READY TOOL: AGE 14 TO 17

CHECKLIST FOR TEAMS WORKING WITH A STUDENT AGES 14 TO 17

This document lists transition preparation best practices for students who are deaf-blind ages 14 to 17. The best practices are divided into the following categories (there is one table for each category):

Transition Assessment

Includes recommendations regarding assessment processes and practices to help the team gather essential information needed for transition and adult-life planning.

Transition-Related Education Programming

Describes best practices for educational programming to prepare students and young adults for all aspects of adult life (e.g., independence, adult living, employment, community engagement).

Team Collaboration and Adjustments

Outlines practices to ensure the team has the right members and processes at each stage of transition planning and instruction.

The document should be completed by all team members working together. For each practice, discuss the extent to which the practice has been carried out and rate its status as: **Started**, **Progressing**, or **Completed**.

Use the comment sections to elaborate on the status and note team member questions or concerns.

This document is part of a larger online publication called, READY Tool: Readiness Evaluation of Transition to Adulthood for Deaf-Blind Youth, published by the National Center on Deaf-Blindness in 2017.

TRANSITION ASSESSMENT BEST PRACTICES

1.1 CREATE A VISION FOR THE FUTURE

Annually, review and refine the student's person-centered plan.

Status:　　◯ Started　　　◯ Progressing　　　◯ Completed

Comments:

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1.2 DEVELOP THE TRANSITION TEAM

To ensure accurate assessment of vocational, independent living, and community participation, team membership must include transition specialists and vocational rehabilitation counselors.

Status:　　◯ Started　　　◯ Progressing　　　◯ Completed

Comments:

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1.3 DOCUMENT RELEVANT STUDENT INFORMATION

Continue to monitor and update the student's strengths, preferences, and support needs. Document unique mannerisms, health profile, communication preferences, level of hearing and vision, and other key information. Consider these factors when assessing the student across settings (e.g., home, school, community).

Status:　　◯ Started　　　◯ Progressing　　　◯ Completed

Comments:

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1.4 ASSESS COMMUNITY AND FAMILY ENGAGEMENT

Expand assessment to include independent living skills, social and peer relationships, vocational experiences, and the use of public transportation.

Status:　　◯ Started　　　◯ Progressing　　　◯ Completed

Comments:

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1.5   Identify needed accommodations, modifications, and assistive technology

Identify supports required for independent living, vocational education, and community participation. Be sure to include appropriate use of social media and the Internet.

Status: ◯ Started   ◯ Progressing   ◯ Completed

Comments:

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1.6   Assess strengths and needs related to post-secondary goals

As part of an overall educational assessment, be sure to evaluate factors (e.g., access to the general curriculum, job skills, level of community integration) that can be used to design an education program that will help the student pursue his or her post-secondary goals (e.g., employment, further education).

Status: ◯ Started   ◯ Progressing   ◯ Completed

Comments:

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1.7   Assess self-determination skills

Assess skills related to self-advocacy, instruction, and choice-making.

Status: ◯ Started   ◯ Progressing   ◯ Completed

Comments:

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2.1   MAINTAIN FOCUS ON EMBEDDING JOB READINESS SKILLS INTO DAILY INSTRUCTION

Continue to integrate work-related skills into daily instruction and educational programs in the classroom and community. As appropriate, increase the level of complexity. Relevant skills include:

- Following a schedule
- Attention to task
- Time management
- Working effectively in groups
- Following directions

Status: ◯ Started   ◯ Progressing   ◯ Completed

Comments:

2.2   DEVELOP CAREER READINESS AND TRANSITION SERVICES

Ensure student participation in a range of general education, college, and career exploration curricula and programs. Provide information or referrals to relevant state agencies, such as vocational rehabilitation services. Introduce the student to WIOA (Workforce Innovation and Opportunity Act) required Pre-Employment Transition Services (PETS).

Status: ◯ Started   ◯ Progressing   ◯ Completed

Comments:

2.3   GENERATE OPPORTUNITIES FOR WORK EXPERIENCES

Provide the student with multiple school and community job-sampling opportunities aligned with his or her interests and strengths.

Status: ◯ Started   ◯ Progressing   ◯ Completed

Comments:

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2.4 STRENGTHEN SELF-DETERMINATION

Provide ongoing opportunities for the student to self-advocate and increase his or her use of supported decision-making.

Status: ◯ Started   ◯ Progressing   ◯ Completed

Comments:

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2.5 BUILD SOCIAL NETWORKS

Provide opportunities to build and maintain age-appropriate social networks that include peers with and without disabilities in home, school, community, and work settings.

Status: ◯ Started   ◯ Progressing   ◯ Completed

Comments:

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2.6 DEVELOP OPPORTUNITIES FOR COMMUNITY INVOLVEMENT

Involve the student in community experiences that can cross over to adult life after graduation (e.g., recreation, health, commerce, leisure).

Status: ◯ Started   ◯ Progressing   ◯ Completed

Comments:

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TEAM COLLABORATION AND ADJUSTMENTS BEST PRACTICES

3.1   ORGANIZE THE TRANSITION TEAM

Include team members who represent all knowledge and skill domains essential to promote full inclusion in the high school environment and build the foundation for a successful transition to adult life. Include members with a strong understanding of deaf-blindness. Recognize that student and family members are equal partners on the transition team.

Status: ◯ Started   ◯ Progressing   ◯ Completed

Comments:

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3.2   IDENTIFY TEAM GOALS

Facilitate the student's transition from school to post-school activities. Together, the team shares responsibility to shape the student's path toward post-secondary education, continuing and adult education, vocational education, integrated employment, supported employment, adult services, independent living, and community participation.

Status: ◯ Started   ◯ Progressing   ◯ Completed

Comments:

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3.3   DEVELOP THE TEAM PROCESS

Establish guidelines for shared leadership, meeting protocols, communication, problem-solving, establishing shared goals, and ensuring the participation of all team members.

Status: ◯ Started   ◯ Progressing   ◯ Completed

Comments:

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3.4   INVOLVE PEERS

When appropriate, include the student's peers on the transition team. These may be classmates or friends from the community.

Status: ◯ Started   ◯ Progressing   ◯ Completed

Comments:

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3.5   STRENGTHEN PEER MENTOR AND TUTOR RELATIONSHIPS

Provide the student with ongoing opportunities with peer mentors and tutors (with and without disabilities) across all applicable settings (e.g., home, school, community).

Status: ◯ Started   ◯ Progressing   ◯ Completed

Comments:

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3.6   ADDRESS LEGAL ISSUES

As part of educational and transition planning, address legal issues, including:

- Guardianship
- Voting
- Supplemental Security Income (SSI)
- Trust funds/estate planning
- State laws governing when a child becomes a legal adult
- Access to health services and records.

The family should understand the difference between guardianship and conservatorship and the implications of both. Begin to identify key resources (e.g., accommodations and modifications) and personnel that will be needed to ensure full access to high school curricula and activities.

Status: ◯ Started   ◯ Progressing   ◯ Completed

Comments:

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3.7   EXPLORE OPPORTUNITIES BEYOND THE SCHOOL SETTING

Fosters participation in an array of non-school activities and opportunities (e.g., work, recreation, and independent-living activities within the community). As appropriate, invite community representatives associated with these activities to participate in transition planning.

Status: ◯ Started   ◯ Progressing   ◯ Completed

Comments:

3.8   ARCHIVE INFORMATION

Over time, as information is collected about the student (e.g., strengths, interests, accomplishments, communication methods, preferences), save and organize it for future use (e.g., to orient new team members or create documents that the student can share with others).

Status: ◯ Started   ◯ Progressing   ◯ Completed

Comments: