**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**

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| --- |
| **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**

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| **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**

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| **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** |
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| **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** |
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| **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** |
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| **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** |
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| **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 availableand 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

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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!*