



New England
Consortium
on Deafblindness

Transition Checklist

With careful planning and implementation of strong and effective transition practices, Deafblind students can experience a positive transition process with successful transition outcomes.

A collaborative team approach that includes the student, their family, educational team, and adult and community service representatives, is the foundation of support to the student and family throughout the process.

The components listed below are essential considerations for a successful transition from school to work for students who are Deafblind (combined vision/hearing loss):

- The IEP reflects strong academic and functional skill development.
- Person-Centered Planning involving the student and family is incorporated early.
- The student is empowered through self-advocacy training and support.
- Pre-work and vocational activities begin early and include experiences in community-based settings.

Ages 12-14



**Focus: IEP,
Transition Plan,
and Program
Development**

- Components of transition services are introduced, and the team begins using the transition checklist
- Transition services are integrated as a part of the IEP
- Training and support are provided to the student to participate in their IEP process
- Post-school opportunities, including college, vocational school, employment, and other options as appropriate, are discussed with the student and family
- NEC and other community, state, and national support services are engaged
- Communication Profile is completed and/or updated



Transition Checklist

Ages 14-15



Focus: Person-centered Planning

- IEP and Program Development process continues
- Communication Profile updated and includes training in communication support strategies
- Person-Centered Planning initiated to identify the student's post-school dreams, interests, and goals
- IEP developed to reflect person-centered goals, comprehensive transition preparation, and services, including measurable post-secondary goals, a statement of transition, and expanded core curriculum goals
- Registration with vocational rehabilitation agencies, Helen Keller National Center, adult service providers, and other community support professionals
- Assistive technology and independent living skills evaluations conducted with recommendations incorporated into the IEP
- Post-school options explored with the student and family, including postsecondary education, career, and technical education, adult services, independent living situations, and community participation
- Student's learning style and optimal accommodations and modifications reassessed to ensure success in post-school preparation
- Exploration of more intensive adult living supports such as residential living situations, supported employment options, and medical care. Paperwork started as needed
- Self-advocacy and self-determination skill development incorporated in the IEP and instruction, including informed decision-making, communication skills, and disability rights
- Vocational experiences, including summer work and exploratory experiences

Ages 16-19



Focus: IEP, Transition Plan, and Program Development

- IEP and Program Development process continues
- Person-Centered Planning updated annually
- Communication Profile updated and includes training in communication support strategies
- Vocational exploration continued, including part-time jobs, career exploration activities, and other work experiences



Transition Checklist

Ages 16-19



**Focus: IEP,
Transition Plan,
and Program
Development**

(continued)

- Independent living skills preparation, including money management, cooking, communication with the public, and additional skill development
- Identification of postsecondary education options (if applicable) and preparation for accommodations for college entrance testing, interest inventory, and aptitude tests
- Pre-Ets opportunities explored and implemented
- Documents gathered for work, postsecondary education, or other adult agencies, including birth certificate, social security card, working papers (if necessary), and health records
- Applications completed for government financial support, including Medicare, SSI, and other state-supported financial assistance program
- Legal status and paperwork completed for guardianship, special needs trusts, power of attorney, health directives, and transfer of rights
- Recreation and leisure options for post-school life explored

Ages 18-21



**Focus:
Finalizing and
Executing the
Post-School
Plan**

- IEP and Program Development process continues
- Person-centered planning updated annually
- Employment and community experiences continue
- Communication Profile updated and includes training in communication support strategies
- Applications for Postsecondary programs and any associated financial aid programs completed
- Review and practice of job/college placement skills (interviewing, effective communication, and advocacy skill)
- Resume for college or employment completed
- Additional training for success in upcoming program/situation (ex., training in O&M, technology, daily living skills, etc.)
- Enrollment in government programs (SSDI, SSI, Medicaid, etc.) and legal processes (ex. guardianship)
- Medical and health insurance and other supports secured
- Finalize post-school plans, including education, vocational, and living situations



Email us at NEC@perkins.org for more information