



Transition Dual-Sensory

Cathy Haarstad, 2020

When the bus doesn't come any more

Will my child need support to successfully transition?

When and how do I or we start?

Does he or she have unique needs?

How will those get met?

How do I get insider information about options?

What does a great day/life look like?

How will my child problem solve after high school?

Where will he or she live?

What will they do all day?

How will they stay connected/make friends?

How will they stay healthy?

Will we ever be done?



Getting Ready

What is Possible?	What Do We Need?	How Do We Get There?
		

Families need realistic, actionable information with which they can make a wide range of decisions over the whole lifespan

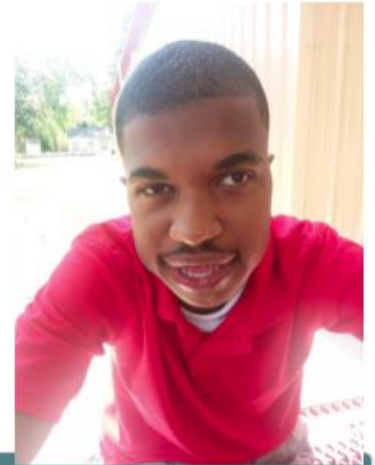
National Center on Deafblindness

<https://nationaldb.org/groups/page/13/transition>

His Best Life – Malik Morris

Djenne-amal Morris is Malik's mom and wrote this incredible article about his transition journey. He began his education at Perkins School for the Blind, but the family later made a difficult decision to move south due to Malik's health and his need for warmer weather conditions. There he attended the Eastern North Carolina School for the Deaf. This article describes the exploration, planning, collaboration, and effort in which Malik and his family engaged to craft a meaningful adult life for him.

[Read Malik's journey.](#)





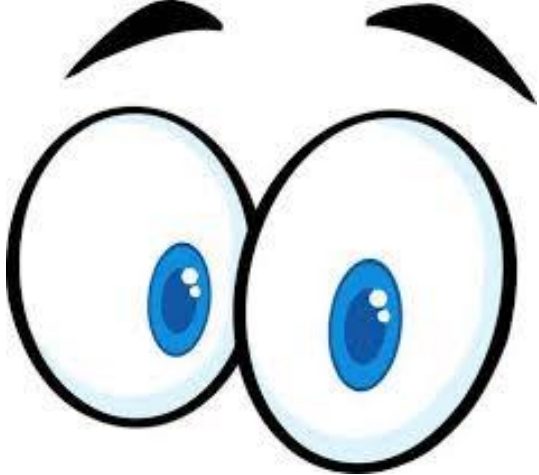
Planning a Full Adult Life – Alex Black



Alex lived a full and happy life for 22 years. This article, published on the National Family Association for Deaf-Blind website, focuses on the numerous vocational experiences and services he had during his transition years that helped him learn valuable skills and have rich, meaningful interactions in the community. The article was written by Alex's mother, Molly Black, a family engagement consultant for the Pennsylvania Deaf-Blind Project and current secretary for the Pennsylvania Partnership for the Deafblind.

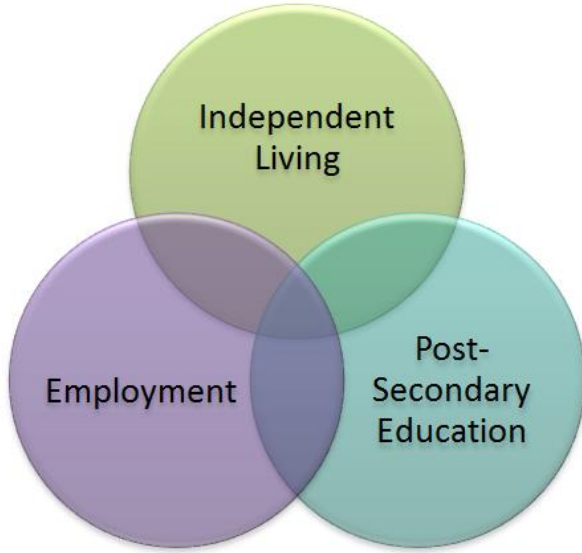
[Read Alex's journey.](#) ↗

Focus Your Energy

Build on Strengths & Explore Interested	Acquire Self-Directed Behavior	Create Opportunities & Leverage Connections
 <p>A green stick figure is shown in a dynamic pose, lifting a barbell with both hands. The figure has a simple, smiling face. Below the figure, the word "STRENGTHS" is written in a bold, black, sans-serif font.</p>	 <p>A circular diagram representing a cycle of self-directed behavior. The cycle is composed of five colored segments arranged in a ring. Starting from the top and moving clockwise, the segments are: a green segment labeled "Set Goal", a yellow segment labeled "Plan", a blue segment labeled "Learn", an orange segment labeled "Show", and a red segment labeled "Reflect".</p>	 <p>A pair of large, expressive eyes with blue irises and black outlines. The eyes are looking directly forward with a slight upward tilt, conveying a sense of focus or anticipation.</p>

Unique to Students Who Are Deafblind

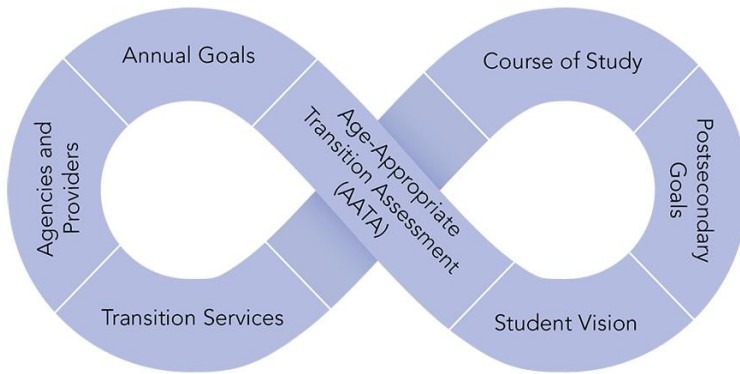
- Practice self-determination
- Develop and clarify their interests and abilities
- Develop independent living skills to the greatest extent possible
- Learn methods to increase the depth and breadth of social relationships
- Experience a wide variety of employment settings and activities



READY Tool: Readiness Evaluation of Transition to Adulthood for Deaf-Blind Youth

Support for Education

- Transition Plan in Place by 16th Birthday
- Student-Led IEPs
- Person-Centered-Planning
- Transition Assessment
- Assistive Technology Assessment
- Transition Plans
- A-Step or College
- Sexuality Education
- Peer Support
- Life-long Learning



READY Tool: Readiness Evaluation of Transition

Home	
Instructions	
Prior to Age 14	>
Age 14 to 17	>
Age 18 to 21	>
Age 22 to 26	>
References & Resources	
Acknowledgements	
PDF Checklists	

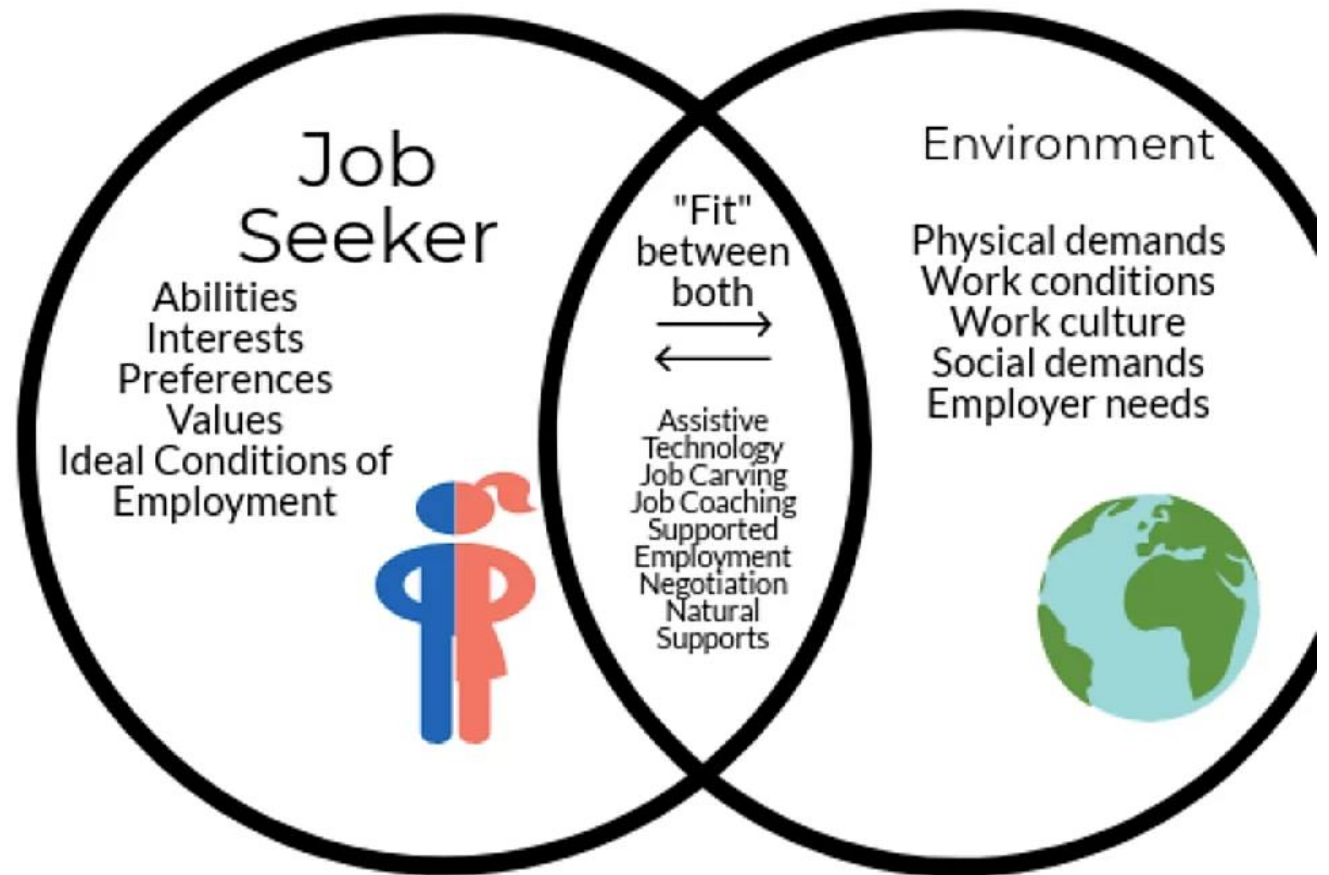
Support For Legal Decision-Making

- Age of Majority in ND is 18
- Release of Information
- Supported Decision-Making
- Health Care
- Benefit Planning
 - Social Security
 - Medicaid
 - Workers with Disability Insurance
- Money Management
- Able Account
- State Identity Card



Support for Employment

- Work Experience
- Job Shadowing
- VR Services
- Customized Employment
- Supported Employment
- Pre-Vocational Services



Support for Living

- Care/Support Guidelines
- Orientation and Mobility
- Assuming More Responsibilities
- Transportation or Driving
- Living Arrangements
 - Own home or apartment
 - Supported or Independent Living
 - Group Living Arrangements
 - At home with parents



Support for Service Coordination

- ND Dual Sensory Project
- Helen-Keller National Center
- Independent Living Centers
- ND Assistive
- Adult Service Providers
- Recreational Providers
- DD Services



Helen Keller National Center for Deaf-blind Youth and Adults



What We Offer

On-Campus Services »

Train onsite at HKNC headquarters with experts in assistive technology, vocational services, communication, orientation and mobility, independent living and more.

Information on Combined Vision and Hearing Loss »

Learn about combined vision and hearing loss—causes, demographics, career possibilities, the **national registry** and the life-changing work that's being done at HKNC and beyond.

Deaf-Blind Immersion Experience »

For people who are deaf-blind and have intellectual disabilities and the staff who support them

Off-Campus Services »

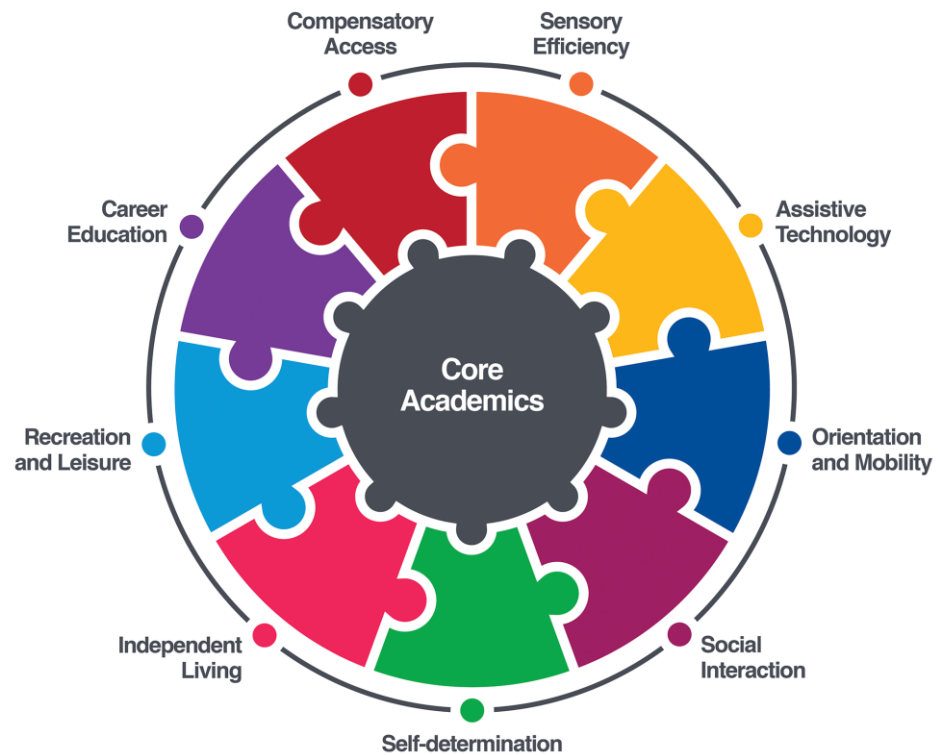
Find out about programs, services and resources available in your community and around the country.

Professional Learning »

Enhance your work with the deaf-blind population. Get training in the latest techniques in person or online.

See just released courses.

Improve Transition



Recommendations to Improve Transition

[Home](#)

[Background](#)

[Recommendation 1: Training and Technical Assistance](#)

[Recommendation 2: Work Experiences](#)

[Recommendation 3: Advocate for Community Activities and Living](#)

[Recommendation 4: School and Adult Agency Collaboration](#)

[Recommendation 5: Qualified Personnel](#)

[Recommendation 6: Educate Families](#)

[Glossary](#)

[Acknowledgements](#)

[References](#)

ND Dual Sensory Project

- Technical Assistance
- Assistive Technology
- Parent Education
- Youth Education
- Professional Development
- Family Support

North Dakota
Dual Sensory Project





<http://www.transition-nd.com/>

- This app is for students with disabilities with an IEP, ages 14 and older.
- An IEP details your special education services.
- The app produces a “Draft Transition Plan,” based on your answers.
- A “Transition Plan” is part of your IEP document.
- A “Transition Plan” is your road map to transition to adult life after high school.

Transition ND



About

The North Dakota Transition Consortium is a partnership of these five organizations:



North Dakota Center for Persons with Disabilities

Provides service, education, and research that help communities welcome and value people of all ages and abilities.

[Visit Website](#)

North Dakota Department of Public Instruction

DPI's Special Education Division makes sure that all students with disabilities receive a free and appropriate education.

[Visit Website](#)

North Dakota Division of Vocational Rehabilitation

Helps North Dakotans with disabilities get and succeed at a job. Also helps businesses solve issues related to disabilities.

[Visit Website](#)

North Dakota Protection & Advocacy

Protects the equal treatment and inclusion of people with disabilities at home, school, work, and in recreation.

[Visit Website](#)

Our Goal

To promote, improve, and educate you about services to help with your move from high school into college, training, or a job.