

Mapping Futures for Students who are Deaf or Hard of Hearing: An Online Approach

Della Thomas

www.pepnet.org



Who are we?

Our Mission:

To increase the educational, career and lifetime choices available to individuals who are deaf or hard of hearing.

Our Goal:

To improve postsecondary outcomes for individuals who are deaf or hard of hearing, including those with co-occurring disabilities.



Learning Objectives

- Identify at least three critical issues for students who are deaf or hard of hearing as they exit secondary education
- Describe components needed to foster successful movement from secondary to postsecondary education, training, and employment
- Review existing services and processes, and propose strategies that can be used to enhance services in their institutions/ agencies.



Transition



The BIG leap



What do you think?

- ◆ What do you see as the biggest issues for young adults who are deaf or hard of hearing?
- ◆ Can you identify critical elements needed to foster success for young adults who are deaf or hard of hearing?



Reality Check #1



Transition is NOT a service added to the end of a student's high school career.

The school-to-work transition is not a single point in time but part of the lifelong process of individual development.

(Szymanski, 1993)

Reality Check #2



Transition is NOT the responsibility of ONE entity.

A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation.

(Levinson, Ferchalk, & Seifert)

Reality Check #3



Too often students are taught dependence, passivity, and reliance on unseen forces to take care of them.

Students with disabilities who employ self-advocacy skills (including knowledge of themselves, knowledge of their rights, communication skills and leadership skills) experience more positive academic and lifetime outcomes.

(Schoffstall, S.J. & Cawthon, S.W)

What is *Map It* ?

3-Part Online Training

- Who Am I?
- What Do I Want?
- How Do I Get There?



Target Audience

- High School Students
- Recent Graduates
- Accessible for Students who are Deaf or Hard of Hearing

What is *Map It* ?



Navigation

These icons/buttons will help you navigate through the Map It training module:



The "Map it" logo returns you to the home page.



Previous or next buttons navigate between pages.



Character Profiles



Resources



Glossary



Portfolio



Assessments



Verification of completion



VERIFICATION OF TRAINING COMPLETION

PARTICIPANT NAME

has successfully completed training
in the pepnet 2 online course.

Map it: What Comes Next

Congratulations



When you complete all three sections of the *Map It: What Comes Next* training, you can print or save a document to show you completed all the assignments and assessments. This document is called a Verification of Completion.



How is *Map It* different?



Sam Allen



Brooke Hill



Joe Sanchez



Steven Marks



Emily Brink



Valentine Sal



Darcie Chin



Allison Siri

We took the Map It training when we were in school.

Before you get started, learn more about each of us by clicking on a picture to view our video introduction.



Marissa Leon



Brandon Healy



Zachary Jakes



Patrick Richers

Meet the crew

Steven Introduction



Profile: Patrick Richers

About Me:

I am 17 years old

I am an actor, artist, mime, performer, and activist

I AM JUST ME



Personal Goal:

Act in front of an audience
Act in the movie
Write and direct a screenplay



Academic Goals:

Score a 1200 on my SAT
Go to an Arts College



Future Goals:

Teaching actors with hearing loss

What People Say:

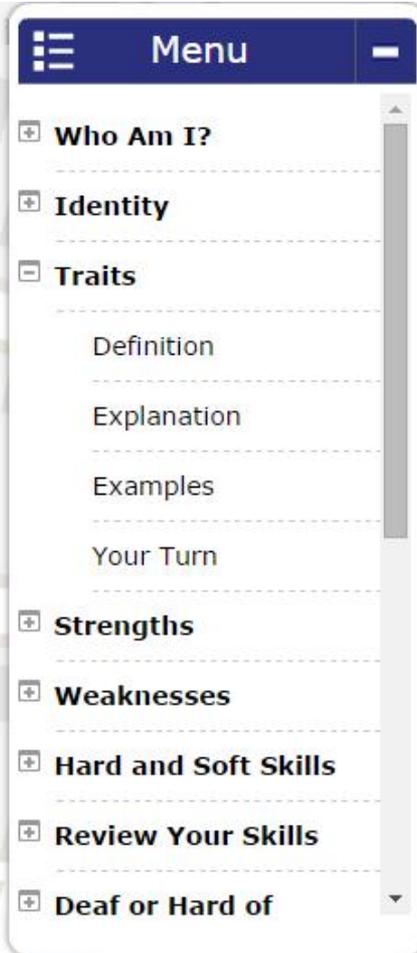
If you can't hear, you can't act
If you live in foster care, nobody cares about you.
If you are Deaf, you can't read well.

What I Say:

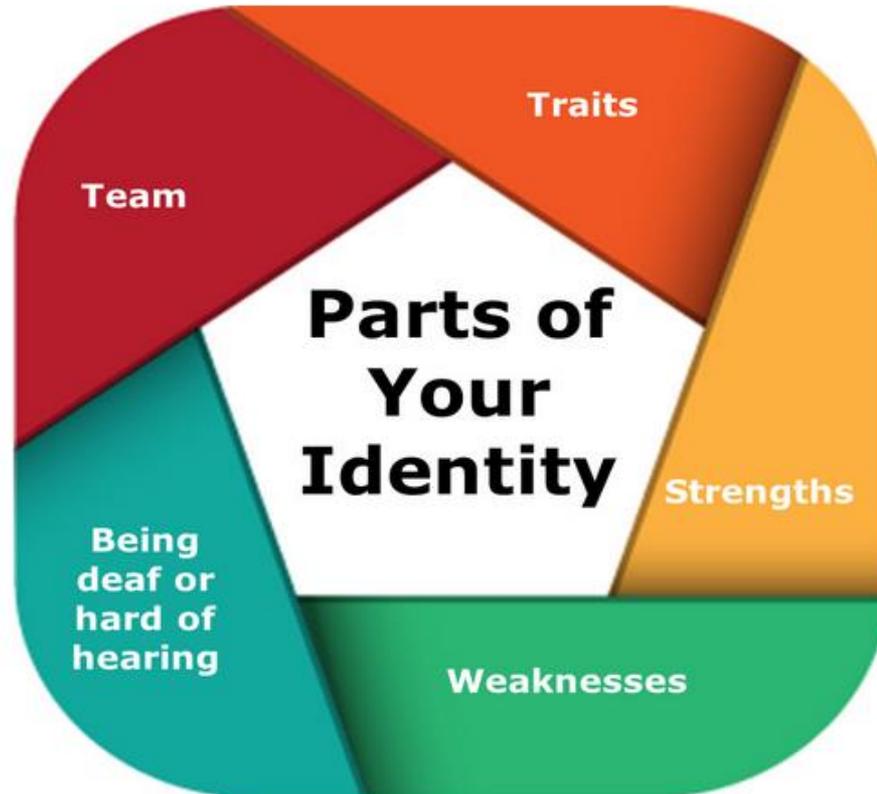
I CAN DO ANYTHING, BE ANYONE,
GO ANYWHERE. JUST WATCH ME!



Designed with purpose



Identity Parts



ASL/English Glossary



Start Here | Who Am I | What Do I Want | How Do I Get There | Certificate



SECTION 2 PROGRESS

Previous

Menu

- Who Am I?
- Identity
- Traits
- Strengths
- Weaknesses
- Hard and Soft Skills
- Review Your Skills
- Deaf or Hard of Hearing
 - Definition
 - Student Examples -1
 - Student Examples -2

Definition



Glossary

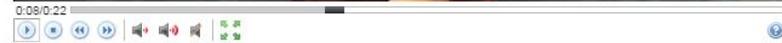
View by Section

1 2 3

A B C D E F G H I J K L M N O P Q R S T

Deaf or Hard of Hearing

Deaf or Hard of Hearing refers a person's hearing loss and identity. It impacts how someone communicates and the accommodations they use.



Section 1: Learning About Identity

Who Am I?



Student examples

Menu

- Who Am I?
- Identity
- Traits
- Strengths
- Weaknesses
- Hard and Soft Skills
- Review Your Skills
- Deaf or Hard of Hearing
 - Definition
 - ▶ Student Examples -1
 - Student Examples -2

Student Examples

Please hover over an image to view their responses.

I have two cochlear implants. I speak, use an FM system, and read lips.



I'm Deaf. I use American Sign Language, an interpreter, and hearing aids for environmental cues.



I am hard of hearing. I use my voice and some sign. I use Signing Exact English interpreters.



Identification question

Menu

- Student Examples -1
- Student Examples -2
- Student Examples -3
- Student Examples -4
- Understanding Your Needs
- Your Communication and Accommodations**
- How Do You Communicate?

Team

Checking In

Values

Personality

Your Communications and Accommodations

Review Character Profiles: - Select -

Identity

- Deaf
- deaf
- Hard of hearing
- Deafblind

Communication

- American Sign Language
- Combined ASL and English
- Cued Speech
- Signed English
- Speech and Lipreading
- Tactile Sign Language
- Total Communication
- Other

Accommodations

- Sign Language Interpreter
- Oral Interpreter
- Cued Speech Interpreter
- Speech-to-text (CART, Typewell, C-Print)
- Notetaker
- Early registration for classes
- Extended test time
- Other

Submit

Application question

Menu

- Student Examples -3
- Student Examples -4
- Understanding Your Needs
- Your Communication and Accommodations
- How Do You Communicate?**
- + Team
- + Checking In
- + Values
- + Personality
- + Dreams

How Do You Communicate?

Review Character Profiles:

How do you communicate and what accommodations do you use in these settings?

1. At school

2. With your family

3. With your friends

Character answers for support

How Do You Communicate?

Review Character Profiles: Steven ▾

How do you communicate and what accommodations do you use in these settings?

1. At school

2. With your family

3. With your friends



- How do you communicate and what accommodations do you use in these settings?

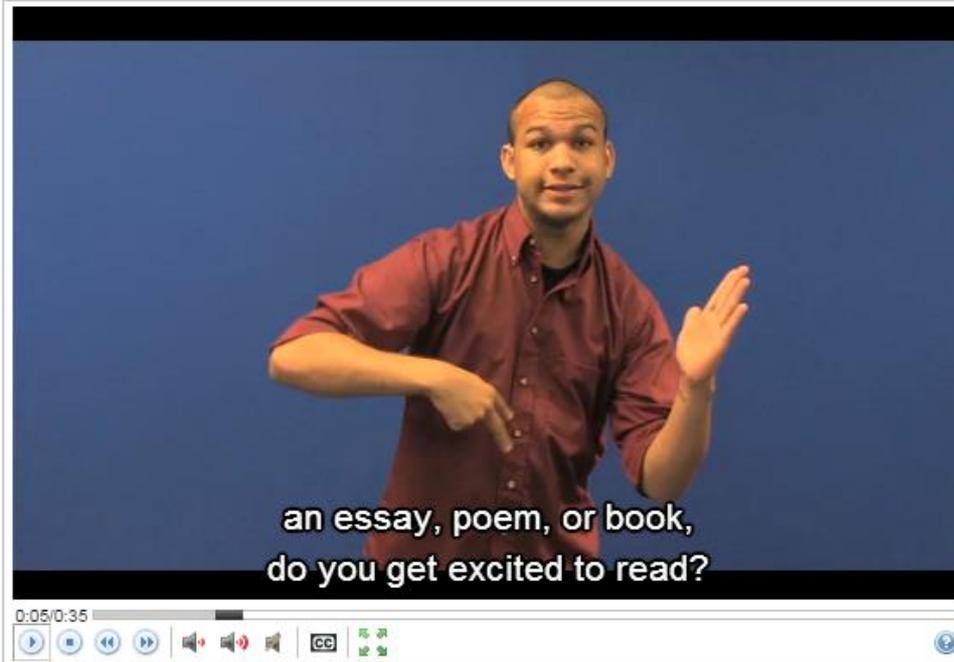
At school: I have a cochlear implant and am in a mainstream program. Might try out speech to text next year.

At home: I use my voice at home. I used to use sign and my parents know a little sign, but mostly I try to use my hearing and lipread.

With your friends: I usually voice. Sometimes I sign with friends if they don't understand my speech or if they can't hear. But I prefer to use my voice.

Reflecting on hard and soft skills

Hard Skills - *Reading Explanation*



Rate your *reading* hard skills

Weakness 1 2 3 4 5 6 7 8 9 10 Strength

Let's take a look...



1. Which fits you best?

Extrovert: I have a lot of energy

Introvert: I am laid back

Submit

Assessment Results and code

Personality Assessment

| Extrovert (E) | Introvert (I) |
|---------------|---|
| | I am laid back |
| | I prefer to be alone |
| | I like to think before doing something |
| | I need to focus on one thing at a time |
| | I like to pay attention to other people |

You are an Introvert (I)

| Sensor (S) | iNtuitive (N) |
|--------------------------------------|--|
| | I like to be creative and come up with new ideas |
| I like clear instructions/directions | |
| | I like to think outside the box/be creative |
| | I follow my instincts to make decisions |
| | I like more abstract ideas |

You are a(n) iNtuitive (N)

| Thinker (T) | Feeler (F) |
|-------------|-------------------------------------|
| | I use feelings to make decisions |
| | I think about how other people feel |
| | I use vague and not direct language |

Personality Code

What is your personality code?

INFJ

Click on your code to learn more.

| | | | |
|------|------|------|------|
| ISTJ | ISFJ | INFJ | INTJ |
| ISTP | ISFP | INFP | INTP |
| ESTP | ESFP | ENFP | ENTP |
| ESTJ | ESFJ | ENFJ | ENTJ |

Understanding Your Personality

"The Protectors"

Some common personality traits for INFJ

- Idealistic
- Natural leaders
- Good listeners
- Understands people and situations
- Have a strong value system
- Dislike working with details
- Creative
- Like to help people find creative solutions to problems
- Have vision about what they want
- Intense personality
- Sensitive; have compassion for other people

Section 1 Review

You identified your:

- ✓ Traits
- ✓ Strengths
- ✓ Weaknesses
- ✓ Hard Skills
- ✓ Soft Skills
- ✓ Being deaf/hard of hearing
- ✓ Team
- ✓ Values
- ✓ Personality
- ✓ Dreams



Section 2: Deciding What I Want

What Do I Want?



Jobs & Personality Code

Your Personality Code

INFJ

Click on your personality code for information on matching careers.

| | | | |
|------|------|------|------|
| ISTJ | ISFJ | INFJ | INTJ |
| ISTP | ISFP | INFP | INTP |
| ESTP | ESFP | ENFP | ENTP |
| ESTF | ESFJ | ENFJ | ENTJ |

Understanding Your Personality

- Introvert
- Intuitive
- Feeler
- Judger

Some career areas that match with INFJ personality

- Teachers
- Photographers
- Librarians
- Religious workers (Pastors or Rabbis or Missionaries)
- Social workers
- Career counselors
- Editors or art directors
- Environmental attorneys

Career Central

Search [Career Central](#) for jobs that might be a good fit for you. Click on jobs in Career Central to explore. Then, pick three jobs you want to learn more about and list them on the next page.

Click the text link or picture below to open Career Central. After you look around, come back and answer some questions about the jobs you find.

The screenshot shows the Career Central website interface. At the top left is the logo "CAREER CENTRAL" and a search bar labeled "Search Careers...". Below the logo are navigation tabs: "CATEGORIES", "BY EDUCATION", "BY INDUSTRY", "FEATURED CAREERS", and "ADDITIONAL CAREERS". The "CATEGORIES" tab is active, showing a list of industry categories on the left. The "FEATURED CAREERS" tab is also active, displaying a grid of job cards. Each card includes a representative image and the job title. On the right side of the featured careers section, there are three buttons: "My Queue", "My Favorites", and "Green Careers".

| CATEGORIES | BY EDUCATION | BY INDUSTRY | FEATURED CAREERS | ADDITIONAL CAREERS | | |
|---|--------------|-------------|--|--|---|--------------------------|
| Agriculture, Food and Natural Resources | | |  Conservationist |  Executive Chef |  Food Scientist | My Queue |
| Architecture and Construction | | | | | My Favorites | |
| Arts, A/V Technology and Communications | | | | | Green Careers | |
| Business, Management and Administration | | | | | | |
| Education and Training | | | | | | |
| Finance | | | | | | |
| Government and Public Administration | | | | | | |
| Health Science | | | | | | |
| Hospitality and Tourism | | | | | | |
| Human Services | | | | | | |
| Information Technology | | | | | | |
| Law, Public Safety and Security | | | | | | |

Career Cluster Collages



 Education
& Training



 Hospitality
& Tourism



Plan your steps

Use this form to write a few different goals. Each goal you write will be saved in your portfolio.

Review Character Profiles:

1: What is your Career Goal?

2: What 3 things can you do right now (short term) to help you reach this goal?

3: What can you do in the future (long term) to help you reach this goal?

4: What could stop you from achieving this goal?

Managing road blocks

I wanted to work with young kids in a classroom but I ran into a roadblock.



I applied for a job as a teacher's assistant. I was hired, but nobody there had ever worked with someone who was deaf. It was hard to communicate, and we were all frustrated.

I figured out how to get around the roadblock!



I had to evaluate my options.



The only option I could think of was to quit, but I talked to my supervisor, a few friends, and my VR counselor first. They had some good suggestions, and I started teaching some of my co-workers to sign.

Instead of being frustrated I explained to my co-workers that looking at me when they talked, writing notes and learning some sign would help us communicate better. They were happy to do it.

I really love my job and the people I work with. I'm so happy I didn't quit!

Section 2 Review

In Section 2, you:

- ✓ Explored hands-on experiences through job shadowing
- ✓ Investigated education and training required for jobs
- ✓ Learned about the relationship between education and salary
- ✓ Learned how jobs might fit a worker's personality
- ✓ Learned about Career Clusters
- ✓ Researched career options
- ✓ Developed SMART career goals
- ✓ Identified the steps to achieving that goal
- ✓ Developed plans for addressing roadblocks



Finding the Right Path

How Do I Get There?



Self-Determination



0:02/0:41



Self-Determination vs. Self-Advocacy



0:24/3:48



Adapts to the user

Choose Your Next Step

The laws protect your rights to access! After high school - when you work or go to college or a training program - the laws make sure you get the access you need to be successful.

What is YOUR next step?

Click one.



Additional Resources

State Agencies

If you are having trouble finding a job that fits you, remember to talk to your team and get their ideas. They are there to support you. There are also state and local agencies that help people find jobs. Make sure you use your resources. Check these out.

Click on one of the buttons below to learn more.

VR

Ticket to Work

**One Stop
Center**

**Commission/Office
for the Deaf and
Hard of Hearing**



Two trainings in one!

Need help writing your resume? Wonder what a cover letter should look like? Need advice about what to wear to an interview?

[Click here to learn more!](#)



Getting a Job!



Supporting Documents

Dan Smith
123 Maple Street
Elwood, PA 23456
598-554-1357 Dsmith@email.com

Objective
Seeking a position in auto care and maintenance that could lead to a career as an auto mec.

Education
Pennsylvania School for the Deaf
Philadelphia, PA
Diploma: June 2010

Work Experience

Car Wash Attendant
Sept 2009-Present
Elwood Car Wash
Elwood, PA
Prepped cars for wash and dried cars after wash.

Lawn Mower
June 2009
Bob's Lawncare
Elwood, PA
Mowed lawns

General Interview Questions:

1. Tell me about yourself.
2. Why do you want to work here?
3. What qualifications do you have that relate to this position?
4. What are your strengths?
5. What is your greatest weakness?
6. What are some things you find difficult to do? Why?
7. Have you ever been fired? Why?
8. What do you know about this company? This industry?
9. What are the most important things for you in any job/company?
10. Why should we hire you?

Questions that focus on your soft skills:

11. Tell me about a time when you had to handle a stressful situation.
12. Tell me about a time when you had to overcome difficulties or problems to get your job done.
13. What was the most difficult problem you've handled? How did you deal with it?
14. Tell me about a time when you had to adapt quickly to a change.
15. Give me an example of a time when you did more than the job required.

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Getting a Job! Tools • Techniques • Training



**Educators' Guides
and
Supporting Documents**

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Questions? Visit our website: pepnet.org or email us: help@pepnet.org

Page 1
IDEAS that Work
U.S. Office of Special Education Programs
March 2013

Application for Employment

(Insert Name of Company) is an Equal Opportunity Educational Institution and EEO/Affirmative Action Employer committed to excellence through diversity. Employment offers are made on the basis of qualifications and without regard to race, sex, religion, national or ethnic origin, disability, age, veteran status, or sexual orientation. PLEASE TYPE OR PRINT. Complete the entire application. You may attach a resume, but you must still complete all questions, or your application will be deemed incomplete and may not be considered. Please fill out each box (don't put someone "See Resume"). Applications with missing or invalid job numbers will not be considered for any position.

Position Applying For: _____ Name (Last, First, Middle): _____
JOB #: _____
Street Address: _____
Social Security Number: _____ City, State & Zip: _____
Home Phone: _____ Work Phone: _____ Other names under which you have attended school or been employed: _____
Other Phone: _____

Are you eligible to work in the United States? Yes No
Are you 18 years of age or older? Yes No
Are you currently employed at (company)? Yes No
If YES, what is your current age? _____
If YES, what is your current job title & department? _____
Have you ever been employed by (company)? Yes No
If YES, dates of employment & reason for leaving: _____
Are you related to any current (company employee)? Yes No
If YES, their name & their relationship to you? _____
If required for position, do you have a valid driver's license? Yes No
How did you learn about this employment opportunity at (company)? Job Bulletin (Posting) Walk-in Website Referral by employee Other _____
If YES, State of issuance, license #, and expiration date: _____
Check all that apply: Ad in newspaper Ad in magazine

EDUCATION

| Name of School | City/State | Diploma |
|----------------|------------|---------|
| High School: | | |

- Before the Interview:**
- Decide what accommodations you will need for the interview.
 - If you are working with VR, talk with your counselor about the accommodation(s) you need.
 - If you are not working with VR, you must ask the employer to provide accommodations when they contact you to set up the interview.
 - Learn as much as you can about the company and the job you are applying for before the interview.
 - Practice the interview questions.
 - Choose the clothes you'll wear for the interview ahead of time. Make sure they are appropriate, clean, and ready for your interview.
 - Plan for your transportation to the interview and allow PLENTY of time. Arrive 15 minutes before the scheduled interview time.
 - Have your cover letter printed and ready to give to the employer.
 - Have two copies of your resume printed and ready for the employer.
 - Have your Reference list printed for the employer in case it is requested.

- During the Interview:**
- At the end of the interview, ask the employer about the next steps, and how you can follow up. Do they prefer an email or a call?
 - Thank the person for the interview.

- After the Interview:**
- Send a note thanking the employer for the interview.
 - If you do not hear from the employer a few days after the interview, you can contact them to ask if they have made a decision.

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Section 3: Review

In Section 3, you:

- ✓ Learned about self-determination.
- ✓ Learned about self-advocacy.
- ✓ Learned about your IEP.
- ✓ Developed a plan to lead your IEP meeting.
- ✓ Reevaluated your transition IEP team.
- ✓ Learned about IDEA, ADA, Section 504.
- ✓ Learned about disclosure.
- ✓ Identified your accommodation needs.
- ✓ Explored specific jobs on Career Central.
- ✓ Learned about state agencies.
- ✓ Explored *Getting a Job!* Training.



Closing Video



map it
what comes next

Who am I?

What do I want in my life?

How do I get there?

and how to get it.

0:12/1:31

⏪ ⏩ 🔊 🔊 🔊 CC 🌐

The video player interface shows a man in a dark suit and blue shirt standing on the right side. The text on the left is in a bold, sans-serif font. The video progress bar is at the bottom, showing a time of 0:12/1:31. The control bar includes play/pause, stop, previous, next, volume, closed captions (CC), and a help icon.

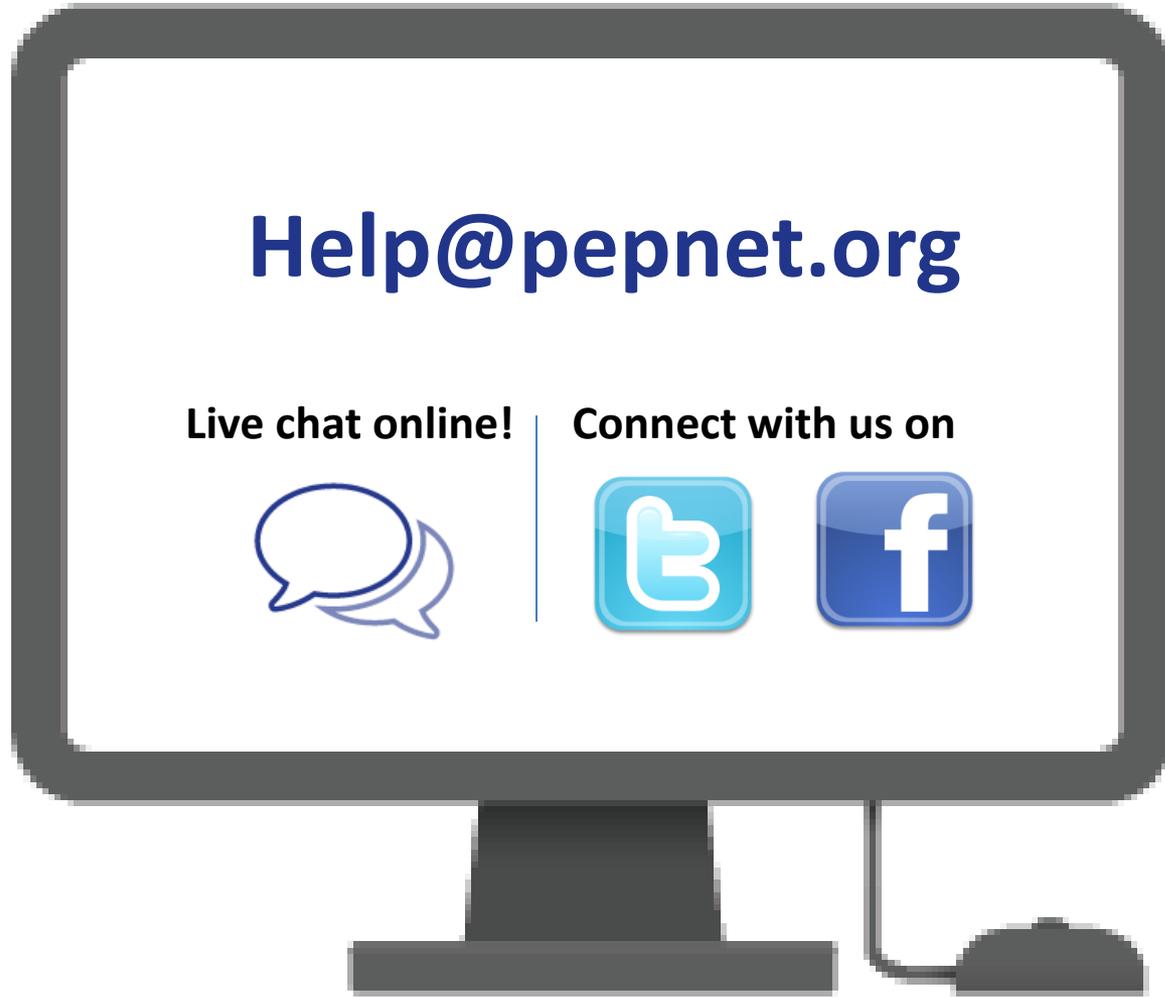
“Purposeful” Transition



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- Szymanski, E. (1993). Career development, school to work transition, and diversity: An ecological approach. In F. R. Chadsey-Rusch (Ed.), Beyond high school. Transition from school to work: New opportunities for adolescents (pp. 127-145). Pacific Grove, CA: Brooks/Cole.

How can you access pn2?



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