# Self-Assessment Phase 1: Exploration

The following questions—organized according to the phases of [Implementing Evidence-Based Practices for Children Who Are Deaf-Blind: A TA Reference Guide](https://nationaldb.org/products/ta-reference-guide)—will assist you to reflect on your TA practice, determine your project’s areas of need, and identify what you want to address with respect to TA strategies and documentation processes. This assessment can be done in a variety of ways—by yourself, with other project staff, or with a range of stakeholders or collaborative partners.

As you respond to the questions, using the guide as a support, keep the following questions in mind. This perspective will assist you in developing an action plan.

* What are we currently doing in this area?
* What is working well?
* What is not working well?
* Is there something we want to change in this area and, if so, what?

Take time to go through the questions carefully and identify areas of need to address in the action planning section at the end of this document.

## Questions (Correspond to TA Reference Guide)

### 1. Getting started

*Gathering information, providing information, and developing relationships.*

* How do you gather information prior to beginning TA?

Examples:

* + Informal conversations
  + Forms
  + Formal TA request process
* What type of information do you gather?

Examples:

* + Info about the child (do you require anything specific?)
  + Info about the classroom
  + Info about the team and who will be involved in the TA
* Do you have information you disseminate to potential or current TA recipients about your project and your TA?
* Do you think it is important for the team members with whom you work to understand what your TA entails?
* How do you develop relationships prior to beginning TA?

Examples:

* + Consciously and deliberately with a specific set of questions
  + Open-ended conversation

### 2. Readiness

*Determining and creating team and agency readiness.*

* Do you evaluate a team’s readiness to engage in TA (i.e., their buy-in)?
* If yes, do you do this formally or informally?

Examples:

* + Conversation
  + Checklist/assessment of readiness factors for your own use
  + Checklist/assessment of readiness factors that you share with the team
* What specific factors do you believe are most important (see the [readiness indicators fact sheet](http://cb4cb5aa6990be188aff-8017fda59b77ece717432423a4f3bbdf.r43.cf1.rackcdn.com/TA-Guide/http:/cb4cb5aa6990be188aff-8017fda59b77ece717432423a4f3bbdf.r43.cf1.rackcdn.com/TA-Guide/Factsheets/Readiness-Indicators.pdfFactsheets/Readiness-Indicators.pdf) in the *TA Reference Guide*)?
* If a team is not ready, how do you respond?

Examples:

* + Build readiness by addressing the indicators where they need help
  + Hold off providing TA, but leave an opportunity open for them to engage when they are ready

### 3. Managing conflict

* Do you have specific guidelines for providing TA when there is conflict between team members, including families?
* Do you work on building consensus among team members, including families to avoid conflict? Do you have processes or methods for doing so?
* Do you work with teams and families who are in due process?

### 4. Assessing needs and identifying outcomes

* What types of needs and potential outcomes do you focus on when providing TA?

Examples:

* + Child needs (do you specify specific domains?)
  + Service provider needs
  + Family needs
  + Environmental needs
* What methods of needs assessment do you use?

Examples:

* + Observation
  + Surveys
  + Collaborative meetings
* What needs assessment tools do you use (child, program, classroom, professional competencies, other)?
* Do you limit the types of needs or desired outcomes you will address with TA?
* Do you address needs that are not deaf-blind specific, such as instructional routines?
* Do you work with teams to prioritize needs and outcomes?

### 5. Assessing your project’s capacity to provide the required TA

* Do you have a process for considering your project’s capacity to provide TA in different situations?
* Do you consider the types of challenges (e.g., technical versus adaptive) TA is likely to involve and how that might impact your TA?
* How do you determine the type of TA (e.g., activities, intensity) likely to be required to make a meaningful impact?
* Do you consider whether your project can provide TA that will meet the identified needs?
  + Do you have the right skills and expertise?
  + If not, do you have a way to assist the team in finding other resources (e.g., other consultants)?

### 6. Selecting practices and programs for teams to implement

* Do you have set practices you use to address specific needs or do you individualize your practices each time you provide TA?
* Are your practices clearly defined and operationalized to make them easy for a team to understand and implement?
* To what extent do you adapt/individualize specific practices or programs to meet individual student or program needs?

## Priorities

Based on your responses to the questions above, prioritize the elements of your TA that you would most like to address.

## Action Planning

|  |  |  |
| --- | --- | --- |
| **TA Practice to Address (e.g., readiness evaluation processes)** | **How it Will be Addressed**  **(e.g., new process or document)** | **Who Will Do it and When** |
|  |  |  |
|  |  |  |

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