Transition Checklist for Students who use Assistive Technology (AT)

(Adapted from *Chart a Course for the Future*, CDE)

AT Specific Transition Activities & Strategies: Some of these activities may facilitate actual goals that can be included in the transition IEP. It is important to remember that many of the services students receive in school are available to the student through IDEA which provides entitlement to services. Once the student graduates with a regular diploma or ages out at 21 years of age, mandated services are no longer available and many of the services available through adult services are limited. Transition is the time and process to prepare the student for adult life by providing tools and skills necessary for education, employment, and independent living and to promote self-advocacy and determination. It is a time of exploration of services that may be needed and to facilitate proficient use of tools and strategies BEFORE graduation.

In Colorado, transition planning and services must be included in the IEP when the student is 15 years of age (or earlier if deemed appropriate), but no later than the end of 9th grade.

Student age 15 (can start earlier if appropriate):
❑Assign Monitor/Coordinator for transition planning team. Team should include:

Student	Statewide Augmentative Alternative Assistance Communication member (SWAAAC)
Family	Speech Therapist, Occupational Therapist, Physical Therapist, Psych, Social Worker
Special Education Teacher	Assistive Technology (AT) vendor
General Education Teacher	(to provide special education to team on AT use)

❑Initiate education on the transition process for the team including the student and the family. (This step may need to be repeated throughout the transition period.)

❑Include measurable post-school goals in the IEP. The student's interests and aptitudes should be a central to consider:
- a) Postsecondary education and training options,
- b) vocational interests and abilities leading to career goals
- c) independent living needs and options
- d) related support services (driving, using public transportation, OT/PT, etc.)

❑Initiate development of a portfolio that the student keeps to include and organize important documentation such as:
- Birth Certificate
- Student's social security card
- Colorado ID (from Drivers License Bureau)
- IEP history
- Credit and Academic Skills Audit Worksheet

❑Begin or continue AT-related assessment processes with appropriate disciplines:
- a) Create a Student-centered profile based on student's input. Can use tools such as *Full Life Ahead: A Workbook and Guide to Adult Life for Students & families of Students with Disabilities*, by Judy Barclay & Jan Cobb, or *Teaching Self-Determination to Students With Disabilities: Basic Skills for Successful Transition*, by Michael L. Wehmeyer, Martin Agran, and Carolyn Hughes.
- b) Identify AT needs. This should include AT device, switches if needed, mounts, appropriate positioning and mobility devices (wheelchairs), ergonomic furniture, software, etc.
- c) Explore learning styles in relation to AT and facilitate appropriate accommodations, such as preferential seating, FM system in the classroom, prepared notes prior to classroom lesson, alternative curriculum for computer access, low vision, etc.
- **Helpful Links**: http://www.peakparent.org/resourceMaterials.asp
  http://das.kucrl.org/iam/Ensuring.html

❑Explore support systems for AT. Identify staff that is responsible for daytime support, programming, and maintenance of AT.

❑Continue self-advocacy training with student and family with emphasis on:
      a) AT programming as needs change, regular maintenance (i.e., battery charging,
        battery replacement, cleaning, etc),
      b) troubleshooting with malfunctioning AT equipment and,
      c) identification of who to call for repairs.

Helpful Hint: Call the vendor of the AT equipment. Often, they are willing to do 1:1 training or address problems over the phone. Also look at specific AT company websites for online trainings, webinars, archived .pdf documents that might answer your questions. You may even consider creating a "how to" video of your particular student with his AT device for training other staff.

❑Begin to have student access public transportation or explore other transportation options (i.e., driving, Access-A-Ride, fixed route with RTD, etc.) with use of AT. Include goals of arriving at destination 'on time'.
Helpful Links: http://www.specialtransit.org/get_started.htm#p4
                    http://www.revenue.state.co.us/mv_dir/formspdf/2816.pdf

❑Provide career awareness with special emphasis on career paths that are relevant to students interests and capabilities.
      a) Include observations of successful AT users in the workplace
      b) Facilitate job shadows
      c) Explore summer job or volunteer opportunities.

❑Educate student and family on civil rights specific to accessibility and services that may be available to them in the community. Agencies to contact might include Division of Vocational Rehabilitation (DVR), Community Centered Board (CCB), The Legal Center for People with Disabilities and Older People, Center for Personal Assistant Services, etc.

Helpful Links: http://www.pascenter.org/home/index.php
http://www.thelegalcenter.org/
http://www.cdhs.state.co.us/dvr/
http://www.cdhs.state.co.us/ddd/CCB_Main.htm

❑Initiate application to adult service agencies with lengthy waiting lists such as Community Centered Boards (CCB) at age 14, and day programming if student will need such services. The Office of Adult, disability, and Rehabilitation Services has a helpful website. See link below.
Helpful Links: http://www.cdhs.state.co.us/adrs/InformationDDD.htm

During Junior year or 2 years before leaving school:

❑Review AT equipment annually. Assess if still appropriate for developing academic skills and access to curriculum (The SWAAAC team member and/or SLP should be involved with this). For example:
a) Does the student need different switches, mounting, or wheelchair positioning due to any physical, cognitive and/or emotional changes?
b) Has vision changed and is the current technology still adequate for access to curriculum?
c) Has the student's adaptive skills increased? For example, has the student learned to read Braille and will a refreshable Braille display increase access to computer? Or speech recognition software?
d) Does the AT device allow vocational use or has use been primarily focused on curriculum? If so, can programming be expanded for broader use is more than one setting?

❑Continue with the student-centered tool that provide worksheets and questions.

❑Continue Job/Career investigation. This should include site visits, on the job training, internships, and mentoring by graduates who successfully use AT in the workplace.
 Helpful Links: http://calendar.politicswest.com/denver-co/events/show/84462951-colorado-celebrates-2008-disability-mentoring-day-connecting-youth-to-careers
 http://www.enableamerica.org/whatwedo.asp

❑Initiate application for driver's license or bus pass. Student should be attaining maximum independence in the most appropriate mode of community mobility. This might look like:
 a) knowing the bus schedule for a fixed route,
 b) planning and calling for Access-A-Ride or a ride from other source,
 c) driving safely to and from destination.

❑Involve Vocational Rehab counselor in planning for seamless transition after graduation. This should be done during the last year of school, at the very latest but can be initiated earlier.

❑Student to write a resume, complete an application to post-secondary education institution, collect letters of recommendation, write cover letters, write essays if needed, and fill out applications for jobs.

❑Explore support systems in chosen setting for future AT needs. For example, in vocational or educational setting, the student should have a name of a staff or faculty member whom they can call for support with AT needs. This should be part of the self-sufficiency/advocacy/determination training that should be happening throughout the transition process.
 Helpful Links: http://www.colorado.edu/disabilityservices/fsfaq.html
 http://teaching.berkeley.edu/bgd/disabilities.html

❑Establish a list of AT needs prior to graduation. The student should be able to advocate for all the services needed.
A DVR counselor will assist with getting the student established in the new setting both vocational and educational.

❑Collect necessary documentation for any accommodations needed in the next setting. These should be placed in the student's portfolio with transcripts, letter of recommendation, cover letters and resume and included in the student's Summary of Performance.

❑Take appropriate tests with necessary accommodations.
Helpful Links: http://www.collegeboard.com/ssd/student/accom.html

❑Facilitate mock interviews, use of adaptive telecommunications to make appointments or to seek assistance, money management training with specific disability in mind (i.e., low vision, motor, cognitive or hearing disability).

❑Apply for financial support with as much student participation as possible. This might include Supplemental Security Income (SSI), Independent Living Services, Vocational Rehabilitation (DVR), and Personal Assistant Services. All arrangements should include specific accommodations needed for AT use.