

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

FUNCTIONAL PERFORMANCE							
SCHOOL YEAR	7 TH	8 TH	9 TH	10 TH	11 TH	12 TH	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	7 TH	8 TH	9 TH	10 TH	11 TH	12 TH	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
<ul style="list-style-type: none"> <input type="checkbox"/> Attends IEP <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., MRC, 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"/> Awareness of banking <input type="checkbox"/> Exposure to health and hygiene terms <input type="checkbox"/> Awareness of basic cooking and measurement skills <input type="checkbox"/> Development of 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

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
<ul style="list-style-type: none"> <input type="checkbox"/> Attends IEP <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., MRC, 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, taxes <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 (McDonald's, 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

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
<ul style="list-style-type: none"> <input type="checkbox"/> Attends IEP/involved <input type="checkbox"/> Develops awareness of names of agencies such as MRS, CMH, Audiological Services, DHS, school counselor <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., MRC, 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"/> Draft and/or complete 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, etc. <input type="checkbox"/> Identifies personal leisure activities <input type="checkbox"/> Practices appropriate technology (i.e., etiquette, safety) <input type="checkbox"/> Exposure of emergency safety rules <input type="checkbox"/> Knows emergency contact information <input type="checkbox"/> Practices personal safety habits <input type="checkbox"/> Awareness of good nutrition <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 (McDonald's, 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

STUDENT NAME

GRADE

DATE

10TH GRADE					
Self-Advocacy	Career/Skill Development	Academic Development/ Educational Goals	Independent Living Skills	Social Skills	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., MRC, texting, video relay) 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue career exploration/ interest inventories <input type="checkbox"/> Skills and talents known <input type="checkbox"/> Updates resume <input type="checkbox"/> Job application <input type="checkbox"/> Completes practice job interviews <input type="checkbox"/> Job shadow – if possible <input type="checkbox"/> Research 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/Michigan ID card <input type="checkbox"/> Identifies personal leisure activities <input type="checkbox"/> Names community resources (travel, adult 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 volunteer opportunities <input type="checkbox"/> Obtains skills necessary to access the community <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

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
<ul style="list-style-type: none"> <input type="checkbox"/> Attends IEP/involved <input type="checkbox"/> Participates in invitation list for IEP 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"/> Defines 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., MRC, 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"/> Communicated with a Deaf/HH/H peer in 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 shadow <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"/> Research available and appropriate scholarships <input type="checkbox"/> Tour MCTI or other vocational sites/community colleges, 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"/> Review 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 their 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"/> Knowledge of 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"/> Knowledge of good nutrition <input type="checkbox"/> Register for guardianship <input type="checkbox"/> Register 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"/> Give and respond 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"/> Communicates volunteer opportunities <input type="checkbox"/> Obtains skills necessary to access the community <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

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
<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"/> Is aware of methods for using the phone (i.e., MRC, 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"/> Communicated with a Deaf/HH/H peer in 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 shadow – when appropriate <input type="checkbox"/> Identify colleges offering chosen career path –consider retaking ACT, SAT depending on scores required for admissions at chosen school <input type="checkbox"/> Apply and choose college 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"/> Apply for available and appropriate scholarships <input type="checkbox"/> Attends at least one transition fair 	<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"/> 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"/> Can explain debit card, checking account, savings <input type="checkbox"/> Can arrange transportation <input type="checkbox"/> Identifies options for future living arrangements <input type="checkbox"/> Dresses appropriately <input type="checkbox"/> Knowledge of laundry skills including procedures to operate appliances <input type="checkbox"/> Knowledge of 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"/> Knowledge of good nutrition <input type="checkbox"/> Knowledge of basic healthcare <input type="checkbox"/> Able to make healthcare appointments <input type="checkbox"/> Responsible to take prescribed medicines as directed <input type="checkbox"/> Register for guardianship <input type="checkbox"/> Register to use selective services <input type="checkbox"/> Knowledge of 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"/> Introduce self and others <input type="checkbox"/> Uses basic manners <input type="checkbox"/> Give and receive 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"/> Communicates 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 DHH students <input type="checkbox"/> 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
<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"/> Has knowledge of 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., MRC, 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"/> Awareness of banking <input type="checkbox"/> Prepares initial housing budget (down payment, deposit, furniture, utilities, etc.) <input type="checkbox"/> Knowledge of 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"/> Knowledge of laundry skills, including procedures to operate appliances <input type="checkbox"/> Knowledge of 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"/> Exposure/knowledge of emergency safety rules <input type="checkbox"/> Knows emergency contact information <input type="checkbox"/> Practices personal safety habits <input type="checkbox"/> Practices good nutrition <input type="checkbox"/> Knowledge of basic healthcare <input type="checkbox"/> Able to make healthcare appointments <input type="checkbox"/> Responsible to take prescribed medicines as directed <input type="checkbox"/> Knowledge of 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 responds 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"/> Communicates volunteer opportunities <input type="checkbox"/> Obtains skills necessary to access the community <input type="checkbox"/> Has knowledge of agencies available for DHH services <input type="checkbox"/> Mentors younger DHH students <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 to select and order at restaurants <input type="checkbox"/> 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](#).

THANK YOU!