



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

QIAT AbleNet University Webinar Series

#2 of 3



Introductions

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POLL #1

Your Perspective

1. District Administrator
2. AT Specialist
3. Special Education Teacher
4. Speech Language Pathologist
5. OT, PT
6. Teacher of Visually Impaired or D/HOH
7. Family/student
8. Other



POLL #2

Familiarity with QIAT

1. Know QIAT well
2. Have used the Indicators in our district
3. Have been to the QIAT website or have the book
4. Have not used the Indicators
5. Only know that QIAT exists

Select all that apply



Legal Mandates to School Districts

- 1990 IDEA mandated that every IEP team consider each student's need for AT devices and services during the development of the IEP, and subsequent revisions stipulated that AT is considered in the development, review, and revision of the IEP.
- Section 504 and ADA Title II also guarantee inclusion of AT for students with disabilities but without IEPs.



A Practical Use of QIAT: Improving AT Service Delivery

The many demands on individual AT service providers' time and the many components to provision of high quality AT devices and services make it challenging to look at the big picture of AT service. (QIAT, 2015).

This webinar is aimed at helping district teams improve their practices to develop effective and efficient AT services.



A Practical Use of QIAT: Improving AT Service Delivery at the District Level

Challenges:

- Only a few people in a district have information about AT
- Information from IEP team members isn't always valued when it comes to thinking about AT
- AT team members are looked upon as the experts, regardless of their experience level
- Efforts are often duplicated across a district
- Face-to-face workshops are costly
- No one ever has enough time

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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 on www.qiat.org

- Indicators
- QIAT Matrices
- Webinars and training opportunities
- Guiding Documents
- Resource Documents
- Resource Bank
- QIAT List



QIAT resources can help school districts:

- recognize characteristics of a quality system of AT services
- identify barriers to quality AT services for students
- identify what types of resources will increase participation in the AT discussion
- provide a framework for evaluating the current status of their AT program



School districts use the QIAT Indicators to:

- identify areas of strength to build upon and areas that are in need of improvement
- plan for, and support continuous improvement of AT services at all levels within the organization



School district personnel use the QIAT Matrices to:

- identify the multiple factors that influence the provision of high quality AT services
- reflect on the current services they provide in order to identify the changes that may be necessary
- reflect on the roles and responsibilities that must be present to provide quality services on a consistent basis



Quality Indicators for Including Assistive Technology in the IEP

The Individuals with Disabilities Education Improvement Act (IDEA) 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. The Quality Indicators for AT in the IEP help the team describe the role of AT in the child's educational program.

- 1. The education agency has guidelines for documenting assistive technology needs in the IEP and requires their consistent application.**

Intent: The education agency provides guidance to IEP teams about how to effectively document assistive technology needs, devices, and services as a part of specially designed instruction, related services, or supplementary aids and services

- 2. All services that the IEP team determines are needed to support the selection, acquisition, and use of assistive technology devices are designated in the IEP.**

Intent: The provision of assistive technology services is critical to the effective use of assistive technology devices. It is important that the IEP describes the assistive technology services that are needed for student success. Such services may include evaluation, customization or maintenance of devices, coordination of services, and training for the student and family and professionals, among others.

- 3. The IEP illustrates that assistive technology is a tool to support achievement of goals and progress in the general curriculum by establishing a clear relationship between student needs, assistive technology devices and services, and the student's goals and objectives.**



4. **IEP content regarding assistive technology use is written in language that describes how assistive technology contributes to achievement of measurable and observable outcomes.**

Intent: Content which describes measurable and observable outcomes for assistive technology use enables the IEP team to review the student's progress and determine whether the assistive technology has had the expected impact on student participation and achievement.

5. **Assistive technology is included in the IEP in a manner that provides a clear and complete description of the devices and services to be provided and used to address student needs and achieve expected results.**

Intent: IEPs are written so that participants in the IEP meeting and others who use the information to implement the student's program understand what technology is to be available, how it is to be used, and under what circumstances. "Jargon" should be avoided.

COMMON ERRORS:

1. IEP teams do not know how to include AT in IEPs.
2. 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.
3. AT is included in the IEP, but the relationship to goals and objectives is unclear.
4. AT devices are included in the IEP, but no AT services support the use.
5. AT expected results are not measurable or observable.



Quality Indicators for Including Assistive Technology in the IEP

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



<p>4. IEP content regarding AT use is written in language that describes how AT contributes to achievement of <u>measurable and observable</u> outcomes.</p>	<p style="text-align: center;">1</p> <p>The IEP does not describe outcomes to be achieved through AT use.</p>	<p style="text-align: center;">2</p> <p>The IEP describes outcomes to be achieved through AT use, but they are not measurable.</p>	<p style="text-align: center;">3</p> <p>The IEP describes outcomes to be achieved through AT use, but only some are measurable.</p>	<p style="text-align: center;">4</p> <p>The IEP generally describes observable, measurable outcomes to be achieved through AT use.</p>	<p style="text-align: center;">5</p> <p>The IEP consistently describes observable, measurable outcomes to be achieved through AT use.</p>
<p>5. AT is included in the IEP in a manner that provides a <u>clear and complete</u> description of the devices and services to be provided and used to address student needs and achieve expected results.</p>	<p style="text-align: center;">1</p> <p>Devices and services needed to support AT use are not documented.</p>	<p style="text-align: center;">2</p> <p>Some devices and services are documented but they do not adequately support AT use.</p>	<p style="text-align: center;">3</p> <p>Devices and services are documented and are sometime adequate to support AT use.</p>	<p style="text-align: center;">4</p> <p>Devices and services are documented and are generally adequate to support AT use.</p>	<p style="text-align: center;">5</p> <p>Devices and services are documented and are consistently adequate to support AT use.</p>



Quality Indicators for Assistive Technology Implementation

Assistive technology implementation pertains to the ways that assistive technology devices and services, as included in the IEP (including goals/objectives, related services, supplementary aids and services and accommodations or modifications) 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.

1. Assistive technology implementation proceeds according to a collaboratively developed plan.

Intent: Following IEP development, all those involved in implementation work together to develop a written action plan that provides detailed information about how the AT will be used in specific educational settings, what will be done and who will do it.

2. Assistive technology is integrated into the curriculum and daily activities of the student across environments.

Intent: Assistive technology is used when and where it is needed to facilitate the student's access to, and mastery of, the curriculum. Assistive technology may facilitate active participation in educational activities, assessments, extracurricular activities, and typical routines.



3. Persons supporting the student across all environments in which the assistive technology is expected to be used share responsibility for implementation of the plan.

Intent: All persons who work with the student know their roles and responsibilities, are able to support the student using assistive technology, and are expected to do so.

4. Persons supporting the student provide opportunities for the student to use a variety of strategies—including assistive technology— and to learn which strategies are most effective for particular circumstances and tasks.

Intent: When and where appropriate, students are encouraged to consider and use alternative strategies to remove barriers to participation or performance. Strategies may include the student's natural abilities, use of assistive technology, other supports, or modifications to the curriculum, task or environment.

5. Learning opportunities for the student, family and staff are an integral part of implementation.

Intent: Learning opportunities needed by the student, staff, and family are based on how the assistive technology will be used in each unique environment. Training and technical assistance are planned and implemented as ongoing processes based on current and changing needs.



6. **Assistive technology implementation is initially based on assessment data and is adjusted based on performance data.**

Intent: Formal and informal assessment data guide initial decision-making and planning for AT implementation. As the plan is carried out, student performance is monitored and implementation is adjusted in a timely manner to support student progress.

7. **Assistive technology implementation includes management and maintenance of equipment and materials.**

Intent: For technology to be useful it is important that equipment management responsibilities are clearly defined and assigned. Though specifics may differ based on the technology, some general areas may include organization of equipment and materials; responsibility for acquisition, set-up, repair, and replacement in a timely fashion; and assurance that equipment is operational.

COMMON ERRORS

1. 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.
2. Plans for implementation are created and carried out by one IEP team member.
3. The team focuses on device acquisition and does not discuss implementation.
4. An implementation plan is developed that is incompatible with the instructional environments.
5. No one takes responsibility for the care and maintenance of AT devices and so they are not available or in working order when needed.
6. Contingency plans for dealing with broken or lost devices are not made in advance.



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 responsibility</u> 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.



<p>5. <u>Training for the student, family and staff is an integral part of implementation.</u></p>	<p>1 AT training needs have not been determined.</p>	<p>2 AT training needs are initially identified for student, family, and staff, but no training has been provided.</p>	<p>3 Initial AT training is sometimes provided to student, family, and staff.</p>	<p>4 Initial and follow-up AT training is generally provided to student, family, and staff.</p>	<p>5 Ongoing AT training is provided to student, family, and staff as needed, based on changing needs.</p>
<p>6. AT implementation is initially based on assessment <u>data</u> and is adjusted based on performance data.</p>	<p>1 AT implementation is based on equipment availability and limited knowledge of team members, not on student data.</p>	<p>2 AT implementation is loosely based on initial assessment data and rarely adjusted.</p>	<p>3 AT implementation is based on initial assessment data and is sometimes adjusted as needed based on student progress.</p>	<p>4 AT implementation is based on initial assessment data and is generally adjusted as needed based on student progress.</p>	<p>5 AT implementation is based on initial assessment data and is consistently adjusted as needed based on student progress.</p>
<p>7. AT implementation includes management and <u>maintenance of equipment and materials.</u></p>	<p>1 Equipment and materials are not managed or maintained. Students rarely have access to the equipment and materials they require.</p>	<p>2 Equipment and materials are managed and maintained on a crisis basis. Students frequently do not have access to the equipment and materials they require.</p>	<p>3 Equipment and materials are managed and maintained so that students sometimes have access to the equipment and materials they require.</p>	<p>4 Equipment and materials are managed and maintained so that students generally have access to the equipment and materials they require.</p>	<p>5 Equipment and materials are effectively managed and maintained so that students consistently have access to the equipment and materials they require.</p>



Consultation



Collaboration



Coaching

Differences in:

- Focus
- Characteristics of conversation
- Goal of the support

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Consultant: focus

A consultant is a person in a position to have some influence over the individual, group, or organization to which they are consulting, but who has no direct power to make changes or implement programs.

Block, (2000)

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Consultation: characteristics

Consultation is a voluntary, non-supervisory relationship between professionals established to aid one in his or her professional functioning



(Conoley & Conoley, 1982)

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Consultation: goals of support

- Resolution of immediate concern through some action/intervention
- Increased knowledge/skill in recipient of consultation
- Increased ability to recognize or circumvent a recurrence of the concern
- Increased ability to apply agency procedures

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Consultation: examples

Onsite meetings

Email descriptions and exchanges

Phone calls

Referral forms

Charts of various interventions

Quick start guide for some AT



Collaboration: focus

Direct interaction between at least two equal parties who voluntarily engage in shared decision-making as they *work toward a common goal.*

Swinth, (2001)



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Collaboration: characteristics of conversation

“A style for creative interaction, which includes dialogue, planning, shared & creative decision making, & follow-up between at least two co-equal professionals with diverse expertise, in which the goal is to provide appropriate services for students including high achieving & gifted students”

(Hughes & Murawski, 2001)



Implementation Strategies

name: _____ date: _____ focus: _____ Level: _____

completed by: _____

<u>Task</u> <i>What is the task?</i>	
What is the task the individual is to accomplish?	
<u>Environment</u> <i>Who, when, where?</i>	
Who will implement the task?	
When will the task take place?	
Where will the implementation of the task take place?	
<u>Individual</u> <i>What's a guy gotta do?</i>	
Describe exactly what it looks like when the individual is doing the task.	
What needs to be present to accomplish this task? (people/tools)	

Every Move Counts, Clicks & Chats p 296
Korsten, Foss, Berry 2007



<u>Data</u> <i>What difference does it make?</i>	
What is expected to change? (frequency, duration, speed, accuracy, etc.)	
How will that change be measured?	
How will barriers to success be reflected in the data?	
Who will develop the data collection system?	
How will the data answer the question?	
Who will collect the data, how often, when and where?	
Who will summarize the data?	
Who will decide what changes will be made in response to the data?	
What changes were made in response to the data.?	
What now?	



Coaching: focus

Partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. Coaching honors the client as the expert in his/her life and work, and believes that every client is creative, resourceful and whole.

ICF (International Coaching Federation)

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Coaching: characteristics of conversation

1. Confirm direction
2. Review progress
3. Invent improvements
4. Plan next actions

The Impact Cycle
Jim Knight, 2018



Coaching: examples expanded use of technology

Confirm Direction

- Agenda
- Purpose

Review progress

- Discussion of current situation
- Review progress report & data

Invent improvements

- Goals
- Activities

Plan next actions

- Timelines
- Data review

The Impact Cycle
Jim Knight, 2018



Coaching: goals of support

Effective coaching can help people...

- Apply new practices in classroom environments
- Establish a safe environment for improvement
- Develop leadership skills
- Support the work of colleagues

(Neufeld, B. & Roper, D. 2003)

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Assistive Technology in the IEP Planner

The following questions guide IEP team discussion for considering and documenting AT in the IEP.

QUESTIONS FOR IEP TEAMS:	DOCUMENT IN IEP SECTION:
<p>Does the student currently use AT devices to participate and make progress in the general education curriculum?</p> <ul style="list-style-type: none"> ■ For what tasks is AT used? ■ Is AT effective in completing these tasks? ■ In what environments is AT used? ■ Are AT services currently being provided? ■ Are there additional tasks for which AT might be effective? 	<p>Present Levels of Academic Achievement and Functional Performance</p>
<p>Does the student need AT devices and/or services to accomplish annual goals?</p> <ul style="list-style-type: none"> ■ How will AT support progress toward annual goals? ■ In what environments will AT be used? ■ Do goals need to be developed that address acquisition of technology related skills? 	<p>Measurable Annual Goals (Functional and Academic)</p>
<p>Does the student need AT devices and/or services to accomplish benchmarks and/or short-term objectives?</p> <ul style="list-style-type: none"> ■ How will AT support progress toward benchmarks and/or short-term objectives? ■ In what environments will AT be used? ■ Do benchmarks and/or short-term goals need to be developed that address acquisition of technology related skills? 	<p>Short-term Objectives or Benchmarks</p>

Quality Indicators for AT:
A Comprehensive Guide
to AT Services, 2015
p.255-256



<p>Does the student need AT devices and/or services to participate and progress in the curriculum or to benefit from specially designed instruction?</p> <ul style="list-style-type: none"> ■ Does the student need AT to remove barriers to participation in the general education curriculum? ■ Does the student need AT to complete educationally relevant tasks? 	<p>Consideration of Special Factors</p>
<p>Does the student need AT devices and/or services as part of related services to enable the student to benefit from special education?</p> <ul style="list-style-type: none"> ■ Will the provision of AT devices or services become part of the services of a current service provider? ■ Will an additional service provider provide the AT services? 	<p>Related Services</p>
<p>Does the student need AT devices and/or services as part of supplementary aids and services to support participation in general education classes or other education related settings to enable him or her to be educated with children without disabilities?</p>	<p>Supplementary Aids and Services</p>
<p>Do the school personnel working with the student need any AT-related training or supports?</p> <ul style="list-style-type: none"> ■ Do school personnel need training to develop and/or implement the student's AT? ■ Do school personnel need technical assistance and support to develop and/or implement the student's AT? 	<p>Program Modifications or Supports for School Personnel</p>



(continued)

QUESTIONS FOR IEP TEAMS:	DOCUMENT IN IEP SECTION:
<p>Does the student need AT to participate in state-wide and district assessments?</p> <ul style="list-style-type: none"> ■ Is the identified AT a component of the student’s typical instruction and/or classroom assessments? ■ Is the use of identified AT allowed in the assessment? ■ Is the identified AT available within or compatible with the assessment? ■ Can the identified AT be used without invalidating the test construct? 	<p>Accommodations for Participation in State and District-wide Assessments</p>
<p>Does the student need AT devices and/or services as a part of transition to post-school environments?</p> <p>Does the student need AT devices and/or services to accomplish measurable goals related to:</p> <ul style="list-style-type: none"> ■ Post-secondary education ■ Vocational education ■ Employment ■ Adult services ■ Independent living ■ Community participation <p>Have AT service providers been identified for post-school environments and invited to participate?</p>	<p>Transition Services</p>

Quality Indicators for AT:
 A Comprehensive Guide
 to AT Services, 2015
 p.255-256



POLL #3

Your Perspective

Which approaches to support do you offer to IEP teams?

- Consultation
- Collaboration
- Coaching



What activities are you doing using the consultation model?





What activities are you doing using the collaboration model?





What activities are you doing using the coaching model?





Summary

One district team:

- use the Matrices to plan on moving away from the expert model
- utilize collaboration and coaching more than consultation in their IEP team interactions
- use district resources to train virtually in many locations at one time
- review tools on district website to increase knowledge for all staff
- self-evaluate using additional Indicator Areas



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

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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
Academic Resources on Learning 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

QIATleadership@gmail.com

<http://www.qiat.org>



The Next QIAT Webinar is:

December 6, 2017

11:00 AM CST

**Part 3: Practical Uses of QIAT: State, Regional
and Local Programs Using QIAT to Improve and
Sustain AT Service Delivery**

Joan Breslin-Larson

and

Diana Foster Carl