Information Sheet

Person Completing Scale: _____   Years working as a COMS: _____

Complete the following information on each student considered when filling out the *VISSIT* on that student. **Mark each student with teacher's last name and a number** (e.g., Pogrund1, Pogrund2, etc.) **in the upper right hand corner of this page, and put the same identification mark on the student's scale so they can be matched.**

1. Age of student: _____

2. Grade of student: _____

3. Degree of visual impairment: _____

    (totally blind, functionally blind [depends on non-visual sensory input], significant low vision, mild

    low vision, CVI)

4. Additional disabilities (as indicated in IDEA 2004, Part B):

AI – Auditory Impairment	
AU – Autism	
DB – Deafblindness	
ED – Emotional Disturbance	
ID – Intellectual Disability	
MD – Multiple Disabilities	
OI – Orthopedic Impairment	
OHI – Other Health Impairment	
LD – Learning Disability	
SI – Speech Impairment	
TBI – Traumatic Brain Injury	
NCEC – Non-Categorical Early Childhood	

5. Learning medium/media: _____

6. Current amount of service received in minutes and frequency: _____

7. School/service setting: _____

    (general education classroom(s), life skills class, self-contained special education class, VI resource classroom, PPCD, home, etc.)

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
	7=high need-priority; complete mastery of introduced skills	7=high need-teacher(s)/family needs ongoing support for established routines/ implementation of IEP goals & objectives/ modeling/ curriculum
	10=intense need-priority; acquisition of new skills	10=intense need-teacher(s)/family needs ongoing support to establish new routines/ implement IEP goals & objectives/ modeling/ use of curriculum
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 (home: kitchen, bathroom, furniture, yard; school: hallway, classroom, cafeteria, library, playground; community: 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

O&M Skill Area	Direct Instruction from O&M Specialist	Educational Team Support/Collaborative Consultation
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.		
	PAGE TOTAL for Direct Column	**PAGE TOTAL for Educational Team Support Column**

COLUMN SUBTOTALS	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
There is a need for:	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

DIRECT SERVICE TIME		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

EDUCATIONAL TEAM SUPPORT/COLLABORATION TIME		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

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.):

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