



# **Practical Uses of QIAT: Collaboration with Families & Advocates**

QIAT AbleNet University Webinar Series

#1 of 3



# Introductions

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# POLL

## Your Perspective

1. Parent of a child with a disability
2. Advocate for children with disabilities
3. AT Specialist
4. Teacher
5. Service provider
6. Other
7. All of the above



# Families and Advocates...

- know aspects of their children better than anyone else.
- have the greatest vested interest in seeing their children learn and develop.
- are like to be the only group of individuals consistently involved with a child throughout his or her entire life.



# Families and Advocates...

- have the ability to influence positively the quality of services their family, including their child, receives.
- have the ability to influence positively the quality of the services provided in their school and community.
- must live with the outcomes of decisions made by their team all day, every day.

**“The greater the positive relationship between teachers and parents in what they say and do about children learning, the more powerful their mutual influence can be upon children”**

Wlodkowski & Jaynes



## A Practical Use of QIAT: Changing the AT Dialogue

From:

- Professional conversations to which families & individuals may sometimes be invited

To :

- An open dialogue in which families, advocates and professionals share ideas, information and personal perspectives



# QIAT Dialogue:

## Families add...

- **knowledge of their child**
- **wants for child**
- **decision maker role**
- **Experiences outside the school environment**





## QIAT Dialogue:

### Professionals add...

- **knowledge of general development**
- **child assessment and observations**
- **child specific skills**
- **data-based info to inform the conversation**



# **QIAT Dialogue: Thinking About AT Services in a New Way**

[QIATleadership@gmail.com](mailto:QIATleadership@gmail.com)

<http://www.qiat.org>

# www.qiat.org

Home

Indicators

QIAT List

Resources

Announcements

About Us



« 1 2 3 »

## Working at QIAT Summit

The QIAT Summit and conferences help all AT enthusiasts to participate and share their knowledge.

Welcome... to the QIAT website, the official site of the QIAT Community

The QIAT Community is a nationwide grassroots group that includes hundreds of individuals who provide input into the ongoing process of identifying, disseminating, and implementing a set of widely-applicable Quality Indicators for Assistive Technology Services in school settings that can be used as a tool to support:

- school districts as they strive to develop and provide quality assistive technology services aligned to federal, state and local mandates

## What's New



- We are pleased to announce the publication of the Quality Indicators for Assistive Technology: A Comprehensive Guide to AT Services by CAST Professional Publishing. The book contains much of the information provided on the QIAT website in a comprehensive, concise format with everything in one place. Other benefits are the



# Support tools

- Indicators
- QIAT Matrices (<http://qiat.org>)
- Webinars and training opportunities
- Guiding Documents
- Resource Documents
- Resource Bank



## **QIAT resources can help families and advocates:**

- Recognize characteristics of an excellent system of AT services.
- Identify barriers to quality services for their children
- Identify what success for their children will look like.
- Participate in mapping a course to get there.
- Learn from others' experience and make changes along the way.



## **Families and advocates use the QIAT Indicators to:**

- Share pertinent experiences about their child and AT
- Personally assess the quality of their child's AT services.



## Quality Indicators for Consideration of Assistive Technology Needs

Consideration of the need for AT devices and services is an integral part of the educational process contained in 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 the Individuals with Disabilities Education Act (IDEA). In most instances, the Quality Indicators are also appropriate for the consideration of AT for students who qualify for services under other legislation (e.g., 504, ADA).

1. **Assistive technology devices and services are considered for all students with disabilities regardless of type or severity of disability.**

Intent: Consideration of assistive technology need is required by IDEA and is based on the unique educational needs of the student. Students are not excluded from consideration of AT for any reason. (e.g., type of disability, age, administrative concerns)

2. **During the development of an individualized educational program, every IEP team consistently uses a collaborative decision-making process that supports systematic consideration of each student's possible need for assistive technology devices and services.**

Intent: A collaborative process that ensures that all IEP teams effectively consider the assistive technology of students is defined, communicated, and consistently used throughout the agency. Processes may vary from agency to agency to most effectively address student needs under local conditions.

3. **IEP team members have the collective knowledge and skills needed to make**



## Parents and advocates use the QIAT Matrices to:

- Reflect on the current services they receive in order to identify the changes they hope to see.
- Work with their child's team to resolve differences of opinion





**Quality Indicators for Assistive Technology Implementation**

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</u> into the curriculum and daily activities of the student across environments.	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</u> responsibility for implementation of the plan.	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</u> —and to learn which strategies are most effective for particular circumstances and tasks.	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.

©The QIAT Community. *Quality Indicators for Assistive Technology Services Self-Evaluation Matrices*. For more information, visit the QIAT web site at <http://www.qiat.org>. Updated April 2015.



## Families and advocates use the QIAT list to:

- Learn about specific AT for their child
- Ask procedural questions
- Share experiences about their child's AT and in dialogue with professionals



# Subscribe or Unsubscribe to the QIAT List

<http://lsv.uky.edu/scripts/wa.exe?SUBED1=qiat&A=1>

*I am a parent, and just want to ask, if the district wants to hire an AT professional to serve as an extension of the district, isn't that a different process than when the district pays for an IEE?*



## Parents and advocates use QIAT resources documents to:

- Help to improve the work that an IEP team does in planning, implementing and evaluating AT services.
- Document planning activities to help ensure everyone's participation and accountability.



<http://www.qiat.org/resource-bank.html>

Home | Indicators | QIAT List | Resources | Announcements | About Us

You are Here : [Home](#) > [Resources](#) > Resource Bank

## Resource Bank

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The QIAT Leadership team thanks everyone for their willingness to share documents and information with the QIAT community. The posting of the following documents do not indicate an endorsement from the QIAT Leadership team.

The QIAT Leadership team has the right to post or choose not to post documents based on the review of the material and content. The QIAT Leadership team also may remove documents as deemed necessary or based on redesign of the website.

If any materials from this resource bank are used to guide the development of similar materials, it is expected that written credit will be given to the original sources which are included with the materials.

Document	Description
<a href="#">Academic Resources on Learning</a> Posted 9-25-16	Many of us read blogs about learning and discuss the learning process with our colleagues, but few of us actually bother keeping

**Additional Resources**

- Resources Home
- Resource Bank**
- Submit a Document
- Useful Links

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<http://www.qiat.org>



## Lessons Parents Tell us They have Learned.

*Originally, I did not have a realistic idea of how AT could affect my child's performance. I lurked on the site for a long time and "listened" as I began to understand the role of AT could play for my child.*



# Lessons Families Tell us They have Learned.

- It's better not to focus on a specific tool.
- Some new products will collect data.
- Parents see a lot of things that educators don't get to see.
- Video can explain a lot more than words



*I found that my daughter's AAC device could keep data about which pages she used when she was at school. Each morning and each afternoon I was able to check to see which pages she was using during the day and how often they were used....*





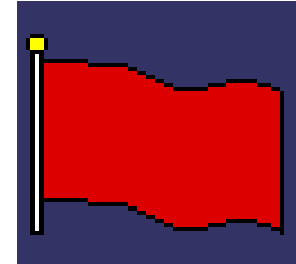
## Lessons we have learned from families and advocates

- Respectful language-always
- New ideas need to be shared through examples.
- AT use at school is different than use at home.
- Professionals with good intentions are not always right.



## Avoid “Red Flag” Words...

- **Every...**
- **Always...**
- **Never...**
- **If only...**
- **Parents don't care...**
- **Unrealistic**





# A Culture of Dialogue

- *I can appreciate why you feel that way.*
- *What are your thoughts about...*
- *Can you explain further?*
- *Can you share more about your concerns?*
- *What do others think?*

# Some of the things I wish you knew...

- You are the perfect parents for me
- This is the perfect life for me.
- However you feel about me is OK.
- However I feel about my disability is OK.
- Don't worry about my whole life today.

## 10 Things I Wish You Knew a note from a special kid to special parents

### You are the perfect parents for me.

I know that you did not sign up for a kid like me- I also know that you sometimes think you cannot face what it takes to raise me. I want you to know that this is not true. I believe that I chose you. Whatever you need to learn, you will learn. The strength you think you need will come from somewhere. The people you need to meet will show up when you need them.

### This is the perfect life for me.

My life is a very special one. I believe that I will impact the world in a unique and wonderful way. Remember this when your heart is breaking because you want a path for me that is so much easier than this one.

### I need you to find your own spiritual path.

The road we are on is not an easy one- to make it successfully, you will need all the spiritual strength you can muster for the tough days- You will need to help me when my spiritual strength is out the window- Often, you will see signs of my determination and be amazed by it. That is not enough- You will have to find your own answers- I am depending on you for it.

### However you feel about me is OK.

Sometimes you will feel tired and helpless and like you cannot care for me one more day. Sometimes you will be mad because there seems to be no escaping me. That is OK- There is no way you could take care of me without having those days. Sometimes you may watch people look at me and be a bit embarrassed that I am not doing better- that does not make you a bad parent... it just means you are human. Know that when you have lots of these days in a row, it is time for you to get somebody else to take care of me, just long enough for you to regenerate yourself. It is always important that you let people help you. I am depending on you to do whatever you need to do to take care of yourself.

### However I feel about my disability is OK.

Some days you will be amazed at what a happy contented person I am and you will wonder how in the world I do it. Treasure those days. Some days I will be discouraged, some days I will be mad, some days I will even feel really sorry for myself. Don't panic, I will come back around again. If you let me express these unattractive feelings, they have much less power. Even typical folks feel sorry for themselves sometimes.

### Let me try things I want to try, even if you are sure I will fail.

I know that you want to protect me- that is your job, I am your child. But I need you to understand that my survival is always going to depend on my determination. Part of my own process is to figure out what my limitations really are. Sometimes I may want to try to do things that seem impossible to you. Please encourage me anyway. It is the willingness to try that is important- success is a bonus. Know that if I fail, I will get over it. If you make me scared to try, I am really doomed.

### Don't worry about my whole life today.

Sometimes you will drive yourself crazy worrying about how my life will turn out. You will lose hours of sleep trying to figure out how I will survive in the world after you are gone. This is not helpful to me. Just help me stay in today. The more you can focus on whatever we have to face today, the more you will be helping me develop the skills I will need when it is time for me to get along without you.

### Sometimes people will be mean to me or scared of me. I expect you to stick up for me but, I do not expect you to change the world.

There are lots of really wonderful people in the world. You and I will meet many of them. There are also some real jerks who will be afraid of me or not treat me fairly. They will assume things about me that are not true. They may even assume things about you that are not true. You may want to blow their brains out. I may want to do the same. I expect you to speak up for me when you can. But I also need for you to be able to let it go. It will not help me if you are mad and defensive all the time. If you are, there are people who may not want to help me just because it is too hard for them to deal with you.

### Finding good doctors and professionals is important but, you know me better than they do- I expect you to trust your own instincts about what is good for me.

The doctors and therapists that work with me are going to be very important in the quality of my life. Some of them will be amazing and some of them will be pretty crazy. Often, it will be up to you to decide which is which. Listen to them, and know that what they say is important but, also remember that you know me best. If something they suggest does not feel right to you, listen to that small voice and speak up.

### I really hope we can laugh.

I believe that laughing was probably God's best idea- It will be the one thing that can bring joy to our lives the quickest- If I get stuck in a mud puddle, it is probably funny. If you are lifting me and we both fall on the floor in a heap, that is probably funny too. A good joke is worth taking the time to laugh at- Help me not get so caught up in the serious problems we face every day to forget about laughing.



## A Parent perspective:

*What you do at home should be different  
than what you do at school.*

*Home is about home.*



*I would suggest that you turn on English subtitles/closed captioning in anything he watches on TV so that we can increase his exposure to print.*



## A Parent perspective:

*Data at home is about the best fit for the family. You're never going to get a checklist from me. I'll write you, email you, write in a daily log.*



## A Parent perspective:

*The day the front office called and told me he had misbehaved using his AT on the playground and was sent to the office...that was **progress**. It was such a normal thing to do!*

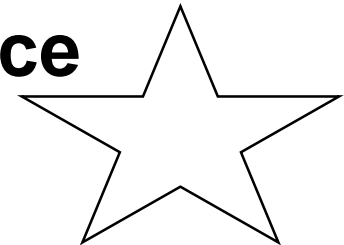
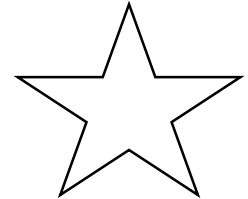
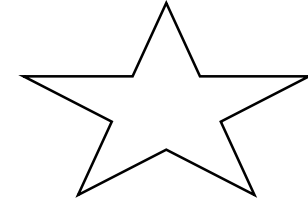




# Positive Outcomes

## For Professionals

- **greater understanding**
- **meaningful targets & outcomes**
- **creative ideas**
- **increased opportunities for practice**
- **meaningful feedback**





## Your Perspective

From your perspective, what have you learned from QIAT?

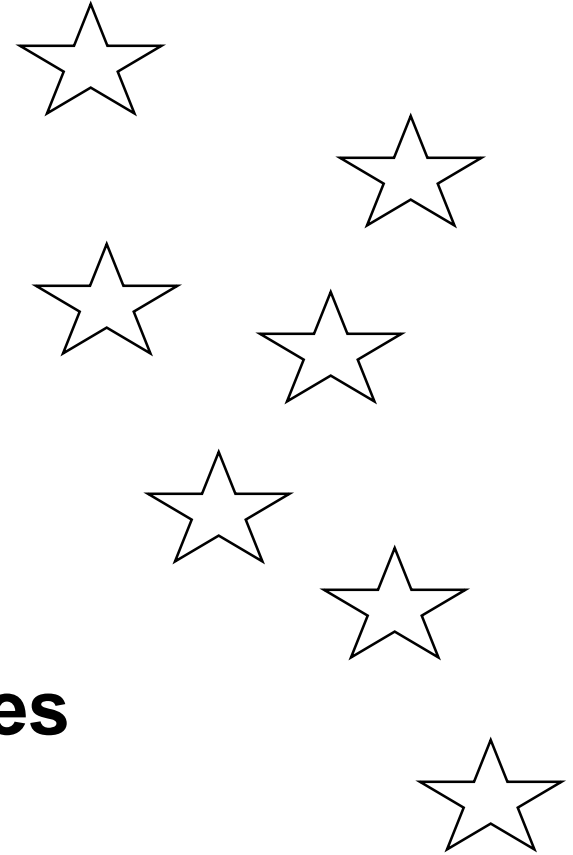
Please type your response in the chat box.



# Positive Outcomes

## For Families

- **greater understanding**
- **rights & responsibilities**
- **info on child's program**
- **school to home**
- **expansion of opportunities**
- **access to resources**





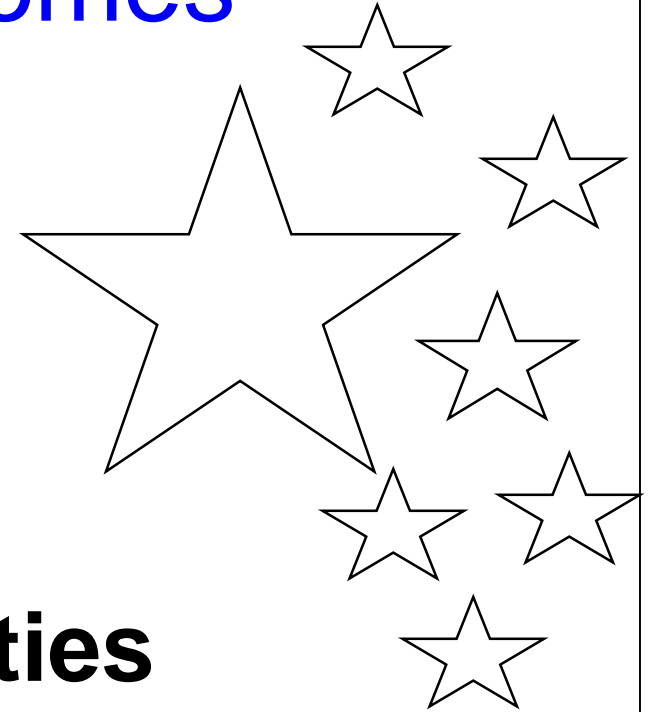
## Your Perspective

From your perspective, what have you learned from QIAT?

Please type your response in the chat box.



# Positive Outcomes



## For Children

- **greater consistency**
- **increased opportunities**
- **access to resources**



# **The Next QIAT Webinar is:**

**November 16, 2017**

**11:00 AM CST**

**Part 2: Practical Uses of QIAT: School districts  
using QIAT to improve assistive technology  
services**

**Terry Foss, Kathy Lalk**

**and**

**Susan McCloskey**