



All Things QIAT!

Session Begins 2:00 pm CST

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- Speaker level Up:

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Option-Up Arrow

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Option-Down Arrow

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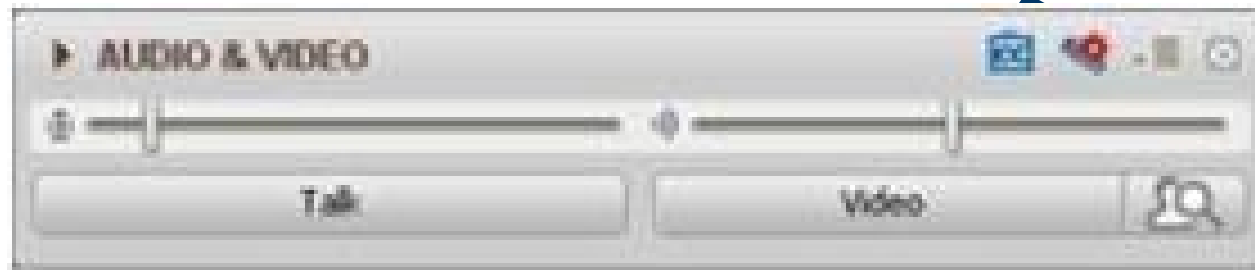
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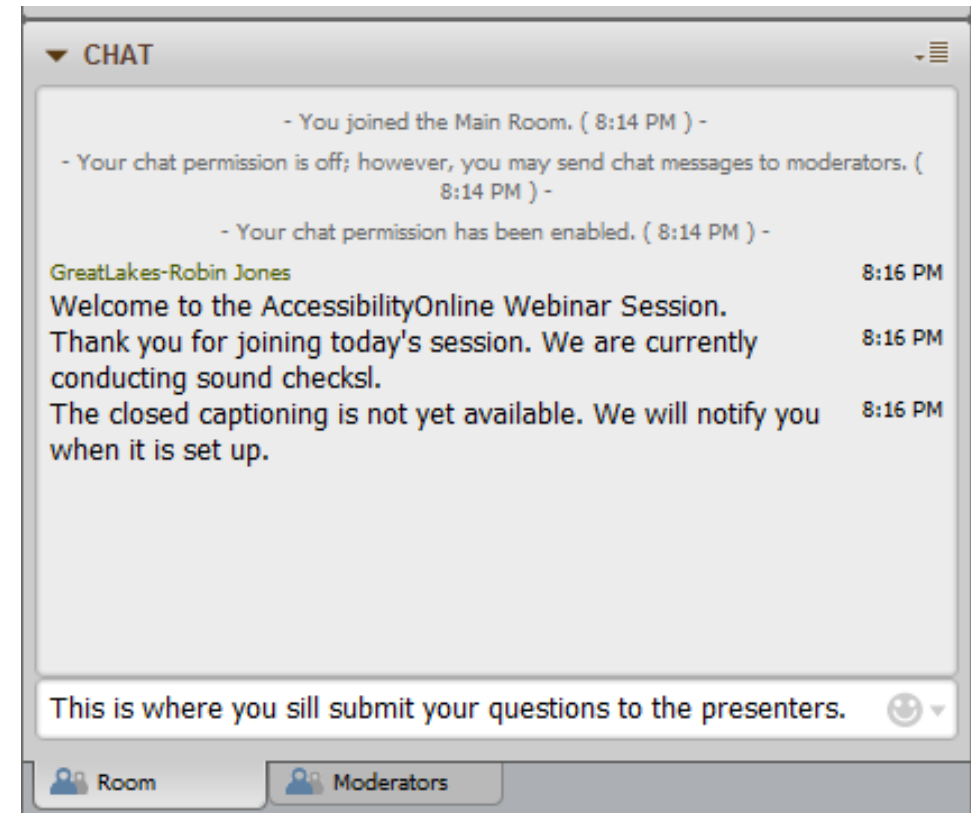


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All Things QIAT!

December 18, 2018

Today's Agenda

- Introductions
- Quality Indicators for Assistive Technology
- QIAT-504
- QIAT-PS Student Self Evaluation Matrix
- Questions and Conclusion

About Us



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A Brief Overview of QIAT

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Quality Indicators for Assistive Technology



- Began in the Fall of 1998
- Is a grass roots effort
- Email list participants (over 4500) from all perspectives
- Is an all inclusive and ongoing effort
- Facilitated by QIAT Leadership Team

Purpose of QIAT



- Guide improvement of AT services in order to improve the educational participation and results of students.
- Improve quality of services
- Increase consistency of services
- Support implementation IDEA and other legal mandates

Mission Statement



The mission of QIAT is to guide the provision of quality AT services to improve educational achievement of students with disabilities.

Contents of Each Area



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

Beneficiaries of QIAT



- School districts - quality AT services
- Service providers - continuous improvement
- Consumers and families - integrated AT services
- Universities - competent service providers
- Policy-makers - judicious policy

Primary QIAT Tools



- Indicators in 8 areas
- Guiding Document for each area
- Matrix for each area
- Resources
- QIAT Web site

8 QIAT Areas



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

Assumptions for *all* Areas



- Require on-going collaborative work
- Respect ethical practices
- Are legally correct and aligned
- Are applicable regardless of the model of service delivery
- Are applicable to other service plans and programs

Indicators for AT Consideration



1. Considered for all students with disabilities
2. Collaborative decision-making process
3. Collective Knowledge and skills
4. Access to the curriculum and the student's IEP goals
5. Data about student, environments, and tasks
6. Continuum of assistive technology
7. Results documented in IEP

Indicators for AT Assessment



1. Procedures
2. Team with collective knowledge and skills
3. Customary environments
4. Reasonable time lines
5. Recommendations based on data
6. Documented recommendations
7. Reassessed

Indicators for AT Documentation the IEP



1. Guidelines for documenting
2. Services documented
3. Tool to support achievement of goals
4. Measurable and observable outcomes
5. Clear and complete

Indicators for AT Implementation



1. Collaboratively developed plan
2. Integrated into curriculum and activities
3. Shared responsibility
4. Multiple strategies used
5. Training
6. Based on Data
7. Management and maintenance of equipment

Indicators for Evaluation of AT Effectiveness



1. Clearly defined responsibilities
2. Data related to one or more goal
3. Quantitative and qualitative measurement of changes
4. Across environments
5. Analysis of student achievement and performance
6. Changes made as indicated
7. Ongoing process

Indicators for AT Transition



1. Addresses AT needs
2. Student empowered to participate
3. Advocacy recognized as critical
4. AT requirements in receiving environment
5. Individualized Timeline
6. Equipment, training, and funding issues

Indicators for AT Administrative Support



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

Indicators for AT Professional Development and Training



1. Promotes understanding of AT for educational achievement
2. Agency-wide plan
3. Comprehensive content
4. Aligned with other initiatives
5. Ongoing learning opportunities
6. Research-based models for adult learning
7. Effectiveness based on changes in practice

QIAT Online



<http://www.qiat.org>

And QIAT Listserv

- collegial conversations
- new information and updates
- handouts and feedback

QIAT 504 AT Indicators: Assistive Technology Uncertainty Within the 504 Process



QIAT-504 Indicators

Awareness of Reasonable 504 AT Accommodations

Determination of AT Needs as an Accommodation

Planning and Implementation

Evaluation of Effectiveness

Administrative Support

Professional Development and Training

Student Instruction for AT

Key Components of Section 504 of the Rehabilitation Act of 1973



Federal civil rights law that prohibits discrimination on basis of a disability. Applies to all ages with special provisions for elementary and secondary education.



Ensures that children with disabilities have equal access through reasonable individualized accommodations and modifications to a free and appropriate public education (FAPE).



School age children are found eligible when a multi-disciplinary team determines that there is a disability that substantially limits one or more major life activities and an accommodation is needed to prevent discriminatory treatment.



All schools that receive federal funding are required to provide access to FAPE. Devices and services needed for implementation of Section 504 are not supported by federal funding.

1. Awareness of Reasonable 504 AT Accommodations

The Awareness area describes the steps **agencies** take to make sure that 504 Teams are **aware** of the **protections** afforded to students with disabilities under Section 504, the **AT services** that are **available** to those students, and the **agency processes** to **provide** them.

504 **teams reference approved guidance and resources to support the decision making process** for making **reasonable** student accommodations within the agency.

AT accommodations are **identified** as an **option** for **all** students eligible for 504 protection.

Teams are aware of **potential** AT tools **readily available** within the agency and **acquire** additional AT when it is needed.

Teams are aware and **follow** a process for **acquiring** recommended AT in a **timely** manner.

2. Determination of AT Needs as an Accommodation

The Determination area describes the steps an **agency takes to identify and document the need for student AT devices and services as an accommodation to access FAPE.**

504 **decisions** regarding the **need** for **AT devices and services** are based on **equal access** to curricular and extracurricular activities, and **progress** in the general education curriculum.

504 **accommodation decisions** including those related to AT are **made** through a **deliberate and collaborative decision making process** that includes the **use of information** provided by **educators, students, and family** members such as: formative assessments, diagnostic assessments, observation information, annual assessments, classroom work samples and, previous use of AT or AT trials.

504 **team members** have the **collective knowledge** and **skills** needed to make **informed** AT decisions and **seek assistance** when **needed**.

AT is **clearly documented** as an **accommodation within** the 504 plan.

3. Planning and Implementation

The Planning and Implementation area describes **actions** that a **504 team** must **take** to make sure that **students** are **able to use** AT devices as **accommodations** in **classrooms** and other **school settings**.

Everyone who works with the student knows **how, when and where** the **AT accommodations** will be used.

AT implementation is **documented** in a **collaboratively developed** 504 plan.

The 504 plan is **widely disseminated** to the student's **teachers** and **others who are responsible** for making sure the **plan is implemented**.

The **student, family and staff** have the **information** and **training** they need to **ensure** the **student** can **effectively use** the **AT identified** in the 504 plan.

AT accommodations are **integrated** into the curriculum and **routinely used** by the student in **relevant** daily activities **across** environments.

The 504 team **facilitates problem solving** and **coordination** when the student **experiences challenges** using AT and/or current AT devices and services are **not providing adequate access** to FAPE.

4. Evaluation of Effectiveness

Evaluation of effectiveness addresses **activities that 504 teams engage in to help ensure that AT is being effectively used by the student.**

The 504 team **regularly reviews** the **effectiveness** of the **overall impact** and effectiveness of **accommodations, including AT.**

Data are **collected** to provide 504 teams with a means to **analyze** the **extent** to **which AT** provides student **access** to **FAPE** and to **determine** what **changes, if any, are needed.**

Changes are **made** in the **student's 504 accommodations** when the 504 plan **review** and **data indicate** that **changes** are **needed** to **improve** student **access** to **FAPE.**

The **effectiveness** and **impact** of the student's **use** of **AT** and any needed **changes** within the 504 plan are **communicated** to **all stakeholders**, including the student and family, relevant educators, and administration.

5. Administrative Support

This area **defines** the **critical areas** of **agency administrative support** and **leadership** for **developing** and **delivering AT services**. It involves the **development** of **policies, procedures,** and other **supports necessary** to **improve** quality of **services** and **sustain effective AT programs**.

The **agency** has **written procedural guidelines** for **accessing** and **providing AT services** that are **consistent** with federal, state and local **laws** to **ensure FAPE** for students with disabilities served under Section 504.

The **agency's written procedural guidelines** about **AT within the 504** process are **broadly disseminated**.

The **agency** has a **systematic process** to **handle grievances** and **complaints** related to the **use** and **support** of **AT** or **inaccessible instructional** and **information technology**.

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

The **agency includes AT supports and services** in the technology **planning** and **budgeting** process.

6. Professional Development and Training

Professional development and training describes critical features of AT training efforts for all staff and other key players in the AT program.

The **agency provides staff with opportunities for professional development** on AT including ongoing learning opportunities that utilize local, regional, and, national resources.

Professional development and training in AT follow **research-based models for adult learning** that include multiple formats, delivered at multiple skills levels and are driven by individual preferences and needs.

AT professional development and training is aligned with other **agency initiatives and/or services.**

The **504 Office leads** by example and **offers assistive and accessible technology professional development to all** instructional staff.

7. Student Instruction for AT

This area describes **actions** an **agency takes** to **help students enhance participation, increase self awareness and problem solving related** to the **selection and use of AT for access to FAPE.**

The **agency ensures** that **student is actively involved** in the 504 **planning, implementation** and **evaluation** processes.

The **agency ensures** that **skills** are **explicitly taught** so that the **student** can **independently advocate for, use** and **problem solve** when appropriate when AT is provided as a 504 accommodation in classrooms and other school settings.

The **agency identifies** an **individual** who the **student** can **go** to for **assistance** when AT is provided as a 504 accommodation.

QIAT 504 AT Indicators: Focused Direction

What right looks like

Points of measurement

Prioritize resources and actions



Quality Indicators for Assistive Technology - Post Secondary

Student Self-Evaluation Matrix

Campus Self-Evaluation Matrix

Free Accounts

Initiated to aid student services departments on college campuses.

Why administer to high schoolers?

- They are moving from IDEA to ADA
- Adjustment of accommodations
- Self Determination skills are evidence based indicators for future success
- You still have time to help them!
- Indicators 13 and 14





Administration

- Anyone with an IEP!
- Student self-administration
 - (Which yielded some interesting results...)
- Whole classroom administration
- Back toward self-administration
- Other models ~~tried~~-DONE

QIAT - PS: Administration Issues

Issues –

Not understanding the vocabulary

OVERRATING SELF

Not thinking they had an IEP...



What I see when a Junior in high school tells me they didn't know they had an IEP.

Follow Up

- Realistic Post-Secondary Goals
- Realistic Discussions about “soft skills”
- Targeted Lessons
- College Visit Planning
- Create a personalized tech inventory



*Often, we focus on **this** graduation, though transition planning gives us the responsibility of thinking forward.*

Began with QIAT-PS Areas:

**Self-Awareness
Rights**

Disclosure of Disability

Communication

Strategic Use of AT

**Problem Solving
Planning**

Knowledge of Legal

Self-Advocacy

Self-evaluation

Independent AT Use

Long-Term AT

QIAT-PS: Additional Lessons

After observing some issues among students optional concepts were added:

Vocabulary

Education on “Disability” as a concept

What is AT



What has been observed?

- The curve (F – Sr)
- Fewer accoms for students
- Better transition planning
- Students, after multiple administrations
 - a) changed plans
 - b) taken a more active role in their planning.



QIAT-PS: Recommendations



DO

Give it to everyone

Start freshman year

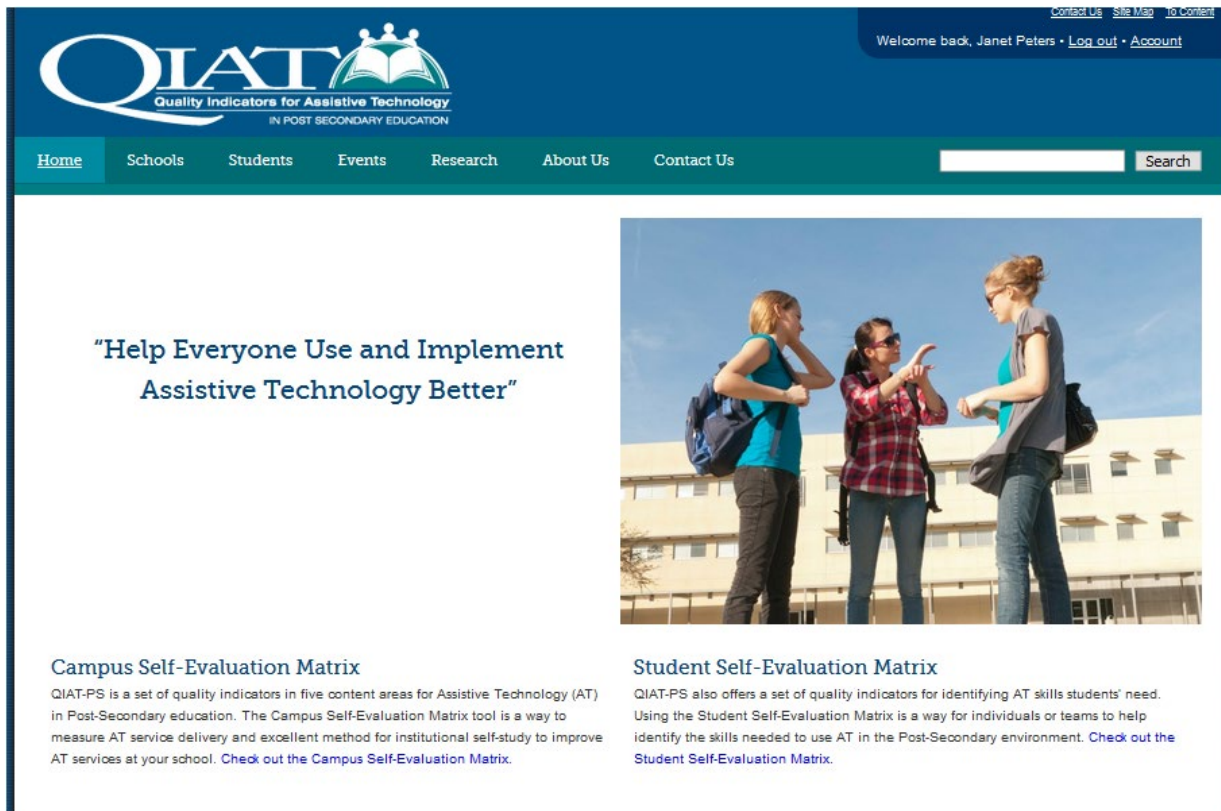
Use it to support capacity building your teachers

Find/Create content to educate on these areas

Give the students a take away

Try out the campus evaluation

Pilot the QIAT-PS Student Evaluation Matrix



QIAT
Quality Indicators for Assistive Technology
IN POST-SECONDARY EDUCATION

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“Help Everyone Use and Implement Assistive Technology Better”

Campus Self-Evaluation Matrix
QIAT-PS is a set of quality indicators in five content areas for Assistive Technology (AT) in Post-Secondary education. The Campus Self-Evaluation Matrix tool is a way to measure AT service delivery and excellent method for institutional self-study to improve AT services at your school. [Check out the Campus Self-Evaluation Matrix.](#)

Student Self-Evaluation Matrix
QIAT-PS also offers a set of quality indicators for identifying AT skills students' need. Using the Student Self-Evaluation Matrix is a way for individuals or teams to help identify the skills needed to use AT in the Post-Secondary environment. [Check out the Student Self-Evaluation Matrix.](#)

The Great Lakes ADA Center is formally piloting the Student Self-Evaluation Matrix Tool.

- Pilot sites use the matrix for at least one year and with one or more students through an account on the qiat-ps.org website
- Give feedback informally and possible year-end survey
- Optional recognition on website

QUESTIONS

You May Type and Submit questions in the Chat Area Text Box or press Control-M and enter text in the Chat Area

All Things QIAT!

Thank You For Your Attention!

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