

ARE WE SUPPOSED TO PLAN TRANSITION?

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Transition is the process all students go through as they move from a high school setting to beyond.

Transition programs help students and their parents plan for life after high school in a proactive and coordinated way. A successful transition program provides students with the tools and confidence to assume responsibility for their educational and employment decisions as they move into adulthood.



Transition planning is essential for deaf students who experience unique educational and life challenges as a result of their hearing loss.

COMMUNICATION BARRIERS

LACK OF EFFECTIVE
ACCOMMODATIONS

INTENTIONAL & UNINTENTIONAL
DISCRIMINATION

WHAT IS TRANSITION PLANNING?



Transition planning is a **team process that involves the student, their teachers, parents or guardians, and other service providers.** It is complex and will look different for each student.



A strong transition plan starts as early as middle school and is included in an **Individual Transition Plan (ITP)** that works along with the student's **Individual Education Plan (IEP).**

As part of the process, the team participates in discussions and discovery to map out a transition course of action. Among others, they:



IDENTIFY THE STUDENT'S strengths, needs, likes, and dislikes in a range of areas as such as academics, careers goals, and extracurricular activities.



IDENTIFY POSTSECONDARY GOALS



LIVING



EMPLOYMENT



POSTSECONDARY
EDUCATION &
TRAINING



CREATE A COURSE PLAN

for classes that the student will need to complete in order to meet goals.



AGREE ON ANNUAL HIGH SCHOOL GOALS that support the postsecondary goals, including opportunities to strengthen self-determination and self-advocacy skills.

IT'S THE LAW

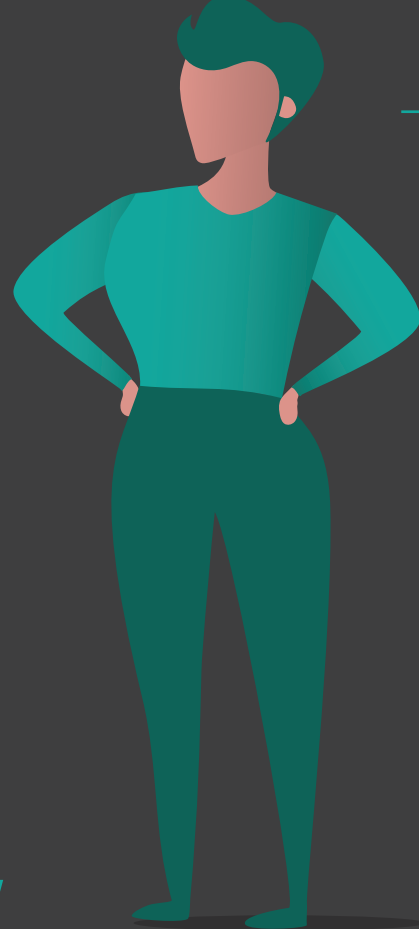
The federal government requires that schools do transition planning for deaf students starting at age 16.

THIS REQUIREMENT IS PART OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA).

IDEA also mandates that students be invited to their annual transition planning meetings.

TRANSITION PLANNING...

- **IS STUDENT-FOCUSED.**
- **ENSURES STUDENTS ARE INVOLVED** AND THEIR CONTRIBUTIONS ARE INCORPORATED IN THE PLAN.
- **ACTIVELY INVOLVES FAMILIES** IN THE TRANSITION PROCESS.
- USES TRANSITION ASSESSMENTS TO **GATHER VALUABLE INFORMATION** TO AID IN PLANNING.
- **CHECKS IN WITH THE STUDENT** OFTEN ABOUT BARRIERS ENCOUNTERED AND ACCOMMODATIONS USED IN A VARIETY OF SETTINGS.
- TAKES TIME, SO **START EARLY!**
- **ANNUALLY REVIEWS THE TRANSITION PLAN** AND REVISES AS NEEDED. *IT IS OKAY IF THE STUDENT'S GOALS CHANGE YEAR TO YEAR.*



WHY IS THE STUDENT'S INVOLVEMENT **SO IMPORTANT?**

STUDENTS ACHIEVE BETTER SUCCESS WHEN THEY CREATE THEIR OWN GOALS

When a person is involved in the identification and decision making of an activity, goal, or plan, the person has a greater stake in the outcome. This belief is no different for deaf students. However, for this population, where ready access to incidental learning is limited, student involvement in transition planning is critical. Involvement means deciding their goals and even leading the IEP meetings to ensure that everyone is on the same page for his or her future success.

SELF-AWARENESS IS CRITICAL TO CREATING EFFECTIVE TRANSITION GOALS

Students need to learn what their strengths and needs are, understand their hearing loss and/or other disabilities and how it affects them in different settings, and explore what they want to do after they complete their high school education. Their opinions, wants, and desires need to be taken into consideration if transition goals are to be on target.

THE STUDENT'S FAMILY SHOULD ALSO CONTRIBUTE TO TRANSITION PLANNING

While it is important that the student contribute, participate, and practice important transition skills, the role of the family in transition planning should not be underestimated. They are able to contribute information that the school does not have about the student's life and support systems outside of school. Families that are involved and understand the importance of the transition plan to their child's success often have greater commitment and contribution to the plan.

ESSENTIAL TRANSITION QUESTIONS

What kinds of extracurricular experiences will provide opportunities to learn social and problem-solving skills?

What kinds of classes will prepare the student for postsecondary programs and/or employment?

What types of accommodations are needed in different situations?

Will the student work in high school?

Will the student participate in general education classes or will they need more intense training to achieve their postsecondary goals?

ADDITIONAL RESOURCES

Deaf Self-Advocacy Training: deafselfadvocacy.org

National Technical Assistance Center on Transition (NTACT): nstattac.org

Center for Parent information and Resources (CPIR): parentcenterhub.org/resources/

Stanberry, K. (2016) Transition planning for students with IEPs. Retrieved from: tinyurl.com/GStransition

Additional resources on this subject may be available at nationaldeafcenter.org.



NDC
National Deaf Center
on Postsecondary Outcomes



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