Postsecondary Goal – Education/Training After High School

Start Planning	Build Skills	Increase independence and coordinate with post-school adult services	Launch (Exit and Sustain)
• What are the student's likely post-high-school learning settings (training program, adult education, college supports), and what access barriers exist there? • What learning tasks are currently inaccessible (reading, writing, note-taking, studying), and what AT options will we trial this year? • What AT skills does the student need to learn now to be successful with less adult support later?	• What specific AT features/strategies will be taught (not just provided), and who will teach them? • In which classes/settings will the student practice AT consistently so it becomes a habit? • What data will we collect to show AT is improving access (comprehension, accuracy, independence, completion)?	• What AT will the student need in adult learning settings where supports are different (self-advocacy, reduced prompting)? • What documentation will we prepare for adult providers (AT summary, what works, training needs, troubleshooting tips)? • Who will provide AT training/support after high school (VR, disability services, adult agencies), and when do we start the handoff?	• What AT will the student have access to immediately after exit, and who is responsible for providing/maintaining it? • Do we have a simple "AT user guide" that explains what the student uses, why, and how to support it? • What is the plan for updates, repairs, replacements, and ongoing training?

Postsecondary Goal – Employment

Start Planning	Build Skills	Increase Independence And Coordinate With Post-school Adult Services	Launch (Exit and Sustain)
• What career exploration activities will happen this year, and what AT might be needed to participate meaningfully (communication, reading directions, task follow-through)? • What job-related tasks are hard right now (following steps, time, organization), and what AT could address those? • How will AT be introduced as a "work tool" (productivity/independence), not just a school accommodation?	• What school-based work routines or simulated job tasks will be used to teach AT-supported performance? • What AT supports will be embedded into tasks (photo checklists, timers, scripts, scanning/reading supports), and how will we teach the student to use them? • What is the prompting plan—how will adults support without creating dependence?	• How will AT be customized to real work sites (photos of actual locations, job-specific vocabulary/scripts, task sequences)? • Who will train the employer/job coach on supporting AT and communication appropriately? • What measures show growing independence (fewer prompts, better accuracy, on-time completion), and how often are we reviewing them? • What's the plan if job duties change—how will AT supports be updated quickly?	• What AT is needed on day one to do the job reliably (task supports, communication supports, reading supports, scheduling)? • What workplace accommodations will be requested, and has the student practiced explaining/asking for them? • What follow-along supports exist after graduation (VR coaching, job coaching, refresher training, troubleshooting)? • What is the backup plan if a device fails at work (low-tech backup, printed supports, alternate communication method)?

Postsecondary Goal – Independent Living

Start Planning	Build Skills	Increase independence and coordinate with post-school adult services	Launch (Exit and Sustain)
• Which daily routines are priorities (hygiene, chores, meals, safety), and what AT could increase independence? • What low-tech supports should we consider alongside high-tech (visual schedules, labels, checklists)? • How will AT needs be reflected in present levels and transition goals so they actually drive services?	• What routines will we teach using a task-analysis & AT approach (step supports, reminders, self-check)? • How will we practice the same routine across places (school/home/community) so it generalizes? • How will we teach the student to notice "I need support" and use AT to problem-solve?	• What AT supports independence with time, routines, appointments, and safety? • What adult services will support independent living goals, and how will AT be part of that plan (device maintenance, practice, coaching)? • What is the "fade plan" for adult prompting while keeping AT supports stable?	• What AT supports are essential for safe daily living, and how will we ensure continuity at home? • What routines still require support, and what AT adjustments could increase independence further? • What emergency plan is in place (contacts, scripts, location sharing, backup communication)?

Postsecondary Goal – Community Engagement and Participation

Start Planning	Build Skills	Increase Independence And Coordinate With Post-school Adult Services	Launch (Exit and Sustain)
• What community skills are we targeting (shopping, recreation, asking for help), and what AT will support safe participation? • How will the student practice communication with unfamiliar people using supports? • What is the early plan for transportation instruction, and what AT might be involved?	• How will AT be used during real community outings (not only practiced in the classroom)? • What supports help with planning and transitions in the community (schedule, reminders, maps, scripts)? • How will we teach safety routines and what to do when plans change?	• What is the plan for transportation training, and what AT supports route-following and safety (alerts, landmarks, emergency info)? • Who will continue travel training or route practice after exit if needed? • What AT supports community volunteering and recreation scheduling (calendar, reminders, communication scripts)?	• Can the student complete transportation routines safely and reliably, and what's the documented backup plan for common problems? • What AT supports ongoing volunteering/community engagement (schedule, reminders, navigation, communication)? • Who will help maintain community supports over time (adult agency staff, family, community mentor), and what is their training plan?