





VISUAL IMPAIRMENT SCALE OF  
SERVICE INTENSITY OF TEXAS



**VISSIT: VISUAL IMPAIRMENT SCALE OF SERVICE INTENSITY OF TEXAS**



Student: \_\_\_\_\_



TVI: \_\_\_\_\_



Date: \_\_\_\_\_



Type of TVI Service 	Direct Instruction from TVI	Educational Team Support/Collaboration
	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
<b>ECC Skill Area</b> 		
<b>COMPENSATORY SKILLS</b>		
<b>Literacy Instruction</b>		
Includes emergent literacy, pre-braille, braille, Nemeth, access to print materials, alternate literacy through signs and pictures, etc.		
<b>Organization and Study Skills</b>		
Includes note-taking, research, time & material management, calendar/ schedule system, etc.		
<b>Communication Modes</b>		
Includes body responses, gestures, object/tactile/picture symbols, calendars, sign language, tactile signs for students who are deafblind		
	<b>PAGE TOTAL for Direct Column</b>	<b>PAGE TOTAL for Educational Team Support Column</b>

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<b>ECC Skill Area</b> 		
<b>Access to Core Curriculum</b>		
Includes access to English/language arts, math concepts, math tools, tactile graphics, science, social studies, art, music, and P.E.		
<b>Concept Development</b>		
Includes functional, concrete (object permanence, environmental), and abstract (spatial, time, positional) concepts		
<b>ASSISTIVE TECHNOLOGY</b>		
<b>Electronic Devices</b>		
Includes braille notetakers, electronic brailers, tablets, mobile devices, audio devices, readers, switches, deafblind-specific technology, etc.		
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ECC Skill Area 		
Computer Access		
Includes magnification, screen reading, alternative keyboards, keyboarding, etc.		
Low-Tech Devices		
Includes abacus, manual braille, reading stand, optical devices, etc.		
SOCIAL INTERACTION SKILLS		
Includes gestures, facial expressions, conversation skills, body language, developing relationships, personal space, human sexuality, etc.		
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ECC Skill Area 		
INDEPENDENT LIVING SKILLS		
Includes functional skills needed for personal care, time and money management, food preparation, clothing care, household maintenance, etc.		
CAREER EDUCATION		
Includes learning about jobs and work-related skills, assuming responsibilities, evaluating vocational interests, exploring and participating in work experiences, preparing for transition, etc.		
SENSORY EFFICIENCY SKILLS		
Includes teaching functional use of vision, hearing, touch, smell, and taste		
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ECC Skill Area 		
RECREATION/LEISURE SKILLS		
Includes investigating and experiencing recreation and leisure options, including games, sports, social events, and personal interests		
O&M SUPPORT FROM TVI		
Includes collaborating with the O&M specialist to support basic skills (guide technique, protective techniques, alignment, sound localization) and orientation and monitoring student safety		
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<b>ECC Skill Area</b> 				
<b>SELF-DETERMINATION</b>				
Includes enabling student choice-making, self-evaluation, self-advocacy, and assertiveness				
<b>COLUMN SUBTOTALS</b>	Direct Instruction Column Subtotal		Educational Team Support Column Subtotal	
	A		E	
<b>Contributing Factor: Transition</b>	B		F	
<b>Contributing Factor: Medical Status/Condition</b>	C		G	
<b>Additional Areas of Family Support Subtotal</b>			H	
<b>TOTAL</b>	D		I	

***Additional Areas of Family Support (AAFS) Table***

Areas of Family Need	Value Range	
<p><i>There is a need for:</i></p>	<p>0=No Need 1=Low Need 4=Medium Need 7=High Need 10=Intense Need</p>	
<p>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.).</p>		
<p>Connecting family members to outside agencies and support services (e.g., family organizations, state and local community resources including related agencies, camps, respite, etc.).</p>		
<p>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).</p>		
<p>Assistance in overcoming cultural/language differences.</p>		
<p>Strategies to support family members in bonding and interactions with their child.</p>		
<p><b>AAFS SUBTOTAL</b></p>	<p><b>H</b></p>	



**Recommended Schedule of Service Minutes - Direct Service Time**

<b><u>DIRECT SERVICE TIME</u></b>		<b>TOTAL (box D) from direct service column</b>	<b>YOUR RECOMMENDED AMOUNT OF DIRECT SERVICE TIME (MINUTES PER WEEK)</b>
<b>Score on rubric</b>	<b>Range of suggested service time</b>		
EXAMPLE: 45-59	120 - 180 minutes/wk	50	120 minutes/wk
106+	600 or more minutes/wk		
97 - 106	480 - 600 minutes/wk		
86 -96	360 - 480 minutes/wk		
75 - 85	270 - 360 minutes/wk		
60 -74	180 - 270 minutes/wk		
45 - 59	120 - 180 minutes/wk		
38 – 44	90 - 120 minutes/wk		
29 – 37	60 - 90 minutes/wk		
17 – 28	30 - 60 minutes/wk		
10 - 16	15 - 30 minutes/wk		
0 – 9	0 - 15 minutes/wk		
<p><b>BASED on a 2400-minute/per week system---</b>                  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</p>			

**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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If recommended service time as indicated by the *VISSIT* does not match the IEP team's decided amount of service time, please state the factors or reasons why this discrepancy occurred.

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**Recommended Schedule of Service Minutes - Educational Team Support/Collaboration**

<u>EDUCATIONAL TEAM SUPPORT/COLLABORATION TIME</u>		TOTAL (box I) 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	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		
<p><b>BASED on a 2400-minute/per week system---</b>                      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</p>			

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