



California Deafblind Services

Request for **COMPREHENSIVE** Technical Assistance (TA)



CDBS provides three types of technical assistance (TA): **1. Comprehensive, 2. Focused, 3. Urgent.** This form is for requesting **Comprehensive TA** only. Use the *Focused TA* request form for help with single issues that can be conducted using the Zoom meeting platform (provided at no cost by CDBS). If your TA request meets the criteria for *Urgent TA* (i.e., sudden and significant loss of vision and/or hearing, significant and unexplainable change in behavior, or infants who are not yet receiving any services), visit the *Urgent TA* section of our website or call Maurice Belote at 415-405-7558. For more information on the CDBS technical assistance process, see the corresponding Frequently Asked Questions document after the form.

Comprehensive Technical Assistance* is delivered at an intensive/sustained level over the course of a year and requires a stable, ongoing negotiated relationship between CDBS staff and TA recipients. Comprehensive TA can be delivered onsite and/or through distance technology. It includes a purposeful, planned series of activities designed to reach outcomes that are valued by the individual recipients. Family members, program/school staff, and administrators must identify and agree to a set of technical assistance needs to be addressed as part of the TA process. This level of TA should result in changes to policy, program, practice, and/or operations that support increased recipient capacity and/or improved outcomes at one or more systems levels. Planning for transitions between school teams/schools/life stages should be a part of Comprehensive TA. Evaluation and continuous feedback are integral components of comprehensive TA.

*Adapted from the U.S. Department of Education, Office of Special Education Program's definition of intensive/sustained TA.

When completed, return this form to California Deafblind Services.

- **By email:** devereux@sfsu.edu • **By fax:** 415-338-2845
- **By mail:** California Deafblind Services
San Francisco State University
Department of Special Education
1600 Holloway Ave.
San Francisco, CA 94132-4158

Questions? Contact Brian Devereux, CDBS Administrative Specialist at 415-405-7561

1. Please watch the linked video and indicate you have done so before submitting this form:

Completed viewing Pre-Referral

<https://youtu.be/pQu3dufotPM>

2. Specialized team experience: 1 — 2 — 3 — 4 — 5

What level of training or knowledge about deafblindness does the student's team already have? Please indicate with a circle on this scale of 1 to 5 (with 1 being no prior knowledge or training other than viewing the video linked above to 5 meaning there are members of the team who are trained deafblind interveners or have completed other credentials with a specialization in deafblindness.)

3. Date of referral: _____

4. Information about the contact person completing this referral:

(Agency below can refer to a county office of education, school district, early intervention program, or non-public school.)

Name: _____ Phone: _____

Email: _____

Agency and role on team (if applicable): _____

County (if not same as agency): _____

Agency address: _____

Agency phone: _____

5. Information about the child/student:

Child's name: _____ Date of birth: _____ Gender: _____

Name of parents/guardians: _____

Address: _____

Phone: _____ Email: _____

Child's address if different: _____

Other family members who live with the child and/or are important in the child's life: _____

Phone: _____ Email: _____

What is the preferred language used by others in the home? _____

6a. Information about the school/program the child currently attends if the child is school age:

School/program name: _____

Classroom setting (general education, special education, non-public, etc.) _____

Name of classroom teacher: _____

Name of one-on-one paraeducator/intervener if applicable: _____

Local Education Agency that operates the program the child attends: _____

Local Education Agency in which the child resides, if different from above: _____

List the related services the child receives and who provides each of these services. _____

6b. If transitioning within next 12 months, next classroom/program the student will attend:

School name: _____

Classroom setting (general education, special education, non-public, etc.) _____

Name of classroom teacher: _____

Name of one-on-one paraeducator/intervener if applicable: _____

Local Education Agency that operates the program the child will attend: _____

7. Information about etiology/diagnosis:

Does the child have a diagnosed etiology related to deafblindness? Examples include CHARGE syndrome, complications of prematurity, Usher syndrome, CMV, Down syndrome, meningitis, etc. _____

Does the child have other disabilities in addition to deafblindness? _____

8. Information about the child's vision:

Visual condition and/or diagnosis if known: _____

Does the child have functional vision? If so, describe what you think the child can see. (Attach a recent eye report or functional vision assessment if available.) _____

Does the child use glasses/contacts and/or use any assistive technology related to vision? _____

9. Information about the child's hearing:

Auditory condition and/or diagnosis if known: _____

Does the child have functional hearing? If so, describe what you think the child can hear. (Attach a recent audiogram or functional hearing screening if available.) _____

Does the child use hearing aids? Cochlear implant? Bone conduction or bone anchored aid? Other assistive listening devices? _____

10. Information about how the child communicates:

Describe the child's **receptive** communication mode(s). These might include gestures, American Sign Language (ASL), Pro-Tactile, signed communication (i.e., single signs or signs used in English word order), symbols, voice output devices or tablets, speech, objects, etc. _____

Describe the child's **expressive** communication mode(s). These might include gestures (and other non-symbolic communication), speech, American Sign Language (ASL), signed communication (i.e., single signs or signs used in English word order), voice output devices or tablets, symbols, objects, etc. _____

Does the child effectively communicate wants? Needs? Emotions? _____

How does the family communicate with the child? (*spoken language, signs, gestures, etc.*) _____

11. General information about the child:

What does the child enjoy doing (favorite things, people, places, topics, etc.)? _____

Describe the child's gross and fine motor skills (walking, standing, crawling, grasping, sitting, writing, eating, etc.). Does the child use any adaptive equipment/devices to perform everyday activities? _____

Is there any additional information about the child that would be important for CDBS staff to know? _____

12. Information about technical assistance needs:

(Examples of topical areas most frequently identified in CDBS TA requests; *please check **no more than 4***):

- Access to Common Core Curriculum Age-Appropriate Classroom Routines & Activities
- Assessment Assistive Technology Behaviors Calendar/Schedule System
- Classroom Accommodations Communication Community Based Instruction
- Etiology-Specific Information IEP Planning Literacy/Numeracy Instruction
- Orientation & Mobility Person-Centered Planning Pro-Tactile
- Transition Planning Information/Assistance
- Understanding Auditory Functioning Understanding Deafblindness
- Understanding Visual Functioning

In addition to anything marked above, describe the team's technical assistance needs (i.e., concerns, challenges, priorities). _____

Describe the desired outcomes you hope will be achieved through this technical assistance. _____

CDBS staff members may request the following supporting documentation:

- IFSP or IEP
- Most recent vision report
- Orientation and mobility assessment
- Triennial IEP
- Most recent audiological report
- OT assessment

Please take whatever action is required by your LEA or agency/program to be able to share these documents with CDBS if requested.

Verification and Documentation: CDBS requires that each team member listed below initial in the box next to their name to verify that they are in agreement with the technical assistance needs described above.

Family representative: Agrees to participate in technical assistance process

Name: _____

Email: _____ Phone: _____

Classroom teacher: Agrees to participate in technical assistance process

Name: _____

Email: _____ Phone: _____

School/program/site administrator: Agrees to participate in technical assistance process

Name/Title: _____

Email: _____ Phone: _____

School/program representative submitting this request (if not listed on another line above):

Agrees to participate in technical assistance process

Name/Title: _____

Email: _____ Phone: _____

**Please do not submit to CDBS before August 1st, 2019
(Comprehensive TA opens 8/1/19 – 9/15/19 for Fall 2019 school year)
Applications before deadline will not be accepted.**

**Please use Focused TA requests for any assistance needed before then
or call us for Urgent TA - please see website for more details**

CDBS provides three types of technical assistance: 1) Focused, 2) Comprehensive, 3) Urgent
Please read about the types of TA below and use the appropriate forms to request Focused or Comprehensive TA or call or email us immediately for Urgent TA information.

What is technical assistance?

The term "technical assistance" is not specifically about assistive technology. It is a term used in education, government, and industry to mean "consultation" or, at its most simple, "help." CDBS technical assistance can pertain to anything related to deafblindness (e.g., communication and language, instructional activities, recreation, visual and auditory adaptations, transition to adulthood, etc.). Although it does not specifically relate to technology, CDBS technical assistance can address high and low-tech issues if this is an area of need for you.

CDBS technical assistance (TA) basically means consultation with CDBS staff to address specific challenges you are experiencing with a child or young adult who is deafblind. CDBS staff members understand the uniqueness of deafblindness and the profound impact that a combined vision and hearing loss can have on all areas of development. You might request technical assistance for a number of reasons. Here are some of the reasons individuals have requested CDBS technical assistance:

- Your child/student has been recently diagnosed with vision and/or hearing problems
- You have concerns about a child/student's hearing and/or vision
- You have a new student in your classroom and aren't sure how to best meet his or her needs
- You are puzzled by one or more aspects of your child/student's development
- You need ideas on how the child/student can be more actively engaged in valued home and school activities

Technical assistance is different from direct services and therefore technical assistance is not written into IEPs/IFSPs. Technical assistance is also different from assessments. In education, "assessment" is a legal term with specific definitions, processes, timelines, etc. Technical assistance can, however, support the assessment process in many cases.

Who can request technical assistance?

TA can be requested by anyone on a child's educational team, including family members. The TA request must come directly from the person(s) who will be receiving the service. CDBS does not have the authority to accept third party referrals (i.e., you cannot request TA for someone else).

What is Urgent technical assistance?

Urgent TA is meant to address an immediate or emergency need with a child or student such as the sudden and significant loss of vision and/or hearing, significant and unexplainable change in behavior, or infants who are not yet receiving any services. Please contact Maurice Belote at 415-405-7558 to discuss an Urgent TA need.

What is Focused technical assistance?

Focused TA is designed to address a single need by one member of a child's team or a small number of educational team members. Services will be provided using distance technologies such as Zoom or over the phone. It is possible that out of a focused TA activity, the need for comprehensive TA might be identified. If this happens, your CDBS service coordinator can assist you in determining how to transition from this more basic TA level to the more comprehensive level described below.

What can I expect with Focused technical assistance?

Once you complete the TA referral packet, CDBS will assign one of our project staff to serve as your team's service coordinator. This CDBS service coordinator will act as your primary point of CDBS contact. The service coordinator will work with you to develop a TA plan and schedule the first videoconference with you and other team members involved as appropriate. Focused TA will typically involve one videoconference, one follow-up videoconference, and participation at a later date in an evaluation process to determine your satisfaction with the TA and to evaluate any child change as a result of the TA.

What is Comprehensive technical assistance?

Comprehensive TA is designed to address multiple challenges faced by many team members. Services might be provided onsite and/or using distance technologies such as Skype. Services will be longitudinal, in that they will occur over an extended period of time. The team may identify training needs as a result of the comprehensive TA activities, in which case CDBS staff will conduct training for your team or link your team to existing training opportunities. This training may be onsite or via distance technology such as webinars.

What can I expect with Comprehensive technical assistance?

Once the referral packet is complete, the first steps will be similar to what you could expect from the focused TA process, but the TA plan you develop will involve the entire educational team and family members and will address broader TA needs over the span of a year. Because of the commitment CDBS staff will make to those receiving comprehensive TA, recipients will be required to participate in a CDBS evaluation process. In addition, recipients may be asked to complete an evaluation from a federal government contractor of our funder—the U.S. Department of Education, Office of Special Education Programs.

What kind of commitment does each level of technical assistance require?

Focused TA is short-term assistance. Comprehensive TA will typically involve a year-long commitment to programmatic and systemic change—as required—to meet your team's technical assistance needs. Urgent TA may contain parts of Focused and Comprehensive.

Does Comprehensive technical assistance require that all members of a child's/student's team agree to a statement of needs?

Yes. There must be evidence that the entire team—family members, teachers, specialists, and administrators—have identified and agreed to a set of needs and that the group is committed to working with CDBS staff to address these needs. This is important because evidence shows us that intensive, sustained TA will only be successful if all team members are actively engaged in every step of the TA process.

I am not sure if I should be requesting Focused or Comprehensive Technical Assistance (TA).

If this is the case, Focused Assistance would be the most likely choice. Focused Assistance will allow us to speak by video-conference and phone to answer questions and make suggestions and plans. If at a later date, you and the other members of the child's team agree and would like more intensive and sustained consultation including in-person visits to the school or classroom, Comprehensive Assistance would then be the choice.

Is there a cost for CDBS technical assistance services?

No, CDBS is a federally funded grant program under the U.S. Department of Education, Office of Special Education Programs (Grant #326T180015) and all services are provided at no cost to recipients.

What is distance technology and what do I need in order to participate at that level?

Distance technology refers to any number of possible ways CDBS can communicate with you. The telephone represents the most basic level of distance technology but our hope is that we can expand and improve on the basic phone call. We believe that an essential element of change is building relationships and one way this can happen is by having face-to-face communication over Internet platforms such as Zoom, Adobe Connect, or Skype. These platforms allow for interaction that is more personal than phone calls or email exchanges. If you work for a district or agency that has policies that discourage or disallow this kind of videoconferencing, we will ask that you work with your local systems to address these issues, and CDBS staff can assist with this. In cases where videoconferencing is not possible, TA can be delivered through email and telephone as necessary.

What if I want help related to a home or residential setting instead of the school setting? (Example: the youth lives in a group home environment and we would like to learn about providing more specific services or assistance.)

Please select "Focused" Assistance and keep the environment in mind when completing section number three in the request form.

What documents may be requested by CDBS to aid in the TA?

CDBS staff members may request the following supporting documentation:

- IFSP or IEP
- Triennial IEP
- Most recent vision report
- Most recent audiological report
- Orientation and mobility assessment
- OT assessment

Please take whatever action is required by your LEA or agency/program to be able to share these documents with CDBS if requested..

After my TA was completed, I received an email survey. Did you send this? Is completing it mandatory?

We periodically will email a survey to a sampling of people we have worked with. This is to look for suggestions for improvement and to ensure satisfaction with the process. It is not mandatory. We do appreciate your feedback.

* * *

More questions? Please contact Brian Devereux, CDBS Administrative Specialist by email at: devereux@sfsu.edu