



# Texas Assistive Technology Leadership Module Part 4: Participant Note Taking Guide



**Leadership:  
Making Quality Assistive  
Technology Services  
Sustainable**

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**Framing the Leadership Module**

- Building Capacity in AT -
  - ▶ Leading the Change Process
  - ▶ Assessing AT Service Delivery
  - ▶ Determining Implementation Stage

➔ **Reaching Sustained Implementation**



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**Objectives**

- ▶ Learn about improvement cycles to evaluate change initiatives
- ▶ Explore the implementation drivers to produce consistency in practices
- ▶ Develop strategies to plan for and create meaningful change



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## Reaching Sustained Implementation

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### The AT Oregon Trail

- ▶ A leader will plan for change process
- ▶ Determine need area (QIAT indicators)
- ▶ Map course to get there
- ▶ Determine resources and supports needed
- ▶ Implement
- ▶ Review
- ▶ Revise




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### Traveling the AT Trail Stages

- ▶ Deciding where you want to go and what you need to do to get there
- ▶ Determining what you need to have in place
- ▶ Setting off on the trail
- ▶ Traveling with adequate resources
- ▶ Reaching your destination

**At every stage...ask how are we doing?**

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## Improvement Cycles

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### Improvement Cycles

- ▶ Used by implementation teams to make change happen
- ▶ One method of improvement cycle is Plan/Do/Study/Act (PDSA)
- ▶ PDSA has 4 phases

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### Activity

- ▶ Read Case Study 4
- ▶ Don't worry about the questions yet.

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# Texas Assistive Technology Leadership Module Part 4: Participant Note Taking Guide

## PLAN

- ▶ Identify barriers or challenges
- ▶ Use data to determine need
- ▶ Specify the plan to move programs forward
- ▶ Specify the data that will be collected and outcomes that will be monitored




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## How did the RRISD Team PLAN?

- ▶ Using the QIAT Matrices, the team determined their documentation of AT in the IEP did not include measurable outcomes.
- ▶ The team wanted to increase their score on the matrix to at least a 3 within a year.




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## Specifically...

IEP content regarding AT use is written in language that describes how AT contributes to achievement of <u>measurable and observable outcomes</u> .	1 The IEP does not describe outcomes to be achieved through AT use.	2 <b>The IEP describes outcomes to be achieved through AT use, but they are not measurable</b>	3 The IEP describes outcomes to be achieved through AT use, but only some are measurable	4 The IEP generally describes observable, measurable outcomes to be achieved through AT use.	5 The IEP consistently describes observable, measurable outcomes to be achieved through AT use.
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### How did the RRISD Team PLAN?

- ▶ The team chose to develop a district-wide approach to support better documentation through provision of -
  - Guidance materials
  - Face-to-face professional development aligned to the guidance materials
  - A recorded webinar for on-demand viewing
  - Targeted coaching sessions for IEP teams who requested assistance



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### DO

- ▶ Carry out the strategies or plan to address the challenges already identified
- ▶ Gather data on what is happening



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### What did the RRISD Team DO?

- ▶ Conducted building-wide training on documentation of AT in the IEP
- ▶ Provided technical assistance documents at training
- ▶ Documented all questions that arose at trainings
- ▶ Recorded webinars to address the questions that came up during trainings
- ▶ Provided coaching when requested



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## Texas Assistive Technology Leadership Module Part 4: Participant Note Taking Guide

### More Actions...

- ▶ Stored webinars and technical assistance documents on the district website
- ▶ Provided all special educators with a magnet with the URL for the recorded trainings and documents
- ▶ Met with individual IEP teams, when requested, to review questions before meetings
- ▶ Invited the Administrator to speak at trainings on best practices in documentation of AT in the IEP



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### STUDY

- ▶ Determine if the change strategies are resulting in the desired outcomes
- ▶ Use the measures identified during the planning phase to assess and track progress
- ▶ Reflect on the challenges that arose and possible changes that may need to be made



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### How did the RRISD Team STUDY their Actions?

- ▶ Reviewed IEPs at mid-year and year-end
- ▶ Used the QIAT Matrices for Documentation of AT in the IEP to determine progress
- ▶ Gathered outcome data from each professional development activity they provided



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**A Review of IEP Goals after Implementation Activities**

<p>4. IEP content regarding AT use is written in language that describes how AT contributes to achievement of <u>measurable and observable outcomes.</u></p>	<p>1 The IEP does not describe outcomes to be achieved through AT use.</p>	<p>2 The IEP describes outcomes to be achieved through AT use, but they are not measurable</p>	<p>3 The IEP describes outcomes to be achieved through AT use, but only some are measurable</p>	<p>4 The IEP generally describes observable, measurable outcomes to be achieved through AT use.</p>	<p>5 The IEP consistently describes observable, measurable outcomes to be achieved through AT use.</p>
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**ACT**

Make any needed changes to the next iteration of the plan to improve implementation




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**How did the Team ACT?**

- ▶ Adjusted their trainings to include points that were missed
- ▶ Worked with individual IEP teams to address gaps in knowledge
- ▶ Adjusted technical assistance documents to address emerging issues.
- ▶ And, began a new plan to address the next need in AT services.




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## Texas Assistive Technology Leadership Module Part 4: Participant Note Taking Guide

### Readiness for Sustainable Change

- ▶ Change requires engagement from multiple levels
- ▶ Change will occur more readily when there is communication and commitment
- ▶ Change requires specific planning actions to ensure success



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### Implementation Drivers

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### Implementation Drivers

*Implementation Drivers* are key components that influence a program's success. They are the core components needed to initiate and support classroom, building, and district level change.



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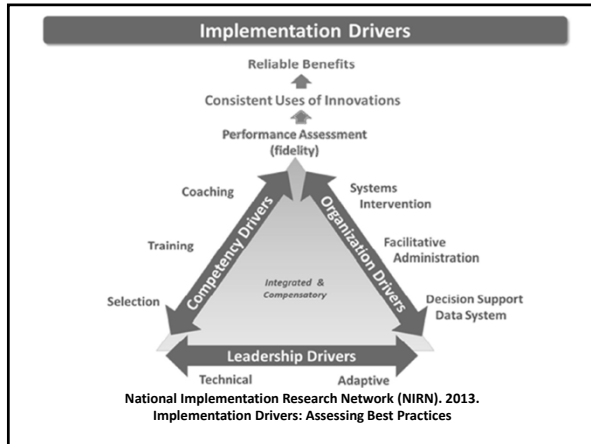
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## Competency Drivers

*Competency Drivers* are the activities to develop, improve, and sustain educator and administrator ability to put programs and innovations into practice, so students benefit.

- ▶ Selection
- ▶ Training
- ▶ Coaching
- ▶ Fidelity assessment




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## Organization Drivers

*Organizational Drivers* are used to develop infrastructure to create hospitable environments for new ways of work for teachers and school staff.

- ▶ Decision-support data system
- ▶ Facilitative administration
- ▶ Systems intervention




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## Leadership Drivers

*Leadership* is the cornerstone of innovation implementation with a focus on transforming systems and creating change.

- ▶ Technical challenges (time and funding)
- ▶ Adaptive challenges (motivation)



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## Activity

- ▶ Re-Read Case Study 4.
- ▶ Discuss the questions with your team or table group.



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## It's Your Turn

- ▶ Consider the three drivers.
- ▶ Does your service area have capacity in all three drivers?
- ▶ What driver might need to be enhanced?
- ▶ What supports will you need to develop a sustainable plan?



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## Texas Assistive Technology Leadership Module Part 4: Participant Note Taking Guide

### Sustainable Practices in AT Require:

- ▶ A sustained leadership model with informed and supportive administrators
- ▶ A clear vision of what effective practice will look like when sustainability is achieved
- ▶ A skilled and knowledgeable implementation team that follows a path to create meaningful change



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*"Innovation...  
requires the ability to  
collaborate and share ideas  
with other people...  
to sit down and talk...  
get their feedback and  
understand their needs."*

Bill Gates



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