



Continuing QIAT Conversations

Joan Breslin Larson

joanbreslin@gmail.com

Second webinar in a series of three follow up webinars for AT Teams attending the Feb 18-19 for AT Conference

Hosted by Oklahoma ABLE Tech AT Act Program at Oklahoma State University
www.okabletech.okstate.edu

Webinar support provided by the Assistive Technology Industry Association
ATIA.org

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

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.

Indicator 1:

The education agency has written procedural guidelines that ensure equitable access to assistive technology devices and services for students with disabilities, if required for a free, appropriate, public education (FAPE).

Intent: Clearly written procedural guidelines help ensure that students with disabilities have the assistive technology devices and services they require for educational participation and benefit. Access to assistive technology is ensured regardless of severity of disability, educational placement, geographic location, or economic status.

Indicator 2:

The education agency broadly disseminates clearly defined procedures for accessing and providing assistive technology services and supports the implementation of those guidelines.

Intent: Procedures are readily available in multiple formats to families and school personnel in special and general education. All are aware of how to locate the procedures and are expected to follow procedures whenever appropriate.

Indicator 3:

The education agency includes appropriate assistive technology responsibilities in written descriptions of job requirements for each position in which activities impact assistive technology services.

Intent: Appropriate responsibilities and the knowledge, skills, and actions required to fulfill them are specified for positions from the classroom through the central office. These descriptions will vary depending upon the position and may be reflected in a position description, assignment of duty statement, or some other written description.

Indicator 4:

The education agency employs personnel with the competencies needed to support quality assistive technology services within their primary areas of responsibility at all levels of the organization.

Intent: Although different knowledge, skills, and levels of understanding are required for various jobs, all understand and are able to fulfill their parts in developing and maintaining a collaborative system of effective assistive technology services to students.

Indicator 5:

The education agency includes assistive technology in the technology planning and budgeting process.

Intent: A comprehensive, collaboratively developed technology plan provides for the technology needs of all students in general education and special education.

Indicator 6:

The education agency provides access to on-going learning opportunities about assistive technology for staff, family, and students.

Intent: Learning opportunities are based on the needs of the student, the family, and the staff and are readily available to all. Training and technical assistance include any topic pertinent to the selection, acquisition, or use of assistive technology or any other aspect of assistive technology service delivery.

Indicator 7:

The education agency uses a systematic process to evaluate all components of the **agency-wide assistive technology program.**

Intent: The components of the evaluation process include, but are not limited to, planning, budgeting, decision-making, delivering AT services to students, and evaluating the impact of AT services on student achievement. There are clear, systematic evaluation procedures that all administrators know about and use on a regular basis at central office and building levels.

Focus on Administration

Resources that are available

- Guiding document <http://qiat.org>
 - 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

New Resources in Admin Support

- <http://www.texasat.net/users/0011/Admin/Admin.Persp.Suppl.Hndts.3.10.06.pdf>
- http://www.aijcrnet.com/journals/Vol_2_No_1_January_2012/2.pdf
- <http://gradworks.umi.com/35/35/3535721.html>
- <http://www.slideshare.net/kbehnke/providing-at-services-adm-perspective>



Sharing a Team's Progress

Hearing from your peers

Next webinar:

- April 28 3:30 PM

(Register to attend – this helps us track attendance.) <http://weba.im/april28>