

Welcome to the

Moving Forward with Technology



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Introduction

The Johns Hopkins University Center for Technology in Education (CTE) designed the Moving Forward with Technology site as a resource to support educators and families of children with disabilities - so the children may access and achieve within general education environments. The unique purpose of the site is to assist in:

- Developing student plans and IEP's - and considering AT throughout the process
- Providing relevant resources as well as detailed overviews of tools, strategies and implementation practices
- Addressing legal requirements behind IDEA, NCLB, and Maryland COMAR

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Johns Hopkins University

Moving Forward with Technology

Session: Developing Student Plans

TRANSITION PLAN DEV.

Developing the Transition Plan

Assistive technology and other tools necessary for building transition skills are an important part of the transition planning process. Along with considering AT, IEP teams should review strategies for strengthening a students' need for self-determination. The QIAT indicators for transition are helpful for guiding teams through the transition planning process. The main ideas of the QIAT indicators are embedded in this section.

IEP teams should address the assistive technology needs of the student, including roles and training needs of team members, subsequent steps in assistive technology use, and follow-up after transition takes place.

The transition plan assists the receiving agency/team to successfully provide needed supports for the AT user. This involves the assignment of responsibilities and the establishment of accountability. The following components must be considered in identifying the student's transition needs with a clear link to the provider who will be assisting a child with and any assistive technology or other strategy used for developing designated transition skills:

- instruction;
- related services;
- community experiences;
- the development of employment and post-school adult living objectives;
- functional vocational evaluation, if appropriate;
- acquisition of daily living skills, if appropriate



See a [MD example of transition and anticipated services](#)

Current Session: Developing Student Plans

Current Activity: Transition Plan Dev.

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