Assistive Technology Protocol for Transition Planning

Name: _____   Person Completing Report: _____

Date of Birth: _____ Age: _____   Date of Report: _____

Grade: _____   Expected Date of Graduation: _____

❖**Purpose**

The purpose of this protocol 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

DAILY LIVING ACTIVITIES
Can the student independently..

Yes	No	Eat?
Yes	No	Prepare food?
Yes	No	Do laundry?
Yes	No	Groom and take care of hygiene?
Yes	No	Perform housekeeping activities?
Yes	No	Manage time and follow a schedule?

DAILY LIVING ADAPTATIONS

	Not applicable	Possibly could use	Using but could be improved	Using independently
Dressing Aids				
Adaptive Clothing				
Adaptive Kitchen Utensils and Dishes				
Roll-in Shower				
Adaptive Hygiene Devices				
Environmental Controls				
Adaptive Grooming Tools				
Adaptive Appliances				
Reachers/Grabbers/Low Tech Aids				
Assistive Time Devices				
Assistive Memory Devices				
Electronic Organizers/Day Planners				
Emergency Response Systems				
Alarm System				
Adaptive Positioning & Seating Devices				
Adaptive Mobility Devices				
Adaptive Bathing Devices				
Color Coded Items (for easier locating & identifying)				
Other				

Comments:

TRANSPORTATION

TRANSPORTATION ACTIVITIES
Can the student...

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

TRANSPORTATION ADAPTATIONS

	Not applicable	Possibly could use	Using but could be improved	Using independently
Adaptive Driving Equipment				
Car Top or Bumper Carrier for Mobility Device				
Van with Ramp or Lift				
Other				

Comments:

TOLERANCE

TOLERANCE
(to school/community/work environment)
Can the student...

Yes	No	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, sensitivities to the environment, etc.)

TOLERANCE ADAPTATIONS

	Not applicable	Possibly could use	Using but could be improved	Using Independently
Distance Learning				
Adaptive Seating and Positioning				
Electronic Communication				
Organizers / Day Planners				
Other				

Comments:

MOBILITY

MOBILITY ACTIVITIES
Can the student independently..

Yes	No	
Yes	No	Navigate at a reasonable pace?
Yes	No	Navigate outside on varied terrain(i.e.,college campus)
Yes	No	Tolerate and be mobile at this pace to 3 city blocks?
Yes	No	Carry a 5-pound backpack while being mobile?
Yes	No	Operate controls to activate community building access devices? (i.e., electronic doors, elevator, walk light)

MOBILITY ADAPTATIONS	Not applicable	Possibly could use	Using but could be improved	Using independently
Power Wheelchair				
Manual Wheelchair				
Powered Scooter				
Walker				
Cane/Crutches				
Grab Rails				
Environment Controls				
Other				
Comments:				

COMMUNICATION

ORAL COMMUNICATION ACTIVITIES
Can the student...

Yes	No	
Yes	No	Communicate wants & needs to non-familiar communication partner?
Yes	No	Independently operate a telephone?
Yes	No	Independently communicate with non-familiar person on the telephone?
Yes	No	Understand and remember simple verbal instructions?
Yes	No	Understand and remember complex verbal instructions?

COMMUNICATION ADAPTATIONS	Not applicable	Possibly could use	Using but could be improved	Using independently
Eye-Gaze Board				
Picture or Spelling Board				
Electronic Voice Output Device				
Computer-Based Speech Device				
Adaptive Telephone				
Adaptive Writing Devices				
Laptop Computer				
TTY				
Relay System				
Voice Output Reminders				
Electronic Organizers				
Others				
Comments:				

COMPUTER ACCESS

COMPUTER ACCESS ACTIVITIES
Can the student independently..

Yes	No	
Yes	No	Perform manipulative tasks (includes turning computer on/off, entering data, operating mouse, handling 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?

COMPUTER ADAPTATIONS	Not applicable	Possibly could use	Using but could be improved	Using independently
Keyboard/Built-in Adjustments				
Alternate Keyboard				
On-Screen Keyboard				
Arm Rests/Adjustable Work Station				
Alternate Mouse Function				
Productivity Enhancement Software				
Voice Input				
Voice Output				
Morse Code				
Switch Operator/scanning				
Braille Writer				
Screen Adaptations				
Other				
Comments:				

LITERACY

LITERACY ACTIVITIES
Can the student...

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

LITERACY ADAPTATIONS	Not applicable	Possibly could use	Using but could be improved	Using independently
Page Turner/Book Holder				
Scanning/Optical Character Recogn.				
Picture Texts and Instructions				
Voice Output				
Highlighted Text/Enlarged Text				
Recorded Materials				
Organization Aids				
Talking Word Processor				
Computerized Text Adaptations				
Productivity Enhancement Software				
Signature Stamp				
Electronic Organizers (i.e. palm computers)				
Hand-Held Text Readers & Scanners				
Other				
Comments:				