

NEW JERSEY COMMISSION FOR THE BLIND AND VISUALLY IMPAIRED

Academic Year 2018-2019

Level 2 Services

As appropriate, Level 2 services may be provided in any of the following areas, based upon individual student needs, as determined by the Commission instructor. These services will be provided by an instructor who possesses a valid certification as a Teacher of the Blind or Visually Impaired issued by the New Jersey Department of Education and requires a minimum of 9 to a maximum of 30 lessons or consultative visits per school year. A lesson will consist of direct instruction for one academic period, up to a maximum of one hour. School staff must provide an appropriate work area in which instruction is to take place, in an appropriate academic environment. Consultative visits will provide consultation and direction to teachers, paraprofessionals and other school personnel.

Students Who Use Braille as their Primary Reading Medium

1. Advanced braille readers: students who have already mastered the literary and Nemeth (math) braille codes, but require intermittent instruction in any of the following areas:

- Braille codes including advanced Nemeth, foreign language, computer code.
- Use of reference materials
- Procurement and use of materials in an accessible format (Braille, audio-format, electronic)
- Use of assistive technology
- Use of reader service
- Study skills, including: skimming braille materials, outlining in braille, searching for significant information in recorded materials, note-taking
- Independent living/Life management skills

2. Beginning braille readers: young students who will begin formal literary instruction within one to two years. The emphasis will be on emergent braille literacy skills, including:

- Concept development
- Tactile discrimination
- Tracking
- Letter recognition

The instructor will also emphasize development of self-help, organizational, and advocacy skills.

3. Braille readers with additional disabilities: students for whom additional disabilities may impact the rate at which the braille code is mastered. Emphasis will be on functional braille literacy. Instructional guidance and materials will be provided to classroom staff and family members to enable them to provide practice opportunities for the student on a daily basis. Instruction may include:

- Braille readiness
- Uncontracted braille code
- Labeling
- Environmental braille (i.e. elevator, restroom signs)

The instructor will also emphasize development of self-help, organizational, and advocacy skills.

Students Who Use Print as the Primary Media

The choice of this service category may be necessary for students whose fragile eye condition, visual acuity, and/or need for adaptive instruction may require frequent monitoring and instruction. A final determination must also include factors such as grade and developmental skill levels.

- Learning media assessment to determine the appropriate media that will meet the educational demands of the reader who is visually impaired.
- Instruction and services may include the following:
 - Use of visual aids to include telescopic devices, magnifiers, and a closed circuit television (CCTV) as indicated by a low vision evaluation.
 - Procurement and use of reference materials
 - Procurement and use of materials in an accessible format (large print, audio-format, electronic)

- Use of assistive technology
 - Use of reader service
 - Study skills to include note-taking, searching for signification information in recorded materials.
 - Independent living/Life Management skills
- Consultation regarding appropriate learning media.

Assessment and Evaluation

1. Performs functional vision assessments to evaluate the student's practical use of vision in the education program. Evaluating how a student uses his/her vision enables the Commission teacher to recommend appropriate specialized materials and methods of accommodation to the student relative to:
 - Reading
 - Writing
 - Homework
 - Environmental Factors (Lighting, contrast, glare, seating...etc.)
 - Standardized Tests
 - Educational aids and materials; i.e., various magnifiers, reading stands, slant top desk, variable intensity lamp, dark-lined paper, etc.
 - Independent Living/Functional Skills
2. Based on the results of the financial needs survey, the Commission may authorize for an examination of the student's vision and may provide eyeglasses, as recommended. Where needed, a specialized eye examination such as low vision evaluation may be authorized.
3. Obtains and interprets eye examination reports.
4. When indicated, evaluates the use of other sensory modalities (i.e. deaf/blind disabilities).

Technical Assistance, Consultative and Instructional Services

Technical assistance and consultative services will be provided to school personnel, students and families regarding issues related to vision loss, and their impact on the educational process and independent living. This may include:

1. Consultation with school staff regarding:
 - a. appropriate educational modifications, materials and technology for classroom instruction
 - b. appropriate social expectations and skills
 - c. appropriate assessment materials and techniques
 - d. characteristics of an efficient classroom environment
 - e. appropriate Life Management Skills
 - f. adaptive techniques for Independent Living/Functional Skills as appropriate for the student's educational program.
2. Consultation with family regarding:
 - a. appropriate educational modifications, materials and technology (including management) for classroom and homework tasks
 - b. appropriate social expectations and skills
 - c. appropriate assessment materials and techniques
 - d. appropriate Life Management skills for home and school
 - e. use of community and recreational resources appropriate for blind or visually impaired children

3. Limited braille transcription of teacher-made tests, quizzes, and materials when determined to be appropriate by the Commission Instructor, and when materials are provided in a timely manner by the school.
4. Funding for reader service.
5. Recommends and refers for appropriate specialized evaluations and services from other Commission personnel, according to Commission policies and service availability. These non-educational non-contracted services may include Orientation and Mobility, Independent Living and Adaptive Technology.
6. Extends an invitation to recreational events and transitional programs sponsored by the Commission.

Loan of Adaptive Aids, Materials and Equipment

The Commission Instructor will recommend appropriate adaptive material and equipment, and will order items available from the Commission's Instructional Resource Center. Instruction related to use of adaptive equipment would be offered in order to provide blind or visually impaired students with equivalent educational experiences. Adaptive equipment will be provided for home and school per Commission policy.

School staff is responsible for tracking items lent by the Commission, and providing accessible but safe storage for equipment. Reimbursement or replacement of lost items may be requested per Commission policy.

The loan of items may include:

1. Available textbook and educational materials in an accessible media (Braille, large print, or audio-format).
Book requests must comply with Commission preparation timelines and will be provided per Commission policy.
2. Adaptive education equipment including:
 - Adaptive writing equipment, such as Perkins braillewriter, slate and stylus, Braille paper, etc.
 - Specialized CD player/recorder for adaptive audio-books
 - Adaptive tactile aids and manipulatives needed for participation in classroom academics, such as talking calculators, speech-output dictionaries, abacus, tactile maps, math aids, etc.
 - Closed Circuit Television (CCTV) or other low vision aids, as indicated by a low vision evaluation and Commission policy.
 - Adaptive Technology devices, such as electronic note-takers, screen readers, netbooks, and adaptive software.
3. Other adaptive items appropriate for student's individual educational program.
4. Adaptive materials/equipment for performance of independent living tasks.