

Transition of Deaf Students Entering Postsecondary Education

Denise Kavin, Ed.D
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Trends in Postsecondary Education of Deaf Students

- Increase in # of accessible programs
 - “Program for Deaf Students” vs “Services for Deaf Students”
- Shift in federal funding from direct services to outreach/ training
- Decreasing vocational rehabilitation support

Legislation Affecting Postsecondary Education & Transition of Deaf Students

- Section 504 of the Rehabilitation Act of 1973
 - Any postsecondary, training and employment training receiving federal funds in any form must provide accommodations
- Education of the Deaf Act (PL 99-371)
 - Authorizes Gallaudet, NTID, MSSD, KDES, and national studies on deaf education
- IDEA (formerly PL 94-142)
 - Authorizes PEPNet project
 - Assures a free, appropriate public education to students with disabilities
 - At age 14, students may have a transition plan in their IEP for transition to postsecondary ed., training or employment. This should be developed by team of student, parents, educators, transition specialist, evaluation/ diagnostic staff & others.

Legislation Affecting Postsecondary Education & Transition of Deaf Students (cont'd)

- ADA
 - Civil rights for persons with disabilities in USA
 - Support & extends Section 504 of Rehab. Act of 1973
 - In postsecondary education, tends to apply to private programs, facilities & employment.
- Vocational Rehabilitation
 - Role of VR in postsecondary education
 - 1998 Amendment requiring cooperative agreements, “White Paper”
 - Individualized Plan for Employment (IPE) should include:
 - Job Goal
 - Services needed to successfully obtain that goal
 - Process for reviewing progress towards goal

Definitions of Transition

- “An act, process, or instance of changing from one state, form, activity or place to another” (Webster’s Dictionary)
- “...the knowledge and skills a student needs to move through school and beyond successfully into the worlds of postsecondary education and employment...a lifelong process through which individuals come to understand themselves as they relate to the world of work.” (Laurent Clerc National Deaf Education Center)

Transition Activities

“...to prepare students for adult life. This can include developing postsecondary education and career goals, getting work experience while in school, setting up linkages with adult service providers such as the VR agency, whatever is appropriate for the students’ interests, preferences, skills and needs” (New Mexico School for the Deaf)

Transition issues of deaf high school students preparing for postsecondary education

- Deciding on career goal
- Choosing/ applying to college or other program
- Types of support services/ accommodations needed
- How to get such services
- College finances

Deaf postsecondary students in 2008 and beyond

- Minorities, older, non-traditional students
- From mainstream programs
- Diverse in terms of communication and hearing (oral, late-deafened, hard of hearing, cochlear implants)

Transition issues of deaf post-secondary students

- Personal
 - decision making & choices, responsibilities, drug/alcohol use
- Communication
 - understanding one's own needs, advocating for support services

Transition issues of deaf post-secondary students (cont'd)

- Academic
 - differences between high school and college, English and math, misperception of own skills
- Vocational
 - assessing interests and skills, gaining job experience, goal setting
- Cultural
 - Identity

In short...

**Social networks and support
systems change dramatically!**

Programming

- Transition specialists in secondary education
- Career assessment, education and planning
- Leadership and socialization activities
- Transition advisory boards

Resources

- PEPNet on-line transition training module “Gates to Adventure”
www.pepnet.org
- PEPNet Tipsheet “Transitioning to College”
www.pepnet.org
- Clerc Center at Gallaudet University
<http://clerccenter.gallaudet.edu/about/faq.html#trans>
(various assessment tools on decision making/ planning)
- “College and University Programs for Deaf and Hard of Hearing Students” 12th Edition, 2007, Gallaudet Research Institute & NTID/RIT

Thank you!

Denise Kavin, Ed.D.

Senior Project Associate

PEN-International at NTID/RIT

dkavin@mail.rit.edu

www.pen.ntid.rit.edu