

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

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

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

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

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## **Introduction**

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

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

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

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

Most of the state/multi-state deaf-blind projects do an excellent job of evaluating the effort or output of their services. Documenting the number of trainings conducted, the types of products developed, and the satisfaction of the training participants are all worthy evaluation measures. However, measuring the impact, or outcome, of these efforts is more challenging. Doing so across multiple sites and to meet a variety of reporting requirements becomes almost impossible without a mechanism that enables impact to be measured using a common language. Identifying, implementing, and analyzing impact data has become a vital component of every technical assistance project. In the current environment of multiple accountability demands, an outcome-based evaluation system that aligns all aspect of technical assistance (e.g., needs assessment, planning, and implementation and evaluation activities) is critical (E. Taylor, personal communication, April 5, 2006

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

### **The Development Steps**

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

Identification of the intended purpose and outcomes for the OPIs.

Review of the work completed by San Francisco State University (*NTAC* subcontract) on the identification of quality indicators for children who are deaf-blind.

Review of research in related fields, specifically the early childhood and severe disabilities literature.

A comprehensive review of the content of *NTAC*'s technical assistance activities throughout the United States.

Development of a comprehensive set of outcomes and related performance indicators for children and youth with deaf-blindness, their families and service providers, and the systems that provide services.

The development of a prototype instrument and data collection process.

Internal and external reviews of the content and format of the prototype instrument .

Revisions based on feedback from reviewers.

Initial field-testing by *NTAC* staff.

Revision of the process and instrument based on initial field-testing results. [

Formal field-testing.

Additional revisions and formatting.

Conceptualization and development of a relational database system.

Dissemination of *The NTAC Outcomes and Indicators* and relational database.

## **Purpose**

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

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

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

## **Components of the System**

The outcome evaluation system is comprised of four main components:

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

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

- . Service Providers
- . Children
- . Families
- . Systems

### **Common Definitions**

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

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

These definitions have been adopted with the knowledge that the Performance Measurement Work Group of the OSEP funded technical assistance and dissemination (TA & D) projects has initiated activities aimed at developing common language and terminology to be used across TA & D projects. Their document represents “*a dynamic tool*” that continues to be updated and revised. Therefore, terminology changes to *NTAC*’s outcomes and performance indicators have not yet occurred. The need for terminology revisions and alignment will be considered upon the conclusion of OSEP’s activities related to *Choosing a Common Language: Terms and Definitions for Use in our Work* (2004)



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

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

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

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

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

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

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

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

The *NTAC* Long Range Technical Assistance Plan (LRTAP) summarizes the technical assistance needs and targeted outcomes and performance indicators identified through the needs assessment process. This document provides a foundation and reference point for all formal technical assistance delivered to a state and serves as a guide for the development of TA evaluation activities.

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

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

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

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

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

## **The Relational Database**

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

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

## Next Steps

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

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

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

## ***Service Providers Outcomes –Quick Reference Guide***

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

SP.19: The service provider's use of strategies to improve age-appropriate transition planning (0-21) has increased.

SP.20: The service provider's use of strategies that result in positive post-secondary transition outcomes has increased.

SP.21: The service provider's use of assistive technology (AT) to enhance learning has increased.

SP.22: The service provider's use of person centered planning (PCP) to enhance educational and life planning process has increased.

SP.23: The service provider's understanding of family systems and the impact of having a child/youth who is deaf-blind has increased.

SP.24: The service provider's understanding of cortical vision impairments (CVI) and the use of effective strategies designed for students with CVI has increased.

SP.25: TBA

SP.26: Other (please describe):

### ***Child and Youth Outcomes – Quick Reference Guide***

- C.01: The child's/youth's functional use of sensory systems has increased.
- C.02: The child's/youth's active engagement in intervention or instruction has increased.
- C.03: The child's/youth's receptive communication and/or language has increased.
- C.04: The child's/youth's expressive communication and/or language has increased.
- C.05: The child's/youth's positioning and motor skills have increased.
- C.06: The child's/youth's orientation and mobility skills have increased.
- C.07: The child's/youth's self-care has increased.
- C.08: The child's/youth's cognitive skills have increased.
- C.09: The child's/youth's academic skills have increased.
- C.10: The child/youth's literacy skills have increased.
- C.11: The child's/youth's literacy level in mathematics/science has increased.
- C.12: The child's/youth's social interactions have increased.
- C.13: The child's/youth's self-determination has increased.
- C.14: The child's/youth's participation in play or recreation and leisure has increased.
- C.15: The child's/youth's community participation and independent living skills have increased.
- C.16: The child's/youth's participation in age-appropriate transition activities (0-21) has increased.
- C.17: The child's/youth's employment and/or post-secondary education experiences have increased.
- C.18: Other (please list):

### ***Family Outcomes – Quick Reference Guide***

- F.01: Family members' understanding of the impact of deaf-blindness and additional disabilities on their child has increased.
- F.02: Family members demonstrate increased advocacy and leadership skills.
- F.03: Family members' participation in the planning, development and implementation of their child's intervention and instruction has increased.
- F.04: Family members' understanding and participation in person centered planning for their child has increased.
- F.05: Family members' use of self-determination strategies with their child has increased.
- F.06: Family members' use of effective communication strategies with their child has increased.
- F.07: Family members' understanding of research based and/or promising effective practices has increased.
- F.08: Family members' ability to create networks and support has increased.
- F.09: Family members' use of effective teaming skills with professionals has increased.
- F.10: Family members' skills in facilitating their child's learning and development have increased.
- F.11: Family members' use of assistive technology (AT) to enhance their child's quality of life has increased.
- F.12: Family members' use of strategies to promote literacy learning has increased.
- F.13: TBA
- F.14: Other (Please Specify):

### ***Systems Outcomes - Quick Reference Guide***

SYS. 01: The capacity of one or more systems to deliver services has increased.

SYS. 02: The capacity of the State/Multi-state Deaf-Blind Project to provide and evaluate technical assistance and training to families and service providers has increased.

SYS. 03: The capacity of a new and/or existing family organization to meet the identified needs of families has increased.

SYS. 04: Other



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

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

- SP.01.a: Demonstrates knowledge of the roles of vision and hearing and the complex and unique impact of sensory losses
- SP.01.b: Demonstrates knowledge of the diversity within the population of children/youth who are deaf-blind
- SP.01.c: Demonstrates knowledge of the impact of deaf-blindness on an individual's overall development (e.g., social, emotional, cognitive)
- SP.01.d: Demonstrates knowledge of the major etiologies of deaf-blindness and their educational implications
- SP.01.e: Demonstrates knowledge of deaf-blind project services and the referral process
- SP.01.f: Demonstrates knowledge of the state Part B deaf-blind classification criteria requirements
- SP.01.g: Demonstrates knowledge of the state Part C classification criteria requirements
- SP.01.h: Demonstrates ability to develop and maintain a trusting and interactive relationship with a student
- SP.01.i: Demonstrates knowledge and skills of assessments, intervention/instructional strategies and evaluation of children/youth with cortical vision impairments (CVI)
- SP.01.j: Demonstrates knowledge and skills of assessments, intervention/instructional strategies and evaluation of children/youth with cochlear implants
- SP.01.k: Other (please describe):

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

- SP.02.a: Conducts or reviews appropriate vision and hearing screening and diagnostics
- SP.02.b: Conducts or reviews appropriate assessment procedures for the identification of deaf-blind children
- SP.02.c: Conducts or reviews receptive and/or expressive language and communication assessments
- SP.02.d: Conducts or reviews orientation and mobility assessments

- SP.02.e: Conducts or reviews cognitive, academic and psychological assessments
- SP.02.f: Conducts or reviews person-centered plans
- SP.02.g: Conducts or reviews functional assessments (e.g., self-care, motor, social skills, independent living, recreation and leisure assessments)
- SP.02.h: Conducts or reviews needed related service assessments (e.g., physical and/or occupational therapy, speech/language)
- SP.02.i: Conducts or reviews assistive technology assessments
- SP.02.j: Conducts functional behavioral assessments across environments
- SP.02.k: Conducts vocational assessments in natural environments
- SP.02.l: Other (please describe):

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

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

*Note: please see outcomes 20 and 21, as well as their respective performance indicators, for additional transition related OPIs.*

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

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

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

***General Instructional Strategies:***

- SP.05.a: Uses strategies to increase states of behavior (e.g., arousal, attention, interests and disinterests) in daily activities
- SP.05.b: Uses strategies to increase internal states (e.g., pleasure, needs and desires)
- SP.05.c: Uses appropriate task analysis procedures
- SP.05.d: Creates and uses predictable daily routines
- SP.05.e: Uses appropriate shaping, fading, pairing, and time delay procedures
- SP.05.f: Incorporates maintenance and generalization skills in programming
- SP.05.g: Uses appropriate individual and group reinforcement procedures, systems and strategies
- SP.05.h: Facilitates child's/youth's participation in the entire activity to the fullest extent possible
- SP.05.i: Understands the impact of the child's/youth's developmental level on designing and implementing intervention and instruction
- SP.05.j: Develops systematic instructional and activities/materials that are meaningful, relevant and age appropriate

- SP.05.k: Uses positive behavioral support strategies to increase and reinforce positive and appropriate behavior
- SP.05.l: Uses community-based instruction, when appropriate
- SP.05.m: Develops, implements and uses on-going data collection to monitor progress and modify programs
- SP.05.n: Provides support, accommodations and modifications as identified
- SP.05.o: Assures proper positioning during instruction
- SP.05.p: Teaches group and cooperative learning skills
- SP.05.q.: Other (please describe):

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

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

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

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

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

SP.06.a: Conducts functional behavioral assessments across environments

SP.06.b: Develops a functional behavior plan

SP.06.c: Identifies and implements positive behavioral supports

SP.06.d: Implements systematic intervention techniques

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

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

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

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

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

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

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

SP.07.f: Implements identified augmentative communication systems

SP.07.g: Provides access to and supports the use of AT to maintain and improve communication and language

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

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

SP.08.a: Develops individual programming and provides opportunities for fine motor development (e.g., brings toy in hand to midline; crosses midline with toy in hand; reaches for objects; grasps objects, demonstrates a pincer grasp; demonstrates a three-finger pencil grasp, completes simple and/or complex puzzles; stacks blocks.)

- SP.08.b: Develops individual programming and provides opportunities for gross motor development e.g., lifts head from a prone position, bears weight on elbows and lifts head in a prone position; rolls from a prone to a supine position [from stomach to back]; demonstrates appropriate gait; pulls self to standing, reciprocally stair walks; Walks on line independently.)
- SP.08.c: Uses strategies to increase functional movement appropriate to the child's/youth's position (e.g., crawling, cruising, walking)
- SP.08.d: Uses individualized positioning and handling techniques to enhance learning, communication, self-help, etc.
- SP.08.e: Provides access to and supports the use of AT, adaptive equipment, devices and supports to maintain and improve motor development and positioning
- SP.08.f: Other (please describe):

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

- SP.09.a: Collaborates with the Orientation and Mobility specialist, and others, to adapt intervention and instructional strategies to facilitate and encourage movement
- SP.09.b: Applies orientation and mobility recommendations
- SP.09.c: Assists the child/youth to orient to space and objects in the environment
- SP.09.d: Teaches body parts, movement capabilities and body part relationships
- SP.09.e: Encourages exploration and travel in progressively larger spaces
- SP.09.f: Models and promotes the use of mobility techniques and devices (e.g., guided travel, trailing, protective techniques, cane travel)
- SP.09.g: Provides access to and supports the use of AT, adaptive equipment, devices and supports to maintain and improve orientation and mobility
- SP.09.h: Teaches directional concepts through requests (e.g., up/down, over/under, through/around, forward/backward, in/out)
- SP.09.i: Other (please describe):

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

- SP.10.a: Adheres to prescribed health procedures

- SP.10.b: Teaches healthy lifestyle strategies (e.g., nutrition, fitness, substance abuse)
- SP.10.c: Teaches eating and drinking skills
- SP.10.d: Teaches toileting skills
- SP.10.e: Teaches dressing/undressing skills
- SP.10.f: Teaches personal hygiene and grooming skills
- SP.10.g: Teaches personal safety strategies
- SP.10.h: Provides access to and supports the use of AT to maintain and improve self-care skills
- SP.10.i: Other (please describe):

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

- SP.11.a: Teaches sizes, shapes and functions of objects
- SP.11.b: Teaches spatial and positional relational concepts
  
- SP.11.c: Teaches cause and effect skills
- SP.11.d: Teaches concepts and representations
- SP.11.e: Uses strategies to increase problem-solving skills
- SP.11.f: Uses strategies to increase memorization skills
- SP.11.g: Uses strategies to increase verbal/non-verbal recall
- SP.11.h: Teaches time management skills
- SP.11.i: Provides opportunities for learned skills to be used across environments, settings and/or individuals
- SP.11.j: Provides access to and supports the use of AT to maintain and improve cognitive skills
- SP.11.k: Other (please describe):

**SP.12: The services provider's use of strategies to improve literacy skills has increased.**

- SP.12.a Models reading and writing behaviors using students' preferred communication method, whether symbols (objects, pictures, tactile representations) or words (sign, print, Braille)

- SP.12.b: Creates a literacy-rich learning environment (e.g. label objects in print/Braille; writing/stamping own name; accessible reading materials; reading/writing/listening corner)
- SP.12.c: Provides opportunities for emergent literacy learning throughout the classroom and throughout the day (e.g. rhythm and music activities, schedules, experience books, journals)
- SP.12.d: Teaches print and book awareness (pictures and words are related; books/words tell a story; book has front/back/top/bottom/pages; reading from left to right)
- SP.12.e: Engages student to interact with the text (object, picture, symbol, print, Braille, sign, tactile representation) during interactive storybook reading
- SP.12.f: Uses the student's preferred cues to draw attention, shape response to and interact with the text (object, picture, symbol, print, Braille, sign, tactile representation)
- SP.12.g: Embeds the use of symbols (objects, pictures, tactile representations) or words (sign, print, Braille) throughout the day (e.g. daily calendar, name/picture on locker, lunch menu)
- SP.12.h: Teaches letters using print, Braille or tactile representation (alphabetic awareness)
- SP.12.i: Provides opportunities to match words to symbols and/or symbols to meaning
- SP.12.j: Teaches phonemic awareness skills (beginning/middle/end; sound recognition; adding, deleting, changing sounds to form new words)
- SP.12.k: Teaches phonics skills (connecting letters to sounds; using sounds to read words, sentences, text)
- SP.12.l: Teaches sight words using systematic prompting and fading procedures
- SP.12.m: Teaches new vocabulary through the use of symbols (objects, pictures, tactile representations) and words (sign, print, Braille) within a variety of activities (songs, rhyming exercises, coactive movement)
- SP.12.n: Provides opportunities to increase fluency through repeated and monitored reading practice (e.g. coactive movement, student-adult reading, tape-assisted reading, peer tutors, readers' theater, choral reading)
- SP.12.o: Pre-teaches, teaches and reviews words/concepts to increase comprehension.
- SP.12.p: Checks for student comprehension through the use of symbols (objects, pictures, tactile representations) or words (sign, print, Braille).



SP.12.q: Uses evidence-based strategies (e.g. increased wait time, corrective feedback and praise, coactive movement) to allow student to demonstrate comprehension

SP.12.r: Uses evidence-based strategies (e.g. fading pictorial information) to increase independence and progress toward conventional literacy

SP.12.s: Provides writing opportunities that incorporate the student's preferred communication and AAC devices

SP.12.t: Other:

**SP.13: The service provider's use of strategies to promote literacy in mathematics/science has increased.**

**SP.14: The service provider's use of strategies to improve academic skills has increased.**

SP.14.a: Demonstrates knowledge of and includes the student in the core curriculum

SP.14.b: Teaches general technology skills (i.e., calculator, keyboard, DVD player) to support the student's learning

SP.14.c: Teaches organization and study skills (e.g., time management, task prioritization, test-taking)

SP.14.d: Provides opportunities and encourages participation in extra-curricular activities within the school community (e.g., band, sports, student government)

SP.14.e: Provides access to and supports the use of AT to maintain and improve academic skills

SP.14.f: Demonstrates knowledge of and includes student in statewide (i.e., alternate or general) assessments

SP.14.g: Demonstrates knowledge of and relates student achievement to state standards

SP.14.h: Other (please describe):

**SP.15: The service provider's use of strategies to improve social interactions has increased.**

SP.15.a: Teaches and promotes opportunities for social initiations and reciprocations (e.g., turn-taking routines and games, altering pace, delaying anticipated activities, and/or providing appropriate responses)

**In Development**

- SP.15.b: Teaches request-making for assistance and clarification
- SP.15.c: Teaches and promotes socially appropriate sexual behavior
- SP.15.d: Teaches and promotes appropriate interactive behaviors within the child/youth repertoire (e.g., expressing truthful information, feelings/emotions, conflict resolution)
- SP.15.e: Structures age-appropriate social activities based on child/youth preferences
- SP.15.f: Implements peer interaction strategies (e.g., peer buddies, peer tutors, sensitivity and diversity training)
- SP.15.g: Provides opportunities for choosing and increasing number of acquaintances and types of friendships
- SP.15.h: Provides opportunities for social interactions across a variety of individuals and environments (e.g., classroom, cafeteria, school yard, community)
  
- SP.15.i: Provides access to and supports the use of AT to maintain and improve social interaction skills
- SP.15.j: Other (please describe):

**SP.16: The service provider's use of strategies to improve self-determination has increased.**

- SP.16.a: Implements strategies to increase self-awareness (e.g., how to identify aspects of self, how to communicate values, strengths, challenges and culture)
- SP.16.b: Teaches and provides opportunities to use personal preferences and problem-solving, decision-making and choice-making skills
- SP.16.c: Assists child/youth to identify personal, educational and professional goals and to describe goals to others
- SP.16.d: Teaches and provides opportunities to use self-advocacy skills
- SP.16.e: Teaches and provides opportunities to access information, service delivery systems and community resources
- SP.16.f: Teaches the roles of various professionals and how to access them
- SP.16.g: Teaches civil rights and responsibilities and what to do when these rights are violated
- SP.16.h: Fosters civic awareness and provides opportunities to participate in civic activities

- SP.16.i: Acknowledges and supports the student's self-determination efforts
- SP.16.j: Understands the conditions that promote and challenge self-determination. (e.g., religious preferences, family culture, values, economic situation)
- SP.16.k: Understands how the student's strengths and needs impact their self-determination
- SP.16.l: Provides access to and supports the use of AT to maintain and improve self-determination skills
- SP.16.m: Other (please describe):

**SP.17: The service provider's use of strategies to foster participation in play or recreation and leisure activities has increased.**

- SP.17.a: Teaches and provides access to a range of age-appropriate play activities related to the child's/youth's preferences
- SP.17.b: Teach and provide access to an array of age-appropriate recreation and leisure activities (e.g., home, school or community based; individual or group) related to the child's/youth's preferences
- SP.17.c: Provides opportunities for participation in health/fitness activities related to the child's/youth's preferences and needs
- SP.17.d: Identifies and facilitates access to services and resources that support participation in recreational activities (e.g., YMCA, community groups, clubs)
- SP.17.e: Provides access to and supports the use of AT to maintain and improve participation in play and recreation and leisure
- SP.17.f: Other (please describe):

**SP.18: The service provider's use of strategies to improve community and independent living skills has increased.**

- SP.18.a: Teaches and provides opportunities for shopping, organizing and maintaining personal and household items (e.g., clothing, glasses, toiletries, furnishings)
- SP.18.b: Teaches and provides opportunities for meal planning, shopping and food preparation
- SP.18.c: Teaches and provides opportunities for cleaning, organizing and maintaining a living space
- SP.18.d: Teaches and provides opportunities for selecting appropriate attire (e.g., setting, weather, activity)

- SP.18.e: Teaches and provides opportunities for fiscal management and banking skills
- SP.18.f: Teaches community living options (e.g., supported apartments, independent living centers, and independent home rental/ownership) and the skills needed to access these
- SP.18.g: Teaches skills to access age appropriate services, community resources and supports (e.g., volunteer opportunities, transportation, community travel, health care facilities)
- SP.18.h: Teaches and provides opportunities for electronic communication (e.g., telephone, e-mail, fax)
- SP.18.i: Provides sex education consistent with individual/family values and preferences
- SP.18.j: Provides access to and supports the use of AT to maintain and improve community and independent living skills
- SP.18.k: Uses strategies to increase time management skills
- SP.18.l: Teaches public regulations and laws
- SP.18.m: Other (please describe):

**SP.19: The service provider's use of strategies to improve age-appropriate transition planning (0-21) has increased.**

- SP.19.a: Incorporates information obtained through person centered planning into the child's/youth's transition plan
- SP.19.b: Facilitates the child's/youth's appropriate participation and self-determination during the person centered planning and transition planning process
- SP.19.c: Facilitates parental involvement during the person centered planning and transition planning process
- SP.19.d: Includes age-appropriate transition activities in the IFSP/IEP
- SP.19.e: Includes skills needed in the next environment in the IFSP/IEP
- SP.19.f: Teaches skills needed in the next environment (e.g., appropriate peer interactions, kindergarten readiness, community living, employment)
- SP.19.g: Develops and implements a transition plan describing the needed agency and community resources and collaboration activities
- SP.19.h: Other (please describe):

**SP.20: The service provider's use of strategies that result in positive post-secondary transition outcomes has increased.**

***Employment performance indicators:***

- SP.20.a: Provides opportunities for preference-based career planning activities
- SP.20.b: Conducts environmental assessments to identify and provide supports and accommodations needed for successful work experiences
- SP.20.c: Teaches or provides opportunities for learning work related skills (e.g., problem-solving, specific job tasks, time management)
- SP.20.d: Teaches appropriate social skills and cultural norms for the work place
- SP.20.e: Teaches job-seeking skills (e.g., developing a resume, completing applications, interviewing skills)
- SP.20.f: Facilitates access to a variety of community-based work/volunteer experiences prior to school exit
- SP.20.g: Provides opportunities for a variety of paid and non-paid work/volunteer experiences
- SP.20.h: Facilitates opportunities for interacting with co-workers and supervisors in work environments
- SP.20.i: Teaches work place safety procedures, health hazards and emergency plans
- SP.20.j: Demonstrates knowledge of labor laws
- SP.20.k: Uses job development strategies (e.g. job carving, negotiation of a job description, strengths and interests of the job seeker as well as needs of employer)
- SP.20.l: Provides access to and supports the use of AT to maintain and improve work experiences
- SP.20.m: Uses job coaching strategies
- SP.20.n: Demonstrates understanding of the underlying values of using a customized employment approach
- SP.20.o: Demonstrates knowledge and skill of the Discovery phase of customized employment
- SP.20.p: Demonstrates knowledge and skill on how to complete a representational portfolio
- SP.20.q: Demonstrates knowledge and skill on how to establish a negotiated employment relationship
- SP.20.r: Demonstrates knowledge and skill of how to facilitate a customized planning meeting
- SP.20.s: Other (please describe):

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

- SP.20.t: Assures the student has an understanding of his or her disability as it relates to his/her postsecondary experience
- SP.20.u: Assures the student has an understanding of his or her needed supports
- SP.20.v: Teaches self-monitoring of participation and progress in classes
- SP.20.w: Facilitates the development of career and post-secondary education goals consistent with child's/youth's choice
- SP.20.x: Teaches self-determination and self-advocacy necessary to pursue his or her post-secondary education plans
- SP.20.y: Assists in identifying requirements for entering postsecondary institutions
- SP.20.z: Provides assessment and disability documentation that is acceptable to postsecondary institutions
- SP.20.za: Provides access to and supports the use of AT to maintain and improve post-secondary education success and opportunities
- SP.20.zb: Other (please describe):

**SP.21: The service provider's use of assistive technology (AT) to enhance learning has increased.**

- SP.21.a: Demonstrates knowledge of AT for children/youth who are deaf-blind
- SP.21.b: Demonstrates knowledge of how to access AT
- SP.21.c: Conducts or reviews AT assessments
- SP.21.d: Identifies AT needs based on current AT assessment
- SP.21.e: Selects the least intrusive or intensive devices
- SP.21.f: Embeds AT needs into the IFSP/IEP
- SP.21.g: Provides access to and supports the use of assistive devices as described in the IFSP/IEP
- SP.21.h: Other (please describe):

**SP.22: The service provider's use of person centered planning (PCP) to enhance educational and life planning process has increased.**

- SP.22.a: Demonstrates an understanding of the underlying values of a person centered planning (PCP) process

- SP.22.b: Demonstrates knowledge of process and tools to use in a PCP process
- SP.22.c: Participates in a PCP process
- SP.22.d: Includes extended family members and friends as active participants in a PCP process
- SP.22.e: Demonstrates knowledge of the various roles in conducting a PCP process (e.g., recorder, mapper)
- SP.22.f: Can facilitate a PCP process including ongoing review and revision of the PCP maps or plans
- SP.22.g: Uses strategies to maintain a PCP team
- SP.22.h: Decision-making incorporates information gained from PCP (e.g., developing educational objectives, transition planning)
- SP.22.i: Other (please describe):

*Note: please see outcomes 4, as well as its respective performance indicators, for additional Teaming related OPIs.*

**SP.23: The service provider's understanding of family systems and the impact of having a child/youth who is deaf-blind has increased.**

- SP.23.a: Demonstrates an understanding of the impact, loss and grieving on family members and service providers
- SP.23.b: Demonstrates an understanding of the impact on the family structure, values and culture on decision-making, relationships and choices in services
- SP.23.c: Understands that family members may experience feelings of guilt and isolation because of having a child/youth who is deaf-blind
- SP.23.d: Supports the emotional well-being of family members, while respecting their values and culture
- SP.23.e: Understands the potential financial impact of having a child/youth who is deaf-blind and how this might impact family members
- SP.23.f: Facilitates access to supports and materials which are culturally sensitive and in the family's native language
- SP.23.g: Facilitates access to local, regional or state resources that provide emotional and financial support to families
- SP.23.h: Promotes family advocacy efforts through the sharing of timely and accurate information
- SP.23.i: Other (please describe):

**SP.24: The service provider's understanding of cortical vision impairments (CVI) and the use of effective strategies designed for students with CVI has increased.**

- SP.24.a: Demonstrates knowledge of the neurological basis of vision
- SP.24.b: Demonstrates knowledge of the phenomenon of critical periods of visual plasticity
- SP.24.c: Demonstrates knowledge of the history of CVI
- SP.24.d: Demonstrates knowledge of CVI research base
- SP.24.e: Demonstrates knowledge of appropriate methods to diagnose CVI
- SP.24.f: Demonstrate knowledge of the major congenital neurological causes of CVI
- SP.24.g: Demonstrates knowledge of the major acquired neurological causes of CVI
- SP.24.h: Demonstrates the ability to interpret medical reports including discharge summaries, neurological & pediatric information
  
- SP.24.i: Describes how an individual's CVI occurred to a parent &/or teacher
- SP.24.j: Identifies unique behavioral characteristics associated with CVI
- SP.24.k: Describes the features of each of the CVI characteristics
- SP.24.l: Identifies CVI characteristics clinically
- SP.24.m: Describes degree or level of CVI in terms of the 3 phases of CVI
- SP.24.n: Identifies the 3 CVI phases clinically
- SP.24.o: Describes the degree or level of CVI in terms of the 0-10 CVI Range Rating scale
- SP.24.p: Identifies the degree of CVI in terms of the 0-10 CVI Range clinically
- SP.24.q: Demonstrates knowledge of the ocular conditions that most commonly co-exist with CVI
- SP.24.r: Identifies degree & characteristics of CVI in an individual with co-existing ocular & cortical visual impairments
- SP.24.s: Demonstrates the ability to monitor progress of individuals with CVI alone using the CVI Resolution Chart
- SP.24.t: Demonstrates the ability to monitor progress of individuals with co-existing ocular & cortical visual impairments using the CVI Resolution Chart
- SP.24.u: Interprets results of CVI assessment to family &/or educational team
- SP.24.v: Writes IFSP/IEP goals and objectives for individual's with CVI



SP.24.w: Designs appropriate interventions and environmental adaptations for individual with CVI

SP.24.x: Collaborates with family and/or educational team regarding home or educational interventions

SP.24.y: Demonstrates knowledge of CVI adaptations for basic O&M programming

SP.24.z: Collaborates with O&M instructor in designing appropriate CVI program adaptations

SP.24.za: Other

**SP.25. TBA**

**SP.26: Other (please describe):**

SP.26.a: Other (please describe):

SP.26.b: Other (please describe):

SP.26.c: Other (please describe):

SP.26.d: Other (please describe):

## ***Child and Youth Outcomes and Performance Indicators***

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

C.01.a: Uses visual skills, such as fixation, gaze or visual shift, tracking of presented objects

C.01.b: Uses auditory skills, such as discrimination, and/or auditory comprehension

C.01.c: Uses tactile skills for sensory input

C.01.d: Responds to tactile input appropriately

C.01.e: Uses other sensory skills, such as smell, taste or movement to gather information

C.01.f: Appropriately uses AT to maintain and improve his/her functional vision or hearing

C.01.g Organizes and integrates information gathered through multiple sensory systems

C.01.h: Other (please describe):

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

C.02.a: Attends and/or responds to instructional stimuli

C.02.b: Maintains time in play or on task

C.02.c: Participates in targeted routines and/or instructional activities with assistance

C.02.d Participates in targeted routines and/or instructional activities independently

C.02.e: Other (please describe):

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

C.03.a: Anticipates activities that occur frequently based on social interaction or routine activities

C.03.b: Responds to different communication intents (e.g., social, protest, request, informational) from others

C.03.c: Understands pre-linguistic forms of communication, such as touch, objects, gestures and/or cues

C.03.d: Understands more complex forms of communication (e.g., pictures and/or line drawings)

- C.03.e Understands symbolic forms of communication, such as nouns, verbs, adjectives and adverbs
- C.03.f: Follows one-step directives
- C.03.g: Follows multiple step directives
- C.03.h: Appropriately uses AT to maintain and improve his/her receptive communication skills
- C.03.i. Increases receptive vocabulary
- C.03.j Understands higher grammatical forms (e.g., pronouns, questions, negations, tenses)
- C.03.k Other (please describe):

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

- C.04.a: Increases rate of expressive communication
- C.04.b: Uses multiple communication intents/functions (e.g., protests, requests, request continuation, choice, greeting)
- C.04.c: Uses multiple forms of pre-linguistic communication
- C.04.d: Uses multiple representations of communication (e.g., pictures, tactile forms, Boardmaker symbols)
- C.04.e: Verbally imitates speech sounds
- C.04.f: Imitates manual signs (e.g., ASL, SEE, home signs)
- C.04.g: Uses signs, words or AT devices to communicate
- C.04.h: Increases length of utterances (e.g. two-word; three-word; full grammatically correct sentences)
- C.04.i: Increases expressive vocabulary
- C.04.j: Uses communication across different persons and environments
- C.04.k: Uses intelligible and clear speech or sign language
- C.04.l: Uses correct grammatical rules (e.g., plurality, tense, noun-verb agreements)
- C.04.m: Uses appropriate conversation skills (e.g., initiation, turn taking, maintaining topic)
- C.04.n: Appropriately uses AT to maintain and improve his/her expressive communication skills
- C.04.o: Uses appropriate expressive communication strategies to replace disruptive behaviors
- C.04.p: Other (please describe):

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

- C.05.a: Uses gross motor skills to access and explore the environment (e.g., prone, supine, upright position)
- C.05.b: Uses functional movement appropriate to his/her position (e.g., crawling, cruising, walking)
- C.05.c: Uses fine motor skills appropriate to the task (e.g., grasping, manipulation, releasing)
- C.05.d: Appropriately uses AT, adaptive equipment, devices and supports to maintain and improve his/her positioning and motor skills
- C.05.e: Other (please describe):

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

- C.06.a: Orients him/herself to space and objects in the environment
- C.06.b: Understands body parts, movement capabilities and body part relationships
- C.06.c: Uses movement purposefully (e.g., rolling, crawling, walking)
- C.06.d: Appropriately uses mobility techniques to travel safely and efficiently (e.g., guided travel, trailing, protective techniques, cane travel)
- C.06.e: Appropriately uses AT to maintain and improve his/her orientation and mobility skills
- C.06.f: Understands and uses directional concepts (e.g., up/down, over/under, through/around, forward/backward, in/out)
- C.06.g: Other (please describe):

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

- C.07.a: Tolerates and adheres to prescribed health procedures
- C.07.b: Develops appropriate sleep patterns
- C.07.c: Accepts or chooses healthy food
- C.07.d: Demonstrates eating and/or drinking skills
- C.07.e: Demonstrates toileting skills
- C.07.f: Demonstrates ability to dress and/or undress
- C.07.g: Maintains personal hygiene and grooming
- C.07.h: Demonstrates knowledge and use of personal safety strategies
- C.07.i: Appropriately uses AT to maintain and improve his/her self-care skills

C.07.j: Other (please describe):

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

C.08.a: Understands cause-effect relationships

C.08.b: Demonstrates object permanence

C.08.c: Demonstrates attention and memory for objects and people

C.08.d: Uses objects functionally

C.08.e: Understands sizes, shapes and colors

C.08.f: Understands spatial and positional relationships

C.08.g: Demonstrates representational play and activities (e.g., play doctor with a baby, go to work like mommy)

C.08.h: Uses problem solving skills

C.08.i: Uses memorization skills

C.08.j: Recalls verbal and non-verbal events

C.08.k: Demonstrates time management skills

C.08.l: Generalizes learned skills across environments, settings and/or individuals

C.08.m: Other (please describe):

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

C.09.a: Participates and progresses in general education curriculum content

C.09.b: Demonstrates general technology skills (i.e., calculator, keyboard, DVD player) to support his/her learning

C.09.c: Demonstrates organization and study skills (e.g., time management, task prioritization, test-taking)

C.09.d Participates and progresses in extra-curricular activities within the school community (e.g., band, sports, student government)

C.09.e: Appropriately uses individualized accommodations, modification and supports

C.09.f: Appropriately uses assistive technology to maintain and improve his/her academic skills

C.09.g: Demonstrates mastery of the core curriculum resulting in graduation with a regular diploma

C.09.h: Increases performance on statewide (i.e., alternate or general) assessments

C.09.i: Demonstrates achievement consistent with state standards

C.09.j: Other (please describe):

**C.10: The child/youth's literacy skills have increased.**

C.10.a: Demonstrates understanding of the concept of print, Braille or objects/tactile representations.

C.10.b: Demonstrates understanding of the concept of words, whether presented in print, Braille or tactile representation (e.g. knows a unique relationship exists between a word and its object, picture, symbol or sign)

C.10.c: Demonstrates understanding of the concept of letter, whether presented in print, Braille or tactile representation (e.g. discriminates letters from each other and from objects, pictures, symbols or signs)

C.10.d: Demonstrates phonemic awareness skills, which is the ability to distinguish, identify and manipulate individual sounds in spoken words (e.g. beginning, middle, end; recognizes sounds; adds, deletes or changes sounds to form new words)

C.10.e: Demonstrates phonics skills, which is the understanding of the relationship between letters and words (e.g. connects letters, whether tactile, print or Braille, with the sounds they make; applies knowledge to reading words, sentences and text)

C.10.f: Demonstrates increased fluency, which is the ability to read a text accurately and quickly (e.g. reads and re-reads familiar text; transfers ability to read familiar text to unfamiliar text)

C.10.g: Demonstrates increased object, symbol, print or Braille reading vocabulary (e.g. words recognized or used in print or adapted literacy materials)

C.10.h: Demonstrates understanding of text, whether presented as objects, pictures, symbols, print or Braille (e.g. follows a sequenced schedule; answers questions about text using preferred communication method; engages in critical thinking about ideas presented)

C.10.i: Demonstrates increased literacy independence and progress toward conventional literacy (e.g. reads for multiple functions; expresses feelings/attitudes using preferred communication method; forms own opinion/alternative view based on what's been read)

C.10.j: Other:

**C.11: The child's/youth's literacy level in mathematics/science has increased.**

**C.12: The child's/youth's social interactions have increased.**

## In Development

- C.12.a: Initiates and reciprocates in social interactions
- C.12.b: Requests assistance or clarification when needed
- C.12.c: Demonstrates appropriate interactive behaviors in social interactions (e.g., aware that peers are present, able to access peers, expressing truthful information, emotions/feelings, resolving conflicts)
- C.12.d: Demonstrates socially appropriate sexual behavior
- C.12.e: Increases positive social interactions across environments
- C.12.f: Increases number of acquaintances and types of friendships
- C.12.g: Appropriately uses AT to maintain and improve his/her social interaction skills
- C.12.h: Increases the number/variety of his/her social contexts or environments
- C.12.i: Increased number of communication partners
- C.12.j: Other (please describe):

**C.13: The child's/youth's self-determination has increased.**

- C.13.a: Demonstrates varying levels of self-awareness (e.g., understanding your own name, knowing and recognizing he/she is an individual within a group, understanding/communicating his/her values)
- C.13.b: Understands the impact of his/her vision and hearing loss, and/or additional disabilities
- C.13.c: Understands his/her values, strengths and challenges (e.g., self-awareness; self-knowledge)
- C.13.d: Identifies with his/her community and culture
- C.13.e: Understands and expresses personal preferences
- C.13.f: Demonstrates problem-solving, decision-making and choice-making skills
- C.13.g: Identifies personal, educational and professional goals
- C.13.h: Shares his/her goals with others
- C.13.i: Makes progress towards obtaining goals
- C.13.j: Self-advocates for preferred accommodations (e.g., communication, alternate print media, orientation and mobility)
- C.13.k: Demonstrates independent and risk free behaviors
- C.13.l: Observes, evaluates and reinforces own behavior
- C.13.m: Understands age-appropriate service delivery systems, and how to access these systems

C.13.n: Other (please describe):

**C.14: The child's/youth's participation in play or recreation and leisure has increased.**

C.14.a: Participates in age-appropriate play (e.g., isolated, parallel, cooperative, representational) related to his/her preferences

C.14.b: Participates in an array of home-based, age-appropriate recreation and leisure activities (e.g., hobbies, reading, video games) related to his/her preferences

C.14.c: Participates in age-appropriate community recreation and leisure resources and activities (e.g., library, museums, theater, municipal pool) related to his/her preferences

C.14.d: Participates in health/fitness activities related to his/her preferences and needs

C.14.e: Participates in preferred spiritual/religious activities related to his/her/family's preferences

C.14.f: Appropriately uses AT to participate in recreation and leisure

C.14.g: Other (please describe):

**C.15: The child's/youth's community participation and independent living skills have increased.**

C.15.a: Shops for, organizes and maintains personal and household items (e.g., clothing, glasses, toiletries, furnishings)

C.15.b: Plans healthy meals, grocery shops, and prepares meals

C.15.c: Cleans and maintains living space

C.15.d: Selects appropriate attire (e.g. setting, weather, activity)

C.15.e: Demonstrates fiscal management and banking skills

C.15.f: Demonstrates knowledge and use of available community living options (e.g., supported apartments, independent living centers, independent home rental/ownership)

C.15.g: Demonstrates knowledge and use of public transportation options

C.15.h: Uses the telephone and other electronic communication

C.15.i: Demonstrates knowledge related to practicing safe sex

C.15.j: Demonstrates knowledge and use of public services (e.g., health care facilities, utilities)

C.15.k: Demonstrates knowledge and use of personal safety strategies



C.15.l: Appropriately uses AT to maintain and improve his/her community and independent living skills

C.15.m: Demonstrates time management skills

C.15.n: Understands and abides by public regulations and laws

C.15.o: Increased volunteerism in the community (e.g, church activities, blood drives, food drives)

C.15.p: Other (please describe):

**C.16: The child's/youth's participation in age-appropriate transition activities (0-21) has increased.**

C.16.a: Appropriately participates in the person centered planning process

C.16.b: Appropriately participates in his/her transition planning process

C.16.c: Demonstrates self-determination skills throughout the transition process

C.16.d: Demonstrates new skills needed in the next environment

C.16.e: Understands and models appropriate peer behavior in next environment

C.16.f: Generalizes and maintains learned skills in the next environment

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

**C.17: The child's/youth's work experiences and/or post-secondary education preparations have increased.**

***Work Experience Performance Indicators:***

C.17.a: Indicates job preferences

C.17.b: Participates in a variety of in-school work/volunteer experiences

C.17.c: Participates in a variety of community work/volunteer experiences prior to school exit

C.17.d: Participates in paid work experiences prior to school exit

C.17.e: Participates in career development opportunities (e.g., career fairs, guidance counseling, resume writing, interviewing)

C.17.f: Demonstrates work related skills (e.g., problem-solving, time management, specific job tasks, necessary reading and writing skills)

C.17.g: Demonstrates appropriate social skills and cultural norms in the work place

C.17.h: Demonstrates job-seeking skills (e.g., developing a resume, completing applications, interviewing skills)

C.17.i: Completes work based on identified rate and quality standards

- C.17.j: Demonstrates knowledge of work place safety procedures, health hazards and emergency plans
- C.17.k: Appropriately uses individualized accommodations, modification and supports related to work
- C.17.l: Appropriately uses AT to maintain and improve his/her work skills
- C.17.m: Other (please describe):

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

- C.17.n: Demonstrates an understanding of his or her disability as it relates to his/her postsecondary experience
- C.17.o: Demonstrates an understanding of his or her needed supports
- C.17.p: Self-monitors progress and participation in classes
- C.17.q: Develops career and post-secondary education goals
- C.17.r: Demonstrates self-determination and self-advocacy necessary to pursue his or her post-secondary education plans
- C.17.s: Fulfills requirements for entering post-secondary institutions
- C.17.t: Submits assessment and disability documentation that is acceptable to post-secondary institutions
- C.17.u: Appropriately uses AT to maintain and improve his/her post-secondary education success
- C.17.v: Other (please describe):

**C.18: Other (please list):**

- C.18.a: Other (please describe):
- C.18.b: Other (please describe):
- C.18.c: Other (please describe):
- C.18.d: Other (please describe):

### ***Family Outcomes and Performance Indicators***

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

F.01.a: Demonstrate awareness of their child's actual level of vision and hearing loss

F.01.b: Demonstrate awareness of the impact of deaf-blindness on their child's overall development (e.g., social, emotional, cognitive, motor) and learning

F.01.c: Demonstrate awareness of the need for specialized services and instruction to address their child's deaf-blindness

F.01.d: Demonstrate awareness of the "isolation" caused by deaf-blindness and the need to cultivate relationships and communication partners for their child

F.01.e: Demonstrate awareness of the impact of deaf-blindness on their child's identity and self-esteem

F.01.f: Other (please describe):

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

F.02.a: Use effective communication techniques when advocating for services

F.02.b: Engage in positive involvement with the school and community and participate as equal partners

F.02.c: Advocate for the use of appropriate research-based practice with their child

F.02.d: Identify gaps in their child's services and steps to follow if services are not being provided

F.02.e: Participate in planning for needed services for their family, child or others

F.02.f: Demonstrate knowledge of local, state and federal resources and initiatives and how these relate to their child

F.02.g: Demonstrate knowledge of deaf-blind project services and the referral process

F.02.h: Demonstrate knowledge of the state Part B deaf-blind classification criteria requirements

F.02.i: Understand service provider's competencies, roles and responsibilities

F.02.j: Access a variety of sources and information to explore services and rights

- F.02.k: Know their rights and responsibilities as they relate to their child's services
- F.02.l: Aware of different service options and types of services, how they may be accessed, and can evaluate and choose between services for their child
- F.02.m: Understands leadership development and how it relates to them individually
- F.02.n Understands what creates change within self, family and community
- F.02.o Demonstrates skills on negotiating conflict
- F.02.p: Other (please describe):

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

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

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

- F.04.a: Demonstrate knowledge of process and tools to use in PCP
- F.04.b: Participate in the PCP process
- F.04.c: Include extended family members as active participants in the PCP process
- F.04.d: Include non-paid individuals (e.g., friends, community members) as active participants in the PCP process
- F.04.e: Facilitate the PCP process

F.04.f: Use strategies to maintain the PCP team and review/revise the PCP maps or plans

F.04.g: Decision-making incorporates information gained from PCP (e.g., developing educational objectives, transition planning)

F.04.h: Other (please describe):

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

F.05.a: Understand the impact of parenting styles, values, and decision-making on self-determination

F.05.b: Understand the impact of their child's vision, hearing and/or additional disabilities on self-determination

F.05.c: Understand their child's communication system and its implications for self-determination

F.05.d: Understand their child's strengths and needs and their impact on self-determination

F.05.e: Understand the conditions that promote and challenge self-determination. (e.g., religious preferences, family culture, values, economic situation)

F.05.f: Provide opportunities to their child for problem-solving and making choices

F.05.g: Implement strategies to increase self-awareness (e.g., how to identify and communicate values, strengths, challenges and culture)

F.05.h: Assist child/youth to identify personal, educational and professional goals

F.05.i: Provide opportunities to access information, service delivery systems and community resources

F.05.j: Provide opportunities to participate in civic activities

F.05.k: Demonstrate support of self-determination efforts through acknowledgement and/or respectful redirection

F.05.l: Recognize and arrange opportunities for their child to practice and demonstrate self-determination

F.05.m: Other (please describe):

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

F.06.a: Understand expressive and receptive communication concepts and the array of language and communication skills

F.06.b: Aware of the need for an individualized communication system for their child

F.06.c: Provide opportunities for receptive and expressive communication attempts

F.06.d: Respond to and reinforce the child's expressive communication attempts

F.06.e: Use appropriate communication system(s) across environments

F.06.f: Provide access to and uses AT to maintain and improve communication and language

F.06.g: Other (please describe):

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

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

F.07.a: Deaf-blindness and severe disabilities

F.07.b: Comprehensive and ongoing assessment strategies

F.07.c: Positive behavioral supports

F.07.d: Motor development and positioning

F.07.e: Orientation and mobility

F.07.f: Self-care skills

F.07.g: Cognitive development

F.07.h: Academic and literacy skills

F.07.i: Social interactions

F.07.j: Participation in play or recreation and leisure activities

F.07.k: Community and independent living skills

F.07.l: Age-appropriate transition planning (0-21)

F.07.m: Post-secondary transition

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

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

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

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

- F.08.a: Aware of opportunities to network with others
- F.08.b: Network with other families locally, in-state and/or nationally
- F.08.c: Gain knowledge of resources from other families
- F.08.d: Share knowledge of resources with other families
- F.08.e: Use positive problem solving skills to address day to day demands
- F.08.f: Understand the impacts of having a child with deaf-blindness in their family
- F.08.g: Provide support to siblings
- F.08.h: Use individual and family strengths to address family needs
- F.08.i: Use techniques that reduce stress, guilt and isolation
- F.08.j: Build positive relationships with extended family members and/or professionals
- F.08.k: Participate in family and support organization(s) related to their child's disability and family needs
- F.08.l: Other (please describe):

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

- F.09.a: Demonstrate shared value and purpose
- F.09.b: Demonstrate consensus decision-making
- F.09.c: Understand shared meeting process and norms (e.g., agenda, time keeper, facilitator)
- F.09.d: Use positive problem solving, collaboration and open communication
- F.09.e: Understand issues related to professional role release
- F.09.f: Supports the inclusion of paraprofessionals on the team
- F.09.g: Commits to necessary face-to-face meeting time with the team
- F.09.h: Report an increase in satisfaction with professional partners
- F.09.i: Demonstrates skills on negotiating conflict
- F.09.j: Other (please describe):

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

- F.10.a: Provide a safe, nurturing and stimulating environment
- F.10.b: Encourage their child to explore his/her environment (home/community)

- F.10.c: Foster their child's participation in family activities (e.g., leisure, chores, community activities)
- F.10.d: Provide opportunities for child to interact with family, friends and community members
- F.10.e: Communicate often with service providers to ensure consistent use of communication and instructional strategies
- F.10.f: Use modifications and accommodations, both instructional and environmental, identified for the child
- F.10.g: Provides opportunity for choice making throughout the day (e.g., meals, clothing, recreation activities)
- F.10.h: Teach and model socially appropriate behavior (e.g., frustration, pleasure, anger)
- F.10.i: Use their child's adaptive equipment
- F.10.j: Other (please describe):

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

- F.11.a: Demonstrates knowledge of their child's needs
- F.11.b: Understands how to access AT
- F.11.c: Participates in their child's AT assessment
- F.11.d: Supports the use of the least intrusive or intensive devices
- F.11.e: Uses assistive devices identified for their child throughout the day
- F.11.f: Other (please describe):

**F.12: Family members' use of strategies to promote literacy learning has increased.**

- F.12.a: Embeds literacy learning into everyday activities
- F.12.b: Models reading behaviors (e.g. reading books, ads, catalogs, signs, maps, recipes, menus)
- F.12.c: Promotes awareness of print or Braille in books, around the house and in the community
- F.12.d: Promotes alphabet awareness by pointing out letters (books, signs, names) and reading alphabet books
- F.12.e: Engages in shared storybook reading and encourages child to interact with the text; re-reads familiar and favorite books
- F.12.f: Provides opportunities for listening to music, playing rhythm games, practicing sounds



- F.12.g: Creates or adapts reading materials and literacy activities to child's individual sensory needs
- F.12.h: Models writing behaviors (e.g. grocery list, signing checks, email, thank-you note, memo board)
- F.12.i: Provides opportunities to practice writing, using alternative pencils or assistive technology if needed
- F.12.j: Provides opportunities for child to demonstrate understanding of what's been read, using child's preferred communication method
- F.12.k: Other:

**F.13: TBA**

**F.14: Other (Please Specify):**

- F.14.a: Other (please describe):
- F.14.b: Other (please describe):
- F.14.c: Other (please describe):
- F.14.d: Other (please describe):

## ***Systems Outcomes & Performance Indicators***

### **SYS. 01: The capacity of one or more systems to deliver services has increased.**

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

SYS.01.b: Promotes shared value and purpose

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

SYS.01.d: Conducts long-range planning to identify strategic actions

SYS.01.e: Includes relevant stakeholders with authority to commit, or request agency commitment, the needed resources

SYS.01.f: Commits interagency time, personnel and resources needed for implementation of the strategic actions

SYS.01.g: Develops and implements revised or new policies, procedures, interagency agreements, regulations or statutes

SYS.01.h: Identifies and coordinates existing funding and non-fiscal resources

SYS.01.i: Allocates new funding and non-fiscal resources

SYS.01.j: Implements needed personnel development strategies

SYS.01.k: Develops and/or disseminates information needed to market, promote and implement the activities

SYS.01.l: Uses research-based effective practices related to deaf-blindness and low incidence disabilities

SYS.01.m: Uses formative and summative evaluation information for ongoing feedback and continuous improvement

SYS.01.n: Uses fidelity measures to document appropriate and ongoing implementation of systems change strategies

SYS.01.o: Uses an outcomes-based evaluation model to document impact

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

### **SYS.02: The capacity of the State/Multi-state Deaf-Blind Project to provide and evaluate technical assistance and training to families and service providers has increased.**

SYS.02.a: Develops and maintains a system to collect and analyze basic demographic information on the children in the state (e.g., census)

SYS.02.b: Uses a comprehensive needs assessment process to identify TA needs

SYS.02.c: Establishes collaborative relationships to increase available resources and decrease duplication of activities

- SYS.02.d: Demonstrates effective program administration and grant management skills
- SYS.02.e: Involves families in the planning, implementation and evaluation of activities
- SYS.02.f: Uses a comprehensive planning process for technical assistance and training
- SYS.02.g: Uses effective technical assistance and training delivery strategies
- SYS.02.h: Uses research-based effective practices related to deaf-blindness and/or low incidence disabilities
- SYS.02.i: Initiates, participates in, and/or facilitates systems change activities at the local, state or national level
- SYS.02.j: Develops and maintains early identification and child find activities which are integrated into the state Part B and Part C child find activities
- SYS.02.k: Develops and implements an outcomes-based evaluation model
- SYS.02.l: Uses formative and summative evaluation information for ongoing feedback and continuous improvement
- SYS.02.m: Documents participant demographic data
- SYS.02.n: Uses fidelity measures to document appropriate and ongoing implementation
- SYS.02.o: Aligns project outcomes with state standards
- SYS.02.p: Develops and/or disseminates information needed to market, promote and implement the project activities
- SYS.02.q: Other: (please describe)

**SYS.03: The capacity of a new and/or existing family organization to meet the identified needs of families has increased.**

- SYS.03.a: Increases in membership
- SYS.03.b: Increases in the diversity of the organization's membership (e.g., geographic locations, children's' disabilities, ethnic)
- SYS.03.c: Conducts and is guided by long-range strategic planning activities (e.g., missions, goals, and objectives)
- SYS.03.d: Identifies leaders and/or board members
- SYS.03.e: Develops and implements specific by-laws, policies and procedures to guide the organization
- SYS.03.f: Implements board and general membership training activities
- SYS.03.g: Develop specific roles and responsibilities for each board member

- SYS.03.h: Board members demonstrate an understanding of their specific roles and responsibilities, as well as the organizations by-laws, policies and procedures
- SYS.03.i: Board members demonstrate effective teaming strategies
- SYS.03.j: Individuals commit the time needed for implementation of strategic actions
- SYS.03.k: Provides opportunities for leadership development
- SYS.03.l: Secures funding and establishes fiscal management procedures
- SYS.03.m: Collaborates with other family resources
- SYS.03.n: Conducts performance and outcome evaluation activities
- SYS.03.o: Develops and disseminates information needed to market, promote and implement family support activities
- SYS.03.p: Develops and implements marketing and public relation strategies
- SYS.03.q: Other (please describe):

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