# Assistive Technology Capacity Building Action Planning Document

In order for assistive technology to make the biggest impact, planning the ways in which this tool will be rolled out across campus or with the intended populations of users is key. Use the document below to help guide you and your campus’ action planning around building capacity and usage of your assistive technology resource.

## Part 1: Vision

Reflect on your vision behind the adoption you have chosen for your assistive technology tool. Remembering the “why” can help recharge you and/or your colleagues and help you hone in on the bigger impact you had hoped this investment would make.

### Self-Reflection Vision:

What were the reasons you chose to adopt this assistive technology tool? What’s your why?

What goals or outcomes are you hoping to achieve through the adoption for campus or with the intended users?

What methods have worked to effectively share access to the tool with key campus groups?

### Pair & Share - Vision:

Have certain channels of communication worked better for certain groups on campus versus others?

In sharing your vision or access to this tool, what methods or channels have worked best for the different campus groups: stakeholders, faculty, fellow staff, students?

## Part 2: Skills

Skills includes both the learned ability to engage or use an assistive technology tool, but also the skills of colleagues you can lean on to help with successful implementation. Knowing who these people are is a key step in successful implementation. Once you have these people in place, understanding what you need to build skills in the users and your champions is essential.

### Self-Reflection - Skills:

Who is helping you with this implementation? Who can you bring into a cross functional group to share the efforts around implementation? What skills do these people bring?

What will you need to upskill people helping to roll out this assistive technology? Does it different if it is an end user or someone supporting this piece of assistive technology? If so, what does the end user need to gain skills?

### Pair & Share – Skills:

What strategies and actions have been useful on your campus to help build skills around a particular piece of assistive technology?

Have there been colleagues who have been central to this work? What skills did they bring to support these efforts?

## Part 3: Incentives

Incentives are what make people care about this tool and your efforts. What’s in it for me? What benefit will I see or experience? How will campus and our students benefit?

### Self-Reflection – Incentives:

Do you feel your campus understands the reason behind the technology adoption and the impact it can make to campus and the users?

Which areas/personas on campus understand the impact this tool can have on campus or users? Which areas require additional communication to understand the impact?

### Pair & Share – Incentives:

What strategies have successfully helped to convey the impact these tools can have on the users on your campus?

Are there others on your campus who can be a champion and help spread the story of the impact this tool can have?

## Part 4: Resources

Resources are the key way people learn how to use this tool. Without properly resourcing people, you’re likely to hear sentiments of frustration, which can lead to a lack of use or abandonment. Resources also includes the necessary assets to get this up and off the ground: funding, personnel, time, expertise, etc.

### Self-Reflection - Resources

What specific resources, assets or training do you need to help support and sustain this roll out and awareness building?

Are there people on your campus who can help to create or collate resources in collaboration with you or your team? Who are these people and what help can they provide?

### Pair & Share – Resources:

What types of resources have resonated the most with users on your campus? What methods did you use to create these resources or support their impact?

If there is low-hanging fruit or a quick and easy win for a type of resource to implement to maximize the impact, what would you suggest to others tackling this now?

## Part 5: Action Planning & Advocacy

Having articulated, actionable items is an important step in building awareness and increasing assistive technology capacity and use. Use the ideas shared in this session, ideas from your peers, along the following resource [Ways to Get the Word Out on Campus About Texthelp Tools](https://drive.google.com/file/d/1IEY0W-gMCqvnh-Xa374NTRY4ft2iyG_e/view) to write out actionable steps for when you return to campus. The linked document can be used to consider ways other campuses have successfully built awareness of their assistive technology tool(s).

Questions:

* What are three to five (3-5) actionable items or steps you can take in the weeks and months ahead to help build awareness and use?
	+ For each of the action items, what resources do you need?
	+ Who else might need to be involved in this action item or provide a support role to ensure its completion?
	+ When do you want each of these items completed by?

**Action Item 1:**

 Collegial Support:

Resources Needed:

 Target Completion Date:

**Action Item 2:**

 Collegial Support:

Resources Needed:

 Target Completion Date:

**Action Item 3:**

 Collegial Support:

Resources Needed:

 Target Completion Date:

**Action Item 4:**

 Collegial Support:

Resources Needed:

 Target Completion Date:

**Action Item 5:**

 Collegial Support:

Resources Needed:

 Target Completion Date: