Welcome to Webinar #7 of the QIAT Webinar Series:

Focusing on the Work of the QIAT Community

QIATleadership@gmail.com http://www.qiat.org

Transition

Gayl Bowser
gaylbowser@aol.com

Diana Carl
diana.carl@comcast.net

Notes From AbleNet University

FOLLOWING TODAY'S LIVE WEBINAR:

You will receive an e-mail containing:

- A link to the presentation slides
- Certificate of attendance
- Additional handouts (if applicable)
- Special offer

VIEWING TIPS:

- Maximize your screen view by clicking on the link in the upper right corner.
- Close any other applications you are running that use bandwidth.
- Hear an echo? You could be logged in twice, so please close out one of your connections.
- Audio cutting in & out? Click "Mute Audio." Wait several seconds & then click "Play Audio" to reestablish the broadcast audio feed

Tell us who you are poll on screen

1. Consideration
2. Assessment
3. Documentation in the IEP
4. Implementation
5. Evaluation of Effectiveness
6. Transition
7. Professional Development
8. Administrative Support

Common
AT Transition Errors

- Lack of self-determination, self-awareness and self-advocacy on part of the individual with a disability (and/or advocate).
- Lack of adequate long range planning on part of sending and receiving agencies (timelines).
- Inadequate communication and coordination.
- Failure to address funding responsibility.

More Common Errors

- Inadequate evaluation (documentation, data, communication, valued across settings) process.
- Philosophical differences between sending and receiving agencies.
- Lack of understanding of the law and of their responsibilities.

Poll #2
Experience with QIAT

How familiar are you with the QIAT Indicators?

- ❑ Not at all
- ❑ Basic awareness
- ❑ Use them in my work
- ❑ Use them to measure change with my team, district, region or state

Transition Area

Transition plans for students who use AT address the ways the student's use of AT devices and services are transferred from one setting to another. AT transition involves people from different classrooms, programs, buildings, or agencies working together to ensure continuity. Self-advocacy, advocacy and implementation are critical issues for transition planning.

Meet Juna

http://aim.cast.org/experience/training/supports

1. **Transition plans address the AT needs of the student, including roles and training needs of team members, subsequent steps in AT use, and follow-up after transition takes place.**

Intent:

The transition plan assists the receiving agency/team to successfully provide needed supports for the AT user. This involves the assignment of responsibilities and the establishment of accountability.

Quality Indicators for Assistive Technology

1. Transition plans address the AT needs of the student, including roles and training needs of team members, subsequent steps in AT use, and follow-up after transition takes place.

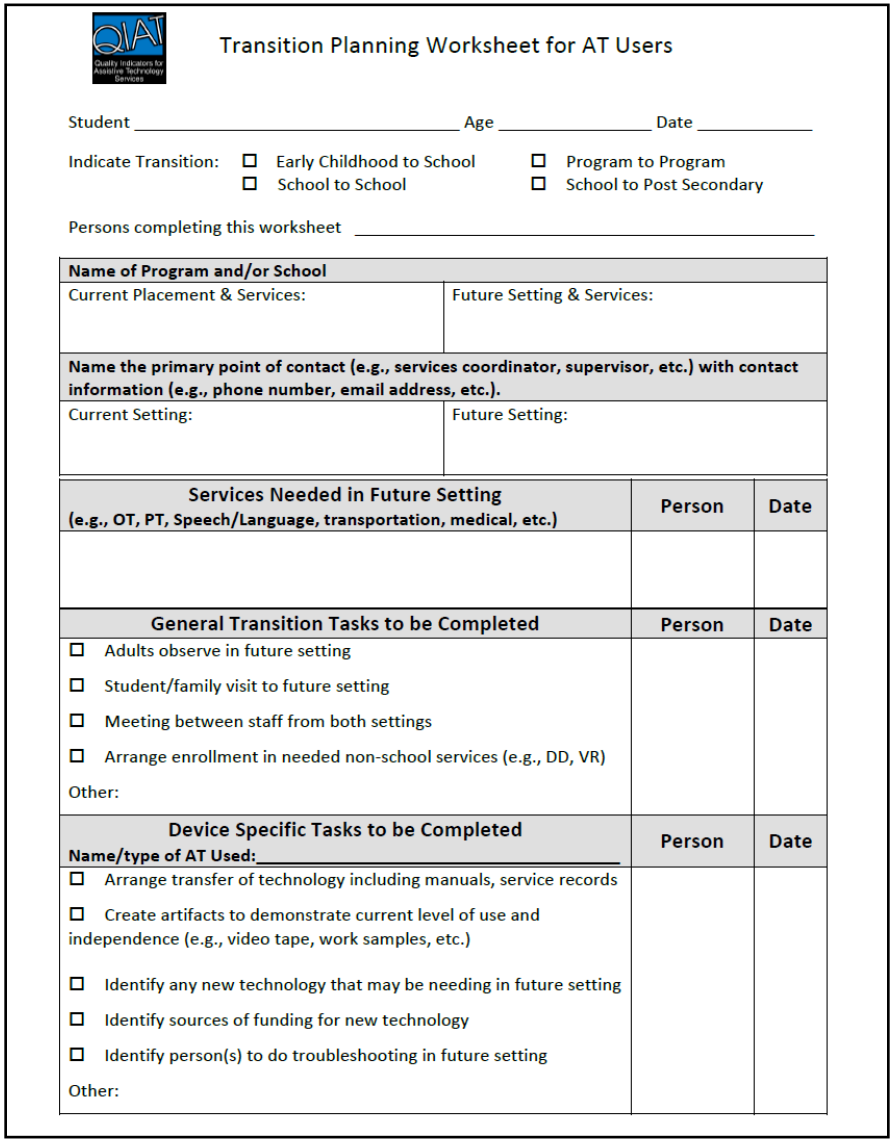
1 Least Promising	2	3	4	5 Most Promising
Transition plans do not address AT needs.	Transition plans rarely address AT needs¸ critical roles¸ steps or follow-up.	Transition plans sometimes address AT needs but may not include critical roles¸ steps or follow-up.	Transition plans always address AT needs and usually include critical roles¸ steps or follow-up.	Transition plans consistently address AT needs. All team members are involved and knowledgeable about critical roles¸ steps and follow-up.

QIAT Resources

www.qiat.org

Transition Planning Worksheet

www.qiat.org



Transition Planning Worksheet for AT Users

Student _____ Age _____ Date _____

Indicate Transition: ☐ Early Childhood to School ☐ Program to Program
☐ School to School ☐ School to Post Secondary

Persons completing this worksheet _____

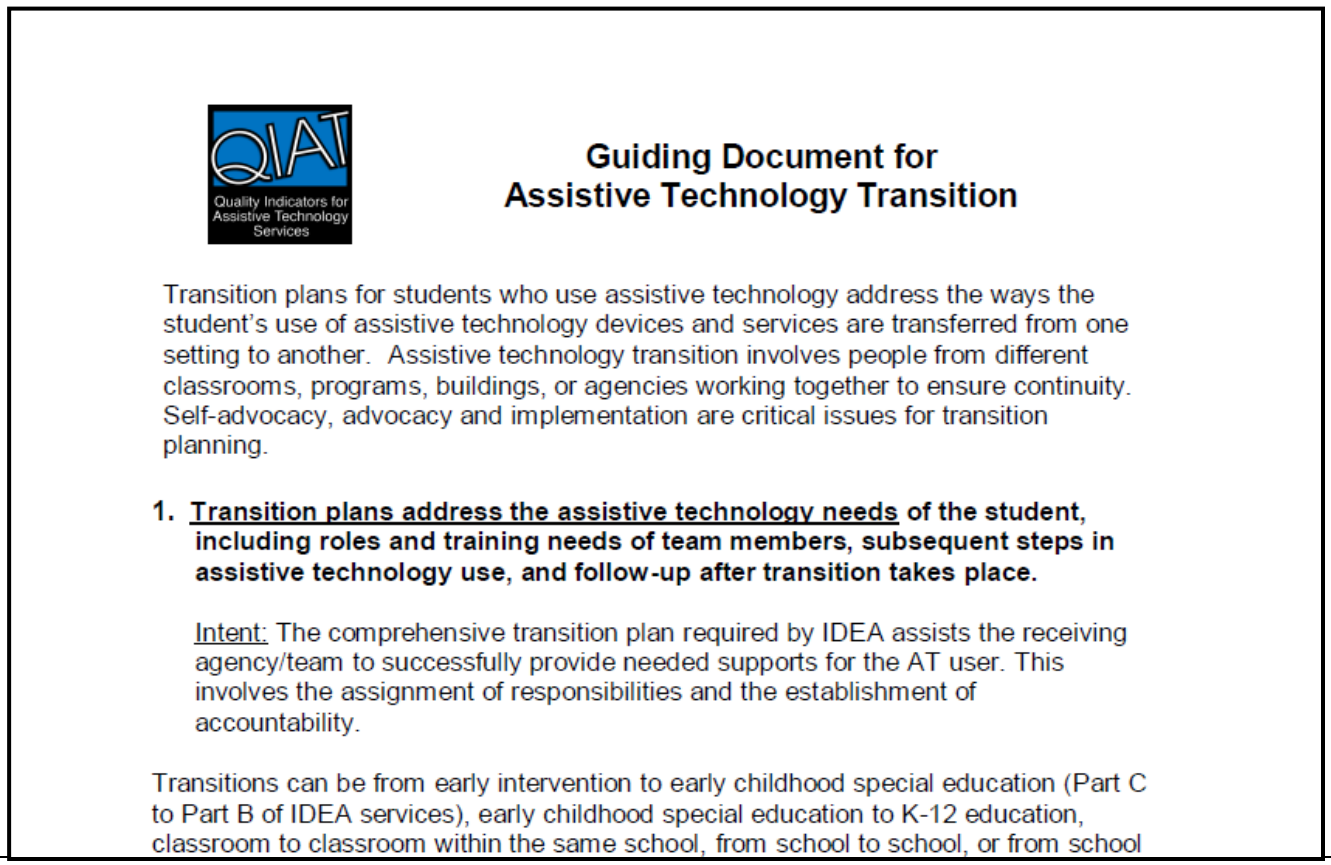
Name of Program and/or School	
Current Placement & Services:	Future Setting & Services:
Name the primary point of contact (e.g., services coordinator, supervisor, etc.) with contact information (e.g., phone number, email address, etc.).	
Current Setting:	Future Setting:

Services Needed in Future Setting (e.g., OT, PT, Speech/Language, transportation, medical, etc.)	**Person**	**Date**

General Transition Tasks to be Completed	**Person**	**Date**
☐ Adults observe in future setting ☐ Student/family visit to future setting ☐ Meeting between staff from both settings ☐ Arrange enrollment in needed non-school services (e.g., DD, VR) Other:		

Device Specific Tasks to be Completed **Name/type of AT Used:**_____	**Person**	**Date**
☐ Arrange transfer of technology including manuals, service records ☐ Create artifacts to demonstrate current level of use and independence (e.g., video tape, work samples, etc.) ☐ Identify any new technology that may be needing in future setting ☐ Identify sources of funding for new technology ☐ Identify person(s) to do troubleshooting in future setting Other:		

Guiding Document for AT Transition



Guiding Document for
Assistive Technology Transition

Transition plans for students who use assistive technology address the ways the student's use of assistive technology devices and services are transferred from one setting to another. Assistive technology transition involves people from different classrooms, programs, buildings, or agencies working together to ensure continuity. Self-advocacy, advocacy and implementation are critical issues for transition planning.

1. **Transition plans address the assistive technology needs of the student, including roles and training needs of team members, subsequent steps in assistive technology use, and follow-up after transition takes place.**

   Intent: The comprehensive transition plan required by IDEA assists the receiving agency/team to successfully provide needed supports for the AT user. This involves the assignment of responsibilities and the establishment of accountability.

Transitions can be from early intervention to early childhood special education (Part C to Part B of IDEA services), early childhood special education to K-12 education, classroom to classroom within the same school, from school to school, or from school

2. Transition planning empowers the student using AT to participate in the transition planning at a level appropriate to age and ability.

Intent:

Specific self-determination skills are taught that enable the student to gradually assume responsibility for participation and leadership in AT transition planning as capacity develops. AT tools are provided, as needed, to support the student's participation.

2. Transition planning empowers the student using AT to participate in the transition planning at a level appropriate to age and ability.

1 Least Promising	2	3	4	5 Most Promising
Student is not present.	Student may be present but does not participate or input is ignored.	Student sometimes participates and some student input is considered.	Student participates and student input is generally reflected in the transition plan.	Student is a full participant and student input is consistently reflected in the transition plan.

3. Advocacy related to AT use is recognized as critical and planned for by the teams involved in transition.

Intent:

Everyone involved in transition advocates for the student's progress, including the student's use of AT. Specific advocacy tasks related to AT use are addressed and may be carried out by the student, the family, staff members or a representative.

3. Advocacy related to AT use is recognized as critical and planned for by the teams involved in transition.

1 Least Promising	2	3	4	5 Most Promising
No one advocates for AT use or the development of student's self-determination skills.	Advocacy rarely occurs for AT use or the development of student self-determination skills.	Advocacy sometimes occurs for AT use and the development of student self-determination skills.	Advocacy usually occurs for AT use and the development of student self-determination skills. .	Advocacy consistently occurs for AT use and the development of student self-determination skills.

Meet Jared

Self Determination Skills

- Choice-making skills
- Decision-making skills
- Problem-solving skills
- Goal setting and attainment skills
- Self-regulation/self-management skills
- Self-advocacy and leadership skills

Wehmeyer 2007

4. AT requirements in the receiving environment are identified during the transition planning process.

Intent:

Environmental requirements, skill demands and needed AT support are determined in order to plan appropriately. This determination is made collaboratively and with active participation by representatives from sending and receiving environments.

4. AT requirements in the receiving environment are identified during the transition planning process.

1 Least Promising	2	3	4	5 Most Promising
AT requirements in the receiving environment are not identified.	AT requirements in the receiving environment are rarely identified	AT requirements in the receiving environment are identified, some participants are involved and some requirements are addressed.	AT requirements in the receiving environment are identified, most participants are involved and most requirements are addressed.	AT requirements in the receiving environment are consistently identified by all participants.

5. Transition planning for students using AT proceeds according to an individualized timeline.

Intent:

Transition planning timelines are adjusted based on specific needs of the student and differences in environments. Timelines address well mapped action steps with specific target dates and ongoing opportunities for reassessment.

5. Transition planning for students using AT proceeds according to an individualized timeline.

1 Least Promising	2	3	4	5 Most Promising
Individualized timelines are not developed to support transition planning for students using AT.	Individualized timelines are developed, but do not support transition planning for students using AT.	Individualized timelines are sometimes developed and support transition planning for students using AT.	Individualized timelines are generally developed and support transition planning for students using AT.	Individualized timelines are consistently developed and support transition planning for students using AT.

6. Transition plans address specific equipment, training and funding issues such as transfer or acquisition of AT, manuals and support documents.

Intent:

A plan is developed to ensure that the AT equipment, hardware, and/or software arrives in working condition accompanied by any needed manuals. Provisions for ongoing maintenance and technical support are included in the plan.

6. Transition plans address specific equipment, training and funding issues such as transfer or acquisition of AT, manuals and support documents.

1 Least Promising	2	3	4	5 Most Promising
The plans do not address AT equipment, training and funding issues.	The plans rarely address AT equipment, training and/or funding issues.	The plans sometimes address AT equipment, training or funding issues.	The plans usually address AT equipment, training and funding issues. .	The plans consistently address AT equipment, training and funding issues.

Transition Planning Worksheet for AT Users

General Transition Tasks to be Completed	Person	Date
☐ Adults observe in future setting ☐ Student/family visit to future setting ☐ Meeting between staff from both settings ☐ Arrange enrollment in needed non-school services (e.g., DD, VR) Other:		
Device Specific Tasks to be Completed **Name/type of AT Used:**_____	**Person**	**Date**
☐ Arrange transfer of technology including manuals, service records ☐ Create artifacts to demonstrate current level of use and independence (e.g., video tape, work samples, etc.) ☐ Identify any new technology that may be needing in future setting ☐ Identify sources of funding for new technology ☐ Identify person(s) to do troubleshooting in future setting Other:		

Poll #3
Your Transition Priorities

Which transition indicators do you feel are the most important to address or have the most impact?

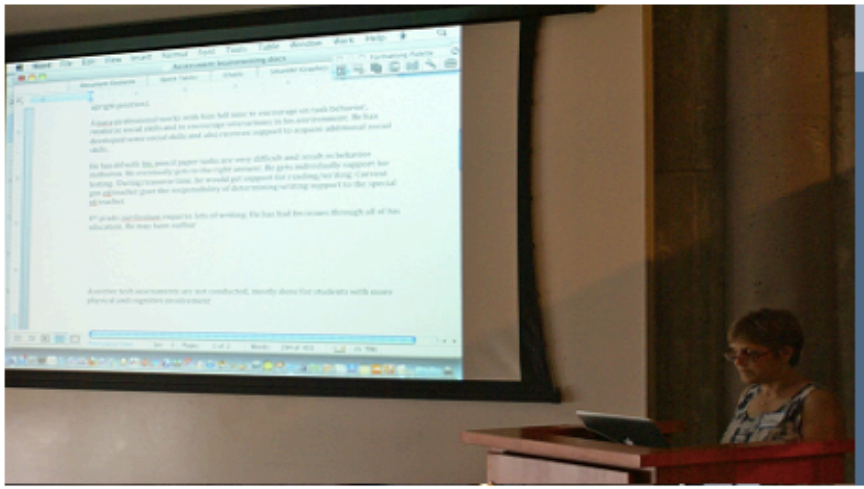
- Transition plans address AT needs
- Planning empowers the student
- Advocacy related to AT use is recognized as critical
- AT requirements in the receiving environment
- Individualized timeline
- Equipment, training and funding addressed

Quality Indicators for Assistive Technology

Guiding the Provision of Quality AT Services

Contact Us Site Map Text Size Normal

Home | Indicators | QIAT List | Resources | Announcements | About Us



« 1 2 3 »

Welcome to the QIAT Website

A resource for educators and families interested in learning more about Assistive Technology

Welcome... to the QIAT website, the official site of the QIAT Community

The QIAT Community is a nationwide grassroots group that includes hundreds of individuals who provide input into the ongoing process of identifying, disseminating, and implementing a set of widely-applicable Quality Indicators for Assistive Technology Services in school settings that can be used as a tool to support:

- assistive technology service providers as they evaluate and constantly improve

What's New

New Documents in Resources:

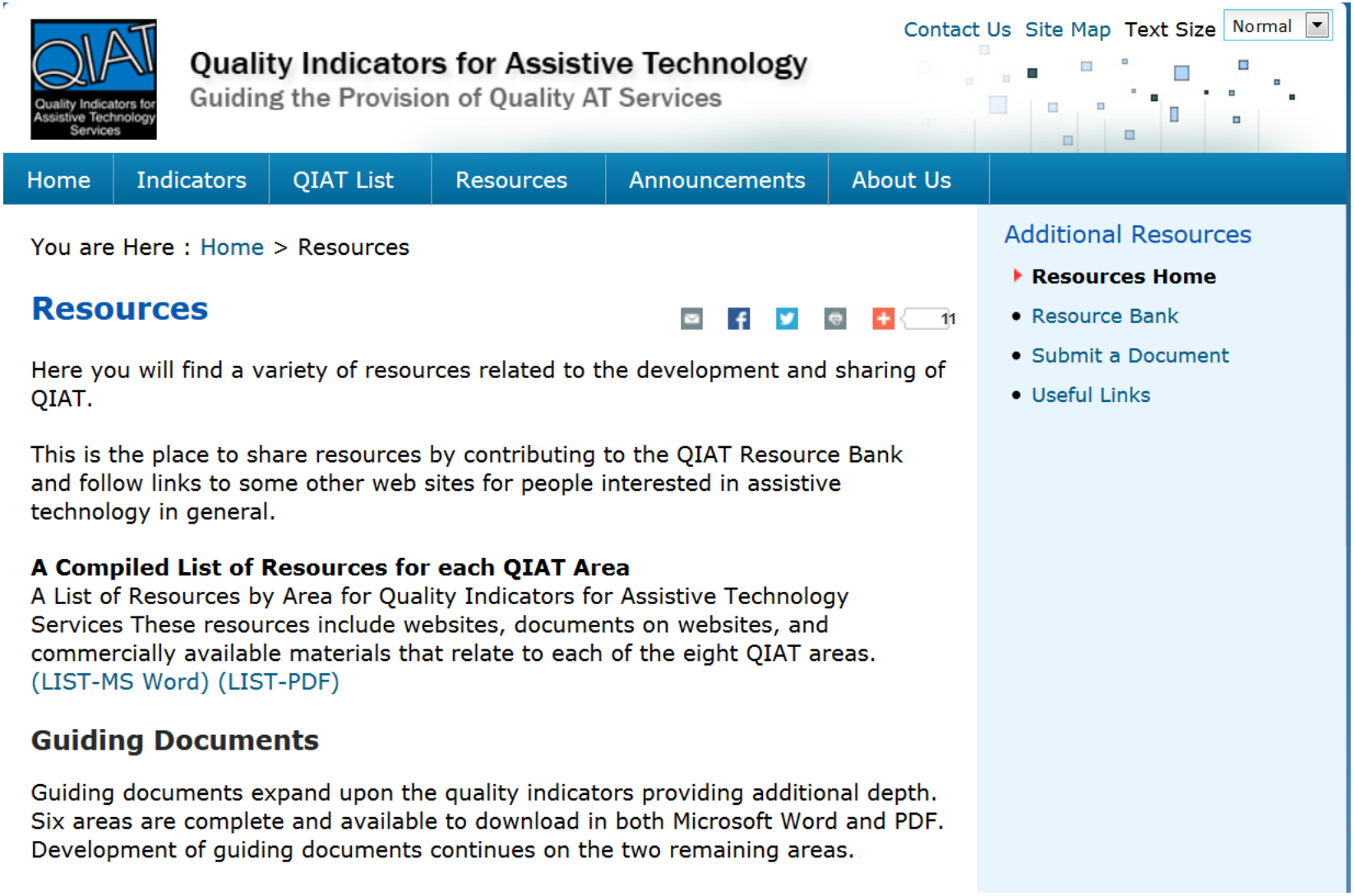
- Guiding Document for Consideration
- Guiding Document for Professional Development
- Updated Guidelines for the QIAT List

New Document Posted in Resourcebank:

- UDL Placemat of Core iPad Apps Serving ALL Students

QIAT List sign-up!

Easy access to the QIAT List for new and current subscribers.


Quality Indicators for Assistive Technology
Guiding the Provision of Quality AT Services
Contact Us
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Home
Indicators
QIAT List
Resources
Announcements
About Us
You are Here : Home > Resources
Resources
11
Here you will find a variety of resources related to the development and sharing of QIAT.
This is the place to share resources by contributing to the QIAT Resource Bank and follow links to some other web sites for people interested in assistive technology in general.
A Compiled List of Resources for each QIAT Area
A List of Resources by Area for Quality Indicators for Assistive Technology Services These resources include websites, documents on websites, and commercially available materials that relate to each of the eight QIAT areas. (LIST-MS Word) (LIST-PDF)
Guiding Documents
Guiding documents expand upon the quality indicators providing additional depth. Six areas are complete and available to download in both Microsoft Word and PDF. Development of guiding documents continues on the two remaining areas.
Additional Resources
Resources Home
Resource Bank
Submit a Document
Useful Links

Transition Resources
OCALI.org

Quality Indicators for Assistive Technology

OCALI

Find content about: Topics in: Media Types

- Autism Center
- Disabilities Center
- Universal Design for Learning Center
- Assistive Technology Center
- Lifespan Transitions Center
- Family Center

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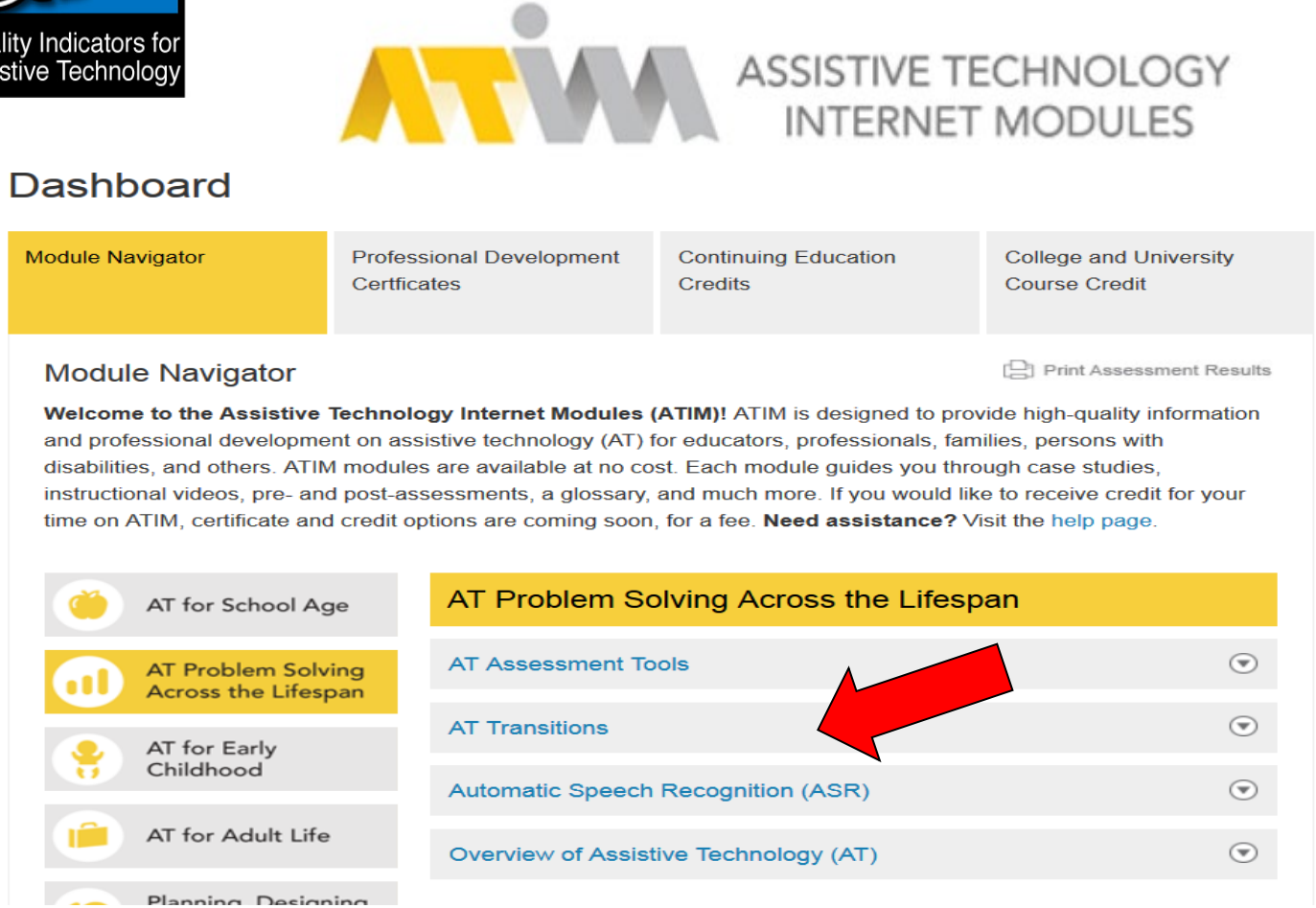
Transition Resources

ASSISTIVE TECHNOLOGY INTERNET MODULES



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Transition Takeaways

- Competent AT implementation in school does not necessarily carry over to new environments.
- The student's Coordinated Set of Activities should include a focus on AT use.
- There are specific actions that AT teams can take to help ensure continuity of AT use after school.

Next QIAT webinar in the AbleNet University Series:

Professional Development for AT

April 16, 2014

11:30 Central time

Scott Marfilius and Kathy Lalk

QIATleadership@gmail.com http://www.qiat.org

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Guiding Document for Assistive Technology Transition

Transition plans for students who use assistive technology address the ways the student's use of assistive technology devices and services are transferred from one setting to another. Assistive technology transition involves people from different classrooms, programs, buildings, or agencies working together to ensure continuity. Self-advocacy, advocacy and implementation are critical issues for transition planning.

1. **Transition plans address the assistive technology needs of the student, including roles and training needs of team members, subsequent steps in assistive technology use, and follow-up after transition takes place.**

   Intent: The comprehensive transition plan required by IDEA assists the receiving agency/team to successfully provide needed supports for the AT user. This involves the assignment of responsibilities and the establishment of accountability.

Transitions can be from early intervention to early childhood special education (Part C to Part B of IDEA services), early childhood special education to K-12 education, classroom to classroom within the same school, from school to school, or from school to adult services. There are themes and needs that are consistent across all transitions, and planning for transitions of any kind can help to ensure that the student's use of AT continues, uninterrupted.

As students prepare to transition to new settings within the same school or in a different location, it is important to plan for and address the continued need for assistive technology (AT). When the transition is to a postsecondary setting, the transition plan, which is part of the individual education program (IEP), is developed by the IEP team and includes a specific focus on transition. IEP teams determine who is important to include on the new team, and membership expands to include key stakeholders from the receiving environment, vocational rehabilitation or other agency personnel as appropriate.

It is essential to identify training needs, assign individual responsibilities, and establish specific roles and tasks to facilitate accountability. During the initial transition period, teams establish the expectation that AT will be used in the new environments and identify, in writing, the specifics of why, how, when, and where it will be used. The plan includes supports and services needed to ensure functional use in the receiving environment.

Once a plan is developed, teams assign individuals to take responsibility for all aspects of implementation. An individual team member is assigned to monitor implementation of the overall plan and the student's progress toward meeting IEP and post-secondary goals.

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Example:

Aaron was transitioning from an elementary school to a middle school within the same district. At the elementary school he was using a laptop with word prediction software which assisted him in the writing process. He was also utilizing digital text with supported reading software to access his textbooks. A transition plan was jointly created between the team at the elementary school and the lead teacher and the AT/case manager from the middle school.

During the meeting, the team members worked together to identify concerns that needed to be addressed. Aaron would be transitioning from a single classroom to a setting where he would have to move between classes. Concerns included laptop transportation, laptop battery life, charging responsibilities, printer access, assignment completion, and identification of accommodations needed for testing. The challenges in the new setting included interactions with multiple teachers, security from possible theft, and receiving teachers' attitudes towards technology.

Based on the jointly created written transition plan for Aaron, the team at Parkhurst Middle School attended a summer workshop to learn the operational features and functional use of the laptop that he would bring with him from his elementary school. The receiving case manager began the process of acquiring his new textbooks in a digital format. All of the concerns were addressed with team members accepting specific roles and responsibilities to make sure each concern was addressed. Aaron was included in the roles and responsibilities to ensure that the laptop was charged and to inform the case manager immediately if there were any additional issues, such as not being able to print.

The case manager for the Pankhurst Middle School team wrote a description of Aaron's needs, the accommodations that would be a part of his program, and established a one month review date to include his elementary school teacher, so that Parkhurst teachers could consult with her and ask clarifying questions about the implementation of his technology in middle school instruction.

Key Questions
• Does the agency have clearly written guidelines for documenting AT transition needs in the IEP? • What is the process for systemically disseminating the guidelines? • Does the IEP team demonstrate working knowledge of these guidelines? • How are transition IEPs monitored to make sure that the AT needs of students are addressed? • How do sending and receiving teams participate in the development of an IEP that includes transition? • How are roles and responsibilities to support the transition documented in the IEP? • What supports and services will the team include in the transition planning? • How will the plan be communicated with all stakeholders in the receiving setting?

2. Transition planning empowers the student using assistive technology to participate in the transition planning at a level appropriate to age and ability.

Intent: Specific self-determination skills are taught that enable the student to gradually assume responsibility for participation and leadership in AT transition planning as capacity develops. AT tools are provided, as needed, to support the student's participation.

Self-determination is the ability to be a causal agent in one's own life. Direct instruction in the skills needed for self-determination in relation to one's AT can begin as soon as a student starts to use AT devices. Wehmeyer & Field (2007), in their book entitled *Self-Determination: Instructional and Assessment Strategies,* list choice-making, decision-making, problem-solving, goal setting and attainment, self-regulation/self-management, and self-advocacy and leadership as critical skill areas. When specific instruction is provided in these areas, students develop more self-awareness, self-knowledge, and more positive perceptions of control, efficacy and outcome expectations. Students can also develop self-determination skills like problem-solving and choice making as those skills relate to AT. Using skills like these helps students to increase their own independence and involvement in transition planning and be successful in the new setting.

Students who have been appropriately involved in IEP development throughout their school experience are better prepared to participate in transition planning. As members of their IEP team, students are empowered to participate in planning for their needs and preferences, regarding use of AT and other aspects of their program. Over time, students take increased responsibility for participating in AT transition planning, including learning self-determination skills at a level commensurate with their age, ability and comfort level.

The students' use of AT during transition planning can ensure that the students have greater access and independence during transitions. This can include tools and strategies that help the students plan the agenda, organize ideas, present thoughts, or use an AT device as a planning tool (e.g., use a speech generating device (SGD) during transition planning meetings).

Examples:

> *Emily was a junior at Lincoln High School. During her IEP transition planning meeting, she used her SGD to advocate for herself. She also made and showed a computer slide presentation to tell the team about the kinds of work she was hoping to be able to do when she completed high school. Emily used her SGD to ask questions about the kind of assistance she could expect if she entered college or a vocational-technical program. Emily's personal goals and ideas were included in her plan. Another meeting was planned after Emily visited two post-secondary settings and learned what strategies she would need for successful transitions.*

Lisa was19 years old and had two more years before transitioning from Lincoln High to a post-secondary setting. She used partner assisted mobility, an SGD and required maximum support for many activities of daily living. She used picture symbols effectively and was learning concepts related to vocational, educational and supported living options. During her IEP meeting she used the symbols on her SGD to express her choices and preferences throughout the transition planning process. At the most recent meeting, she communicated that she wants to visit two of the living options that were discussed.

Key Questions
• How will the student be a participating member of the transition team? • What instruction has the student received to learn and demonstrate self-determination skills at an appropriate level? • When appropriate, does the student use AT to support and increase participation in transition planning?

3. Advocacy related to assistive technology use is recognized as critical and planned for by the teams involved in transition.

Intent: Everyone involved in transition advocates for the student's progress, including the student's use of AT. Specific advocacy tasks related to AT use are addressed and may be carried out by the student, the family, staff members or a representative.

As students transition to new environments, advocates support the students' continued use of AT, provide technical assistance when it is not working, and help determine when new devices are needed. While some students can be their own advocates, parents or caregivers and others in the new environment may be identified to provide additional encouragement and support for the students' continued AT use. Advocacy activities that help to ensure the students' continued progress are specifically planned with roles and tasks assigned to individuals. To the greatest extent possible, students learn and use self-advocacy skills and apply them before, during, and after transitions.

Person-centered planning assists students, educators, family members, and other advocates chosen by the student to identify dreams, goals, and concerns for the future. It also helps to create a type of "map" which helps students take leadership and advocate for their own quality of life. Person-centered planning is often used in the development of formal transition plans. When AT is included in person-centered planning discussions, everyone on the team can better understand the purpose of AT use in new environments.

When students who use AT have good self-advocacy skills, they are able to participate in making decisions about AT use as well as other aspects of their transitions. For some students, the complexity of the disability makes it difficult to self-advocate. In situations like these, it is important that there is a family member, supportive adult, friend or professional who understands the student's AT use, the student's preferences for future use of AT, and who can be an advocate during and after the transition. Without someone to advocate for continued AT use, the chances that AT will be a part of a successful transition are significantly reduced.

Example:

> *In the fall Sven was moving from the one-story ninth-grade center where all classes are in a pod to the two-story high school where his classes would be scattered throughout the building. In his spring transition planning meeting, Sven's mother reported that he had expressed concerns about navigating his wheelchair safely in the crowded halls of the high school. Sven described his concerns about independent mobility not only related to his wheelchair, but also about carrying books and materials from place to place, getting set-up to work in many different classrooms and how to manage emergency situations. Sven requested that a time be arranged for his mother and him to visit the high school during class change time to determine accessibility, maneuverability, distances between classes, and the length of time for transitions between classes. The visit was arranged and a follow-up meeting scheduled, so that both the sending and receiving team members could meet with Sven and his mother to determine options that would work for him in the high school setting.*

Key Questions
• How do team members actively advocate for the student? • Who will be identified to advocate for the student's use of AT in the new environment? • How are self-advocacy skills taught to the student? • How will the student employ self-advocacy strategies during planning?

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4. <u>AT requirements in the receiving environment</u> are identified during the transition planning process.

<u>Intent</u>: Environmental requirements, skill demands and needed AT support are determined in order to plan appropriately. This determination is made collaboratively and with active participation by representatives from sending and receiving environments.

Agencies develop transition processes for students moving from school to school or from school to community. These processes include opportunities for communication

between settings; visits by the students, parents, and teachers; and planning meetings that include all needed team members.

Team members in both the sending and receiving environments work collaboratively in transition planning. In order to plan appropriately, team members identify environmental requirements, new tasks, training needs, services, service providers and other supports that will be needed in the receiving environment. Examples of new AT-related tasks include moving the technology from class to class, using the printer for written assignments, use of a new computer platform, or communicating with new teachers, school staff, and peers. Team members in the sending environment help prepare the student by providing experiences and practice in using these new skills that will be needed before the time for the transition arrives.

Example:

> *Shayna used a talking word processor and word prediction software for all writing tasks of more than three sentences. As Shayna's team began to plan for her move to middle school, the middle school team members pointed out that the new school has Windows platform computers rather than the Macintosh computers used at the elementary school. The team made plans to help Shayna with her transition by acquiring a Windows platform computer and the Windows based version of the software she used for reading and writing. The team developed a plan to provide training for her in the operational use of the Windows computer and software during the spring before she moved to her new school.*

Key Questions
• What will the receiving environment need to know about the student's AT use? • How will information about the student's current AT needs and skills been conveyed to the receiving environment (e.g., written descriptions, video, observations)? • What does a review of the new environment reveal about the requirements and the range of tasks that the student will need to be able to complete? • What changes, if any, are required in the AT the student uses to participate and achieve in the new environment? • What opportunities will the student have to practice needed skills before the transition?

5. Transition planning for students using assistive technology proceeds according to an <u>individualized timeline.</u>

<u>Intent</u>: Transition planning timelines are adjusted based on specific needs of the student and differences in environments. Timelines address well mapped action steps with specific target dates and ongoing opportunities for reassessment.

Federal law requires that, no later than age 16, an individualized timeline is developed and documented for transition. In some states, the age required to begin

transition planning is earlier than age 16. It is important to know the specific rules for your state when beginning transition planning. AT needs and activities that require the use of AT in addition to all of the other essential components are addressed in the timeline. The timeline may include tasks such as acquisition of a new device or software, practice using the AT in the new environment, direct instruction in communication with new people or independence in the use of AT, as well as visitations to potential settings, meetings with service providers, and other typical steps.

Timelines are adjusted based on specific student needs or changes in the environment, tasks that the student is required to do, and changes in student abilities. Timelines include action steps, when they will be taken, persons responsible for those actions, and target dates for completion. Skills and use of AT are reviewed periodically, and the review includes plans for ongoing re-assessment before, during, and after the transition. New timelines and new use of tools may be necessary based on data gathered.

Example:

> *Kristoff was introduced to his SGD during his early elementary years. As he moved from setting to setting, including from elementary to middle school, the SGD moved with him. Before each transition, there were several meetings scheduled to share information with staff in the new setting regarding how Kristoff used his device to communicate, new skills he was working on, strategies for including him in the classroom, development of new vocabulary, etc.*
> *Because of Kristoff's complex communication needs and the number of teachers involved, planning for his transition to high school started in February prior to the transition. The team from the high school attended training sessions on his device in May, so that they were aware of basic operations of his SGD and had a plan to address potential issues. They also visited the middle school to observe classroom strategies that were effective for him in that setting. A contact person was identified from both the middle school and high school to quickly address any issues that might arise. They also met with the high school vice-principal about Kristoff's needs and their plan to address them, so that she would be aware and informed should they need specific support from her.*

Key Questions
• When is the timeline for preparing for transition developed? • Is it well documented, clearly defined and based on specific student needs and goals? • When will the timeline be reviewed and adjusted, based on student performance data? • How are responsibilities defined for reviewing the timeline and reporting the data? • Where are timelines and responsibilities documented in the IEP or transition plan?

6. Transition plans address specific <u>equipment, training and funding</u> issues such as transfer or acquisition of assistive technology, manuals and support documents.

<u>Intent</u>: A plan is developed to ensure that the AT equipment, hardware, and/or software arrives in working condition accompanied by any needed manuals. Provisions for ongoing maintenance and technical support are included in the plan.

Equipment, training and funding are identified and addressed when students transition to new environments. A review of the tasks that the student will complete in the receiving environment includes an evaluation to determine if the student's current AT is appropriate in the new environment or if different equipment is needed. If new equipment is needed, local funding options are explored as appropriate. A plan to obtain equipment, training, and supports for the student in the receiving environment is developed. Next steps are identified, roles are assigned and appropriate agencies are notified. If necessary service providers have not been identified, the plan includes developing strategies to include the needed providers.

Example:

Ahmed and his transition planning team, which included representatives of the school district, developmental disabilities services, the sheltered workshop, and the group home to which Ahmed was moving, identified the specific equipment he had been using at school. This included a direct select communication device with 32 options, a single talking switch used to ask for assistance and a jig for an electric stapler that allowed proper insertion of the papers to be stapled. The sheltered workshop had the equipment needed for the stapling task but was not able to provide either of the communication tools that Ahmed would need after his transition. The team determined that additional funding would be needed to purchase the two communication devices. The school provided a portfolio of information about how Ahmed used the communication devices. The transition team also realized that services available to Ahmed did not include a speech therapist. A community-based speech therapist was identified, and the team acquired funding through Medicaid for periodic review and updating of vocabulary on Ahmed's SGD.

Key Questions
• Who is the owner of the AT the student currently uses? • Will the student be able to use the same AT device in the new environment? • Have funding options for purchase of new AT been identified and accessed? • When new AT is needed, how will it be acquired? • What are the plans to provide the student with needed AT if new equipment will be needed?

- What services will be necessary after the transition?
- What steps have been taken to identify appropriate service providers for support after the transition occurs?
- What are the referral processes for the agencies that should be contacted?

Reference

Wehmeyer, M.L. & Field, S.L. (2007). *Self-determination: Instructional and assessment strategies.* Thousand Oaks, CA: Corwin Press.

Transition Planning Worksheet for AT Users

Student _____ Age _____ Date _____

Indicate Transition: ☐ Early Childhood to School ☐ Program to Program
☐ School to School ☐ School to Post Secondary

Persons completing this worksheet _____

Name of Program and/or School	
Current Placement & Services:	Future Setting & Services:
Name the primary point of contact (e.g., services coordinator, supervisor, etc.) with contact information (e.g., phone number, email address, etc.).	
Current Setting:	Future Setting:

Services Needed in Future Setting **(e.g., OT, PT, Speech/Language, transportation, medical, etc.)**	**Person**	**Date**

General Transition Tasks to be Completed	**Person**	**Date**
☐ Adults observe in future setting ☐ Student/family visit to future setting ☐ Meeting between staff from both settings ☐ Arrange enrollment in needed non-school services (e.g., DD, VR) Other:		

Device Specific Tasks to be Completed **Name/type of AT Used:_____**	**Person**	**Date**
☐ Arrange transfer of technology including manuals, service records ☐ Create artifacts to demonstrate current level of use and independence (e.g., video tape, work samples, etc.) ☐ Identify any new technology that may be needing in future setting ☐ Identify sources of funding for new technology ☐ Identify person(s) to do troubleshooting in future setting Other:		

AT Skills to Increase Student Independence - To be included in IEP as necessary
Device specific use/operational skills: Knowing how to operate the technology **Functional Use Skills:** Using AT to accomplish meaningful tasks across settings **Strategic Skills:** Choosing the right tool for a specific task **Social Skills:** Using technology effectively and appropriately around other people

AT Skills to Increase Student Self Determination - To be Included in IEP as necessary
Choice-making: **Decision-making:** **Problem-solving:** **Goal setting/attainment:** **Self-regulation/self management:** **Self-advocacy/leadership**

Transition to Post-Secondary Settings
Coordinated Plan for Transition Activities Summary

Transition planning teams should consider how the student's current or future AT use will impact success in each of these transition areas.

☐ **Instruction** - Is instruction needed to prepare the student for new settings? Is the current AT appropriate? Will additional devices or services be needed for new settings?

☐ **Related Services** - Is there a need for additional related services to prepare the student for post-secondary life? Are the current related services supporting AT use needed in future settings? Who will provide these? How can the student/family connect with necessary services?

☐ **Community Experiences** - What opportunities need to be provided for the student to use AT in community experiences to prepare for post-secondary life, including government, socialization, recreation, banking, transportation, etc.?

☐ **Employment** - If AT will be used as part of the student's employability, what services and strategies need to be considered? What activities using AT are needed to develop work related skills, including job seeking and retention skills, career exploration and paid employment?

☐ **Post-school Adult Living -** What activities will be needed to prepare the student to use his AT in developing independence in adult living, including accessing medical services, registering to vote, accessing transportation, paying rent and other bills?

☐ **Daily Living Skills -** What activities will be needed to prepare the student to use his AT in developing independence in daily living, such as cooking, dressing, shopping, maintaining health and hygiene, housekeeping, etc.?

☐ **Functional Vocational Evaluation** - How is the use of AT incorporated into the vocational evaluation? Do the evaluation results indicate a need for continued use of AT or the use of new AT?