Division for Special Education Services and Supports

GaDOE
Georgia Department of Education

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
Get in/out of any vehicle to be a passenger?	Yes	No
Transfer into a vehicle and load mobility device?	Yes	No
Get into/out of a vehicle with a ramp or lift?	Yes	No
Independently arrange transportation?	Yes	No
Independently utilize public transportation?	Yes	No

Transportation Adaptations:	Not Applicable	Maybe could use	Using , needs improvement	Using and is Independent
Adaptive Driving Equipment				
Car Top or Bumper Carrier for Mobility Device				
Van with a Ramp or Lift				
Other				

Comments - Transportation and Daily Living:

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				
Adaptive Kitchen Utensils/Dishes				
Roll in Shower				
Adaptive Hygiene Devices				
Environmental Controls				
Adaptive Grooming Tools				
Adaptive Appliances				
Reacher/Grabbers/Low Tech Aids				
Assistive Time Devices				
Assistive Memory Device				
Electronic Organizer				
Emergency Response System				
Alarm System				
Positioning and Seating Devices				
Mobility Device				
Adaptive Bathing Device				

Mobility Activities - Can the student independently:

Navigates at a reasonable pace?	Yes	No
Navigates outside on varied terrain (College Campus)?	Yes	No
Tolerates and can be mobile in the space of 3 city blocks?	Yes	No
Carry a 5 pound backpack while being mobile?	Yes	No
Operate controls to activate community building access devices (elevators, doors)?	Yes	No

Mobility Adaptations:	Not Applicable	Maybe could use	Using , needs improvement	Using and is Independent
Power Wheelchair				
Manual Wheelchair				
Power Scooter				
Walker				
Cane/Crutches				
Grab Rails				
Environment Controls				

Comments - Communication, Mobility and Tolerance:

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Oral Communication Activities - Can the student independently:

Communicate wants and needs to non familiar communication partners?	Yes	No
Independently operate a phone ?	Yes	No
Independently communicate with non-familiar person on the telephone?	Yes	No
Understand and remembers simple verbal instructions?	Yes	No
Understand & remembers complex verbal instructions?	Yes	No
Manage time and follows a schedule?	Yes	No

Communication Adaptations:	Not Applicable	Maybe could use	Using , needs improvement	Using and is Independent
Eye-gaze/spelling/picture board				
Voice output device				
Adapted phone				
Adapted writing device				
Laptop computer				
TTY or relay system				
Voice output reminders				
Electronic organizers				

Tolerance (to school/community/work environment - Can the student:

Physically tolerate full day school/work?	Yes	No
Emotionally tolerate full day school/work?	Yes	No
Medically tolerate full day school/work?	Yes	No
Environmentally tolerate full day school/work? (allergies, sensitives to the environment, etc.)	Yes	No

Tolerance Adaptations:	Not Applicable	Maybe could use	Using , needs improvement	Using and is Independent
Distance Learning				
Adaptive Seating and Positioning				
Electronic Communication				
Organizers/Day Planners				

Computer Access Activities
Can the student independently:

Perform manipulative tasks (including turning computer on/off, entering data, operating mouse, handles paper in an efficient manner)?	Yes	No
Access the internet?	Yes	No
Control the cursor?	Yes	No
See the computer screen?	Yes	No
Manage the keyboard?	Yes	No

Computer Adaptations:	Not Applicable	Maybe could use	Using, needs improvement	Using and is Independent
External Keyboard				
Alternate Keyboard				
On-Screen Keyboard				
Arm rest/Adjustable Work Station				
Alternate Mouse				
Speech to Text				
Text to Speech				
Switch Operation				
Braille Writer				

Division for Special Education Services and Supports

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Comments - Computer Access and Literacy:

Literacy Activities - Can the student independently:

Manipulate books and newspapers/magazines to read independently?	Yes	No
Comprehend print material prepared for the general public?	Yes	No
See text to read?	Yes	No
Physically produce written information?	Yes	No
Communicate ideas in a written format at their expected level of proficiency?	Yes	No

Literacy Adaptations:	Not Applicable	Maybe could use	Using, needs improvement	Using and is Independent
Pager Turner/Book Holder				
Scanning/OCR				
Picture Icons for Text				
Text to Speech				
Highlighted Text/Zoom text				
Recorded Material				
Bookshare				
Learning Ally				
Organizational Aids				
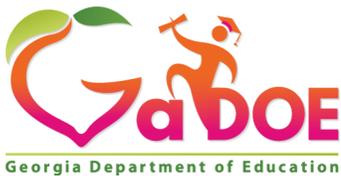
Professional Learning Opportunities 2020 - 2021 Assistive Technology

Assistive Technology Webinar Series:

September 8, 2020, 3:00pm-3:30pm:
AT Partnership: Working to Support Students
https://attendee.gotowebinar.com/register/3213455081963306255

October 13, 2020, 3:00pm-3:30pm:
Text to Speech: Supporting Students During English Language Arts Activities https://attendee.gotowebinar.com/register/6869102545900019215

November 10, 2020, 3:00pm-3:30pm:
Speech to Text: Supporting the Struggling Writer https://attendee.gotowebinar.com/register/1323467161583917583

January 12, 2021, 3:00pm-3:30pm:
Graphic Organizers: Supporting the Struggling Writer https://attendee.gotowebinar.com/register/4933337558409771791

February 9, 2021, 3:00pm-3:30pm:
The Importance of Communication for Students with the Most Significant Disabilities https://attendee.gotowebinar.com/register/2471181379121691663

March 9, 2021, 3:00pm-3:30pm:
Transition Planning: The Importance of Including Assistive Technology https://attendee.gotowebinar.com/register/6325431429360256527

NEW Series

Webinar Series Supporting Students with the most Significant Cognitive Disabilities - 3:15 – 4:00 3rd Tuesday of the Month

Sept. 15, 2020 – Part 1: Task Analysis - The Steps/Behavior, the Natural Cue and Natural Consequences https://attendee.gotowebinar.com/register/930558880434257166

Oct. 3, 2020 – Part 2: Task Analysis - Teaching Approach: Trial and Error, Errorless Learning and Chaining Strategies https://attendee.gotowebinar.com/register/5034593783247757582

Nov. 17, 2020 - Part 1: Transition Planning for Students with Significant Needs https://attendee.gotowebinar.com/register/5768283598788590862

Jan. 19, 2021 - Part 2: Transition Planning for Students with Significant Needs https://attendee.gotowebinar.com/register/3689244549622821903

Jan. 26, 2021 - Part 3: Transition Planning for Students with Significant Needs https://attendee.gotowebinar.com/register/5838429142110979087

Feb 16, 2021 - Part 1: Communication https://attendee.gotowebinar.com/register/3723674656752800270

March 16, 2021 - Part 2: Communication https://attendee.gotowebinar.com/register/7467762437981231630

Community of Practice - Non Recorded Webinars

Your Expertise Matters

The Georgia Brigade - Community of Practice - 2cd Wednesday of the Month, 3:15pm - 4:00pm

Compliance to Alliance - Continue to suppor students with significant disabilities by supporting each other!

https://attendee.gotowebinar.com/register/6527839422171004929

After registering, you will receive a confirmation email containing information about joining the webinar.

> August 12, 2020
> September 9, 2020
> October 14, 2020
> November 11, 2020
> December 9, 2020
> January 13, 2021
> February 10, 2021
> March 17, 2021

Self-Determination Community of Practice
4th Monday of the Month: 3:00 pm - 4:00 pm

https://attendee.gotowebinar.com/rt/8615461262333033998

> Monday, September 28, 2020
> Monday, October 26, 2020
> Monday, November 23, 2020
> Monday, January 25, 2021
> Monday, February 22, 2021
> Monday, April 26, 2021

Follow-up:

Transitioning Students to Adulthood: Improving Indicator 14 (3:00pm- 3:30pm)

Registration Link: https://attendee.gotowebinar.com/register/4855574598527191820

> Tuesday, October 13, 2020
> Tuesday, November 16, 2020
> Tuesday, December 15, 2020
> Tuesday, January 12, 2021
> Tuesday, February 16, 2021

Transition Services
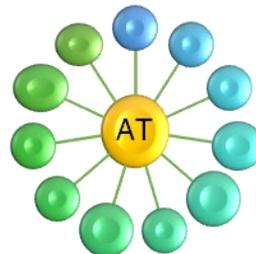
Assistive Technology

Division for Special Education Service and Supports

Assistive Technology (AT) Services, Software, Training and Lending Library Program with Tools for Life, Georgia's Technology Act Center

To build capacity and have a sustainable impact on Assistive Technology Services for grades K-12 throughout Georgia.

Jaury 1, 2020 - December 31, 2020

1. Assistive Technology Consultation Services
2. AT/UDL Software Pilot Program (Reading, Writing, Math, Study Skills)
3. Assistive Technology Lending Library
4. EdTrade, Georgia Assistive Technology (AT) School Exchange Database
5. Discovery Surveys - District Assistive Technology and Accessibility

1. Consultative Services

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

What it IS:
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.

What it 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.

2. AT/UDL Software Pilot Program (Reading, Writing, Math, Study Skills)

- **Read&Write** - Read&Write lets every student read, write and express themselves more confidently. Read&Write offers support with everyday tasks including reading text out loud, understanding unfamiliar words, researching assignments, writing and proofing written work. Read&Write works with the following platforms: Chrome, Edge, Windows, Mac OS, IPad and Android.
- **EquatIO** - EquatIO lets everyone create mathematical equations, formulas, Demos graphs and more on their computer or Chromebook. Teachers or students can type, handwrite or dictate any expression, with no tricky coding or math languages to master. There is a huge library of ready-made expressions to save time, from simple formulas to complex functions. EquatIO works with the following platforms: Chrome, Windows, Mac OS, and Web App.
- **WriQ** - WriQ is a writing achievement tool used to easily assess and motivate student writing while providing automated meaningful feedback and delivering a standardized benchmark for grading. It's faster, more accurate and consistent than traditional manual and subjective grading – giving students, parents and teachers clear visibility of writing progress over time against peers and standardized norms. WriQ works with the following platform: Chrome.

Software requests should be made for district-wide licenses/seats (not schools or classrooms). Please consider which students on an Individualized Education Program (IEP) could benefit and submit _one_ request for licenses/seats for the _entire_ district.

3. Assistive Technology Lending Library

What it IS:
- To assist in AT decision-making; make an informed purchasing decision.
- To collect data substantiating the device meets the student's needs.
- Try a device in a real-life environment.
- To serve as a loaner while the student is waiting for repair or ordered device to be delivered.
- To provide accommodation on a short-term basis to support professional development .

What it is NOT:
- Long-term or open-ended loans.
- Equipment for purchase.

4. EdTrade

- Georgia districts will be able to post their assistive technology needs or available assistive technology for loan/exchange.
- Participating districts can decide whether they want to lend or repurpose their unused assistive technology to a local Georgia district as a cost-saving measure through a written.
- Responsibility would rest with the participating Local Education Agency (LEA) to develop local policies and procedures to address asset sharing and inventory controls.

Impact of Assistive Technology

NATIONAL LONGITUDINAL Y=TRANSTION STUDY WAVE 2 (NLTS2)- 2012

Comparing postsecondary outcomes of students with high incidence disabilities who reported receiving assistive technology (AT) in high school to those who reported not receiving AT (305,000 students)

- 99.8% of the students who received AT graduated while only 79.6% of the students who did not receive AT graduated.
- 80.9% of students who received AT attended a postsecondary institution while only 40.1% of students who did not receive AT attended a postsecondary institution.
- 80.0% of the students who received AT had a paid job after graduation while only 50.8% of the students who did not have AT had a paid job after graduation.

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Resources and Websites/OSEP funded National Centers:

1. Text-to-Speech Technology: What it is and How it works (http://www.readingrockets.org/article/text-speech-technology-what-it-and-how-it-works)
2. The Difference between Audiobooks and Text-to-Speech (https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/the-difference-between-audiobooks-and-text-to-speech)
3. Will Digital accessible books improve reading for students with dyslexia? (https://www.edsurge.com/news/2015-01-27-will-digital-accessible-books-improve-reading-for-students-with-dyslexia)
4. The previously funded OSEP Center - PowerUp WHAT WORKS (https://powerupwhatworks.org) and the Technology Research Briefs (https://powerupwhatworks.org/page-puww/technology-research-briefs) -Using Multimedia to Support Reading Instruction
5. The National Center on Accessible Educational Materials (http://aem.cast.org/)
6. Assessment and use of accommodations could be accessed through the Center on Technology and Disability (CTD) https://www.ctdinstitute.org/library/2018-09-19/improving-accommodations-outcomes-monitoring-instructional-and-assessment
7. Accessibility, Assessment and the Law — What State Leaders Need to Know (https://www.ctdinstitute.org/library/2016-10-24/accessibility-assessment-and-law-what-state-leaders-need-know)

Assistive Technology - Research Summary and Resources

Research summary statements provided by Dr. Tessie Rose Bailey of American Institutes of Research

"Accommodations for reading are among the most studied, with evidence showing that text-to-speech or read-aloud can significantly increase both pages read by SWDs and test scores (Calhoun, Fuchs, & Hamlett, 2000; Dolan et al., 2005; Elkind & Elkind, 2002; Fuchs et al., 2000)."

"Read-aloud and text-to-speech accommodations can help reduce cognitive load by allowing these students to bypass their issues with decoding and focus on reading and processing the texts (Anderson-Inman & Horney, 2007; Dolan et al., 2005; Fuchs and Fuchs, 2001)."

Citations for above:

Calhoun, M. B., Fuchs, L., & Hamlett, C. (2000). Effects of computer-based test accommodations on mathematics performance assessments for secondary students with learning disabilities. *Learning Disability Quarterly, 23,* 271–282.

Cawthon, S. W., Eching. H., Patel, P. G., Potvin, D. C., & Trundt, K. M. (2009). Multiple constructs and effects of accommodations on accommodated test scores for students with disabilities. *Practical Assessment, Research and Evaluation, 14*(18), 1–9.

Cox, M. L., Herner, J. G., Demczyk, M. J., & Nieberding, J. J. (2006). Provision of testing accommodations for students with disabilities on statewide assessments. *Remedial and Special Education,* 27, 346–354.

Dolan, R. P., Hall, T. E., Banerjee, M., Chun, E., & Strangman, N. (2005). Applying principles of universal design to test delivery: The effect of computer-based read aloud on test performance of high school students with learning disabilities. *Journal of Technology, Learning, and Assessment, 4*(7), 4–32.

Elkind, K., & Elkind, J. (2007) Text-to-speech software for reading. Perspectives on language and literacy. *The International Dyslexia Association*, Summer, 11–16.

Fuchs, L.S., & Fuchs, D. (2001). Helping teachers formulate sound test accommodation decisions for students with learning disabilities. *Learning Disabilities Research & Practice, 16* (3), 174–181.

Lai, S. A., & Berkeley, S. (2012). High-stakes test accommodations research and practice. *Learning Disability Quarterly,35*(3), 158-169.

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Assistive Technology - Research Summary and Resources

Tessie Rose Bailey is a principal technical assistance consultant at AIR. Her primary responsibilities include developing high quality technical assistance resources and providing technical assistance to states, districts, and institutions of higher education. She provides support through the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center, National Center for Systemic Improvement (NCSI), and Center for Response to Intervention (CRTI). She has extensive experience in response to intervention, special education services and law, secondary and transition services, teacher education and evaluation, and scaling up evidence-based practices.

Prior to AIR, Dr. Bailey was an assistant professor at Montana State University Billings (MSUB). In this role, she taught general and special education undergraduate and graduate courses, co-chaired the Montana Higher Education Consortium, and received the 2014 Montana State University Billings Faculty Excellence Award and the 2015 ASMSUB Outstanding Faculty Award. Dr. Bailey has conducted over 100 professional development workshops and presentations in evidence-based practices and publishes in special education law and policy, RTI/MTSS, and teacher preparation. She completed her Ph.D. at the University of Utah in special education curriculum and assessment and post-doctoral work in RTI/MTSS and transition at Lehigh University's Center for Promoting Research to Practice.

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3. Will Digital accessible books improve reading for students with dyslexia? (https://www.edsurge.com/news/2015-01-27-will-digital-accessible-books-improve-reading-for-students-with-dyslexia)

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5. The National Center on Accessible Educational Materials (http://aem.cast.org/)

6. Assessment and use of accommodations could be accessed through the Center on Technology and Disability (CTD) https://www.ctdinstitute.org/library/2018-09-19/improving-accommodations-outcomes-monitoring-instructional-and-assessment

7. Accessibility, Assessment and the Law — What State Leaders Need to Know (https://www.ctdinstitute.org/library/2016-10-24/accessibility-assessment-and-law-what-state-leaders-need-know)

![AIR - American Institutes for Research logo]