

AT and Transition: Are You Prepared?

DAVID BAKER
MISSOURI ASSISTIVE TECHNOLOGY
WWW.AT.MO.GOV

The Ultimate Goal of Transition Planning

- To prepare students with disabilities to lead productive and independent adult lives, to the maximum extent possible.

Transition: The Basics

- Transition Plans:
 - are intended to prepare students to move from the world of school to the world of adulthood.
 - are based on the student's needs and must take into account his/her preferences and interests.
 - must be a coordinated set of activities orientated toward producing results.
 - should include assistive technology

What AT Information Should Be Included in the Transition Plan?

- A description of the child's current technology use.
- A statement of the AT requirements in the receiving environment.
- Information concerning the transfer of equipment
- Identification of key personnel involved in training, accessing funding options, and providing ongoing support.
- Steps for using and maintaining the assistive technology

What percent need AT?

- National Center for Special Education Research
 - >60% of students would benefit from AT
- Informal studies indicated >60% do not come to college or job with AT or AT used in the school.

Realistic Outcomes

- Increase levels of independence
- Improve quality of life
- Increase productivity
- Enhance performance
- Expand educational/vocational options
- Increase success
- Reduce amount of support needed.

AT & Transition Survey

Transition Experience

1. How would you rate your overall transition experience from high school to post secondary education?

Rating	Percent %
Very Positive	33.82%
Positive	25.74%
Neutral	25.74%
Negative	9.56%
Extremely Negative	5.15%

AT Usage

2. Have you used assistive technology in the following school environments?

Environment	Percent %
Post Secondary	77.06%
High School	52.29%
Middle School/Jr. High	31.19%
Kindergarten - Elementary	22.02%
Birth - Preschool	5.50%



AT & Transition Survey

3. How important has access to assistive technology been with regard to your ability to complete tasks successfully and independently?

Importance	Percent %
Extremely Important	55.15%
Very Important	16.91%
Neutral	11.03%
Somewhat Important	5.15%
Not Important	11.76%



AT & Transition Survey

6. Are you currently using any of the same equipment you were using in high school? In other words, did you get to keep your technology in the transition process?



Same AT	Percent %
No	77.42%
Yes	22.58%

What AT Information Should Be Included in the Transition Plan?

- A description of the child's current technology use.
- A statement of the AT requirements in the receiving environment.
- Information concerning the transfer of equipment
- Identification of key personnel involved in training, accessing funding options, and providing ongoing support.
- Steps for using and maintaining the assistive technology

AT Transition Worksheet for Students



Assistive Technology Transition Worksheet for Students

Name Today's Date

Current District School

1	2	3	4
<p>List the assistive technology that helped you in junior high or high school. Include only the items that were very useful to you. (#1 below)</p>	<p>Write the features that were important in the assistive technology. (#2 below)</p>	<p>For each item, put the number in the box that best tells how you used the device.</p> <p>1 = I used this by myself without help. 2 = I need help setting it up, then I can use it by myself. 3 = Someone needs to help me once in a while. 4 = Someone needs to help me with this all the time. (#3 below)</p>	<p>How long have you used this item? (#4 below)</p>

1. Item Name	2. Features I liked	3. Rating	4. Time
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Requirements in the Receiving Environment

Assistive Technology Screening for Secondary Students

Please read and consider each item in this screening tool. Questions are designed to be general and should be used to assist staff and students as they consider the assistive technology needs of a student during transition planning. Any **NO** answer should be considered a red flag that the student may encounter significant barriers during their transition process. The attached listing of examples of assistive technology may provide ideas for addressing those barriers.

WRITING

Can the student:

- | | | |
|-----|----|--|
| Yes | No | Write legibly in a traditional manner? (e.g., paper/pencil) |
| Yes | No | Complete written forms? |
| Yes | No | Access the computer in a typical manner? |
| Yes | No | Use the keyboard or word processor to complete written tasks? |
| Yes | No | Utilize features of word processing software to complete written work? |

COMMUNICATION

Can the student:

- | | | |
|-----|----|--|
| Yes | No | Communicate wants/needs to unfamiliar individuals? |
| Yes | No | Help other people understand them better? |
| Yes | No | Request clarification and information? |
| Yes | No | Independently use the telephone? |
| Yes | No | Access and use electronic forms of communication? |

READING

Can the student:

- | | | |
|-----|----|---|
| Yes | No | Physically manipulate books and print materials to independently read? |
| Yes | No | Physically see and read typical text formats? |
| Yes | No | Read and comprehend typical texts and materials?
(e.g., newspaper, books, magazines) |
| Yes | No | Access and read materials from the Internet? |

Requirements in the Receiving Environment

Assistive Technology Protocol for Transition Planning			
Name: _____	Age: _____	Person Completing Report: _____	Date of Report: _____
Date of Birth: _____		Date of Report: _____	
Grade: _____		Expected Date of Graduation: _____	

❖ Purpose

The purpose of this protocol is to review the student's assistive technology needs when transition planning.

❖ Ratings

In each of the following functional areas, determine if the student has any limitations. If limitations do exist, answer the questions regarding the student's capacities. Consider their abilities with & without assistive technology.

❖ Please Read and Consider Each Item

Any **NO** answer is a red flag that the student may confront significant barriers during their transition process. However, these are minimum standards. Even with a **YES** rating, there may still be a benefit from using assistive technology for this function. Next, consider the examples of types of assistive technology that might be used to address these barriers.

DAILY LIVING					
DAILY LIVING ACTIVITIES					
Can the student independently..					
Yes	No	Eat?			
Yes	No	Prepare food?			
Yes	No	Do laundry?			
Yes	No	Groom and take care of hygiene?			
Yes	No	Perform housekeeping activities?			
Yes	No	Manage time and follow a schedule?			
DAILY LIVING ADAPTATIONS			Not applicable	Possibly could use	Using but could be improved
Dressing Aids					
Adaptive Clothing					
Adaptive Kitchen Utensils and Dishes					
Roll-in Shower					
Adaptive Hygiene Devices					
Environmental Controls					
Adaptive Grooming Tools					
Adaptive Appliances					

TRANSPORTATION					
TRANSPORTATION ACTIVITIES					
Can the student...					
Yes	No	Drive?			
Yes	No	Get in/out of any vehicle to be a passenger?			
Yes	No	Transfer into vehicle and load mobility device?			
Yes	No	Get into vehicle with ramp or lift?			
Yes	No	Independently arrange transportation?			
Yes	No	Independently utilize public transportation?			
TRANSPORTATION ADAPTATIONS			Not applicable	Possibly could use	Using but could be improved
Adaptive Driving Equipment					
Car Top or Bumper Carrier for Mobility Device					
Van with Ramp or Lift					
Other					
Comments:					

TOLERANCE	
(to school/community/work environment)	
Can the student...	

Acquisition, Transfer, Funding & Related Services

Device Consideration
Device acquisition
Transfer of technology
Sources of funding

Assistive Technology Services Needed
Provision of on-going AT services
Funding for on-going services

AT Emergency Plan

WISCONSIN ASSISTIVE TECHNOLOGY INITIATIVE

ASSISTIVE TECHNOLOGY EMERGENCY PLAN

Device: _____

Basic Maintenance Required:

Vendor/Source of Maintenance:

(Name/Company) _____

(Phone) _____

(Address) _____

(Technical Assistance phone number) _____

(Technical Assistance email) _____

Case Manager or AT Consultant that can help with arrangements:

(Name) _____

(Phone) _____

(e-mail) _____

Source for loaner equipment:

(Agency) _____

(Phone) _____

Things can I do until my AT is repaired or replaced:

(e.g. use old AT I still have stored away, use low tech substitute (describe), have someone

<https://www.transitioncoalition.org>

Transition Planning Resources

Skip Navigation | Contact Us |

 *The Family Center on Technology and Disability* 

Home ▶ Family Guides ▶ Transition Family Guide

About FCTD
Resource Reviews
Organizations
Newsletters
Discussions
Family Guides
Assistive Tech 101
AT Glossary
Fact Sheets
Powerpoints
Success Stories
En Español
Useful Sites

Family Information Guide to Assistive Technology and Transition



Transition Guide Home
Section 1
Section 2
Section 3
Section 4
Section 5
Print the guide as a pdf

How to Use this Guide

The FCTD Family Information Guide to Assistive Technology and Transition Planning includes the following sections:

- [An Introduction to Transition Planning and Assistive Technology](#)
- [How Make a Successful Transition with Your Assistive Technology](#)
- [Laws Governing Accommodations and Transition in Birth-12 & Postsecondary Settings](#)
- [Glossary of AT and Transition Terms](#)
- [Additional AT and Transition Resources](#)

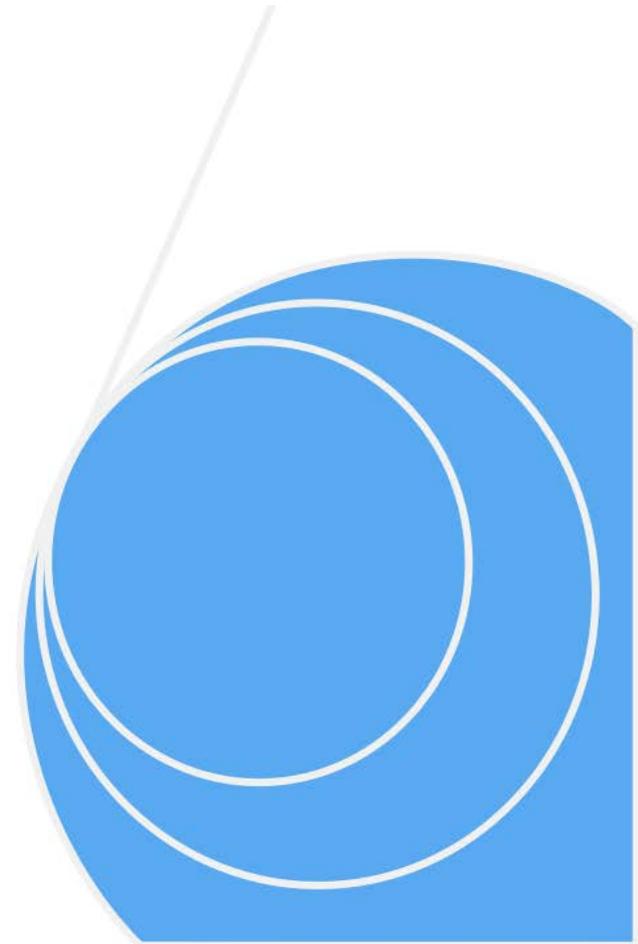

U.S. Office of Special Education Programs

<http://www.ctdinstitute.org>



Transition Planning Resources

**Missouri AHEAD College
Guidebook**



<https://moaheaddotorg>



MoAT Resources

ETC

ATR

TAP

**Show-Me
Loans**

Demonstration

Re-Use

Presenter Contact Information



David Baker
Dbaker@mo-at.org

Missouri Assistive Technology
www.at.mo.gov
800-647-8557