AT Independence in College:
The QIAT-PS Student Self-evaluation Matrix

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About the Great Lakes ADA Center

The Great Lakes ADA Center is a federally by National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), as part of the ADA National Network.

We provide information, materials, technical assistance and training on the Americans with Disabilities Act of 1990 (ADA) in the regional states of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin.

Poll I am a…

1. Parent of a Student Who Uses AT

2. Consumer of AT

3. Teacher

4. Related Service Provider

5. AT Specialist

6. Post-secondary faculty or counselor

- Based on the individual child's needs, taking into account the child's strengths, preferences, and interests;…

- coordinated set of activities for a child with a disability that--

  - Is designed to be within a results-oriented process,

  - focused on improving the academic and functional achievement of the child with a disability

IDEA §300.43 Transition services

IDEA Entitlement

- Required agency identification

- Required child-find

- Requires needs assessment

- Agency documentation

Adult Service Eligibility

- Self-identified needs for service

- Individual self-referral

- Individual must seek support services

- Individual provides documentation

- Attitude

- Self-Advocacy

- Preparation

- The tools created by this QIAT-PS project are a set of indicators for the post-secondary institution, as well as for the individual student. Taken together they offer a coordinated framework to support the transition process for students who use assistive technology.

- The indicators are in support of civil rights legislation of the Americans with Disabilities (ADA) and Sections 504 and 508 of the Rehabilitation Act which will guide a student in their new post-secondary educational environment.

Let's consider Eli

- Eli is a 16 year old with a specific learning disability and he has difficulty with reading and writing.   He has used a tablet at school the past two years to produce written products using an on-screen keyboard and word prediction. He thinks he wants to go to a local community college and then maybe finish a Bachelor's Degree at a State college. His grades are not good but all of his staff and family says that he is capable and he just needs to buckle down and try harder.

- Eli has 45 minutes daily on his IEP to work on reading and writing in a traditional resource room setting.

- Eli has never attended his own IEP meetings.

1. Assistive Technology Self-Awareness
2. Knowledge of Legal Rights Regarding AT
3. Disclosure of Disability for AT Accommodations
4. AT Self-Advocacy
5. AT Communication
6. AT Self-evaluation
7. Strategic Use of AT
8. Independent AT Use
9. AT Problem Solving
10. Long-term AT Planning

The student is aware of the impact of his or her disability on performance and knowledgeable about AT used to address that impact.

<u>Intent:</u> Self-awareness requires that students are able to name and describe their disability. In addition they are knowledgeable about their own strengths and difficulties as they relate to the ability to accomplish tasks. Students understand how their AT and other accommodations help them to improve performance.

Assistive Technology Self-Awareness

Beginner   *Expert*

← ── →

1. I am unaware of or misinformed about the impact of my disability.

2. I am unaware or misinformed about the ways my disability may affect my success in college.

3. I am aware that I will need help in college, but I need information about what AT I could use.

4. I have general goals for my college program and my AT use. I am learning about the AT I will use in specific classes and activities.

5. I have an accurate and clear sense of my goals, abilities, and needed AT for each class/environment.

- Identify tasks that will require AT use in the post-secondary environment.

  Example: Use a Braille note-taker to take notes in a meeting

- Determine how AT will be used in classroom routines and post-secondary activities.

  - Example: Select a tool for class note-taking

- Identify environmental accommodations needed

  - Activity: Arrange to use real-time captioning in large classes

Knowledge of Legal Rights Regarding AT

The student understands the laws which address the rights to accommodations and the use of assistive technology, including how to get help when access is denied.

Intent: Legal rights knowledge includes a basic understanding of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Section 504) regarding the rights of people with disabilities. Students are able to identify times when their rights are not being addressed and know how to get help when they are denied access to the educational program.

Knowledge of Legal Rights Regarding AT

Beginner

Expert

1. I do not know about laws regarding the rights of people with disabilities

2. I am aware of laws regarding the rights of people with disabilities but do not understand how they apply to me.

3. I am aware of my legal rights and responsibilities but I do not know how they relate to AT.

4. I am aware of my legal rights and responsibilities and ways they relate to assistive technology but I do not know how to acquire the AT need

5. I know how to request AT as an accommodation and can act on that knowledge to acquire the AT devices and supports I need.
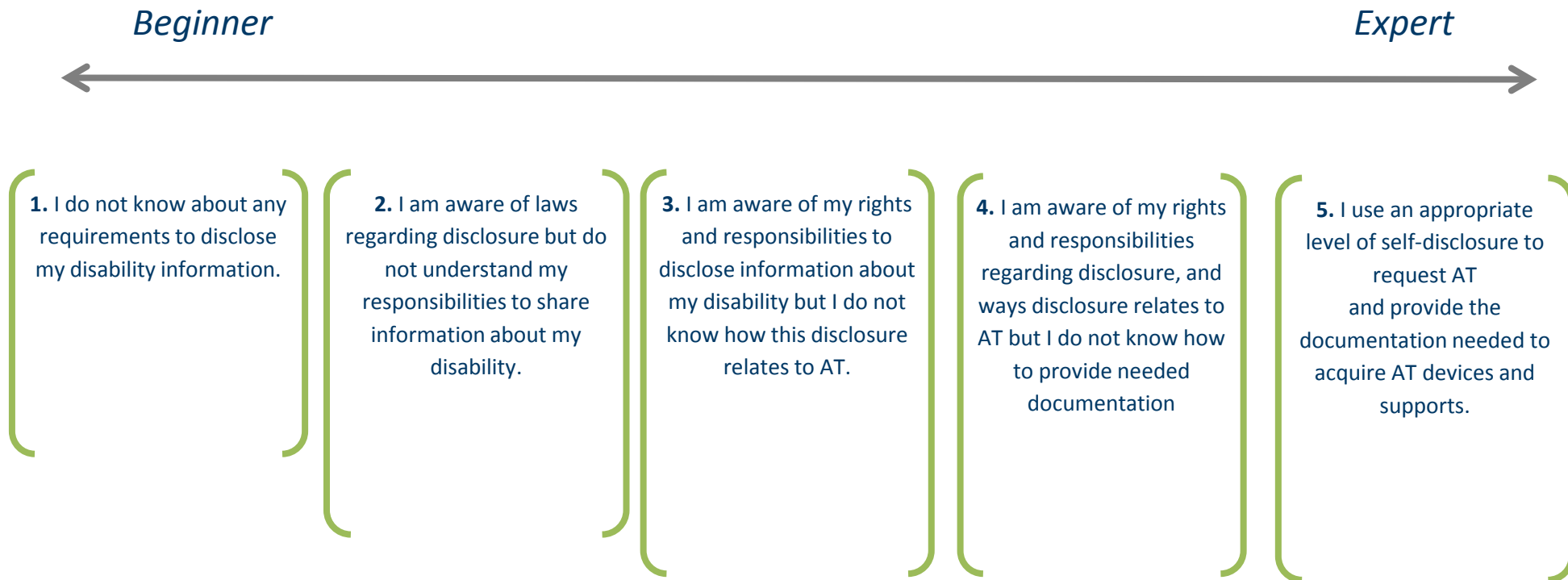
- Apply the appropriate legal guidelines and procedures to a variety of accessibility challenges

  - Determine whether section 504 or the ADA applies in a given situation or environment

- Know the school's formal appeals/complaint procedure when AT is not provided

  - Work with support staff to determine when a grievance should be filed and how to submit it.

Disclosure of Disability for AT Accommodations

The student understands that federal laws require disclosure of disability information in order to acquire necessary AT devices and supports. The Student is able to provide the information needed in order to request an AT accommodation effectively.

<u>Intent:</u> Disclosure of disability rules require that students provide relevant information about their disability in order to acquire necessary AT. Students know when sharing information about a disability is or is not required and are able to use the established agency processes and procedures for requesting an AT accommodation.

Disclosure of Disability for AT Accommodations

Beginner → *Expert*

1. I do not know about any requirements to disclose my disability information.

2. I am aware of laws regarding disclosure but do not understand my responsibilities to share information about my disability.

3. I am aware of my rights and responsibilities to disclose information about my disability but I do not know how this disclosure relates to AT.

4. I am aware of my rights and responsibilities regarding disclosure, and ways disclosure relates to AT but I do not know how to provide needed documentation

5. I use an appropriate level of self-disclosure to request AT and provide the documentation needed to acquire AT devices and supports.

- Apply the confidentiality protections of the ADA Act and Section 508 offered to your situation.

    Activity: Sign release of information forms and indicate individuals to release to.
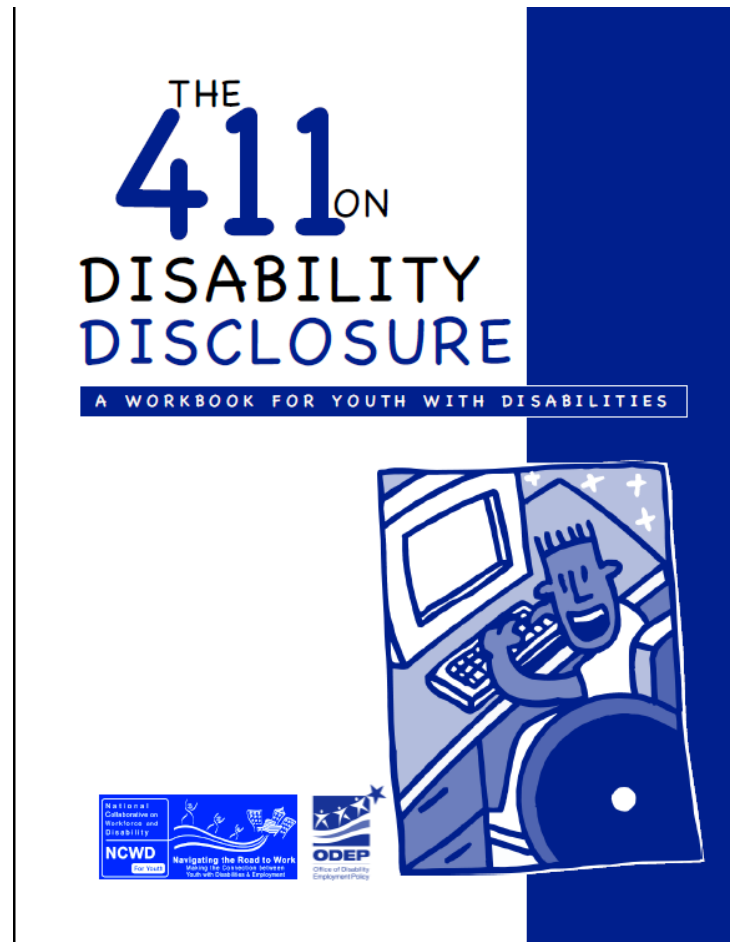
- Independently talk with a college's Office of Disability Supports about services for students who use AT.

    Activity: Explain your disability and your reasons for AT use to other people.

National Collaborative on Workforce and Disability for Youth

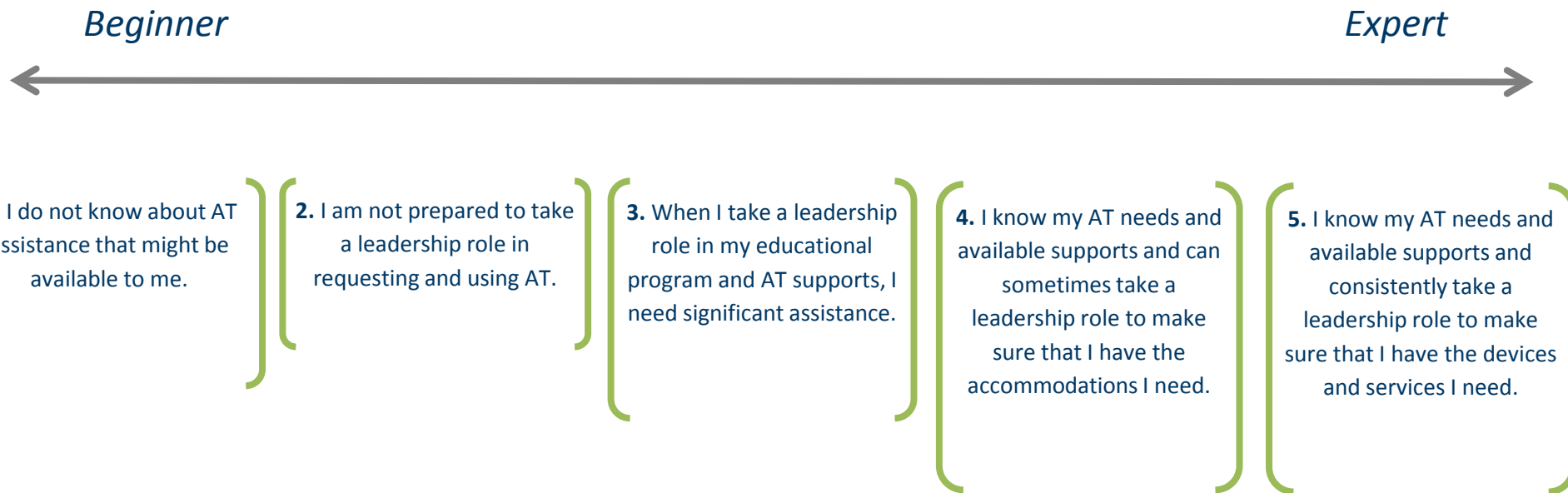*www.ncwd-youth.info/**411-on-disability-disclosure***

AT Self-Advocacy

The student knows about available AT supports and takes a leadership role with disability services or other agencies to acquire needed AT devices and services.

Intent: Self-advocacy skills allow students to take a leadership role with disability resource offices, campus assistive technology services, and other agencies in order to acquire AT funding, training, coaching and other available supports. Students take independent action to ensure the availability of needed AT devices and services.

Beginner ←——————————————————————————————→ *Expert*

1. I do not know about AT assistance that might be available to me.

2. I am not prepared to take a leadership role in requesting and using AT.

3. When I take a leadership role in my educational program and AT supports, I need significant assistance.

4. I know my AT needs and available supports and can sometimes take a leadership role to make sure that I have the accommodations I need.

5. I know my AT needs and available supports and consistently take a leadership role to make sure that I have the devices and services I need.
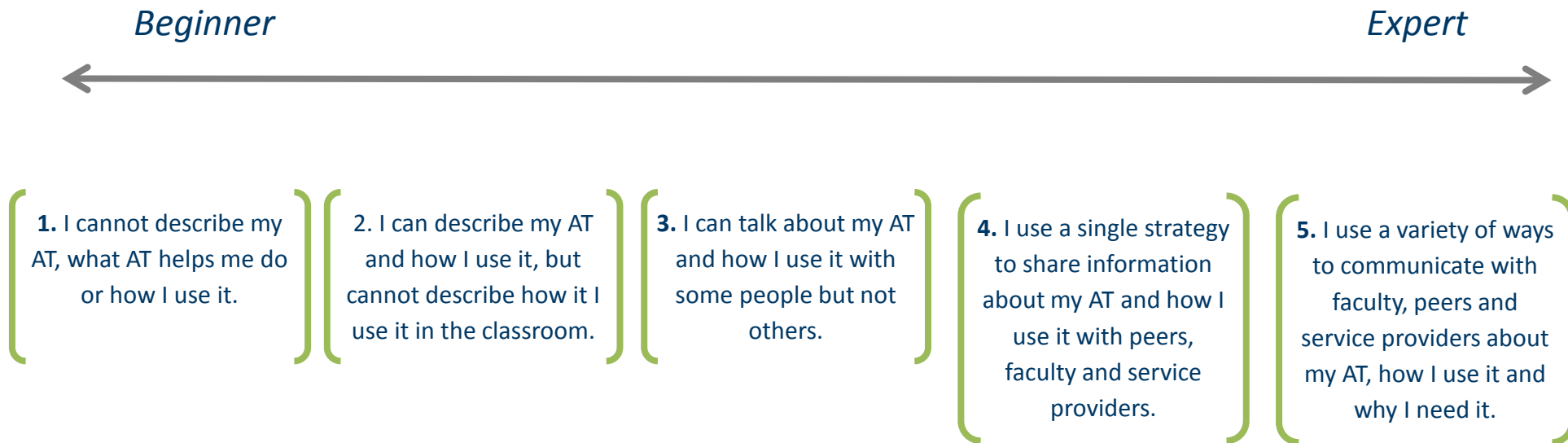
- Apply for/request funding assistance

  - *Activity: Sign up with vocational rehabilitation agency*

  - *Activity: Apply for scholarships*

- Contact AT supporters in Office of Disability Services

  - *Activity: Complete application for supports including specific information about AT use*

  - *Activity: Make a list of the help you will need with AT*

The student is able to effectively communicate with faculty, service providers and peers concerning his/her disability and the ways assistive technology is used.

<u>Intent:</u> Effective AT communication skills include the ability to talk, write or otherwise communicate about one's disability and how it affects educational performance. Students with effective AT communication skills can describe their assistive technology needs and help other people understand how and why assistive technology is used.

AT Communication

Beginner → *Expert*

1. I cannot describe my AT, what AT helps me do or how I use it.

2. I can describe my AT and how I use it, but cannot describe how it I use it in the classroom.

3. I can talk about my AT and how I use it with some people but not others.

4. I use a single strategy to share information about my AT and how I use it with peers, faculty and service providers.

5. I use a variety of ways to communicate with faculty, peers and service providers about my AT, how I use it and why I need it.
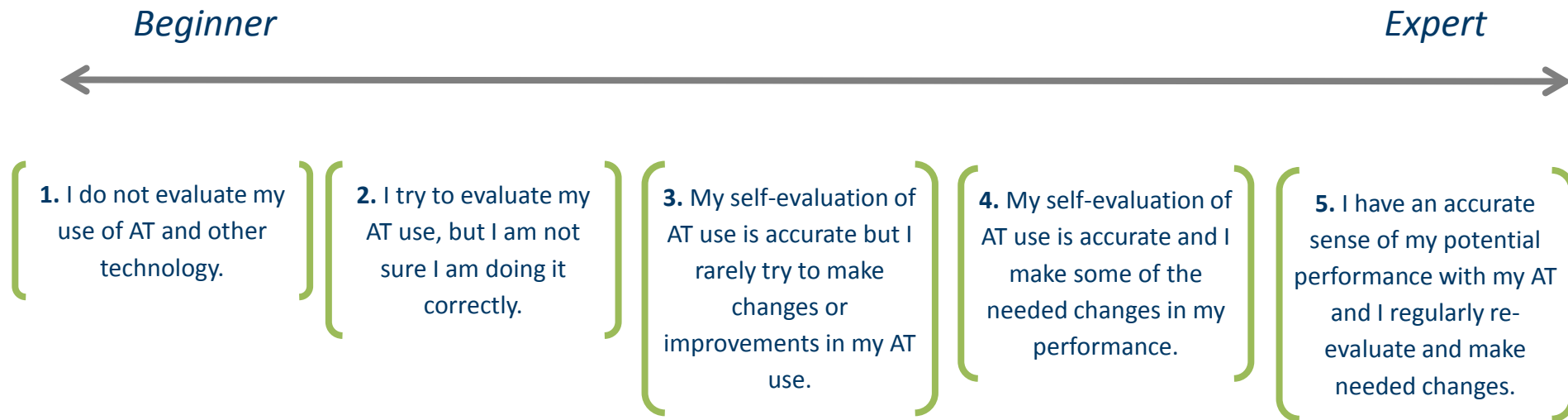
- Communicate with instructors to ensure effective AT use in classrooms

  - Activity: Ask for help with the AT and say Thank You.

  - Activity: Use a voice activated cell phone to call or text a friend

- Communicate with office of disability services staff

  - Activity: Request new features or set-ups for AT device

The student knows how to evaluate personal performance when using AT and makes adjustments in AT use in order to improve performance.

Intent: Self-evaluation requires that the student analyzes all available performance information with a goal of determining the results of AT use in improving educational outcomes. The student is able to make adjustments and improvements to the ways AT is used.

Beginner   *Expert*

1. I do not evaluate my use of AT and other technology.

2. I try to evaluate my AT use, but I am not sure I am doing it correctly.

3. My self-evaluation of AT use is accurate but I rarely try to make changes or improvements in my AT use.

4. My self-evaluation of AT use is accurate and I make some of the needed changes in my performance.

5. I have an accurate sense of my potential performance with my AT and I regularly re-evaluate and make needed changes.
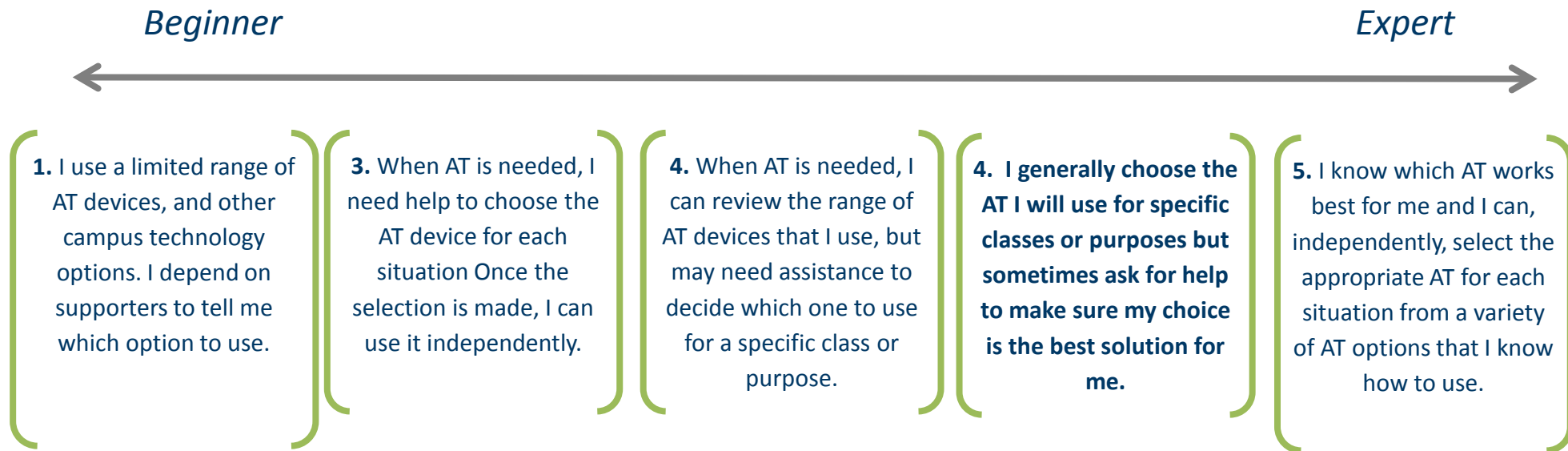
- Academic self evaluation

  - Activity: Evaluate your note taking and compare performance in classes that use AT a scribe

- Social skills self evaluation

  - Activity: What AAC strategies do you use to repair communication breakdowns when talking with friends? What strategies do you use in classroom settings?

The student uses of a variety of AT solutions and can independently choose the appropriate AT option for each situation.

Intent: Strategic use of AT includes knowledge of how to use a variety of AT solutions from low-tech to high-tech and the ability to independently choose an effective AT solution in a variety of academic, social and independent living situations.

Strategic Use of AT

Beginner   *Expert*

← ———————————————————————— →

1. I use a limited range of AT devices, and other campus technology options. I depend on supporters to tell me which option to use.

3. When AT is needed, I need help to choose the AT device for each situation Once the selection is made, I can use it independently.

4. When AT is needed, I can review the range of AT devices that I use, but may need assistance to decide which one to use for a specific class or purpose.

4. I generally choose the AT I will use for specific classes or purposes but sometimes ask for help to make sure my choice is the best solution for me.

5. I know which AT works best for me and I can, independently, select the appropriate AT for each situation from a variety of AT options that I know how to use.

- Know which AT solution to use

  - Determine when to use low tech/no tech back up for AT

  - Determine which AT option to use

- Determine when use of AT is not appropriate or needed

  - Know who can help you when your AT is not a good solution for the task
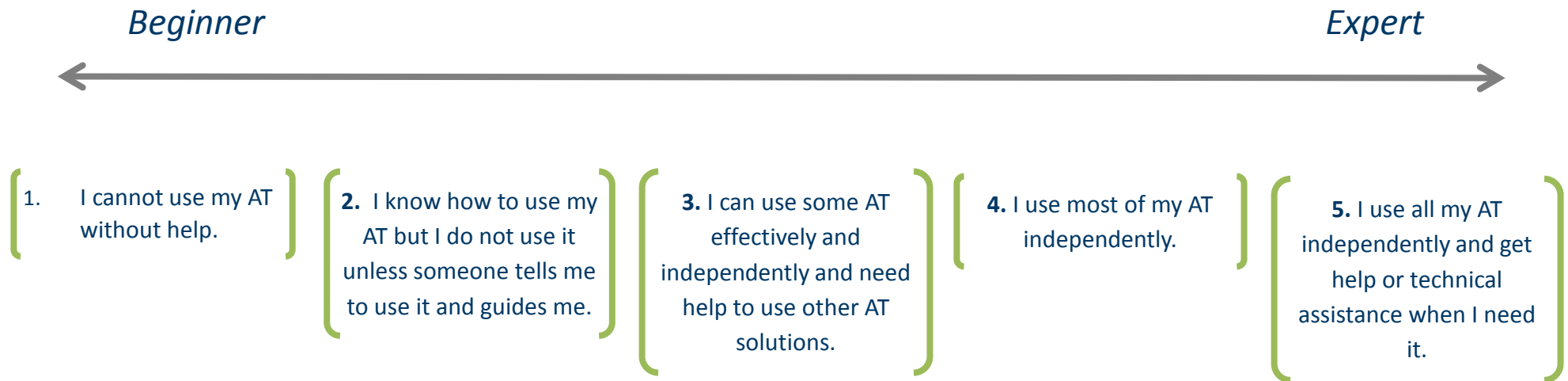
Choosing a tool

SoundNote App

LiveScribe Pulse Pen

The student uses AT accommodations effectively and independently.

Intent: Independent use of AT requires knowledge of how to use AT with little or no assistance in order to accomplish tasks and overcome access barriers to achievement. Students take responsibility for use of AT without reminders.

Independent AT Use

Beginner   *Expert*

1. I cannot use my AT without help.

2. I know how to use my AT but I do not use it unless someone tells me to use it and guides me.

3. I can use some AT effectively and independently and need help to use other AT solutions.

4. I use most of my AT independently.

5. I use all my AT independently and get help or technical assistance when I need it.

Communication Objectives

- Order a meal using your AAC device

- Participate in a job interview using an online video conference.

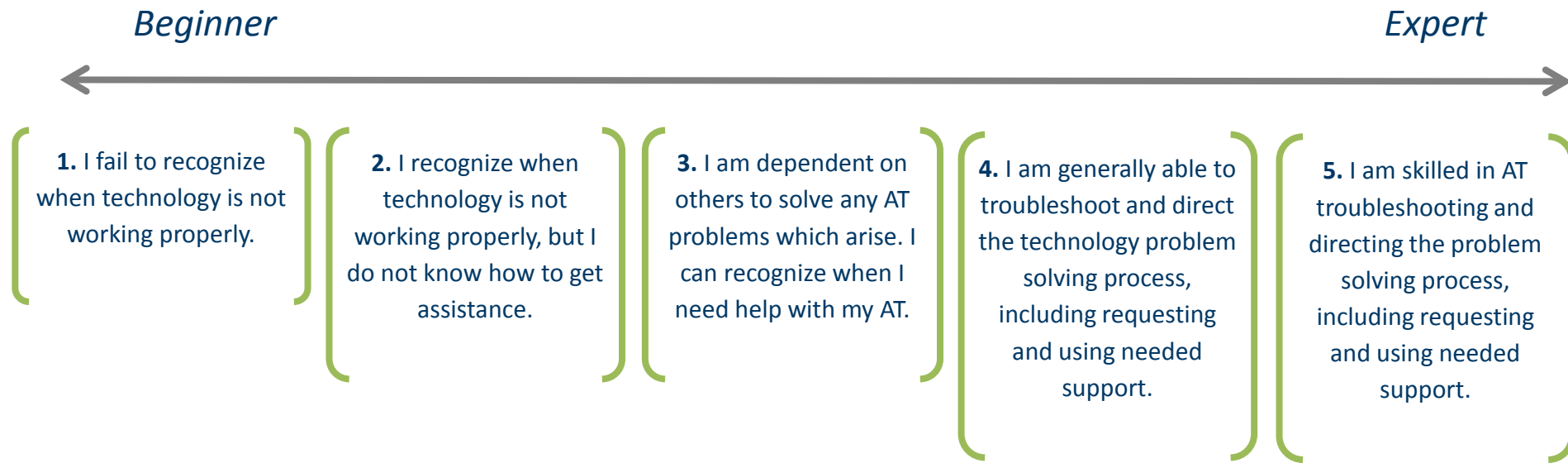- Use your AAC device to interview a new personal care assistant

Academic Objectives

- Use Internet and voice output to find a movie

- Use your SoundNote app in an apprenticeship program

- Use alternate computer input to file your taxes electronically

The student knows strategies for identifying issues, problem solving difficulties and acquiring technical assistance when needed.

Intent: AT problem-solving requires the ability to identify AT technical problems and malfunctions and to use basic strategies to independently solve simple technical difficulties. Students know where and how they can acquire technical assistance when their own AT problem-solving skills are insufficient.
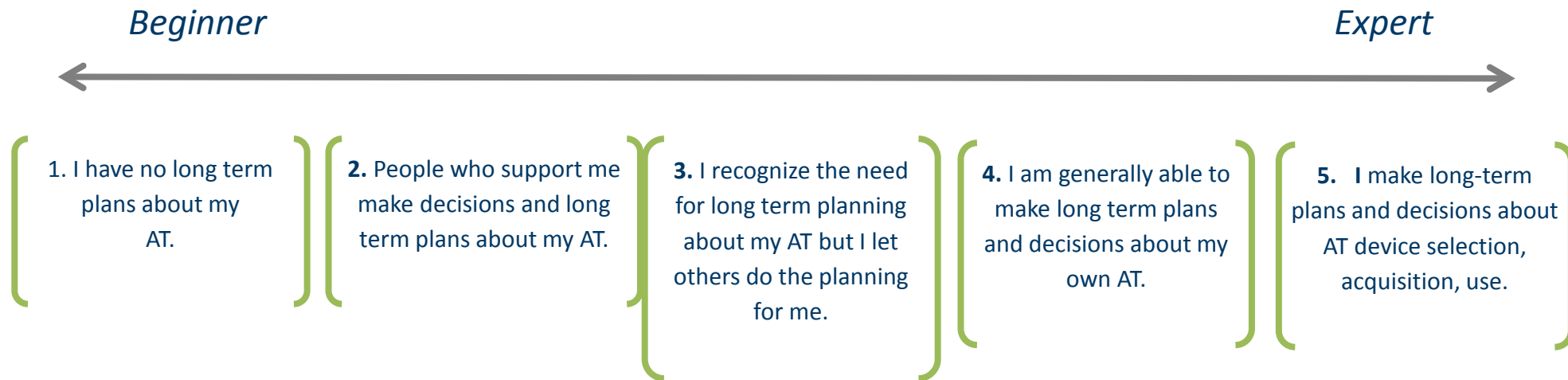
AT Problem Solving

Beginner

Expert

1. I fail to recognize when technology is not working properly.

2. I recognize when technology is not working properly, but I do not know how to get assistance.

3. I am dependent on others to solve any AT problems which arise. I can recognize when I need help with my AT.

4. I am generally able to troubleshoot and direct the technology problem solving process, including requesting and using needed support.

5. I am skilled in AT troubleshooting and directing the problem solving process, including requesting and using needed support.

Operate device with a minimum of help

- Trouble-shoot simple problems

- Activity: Independently obtain supplies needed for AT devices

- Order printer ink online using AT

The student knows how to make long-term plans for AT selection, acquisition and use.

Intent: Long-term planning includes the student's ability to identify new and useful AT solutions as they become available, arrange for maintenance and upkeep of personal AT devices, budget for future AT purchases and, when needed, apply for funding for AT devices and services.

Long-term AT Planning

Beginner   *Expert*

←——→

1. I have no long term plans about my AT.

2. People who support me make decisions and long term plans about my AT.

3. I recognize the need for long term planning about my AT but I let others do the planning for me.

4. I am generally able to make long term plans and decisions about my own AT.

5. I make long-term plans and decisions about AT device selection, acquisition, use.

Determine when new AT device may be needed

- Recognize when AT is malfunctioning

- Describe AT malfunction

Goal Reviews and modification

- Determine whether additional AT would help accomplish new goals.

QIAT-PS Website Account

- Create a School Self-Evaluation Matrix

- Create An Action Plan for Your Each Evaluation

- Send Student's Self-Evaluation Matrix

- Store Matrices for Your Campus and Students

What MIGHT Eli and his IEP Team include in the transition plan based on the QIAT-PS Student Self-evaluation matrix?
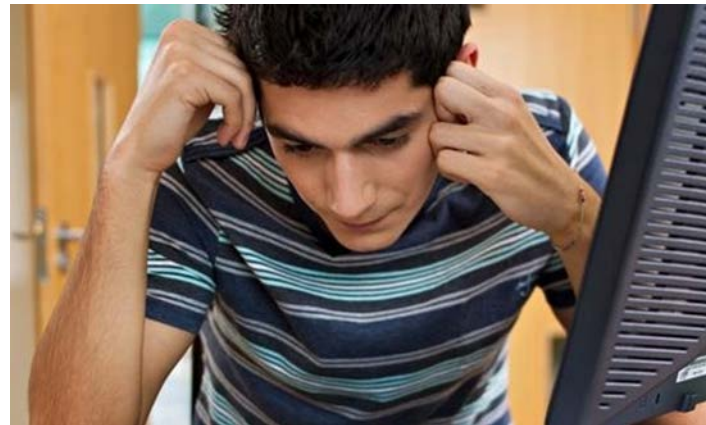
Please type your responses in the chat box.

Thank You For Your Attention!

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