Transition Planning Worksheet for AT Users

Student _____ Age _____ Date _____

Indicate Transition: ☐ Early Childhood to School   ☐ Program to Program
                      ☐ School to School   ☐ School to Post Secondary

Persons completing this worksheet _____

Name of Program and/or School	
Current Placement & Services:	Future Setting & Services:
Name the primary point of contact (e.g., services coordinator, supervisor, etc.) with contact information (e.g., phone number, email address, etc.).	
Current Setting:	Future Setting:

Services Needed in Future Setting (e.g., OT, PT, Speech/Language, transportation, medical, etc.)	**Person**	**Date**

General Transition Tasks to be Completed	**Person**	**Date**
☐ Adults observe in future setting		
☐ Student/family visit to future setting		
☐ Meeting between staff from both settings		
☐ Arrange enrollment in needed non-school services (e.g., DD, VR)		
Other:		

Device Specific Tasks to be Completed Name/type of AT Used:_____	**Person**	**Date**
☐ Arrange transfer of technology including manuals, service records		
☐ Create artifacts to demonstrate current level of use and independence (e.g., video tape, work samples, etc.)		
☐ Identify any new technology that may be needing in future setting		
☐ Identify sources of funding for new technology		
☐ Identify person(s) to do troubleshooting in future setting		
Other:		

AT Skills to Increase Student Independence -
To be included in IEP as necessary

Device specific use/operational skills: Knowing how to operate the technology

Functional Use Skills: Using AT to accomplish meaningful tasks across settings

Strategic Skills: Choosing the right tool for a specific task

Social Skills: Using technology effectively and appropriately around other people

AT Skills to Increase Student Self Determination -
To be Included in IEP as necessary

Choice-making:

Decision-making:

Problem-solving:

Goal setting/attainment:

Self-regulation/self management:

Self-advocacy/leadership

Transition to Post-Secondary Settings
Coordinated Plan for Transition Activities Summary

Transition planning teams should consider how the student's current or future AT use will impact success in each of these transition areas.

☐ **Instruction** - Is instruction needed to prepare the student for new settings? Is the current AT appropriate? Will additional devices or services be needed for new settings?

☐ **Related Services** - Is there a need for additional related services to prepare the student for post-secondary life? Are the current related services supporting AT use needed in future settings? Who will provide these? How can the student/family connect with necessary services?

☐ **Community Experiences** - What opportunities need to be provided for the student to use AT in community experiences to prepare for post-secondary life, including government, socialization, recreation, banking, transportation, etc.?

☐ **Employment** - If AT will be used as part of the student's employability, what services and strategies need to be considered? What activities using AT are needed to develop work related skills, including job seeking and retention skills, career exploration and paid employment?

☐ **Post-school Adult Living -** What activities will be needed to prepare the student to use his AT in developing independence in adult living, including accessing medical services, registering to vote, accessing transportation, paying rent and other bills?

☐ **Daily Living Skills -** What activities will be needed to prepare the student to use his AT in developing independence in daily living, such as cooking, dressing, shopping, maintaining health and hygiene, housekeeping, etc.?

☐ **Functional Vocational Evaluation** - How is the use of AT incorporated into the vocational evaluation? Do the evaluation results indicate a need for continued use of AT or the use of new AT?