# Self-Reflection Phase 3: Initial Implementation

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)

### Providing Structure

*Assessing supports, strengthening relationships, and conducting evaluation.*

* How and when do you assess whether implementation supports (e.g., release time, equipment) for TA in place?
* How do you build relationships with the TA recipient team?
* Do you have a process in place to periodically assess how things are going and adjust as needed?
* Do you currently have written processes in place to guide your use of specific TA strategies (e.g., which strategies to use and when)?
* If you don’t have written processes, do you think your project would benefit from developing them?

### Facilitation Strategies

*Bringing the team together.*

* How do you bring team members together (see the [facilitation fact sheet](http://cb4cb5aa6990be188aff-8017fda59b77ece717432423a4f3bbdf.r43.cf1.rackcdn.com/TA-Guide/Factsheets/Facilitation.pdf) in the *TA Reference Guide)*?
* What strategies do you use to encourage team members to share concerns, ideas, and questions (see [teaming fact sheet](http://cb4cb5aa6990be188aff-8017fda59b77ece717432423a4f3bbdf.r43.cf1.rackcdn.com/TA-Guide/Factsheets/Teaming.pdf))?
* How do you manage conflict between team members?
* How do you identify team leaders?
* How are champions for the work identified and used effectively?

### Conducting Training

*Providing information and introducing skills.*

* What training delivery methods do you use?

Examples:

* + In person (one-to-one or small group)
	+ Workshop or other group-based training (away from the child’s educational setting)
	+ Distance (e-learning)
	+ Provision of information for self-study
* How do you define these practices within your TA process?
* How do you identify the training content and instructional methods?
* Do you use existing content for training?

Examples:

* + Online modules
	+ Webinars
	+ Videos
* Do you provide professional development/continuing education credits?

### Skill Development Strategies

*Providing follow-up support.*

* What strategies do you use to provide follow-up support?

Examples:

* + Consultation
	+ Coaching
	+ Distance Consultation
* Do you use technology to provide online follow-up support?

### Peer-to-Peer TA Strategies

*Sharing expertise.*

* Do you use peer-to-peer strategies to share expertise among colleagues within your professional community?

Examples:

* + Mentoring
	+ Presentations
	+ Hands-on site visits
	+ Community of practice

## 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., building relationships among team members)** | **How it Will be Addressed (e.g., new process or document)** | **Who Will Do it and When** |
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