



# Planning for Transition and Assistive Technology



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Brian S. Friedlander, PhD, is an associate professor of education at the College of St. Elizabeth in Morristown, NJ, where he coordinates graduate programs in special education and teaches graduate courses in assistive technology. A school psychologist with expertise in the area of assistive technology, Brian has a passion for using all kinds of technology in his professional work.



# Goals for Webinar

- Understand the importance of transition services
- Understand the role of assistive technology
- Understand the benefits of assistive technology



# Transition Services

*Transition services are a coordinated set of activities that promote movement from school to such post-school activities as post-secondary education, vocational training, employment, adult services, independent living and community participation.*

-IDEA Sec. 300.43 (a)



# Transition Services

1. Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;



# Transition Services

2. Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
  - a. Instruction;
  - b. Related services;
  - c. Community experiences;
  - d. The development of employment and other post-school adult living objectives; and
  - e. If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

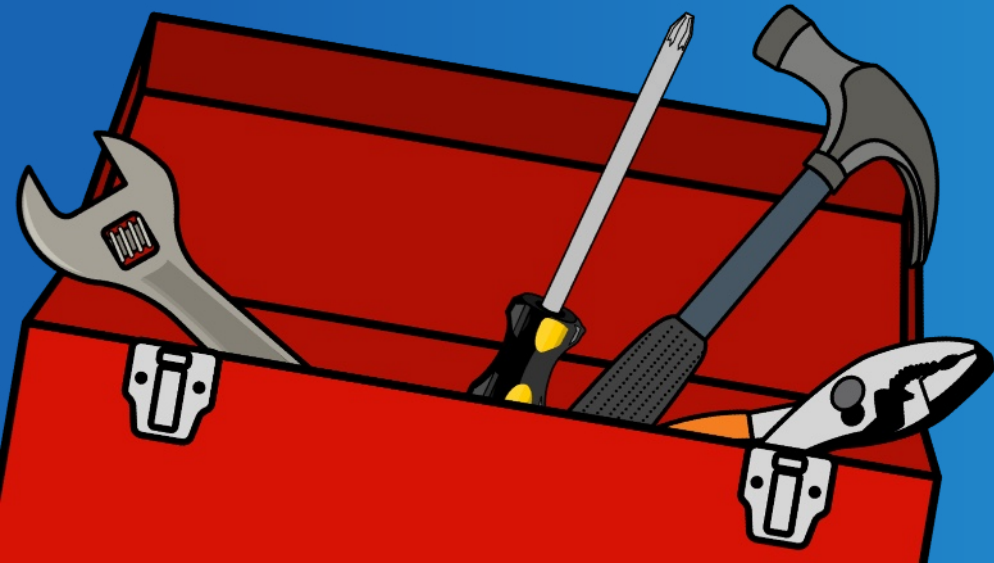




# Goals for Using Assistive Technology

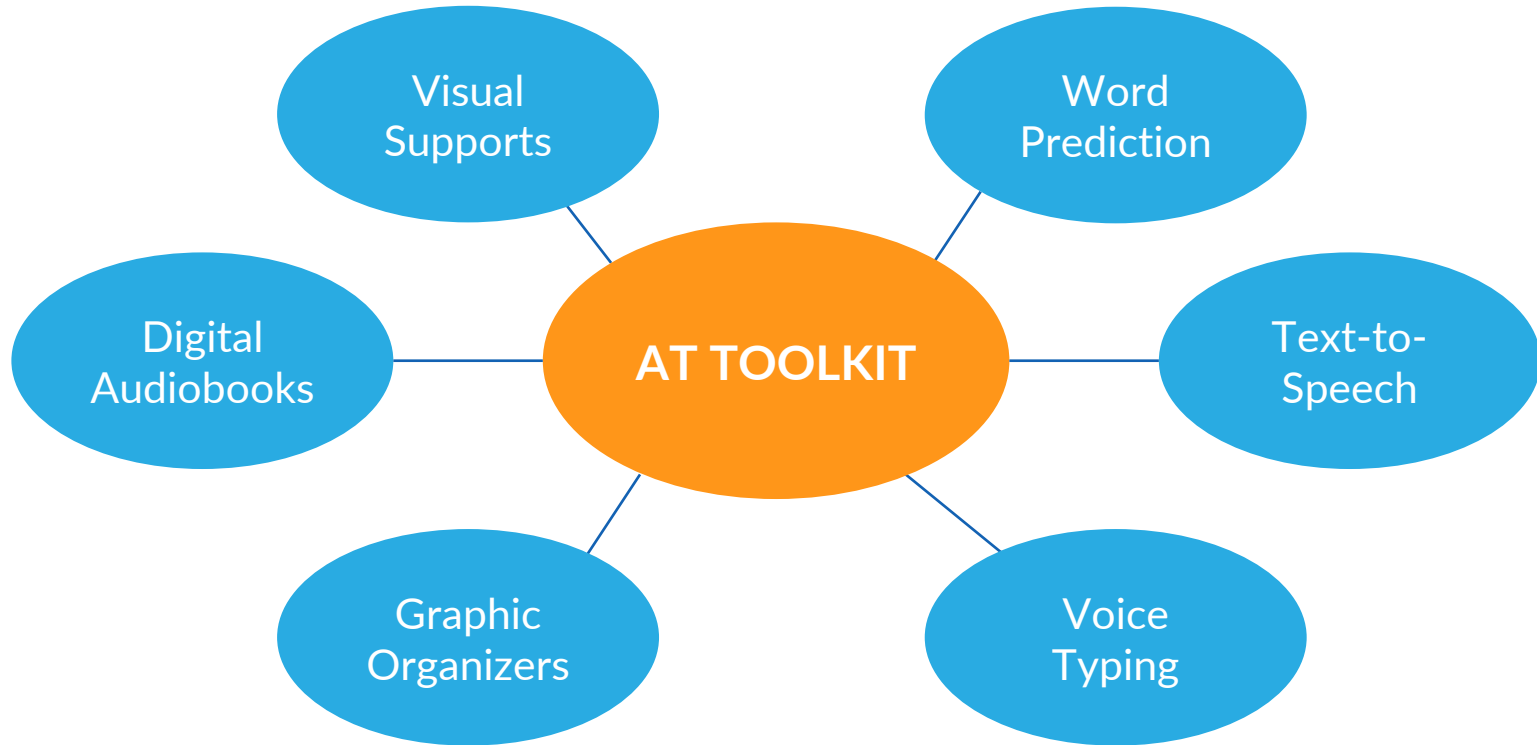
1. Reduce frustration
2. Increase productivity
3. Increase independence

What's in  
your toolbox?



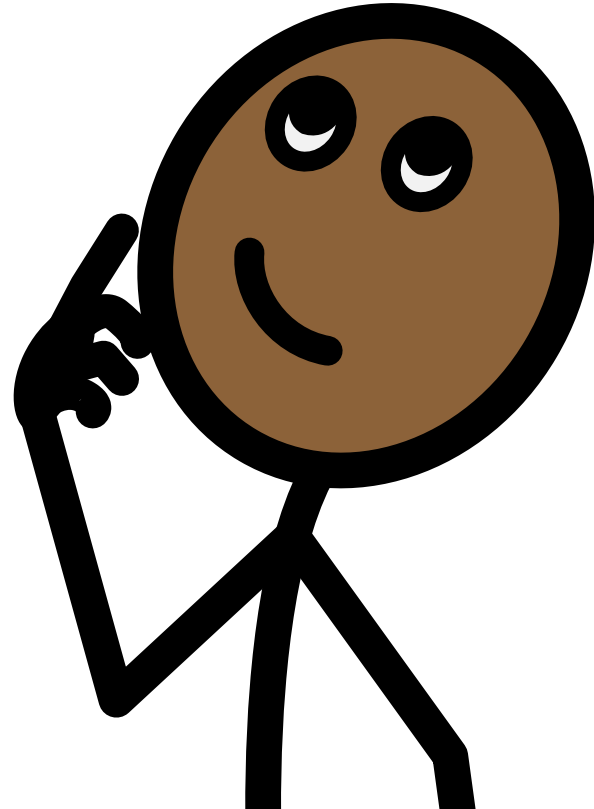


# 6 Pronged Approach



# Time to Plan

- What do I need to accomplish?
- How do I like to learn?
- What are my strengths?
- What are my weaknesses?
- What has helped me learn in the past?



# Make a Plan

- Need to read textbooks
  - Do I have a list of books?
- Need to take notes
  - What are teacher's lecture styles?
- Need to study more effectively
  - What kind of material?
- Need to read Work Task List





## John, a Case Study

- High school student transitioning to college
- History of reading disabilities
- Challenged by note taking
- Receives extra time for tests
- Teacher reads questions during examinations



## Some Ideas for John

- Begin to explore audiobooks
- Use text-to-speech for testing
- Explore smartpens for note taking that can also capture audio
- Explore C-Pen Reader for note taking from books and for reading test questions independently



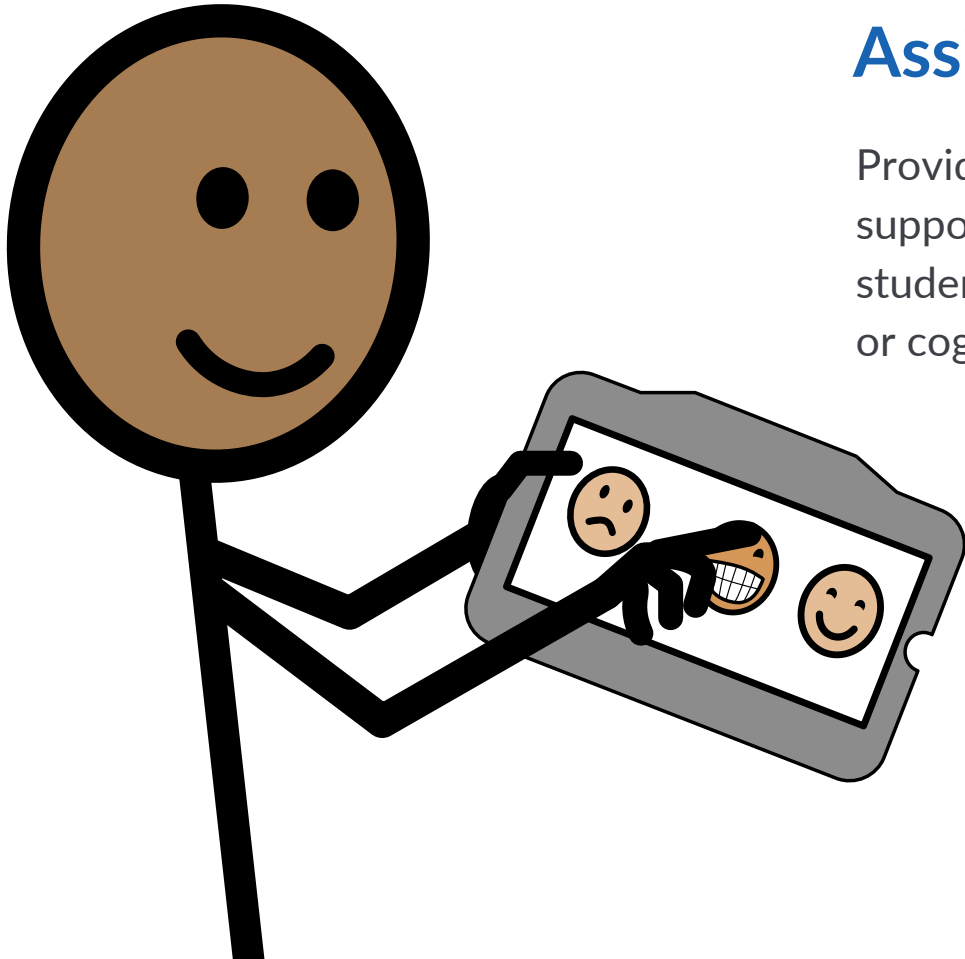
# Tools to Consider That Can Provide

1. Text-to-speech
2. Text simplification
3. Remove distraction



# Assistive Technology Toolkit

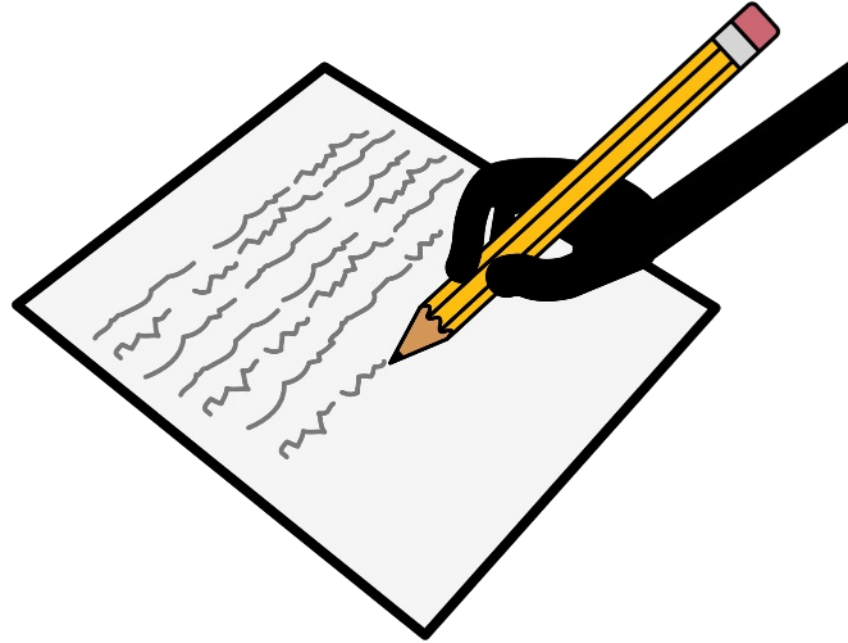
Provide text-to-speech & picture level support to make text easier for students with reading, language (ELL) or cognitive disabilities.



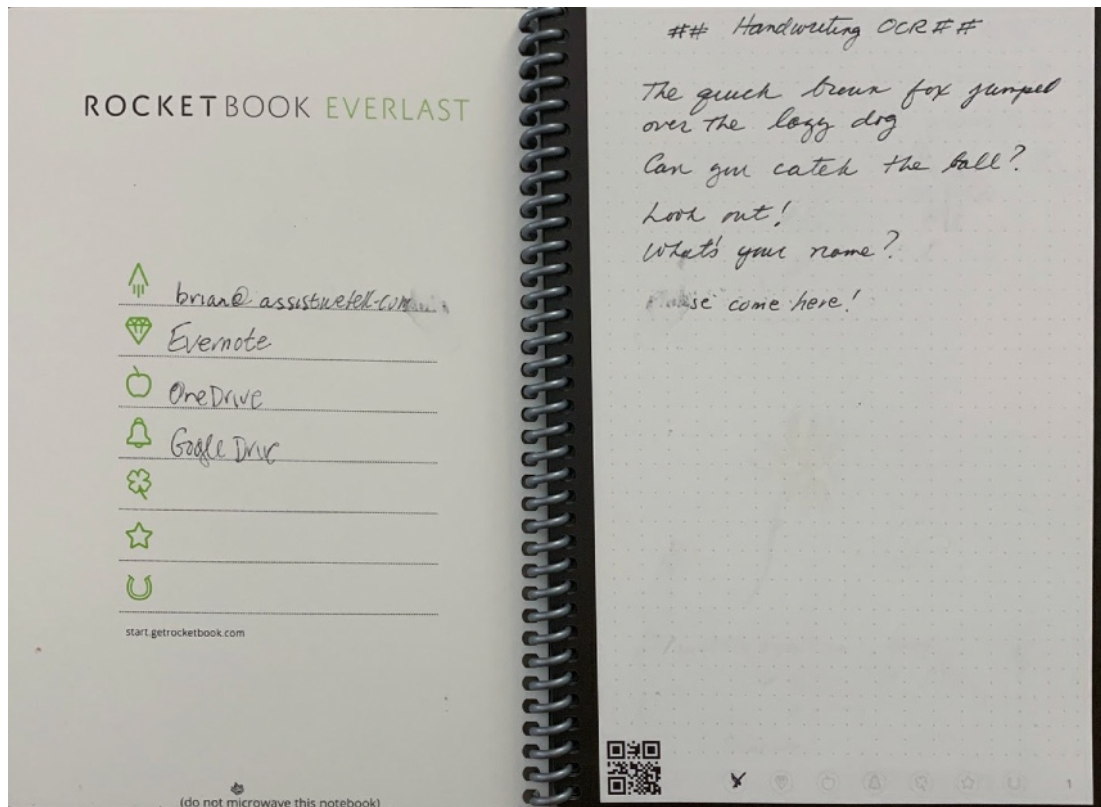


# Smartpens for Notetaking

- Marries ink and audio which can be played back
- Students can write keywords to bookmark noted in lecture
- Can be used with Android and iOS apps
- Reduces anxiety and promotes independence



# Rocketbook

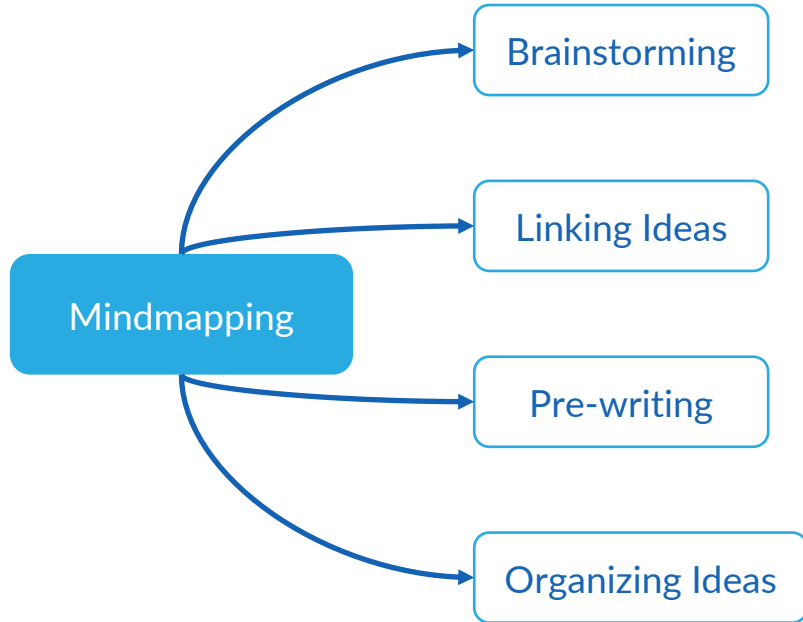


# Rocketbook Snapcast & Magic Whiteboard

Beacons



# Mindmapping Apps



- Mindview Online
- IdeaMapper
- Ayoa
- Mindomo
- Mindmeister

# Notetaking from Textbooks

- VoiceDream & Bookshare
- C-Pen Reader – Scan text to word processor



# Using Audio

- Sonocent Audio Notetaker
- Glean by Sonocent
- Otter.ai



# Smartpens



# Smart Devices

- Write on paper
- Transfer to smartphone
- Handwriting recognition
- Searchable
- Share to cloud services







# Questions?

ASK OUR EXPERT





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