

Secondary Transition Guide For Students Who Are Deaf Or Hard Of Hearing



A guide for successful transition

This guide is a suggested tool for collecting and tracking data for students who are Deaf or Hard of Hearing. Educators can use this document to help students successfully transition to post-school life.



Low Incidence Outreach
702 W. Kalamazoo St.
Lansing, MI 48909
www.mdelio.org

Table of Contents

Introduction	01
Student Profile of Transition Skills	02
Student Profile of Transition Skills: Academic Performance	03
Student Profile of Transition Skills: Functional Performance	04
Student Profile of Transition Skills: Student’s Postsecondary goals	05
Secondary Transition Guide	06
Secondary Transition Guide For Students Who Are DHH: 7th Grade	07
Secondary Transition Guide For Students Who Are DHH: 8th Grade	08
Secondary Transition Guide For Students Who Are DHH: 9th Grade	09
Secondary Transition Guide For Students Who Are DHH: 10th Grade	10
Secondary Transition Guide For Students Who Are DHH: 11th Grade	11
Secondary Transition Guide For Students Who Are DHH: 12th Grade	12
Secondary Transition Guide For Students Who Are DHH: Postsecondary	13
Contributors	14
References	15
Resources	15

Introduction

Educators can use the Secondary Transition Guide for Students Who Are Deaf or Hard of Hearing to empower students to make the connections and decisions they need to successfully transition to post-school life.

The Secondary Transition Guide is divided into two sections: the Student Profile of Transition Skills and the Transition Guide. Both sections may be used together to help track students' progress toward their post-school goals.

Student Profile of Transition Skills

The Student Profile of Transition Skills records a student's transitional skills beginning in 7th grade and ending in 12th grade (or the student's postsecondary program). This section provides a quick look at a student's cumulative progress toward skills that will help him or her achieve postsecondary goals. The section also includes information on academic performance, functional performance, progress toward postsecondary goals, and development of self-advocacy skills. Additional comments may be made in this section by the educator, support staff, the student, or family members. These comments will help create a more complete profile of the student's skills and progress.

Secondary Transition Guide

The Secondary Transition Guide provides suggested objectives that can be used to measure student progress through the transition process. The objectives are divided into various sections, that including self-advocacy, career/skill development, academic development/educational goals, independent living skills, social skills, and community involvement/extracurricular activities.

Student Profile of Transition Skills

The *Secondary Transition Guide for Students Who are Deaf or Hard of Hearing* begins with a convenient longitudinal record of each student's academic progress, a summary of functional performance, postsecondary goals, and agency involvement.

Use the Student Profile to:

- Record pertinent information such as: report card grades, grade levels, student/family input, student strengths/weaknesses, postsecondary vision, etc.
- Record assessments used during 7th grade through the postsecondary years.
- Record anecdotal notes that summarize important factors impacting the student's progress in attaining proficiency in transition skills.

In addition:

Filling out the Student Profile will aid the completion of the Summary of Performance form (SOP), which must be completed the final year of a student's education in accordance with the *Individuals with Disabilities Education Act* (IDEA).

Please check to verify the SOP form utilized by your district.

THIS DOCUMENT IS INTENDED AS A SUPPLEMENT TO OTHER STUDENT INFORMATION. IT IS NOT A SUBSTITUTE FOR, NOR SHOULD IT BE USED TO PROVIDE LEGAL DOCUMENTATION OF A STUDENT'S PROGRESS TOWARD ATTAINING EDUCATIONAL GOALS.

Student Profile of Transition Skills: Academic Performance

Name:	Date of Birth:	District:
Report Date:	Grade:	Eligibility:
Anticipated Exit Date:		

School Year	7th	8th	9th	10th	11th	12th	Postsecondary
Reading Grades, Levels, Strengths, Weaknesses							
Math							
Writing							
Learning Styles							
Assessment/Vocation							
Assessment/State							
College Entrance Scores	NA	NA	NA	NA			
Additional Information Honors, Accomplishments							

Comments:

Student Profile of Transition Skills: Functional Performance

Name:	Date of Birth:	District:
Report Date:	Grade:	Eligibility:
		Anticipated Exit Date:

School Year	7th	8th	9th	10th	11th	12th	Postsecondary
General Ability/ Problem Solving							
Attention & Organization							
Communication							
Social Skills Behaviors							
Independent Living Skills							
Self-Advocacy Skills							
Additional Information							

Comments:

Student Profile of Transition Skills: Student's Postsecondary Goals

Name:		Date of Birth:		District:	
Report Date:	Grade:	Eligibility:	Anticipated Exit Date:		

School Year	7th	8th	9th	10th	11th	12th	Postsecondary
Employment							
Education/Training							
Independent Living Skills							
Accommodations Used for success in school							
Modifications Used for success in school							
Assistive Technology							
Recommendations To meet postsecondary goals							
Agency Involvement Representative							

Comments:

Secondary Transition Guide

The *Secondary Transition Guide for Students Who are Deaf or Hard of Hearing* is a checklist designed to be kept in a student folder (not CA60) by a teacher. Use this document as a reference tool to guide and ensure effective programming for attaining life skills. Checkboxes are used to chart growth in academics, self-advocacy, etc.

The Secondary Transition Guide can be used:

- To provide an informal way to collate pertinent information that can be referenced in addressing the transition page of the individualized education program (IEP) (which is required by the IDEA to be in place by the time the student turns 16) and promoting discussion among professionals, families, and agencies
- As an effective tool to review transition progress from 7th grade through the postsecondary years
- To furnish a cumulative record separated by year/grade

In addition:

- Contributors can include the student, educators, family, and community members
- Relevant assessments could include the Educational Development Plan (EDP), the IEP, academic testing, vocational testing, informal interviews, observations, professional reports, etc.

Secondary Transition Guide For Students Who Are DHH 7th Grade

Student Name:	Date:
---------------	-------

Self-Advocacy	Career/Skill Development	Academic Development/Educational Goals	Independent Living Skills	Social Skills	Community Involvement/Extra-curricular Activities
<ul style="list-style-type: none"> <input type="checkbox"/> Attends IEP meetings <input type="checkbox"/> Presents about accessibility needs (letter, Prezi, PowerPoint, etc.) <input type="checkbox"/> Advocates for individual needs <input type="checkbox"/> Recognizes social skills necessary for successful advocacy and for requesting help (i.e., politeness, non-confrontational tactics) <input type="checkbox"/> Defines personal hearing levels <input type="checkbox"/> Knows how to use an interpreter <input type="checkbox"/> Aware of Deaf culture <input type="checkbox"/> Aware of the need to protect hearing <input type="checkbox"/> Aware of methods for using the phone (i.e., texting, video relay) 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in career exploration/interest inventories <input type="checkbox"/> 2-3 career/interest skills and talents known <input type="checkbox"/> Exposure to vocabulary and information needed for general forms <input type="checkbox"/> Meets with school counselor to develop EDP <input type="checkbox"/> Understands the importance of being on time 	<ul style="list-style-type: none"> <input type="checkbox"/> Is informed of personal reading and math levels <input type="checkbox"/> Demonstrates awareness of various communication choices for effective communication <input type="checkbox"/> Takes responsibility for assignments 	<ul style="list-style-type: none"> <input type="checkbox"/> Aware of banking skills <input type="checkbox"/> Exposure to health and hygiene terms <input type="checkbox"/> Develops basic cooking and measurement skills <input type="checkbox"/> Develops grocery shopping skills <input type="checkbox"/> Discusses personal leisure activities <input type="checkbox"/> Exposure to appropriate use of technology (i.e., etiquette, safety) <input type="checkbox"/> Exposure to emergency safety rules <input type="checkbox"/> Knows emergency contact information <input type="checkbox"/> Aware of personal safety habits <input type="checkbox"/> Aware of good nutrition <input type="checkbox"/> Dresses appropriately 	<ul style="list-style-type: none"> <input type="checkbox"/> Initiates a conversation <input type="checkbox"/> Uses social media responsibly <input type="checkbox"/> Can ask and answer questions <input type="checkbox"/> Knows how to extend and respond to a greeting <input type="checkbox"/> Introduces self and others <input type="checkbox"/> Uses basic manners <input type="checkbox"/> Gives and receives a compliment <input type="checkbox"/> Responds to a request <input type="checkbox"/> Understands the concept of a friend <input type="checkbox"/> Knows how to enter and respond to a group invitation <input type="checkbox"/> Knows how to have a private conversation <input type="checkbox"/> Follows school rules <input type="checkbox"/> Knows how to be appropriate with adults <input type="checkbox"/> Understands basic conflict resolution skills <input type="checkbox"/> Understands people can have different opinions <input type="checkbox"/> Can read and interpret emotions of self and others <input type="checkbox"/> Practices good sportsmanship 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands how to help others in the home, class, and community <input type="checkbox"/> Learns skills necessary to access the community <input type="checkbox"/> Discusses volunteer opportunities <input type="checkbox"/> Explores personal interests and hobbies <input type="checkbox"/> Involved in school-based extracurricular activities

Secondary Transition Guide For Students Who Are DHH 8th Grade

Student Name:	Date:
---------------	-------

Self-Advocacy	Career/Skill Development	Academic Development/Educational Goals	Independent Living Skills	Social Skills	Community Involvement/Extra-curricular Activities
<ul style="list-style-type: none"> <input type="checkbox"/> Attends IEP meetings <input type="checkbox"/> Presents about accessibility needs (letter, Prezi, PowerPoint, etc.) <input type="checkbox"/> Recognizes social skills necessary for successful advocacy and for requesting help (i.e., politeness, non-confrontational tactics) <input type="checkbox"/> Defines personal functional use of hearing levels <input type="checkbox"/> Aware of Deaf culture <input type="checkbox"/> Aware of the need to protect hearing <input type="checkbox"/> Knows how to use an interpreter <input type="checkbox"/> Aware of methods for using the phone (i.e., texting, video relay) 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in career exploration/interest inventories <input type="checkbox"/> 2-3 career/interest skills and talents known <input type="checkbox"/> Exposure to vocabulary and information needed for general forms <input type="checkbox"/> Meets with school counselor to develop EDP <input type="checkbox"/> Understands the importance of being on time 	<ul style="list-style-type: none"> <input type="checkbox"/> Informed of personal reading and math levels <input type="checkbox"/> Continues developing awareness of various communication choices for effective communication <input type="checkbox"/> Takes responsibility for assignments <input type="checkbox"/> Consistent attendance <input type="checkbox"/> Begins awareness of personal learning styles and habits necessary for success <input type="checkbox"/> Discusses grades and attitude as they impact completion of high school <input type="checkbox"/> Discuss options of Michigan Merit Curriculum (MMC/ diploma), Personal Curriculum, or Certificate of Completion 	<ul style="list-style-type: none"> <input type="checkbox"/> Aware of banking, savings, budget, tax skills <input type="checkbox"/> Aware of basic cooking and measurement skills <input type="checkbox"/> Development of grocery shopping skills <input type="checkbox"/> Begins discussion of requirement for driver's license requirements <input type="checkbox"/> Discusses personal leisure activities <input type="checkbox"/> Practices appropriate use of technology (i.e., etiquette/safety) <input type="checkbox"/> Exposure of emergency safety rules <input type="checkbox"/> Knows emergency contact information <input type="checkbox"/> Aware of personal safety habits <input type="checkbox"/> Aware of good nutrition <input type="checkbox"/> Dresses appropriately 	<ul style="list-style-type: none"> <input type="checkbox"/> Initiates a conversation <input type="checkbox"/> Uses social media responsibly <input type="checkbox"/> Can ask and answer questions <input type="checkbox"/> Extends and responds to a greeting <input type="checkbox"/> Introduces self and others <input type="checkbox"/> Uses basic manners <input type="checkbox"/> Gives and receives a compliment <input type="checkbox"/> Responds to requests <input type="checkbox"/> Understands the concept of a friend <input type="checkbox"/> Knows how to enter and respond to a group invitation <input type="checkbox"/> Knows how to have a private conversation <input type="checkbox"/> Follows school rules <input type="checkbox"/> Is appropriate with adults <input type="checkbox"/> Utilizes basic conflict resolution skills <input type="checkbox"/> Understands people can have different opinions <input type="checkbox"/> Recognizes hurt feelings <input type="checkbox"/> Practices good sportsmanship 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands how to help others in the home, class, and community <input type="checkbox"/> Discusses volunteer opportunities <input type="checkbox"/> Practices skills necessary to access the community (restaurants, grocery store, etc.) <input type="checkbox"/> Learns appropriate behaviors and skills necessary for community involvement (i.e., voice level in the library, etc.) <input type="checkbox"/> Learns appropriate behaviors and skills necessary for extracurricular activities

Secondary Transition Guide For Students Who Are DHH 9th Grade

Student Name:	Date:
---------------	-------

Self-Advocacy	Career/Skill Development	Academic Development/Educational Goals	Independent Living Skills	Social Skills	Community Involvement/Extra-curricular Activities
<ul style="list-style-type: none"> <input type="checkbox"/> Attends IEP/involved <input type="checkbox"/> Develops awareness of names of agencies that offer vocational rehabilitation services, audiological services, etc. <input type="checkbox"/> Presents about accessibility needs (letter, Prezi, PowerPoint, etc.) <input type="checkbox"/> Advocates for individual needs using socially appropriate skills <input type="checkbox"/> Defines personal functional use of hearing levels <input type="checkbox"/> Aware of Deaf culture <input type="checkbox"/> Knows how and when to protect hearing <input type="checkbox"/> Knows how to access an interpreter <input type="checkbox"/> Aware of methods for using the phone (i.e., texting, video relay) 	<ul style="list-style-type: none"> <input type="checkbox"/> Continues career exploration/interest inventories <input type="checkbox"/> 3-4 skills and talents known <input type="checkbox"/> Knows the importance of being on time <input type="checkbox"/> Drafts and/or completes resume/portfolio/job application 	<ul style="list-style-type: none"> <input type="checkbox"/> Is informed of implications of personal reading and math levels <input type="checkbox"/> Learns and uses various communication choices effectively <input type="checkbox"/> Continues awareness of personal learning styles and habits necessary for success <input type="checkbox"/> Reviews choice of Michigan Merit Curriculum (MMC/ diploma), Personal Curriculum, or Certificate of Completion <input type="checkbox"/> Reviews EDP and aligns courses with school guidance counselor <input type="checkbox"/> Begins learning test-taking strategies <input type="checkbox"/> Consistent attendance <input type="checkbox"/> Takes responsibility for assignments 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses necessary vocabulary for personal daily needs (i.e., banking, cooking, grocery shopping, etc.) <input type="checkbox"/> Begins planning to obtain driver's license, or state ID <input type="checkbox"/> Identifies personal leisure activities <input type="checkbox"/> Practices appropriate use of technology (i.e., etiquette, safety) <input type="checkbox"/> Exposure to emergency safety rules <input type="checkbox"/> Knows emergency contact information <input type="checkbox"/> Practices personal safety habits <input type="checkbox"/> Aware of good nutrition practices <input type="checkbox"/> Requests an interpreter for after-school activities (i.e., sports, practices, clubs, etc.) <input type="checkbox"/> Dresses appropriately 	<ul style="list-style-type: none"> <input type="checkbox"/> Initiates a conversation <input type="checkbox"/> Uses social media responsibly <input type="checkbox"/> Can ask and answer questions <input type="checkbox"/> Knows how to extend and respond to a greeting <input type="checkbox"/> Introduces self and others <input type="checkbox"/> Uses basic manners <input type="checkbox"/> Gives and receives a compliment <input type="checkbox"/> Responds to requests <input type="checkbox"/> Understands the concept of a friend <input type="checkbox"/> Knows how to enter and respond to a group invitation <input type="checkbox"/> Knows how to have a private conversation <input type="checkbox"/> Follows school rules <input type="checkbox"/> Is appropriate with adults <input type="checkbox"/> Practices effective conflict resolution skills <input type="checkbox"/> Understands people can have different opinions <input type="checkbox"/> Apologizes when necessary <input type="checkbox"/> Practices good sportsmanship 	<ul style="list-style-type: none"> <input type="checkbox"/> Discusses volunteer opportunities to encourage and assist members of the community <input type="checkbox"/> Practices skills necessary to access the community (restaurants, grocery store, etc.) <input type="checkbox"/> Mentors younger DHH students <input type="checkbox"/> Practices appropriate behaviors and skills in extracurricular activities

Secondary Transition Guide For Students Who Are DHH 10th Grade

Student Name:	Date:
---------------	-------

Self-Advocacy	Career/Skill Development	Academic Development/Educational Goals	Independent Living Skills	Social Skills	Community Involvement/Extra-curricular Activities
<ul style="list-style-type: none"> <input type="checkbox"/> Attends IEP/involved <input type="checkbox"/> Demonstrates a knowledge of agencies invited and included in the IEP <input type="checkbox"/> Presents about accessibility needs (letter, Prezi, PowerPoint, etc.) <input type="checkbox"/> Advocates for individual needs using socially appropriate skills <input type="checkbox"/> Defines personal functional use of hearing levels <input type="checkbox"/> Begins gathering personal information documents: current audiological and otological reports or permanent statement of hearing loss, birth certificate, social security card, driver's license/state ID <input type="checkbox"/> Aware of Deaf culture <input type="checkbox"/> Knows how and when to protect hearing <input type="checkbox"/> Knows how and when to independently access an interpreter (includes school and community) <input type="checkbox"/> Aware of methods for using the phone (i.e., texting, video relay) 	<ul style="list-style-type: none"> <input type="checkbox"/> Continues career exploration/interest inventories <input type="checkbox"/> Skills and talents known <input type="checkbox"/> Updates resume <input type="checkbox"/> Completes job application <input type="checkbox"/> Completes practice job interviews <input type="checkbox"/> Job shadow – if possible <input type="checkbox"/> Researches qualifications and requirements for chosen career path <input type="checkbox"/> Explores how to do a job search <input type="checkbox"/> Consistently on time 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops a recognition of implications of personal reading and math levels <input type="checkbox"/> Learning styles more clearly defined <input type="checkbox"/> Able to use and choose effective communication options depending on the environment <input type="checkbox"/> Knows test-taking strategies <input type="checkbox"/> Knows test-taking accommodations he/she needs <input type="checkbox"/> Takes responsibility for assignments 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses necessary vocabulary for personal daily needs (i.e., banking, cooking, grocery shopping, etc.) <input type="checkbox"/> Applies for driver's license, or state ID card <input type="checkbox"/> Identifies personal leisure activities <input type="checkbox"/> Names community resources (travel, support agencies, etc.) <input type="checkbox"/> Practices appropriate use of technology (i.e., etiquette, safety) <input type="checkbox"/> Exposure to emergency safety rules <input type="checkbox"/> Knows emergency contact information <input type="checkbox"/> Practices personal safety habits <input type="checkbox"/> Aware of good nutrition <input type="checkbox"/> Explores possible technology and assistive technology/adaptive assistance <input type="checkbox"/> Dresses appropriately 	<ul style="list-style-type: none"> <input type="checkbox"/> Initiates a conversation <input type="checkbox"/> Uses social media responsibly <input type="checkbox"/> Can ask and answer questions <input type="checkbox"/> Extends and responds to a greeting <input type="checkbox"/> Introduces self and others <input type="checkbox"/> Uses basic manners <input type="checkbox"/> Gives and receives a compliment <input type="checkbox"/> Responds to requests <input type="checkbox"/> Understands the concept of a friend <input type="checkbox"/> Knows how to enter and respond to a group invitation <input type="checkbox"/> Knows how to have a private conversation <input type="checkbox"/> Follows school rules <input type="checkbox"/> Is appropriate with adults <input type="checkbox"/> Uses effective conflict resolution skills <input type="checkbox"/> Demonstrates respect for differing opinions <input type="checkbox"/> Apologizes when necessary <input type="checkbox"/> Practices good sportsmanship 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates about volunteer opportunities <input type="checkbox"/> Obtains skills necessary to access the community <input type="checkbox"/> Mentors younger students who are DHH <input type="checkbox"/> Practices appropriate behaviors and skills in extracurricular activities

Secondary Transition Guide For Students Who Are DHH 11th Grade

Student Name:	Date:
---------------	-------

Self-Advocacy	Career/Skill Development	Academic Development/Educational Goals	Independent Living Skills	Social Skills	Community Involvement/Extra-curricular Activities
<ul style="list-style-type: none"> <input type="checkbox"/> Attends IEP/involved <input type="checkbox"/> Participates in invitation list for IEP meetings when appropriate <input type="checkbox"/> Knows agency names needed for post high school support <input type="checkbox"/> Presents about accessibility needs (letter, Prezi, PowerPoint, etc.) <input type="checkbox"/> Advocates for individual needs using socially appropriate skills <input type="checkbox"/> Defines personal functional use of hearing levels <input type="checkbox"/> Begins gathering personal information documents: current audiological and otological reports or permanent statement of hearing loss, birth certificate, social security card, driver's license/state ID <input type="checkbox"/> Can define ADA <input type="checkbox"/> Aware of Deaf culture <input type="checkbox"/> Knows how and when to protect hearing <input type="checkbox"/> Knows how and when to independently access an interpreter (includes school and community) <input type="checkbox"/> Aware of methods for using the phone (i.e., texting, video relay) 	<ul style="list-style-type: none"> <input type="checkbox"/> Completed career exploration/interest inventories, attend a career fair <input type="checkbox"/> Skills and talents known <input type="checkbox"/> Consistently on time <input type="checkbox"/> Communicates with an adult who is DHH in the field of interest <input type="checkbox"/> Resume completed <input type="checkbox"/> Completes practice job application and interview <input type="checkbox"/> Writes cover letter <input type="checkbox"/> Writes follow-up letters <input type="checkbox"/> Job shadows <input type="checkbox"/> Researches qualifications and requirements for chosen career path <input type="checkbox"/> Identifies organizations for skilled training and/or colleges for chosen career path—consider retaking ACT, SAT, depending on scores required for admission at chosen school <input type="checkbox"/> Knows job accommodations needed <input type="checkbox"/> Knows how to disclose disability to employer <input type="checkbox"/> Researches available and appropriate scholarships <input type="checkbox"/> Tours MCTI or other vocational sites/universities, etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> Knows implications of personal reading and math levels <input type="checkbox"/> Learning styles known <input type="checkbox"/> Knows test-taking strategies <input type="checkbox"/> Reviews diploma requirements for graduation <input type="checkbox"/> Knows test-taking accommodations he/she needs <input type="checkbox"/> Takes responsibility for assignments <input type="checkbox"/> Can use various communication choices effectively 	<ul style="list-style-type: none"> <input type="checkbox"/> Is able to use necessary vocabulary for personal daily needs (i.e., banking, cooking grocery shopping, etc.) <input type="checkbox"/> Can explain debit card, checking account, savings <input type="checkbox"/> Can arrange transportation <input type="checkbox"/> Identifies personal leisure activities <input type="checkbox"/> Knows emergency safety rules <input type="checkbox"/> Knows emergency contact information <input type="checkbox"/> Practices appropriate technology etiquette/safety <input type="checkbox"/> Dresses appropriately <input type="checkbox"/> Practices personal safety habits <input type="checkbox"/> Knows good nutrition practices <input type="checkbox"/> Registers for guardianship <input type="checkbox"/> Registers to use selective services 	<ul style="list-style-type: none"> <input type="checkbox"/> Initiates a conversation <input type="checkbox"/> Asks and answers questions <input type="checkbox"/> Uses social media responsibly <input type="checkbox"/> Extends and responds to a greeting <input type="checkbox"/> Knows how to introduce himself and others <input type="checkbox"/> Uses basic manners <input type="checkbox"/> Gives and responds to a compliment <input type="checkbox"/> Responds to a request <input type="checkbox"/> Understands concept of a friend <input type="checkbox"/> Knows how to enter and respond to a group invitation <input type="checkbox"/> Knows how to have a private conversation <input type="checkbox"/> Follows school rules <input type="checkbox"/> Is appropriate with adults <input type="checkbox"/> Practices effective conflict resolution skills <input type="checkbox"/> Demonstrates respect for differing opinions <input type="checkbox"/> Apologizes when necessary <input type="checkbox"/> Uses self-control strategies <input type="checkbox"/> Practices good sportsmanship 	<ul style="list-style-type: none"> <input type="checkbox"/> Engages in volunteer opportunities <input type="checkbox"/> Obtains skills necessary to access the community <input type="checkbox"/> Mentors younger students who are DHH <input type="checkbox"/> Practices appropriate behaviors and skills in extracurricular activities

Secondary Transition Guide For Students Who Are DHH

12th Grade

Student Name:

Date:

Self-Advocacy	Career/Skill Development	Academic Development/Educational Goals	Independent Living Skills	Social Skills	Community Involvement/Extra-curricular Activities
<ul style="list-style-type: none"> <input type="checkbox"/> Attends IEP/involved <input type="checkbox"/> Opens MRS file (gathers necessary documents, attends orientation meeting, meets with his/her MRS representative, etc.) <input type="checkbox"/> Presents to teachers/employers about accessibility needs (letter, Prezi, PowerPoint, etc.) <input type="checkbox"/> Distinguishes parts of the IEP document that assist with self-advocacy needs <input type="checkbox"/> Advocates for individual needs using socially appropriate skills <input type="checkbox"/> Defines personal functional use of hearing levels <input type="checkbox"/> Knows DHH rights and how ADA laws affect them in the school and workplace <input type="checkbox"/> Knows where and how to access support for job, school, and independent living <input type="checkbox"/> Aware of Deaf culture <input type="checkbox"/> Knows how and when to protect hearing <input type="checkbox"/> Knows how and when to independently access an interpreter (includes school and community) <input type="checkbox"/> Aware of methods for using the phone (i.e., texting, video relay) 	<ul style="list-style-type: none"> <input type="checkbox"/> Completed career exploration/interest inventories <input type="checkbox"/> Completes job application and interview <input type="checkbox"/> Skills and talents known <input type="checkbox"/> Consistently on time <input type="checkbox"/> Communicates with an adult who is DHH in the field of interest <input type="checkbox"/> Resume with current updates and a completed cover letter(s) <input type="checkbox"/> Writes follow-up letters <input type="checkbox"/> Job shadows – when appropriate <input type="checkbox"/> Identifies colleges offering chosen career path; considers retaking ACT, SAT depending on scores required for admissions at chosen school <input type="checkbox"/> Applies to colleges or programs offering chosen career path <input type="checkbox"/> Knows job accommodations needed <input type="checkbox"/> Knows how to disclose about disability to employer <input type="checkbox"/> Applies for available and appropriate scholarships <input type="checkbox"/> Attends a college or career exploration event 	<ul style="list-style-type: none"> <input type="checkbox"/> Knows implications of personal reading and math levels <input type="checkbox"/> Learning styles known <input type="checkbox"/> Knows and uses test-taking strategies <input type="checkbox"/> Takes responsibility for assignments <input type="checkbox"/> Knows and requests test-taking accommodations he/she needs <input type="checkbox"/> Can use various communication choices effectively and independently <input type="checkbox"/> Explores college living tips/dorm life <input type="checkbox"/> Completes FAFSA <input type="checkbox"/> Takes compass test for community college enrollment <input type="checkbox"/> Meets with disability supports coordinator at college/program of choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses necessary vocabulary for personal daily needs (i.e., banking, cooking, grocery shopping, etc.) <input type="checkbox"/> Prepares initial housing budget (down payment, deposit, furniture, utilities, etc.) <input type="checkbox"/> Opens a checking or savings account <input type="checkbox"/> Can arrange transportation <input type="checkbox"/> Identifies options for future living arrangements <input type="checkbox"/> Dresses appropriately <input type="checkbox"/> Knows laundry skills, including procedures to operate appliances <input type="checkbox"/> Knows basic cooking skills, including procedures to operate appliances <input type="checkbox"/> Identifies personal leisure activities <input type="checkbox"/> Practices appropriate use of technology (i.e., etiquette, safety) <input type="checkbox"/> Knows emergency safety rules <input type="checkbox"/> Knows emergency contact information <input type="checkbox"/> Practices personal safety habits <input type="checkbox"/> Knows good nutrition practices <input type="checkbox"/> Knows basic healthcare practices <input type="checkbox"/> Able to make healthcare appointments <input type="checkbox"/> Responsible for taking prescribed medicines as directed <input type="checkbox"/> Registers for guardianship <input type="checkbox"/> Registers to use selective services <input type="checkbox"/> Knows tax return responsibilities 	<ul style="list-style-type: none"> <input type="checkbox"/> Initiates a conversation <input type="checkbox"/> Can ask and answer questions <input type="checkbox"/> Uses social media responsibly <input type="checkbox"/> Extends and responds to a greeting <input type="checkbox"/> Introduces self and others <input type="checkbox"/> Uses basic manners <input type="checkbox"/> Gives and receives a compliment <input type="checkbox"/> Responds to requests <input type="checkbox"/> Understands concept of a friend <input type="checkbox"/> Knows how to enter and respond to a group invitation <input type="checkbox"/> Knows how to have a private conversation <input type="checkbox"/> Follows school rules <input type="checkbox"/> Is appropriate with adults <input type="checkbox"/> Practices effective conflict resolution skills <input type="checkbox"/> Demonstrates respect for differing opinions <input type="checkbox"/> Apologizes when necessary <input type="checkbox"/> Uses self-control strategies <input type="checkbox"/> Practices good sportsmanship 	<ul style="list-style-type: none"> <input type="checkbox"/> Engages in volunteer opportunities <input type="checkbox"/> Has knowledge of agencies available for DHH services <input type="checkbox"/> Obtains skills necessary to access the community <input type="checkbox"/> Mentors younger students who are DHH <input type="checkbox"/> Practices appropriate behaviors and skills in extracurricular activities

Secondary Transition Guide For Students Who Are DHH Postsecondary

Student Name:	Date:
---------------	-------

Self-Advocacy	Career/Skill Development	Academic Development/Educational Goals	Independent Living Skills	Social Skills	Community Involvement/Extra-curricular Activities
<ul style="list-style-type: none"> <input type="checkbox"/> Attends IEP/involved <input type="checkbox"/> Presents about accessibility needs (letter, Prezi, PowerPoint, etc.) <input type="checkbox"/> Knows agencies available for DHH services <input type="checkbox"/> Advocates for individual needs using socially appropriate skills <input type="checkbox"/> Defines personal functional use of hearing levels <input type="checkbox"/> Understands ADA and DHH rights <input type="checkbox"/> Aware of Deaf culture <input type="checkbox"/> Aware of the need to protect hearing <input type="checkbox"/> Knows how and when to access an interpreter <input type="checkbox"/> Is aware of methods for using the phone (i.e., texting, video relay) 	<ul style="list-style-type: none"> <input type="checkbox"/> Completed career exploration <input type="checkbox"/> Skills and talents known <input type="checkbox"/> Job shadow, when appropriate <input type="checkbox"/> Consistently on time <input type="checkbox"/> Resume if applicable <input type="checkbox"/> Knows and uses transportation options 	<ul style="list-style-type: none"> <input type="checkbox"/> Knows reading and math levels <input type="checkbox"/> Learning styles known <input type="checkbox"/> Can use various communication choices effectively and independently (technology, ASL, written expression, VRS, etc.) <input type="checkbox"/> Takes responsibility for assignments <input type="checkbox"/> Knows and uses test-taking strategies <input type="checkbox"/> Knows test-taking accommodations he/she needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Aware of banking skills <input type="checkbox"/> Prepares initial housing budget (down payment, deposit, furniture, utilities, etc.) <input type="checkbox"/> Knows health and hygiene terms <input type="checkbox"/> Dresses appropriately <input type="checkbox"/> Demonstrates basic cooking and measurement skills <input type="checkbox"/> Identifies options for future living arrangements <input type="checkbox"/> Knows laundry skills, including procedures to operate appliances <input type="checkbox"/> Knows basic cooking skills, including procedures to operate appliances <input type="checkbox"/> Discusses personal leisure activities <input type="checkbox"/> Practices appropriate use of technology (i.e., etiquette, safety) <input type="checkbox"/> Exposed to/knows emergency safety rules <input type="checkbox"/> Knows emergency contact information <input type="checkbox"/> Practices personal safety habits <input type="checkbox"/> Knows good nutrition practices <input type="checkbox"/> Knows basic healthcare practices <input type="checkbox"/> Able to make healthcare appointments <input type="checkbox"/> Responsible for taking prescribed medicines as directed <input type="checkbox"/> Knows tax return responsibilities <input type="checkbox"/> Identifies personal leisure activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Initiates a conversation <input type="checkbox"/> Can ask and answer questions <input type="checkbox"/> Extends and responds to a greeting <input type="checkbox"/> Introduces self and others <input type="checkbox"/> Uses basic manners <input type="checkbox"/> Gives and receives to a compliment <input type="checkbox"/> Responds to requests <input type="checkbox"/> Understands concept of a friend <input type="checkbox"/> Knows how to enter and respond to a group invitation <input type="checkbox"/> Knows how to have a private conversation <input type="checkbox"/> Follows school rules <input type="checkbox"/> Is appropriate with adults <input type="checkbox"/> Practices effective conflict resolution skills <input type="checkbox"/> Demonstrates respect for differing opinions 	<ul style="list-style-type: none"> <input type="checkbox"/> Engages in volunteer opportunities <input type="checkbox"/> Obtains skills necessary to access the community <input type="checkbox"/> Knows agencies available for DHH services <input type="checkbox"/> Mentors younger students who are DHH <input type="checkbox"/> Practices appropriate behaviors and skills in extracurricular activities <input type="checkbox"/> Knows and accesses community places for groceries and clothes <input type="checkbox"/> Responsible for selecting and ordering at restaurants <input type="checkbox"/> Investigates participation in community sports or organizations

Contributors

Midland County Education Service Agency

Suzanne Raschke, Consultant for Deaf and Hard of Hearing

Bloomfield Hills ISD

Anne Kilsman, Counselor for Deaf and Hard of Hearing

Detroit Public Schools

Cynthia Patton-Johnson, Teacher Consultant for Deaf and Hard of Hearing

Kalamazoo RESA

Mary Knecht, Teacher for Deaf and Hard of Hearing

Michigan Department of Education-Low Incidence Outreach

Tina Atkins-Dean, Deaf and Hard of Hearing Specialist

Tuscola ISD

Dairlis Rigg, Educational Audiologist/Teacher Consultant for Deaf and Hard of Hearing

Michigan Hands and Voices

Janel Frost, Chairman and Director/Parent of Hard of Hearing Child

References

[Minnesota Transition Guide for Teachers of the Deaf/Hard of Hearing \(DHH\)](http://www.cehd.umn.edu/DHH-Resources/Transition-Guide/default.html), 2013.
www.cehd.umn.edu/DHH-Resources/Transition-Guide/default.html

[MI School Data](http://www.mischooldata.org/)
www.mischooldata.org/

Resources

[Michigan Department of Education-Low Incidence Outreach \(MDE-LIO\)](http://www.mdelio.org/)
www.mdelio.org/

[Michigan Rehabilitation Services](http://www.michigan.gov/mdhhs/0,5885,7-339-73971_25392---,00.html)
www.michigan.gov/mdhhs/0,5885,7-339-73971_25392---,00.html

[National Deaf Center \(formerly Pepnet2\)](http://www.nationaldeafcenter.org/)
www.nationaldeafcenter.org/

[Gallaudet University: Laurent Clerc National Deaf Education Center](http://www3.gallaudet.edu/clerc-center/info-to-go/transition.html)
www3.gallaudet.edu/clerc-center/info-to-go/transition.html

[National Technical Institute for the Deaf: DeafTec](http://www.deaftec.org/about)
www.deaftec.org/about