Iowa's Quality Indicators for Assistive Technology
Rubric Worksheets
Version 2: June 2001

Date:_____            Educational Agency:_____

Participants:

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Directions:

a. Members of the educational agency team decide which descriptor best fits the current status of the agency's assistive technology services. When consensus is reached, mark the box containing the appropriate descriptor. At least 75% agreement should be reached for consensus.

b. Record supporting data or documentation sources for each decision in the column on the left side of the grid. If status is unknown in the agency, write "unknown" or "unavailable" in the documentation area.

c. After completing the worksheet, select areas to target for improvement or development.

d. Write an action plan for each targeted area.

# Quality Indicators for Administrative Support

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

| Supporting Data and Documentation Sources | Renewing | Refining | Progressing | Emerging |
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| | 1. Written procedural guidelines ensure equitable access to Assistive Technology (AT) for all students with disabilities. (includes AEA responsibility for Birth to 3) | Written procedural guidelines exist and are followed regularly for students with IEPs and IFSPs. | Written procedural guidelines exist but are inconsistent with current practice. | General guidelines regarding technology are available, but do not refer specifically to AT. |
| | 2. Procedures for providing AT are clearly defined and broadly disseminated. | a.Procedures have clear and specific process for providing AT services and devices. | Procedures outline a process for providing AT services and devices. | Agency is aware of federal and state requirements regarding AT. |
| | | b. Procedures are available to all agency staff. | Procedures are available to certified staff. | Procedures recognize AT as a need, but little or no direction or training is provided. |
| | 3. Assistive technology is included in the technology planning and budgeting process. | a. Assistive technology is specifically included in the agency's comprehensive technology plan. | Agency supports consideration of AT in the agency's comprehensive technology plan through general references to technology needs of all learners. | Agency supports consideration of AT; however AT needs in the district are omitted from the comprehensive technology plan. |
| | | b. Annual technology budget allocates dollars to provide equipment and financial resources to meet student AT needs. | Equipment and financial resources to meet student AT needs are allocated on a case by case basis. | Equipment to address AT needs of students is not provided through agency resources. |
| | 4. A range of employed personnel has the competencies needed to provide quality assistive technology services within areas of primary responsibility. | Key personnel with specialized training share responsibility and expertise in providing AT services. | A staff member or contracted individual with specialized training provides AT services. | Students are referred to outside agencies for AT services. |

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| 5. <u>Continuous learning opportunities about assistive technology</u>, learning strategies and resources are provided that include professional development opportunities<u>, family training</u>, and <u>student training.</u> Learning opportunities focus on support for FAPE and IEP/IFSP goals and objectives. | a. Ongoing training and technical assistance opportunities are readily accessible to all members of the IEP/IFSP team. | IEP/IFSP team receives training and technical assistance on AT devices, strategies and resources to support IEP/IFSP goals and objectives. | Special education and general education staff members receive awareness training regarding AT. |
| | b. Families participate in the ongoing training and technical assistance opportunities available to all members of the IEP/IFSP team. | Families receive limited training and technical assistance on AT devices, strategies and resources to support IEP/IFSP goals and objectives. | Parents' awareness of AT is limited to discussion during IEP/IFSP process. |
| | c. Students with identified AT needs receive comprehensive ongoing training on specific equipment and strategies. | Students with identified AT needs receive comprehensive initial training on specific equipment and strategies. | Students with identified AT needs receive limited specific training on AT equipment. |

**Quality Indicators for Consideration of Assistive Technology Needs**

Consideration of the need for assistive technology (AT) devices and services is an integral part of the educational process identified by IDEA '97 for referral, evaluation and IEP development. Federal legislation does not specify a separate process for consideration of the need for assistive technology. Although assistive technology is considered at all stages of the process, the Quality Indicators are specific to the "consideration of special factors" in the development of the IEP as mandated by IDEA '97. In most instances, the Quality Indicators are also appropriate for the consideration of assistive technology for students who qualify for services under other plans.

| Supporting Data and Documentation Sources | Renewing | Refining | Progressing | Emerging |
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| | 1. Assistive technology (AT) is <u>considered for all students with disabilities</u> regardless of type or severity of disability. | AT is considered for students with motor, sensory or communication disabilities regardless of severity. | AT is considered for students with moderate or severe motor, sensory or communication disabilities. | AT is considered only for students with severe disabilities or in a student's primary area of disability (e.g. hearing, vision). |
| | 2.Staff uses consistent, <u>collaborative decision-making</u> processes to make determinations based on data about the student, environments and tasks. | Staff uses consistent collaborative decision-making processes to make determinations based on limited data. | Staff has the knowledge and skills in AT to gather data, but does not use a systematic process to make informed decisions. | Staff has AT knowledge and skills but do not routinely collect and consider that information in decision-making. |
| | 3. A <u>continuum of assistive technology</u> devices and services is explored. | Technology and strategies available in the agency are explored routinely. Equipment is rented or borrowed from a vendor or other source when data indicates the range of available technology is inadequate. | Technology available in the agency is explored routinely. Occasionally, equipment is rented or borrowed from a vendor or other source. | Exploration of technology and strategies is limited to technology available in the agency. Device and strategy features are not necessarily matched to student need. |
| | 4. Decisions regarding the need for AT are made based on <u>access</u> to the general education curriculum, the student's goals and objectives, and all areas of school life i.e. including school routines, arrival/dismissal, and extracurricular activities. | Decisions regarding the need for AT are based on use within the classroom but separate from group instructional activities. | Decisions regarding the need for AT are based on isolated integration activities in structured learning environments, e.g. pull-out support services. | Decisions regarding the need for AT are limited to an individual student's social, personal communication or motor needs rather than curriculum. |

| Supporting Data and Documentation Sources | Renewing | Refining | Progressing | Emerging |
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| | 5. <u>Decisions</u> regarding the need for AT and <u>supporting data</u> are <u>documented</u> in all appropriate components of the IEP/IFSP. | a. Decisions regarding the need for AT are documented in all appropriate components of the IEP/IFSP. | Decisions regarding the need for AT are documented in some components of the IEP/IFSP. | Cursory consideration of AT is documented in the IEP/IFSP. |
| | | b. Data based on trials and exploration are included, but are insufficient to clearly support the decisions made. | There are insufficient data to clearly support the described needs. | No supporting data documentating consideration is included. |

**Quality Indicators for Assessment of Assistive Technology Needs**

Assessment is a process conducted by a team, used to identify tools and strategies to address a student's specific problem(s). The issues that lead to an assistive technology (AT) assessment may be simple and quickly answered, or more complex and challenging. Assessment takes place when these issues are beyond the scope of the problem solving that occurs as a part of normal service delivery. Timelines comply with applicable state and agency requirements.

| Supporting Data and Documentation Sources | Renewing | Refining | Progressing | Emerging |
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| | 1. Assistive technology (AT) assessments are conducted by a <u>team</u> consisting of people who collectively have knowledge of AT devices and services. | a. Appropriate personnel conduct assessments jointly. Decisions reflect collaborative decision-making. | AT assessment is conducted by separate disciplines with discipline-specific recommendations. | An individual on the student's team makes a recommendation that the student needs AT. |
| | | b. Personnel conducting assessments collectively have knowledge about the abilities and needs of the student, the demands of the customary environments, and the educational objectives. Knowledge of AT devices and services is limited in scope. | AT strategies explored are limited to discipline-specific options. | Knowledge of AT devices and services is at an awareness level. |
| | 2. Agency AT assessment <u>procedures</u> are <u>clearly defined</u> and <u>consistently used</u>. (How do you access AT services? How does agency approach assessment for any child?) | a. Agency AT assessment procedures are clearly defined. | Agency AT assessment procedures are defined in general terms. | Agency assessment procedures are defined, but not specifically for AT. |
| | | b. Defined procedures are used inconsistently. | AT assessment procedures are used occasionally. | Awareness of AT assessment is limited to a consideration process. |
| | 3. AT assessments, <u>including needed trials</u>, are completed within <u>reasonable time lines</u> as determined by the IEP/IFSP team. | a. AT assessments, including needed trials, are completed. | AT assessment includes limited needed trials of equipment and strategies. | AT assessments are completed, but do not include needed trials with equipment. |
| | | b. AT assessments and needed trials are often completed within reasonable time lines as determined by the IEP/IFSP team. | Timeline complies with applicable state and agency requirements. | Timeline complies with applicable state and agency requirements. |

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| 4. AT assessments are conducted in the student's <u>customary environments</u> and <u>actively involve</u> the student and <u>family</u> or caregivers. | a. AT assessments are conducted in educational settings only. | AT assessments are conducted in structured, yet familiar settings. | AT assessments are conducted in environments unfamiliar to the student. |
| | b. Parents are usually part of the AT assessment process. | Parents are minimally involved in the AT assessment process. | Assessments do not actively involve the family or caregivers. |
| 5. AT assessment recommendations are <u>based on data</u> about the student, environments, and tasks. | AT assessment recommendations are based on data collected on two of the three areas:<br>• student's needs and abilities<br>• demands of the environments<br>• educational tasks and objectives | AT assessment recommendations are based on data collected in one of the three areas:<br>• student's needs and abilities<br>• demands of the environments<br>• educational tasks and objectives | AT assessment recommendations are not based on data gathered about the student, environments and tasks. |
| 6. The assistive technology assessment results in <u>clear and concise documented</u> recommendations about AT devices and services. | Specific recommendations for AT devices and services are clearly documented. | General recommendations regarding AT devices and services are documented. | Recommendations for AT devices and services are not documented. |
| 7. Assistive technology assessment is <u>ongoing</u> and based on changes in the student, the environments, devices, or the tasks. | AT assessment occurs when the student's needs or abilities change and when a significant school transition occurs. | AT assessment occurs only when the student's social, communication or motor skills change. | AT assessment occurs only at parent request or when assessments are mandated by law. |

## Quality Indicators for Documentation of Assistive Technology in the IEP/IFSP

The Individuals With Disabilities Education Act of 1997 (IDEA '97) requires that the IEP team consider AT needs in the development of every Individualized Education Program (IEP). Once the IEP team has reviewed assessment results and determined that AT is needed for provision of FAPE, the IEP document must reflect the determination of need. Consideration of AT must be given to all students with special needs who qualify for services. Documentation of consideration or need must be reflected in the student's IEP/IFSP.

\* An assistive technology service is defined as 'any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device. Specifically this service includes:

1. Evaluation of the technology needs of the individual, including a functional evaluation which teakes into account all of the environments within which the individual functions.
2. Loaning and leasing, writing prescriptions for third party insurance or Title XIX payment in conjunction with the individual's physician, or direct purchase of assistive technology devices for individuals with disabilities.
3. Selecting, designing, fitting/customizing, adapting, applying/maintaining, repairing, or replacing of assistive technology devices.
4. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs.
5. Assistive technology training and technical assistance with assistive technology for an individual with a disability, or, where appropriate, the family of an individual with disabilities.
6. Training or technical assistance for professionals, employers, or other individuals who provide services to, employ, or otherwise are substantially involved in the major life functions of individuals with disabilities.'

*IDEA, Title 34 CFR, Sec. 300.6*

| Supporting Data and Documentation Sources | Renewing | Refining | Progressing | Emerging |
|---|---|---|---|---|
| | 1. Assistive technology (AT) is included in the IEP/IFSP in a manner that provides a <u>clear and complete description</u> of the devices and services to be provided and used. | a. AT is included in the IEP/IFSP, specific devices are outlined. | AT is listed in the IEP/IFSP, and general characteristics of the device are included. | AT equipment and strategies are minimally documented in the IEP/IFSP. |
| | | b. AT services are described in general terms. | AT services are not addressed. | AT services are not addressed. |
| | 2. AT is used as a <u>tool to support achievement</u> of IEP/IFSP goals and objectives as well as participation and progress in the educational setting, general curriculum and school life. | AT is used as a tool to support achievement of IEP/IFSP goals and objectives, as well as limited participation and progress in the educational setting, general curriculum and school life. | AT is used as a tool to support achievement of IEP/IFSP goals and objectives within limited educational activities. | AT is written as the outcome of a goal or objective. |
| | 3. IEP/IFSP content regarding AT use is written in language that describes <u>measurable and observable outcomes</u>. | a. IEP/IFSP goals address observable outcomes regarding AT use. | IEP/IFSP goals regarding AT use lack observable outcomes. | IEP/IFSP goal outcomes do not address AT use. |
| | | b. The measurement strategy lacks specificity. | Measurement strategies may or may not be clearly defined. | Measurement strategies are not clearly defined. |

| | 4. All services* needed to implement AT use are documented in the IEP/IFSP. | Two of the following three AT services areas needed to implement AT are documented in the IEP/IFSP.<br>• Selection<br>• Acquisition<br>• Use of AT | One of the following AT services areas needed to implement AT is documented in the IEP/IFSP.<br>• Selection<br>• Acquisition<br>• Use of AT | Services specific to AT use are not addressed in the IEP/IFSP. |
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# Quality Indicators for Assistive Technology Implementation

Assistive technology (AT) implementation pertains to how assistive technology devices and services, as included in the IEP/IFSP are delivered and integrated into the student's educational program. Assistive technology implementation involves people working together to support the student using assistive technology to accomplish expected tasks necessary for active participation across customary educational environments, including transitions to new environments.

| Supporting Data and Documentation Sources | Renewing | Refining | Progressing | Emerging |
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| | 1. Assistive Technology (AT) implementation proceeds according to a <u>collaboratively</u> developed IEP/IFSP with <u>shared responsibilities.</u> | a. AT use in the IEP/IFSP is developed collaboratively. | AT use in the IEP/IFSP is developed collaboratively. | AT use is supported individually by service providers. |
| | | b. Team members collaborate on an occasional basis. | Responsibilities are not specifically defined. | No shared responsibilities are defined. |
| | 2. AT is <u>integrated</u> into the curriculum and daily activities of the student. | AT is integrated into daily activities, but continues to be used only for specific activities within the curriculum. | AT is used for specific daily activities and specific activities within the curriculum. | AT is available but not used to facilitate the student's access to the curriculum, and active participation in educational activities and routines. |
| | 3. <u>Training</u> for staff, student, and family is an integral part of IEP/IFSP implementation. | Training is provided for staff and student, but not for family. | Training is provided for key staff and student only. | No systematic approach to training is designated for implementation. |
| | 4. AT implementation is initially based on assessment <u>data</u> and is adjusted based on student performance data. | a. Student performance data is collected regularly. | Student performance data is collected infrequently. | Initial AT assessment data are incorporated as the IEP/IFSP is developed and implemented. |
| | | b. Data are occasionally used to adjust implementation of the IEP/IFSP. | Data are not used to adjust implementation of the IEP/IFSP. | No adjustments are made. |
| | 5. <u>Equipment repair, maintenance and management</u> of materials is included in the IEP/IFSP. Equipment management responsibilities are carried out by assigned individuals. | Equipment repair, maintenance and management of materials is included in the IEP/IFSP. AT implementation includes planned equipment maintenance and upgrade. Materials are available to student when needed, but are not always current. | Equipment repair, maintenance and management of materials is included in the IEP/IFSP. Equipment repair and material update occurs on an irregular basis. No regular schedule is in place. | Equipment repair, maintenance and management of materials is included in the IEP/IFSP, but responsibilities are not defined or assigned. |