

## **NEW MEXICO SCHOOL FOR THE BLIND & VISUALLY IMPAIRED**

### **Accountability in Government Act**

#### **Performance Measures – FY14**

**Objective #1:** NMSBVI will foster an atmosphere of creativity that results in innovative practices and programs.

**Outcome Measure:** NMSBVI will create a matrix of systems that support innovative ideas from conception to dissemination.

**Performance Target:** Matrix will be developed, disseminated and in use by end of FY14.

**Objective #2:** NMSBVI will create a training system that results in sufficient numbers of specialized staff in the field of blindness and visual impairment for the state of New Mexico.

**Outcome Measure:** 1. Support University Personnel Preparation Programs to ensure that students in NM who are BVI have adequately trained VI professionals.

2. Establish a Mentorship Support Service that is aligned with the University Personnel Preparation Programs and provides significant support to VI professionals entering the field.

**Performance Target:** 1.1 Revamp coursework to more clearly reflect current practices in the field.  
1.2. Establish advisory group for NMSU Personnel Prep program.  
2.1 Develop protocols for mentorship services related to personnel prep program.  
2.2 Re-design university internship.  
2.3 Build survey tool to determine efficacy of mentorship program. Begin use of tool in FY14. Baseline data collected.

**Objective #3:** NMSBVI will create a system to convey and receive information about blindness and visual impairment educational services, trends, research, etc. to all those involved or interested in serving students who are blind or visually impaired.

**Outcome Measure:** 1. Review, update and disseminate published information/website.

**Performance Target:** 1.1 Establish and implement common branding for all published information. 100%  
1.2 Redesign website. 100%

**Objective #4:** NMSBVI will build a system of data-driven decision making that will be used collaboratively to determine goals, services and settings for educating New Mexico students with blindness and visual impairments.

**Outcome Measure:** 1. Create a universal and accessible database(s) for NMSBVI and statewide that collects relevant VI student information.

**Performance Target:** 1.1 Develop internet based database accessible by all districts and PED to follow students with VI. 100%  
1.2 Students known to NMSBVI entered into database 100%  
1.3 Training program for districts to enter/review their own data developed 100%

**Objective #5:** NMSBVI will develop a system that supports the successful transition of students with blindness or visual impairments and their programming across settings.

**Outcome Measure:** 1. Play a strong role in identifying the needs of students with BVI in all districts, providing information to families about NMSBVI, and assuming a more active role in student transitions to and from residential campus.

**Performance Target:** 1.1 Develop and utilize Needs Assessment process for districts who request support for VI students. 100% of requesting districts  
1.2 Develop course specific to middle/high school students who are blind related to organization, test taking, note taking and study skill development.  
1.3 Enroll 5 students in the VI specific course for FY13-14.

**Objective #6:** NMSBVI will acquire community support and the resources essential to advance the success of each student with blindness and visual impairment.

**Outcome Measure:** 1. Create a comprehensive Marketing Plan for school.  
2. By 2017 we will increase and identify new and additional funding sources by 10% of the operational budget.

**Performance Target:** 1.1 Complete Marketing Plan. 100%  
2.1 Minimum of 3 conversations with Land Office staff about ways to increase land income for school.  
2.2 Identify and write 3 new grants through the foundation.

## **FACT Sheet: Educational Services to Students who are Blind/Visually Impaired in New Mexico**

June 2014

**MISSION STATEMENT:** As a leader and unifying entity in the field of educating students birth-high school who are blind or visually impaired, NMSBVI is a statewide network of services that ensures all students who are blind or visually impaired will become independent productive members of their communities by identifying and providing quality education and collaborating with students, families and partners to provide outstanding training, resources and support services.

### **PROGRAMS AND SERVICES:**

#### **Outreach Services to Public, Private and Charter Schools and to Hospitals.**

- 37 School districts currently receive support from NMSBVI Outreach services. This support includes:
  - Mentorship for district teachers of the visually impaired;
  - District needs assessment to review students with visual impairment in a district; level of services provided; discussion of unmet needs
  - Assistance with functional vision and learning media assessments
  - IEP participation
  - Consulting, training for teams
  - Support school districts' efforts to find resources to provide services to VI students
- technology support for specific students with visual impairment
  - Assessment, training for student and team
  - Technology lending Library for districts to use prior to ordering equipment for student
- 75 students received assessments through our Low Vision Clinics during FY13-14
- HED Personnel Preparation Program for Teachers of the Visually Impaired (Partnership with NMSU)
  - 20 teachers in New Mexico are currently enrolled in our personnel preparation program through NMSU to become teachers of the visually impaired
  - 6 university students (maximum capacity) are enrolled in our NMSU Orientation and Mobility program.
- 1138 students around New Mexico receive adaptive materials including Braille books and state tests through NMSBVI's resource center
  - Braille production (tests, textbooks, other materials)
  - American Printing House Quota Fund Registry/Supplemental Registry
  - Resource Center lending library
- Provide VI training (district level and statewide) to families and professionals who provide VI services to students.
- NMSBVI provides direct support to Carrie Tingly as well as University and Presbyterian Hospitals' NICU and PICU.
- **Statewide Database:** NMSBVI is working with PED/SPED to align the STARS number of identified students who are blind/visually impaired with the Federal and state registries of the same students.

**Birth-3 Years:** An average of 750 families are served yearly; approximately half have been diagnosed with a visual impairment and half have at risk conditions that may/may not result in a visual diagnosis.

- NMSBVI works in a collaborative team model with providers of other agencies in New Mexico providing direct services to children birth to three who are blind/visually impaired or who are considered to be at risk for a visual impairment diagnosis.
- All VI services are provided by NMSBVI as determined by an IFSP: Individualized Family Service Plan
- Services are integrated into the state's Family, Infant and Toddler program (FIT) which provides early intervention services for children birth to three and their families. NM Dept. of Health (NM DOH) and NMSBVI have a Memorandum of Understanding (MOU) in place that defines roles and responsibilities.
- NMSBVI is collaborating with the National Center for children's Vision and Eye Health, the National Head Start Association, the American Association for Pediatric Ophthalmology and Strabismus to develop a screening model for New Mexico for all children ages birth-5. In addition, the school is in the process of updating a vision screening tool, mandated by NM DOH FIT to be used to screen the vision of all children referred to a FIT agency for developmental evaluations.
- NMSBVI provides vision screening and training on reservations as requested.
- NMSBVI provides statewide training related to vision development and vision loss for families, doctors, and providers of services for children ages birth-3.
- NMSBVI, NMSD and the Deaf/Blind Project are hosting a bi-annual conference, the Western Regional Early Intervention Conference. The conference is the collaborative effort of seven western states and focuses on sensory disabilities.
- Non-accidental trauma prevention program\*

**Early Childhood Program Preschool (ECP): 65 students enrolled on site; 25-30 served using an itinerant model in a public school setting in greater Albuquerque area.**

- Children, ages 3 through kindergarten, who are blind/visually impaired and need daily instruction from a teacher of the visually impaired.
- Placement and services are determined by IEP decision; all students have a Lead Education Agency (LEA) or public school member on their IEP team.
- ECP site is a clinical site for university physical, occupation and speech therapy programs, nursing and pediatrician rotation. It serves as a lab school for HED programs whose students need observation hours.
- Handle with Care: Shaken Baby Prevention Program (additional information attached).

**Residential Campus: 50 students have received services on the residential campus in fy14.**

- All students placed on campus by IEP team decision; LEA is a member of the student's IEP team.
- Students placed on campus for specific vision related needs (Expanded Core Curriculum for Blindness, ECC\*\*): Braille, Orientation and Mobility, technology, life skills, employability skills, etc.
- Length of placement varies depending upon goals, needs and school district's ability to meet student's need.
- Transition plans to return to LEA are part of every IEP meeting.
- Unique programs include (but are not limited to):
  - Jump Start: an extra year of instruction for a student during middle school to help develop organizational skills, study skills, blindness technology skills and social skills; to provide remediation instruction in literacy (Braille and/or print), math (Nemeth, abacus) to help a student succeed in secondary education.

- Post School Program: for students utilizing the alternative assessment and the ability option for graduation who have reached the age of 18. This program focuses on group home living, employability skills, community access.
- Career Preparation Program: For students who have completed the academic portion of their high school education but who need additional skills to become employable or to attend college successfully.

\*NAT information attached

\*\*ECC description attached

## FACT Sheet: Non-Accidental Trauma Prevention Awareness (NAT)

### What is Non-Accidental Trauma (NAT)?

- NAT is a serious head trauma inflicted when a frustrated or angry caregiver shakes or, in any other way, harms a child, usually to stop them from crying.
- NAT is a grave form of child abuse that can cause severe brain injury, blindness or even death.
- At least 1200-1400 (reported) cases of NAT occur yearly.
- 1 in 4 victims of NAT will die from his/her injuries. Many of the other infants and children will need ongoing medical attention for the rest of their lives.
- At least ½ of the American public doesn't know that shaking a baby can cause severe and permanent injury.
- 10% of the children currently enrolled in NMSBVI's preschool, are the victims of non-accidental trauma from adult anger.
- Non-accidental trauma is **100% preventable.**

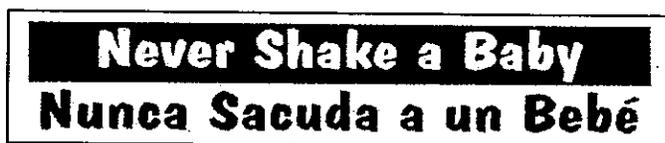
### Long-term effects of Shaken Baby Syndrome

Those who survive this abuse are often faced with life-long disabilities that can include:

- Visual impairment/blindness as a result of brain injury or optic nerve damage.
- Cognitive impairment
- Physical impairment
- Seizure disorder
- Learning disabilities

### NMSBVI continues its effort to increase public awareness about NAT

- NMSBVI is a participating partner of NM-CAPP (New Mexico Child Abuse Prevention Partnerships)
- *Handle With Care* is the message the school has adopted as its awareness campaign
  - Posters available in both English and Spanish are available
  - Cards containing 20 tips to Soothe Your Crying Child courtesy of the National Center on Shaken Baby Syndrome accompany these posters
  - The CHILD HELP HOTLINE telephone number is on the card as well. 1-800-4-A-CHILD
- Many of the school vehicles display the bumper sticker



- If you would like to join the effort by displaying the bumper sticker or hanging up a poster please contact NMSBVI-ECP at 1-800-437-3505 x3069

## **FACT Sheet: Expanded Core Curriculum**

What is known about students who are blind and visually impaired is that, unless skills such as orientation and mobility, social interaction, and independent living are learned, students who are blind/visually impaired are at significant risk for lonely, isolated, unproductive lives. The Expanded Core Curriculum (ECC) addresses these specific needs of students with blindness or visual impairment. The ECC includes:

### **Compensatory or Functional Academic Skills, Including Communication Modes**

Compensatory and functional skills include such learning experiences as concept development, spatial understanding, study and organizational skills, speaking and listening skills, and adaptations necessary for accessing all areas of the existing core curriculum. Children may use Braille, large print, print with the use of optical devices, regular print, tactile symbols, a calendar system, sign language, and/or recorded materials to communicate.

### **Social Interaction Skills**

Social interaction skills are not learned casually and incidentally by students who are blind or visually impaired as they are by sighted persons. Social skills must be carefully, consciously, and sequentially taught to students who are blind and visually impaired.

### **Recreation and Leisure Skills**

The teaching of recreation and leisure skills to students who are blind or visually impaired must be planned and deliberately taught, and should focus on the development of life-long skills.

### **Career Education**

Many of the skills and knowledge offered to all students through vocational education can be of value to students who are blind or visually impaired. They will not be sufficient, however, to prepare students for adult life, since such instruction assumes a basic knowledge of the world of work based on prior visual experiences. Career education in an expanded core curriculum will provide the visually impaired learner of all ages with opportunities to explore strengths and interests in a systematic, well-planned manner.

### **Assistive Technology**

Assistive Technology can be a great equalizer for students who are blind or visually impaired by enhancing communication and learning, as well as expanding knowledge of the world.

### **Sensory Efficiency Skills**

Through the use of thorough, systematic training, most students with remaining functional vision can be taught to better and more efficiently utilize their remaining vision.

### **Independent Living Skills (ILS)**

Areas of emphasis include the following: personal grooming and hygiene, clothing care, general room-care, foods and kitchen skills, use and care of personal possessions and school property, earning and spending money for goods, personal management and organization.

### **Orientation and Mobility (Independent Travel)**

Independent movement is critical for all children with visual impairments.

### **Self-Determination**

This area of the ECC highlights the importance of believing in one's self, while understanding one's abilities and limitations. Self-determination is the ability for people to control their lives, reach goals they have set and take part fully in the world around them.