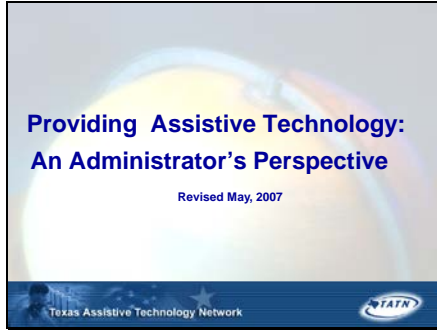
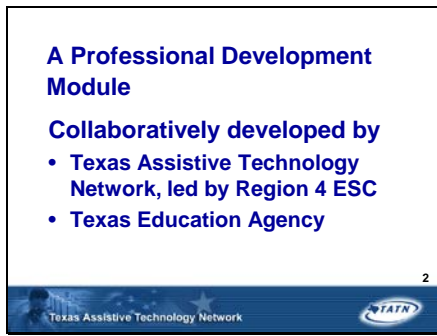


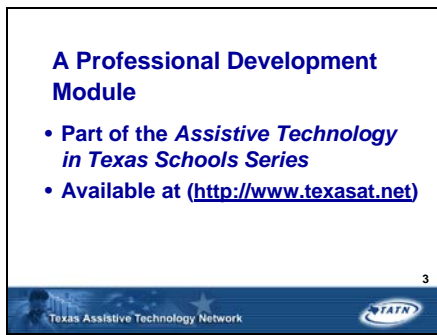
Slide 1




Slide 2



Slide 3




Slide 4

Objectives 

Participants will learn about:

- Federal and state legal contexts
- Basic definitions and examples of AT
- The administrator's role in provision of AT services
- The Balanced Scorecard Model of leadership.



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Slide 5

IDEA 2004


Section 300.105
- Assistive Technology

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Slide 6

IDEA 2004 Special Factors 


Section 300.324 (a)(2)

Consideration of special factors

The IEP team also shall...


(v) Consider whether the child requires assistive technology devices and services.

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Slide 7

"We get the IDEA about AT, but can you tell us more about what AT is?"




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IDEA 2004 


AT Definitions

Sec 300.5

- AT Devices


Sec 300.6

- AT Services




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Slide 9


Assistive Technology Device 

Any item or piece of equipment.....

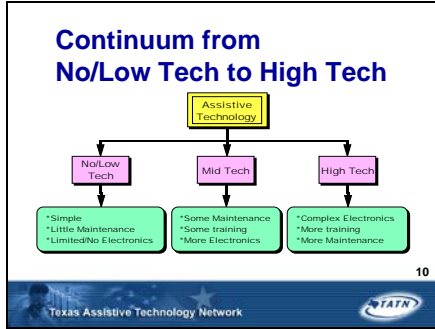
that is used to increase, maintain or improve functional capabilities

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Slide 11

Assistive Technology Services

- (A) Evaluating
- (B) Providing Devices
- (C) Selecting, Repairing
- (D) Coordinating
- (E) Training/Technical Assistance
 - Child and Family
- (F) Training/Technical Assistance
 - Professionals

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TATN

Slide 12

IDEA 2004

Section 300.172

Access to Instructional Materials

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TATN


Slide 13

IDEA 2004

Section 300.42
Universal Design for Learning



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“What IS an administrator's role in the provision of AT services?”




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It's Usually Not...

- **Being an AT expert**
- **Providing AT services**
- **Making independent AT decisions**



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It Is...

- Holding the vision
- Understanding change
- Building relationships
- Building knowledge
- Developing coherence

• Michael Fullan: (2001)
Leading in a Culture of Change



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Slide 17


Balanced Scorecard Approach to Leadership

Mission viewed from four perspectives:

- Customer
- Internal Processes
- Financial
- Learning, Growth and Innovation



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Mission Level Perspective

- What is our overall reason for being?
- Why do we exist as an organization?
- What is our mission?


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Mission Perspective for AT

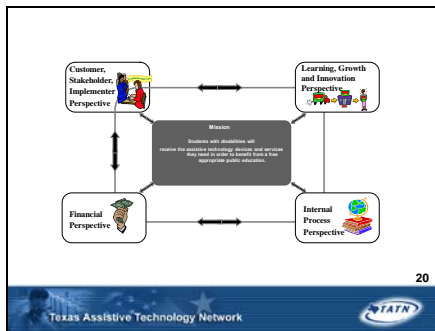
Students with disabilities receive the AT devices and services needed to benefit from FAPE.



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Slide 21

Customer, Stakeholder and Implementer Perspective

Focuses on what an organization must be doing well to achieve the mission from the customer's perspective.




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Slide 22

Internal Process Perspective




Focuses on what an organization must be doing well internally to meet the customers' needs.

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Slide 23

Financial Perspective



Focuses on ensuring adequate funding and resources to sustain and improve the internal processes

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Slide 24

Learning, Growth and Innovation Perspective



Focuses on how an organization is innovating, improving, and learning in order to support success.

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Slide 25

Balanced Scorecard

Objectives:
What is most important, from each perspective, to achieving the overall mission?

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Slide 26


Balanced Scorecard

Measures:
What must we do (from each perspective) to achieve the overall mission?

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Slide 27



"How can I use the Balanced Scorecard to improve AT services?"


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Mission Perspective for AT

Students with disabilities receive the AT devices and services needed to benefit from FAPE.







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Mission Perspectives

Customer, Stakeholder, Implementer 	Internal Processes 
Financial 	Learning, Growth and Innovation 

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Slide 30


Customer, Stakeholder and Implementer Perspective

Objectives for AT

- Climate
- Collaboration
- Advocacy



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Customer, Stakeholder and Implementer Perspective

Climate

- High expectations for AT users
- Collaboration, communication, and continuous improvement
- Low level of conflict about AT

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Customer, Stakeholder and Implementer Perspective

Collaboration:

- Students and families involved in AT
- AT coordinated with other services
- Collaboration with instructional technology

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Customer, Stakeholder and Implementer Perspective

Advocacy

- Equity of access to IT and AT
- Advocacy for AT concerns in other environments

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Internal Process Perspective

Objectives for AT

- Legal Issues
- Instructional Leadership
- Human Resources

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Internal Process Perspective Objective:

Legal Issues

- Clearly defined AT guidelines and processes
- AT guidelines are broadly disseminated, understood and used consistently
- Staff knowledge of AT legal issues

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Internal Process Perspective Objective:

Instructional Leadership for AT

- AT processes consistently used
- AT in IEPs implemented
- AT integrated into the curriculum
- AT incorporated in staff evaluation and supervision.

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Internal Process Perspective Objective:

Human Resources

- Range of personnel with AT competencies
- Clear performance requirements for staff providing AT services

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Financial Perspective

Objectives for AT

- Resource Provision
- Fiscal Accountability



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Financial Perspective

Resource Provision

- Human resources
- Physical resources
- Time

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Financial Perspective

Fiscal Accountability

- Cost-effective services
- AT devices and services managed efficiently

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Learning, Growth and Innovation Perspective:

Objectives for AT

- Planning
- Program Improvement
- Professional Development



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Learning, Growth and Innovation Perspective:

Planning

- Long-range goals for AT
- Ongoing and collaborative planning
- Needs of all stakeholders addressed

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Learning, Growth and Innovation Perspective:

Program Improvement

- Accountability for student progress
- Evidence-based AT practices

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Learning, Growth and Innovation Perspective:

Professional Development

- Appropriate levels of AT knowledge and skills
- Appropriate levels of knowledge of AT legal issues, policies, procedures and guidelines

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"What actions can I take to improve our AT services?"




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**Assistive Technology
Balanced Scorecard for
Administrators**


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**Action Item:
Share the Mission**

Students with disabilities receive the AT devices and services needed to benefit from FAPE.




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QIAT in Action Resources

**Quality Indicators for Assistive
Technology Services**


<http://www.qiat.org> 


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Resources for Sharing the Mission

- TATN Consideration Module (<http://www.texasat.net>)
- *The Gate-Part 1* ORCCA Technology Inc. 
- NCIP Profiles National Center to Improve Practice

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Customer, Stakeholder, and Implementer


 Customer Service

Action Items


- Identify people who can be resources
- Include a broad range of people in planning

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Customer, Stakeholder and Implementer Resources 

- Alliance for Technology Access Web Site (<http://www.ataccess.org>)
- Family Center on Technology and Disability Web Site (<http://www.fctd.info>)
- Assistive Technology Pointers for Parents (Reed and Bowser, 2000)
- Hey! Can I Try That? (www.edtechpoints.org)
- Assistive Technology Planner (<http://natri.uky.edu/>)


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Internal Processes

Action Items


- Develop written operating guidelines
- Broadly disseminate and implement the operating guidelines



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Internal Processes Resources 

- *Assistive Technology in Special Education: Policy and Practice (Golden, 1998)*
- *Education Tech Points: A Framework For Assistive Technology Planning (Bowser and Reed, 2006)*
- Oregon Sample AT Operating Guidelines (<http://www.otap-oregon.org>)

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Fiscal

Action Items


- Include AT in planning and budgeting
- Allocate human, fiscal and material resources
- Provide structures for managing resources which are efficient as well as legal and ethical



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Fiscal Resources 


- *Computer and Web Resources for People with Disabilities (ATA, 2002)*
- LD Online (<http://www.ldonline.com>)
- Trace Center (<http://trace.wisc.edu>)
- AbleData (<http://www.abledata.org>)

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Learning, Growth and Innovation


Action Items 

- Offer continuous learning opportunities
- Create a systemic procedure to evaluate AT services at the agency level
- Monitor change and reevaluate needs

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Learning, Growth and Innovation Resources 

- Closing the Gap (<http://www.closingthegap.com>)
- Georgia Project for Assistive Technology (GPAT) (<http://www.gpat.org>)
- *How Do You Know It? How Can You Show IT* (Reed et.al. 2002)
- SET-BC (<http://www.setbc.org>)
- Journal of Special Education Technology

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Other Resources 

- District Resources
- Regional Resources
- State Resources
(<http://www.texasat.net>)

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“The leader becomes a context setter, the designer of a learning experience, not an authority figure with solutions. Once the people at the grassroots realize they own the problem, they also discover they can create and own the answer.”

Pascal et al. (2000)
Surfing on the Edge of Chaos.

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