

## Quality Indicators for Assistive Technology-Post Secondary

**AHEAD Conference  
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Presented by:  
Russ Holland  
Adirondack AccessAbility

Bryan Ayres, M.ED., ATP  
Technology & Curriculum Access Center Easter Seals

Ron Stewart  
Altformat Solutions LLC

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### Purpose

- To consider the relevance of the QIAT Guidelines to the transition of students with disabilities from public school to whatever the next stage in their lives might be.

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### QIAT Grows Up

- What happens when we leave public education and IDEA behind?
  - The world of work?
  - Further education?
  - Other program options?
- What are the options in these environments for appropriate access to assistive technology tools and services?

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## QIAT Grows Up?

- Do these options work?
  - Why?
  - Why not?
- Is there Quality?
- How might they be improved?
- How might the QIAT experience to date be applied in support of these 'growing up' environments?

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## A Collaborative Effort



DBTAC Southwest ADA Center

Bryan Ayres and Dawn Wilkinson



Janet Peters



Russ Holland



Ron Stewart

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And all of the current and future contributors interested in contributing to and expanding the QIAT conversations

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## The QIAT Generation Grows Up



QIAT Background

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## QIAT is....

A 10+ year old initiative toward program improvement

- Tool to assure quality of services
- Tool to increase consistency of services
- Tool to support implementation of IDEA and other legal mandates
- NOT competencies for service providers, but require the preparation and availability of competent service providers

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## Need for Guidelines

- AT has been in IDEA for more than a decade
- Issues are complex
- Vast numbers of people involved for the first time
- IEP teams are often unprepared
- Training and support are in short supply to meet the need

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## Quality Indicators

### *Eight Areas*



- Administrative Support
- Consideration
- Assessment
- IEP Development
- Implementation
- Evaluation of Effectiveness
- Transition
- Professional Development and Training

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## The QIAT Generation Grows Up



Our Process

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## Who Participates?



What Supports are Available?

Who Benefits?

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## Key Players

- Consumers/Individuals with Disabilities
- Family members
- Professional service providers
- Personal care providers
- Employers
- Volunteers
- Educators

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## Quality Indicators for Living Through Technology (QILTT): Defining Excellence in Post-School Environments

Joy Zabala and Russ Holland

CSUN Preconference  
March 20, 2006



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## Continuing the Conversation

- 2007 QIAT Summit, Houston, TX
- Current project - "QIAT Grows Up"
  - To facilitate the conversation
  - ATIA--2008
  - CSUN--2008
  - Online--ongoing
  - QIAT Summit 2009
- Chicago ATIA 2009 - Process and Products

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## K-12 Environment

### IDEA

- An entitlement law
- Guarantees similar procedures for all students and the standards of FAPE and LRE

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## Post-Secondary Environment

### ADA, 504 & 508

- Civil Rights Legislation
- Eligibility law based on self-disclosure and driven by self-advocacy.

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## K-12 Environment

**It is the responsibility of the education system to determine what a student needs and provide it for them.**

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## Post-Secondary Environment

It is the responsibility of the student to know what they need and advocate for it appropriately.

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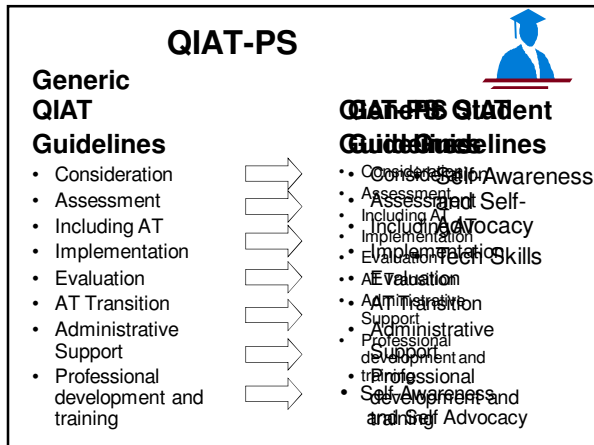
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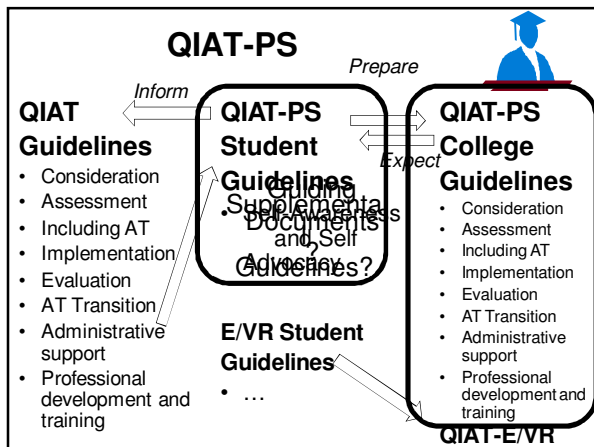
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# QIAT-PS

## Draft Guidelines for Post-Secondary Students and Colleges



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### QIAT-PS Student Guidelines

Indicator	Student Question	Transition 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.

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### QIAT-PS Student Guidelines

Indicator	Student Question	Transition Task
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

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## QIAT-PS Student Guidelines

Indicator	Student Question	Transition Task
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.

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## QIAT-PS Student Guidelines

Indicator	Student Question	Transition Task
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.

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## QIAT-PS Student Guidelines

Indicator	Student Question	Transition Task
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 I understand the difference between my use of AT for daily living and AT for academic use, and what the college will legally provide?	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.

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## QIAT-PS Student Guidelines

Indicator	Student Question	Transition Task
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.	Is the assistive technology I need, or have been using, different than what the college provides?	Given a list of possible tasks, the student will identify the most practical technology approach for performing each task and justify these decisions.

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## QIAT-PS Student Guidelines

Indicator	Student Question	Transition Task
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 I have a plan to deal with assistive technology problems that may arise?	Learning to update software through routine maintenance installations, use documentation and tutorials, and utilize technical support independently when technology issues arise.

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## QIAT-PS College Guidelines

Indicator	Student Question	Transition Task
1. Self awareness - The student is aware of the various factors of their disability and is knowledgeable about their needed accommodations	University intake counselors, recruiters and referral sources are 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.

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## QIAT-PS College Guidelines

Indicator	Student Question	Transition Task
2. Self advocacy - The student understands that under 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.	The college university has 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	<ul style="list-style-type: none"> <li>• Staff are trained to support diversity including disability.</li> <li>• Staff are familiar with and follow appropriate legislation and policy that influences access to course curriculum and school activities.</li> <li>• Staff are open to communication regarding student needs, and work collaboratively with students and disability services to develop appropriate accommodations.</li> </ul>

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## QIAT-PS College Guidelines

Indicator	Student Question	Transition Task
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.	College/university marketing materials, course catalogs, procedures, web resources are accessible and assessed frequently regarding their appropriateness and staff and services have open communication policies.	<ul style="list-style-type: none"> <li>• Materials are accessible and clearly delineate procedures for students, including grievance policies.</li> <li>• University policy committees encourage and accept student input.</li> <li>• 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.</li> </ul>

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## QIAT-PS College Guidelines

Indicator	Student Question	Transition Task
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.	University administration and disability services staff 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 on-line/distance learning environments.	<ul style="list-style-type: none"> <li>• University administration and disability services staff lead by example in promoting accessibility, and assistive technology use on campus.</li> <li>• The University uses peer mentoring, tutoring for self-advocacy and other methods to improve student involvement in their self-advocacy efforts.</li> </ul>

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## QIAT-PS College Guidelines

Indicator	Student Question	Transition Task
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.	The disability services staff, and faculty work with the student to make timely changes to assistive technology supports and accommodations that may be necessary for different academic tasks and environments.	<ul style="list-style-type: none"> <li>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.</li> </ul>

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## QIAT-PS College Guidelines

Indicator	Student Question	Transition Task
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.	The University supports integration of personal assistive technology into the classroom and labs when appropriate, collaborates in professional development on this integration of student owned assistive technology and integrates appropriate university support devices and services in a timely manner.	<ul style="list-style-type: none"> <li>Student owned assistive technology supports are integrated into the curricular and extracurricular activities of the University when appropriate.</li> <li>Procedures for using school owned assistive technology are clearly communicated to the student and faculty.</li> <li>The university arranges opportunities for professional development for staff members working with the student with a disability when requested through the planning process.</li> </ul>

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## QIAT-PS College Guidelines

Indicator	Student Question	Transition Task
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.	The University promotes collaboration between the student, various support services and faculty in solving AT challenges and problems.	<ul style="list-style-type: none"> <li>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.</li> </ul>

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## The Conversation Continues

- Continuation of the QIAT-PS initiative
  - QIAT Summit 2010 – Fort Lauderdale
  - Original 8 categories of generic indicators
- AHEAD 2010 - Denver
- Beginning the QIAT-VR initiative

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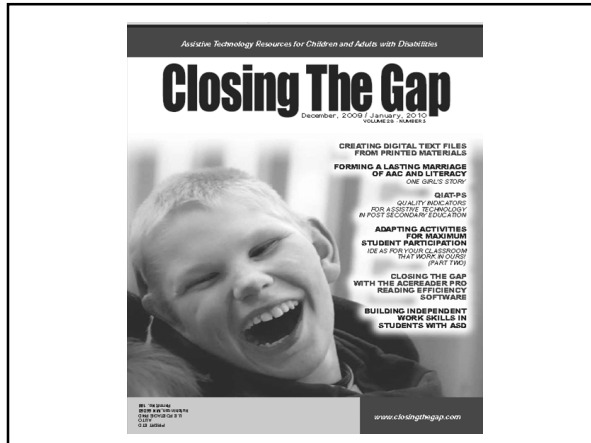
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Quality Indicators in Assistive Technology - Post Secondary QIAT-PS Self Advocacy and Self Determination Indicators and Student Outcomes		
Indicator	Student Question	Related Link
1. I am confident that I have a good understanding of the various assistive technologies available to me.	Can you help me understand the various assistive technologies available to me?	Can you help me understand the various assistive technologies available to me?
2. I am confident that I have a good understanding of the various assistive technologies available to me.	What is the most effective assistive technology for me?	Helping you get the most out of your assistive technology
3. I am confident that I have a good understanding of the various assistive technologies available to me.	Can you help me understand the various assistive technologies available to me?	Can you help me understand the various assistive technologies available to me?
4. I am confident that I have a good understanding of the various assistive technologies available to me.	Can you help me understand the various assistive technologies available to me?	Can you help me understand the various assistive technologies available to me?
5. I am confident that I have a good understanding of the various assistive technologies available to me.	Can you help me understand the various assistive technologies available to me?	Can you help me understand the various assistive technologies available to me?
6. I am confident that I have a good understanding of the various assistive technologies available to me.	Can you help me understand the various assistive technologies available to me?	Can you help me understand the various assistive technologies available to me?
7. I am confident that I have a good understanding of the various assistive technologies available to me.	Can you help me understand the various assistive technologies available to me?	Can you help me understand the various assistive technologies available to me?
8. I am confident that I have a good understanding of the various assistive technologies available to me.	Can you help me understand the various assistive technologies available to me?	Can you help me understand the various assistive technologies available to me?
9. I am confident that I have a good understanding of the various assistive technologies available to me.	Can you help me understand the various assistive technologies available to me?	Can you help me understand the various assistive technologies available to me?
10. I am confident that I have a good understanding of the various assistive technologies available to me.	Can you help me understand the various assistive technologies available to me?	Can you help me understand the various assistive technologies available to me?

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## Thanks for participating!

- Please review, join and edit the wiki at [www.qiatgrowsup.pbwiki.com](http://www.qiatgrowsup.pbwiki.com)  
Invite Key: qiat
- Please participate in the [www.QIAT-PS.org](http://www.QIAT-PS.org) web site
- A special thanks to Robin Brown, Director of the Great Lakes ADA Center, DBTAC and Wendy Wilkinson, Director of the SW ADA Center, DBTAC for their support of this project.

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