




**QIAT Webinars**

**A series of webinars focusing on  
Quality Assistive Technology Services**

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**AT Assessment**


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1. Consideration
- 2. Assessment**
3. Documentation in the IEP
4. Implementation
5. Evaluation of Effectiveness
6. Transition
7. Professional Development
8. Administrative Support

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## Quality AT Assessment

- 1. Procedures for all aspects of assistive technology assessment are clearly defined and consistently applied.** Intent: Throughout the educational agency, personnel are well informed and trained about assessment procedures and how to initiate them. There is consistency throughout the agency in the conducting of assistive technology assessments. Procedures may include– but are not limited to–initiating an assessment, planning and conducting an assessment, conducting trials, reporting results, and resolving conflicts.

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### 1. **Procedures** for all aspects of assistive technology assessment are clearly defined and consistently applied

1 Unacceptable	2	3	4	5 Promising Practice
No procedures are defined.	Some assessment procedures are defined, but not generally used.	Procedures are defined and used only by specialized personnel.	Procedures are clearly defined and generally used in both special and general education.	Clearly defined procedures are used by everyone involved in the assessment process.

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## AT Assessment forms

**You can find supports at:**

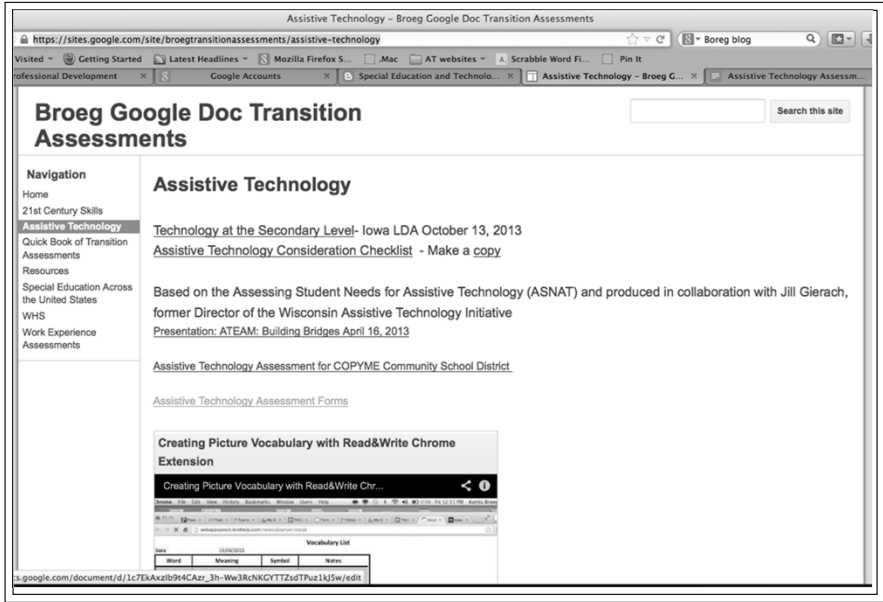
Wisconsin Assistive Technology Initiative (WATI) – [www.wati.org](http://www.wati.org)

Dynamic AT Evaluation (DATE) -- [www.texasat.net](http://www.texasat.net)

Minnesota AT Manual ([education.state.mn.us](http://education.state.mn.us))

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Assistive Technology - Broeg Google Doc Transition Assessments

Navigation

- Home
- 21st Century Skills
- Assistive Technology**
- Quick Book of Transition Assessments
- Resources
- Special Education Across the United States
- WHS
- Work Experience Assessments

## Assistive Technology

Technology at the Secondary Level- Iowa LDA October 13, 2013  
[Assistive Technology Consideration Checklist - Make a copy](#)

Based on the Assessing Student Needs for Assistive Technology (ASNAT) and produced in collaboration with Jill Gierach, former Director of the Wisconsin Assistive Technology Initiative  
Presentation: ATEAM: Building Bridges April 16, 2013


[Assistive Technology Assessment for COPYME Community School District](#)

[Assistive Technology Assessment Forms](#)

Creating Picture Vocabulary with Read&Write Chrome Extension

Word	Meaning	Symbol	Notes

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## Quality AT Assessment

**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.**

Intent: Team membership is flexible and varies according to the knowledge and skills needed to address student needs. The student and family are active team members. Various team members bring different information and strengths to the assessment process.

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**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.**

1 Unacceptable	2	3	4	5 Promising Practice
A designated individual with no prior knowledge of the student's needs or technology conducts assessments.	A designated person or group of individuals who have knowledge of technology, but not of the student's needs, environments, or tasks conducts assessments.	A designated team with knowledge of AT conducts assessments with limited input from individuals who have knowledge of the student's needs, environments, and tasks.	A team whose members have direct knowledge of the student's needs, environments, tasks, and knowledge of AT generally conducts assessments.	Flexible teams formed on the basis of knowledge of of the individual student's needs, environments, tasks, and expertise in AT consistently conduct assessments.

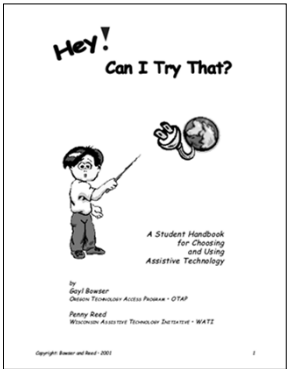
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## Hey! Can I Try That?

Designed to help the student think about his/her needs and preferences in choosing AT.

[www.educationtechpoints.org](http://www.educationtechpoints.org)



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<http://www.qiat.org>




## Quality AT Assessment

**3. All assistive technology assessments include a functional assessment in the student's customary environments, such as the classroom, lunchroom, playground, home, community setting, or work place.**

Intent: The assessment process includes activities that occur in the student's current or anticipated environments because characteristics and demands in each may vary. Team members work together to gather specific data and relevant information in identified environments to contribute to assessment decisions.


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### 3. All assistive technology assessments include a functional assessment in the student's customary environments, such as the classroom, lunchroom, playground, home, community setting, or work place.

1 Unacceptable	2	3	4	5 Promising Practice
No component of the AT assessment is conducted in any of the student's customary environments.	No component of the AT assessment is conducted in any of the customary environments, however, data about the customary environments are sought.	Functional components of AT assessments are sometimes conducted in the student's customary environments.	Functional components of AT assessments are generally conducted in the student's customary environments.	Functional components of AT assessments are consistently conducted in the student's customary environments.

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## Customary environment

- SETT Scaffold for Gathering Data (<http://joyzabala.com> )
- Student, Environment, and Tasks Worksheet (Minnesota Department of Education, AT Manual, [www.education.state.mn.us](http://www.education.state.mn.us), follow link for educator excellence, then special education in the classroom)

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**Student, Environment, and Tasks Worksheet**  
Assistive Technology Planning Process



Student Name ..... Grade ..... Date .....

Directions: Complete information about the student, environment, and the tasks prior to the IEP meeting to develop information about assistive technology status and potential needs. This worksheet should be completed by members of the team who are familiar with the student. Please bring the completed Student, Environment, and Tasks Worksheet to the planning meeting.

**I. Student**

1. What does the student need to do, but is currently unable to do?  
.....  
.....
2. What are the student's strengths, abilities, accomplishments, and/or motivators? Any "success stories" you would like to share?  
.....  
.....
3. What are the student's unique needs?  
.....  
.....
4. What strategies or accommodations have you used successfully for this student?  
.....

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## Quality AT Assessment

**4. Assistive technology assessments, including needed trials, are completed within reasonable time lines.**

Intent: Assessments are initiated in a timely fashion and proceed according to a timeline that the IEP team determines to be reasonable based on the complexity of student needs and assessment questions. Timelines comply with applicable state and agency requirements.

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## 4. Assistive technology assessments, including needed trials, are completed within reasonable time lines.

1 Unacceptable	2	3	4	5 Promising Practice
AT assessments are not completed within agency timelines.	AT assessments are frequently out of compliance with timelines.	AT assessments are completed within a reasonable timeline and may or may not include initial trials.	AT assessments are completed within a reasonable timeline and include at least initial trials.	AT assessments are conducted in a timely manner and include a plan for ongoing assessment and trials in customary environments.

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## AT Assessment Planner

[www.qiat.org](http://www.qiat.org)

<b>Referral for AT assessment</b> is made by any member of the student's team when classroom strategies and tools do not meet the student's needs.		
<b>AT assessment</b> is completed by a collaborative team sharing responsibilities	<b>By Date</b>	<b>Person</b>
Determine team members		
<b>Create a written AT assessment plan</b> including:		
Determine the assessment question(s)		
Expected results & outcomes (e.g. <i>Student will be able to</i> _____)		
Determine what will be measured (e.g. speed, quantity, quality, rate, accuracy, endurance)		
Assign responsibilities		
Set a timeline		
<b>Gather information</b> from multiple sources including previous information (e.g. educational reports, assessments, background interviews and other records)		
Student's strengths		
Student's needs		
Environmental expectations		
Tasks (e.g. required curricular work, testing, homework, projects, in-class work, materials, statewide testing & other school functions)		
Current levels of performance for identified tasks (baseline data)		
Barriers to participation & independence		
<b>Analyze information to identify tools &amp; strategies for the trials</b>		
Determine the features needed		
Choose tools with appropriate features		

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## Quality AT Assessment

**5. Recommendations from assistive technology assessments are based on data about the student, environments and tasks.**

Intent: The assessment includes information about the student's needs and abilities, demands of various environments, educational tasks, and objectives. Data may be gathered from sources such as student performance records, results of experimental trials, direct observation, interviews with students or significant others, and anecdotal records.

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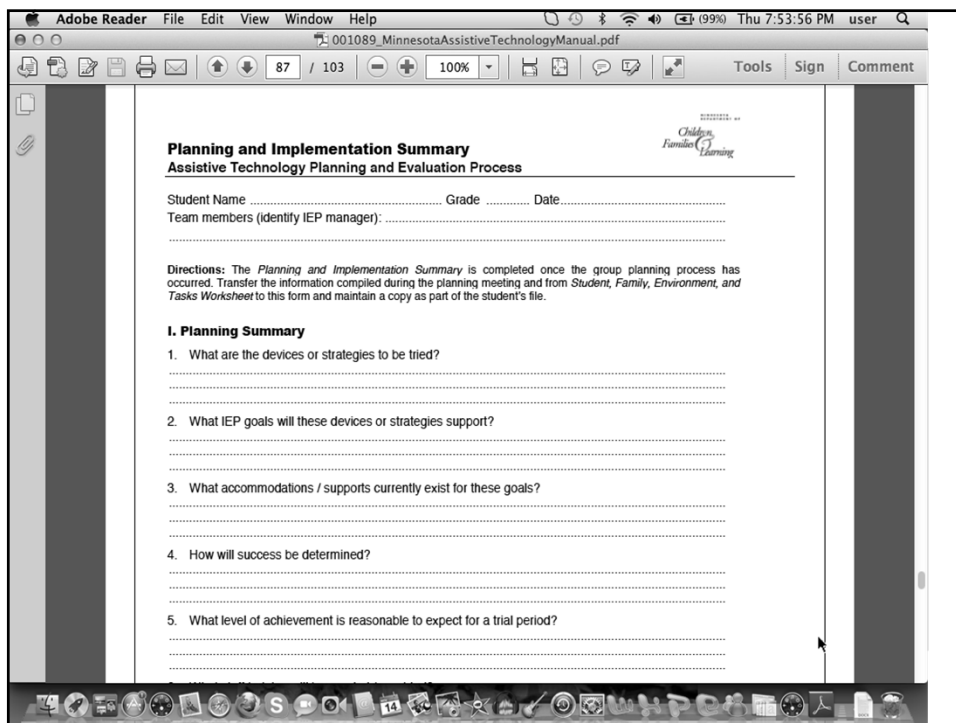
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## 5. Recommendations from assistive technology assessments are based on data about the student, environments and tasks.

1 Unacceptable	2	3	4	5 Promising Practice
Recommendations are not data based.	Recommendations are based on incomplete data from limited sources.	Recommendations are sometimes based on data about student performance on typical tasks in customary environments.	Recommendations are generally based on data about student performance on typical tasks in customary environments.	Recommendations are consistently based on data about student performance on typical tasks in customary environments.

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## Quality AT Assessment

**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.**

Intent: A written rationale is provided for any recommendations that are made. Recommendations may include assessment activities and results, suggested devices and alternative ways of addressing needs, services required by the student and others, and suggested strategies for implementation and use.

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**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.**

1 Unacceptable	2	3	4	5 Promising Practice
Recommendations are not documented.	Documented recommendations include only devices. Recommendations about services are not documented.	Documented recommendations may or may not include sufficient information about devices and services to guide decision-making and program development.	Documented recommendations generally include sufficient information about devices and services to guide decision-making and program development.	Documented recommendations consistently include sufficient information about devices and services to guide decision-making and program development.

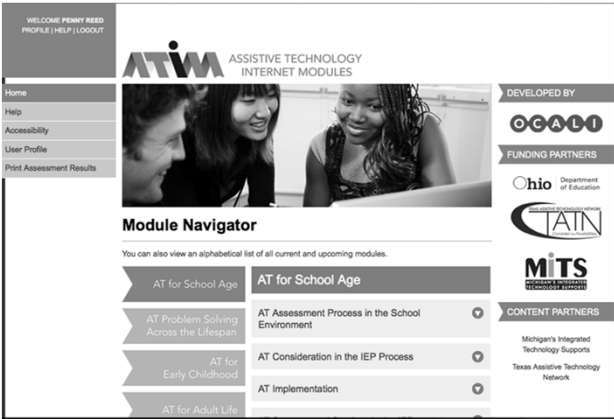
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# Feature Match

<http://www.atinternetmodules.org>



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<http://www.qiat.org>



# Quality AT Assessment


**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.**



Intent: An assistive technology assessment is available any time it is needed due to changes that have affected the student. The assessment can be requested by the parent or any other member of the IEP team, among others.


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 <p><b>7. Assistive technology needs are <u>reassessed</u> 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.</b></p>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 Promising Practice</b>
<b>Unacceptable</b>				
The consideration process and results are not documented in the IEP.	The consideration process and results are documented in the IEP but do not include a rationale for the decision and supporting evidence.	The consideration process and results are documented in the IEP and sometimes include a rationale for the decision and supporting evidence.	The consideration process and results are documented in the IEP and generally include a rationale for the decision and supporting evidence.	The consideration process and results are documented in the IEP and consistently include a rationale for the decision and supporting evidence.
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	<h2>Key Takeaways</h2>
<p><b>Quality AT Assessments include:</b></p> <ul style="list-style-type: none"> <li>• <b>Clearly defined procedures</b></li> <li>• <b>Team approach, including student</b></li> <li>• <b>Skilled team members</b></li> <li>• <b>Time to complete it</b></li> <li>• <b>Good communication</b></li> </ul>	
	
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**Resources from QIAT  
in Action**

**[www.qiat.org](http://www.qiat.org)>Resources**

**QIAT Guiding Document for  
Assessment**

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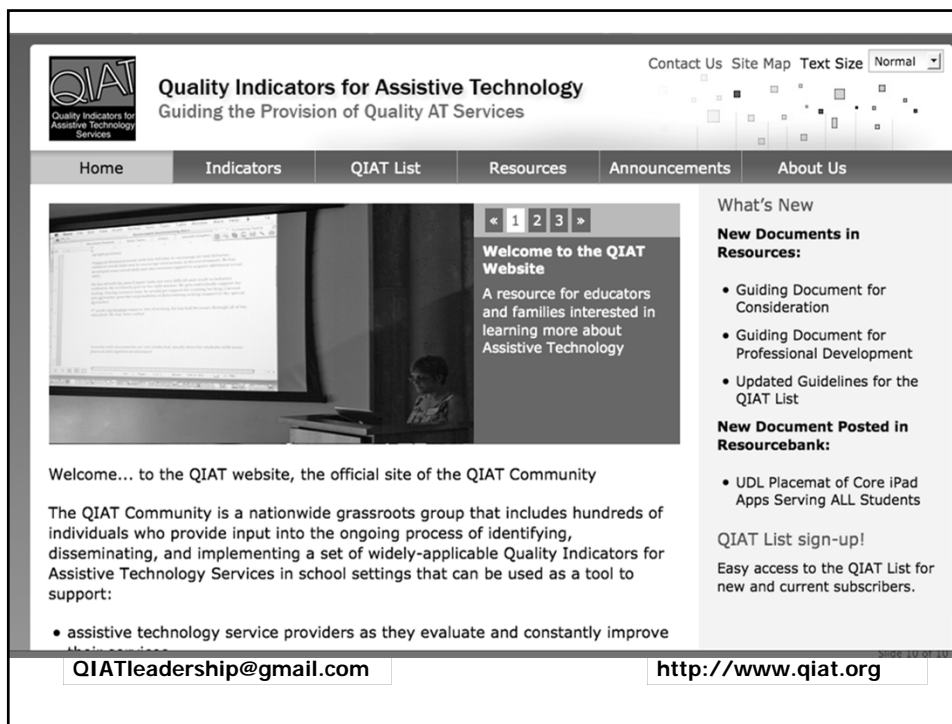


**Resources from QIAT  
in Action**

**[www.qiat.org](http://www.qiat.org)>Resources>ResourceBank**

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The screenshot shows the homepage of the Quality Indicators for Assistive Technology (QIAT) website. At the top left is the QIAT logo with the tagline "Quality Indicators for Assistive Technology" and "Guiding the Provision of Quality AT Services". To the right are links for "Contact Us", "Site Map", and "Text Size" (set to Normal). Below this is a navigation menu with "Home", "Indicators", "QIAT List", "Resources", "Announcements", and "About Us". The main content area features a large image of a classroom with a student at a desk and a teacher at the front. To the right of the image is a "Welcome to the QIAT Website" section with a sub-header "A resource for educators and families interested in learning more about Assistive Technology". Below this is a "What's New" section with "New Documents in Resources" and "New Document Posted in Resourcebank". At the bottom of the page are two boxes: "QIATLeadership@gmail.com" and "http://www.qiat.org".

**QIAT**  
Quality Indicators for Assistive Technology

Quality Indicators for Assistive Technology  
Guiding the Provision of Quality AT Services

Contact Us Site Map Text Size Normal

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

**What's New**  
**New Documents in Resources:**

- Guiding Document for Consideration
- Guiding Document for Professional Development
- Updated Guidelines for the QIAT List

**New Document Posted in Resourcebank:**

- UDL Placemat of Core iPad Apps Serving ALL Students

QIAT List sign-up!  
Easy access to the QIAT List for new and current subscribers.

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

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The graphic features the QIAT logo on the left and the text "Let's Hear from You" in a large, bold font. Below this are three bullet points: "Questions", "Comments", and "Suggestions". At the bottom are two boxes: "QIATLeadership@gmail.com" and "http://www.qiat.org".

**QIAT**  
Quality Indicators for Assistive Technology

## Let's Hear from You

- Questions
- Comments
- Suggestions

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**The Next QIAT Webinar is:**

**December 11**

on

**Quality Indicators for Including AT in  
the IEP**

By

**Sue McCloskey & Terry Foss**

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