



Texas Assistive Technology Leadership Module Part 2: Participant Note Taking Guide




**Leadership:
Making Quality Assistive
Technology Services
Sustainable**


Framing the Leadership Module


Building systemic capacity in AT -

- ▶ Leading the Change Process

 **Assessing AT Service Delivery**

- ▶ Determining Implementation Stage
- ▶ Reaching Sustained Implementation





**Section 2:
Assessing AT
Service Delivery**

Planning for Sustained Implementation

Participants will:

- ▶ Review QIAT as a model for best practice
- ▶ Compare current service delivery to evidence based best practices
- ▶ Use QIAT self-evaluation matrices to develop improvement plans
- ▶ Determine next steps to improve practice





Purposes of QIAT

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





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Eight QIAT Indicator Areas

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



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 Resources

- ▶ QIAT Website (<http://www.qiat.org>)
- ▶ QIAT Indicators, Intent Statements and Matrices
- ▶ Planning forms and supplementary documents
- ▶ QIAT List
- ▶ *Quality Indicators for Assistive Technology: A Comprehensive Guide to Assistive Technology Services*





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QIAT for Administrative Support

The education agency –

1. has written procedural AT guidelines
2. broadly disseminates clearly defined procedures
3. has written descriptions of job requirements
4. employs personnel with AT competencies



QIAT for Administrative Support

The education agency –

5. includes AT in the technology planning and budgeting process.
6. provides access to on-going learning opportunities about AT for staff, family, and students.
7. uses a systematic process to evaluate all components





Using the QIAT Matrices for Self-Evaluation



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Using QIAT for Self-Evaluation

Matrices can be utilized by collaborative groups at team, campus, district, regional, state levels to:

- ▶ Assess current practice
- ▶ Develop improvement plans for change
- ▶ Determine progress
- ▶ Measure improvement



Exploring the QIAT Matrices

- ▶ Matrix for each indicator area
- ▶ Based on Innovation Configuration Model (ICM) like a rubric
- ▶ Based on a scale from 1 to 5 ranging from Unacceptable Practice to Best Practice



Case Study with Red River ISD

- ▶ Read Case Study 2
- ▶ Save the discussion questions for later



AT in the IEP

1. The education agency has **guidelines for documenting** AT needs in the IEP and requires their consistent application.

Intent: The education agency provides guidance to IEP teams about how to effectively document AT needs, devices, and services as a part of specially designed instruction, related services, or supplementary aids and services



AT in the IEP

1. The education agency has **guidelines for documenting** AT needs in the IEP and requires their consistent application.

1	2	3	4	5
The agency does not have guidelines for documenting AT in the IEP.	The agency has guidelines for documenting AT in the IEP but team members are not aware of them.	The agency has guidelines for documenting AT in the IEP and members of some teams are aware of them.	The agency has guidelines for documenting AT in the IEP and members of most teams are aware of them.	The agency has guidelines for documenting AT in the IEP and members of all teams are aware of them.

AT in the IEP

2. All **services** that the IEP team determines are needed to support the selection, acquisition, and use of AT devices are designated in the IEP.

Intent: The provision of AT services is critical to the effective use of AT devices. It is important that the IEP describes the AT services that are needed for student success. Such services may include evaluation, customization or maintenance of devices, coordination of services, and training for the student and family and professionals, among others.





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AT in the IEP

2. All **services** that the IEP team determines are needed to support the selection, acquisition, and use of AT devices are designated in the IEP.

1	2	3	4	5
AT devices and services are not documented in the IEP.	Some AT devices and services are minimally documented. Documentation does not include sufficient information to support effective implementation	Required AT devices and services are documented. Documentation sometimes includes sufficient information to support effective implementation	Required AT devices and services are documented. Documentation generally includes sufficient information to support effective implementation	Required AT devices and services are documented. Documentation consistently includes sufficient information to support effective implementation

AT in the IEP

3. The IEP illustrates that AT is a **tool to support achievement of goals** and progress in the general curriculum by establishing a clear relationship between student needs, AT devices and services, and the student's goals and objectives.

Intent: Most goals are developed before decisions about AT are made. However, this does not preclude the development of additional goals, especially those related specifically to the appropriate use of AT.



AT in the IEP

3. The IEP illustrates that AT is a **tool to support achievement of goals** and progress in the general curriculum by establishing a clear relationship between student needs, AT devices and services, and the student's goals and objectives.

1	2	3	4	5
AT use is not linked to IEP goals and objectives or participation and progress in the general curriculum.	AT use is sometimes linked to IEP goals and objectives but not linked to the general curriculum.	AT use is linked to IEP goals and objectives and sometimes linked to the general curriculum.	AT is linked to IEP goals and objectives and is generally linked to the general curriculum.	AT is linked to the IEP goals and objectives and is consistently linked to the general curriculum.

AT in the IEP

4. IEP content regarding AT use is written in language that describes how AT contributes to achievement of **measurable and observable outcomes**.

Intent: Content which describes measurable and observable outcomes for AT use enables the IEP team to review the student's progress and determine whether the AT has had the expected impact on student participation and achievement.



AT in the IEP

4. IEP content regarding AT use is written in language that describes how AT contributes to achievement of **measurable and observable outcomes**.

1	2	3	4	5
The IEP does not describe outcomes to be achieved through AT use.	The IEP describes outcomes to be achieved through AT use, but they are not measurable.	The IEP describes outcomes to be achieved through AT use, but only some are measurable.	The IEP generally describes observable, measurable outcomes to be achieved through AT use.	The IEP consistently describes observable, measurable outcomes to be achieved through AT use.

AT in the IEP

5. AT is included in the IEP in a manner that provides a **clear and complete description** of the devices and services to be provided and used to address student needs and achieve expected results.

Intent: IEPs are written so that participants in the IEP meeting and others who use the information to implement the student's program understand what technology is to be available, how it is to be used, and under what circumstances. "Jargon" should be avoided.



AT in the IEP

5. AT is included in the IEP in a manner that provides a **clear and complete description** of the devices and services to be provided and used to address student needs and achieve expected results.

1	2	3	4	5
Devices and services needed to support AT use are not documented.	Some devices and services are documented but they do not adequately support AT use.	Devices and services are documented and are sometime adequate to support AT use.	Devices and services are documented and are generally adequate to support AT use.	Devices and services are documented and are consistently adequate to support AT use.

The Red River Case Study 2

▶ Review the Case Study 2 and with a partner or table group discuss the questions.



It's Your Turn

- ▶ With your team, chose one of the QIAT indicator areas to explore.
- ▶ Using the matrix for that area, each individual person ranks their service area (e.g., team, campus, district).
- ▶ With your team, determine collectively the matrix rankings.



It's Your Turn

- ▶ Using the QIAT Matrices Worksheets, enter your ratings
- ▶ Determine your areas of strength
- ▶ Determine your areas of weakness
- ▶ Decide what action steps are needed to improve services
- ▶ Prioritize the action steps



What's Next?

Building systemic capacity in AT -

- ▶ Leading the Change Process
- ▶ Assessing AT Service Delivery
- ▶ **Determining Implementation Stage**
- ▶ Reaching Sustained Implementation