



Do with, not for

Provincial Outreach Program for
Students with Deafblindness

Transition Planning
for
Students with Deafblindness

Secondary School to Adulthood

Updated: January 19, 2024

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*

Some school districts already have “transition from secondary school” handbooks. POPDB’s resource was written as a guide for schools who are transitioning students with deafblindness to adult services and can be used as a companion document to ensure the student’s needs around deafblindness are met.

Essential Information and Contacts

Government:

- [Community Living BC](#) (CLBC): CLBC is a crown corporation that reports to the Minister of Social Development and Poverty Reduction

Services to Adults with Developmental Disabilities (STADD) Navigator Program:

The [STADD Navigator Program](#) is a resource available in many parts of the province. Please check link to see if your community is a part of the program.

1-855-356-5609

Community:

- [InclusionBC](#)

1-800-618-1119

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

- [Family Support Institute of BC](#)

1-800-618-1119

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:
 - Student
 - Child and Youth Special Needs Worker (CYSN Social Worker – MCFD)
 - Parents / Family / Caregivers
 - If the student qualifies for CLBC services, a CLBC Facilitator may join the team when the student is 16 or 17 years old
 - Intervenor
 - School Personnel
 - Supporting Professionals
 - Canadian Deafblind Association

- 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 [POPDB](#), 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.
- Contact [CLBC for support](#) 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: family or caregivers can 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.
- For academic post-secondary education, check:
 - If [Academic Communication Equity \(ACE-BC\)](#) would be appropriate.
 - If the college or university has a centre for accessible learning and apply if needed.
- The [STEPS Forward](#) program is a BC Initiative for Inclusive Post-Secondary Education where students with intellectual and developmental disabilities can access post-secondary education (e.g., life skills, social participation, and employment exploration).
- 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** the student's 19th birthday. [CDBA-BC](#) can provide information and facilitate this for students who POPDB supports.