



# 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 O&M Mentor/Protégé Teams

#### Instructions

- Attached is a list of recommended activities for the mentor/protégé team to complete during the mentor relationship. The ones marked with an “E” are considered essential to the learning experience of the new COMS. 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. The time spent on activities is not required by the mentor coordinator, but can be applied towards ACVREP recertification for the mentor if it is filled in.
- Time frames are suggested, however, activities marked “EARLY FALL” should be covered very early in the year.
- Both mentor and protégé should sign and date this document and submit this to the TSBVI Mentor Coordinator on **April 15, 2025**.

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#### Signatures Upon Completion

\_\_\_\_\_  
MENTOR

\_\_\_\_\_  
PROTÉGÉ

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

## SCHEDULING AN ITINERANT CASELOAD

Time Frame	Initial When Completed	Time Spent	Activity
EARLY FALL	E		Discuss all the factors involved in scheduling student lessons: <ul style="list-style-type: none"> <li>❑ Working around classroom schedules, including in-room and out of classroom lessons.</li> <li>❑ Working with homebound students or infants/toddlers in day care settings.</li> <li>❑ Awareness of other related services in scheduling – OT, PT, APE, VI, etc.</li> <li>❑ District policies when a student or COMS is absent.</li> <li>❑ Allowing for planning time, driving time, evaluations, report writing, lunch, etc.</li> </ul>
EARLY FALL	E		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_HSNX6aI">https://www.youtube.com/watch?v=AM4_HSNX6aI</a>
EARLY FALL	E		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 collaborative consultation time reflected in ARD documents</li> <li>❑ materials preparation time</li> <li>❑ travel time</li> <li>❑ time in support of instruction including observations, assessments, interdisciplinary team meetings, etc.</li> </ul>

## EVALUATIONS

Time Frame	Initial When Completed	Time Spent	Activity
EARLY FALL	E		Review current law related to O&M evaluations for all students with a visual impairment: <a href="http://www.tsbvi.edu/o-m-page#Education">http://www.tsbvi.edu/o-m-page#Education</a>
EARLY FALL	E		Preview the use of the formal and informal O&M evaluation tools for students, birth through 22, including students with multiple disabilities. (See <a href="http://www.tsbvi.edu/o-m-page#Assessment">http://www.tsbvi.edu/o-m-page#Assessment</a> or <a href="http://www.tsbvi.edu/o-m-page#NewMexicoSchoolfortheBlindandVisuallyImpaired">New Mexico School for the Blind and Visually Impaired - Orientation &amp; Mobility Inventory (nmsbvi.net)</a> )
EARLY FALL	E		Review and evaluate samples of O&M evaluation reports. (Sample reports in LiveBinder under Orientation and Mobility Tab: <a href="https://www.livebinders.com/edit/index/2186431#">https://www.livebinders.com/edit/index/2186431#</a> )
FALL	E		Observe and participate in evaluations with students who are: <ul style="list-style-type: none"> <li><input type="checkbox"/> Infants, toddlers &amp; pre-schoolers (helpful resource: <a href="https://www.livebinders.com/play/play?id=1999094">https://www.livebinders.com/play/play?id=1999094</a>)</li> <li><input type="checkbox"/> Low Vision</li> <li><input type="checkbox"/> Totally blind</li> </ul>
FALL	E		Review together at least one O&M evaluation summary report conducted by the protégé before it is submitted to the ARD committee
EARLY SPRING	E		Craft educationally relevant PLAAFP statement and IEP goals (IFSP goals for infants) that support the findings of an O&M evaluation for at least one student. (Must have resource: <a href="#">Q&amp;A Document Individualized Education Program (IEP) Measurable Annual Goals</a> , see #1.7, pp. 7-10)
ANY			Observe and participate in a team evaluation – with other COMS, TVI’s, and other related service personnel (PT, OT, Speech, etc.).
ANY			Mentor and protégé will go through the process of developing and implementing a student program for one student: <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 PLAAFP, 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 (optional for mentor),</li> <li><input type="checkbox"/> Plan a lesson based on IEP goals and objectives.</li> </ul>
ANY			Mentor/protégé will review developmental charts for children with a visual impairment, ages birth to 5 years. (Helpful website with downloadable charts: <a href="#">Development Charts for Blind and Visually Impaired Babies and Children</a> )

## FOUNDATIONS OF ORIENTATION AND MOBILITY

Time Frame	Initial When Completed	Time Spent	Activity
EARLY FALL	E		Review the role of the COMS in school systems (helpful resource: <a href="https://www.tsbvi.edu/wp-content/uploads/assets/documents/statewide-resources/2020-guidelines-and-standards-accessible.pdf">https://www.tsbvi.edu/wp-content/uploads/assets/documents/statewide-resources/2020-guidelines-and-standards-accessible.pdf</a> on pages 31-33)
EARLY FALL	E		Mentor will share examples of lessons/lesson plans for a variety of students: <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiply Impaired</li> <li><input type="checkbox"/> Birth- Preschoolers</li> <li><input type="checkbox"/> Low Vision</li> <li><input type="checkbox"/> Totally Blind</li> </ul>
EARLY FALL			Share resources for teaching basic O&M information for school staff (helpful resource: <a href="https://www.livebinders.com/play/play?id=2661895">https://www.livebinders.com/play/play?id=2661895</a> )
FALL	E		Share and review O&M resources on the TSBVI website's O&M page <a href="http://www.tsbvi.edu/o-m-page">http://www.tsbvi.edu/o-m-page</a>
ANY			Review developmental sequence of O&M skills. (helpful resource: <a href="https://www.livebinders.com/edit/index/2186431#">https://www.livebinders.com/edit/index/2186431#</a> under the "Orientation and Mobility" tab)
ANY	E		Discuss 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), optical devices, partial occlusion, etc.
ANY			Observe lessons with students who use adaptive mobility devices and/or electronic travel devices

## SENSORY MOTOR FUNCTIONING

Time Frame	Initial When Completed	Time Spent	Activity
EARLY FALL			Discuss the effects of multiple impairments on sensory motor development. <a href="https://www.teachearlyyears.com/a-unique-child/view/sen-understanding-sensory-impairment">https://www.teachearlyyears.com/a-unique-child/view/sen-understanding-sensory-impairment</a> )
FALL			Demonstrate methods of teaching sound localization, object perception, use of echolocation to encourage movement through space.
ANY			Discuss how to integrate sensory motor activities into functional daily routines for students. (Lots of activities on Pinterest: <a href="https://www.pinterest.com/adaptlearn/ot-sensory-motor-activities/">https://www.pinterest.com/adaptlearn/ot-sensory-motor-activities/</a> )
ANY			Discuss how to collaborate with physical therapists and occupational therapists with regard to how their fields interface with the field of O&M.

## EYE AND MEDICAL CONSIDERATIONS / INFORMATION

Time Frame	Initial When Completed	Time Spent	Activity
FALL	E		Review medical and eye conditions and their O&M implications, e. g. diabetes, epilepsy, CVI, short term memory loss, cerebral palsy, deafblindness, etc. (helpful resource: Visual Conditions and Implications, <a href="https://www.livebinders.com/play/play?id=2915303&amp;backurl=/shelf/my">https://www.livebinders.com/play/play?id=2915303&amp;backurl=/shelf/my</a> )
FALL	E		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.)
ANY			Review the effect of different medications as they relate to vision and O&M. Demonstrate use of Physician's Desk Reference and a pharmacy sheet listing possible side effects. (resource: <a href="https://www.richmondeye.com/ocular-side-effects-of-medications">https://www.richmondeye.com/ocular-side-effects-of-medications</a> )
ANY			Review the list of medical procedures the district has established for medically fragile students.

## PROFESSIONALISM AND DISTRICT/SCHOOL CULTURE/ACCOUNTABILITY

Time Frame	Initial When Completed	Time Spent	Activity
EARLY FALL			Discuss various role relationships: <ul style="list-style-type: none"> <li>❑ O&amp;M and the Physical Education staff</li> <li>❑ O&amp;M and the TVI</li> <li>❑ O&amp;M and the classroom teacher</li> <li>❑ O&amp;M and other related service personnel</li> <li>❑ O&amp;M and the individual school staff, (principal, secretary and custodian)</li> <li>❑ O&amp;M and parents of infants/toddlers as well as interfacing with daycare and ECI staff.</li> </ul> (helpful resource: <a href="https://www.tsbvi.edu/wp-content/uploads/assets/documents/statewide-resources/2020-guidelines-and-standards-accessible.pdf">https://www.tsbvi.edu/wp-content/uploads/assets/documents/statewide-resources/2020-guidelines-and-standards-accessible.pdf</a> )
FALL	E		Discuss the importance of maintaining confidentiality through: <ul style="list-style-type: none"> <li>❑ Personal conduct (avoid talking about students in public places)</li> <li>❑ Use of consent forms</li> <li>❑ Avoid using full student names in electronic communication outside of secured district sites</li> </ul>
ANY	E		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? Is there a formal system for record keeping and accountability?
ANY	E		Discuss documentation of student progress, behaviors, work, collaboration, etc. (helpful resource: <a href="https://www.pathstoliteracy.org/resource/check-please-guidelines-documentation-student-work/">https://www.pathstoliteracy.org/resource/check-please-guidelines-documentation-student-work/</a> )
ANY			Review legal guidelines for using social media and electronic communications with students (helpful resource: <a href="https://www.tasb.org/services/legal-services/tasb-school-law-esource/personnel/documents/sch-dist-employees-use-of-social-media-and-comm-with-students.pdf">https://www.tasb.org/services/legal-services/tasb-school-law-esource/personnel/documents/sch-dist-employees-use-of-social-media-and-comm-with-students.pdf</a> )
ANY			Review the O&M Code of Ethics, <a href="https://www.acvrep.org/certifications/catis-code">https://www.acvrep.org/certifications/catis-code</a>

## CONCEPT DEVELOPMENT

Time Frame	Initial When Completed	Time Spent	Activity
EARLY FALL	E		Review what are developmentally appropriate concepts for different levels of students: infants/toddlers/preschoolers, additional disabilities, CVI, primary students, secondary students, etc. (helpful resource: <a href="https://www.perkins.org/resource/concept-development-putting-orientation-back-om/">https://www.perkins.org/resource/concept-development-putting-orientation-back-om/</a> )
FALL			Review and demonstrate different methods to teach: <ul style="list-style-type: none"> <li>❑ Body and spatial awareness and basic positional concepts</li> <li>❑ Environmental and traffic concepts</li> <li>❑ Hand under hand teaching and other prompts</li> <li>❑ Games and songs that teach concepts</li> </ul>
ANY			Discuss the importance of using real items whenever possible and tie in with developmental age.

## MULTIPLE IMPAIRMENTS/DEAFBLIND

Time Frame	Initial When Completed	Time Spent	Activity
EARLY FALL	E		Discuss O&M strategies for students with additional disabilities
FALL			Discuss CVI and Orientation and Mobility (helpful resources: <a href="https://www.livebinders.com/play/play?id=1692575">https://www.livebinders.com/play/play?id=1692575</a> )
FALL			Discuss O&M for students who are deafblind (helpful resources: <a href="https://txdeafblindproject.org/orientation-and-mobility/">https://txdeafblindproject.org/orientation-and-mobility/</a> and <a href="https://www.livebinders.com/play/play?id=1804265">https://www.livebinders.com/play/play?id=1804265</a> )
ANY	E		Discuss the importance of learning how to communicate with non-verbal and/or deafblind children: calendar systems, object symbols, tactile symbols, sign language, gestures, etc. (helpful resource: <a href="https://www.txdeafblindproject.org/communication-overview/">Communication Overview – Texas Deafblind Project (txdeafblindproject.org)</a> )
ANY			Discuss O&M for students who are deafblind (helpful resource: <a href="https://www.livebinders.com/play/play?id=1804265">https://www.livebinders.com/play/play?id=1804265</a> )



## ASSISTIVE TECHNOLOGY FOR O&M

Time Frame	Initial When Completed	Time Spent	Activity
EARLY FALL	E		Provide overview of O&M tools: <ul style="list-style-type: none"> <li>❑ Different types of canes</li> <li>❑ Cane tips</li> <li>❑ Optical devices</li> <li>❑ Sunglasses/shields</li> <li>❑ Flashlights</li> <li>❑ Safety vests</li> <li>❑ Mobility APPS</li> </ul>
EARLY FALL	E		Review catalogs of equipment and other sources for ordering materials.
EARLY FALL	E		Demonstrate how to develop and provide instruction in the use of commercial and instructor-prepared maps, models and instructional aids, including apps (resource on tactile and high contrast map making: <a href="https://www.livebinders.com/play/play?id=2035184&amp;backurl=/shelf/my">https://www.livebinders.com/play/play?id=2035184&amp;backurl=/shelf/my</a> )
ANY			Mentor and protégé will discuss optical devices used for distance tasks. (Helpful resource for instruction: <a href="#">Looking to Learn</a> ; resource for overview of <a href="#">Optical Devices for Distance Viewing</a> .
ANY			Explore the many LiveBinders developed for COMS on O&M-specific assistive technology (LiveBinders can be found here: <a href="https://www.livebinders.com/shelf/view/152663">https://www.livebinders.com/shelf/view/152663</a> )

## EXPANDED CORE CURRICULUM AREAS

Time Frame	Initial When Completed	Time Spent	Activity
FALL	E		Discuss how to integrate instruction in social skills, independent living skills, recreation and leisure skills, and career education while on O&M lessons.
FALL			The protégé will observe a VI student in a P.E. class and discuss possible adaptations with the mentor. (helpful resource for adapting PE: <a href="https://www.livebinders.com/edit/index/2186431#">https://www.livebinders.com/edit/index/2186431#</a> under Orientation and Mobility tab)

## TEACHING SYSTEMS

Time Frame	Initial When Completed	Time Spent	Activity
EARLY FALL			Have protégé shadow a COMS one entire day to observe itinerant model.
EARLY FALL	E		Review the referral process for O&M evaluations, i.e. how referrals are made, ARD documented parental consent, timelines for completion, documents required, etc. (Helpful document: <a href="#">“Referral Process Sample” in New VI Professional Year at a Glance LiveBinder</a> in October tab)
EARLY FALL	E		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, Uber, etc.
EARLY FALL			Discuss procedure for making a referral to the O&M program. (helpful resource: <a href="https://www.livebinders.com/edit/index/2186431">https://www.livebinders.com/edit/index/2186431</a> under Orientation and Mobility tab)
FALL	E		Review planning and scheduling of lessons, including need to change lessons due to weather conditions, utilizing teachable moments, built-in flexibility, etc.
FALL	E		Discuss the collaborative consultation and direct service models, when they may be used, and how to document on the IEP
EARLY SPRING	E		Discuss the importance of maintaining a method to document contact with students, teachers and other professionals, family members, etc.
ANY			Review how to analyze and select training environments appropriate to instructional objectives and the needs of individual students in a variety of settings.
ANY			Discuss the importance of teaching O&M skills during functional activities and not in isolation.

## SHARE RESOURCES

Time Frame	Initial When Completed	Time Spent	Activity
EARLY FALL	E		Mentor and protégé will review the TSBVI O&M page: <a href="https://www.tsbvi.edu/statewide-resources/engagement/visually-impaired-outreach/orientation-mobility">https://www.tsbvi.edu/statewide-resources/engagement/visually-impaired-outreach/orientation-mobility</a>
EARLY FALL	E		Mentor and protégé will review the TSBVI New VI Professional LiveBinder <a href="#">New VI Professional Year at a Glance - LiveBinder (livebinders.com)</a>
FALL	E		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>
FALL			Mentor and protégé will explore <a href="#">Teaching Students with Visual Impairments</a> website
FALL			Mentor and protégé will explore the <a href="#">Professional Development</a> webpage on the TSBVI website.
FALL			Mentor will share information about the education service center's VI program consultants and the services they can provide to teachers and programs.
EARLY SPRING	E		Mentor will share information about the <i>O&amp;M VISSIT</i> (Visual Impairment Scale of Service Intensity of Texas) <a href="https://www.tsbvi.edu/statewide-resources/professional-development/o-m-vissit">https://www.tsbvi.edu/statewide-resources/professional-development/o-m-vissit</a>
ANY			Mentor will describe to the protégé the professional organizations for those working in the field of visual impairment (AER, <a href="#">TAER</a> , CEC, ACVREP, etc.)
ANY			Many O&M resources from New Mexico School for the Blind and Visually Impaired: <a href="http://nmsbvi.k12.nm.us/ominventory.html">http://nmsbvi.k12.nm.us/ominventory.html</a>
ANY			Review the TSBVI <a href="#">Calendar Page</a> and <a href="#">Events Page</a> for conferences, workshops, and events.