

## Transition Planning for Adulthood

There are many different resources available to assist families, students and school teams identify and work on next steps of readiness for post-high school goals. Basic information is included below along with examples of resources.

### IDEA and Transition Planning

Preparing children with disabilities to “lead productive and independent adult lives, to the maximum extent possible” is one of IDEA’s stated objectives. [20 U.S.C. 1400(c)(5)(A)(ii)]. IDEA’s requirement for transition statements in the IEP read as follows: (b) *Transition services*. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—



(1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

(2) The transition services (including courses of study) needed to assist the child in reaching those goals. [§300.320(b)]

This means that the IEP team must develop measurable goals for the student that are focused on the postsecondary world and specify what transition services are needed to help the student reach those goals.

### Accommodations for High-Stakes Tests

A September, [2015 technical assistance on testing accommodations](#) was issued by the Department of Justice specifying that exams administered by any private, state, or local government organizations related to applications, licensing, certification, or credentialing for secondary (high school), postsecondary (college and graduate school), professional (law, medicine, etc.), or trade (cosmetology, electrician, etc.) purposes are covered by the ADA, and testing accommodations, pursuant to the ADA, must be provided. The guidance addresses the obligations of testing entities to ensure that the test scores of individuals with disabilities accurately reflect the individual's aptitude, achievement, or the skill that the exam purports to measure rather than his or her disability.

### Transition Skills Guidelines

Skills needed to be successful after high school include knowledge-based skills and ‘soft’ getting along with people skills. It is strongly suggested that this hierarchy be considered when developing IEP goals throughout school age. Developed in 2006 by Laurent Clerc Center National Deaf Education Center K-12 Program at Gallaudet University, the Transition Skills Guidelines provide a hierarchy of explicit skills for 8 groups: Grades: K, 1-3, 4-5, 6-8, 9, 10, 11, 12. These skills can be individualized for students with hearing loss of all different communication modalities and with co-existing learning challenges.



#### **Standard 1: Student demonstrates the skills necessary to advocate and empower for him/herself**

- a) self-awareness, b) rights and responsibilities, c) advocacy/empowerment, d) interpreting,

#### **Standard 2: Student demonstrates knowledge of educational and career exploration, preparation, and planning.**

- a) career exploration and planning, b) career materials preparation, c) educational planning, d) learning/study skills, e) life-role planning

#### **Standard 3: Student develops positive and practical work habits, skills, and attitudes within a work environment.**

- a) Pragmatics/social courtesies, b) conflict resolution, c) teamwork, d) work attitudes, e) work habits, f) time management, g) resource management, h) workplace communication, i) feedback, j) performance and self-assessment, k) self-management, l) technology and equipment

**Standard 4: Student demonstrates the knowledge and skills necessary to live independently and successfully.**

- a) Emergency and environmental safety, b) personal safety, c) money/banking, d) purchasing/negotiating, e) nutrition, f) clothing, g) hygiene

**Standard 5: Student demonstrates knowledge of one's community, one's role in the community, and available resources.**

- a) Travel, b) community roles and responsibilities, c) leisure, d) community resources, e) community service

Click here for the full [Transition Skills Guidelines](#) 14-page planning chart.

**Building Transition Knowledge:**

The second edition of ***Self-Advocacy for Students who are Deaf or Hard of Hearing*** is a 2012 e-version written by Kristina English, PhD, of the University of Akron who has generously made it freely available. The materials in this workbook consist of 12 lessons, organized into four units with three evaluations and a summative learning activity. You can open each lesson individually by clicking on the Lesson link.

**Unit 1: Introduction – What Is Self-Advocacy?**

[Lesson 1](#) *Self-Advocacy: What Is It and Why Is It Important?*

**Unit 2: Knowledge Is My Power Base**

[Lesson 2](#) *My Legal Rights While in High School: My IEP*

[Lesson 3](#) *My Legal Rights When I Leave High School: Section 504 and College*

[Lesson 4](#) *My Legal Rights When I Leave High School: ADA and Work*

[Lesson 5](#) *Transitioning: Making the Move from High School to College and Work*

**Unit 3: Personal and Interpersonal Skills for the Self-Advocate**

[Lesson 6](#) *Setting Goals, Identifying Needs*

[Lesson 7](#) *Expressing My Needs Effectively*

[Lesson 8](#) *Negotiating with Others*

[Lesson 9](#) *Resolving Problems*

**Unit 4: Putting It All Together: Using Knowledge with Skills**

[Lesson 10](#) *My Role in Transition Planning: Preparation*

[Lesson 11](#) *Practicing for an IEP Meeting: Participation*

[Lesson 12](#) *Evaluating My IEP Participation*



**Planning for the Future - Resources**

- 1) [MapIt: What Comes Next?](#) is a free, online, interactive training designed for transition-aged students who are deaf or hard of hearing. The training utilizes three questions: Who Am I? What Do I Want? How Do I Get There? Video vignettes signed in ASL with spoken English and written transcription, self-assessments, and a series of interactive questions guide students as they identify their goals and develop strategies to achieve them. All interactive materials are saved and compiled in an electronic Portfolio.
- 2) [Youthhood's Job Center: Learning About Work](#) provides an interest exploration guide, skills profiler, transferable skills survey and job search guide with how to write a resume`
- 3) [College Resources for Students with Disabilities](#) is a very comprehensive resource providing information on planning to go to college and obtaining the resources students need for success.
- 4) The [Planning for the future workbook](#) is designed to help students, their families, and professionals to plan for life after high school. It uses a person-centered approach to identify student strengths and uses a problem-solving approach to develop a plan of action and a vision for the future.
- 5) The [Guide for Access Planning](#) (GAP) has a wide variety of checklists, planners, information and activities such as different scenarios for discussion of how to improve or advocate for improved access in different situations.
- 6) The [Occupational Outlook Handbook](#) specifies the training and education needed, earnings, expected job prospects, what workers do on the job, working conditions, job search tips, links to information about the job marked and more.

7) **My Road: A College and Career Planning** provides a wealth of information such as free personality assessments, matching careers based on assessment results, information on colleges, majors, interviews, tips for applying to college and much more.

8) Explore what students in college who have disabilities are expressing as what is important and how they cope at **We Connect Now** which is dedicated to uniting college students with disabilities in access to higher education and employment issues.

## Resources

<http://www.pepnet.org/training/mapit>

<http://www.dhhtexastransition.org/>

<http://www.pepnet.org/resources/deaf>

[http://www.youthhood.org/jobcenter/lw\\_index.asp](http://www.youthhood.org/jobcenter/lw_index.asp)

[http://transitioncoalition.org/transition/tcfiles/files/docs/planning\\_future1213214588.pdf/planning\\_fut](http://transitioncoalition.org/transition/tcfiles/files/docs/planning_future1213214588.pdf/planning_fut)

<http://www.phonakonline.com/MyGap/GapMain.html>

<http://www.bls.gov/ooh/>

<https://myroad.collegeboard.com/myroad/navigator.jsp>

<http://nichcy.org/schoolage/iep/iepcontents/transition>

<http://www.gallaudet.edu/documents/clerc/TSG.pdf>

From Supporting Success for Children with Hearing Loss website: <http://successforkidswithhearingloss.com/transition>