



## **QIAT Webinars**

**A series of webinars focusing on  
the work of the QIAT Community**

[QIATleadership@gmail.com](mailto:QIATleadership@gmail.com)

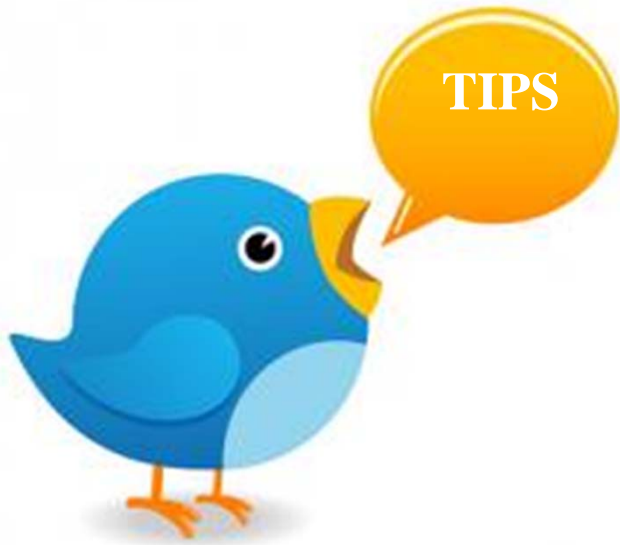
<http://www.qiat.org>

# After Today's Session

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  - A link to the presentation slides
  - Certificate of attendance
  - Additional handouts (if applicable)
  - Product video demo links
  - Special offer
  
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- **Audio cutting in & out?** Click “Mute Audio.” Wait several seconds & then click “Play Audio” to reestablish the broadcast audio feed.



# A Brief Overview of QIAT

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<http://www.qiat.org>



## Poll

- Professional Background or Perspective
  - Parent, Teacher, Administrator, Therapist, Professor, AT Consumer
- Current knowledge of QIAT
  - It's totally new to me; I know of QIAT; I'm on the QIAT List; I use QIAT indicators and resources in my work; I lead others in the use of QIAT indicators and resources



# The QIAT Community

- Began in the Fall of 1998
- Is a grass roots effort
- Has participants from all perspectives
- Is an all inclusive and ongoing effort
- Facilitated by the QIAT Leadership Team

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# Mission Statement

The mission of QIAT is to guide the provision of quality AT services to improve educational achievement of students with disabilities.



## Purpose of QIAT

- Guide improvement of AT services in order to improve the educational participation and results of students.
- Improve quality of services
- Increase consistency of services
- Support implementation IDEA and other legal mandates





## Beneficiaries of QIAT

- School districts - quality AT services
- Service providers - continuous improvement
- Consumers and families - integrated AT services
- Universities - competent service providers
- Policy-makers - judicious policy



# **QIAT Developments**

## **1998 to Present**

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## Primary QIAT Tools

- Indicators in 8 areas
- Validated in 2004
- Matrix for each area
- Resources
- QIAT Web site



## 8 QIAT Areas

- Consideration
- Assessment
- AT in the IEP
- Implementation
- Evaluation of Effectiveness
- Transition
- Administrative Support
- Professional Development



## Contents of Each Area

- I. Section Title (Area Name)
- II. Overview of the Area
- III. Indicators
- IV. Intent Statements
- V. Common Errors



## Assumptions for ALL Areas

- Require on-going collaborative work
- Respect ethical practices
- Are legally correct and aligned
- Are applicable regardless of the model of service delivery
- Are applicable to other service plans and programs



# QIAT Community Participation

[QIATleadership@gmail.com](mailto:QIATleadership@gmail.com)

<http://www.qiat.org>



# QIAT Survey 2012

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# Response to the Survey

- Monthly tips based on survey responses
  - Providing information on how to use on archives
  - Subject line matches the content
  - How to manage mail options on QIAT
- Technical assistance and support with the list operation and access.
- Building awareness of guidelines



# Quick Tips for Using the QIAT Website

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<http://www.qiat.org>



# Quality Indicators for Assistive Technology

## Guiding the Provision of Quality AT Services

Home	Indicators	QIAT List	Resources	Announcements	About Us
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« 1 2 3 »

### 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 their services

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## New Accessibility Features

- Skip to content for screen readers in top banner
- Contact us in top banner
- Text size change feature in top banner
- Navigation at bottom of every page
- Path or “bread crumbs” to show where you are
- New features of share, email, print on pages
- Key words added to meta tags



## QIAT Website Tabs

- Quality Indicators
- QIAT List
- Resources
- Announcements
- About Us



# Quality Indicators

The Quality Indicators for Assistive Technology include:

- Specific quality indicators that were developed by focus groups and validated through research
- Intent statements that further explain each indicator
- Common errors for each of the eight areas



## QIAT List

- Join the QIAT List
- Guidelines
- Change Delivery Options
- Leave the QIAT List
- Archives



## Resources

- A Compiled List of Resources for each QIAT Area
- Guiding Documents
- Links to Web Sites
- Resource Bank





## Other Pages

- Announcements
  - Conferences
  - Summits
- About Us
  - QIAT Leadership Team
  - Fact Sheet
  - Partnerships



## **Quick Tips for Participating on the QIAT list**

[QIATleadership@gmail.com](mailto:QIATleadership@gmail.com)

<http://www.qiat.org>



## QIAT Online

### QIAT List

- Collegial conversations
- New information and updates
- Multiple perspectives
- Open to all



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<http://www.qiat.org>



# Change Delivery Options or Leave the List

**At the bottom of EVERY Message**

-----  
To Subscribe, unsubscribe, make changes in delivery options go to  
<http://lsv.uky.edu/scripts/wa.exe?SUBED1=qiat&A=1>

If you are already subscribed and just want to change settings, select  
JOIN LIST after you select the settings you want to update.

To search the QIAT archives, go to  
<http://lsv.uky.edu/archives/QIAT.html>



# “How to”s for the QIAT List

## Join or leave the QIAT List

- <http://www.qiat.org>
- Mailing List Tab

## Directions on EVERY message

- Change Delivery Options
- Leave the QIAT List
- Archives



# Managing Your Mail

## Change Options and Digest

### Join or Leave the List

You are currently subscribed to QIAT. From this screen, you can update your subscription options or leave the list.

**Your Name:**

**Your E-Mail Address:**

Subscribed Since 22 Aug 2001

**Subscription Type:**

- Regular
- Digest (traditional)
- Digest (MIME format)
- Digest (HTML format)
- Index (traditional)
- Index (HTML format)

**Mail Header Style:**

- Normal LISTSERV-style header
- LISTSERV-style, with list name in subject
- LISTSERV-style, short
- "Dual" (second header in mail body)
- sendmail-style

**Acknowledgements:**

- No acknowledgements
- Short message confirming receipt
- Receive copy of own postings

**Miscellaneous:**

- Mail delivery disabled temporarily
- Address concealed from REVIEW listing



# Quick Tips for Using the QIAT Archives

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<http://www.qiat.org>



# The QIAT Archives

## Viewable by Week

### Sort by:

Author | Date | Topic | Chronologically | Most recent first

### Options:

- Show author | Hide author
- Show table of contents | Hide table of contents
- Back to main QIAT page
- Join or leave QIAT (or change settings)
- Search
- Log out





# The QIAT Archives

## Searching the Entire Archives

**International Date  
Organization**

**Year/Month/Day**

**Search the QIAT Archives**

Search for:   
apple or pear  
(green apple) or (red apple)

Substring Search

In Messages Where:

- ◆ The subject is or contains:   
pie or cake
- ◆ The author's address is or contains:   
granny

Since:  (date/time)

Until:  (date/time)  
June 1995  
2 May 96

Sort by:

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## QIAT Collaborations

- Within QIAT
- Other projects



# Examples of Collaborations within QIAT

- **Collaboratively developed resources**  
(e.g., iPad Features List)
- **Document Reviews**
- **Recruiting and Research**  
(e.g., Wojcik dissertation)
- **Your ideas?**



# Conference Participation

## Conference sessions

- CTG
- ATIA
- CSUN

# Quality Indicators for Assistive Technology

in Post Secondary Education

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[Collaborators](#)

[Contact Us](#)

## Contact Us

Quality Indicators for Assistive Technology in Post Secondary Education is a national project sponsored by [Great Lakes ADA Center](#) and [Southwest ADA Center](#), Members of the [ADA National Network](#).

[Contact us for more information!](#)

## Quality Indicators for Assistive Technology

Welcome to the QIAT-PS website. This project, Quality Indicators for Assistive Technology in Post-Secondary education, offers tools and resources on quality implementation of assistive technology in the post-secondary educational environments. The project is sponsored by the [Great Lakes ADA Center](#) and the [Southwest ADA Center](#), members of the [ADA National Network](#). QIAT-PS is a collaborative effort of hundreds of professionals from a wide variety of higher education and K-12 schools and based on the successful implementations of assistive technology indicators in K-12 public schools.

Many of us know that a person with a disability that uses or needs assistive technology and enters post-secondary education can face a number of very real challenges and barriers. During 2009, the QIAT-PS project developed and distributed a nationwide survey to current or former students with assistive technology needs in post-secondary settings. The results confirmed that there was indeed a great need for post-secondary education settings to improve their service delivery of assistive technology. Additionally, the survey demonstrated that students, the consumer of these services, bear a great level of responsibility for the quality and effectiveness of the integration of the use of assistive technology in the higher education setting.

With these needs in mind, the QIAT-PS project has developed quality tools and resources for both higher educational institutions to improve assistive technology service delivery, as well as student directed resources to increase self-advocacy skills and increase successful integration of assistive technology in the new environment. The QIAT-PS work is modeled after the successful grass roots effort to create benchmarks for assistive technology service provision in public K-12.



DBTAC Southwest ADA Center



Adirondack Accessibility





# ***Continuing the Conversation...***

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<http://www.qiat.org>



## Let's Hear from You

- Questions
- Comments
- Suggestions

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<http://www.qiat.org>





## Key Takeaways

- QIAT work was developed and is sustained through the participation of hundreds of people
- QIAT is a beneficial resource for people with different responsibilities and interests
- The QIAT is a thriving, just in time learning community
- You are cordially invited to join in!!



## **The Next QIAT Webinar is:**

**Consideration of AT Needs**

**Date: October 16, 2013 - 11:30 Central Time**

**Presenters: Kathy Lalk, Penny Reed**

[QIATleadership@gmail.com](mailto:QIATleadership@gmail.com)

<http://www.qiat.org>



**Looking forward to seeing you online  
and at the conferences!**

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## Quality Indicators for Administrative Support of Assistive Technology

Quality Indicator	Variations				
	UNACCEPTABLE  PROMISING PRACTICES				
<b>1. The education agency has <u>written procedural guidelines</u> that ensure equitable access to AT devices and services for students with disabilities, if required for a free appropriate public education (FAPE).</b>	<b>1</b> No written procedural guidelines are in place.	<b>2</b> Written procedural guidelines for few components of AT service delivery are in place. (i.e. assessment or consideration)	<b>3</b> Written procedural guidelines that address several components of AT service delivery are in place.	<b>4</b> Written procedural guidelines that address most components of AT service delivery are in place.	<b>5</b> Comprehensive written procedural guidelines that address all components of AT service delivery are in place.
<b>2. The education agency <u>broadly disseminates</u> clearly defined procedures for accessing and providing AT services and supports the implementation of those guidelines.</b>	<b>1</b> No procedures disseminated and no plan to disseminate.	<b>2</b> A plan for dissemination exists, but has not been implemented.	<b>3</b> Procedures are disseminated to a few staff who work directly with AT.	<b>4</b> Procedures are disseminated to most agency personnel and generally used.	<b>5</b> Procedures are disseminated to all agency personnel and consistently used.
<b>3. The education agency includes appropriate AT responsibilities in <u>written descriptions of job requirements</u> for each position in which activities impact AT services.</b>	<b>1</b> No job requirements relating to AT are written.	<b>2</b> Job requirements related to AT are written only for a few specific personnel who provide AT services.	<b>3</b> Job requirements related to AT are written for most personnel who provide AT services but are not clearly aligned to job responsibilities.	<b>4</b> Job requirements related to AT are written for most personnel who provide AT services and are generally aligned to job responsibilities.	<b>5</b> Job requirements related to AT are written for all personnel who provide AT services and are clearly aligned to job responsibilities.

## Quality Indicators for Administrative Support of Assistive Technology

<p><b>4. The education agency employs <u>personnel with the competencies needed to support quality AT services within their primary areas of responsibility at all levels of the organization.</u></b></p>	<p style="text-align: center;"><b>1</b></p> <p>AT competencies are not considered in hiring, assigning or evaluating personnel.</p>	<p style="text-align: center;"><b>2</b></p> <p>AT competencies are recognized as an added value in an employee but are not sought.</p>	<p style="text-align: center;"><b>3</b></p> <p>AT competencies are recognized and sought for specific personnel.</p>	<p style="text-align: center;"><b>4</b></p> <p>AT competencies are generally valued and used in hiring, assigning and evaluating personnel.</p>	<p style="text-align: center;"><b>5</b></p> <p>AT competencies are consistently valued and used in hiring, assigning and evaluating personnel.</p>
<p><b>5. The education agency includes <u>AT in the technology planning and budgeting process.</u></b></p>	<p style="text-align: center;"><b>1</b></p> <p>There is no planning and budgeting process for AT.</p>	<p style="text-align: center;"><b>2</b></p> <p>AT planning and budgeting is a special education function that is not included in the agency-wide technology planning and budgeting process.</p>	<p style="text-align: center;"><b>3</b></p> <p>AT is sometimes included in the agency-wide technology planning and budgeting process, but is inadequate to meet AT needs throughout the agency.</p>	<p style="text-align: center;"><b>4</b></p> <p>AT is generally included in agency-wide technology planning and budgeting process in a way that meets most AT needs throughout the agency.</p>	<p style="text-align: center;"><b>5</b></p> <p>AT is included in the agency-wide technology planning and budgeting process in a way that meets AT needs throughout the agency.</p>
<p><b>6. The education agency provides access to <u>ongoing learning opportunities about AT for staff, family, and students.</u></b></p>	<p style="text-align: center;"><b>1</b></p> <p>No learning opportunities related to AT are provided.</p>	<p style="text-align: center;"><b>2</b></p> <p>Learning opportunities related to AT are provided on a crisis-basis only. Learning opportunities may not be available to all who need them.</p>	<p style="text-align: center;"><b>3</b></p> <p>Learning opportunities related to AT are provided to some individuals on a pre-defined schedule.</p>	<p style="text-align: center;"><b>4</b></p> <p>Learning opportunities related to AT are provided on a pre-defined schedule to most individuals with some follow-up opportunities.</p>	<p style="text-align: center;"><b>5</b></p> <p>Learning opportunities related to AT are provided on an ongoing basis to address the changing needs of students with disabilities, their families and the staff who serve them.</p>
<p><b>7. The education agency uses a <u>systematic process to evaluate all components of the agency-wide AT program.</u></b></p>	<p style="text-align: center;"><b>1</b></p> <p>The agency-wide AT program is not evaluated.</p>	<p style="text-align: center;"><b>2</b></p> <p>Varying procedures are used to evaluate some components of the agency-wide AT program.</p>	<p style="text-align: center;"><b>3</b></p> <p>A systematic procedure is inconsistently used to evaluate a few components of the agency-wide AT program.</p>	<p style="text-align: center;"><b>4</b></p> <p>A systematic procedure is generally used to evaluate most components of the agency-wide AT program.</p>	<p style="text-align: center;"><b>5</b></p> <p>A systematic procedure is consistently used throughout the agency to evaluate all components of the agency-wide AT program.</p>

## Quality Indicators for Administrative Support of Assistive Technology Services

This area defines the critical areas of administrative support and leadership for developing and delivering assistive technology services. It involves the development of policies, procedures, and other supports necessary to improve quality of services and sustain effective assistive technology programs.

1. **The education agency has written procedural guidelines that ensure equitable access to assistive technology devices and services for students with disabilities, if required for a free, appropriate, public education (FAPE).**

Intent: Clearly written procedural guidelines help ensure that students with disabilities have the assistive technology devices and services they require for educational participation and benefit. Access to assistive technology is ensured regardless of severity of disability, educational placement, geographic location, or economic status.

2. **The education agency broadly disseminates clearly defined procedures for accessing and providing assistive technology services and supports the implementation of those guidelines.**

Intent: Procedures are readily available in multiple formats to families and school personnel in special and general education. All are aware of how to locate the procedures and are expected to follow procedures whenever appropriate.

3. **The education agency includes appropriate assistive technology responsibilities in written descriptions of job requirements for each position in which activities impact assistive technology services.**

Intent: Appropriate responsibilities and the knowledge, skills, and actions required to fulfill them are specified for positions from the classroom through the central office. These descriptions will vary depending upon the position and may be reflected in a position description, assignment of duty statement, or some other written description.

4. **The education agency employs personnel with the competencies needed to support quality assistive technology services within their primary areas of responsibility at all levels of the organization.**

Intent: Although different knowledge, skills, and levels of understanding are required for various jobs, all understand and are able to fulfill their parts in developing and maintaining a collaborative system of effective assistive technology services to students.

5. **The education agency includes assistive technology in the technology planning and budgeting process.**



Intent: A comprehensive, collaboratively developed technology plan provides for the technology needs of all students in general education and special education.

**6. The education agency provides access to on-going learning opportunities about assistive technology for staff, family, and students.**

Intent: Learning opportunities are based on the needs of the student, the family, and the staff and are readily available to all. Training and technical assistance include any topic pertinent to the selection, acquisition, or use of assistive technology or any other aspect of assistive technology service delivery.

**7. The education agency uses a systematic process to evaluate all components of the agency-wide assistive technology program.**

Intent: The components of the evaluation process include, but are not limited to, planning, budgeting, decision-making, delivering AT services to students, and evaluating the impact of AT services on student achievement. There are clear, systematic evaluation procedures that all administrators know about and use on a regular basis at central office and building levels.

**COMMON ERRORS:**

1. If policies and guidelines are developed, they are not known widely enough to assure equitable application by all IEP teams.
2. It is not clearly understood that the primary purpose of AT in school settings is to support the implementation of the IEP for the provision of a free, appropriate, public education (FAPE).
3. Personnel have been appointed to head AT efforts, but resources to support those efforts have not been allocated. (Time, a budget for devices, professional development, etc.)
4. AT leadership personnel try to or are expected to do all of the AT work and fail to meet expectations.
5. AT services are established but their effectiveness is never evaluated.