

## DB Advisor Requirements

DB Advisors will apply training information by focusing on a child who has combined vision and hearing losses, conducting observations, and:

To Do	Target Date
<p><b><i>For Professional Development Points and DB Advisor Certificate ONLY:</i></b></p> <p>Attend training modules/phone conferences. Participants are expected to attend each training module, phone conferences and to arrive/depart as scheduled.</p>	On-going
Complete all module evaluation forms	On-going
Communicate training support to your supervisor	On-going
<p>Identify a child who has combined vision and hearing loss, observe the child (total) in both structured and unstructured activities (i.e., one-to-one instruction, small group, recess, lunch).</p> <p>Following observation, complete the following:</p> <ul style="list-style-type: none"> <li>• <b>Complete <u>State Action Plan</u> (individual or state plan)</b></li> <li>• <b>Classroom Observation Tool</b></li> <li>• <b>Criterion Referenced Assessment (MPTA)</b></li> <li>• <b>Communication Matrix</b></li> </ul>	May 30 <sup>th</sup> or prior
Present the information gathered from these tools to inform the child's team, family, program, agency (team meeting, email, phone, training)	On-going
Develop a portfolio including all above mentioned documents and review with project director. Include articles of interest related to your work and children with combined vision and hearing losses.	Tracy will meet with each state group individually prior to May 30 <sup>th</sup> (face-to-face or phone conference)
Complete a 3-6 month follow-up electronic survey. Survey will measure implementation of training content.	Survey to be sent by November 1, 2010
<p><b><i>For UMASS Credit and DB Advisor Credit:</i></b></p> <p><u>Assignments:</u></p> <p>(A) Class/Training Module Participation, Attendance and Completion of Observation/Assessments: (30 points):</p> <p>Attendance and participation in class/training</p>	May 30 <sup>th</sup> or prior

modules will be a significant portion of your grade.

(B) Deafblind Advisor Portfolio (60 points):  
Develop a portfolio/binder for final review that includes the following information:

(1) Child Report - includes a 5-8 page report addressing the following:

Identify a child who has combined vision and hearing loss, observe the child (total) in both structured and unstructured activities (i.e., one-to-one instruction, small group, recess, lunch). *Note: You probably already use a child report format in your program/agency. You may submit that report as your Child Plan/Report – addressing the items/assessment procedures described below:*

Following observation, complete the following:

- Classroom Observation Tool
- Criterion Referenced Assessment (MPTA)
- Communication Matrix
- Decision-Making Model and Intervention Plan for at least (1) Communication Skill

(2) Based on your observations and information gathered from these tools, complete the Child Report (5-8 pages) including:

- a. Background Information: Identify the child's age, etiology, type and degree of vision/hearing loss
- b. Current Educational Setting: Describe the type of educational setting and supports
- c. Environmental Recommendations: At least three recommendations for arranging the classroom environment (seating, instructional areas, placement of learning materials, transition space). Include a hand drawn diagram or picture of the classroom.
- d. Sensory Supports: Identify at least two recommendations for both vision and hearing accommodations that will support learning and access to the classroom curriculum.
- e. Communication Level: Complete the Communication Profile/Matrix, and determine the child's level of communication (form/functions

- f. Instructional Strategies: Complete Decision Making Model and Intervention Plan for at least one communication skill). Note: Recommendations should directly reflect the “real life” learning needs of the child.
- g. Portfolio Review: Compile all assessment results, course handouts, related articles in the portfolio binder. Meet with the instructor to review Deafblind Advisor Portfolio, assessment records, and Deafblind Advisor Leadership Plan (20-25 minutes via phone conference, SKYPE call, or face-to-face meeting)

(C) Deafblind Advisor Leadership Plan (10 points): Upon completion of the training project, each student will submit a Leadership Plan that describes actions to be taken to apply training information to improve services for a child(ren) who is deafblind, within the region, state, or agency/program. Leadership Plan components include at least one targeted need related to each of the following recipients: child, service providers, families and state/local systems; numbered action steps; resources need to address each action item; and target dates for completion.

Examples of activities: training to program staff regarding learning needs of child(ren) who is deafblind, training at state early intervention conference, collaboration with a state agency to include deafblind specific information in state training (training at statewide meeting/conference for speech therapists, teachers of the visually impaired, teachers of the deaf). Include specific steps or activities that you will accomplish with timelines. May be completed individually or small group (state).

(D) Other: Also include the following in portfolio binder: pictures of adapted materials; articles related to the field of deafblindness and/or leadership.

**Due Date: May 30, 2010**