Format updated 5-2051 and 5-2022

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Technology** **Instruction** **Services** **(AT)**  **Organization will establish a self-study committee to assess and rate the organization on the following:**  NOTE: Items with an asterisk (\*) indicate Absolute Standards. The other items are Critical Standards. See Accreditation Handbook for Organizations, page 5 of 17: “All absolute standards must be fully met to receive accreditation. Critical standards must be at least partially met to receive accreditation.” | Supporting Documentation  Indicate name of file or cite page in documents you provide to show compliance. | Review Committee Decision | | |
| Fully Met | Partially Met | Not Met |
| 1. \*Instructional personnel shall have CATIS certification or possess the knowledge and skills appropriate for the specific learners to be served, and shall have completed a pre-service training program in assistive technology which includes coursework and practical experience or student teaching. |  |  |  |  |
| 2. \*Comprehensive and individualized assessments are conducted to determine learners’ technology needs.  **Indicators:** **The** **assessment** **of** **strengths,** **needs,** **and** **interests** **includes**   * **appraisals** **of** **the** **applicant’s** **visual,** **hearing** **and** **tactual** **senses** **and** **other** **health** **factors;** * **educational,** **vocational,** **and** **social** **background;** * **the** **individual’s** **motivation** **and** **capacities;** * **the** **need** **for** **specific** **adaptive** **skills** **or** **related** **new** **skills** **for** **personal,** **academic** **or** **employment** **needs.** |  |  |  |  |
| 3. The learner and the technology instructor utilize the assessment materials to develop an individualized written technology instructional plan. |  |  |  |  |
| 4. An interdisciplinary approach is taken which includes input from a variety of service providers such as low vision specialists, orientation and mobility specialists, speech and language pathologists, occupational therapists, physical therapists, educational specialists, academic instructional staff, vocational counselors, and technology instructors.  **Indicators:** **Plans** **reflect** **the** **needs** **of** **persons** **served** **and** **encompass** **such** **factors** **as**   * **present** **level** **of** **performance,** * **age,** * **amount** **and** **quality** **of** **vision** **and** **other** **senses,** * **nature** **of** **visual** **impairment,** * **speed** **of** **skill** **acquisition,** * **ability** **to** **conceptualize,** * **presence** **of** **additional** **disabilities** **and** * **unique** **needs.** |  |  |  |  |
| 5. Technology instructors enhance organizational services through sharing technology goals and methods with other staff members and suggesting ways to include technology use into appropriate goals. |  |  |  |  |
| 6. Adequate instructional technology and appropriate specialized assistive devices are available for the technology instruction program. |  |  |  |  |
| 7. In a classroom setting each learner will have access to the assistive device being taught and will not be required to share the device with another learner(s). |  |  |  |  |
| 8. A complete and current inventory is maintained on all instructional and adaptive technology equipment and software. |  |  |  |  |
| 9. The technology instructor assists the individual to examine the available array of assistive technologies to determine the most appropriate technologies to maximize the learner’s independent functioning. |  |  |  |  |
| 10. Consideration is given as to the most appropriate instructional setting to meet the individualized needs of the learner. |  |  |  |  |
| 11. The technology instructor suggests available resources and links learners with resources and services within the organization and the community. |  |  |  |  |
| 12. The technology instructor communicates with other team members to share information about progress, problems, and changing learner needs. |  |  |  |  |
| 13. The technology instructor serves as an advocate for learners obtaining the necessary technology instruction. |  |  |  |  |
| 14. The technology instructor recommends appropriate technologies for personal use at home and/or for employment. |  |  |  |  |
| 15. The technology instructor advocates for the availability of assistive technology in the community and in employment settings where appropriate. |  |  |  |  |
| Total Standards |  | /15 | /15 | /15 |

Required Documents

Please prepare a folder in Dropbox (or use other means of sharing as mutually agreed with AER) for your organization’s Technology Instruction Services Self-Study, with sub-folders labeled for each of the following documents:

* Self-Study (above)
* Policy and Procedures for Technology Instruction Services
* CATIS Certification(s) or Resume(s) for Technology Instruction Personnel
* Needs Assessment Tool/Instrument
* Examples of Needs Assessment Results & Corresponding Individualized Technology Instructional Plan that Identifies Services and Resources
* Interdisciplinary Team Meeting Notes (at least 4 examples)
* Evidence that a Comprehensive Approach to Service Delivery is Utilized that Includes Multiple Staff
* Assistive Devices, Adaptive Technology Equipment and Software Inventory List
* Samples of Instructor’s Daily Lesson Plans that Illustrate Instruction Provided (at least 5 samples)
* Service Delivery Logs that Provide Number of Consumers Served Daily, Weekly and Monthly
* Examples of Advocacy Efforts and Results
* Consumer Progress Reports
* **See** **Section** **I.** **(G)** **Program** **Evaluation** **and** **Improvement** **Required** **Documents** **and** **Submit** **Each** **Item** **for** **Technology Instruction** **Services**
* Narrative to explain any standards you rated as partially met or not met.
* Any other Narrative Remarks

List of Members of Self-Study Committee:

Date Self-Study Completed:

Date of Board Meeting approving Self-Study:

**See** **Section** **I.** **(G)** **Program** **Evaluation** **and** **Improvement** **Required** **Documents** **and** **Submit** **Each** **Item** **for** **Technology** **Instruction** **Services** **and** **Label** **“I.** **(G)** **Technology** **Instruction** **Services.”**

*Organization:* *please* *provide* *an* *attachment* *to* *identify* *and* *explain* *any* *standard* *that* *is* *partially* *met* *or* *not* *met.*

**Reviewer** **Comments** **Section**