



Oregon Deafblind Project

Process for Requesting and Receiving Training:

The Oregon Deafblind Project, housed at The Research Institute - TRI - at Western Oregon University, provides team training on a first-come-first-served basis. The project is set up to do 2-3 team trainings each year. The training involves commitment to approximately a year-long series of face-to-face or online sessions and classroom-based mentoring activities with the staff. The usual process will be as follows:

- * Working with your Regional Deafblind Consultant, _____ make contact with the project director, Lyn Ayer: (503) 838-8328 or e-mail: ayerl@wou.edu
 - * Request training for a specific child's team (include parents on the team). **IMPORTANT: The child must be registered with the project.** Your Regional Consultant will be able to verify this - or help you to fill out the child registry form if the child is new
 - * Establish the following for the schedule:
 - (a) Looking at the child's current IEP, which modules/topics are relevant for this child's needs, and the sequence in which these would be most beneficial to the team
 - (b) The frequency and duration of each onsite session, and the online OHOA* modules if these are being used as well
 - (c) Any child-specific aspects you would like included in the training (e.g., a brief overview of the child's etiology/functioning)
 - * Ensure the support of your building Principal and the Special Education Director for the district since these trainings will occur in the building and after school hours.
 - * Lyn will draw up an agreement - including the schedule. This agreement must be signed by the child's parent, at least one of your administrator(s), you (lead/classroom teacher) or your Regional Deafblind Consultant.
 - * At the conclusion of the training, participants will receive certificates of participation - which will contain a documentation of the number of hours spent in training.
 - * Lyn and/or your Regional Deafblind Consultant will be responsible for materials for the training.
 - * Part of the training includes collection of child and team member outcome data - to ensure that the training is going in the right direction and having an impact. Lyn will be responsible for the data-collection effort.
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- NOTE: Team members who will be taking the OHOA modules as part of this training will need to register for the Moodle version. A password will be issued to allow you into an Oregon Cohort. The Special Education teacher will send Lyn the following (needed by the National Center on Deafblindness): Name of person (as needed on a certificate), e-mail (all lower-case), title (e.g., EA, Teacher etc), and city/town (e.g. Dallas, Salem etc).



(Sample) TECHNICAL ASSISTANCE AGREEMENT and SCHEDULE

(Note – can be single topic and only face-to-face; or combined face-to-face and online modules as given below)

School District/training location: _____

Contact(s) for training arrangements: _____

Trainer: Lyn Ayer and/or Regional Consultant

Month of agreement:

	Topic	Month/date	Number of hours	Time
1.	1. OHOA Welcome and Orientation module – how to use the Moodle system: <ul style="list-style-type: none"> • What to Expect • How to use Moodle 2. OHOA Module 3: Role of an intervener. <ul style="list-style-type: none"> • Establishing a bond, a relationship with XYZ. Why does she need such a person? • Activity 3 – Principles of Intervention 3. OHOA Module 2: The sensory system, the brain	September 14-18, 2015		(OHOA modules -- On your own – suggest week of September 14 to do these)
	4 a. Looking at XYZ’s physical space, and routes 4.b Discussion (based on OHOA module info) Using the role of intervener to best effect for XYZ	September 24, 2015	½ hour (onsite) 1 hour (face to face)	
2.	Beginning Communication Techniques: <ul style="list-style-type: none"> • Introductions; Using identifiers • Pausing, wait/processing time; Pause to regroup • Hand-under-hand • Shared attention/shared tactile attention • Touch cues (on body)/documentation • Following XYZ’s lead • Behaviors as communication Note: SLP and/or Anne do online Communication Matrix – in consultation with ____ (Parent, Teacher, Regional Consultant)	September 25, 2015	1 ½ hours (face to face)	
		September 25-30		OHOA module (on your own)



OHOA Module 4: Building Relationships				
3.	Establishing Routines and Calendars:	October 1, 2015	1 ½ hours (face to face)	OHOA modules (on your own)
	<ul style="list-style-type: none"> • “Walking” through a routine • Listing routines to work on • Embedding Communication • Being consistent 			
	More on Communication: <ul style="list-style-type: none"> • Tangible symbols (some already exist; Parent/Teacher/other to suggest others) • Establishing a calendar for XYZ: <ul style="list-style-type: none"> • “Set” parts to XYZ’s Day • Concept of beginning and ending • Wild card events • Where to set up calendar 	October 2, 2015	1 ½ hours (face to face)	
	OHOA module 5: Availability for learning OHOA module 6: Communication Principles OHOA module 7: Emergent Communication (includes shared meaning)	October 5-14, 2015		
4.	Significance of movement:	October 15, 2015	1 ½ hours (face to face)	
	<ul style="list-style-type: none"> • Access – and Orientation • Space – and how XYZ relates to it • “Active” wheelchair activities and travel. <ul style="list-style-type: none"> • Sound and air quality changes. Echolocation • Keeping contact with pupils. • Directional pressure when going around corners, stopping, waiting • Slowing down; steady pace • Trailing • Landmarks and clues; noting distance and time 			
	Movement related concepts/techniques: <ul style="list-style-type: none"> • Massage 	October 16, 2015	1 ½ hours (face to face)	



	<ul style="list-style-type: none"> • Body awareness • Little Room and the concept of Active Learning • Resonance • Co-active movement, imitation • Concept development <p>OHOA module 8: From Emergent to symbolic.</p> <ol style="list-style-type: none"> 1. Learning Activity 1: Stages of Communication 2. Learning Activity 2: Symbolic communication development 	October 19-23, 2015		OHOA module (on your own)
5.	<p>The significance of:</p> <ul style="list-style-type: none"> • Touch • Balance <p>Putting it all together</p>	October 29, 2015	1 ½ hours (face to face)	
6.	Mary Tellefson's two-day workshop on Movement, including Lab rotation which provides practicum	November 3 & 4, 2015		(Lyn will send flyer to you)

- ❖ The training will be for XYZ's EA, Special Education Teacher, and nurse. All other team members are welcome to attend, but Lyn will need to know ahead of time so she can bring materials needed.
- ❖ Parents will be invited by the Special Ed Teacher/Regional Consultant to be a part of all team trainings.
- ❖ Building level and other administrators are also welcome to attend.
- ❖ Feedback by team members will be provided during each session from session 2 onwards.
- ❖ Anne and Lyn will provide in-classroom tutoring and mentoring support in-between sessions
- ❖ Certificates will be provided at the conclusion of the series.

Lyn Ayer/date
ORDB Project

Parent/date

Teacher/date

District Administrator(s)/date