Texas School for the Blind and Visually Impaired
Outreach Programs
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Texas Focus 2026

One Lesson, Many Disciplines, Maximum Growth

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Title Slide (Slide 1)

Slide shows an image of the TSBVI logo
One Lesson, Many Disciplines, Maximum Growth
Texas School for the Blind & Visually Impaired - Outreach Programs
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Today's Topics (Slide 2)

Slide shows an image of a young girl wearing a hat and glasses. She's standing outside next to a bush, holding her cane, looking at a butterfly that has landed on her hands.

- Let's Play
- Collaborative Learning
- Benefits of Collaboration
- Intentional Implementation in Practice
- Application Activity

Overlapping Skills (Slide 3)

Joining LINK: https://app.sli.do/event/gBhhiDGiYdApnjNzbYazup
What skills might overlap between the TVI, COMS, OT, PT, and SLP?

Let's Play (Slide 4)

Slide shows an image of a picture frame matte with contact paper stuck to it. In the window of the matte are pieces of tissue paper, mylar strips, and pieces of cellophane.

Collaborative Learning (Slide 5)

Slide shows an image of a preschooler sitting in front of a tub of water using an aquarium net to scoop plastic balls up out of the water.

Connecting Motor to Learning (Slide 6)

Slide shows a diagram of 3 different sized rectangles ascending like stairs from left to right. Above each

rectangle is the following text:

- Movement develops and expands concepts
- Concepts support understanding of the world
- Increased understanding makes learning meaningful & fun

Motor Skills & Learning (Slide 7)

- Movement is a critical foundation of learning.
- Motor skills will vary based on the child.
- Movement builds muscle memory and motivation, curiosity and exploration.
- Moving with others develops social skills.
- The development of fine motor skills is dependent on the development of gross motor skills.

Gross & Fine Motor (Slide 8)

First image shows a young boy positioned on his hands and knees. He is looking at and grasping a ball with one hand. Second image shows an infant using both hands to push a ball into a hole.

Early O&M Skills: Mobility (Slide 9)

- Head Control
- Trunk, Arm & Leg Control
- Rolling
- Reaching
- Grasping
- Sitting
- Scooting
- Crawling
- Standing
- Walking
- Jumping
- Climbing
- Kicking
- Running, Galloping, Skipping
- Basic Skills
- Cane Skills

Early O&M Skills: Orientation (Slide 10)

Slide shows an image of a toddler with glasses standing in front of a life-sized pin art toy.

- Sensory
- Body Awareness
- Object Permanence
- Cause & Effect
- Environmental Awareness
- Social
- Language
- Directional & Positional Concepts
- Comparative Concepts

Concept Development (Slide 11)

Concepts defined by the Lighthouse Guild:

- Concept development is understanding the characteristics, qualities, and functionality of people, places and objects.

Why do our students struggle to develop concepts?

- Lack of availability and access
- Part to whole learning
- Incidental Learning

Concepts & Literacy (Slide 12)

Slide shows 3 images. Image 1 shows a picture of a little boy touching the nose of a horse. Image 2 shows a line drawing of a horse. Image 3 shows a green box with the word “horse” written inside.

VI Skills (Slide 13)

Image shows a toddler sitting at a table building with large lego blocks.

Early VI services focus on foundational skills such as developing and recognizing:

- Spatial relationships
- Sensory development
- Time concepts & routines
- Emergent literacy skills
- The ECC

Why Collaboration? (Slide 14)

First image shows a child’s hand spinning a black and white spinner on a lightbox. Second image shows a child playing with objects in a water tub. There are 3 graphics: A cane in a diagonal position, a pair of open hands, and a web of circles with silhouettes in them.

Importance of Collaboration in the Early Years (Slide 15 & 16)

Because each team member is working toward the same goals and outcomes—but providing different services to reach these goals—all team members can seek understanding about service delivery and the child’s needs, strengths, interests, and other assets shown in different contexts or settings. (NAEYC)

Family-identified outcomes are a key component of the IFSP document. As such, everyone on a child’s team works toward meeting these specified goals, and collecting data across settings is critical. Such information helps to guide service delivery, to demonstrate that the child is making progress toward their IFSP goals and outcomes, and to determine how a child is responding to interventions. (NAEYC)

Benefits of Collaboration (Slide 17)

- Builds rapport with teammates.
- Families reassured of team approach - have child’s interest in mind.
- Builds the family's capacity to support the child and the team.
- Supports skill development across disciplines.
- Offers predictability for the child with the ability to work on varied skills.
- The ultimate efficiency hack: it’s essentially teaching the "whole child" without burning out the "whole team."

Intentional Implementation (Slide 18)

Image of a child and an adult exploring corn on the cob.

Implementation (Slide 19)

Slide shows 3 text boxes linked together by arrows. There is a graphic of a circle of people to represent collaboration.

- Identify IFSP/IEP goals in different service areas
- Overlapping skills needed to meet goal
- Lessons focused on common skills

Instruction (Slide 20)

Slide shows 3 text boxes linked together by arrows. There is a graphic of an adult holding a hand puppet.

- Outline the routine, activity, or experience
- Identify skill deficits in different service areas
- Inquire for support from each provider

Collaboration Strategies (Slide 21)

Ways that we can collaborate:

- Communication logs
    - Because each team member collects and shares data about the child's outcomes, this information can be used to compare his behaviors across settings and to help inform service delivery. (NAEYC)
- Observations
- Teaming during visits/lessons

Supporting Families (Slide 22)

Ways that we can scaffold for families include:

- Building on the familiar
- Providing temporary support (modeling, props, visuals)
- Creating a safe environment to take risks and reflect
- Encouraging families in their efforts to practice skills

Extended Application (Slide 23)

Image of a young boy smiling while standing and holding a plastic ball on an indoor playground.

- Complex needs
- Developmentally birth - 5
- Older students with splinter skills

Application Activity (Slide 24)

Slide shows 6 sticky note shapes with VI, O&M, Family, OT, PT, and Speech written on them.
Choose an activity you might do with young learners, and identify skills to practice from different domains.

- Sink & Float
- Nature Walk
- Trail Mix
- Arts & Crafts

- Blocks
- Dress Up / Imaginative Play
- Bathtime

Activity Ideas Folder: https://drive.google.com/drive/folders/19duoCw-9rEPVX2itTEWSCTbeD2wDF_hO?usp=drive_link

References and Resources (Slide 25 & 26)

- CEC DVIDB Position Paper on Family Centered Practices
- Texas School for the Blind & Visually Impaired TSBVI
- Guidelines & Standards for Educating Students with Visual Impairments in Texas TSBVI 2020
- Concept Development in Infants and Toddlers The Lighthouse Guild
- Texas Health and Human Services ECI's Coaching Approach
- When in Doubt, Reach Out: Working with Young Blind and Visually Impaired Children and Their Families: National Association for the Education of Young Children (NAEYC)
- Early Focus: Working with Young Blind and Visually Impaired Children and Their Families
- Teaching Age-Appropriate Purposeful Skills (TAPS): Appendices include T. Anthony's O&M Assessment: Early Years of Birth through Three Years and Inventory of Purposeful Movement Behaviors
- Texas 2 STEPS: Successfully Teaching Early Purposeful Skills, Evaluation and Curriculum.

Questions or A-Ha Moments? (Slide 24)

Slide shows a clipart of a girl with brown hair and a blazer on. She's pointing upward, and there's a light bulb drawn next to her head.

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