The Quality Indicators for Assistive Technology in Post Secondary Project

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A Little About Us!

• The Southwest ADA Center is a part of the national network of 10 ADA Resource Centers funded by the National Institute on Disability Rehabilitation Research (NIDRR) under grant number H133A110027 and is a project of ILRU, a Program of TIRR/Memorial Hermann in Houston, TX

• Our region is called Region VI and includes Texas, Arkansas, Oklahoma, New Mexico, and Louisiana
• Our charge is to promote the voluntary compliance with the Americans with Disabilities Act and provides information, training, technical assistance and resources to all audiences.


• 1-800-949-4232 (v/tty)
Technology and Curriculum Access Center

- A program within Easter Seals Arkansas, a 501 (c)3 non-profit and is a collaborator with the Southwest ADA Center and works on this project and many others associated with the ADA Amendments
A Little About the Quality Indicators in Post Secondary Project

• A partnership between the Southwest ADA Center and the Great Lakes ADA Center

• Modeled after the successful grass roots collaboration from K-12 called the Quality Indicators for Assistive Technology (QIAT) consortium [http://www.qiat.org/](http://www.qiat.org/)

• Web based interface to assist disability services offices and students with disabilities in:
  
  – (a) improving services, and
  
  – (b) developing skills to enhance the transition experience and self-assess self advocacy skills as a post secondary student.
Funding for the QIAT-PS project is provided by the Great Lakes ADA Center and the Southwest ADA Center under grants #H133A110029 and #H133A110027 from the U.S. Department of Education through the auspices of the National Institute on Disability and Rehabilitation Research (NIDRR). The information contained within does not represent the position of opinion of the Department of Education.
Who is QIAT-PS for?

• Students
  – Adrienne, recent University of MN Graduate
    • “The student self-evaluation matrix helped me in my first year of college know what AT skills were my responsibility.”

• Disability Services Office/Student Service Office
  – Sharon, Director, Disability Resource Center, University of Arkansas at Little Rock
    • “It is clear that a deliberative and collaborative process is the path to establishing accommodations. The use of QIAT-PS is a good self evaluation tool to improve that process.”
Who is QIAT-PS for? continued

• Disability Services Office
  – Rachel, AT Specialist, Augsburg College, Minneapolis, MN
    • “The QIAT-PS indicators were great at helping us assess our current Assistive Technology program, find areas of improvement and helped to guide us to make changes that helped our program to grow. The QIAT-PS indicators only helped make our strong AT program stronger!”
Who is QIAT-PS for? continued

• K-12 Transition Teams
  – Gayl Bowser, National Transition/AT Consultant, former Director of the Oregon Technology Access Program (OTAP) and co-author of the Education Tech Point series.

• “The student self-evaluation matrix is a great tool to help students develop those specific AT skills needed in the transition process.”
The Self-Assessment Tools

• Campus
  – A set of quality indicators for assistive technology in post secondary education. Each area has five indicators.
    • Awareness and Eligibility
    • Plan and Implementation
    • Evaluation of Effectiveness
    • Administrative Support
    • Professional Development and Training
The Self-Assessment Tools

• Students
  – A set of quality indicators for assistive technology for adolescents and young adults and K-12 transition teams. Designed to improve assistive technology transfer to higher education settings.
    • Self-awareness
    • Understanding disclosure of information
    • Communication skills
    • Self advocacy
    • Self-evaluation
    • Student initiative and decision making
    • Assistive technology problem solving
The Campus and Student Tools

Self-Evaluation Tools

The QIAT-PS project has developed interactive tools to help improve service delivery and use of assistive technology.

Campus

QIAT-PS is a collection of quality indicators for assistive technology in post-secondary education. Each content area has five indicators with a self-evaluation matrix. As you complete each area, you will automatically move on to the next section. You may save your self-evaluation results for each area emailed to you.

- Take the Campus QIAT-PS Self-evaluation

Student

QIAT-PS for Students is a tool for K-12 students and teachers with disabilities. It is a self-evaluation matrix to improve assistive technology transfer to higher education settings. You may save your self-evaluation results emailed to you.

- Take the Student QIAT-PS Self-evaluation

Register with QIAT-PS so you can continue or change your self-evaluation results at any time.

Join Us

Do you want to become more involved in the QIAT-PS project? Sign up below to receive announcements on upcoming presentations, new resources, and collaborative projects.

Sign up Now!
Quality Indicators For Assistive Technology in Post Secondary Education

Indicator Self Awareness

The student is aware of the various factors of their disability and is knowledgeable about their needed accommodations.

Less Promising                      More Promising

1. Student is unaware of or misinformed about the impact of the disability.
2. Student is unaware or misinformed of the impact of the disability on success in college.
3. Student is aware that they will need help in college, but is unaware of what they need or what assistive technology is available.
4. Student has an accurate and clear sense of their goals, abilities, and needed assistive technology, but is unclear about how to obtain them.
5. Student has an accurate and clear sense of their goals, abilities, and needed assistive technology and knows how to request and/or acquire them.

Your Rating:  1  2  3  4  5  
Comments:

Student Self-Evaluation Matrix  1  Copyright 2013
The disability service office has an in-house or referral based process for basic assessment and selection of appropriate assistive technology.

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.
Let’s walk through the process of using QIAT-PS
The Campus Matrix

Campus Self-Evaluation Matrix

QAT-P5 is a set of quality indicators for assistive technology in Post Secondary education. The self-evaluation matrix is to measure the effectiveness of assistive technology service delivery in your school. You may have your responses emailed to the section or you can save responses and receive a complete report if you have created an account.

Show options / Hide options

Awareness and Eligibility

Plan and Implementation Evaluation of Effectiveness Administrative Support Professional Development and Training

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.

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

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

4. The institution has promotional materials available on request that communicate the eligibility process and an explanation of the required documentation and disability disclosure necessary to access student services and assistive technology.

Last submitted on 2013-92-14
## The Student Matrix

<table>
<thead>
<tr>
<th>ID</th>
<th>Indicator</th>
<th>Answer</th>
<th>Date</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
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<tr>
<td>2</td>
<td>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.</td>
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<tr>
<td>3</td>
<td>The disability service office has an in-house or referral based process for basic assessment and selection of appropriate assistive technology.</td>
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<td>4</td>
<td>The intake process of the disability services office includes information and questions about previous assistive technology use.</td>
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<td>5</td>
<td>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.</td>
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<td>6</td>
<td>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.</td>
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<td>7</td>
<td>The planning includes the delineation of all accommodation specifics, such as disclosure, note-taking, or environmental considerations.</td>
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<td>8</td>
<td>Disability service office staff assist the student in monitoring performance and the use of assistive and required information technology and related accommodations.</td>
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<td>9</td>
<td>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.</td>
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<td>10</td>
<td>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.</td>
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<tr>
<td>11</td>
<td>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.</td>
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<td>12</td>
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*Effectiveness of assistance and technology is evaluated in not only academic environments, but...*
Validation Study

• The Southwest ADA Center and the Great Lakes ADA Center are sponsoring a validation study of the QIAT-PS tools. Please visit with Bryan or Catherine concerning participation.
Future Presentations on QIAT-Post Secondary

- November 21, 2013, –Expanding Horizons Conference Woodlands, TX
- January 10, 2014, –Youth Transition Conference Eau Claire, WI
- January 30, 2014, -Assistive Technology Industry Association Conference, Orlando, FL
- March 30, 2014, -California State University International Assistive Technology Conference, San Diego, CA (proposal submitted)
- July 14, 2014, -Association for Higher Education and Disability, Sacramento, CA (proposal submitted)