



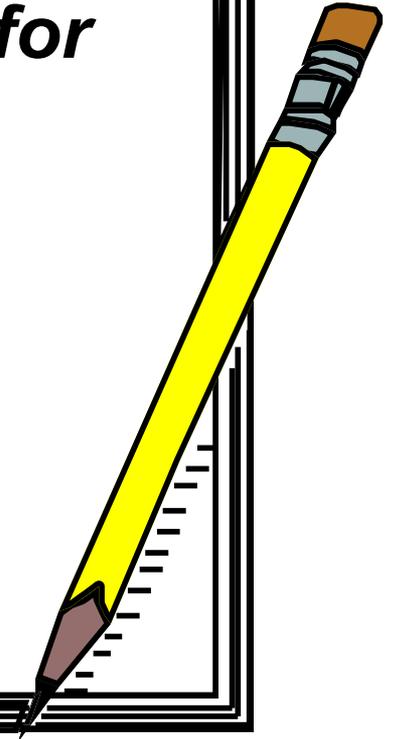
QIAT Conversations

***Targeting Quality Assistive Technology
Service Delivery***

Joan Breslin Larson
joanbreslin@gmail.com

Action Item

***This training will be a success for
me if . . .***



Things I never knew about Oklahoma

- Oklahoma- first shopping cart
- The first capital was Guthrie
- Garth Brooks and Blake Shelton
- Oklahoma has more man-made lakes than any other state
- The world's first installed parking meter was in Oklahoma City, on July 16, 1935
- Setting for movie Twister

On the Chisholm Trail



What you may not know about MN

- First indoor shopping mall
- First capitol- Pigs Eye (now known as St Paul)
- Home to Bob Dylan and Prince
- 90,000 miles of natural shoreline
- Home of SPAM. We are not necessarily proud of that.
- Setting for Grumpy Old Men

Classic Minnesota Art



What IDEA Says About AT

- Definition of devices and services
- Requirements for consideration
- AT can be provided as part of special education, related services, supplementary aids and services
- AT can be provided outside the school setting if required for access to FAPE



What IDEA Doesn't Say Results in a Need for Guidelines

Studies point to the need for:

- A systematic way of planning, developing, and delivering assistive technology devices and services
- consistent, clearly understood descriptions of quality assistive technology services

Quality Indicators



- Guiding improvement of AT services in order to improve the educational participation and results for students
- Improving quality of services
- Increasing consistency of services
- Supporting implementation of IDEA and other legal mandates



Developed by

- Practitioners
- Validated by research
- Honed and clarified by QIAT Leadership Team
- Available for use when credit is maintained

Quality Indicator Areas



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



Supports Provided in Each Area

- I. Area Name
- II. Overview of the Area
- III. Indicators
- IV. Intent Statements
- V. Common Errors

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 .

Consideration Indicators



- AT Considered for all
- IEP team members have knowledge and skill
- Decisions are based on the student's IEP goals and objectives, access to curricular and extracurricular activities, and progress in the general education curriculum.
- IEP team gathers and analyzes data
- IEP team explores a range of assistive technology devices, services, and other supports

Common Errors- Consideration

- AT is considered for students with severe disabilities only.
- No one on the IEP team is knowledgeable regarding AT.
- Team does not use a consistent process based on data about the student, environment and tasks to make decisions.
- Consideration of AT is limited to those items that are familiar to team members or are available in the district.
- Team members fail to consider access to the curriculum and IEP goals in determining if AT is required in order for the student to receive FAPE.
- If AT is not needed, team fails to document the basis of its decisions.

Quality Indicator	Variations				
	UNACCEPTABLE  PROMISING PRACTICES				
1. Assistive technology (AT) devices and services are <u>considered for all students with disabilities</u> regardless of type or severity of disability.	1 AT is not considered for students with disabilities.	2 AT is considered only for students with severe disabilities or students in specific disability categories.	3 AT is considered for all students with disabilities but the consideration is inconsistently based on the unique educational needs of the student.	4 AT is considered for all students with disabilities and the consideration is generally based on the unique educational needs of the student.	5 AT is considered for all students with disabilities and the consideration is consistently based on the unique educational needs of the student.
2. During the development of the individualized educational program (IEP), every IEP team consistently uses a <u>collaborative decision-making process</u> that supports systematic consideration of each student's possible need for AT devices and services.	1 No process is established for IEP teams to use to make AT decisions.	2 A process is established for IEP teams to use to make AT decisions but it is not collaborative.	3 A collaborative process is established but not generally used by IEP teams to make AT decisions.	4 A collaborative process is established and generally used by IEP teams to make AT decisions.	5 A collaborative process is established and consistently used by IEP teams to make AT decisions.
3. IEP team members have the <u>collective knowledge and skills</u> needed to make informed AT decisions and seek assistance when needed.	1 The team does not have the knowledge or skills needed to make informed AT decisions. The team does not seek help when needed.	2 Individual team members have some of the knowledge and skills needed to make informed AT decisions. The team does not seek help when needed.	3 Team members sometimes combine knowledge and skills to make informed AT decisions. The team does not always seek help when needed.	4 Team members generally combine their knowledge and skills to make informed AT decisions. The team seeks help when needed.	5 The team consistently uses collective knowledge and skills to make informed AT decisions. The team seeks help when needed.

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.

Assessment Indicators

- Procedures clearly defined and consistently applied.
- Assistive technology assessments are conducted by a team
- Include a functional assessment in the student's customary environments,
- Completed within reasonable time lines.
- Recommendations based on data
- Provides clearly documented recommendations that guide decisions about AT

Common Errors- Assessment

- Procedures for conducting AT assessment are not defined, or are not customized to meet the student's needs.
- A team approach to assessment is not utilized.
- Individuals participating in an assessment do not have the skills necessary to conduct the assessment, and do not seek additional help.
- Team members do not have adequate time to conduct assessment processes, including necessary trials with AT.
- Communication between team members is not clear.
- The student is not involved in the assessment process.
- When the assessment is conducted by any team other than the student's IEP team, the needs of the student or expectations for the assessment

Student, Environment, and Tasks Worksheet

Assistive Technology Planning Process

Student Name Grade Date

Directions: Complete information about the student, environment, and the tasks prior to the IEP meeting to develop information about assistive technology status and potential needs. This worksheet should be completed by members of the team who are familiar with the student. Please bring the completed *Student, Environment, and Tasks Worksheet* to the planning meeting.

I. Student

1. What does the student need to do, but is currently unable to do?

.....
.....
.....

2. What are the student's strengths, abilities, accomplishments, and/or motivators? Any "success stories" you would like to share?

.....

Quality Indicator	Variations				
	UNACCEPTABLE  PROMISING PRACTICES				
1. Procedures for all aspects of AT assessment are clearly defined and consistently applied.	1 No procedures are defined.	2 Some assessment procedures are defined, but not generally used.	3 Procedures are defined and used only by specialized personnel.	4 Procedures are clearly defined and generally used in both special and general education.	5 Clearly defined procedures are used by everyone involved in the assessment process.
2. AT assessments are conducted by a <u>team with the collective knowledge and skills needed to determine possible AT solutions that address the needs and abilities of the student, demands of the customary environments, educational goals, and related activities.</u>	1 A designated individual with no prior knowledge of the student's needs or technology conducts assessments.	2 A designated person or group of individuals who have knowledge of technology, but not of the student's needs, environments, or tasks conducts assessments.	3 A designated team with knowledge of AT conducts assessments with limited input from individuals who have knowledge of the student's needs, environments, and tasks.	4 A team whose members have direct knowledge of the student's needs, environments, tasks, and knowledge of AT generally conducts assessments.	5 Flexible teams formed on the basis of knowledge of of the individual student's needs, environments, tasks, and expertise in AT consistently conduct assessments.
3. All AT assessments include a functional assessment in the student's <u>customary environments, such as the classroom, lunchroom, playground, home, community setting, or work place.</u>	1 No component of the AT assessment is conducted in any of the student's customary environments.	2 No component of the AT assessment is conducted in any of the customary environments, however, data about the customary environments are sought.	3 Functional components of AT assessments are sometimes conducted in the student's customary environments.	4 Functional components of AT assessments are generally conducted in the student's customary environments.	5 Functional components of AT assessments are consistently conducted in the student's customary environments.



Results of an AT Evaluation

Provides the IEP team with the information needed to make informed decisions about . . .

- Need for AT devices and services.
- Nature and extent of AT devices and services, if any, required to participate in and benefit from FAPE.

A stapler is **not**
a collaborative tool!



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.

IEP Indicators



- Agency has guidelines for documenting assistive technology in the IEP
- AT services designated in the IEP.
- Clear relationship between assistive technology devices and services, and the student's goals and objectives.
- Written in language that describes how assistive technology contributes to achievement outcomes
- Clear and complete description of the devices and services to be provided

Common Errors- Inclusion in IEP

- IEP teams do not know how to include AT in IEPs.
- IEPs including AT use a “formula” approach to documentation. All IEPs are developed in similar fashion and the unique needs of the child are not addressed.
- AT is included in the IEP, but the relationship to goals and objectives is unclear.
- AT devices are included in the IEP, but no AT services support the use.
- AT expected results are not measurable or observable.



Lessons to be Learned

IEP Documentation

- “Stranger Test”
- “So What Test”
- “Peer Test”

Quality Indicator	Variations				
	UNACCEPTABLE → PROMISING PRACTICES				
1. The education agency has <u>guidelines for documenting AT needs</u> in the IEP and requires their consistent application.	1 The agency does not have guidelines for documenting AT in the IEP.	2 The agency has guidelines for documenting AT in the IEP but team members are not aware of them.	3 The agency has guidelines for documenting AT in the IEP and members of some teams are aware of them.	4 The agency has guidelines for documenting AT in the IEP and members of most teams are aware of them.	5 The agency has guidelines for documenting AT in the IEP and members of all teams are aware of them.
2. All <u>services</u> that the IEP team determines are needed to support the selection, acquisition, and use of AT devices are designated in the IEP.	1 AT devices and services are not documented in the IEP.	2 Some AT devices and services are minimally documented. Documentation does not include sufficient information to support effective implementation.	3 Required AT devices and services are documented. Documentation sometimes includes sufficient information to support effective implementation.	4 Required AT devices and services are documented. Documentation generally includes sufficient information to support effective implementation.	5 Required AT devices and services are documented. Documentation consistently includes sufficient information to support effective implementation.
3. The IEP illustrates that AT is a <u>tool to support achievement of goals and progress in the general curriculum</u> by establishing a clear relationship between student needs, AT devices and services, and the student's goals and objectives.	1 AT use is not linked to IEP goals and objectives or participation and progress in the general curriculum.	2 AT use is sometimes linked to IEP goals and objectives but not linked to the general curriculum.	3 AT use is linked to IEP goals and objectives and sometimes linked to the general curriculum.	4 AT is linked to IEP goals and objectives and is generally linked to the general curriculum.	5 AT is linked to the IEP goals and objectives and is consistently linked to the general curriculum.

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.

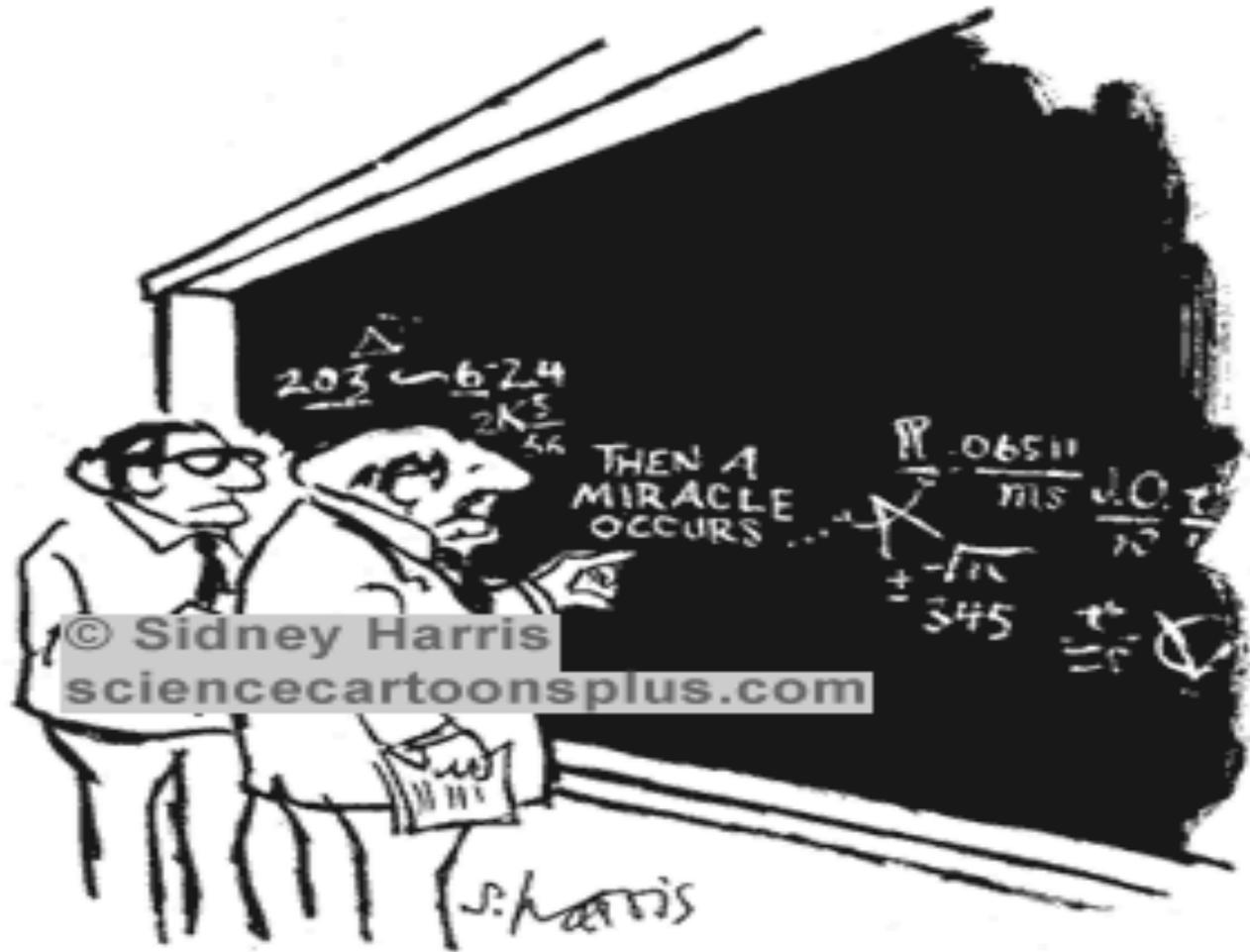
Implementation Indicators

- Collaboratively developed plan.
- Integrated into the curriculum and daily activities
- Shared responsibility for implementation
- Student to uses a variety of strategies – including AT
- Training for the student, family and staff
- Based on assessment data and adjusted
- Includes management and maintenance of equipment and materials.

Common Errors- Implementation

- Implementation is expected to be smooth and effective without addressing specific components in a plan. Team members assume that everyone understands what needs to happen and knows what to do.
- Plans for implementation are created and carried out by one IEP team member.
- The team focuses on device acquisition and does not discuss implementation.
- An implementation plan is developed that is incompatible with the instructional environments.
- No one takes responsibility for the care and maintenance of AT devices and so they are not available or in working order when needed.
- Contingency plans for dealing with broken or lost devices are not made in advance.

Quality Indicator	Variations				
	UNACCEPTABLE → PROMISING PRACTICES				
1. AT implementation proceeds according to a <u>collaboratively developed plan</u> .	1 There is no implementation plan.	2 Individual team members may develop AT implementation plans independently.	3 Some team members collaborate in the development of an AT implementation plan.	4 Most team members collaborate in the development of AT implementation plan.	5 All team members collaborate in the development of a comprehensive AT implementation plan.
2. AT is <u>integrated into the curriculum and daily activities of the student across environments</u> .	1 AT included in the IEP is rarely used.	2 AT is used in isolation with no links to the student's curriculum and/or daily activities.	3 AT is sometimes integrated into the student's curriculum and daily activities.	4 AT is generally integrated into the student's curriculum and daily activities.	5 AT is fully integrated into the student's curriculum and daily activities.
3. Persons supporting the student across all environments in which the AT is expected to be used <u>share responsibility for implementation of the plan</u> .	1 Responsibility for implementation is not accepted by any team member.	2 Responsibility for implementation is assigned to one team member.	3 Responsibility for implementation is shared by some team members in some environments.	4 Responsibility for implementation is generally shared by most team members in most environments.	5 Responsibility for implementation is consistently shared among team members across all environments.
4. Persons supporting the student provide opportunities for the student to use a <u>variety of strategies—including AT—and to learn which strategies are most effective for particular circumstances and tasks</u> .	1 No strategies are provided to support the accomplishment of tasks.	2 Only one strategy is provided to support the accomplishment of tasks.	3 Multiple strategies are provided. Students are sometimes encouraged to select and use the most appropriate strategy for each task.	4 Multiple strategies are provided. Students are generally encouraged to select and use the most appropriate strategy for each task.	5 Multiple strategies are provided. Students are consistently encouraged to select and use the most appropriate strategy for each task.



© Sidney Harris
sciencecartoonsplus.com

"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."

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.

Evaluation of Effectiveness Indicators



- Team shares clearly defined responsibilities
- Data collected on specific student achievement
- Quantitative and qualitative measurement of changes
- Evaluated across environments
- Data used to determine program changes needed.
- Changes are made when evaluation data indicates a need.
- Ongoing process that is reviewed

Common Errors- Evaluation

- An observable, measurable student behavior is not specified as a target for change.
- Team members do not share responsibility for evaluation of effectiveness.
- An environmentally appropriate means of data collection and strategies has not been identified.
- A schedule of program review for possible modification is not determined

Name Grade Date.....

Members (identify IEP manager):

.....

The *Planning and Implementation Summary* is completed once the group planning process has transferred the information compiled during the planning meeting and from *Student, Family, Environment, and* *sheet* to this form and maintain a copy as part of the student's file.

g Summary

Are the devices or strategies to be tried?

.....
.....
.....

IEP goals will these devices or strategies support?

.....
.....
.....

Accommodations / supports currently exist for these goals?

.....
.....
.....

Will success be determined?

Quality Indicator	Variations				
	UNACCEPTABLE → PROMISING PRACTICES				
1. Team members share <u>clearly defined responsibilities</u> to ensure that data are collected, evaluated, and interpreted by capable and credible team members.	1 Responsibilities for data collection, evaluation, or interpretation are not defined.	2 Responsibilities for data collection, evaluation, or interpretation of data are assigned to one team member.	3 Responsibilities for collection, evaluation and interpretation of data are shared by some team members.	4 Responsibilities for collection, evaluation and interpretation of data are shared by most team members.	5 Responsibilities for collection, evaluation and interpretation of data are consistently shared by team members.
2. Data are collected on <u>specific student achievement that has been identified by the team and is related to one or more goals.</u>	1 Team neither identifies specific changes in student behaviors expected from AT use nor collects data.	2 Team identifies student behaviors and collects data, but the behaviors are either not specific or not related to IEP goal(s).	3 Team identifies specific student behaviors related to IEP goals, but inconsistently collects data.	4 Team identifies specific student behaviors related to IEP goals, and generally collects data.	5 Team identifies specific student behaviors related to IEP goals, and consistently collects data on changes in those behaviors.
3. Evaluation of effectiveness includes the <u>quantitative and qualitative</u> measurement of changes in the student's performance and achievement.	1 Effectiveness is not evaluated.	2 Evaluation of effectiveness is based on something other than student performance, such as changes in staff behavior and/or environmental factors.	3 Evaluation of effectiveness is based on subjective information about student performance.	4 Evaluation of effectiveness is generally based on objective information about student performance from a few data sources.	5 Evaluation of effectiveness is consistently based on objective information about student performance obtained from a variety of data sources.

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.

Transition Indicators



- Addresses AT needs
- Student empowered to participate
- Advocacy recognized as critical
- AT requirements in receiving environment
- Individualized Timeline
- Equipment, training, and funding issues

Common Errors- Transition

- Lack of self-determination, self-awareness and self-advocacy on part of the individual with a disability (and/or advocate).
- Lack of adequate long range planning on part of sending and receiving agencies (timelines).
- Inadequate communication and coordination.
- Failure to address funding responsibility.
- Inadequate evaluation (documentation, data, communication, valued across settings) process.
- Philosophical differences between sending and receiving agencies.
- Lack of understanding of the law and of their responsibilities.

Assistive Technology

TRANSITION PLANNING CHECKLIST

EARLY STAGE TRANSITION

The youth and family are introduced to the transition process and the youth begins to participate in his/her planning. Skills are supported and practiced at school and at home with the family.

Self-advocacy

- Educate the youth in describing their specific use of AT or related strategies to meet IEP goals.
- Encourage the youth to explain their use of AT or related strategies to appropriate individuals

Independent Educational Strategies

- Discuss the interventions/strategies/devices youth needs regularly, including problems or barriers to use.
- Student is able to identify appropriate times to use pre-selected technology interventions

Vocational planning

- Talk about youth's responsibilities at home (e.g. chores) and potential ways to use AT or related strategies
- Select and implement appropriate technology strategies for home and recreation
- Discuss restrictions (real or imagined) on youth's educational or recreational activities.
- Explore additional strategies/interventions based on needs
- Explore and contact appropriate funding streams

MIDDLE STAGE TRANSITION

The youth and family gain understanding of the transition process and the expectations of the

Quality Indicator	Variations				
	UNACCEPTABLE → PROMISING PRACTICES				
1. <u>Transition plans address the AT needs of the student, including roles and training needs of team members, subsequent steps in AT use, and follow-up after transition takes place.</u>	1 Transition plans do not address AT needs.	2 Transition plans rarely address AT needs, critical roles, steps or follow-up.	3 Transition plans sometimes address AT needs but may not include critical roles, steps or follow-up.	4 Transition plans always address AT needs and usually include critical roles, steps or follow-up.	5 Transition plans consistently address AT needs and all team members are involved and knowledgeable about critical roles, steps and follow-up.
2. <u>Transition planning empowers the student using AT to participate in the transition planning at a level appropriate to age and ability.</u>	1 Student is not present.	2 Student may be present but does not participate or input is ignored.	3 Student sometimes participates and some student input is considered.	4 Student participates and student input is generally reflected in the transition plan.	5 Student is a full participant and student input is consistently reflected in the transition plan.
3. <u>Advocacy related to AT use is recognized as critical and planned for by the teams involved in transition.</u>	1 No one advocates for AT use or the development of student's self-determination skills.	2 Advocacy rarely occurs for AT use or the development of student self-determination skills.	3 Advocacy sometimes occurs for AT use and the development of student self-determination skills.	4 Advocacy usually occurs for AT use and the development of student self-determination skills.	5 Advocacy consistently occurs for AT use and the development of student self-determination skills.
4. <u>AT requirements in the receiving environment are identified during the transition planning process.</u>	1 AT requirements in the receiving environment are not identified.	2 AT requirements in the receiving environment are rarely identified	3 AT requirements in the receiving environment are identified, some participants are involved and some requirements are addressed.	4 AT requirements in the receiving environment are identified, most participants are involved and most requirements are addressed.	5 AT requirements in the receiving environment are consistently identified by all participants.

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.

Professional Development and Training Indicators



- Promotes understanding of AT for educational achievement
- Agency-wide plan
- Comprehensive content
- Aligned with other initiatives
- Ongoing learning opportunities
- Research-based models for adult learning
- Effectiveness based on changes in practice

Common Errors- Professional Development

- The educational agency does not have a comprehensive plan for ongoing AT professional development and training.
- The educational agency's plan for professional development and training is not based on AT needs assessment and goals.
- Outcomes for professional development are not clearly defined and effectiveness is not measured in terms of practice and student performance.
- A continuum of ongoing professional development and training is not

Continued- PD Errors

- Professional development and training focuses on the tools and not the process related to determining student needs and integrating technology into the curriculum.
- Professional development and training is provided for special educators but not for administrators, general educators and instructional technology staff.

Quality Indicator	Variations				
	UNACCEPTABLE →				PROMISING PRACTICES
1. Comprehensive AT professional development and training <u>support the understanding that AT devices and services enable students to accomplish IEP goals and objectives and make progress in the general curriculum.</u>	1 There is no professional development and training in the use of AT.	2 Professional development and training only addresses technical aspects of AT tools and/or is not related to use for academic achievement.	3 Some professional development and training includes strategies for use of AT devices and services to facilitate academic achievement.	4 Most professional development and training includes strategies for use of AT devices and services to facilitate academic achievement.	5 All professional development and training includes strategies for use of AT devices and services to facilitate academic achievement.
2. The education agency has an AT professional development and training plan that <u>identifies the audiences, the purposes, the activities, the expected results, evaluation measures and funding for AT professional development and training.</u>	1 There is no plan for AT professional development and training.	2 The plan includes unrelated activities done on a sporadic basis for a limited audience.	3 The plan includes some elements (e.g. variety of activities, purpose, levels) for some audiences.	4 The plan includes most elements of a comprehensive plan, for most audiences.	5 The comprehensive AT professional development plan encompasses all elements, audiences, and levels.
3. The comprehensive AT professional development and training <u>content addresses all aspects of the selection, acquisition and use of AT.</u>	1 There is no professional development and training on related to selection, acquisition, and use of AT.	2 Professional development and training addresses few aspects of selection, acquisition, and use of AT.	3 Professional development and training addresses some aspects of selection, acquisition, and use of AT.	4 Professional development and training addresses most aspects of selection, acquisition, and use of AT.	5 Professional development and training addresses all aspects of selection, acquisition, and use of AT.

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.

Administrative Support Indicators



- Written procedural guidelines
- Broadly disseminated policies and procedures
- Written descriptions of job requirements
- Range of personnel with competencies
- Assistive technology in the technology planning and budgeting
- Continuous learning opportunities about assistive technology
- Systematic evaluation of all services

Common Errors- Admin Supports

- If policies and guidelines are developed, they are not known widely enough to assure equitable application by all IEP teams.
- It is not clearly understood that the primary purpose of AT in school settings is to support the implementation of the IEP for the provision of a free, appropriate, public education (FAPE).
- Personnel have been appointed to head AT efforts, but resources to support those efforts have not been allocated. (Time, a budget for devices, professional development, etc.)
- AT leadership personnel try to or are expected to do all of the AT work and fail to meet expectations.
- AT services are established but their effectiveness is never evaluated.



Assistive Technology Model Operating Guidelines for School Districts and IEP Teams



Administrators Guide to Effective Technology Leadership

Principals and administrative leaders are powerful change agents. According to O'Dwyer, L. M., Russell, M. & Bebell, D. J. (2004) perceived pressure from principals and other administrators to use technology is one of the most powerful factors in increasing technology use for teaching and learning.

What does effective technology use look like?

	Principals and other Administrative Leaders
	Principals and teachers have clearly defined, shared expectations on the importance of implementing technology, including assistive technology, in teaching and learning.
	Administrators' expectations for technology use are communicated across the school year in a variety of ways.
	Administrators ensure that teachers have equitable access to current technologies, software, appropriate technical support, and the internet.
	Reward structures (e.g., recognition, opportunities to share, credits toward salary advancement) are in place to support technology in teaching and learning.
	Administrators ensure that principals and teachers know how to access resources to support students who need additional technology assistance.
	Teachers
	Teachers are skilled in the use of technology for preparing and delivering instruction.

Quality Indicator	Variations				
	UNACCEPTABLE → PROMISING PRACTICES				
1. The education agency has <u>written procedural guidelines</u> that ensure equitable access to AT devices and services for students with disabilities, if required for a free appropriate public education (FAPE).	1 No written procedural guidelines are in place.	2 Written procedural guidelines for few components of AT service delivery are in place. (i.e. assessment or consideration)	3 Written procedural guidelines that address several components of AT service delivery are in place.	4 Written procedural guidelines that address most components of AT service delivery are in place.	5 Comprehensive written procedural guidelines that address all components of AT service delivery are in place.
2. The education agency <u>broadly disseminates</u> clearly defined procedures for accessing and providing AT services and supports the implementation of those guidelines.	1 No procedures disseminated and no plan to disseminate.	2 A plan for dissemination exists, but has not been implemented.	3 Procedures are disseminated to a few staff who work directly with AT.	4 Procedures are disseminated to most agency personnel and generally used.	5 Procedures are disseminated to all agency personnel and consistently used.
3. The education agency includes appropriate AT responsibilities in <u>written descriptions of job requirements</u> for each position in which activities impact AT services.	1 No job requirements relating to AT are written.	2 Job requirements related to AT are written only for a few specific personnel who provide AT services.	3 Job requirements related to AT are written for most personnel who provide AT services but are not clearly aligned to job responsibilities.	4 Job requirements related to AT are written for most personnel who provide AT services and are generally aligned to job responsibilities.	5 Job requirements related to AT are written for all personnel who provide AT services and are clearly aligned to job responsibilities.

Resources Referenced

- AT Teams

http://www.vcu.edu/ttac/images/AT_Model_Operating_Guidelines.pdf

- MN AT Manual

<http://education.state.mn.us/MDE/EdExc/SpecEdClass/index.html>

- Other good resources

- <http://Wati.org>

- <http://Joyzabala.com>

QIAT Self Evaluation Matrix

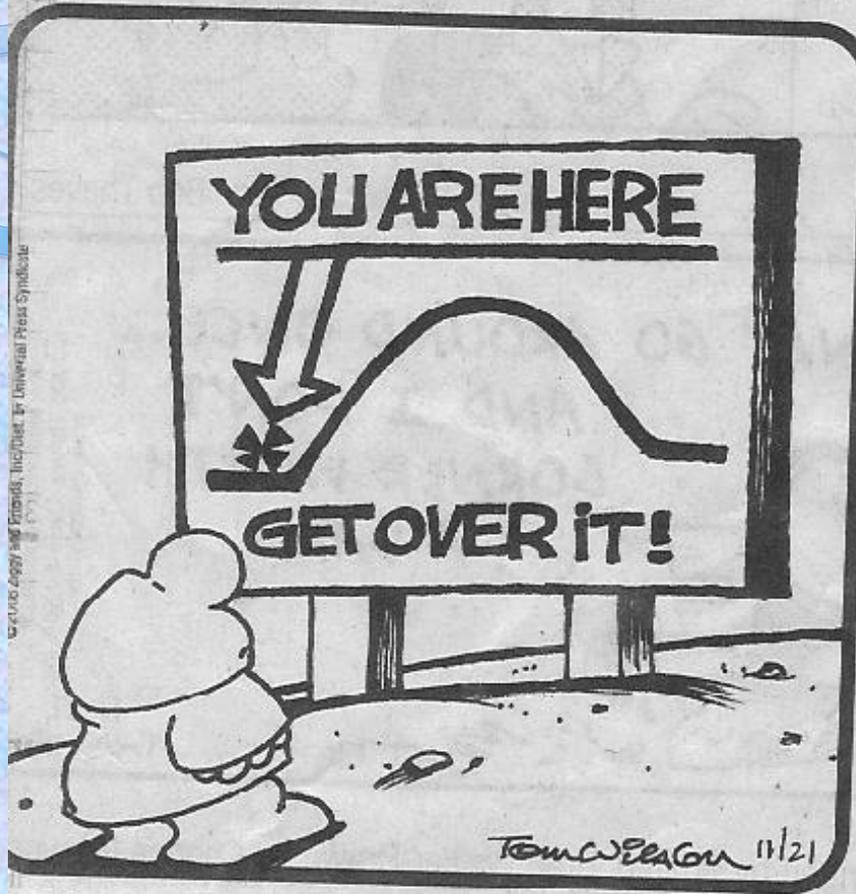
1. Use the self-evaluation matrix to rate your agency's assistive technology services from your own perspective.
2. Discuss your ratings with other members of your team
3. Use this activity to begin to set team priorities, goals and activities for your team's participation in the project.



Self-Evaluation Matrices for the
Quality Indicators in
Assistive Technology Services

Quality Indicators for Assistive Technology Implementation

Quality Indicator	Variations				
	UNACCEPTABLE	1	2	3	4
1. AT implementation proceeds according to a collaboratively developed plan.	There is no implementation plan.	Individual team members may develop AT implementation plans independently.	Some team members collaborate in the development of an AT implementation plan.	Most team members collaborate in the development of an AT implementation plan.	All team members collaborate in the development of a comprehensive AT implementation plan.
2. AT is integrated into the curriculum and daily activities of the student across environments.	AT included in the IEP is rarely used.	AT is used in isolation with no links to the student's curriculum and/or daily activities.	AT is sometimes integrated into the student's curriculum and daily activities.	AT is generally integrated into the student's curriculum and daily activities.	AT is fully integrated into the student's curriculum and daily activities.
3. Persons supporting the student across all environments in which the AT is expected to be used share responsibility for implementation of the plan.	Responsibility for implementation is not assigned to any team member.	Responsibility for implementation is assigned to one team member.	Responsibility for implementation is shared by some team members in some environments.	Responsibility for implementation is generally shared by most team members in most environments.	Responsibility for implementation is consistently shared among team members across all environments.
4. Persons supporting the student provide opportunities for the student to use a variety of strategies to accomplish tasks.	No strategies are provided to support the accomplishment of tasks.	Only one strategy is provided to support the accomplishment of tasks.	Multiple strategies are provided. Students are sometimes encouraged to select and use the most effective strategy.	Multiple strategies are provided. Students are generally encouraged to select and use the most effective strategy.	Multiple strategies are provided. Students are consistently encouraged to select and use the most effective strategy.



- *“We measure progress not only by the questions we have answered, but also, by the questions we are still asking or have just begun to ask . . . for knowledge alters what we seek as well as what we find.”*
Freda Adler

QIAT Website

- Indicators
- Matrices
- Resources
- Resource Bank
- QIAT list and archives

- <http://qiat.org>
- Qiat Leadership
Teamqiatleadership@gmail.com

Team Work



Next Steps:

- Individual teams develop plans to change services
- Implementation strategies developed and implemented
- Webinars to report on and receive feedback on action plans

QIAT Self Evaluation Matrix Summary

Please complete one copy of the QIAT Matrix Score Sheet for your team to keep and one copy to turn in to Joan Breslin Larson and Linda Jaco.

Quality Indicators in Assistive Technology

After reviewing the Quality Indicators for each area, record the self-rating numbers on this self-rating summary sheet. Enter variation numbers to the right of the appropriate indicator. All sections should be completed.

Rater's Name: _____

District/School: _____ Date: _____

AREA: Consideration of AT Needs	
INDICATOR	Self-Rating #
1. Assistive technology devices and services are <u>considered</u> for all students with disabilities regardless of type or severity of disability.	
2. During the development of the individualized educational program, every IEP team consistently uses a <u>collaborative decision-making process</u> that supports systematic consideration of each student's possible need for assistive technology devices and services.	
3. IEP team members have the <u>collective knowledge and skills</u> needed to make informed assistive technology decisions and seek assistance when needed.	
4. Decisions regarding the need for assistive technology devices and services are based on the	