

TRANSITION



HK NC Helen Keller National Center
For Deaf-Blind Youths and Adults

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TRANSITION

WHAT ...

WHEN ...

HOW MANY ...

MELISSA

- Usher Syndrome, type I
- School for the Deaf
- Visual ASL

FAMILY SUPPORTS

- Parents, family & extended family are deaf
- Strong support emotionally, culturally and linguistically



- Emotional Trauma for all

SOCIAL SUPPORTS

- School friends are deaf
- Family, extended family and local friends are deaf
- Active participation in the Deaf Community

SUPPORTS CHANGE

- Decreased interaction & participation at school
- Decreased interaction with family and extended family



- Deaf/Blind Community

COMMUNICATION

- Visual ASL
- Lip reading
- Note writing
- Visual Relay
- Technology

COMMUNICATION CHANGES

- Tactual ASL
- Interpreters / SSP's
- POP – Print-On-Palm
- Braille
- Adaptive Technology

FRANKIE

- Usher Syndrome, type II
- Mainstream School
- Hearing aids, speech and lipreading

FAMILY SUPPORTS

- Family and extended family are hearing
 - Feels left out, ignored and at times stupid
- ↓
- Emotional trauma for all

SOCIAL SUPPORTS

- Groups are very difficult
- 1:1 Friends at school and in the neighborhood
- Found a hiding spot during large family gatherings
- Avoided social events

SUPPORTS CHANGE

- Information re: AADB
- I am not deaf and I am not blind ...
- Attended a meeting of the “oral group” at AADB
- Comfort and acceptance

COMMUNICATION

- Auditory with hearing aids
- Speech
- Lip reading
- Note writing
- Technology

COMMUNICATION CHANGES

- Sign language
- Assistive listening devices
- Adapted Technology
- Cochlear Implant

BETSY

- Usher Syndrome, type III
- Mainstream school
- Normal vision and hearing

FAMILY SUPPORTS

- Family and extended family are hearing
 - Strong support emotionally, culturally and linguistically
- ↓
- Emotional trauma for all

SOCIAL SUPPORTS

- Strong extended family relationships
- Close school and neighborhood friends
- Active in community events
- Outreach social action

SUPPORTS CHANGE

- Limited understanding of the condition by all
- Decreased interaction with the family, school and neighborhood
- Increased frustration and difficulty to complete tasks



COMMUNICATION

- Auditory access
 - Speech
 - Print
 - Technology
 - Artistic expression
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COMMUNICATION CHANGES

- SIGN LANGUAGE
 - Pop – Print-On-Palm
 - Braille
 - Communication cards
 - Cochlear Implant
 - Adapted technology
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