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**The NTAC Outcomes and Performance Indicators:  
A System for Documenting Outcomes for Children and Youth  
with Deaf-Blindness, their Families, and the Service  
Providers and Systems that Serve Them**

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***NTAC***

***The National Technical Assistance Consortium  
For Children and Young Adults who are Deaf-Blind***



U.S. Office of Special  
Education Programs

The National Technical Assistance Consortium for Children and Young Adults who are Deaf-Blind (*NTAC*) is a collaborative project between the Teaching Research Institute at Western Oregon University and the Helen Keller National Center in Sands Point, New York. The consortium is a national technical assistance center that provides services to families of children who are deaf-blind, their service providers, local and state agencies, and the federally funded state/multi-state deaf-blind projects.

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The identification of critical performance indicators relevant to children and youth who are deaf-blind was initiated in 1998 through a contract to San Francisco State University as a supplement to a prior cooperative agreement (H025C960001) *NTAC* had with OSEP. The resulting recommendations were used by *NTAC* in the development of the current set of outcomes and indicators as described in this document.

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## Introduction

Congress has supported a federal program for children who are deaf-blind since the late 1960s. This program currently includes projects to deliver state, multi-state, and national technical assistance to children with deaf-blindness, and to their families and service providers. It also includes a national information clearinghouse on deaf-blindness. Currently, the National Technical Assistance Consortium for Children and Young Adults who are Deaf-Blind (*NTAC*), a collaborative project between the Teaching Research Institute at Western Oregon University and the Helen Keller National Center in Sands Point, New York, is funded as the national technical assistance (TA) center. *NTAC* provides services to families of children who are deaf-blind, service providers, local and state agencies, and the 48 federally funded state/multi-state deaf-blind projects.

Across the United States, over 9,500 children (birth through age 21) have been identified as deaf-blind by the federally funded state and multi-state deaf-blind projects (*NTAC*, 2004). These children make up one of the lowest incidence and most diverse groups of learners who receive early intervention and special education services. Their needs are substantial and numerous. Over eighty-five percent of the population experience physical or cognitive disabilities, complex medical needs, or behavior challenges, in addition to vision and hearing impairments. In an era of No Child Left Behind, they are among the most vulnerable for being left behind (The National Technical Assistance and Dissemination Center for Children and Young Adults Who Are Deaf-Blind, 2006). Deaf-blindness has a tremendous impact on a child's ability to understand and interact with the world around them. Effective programming requires early intervention, educational, and transition services that recognize the impact of deaf-blindness on a child's unique needs and learning style, and that incorporate strategies that address the child's deaf-blindness. The families, service providers, and systems that support these children need ongoing technical assistance and training to understand these unique needs and to understand and implement effective intervention and instruction.

### The Need for an Outcome-Based Evaluation System

In recent years, increased federal emphasis on the collection and reporting of outcome results for the government's various programs and investments has been increasingly problematic for many IDEA Part D funded technical assistance (TA) projects.

Most of the state/multi-state deaf-blind projects do an excellent job of evaluating the effort or output of their services. Documenting the number of trainings conducted, the types of products developed, and the satisfaction of the training participants are all worthy evaluation measures. However, measuring the impact, or outcome, of these efforts is more challenging. Doing so across multiple sites and to meet a variety of reporting requirements becomes almost impossible without a mechanism that enables impact to be measured using a common language. Identifying, implementing, and analyzing impact data has become a vital component of every technical assistance

project. In the current environment of multiple accountability demands, an outcome-based evaluation system that aligns all aspect of technical assistance (e.g., needs assessment, planning, and implementation and evaluation activities) is critical (E. Taylor, personal communication, April 5, 2006)

In response to this need, *NTAC* initiated the identification of a comprehensive set of outcomes related to children and youth who are deaf-blind and conceptualized a system for the collection and analysis of outcome information. Multiple stakeholders, including *NTAC's* staff and advisory board members, state deaf-blind project personnel, and parents were involved in this endeavor.

### **The Development Steps**

A multi-step process was used for the identification of *The NTAC Outcomes and Performance Indicators* (OPIs) and for the development of *NTAC's* outcomes-based evaluation system. This process, adapted from Borg and Gall's (1989) research and development cycle for new educational products, included:

- Identification of the intended purpose and outcomes for the OPIs.
- Review of the work completed by San Francisco State University (*NTAC* subcontract) on the identification of quality indicators for children who are deaf-blind.
- Review of research in related fields, specifically the early childhood and severe disabilities literature.
- A comprehensive review of the content of *NTAC's* technical assistance activities throughout the United States.
- Development of a comprehensive set of outcomes and related performance indicators for children and youth with deaf-blindness, their families and service providers, and the systems that provide services.
- The development of a prototype instrument and data collection process.
- Internal and external reviews of the content and format of the prototype instrument .
- Revisions based on feedback from reviewers.
- Initial field-testing by *NTAC* staff.
- Revision of the process and instrument based on initial field-testing results. [
- Formal field-testing.
- Additional revisions and formatting.
- Conceptualization and development of a relational database system.
- Dissemination of *The NTAC Outcomes and Indicators* and relational database.

## Purpose

Initially, the OPIs were developed as a simple list of outcomes and performance indicators to be used solely for evaluation purposes. However, during field-testing and subsequent revisions, their value and contribution in guiding technical assistance needs assessment and planning were also recognized. Therefore, the OPIs now serve as the foundation for *NTAC's* outcome-based TA delivery and evaluation system and are embedded throughout the project's needs assessment, planning, implementation, and evaluation activities. They are used to align the results of needs assessment findings with the design, delivery, and evaluation of technical assistance.

The specific purpose of the *NTAC* Outcomes and Performance Indicators system is three-fold:

1. To provide an internal, uniform coding system (common language) for outcomes and performance indicators identified during the needs assessment process and used in the development and implementation of technical assistance.
2. To provide an evaluation system and instruments that can be used to consistently aggregate outcome data from multiple sites during all phases of TA planning, delivery, and evaluation.
3. To provide an evaluation system and instruments that can be used to consistently report data across multiple sites and meet a variety of reporting requirements.

## Components of the System

The outcome evaluation system is comprised of four main components:

1. Targeted outcome statements that identify an expected result or change.
2. Performance indicators that further define each outcome and the performance necessary to achieve the outcome. The performance indicators are used to quantify the expected result or change.
3. A technical assistance process that embeds targeted outcomes and performance indicators into all aspects of needs assessment, planning, delivery, and evaluation of technical assistance activities.
4. A computerized relational database system that links the planning, delivery, and evaluation of technical assistance.

The OPIs provide a common language that is used across multiple sites and projects to align needs assessment with the delivery of technical assistance and the measurement of impact. Multiple outcomes, each with multiple performance indicators, have been identified and field-tested within four domains:

- Service Providers
- Children
- Families
- Systems

### Common Definitions

In addition to the need for common outcomes and performance indicator language, there is also a need for common definitions for terms associated with outcome-based evaluation systems. The following definitions were adopted for use by *NTAC*.

- Outcome: A statement of a measurable condition or an expected result or change (e.g., increase, improve, progress toward).
- Performance Indicator: A statement that helps quantify an outcome and signals whether the outcome has been achieved. Often, multiple indicators may provide better evidence of the achievement of an outcome than a single indicator.
- Inputs: The personnel, fiscal, organizational, and community resources used to plan, implement, and evaluate the work. (Kellogg Foundation, 2004)
- Outputs: The direct products or activities that result from technical assistance and enhance the probability that an outcome will be achieved (e.g., documents, an interagency task force, conferences or workshops, and new policies or processes).
- Measure or Measurement: The method or instrument used to collect the data for the performance indicators.
- Data: Factual information and evidence organized for analysis, and from which conclusions may be drawn.
- Data Sources: The source of the factual information and evidence described as data.
- NTAC Outcomes And Performance Indicator Process: A consistent outcome and performance indicator coding system used in the development and implementation of technical assistance, and for the ongoing collection, analysis, and reporting of data.

These definitions have been adopted with the knowledge that the Performance Measurement Work Group of the OSEP funded technical assistance and dissemination (TA & D) projects has initiated activities aimed at developing common language and terminology to be used across TA & D projects. Their document represents “a *dynamic tool*” that continues to be updated and revised. Therefore, terminology changes to *NTAC*’s outcomes and performance indicators have not yet occurred. The need for terminology revisions and alignment will be considered upon the conclusion of OSEP’s

activities related to *Choosing a Common Language: Terms and Definitions for Use in our Work* (2004)

Thus, for the purpose of this document, *NTAC's* use of:

- *the term “outcomes,”* is consistent with OSEP's proposed intent and definition of *“Goals and/or Performance Goals”*;
- *the term “performance indicators,”* is consistent with OSEP's proposed intent and definition of *“Indicators”*; and
- *The terms “measure” or “measurement,”* equate to OSEP's use of *“Indicator Measure.”*

### **Using the OPIs for Needs Assessment Activities**

*NTAC* implements a multifaceted needs assessment framework. The framework utilizes both formal and informal assessment strategies, including written instruments that are used with a variety of stakeholders, focus groups, ongoing reviews of TA requests, and recommendations from state/multi-state project staff and OSEP leadership. The information gathered provides details about the characteristics of children who are deaf-blind; broad knowledge of the needs of children, families, service providers, and other stakeholders; and increased understanding of the types of services and teaching practices that children and youth require and receive.

When developing written needs assessment instruments, the OPIs are used to word specific items or questions. Needs gathered from focus groups, reviews of existing information (e.g., state deaf-blind project self-assessments and site reviews), and discussions with deaf-blind project and OSEP personnel, are also converted into outcomes and specific performance indicators.

OPI-based needs assessment data is entered into the relational database developed by *NTAC* and is then aggregated to provide a state, regional, or national picture of the needs of children, families, service providers, and other TA recipients.

### **Using the OPIs for Technical Assistance Planning**

*NTAC* implements a broad array of technical assistance and training activities. The development of activities is driven by outcomes identified during needs assessment within one or more of the four outcome domains. Services are delivered through a combination of state-specific, multi-state, or national activities. Different levels of TA intensity, a variety of content options, and flexible delivery strategies make it possible to tailor technical assistance to meet the identified needs of recipients.

The *NTAC* Long Range Technical Assistance Plan (LRTAP) summarizes the technical assistance needs and targeted outcomes and performance indicators identified through the needs assessment process. This document provides a foundation and reference

point for all formal technical assistance delivered to a state and serves as a guide for the development of TA evaluation activities.

### **Using the OPIs in Technical Assistance Agreements**

*NTAC's* Technical Assistance Agreement (TAA) relates directly to the needs, outcomes, and performance indicators identified on the LRTAP. It guides the delivery of *NTAC* state-specific technical assistance. Simply stated, the TAA describes the “who, what, when, why, and how” of the TA activities to be delivered, and the anticipated results. Activities described within a TAA are inter-related and based on task analysis or logic modeling. Each TAA focuses on achieving outcomes within one or more of four outcome domains: Children/Youth, Families, Service Providers, and Systems. The TAA document lists, by name and a specific alphanumeric code, each outcome and performance indicator targeted. These codes are then used to develop initial and follow-up evaluation instruments.

### **Using the OPIs for Technical Assistance Evaluation**

The intensity of evaluation activities is dependent upon the intensity of the TA delivered. As the intensity of the TA increases, for example from a one-time awareness level activity to a rigorous skill development and implementation activity, the intensity of the evaluation effort increases. For all types and intensities of TA, the OPIs identified on the TAA are used in the development of TA evaluation instruments.

Initial evaluation activities, or those conducted immediately upon the completion of an event, may include change of awareness and change of knowledge measures. In contrast, follow-up evaluation activities are conducted three to nine months after an event and include skill implementation and child change measures. Regardless of the number and intensity of evaluation activities, the identified OPIs are embedded in all levels of evaluation.

### **The Relational Database**

During initial field-testing of the OPI system, it quickly became apparent that implementing the system in a “paper and pencil” fashion was cumbersome, time-consuming, and unrealistic. As a result, a computerized relational database that ties needs assessment activities and technical assistance planning, delivery, and evaluation, has been developed and is currently being revised based upon the initial field-test.

Electronic templates for *NTAC's* Long Range Technical Assistance Plan and Technical Assistance Agreement are linked to a database containing all of the OPIs. Also linked are templates for building initial and follow-up evaluation measures and for entering and aggregating evaluation data. In addition, the database includes templates for collecting demographics and tracking specific TA provided for children, families, service providers, schools, and agencies. Various reports (both aggregated and disaggregated) may be

run to document the amount, intensity, and type of technical assistance provided and the impact or outcomes achieved

### **Next Steps**

During the nine years that NTAC has been developing the OPI system, the demands for accountability placed on OSEP funded TA projects, and all areas of education, have greatly increased. The need for outcome-based evaluation models is now found throughout OSEP's various reporting requirements for state education agencies and Part C lead agencies. However, support to identify appropriate outcomes for children who are deaf-blind, as well as the development and implementation of data collection systems is only the first step. Technical assistance to guide the analysis of information gathered, and its use for program improvement and system change, is essential.

The Outcomes and Performance Indicator system described in this paper will continue to be used and refined by the newly funded *National Technical Assistance and Dissemination Center for Children and Youth Who Are Deaf-Blind*, which is NTAC's successor. The "Center" which will begin services October 1, 2006 combines the previously separate TA and information clearinghouse functions funded under the federal program, into a single entity.

State-specific TA addressing outcome evaluation, the use of the OPI system, and program improvement strategies will remain a priority. The replication of the system by more and more state and multi/state deaf-blind projects will provide valuable information for future revisions to the efficacy of the outcomes and the usability of the relational database.

## Service Provider Outcomes Quick Reference List

- SP.01: The service provider's understanding of how a combined vision and hearing loss impacts learning and social/emotional development has increased.
- SP.02: The service provider's use of comprehensive, ongoing assessment strategies for identification and program development for children and students who are deaf-blind has increased.
- SP.03: The service provider's use of strategies for effective IFSP/IEP development for children or students who are deaf-blind has increased.
- SP.04: The service provider's use of effective teaming strategies has increased.
- SP.05: The service provider's use of effective intervention or instructional strategies to implement the IFSP/IEP has increased.
- SP.06: The service provider's use of functional behavioral analysis and positive behavioral supports has increased.
- SP.07: The service provider's use of strategies to improve communication and/or language has increased.
- SP.08: The service provider's use of strategies to improve motor development and/or positioning has increased.
- SP.09: The service provider's use of strategies to improve orientation and mobility has increased.
- SP.10: The service provider's use of strategies to improve self-care skills has increased.
- SP.11: The service provider's use of strategies to improve cognitive development has increased.
- SP.12: The service provider's use of strategies to improve academic and/or literacy skills has increased.
- SP.13: The service provider's use of strategies to improve social interactions has increased.
- SP.14: The service provider's use of strategies to improve self-determination has increased.
- SP.15: The service provider's use of strategies to foster participation in play or recreation and leisure activities has increased.
- SP.16: The service provider's use of strategies to improve community and independent living skills has increased.
- SP.17: The service provider's use of strategies to improve age-appropriate transition planning (0-21) has increased.
- SP.18: The service provider's use of strategies that result in positive post-secondary transition outcomes has increased.

- SP.19: The service provider's use of assistive technology (AT) to enhance learning has increased.
- SP.20: The service provider's use of person centered planning to enhance educational and life planning process has increased.
- SP.21: The service provider's understanding of family systems and the impact of having a child/youth who is deaf-blind has increased.
- SP.22: Other (please describe):

## **Child and Youth Outcomes Quick Reference List**

- C.01: The child's/youth's functional use of sensory systems has increased.
- C.02: The child's/youth's active engagement in intervention or instruction has increased.
- C.03: The child's/youth's receptive communication and/or language has increased.
- C.04: The child's/youth's expressive communication and/or language has increased.
- C.05: The child's/youth's positioning and motor skills have increased.
- C.06: The child's/youth's orientation and mobility skills have increased.
- C.07: The child's/youth's self-care has increased.
- C.08: The child's/youth's cognitive skills have increased.
- C.09: The child's/youth's academic and literacy skills have increased.
- C.10: The child's/youth's social interactions have increased.
- C.11: The child's/youth's self-determination has increased.
- C.12: The child's/youth's participation in play or recreation and leisure has increased.
- C.13: The child's/youth's community participation and independent living skills have increased.
- C.14: The child's/youth's participation in age-appropriate transition activities (0-21) has increased.
- C.15: The child's/youth's employment and/or post-secondary education experiences have increased.
- C.16: Other (please describe):

## **Family Outcomes Quick Reference List**

- F.01: Family members' understanding of the impact of deaf-blindness and additional disabilities on their child has increased.
- F.02: Family members demonstrate increased empowerment, advocacy and leadership skills.
- F.03: Family members' participation in the planning, development and implementation of their child's intervention and instruction has increased.
- F.04: Family members' understanding and participation in person centered planning for their child has increased.
- F.05: Family members' use of self-determination strategies with their child has increased.
- F.06: Family members' use of effective communication strategies with their child has increased.
- F.07: Family members' understanding of research based and/or promising effective practices has increased.
- F.08: Family members' ability to create networks and support has increased.
- F.09: Family members' use of effective teaming skills with professionals has increased.
- F.10: Family members' skills in facilitating their child's learning and development have increased.
- F.11: Family members' use of assistive technology (AT) to enhance their child's quality of life has increased
- F.12: Other (please describe).

## **Systems Outcomes Quick Reference List**

- SYS.01: Leadership and advocacy needed for systems change and/or capacity building has increased.
- SYS.02: Long-range planning to identify strategic actions needed for systems change and/or capacity building has increased.
- SYS.03: The implementation of strategies needed to support system's change and/or capacity building has increased.
- SYS.04: The use of formative and summative evaluation of the systems change and/or capacity building has increased.
- SYS.05: The capacity of the State/Multi-state Deaf-Blind Project to provide technical assistance and training to families and service providers has increased.
- SYS.06: The capacity of a new and/or existing family organization to meet the identified needs of families has increased.
- SYS.07: The capacity of the State/Multi-state Deaf-Blind Project to evaluate technical assistance and training to families and service providers has increased.
- SYS.08: Other (please describe):

## **Service Providers Outcomes and Performance Indicators**

### **SP.01: The service provider's understanding of how a combined vision and hearing loss impacts learning and social/emotional development has increased.**

- SP.01.a: Demonstrates knowledge of the roles of vision and hearing and the complex and unique impact of sensory losses
- SP.01.b: Demonstrates knowledge of the diversity within the population of children/youth who are deaf-blind
- SP.01.c: Demonstrates knowledge of the impact of deaf-blindness on an individual's overall development (i.e., social, emotional, cognitive)
- SP.01.d: Demonstrates knowledge of the major etiologies of deaf-blindness, their onset and progression and educational implications
- SP.01.e: Demonstrates knowledge of deaf-blind project services and the referral process
- SP.01.f: Demonstrates knowledge of the state Part B deaf-blind classification criteria requirements
- SP.01.g: Other (please describe):

### **SP.02: The service provider's use of comprehensive, ongoing assessment strategies for identification and program development for children and students who are deaf-blind has increased.**

- SP.02.a: Conducts or reviews appropriate vision and hearing screening and diagnostics
- SP.02.b: Conducts or reviews appropriate assessment procedures for the identification of deaf-blind children
- SP.02.c: Conducts or reviews receptive and/or expressive language and communication assessments
- SP.02.d: Conducts or reviews orientation and mobility assessments
- SP.02.e: Conducts or reviews cognitive, academic and psychological assessments, as appropriate
- SP.02.f: Conducts or reviews person-centered plans
- SP.02.g: Conducts or reviews functional assessments, as appropriate (i.e., self-care, social skills, independent living, recreation and leisure assessments)
- SP.02.h: Conducts or reviews needed related service assessments (i.e., physical therapy, speech/language)
- SP.02.i: Conducts or reviews assistive technology assessments
- SP.02.j: Conducts functional behavioral assessments across environments
- SP.02.k: Conducts contextual, vocational assessment
- SP.02.l: Other (please describe):

**SP.03: The service provider's use of strategies for effective IFSP/IEP development for children or students who are deaf-blind has increased.**

- SP.03.a: Involving the IFSP/IEP with a multi-disciplinary team(s)
- SP.03.b: Reviews current assessment information (i.e., standardized, curriculum based, person-centered plans) to identify the child/student's strengths and needs
- SP.03.c: Discusses the impact of the child's/youth's hearing and vision losses and other disabilities on intervention or educational needs
- SP.03.d: Develops academic and functional outcomes or goals/objectives based on the child's/student's identified strengths and needs
- SP.03.e: Develops outcomes or goals/objectives that are age-appropriate, based on child/youth preferences, meaningful and relevant
- SP.03.f: Identifies the natural or least restrictive environment for implementation of specific outcomes or goals/objectives
- SP.03.g: Identifies related service needs
- SP.03.h: Identifies accommodations, modifications and supports
- SP.03.i: Identifies assistive technology needs
- SP.03.j: Identifies appropriate transition goals/objectives
- SP.03.k: Addresses participation in the statewide assessment process (i.e., general or alternate)
- SP.03.l: Other (please describe):

**SP.04: The service provider's use of effective teaming strategies has increased.**

- SP.04.a: Demonstrates shared value and purpose
- SP.04.b: Demonstrates consensus decision-making
- SP.04.c: Demonstrates shared meeting process and norms (i.e., agenda, time keeper, facilitator)
- SP.04.d: Demonstrates positive problem solving, collaboration and open communication
- SP.04.e: Demonstrates resource sharing
- SP.04.f: Demonstrates role release and acceptance
- SP.04.g: Supports the inclusion of paraprofessionals on the team
- SP.04.h: Promotes and ensures the inclusion of parents on the team
- SP.04.i: Commits to necessary face-to-face meeting time with the team
- SP.04.j: Other (please describe):

**SP.05: The service provider's use of effective intervention or instructional strategies to implement the IFSP/IEP has increased.**

***General Instructional Strategies:***

- SP.05.a: Uses strategies to increase states of behavior (i.e., arousal, attention, interests and disinterests) in daily activities
- SP.05.b: Uses strategies to increase internal states (i.e., pleasure, needs and desires)

- SP.05.c: Uses appropriate task analysis procedures
- SP.05.d: Creates and uses predictable daily routines
- SP.05.e: Uses appropriate shaping, fading, pairing, and time delay procedures
- SP.05.f: Incorporates maintenance and generalization skills in programming
- SP.05.g: Uses appropriate individual and group reinforcement procedures, systems and strategies
- SP.05.h: Facilitates child's/youth's participation in the entire activity to the fullest extent possible
- SP.05.i: Uses partial participation strategies
- SP.05.j: Develops instructional activities/materials that are meaningful, relevant and age appropriate
- SP.05.k: Uses positive behavioral support strategies to increase and reinforce positive and appropriate behavior
- SP.05.l: Uses community-based instruction
- SP.05.m: Develops, implements and uses on-going data collection to modify and evaluate program
- SP.05.n: Other (please describe):
- SP.05.o: Understands the impact of the child's/youth's developmental age/level on designing and implementing intervention and instruction
- SP.05.p: Provides support, accommodations and modifications as identified
- SP.05.q: Assures proper positioning during instruction

***Instructional Strategies needing additional emphasis when working with a student who is Deaf-Blind:***

- SP.05.r: Provides a high degree of consistency and repetition
- SP.05.s: Provides opportunities and motivation to reach out and explore
- SP.05.t: Confirms and provides feedback on the results of actions
- SP.05.u: Provides additional information when transitioning between activities
- SP.05.v: Alters the pace of instruction
- SP.05.w: Provides additional time for processing
- SP.05.x: Provides rest time to deal with fatigue
- SP.05.y: Introduces content before it's taught (i.e., pre-teaching)
- SP.05.z: Uses hand-under-hand techniques when appropriate
- SP.05.za: Uses routine or activity based instruction to enhance learning
- SP.05.zb: Provides learning in context with real life experiences
- SP.05.zc: Provides opportunities to anticipate
- SP.05.zd: Directly teaches concepts related to skills
- SP.05.ze: Directly teaches incidental information
- SP.05.zf: Provides communicative information during tasks and activities
- SP.05.zg: Uses specialized communication systems (i.e., calendar, tactile, sign, objects, etc.)
- SP.05.zh: Increases task analyses of specific activities

SP.05.zi: Reviews content after it's taught

SP.05.zj: Other (please describe):

SP.05.zk: Uses graduated prompting procedures (i.e., Verbal prompts to full physical assists accompanied with positive reinforcement)

SP.05.zl: Understands and uses calendar systems throughout the day

SP.05.zm: Provides cues to make child/youth aware of the beginning, middle and end of activity

**SP.06: The service provider's use of functional behavioral analysis and positive behavioral supports has increased.**

SP.06.a: Develops a functional behavior plan

SP.06.b: Identifies and implements positive behavioral supports, when needed

SP.06.c: Implements systematic intervention techniques

SP.06.d: Other (please describe):

**SP.07: The service provider's use of strategies to improve communication and/or language has increased.**

SP.07.a: Demonstrates knowledge of the receptive and expressive array of language and communication skills

SP.07.b: Provides ongoing opportunities for receptive and expressive communication attempts

SP.07.c: Implements strategies to expand the child's/youth's receptive and expressive language and communication

SP.07.d: Is responsiveness to and reinforces the child's/youth's expressive communication attempts

SP.07.e: Consistently implements appropriate receptive and expressive communication strategies across environments

SP.07.f: Implements identified augmentative communication systems

SP.07.g: Provides access to and uses AT to maintain and improve communication and language

SP.07.h: Other (please describe):

**SP.08: The service provider's use of strategies to improve motor development and/or positioning has increased.**

SP.08.a: Develops individual programming and provides opportunities for gross motor development

SP.08.b: Uses strategies to increase functional movement appropriate to the child's/youth's position (i.e., prone, supine, upright)

SP.08.c: Implements individual programming and provides opportunities for fine motor development

SP.08.d: Uses individualized positioning and handling techniques

SP.08.e: Provides access to and uses AT, adaptive equipment, devices and supports to maintain and improve motor development and positioning

SP.08.f: Other (please describe):

**SP.09: The service provider's use of strategies to improve orientation and mobility has increased.**

SP.09.a: Assists the child/youth to organize sensory information to orient to space and objects in the environment

SP.09.b: Teaches body parts, movement capabilities and body part relationships

SP.09.c: Encourages exploration and travel in progressively larger spaces

SP.09.d: Models and promotes the use of mobility techniques and devices (i.e., adaptive mobility devices, guided travel, trailing and protective techniques, cane, and other mobility devices)

SP.09.e: Collaborates with the Orientation and Mobility specialist, and others, to adapt intervention and instructional strategies to facilitate and encourage movement

SP.09.f: Applies orientation and mobility recommendations

SP.09.g: Provides access to and uses AT, adaptive equipment, devices and supports to maintain and improve orientation and mobility

SP.09.h: Other (please describe):

SP.09.i: Incorporates positional concepts into requests (i.e., up/down, over/under, through/around, forward/backward, in/out)

**SP.10: The service provider's use of strategies to improve self-care skills has increased.**

SP.10.a: Adheres to prescribed health procedures

SP.10.b: Teaches healthy lifestyle strategies (i.e., nutrition, fitness, substance abuse)

SP.10.c: Uses strategies to increase eating and drinking skills

SP.10.d: Uses strategies to increase toileting skills

SP.10.e: Uses strategies to increase dressing/undressing skills

SP.10.f: Uses strategies for increasing personal hygiene and grooming skills

SP.10.g: Uses strategies to increase personal safety strategies

SP.10.h: Provides access to and uses AT to maintain and improve self-care skills

SP.10.i: Other (please describe):

**SP.11: The service provider's use of strategies to improve cognitive development has increased.**

SP.11.a: Uses strategies to increase understanding of sizes, shapes and functions of objects

SP.11.b: Uses strategies to increase spatial and positional relational skills

SP.11.c: Uses strategies to increase cause and effect skills

SP.11.d: Uses strategies to increase understanding of representations

- SP.11.e: Uses strategies to increase problem-solving skills
- SP.11.f: Uses strategies to increase memorization skills
- SP.11.g: Uses strategies to increase verbal/non-verbal recall
- SP.11.h: Uses strategies to increase time management skills
- SP.11.i: Uses strategies to increase group and cooperative learning skills
- SP.11.j: Other (please describe):

**SP.12: The service provider's use of strategies to improve academic and/or literacy skills has increased.**

- SP.12.a: Uses strategies to increase participation and progress in the general education curriculum
- SP.12.b: Aligns content with the core curriculum
- SP.12.c: Provides supports, accommodations and modifications during instructional activities
- SP.12.d: Uses strategies to increase test taking skills
- SP.12.e: Includes the child/youth in the statewide assessment (alternate or general) process
- SP.12.f: Uses strategies to increase and provides opportunities to use time management skills
- SP.12.g: Uses strategies to increase and provides opportunities to use problem solving skills
- SP.12.h: Uses strategies to increase and provides opportunities to use pre-literacy and literacy skills
- SP.12.i: Uses strategies to increase and provides opportunities to use pre-math/mathematic skills
- SP.12.j: Uses strategies to increase and provides opportunities to use social and natural science skills
- SP.12.k: Uses strategies to increase and provides opportunities to use technology skills (i.e., calculator, keyboard, DVD player) to support his/her learning
- SP.12.l: Uses strategies to increase and provides opportunities to use pre-Braille/Braille literacy skills
- SP.12.m: Provides access to and uses AT to maintain and improve cognitive, academic and literacy skills
- SP.12.n: Other (please describe):

**SP.13: The service provider's use of strategies to improve social interactions has increased.**

- SP.13.a: Uses strategies and provides opportunities, which promote social initiations and reciprocations (i.e., turn-taking routines and games, altering pace, delaying anticipated activities, and/or providing appropriate responses)
- SP.13.b: Promotes appropriate interactive behaviors within the child's/youth's repertoire (i.e., expressing truthful information, feelings/emotions, conflict resolution)
- SP.13.c: Uses strategies to promote socially appropriate sexual behavior
- SP.13.d: Uses strategies to promote requests for assistance and clarification

- SP.13.e: Structures social activities based on child's/youth's identified enjoyable and preferred activities
- SP.13.f: Implements strategies to increase the child's/youth's peer relationships (i.e., peer buddies, peer tutors, sensitivity and diversity training)
- SP.13.g: Provides opportunities for choosing and increasing acquaintances and friends
- SP.13.h: Provides opportunities for increasing the number and quality of social interactions across environments (i.e., classroom, cafeteria, school yard)
- SP.13.i: Other (please describe):

**SP.14: The service provider's use of strategies to improve self-determination has increased.**

- SP.14.a: Implements strategies to increase self-awareness (i.e., how to identify and communicate values, strengths, challenges and culture)
- SP.14.b: Uses strategies to increase and provides opportunities to use problem-solving and choice making
- SP.14.c: Uses strategies to assist child/youth to identify personal, educational and professional goals and to describe goals to others
- SP.14.d: Implements strategies and provides opportunities to increase self-advocacy
- SP.14.e: Uses strategies to increase and provides opportunities to use access to information, service delivery systems and community resources
- SP.14.f: Teaches the roles of various individual professionals and how to access them
- SP.14.g: Teaches legal rights and responsibilities
- SP.14.h: Fosters civic awareness and provides opportunities to participate in civic activities
- SP.14.i: Demonstrates support of self-determination efforts through acknowledgement and/or respectful redirection
- SP.14.j: Demonstrates an understanding of the conditions that promote and challenge self-determination. (i.e., religious preferences, family culture, values, economic situation)
- SP.14.k: Demonstrates an understanding of the child's/youth's strengths and needs their impact on self-determination
- SP.14.l: Provides access to and uses AT to maintain and improve self-determination skills
- SP.14.m: Other (please describe):

**SP.15: The service provider's use of strategies to foster participation in play or recreation and leisure activities has increased.**

- SP.15.a: Uses strategies to teach and provide access to a range of age-appropriate play (i.e., isolated, cooperative)
- SP.15.b: Uses strategies to teach and provide access to an array of age-appropriate recreation and leisure activities (i.e., home, school or community based; individual or group)
- SP.15.c: Provides opportunities for participation in play and recreation and leisure activities related to the child's/youth's preferences

- SP.15.d: Provides opportunities for participation in health/fitness activities related to the child's/youth's preferences and needs
- SP.15.e: Identifies and provides access to services and resources that support participation in recreational activities
- SP.15.f: Provides access to and uses AT to maintain and improve participation in play, recreation and leisure
- SP.15.g: Other (please describe):

**SP.16: The service provider's use of strategies to improve community and independent living skills has increased.**

- SP.16.a: Teaches and provides opportunities for organizing and maintaining personal items (i.e., clothing, glasses, toiletries, furnishings)
- SP.16.b: Teaches and provides opportunities for meal planning, shopping and food preparation
- SP.16.c: Teaches and provides opportunities for cleaning, organizing and maintaining a living space
- SP.16.d: Teaches and provides opportunities for selecting appropriate attire (i.e., setting, weather, activity)
- SP.16.e: Teaches and provides opportunities for fiscal management and banking skills
- SP.16.f: Teaches community living options and skills to access options (i.e., supported apartments, independent living centers, independent home rental/ownership)
- SP.16.g: Teaches needed skills and/or provides access to age appropriate services, community resources and supports (i.e., transportation, community travel, health care facilities)
- SP.16.h: Teaches and provides opportunities for electronic communication (i.e., telephone, e-mail, fax)
- SP.16.i: Provides sex education consistent with individual/family values and preferences
- SP.16.j: Provides access to and uses AT to maintain and improve community and independent living skills.
- SP.16.k: Other (please describe):

**SP.17: The service provider's use of strategies to improve age-appropriate transition planning (0-21) has increased.**

- SP.17.a: Incorporates information obtained through person centered planning into the transition plan
- SP.17.b: Assures the child's/youth's appropriate participation and self-determination during the person centered planning and transition planning process
- SP.17.c: Assures parental involvement during the person centered planning and transition planning process
- SP.17.d: Assures that age-appropriate transition activities are embedded in the IFSP/IEP
- SP.17.e: Assures that skills needed in the next environment are included in the IFSP/IEP
- SP.17.f: Teaches skills needed in the next environment (i.e., kindergarten readiness, community living, employment)

- SP.17.g: Develops and implements a transition plan describing the needed agency and community resources
- SP.17.h: Develops and implements a transition plan describing the needed inter/intra-agency collaboration activities
- SP.17.i: Other (please describe):

**SP.18: The service provider's use of strategies that result in positive post-secondary transition outcomes has increased.**

***Employment performance indicators:***

- SP.18.a: Identifies and facilitates access to a variety of in-school and community-based work experiences prior to school exit
- SP.18.b: Provides opportunities for a variety of paid and non-paid work experiences
- SP.18.c: Provides opportunities for preference-based career planning activities
- SP.18.d: Teaches or provides opportunities for learning work related skills (i.e., problem-solving, specific job tasks, time management)
- SP.18.e: Identifies and provides instruction on appropriate social skills and cultural norms for the work place
- SP.18.f: Facilitates opportunities for to interacting with co-workers and supervisors in work environments
- SP.18.g: Teaches job-seeking skills (i.e., developing a resume, completing applications, interviewing skills)
- SP.18.h: Demonstrates knowledge of labor laws
- SP.18.i: Teaches work place safety procedures, health hazards and emergency plans
- SP.18.j: Identifies and provides access to supports and accommodations needed for successful work experiences
- SP.18.k: Uses job development and job coaching strategies
- SP.18.l: Conducts environmental assessments and implements environmental modifications
- SP.18.m: Provides access to and uses AT to maintain and improve work experiences
- SP.18.n: Other (please describe):

***Post-secondary education performance indicators:***

- SP.18.o: Assures the student has an understanding of his or her disability
- SP.18.p: Assures the student has an understanding of his or her needed supports
- SP.18.q: Teaches the to self-monitoring of progress in classes
- SP.18.r: Assists in identifying and advising placement in classes required for admittance to postsecondary institutions
- SP.18.s: Facilities the development of career and post-secondary education goals consistent with child/youth choice
- SP.18.t: Teaches self-determination and self-advocacy necessary to pursue his or her post-secondary education plans
- SP.18.u: Teaches the child/youth his or her educational rights and what to do if those rights are violated

SP.18.v: Assists in identifying requirements for entering postsecondary institutions

SP.18.w: Provides assessment and disability documentation that is acceptable to postsecondary institutions

SP.18.x: Appropriately uses AT to maintain and improve post-secondary education success and opportunities

SP.18.y: Other (please describe):

**SP.19: The service provider's use of assistive technology (AT) to enhance learning has increased.**

SP.19.a: Demonstrates knowledge of AT for children/youth who are deaf-blind

SP.19.b: Demonstrates knowledge of how to access AT

SP.19.c: Conducts or reviews AT assessments

SP.19.d: Identifies AT needs based on current AT assessment

SP.19.e: Selects the least intrusive or intensive devices

SP.19.f: Embeds AT needs into the IFSP/IEP

SP.19.g: Provides access to and uses assistive devices as described in the IFSP/IEP

SP.19.h: Other (please describe):

**SP.20: The service provider's use of person centered planning to enhance educational and life planning process has increased.**

SP.20.a: Demonstrates an understanding of the underlying values of a person centered planning process

SP.20.b: Demonstrates knowledge of process and tools to use in a PCP process

SP.20.c: Participates in a PCP process

SP.20.d: Includes extended family members and friends as active participants in a PCP process

SP.20.e: Demonstrates knowledge of the various roles in conducting a PCP process (i.e., recorder, mapper)

SP.20.f: Can facilitate a PCP process

SP.20.g: Uses strategies to maintain a PCP team and review/revise the PCP maps or plans

SP.20.h: Decision-making incorporates information gained from PCP (e.g., developing educational objectives, transition planning)

SP.20.i: Other (please describe):

**SP.21: The service provider's understanding of family systems and the impact of having a child/youth who is deaf-blind has increased.**

SP.21.a: Understands the impact of loss and grieving on family members and service providers

SP.21.b: Understands the impact of the family structure, values and culture on decision-making, relationships and choices in services

- SP.21.c: Understands that family members may experience feelings of guilt and isolation because of having a child/youth who is deaf-blind
- SP.21.d: Demonstrates strategies which support the emotional well-being of family members, while respecting their values and culture
- SP.21.e: Understands the potential financial impact of having a child/youth who is deaf-blind and how this might impact family members
- SP.21.f: Provides support and materials which are culturally sensitive and in the family's native language
- SP.21.g: Knows how to access local, regional or state resources that provide emotional and financial support to families
- SP.21.h: Other (please describe):

**SP.22: Other (please describe):**

- SP.22.a: Other (please describe):
- SP.22.b: Other (please describe):
- SP.22.c: Other (please describe):
- SP.22.d: Other (please describe):

## **Child & Youth Outcomes And Performance Indicators**

### **C.01: The child's/youth's functional use of sensory systems has increased.**

- C.01.a: Uses visual skills, such as fixation, gaze or visual shift, tracking of presented objects and/or object permanence
- C.01.b: Uses auditory skills, such as localization to presented sounds, discrimination, and/or auditory comprehension
- C.01.c: Uses tactile skills for sensory input
- C.01.d: Responds to tactile input appropriately
- C.01.e: Uses other sensory skills, such as smell, taste or movement to gather information
- C.01.f: Appropriately uses AT to maintain and improve his/her functional vision or hearing
- C.01.g: Other (please describe):

### **C.02: The child's/youth's active engagement in intervention or instruction has increased.**

- C.02.a: Physically attends the EI, school or work setting
- C.02.b: Attends and/or responds to instructional stimuli
- C.02.c: This item intentionally left blank
- C.02.d: Appropriately spends time on task
- C.02.e: Participates (partial or full) in instructional activities
- C.02.f: Other (please describe):

### **C.03: The child's/youth's receptive communication and/or language has increased.**

- C.03.a: Uses anticipation skills
- C.03.b: Responds to informational cues
- C.03.c: Responds to others
- C.03.d: Uses pre-linguistic forms of communication, such as touch, objects, gestures and/or cues
- C.03.e: Uses emergent symbolic forms, such as pictures and/or line drawings
- C.03.f: Uses symbolic forms, such as nouns, verbs, adjectives and adverbs
- C.03.g: Imitates simple motor tasks
- C.03.h: Complies with single concept commands
- C.03.i: Complies with multiple concept commands
- C.03.j: Understands multiple communication intents and/or functions, such as wants, needs, and meaning
- C.03.k: Appropriately uses AT to maintain and improve his/her communication skills
- C.03.l: Other (please describe):

**C.04: The child's/youth's expressive communication and/or language has increased.**

- C.04.a: Increases rate of expressive communication
- C.04.b: Uses multiple communication intents and/or functions, such as wants, needs, and meaning
- C.04.c: Uses multiple forms of communication
- C.04.d: Uses multiple linguistic forms
- C.04.e: Verbally imitates
- C.04.f: Increases mean length of utterances
- C.04.g: Increases expressive vocabulary
- C.04.h: Uses communication across environments
- C.04.i: Understands semantic relations
- C.04.j: Speech is intelligible and clear
- C.04.k: Uses grammatical rules
- C.04.l: Increases number of communication partners
- C.04.m: Uses appropriate conversation skills (i.e., initiation, turn taking, use of multiple phrases, reciprocation)
- C.04.n: Appropriately uses AT to maintain and improve his/her communication skills
- C.04.o: Decrease in disruptive behavior as a means of expressive communication
- C.04.p: Other (please describe):

**C.05: The child's/youth's positioning and motor skills have increased.**

- C.05.a: Uses gross motor skills
- C.05.b: Uses functional movement appropriate to his/her position (prone, supine, upright)
- C.05.c: Uses fine motor skills.
- C.05.d: Appropriately uses AT, adaptive equipment, devices and supports to maintain and improve his/her positioning and motor skills
- C.05.e: Other (please describe):

**C.06: The child's/youth's orientation and mobility skills have increased.**

- C.06.a: Uses sensory information to orient him/herself to space and objects in the environment
- C.06.b: Understands body parts, movement capabilities and body part relationships
- C.06.c: Uses movement purposefully (i.e., rolling, crawling, walking)
- C.06.d: Appropriately uses mobility techniques and devices to travel safely and efficiently (i.e., adaptive mobility devices, guided travel, trailing, protective techniques, cane, and other mobility devices)
- C.06.e: Appropriately uses AT to maintain and improve his/her orientation and mobility skills
- C.06.f: Other (please describe):

C.06.g: Understands and uses positional concepts (i.e., up/down, over/under, through/around, forward/backward, in/out)

**C.07: The child's/youth's self-care has increased.**

- C.07.a: Tolerates and adheres to prescribed health procedures
- C.07.b: Develops appropriate sleep patterns
- C.07.c: Accepts or chooses healthy food
- C.07.d: Eats and/or drinks independently or with partial assistance
- C.07.e: Toilets independently or with partial assistance
- C.07.f: Dresses/undresses independently or with partial assistance
- C.07.g: Maintains personal hygiene and grooms independently or with partial assistance
- C.07.h: Demonstrates knowledge and use of personal safety strategies
- C.07.i: Appropriately uses AT to maintain and improve his/her self-care skills
- C.07.j: Other (please describe):

**C.08: The child's/youth's cognitive skills have increased.**

- C.08.a: Understands sizes, shapes and functions of objects
- C.08.b: Understands spatial and positional relationships
- C.08.c: Understands cause-effect relationships
- C.08.d: Understands representations (i.e., pictures, symbols, objects)
- C.08.e: Uses problem-solving skills
- C.08.f: Uses memorization skills
- C.08.g: Recalls verbal and non-verbal events
- C.08.h: Demonstrates time management skills
- C.08.i: Can work effectively in groups
- C.08.j: Generalizes learned skills across environments, settings and/or individuals
- C.08.k: Other (please describe):

**C.09: The child's/youth's academic and literacy skills have increased.**

- C.09.a: Participates and progresses in general education curriculum content
- C.09.b: Demonstrates pre-literacy/literacy skills in reading
- C.09.c: Demonstrates pre-math/mathematic skills
- C.09.d: Demonstrates social and natural science skills
- C.09.e: Demonstrates technology skills (i.e., calculator, keyboard, DVD player) to support his/her learning
- C.09.f: Demonstrates test-taking skills
- C.09.g: Increases performance on statewide (i.e., alternate or general) assessments

- C.09.h: Appropriately uses individualized accommodations, modification and supports
- C.09.i: Appropriately uses AT to maintain and improve his/her cognitive, academic and literacy skills
- C.09.j: Demonstrates pre-Braille/Braille literacy skills
- C.09.k: Demonstrates mastery of the core curriculum resulting in graduation with a regular diploma
- C.09.l: Other (please describe):
- C.09.m: Demonstrates achievement consistent with state standards

**C.10: The child's/youth's social interactions have increased.**

- C.10.a: Initiates and reciprocates in social interactions
- C.10.b: Demonstrates appropriate interactive behaviors in social interactions (i.e., aware that peers are present, able to access peers, expressing truthful information, emotions/feelings, resolving conflicts)
- C.10.c: Demonstrates socially appropriate sexual behavior
- C.10.d: Requests assistance or clarification when needed
- C.10.e: Increases positive social interactions across environments
- C.10.f: Increases acquaintances and friendships
- C.10.g: Appropriately uses AT to maintain and improve his/her social interaction skills
- C.10.h: Other (please describe):

**C.11: The child's/youth's self-determination has increased.**

- C.11.a: Understands the impact of his/her vision and hearing loss, and/or additional disabilities
- C.11.b: Understands his/her values, strengths and challenges (i.e., self-awareness)
- C.11.c: Identifies with his/her community and culture
- C.11.d: Demonstrates problem-solving and choice-making skills
- C.11.e: Identifies personal, educational and professional goals
- C.11.f: Describes his/her goals to others
- C.11.g: Makes progress towards obtaining goals
- C.11.h: Self-advocates for preferred accommodations (i.e., communication, alternate print media, orientation and mobility)
- C.11.i: Understands age-appropriate service delivery systems, and how to access these systems
- C.11.j: Identifies with his/her community and culture
- C.11.k: Other (please describe):

**C.12: The child's/youth's participation in play or recreation and leisure has increased.**

- C.12.a: Participates in age-appropriate play (i.e., isolated, cooperative, representational) related to his/her preferences
- C.12.b: Participates in an array of home-based, age-appropriate recreation and leisure activities (i.e., hobbies, reading, video games) related to his/her preferences
- C.12.c: Participates in age-appropriate community recreation and leisure resources and activities (i.e., library, museums, theater, municipal pool) related to his/her preferences
- C.12.d: Participates in health/fitness activities related to his/her preferences and needs
- C.12.e: Participates in preferred spiritual/religious activities related to his/her/family's preferences
- C.12.f: Appropriately uses AT to participate in recreation and leisure
- C.12.g: Other (please describe):

**C.13: The child's/youth's community participation and independent living skills have increased.**

- C.13.a: Organizes and maintains personal items (i.e., clothing, glasses, toiletries, furnishings)
- C.13.b: Plans healthy meals, grocery shops, and prepares meals
- C.13.c: Cleans and maintains living space
- C.13.d: Selects appropriate attire (i.e. setting, weather, activity)
- C.13.e: Demonstrates fiscal management and banking skills
- C.13.f: Demonstrates knowledge and use of available community living options (i.e., supported apartments, independent living centers, independent home rental/ownership)
- C.13.g: Demonstrates knowledge and use of public transportation options
- C.13.h: Uses the telephone and other electronic communication
- C.13.i: Demonstrates knowledge related to practicing safe sex
- C.13.j: Demonstrates knowledge and use of public health care facilities
- C.13.k: Demonstrates knowledge and use of personal safety strategies
- C.13.l: Appropriately uses AT to maintain and improve his/her community and independent living skills
- C.13.m: Other (please describe):

**C.14: The child's/youth's participation in age-appropriate transition activities (0-21) has increased.**

- C.14.a: Appropriately participates in the person centered planning process
- C.14.b: Appropriately participates in his/her transition planning process
- C.14.c: Demonstrates self-determination skills
- C.14.d: Demonstrates new skills needed in the next environment
- C.14.e: Generalizes and maintains learned skills in the next environment
- C.14.f: Other (please describe):

**C.15: The child's/youth's employment and/or post-secondary education experiences have increased.**

***Employment Performance Indicators:***

- C.15.a: Participates in a variety of in-school work experiences
- C.15.b: Participates in a variety of community work experiences
- C.15.c: Participates in a variety of paid and non-paid work experiences
- C.15.d: Participates in career development opportunities
- C.15.e: Indicates job preferences
- C.15.f: Demonstrates work related skills (i.e., problem-solving, specific job tasks, time management)
- C.15.g: Demonstrates appropriate social skills and cultural norms in the work place
- C.15.h: Demonstrates job-seeking skills (i.e., developing a resume, completing applications, interviewing skills)
- C.15.i: Completes work based on identified rate and quality standards
- C.15.j: Demonstrates knowledge of work place safety procedures, health hazards and emergency plans
- C.15.k: Appropriately uses individualized accommodations, modification and supports related to work
- C.15.l: Appropriately uses AT to maintain and improve his/her work skills
- C.15.m: Other (please describe):

***Post-secondary Education Performance Indicators:***

- C.15.n: Demonstrates an understanding of his or her disability
- C.15.o: Demonstrates an understanding of his or her needed supports
- C.15.p: Self-monitors progress in classes
- C.15.q: Fulfills academic requirements for admittance to postsecondary institutions
- C.15.r: Develops career and post-secondary education goals
- C.15.s: Demonstrates self-determination and self-advocacy necessary to pursue his or her post-secondary education plans
- C.15.t: Understands requirements for entering post-secondary institutions
- C.15.u: Obtains assessment and disability documentation that is acceptable to post-secondary institutions
- C.15.v: Demonstrates an awareness of his or her educational rights and what to do if those rights are violated
- C.15.w: Appropriately uses AT to maintain and improve his/her post-secondary education success
- C.15.x: Other (please describe):

**C.16: Other (please list):**

- C.16.a: Other (please describe):
- C.16.b: Other (please describe):

C.16.c: Other (please describe):

C.16.d: Other (please describe):

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## **Family Outcomes & Performance Indicators**

### **F.01: Family members' understanding of the impact of deaf-blindness and additional disabilities on their child has increased.**

- F.01.a: Demonstrate awareness of their child's actual level of vision and hearing loss
- F.01.b: Demonstrate awareness of the impact of deaf-blindness on their child's overall development (i.e., social, emotional, cognitive, motor) and learning
- F.01.c: Demonstrate awareness of the need for specialized services and instruction to address their child's deaf-blindness
- F.01.d: Demonstrate awareness of the "isolation" caused by deaf-blindness and the need to cultivate relationships and communication partners for their child
- F.01.e: Demonstrate awareness of the impact of deaf-blindness on the child's identity and self-esteem
- F.01.f: Other (please describe):

### **F.02: Family members demonstrate increased empowerment, advocacy and leadership skills.**

- F.02.a: Use effective communication techniques when advocating for services
- F.02.b: Engage in positive involvement with the school and community and participate as equal partners
- F.02.c: Advocate for the use of appropriate research-based practice with their child
- F.02.d: Identify gaps in their child's services and steps to follow if services are not being provided
- F.02.e: Participate in planning for needed services for their family, child or others
- F.02.f: Demonstrate knowledge of local, state and federal resources and initiatives and how these relate to their child
- F.02.g: Demonstrate knowledge of deaf-blind project services and the referral process
- F.02.h: Demonstrate knowledge of the state Part B deaf-blind classification criteria requirements
- F.02.i: Understand service provider's competencies, roles and responsibilities
- F.02.j: Access a variety of sources and information to explore services and rights
- F.02.k: Other (please describe):
- F.02.l: Know their rights and responsibilities as they relate to their child's services
- F.02.m: Aware of different service options and types of services, how they may be accessed, and can evaluate and choose between services for their child

**F.03: Family members' participation in the planning, development and implementation of their child's intervention and instruction has increased.**

- F.03.a: Demonstrate knowledge of IDEA and the IFSP/IEP process
- F.03.b: Participate in the planning of goals, objectives, related services and accommodations for their child
- F.03.c: Discuss current assessment information (i.e., standardized, curriculum based, person-centered plans) with team members to understand the child/student's strengths and needs
- F.03.d: Share additional child specific information (i.e., medical, MAPs, family goals) with all team members prior to IFSP/IEP meeting
- F.03.e: Understand the impact of the child's/youth's hearing and vision losses and other disabilities on intervention or educational needs
- F.03.f: Discuss and recommend effective strategies appropriate for their child
- F.03.g: Consistently implement family-related IFSP/IEP activities within home and community settings
- F.03.h: Other (please describe):

**F.04: Family members' understanding and participation in person centered planning for their child has increased.**

- F.04.a: Demonstrate knowledge of process and tools to use in PCP
- F.04.b: Participate in the PCP process
- F.04.c: Include extended family members as active participants in the PCP process
- F.04.d: Include non-paid individuals (i.e., friends, community members) as active participants in the PCP process
- F.04.e: Facilitate the PCP process
- F.04.f: Use strategies to maintain the PCP team and review/revise the PCP maps or plans
- F.04.g: Decision-making incorporates information gained from PCP (i.e., developing educational objectives, transition planning)
- F.04.h: Other (please describe):

**F.05: Family members' use of self-determination strategies with their child has increased.**

- F.05.a: Understand the impact of parenting styles, values, and decision-making on self-determination
- F.05.b: Understand the impact of their child's vision, hearing and/or additional disabilities on self-determination
- F.05.c: Understand their child's communication system and its implications for self-determination
- F.05.d: Understand their child's strengths and needs and their impact on self-determination
- F.05.e: Understand the conditions that promote and challenge self-determination. (i.e., religious preferences, family culture, values, economic situation)
- F.05.f: Provide opportunities to their child for problem-solving and making choices

- F.05.g: Implement strategies to increase self-awareness (i.e., how to identify and communicate values, strengths, challenges and culture)
- F.05.h: Assist child/youth to identify personal, educational and professional goals
- F.05.i: Provide opportunities to access information, service delivery systems and community resources
- F.05.j: Provide opportunities to participate in civic activities
- F.05.k: Demonstrate support of self-determination efforts through acknowledgement and/or respectful redirection
- F.05.l: Recognize and arrange opportunities for their child to practice and demonstrate self-determination
- F.05.m: Other (please describe):

**F.06: Family members' use of effective communication strategies with their child has increased.**

- F.06.a: Understand expressive and receptive communication concepts and the array of language and communication skills
- F.06.b: Aware of the need for an individualized communication system for their child
- F.06.c: Provide opportunities for receptive and expressive communication attempts
- F.06.d: Respond to and reinforce the child's expressive communication attempts
- F.06.e: Use appropriate communication system(s) across environments
- F.06.f: Provide access to and uses AT to maintain and improve communication and language
- F.06.g: Other (please describe):

**F.07: Family members' understanding of research based and/or promising effective practices has increased.**

***Demonstrates awareness of research based and/or promising effective practices related to:***

- F.07.a: Deaf-blindness and severe disabilities
- F.07.b: Comprehensive and ongoing assessment strategies
- F.07.c: Positive behavioral supports
- F.07.d: Motor development and positioning
- F.07.e: Orientation and mobility
- F.07.f: Self-care skills
- F.07.g: Cognitive development
- F.07.h: Academic and literacy skills
- F.07.i: Social interactions
- F.07.j: Participation in play or recreation and leisure activities
- F.07.k: Community and independent living skills
- F.07.l: Age-appropriate transition planning (0-21)
- F.07.m: Post-secondary transition

F.07.n: Implement research based and/or promising effective practices related to their child

F.07.o: Other (please describe):

F.07.p: Adaptive equipment, accommodations and modifications relevant to their child

**F.08: Family members' ability to create networks and support has increased.**

F.08.a: Aware of opportunities to network with others

F.08.b: Network with other families locally, in-state and/or nationally

F.08.c: Gain knowledge of resources from other families

F.08.d: Share knowledge of resources with other families

F.08.e: Use positive problem solving skills to address day to day demands

F.08.f: Other (please describe):

F.08.g: Understand the impacts of having a child with deaf-blindness in their family

F.08.h: Provide support to siblings

F.08.i: Use individual and family strengths to address family needs

F.08.j: Use techniques that reduce stress, guilt and isolation

F.08.k: Build positive relationships with extended family members and/or professionals

F.08.l: Participate in family and support organization(s) related to their child's disability and family needs

**F.09: Family members' use of effective teaming skills with professionals has increased.**

F.09.a: Demonstrate shared value and purpose

F.09.b: Demonstrate consensus decision-making

F.09.c: Understand shared meeting process and norms (i.e., agenda, time keeper, facilitator)

F.09.d: Use positive problem solving, collaboration and open communication

F.09.e: Understand issues related to professional role release

F.09.f: Supports the inclusion of paraprofessionals on the team

F.09.g: Commits to necessary face-to-face meeting time with the team

F.09.h: Report an increase in satisfaction with professional partners

F.09.i: Other (please describe):

**F.10: Family members' skills in facilitating their child's learning and development has increased.**

F.11.a: Provide a safe, nurturing and stimulating environment

F.11.b: Encourage their child to explore his/her environment (home/community)

F.11.c: Foster their child's participation in family activities (i.e., leisure, chores, community activities)

F.11.d: Provide opportunities for child to interact with family, friends and community members

- F.11.e: Communicate often with service providers to ensure consistent use of communication and instructional strategies
- F.11.f: Use modifications and accommodations, both instructional and environmental, identified for the child
- F.11.g: Provides opportunity for choice making throughout the day (i.e., meals, clothing, recreation activities)
- F.11.h: Teach and model socially appropriate behavior (i.e., frustration, pleasure, anger)
- F.11.i: Use their child's adaptive equipment
- F.11.j: Other (please describe):

**F.11: Family members' use of assistive technology (AT) to enhance their child's quality of life has increased.**

- F.12.a: Demonstrates knowledge of their child's needs
- F.12.b: Understands how to access AT
- F.12.c: Participates in their child's AT assessment
- F.12.d: Supports the use of the least intrusive or intensive devices
- F.12.e: Uses assistive devices identified for their child throughout the day
- F.12.f: Other (please describe):

**F.12: Other (Please Specify).**

- F.10.a: Other (please describe):
- F.10.b: Other (please describe):
- F.10.c: Other (please describe):
- F.10.d: Other (please describe):

## **Systems Outcomes & Performance Indicators**

### **SYS.01: Leadership and advocacy needed for systems change and/or capacity building has increased.**

SYS.01.a: Demonstrates advocacy and leadership by one or more participating agencies/organizations

SYS.01.b: Promotes shared value and purpose

SYS.01.c: Demonstrates use of effective teaming strategies

SYS.01.d: Demonstrates use of effective facilitation skills

SYS.01.e: Other (please describe):

### **SYS.02: Long-range planning to identify strategic actions needed for systems change and/or capacity building has increased.**

SYS.02.a: Includes relevant stakeholders with authority to commit, or request agency commitment, the needed resources

SYS.02.b: Uses formative and summative information in the development of the strategic actions

SYS.02.c: Identifies collective beliefs and mission

SYS.02.d: Uses a systematic approach to planning, such as logic modeling

SYS.02.e: Identifies and describes strategic actions and collaborative activities

SYS.02.f: Commits Interagency time, personnel and resources needed for implementation of the strategic actions

SYS.02.g: Coordinates efforts and reduces duplication

SYS.02.h: Describes and provides identified technical assistance to implement the strategic actions provided

SYS.02.i: Uses formative and summative evaluation information for determining revisions and achievement of outcomes

SYS.02.j: Other (please describe):

### **SYS.03: The implementation of strategies needed to support system's change and/or capacity building has increased.**

SYS.03.a: Develops and implements revised or new policies, procedures, interagency agreements, regulations or statutes

SYS.03.b: Identifies and coordinates existing funding and non-fiscal resources

SYS.03.c: Allocates new funding and non-fiscal resources

SYS.03.d: Develops or revises needed products and materials

SYS.03.e: Implements needed personnel development strategies

SYS.03.f: Disseminates information needed to market, promote and implement the activities

SYS.03.g: Other (please describe):

**SYS.04: The use of formative and summative evaluation of the systems change and/or capacity building has increased.**

- SYS.04.a: Uses evaluation process and instruments sensitive to the cultural and linguistic characteristics of the participants
- SYS.04.b: Uses evaluation process and instruments sensitive children and families
- SYS.04.c: Uses participant demographic data
- SYS.04.d: Uses satisfaction measures
- SYS.04.e: Uses awareness, knowledge or skills measures
- SYS.04.f: Uses fidelity measures to document appropriate and ongoing implementation
- SYS.04.g: Uses outcomes measures
- SYS.04.h: Monitors timeline and responsibilities
- SYS.04.i: Addresses cost effectiveness
- SYS.04.j: Uses formative and summative evaluation information for ongoing feedback and continuous improvement
- SYS.04.k: Disseminates evaluation results of the systems change or capacity building activities
- SYS.04.l: Other (please describe):

**SYS.05: The capacity of the State/Multi-state Deaf-Blind Project to provide technical assistance and training to families and service providers has increased.**

- SYS.05.a: Develops and maintains a system to collect and analyze basic demographic information on the children in the state (i.e., census)
- SYS.05.b: Uses a comprehensive needs assessment process to identify TA needs
- SYS.05.c: Establishes collaborative relationships to increase available resources and decrease duplication of activities
- SYS.05.d: Demonstrates effective program administration and grant management skills
- SYS.05.e: Involves families in the planning, implementation and evaluation of activities
- SYS.05.f: Uses a comprehensive planning process for technical assistance and training
- SYS.05.g: Uses effective technical assistance and training delivery strategies
- SYS.05.h: Uses research-based effective practices related to deaf-blindness and/or low incidence disabilities
- SYS.05.i: This item intentionally left blank
- SYS.05.j: Initiates, participates in, and/or facilitates systems change activities at the local, state or national level
- SYS.05.k: Other (please describe):
- SYS.05.l: Develops and maintains early identification and child find activities which are integrated into the state Part B and Part C child find activities

**SYS.06: The capacity of a new and/or existing family organization to meet the identified needs of families has increased.**

SYS.06.a: Increases in membership

SYS.06.b: Increases in the diversity of the organization's membership (i.e., geographic locations, children's' disabilities, ethnic)

SYS.06.c: Conducts and is guided by long-range strategic planning activities (i.e., missions, goals, and objectives)

SYS.06.d: Identifies leaders

SYS.06.e: Provides opportunities for leadership development

SYS.06.f: Secures funding and establishes fiscal management procedures

SYS.06.g: Collaborates with other family resources

SYS.06.h: Conducts performance and outcome evaluation activities

SYS.06.i: Disseminates information related to family support activities

SYS.06.j: Other (please describe):

SYS.06.k: Develops and implements marketing and public relation strategies

**SYS.07: The capacity of the State/Multi-state Deaf-Blind Project to evaluate technical assistance and training to families and service providers has increased.**

SYS.08.a: Develops and implements an outcomes-based evaluation model

SYS.08.b: Uses formative and summative evaluation information for ongoing feedback and continuous improvement

SYS.08.c: Uses participant demographic data

SYS.08.d: Uses satisfaction measures

SYS.08.e: Uses awareness, knowledge or skills measures

SYS.08.f: Uses fidelity measures to document appropriate and ongoing implementation

SYS.08.g: Uses outcomes measures

SYS.08.h: Aligns project outcomes with state standards

SYS.08.i: Other (please describe):

**SYS.08: Other (please describe)**

SYS.07.a: Other (please describe):

SYS.07.b: Other (please describe):

SYS.07.c: Other (please describe):

SYS.07.d: Other (please describe):

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