



Collaborative Planning, Discussion and Tracking Guide

Date:

O&M Candidate:

O&M Cooperating Professional:

University Supervisor:

Current Quarter: ____ Fall ____ Winter ____ Spring ____ Summer

I plan to complete the *Maximizing O&M Services in Rural and Remote Areas* in which quarter:

Purpose:

This guide is used by the O&M Candidate and the O&M Cooperating Professional in the first week of each practicum quarter to look at caseload options and to plan for the successful completion of required experiences and creation of artifacts (work samples) that demonstrate clinical competencies.

Process:

1. With your O&M Cooperating Professional, determine which students or clients are available for you to serve.
2. Review the IEP or other education/rehab plans for O&M instruction of each available student/client and determine which one would provide either the most experiences or the experiences you need most (if there is a choice). (Required and additional desired experiences checklist below.)
3. Fill in the student/client specific **TABLE A** for each student/client. If more than 3, copy/paste the table as many times as necessary to reflect your entire caseload.
4. Using **TABLE B**, mark the required and desired additional experiences that are available while working with your target student(s)/client(s) and set these as a goal for this practicum placement.
5. Next, look at **TABLE C**, the 7 Clinical competency domains to determine where and how artifacts can be developed while working with the particular student/client(s) you've agreed to work with. Two artifacts must be uploaded into **PebblePad** for your University Supervisor to evaluate by the **end of week 8 in each quarter**. Record your plans in the space provided above TABLE C.

You can contact your University Supervisor if you want feedback on preplanning your artifacts.

6. In week 10 of each quarter, as part of your final evaluation process with your Cooperating Professional, ask your Cooperating Professional to initialize/verify the experiences you had in the "actualized" column. Submit the completed form by the end of week 10 to the appropriate D2L Assignment Dropbox.

TABLE A

#1. Student/Client specific information: vision, acuities, disabilities, etc.	
---	--



Collaborative Planning, Discussion and Tracking Guide

O&M Goal(s) you will be working on:	
Your specific schedule for working with this student/client: time, days, hrs per week	
How many hours do you anticipate you will have acquired at the end of this practicum:	

TABLE A

#2. Student/Client specific information: vision, acuities, disabilities, etc.	
O&M Goal(s) you will be working on:	
Your specific schedule for working with this student/client: time, days, hrs per week	
How many hours do you anticipate you will have acquired at the end of this practicum:	

TABLE A

#3. Student/Client specific information: vision, acuities, disabilities, etc.	
O&M Goal(s) you will be working on:	
Your specific schedule for working with this student/client: time, days, hrs per week	
How many hours do you anticipate you will have acquired at the end of this practicum:	

TABLE B

Use this table to indicate which required experiences and additional desired experiences you will have the potential opportunity to complete during this quarter with your current caseload.

Potential Opportunity	Required Experiences	Actualized
-----------------------	----------------------	------------



Collaborative Planning, Discussion and Tracking Guide

	Evaluate use of remaining vision for travel in and design and implement activities, with and without non-optical devices in a variety of travel environments	
	Plan and conduct in-service presentations, workshops about O&M topics.	
	Evaluate static and dynamic sound localization and teach echolocation skills	
	Design instructional programs based on knowledge and communication needs of student/client; write of goals and objectives based on assessment findings and O&M Career, College and Community Readiness Standards or other curriculum resources to plan, conduct, and deliver individualized O&M lessons	
	Modify or adapt instruction in situations or environments that may affect an O&M lesson (e.g. adverse weather, fatigue, emotional reactions, unexpected noise, construction).	
	Teach orientation skills, including use of remaining senses to establish position, location and direction; establishing and utilizing environmental concepts, compass directions, numbering systems.	
	Teach non-cane and cane techniques.	
	Teach skills needed to safely cross residential and lighted intersections.	
	Teach travel skills to learners in complex environments, such as roundabouts, service stations, parking lots and railroad tracks.	
	Teach learners self-efficacy and self-determination skills in a variety of environments.	
	Assist learners to select the most appropriate mobility system to meet learner needs at a particular time.	
	Plan, implement, and/or adapt lessons that incorporate the use of a dog guide, Electronic Travel Aid (ETA), Electronic Orientation Aid (EOA) to meet the learner's needs at a particular time or as regularly used device.	
	Complete at least two O&M assessment and write the narrative report.	
	Teach residential concepts.	
	Introduce some type of cane skills.	
	Introduce street crossings to at least one student who is blind and one student with low vision.	
	Teach street crossings at a complex intersection.	
	Contribute to an IEP/IFSP/ IWRP or transition meeting.	
	Provide instruction to students with varying visual abilities to facilitate travel.	
	Provide instruction/consultation for at least one student with multiple disabilities.	
	Collaborate with professionals, other than the TSVI, on supporting independent travel for a student with a visual impairment or deafblindness.	
	Attend a conference or workshop (local, state, regional, national, international) related to O&M	

Potential Opportunity	Additional Desired Experiences	Actualized
-----------------------	--------------------------------	------------



Collaborative Planning, Discussion and Tracking Guide

	Complete an intersection analysis and written report using the intersection analysis tool provided in the google drive folder.	
	Conduct a monocular evaluation.	
	Conduct a sunglass evaluation.	
	Teach night travel techniques	
	Teach rural travel techniques	
	Set up a travel routine for a child or adult with multiple disabilities.	
	Role release the practice of a skill to a para and supervise the para and student/client progress.	
	Do an environmental analysis/ classroom consultation to set up environment to facilitate O&M skill development.	
	Facilitate appropriate peer interaction.	
	Conduct a Teaching-Cane Process (Tellefson, 2009)*	
	Assist in the development of a calendar system designed to facilitate O&M skill development (Blaha, 2001)**.	
	Conduct a concepts of traffic patterns and intersection screening with student or client.	
	Create an activity for a student/client that a family member can do to support specific O&M skill development.	
	Create accessible maps for a specific student or client.	
	Do an evaluation to determine if a student has the visual and cognitive function to be a driver.	
	Collect observational data for another instructor (peer to peer coaching).	
	Design a t-shirt or activity for White Cane Awareness Day (Oct 15)	

*Tellefson, M. (2009). Using the teaching cane strategy with children who are deafblind. DVIQ, 54(3).

**Blaha, Robbie. (2001). Calendars for students with multiple impairments including deafblindness. Austin, TX: Texas School for the Blind and Visually Impaired. Can be ordered from the publisher (www.tsbvi.edu).

TABLE C

Use the table below to preplan the creation of two artifacts for the present quarter.

Fill in:

Artifact #1 will be: _____ and meet this clinical competency_____.

Artifact #2 will be _____ and meet this clinical competency_____.



Collaborative Planning, Discussion and Tracking Guide

#	ACVREP Description of Clinical Competency		Possible Artifacts
			2 Artifacts Required to be uploaded into PebblePad for University Supervisor Review by the <i>end of week 8 each quarter</i> .
	Communication and Professional Relationships		
1	Candidate is able to establish and maintain effective communication and professional relationships with students, families, colleagues, and supervisors, including individuals from culturally and linguistically diverse backgrounds.	1	<ul style="list-style-type: none"> A written performance evaluation of the candidate by the O&M Cooperating Professional or the Agency Director A professional letter, dated, on agency letterhead documenting the candidate's professional behaviors with the signature of the O&M Cooperating Professional or Agency Director
	O&M Assessment		
2	Candidate is able to plan and conduct individualized comprehensive O&M assessments, synthesize the findings in a professionally written report, and communicate results with students, families, and members of the individualized intervention/education/rehabilitation team, as appropriate.	1	<ul style="list-style-type: none"> Comprehensive O&M assessment reports written by the O&M candidate, with the signature of the Cooperating O&M mentor <p>(preferably one for a child and one for an adult using pseudonyms)</p>
	Instructional Planning		
3	Candidate is able to plan for individualized O&M instruction through the:	1	<ul style="list-style-type: none"> Evaluation summary report IEP development and lesson plans
3a	Review and interpretation of relevant records and reports.		



Collaborative Planning, Discussion and Tracking Guide

3 b	Selection and preview of potential training areas (e.g., home, school, work or community).		<ul style="list-style-type: none"> Described images with written document describing selection of appropriate training site for a specific student or client Succinct video with description of appropriate training sites for student or client with rationale Video of a consult with a parent or family member in a home-community environment Practicum assignment PPIA.
3 c	Design and/or procurement of instructional materials and appropriate devices (with appropriate medical consultation regarding optical devices).		<ul style="list-style-type: none"> Described photographs of instructional materials or devices
3 d	Provision of accurate information regarding options for mobility systems (e.g., long cane, dog guide, electronic travel devices) to the student and his/her family so that s/he can make informed choices regarding the most appropriate option for a given time.		<ul style="list-style-type: none"> A powerpoint, handout or explanation that you provide to a student or family member regarding mobility systems A copy of a list of resources the candidate gathers and describes to individuals
3 e	Collaboration with the student, his/her family, and colleagues to develop appropriate goals and behavioral objectives, and development and sequencing of individual lessons based on the student's abilities, needs, and goals.		<ul style="list-style-type: none"> Written report or video reflection on the use of the O&M CCR Standards with an educational team
Instruction			
4	Candidate is able to effectively teach and reinforce the following elements of O&M instruction across a range of environments (such as indoor, residential, and light business):	1	<ul style="list-style-type: none"> With written permission and safety considered, the O&M candidate has a volunteer gather video clips of some elements of instruction and explains the rationale for teaching methods with a particular student or client



Collaborative Planning, Discussion and Tracking Guide

4 a	Concepts related to independent movement and orientation (such as body, laterality, directionality, spatial, environmental, and time-distance).		<ul style="list-style-type: none"> Described image of a tactile map Video clip of an O&M game with one's body
4 b	Mobility techniques, including, but not limited to, basic skills, cane skills, adapted mobility devices, route travel, street crossings, and the use of public and other transportation systems.		<ul style="list-style-type: none"> Observation form from the O&M cooperating professional Video clips
4 c	Orientation skills, including, but not limited to, use of cognitive processes; landmarks; cardinal directions; room, store, and community familiarization; address system; independent information gathering; route planning; and maps.		<ul style="list-style-type: none"> Work with student to create and use tactile map Video of using a map of a neighborhood with a student specific to the competencies listed.
4 d	Use of low vision in maintaining safe and independent movement and orientation (such as the use of non-optical devices, use of optical devices in conjunction with eye care professionals, use of visual skills, and incorporating vision use with cane or other mobility systems).		<ul style="list-style-type: none"> Environmental consultation for student with low vision (CVI) : video or written. Set up and video a travel routine for a student or client with multiple disabilities, focusing on visual landmarks.
4 e	Use of remaining senses (other than vision) in maintaining safe and independent movement and orientation (such as the use of auditory skills, reflected sound, tactile recognition, proprioceptive and kinesthetic awareness).		<ul style="list-style-type: none"> Use/apply the listening activity you conducted for your O&M for Children class. Conduct a "hearing screening" with a student to determine from how far away s/he can hear oncoming cars and track on-going cars from a midblock position. Relate this information to street crossings (video or written report). Set up a travel route that uses multi-sensory landmarks and clues (for student in wheelchair).
Monitoring and Safety			



Collaborative Planning, Discussion and Tracking Guide

5	Candidate is able to effectively monitor orientation and mobility skills, recognize potentially dangerous situations, and intervene as appropriate to ensure student safety.	1	<ul style="list-style-type: none">• Written classroom consultation in which you evaluate the environment and make recommendations to facilitate development, movement, travel and orientation for student's safety and success.
Facilitating Independence			
6	Candidate is able to facilitate student independence and problem solving ability across a variety of travel situations, in familiar and unfamiliar environments.	1	<ul style="list-style-type: none">• O&M Cooperating Professional written observation• District or agency evaluation form• District or agency letter of recommendation (signed, dated and on letterhead)• Training a para to facilitate a specific route with built in choices for student to make regarding, "safe/unsafe"; "right/left"; "fast/slow" etc. (Video or written plan).
Professionalism			
7	Candidate demonstrates professional conduct consistent with the Code of Ethics for Orientation & Mobility Specialists, finds and accesses appropriate resources, keeps on-time scheduling, and follows and maintains appropriate record keeping and reporting procedures.	1	<ul style="list-style-type: none">• District or agency evaluation form• District or agency letter of recommendation (signed, dated and on letterhead)• Practicum assignment PPIA with schedules for monitoring and feedback in role release or distance consultation strategies.