Overview of Assistive Technology and Post–school Transitions

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Transition Perspectives

I am….
• Teacher
• Parent
• Education Specialist
• Job Developer
• Work supervisor
• Employer
• Group Home Staff
• Transition Advocate

Big Ideas About AT and Transition

Post school outcomes and AT
AT skills for independence
AT Self Determination

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Study of Post-school Life

<table>
<thead>
<tr>
<th></th>
<th>Youth with Disabilities</th>
<th>General Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enroll in Post-secondary program</td>
<td>45%</td>
<td>53%</td>
</tr>
<tr>
<td>Enroll in 4 years college</td>
<td>8%</td>
<td>29%</td>
</tr>
<tr>
<td>Held jobs on average</td>
<td>10 mos.</td>
<td>15 mos.</td>
</tr>
<tr>
<td>Use checking account</td>
<td>46%</td>
<td>68%</td>
</tr>
<tr>
<td>Use credit card</td>
<td>28%</td>
<td>50%</td>
</tr>
<tr>
<td>Likely to be working</td>
<td>57%</td>
<td>66%</td>
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IDEA 2004: SEC. 602. Assistive Technology Device

(A) IN GENERAL.—The term ‘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 a child with a disability. (emphasis added)

(B) EXCEPTION.—The term does not include a medical device that is surgically implanted, or the replacement of such device.

Functional Capabilities

- Reading
- Written Expression
- Math
- Problem-solving
- Communication
- Recreation
- Daily organization
- Seating/Positioning
- Hearing
- Seeing
- Self-Care
- Mobility
- Behavior
- Specific task-related skills

Transitions: Increase Functional Capabilities

- Increase levels of independence
- Improve quality of life
- Increase productivity
- Enhance performance
- Expand educational/vocational options
- Increase success
- Reduce amount of support needed
1. Evaluating
2. Providing Devices
3. Selecting, Repairing
4. Coordinating
5. Training/Technical Assistance: Child and family
6. Training/Technical Assistance: Professionals

(34) Transition services-

- The term `transition services` means a coordinated set of activities for a child with a disability that--

(A) is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests . . .

Transition Services in IEPs Must:

- Developed by the age of 16 (or younger if appropriate)
- Updated annually
- Include measurable post-secondary goals based on age-appropriate transition assessments
**IDEA Entitlement**
- Requires agency identification
- Requires agency child-find
- Requires agency Assessment
- Agency documentation

**Adult Services Eligibility**
- Self-identified needs for service
- Individual self-referral
- Individual must seek support services
- Individual

**AT Transition Planning in the IEP**
- To meet IDEA requirements
- To ensure continuity of AT use in new environments

**Common AT Transition Questions**

**Questions About AT Devices Before Transition**
- Device acquisition?
- Transfer of technology?
- Sources of funding for devices?
- Sources of funding for Services?

**Wyoming Rules Affecting AT and Transition**
- Transfer of equipment to district or agency.
- Memorandum of Understanding (MOU)
- WIOA
Wyoming Statute: 21-3-111(a) (ii) and (xv) Transition of assistive technology (g)

- Assistive technology equipment… shall transfer with that student if the student transfers to another school district within the state.
- …districts shall separately document assistive technology equipment including an inventory of assistive technology equipment and the status of the usage levels of the equipment and shall report to the department equipment which is accordingly transferred to another school district or which is currently unused by the district.
- The provisions of this subsection requiring transfer of assistive technology equipment apply only if no other student within the district currently uses the equipment…

Memorandum of Understanding (MOU)

- Wyoming Department of Education and Department of Workforce Services Division of Vocational Rehabilitation
  - Training and Technical Assistance
  - Collaboration
  - Outreach

WIOA

- Division of Vocational Rehabilitation
- Workforce Innovation and Opportunity Act
- PETS: Pre Employment Transition Services

Lane et al. v. Brown et al.
Civil Action No. 3:12-cv-00138-ST

- New employment options-7000 individuals with I/DD
- Services for transition aged youth
- Competitive integrated employment
- Accessing supported employment from sheltered workshops
- Minimum wage/Customary rate
- Career Development Plan
- Goal of for employees of 20 hours/week
- Funding to make it possible
Factors Affecting AT System Use

- individual needs and skills
- opportunities
- environmental demands
- attitudes of peers & partners
- support available

Factors that Change at Transition

- individual needs and skills
- opportunities
- environmental demands
- attitudes of peers & partners
- support available

Factors that Change
at Transition

Beukelman & Mirenda, 2005

Successful AT Transitions

1. AT Skills for Independence
   - Uses AT to complete everyday tasks and routines
   - Is developing AT competence
2. AT Self-Determination Skills
3. AT Transition Planning in the IEP

Only the individual who uses assistive technology remains the same

Texas Assistive Technology Network Implementation Module
Benchmark skill areas for AT use

- Operational Skills
  - How to make AT work
- Functional Skills
  - What AT can help you do (function of the device)
- Strategic Skills
  - When and where to use AT
- Social Skills: Self Advocacy and Self Regulation
  - How to use AT around others and;
  - How to advocate for your use of AT

AT Operational Skills for Transition

- Turn device on/off
- Set-up the AT hardware or software
- Operate device with a minimum of help
- Trouble-shoot simple problems
- Purchase supplies for AT devices

AT Functional Skills for Transition

- Determine what needs to be done, using AT, in the new environment.
- Determine what parts of the tasks in the new environment will require the use of AT.
- Determine how AT will be included in everyday routines and activities.

AT Strategic Skills for Transition

- Determine when to use low tech/no tech back up for AT
- Recognize when AT is malfunctioning
- Determine when new AT device may be needed
- Determine when use of AT is not appropriate or desirable

Adapted from Janice Light (1989)
**Factor 2: AT Self-Determination**

The attitudes and abilities required to act as the primary causal agent in one's life and to make choices regarding one's quality of life free from undue external influence or interference.

Wehmeyer, 2005

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**Characteristics of Self Determination**

- Acts autonomously
- Is self-regulated
- Is psychologically empowered
- Acts in a self-realizing manner

Adapted from Wehmeyer

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**Personal Aspects of Self-Determination**

- Positive perceptions of control, efficacy and outcome expectations
- Self-awareness
- Self-knowledge

Wehmeyer, 2007

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**AT Social Skills for Transition**

- Ask for help with the AT on a job site
- Choose appropriate device settings for the environment (e.g., volume, speed)
- Request new features or set-ups,
- Identify environmental accommodations needed
- Apply for/request funding assistance

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Teachable Elements of Self Determination

- Choice-making skills
- Decision-making skills
- Problem-solving skills
- Goal setting and attainment skills
- Self-regulation/self-management skills
- Self-advocacy and leadership skills

Wehmeyer 2007

Self Determination Skills

Developing Independent

Students who are self determined can…

“"I don’t wear my hearing aids to dances”
Gordon (13 years old)

Make their own choices about AT devices and services

Teaching Choice Making

1. Awareness of preferences
2. Understanding that choices are possible
3. Recognition of opportunities to choose
4. Definition of the choice or decision at hand
   a) Generation of alternatives
   b) Evaluation of alternatives
   c) Selection of alternative

Adapted from Abery (1994, p. 355)
“For me, Morse Code is better than voice recognition.”
Jason (19 years old)

Students who are self determined can...

Make decisions about AT

“I talk with my mom and friends about ideas, do research and pray in order to find the right thing to do.”
Janice (10 years old)

Students who are self determined can...

Solve AT problems

Teaching Problem Solving

1. Define the problem
2. Define alternative actions
3. Discuss consequences of each alternative
4. Choose an alternative
5. Role play using the alternative
6. Actually carry out the alternative in a real setting
7. Discuss and receive feedback from teacher

Adapted from Bauminger (2002)

Beginning problem solving=Choice making

1. Awareness of preferences
2. Understanding that choices are possible
3. Recognition of opportunities to choose
4. Definition of the choice or decision at hand
   a) Generation of alternatives
   b) Evaluation of alternatives
   c) Selection of alternative

Adapted from Abery (1994, p. 355)
“I learn about what I like and don’t like before setting my goals for after high school.”

Samuel (16 years old)

Students who are self determined can...

Set AT goals

“Sometimes, though, it is easier to just have someone else think, speak or do for me, but I try to fight the laziness.”

Beverly (15 years old)

Students who are self determined can...

Regulate and manage their own AT use

“I know what I want for my life. I learned how to ask for it in high school.”

Clara (22 years old)

Students who are self determined can...

Take leadership and advocate for their own quality of life.

Impact of Teaching Self-Determination

Individuals with high self-determination are:

- twice as likely to be employed as those with low levels of self-determination,
- more likely to earn higher salary, and
- more likely to gain job benefits (e.g., vacation, sick leave, insurance.)

Schwartz (1997)
Self Determination Assessments


Factor 3: AT Transition Planning

- To meet IDEA requirements
- To ensure on-going AT use in new environments

Coordinated Set Of Activities

- Based on child's individual needs
- Results-oriented process
- To improve academic and functional achievement
- Facilitate child's movement from school to post-school activities

Coordinated School to Post-school Activities

- Employment
- Vocational, Continuing and Adult Education
- Adult Services
- Independent Living
- Community Participation
Includes:

i. Instruction
ii. Related services
iii. Community experiences
iv. Employment
v. Development of employment and other post-school adult living objectives; and
vi. If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

Implications For Educators

- Competent AT implementation in school does not necessarily carry over to new environments.
- There are specific skills at every age that can be learned for AT transitions.
- The student’s Coordinated Set of Activities should include a focus on assistive technology use.

Transition Indicators Address:

- Student’s AT needs specifically, including roles & responsibilities of team members
- Student empowerment to participate in transition planning
- Critical importance of advocacy re: AT use
- AT requirements in receiving environment
- Individualized timeline
- Equipment, training, and funding issues

www.qiat.org

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QIAT Transition Planning Worksheet

Your student?
Your Questions?