

## NOTE-TAKING GUIDE: Ablenet University QIAT Series



### QIAT Webinars

A series of webinars focusing on  
Quality Assistive Technology Services

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<http://www.qiat.org>



### Including AT in the IEP

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

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### Your Experience with QIAT

What is your professional background or perspective?

What is your experience with the Quality Indicators?

\_\_\_ I'm familiar with them and use them

\_\_\_ I'm familiar but don't use them

\_\_\_ Not familiar with them at all

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### Including AT in the IEP

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.

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

1 Unacceptable	2	3	4	5 Promising Practice
1 The agency does not have guidelines for documenting AT in the IEP.	2 The agency has guidelines for documenting AT in the IEP but team members are not aware of them.	3 The agency has guidelines for documenting AT in the IEP and members of some teams are aware of them.	4 The agency has guidelines for documenting AT in the IEP and members of most teams are aware of them.	5 The agency has guidelines for documenting AT in the IEP and members of all teams are aware of them.

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## Including AT in the IEP

**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.

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**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.**

1 Unacceptable	2	3	4	5 Promising Practice
1 AT devices and services are not documented in the IEP.	2 Some AT devices and services are minimally documented. Documentation does not include sufficient information to support effective implementation.	3 Required AT devices and services are documented. Documentation sometimes includes sufficient information to support effective implementation.	4 Required AT devices and services are documented. Documentation generally includes sufficient information to support effective implementation.	5 Required AT devices and services are documented. Documentation consistently includes sufficient information to support effective implementation.

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## Poll

Where do you most frequently add information about the AT, i.e. how it's being used, where it's being used?

- Special education goals and objectives
- Related services
- Supplementary aids and services
- I don't know where, or if, it is documented

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## Services for Stella

**Special Education, Related Services, and Supplementary Services**


The following special education (specially designed instruction) and related services (services required to assist the student to benefit from special education) and Supplementary Services (services that enable the student to be educated with non-exceptional peers) will be provided:

Services	Anticipated Frequency	Anticipated Setting/Placement	Anticipated Duration	Start Date End Date
Alternate Instruction	Daily	Special Ed	Min per Day 225 minutes	10/17/13 05/27/14
Supplementary/Alt Inst.	Daily	Regular Ed	Min per Day 135 minutes	10/17/13 05/27/14
Speech/Language Therapy	1/week	Special Ed	Minutes per Occasion 20 minutes	10/17/13 10/16/14
Consultant Services SLP	Monthly	Indirect Service	Minutes per Occasion 30 minutes	10/17/13 10/16/14
Consultant Services Assistive Technology	Monthly	Indirect Service	Minutes per Occasion 30 minutes	10/17/13 10/16/14
Alternate Instruction	Daily	Special Ed	Min per Week 1330	08/11/14 10/16/14
Supplementary/Alt Inst.	4/week	Regular Ed	Min per Week 485	08/11/14 10/16/14
Transition Services	1/Semester	Special Ed	Minutes per Occasion 15	10/17/13 10/16/14

Above services are the anticipated services based upon typical school day and current school calendar. Actual service dates may vary due to school-wide changes. Person responsible for service on top line is case manager unless specified otherwise.

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## Program Modifications, Accommodations, Supplementary Aids and Supports for School Personnel for Stella


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• Program Modifications, Accommodations, Supplementary Aids for Students, and Supports for School Personnel  
 The following adaptations or aids are necessary to enable the student to have access to and benefit from their educational program.

Modifications/Accommodations/Aids	Frequency Location	Start Date End Date
Allow frequent use of restroom facilities, particularly before field trips and immediately upon arrival at destination.	As Required All Areas	10/17/2013 10/16/2014
Continue to model short phrases and sentences and redirect her to use her communication device.	Daily All Areas	10/17/2013 10/16/2014
Frequent reminders to give a hand shake or high five and to respect personal space when she wants to send a positive signal to a peer or adult	As Required All Areas	10/17/2013 10/16/2014
Preferential seating. Remove distractors from the immediate area.	As Required All Areas	10/17/2013 10/16/2014
Provide frequent breaks throughout instructional period. Include physical movement and out-of-room activities.	As Required All Areas	10/17/2013 10/16/2014

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## AT as an Accommodation for State-wide and District-wide Assessments

Students who use AT in their daily educational program may need the same technology in order to participate in state-wide and district-wide assessments. If a team determines that a student needs AT for participation in an assessment, it is important to review the state and local guidelines for testing accommodations. If limitations in guidelines affect the student's use of the AT, the team can discuss other strategies for the student's participation in high-stakes assessment.

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Sam uses Page Ups and a bookstand during test-taking in the classroom so that he can independently have access to all the pages of the test. This is necessary due to his tremors that prevent him from turning test pages.



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### Including AT in the IEP


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.

Intent: Most goals are developed before decisions about assistive technology are made. However, this does not preclude the development of additional goals, especially those related specifically to the appropriate use of assistive technology.

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**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.**

1 Unacceptable	2	3	4	5 Promising Practice
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.

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### Goal to Support AT in the IEP for Katryna


In structured therapy sessions, Katryna will answer questions using her verbal speech and her communication device with 80% accuracy over three consecutive weeks.

In classroom discussions and partner work, Katryna will repair miscommunications using her communication device for three out of four repairs daily over a three week period.

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### Including AT in the IEP

**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.

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

1 Unacceptable	2	3	4	5 Promising Practice
<b>1</b> The IEP does not describe outcomes to be achieved through AT use.	<b>2</b> The IEP describes outcomes to be achieved through AT use, but they are not measurable.	<b>3</b> The IEP describes outcomes to be achieved through AT use, but only some are measurable.	<b>4</b> The IEP generally describes observable, measurable outcomes to be achieved through AT use.	<b>5</b> The IEP consistently describes observable, measurable outcomes to be achieved through AT use.

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### Goal with measureable and observable outcomes.

Grayson will initiate communicative interactions for requests, negations, or questions using his speech generating device during two targeted activities for five times each school day, for two consecutive weeks.

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### Goal with measureable and observable outcomes.

Amyah will navigate from her AAC app to her writing app on a mobile tablet to respond to assignments or writing prompts twice per class period for three periods a day for four consecutive weeks.

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### Including AT in the IEP

- 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.

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- 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.**

1 Unacceptable	2	3	4	5 Promising Practice
1 Devices and services needed to support AT use are not documented.	2 Some devices and services are documented but they do not adequately support AT use.	3 Devices and services are documented and are sometime adequate to support AT use.	4 Devices and services are documented and are generally adequate to support AT use.	5 Devices and services are documented and are consistently adequate to support AT use.

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### Pairing text, pictures/icons and device message sequence - Stella

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### Example 1 of Stella's AT

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### Example 2 of Stella's AT



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### Naming AT in the IEP

*Cleo requires the use of a word prediction program to assist her in completing classroom writing assignments. She has been successfully using "Help Me Write Right"\* on the classroom computer.*

*For the last six years, Jeff has been creating novel utterances of 5-7 words as well as retrieving pre-stored familiar messages frequently and spontaneously throughout the day and across environments and listeners. Jeff has been successfully using an "XYZ Communicator" to communicate his wants, needs and information.*

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### Describing Features of AT in the IEP

*John exhibits a severe expressive communication impairment. He communicates with peers and adults within his environment using vocalizations and an eight location, eight level, voice output augmentative communication device using direct selection. He uses the AAC device with appropriate vocabulary that has been programmed for each of eight settings.*

*Due to her significant visual impairment, Susan is not able to access standard print instructional materials such as textbooks, worksheets, and written tests. She requires that all print copies be enlarged through the use of a photocopier or closed circuit television system. Computer-based materials are enlarged using a text enlargement software application.*

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### Poll

Of these 5 indicators, which one do you feel would be the most important to focus on in order to improve documentation of AT in the IEP in your setting?

- (1) Agency has guidelines for documenting
- (2) All services are designated in the IEP
- (3) There is a clear link between AT and curriculum demands
- (4) AT outcomes are measurable and observable
- (5) AT services are clearly and completely described in the IEP

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### Food for Thought...

Would a person reading the IEP be able to:

- determine what AT devices and services were considered?
- identify why particular AT devices and services were included in the IEP?
- see a clear connection between the AT and the student's goals and objectives?

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### Key Takeaways

Including AT in the IEP


- IEP teams need to know how to document AT in IEPs.
- IEPs are developed individually and the unique needs of the child are addressed.
- AT is included in the IEP, with a clear relationship to goals and objectives.
- Descriptions of AT devices and services are included in the IEP.
- Expected AT results are measurable and observable.




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# Resources



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## Resources from QIAT in Action

**Guiding Document for including assistive technology in the IEP. [www.qiat.org](http://www.qiat.org)**

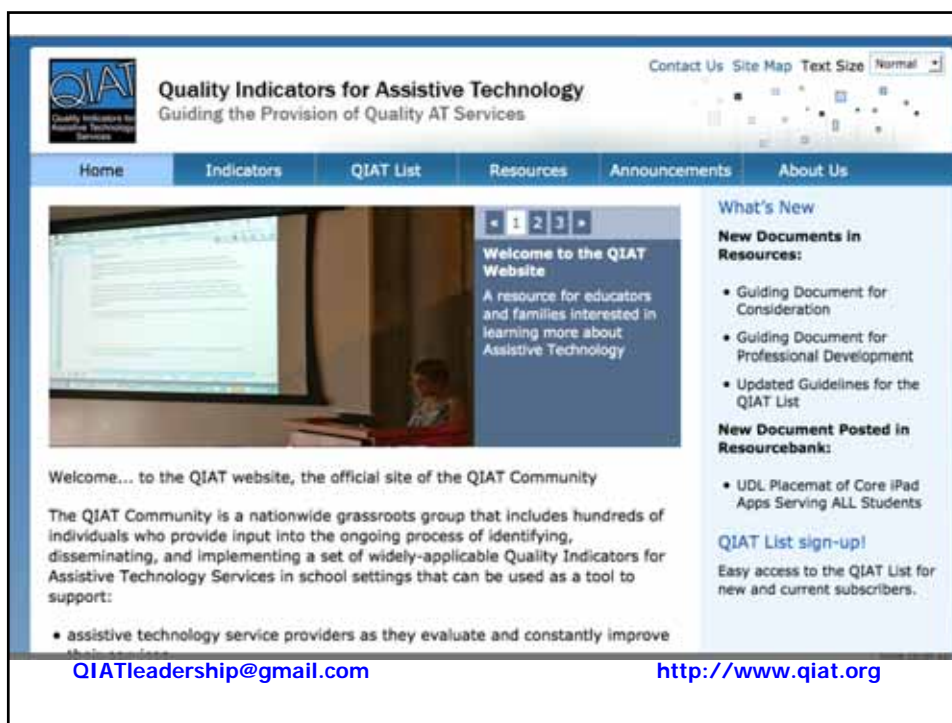
**Assistive Technology Internet Modules. Module on Documenting AT in the IEP. [www.atinternetmodules.org](http://www.atinternetmodules.org)**

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The screenshot shows the homepage of the Quality Indicators for Assistive Technology (QIAT) website. The header includes the QIAT logo, the title "Quality Indicators for Assistive Technology", and the tagline "Guiding the Provision of Quality AT Services". Navigation tabs for Home, Indicators, QIAT List, Resources, Announcements, and About Us are visible. A main content area features a "Welcome to the QIAT Website" section with a photo of a person at a computer and a "What's New" section listing recent documents and resource updates. Contact information is provided at the bottom.

**QIAT**  
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 is a white rectangular box with a double-line border. It features the QIAT logo in the top left corner. The main text is centered and reads: "The Next QIAT Webinar is: January 15, 2014 on AT Implementation by Gayl Bowser and Jane Korsten". Contact information is provided at the bottom.

**QIAT**  
Quality Indicators for Assistive Technology

**The Next QIAT Webinar is:**

**January 15, 2014**  
**on**  
**AT Implementation**  
**by**  
**Gayl Bowser**  
**and**  
**Jane Korsten**

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