



QIAT Webinars

**An Ablenet University Webinar Series
focusing on
Quality Assistive Technology Services**

QIATleadership@gmail.com

<http://www.qiat.org>



Using QIAT Resources

**Joy Smiley Zabala, Ed.D.
and
Scott Marfilus, MA.Ed**



Big Ideas of this Session...

Locating and Using QIAT Resources

- [The QIAT Website](#)
- [Quality Indicators](#)
- [QIAT Matrices and Score Sheet](#)
- [QIAT Resource Bank](#)

Ongoing Collaboration Opportunities

- [Participating on the QIAT list](#)
- [Searching the archives](#)
- [Announcement and Events](#)



Poll #1

What are your PRIMARY interests and responsibilities related to assistive technology?

- AT consumer
- Parent/Family Member of an AT consumer
- AT Specialist
- Related Services Provider
- SpEd Teacher
- GenEd Teacher
- Higher Educator
- Manufacturer/Vendor of AT
- Policy-maker
- Other



Poll #2

What is your experience with QIAT Resources?

- I'm on the QIAT List
- I am not aware of the resources
- I know there are resources but I do not use them
- I use the resources
- I share the resources with others
- I use the resources AND share them with others

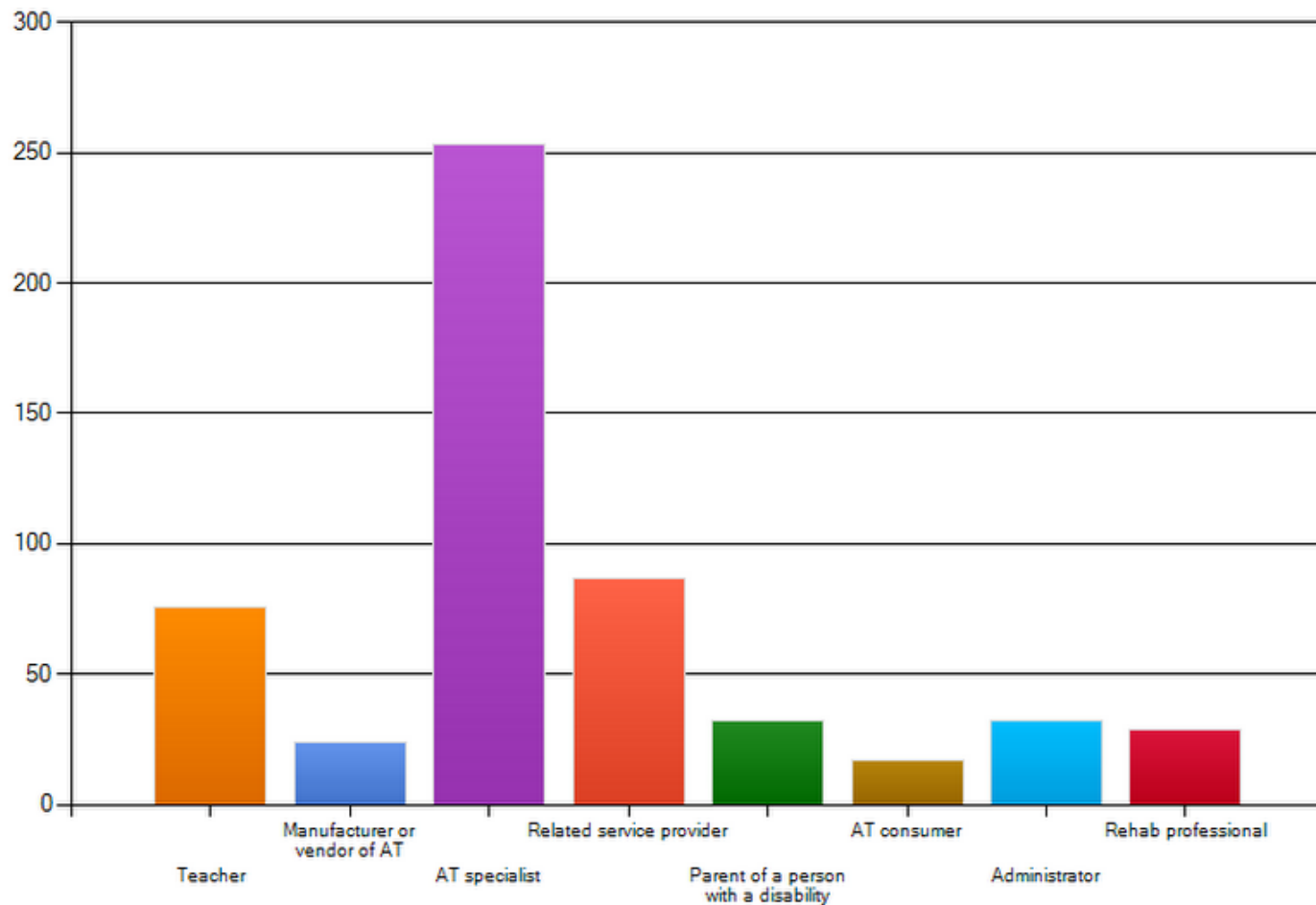


QIAT List Participants

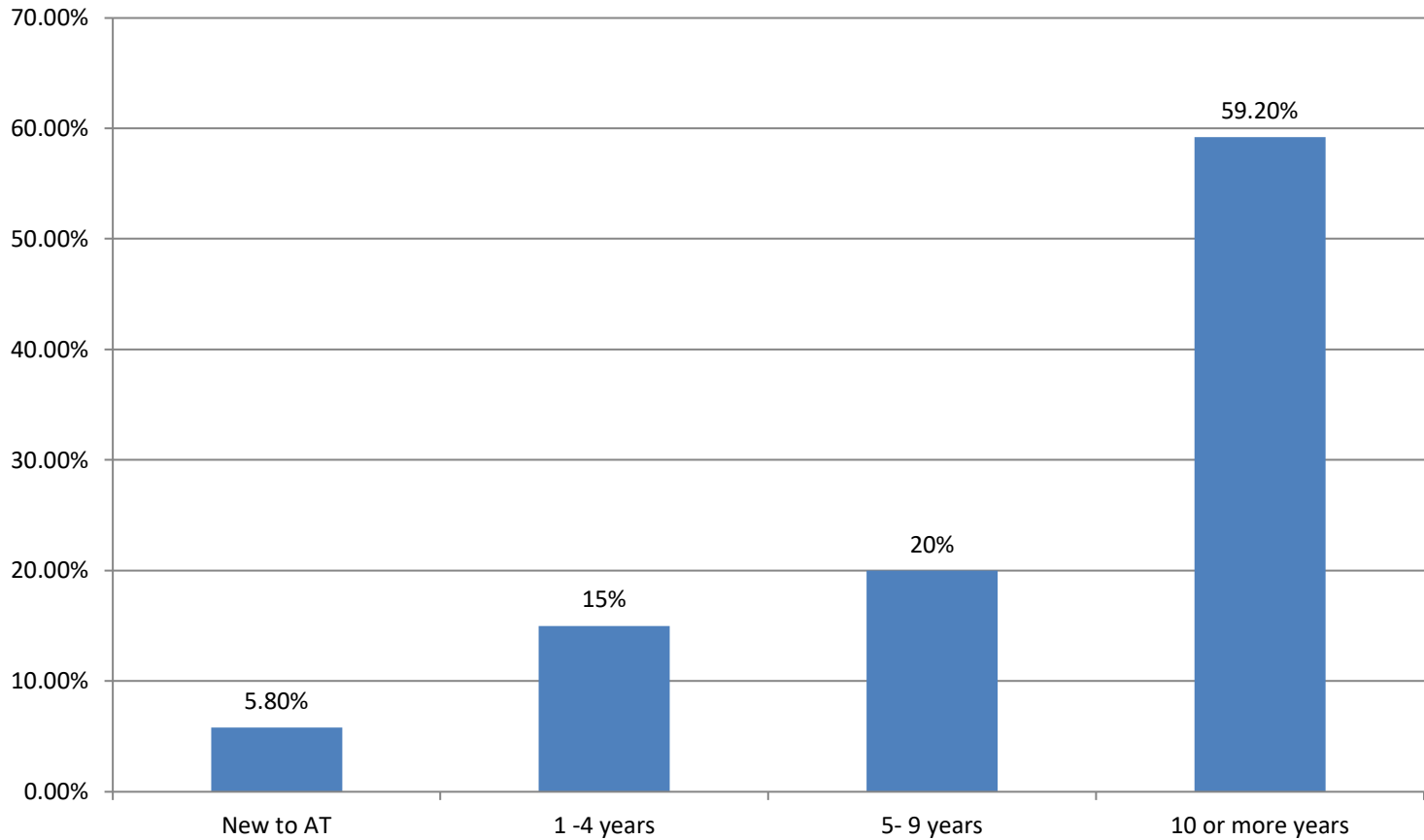
3301 as of June 1, 2014

406 responded to 2012 poll

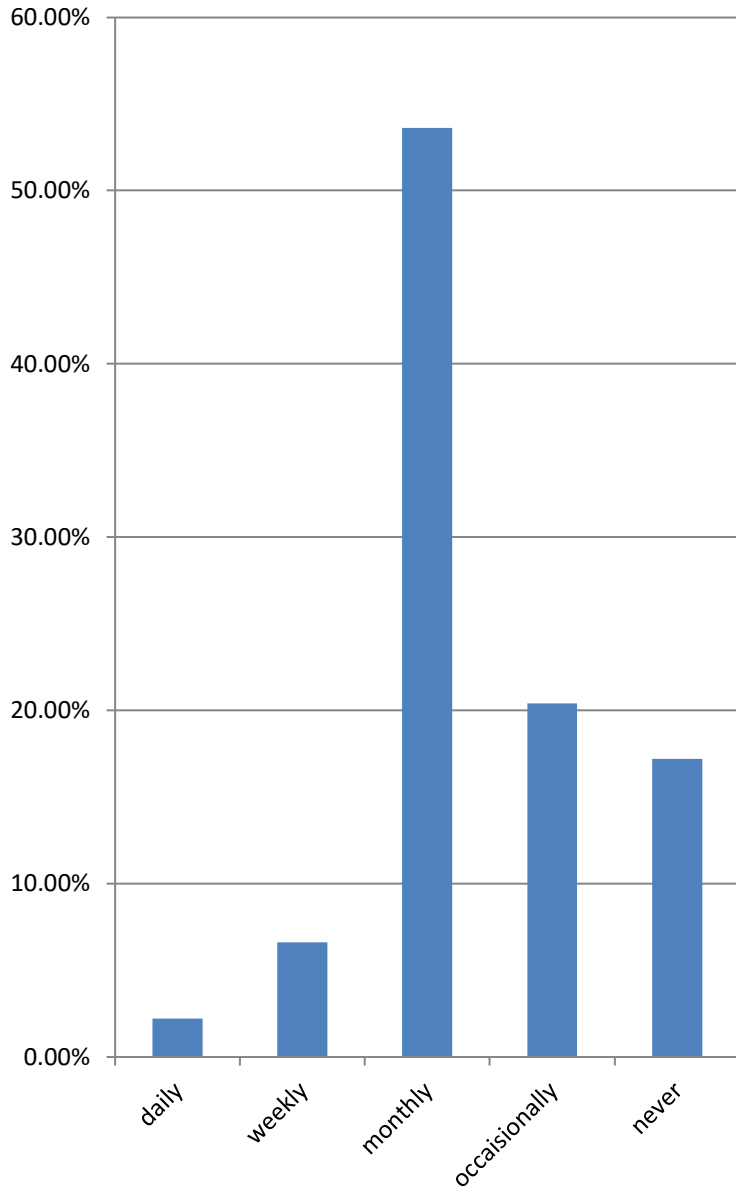
What is your role and professional background in assistive technology? Choose as many as apply.



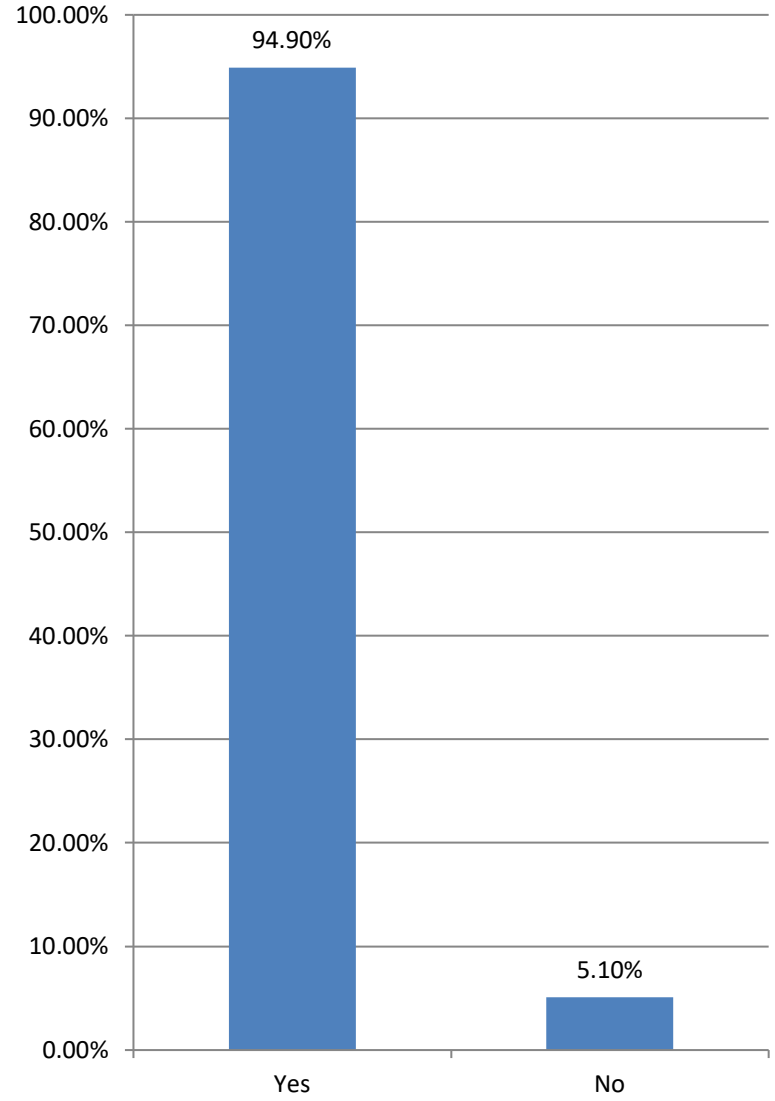
How Many Years Have You Worked in AT?



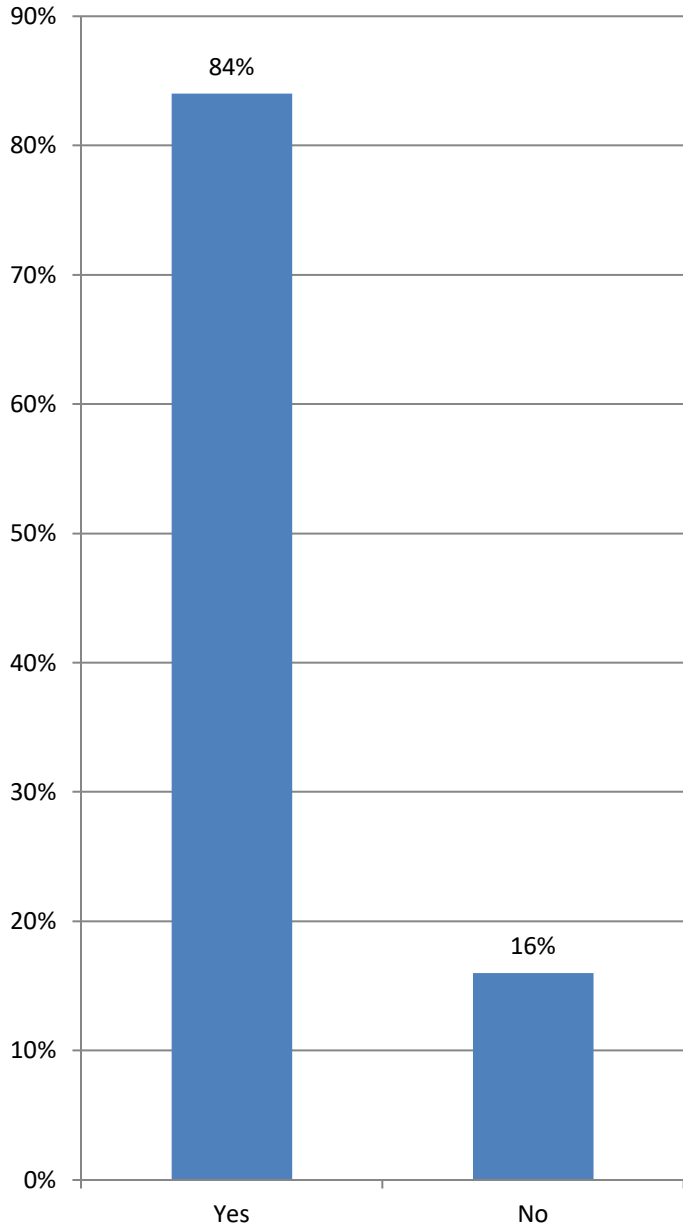
How Often do you Post to QIAT List?



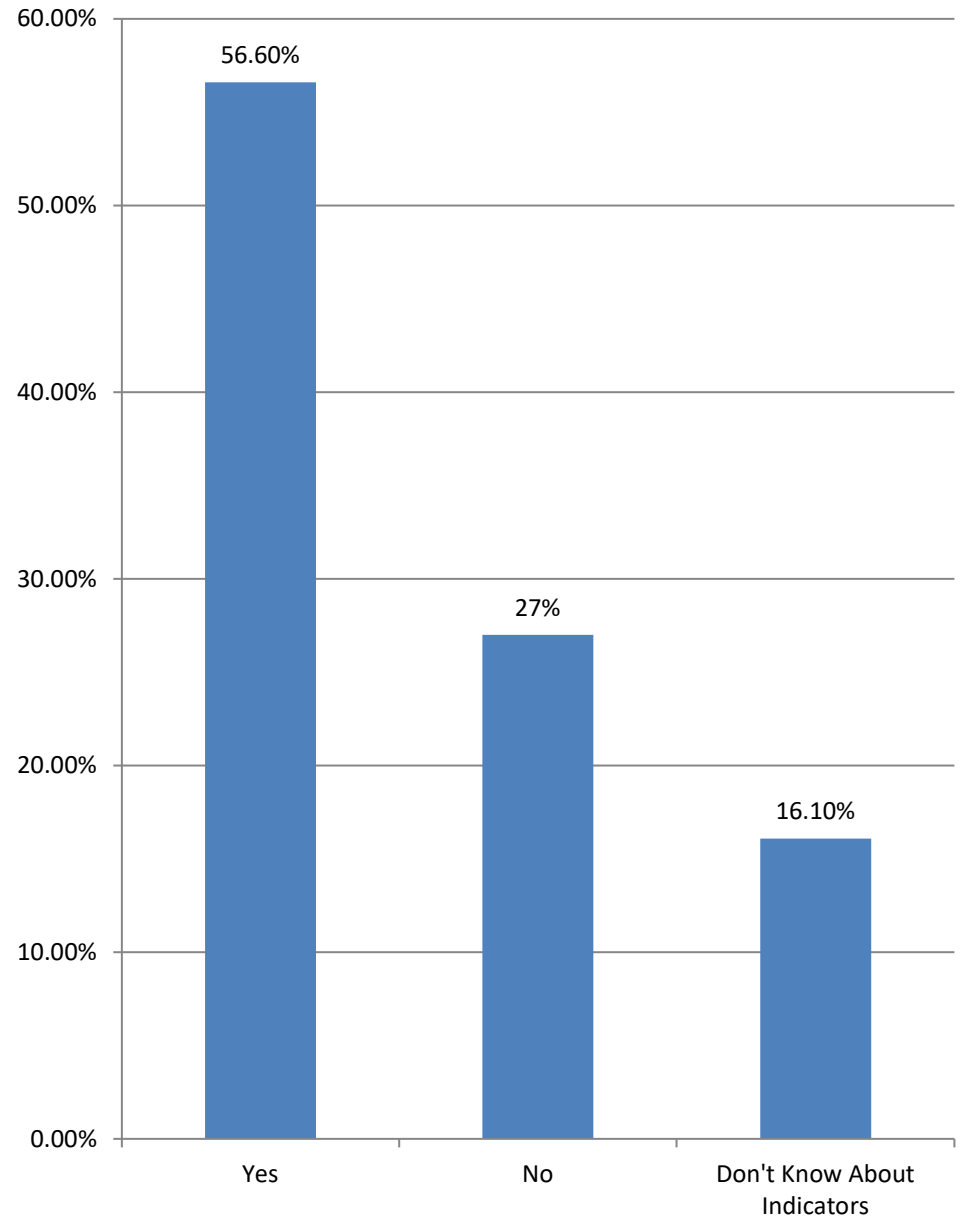
Have You Shared Resources from QIAT?



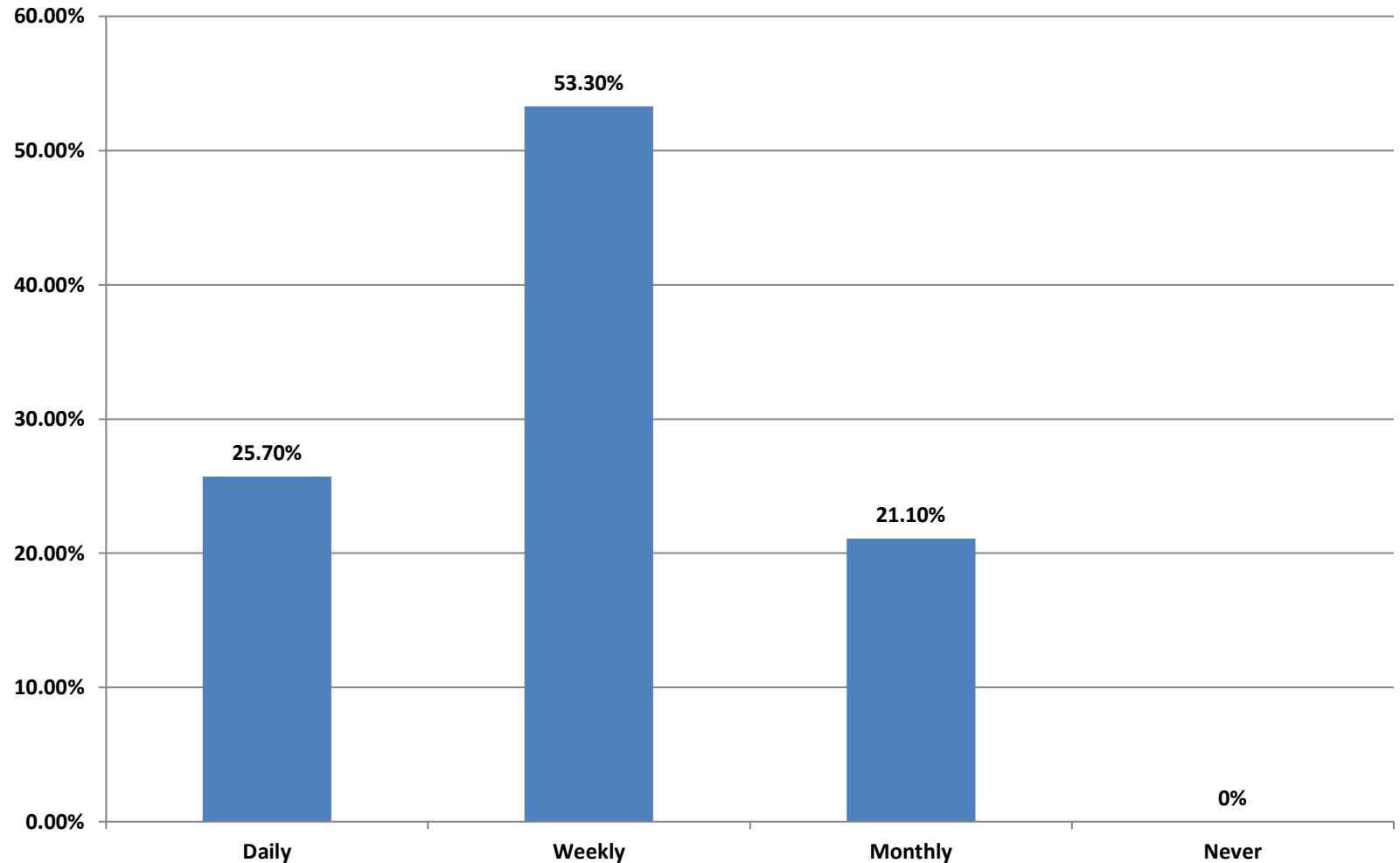
Have you downloaded a resource document from the QIAT Website?



Do you use the Quality Indicators in Your Work?



How often is information from the QIAT List immediately useful to you?





How do you use the Quality Indicators?

Appropriate Aspects **Assessment Development**
District Education Evals Evaluate Foundation
Framework Guidance **Guide Guidelines** IEP
Implementation Individual Monitor Progress **Reference**
Resource Review Service Share Started **Students**
Teaching **Team Training** WATI



How do you use the QIAT Matrices?

Administrators Determine Development District Familiar
Goals Guide Guidelines IEP Implementing Improve Look
Monthly Parents Past Planning Points Program
Reference Review Self-evaluation Service
Students Teacher Teams Technology Training



Locating and Using QIAT Resources

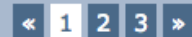
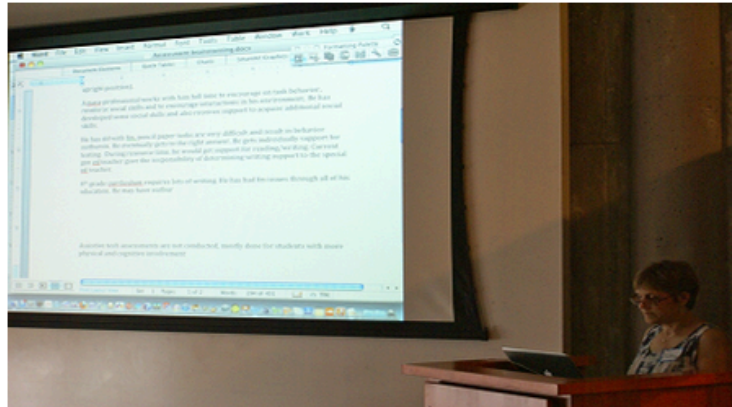
QIATleadership@gmail.com

<http://www.qiat.org>



QIAT Website

- **Home**
- **Indicators**
- **QIAT List**
- **Resources**
- **Announcements**
- **About Us**



Welcome to the QIAT Website

A resource for educators and families interested in learning more about Assistive Technology

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:

- assistive technology service providers as they evaluate and constantly improve their services
- consumers of assistive technology services as they seek adequate assistive technology services which meet their needs
- universities and professional developers as they conduct research and deliver programs that promote the development of the competencies needed to provide quality assistive technology services
- policy makers as they attempt to develop judicious and equitable policies related to assistive technology services.

The website supports QIAT's mission of guiding the development and delivery of quality assistive technology services by providing the QIAT Community with a gateway to resources

What's New

QIAT Webinars Series

If you need resources to support effective implementation, or if you are not sure about your role in a child's team process of AT implementation, this session will be of value. The QIAT Leadership Team will share the Quality Indicators for Implementation of Assistive Technology in the IEP. We will provide strategies for implementation, options to support effective practice, and principles to guide improvement at the building or district or level.

Series 10 - Using QIAT Resources

Wed, June 4th at 11:30 AM CST

[Sign up with AbleNet University](#)

New Documents Posted in Resources:

- iOS Word Prediction Apps Comparison Chart
- A Resource Guide for Assistive Technology for Students with Visual Impairments

[QIAT List sign-up!](#)



Quality Indicators

The Quality Indicators for Assistive Technology include:

- **Specific quality indicators that were developed by focus groups and validated through research**
- **Intent statements that further explain each indicator**
- **Common errors for each of the eight areas**



You are Here : [Home](#) > [Indicators](#)

Quality Indicators



The Quality Indicators for Assistive Technology include the specific quality indicators that were developed by focus groups and validated through research, intent statements that further explain each indicator, and a list of common errors for each of the eight areas. The eight areas are all important to the development and delivery of assistive technology services and include: Consideration of AT Needs, Assessment of AT Needs, AT in the IEP, AT Implementation, Evaluation of Effectiveness of AT, AT in Transition, Administrative Support for AT, and AT Professional Development . In addition, a set of self-assessment matrices have been developed for all of the Quality Indicators. These Matrices are designed to allow individual service providers and school districts to assess their current practices and plan for improvement.

Quality Indicators for each of the areas important to the development and delivery of assistive technology services (available in HTML, Adobe PDF, or Microsoft Word format):

1. Consideration of AT Needs Download:([QI1-MS Word](#)) ([QI1-PDF](#))
2. Assessment of AT Needs Download:([QI2-MS Word](#)) ([QI2-PDF](#))
3. AT in the IEP Download:([QI3-MS Word](#)) ([QI3-PDF](#))
4. AT Implementation Download:([QI4-MS Word](#)) ([QI4-PDF](#))
5. Evaluation of Effectiveness of AT Download:([QI5-MS Word](#)) ([QI5-PDF](#))
6. AT in Transition Download: ([QI6-MS Word](#)) ([QI6-PDF](#))
7. Administrative Support for AT Download: ([QI7-MS Word](#)) ([QI7-PDF](#))
8. AT Professional Development Download:([QI8-MS Word](#)) ([QI8-PDF](#))

[Download Acrobat Reader to read PDF files](#)

[Download MS Viewer to read Word files](#)

Documents Links

- [Quality Indicators \(MS Word\)](#)
- [Quality Indicators \(PDF\)](#)
- [QIAT Matrices \(MS Word\)](#)
- [QIAT Matrices \(PDF\)](#)
- [QIAT Matrices Score Sheet \(PDF\)](#)

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.

0. 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.



Self-Evaluation Matrices for the

Quality Indicators in

Assistive Technology Services

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 integrated 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 <u>a 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. Learning opportunities for the student, family and staff is an integral part of implementation.</p>	<p>1 AT needs for learning opportunities have not been determined.</p>	<p>2 AT learning opportunities needs are initially identified for student, family, and staff, but no training has been provided.</p>	<p>3 Initial AT learning opportunities are sometimes provided to student, family, and staff.</p>	<p>4 Initial and follow-up AT learning opportunities are generally provided to student, family, and staff</p>	<p>5 Ongoing AT learning opportunities are provided to student, family, and staff as needed, based on changing needs.</p>
<p>6. AT implementation is initially based on assessment data 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 maintenance of equipment and materials.</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>

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 considered 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 collaborative decision-making process that supports systematic consideration of each student's possible need for assistive technology devices and services.	
3. IEP team members have the collective knowledge and skills 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 student's IEP goals and objectives, access to curricular and extracurricular activities, and progress in the general education curriculum.	
5. The IEP team gathers and analyzes data about the student, customary environments, educational goals, and tasks when considering a student's need for assistive technology devices and services.	
6. When assistive technology is needed, the IEP team explores a range of assistive technology devices, services, and other supports that address identified needs.	
7. The assistive technology consideration process and results are documented in the IEP and include a rationale for the decision and supporting evidence.	

AREA: Assessment of AT Needs	
INDICATOR	Self-Rating #
1. Procedures for all aspects of assistive technology assessment are clearly defined and consistently applied.	
2. Assistive technology assessments are conducted by a team with the collective knowledge and skills needed to determine possible assistive technology solutions that address the needs and abilities of the student, demands of the customary environments, educational goals, and related activities.	
3. All assistive technology assessments include a functional assessment in the student's customary environments, such as the classroom, hunchroom, playground, home, community setting, or work place.	
4. Assistive technology assessments, including needed trials, are completed within reasonable time lines.	
5. Recommendations from assistive technology assessments are based on data about the student, environments and tasks.	
6. The assessment provides the IEP team with clearly documented recommendations that guide decisions about the selection, acquisition, and use of assistive technology devices and services.	
7. Assistive technology needs are reassessed any time changes in the student, the environments and/or the tasks result in the student's needs not being met with current devices and/or services.	



QIAT List

(more about that later!)

- **Guidelines**
- **Join the QIAT List**
- **Leave the QIAT List**
- **Change Delivery Options**
- **Archives**



Resources

- **A Compiled List of Resources for each QIAT Area**
- **Guiding Documents**
 - Guiding documents expand upon the quality indicators providing additional depth
- **QIAT in Action**
- **Resource Bank**
- **Links to Websites**



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

Resources



Here you will find a variety of resources related to the development and sharing of QIAT.

This is the place to share resources by contributing to the QIAT Resource Bank and follow links to some other web sites for people interested in assistive technology in general.

A Compiled List of Resources for each QIAT Area

A List of Resources by Area for Quality Indicators for Assistive Technology Services These resources include websites, documents on websites, and commercially available materials that relate to each of the eight QIAT areas. ([LIST-MS Word](#)) ([LIST-PDF](#))

Guiding Documents

Guiding documents expand upon the quality indicators providing additional depth. Six areas are complete and available to download in both Microsoft Word and PDF. Development of guiding documents continues on the two remaining areas.

1. Guiding Document for Including Assistive Technology In the IEP: ([GDIEP-MS Word](#)) ([GDIEP-PDF](#))
2. Guiding Document for Implementation: ([GDIMP-MS Word](#)) ([GDIMP-PDF](#))
3. Guiding Document for Evaluation of Effectiveness: ([GDEE-MS Word](#)) ([GDEE-PDF](#))
4. Guiding Document for Transition: ([GDTRAN-MS Word](#)) ([GDTRAN-PDF](#))
5. Guiding Document for Professional Development: ([GDPD-MS Word](#)) ([GDPD-PDF](#))
6. Guiding Document for Consideration: ([GDCON-MS Word](#)) ([GDCON-PDF](#))

Additional Resources

► Resources Home

- [Resource Bank](#)
- [Submit a Document](#)
- [Useful Links](#)



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

Resource Bank



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
iOS Word Prediction Apps Comparison Chart Posted 2-9-2014 Darla Ashton	This document compares several features of iOS word prediction apps.
A Resource Guide to Assistive Technology for Students with Visual Impairments Posted 1-6-2014 Contact: Lisa Tebo	This resource guide was completed as a capstone project in fulfillment of a M.Ed. Degree at Bowling Green State University. It describes low-tech to high-tech AT to support

Additional Resources

- [Resources Home](#)
- ▶ **Resource Bank**
- [Submit a Document](#)
- [Useful Links](#)



Announcements

- **Conference Presentations**
- **Webinars**
- **Summits**



You are Here : [Home](#) > [Announcements](#)

Announcements



QIAT Presentations

- **QIAT Webinar Series**
Using QIAT Resources
June 4, 2014 at 11:30 AM CST

QIAT Webinar Series - Sign up with AbleNet University

Series Overview:

Are you looking for ideas and resources that can assist you in improving your AT services? Join members of the QIAT Leadership Team to learn about resources available to assist with evaluation of services & continuous improvement. This series will share information about the 8 areas of Quality Indicators for Assistive Technology & resources developed by the QIAT Community. Participants will have opportunities to give feedback & discuss AT services with members of QIAT. This series of workshops will provide a foundational background to the work of QIAT and QIAT tools & resources to support integration of AT in schools & other settings.

Session 10 Overview: Using QIAT Resources

Since the summer of 1998, the Quality Indicators for Assistive Technology (QIAT) Community has focused its efforts on defining and using a set of descriptors that serve as over-arching guidelines for high quality AT services. The Community has





About Us

- **QIAT Leadership Team**
- **Fact Sheet**
- **Partnerships**
- **Contact Us**



You are Here : [Home](#) > [About Us](#)

About Us



The mission of QIAT is to guide the provision of quality assistive technology services to improve the educational achievement of students with disabilities. The purpose of the site is to provide access to the work of the QIAT Community in the form of the Quality Indicators for Assistive Technology Services and supporting documents. QIAT also offers forums for participation in the work of the Community and engagement in collegial conversations around the work.

The QIAT website supports the mission by making available to the QIAT Community a gateway to information including:

- Quality Indicators, Intent Statements, and Matrices
- Resources including QIAT in Action and the Resource Bank for sharing resources
- The QIAT List and searchable archives
- Announcements

QIAT Leadership Team

The QIAT Leadership Team is primarily comprised of individuals who came together in 1998 to explore ways to improve implementation of the assistive technology requirements of IDEA.

They are assistive technology (AT) service providers from multiple professional training backgrounds, parents and family members of persons with disabilities. Additional members have been added to maintain this balance when vacancies occurred. Members of the QIAT Leadership team donate their time and expertise to further the implementation of the Quality Indicators for Assistive Technology.

About Us Links

► **About Us Home**

- [QIAT Leadership Team](#)
- [Fact Sheet \(MS Word\)](#)
- [Fact Sheet \(PDF\)](#)
- [Partnerships](#)
- [Contact us](#)



Poll #3

Are you currently a member of the QIAT List?

- Yes
- No
- No, but I'm considering joining



Ongoing Collaboration Opportunities

- Participating on the QIAT list
- Searching the archives
- More Collaboration Opportunities



Quick Tips for Participating on the QIAT List

QIATleadership@gmail.com

<http://www.qiat.org>



You are Here : [Home](#) > [QIAT List](#)

The QIAT List



The complexity of identifying quality indicators that could be useful across a wide variety of educational environments and service provision options is evident. The issues relating to implementation of quality services in a way that supports positive student results are even more complex. There is clearly a need for the participation of people with a wide variety of perspectives and experiences as providers and consumers of assistive technology services in defining and implementing this work.

Please join in the continuing effort to develop Quality Indicators for Assistive Technology Services in school settings by subscribing to the QIAT List and participating in collegial discussions.

To join the QIAT List, follow the link below.

[Join the QIAT List](#)

[Leave the QIAT List](#)

A new window will open and then enter your email address and name, then choose "Join QIAT" or "Leave QIAT". Close the window when you are finished.

QIAT Frequently Asked Questions:

1. **How can I reduce the number of messages I get each day on the QIAT List?**

To change the settings on your QIAT subscription to a digest version, go to <http://lsv.uky.edu/scripts/wa.exe?SUBED1=qiata&A=1>. Digests combine several messages before sending so that you receive only one or two messages a day. Most people have found the HTML digest to be the most user-friendly.

2. **How do I get off the QIAT List?**

There is a message with instructions at the bottom of every QIAT List

QIAT List Links

▶ **QIAT List Home**

- [Guidelines for QIAT List \(MS - Word\)](#)
- [Join the QIAT List](#)
- [Leave the QIAT List](#)
- [Change Delivery Options](#)
- [Archives](#)

Subscription Settings

[Subscriber's Corner](#)
[Server Archives](#)
[QIAT Home](#)

[Help](#)
[Log in](#)

Join or Leave the QIAT List

This screen allows you to join or leave the QIAT list. To confirm your identity and prevent third parties from subscribing you to a list against your will, an e-mail message with a confirmation code will be sent to the address you specify in the form. Simply wait for this message to arrive, then follow the instructions to confirm the operation.

Alternatively, you can [login with your LISTSERV password](#) (if you have one) and update your subscription interactively, without e-mail confirmation.

Your E-Mail Address:

Your Name:

- Subscription Type:**
- Regular [NODIGEST]
 - Digest (traditional) [NOMIME DIGEST]
 - Digest (MIME format) [NOHTML MIME DIGEST]
 - Digest (HTML format) [HTML DIGEST]
 - Index (traditional) [NOHTML INDEX]
 - Index (HTML format) [HTML INDEX]

- Mail Header Style:**
- Normal LISTSERV-style header [FULLHDR]
 - LISTSERV-style, with list name in subject [SUBJECTHDR]
 - LISTSERV-style, short [SHORTHDR]
 - "Dual" (second header in mail body) [DUALHDR]
 - sendmail-style [IETFHDR]

- Acknowledgements:**
- No acknowledgements [NOACK NOREPRO]
 - Short message confirming receipt [ACK NOREPRO]
 - Receive copy of own postings [NOACK REPRO]

- Miscellaneous:**
- Mail delivery disabled temporarily [NOMAIL]
 - Address concealed from REVIEW listing [CONCEAL]



“How to”s for the QIAT List

Join or leave the QIAT List

- **<http://www.qiat.org>**
- **Mailing List Tab**

Directions on EVERY message

- **Change Delivery Options**
- **Leave the QIAT List**
- **Archives**



Change Delivery Options or Leave the List

At the bottom of EVERY Message

To Subscribe, unsubscribe, make changes in delivery options go to
<http://lsv.uky.edu/scripts/wa.exe?SUBED1=qiat&A=1>

If you are already subscribed and just want to change settings, select
JOIN LIST after you select the settings you want to update.

To search the QIAT archives, go to
<http://lsv.uky.edu/archives/QIAT.html>



Managing Your Mail

Change Options and Digest

Join or Leave the List

You are currently subscribed to QIAT. From this screen, you can update your subscription options or leave the list.

Your Name:

Joy Zabala

Your E-Mail Address:

jszaba0@uky.edu

Subscribed Since 22 Aug 2001

[Update Options](#) [Leave QIAT](#) [Back to QIAT Home Page](#)

Subscription Type:

- Regular
- Digest (traditional)
- Digest (MIME format)
- Digest (HTML format)
- Index (traditional)
- Index (HTML format)

Mail Header Style:

- Normal LISTSERV-style header
- LISTSERV-style, with list name in subject
- LISTSERV-style, short
- "Dual" (second header in mail body)
- sendmail-style

Acknowledgements:

- No acknowledgements
- Short message confirming receipt
- Receive copy of own postings

Miscellaneous:

- Mail delivery disabled temporarily
- Address concealed from REVIEW listing

[Update Options](#) [Leave QIAT](#) [Back to QIAT Page](#)



Quick Tips for Using the QIAT Archives

QIATleadership@gmail.com

<http://www.qiat.org>



The QIAT Archives

Viewable by Week

Sort by:

[Author](#) | [Date](#) | [Topic](#) | [Chronologically](#) | [Most recent first](#)

Options:

- [Show author](#) | [Hide author](#)
- [Show table of contents](#) | [Hide table of contents](#)
- [Back to main QIAT page](#)
- [Join or leave QIAT \(or change settings\)](#)
- [Search](#)
- [Log out](#)



The QIAT Archives

Searching the Entire Archives

International Date
Organization

Year/Month/Day

Search the QIAT Archives

Search for:
apple or pear
(green apple) or (red apple)

Substring Search

In Messages Where:

- ◆ The subject is or contains:
pie or cake
- ◆ The author's address is or contains:
granny

Since: (date/time)

Until: (date/time)
June 1995
2 May 96

Sort by:



More Collaboration Opportunities

QIAT@lsv.uky.edu

<http://www.qiat.org>



Examples of Collaborations

- Collaboratively developed resources (e.g., iPad Features List)
- Document Reviews
- Recruiting and Research (e.g., Wojick dissertation)
- Your ideas?



In Summary...

- **Strategies and tools for improving AT practice**
- **Findings of the 2012 QIAT Survey**
- **Quick tips for**
 - **The QIAT Website**
 - **Participating on the QIAT list, and**
 - **Searching the archives**
- **Collaboration**



Let's Hear from You

- **Questions**
- **Comments**
- **Suggestions**



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Tell us how it went...

This session marks the conclusion of the 10-session QIAT webinar series. Please complete the short survey that will appear on your screen after the meeting ends.



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