



Do with, not for

Provincial Outreach Program for Students with Deafblindness

Transition Planning for Students with Deafblindness

Secondary School to Adulthood

Creating a Transition Plan

A transition plan:

- Introduces the student and family to the next steps in life-long learning – moving from childhood to adulthood.
- Ensures a smooth and meaningful transition for the student with deafblindness by beginning the planning process at age 14 or 15.
- Determines who will be on the Transition Planning Team and defines the roles Team Members will take. The student and his/her family is the center of all transition planning.
- Determines supports required by the student – E.g., Deafblind Intervention.
- Determines what skills the student requires on graduation and embeds these in his/her Individual Education Plan (IEP). Determine who will teach the identified skills.
- Encourages and reinforces volunteer and work experience so that the student completes school with work experience and/or a job.
- Enables team members to collaborate and advocate for appropriate support services for that student.
- Provides information about the student to the new environment including a plan that involves cross transition visits for student and new staff.

Abbreviations Key:

ACE-BC: Academic Communication Equity - BC
CAYA BC: Communication Assistance for Youth and Adults
CDBA-BC: Canadian Deafblind Association – BC Chapter
CLBC: Community Living Services British Columbia
CNIB: Canadian National Institute for the Blind
CYSN: Child and Youth with Special Needs Social Worker
IEP: Individual Education Plan
MAPS / PATH: Making Action Plans / Planning Alternate Tomorrows with Hope
MCFD: Ministry for Children and Families Development
POPDB: Provincial Outreach Program for Students with Deafblindness
PWD: Persons with Disability
STADD: Services to Adults with Developmental Disabilities

Parents are encouraged to check all links to determine what supports and help is needed. Information and websites change frequently. Stay current.

Resources*

Schools: Some school districts have “transition from secondary school” handbooks. Check with the district associated with your student to see what might be available.

Government:

- **Ministry of Social Development and Social Innovation**

Guide: [Transition Planning for Youth and Young Adults](#)

Navigator Program: 1-855-356-5609

Navigators are available in these areas and their surrounding communities:

Abbotsford	Kamloops	Delta
Burnaby/New Westminster	Langley	Haida Gwaii
Courtenay	Merritt	Surrey
Prince George	Nanaimo	

[STADD \(Services to Adults with Developmental Disabilities\)](#)

Ministry of Children and Family Development

Guide: [Your Future Now: A Transition Planning and Resource Guide](#)

- **Community Living BC**

Guide: [Youth in Transition](#)

Community:

- **InclusionBC 1-800-618-1119**

Guide: [On My Way; Transition Planning Workshop Guide for Students and Families](#)

Transition Checklist: Three years in Advance: 14-15 years old

Student's Name: _____

Date of Start of Transition: _____

Team Members: _____

Meeting Date:	Meeting Date:	Meeting Date:
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- Formation of transition team. Establish key contacts – E.g., transition coordinator.
- Determine Key Members:
- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Student <input type="checkbox"/> Parents / Family / Caregivers <input type="checkbox"/> Intervenor <input type="checkbox"/> School Personnel <input type="checkbox"/> Supporting Professionals <input type="checkbox"/> Canadian Deafblind Association | <ul style="list-style-type: none"> <input type="checkbox"/> Child and Youth Special Needs Worker (CYSN Social Worker – MCFD) <input type="checkbox"/> If the student qualifies for CLBC services, a CLBC Facilitator may join the team when the student is 16 or 17 years old |
|--|---|
- Confirm graduation date – check with School District to determine expected exit from school system.
 - Encourage parent/guardian to contact MCFD if the child will need help from a Child and Youth Special Needs Social Worker (CYSN Social Worker). [Contact a local CYSN Social Worker office.](#)
 - Create a vision statement: dreams and hopes for the future. (E.g., PATH or MAPS). Trained facilitators may be found in your school district or independent school or by contacting the [Navigator Program](#) or [CDBA-BC](#).
 - Identify goals, concepts, and skills that the student will require in adulthood and build these into IEP. Some goals and required skills may come out of the action plan of the MAPS/PATHS session.
 - Encourage family to begin exploring financial supports such as Disability Assistance, Disability Tax Credit, and Registered Disability Savings Plan through [People with Disabilities \(PWD\)](#).
 - Encourage family to establish a bank account for their child.
 - Explore the possibility of creating a [Microboard](#).
 - Explore [Family Support Institute of BC's](#) website. This includes a [timeline](#) with alerts and reminders at each stage and age of the transition process.

Transition Checklist: Two Years in Advance: 16 years old

Student's Name: _____

Date of Start of Transition: _____

Team Members: _____

Meeting Date:	Meeting Date:	Meeting Date:
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- Regular Transition Team meetings.
- Complete [Application for Community Living Services \(CLBC\)](#) at age 16. CLBC will determine eligibility for services.
- Contact [Services to Adults with Developmental Disabilities \(STADD\)](#) at age 16, if this exists in the area of BC where the student lives. Check if a Navigator is needed.
- Ensure student has [BC Government I.D.](#) and a [Social Insurance Number](#).
- Continue development of IEP goals with strategies and skills that will be needed for adulthood.
- Assessment of Student's Current Level of Functioning:
 - Psychoeducational Assessment (Psych Ed). For CLBC, this needs to be less than five years old on completion of school.
- Create a Student Profile – likes, dislikes, communication styles, and communication dictionary.
- Register with [CNIB](#). CNIB may be able to provide services/resources.
- Register for [Vision Loss Rehabilitation BC](#)

Transition Checklist: One Year in Advance: 17-18 years old

Student's Name: _____

Date of Start of Transition: _____

Team Members: _____

Meeting Date:	Meeting Date:	Meeting Date:
Meeting Date:	Meeting Date:	Meeting Date:

- Monthly transition team meetings.
- At age 17.5, encourage family to apply for income assistance through [Persons with Disabilities \(PWD\)](#) if necessary. This will begin at age 18.
- Encourage family to arrange vision and hearing assessments. Current reports will be needed to access some services.
- Update all equipment before age 19 – hearing aids, FM system, glasses, magnifiers, and communication systems/devices. If any of the equipment has been provided by the school district or independent school, find out what can transition with the student to adulthood.
- Register student with [Communication Assistance for Youth and Adults \(CAYA – BC\)](#), if applicable.
- Residential Options: encourage family to inquire with CLBC if applicable.
- Discuss and explore day programs, work, or educational settings with CLBC.
- Work Placement: continued focus on work and volunteer experience.
- If student is applying on to post-secondary education, check if [Academic Communication Equity \(ACE-BC\)](#) would be appropriate.
- Suggested transition timetable to new environment / program:
 - Four to six months in advance: monthly visits.
 - Two to four months in advance: weekly visits.
 - One to two months in advance: two visits per week.
 - One month: increase from two visits per week to daily visits.
- Determine Intervenor and school involvement in the transition visits to new environment / program. Ensure appropriate permission and employment standards are followed for the Intervenor to be working with the student off-site for extended periods of time.
- Encourage family to register for [handyDART](#) or transit services in their area.
- Discuss funding for staff training with CLBC in the new environment / program. [CDBA-BC](#) can be contacted for staff training at day programs or new educational settings. Encourage new staff who will be supporting the student in adulthood to observe the student at his/her school.
- A Representation Agreement is best done on, or as close to, the student's 19th birthday as possible. [CDBA-BC](#) can provide information and facilitate this for students who POPDB supports.