

READY TOOL: AGE 22 TO 26

CHECKLIST FOR TEAMS WORKING WITH A STUDENT AGES 22 TO 26

This document lists transition preparation best practices for students who are deaf-blind ages 22 to 26. 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 SUPPORT THE VISION FOR THE FUTURE

Coordinates with offices for vocational rehabilitation (VR) and developmental disability (DDS) services to ensure that all applicable assessments are completed, including orientation and mobility and assistive technology evaluations. Share all medical documentation, school-based assessment reports, IEP goals, relevant services and supports, assistive technology needs, interpreter or intervener supports and any other pertinent records.

Status: Started Progressing Completed

Comments:

1.2 ADVOCATE FOR NEEDS AND ACCOMMODATIONS

Clearly document the individual's needs, preferences, accommodations, motivations, interests, dreams, and learning styles. The family should gather as much information as possible from the school system to facilitate the transition process.

Status: Started Progressing Completed

Comments:

TRANSITION-RELATED EDUCATION PROGRAMMING BEST PRACTICES

2.1 ATTAIN WORK AS AN ADULT

Ensure that the individual is engaged in a consistent, year-long job placement experience.

Status: Started Progressing Completed

Comments:

2.2 ESTABLISH COMMUNITY CONNECTIONS

Ensure that the individual has strong community connections and is involved in community activities (e.g., recreation, volunteering, health services, and voting) as a means to maintain connections.

Status: Started Progressing Completed

Comments:

TEAM COLLABORATION AND ADJUSTMENTS BEST PRACTICES

3.1 ACTUALIZE THE VISION FOR THE FUTURE

Ensure that a plan has been created and implemented that provides a good quality of life for the young adult and that the plan can evolve as needs and expectations change. To the extent possible continue team networking and involvement with the young adult through social media and email.

Status: Started Progressing Completed

Comments:

3.2 RAISE AWARENESS

Continue to advocate for and raise awareness of all options, including college, open to young adults with deaf-blindness. Share examples of customized employment and look for role models to interview and video record.

Status: Started Progressing Completed

Comments:

3.3 INTRODUCE CONSUMER ORGANIZATIONS

Introduce the young adult to local, state, and national advocacy groups that support the interests of individuals who are deaf-blind (e.g., American Association of the Deaf-Blind or DeafBlind Citizens in Action).

Status: Started Progressing Completed

Comments:

