



Taking AT Along to Colleges and Universities

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About the Great Lakes ADA Center



The Great Lakes ADA Center is a federally funded center established by the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), as part of the ADA National Network.



We provide information, materials, technical assistance and training on the Americans with Disabilities Act of 1990 (ADA) in the regional states of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin.

Keys to Success In Postsecondary

- Attitude
- Self-Advocacy
- Preparation

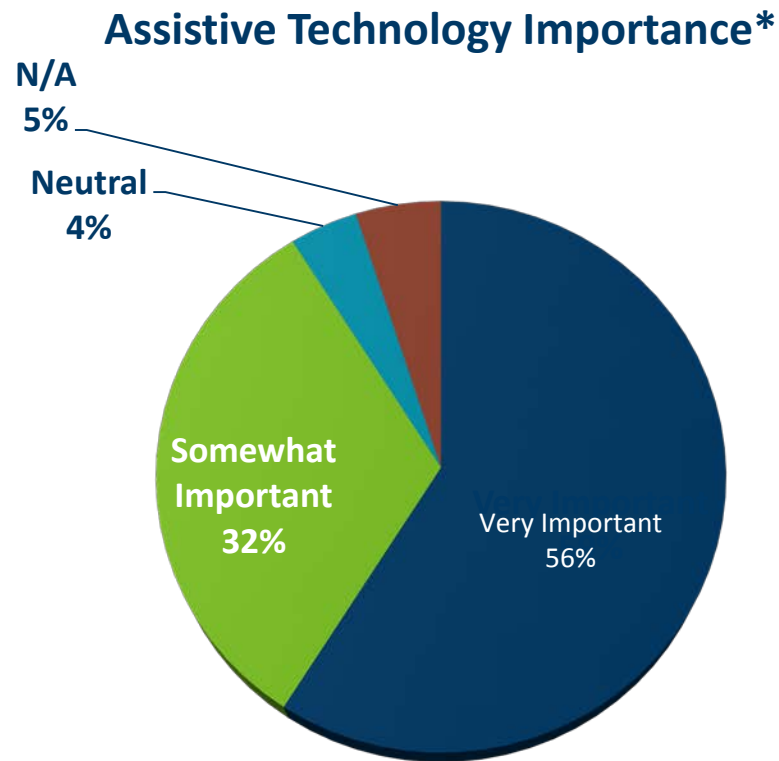


The State of AT in Higher Education

- Approximately 11 percent of undergraduates have a disability – 2 million students.
- The greatest increase is seen in students with hidden disabilities such as learning disabilities, AD/HD, and psychiatric disabilities.
- Students with disabilities are attending postsecondary education at rates similar to nondisabled students, but their completion rates are much lower. Only 34 percent finish a four-year degree in eight years.

The Role of Assistive Technology

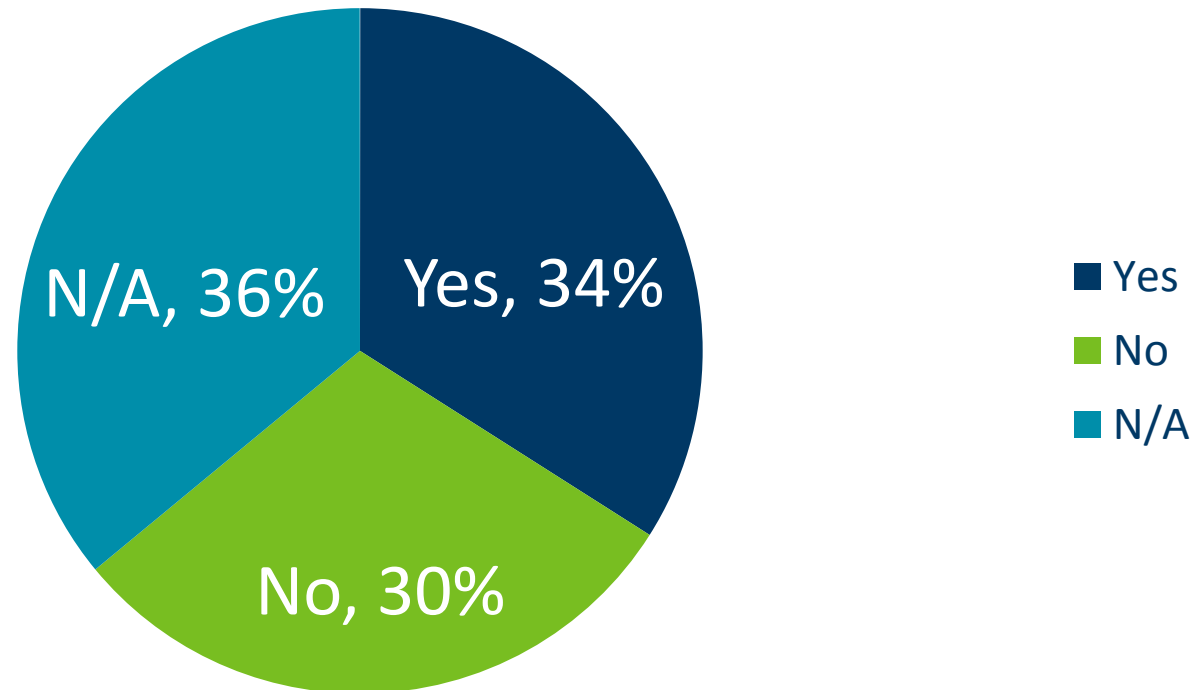
Do low graduation rates raise the possibility of inadequate or inappropriate supports and services?



Source: QIAT-PS AT Survey for Post-Secondary Students Using AT, June 2015

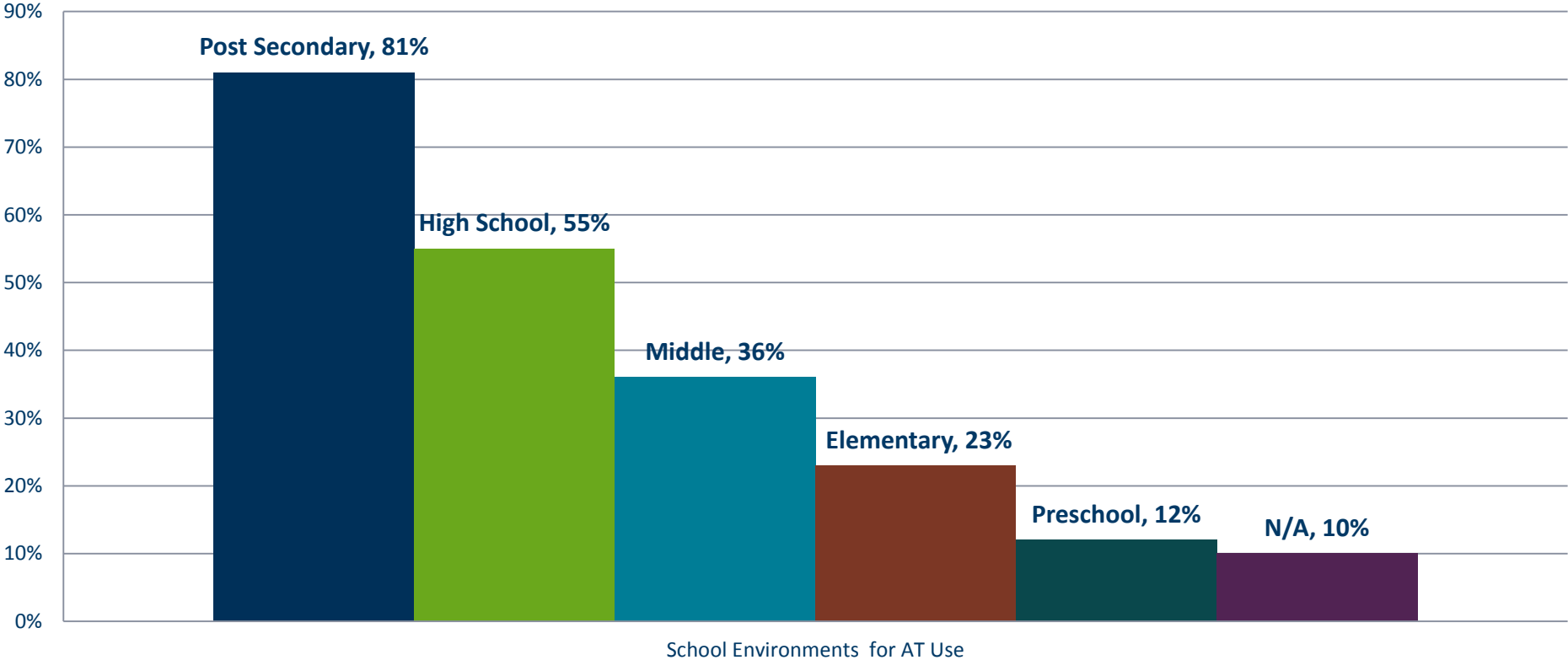
Technology Transfer from HS

Keep the Same Technology in the Transition Process?



AT Use Highest At The Post-Secondary Level

School Environments for AT Use



Source: QIAT-PS AT Survey for Post-Secondary Students Using AT, June 2015

Trends

2009 to 2015

Trends from the QIAT-PS Surveys

- More students feel access is critical
- Technology more diverse / more choices
- More comprehensive / complex systems in use
- More students get new technology in college
- Four times as much tech available in student disabilities offices and libraries
- More have had a positive experience with technology
- Training is trending positive
- Acceptance by campus faculty trending positive
- More schools have adopted a platform they require/suggest students to use



QIAT
Quality Indicators for Assistive Technology
IN POST SECONDARY EDUCATION

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Upcoming Events

November 21, 2013, –

[Expanding Horizons Conference Woodlands, TX](#)

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

Why Quality Indicators?

Quality indicators have been effective to measure, monitor, and improve the quality in many fields. Specifically, quality indicators for assistive technology were developed in 1998 for K-12 public schools as a result of the 1997 IDEA requirement for considering assistive technology in the IEP. QIAT-PS is a derivative of those indicators for the post-secondary environment.

Tools for Campus / Students

- The tools created by this QIAT-PS project are a set of indicators for the post-secondary institution, as well as for the individual student. Taken together they offer a coordinated framework to support the transition process for students who use assistive technology.
- The indicators are in support of civil rights legislation of the Americans with Disabilities (ADA) and Sections 504 and 508 of the Rehabilitation Act which will guide a student in their new post-secondary educational environment.



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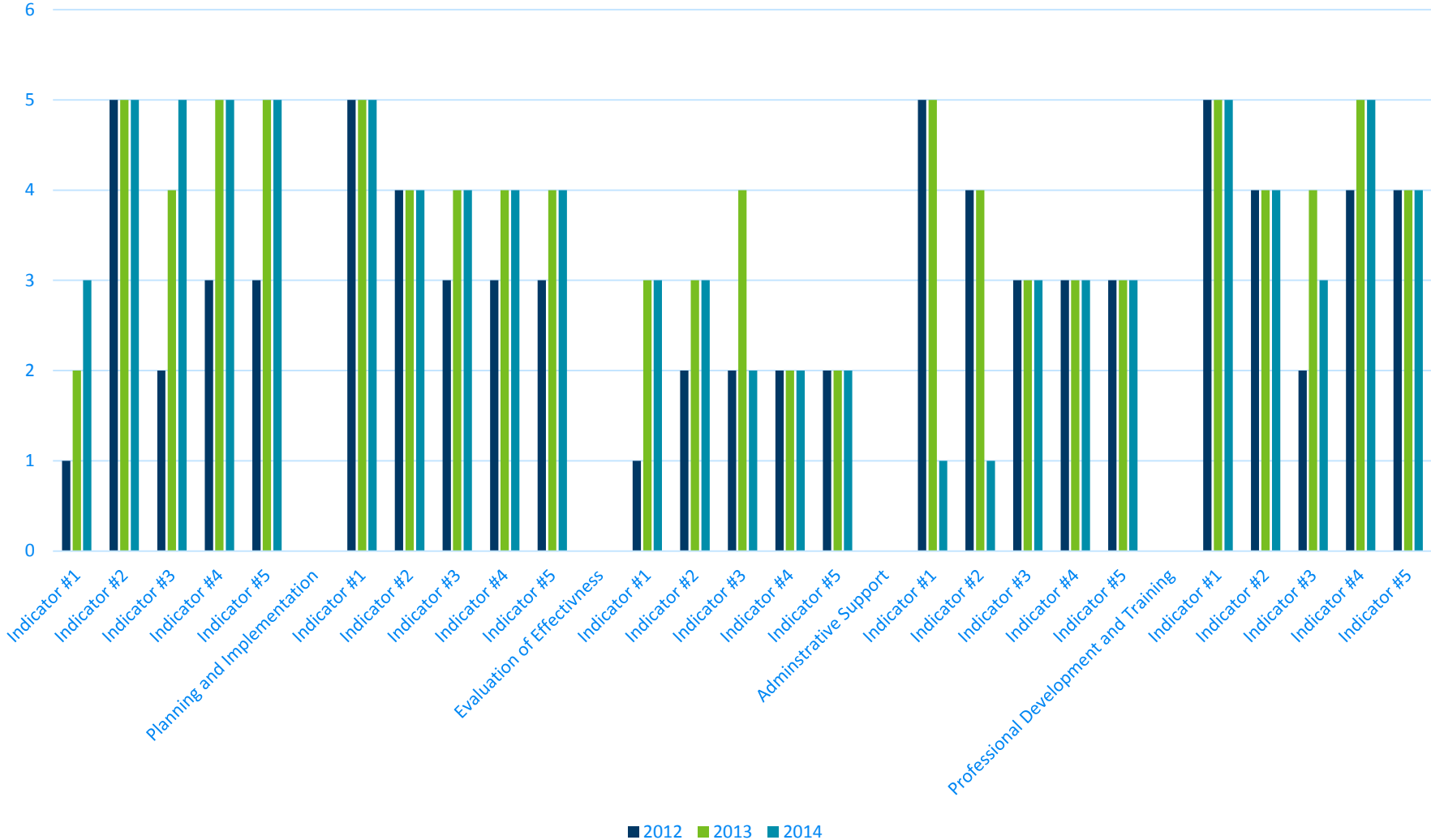
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Overview of the QIAT PS Website

- Arizona State University
- Augsburg College of Minneapolis
- City Colleges of Chicago
- Ithaca College-New York
- Lamar University
- Lone Star Community College System-Texas
- Miami University-Ohio
- Minnesota State University Moorhead
- Northland Community College
- Santa Fe College
- Texas A & M University
- University of Arkansas-Fayetteville
- University of Arkansas-Little Rock
- University of Wisconsin-Eau Claire
- University of Wisconsin-Whitewater

Example Results of QIAT-PS Over Time

Augsburg's QIAT-PS Results Over Three Assessments



How Schools in the Study Used the Matrix

- As a program self-evaluation tool,
- As a resource for accreditation activities,
- To identify and target a particular area in need of improvement, and
- For program Data collection and justification for requests for AT resources.

Awareness and Eligibility

← Less Promising

More Promising →

1. **Indicator:** The institution has and disseminates promotional materials and conducts student orientation activities that are accessible to all students during orientation, including a list of assistive technology available.

4. The institution has developed effective promotional materials, but inconsistently disseminates them or includes them in orientation activities available to students.

1. The institution does not have accessible materials or activities available during orientation and does not disseminate a listing of assistive technology available for student use.

2. The institution has limited promotional materials listing assistive technology and does not actively promote them.

3. The institution has ample promotional materials available that include a list of assistive technologies but that are only provided by request.

4. The institution has developed effective promotional materials, but inconsistently disseminates them or includes them in orientation activities available to students.

5. The institution has easy to find and accessible promotional materials and activities and uses them consistently in orientation activities regarding assistive technology available to students.

Let's Explore the Campus Self-Evaluation Matrix

Campus Self-evaluation Matrix Online

Awareness and Eligibility

Plan and Implementation

Evaluation of Effectiveness

Administrative Support

Professional Development and Training

Awareness and Eligibility

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5 Quality Indicator Areas with 5 Indicators in Each Area

- Awareness and Eligibility
- Plan and Implementation
- Evaluation of Effectiveness
- Administrative Support
- Professional Development and Training

Five Indicator Areas

- Awareness and Eligibility
 - Disseminates info about AT, eligibility requirements, process for AT selection
- Planning and Implementation
 - Exploration, planning, implementation, monitoring and collaboration of AT use on campus
- Evaluation of Effectiveness
 - Planned and documented evaluation of AT effectiveness
- Administrative Support
 - Hiring, budget, grievance procedure, written guidelines
- Professional Development and Training
 - Trainings and Professional Development

Indicator Area: Awareness and Eligibility

| Category | Indicator |
|--|--|
| Promotional materials and awareness | 1. The institution has and disseminates promotional materials and conducts student orientation activities that are accessible to all students during orientation, including a list of assistive technology available. |
| Written descriptions eligibility, documentation and services | 2. The institution has and disseminates, material, regarding the use of assistive technology, where the eligibility process is clearly stated. It includes an explanation of required documentation and disability disclosure necessary. |
| In-house referral for AT services | 3. The disability service office has an in-house or referral based process for basic assessment and selection of appropriate assistive technology. |
| Intake questions about AT | 4. The intake process of the disability services office includes information and questions about previous assistive technology use. |
| Accessible IT | 5. The disabilities service office supports the accessibility of the information technology infrastructure, such as accessible website to register for classes or a work station with assistive technology in each computer lab. |

Actions Taken to improve Awareness and Eligibility

- Create social media sites; follow companies and Assistive Technology companies and repost their posts to help stay on top of updates and news about Assistive Technology.
- Offer a monthly drop in time for students to try out Assistive Technology that's available to them.

Indicator Area: Planning and Implementation

| Category | Indicator |
|---|--|
| Identify need for accommodations | 1. The disability service office staff facilitate the exploration of an individual's disability and assists him/her in understanding the need for and various types of accommodations. |
| Identify specific accommodations | 2. The planning includes the delineation of all accommodation specifics, such as disclosure, note-taking, or environmental considerations. |
| Monitor performance and use of AT | 3. Disability service office staff assist the student in monitoring performance and the use of assistive and required information technology and related accommodations. |
| Integration of student-owned AT | 4. The disability service office supports the integration and use of student owned assistive technology supports into the curricular and extracurricular activities of the university when requested and in accordance with the written policy. |
| Facilitate student and staff problem solving | 5. The disability service office facilitates collaboration, planning, problem solving and coordination between students, various instructional and support personnel in solving assistive technology challenges and problems, including accessibility of institutional information technology. |

Actions Taken to improve Planning and Implementation

- Create a resource for students about Assistive Technology available to them in the school.
- Ensure that students are an integral part of the AT decision making process by spending time talking with students about AT needs, experiences.

Indicator Area: Evaluation of Effectiveness

| Category | Indicator |
|---|---|
| Plan for evaluation of AT provided to students | 1. The evaluation documentation gathered by the disability service office on assistive technology includes enough data to evaluate how assistive technology impacts a student's ability to stay in a class, program, or graduate and is used to improve student outcomes. |
| Plan for evaluation of AT use and review of data | 2. Effectiveness of assistive and technology is evaluated in not only academic environments, but also in physical access, campus attitude and accessibility of institutional information technology. |
| AT evaluated in non-academic settings | 3. The disability service office has a plan for evaluating the effectiveness of provided assistive technology that is responsive to current student need and is reviewed periodically and changed as necessary. |
| AT evaluated in non-academic settings | 4. The disability service office documents the effectiveness of assistive technologies and the evaluation data is regularly reviewed for the overall impact and effectiveness of assistive technology compared to other accommodations. |
| Evaluation results are communicated | 5. The effectiveness concerning the use of assistive technology is communicated to all stakeholders in the institution, including individual students, relevant departments, and administration. |

Actions Taken to improve Evaluation of Effectiveness

- Use the QIAT-PS Campus Self-evaluation Matrix annually to review progress on AT program improvement efforts and set new goals.
- Create an electronic survey to solicit feedback from students about Assistive Technology satisfaction and use.
- Use and Exit Interview Consultation for Graduating Students.

Indicator Area: Administrative Support

| Category | Indicator |
|---|--|
| Procedural guidelines for AT | 1. The institution has written procedural guidelines for accessing and providing assistive technology services that are consistent with federal, state and local laws to ensure equitable access for students with disabilities. |
| Guidelines broadly disseminated | 2. The institution's written procedural guidelines about assistive technology are broadly disseminated. |
| Systemic AT grievance/complaint | 3. The institution has a systematic process to handle grievances and complaints related to the use and support of assistive technology or inaccessible institutional information technology. |
| Qualified support personnel | 4. The institution employs personnel with the competencies needed to support quality assistive technology services within their primary areas of responsibility at all levels of the organization. |
| AT in budgeting and planning process | 5. The institution includes assistive technology, supports and services in the technology planning and budgeting process. |

Actions Taken to improve Administrative Support

- Work with stakeholders on campus to bring tools on campus that could help all students. Focus on campus-wide benefit and retention support.
- Partner with Administration and the Admissions offices to implement an accessibility plan for specific events. Implement the same plan for several in-house sponsored events such as open house, fall orientation, etc.
- Create a specific budget allocation within the office for disabled student services for the purchase of AT devices and applications.

Indicator Area: Professional Development and Training

| Category | Indicator |
|--|---|
| AT PD opportunities for staff | 1. The disability service office provides staff opportunities for professional development on assistive technology including ongoing learning opportunities that utilize local, regional, and national resources and involve a variety of formats for training. |
| PD based on adult learning models | 2. Professional development and training in assistive technology follow research-based models for adult learning that include multiple formats, delivered at multiple skills levels and are driven by individual preferences and needs. |
| PD aligned with other agency learning initiatives | 3. Assistive technology professional development and training is aligned with other institutional initiatives and/or services. |
| Student training available | 4. The disabilities services office arranges opportunities for training on assistive technology for students with a disability when requested through the planning process. |
| AT PD available to a wider institutional audience | 5. The disability services office leads the institution by example and offers assistive and accessible technology professional development to a wider institutional audience. |

Actions Taken to improve Professional Development and Training

- Outline questions for counselors to guide conversation in Assistive Technology consultations to better support Assistive Technology implementation.
- Provide a time for students to try their Assistive Technology before they use it.
- Share data about AT usage and success in an annual report that is shared with key members of campus, and create an email blast for faculty/staff with yearly AT highlights.

Questions for K-12 students to ask Offices of Disabled Student Services

Student Guidelines Questions to Ask In Post-Secondary Environments

Authors

Bryan Ayres, Southwest ADA Center DBTAC
 Russ Holland, Adirondack AccessAbility
 Janet Peters, Great Lakes ADA Center
 Dawn Wilkinson, Southwest ADA Center DBTAC

| QIAT Indicator | Student Question | Related Task |
|---|---|---|
| 1. Self awareness - The student is aware of the various factors of their disability and is knowledgeable about their needed accommodations | Can I accurately describe my disability and its impact on my educational process, including educational achievement and participation in academic and campus life activities? | Participation in IEP and involvement of Vocational Rehabilitation Counselors... |
| 2. Self advocacy - The student understands that under ADA and other applicable federal and state laws, they must be responsible for disclosure of their disability that requires accommodations in order to gain access to the curricula and materials. | What do I want to disclose about my disability, and to whom? | Participation in IEP. and researching current information on disability laws and regulations |
| 3. Communication - The student is able to utilize communication and interpersonal skills to communicate with faculty concerning how to ensure confidentiality, documentation, evaluation and grievance procedures. | Can I communicate my needs to the appropriate people in a timely manner? | Learning how to approach teachers concerning handouts, tests, etc. before asking another adult/consultant to intervene. |
| 4. Self Advocacy and Leadership - The student uses a process to make a self advocacy plan and to guide staff and supporters in the provision of AT and accommodations that allow access to the curriculum and aid independence. | Do I have a plan regarding the assistive technology I need both for daily living activities and educational success? | Student uses technology and the internet daily to complete classroom and homework assignments. |

Next Time:

Introducing the QIAT-PS
Student Self Evaluation
Matrix

December 14, 2016

Thank You For Your Attention!

- Janet Peters, Project Coordinator of Educational and Assistive Technology jpete@uic.edu
- Gayl Bowser, Independent Consultant gaylbowser@aol.com

QIAT-PS – Quality Indicators for Assistive Technology in Post Secondary Education

By Russ Holland, Bryan Ayres, Janet Peters and Dawn Wilkinson

THE NEED

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 and it becomes critical that self-advocacy skills are well established. Research has demonstrated that students with disabilities complete considerably less college preparatory coursework than their non-disabled peers and face increased frustration in managing their support needs in the post secondary environment.ⁱ Often in the high school setting, parents, special education and general education teachers, counselors and other school personnel work together to ensure that accommodations and assistive technology are in place. In a very rapid transition, the student leaves high school and enters an environment where strong self-advocacy skills that are self directed become very important. Independent decision making, strong communication skills, the ability to understand one's disability and their rights and responsibilities under a different set of laws is critical. The ability to communicate and negotiate with college disability resources staff, professors and other post secondary personnel directly contributes to success in the post secondary environment. A strong ability to utilize technology literacy can also assist in managing a successful experience in the post secondary settings.

During 2009, a survey was developed and distributed nationwide to former students with assistive technology needs in post secondary settings or students with current assistive technology needs.ⁱⁱ The results indicated that there was indeed a prescribed need for post-secondary education settings to improve their service delivery but also that the student, the consumer of these services, bears a great level of responsibility for the quality and

effectiveness of the integration of the use of assistive technology in the higher education setting. This further demonstrated the need for the principal investigators in this project to pursue tools and guides to provide support for improving self-determination and self-advocacy efforts, both from the students' perspective and from the viewpoint of the post-secondary setting.

THE MODEL

If you've been involved with Assistive Technology for any length of time, you may recognize some of the "QIAT" (Quality Indicators for Assistive Technology) language.ⁱⁱⁱ The QIAT-PS project is modeled on the successful grass roots effort of over 10 years to create benchmarks for assistive technology service provision in public K-12 education, as it became a legal mandate to consider assistive technology in the reauthorization of the Individuals with Disabilities Education Act in 1997.

This effort has generated some remarkable work, including a conceptual framework of quality provision of assistive technology services that is very well respected, validated and used by school assistive technology teams, administrators, districts and states to improve services and plan needed supports. QIAT develops and supports guidance documents, a very active list serve and an active group of contributors to the improving practices of assistive technology.

THE PROCESS

Building on the success and impact of the QIAT process, some within the QIAT Leadership Consortium, such as Joy Zabala and Gayle Bowser, and project consultants Russ Holland, Bryan Ayres, Janet Peters, and Dawn Wilkinson have devoted considerable time and effort to facilitating the consideration of a "QIAT-like" model of indicators that could support success in

post secondary education. The ideas associated with QIAT as a model for additional adult environments has been discussed in several successive summits over the past two years. This initiative has been funded by the DBTAC:Great Lakes ADA Center and the DBTAC, Southwest ADA Center.^{iv}

One of the categories of Quality Indicators for Assistive Technology (QIAT) in K-12 is Transition, which deals with the factors related to assistive technology that are involved any time a student changes environments, i.e., elementary to middle school. As discussed by Gayl Bowser here in the October/November, 2009 issue of Closing The Gap, the transition that is perhaps one of the greatest changes in environment, however, is that from public to post-secondary education environments.^v Not only is it a drastically different environment with different teaching styles, student expectations and often living arrangements, but the rules also change. IDEA provides an entitlement law that guarantees similar procedures for all students and the standards of FAPE (free and appropriate education) and LRE (least restrictive environment), for which the QIAT scaffolding was built. Post-secondary education on the other hand, responding to the civil rights legislation of the ADA and sections 504 and 508 of the Rehabilitation Act, and a competitive marketplace, is basically dealing with an eligibility law based on self-disclosure and driven by self-advocacy.

The development of the QIAT-PS indicators and guidelines has been open-source collaboration, with hundreds of professionals participating in face-to-face presentations and collaborative input sessions, including the QIAT Summits in Minneapolis, ATIA in Orlando, CSUN, an Ohio AT Conference and the New Mexico AT conference. A literature review was conducted that included the Association for Higher Education and Disabilities (AHEAD) and Assistive

Technologists in Higher Education Network (ATHENS) organizations, as well as the work from Do-It at the University of Washington and a number of other disabilities services organizations.

As noted, we not only needed to be looking at the colleges and the environments they were providing, but also the role and responsibilities of the student to bring their own technology skills and tools, as well as appropriate self-disclosure and self-advocacy abilities, to the table. Therefore, the project added and focused on a new category of Self-Advocacy and Self-Determination in addition to the original eight QIAT indicators for the post-secondary environment.

To supplement the online and face-to-face collaborative opportunities, QIAT-PS launched a wiki www.qiatgrowsup.pbworks.com in February 2008 with an invitation through various list serves and other networks to participate that generated not only generic indicators, but a number of suggestions for specific applications of the generic indicators to be applied to post secondary.

THE PRODUCT

In addition to the Self-Advocacy and Self-Determination Indicators, we also developed guidelines, both for the students and colleges. In each case, the indicators are augmented by related questions that might be asked, as well as suggested possible tasks to support successful transition.

The QIAT-PS *Student Guidelines* are intended as a tool for students and families as they consider the transition from public school to the college environment. They correspond to the *College Guidelines*. The intent of the Student Guidelines is to help students prepare for transition to post secondary environments while still in high school, as well as help those working in the college environment guide prospective students considering the transition. The Student Guidelines are complementary to Quality Indicators for Assistive Technology Transition Area in K-12, since many of the noted student skills ideally need to be developed prior to arrival at college. (Please see table on page 14)

The QIAT-PS College Guidelines are intended as a tool for college personnel as they consider their accessibility and

accommodations for the entry of students with disabilities. They correspond and are complementary to the Student Guidelines. The intent is they are useful tools in the development, articulation and implementation of policy and procedures that contribute to successful transition and inclusion of students with disabilities in all areas of college life. (Please see table on page 15)

NEXT STEPS

Open source work on all nine categories of QIAT indicators and guidelines is ongoing. All are invited to contribute on the wiki at www.qiatgrowsup.pbworks.com and the Web site www.qiat-ps.org.

In addition, the Great Lakes ADA Center and Southwest ADA Center DBTAC have expressed an interest in similar work in the area of Employment and Vocational Rehabilitation. To join in the QIAT-PS discussion or express interest in the area of indicators for employment or vocational rehabilitation, please contact Janet Peters, Consultant at the Great Lakes ADA Center, DBTAC at jpete@uic.edu.

REFERENCES

ⁱFinn, D., Getzel, E., & McManus (2008). Adapting the Self-Determined Learning Model for Instruction of College Students with Disabilities. *Career Development for Exceptional Individuals*. Vol. 31, No. 2, 85-93

ⁱⁱPeters, J. (2009) Assistive Technology and Your College Experience Survey Results, Retrieved October 15, 2009 from www.qiat-ps.org.

ⁱⁱⁱZabala, J. (Ed), (2007). Quality indicators for assistive technology services. Retrieved September 15, 2009 from www.quat.org.

^{iv}Disability and Business Technical Assistance Centers are a national network of ADA centers and provide services for information on the Americans with Disabilities Act for businesses, employers, governmental entities, service providers and individuals with disabilities.

^vBowser, G. (2009) Transition Planning + Self Determination = AT for Independence. *Closing the Gap v.28 No.4* (pp.30-34). Henderson, MN: Closing the Gap

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Quality Indicators in Assistive Technology – Post Secondary (QIAT-PS) Self-Advocacy and Self-Determination Indicators and Student Guidelines

| Indicator | Student Question | Related Task |
|--|--|--|
| <p>1. Self-awareness - The student is aware of the various factors of their disability and is knowledgeable about their needed accommodations</p> | <p>Can I accurately describe my disability and its impact on my educational process, including educational achievement and participation in academic and campus life activities?</p> | <p>Participation in IEP and involvement of Vocational Rehabilitation Counselors.</p> |
| <p>2. Self-advocacy - The student understands that under ADA and other applicable federal and state laws, they must be responsible for disclosure of their disability that requires accommodations in order to gain access to the curricula and materials.</p> | <p>What do I want to disclose about my disability, and to whom?</p> | <p>Participation in IEP and researching current information on disability laws and regulations.</p> |
| <p>3. Communication - The student is able to utilize communication and interpersonal skills to communicate with faculty concerning how to ensure confidentiality, documentation, evaluation and grievance procedures.</p> | <p>Can I communicate my needs to the appropriate people in a timely manner?</p> | <p>Learning how to approach teachers concerning handouts, tests, etc. before asking another adult/consultant to intervene.</p> |
| <p>4. Self-Advocacy and Leadership - The student uses a process to make a self-advocacy plan and to guide staff and supporters in the provision of AT and accommodations that allow access to the curriculum and aid independence.</p> | <p>Do I understand the difference between my use of AT for daily living and AT for academic use, and what the college will legally provide?</p> | <p>Student develops a wish list of technology with regard to future goals and is able to justify each piece of technology as an essential part of achieving a particular goal.</p> |
| <p>5. Self-evaluation and self-determination - The student evaluates personal performance using AT and makes adjustments to their goals when necessary, including justification and acquisition of any new technology devices needed.</p> | <p>Do I understand the difference between my use of AT for daily living and AT for academic use, and what the college will legally provide?</p> | <p>Student develops a wish list of technology with regard to future goals and is able to justify each piece of technology as an essential part of achieving a particular goal.</p> |
| <p>6. Student Initiative and Decision Making - The student independently chooses the appropriate AT for each situation and makes long-term decisions about assistive technology device acquisition and supports.</p> | <p>Is the assistive technology I need, or have been using, different than what the college provides?</p> | <p>Given a list of possible tasks, the student will identify the most practical technology approach for performing each task and justify these decisions.</p> |
| <p>7. Assistive Technology Problem Solving - The student identifies problems with AT use and is able to identify the needed AT supports and services to solve AT problems and communicate these solutions to disability services and their instructors.</p> | <p>Problems that may arise?</p> | <p>Routine maintenance installations, use documentation and tutorials, and utilize technical support independently when technology issues arise.</p> |

Quality Indicators in Assistive Technology – Post Secondary (QIAT-PS) Self-Advocacy and Self-Determination Indicators and College Guidelines

| Indicator | Student Question | Related Task |
|---|--|--|
| 1. Self-awareness - The student is aware of the various factors of their disability and is knowledgeable about their needed accommodations. | Are our intake counselors, recruiters and referral sources trained to work with students with disabilities and assistive technology needs to assist in defining their disability and determining their accommodations? | University staff members are trained to facilitate exploration of individual students disabilities and assisting them in understanding their need for and types of accommodation. |
| 2. Self-advocacy - The student understands that under ADA and other applicable federal and state laws, they must be responsible for disclosure of their disability that requires accommodations in order to gain access to the curricula and materials. | Does college have a campus culture of inclusiveness that facilitates self-advocacy and provides professional development to staff to enable student faculty collaboration regarding accommodations and assistive technologies? | Staff are trained to support diversity, including disability. Staff are familiar with and follow appropriate legislation and policy that influences access to course curriculum and school activities. Staff are open to communication regarding student needs, and work collaboratively with students and disability services to develop appropriate accommodations. |
| 3. Communication - The student is able to utilize communication and interpersonal skills to communicate with faculty concerning how to ensure confidentiality, documentation, evaluation and grievance procedures. | Are our college and university marketing materials, course catalogs, procedures and Web resources accessible and assessed frequently regarding their appropriateness and staff and services have open communication policies? | Materials are accessible and clearly delineate procedures for students, including grievance policies. University policy committees encourage and accept student input. Student support services, such as counseling, nursing, health, food service, law enforcement, etc. understand and participate in accessible service delivery and make efforts to communicate with students. |
| 4. Self-Advocacy and Leadership - The student uses a process to make a self-advocacy plan and to guide staff and supporters in the provision of AT and accommodations that allow access to the curriculum and aid independence. | Do we promote an inclusive campus culture and encourage and actively seek student with a disability input in assistive technology planning, implementation and support on the campus, on campus living environments, and online/distance learning environments? | University administration and disability services staff lead by example in promoting accessibility, and assistive technology use on campus. The university uses peer mentoring, tutoring for self-advocacy and other methods to improve student involvement in their self-advocacy efforts. |
| 5. Self-evaluation and self-determination - The student evaluates personal performance using AT and makes adjustments to their goals when necessary, including justification and acquisition of any new technology devices needed. | Do we work with the student to make timely changes to assistive technology supports and accommodations that may be necessary for different academic tasks and environments? | Disability services staff monitor student performance and use of assistive technology and accommodations, but allow the student to lead or guide self-evaluation and delivery of adjustments to assistive technology devices and services. |
| 6. Student Initiative and Decision Making - The student independently chooses the appropriate AT for each situation and makes long-term decisions about assistive technology device acquisition and supports. | Do we support the integration of personal assistive technology into the classroom and labs when appropriate, collaborate in professional development on this integration of student owned assistive technology and integrate appropriate university support devices and services in a timely manner? | Student owned assistive technology supports are integrated into the curricular and extracurricular activities of the university when appropriate. Procedures for using school owned assistive technology are clearly communicated to the student and faculty. The university arranges opportunities for professional development for staff members working with the student with a disability when requested through the planning process. |
| 7. Assistive Technology Problem Solving - The student identifies problems with AT use and is able to identify the needed AT supports and services to solve AT problems and communicate these solutions to disability services and their instructors. | Do we promote collaboration between the student, various support services and faculty in solving AT challenges and problems? | Systematic procedures for collaboration, planning, problem solving and coordination are used by instructional and support personnel of the university in identifying assistive technology challenges and solving problems. |