



IOWA
DEAFBLIND
PROJECT

Deafblind Technical Assistance Team
Intensive Technical Assistance Professional Agreement
2017-2018

Date:	School District:
Student:	Date of Birth:
Estimated Time Frame of Services:	LEA Representative:
DTAT Lead:	AEA Primary Contact:
AEA/LEA Staff Involved in Professional Agreement:	

What is Technical Assistance? Intensive and specific technical assistance (TA) is available by request to families, service providers, schools or districts. TA may be provided on-site or it may involve distance technology. It may also involve specific training opportunities to LEA and/or AEA staff. Through the provision of TA, the goal of Iowa’s Deafblind Services Project is to increase educational achievement by supporting teams requesting assistance with assessment, designing instructional programs and regular, ongoing implementation of program recommendations. The Project also has a focus on improving transition services for youth who are deafblind and the achievement of post-secondary goals.

Contract Agreement: The purpose of this contract is to ensure all key players are in agreement of what is needed to provide the best quality of service for the student. The purpose of the Deafblind Technical Assistance Team (DTAT) is to assist and support current services already in place through on-site technical assistance, provision of resources, and training to teams of children who are identified and registered on the state Deafblind Registry. (Intensive services may be defined as more than 5 visits and no more than 1 year).

Overview: When the DTAT/Deafblind Project provides intensive and/or long-term support to train school staff in implementing intervention strategies with a specific student, there are general procedures and processes that are worked through that involve significant resources from both the LEA and the AEA. When a request for Technical Assistance is made to the Deafblind Project, you can expect that the DTAT will do the following:

- Review the child’s current Individualized Education Plan (IEP) to become familiar with the child’s educational program, classroom placement and goals prior to initial TA.

- Request video of the student engaging in the targeted behavior, routines or interactions that are the focus of the TA. This may be completed as part of an initial review prior to arrangement of an on-site visit.
- Gather and collect data while observing the student in various environments that may include school, community and/or home.
- Observe and record (video if permission is given) the student's interactions with peers and staff.
- Provide a written report of the TA provided and plans for on-going assistance.
- Request that key team members, including parents, attend a meeting to discuss recommendations for the TA visit.
- Develop a plan for implementing programming, which targets the area of focus for the student based on collaborative work with the student team.

Expectations and Responsibilities

Parent:

1. Attendance at meetings for your child; participate in DTAT meetings and student planning.
2. In every best effort, make sure my child is at school every day in the absence of illness, appointments, hardships, etc. Seek assistance with school attendance if obstacles arise.
3. Communicate to the team any and all changes in health, medical recommendations, and/or family history.
4. Collaboration with all outside providers to enable team access to assessments, evaluations, reports, intervention recommendations via exchange of information consent.
5. Ask questions about your child's services. Ask and be informed regarding all service options.

DTAT, AEA Support Staff (TVI, O & M, AUD, TOD/DHH)

1. Complete and share Functional Vision Assessment (FVA).
2. Complete and share Learning Media Assessment (LMA).
3. Provide a current hearing evaluation and/or results of most recent evaluation.
4. Complete and share a Functional Listening/hearing evaluation (FLE).
5. Complete and share orientation and mobility assessment or screening.
6. At least two AEA staff members will be present when DTAT team member are present.

7. AEA team members will participate in any additional assessments needed with DTAT team (may include SLP, OT, PT, psychologist, etc.).
8. AEA team members will be present for intervention and coaching sessions.
9. At least one AEA staff will lead future coaching and consultation for LEA staff.

LEA Staff (Special Education Teacher, Para Professional, Nurse, Counselor, General Education Staff)

1. Participate in the on-site TA and make yourself available as needed.
2. Participate and collaborate on any additional assessment needs with the AEA building support staff and/or DTAT members.
3. Participate in design of instructional strategies and supports if necessary. Assist in working with the student as necessary/requested.
4. Be honest and forthright regarding concerns about the practicality or ability to implement proposed programs or ideas.

LEA Administrator

1. Participate in DTAT meetings and student planning.
2. Allow teaching staff time and financial support to attend seminars, classes, and/or workshops regarding their student's disability.
3. Have majority of staff to run the program available the first day of training (and throughout the training). Staff should be those individuals who will be working with the student long-term.
4. Have an administrator assigned to ensure material and facilities resources are appropriate and in place, as well as to make expectations clear for LEA staff who will work with the student.
5. Allow staff time for team meetings.
6. Have all staff necessary to maintain a program available by an agreed upon time.
7. Full engagement by LEA staff in observing implementation of the plan and in understanding the theory driving plan development.
8. Commitment to implement the strategies as written and to help the team identify potential barriers to success and instructional strategies plan.

Professional Agreement:

By signing below, I agree that the intensive training procedures, as well as AEA expectations/responsibilities and LEA expectations/responsibilities have been reviewed and discussed. I agree to support these expectations and responsibilities and to collaborate to address any issues that may arise. I understand that AEA supports are time-limited and contingent on the LEA providing necessary staff, facilities, materials, resources and actively participating in training with for the purpose of becoming independent in meeting the student's needs.

LEA Representative: _____

EA Special Education Teacher: _____

LEA Teaching Associate/Paraprofessional: _____

LEA Teaching Associate/Paraprofessional: _____

AEA Primary Contact: _____

AEA Challenging Behavior/Autism Team Member: _____

AEA Support Staff: _____

AEA Support Staff: _____

Date Agreement signed: _____