National Center on Deaf-Blindness

# READINESS INDICATORS FOR CHILD-SPECIFIC TECHNICAL ASSISTANCE

Assessing readiness involves an informal evaluation of the willingness and ability of a team and school (or other agency) to both engage in the TA process and effectively implement new practices and programs. The following readiness indicators come from state deaf-blind project (SDBP) personnel and published literature. They can be used to determine whether a site is likely to benefit from TA and identify areas where recipients need help to "get ready."

## Team Member Beliefs and Attitudes

- Recognize a need for improvement in the child's program
- Agree about concerns and desired outcomes (e.g., the teacher, TVI, and family all agree about what the child needs)
- Have a positive attitude toward family–school collaboration
- Are open to trying new ways of doing things
- Recognize their own need for training related to deaf-blindness
- See the advantages of the new practices and believe them to be better than other options (including what they are currently doing)
- View the new practices as being easy to understand and use
- See the practices as having flexibility (i.e., can be adapted for changing situations or circumstances)
- There is a champion on the team—someone with influence who puts energy into supporting new practices

## Team Member Knowledge and Skills

- Have the foundational knowledge and skills needed to learn the new practices
- Have collaboration skills that enable them to work together effectively
  - Although a team that is already on the same page is ideal, it is not necessarily typical. Teams often need support to develop teaming skills. As one state deaf-blind project coordinator put it, "It's nice to have at least one cheerleader on a team as you get started, but if you required all teams to be cohesive from the

very beginning, it would be hard to find teams to work with!" However, if there is significant conflict (e.g., between a family and school), it will be hard to provide effective TA.

- Have clearly defined areas of responsibility on the team
- Have clear expectations of the TA process

## Administrator/School Characteristics

- There is a good work climate at the school (e.g., low staff turnover, positive labor relations)
- There is strong administrative support for the team to receive technical assistance—administrators are:
  - Willing to provide time and meeting space for staff to attend training, hold team meetings, and work with the SDBP
  - Onboard with SDBP recommendations for the child (i.e., support the new practices and programs)
- Materials or equipment are available to use for specific practices (e.g., items needed to create a calendar system)
- Adequate computers and Internet access are available for team members to communicate with each other and the SDBP TA provider

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