



Assistive Technology and School-Based Therapists

Transitioning Students to their Postsecondary Environment

Georgia Department of Education

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Transition Process to Adulthood



I WANT TO GO TO COLLEGE

I WANT TO ATTEND MY CHURCH BY MYSELF

I WANT MY OWN APARTMENT

I WANT A JOB IN MY COMMUNITY

CONNECTION TO SCHOOL-BASED THERAPY

**Characteristics of
Educationally Relevant Therapy and
the Medical/Clinical Therapy Model
Guidance**

	<ul style="list-style-type: none"> The 504 team must also consider OT and PT 	
	Educationally Relevant Therapy	Medical / Clinic Based Therapy
Who Decides? Need: Scope:	<ul style="list-style-type: none"> OT's and PT's use standardized testing but also consider a student's functional abilities in his/her educational environment The IEP or 504 team (which includes the parents and student) reviews the testing and data provided by the certified/licensed OT or PT and their recommendations. Included in the data are observations, parent interviews, doctor's prescription and teacher feedback The team as a whole makes decisions about what is educationally relevant OT and PT testing must be related to the educational need The IEP or 504 team considers the professional judgment of the OT and PT to determine the amount of service needed for the student to make progress on his/her educational plan A doctor's order/prescription is considered in the decision of the IEP or 504 team but does not determine therapy services 	<ul style="list-style-type: none"> The Rehab team determines the need and consists of the physician, therapist (s), family and child. The family is included in determining the goals Doctor's orders, insurance and the hospital/rehabilitation staff determine or influence the frequency, location and duration of services
What Is The Focus?	<ul style="list-style-type: none"> Therapy focuses on improving the student's ability to access his/her educational program and the school environment Therapy addresses making adaptations and improving functional skills needed to achieve the IEP goals and objectives 	<ul style="list-style-type: none"> Therapy is related to medical conditions, symptoms and/or disabilities and may focus on the quality of performance along with function Therapy addresses goals that are discipline or diagnosis specific as opposed to educationally related
Delivery Model? How: Where:	<ul style="list-style-type: none"> The Service Delivery Model is the method by which therapists deliver services to the students and is based directly on what each individual student requires Services for or on behalf of a student may be delivered through a combination of direct intervention, group intervention, consultation, monitoring, adaptation of materials, staff/ parent training, collaboration with staff and/or program development depending on the needs of the student. IDEA does not require IEP team to document delivery models, only type of service (eg. OT, PT.) Services may be provided as inclusion, pull-out, and community based, consultative, collaborative, or group/individual The setting for the therapy may be different for each student. Based on the goals 	<ul style="list-style-type: none"> Service is typically provided in a direct one-on-one setting with some consultation with the patient/family Typical settings for the delivery of services are a clinic, hospital or in the home

The Educational Environment

- In the educational environment, most therapies are considered a related service
 - child is assessed for needs regarding his/her educational program
- The IEP Team must establish whether the service is needed for the child to access their education
 - Provision of Free Appropriate Public Education (FAPE)

How is the Therapy Need Determined

- The need starts with the educational goals and objectives
- IEP team decides
 - based on the evaluation evidence presented by the occupational or physical therapist,
 - determine whether or not the student requires occupational or physical therapy to receive a **FAPE**

How is the Therapy Need Determined

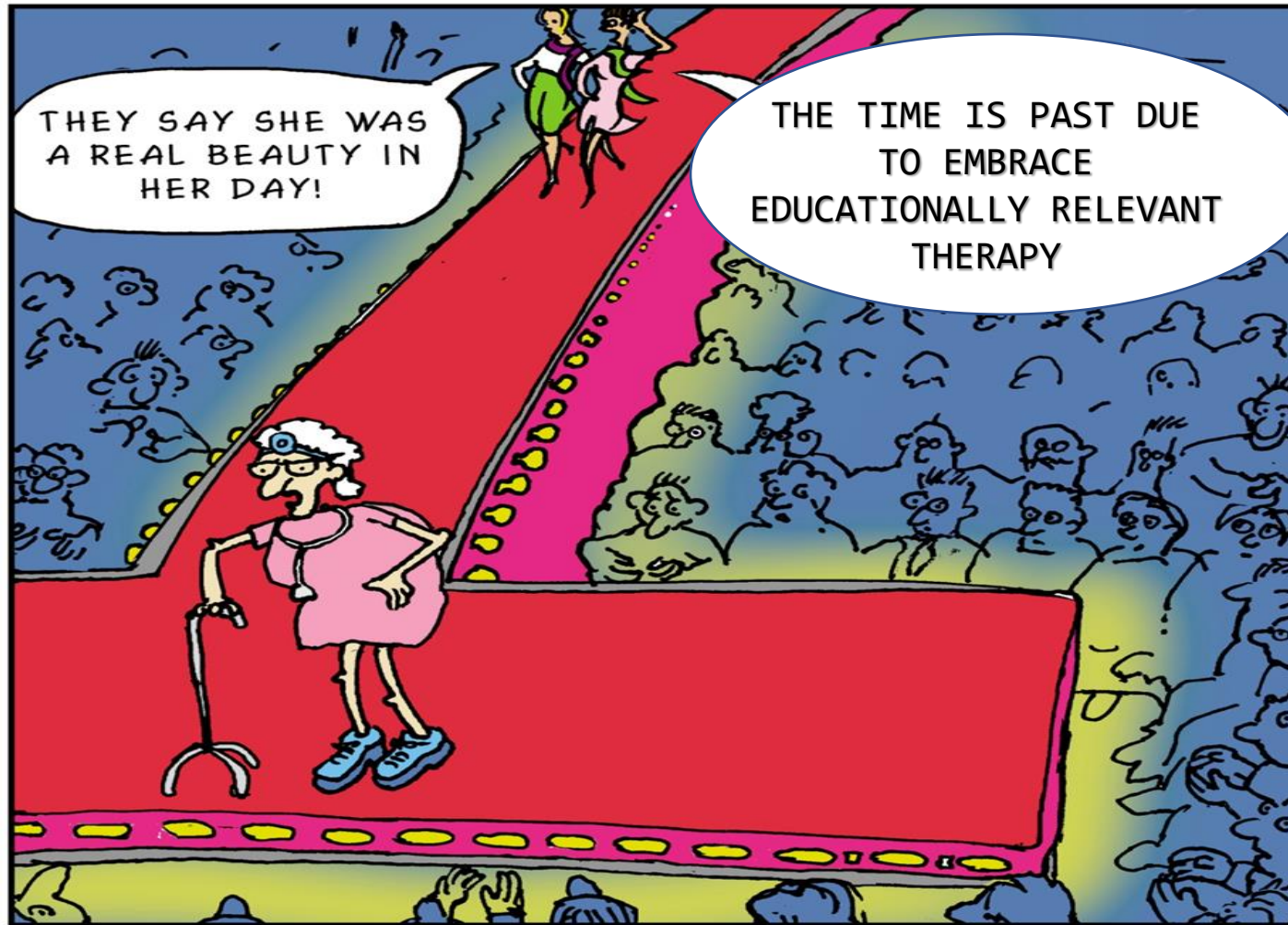
- School-based occupational and physical therapists provide services when they are determined to be necessary for the student to access their specially designed instruction to make progress in the general education curriculum, as well as, meet their developmental and functional needs.
- When there is not an educational need for the service, it should not be provided.

How We Work

- The decision as to whether therapy support is needed is made annually by the IEP Team considering:
 - Are there any IEP goals that require the support of an occupational or physical therapist?
 - Can the student perform school tasks without therapeutic intervention?
 - Can other members of the IEP Team provide necessary interventions or strategies?
 - Is the student no longer eligible for special education services under an eligibility category?
- There may still be a need for community-based services

How We Work

- Therapy may be provided individually or in small groups by a therapist or therapist's assistant
- Intervention may or may not be provided directly with the child
 - Collaborating with educational staff to modify the child's environment and daily school activities is always a part of school therapy
- Therapy takes place where the child receives their education
 - Appropriate intervention may be provided in classrooms, hallways, gyms, playgrounds, lunchrooms, bathrooms, or in a separate therapy room



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THE OLD MEDICAL MODEL

Questions?



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**ASSISTIVE
TECHNOLOGY AND
TRANSITION PLANNING
FOR SCHOOL-BASED
THERAPISTS**



General Assistive Technology Supports

- Find and use a lending library to see if the technology is a good fit
 - AT Partnership lending library
- Starting the day: Waking up and getting the day started
 - Alarms, Routines and Reminders

General Assistive Technology Supports

- Organizing the Day
 - TO Do List, Timers, Organizers, Planning the day
- Work and School
 - Taking notes, Reading and Writing, Accessibility, Mobility, transportation

Use of a Smartphone

- Many young adults own a smartphone.
- Use a smartphone to help with:
 - Starting the day
 - Learning
 - Organizing
 - Living on your own
 - Searching for Jobs
 - Planning for the future
 - Reading and writing supports

Employment and Executive Functions: On Time

- Completing tasks • Focusing • Initiating • Making decisions
- Managing time • Multi-tasking • Organizing • Planning • Self-monitoring
 - Self-regulation • Solving problems

Arrive to Work and Appointments on Time

- Add it to your calendar and turn on reminders, set an alarm – Such as Clocky (an alarm clock with wheels that zips around the room and requires movement from the user to turn it off.)
- Start a checklist for the things I need for work
- Create a getting ready for work routine

Employment and Executive Functions: Time Management

- Completing Tasks as Directed - First practice guessing how much time a task will take, keep a log of different activities and the time it takes, use your calendar to document
- Try a variety of ways of keeping track of time: egg timer, tablet or smartphone app that is specific for time management (to “see” time passing).
 - Time Timer
 - Timewinder
 - Toggl

Employment and Executive Functions: Time Management

- Use an audible timer that will give the time aloud during specific intervals, an audible alarm.
 - every 10 minutes a beep or noise
 - talking countdown timer

Employment and Executive Functions: Task Completion

- **Organize Space, Materials, and Information:**
 - It is important to have things organized whether it's physical or digital so that you can find things easily when needed. Being organized helps with time management since time is not lost looking for missing items. Organization also helps with staying focused by eliminating distractions that can happen when searching for things. Putting these steps in place can help with task completion.

Employment and Executive Functions: Task Completion

- **Organize Space, Materials, and Information:**
 - Eliminate clutter in items not used on a frequent basis , label where items belong (color coding , text labels, or visual pictures). Schedule times on a calendar with reminders to organize the work environment. Take photos of the workspace when it is well organized to remember where to put things. Use notes such as OneNote, Evernote digital sticky note to take digital notes as you are working.

Training and Postschool Education

- Use a smartphone/Laptop or Tablet to help with:
 - Starting the day – Don't be Late
 - Learning – Reading, Writing, note taking, recording, photos
 - Organizing – Assignments, homework, tests
 - Reading and writing supports – Stay caught up and use my technology to support my areas that I struggle
- ALWAYS check with the “Office of Disability Services” when reviewing schools to attend and once enrolled use the Office of Disability Services for support



Division for Special Education Services and Supports

Assistive Technology for Transition

July 2020

A Guide for Assistive Technology and Transition Planning

Student Name: _____ Person Completing Form: _____
 Students Grade: _____ Date Report was Completed: _____ Expected Graduation Date: _____

Purpose - The purpose of this tool is to review the student's assistive technology needs when transition planning.

Ratings - In each of the following functional areas, determine if the student has any limitations. If limitations do exist, answer the questions regarding the student's capacities. Consider their abilities with & without assistive technology.

Please Read and Consider Each Item - Any **NO** answer is a red flag that the student may confront significant barriers during their transition process. However, these are minimum standards. Even with a **YES** rating, there may still be a benefit from using assistive technology for this function. Next, consider the examples of types of assistive technology that might be used to address these barriers.

Daily Transportation Activities - Can the student independently:

Drive?	Yes	No
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Daily Living Activities - Can the student independently:

Eat?	Yes	No
Prepare Food?	Yes	No
Do Laundry?	Yes	No
Groom/Self Care/Hygiene?	Yes	No
Housekeeping Activities?	Yes	No
Manage time? Follow a schedule?	Yes	No

Daily Living Adaptations:

	Not Applicable	Maybe could use	Using, needs improvement	Using and is Independent
Dressing Aids				
Adaptive Clothing				

AT to Consider for Transition

Building Capacity and Sustainability

- Assistive Technology (AT) Consultation Services
- AT/UDL Software Pilot Program (Reading, Writing, Math)
- Assistive Technology Lending Library
- Customized Training Videos (3-7 minutes each)
- EdTrade, Georgia Assistive Technology (AT) School Swap Database
- Assistive Technology Webinar Series
- Discovery Surveys - District Assistive Technology and Accessibility

GaDOE and Tools for Life Resources – What is Consultative Services?

- The purpose of this partnership is to support district personnel in building their capacity to support students with assistive technology needs.
- **What is Consultative Services?:**
 1. Consultation services by Tools for Life staff via teleconsulting and/or email.
 2. Discussion based on information provided by district contact.
 3. Coaching support for staff on implementation of evidence-based practices for assistive technology

GaDOE and Tools for Life Resources - Consultative Services is NOT

- The purpose of this partnership is to support district personnel in building their capacity to support students with assistive technology needs.
- **Consultative Services is NOT :**
 1. Direct student intervention.
 2. Assistive technology evaluations.
 3. Onsite consultations or evaluations.
 4. Supplier of assistive technology devices beyond short term loan.

GaDOE and Tools for Life Resources – AT/UDL Software

- The purpose of this partnership is to support district personnel in building their capacity to support students with assistive technology needs.
- **Text Help software:**
 - Read&Write
 - EquatIO
 - WriQ

GaDOE and Tools for Life Resources – Lending Library

The purpose of this partnership is to support district personnel in building their capacity to support students with assistive technology needs.

Lending Library

1. To assist and assistive technology decision-making to make an informed purchased and decision
2. To collect data substantiating the device meets the students needs.
3. Try device in a real life environment.
4. To serve as a loaner while the student is waiting for a repair or order a device to be delivered.
5. To provide accommodations on a short term basis to support professional development.



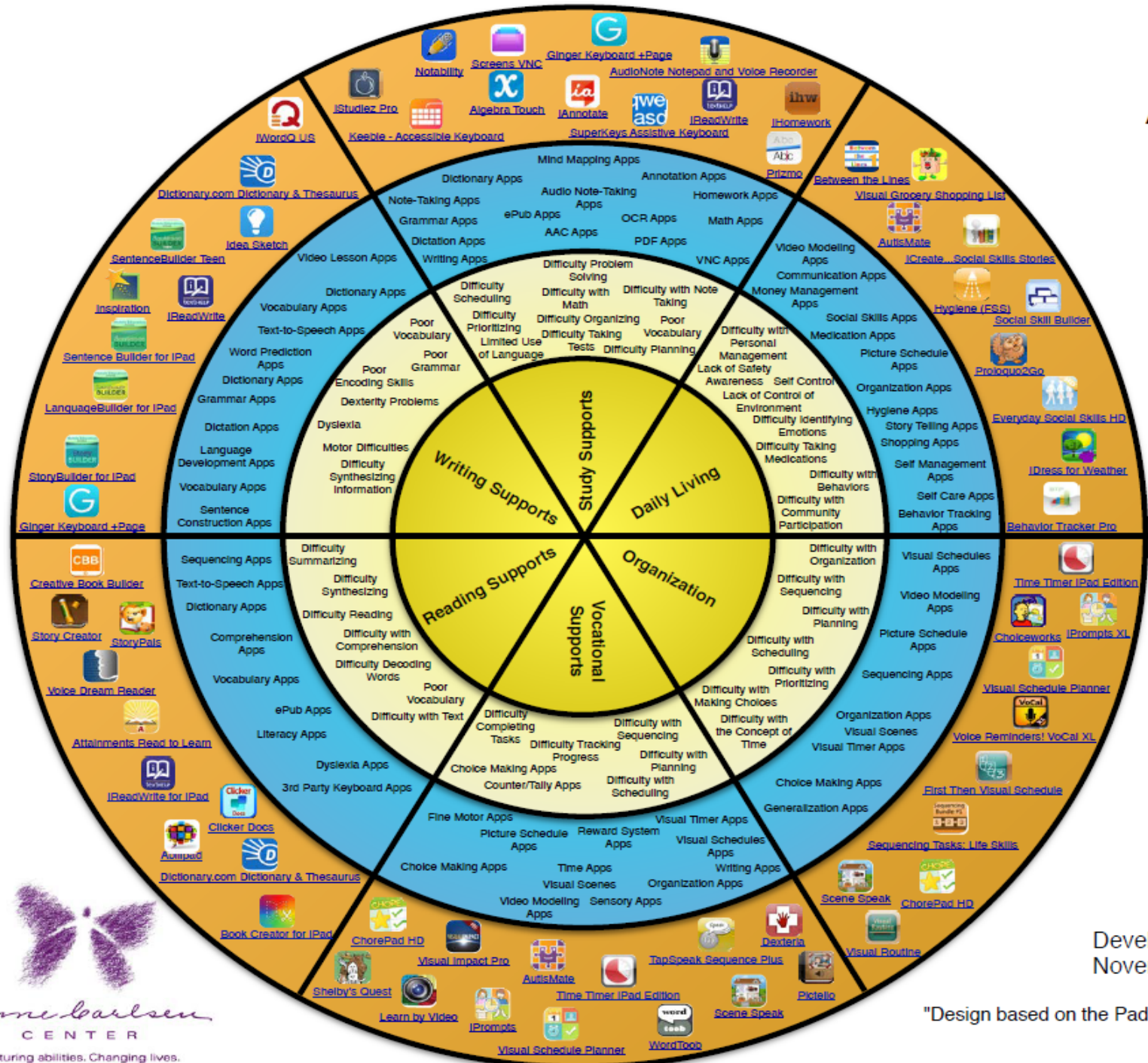
Georgia's Assistive Technology Act Program

Tools for Life webpage: <https://gatfl.gatech.edu>

**App finder
Webinars
Assistive Technology
Training**

Apps to Support a Successful Transition

Mobile technologies can be valuable tools for fostering independence among our older students and young adults. These devices are portable, functional, and socially acceptable which further fosters greater independence. All students will need supports to make them more independent and successful in their post high school years. Mobile devices can play a significant role in helping the older students meet their personal, educational and vocational goals. This app wheel covers apps that can support independence. This list is only a sampling of apps available for each area. This is not, nor is it meant to be a definitive list. This list is intended to give you a starting place and a rationale for exploring certain apps. (Best if printed on Legal size paper)



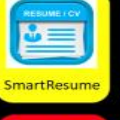
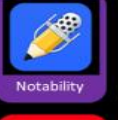
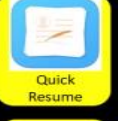
- Needs Areas
- Areas of Difficulty
- App Categories
- Apps

Developed by Mark Coppin
November 2014

"Design based on the Pedagogy Wheel designed by Allan Carrington and modified by Cherie Pickering"

There's an App for That!

Applications to Support Transition to Postsecondary Education for all Students



Self-Determination

Money Management

Job Search Skills

Study Skills

Transportation

Life Skills

Organizational Skills

College Prep Skills

Created by Dr. Daviso's classes at
The University of Akron

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