Making the Move: Assistive Technology in Transition Planning

Georgia Department of Education
Division for Special Education Supports
Georgia Project for Assistive Technology
1870 Twin Towers East
Atlanta, Georgia 30334
Transitions throughout Life

- Early Intervention
- Preschool
- Kindergarten/Elementary
- Middle School
- High School
- Post-Secondary
Ongoing Transitions

- Grade to Grade
- Classroom to Classroom
- School to School
- Community to Community
Major Transition Periods

• Two times that transition is addressed within IDEA
  – Transition from Part C (Early Intervention) to Part B Early Childhood Special Education
  – Transition from High School to Post-Secondary
Transition

Early Intervention to Early Childhood Special Education
§ 300.124 Transition of children from the Part C program to preschool programs.

The State must have in effect policies and procedures to ensure that—

(a) Children participating in early intervention programs assisted under Part C of the Act, and who will participate in preschool programs assisted under Part B of the Act, experience a smooth and effective transition to those preschool programs in a manner consistent with section 637(a)(9) of the Act;
Transition from Part C Services

§ 300.124 Transition of children from the Part C program to preschool programs.

The State must have in effect policies and procedures to ensure that—

(b) By the third birthday of a child described in paragraph (a) of this section, an IEP or, if consistent with § 300.323(b) and section 636(d) of the Act, an IFSP, has been developed and is being implemented for the child consistent with § 300.101(b); and
§ 300.124 Transition of children from the Part C program to preschool programs.

The State must have in effect policies and procedures to ensure that—

(c) Each affected LEA will participate in transition planning conferences arranged by the designated lead agency under section 635(a)(10) of the Act.
Comprehensive Evaluation

In Georgia, children ages 3 through 5, including 2-year-olds who will be turning 3 during the school year, who are referred to special education, must receive a comprehensive evaluation to determine eligibility for preschool services. The comprehensive evaluation includes, but is not limited to assessment in the following areas of development:
Comprehensive Evaluation

Areas of Development

• cognitive development (e.g., thinking and learning)
• adaptive development (e.g., dressing, eating, toileting)
• communication (e.g., hearing, speaking, language skills)
• motor development (e.g., physical development, large and small muscle development)
• social–emotional development (e.g., relating with adults and other children)
Where Does AT Fit into the Transition Process for the Young Child?
Where Does AT Fit?

- The IEP team must consider whether the child needs Assistive Technology devices and services during the development of the IEP.
- If child transitions into Early Childhood Special Education and has been provided AT through Early Intervention, it is the responsibility of the IEP team to review that AT and determine if it is educationally necessary and document it in the IEP.
Preschool and Assistive Technology Use

• Common Misperceptions of AT use at a young age - “myths”
  – Too young
  – Need to meet pre-requisites
  – AAC will limit natural production of speech
  – Need time to develop motor, vision, and/or hearing skills
  – DynaVox Implementation Tool Kit – AAC Myths Revealed
    (http://www.dynavoxtech.com/training/toolkit/paths.aspx?id=7)
Implementation Toolkit

AAC Myths Revealed

Beliefs about AAC exist among families, caregivers and professionals. Some are true, others are false. Our "AAC Myths Revealed" series discusses common myths about AAC and the research that proves them to be inaccurate.

Myths – AAC will Keep Someone from Talking
Updated! When introduction of AAC is suggested, the concern regarding its affect on speech is often raised. This resource shares research demonstrating that AAC does not impede speech production but, in many cases, introduction of AAC actually results in gains in speech production.

Resource Type: Handout

Myths – Low Technology AAC is Necessary Before Providing a Speech Generating Device
There are those who believe that it is necessary for an individual to show themselves competent with low technology AAC tools and techniques (e.g., communication boards, PECS) before a speech generating device can be provided. This resource provides you ways of dispelling this myth.

Resource Type: Handout

Myths – AAC is Not Needed if One Can Express Basic Needs
The ability to indicate basic needs is not the sole role of communication. There are those who would say that if one can express basic needs then a speech generating device (or any AAC) is not necessary. This resource provides you ways of dispelling this myth.

Resource Type: Handout

AAC 101
This learning path presents essential information about AAC including definitions of terms (e.g., What is AAC and who can use it?, What are symbols?, What is word prediction?, What is a selection method?) as well as foundational ideas and techniques (Moving Beyond Requesting, Questions that Expand C...)

AAC Myths Revealed
Beliefs about AAC exist among families, caregivers and professionals. Some are true, others are false. Our "AAC Myths Revealed" series discusses common myths about AAC and the research that proves them to be inaccurate.

Articles-at-a-Glance
These resources summarize the findings of researchers regarding AAC.

Communication Partner Techniques
Communication partners and assistants play an important role in enhancing independence in communication and encouraging use of more complex language skills. The five techniques presented in these resources can be used to expand communication skills in AAC users of varying ages and communication abi...

Training Plans for Communication Partner Techniques
Do you need to learn or train others to be skilled communication partners? Would...
Self Advocacy for Young Children

• It is critical that students develop self-advocacy skills to the furthest extent possible

• Begin as early as possible
  – Provide opportunities for feedback
  – Provide opportunities to participate in decision making
  – Provide opportunities for responsibility and management of AT
Transition

Preschool to Kindergarten
Preschool Transition

Children are eligible for kindergarten if they are 5 years old by September 1. Prior to the transition to kindergarten, the student’s IEP Team will meet to discuss how the student is developing and how she/he can be part of the kindergarten classroom.

• Child may be transitioning from a wide variety of environments
  - Home
  - Regular early childhood setting
  - Special education early childhood setting
Preschool Transition

• Once a child has an IEP, transitions will be guided by decisions made by the IEP team.
• While these transitions are not as formal as the initial Part C transitions or the later Part B transitions, we still need to keep in mind how the changes in environments and tasks will affect access to AT and AT use.
The In Between Years…

- These consist of all the transitions that occur while the student is in school
- No formal guidelines when transitioning from class to class, grade to grade, or school to school
- All of these transitions are guided by the IEP
Ongoing Transitions

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
Ongoing Transitions

• If AT is listed in the IEP, the team needs to consider any changes in AT needs for the new setting
  – The IEP team should consider how the change in settings and tasks may impact the AT currently in place
  – Discuss a plan to transition the use of AT from the previous setting to the new setting
  – Involve the student as much as possible in their use of AT and the transition to the new setting

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
Ongoing Transitions

• AT Issues to Address When Transitioning
  – Student’s new teacher
    • may not be aware that student was using AT
    • may not be familiar with AT that student has been using or know how to use it
    • may not know strategies for AT use
  – Equipment does not transition with student
  – Student has not been taught self advocacy skills (to speak up about tools used in the past)
Ongoing Transitions

• How to avoid AT issues when transitioning
  – Maintain a student AT log or notebook that transitions with student
  – Ensure that appropriate participants attend IEP meeting
  – Teach self advocacy to student/parents
  – Ensure availability of AT
  – Develop plan for training, if needed
The Grow and Go Years…

• While there are ongoing transitions throughout the student’s educational years, transition from high school to post-secondary is the last major transition stage in the education system.

• This transition planning is meant to prepare the student for exiting the secondary educational system into post-secondary educational, employment, and/or community environments.

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Kathy Cox, State Superintendent of Schools
Transition
High School to Post-Secondary

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Georgia Department of Education
Kathy Cox, State Superintendent of Schools
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;
34 C.F.R.§300.43 Transition services.

(a) Transition services means a coordinated set of activities for a child with a disability that--

(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;
IDEA Part B Transition

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

(a) Transition services means a coordinated set of activities for a child with a disability that--

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

(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.
IDEA Part B Transition

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—
Georgia Transition Rule

- Beginning not later than the first IEP to be in effect when the student begins ninth grade or turns 16, or younger if determined appropriate by the IEP team and is updated annually thereafter.
34 CFR §300.320 Definition of Individualized education program.

(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.
Support for Developing Measurable Goals

• For additional support on Transition, please review an Elluminate recording from September 17, 2009 entitled:

  “Compliance and Transition – Dotted I’s and Crossed T’s”


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Kathy Cox, State Superintendent of Schools
Transition Planning
Developing Transition Plans

The transition planning process should include:

• An assessment of the student’s skills and interests related to:
  – Education/ training
  – Employment
  – Independent living skills

• Identification of agencies that may provide or pay for transition services. (The school system must request permission from the parent to invite other agencies to be part of the transition planning meeting.)
Developing Transition Plans

Transition Service Plan

<table>
<thead>
<tr>
<th>Name:</th>
<th>Projected Date of Graduation:</th>
<th>Date of Initial Transition Program:</th>
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| An-Li R.R.: Case Study #5 | June 2011                    | Development _______________________
|               |                              | Update __________________________ |

Preferences, Strengths, Interests and Course of Study based on Present Levels of Performance and Age Appropriate

Transition Assessments (Areas for consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services and community participation)

At this time An-Li’s course of study is to complete her I.E.P. goals and to continue to become more proficient in using her AT devise. An-Li and her mother both completed a Transition Questionnaire and it was found that she wants to learn more about how to use her AT devise. An-Li enjoys watching TV and listening to CDs. She enjoys one-on-one attention and going to the mall with her class. She is inconsistent when using a communication picture board but can indicate preferences by orienting towards a choice.

Desired Measurable Post Secondary/Outcome Completion Goals (These goals are to be achieved after graduation and there must be a completion goal for Education/Training and Employment)

Education/Training: After graduation, An-Li will attend a day-habilitation program for continued training in use of assistive technology to activate recorded music, stories, etc., during large group activities.

Employment: After graduation, An-Li will work as an assistant in a church nursery or library to provide music for children’s activities using an environmental control device and adaptive switch.

Independent Living (as appropriate): After graduation, An-Li will live with her family until she is able to live in a group home that can meet her needs.
Developing Transition Plans

• When the student either graduates with a regular high school diploma or exits at age 22, a Summary of Performance (SOP) will be provided by the school.
  – This SOP includes current academic achievements, functional performance and recommendations for achieving life goals.
  – If assistive technology is used by student, addressing the continued need and how it will be used postsecondary should be considered/discussed.
Developing Transition Plans

• In the Transition Plan, it is important to address assistive technology in the transition activities and services that are required for the student to achieve educational, employment, community, and independent living goals.
Developing Transition Plans

- The Transition Plan should include information about the types of assistive technology devices that are required in the post-secondary environment.
- The plan should also address any training and supports that are needed for the student’s continued use of assistive technology.
Developing Transition Plans

• Students should know how to use the device, when to use the device, and how to troubleshoot basic technical problems.

• The team will need to explore options for funding the needed technology and identify agencies that can support the student’s continued use for assistive technology.
Transition

Preparing the Student to Succeed in the Post-secondary Environment
Movin’ On Up…

• Major shift in responsibilities
  – Differences in high school and post-secondary programs

• Developing self-determination skills

• Developing AT skills for independence
## Differences in High School and Post-Secondary Programs

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<tr>
<th>High School</th>
<th>Post-Secondary</th>
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<tr>
<td>The Individuals with Disabilities Education Act (IDEA) governs services for students.</td>
<td>Services for students are governed by:</td>
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<td>• Section 504 of the Rehabilitation Act of 1973</td>
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<td>• Family Education Rights and Privacy Act (FERPA)</td>
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<td>• Americans with Disabilities Act (ADA)</td>
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</table>
## Differences in High School and Post-Secondary Programs

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<th>High School</th>
<th>Post-Secondary</th>
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<tbody>
<tr>
<td>Schools conduct assessments to determine eligibility at no cost to the student or parents.</td>
<td>The student must pay for or find appropriate funding for assessments which provide documentation to prove his/her disability</td>
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## Differences in High School and Post-Secondary Programs

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<thead>
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<th>Post-Secondary</th>
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<tbody>
<tr>
<td>Schools provide services and accommodations at no cost to students or parents.</td>
<td>• Student (not parent) must locate and identify the office of the Disability Service Provider and register with that office after admission to school</td>
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<tr>
<td></td>
<td>• Student must meet each agency’s requirements</td>
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<td>• Student (not parent) must be able to discuss needs and request reasonable accommodations</td>
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<td>• Student (not parent) must now apply for services</td>
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What Research Tells Us

• Competent AT use in school does not necessarily carry over to new environments
• Specific skills need to be learned for successful transitions by people who use AT
• Careful planning, quality AT services, & self determination, together, maximize successful transitions for people who use AT…

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
Factors of AT Transitions

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

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
Factor 1

The Student is a Self-Determined AT User

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
What is Self-Determination?

• Self determination is the ability to make free choices about your actions or state of being
  – Acts autonomously
  – Is self-regulated
  – Is psychologically empowered
  – Acts in a self-realizing manner

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla

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Impact of Self-Determination

Research shows individuals with high self-determination are:

– Twice as likely to be employed as those with low levels of self-determination,
– More likely to earn higher salaries, and
– More likely to gain job benefits (e.g., vacation, sick leave, insurance

Schwartz (1997)

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
Ways to Teach 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

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
Self-Determined AT Users Can…

......make choices about AT use

“For language arts class, I would rather use my Fusion at my desk than sit at the computer in the back of the room.”

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
Self-Determined AT Users Can…

......make decisions about AT use

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

Jason (19 years old)

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
Self-Determined AT Users Can…

......solve problems regarding AT use

“If I can’t hear my text-to-speech, I need to check the ‘mute’ button.”

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
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)

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
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)

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
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)

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
Factor 2

The Student has AT Skills for Independence

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

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
Independent Use of AT

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

Adapted from Janice Light (1989)

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
AT Operational Skills for Transition

• Operational Competence refer to the skills in the technical production and operation of AT devices
  – 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

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
AT Functional Skills for Transition

• Functional Competence refers to the specific knowledge, functional skills, and abilities for which the AT device is selected (i.e., writing, reading, expressive language)
  – Determine what the student will need to do in the new environment
  – Determine what parts of the task in the new environment will require the use of AT
  – Determine how AT will be included in everyday routines and activities

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
AT Strategic Skills for Transition

• Strategic Competence refers to the ability to decide which tool (device or other strategy) to use for a specific activity and to decide when and when not to use a device.
  – 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

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
AT Social Skills for Transition

• Social Competence refers to the ability to use the device appropriately with and around other people
  – Ask for help with 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

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
Factor 3

AT Transition Planning in the IEP

• To meet IDEA requirements
• To ensure on-going AT use in new environments
Transition Goals and Activities

• When writing goals and activities in transition plans for AT, need to differentiate between
  – Traditional IEP goals
    • Focuses on academic achievement
  – Post-Secondary Outcome goals
    • Focuses on what the student will do after he/she has left high school
  – Measurable Transition IEP goals
    • The goal that will support the student reaching his/her outcome goal
    • Transition activities support the transition IEP goal
Examples of Measurable Transition IEP Goals and Supporting Activities

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Example
Measurable Transition IEP Goal

• Instruction and AT :
  – Student will advocate for use of their assistive technology when entering college by completing 2 out of 3 activities
Example
Transition Activities

• **Instruction and AT:**
  – Learn what protections the ADA Act and Section 508 offer to AT users
  – Learn how to explain your AT use to other people
  – Independently talk with a college’s Office of Disability Supports about services for students who use AT

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
Example
Measurable Transition IEP Goal

• **Related Services and AT**:  
  – Student will develop a plan for obtaining funding and support services for their assistive technology device by completing the following activities:

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
Example Transition Activities

• Related Services and AT:
  – Identify a speech-language pathologist/AT specialist who can help program the AT device
  – Interview a vocational rehabilitation counselor (or counselor from the Commission for the Blind) to find out how to acquire a new AT device

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
• **Employment and AT**:  
  – Student will utilize assistive technology to apply for and participate in a job interview by completing the following tasks:
Example
Transition Activities

• Employment and AT:
  – Use a computer with alternate access to complete a job application
  – Participate in a job interview using an AAC device
  – Enroll in an internship/apprenticeship program where AT is used in the work setting

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
Example
Measurable Transition IEP Goal

- Functional Vocational Activities and AT:
  - Student will use assistive technology to complete work assigned by employer on a daily basis for thirty days.
Example
Transition Activities

• Functional Vocational Activities and AT:
  – Use AAC to welcome customers to a business
  – Use a switch to activate a stapler to staple papers together
  – Use a picture task analysis to pack boxes for shipment

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
Example
Measurable Transition IEP Goal

• Community Experiences and AT:
  – Student will utilize assistive technology to complete daily living activities in 3 out of 4 opportunities for a period of six months

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Example
Transition Activities

• Community Experiences and AT:
  – Use internet and voice output to find the days and times of a movie
  – Read the newspaper online with a computer and voice output software
  – Use environmental control to turn on the lights
  – Use a voice activated cell phone to call a friend
  – Use a computer to manage finances and checkbook

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
Example
Measurable Transition IEP Goal

• Post-School Adult Living and AT:
  – Student will utilize assistive technology to assist in the completion of tasks required for supported living in 3 out of 4 opportunities for a period of three months
Example
Transition Activities

• Post-School Adult Living and AT:
  – Use computer with alternate input to manage bank account
  – Use AAC device to interview a new personal assistant
  – Research options to buy a car that can work with hand controls
  – Use a picture task analysis to sort, wash, dry and fold clothes

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
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

Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla
Quality Indicators for Assistive Technology
Quality Indicators for Transition

- Quality Indicators for Assistive Technology
  - Reflect current operation within the continuum of practice
  - Show progress to “promising practices”
  - Can be used to set targets/goals

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Quality Indicators for Transition

The QIAT Community

The mission of QIAT is to guide the provision of quality AT services to improve educational achievement of students with disabilities.

- Began in the Fall of 1998
- Is a grass roots effort
- Has participants from all perspectives
- Is an all inclusive and ongoing effort
- Facilitated by the QIAT Consortium
Welcome

... to the QIAT Web site, the official site of the QIAT Consortium!

QIAT is celebrating its 11th Year Anniversary.

Check back shortly for the QIAT 2009 summary and pictures.

As you will see, the improved function, accessibility, and appearance of the new site supports QIAT’s mission of guiding the development and delivery of quality assistive technology services in a way that provides users with a gateway to:

- Quality Indicators, Matrices, and QIAT in Action documents
- The QIAT List and searchable archives
- Upcoming QIAT events
- The QIAT Resource Bank for sharing resources and links of interest
- Frequently Asked Questions about QIAT

The QIAT Consortium extends thanks to the Rice University Web Services who generously shared their expertise with QIAT in the 2007 AIR Houston Rally sponsored by Knowbility, Inc.
Quality Indicators for Assistive Technology

Facilitated by the Quality Indicators for Assistive Technology (QIAT) Consortium to assist educational agencies in:

– Guide improvement of AT services in order to improve the educational participation and results of students.
– Improve quality of services
– Increase consistency of services
– Support implementation IDEA and other legal mandates

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Kathy Cox, State Superintendent of Schools
Quality Indicators for Transition

Quality Indicators for Assistive Technology

- Consideration
- Assessment
- AT in the IEP
- Implementation
- Evaluation of Effectiveness
- Transition
- Administrative Support
- Professional Development
Quality Indicators for Transition

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

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Variations</th>
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<tbody>
<tr>
<td>1. Transition plans address the AT needs of the student, including roles and</td>
<td>1 Transition plans do not address</td>
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<td>training needs of team members, subsequent steps in AT use, and follow-up after</td>
<td>AT needs.</td>
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<td>transition takes place.</td>
<td>2 Transition plans rarely address</td>
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<td>AT needs, critical roles, steps or</td>
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<td>follow-up.</td>
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<td>3 Transition plans sometimes address</td>
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<td>5 Transition plans consistently</td>
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<td>address AT needs and all team</td>
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<td>members are involved and</td>
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<td>knowledgeable about critical roles,</td>
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<td>steps and follow-up.</td>
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Quality Indicators for Transition

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

3. Advocacy related to AT 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 AT proceeds according to an individualized timeline.

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

The act of passing from one state or place to the next

www.AudioEnglish.net/dictionary
Resources

• Georgia Department of Education, Divisions for Special Education Services and Supports, 404 656-3963 http://www.gadoe.org/ci_exceptional.aspx


Resources

• Parent to Parent of Georgia, 770 451-5484 or 800-229-2038, www.parenttoparentofga.org

• Department of Community Health/ Babies Can't Wait (Part C Agency), http://health.state.ga.us/programs/bcw/

• Transition At 3: Steps for Success, (also available online in Spanish) http://www.health.state.ga.us/pdfs/familyhealth/bcw/stepsforsuccess.05.pdf
Resources

• Georgia Interagency Transition Council – 
  www.gatransition.org

• Assistive Technology - Special Education Transition Forms, Lakeville Independent School District, 
  http://www.isd194.k12.mn.us/se/techforms.shtml

• “Supporting Transitions of AT Users.” Assistive Technology in Texas Schools Series, Texas Assistive Technology Network, 2008,
  http://www.texasat.net/default.aspx?name=trainmod.transition
Resources


• Contact the Babies Can’t Wait Early Intervention Coordinator in your district.

• Contact the Special Education Director for your school system.