

## Quality Indicators for Assistive Technology Transition

Quality Indicator	Variations				
	UNACCEPTIBLE	→			PROMISING PRACTICES
<b>1. Transition plans address the assistive technology needs of the student, including roles and training needs of team members, subsequent steps in assistive technology use, and followup after transition takes place.</b>	<b>1</b> Transition plans do not address AT needs.	<b>2</b> Transition plans rarely address AT needs, critical roles, steps or follow-up.	<b>3</b> Transition plans sometimes address AT needs but may not include critical roles, steps or follow-up.	<b>4</b> Transition plans always address AT needs and usually include critical roles, steps or followup.	<b>5</b> Transition plans consistently address AT needs and all team members are involved and knowledgeable about critical roles, steps and follow-up.
<b>2. Transition planning empowers the student using assistive technology to participate in the transition planning at a level appropriate to age and ability.</b>	<b>1</b> Student is not present.	<b>2</b> Student may be present but does not participate or input is ignored.	<b>3</b> Student sometimes participates and some student input is considered.	<b>4</b> Student participates and student input is generally reflected in the transition plan.	<b>5</b> Student is a full participant and student input is consistently reflected in the transition plan.
<b>3. Advocacy related to assistive technology use is recognized as critical and planned for by the teams involved in transition.</b>	<b>1</b> No one advocates for AT use or the development of student's self-advocacy skills.	<b>2</b> Advocacy rarely occurs for AT use or the development of student self-advocacy skills.	<b>3</b> Advocacy sometimes occurs for AT use and the development of student self-advocacy skills.	<b>4</b> Advocacy usually occurs for AT use and the development of student self-advocacy skills.	<b>5</b> Advocacy consistently occurs for AT use and the development of student self-advocacy skills.

### Quality Indicators for Assistive Technology Transition (continued)

Quality Indicator	Variations				
	UNACCEPTIBLE				PROMISING PRACTICES
<b>4. <u>AT requirements in the receiving environment are identified during the transition planning process.</u></b>	<b>1</b> AT requirements in the receiving environment are not identified.	<b>2</b> AT requirements in the receiving environment are rarely identified	<b>3</b> AT requirements in the receiving environment are identified, some participants are involved and some requirements are addressed.	<b>4</b> AT requirements in the receiving environment are identified, most participants are involved and most requirements are addressed.	<b>5</b> AT requirements in the receiving environment are consistently identified by all participants.
<b>5. Transition planning for students using assistive technology proceeds according to an <u>individualized timeline.</u></b>	<b>1</b> Individualized timelines are not developed to support transition planning for students using assistive technology.	<b>2</b> Individualized timelines are developed, but do not support transition planning for students using assistive technology.	<b>3</b> Individualized timelines are sometimes developed and support transition planning for students using assistive technology.	<b>4</b> Individualized timelines are generally developed and support transition planning for students using assistive technology.	<b>5</b> Individualized timelines are consistently developed and support transition planning for students using assistive technology.
<b>6. Transition plans address specific <u>equipment, training and funding issues</u> such as transfer or acquisition of assistive technology, manuals and support documents.</b>	<b>1</b> The plans do not address AT equipment, training and funding issues.	<b>2</b> The plans rarely address AT equipment, training and/or funding issues.	<b>3</b> The plans sometimes address AT equipment, training or funding issues.	<b>4</b> The plans usually address AT equipment, training and funding issues.	<b>5</b> The plans consistently address AT equipment, training and funding issues.