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ABSTRACT

This final report describes Oklahoma State Department of Education activities designed to improve technical assistance to special education programs and related services for children and youth with deaf-blindness. Specifically, activities of the project included: (1) training professionals, paraprofessionals, and related service providers preparing to serve or serving children and youth with deaf-blindness; (2) providing technical assistance to increase the number of programs delivering improved services to children and youth with deaf-blindness in the least restrictive environment; (3) facilitating parental involvement in the education of their children and youth with deaf-blindness; and (4) identifying, certifying, and placing children on the Deaf-Blind Registry and tracking children and youth with deaf-blindness. The goals of the project were to establish improved instructional, administrative, and appraisal techniques leading to increased opportunities for education within the least restrictive environment; to increase family involvement; to create an effective tracking and certification system; and to establish a closer correlation between the Deaf-Blind Registry and state child counts. The result of this project was the establishment of improved techniques leading to increased opportunities for education within the least restrictive environment, greater family involvement, an effective tracking and certification system, and a closer correlation between Deaf-Blind registry and state child counts. Appendices contain a list of project activities, data charts, and evaluation instruments. (CR)

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OKLAHOMA DUAL SENSORY IMPAIRMENT

TECHNICAL ASSISTANCE PROJECT

FINAL REPORT

OCTOBER 1, 1992 - SEPTEMBER 30, 1995

(Including activities funded through the no-cost
extension October 1, 1995-June 30, 1996)

LETHA BAUTER
DIRECTOR

OKLAHOMA STATE DEPARTMENT OF EDUCATION

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**OKLAHOMA DUAL SENSORY IMPAIRMENT
TECHNICAL ASSISTANCE PROJECT
ABSTRACT**

The Oklahoma State Department of Education, Special Education Section, in the interest of effective and efficient services, proposed to improve technical assistance to Special Education programs and related services for children and youth with deaf-blindness for whom the State Education Agency is obligated to make available a free appropriate public education. Oklahoma's Special Education statute and regulations clearly permit the provision of a free appropriate public education to children and youth with deaf-blindness ages birth to 22 years. Although the statutory and policy framework was in place, several pervasive needs and concerns impeded the state's ability to fully implement appropriate educational services.

Areas of concern included:

1. Lack of specifically trained appraisal, instructional, and administrative personnel involved with the education of children and youth with deaf-blindness,
2. Lack of family involvement in the education of children and youth with deaf-blindness,
3. An ineffective method of rectifying the Deaf-Blind registry count,
4. An historical use of residential and institutional settings for service delivery, and
5. A significant population of children and youth with deaf-blindness who have not been provided an individualized communication system for self expression.

Areas of need included:

1. Personnel preparation programs that address the needs of children and youth with deaf-blindness,

2. Parental needs for information about education, diagnosis, evaluation, and lifelong service options,
3. Improved methods of assessing, certifying, and tracking children and youth with deaf-blindness,
4. Improved coordination among relevant agencies, organizations, and institutions having responsibility to deliver services to children and youth with deaf-blindness, and
5. Improved dissemination of information regarding current research findings and exemplary practices in the education of children and youth with deaf-blindness.

This project was focused on meeting these needs and concerns through the systematic provision of training and information, to families of children and youth with deaf-blindness, and to all personnel involved in service delivery. Free appropriate public education services were expanded and enhanced by the accomplishment of four major goals:

1. To provide training to professionals, paraprofessionals, and related service providers preparing to serve or serving, children and youth with deaf-blindness;
2. To provide technical assistance to increase the number of programs providing improved service delivery to children and youth with deaf-blindness in the least restrictive environment;
3. To facilitate parental involvement in the education of their children and youth with deaf-blindness;
4. To identify, certify and place children on the Deaf-Blind Registry (Census) and track children and youth with deaf-blindness.

The impact of this project was the establishment of improved instructional, administrative, and appraisal techniques leading to increased opportunities for education within the least restrictive environment, greater family involvement, an effective tracking and certification system, and a closer correlation between Deaf-Blind registry and state child counts.

**OKLAHOMA DUAL SENSORY IMPAIRMENT
TECHNICAL ASSISTANCE PROJECT**

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OKLAHOMA DUAL SENSORY IMPAIRMENT
TECHNICAL ASSISTANCE PROJECT

IV. Purposes, Goals and Objectives

In order to expedite the reader's progress, a restatement of purposes, goals and objectives is provided here.

Goal 1: To provide inservice training to professionals, paraprofessionals, and related service providers preparing to serve or serving, children and youth with deaf-blindness.

Objective 1.1: Develop Curriculum to Address the Needs of Children and Youth with Deaf-blindness.

Objective 1.2: Provide ongoing training to personnel currently serving or anticipating serving children and youth with deaf-blindness.

Goal 2: To provide technical assistance to agencies, institutions, or organizations providing educational, early intervention or transitional services to individuals with deaf blindness and their families.

Objective 2.1: Replicate successful innovative approaches to providing educational, early intervention, and transition or related services to individuals with deaf-blindness.

Objective 2.2: Provide consultative and counseling services for professionals, paraprofessionals, parents and others who play a direct role in the lives of individuals with deaf-blindness.

Objective 2.3: Provide technical assistance regarding specialized alternative communication systems to assure that individuals with deaf-blindness have full access to school, home and community environments.

Objective 2.4: Develop and implement procedures to evaluate the effectiveness of services to children with deaf-blindness.

Objective 2.5: Engage in on-going coordination with the State Educational Agency, the State's lead agency under part H of the IDEA and other State agencies responsible for providing services to children with deaf-blindness.

Goal 3: Facilitate parental involvement in the education of their children and youth with deaf-blindness.

Objective 3.1: Increase parental knowledge of their role and the roles of the Regional Education Service Centers (RESCs), the State Department of Education (SDE) and the Local Education Agency (LEA) in the educational process of their child.

Goal 4: To identify, certify and place children on the Deaf-Blind Registry (Census) and track children and youth with deaf-blindness and rectify the Registry with OK State Department Child Count data.

Objective 4.1: The project will provide information and technical assistance to LEAs and service providers regarding the federal definition of deaf-blindness and the process for certification.

Objective 4.2: The project will develop a system for tracking children and youth who are deaf-blind.

Objective 4.3: The project Advisory Board will meet three times per year, provide assistance in tracking students who have deaf-blindness, and enhance interagency collaboration.

V. CONCEPTUAL FRAMEWORK

The Oklahoma Dual Sensory Impairment Project was based on the principles that: (a) every individual can and does communicate, (b) voluntary behavior can and will be shaped into purposeful communication when meaning is assigned contingently to early motor and vocal gestures, (c) all service providers, administrators, consumers, and family members can and, through project guidance, will be able to improve the clarity of their communication skills as well as the consistency of their responding to others, and (d) project activities have been based on broadening participants reflection on current practice while building skills to improve present skills. The demographics, environment and systems that support an individual with deaf blindness (family, medical and educational service, SEA/LEA, and community/adult vocational systems) will be positively enhanced through inclusionary practices. The Oklahoma Dual Sensory Impairment Project works to build local capacity and strengthen family members involved in planning and providing for individuals with deaf blindness.

VI. DESCRIPTION OF PROJECT ACCOMPLISHMENTS
(1993-95 AND THROUGH JUNE, 1996 EXTENSION)

Goal 1: To provide inservice training to professionals, paraprofessionals, and related service providers preparing to serve or serving, children and youth with deaf-blindness.

Objective 1.1: Develop Curriculum to Address the Needs of Children and Youth with Deaf-blindness.

The project staff collected materials (including training modules obtained from TRACES and the Kentucky state project) on personnel preparation curricula. They also discussed the implementation of training programs with professionals from throughout the nation. The areas of emphasis of this curriculum have focused on identification and referral for diagnosis; assessment/diagnosis for instructional planning; creating and arranging opportunities for learning; instructional design (IEP) development and instructional strategies; team cooperation, family collaboration and use of community resources; and, transition and long range planning including an expansion of the curricula to include personal futures planning..

The staff developed and implemented the Family Service Course at OU and recruited service providers and family members of individuals with deaf-blindness to enroll in the course. The staff refined the Family Service Course at OU and recruited service providers and family members of individuals with deaf-blindness to enroll and participate in the course. An

additional course designed to teach preservice teachers about instructional strategies in the education of individuals with mental retardation was restructured to include components of the curricula for inservice training in the area of deaf-blindness. The information gathered on the curricula in this course was used to refine the inservice training curricula. The staff worked closely with the Oklahoma Systems Change Project staff and the University Affiliated Program (UAP) to develop and disseminate inservice training materials regarding individuals with deaf-blindness throughout the state. A number of training modules, based on work in other states (KS, UT and KY), information provided by national technical assistance projects (TRACES, Perkins, and Helen Keller), and materials gathered by the UAP were developed which address specific modifications, adaptations, technologies and communication systems specific to deaf blindness. These were designed to compliment the Deaf Blind Registry training and are available to IHEs for incorporation into present class content.

In response to an identified need a new course was offered on transition, supported employment, and supported living for people with severe disabilities including deaf-blindness. The content of this course and other courses addressing the needs of these individuals was made available to other training institutions in the state.

Objective 1.2: Provide ongoing training to personnel currently serving or anticipating serving children and youth with deaf-blindness.

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The state of Oklahoma has no certification program designed to train personnel to meet the needs of infants, toddlers, young children, and their families at the preservice level. This made the activities of the project critical and encouraged collaboration with other agencies. In order to provide inservice training to teachers who work with students who are deaf blind, those with multiple/severe disabilities, and their families, a state teacher registry training system was developed. The Oklahoma Dual Sensory Impairment Technical Assistance project was funded through the state department of education and subcontracted to the University of Oklahoma (OU), Special Education Program at the Norman Campus. The Oklahoma University Affiliated Program (UAP), housed at the OU Health Sciences Center Campus (OUHSC), is contracted to provide 32 hours of training in these areas annually and to track the number of inservice hours teachers and service providers attend training through a Deaf Blind Teacher Registry. The project for deaf blind technical assistance, paid for trainers for approximately one half of the UAP Registry Trainings (in that specific area of severe disabilities). When this report indicates that a training activity was co-sponsored by the UAP, this typically means the hours of training we provided will count on the Registry.

Summer Institutes (1993 and 1994) were provided that addressed identified curricular needs with an emphasis on assessment and functional skills. The content, speakers, and settings of our Summer Institutes varied in order to involve family members and service providers. In addition, a component of the Institutes focused on personal futures planning. The project has been concerned about the low number of infants and toddlers who are referred for the Deaf Blind Census in OK. Our

workshop and dissemination efforts succeeded in three parents identifying their needs for more technical assistance to support their children under three. Although each parent was mailed needs assessment and census forms, none made formal referrals. These contacts were followed up with personal letters and phone calls from project staff. It has become clear (and is further documented by data collected in the Family Systems Project) that parents are very hesitant to identify their offspring as deaf blind in the first few years of life.

In order to address the concern about labeling infants and toddlers as deaf blind, the project provided workshops that targeted early intervention providers and families. Nationally noted presenters, for example Kathleen Stremel, Deborah Chen, and Donna Wickham have been brought to OK to provide training on early communication and family involvement. Please refer to the Appendices for a complete list of workshops and trainings provided.

Specific technical assistance was provided on a continual basis to sites serving children and youth with deaf-blindness through in-depth workshops and focused inservices. The content of the technical assistance was based on information obtained from the previous and revised data collection and needs assessment forms.

Interdisciplinary Site Teams were brought in from three schools where the project has numerous identified students with deaf blindness and service needs. A national team, with support from TRACES, provided a two day workshop that focused on team building and collaborative

planning. The LEA teams were facilitated by project staff and the national team to engage in program planning for the students with deaf blindness in their school sites.

The project was connected to the E-mail system. This system was used to serve as a communication network to continue and follow-up on technical assistance activities.

Information regarding the availability of training opportunities was disseminated to all sites providing services to individuals identified as deaf-blind. The OK project has been successful in attracting excellent presenters with expertise in the areas our constituents identified as needed. Joan Houghton has assisted the project providing training in transition from school to work/community, visual orientation and mobility training, and personal futures planning. Drs. Diane Baumgart and Thomas Pierce have provided workshops concentrating on communication and challenging behaviors, functional curriculum, inclusion, and the MAPs approach to educational planning. Dr. June Downing presented a communication workshop to over one hundred professionals and paraprofessionals serving students with deaf-blindness and multiple disabilities. The project sponsored a teleseminar on transition, supported employment, and functional hearing and visual assessment for young adults with deaf-blindness. This teleseminar was a collaborative effort between Virginia Commonwealth University and the Helen Keller Center. This teleseminar was designed to address a previously identified need in the state of Oklahoma. (See trainings listed in the Appendices)

Goal 2: To provide technical assistance to agencies, institutions, or organizations providing educational, early intervention or transitional services to individuals with deaf blindness and their families.

Objective 2.1: Replicate successful innovative approaches to providing educational, early intervention, and transition or related services to individuals with deaf-blindness.

Several activities were undertaken to obtain information on best practices for serving children and youth with deaf-blindness. These included: Discussed with personnel from the Helen Keller National Center and with several other state projects systems of technical assistance provision. Met with Dr. Anita Briggs from TRACES and began initial technical assistance planning. Conference call and meeting with Tal Black to plan the initial activities for systematic technical assistance throughout Oklahoma. Obtained material from Kathleen Stremel, director of the Mississippi project. Obtained parental videotape material on family involvement from the Texas state project. Met with the Kentucky project coordinator and obtained information regarding their technical assistance system and obtained their materials for referral, needs assessment, and technical assistance applications.

To address a previously identified need in the state of Oklahoma a workshop addressing transition/supported employment issues was held in April, 1993.

The project staff invited representatives of identified IHE programs and related agencies to become members of the Advisory Board and to provide information on best practices that might be included in the project's activities. Descriptions of best practices have been disseminated to personnel throughout Oklahoma via mailings and electronic networks.

A representative of the project who is a parent attended a training workshop on transition issues at the Helen Keller Center in New York City. In addition, the project staff have worked with staff of the Helen Keller Center in the area of transition and personal futures planning to provide four regional training sessions on these topics. These sessions took place in the Spring of 1994. Project staff and selected school personnel attended two annual workshops on best practices provided by Perkins Center.

Objective 2.2: Provide consultative and counseling services for professionals, paraprofessionals, parents and others who play a direct role in the lives of individuals with deaf-blindness.

The project staff conducted several activities to initiate technical assistance and inform families and service providers of children and

youth with deaf-blindness of the availability of resources. These activities included: Established a resource center at the University of Oklahoma and procedures for service providers to obtain information and materials. Announced over E-mail and through mailings that the University of Oklahoma was now providing technical assistance in this area. Presented information on the project to the University of Oklahoma Public School Consortium. Developed project announcement and referral packets and contacted all schools currently identified as serving students with deaf-blindness. Established communication lines for service providers to contact project staff and access project resources. These include a telephone "hot line", facsimile machine, and E-mail address.

Additional activities included: (1) Expansion of a resource center at the University of Oklahoma and procedures for service providers to obtain information and materials; (2) Developed and disseminated a brochure describing the project's activities and resources; (3) Presented information on the project to the Oklahoma Early Intervention Interagency Coordinating Council; (4) Developed information update and referral packets and disseminated these to all schools and service agencies currently identified as serving individuals with deaf-blindness.

Project staff also provided direct technical assistance to Bethany Public Schools which has the largest concentration of students with deaf-blindness in the state. This technical assistance included a personnel needs assessment, an inclusion assessment of the teachers' and students' perceptions about students with severe

disabilities, and direct technical assistance regarding appropriate services to students with deaf-blindness. In addition, project staff assisted the school district personnel to write two proposals for state funding to support inclusion efforts. These proposals were funded and project staff provided consultation on helping to enhance the effectiveness of the resulting projects. Continual planning with school districts to provide similar technical assistance was conducted. In collaboration with the Perkins Center direct consultation and technical assistance was provided to an Oklahoma City school.

Objective 2.3: Provide technical assistance regarding specialized alternative communication systems to assure that individuals with deaf-blindness have full access to school, home and community environments.

The project staff in conjunction with the State Department of Education conducted an initial communication workshop in April 1993.

The project staff collected communication materials and other resources and made them available to families and service providers of children and youth with deaf-blindness. The staff also collected adaptive equipment (computer software, electronic toys, communication boards) and other material that are available for use by families and service providers working with children and youth with deaf-blindness.

The project staff in conjunction with the State Department of Education conducted a communication workshop focused on facilitated communication and other alternative means for enhancing the communication of individuals with deaf-blindness. A major component of each Summer Institute was a session on communication assessment and facilitation. In addition, the project staff collected communication materials and other resources and made them available to families and service providers of children and youth with deaf-blindness.

The project staff worked closely with the staff of the Oklahoma Assistive Technology Center to provide training and resources to service providers and families of children and youth with deaf-blindness.

Objective 2.4: Develop and implement procedures to evaluate the effectiveness of services to children with deaf-blindness.

The project staff developed a tracking system to follow and evaluate the placements, educational progress, integration, and services provided to children and youth with deaf-blindness.

Project Coordinator, Kathryn Haring is a member of the Interagency Coordinating Council Statewide Evaluation Task Force which has addressed the concerns of evaluating programs for children and youth with deaf-blindness through this vehicle.

Sites serving children and youth with deaf-blindness and receiving focused technical assistance were provided forms and assistance to identify needs and assistance through a formative evaluation process.

Objective 2.5: Engage in on-going coordination with the State Educational Agency, the State's lead agency under part H of the IDEA and other State agencies responsible for providing services to children with deaf-blindness.

The staff developed a subcontract between the Oklahoma State Department of Education and the University of Oklahoma to establish the Technical Assistance Project for Children and Youth with Deaf-Blindness and Their Families. In addition, procedures were established to effectively meet and monitor the goals of the project.

The staff identified representatives of IHEs and related agencies to serve as contacts for coordination of activities and as members of the Advisory Board when appropriate.

The Coordinators attended the Oklahoma Interagency Coordinating Council frequently and through these efforts, initiated collaboration efforts between the project and other agencies and organizations serving young children with disabilities in Oklahoma.

The Coordinators have met with faculty of other Oklahoma IHEs to discuss training needs and the coordination of services to children and youth with deaf-blindness including teacher training/certification issues. Coordinators have helped to develop a Higher Education Special Education Consortium in Oklahoma which met monthly. This provides a vehicle for infusing curricula on children and youth with deaf-blindness into all IHE programs.

The staff assisted the Oklahoma State Department of Education in developing a proposal for a Systems Change project to improve integrated services to students with severe disabilities. This proposal was funded by the Office of Special Education Programs. The staff of both projects coordinated efforts to enhance the lives of individuals with deaf-blindness in the state.

Collaboration efforts between the project and other agencies and organizations (including a new chapter of The Association for Persons with Severe Handicaps) serving children and youth with disabilities in Oklahoma were conducted. Plans were made and implemented to coordinate information dissemination with the statewide Regional Education Service Centers and the new Family Resource Centers. Presentations and information provision to the staff of these centers was conducted.

Goal 3: Facilitate parental involvement in the education of their children and youth with deaf-blindness.

Objective 3.1: Increase parental knowledge of their role and the roles of the Regional Education Service Centers (RESCs), the State Department of Education (SDE) and the Local Education Agency (LEA) in the educational process of their child.

Parents received a packet of information on state and nationally available resources with their census update forms at least twice annually. Parents were provided the opportunity to make requests for technical assistance directly to the project staff and were encouraged to complete a needs assessment. The project also developed an annual NewsLetter to update parents on trainings and activities they were invited to attend; to share the contents of our Resource Library so they may access needed materials, curriculums, videotapes, guidebooks, etc.; and to inform them of state of the art technologies or national trends they can access for further information to enhance the education of their son or daughter with deaf blindness.

A resource center was established at the University of Oklahoma and procedures for families, and individuals with deaf-blindness to obtain information and materials were developed. Project announcement and referral packets were developed and staff contacted all families identified as having a child with deaf-blindness. Communication lines for families to contact project staff and access project resources were established. These include a telephone "hot line", facsimile machine, and E-mail address.

Parents of children and youth with deaf-blindness were identified and will be invited to serve on the project's Advisory Board. The information obtained from these contacts was used to help identify additional resources needed in the state to assist families.

Communication lines for families to contact project staff and access project resources were established. Information on specific issues including appropriate education, early childhood services, and transition were provided to several families. Parent packets were developed on these and other topics so that project staff could respond in a timely manner to requests for information from family members. Parents of children and youth with deaf-blindness serve on the project's Advisory Board.

This project worked in close conjunction with another federally funded project focusing on the needs of families of young children with disabilities. Information obtained during the first year of the Family Systems Project at OU was incorporated into the instruments used in this project and was provided to project staff to ensure an awareness of the needs and perceptions of families. Materials have been gathered from other state projects to serve as models for the development of a resource manual for parents in Oklahoma. These manuals, or information packets, were designed for specific age groups: early childhood, school-age, and transition age.

A course in Family Systems was developed and added to the OU teacher education program as a requirement for teacher

certification. Serving families with children and youth with severe disabilities, including deaf-blindness, is a focus of this course.

The Coordinators have assisted a number of parents to write grants requesting funds from the State Department. The funds are requested to serve five school districts by providing programs to increase the social skills, mobility, and integration of students with multiple disabilities including deaf blindness.

Project staff have provided input to the Oklahoma Commission on Children and Youth to establish eleven regional Family Resource Centers throughout the state. These centers will be used to disseminate information about resources available to families of children and youth with deaf-blindness.

Goal 4: To identify, certify and place children on the Deaf-Blind Registry (Census) and track children and youth with deaf-blindness and rectify the Registry with OK State Department Child Count data.

Objective 4.1: The project will provide information and technical assistance to LEAs and service providers regarding the federal definition of deaf-blindness and the process for certification.

The forms for obtaining information and for certifying children and youth as deaf-blind were revised with input from other state

projects to be more accurate and informative and to be more consistent with the national reporting system. Project staff revised the needs assessment instrument for determining possible technical assistance activities for specific individuals and service providers. This instrument was sent to all schools identified as serving students with deaf-blindness. The letters, information, and forms sent to LEAs and service providers were revised to be easier to understand and complete and to be more useful in service provision and for the project's purposes. The material that was gathered through this process has been used to develop a statewide picture of technical assistance needs as well as used as a means to provide site-specific technical assistance.

Procedures were developed for certifying and discharging children and youth on the census. It was ensured that all children and youth currently on the census met the criteria for eligibility. A process for notifying LEAs and service providers of any changes of the status of individuals on the census was implemented. The project staff has facilitated the certification process by assisting the LEAs and service providers in submitting the certification information.

Objective 4.2: The project will develop a system for tracking children and youth who are deaf-blind.

Existing data collection forms for the Deaf-Blind census were revised and new forms were used to collect data on all identified children and youth with deaf-blindness in Oklahoma. Information on the placement, educational program, integration, and services for each child and youth with deaf-blindness was determined. This provided a vehicle for evaluation of project impact, a baseline of present levels of service and integration, as well as an instrument to identify critical individual needs. This information was provided to the Oklahoma State Department of Education and the U.S. Department of Education.

Objective 4.3 The project Advisory Board will meet three times per year, provide assistance in tracking students who have deaf-blindness, and enhance interagency collaboration.

Advisory Board members were identified from all critical agencies and parents serve as representatives that participate on the Council. The Advisory Board has met several times to assist the project staff on the activities of the project. The project staff's decision to limit time and not deviate from the scheduled agenda has developed a well attended, cohesive and productive Council. Board members provide useful information about their plans and needs,

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inviting our project activities to be coordinated with theirs. They have also helped us address the problems faced in child count and census reporting of students with deaf blindness.

VII. NECESSARY CHANGES IN PROJECT ACTIVITIES

The goals and objectives of the project have been previously listed. Activities and timelines are included in The Responsibilities and Timelines Table (please see Appendices). The project staff did not anticipate any difficulty in achieving all goals and objectives set for the project. However, the funding mechanism for the subcontract was not finalized until December of 1992, and a project coordinator was not hired until well into the project. The Year One Director, Rebbie Wale, and the Co-Principle Investigators (PI), David Lovett and Kathryn Haring, conducted activities to ensure that all goals and objectives are achieved during the first year of the project.

At the start of the second year of the project, Julie Hightower had been identified to coordinate the project. However, when the Oklahoma State Systems Change Project was funded she began to coordinate that project. The staff of both projects worked closely together to achieve more effective use of resources and attain mutual goals. The Deaf-Blind project remained without a coordinator but a search for a qualified person to fill that position continued. The position was finally filled by Jan Watts towards the end of the second year of the project. The previous Director, Rebbie Wale, resigned to take another position. Her replacement as Director, Joyce Foutch, and the PIs continued conducting activities to ensure that all goals and objectives were achieved. Letha Bauter became the Project Director toward the termination of the project and assisted us through the no-cost extension period.

Since the Project Coordinator position remained unfilled during much of the life of the project, salary designated funds remained at the end of each year. In addition, through the coordination of efforts with other federal projects, the costs of conducting training activities were substantially reduced. Therefore, no cost extensions for the completion of project activities were requested. These requests were granted and the activities were completed as planned.

Only one major change took place in conducting the proposed activities of the project. During the last year of the project (1995) the Summer Institute was discontinued. It was determined that a series of workshops throughout the year would better address the needs of, and impact on, a greater number of families of children and youth with deaf-blindness and personnel serving these individuals in the state. These workshops were held and were very well received and evaluated. The great success of the implementation of these workshops was incorporated into planning for the 1995-1999 project.

VIII. EVALUATION FINDINGS

The activities in three project years here described, including the no-cost extension, were designed based on the results of a detailed needs assessment. The analysis of the results are available in the Appendices. In brief, project PIs determined that significant discrepancies existed in the skill levels of service providers including a majority of the teachers, administrators and related

service providers serving students with deaf blindness in Oklahoma. The reported levels of skills and knowledge held by providers was significantly below the level they thought necessary to serve this population. A smaller survey of parents of students with deaf blindness identified family needs the project was charged to address. Primary deficits included, lack of meaningful or functional assessments, difficulty in designing and implementing educational programs, problems with behavior management, lack of knowledge in alternative technologies or communication systems, and needs for better early intervention as well as end of school to adult life transition. Clearly, the project developed and delivered technical assistance, training, resources, materials, and information in all these areas.

Evaluation forms were developed to assess each activity sponsored by the project. Specific findings are available in the Appendices. In general, Oklahoma deaf blind trainings have been received positively and have provided valuable assistance to participants. Although consumer satisfaction is uniformly high, project staff are looking at other, more objective evaluation data sources. For example, the PIs are revising the original instrument for describing statewide training needs across disciplines. A systematic data collection procedure for detailed reporting of actual levels of skill and knowledge is underway for everyone who has participated in the Registry Trainings.

IX. PROJECT PRODUCTS, IMPACTS, AND DISSEMINATION

The extensive number of products developed and gathered through the project have been cataloged in the Resource Center. These include reference books, entire curriculums, series of video tapes, collections of readings with handouts from each training session, training modules, and materials collected from a wide range of national and state technical assistance projects. The Dissemination Tracking System developed by the project logs in all requests and references, counts and tracks the materials or forms then disseminated. A simple frequency count indicated significant increases in requests and improved promptness and quality of project responses in our dissemination efforts.

The Oklahoma deaf blind files include individual folders for each person on the Deaf Blind Census and a detailed log of each contact staff have made through mailings, direct technical assistance, and telephone contacts with staff and family involved in the case. This is a time consuming activity, but it allows staff to review all contacts, and assures that we are fully updated prior to the next initiation.

The data forms utilized for updating the census, tracking individuals and families, logging activities and dissemination, and for program evaluation are reviewed and revised continually. Every effort has been made to check the validity and reliability of locating information for individuals on the census, to keep those records

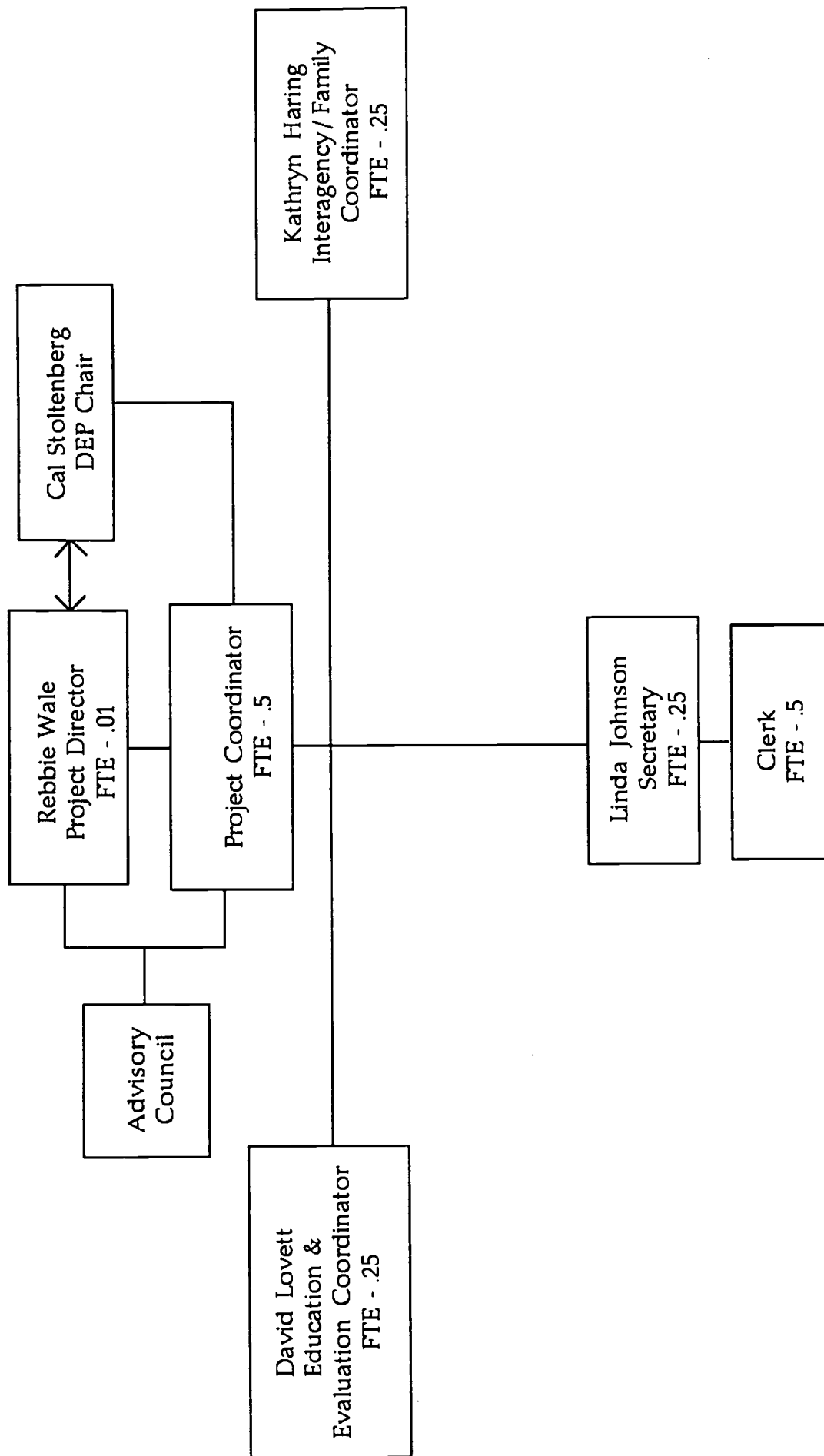
updated, and to coordinate reporting systems for childcount as closely as possible with the state department of education.

X. Please Contact David Lovett or Kathryn Haring (Kharing@ou.edu./Dlovett@ou.edu.) for additional information on evaluation.

XI. This document, the Final Report will be submitted to ERIC as follows: The Final Report of the Oklahoma Dual Sensory Impairment Project. This project was supported through a grant #HO25A20017-93, no endorsement from the United States Department of Education is implied.

APPENDICES

ADMINISTRATIVE ORGANIZATION



RESPONSIBILITIES & TIMELINES

Goals/Objectives	Activities	Persons Responsible	Timeline- Completion Date
Goal 1: To provide and inservice training professionals, paraprofessionals, and related service providers preparing to serve, or serving, children and youth with deaf-blindness.	1.01.1 Compile and synthesize relevant information on education of and services for individuals with deaf-blindness	PC: To be announced (TBN) Co: D. Lovett	10/92
1.1.0 Develop training curriculum and competencies to develop deaf-blind specialization	1.1.1.2 Develop training content specific to implementing educational programs for persons with deaf-blindness	PC: TBN Co: D. Lovett	11/92
	1.1.1.3 Develop training content specific to addressing needs in all educational domains.	PC: TBN Co: D. Lovett	11/92 & Ongoing
	1.1.1.4 Develop training content specific to the operation of educational programs for students from an age appropriate on integrated basis	PC: TBN Co: D. Lovett	11/92 & Ongoing
	1.1.1.5 Synthesize available information regarding resources	PC: TBN Co: D. Lovett	11/92 & Ongoing
	1.1.1.6 Develop training content specific to the establishment of individual interagency education teams & the development, implementation & monitoring of individual education plans (IEPs) family involvement.	PC: TBN Co: D. Lovett K. Haring	11/92 & Ongoing
	1.1.1.7 Incorporate content developed in objectives 1.1.1-1.1.6 into the teacher education model	PC: TBN Co: D. Lovett K. Haring	11/92 & Ongoing
	1.1.1.8 Modify existing courses to reflect new information	PC: TBN Co: D. Lovett K. Haring	11/92 & Ongoing
	1.1.1.9 Restructure existing teacher competency specifications to reflect these areas	PC: TBN Co: D. Lovett K. Haring	12/92 & Ongoing

ONSIBILITIES & TIMELINES (Continued)

Goals/Objectives	Activities	Persons Responsible	Timeline-Completion Date
1.2.0 Provide ongoing inservice training to personnel currently serving children and youth with deaf-blindness	1.2.1 Design and hold summer institute based on needs assessment	PD: R. Wale PC: TBN Co: D. Lovett	6/93, 6/94, 6/95
	1.2.2 Design and provide ongoing technical assistance to sites, personnel, and families	PD: R. Wale PC: TBN	Ongoing
	1.2.3 Establish technical assistance communication network	PD: R. Wale PC: TBN	Ongoing
	1.2.4 Provide inservice training based on curricula to personnel serving children and youth with deaf-blindness	PC: TBN Co: D. Lovett	Ongoing

ONSIBILITIES & TIMELINES (CONTINUED)

Goals/Objectives	Activities	Persons Responsible	Timeline-Completion Date
<p>Goal 2: To provide technical assistance to agencies, institutions, or organizations providing educational, early intervention or transitional services to individuals with deaf-blindness and their families</p> <p>2.1.0 Replicate successful innovative approaches to providing educational, early intervention, and transition or related services to individuals with deaf-blindness</p>	<p>2.1.1 Invite faculty of relevant personnel preparation programs to participate in the Advisory Council</p> <p>2.1.2 Incorporate information regarding project activities into relevant personnel preparation curricula</p> <p>2.1.3 Invite representatives of relevant agencies to participate on the Advisory Council</p> <p>2.1.4 Coordinate with relevant agencies to ensure cooperation between the project and agencies</p> <p>2.1.5 Provide technical assistance to providers regarding innovative practices</p> <p>2.1.6 Establish communication networks with other projects</p> <p>2.1.7 Provide technical assistance to other IHEs</p>	<p>PD: R. Wale PC: TBN Co: D. Lovett K. Haring</p> <p>PC: TBN</p> <p>PD: R. Wale PC: TBN</p> <p>PD: R. Wale PC: TBN</p> <p>PC: TBN Co: D. Lovett K. Haring</p> <p>PD: R. Wale PC: TBN</p> <p>PC: TBN Co: D. Lovett K. Haring</p>	<p>10/92</p> <p>11/92 & Ongoing</p> <p>10/92</p> <p>10/92 & Ongoing</p> <p>10/92 & Ongoing</p> <p>10/92 & Ongoing</p> <p>10/92 & Ongoing</p>

INSEBILITIES & TIMELINES (CONTINUED)

Goals/Objectives	Activities	Persons Responsible	Timeline- Completion Date
2.2.0 Provide consultative and counseling services for professionals, paraprofessionals, parents, etc.	2.2.1 Develop consultative relationships	PC: TBN Co: K. Haring Practicum Coords	10/92 & Ongoing
2.3.0 Provide technical assistance on communication systems	2.3.1 Develop and monitor plans with a focus on communication systems 2.3.2 Provide technical assistance and access to training	PC: TBN PC: TBN Co: D. Lovett	11/92 & Ongoing 10/92 & Ongoing
2.4.0 Develop and implement procedures to evaluate the effectiveness of services	2.4.1 Collect data on individual progress 2.4.2 Site wide data collected and analyzed	PC: TBN PC: TBN	11/92 & Ongoing 11/92 & Ongoing
2.5.0 Engage in ongoing coordination with relevant agencies	2.4.3 Data on placements and integration will be collected and analyzed 2.5.1 Establish and maintain coordination with relevant agencies through communication systems	PC: TBN PC: TBN	5/93, 5/94, 5/95 10/92 & Ongoing

ONSIBILITIES & TIMELINES (CONTINUED) **Goals/Objectives**

Goals/Objectives	Activities	Persons Responsible	Timeline-Completion Date
Goal 3: Facilitate parental involvement in education of their children and youth with deaf-blindness	the		
3.1.0 Increase parental knowledge regarding their roles and the roles of agencies	3.1.1 Include parents in all major project activities including Advisory Board and the site teams	PC: TBN Co: K. Haring	10/92 & Ongoing
	3.1.2 Obtain information on family needs	PC: TBN Co: K. Haring	10/92 & Ongoing
	3.1.3 Provide families with information on agencies and the educational process	PC: TBN Co: K. Haring	10/92 & Ongoing
	3.1.4 Provide resource information to families	PC: N. Calloway Co: K. Haring	10/92 & Ongoing
	3.1.5 Provide transition information, planning and support to families	PC: N. Calloway Co: K. Haring	10/92 & Ongoing
	3.1.6 Provide families with information on life-long planning	PC: N. Calloway Co: K. Haring	10/92 & Ongoing
	3.1.7 Provide families with information on exemplary educational practices	PC: N. Calloway Co: K. Haring	10/92 & Ongoing
	3.1.8 Provide families with technical assistance on evaluation of individual progress	PC: N. Calloway Co: K. Haring	10.92 & Ongoing
	3.1.9 Provide families with technical assistance on how to obtain and use specialized equipment	PC: N. Calloway Co: K. Haring	10.92 & Ongoing
			10.92 & Ongoing

ONSIBILITIES & TIMELINES (CONTINUED)

Goals/Objectives

Goals/Objectives	Activities	Persons Responsible	Timeline-Completion Date
<p>Goal 4: To identify certify, and place children on the Deaf-Blind Registry (Census) and track children and youth with deaf-blindness</p> <p>4.1.0 Provide information and technical assistance to service providers about identification and certification</p>	<p>children on</p> <p>4.1.1 Assist in the identification and certification process</p> <p>4.1.2 Maintain Registry</p> <p>4.1.3 Notify relevant agencies regarding changes on the Registry</p> <p>4.1.4 Provide assistance to use pertinent information</p>	<p>PD: R. Wale PC: TBN</p> <p>PC: TBN</p> <p>PC: TBN</p> <p>PC: TBN</p>	<p>10/92 & Ongoing</p> <p>10/92 & Ongoing</p> <p>10/92 & Ongoing</p> <p>10/92 & Ongoing</p>
<p>4.2.0 The project will develop and field-test a tracking system</p>	<p>4.2.1 Revise current tracking instruments</p> <p>4.2.2 Revise instruments to incorporate levels of integration</p> <p>4.2.3 Analyze survey data and report to administrators</p> <p>4.2.4 Visit sites to analyze reliability and validity of survey data</p> <p>4.2.5 Revise Registry as needed</p> <p>4.2.6 Notify relevant agencies regarding revisions of the Registry</p>	<p>PC: TBN</p> <p>Co: K. Haring</p> <p>PC: TBN</p> <p>PC: TBN Co: K. Haring</p> <p>PC: TBN</p> <p>PC: TBN</p>	<p>12/92</p> <p>12/92</p> <p>3/93 & Ongoing</p> <p>3/93 & Ongoing</p> <p>12/92 & Ongoing</p> <p>12/92 & Ongoing</p>
<p>4.3.0 Advisory Board meets 3 times per year and provides assistance in tracking</p>	<p>4.3.1 Board members review and evaluate survey forms and procedures</p> <p>4.3.2 Obtain information from other states to improve tracking system</p> <p>4.3.3 Rectify the Federal Deaf-Blind Registry with the SDE Child Count</p>	<p>PC: TBN Co: D. Lovett</p> <p>PC: TBN</p> <p>PC: TBN</p>	<p>3 times per year</p> <p>10/92 & Ongoing</p> <p>10/92 & Ongoing</p>

EVALUATION PLAN

Goals/Objectives	Activities	Persons Responsible	Evaluation/Outcomes
<p>Goal 1: To provide preservice and inservice training to professionals, paraprofessionals, and related service providers preparing to serve, or serving, children and youth with deaf-blindness</p> <p>1.1.0 Expand curriculum and competencies to develop transition specialization</p>	1.1.1 Compile and synthesize relevant information on education of and services for individuals with deaf-blindness	PC: To be announced (TBN) Co: D. Lovett	Relevant material compiled & synthesized
	1.1.2 Develop training content specific to implementing educational programs for persons with deaf-blindness	PC: TBN Co: D. Lovett	Employment training content developed
	1.1.3 Develop training content specific to addressing needs in all educational domains.	PC: TBN Co: D. Lovett	Domains training content developed
	1.1.4 Develop training content specific to the operation of educational programs for students from an age appropriate on integrated basis	PC: TBN Co: D. Lovett	Educational programs training content developed
	1.1.5 Synthesize available information regarding resources	PC: TBN Co: D. Lovett	Governmental information synthesized
	1.1.6 Develop training content specific to the establishment of individual interagency education teams & the development, implementation & monitoring of individual education plans (IEPs) family involvement.	PC: TBN Co: D. Lovett K. Haring	Transition training content developed
	1.1.7 Incorporate content developed in objectives 11.1-1.1.6 into the teacher education model	PC: TBN Co: D. Lovett K. Haring	Training content incorporated
	2.7.1 Modify existing courses to reflect new information	PC: TBN Co: D. Lovett K. Haring	Existing courses modified
	2.7.2 Restructure existing teacher competency specifications to reflect these areas	PC: TBN Co: D. Lovett K. Haring	Competencies restructured

ATION PLAN (Continued) Goals/Objectives

Goals/Objectives	Activities	Persons Responsible	Evaluation/ Outcomes
1.2.0 Provide ongoing inservice training to personnel currently serving children and youth with deaf-blindness	1.2.1 Design and hold summer institute based on needs assessment	PD: R. Wale PC: TBN Co: D. Lovett	Summer Institute held and evaluated by participants
	1.2.2 Design and provide ongoing technical assistance to sites, personnel, and families	PD: R. Wale PC: TBN	Technical assistance provided and evaluated by formative and summative methods
	1.2.3 Establish technical assistance communication network	PD: R. Wale PC: TBN	Technical assistance network established and evaluated by staff and consumers
	1.2.4 Provide inservice training based on preservice curricula to personnel serving children and youth with deaf-blindness	PC: TBN Co: D. Lovett	Inservice training provided and evaluated by staff and consumers

UATION PLAN (Continued)

Goals/Objectives	Activities	Persons Responsible	Evaluation/ Outcomes
<p><u>Goal 2:</u> To provide technical assistance to agencies, institutions, or organizations providing educational, early intervention or transitional services to individuals with deaf-blindness and their families</p> <p>2.1.0 Replicate successful innovative approaches to providing educational, early intervention, and transition or related services to individuals with deaf-blindness</p>	<p>2.1.1 Invite faculty of relevant personnel preparation programs to participate in the Advisory Council</p> <p>2.1.2 Incorporate information regarding project activities into relevant personnel preparation curricula</p> <p>2.1.3 Invite representatives of relevant agencies to participate on the Advisory Council</p> <p>2.1.4 Coordinate with relevant agencies to ensure cooperation between the project and agencies</p> <p>2.1.5 Provide technical assistance to providers regarding innovative practices</p> <p>2.1.6 Establish communication networks with other projects</p> <p>2.1.7 Provide technical assistance to other IHEs</p>	<p>PD: R. Wale PC: TBN Co: D. Lovett K. Haring</p> <p>PC: TBN</p> <p>PD: R. Wale PC: TBN</p> <p>PD: R. Wale PC: TBN</p> <p>PC: TBN Co: D. Lovett K. Haring</p> <p>PD: R. Wale PC: TBN</p> <p>PC: TBN Co: D. Lovett K. Haring</p>	<p>Faculty invited to participate</p> <p>Information incorporated into personnel preparation curricula</p> <p>Representatives invited to participate</p> <p>Lines of coordination established</p> <p>Technical assistance provided</p> <p>Communication networks established</p> <p>Technical assistance to IHEs provided</p>
2.2.0 Provide consultative and counseling services for professionals, paraprofessionals, parents, etc.	2.2.1 Develop consultative relationships	PC: TBN Co: K. Haring	Consultative relationships established and maintained

Provide technical assistance on communication systems	2.3.1 Develop and monitor plans with a focus on communication systems	PC: TBN	Plans developed and monitored
	2.3.2 Provide technical assistance and access to training	PC: TBN Co: D. Lovett	
	2.4.1 Collect data on individual progress	PC: TBN	
2.4.0 Develop and implement procedures to evaluate the effectiveness of services	2.4.2 Site wide data collected and analyzed	PC: TBN	Individual data collected and analyzed Site wide data collected and analyzed
	2.4.3 Data on placements and integration will be collected and analyzed	PC: TBN	Placement and integration data collected and analyzed
	2.5.1 Establish and maintain coordination with relevant agencies through communication systems	PC: TBN Co: K. Haring	Communication systems established and coordination maintained
2.5.0 Engage in ongoing coordination with relevant agencies			

UATION PLAN (Continued)

Goals/Objectives

Goals/Objectives	Activities	Persons Responsible	Evaluation/Outcomes
<p>Goal 3: Facilitate parental involvement in education of their children and youth with deaf-blindness</p>	the		
<p>3.1.0 Increase parental knowledge regarding their roles and the roles of agencies</p>	<p>3.1.1 Include parents in all major project activities including Advisory Board and the site teams</p>	<p>PC: TBN Co: K. Haring</p>	<p>Parent involvement in project activities ensured</p>
	<p>3.1.2 Obtain information on family needs</p>	<p>PC: TBN Co: K. Haring</p>	<p>Family needs information obtained</p>
	<p>3.1.3 Provide families with information on agencies and the educational process</p>	<p>PC: TBN Co: K. Haring</p>	<p>Families provide feedback on information they receive</p>
	<p>3.1.4 Provide resource information for families</p>	<p>PC: TBN Co: K. Haring</p>	<p>Resource information provided to families</p>
	<p>3.1.5 Provide transition information, planning, and support to families</p>	<p>PC: TBN Co: K. Haring</p>	<p>Transition information, planning, and support provided</p>
	<p>3.1.6 Provide families with information on life-long planning</p>	<p>PC: TBN Co: K. Haring</p>	<p>Life-long information provided to families</p>
	<p>3.1.7 Provide families with information on exemplary educational practices</p>	<p>PC: TBN Co: K. Haring</p>	<p>Information on exemplary educational practices provided</p>
	<p>3.1.8 Provide families with technical assistance on evaluation of individual progress</p>	<p>PC: TBN Co: K. Haring</p>	<p>Individual technical assistance provided</p>
	<p>3.1.9 Provide families with technical assistance on how to obtain and use specialized equipment</p>	<p>PC: TBN Co: K. Haring</p>	<p>Technical assistance on specialized equipment provided</p>

ACTION PLAN (Continued)

Goals/Objectives	Activities	Persons Responsible	Evaluation/ Outcomes
Goal 4: To identify, certify, and place children on the Deaf-Blind Registry (Census) and track children and youth with deaf-blindness			
4.1.0 Provide information and technical assistance to service providers about identification and certification	4.1.1 Assist in the identification and certification process 4.1.2 Maintain Registry 4.1.3 Notify relevant agencies regarding changes on the Registry 4.1.4 Provide assistance to use pertinent information	PD: R. Wale PC: TBN PC: TBN PC: TBN PC: TBN	Identification and certification process implemented Registry maintained Relevant agencies notified Assistance provided
4.2.0 The project will develop and field-test a tracking system	4.2.1 Revise current tracking instruments 4.2.2 Revise instruments to incorporate levels of integration 4.2.3 Analyze survey data and report to administrators 4.2.4 Visit sites to analyze reliability and validity of survey data 4.2.5 Revise Registry as needed 4.2.6 Notify relevant agencies regarding revisions of the Registry	PC: TBN Co: K. Haring PC: TBN PC: TBN Co: K. Haring PC: TBN PC: TBN	Tracking instruments revised Integration components incorporated Survey data analyzed, reports delivered Site visits completed Registry revised Agencies notified regarding revisions
4.3.0 Advisory Board meets and provides assistance in tracking	4.3.1 Board members review and evaluate survey forms and procedures 4.3.2 Obtain information from other states to improve tracking system 4.3.3 Rectify the Federal Deaf-Blind Registry with the SDE Child Count	PC: TBN Co: D. Lovett PC: TBN PC: TBN	Recommendations by Board members received Information from other states obtained Rectification completed and maintained

Jan Watts, Coordinator
Oklahoma Deaf-Blind
Technical Assistance Project
University of Oklahoma
820 Van Vleet Oval, Room 320
Norman, OK 73019-0260

BEST COPY AVAILABLE

Please contact me for information regarding the Deaf-Blind Technical Assistance Projects as follows:

Technical Assistance

Training

Name

City

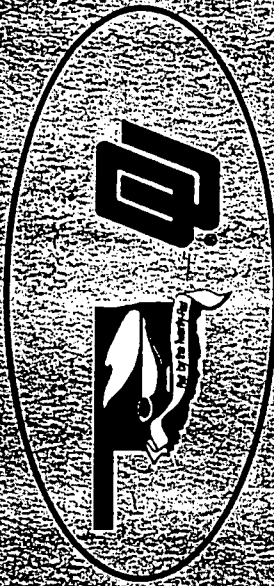
State

ZIP Code

Phone

Detach and return this form

OKLAHOMA
DEAF-BLIND
TECHNICAL
ASSISTANCE
PROJECT



A COOPERATIVE PROJECT BETWEEN
THE OKLAHOMA STATE DEPARTMENT
OF EDUCATION
AND
THE UNIVERSITY OF OKLAHOMA

POSE OF PROJECT:

O...na is dedicated to improving the lives of children and youth with deaf-blindness through the provision of training and educational services to professionals, service providers, and families.

Deaf-Blindness

The term deaf-blindness refers to individuals who experience *both* vision and hearing impairments. The federal definition of deaf-blindness is concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. These hearing and visual impairments can range in intensity from moderate limitations to total blindness and profound deafness.

Individuals with deaf-blindness may also experience health, mental, physical, and behavioral impairments.

Causes

The causes of deaf-blindness are varied and may include:

- Prematurity
- Prenatal insult to the unborn child
- Viral infections
- Accidents
- Brain diseases (meningitis and encephalitis)
- Genetic abnormalities
- Usher's Syndrome
- Charge Syndrome

GOALS:

1. Develop and disseminate resources on information/services.
2. Provide technical assistance.
3. Provide educational training.
4. Address early childhood issues regarding children with deaf-blindness.
5. Maintain and expand a family support network.
6. Maintain and expand interagency collaboration.
7. Expand interdisciplinary professional development.
8. Maintain and update statewide census.
9. Develop and maintain a linking system with other states.

TRAINING AND

TECHNICAL ASSISTANCE:

- Workshops
- Staff development
- Networking
- Dissemination of resources
- Consultation

"The best and the most beautiful things in the world cannot be seen or even touched. They must be felt with the heart."

Helen Keller

SERVICES:

Plans for technical assistance may be developed through discussions with school district personnel, service providers, and families.

The technical assistance needed by personnel and families may include: access to the Deaf-Blind resource library, dissemination of current information, and consultation.

AGES SERVED:

Birth through 21 years

WHO CAN USE THESE

SERVICES?

- Personnel from schools as well as personnel from state and community agencies who provide services to children with deaf-blindness.
- Parents and family members of children with deaf-blindness.

Program Staff:

Project Director	Letha Baurer, SDE
Project Coordinator	Jan Watts, OU
Technical Assistance Specialist	Lisa Lawter, OU
Training and Evaluation Coordinator	David Lovett, OU
Interagency/Parent Service Coordinator	Kathryn Haring, OU

Phone: (405) 325-0441
FAX: (405) 325-6655

VIDEOS

AIN'T MISBEHAVIN': STRATEGIES FOR IMPROVING THE LIVES OF STUDENTS WHO ARE DEAF-BLIND AND PRESENT CHALLENGING BEHAVIOR: 16 minutes

Outreach Department of Texas School for the Blind and Visually Impaired.

This videotape offers practical strategies for proactively avoiding interactions which challenge relationships. It is valuable to families, educators, educational support staff, in-home and residential support providers, friends and community members, and anyone else who regularly interacts with a student who is deaf-blind. The crucial links between behavior and the issues of communication, control, and quality of life are examined.

ASSISTING PARENTS THROUGH THE MOURNING PROCESS: 20 minutes

Hope, Inc.

The video features Dr. James Blair describing the mourning process experienced by some parents of children with disabilities and ways in which the professionals can help them through the process.

AUDITORY LEVELS 20 minutes

Hope, Inc.

This 20-minute videotape shows SKI*Hi children at various auditory and speech levels. Beginning with attending to sounds and early vocalizing, the tape shows a progression through recognition and location of sounds, varied vocalization patterns, beginning production of speech sounds, and finally auditory discrimination of sounds and beginning conversational speech use. The second half of the tape tests the viewer's ability to identify the various auditory and speech levels demonstrated by the children.

CHILD CARE IN THE NEIGHBORHOOD

B. Talbert, V. Taylor
Communication Skill Builders

The purpose of this video is to guide instructors (for example, special educators, early childhood specialist, or parents) in conducting a training workshop for child-care providers in how to include children with special needs in regular child-care programs.

COACTIVE SIGN SYSTEM FOR CHILDREN WHO ARE DEAF-BLIND 60 minutes each

SKI*HI

These tapes are the result of an 18-month project which researched and developed the optimal way to use tactile signs. The series consists of nine 60-minute videotapes. The first 6 tapes contain 12 lessons of the coercive signs most essential for developing beginning vocabulary for the child who is deaf-blind. The last 3 tapes contain back-up vocabulary that will enrich and expand the child's basic vocabulary. The coactive signs have been optimized by using input from blind and deaf-blind consultants to make the signs easy for children who are deaf-blind to feel, recognize and make.

Each lesson consists of sign presentations with delightful graphics to help the learner remember the signs, teaching tips for particular signs, and demonstration of coactive sign use in home situations. In order to help family members and professionals use coactive signing as effectively as possible, a series of mini-lessons is on the tapes, one at the end of each lesson. mini-lesson topics include identifying and positioning yourself when using coactive signs, skills involved in daily use of coactive signing, helping children make signs on their own, optimizing environmental and sensory input, conveying emotions and meaning, and helping children move to the

VIDEOS

next step of tactile signing which is interactive signing. In interactive signing, children feel the parents' signs rather than parents coactively signing with children. This video is closed captioned.

CUED SPEECH: ANOTHER OPTION

Hope, Inc.

This set of video tapes with an accompanying monograph is especially for families using Cued Speech and the parent advisors collaborating with them. The video tapes consist of a series of twenty lessons that teach family members and parent advisors basic cueing skills. Each lesson is about five minutes long and is followed by a brief practice session. The cues for all of the sounds of the English language are taught as well as basic principles for cueing words, phrases, and sentences.

the accompanying second edition monograph contains guidelines for using Cued Speech in SKI*HI programming. The updated monographs can be used with the 1993 SKI*HI Resource manual. It contains many valuable ideas for learning and using Cued Speech in the home.

FINDING INDEPENDENCE THROUGH TECHNOLOGY: For Individuals with Dual Sensory Impairments and Other Disabilities: 13 minutes

Blumberg Center, Indiana State University, 1991

In this open captioned video, real people—parents, professionals, and individuals with dual sensory impairments and other disabilities—show how technology can increase independence in daily lives. Activities include work task and interaction with friends, coworkers, and family. Video is part of training program entitled Independence through Technology.

HAND IN HAND: It can Be Done! 64 minutes

AFB Deaf-Blind Project National Consortium, 1994

The four year federally funded American Foundation for the Blind Deaf-Blind Project was established to meet the needs of teachers who are working with deaf-blind students but who often have little or no formal training in this field and may not have ready access to training opportunities, as well as other individuals who work and interact with students who are deaf-blind, including families, other teachers and service providers, and people in a student's family. This is the video component of that project and provides a visual introduction to the concepts discussed throughout the project materials as well as a vivid demonstration of its guiding principles. The ideas are presented through the voices of parents, teachers, and service providers of students who are deaf-blind. Based on the development of communication and independence the video includes information on calendar boxes, touch cues, object cues, sighted guides, cane use, and the importance of play.

INDEPENDENCE THROUGH TECHNOLOGY: For Individuals with Dual Sensory Impairments and Other Disabilities

Blumberg Center for Interdisciplinary Studies, 1992

The videotape and training module includes six sections covering such topics as: an overview of dual sensory losses; an overview of assistive technology; descriptions and examples of adaptations; the evaluation and selection process for assistive technology; funding and a section of resources. The training module is designed to acquaint consumers, family members, students, and a wide range of professionals, paraprofessionals and service providers with the assistive technology available.

INSITE MODEL - OVERVIEW 10 minutes

Hope, Inc.

VIDEOS

This 10-minute program describes a comprehensive parent-infant home program for children with sensory impairment who have additional disabilities. Because of the complexity and interaction of multihandicapping conditions, team management and coordination of services in several sensory and other developmental areas are emphasized. The program is outlined sequentially to show how a family may be referred and then brought into the program, how child and family needs are assessed, how direct home services to the family are conducted, and how support services are coordinated. The parent advisor is shown helping the parents in their role as co-case managers, providing information to families, and facilitating parent skills in strengthening the parent-child relationship.

INSITE HOME VISIT FOR MULTIHANDICAPPED SENSORY IMPAIRED CHILD AND FAMILY 17 minutes

Hope, Inc.

A 17-minute videotape demonstrating a parent advisor conducting a typical home visit: greeting and follow-up from the previous week; informational discussion with parent; discussion, modeling and parent practice of a communication activity; and a developmental activity, challenge and wrap-up.

INTRODUCTION TO TACTILE COMMUNICATION FOR CHILDREN WHO ARE DEAF-BLIND 60 minutes

This important part of the SKI*HI series describes how to relate to a person who is deaf-blind through interaction and how to recognize and accept all of the child's ways of communicating. There are suggestions as to how to enable the child to access new people, places, and events. A discussion is included to help parents decide which tapes to access first and who to use the entire series to meet the child's needs and the family's priorities. This video is closed captioned.

MAKING THE MOST OF EARLY COMMUNICATION

Dr. Deborah Chen

This 34 minute video presents selected strategies for communicating with infants, toddlers, and preschoolers whose multiple disabilities include vision and hearing loss. emphasis is placed on ways to provide information through activities that are natural, meaningful, and motivating.

PARENTS & PROFESSIONALS, PARTNERS IN CO-SERVICE COORDINATION

University of Wisconsin

An early intervention provider and a mother discuss implementation of the child's programming. They collaborate regarding in home services, parent support groups and daycare.

PARENT SERIES: A PARENTS GUIDE

Child Development Media Inc.

Tape 1: *The Early Days* (22 minutes) -- This tape allows parents to hear parents tell about their families and their awareness of their child's disability.

Tape 2: *Building Brighter Futures* (23 minutes) -- Parents discuss in small groups the changes that have occurred in their families in the first years and the positive gain made by all.

Tape 3: *Resources for Families* (25 minutes) -- Parents discuss how they were able to learn of resources available to them and their children.

Tape 4: *Parent Professional Partnerships* (25 minutes) -- Parents discuss teaming and collaboration.

VIDEOS

SIGNALS AND CUES: 253 minutes

SKI*HI

Five video tapes which comprise the first segment of this series on teaching deaf-blind individuals to communicate through sign language. j These tapes are aimed at beginning basic methods of developing communication skills. The first tape is an introduction to the use of signals and cues in everyday activities, including a five-step model for teaching. It also defines signals and cues and shows their uses. The other four tapes, covering two topics each, are for vocabulary development, and each topic follows the same format: a skill is presented, an activity using that skill is shown, and finally a demonstration of the use of that skill is shown.

THE PROCESS OF COMMUNICATION: 10 minutes

University of Kansas

This short tape is an excellent pre-school example of a teacher facilitating communication between a student with severe disabilities and his typical peers. This tape could be used as a training tape for best practices for special educators, pre-school teachers, kindergarten teachers, and parents.

USING TACTILE SIGNALS AND CUES WITH CHILDREN WHO ARE DEAF-BLIND: 60 minutes

SKI*HI

Topics in this set include: encouraging the child to relate to people, deciding what signals to use, signal use in the daily routine, responding to the child's signals, turntaking, giving the child choices, using coactive signs with signals, enriching activities to encourage communication, and encouraging the child to become an active communicator. The first four topics are narrated with abundant illustrations showing children who are deaf-blind interacting with professionals and parents. Techniques show how parents and professionals can lay a foundation for signal and cue use. The remaining topics show the presentation of basic skills. Activities follow showing signals and cues as used in daily activities and routines. This video is closed captioned.

UNDERSTANDING BRAILLE LITERACY

AFB PRESS

Teachers of children who are blind or visually impaired and their students demonstrate how braille is learned and used from preschool through high school and describe in their own words how braille skills contribute to literacy, independence, mastery of academic skills, and successful education experiences in the regular classroom. Parents, classroom teachers, and school administrators also speak out about the roles they play in fostering braille literacy.

USING TACTILE INTERACTIVE CONVERSATIONAL SIGNING WITH INDIVIDUALS WHO ARE DEAF-BLIND 60 minutes each

This set includes: establishing a foundation for conversational interaction, moving from coactive to interactive signing, selecting materials and activities for interaction, emotion and meaning conveyed through tactile signs, encouraging interactions with peers, and interpreting for the individual who is deaf-blind.

These tapes have narration with numerous demonstrations of tactile interactive signing showing the skills needed to sign interactively with individuals who are deaf-blind. This set features nationally known individuals who are deaf-blind demonstrating communication by sharing their experiences. Kim Powers is featured on the videos, She is an actress who is deaf-blind. She is with the American Disabilities Network and starred in "Kim's World." This video is closed captioned.

VIDEOS

WHY DO WE BEHAVE THAT WAY? 6 minutes

University of Colorado

Although most children occasionally become frustrated and act out, this video helps students to understand why some classmates may act out more often and why their teacher may respond by using particular interventions. Students learn to be helpful to classmates who act out.

YOU & ME

Teaching Research Division Western Oregon State College

Meet Riley Ford, his mom, peers, teachers, and staff at his neighborhood school. This video portrays Riley Ford who is totally blind and has a profound hearing loss, as he attends his neighborhood school. Riley's educational program succeeds because of the coordinated commitment of his parents, the support of the local education district administration, and the commitment of the school staff.

YOU & ME: INTERPRETER-TUTOR

Teaching Research Division Western Oregon State College

Riley's educational program succeeds largely because of his interpreter-tutor. This video portrays the various roles of the interpreter-tutor. Examples of actual lesson adaptations and a discussion of interpreter-tutor skills is included in a manual which comes with this video.

BOOKS

BROTHERS & SISTERS - A SPECIAL PART OF EXCEPTIONAL FAMILIES

T. H. Powell,
Brookes

Siblings experience a bond unique to their relationship. A brother or sister is usually the first close friend and playmate a child has, and that relationship often outlasts all others. *Brothers & Sisters - A Special Part of Exceptional Families, Second Edition*, explores this affinity from the perspective of siblings with a brother or sister who has a disability.

CHALLENGES FOR A SERVICE SYSTEM IN TRANSITION: ENSURING QUALITY COMMUNITY EXPERIENCES FOR PERSONS WITH DEVELOPMENTAL DISABILITIES.

M Hayden, B. Abery,
Brookes

This resource book examines community living research and policy to promote full community inclusion of individuals with developmental disabilities. *Challenges For A Service System in Transition* provides an understanding of the challenges of designing and maintaining a responsive service systems. Chapters offer detailed coverage on: promoting community inclusion and social relationships, enhancing independence and autonomy, assuring quality of services and supports, recruiting, training, and retaining services personnel, financing and budgeting residential and related services.

CHILD CARE IN THE NEIGHBORHOOD: INCLUDING KIDS WITH SPECIAL NEEDS

B. Talbert, V. Taylor,
Communication Skill Builders

The purpose of this manual is to guide instructors (for example, special educators, early childhood specialist, or parents) in conducting a training workshop for child-care providers in how to include children with special needs in regular child-care programs. Topic included are: how to demystify disabilities, increase awareness of the benefits of including children with disabilities, adaptation of program activities to include children with disabilities, effective methods of working with parents of children with special needs. Each chapter covers a specific topic and contains: information for the instructor, an outline giving suggested method for presenting the information, activities, handouts for workshop participants.

CHILDREN WITH DISABILITIES: A MEDICAL PRIMER

M. Batshaw, Y Perret
National Professional Resource

The resource book addresses the needs of children with disabilities. It contains a clear explanation of disabilities in children as well as vital information on the causes and effects of disabling conditions and the diagnostic and intervention strategies that can help make a difference in children's lives. *Children with disabilities* provides an exploration of prenatal development, how organ systems work and what can go wrong, the characteristics of specific disabilities, and contemporary societal issues affecting children and their families.

CIRCLE OF FRIENDS

R. Perske
Abingdon Press

Circles of Friends offers a collection of true stories and issues concerning friendships between people with disabilities and people without disabilities. This resource book describes friendships across age groups and generations.

BOOKS

COLLABORATIVE TEAMS FOR STUDENTS WITH SEVERE DISABILITIES: INTEGRATING THERAPY AND EDUCATIONAL SERVICES.

B. Rainforth, J. York, C. Macdonald,
Brookes

The resource book describes step by step how parents and professionals can interact with one another to create exciting learning opportunities for students. Replete with sample documents and suggested intervention methods, this guidebook discusses the stages of transition, detailing how to choose team members, define responsibilities, and implement team strategies. Collaborative team members will learn important skills such as: developing an ecological curriculum, conducting collaborative assessment, designing a collaborative IEP, scheduling the logistics of integrated therapy and education, and developing action plans for change.

COOPERATIVE LEARNING AND STRATEGIES FOR INCLUSION: CELEBRATING DIVERSITY IN THE CLASSROOM

J. Putnam,
Brookes

Cooperative Learning and Strategies for Inclusion provides a strategies to help instructors tailor their curricula and instructional approaches for improving the individual learning styles, social skills, and self-esteem of all students. This will enable teachers will be able to restructure their classrooms and implement cooperative instruction for students of all ages, from preschool through high school.

CREATIVITY AND COLLABORATIVE LEARNING: A PRACTICAL GUIDE TO EMPOWERING STUDENTS AND TEACHERS.

J. Thousand, R. Villa, A. Nevin
National Professional Resources

This is a practical resource that will provide instructors with methods to capitalize on students' individual differences and promote the academic and social growth of every learner in the inclusive classroom. It includes research-based teaching strategies, sample lesson plans, illustrative case studies, and hands-on instructional materials.

THE EARLY COMMUNICATION PROCESS USING MICROSWITCH TECHNOLOGY

C. Rowland, P. Schweigert
Communication Skill Builders

The Early Communication Process Using Microswitch Technology describes how microswitches are used to provide a method of communication for children who have no intentional communication. A structured intervention hierarchy including four levels of communication: gaining attention, making requests and expressing interests, making choices and expressing preferences, and using symbols to make choices and express preferences is provided. Natural communicative behaviors are also included.

FAMILIES, DISABILITIES & EMPOWERMENT

G. Singer, L. Powers
Brookes

This comprehensive resource gathers experts from social work, health care, early intervention, parent-to-parent programs, counseling, and education to present strategies for building strong partnerships between service providers and the families of individuals with disabilities. These support strategies equip professionals to empower families, as well as enable families to empower themselves.

BOOKS

HAND IN HAND: ESSENTIALS OF COMMUNICATION AND ORIENTATION AND MOBILITY FOR YOUR STUDENTS WHO ARE DEAF-BLIND.

J. Pickett, E. Joffe, T. Welch, K. Huebner
AFB Press

The Hand in Hand materials have two major purposes: self-study and in-service training. The materials are designed to provide: basic knowledge and skills regarding how deaf-blindness affects and interacts with a child's ability to learn. Also included are ways to assist other individuals who work and interact with deaf-blind students, such as families or related service providers. Detailed information on the development of communication and O&M skills and how these skills are taught to deaf-blind students are provided.

INCLUDING STUDENTS WITH SEVERE DISABILITIES IN SCHOOLS

S. Calculator, C. Jorgensen
Singular Publishing Group, Inc.

This book extends the discussion of the three themes that unify the inclusion theme: collaboration, the influence of context and culture on children's changing needs across the childhood years, and relevance to meeting children's real-life needs. The discussion of inclusion as guided by Calculator and Jorgensen presents opportunities for readers to extend their understanding of each of these themes. It most surely will fulfill its broader purpose of extending opportunities for individuals with severe disabilities and their friends, as well. It is with that conviction that I introduce the book to you.

INCLUSIVE INSTRUCTIONAL DESIGN: FACILITATING INFORMED AND ACTIVE LEARNING FOR INDIVIDUALS WHO ARE DEAF-BLIND IN INCLUSIVE SCHOOL

Inclusive Instructional Design provides information regarding the concept of inclusion and the issues surrounding inclusive service delivery. A description of the learner who is deaf-blind is provided along with a guide for team planning for the individual. The final chapter is devoted to creating learning community that includes developing and supporting relationships. Useful forms are also provided.

INSITE CURRICULUM

A two volume manual containing the INSITE Curriculum for home-based programming for families of deaf-blind and other children who are multi-sensory impaired. The first volume contains information for parent advisors and the communication and hearing programs of the INSITE Curriculum. Information for parent advisors includes sections on psycho-emotional support; supportive services; home visit planning, delivery and reporting and getting started. The second volume contains the vision, cognition, and motor impairments programs of the INSITE home visit curriculum. It also contains a Developmental Resource Section providing information to parents in the areas of gross motor, fine motor, self-help and social-emotional development.

MANAGING BEHAVIORS: A THERAPIST'S GUIDE

C. Warger, E. Heflin
Communication Skill Builders

Managing Behaviors provides therapist with helpful information on behavioral disorders and numerous practical strategies for preventing and managing disruptive student behaviors. Practical suggestions for adapting current accommodations are provided.

NATURAL SUPPORTS IN SCHOOL, AT WORK, AND IN THE COMMUNITY FOR PEOPLE WITH SEVERE DISABILITIES.

BOOKS

J. Nisbet
National Professional Resources

Natural Supports in School, at work, and in the Community for People with Severe Disabilities combines research and personal accounts of practical guidance for using natural supports. Guidelines for natural supports in the family, school, workplace, and community are provided. Essential information on useful strategies for building community membership for individuals with disabilities, examinations of support programs and networks available to families, the role of natural supports in public schools, the effect of natural supports in employment settings, public policy and the development of natural supports is provided.

RESOURCES FOR FAMILY CENTERED INTERVENTION FOR INFANTS, TODDLERS AND PRESCHOOLERS WHO ARE VISUALLY IMPAIRED (VIISA)

This comprehensive manual is for both family and center-based services for preschool aged children with visual impairments. The two volume resource contains child care and self care, motor, orientation and mobility, learning through senses, cognition activities and strategies. In addition, the manual information for working with families, support services, and guidelines for family-centered home-interventions services.

RESOURCE MANUAL FOR UNDERSTANDING AND INTERACTING WITH INFANTS, TODDLERS AND PRESCHOOL AGE CHILDREN WITH DEAF-BLINDNESS

This resource manual contains information and activities and is a training curriculum written specifically for nonprofessional people who work with infants and young children with deaf-blindness and other handicapping conditions. It is basically designed to be used by paraprofessionals, parents and other care-givers, but it can also be used by professionals who are involved in teaching and guiding nonprofessionals to work effectively with children with deaf-blindness.

SEATING AND MOBILITY FOR PERSONS WITH PHYSICAL DISABILITIES

Communication Skill Builders

Seating and Mobility for Persons with Physical Disabilities is based on extensive clinical experience and research findings. The guide includes disability-specific guidelines for fitting and prescribing equipment, the broad range of technology currently available, how to determine the type of mobility device(s) a person needs, the biomechanics of movement, pressure management, position, and stability, and RESNA's Standardization of Terminology and Descriptive Methods for Specialized Seating.

STARTING POINTS: INSTRUCTIONAL PRACTICES FOR YOUNG CHILDREN WHO MULTIPLE DISABILITIES INCLUDE VISUAL IMPAIRMENT

The purpose of this resource book is to provide basic information for the classroom teacher of young children (3 to 8 years of age) whose multiple disabilities include visual impairments.

TEACHING STUDENTS WITH MODERATE TO SEVERE DISABILITIES

M. Wolery, M. Ault, P. Doyle
Longman

This text describes a set of instructional procedures in detail and explains to the reader how to apply them. These strategies comprise most of the effective procedures used in teaching students with moderate to severe disabilities.

THE SPECIAL CHILD – A SOURCE BOOK FOR PARENTS OF CHILDREN WITH DEVELOPMENTAL DISABILITIES, SECOND EDITION.

BOOKS

S. Pueschel, P. Scola, L. Weidenman, J. Bernier
Brookes

The Special Child contains information that will help you face these questions, make informed decisions, and provide optimal care to your child. The lucid chapters in this book define the causes, symptoms, and effects of the conditions that cause disabilities in children and explain the tests, medications, interventions, and procedures that can help make a difference in their lives. This second edition includes additional sections on medical and technological advances that may affect you or your child, including information on the prenatal detection of birth defects, HIV infection in infants, genetic factors that cause disabilities, and the field of learning disabilities.

TOWARD INCLUSION CLASSROOMS

NEA Teacher-to-Teacher Books

Book topics cover areas such as large-scale school change, student assessment, cross-age grouping, and integrating students with special needs into regular classrooms.

WELCOMING STUDENTS WHO ARE DEAF-BLIND INTO TYPICAL CLASSROOMS

N.G. Haring, L. Romer
Brookes

As an increasing number of students who are deaf-blind join their peers in typical classrooms, educators need guidance to create supportive environments that maximize students' potential for learning and personal growth. This timely book discusses in depth the rationale for including students who are deaf-blind in typical classrooms and explores the issues that surround such important areas as behavior, mobility, communication, and transition to adult life.

WORKING TOGETHER WITH CHILDREN AND FAMILIES

P.J. McWilliam, D. Bailey
Brookes

This innovative case format focuses on the problemsolving and decision-making skills professionals need to deliver high-quality services to children and their families. Questions follow each case to highlight the major issues addressed, and some cases are left unresolved, encouraging the reader to determine the most appropriate course of action. Valuable as a teaching tool or as a source of new ideas for professionals, this book bridges the gap between theory and practice in early intervention.

YOU, YOUR CHILD, & "SPECIAL" EDUCATION: A GUIDE TO MAKING SYSTEMS WORK

B. Cutler
Brookes

Parents of children with special needs are often confused and intimidated by today's education system—too intimidated to obtain the educational services their child rightfully deserves. As a consultant in the area of special education and, herself, the mother of a young man with autism, Dr. Cutler knows that parents can make a difference in the quality of their child's education.

OMB No. : 1820-0532

Exp. Date: 6/30/94

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
Office of Special Education Programs

SERVICES FOR CHILDREN WITH DEAF-BLINDNESS

PART A: Identification Information	
1. Name of State OKLAHOMA	2. Date 3-15-96
3. Name of Grantee OKLAHOMA STATE DEPARTMENT OF EDUCATION	
4. Address 2500 N. LINCOLN BLVD., OKLAHOMA CITY, OK 73105	
5. Project Director LETHA BAUTER	
6. Person Completing Form JAN WATTS	
7. Telephone No. (405)325-0441	8. TTY No. -

ED Form 30-10p, Revised 6/91

OMB Form No. 1820-0532
Exp. Date: 6/31/94

State: OKLAHOMA

**PART C: Report of Training and Other Services Provided
to Professionals, Paraprofessionals
and Family Members**

Activities	Persons Trained		
	Profes- sionals	Parapro- fessionals	Family Members
Consultative Services	125	9	75
Training	840	20	15
Information/Referral Services	1300	100	610
Transportation (of Trainees)	40	5	7
Other (Specify)			

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STATECODE	WDCODE	SEX	BIRTH	BDAY	BYR	LETTER NUMBER	VISIONS	HEARINGS	OTHER_1	OTHER_2	OTHER_3	OTHER_4	OTHER_5	OTHER_6	OTHER_7	OTHER_8	PART_1	PART_2	PART_3	PART_4	EDUCATION	UNEMP	OTHER	major	issue	DS
IK	6	1	1	21	83	F																				
IK	7	0	2	11	80	D6																				
IK	10	1	3	24	81	F																				
IK	14	0	4	18	86	E3																				
IK	17	1	8	28	85	E5																				
IK	20	0	3	1	78	E3																				
IK	32	0	11	5	83	E3																				
IK	44	1	1	26	78	E6																				
IK	47	1	6	27	83	F																				
IK	59	0	9	21	80	F																				
IK	68	0	3	30	81	E3																				
IK	78	0	11	1	77	E4																				
IK	79	1	10	3	82	E3																				
IK	83	1	10	24	78	E6																				
IK	90	1	2	1	78	F																				
IK	91	0	6	20	80	F																				
IK	96	1	7	19	77	F																				
IK	103	1	12	18	82	F																				
IK	108	0	3	21	78	E6																				
IK	107	1	1	14	82	F																				
IK	118	1	7	25	76	F																				
IK	120	0	10	17	74	E3																				
IK	123	1	7	18	80	E6																				
IK	128	1	6	19	78	E3																				
IK	138	1	6	3	78	F																				
IK	140	1	5	2	78	F																				
IK	149	0	7	20	80	E4																				
IK	150	0	12	20	88	E3																				
IK	164	0	11	20	78	F																				
IK	161	0	1	27	78	E6																				
IK	162	0	1	14	78	F																				
IK	168	0	6	22	78	F																				
IK	169	1	9	18	82	E3																				
IK	173	0	8	13	78	E2																				
IK	178	0	9	28	81	F																				
IK	188	0	8	1	77	E1																				
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IK	213	1	11	28	78	F																				
IK	220	0	12	1	80	F																				
IK	221	0	6	21	78	F																				
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IK	228	0	7	11	81	E3																				
IK	227	1	2	12	78	F																				
IK	241	0	1	1	77	E3																				
IK	243	0	7	11	78	F																				
IK	248	0	9	8	88	E8																				
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IK	288	0	2	21	80	D6																				
IK	289	0	4	1	83	F																				
IK	307	1	8	15	85	E3																				
IK	312	1	4	12	81	F																				
IK	313	0	10	9	76	F																				
IK	314	0	2	18	85	F																				
IK	316	1	9	18	84	C																				
IK	317	1	12	2	87	E3																				
IK	320	0	3	29	84	E6																				
IK	323	1	1	30	88	E3																				
IK	324	1	10	5	87	F																				
IK	328	1	9	14	87	F																				

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STATECODE	KIDCODE	SEX	BIRTH	SOAV	BYR	LETTER NUMBER	VARIABLES	OTHER_1	OTHER_2	OTHER_3	OTHER_4	OTHER_5	OTHER_6	OTHER_7	PART_8	PART_9	EDUCATN	LIVING	OTHER	info	column 9-8
OK	331	0	3	28	83	F	2	2	1	1	1	1	1	1	2	2	3	1	1		
OK	332	1	1	0	83	F	8	8	2	1	1	1	1	1	2	2	4	2	1		
OK	333	0	0	1	88	OS	0	0	2	1	1	1	1	1	8	8	2	1	1		
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OK	344	0	7	0	83	OS	4	4	0	1	1	1	1	1	8	8	2	1	1		
OK	345	0	10	10	89	F	4	4	0	1	1	1	1	1	8	8	2	1	1		
OK	346	1	0	7	89	OS	4	4	2	1	1	1	1	1	8	8	2	1	1		
OK	347	0	0	13	89	OS	2	2	2	1	1	1	1	1	2	2	4	1	1		
OK	348	0	4	18	90	OS	2	2	2	1	1	1	1	1	2	2	4	1	1		
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OK	350	1	0	22	89	OS	6	6	0	1	1	1	1	1	8	8	2	1	1		
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OK	354	0	0	2	87	F	6	6	2	1	1	1	1	1	8	8	2	1	1		
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OK	357	1	2	3	92	OS	6	6	4	1	1	1	1	1	8	8	2	1	1		
OK	358	1	2	28	80	F	4	4	2	1	1	1	1	1	8	8	2	1	1		
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OK	361	1	4	17	85	F	8	8	0	1	1	1	1	1	8	8	2	1	1		
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OK	371	0	0	20	88	OS	2	2	3	1	1	1	1	1	8	8	2	1	1		
OK	372	0	2	10	81	A1	1	1	2	1	1	1	1	1	8	8	2	1	1		
OK	373	0	0	2	81	OS	2	2	3	1	1	1	1	1	8	8	2	1	1		
OK	374	0	0	2	81	OS	2	2	3	1	1	1	1	1	8	8	2	1	1		
OK	375	0	0	2	81	OS	2	2	3	1	1	1	1	1	8	8	2	1	1		
OK	376	0	0	2	81	OS	2	2	3	1	1	1	1	1	8	8	2	1	1		
OK	377	0	0	20	88	OS	2	2	3	1	1	1	1	1	8	8	2	1	1		
OK	378	0	2	10	81	A1	1	1	2	1	1	1	1	1	8	8	2	1	1		
OK	379	0	0	2	81	OS	2	2	3	1	1	1	1	1	8	8	2	1	1		
OK	380	0	7	28	84	F	4	4	2	1	1	1	1	1	8	8	2	1	1		
OK	381	1	3	18	82	F	4	4	2	1	1	1	1	1	8	8	2	1	1		
OK	382	0	0	18	82	F	4	4	2	1	1	1	1	1	8	8	2	1	1		
OK	383	0	7	11	81	F	1	1	2	1	1	1	1	1	8	8	2	1	1		
OK	384	0	1	10	84	F	4	4	2	1	1	1	1	1	8	8	2	1	1		
OK	385	1	4	0	85	C	2	2	3	1	1	1	1	1	8	8	2	1	1		
OK	386	1	0	0	85	C	2	2	3	1	1	1	1	1	8	8	2	1	1		
OK	387	1	0	0	84	A1	1	1	2	1	1	1	1	1	8	8	2	1	1		
OK	388	0	0	0	88	F	2	2	2	1	1	1	1	1	8	8	2	1	1		
OK	389	0	0	0	81	F	2	2	2	1	1	1	1	1	8	8	2	1	1		

Date 11-3-95

State Oklahoma

CHECK LIST

1. Child Code

- ☒ Information was satisfactory
- ☐ No information/information missing
- ☐ Duplicate student code used (Each code must be unique so one can identify a particular student year after year.)
- ☐ Information identical for two students (Please check for data entry error.)
- ☐ Other Notes: _____

2. Gender

- ☒ Information was satisfactory
- ☐ No information/information missing
- ☐ Other Notes: _____

3. Date of Birth

- ☒ Information was satisfactory
- ☐ No information/information missing
- ☐ Age given in years
- ☐ Included student 22 years old or older
- ☐ Other Notes: _____

4. Etiology of Deaf-Blindness

- ☒ Information was satisfactory
- ☐ No information/information missing
- ☐ Did not use letter/number coding system correctly
- ☐ Used a code other than those listed in the federal instructions
- ☐ Used more than one code (First code listed generally entered.)
- ☐ Other Notes: _____

5. Degree of loss - Vision

☒ Information was satisfactory

☐ No information/information missing

☐ Used a code other than those listed in the federal instructions

☐ Used more than one code (First code listed generally entered.)

☐ Other Notes: _____

6. Degree of loss - Hearing

☒ Information was satisfactory

☐ No information/information missing

☐ Used a code other than those listed in the federal instructions

☐ Used more than one code (First code listed generally entered.)

☐ Other Notes: _____

7. Other Disabilities

☒ Information was satisfactory

☐ Used a code other than those listed in the federal instructions

☐ Other Notes: _____

8. Report in Child Count - Part B

☐ Information was satisfactory

☐ No information/information missing

☐ Marked with 'X', but no code supplied (X's need to be replaced with a valid code listed in instructions.)

☒ Marked under Chapter 1 (89-313 is no longer a funding category)

☐ Used a code other than those listed in the federal instructions

☐ Used more than one code to describe the student's major handicapping condition (First code listed generally entered.)

☒ Other Notes: _____

Children Marked under 89-313 were moved and recorded under Part B

9. **Receiving Part H Services**

- ☒ Information was satisfactory
- ☐ Included students over the age of 3 years old
- ☐ Gave a code number, but should only be "checked" to indicate child is receiving Part H services
- ☐ Other Notes: _____

10. **Setting of Services - Educational**

- ☒ Information was satisfactory
- ☐ No information/information missing
- ☐ Used a code other than those listed in the federal instructions
- ☐ Used more than one code (First code listed generally entered.)
- ☐ Other Notes: _____

11. **Setting of Services - Living**

- ☒ Information was satisfactory
- ☐ No information/information missing
- ☐ Used a code other than those listed in the federal instructions
- ☐ Used more than one code (First code listed generally entered.)
- ☐ Other Notes: _____

Other Comments:

NEEDS ASSESSMENT

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICESNEEDS ASSESSMENT
FOR
INSERVICE TRAINING AND STAFF DEVELOPMENT

Directions: Please review each of the following items. Using the scale provided below, in the first column, indicate for each item the level of skill or knowledge required for your job performance. In the second column, indicate your existing level relative to that skill or knowledge.

2.0	Identification and referral for diagnosis																				
		Administrators					Special Educator					Speech					PT				
		N	X	SD	T		N	X	SD	T		N	X	SD	T		N	X	SD	T	
2.1	Knowledge of early signs of potential sensory, motor and cognitive impairment	21	-0.76	1.1	0.006		73	-0.6	1.1	.0001		26	.03	1.3	0.8		45	-0.6	0.9	.0001	
2.2	Knowledge of referral procedures and resources for appropriate diagnosis	20	-0.45	1.0	.07		72	-0.4	1	.0006		26	-0.3	1	.09		45	-0.8	0.9	.0001	
2.3	Knowledge of a variety of observation techniques to record needed information for child's files	21	-0.66	1.11	.01		73	-0.6	1	.0001		26	-0.2	0.9	0.14		45	-0.7	0.9	.0001	

	Administrators			Special Educator			Speech			PT			OT							
	N	X	SD	T	N	X	SD	T	N	X	SD	T	N	X	SD	T				
2.4	21	-0.52	1.0	.03	73	-0.6	1	.0001	26	-0.3	0.8	.04	45	-0.7	0.9	.0001	53	-0.6	.96	.0001
2.5	21	-1.0	1.2	.0007	73	-0.6	0.97	.0001	26	-0.3	1.1	.09	45	-0.8	1	.0001	52	-0.9	1.1	.0001
2.6	21	-0.8	1.0	0.001	73	-0.5	1	.0001	26	-0.1	0.9	0.5	45	-0.6	1	.0001	53	-0.4	0.9	0.002
2.7	21	-1.4	1.2	.0001	73	-0.5	1.1	.0004	26	-0.3	1	0.11	45	-0.5	1	0.004	53	-0.6	0.9	.0001
2.8	20	-1.2	0.9	.0001	71	-1.1	1.2	.0001	26	-0.6	1.2	.01	43	-0.8	0.9	.0001	52	-0.8	1.2	.0001
2.9																				
3.0																				

NEEDS ASSESSMENT

	Administrators				Special Educator				Speech				PT				OT			
	N	X	SD	T	N	X	SD	T	N	X	SD	T	N	X	SD	T	N	X	SD	T
3.1 Ability to do an ecological inventory in order to identify possible instructional goals for:																				
3.1.1 Domestic living	19	-1.2	0.99	.0001	69	-0.5	1.1	.0001	25	-0.08	1.1	0.7	41	-0.4	0.9	0.007	53	-0.37	1.0	.01
3.1.2 Leisure/recreation	19	-1.2	1.2	.0006	69	-0.4	1.2	.0004	25	-0.08	1.2	0.7	42	-0.5	1	0.005	53	-0.3	.97	.02
3.1.3 Vocational training	19	-1.3	1.1	.0001	69	-0.5	1.3	.0007	25	-0.1	1.0	0.4	40	-0.4	1	0.011	52	-0.3	1.1	.01
3.1.4 Community participation	19	-1.4	1.1	.0001	69	-0.5	1.3	.0009	25	-0.2	1.3	0.4	41	-0.5	0.9	0.001	53	-.49	1.0	0.009
3.2 Ability to make training/ instructional decisions for a student once priority instructional objectives have been identified	21	-0.8	1.0	0.002	73	-0.7	0.96	.0001	26	-0.3	0.9	.07	41	-0.6	0.8	.0001	53	-0.5	0.9	.0001
3.3 Knowledge of strategies to identify priority instructional goals and objectives for individual students based upon environmental needs, student level of functioning, parent priorities, and empirical information on skill acquisition sequences	21	-1.1	1.2	.0004	72	-0.68	1	.0001	25	-0.3	1.1	0.18	38	-0.5	0.9	0.003	50	-.68	1.0	.0001
3.4 Ability to construct task analysis	21	-0.7	0.9	.0017	71	-0.6	1.1	0.001	26	-0.2	0.79	.08	40	-0.6	0.9	.0001	52	-0.4	1.0	0.003
3.5 Ability to identify and use functional assessments in the following areas for instructional planning:																				

NEEDS ASSESSMENT

	Administrators			Special Educator			Speech			PT			OT							
	N	X	SD	T	N	X	SD	T	N	X	SD	T	N	X	SD	T				
3.5.1 Cognitive skills	21	-0.9	0.9	.0003	70	-0.5	1	.0001	26	-0.2	0.95	0.2	42	-0.6	0.9	.0001	52	-0.36	1.1	0.02
3.5.2 Personal management	20	-0.9	0.9	.0005	69	-0.5	1	.0001	26	-0.2	1	0.1	43	-0.6	0.9	.0004	52	-0.46	0.9	0.001
3.5.3 Social skills	21	-0.8	0.8	.0004	70	-0.5	1	.0001	26	-0.2	1	.01	43	-0.5	1	.0008	52	-0.4	.97	0.002
3.5.4 Communication	21	-0.9	0.9	.0002	70	-0.6	1	.0001	26	-0.4	0.85	0.11	43	-0.6	1	.0002	51	-0.5	0.9	.0001
3.5.5 Motor	21	-0.9	0.9	.0002	70	-0.77	1.1	.0001	26	-0.38	0.85	.03	43	-0.5	0.8	.0006	52	-0.6	0.9	.0001
3.6 Ability to collect and use data to modify instruction based on student performance and behavior	21	-1	1.0	.0005	72	-0.5	1	.0001	25	-0.2	0.9	0.2	42	-0.6	0.9	.0005	51	-0.4	.96	0.001
3.7 Knowledge of observation and procedures and data sheets available to monitor the effects on student performance and behavior	21	-1	1.0	.0002	70	-0.5	1.2	.0002	25	-0.2	0.8	0.18	41	-0.7	1	.0001	52	-0.5	0.9	.0001
3.8 Knowledge of procedures to adapt assessments to accommodate students who use augmentative communication systems, have motor impairments, are sensorily impaired, etc.	20	-1	1.3	.0001	70	-1	1.2	.0001	26	-0.5	1.4	.07	42	-0.9	1.3	.0001	51	-1	1.0	.0001
3.9 Ability to analyze and summarize assessment information into a clear statement of present level of performance in relevant areas for a student's IEP	19	-0.7	1.0	0.003	70	-0.68	1.0	.0001	25	-0.04	1	0.8	41	-0.6	1	.0003	51	-0.7	0.9	.0001

NEEDS ASSESSMENT

	Administrators			Special Educator			Speech			PT			OT							
	N	X	SD	T	N	X	SD	T	N	X	SD	T	N	X	SD	T				
Ability to explain assessment results to parents and, when appropriate, the child	20	-0.4	0.99	.05	70	-0.6	0.98	.0001	26	-0.07	0.9	0.6	42	-0.5	0.9	0.001	52	-0.5	1.0	0.001
3.1 Knowledge of strategies to assess functional vision	20	-1.8	1.4	.0001	69	-1	1.1	.0001	26	-0.3	1.2	0.1	42	-0.8	1	.0001	51	-0.7	1.0	.0001
3.1 Knowledge of strategies to assess functional hearing	20	-1.2	1.6	0.004	67	-0.8	1.4	.0001	24	-0.25	1	0.25	42	-0.8	1	.0001	50	-0.7	1.1	.0001
3.1 List any other concerns you have in the area of assessment for instructional planning or any training you feel you may need																				
4.0 Creating and arranging opportunities for learning																				
4.1 Knowledge of community resources, facilities and programs that are available after school, on week-ends, etc., that would support a child's school program and provide community participation (e.g., a recreation program)	19	-1.1	0.99	.0001	72	-0.38	1.4	.02	25	-0.04	1.2	0.8	42	-0.7	1	.0007	51	-0.6	1.0	.0001
4.2 Knowledge and use of strategies to develop social interactions between students and their peers who are also disabled	19	-1.2	1.1	.0001	71	-0.26	1.1	.05	26	0.03	1.2	0.8	43	-0.5	0.7	.0003	52	-0.2	1.0	.08

NEEDS ASSESSMENT

	Administrators				Special Educator				Speech				PT				OT			
	N	X	SD	T	N	X	SD	T	N	X	SD	T	N	X	SD	T	N	X	SD	T
4.3 Knowledge and use of strategies to develop social interactions between students and their nonhandicapped peers	20	-1.1	1.2	.0007	71	-0.47	1.0	.0004	26	-0.03	1.2	0.59	42	-0.5	1	.0050	52	-0.3	1.0	.02
4.4 Ability to appropriately group students for instruction	19	-0.8	1.0	.0020	71	-0.10	1.1	0.2	26	0.11	1.3	0.6	40	-0.4	0.8	.0030	51	-0.1	1.0	0.4
4.5 Knowledge of enrichment areas and extracurricular opportunities available for students in school and community	18	-1.3	1.0	.0001	71	-0.30	1.2	0.03	25	-0.2	1.3	0.5	42	-0.5	1	.0030	52	-0.4	0.9	.0004
4.6 Knowledge and use of strategies to enable students to participate in generic school environments (such as the lunchroom, library, recess, etc.) along with nonhandicapped peers	18	-1	1.0	.0005	71	-0.30	1.3	0.06	26	0.19	1.3	0.4	41	-0.6	1.3	.0046	51	-0.2	1.0	.16
4.7 Knowledge and use of strategies to conduct instruction directly in the community in relevant areas (e.g., how to shop at grocery store)	19	-1	1.4	0.007	71	0.15	1.5	0.4	26	0.11	1.7	0.7	41	-0.6	1	.0009	52	0.07	1.2	0.6
4.8 Knowledge of vocational training resources and opportunities available to students	20	-0.9	1.2	0.003	71	-0.40	1.3	0.009	25	-0.24	1	0.27	41	-0.7	1	.0005	52	-0.6	1.1	.0002

NEEDS ASSESSMENT

	Adminlstrators			Special Educator			Speech			PT			OT							
	N	X	SD	T	N	X	SD	T	N	X	SD	T	N	X	SD	T				
4.9	Ability to schedule the school day to maximize instructional time																			
	19	-1	1.1	0.001	70	-0.48	1.0	.0004	26	0.11	1.3	0.6	40	-0.4	1	.0373	47	-0.5	1.1	0.002
5.0	Instructional design (IEP development) and instructional strategies																			
5.1	Ability to write IEP objectives that address student needs as indicated in the statement of present level performance																			
	18	-0.5	0.7	0.008	70	-0.50	0.89	.0001	26	0.15	1	0.47	43	-0.6	1	.0003	51	-0.5	1.1	0.001
5.2	Ability to write IEP objectives for functional skills the student will need for daily life																			
	18	-0.8	0.9	0.009	70	-0.68	1.0	.0001	26	-0.07	1	0.7	43	-0.8	1	.0001	51	-0.5	1.1	0.001
5.3	Ability to design an IEP that reflects an appropriate balance of objectives in the various skill domains based upon the student's skills, chronological age, and parent priorities																			
	18	-0.8	0.9	0.001	70	-0.58	1.0	.0001	26	0.07	1	0.7	43	-0.8	1	.0001	50	-0.8	1.1	.0001
5.4	Ability to specify measur-able criteria to determine skill mastery by the student																			
	18	-0.7	0.9	0.005	69	-0.8	1.1	.0001	26	0.03	1	0.9	43	-0.9	1	.0001	51	-0.6	1.1	.0003
5.5	Knowledge of strategies to involve families actively and positively in IEP development and instructional planning																			
	18	-0.8	0.6	.0001	70	-0.7	0.9	.0001	25	-0.2	1	0.4	43	-0.9	1	.0001	51	-0.6	1.1	.0004

NEEDS ASSESSMENT

	Administrators				Special Educator				Speech				PT				OT			
	N	X	SD	T	N	X	SD	T	N	X	SD	T	N	X	SD	T	N	X	SD	T
5.6 Ability to write IEP objectives which reflect a concern for acquisition, generalization, and maintenance of new skills	19	-0.6	0.7	.0009	70	-0.7	1.0	.0001	26	-0.2	1	0.4	43	-0.7	0.9	.0001	50	-0.5	1.2	0.002
5.7 Knowledge and use of strategies to conduct instruction in community environments	18	-1.1	1.1	.0006	69	-0.6	1.3	.0004	26	-0.4	1	0.09	42	-0.7	1	.0001	50	-.48	1.1	0.003
5.8 Knowledge of strategies to identify effective instructional cues, corrections and reinforcers	19	-1	0.88	.0001	71	-0.7	0.9	.0001	26	-0.19	0.9	0.3	43	-0.8	1	.0001	50	-0.7	0.9	.0001
5.9 Ability to design procedures to fade instructional prompts and consequences	19	-1	1.0	.0003	71	-0.69	1.1	.0001	26	-0.03	1	0.9	43	-0.9	1	.0001	51	-.78	0.9	.0001
5.10 Ability to schedule a variety of appropriate instructional arrangements, including one-to-one, small and large group, independent work, and free time	18	-0.6	0.8	0.007	70	-0.2	1.0	0.04	26	-0.15	1.2	0.5	40	-0.6	1	.0034	51	-0.4	1.2	.01
5.11 Knowledge and use of strategies to incorporate augmentative systems and adaptive equipment into instructional procedures	19	-1.4	1.3	.0001	70	-0.67	1.2	.0001	26	-0.58	1.4	0.04	42	-1	1	.0001	51	-.88	1.1	.0001

NEEDS ASSESSMENT

		Administrators			Special Educator			Speech			PT			OT							
		N	X	SD	T	N	X	SD	T	N	X	SD	T	N	X	SD	T				
	Knowledge of different positioning and transfer strategies for students with motor disabilities	19	-1	1.4	0.007	69	-0.88	1.2	.0001	26	-0.3	1.5	0.3	44	-0.4	0.7	.0006	50	-0.5	1.1	0.001
	Knowledge of available adaptive devices and alternative systems for students with sensory impairments	20	1.6	1.3	.0001	71	-0.9	1.2	.0001	26	-0.65	1	0.01	40	-1	0.9	.0001	51	-0.7	0.9	.0001
	Ability to design a transitional plan to prepare a student to move to the next environment (e.g., from elementary school to secondary school or from high school to postsecondary training opportunities)	20	-1.2	1.1	.0001	71	-0.7	1.2	.0001	23	-0.65	1	0.01	38	-0.8	1	.0001	51	-0.7	0.9	.0001
	Knowledge and use of strategies of reinforcement to strengthen positive behavior	19	-0.7	0.8	.0009	70	-0.4	1.0	.0005	25	-0.24	0.8	0.14	40	-0.95	1	.0001	52	-.69	1.0	.0001
	Knowledge and use of strategies to remediate behavior problems (excess behavior) and design an instructional program to teach a positive alternative behavior or skill	20	-1.2	1.0	.0001	71	-0.6	1.3	.0001	25	-0.6	1	0.006	40	-1.3	1	.0001	52	-.69	.98	.0001

NEEDS ASSESSMENT

	Administrators		Special Educator			Speech		PT		OT	
	N	X	N	X	SD	N	X	N	X	N	X
	20	-1.1	71	-0.56	1.2	25	-0.5	40	-1	52	-0.8
Knowledge and use of strategies to rearrange the environment to prevent behavior problems from occurring											
	20	-1.1	71	-0.56	1.2	25	-0.5	40	-1	52	-0.8
Knowledge and use of strategies to design effective programs for classroom and community training environments to deal with problem behavior when it occurs											
	20	1.3	71	-0.6	1.2	24	-0.5	39	-0.9	51	-0.68
List any other concerns you may have in the area of instructional design and instructional strategies or any training you feel you need.											
Team cooperation, family collaboration, and use of community resources											
Knowledge and use of effective instructional team cooperation in assessment and programming for students											
	20	-1.1	72	-6	1.1	25	-0.3	39	-0.8	51	-0.7
Ability to develop positive relationships between home and school											
	20	-0.9	72	-0.29	1.0	25	-0.2	39	-0.8	51	-0.4

NEEDS ASSESSMENT

	Administrators				Special Educator				Speech				PT				OT			
	N	X	SD	T	N	X	SD	T	N	X	SD	T	N	X	SD	T	N	X	SD	T
6.3 Ability to train and supervise paraprofessional personnel in the classroom and in community settings	20	-0.8	1.0	0.001	72	-0.5	1.4	0.004	25	-0.08	1	0.783	39	-0.8	1	.0017	51	-0.4	1.1	.01
6.4 Ability to train and supervise volunteers and special friends-peers in school and community settings	20	-1.1	0.87	.0001	72	-0.47	1.4	0.007	25	0.16	1	0.58	36	-0.6	1	.0073	51	-0.2	1.3	.25
6.5 Knowledge of relevant agency resources available to families (e.g., medical, respite, adaptive equipment, vocational rehabilitation services, protection and advocacy, etc.)	20	-1.3	0.98	.0001	72	-0.7	1.4	.0001	24	-0.5	1	0.08	41	-0.8	1	.0002	51	-0.88	1.1	.0001
6.6 List any other concerns you may have in the areas of team cooperation, family collaboration, and use of community resources.																				
7.0 Long-range planning, transitions, and use of resources																				
7.1 Knowledge of long-range planning procedures and techniques	19	-1.5	0.8	.0001	71	-0.77	1.1	.0001	25	-0.6	1.08	0.01	41	-1	1.2	.0001	51	-0.6	1.0	.0001

NEEDS ASSESSMENT

	Administrators				Special Educator				Speech				PT				OT																												
	N	X	SD	T	N	X	SD	T	N	X	SD	T	N	X	SD	T	N	X	SD	T																									
7.2 Knowledge of postsecondary vocational opportunities	19	-1.5	1.3	.0001					70	-0.7	1.4	.0001				1	0.37	41	-0.9	1.3	.0001	52	-0.6	1.0	.0001																				
7.3 Knowledge of postsecondary residential opportunities	19	-1.6	1.38	.0001					70	-0.6	1.5	.0008				1	0.5	41	-0.9	1.4	.0002	52	-0.57	1.0	.0002																				
7.4 Knowledge of procedure for providing the child's future financial security	19	-1.5	1.5	.0002					68	-0.7	1.3	.0001				1	0.8	38	-0.6	1	.0014	50	-0.4	0.9	.0010																				
7.5 Knowledge of how to access the following resources at the state/regional level:																																													
__medical care	19	-1.6	1.1	.0001					68	-0.6	1.4	.0007				1	0.4	39	-0.7	1	.0002	51	-0.5	1.1	.0010																				
__respite care	18	-1.6	1.1	.0001					69	-0.6	1.4	.0003				1	0.03	39	-0.7	1	.0001	50	-0.5	1.1	.0010																				
__adaptive equipment	19	-1.6	1.1	.0001					69	-0.78	1.3	.0001				1	0.3	40	-0.7	1	.0002	52	-.59	1.1	.0004																				
__financial aid/assistance	19	-1.6	1.1	.0001					68	-0.6	1.3	.0003				1	0.17	39	-0.9	1	.0001	49	-.59	.95	.0001																				
__recreation	19	1.8	1.3	.0001					69	-0.7	1.3	.0001				1	0.04	40	-0.7	1	.0004	52	-.59	1.0	.0002																				
__protection and advocacy	18	-1.2	0.9	.0001					69	-0.59	1.3	.0005				1	0.34	38	-0.8	1	.0007	51	-.56	0.9	.0001																				
7.6 Indicate any other concerns you may have about long-range planning, transitions, and use of resources.																																													
8.O Priority training needs																																													
Directions:Please review your responses to sections 2.0 - 7.0																																													

NEEDS ASSESSMENT

	Administrators		Special Educator		Speech		PT	OT	SD	T
	N	X	N	X	N	X				
8.1 Are there areas in which you feel you have training needs that are not covered by the instrument? Please list them.										
8.2 Below, list your 5 priority training (professional development) needs and how they could best be met (e.g., workshops, print material or information, available media, etc.).										

Adapted from: Norman, M.E., Brookfield-Norman, J. and Meyer, L.H., (1985) "A Professional Development Needs Assessment: A Discrepancy Model", Syracuse, NY: Syracuse University Division of Special Education and Rehabilitation.

SURVEY OF FUTURE TRAINING REQUESTS
OVERALL TRAINING RESPONSE

TRAINING CATEGORY	# of Responses out of 41 Respondents
P.A.S.S. Plan	19
Assistive Technology	18
Job Development	18
Behavior Management	17
Sheltered to Supported Employment	17
Communications	14
Building/Reinforcing Natural Supports	13
Job Carving	13
Crisis Intervention	12
Job Analysis	12
Personal Futures	12
Systematic Instructions Techniques	11
Transition from school to adult life	11
Creative Fund Raising	10
Consumer Employment Maintenance	9
Supported Living	8

Training needs survey conducted September 29, 1993 among the attendees at the Sensory Disabilities and Supported Employment Teleseminar.

- University of Oklahoma Supported Employment Innovation Project, 11/93

SURVEY OF FUTURE TRAINING REQUESTS
REHABILITATION SERVICES

TRAINING CATEGORY	# of Responses out of 18 Respondents
Assistive Technology	12
P.A.S.S. Plan	9
Crisis Intervention	8
Transition from School to Adult Life	7
Transition from Sheltered to Supported Employment	7
Job Development	6
Job Analysis	6
Systematic Instruction Techniques	6
Communications	5
Personal Futures Planning	4
Behavior Management	3
Supportive Living	3
Building/Reinforcing Natural Supports	3
Consumer Employment Maintenance	3
Job Carving	3
Creative Fund Raising	1

Training needs survey conducted September 29, 1993 among the attendees at the Sensory Disabilities and Supported Employment Teleseminar.

- University of Oklahoma Supported Employment Innovation Project, 11/93

SURVEY OF FUTURE TRAINING REQUESTS
SUPPORTED EMPLOYMENT

<u>TRAINING CATEGORY</u>	<u># of Responses out of 11 Respondents</u>
Job Development	7
P.A.S.S. Plan	6
Creative Funding	6
Transition from Sheltered to S. E.	6
Behavior Management	5
Personal Futures Planning	4
Job Carving	4
Job Analysis	4
Crisis Intervention	4
Consumer Employment Maintenance	4
Communications	3
Assistive Technology	3
Systematic Instruction Techniques	2
Transition from School to Adult Life	2
Building/Reinforcing Natural Supports	2
Supported Living	2

Training needs survey conducted September 29, 1993 among the attendees at the Sensory Disabilities and Supported Employment Teleseminar.

SURVEY OF FUTURE TRAINING REQUESTS
D.D.S.D.

TRAINING CATEGORY	# of Responses out of 6 Respondents
Building/Reinforcing Natural Supports	4
Communications	4
Job Carving	4
Job Development	3
Behavior Management	3
Transition from Sheltered to Supported Employment	2
Consumer Employment Maintenance	2
P.A.S.S. Plan	2
Assistive Technology	2
Personal Futures Planning	2
Creative Funding	2
CRISIS Intervention	1
Job Analysis	0
Transition from school to adult life	0
Systematic Instruction Techniques	0
Supported Living	0

Training needs survey conducted September 29, 1993 among the attendees at the Sensory Disabilities and Supported Employment Teleseminar.

- University of Oklahoma Supported Employment Innovation Project, 11/93

***SURVEY OF FUTURE TRAINING REQUESTS
OTHER***

TRAINING CATEGORY	# of Responses out of 6 Respondents
Behavior Management	3
Building/Reinforcing Natural Supports	3
Systematic Instruction Techniques	3
Communications	2
Transition from school to adult life	2
Personal Futures Planning	2
Assistive Technology	2
Job Development	1
Job Analysis	1
Consumer Employment Maintenance	1
Creative Funding	1
Transition from Sheltered to Supported Employment	1
P.A.S.S. Plan	1
Job Carving	1
Supported Living	1
Crisis Intervention	0

Training needs survey conducted September 29, 1993 among the attendees at the Sensory Disabilities and Supported Employment Teleseminar.

- University of Oklahoma Supported Employment Innovation Project, 11/93

In order to provide you and other service professionals with future training that meets your needs and training requirements, we request you complete the following listing of possible topics for training. Please rate your top 5 areas of interest with the number "1" being your topic of most interest to you. We encourage you to list any areas of training needed that is not listed. Use the comment section on bottom of page for more information or to provide general comments regarding today's session or future sessions.

<input type="checkbox"/> Personal Futures Planning	<input type="checkbox"/> Transition from school to adult life
<input type="checkbox"/> P.A.S.S. Plan	<input type="checkbox"/> Behavior Management
<input type="checkbox"/> Communications	<input type="checkbox"/> Assistive Technology
<input type="checkbox"/> Job Development	<input type="checkbox"/> Job Carving
<input type="checkbox"/> Job Analysis	<input type="checkbox"/> Systematic Instruction Techniques
<input type="checkbox"/> Building/Reinforcing	<input type="checkbox"/> Supported Living
<input type="checkbox"/> Natural Supports	<input type="checkbox"/> Transition from Sheltered to Supportive
<input type="checkbox"/> Consumer Employment	<input type="checkbox"/> Employment
<input type="checkbox"/> Maintenance	<input type="checkbox"/> Crisis Intervention
<input type="checkbox"/> Creative Fund Raising	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

Please check one:

☐ Rehabilitation Services

☐ Counselor

☐ Rehab Teacher

☐ Other (specify) _____

☐ Supported Employment Provider

☐ Employment Training Specialist

☐ Other (specify) _____

☐ DDSD

☐ Educator

☐ Teacher

☐ Other (specify) _____

☐ Other (specify) _____

General Comments: _____



The University of Oklahoma

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
Oklahoma Dual Sensory Impairment
Technical Assistance Project
Phone: (405) 325-6542

DATA Macintosh HD:125-6311:FORMS:SPED COORD DD

June 29, 1993

Dear <name>

The following student has been certified for the Oklahoma Deaf/Blind Registry. Attached is a **certification form** for you to complete and return in the attached envelope. Families and personnel receiving technical assistance from the Oklahoma Dual Sensory Technical Assistance Project will receive **Program Based or Child Based Services** (described on the next page). If you feel that the educational team needs specific training to better serve this student, please complete, or have them complete, the attached needs assessment. A staff member from the Technical Assistance Project will contact you to establish a date and time to conduct this training.

Please contact project staff at (405) 325-6542 if you have any questions.

Sincerely,

David L. Lovett, Ph.D.
Training & Evaluation Coordinator
Coordinator

Kathryn A. Haring, Ph.D.
Family & Interagency

OKLAHOMA DUAL SENSORY IMPAIRMENT TECHNICAL ASSISTANCE PROJECT

DESCRIPTION OF TECHNICAL ASSISTANCE

Children on the Deaf/Blind Registry, ages of 5 through 15 years will receive **Program Based** technical assistance. Program Based services are defined as technical assistance in the form of consultation, information, and inservice training provided by the Oklahoma Dual Sensory Impairment Project. All persons on the child's educational team, including the parent, may benefit from this type of technical assistance. Assistance is based on the needs of the educational team as they relate to the student on the Deaf/Blind Registry. However, some of the assistance that may be provided will be applicable to other students with disabilities. Technical assistance will be conducted by project staff and others in the field with expertise in particular areas. Project staff will work with school/agency administrators to accommodate existing schedules.

Children, ages birth through 4 years and 16 through 21 years, will receive **both Child Based and Program Based Technical Assistance**. **Child Based Technical Assistance** includes direct consultation to school systems/agencies for individual children and youth on the Deaf/Blind Registry. Consultation may be provided in developing Individual Family Service Plans or Individual Transition Plans for students on the Deaf/Blind Registry. Program Based assistance may also be provided based on the model described above. The need for more intense services for these age groups is based on state/federal mandates. These include: preschool services for 3 and 4 year olds; individual family service plans for birth - two year olds; and individual transition plans for 16 - 21 year olds.

OKLAHOMA DUAL SENSORY IMPAIRMENT
TECHNICAL ASSISTANCE PROJECT

ANNUAL UPDATE INFORMATION
(Parent)

Child's Name _____ D.O.B. _____

Parent/Guardian _____

Address _____

Phone Number _____

If child is not living with parents:

Contact Person's name _____

Address _____
Street City State Zip

Phone _____

(Pre) School/Agency _____

Address _____

Phone Number _____

Primary Disability _____

Other Disabilities _____

Comments _____

OKLAHOMA DUAL SENSORY IMPAIRMENT
TECHNICAL ASSISTANCE PROJECT

REFERRAL INFORMATION

Referral date: _____

Certification date: _____

Part I - Identifying Information

Child's Name _____ D.O.B. _____

Parent/Guardian _____

Address _____

Phone Number _____ County _____

If child is not living with parents:

Contact Person's name _____

Address _____
Street City State Zip

Phone _____

Referral Source _____

(Pre) School/Agency _____

Address _____

Phone Number _____

Please Circle: The family (is. is not) aware this referral is being made.

Primary Disability _____

Other Disabilities _____

Medications, If Known: _____
Comments _____

Part II - Educational Information

Current Education Program/Agency If Different from Referral Source: _____

Address _____

Phone Number _____

Sp. Ed./Early Childhood Coordinator _____

Teacher _____

Comments: _____

Part III - Related Services

Name(s) of Provider(s) _____

Agency Address (if different from school) _____

Frequency of Service(s) _____

OKLAHOMA DUAL SENSORY IMPAIRMENT
TECHNICAL ASSISTANCE PROJECT

ANNUAL UPDATE INFORMATION
(School)

Part I - Identifying Information

Child's Name _____ D.O.B. _____

Parent/Guardian _____

Address _____

Phone Number _____

If child is not living with parents:

Contact Person's name _____

Address _____
Street City State Zip

Phone _____

Primary Disability _____

Other Disabilities _____

Medications, If Known: _____

Comments _____

Part II - Educational Information

Current Education Program/Agency _____

Address _____

Phone Number _____

Sp. Ed./Early Childhood Coordinator _____

Teacher _____

Comments: _____

Part III - Related Services

Name(s) of Provider(s) _____

Agency Address (if different from school) _____

OKLAHOMA DUAL SENSORY IMPAIRMENT
TECHNICAL ASSISTANCE PROJECT

NEEDS ASSESSMENT

DATE: _____

CHILD/STUDENT NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

PERSON COMPLETING THIS FORM: _____

RELATIONSHIP TO CHILD/STUDENT: _____

AGENCY/SCHOOL YOU REPRESENT: _____

ADDRESS: _____

PHONE NUMBER: _____

DIRECTIONS TO SCHOOL/HOME: _____

TYPE OF CLASS STUDENT/CHILD ATTENDS: _____

RELATED SERVICES CURRENTLY PROVIDED (PT; OT; SPEECH/LANG., etc.):

Type of Service	By Whom	How Often

DIRECTIONS: For each item below, please indicate with * if it is an area in which you need training or technical assistance for the student in your class who has a dual sensory impairment. Please indicate with ** if you feel your school/district would benefit from some type of inservice on that topic.

IDENTIFICATION AND REFERRAL

- _____ Information about specific vision/hearing impairments
- _____ Specify: _____
- _____ Types of visual impairments
- _____ Types of hearing impairments
- _____ Functional vision assessment

OKLAHOMA DUAL SENSORY IMPAIRMENT TECHNICAL ASSISTANCE PROJECT

DESCRIPTION OF TECHNICAL ASSISTANCE

Children on the Deaf/Blind Registry, ages of 5 through 15 years will receive **Program Based** technical assistance. Program Based services are defined as technical assistance in the form of consultation, information, and inservice training provided by the Oklahoma Dual Sensory Impairment Project. All persons on the child's educational team, including the parent, may benefit from this type of technical assistance. Assistance is based on the needs of the educational team as they relate to the student on the Deaf/Blind Registry. However, some of the assistance that may be provided will be applicable to other students with disabilities. Technical assistance will be conducted by project staff and others in the field with expertise in particular areas. Project staff will work with school/agency administrators to accommodate existing schedules.

Children, ages birth through 4 years and 16 through 21 years, will receive both **Child Based and Program Based Technical Assistance**. **Child Based Technical Assistance** includes direct consultation to school systems/agencies for individual children and youth on the Deaf/Blind Registry. Consultation may be provided in developing Individual Family Service Plans or Individual Transition Plans for students on the Deaf/Blind Registry. Program Based assistance may also be provided based on the model described above. The need for more intense services for these age groups is based on state/federal mandates. These include: preschool services for 3 and 4 year olds; individual family service plans for birth - two year olds; and individual transition plans for 16 - 21 year olds.

THE NEEDS ASSESSMENT

Name of Agency _____

People attending needs assessment:

1. Administrator:
2. Staff:
3. Parent:

Date: _____ Time: _____ Place: _____

PHASE I (5 minutes) - Introduction

Make personnel introductions and overview the purpose of the needs assessment.

PHASE II (10 minutes) - Review of Agency and Personnel Profiles

Go over the project and personnel profile forms to be sure you understand their program.

PHASE III (60 minutes) - Technical Assistance Needs Assessment Form

1. Determine which area of need (program, personnel, child or parent) to start with. You can start where ever they want to.
2. Go through one area at a time. (15 minutes for each of the four, i.e., Personnel Needs - 15 minutes)

Follow the form. Use the space under each item to state a specific need. (Caution - Do not try to deal with meeting needs at this time, only defining needs). Be sure you qualify the need in terms of a technical assistance need (i.e., A need that can be met by technical assistance). Be certain to ask for and include "other" needs they define.

Agency Name: _____

PROGRAM NEEDS, PAGE 1

1. Assessment/Diagnosis/Evaluation of deaf-blind.

- a) Do you have assessment and evaluation services for children and youth with deaf-blindness?
Yes _____ No _____
- b) Is it adequate? Yes _____ No _____
- c) Do you need technical assistance to improve? Yes _____ No _____

Comments:

2. Supervision/Management of deaf-blind program.

- a) Do you need help (i.e., training, support) in supervision of your deaf-blind program?
Yes _____ No _____
- b) Is it adequate? Yes _____ No _____
- c) Do you need technical assistance to improve? Yes _____ No _____

Comments:

3. Parent Programs

- a) Do you have a program of linking your parents of children and youth with deaf-blindness to community resources, advocacy, legal and parent support groups; and do you have a support program for home/family? Yes _____ No _____
- b) Is it adequate? Yes _____ No _____
- c) Do you need technical assistance to improve? Yes _____ No _____

Comments:

Agency Name _____

PERSONNEL NEEDS, PAGE 1

PERSONNEL NEEDS

1. Training for Staff

- a) Do you have an inservice training program that provides training specific to children and youth with deaf-blindness, i.e., communication, handling skills, mobility, self care, sensory aids? Yes _____ No _____
- b) Is it adequate? Yes _____ No _____
- c) Do you need technical assistance to improve? Yes _____ No _____

Comments:

2. Consultation for staff

- a) Does the staff have access to professionals who can provide consultation in the area of children and youth with deaf-blindness? Yes _____ No _____
- b) Is it adequate? Yes _____ No _____
- c) Do you need technical assistance to improve? Yes _____ No _____

Comments:

3. Information

- a) Does the staff have access to information (printed, audio-visual, etc.) they need about children and youth with deaf-blindness? Yes_____ No_____
- b) Is it adequate? Yes_____ No_____
- c) Do you need technical assistance to improve? Yes_____ No_____

Comments:

4. Staff resources

- a) Does the staff have access to special adaptive equipment and materials for children and youth with deaf-blindness? Yes_____ No_____
- b) Is it adequate? Yes_____ No_____
- c) Do you need technical assistance to improve? Yes_____ No_____

Comments:

5. Collegial Visits

- a) Is there a need to make onsite visits to other programs to observe and get ideas? Yes_____ No_____

Comments:

1. Training

- a) Do you feel that you have access to community resources, advocacy, legal and support groups, and are you able to link up with these services? (Follow up with question of home/family support, if appropriate.) Yes____ No____
- b) Is it adequate? Yes____ No____
- c) Do you need technical assistance to improve? Yes____ No____

Comments:

2. Information

- a) Do you have access to information (printed, audio-visual, materials and equipment, catalogs) about children and youth with deaf-blindness? Yes____ No____
- b) Is it adequate? Yes____ No____
- c) Do you need technical assistance to improve? Yes____ No____

Comments:

Agency Name_____

PARENT NEEDS, PAGE 2

3. Parent Programs

- a) Do you have a need to interact with other parents of children and youth with deaf-blindness? Yes_____ No_____
- b) Is it adequate? Yes_____ No_____
- c) Do you need technical assistance to improve? Yes_____ No_____

Comments:

OTHER NEEDS

- 1. Do you have other needs that you feel should be included in this needs assessment that have not been addressed?

Phase IV Summarize and Prioritize Needs (20 min.)

1. Summarize the needs by quickly reviewing the forms, restating and clarifying their needs statements and listing each need on the Needs Assessment Summary Report Form.
2. Using the same form, ask them to prioritize these needs. Their needs can be across all four areas or all in one area.

Inform them that this year we can only attempt to meet one need for each agency so to be sure they agree on their number one need. Tell them this needs assessment will be used to provide technical assistance in the future.

Phase V Follow-up

Inform them that we will compile the needs assessments of all agencies, and if possible, agree on any group technical assistance.

Also, Project Staff will contact each agency by phone to discuss and plan the agency's technical assistance for this coming year.

Note: Please complete the Needs Assessment Recommendations Report Form and be prepared to discuss needs, recommend technical assistance and determine any needs we can provide through group or individual T.A.

We may need to follow up within a week of the conference with a final debriefing session.

Thanks!!!

NEEDS ASSESSMENT SUMMARY REPORT FORM

Name of Client Agency:

Date:

Agency Participants:
(Names & Titles)

Needs Assessor:

LIST OF NEEDS	PRIORITY RANKING
<p>#1 Topic Area:</p> <p>Need Statement:</p> <p>Comments:</p>	
<p>#2 Topic Area:</p> <p>Need Statement:</p> <p>Comments:</p>	
<p>#3 Topic Area:</p> <p>Need Statement:</p> <p>Comments:</p>	
<p>#4 Topic Area:</p> <p>Need Statement:</p> <p>Comments:</p>	

#5 Topic Area:

Need Statement:

Comments:

#6 Topic Area:

Need Statement:

Comments:

#7 Topic Area:

Need Statement:

Comments:

#8 Topic Area:

Need Statement:

Comments:

#9 Topic Area:

Need Statement:

Comments:

**NEEDS ASSESSMENT
RECOMMENDATIONS REPORT FORM**

Name of Client Agency: _____

Date of Needs Assessment: _____

Name of Needs Assessor: _____

Date of Recommendations Report: _____

Using the top four priority rankings of the client agency, identify the technical assistance the needs assessor would recommend be provided to meet the agency's technical assistance needs.

Priority #1 Topic Area:

Need Statement:

Technical Assistance Recommendation:

Priority #2 Topic Area:

Need Statement:

Technical Assistance Recommendation:

Priority #3 Topic Area:

Need Statement:

Technical Assistance Recommendation:

Priority #4 Topic Area:

Need Statement:

Technical Assistance Recommendation:

Other comments or recommendations:

Topic listed below, circle the number of the statement that most accurately matches your perception of your abilities in the area.

1. I am not at all prepared to carry out this function.
2. I need additional preparation to adequately carry out this function.
3. I can carry out this function.
4. I can teach others to successfully carry out this function.

Topic

Self Rating

a. Assessing student's educational needs/prioritizing goals and objectives for student IEP's.	1	2	3	4
b. Designing age appropriate and functional instructional activities and materials to implement IEP's.	1	2	3	4
c. Implementing therapeutic positioning, handling and specialized techniques within functional activities occurring during the student's day.	1	2	3	4
d. Assessing level, form and function of communication.	1	2	3	4
e. Teaching functional communication.	1	2	3	4
f. Teaching appropriate behavior and modifying inappropriate behavior.	1	2	3	4
g. Identifying and using effective instructional strategies.	1	2	3	4
h. Promoting integration of students within the school and community.	1	2	3	4
i. Working cooperatively with related service staff, defining responsibilities, scheduling, etc.	1	2	3	4
j. Planning and implementing transition from school to school and school to adult services.	1	2	3	4
k. Teaching functional mobility.	1	2	3	4
l. Teaching self care skills.	1	2	3	4
Use of the following specific techniques/strategies:				
m. Teaching Pt, Ot, vision, auditory and communication goals within functional activities throughout the school day.	1	2	3	4
n. Interaction techniques for students with dual sensory impairments.	1	2	3	4
o. Active stimulation programming.	1	2	3	4
p. Individualized curriculum sequencing.	1	2	3	4
q. Adaptations for curriculum and instructional strategies for student with dual sensory impairments.	1	2	3	4
Other: _____	1	2	3	4
_____	1	2	3	4
_____	1	2	3	4

Using the statements above with your self-rating, rank order your top 3 needs/requests for technical assistance.

1.
2.
3.

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BEST COPY AVAILABLE

Your Name: _____
Program: _____
Address: _____

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Individual Agency Application

Date: _____

Agency Name: _____

Address: _____

Phone: _____ Name of Contact Person: _____

Name of Person Requesting Technical Assistance: _____

Describe specifically below the problems and needs your agency has in serving children and youth who are dual sensory impaired, which may be met through technical assistance.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

DAVID LOVETT
OKLAHOMA DUAL SENSORY IMPAIRMENT
TECHNICAL ASSISTANCE PROJECT
UNIVERSITY OF OKLAHOMA
820 VAN VLEET OVAL, ROOM 321
NORMAN, OK 73019-0260

Agency Profile

1. Name of Agency:
2. Type of Agency:
3. Address:
4. Phone:
5. Name and title of Agency Administrator:
6. Supervisor of Deaf-Blind Program:
7. Name, title, and phone number of personnel member you wish us to contact about technical assistance:
8. Service Site(s):
Address:
Phone:
Contact person for Service Site:

(Please list additional service sites, including the address, phone, and contact person for each site.)

9. Service Delivery (Please check the appropriate box for the methods of service delivery your agency uses and the population you serve.)

SERVICE DELIVERY	Population				
	Infant/ Preschool	Elementary	Jr. High	Sr. High	Adult
Special School					
Self-Contained Classroom, Regular School					
Resource Program					
Integrated Classroom					
Community-Based					

PERSONNEL PROFILE

1. Name:

2. Position Title:

3. Degree(s):

4. Training:

5. Experience with deaf-blind children:

(Please complete information on other side of form.)

TECHNICAL ASSISTANCE NEEDS ASSESSMENT TOPICS

As you consider each of the following topics determine whether your current level of service is adequate or if you need technical assistance to improve your service.

PROGRAM NEEDS:

1. Do you have a working goal/mission statement for children and youth with deaf-blindness?
2. Do you have assessment and evaluation services for children and youth with deaf-blindness?
3. Do you have an effective IEP process in place for school age and IFSP process in place for infant, toddler and pre-school age children and youth with deaf-blindness?
4. Do you have a professional trainer in the area of serving children and youth with deaf-blindness to supervise services?

PERSONNEL NEEDS:

1. Do you have an inservice training program that provides training specific to children and youth with deaf-blindness, i.e., tactile signing, coactive communication, handling skills, etc.?
2. Does your staff have access to professionals who can provide consultation in the area of children and youth with deaf-blindness?
3. Does your staff have access to information (printed, audio-visual, etc.) they need about children and youth with deaf-blindness?
4. Does your staff have access to special adaptive equipment and materials for children and youth with deaf-blindness?

DEAF-BLIND CHILD NEEDS:

1. Does your agency have a program to meet the communicative needs of your children?
2. Are your children provided with appropriate sensory aids?
3. Does your agency have a program that meets the needs of the children in the areas of self care skills and mobility?
4. Does your agency have a program that meets the special handling and positioning needs of children and youth with deaf-blindness who have multiple disabilities?

PARENT NEEDS:

1. Do you have a program to provide training that parents need in order to be involved with their children and youth with deaf-blindness?
2. Do you have printed resource material and other information for parents?
3. Do you have an active parent program that involves the parents of children and youth with deaf-blindness?

OTHER: (Please identify any additional needs not specified above.)

OKLAHOMA DUAL SENSORY IMPAIRMENT
TECHNICAL ASSISTANCE PROJECT

RELEASE OF INFORMATION

RE: _____
Child's Name

Collection of Information: Authorization is hereby granted to collect information from the appropriate agencies for the purpose of assisting in the development of an educational or transition plan for my child. Please check all of the following for which release of information is granted.

<input type="checkbox"/> Audiology	<input type="checkbox"/> Ophthalmology
<input type="checkbox"/> Pediatric & Medical	<input type="checkbox"/> Neurology
<input type="checkbox"/> Educational Evaluations	<input type="checkbox"/> Vocational Evaluations
<input type="checkbox"/> Other (Specify): _____	

Release of Information: Authorization is hereby granted to release information from all or part of the child's record as may be deemed necessary for: follow-up treatment or education with the local education agency; transition planning with the OK Department of Vocational Rehabilitation; certification of deaf-blindness; or placement on state, regional, and national registries.

It is my understanding that my child's name may be removed from the registries at my request or upon determination of the ineligibility for services.

Certification: The undersigned certifies that she/he has read the above and understands the nature and purpose of these authorizations to his/her full satisfaction, and that she/he is duly authorized to consent for the above named child.

Date: _____

Signed: _____
(Parent or Guardian)

Relation to child: _____

Signed: _____
(Witness)

(This authorization is not valid after one year from date signed and must be kept on file pursuant to Public Law 93-380 Family Educational Rights and Privacy Act. 1974.)

NOTICE: Any person inspecting or receiving client records under the authority of Sec. 438 sub sec. b(4A) of the Family Education Rights and Privacy Act, 1974, is cautioned that sub sec. B(4B) of that act provides that "personal information shall only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the client."

OKLAHOMA DUAL SENSORY IMPAIRMENT
TECHNICAL ASSISTANCE PROJECT

FUNCTIONAL VISION

CHILD'S NAME: _____ DATE: _____

PERSON COMPLETING FORM: _____

1. Does the ~~ch~~ild occasionally attempt to locate objects visually?
2. Which ~~objects~~?
3. Under ~~what~~ circumstances?
4. Where ~~was~~ the object in relation to the child?
5. How ~~frequently~~ does it happen?
6. Does the ~~child~~ respond to lights or sunlight with flicking of fingers before his eyes or any other specific behavior?
7. Using a clock face for the basis of the description, where does the child respond most readily when things are handed to him?
8. Is one color preferable to another? Which?
9. What ~~happens~~ when an object is moved to the side or away from the child as he reaches for it?
10. How far away can the child visually recognize mother or a known person in an unfamiliar or unexpected situation?
11. How does ~~the~~ child examine an object?
12. Does the ~~child~~ discriminate between objects? How close in size, color, shape?
13. Does the ~~child~~ move his eyes, head, to follow lights, objects, people?

14. Does the child cover his eyes or close them in new or threatening situations?

15. Does the child close his eyes when touched?

16. Will the child make eye contact with you?

OKLAHOMA DUAL SENSORY IMPAIRMENT
TECHNICAL ASSISTANCE PROJECT

FUNCTIONAL HEARING

CHILD'S NAME: _____ DATE: _____

PERSON COMPLETING FORM: _____

1. Do loud noises or strange noises startle or interest the child?
____ No ____ Rarely ____ Occasionally ____ Frequently
2. Does he ____ turn his head towards sound ____ stop what he is doing
____ tense his body ____ show other response?
3. Does he seem to react to ____ sounds of footsteps approaching ____ the dog
barking ____ the doorbell?
4. When mother speaks, does he ____ change his activity ____ become fussy
____ stop crying ____ show excitement?
5. Does he attempt to investigate sound sources ____ nearby ____ at a
distance?
6. Does he alert to sounds from one side more than the other?
____ Right ____ Left Which Sounds?
7. Does he make noises when he is not crying? ____ No ____ Yes
8. Does he make a variety of sounds? ____ No ____ Yes
List:
9. Does he express pleasure by making sounds? ____ No ____ Yes
10. Does he seem to "talk" to people around him? ____ No ____ Yes
11. Does he like to ____ babble ____ say one syllable over and over?
12. Does he use his voice to ____ get attention ____ show he is unhappy
____ show enthusiasm?

13. Does he ☐ discriminate between gross sounds ☐ like to play with sound-producing toys ☐ beat a drum or pot ☐ blow a horn or whistle ☐ shake a rattle or bell near his ear?
14. Does he enjoy music (☐ records ☐ radio ☐ television)? When? How does he show his enjoyment?
15. Does he attempt to imitate sounds? ☐ No ☐ Yes
16. Are his responses to sound consistent? ☐ No ☐ Yes
When do you find him the most alert to sound?
17. Describe incidents when you feel he alerted to sound:

OKLAHOMA DUAL SENSORY IMPAIRMENT
TECHNICAL ASSISTANCE PROJECT

INFORMATION FOR SCHOOL SYSTEMS

Description of Codes

DOB: Student's Date of Birth

MANAGER: Initials of staff member who works with this student: DL-David Lovett; KH-Kathryn Haring

CHILD: Name

LEA: District/County in which child's parents reside

COG/MOT: Should relate to handicapping condition that describes placement of student (if applicable). Examples are: MH; LD; MR (would include TMH; EMH; and SPH)

STATUS: Date on which this student was placed on the Registry. 0 indicates that the child is in the referral process.

TEACHER: Name of teacher or primary service provider (e.g. case manager, voc. rehab. counselor)

SCH:AGEN: Name of school/primary agency serving the student

STREET: Address of school/agency serving the student

CITY: City of school/agency serving the student

ZIP: Obvious

PHONE: Obvious

IFSP/IEP: Date of student's most recent IEP/IFSP (If student has ITP, include date)

SERVICES: Services student is receiving (e.g. Speech Therapy, Physical Therapy, etc.)

RELEASE: Date of most recent release of information from parents (NOTE: All families have been sent a new release of information this month)

OKLAHOMA DEAF-BLIND REGISTRY CERTIFICATION

CHILD'S NAME: _____ DATE OF BIRTH: _____

CERTIFICATION STATUS: ____Initial ____Renewal

CERTIFICATION DATE: _____

AUDIOLOGICAL STATUS:

Hearing Loss: Right ear _____ db Left ear _____ db

Description: _____

Use of aids: _____

Communication Mode: _____

Agency: _____ Date: _____

OPHTHALMOLOGICAL STATUS;

Visual Acuity: Right eye _____ Left eye _____ Field _____

Description: _____

Correction: _____

Agency: _____ Date: _____

CURRENT EDUCATIONAL PROGRAM:

Primary Agency: _____

Address: _____

Program Type: _____

Services: _____

Educational Assessment/EIP: _____

Support Agencies/Other Services: _____

Counting for Funding: Part B _____ 313 _____ Neither _____

PRIMARY DISABILITY(S):

ETIOLOGY (IF KNOWN):

OTHER DISABILITIES

PARENT INVOLVEMENT:

Parent's Name: _____

Address: _____

City: _____

Phone: _____

Parental Release: _____

Notification of Registry Status: _____

LIVING SITUATION:

Parents _____ Other (specify) _____

Address: _____

Phone: _____

DATE

LOCAL PROGRAM

DATE

STATE COORDINATOR, SERVICES FOR DEAF-BLIND
CHILDREN

DUAL SENSORY IMPAIRMENT PROJECT

NAME: _____
 ADDRESS _____

IMP = Fully Implemented
 PI = Partially Implemented
 I = Initiated
 NI = Not Initiated

GOALS/OBJECTIVES AND ACTIVITIES	TIMELINE	PROBE DATA

OKLAHOMA DUAL SENSORY IMPAIRMENT
TECHNICAL ASSISTANCE PROJECT

INSERVICE TRAINING NOTIFICATION

An inservice training has been scheduled for: _____

Name of school/agency: _____

The inservice will be held at: _____

on (date) _____ from (time) _____

Topics to be covered include:

Topic

Presenter

Those expected to attend:

Name/Title

Signature

School/Agency Contact Person: _____

155

Date: _____ Staff Signature _____

«DATA Macintosh HD:125-6311:FORMS:SERVICE PRO DD»

August 27, 1956

«name»
«title»
«company»
«address»
«city», «st» «zip»

Dear «name»:

Thank you for referring «child name» to the Oklahoma Dual Sensory Impairment Technical Assistance Project. We have included a brochure about the project to explain the services we provide. In order to determine if the child you have referred will be eligible for the Oklahoma Deaf/Blind Registry, you need to complete the attached Referral Form and return it as soon as possible. Please provide as much information as possible regarding this child's vision and hearing abilities (parents may be a resource in completing this form). This will assist project staff in determining if this child is an appropriate referral for the Dual Sensory Impairment Technical Assistance Project.

A letter has been sent to this child's parent, along with a release of information form, requesting information about recent audiological and ophthalmological testing. A staff person will also collect this information and use it in determining the eligibility status of this child.

Upon receiving the referral form from you and the release of information from the parent, a staff person will contact you. An on-site visit may be necessary to observe the child that has been referred. After this visit and when all evaluation information has been collected, a determination will be made as to whether this student is eligible for services through the Dual Sensory Impairment Technical Assistance Project. Your supervisor will be notified if this student has been certified and placed on the Oklahoma Deaf/Blind Registry. If an extended period of time passes before you hear whether the child is eligible or not, please contact the project staff.

Do not hesitate to call the project staff if you have questions regarding this process. Again, thank you for this referral.

Sincerely,

David L. Lovett, Ph.D.
Training & Evaluation Coordinator

Kathryn A. Haring, Ph.D.
Family & Interagency Coordinator

OKLAHOMA DUAL SENSORY IMPAIRMENT
TECHNICAL ASSISTANCE PROJECT

REFERRAL INFORMATION

Referral date: _____

Certification date: _____

Part I - Identifying Information

Child's Name _____ D.O.B. _____

Parent/Guardian _____

Address _____

Phone Number _____ County _____

If child is not living with parents:

Contact Person's name _____

Address _____
Street City State Zip

Phone _____

Referral Source _____

(Pre) School/Agency _____

Address _____

Phone Number _____

Please Circle: The family (is, is not) aware this referral is being made.

Primary Disability _____

Other Disabilities _____

Medications, If Known: _____

Comments _____

Part II - Educational Information

Current Education Program/Agency If Different from Referral Source: _____

Address _____

Phone Number _____

Sp. Ed./Early Childhood Coordinator _____

Teacher _____

Comments: _____

Part III - Related Services

Name(s) of Provider(s) _____

Agency Address (if different from school) _____

Frequency of Service(s) _____

Oklahoma Dual Sensory Impairment

Technical Assistance Project

Advisory Board

The Oklahoma Dual Sensory Impairment Technical Assistance Project Advisory Board composed of parents and key members of the agencies most involved in the education of children and youth with deaf-blindness is critical to project success. This committee, meets three times annually to ensure the full implementation of all project objectives. It is a problem solving and coordinating council. The mission of the Advisory Board is to assist project staff to overcome obstacles in the provision of technical assistance, identify needs in the state to be addressed through project activities, evaluate project activities, and help disseminate information developed or compiled by the project. These goals are achieved through the cooperation of Advisory Board members and project staff working together to develop and implement a systematic plan for the provision of technical assistance. This Advisory Board is also an invaluable source for information regarding both the realities of effecting service delivery improvement and identifying the competencies needed by personnel serving children and youth with deaf-blindness.

Oklahoma Dual Sensory Impairment
Technical Assistance Project

Advisory Board

Laura Berkham	Director of Special Education Edmond Public Schools
Carol Clarke	Director, Oklahoma Family Service Centers Director, Public School Interagency Coordinating Council
Becky Cook	Director, Supported Employment Programs Oklahoma Department of Vocational Rehabilitation
Julie Ann Drum	Parent President, Oklahoma TASH
Joan Houghton	Regional Representative Helen Keller National Center
Fern Milton	Teacher Edmond Public Schools
Kathy Perry	Early Childhood Coordinator Oklahoma State Department of Education
Dathan Rush	Oklahoma State Department of Human Services

M'Lissa Sheldon Faculty Member
College of Allied Services
OU Health and Science Center

Mary Stevens Director of Special Education
Bethany Public Schools

Peggy Stucky Parent
PRO-OK Board Member

OU and the OK State Department of Education are sponsoring a:

SUMMER INSTITUTE

Coordinated by David Lovett and Kathryn Haring of the:
Oklahoma Dual Sensory Impairment
Technical Assistance Project

The Oklahoma Dual Sensory Impairment Technical Assistance Project at the University of Oklahoma is pleased to announce a Summer Institute on educational programs for children and youth with dual sensory impairments or multiple disabilities. The Summer Institute will be daily, 9 am to 5 pm, July 12-16. The Institute will take place on the Norman Campus of the University of Oklahoma. Three Graduate credits are available for University of Oklahoma students. Some financial support and tuition reimbursement is also available. Contact Nancy or Linda at 325-5974 if you are interested and not admitted to OU.

Several nationally prominent special educators will conduct the Institute. Topics include:

Curriculum Development	Les Sternberg Iowa State University
Assessment	Ron Taylor Florida Atlantic University
Families & Personal Futures Planning	Kate Moss Texas School for the Visually Impaired
Community Based Instruction	Thomas Pierce University of Nevada Las Vegas
Programs for Young Adults	Thomas Pierce University of Nevada Las Vegas

Please contact Linda Johnson at the Oklahoma Dual Sensory Impairment Technical Assistance Project at 325-6542 for non-credit registration information. Enrolling for credit is not necessary. The institute will satisfy the hour requirement for placement on state Deaf/Blind and Multi-Handicapped registers.

SED/OU/UAP SUMMER WORKSHOP

on

ASSESSMENT ISSUES IN DEAF-BLINDNESS

AND MULTIPLE DISABILITIES

with

DR. RON TAYLOR

from

FLORIDA ATLANTIC UNIVERSITY

JULY 15, 1994

9 AM TO 3 PM

LOCATION:...

Dr. Taylor is a nationally recognized author and researcher in the field of assessment of students with disabilities.

Preregistration is required and there is no cost to participants.

Contact Ms. Chris Franci, University Affiliated Program (UAP) of Oklahoma, 405-271-4500 or 1-800-627-6827.

Credit for either the Oklahoma Deaf-Blind or Multiple Disabilities Special Education Registries is available. Co-sponsored by the UAP of Oklahoma and the Oklahoma Deaf-Blind Technical Assistance Project (Coordinator, Jan Watts - 325-6542 - OU Norman Campus). Please contact Drs. D. Lovett or K. Haring (325-5974) for information on formal graduate degree programs.

**OKLAHOMA DEAF-BLIND
TECHNICAL ASSISTANCE PROJECT**

**STATEWIDE TRAININGS
1994-95**

VISION DEVELOPMENT OF SPECIAL NEEDS CHILDREN

Presenter: Dr. Hiller

Date: April 14, 1994

PERSONAL FUTURES PLAN

Presenters Joan Houghton and Joanne Enos

Dates: May 9, 1994 Duncan

May 19, 1994 Tulsa

**ASSESSMENT ISSUES IN DEAF-BLINDNESS AND MULTIPLE
DISABILITIES**

Presenter: Ron Taylor, Ph. D

Florida

July 15, 1994

*a collaborative effort between OK Deaf-Blind project and UAP

ORIENTATION AND MOBILITY FOR STUDENTS WHO ARE DEAF-BLIND

Presenter: Joan Houghton

December 1, 1994

**COMMUNICATIVE INTENT OF CHALLENGING BEHAVIORS:
STRATEGIES FOR TEACHING STUDENTS WITH MULTIPLE DISABILITIES**

Presenter: Diane Baumgart, Ph.D.

University of Idaho

April 20, 1995

*a collaborative effort between OK Deaf-Blind project and UAP

**PROGRAM DEVELOPMENT FOR INDIVIDUALS WITH SEVERE AND
MULTIPLE DISABILITIES**

Presenter: Kathleen Gee, Ph.D.

University of Kansas

June 5, 1995

*a collaborative effort between OK Deaf-Blind project and UAP

**EARLY INTERVENTION TRAINING PROGRAMS ON COMMUNICATION
DEVELOPMENT IN YOUNG CHILDREN WITH DEAF-BLINDNESS OR
MULTIPLE DISABILITIES**

Presenter: Kathleen Stremel

University of Southern Mississippi

August 15, 1995

*a collaborative effort between OK Deaf-Blind project and UAP

**COMMUNICATION SKILLS INFUSED INTO FUNCTIONAL ROUTINES AND
ACTIVITIES**

Presenter: Kathleen Stremel

University of Mississippi

August 18, 1995

**OKLAHOMA DEAF-BLIND
TECHNICAL ASSISTANCE PROJECT**

**STATEWIDE TRAININGS
1995-96**

**BEYOND CALENDAR BOXES AND CO-ACTIVE MOVEMENT:
INTEGRATING THE VAN DIJK APPROACH ACROSS THE CURRICULUM**

Presenter: Stephanie MacFarland, Ph.D.

University of Arizona

September 29, 1995

*a collaborative effort between OK Deaf-Blind project and National Helen Keller
Technical Assistance Project

**EFFECTIVE TEACHING STRATEGIES TO SUPPORT STUDENTS WITH
DEAF-BLINDNESS**

Presenter: Barbara Hett, Wynelle Roberson, Lauri Triulzi, Anita Briggs

February 8-9, 1996

*a collaborative effort between OK Deaf-Blind Project and National
TRACES Technical Assistance Project

MAKING THE MOST OF EARLY COMMUNICATION

Presenter: Deborah Chen, Ph.D.

California State University at Northridge

March 3, 1996

**INITIATING AND MAINTAINING INCLUSIVE PRESCHOOL
PROGRAMS**

Presenter: Donna Wickham, Ph.D.

University of Kansas

March 4, 1996

**SUPPORTING INDIVIDUALS WITH SEVERE DISABILITIES
INTO ADULTHOOD: CHALLENGES IN TRANSITION**

Presenter: Tom Pierce, Ph.D.

University of Las Vegas

May 3, 1996

MULTIPLE DISABILITIES/DEAF-BLIND REGISTRY TRAINING

Presenter: Ralf Schlosser

Date: June 6 and 7

*a collaborative effort between OK Deaf-Blind Project and UAP to provide a four day
training for teachers seeking registry requirements.

**THE OKLAHOMA DUAL SENSORY IMPAIRMENT
TECHNICAL ASSISTANCE PROJECT**

is pleased to announce a workshop on

**TEACHING COMMUNICATION AND LANGUAGE TO
STUDENTS WITH DEAF-BLINDNESS**

**"BEYOND CALENDAR BOXES AND CO-ACTIVE
MOVEMENT: INTEGRATING THE
VAN DIJK APPROACH ACROSS THE CURRICULUM"**

presented by

STEPHANIE Z.C. MACFARLAND, PH.D.

**from the
DEPARTMENT OF SPECIAL
EDUCATION AND REHABILITATION
UNIVERSITY OF ARIZONA**

SEPTEMBER 29, 1995

8:30 AM TO 3:30 PM

at the

**HOLIDAY INN
1000 N. Interstate Drive
Norman, Oklahoma**

**The Oklahoma Dual Sensory Impairment Technical Assistance Project
is a collaborative project between the University of Oklahoma and
the Oklahoma State Department of Education**

This workshop will focus upon the Van Dijk approach in teaching communication and language which was developed by Dr. Jan van Dijk, a renowned educator of individuals who are deaf-blind at The Instituut voor doven in Sint Michielsgestel, The Netherlands. Van Dijk recognized the unique learning needs of the child who is deprived of hearing and sight and understood the great impact sensory deprivation of varying degrees of loss has upon the child's communication and language development.

Dr. Stephanie MacFarland, the workshop leader, studied with Dr. van Dijk in The Netherlands and documented his theory and curricular approach through her doctoral research. Dr. MacFarland has given numerous presentations and technical assistance regarding the use of the Van Dijk approach in American school systems. In this workshop, Dr. MacFarland will present the philosophy, theory, and instructional strategies of the Van Dijk approach and provide practical examples and group activities to introduce the implementation of the approach.

The training program is open to professionals and paraprofessionals serving individuals with deaf-blindness. Family members are also welcome.

Preregistration is required and there is no cost to participants. Funding for reimbursement of travel expenses is available. Please complete the attached form and return before September 15, 1995. Participation is limited so please register early.

Contact Jan Watts, Coordinator, Oklahoma Dual Sensory Impairment Technical Assistance Project 405-325-0441 for additional information.

Please mail or FAX (405-325-6655) the attached form or call (405-325-0441) by September 15, 1995 to:

Jan Watts, Coordinator
Oklahoma Dual Sensory Impairment
Technical Assistance Project
University of Oklahoma
820 Van Vleet Oval
Norman, OK 73019

**Registration Form for
Communication Workshop**

Name _____

Address _____

Phone Number _____

WORKSHOP SEPTEMBER 29, 1995

INVENTORY OF NEEDS

Please list any specific questions/concerns for the presenter that pertains to individualized programming and/or curriculum regarding your student(s). Please focus your questions to one or two students and provide an overview of the student(s) of concern. Also, if you are familiar with the Van Dijk approach, please indicate in the designated area provided below and comment about what aspects of the approach you are most familiar.

Student's age:

Classroom Description:

Sensory/physical impairments, if any:

Means of communication:

Area of concern:

Level of Familiarity of Van Dijk Approach: (briefly describe)

Optional:

Teacher/Staff Name:

School:

HOTEL OPTIONS

DAYS INN - NORMAN
 609 N. INTERSTATE DRIVE
 NORMAN, OK
 (405)360-4380
 \$34.95 (SINGLE), \$40.00 (KING), \$50.00 (DOUBLE)

HOLIDAY INN
 1000 INTERSTATE DRIVE
 NORMAN, OK
 (405)364-2882
 \$50.00

RAMADA INN
 INTERSTATE 35 & LINDSEY STREET
 NORMAN, OK
 (405)321-0110
 \$42.00 (CORPORATION RATE)

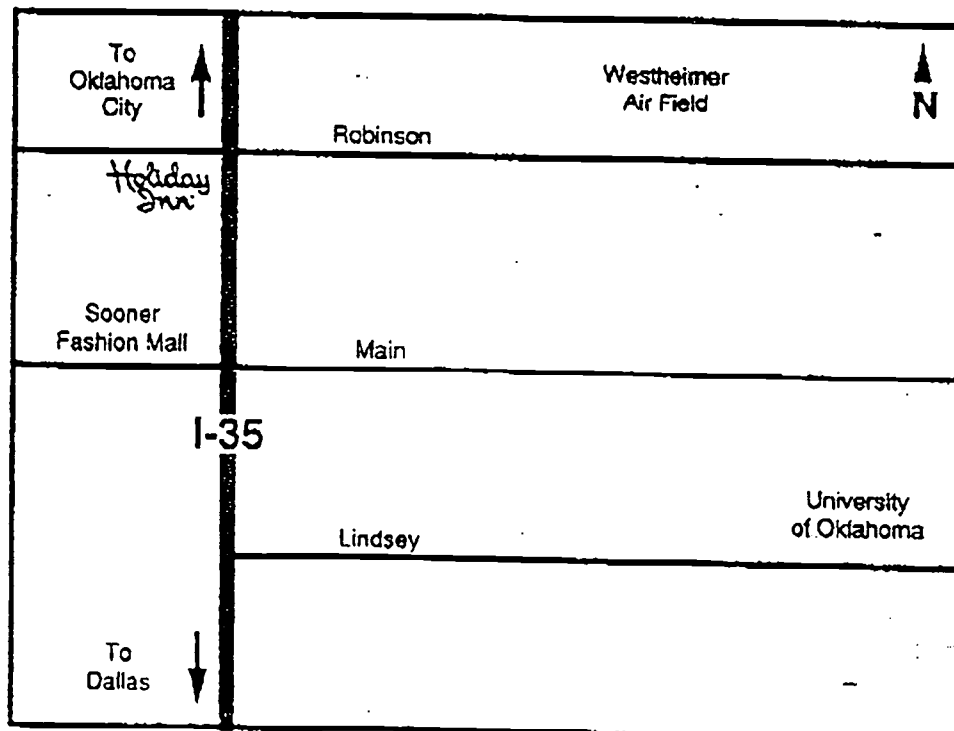
STRAFFORD HOUSE INN
 225 N. INTERSTATE DRIVE
 NORMAN, OK
 (405)329-7194
 \$34.50

THUNDERBIRD LODGE
 1430 24 AVE SW
 NORMAN, OK
 (405)329-6990
 \$41.38

THE GUEST INN
 2530 W. MAIN
 NORMAN, OK
 (405)360-1234
 \$39.03

HOLIDAY INN NORMAN

1000 NORTH INTERSTATE DRIVE
 NORMAN, OKLAHOMA 73072
 PHONE 405-364-2882
 FAX 405-321-5264



Stephanie McFarland

Comments

8. What suggestions do you have for improving future training's?

-you might actually bring samples of calendars with real objects and drawings that represent the same. That way the abstract/concrete difference is stressed.

-could have used a few more weeks

-less talking during and fast forwarding

-more time

-Use of more hands on - activity oriented training at least during part of workshop.

-Spend more time on the actual methods by which to teach communication to the deaf-blind less time on form, context, function and content.

-re-arrangement of tables to encourage more audience interaction/participation

-demonstrate ways to make communication tools.

-Go more in depth with Van Dyke methods.

-more discussion

-none

-This was great. Continue to offer workshops like this that contain practical help.

-Just more and more. More on including - working with regular teacher.

-more on deaf/blind

-provide more information in dealing with children functioning below the 6 month level that also have medical needs and deaf/blindness.

9. What issues would you like to see discussed or clarified in future training?

-ecological inventory process

-ways to teach middle school ^{or} high school students

-show how AAC devices such as VOCA (Voice Output) devices could be used.

-more information an assistive teach i.e., AAC

-more clear definitions of strategies and when they are used. Give examples.

-discuss and train beyond school age - how to integrate into community - jobs, etc.

-more

-scheduling

-I'd appreciate additional training in actually setting up communication programs, signing finger-spelling with deaf-blind, etc.

-inclusion of children described above into the regular classroom environment-based on benefits, not on the law.

10. What will you do differently as a result of this training?

-keep working - add in ideas of gestures-watch for more communication from students

-set up schedule boxes, use tangible objects first

-be more observant of nonverbal communication, Try to be aware of innovative/different tactics that can be used.

-I feel I will look at child's communication systems differently, let them guide actions more.

-Increased options for deaf-blind AAC users

-color code differently. I am very familiar with this approach.

-I will share this information with the teachers I work with. I plan to use some touch cues.

-I will look for more subtle cues from my non verbal students; Use more student-hand over my hand rather than vice-versa.

-Simplify routines and student training.

-push and require regular teacher participation in IEP and Education

- observe/assess communication in an ongoing manner
- Try to incorporate daily schedule boards, etc.
- assess whether child is at symbolic or presymbolic level.

11. What additional information or materials would be helpful to you as follow-up to this training?

- need assistance in class setting with students
- tapes for textbooks - places to find such material
- A handout diagramming pockets/setting up schedules/materials/how to make items would be helpful.
- I would like to see full video series ``Hand in Hand''
- more activity-based instruction
- Compare differences in voice output aug. comm. usage - calendars can be programmed into voice output and single message voice output can be used for finished and other symbols with symbol on top - less bulky and cumbersome gives attention to speaker.
- State resources for school age children and adults with visual and/or hearing impairments - videos, printed materials as well as persons who can consult with IEP/IHP teams. Also funding sources.
- Information on communication for those deaf-blind students who are also mentally handicapped.
- more time/information on Van Dyke Method -- still somewhat confusing to me (Various terms).
- Videos of Van Dyke training available to check out etc.
- I'd love to see the same presenter take us further is learning the techniques began today.

12. Other comments:

- very offended by presenters generalization of ``institutions'' and the quality of services provided.
- This was excellent. I loved your respect for people who aren't doing it the best way, due to lack of training. As a presenter this quality in you makes your approachable.
- more time - great, great functional information
- very good workshop, enjoyed how training was presented.

-keep updating, it helps

-I have taught Sp. Ed. for 10 years. I enjoyed this and see how some could be used in regular/LD/EMH rooms. Common sense is part of it, but you really made me aware of how I could use it.

-very interesting speaker

-Please add to your mailing list: Brett Wheeler, OATC, 1122 NE 13th, Room WB 400, OKC, 73117

-Overall very good. Show leisure and other activities besides school residential more community vocational options. More about assistive tech - that field is booming this state the schools are just now incorporating.

-I was very impressed with this approach - hope to attend other workshops which include leisure skill options.

-I think it is important to our state that we develop our own "experts" in this field in order that we don't always have to seek out of state consultants to help teams design programs and do problem solving. Lets find people across professions that are willing to become knowledgeable in the area of ~~multi~~-sensory impairments.

~~multi~~-
-There was a lot of information for visually impaired kids, but not as much for those who are blind. Thank you for the copies of the articles.

OKLAHOMA DEAF-BLIND TECHNICAL ASSISTANCE PROJECT

EVALUATION REPORT

PRESENTER: Stephanie McFarland, Ph.D.
 TOPIC: Van Dyke Training
 DATE: September 28, 1995
 LOCATION: Norman

A. EVALUATION RECEIVED:

TOTAL NUMBER: 38

<input type="checkbox"/> Parent	<input type="checkbox"/> Occupational Therapy
<input type="checkbox"/> Person with a Disability	<input type="checkbox"/> Physical Therapy
<input type="checkbox"/> Public Health	<input checked="" type="checkbox"/> 14 Speech Pathology
<input type="checkbox"/> Special Education (Para)	<input type="checkbox"/> Audiology
<input type="checkbox"/> Special Education (Teacher)	<input type="checkbox"/> Social Work
<input type="checkbox"/> Administrator	<input type="checkbox"/> Medicine <input type="checkbox"/> M.D. <input type="checkbox"/> O.D.
<input type="checkbox"/> Education	<input type="checkbox"/> Nursing
<input type="checkbox"/> Psychology	<input checked="" type="checkbox"/> 4 Developmental Disabilities
<input type="checkbox"/> Law	<input type="checkbox"/> Nutrition
<input checked="" type="checkbox"/> 17 Special Education	
<input checked="" type="checkbox"/> 1 Music Therapist	
<input checked="" type="checkbox"/> 1 Assistive Technology	
<input checked="" type="checkbox"/> 1 Student	

B. EVALUATION OF THE TRAINING AND MATERIALS

ITEM	NOT AT ALL	SOME WHAT	WELL	VERY WELL
1. Training goals/objectives were clearly communicated.	<input type="checkbox"/>	3%	53%	42%
2. The subject matter was clear and easy to understand.	<input type="checkbox"/>	3%	50%	46%
3. The content provided information that was useful to you.	<input type="checkbox"/>	17%	42%	39%
4. Opportunities for discussion, comments, and questions were provided.	3%	3%	35%	53%
5. Handouts and visuals were appropriate and helpful.	3%	3%	32%	57%
6. Stated goals and objectives were achieved.	<input type="checkbox"/>	11%	33%	50%
7. This training met my individual needs.	<input type="checkbox"/>	19%	42%	35%



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



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