



Transition Skills and Competencies Checklist for Students who are Deaf or Hard of Hearing 5 to 13 Years of Age

The Transition Skills and Competencies Checklist for Children who are Deaf or Hard of Hearing was developed by the National Deaf Center on Postsecondary Outcomes Engage for Change New Jersey State Team to provide guidance to school districts and families on beginning instruction of transition skills for children younger than 14 years old. The content included in these guidelines is sometimes unclear to children who are Deaf or Hard of hearing without direct instruction, while other concepts are unique to this population. Some content is applicable for families with young children and some content is applicable to older children. **Please note that the skills included in this guide are to be addressed as age and developmentally appropriate. Many skills might need to be revisited and expanded upon as the student progresses developmentally.**

For students 14 years old and up, please refer to the [Transition Toolkit for Individuals who are Deaf or Hard of Hearing](#).

The Transition Skills and Competencies Checklist is divided into sections that include:

1. Communication
2. Communication Support Access
3. School
4. Self-Determination
5. Self-Advocacy
6. Family/Home/Community

Directions:

In the second column, record the student's current mastery level ("P" for Proficient, "E" for Emerging, "N" for Need, or "NA" for Not Applicable) for each of the skills/competencies listed in the first column. See the glossary for definitions of *italicized* and asterisked (*) terms.

This document should be updated as the student improves on or acquires new skills and shared with the educational staff, case manager in the student's home district, and current educational setting if in an out-of-district program.



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION



NJ Division of
Vocational Rehabilitation
Services

Student's Name _____ Grade _____
Person Administering _____ Date _____

1. Communication

Skill/Competency	Mastery Level (P) Proficient (E) Emerging (N) Need (NA) Not Applicable
a) Explains the difference between appropriate and inappropriate school communication, and how to manage communication breakdowns.	
b) Describes the importance of communicating problems/situations with adults (e.g. report bullying appropriately or asking for help).	
c) Identifies the appropriate and polite manner to express concerns and problems in school.	
d) Shares appropriate information in school and avoids sharing inappropriate information (e.g. what you are thinking does not have to be communicated, or personal details need not be shared with everyone).	
e) Describes the personal communication differences and cultural perspectives within the Deaf and hard of hearing communities.	
f) Explains the tone variations between cultures/languages (e.g. body language vs. hearing/voice tone when frustrated).	
g) Demonstrates the ability to work effectively and cooperatively in and with diverse communities (including hearing and other cultures).	
h) Explains the role of educational interpreter and/or captioning provider and the level of independence expected as they get older.	
i) Explains the boundaries and appropriate use of social media.	
j) Demonstrates how to appropriately report that an individual is being discriminated against in school and community.	
k) Interviews people about their careers.	



2. Communication Support Access

Skill/Competency	Mastery Level (P) Proficient (E) Emerging (N) Need (NA) Not Applicable
a) Identifies resources available for communication needs (interpreters, <i>CART*</i> , <i>C-Print*</i> , <i>HATs/ALDs*</i> , <i>VP*</i> , <i>VRS*</i> , etc.).	
b) Explains that services providers are to be appropriately certified and qualified in school and the community.	
c) Explains how to request interpreter and/or communication technology for extracurricular activity or transportation.	
d) Manages personal listening technology (e.g. hearing aids/ <i>cochlear implants*</i>).	
e) Understands and appropriately conveys information about their own hearing status.	
f) Explains the components of their communication plan in their Individual Education Program (IEP) or 504.	
g) Identifies that there is a process to request accommodations for communication.	
h) Identifies agencies and resources for procuring hearing assistive technology.	



3. School

Skill/Competency	Mastery Level (P) Proficient (E) Emerging (N) Need (NA) Not Applicable
a) Demonstrates an understanding of their IEP or 504.	
b) States the difference between a 504 and an IEP and the rights covered under each.	
c) Demonstrates an awareness of programs and other avenues of support for seeking educational services- including the Parental Rights in Special Education (PRISE).	
d) Describes what the child study team does and their own case manager or counselor.	
e) Explains the difference between elementary school, middle school, and high school (level of independence and personal responsibility).	
f) Describes how to be a good student.	
g) Completes age-appropriate paperwork (including standardized test forms).	
h) Explains the responsibilities of students in school.	
i) Interacts appropriately with staff, students, and others, and notes the differences (<i>social skills*</i>).	
j) Articulates what appropriate behavior is in school versus other settings.	
k) Demonstrates appropriate behavior in, and meets the behavior expectations of, school (e.g. cell phone use, volume of voice, use of street language, eating and drinking at the desk, socializing).	
l) Shows respect of authority figures at school including administrators.	
m) Identifies the roles of personnel in school (e.g. administrators, nurse, custodian, teacher, interpreter).	
n) Identifies the type of education they are receiving (e.g. public, private, etc.).	
o) Demonstrates appropriate dress and hygiene in school.	
p) Follows rules in school and classroom.	
q) Identifies their bus and driver and when there is a change in driver.	
r) Explains the process for signing up for school activities.	
s) States the purpose of postsecondary education and the benefit of further education.	



4. Self-Determination

Skill/Competency	Mastery Level (P) Proficient (E) Emerging (N) Need (NA) Not Applicable
a) Identifies a variety of employment options that include skilled jobs, technical school, or college, and identifies those of personal interest.	
b) Demonstrates knowledge of personal strengths and interests.	
c) Articulates how career interests and academic skills can be transferred to employment in the community (older students within this age group).	
d) Identifies what needs to be done if they are absent from school (e.g. requesting and completing make up work).	
e) Explains the importance of safe and healthy practices at school, at home, and in public.	
f) Demonstrate age-appropriate independent personal skills in daily activities.	
g) Demonstrates time management skills.	
h) Explains the need to come to school ready to participate.	
i) Describes a good fit when choosing extracurricular activities/sports given interests.	
j) Discriminates between what they like and activities that are accessible (e.g. skiing might not be realistic if snow is not within a reasonable distance).	
k) Demonstrates an understanding of self-determination.	
l) Demonstrates an awareness of the purpose of the IEP, 504, and legal rights.	



5. Self-Advocacy

Skill/Competency	Mastery Level (P) Proficient (E) Emerging (N) Need (NA) Not Applicable
a) Requests needed accommodations for standardized testing (extra time, separate room, interpreter, etc.).	
b) Tells an adult when they want to join an activity with enough time to arrange transportation.	
c) Demonstrates an understanding of self-advocacy.	
d) Explains the need to self-advocate.	
e) Advocates appropriately for educational, social, and emotional needs to school staff.	
f) Defines <i>discrimination*</i> (older students).	
g) Expresses how to advocate when communication breakdowns occur.	
h) Identifies when and how to advocate for accommodations under their IEP and varied environments.	
i) Describes how to advocate and disclose for the provision of needed accommodations for extracurricular and community activities (older students).	
j) Explains what a reasonable accommodation is and how to ask for it (ex: interpreter, HAT, CART, etc.).	
k) Demonstrates an understanding that reasonable accommodations can vary based on location and setting (e.g. school, athletics, religious ceremonies, organized activities, medical appointments, visitors coming to the home, and for emergency situations).	
l) Demonstrates knowledge of rights to communication access by appropriately qualified service providers (e.g., <i>Registry of Interpreters for the Deaf / National Interpreter Certification (RID/NIC*)</i> interpreters in the community or NJ DOE certified educational interpreters in school).	
m) Identifies and advocates for accessible <u>communication</u> (HATs, interpreters, CART, etc.) in varied situations (e.g., extracurricular activities, community, and religious events).	
n) Advocates (notifies school staff) to ensure the <u>environment</u> is communication accessible and Deaf friendly (e.g., suggesting peer-to-peer group and/or lab work, providing clear visual access to CART and/or interpreter, lessening	

Skill/Competency	Mastery Level (P) Proficient (E) emerging (N) Need (NA) Not Applicable
background noise, providing preferential seating, and ensuring the overall room arrangement is optimal for visual and acoustic access).	
o) Identifies safety equipment and emergency plans in various settings, such as school, bus emergencies, and at home. Can utilize safety cards provided by organizations such as the Division of the Deaf and Hard of Hearing (DDHH) or recorded signed messages.	
p) Explains that English and American Sign Language (ASL) are not equivalent (components)- For example, older students explain that there is lag time needed when using an interpreter to communicate, or in social situations explain to peers that ASL signs do not have the same English words. Some vocabulary/synonyms might not be familiar to the ASL user and how they can ask for clarification.	
q) Explains how clear speech does not equal hearing and that it is important to not make assumptions.	



6. Family/Home/Community

Skill/Competency	Mastery Level (P) Proficient (E) Emerging (N) Need (NA) Not Applicable
a) Demonstrates a positive attitude towards school and community.	
b) Demonstrates knowledge of transportation options to get to and from a job in the community (e.g., Community-Based Instruction (CBI) transportation knowledge).	
c) Consider/research community activity opportunities for all children (library, scouting, sports, etc.).	
d) Consider/research organizations, activities, and resources for opportunities to participate with children and the Deaf community (include hearing aid resources).	
e) Identifies public services (transportation, after school programs, library, etc.) available in the community.	
f) Identifies potential opportunities for the family to volunteer in the community.	
g) Describes how families and student can request communication access for any community situation (places of public accommodations) such as interpreters, CART, RCC, ALDs, VP/VRS, Captioned phones. *	
h) Follows rules and laws in the community.	
i) Demonstrates respect for authority (e.g., police, fire fighters) in community settings.	
j) Demonstrates a general understanding of DVRS* and the services available.	