Appendix B

Excerpt from:

The NTAC Outcomes and Performance Indicators: A System for Documenting Outcomes for Children and Youth with Deaf-Blindness, their Families, and the Service Providers and Systems that Serve Them
Outcomes and Performance Indicators

The NTAC Outcomes and Performance Indicators for Children and Youth who are Deaf-Blind were developed as a means of summarizing technical assistance planning, implementation, evaluation, and outcome data. Outcomes and performance indicators (OPIs) have been developed across four domains: Service Providers, Families, Systems and Children. The specific purpose of the NTAC Outcomes and Performance Indicators instrument is three-fold:

• To provide an internal uniform coding system for outcomes and performance indicators identified during the development and implementation of long-range technical assistance plans and agreements.

• To provide an instrument and process, which can be used to consistently aggregate outcome data during planning, implementation and evaluation.

• To provide an instrument and process, which can be used to consistently use and report data.

Sample OPIs taken from The NCDB Outcomes and Performance Indicators: Literacy (2008)

Child OPIs

C.09: The child’s/youth’s literacy skills have increased.

NOTE: Pre-emergent literacy skills can be found in other Child OPIs which are included in italics.

Listening performance indicators (Receptive communication skills)

C.01.b: Uses auditory skills, such as localization to presented sounds, discrimination and/or auditory comprehension

C.01.e: Uses other sensory skills, such as smell, taste or movement to gather information

C.02.b: Attends and/or responds to instructional stimuli

C.03.a: Uses anticipation skills

C.09.a: Demonstrates attention to objects; stories or music (spoken, recorded or signed); and/or communication partner...
Service Provider OPIs

SP.12: The service provider’s use of strategies to promote literacy in reading/writing has increased.

NOTE: For encouraging use of residual hearing and pre-linguistic communication development, go to SP.07 (Communication).

SP.12.a: Engages in interactive storybook reading in which both service provider and student interact with the text (print, Braille, sign, tactile representation, object, picture, symbol, etc.)

SP.12.b: Uses the student’s preferred cues to draw attention to the text and shape the response to and/or interaction with the text.

SP.12.c: Increases duration of active engagement with literacy activity

SP.12.d: Models the behaviors of reading and writing using the students’ preferred communication such as the use of symbols (e.g., objects, pictures, tactile representations) or words (i.e., sign, print, Braille)

SP.12.e: Provides multiple opportunities for student to interact with text

SP.12.f: Provides natural opportunities for emergent literacy learning throughout the classroom and throughout the day...

Family OPIs

F.12: Family member’s use of strategies to promote their child’s literacy skills has increased.

NOTE: For encouraging communication, social interaction and awareness of child’s environment go to F.06 (Communication) and F.10 (Learning and Development)

F.12.a: Participates in activities that promote communication and awareness of sounds, symbols, letters, and words (throughout the home and in the community).

F.12.b: Participates in activities that promote awareness of print, Braille, signs and symbols (books, labels, magazines, menus); models reading and writing behaviors; provides opportunities throughout the home and in the community.
F.12.c: “Reads” to child using spoken language, sign, tactile sign or a combination of communication methods; encourages interaction with the text.

F.12.d: Encourages exploration of books adapted to individual child needs (e.g. tactile, Braille, high contrast, interactive, includes symbols).

F.12.e: Provides multiple opportunities to interact with favorite books, stories, rhythm and music games...

Although the instrument can be used either as a print or electronic copy, the electronic version of the OPIs allow for the selection of the specific outcomes and performance indicators to be measured. For the most up-to-date, complete version of the OPIs see http://nationaldb.org/TAOutcomes.php