# Transition for Youth who are Deaf-Blind: Selected Research and Professional Literature

Arndt, K. (2010). College students who are deafblind: Perceptions of adjustment and academic supports. *AER Journal: Research and Practice in Visual Impairment and Blindness 3*(1), 12-19.

Arndt, K., Parker, A. (2016). Perceptions of social networks by adults who are deafblind. *American Annals of the Deaf, 161*(3) 369-383.

Cmar, J. L., & Markoski, K. (2019). Promoting self-determination for students with visual impairments: A review of the literature. *Journal of Visual Impairment & Blindness, 113*(2), 100-113. <https://doi.org/10.1177/0145482X1983979>

Cmar, J. L., & McDonnall, M. C. (2019). Characteristics, services, and outcomes of vocational rehabilitation consumers who are deaf-blind. *Journal of the American Deafness & Rehabilitation Association (JADARA), 52*(2), 12–23.

Cmar, J. L., & McDonnall, M. C. (2022). Impact of a summer work experience program on employment outcomes for youth who are blind or have low vision. *Journal of Vocational Rehabilitation, 57*(2), 165–175. <https://doi.org/10.3233/JVR-221207>

Cmar, J. L., McDonnall, M. C., & Markoski, K. M. (2018). In-school predictors of postschool employment for youth who are deaf-blind. *Career Development and Transition for Exceptional Individuals, 41*(4), 223-233.

Lee, H., Morningstar, M.E. (2019). Exploring predictors of community participation among young adults with severe disabilities. *Research and Practice for Persons with Severe Disabilities, 44*(3), 186–199.

Lieberman, L. J., Kirk, T. N., & Haegele, J. A. (2018). Physical education and transition planning experiences relating to recreation among adults who are deafblind: A recall analysis. *Journal of Visual Impairment & Blindness, 112*(1), 73–86. <https://doi.org/10.1177/0145482X1811200107>

McDonnall, M. C., & Cmar, J. L. (2018). Experiences of young adults with deafblindness after high school. *Journal of Visual Impairment & Blindness, 112*(4), 403–410.

McDonnall, M. C., & Cmar, J. (2018). Employment outcomes and job quality of vocational rehabilitation consumers with deaf-blindness. *Rehabilitation Counseling Bulletin*, *63*(1), 1-12.

McDonnall, M., Cmar, J. (2017). [*Characteristics and experiences of youth who are deafblind*](https://www.google.com/url?client=internal-element-cse&cx=007077599782669998136:et8w4tbjtqw&q=https://www.blind.msstate.edu/sites/www.blind.msstate.edu/files/2020-04/characteristicsAndExperiencesOfYouthWhoAreDeafBlind.pdf&sa=U&ved=2ahUKEwilofDFl538AhWkKX0KHT4rAKYQFnoECAUQAQ&usg=AOvVaw1EQTEdzPLU0AXtsAhvRFbF)*.* National Research and Training Center on Blindness and Visual Impairment.

Petroff, J. G. (2010). A national transition follow-up study of youth with deaf-blindness: Revisited. *AER Journal: Research and Practice in Visual Impairment and Blindness, 3*(4) 132–138.

Petroff, J. G., Pancsofar, N., & Shaaban, E. (2019). Postschool outcomes of youths with deafblindness in the United States: Building further understandings for future practice. *Journal of Visual Impairment & Blindness, 113*(3), 274-282.

Phillips, C., Hile, J., Jardes, T. (2013). A team approach for the transition to middle school and beyond for a young man who Is deafblind and gifted. *Journal of Visual Impairment & Blindness. 107*(6), 528-534.

Shadrick, I., & Etlen, C. (2019). Predictors of competitive employment of adults with deaf-blindness following vocational rehabilitation. *Journal of Applied Rehabilitation Counseling, 50*(2), 148-159.

Varadaraj, V., Wang, Y., Reed, N. S., Deal, J. A., Lin, F. R., & Swenor, B. K. (2020). Trends in employment by dual sensory impairment Status. *JAMA Ophthalmology, 138*(2), 213–215.<https://doi.org/10.1001/jamaophthalmol.2019.4955>

Wolsey, J. A. (2017). [Perspectives and experiences of deafblind college students.](https://nsuworks.nova.edu/tqr/vol22/iss8/1) *The Qualitative Report, 22*(8), 2066-2089. Retrieved from

Zatta, M., McGinnity, B. (2016). An overview of transition planning for students who are deafblind. *American Annals of the Deaf, 161*(4), 474-485.

**National Center on Deaf-Blindness, December 2022**

**nationaldb.org**

The contents of this publication were developed under a grant from the U.S. Department of Education, #H326T180026. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Susan Weigert.

NCDB: National Center on Deaf-Blindness
IDEAs that Work: Office of Special Education Programs, U.S. Department of Education