



Providing Assistive Technology:

An Administrator's Perspective

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A Professional Development Module

Collaboratively developed by

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



A Professional Development Module

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

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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IDEA '97

Section 300.308

- Assistive Technology





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.





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





IDEA '97



AT Definitions

Sec 300.5

- AT Devices

Sec 300.6

- AT Services





Assistive Technology Device

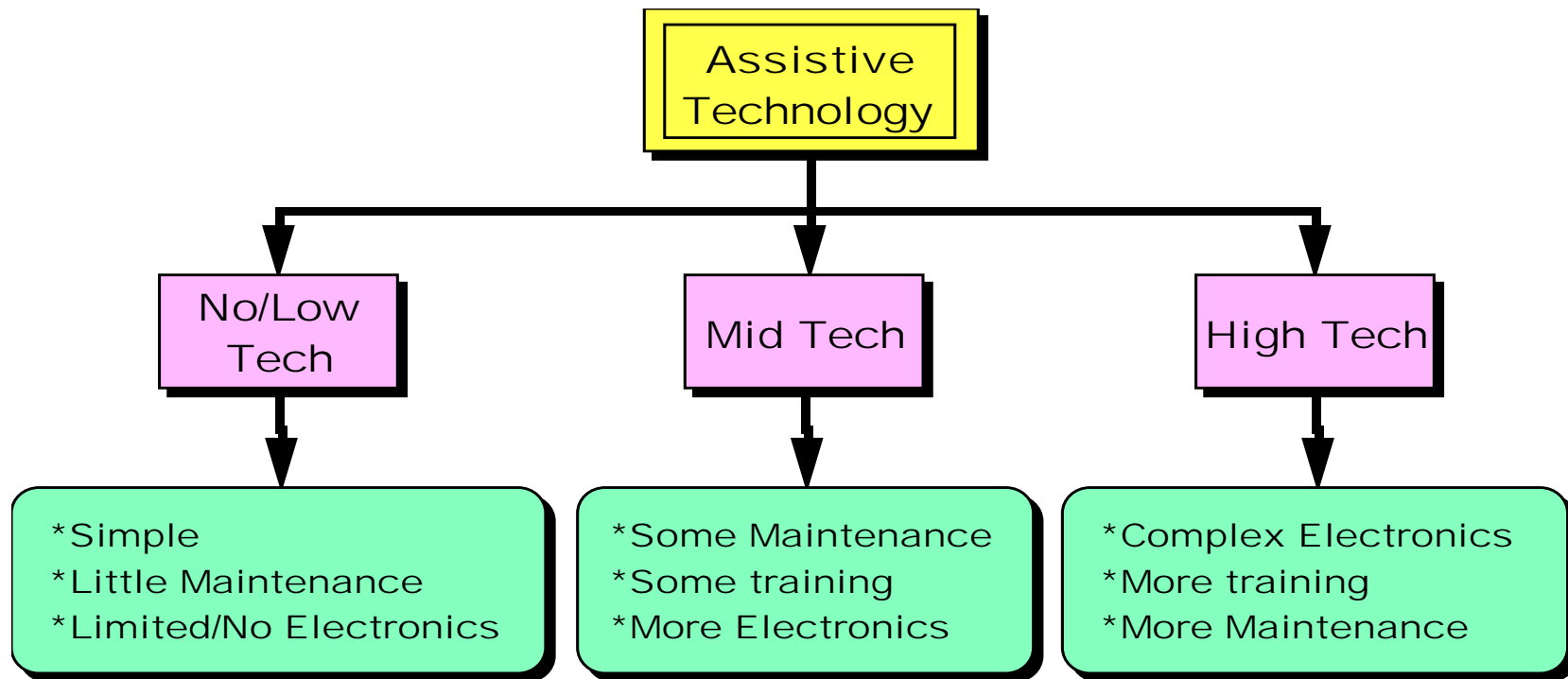


Any item or piece of
equipment.....

that is used to increase, maintain
or improve functional
capabilities



Continuum from No/Low Tech to High Tech





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**



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





It's Usually *Not*...

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



It /s...

- Holding the vision
 - Understanding change
 - Building relationships
 - Building knowledge
 - Developing coherence
- Michael Fullan: (2001)
Leading in a Culture of Change





Balanced Scorecard Approach to Leadership

Mission viewed from four
perspectives:

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





Mission Level Perspective

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



Mission Perspective for AT

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



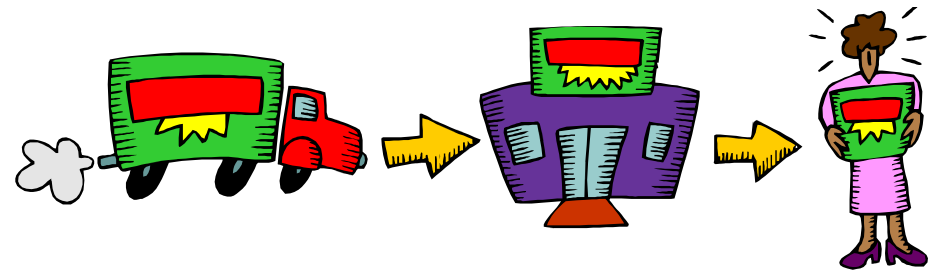


Customer, Stakeholder and Implementer Perspective



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

Internal Process Perspective



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



Financial Perspective

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





Learning, Growth and Innovation Perspective



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





Balanced Scorecard

Objectives:

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



Balanced Scorecard

Measures:

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





**“How can I use the
Balanced Scorecard
to improve AT
services?”**



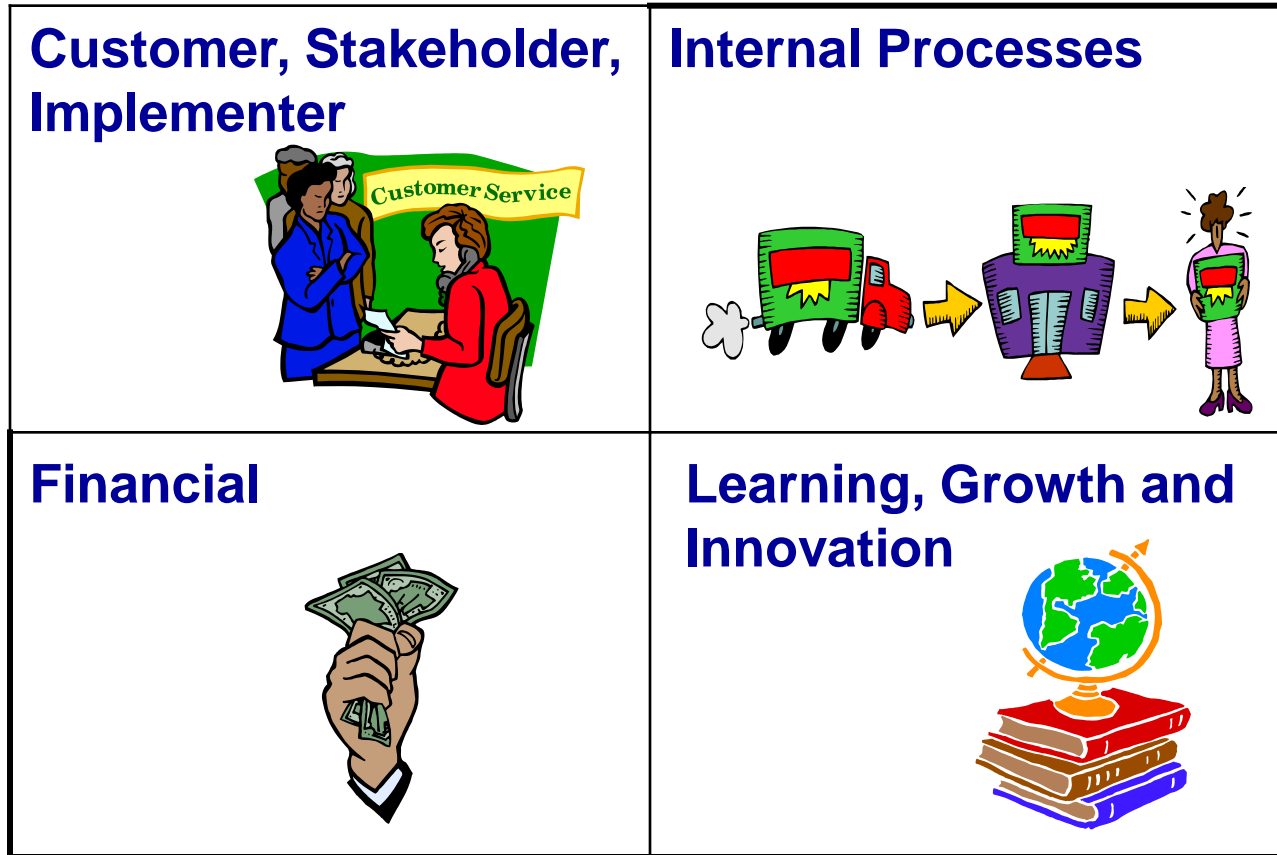


Mission Perspective for AT

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



Mission Perspectives



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





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

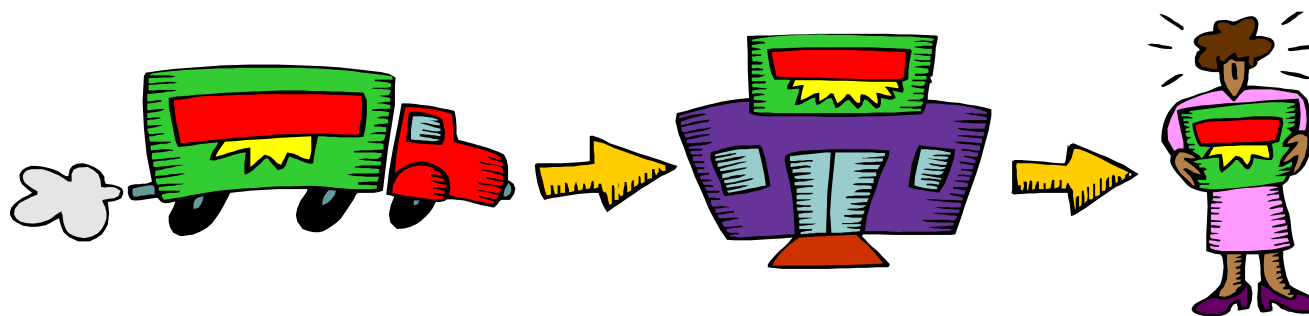
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Internal Process Perspective

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

- **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





Financial Perspective

Resource Provision

- Human resources
- Physical resources
- Time



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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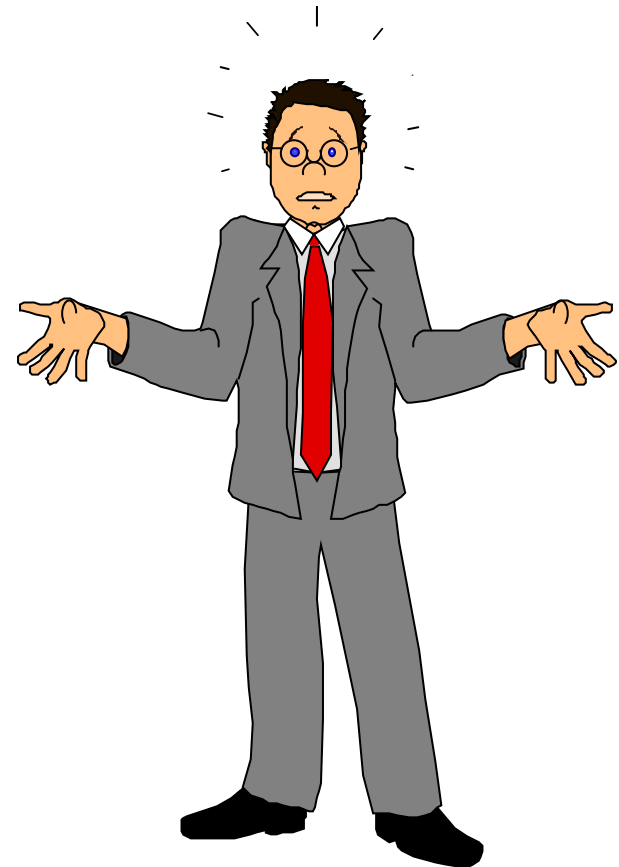
Learning, Growth and Innovation Perspective:

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.





QIAT in Action Resources

Quality Indicators for Assistive Technology Services

www.qiat.org



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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Customer, Stakeholder, and Implementer



Action Items

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

Customer, Stakeholder and Implementer Resources



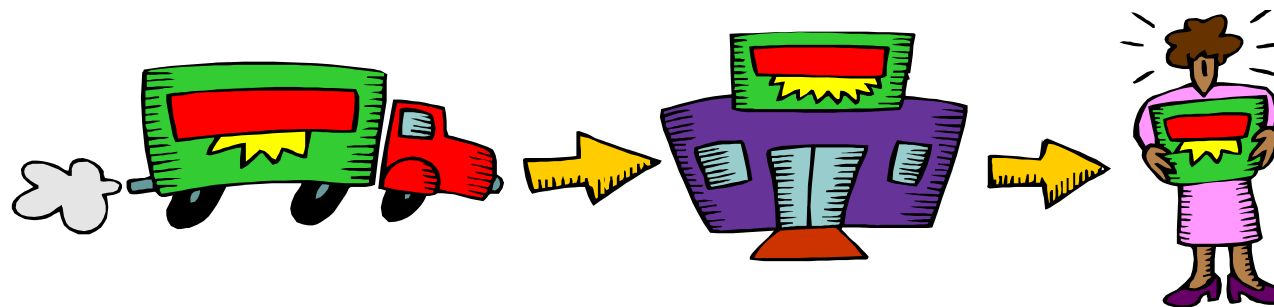
- **Alliance for Technology Access Website (www.ataccess.org)**
- **Family Village Website (www.familyvillage.wisc.edu)**
- ***Assistive Technology Pointers for Parents (Reed and Bowser, 2000)***
- ***Hey! Can I Try That? (www.edtechpoints.org)***

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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, 1998)*
- **Oregon Sample AT Operating Guidelines**
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





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)**

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



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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Other Resources



- **District Resources**
- **Regional Resources**
- **State Resources**
 - **www.texasat.net**





“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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