

# The Changing Role of the TVI Serving Students with Visual Impairments & Multiple Disabilities

## Session 1

# Issues Confronting TVIs

- The population served is diverse
- Teacher preparation programs are not able to prepare teachers for the depth of skills needed to serve students with visual impairments & multiple disabilities
- Caseload size does not always prioritize the needs of students with visual impairments & multiple disabilities
- Students' other disabilities may be a priority for service delivery

# The TVI's Role

- Provide information about a student's visual impairment.
- Provide information on how visual impairment impacts other disabilities.
- Assess functional vision & learning media.
- Provide information to the educational team regarding access to educational instruction & materials.
- Provide information regarding environmental adaptations to maximize independence
- Facilitate interactions with peers.

# Role of the Itinerant TVI

- Provide consultation to classroom teachers & related service personnel regarding classroom modifications including seating, positioning, & organization to maximize use of vision & tactile skills.
- Work closely with the classroom teacher to integrate IEP/ITP goals related to visual impairment into the student's educational program.
- Support classroom teachers with classroom organization & daily routines for students.
- Collaborate with classroom teachers in the development of IEP goals.

# Role of the Itinerant TVI

- Provide direct instruction in the use of visual, tactile, & disability-specific skills that support the use of functional skills & applied academics.
- Provide basic orientation & mobility skills.
- Provide information & direct support to paraeducators toward implementation & follow-up of educational programs.
- Advocates for the unique educational needs of students with visual impairments & multiple disabilities.

# Role of the Resource/Special Day Class TVI

- Supports instruction in the general education classroom by teaching skills that enhance students' access to academic and applied academic curricula.
- Provide frequent & on-going consultation with the general education teacher & related service personnel regarding adapting instruction & preparation of materials.
- Provide instruction in the use of specialized devices & equipment eg., low vision devices, screen readers).
- Provide direct instruction & assessment in academics & in all areas of the Expanded core curriculum
- Provide support & on-going training for paraeducators.

# Role of the TVI in a Specialized School for the Blind

- Act as the general education teacher by providing instruction in common core subjects & the expanded core curriculum.
- Provide comprehensive educational assessment to determine IEP goals.
- Perform Functional Vision Assessments & Learning media Assessments to determine most appropriate medium for literacy activities.
- Acts as case manager for the student. Assists in coordinating team meetings & communicating with team members, communication with families, communication with the student's school district representative.

# Team Models

- Multidisciplinary Team-Members work individually with the student at a designated time.
- Interdisciplinary Team-Individual specialists work with the student, but collaborate regarding goals & methodology.
- Transdisciplinary Team-Team members work directly with the teacher, who provides the specialized instruction. Teams work with the classroom teacher to provide specialized instruction, usually within the context of regular classroom routines. Specialists work in the classroom with the student instead of providing the service outside of the classroom.



# Team Members

- General Education Teacher-Provides insight into general education curriculum, typical development, & classroom organization. Works with the TVI & special education teacher to include the student in classroom activities
- School Administrator-Facilitates collaborative efforts, team meetings, & sets the tone for creating a positive teaching & learning environment
- School Psychologist-Provides psycho-educational testing, provides consultation on classroom management & curricular support for individual students, facilitates behavioral assessments & support plans, provides individual & group counseling,
- Physical Therapist-Provides information, training, & direct support related to positioning, handling, ambulation, & use of adaptive equipment for students who have physical disabilities & visual impairments

# Role of Team Members

## Continued

- Occupational Therapist-Assesses, consults, & provide direct support to students who need assistance with sensory motor integration, eating & feeding skills, daily living skills, & fine & gross motor skills
- Speech-Language Pathologist-Assesses, consults, & provides direct support to students who require skill development in language acquisition, speech production, social pragmatics, oral-motor skills, use of AAC devices, & acquisition of English language skills
- Audiologist-Assesses students' hearing, fits & trains students to use hearing aids, & supports the use of cochlear implants

# Essential Skills

- Ability to collaborate & work with others on a team
- Ability to communicate information to a wide range of individuals with varying backgrounds
- Demonstrate a vast array of knowledge about students with visual impairments including development, assessment, instructional strategies, & resources
- Demonstrate skills in working with students who have mild to severe disabilities

# Determining Instructional Time

- Characteristics of Students
  - Ability to generalize
  - Alertness & behavioral patterns
  - Skills & Experience of Classroom Teacher
  - Age of the Student
  - Specific need for service (eg, immediate vision loss)
  - Transition to a new setting
  - Previous servicesCommunication modes
  - Need for individual versus group instruction

# Additional Factors

- Number of students on caseload
- Geographic proximity
- Amount of time required for direct service
- Amount of time required for consultation
- Amount of time needed to prepare materials

# Guidelines for Determining Services

- Caseload Analysis & Rating Scales
  - Michigan Vision Services Severity Rating Scale for Students with Additional Needs
  - Visual Impairment Scale of Of Service Intensity of Texas (VISSIT)