



Texas School for the Blind and Visually Impaired Outreach Programs

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Activities Checklist for TSVI 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 TSVI. The VI mentor/protégé team should plan together which activities to complete based on the needs of the protégé.
- Place your initials in the first column once the activity has been completed (mentor and/or protégé).
- 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

MENTOR

PROTÉGÉ

DATE SUBMITTED

SCHEDULING AN ITINERANT CASELOAD

Initial When Completed	Time Frame	Activity
E	EARLY FALL	Discuss all the factors involved in scheduling student lessons: <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 – OT, PT, APE, music therapy, etc. ❑ District policies when a student or TVI is absent. ❑ Allowing for planning time, driving time, evaluations, report writing, lunch, etc.
E	EARLY FALL	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_HSNX6al
E	EARLY FALL	Protégé and mentor will review the protégé’s schedule as to how it addresses the following: <ul style="list-style-type: none"> ❑ required student direct and consultation time reflected in ARD documents ❑ materials preparation time ❑ travel time ❑ other time in support of instruction including observations, assessments, interdisciplinary team meetings, etc.

SPECIAL EDUCATION PROCEDURES

Initial When Completed	Time Frame	Activity
E	EARLY FALL	Review the referral process for VI evaluations, i.e. how referrals are made, ARD documented parental consent, timelines for completion, documents required, etc. (Helpful document: “Referral Process Sample” in New VI Professional Year at a Glance LiveBinder in October tab)
E	EARLY FALL	Review required progress monitoring (Helpful resource: Progress Monitoring for Teachers of Students who have Visual Disabilities)
E	EARLY FALL	Discuss the importance of documenting contacts with teachers, other professionals, family members, student progress, etc. (Helpful resource: https://www.pathstoliteracy.org/resource/check-please-guidelines-documentation-student-work/)
E	EARLY FALL	Mentor will orient the protégé to the district software for record keeping, district policies, etc. If mentor is not in the same district, protégé will arrange to consult with a district special education co-worker.
E	EARLY FALL	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.
	EARLY FALL	Arrange for the protégé to shadow a TSVI one entire day to observe the itinerant model. (protégé can shadow the mentor if appropriate)
	MID-FALL	Mentor will orient protégé to VI-related materials available in the district, as well as discuss the importance of keeping an inventory. (Helpful document: Materials Inventory in VI Professional Year at a Glance under August tab)

EVALUATIONS

Initial When Completed	Time Frame	Activity
E	EARLY FALL	Review templates for conducting a Functional Vision Evaluation and a Learning Media Assessment
E	EARLY FALL	Review tools for conducting evaluations in the areas of the Expanded Core Curriculum (ECC)
E	EARLY FALL	Observe and participate in at least one FVE/LMA evaluation together
E	FALL	Discuss the collaborative consultation and direct service models, when they may be used, and how to document on the IEP
	FALL	Mentor and protégé will go through the process of developing and implementing a student program for one student: <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 PLAAFP, 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 (optional for mentor), <input type="checkbox"/> Plan a lesson based on IEP goals and objectives.
E	EARLY SPRING	Craft educationally relevant PLAAFP statement and IEP goals (IFSP goals for infants) that support the findings of an FVE/LMA evaluation for at least one student. (Must have resource: Q&A Document Individualized Education Program (IEP) Measurable Annual Goals , see #1.7, pp. 7-10)
E	EARLY SPRING	Mentor will demonstrate how to use the VISSIT (Visual Impairment Scale of Service Intensity of Texas) to determine amount of VI service prior to an ARD meeting
	ANY	Protégé will observe an O&M evaluation or lesson.
E	ANY	Review together at least one FVE/LMA evaluation report conducted by the protégé before submitting to the ARD committee.

COMPENSATORY SKILLS

Initial When Completed	Time Frame	Activity
	EARLY FALL	The mentor will demonstrate or discuss working with a diagnostician/assessment personnel to choose and modify appropriate assessment tools. (Helpful resource: Making Evaluation Meaningful)
E	FALL	<p>The mentor and protégé will plan together visual adaptations for two (or more) different general academic areas (see list on the left) for at least one of the protégé's students. 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). (Helpful resource: Accommodations & Modifications)</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="422 570 793 889" style="border: 1px solid black; padding: 5px;"> <p>Core Academic Areas:</p> <ul style="list-style-type: none"> Arts Education Reading / Language Arts Mathematics Physical Education Science/Health Social Studies </div> <div data-bbox="905 570 1444 889" style="border: 1px solid black; padding: 5px;"> <p>Visual Capacity or Grade Level:</p> <ul style="list-style-type: none"> Student with low vision Tactual learner Elementary student, Grade ____ Middle school student, Grade ____ High school student, Grade ____ </div> </div>
	EARLY SPRING	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. Helpful resource: https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources
	ANY	Review organization and study skills necessary for student functioning on or near grade level. (Helpful resource: Organization and Study Skills)
	ANY	The protégé will demonstrate to the mentor the planning and implementation of a lesson using a tactile graphic.
	ANY	Mentor will share techniques to teach students note-taking, research, and time & material management for students with low vision and for students who are blind.

LITERACY

Date Completed	Time Frame	Activity
E	FALL	Mentor and protégé will review how to measure reading speed and stamina for a student with low vision functioning on or near grade level, grades 3+. (Video on Reading <u>Stamina</u> : Assessing the Reading Speed and Stamina of Students with Low Vision and information on measuring reading <u>speed/fluency</u> : Essential Tools of the Trade : A “How To” Guide for Completing Functional Vision, Learning Media and ECC Evaluations, pp. 240-257)
E	FALL	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. (Helpful resource: Essential Tools of the Trade)
	FALL	The mentor and protégé will explore the website specific to literacy for students with visual impairments, Paths to Literacy, at http://www.pathstoliteracy.org/
	SPRING	The mentor will demonstrate to the protégé how to find and order braille, large type, and audio texts or e-text materials. (Helpful website: State-Adopted Instructional Materials) (Also see “Right Book at the Right Time” under the March tab in the New VI Professional Year at a Glance LiveBinder)
	ANY	Mentor and protégé will explore the Literacy for Little Ones website of materials.
	ANY	Mentor and protégé will review the Early Tactile Learning Profile and conduct this downloadable checklist on a student if applicable.
	ANY	The mentor and protégé will complete a portion of the ABLS (Assessment of Braille Literacy Skills) or other appropriate braille code instrument for a student who is learning braille.
	ANY	The protégé will develop a series of lessons on emergent braille skills. (Helpful resource: Literacy Basics, Paths to Literacy website)
	ANY	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.
	ANY	The mentor will arrange for the protégé to observe a VI teacher who is teaching a braille lesson.

EYE AND MEDICAL CONSIDERATIONS / INFORMATION

Initial When Completed	Time Frame	Activity
E	EARLY FALL	Under the guidance of the mentor, the protégé will interpret an eye report for all of the following kinds of students: <input type="checkbox"/> Low vision <input type="checkbox"/> Multiply-impaired <input type="checkbox"/> Infant (Birth-3 years old)
E	EARLY FALL	The mentor and protégé will review functional vision evaluations and learning media assessments completed on a variety of students with diverse characteristics. (Use district reports, or samples accumulated by Mentor Coordinator can be found here (copy and paste link in your web browser): https://drive.google.com/drive/folders/1yS1lls9nbzabDkGQd0d1TMC0JraYQgnV?usp=drive_link
E	EARLY FALL	Mentor and protégé will review the educational implications of common eye disorders (see https://www.prcvi.org/resources/eye-conditions/)
	EARLY FALL	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. (Helpful resource: Essential Tools of the Trade)
	ANY	The mentor will arrange for the protégé to observe a clinical low vision evaluation.

SOCIAL INTERACTION SKILLS

Initial When Completed	Time Frame	Activity
E	ANY	The mentor will review with the protégé instruments used to assess the social skills of visually impaired students. (Refer to http://www.tsbvi.edu/recc/ for resources.)
E	ANY	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.
	ANY	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.
	ANY	The protégé will plan and conduct an activity for a student who does not observe other's personal space requirements.
	ANY	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.)
	ANY	The mentor/protégé will review the resource <u>Better Together: Building Relationships with People who have Visual Impairment and Autism (or Atypical Social Development)</u>

RECREATION AND LEISURE SKILLS

Initial When Completed	Time Frame	Activity
	FALL	The protégé will observe a VI student in a P.E. class and discuss possible adaptations with the mentor.
E	ANY	The protégé will plan a recreation/leisure lesson for one student with a visual impairment. (Helpful resource: ECC Essentials: Teaching the Expanded Core Curriculum to Students with Visual Impairments , Chapter 10.
	ANY	The mentor and protégé will discuss the various community resources available for students seeking recreation/leisure activities.
	ANY	The protégé will work with the mentor to evaluate the recreation/leisure skills of a student with a visual impairment and discuss possible recreation adaptations (Resource for Recreation Adaptations)
	ANY	The mentor/protégé will review curricular guides for recreation/ leisure for a student with a visual impairment and select one to add to the department's professional library. (Helpful website: Recreation and Leisure Skills, PRCVI)

ASSISTIVE TECHNOLOGY

Initial When Completed	Time Frame	Activity
E	FALL	The mentor and protégé will plan or review a lesson involving technology for students with various skill levels. (Helpful resource: AT Support for Products for the Blind (LiveBinder))
	ANY	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) (Helpful website: Tecla Introduction to 6 Common Adaptive Switches)
	ANY	The mentor and protégé will review an assistive technology evaluation instrument (Helpful resource: Assistive Technology Assessment on the Teaching Visually Impaired website, or Assistive Technology Assessment on Perkins School f/t Blind website)
	ANY	The mentor and protégé will review and practice the use of screen reading and screen magnification software. (Video: Tech Tea Time topic on Zoomtext)
	ANY	The mentor and protégé will review and practice the use of an electronic notetaker. (Video: Tech Tea Time topic on Braille Notetaker)
	ANY	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.
	ANY	The protégé will observe the mentor (or other educator) teach a student how to access the internet and/or multi-media textbooks.
	ANY	The mentor will demonstrate accessibility options for a computer and electronic tablet.
	ANY	Mentor and protégé will discuss optical devices used for distance tasks. (Helpful resource for instruction: Looking to Learn ; resource for overview of Optical Devices for Distance Viewing .)
	ANY	Mentor and protégé will explore optical devices used for near tasks. (Helpful resource for overview of Optical Devices for Near Viewing ; resource for instruction: Looking to Learn)
	ANY	Mentor and protégé will discuss the use of braille translation software and guide the protégé in using it if available. (Helpful resource: What is Braille Translation Software?)

SENSORY EFFICIENCY SKILLS

Initial When Completed	Time Frame	Activity
E	EARLY FALL	The mentor will review techniques for adjusting classroom environments for students with low vision. (Go to “Classroom Accommodations” in the New VI Professional Year at a Glance - LiveBinder (livebinders.com))
	FALL	The mentor will share techniques for encouraging students to self-advocate for needed visual efficiency materials or adaptations in school and community settings. (Lesson Plan: Creating a Product to Communicate Visual Strategies/Tools with Teachers: https://docs.google.com/document/d/1OdLaAZ-U8swNaQ28uB10ttIPenaT1679uYwh0St1iH0/edit copy and paste link in your web browser)
E	FALL	The protégé and mentor will discuss or demonstrate a range of environmental adaptations for students with low vision. (Helpful resource under August tab: Classroom Adaptations for Students with Low Vision)
E	ANY	The mentor will demonstrate how to teach the use optical devices: Stand and hand-held magnifiers Monocular telescopes Video magnifiers Electronic tablets
	ANY	The mentor and protégé will review current resources on low vision (e.g., Foundations of Low Vision , Second Edition, (available on Amazon); Looking to Learn , Promoting Literacy for Students w/ Low Vision (available on Amazon))
	ANY	The mentor and protégé will review chapters 4 & 5 (listening skills for elementary and secondary students) in Learning to Listen and Listening to Learn , Mary Renck Jalongo (available on Amazon).

DEAFBLIND

Initial When Completed	Time Frame	Activity
E	FALL	The mentor and protégé will review how even a minimal auditory impairment impacts the assessment and instructional programming for a student with a visual impairment. (Helpful resource: Minimal Losses...Major Implications)
	FALL	If the protégé has a student who is deafblind, mentor and protégé will review instructional strategies for students who are deafblind. See: About Our Project – Texas Deafblind Project (txdeafblindproject.org)
	ANY	Mentor and protégé will review or conduct an informal assessment of auditory skills of a student with a visual impairment suspected of having a hearing loss. (go to http://documents.nationaldb.org/TA/1746_11Informal-Auditory-Skills-Inventory.pdf)
	ANY	If applicable, the protégé will contact their ESC deafblind specialist about training available in deafblindness in their area.
	FALL	If applicable, the mentor and protégé will determine the appropriate calendar level to use with a deafblind student. (Helpful resource: Calendars for Students with Multiple Impairments Including Deafblindness)
	EARLY SPRING	Mentor and protégé will complete the deafblind child count together for deafblind students if applicable Deafblind Child Count – Texas Deafblind Project (txdeafblindproject.org)
	ANY	The mentor (or a mentor designee such as a TDHH) will review with the protégé how to read and interpret an audiogram. (Helpful website: Audiogram – BC Children’s Hospital)

EARLY CHILDHOOD (BIRTH THROUGH 5)

Initial When Completed	Time Frame	Activity
	FALL	Mentor/protégé will review developmental charts for children with a visual impairment, ages birth to 5 years. (Helpful website with downloadable charts: Development Charts for Blind and Visually Impaired Babies and Children)
E	ANY	The protégé will accompany the mentor (or a mentor designee) on a home visit for a Birth-3-year-old student with a visual impairment. (Helpful resource: ECI Intervention: Establishing Relationships with Families)
E	ANY	Using a developmental chart or checklist, the protégé will observe a young child with a visual impairment (ages Birth-5) and determine the child's general level of functioning on a variety of tasks/skills.
	ANY	The protégé will record the movements/actions of a young visually impaired child (ages Birth-5) who is exploring his/her environment and will share the observations with the mentor.
	ANY	The protégé will plan a series of lessons on emergent or early literacy skills. (see Paths to Literacy for suggestions)
	ANY	The protégé will create three (3) activities that focus on teaching a specific pre-braille skill.
	ANY	The protégé will demonstrate her/his understanding of infant-related issues by reviewing best practices with the mentor for the following areas: <input type="checkbox"/> Programming for babies <input type="checkbox"/> Parent and family intervention strategies
	ANY	The protégé and mentor will review at least one curriculum for parents or other caretakers. This may include InSITE , VIISA , Oregon Project , or other curricula.
	ANY	Mentor and protégé will explore the Active Learning Space and select a student with which to apply these principles.

VISUALLY IMPAIRED WITH ADDITIONAL DISABILITIES

Initial When Completed	Time Frame	Activity
E	EARLY FALL	<p>The mentor and protégé will discuss how to plan and implement a lesson for students who are visually impaired with additional disabilities in two of the following areas:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Daily living skills <input type="checkbox"/> Social skills <input type="checkbox"/> Vocational/career skills <input type="checkbox"/> Recreation and leisure skills <input type="checkbox"/> Technology skills <input type="checkbox"/> Communication skills
	EARLY FALL	Mentor and protégé will explore the Active Learning Space and select a student with which to apply these principles.
E	EARLY FALL	Mentor and protégé will explore resources for cortical visual impairment, such as the CVI 101 Movie and CVI listings on the APH website
E	FALL	The mentor and protégé will explore the Sensory Learning Kit for use with students with severe multiple disabilities. The SLK is available from APH here .
	FALL	<p>The mentor will demonstrate to the protégé examples for each of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A calendar system <input type="checkbox"/> An activity-based routine <p>(Helpful resources on calendar systems: Calendars for Students with Multiple Impairments Including Deafblindness; examples of calendar systems on Paths to Literacy website) (Resource on activity-based routines)</p>
	ANY	Mentor and protégé will explore the Communication Matrix assessment which shows level of communication behaviors for students with severe and multiple disabilities who are at the earliest stages of communication.
	ANY	The mentor and protégé will discuss the difference in visual functioning while a child is in 3 different positions (Ex. - prone, side-lying, sitting in wheelchair, standing frame, etc.).

SHARE RESOURCES

Initial When Completed	Time Frame	Activity
E	FALL	The protégé will review the legal framework with the mentor. (www.esc18.net)
E	EARLY FALL	Mentor and protégé will review the TSBVI New VI Professional LiveBinder New VI Professional Year at a Glance - LiveBinder (livebinders.com)
E	FALL	Mentor and protégé will review the types of materials available from APH and how to order them. Go to http://www.tsbvi.edu/aph
	FALL	Mentor and protégé will explore Teaching Students with Visual Impairments 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.
E	EARLY SPRING	Mentor will share information about the <i>VISSIT</i> (Visual Impairment Scale of Service Intensity of Texas) https://www.tsbvi.edu/statewide-resources/professional-development/vissit
	ANY	Mentor will describe to the protégé the professional organizations for those working in the field of visual impairment (AER, TAER , CEC, ACVREP, etc.)
	ANY	Mentor and protégé will explore A Resource Guide to Assistive Technology for Students with Visual Impairment
	ANY	Review the TSBVI Calendar Page and Events Page for conferences, workshops, and events.