**SECONDARY TRANSITION GUIDE**

FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

Michigan Department of Education – Low Incidence Outreach

**A TOOL TO GUIDE SUCCESSFUL TRANSITION**

A suggested tool to collect the necessary data for a student who is deaf or hard of hearing and to assist in making a successful transition into post-school life

**MICHIGAN SECONDARY TRANSITION GUIDE**

**FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING**

**MICHIGAN DEPARTMENT OF EDUCATION – LOW INCIDENCE OUTREACH**

**INTRODUCTION:**

This document is designed for deaf educators and parents to provide guidance for the successful transition for students to post-school life.

According to Michigan’s Core Message for Secondary Transition:

“Quality Education assists each student in developing a post-school vision and a pathway to obtain the vision. Effective planning and coordinated implementation are critical for successfully transitioning each student through school to adulthood. Transition requires a whole-person approach to planning. It includes the provision of those coordinated supports needed by each student to develop and achieve his/her post-school goals and receive a quality education. Quality Education prepares each student to meet adult challenges and engage in the community.”

*The Michigan Secondary Transition Guide for Students Who are Deaf or Hard of Hearing* is a tool for individual students designed to allow them to be empowered to make the necessary plans and decisions to be successful in transition to post-secondary life. It explores, in a fluid format, a student’s personal post-secondary vision and goals, along with academic achievements and social skills. It is an informational tool, which goes beyond the scope of completion of high school as it facilitates the process for the awareness of agencies and post-school supports necessary for the student to achieve his/her goals.

The deaf educators/professionals who gather this data are important professionals providing the link between the classroom teacher, the student and their family, and other components of the educational system. Due to their varied educational and professional backgrounds, they are uniquely positioned to provide the information and guidance that will lead to a student’s successful transition from the secondary education system to the attainment of the student’s life goals.

*The Michigan Secondary Transition Guide* is divided into two sections: The Student Profile and The Transition Guide. Both sections are intended to be used together to help track a student’s progress toward the attainment of goals that will help them reach their post-school vision.

The first section is a record of a student’s profile of transitional skills beginning with 7th grade and ending with 12th grade or the post-secondary program. It is intended to provide a quick look at a student’s cumulative progress in the development of skills that will empower the student to succeed in life after secondary education. This section includes information on academic performance, functional performance, progress toward a student’s post-secondary goals, and development of self-advocacy skills. At the end of each focus area is a place for additional comments to allow for the depiction of a complete profile. Comments can be provided by the educators involved, the student, members of the student’s family, and others who provide pertinent information.

The second section provides suggested objectives that can be used to measure student progress through the transition process toward their goals. The objectives are divided into columns representing areas deemed necessary for the deaf or hard of hearing student to achieve successful post-school life. These areas include self-advocacy, career/skill development, academic development/educational goals, independent living skills, social skills, and community involvement/extracurricular activities.

**STUDENT PROFILE OF Transition SKILLS**

**HOW TO USE THE STUDENT PROFILE OF TRANSITION SKILLS:**

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

**The Student Profile can be used:**

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

**In addition:**

The contents of the Student Profile will assist with the completion of Michigan Summary of Performance (SOP) form, which is to 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 THE ATTAINMENT OF EDUCATIONAL GOALS.**

**STUDENT PROFILE OF TRANSITION SKILLS**

**NAME**       **BIRTHDATE**       **DISTRICT**       **REPORT DATE**       **GRADE**       **ELIGIBILITY**       **ANTICIPATED EXIT DATE**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ACADEMIC PERFORMANCE** | | | | | | | |
| **SCHOOL YEAR** | **7TH** | **8TH** | **9TH** | **10TH** | **11TH** | **12TH** | **POST-SECONDARY** |
| **READING**  **GRADES, LEVELS STRENGTHS, WEAKNESSES** |  |  |  |  |  |  |  |
| **MATH** |  |  |  |  |  |  |  |
| **WRITING** |  |  |  |  |  |  |  |
| **LEARNING STYLES** |  |  |  |  |  |  |  |
| **ASSESSMENT/VOCATION** |  |  |  |  |  |  |  |
| **ASSESSMENT/STATE** |  |  |  |  |  |  |  |
| **COLLEGE ENTRANCE SCORES** | **N/A** | **N/A** | **N/A** | **N/A** |  |  |  |
| **ADDITIONAL INFORMATION**  **HONORS, ACCOMPLISHMENTS** |  |  |  |  |  |  |  |

**COMMENTS:**

**STUDENT PROFILE OF TRANSITION SKILLS**

**NAME**       **BIRTHDATE**       **DISTRICT**       **REPORT DATE**       **GRADE**       **ELIGIBILITY**       **ANTICIPATED EXIT DATE**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **FUNCTIONAL PERFORMANCE** | | | | | | | |
| **SCHOOL YEAR** | **7TH** | **8TH** | **9TH** | **10TH** | **11TH** | **12TH** | **POST-SECONDARY** |
| **GENERAL ABILITY/ PROBLEM SOLVING** |  |  |  |  |  |  |  |
| **ATTENTION & ORGANIZATION** |  |  |  |  |  |  |  |
| **COMMUNICATION** |  |  |  |  |  |  |  |
| **SOCIAL SKILLS BEHAVIORS** |  |  |  |  |  |  |  |
| **INDEPENDENT LIVING SKILLS** |  |  |  |  |  |  |  |
| **SELF-ADVOCACY SKILLS** |  |  |  |  |  |  |  |
| **ADDITIONAL INFORMATION** |  |  |  |  |  |  |  |

**COMMENTS:**

**STUDENT PROFILE OF TRANSITION SKILLS**

**NAME**       **BIRTHDATE**       **DISTRICT**       **REPORT DATE**       **GRADE**       **ELIGIBILITY**       **ANTICIPATED EXIT DATE**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STUDENT’S POST-SECONDARY GOALS** | | | | | | | |
| **SCHOOL YEAR** | **7TH** | **8TH** | **9TH** | **10TH** | **11TH** | **12TH** | **POST-SECONDARY** |
| **EMPLOYMENT** |  |  |  |  |  |  |  |
| **EDUCATION/TRAINING** |  |  |  |  |  |  |  |
| **INDEPENDENT LIVING SKILLS** |  |  |  |  |  |  |  |
| **ACCOMMODATIONS**  **USED FOR SUCCESS IN SCHOOL** |  |  |  |  |  |  |  |
| **MODIFICATIONS**  **USED FOR SUCCESS IN SCHOOL** |  |  |  |  |  |  |  |
| **ASSISTIVE TECHNOLOGY** |  |  |  |  |  |  |  |
| **RECOMMENDATIONS**  **TO MEET POST-SECONDARY GOALS** |  |  |  |  |  |  |  |
| **AGENCY INVOLVEMENT**  **REPRESENTATIVE** |  |  |  |  |  |  |  |

**COMMENTS:**

**THE TRANSITION GUIDE**

**HOW TO USE THE TRANSITION GUIDE:**

*The Michigan 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 of deaf or hard of hearing students, and to be used as a reference tool to guide and ensure effective programming for attaining life skills. **The user is reminded that the Guide is not to be viewed as a legal document or an assessment.**

**The Guide can be used:**

* To provide an informal way to collate pertinent information and can be referenced in addressing the transition page of the 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 post-secondary 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 EDP, the IEP, academic testing, vocational testing, informal interviews, observations, professional reports, etc.
* The Guide uses checkboxes to chart student growth in academics, self-advocacy, etc.

**SECONDARY TRANSITION GUIDE FOR STUDENTS WHO ARE DHH**

**STUDENT NAME**       **GRADE**       **DATE**

| **7TH GRADE** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Self-Advocacy** | **Career/Skill Development** | **Academic**  **Development/ Educational Goals** | **Independent Living Skills** | **Social Skills** | **Community Involvement/Extra Curricular Activities** |
| Attends IEP  Presents about accessibility needs (letter, Prezi, PowerPoint, etc.)  Advocates for individual needs  Recognizes social skills necessary for successful advocacy and for requesting help (i.e., politeness, non-confrontational tactics)  Defines personal hearing levels  Knows how to use an interpreter  Aware of Deaf culture  Aware of the need to protect hearing  Aware of methods for using the phone (i.e., MRC, texting, video relay) | Participates in career exploration/interest inventories  2-3 career/interest skills and talents known  Exposure to vocabulary and information needed for general forms  Meets with school counselor to develop EDP  Understands the importance of being on time | Is informed of personal reading and math levels  Demonstrates awareness of various communication choices for effective communication  Takes responsibility for assignments | Awareness of banking  Exposure to health and hygiene terms  Awareness of basic cooking and measurement skills  Development of grocery shopping skills  Discusses personal leisure activities  Exposure to appropriate use of technology (i.e., etiquette, safety)  Exposure to emergency safety rules  Knows emergency contact information  Aware of personal safety habits  Aware of good nutrition  Dresses appropriately | Initiates a conversation  Uses social media responsibly  Can ask and answer questions  Knows how to extend and respond to a greeting  Introduces self and others  Uses basic manners  Gives and receives a compliment  Responds to a request  Understands the concept of a friend  Knows how to enter and respond to a group invitation  Knows how to have a private conversation  Follows school rules  Knows how to be appropriate with adults  Understands basic conflict resolution skills  Understands people can have different opinions  Can read and interpret emotions of self and others  Practices good sportsmanship | Understands how to help others in the home, class, and community  Learns skills necessary to access the community  Discusses volunteer opportunities  Explores personal interests and hobbies  Involved in school-based extracurricular activities |

**SECONDARY TRANSITION GUIDE FOR STUDENTS WHO ARE DHH**

**STUDENT NAME**       **GRADE**       **DATE**

| **8TH GRADE** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Self-Advocacy** | **Career/Skill Development** | **Academic**  **Development/ Educational Goals** | **Independent Living Skills** | **Social Skills** | **Community Involvement/Extra Curricular Activities** |
| Attends IEP  Presents about accessibility needs (letter, Prezi, PowerPoint, etc.)  Recognizes social skills necessary for successful advocacy and for requesting help (i.e., politeness, non-confrontational tactics)  Defines personal functional use of hearing levels  Aware of Deaf culture  Aware of the need to protect hearing  Knows how to use an interpreter  Aware of methods for using the phone (i.e., MRC, texting, video relay) | Participates in career exploration/interest inventories  2-3 career/interest skills and talents known  Exposure to vocabulary and information needed for general forms  Meets with school counselor to develop EDP  Understands the importance of being on time | Informed of personal reading and math levels  Continues developing awareness of various communication choices for effective communication  Takes responsibility for assignments  Consistent attendance  Begins awareness of personal learning styles and habits necessary for success  Discusses grades and attitude as they impact completion of high school  Discuss options of Michigan Merit Curriculum (MMC/diploma), Personal Curriculum, or Certificate of Completion | Aware of banking, savings, budget, taxes  Aware of basic cooking and measurement skills  Development of grocery shopping skills  Begins discussion of requirement for driver’s license requirements  Discusses personal leisure activities  Practices appropriate use of technology (i.e., etiquette/safety)  Exposure of emergency safety rules  Knows emergency contact information  Aware of personal safety habits  Aware of good nutrition  Dresses appropriately | Initiates a conversation  Uses social media responsibly  Can ask and answer questions  Extends and responds to a greeting  Introduces self and others  Uses basic manners  Gives and receives a compliment  Responds to requests  Understands the concept of a friend  Knows how to enter and respond to a group invitation  Knows how to have a private conversation  Follows school rules  Is appropriate with adults  Utilizes basic conflict resolution skills  Understands people can have different opinions  Recognizes hurt feelings  Practices good sportsmanship | Understands how to help others in the home, class, and community  Discusses volunteer opportunities  Practices skills necessary to access the community (McDonald’s, grocery store, etc.)  Learns appropriate behaviors and skills necessary for community involvement (i.e., voice level in the library, etc.)  Learns appropriate behaviors and skills necessary for extracurricular activities |

**SECONDARY TRANSITION GUIDE FOR STUDENTS WHO ARE DHH**

**STUDENT NAME**       **GRADE**       **DATE**

| **9TH GRADE** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Self-Advocacy** | **Career/Skill Development** | **Academic**  **Development/ Educational Goals** | **Independent Living Skills** | **Social Skills** | **Community Involvement/Extra Curricular Activities** |
| Attends IEP/involved  Develops awareness of names of agencies such as MRS, CMH, Audiological Services, DHS, school counselor  Presents about accessibility needs (letter, Prezi, PowerPoint, etc.)  Advocates for individual needs using socially appropriate skills  Defines personal functional use of hearing levels  Aware of Deaf culture  Knows how and when to protect hearing  Knows how to access an interpreter  Aware of methods for using the phone (i.e., MRC, texting, video relay) | Continues career exploration/interest inventories  3-4 skills and talents known  Knows the importance of being on time  Draft and/or complete resume/portfolio/ job application | Is informed of implications of personal reading and math levels  Learns and uses various communication choices effectively  Continues awareness of personal learning styles and habits necessary for success  Reviews choice of Michigan Merit Curriculum (MMC/diploma), Personal Curriculum, or Certificate of Completion  Reviews EDP and aligns courses with school guidance counselor  Begins learning test- taking strategies  Consistent attendance  Takes responsibility for assignments | Uses necessary vocabulary for personal daily needs (i.e., banking, cooking, grocery shopping, etc.)  Begins planning to obtain driver’s license, etc.  Identifies personal leisure activities  Practices appropriate technology (i.e., etiquette, safety)  Exposure of emergency safety rules  Knows emergency contact information  Practices personal safety habits  Awareness of good nutrition  Requests an interpreter for after-school activities (i.e., sports, practices, clubs, etc.)  Dresses appropriately | Initiates a conversation  Uses social media responsibly  Can ask and answer questions  Knows how to extend and respond to a greeting  Introduces self and others  Uses basic manners  Gives and receives a compliment  Responds to requests  Understands the concept of a friend  Knows how to enter and respond to a group invitation  Knows how to have a private conversation  Follows school rules  Is appropriate with adults  Practices effective conflict resolution skills  Understands people can have different opinions  Apologizes when necessary  Practices good sportsmanship | Discusses volunteer opportunities to encourage and assist members of the community  Practices skills necessary to access the community (McDonald’s, grocery store, etc.)  Mentors younger DHH students  Practices appropriate behaviors and skills in extracurricular activities |

**SECONDARY TRANSITION GUIDE FOR STUDENTS WHO ARE DHH**

**STUDENT NAME**       **GRADE**       **DATE**

| **10THGRADE** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Self-Advocacy** | **Career/Skill Development** | **Academic Development/ Educational Goals** | **Independent Living Skills** | **Social Skills** | **Involvement/Extra Curricular Activities** |
| Attends IEP/involved  Demonstrates a knowledge of agencies invited and included in the IEP  Presents about accessibility needs (letter, Prezi, PowerPoint, etc.)  Advocates for individual needs using socially appropriate skills  Defines personal functional use of hearing levels  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  Aware of deaf culture  Knows how and when to protect hearing  Knows how and when to independently access an interpreter (includes school and community)  Aware of methods for using the phone (i.e., MRC, texting, video relay) | Continue career exploration/ interest inventories  Skills and talents known  Updates resume  Job application  Completes practice job interviews  Job shadow – if possible  Research qualifications and requirements for chosen career path  Explores how to do a job search  Consistently on time | Develops a recognition of implications of personal reading and math levels  Learning styles more clearly defined  Able to use and choose effective communication options depending on the environment  Knows test-taking strategies  Knows test-taking accommodations he/she needs  Takes responsibility for assignments | Uses necessary vocabulary for personal daily needs (i.e., banking, cooking, grocery shopping, etc.)  Applies for driver’s license/Michigan ID card  Identifies personal leisure activities  Names community resources (travel, adult agencies, etc.)  Practices appropriate use of technology (i.e., etiquette, safety)  Exposure to emergency safety rules  Knows emergency contact information  Practices personal safety habits  Aware of good nutrition  Explores possible technology and assistive technology/adaptive assistance  Dresses appropriately | Initiates a conversation  Uses social media responsibly  Can ask and answer questions  Extends and responds to a greeting  Introduces self and others  Uses basic manners  Gives and receives a compliment  Responds to requests  Understands the concept of a friend  Knows how to enter and respond to a group invitation  Knows how to have a private conversation  Follows school rules  Is appropriate with adults  Uses effective conflict resolution skills  Demonstrates respect for differing opinions  Apologizes when necessary  Practices good sportsmanship | Communicates volunteer opportunities  Obtains skills necessary to access the community  Mentors younger DHH students  Practices appropriate behaviors and skills in extracurricular activities |

**SECONDARY TRANSITION GUIDE FOR STUDENTS WHO ARE DHH**

**STUDENT NAME**       **GRADE**       **DATE**

| **11TH GRADE** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Self-Advocacy** | **Career/Skill Development** | **Academic Development/ Educational Goals** | **Independent Living Skills** | **Social Skills** | **Community Involvement/Extra Curricular Activities** |
| Attends IEP/involved  Participates in invitation list for IEP when appropriate  Knows agency names needed for post high school support  Presents about accessibility needs (letter, Prezi, PowerPoint, etc.)  Advocates for individual needs using socially appropriate skills  Defines personal functional use of hearing levels  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  Defines ADA  Aware of Deaf culture  Knows how and when to protect hearing  Knows how and when to independently access an interpreter (includes school and community)  Aware of methods for using the phone (i.e., MRC, texting, video relay) | Completed career exploration/interest inventories- attend a career fair  Skills and talents known  Consistently on time  Communicated with a Deaf/HH/H peer in field of interest  Resume completed  Completes practice job application and interview  Writes cover letter  Writes follow-up letters  Job shadow  Researches qualifications and requirements for chosen career path  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  Knows job accommodations needed  Knows how to disclose disability to employer  Research available and appropriate scholarships  Tour MCTI or other vocational sites/community colleges, universities, etc. | Knows implications of personal reading and math levels  Learning styles known  Knows test-taking strategies  Review diploma requirements for graduation  Knows test-taking accommodations he/she needs  Takes responsibility for assignments  Can use various communication choices effectively | Is able to use necessary vocabulary for their personal daily needs (i.e., banking, cooking grocery shopping, etc.)  Can explain debit card, checking account, savings  Can arrange transportation  Identifies personal leisure activities  Knowledge of emergency safety rules  Knows emergency contact information  Practices appropriate technology etiquette/safety  Dresses appropriately  Practices personal safety habits  Knowledge of good nutrition  Register for guardianship  Register to use selective services | Initiates a conversation  Asks and answers questions  Uses social media responsibly  Extends and responds to a greeting  Knows how to introduce himself and others  Uses basic manners  Give and respond to a compliment  Responds to a request  Understands concept of a friend  Knows how to enter and respond to a group invitation  Knows how to have a private conversation  Follows school rules  Is appropriate with adults  Practices effective conflict resolution skills  Demonstrates respect for differing opinions  Apologizes when necessary  Uses self-control strategies  Practices good sportsmanship | Communicates volunteer opportunities  Obtains skills necessary to access the community  Mentors younger DHH students  Practices appropriate behaviors and skills in extracurricular activities |

**SECONDARY TRANSITION GUIDE FOR STUDENTS WHO ARE DHH**

**STUDENT NAME**       **GRADE**       **DATE**

| **12TH GRADE** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Self-Advocacy** | **Career/Skill Development** | **Academic Development/ Educational Goals** | **Independent Living Skills** | **Social Skills** | **Community Involvement/Extra Curricular Activities** |
| Attends IEP/involved  Opens MRS file (gathers necessary documents, attends orientation meeting, meets with his/her MRS representative, etc.)  Presents to teachers/ employers about accessibility needs (letter, Prezi, PowerPoint, etc.)  Distinguishes parts of the IEP document that assist with self-advocacy needs  Advocates for individual needs using socially appropriate skills  Defines personal functional use of hearing levels  Knows DHH rights and how ADA laws affect them in the school and workplace  Knows where and how to access support for job, school, and independent living  Aware of Deaf culture  Knows how and when to protect hearing  Knows how and when to independently access an interpreter (includes school and community)  Is aware of methods for using the phone (i.e., MRC, texting, video relay) | Completed career exploration/interest inventories  Completes job application and interview  Skills and talents known  Consistently on time  Communicated with a Deaf/HH/H peer in field of interest  Resume with current updates and a completed cover letter(s)  Writes follow-up letters  Job shadow – when appropriate  Identify colleges offering chosen career path –consider retaking ACT, SAT depending on scores required for admissions at chosen school  Apply and choose college offering chosen career path  Knows job accommodations needed  Knows how to disclose about disability to employer  Apply for available and appropriate scholarships  Attends at least one transition fair | Knows implications of personal reading and math levels  Learning styles known  Knows and uses test-taking strategies  Takes responsibility for assignments  Knows and requests test-taking accommodations he/she needs  Can use various communication choices effectively and independently  College living tips/dorm life  Completes FAFSA  Takes compass test for community college enrollment  Meets with disability supports coordinator at college/program of choice | Uses necessary vocabulary for personal daily needs (i.e., banking, cooking, grocery shopping, etc.)  Prepares initial housing budget (down payment, deposit, furniture, utilities, etc.)  Can explain debit card, checking account, savings  Can arrange transportation  Identifies options for future living arrangements  Dresses appropriately  Knowledge of laundry skills including procedures to operate appliances  Knowledge of basic cooking skills, including procedures to operate appliances  Identifies personal leisure activities  Practices appropriate use of technology (i.e., etiquette, safety)  Knows emergency safety rules  Knows emergency contact information  Practices personal safety habits  Knowledge of good nutrition  Knowledge of basic healthcare  Able to make healthcare appointments  Responsible to take prescribed medicines as directed  Register for guardianship  Register to use selective services  Knowledge of tax return responsibilities | Initiates a conversation  Can ask and answer questions  Uses social media responsibly  Extends and responds to a greeting  Introduce self and others  Uses basic manners  Give and receive a compliment  Responds to requests  Understands concept of a friend  Knows how to enter and respond to a group invitation  Knows how to have a private conversation  Follows school rules  Is appropriate with adults  Practices effective conflict resolution skills  Demonstrates respect for differing opinions  Apologizes when necessary  Uses self-control strategies  Practices good sportsmanship | Communicates volunteer opportunities  Has knowledge of agencies available for DHH services  Obtains skills necessary to access the community  Mentors younger DHH students  Practices appropriate behaviors and skills in extracurricular activities |

**SECONDARY TRANSITION GUIDE FOR STUDENTS WHO ARE DHH**

**STUDENT NAME**       **GRADE**       **DATE**

| **POST-SECONDARY** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Self-Advocacy** | **Career/Skill Development** | **Academic Development/ Educational Goals** | **Independent Living Skills** | **Social Skills** | **Community Involvement/Extra Curricular Activities** |
| Attends IEP/involved  Presents about accessibility needs (letter, Prezi, PowerPoint, etc.)  Has knowledge of agencies available for DHH services  Advocates for individual needs using socially appropriate skills  Defines personal functional use of hearing levels  Understands ADA and DHH rights  Aware of Deaf culture  Aware of the need to protect hearing  Knows how and when to access an interpreter  Is aware of methods for using the phone (i.e., MRC, texting, video relay) | Completed career exploration  Skills and talents known  Job shadow, when appropriate  Consistently on time  Resume if applicable  Knows and uses transportation options | Knows reading and math levels  Learning styles known  Can use various communication choices effectively and independently (technology, ASL, written expression, VRS, etc.)  Takes responsibility for assignments  Knows and uses test-taking strategies  Knows test-taking accommodations he/she needs | Awareness of banking  Prepares initial housing budget (down payment, deposit, furniture, utilities, etc.)  Knowledge of health and hygiene terms  Dresses appropriately  Demonstrates basic cooking and measurement skills  Identifies options for future living arrangements  Knowledge of laundry skills, including procedures to operate appliances  Knowledge of basic cooking skills, including procedures to operate appliances  Discusses personal leisure activities  Practices appropriate use of technology (i.e., etiquette, safety)  Exposure/knowledge of emergency safety rules  Knows emergency contact information  Practices personal safety habits  Practices good nutrition  Knowledge of basic healthcare  Able to make healthcare appointments  Responsible to take prescribed medicines as directed  Knowledge of tax return responsibilities  Identifies personal leisure activities | Initiates a conversation  Can ask and answer questions  Extends and responds to a greeting  Introduces self and others  Uses basic manners  Gives and responds to a compliment  Responds to requests  Understands concept of a friend  Knows how to enter and respond to a group invitation  Knows how to have a private conversation  Follows school rules  Is appropriate with adults  Practices effective conflict resolution skills  Demonstrates respect for differing opinions | Communicates volunteer opportunities  Obtains skills necessary to access the community  Has knowledge of agencies available for DHH services  Mentors younger DHH students  Practices appropriate behaviors and skills in extracurricular activities  Knows and accesses community places for groceries and clothes  Responsible to select and order at restaurants  Investigates participation in community sports or organizations |

# MICHIGAN SECONDARY TRANSITION GUIDE

## FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

#### Michigan Department of Education – Low Incidence Outreach

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**THE TRANSITION GUIDE**

**SURVEY**

Your input is valued and needed for data collection to support our DHH students in the State of Michigan. Please take two to three minutes to complete our [Michigan Secondary Transition Guide Survey](https://www.surveymonkey.com/r/K6Q6FYS).

***T****HANK* ***Y****OU!*