



Division for Special Education Services and Supports

Assistive Technology for Transition

July 2020

A Guide for Assistive Technology and Transition Planning

Student Name: _____ Person Completing Form: _____
 Students Grade: _____ Date Report was Completed: _____ Expected Graduation Date: _____

Purpose - The purpose of this tool is to review the student's assistive technology needs when transition planning.

Ratings - In each of the following functional areas, determine if the student has any limitations. If limitations do exist, answer the questions regarding the student's capacities. Consider their abilities with & without assistive technology.

Please Read and Consider Each Item - Any **NO** answer is a red flag that the student may confront significant barriers during their transition process. However, these are minimum standards. Even with a **YES** rating, there may still be a benefit from using assistive technology for this function. Next, consider the examples of types of assistive technology that might be used to address these barriers.

Daily Living Activities - Can the student independently:

	Yes	No
Eat?		
Prepare Food?		
Do Laundry?		
Groom/Self Care/Hygiene?		
Housekeeping Activities?		
Manage time? Follow a schedule?		

Daily Living Adaptations:

	Not Applicable	Maybe could use	Using, needs improvement	Using and is independent
Dressing Aids				
Adaptive Clothing				
Adaptive Kitchen Utensils/Dishes				
Roll in Shower				
Adaptive Hygiene Devices				
Environmental Controls				
Adaptive Grooming Tools				
Adaptive Appliances				
Reacher/Grabbers/Low Tech Aids				
Assistive Time Devices				
Assistive Memory Device				
Electronic Organizer				
Emergency Response System				
Alarm System				
Positioning and Seating Devices				
Mobility Device				
Adaptive Bathing Device				

Daily Transportation Activities - Can the student independently:

	Yes	No
Drive?		
Get in/out of any vehicle to be a passenger?		
Transfer into a vehicle and load mobility device?		
Get into/out of a vehicle with a ramp or lift?		
Independently arrange transportation?		
Independently utilize public transportation?		

Transportation Adaptations:

	Not Applicable	Maybe could use	Using, needs improvement	Using and is independent
Adaptive Driving Equipment				
Car Top or Bumper Carrier for Mobility Device				
Van with a Ramp or Lift				
Other				

Comments - Transportation and Daily Living:

Mobility Activities - Can the student independently:

Navigates at a reasonable pace?	Yes	No
Navigates outside on varied terrain (College Campus)?	Yes	No
Tolerates and can be mobile in the space of 3 city blocks?	Yes	No
Carry a 5 pound backpack while being mobile?	Yes	No
Operate controls to activate community building access devices (elevators, doors)?	Yes	No

Mobility Adaptations:

	Not Applicable	Maybe could use	Using, needs improvement	Using and is Independent
Power Wheelchair				
Manual Wheelchair				
Power Scooter				
Walker				
Cane/Crutches				
Grab Rails				
Environment Controls				

Comments - Communication, Mobility and Tolerance:

Assistive Technology

Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.

The term does not include a medical device that is surgically implanted, or the replacement of such device.

Oral Communication Activities - Can the student independently:

Communicate wants and needs to non familiar communication partners?	Yes	No
Independently operate a phone ?	Yes	No
Independently communicate with non-familiar person on the telephone?	Yes	No
Understand and remembers simple verbal instructions?	Yes	No
Understand & remembers complex verbal instructions?	Yes	No
Manage time and follows a schedule?	Yes	No

Communication Adaptations:

	Not Applicable	Maybe could use	Using, needs improvement	Using and is Independent
Eye-gaze/spelling/picture board				
Voice output device				
Adapted phone				
Adapted writing device				
Laptop computer				
TTY or relay system				
Voice output reminders				
Electronic organizers				

Tolerance (to school/community/work environment - Can the student:

Physically tolerate full day school/work?	Yes	No
Emotionally tolerate full day school/work?	Yes	No
Medically tolerate full day school/work?	Yes	No
Environmentally tolerate full day school/work? (allergies, sensitives to the environment, etc.)	Yes	No

Tolerance Adaptations:

	Not Applicable	Maybe could use	Using, needs improvement	Using and is Independent
Distance Learning				
Adaptive Seating and Positioning				
Electronic Communication				
Organizers/Day Planners				

Computer Access Activities

Can the student independently:

Perform manipulative tasks (including turning computer on/off, entering data, operating mouse, handles paper in an efficient manner)?	Yes	No
Access the internet?	Yes	No
Control the cursor?	Yes	No
See the computer screen?	Yes	No
Manage the keyboard?	Yes	No

Computer Adaptations:	Not Applicable	Maybe could use	Using, needs improvement	Using and is Independent
External Keyboard				
Alternate Keyboard				
On-Screen Keyboard				
Arm rest/Adjustable Work Station				
Alternate Mouse				
Speech to Text				
Text to Speech				
Switch Operation				
Braille Writer				

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Comments - Computer Access and Literacy:

Literacy Activities - Can the student independently:

Manipulate books and newspapers/magazines to read independently?	Yes	No
Comprehend print material prepared for the general public?	Yes	No
See text to read?	Yes	No
Physically produce written information?	Yes	No
Communicate ideas in a written format at their expected level of proficiency?	Yes	No

Literacy Adaptations:

	Not Applicable	Maybe could use	Using, needs improvement	Using and is Independent
Pager Turner/Book Holder				
Scanning/OCR				
Picture Icons for Text				
Text to Speech				
Highlighted Text/Zoom text				
Recorded Material				
Bookshare				
Learning Ally				
Organizational Aids				

Adapted from Canfield, T & Reed, P. (2001) "Assistive Technology Protocol for Transition Planning" Wisconsin Assistive Technology Initiative (WATI)