Quality Indicators for Assistive Technology <u>Transition</u>

Quality Indicator	Variations				PROMISING PRACTICES
	UNACCEPTABLE ⟶				
1. <u>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.</u>	**1** Transition plans do not address AT needs.	**2** Transition plans rarely address AT needs, critical roles, steps or follow-up.	**3** Transition plans sometimes address AT needs but may not include critical roles, steps or follow-up.	**4** Transition plans always address AT needs and usually include critical roles, steps or follow-up.	**5** Transition plans consistently address AT needs and all team members are involved and knowledgeable about critical roles, steps and follow-up.
2. Transition <u>planning empowers the student using AT to participate in the transition planning at a level appropriate to age and ability.</u>	**1** Student is not present.	**2** Student may be present but does not participate or input is ignored.	**3** Student sometimes participates and some student input is considered.	**4** Student participates and student input is generally reflected in the transition plan.	**5** Student is a full participant and student input is consistently reflected in the transition plan.
3. <u>Advocacy related to AT use is recognized as critical</u> and planned for by the teams involved in transition. ˅	**1** No one advocates for AT use or the development of student's self-determination skills.	**2** Advocacy rarely occurs for AT use or the development of student self-determination skills.	**3** Advocacy sometimes occurs for AT use and the development of student self-determination skills.	**4** Advocacy usually occurs for AT use and the development of student self-determination skills. .	**5** Advocacy consistently occurs for AT use and the development of student self-determination skills.
4. <u>AT requirements in the receiving environment</u> are identified during the transition planning process.	**1** AT requirements in the receiving environment are not identified.	**2** AT requirements in the receiving environment are rarely identified	**3** AT requirements in the receiving environment are identified, some participants are involved and some requirements are addressed.	**4** AT requirements in the receiving environment are identified, most participants are involved and most requirements are addressed.	**5** AT requirements in the receiving environment are consistently identified by all participants.

	1	**2**	**3**	**4**	**5**
5. Transition planning for students using AT proceeds according to an <u>individualized timeline</u>.	Individualized timelines are not developed to support transition planning for students using AT.	Individualized timelines are developed, but do not support transition planning for students using AT.	Individualized timelines are sometimes developed and support transition planning for students using AT.	Individualized timelines are generally developed and support transition planning for students using AT.	Individualized timelines are consistently developed and support transition planning for students using AT.
6. Transition plans address specific <u>equipment, training and funding</u> issues such as transfer or acquisition of AT, manuals and support documents.	The plans do not address AT equipment, training and funding issues.	The plans rarely address AT equipment, training and/or funding issues.	The plans sometimes address AT equipment, training or funding issues.	The plans usually address AT equipment, training and funding issues. .	The plans consistently address AT equipment, training and funding issues.