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ABSTRACT

This federally funded Delaware project was designed to provide systematic, periodic consultation and technical assistance statewide to staff serving children and youth who are deaf-blind; provide inservice training activities for staff; provide at least two statewide parent meetings; and develop and conduct summer training institutes on major topics related to deaf-blindness so that professionals may acquire essential knowledge for classroom application. Underlying factors related to service delivery are discussed, including lack of qualified applicants for teaching positions, attrition, increased demands resulting from the least restrictive environment initiative, the varied and complex needs of children who are deaf-blind, distribution of students and service providers, limited number of personnel with expertise, and teacher certification. Project activities, achievements, and challenges are then outlined. An appendix, which makes up approximately half the project report, offers a historical overview of special education in Delaware for children with deaf-blindness, project statistics, evaluation data, background information on the Cooperative Interagency Team for Delawareans with Deaf-Blindness, and administrative forms. (JDD)

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ED354676

FINAL REPORT

For Funding Under
Services for Deaf-Blind
Children & Youth

Federal Grant # H0 25A 00001

TECHNICAL ASSISTANCE TO
SERVICE PROVIDERS FOR
DEAF-BLIND CHILDREN & YOUTH
IN DELAWARE

Submitted: December 1992
Delaware Program for the Deaf-Blind
and Delaware State Department
of Public Instruction

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TABLE OF CONTENTS

Grant # HO 25A 00001

I Project Goals and Objectives..... 1

II Basis for the Project and Underlying
Factors Related to Service Delivery..... 3

III Activities, Accomplishments and Challenges..... 12

IV Evaluation..... 20

V Conclusion..... 21

VI Further Information..... 23

VII Executive Summary..... 24

Assurance Statement..... 26

Appendix..... 27

I. PROJECT GOALS AND OBJECTIVES

The goal of this Project was to have increased direct, positive impact on the learning and development of children and youth who are deaf-blind through the provision of specialized service via the Delaware Program for the Deaf-Blind in cooperation with local school districts and agencies. The major objectives were as follows.

(I) To provide systematic, periodic consultation and technical assistance statewide to staff serving children and youth who are deaf-blind so that:

- Delaware's public and private agencies may deliver appropriate services effectively.
- professional and paraprofessional staff will have access to resources and opportunities to acquire the necessary knowledge, skills and sensitivity for successful specialized and/or integrated instruction.
- parents will be active participants in the development and implementation of programming for their children and themselves.
- students who are deaf-blind may have access to a range of educational, vocational and recreational activities and opportunities for interaction with peers.

(II) To provide inservice training activities for staff serving (or likely to serve) children and youth who are deaf-blind so that:

- parent-child and home-based programming will be implemented in Sussex County.
- professional and paraprofessional staff will acquire and/or upgrade their knowledge and skills related to deaf-blindness and specialized instructional techniques.

(III) To provide at least two statewide parent meetings so that:

- parents may acquire coping, adaptation and special parenting skills made necessary by a child's deaf-blindness and special individual needs.
- parents and staff may interact and discuss relevant issues and cultivate the parent-professional partnership.

(IV) To develop, staff and conduct Summer Training Institutes on major topic(s) related to deaf-blindness so that professionals may acquire essential knowledge for classroom application.

II. BASIS FOR THE PROJECT AND UNDERLYING FACTORS RELATED TO SERVICE DELIVERY

This Project (Grant #HO 25A 00001) was proposed and approved in 1989, based upon assessment of the existing service delivery system via the Delaware Program for the Deaf-Blind in cooperation with local school district services, and that system's ability to be responsive to the needs of Delaware's students (birth to 21 years) who are deaf-blind.

The Delaware Program for the Deaf-Blind (Program) had been in operation for more than ten years. It had acquired a solid reputation of service at all levels; student programming, teacher support and supervision, professional development, administrative cooperation, identification and sharing of resources, and parent involvement. Since the Program's inception, significant progress had been made in the delivery of services for children and youth who are deaf-blind. See Historical Overview of Program in Appendix (1). However, in 1989, the Program was facing a critical point at which the expanding demands for direct service and technical assistance competed for the time and effort of available experienced Program staff. It was determined that despite extensive, mandated financial support at the state and local levels, federal assistance would be an essential factor in enabling the Program to continue to respond effectively to the demands for technical assistance. Such technical assistance was designed to have direct impact on the learning and development of students who are deaf-blind, and to alleviate the following factors which were evident on a statewide basis.

- 1) Lack of qualified applicants for teaching positions.
- 2) Attrition.
- 3) Increased demands resulting from the LRE initiative.
- 4) The varied and complex needs of children who are deaf-blind.

- 5) Distribution of students and service providers.
- 6) Expertise for serving those who are deaf-blind resides in a few people who can provide technical assistance and are cognizant of local conditions.
- 7) Certification.

Each of the factors above had presented obstacles on numerous occasions, to the management of effective service delivery throughout the state. The existence of one or more of the factors was likely to impose severe limitations on the ultimate development of student(s) as elaborated below.

1) Lack of qualified applicants for teaching positions

Relatively few training programs exist (none in Delaware) which prepare teachers of the deaf-blind. One graduate of a five year program at Michigan State University was hired in 1987. She was the first fully qualified teacher of the deaf-blind hired in Delaware in eight years. During that same period, qualified teachers of the hearing impaired took graduate courses in visual impairment at the Pennsylvania College of Optometry to become qualified as teachers of the deaf-blind. Currently, three teachers are enrolled in that course of study.

In 1989, two vacancies were advertised nationally by the Christina and Seaford School Districts. The Christina School District sent out 400 notices regarding a desirable position at M.S. Sterck School for the Hearing Impaired teaching three elementary children who are deaf-blind. To support this nationwide personnel search, the Delaware Program for the Deaf-Blind advertised the same vacancy by sending out more than 50 letters with program information to coordinators of specific training programs. No fully qualified teachers applied. An experienced teacher of the hearing impaired was hired and she needed ongoing support in 1989-90 to assure the effectiveness of individual student programming. The Seaford School District

did similar postings for the second position; an exiting opportunity in a regular school. Only three applications were received. All of the applicants lacked qualifications in deaf-blindness; only one, a teacher of the visually impaired, had the essential skills and experience of most immediate need. While he is capable of providing technical assistance related to blindness for the regular education staff, he himself has needed extensive support to incorporate critical knowledge about deafness and the impact of progressive hearing impairment.

In 1991, the position of State Coordinator for the Program remained vacant for a full eight months while the Christina School District conducted a nationwide search.

2) Attrition

Attrition is a natural phenomenon in any program which is labor intensive. However, its effects are more dramatic when most staff have been trained on the job. During the last ten years, Program staff has been lost for the following reasons.

- Transfer of spouses.
- Maternity and childcare leave. (Note: The Technical Resource Assistant hired through this Grant has been on leave since March 1992.)
- Transfer to instructional assignments to alleviate "burn out" and/or to more evenly balance home and work responsibilities.
- Employment in an administrative position in another state.
- Relocation to be near families.
- Enrollment in graduate training.
- Pursuit of alternate types of work. (Note: The qualified teacher hired in 1987 resigned as of June 1991, after four years of service).

Preventive measures are taken by the State Coordinator who works extensively with Program staff and their administrators, providing personal and professional support and guidance, exploring and defining creative solutions to the management of instruction, establishing priorities, and designing staffing patterns. However, such measures do not eliminate attrition.

3) Increased demands resulting from the LRE initiative

The prevailing emphasis of the LRE initiative has significantly increased the scope of this Program. Children who are deaf-blind are much more likely to be served within their districts of residence rather than in a single special program site. Parents and professionals are seeking more natural environments for preschool aged children and infants. This increases home-based services or combines home and center-based services with parent involvement and training. In 1979, the Delaware Program for the Deaf-Blind provided services for students in six classrooms at five schools and an institution. In 1989, the number of students served by the Program was similar, but the number of classrooms had increased to more than 23. This pattern of expanding placements has continued. Students are now served in a variety of schools (special, elementary, intermediate, high and vocational-technical) throughout the state. The resulting expansion of staff providing direct services/instruction for students who are deaf-blind has created substantial challenges in assuring delivery of adequate expertise, support and monitoring. Inservice training was and is a critical component. See Table I: Statewide Distribution of Students and Their Service Sites, Page 7.

STATEWIDE DISTRIBUTION OF STUDENTS AND THEIR SERVICE SITES
Table # 1

<u>School District</u>	<u>School</u>	<u>No. of Students</u> 1990/1991/1992			<u>Program Overview</u>
Brandywine	Charles W. Bush	1	1	1	Serving students who have severe/profound and orthopedic handicaps. Emphasis on functional living skills.
Christina	Sterck	6	9	11	Serving students who are hearing impaired, including parent/infant homebased programming. Situated on same site as a regular elementary (K-3) and middle (7-8) school with access by hallway. Extensive mainstreaming program at all levels through high school within the local and vocational-technical school districts.
	Casimir Pulaski Middle School	0	1	1	Serving students who have moderate/severe/profound handicapping conditions in regular elementary (4-5) grades. Emphasis on age appropriate integrated learning, community based activities and functional programming.
Red Clay Consolidated	Meadowood	3	1	0	Serving students who have moderate/severe/profound handicapping conditions and developmental delays. Situated on same site as a regular elementary (K-2) school. Emphasis on integrated learning and functional programming for preschool aged children. Has a YMCA Giant Step and Tot Lot program operating in the school for integrated activities.
	Forest Oak (Meadowood)	3	2	2	Serving students who have moderate/severe/profound handicapping conditions and regular elementary (K-2) grades. Emphasis on age appropriate integrated learning and functional programming.

<u>School District</u>	<u>School</u>	<u>No. of Students</u> 1990/1991/1992			<u>Program Overview</u>
	Mote Elementary (Meadowood)	3	1	1	Serving students who have moderate/severe/profound handicapping conditions and regular elementary (4-5) grades. Emphasis on age appropriate integrated learning, community base activities and functional programming.
	H.B. duPont Middle (Meadowood)	1	1	2	Serving students who have moderate/severe/profound handicapping conditions and regular middle (6-8) grades. Emphasis on age appropriate integrated learning, community based activities and functional programming.
	Dickinson High School (Meadowood)	2	2	2	Serving students who have moderate/severe/profound handicapping conditions and regular high school (9-12) grades. Emphasis on community based age appropriate integrated learning instruction, vocational exploration and preparation, and transition to adult services.
Capital	Kent County Orthopedic School	5	5	4	Serving students who have severe /profound and orthopedic disabilities. Attached to a regular middle school (5-6) with some mainstreaming activities.
	Preschool Diagnostic and Developmental Education Nursery	0	1	1	Serving preschool children with significant developmental delay. Provides educational and developmental programs. Gives support/instruction to parents as well as social/medical referrals if needed.
Caesar Rodney	Charlton	0	0	1	Serving students who have severe /moderate disabilities (birth to 21 years). Emphasis on functional and vocational programming.

<u>School District</u>	<u>School</u>	<u>No. of Students</u> 1990/1991/1992			<u>Program Overview</u>
Cape Henlopen	Harbor House	0	0	1	Serving children with multiple disabilities and extensive, long term health/medical care needs in a pediatric section of a nursing home.
Indian River	Howard T. Ennis	12	11	9	Serving students who have moderate/severe/profound handicapping conditions. Emphasis on functional and vocational programming with home-based early intervention. Project Merge for increased integration in regular school settings, including two elementary sites, one high school site and one community college site. Transition to adult services provided.
Seaford	Frederick Douglass Intermediate	1	0	0	Regular elementary (4-5) grades.
	Seaford Middle	0	1	1	Regular grades (6-8)
	Seaford High	1	1	1	Regular high school (9-12) grades.
Independent	Wilmington Friends	1	1	1	Regular grades (preschool-12)

4) The varied and complex needs of children who are deaf-blind

In 1979, the students served by the Delaware Program for the Deaf-Blind ranged in age from four to sixteen years. In 1989, the current students ranged in age from less than two to twenty years, with a broad range of functioning which includes students who are also gifted. In the 1990s, referrals are often made in the first year of life. Each student has combined, but varied hearing and visual impairments with other disabilities/abilities and unique characteristics

which require the cooperative efforts of an interdisciplinary team for cooperative efforts of an interdisciplinary team for the effective development and implementation of appropriate and functional programming. Creativity and openness in looking at this specialized instruction and learning are essential. This requires communication and sharing among Program staff and between staff and parents.

5) Distribution of students and service providers

Students are located at different schools throughout the state (See Table I). This results in the restriction of Program staff contact with other professionals providing similar services. The distribution also limits parent interaction and parent-to-parent support. The State Coordinator must allocate substantial time for travel to provide essential technical assistance for all service providers and parents. This severely limits the time available to assure timely long-term planning and follow-up on interagency agreements.

6) Expertise for serving the deaf-blind resides in a few key people who can provide technical assistance and are cognizant of local conditions

In general, the necessary expertise and knowledge related to deaf-blindness is available within the state. However, the "experts" are already employed full or part-time staff via state/local funding or are busy at home with young families. There has been insufficient funding to permit the systematic use of such Program staff for peer training without detracting from direct service to the students. No funding has been available for limited use of non-employees. Federal financial support of additional specialists (Technical Resource Assistant, Educational Specialist and Secretary) was definitely needed to maximize technical assistance within the state while maintaining mandated essential direct services through state/local monies.

7) Certification

The system of teacher certification needed to be more in tune with the role of specific teachers and the varied instruction for students who are deaf-blind. In Delaware, certification requirements for a teacher of the deaf-blind do not exist in a single certificate. Generally, certification in hearing impairment and visual impairment is required. This can be disconcerting for teachers with certificate in mental retardation and severe handicaps, who may be working with a very low functioning group of students. The exploration of various certification options or endorsements was needed.

The Program already existed as a statewide educational service operating in conjunction with local school districts and various specialized agencies. The Project provided vital funding and presented a plan of action to maintain and enhance training opportunities for all service providers, to allow for the development of more effective collaboration with other agencies particularly as related to transition to adult support services. This Project, so based, was designed to have direct impact on the lives of students who are deaf-blind and broaden the learning opportunities available to them.

III. ACTIVITIES, ACCOMPLISHMENTS AND CHALLENGES

Description of Project Activities	Highlights of Major Achievements	Particular Challenges
<p>1.0 Throughout the project period, (34 months) staff specified in the proposal(s) were designated and worked closely with administrators and other program staff to implement Project activities; technical assistance and training for service providers (staff, parents and other significant persons). The role of the Project Secretary has been essential in supporting all Project activities and working in partnership with the State Coordinator.</p>	<p>1.1 The Technical Resource Assistant shared her expertise in deaf-blindness and hearing impairment with program staff providing direct service to students who are deaf-blind. She worked with the Educational Specialist to facilitate his acquisition of professional skills beyond his area of experience and training in visual impairment. This enhanced the technical assistance available for regular educators serving two students in their neighborhood (grades 4 into 11) schools.</p> <p>1.2 This cooperative action was critical in the students transitions between schools (intermediate, middle, high) Two presentations on the specific forms of deaf-blindness were made by the State Coordinator and Technical Resource Specialist (9/26 and 10/2/9). The Educational Specialist provided subsequent technical assistance with support in preparation.</p> <p>See Summary of Project staff's services in Appendix (2).</p>	<p>1a Distribution of service sites throughout the state necessitates prioritizing of technical assistance and an organized schedule of contacts to assure follow-through and effectiveness.</p> <p>1b Maternity/child care leave began earlier than anticipated (March 1992) for Technical Resource Assistant. This came at a time when a new State Coordinator was assuming the position of leadership. Technical assistance was covered by creative realignment of skilled program staff capable of meeting specific needs.</p>
		<p>1c A paucity of professionals qualified in the complex, varied needs of children/youth who are deaf-blind continues to exist. This has been evident at the classroom level and in hiring a new State Coordinator.</p> <p>1d Statewide distribution of service providers makes it difficult to foster collegiality.</p>



ACTIVITIES, ACCOMPLISHMENTS AND CHALLENGES

Description of Project Activities	Highlights of Major Achievements	Particular Challenges
<p>2.0 Based upon potential input via direct contact and group meetings, one specific parent workshop was conducted. Other supportive activities were provided in response to individual student and/or family needs. e.g.</p> <ul style="list-style-type: none"> Advertised for a private child care position, advising parents of reasonable job specifications, providing preliminary interviewing of candidates to facilitate parents' selection process, and provided training opportunities for the person hired. Advocated for facilitated access to 1990 YMCA summer camp. This successful activity and subsequent action by parents resulted in an 	<p>1.3 The Educational Specialist's position was transferred from the Project to State/local funding. He continues to provide direct service and technical assistance on a daily, full-time basis and at the intensity essential in maintaining two students in regular age-appropriate classes in their local school district.</p> <p>1.4 Cooperative peer training and team service patterns have been adopted to prevent gaps in skill or service.</p>	<p>1e Support of students who are blind, have progressive hearing losses and are gifted, demands high intensity of professional services, adaptive equipment and technical assistance. Potential for lack of understanding or over-sympathetic treatment exists.</p>
<p>2.1 Parents participated in workshops and inservice training activities. See Table II - Training Activities Page 18.</p> <p>2.2 Inclusion in training activities for staff increased opportunities for parent-professional interacting apart from the IEP process.</p>	<p>2a Emphasis changes within families and time line needed to prepare and present training activities is demanding. This affects the number of participants.</p> <p>2b The spectrum of educational/recreational/vocational/social needs of families and students is so varied that it is difficult to maintain a match of training and supportive assistance. Often parents are unable to value their participation with other parents, especially when training has long term versus immediate application for them.</p>	<p>2c Some parents need special assistance to enable them to participate (e.g. transportation, child care, nursing services, contact with employers).</p>

ACTIVITIES, ACCOMPLISHMENTS AND CHALLENGES

Description of Project Activities	Highlights of Major Achievements	Particular Challenges
<p>after-school program once per week during the 1990-91 school year. The Technical Resource Assistant provided scheduled consultation at the YMCA.</p>	<p>3.1 The Project and program staff provided extensive inservice training in accordance with Project objectives, and needs identified by staff, parents, and State Coordinator. Much training/guidance is offered on an individual basis. See Table II for listing of topics, presenters, dates, and participants. See summaries of evaluation in the Appendix.</p>	<p>3a An immense time commitment is required of Project/program staff, participants and sending agencies. Some administrators refuse to release staff for workshops related to their students' needs.</p>
<p>3.0 As planned for the Project, deployment of the Technical Resource Assistant to provide on-going consultation, enabled the State Coordinator to direct more time and attention to activities related to staff development, vocational services and post-school placement, e.g.</p> <ul style="list-style-type: none"> ● Specific preparation for vocational counselor(s). (Div. of Vocational Rehabilitation and Division for the Visually Impaired) to serve student(s). ● Increased contact with the Regional Field Representative for HKNC to assure additional services for youth who are deaf-blind. This started with a comprehensive tour (Oct.-1990) of most placement sites to orient the Representative to the diverse needs, varied instructional settings, and the State of Delaware. ● Development of a closer working relationship with the Division for the Visually Impaired. This started with a meeting with the Supervisor of Vocational Rehabilitation Services (now the Director) in April 1990 	<p>3.2 Access to and cooperative action with other technical assistance programs and local school districts facilitated and/or supported provision of some training activities e.g.</p> <ul style="list-style-type: none"> - SKI*HI Institute, National Diffusion Network, HKNC, TAC-HKNC, Traces, Delaware Assistive Technology Initiative, LEAs, DVI, Transition Project, DPI (Part D/Perkins) <p>3.3 The Cooperative Interagency Team for Delawareans with Deaf-Blind-</p>	<p>3b Although some funding for substitute teachers was available, substitutes could not be found during the summer of 1992.</p> <p>3c Delay in hiring new State Coordinator (eight months after retirement of former State Coordinator and secretary) caused a gap in the quality and intensity of usual services. New partnerships have been initiated and are requiring "professional nurturing". e.g. new strides are currently being undertaken to develop action and result oriented cooperation with Delaware Assistive Technology Initiative and the Developmental Disabilities Council.</p> <p>3d Adult service providers continue to be unfamiliar with deaf-blindness and the range of capabilities within the population served and the creative and necessary options for</p>

ACTIVITIES, ACCOMPLISHMENTS AND CHALLENGES

Description of Project Activities	Highlights of Major Achievements	Particular Challenges
<p>and her visit to instructional sites in May 1990. The State Coordinator became a member of a team of professionals and parents responsible for the planning and implementation of a Technical Assistance Project funded through the TAC-Helen Keller National Center. This team developed into a standing Statewide Interagency Committee</p>	<p>operates as a statewide standing committee active in determining and effecting critical outcomes for students in transition from school to adult services, further education and community life. See Appendix for membership, mission statement and summary.</p>	<p>service delivery in the community and on the job as well as funding strategies. Redefinition of role(s) of and retraining for service providers within adult agencies is critical to successful, effective transitions.</p>
<p>3.4 A "Transfer Instrument" was developed in Spring 1991 to facilitate the transfer of students to new instructional sites and service teams. Two students actually transferred and both were quickly assimilated into appropriate programming through use of the "Transfer Instrument" and technical assistance. (See Appendix for outline.)</p>	<p>3e Current economic conditions are limiting available opportunities for employment and work experience.</p>	<p>3f Parent's have expressed dissatisfaction in attempts to access appropriate ongoing adult services for their children. The resulting or anticipated frustration impacts negatively on parent/professional interactions and possible student outcomes. Implementing techniques/knowledge acquired in training-up, activities requires follow-up, technical assistance, and/or administrative and staff commitment. For example, following the successful completion of Project INSITE training, participants were eager to initiate required programming and be active members of a cooperative, interagency peer professional group. (See survey and summary of responses in Appendix.x.) However, no funding mechanism was identified</p>
<p>3.5 A presentation on successful mainstreaming of students with deaf-blindness was made by State Coordinator and Educational Specialist in cooperation with HKNC Regional Representative at the National Conference on Deaf-Blindness (March 1992).</p>		

ACTIVITIES, ACCOMPLISHMENTS AND CHALLENGES

Description of Project Activities

Highlights of Major Achievements

Particular Challenges

to hire a part-time, qualified facilitator and program staff were too busy to assume the role. Leadership was lost and implementation is incomplete.

Table # II

TRAINING ACTIVITIES (January 1990 through October 1992)

Note: Summaries of Evaluations and Follow-up Survey(s) are in Appendix III.

TOPIC	DATE	PRESENTER(S)	No. of Participants	Professionals	Paraprofessionals	Parents
Adolescence and the Impact of Deaf-Blindness	3/14/90	Dr. Robert A. Naseef Psychotherapist/Counselor	31	X		X
Orientation to Project Insite Early home intervention for the families of deaf-blind and other multihandicapped sensory impaired infants, toddlers, and preschool children.	5/23/90	Don Barringer Assistant Director Ski*Hi Institute	39	X	X	X
Project INSITE Training	11/28, 29, 30/90 & 2/6, 7, 8/91	Lynn McFarland Teresa McMahan Insite Trainees	21	X		
Usher's Syndrome Workshops	#1-9/12/90 #2-2/11/91	Gail S. Hill Tech Resource Asst	19 12	X X	X X	X
Deaf-Blindness Workshop	1/28/91	Gail S. Hill Antoinette Reed Clare Walker Project/Program Staff	14	X		X
Practical instructional strategies for the implementation of simple technology and increasing the engaged time of students who are deaf-blind.	#1-10/12/90 #2-12/17/90 #3-3/1/91	Johnna Elliott Professor University of Virginia	49 15+ 15+			X



Table # II (Cont'd.)

TRAINING ACTIVITIES (January 1990 through October 1992)

Note: Summaries of Evaluations and Follow-up Survey(s) are in Appendix (3).

TOPIC	DATE	PRESENTER(S)	No. of Participants	Professionals	Paraprofessionals	Participants Include:
Functional Communication Programming for Children/Youth with Deaf-Blindness	6/26,27,28/91	Kathleen Stremel, M.A. Senior Researcher Univ. of Southern Miss.	34	X	X	X
Development of Teaming Skills for Project/Program Staff	11/18,19,20/91	Susan Edelman Vermont Deaf/Blind Center	3	X		
	4/30/92, 5/1/92	Susan Edelman, Janet Stevely, HKNC, Cheryl Kennedy, Traces	9	X		X
National Conference on Deaf-Blindness: Deaf-Blind Services in the 90's	3/23-25/92	Varied presenters	8	X	X	X
Introduction to COACH	#1-5/19/92 #2-5/20/92	Lynn Cleveland I-Team Family Resource Consultant, Univ. of Vermont	5 7	X X	X X	X X
Functional Communication for School Age Children	#1-6/22/92 #2-6/23/92 #3-6/24/92	Kathleen Stremel, M.A. Senior Researcher University of So. Miss.	24 19 14	X	X	X



Table # II (Cont'd.)

TRAINING ACTIVITIES (January 1990 through October 1992)

Note: Summaries of Evaluations and Follow-up Survey(s) are in Appendix (3).

TOPIC	DATE	PRESENTER(S)	No. of Participants	Participants Include: /Paraprofessionals
Assistive Technology in Educational, Vocational & Life Service Planning for People with Hearing and/or Visual Impairments	7/29/92	Sheri Gelvar, Maryland Tech. Assistance Project Sensory Aids Specialist Cynthia Ingraham, HKNC Rep Jim Belanich, HKNC Ann Gasser, Delaware Division of Vocational Rehabilitation Ed Smith, Humanware Inc. Corinne & Carl Jensema, The Conference Center, Inc.	80	X and individuals with disabilities
ISAAC Conference (Facilitated Communication)	8/6/92	Varied presenters	3	X
COACH: Educational Planning for Students with Dual Sensory Impairments	8/10, 11/92	Chighee Cloninger Center for Developmental Disabilities, Univ. of Vermont	15	X X
Nonviolent Crisis Intervention for Disruptive Youth	1-8/31 2-9/1/92	Dominick Squittiere Delaware Autistic Program	21 20	X X X X
Administrative Training	11/19,20/91 10/24-28/92 9/24-26/92	Annual Project Directors Mtg. Interagency Team Building-HKNC-TAC	3 2 1	X X X X X X



IV. EVALUATION

Technical assistance was provided as proposed. See Appendix (2) for overview of Project staff's services. Each training activity was evaluated at its conclusion. Pre-post testing was done for training such as Project INSITE and Summer Institutes. Documentation was provided by the presenters. Satisfaction data was accumulated and disseminated to participants of specific activities. See Appendix (3) for summaries of evaluation. Changes in instructional strategies and IEP development were observed outcomes which had direct impact on students who are deaf-blind, their functioning in school, home and working environments. The latter was the main intent of the project. Challenges identified during the grant period have determined the priorities in the Program's present goals and activities during the post-grant period.

V. CONCLUSION

This Project (Grant # HO 25A 00001) was implemented in accordance with proposed plans and met the stated objectives. The number of technical assistance and training activities far surpassed the expectations, given such a small Project staff, the unanticipated changes in Program/Project staff, and the challenges encountered. It is evident that the technical assistance maintained the high quality and effectiveness which are recognized a feature of activities conducted by the Delaware Program for the Deaf-Blind. The Project was fully integrated into the Program which operates in cooperation and collaboration with numerous schools and various agencies to serve all of Delaware's students (infants, children and youth) who are deaf-blind. This integrated design ensures that the Project would and did have meaningful impact on the students and their service providers including parents.

Despite the Project's success, it is clearly apparent that the need for ongoing technical assistance for service providers will not decline. To meet the inevitable need for specific "state of the art" skills and training of new staff, inservice training activities must continue to be developed based on observed needs and staff input, and must be offered to all staff in each school, not just to those currently serving students who are deaf-blind. Vigilance must be maintained in the identification of potential future professionals among various staffs and in the community. Persons who demonstrate genuine interest and the personal and

professional characteristics suited for the education of children and youth who are deaf-blind must continue to be invited to participate in training workshops, and must receive coaching and guidance.

The required services will vary for students across environments and with time. In addition, needs expressed by parents are very diverse. Such activity and the distribution of a small population throughout the state make it difficult to maintain even a semblance of statewide activities for parents. The Program will continue to function with the philosophy that parents must be encouraged and supported as active participants in the IEP process and other activities at the instructional site(s). **Parent training will be an integral part of the IEP process, in coordination with staff training, and on an individual basis.**

Finally the Project delivered essential technical assistance which augmented direct services for Delaware's students who are deaf-blind. Identification of challenges during the Project has provided a strong foundation for Program staff to specify current objectives and to determine future directions.

VI. FURTHER INFORMATION

Direct contact with the Delaware Program for the Deaf-Blind is encouraged. Major participants in this Project have included the following professionals who may be contacted via the Program office.

Delaware Program for the Deaf Blind
620 E. Chestnut Hill Road
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(302) 454-2305 (State Coordinator)
(302) 454-2302 (Program Director)

F. Eugene Thomure
Program Director

Cherritta Matthews
Project Director

Peggy Lashbrook
State Coordinator

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Technical Assistant

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Former State Coordinator

VII. EXECUTIVE SUMMARY

The Delaware Department of Public Instruction (DPI) was the official applicant for the continuation of funding (via CFDA #84.025A) for this approved 34 months project (Grant #HO 25A 00001). The Delaware Program for the Deaf-Blind administered the project; supervising project staff and conducting project activities.

DPI has established and published guidelines and requirements for providing educational and related services to exceptional children, including those who are deaf-blind, in accordance with state and federal mandates. The Delaware Program for the Deaf-Blind is a statewide educational program providing and facilitating required services. The program is managed by its Director and State Coordinator and is designed as a model for statewide interagency cooperation to maximize the delivery of services. The program has been in existence as a state educational program since 1979 when state services to deaf-blind children (aged from birth to 21 years) were mandated and funding was appropriated.

Administrators are fully certified in accordance with Delaware standards for the management of this special program. Inasmuch as there is no singular certification for a teacher of the deaf-blind in Delaware, instructional staff are certified in one or more areas of special education and are involved in additional training directly related to needs of deaf-blind students. Many staff also have qualifications in areas of regular education. Since its inception, the program has demonstrated its ability to deliver effective technical assistance through inservice training and consultation to staff, parents, and agencies working with deaf-blind children and youth.

The overall goal of this Project was to improve programming and instructional/vocational opportunities available for deaf-blind students

in Delaware. The Project expanded the program's capacity to provide technical assistance and training for direct service providers, i.e. professional and paraprofessional staff, and parents. To do this, Project staff were employed; a Technical Resource Assistant (1 FTE/34 months), a Secretary (.75 FTE/34 months), and an Educational Specialist (.33 FTE/14 months). The Technical Resource Assistant was responsible for delivering technical assistance to service providers at specific sites on a regular, periodic basis under the supervision of the State Coordinator and Director. Based on proposed goals and objectives, Project staff and the State Coordinator designed extensive training activities related to staff, family, and students' needs. Training Institutes were conducted for staff and parents in 1991 and 1992. The secretary made vital contributions to this Project and its systematic operation through the promotion and maintenance of effective communication, preparation of materials, and documentation related to Project activities. Project training activities increased the number of competent and resourceful professionals, paraprofessionals and parents able to deal with the complexities of educating and rearing deaf-blind individuals.

This federal support was critical because the Delaware Program for the Deaf-Blind had reached a challenging stage in its continuing development and needed to be responsive to new directions and leadership in education in Delaware. An ever-increasing number of classrooms/schools/community settings throughout the state are serving students with deaf-blindness and increased the demand for assistance from the Delaware Program for the Deaf-Blind. The Project resulted in substantial benefits to Delaware's children and youth who are deaf-blind, far beyond the actual monetary value of the funding received.

DELAWARE PROGRAMS FOR THE HEARING IMPAIRED AND DEAF-BLIND

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DELAWARE PROGRAM FOR THE DEAF BLIND

This statement is assurance that copies of the final report of Federal Grant # HO 25A 00001, **Technical Assistance to Service Providers for Deaf-Blind Children & Youth in Delaware**, have been sent to ERIC and TRACES.

F. Eugene Thomure, Program Director

APPENDIX

- I Historical Overview**
- II Technical Assistance Data**
- III Training/Workshop Evaluations**
- IV Cooperative Interagency Team for Delawareans with Deaf-Blindness**
- V Transfer Instrument**

APPENDIX I

HISTORICAL OVERVIEW

HISTORICAL OVERVIEW

PROGRAM DEVELOPMENT

The provision of special educational services for children who are deaf-blind has progressed through three stages which can be identified as:

1. Search
2. Supplementary Service
3. Management/Administrative

Stage One, Search, began in 1974. Delaware received initial Title VI-C funding from the Mid-Atlantic-North-and Caribbean Regional Center. A field agent and an aide were employed to disseminate information about deaf-blindness and identify students eligible for services. Close association with the Delaware Learning Resource System ensured a broad professional audience and allowed for the purchase of related books and instructional materials. This stage served to alert professionals to the possible impact of deaf-blindness and the extensive educational needs.

Stage Two, Supplementary Service, the search continued and itinerant instruction was provided for identified students, their teachers and parents. These students were mainly located at the Margaret S. Sterck School for the Hearing Impaired, Stockley Center and Meadowood School. Through increased Title VI-C funding, additional teachers and aides were trained and employed. Records of instructional time, student progress, and travel, soon demonstrated the efficacy of the service and also the need for increased contact and direct instruction. Therefore, full and part-time classes were established in New Castle and Sussex Counties on a resource basis, according to the availability of staff and the willingness of the particular schools and districts. The position of teacher-coordinator was established, and through the energy and enthusiasm of this leadership, professionals and parents were able to show the importance of making services more secure through state legislation and a mandated statewide program.

Stage Three, Management/Administrative, began in July, 1978 with the passage of HB 1007. It became state law for a statewide program to provide educational services for children and youth who are deaf-blind, from birth to twenty-one years of age. A unit count of four was established; that is one teacher and one aide for four children within a district. In addition, provisions were established for the employment of a full-time state coordinator for eight units and funding was included for three related services specialists. However, it was necessary to seek further legislation to clarify HB 1007 and thus realize its intent. In June, 1982, HB 428 and HB 455 were passed and a formula for hiring or contracting specialists was established.

CURRENT PROGRAM

The program is administered for the state through a local school district (Christina) by the Director of Programs for the Hearing Impaired and Deaf-Blind, and is monitored by the Department of Public Instruction. The Christina School District hires the administrative and related service personnel, and any federally funded personnel. Since students are located in various schools throughout the state, teachers and aides are hired by the specific school districts. Therefore, program staff, being part of a school faculty and program, is directly responsible to the building administrator (principal) for daily fulfillment of the job function, and to the State Coordinator of the Program for the Deaf-Blind for instructional programming and reporting, and referral and dismissal of students. Staff consists of: a Program Director (who is also the Director of State Programs for the Hearing Impaired), a State Coordinator, teachers, aides, interpreter-tutors, an occupational therapist (part-time), a speech and language pathologist (part-time) and a secretary. Some related services are provided via contractual agreements with public and private agencies.

APPENDIX II

TECHNICAL ASSISTANCE DATA

DELAWARE PROGRAM FOR THE DEAF-BLIND

TECHNICAL ASSISTANCE SUMMARY

Gail Stallings Hill

1/1/90 to 2/28/91

Type of Service

School	Consultation	Team Meetings	Parent Service	Interagency Liaison	Staff Training
Sterck ,	20	24	24	19	19
Meadowood	46	14	38	7	
Forest Oak	20	2			
Mote	59	16			
Dickinson	47	7		1	
Kent County Orthopedic	16				
Seaford Intermediate	7	2			
Seaford Middle	2	1			
Seaford High	5	1			
Ennis	2				
Hodgson	15	1			
Jennie Smith	14	2			
TOTAL	253	70	62	27	19

DELAWARE PROGRAM FOR THE DEAF-BLIND

TECHNICAL ASSISTANCE SUMMARY

Gail Stallings Hill

Jan. 91 - Mar. 92

Type of Service

	Prof Consult	Family Home	Inter/Liaison	Prof Access	Prof Workshop
Jan 91	19	8	1		
Feb 91	25	7		1	5
Mar 91	12	9	3	1	
Apr 91	38	5	2		
May 91	36	6	2		
Jun 91	4 x 37				
Jul 91	4				4
Aug 91					
Sep 91		4	1		
Oct 91	46	4		2	
Nov 91	16		2	1	
Dec 91	24		2		
Jan 92	14		3	4	
Feb 92	21				1-3
Mar 92	27		2		

DELAWARE PROGRAM FOR THE DEAF-BLIND

EDUCATIONAL SPECIALIST'S SUMMARY

Craig Trefney

1/1/90 to 2/28/91

Type of Service

School	Consultation Contacts*	Team Meetings	Student Assessments	Interagency Contacts	Staff Training
Intermediate	1100	2	1	44	1
Middle		8	8	47	8
High	1100	2		44	
TOTAL	2200	12	9	135	19

*Daily interaction with all direct service, regular educators with the provision of support, adaptation of materials and other technical assistance. The Educational Specialist is part-time Project staff and part-time program staff.

HIGHLIGHTS:

- Initiated and supervised a student braille program at Seaford Senior High School (1990-1991). Students braille on computer BEX Program two hours a day producing four to five pages of braille daily. Materials produced are handouts and worksheets for students who are deaf-blind, and some braille for a teacher who is visually impaired. The students producing the braille have the gratification of producing a useful product for immediate use.
- Provided technical assistance for the OH Program including:
 - Consultation:
 - ..Vision and eye reports.
 - ..Materials.
 - Staff development/training:
 - ..Computers.
 - Vision assessments for eight students.
 - Teaming re these eight students.
 - Interagency contacts re these eight students.
 - Braille support for a visually impaired classroom teacher.
 - Professional liaison with ophthalmologists, students and their families.

As a result of this support, students were able to have their vision assessments updated; several students were identified who no longer need service, Division for the Visually Impaired OR who needed to begin receiving Division for the Visually Impaired support.

APPENDIX III

TRAINING/WORKSHOP EVALUATIONS

DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE

developed by
Earl McCallon, Ph.D.

SUMMARY OF RESPONSES

WORKSHOP NAME: Adolescence and the Impact of Deaf-Blindness

DATE: March 14, 1990

PRESENTER: Dr. Robert A. Naseef, Psychotherapist and Counselor

Participants: 31 Responses: 26

Numbers in () show average of responses. Lines \ / show range of responses.

	7	6	5	4	3	2	1
1. The organization of the workshop was:			(6.12)				Poor
2. The objectives of the workshop were:			(5.12)				Vague
3. The work of the presenter was:			(6.27)				Poor
4. The ideas and activities presented were:			(5.85)				Dull
5. The scope (coverage) was:			(5.38)				Inadequate
6. My attendance at this workshop should prove:			(5.69)				No Benefit
7. Overall, I consider this workshop:			(5.96)				Poor

8. The stronger features of the workshop were:

- Doctor's experiences
- Video
- Speaker
- Video
- Sharing
- Dr. Naseef fielded questions very well and was sensitive to individual concerns
- Expression of feelings - stages we experience in raising a handicapped child
- The excellent videotape shown. Dr. Naseef's input as a psychotherapist and parent. The discussion generated by Dr. Naseef. It was very helpful to hear other parents' concerns.
- The afternoon session was more interesting and informative.
- The presenter's personal stories of his family and experiences.
- The importance of sharing feelings with people who interact closely with our children, and with child when appropriate.
- Information presented
- Changes in family structure and dealing with this
- Good balance of presentation and group participation
- Morning presentation

Summary of Responses of Workshop (3/14/90)
Adolescence and the Impact of Deaf-Blindness

Stronger features, continued

- The last film in the morning was excellent.
- The afternoon discussion on needs of teenagers; the difference between verbalizations and actions. The need for verbalization by teenagers.
- Liked the examples .
- Wished more time was spent on afternoon topic
- Morning session with video
- 'Give and take' attitude of presenter with parents/staff. A nice variety of media and involvement. Presenter was sincere and involved.
- The videotape - dealing with "Lost Dreams and Growth"
- Sharing with others
- Dr. Naseef's personal experiences both as a parent and as a professional.
- Videotape was excellent
- Participants sharing their thoughts with others
- The longer video, ability to write questions on cards and hand them in.
- Location: middle of state rather than upstate
- Video - Death of a Dream, and resulting discussion.

9. The weaker features were:

- Bathroom facilities
- The topic was presented separately. I would have liked to have seen more of an inter-relationship of understanding adolescent behavior and deaf-blind behavior.
- The morning session concentrated only on the negative feelings of dealing with a child with disabilities.
- The opening of the workshop was depressing and unrelated to the subject matter.
- The dwelling on negative aspects of feelings during the first half of the presentation, totally changed my mood.
- Location (particularly restaurant)
- Hearing impaired children
- Physical setting. It was sometimes distracting to have employees needing to move through the room.
- Afternoon session; too generalized
- Could not be related to deaf-blind disability
- I heard no reference to the impact of deaf-blindness on adolescence, other than parent questions. Afternoon was less cohesive, focused.
- My needs for low cognitive deaf-blindness were not addressed.
- Five steps
- Presenter deviated from the topic of "Adolescence and the Impact of Deaf-Blindness".
- Would like to have had more time to answer questions of participants.
- Employees passing through periodically was most annoying and distracting.
- A hot, dark room
- The "traffic" in the facility, including access to bathrooms.

10. Do you feel a need for additional information about this topic? NR. 1. Yes 2. No

11. General Comments:

- Excellent
- I would liked to have met in groups to discuss the survey sheet in more detail.

Summary of Responses of Workshop (3/14/90)
Adolescence and the Impact of Deaf-Blindness

General Comments, continued

- Answer more whys of what we are feeling with each other.
It was difficult to evaluate the workshop, because the field of psychology is so subjective and all the information needs to be processed over time..
- Would have preferred someone more knowledgeable about deaf-blindness.
- Sexual education (additional information re this topic)
- Discussion techniques between "professionals" and parents
- Videotape "Lost Dreams and Growth" should be shown at Sterck School
- It would be nice to have a copy of the agenda prior to the workshop to determine whether or not the topic is relative to it's title.
- Need for more information on relieving stress and dealing with each day - as they come.
- There is never enough information and programs that deal with and include hardships and behavioral problems of siblings that also go through same and different day to day problems of life within the family that has a child with a disability.
- I also feel there is a need for workshops concerning children that are very limited without a hopeful future for independence, with tie-ins such as dealing with negative behaviors and dietary problems, etc.
- It would be helpful to have more chance for dialogue with Dr. Naseef
- Please let us know more in advance when the workshops will be held for our scheduling time.
- Session needed on human sexuality
- Need a deaf-blind sexuality workshop
- Presenter may have needed to be made aware that many participants had previous workshops on the a.m. topic
- I felt the workshop name did not describe the content. The morning was well presented and beneficial (but not to the topic). However, I had expected a full-day on needs of adolescent deaf-blind.
- More information on the sexuality of the deaf-blind would be valuable
- I'm not sure what I was expecting, but this wasn't it.
- What can families expect during adolescence with a deaf-blind child? How do they cope with this? What about life after adolescence?

**DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE**
Based on the form developed by
Earl McCallon, Ph.D.

WORKSHOP NAME: PROJECT INSITE

DATE: May 23, 1990

PRESENTER: Don Barringer

PARTICIPANTS: 39

RESPONSES: 30

- Parents: 4
- Service Providers: 24
- Administrators: 11

- Parents: 2
- Service Providers: 19
- Administrators: 4

Numbers in () show average of responses. Lines \swarrow show range of responses.

- | | | | | | | | | | | | | | | | | | |
|--|------------------|--|---|---|---|---|---|---|---|--|--|--|--|--|--|--|------------|
| 1. The organization of the workshop was: | Excellent | <table border="0" style="margin: auto;"> <tr> <td style="text-align: center;">7</td><td style="text-align: center;">6</td><td style="text-align: center;">5</td><td style="text-align: center;">4</td><td style="text-align: center;">3</td><td style="text-align: center;">2</td><td style="text-align: center;">1</td> </tr> <tr> <td colspan="7" style="text-align: center;"> \swarrow 6.13 \searrow </td> </tr> </table> | 7 | 6 | 5 | 4 | 3 | 2 | 1 | \swarrow 6.13 \searrow | | | | | | | Poor |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | | | | | | | | | | | |
| \swarrow 6.13 \searrow | | | | | | | | | | | | | | | | | |
| 2. The objectives of the workshop were: | Clearly Evident | <table border="0" style="margin: auto;"> <tr> <td style="text-align: center;">7</td><td style="text-align: center;">6</td><td style="text-align: center;">5</td><td style="text-align: center;">4</td><td style="text-align: center;">3</td><td style="text-align: center;">2</td><td style="text-align: center;">1</td> </tr> <tr> <td colspan="7" style="text-align: center;"> \swarrow 5.93 \searrow </td> </tr> </table> | 7 | 6 | 5 | 4 | 3 | 2 | 1 | \swarrow 5.93 \searrow | | | | | | | Vague |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | | | | | | | | | | | |
| \swarrow 5.93 \searrow | | | | | | | | | | | | | | | | | |
| 3. The work of the presenter was: | Excellent | <table border="0" style="margin: auto;"> <tr> <td style="text-align: center;">7</td><td style="text-align: center;">6</td><td style="text-align: center;">5</td><td style="text-align: center;">4</td><td style="text-align: center;">3</td><td style="text-align: center;">2</td><td style="text-align: center;">1</td> </tr> <tr> <td colspan="7" style="text-align: center;"> \swarrow 6.13 \searrow </td> </tr> </table> | 7 | 6 | 5 | 4 | 3 | 2 | 1 | \swarrow 6.13 \searrow | | | | | | | Poor |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | | | | | | | | | | | |
| \swarrow 6.13 \searrow | | | | | | | | | | | | | | | | | |
| 4. The ideas and activities presented were: | Very Interesting | <table border="0" style="margin: auto;"> <tr> <td style="text-align: center;">7</td><td style="text-align: center;">6</td><td style="text-align: center;">5</td><td style="text-align: center;">4</td><td style="text-align: center;">3</td><td style="text-align: center;">2</td><td style="text-align: center;">1</td> </tr> <tr> <td colspan="7" style="text-align: center;"> \swarrow 5.76 \searrow </td> </tr> </table> | 7 | 6 | 5 | 4 | 3 | 2 | 1 | \swarrow 5.76 \searrow | | | | | | | Dull |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | | | | | | | | | | | |
| \swarrow 5.76 \searrow | | | | | | | | | | | | | | | | | |
| 5. The scope (coverage) was: | Very Adequate | <table border="0" style="margin: auto;"> <tr> <td style="text-align: center;">7</td><td style="text-align: center;">6</td><td style="text-align: center;">5</td><td style="text-align: center;">4</td><td style="text-align: center;">3</td><td style="text-align: center;">2</td><td style="text-align: center;">1</td> </tr> <tr> <td colspan="7" style="text-align: center;"> \swarrow 5.43 \searrow </td> </tr> </table> | 7 | 6 | 5 | 4 | 3 | 2 | 1 | \swarrow 5.43 \searrow | | | | | | | Inadequate |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | | | | | | | | | | | |
| \swarrow 5.43 \searrow | | | | | | | | | | | | | | | | | |
| 6. My attendance at this workshop should prove: | Very Beneficial | <table border="0" style="margin: auto;"> <tr> <td style="text-align: center;">7</td><td style="text-align: center;">6</td><td style="text-align: center;">5</td><td style="text-align: center;">4</td><td style="text-align: center;">3</td><td style="text-align: center;">2</td><td style="text-align: center;">1</td> </tr> <tr> <td colspan="7" style="text-align: center;"> \swarrow 5.60 \searrow </td> </tr> </table> | 7 | 6 | 5 | 4 | 3 | 2 | 1 | \swarrow 5.60 \searrow | | | | | | | No Benefit |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | | | | | | | | | | | |
| \swarrow 5.60 \searrow | | | | | | | | | | | | | | | | | |
| 7. Overall, I consider this workshop: | Excellent | <table border="0" style="margin: auto;"> <tr> <td style="text-align: center;">7</td><td style="text-align: center;">6</td><td style="text-align: center;">5</td><td style="text-align: center;">4</td><td style="text-align: center;">3</td><td style="text-align: center;">2</td><td style="text-align: center;">1</td> </tr> <tr> <td colspan="7" style="text-align: center;"> \swarrow 5.77 \searrow </td> </tr> </table> | 7 | 6 | 5 | 4 | 3 | 2 | 1 | \swarrow 5.77 \searrow | | | | | | | Poor |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | | | | | | | | | | | |
| \swarrow 5.77 \searrow | | | | | | | | | | | | | | | | | |
| 8. The media was: | Excellent | <table border="0" style="margin: auto;"> <tr> <td style="text-align: center;">7</td><td style="text-align: center;">6</td><td style="text-align: center;">5</td><td style="text-align: center;">4</td><td style="text-align: center;">3</td><td style="text-align: center;">2</td><td style="text-align: center;">1</td> </tr> <tr> <td colspan="7" style="text-align: center;"> \swarrow 6.17 \searrow </td> </tr> </table> | 7 | 6 | 5 | 4 | 3 | 2 | 1 | \swarrow 6.17 \searrow | | | | | | | Poor |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | | | | | | | | | | | |
| \swarrow 6.17 \searrow | | | | | | | | | | | | | | | | | |
| 9. The facilities were: | Excellent | <table border="0" style="margin: auto;"> <tr> <td style="text-align: center;">7</td><td style="text-align: center;">6</td><td style="text-align: center;">5</td><td style="text-align: center;">4</td><td style="text-align: center;">3</td><td style="text-align: center;">2</td><td style="text-align: center;">1</td> </tr> <tr> <td colspan="7" style="text-align: center;"> \swarrow 6.43 \searrow </td> </tr> </table> | 7 | 6 | 5 | 4 | 3 | 2 | 1 | \swarrow 6.43 \searrow | | | | | | | Poor |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | | | | | | | | | | | |
| \swarrow 6.43 \searrow | | | | | | | | | | | | | | | | | |

10. The stronger features of the workshop were:

- Audience questions; Project material and guides.
- Availability of materials.
- Video plus an opportunity to see the curriculum first-hand.
- Questions and answers with audience. Presenter gave as much time as necessary to answer questions.
- Video.
- Good basic information for those not familiar with this type of approach.
- Hand-outs, video, scope of the program.
- Videotapes of the professionals describing clients and interacting with parent/child.
- Presenter's obvious knowledge of "the real world" of home intervention and strategies.
- The speaker listened and really tried to understand questions before responding!
- A very good presenter.
- Chance to question and discussions.
- Video material.
- The presentation of the philosophy of INSITE.
- This was a nice overview of the INSITE curriculum and all of the program components.
- Well-prepared with visuals and demonstration copies.
- The speaker who was very knowledgeable and enthusiastic about the lecture, organization, objectives of workshop.
- Good overview of program.
- Audio visuals.
- Hands on time with INSITE Model Curriculum.
- Videotapes.
- Appreciated freedom to be up and down as needed.
- Presenter very supportive, easy to listen to and appreciative of our comments.
- Wealth of visual
- The speaker seemed to know what he was talking about; very well prepared; didn't use 'high-tech' words.
- The food was excellent!!
- Flexibility of speaker. Openness of speaker. Knowledge of speaker.
- Video-tapes of actual home visits and statistics of the program's effectiveness.
- Awareness of the INSITE model - more updated than SKI-HI
- Very strong, successful program/topic.
- Very informed, well-knowledged speaker.

11. The weaker features were:

- Presentation was too general! Needed to hear specifics of "how to" implement, link up with resources, what's worked and hasn't. An "advisor" representative would be helpful.
- Overheads of manual - not necessary.
- Overheads - print too small on many.
- Slow moving - a couple of hours would be sufficient for material presented.
- Misunderstanding of the topic 'discussion on adoption'.
- I always like hand-outs that cover the overheads, that would have been appreciated.
- Overhead projector ideas.
- A bit boring reviewing material I could read myself.
- The curriculum, at times, appears very regimented (i.e. semesters, "homework", challenges).
- The program looks to have gaps for lower functioning infants.
- Arrangement of room (discouraged discussion), more forms of media may have been used, some overheads were difficult to read (too small).

11. Weaker features, continued

- Would like to have heard a comparison of INSITE with the services that are currently provided to multi-handicapped sensory impaired preschoolers.
- Wish there were more manuals to distribute.
- The room was okay, except for people walking in and out, people talking loud in the kitchen; otherwise it was ok.
- Let's get started - - yesterday?!
- Uncertainty regarding caseload of parent advisor, insurance coverage, adaptations to the INSITE curriculum similar to those made for the SKI-HI curriculum.
- All day to sell this product - should have some kind of mini-training along with this model.
- Taking a full day to sell the program. If I had an opportunity to look through the manual or a detailed flyer of INSITE and would come to the same conclusion as I did by the end of a full-day workshop. This is a program I would want training on.

12. Do you wish to participate in any future INSITE training activities? 1. Yes 20 2. No 7

13. General Comments and/or suggestions:

- Good ideas for working with families.
- Think the program could be very helpful to us in Delaware.
- Seems to be a good program with good curriculum available.
- To implement INSITE training programs in Delaware for parents and professionals.
- To start the intervener program -- no excuses about funds.
- May not be appropriate for my present role, but should be implemented in Delaware.
- Certainly a much needed program.
- It is nice to see a curriculum for home-based multi-sensorily impaired infants.
- Interested in part-time work as 'parent advisor' but feel need to continue working with young children of varied levels of disabilities.
- If INSITE were adopted, I would like to coordinate our services with those of the parent advisor. INSITE appears similar to some of the home centered activities provided by the agency I work for. It is very difficult to train some parents to work with their children. They generally are looking for someone to do that for them.
- Would be nice to have some of the overhead sheets as a handout.
- It was very well presented. It was well worth my being here.
- I am interested in a Profile of the 'typical' parent advisor -- number of children she/he works with, pay scale, full/part-time position.
- Very interested in the training program.
- Some professionals I work with are interested in attending the six day training of INSITE. They felt this introduction would not be as informative as the training days, so decided not to attend this workshop.
- Wanted more of a mini-training session.
- Length of entire conference was about right; not too long.
- Sound exciting.
- I'm very excited to hear you are reaching out to the medical profession - they really need it!
- I was sold on INSITE before coming. This intro was not any more helpful.
- Please have Sheila Gorrafa organize more often.
- Mr. Barringer mixed information with humor keeping all participants interested.
- Overheads and videos were interspersed; the videos were not too long as sometimes happens.
- Nice to have a good lunch and fresh water afterwards.

DELAWARE PROGRAM FOR THE DEAF-BLIND

WORKSHOP EVALUATION SCALE

developed by
Earl McCallon, Ph.D.

SUMMARY OF RESPONSES

WORKSHOP NAME: Usher's Syndrome

DATE: 9/12/90

PRESENTER: Gail S. Hill

Number of Participants: 19

Number of Responses: 17

Numbers in () show average of responses. Lines [] show range of responses.

		7	6	5	4	3	2	1	
1. The organization of the workshop was:	Excellent	[	6.8	]					Poor
2. The objectives of the workshop were:	Clearly Evident	[	6.9	]					Vague
3. The work of the presenter was:	Excellent	[	6.7	]					Poor
4. The ideas and activities presented were:	Very Interesting	[	6.8	]					Dull
5. The scope (coverage) was:	Very Adequate	[	6.7	]					Inadequate
6. My attendance at this workshop should prove:	Very Beneficial	[	6.7	]					No Benefit
7. Overall, I consider this workshop:	Excellent	[	6.7	]					Poor

8. The stronger features of the workshop were:

- Organization.
- Variety of materials.
- Presenters' ability to answer questions.
- The simulations!
- Actual demonstrations; to be able to see first-hand through aids, etc.
- Gail was very well prepared!
- Presented ideas clearly. Also her enthusiasm that the staff work together to help increase awareness of Usher's Syndrome was very positive!
- The simulation and discussion time.
- The simulations towards the later part.
- The simulation period
- Using the adapted goggles for different visual problems was interesting.
- Workshop gave a broader sensitivity to other disabilities, not just Usher's Syndrome.
- Simulation - actually trying.
- Actual simulation of hearing/vision impairments.
- The simulation.
- Video tape - hands-on experience in simulated situations, very helpful.
- Simulation

(Stronger features) continued

- Lecture
- Video tape
- Finding out information about screening our students because they are at risk.

9. The weaker features were:

- None.
- The video and following talk. It was a little overly formal; that part needed something to relax the group.
- Video was weak.
- None.
- None.

10. Do you feel a need for additional information about this topic?

1. Yes 2. No

11. General Comments:

- Great Job!
- A very important, relevant topic. We at Sterck need to know as much as possible about it.
- Very well prepared workshop. I'm glad more people were able to be informed.
- Well presented.
- Experience with simulations very helpful to feel restrictions with dual impairments.
- Recommend screening of students eight years of age as determined appropriate.
- I want to read more literature.
- Suggestions:
 - It would be helpful to have a deaf-blind panel come to school to discuss their jobs, lifestyle, family life. Invite parents of children with Usher's Syndrome and deaf community.
 - Could Gail give same workshop to the Deaf Club at Elwyn?
- I think it sounds like there needs to be a school practice of screening so that those with the possibility could learn adaptations as they progress in school.
- It seems that this (syndrome) or at least deaf-blind should be included as a regular part of the curriculum when handicaps are discussed.
- If this is a problem, that our students are at risk, then administration needs to get busy and screen our population at the correct point of their life. Also, we should test all students, that would mean no one would leave Sterck without knowing their condition.
- Time allotted was excellent; allowed for discussion/experiencing deaf-blindness.
- Need to start testing.
- A schedule for screening our students must be made.
- Counseling for students and families should be set-up for any new syndrome students that may be found and also known students.
- We need to be screening all our deaf kids.
- We need every child to be screened for Ushers.
- We need to look at hard-of-hearing children out in public schools. How can we do that?
- I feel a general screening for Usher's Syndrome of many of our school population is a real necessity and should be done for those eight years and older.
- More appropriate programs could then be devised for these children who have been discovered as exhibiting Usher's Syndrome. Older children, especially those who will be taking driver's education, should be screened first.
- Begin screening Sterck students.
- Let's start screening the intermediate kids when they move-up; then start with seniors and go backwards.

DELAWARE PROGRAM FOR THE DEAF-BLIND
 WORKSHOP EVALUATION SCALE
 developed by
 Earl McCallon, Ph.D.

SUMMARY

WORKSHOP NAME: Usher's Syndrome

DATE: February 11, 1991

PRESENTER: Gail S. Hill

Number of Participants: 12
 Number of Responses: 12

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

		7	6	5	4	3	2	1	
1. The organization of the workshop was:	Excellent	\ 6.3 /							Poor
2. The objectives of the workshop were:	Clearly Evident	\ 6.3 /							Vague
3. The work of the presenter was:	Excellent	\ 6.4 /							Poor
4. The ideas and activities presented were:	Very Interesting	\ 6.2 /							Dull
5. The scope (coverage) was:	Very Adequate	\ 6.3 /							Inadequate
6. My attendance at this workshop should prove:	Very Beneficial	\ 6.4 /							No Benefit
7. Overall, I consider this workshop:	Excellent	\ 6.3 /							Poor

8. The stronger features of the workshop were:

- Materials.
- Lecture - interesting, informative.
- Learned that Usher's Syndrome patients should not be shut out.
- Hand-on-hand experience - trying to put yourself into that situation.
- Everything was great; I really enjoyed it! Thanks.
- Hands-on; trying on goggles.
- Simulation of Usher's Syndrome.
- Hands-on experience.
- Being part of the program.
- The hands-on.

9. The weaker features were:

- More information on testing.
- Communication between staff/parent/student.
- None.
- Lecture went a little too fast for me. Of course, I might be a little slow.

Workshop Evaluation Summary
Usher's Syndrome (2/11/91)

10. Do you feel a need for additional information about this topic?

1. Yes = 4

2. No = 3

11. General Comments:

- If all of the staff have not had this workshop, I would recommend that they should have it, if only to have the knowledge of Usher's Syndrome.
- Follow-up with procedures developed here at Sterck would be informative.
- Moved by sense of adjustment, frustration and loneliness that this problem involves.
- I think you can never have enough information.
- Need to have students tested.
- Very interesting.
- Well presented for topic area discussed.
- Papers were given so lecture could have been shorter. Maybe a question/answer or longer section like at the end of workshop would have been better. However, learned a lot and it was very informative.

DELAWARE PROGRAM FOR THE DEAF-BLIND

Project INSITE Survey - June 1991

I plan to use the Project INSITE curriculum with:

of families.
Number

Ages of child(ren) _____

I DO wish to continue to participate in Project INSITE training and cooperative activities.

I DO NOT wish to continue to participate in Project INSITE training and cooperative activities.

(If you do not wish to participate, please sign below and do not complete additional sections of survey.)

Signature: _____ Date: _____

I plan to formally enroll a student in Project INSITE and will submit the necessary periodic paperwork to the SKI*HI Institute via the office of the Delaware Program for the Deaf-Blind.

Student's Age: _____

Sex: _____

Disability(ies): _____

Tentative arrangements have been made for additional training via Project INSITE/SKI*HI Institute in February 1992. Other training can be arranged in Delaware; some by various participants who have special expertise.

Topics you would like to have presented.

Topics you would be willing to present to the group.

I would be willing to meet as follows. (Mark all that apply to you.)

Location: _____ Statewide group _____ Kent Co. group
_____ New Castle Co. group _____ Sussex Co. group

Frequency: _____ Monthly (up to 8 times per year)
_____ Alternate months (up to 5 times per year)
_____ Quarterly (3-4 times per year)

Time: _____ Morning _____ After School
_____ Afternoon _____ Evening

If meetings occur during the school day, would you need a substitute teacher?

Yes No Maybe

If meetings occur in the following counties, would you need mileage reimbursement?

New Castle: _____ No _____ Yes Estimated miles roundtrip _____
Kent: _____ No _____ Yes Estimated miles roundtrip _____
Sussex: _____ No _____ Yes Estimated miles roundtrip _____

Would you be willing to have a dinner meeting if you must pay for your own meal?

Yes No

For Follow-up Purposes

Name: _____

Telephone number(s): _____

Preferred Mailing Address: _____

RETURN TO SHEILA GORRAFA BY JUNE 14, 1991.

DELAWARE PROGRAM FOR THE DEAF-BLIND

SUMMARY OF PROJECT INSITE SURVEY OF JUNE 1991

Number of participants in training of 1990-91 _____ 21

Number of participants interested in continued
Project INSITE training and cooperative activities _____ 17

(Note:Includes former Coordinator)

Participants not interested in continuation _____ 4

(Note:Includes non-returns/2;retiree/1;transfer1)

Type of group.....Statewide and NewCastle Co. _____ 15

Sussex Co. _____ 4

Kent Co. _____ 4

Frequency of meetings.....Quarterly (3-4 times/yr) _____ 11

Alternate months(5-6) _____ 7

Monthly _____ 2

Time for meetings.....morning _____ 8

afternoon _____ 8

after school _____ 5

evening _____ 4

(Note: 15 participants were willing to have a dinner meeting,
even if they must pay for their own meal.)

Estimated mileage reimbursement indicated for county location.

NewCastle.....400ml. _____ \$80

Kent.....950ml. _____ \$190

Sussex.....1370ml. _____ \$274

(Note:Carpooling will reduce costs,but maintain
ratio between county meeting sites.)

Substitutes required.

YES _____ 6 MAYBE _____ 3 NO _____ 8

**DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE**
developed by
Earl McCallon, Ph.D.

PLEASE COMPLETE EVALUATION FOR EACH DAY.

WORKSHOP NAME: INTRODUCTION TO COACH

PRESENTER: Lynn Cleveland Date May 19, 20, 1992

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

7 responses

1. The organization of the workshop was:	Excellent	<u>Avg. 6.9</u>	Poor
	7	6 5 4 3 2 1	
2. The objectives of the workshop were:	Clearly Evident	<u>Avg. 5.9</u>	Vague
	7	6 5 4 3 2 1	
3. The work of the presenter was:	Excellent	<u>Avg. 6.9</u>	Poor
	7	6 5 4 3 2 1	
4. The ideas and activities presented were:	Very Interesting	<u>Avg. 7.</u>	Dull
	7	6 5 4 3 2 1	
5. The scope (coverage) was:	Very Adequate	<u>Avg. 6.1</u>	Inadequate
	7	6 5 4 3 2 1	
6. My attendance at this workshop should prove:	Very Beneficial	<u>Avg. 6.6</u>	No Benefit
	7	6 5 4 3 2 1	
7. Overall, I consider this workshop:	Excellent	<u>Avg. 6.5</u>	Poor
	7	6 5 4 3 2 1	

8. The stronger features of the workshop were:

- o Lynn's experiences with her son were very helpful illustrations. Hearing the perspective of a parent who has experienced the "system" gives much credibility to what she has to say.
- o The small group allowed for lots of question time.
- o Flexibility, time to share.
- o Wanted a little more information regarding use of COACH to guide futures planning and priority setting for programming.
- o Presented by a very enthusiastic and experienced person...a parent perspective. Good speaker.

**DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE**
developed by
Earl McCallon, Ph.D.

PLEASE COMPLETE EVALUATION FOR EACH DAY.

WORKSHOP NAME: C.O.A.C.H. Educational Planning for Students with Dual
Sensory Impairments

PRESENTER: Chiqee Cloninger **Date** August 10, 1992

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

14 responses

1. The organization of the workshop was:	Excellent	<u>Avg. 6.5</u>	Poor
	7	6 5 4 3	2 1
2. The objectives of the workshop were:	Clearly Evident	<u>Avg. 6.6</u>	Vague
	7	6 5 4 3	2 1
3. The work of the presenter was:	Excellent	<u>Avg. 6.5</u>	Poor
	7	6 5 4 3	2 1
4. The ideas and activities presented were:	Very Interesting	<u>Avg. 6.3</u>	Dull
	7	6 5 4 3	2 1
5. The scope (coverage) was:	Very Adequate	<u>Avg. 7.</u>	Inadequate
	7	6 5 4 3	2 1
6. My attendance at this workshop should prove:	Very Beneficial	<u>Avg. 6.5</u>	No Benefit
	7	6 5 4 3	2 1
7. Overall, I consider this workshop:	Excellent	<u>Avg. 6.4</u>	Poor
	7	6 5 4 3	2 1

8. The stronger features of the workshop were:

- o Having the handouts/booklet to refer to during the presentation & video tape.
- o Videotapes were great for giving ideas of conducting interviews.
- o Videotaped interviews: It was helpful to have the actual forms to look at which corresponded to the videotape. Chiqee's willingness and expertise with answering participants questions.
- o Applicability to present needs.
- o Participant interaction. Relating ideas and portions of COACH to real life situations.
- o Videotape of part I interview. Following video and accompanying handout to follow process.

**DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE**
developed by
Earl McCallon, Ph.D.

PLEASE COMPLETE EVALUATION FOR EACH DAY.

WORKSHOP NAME: C.O.A.C.H. Educational Planning for Students with Dual
Sensory Impairments

PRESENTER: Chiqee Cloninger Date August 11, 1992

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

13 responses

1. The organization of the workshop was:	Excellent	<u>Avg. 6.7</u>	Poor
	7	6 5 4 3 2 1	
2. The objectives of the workshop were:	Clearly Evident	<u>Avg. 6.9</u>	Vague
	7	6 5 4 3 2 1	
3. The work of the presenter was:	Excellent	<u>Avg. 6.8</u>	Poor
	7	6 5 4 3 2 1	
4. The ideas and activities presented were:	Very Interesting	<u>Avg. 6.7</u>	Dull
	7	6 5 4 3 2 1	
5. The scope (coverage) was:	Very Adequate	<u>Avg. 6.5</u>	Inadequate
	7	6 5 4 3 2 1	
6. My attendance at this workshop should prove:	Very Beneficial	<u>Avg. 6.7</u>	No Benefit
	7	6 5 4 3 2 1	
7. Overall, I consider this workshop:	Excellent	<u>Avg. 6.9</u>	Poor
	7	6 5 4 3 2 1	

8. The stronger features of the workshop were:

- o Sample adapted lesson plans. We needed copies to take with us. Also would help to have had a sample IEP.
- o Presenter very knowledgeable. Materials very clear and helpful. Would like follow-up in fall and spring (at least twice).
- o Short task groups. Examples of different ways teams make use of the info.
- o Emphasis on IEP goals throughout planning and implementation. More comfortable with concept of breadth of curriculum. Follow-up needed to keep the ball rolling at Sterck.
- o All the examples given. Seeing how different people use COACH differently was wonderful. This is a good system to use because it requires flexibility, which I feel has sort of been lost in education.

**DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE**
developed by
Earl McCallon, Ph.D.

PLEASE COMPLETE EVALUATION FOR EACH DAY.

WORKSHOP NAME: Functional Communication for School Age Children

PRESENTER: Kathleen Stremel, M.A. Date June 22, 1992

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

15 responses

1. The organization of the workshop was:	Excellent	<u>Avg. 6.3</u>	Poor
	7	6 5 4 3 2 1	
2. The objectives of the workshop were:	Clearly Evident	<u>Avg. 6.6</u>	Vague
	7	6 5 4 3 2 1	
3. The work of the presenter was:	Excellent	<u>Avg. 6.7</u>	Poor
	7	6 5 4 3 2 1	
4. The ideas and activities presented were:	Very Interesting	<u>Avg. 6.5</u>	Dull
	7	6 5 4 3 2 1	
5. The scope (coverage) was:	Very Adequate	<u>Avg. 6.5</u>	Inadequate
	7	6 5 4 3 2 1	
6. My attendance at this workshop should prove:	Very Beneficial	<u>Avg. 6.5</u>	No Benefit
	7	6 5 4 3 2 1	
7. Overall, I consider this workshop:	Excellent	<u>Avg. 6.6</u>	Poor
	7	6 5 4 3 2 1	

8. The stronger features of the workshop were:

- o Nice adjustment to context based on number of people present.
- o Using "real" student that we can relate the tasks to.
- o May have been beneficial to spend more time on the plan (short and long-term objectives) and less time on Jason's background/history. The "planning" part seemed to be very beneficial. Concern that being a staff person who does not work with Jason, the day seemed long because for the most part I was a listener.
- o Futures planning a great concept.
- o Having a family share with the group their success and frustrations.
- o Process seems to be too long, particularly if do this before IEP would need full day.
- o Am interested in how to increase functional communication especially expressively, like the parent stalked about today.
- o Enjoyed getting to know real child and family and the process.
- o Parent participation and parent video world have been nice to have a video on the job.

- o A very knowledgeable and prepared presenter. Discussion time and sharing of problems and possibilities. Useable and appropriate materials. Follow-up: Must try to excite the others (administrators also) and have more workshops to give us helping trying these ideas. Need to have coordination of this process and our other IEP process.
- o Videotapes. Examples of students/completed work sheets. Open sharing of ideas. Follow through the Sterck School staff should be inserviced since most will either directly or indirectly be effected by the program.
- o Follow-up- Recommend that this program be used (as written, following all steps) as a pilot with two students this year with a self evaluation at the end of the year. This should happen on a volunteer basis - both staff and family with a sharing of info with the entire (appropriate) staff members. Don't jam it down anyone's throat - teach through example - get administration's enthusiastic support and participation.
- o Actual examples of the forms, ideas, etc. displayed on the overhead projector to clarify and stimulate questions and thoughts.
- o The discussion periods provided the opportunities for sharing ideas. The step by step development of the COACH Concept. Focus - structure team meetings to include general staff working with D/B students. Identify top priority objectives for each D/B student. Share info with other staff members.
- o Resource materials. Presentation/explanation. Follow-up: Get other administrators to sponsor a trial program for other students outside of severely multihandicap (eg. deaf with emotional/behavioral concerns) and set up teams approach toward solutions/adaptation.
- o Actual examples of theories and practices presented. Follow-up: Begin to use COACH (or our own version of COACH), meet as a team to provide for intermediate students in the fall.
- o COACH: A Guide to Planning Inclusive Ed. Part 1: "Family Prioritization Interview" booklet with Videotape Companion Forms was very helpful. It gives you a beginning to end framework of how to use this tool. Follow-up: 1) Ask Dr. Lee and Dr. Thomure if one of the staff inservice days could be devoted to making the adaptations in the Sterck classrooms. "Creative Problem Solving Workshop"; 2) training for facilitative communication; 3) get copies of VISTAS - Vermont's information about interweaving related services. We need to work on integrating the physical therapy; 4) investigate possibility of moving into home school (with support) for those students who do not use sign language to communicate.
- o Follow-up: Please, let's get more info on VISTA to have better answers for service delivery. Maybe use a school inservice day or some school staff development time to allow other staff to become familiar with this. I think we need more time or follow-up on going from breadth of curriculum to the nitty gritty.

**DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE**
developed by
Earl McCallon, Ph.D.

PLEASE COMPLETE EVALUATION FOR EACH DAY.

WORKSHOP NAME: Functional Communication for School Age Children

PRESENTER: Kathleen Stremel, M.A. **Date** June 23, 1992

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

13 responses

1. The organization of the workshop was:	Excellent	<u>Avg. 6.7</u>	Poor
	7	6 5 4 3 2 1	
2. The objectives of the workshop were:	Clearly Evident	<u>Avg. 6.7</u>	Vague
	7	6 5 4 3 2 1	
3. The work of the presenter was:	Excellent	<u>Avg. 6.8</u>	Poor
	7	6 5 4 3 2 1	
4. The ideas and activities presented were:	Very Interesting	<u>Avg. 6.7</u>	Dull
	7	6 5 4 3 2 1	
5. The scope (coverage) was:	Very Adequate	<u>Avg. 6.4</u>	Inadequate
	7	6 5 4 3 2 1	
6. My attendance at this workshop should prove:	Very Beneficial	<u>Avg. 6.7</u>	No Benefit
	7	6 5 4 3 2 1	
7. Overall, I consider this workshop:	Excellent	<u>Avg. 6.7</u>	Poor
	7	6 5 4 3 2 1	

8. The stronger features of the workshop were:

- o Application activities. Use of examples via video and narrative.
- o Participation with attendees; case problems. Participation with parents.
- o Specific to severe population. Realistic, theoretically-based, developmental approach.
- o Doing the Myers Brigg was a wonderful tool.
- o Nice pacing of accepting questions and keeping topics flowing time wise.
- o Watching videotape and discussing what was seen.
- o Enthusiasm of presenter - practical suggestions indicate real experiences in working with students. Practicality of information, able to use these forms in actual teaming process.
- o "Skills Across Routine" chart very helpful in observing parent or teacher interaction with child.
- o Discussion on teaming really beneficial.

**DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE**
developed by
Earl McCallon, Ph.D.

PLEASE COMPLETE EVALUATION FOR EACH DAY.

WORKSHOP NAME: Functional Communication for School Age Children

PRESENTER: Kathleen Stremel, M.A. Date June 24, 1992

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

13 responses

1. The organization of the workshop was:	Excellent	<u>Avg. 6.6</u>	Poor
	7	6 5 4 3	2 1
2. The objectives of the workshop were:	Clearly Evident	<u>Avg. 6.6</u>	Vague
	7	6 5 4 3	2 1
3. The work of the presenter was:	Excellent	<u>Avg. 6.8</u>	Poor
	7	6 5 4 3	2 1
4. The ideas and activities presented were:	Very Interesting	<u>Avg. 6.7</u>	Dull
	7	6 5 4 3	2 1
5. The scope (coverage) was:	Very Adequate	<u>Avg. 6.6</u>	Inadequate
	7	6 5 4 3	2 1
6. My attendance at this workshop should prove:	Very Beneficial	<u>Avg. 6.7</u>	No Benefit
	7	6 5 4 3	2 1
7. Overall, I consider this workshop:	Excellent	<u>Avg. 6.8</u>	Poor
	7	6 5 4 3	2 1

8. The stronger features of the workshop were:

- o Very helpful to me as a parent and professional. I like the videotaping.
- o Video tapes. Group discussion/dynamics. Video tapes and group activities good. So many visuals and great videos.
- o Having parents talk about their kid.
- o Concrete disc/demonstrations.
- o Kat's expertise and enthusiasm as a communication specialist and educator is magnificent.
- o Tapes were very helpful in "seeing" suggestions put into action. Conference has given me insight into checking some aspects of programming for my multihandicapped students with other than vision.
- o Varied activities for presentation.

**DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE**
developed by
Earl McCallon, Ph.D.

PLEASE COMPLETE EVALUATION FOR EACH DAY.

WORKSHOP NAME: Nonviolent Crisis Intervention

PRESENTER: Dominick Squittierra

Date Aug. 31, 1992

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

17 responses

1. The organization of the workshop was:	Excellent	<u>Avg. 6.9</u>	Poor
	7	6 5 4 3 2 1	
2. The objectives of the workshop were:	Clearly Evident	<u>Avg. 7.0</u>	Vague
	7	6 5 4 3 2 1	
3. The work of the presenter was:	Excellent	<u>Avg. 6.9</u>	Poor
	7	6 5 4 3 2 1	
4. The ideas and activities presented were:	Very Interesting	<u>Avg. 6.9</u>	Dull
	7	6 5 4 3 2 1	
5. The scope (coverage) was:	Very Adequate	<u>Avg. 6.8</u>	Inadequate
	7	6 5 4 3 2 1	
6. My attendance at this workshop should prove:	Very Beneficial	<u>Avg. 7.</u>	No Benefit
	7	6 5 4 3 2 1	
7. Overall, I consider this workshop:	Excellent	<u>Avg. 7.</u>	Poor
	7	6 5 4 3 2 1	

8. The stronger features of the workshop were:

- o Actually trying techniques: hands on activities; role playing.
- o Speaker; coverage.
- o A lot of role playing and good solutions to particular questions asked. Clear explanations without technical "jargon". Plain English! Good details and lots of examples.
- o Great. Should be required of all staff.
- o I became aware of the safety of staff and children and the correct way of caring for them.
- o Role playing; practicing the releases.
- o Role playing and trying some of the techniques. The presenter allowed ample opportunity for questions and comments.
- o Class participation. Lecturer was open to anyone's ideas and questions.
- o Role playing different situations. Group discussion and feedback. Materials and presentation.

DELAWARE PROGRAM FOR THE DEAF-BLIND
WORKSHOP EVALUATION SCALE

developed by
Earl McCallon, Ph.D.

PLEASE COMPLETE EVALUATION FOR EACH DAY.

WORKSHOP NAME: Nonviolent Crisis Intervention

PRESENTER: Dominick Squittierra Date Sept. 1, 1992

INSTRUCTIONS - To determine whether or not the workshop met your needs and our objectives, please give us your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below and write any comments.

19 responses

1. The organization of the workshop was:	Excellent	<u>Avg. 6.8</u>	Poor
	7	6 5 4 3 2 1	
2. The objectives of the workshop were:	Clearly Evident	<u>Avg. 6.7</u>	Vague
	7	6 5 4 3 2 1	
3. The work of the presenter was:	Excellent	<u>Avg. 6.8</u>	Poor
	7	6 5 4 3 2 1	
4. The ideas and activities presented were:	Very Interesting	<u>Avg. 6.7</u>	Dull
	7	6 5 4 3 2 1	
5. The scope (coverage) was:	Very Adequate	<u>Avg. 6.3</u>	Inadequate
	7	6 5 4 3 2 1	
6. My attendance at this workshop should prove:	Very Beneficial	<u>Avg. 6.4</u>	No Benefit
	7	6 5 4 3 2 1	
7. Overall, I consider this workshop:	Excellent	<u>Avg. 6.9</u>	Poor
	7	6 5 4 3 2 1	

8. The stronger features of the workshop were:

- o Hands-on practice; role play practice.
- o Discussion of application to our specific needs.
- o Manual for note taking format.
- o Very calm and deliberate presenter.
- o Very useful and relevant. All staff would benefit from this workshop. Refresher course some time in the future.
- o Clarity of material. Well organized. Interesting.
- o The material covered was good but I was hoping for more solutions.
- o Demonstrations/practice. I think it should be a two day workshop. Practice is very essential to reaching a comfort level with this material.
- o The presenter encouraged participants to question/challenge the material and to answer questions.

APPENDIX IV

COOPERATIVE INTERAGENCY TEAM FOR DELAWAREANS WITH DEAF-BLINDNESS

COOPERATIVE INTERAGENCY TEAM FOR DELAWAREANS WITH DEAF-BLINDNESS

HISTORY

- Initiated in April 1990 through TAC-HKNC and a parent, Hilton Perkins grant.

MEMBERSHIP

- Standing members include 2 parents and representatives from the following State agencies.
 - Department of Public Instruction
 - Division of Mental Retardation
 - Division for The Visually impaired
 - Delaware Program for the Deaf-Blind
 - Delaware Transition Project
 - Delaware Autistic Program
 - Division of Vocational Rehabilitation
- Additional persons are invited, specific to case studies, may include:
 - VR Counselors
 - Parent/family members
 - Advocate
 - Guardian
 - Teacher

MEETING FORMAT

- Meetings every other month (usually mid-state) 9:00am-3:30 pm
- Meetings are chaired by co-chair persons (currently 1 parent and DIB Coordinator)
- Chairperson facilitates 1/2 day (3 hours)
- Secretary (rotating) records notes/action plan

● **Housekeeping:**

Share relevant information as it relates to...

- agency updates
- upcoming events
- general news.

● **Updates:**

Generally allocates time to update (briefly) an open case/cases.

● **Case Studies:**

Person/family/advocate may present case including...

- education/service history
- may review status of younger D/B student
ex: school vocational program or anticipated
needs due to family relocation.

● **Kaizen:**

- evaluation/assessment of our team, goals and processes.

● **Closure:**

- set next meeting agenda.

CURRENT STATUS

Cases:

- all are post school age
- 1 is in training
- 1 is working with a job coach
- 1 is working - need for support

Impact:

- Growth in understanding agencies, functions
- Coming together as a team
- Cooperation toward solutions
- Networking in other situations

Concerns:

- Sharing responsibilities
- Closure of cases - timeliness
- Targeting - goals/discussion
- Membership.....DMR
.DPI

COOPERATIVE INTERAGENCY TEAM FOR DELAWAREANS WITH DEAF-BLINDNESS

VISION STATEMENT

All citizens, including those with deaf-blindness, have the right to be valued, contributing members of their community, leading lives filled with choice, dignity and respect. Therefore, they have the right to choose where to live, where to work, how to spend leisure time and whom to choose as friends. Access to necessary support services enables individuals with deaf-blindness, to meet their needs and to realize their goals throughout their lives. The process of personal growth requires continued interagency collaboration, and the critical participation of individuals and their parents/families in this cooperative effort.

MISSION

The mission of the team is to promote interagency cooperation and collaboration to realize this vision for Delawareans with deaf/blindness.

Goals were changed to read:

- * To establish full membership and agencies' representation on the Team.
- * To increase Team members' skills.
- * Through a case study approach for four individuals who are deaf/blind, a network of support to facilitate employment and other life activities will be developed.
- * To promote community awareness of the implications of deaf/blindness.
- * To increase visibility of the Team and its vision.
- * To develop strategies to ensure the delivery of needed services given the discrepancies in the definition among involved agencies.

COOPERATIVE INTERAGENCY TEAM FOR DELAWAREANS WITH DEAF-BLINDNESS

Ms. Joan Nagowski, Parent

Ms. Millie Dorris, Parent

Ms. Diane Post, Director
Division of Visually Impaired

Ms. Nina Galerstein, Music Therapist
Division of Mental Retardation

Ms. Ann Gasser, State Coordinator for the Deaf
Div. of Vocational Rehabilitation

Ms. Kathy Hanebutt
Delaware Transition Project

Ms. Ada Beckton, Casework Supervisor
Division for Visually Impaired

Dr. Cherritta Matthews, State Supervisor
Division of Public Health

Mr. Dominick Squitti
Community Training Program
Delaware Autistic Program

Ms. Sandi Chesler
Delaware Elwyn Institute

Ms. Clare Walker, Tech. Asst.
Statewide Deaf/Blind Program

Ms. Peggy Lashbrook, Coordinator
Statewide Deaf/Blind Program

Ms. Gail Hill, Technical Assistant
Statewide Deaf-Blind Program

APPENDIX V

TRANSFER INSTRUMENT

Delaware Program for the Deaf-Blind

Daily Management Inventory

Student _____ **Date** _____

Functional Area (circle): Auditory, Visual, Communication, Positioning, Mobility,
Daily Routines, Community/Classroom/Leisure/Vocational, Peer Integration, Other

Service Provider (s) _____

Brief description of current capabilities:

Strategies of daily management (attach pictures, programs, equipment use, task analyses, schedules, etc. used for management routines):

List below the equipment/materials that will be provided by the student's current program and the equipment/materials that will need to be provided by the student's future program. Attach order information regarding equipment resources and prices.

Equipment	Use/Justification	Will be provided	Needs to be ordered
-----------	-------------------	------------------	---------------------

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4/10/91

Job Sampling Report

Student's Name : _____ Date : _____

Instructor's Name(s) : _____ Job Site : _____

Job Description : _____

Job Adaptations : _____

Communication : Circle all that apply.

Receptive Learning Style : Pictures, tangible symbols (models), manual, oral, Braille, written, gesture, other : _____

Student's expressive communication mode : manual, oral, picture, electronic device, Braille, communication board/wallet, other : _____

Job Performance Rating Scale

1 2 3 4 5
 Needs improvement-----Satisfies job requirement

	1	2	3	4	5	Comments
Work Speed						
Work Attitude						
Works Independently						
Initiates Needed Assist						
Independent Mobility						
Attention to Tasks						
Physical Tolerance						
Dexterity/Coordination						

General Behavior Rating Scale

1 2 3 4 5
 Change/intervention needed-----Good

	1	2	3	4	5	Comments
Social Behavior						
Job Satisfaction						
Self Care						