



Continuing QIAT Conversations

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Protocol for the call

- Keep phone muted unless you want to talk- and you are **very welcome** to ask questions or provide input, so just unmute!
- Can also use chat box to ask questions or provide feedback.

Quality Indicator Areas

- Consideration
- Assessment
- Including in the IEP
- Implementation
- Evaluation of Effectiveness
- Transition
- Administrative Support
- Professional Development

Questions from the workshop

- Any big aha moments?
- Any burning questions?
- Unresolved issues?

Consideration

Consideration of the need for AT devices and services is an integral part of the educational process identified by IDEA for referral, evaluation, and IEP development. Although AT is considered at all stages of the process, the Consideration Quality Indicators are specific to the consideration of AT in the development of the IEP as mandated by IDEA .

Assessment *(Evaluation)*

Assessment of Assistive Technology Needs is a process conducted by a team, used to identify tools and strategies to address a student's specific need(s). The issues that lead to an AT assessment may be very simple and quickly answered or more complex and challenging. Assessment takes place when these issues are beyond the scope of the problem solving that occurs as a part of normal service delivery.

Inclusion in the IEP

The Individuals with Disabilities education Act of 2004 (IDEA 2004) requires that the IEP team consider AT needs in the development of every Individualized Education Program (IEP). Once the IEP team has reviewed assessment results and determined that AT is needed for provision of a free, appropriate, public education (FAPE), it is important that the IEP document reflects the team's determination in as clear a fashion as possible.

Implementation

Assistive technology implementation pertains to the ways that assistive technology devices and services, ...are delivered and integrated into the student's educational program. Assistive technology implementation involves people working together to support the student using assistive technology to accomplish expected tasks necessary for active participation and progress in customary educational environments.

Evaluation of Effectiveness

The evaluation of effectiveness of the AT devices and services that are provided to individual student includes data collection, documentation and analysis to monitor changes in student performance resulting from the implementation of assistive technology services. Student performance is reviewed in order to identify if, when, or where modifications and revisions to the implementation are needed.

Transition

Transition plans for students who use assistive technology address the ways the student's use of assistive technology devices and services are transferred from one setting to another. Assistive technology transition involves people from different classrooms, programs, buildings, or agencies working together to ensure continuity. Self-advocacy, advocacy and implementation are critical issues for transition planning.

Professional Development and Training

Assistive technology professional development and training efforts should arise out of an ongoing, well-defined, sequential and comprehensive plan. The goal is to increase educators' knowledge and skills in a variety of areas including, but not limited to: collaborative processes; a continuum of tools, strategies, and services; resource; legal issues; action planning; and data collection and analysis.

Administrative Support

Defines the critical areas of administrative support and leadership for developing and delivering assistive technology services. Involves the development of policies, procedures, and other supports necessary to sustain effective assistive technology programs.

Team Plans

- Goal is to systematically address needs for improvement
- Improvement plans were based on needs identified in the Quality Indicators for Assistive Technology
- Ten plans submitted thus far
- All teams will submit plans before we are done

What indicator areas were identified as critical?

- Five teams chose administration
- Three teams chose professional development
- 1 team chose assessment
- 1 team chose implementation

Focus on Administration

Resources that are available

- Guiding document
 - Key questions may help in developing resources
 - Examples may support developing action steps for implementing change
- Administrators' Guide
 - Provides ideas on how administrator can support achievement among multiple groups

Resource Materials

Good foundational information:

A Resource Guide For Teachers and Administrators About Assistive Technology

<http://wati.org/content/supports/free/pdf/ATResourceGuideDec08.pdf>

Targeted to Administrators:

A School Administrator's Desktop Guide to Assistive Technology

Available from TAM Publications

Team Example

- Time lines
 - Staff responsible
 - Review Points
 - Evaluation
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- Question- what investment does administration have in making this work?

Next steps

- Next webinar is Feb 13, 2014
- 2 teams present plan with discussion
- Volunteers?

- Thank you!