



7 Transition

Transitions occur each year as student's progress through the educational system. Some years they are simple passages to a new classroom in the same building, other years they involve movement to different buildings and sometimes to an entirely new set of services. No matter how simple or complex the transition, the new start always means that steps must be taken to ensure that what was working well for the student is continued and what wasn't working well is re-examined and improved upon.

STUDENT CENTERED QUESTIONS

- Does the student need to use assistive technology in the new setting?
- Have plans for the student's assistive technology use in the new setting been made?
- How independently is the student able to use AT?
- Is the student able to describe needed AT supports and services and advocate for them? If not, who will advocate for the student's AT needs?
- Will new devices and/or services be needed in order to facilitate AT use in the new setting?

ACTIONS FOR THE STUDENT'S TEAM

- Identify transitions that will take place and develop a plan for these transitions.
- Identify AT Devices and services needed after the transition.
- Determine, in the IEP/IFSP, specific instruction the student needs in order to be ready for the transition to AT use in the new environment.
- Identify specific activities that will be completed in order to provide the experiences needed for a successful transition.

IMPLICATIONS FOR DISTRICTS

- IEP/IFSP Teams need training in how to address assistive technology during transitions.
- Self determination in the use of AT should be directly addressed, beginning as early as possible, in both the curriculum and the student's specially designed instruction.
- Teams need guidance about how to include assistive technology activities in the coordinated set of activities developed during transition planning.
- Early instruction in the independent use of assistive technology is essential if transitions for students who use AT are to be successful.

EDUCATION TECH POINT #7: TRANSITION

Even though a child's assistive technology use has been established and appropriately assessed, there is always a need for a reflective review that considers not only the immediate student characteristics, tasks and environments but also the long term direction for the child's assistive technology use. Each year, the IEP/IFSP team must think about how the child's AT will work in future environments. An assistive technology solution that works well in a particular setting may not be the right solution in a different setting. When the environment where a student uses AT changes, as it does each year, it is likely that the assistive technology devices or services will also need some modifications. This is especially true during a transition from one school to another or from school to community.

It is important to focus directly on transitions for students who use AT because without attention to the transition, the hard work that service providers and students with disabilities do to learn to use AT may be lost when a child moves to a new environment. The fact that a student can use AT well in grade school does not guarantee that it will continue to be used when the student moves to middle school, high school or after transitioning out of the public school system.

Assistive technology can present some unique challenges when transitions occur. Students who use AT are generally expected to show new levels of independence as they progress through the educational system. People in the new setting must learn how, when and why assistive technology was used in the previous setting.

Specific transition planning is mandated for children moving from Early Intervention and Early Childhood Special Education programs to school programs and from schools to post-secondary settings.

For children who receive specially designed instruction at the preschool level, IDEA states the following:

- (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.*

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

For students who receive specially designed instruction in school programs (Part B), IDEA identifies several topics that team members might discuss as they help guide the student and the IEP team to plan for the transition from school to community. They include:

- Postsecondary education
- Vocational education
- Integrated employment (including supported employment)
- Continuing and adult education
- Adult services
- Independent living
- Community participation

[34 C.F.R. §300.43 Transition services]

STUDENT CENTERED QUESTIONS

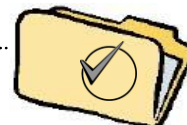
While transitions from program to program or from school to community are especially challenging, any anticipated change in environment may warrant specific planning for the transition. Each time a student moves to a new classroom within an elementary school, there are things that educators can do to ensure that the student's use of AT continues uninterrupted. When any new service provider begins to work with a student who uses AT, planning for the transition from one person's services to another can ensure continuity. School to school and school to community transitions require even more attention and planning because, usually, there are many new people involved.

A student's transition IEP/IFSP should include any AT that the student has been using successfully. Plans that address AT transition identify the AT skills that a student may need in new environments, ensure that the student will be as independent as possible with AT use, and address the things that students and members of their support network will need to do to maintain effective AT use after the transition. The educational team can use the following questions as they plan for a child's movement from one setting to another.

- Does the student need to use assistive technology in the new setting?
- Have plans for the student's assistive technology use in the new setting been made?
- How independently is the student able to use AT?
- Is the student able to describe needed AT supports and services and advocate for them? If not, who will advocate for the student's AT needs?
- Will new devices and/or services be needed in order to facilitate AT use in the new setting?

Research indicates that, if students have the right kinds of skills and supports during transitions, they are more likely to continue using their AT after transitions occur. The work of Project TechTrans (Fried-Oken & Bersani, 2000) indicates that, in addition to having comprehensive transition plans that include specific details for the use of assistive technology, successful adults who use AT are able to advocate for themselves and have skills that allow them to be, to the best of their ability, independent in their AT use.

TERRY • Preparing for a Transition to Eighth Grade



At the spring IEP meeting, Terry's resource room teacher raised a new question about Terry's technology use. She would be required to take a global studies class during her eighth grade year and there was concern that her writing disability would affect her ability to draw maps. Most other students used paper and colored pencils to do these assignments, but there was concern that Terry would have difficulty with hand drawn maps. The IEP team decided to implement a trial period of Terry's use of mapping software for her Global Studies class. A meeting with Terry's Social Studies teacher was planned for the week before school started to explain the planned assessment.

In order to implement this trial, the team began planning to try out two different mapping apps immediately. They identified times during the remainder of the current school year when Terry would receive training in the use of mapping apps and choose the one that worked best for her. They consulted with the Global Studies teacher and he helped them to identify two good options.

At the same time that the team was working to put the devices, apps and services into place for Terry for the following school year, they began to help Terry learn some of the skills for independence and self-advocacy that she would need to be an effective user of AT. They helped her develop a letter that she could give to her teachers at the beginning of the school year that would help her to explain her need to use technology for her writing tasks. She and her teacher practiced the ways that she could take a leadership role in these conferences.

ACTIONS FOR THE STUDENT'S TEAM

When a student moves to a new environment many factors can change. In addition to new service providers, there may be an entirely different set of technology expectations. Observing in the receiving environment can reveal such things as the requirements of the school's network, the access to it, and the staff's familiarity and comfort with the student's current AT. The teams working together must then decide whether the transition will require a change in the child's assistive technology use or the services to be provided.

The current IEP/IFSP team will also need to think about what new information regarding the student, environment or tasks they will need to collect in order to develop a plan for the transition. If the sending setting and the receiving settings are used to working together, there may be little need for new information, but if not, discussion about how services are provided in the new environment will need to take place. It is never prudent to assume they do things exactly the same way as the sending environment.

A timeline and a plan to prepare the student can be developed once the team knows what instruction the student needs in order to be ready for the transition. Expectations for independence may be very different in a new environment. Specific arrangements that have facilitated the student's success in the current setting may have to be negotiated in the new setting. For example a student who used the printer in the library at his middle school for his assignments may discover that students are not allowed to use the library's printer at his new high school. If this issue had been identified and worked out during transition planning, a special arrangement would have been made for the student. Without transition planning, weeks of frustration and missed assignments could occur.



Identify transitions that will take place and develop a plan for these transitions: Often a plan for transition for a student who uses assistive technology involves further information gathering. Good transition planning includes finding out about the skills the student will need in the new environment, the tasks the student will be engaged in and other characteristics of the new setting that may affect student performance. At minimum, it is recommended that the team consider any transition that will happen within the next two years.

Among the activities that a team might engage in as they begin to plan for a transition, are the following:

- Discussions with, and training of, parents, as appropriate, regarding future placements and other matters related to the child's transition.
- Identification of activities that will help to prepare the child for changes in service delivery, including steps to help the child adjust to, and function in, a new setting.

- Sharing information about the child with the receiving environment including evaluation and assessment information copies of IEPs/IFSPs that have been developed descriptions of the child's current AT use.
- Identification of services and other activities that the team determines are necessary to support the transition of the child. (Rous, Hallam, Harbin, McCormick & Jung, 2007)



Identify AT Devices and services needed after the transition: Activities involved in device acquisition include identification of sources of AT assessment in the new setting, funding sources if a new device is needed and the specifics of purchase or acquisition of the new technology. If a student is moving from one program to another, it may be necessary for the team to identify the source for acquisition of new AT Devices. In some cases, the team may be able to make arrangements to transfer technology that the student has been using to the new setting, thus saving money and adding to the efficiency of the transition process.

AT Services are also generally needed after transitions occur. The team that helps to plan for the transition should identify needed service providers such as speech and language pathologists (SLP) and sources of technical support. This process should specifically identify individuals who will provide needed services in the new environment and, if necessary, identify the sources of funding that will be used to pay for the services.



Determine, in the IEP/IFSP, specific instruction the student needs in order to be ready for the transition to AT use in the new environment: Transition services are designed to be results-oriented and focused on improving academic and functional achievement of the student with the disability. This focus on function and everyday routines and activities is a great match for students who use AT. AT helps them to be more independent and to overcome some of the barriers their disabilities may create for them. IEP teams can help students have a better idea of what they want to do after a transition takes place if they plan opportunities for the student to try things before the transition happens. Transition planning that addresses the four types of skills needed for function and independence with their AT, (i.e. operational skills, functional skills, strategic skills and social skills) will be most effective (Benke & Bowser, 2010). IEP teams develop a plan for a "set of activities" designed to facilitate the transition.

For post- secondary transitions, transition planning activities are divided into six areas in IDEA. The six areas also provide an excellent guide for planning for students who use AT in other transitions.

1. **Instruction:** The activities/strategies can include, but are not limited to, such things as areas of needed coursework to prepare for the new setting, skill training, rehearsing self advocating actions, and other activities/strategies that are necessary to prepare for and take part in college, continuing education, adult living, etc. The team will discuss how AT will be used in the range of instructional activities that the student will encounter.
2. **Related Services:** As it relates to transition planning, the area of Related Services is not for specifying the needed related services for the next school year, but has to do with determining whether the AT service needs will continue into the next environment and, if so, identifying who might provide those services. The area also

addresses access to services that will be needed after transitions. Teams should plan for connecting the student and parent to whomever will provide those services before the student leaves the current environment.

3. **Community Experiences:** Community Experiences are generally provided outside the school building in order to prepare the student for participation in community life including government, socialization, recreation, leisure, shopping, banking, transportation, or other ways the student may participate in the community. Assistive technology primarily for academic tasks can be useful in all areas of community experiences. However, students need guidance and practice in order to transfer their AT Skills to new tasks in the community.
4. **Employment:** The Employment activity area addresses development of work-related skills. It includes job seeking and keeping skills, career exploration, skill training, apprenticeship training, and actual employment. If AT is to be used to increase a student's employability, AT services and strategies must be considered in the process of transition planning for the employment area.
5. **Post-School Adult Living:** The category of Post-School Adult Living involves activities that are, as a rule, done occasionally or only once. Adult living skills involve things like registering to vote, filing taxes, obtaining a driver's license, renting or buying a home and accessing medical services and smaller tasks like use of ATMs, public transportation, and public spaces like museums and places of worship. Many of these activities may require the use of the student's AT.
6. **Daily Living Skills:** Daily Living Skills is another category of activities that may be included in the transition plan. This category involves less complicated activities than Adult-living skills and refers to activities that adults do frequently or every day such as cooking meals, dressing, getting to work and shopping for groceries. A student who will need to use AT for daily living skills should be provided with practice opportunities prior to their transitions from school.
7. **Functional Vocational Evaluation:** The final area addressed in IDEA is provision of a Functional Vocational Evaluation. This area is a little different than the others because, in this area, both the student and other professionals work together to determine the student's capabilities for work in real world environments. Many students who use AT will use it in their work after leaving school. During a functional vocational evaluation the need for new technology or a change in the existing assistive technology is often identified.



Develop Self-determination:

In planning for instruction that enables a student to be successful after a transition, the IEP/IFSP team must be aware of the importance of self-determination and self advocacy to the student's future success. Specific self-determination skills must be taught if a student is to develop the ability to use AT independently. Wehmeyer (2007) defines self-determination as acting as the primary causal agent in one's own life and being able to make decisions about one's own life without undue external influence. Research on self-determination and AT use has shown that it is essential for students who use AT and are in transition from public schools to the community (Fried-Oken & Bersani, 2000).

Self-determination skills include choice making skills, decision making skills, goal setting skills, problem solving skills, and self evaluation skills. These skills need to be taught throughout the child's educational program. Early on, it may begin with requiring and honoring the child's choices. Later opportunities for teaching goal setting, problem solving and self-evaluation are often taught within the school's health curriculum, but for the student who uses AT specific opportunities to relate this instruction to AT use is important.

The QIAT-Post Secondary (QIAT-PS) project sponsored by Great Lakes ADA Center and the Southwest ADA Center, has developed a number of resource documents that help students and supporters who work in post-secondary environments to build and use self determination skills. Samples of some of the QIAT-PS Resources can be found in the *Transitions* folder of the *Education Tech Points Tools* CD. Other QIAT-PS Resources can be found online at www.qiat-ps.org.



Identify specific activities that will be completed in order to provide the experiences needed for a successful transition: Transition activities might include observations by the receiving team, one or more visits to the receiving environment by the student and the current team, and joint team planning sessions that include the student or the student's parents or other appropriate advocate, if the student cannot advocate independently.

Development of an adequate timeline can greatly enhance the effectiveness of transition planning. The amount of time needed to plan transitions is determined by the complexity of the transition and the level of knowledge on the part of both sending and receiving teams. The transition from school to post-secondary has a legally mandated starting time of age 16. Transitions from Early Intervention to preschool (Part B) services are also mandated and must begin not less than 90 days and not more than 9 months before the child is eligible (IDEA § 637(a)(9)(A)(ii)(I)-(II)). Other transitions will typically require specific planning activities. Customized timelines should be developed by the team based on the type of transition and the AT needs of the individual students.

Responsibilities of Team Members During Transition Planning

The responsibilities for team members are similar in all transitions regardless of age of the student. They begin with the sending team and involve analyzing and planning to meet the student's needs in the receiving setting.

For teams serving high school age AT users there are more specific requirements in IDEA. They must begin transition planning no later than the first IEP to be in effect when the child turns 16. Team members need to know which programs and agencies can be invited to participate in planning for AT support during and after the transition and ensure that those individuals become involved in the transition planning. Finally they are required to update the transition plan annually as part of the IEP planning.

All team members should be aware of any transitions that the child will be making during the next two years. They also must think about potential changes in the available technology that might be of benefit to the child. Working together the sending and receiving teams make recommendations about how assistive technology can help the student to meet goals in the new setting.

It is important to document the work of the team that is helping a student plan for a transition that includes assistive technology. While IDEA requires documentation of transition plans in the IEP/IFSP, it is also prudent for teams to create other documents, video files or work samples that will help people in the new environment to understand how assistive technology helps a student be more functional and independent.



SHAR • Transition to a new classroom

In May, Shar's IEP team met again to talk about her goals for the coming year. They reviewed data about her performance and were happy to see a trend toward more and more use of the communication boards in the three identified classes.

The team decided to begin immediately to create new communication boards for the classes that Shar would be taking in the fall. They assigned people to gather information about the needed vocabulary in each class and the names of important people who would be in the new settings. They agreed not to make any further changes in Shar's program until her communication in the new settings reached a level that was similar to her May communication performance. They also began to plan how to teach Shar to learn to initiate conversations using her board. Instruction during summer was planned on the new boards and also on initiation of conversations.

The team also began to make plans for the fall. They agreed to talk with the principal and counselor to find out who Shar's new teachers would be. They hoped to give Shar the opportunity to go, with a teacher or instructional assistant to meet with each new teacher, share information about Shar, and give the teachers a chance to learn about Shar's communication systems and strategies.

IMPLICATIONS FOR SCHOOL DISTRICTS

Effective transition planning that includes specific plans related to AT use helps ensure that students are successful AT users after they move on to new settings. But the work of helping students develop the skills they need to use assistive technology independently should start on the day that they are first given assistive technology. There are three aspects to good transition planning for students who need assistive technology.

1. Focus on the student's independence in the use of AT.
2. Focus on AT Transition Planning in the IEP.
3. Focus on teaching Self-Determination Skills related to AT use.

To be truly independent with AT students need to understand the intended function of the AT so that in a different environment they are able to independently choose the right AT for each situation. In Postsecondary education environments, for example, the AT provided by the college or technical school may be different than the AT from high school. If students have independent AT skills they will be able to make an appropriate decision about the AT that best serves their needs.

Ideally, school programs provide students with many opportunities to use AT in functional ways before they begin a transition to a new environment. But every transition involves new tasks and new everyday routines and activities for which AT might be useful. All transitions, whether they be from early childhood programs to school, from one school to another or from school to community, provide opportunities for the student to become a little more independent and a little more functional with AT use.

For some students, the complexity of the disability makes it difficult to take a leadership role in their own AT use. Some AT users have disabilities that are so significant that they are unable to advocate for themselves. When this is the case it is important that there be a supportive adult or friend who understands the student's AT and can advocate for its continued use during and after the transition. Without an advocate, the chances that AT will be a part of a successful transition are significantly reduced.

Whatever the students' disability, independent AT skills and the ability to advocate for AT use will help the student incorporate AT into the new everyday tasks and routines encountered in the receiving environment. As the student approaches the transition from school to community, equipment owned by the school district may need to be replaced by equipment that is the property of the student. If equipment is going to be replaced, it should be done with sufficient time to allow the student to be both competent and comfortable with the new tools. It is not the time to purchase the first speech generating device the student has ever seen and send it off to the new post-secondary setting. The student has to have enough experience with the AT to appreciate its value as a tool and be motivated to advocate for its use (Fried-Oken & Bersani, 2000).

If new equipment is needed, the school or other agencies involved in the transition will need to budget for the acquisition of equipment and for specialized training that may be needed when students move from one setting to another. If it isn't carefully planned and budgeted, it will not happen. The requirement to provide AT is very different in post-secondary programs. There are no IEPs. There is no legal requirement to identify individuals who may need help. Rather, the person with the disability (or that person's advocate) will need to self identify and request assistance. Documentation such as that facilitated by the use of planning tools like the *Wisconsin Assistive Technology Initiative Transition Packet* included in the Resources at the end of the chapter, can be a powerful resource for the student after transition from high school.



Quality Indicators for AT Transition





The Quality Indicators for AT Transition offer guidance to school districts and assistive technology programs about high-quality assistive technology transition planning. They address many aspects including the participation of the student, the importance of advocacy, and the flexibility of individual timelines. Using the quality indicators for AT transition can help teams review their transition practices and look for areas that can be improved.

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.
2. Transition planning empowers the student using assistive technology to participate in the transition planning at a level appropriate to age and ability.
3. Advocacy related to assistive technology use is recognized as critical and planned for by the teams involved in transition.
4. AT requirements in the receiving environment are identified during the transition planning process.
5. Transition planning for students using assistive technology proceeds according to an individualized timeline.
6. Transition plans address specific equipment, training and funding issues such as transfer or acquisition of assistive technology, manuals and support documents.

(QIAT 2011)

Action Items for Systems Change

Action items for special education programs during transition center around making sure that future changes are anticipated so that the student can receive advanced training and services. Programs also use this tech point to address long range AT program planning issues.

-  **Provide assistive technology training to IEP/IFSP Teams:** The training provided to teams may be very similar to the overview training provided to special education program staff. However many members of the transition team may be employees of other agencies or family members. Training resources listed in chapters one and two may be of value in this activity.
-  **Include Self Determination skills in the curriculum for students who use assistive technology:** This instruction should result in children's more positive perceptions of their own ability to have control over their own lives, know what they can do independently and what they need help with and understand the consequences of their own actions.
-  **Ensure that IEPs include measurable postsecondary goals:** Goals should be based on age appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills and that the role of assistive technology in meeting postsecondary goals is described in the IEP.
-  **Ensure that the summary of academic achievement and functional performance includes the student's use of assistive technology:** When the student uses assistive technology as an accommodation or modification to complete academic and functional activities, it is important that the district provide guidance about how that AT use is to be documented in the IEP. People in a new setting need a clear picture of how AT facilitates student performance.



STEVE • Transition to First Grade

In March, the team began to focus on Steve's transition to first grade. There were many issues to consider. They included the increased length of Steve's school day, the inclusion of a new teacher on the team, the increased expectation of academic activities and the fact that the vision specialist would be moving away and a new person would be working with Steve the following year. The vision specialist began a notebook for her replacement that thoroughly explained not only what she did for Steve, but why she did things, how she did them and what she anticipated his long term goals to be.

The team worked to plan as completely as possible for these transitions and to identify the new skills for independent AT use, self-determination/self advocacy and academics Steve would need in first grade. With careful planning it was hoped that Steve's transition to first grade would go as smoothly as had the one to Kindergarten. Steve's current self determination activities involved prompting him request his AT if it was not within his reach, to be able to describe the activities in his classroom for which he would use AT rather than another strategy and, with assistance from his IEP team members, to identify the new AT skills he wanted to learn.

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RESOURCES

Carter, E., Owens, L., Trainor, A., Ye Sun, Swedeen, B., and Emerson, E. (2009). Self-Determination Skills and Opportunities of Adolescents With Severe Intellectual and Developmental Disabilities. *American Journal on Intellectual and Developmental Disabilities*: 114 (3) 179-192.

The authors asked teachers and parents to assess the self-determination prospects of 135 youth with severe intellectual and developmental disabilities. Parents and teachers diverged in their evaluations, but agreed that opportunities to engage in self-determined behavior were available both at school and home. Although social skill and problem behavior ratings both were significant predictors of teachers' ratings of students' self-determination capacity, opportunities at school, opportunities at home, and problem behaviors were negatively correlated with ratings of students' self-determination capacities and opportunities.

Castellani, J., & Bowser, G. (2006). Transition planning: Assistive technology supports and services. *Technology in Action*, 2(3) Reston, VA: Council for Exceptional Children: Technology and Media Division.

This edition of *Technology in Action* describes steps that can be taken to help students who use AT make the transition from the school to the community. Discusses three areas for which skills and supports to ensure AT success in new settings can be developed.

CONNECT Partners, *Foundations of Transition for Young Children*, December 2, 2011.

www.community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-transition

An 8 minute video develop by the CONNECT partnership which includes the FPG Child Development Institute, University of North Carolina, and OSEP. This video describes the important aspects of early childhood transitions as well as the legal requirements for Part C transition planning.

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 November 2, 2011, from www.dars.state.tx.us/ecis/publications/EngTransition.pdf

This booklet is designed for parents. It contains information on what to expect in a transition planning meeting and provides a number of resources. It includes an overview of the Americans with Disabilities Act, IDEA, and Section 504 of the Rehabilitation Act of 1973. The chart of transition timelines is especially helpful. (Note: there are a few terms used that are unique to Texas.)

Hess, J., & Gutierrez, A.M. Family Center on Technology and Disabilities: *Family Information Guide to Assistive Technology and Transition Planning*. Downloaded from www.fctd.info/assets/assets/8/FCTD-AT-Transition-Guide.pdf

This thorough guide provides an introduction to transition and assistive technology. It has practical tips for a smooth transition and a glossary of terms. It provides guidelines for developing an AT portfolio and other successful strategies.

Quality Indicators for Assistive Technology. (2009). Guiding Document for Assistive Technology Transition. Download from www.natri.uky.edu/assoc_projects/qiat/resources.html

The guiding document for AT transition expands upon the quality indicators for transition and provides examples to illustrate the key points.

SET-BC. (2007). Follow up and plan transition, Download from www.setbc.org/download/LearningCentre/Topics/MakingItWork_Section7.pdf

This packet of information about transition and AT includes a variety of forms from other sources in an easy to use bundle.

Texas Assistive Technology Network. (2008). *Supporting Transitions of Assistive Technology Users*. Download from www.texasat.net/default.aspx?name=trainmod.transition

Includes note taking guide, handouts, worksheets, a Student Planning Guide and several videos.

Wisconsin Assistive Technology Initiative: *WATI Transition Packet: Student Resource and Transition Portfolio*. Download from: www.wati.org/?pageLoad=content/supports/free/index.php

This student packet contains all forms needed to help prepare a student who uses AT for the transition from school to post-secondary or community settings.

Websites

National Early Childhood Transition Center (NECTC) – www.hdi.uky.edu/SF/nectc/Home.aspx

NECTC conducts research to identify and validate factors needed to create successful transitions between infant/toddler programs, preschool, and public school programs for young children with disabilities and their families. <http://www.hdi.uky.edu/NECTC/Home.aspx>

National Secondary Transition Technical Assistance Center (NSTTAC) – www.nsttac.org

NSTTAC is directed and staffed by the Special Education Program at the University of North Carolina at Charlotte in partnership with the Special Education Program at Western Michigan University. It's mission is to ensure full implementation of IDEA and help youth with disabilities and their families achieve desired post-school outcomes, NSTTAC helps states build capacity to support and improve transition planning, services, and outcomes for youth with disabilities.

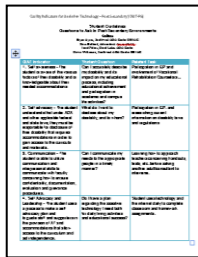
Technical Assistance on Transition and the Rehabilitation Act Project – www.pacer.org/tatra

Sponsored by the PACER Center, the focus of this website is on helping families prepare youth with disabilities for employment and independent living. It provides information and training on transition planning, the adult service system, and strategies that prepare youth for successful employment, postsecondary education, and independent living outcomes.

T O O L S

in the
TRANSITION SECTION
of the Education Tech Points Website

For Use with Students

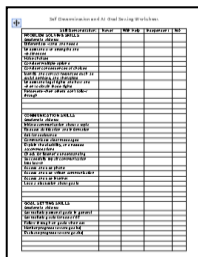


Student Questions (QIAT-PS). A planning tool for students transitioning to post secondary education.

For Districts/Agencies



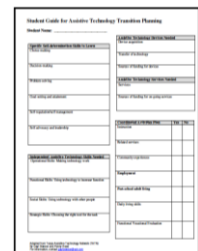
College Guidelines (QIAT-PS). A planning tool for colleges.



Self Determination and AT Goal Setting Worksheet (Reed & Bowser, 2010). An evaluation and planning form to guide the development of specific self determination skills related to AT use.



Guiding Document for Transition (QIAT). A comprehensive explanation of the quality indicators for transition,



Student Guide for AT Transition Planning. A form to help in planning for specific skill acquisition, AT services needed, and coordinated activities to be completed.