

The W. Ross Macdonald School

Transition Planning for Students Enrolled in the Deafblind Program

According to the dictionary, transition can be defined as the following:

“A change or passage from one place to another or a development that forms part of a progression.”

These meanings are fundamental to our overall program for the students in the deafblind program at the W. Ross Macdonald School. The Transitional Planning Format is meant to assist school staff and families to best meet the needs of our students, while maintaining continuity and consistency within the program.

Age 16 (approximately)

- Outline “Apartment setting” option in the Deafblind residence
- Initiate discussion about “Mac House” an on-campus housing transition program
- Initial discussion re: post-educational placement
- Co-ordinate initial meeting with the CDBA (Canadian Deafblind Association - Ontario)
- If necessary, assist in application for social insurance number
- If necessary, assist in application for CNIB card
- Outline Ontario Disability Support Program format and provide assistance to a deafblind individual or family members wishing to apply

Age 18 (approximately)

- Opportunity for each student in our program to be involved in a Transition Program. This can be a life skills program, a residential apartment setting or Deafblind MacHouse
- Support individuals and/or families in follow-up meetings with CDBA (Ontario)
- Help arrange with the CDBA, visits and meetings with service providers and potential group home settings such as DBOS, CDBA, Lions McInnes House
- Discuss and create compilation of Individual Information Package (IIP), which is the responsibility of the deafblind individual, family and Community Liaison Worker
- Participate in work placements within the school
- Participate in cooperative community job placements (if applicable)

Age 20 (approximately)

- completion of individual information package (IIP) with copies to connected agencies, individual, family, and school file:
- deafblind assessment
- family information
- school reports
- individual profiles
- eye reports
- audiological reports
- medical reports
- dental records (if available)
- miscellaneous documentation
- video package
- completion of a video overview of a the student to assist in future staff training
- final educational review meeting
- co-ordinate transitional timetable and plan with the individual, their family and a personally chosen service provider
- graduation ceremonies as co-ordinated by the teacher and module staff in co-operation with the individual and family
- staff exchange and training re: new placement

Post-Educational Services

- up to two visits yearly for the first two years after leaving (request agency to cover cost of travel and accommodation, if necessary)
- service to be “consultative upon request”
- request must be made by individual/family or current service provider
- teacher, community liaison worker or other knowledgeable staff may visit new home community
- consultation by telephone is available at any time

Please feel free to contact me at any time if there are questions regarding this transition template. You can reach me through the contact information below.

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