

READY TOOL: AGE 18 TO 21

CHECKLIST FOR TEAMS WORKING WITH A STUDENT AGES 18 TO 21

This document lists transition preparation best practices for students who are deaf-blind ages 18 to 21. 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 REINFORCE THE INDIVIDUAL'S VISION FOR THE FUTURE

Develop a person-centered plan for all areas of need and interest and use it to inform educational programming and vocational experiences. Document the plan's vision and action-planning items in the IEP or other relevant documents.

Status: Started Progressing Completed

Comments:

1.2 DEVELOP A PROCESS DIRECTED BY THE INDIVIDUAL

To the greatest extent possible, the individual with deaf-blindness should direct his or her own transition process.

Status: Started Progressing Completed

Comments:

1.3 EVALUATE TRANSPORTATION NEEDS

Include an evaluation of the individual's current and future transportation needs (e.g., public transportation, independent driving, ambulation, orientation and mobility).

Status: Started Progressing Completed

Comments:

1.4 IDENTIFY NEEDED ACCOMMODATIONS, MODIFICATIONS, AND ASSISTIVE TECHNOLOGY

Assess and advocate for the supports the individual will need to be successful in educational endeavors, independent living, community integration, and employment settings.

Status: Started Progressing Completed

Comments:

1.5 CONDUCT AN ENVIRONMENTAL ASSESSMENT

Evaluate supports and barriers related to participation in current and, if possible, future environment. Environmental assessment should include home, educational, community, and employment settings.

Status: Started Progressing Completed

Comments:

1.6 ASSESS PERFORMANCE IN A RANGE OF SETTINGS

Assess the individual in familiar environments, performing familiar tasks, as well as in new environments performing unfamiliar tasks. Include an evaluation of participation in Pre-Employment Transition Services (PETS) through vocational rehabilitation as required by the Workforce Innovation and Opportunity Act (WIOA).

Status: Started Progressing Completed

Comments:

TRANSITION-RELATED EDUCATION PROGRAMMING BEST PRACTICES

2.1 ENHANCE WORK EXPERIENCE

Involve the individual in job experiences matched to his or her strengths and interests, and employer needs. Most of the day should be spent in community and work settings (including for students who are still in the education system). Research shows that adolescents or young adults with deaf-blindness who are engaged in competitive, customized employment for at least a year prior to exiting school are more likely to maintain employment.

Status: Started Progressing Completed

Comments:

2.2 REINFORCE SELF-DETERMINATION

Adhere to the concept of “dignity of risk.” Adolescents and young adults should have expanded adult opportunities in work, social, and home settings to experience things on their own (with appropriate support), make choices using guided decision-making, and experience natural consequences.

Status: Started Progressing Completed

Comments:

2.3 EXPLORE CONTINUING AND POST-SECONDARY EDUCATION

Involve the individual in continuing education for career development and lifelong learning.

Status: Started Progressing Completed

Comments:

2.4 LINK TO ADULT SUPPORTS

Refer the individual to appropriate adult service agencies. Establish eligibility for applicable services, such as vocational rehabilitation, Medicaid, mental health services, and developmental disability services.

Status: Started Progressing Completed

Comments:

2.5 DEVELOP A VOCATIONAL AND COMMUNITY PORTFOLIO

Exit the educational system with a comprehensive portfolio that documents school achievements, community involvement, and work experience.

Status: Started Progressing Completed

Comments:

TEAM COLLABORATION AND ADJUSTMENTS BEST PRACTICES

3.1 IDENTIFY TEAM GOALS

Tighten team focus to target specific areas of post-secondary education, continuing education, vocational education, integrated employment, supported employment, adult services, independent living, and community participation.

Status: Started Progressing Completed

Comments:

3.2 DEVELOP A JOINT FUNDING AGREEMENT

For individuals still in school, establish a joint funding agreement between vocational rehabilitation services and the school system. This allows for an uninterrupted transition of services and supports.

Status: Started Progressing Completed

Comments:

3.3 MONITOR AND REFINE PROCESSES AND SERVICES

On an ongoing bases, monitor and refine and refine team processes and services to ensure that transition needs and goals are met.

Status: Started Progressing Completed

Comments:

3.4 DEVELOP LOCAL PARTNERSHIPS

Cultivate resources in the individual's local community to provide vocational and community-based instruction.

Status: Started Progressing Completed

Comments:

