



Washington State Hands & Voices
Guide By Your Side Program

Educational Transition

For students who are Deaf or Hard of Hearing

April 2023

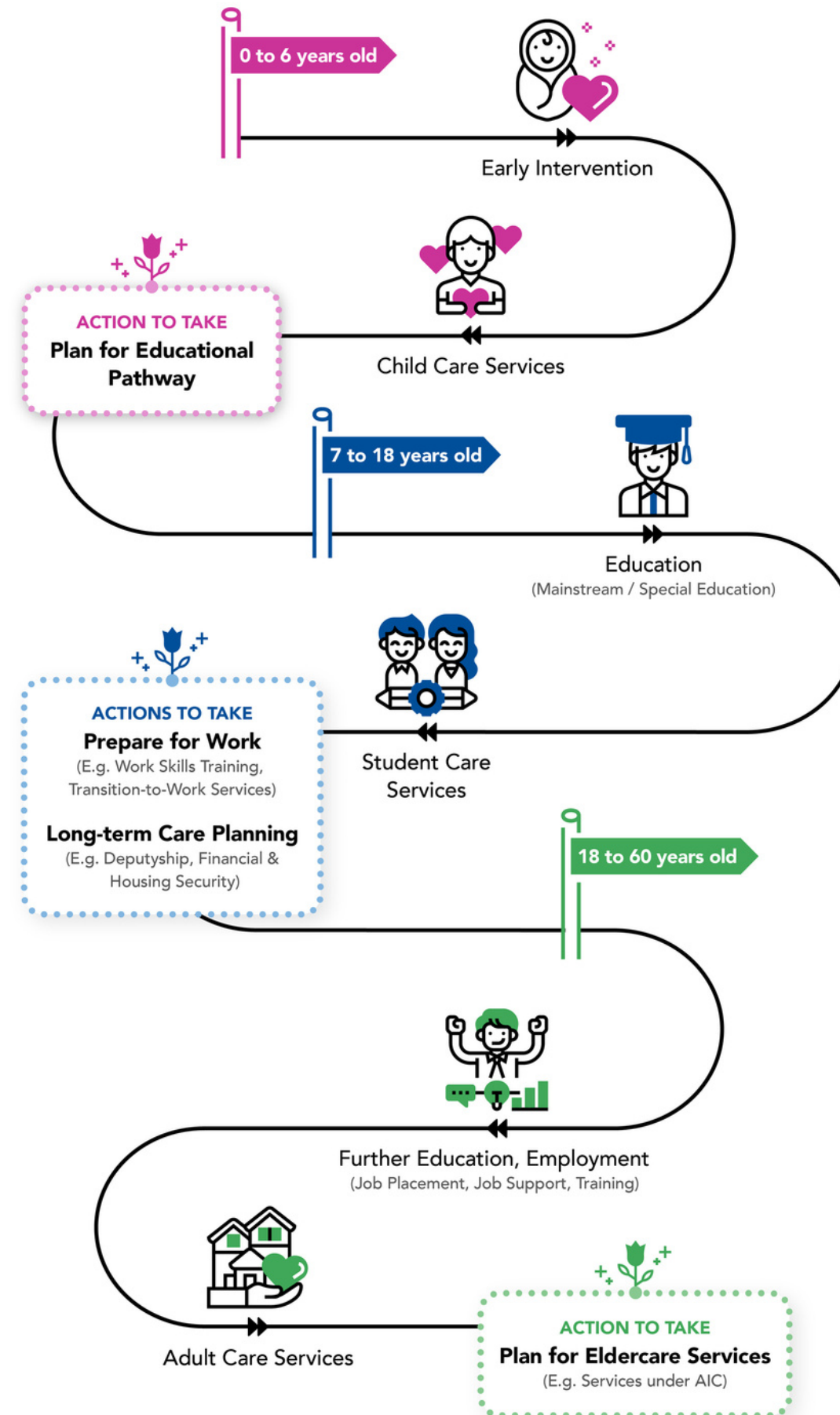
What is Educational Transition?

When students move from early support services to preschool, preschool to kindergarten, elementary school to middle school, from middle school to high school, and from high school to adulthood.



0-3 years

- Start intervention early.
- Speak to your doctor if you have concerns about your child's developmental progress.
- Explore early intervention services



13 years and older

- Explore various post-school options for your child that can best help them to transition to having a fulfilling and meaningful adult life.
- Determine and locate supports and services your student may need after high school.

3-13 years

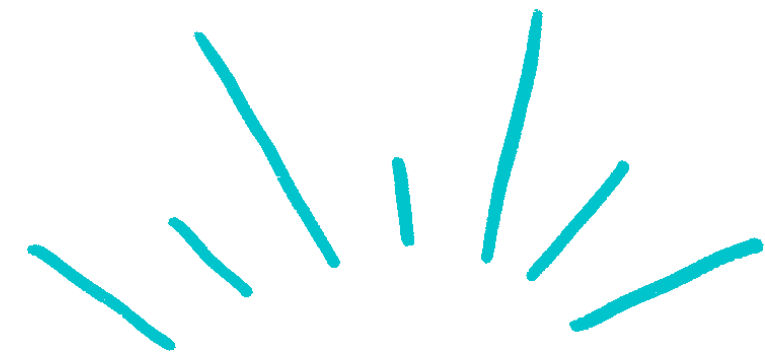
- Explore and consider different factors before choosing either a mainstream, Special Education, Deaf Education placement for your child.
- Start planning and preparing your child for post-school transition from 13 years old.

Life Stage and Transitions

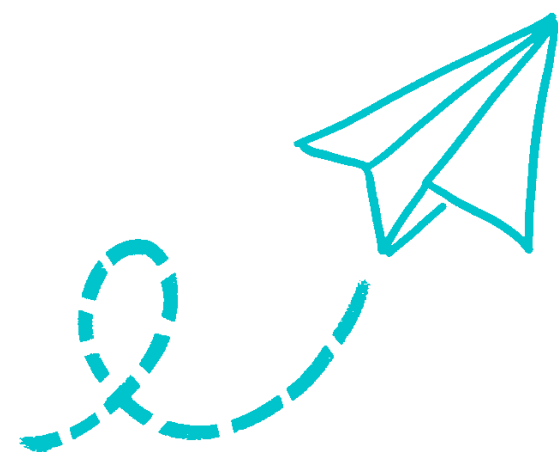


Transition Resources

These resources are not specific for students who are Deaf or Hard of Hearing, but will help families with planning and asking questions.



[Preparing for Transition from Early Intervention to an Individualized Education Program](#)



[Transitioning Young Adolescents from Elementary to Middle School](#)



[Making the Move from Elementary to Middle or Junior High School: Transition Tips for Parents of Students with Disabilities](#)

Moving Forward

Elements of Transition Planning and Decision-Making

Plan ahead. Locate the different Educational Options	Who is on your child's evaluation team? Are they trained to evaluation or work with DHH students?
Talk with other families about what the process was like for them	Allow enough time to make decisions
Connect with DHH Adults to learn about their experiences	Self-Determination and self-advocacy
Make sure your child's medical, educational, and assessment records are up to date.	Focus decision-making on after graduation
Determine safety and social emotional skill development	Locate and Connect with Resources



Educational Placements

Local
Mainstream
and Special
Education
Services

Deaf
Education
Programs

Online/Home
school
Programs

Private
school

Public School Options

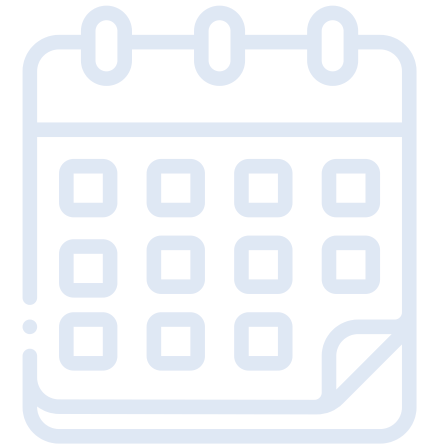


Transition Considerations

There are many things to think about when determining the needs of your student regarding Educational Placement

Class schedules:

What are the class times and schedule for students?



School facilities

What are the program and physical location offer students?

What is the culture and philosophy of the school?



Who will be there?

Students
Teachers
Staff



What are the attitudes for inclusion practices for communication?



Connecting with the Community

Washington State
Resources to help
you get connected with
families and Deaf/Hard of
Hearing adults

DHH Adults

Family Mentor Services

0-14 years

Office of Deaf and Hard of Hearing

Family Engagement Specialist

0-3 years

Center for Deaf and Hard of Hearing Youth

Families

Washington State Hands & Voices

0-21 years



Social Emotional

Social and emotional development means how kids understand who they are, what they are feeling and what to expect when interacting with others. A child's emotional development lays the foundation for relationships with others.

[O-3 Parent Tip Sheet](#)
[Expanded Core Curriculum](#)

Safty

“Safe children” are those who:

1. Communicate frequently and well with their parents and teachers;
2. are effective self advocates;
3. understand what is acceptable and what is out of bounds in healthy relationships, (or what constitutes “maltreatment”);
4. understand their own emerging sexuality;
5. recognize “risky” situations;
6. have practiced how to respond when threatened; and
7. know how and who to tell if they have been harmed.

[Parent Safety Toolkit](#)



Evaluation

IDEA requires the school to fully evaluate children in all areas of suspected disability.

This means:

- Using “a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information from the parent” (34 C.F.R. § 300.304(a)(1));
- using “technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors” (34 C.F.R. § 300.304(a)(3)); and
- administering the assessment “in the child’s native language or other mode of communication and in the form most likely to yield accurate information” (34 C.F.R. § 300.304(c)(ii)).



Evaluation

Different components of the evaluation may need to be administered by professionals with different areas of expertise.

For example, think of a young student who is deaf and blind. To understand the functional, developmental and academic needs of the student, the evaluation must include information about hearing, vision, cognition, speech, language, motor and social/behavioral skills.

Self-Determination & Self-Advocacy

Self-Determination and Advocacy begins with the parent/caregiver. For the student developing self-advocacy skills starts as early as possible. As students mature and become more independent, they begin to advocate for their needs. Each student begins to engage in self-exploration about their identity as a person with a hearing loss. This self-exploration may entail direct instruction of skills to help students find out about themselves and who they want to become.

[Expanded Core Curriculum K-12](#)

[Deaf Pathways: Guiding Questions and Resources](#) -Middle school and up



Career Education

Students need to be provided with opportunities for career education which include academic instruction, daily living skills, community experiences, and vocational experiences. Not only does there need to be education and services while the student is involved within the school setting, but also linkages with adult support systems in the community. Some of the support systems include work-study programs, post-secondary institutions, Vocational Rehabilitation, and Social Security. Coordinating with these services creates a meaningful educational experience as students learn the connection between their academic studies and real world experiences. Youth who are deaf must learn how to utilize these services and understand that there are requirements for which they must qualify and learn how to access appropriately

[Expanded Core Curriculum K-12](#)

[Transition for Individuals who are Deaf or Hard of Hearing](#)



More Resources

[Transition to Preschool](#)

[4 Considerations for Smooth \(t\)Transition age 3-School age](#)

[Safety Attachment Plan](#)

[Post Secondary Checklist](#)

[Transition for Students who are DeafBlind](#)

[Transition Services - Office of Superintendent for Public Instruction
\(OSPI\) 16-21](#)



**Team Meeting:
Parent/Student Input Form**

Student's name:
Birthdate:
Meeting Date:

My child is best at:

My child most enjoys:

My child needs help with:

My child least enjoys:

My child is similar to other children his/her/
their age these ways:

My child differs from other
age these ways:

When we play or work with our child, we
usually do these things/activities:

2. Help my child has receive
includes:

1. Ways we have tried to help our child
with behavior that has worked:

3. Ways we have tried to h
does not work:

**The following information follows Special Factors for Students who are Deaf
Hearing** IDEA Sec. 300.324 (a) (2)

- a. (iv) Consider the communication needs of the child, and in the case of a child who is deaf consider the child's language and communication needs, opportunities for direct communication with professional personnel in the child's language and communication mode, academic level, including opportunities for direct instruction in the child's language and communication mode.
- b. (v) Consider whether the child needs assistive technology devices and services.

Ways my child communicates:

Parent/Student Input Form

Where to Start?

Washington State Hands & Voices developed a form families can fill out to bring to their child's initial eligibility meeting and annual team meetings.

This form can be sent to team leaders prior to your upcoming meeting and shared at the meeting after going over initial evaluation report or present levels of performance.

Special note: It's best to give yourself time to fill this out.



[Click here, ABCs of Advocacy to download the Parent/ Student Input Form](#)

Thank you



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