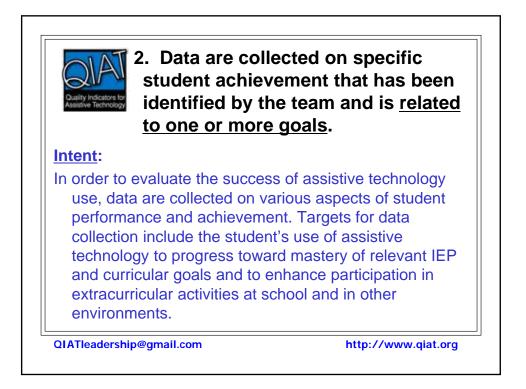
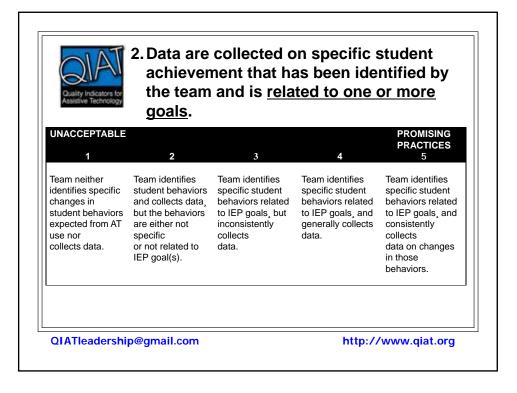
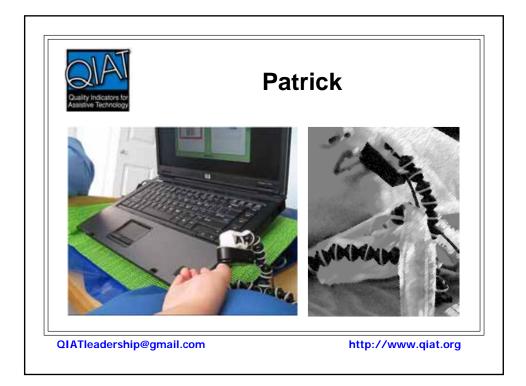
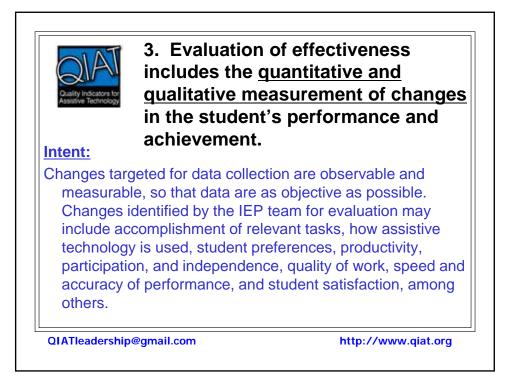


QUAN Duality Indicators for Assessed Technology		Def	inin	g r	ole	es			
	activity	time	minutes	%	Date	Date	Date	Date	Date
			120	100.0%					
	Arrival, positioning	9:00-9:15	15	12.5%					
	instruction	9:15-9:30	15	12.5%					
	Transition (position, travel)	9:45-9:55	10	8.3%					
	Therapies (SLP, OT, PT)	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%					

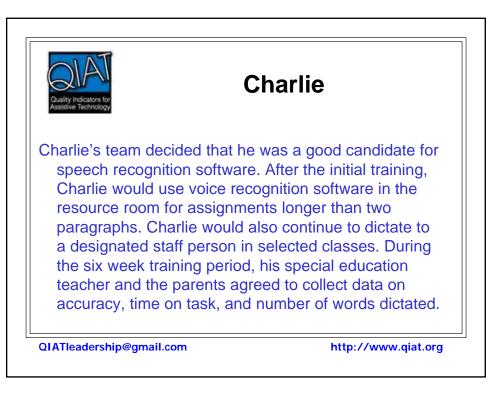


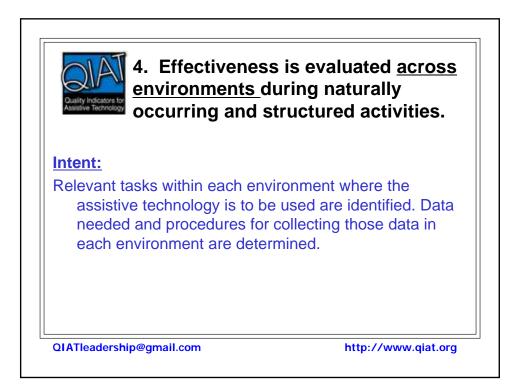




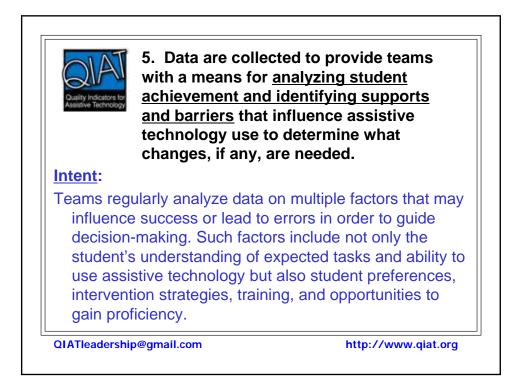


3. Evaluation of effectiveness includes the <u>quantitative and qualitative measurement of changes</u> in the student's performance and achievement.					
UNACCEPTABLE	2	3	4	PROMISING PRACTICES 5	
Effectiveness is not evaluated.	Evaluation of effectiveness is based on something other than student performance, such as changes in staff behavior and/or environmental factors.	effectiveness is based on subjective information	Evaluation of effectiveness is generally based on objective information about student performance from a few data sources.	effectiveness is consistently based on objective information about student	



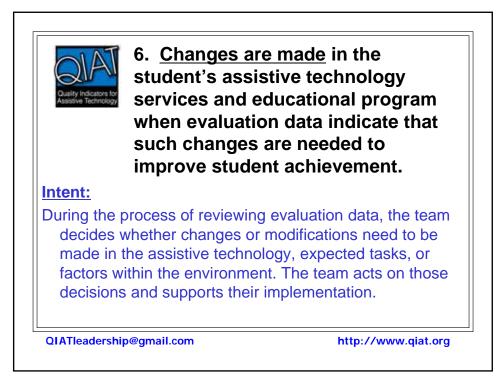


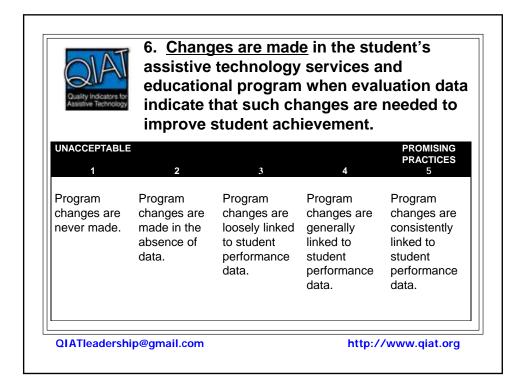
	activities.			PROMICINO
1	2	3	4	PROMISING PRACTICES 5
Effectiveness is not evaluated in any environment.	Effectiveness is evaluated only during structured opportunities in controlled environments (e.g. massed trials data).	Effectiveness is evaluated during structured activities across environments and 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.

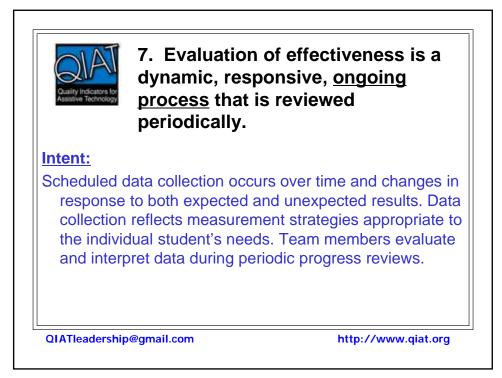


Assistive Technolog	barriers use to de needed.	that influen	ice assistiv	upports and re technology s, if any, are
	2	3	4	PROMISING PRACTICES 5
No data are collected or analyzed.	Data are collected but are not analyzed.	Data are superficially analyzed.	Data are sufficiently analyzed most of the time.	analyzed all of

Cluality indicators for Assestive Technology	Patrick
	Step #4: What obstacles may inhibit success? X Physical access X Opportunity X Instruction/practice X Student preference Skill X Attitude X Duration Other:
QIATIeadership@gmail.com	http://www.qiat.org







responsive, <u>ongoing process</u> that is reviewed periodically.					
UNACCEPTABLE	2	3	4	PROMISING PRACTICES 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.	effectiveness	

