

## **VISSPA Scenario: Rachel**

Rachel is a TSVI and TDB/TSDB with a caseload of 14 students in a large urban district. She visits a total of 8 school/home settings. Rachel's caseload includes these students:

- Six students who are deafblind and also served through the Capital Area Regional Day School Program for the Deaf (RDSPD). Of these, 4 of the 6 are proficient communicators and 2 are emerging communicators;
- Two students who are deafblind and served in a self-contained classroom;
- Four students who are deafblind and served in general education with collaborative consultation and no direct TSVI or TDB/TSDB services;
- One student who is deafblind with a progressive hearing loss in an 18+ program who uses uncontracted braille for functional purposes; and
- One student with low vision who is in a general education setting.

The following is an overview of Rachel's workload, aligned with the *VISSPA* categories.

### **Documented-Time Activities**

#### **Direct Service**

Based on cumulative data totals from the *VISS/ITs* of all her students, Rachel is providing a total of 7.5 hours of direct service a week for her caseload.

(7.5 hours = 450 minutes per week)

#### **Collaborative Consultation Time**

Based on the cumulative data totals from the *VISS/ITs* of all her students, Rachel is providing a total of 6.5 hours of collaborative consultation service a week for her caseload. Included in this total are weekly visits with 2 teachers certified in Deaf and Hard of Hearing (DHH) to plan for TDB/TSDB lesson with a small group, and weekly visits with 3 interveners for students who are Deafblind.

(6.5 hours = 390 minutes per week)

#### **Travel Time**

Daily travel time averages 2 hours per day.

(2 hours x 5 days = 10 hours = 600 minutes per week)

#### **Duty-Free Lunch**

Rachel takes a 30 minute lunch each day.

(30 minutes x 5 days = 150 minutes per week)

## Student-Specific Activities

### Materials/Equipment Preparation

Rachel takes 4 hours per week to gather and create materials for active learning spaces, sign language support, content specific materials for lessons, and monitors accessibility of print documents posted in Google Drive by classroom teachers.

(4 hours = 240 minutes per week)

### IEP/IFSP Meetings – Planning/Participation

Rachel is experienced at using her district's software for IEP forms.

She spends approximately 60 minutes preparation time per student (60 minutes x 14 student = **840** minutes per year) and 1.5 hours IEP/IFSP participation time per student (90 minutes x 14 students = **1260** minutes per year).

(**840** minutes + **1260** minutes = 2100 minutes per year)

### Braille Materials Preparation

Rachel spends 30 minutes a week preparing braille labels for the school and work environments for her student who is working on job training and independent living skills in an 18+ program.

(30 minutes per week)

### Lesson Preparation

Rachel spends 2 hours per week with lesson preparation in the areas of AT skills, communication skills, compensatory skills, and other areas of the ECC.

(2 hours = 120 minutes per week)

### Evaluations

Rachel completes approximately 8 FVE/LMA/ECC evaluations a year, spending about 12 hours for each.

(12 hours x 8 students = 96 hours = 5760 minutes per year)

### Medical Appointments

Rachel attends the clinical low vision evaluation with all students at a rate of 2 students per year. Each low vision evaluation takes about 2 hours each.

(120 minutes x 2 students = 240 minutes per year)

### Accountability Reporting

Since Rachel works collaboratively with classroom teachers and the DHH teachers on integrated student goals for the majority of her students, she provides these teachers with student progress on integrated goals. She spends **60** minutes per 6-week grading period with this activity. In addition, Rachel spends **60** minutes per 6-week grading period on accountability reporting for students receiving direct service.

(60 minutes + 60 minutes = 120 minutes x 6 grading periods a year = 720 minutes per year)

### **Assistive Technology Support**

Rachel's district employs an audiologist that routinely checks AT related to a hearing loss. AT support for Rachel consists of 3 hours per semester spent setting up screen enlargement and screen reader software.

(3 hours = 180 minutes per semester)

### **Applications for Other Services or Program Development/Participation**

Rachel spends 3 hours a year helping families find summer options for students and turns in applications to available short-term programs/summer school/camps.

(3 hours = 180 minutes per year)

### **Preparation and Administration of High Stakes Testing**

Rachel spends about 2 hours a year making sure standardized statewide assessments, end-of-course tests, and benchmark testing materials are adapted for her students.

(2 hours = 120 minutes per year)

## **Non-Student-Specific Activities**

### **Technical Assistance for Other Team Members**

Rachel provides a 1-hour overview of Deafblindness and supportive strategies during staff development time for 3 elementary students in RDSPD and students with interveners (60 minutes per year). Together with the DHH itinerant teachers, Rachel takes 1 hour a month creating a newsletter with information about Deafblindness (60 minutes x 9 months = **540** minutes per year). She also meets 4 times a year for 2 hours per meeting with a Deafblind Task Force addressing issues that arise for any of her Deafblind students (120 minutes x 4 times = **480** minutes per year). Rachel also leads staff development for district interveners for two 4-hour trainings a year (4 hours x 2 = 8 hours = **480** minutes per year).

(60 minutes + **540** minutes + **480** minutes + **480** minutes = 1560 minutes per year)

### **District-Required Meetings**

Rachel spends 8 hours a school year at back-to-school meetings with the special education department.

(8 hours = 480 minutes per year)

### **Staff/Professional Development**

Rachel spends 50 hours to attend district required professional development meetings (50 hours = **3000** minutes per year) throughout the school year. She attends the Deafblind Symposium or the Texas Focus Conference every year for a total of 18 hours over 2.5 days (18 hours = **1080** minutes per year).

(**3000** minutes + **1080** minutes = 4080 minutes per year)

### Team/Staff Meetings

Rachel's VI team has a Quality Programming for Students with Visual Impairments (QPVI) meeting once a month for 2 hours. (2 hours = 120 minutes x 9 months = **1080** minutes per year). The VI team has a 45 minute weekly "brown bag" lunch collaboration meeting to share new ideas with other team members. (45 minutes x 36 weeks in a year = **1620** minutes per year). At the beginning and end of the school year, Rachel leads a 1-hour meeting with the entire educational team for each of the 3 students who have an intervener (3 students x 2 meetings each = 6 meetings x 60 minutes = **360** minutes per year) .

(**1080** minutes + **1620** minutes + **360** minutes = 3060 minutes per year).

## Next Step

Enter the time from each activity onto the *VISSPA* form.

## Results

Based on Rachel's VISSPA Grand Total scores, the work week range is 35.45 hours (2127 minutes) to 46.8 hours (2808 minutes) for a standard 40-hour work week. We can determine the percentage of time spent on Documented-Time Activities (direct service, collaborative consultation, travel, and lunch) and percentage of time spent on activities related to both Student-Specific and Non-Student-Specific Activities.

Here's the math\*: If we take the average of Rachel's total range (2127 to 2808), we get **2468** minutes per week. The average of Documented-Time Activities (direct service, collaborative consultation, travel, and lunch) is **1590** minutes, which represents 64% of the total range of 2468 minutes per week ( $1590 \div 2468 = 0.64\%$ ). An average of **878** minutes per week ( $2468 - 1590 = 878$ ) is documented for Student-Specific and Non-Student-Specific Activities, which accounts for an average of 36% of time per week ( $100\% - 64\% = 36\%$ ).

The total of all these times represents the **Workload** for this VI professional.

- 64% - Documented-Time Activities
- 36% - Student-Specific and Non-Student-Specific Activities
- **100% - Workload**

\*All numbers are rounded. Math calculations based on <https://www.calculator.net/Average-Calculator> and [Percentage Calculator](https://www.calculator.net/Percentage-Calculator)

## Possible Considerations for this Workload

This workload is within the standard 40 hour work week, but should be monitored considering its higher range on the standard work week.

# Visual Impairment Scale of Staffing Pattern Analysis (VISSPA)

Name:

Date:

Role (TVI/TSVI, COMS, TDB/TSDB, or Dual):

DOCUMENTED-TIME ACTIVITIES	Time (Minutes per Week)
<b>Direct Service Time</b> – total minutes of direct service time from <i>VISSIT/O&amp;M VISSIT</i> results for all students on caseload	
<b>Collaborative Consultation Time</b> - total minutes of collaborative consultation service time from <i>VISSIT/O&amp;M VISSIT</i> results for all students on caseload	
<b>Travel Time</b>	
<b>Duty-Free Lunch</b>	
<b>TOTAL FOR DOCUMENTED-TIME ACTIVITIES</b>	

## IMPORTANT

You MUST download the form and open in Adobe DC, Adobe Reader or Adobe Acrobat.

If your computer is opening the form in Chrome, Firefox, Safari, Internet Explorer, Microsoft Edge or another browser, then the information may be filled but the form will not calculate.

JavaScript must be enabled to utilize the form.

STUDENT-SPECIFIC ACTIVITIES	Time in Minutes	Range Selection	Range Score
<b>Materials/Equipment Preparation and Procurement</b>	_____ Per		
<b>IEP/IFSP Meetings- Planning/ Participation</b>	_____ Per		
<b>Braille Materials Preparation</b>	_____ Per		
<b>Lesson Preparation</b>	_____ Per		
<b>Evaluations</b>	_____ Per		
<b>Medical Appointments</b>	_____ Per		
<b>Accountability Reporting</b>	_____ Per		
<b>Assistive Technology (AT) Support</b>	_____ Per		
<b>Applications for Other Services or Program Development/Participation</b>	_____ Per		
<b>Preparation and Administration of High-Stakes Testing</b>	_____ Per		

NON-STUDENT-SPECIFIC ACTIVITIES	Time in Minutes	Range Selection	Range Score
Technical Assistance/Training for Others	_____ Per		
District-Required Meetings			
Staff/Professional Development	_____ Per		
Team/Staff Meetings			

GRAND TOTAL	Minutes			Hours		
(Based on 480 minutes in a <b>day</b> )		to			to	
(Based on 2400 minutes in a <b>week</b> )		to			to	