



VISUAL IMPAIRMENT SCALE OF
SERVICE INTENSITY OF TEXAS

Visual Impairment Scale of Service Intensity of Texas (VISSIT)

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Overview of the VISSIT Process

For each student, the TVI will complete and/or review current evaluations (FVE/LMA, ECC, and other relevant evaluations), including present levels of functioning. The TVI will use evaluation information to complete the VISSIT.

It is the underlying assumption that, prior to completing the VISSIT, a thorough evaluation of student needs has been conducted.

The VISSIT has three columns:

- ECC Skill Area
- Direct Instruction from the TVI
- Educational Team & Family Support/Collaboration

The first column (ECC Skill Area) lists the areas to be addressed. The remaining two columns are categories in which a value (number) representing individual level of student need for TVI service will be assigned to each ECC skill area and subsection.

The values and value labels are:

0 = no need (*no need at this time*)

1 = low need (*occasional support and maintenance of skills*)

4 = medium need (*needs skills but lower priority, generalization and fluency development*)

7 = high need (*priority-complete mastery of introduced skills*)

10 = intense need (*acquisition of new skills*)

The descriptions of these values are listed under each type of service on the scale to help guide these choices. These two types of service are:

Direct Instruction from the TVI that will typically be recommended for those areas that require the specialized skills of the TVI to help a student acquire or maintain skills. Examples may include instruction in vision-specific technology, adapted literacy strategies, unique adaptations for calendars or communication systems, sensory efficiency, specific social interaction skills, etc. The value assigned will depend upon such issues as:

- Student need for acquisition or maintenance of skills
- Skill complexity (e.g., how to use a screen reader vs. a handheld magnifier)
- Student learning style
- Student and family priorities

- Age-appropriate programming

Educational Team Support/Collaboration is the time needed by the TVI to share strategies, materials, adapted curriculum, environmental modifications, and medical information and to model and monitor instructional techniques with the educational team, **including family members**. The value assigned will depend upon such issues as:

- Experience level of team members
- Complexity of adaptations needed
- Presence of paraeducator
- Number of staff who are interacting with the student

Contributing Factors

There are two factors that merit separate consideration in determining the intensity of services to be recommended. Contributing factors are variables not addressed by evaluation of the student's present levels in the ECC that may increase or decrease the numerical value of the intensity of service. These factors include:

Significant Transition

Transition means a significant change in educational setting or instructors that may increase the need for TVI services (+ 10 points) (e.g., from home to school; from ECI to preschool; campus change; from school to homebound setting; from school to higher education, vocational placement, or community settings, etc.).

Significant Medical Status or Condition

Student's medical status or condition may increase (+10 points) **or** decrease (-10 points) suggested TVI instructional intensity. A significant change in vision, including a sudden accident, may result in an increase in need for TVI services. On the other hand, the student's medical situation such as fragility, stamina, chronic seizures, increased immune deficiency due to cancer treatment, and/or deteriorating health may limit the student's ability to receive TVI instruction, which results in a decrease in need for TVI services.

Instructions for Completing the VISSIT

1. Collect and review all relevant and current evaluations completed for the student.
2. Fill in the name of the student, date of scale completion, and name of the TVI completing the scale at the top of the first page of the scale (page 9).
3. Begin with the ECC Skill Area column. Read each ECC skill area and subsection, if there are any (e.g., COMPENSATORY SKILLS, Literacy Instruction, Organization and Study Skills, etc.).
4. Work from left to right for each ECC Skill Area to fill in a value (0, 1, 4, 7, or 10) for both columns (Direct Instruction from TVI and Educational Team Support/Collaboration).
5. At the bottom of each column on each page, add the values and put the column total for that page in the box labeled **Page Total for each column** for each page.
6. Add the values for each column from the **Page Total** boxes on each page and enter the number in the boxes labeled **Column Subtotal** on page 14 for both Direct Instruction Column Subtotal (**box A**) and Educational Team Support Column Subtotal (**box E**). (see sample below)

SCORING INSTRUCTIONS - DIRECT INSTRUCTION COLUMN (page 14)

7. For the **Direct Instruction** column, determine whether or not **transition** is a contributing factor to the student's educational needs to be addressed by the TVI. If the student is making a significant transition, write **'+10'** in the transition contributing factors box (**box B**) under the Direct Instruction Column Subtotal (**box A**). If transition is not a factor, write **'0'** in **box B**. (see sample below)

COLUMN SUBTOTALS	Direct Instruction Column Subtotal		Educational Team Support Column Subtotal	
	A	SAMPLE	E	SAMPLE
Contributing Factor: Transition	B	SAMPLE	F	SAMPLE
Contributing Factor: Medical Status/Condition	C	SAMPLE	G	SAMPLE
Additional Areas of Family Support Subtotal			H	SAMPLE
TOTAL	D	SAMPLE	I	SAMPLE

8. Next, determine whether or not the **student's medical status or condition** is a contributing factor to the student's educational needs to be addressed by the TVI. If the student has medical issues that would increase the student's need for TVI

direct service, write '+10' in medical status/condition contributing factors box (box C). If not, write '0' in box C. If the student has significant medical issues that would decrease the student's capacity to receive TVI direct service, write '-10' in box C. (see sample above)

9. Add the three values from box A, box B, and box C. Write the score in the 'Total' box (box D) for the Direct Instruction column. (see sample above)

**SCORING INSTRUCTIONS –
EDUCATIONAL TEAM SUPPORT/COLLABORATION COLUMN (page 14)**

10. For the **Educational Team Support** column, determine whether or not **transition** is a contributing factor to the student's needs for team support from the TVI. If the student is making a significant transition, write '+10' in the transition contributing factors box (box F) under the Educational Team Support Column Subtotal (box E). If transition is not a factor, write '0' in box F. (see sample above)
11. Next, determine whether or not the student's **medical status or condition** is a contributing factor to the student's needs for team support from the TVI. If the student has significant medical issues that would increase the educational team support/collaboration needed from the TVI, write '+10' in medical issues contributing factors box (box G). If not, write '0' in box G. If the student has any medical issues that would decrease the TVI educational team support/collaboration service need, write '-10' in box G. (see sample above)
12. Complete the **Additional Areas of Family Support (AAFS) Table** on page 15 by adding a value to each of the five listed areas of need for family support. Add the values and get the subtotal for the AAFS Table (box H). Enter the AAFS subtotal in box H on page 14. (see sample above)
13. Add the four values from box E, box F, box G, and box H. Write the score in the 'Total' box (box I) for the Educational Team Support/Collaboration column. (see sample above)
14. Using the totals found on the *VISSIT* Scale, refer to the **INSTRUCTIONS FOR DETERMING RANGES FROM SCALE TOTALS**

Instructions for Determining Ranges from Scale Totals

COLUMN SUBTOTALS	Direct Instruction Column Subtotal		Educational Team Support Column Subtotal	
		A	(Example: 101)	E
Contributing Factor: Transition	B	(Example: +10)	F	(Example: 0)
Contributing Factor: Medical Status/Condition	C	(Example: -10)	G	(Example: 0)
Additional Areas of Family Support Subtotal			H	(Example: 10)
TOTAL	D	(Example: 101)	I	(Example: 40)

1. After determining the total **Direct Instruction** need on page 14, transfer the score in **box D** to the corresponding value on the range of recommended direct service time for the score on **Recommended Schedule of Service Minutes - Direct Service Time** on page 17. Choose an exact recommended amount of service time that will best suit your student's needs. Write a brief explanation about why you chose this amount of service time. Include a justification of this recommendation based on the student's need scores from the *VISSIT* scale. See example below:

<u>DIRECT SERVICE TIME</u>		TOTAL (box D) from direct service column	YOUR RECOMMENDED AMOUNT OF DIRECT SERVICE TIME (MINUTES PER WEEK)
Score on rubric	Suggested service time		
106+	600 or more minutes/wk	SAMPLE	SAMPLE
97 - 106	480 - 600 minutes/wk	(Example: 101)	(Example: 480 minutes/wk)

Example explanation: Student needs to have at least 2 class periods per day of direct instruction because of complete vision loss due to an accident; student needs intense braille, tactile graphics, technology, O&M, ILS, and self-determination instruction.

2. After determining the total **Educational Team Support** need on page 14, transfer the score in **box I** to the corresponding value on the range of recommended direct service time for the score on **Recommended Schedule of Service Minutes - Educational Team Support/Collaboration** on page 18. Choose an exact recommended amount of service time that will best suit your student's needs. Write a brief explanation about why you chose this amount of service time. Include a justification of this recommendation based on the student's need scores from the *VISSIT* scale.

<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	Suggested service time		
47 – 57	30 - 70 minutes/wk	SAMPLE	SAMPLE
40 – 46	15 - 30 minutes/wk	(Example: 44)	(Example: 15 minutes/wk)



Example explanation: TVI will consult with student's team for 1 hour per month (equals 15 minutes/wk) .



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

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
ECC Skill Area 		
Access to Core Curriculum		
Includes access to English/language arts, math concepts, math tools, tactile graphics, science, social studies, art, music, and P.E.		
Concept Development		
Includes functional, concrete (object permanence, environmental), and abstract (spatial, time, positional) concepts		
ASSISTIVE TECHNOLOGY		
Electronic Devices		
Includes braille notetakers, electronic brailers, tablets, mobile devices, audio devices, readers, switches, deafblind-specific technology, etc.		
	PAGE TOTAL for Direct Column	PAGE TOTAL for Educational Team Support Column

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
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.		
	PAGE TOTAL for Direct Column	PAGE TOTAL for Educational Team Support Column

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
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		
	PAGE TOTAL for Direct Column	PAGE TOTAL for Educational Team Support Column

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/ use of 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
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		
	PAGE TOTAL for Direct Column	PAGE TOTAL for Educational Team Support Column

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	
ECC Skill Area 				
SELF-DETERMINATION				
Includes enabling student choice-making, self-evaluation, self-advocacy, and assertiveness				
COLUMN SUBTOTALS	Direct Instruction Column Subtotal		Educational Team Support Column Subtotal	
	A		E	
Contributing Factor: Transition	B		F	
Contributing Factor: Medical Status/Condition	C		G	
Additional Areas of Family Support Subtotal			H	
TOTAL	D		I	

Additional Areas of Family Support (AAFS) Table

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

Recommended Schedule of Service Minutes - Direct Service Time

<u>DIRECT SERVICE TIME</u>		TOTAL (box D) from direct service column	YOUR RECOMMENDED AMOUNT OF DIRECT SERVICE TIME (MINUTES PER WEEK)
Score on rubric	Range of suggested service time		
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>BASED on a 2400-minute/per week system--- 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.):

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.

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>BASED on a 2400-minute/per week system--- 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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