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