A LIFETIME OF LEARNING AND EARNING: An article by Annette Reichman, MS, and Susan Jacoby, PhD

As you may be about to hear quality time is passing. Within the next year, your child or hard of hearing child will be graduating from high school. You may have many questions about the future of your soon to-be young adult. Like all parents, you expect that your child will be happy, healthy, and safe. But there is another question that everyone does but that he or she is probably not is thinking about. What will be the future of your child? As you enter the future, you see your child being fully independent and living a lifetime of earning and learning.

How can your child plan for life after high school?

One of the most essential elements in your personal involvement and support is to be present. More than your child or hard of hearing child to prepare them for life after high school. Transition services can include academic instruction, community experiences, daily living skills development, vocational evaluation, and employment opportunities.

To advocate effectively for your child, you should know that the Rehabilitation Act of 1973 specifically requires that your child be provided with public education that ensures that they will work together to develop the transition plan that is based on his or her unique needs, self-sufficiency, and needs. Self-sufficiency means your child will be able to take your child’s financial assistance and other services and help your child needs to prepare for and succeed in postsecondary education or work.

There are three important phases you can take to take your child’s school and school district to develop the transition plan that is based on his or her unique needs, self-sufficiency, and needs. Self-sufficiency means your child will be able to take your child’s financial assistance and other services and help your child needs to prepare for and succeed in postsecondary education or work.

Three steps you can take to take your school and school district to develop the transition plan that is based on his or her unique needs, self-sufficiency, and needs. Self-sufficiency means your child will be able to take your child’s financial assistance and other services and help your child needs to prepare for and succeed in postsecondary education or work.

Before you know, the transition plan meets your child’s needs.

The most important criteria are whether you:

- goals your child through the vision in the most suitable model for the future, and
- skills to help you to work as self-supporting as an adult.


By Anne Rechman, MS, and Susan Jacoby, PhD

The National Center on Secondary Education and Transition (NCSET) is a major resource for development and dissemination of evidence-based practice. The National Center on Secondary Education and Transition (NCSET) is a major resource for development and dissemination of evidence-based practice.
A good transition plan focuses on your child’s long-term future rather than just on jobs that are currently available to your child.

Ensure That Your Child and Your Child’s School Have a Good Transition Plan. Successful transition begins with mutual responsibilities among you, your child, his or her school, and your child’s transition planning team.

The team that develops the transition plan includes your child, your child’s teachers, your child’s service providers, including medical and rehabilitation personnel, and a VR counselor. The transition team provides guidance, support, information, and coordination and helps develop transition plans, assess your child’s needs, and develop strategies to support your child.

The transition plan should include helping your child make the right life choices to help him or her be successful in school and after school.

The transition plan should:

1. Ensure that your child and his or her school are working together to plan your child’s future, including understanding the VR placement plan and helping your child to understand the VR placement plan.

2. Help your child to understand the VR placement plan.

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WHAT ARE VOCATIONAL REHABILITATION SERVICES? Vocational rehabilitation (VR) services are a range of support services used to help people with disabilities (including your child) to achieve their maximum potential. These services enable them to realize their maximum potential by helping them to access employment-related services, including the job training, assistance for students with disabilities transitioning from school to work, career exploration, and high schools.

WHAT SERVICES WILL VR PROVIDE TO YOUR CHILD? VR services include but are not limited to vocational counseling, guidance, and referral services; physical and mental restoration services; home modification services; on-the-job training, assistance for students with disabilities transitioning from school to work, career exploration, and high schools.

WHERE CAN YOU FIND INFORMATION ABOUT YOUR STATE’S SERVICES? Every state has a VR agency. The addresses and telephone numbers of the local VR agencies are generally available under “State Government” in the local telephone directory. You can also find more information at http://www.jcra.org/ deactivate/20120305072534.htm
A good transition plan focuses on your child’s long-term future rather than just on jobs that are currently available to your child.

Ensure that Your Child and Your Child’s IEP Team Complete an Individual Transition Plan

Successful transition begins with making a specific plan to help your child become an independent adult. A specially designed IEP helps your child plan for the future. Participation in transition planning for deaf or hard of hearing students is crucial. It empowers your child and supports your child’s transition from school to independent adult life. The transition plan should include goals for your child’s postsecondary education, work and community living. The plan should include an inventory of your child’s abilities, strengths, resources, goals, concerns, achievements, and informed choices.

WHAT IS VOCATIONAL REHABILITATION SERVICES?

Vocational rehabilitation (VR) services are a range of support services provided by local programs to individuals with disabilities (including your child). These services enable them to obtain meaningful employment and become financially independent. VR services can be used in conjunction with your child’s employment services for individuals who are deaf or hard of hearing. You can find more information on VR services at: http://www.janwa.org/VR/VRINFO.HTML

PUTTING IT ALL TOGETHER

By Edward Silverman

Transition planning is an important part of the re-

The next steps of transition planning involve the identification of possible work experiences, the development of work skills, and the acquisition of fundamental work habits.

Preparation for an interview implies preparation for the immediate future. Your child should come to the interview prepared.

Employment While in High School

One additional consideration is learning and skill development. Your child can still work and be actively involved in school and community activities even if he or she has full-time employment. The following are some suggestions of activities your child can be involved in:

WHAT SERVICES WILL PROVIDE TO YOUR CHILD?

VR services include but are not limited to:

• Vocational counseling, guidance, and referral services

• Physical and mental rehabilitation

• Vocational training programs, including: on-the-job training; assistance for students with disabilities transferring from school to work; vocational training in self-supporting activities, including vocational training in nutrition services; vocational training in independent living skills; vocational training in sign language interpreting services for individuals who are deaf; job analysis; counseling in obtaining personal assistance services to those with mobility impairments and those with other disabilities

• Vocational rehabilitation technology services: including: job-related computer training

• Vocational rehabilitation services: including: job development

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In 1997, Martin Drack and Howard Brown published Concepts and Process in Transition Planning and Program Development. Employment in Transition: Implications for Practice and Policy (Wagner et al., 2007) suggest that training and support that are matched to student needs may be the best way to prepare students with disabilities for successful transition.

Employment in high school is one of the most important factors that influence post-high school employment. Many of those who were employed part-time in high school and most did not participate in postsecondary education opportunities.

Larger numbers of deaf and hard of hearing youth must supplement Social Security income (SSI).
A good transition plan focuses on your child’s long-term future rather than just on jobs that are currently available to your child.

Ensure That Your Child Is Engaged In Transition Planning. Successful transition begins with mastering skills needed for future transition planning. Encourage your child to take responsibility and make their own life decisions, even if this means learning from mistakes. No book or guide can replace the wisdom your child gains over time.

The team that develops the transition plan includes your child, you, their teachers, their school counselor, their IEP team, and a VR counselor. The transition specialist provides guidance throughout the planning and coordinating and linking the transition plan to the child’s other support services.

The transition plan should include teaching your child how to make informed decisions, self-advocate, and live independently. He or she must learn to manage her personal budget, since initial earnings most likely will not support your child. Your child needs to make sure that academic skills are taught in the context of life skills (e.g., that he or she must be taught how to handle money, make a budget, and eat independently) and that the transition plan reflects the development of social skills for work and community living.

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Empowerment Through Partnership. Every state has at least one VR agency. The addresses and telephone numbers of the local VR agencies generally are listed under “State Government” in the Yellow Pages. VR services include but are not limited to:

- Vocational rehabilitation (VR) services are a range of support services to help deaf and hard of hearing adults become employed.
- Employment while in high school.
- Meaningful employment in high school.
- Preparing for an interview through on-the-job training, role play prior to the interview, and having your supervisor role play with your child
- Preparing for successful employment after high school, whether part time during high school or in a permanent full-time job. He or she will need to be taught about the necessary work behavior, a positive work ethic, the importance of following directions, being on time, the work of the potential employer, and having opportunities for making environmental accommodations if needed.

WHAT ACADEMIC PERFORMANCE IS NECESSARY? Your child needs to take classes that will prepare your child for successful employment after high school.

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Questions to Ask

**Q**uestions you can ask the high school transition specialist and VR counselor on your child's team:

- How can my child actively participate in developing the IEP for his or her education?
- Is a local VR counselor on the transition team?
- How should I prepare for the transition planning meeting?
- What do I need to know about community resources?
- How can I find out about employment opportunities and skills training?
- Can I help my child develop a transition plan?
- How can I participate in my child’s transition planning?
- What is a typical employment outcome for deaf and hard-of-hearing students?
- What are the implications for family and friends?
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QUESTIONS YOU CAN ASK THE HIGH SCHOOL TRANSITION SPECIALIST AND VOUCHER ADVOCATE FOR YOUR CHILD, VISIT THE FOLLOWING WEBSITES:

• Lauren Cleve National Deaf Education Center http://www.laurenclevedeaf.org/Transition/index.html
• The Family as a Critical Partner in the Achievement of a Successful Employment Outcome http://www.transitioning.org
• Parent Advocacy Coalition for Educational Rights (PACE) http://www.pace-carr.org
• Transition Information Center: www.pacer.org/tatra/tatra.htm
• National Center for Career and Transition http://www.nactc.org
• The Transition Coalition www.transitioncoalition.org
• National Transition Resource Center http://ntri.ed.gov/en

Suggested Readings

Reference:

References


By Annette Reichman, MS, and Susan Jacoby, Ph.D.

As a parent, you may be amazed at how quickly time is passing. Within the next few years, your child or deaf of hard of hearing child will be graduating from high school. You may have many questions about the future of your child, especially your young adult. Like all parents, you expect that your child will become a contributing member of society in his or her own right. This does not mean that everyone else has that and that he or she will be prepared to make important decisions about his or her life. So you envision the future, you see your child being fully independent and having a lifetime of employment, relationships, and community participation. How can your child prepare for life after high school? One of the most essential components in your personal involvement and support is one that helps to offer the necessary support and resources needed to help this child maintain quality employment. The IDEA also stipulates that educators who work with children who have disabilities must offer transition services to high school-age students with disabilities, including those who are deaf or hard of hearing, to prepare them for the post-school years. Transition services can include academic instruction, community experiences, daily living skills development, vocational evaluation, and counseling. To advocate effectively for your child, you should know that the Rehabilitation Act of 1973 specifically requires the VR program’s having programs with public school policies that enable it to work together to develop the transition plan. This plan must include the services that will be offered and any guidance for the student in reality, the transition plan will be developed and implement the plan during your child’s junior or senior year. If you know how the transition plan meets your child’s needs the most important criteria are whether it
• helps your child through the choices in the most natural way for the future, and
• helps the child to the results to be self-supporting as an adult.

A Lifetime of Learning and Earning: A Transition Series for Families of Deaf and Hard of Hearing Students

For Deaf and Hard of Hearing High School Students

With Annette Reichman, MS, and Susan Jacoby, Ph.D.