

# Professional Preparedness and Perspectives on Transition for Deaf Individuals

**RS**  
Research  
Summarized

*Summary of Cawthon et al., "Professional Preparedness and Perspectives on Transition for Individuals who are Deaf or Hard of Hearing"<sup>1</sup>*

## Why was this work done?

- To examine professional preparedness in light of the concerning fact that only approximately two-thirds of deaf individuals who enroll in a postsecondary institution graduate
- To investigate the effects of professional preparedness on postsecondary transition for deaf individuals
- To explore professionals' perspectives on what contributes to successful transition for deaf individuals, along with their own self-perceived preparedness

## How was this work done?

- This study was based on data derived from a wide-scale needs assessment project conducted by Pepnet2.
- This article's findings were based on responses from 305 participants who work with deaf individuals. Data was collected through online surveys, focus groups, or interviews.

## What did researchers find?

- Processes related to the Individualized Education Plan (IEP) in middle and high school were likely to be perceived as valuable by professionals who were females, had greater proficiency in American Sign Language (ASL), and more years of experience.
- Despite differences in the perceived effectiveness of the IEP process, deaf individuals expressed the importance of student involvement in IEP meetings.
- Professionals with more experience and higher levels of ASL proficiency were more confident in their ability to instill self-advocacy skills in deaf individuals.
- Professionals who worked with a wide range of clients, especially with deaf individuals with additional disabilities, reported readiness to serve this population.

Experienced professionals who work with deaf individuals understand the need for tailored services, not a 'one-size-fits-all' approach.

## What do these results mean?

- Professionals working with deaf individuals throughout their transition process are faced with challenges in developing competency and higher levels of expertise.

<sup>1</sup>Cawthon, S. W., Garberoglio, C. L., Caemmerer, J. M., Bond, M. P., Leppo, R. H. T., Schoffstall, S. J., ... Hamilton, G. A. (2014). Professional preparedness and perspectives on transition for individuals who are deaf or hard of hearing. *Career Development and Transition for Exceptional Individuals*, 39(3), 144–153. doi: 10.1177/2165143414553025



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- ASL proficiency may be the most critical factor in supporting successful transition for deaf individuals, as professionals who are more skilled in ASL may be able to communicate with clients on a more complex level.
- Professionals may need to seek further training or collaborative opportunities with other professionals who have more experience working with this population.
- ASL training should be included in professional development programs.



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