

Below are professional development resources related to each of the Quality Indicators for Assistive Technology (AT). The sub-categories listed on the right pertain to the numbered items under each quality indicator as seen in the [QIAT Self-Evaluation Matrices](#). If you find that your team needs additional support in any of the quality indicators in general or within specific sub-categories, this table will help teams find videos, webinars, PowerPoints, handouts, and books that will improve the team’s knowledge and practice in all assistive technology services.

Quality Indicator	Professional Development Resource	Sub-Category Targeted
1) Consideration	<p><i>Guide, Synopsis, and FAQs</i> ⇒ AT Technical Assistance Guide: Assists Oklahoma Local Education Agencies (LEAs) and Individualized Education Program (IEP) teams in providing AT devices and services to students with disabilities as required by the Individuals with Disabilities Education Act (IDEA).</p> <p>View the AT technical assistance documents</p>	1, 2, 3, 4, 5, 6, 7
	<p><i>Video</i> ⇒ Considering the Need for AT in the IEP: Oklahoma ABLE Tech discusses the importance of considering AT for all students on an individualized education program (IEP) including IEP team questions to ask to help in the consideration process.</p> <p>Watch the Considering the Need for AT in the IEP video</p>	1, 2, 3, 4, 5, 6, 7
	<p><i>Form</i> ⇒ AT Consideration Checklist Created by the Georgia Project for Assistive Technology: Form to help teams discuss each student's needs, abilities, and difficulties as well as environments and barriers to success.</p> <p>View the AT Consideration Checklist form</p>	5
	<p><i>Form</i> ⇒ SETT (Student, Environments, Tasks, and Tools) Scaffold for Consideration of AT Needs Created by Joy Zabala, Ed.D.: This is one of several forms created to guide users through the process of considering, selecting, and implementing AT. The forms are intended to be examples and can be adapted and changed to meet the needs of the people who are using them as long as credits to the original source are maintained.</p> <p>View the SETT Scaffold for Consideration form</p>	5

	<p><i>Form</i> ⇒ <u>WATI AT Consideration Guide</u>: This form is part of the full assessment manual titled, “Assessing Students’ Needs for Assistive Technology (ASNAT).” The AT Consideration Guide is located on pages 7-10. View the WATI form</p>	5
	<p><i>Webinar and PowerPoint</i> ⇒ <u>Continuing QIAT Conversations - Consideration of AT Needs</u>: Watch and listen as Joan Breslin-Larson talks about processes and resources to help teams consider students’ needs regarding AT. Watch the Continuing QIAT Conversations webinar and view the PowerPoint</p>	1, 2, 3, 4, 5, 6, 7
	<p><i>Guide</i>: <u>Special Education Process Guide</u> – Provides guidance for including assistive technology into the IEP. View the Special Education Process guide</p>	1, 2, 3, 4, 5, 6, 7
2) Assessment	<p><i>Guide, Synopsis, and FAQ</i> ⇒ <u>AT Technical Assistance Guide</u>: Assists Oklahoma Local Education Agencies (LEAs) and Individualized Education Program (IEP) teams in providing AT devices and services to students with disabilities as required by the Individuals with Disabilities Education Act (IDEA). View the AT technical assistance documents</p>	1, 2, 3, 4, 5, 6, 7
	<p><i>Video</i> ⇒ <u>AT Assessment</u>: Oklahoma ABLE Tech provides guidelines and resources for completing the AT Assessment as a team. You will also learn about a system of checks and balances for your school to determine how well its assessment process is working. View the AT Assessment video</p>	1, 2, 3, 4, 5, 6, 7
	<p><i>Form</i> ⇒ <u>The SETT (Student, Environments, Tasks, and Tools) Framework Created by Joy Zabala, Ed.D.</u>: The SETT Framework is a four-part model intended to promote collaborative decision-making in all phases of AT service design and delivery from consideration through implementation and evaluation of effectiveness. See the “SETT Documents”>>”SETT Framework Publications” for more information about the SETT Framework. View the SETT Framework form</p>	3, 5, 7

	<p><i>Form</i> ⇒ <u>SETT (Student, Environments, Tasks, and Tools) Scaffold for Data Gathering Created by Joy Zabala, Ed.D.</u>: This is one of several forms created to guide users through the process of considering, selecting, and implementing AT. The forms are intended to be examples and can be adapted and changed to meet the needs of the people who are using them as long as credits to the original source are maintained.</p> <p>View the SETT Scaffold Data form</p>	3, 5, 7
	<p><i>Manual</i> ⇒ <u>WATI Assessing Student's Needs for Assistive Technology (ASNAT 5th Edition)</u>: In Chapter 1: Assistive Technology Assessment, this publication provides detailed information about the AT assessment process and forms that can be used to gather information about the student.</p> <p>View the WATI manual</p>	1, 2, 3, 4, 5, 6, 7
	<p><i>Publication</i> ⇒ <u>How Do You Know It? How Can You Show It?</u>: This publication provides information and a 'thought process' teams can use to gather data and evaluate the effectiveness of AT.</p> <p>View the How Do You Know It? How Can You Show It? publication</p>	3, 5, 7
	<p><i>Video</i> ⇒ <u>Using the SETT Framework</u>: Learn how to use Joy Zabala's SETT Framework; Assessing students' AT needs by considering the Student, Environments, Tasks, and Tools.</p> <p>Watch the SETT Framework video</p>	1, 2, 3, 4, 5, 6, 7
	<p><i>Guide</i> ⇒ <u>Special Education Process Guide</u>: Provides guidance for including AT into the IEP.</p> <p>View the Special Education Process guide</p>	6
3) AT in the IEP	<p><i>Video</i> ⇒ <u>Documenting AT in the IEP</u>: Oklahoma ABLÉ Tech provides guidelines and resources for documenting AT in a student's Individualized Education Program (IEP). You will also learn about a system of checks and balances for your school to determine how well it is documenting AT in the IEP.</p> <p>Watch the Documenting AT in the IEP video</p>	1, 2, 3, 4, 5

	<p><i>Manual</i> ⇒ <u>WATI Assessing Student's Needs for Assistive Technology (ASNAT 5th Edition)</u>: Chapter 15 discusses documenting AT in the IEP. View the WATI manual</p>	1, 2, 3, 4, 5
	<p><i>Guide</i> ⇒ <u>Special Education Process Guide</u>: Provides guidance for including AT into the IEP. View the Special Education Process guide</p>	1, 2, 3, 4, 5
4) AT Implementation	<p><i>Form</i> ⇒ <u>SETT (Student, Environments, Tasks, and Tools) Scaffold for Implementation and Evaluation of Effectiveness Planning</u>: This is one of several forms created to guide users through the process of considering, selecting, and implementing AT. The forms are intended to be examples and can be adapted and changed to meet the needs of the people who are using them as long as credits to the original source are maintained. View the SETT Scaffold for Implementation form</p>	2, 3, 6
	<p><i>Webinar and PowerPoint</i> ⇒ <u>Continuing QIAT Conversations – AT Implementation</u> - Watch and listen as Joan Breslin Larson talks about processes and resources to help teams implement assistive technology. Watch the Continuing QIAT Conversations webinar and view the PowerPoint</p>	1, 2, 3, 4, 5, 6, 7
5) Evaluation of Effectiveness of AT	<p><i>Form</i> ⇒ <u>SETT (Student, Environments, Tasks, and Tools) Scaffold for Implementation and Evaluation of Effectiveness Planning</u>: This is one of several forms created to guide users through the process of considering, selecting, and implementing AT. The forms are intended to be examples and can be adapted and changed to meet the needs of the people who are using them as long as credits to the original source are maintained. View the SETT Scaffold for Implementation form</p>	1, 2, 3, 4, 5, 6, 7
	<p><i>Publication</i> ⇒ <u>WATI Assistive Technology Trial Use Guide</u>: This publication includes guiding questions and planning tools that can be used to collect information during an AT trial. View the WATI publication</p>	1, 2, 3, 4, 5, 6, 7

	<p><i>Tools</i> ⇒ <u>AT Data Collection Tools</u>: This is an online resource of examples of a variety of data collection tools that may be used during AT trials and to evaluate the effectiveness of AT implementation.</p> <p>View the AT Data Collection tool</p>	1, 2, 3, 4, 5, 6, 7
	<p><i>Guide</i> ⇒ <u>Special Education Process Guide</u>: Provides guidance for including AT into the IEP.</p> <p>View the Special Education Process guide</p>	2, 3, 6
6) AT in Transition	<p><i>Guide, Synopsis, and FAQs</i> ⇒ <u>Technical Assistance Guide: AT for Infants and Toddlers with Disabilities Birth to Three</u>: This document provides technical assistance guidelines for SoonerStart Early Intervention providers and parents of children receiving SoonerStart services.</p> <p>View the AT technical assistance documents</p>	1, 2, 3, 4, 5, 6
	<p><i>Handout</i> ⇒ <u>Timeline of Transition Activities Provided by the Oklahoma Transition Council</u>: This document provides a timeline of recommended programs, services, and activities that can be accessed by individuals with disabilities across the lifespan.</p> <p>View the Timeline of Transition Activities handout</p>	5
	<p><i>Guide</i> ⇒ <u>Family Information Guide to AT and Transition</u>: This 50-page guide is aimed at providing families with the information they need about AT to effectively prepare for and participate in periods of transition in their children's lives. From the Family Center on Technology and Disability. Also available in Spanish.</p> <p>View the Family Information guide</p>	1, 2, 3, 4, 5, 6
	<p><i>Publication</i> ⇒ <u>Student-Led IEP Meetings - Technology Puts Teens in the Driver's Seat</u>: For the past several years, teachers and parents have been encouraged to let high school students in special education take a more active role in their own IEP meetings. When a high school student participates in this way, they develop and hone self-advocacy and self-determination skills—skills critical for assuming more control over the direction of their future.</p> <p>View the Student-Led IEP Meetings publication</p>	2, 3, 5, 6

	<p><i>Guide</i> ⇒ <u>Special Education Process Guide</u>: Provides guidance for including AT into the IEP. View the Special Education Process guide</p>	1, 2, 3, 4, 5, 6
7) Administrative Support for AT	<p><i>DVD</i> ⇒ <u>An Administrator's Perspective on AT - Featuring Penny Reed and Gayl Bowser</u>: Developed by Minnesota Department of Ed Division of Special Education Policy. Access the Administrator's Perspective on AT DVD</p>	1, 2, 3, 4, 5, 6, 7
	<p><i>Handout</i> ⇒ <u>Administrators Guide to Effective Technology Leadership</u>: Principals and administrative leaders are powerful change agents. According to O'Dwyer, L. M., Russell, M. & Bebell, D. J. (2004) perceived pressure from principals and other administrators to use technology is one of the most powerful factors in increasing technology use for teaching and learning. View the Administrators Guide handout</p>	1, 2, 3, 4, 5, 6, 7
	<p><i>Webinar and PowerPoint</i> ⇒ <u>Continuing QIAT Conversations – Administrative Support and Professional Development</u>: Watch and listen as Joan Breslin-Larson talks about processes and resources to help teams with Administrative Support and Professional Development ideas. Watch the Continuing QIAT Conversations webinar and view the PowerPoint</p>	1, 2, 3, 4, 5, 6, 7
	<p><i>Book</i> ⇒ <u>A School Administrator's Desktop Guide to AT</u>: Written by national experts Gayl Bowser and Penny Reed, this handy, easy-to-read practical guide provides an overview of AT services, describes the school administrator's role in ensuring that AT services are provided in a manner that is legal, ethical, and cost effective, and includes resources, self-assessment tools, and specific actions that administrators may take related to leadership, management, supervision, and program development. Access the School Administrator's Desktop Guide to AT book</p>	1, 2, 3, 4, 5, 6, 7
	<p><i>Webinar and PowerPoint</i> ⇒ <u>Continuing QIAT Conversations – Administrative Support</u>: Watch and listen as Joan Breslin-Larson talks about processes and resources to help teams with Administrative Support ideas. Watch the Continuing QIAT Conversations webinar and view the PowerPoint</p>	1, 2, 3, 4, 5, 6, 7

8) AT Professional Development	<p><i>Webinar and PowerPoint</i> ⇒ <u>Continuing QIAT Conversations – Administrative Support and Professional Development</u>: Watch and listen as Joan Breslin-Larson talks about processes and resources to help teams with Administrative Support and Professional Development ideas.</p> <p>Watch the Continuing QIAT Conversations webinar and view the PowerPoint</p>	1, 2, 3, 4, 5, 6, 7
	<p><i>Webinar and PowerPoint</i> ⇒ <u>Continuing QIAT Conversations – Professional Development</u>: Watch and listen as Joan Breslin-Larson talks about processes and resources to help teams with Professional Development ideas.</p> <p>Watch the Continuing QIAT Conversations webinar and view the PowerPoint</p>	1, 2, 3, 4, 5, 6, 7