

Northeast Regional Community of Practice, Creativity and Support (COPCS)
State Deaf-Blind Projects

Positive Transition to Adult Life Outcomes for Youth who are Deaf-Blind
School and Family Transition Assessment Tool

Committee on Transition

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Preface

There is continued evidence that youth who are deaf-blind experience significant difficulties in transition from school to desired post school lives that include employment, community engagement and other parameters of independence. In an effort to provide a tool to help guide the successful transition from school to adult life for youth who are deaf-blind, the Northeast Regional Community of Practice has engineered a rubric to be used by parents and educators. This rubric is designed to address the overall practices and status of transition planning and associated transition program components. The purpose of the rubric is to provide a simple avenue for measuring the current status of transition-age students thereby identifying areas of need. It is the hope of the authors that parents, educators and others will use this rubric to better assess the planning and educational programs for youth who are deaf-blind. It should be noted that there has been no tests of validity or reliability conducted on this rubric. However, it is the hope of the authors that parents, educators and others will use this rubric and report suggested content revisions, modifications and additions. This tool has been created based on current transition literature, impressions from professionals and parents involved in its development and the identification of proposed frequent areas of need. Efforts to formalize this rubric with research efforts of statistical (evidence-based) will be conducted when the rubric is finalized.

School and Family Transition Assessment Tool

TRANSITION ASSESSMENT				
PRIOR TO AGE 14				
	Achieved	Nearly Achieved	Making Progress	Emerging
TRANSITION ASSESSMENT	<p><u>A vision for the future</u> (person centered planning, PATH, COACH, MAP) has been developed for student. This vision is directly linked to the student’s school experience and documented in the student’s IEP. A plan for re-assessment is established for the future. (OPIs: C11, F04, SP14, SP20)</p>	<p>A vision for the future is developed for most areas of adult life and clear steps are outlined for future re-assessment. Transition information is given to family: planning process, legal issues.</p>	<p>A vision for the future is established for the current school year or focuses on primarily the realm of academic planning. Parental assessment is taken into consideration.</p>	<p>A vision for the future is not considered at this time. Parents need more information about future options.</p>
	<p><u>All key players are involved</u> (pertinent to the student’s needs) in transition assessment and provide active feedback on the planning for the student’s future. (OPIs: F08, SP04)</p>	<p>Individuals involved in transition assessment involve both family and school personnel. Some key players are not involved at this time.</p>	<p>Individuals involved in transition assessment involve primarily school personnel, but the family is informed of the results.</p>	<p>Individuals involved in transition assessment are limited to some school personnel.</p>
	<p><u>Key student information is documented:</u> The student’s strengths, preferences, abilities, idiosyncrasies, health profile, medication, health equipment needs and other key information is documented and available for decisions involving transition.</p>	<p>Key information is collected in many areas (student strengths, preferences, abilities, idiosyncrasies, health profile, medication, health equipment needs, etc.) with a plan for formal documentation in missing areas.</p>	<p>Key information is collected in some areas (student strengths, preferences, abilities, idiosyncrasies, health profile, medication, health equipment needs, etc.). This information is available to some team members.</p>	<p>A limited scope of key information about the student is collected. Information is available to some team members.</p>
	<p><u>Assessment includes non-school areas:</u> Assessment includes recreation, leisure, daily living, community interests/ affiliation, family involvement, cultural influences, religious influences, work assessment. (OPIs: SP15, SP16)</p>	<p>Transition assessment includes many areas of adult life. The assessment focuses on school influences with some consideration of the future.</p>	<p>Transition assessment expands beyond academic assessment. A general assessment includes some areas of adult life, but focuses predominantly on the student in their current environment.</p>	<p>Assessment focuses on primarily academic planning and does not consider other areas of adult life at this time. Parents are not given the assessment tool.</p>
	<p><u>Assessment includes Assistive Technology:</u> Assessment for transition includes full documentation of the assistive technology, accommodations, and modifications needed for student success in the educational environment. Assessment used for planning. (OPIs:F11,SP14)</p>	<p>Assessment for transition includes documentation of some of the assistive technology, accommodations, and modifications needed for student success in the educational environment.</p>	<p>Some aspects of the student’s needs in assistive technology, accommodations and modifications are documented.</p>	<p>Little information is available in the area of assistive technology, accommodations, and modifications related to transition.</p>
	<p><u>Student is actively involved</u> in self determination in key issues of transition to the fullest extent possible. (OPIs: C09, F05,SP14)</p>	<p>The student and the advocate/guardian is involved in many decisions and receives some training in how to be an advocate for their needs and desires.</p>	<p>The student is involved as a passive participant in decisions.</p>	<p>Most decisions are made for the student with little student input.</p>
	<p><u>Connection to General Education:</u> Assessment for transition planning is connected to the general education curriculum and utilizes the natural environments available to students. (OPIs:C09,SP12)</p>	<p>Assessment used for transition has some connection to the general education curriculum and expanded core curriculum.</p>	<p>Assessment used for transition involves minimal connection to general education curriculum.</p>	<p>Assessment used for transition is considered separate from the general curriculum.</p>

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TRANSITION ASSESSMENT				
AGES 14-17				
	Achieved	Nearly Achieved	Making Progress	Emerging
TRANSITION ASSESSMENT	<p><u>A vision for the future</u> (person centered planning, PATH, COACH, MAP) has been developed for all areas of need and interest for the student. This vision is directly linked to the student’s school/vocational experience and documented in the student’s IEP. (OPIs: C11, F04, SP14, SP20)</p>	<p>A vision for the future is developed for most areas of adult life and clear steps are outlined for future re-assessment. Home and school are involved.</p>	<p>A vision for the future is established for the current school year or focuses on primarily the realm of academic planning. Family is involved and trained about transition.</p>	<p>A vision for the future is not considered at this time.</p>
	<p><u>Student is the primary participant</u> in issues in their transition to the fullest extent possible. (OPIs:C11)</p>	<p>The student is involved in many decisions and receives some training in how to be an advocate for their needs and desires.</p>	<p>The student is involved as a passive participant in decisions.</p>	<p>Most decisions are made for the student with little student input.</p>
	<p><u>Transportation:</u> Transition assessment includes an analysis of transportation needs (bus, public transit, independent driving, ambulation, orientation and mobility) based on the current and future adult needs of the student. (OPIs: C13)</p>	<p>Transition assessment includes an analysis of transportation needs (bus, public transit, independent driving, ambulation, orientation and mobility) based on the student’s needs in their school and current home environment .</p>	<p>Transition assessment includes a summary of the student’s current transportation needs in the school environment.</p>	<p>Transition assessment does not address the student’s needs in the area of transportation.</p>
	<p><u>Advocating for Needs:</u> Assessment for transition includes full documentation of the assistive technology, accommodations, and modifications needed for student success in the educational environment. Students with plans for higher education/ employment are prepared for advocating for these needs in adult environments. (OPIs:C11, F02, SP02)</p>	<p>Assessment for transition includes documentation of the assistive technology, accommodations, and modifications needed for student success in the educational environment and in the community.</p>	<p>Some aspects of the student’s needs in assistive technology, accommodations and modifications are documented and introduced into the student’s program.</p>	<p>Little information is available in the area of assistive technology, accommodations, and modifications related to transition. Home and school technology is not shared.</p>
	<p><u>Environmental Assessment:</u> Assessment includes an environmental analysis of home/ adult living, school, community and other environments pertinent to the student’s life as an adult. (OPIs: F03, SP02)</p>	<p>Assessment includes and environmental analysis of home, school and community environments.</p>	<p>Assessment includes an environmental analysis of the school and current home environment.</p>	<p>Analysis of the school environment is the primary focus of the assessment.</p>
	<p><u>Variety of Experiences:</u> Connection to the school community, access to novel experiences to identify, links to future adult experiences. (OPIs: F10)</p>	<p>Assessment focuses on experiences in the current school and community environments.</p>	<p>Assessment focuses on the experiences available in current school and some experiences in the community.</p>	<p>Assessment is focused on the school-based vocational aspects of transition.</p>

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TRANSITION RELATED EDUCATIONAL PROGRAM				
PRIOR TO AGE 14				
	Achieved	Nearly Achieved	Making Progress	Emerging
TRANSITION RELATED EDUCATIONAL PROGRAM	<p><u>Work-related skills:</u> Educational program includes a focus on work related school behavior with appropriate modifications for the student with deaf-blindness including:</p> <ul style="list-style-type: none"> ▪ Schedule ▪ Attention to task ▪ Effective use of time management ▪ Working effectively in groups ▪ Following directions <p>(OPIs: SP17)</p>	<p>Educational program includes aspects of work related school behavior including some of the following:</p> <ul style="list-style-type: none"> ▪ Schedule ▪ Attention to task ▪ Effective use of time management ▪ Working effectively in groups ▪ Following directions 	<p>Educational program includes some aspects of work related school behavior. Modifications are not implemented based on student needs, but rather for the classroom as a whole.</p>	<p>Educational program has plans to include aspects of work related school behavior but plans have not been implemented.</p>
	<p><u>Advocacy for Self:</u> Students are given ongoing opportunities to advocacy for self, with choice-making an integral part of every activity. Choices are valued as an important aspect of learning. (OPIs: C11, F05, SP14)</p>	<p>Students are given opportunities to advocacy for self, with choice-making an integral part of their school program.</p>	<p>Students are provided some opportunities to advocate for themselves.</p>	<p>Self-advocacy is not an essential part of the educational program.</p>
	<p><u>Health Concerns Match Job Experiences:</u> Opportunities for work related training is sensitive to health/biological states of the student with deaf-blindness.</p>	<p>Opportunities for work related training is offered, with some considerations to the health/level of alertness of the student.</p>	<p>Opportunities for work related training is done. on a schedule based on class needs rather than student level of health/alertness.</p>	<p>Few opportunities for work related training are offered.</p>
	<p><u>Career exploration</u> is a component of curriculum, with a wide variety of career information presented to students in their strongest mode of communication. (OPIs: C14, C15)</p>	<p>Career exploration is a component of the curriculum, with a variety of career information presented in areas of current interest of the students.</p>	<p>Career exploration is a small component of the curriculum. The exploration is done within the context of literacy without connection to individual students.</p>	<p>Career exploration is not a component of the curriculum for students of this age.</p>
	<p><u>Age-Appropriate Link to Peers:</u> Student is provided ongoing age-appropriate social experiences with peers (with and without a disability); Student has a full social network profile within the context of school, home and community. (OPIs: C10, SP13)</p>	<p>Student is provided some age-appropriate social experiences with students with and without a disability within either the school or home environment.</p>	<p>Student is provided some age-appropriate social experiences with students with and without a disability , primarily within the school environment.</p>	<p>Student is provided social experiences in the school although either with adults or peers with a disability only.</p>

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TRANSITION RELATED EDUCATIONAL PROGRAM				
AGES 14-17				
	Achieved	Nearly Achieved	Making Progress	Emerging
TRANSITION RELATED EDUCATIONAL PROGRAM	<p><u>Student uses self determination</u> to make key decisions. Decisions consider both the student’s perspective and the needs of others in the school and work related opportunities. (OPIs: C11, F05, SP14)</p>	<p>Student is given opportunities to advocate for self, with choice-making an integral part of school and work related opportunities.</p>	<p>Student is given limited opportunity to make decisions within school opportunities.</p>	<p>Decisions are made for the student, with consideration given for the needs of the family, program or class.</p>
	<p><u>Age-Appropriate Link to Peer:</u> Student engages in age-appropriate social experiences and social network profile within the context of school (after school activities, sports, school clubs), community, and work. (OPIs: C10, SP13)</p>	<p>Student is provided some age-appropriate social experiences with students with and without a disability within either the school or home environment.</p>	<p>Student is provided some age-appropriate social experiences with students without a disability , primarily within the standard school environment.</p>	<p>Student is provided social experiences in the school either with adults or peers with a disability only.</p>
	<p><u>General Education Linked to Transition:</u> Student’s involvement in general education (selection of courses, assignments, activities) is linked to transition outcomes (i.e. interviewing, evidence for graduation portfolios, writing personal identification; math for banking).</p>	<p>Student’s involvement in general education (selection of courses, assignments, activities) are somewhat linked to transition outcomes although the application is not always a direct link to the student’s current work or community experiences.</p>	<p>Student’s involvement in general education is mostly separate from transition outcomes and application to adult life.</p>	<p>Student’s IEP outlines a plan for reaching transition outcomes but the plan has not been implemented.</p>
	<p><u>Career Exploration:</u> Work-related curriculum includes information provided to the student about: the student’s use of supports, role of job coach, developing a self-directed IEP, safety, student health issues, and guardianship in a mode understandable to the student. (OPIs: C14, C15)</p>	<p>Work-related curriculum includes some information about the student’s use of supports, role of a job coach, developing a self-directed IEP, student health issues, and guardianship.</p>	<p>Work-related curriculum includes general information on some of the following: the student’s use of supports, role of a job coach, developing a self-directed IEP, student health issues, and guardianship.</p>	<p>Work-related curriculum is shared with the family and/or the job coach.</p>
	<p><u>Multiple Career Experiences:</u> Student is involved in multiple career experiences (job sampling) sensitive to student strengths, student’s interests, needs of the workplace, opportunities for real employment. (OPIs:C14)</p>	<p>Student is involved in some career experiences (job sampling) that is sensitive to the strength, interest, or needs of the student.</p>	<p>Student is involved in some career experiences (job sampling) that are consistent with the general needs of the classroom or interest of the teacher.</p>	<p>Student is not involved in career experiences.</p>
	<p><u>Involvement in the Community:</u> Student is involved in community experiences related to adult life in the community that they will live after school graduation (recreation, health, commerce, leisure). (OPIs: C13, SP16)</p>	<p>Student is involved in community experiences related to adult life (recreation, health, commerce, leisure).</p>	<p>Student is involved in some community experiences related to adult recreation, health, commerce, or leisure activities.</p>	<p>Student is involved in primarily academic experiences and has few opportunities for community experiences.</p>

School and Family Transition Assessment Tool

TRANSITION RELATED EDUCATIONAL PROGRAM				
Ages 18-21				
	Achieved	Nearly Achieved	Making Progress	Emerging
TRANSITION RELATED EDUCATIONAL PROGRAM	<p>Advocacy for Self: Student is given opportunities to advocate for self, with choice-making an integral part of school and work related opportunities. Student manages supports as appropriate.</p> <p>(OPIs: C11, F05, SP14)</p>	<p>Student is given limited opportunity to make decisions within school opportunities. Student relies on others to manage supports.</p>	<p>Decisions are made for the student, with consideration given for the needs of the program.</p>	<p>Student uses self determination to make key decisions. Decisions consider both the student’s perspective, the needs of the family, and others in the school and work related opportunities.</p>
	<p>Job experiences match student: Student is involved in job experiences matched to student strengths, student’s interests, needs of the workplace, family choices (paid/unpaid work) & opportunities for real employment. Student spends at least 80% of their educational program in adult environments.</p>	<p>Student is involved in some career experiences that are sensitive to the strength, interest, or needs of the student. Student spends at least 60% of their educational program in adult environments. Student is in a work study program.</p>	<p>Student is involved in some career experiences that are consistent with the general needs of the classroom or interest of the teacher. Student spends at least 40% of their educational program in adult environments with a mentor or as an apprentice, with pay.</p>	<p>Student has a limited (20%) involvement with career experiences.</p>
	<p>Lifelong Learning: Student is involved in lifelong learning opportunities to increase their opportunities, skills, and interests in post-school environment</p>	<p>Student is involved in lifelong learning opportunities in current interests.</p>	<p>Student is provided information about post-school learning experiences.</p>	<p>Post-school learning experiences are not considered an important part of the student’s educational program by family and student.</p>
	<p>Link to Adult Supports: Student is weaned from school supports. Student is linked to supports from adult agencies or environments consistent with availability and appropriateness of supports for adults. A formal interagency agreement is made.</p>	<p>Student is provided school supports and connected to adult agencies and environments for future contact. There is good communication between school home, and work.</p>	<p>Student is provided school supports for work opportunities.</p>	<p>School supports are provided for in-school activities only.</p>
	<p>Vocational/ Community Portfolio: Student exits school with a comprehensive and meaningful vocational and community portfolio</p>	<p>Student exits school with a portfolio that demonstrates the students’ abilities in either a vocational or community area.</p>	<p>Student exits school with a portfolio that demonstrates the student’s abilities in a narrow range of areas. Portfolio is not given to family.</p>	<p>Student exits school with no vocational or community portfolio.</p>
	Ages 22 into Adulthood			
	<p>Work as Adult: Student is involved in career/work experiences throughout the year in a consistent, year-long experience with job placement.</p>	<p>Student is involved in career/work on a temporary or short-term basis.</p>	<p>Student has plans for career/work experiences, but the plans are not implemented.</p>	<p>Student has no plans for career/work experiences.</p>
	<p>Community Connections: Student has strong community connections established and is involved in many activities to maintain the community membership. (recreation/leisure; volunteering; health-other services, voting). (OPIs: C13, SP16)</p>	<p>Student has some community connections established and is involved in activities to maintain the community membership. (recreation/leisure; volunteering; health-other services).</p>	<p>Student has few community connections, and has limited involvement in activities to establish community membership.</p>	<p>Student has no connection to their community, other than family outings.</p>

Overview of Transition for Students with Deaf-blindness

COLLABORATION/TEAM ADJUSTMENTS					
PRIOR TO AGE 14					
COLLABORATION/TEAM ADJUSTMENTS	Link to High School Team: The appropriate middle school and high school teams collaborate to ensure a smooth transition to the high school environment.	The middle school team is aware of all the appropriate services related to transition to high school.	Awareness of general services with the expectation that all students will receive the same high school program.	Awareness centers on the current environment with little link or consideration of future high school environments or opportunities.	
	Ages 14 - 17				
	Team membership: The team includes all the appropriate services* related to transition to adult life and full membership in the high school environment. Team members will vary their involvement as appropriate to age and goals.*including members with strong understanding of deaf-blindness. (OPIs: F08, SP04)	The team includes all the typical services related to transition to adult life and membership in the high school environment. Team member involvement and focus remains constant with no change in involvement as student reaches age 17.	Team members have some understanding of the student's need although the membership does not represent a full complement of services. Decisions are made with the limited scope of information.	Team members are identified, but the level of involvement is superficial and not specific to the student's dual sensory needs. Parents inform team of student needs.	
	Shared responsibilities: The team shares responsibilities for implementation of the transition-driven IEP.	IEP responsibilities are shared, but separate. Communication occurs between team members, but not communicated in a timely manner.	IEP responsibilities are left with the school and/or the parent but communication is sometimes shared with other team members.	IEP responsibilities are left primarily with the school and/or the parent.	
	Team operation: The team has established norms, problem solving strategies, communication protocols and shared goals.	Communication between agencies exists, with some common understanding of communication protocols, shared goals, and student needs.	Communication between agencies is limited, often focused on crisis situations. Problem solving occurs between home, school, and limited team members.	Communication between agencies is minimal and not consistent with the demands of the transition. Teams do not have an established effective operating procedure ²	
	Collaborative Solutions: The team demonstrates an ability to design creative options and maximize collective human resources to meet student needs.	Team creates some creative options. Collaboration of effort results in some solutions for service delivery.	Team creates some creative options, but persistence is not sufficient to reach the solutions. A collaborative framework is created.	Team utilizes only the known options, and often restricted by perceived roles and regulations.	
	Social Network of Peers: The student has a social network of all peers within school that extends to the community. (OPIs: C10, SP13)	Social network includes all peers (with and without disabilities) but is limited to the school environment.	Social network is limited to family, staff, and peers with disabilities.	The student's social network is limited to family and staff only.	
	Typical peer guidance: The student has a typical peer group that monitors and provides support and guidance.	The student has membership in school. Typical peers provide some support, guidance, and act as a school liaison to the student.	Typical peers provide a minimal level of support and guidance when prompted by adults.	Guidance and support are provided by adults only.	

Overview of Transition for Students with Deaf-blindness

COLLABORATION/TEAM ADJUSTMENTS				
COLLABORATION/TEAM ADJUSTMENTS	Ages 14-17 (continued)			
	Beyond-School Opportunities: The team is aware of and includes an array of non-school services and opportunities for work, play and independent living throughout local communities. (OPIs: C12, C13, C15, SP15, SP16)	School team accesses non-school services and opportunities for work, play and independent living. Student has some opportunities to make connections to services in the student's home community.	School team has minimal knowledge of local, state and national opportunities. Student has minimal opportunities to link to the community services immediately surrounding the school and not always in the student's home community.	Opportunities for work, play and independent living are restricted to school only.
	Linkage to Next Environment: The team is actively providing linkages to the next environment's supports and services, based on student preferences and goals. (OPIs: F08, SP04)	School team provides student with some experiences to develop linkages similar to their next environment, with a few based on student preferences.	School team has plans to expand student's link to new environments but the environments are program-driven rather than based on student preferences.	No change in environment is planned. Experiences are program directed rather than student directed.
	Ages 18-21			
	Community Membership: The team includes the student and all the appropriate services* related to transition to adult life and full membership in the community *including members with strong understanding of deaf-blindness. (OPIs: C15, SP15, SP16)	The team includes all the typical services related to transition to adult life. Team member involvement and focus remains constant with no change in involvement as student reaches school exit.	Team members have some understanding of the student's community needs and plans after school exit. The team membership does not fully reflect the student's future community needs. Decisions are made with the limited scope of information.	Team members are identified, but the level of involvement is superficial and not specific to the student's dual sensory needs. Family provides most community links.
	Self determination: Team's focus shifts to adult services and is based on student's preferences and the student's post secondary goals and guided by an updated person centered plan. (OPIs: C11, F05, SP14)	Student and/or family is provided some information in key areas of adult life. Information is somewhat incomplete and not reflective of all possible choices and preferences.	Student and/or family is provided limited information, with no opportunity for informed choice in key areas of adult life (i.e. guardianship, employment, post secondary education, support networks).	Team's focus is based on perceived eligibility, resources, and existing adult networks. Student choice is not offered.
	Joint Funding Agreement: The team has developed an agreement of joint funding so to promote the smooth transition of services and supports including assistive technology	Team creates some creative options. Collaboration of effort results in some solutions. Joint funding promotes smooth transition in some services. Some options are explored.	Team creates some creative options, but persistence of effort is not sufficient to reach the solutions.	The team expects the school to provide all funding to assist with transition. Assistive technology is not a part of considerations.
	Mentor: Team has identified a student/adult mentor to assist the student with exploring all possible options for future life.	A student/adult mentor is identified by the team. The mentor has occasional opportunities to provide input to the student or family in some decisions.	A student/adult mentor is identified by the team. The mentor has limited opportunities to provide input to the student or family prior to decisions.	No identified mentor to assist the student and family in decisions related to transition. Team makes decisions regardless of student or parent vision for the future.

Overview of Transition for Students with Deaf-blindness

COLLABORATION/ TEAM ADJUSTMENTS				
Ages 18-21 (continued)				
COLLABORATION/TEAM ADJUSTMENTS	<p>Monitoring/refinement: The team provides ongoing monitoring and refinement of transition programs and services to meet the student's needs and goals.</p>	<p>Regular monitoring of transition programs occurs and is communicated to the transition team. Data is seldom used for programmatic refinement.</p>	<p>Monitoring exists by separate entities. Data is not communicated with the team or used to make programmatic change.</p>	<p>No monitoring of program and services.</p>
	<p>Local Partnership: The team advocates and fosters the use of the student's local community business partnership. Connections are made between school and business.</p>	<p>The team is aware of the student's local community business environment and fosters some community business partnerships within the student's local community.</p>	<p>The team is aware of the student's local community business environment. The team fosters partnerships in cities similar to the student's local community.</p>	<p>The team is not aware of the student's local community business environment. Community partnerships are not fostered.</p>
	Ages 22 into Adulthood			
<p>The adult has a team that is active and includes all necessary supports and appropriate agencies with a plan for monitoring and refinement</p>				