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

Drop in call #6, April 3, 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 5: Qualified Personnel.** Ensure that students have access to qualified personnel at school within adult service agencies.

We discussed the need for school support staff to have high expectations of performance of students with deaf-blindness and additional disabilities in terms of independence and competence in work and in community participation. Interveners who also work as job coaches for students most likely will need more information about community employment, facilitating natural supports, and systematic instruction of employment skills.

Adult agency staff, CT or Developmental Disabilities staff, as well as employers most likely will need information about deaf-blindness.

Use the resources in recommendation 5 to identify existing efforts in your state to build capacity of personnel in competitive integrated employment including customized employment. Consider connecting with other state Deaf-Blind Projects and Helen Keller National Center to identify and share resources that can be used to educate adult service staff who will be working with young adults with deaf-blindness.