

Figure 3: Classification of Action Options (Amended)

Triggering Question: “What are action options which, if adopted and implemented, will overcome barriers and help us create a sustainable model of assistive technology to support students in accessing and progressing in the general education curriculum?”

Cluster 1: ELECTRONIC COMMUNICATION	Cluster 2: PRE-SERVICE TEACHER PREP	Cluster 3: STATE LEVEL COLLABORATION
<p>1: State Wide website to access information on Assistive Technology</p> <p>9: State Wide Communication – Bulletin Board and FAQs/Establish Statewide Communication by Bulletin Board and FAQs, and similar online tools</p> <p>13: Post links to all Regions websites, wikis, and blogs</p> <p>36: Develop regional teams dedicated to producing information and collaborating with the other regions to provide a cohesive statewide delivery model for AT and UDL</p> <p>39: A multi-disciplinary planning team should be constructed to develop a statewide communication system and delivery model</p>	<p>2: Develop a model of content for use with pre-service teachers</p> <p>34: Research impact of teaching training on implementation</p> <p>35: Research Current State of AT offerings in Teacher Preparation</p> <p>38: Teacher preparation for AT</p>	<p>3: Identify targeted “specialists” from the statewide group of AT people to address specific issues such as PD, Data, exploring other models of service, communication strategies, etc.</p> <p>6: Establish regular state-wide AT mtgs.</p> <p>20: Database for AT professionals</p> <p>24: Continue and enhance yearly state wide conference</p> <p>27: Articulate a vision and mission for MITS</p> <p>41: Determine statewide assistive technology day</p>

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Cluster 4: INTEGRATING AT	Cluster 5: TRAINING	Cluster 6: COMMON STANDARDS
<p>4: Integrating AT staff into local Technology and Curriculum committees</p> <p>29: Local AT person needs to rub elbows with Special Ed. Director</p> <p>32: AT needs to be represented at different conferences</p>	<p>5: Develop a procedure to educate local staff and provide them time to work on implementation of AT and UDL in their classrooms</p> <p>8: AT people need to learn about DATA</p> <p>12: General Education and Special Education collaborate at district and regional levels to provide training in A.T.</p> <p>21: Provide a series of easily accessible webinar trainings</p> <p>22: Develop AT training modules</p>	<p>2: Develop a model of content for use with pre-service teachers</p> <p>14: Create a set of standards for teachers regarding their knowledge of universal design and assistive technology, disseminate it and recommend employing individuals that possess these skills</p> <p>16: Create UDL and AT standards based on data to create professional development</p> <p>18: Generate statewide guidelines for assistive technology</p> <p>19: Develop model policies and procedures at state level</p> <p>31: Incorporate Quality Indicators in State guidelines</p> <p>33: Make Quality Indicators more user friendly</p> <p>40: Develop standards/tasklist for AT professionals</p>

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Cluster 7: DATA	Cluster 8: RESEARCH	
<p>8: AT people need to learn about DATA</p> <p>10: Collaborate with the right players for data collecting</p> <p>17: Generate AT data collection worksheets</p> <p>23: Require some type of documentation (brief list of tasks or condensed SETT) for borrowing from lending library</p> <p>25: State supported pilot project related to data collection system and A.T.</p> <p>28: Establish State-Wide Data Collection and Sharing</p> <p>42: Establish data analysis teams</p>	<p>7: Each Region to study and revise other State’s guidelines</p> <p>11: Research other effective service delivery models</p> <p>15: Study, collect data and modify existing models to create a coordinated communication system of AT throughout the state</p> <p>26: Conduct surveys to determine the current numbers of knowledgeable staff that are able to implement tech daily to establish a baseline</p> <p>30: Review Michigan Speech-Language-Hearing Association Guidelines for AT</p> <p>37: Develop a team that will research what other states are and have been doing with regard to a statewide delivery model and communication system</p> <p>43: Identify model classrooms/ teachers throughout the state</p>	