Recommendations to Improve Transition Outcomes for students with Deaf-Blindness and Additional Disabilities

Drop in call #1, December 19, 2018 highlights:

The *Recommendations to Improve Transition Outcomes for Students with Deaf-Blindness and Additional Disabilities* were developed to ensure that students with deaf-blindness and long-term support needs are included and can access quality lives in their communities. Based on current laws, policies, and best practices, they provide information and recommendations in six essential areas:

* + Training and technical assistance to increase expectations
  + Work experiences
  + Community activities and living
  + School-adult agency collaboration
  + Qualified personnel in schools and adult service agencies
  + Family education and engagement
* Drop in call #1 introduced the new recommendations.
  + This product focuses on students with deaf-blindness and additional disabilities who will most likely need long-term supports after high school graduation.
  + The document shares information and resources on each area of practice, including new laws and policies that have the potential to improve outcomes for students with a significant impact of disability including deaf-blindness.
  + Provides examples of good practice from around the U.S.
  + Guides state deaf-blind projects to identify what is available in their own states in terms of policies, practice, and opportunities for systemic change.
* Discussion followed about how to support families, students, and IEP teams to expand their vision of what is possible for a life after high school for a student with deaf-blindness and additional disabilities. Attendees were asked to share examples of person- centered planning strategies that encouraged *individualized* and *creative planning* for these students. PA and NC shared examples of supporting teams with person-centered planning strategies and the discovery process, but pointed out that these services weren’t available to all students who could benefit from them.
* We also touched on the topic of age-appropriate transition assessments, required by IDEA in Transition. Are any states using strategies for age-appropriate transition assessments that would promote *individualized* and *creative planning* to enable teams to see a student’s potential for a full adult life including employment in the community?

Join us for call #2 on January 9th, 2019 where we explore some of the resources in Recommendation #1 and continue the conversation.