Launching Independence: Integrating Assistive Technology into Transition Planning

ADE/Exceptional Student Services

Assistive Technology and Secondary Transition

Diverse Ability Incorporated

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Today's Agenda

- Why Assistive Technology (AT) Matters in Transition Planning
- Legal & Arizona Requirements for AT and Transition
- Assistive Technology in the IEP Across Environments
- Centering Student Voice & Self-Advocacy
- Using Frameworks to Guide Quality Practice
- Tools and Strategies That Support Transition Readiness
- Embedding AT into Postsecondary, Employment, and Independent Living Goals

Why Transition Planning + AT Matters

- Transition planning depends on access, continuity, and skill building
- Postsecondary education, employment, and independent living require different AT demands
- AT is not just tools—it's access, confidence, and participation

Legal Foundation of AT in Transition Planning

- Transition planning requirements (by age 16 federally; earlier as state-defined)
- AT as a related service and supplemental aid
- How AT and Transition link together:
  - Measurable Postsecondary Goals
  - Annual IEP goals
  - Postsecondary outcomes

Arizona Requirements

- Transition Plan in place by the end of 9th grade
- Document estimated date of graduation
- Provide written notification about graduation to parent(s) at least one year before the student's anticipated graduation.

Secondary Transition Services Rule Change

AT In the IEP

- AT must be considered at every annual IEP meeting regardless of the type or severity of the disability.
- AT must be inclusive of all aspects of the IEP, including secondary transition.

A Lived Experience: Transition Planning in Practice

- Transition IEP participation
- Student voice and involvement
- What worked—and what didn’t
- Lessons learned for adulthood

How AT Needs Evolve Across Environments

High School

- Structured supports
- Staff-driven troubleshooting
- Tool availability

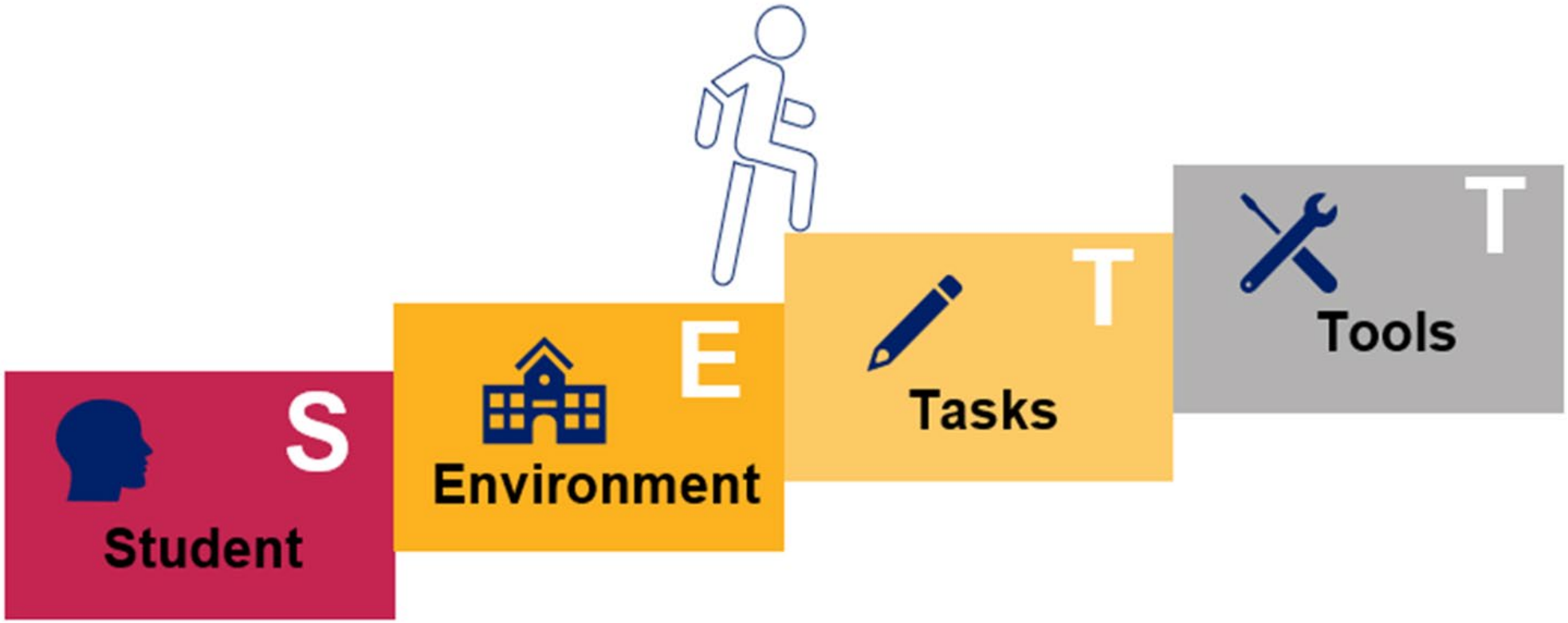
Postsecondary/ Employment

- Self-disclosure needed
- Student-owned AT
- Environmental variability

Centering Student Voice and Self-Advocacy

- Students identify what supports work for them
- Actively participate in IEP and transition meetings
- Practice self-advocacy before exiting high school
- Learn to describe their strengths, needs, and accommodations
- Build confidence in requesting supports in new environments

Considering AT... SETT Framework



SETT Framework

What is the SETT Framework?

- **Student:** everything that is currently known about the student
- **Environment:** all environments in which the student is typically expected to live and learn
- **Tasks:** activities in which the student is expected or desires to participate
- **Tools:** a system of AT tools and devices that enable a student to successfully perform these tasks

Joy Zabala, 1995

Quality Matters: QIAT Indicators

Quality Indicators:

AT in Transition

Quality Indicators

Matrices: AT in Transition

Quality Indicator 1- Plans

Quality Indicator	1 Unacceptable	2	3	4	5 Promising Practices
1. *Transition plans address the AT needs* of the student, including roles and training needs of team members, subsequent steps in AT use, and follow-up after transition takes place.	Transition plans do not address AT needs.	Transition plans rarely address AT needs, critical roles, steps or follow-up.	Transition plans sometimes address AT needs but may not include critical roles, steps or follow-up.	Transition plans always address AT needs and usually include critical roles, steps or follow-up.	Transition plans consistently address AT needs and all team members are involved and knowledgeable about critical roles, steps and follow-up.

QIAT
Quality Indicators for Assistive Technology Services

Quality Indicator 3- Advocacy

Quality Indicator	1 Unacceptable	2	3	4	5 Promising Practices
3. *Advocacy related to AT use is recognized as critical* and planned for by the teams involved in transition.	No one advocates for AT use or the development of student's self-determination skills.	Advocacy rarely occurs for AT use or the development of student self-determination skills.	Advocacy sometimes occurs for AT use and the development of student self-determination skills.	Advocacy usually occurs for AT use and the development of student self-determination skills..	Advocacy consistently occurs for AT use and the development of student self-determination skills.

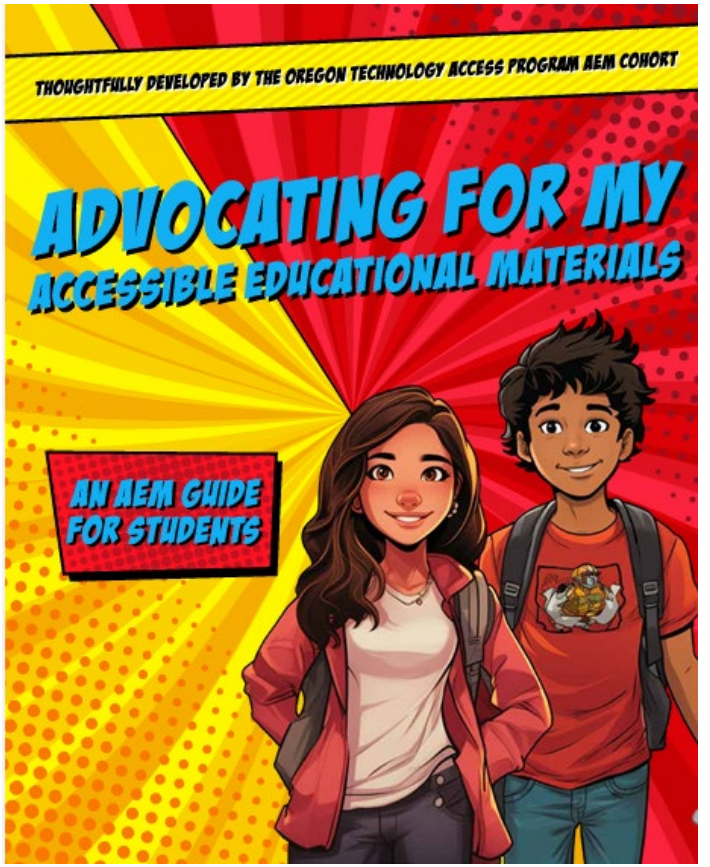
Quality Indicators for Assistive Technology Services

AT Tools That Support Transition Readiness

- Understand assistive technology currently being used
- Advocate with confidence
- Perform self-evaluations
- Written records of assistive technology usage
- Working knowledge of resources

Advocating for My Accessible Educational Materials (AEM)

- Advocating for My AEM
- National Center on Accessible Digital Educational Materials and Instruction (NCADEMI)



Self-Advocacy

TOOLKIT 4 TRANSITION

Student Indicators and Self-Evaluation Matrix

1. AT Self-awareness
2. Knowledge of Legal Rights Regarding AT
3. Disclosure of Disability for AT Accommodations
4. AT Self-advocacy
5. AT Communication
6. AT Self-evaluation
7. Strategic Use of AT
8. Independent AT Use
9. AT Problem Solving
10. Long-term AT Planning

Student Self-Evaluation Matrix[2]

1. I am unaware about the impact of my disability.	**2.** I am aware I need help in college but I need information on how AT could be useful.	**3.** I am aware that I will need help in college, but not fully aware of what I need or what assistive technology is available.	**4.** I have general goals for my college program and my AT use. I am learning about the AT I will use in specific classes and activities.	**5.** I have an accurate and clear sense of my goals, abilities, and needed AT for each class/environment.

AZ AT Loan Libraries

AzTAP AT (Assistive Technology) Lending Program

Individuals with disabilities, family members, service providers, and others can borrow devices for up to two weeks. Items can be picked up from the AzTAP office or shipped at no cost to and from the borrower.

If you work for a school district or charter school and wish to borrow devices, please use the ADE Short Term Loan Program

Visit the AzTAP AT Lending Program

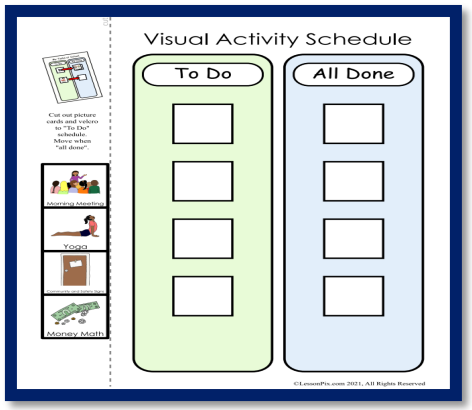
AZ Department of Education AT Short Term Loan Program

Administered by AzTAP on behalf of the Arizona Department of Education, Exceptional Student Services. This program is exclusively available to public school districts/schools and charter schools.

The borrowing period is four (4) weeks, with shipping and returns provided at no cost to the borrower.

Visit the Department of Education Short Term Loan Program

Assistive Technology at Work



- Visual Schedules
- Add Drawer Pulls
- Wheelchair organizers
- Large Screen Phones
- External Alerts

Computer Accessibility Features

Windows 10

Mac OS 26 Tahoe

Tools for Computer Access

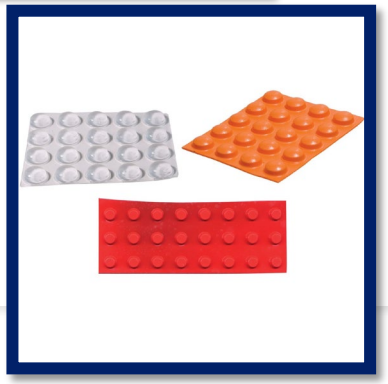
- Keyguards
- Roller Joystick
- Mounted Switches
- Switch Adapted Track Ball

AT at Work – Lunch Time

- OBI Self-feeding Device
- Pen Friend
- Built-up Handles

Tools for Vision 1

- Reserved Computer with Accessible Keyboard
- Bump Dots
- OCR Video Magnifier



Tools for Vision 2

Embedding AT into Transition Plans: Writing AT into the IEP

- Identify AT that supports education, employment, and independent living.
- Embed AT use as the *means* or *skill* being developed.

AT evaluation, training, customization, and ongoing support

Embedding AT into Transition Plans: Aligning with Postsecondary Goals

- Education: access, organization, note-taking, testing
- Employment: task completion, communication, time management
- Independent Living: scheduling, money management, transportation

Coordinated Teams and Timely Access

- Build shared responsibility across systems to ensure AT is seamless, timely, and sustainable—especially during transition planning.
- AT works best when decision are shared, not siloed.
- Prevents duplication, delays, and service gaps.
- Ensures AT aligns with student goals, not just eligibility.
- Provides clear roles and responsibilities among teachers, related services providers, AT specialist, and families.

Key Takeaways

- AT must be intentional, individualized, and forward looking.
- Frameworks support consistency and quality.
- Student voice is essential for adult success.

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SCAN ME

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