

Technology and Transition

What should IEP teams be considering?

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The Five State Needs Projects

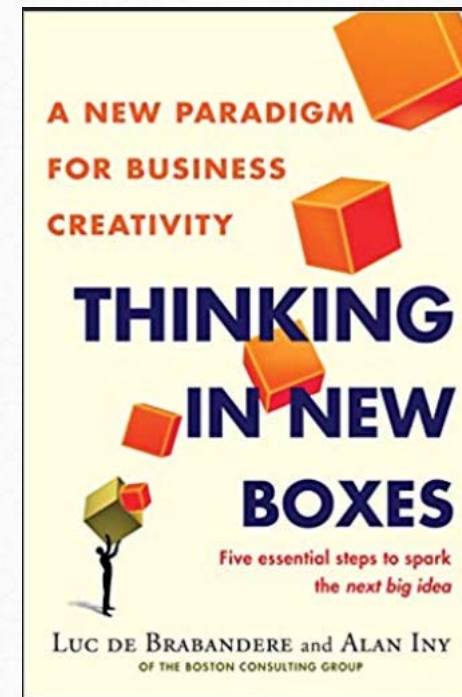
- Center for Change in Transition Services (CCTS)
- eLearning for Educators
- Special Education Support Center (SESC)
- Special Education Technology Center (SETC)
- Washington Sensory Disabilities Services (WSDS)



Special Education Technology Center (SETC)

- Lending Library
- Technical assistance and consultations
- Professional development
- Dissemination of AT information
- Support Regional AT Groups & Statewide AT Mtg

Thinking in New Boxes



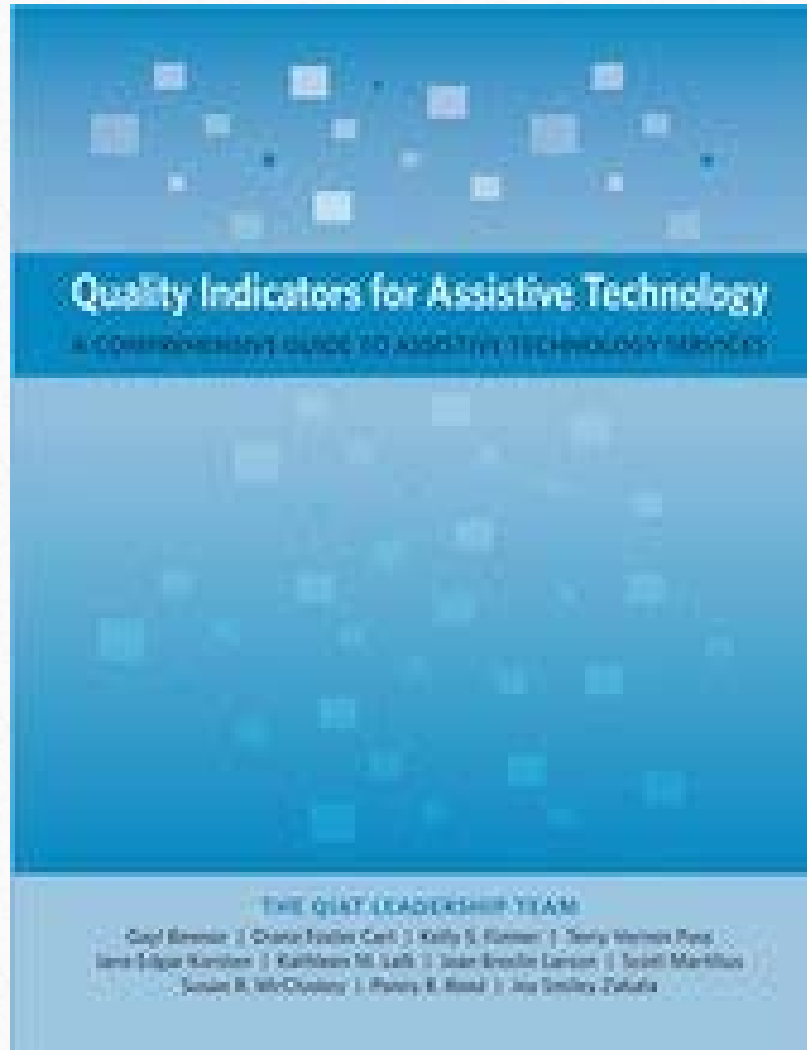
Objectives

- Define key assistive technology terms
- Identify factors that can improve outcomes for transition age students in relation to use of assistive technology supports
- List 3 resources to support students in transition with technology needs

Transitions in Education

- Early Intervention to Preschool
- Preschool to K-12
- Classroom to Classroom
- High School to Post Secondary Settings





Quality Indicators for Assistive Technology

A COMOPREHENSIVE GUIDE TO ASSISTIVE TECHNOLOGY

- Book Study YouTube Link

https://www.youtube.com/watch?v=Wi_Rmkttz7Q



Assistive Technology

IDEA Defines AT Devices...

- Assistive technology *device* means any item, piece of equipment, or product system, whether acquired commercially, off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of children with disabilities.

AT Consideration

- Occurs within the IEP meeting
- Can be completed with information the team already knows
- Looks at the student's ability to progress towards goals with assistance and without to receive FAPE

AT Assessment

- Is completed over the span of days, weeks, even months and occurs outside of the IEP meeting
- Involves obtaining new information to make decisions about AT supports needed.
- Takes multiple interactions with the student and team members and involves trials of AT to find a match.



Closing the Gap

- ◆ Absence of systematic planning for delivery of AT services
- ◆ Insufficient opportunities for students and families to learn about and try AT
- ◆ Differing perspectives, knowledge, and skills for those who have a role in AT services in the school setting

National Center for Technology Innovation and Center for Implementing Technology in Education (CITEd)

- It is estimated that about 85 percent of students with learning disabilities (LD) transition directly from school to work.¹
- Furthermore, statistics addressing employment among people with disabilities indicate that the workplace consists of approximately 18.6 million people with disabilities, ranging in age from 16 to 64. This represents about 56% of all people with disabilities in this age category.² Given the vast number people with disabilities in the workplace, the potential for assistive technology (AT) to increase productivity is great.



Real World Technologies

Does the technology
being used at school
interface with technology in
the “real world?”



AT in the IEP

“When IEPs are well written,
everyone who uses the information to
implement the student’s program
understands what AT is to be available ,
how it is to be used and under what
circumstances.”

~ QIAT Leadership Team

Training for IEP teams

- Professional Development for teachers on assistive technology processes, as well as products and services. (consideration, referral, assessment documentation, and implementation planning)
- Training for families on district processes around assistive technology



Quality Indicators for AT in Transition

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.

Transition Planning Worksheet

Quality Indicators for Assistive Technology

- [Guiding Document on AT in Transition](#)
- [Transition Planning Worksheet Document](#)

General Transition Tasks

Quality Indicators for Assistive Technology(Pg. 131)

GENERAL TRANSITION TASKS TO BE COMPLETED
Staff members from current setting observe in future setting
Student/family visit future setting
Staff from both settings meet to plan
Arrange enrollment in needed non-school services (Developmental Disabilities/Vocational Rehab

Device Specific Transition Tasks

Quality Indicators for Assistive Technology(Pg. 131)

DEVICE-SPECIFIC TASKS TO BE COMPLETED
Name and Type of AT used: _____
Arrange transfer of technology including manuals and service records.
Create artifacts to demonstrate current level of use and independence (e.g. video recording, work samples).
Identify any new AT that may be needed in new setting.
Identify persons to do troubleshooting in future setting.
Other



AT Protocol for Transition Planning

National Technology Assistance Center on
Transition

[AT Protocol for Transition Planning Document](#)



Quality Indicators for AT in Transition

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

Center on Technology and Disability
Beyond High School: Making the Transition
<https://www.ctdinstitute.org/audience/transition>

- Resources for Families & Students
 - Assistive Technology with your Teen and Young Adult
 - Assistive Technology Tips for College
 - Transition Tech Talk Videos from PACER
 - Family Information Guide to Assistive Technology and Transition Planning



Quality Indicators for AT in Transition

3. Advocacy related to assistive technology use is recognized as critical and planned for by the teams involved in transition.



Quality Indicators for AT in Transition

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



Quality Indicators for AT in Transition

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



Quality Indicators for AT in Transition

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

Resources



- Quality Indicators for Assistive Technology

<https://qiat.org/>

- National Technical Assistance Center on Transition

<https://transitionta.org/>

- Center on Technology and Disability

Beyond High School: Making the Transition

<https://www.ctdinstitute.org/audience/transition>

- Job Accommodation Network

<https://askjan.org/>