



INFORMATION EXPRESS

FACT SHEET

Spotlight on: 

The Transition Process from High School to Post-Secondary Education For Deaf and Hard of Hearing Students

This Fact Sheet is derived from a full article on this topic which can be accessed through www.handsandvoices.org. Click on the "What Parents Need to Know" Series link.

Transition is an outcome-oriented process to take a look at the student's interests, ability levels, preferences, and individual needs to become a successful member in the adult world and the world of work. The team must focus on the goal of a smooth transition from high school to a post-secondary education, with the end result culminating in a deaf or hard of hearing (d/hh) student's entrance as a contributing member of adult society. Transition should start in the early years with educators and families making children aware of choices, endless possibilities, and allowing them to dream.

What the Law says about Transition:

IDEA requires that transition planning be addressed annually at 14 years of age and after it establishes the relationship of the individual student's abilities with post-school goals.

The team should consider areas of instruction, related services, community experience, employment, and adult living goals.

The Transition goals should focus on the student's course of study, as well as an outline of classes.

The IEP team, including the student and parents, must map out an educational program with experiences to prepare the student for adult life, and must link students and families to post-school services, including adult service agencies.

Consider the people involved in the process and what their roles may include to support a transitioning student.

Deaf/ hard of hearing Student:

Consider preferences, interests, and abilities to identify transition goals; student must understand their hearing loss and what it means in terms of accommodations and modifications needed; attain self-advocacy skills with training, coaching and practice; attain daily life skills for independent living.

Parent:

Support the student with realistic transition goals; Collaborate with professionals; Provide appropriate information on the student's strength, interests, and needs to the team; be an advocate for high standards.

Deaf / Hard of Hearing Special Education Teacher:

Provide information on student's strength, achievements, and IEP goal progress; Consider accommodations and modifications to effectively access the general education curriculum, including a communication-driven environment; Help coordinate course of study for completion of student's transition goal; Consider and help implement IEP transition goal, including post-school services, agencies and programs for transition planning.

Regular Education Teacher:

Consider course of study in regular education curriculum to achieve transition goal; Help implement accommodations and modifications to regular education environments to allow for effective communication.

Agency Personnel:

Provide information on eligibility requirements and services, including documentation required for deaf and hard of hearing students; Make families aware of possible agency waiting lists; long range planning often requires time and much paperwork.; Provide information on the difference between IEP entitlement and the eligibility process of adult services.

(Adapted from `The Individuals with Disabilities Education Act of 1997 Transition Requirements: A Guide for States, Districts, Schools, Universities and Families; The Participants and their Roles.)

Breaking it into manageable steps:

- ❖ Know what the requirements are for high school graduation and for post-secondary or college entrance.
- ❖ The requirements may be different for a regular high school diploma versus that required for college entrance.
- ❖ A rigorous high school program, with appropriate supports and services for your D/HH student, will better prepare the individual student with skills to be successful in college.

- ❖ Every year the transition goal should be reviewed and updated according to the student's interests, preferences, abilities and needs.

Moving from under the IDEA umbrella to the ADA and Section 504

High School Graduates are no longer under the protection of the IDEA law. (FAPE)

College students are provided services under Section 504 of the Rehabilitation Act of 1973 (504) and the Americans with Disabilities Act of 1990 (ADA). It will provide auxiliary aids, academic adjustments, and modifications to qualified students. It will also provide comparable and accessible housing to disabled students at the same cost as to other students.

At the postsecondary level, an individual must identify their needs to the school (called "self-identifying") and request services through the college office for students with disabilities.

For a D/hh student, adjustments might include the following: Priority registration; Reduction in course load (12 credits instead of 15 credits); Course substitution for degree requirements; Notetaker; Interpreter; Extended time; Alternate test site; TTY or other equipment in the dorm (U.S. Department of Education, Office of

Civil Rights 2004)

Appropriate questions to gain knowledge about the support services may include:

Is there a resource coordinator and/or Voc. Rehab. Counselor for D/hh students? Are staff knowledgeable about deafness and is there any training provided for staff to become knowledgeable? Are there d/hh staff on campus and how are they supported? How many deaf students attend this school presently and have attended in the past 10 years? What skills and certifications do interpreters need? Do students have access to notetakers, tutors, and interpreters for courses and activities? Is the student responsible for requesting interpreters for all situations or are they included in planning special activities on campus? Are special testing accommodations provided within your office?

Transition is a process that occurs through many life stages from the early years through adulthood. Transitioning from high school to post-secondary education is another milestone in a D/hh individual's life and will impact their future in the adult world. Knowledge, understanding, and implementation of the transition process from high school to post-secondary education allows for success.

The "What Parents Need to Know" Series

The "What Parents Need to Know" Series includes full articles and two-page synopsis of the following topics:

- ❖ Socialization and the Child who is Deaf or Hard of Hearing
- ❖ Self-Advocacy for Deaf and Hard of Hearing Students
- ❖ School Placement Considerations for the Deaf and Hard of Hearing Student
- ❖ From High School to Post-Secondary Education: The Transition Process

For more information, contact: Colorado Families for Hands & Voices at: www.handsandvoices.org, or PO Box 371926, Denver, CO 80237