


NOTE-TAKING GUIDE: Ablenet University QIAT Series: Evaluation of Effectiveness of AT



**Welcome to webinar #6 of
the QIAT Webinar Series:**

Focusing on the work of the QIAT Community

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Evaluation of Effectiveness

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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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Poll #1 Your Background

What is your professional background or perspective?

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

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Poll #2

What is your experience with the Quality Indicators?

- I use QIAT
- Familiar but don't use QIAT
- Not familiar with QIAT at all

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Common AT Evaluation of Effectiveness Errors

1. An observable, measurable student behavior is not specified as a target for change.
2. Team members do not share responsibility for evaluation of effectiveness.

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More Common AT Evaluation of Effectiveness Errors

- 3. An environmentally appropriate means of data collection and strategies has not been identified.
- 4. A schedule of program review for possible modification is not determined before implementation begins.

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Poll #3

I use data more to:

- ___ document progress
- ___ identify barriers
- ___ change strategies
- ___ recommend AT equipment & service
- ___ support funding request

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Evaluation of Effectiveness Area

This area addresses the evaluation of the effectiveness of the AT devices and services that are provided to individual students. It includes data collection, documentation and analysis to monitor changes in student performance resulting from the implementation of assistive technology services. Student performance is reviewed in order to identify if, when, or where modifications and revisions to the implementation are needed.

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1. Team members share clearly defined responsibilities to ensure that data are collected, evaluated, and interpreted by capable and credible team members.


Intent:

Each team member is accountable for ensuring that the data collection process determined by the team is implemented. Individual roles in the collection and review of the data are assigned by the team. Data collection, evaluation, and interpretation are led by persons with relevant training and knowledge. It can be appropriate for different individual team members to conduct these tasks.

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1. Team members share clearly defined responsibilities to ensure that data are collected, evaluated, and interpreted by capable and credible team members.

UNACCEPTABLE				PROMISING PRACTICES
1	2	3	4	5
Responsibilities for data collection, evaluation, or interpretation are not defined.	Responsibilities for data collection, evaluation, or interpretation of data are assigned to one team member.	Responsibilities for collection, evaluation and interpretation of data are shared by some team members.	Responsibilities for collection, evaluation and interpretation of data are shared by most team members.	Responsibilities for collection, evaluation and interpretation of data are consistently shared by team members.

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Patrick


Patrick is a student who requires homebound services. His team meets with him individually and in pairs depending on the demands of the service. The parent works outside the home and usually communicates with the team by speaker phone during team meetings. The psychologist on the team schedules team meetings 2x/mo. Team members discuss data collection details and determine the next step for service delivery at these meetings.

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Plan for Evaluation of Effectiveness




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Clearly defined responsibilities




Step 7: What is the data collection plan?
Environments(s): home
Activity: music therapy, PT and academics
Frequency: up to 4x per week 20-60 min.
Person(s) responsible: MT, PT & resource teacher
data collection: response patterns
data analysis: % comparisons across activities
changes in response to analysis: TBA
Review dates: TBA

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Defining roles

activity	time	minutes	%	Date	Date	Date	Date	Date
		120	100.0%					
Arrival, positioning	9:00-9:15	15	12.5%					
instruction	9:15-9:30	15	12.5%					
Transition (position, travel)	9:45-9:55	10	8.3%					
Therapies (SLP, OT, PT)	9:55-10:15	20	16.6%					
Transition	10:15-10:25	10	8.3%					
Instructional	10:25-10:45	20	16.6%					
Dismissal	10:45-11:00	15	12.5%					
total		120	99.8%					

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2. Data are collected on specific student achievement that has been identified by the team and is related to one or more goals.

Intent:

In order to evaluate the success of assistive technology use, data are collected on various aspects of student performance and achievement. Targets for data collection include the student's use of assistive technology to progress toward mastery of relevant IEP and curricular goals and to enhance participation in extracurricular activities at school and in other environments.

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2. Data are collected on specific student achievement that has been identified by the team and is related to one or more goals.

UNACCEPTABLE				PROMISING PRACTICES
1	2	3	4	5
Team neither identifies specific changes in student behaviors expected from AT use nor collects data.	Team identifies student behaviors and collects data, but the behaviors are either not specific or not related to IEP goal(s).	Team identifies specific student behaviors related to IEP goals, but inconsistently collects data.	Team identifies specific student behaviors related to IEP goals, and generally collects data.	Team identifies specific student behaviors related to IEP goals, and consistently collects data on changes in those behaviors.

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3. Evaluation of effectiveness includes the quantitative and qualitative measurement of changes in the student's performance and achievement.

Intent:
 Changes targeted for data collection are observable and measurable, so that data are as objective as possible. Changes identified by the IEP team for evaluation may include accomplishment of relevant tasks, how assistive technology is used, student preferences, productivity, participation, and independence, quality of work, speed and accuracy of performance, and student satisfaction, among others.

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3. Evaluation of effectiveness includes the quantitative and qualitative measurement of changes in the student's performance and achievement.

UNACCEPTABLE		PROMISING PRACTICES		
1	2	3	4	5
Effectiveness is not evaluated.	Evaluation of effectiveness is based on something other than student performance, such as changes in staff behavior and/or environmental factors.	Evaluation of effectiveness is based on subjective information about student performance.	Evaluation of effectiveness is generally based on objective information about student performance from a few data sources.	Evaluation of effectiveness is consistently based on objective information about student performance obtained from a variety of data sources.

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Charlie

Charlie's team decided that he was a good candidate for speech recognition software. After the initial training, Charlie would use voice recognition software in the resource room for assignments longer than two paragraphs. Charlie would also continue to dictate to a designated staff person in selected classes. During the six week training period, his special education teacher and the parents agreed to collect data on accuracy, time on task, and number of words dictated.

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4. Effectiveness is evaluated across environments during naturally occurring and structured activities.


Intent:

Relevant tasks within each environment where the assistive technology is to be used are identified. Data needed and procedures for collecting those data in each environment are determined.

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4. Effectiveness is evaluated across environments during naturally occurring and structured activities.

UNACCEPTABLE				PROMISING PRACTICES
1	2	3	4	5
Effectiveness is not evaluated in any environment.	Effectiveness is evaluated only during structured opportunities in controlled environments (e.g. massed trials data).	Effectiveness is evaluated during structured activities across environments and a few naturally occurring opportunities.	Effectiveness is generally evaluated during naturally occurring opportunities and structured activities in multiple environments.	Effectiveness is consistently evaluated during naturally occurring opportunities and structured activities in multiple environments.

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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.

Intent:

Teams regularly analyze data on multiple factors that may influence success or lead to errors in order to guide decision-making. Such factors include not only the student’s understanding of expected tasks and ability to use assistive technology but also student preferences, intervention strategies, training, and opportunities to gain proficiency.

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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.

UNACCEPTABLE	1	2	3	4	PROMISING PRACTICES
	1	2	3	4	5
No data are collected or analyzed.		Data are collected but are not analyzed.	Data are superficially analyzed.	Data are sufficiently analyzed most of the time.	Data are sufficiently analyzed all of the time.

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Patrick



Step #4: What obstacles may inhibit success?

Physical access

Opportunity

Instruction/practice

Student preference

Skill


Attitude

Duration

Other: _____

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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.

Intent:
 During the process of reviewing evaluation data, the team decides whether changes or modifications need to be made in the assistive technology, expected tasks, or factors within the environment. The team acts on those decisions and supports their implementation.

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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.

UNACCEPTABLE				PROMISING PRACTICES
1	2	3	4	5
Program changes are never made.	Program changes are made in the absence of data.	Program changes are loosely linked to student performance data.	Program changes are generally linked to student performance data.	Program changes are consistently linked to student performance data.

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7. Evaluation of effectiveness is a dynamic, responsive, ongoing process that is reviewed periodically.

Intent:
 Scheduled data collection occurs over time and changes in response to both expected and unexpected results. Data collection reflects measurement strategies appropriate to the individual student's needs. Team members evaluate and interpret data during periodic progress reviews.

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7. Evaluation of effectiveness is a dynamic, responsive, ongoing process that is reviewed periodically.

UNACCEPTABLE				PROMISING PRACTICES
1	2	3	4	5
No process is used to evaluate effectiveness.	Evaluation of effectiveness only takes place annually, but the team does not make program changes based on data.	Evaluation of effectiveness only takes place annually and the team uses the data to make annual program changes.	Evaluation of effectiveness takes place on an on-going basis and team generally uses the data to make program changes.	Evaluation of effectiveness takes place on an on-going basis and the team consistently uses the data to make program changes.

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Poll #4


Your Evaluation of Effectiveness Priorities

Indicate your next focus for evaluating the effectiveness of AT.

- ___defining roles
- ___relating data to goal(s)
- ___analyzing the data
- ___making changes in response to data

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Indicators are inter-related

Consideration

Indicator #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.

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Indicators are inter-related

Assessment

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

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Indicators are inter-related


Including AT in the IEP

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

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Indicators are inter-related

Implementation

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

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

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

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 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	This document compares several features of iOS word prediction


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Examples of Evaluation of Effectiveness Resources from the QIAT website

- Guiding Document: Evaluation of Effectiveness www.qiat.org (2010)
- Plan for Evaluation of Effectiveness of AT Use. www.qiat.org (2010)
- Hey! Can I Try That? Bowser , G & Reed, P. www.educationtechpoints.org (2007)
- How Do You Know It? How Do You Show It? Reed, P. Bowser, G. & Korsten, J. www.wati.org (2002)
- The ABC's of Effectively Evaluating AT Use. Bowser, G. & Reed, P. www.educationtechpoints.org (2011)
- Every Move Counts, Clicks and Chats. Korsten, J., Foss, T. & Berry, L. www.everymovecounts.net (2007)
- *Assistive Technology Implementation and Evaluation Planning Guide*. Zabala, J.S., & Korsten, J.E. www.joyzabala.com (2005)

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The next QIAT webinar in the AbleNet University Series:

AT Transition
March 19, 2014
11:30am Central Time

Presenters
Gayl Bowser Diana Carl

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