

**Work Group #2- Technical Assistance Delivery**

**Facilitators: Maurice Belote and Peggy Malloy**

**Session Attendees:**

Stacy Aguilar, CA

Lyn Ayer, OR

Maurice Belote, CA

Mark Campano, Delaware

Ellen Condon, Montana

Jessica Edmiston, Alabama

Robin Greenfield, Idaho

Toni Hollingsworth, MS

Sue Ann Houser, PA

Katie Humes

Pam Hunt, CA

Beth Kennedy, MI

Lisa Lawter, OK

Molly McLaughlin, NM

Rose Moehring, SD

Emma Nelson, VT

Sherri Nelson, ND

Gina Quintana, CO

Cindi Robinson, AZ

Gretel Sampson, Utah

Matt Schultz, TX

Jan Serak, Region 4 PTAC, WI

Emily Taylor-Snell, FL/ VI

Lauri Triulzi, DC

Martha Veto, GA

Sandra Warren, NC

Joni Whitener, AR

Megan Cote, NCDB

Peggy Malloy, NCDB

"Technical assistance when it works can be a beautiful thing but when it doesn't work it's dreadful.

That's the importance of today." Maurice Belote

**There are 4 components to this model:**

1) Exploration

2) Installation

3) Initial Implementation

4) Full Implementation

**Exploration Phase:**

* One of the biggest phases
* Involves assessing the problem and determining the level of the intensity of TA
* Determining whether the identified needs can be met by TA
* Figuring out a solution (always done with a partner)
* Potential solutions
* Selecting and describing the program to be implemented
	+ SISEP has a process for identifying intervention descriptions
* If needed, adapt the program to better fit the child and family
* Assessing readiness - are people motivated, individual capacity and general capacity
* Identifying people involved in TA
* Obtaining buy-in from team members
* Building relationships

**Discussion Questions for Each Section of the Document:**

1) Are the elements in the section reflective of what you know about TA support for implementation related to children who are deaf-blind? Is anything missing?

* There is a problem in the field because folks are reluctant to admit that something's wrong
* Sometimes new information comes forward and new information needs to be shared
* Sometimes people don't know what they don't know
* Parent pushed TA requests are not good because the team doesn't want you there
* When parent gets training and goes to advocate, sometimes it disrupts the system, but if the teacher is good they should rise to the occasion
* On a good day we feel like used car salespeople
* If you hit the belief system then you've hit the mark
* Relationship piece is really important - if you help solve a problem with them then you get buy-in
* Finding something to praise them about and then build from there is important
* You cannot replace what's happening - you have to build from where they are
* Ask them "what it is that you want to see be different at the end of our time together?"
* Finding something to compliment them on and then say "what I'm thinking is down the road we want\_\_\_"
* The goal is to always make sure there's follow-up to ensure implementation. Starts with the identified issue and then layers in other things you see as team needs. Motivation for follow through is really important, so it helps to narrow down the # of things you ask people to focus on.
* When teams have a crisis, they are motivated but as TA providers then we are always putting out fires. So structure through action planning has helped the local teams calm down and get change.

2) What tools and resources are needed to support the activities in this section?

* Having some content specific training related to needed content and then supporting TA around the content
* The IEP can become a planning tool - discuss the goals and the needs related to the goal and then create a plan, schedule and list of what they are going to do. This usually results in the team modifying the IEP themselves based on the knowledge.
* Make sure to include parents in the stakeholder list and change the word "affected" to "involved" in the child change draft.
* Communication Matrix and Action Planning form
* Videos showing what the kid can do
* Team creates case studies and then presents them
* Tools the SEA uses

3) How can information in the section inform state deaf-blind project practice?

**Installation:**

* Developing a TA plan
* Elements to include in the plan are all the details - the overall organizational plan - trainings, coaching, and having a good communication plan that keeps all stakeholders involved in updates
* Formalized plan via TA agreement and start implementation
* (Hexagon plan should be included)
* Creates a schedule and then everyone signs it - teacher, principal, and SPED director as well as parents. Paraprofessional and teacher at a minimum have to be at the trainings.
* One state’s strategy involve inviting 10 teams for a 2-day summer training where they do simulation activities, learn about communication, and make profiles of their students. At the end they decide on 3 things that they want follow-up on. State project writes up a plan and takes it to the administrator to share and get his or her confirmation.
* In KS they use the DMP process and on-line learning modules on DB to do the following: create action plans, train and measure teacher outcomes, and measure child change. The DMP sites have helped ease transitions from teacher to teacher, school to school, state to state and grade to grade.

**Initial Implementation:**

* Where TA strategies are located.
* Links to tools, useful strategies, capturing TA stories
* Maintaining communication
* Process evaluation

**What's missing from this section?**

* Readiness tools - can also be a way to re-evaluate
* SPDIG - PBS evaluates if they are ready for action planning and implementation- it also helps measure pre and post and the tool does the talking.
* Melanie - they provide TA a little differently - they use a self-assessment tool around areas of need and use a rubric and id where they are on the rubric. At the end of the year they go back and check results. They have 10 liaisons each on one focused child. It's very culturally sensitive.
* Melanie will share the rubric they use with the group.
* Everyone wants resources to be shared and they should be searchable and downloadable on the child TA doc.

 **How can this impact your project?**

* This process will hopefully help with common language and ways of collecting data for our APRs
* Mark and Sam will both attend the fidelity of TA training

**Full Implementation:**

* Evaluation
* 3 kinds of evaluation- fidelity of TA, participant fidelity, assessing child outcomes
* Learning from experience and what implications there are for other state DBPs
* Sharing successes
* Implementation Drivers & Leadership Drivers overlap a lot with TA strategies
* Is the way you are doing TA consistent with good TA practice?
* The big question is how do you measure the fidelity of TA?
* As TA providers we look at how effectively we've been implementing
* Look at whether the things identified in the action plan are being implemented with fidelity.
* Video can be an important way to measure fidelity

**Sharing Successes and Planning for the Future:**

* Martha said that she invites teams to come and present with her
* Sharing at their own professional development afternoons in their district or school
* DMP allows for training of receiving teams and smoothing the transition
* Wiki transition portfolios