Exploring Transition
Service Plan
Technology Supports:
A Unique Perspective

Presenters:
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Georgia Project for Assistive Technology

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3:00 PM EST
This Session is being Recorded

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• AT Evaluations & Training
• AT Demos
• Resource and Assistance
• AT Funding Assistance
• DME Reuse
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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
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.
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

IDEA 2004

BRIDGE Bill

Section 508
Results Driven

Focus on Achievement

Facilitate Student’s Move to Post-Secondary

Consideration Areas of Individual Need
• 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
<table>
<thead>
<tr>
<th>Education/Training (Goals based on academics, functional academics, life centered competencies or career/tech)</th>
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</thead>
<tbody>
<tr>
<td>Transition IEP Goal(s)</td>
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<tr>
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<tr>
<td>• Academic &amp; Learning Aids</td>
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<tr>
<td>• Visual Aids</td>
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<tr>
<td>Development of Employment</td>
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<tr>
<td>---------------------------</td>
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<tr>
<td>Goals based on occupational awareness, employment related knowledge and skills</td>
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- Computer Access
<table>
<thead>
<tr>
<th>Community Participation</th>
<th>Transition IEP Goals</th>
<th>Transition Activities/Services</th>
</tr>
</thead>
</table>

- Assistive Listening & Environmental Aids
- Recreation & Leisure Aids
<table>
<thead>
<tr>
<th>Adult Living Skills &amp; Post School Options</th>
<th>Goals based on skills for self-determination, interpersonal in to successfully participate in Adult Lifestyles and other Post School Activities (e.g. skills needed to manage a household, skills for personal independence).</th>
</tr>
</thead>
</table>

**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 related services.

<table>
<thead>
<tr>
<th>Transition IEP Goals</th>
<th>Transition Activities/Services</th>
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<tbody>
<tr>
<td><strong>Augmentative Communication</strong></td>
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<table>
<thead>
<tr>
<th>Daily Living Skills</th>
<th>Transition IEP Goals</th>
<th>Transition Activities/Services</th>
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</thead>
<tbody>
<tr>
<td>Aids for Daily Living</td>
<td>Goals based on adaptive behaviors related to personal care and well-being to decrease</td>
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<tr>
<td>Seating &amp; Positioning Aids</td>
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</tbody>
</table>
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

- Tied directly to post-secondary outcomes
- Measurable
- Completed within current year
- Supported by activities leading to completion
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
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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

- shirt
- pants
- socks
- shoes
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.
## 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

<table>
<thead>
<tr>
<th>After I receive permission to use AT</th>
<th>Notes</th>
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<tr>
<td>• How do I communicate my AT accommodations to my professors?</td>
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<tr>
<td>• Who will then coordinate my AT accommodations (during lectures, while doing assignments, and taking tests) between the professor and the disability office?</td>
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<td>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?</td>
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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
By Agilys

Open iTunes to buy and download apps.

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

Free
Category: Productivity
Updated: Oct 01, 2014
Version: 4.1.7
Size: 47.3 MB
Languages: English, Dutch, French, Spanish
Seller: Agilys
© Agilys

Screenshots
Fruits
Items
Contact Information

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Georgia Department of Education
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