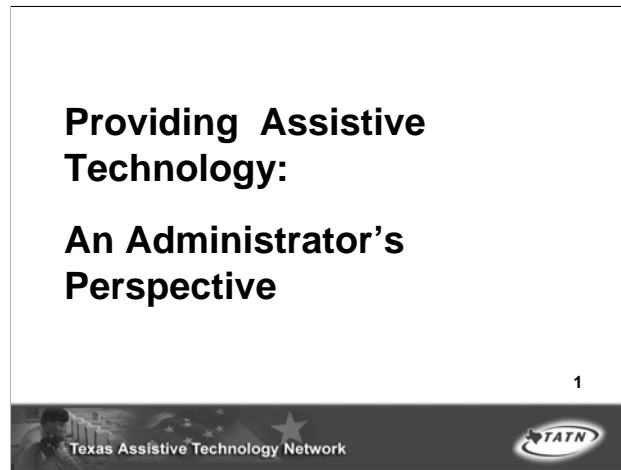


SLIDE 1



SAY: *Welcome to Providing Assistive Technology: An Administrator's Perspective*

In this module we will discuss the unique contributions that administrators can make to effective assistive technology (AT) services offered by school districts.

We'll also discuss the unique responsibilities that administrators have in ensuring that AT services are legal, ethical and efficient.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.


SLIDE 2

A Professional Development Module

Collaboratively developed by

- **Texas Assistive Technology Network, led by Region 4 ESC**
- **Texas Education Agency**

2

The slide features a dark footer with the text "Texas Assistive Technology Network" on the left and a circular logo with "TATN" on the right. The logo contains a stylized figure and the letters "TATN".

SAY: This training module was collaboratively developed by:

- The Texas Assistive Technology Network, with leadership provided by Region 4 Education Service Center
- The Texas Education Agency

SAY: The developers wish to thank the primary author, Gayl Bowser, Coordinator of the Oregon Technology Access Program, and the focus group of national and state leaders in AT who contributed to the development of this module.


CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

SLIDE 3

A Professional Development Module

- Part of the *Assistive Technology in Texas Schools Series*
- Available at www.texasat.net

3

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SAY: This module, *Providing Assistive Technology: An Administrator's Perspective*, is part of the *Assistive Technology in Texas Schools Series*.

SAY: This training module is available as a free download at the Texas Assistive Technology Network (TATN) website at www.texasat.net. The module includes:

- PowerPoint slide show
- Transparency masters
- Speaker notes
- Notetaking guide for participants
- *Supplementary Handouts for Participants*
- *Assistive Technology Balanced Scorecard for Administrators*


SAY: Please go to the TATN website for current information on the other available training modules.

SAY: You have been provided a copy of the slide set to serve as a note-taking guide. It frees you to concentrate on the presentation and add your own notes rather than copying the slides.

SAY: If everyone has the handouts, let's begin.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.


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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Presenter Activity: Review the objectives of the lesson

SAY: Before we look specifically at the contributions of administrators to AT services, let's take a brief look at the federal and state legislation and rules related to AT.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

SLIDE 5

IDEA '97
Section 300.308
- Assistive Technology

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Note to Presenter: The “hand icon” indicates that information can be found in the participant’s handouts. Pass out the *Supplementary Handouts for Participants*.

SAY: Although AT devices and services are included in several places in IDEA '97, the principle references to them are found in Section 300.308 of the Final Regulations of IDEA '97, which speaks to the responsibilities of each public agency, in our case, each school district.

As you see in your handout, Part A of Section 300.308 states that the school district must provide the AT devices and services that are required by the child as part of his special education, related services, and/or supplementary aids and services. In other words, districts are required, by law, to provide the AT devices and services that are required to implement the IEP, provide access to the general curriculum, and assure the provision of a free, appropriate public education (FAPE). When AT is needed, it becomes part of a free, appropriate public education for the student.


Part B of the same section states that school-owned AT must be made available to the child at home or in other educational settings **IF THE IEP TEAM DETERMINES** that access to the AT in those places is necessary for the child to receive FAPE.

An example of when the IEP team might determine that AT is needed in other settings is when the student has homework that must be completed and the AT is needed in order for the child to do the homework.

Please note that in Texas, the IEP team is called the Admission, Review and Dismissal (ARD) Committee and both terms will be used as appropriate.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

SLIDE 6


IDEA '97 Special Factors 
Section 300.346 (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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SAY: In IDEA '97 additional responsibility has been given to the IEP team, which, by legislative requirement, is a collaborative team that includes school personnel, parents, and the student when appropriate.

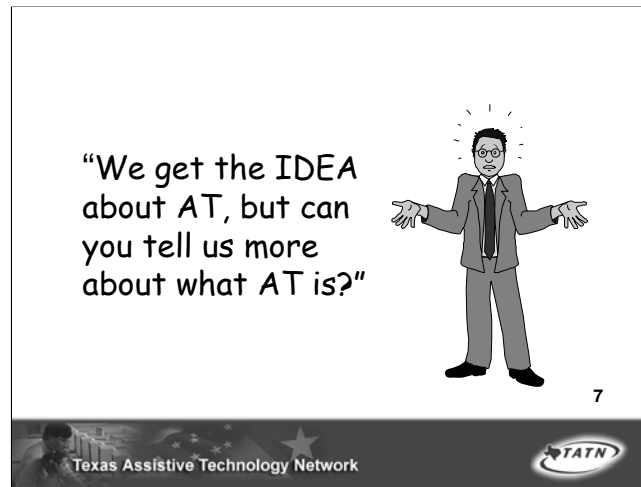
Among the responsibilities assigned to the IEP team by IDEA '97 is the "Consideration of Special Factors" during the development of the IEP. **Every IEP team must consider** whether or not the student requires AT devices and services during the development of EVERY IEP, both when the initial IEP is developed and every time it is revised.

Although consideration may be a relatively brief process, it does require significant thought. Every IEP team is charged with the responsibility to determine whether or not AT devices and services are needed for the student to work toward mastery of the goals and objectives set forth in this educational program in the least restrictive environment.

Consideration of a student's need for AT requires more than just checking a box on a form to indicate that AT has been considered. The AT Consideration module developed by TATN offers a relatively simple process that, when undertaken with care, constitutes appropriate consideration. In this session for administrators, we will use some of the materials from the Consideration module in our review of AT devices and services. If you are interested looking at the entire AT Consideration module, you can download it from the TATN website.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.


SLIDE 7




SAY: One question that is often asked by Administrators and by the ARD Committee (IEP team members), is "What is AT?" As you look at the definition of AT devices found in IDEA '97, you can see that a wide range of items would fall under this very broad definition.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.


SLIDE 8

IDEA '97 

AT Definitions
Sec 300.5
 - AT Devices
Sec 300.6
 - AT Services



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SAY: On your IDEA '97 handout, you will find the definitions of AT devices and services. These definitions are virtually identical to the definitions used in most federal and state legislation that refers to AT.

Presenter Activity: Ask participants to read the definition of AT **(PROVIDE TIME)**

SAY: The definition of AT devices is broad and inclusive and begins with the words “any item.” Although there are some devices that were originally developed as AT tools, there are many common tools that can be considered AT if they are required by a student and written into his IEP. The issue is whether or not an item is required in order for the student to receive FAPE.

Presenter Activity: Ask participants to read the definition of AT services. **(PROVIDE TIME)**

SAY: A wide range of services can be considered AT services. All AT services relate to supporting a student and those around him in the acquisition and use of an AT device. Those services include a functional evaluation in the student’s customary environments. This is often required to determine if AT devices are needed and, if so, the nature of those devices. Further, there are AT services that are delivered related to the acquisition and maintenance of AT devices as well as training for the student, staff, parents, and others.


It has often been found that when AT devices fail to meet the needs of the student, the contributing factors behind that lack of success are related more to the lack of needed AT services than to the inappropriate selection of the AT device. As teams consider students’ need for AT, they must be think not only about devices that the student might need, but also the services that will be required. For example, providing a communication aid for a student without adequate training for the teacher, student, and other key individuals is a failure to provide a needed service.

For more specific legal information, please refer to the module, *Providing Assistive Technology: A Legal Perspective* that is available at the TATN website.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

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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SAY: The two important parts of the definition of an AT device are that AT must be:

1. *Any item or piece of equipment*

Keep in mind that an AT device must be an ITEM or THING... A person, perhaps, an assistant who acts as a scribe for a student who has difficulty writing - is NEVER AT.

2. *Used to increase, maintain or improve the way a person with a disability functions.*

One common misconception is that AT only applies to students with severe disabilities. IDEA '97 made it clear that EVERY IEP team must consider the student's need for AT. This includes students with "high incidence" disabilities such as learning disabilities and mild cognitive disabilities.

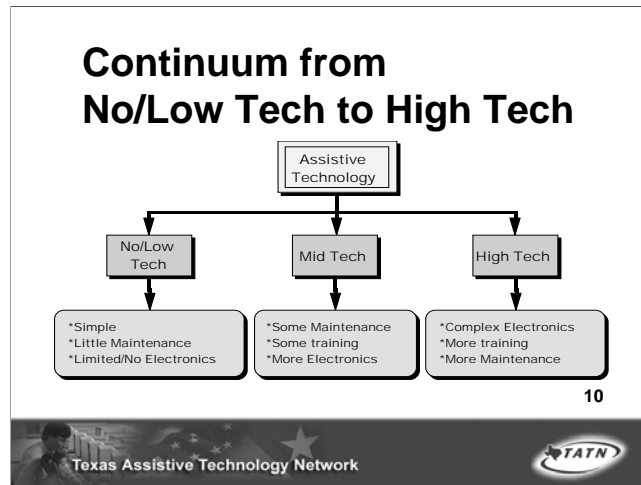
Let's take a look at a video clip of one student with learning disabilities who uses AT.

Presenter Activity: Show the video clip about William from the Consideration module.

SAY: What were your impressions of this video? Do you have students in your school like William who might benefit from the uses of AT?

SAY: Let's take a closer look at the range of AT devices that William uses.

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SLIDE 10

SAY: There are literally thousands of items that can fall into the definition of AT devices, so some classification system is helpful. Often, when people think of technology, they think only of high-tech products, such as computers and high-tech communication aids, but the range of AT devices falls into a broad continuum from no tech/low tech, non-electronic technology to very complex, high-technology. Different people use different classification systems. What is important to remember is that there is a broad range of items that can be defined as AT; it is not essential to categorize the items.

Some AT devices are relatively simple, but are potentially very effective “no tech/low tech” devices. Sometimes they have no electronics in them, and sometimes they have very simple electronics which are often powered by standard batteries. Talking spell checkers, pencil grips, slant boards, adapted feeding utensils and single-message speaking devices are some examples of no/low tech devices.

Presenter Activity: Discuss no-tech and low-tech AT devices that William uses

SAY: Other AT devices are a bit more complex and fall into the lower end of “high-tech.” Devices in this category are called “mid-tech” by some people. They have a degree of electronic functioning and almost always have some sort of power source that requires some level of care. These devices are potentially very powerful, but for many users often require less training and support to get started. Some examples of mid-tech devices include portable word processors, multiple-message communication aids, and some alternate computer access devices.

Presenter Activity: Discuss mid-tech AT devices that William uses.

SAY: Examples of the most complex, but often necessary, AT category – high-tech - include computers, academic support software, sophisticated communication aids, and more complex computer input systems such as those controlled by eye gaze or speech. Tools in this category generally require more training and maintenance than less complex tools, which needs to be considered when determining what AT services are needed.

Presenter Activity: Discussion: Does William use any high-tech AT?

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

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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SAY: What AT services were described in the video about William and what other services might William have received?

Presenter Activity: Relate the discussion to the list of AT services provided in IDEA '97. Discuss this list in as much detail as needed for the audience and the time allowed. Talking about the specific implications of each service can take up to 20 minutes, depending on the interest and involvement of the audience.

Note to Presenter: Notes below are provided to assist in the discussion.

Assistive Technology Services:

(A) Evaluation:

- Evaluations should be, at least in part, completed in customary environments (schools, classrooms, other environments where the child needs to complete the task).
- AT evaluations should identify devices and services which allow the child to increase quality, quantity or independence of everyday activities identified by the ARD Committee (IEP team).

(B) Providing Devices:

- Does not require use of district/agency funds if other funding is available.
- Parents can be asked **but not required** to help purchase AT through use of insurance or other funding sources.

(C) Selecting, Repairing:

- Includes repair of a device which belongs to the child if listed on the IEP.
- Includes provision of back-up systems if repair is needed.

(D) Coordinating:

- Without coordination, the AT is likely to be used in isolated settings and not integrated into customary environments.
- This requirement for coordination is one reason for the extensive focus on AT as a consultative service.

(E) Training and Technical Assistance - Child and Family:

(F) Training/Technical Assistance – Professionals:

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SLIDE 12

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

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IDEA '97 places a lot of responsibility on IEP teams to make AT decisions. One role administrators play in AT services is to sit on the IEP team and arrange for the allocation of district resources when a student needs them. In order to do that, administrators need some of the basic information about AT that we have already discussed. They also need to have an understanding of the IDEA '97 requirements for IEP meetings. One of those requirements is that every IEP team considers the child's need for AT.


Participation in an IEP meeting is only the end result of many other things that administrators can do to ensure effective AT services in their district. During the rest of this module we will discuss other actions that only school administrators can take which result in effective, efficient and legal AT services.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

SLIDE 13


It's Usually Not...

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



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Presenter Activity: Review each bulleted item on the slide.

SAY: Sometimes administrators hesitate to become heavily involved in AT services because they feel they don't know enough about the special technology or the way services should be provided. There is also a fear that AT can be extremely expensive.

However, administrators who do not have a basic understanding of assistive technology and the IDEA requirements for AT may make mistakes that can put an education agency at risk for conflict and complaints. Here are some things that should NEVER be said during an IEP meeting:

- "We don't have AT services in our school."
- "We don't have enough money for that device."
- "We only give laptop computers to students with physical disabilities."

People often make statements like these because they feel like things are out of control with AT and they don't know how to respond. In this module, we'll discuss some proactive strategies for leading IEP teams to provide legal, effective and cost efficient AT services.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

SLIDE 14

It /s...


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

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



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SAY: Administrative roles in AT are the same roles that administrators have for every other aspect of the provision of educational services.

Michael Fullan is the dean of the Ontario Institute for Studies in Education at the University of Toronto. He has written multiple books on change in education. One is "The New Meaning of Educational Change." Dr Fullan has much to offer us as we talk about providing AT devices and services. He has done research on what it takes to make changes happen and make changes last over time. One idea that Fullan offers is that meaning is central to the success of change. He suggests that these are the five important aspects of leadership.

Presenter Activity: Discuss each bulleted item on the slide.

Holding the Vision: Keeping the vision always in mind no matter what the activity.

Understanding Change: Fullan says that change is messy. That is because every person has to create their own meaning about the goals and reasons for change.

Building Relationships: Meaningful change does not happen in a system without relationships between the people who will be involved in the change. This is particularly important in AT because we have a past history of leaving AT to the AT experts. IDEA '97 requires that many people who are not expert in the field be heavily involved in the change.

Building Knowledge: Building knowledge refers to the application of information to a real life situation. For instance, a teacher might **have information** what an AT device could do, but not have the **knowledge** to make it work in a classroom.

Developing Coherence: One thing administrators are especially good at is the "big picture". Understanding all the pieces of an AT program and the ways they fit into overall school programs and functions.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

SLIDE 15

**Balanced Scorecard
Approach to Leadership**

Mission viewed from four perspectives:

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

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SAY: One tool that administrators can use to think about ways to offer AT services is the Balanced Scorecard. In the next section of this presentation, we will offer an overview of the Balanced Scorecard. Many of you may be familiar with this system. After our brief overview, we'll apply the Balanced Scorecard concepts to the area of AT.

SAY: The Balanced Scorecard is a performance-based, results-oriented tool that allows organizations to focus on priority performance outcomes. TEA is using the Balanced Scorecard approach to carry out and communicate its philosophy of leadership and accountability and is also asking ESCs to utilize this approach to performance management. Go to the TEA website at www.tea.state.tx.us/stplan/bsc.html to learn about TEA's use of the Balanced Scorecard.

The Balanced Scorecard offers schools a way to set goals and comprehensive objectives and track performance over time to assess if goals are being met.

The Balanced Scorecard was developed in the private sector by:

- Robert Kaplan, Harvard Business School and
- David Norton, Balanced Scorecard Collaborative, Inc.

Kaplan and Norton felt that examining only financial outcomes did not provide a company the full picture of its overall performance-that it in fact ignored the other factors at play in a company's performance. They recommend that organizations consider all the factors that influence overall performance in order to get a balanced view. Once an organization identified what was most important to do, it could then develop measures to keep track of how the company was doing at those things.

The collection of measures from all perspectives became what is known as the Balanced Scorecard. The Balanced Scorecard perspectives which begin with a Customer perspective can readily be applied to educational environments.


CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

SLIDE 16

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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SAY: Each perspective of the Balanced Scorecard approach takes a look at the mission of the organization from a different point of view. In order to use the Balanced Scorecard approach, it is essential that the organization have a clear understanding of its mission. These questions can help an agency define its mission as it begins to look at AT services.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

SLIDE 17


Mission Perspective for AT

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



17

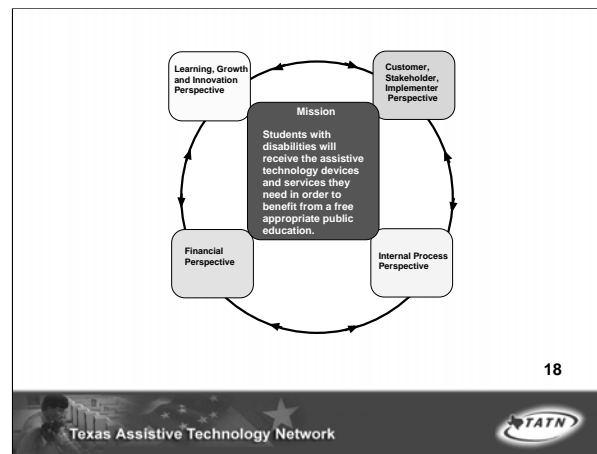
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SAY: As we review the Balanced Scorecard approach to AT services, this is the mission statement that we will use. Your agency might adopt a similar mission statement for your AT program or develop your own.

It is important to keep the IDEA concepts of high expectations and student achievement in the forefront as you consider the need for AT. Ultimately, if students have disabilities that create barriers to educational participation and progress, and AT can help mediate those barriers, the students should receive the AT devices and services they need.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

SLIDE 18

SAY: Once a mission has been identified, each of the four Balanced Scorecard perspectives is applied to the mission statement.

In our discussion of the Balanced Scorecard, we start with the Customer, Stakeholder, and Implementer perspective, the people perspective, because every other perspective is related to this one.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

SLIDE 19

**Customer, Stakeholder
and Implementer
Perspective**



Customer Service

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

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Presenter Activity: Read definition of Customer, Stakeholder, Implementer Perspective.

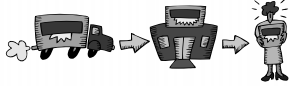
SAY: Who are the customers of a school campus? Customers include not only the students and parents but also all the people who provide educational services such as teachers, educational aides, and support service providers.

What are the customer needs related to AT?

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.


SLIDE 20

Internal Process Perspective



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

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Presenter Activity: Read definition of Internal Process Perspective.


SAY: Once we have a clear picture of what our students (customers) need in the way of AT devices and services, we can begin to think about what we, as an organization need to do to meet those needs. This is the internal process perspective.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

SLIDE 21


Financial Perspective

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



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Presenter Activity: Read definition of Financial Perspective.

SAY: Having identified customer needs and developed processes for AT, we are then able to identify all the resources including human, structural, monetary, and time that must be allocated in order to implement the processes. Cost efficiency is an important aspect of the financial perspective.

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SLIDE 22

Learning, Growth and Innovation Perspective



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

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Presenter Activity: Read definition of Learning, Growth and Innovation Perspective

SAY: The final perspective focuses on the individual and organizational growth that needs to take place in order to use the resources to implement the internal processes which will help us meet the identified student, family and provider needs for our AT mission.


CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

SLIDE 23

Balanced Scorecard

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

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SAY: Balanced Scorecard Objectives apply each perspective to AT services to identify **outcomes** that would improve your existing AT services.


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SLIDE 24

Balanced Scorecard

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

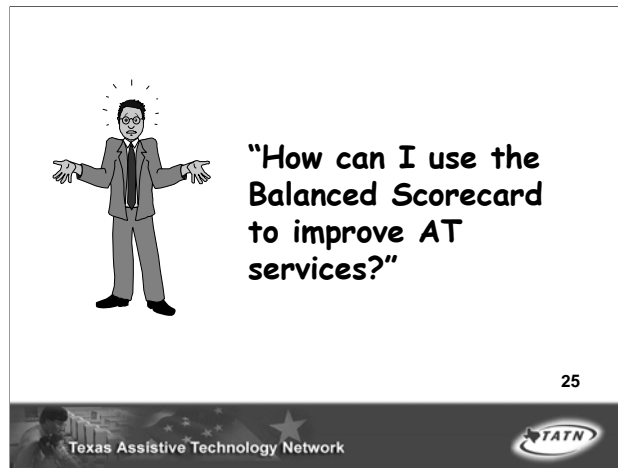
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SAY: Balanced Scorecard Measures apply each perspective to AT services to identify **specific actions** that you could take to meet your AT objectives.

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SLIDE 25




SAY: When we apply it to AT devices and services, the Balanced Scorecard focuses on what must be done to achieve the AT mission from the perspective of the special education customer. It applies to those who receive special education programs and services, as well as stakeholders and implementers.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.


SLIDE 26

Mission Perspective for AT

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



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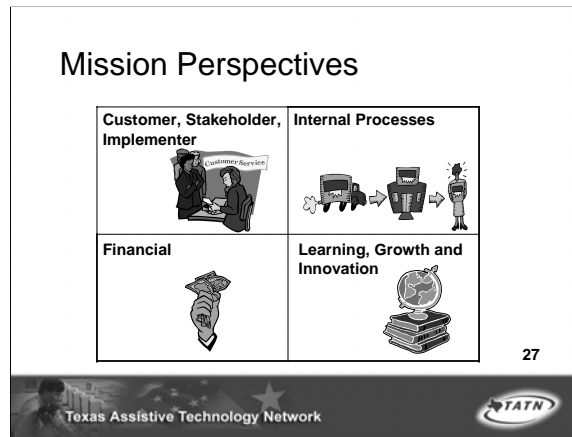
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SAY: Here is the mission statement that we have used which is the mission statement for TATN.

Extension Activity: Develop a mission statement with the group.

Work with the group to discuss this mission statement or develop a different mission statement for their own program(s). Ask participants to identify their ideas about the essential features of a high quality AT program.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

SLIDE 27

Note to Presenter: Pass out the *Assistive Technology Balanced Scorecard for Administrators* if you have not previously done so. You may have the participants use the self-rating scale after each perspective is presented or as a whole after all perspectives have been presented.

SAY: In the next section of this presentation, we will address each of the Balanced Scorecard perspectives individually. We'll focus on objectives for AT from each perspective and identify measures that we might use to determine how we are meeting those objectives. The icons in this chart will help to give a visual representation of the perspectives as we focus on each of them.

Your handouts include a document entitled the *Assistive Technology Balanced Scorecard for Administrators*. This document was designed especially for administrators to be used as a self-rating for AT. It offers objectives and measures about AT from each perspective.

The *Assistive Technology Balanced Scorecard for Administrators* uses a rating scale adapted from the *Technology Support Index* developed by the International Society for Technology in Education. The rating scale is described on page ii of the document.

The objectives and measures used in this presentation were developed by a focus group of national AT specialists and the members of the Texas Assistive Technology Network from resources including:

- The Quality Indicators for Assistive Technology Services
- Presentations from Closing the Gap, the Technology and Media (TAM) Division of the Council of Exceptional Children (CEC), and CSUN Conferences
- The Texas STaR Chart
- Standards for the Principal Certificate, Texas State Board for Educator Certification
- Technology Support Index, International Society for Technology in Education (ISTE)

The objectives and measures developed specifically focus on administrative issues related to AT, not on general administrative and leadership issues.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

SLIDE 28

Customer, Stakeholder and Implementer Perspective

Objectives for AT

- Climate
- Collaboration
- Advocacy



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SAY: The Balanced Scorecard approach always begins with the Customer, Stakeholder, and Implementer Perspective. The other three perspectives (Internal; Processes; Financial; and Learning, Growth and Innovation) build on the objectives and measures developed in the Customer, Stakeholder and Implementer Perspective.

Here are some objectives that were developed by a group of national AT experts and the TATN members for the Customer, Stakeholder and Implementer Perspective.

For each of these objectives, let's look at measures which we can use to determine how we are doing at meeting them.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

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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SLIDE 29

Presenter Activity: Discuss each objective and measure. Refer to the *Assistive Technology Balanced Scorecard for Administrators* for the full text of the objectives and measures used on this slide.

SAY: Measures for each perspective, like the specific processes and operations have to be determined at the local level. For instance, how might you measure your results if your focus was on developing and maintaining a climate of collaboration, communication, and continuous improvement? How would this be different if you wanted to increase your expectations for AT user achievement?

Extension Activity: Student Achievement Data

Ask participants what data they already collect that indicates the achievement of AT users?

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.


SLIDE 30

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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SAY: In the last slide we talked about developing a school climate that includes the expectation that people will collaborate. Collaborative services are so important to the provision of quality AT services that collaboration was also identified as a specific objective.

Presenter Activity: Discuss each objective and measure. Refer to the *Assistive Technology Balanced Scorecard for Administrators* for the full text of the objectives and measures used on this slide.

SAY: What specific actions might you take in your agency to address some of these collaboration objectives?

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.


SLIDE 31

Customer, Stakeholder and Implementer Perspective

Advocacy

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

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SAY: Advocacy can refer actions that might be taken to make sure that the needs of AT users are met in all environments. It can also refer to advocacy for the resources (monies, time and staffing) that are required to offer AT devices and services.

Presenter Activity: Discuss each objective and measure. Refer to the *Assistive Technology Balanced Scorecard for Administrators* for the full text of the objectives and measures used on this slide.

Extension Activity: One option here is to ask the participants to rate their own performance on this section of the Balanced Scorecard. If this is done, ask participants to volunteer to discuss their self-rating afterward. Ask if participants have any good ideas for meeting achieving the objectives or identifying local measures.

Extension Activity: Administrator as Advocate

Discuss the following question: What opportunities might you have had in the past year to advocate for AT as a part of other local, state and national initiatives?

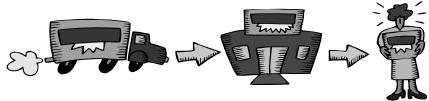
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SLIDE 32

Internal Process Perspective


Objectives for AT

- Legal Issues
- Instructional Leadership
- Human Resources



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SAY: Once we have a clear picture of what our students (customers) need in the way of AT devices and services, and what the stakeholders and implementers of those services need, we can begin to think about what we, as an organization need to do to meet those needs. This is the internal process perspective.

The Internal Process Perspective focuses on what an organization must be doing well to meet the needs defined in the Customer Perspective. In this presentation, we'll focus on three categories of objectives. They are Instructional Leadership, Human Resources and Legal Issues.

Let's look at each of the areas in the Internal Process Perspective.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.


SLIDE 33

**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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SAY: In order to ensure that students receive AT devices and services when needed, districts need written operating guidelines. Operating guidelines help people know how to act on a day-to-day basis and are more “user friendly” than official policies. Policies often require Board action and may require formal action.

Written operating guidelines address questions only district level people can answer. That is because many local factors such as financial resources, personnel resources, geography, and educational practices differ from district to district and AT services must have a good “fit” with resources and local effective practices. Later we will discuss resources that can be used to develop or improve operating guidelines if needed.

Presenter Activity: Discuss each objective and measure. Refer to the *Assistive Technology Balanced Scorecard for Administrators* for the full text of the objectives and measures used on this slide.

Extension Activity: “What if” Activity

Ask participants to describe the systems they have in place in their agency to address these process questions. What if...

- the parent of a student who has not had the use of a computer comes to the ARD meeting and says "I want my child to have a computer"?
- a staff member recommends expensive AT for a student during an ARD meeting and you have no budget for AT?
- your district purchases an expensive augmentative communication device for a student and the student moves out of the district
- the school librarian who is in charge of the computer lab tells you that the Special Education classes are not allowed to use the computers because they might break them?
- a new student who previously used a Braille 'n Speak moves into your district and you do not have a Braille 'n Speak?

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.


SLIDE 34

**Internal Process
Perspective Objective:**

Instructional Leadership

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

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SAY: In this objective, Instructional Leadership specifically refers to leadership in the provision of AT devices and services.

Presenter Activity: Discuss each objective and measure. Refer to the *Assistive Technology Balanced Scorecard for Administrators* for the full text of the objectives and measures used on this slide.

SAY: As an instructional leader for AT, what specific actions might you take in your district to ensure that these objectives are met?

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

Slide 34

MSoOffice4 I'm not sure that this is really INSTRUCTIONAL leadership. It might just be LEADERSHIP. The objectives are NOT about instruction specifically. Should we talk about this?

, 9/25/2003


SLIDE 35

Internal Process Perspective Objective:

Human Resources

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

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SAY: The Human Resources objective focuses on qualified staff. Its measures ask administrators to make sure that qualified staff is recruited/employed with each position's specific AT responsibility in mind.

Presenter Activity: Discuss each objective and measure. Refer to the *Assistive Technology Balanced Scorecard for Administrators* for the full text of the objectives and measures used on this slide.

SAY: Range of Personnel: Not everyone needs the same level of AT expertise. But all the people involved in the education of children who use AT need to understand their role in making sure that the AT program is implemented. The kind of information that a resource room teacher needs is much different than the information that an educational assistant or a general education teacher might need. Administrators can make an enormous difference in the provision of AT devices and services if they understand how each position fits into the larger AT picture.

Performance Requirements: In order to understand the picture, it can be very useful to spend some time determining the performance requirements of each position as they apply to AT. You may be surprised to learn that the skills needed in each position often do not directly relate to the level of responsibility. For example in some situations, educational assistants (paraprofessionals) know more about the technical operation of an AT device than the special education teacher. That's because they may be more directly involved in the day-to-day operation of the device. The teacher, however, would know more about how the device is used to help the child increase functional capabilities in customary environments.

Presenter Activity: One option here is to ask the participants to rate their own performance on this section of the Balanced Scorecard. If this is done, ask participants to volunteer to discuss their self-rating afterward. Ask if participants have any good ideas for implementing the objectives or identifying local measures.


CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

SLIDE 36


Financial Perspective

Objectives for AT

- Resource Provision
- Fiscal Accountability



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SAY: Having identified customer needs and developed internal processes for AT, we are then able to identify all the resources that must be allocated in order to implement the processes we identified. The Financial Perspective focuses on ensuring adequate funding and resources- human, structural, monetary, and time.

There are two important aspects to the Financial Perspective. The first objective focuses on having sufficient resources to do the work. The second focuses on using those resources wisely. If we don't attend to both of these objectives it is possible to end up with a program that has lots of resources but is too costly to maintain. On the other hand, a program that errs on the side of saving resources may do so at the expense of quality services.

Let's look at the objectives more closely and talk about the kinds of measures we might use to judge our performance.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE


SLIDE 37

Financial Perspective

Resource Provision

- Human resources
- Physical resources
- Time

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Presenter Activity: Discuss each objective and measure. Refer to the *Assistive Technology Balanced Scorecard for Administrators* for the full text of the objectives and measures used on this slide.

SAY: **Human resources** for AT have two aspects. There's a need to have people with specific expertise. We discussed that issue directly in the internal process objectives. From the financial perspective, the objective refers to assignment of individuals to specific AT responsibilities or positions. District level data about AT needs should guide the provision of human resources just as it does for monetary resources.

When people think of **physical resources**, they tend to focus on budgeting for the purchase of devices. But there are other hidden associated costs. For instance, if your agency decides to maintain a library of AT devices which can be loaned for trial or long-term use by students, you'll need to allocate space to store devices when they are not being used. You'll also need to develop ways to track the devices and catalog them. If there are not sufficient physical resources, the situation can lead to a great deal of confusion and inefficiency.

One of the common errors that is made in the allocation of resources is the failure to allocate enough **time** for AT operations. In order to provide effective AT services, teams need time to plan and to learn about the technology and the ways it can be included in customary environments.

Extension Activity: PEIMS Data

Using PEIMS data, how could you project needed funds for the following year and allocate resources to assistive technology devices and services? What aspects of PEIMS could help you determine what you might need for classrooms? For individual students?

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SLIDE 38

Financial Perspective

Fiscal Accountability

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

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Presenter Activity: Discuss each objective and measure. Refer to the *Assistive Technology Balanced Scorecard for Administrators* for the full text of the objectives and measures used on this slide.

SAY: A second aspect of the Financial Perspective is fiscal accountability. Administrators are charged with the responsibility to make sure that public funds are used in a cost effective and efficient manner.

One way to make sure that AT services are **cost effective** is to help IEP teams understand how to use data when they consider a child's need for AT. Another strategy is to identify the AT devices that are commonly needed in your district and to participate in bulk purchase or volume licensing agreements whenever possible.

If AT services are **managed efficiently**, there is little duplication of services. When AT budgeting is integrated into the general budgeting and planning process, there are many opportunities for efficiency. For instance, in some areas, AT budgets (and services) have been integrated with instructional technology budgets. If managed well, this kind of integration can result in less duplication of purchases and more efficient use of physical resources.

Another aspect of **efficient management** is tracking of equipment. If one classroom has an expensive AT device in a storage closet, it's important to know that in case a child in another school needs that device. Accurate equipment tracking can save education agencies thousands of dollars in a single year. This is also a reason that regionalized equipment libraries can be so beneficial.

Presenter Activity: One option here is to ask the participants to rate their own performance on this section of the *Assistive Technology Balanced Scorecard for Administrators*. If this is done, ask participants to volunteer to discuss their self-rating afterward. Ask if participants have any good ideas for implementing the objectives or identifying local measures.

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SLIDE 39

Learning, Growth and Innovation Perspective:

Objectives for AT

- Planning
- Program Improvement
- Professional Development



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SAY: The final perspective focuses on the individual and organizational growth that needs to take place in order to use the resources to implement the internal processes which will help us meet the identified student, family and provider needs.

The Learning, Growth and Innovation Perspective focuses on how an organization is improving its ability to innovate, improve, and learn. The purpose of this perspective is to support success with the critical operations and processes defined in the Internal Process Perspective. Our *Assistive Technology Balanced Scorecard for Administrators* focuses on three objective areas: planning, program improvement, and professional development.

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SLIDE 40

Learning, Growth and Innovation Perspective:

Planning

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

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SAY: AT and IT change so quickly that it is easy for an educational agency to find that its technology is insufficient to meet the needs of all students. Long-range planning to maintain technology appropriate to meet the needs of students and staff is one way to avoid this problem. When the AT needs of students are considered as part of the agency's overall technology plans, a host of problems can be avoided. Long-range planning that includes both instructional technology and AT can avoid software and hardware incompatibility, inequities in student access and inefficient use of agency resources.

Presenter Activity: Discuss each objective and measure. Refer to the *Assistive Technology Balanced Scorecard for Administrators* for the full text of the objectives and measures used on this slide.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.


SLIDE 41

Learning, Growth and Innovation Perspective:

Program Improvement

- **Accountability for student progress**
- **Evidence-based AT practices**

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Presenter Activity: Discuss each objective and measure. Refer to the *Assistive Technology Balanced Scorecard for Administrators* for the full text of the objectives and measures used on this slide.

SAY: From the Learning, Growth and Innovation Perspective, it is important to use quantifiable data to make decisions about students' AT needs, district AT resources and AT program improvement plans.

This data should include overall student outcomes as well as continuous program evaluation for AT services. Each of these data sources, taken alone, gives an incomplete picture of the results of the AT program. These objectives ask two questions.

1. How do students who use AT increase their performance on functional activities in customary environments?
2. Are AT services offered in an equitable and effective manner across the district?

SAY: The No Child Left Behind Act (NCLB) has a strong focus on research or evidence-based practices. School programs are required to be more and more accountable for the progress of groups of students. As other laws, such as the upcoming revision of IDEA come into line with the wording in NCLB, it is important to use evidence-based practices whenever possible.

Extension Activity: Alternative Accountability Measures

Identify outcomes, other than academic outcomes, that might be used as evidence that AT is an effective tool for an individual student. Use items from the following list as a discussion starter.

- increased levels of independence
- decreased time in special education settings
- decreased need for assistance from an aide and/or amount of support services needed
- decreased time to complete tasks
- increased productivity
- enhanced performance on specific tasks
- expanded educational or vocational options
- increased success in regular education settings

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SLIDE 42

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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SAY: There are also two aspects to professional development that should be addressed in the Learning, Growth and Innovation Perspective. When we think of professional development for AT, it's easy to assume that it focuses on the operation of a variety of AT devices. While this kind of professional development is critical to a successful program, it is also crucial that educators understand the AT legal issues, policies and procedures for integrating AT into the environment.

In some cases, both these categories of knowledge can be addressed simultaneously in a professional development activity. But it can be a good idea to provide training in policy and operation to all district staff in the same manner in order to ensure consistency across schools and across disability areas.

Presenter Activity: Discuss each objective and measure. Refer to the *Assistive Technology Balanced Scorecard for Administrators* for the full text of the objectives and measures used on this slide.

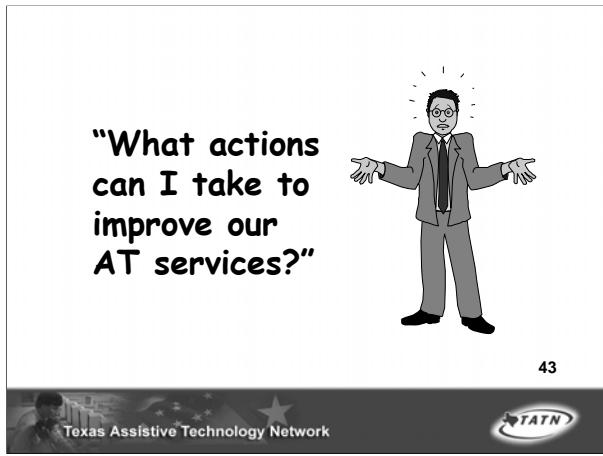
Presenter Activity: One option here is to ask the participants to rate their own performance on this section of the *Assistive Technology Assisted Technology Administrator's Balanced Scorecard for Administrators*. If this is done, ask participants to volunteer to discuss their self-rating afterward. Ask if participants have any good ideas for implementing the objectives or identifying local measures.

Extension Activity: Professional Development needs of all stakeholders

Identify a list of all the possible members of a child's team who might need to know something about AT. For each participant, identify the types of information that person might need to know (e.g. What would the general education teacher need to know? What would the AT specialist need to know? What would the speech, language pathologist need to know? What would the principal need to know?) Discuss the results of this activity in terms of planning, program improvement and professional development.

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SLIDE 43



SAY: We have talked about a wide range objectives and measures that a leader might use to ensure effective, legal and efficient AT services. Now let's shift our focus from objectives and measures to the specific actions that could be taken to meet some of the *Assistive Technology Administrator's Balanced Scorecard* objectives.

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SLIDE 44




PRESENTER ACTIVITY: If participants have not already completed the *Assistive Technology Balanced Scorecard for Administrators* as each perspective was addressed, please have them complete the self-rating now. Scores should be transferred to the Summary Sheet that is included in the handouts.

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SLIDE 45

**Action Item:
Share the Mission**

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



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SAY: Each perspective in the *Assistive Technology Administrator's Balanced Scorecard for Administrators* approach is based on the program mission. Here is the mission statement that we began with as we discussed administrative roles in AT service provision.

Presenter Activity: Discuss the possible action items below for sharing the mission of the AT program. Ask participants for specific actions they might take in their districts in order to share the AT mission

Mission Action Items:

- Create a vision for the AT program that is student focused
- Foster a school climate that encourages AT exploration and use.
- Advocate for improved AT services as appropriate at local, state, and national level.

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SLIDE 46

QIAT in Action Resources

**Quality Indicators for Assistive
Technology Services**

www.qiat.org

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SAY: One excellent source of information and resources that can help an administrator in all aspects of implementing and improving AT programs is the Quality Indicators for Assistive Technology (QIAT) Consortium. QIAT is an international group of AT providers who work together to identify the characteristics of quality AT services and to share information about how to offer them.

The Supplementary Handouts for Participants includes a copy of the Quality indicators for Assistive Technology for Administration. The areas addressed by QIAT include Administration, Consideration, Assessment, Inclusion of AT in the IEP, Implementation, Evaluation of Effectiveness, Transition and Professional Development. The Administration area specifically addresses administrative support for comprehensive AT services in schools.


The QIAT Consortium has developed a *QIAT in Action* resource list which includes many sources of information and tools for providing quality AT services. We are going to look at a few of these resources as we identify action items that you might take to improve your AT services. There are many others in the *QIAT in Action* list which is included in the Supplementary Handouts for Participants.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.



SLIDE 47

Resources for Sharing the Mission

- TATN Consideration Module
www.texasat.net
- *The Gate-Part 1*
ORCCA Technology Inc.
- *NCIP Profiles*
National Center to Improve Practice



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SAY: One of the best ways to help people understand what AT can do for students is to show them students who are able to use AT in their daily lives at school and at home. Direct experience with such students is very beneficial in helping people develop a sense of the mission of your AT program.

Here are three video resources. All three show students with disabilities who use AT effectively. They also show the range of services that are needed for each student to be a proficient user of AT.

The TATN Consideration video was distributed to each school district in the state of Texas. Additional copies may be ordered, and the order form is available on the TATN website at www.texasat.net.

Presenter Activity: Depending on the time available, show a clip from one of the resources mentioned here. Refer audience to the *QIAT In Action* List for references and additional resources which may be helpful.

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SLIDE 48

**Customer, Stakeholder,
and Implementer**



Action Items

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

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Presenter Activity: Discuss the suggested action items for the Customer, Stakeholder and Implementer objectives. Ask participants for specific actions they might take in their districts to meet their own Customer, Stakeholder and Implementer objectives.

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SLIDE 49

Customer, Stakeholder and Implementer Resources 

- **Alliance for Technology Access Website** (www.ataccess.org)
- **Family Village Website** (www.familyvillage.wisc.edu)
- **Assistive Technology Pointers for Parents** (*Reed and Bowser, 2000*)
- **Hey! Can I Try That?** (www.edtechpoints.org)

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Presenter Activity: Describe each resource and the ways they might be used for the Customer, Stakeholder and Implementer objectives which may be helpful. Refer audience to the *QIAT In Action* List for references and additional resources which may be helpful to the specific audience.

Alliance for Technology Access Website (www.ataccess.org): ATA is an AT resource organization whose primary audience is consumers and parents of children with disabilities. The ATA website offers information about legal and advocacy issues, helps people who use AT connect with others who use the same technology and provides information about a wide range of AT devices. It is an excellent resource to help people get started with AT.

Family Village Website (www.familyvillage.wisc.edu): The Family Village website offers a place where families of people with disabilities can meet in a virtual community to discuss disability related issues and share information. There are some excellent pages and chat rooms for families concerning AT.

Assistive Technology Pointers for Parents (*Reed and Bowser, 2000*): A workbook for parents of children who use AT, this manual offers reflective questions that parents can ask themselves and other team members about their child's need for AT as well as information about how parents can function as an important part of a child's AT team. It can be ordered from the Education Tech Points website (www.edtechpoints.org).

Hey! Can I Try That? (*Bowser and Reed 2001*): A workbook for students who might need AT. Each section helps offers basic AT information and a worksheet that can help students identify their own AT needs and preferences. It can be downloaded at no cost from the Education Tech Points website (www.edtechpoints.org).

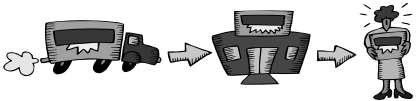
CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.

SLIDE 50

Internal Processes


Action Items

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



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Presenter Activity: Discuss the suggested action items for the Internal Processes objectives. Ask participants for specific actions they might take in their districts to meet their own Customer, Stakeholder and Implementer objectives.


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SLIDE 51

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, 1998)*
- **Oregon Sample AT Operating Guidelines**
(www.otap-oregon.org)

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Presenter Activity: Describe each resource and the ways they might be used to accomplish Internal Processes objectives. Refer audience to the *QIAT In Action* List for references and additional resources which may be helpful to the specific audience.

Assistive Technology in Special Education: Policy and Practice (Golden, 1998): This monograph is published by the Technology and Media Division of the Council for Exceptional children. It offers basic information about the AT requirements of IDEA as well as information about how public agencies can develop policies that can help ensure access to information to all people with disabilities.

Education Tech Points: A Framework For Assistive Technology Planning (Bowser and Reed, 1998): A manual distributed by the Coalition for Assistive Technology in Oregon. It includes many forms and worksheets that teams can use for AT assessment, implementation and evaluation of effectiveness. The manual also discusses implications for school district actions at each point in the process.

Oregon Sample AT Operating Guidelines (www.otap-oregon.org): These sample operating guidelines were developed by advisory committee of the Oregon Technology Access Program. While they contain some information that is specific to Oregon, they primarily describe an AT process that can be used by any educational agency. They can be downloaded in PDF form from the OTAP web site.


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SLIDE 52


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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Presenter Activity: Discuss the suggested action items for the Fiscal objectives. Ask participants for specific actions they might take in their districts to meet their own Fiscal objectives for AT services.



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SLIDE 53

Fiscal Resources

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

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Texas Assistive Technology Network


Presenter Activity: Describe each resource and the ways they might be used to meet Fiscal objectives. Refer audience to the *QIAT In Action* List for references and additional resources which may be helpful to the specific audience.

NOTE: These websites can be used to find sources for AT devices.

Computer and Web Resources for People with Disabilities (ATA, 2002): An excellent listing of many AT tools. It is annotated to identify the kinds of barriers that each AT device might help to overcome.

LD Online (www.ldonline.com): Offers specific information about Learning Disabilities. Includes a section regarding AT for a variety of learning difficulties.


Trace Center (trace.wisc.edu): One of the nation's oldest and most complete sources of information about a wide range of AT devices. This site addresses the needs of people with disabilities of all ages.

AbleData (www.abledata.org): The AbleData Database is available through subscription. It is a searchable database with information about thousands of AT devices for people of all ages and disabilities.

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SLIDE 54


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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Presenter Activity: Discuss the suggested action items for the Learning, Growth and Innovation objectives. Ask participants for specific actions they might take in their districts to meet their own Learning, Growth and Innovation objectives.

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SLIDE 55

Learning, Growth and Innovation Resources

- Closing the Gap
(www.closingthegap.com)
- *Georgia Project for Assistive Technology (GPAT)*
(www.gpat.org)
- *How Do You Know It? How Can You Show IT* (Reed et.al. 2002)
- SET-BC (www.setbc.org)

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Presenter Activity: Describe each resource and the ways they might be used for the Learning, Growth and Innovation objectives. Refer audience to the *QIAT In Action* List for references and additional resources which may be helpful to the specific audience.

- Closing the Gap Newsletter, Solutions, as well as annual conference (October in Minneapolis, MN)
- *The Georgia Project for Assistive Technology* has posted numerous modules which provide video training materials for AT devices and services.
- *How Do You know It? How Do You Show It?* is a manual on data collection about individual students. Also need data about the overall program.
- *SET-BC* is British Columbia's AT program. This website has many sets of training materials for specific AT devices and software programs.
- *Journal of Special Education Technology* (JSET) is published by Technology and Media Division of the Council for Exceptional Children.

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SLIDE 56

Other Resources 

- District Resources
- Regional Resources
- State Resources

– www.texasat.net

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Presenter Activity: Provide participants with a list of resources that are available to them in their specific location and their region of the state. Discuss each resource and what it can offer.


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SLIDE 57

“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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Presenter Activity: Review the quote

SAY: We hope that this presentation can help you identify ways that you can begin to set a context for teams in your district as they provide AT students to your students with disabilities.

Please let us know how we can help you as you begin to implement the action items you identified today.

Thank you for coming.