

Exploring Transition Service Plan Technology Supports: A Unique Perspective

Presenters:

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Georgia Project for Assistive Technology*

*October 23, 2014
3:00 PM EST*



This Session is being Recorded

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Credits

- **CEUs** are approved for .10 clock hours and are administered through Georgia Tech Professional Education
- **CRCs** are approved for 1.0 clock hours by the Commission on Rehabilitation Counselor Certification
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TFL WIKI

MEET THE TFL TEAM

MEET THE
ADVISORY COUNCIL

DIRECTIONS/MAP

JOIN OUR
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SCHEDULE A TOUR

Welcome

AT Services

Try AT

Get AT

AT Guides

Research

Find or Donate Your Gently Used AT & DME



Welcome to Tools for Life

Tools for Life, Georgia's Assistive Technology Act Program, is dedicated to increasing access to and acquisition of assistive technology (AT) devices and services for Georgians of all ages and disabilities so they can live, learn, work and play independently and with greater freedom in communities of their choice.

Tools for Life and the TFL Network work collaboratively together to accomplish our mission through:

2014 GATE SEMINAR

DEC
5

Georgia Tech Student Center

WEBINARS

OCT
9

Using Visual Learning Software
to Create Personalized Learning
Environments

OCT
23

Exploring Transition Service Plan
Technology Supports - A Unique
Perspective

- Current Webinar Schedule
- Webinar Archives

TOOLS FOR LIFE APPFINDER



...for Living, Learning, Working, and Playing.

AT ONLINE EXCHANGE

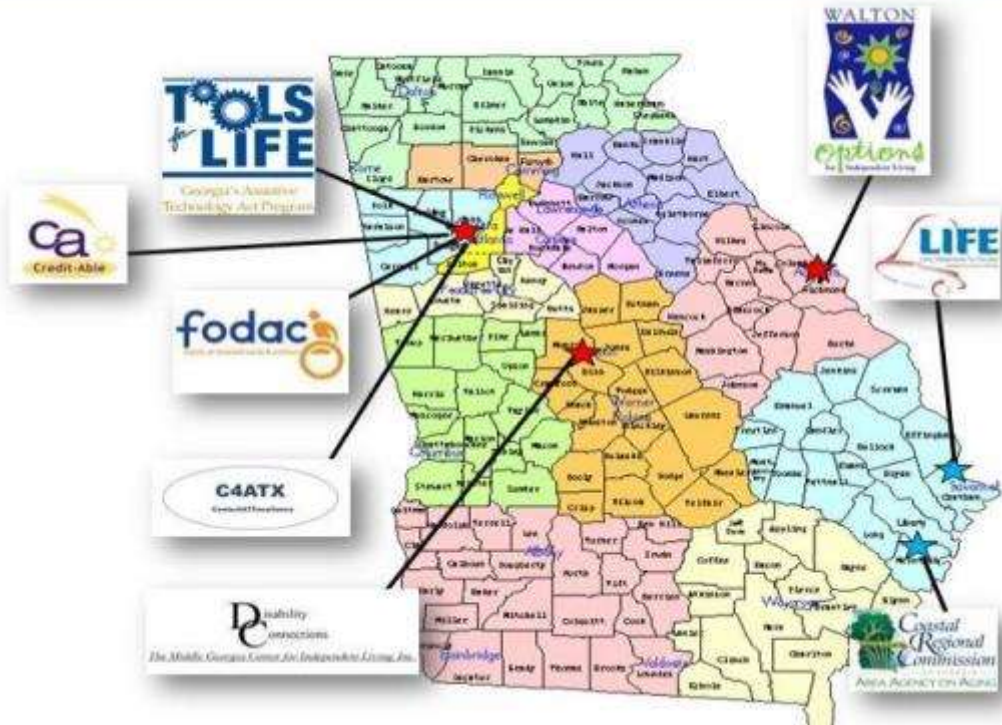


AT FUNDING GUIDE

DOLLARS & SENSE
NAVIGATING THE AT FUNDING STRAIGHT

Tools for Life Network

- AT Lending Library
- AT Evaluations & Training
- AT Demos
- Resource and Assistance
- AT Funding Assistance
- DME Reuse





Webinar Evaluation

Please take a moment to complete our survey:

<https://www.research.net/s/TFLwebinar>

Exploring Transition Service Plan Technology Supports: A Unique Perspective

Georgia Department of Education
Division for Special Education Services and Supports

Georgia Project for Assistive Technology

1870 Twin Towers East
Atlanta, Georgia 30334



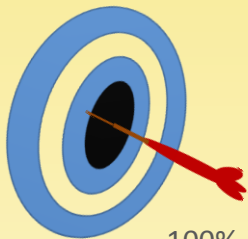
Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org



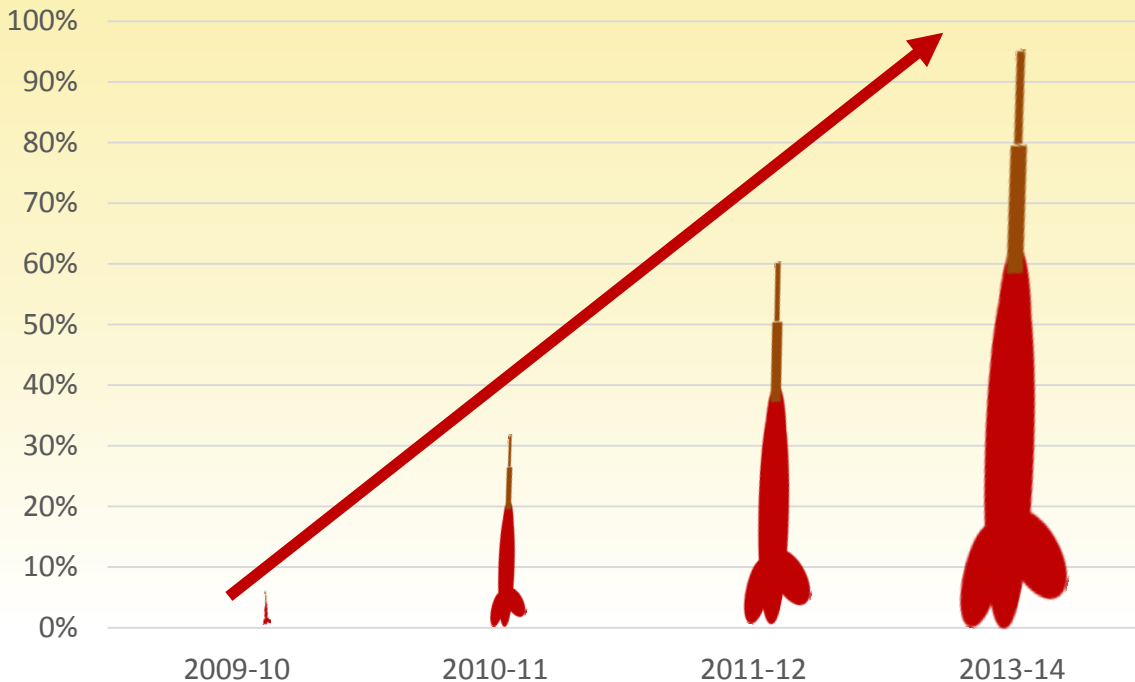
Learning Targets

- Participants will be able to list 3 ways of determining student's future employment intentions and/or career pathway
- Participants will be able to write a post-secondary employment and education outcome
- Participants will be able to write one measurable annual Transition IEP goal supporting assistive technology in one of the following areas: development of employment, education and training, community involvement, adult living, related services, or daily living skills.





Transition Plan Compliance



AT at a Young Age

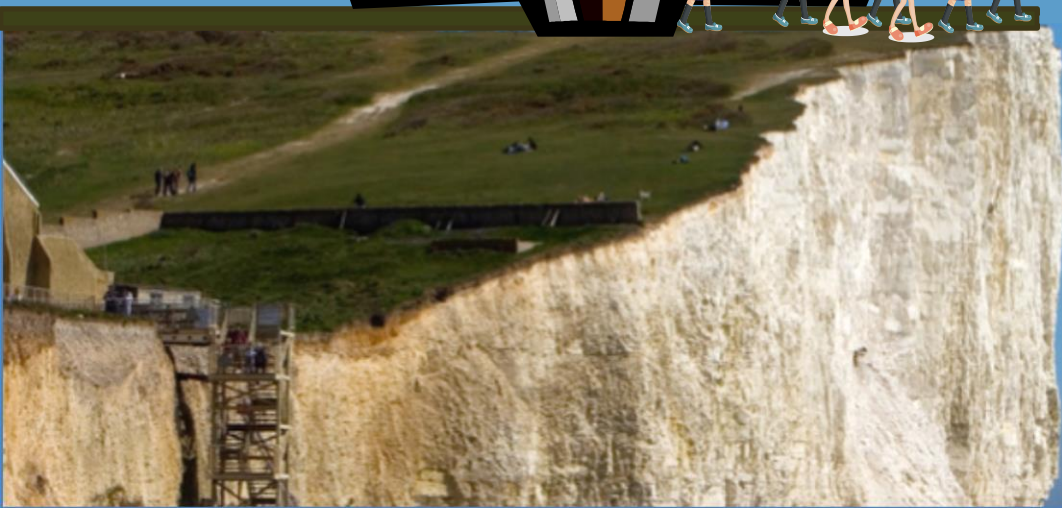


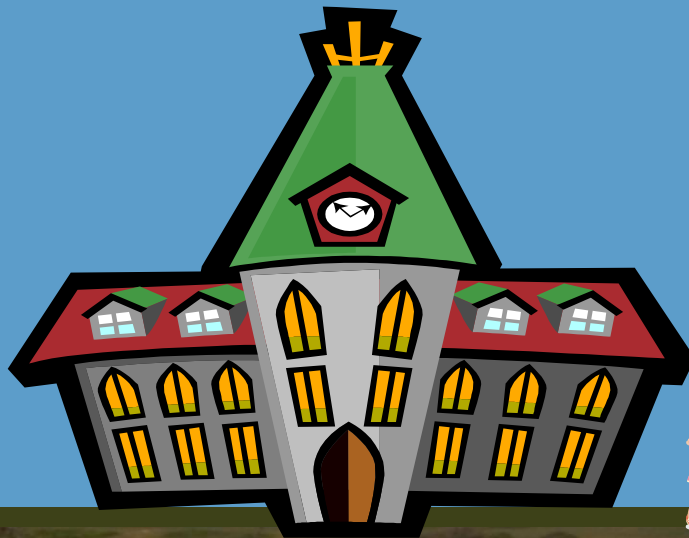
Post-secondary Institutions'



- Lack of self-determination skills
- Unknown technology supports
- Learning curve of technology use







Independence Meter



Technology Supporting Physical Needs

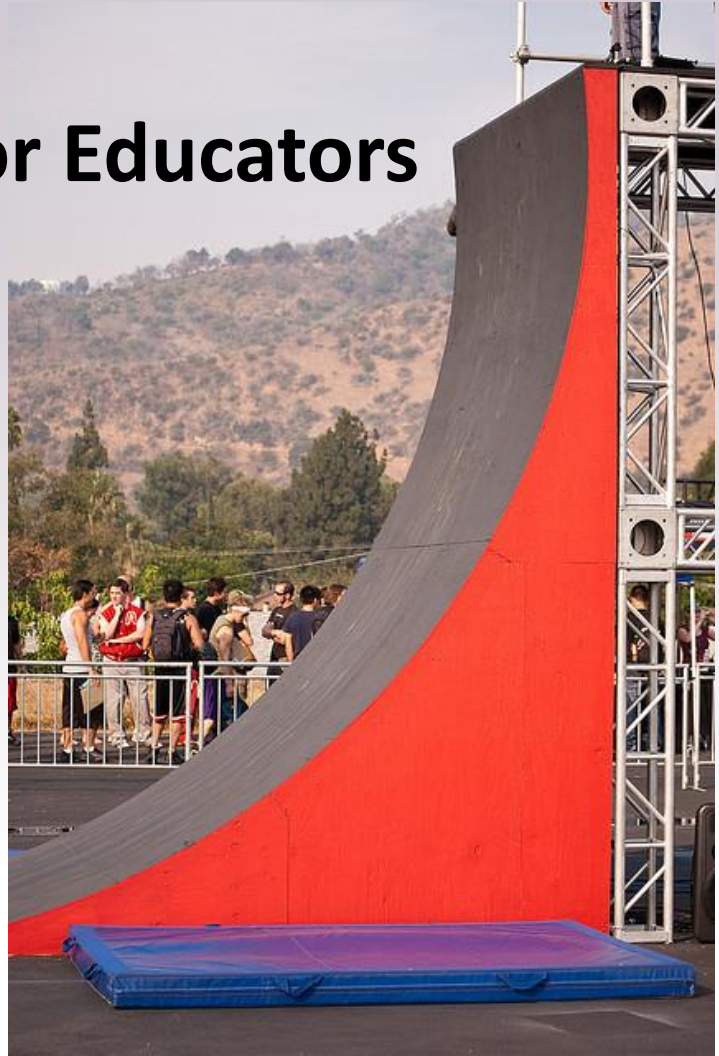


Technology Supporting Writing & Reading



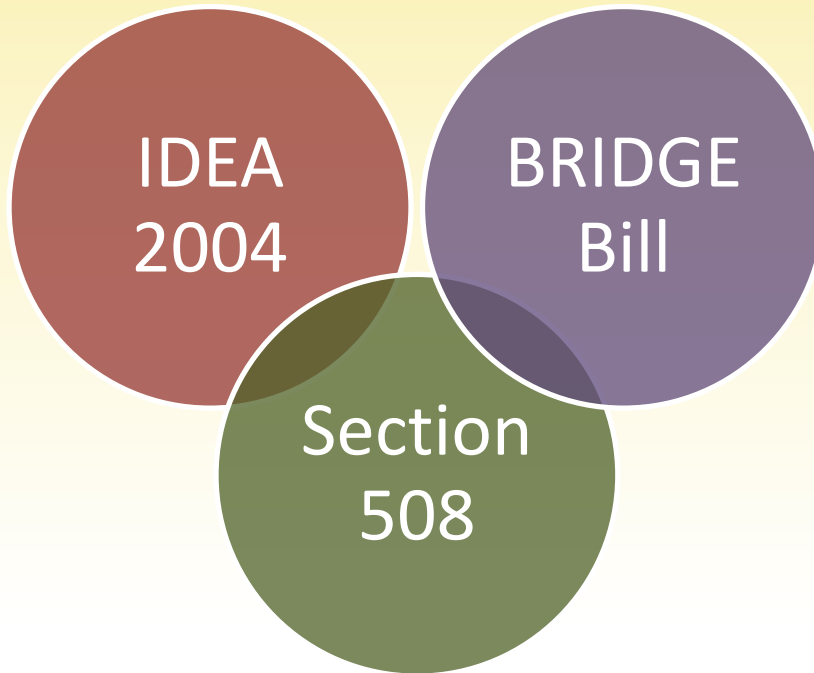
Challenge for Educators

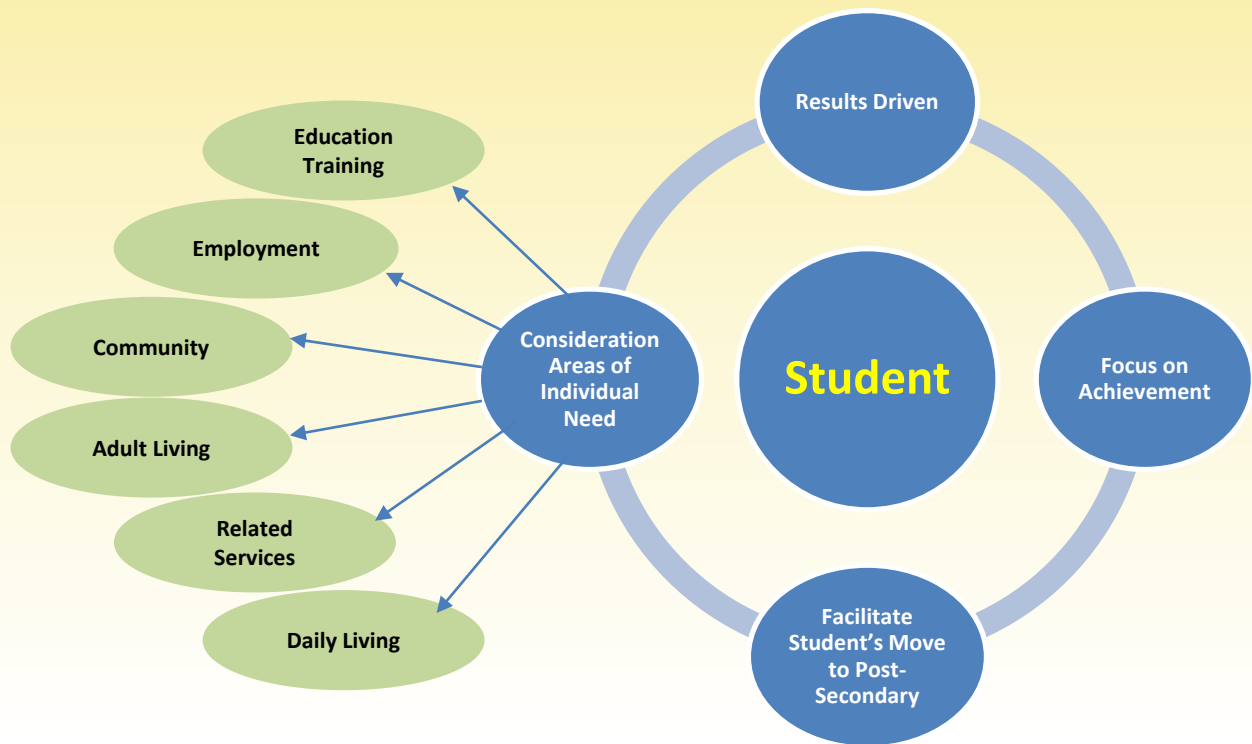
- Means of Access/
Engagement
- Use
- Challenge





Laws Governing AT and Transition





- Assistive Technology **Devices** can be any item or piece of equipment, whether acquired commercially off the shelf, modified or customized, that helps students with disabilities reach a goal (independence, educational, or vocational goals)
- Assistive Technology **Services** can mean in depth consideration, evaluation, trial use, implementation, purchasing, maintenance, professional development/training, etc.
- Assistive Technology **Must Be Considered** in the annual IEP - IDEA, 2004



Georgia BRIDGE Bill



Georgia BRIDGE Bill

Career
Counseling



Transition
Planning



508



Compliant

AT Found on Georgia Transition Plans

- Laptop /
word processor
- AAC
- Switch
- FM System



Education/Training (Goals based on academics, functional academics, life centered competencies or career/tech)

Transition IEP Goal(s)

Transition Activities/Services

- Academic & Learning Aids
- Visual Aids

Development of Employment (Goals based on occupational awareness, employment related knowledge and skills)

Transition IEP Goal(s)

Transition Activities/Services

- Computer Access

Community Participation (Goals based on knowledge and demonstration of skills needed to participate in community activities, such as using public transportation, accessing community resources, social interactions, consumer activities, accessing and using various transportation modes.))

Transition IEP Goals

Transition Activities/Services

- Assistive Listening & Environmental Aids
- Recreation & Leisure Aids

Adult Living Skills & Post School Options

(Goals based on skills for self-determination, interpersonal interaction, and independent living skills to successfully participate in Adult Lifestyles and other Post School Activities (e.g. skills needed to manage a household, travel, etc.))

Transition IEP Goals

Transition Activities/Services

- Pre-Vocational & Vocational Aids

Related Services (Goals based on Related Services that may be required now to help a child benefit from speech/language, occupational therapy, counseling, vocational rehabilitation training or the planning for relat

Transition IEP Goals

Transition Activities/Services

- Augmentative Communication

Daily Living Skills (Goals based on adaptive behaviors related to personal care and well-being to decrease

Transition IEP Goals

Transition Activities/Services

- Aids for Daily Living
- Seating & Positioning Aids



Compliant Transition Plans

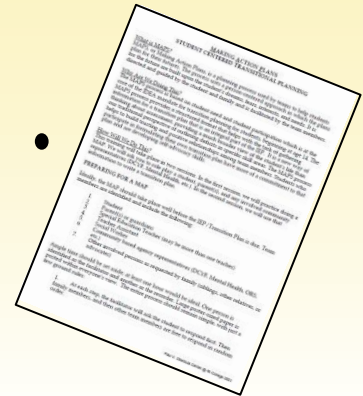
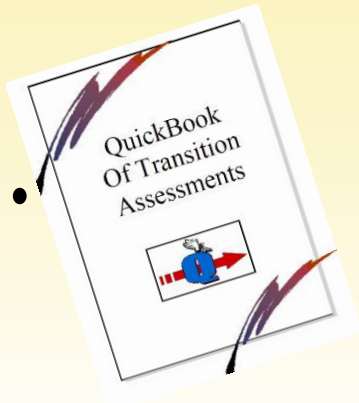
versus

Functional Transition Plans

Functional Plans



Transition Assessments



- Locally developed assessments
- Other commercial assessments



Compliant Transition Plans

versus

Functional Transition Plans

Post-Secondary Outcomes



Post-Secondary Outcomes



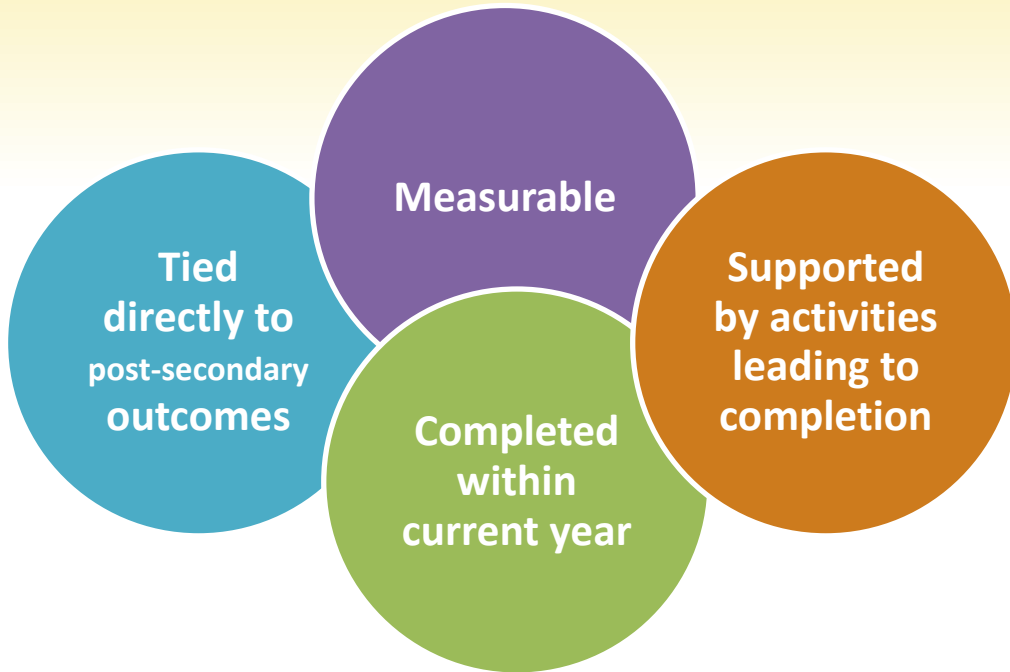
Post-Secondary Outcomes

- Education/Training
 - After graduation student will attend a four year college to study psychology
- Employment
 - After graduation student will work as a counselor of students with disabilities.
- Independent Living
 - After Graduation student will live independently.

Employment Tasks

- Take notes
- Write reports
- Read research
- Schedule appointments

Transition IEP Goals



Education/Training

Goal:

- Student will write a review based on information the student collects from 2 interviews about the responsibilities and jobs of a school counselor.

Education/Training

Activities:

1. Ask 2 counselors to participate in career interview.
 - A. Use organizers to help schedule interview
 - B. develop a timeline for completion of goal
2. Write interview questions
 - A. Use speech recognition, portable word processor
3. Edit interview paper for grammar and spelling errors
4. Provide interviewees copy of questions
5. Set up interview times
6. Conduct interview

Education/Training

Activities:

1. Ask 2 counselors to participate in career interview.
 - A. Use ***organizers*** to help schedule interview
 - B. develop a ***timeline*** for completion of goal
2. Write interview questions
 - A. Use ***speech recognition, portable word processor***
3. Edit interview paper for ***grammar and spelling*** errors
4. Provide interviewees copy of questions
5. Set up interview times
6. Conduct interview

Education/Training





Development of Employment

Development of Employment

Goal:

- Twice a week on a designated day, student will wear an outfit appropriate (as identified by checklist) for a casual interview.

Checklist



Development of Employment

AT to support...

- Color coding events and/or clothing
- Daily schedule (picture or electronic)
- Visual organizer (progress chart)
- Training or modeling video
- Personal checklist for dressing

Development of Employment

Additional Goal Areas:

- Time management
- Peer to peer interactions
- Joining service organizations
- Filling out a job application

Development of Employment

AT to support...

- Calendar and/or reminder app
- Color coding events and/or clothing
- Daily schedule (picture or electronic)
- Visual organizer (progress chart)
- Training or modeling video
- Personal checklist for dressing
- **Speech recognition**
- **Interest apps (Yapert)**

Low to High Tech Options

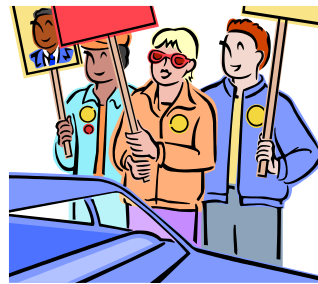


Community Participation

Community Participation



Community Participation



Community Participation

Goal:

- Join one local or online community organization

Community Participation



Community Participation

Online community supports

- LD Online
- Facebook
- Disability Meetup
- Disabilities-R-Us



Providing Access to Online Communities

- Readability
- Rewordify
- High Contrast add-in
- *Start Magnifier*
- *Onscreen Keyboard*
- *Navigator*
- *High Contrast*



Adult Living

Goal:

- Student will keep a monthly graph/chart of household expenses (utilities such as water, electricity, gas, trash, recycling) over a six month period.

Adult Living

AT to support...

- calculator
- household budget application
- graphing program
- _____
- _____

Related Services

Goal:

- Use a checklist of assistive technology policies and programs to evaluate 2 universities or colleges of choice on their provision of AT services.

Assistive Technology:

Checklist of Questions to Ask Colleges

National Center on Learning Disabilities, Inc

Page 1 of 2



National Center *for* Learning Disabilities, Inc.
The power to hope, to learn, and to succeed

Assistive Technology: Checklist of Questions to Ask Colleges

General Access to Assistive Technology: As you consider different colleges you might want to attend, ask general questions about each university's assistive technology (AT) policies and programs.

General Access to Assistive Technology	Notes
After I receive permission to use AT <ul style="list-style-type: none">• How do I communicate my AT accommodations to my professors?• Who will then coordinate my AT accommodations (during lectures, while doing assignments, and taking tests) between the professor and the disability office?	
Are there certain places on campus where AT tools are available? If so, how many are there? Where are they located? Are they available 24 hours a day and on weekends or are there limited hours? Do students need to sign up for time slots in advance?	

Campus Self-Evaluation Matrix



Username

Password

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[A Guide to Getting Started](#)

[Campus Self-Evaluation Matrix](#)

[Student Self-Evaluation Matrix](#)

[Reports](#)

[Home](#) » [Tools](#) » [Student Self-Evaluation Matrix](#)

Student Self-Evaluation

QIAT-PS for Students are indicators directed at students with disabilities. The self-evaluation matrix is intended to measure and improve assistive technology transfer to higher education settings. You may have your responses emailed. Your most current responses will be saved if you have created an account.

[Show options](#) / [Hide options](#)



[Print Version](#)

Student Indicators

← Less Promising

More Promising →

1. **Indicator:** Self Awareness - The student is aware of the various factors of their disability and is knowledgeable about their needed accommodations.



1. Student is unaware of or misinformed about the impact of the disability.

Daily Living

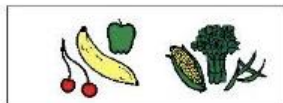
Goals:

- Student will prepare a weekly grocery list for lunch items for 16 weeks.

Daily Living

Activities:

- Decide what to have for lunch daily
- Check the pantry and refrigerator for ingredients
- Check for containers to carry lunch in (baggies, etc)
- Prepare the list
- Go to the store to purchase items



myShopi – Shopping list – Grocery list

[View More by This Developer](#)

By Agilys

Open iTunes to buy and download apps.



[View in iTunes](#)

+ This app is designed for both iPhone and iPad

Free

Category: Productivity

Updated: Oct 01, 2014

Version: 4.1.7

Size: 47.3 MB

Languages: English, Dutch,

French, Spanish

Seller: Agilys

© Agilys

Description

myShopi is a free shopping list that's fun and easy to use!

... Number One shopping list app in Europe ...

[Agilys Web Site](#) [myShopi – Shopping list – Grocery list Support](#)

What's New in Version 4.1.7

Minor improvements

Screenshots

iPhone | iPad



Contact Information

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Georgia Department of Education

Special Education Services and Supports

Georgia Project for Assistive Technology

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Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
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