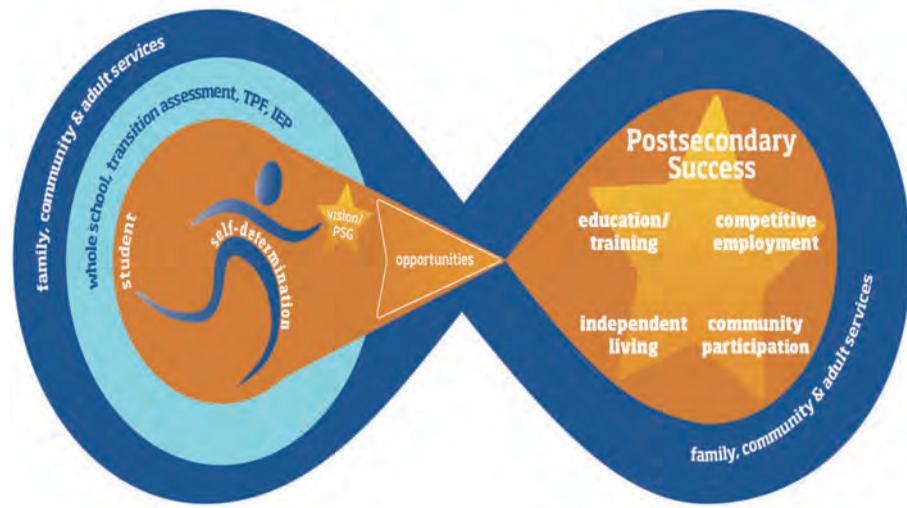


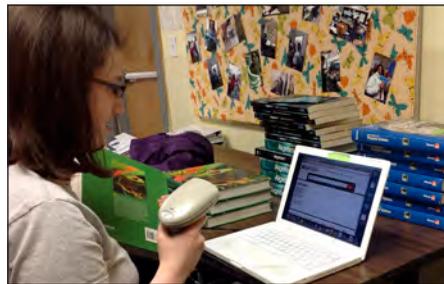
Massachusetts Student-Driven Secondary Transition Model



The Massachusetts Student-Driven Secondary Transition Model visually represents the movement from school to post-school life for students with Individualized Education Programs (IEPs) aged 14-22. It emphasizes the central, most important characteristic of a successful secondary transition process: it is student-driven. Successful students understand their own strengths and limitations, know themselves to be “causal agents in their own lives,” have a vision for the future, and are directly involved in actualizing that vision. Throughout the course of their lives, in school and beyond, individuals with disabilities are supported by family, community, and (in some cases) state agencies. In this visual model, the dark blue infinity symbol denotes the lifelong interdependence of every person, who from school days (on the left) progresses to adult life (on the right). This model can be used as a reference to inform the planning and delivery of secondary transition programs and services, on an individual and system-wide basis. For more information, see <http://www.doe.mass.edu/sped/2013/SecondaryTransition/VisualModel.pdf>



Photos courtesy of The Learning Center for the Deaf



Transition:

- Is student-driven
- Is based on a student’s needs, strengths, preferences, and interests
- Starts when a student is 14
- Helps a student explore options for life after high school
- Prepares a student to go to college, become employed, or both

POSTAGE
OR
POSTAL
INDICIA

pepnet 2
c/o TLC
848 Central St.
Framingham, MA 01701



Photos courtesy of The Learning Center for the Deaf



Photos by Chris Yurko, courtesy of Holyoke CC

Massachusetts Transition Resources for Young Adults Who are Deaf or Hard of Hearing

Exploring your teen’s future opportunities



Photo courtesy of Clarke Schools for Hearing and Speech

OUR MISSION:

To prepare students who are Deaf or Hard of Hearing for a successful transition from high school to the next phase of their lives by increasing their knowledge of transition resources, postsecondary education, career and job training, access, accommodations and other essential services.

Developed by pepnet 2 Massachusetts State Team

STUDENTS WHO ARE DEAF OR HARD OF HEARING DESERVE EQUAL ACCESS TO THE FULL RANGE OF PROGRAMS AND SERVICES OFFERED BY A COLLEGE.

In high school, the Individuals with Disabilities Education Act (IDEA) governs disability and deaf services; however, in postsecondary settings such as college, **Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA)** govern disability and deaf services.



Photos by Chris Yurko, courtesy of Holyoke Community College

If a student wants accommodation(s) in a postsecondary setting, he/she must self-identify to the appropriate office at the college, provide documentation of a disability (for example, an audiogram), and if determined eligible and provided agreed upon appropriate services, use them responsibly.

Appropriate accommodations may include:

- Assistive Listening Devices such as an FM system
- American Sign Language Interpreters
- Oral Transliterators
- Computer Assisted Real-Time Captioning (CART)
- C-Print Captioning
- Note Taking
- Preferential Seating



MASSACHUSETTS REHABILITATION COMMISSION (MRC)

MRC works with students who are Deaf or Hard of Hearing to assist with transitioning from high school into the world of work. A student is assigned to work with a vocational rehabilitation counselor experienced with issues associated with hearing loss and deafness.

The eligible student works with a counselor to develop a career goal and an Individualized Plan for Employment (IPE). The counselor then assists the student with career exploration through career counseling, vocational assessments, and referrals to appropriate community services. Depending on financial need, MRC can provide funding for vocational and college training, communication access technology and services as well as on-the-job evaluation and training. These services all work together to ensure a student is successful in completing their educational training and is prepared with the skills necessary to enter competitive employment.

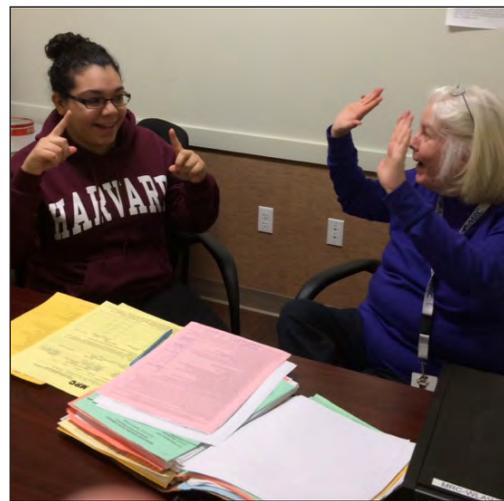


Photo courtesy of the Massachusetts Rehabilitation Commission

ONLINE RESOURCES

mass.gov/eohhs/gov/departments/mcdhh
(This website will "house" this brochure, the VLOG and many transition resources)

pepnet.org

doe.mass.edu

fcsn.org

www.mass.gov/mrc

Parents, as you begin to think about your teen transitioning from high school to the next phase of their life, you will want to prepare yourself and your teen. Including members of your teen's school, such as the guidance counselor and teacher of the deaf, is also important. This brochure was developed to help you and your teen understand the transition process. A smooth transition is the goal.

Here are some helpful tips:

- learn about the required and necessary transition steps, particularly during your teen's IEP planning process
- be aware of the available transition resources which can be found in this brochure
- it's never too early for you and your teen to explore the opportunities regarding work or higher education

Please review this brochure with your teen and the school's transition staff to better understand transition and your teen's steps towards independence.



Photo courtesy of Clarke Schools for Hearing and Speech



Massachusetts Department of
Elementary & Secondary Education

