**Virginia Project for Children and Young Adults with Deaf-Blindness**

**Technical Assistance Agreement Example 1**

***State deaf-blind projects have permission to adapt this tool for use by their own projects. Please include appropriate citation information. For example, "Adapted with permission from [document name, state deaf-blind project name, date (if available)]."***

**Child’s Name:** Student A. **School:** Anywhere Middle School **Date:** 2/23/2015

**TA priorities needs identified by team:**

To improve communication and access to the general education curriculum.

**Targeted outcome(s) identified by team (for team and student):**

Expand the use of representative objects in object communication to include activities throughout the day and all teachers or related service providers who interact with Student regularly.

Develop a consistent strategy for indicating to Student the amount of time remaining in an activity.

**Concerns and background information provided by TA recipients:**

Student currently expresses yes/no responses; however, some of his communication is subtle and can be difficult to interpret. The team is also interested in making the challenging content and often abstract concepts of the grade-level curriculum, such as continents, more meaningful for Student. Another challenge is that Student can become tired and/or disinterested in instructional activities and it can be difficult to determine if this is due to medical needs or the activity being over/under stimulating. Finally, there are expected transitions, such as attending a different school during extended school year and changes in IEP team members, that will require strategic planning and training to ensure a consistent and predictable learning environment.

| **Activities:** | **Timeline:** | **Person(s) Responsible:** |
| --- | --- | --- |
| Targeted members of the IEP team complete Module 5: “Availability for Learning” in the OHOA online learning modules. | 4/3/2015 | Module to be completed by: [classroom teacher], [1:1 assistant], and [SLP]; online support by VDBP |
| Expanded development of the object calendar system to include all main daily activities, teachers, favorite peers, and related service providers. | 5/15/2015 | Classroom teacher and Parent with support from IEP team and onsite support from VDBP |
| 10-minute training shared from modules with team members at every other monthly meeting.  | Monthly, beginning 4/3/2015 | Rotating between team members completing modules with distance support from VDBP to develop video example, handout, or tipsheet |
| Development of “first draft” of system to indicate time remaining in activities. This should be used about two weeks and revisited at team meeting if any troubleshooting is needed. | 3/27/2015 | Classroom teacher and Parent |

**Outcome Measurement Procedures:**

This plan will be reviewed by June 5, 2015 and again by October 1, 2015 to determine if timelines and outcomes are met satisfactorily. Implementation data related to the use of the time indicator, the calendar schedule, engagement, and communication can indicate student outcomes.

This plan can be adjusted collaboratively by those signing below to address changes that occur.

**Parent Signature Date Parent Signature Date**

**School Administrator Signature Date Project Director Signature Date**