



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

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Horizontal lines for notes

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.



Horizontal lines for notes

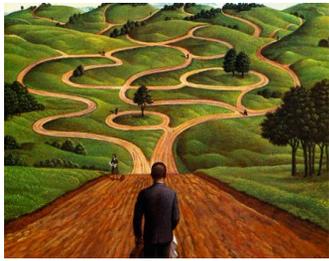
Learning Objectives

- 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.



Horizontal lines for notes

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, Ferchak, & 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

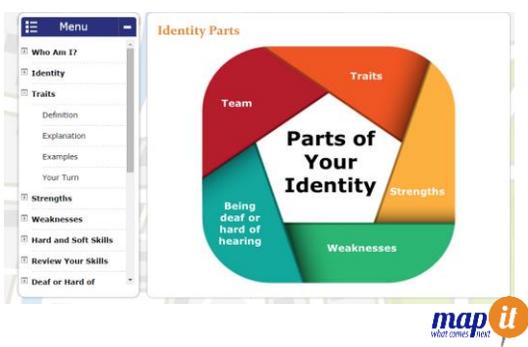


Section 1: Learning About Identity

Who Am I?



Designed with purpose



ASL/English Glossary



Student examples

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.

map it! what comes next

Identification question

Your Communications and Accommodations

Review Character Profiles: - Select -

Identity	Communication	Accommodations
<input type="checkbox"/> Deaf	<input type="checkbox"/> American Sign Language	<input type="checkbox"/> Sign Language Interpreter
<input type="checkbox"/> deaf	<input type="checkbox"/> Combined ASL and English	<input type="checkbox"/> Oral Interpreter
<input type="checkbox"/> Hard of hearing	<input type="checkbox"/> Cued Speech	<input type="checkbox"/> Cued Speech Interpreter
<input type="checkbox"/> Deafblind	<input type="checkbox"/> Signed English	<input type="checkbox"/> Speech-to-text (CART, Typewell, C-Print)
	<input type="checkbox"/> Speech and Lipreading	<input type="checkbox"/> Notetaker
	<input type="checkbox"/> Tactile Sign Language	<input type="checkbox"/> Early registration for classes
	<input type="checkbox"/> Total Communication	<input type="checkbox"/> Extended test time
	<input type="checkbox"/> Other	<input type="checkbox"/> Other

Submit

map it! what comes next

Application question

How Do You Communicate?

Review Character Profiles: - Select -

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

- At school
- With your family
- With your friends

map it! what comes next

Character answers for support

How Do You Communicate?

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.

[Review Character Profiles: Steve](#)




Finding strengths and weaknesses

Hard vs. Soft Skills



Strengths and weaknesses fall into two different categories



Reflecting on hard and soft skills

Hard Skills - Reading Explanation



an essay, poem, or book, do you get excited to read?

Rate your reading hard skills

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



Recognizing impact

Give examples of the **strengths** that make you unique. Give examples of some **weaknesses** that you struggle with.

Hard Skills	<input type="text"/>	Hard Skills	<input type="text"/>
	<input type="text"/>		<input type="text"/>
Soft Skills	<input type="text"/>	Soft Skills	<input type="text"/>
	<input type="text"/>		<input type="text"/>

Which of these weaknesses will make it harder for you to reach your goals?

Who is someone who can help you improve this weakness?



Embracing a team

Your Team

Review Character Profiles:

Each team member supports you in different ways. Who do you need to build a strong team?

Education Team: <input type="checkbox"/> Teacher(s) <input type="checkbox"/> Counselor(s) <input type="checkbox"/> Interpreter(s) <input type="checkbox"/> Principal <input type="checkbox"/> Audiologist/Speech Therapist	Employment Team: <input type="checkbox"/> VR Counselor <input type="checkbox"/> Job Coach <input type="checkbox"/> Transition Specialist <input type="checkbox"/> Mentor <input type="checkbox"/> Boss/Supervisor	Life Team: <input type="checkbox"/> Family <input type="checkbox"/> Friends <input type="checkbox"/> Mentor <input type="checkbox"/> Advocate <input type="checkbox"/> Life Skills Coach
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Values Assessment



Section 2: Deciding What I Want

What Do I Want?



Career Planning



Considering Options



Job Shadowing



Careers that fit

Jobs that fit match your identity and personality.

Mr. Ross said personality is important when choosing a career.



I wonder what types of jobs fit my personality? I need to check!



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
ESTJ	ESJ	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



Now What?

Yeah, but now what?!

I read the jobs listed for my personality code. Interesting! How do I know which job is the best fit? Mrs. Sanderson said I should look at the Career Clusters - but what's that?



Career Clusters



Career Cluster Collages



Finding the right job

Which three career clusters do you want to learn more about?

1.

2.

3.

Way to go! You identified some career clusters that fit you.



BUT...
Every career cluster has so many jobs. How do I pick just one?



Important Considerations

Things to think about:



- What would you do every day at work?
- Would you work alone or with people?
- Would you be the only deaf person?
- Would you work in an office or outdoors?
- Would you need to lift and move heavy things?
- Are there many jobs available in this field (job outlook)?



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.



Checking the fit

Step 1: What are the duties and responsibilities for the job? (Job description)

Step 2: How much education/training is required?

- High school Certificate of Completion
- AA Degree
- High School Diploma
- BA Degree
- GED
- MA Degree
- License
- PhD

Step 3: Will the salary be enough to meet your needs?

- Yes
- No
- Maybe
- I'm not sure

Step 4: Are there many jobs available in this field (job outlook)?

Step 5: Is there anything that could stop you from achieving this goal?



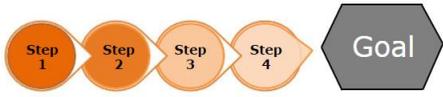
Developing Goals



Manageable Steps



To reach my goal, I had to develop some steps to stay focused and move forward.



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



Self-Determination vs. Self-Advocacy



Self-Determination Assessment

Right!

To make my goals happen, I need to be self-determined.

To learn more about my self-determination skills, I took an assessment.

I found my strengths and also found what I needed to work on.



Explanation of assessment



Let's take a look...



Importance of disclosure



Remember, after high school it is your responsibility to ask for accommodations.

When you ask for accommodations, it's a good time to tell people you are deaf or hard of hearing. You can explain how the accommodations will provide access.

This is called **disclosure**.

If you don't share this information, employers are not legally required to give you an accommodation.



Disclosure Video



Sample Disclosure

Steven's Disclosure

I volunteer in a science lab after school.

I have two cochlear implants. Most of the time, I can understand what hearing people say. So, when I first started working, I didn't disclose that I was deaf.

I made some mistakes. My boss asked why I wasn't paying attention. It was noisy, and she didn't look at me when she talked. I didn't always hear or understand her.

I decided to disclose. I told her I was deaf and needed accommodations. We talked about what I needed. I got the accommodations, and now I am doing a great job!



Starting the job search



OK, so I know I have to disclose and tell the boss I am deaf and ask for accommodations. I understand, but how do I know if it is the right job for me?

There are so many jobs in the world. Finding the right one could take forever!



Career Central: Part 2

Finding the right job does take some time, but looking for a job just got easier!

In Section 2, you used **Career Central** to learn about Career Clusters. Now you can use **Career Central** to learn more about what people really do at their jobs!

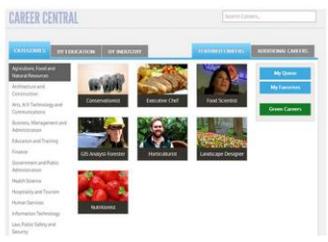
Career Central has videos of people doing lots of different jobs so you can see what it is really like. You can also read the job descriptions to make sure your dream job is the right one. Check it out!



Navigating Career Central

Career Central has the details you need to make the right decisions. Search **Career Central**.

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.



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.



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!



Verification of completion



Successful "Purposeful" Transition



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How can you access pn2?



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