***Practice Session Using the VISSIT to Determine Service Intensity  
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SLIDE 2: What is the *VISSIT*?

*Visual Impairment Scale of Service Intensity of Texas (VISSIT)*

Type of service: direct intervention and collaborative consultation

Focus on student need

Appropriate for ALL students with visual impairments

SLIDE 3: The *VISSIT*: First Page

This slide shows the first page of the *VISSIT*. The scale is three columns wide, with column headings from left to right: ECC Skill Area, Direct Instruction from TVI, and Educational Team Support/Collaboration. This scale is 15 rows deep. The first row is the heading descriptions for each column. The second through sixth row include scoring descriptions to be used for scoring student need for each ECC skill area.

|  |  |  |
| --- | --- | --- |
| 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 V |  |  |
| 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 TOTALS => |  |  |

SLIDE 4: The *VISSIT*: Final Page

This slide shows the final page of the scale. The scale is three columns wide, with column heading from left to right: ECC Skill Area, Direct Instruction from TVI, and Educational Team Support/Collaboration. The final page of the scale is 15 rows deep. The first row is the descriptions for each column. The second through sixth row include scoring descriptions to be used for scoring student need for each ECC skill area. Rows seven through nine include the ECC area of Self-Determination heading and the description of self-determination. Columns ten and eleven are the Column Subtotals for columns with column headings labeled “Direct Instruction Column Subtotal” in column two and “Educational Team Support Column Subtotal” in column three. Rows twelve through fourteen include contributing factors score boxes for both columns two and three, as well as the Additional Areas of Family Support Subtotal score box in column three. Row fifteen includes the score box for the total scores for direct instruction from TVI in column two and educational team support/collaboration in column three.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 |  |

SLIDE 5: The *VISSIT*: Additional Areas of Family Support Table

This slide shows the Additional Areas of Family Support (AAFS) Table. This table contains two columns and eight rows. The first column describes the areas of family need. The second column contains the description of the value range of the scores used to score the areas of family need described in column one. Row eight is the scoring box for the AAFS table.

|  |  |  |
| --- | --- | --- |
| Areas of Family Need | Value Range | |
| *There is a need for:* | 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. |  | |
| SUBTOTAL | H |  |

SLIDE 6: The *VISSIT*: Recommended Direct Service Time Range Form

This slide shows the recommended schedule of service minutes for direct service time. The table contains four columns and fourteen rows. The first column is the list of the score ranges on the TOTAL direct service score on the VISSIT. The second column includes the recommended service time ranges for each score range. The third column is the space where the actual total from the *VISSIT* direct service time need is recorded. The fourth column is the space where the actual recommended direct service time will be recorded.

|  |  |  |  |
| --- | --- | --- | --- |
| DIRECT SERVICE TIME | | 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 |  |  |
| 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 |  |  |
| 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 | | | |

SLIDE 7: The *VISSIT*: Recommended Educational Team Support/Collaboration Service Time Range Form

This slide shows the recommended schedule of service minutes for educational team support/collaborative service time. The table contains four columns and fourteen rows. The first column is the list of the score ranges on the TOTAL collaborative consultation service score on the VISSIT. The second column includes the recommended service time ranges for each score range. The third column is the space where the actual total from the *VISSIT* educational team support/collaboration service time need is recorded. The fourth column is the space where the actual recommended educational team support/collaboration service time will be recorded.

|  |  |  |  |
| --- | --- | --- | --- |
| Educational Team  Support/Collaboration Time | | 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 |  |  |
| 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 |  |  |

SLIDE 8: The *VISSIT*: Frequently Asked Questions

This is a list of the frequently-asked questions in the *VISSIT*. They are divided into three sections: purpose, how to use the *VISSIT, and* effect on programming.

PURPOSE

Q: Can the *VISSIT* be used for all students on my caseload, including those with multiple impairments and/or those with deafblindness? How about infants?

A: The *VISSIT* is designed to determine the appropriate type and amount of services needed for ALL students with visual impairments on the TVI caseload.

Q: Is the *VISSIT* to be used as a caseload analysis?

A: The *VISSIT* is not a caseload analysis tool but can be used as part of a process to determine appropriate caseload size. The *VISSIT* does not take into account issues related to workload (e.g., planning, travel, and material preparation).

HOW TO USE THE *VISSIT*

Q: Can professionals who are not teachers of students with visual impairments fill out the *VISSIT*?

A: The *VISSIT* must be completed by a TVI who has the vision-specific knowledge to quantify the levels of service intensity.

Q: How often should the *VISSIT* be completed? When might I complete the *VISSIT*?

A: The *VISSIT* should be completed prior to any determination of service type and amount. It should be completed prior to any IEP or IFSP meeting so that the TVI can have data to determine and support recommended type and amount of services for students.

SLIDE 9: The *VISSIT*: Frequently Asked Questions

HOW TO USE THE *VISSIT*

Q: How do I rate the intensity of student need? Do I have to complete other evaluations to complete the VISSIT?

A: The *VISSIT* should be based on current evaluation data such as the FVE/LMA, evaluation of ECC areas, and present levels of functioning.

Q: When identifying the intensity of service need, can I use a number besides the choices provided (0, 1, 4, 7, 10)?

A: No. The *VISSIT* is based on the use of these numbers to accurately determine type and amount of services needed. Please use the choices provided.

Q: Should a student who has direct services also have time allotted for Educational Team Support/Collaboration?

A: YES!!! All students who receive direct instruction will require collaborative consultation services to provide information, identify areas of need, reinforce skills, and support all team members, including families.

SLIDE 10: Filling Out the *VISSIT*– Intensity of Need in Skill Areas

This slide shows the first page of the *VISSIT*. The scale is three columns wide, with column headings from left to right: ECC Skill Area, Direct Instruction from TVI, and Educational Team Support/Collaboration. This scale is 15 rows deep. The first row is the heading descriptions for each column. The second through sixth row include scoring descriptions to be used for scoring student need for each ECC skill area.

This table is filled in with the scores given to the sample student, Lily.

|  |  |  |
| --- | --- | --- |
| 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 V |  |  |
| COMPENSATORY SKILLS |  |  |
| Literacy Instruction |  |  |
| Includes emergent literacy, pre-braille, braille, Nemeth, access to print materials, alternate literacy through signs and pictures, etc. | 0 | 0 |
| Organization and Study Skills |  |  |
| Includes note-taking, research, time & material management, calendar/ schedule system, etc. | 0 | 0 |
| Communication Modes |  |  |
| Includes body responses, gestures, object/tactile/picture symbols, calendars, sign language, tactile signs for students who are deafblind | 4 | 4 |
| PAGE TOTALS => | 4 | 4 |

SLIDE 11: Filling Out the *VISSIT*– Intensity of Need in Skill Areas

This slide shows the second page of the *VISSIT*. The scale is three columns wide, with column headings from left to right: ECC Skill Area, Direct Instruction from TVI, and Educational Team Support/Collaboration. This scale is 15 rows deep. The first row is the heading descriptions for each column. The second through sixth row include scoring descriptions to be used for scoring student need for each ECC skill area. This table is filled in with the scores given to the sample student, Lily.

|  |  |  |
| --- | --- | --- |
| 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 V |  |  |
| Access to Core Curriculum |  |  |
| Includes access to English/language arts, math concepts, math trends, tactile graphics, science, social students, art, music, and P.E. | 0 | 0 |
| Concept Development |  |  |
| Includes note-taking, research, time & material management, calendar/ schedule system, etc. | 0 | 0 |
| Assistive Technology |  |  |
| Electronic Devices |  |  |
| Includes braille notetakers, electronic braillers, tablets, mobile devices, audio devices, readers, switches, deafblind-specific technology, etc. | 4 | 1 |
| PAGE TOTALS => | 4 | 1 |

SLIDE 12: This slide shows the third page of the *VISSIT*. The scale is three columns wide, with column headings from left to right: ECC Skill Area, Direct Instruction from TVI, and Educational Team Support/Collaboration. This scale is 15 rows deep. The first row is the heading descriptions for each column. The second through sixth row include scoring descriptions to be used for scoring student need for each ECC skill area. This table is filled in with the scores given to the sample student, Lily.

|  |  |  |
| --- | --- | --- |
| 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 V |  |  |
| Computer Access |  |  |
| Includes magnification, screen reading, alternative keyboards, keyboarding, etc. | 0 | 0 |
| Low-Tech Devices |  |  |
| Includes abacus, mechanical brailler, reading stand, optical devices, etc. | 0 | 0 |
| Social Interaction Skills |  |  |
| Includes gestures, facial expressions, conversation skills, body language, developing relationships, personal space, human sexuality, etc. | 0 | 0 |
| PAGE TOTALS => | 0 | 0 |

SLIDE 13: This slide shows the fourth page of the *VISSIT*. The scale is three columns wide, with column headings from left to right: ECC Skill Area, Direct Instruction from TVI, and Educational Team Support/Collaboration. This scale is 15 rows deep. The first row is the heading descriptions for each column. The second through sixth row include scoring descriptions to be used for scoring student need for each ECC skill area. This table is filled in with the scores given to the sample student, Lily.

|  |  |  |
| --- | --- | --- |
| 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 V |  |  |
| Independent Living Skills |  |  |
| Includes functional skills needed for personal care, time and money management, food preparation, clothing care, household maintenance, etc. | 0 | 0 |
| Career Education |  |  |
| Includes learning about jobs and work-related skills, assuming responsibilities, evaluating vocational interests, exploring and participating in work experiences, preparing for transistion, etc. | 0 | 0 |
| Sensory Efficiency Skills |  |  |
| Includes teaching functional use of vision, hearing, touch, smell, and taste | 7 | 4 |
| PAGE TOTALS => | 7 | 4 |

SLIDE 14: This slide shows the fifth page of the *VISSIT*. The scale is three columns wide, with column headings from left to right: ECC Skill Area, Direct Instruction from TVI, and Educational Team Support/Collaboration. This scale is 15 rows deep. The first row is the heading descriptions for each column. The second through sixth row include scoring descriptions to be used for scoring student need for each ECC skill area. This table is filled in with the scores given to the sample student, Lily.

|  |  |  |
| --- | --- | --- |
| 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 V |  |  |
| Recreation/Leisure Skills |  |  |
| Includes investigating and experiencing recreation and leisure options, including games, sports, social events, and personal interests | 1 | 1 |
| 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 | 0 | 0 |
| PAGE TOTALS => | 1 | 1 |

SLIDE 15: This slide shows the final page of the scale. The scale is three columns wide, with column heading from left to right: ECC Skill Area, Direct Instruction from TVI, and Educational Team Support/Collaboration. The final page of the scale is 15 rows deep. The first row is the descriptions for each column. The second through sixth row include scoring descriptions to be used for scoring student need for each ECC skill area. Rows seven through nine include the ECC area of Self-Determination heading and the description of self-determination. Columns ten and eleven are the Column Subtotals for columns with column headings labeled “Direct Instruction Column Subtotal” in column two and “Educational Team Support Column Subtotal” in column three. Rows twelve through fourteen include contributing factors score boxes for both columns two and three, as well as the Additional Areas of Family Support Subtotal score box in column three. Row fifteen includes the score box for the total scores for direct instruction from TVI in column two and educational team support/collaboration in column three. This table is filled in with the scores given to the sample student, Lily.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 | 0 | | 0 | |
| COLUMN SUBTOTALS | Direct Instruction Column Subtotal | | Educational Team Support Column Subtotal | |
| A | 16 | E | 10 |
| Contributing Factor: Transition | B | +10 | F | +10 |
| Contributing Factor: Medical Status/Condition | C | 0 | G | 0 |
| Additional Areas of Family Support Subtotal |  | | H | 22 |
| TOTAL | D | 26 | I | 42 |

SLIDE 16: This slide shows the Additional Areas of Family Support (AAFS) Table. This table contains two columns and eight rows. The first column describes the areas of family need. The second column contains the description of the value range of the scores used to score the areas of family need described in column one. Row eight is the scoring box for the AAFS table. This table is filled in with the scores given to the sample student, Lily

|  |  |  |
| --- | --- | --- |
| Areas of Family Need | Value Range | |
| *There is a need for:* | 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.). | 10 | |
| Connecting family members to outside agencies and support services (e.g., family organizations, state and local community resources including related agencies, camps, respite, etc.). | 7 | |
| 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). | 4 | |
| Assistance in overcoming cultural/language differences. | 0 | |
| Strategies to support family members in bonding and interactions with their child. | 1 | |
| SUBTOTAL | H | 22 |

SLIDE 17: The *VISSIT*: Recommended Direct Service Time Range Form

This slide shows the recommended schedule of service minutes for direct service time. The table contains four columns and fourteen rows. The first column is the list of the score ranges on the TOTAL direct service score on the VISSIT. The second column includes the recommended service time ranges for each score range. The third column is the space where the actual total from the *VISSIT* direct service time need is recorded. The fourth column is the space where the actual recommended direct service time will be recorded. This table is filled in with the scores given to the sample student, Lily.

|  |  |  |  |
| --- | --- | --- | --- |
| DIRECT SERVICE TIME | | 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 |  |  |
| 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 | 26 | 60 minutes per week |
| 10 - 16 | 15 - 30 minutes/wk |  |  |
| 0 – 9 | 0 - 15 minutes/wk |  |  |
| 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 | | | |

SLIDE 18: The *VISSIT*: Recommended Educational Team Support/Collaboration Service Time Range Form

This slide shows the recommended schedule of service minutes for educational team support/collaborative service time. The table contains four columns and fourteen rows. The first column is the list of the score ranges on the TOTAL collaborative consultation service score on the VISSIT. The second column includes the recommended service time ranges for each score range. The third column is the space where the actual total from the *VISSIT* educational team support/collaboration service time need is recorded. The fourth column is the space where the actual recommended educational team support/collaboration service time will be recorded. This table is filled in with the scores given to the sample student, Lily.

|  |  |  |  |
| --- | --- | --- | --- |
| Educational Team  Support/Collaboration Time | | 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 |  |  |
| 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 | 42 | 30 minutes per week |
| 27 – 39 | 10 - 15 minutes/wk |  |  |
| 14 - 26 | 5 - 10 minutes/wk |  |  |
| 0 – 13 | 0 - 5 minutes/wk |  |  |

SLIDE 19: Questions? Comments?

SLIDE 20: Contact Information  
Rona Pogrund, Ph.D., Texas Tech University – [rona.pogrund@ttu.edu](mailto:rona.pogrund@ttu.edu)  
Shannon Darst, Ph.D., Texas Tech University – [shannon.darst@ttu.edu](mailto:shannon.darst@ttu.edu)