Assistive Technology in Texas Schools Series

Supporting Transitions of AT Users

Supplementary Handouts for Participants

Assistive Technology in Texas Schools Series

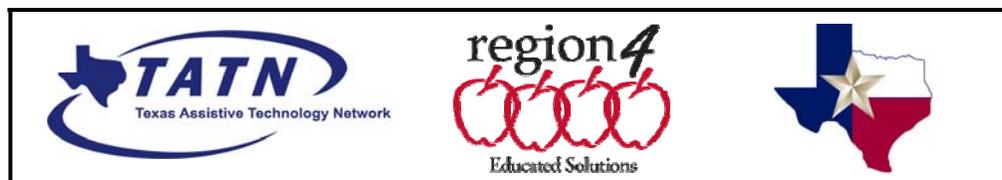***Supporting Transitions of Assistive Technology Users*** is a professional development module that was collaboratively developed by the:

- **Texas Assistive Technology Network, with leadership provided by Region 4 Education Service Center and**
- **Texas Education Agency**

The Assistive Technology in Texas Schools Series consists of professional development modules that may be downloaded at no cost from the Texas Assistive Technology Network (TATN) website at http://www.texasat.net. Region 4 Education Service Center (Region 4) provides leadership for the statewide leadership function of assistive technology and facilitates the network of representatives from the 20 regional education service centers in Texas. TATN has developed a framework for statewide collaboration to ensure the coordination of ongoing needs assessment, setting state priorities, and providing training, products and services to build district capacity to provide effective services in assistive technology.

CONTACT INFORMATION

Texas Assistive Technology Network, led by
Region 4 Education Service Center

Marguerite Hornéy, Region I ESC	Gayle McNurlen, Region X ESC
Kimberly Cook, Region II ESC	Sherry Haeusler, Region XI ESC
Mary Scott, Region III ESC	Gina Holman, Region XII ESC
Kirk Behnke, **Lead**, Region 4 ESC	Kathy Clapsaddle, Region XIII ESC
Cecilia Robinson, Region 4 ESC	Nichole Kertis, Region XIII ESC
Angela Standridge, Region 4 ESC	Mary Ann Brady, Region XIV ESC
Theresa Tanchak, Region 4 ESC	Patti Wyatt, Region XV ESC
Dana Pitman, Region V ESC	Max Hudson, Region XVI ESC
Ana Deter, Region VI ESC	Anita Neff, Region XVII ESC
Robert Smith, Region VII ESC	Mary Hurt, Region XIII ESC
Connie Rhymes, Region VIII ESC	Lou Ann Rosario, Region XIX ESC
Rita Reeder, Region IX ESC	Cindy Miller, Region XX ESC

ESC contact's information available at TATN Web site:
http://www.texasat.net

Region 4 Education Service Center
7145 West Tidwell
Houston, Texas 77092-2096
Kirk Behnke, Senior Education Specialist
Special Education Services
Telephone: 713.744.6386
Fax: 713.462.6827
E-mail: kbehnke@esc4.net
Region 4 Web site: http://www.theansweris4.net

Texas Education Agency
Division of Special Education
1701 North Congress Avenue
Austin, Texas 78701-1494
Telephone: 512.463.9414
Fax: 512.463.9560
Web site: http://www.tea.state.tx.us

TABLE OF CONTENTS

Overview and Introduction

The contents of this module focus on planning as students move to new placements or settings. The module begins with the assumption that IEP teams, which are referred to as Admission, Review and Dismissal (ARD) committees in Texas, have already determined that assistive technology (AT) is needed for a student with disabilities and that the student has been using that AT in the current educational setting. Although the principles of AT transitions included in this session are directly related to the transition planning that is a requirement for students 16 and older in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), the processes and strategies discussed are generally appropriate for transitions of AT users at any age.

The information and processes included in this module are not specific to the State of Texas and can be used with little or no change across the United States and beyond. The presentation is intended for people who are (or will be) involved in transition planning for students who use AT (AT).

The concept used in this module of three aspects of AT transition support was adapted from Project TechTrans. Project TechTrans was funded by Grant #H086U60046 from the U.S. Department of Education, Office of Special Education Programs.

This module was designed for team members who will participate in transition planning for students who use AT. If participants need basic background information regarding AT and the requirements in IDEA, it is suggested that they read the Presenter Notes for the module on AT consideration that can be downloaded from the training modules section of the TATN Web site located at http://www.texasat.net.

The collaborative partners gratefully acknowledge the work of Gayl Bowser as the primary author and Diana Carl as editor.

Gayl Bowser, M.S. Ed., works as an independent consultant. She focuses on the integration of technology into the educational programs of students with disabilities. Former Coordinator of the Oregon Technology Access Program (OTAP) and a special education teacher by training, Bowser has also worked as a school administrator and holds an Oregon School Superintendent's credential. She works, regularly, with school districts to develop effective, legal and high quality assistive technology service designs. Bowser provides assistive technology consultation, training and technical assistance throughout the United States and internationally

Diana Foster Carl, M.A., L.S.S.P., is an assistive technology (AT) consultant with more than 30 years of experience in various capacities in public education. Carl is a former Director of Special Education Services at Region 4 Education Service Center (Region 4) in Houston, Texas where she served for eleven years as the lead facilitator of the Texas Assistive Technology Network (TATN). She is a Licensed Specialist in School Psychology (LSSP). Her accomplishments include AT leadership roles in national, statewide and regional organizations. Carl serves on advisory boards including the National Center for Technology Integration and the Texas Technology Access Project.

Legal References: IDEA Part C Transition
Early Intervention Programs

Transition from Part C services.
    (1) The IFSP must include the steps to be taken to support the transition of

        (i)   Preschool services under Part B of the Act, to the extent that those services are appropriate;

        (ii)   Elementary school or preschool services (for children participating under §303.211);

        (iii)   Early education, Head Start and Early Head Start or child care programs; or

        (iv)   Other appropriate services.

    (2) The steps required in paragraph (h)(1) of this section must include--

        (i)   Discussions with, and training of, parents, as appropriate, regarding future placements and other matters related to the child's transition;

        (ii)   Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to, and function in, a new setting;

        (iii)   The transmission of child find information about the child to the LEA or other relevant agency, in accordance with §303.209(b) and, with parental consent, transmission of additional information to the LEA to ensure continuity of services, including evaluation and assessment information required in §303.320 and copies of IFSPs that have been developed and implemented in accordance with §§303.340 through 303.345;

        (iv)   Identification of transition services and other activities that the IFSP team determines are necessary to support the transition of the child.

        Authority: 20 U.S.C. 1435(a)(10)(B), 1435(a)(16), 1436(d), 1437(a)(9)-(10), 1440)

                         Proposed CFR §303.33(c)

Legal References: IDEA Part B Transition, Texas Education Code and Texas Administrative Code
(Ages 3-21) Special Education Programs

Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) Public Law 108-446 and Title 34 of the Code of Federal Regulations

Definitions Used in This Part:
34 C.F.R.§300.43 Transition services.
(a) Transition services means a coordinated set of activities for a child with a disability that--

(1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes--

(i) Instruction;

(ii) Related services;

(iii) Community experiences;

(iv) The development of employment and other post-school adult living objectives; and

(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

34 CFR §300.320 Definition of Individualized education program.
(b) *Transition services.* Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include--

(1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

(2) The transition services (including courses of study) needed to assist the child in reaching those goals.

34 CFR §300.321 IEP Team.
(b) *Transition services participants*.

(1) In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under §300.320(b).

(2) If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.

(3) To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

34 CFR §300.324 Development, review and revision of IEP.

(c) *Failure to meet transition objectives.*

    (1) Participating agency failure. If a participating agency, other than the public agency, fails to provide the transition services described in the IEP in accordance with §300.320(b), the public agency must reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

    (2) Construction. Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to children with disabilities who meet the eligibility criteria of that agency.

34 CFR §300.305 (e) Evaluations before change in eligibility.

    (1) Except as provided in paragraph (e)(2) of this section, a public agency must evaluate a child with a disability in accordance with §§300.304 through 300.311 before determining that the child is no longer a child with a disability.

    (2) The evaluation described in paragraph (e)(1) of this section is not required before the termination of a child's eligibility under this part due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law.

    (3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

Texas Education Code

§29.011. Transition Planning.

The commissioner shall by rule adopt procedures for compliance with federal requirements relating to transition services for students who are enrolled in special education programs under this subchapter. The procedures must specify the manner in which a student's admission, review, and dismissal committee must consider, and if appropriate, address the following issues in the student's individualized education program:

    (1) appropriate student involvement in the student's transition to life outside the public school system;

    (2) if the student is younger than 18 years of age, appropriate parental involvement in the student's transition;

    (3) if the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district in which the student is enrolled;

    (4) any postsecondary education options;

    (5) a functional vocational evaluation;

    (6) employment goals and objectives;

    (7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments;

    (8) independent living goals and objectives; and

    (9) appropriate circumstances for referring a student or the student's parents to a governmental agency for services.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995. Amended by Acts 2003, 78th Leg., ch. 704, § 1, 2, eff. June 20, 2003

Texas Administrative Code
Chapter 89. Adaptations for Special Populations
Subchapter AA. Commissioner's Rules Concerning Special Education Services

§89.1055. Content of the Individualized Education Program (IEP).

(g) For each student with a disability, beginning at age 16 (prior to the date on which a student turns 16 years of age) or younger, if determined appropriate by the ARD committee, the following issues must be considered in the development of the IEP, and, if appropriate, integrated into the IEP:

> (1) appropriate student involvement in the student's transition to life outside the public school system;
>
> (2) if the student is younger than 18 years of age, appropriate parental involvement in the student's transition;
>
> (3) if the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district in which the student is enrolled;
>
> (4) any postsecondary education options;
>
> (5) a functional vocational evaluation;
>
> (6) employment goals and objectives;
>
> (7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments;
>
> (8) independent living goals and objectives; and
>
> (9) appropriate circumstances for referring a student or the student's parents to a governmental agency for services.

Source: The provisions of this §89.1055 adopted to be effective September 1, 1996, 21 TexReg 7240; amended to be effective March 6, 2001, 26 TexReg 1837; amended to be effective June 7, 2004, 29 TexReg 5608; amended to be effective November 11, 2007, 32 TexReg 8129.

Legal References: Texas Transfer of Assistive Technology Devices

Texas Education Code (TEC)
§ 30.0015. Transfer of assistive technology devices.
(a) In this section:
  (1) "Assistive technology device" means any device, including equipment or a product system, that is used to increase, maintain, or improve functional capabilities of a student with a disability.
  (2) "Student with a disability" means a student who is eligible to participate in a school district' special education program under Section 29.003.
  (3) "Transfer" means the process by which a school district that has purchased an assistive technology device may sell, lease, or loan the device for the continuing use of a student with a disability changing the school of attendance in the district or leaving the district.
(b) The agency by rule shall develop and annually disseminate standards for a school district's transfer of an assistive technology device to an entity listed in this subsection when a student with a disability using the device changes the school of attendance in the district or ceases to attend school in the district that purchased the device and the student's parents, or the student if the student has the legal capacity to enter into a contract, agrees to the transfer. The device may be transferred to:
  (1) the school or school district in which the student enrolls;
  (2) a state agency, including the Texas Rehabilitation Commission and the Texas Department of Mental Health and Mental Retardation, that provides services to the student following the student's graduation from high school; or
  (3) the student's parents, or the student if the student has the legal capacity to enter into a contract.
(c) The standards developed under this section must include:
  (1) a uniform transfer agreement to convey title to an assistive technology device and applicable warranty information;
  (2) a method for computing the fair market value of an assistive technology device, including a reasonable allowance for use; and
  (3) a process to obtain written consent by the student's parents, or the student where appropriate, to the transfer.
(d) This section does not alter any existing obligation under federal or state law to provide assistive technology devices to students with disabilities.

Added by Acts 1999, 76th Leg., ch. 682, § 1, eff. June 18, 1999.

Acquired on February 18, 2008, from
http://tlo2.tlc.state.tx.us/statutes/docs/ED/content/htm/ed.002.00.000030.00.htm#30.0015.00

Texas Administrative Code
Chapter 89. Adaptations for Special Populations
Subchapter AA. Commissioner's Rules Concerning Special Education Services
§89.1056. Transfer of Assistive Technology Devices.

(a) Unless otherwise specifically defined in this section, the terms used in this section shall have the meanings ascribed to such terms in Texas Education Code (TEC), §30.0015, (Transfer of Assistive Technology Devices).
(b) A transfer of an assistive technology device (ATD) pursuant to TEC, §30.0015, shall be in accordance with a transfer agreement which incorporates the standards described in TEC, §30.0015(c), and which includes, specifically, the following.
  (1) The transferor and transferee must represent and agree that the terms of the transfer are based on the fair market value of the ATD, determined in accordance with generally accepted accounting principles.

(2) The informed consent of the parent of the student with a disability for whom the ATD is being transferred must be obtained before the transfer of an ATD pursuant to TEC, §30.0015. The procedures employed by a school district in obtaining such informed consent shall be consistent with the procedures employed by the district to obtain parental consent under 34 Code of Federal Regulations (CFR), §300.300. If the student has the legal capacity to enter into a contract, the informed consent may be obtained from the student. Consistent with 34 CFR, §300.505(c), informed parental or adult student consent need not be obtained if the school district can demonstrate that it has taken reasonable measures to obtain that consent, and the student's parent or the adult student has failed to respond. To meet the reasonable measures requirement, the school district must use procedures consistent with those described in 34 CFR, §300.322(d).

(3) If the transfer is a sale, then the sale of the ATD shall be evidenced by a "Uniform Transfer Agreement" (UTA) which includes the following:

    (A) the names of the transferor and the transferee (which may be any individual or entity identified in TEC, §30.0015(b));

    (B) the date of the transfer;

    (C) a description of the ATD being transferred;

    (D) the terms of the transfer (including the transfer of warranties, to the extent applicable); and

    (E) the signatures of authorized representatives of both the transferor and the transferee.

(c) The Texas Education Agency shall annually disseminate to school districts the standards for a school district's transfer of an ATD pursuant to TEC, §30.0015.

(d) Nothing in this section or in TEC, §30.0015, shall:

(1) alter any existing obligation under federal or state law to provide ATDs to students with disabilities;

(2) require a school district to transfer an ATD to any person or entity;

(3) limit a school district's right to sell, lease, loan, or otherwise convey or dispose of property as authorized by federal or state laws, rules, or regulations; or

(4) authorize any transfer of an ATD that is inconsistent with any restriction on transferability imposed by the manufacturer or developer of the ATD or applicable federal or state laws, rules, or regulations.

Source: The provisions of this §89.1056 adopted to be effective March 6, 2001, 26 TexReg 1837; amended to be effective November 11, 2007, 32 TexReg 8129.

Acquired February 18, 2008, from http://www.tea.state.tx.us/rules/tac/chapter089/ch089aa.html#89.1056

UNIFORM TRANSFER AGREEMENT

(For the Sale of an Assistive Technology Device Pursuant to Texas Education Code §30.0015)

Transferor: _____ **Date:** _____
_____

Transferee: _____

Description of Assistive Technology Device (ATD):

Terms of Transfer (including the transfer of warranties, if applicable):

Determination of Fair Market Value*: The parties agree that the sale price specified herein is consistent with the fair market value of the ATD, determined in accordance with 19 TAC §89.1056(b)(1) and generally accepted accounting principles.

Executed this _____ day of _____, _____

Transferor: _____   **Transferee:** _____

    By: _____   By: _____

    Title: _____   Title: _____

☐ Yes ☐ No   I have been fully informed and understand the school's request for my consent as described above.

☐ Yes ☐ No   I agree to the transfer of assistive technology as described above.

☐ Yes ☐ No   I understand that my consent is voluntary and may be revoked.

_____   _____
Signature of Parent/Adult Student   Date

* After fair market value is determined under 19 TAC §89.1056(b)(1), a local education agency that has purchased an ATD with federal funds shall determine whether a financial obligation to the Texas Education Agency exists under 34 CFR §80.32(e).

Texas Coordinated Set of Activities

In order to help teachers write activities/strategies the following pages provide examples of activities/strategies that can be used to assist students to prepare for their desired postschool goals. The activities/strategies are organized by the seven areas contained in the statement of needed transition services and relate to one or more of the postschool activities listed above. Activities/strategies that have an asterisk (*) directly relate to assisting students to further identify and clarify their preferences and interests for postsecondary outcomes. Since the statement of needed transition services is based upon the student's needs, interests, and preferences as they relate to postsecondary outcomes, these types of activities/strategies should be considered for each student and repeated as needed to update information.

Sample Transition Activities / Strategies

Introduction

The sample activities/strategies in each of the following transition areas on the following pages are only a partial listing of the many activities that an IEP team could recommend and put into the statement of needed transition services. In developing the activities in the statement of needed transition services, it should be kept in mind that the area in which the activity/strategy is listed is not what is most important. Many of the activities/ strategies could be justified under one or more of the seven areas. What is most important is making sure that all of the critical activities/strategies are identified and listed in one of the seven areas.

The specific listing of activities/strategies must be individualized for each student based upon their needs, preferences, personal interests, and desired post school goals. Not all of the example activities/strategies will apply to any one student. It should also be remembered that the listing of all of the activities/strategies cannot be completed during the next 12 months nor completed by only school staff. This statement is a long-range plan for post school adult life and, when combined, all of the activities reflect all of the things that should be done to help the student prepare for and make the move into whatever they choose to do when they leave the school system. While only some of the most important activities/strategies will be addressed in any one given school year, all of the activities/strategies must be reviewed and refined each year based upon what has been accomplished, the current and projected future needs of the student, and emerging student preferences and interests.

Instruction	
Activities/strategies listed in this area have to do with "instruction," whether that is a formal or informal imparting of knowledge or skills. The activities/strategies can include, but are not limited to, such things as: • Broad curricular areas of needed coursework, educational experiences, skill training, etc • Activities/strategies that are necessary to prepare for and take part in college, continuing education, further skill training, adult living, etc.	
Activities and Strategies	
Collect information regarding the student's desired postsecondary educational involvement. *	Write an informational interview letter to the disabilities resource coordinator at postsecondary schools of interest.
Visit college campuses and meet with student support services. *	Complete a learning styles inventory to identify preferences and strength modes.
Consider enrollment in a tech-prep program with supports for eleventh grade.	Take a GED pre-test (TABE).
Consider enrollment in a cooperative education course for the __ grade.	Research college scholarship opportunities.
Learn about Section 504 of the Rehabilitation Act and Americans with Disabilities Act.	Apply for a Big Brother/Big Sister to help with homework and mentoring.
Explore admission requirements for possible part-time enrollment at a Vocational/Technical School.	Take a CPR/First Aid course.
Learn about the process for accessing apartments for rent.	Enroll in a SAT prep course in the __ grade.
Obtain information on continuing and adult education opportunities.	Learn about community agencies that provide services and support to people with disabilities.
Learn about the Americans with Disabilities Act.	Tour post school occupational training programs. *
Learn about students' rights under IDEA and Section 504 of the Rehabilitation Act.	Obtain, complete, and submit applications to colleges of choice.
Enroll in Self-Advocacy/Self-Awareness Studies in the __ grade.	Obtain, complete, and submit applications for tuition assistance.
Enroll in an internship/apprenticeship program in the __ grade.	Register for classes with city parks and adaptive recreation programs.
Enroll in Adult/Continuing Education courses such as _.	Enroll in and take classes through the local County Extension Program.
Enroll in Community College courses such as_____.	Practice negotiation skills for job raises, car purchases, etc.
Enroll in a career selection course in the __ grade. *	Access tutoring services in school or through a private agency.
Enroll in an adult living course in the __ grade. *	Take classes through the local 4-H organization.
Participate in extra curricular activities such as ____	Learn about time management.
Enroll in parenting classes in the __ grade.	

Related Services	
Activities/strategies in this area should consider the current and projected related service needs of the student. This area of the statement of needed transition services is not for specifying the needed related services for the next school year. Related services for the coming school year should be addressed in another section of the IEP. Rather, the context of related services in this statement has to do with determining if the related service needs will continue beyond school, helping to identify who or what agency might provide those services, helping to identify how the student and parent can access those services and then connecting the student and parent to whomever will provide those services before the student leaves the school system. This type of planning, discussion, and identifying of activities/strategies should make the move from the school being one related service provider to another adult agency or service provider as seamless as possible for students and families.	

Activities and Strategies	
Identify and visit community mental health agencies.	Explore city/county transportation options.
Identify potential post school providers of related services and funding sources.	Apply for eligibility with state transportation program.
Identify potential post school providers of recreation therapy or occupational therapy and potential funding sources.	Apply for eligibility with the state division of Mental Health Services.
Visit potential post school providers of physical therapy.	Apply for Supplemental Security Income (SSI) from the Social Security Administration (SSA).
Apply for a mentor through a local, non-profit agency for counseling of substance abuse and delinquency.	Write a Plan for Achieving Self-Support (PASS) and submit it to SSA to obtain funding for transportation to and from a job.
Engage in conversations using an augmentative communication device.	Identify possible sources of support for coping with difficult life situations.
Receive orientation and mobility training in place of employment.	Obtain a driving capability assessment from_____.
Interview a job coach for assistance with learning job tasks.	Obtain new equipment (i.e., wheelchair, seating, braces, Assistive Technology etc.).
Learn about potential post school providers of speech therapy.	Modify vehicle—explore options for modified transportation.
Learn to use a guide dog effectively.	Complete an assistive technology evaluation.
Enroll in a delinquency prevention program.	Interview and select an adult provider.

Community Experiences	
Activities/strategies listed in this area emphasize activities/strategies that are generally provided outside the school building and that prepare the student for participation in community life. These activities should encourage the student to participate in the community, including government, social, recreational, leisure, shopping, banking, transportation, or other opportunities.	
Activities and Strategies	
Investigate participation in church/temple or social/recreation events. *	Tour apartments for rent. *
Learn about and visit potential places in the community to shop for food, clothes, etc.*	Investigate participation in community civic and social organizations (e.g., Lions Club, Rotary, Elks, Jaycees, Kiwanis, etc.). *
Investigate opportunities for socialization training in the community.	Collect information regarding the student's desired postsecondary community involvement. *
Investigate youth volunteer programs at the library.	Obtain a state identification card or driver's license.
Investigate youth volunteer programs at the hospital.	Register to vote.
Investigate participation in community sports teams or organizations (e.g., softball, bowling, etc.).	Join a community team or organization (e.g., church group, self-advocacy club, Toastmasters, Alcoholics Anonymous, bowling league, etc.).
Join a community recreation center or YMCA. *	Learn to ride a skateboard, roller blade, bike or other outdoor activity.
Learn about the community theater group.	Visit the mall and food court with a provider; identifying stores and meals of choice.
Learn about the community symphonic organization.	Register with the selective service.
Investigate participation in the community arts council.	Observe a courtroom or jury duty process.
Learn about the community horticultural club.	Attend "Open Mic Night" at a local coffee shop.
Learn about the community historical preservation society.	Identify different living/housing options.
Determine transportation options within the community (e.g., city bus, taxi, Dial-a-Ride, Red Cross, Safe Ride, carpool, etc.).	Attend and participate in local government activities (e.g., council meetings, school board meetings, city/council public hearings, etc.).
Participate in age appropriate social activities (e.g., dances, dating, concerts, sporting events, etc.).	Learn about and access postal services.
Open a bank account.	Register for classes with city parks and adaptive recreation programs.
Request a volunteer center directory to research and select a site of interest.	Identify and learn about community medical and health services.

Employment	
Activities/strategies listed in this area focus on development of work-related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and actual employment.	
Activities and Strategies	
Collect information regarding the student's desired employment and career interests for adult life beyond college and/or postsecondary vocational training. *	Contact the state Commission for the Blind and Visually Impaired to obtain employment services.
Work towards obtaining a license to become a _____.	Register with Employment Services.
Meet with adult workers in the career field of _____. *	Take the ASVAB.
Participate in a career awareness program in the __ grade. *	Visit the labor organization offices for a local union.
Participate in a community-based career exploration program in the __ grade. *	Practice completing job applications and interviewing skills.
Explore possible summer employment through the Summer Youth JTPA program.	Obtain a paid job in an area of interest.
Meet with supported employment agencies to identify and evaluate their services.	Conduct an informational interview with military branch officers.
Learn about the county one-stop career centers.	Memorize your Social Security number.
Obtain information and/or apply for youth apprenticeship program.	Attend transition fair or career fair at school and/or in the community.
Complete the online application for Vocational Rehabilitation Services.	Research through O'Net careers, qualifications and specifications, and key words for resume development.
Schedule a visit with the local Vocational Rehabilitation office to determine eligibility for services.	Obtain a list of providers to Vocational Rehabilitation who conducts person-centered planning, job development and placement, and job coaching.
Meet with a Vocational Rehabilitation counselor to develop an Individualized Plan for Employment (IPE).	Draft resume, cover letters, and thank you notes for after interviews.
Write a Plan for Achieving Self-Support (PASS) and submit it to Social Security to obtain funding for a job coach.	Write a Plan for Achieving Self-Support (PASS) and submit it to Social Security to obtain funding for starting a business.
Meet with a Job Corps counselor.	Participate in job shadowing.
Learn more about the voucher for Ticket to Work (for SSI beneficiaries) and interview providers.	Observe job site and develop a task analysis for job activities.
Meet with armed forces recruiter.	Purchase clothes for job interviews.

Post-school Adult Living	
Activities/strategies listed in this area emphasize activities/strategies that focus on adult living skills. These are generally those activities that are done occasionally such as registering to vote, filing taxes, obtaining a driver's license, renting or buying a home, accessing medical services, obtaining and filing for insurance, planning for retirement, and accessing adult services such as Social Security.	
Activities and Strategies	
Collect information regarding the student's desired residential life beyond high school and a residential postsecondary educational setting. *	Learn about ways to purchase/lease a car and maintain vehicle or obtain modifications.
Register to vote and learn about the election process.	Open a bank account and manage finances/budget/bills.
Register for the draft and learn about public service obligations/opportunities.	Apply for credit cards and manage personal debt.
Obtain a driver's license.	Apply for housing assistance (HUD).
Obtain assistance to complete a tax return	Apply for consumer education on home buying and informed decision-making.
Explore insurance issues/needs.	Visit adult service providers in the community.
Explore guardianship issues and estate planning.	Learn about expectations for eating in restaurants.
Apply for disability card for reduced fees with public transportation.	Obtain information on managing personal health and fitness.
Obtain assistance on management of financial resources and legal issues.	Meet with a social worker to discuss interpersonal skill development.
Learn about managing/maintaining/performing simple repairs on a home and obtaining modifications / accommodations.	Plan for vacation/leisure activities.
Contact the Center for Independent Living for information on self-advocacy.	Learn about a personal planning process. *
Obtain information about financial planning and investing.	Learn about consumer skills, rights, and responsibilities.
Contact the state Commission for the Blind and Visually Impaired to obtain training on independent living.	Join the local YMCA, YWCA, health club, or community recreation center. *

Daily Living Skills	
Daily living skills are those activities that adults do most every day. These can include such things as preparing meals, budgeting, maintaining a residence, paying bills, raising a family, caring for clothing, and/or personal grooming.	
Activities and Strategies	
Visit community agencies that provide daily living skills training to adults.	Meet with a doctor to discuss birth control/family planning options.
Develop a contact list of agencies that provide residential supports in this county.	Manage daily time schedule.
Meet with and interview adults with disabilities and their families who are receiving residential supports. *	Open a checking/savings account.
Register with the Division of Developmental Disabilities (DDD).	Manage money and pay bills.
Contact a DDD case manager to be placed on the residential service waiting list.	Meet with a family financial planner.
Visit/tour a variety of adult housing options with supports. *	Obtain a bank ATM card.
Develop a network of informal supports (i.e., friends, neighbors, etc.).	Develop a personal fitness routine.
Explore possible technology and adaptive assistance.	Listen to the weather forecast to plan daily/weekly outings.
Develop emergency procedures for use at home.	Visit a bank to discuss a car or school loan.
Take courses in foods, family life, child development, and life management.	Meet with a potential landlord.
Understand directions for taking medications.	Investigate local insurance companies for automobile and rental or homeowner's insurance.
Select a primary care physician and dentist.	Maintain a home or residence interior and exterior.
Schedule and keep medical appointments.	Purchase food and prepare meals.
File taxes.	Purchase clothing and learn how to care for clothes.
Take childcare classes.	Learn about the physical and personal care of children.
Take a cooking class.	Enroll in Lamaze and prenatal care classes.
Sign up for utilities (i.e., gas, water, electric, telephone, cable, etc.).	Visit a local car dealer to determine whether to buy or lease a car.
Cost compare for household items (e.g., appliances, linens, etc.).	Prepare an initial housing budget (e.g., down payment, furniture, bath towels, cleansers, utilities, etc.).
Learn to operate a washer and dryer.	

Functional Vocational Evaluation

A functional vocational evaluation is an assessment process that provides information about job or career interests, aptitudes, and skills. Information is gathered through situational assessments in the setting where the job is performed. This can include observations, formal or informal measures, and should be practical. Information gathered through a functional vocational assessment can be used to refine educational experiences, courses of study, and employment activities/strategies in the statement of needed transition services.

Activities and Strategies

Participate in a community-based situational vocational assessment program. *	Collect functional information regarding the student's vocational interests and abilities. *
Develop a vocational profile based on functional information. *	Complete CHOICES or Bridges computer program to determine vocational interests.
Provide opportunities for job sampling in the community in the __ grade. *	Meet with school counselor to affirm vocational interests and align graduation plan to need.
Contact agencies that provide functional vocational assessments in the community.*	Refer to appropriate professional to conduct a comprehensive vocational evaluation.
Meet with employers to develop a situational vocational assessment site in the community related to the student's interest in _____. *	Conduct formal aptitude tests such as the VALPAR and WRIOT.
Use existing functional information about the student to develop functional assessments.*	

Quality Indicators of Schoolwide and Classroom Factors that Support the Development of Self Determination

Quality Indicator #	Indicator
1	Knowledge, skills, and attitudes for self-determination are addressed in the curriculum in family support programs and in staff development.
2	Students, parents and staff are involved participants in individualized educational decision making and planning.
3	Students, families, faculty, and staff are provided with opportunities for choice.
4	Students, families, faculty, and staff are encouraged to take appropriate risks.
5	Supportive relationships are encouraged.
6	Accommodations and supports for individual needs are provided.
7	Students, families, and staff have the opportunity to express themselves and be understood.
8	Consequences for actions are predictable.
9	Self-determination is modeled through the school environment.

Wehmeyer, M. and Field, S.L. (2007). Self-determination: Instructional and assessment strategies, (p. 58). Thousand Oaks, CA, Corwin Press.

This page intentionally left blank.

Quality Indicators in Assistive Technology Services for Transition Research-Based Revisions, 2005

The consideration of assistive technology (AT) devices and services is required during the development of every Individualized Educational Program (IEP) and every Individual Family Service Plan (IFSP) for children from birth to school age. The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) requires that each team that plans for the education of a child with a disability document any AT devices and/or services the child may need. Despite this requirement, there has been no agreed upon description of high quality AT services by which schools can measure their compliance.

Since the summer of 1998, the Quality Indicators for Assistive Technology (QIAT) Consortium has focused its efforts on defining a set of descriptors that could serve as over-arching guidelines for quality AT services. The Consortium has attempted to develop descriptors that are applicable regardless of service delivery models. It is the belief of the Consortium that these descriptors can be used to guide:

1. School districts in the development and provision of quality AT services which are aligned to federal, state and local mandates;
2. AT service providers in the evaluation and improvement of their services;
3. Consumers of AT services in the selection of adequate AT services;
4. University faculty and professional development providers in the delivery of programs that develop knowledge and skills needed to offer quality AT services;
5. Leaders in the development of regulations and policies related to the use of AT in education.

When reviewing or using the Quality Indicators for Assistive Technology, it is important to be aware of some basic assumptions that pertain to all areas of QIAT. First, it is essential that ALL AT services developed and delivered by states or districts are legally correct according to the mandates and expectations of federal and state laws and are aligned to district policies. Second, AT efforts, at all stages, involve on-going collaborative work by teams which include families and caregivers, school personnel, and other needed individuals and service agencies. Third, multidisciplinary team members involved in AT processes are responsible for following the code of ethics for their specific profession.

Quality Indicators for Assistive Technology Transition
(NEW AREA, 2003 – NOT INCLUDED IN VALIDATION STUDY)

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 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 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.

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.

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.

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.

5. **Transition planning for students using assistive technology 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.

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

<u>COMMON ERRORS:</u>

1. Lack of self-determination, self-awareness and self-advocacy on part of the individual with a disability (and/or advocate).
2. Lack of adequate long range planning on part of sending and receiving agencies (timelines).
3. Inadequate communication and coordination.
4. Failure to address funding responsibility.
5. Inadequate evaluation (documentation, data, communication, valued across settings) process.
6. Philosophical differences between sending and receiving agencies.
7. Lack of understanding of the law and of their responsibilities.

Putting QIAT in Action: Quality Resources for Quality Transition Services

Transition Resources
Compiled by the QIAT Consortium: January 2007

Website Resources

- Association of Higher Education and Disabilities, http://www.ahead.org/

- Bowser, G. and Reed, P.: *Hey! Can I Try That? http://www.edtechpoints.org/*

- Breslin-Larson, J., *Assistive Technology Transition Planning Checklist, http://www.isd194.k12.mn.us/se/tech.shtml*

- ISTE: *The National Educational Technology Standards Project, http://www.iste.org/standards/*

- Minnesota Department of Children, Families and Learning, AT Log for Transition Plan, http://www.isd194.k12.mn.us/se/tech.shtml http://www.isd194.k12.mn.us/se/tech.shtml

- Minnesota Department of Children, Families and Learning, Transition Planning Checklist, http://www.isd194.k12.mn.us/se/tech.shtml http://www.isd194.k12.mn.us/se/tech.shtml

- Research and Training Center on Community Living, *Self Advocacy and Self Determination, http://www.rtc.umn.edu/self/*

- Self directed IEP: http://www.ldonline.org

- Mississippi State University, *College Students with Disabilities and Assistive Technology: A Desk Reference Guide, http://www.educ.msstate.edu/PAACS/products/atg_guide.html*

- Ohio Technology Related Assistance and Information Network (T.R.A.I.N.), *Assistive Technology Advocacy and Funding Manual, http://www.state.oh.us/olrs/ATManual.htm*

- Schlosser, R., McGhie-Richmond, D., Blackstien-Adler, S., Mirenda, P., Antonius, K., Training a School Team to Integrate Technology Meaningfully into the Curriculum: Effects on Student Participation, http://jset.unlv.edu/15.1/schlosser/first.html

- Transition and self-advocacy: www.ldonline.org/ld_indepth/transition/transition_self_advocacy.html

- Wisconsin Assistive Technology Initiative, *WATI Transition Packe*t, http://www.wati.org

Commercially Available Materials

- Behrmann, M.M. & Shepis, M.M. (1994) Assistive technology assessment: A multiple case study of three approaches with students with physical disabilities during the transition from school to work. *Journal of Vocational Rehabilitation,* 4(3), 202-210.

- Bersani, H., Anctil, T. & Fried-Oken, M., *Me and My A.T.: Students and Their Assistive Technology, Northwest Media, Inc, www.northwestmedia.com*

Wisconsin Assistive Technology Initiative, Assistive Technology and Transition Planning Portfolio, *http://www.wati.org/WatiMaterials.htm*

Worksheets for Transition Module Activities

The worksheets on the following pages are used for participant activities during the presentation of this module. The *Student Transition Planning Worksheet* may also be used as a planning form by teams considering the transition needs of students who use AT.

Transition: Legal Issues Worksheet

Transition: Requirements of IDEA Worksheet

1. Part C to School Transitions	
Types of Transitions	
Required Steps	1.
	2.
	3.
	4.

2. Part B: School to Community Transitions	
Definition: Transition Services	
Coordinated Set of Activities	
Special Education and Related Services	

3. IEP Team for Transition	
Transition Team Membership	
Development, Review and Revision of the IEP	
Participating Agency	
Change in Eligibility	

Transition:
Requirements of Texas Education Code and Administrative Rules

4. Texas Education Code	
Transition Planning	
Issues To Be Addressed	
Failure to Meet Objectives	

5. Texas Administrative Code	
Content of the IEP	

6. Texas Transfer of Assistive Technology Devices	
Texas Education Code	
Texas Administrative Code	

Things I want to know more about:

Student Transition Planning Guide for Assistive Technology

Student Name: _____

Assistive Technology Skills for Independence
Operational Skills: Making technology work
Functional Skills: Using technology to increase function
Social Skills: Using technology with other people
Strategic Skills: Choosing the right tool for the task

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

Device Consideration
Device acquisition
Transfer of technology
Sources of funding

Transition Activities	Yes	No
Instruction		
Related services		
Community experiences		
Employment		
Post-school adult living		
Daily living skills		
Functional Vocational Evaluation		

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

References

Beukelman, D., & Mirenda, P. (2005). *Augmentative and alternative communication: Management of severe communication disorders in children and adults (3rd ed.).* Baltimore: Brookes.

Beyth-Marom, R., Fischoff, B., Quadrel, M. J., & Furby, L., (1991). Teaching decision making to adolescents: A critical review. In J. Baron & R.B. Brown (Eds.). *Teaching decision making to adolescents (*pp. 19-59), Hillsdate, NJ: Lawrence and Erlbaum.

Bowser, G. & Reed, P. (2001). *Hey! Can I try that?* Coalition for Assistive Technology in Oregon. Retrieved February 1, 2008, from www.educationtechpoints.org

Canfield, T. & Reed, P. (2001). *Assistive technology and transition.* Wisconsin Assistive Technology Initiative. Retrieved February 18, 2008, from http://www.wati.org/Curriculum/pdf/attransitionpacket.pdf

Castellani, J., & Bowser, G., (2006). Transition planning: Assistive technology supports and services. *Technology in Action,* Council for Exceptional Children: Technology and Media Division. Reston, VA.

Cornell University, ILR School, Employment and Disability Institute (2008). *Person centered planning.* Retrieved February 18, 2008, from http://www.ilr.cornell.edu/edi/pcp/index.html

Fried-Oken, M., & Bersani, H., (2000). *Project TechTrans,* Portland, Oregon Health Sciences University, unpublished manuscript.

Light, J., (1989). Toward a definition of communicative competence for individuals using augmentative and alternative communication systems. *Augmentative & Alternative Communication*, 5 (2), 137-144.

Light, J., Beukelman, D., & Reichle, J., (2003). *Communicative competence for individuals who use AAC: From research to effective practice* (pp. 3-14). Baltimore: Brookes.

Minnesota Department of Education, (2002). *Assistive technology transition planning checklist.* Retrieved on February 18, 2008, from http://www.isd194.k12.mn.us/se/tech.shtml

Office of Special Education Programs, (2007). *Questions and answers on individualized education programs (IEPs): Evaluations and reevaluation.* Retrieved July 21, 2007, from http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C3%2C

Powers, L., (2000). *Take Charge for the Future*, Portland, Oregon Health Sciences University

Zabala, J. (Ed), (2006). *Quality indicators for assistive technology services*. Retrieved February 1, 2008, from http://www.qiat.org

Wehmeyer, M., (1995). *Whose future is it anyway?* Arlington: The ARC.

Wehmeyer, M.L., (2005). Self-determination as an educational outcome: How does it relate to the educational needs of our children and youth? In D.J. Sands & M.L. Wehmeyer (Eds.), *Self-determination across the life span: Independence and choice for people with disabilities* (pp.17-36). Baltimore: Brookes.

Wehmeyer, M. L., (2006). Self-determination and individuals with severe disabilities: Reexamining meanings and misinterpretations, *Research and Practice in Severe Disabilities,* 30, (pp. 113-120).

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

Resources

The following is a list of resources about transition and self-determination. While not used directly in the development of this module, they provide valuable informaiton that may be helpful in creating effective transition plans and programs for assistive technology users.

Transition Resources

Leake, D. & Black, R., (2005). *Essential tools: Improving secondary education and transition for youth with disabilities,* Minneapolis, MN: ICI Publications.

National Center for Secondary Education and Transition, (2004). *Parent brief: Person centered planning, a tool for transition.* Retrieved February 12, 2008, from http://www.ncset.org/publications/viewdesc.asp?id=1431

Texas Council for Developmental Disabilities, *The Next Step: Video and Discussion Guide.* Retrieved December 11, 2007, from http://www.txddc.state.tx.us/

Department of Assistive and Rehabilitative Services, Division for Early Childhood Intervention Services (2004). *Beyond eci: Moving on from the Texas Early Childhood Intervention (ECI) Program!* Retrieved January 12, 2008, from http://www.dars.state.tx.us/ecis/publications/EngTransition.pdf

Department of Assistive and Rehabilitative Services, Early Childhood Intervention and the Texas Education Agency. *ECI early transition mou.* Retrieved February 12, 2008, from http://www.tea.state.tx.us/special.ed/mou/etmou.html

Self-Determination Resources

American Institute for Research, (1994). *The AIR self-determination scale.* Retrieved February 8, 2008, from http://education.ou.edu/zarrow/?p=38&z=3&rd=1

The ARC National Headquarters, (1995). *The Arc's self-determination scale.* Retrieved February 3, 2008, from http://education.ou.edu/zarrow/?p=38&z=39

Hoffman, A., Field, S., & Sawilowksy, S., (2004). *Self-determination assessment battery.* Retrieved February 3, 2008, from http://education.ou.edu/zarrow/?p=38&z=41

Web Sites

Person Centered Planning Education Site, www.ilr.cornell.edu/edi/pcp/

Texas Assistive Technology Network (TATN), www.texasat.net

Texas Education Agency (TEA), www.tea.state.tx.us

Texas Legal Framework, http://framework.esc18.net/

Texas Project First, http://www.texasprojectfirst.org

Texas Statewide High School Transition Network, www.transitionintexas.org