



Intermediate District 287

SPECIAL EDUCATION DIVISION – PROGRAM DESIGN

Itinerant Service

Blind/Visually Impaired (B/VI)

Target Population

The target population includes students, ages 0 – 21, who have been medically diagnosed as having a visual impairment.

Mission/Goals

Itinerant Services are designed to support students in their least restrictive environment. The services are customized to provide disability specific support within the local district curriculum, policies, and due-process procedures.

Components

Screening/Pre-Referral/Evaluation:

- Participation in child study meetings at local school level to determine appropriateness of referral
- Conduct evaluations for eligibility determination
- Write evaluation reports in a collaborative manner with other evaluation team members

Participation in Individual Education Plan (IEP)/Individual Family Service Plan (IFSP)

Development/Team Meetings:

- Attend IEP/IFSP and periodic review meetings, provide information as it relates to the student's visual impairments and respective needs/strengths
- Participate in the writing of the IEP/IFSP, including adaptations, goals, objectives, etc.
- Participate in team meetings to address ongoing needs and issues related to curriculum, expanded core curriculum, learner behaviors, environment, etc.

Full Continuum of Service Delivery:

- Direct service to students in the area of "expanded core curriculum," unique skills necessary for B/VI students to function successfully in their core curriculum. Expanded core curriculum areas include: compensatory or functional academic skills, orientation and mobility, social interaction, independent living, recreation and leisure skills, career education, use of assistive technology, visual efficiency skills, spatial understanding and speaking and listening skills.
- Indirect service to student, including specialized core curriculum modifications (enlarged print, Braille, taped materials), environmental modifications, consultation to staff and parents, in-service training to staff and peers, maintenance and provision of assistive technology which allows students to complete requirements of educational core curriculum, task analysis of classroom curriculum for Braille student, provision and monitoring of low-vision devices, monitoring of self-advocacy issues.
- In-service model: provide information to classroom teachers and other appropriate school personnel about the educational implications of visual impairment. In addition, discuss adaptations/accommodations related to the visual impairment.
- Disability specific expertise in support to academic standards.

Transition/Life Skills:

- Assist student, family, and educational team in transition planning, including the development of appropriate goals/objectives; assist with such transition activities, i.e., job shadowing, work experiences, touring new programs, etc.

Family/Interagency Collaboration:

- Serve as a liaison between agencies, i.e., State Services for the Blind, and medical community as it relates to the student's visual impairment and needs in current and future settings
- Assist student in connecting with community resources as it relates to the visual impairment.
- Contact with families prior to initial evaluation, at IEP meetings and periodic reviews, and on an as-needed basis throughout the year
- Provide information to family regarding school/community/disability resources
- Assist families in networking with other families when requested

Service Core

Licensed Ratio: 1:35

Non-Licensed Ratio: N/A

Staffing Includes:

- Licensed/Highly Qualified Instructor
- Program Facilitator

For further information contact Judith Normandin, Program Facilitator.