

NOTE-TAKING GUIDE: QIAT Implementation Indicators



**Welcome to webinar #5 of
the QIAT Webinar Series:**

Focusing on the work of the QIAT Community

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Notes From AbleNet University


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NOTE-TAKING GUIDE: QIAT Implementation Indicators



Implementation

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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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Common AT Implementation Errors

- Team members assume that everyone understands what needs to happen and knows what to do.
- Plans for implementation are created and carried out by one IEP team member.
- The team focuses on device acquisition and does not discuss implementation.

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More Common Errors

- An implementation plan is developed that is incompatible with the instructional environments.
- No one takes responsibility for the care and maintenance of AT devices and so they are not available or in working order when needed.
- Contingency plans for dealing with broken or lost devices are not made in advance.

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Poll #1 Your Background

What is your professional background or perspective?

- SLP
- OT
- PT
- Educator
- Parent
- Administrator

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Poll #2 You and AT

How much of the work you do relates to AT?

- I don't work with AT
- A little
- About half of my work involves AT.
- Most of my work involves AT

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Implementation Area

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.

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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.

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10


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1. AT implementation proceeds according to a collaboratively developed plan.

1 Least Promising	2	3	4	5 Most Promising
There is no implementation plan.	Individual team members may develop AT implementation plans independently.	Some team members collaborate in the development of an AT implementation plan.	Most team members collaborate in the development of AT implementation plan.	All team members collaborate in the development of a comprehensive AT implementation plan.

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AT Implementation Plan

AT Management Questionnaire

Date of Plan: _____

Student: _____

Assistive Technology Device: _____

Team Members: _____

Review Date: _____

Support Task	Primary Responsible	Schedule	Evidence of Completion
Initial Student Training			
Ongoing Student Training			
Daily/Regular Support of Student Use			
Daily/Regular Maintenance Activities			
Staff Training			
Consultation with Staff			
Communication with Family			
Parent/Family Training			
Repairs and Modifications			

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Page 1 of 1

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AT Implementation Plan Sample process questions

- Student Training Questions to Consider
- Equipment Considerations
- Staff and Family Training Questions

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Indicators are inter-related


Documentation in the IEP Indicator #5 lays the foundation for the Implementation Plan. The IEP is the document that will be seen by the most people.

- .5. 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.

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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.

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

1 Least Promising	2	3	4	5 Most Promising
AT included in the IEP is rarely used.	AT is used in isolation with no links to the student's curriculum and/or daily activities.	AT is sometimes integrated into the student's curriculum and daily activities.	AT is generally integrated into the student's curriculum and daily activities.	AT is fully integrated into the student's curriculum and daily activities.

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Dollys Initial Goals

1. D. will respond to/initiate communication when prompted using multiple modes of communication which could include purposeful movement, smile, switch activation, vocalization and/or eye gaze/head movement 50% of opportunities
2. D. will demonstrate increased active movement to reach and touch school materials 50% of opportunities

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Mom's Goal

1. Get D. to "buy in" on switch use. * expose Dolly to the concept of switch scanning/ assess ability to do it/ build her skills
2. Find good switch access points
2. Try using switch scanning on current aac apps she has

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What they came to

1. When presented with core vocabulary, D. will demonstrate understanding through purposeful multimodal forms of communication for at least 12 targeted vocabulary words.

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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.

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

1 Least Promising	2	3	4	5 Most Promising
Responsibility for implementation is not accepted by any team member.	Responsibility for implementation is assigned to one team member.	Responsibility for implementation is shared by some team members in some environments.	Responsibility for implementation is generally shared by most team members in most environments.	Responsibility for implementation is consistently shared among team members across all environments.

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Example of an interrelated indicator.

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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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.

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

1 Least Promising	2	3	4	5 Most Promising
No strategies are provided to support the accomplishment of tasks.	Only one strategy is provided to support the accomplishment of tasks.	Multiple strategies are provided. Students are sometimes encouraged to select and use the most appropriate strategy for each task.	Multiple strategies are provided. Students are generally encouraged to select and use the most appropriate strategy for each task.	Multiple strategies are provided. Students are consistently encouraged to select and use the most appropriate strategy for each task.

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Daniel's AT for Writing

Task	Tool
Name on paper	Name Stamp
1-2 word answers	Computer/word processing software
Sentences	Portable word processor
Paragraphs	Portable word processor
Five page paper-biography	Dictation to instructional assistant

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Poll #3 Your Students' AT

For what kinds of tasks might your students need technology supports?

- Written communication
- Spoken language
- Reading
- Academics
- Environmental control
- Cognitive supports

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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.

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

1 Least Promising	2	3	4	5 Most Promising
AT needs for learning opportunities have not been determined.	AT learning opportunities needs are initially identified for student, family, and staff, but no training has been provided.	Initial AT learning opportunities are sometimes provided to student, family, and staff.	Initial and follow-up AT learning opportunities are generally provided to student, family, and staff	Ongoing AT learning opportunities are provided to student, family, and staff as needed, based on changing needs.

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Aspects of AT Competence

Operational Skills

Functional Skills

Strategic Skills

Social Skills



Adapted from Janice Light:
"Toward a Definition of Communicative Competence for Individuals
Using Augmentative And Alternative Communication Systems"
Journal of AAC, 1989, p. 137-143

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29



Aspects of AT Competence

Operational Skills

- How it works

Functional Skills

- What you do with it

Strategic Skills

- When you use it

Social Skills

- Using it with other people

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30

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Dolly's skills include:

- Persistence and attention to task
- Participates in partner assisted scanning using change in affect, voice and/or motor patterns to indicate her choice.

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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.

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6. AT implementation is initially based on assessment data and is adjusted based on performance data.

1 Least Promising	2	3	4	5 Most Promising
AT implementation is based on equipment availability and limited knowledge of team members, not on student data.	AT implementation is loosely based on initial assessment data and rarely adjusted.	AT implementation is based on initial assessment data and is sometimes adjusted as needed based on student progress.	AT implementation is based on initial assessment data and is generally adjusted as needed based on student progress.	AT implementation is based on initial assessment data and is consistently adjusted as needed based on student progress.

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Indicators are inter-related

Evaluation of Effectiveness Indicator #5 and #6 have an ongoing impact on the Implementation Plan.

5: Data are collected to provide teams with a means for analyzing student achievement and identifying supports and barriers that influence assistive technology use to determine what changes, if any, are needed.

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Continued:

6. Changes are made in the student's assistive technology services and educational program when evaluation data indicate that such changes are needed to improve student achievement.

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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.

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

1 Least Promising	2	3	4	5 Most Promising
Equipment and materials are not managed or maintained. Students rarely have access to the equipment and materials they require.	Equipment and materials are managed and maintained on a crisis basis. Students frequently do not have access to the equipment and materials they require.	Equipment and materials are managed and maintained so that students sometimes have access to the equipment and materials they require.	Equipment and materials are managed and maintained so that students generally have access to the equipment and materials they require.	Equipment and materials are effectively managed and maintained so that students consistently have access to the equipment and materials they require.

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Equipment Considerations

1. Who will provide the device and any consumable supplies needed?
2. In what environments will the child use the assistive technology?
3. How will the device be made available in each environment (i.e. move with the child, child will go to the device, on request, etc.)
4. Where will the device be located when the child uses it?
5. Will the student need to use this device at home? If no, will an alternative device be needed?
6. Will adaptations or modifications to the device be needed to help the student access the device?
7. Who will be responsible for device repairs?

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Poll #4 Your Implementation Priorities

Which implementation indicators do you feel are most important for your situation?

1. Collaboratively developed plan
2. Integrated
3. Shared responsibility
4. Variety of strategies—including
5. Learning opportunities
6. Data-based decisions
7. Management and maintenance of equipment

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

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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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Examples of Implementation Resources from the QIAT website

- Guiding Document for Implementation
- Reading Difficulties: An article written by Dr. Dave Edyburn with assistive technology examples.
- Inclusive Practices Toolkit Items: All schools in our district have an Inclusive Practices Toolkit--a compilation of items that contribute to the success of all students.
- Working with PDF Documents Adobe Acrobat X :This document will explain the various ways that teachers obtain/create PDF documents on both Mac and PC computers and what may be needed in order for these documents to be accessible to support reading and writing tasks.

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Implementation Takeaways

- Requires involvement of many team members
- Addresses technology use for functional tasks
- Related to student goals
- Plans are adjusted based on meaningful data

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The next QIAT webinar in the AbleNet University Series:

Evaluation of the Effectiveness of AT

February 12, 2014

11:30 Central Time Zone

Presenters

Jane Korsten

Terry Foss

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AT Management Questionnaire

Date of Plan: _____

Student: _____

Assistive Technology Device: _____

Team Members:

Review Date: _____

Support Task	Person(s) Responsible	Schedule	Evidence of Completion
Initial Student Training			
Ongoing Student Training			
Daily/Regular Support of Student Use			
Daily/Regular Maintenance Activities			
Staff Training			
Consultation with Staff			
Communication with Family			
Parent/Family Training			
Repairs and Modifications			

Student Training Questions to Consider

1. What will this student use the assistive technology device to do?
2. What specific technology use skills will the student need to learn?
3. How much training does the student require?
4. When will training be provided to the child?
5. How will the child learn to use the device in customary environments?
6. What kind of direct supervision and help will the child need in order to use the device in a functional manner?

Results of Team Discussion:

Equipment Considerations

1. Who will provide the device and any consumable supplies needed?
2. In what environments will the child use the assistive technology?
3. How will the device be made available in each environment (i.e. move with the child, child will go to the device, on request, etc.)
4. Where will the device be located when the child uses it?
5. Will the student need to use this device at home? If no, will an alternative device be needed?
6. Will adaptations or modifications to the device be needed to help the student access the device?
7. Who will be responsible for device repairs?

Results of Team Discussion:

Staff and Family Training Questions

1. Which adults in the child's environments will require training in the use of the device?
2. What will various staff and family members need to know about the device and how it works?
3. Who will provide the needed training for these people?
4. Who should be called if technical assistance is needed?

Results of Team Discussion:

