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

Drop in call #4, March 6, 2019 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

Recommendation #3: Advocate for Community Activities & Living: **Advocate for students to have community activities and living services included in their transition plans, with an intended outcome of meaningful participation and membership in their communities after graduation.**

Conversation during this drop in call was about thinking beyond just transition to a job or a home. We talked about students transitioning to a rich full life in the community including recreation, community membership, continued social opportunities and work and a home with people you want to live with.

* Teaching students how to access specific community-based activities that they could continue upon graduation could be part of their transition services.
* We discussed other support options for life after high school beyond the Waiver- how can families identify and use their social capital? Are families knowledgeable about ABLE accounts and who can contribute and the tax deductions available?
* We also talked about Micro boards as a way to support families to support their adult child.
* PA’s DB project will be doing training on Charting The Life Course and hope to empower families to think more broadly about transition to adult life for their children.
* Family Future’s Planning that was delivered in GA by David Wiley of TX was also shared as a resource.

An article that explains the Integration Mandate of the Americans with Disabilities Act and the responsibilities of schools to prepare students for community employment was recommended:

http://iel.org/sites/default/files/Preparing-Transition-Age-Youth-with-Disabilities-for-Work.pdf

Here is the link to determine which Waivers exist in your state and who is eligible.

https://www.medicaid.gov/medicaid/section-1115-demo/demonstration-and-waiver-list/index.html

Recommended web site to learn about Health Care Transitions.

http://ruralinstitute.umt.edu/transition/PlanningYourTransitionWorkbook.asp

To learn more about what you state is doing in response to the mandated Statewide Transition Plan around the Center for Medicare and Medicaid Final Settings Rule:

https://www.medicaid.gov/medicaid/hcbs/transition-plan/index.html

Fantastic Web site that provides information and resources on college for students with intellectual disabilities. [https://thinkcollege.net/tpsid](https://messaging.umt.edu/owa/redir.aspx?C=Oe-zB5Dj_eZwyI1y2hKGok5ogGKsg9Trz25faWIb5_6r6P7CQaPWCA..&URL=https%3a%2f%2fthinkcollege.net%2ftpsid)

As the final settings rules encourage day programs to be more person driven and inclusive, community based options such as these might be more prevelant. https://www.real-nyc.org/real/index.php/day-habilitation-without-walls/