

PROGRAM OVERVIEW TIP SHEET

TRANSITION READINESS (DEAF & HARD OF HEARING STUDENTS)

Transition readiness reflects how well a school intentionally builds the autonomy, advocacy, and independence skills that deaf and hard of hearing students need to navigate new environments and take ownership of their learning. Use this tip sheet as a quick reference to understand what intentional, Deaf-centered transition practice looks like across all school settings.

1

Student Ownership & Autonomy

Students make meaningful choices, express preferences, and take increasing responsibility for their learning across all settings. Adults create consistent, structured opportunities for student agency and use shared language and expectations that promote independence.

2

Advocacy Language & Access Awareness

Students learn to identify, name, and request the supports that provide equitable access to information, language, and services. Access is explicitly taught and framed as both a right and a learned skill — including recognizing when access is reduced or missing.

3

Gradual Release & Independence

Instruction intentionally moves students from guided to independent practice with deliberate wait time, peer support, and scaffolding that decreases as skills grow. Transition skills are embedded across the curriculum with developmentally appropriate expectations at every grade level.

4

Student Participation in Planning

Students contribute meaningfully to their own goal setting, IEP processes, and instructional planning. Student voice is documented, referenced, and visibly reflected in how supports and learning experiences are designed.

5

Skills Transfer Across Settings

Advocacy and autonomy skills are practiced and reinforced across all environments, adults, and contexts — not only during designated instruction. All staff use consistent language and expectations, and student skill growth is systematically tracked and used to inform next steps.

