

READY TOOL: PRIOR TO AGE 14

CHECKLIST FOR TEAMS WORKING WITH A STUDENT YOUNGER THAN 14

This document lists transition preparation best practices for students who are deaf-blind and younger than age 14. 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 INITIATE PLANNING TO DEVELOP A VISION FOR THE FUTURE

Gather information on the student's strengths, interests, and dreams for the future (e.g., use a person-centered planning process). Use this information and other relevant assessment findings to inform educational programming. Document in the IEP.

Status: Started Progressing Completed

Comments:

1.2 IDENTIFY KEY PERSONNEL

Ensure that personnel with expertise in transition are involved in planning and conducting assessments.

Status: Started Progressing Completed

Comments:

1.3 ESTABLISH A PROCESS TO COLLECT AND ORGANIZE ASSESSMENT INFORMATION

Gather information related to the student's strengths, preferences, and support needs. Document unique mannerisms, health profile, communication preferences, level of hearing and vision, and other key information.

Status: Started Progressing Completed

Comments:

1.4 CONSIDER THE STUDENT’S INVOLVEMENT WITH FAMILY AND THE COMMUNITY

Document current interests related to recreation, leisure, daily living, personal care, community, family, and career exploration.

Status: Started Progressing Completed

Comments:

1.5 COLLECT AND ORGANIZE INFORMATION ABOUT SUPPORT NEEDS

Make sure the student’s support needs (e.g., assistive technology, accommodations, modifications) are included in the assessment process.

Status: Started Progressing Completed

Comments:

1.6 EXPLORE ACCESS TO APPROPRIATE GENERAL EDUCATION

Build connections to the general education setting and curriculum. Include the expanded core curriculum.

Status: Started Progressing Completed

Comments:

1.7 ASSESS SELF-DETERMINATION SKILLS

Evaluate the student’s ability to self-advocate and make choices.

Status: Started Progressing Completed

Comments:

TRANSITION-RELATED EDUCATION PROGRAMMING BEST PRACTICES

2.1 EMBED JOB READINESS SKILLS INTO DAILY INSTRUCTION

Begin to integrate work-related skills into daily activities and classroom instruction. Include the following:

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

Status: Started Progressing Completed

Comments:

2.2 PROMOTE SELF-DETERMINATION

Integrate opportunities for self-advocacy into daily activities. Ensure that informed choice-making is an integral part of every activity.

Status: Started Progressing Completed

Comments:

2.3 ACCOMMODATE INDIVIDUAL ATTRIBUTES

Within daily instruction and education directed at job readiness skills, consider and accommodate for the student's individual characteristics (e.g., health status, hearing, vision, and neurological disorders).

Status: Started Progressing Completed

Comments:

2.4 EXPLORE COLLEGE AND CAREER READINESS

Across the curriculum, begin to integrate college and career information.

Status: Started Progressing Completed

Comments:

2.5 BUILD SOCIAL NETWORKS

Promote the development of a stable, age-appropriate, social network that includes peers with and without disabilities. Include peers from school, home, and community settings.

Status: Started Progressing Completed

Comments:

2.6 FOSTER PEER MENTOR AND TUTOR RELATIONSHIPS

Across settings, develop opportunities for involvement with peer mentors and tutors, both with and without disabilities.

Status: Started Progressing Completed

Comments:

TEAM COLLABORATION AND ADJUSTMENTS BEST PRACTICES

3.1 EXPLORE ACCESS TO HIGH SCHOOL RESOURCES AND CURRICULA

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:

3.2 INITIATE THE PROCESS TO DEVELOP A HIGH SCHOOL TRANSITION TEAM

Begin to identify essential personnel to include on the high school transition team, including:

- A transition coordinator
- A guidance counselor
- Related service providers, including an intervener, if indicated
- Teachers

Status: Started Progressing Completed

Comments:

