

Quality Indicators for Assistive Technology – Post Secondary (QIAT-PS)

Student Guidelines Questions to Ask In Post-Secondary Environments

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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.

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<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>Do I have a plan to deal with assistive technology problems that may arise?</p>	<p>Learning to update software through routine maintenance installations, use documentation and tutorials, and utilize technical support independently when technology issues arise.</p>

College Guidelines
Questions to Ask Incoming Students with Disabilities

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Indicator	College 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>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?</p>	<p>University staff members are trained to facilitate exploration of individual students disabilities and assisting them in understanding their need for and types of accommodation.</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>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?</p>	<p>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.</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>Are our college and university marketing materials, course catalogs, procedures, web resources accessible and assessed frequently regarding their appropriateness and staff and services have open communication policies?</p>	<p>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.</p>

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<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 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 on-line/distance learning environments?</p>	<p>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.</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 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?</p>	<p>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.</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>Do we support the 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?</p>	<p>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.</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>Do we promote collaboration between the student, various support services and faculty in solving AT challenges and problems?</p>	<p>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.</p>