

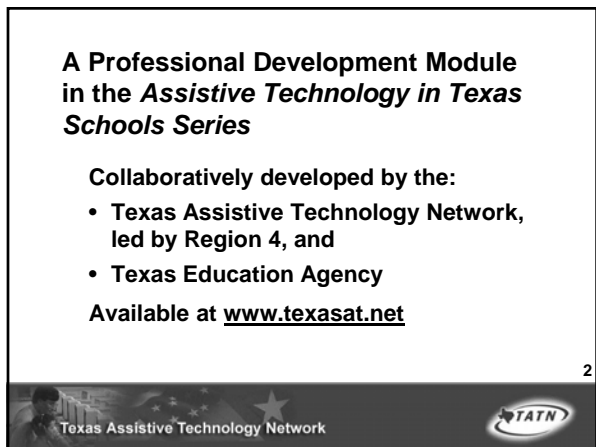


Supporting Transitions of Assistive Technology Users

Texas Assistive Technology Network



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A Professional Development Module in the *Assistive Technology in Texas Schools Series*

Collaboratively developed by the:

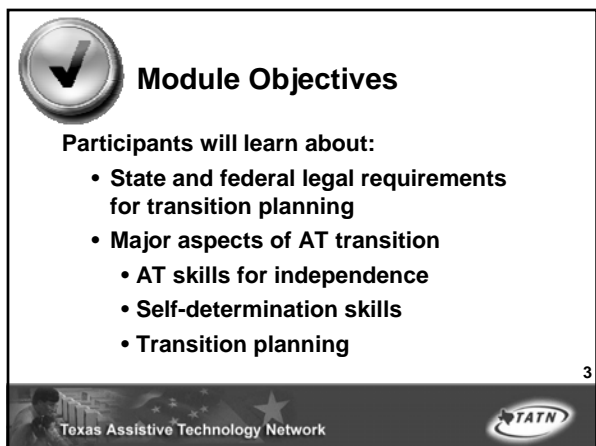
- Texas Assistive Technology Network, led by Region 4, and
- Texas Education Agency


Available at www.texasat.net

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 **Module Objectives**


Participants will learn about:

- State and federal legal requirements for transition planning
- Major aspects of AT transition
 - AT skills for independence
 - Self-determination skills
 - Transition planning

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Assumptions 

Participants have a working knowledge of:

- AT use by students with disabilities
- AT legal requirements in IDEA


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Why Focus on AT Transitions?

- Competent AT use does not necessarily transfer to new environments
- Specific skills can be learned to ensure continuity during AT transitions


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Transitions

- Early Intervention (EI) Services (Part C) to Early Childhood Special Education (ECSE) (Part B)
- Early childhood to kindergarten/elementary
- Classroom to classroom
- School to school
- High school to community
- Community to community

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Transitions from Part C Services 

The IFSP Must Include Steps to Support the Transition to:

- **Preschool services under Part B**
- **Elementary school (in some states) or preschool services**
- **Early education, Head Start and Early Head Start or child care programs**
- **Other early childhood services**

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Transitions from Part C Services 

Steps Must Include:

- **Discussions with, and training of, parents**
- **Procedures to prepare the child for changes in service delivery**
- **Transmission of child find information about the child**
- **Identification of transition services and other activities**

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Transitions from Part B Services 

Transition Services in IEPs Must:

- **Be developed by the age of 16 or younger if appropriate**
- **Be updated annually**
- **Include measurable post-secondary goals based on age-appropriate transition assessments**

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Transitions from Part B Services 

Summary of Performance (SOP)

- Includes summary of academic achievement and functional performance
- Includes recommendations on how to assist the student to meet post-secondary goals

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Transitions from Part B Services

Examples:

- Postsecondary education
- Vocational education
- Integrated employment (including supported employment)
- Continuing and adult education
- Adult services, independent living, or community participation


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Transition Legal Requirements 

1. Find your group's section of the worksheet
2. Review the appropriate pages about IDEA and transition in your packet
3. Work with your group to identify the answers to your assigned questions
4. Report back to the large group about your topic


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Vision is not enough, it must be combined with venture. It is not enough to stare up the steps, we must step up the stairs.

Vaclav Havel

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 **Quality Indicators for Assistive Technology** 

Mission:
To guide the provision of quality Assistive Technology services to improve educational achievement of students with disabilities.

www.qiat.org


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 **QIAT as Guidelines**

- Consistent, clearly understood descriptions of quality AT services
- A systematic way of planning, developing, and delivering AT devices and services

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QIAT
Quality Indicators for
Assistive Technology

Transition Indicator

- 1. Transition plans address 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.**

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Quality Indicators for
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Transition Indicator

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

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Transition Indicator

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

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Transition Indicator

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

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Transition Indicator

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

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Transition Indicator

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

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Three Legs of AT Transitions to Support Quality Services

1. AT Skills for Independence
2. AT Self-Determination Skills
3. AT Transition Planning in the IEP

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Factor 1: The Student Has AT Skills for Independence

- Uses AT to complete everyday tasks and routines
- Is developing AT competencies

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Independent Use of AT

- Operational competence
- Functional competence
- Strategic competence
- Social competence

Adapted from Janice Light (1989)


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Operational Skills

- **Mastery of technical skills required to operate the device or system**
- **Development of skills needed to use the access methods**


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AT Operational Skills for Transition

- **Turn device on/off**
- **Set-up the AT hardware or software**
- **Operate device with a minimum of help**
- **Trouble-shoot simple problems**
- **Obtain supplies needed for AT devices**


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Functional Skills

- **Mastery of the specific knowledge, functional skills, and abilities for which the device was selected (e.g., writing, comprehension, expressive language)**
- **Mastery of specific goals that have been identified in the IEP and the general curriculum**

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AT Functional Skills for Transition

- What will the student need to do in the new environment?
- What parts of the tasks in the new environment will require the use of AT?
- How will AT be included in everyday routines and activities?

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Strategic Skills

- Ability to decide when and when not to use a device or strategy
- Ability to choose which tool (device or other strategy) to use for a specific activity

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AT Strategic Skills for Transition

- Determine when to use low tech/no tech back up for AT
- Recognize when AT is malfunctioning
- Determine when new AT device may be needed
- Determine when usage of AT is not appropriate or needed

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Sarah's Strategic Rubric for Mobility

- Where do I need to go today?
- How long will I be gone?
- How far will I have to travel in the building?
- Are there stairs?
- How am I feeling?

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Social Skills

- Ability to use the device appropriately with people
- Ability to use the device appropriately in the environments in which it is needed
- Ability to help others understand the device

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AT Social Skills for Transitions

- Ask for help with the AT
- Choose appropriate settings for the environment (e.g., volume, speed)
- Request new features or set-ups,
- Identify environmental accommodations needed
- Apply for/request funding assistance

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William's AT Skills for Transition

- Operational skills
- Functional skills
- Strategic skills
- Social skills

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Your Student's AT Skills for Transition

- Operational skills
- Functional skills
- Strategic skills
- Social skills

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Factor 2: The Student is a Self-Determined AT User

Characteristics

- Acts autonomously
- Is self-regulated
- Is psychologically empowered
- Acts in a self-realizing manner


Adapted from Wehmeyer

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Factors Affecting AT System Use	Variables That May Change at Transition
<ul style="list-style-type: none">❖ individual needs and skills❖ opportunities❖ environmental demands❖ attitudes of peers & partners❖ support available	<ul style="list-style-type: none">❖ individual needs and skills❖ opportunities❖ environmental demands❖ attitudes of peers & partners❖ support available

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Self-Determination

The attitudes and abilities required to act as the primary causal agent in one's life and to make choices regarding one's quality of life free from undue external influence or interference.

Wehmeyer, 2005

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Elements of Self-Determination

- Positive perceptions of control, efficacy and outcome expectations
- Self-awareness
- Self-knowledge

Wehmeyer 2007

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Elements of Self-Determination

- 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 40

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Self-Determined AT Users Can...

.....make their own choices about AT devices and services

"I don't wear my hearing aids to dances"


Gordon (13 years old)

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Supported Choice-Making about AT	Independent Choice-Making about AT
<ul style="list-style-type: none">• Choose a helper for AT use• Choose AAC symbols for a device	<ul style="list-style-type: none">• Choose when to use AT at home, in the community, or at work• Choose to ask for help rather than use AT

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Self-Determined AT Users Can...

.....make decisions about AT use

“For me, Morse Code is better than voice recognition.”


Jason (19 years old)


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Supported Decision-Making about AT	Independent Decision-Making about AT
<ul style="list-style-type: none">• Decide to use a computer to write two paragraphs• Decide not to do an assignment	<ul style="list-style-type: none">• Decide which AT device to request• Decide to become a medical transcriptionist


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Kathryn’s Decisions about AT

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Self-Determined AT Users Can...

..... *solve AT problems*

"I talk with my mom and friends about ideas, do research and pray in order to find the right thing to do."


Janice (10 years old)

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Supported Problem-Solving for AT	Independent Problem-Solving for AT
<ul style="list-style-type: none">• Use voice when AAC is not working• Ask someone to check the batteries• Use picture cues to follow steps to find out why something is not working	<ul style="list-style-type: none">• Have a plan for what to do when AT does not work• Implement the plan when needed.• Call the company get technical assistance

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Self-Determined AT Users Can...

..... *set AT goals*

"I learn about what I like and don't like before setting my goals for after high school."


Samuel (16 years old)

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<p>Supported Goal Setting for AT</p> <ul style="list-style-type: none"> • Answer questions to describe feelings about AT use • Work with a teacher to list the steps to learn a new AT skill 	<p>Independent Goal Setting for AT</p> <ul style="list-style-type: none"> • Plan how to use AT in a new setting • Decide to change AT goals • Plan to purchase an new AT device
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Self-Determined AT Users Can....

..... regulate and manage their own performance

“Sometimes, though, it is easier to just have someone else think, speak or do for me, but I try to fight the laziness.”


Beverly (15 years old)

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<p>Supported Self-Regulation and Self-Management for AT Use</p> <ul style="list-style-type: none"> • Talk with a teacher to identify math mistakes made while using AT • Work with an SLP to improve AAC communication in the cafeteria 	<p>Independent Self-Regulation and Self- Management for AT Use</p> <ul style="list-style-type: none"> • Identify and repair communication breakdowns using AAC • Persist in working with others when things are not easy.
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Self-Determined AT Users Can...

..... take leadership and advocate for their own quality of life.

"I know what I want for my life. I learned how to ask for it in high school."


Clara (22 years old)


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<p>Supported Self-Advocacy and Leadership for AT Use</p> <ul style="list-style-type: none">• Say what new computer game you want• Pick the color of your wheelchair	<p>Independent Self-Advocacy and Leadership for AT Use</p> <ul style="list-style-type: none">• Talk to the college counselor about access issues• Develop a plan to purchase a new computer
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Kathryn's Self-Determination Skills

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Your Student's Self-determination for AT 

Identify one new skill in each area:

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


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Kathryn's Self-Determination Skills Today
2008 Interview


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3 Factor 3: AT Transition Planning in the IEP

- To meet IDEA requirements
- Helps to ensure on-going AT use


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IEP Team Focus for Assistive Technology Transition Planning

- To assist the student in gaining new AT skills for the new environment
- To increase or maintain student's independence and functional AT use


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AT Devices and Transition 

- Device acquisition
- Transfer of technology
- Sources of funding


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AT Services after Transition

- Provision of on-going AT services
- Funding for on-going AT services (if applicable)

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Transitions from Part B Services




Coordinated Set of Activities

1. Designed to be within a results-oriented process and focused on improving the academic and functional achievement....
2. Based on the individual child's needs, taking into account strengths, preferences, and interests; and includes—

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Includes:




- i. Instruction
- ii. Related services
- iii. Community experiences
- iv. Employment
- v. Development of employment and other post-school adult living objectives; and
- vi. If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

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Texas Coordinated Set of Activities



Statewide High School Transition – A Decentralized Function of the Texas Education Agency


www.transitionintexas.org/index.html

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Instruction

- Formal or informal
- Broad curricular areas of needed coursework
- Educational experiences
- Necessary for taking part in college, continuing education, further skill training, adult living, etc.




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Related Services

- Determination of related service needs beyond school
- Identification of related service agency
- Connection of student and parent to those services




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Community Experiences

- Generally provided outside the school building
- Prepare the student for participation in community life.
- Encourage participation in community




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Employment 

- Job seeking and keeping skills
- Career exploration
- Skill training
- Apprenticeship training
- Paid employment


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Post-School Adult Living 

- Activities that establish and support independence in adult living
- Activities usually done occasionally or only once

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Daily Living Skills 

- Activities that maintain adult living and independence
- Activities that adults do most every day

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Functional Vocational Evaluation



- Situational assessments where the job is performed
- Provides information about job or career interests, aptitudes, and skills
- May include strategies like the SETT Framework or DATE evaluation system in the work environment

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AT and Coordinated Set of Activities



- Choose one area from the Coordinated Set of Activities Charts
- Brainstorm a list of activities for this area that might be included in the IEPs of AT users.
- Write your activities on poster paper.

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Your Student's Transition Plans



- Instruction
- Related services
- Community experiences
- Employment
- Post-school adult living
- Daily living skills
- Functional vocational evaluation.


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William's Transition to College

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Implications for Educators




- **Competent AT implementation in school does not necessarily carry over to new environments.**
- **There are specific skills at every age that can be learned for AT transitions.**
- **Careful planning, quality AT services, and self-determination together maximize transitions.**

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Resources



- **Hey! Can I Try That?**
- **Minnesota Department of Ed, AT Transition Planning Checklist**
- **WATI "Transition Packet"**
- **QIAT for Transition Matrix**

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Any Questions?

Special thanks to ...

- Gayl Bowser
- Diana Carl
- Statewide High School Transition Network (TEA and Region XI)


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Contact information

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