**DB Summit July 20, 2014**

**Intensive TA Concurrent Session**

**Petroff & McNulty**

**Opening**

Jerry began with talking about levels of TA, with references to Horner and Fixen and posted definitions of Universal, Targeted and Intensive

Exercise for each of the participants was to identify on a checklist, the types of TA provided by state. There were some suggestions that centered on changes to the form:

There should be collaborative effort to achieve shared understanding of types of TA

Discussion on the differences between coaching and consultation

**Challenges? What are the Issues?**

Difficult to meet the need for requests for Int TA within a project.

Difficulty measuring effort and effect.

Tracking fidelity of implementation is always an issue.

Is the communication of OSEP definition of Int TA the same for all states?

Depending on where project is housed, (State Dept of Ed, University, UAP, Private Institution) there are big differences represented by the particular system in terms of the possibility of access to schools and other places where children are educated.

When Int TA is anchored to a particular child and around a team, when the child moves to another school, the TA has to start all over again.

Empowering parents to bring about change is important for a system supported by TA efforts.

Clear understanding with SEA’s is often difficult.

Transition component needs to be in Intensive TA agreement.

Applicability of consultant model to Int TA gets muddied by concepts of TA versus direct service.

Need universal language for all state db projects to talk about TA activities and range of services.

If as a provider you can’t meet all tenets of Int TA can you triage based on what will result in meaningful outcomes?

Need defined outcomes if we are going to get to Int TA.

Question of equity with Int TA. If so much time, for example the agreement to make four visits to a child/team, is allotted to one child, there are many instances in which the needs of others requesting TA go unmet.

**Partnering to Address Common Challenges and Using the National Network**

As a network, figure out how to measure TA uniformly.

Revisit the OPI’s.

Develop conversation around intensive TA for new state projects.

Pilot training dollars from OSEP to train new staff who are coming up on providing TA.

Hold National webinar to continue the conversations around Intensive TA

Provide Intensive TA on Intensive TA.

Need to document the extent to which projects don’t have resource to do Int TA with equity across the project. Maybe Int TA is not something that state projects can offer.