evaluation.
		The protégé will list medications taken by a sampling of students on his/her caseload and discuss functional implications with mentor.
		The mentor and protégé will review etiologies of the students that comprise a VI caseload (mentor's or protégé's) and the functional implication of these etiologies.
		The protégé will demonstrate how to vary instructional strategies based on a student's visual impairment and/or learning style.

## SOCIAL INTERACTION SKILLS

Date Completed	Time Spent	Activity
R		The mentor will review with the protégé instruments used to assess the social skills of visually impaired students. (Refer to <a href="http://www.tsbvi.edu/recc/">http://www.tsbvi.edu/recc/</a> for resources.)
R		The protégé will observe a student with a visual impairment in a variety of inclusive settings. During that observation the protégé will record the types of social skills used by the student and areas of needed improvement. The settings may include classroom, lunchroom, recess or social occasions.
		The protégé will observe a lesson wherein the student is learning or practicing how to request assistance or ask for information in order to complete a task.
		The protégé will plan and conduct an activity for a student who does not engage in eye contact or does not observe other's personal space requirements.
		The protégé will teach a game to a student with visual impairment and then have the student teach the game to sighted peers. (movement games, board games, card games, etc.)
		The protégé will observe a student in social settings and document his/her ability to successfully: 1) initiate a conversation, 2) continue a conversation, and 3) end a conversation.

## RECREATION AND LEISURE SKILLS

Date Completed	Time Spent	Activity
R		The protégé will plan and implement a recreation/leisure lesson for one of their students with a visual impairment, addressing a targeted IEP goal.
		The mentor and protégé will discuss the various community resources available for students seeking recreation/leisure activities.
		The protégé will work with the mentor to assess the recreation/leisure skills of a student with a visual impairment.
		The protégé will observe an adapted P.E. teacher teaching a lesson including a student with a visual impairment. Review IEP to identify recreation/leisure goals and objectives addressed by lesson.
		The protégé will review assessments or curricular guides for recreation/ leisure for a student with a visual impairment and select one to add to the department's professional library.

## TECHNOLOGY

Date Completed	Time Spent	Activity
R		<p>The mentor (or mentor designee) will demonstrate a lesson involving technology for students with various skill levels:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participation or support</li> <li><input type="checkbox"/> Functional or life skills</li> <li><input type="checkbox"/> Semi- or full independence</li> </ul>
R		<p>The protégé will observe the mentor (or another educator) integrating switch-activated toys, appliances or software in a classroom activity (Ex.: switch-accessible book on computer)</p>
		<p>The protégé will observe an assistive technology evaluation on a student with a visual impairment and read the report resulting from the evaluation.</p>
		<p>The protégé will review 3 assistive technology assessment instruments (refer to <a href="http://www.tsbvi.edu/recc/">http://www.tsbvi.edu/recc/</a> ) appropriate for a variety of students with a visual impairment functioning on a variety of levels.</p>
		<p>The mentor and protégé will review and practice the use of screen reading and screen magnification software.</p>
		<p>The mentor and protégé will review and practice the use of an electronic notetaker.</p>
		<p>The protégé will be encouraged to attend a technology workshop at TSBVI or an individual instruction session on the use of technology offered at an ESC.</p>
		<p>The protégé will observe the mentor (or other educator) teach a student how to access the internet and/or multi-media textbooks.</p>
		<p>The mentor will demonstrate accessibility options for a computer and electronic tablet.</p>
		<p>Mentor and protégé will explore the properties of optical devices used for distance tasks.</p>
		<p>Mentor and protégé will explore the properties of optical devices used for near tasks, including stand and handheld magnifiers, and electronic tablets.</p>

## SENSORY EFFICIENCY SKILLS

Date Completed	Time Spent	Activity
R		The protégé will demonstrate his/her understanding of the range and importance of environmental adaptations for students with low vision.
R		The mentor will demonstrate how to teach the use optical devices: <ul style="list-style-type: none"> <li><input type="checkbox"/> Stand and hand-held magnifiers</li> <li><input type="checkbox"/> Monocular telescopes</li> <li><input type="checkbox"/> Video magnifiers</li> <li><input type="checkbox"/> Electronic tablets</li> </ul>
R		The mentor will review techniques for adjusting classroom environments for students with low vision. (Go to <a href="http://www.tsbvi.edu/142-vision/3656-vision-ergonomics">http://www.tsbvi.edu/142-vision/3656-vision-ergonomics</a> )
		The mentor will share techniques for encouraging students to self-advocate for needed visual efficiency materials or adaptations in school and community settings.
		The mentor and protégé will visit a low vision clinic.
		The mentor and protégé will review current resources on low vision (e.g., <u>Foundations of Low Vision</u> , Second Edition, AFB; <u>Looking to Learn</u> , AFB)
		The mentor an protégé will review chapters 4 & 5 (listening skills for elementary and secondary students) in <u>Learning to Listen and Listening to Learn</u> , AFB Press.



## DEAFBLIND

Date Completed	Time Spent	Activity
R		The mentor and protégé will review how even a minimal auditory impairment impacts the assessment and instructional programming for a visually impaired student (including those with a limited visual impairment).
R		Mentor and protégé will review instructional considerations for students with deafblindness. See: <a href="https://www.tsbvi.edu/attachments/1746_ApplDBInstructional-Modifications.doc">https://www.tsbvi.edu/attachments/1746_ApplDBInstructional-Modifications.doc</a> .
R		Mentor and protégé will review red flags for possible hearing impairments See: <a href="http://www.tsbvi.edu/hearing-quick-check">http://www.tsbvi.edu/hearing-quick-check</a>
		Mentor and protégé will conduct an informal hearing assessment of a student with a visual impairment suspected of having a hearing loss. (go to <a href="http://documents.nationaldb.org/TA/1746_11Informal-Auditory-Skills-Inventory.pdf">http://documents.nationaldb.org/TA/1746_11Informal-Auditory-Skills-Inventory.pdf</a>
		The protégé will contact their ESC deafblind specialist about training available in deafblindness in their area.
		The mentor and protégé will determine the appropriate calendar level to use with a deafblind student.
		Mentor and protégé will complete the deafblind census together for deafblind students if applicable
		The mentor (or a mentor designee such as a teacher of the auditorily impaired) will review with the protégé how to read and interpret an auditory assessment.
		Mentor and protégé will review the TSBVI website dedicated to students with deafblindness. <a href="http://www.tsbvi.edu/deaf-blind-project">http://www.tsbvi.edu/deaf-blind-project</a>

## SCHEDULING AN ITINERANT CASELOAD

Date Completed	Time Spent	Activity
R		Discuss the timelines and policies for other agencies. (ECI, DARS/DBS, MHMR, etc.)
R		Discuss all the factors involved in scheduling student lessons: <ul style="list-style-type: none"><li data-bbox="464 477 1629 508">❑ Working around classroom schedules, including in-room and out of classroom lessons.</li><li data-bbox="464 513 1488 544">❑ Working with homebound students or infants/toddlers in day care settings.</li><li data-bbox="464 548 1593 579">❑ Awareness of other related services in scheduling – OT, PT, APE, music therapy, etc.</li><li data-bbox="464 584 1110 615">❑ District policies when student or TVI is absent.</li><li data-bbox="464 620 1598 651">❑ Other factors to consider, i.e. time and means to get your student to the lesson site.</li><li data-bbox="464 656 1545 686">❑ Allowing for planning time, driving time, assessments, report writing, lunch, etc.</li><li data-bbox="464 691 1776 777">❑ The need for a flexible schedule in order to meet specific student needs (night travel, bus lessons, downtown travel, student work programs, etc.)</li></ul>
R		Discuss how to create a schedule that accommodates both consult and direct service students. See this process explained by Chrissy Cowan at <a href="https://www.youtube.com/watch?v=AM4_HSNX6al">https://www.youtube.com/watch?v=AM4_HSNX6al</a>

## EARLY CHILDHOOD (BIRTH THROUGH 5)

Date Completed	Time Spent	Activity
R		The protégé will accompany the mentor (or a mentor designee) on a home visit for a 0-3 year old student with a visual impairment.
R		Using a developmental chart or checklist, the protégé will observe a young child (ages 0-5) and determine the child's general level of functioning on a variety of tasks/skills.
		The protégé will record the movements/actions of a young visually impaired child (ages 0-5) who is exploring his/her environment and will share the observations with the mentor.
		The protégé will plan a series of lessons on emergent or early literacy skills. (see <a href="#">Paths to Literacy</a> for suggestions)
		The protégé will create three (3) activities that focus on teaching a specific pre-braille skill.
		<p>The protégé will demonstrate her/his understanding of infant-related issues by reviewing best practices with the mentor for the following areas:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Programming for babies</li> <li><input type="checkbox"/> Parent and family intervention strategies</li> </ul>
		<p>With a special education teacher (adaptive PE, speech therapist, OT, PT, COMS, etc.), the protégé will participate in an play-based assessment or a lesson involving two of the following instructional areas for a visually impaired child (ages 0-5)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication</li> <li><input type="checkbox"/> Concept development</li> <li><input type="checkbox"/> Independent living skills</li> <li><input type="checkbox"/> Motor skills/O&amp;M</li> <li><input type="checkbox"/> Play-based instruction</li> </ul>
		The protégé and mentor will review at least one curriculum for parents or other caretakers. This may include Active Learning, InSITE, VIISA, Oregon Project, or other curricula.
		Other:

## MULTIPLY IMPAIRED/VISUALLY IMPAIRED

Date Completed	Time Spent	Activity
R		<p>The protégé will demonstrate to the mentor his/her ability to plan and implement a lesson for students who are multiply impaired/visually impaired (MIVI) in two of the following areas:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Daily living skills</li> <li><input type="checkbox"/> Social skills</li> <li><input type="checkbox"/> Vocational/career skills</li> <li><input type="checkbox"/> Recreation and leisure skills</li> <li><input type="checkbox"/> Technology skills</li> <li><input type="checkbox"/> Communication skills</li> </ul>
R		<p>The protégé will observe and/or participate in the procedures used to conduct a likes and dislikes preference list for a MIVI student. (Reference: <i>Every Move Counts</i>)</p>
R		<p>Mentor and protégé will explore resources for cortical visual impairment, such as the <a href="#">CVI 101 Movie</a> and <a href="http://www.aph.org/cvi/">http://www.aph.org/cvi/</a></p>
		<p>The mentor will demonstrate to the protégé examples for each of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A calendar system</li> <li><input type="checkbox"/> An activity-based routine</li> </ul>
		<p>The mentor and protégé will review the APH product, <i>The Sensory Learning Kit</i>, and select a student to assess with this kit.</p>
		<p>The mentor will demonstrate and provide the protégé with opportunities to practice addressing motor issues (such as positioning) and communication issues (such as signaling) for MIVI students.</p>
		<p>The mentor will demonstrate an activity where a student is encouraged to make a choice between two objects.</p>
		<p>The protégé will document the difference in visual functioning while a child is in 3 different positions (Ex. - prone, side-lying, sitting in wheelchair, standing frame, etc.).</p>
		<p>The mentor will review with the protégé (and, if possible, demonstrate) informal assessment instruments and techniques in at least two of the expanded core curriculum areas. (<a href="http://www.tsbvi.edu/recc/">http://www.tsbvi.edu/recc/</a>)</p>

## TEACHING SYSTEMS

Date Completed	Time Spent	Activity
R		Review the referral process for VI evaluations, i.e. how referrals are made, ARD documented parental consent, timelines for completion, documents required, 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.
		Review how to analyze and select training environments appropriate to instructional objectives and the needs of individual students in a variety of settings.
		Have protégé shadow a TVI one entire day to observe itinerant model.
		Discuss and/or demonstrate role release strategies among team members.
		Other:

## RESOURCES

Date Completed	Time Spent	Activity
R		The protégé will review the legal framework with the mentor. ( <a href="http://www.esc18.net">www.esc18.net</a> )
R		Protégé and mentor will review the protégé's schedule as to how it addresses the following: <ul style="list-style-type: none"> <li>❑ required student direct and consultation time reflected in ARD documents</li> <li>❑ materials preparation time</li> <li>❑ travel time</li> <li>❑ other time in support of instruction including observations, assessments, interdisciplinary team meetings, etc.</li> </ul>
R		Mentor and protégé will review assessment information before a visually impaired student's annual IEP meeting to determine the type and amount of service recommended for this particular student. (see VISSIT, <a href="http://www.tsbvi.edu/vissit">http://www.tsbvi.edu/vissit</a> )
R		Mentor and protégé will review the TSBVI New VI Professional Portal <a href="http://www.tsbvi.edu/mentor-program/3375-new-vi-professional-home">http://www.tsbvi.edu/mentor-program/3375-new-vi-professional-home</a>
R		Mentor and protégé will review the types of materials available from APH and how to order them. Go to <a href="http://www.tsbvi.edu/aph">http://www.tsbvi.edu/aph</a>
R		Mentor and protégé will review how to complete the <b>Annual Registration of Students with Visual Impairments.</b>
R		Mentor and protégé will review how to complete the vision specific aspect of the ARD documents, including the VI forms and the VI information included elsewhere in students' special education folders.
		Mentor will share information about the education service center's VI program consultants and the services they can provide to teachers and programs.
		Mentor and protégé will review how to develop and maintain written documentation, including student performance data and report writing.
		Mentor will describe to the protégé the professional organizations for those working in the field of visual impairment (AER, TAER, CEC, ACVREP, etc.)
		The mentor will provide the protégé with opportunities to observe the mentor working with related services personnel.
		The protégé will observe the mentor in both collaborative/consulting and direct service settings.

## RESOURCES (Continued)

Date Completed	Time Spent	Activity
		The mentor will review state, regional and community resources (DARS-DBS, ECI, Lighthouses, State Library, Lions Club, and Lions Camp, etc.) available in the local area as well as procedures for accessing these resources.
		The mentor will model transdisciplinary teaming by involving the protégé in the following: <ul style="list-style-type: none"><li data-bbox="436 423 999 451">❑ Looking at reports of various specialists</li><li data-bbox="436 461 837 488">❑ Conducting a folder review</li><li data-bbox="436 498 896 526">❑ Participation in a team meeting</li></ul>
		The protégé will observe the mentor's participation in an IEP meeting, or the mentor will attend an IEP meeting with the protégé for the protégé's student.
		The protégé will plan and conduct a teacher in-service for general education teachers who have a student with a visual impairment in their classroom (i.e. plan activities under simulation, etc.)