



## Matrix Summary Sheet

After completing the Quality Indicators matrices, record the self-rating numbers on this summary sheet. Circle the variation number to the right of each indicator. Then connect the circles to create a depiction of strengths and areas of concern.

Rater's Name: \_\_\_\_\_

District/School: \_\_\_\_\_ Date: \_\_\_\_\_

| AREA: Consideration of AT Needs   |               |
|---|---------------|
| INDICATOR   | Self-Rating # |
| 1. Assistive technology devices and services are considered for all students with disabilities regardless of type or severity of disability.  | 1 2 3 4 5     |
| 2. During the development of the individualized educational program, every IEP team consistently uses a collaborative decision-making process that supports systematic consideration of each student's possible need for assistive technology devices and services. | 1 2 3 4 5     |
| 3. IEP team members have the collective knowledge and skills needed to make informed assistive technology decisions and seek assistance when needed.  | 1 2 3 4 5     |
| 4. Decisions regarding the need for assistive technology devices and services are based on the student's IEP goals and objectives, access to curricular and extracurricular activities, and progress in the general education curriculum.                           | 1 2 3 4 5     |
| 5. The IEP team gathers and analyzes data about the student, customary environments, educational goals, and tasks when considering a student's need for assistive technology devices and services.  | 1 2 3 4 5     |
| 6. When assistive technology is needed, the IEP team explores a range of assistive technology devices, services, and other supports that address identified needs.  | 1 2 3 4 5     |
| 7. The assistive technology consideration process and results are documented in the IEP and include a rationale for the decision and supporting evidence.   | 1 2 3 4 5     |

| AREA: Assessment of AT Needs  |               |
|---|---------------|
| INDICATOR   | Self-Rating # |
| 1. Procedures for all aspects of assistive technology assessment are clearly defined and consistently applied.  | 1 2 3 4 5     |
| 2. Assistive technology assessments are conducted by a team with the collective knowledge and skills needed to determine possible assistive technology solutions that address the needs and abilities of the student, demands of the customary environments, educational goals, and related activities. | 1 2 3 4 5     |
| 3. All assistive technology assessments include a functional assessment in the student's customary environments, such as the classroom, lunchroom, playground, home, community setting, or work place.  | 1 2 3 4 5     |
| 4. Assistive technology assessments, including needed trials, are completed within reasonable time lines.   | 1 2 3 4 5     |
| 5. Recommendations from assistive technology assessments are based on data about the student, environments and tasks.   | 1 2 3 4 5     |
| 6. The assessment provides the IEP team with clearly documented recommendations that guide decisions about the selection, acquisition, and use of assistive technology devices and services.  | 1 2 3 4 5     |
| 7. Assistive technology needs are reassessed any time changes in the student, the environments and/or the tasks result in the student's needs not being met with current devices and/or services.   | 1 2 3 4 5     |

| <b>AREA: Documentation in the IEP</b>   |               |
|---|---------------|
| INDICATOR   | Self-Rating # |
| 1. The education agency has <u>guidelines</u> for documenting assistive technology needs in the IEP and requires their consistent application.  | 1 2 3 4 5     |
| 2. All <u>services</u> that the IEP team determines are needed to support the selection, acquisition, and use of assistive technology devices are designated in the IEP.  | 1 2 3 4 5     |
| 3. The IEP illustrates that assistive technology is a <u>tool to support achievement of goals</u> and progress in the general curriculum by establishing a clear relationship between student needs, assistive technology devices and services, and the student's goals and objectives. | 1 2 3 4 5     |
| 4. IEP content regarding assistive technology use is written in language that describes how assistive technology contributes to achievement of <u>measurable and observable outcomes</u> .  | 1 2 3 4 5     |
| 5. Assistive technology is included in the IEP in a manner that provides a <u>clear and complete description</u> of the devices and services to be provided and used to address student needs and achieve expected results.   | 1 2 3 4 5     |

| <b>AREA: AT Implementation</b>   |               |
|--|---------------|
| INDICATOR  | Self-Rating # |
| 1. Assistive technology implementation proceeds according to a <u>collaboratively developed plan</u> .   | 1 2 3 4 5     |
| 2. Assistive technology is <u>integrated</u> into the curriculum and daily activities of the student across environments.  | 1 2 3 4 5     |
| 3. Persons supporting the student across all environments in which the assistive technology is expected to be used <u>share responsibility</u> for implementation of the plan.   | 1 2 3 4 5     |
| 4. Persons supporting the student provide opportunities for the student to use a <u>variety of strategies—including assistive technology—</u> and to learn which strategies are most effective for particular circumstances and tasks. | 1 2 3 4 5     |
| 5. <u>Learning opportunities</u> for the student, family and staff are an integral part of implementation.   | 1 2 3 4 5     |
| 6. Assistive technology implementation is initially based on <u>assessment data</u> and is adjusted based on performance data.   | 1 2 3 4 5     |
| 7. Assistive technology implementation includes <u>management and maintenance of equipment</u> and materials.  | 1 2 3 4 5     |

| <b>AREA: Evaluation of Effectiveness</b>  |               |
|---|---------------|
| INDICATOR   | Self-Rating # |
| 1. Team members share <u>clearly defined responsibilities</u> to ensure that data are collected, evaluated, and interpreted by <u>capable and credible</u> team members.  | 1 2 3 4 5     |
| 2. Data are collected on specific student achievement that have been identified by the team and are <u>related to one or more goal</u> .  | 1 2 3 4 5     |
| 3. Evaluation of effectiveness includes the quantitative and qualitative <u>measurement of changes</u> in the student's performance and achievement.  | 1 2 3 4 5     |
| 4. Effectiveness is evaluated <u>across environments</u> during naturally occurring and structured activities.  | 1 2 3 4 5     |
| 5. Data are collected to provide teams with a means for <u>analyzing student achievement and identifying supports and barriers</u> that influence assistive technology use to determine what changes, if any, are needed. | 1 2 3 4 5     |
| 6. <u>Changes are made</u> in the student's assistive technology services and educational program when evaluation data indicate that such changes are needed to improve student achievement.                              | 1 2 3 4 5     |
| 7. Evaluation of effectiveness is a dynamic, responsive, <u>ongoing process</u> that is reviewed periodically.  | 1 2 3 4 5     |

| <b>AREA: Assistive Technology Transition</b>  |               |
|---|---------------|
| INDICATOR   | Self-Rating # |
| 1. <u>Transition plans address assistive technology needs</u> of the student, including roles and training needs of team members, subsequent steps in assistive technology use, and follow-up after transition takes place. | 1 2 3 4 5     |
| 2. <u>Transition planning empowers the student</u> using assistive technology to participate in the transition planning at a level appropriate to age and ability.  | 1 2 3 4 5     |
| 3. <u>Advocacy related to assistive technology use is recognized as critical</u> and planned for by the teams involved in transition.   | 1 2 3 4 5     |
| 4. <u>AT requirements in the receiving environment</u> are identified during the transition planning process.   | 1 2 3 4 5     |
| 5. <u>Transition planning for students using assistive technology proceeds according to an individualized timeline.</u>   | 1 2 3 4 5     |
| 6. <u>Transition plans address specific equipment, training and funding issues</u> such as transfer or acquisition of assistive technology, manuals and support documents.  | 1 2 3 4 5     |

| <b>AREA: Administrative Support</b>  |               |
|--|---------------|
| INDICATOR  | Self-Rating # |
| 1. The education agency has <u>written procedural guidelines</u> that ensure equitable access to assistive technology devices and services for students with disabilities, if required for a free, appropriate, public education (FAPE). | 1 2 3 4 5     |
| 2. The education agency <u>broadly disseminates</u> clearly defined procedures for accessing and providing assistive technology services and supports the implementation of those guidelines.  | 1 2 3 4 5     |
| 3. The education agency includes appropriate assistive technology responsibilities in <u>written descriptions of job requirements</u> for each position in which activities impact assistive technology services.                        | 1 2 3 4 5     |
| 4. The education agency employs <u>personnel with the competencies</u> needed to support quality assistive technology services within their primary areas of responsibility at all levels of the organization.                           | 1 2 3 4 5     |
| 5. The education agency includes assistive technology in the <u>technology planning and budgeting process.</u>   | 1 2 3 4 5     |
| 6. The education agency provides access to <u>on-going learning opportunities</u> about assistive technology for staff, family, and students.  | 1 2 3 4 5     |
| 7. The education agency uses a <u>systematic process to evaluate</u> all components of the agency-wide assistive technology program.   | 1 2 3 4 5     |

| <b>AREA: Professional Development and Training for AT</b>  |               |
|--|---------------|
| INDICATOR  | Self-Rating # |
| 1. <u>Comprehensive assistive technology professional development and training support the understanding that assistive technology devices and services enable students to accomplish IEP goals and objectives and make progress in the general curriculum.</u>        | 1 2 3 4 5     |
| 2. The education agency has an AT professional development and training plan that identifies the <u>audiences, the purposes, the activities, the expected results, evaluation measures and funding</u> for assistive technology professional development and training. | 1 2 3 4 5     |
| 3. The content of comprehensive AT professional development and training <u>addresses all aspects of the selection, acquisition and use of assistive technology.</u>   | 1 2 3 4 5     |
| 4. AT professional development and training address and are <u>aligned with other local, state and national professional development initiatives.</u>  | 1 2 3 4 5     |
| 5. Assistive technology professional development and training include <u>ongoing learning opportunities that utilize local, regional, and/or national resources.</u>   | 1 2 3 4 5     |
| 6. Professional Development and Training in assistive technology follow <u>research-based models for adult learning that include multiple formats and are delivered at multiple skill levels.</u>  | 1 2 3 4 5     |
| 7. The effectiveness of assistive technology professional development and training is <u>evaluated by measuring changes in practice that result in improved student performance.</u>   | 1 2 3 4 5     |