

Quality Indicators for Assistive Technology Transition

Quality Indicator	Variations				
	UNACCEPTABLE				PROMISING PRACTICES
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. <u>Transition 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 and planned for by the teams involved in transition.</u>	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 are identified during the transition planning process.</u>	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.

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