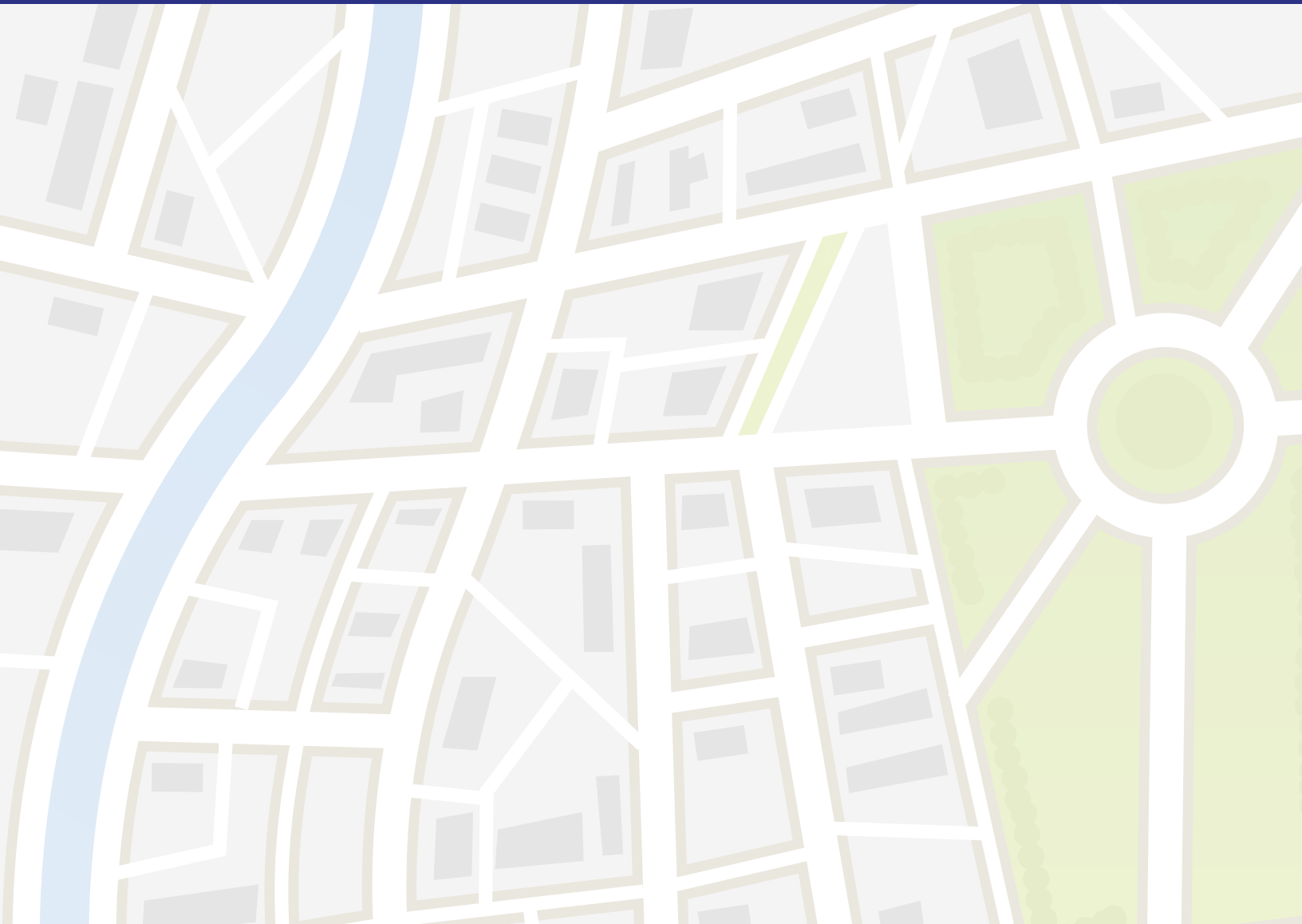# map it
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INTRODUCTION

CURRICULUM AUTHORS

Heather Holmes, MSEd: Information Technology, Instructional Design Certificate, NIC Advanced

Heather is Co-Director of the DeafBlind Interpreting National Training and Resource Center (DBI). Her responsibilities include development of online materials and courses, management of a national online resource repository, and provision of technical assistance to stakeholders across the country. Her areas of interest include online accessibility, adult learning, content and course development, and curriculum design.

Heather has a Master of Science degree in Education: Information Technology from Western Oregon University, and a Bachelor of Arts degree in Psychology from Arizona State University. She is a nationally certifed (NIC – A dvanced) American Sign Language interpreter and a member of the Registry of Interpreters for the Deaf (RID).

Mary Morrison, MA ED. CSC/RID

Mary has over forty years of professional experience in the feld of deafness . As a member of the pepnet 2 leadership team, Mary coordinated personnel development activities and provided outreach and technical assistance across a variety of projects. Prior to her tenure with pepnet 2, Mary worked as the Deaf / Hard of Hearing Specialist at the University of Montana (UM) supervising interpreters and captionists. She worked for the Distance Opportunities for Interpreter Training Center at Front Range Community College and the University of Northern Colorado as an interpreter trainer, course developer, section facilitator and distance instructional manager. She has taught at residential schools for the Deaf in Michigan, Montana and Missouri.

Melissa Parrott Dadmun, MEd

Melissa Dadmun, M.Ed., works at the University of Montana's Rural Institute for Inclusive Communities. Here, she provides professional development and technical assistance on the Workforce Innovation and Opportunity Act Pre-Employment Transition Services (Pre-ETS). Responsibilities include developing and disseminating Pre-ETS resources and products, and facilitating training through webinars, conferences and workshops. Melissa is an instructor at the University of Montana Department of Teaching and Learning, and Project Coordinator of a the Intro to College program. This program of ers high school students with disabilities an individualized delivery of Pre-ETS and provides an integrated work-based learning experience on UM's campus. While working on her Master's in Education and Special Education Endorsement, Melissa participated in the Training Teachers to Ensure Achievement and Membership (TTEAM) project, whose mission is to increase the capacity of schools and teachers to provide ef ective instruction to students with low-incidence disabilities. Prior to attaining her M.Ed., Melissa has coordinated community-based projects concerning poverty, housing, and education across the state of Montana.

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MAPIT ACKNOWLEDGEMENTS

Map It: What Comes Next reflects a comprehensive effort that integrated research, design, development, and evaluation. The strength of Map It is the result of a coordinated effort involving many hands, minds, and hearts. Our most sincere thanks go to the following:

MAPIT ACKNOWLEDGEMENTS (*CONTINUED*)

INTRODUCTION

Map It: What Comes Next

The Map It curriculum provides lesson plans, materials and resources needed for educators and professionals to actively engage and guide students in the development of their self-determination and self-advocacy skills. The curriculum culminates with a student focused transition plan and materials to support students' active involvement in the IEP process. It recognizes that educational settings and access to services vary across the country, creating different needs for students, educators and professionals.

The same factors that limited developmental acquisition of other abilities also can impair the readiness of DHH adolescents to conceptualize their future. Their cumulative experiences in childhood help them construct an understanding of their strengths and abilities, interests and preferences, as well as work expectations and appropriate behaviors that lead to realistic lifestyle and career options. Those DHH students who have restricted opportunities are much less able to make suitable decisions; they are at risk of making initial choices without a clear understanding of themselves and the consequences of their decisions. As transition team members, we are responsible for creating experiences and instructional activities that can help them acquire these foundational concepts so that their decisions and plans for the future have an increased likelihood of being successful. Of course, adolescents are prone to changing their opinions, but that also is a learning experience, and even changing one's opinion presents an opportunity for the team to assist these adolescents in making more realistic choices.

– Pamela Luft, **Promoting Positive Transition Outcomes: Effective Planning for Deaf and Hard of Hearing Young Adults**, Gallaudet University Press, 2016, pgs 55-56.

The curriculum is based on the principles of Bloom's Taxonomy and supports the development of critical thinking skills essential to self-determination. Lesson plans are scaffolded, providing learning opportunities that range from basic understanding and knowledge to synthesis and evaluation. This design provides the flexibility needed for educators and professionals to customize lessons and meet individual needs as they guide students to think about their life: who they are, what they want, and how to get it. This step-by-step guide supports the complexity of goal setting by building an understanding of one's identity, self-determination skills, and self-advocacy skills in education and employment settings.

A special component of this curriculum is the integration of IEP, 504 and Employment Plans into student activities and suggested applications for teachers. It is designed to verify compliance with Indicator 13. Teachers will gain insights on how to apply the information gathered from these lessons to the IEP process.

Map It Curriculum: Unique Features

Curriculum Organization:

This curriculum is divided into three content sections, which are subdivided into topics. These sections include Who Am I, What Do I Want, and How Do I Get There. Map It also offers a Start Here section, which covers program learning objectives, tools, and navigation. These sections are listed at the top of the page. Beneath the topic name are links to other topics within the section. Make sure students begin their Map It experience at Start Here.

The Map It curriculum supplements the online Map It training (elearn.dcmp.org/mi) materials which includes video vignettes signed in ASL with spoken English and written transcription. The curriculum was developed to provide an array of options for educators, professionals and families as they work to support the broad spectrum of individual needs of students. To provide this flexibility to educators, curriculum materials include: clearly stated goals and objectives for each section, customizable power points (for teachers and students), visual concept pages, worksheets, assessments, evaluations, IEP and WIOA application tips, and individualized transition plans. The section objectives address the following components:

Section One, Who Am I, students will be able to:

- Learn about personal traits, strengths, weaknesses.
- Define basic terms and concepts related to identity, skills, and disability.
- Understand the difference between hard skills and soft skills and their importance to ongoing success.
- Define basic terms and concepts related to deafness and hearing loss.
- Understand the purpose of a team and the importance of building a strong IEP team.
- Explain how deafness and hearing loss influence people's life experiences.
- Identify communication preferences.
- Understand the role of value and one's personality for guiding future decisions.
- Understand the relationship between identity and creating a dream for the future.

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Map It Curriculum: Unique Features (*continued*)

Curriculum Organization (continued):

Section Two, What Do I Want, students will be able to:

- Learn how to set realistic goals in employment and education settings.
- Understand the role and function of Vocational Rehabilitation and One-Stop-Centers.
- Know how to apply for VR services in your state.
- Understand the steps needed to successfully apply for and obtain a job including: the application process, resumes, interviews, cover letters, references and what to do after an interview.
- Understand how career goals guide a job and education/training search.
- Understand how to develop a plan to search for a job or the right education/training program.
- Develop a job search portfolio to support your job search.
- Begin compiling the documents needed for a successful job search.
- Understand how a positive attitude and focus on goals is critical in achieving personal goals and dreams.
- Learn about services available for students who are deaf and hard of hearing.

Section Three, How Do I Get There, students will be able to:

- Develop self-determination and self-advocacy skills.
- Understand the importance of self-determination and self-advocacy in employment and education settings.
- Understand the importance of becoming an active participant in transition planning.
- Understand legal rights and responsibilities in employment and education settings.
- Define services available for students who are deaf and hard of hearing in employment and education settings.
- Understand how to request accommodations in employment and education settings.
- Practice self-reflection and goal refinement for successful post-secondary outcomes.
- Compile required application documents for a job or education/training program.
- Understand how a positive attitude and focus on goals is critical in achieving personal goals and dreams.

Map It Curriculum: Unique Features (*continued*)

Curriculum Organization (continued):

Upon Completion

When students complete all three sections of Map It: What Comes Next training, they can print and save a Verification of Completion to show completion of all assignments and assessments.

Please note that lesson activities incorporate additional assignments and assessments outside of Map It, so it will be important to develop a tool for organizing important documents for post-secondary employment and education, such as a Transition Binder and Career Portfolio. You may also consider students uploading material to a cloud service or to your state's Career Information System. This will ensure students have ongoing access to transition materials.

Lesson Layout

Map It: What Comes Next lessons are built upon the theory of Bloom's taxonomy: creating, evaluating, analyzing, applying, understanding, and remembering. The development of these critical thinking skills are essential to self-determination. Lessons provide activities and materials for educators and professionals, and offers flexibility to meet individual needs.

Throughout the lessons, it is important to ask yourself:

- Is the material new for students?
- What prior knowledge do students have?
- How complex are the topics?
- How important is this to students?
- Do the concepts need to be further unpackaged?
- Does information need to be further grouped or chunked?

Map It Curriculum: Unique Features (*continued*)

Lesson PowerPoints:

Each lesson includes a PowerPoint to support day-to-day program implementation in the classroom. Teachers may adapt this instructional support to accommodate the needs of students who are deaf or hard of hearing. PowerPoint slides are referred to throughout the lesson and typically include activity instruction, links, resources, imagery, and discussion prompts. For example, during the Kick-off Activity, the accompanied slide is typically noted as: (PPT slide 2). When you see this note, open the presentation to quickly access slide 2 and you will be linked to activity resources. These presentations are meant to be flexible, allowing teachers to add additional slides, reformat, insert visuals or link to different media that best fits the needs of your classroom and student body.

Think- Pair- Share Strategy:

The Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic. It also promotes classroom participation and provides an opportunity for all students to share their thinking with at least one other student.

(1) Think – have students review and think about topic independently.

(2) Pair – have students pair themselves with a comfortable partner and take turns sharing perspective of topic.

(3) Share – have students share their answers, thoughts, or opinions with the whole group. The teacher should lead this discussion, thank students for sharing about themselves.

Rubric for Classroom Discussion:

Throughout the lessons there are inquiry based discussions that suggest whole class participation. These discussions are meant to be flexible based on your classroom needs and students communication preferences. The goal is to have students discuss, share their point of view, listen to others, connect to other perspectives, and think critically. To meet this goal, discussion prompts support flexible grouping to determine which grouping pattern is most appropriate for each discussion: pairs, small group, large group or whole class. Consider how well your students work in groups, preferred group size for full participation, and which students work together for optimal performance. Access the Discussion Rubric and communicate participation expectations to students. Consider offering opportunities for self-assessment after discussions and offer feedback throughout the school year. There are additional Discussion Rubric available online to fit classroom needs.

Map It Curriculum: Unique Features (*continued*)

Assistive Technology Resources:

Consider ways in which assistive technology can support diverse learners. Successful AT implementation must capture legal requirements and relationship to the IEP, as well as the consideration, assessment, implementation, refinement, and maintenance process. Just as with a student-driven IEP focus, AT support must be student-driven to ensure the best fit in meeting accommodation needs. Student involvement is critical since they are the ones responsible for AT upon graduation. Teach students how to access supports that are meaningful in day-to-day environments for education and employment settings. Below are resources to help support students as they access, choose, evaluate, and become independent with assistive technology supports.

- SETT Framework: A framework for gathering data to support student-centered assistive technology decisions, *http://www.joyzabala.com/Documents.html*.

- WATI: Access a variety of free materials for assessing and implementing assistive technology, *http://www.wati.org/?pageLoad=content/supports/free/index.php*.

- Matching Person and Technology (MPT): An AT model that consists of a series of instruments to take into account: the environment in which the person uses the technology, the individual's characteristics and preferences, and the technology's function and features, *http://matchingpersonandtechnology.com/*.

- National Center on Accessible Educational Materials (AEM): Resources and support for providing AEM across the widest range of individual variability, regardless of format or features, *http://aem.cast.org/*.

Universal Design for Learning Resources:

National Center on Universal Design for Learning: *http://www.udlcenter.org/aboutudl/udlguidelines*

UDL Tech Toolkit: *https://udltechtoolkit.wikispaces.com/*

CAST: *http://www.cast.org/our-work/learning-tools.html#.WYIK7oTyuUk*

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Map It Curriculum: Unique Features (*continued*)

Post-Secondary Transition Resources:

- National Technical Assistance Center on Transition: NTACT's purpose is to assist State and Local Education Agencies, State VR agencies, and VR service providers in implementing evidence-based (and promising) practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment, *http://transitionta.org/*.

- Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing Needs Assessment, *https://wvde.state.wv.us/osp/ECC-DHHJanuary2013.pdf*

- Kohler's Taxonomy for Transition Programming, *http://www.nssed.org/wp-content/uploads/2011/10/Taxonomy.pdf*

Workforce Innovation and Opportunity Act (2014)

In 2014, the Department of Labor coordinated efforts with the U.S. Department of Education and Health and Human Services (HHS) to pass the Work Force Innovation and Opportunity Act. The purpose of this landmark legislation is to increase post-secondary outcomes for students with disabilities, which continually show that people with disabilities are underemployed or unemployed. The lack of work, or work that is compensated below minimum wage, increases one's likelihood of adult poverty, welfare, and government entitlement.

WIOA focuses on competitive, integrated employment for all people and has an increased focus on youth in transition. For students with disabilities, WIOA has used evidence-based research to select five categories of Pre-Employment Transition Services to effectively bridge the gap in post-secondary outcomes: job exploration counseling, work-based learning experiences, counseling for post-secondary education, work place readiness training, and instruction in Self-Advocacy.

Map It Curriculum: Unique Features (*continued*)

Workforce Innovation and Opportunity Act (2014) (continued)

Below is the definition, setting, and examples for each category:

1. **Job Education Counseling** may be defined in a classroom or community setting and include information regarding in-demand industry sectors and occupations, as well as non-traditional employment, labor market composition, administration of vocation interest inventories, and identification of career pathways of interest to the students. Job exploration counseling provided on an individual basis might be provided in school or the community and include discussion of the student's vocation interest inventory results, in-demand occupations, career pathways, and local labor market information that applies to those particular interests.

2. **Work-based learning experiences** may include in-school or after-outside the traditional school setting (including internships), that is provided in an integrated environment in the community to the maximum extent possible. Work-based learning experiences in a group setting may include coordinating a school-based program of job training and information interviews to research employers, work-site tours to learn about necessary job skills, job shadowing, or mentoring opportunities in the community. WBL experiences on an individual basis could include work experiences to explore the student's areas of interest through paid and unpaid internships, apprenticeships (not including pre-apprenticeships and Registered Apprenticeships), short-term employment, fellowships or on-the-job trainings located in the community. These services are those that would be most beneficial to an individual in the early stages of employment exploration during the transition process from school to post-school activities, including employment.

3. **Counseling on opportunities for enrollment in post-secondary education** in a group setting may include information on course offerings, career options, the types of academic and occupational training needed to succeed in the workplace, and post-secondary opportunities associated with career fields or pathways. This information may also be provided on an individual basis and may include advising students and parent or representative on academic curricula, college application and admissions processes, completing the Free Application for Federal Student Aid (FAFSA) and resources that may be used to support individual student success in education and training, which could include disability support services.

4. **Workplace Readiness Training** may include programming to develop social communication and interpersonal skills; financial literacy; orientation and mobility skills; job seeking skills; and understand employer expectations for punctuality and performance, along with other "soft" skills necessary for employment. These services may include instruction, as well as opportunities to acquire and apply knowledge. They may be provided in a generalized manner in a classroom setting or be tailored to an individual's needs in a training program provided in an educational or community setting.

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Map It Curriculum: Unique Features (*continued*)

Workforce Innovation and Opportunity Act (2014) (continued)

5. **Instruction in self-advocacy** in a group setting may include generalized classroom lessons in which students learn about their rights, responsibilities, and how to request accommodations or services and supports needed during the transition from secondary to postsecondary education and employment. During these lessons, students may share their thoughts, concerns and needs, in order to prepare them for peer mentoring opportunities with individuals working in their area(s) of interest. Further individualized opportunities may be arranged for students to conduct informational interviews or mentor with educational staff such a principals, nurses, teachers, or office staff; or they may mentor with individuals employed by or volunteering for employers, boards, associations, or organizations in integrated community settings. Students may also participate in youth leadership activities offered in education or community settings.

Addendum A of this curriculum offers an index of Pre- Employment Transition Services activities in each Map It lesson. Please note that the five Pre-ETS categories next to each activity are to be used as a window into Pre-ETS, but implementation will depend on individual needs and student engagement throughout each lesson. Furthermore, these activities are not meant to stand alone, but implemented as a comprehensive transition curriculum. For example, completing only one section of "My Transition Plan" does not adequately serve a student in Instruction in Self -Advocacy (category 5). However, completing all "My Transition Plan" activities throughout Section 1, meets Instruction in Self-Advocacy by providing students with a document to support their student driven IEP meeting or to use as a tool for understanding one's disability and preferred accommodation(s). In addition, keep in mind that as you review the definition of each Pre-ETS category, interpretation of how activities support the different categories may differ depending on how lessons are differentiated and implemented. You will see that some activities do not necessarily fall under a Pre-ETS category, however they are critical to building the foundation of students understanding of who they are and what they want. For more information on Pre-ETS guidelines and allowed activities, please visit the Workforce Innovation Technical Assistance Center, WINTAC, *www.wintac.org*.

Fair Use Copyright

Throughout the curriculum, you are directed to other readings, resources, curriculum, and media. In keeping with the Fair Use Copyright guidelines for education, *https://www. copyright.gov/circs/circ21.pdf*, it is permissible for each teacher to download a single copy of the readings for educational purposes and one copy per student for classroom use or discussion.

INTRODUCTION TO WORD WALLS

In the first set of identity lesson plans for "Who Am I?", there is an emphasis on vocabulary which allows students to describe their traits, strengths, weaknesses, hard skills and soft skills. In order to help students increase their vocabulary and to help students make a visual connection between words, lesson plans in this unit will contain activities based on a **word wall**.

Word walls have become a highly effective teaching strategy to improve vocabulary and literacy skills. A word wall is an organized collection of words displayed in a classroom. This display becomes an interactive tool for teaching that engages students in the way they think about, study and use words. Word walls can be displayed on a wall, bulletin board, whiteboard, etc. and are printed in a large font so that they are easily visible from all student seating areas. Here are some helpful tips and information about word walls:

- Provides a visual map to help students make connections between words
- Develops a growing core of words that become a part of reading and writing vocabulary
- Words are selected for specific instructional purposes
- Collections can be cumulative; as new words are introduced, familiar words remain for further study
- Word walls should be referred to often so students come to understand and see their relevance
- New information should be added on a regular—even daily—basis
- Word walls are a group effort, allow students to make suggestions for content

Instructional strategies for implementing Word Walls includes explicit instruction in the spelling and use of the word. Lessons that incorporate Word Walls are included in Foundation Activities throughout the Sections. This allows for preteaching unfamiliar vocabulary at the beginning of the lesson to help enhance engagement in preceding activities. Suggested steps include:

1. Introduce the word
2. Have students repeat the word.
3. Give meaning to the word.
4. Have students repeat the meaning.
5. Give example of the word in context.
6. Have students share another example in context.

As students build knowledge and understanding of concepts, create opportunities to practice targeted words in connected text and whole class discussion throughout activities. This can help students receive repeated exposure and meaning to new words. It is also encouraged to have students use synonyms, antonyms, and visual representation to help acquire new vocabulary. Visual representation may include having students draw a picture of the word and then describing the picture to a teacher or peer.

INTRODUCTION TO WORD WALLS

Another consideration is implementing a semantic map (or graphic organizer) to help bridge association between familiar words and unfamiliar words. Furthermore, during cross curricular activities, support opportunities to integrate lesson vocabulary in content text to make meaning-based connection. Here, try to embed targeted terms into sentences, discussion prompts, and worksheets to help draw students to important concepts and context. Depending on student need and term complexity, create additional ways to learn new vocabulary such as:

- Incorporate matching cards with words and meaning.
- Preteach concepts using objects and color photos.
- Have student create a personal Word Journal with term, definition, synonym, and antonym and then create a sentence or add a picture.
- Challenge students to use terms in context during classroom discussion.
- Incorporate vocabulary in current events topics to connect relevance and engagement.

Setting up a Word Wall:

INTRODUCTION TO WORD WALLS

Reference:

Cronsberry, J. (2004). Word Walls: *A support for literacy in secondary school classrooms*. The Curriculum Foundation. Retrieved from *http://www.readingrockets.org/content/pdfs/World_Walls_-_A_Support_for_Literacy_in_Secondary_School_Classrooms.pdf*

National Center and State Collaborative Wiki. (2015). *NCSC Curriculum Resource Guide: Vocabulary Acquisition and Use*, National Center and State Collaborative under a grant from the US Department of Education (PR/Award #: H373X100002), Project Officer, S*usan.Weigert@Ed.gov.* NCSC General Disclaimer: The NCSC Project partners did not review or endorse the unaffiliated group/vendor application of the resources. Retrieved from *https://wiki.ncscpartners.org/index.php/Main_Page*

INTRODUCTION TO VOCABULARY DEVELOPMENT

In the first set of lesson plans for "Who Am I?", there is an emphasis on vocabulary development. While we realize that many of your high school students, who are deaf and hard of hearing, may have lower reading levels and weaker vocabulary knowledge, research points out that struggling readers have a hard time catching up to the 75,000 – 120,000 words college-bound students ought to have in their vocabularies. Compounding that problem, vocabulary instruction tends to decrease in the upper grades.

To teach the concept of self-identity, it is important to give students age-appropriate vocabulary in which to view and learn about themselves. It may be fine to hear an elementary student describe themselves as "friendly, nice, and good", but more appropriate for a high school student to use words such as "compassionate, dependable, and patient"; which also benefits students in discussions with employment and postsecondary education staff.

So, what do we know about adolescent literacy and vocabulary development? Researchers have found that students don't really learn and remember words unless they see them many times (visually), use them many times (in classroom discussions and written assignments), and continue to see, hear and use them in the classroom over an extended period of time.

Here are some helpful tips for you to help stretch your students' vocabulary to the next level:

- **Make it a regular activity by teaching specialized vocabulary in content areas** – 10 to 15 minutes of activity will be more effective than an hour-long session. The new vocabulary introduced in the Map It curriculum is tied to the context of the lesson and focuses on adult vocabulary needed for discussions on self-identity, self-determination, and self-advocacy.

- **Teach more by teaching less** – Concentrate on 5 – 10 new words, with repeated exposure every week, instead of drilling 20 words at a time.

- **Use new vocabulary in the classroom** – Researchers found that it usually takes 10 – 15 exposures for new words to "stick". It takes much more than that for deaf and hard of hearing students. Remember that some of these new vocabulary words will not have a sign, so repeated visual exposure through fingerspelling and print (visual display) are important parts of a lesson plan! In addition, we have tried to use new vocabulary words throughout a variety of lesson plans in our units for Map It!

- **Teach synonyms, antonyms and alternate meanings of words** – Students will have more success learning and remembering words if they study them along with clusters of related terms. We have made a conscious effort to help teachers with this teaching strategy by building it into several lesson plans.

Resources:

- Vocabulary by Rafeal Helller, Ph.D., a website All about Adolescent Literacy: *http://www.adlit.org/adlit_101/improving_literacy_instruction_in_your_school/vocabulary/*

MY TRANSITION PLAN

Name:_____   Date:_____

Who Am I?

Traits (Characteristics, features, qualities):

      Physical traits: _____

      Character traits: _____

Strengths (your positive qualities or skills):

      _____

Weaknesses (things that are a struggle for you)

      _____

Weaknesses that I would like to improve or strengthen:

      _____

- Something to think about: How do you plan to strengthen these skills or character traits?

My Hard Skills:

      _____

My Soft Skills:

      _____

Review Your Skills (from Map It rating):
    Rating Scale: *Weakness (1 – 10) Strength*

Rating	Hard Skills		Rating	Soft Skills
	Reading			Time Management
	Writing			Good Study Habits
	Art			Concentration
	Math			Organizational Skills
	Science			Motivation
	History			Commitment
	Computers			Positive Attitude
	Photography			Communication Skills

MY TRANSITION PLAN

Which of your weaknesses (hard or soft skills) make it harder to reach your goals?
_____

Who is someone that can support you in strengthening these skills:
_____

Deaf or Hard of Hearing:
Write a short paragraph explaining your deaf or hard of hearing identity.
_____
_____
_____
_____

What are your communication and accommodation preferences?
At School _____
_____
_____

At Work _____
_____
_____

In the Community _____
_____
_____

My Team:

Who is on your team?	How do they help?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

MY TRANSITION PLAN

Values (your ideas and beliefs):

Based on the Your Rating slide on Map It, list the values statements that are *very important* to you:
_____
_____
_____
_____
_____
_____
_____

Based on the above value statements, circle the values that are most important to you:

VALUES

Adventure/Fun   Friendship/Family

Money/Wealth   Justice/Honesty

Spirituality/Religion   Knowledge/Education

Which value do you think will be most important for your future?
_____
_____

How will it impact your future?
_____
_____
_____

Personality (mixture of how you think, behave, and feel that makes you different from others):

Based on the Your Rating slide on Map It, circle the results of your personality Assessment:

You are:

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MY TRANSITION PLAN

Extrovert (E)	Introvert (I)
Sensor (S)	iNtuitive (N)
Thinker (T)	Feeler (F)
Judger (J)	Perceiver (P)

What is your personality code?
_____

What did you learn about your personality?
1. _____
2. _____
3. _____

Which personality trait do you think will be most important to your future?
_____

How will it impact your future?
_____
_____
_____

Dreams (Something that you have wanted very much to do for a long time):

Based on your results of Map It: Goal Tester, summarize the dreams you tested, and check which ones you would like to become a goal.

Type of Dream	Dream You Tested	Do you want this dream to become a goal?	
Education and Training		❏ Yes	❏ No
Employment		❏ Yes	❏ No
Relationships		❏ Yes	❏ No
Independent Living		❏ Yes	❏ No

RUBRIC FOR CLASS DISCUSSION
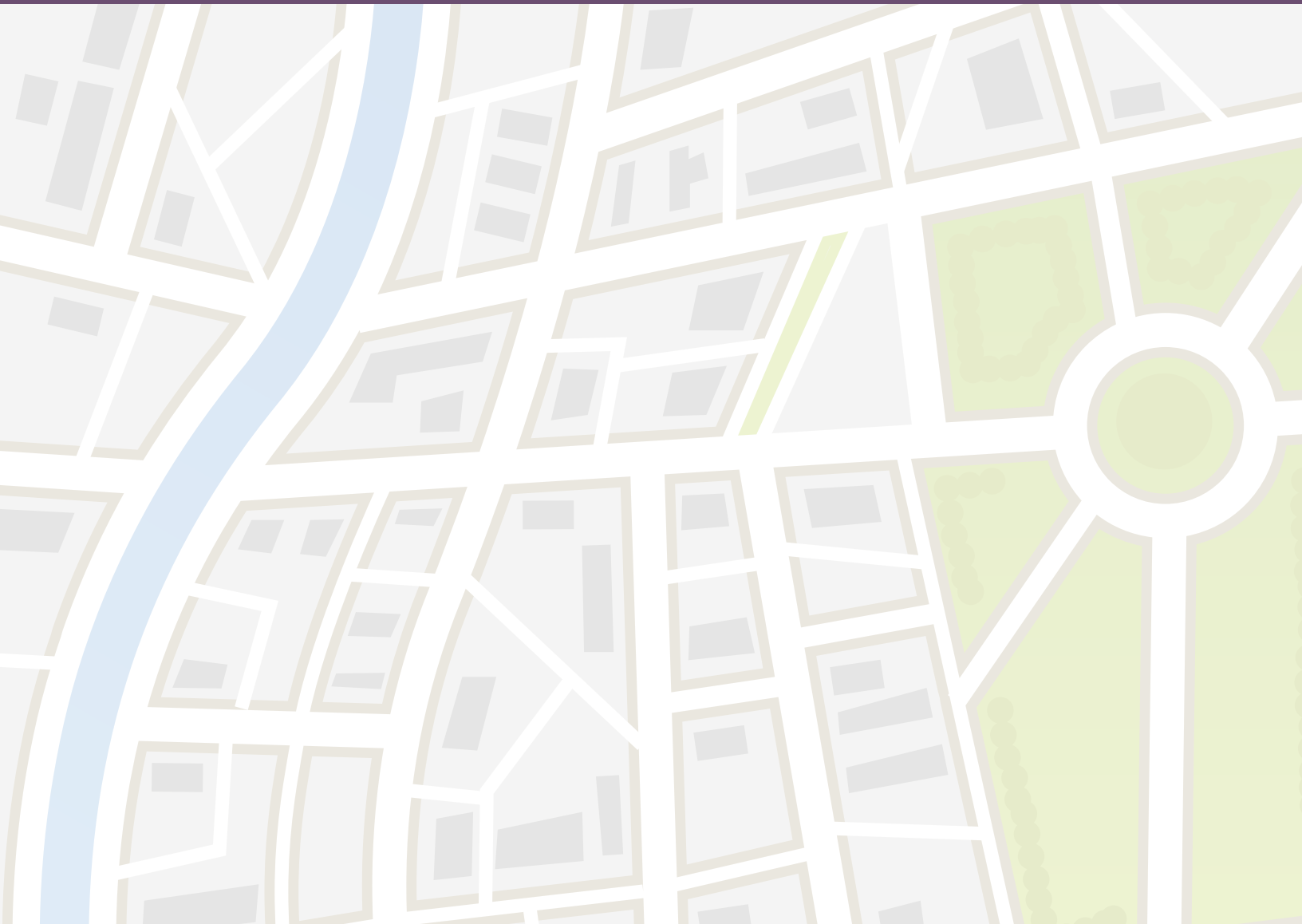
	Top Quality Contributor (90%- 100%)	Contributor (80%-90%)	Partial Contributor (70%-80%)	Not a Contributor (>70%)
How often does student participate in class?	Student offers contributions more than once per discussion question	Student offers contributions once per discussion question	Student offers contributions in at least half of the discussion questions	Student does not offer contributions and needs teacher to probe for comments
What is the value of the student's contributions?	Comments always insightful and constructive; uses appropriate vocabulary. Comments balanced between general impressions, opinions and specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate vocabulary. Sometimes comments are too general or do not pertain to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate vocabulary; comments do not always pertain to the discussion.	Comments are not useful or are lacking in appropriate vocabulary. Uses opinion e.g., "I love it", "I hate it", "It's bad" etc.
How well does the student demon strate listening/ receptive skills?	Student is attentive when others contribute, as indicated by comments that build on others' remarks, i.e., student sees what others say & contributes to the discussion.	Student is mostly attentive when others contribute, as indicated by comments that reflect and build on others' remarks. Occasionally needs encouragement or reminder from teacher of focus of comment.	Student is often inattentive and needs reminder of focus of discussion. Occasionally makes disruptive comments while others are speaking.	Student does not attend to others; regularly talks while others are sharing or does not pay attention while others are sharing; detracts from discussion; sleeps, etc.
Total points				

Average of total points_____   Score for participation_____

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TRAITS

Learning Objectives

- Students will define a trait; physical and character trait.
- Students will identify five of their physical or character traits.

Materials

- Map It Online (4 Slides): Traits- Definition, Explanation, Examples, Your Turn
- Traits Visual Concept Page
- Teacher Page- Introduction to Word Walls
- Teacher Page- Word Wall List
- Traits Word Bank
- My Transition Plan
- Traits Exit Slip
- Traits PowerPoint

Teacher Background

Map It begins by building a student's knowledge of their self-identity with a lesson on traits. Teaching students to identify their traits, both character and physical is the first step to a deeper understanding of themselves. It is recommended to start with the concept of physical traits. Physical traits are easy to see and easier for students to label. Character traits may require more discussion and vocabulary development support.

As students work through the *Who Am I?* unit, they will be asked to delve deeper, learning and discovering more about themselves and how these aspects are connected. For example, some traits that students identify may appear later in the Strengths, Weaknesses or Soft Skills lessons. This scaffolding of concepts and vocabulary is intended. It will support the development of self-identity and provide the background needed for students to take an active role in planning and developing their transition plans.

When integrating English Language Arts throughout activities, assess your student's prior knowledge of the material and determine if this is a new concept to be introduced. Ask yourself if textbook adaptations or alternatives need to be implemented to assist individuals or subgroups of students. Does certain literary processing need to be taught to promote learning? Do individualized instructional strategies need to be implemented?

Key Terms & Definitions for this Section

Trait
A characteristic, feature, or quality of a person that makes us look and act differently from one another.

Physical Trait
Describes a person's looks or their physical features, for example, tall.

Character Trait
Focuses on a person's personality or how they act, for example, funny.

INSTRUCTIONAL ACTIVITIES
* Recommended activities are marked with an orange asterisk.

Foundational Activities

Kick-off Discussion:

Choose a person students know well (yourself, school staff, famous historical person, sports figure, artist, actor, etc.) (PPT slide 2). The person selected for this activity will be used in ongoing opening activities to demonstrate and support the many facets of identity. To facilitate discussion, prominently display a visual image of this person or play a short video showing this person in action.

Have students discuss what makes this person unique or special. Write the person's name at the top of a large sheet of paper and add student suggestions below. Student comments may include ideas about their strengths, talents, weaknesses, personality characteristics, physical characteristics, etc. After the list is complete, review comments as a large group and ask students if there are any additional comments. It's not important right now to categorize them, this is just a free form list.

Traits Classroom Discussion:

Ask students to look around the room at their peers (PPT slide 3). Explain that physical traits are what others see when they look at each other. Guide students in recognizing the different physical traits they notice- long or short hair, color of hair, dimples, smiles, eye color, tall or short, color of skin or freckles, etc.

Next have students look around the room again, but this time instead of thinking about what their peers look like, ask them to think how different peers act (PPT slide 4). Maybe they are friendly, moody, grumpy, happy, shy, smart, outgoing, helpful, funny, or creative. Explain that all of these words describe character or personality traits.

Discuss with students how a person's character traits influence relationships with friends, family, or teachers. Have students consider how a person's character traits may impact a job or college experience.

Alternative Discussion: Focus classroom discussion on a character scene from a well-known story. Have students explore physical and character traits. Review the scene as many times as needed and incorporate Think-Pair-Share strategies to support student learning and discussion.

*Map It Online Activity

Set up technology access. Use the Traits Map It slides: Definition, Explanation, Examples and/or "Traits Visual Concept Page" to introduce the definition of traits with students. For additional whole group practice, review and discuss (PPT slides 5-7).

*Word Wall Activity:

Teachers please read the "Teacher Page- Introduction to Word Walls" *before beginning this activity*.

Before class begins, write the words from the traits section of the "Teacher Page- Word Wall List" on index cards for the word wall. The first word wall will focus on traits and will be broken into two categories: physical traits and character traits. See the word wall set-up below:

TRAITS

Physical Traits   **Character Traits**

   Eyes:

   Hair:

   Body Type:
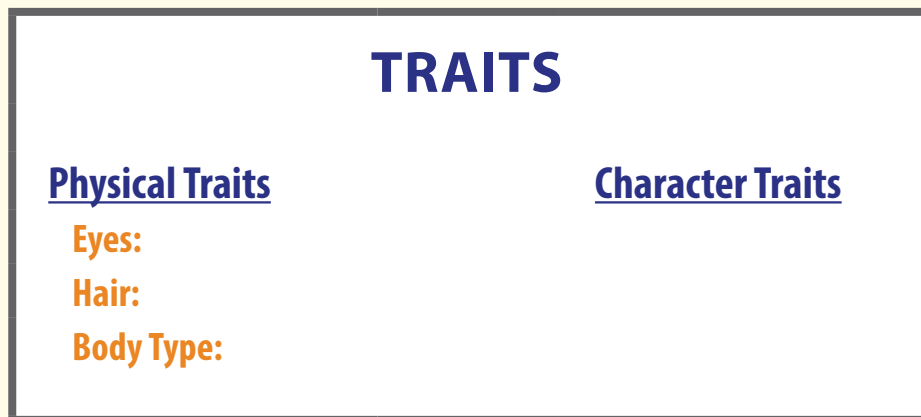
Hold up one of the word wall cards, for example "shy". Ask the class to decide whether this is a physical trait or character trait. Place word under the correct category. Continue until all word cards are placed on the word wall and then review the list.

Application Activities

Word Wall Extension Activity:

Pass out the "Traits Word Bank" handout to each student. This will be the start of the student's individual vocabulary list and word bank. As a group, brainstorm additional traits, identifying if they are character or physical traits and add them to the "Traits Word Bank" handout. Students should write these new words on the lines provided and consider adding them on the classroom word wall.

*Individual Traits Activity:

Using the "Traits Word Bank" handout, students will identify at least five of their physical/character traits. They can check, highlight or circle the words on their sheet. When finished, students will share their traits with two other people in class asking for feedback, either confirmation or another perspective. Have students keep this handout, either as a hard or electronic copy, in their transition folder. Student will use this word bank for future activities in this unit.

Word Cloud Activity:

After completing the Individual Traits Activity, students can enter their traits in a Word Cloud generator (PPT slide 8). Choose a generator that works best for your classroom by visiting Edudemic: Connecting Education & Technology:
http://www.edudemic.com/9-word-cloud-generators-that-arent-wordle/

This is a fun activity for students to get creative through technology by choosing personalized shapes, fonts, size, orientation, colors, etc. Here, students can type, use speech-to-text, or cut and paste text from a word document to create their own word cloud. After students create a Word Cloud, ask them to compare and contrast with their peers in a large or small group, or as pairs.

*Map It Online Activity:

Set up technology access. Students will log into Map It and open the Your Turn page in the traits section. Students will use their "Traits Word Bank" to type five of their personal traits. Remind students to hit the submit button at the bottom of the page when they are finished.

*My Transition Plan Activity

Students will fill in the traits section of "My Transition Plan" worksheet. Have students keep this sheet, either as a hard or electronic copy, in their transition folder. This worksheet is a cumulative report that students can use as a guide when sharing with their transition team. It will be used to add information at the end of each lesson in the Map It: *Who Am I?* unit.

Traits for Careers:

Have students watch a short video from the pepnet 2, Achieving Goals! Career Stories of Individuals Who are Deaf and Hard of Hearing: Ambitious Achievers- Vol 5 (*https://dcmp.org/series/406-career-stories-of-individuals-who-are-deaf-and-hard-of-hearing-ambitious-achievers-vol-5*) (PPT slide 9). For this trait activity, scroll down to meet Rosa Lee Gallimore (a Performing Artist) and Matthew Baker (a caterer). After watching the video (or parts of the video), discuss with students the physical traits and character traits that may be important for each of these careers.

20 Questions Game:

Create a list of different characters from novels, famous people, or historical figures. Choose a student to sit in the front of the room facing other students. Write a name on the board behind the student (or sign the name out of view of the student). The student has the chance to ask up to 20 personality or character trait questions to determine the person. If needed, allow the student to ask for a clue every 5 (or more) questions. Offer reflective listening strategies for the specific traits you hear.

Guess Who? Game:

Use this classic game to help students explore physical and character traits in a fun way. Each player attempts to guess which character their opponent has picked. Students take turns asking questions such as "Does your character have long hair?" or "Is your person smiling?". Student can be divided into small groups or play the games as pairs. Remind students to asked detailed questions because their goal is to guess their opponents character first. Templates can be downloaded online or consider creating a classroom version of your own. Here, take pictures of students and glue on a blank template, then make copies for each team. Make sure students try out a variety of expressions that help express a range of personality traits.

Synthesis Activities

Cross Curriculum Activity:

Character traits is a topic often discussed in English literature and history class. Pairing this lesson on traits with that of a character in literature or history is a great way to connect learning. Asking students to draw inferences about character traits from different readings is important and improves comprehension (PPT slide 10).

After teaching this trait lesson in Map It, select several characters from novels or historical figures students will be familiar with from recent activities. Picking up clues about how a character *acts* in a story line can help students infer what personality traits a character may have. In a novel, character traits are the way a person in a book acts, part of their personality and comes from inside. Have students provide text evidence that helps them infer or draw conclusions about a character's traits based on what a character says, thinks, feels, and does.

Synthesis Activities *(continued)*

Cross Curriculum Activity *(continued):*

Included are a few resources to help get started integrating grade aligned ELA material:

Common Lit: *https://www.commonlit.org/*

Sparknotes: *http://www.sparknotes.com/sparknotes/video/romeojuliet*

UDL Tech Toolkit, Literacy Tools: *http://udltechtoolkit.wikispaces.com/Literacy+tools*

Supports for digital storytelling activities are accessible from sites such as StoryboardThat (*http://www.storyboardthat.com/education/lesson-plans-for-high-school-ela*). This site offers lesson plans for novels, plays, short stories, poems, speeches and letters taught in ELA classes. With the support of a teacher's guide and lesson plans, students have grade aligned access to modified ELA activities and graphic organizers. Additional free graphic organizers can be found on UDL Tech Toolkit's wiki (*http://udltechtoolkit.wikispaces.com/Graphic+organizers*)

Closing Activity

*Check for Understanding:
- ✓ At the end of your lesson or five minutes before the end of class, distribute the "Trait Exit Slip" to students.
- ✓ Have students write their response to the question on the exit slip and return the slip when completed. Support students using their preferred mode of communication.
- ✓ Review the exit slips to check for student understanding and how you might alter your instruction in the future to meet the individual needs of students.

NOTES

TRAITS

Traits

Team

Strengths

A trait is a characteristic, feature, or quality of a person

Being deaf or hard of hearing

Weaknesses
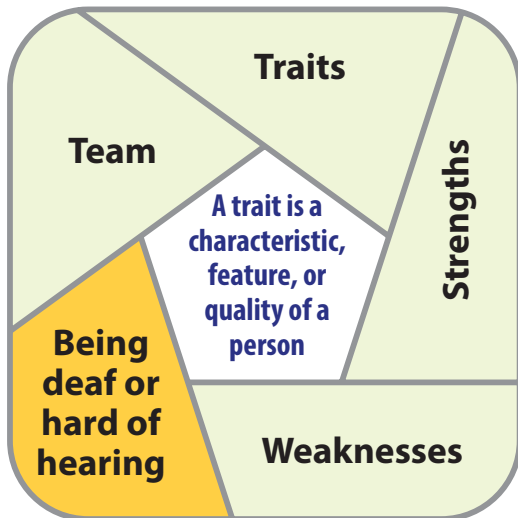
Our traits are what make us look and act differently from each other.

❏ Quiet
❏ Spiritual
❏ Short
❏ Long hair
❏ Blue eyes

❏ Curly hair
❏ Brown eyes
❏ Shy
❏ Creative
❏ Stylish

❏ Curly hair
❏ Brown eyes
❏ Shy
❏ Creative
❏ Stylish

A trait is a word that describes a person. A physical trait describes a person's physical features and physical abilities, but a character trait focuses on a person's personality/ demeanor.

IDENTITY

Knowing about identity is really important. Most of us know about ourselves on the surface, but not so much in depth, and it is that in-depth knowledge that really guides us in our lives.

Knowing who you are is the first step to planning your future.

Team

Traits

Strengths

Parts of your Identity

Being deaf or hard of hearing

Weaknesses
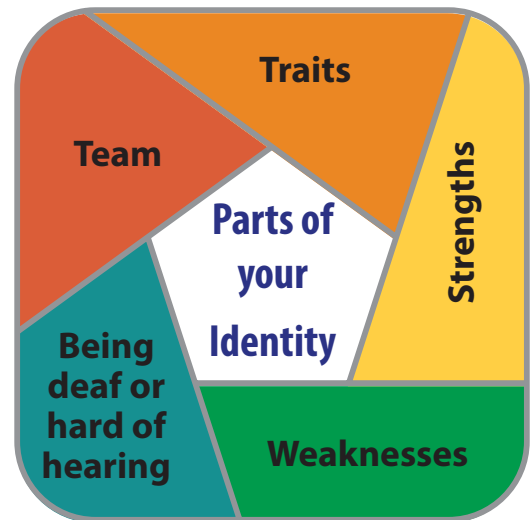
These things are what make you different from everyone else.

TRAITS

A characteristic, feature, or quality of a person

Physical Traits

What a person looks like, their features

- ❏ *Eyes:* brown, blue, green, hazel
- ❏ *Hair:* curly, straight, long, short, blond, black, brown, red
- ❏ *Height:* tall, short, petite
- ❏ *Body type:* thin, muscular
- ❏ *Other:* complexion (shade of skin, freckles), facial features (dimples), clothes, hands (thumb and finger shapes)

_____

_____

_____

_____

Character Traits

How a person behaves, their personality

- ❏ shy
- ❏ creative
- ❏ stylish
- ❏ athletic
- ❏ outgoing
- ❏ funny (humor)
- ❏ serious
- ❏ quiet
- ❏ spiritual
- ❏ assertive
- ❏ kind (compassionate)
- ❏ friendly
- ❏ hard working
- ❏ independent
- ❏ patient
- ❏ impatient
- ❏ dependable
- ❏ bossy
- ❏ confident
- ❏ features (dimples), clothes, hands (thumb and finger shapes)

_____

_____

_____

map it
what comes next

Exit Slip – Traits

Name:

_____

Define the meaning of trait:

_____

_____

Compare the difference between physical and character traits:

_____

_____

Share five of your traits (physical and character):

_____

_____

Exit Slip – Traits

Name:
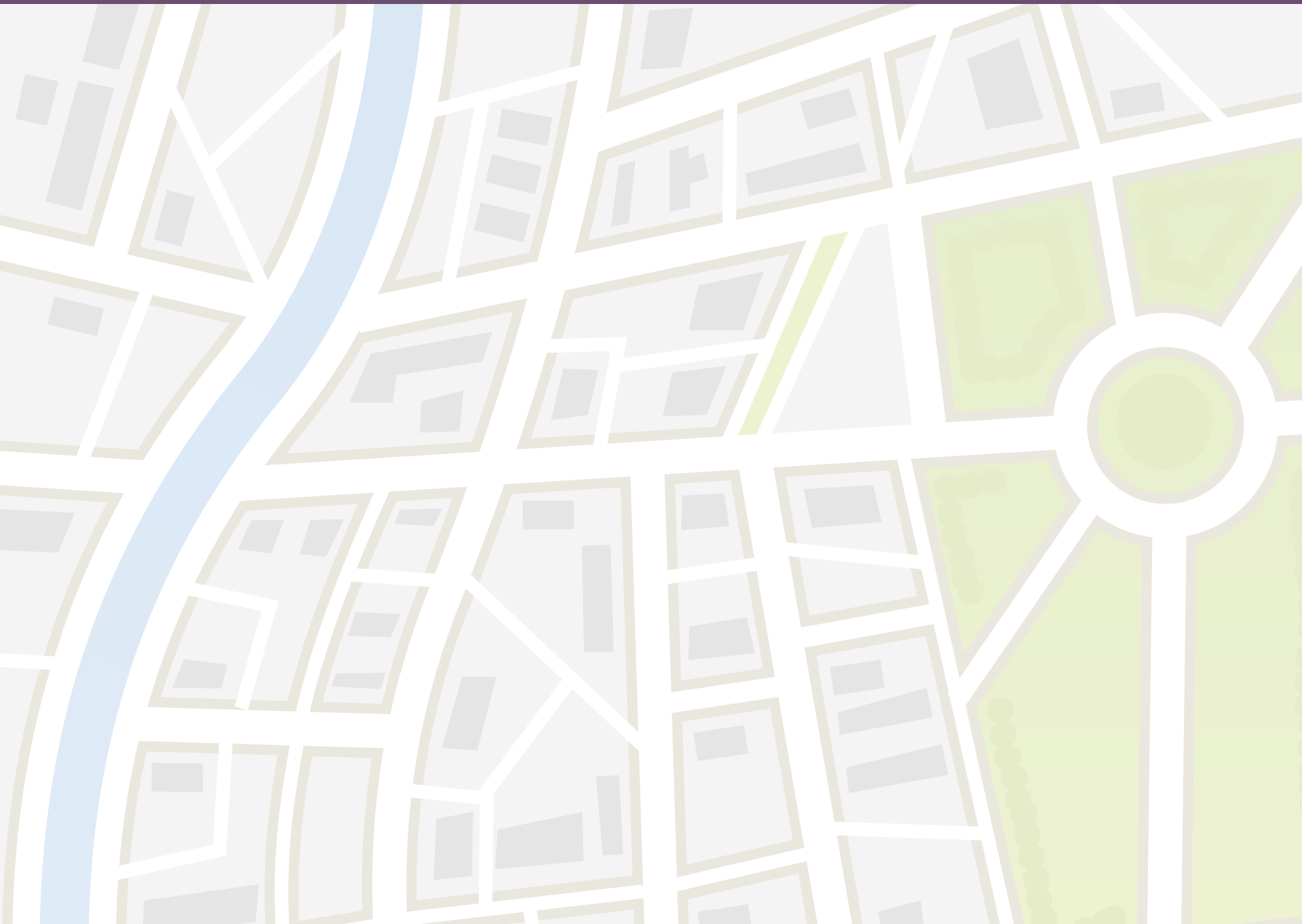
_____

Define the meaning of trait:

_____

_____

Compare the difference between physical and character traits:

_____

_____

Share five of your traits (physical and character):

_____

_____

WHO AM I?
STRENGTHS

STRENGTHS

Learning Objectives

- Students can define the meaning of "strength".
- Students can recognize strengths in others.
- Students can identify five of their personal strengths.

Materials

- Map It Online (3 Slides): Strengths-Definition, Explanation, Examples
- Map It Online (2 Videos): Strengths-Everyone Has Strengths (0:39), Identifying Your Strengths (2:08)
- Strengths Visual Concept Page
- Teacher Page- Introduction to Word Walls
- Teacher Page- Word Wall List

- Strengths Word Bank
- My Transition Plan
- Rating Strengths
- Agree/Disagree Cards
- Strengths/Weaknesses card set
- Strengths PowerPoint
- Strengths Self Disclosure handout
- Strengths Exit Slip

Teacher Background

Strengths include abilities, skills and talents, as well as character traits such as loyalty, tolerance and dependability. Some students may think that strengths refer only to physical strength. It will be important to talk explicitly about other types of strengths such as character traits and to understand that an earlier identified character trait could be one of their strengths.

It is important for students to recognize their strengths and to understand that they make them unique and are part of their identity. Please note that in the definition a strength may be something that came easy or natural for a student or it may be something that a student worked hard to develop. This is an important concept for students. Strengths may have a natural component but for an ability, skill, talent or a character trait to be a strength requires work and commitment. This concept will be highlighted throughout the Map It training. Having a firm understanding of their strengths will become especially important when the concept of weaknesses is introduced. Self-awareness requires identifying and accepting strengths and weaknesses. This self-awareness is the foundation for matching a career path or searching for employment.

map it
what comes next

Key Terms & Definitions for this Section

Strengths
The positive qualities that you have and things you do well or are good at; skills that are easy for you because you have a natural ability or you have worked hard to improve the skill.

IEP Application

As part of transition requirements, students need to be involved in the IEP process. Their strengths, interests and preferences should inform the transition plan.

- Have students share their identified strengths during their IEP meeting.

- Use the information that the student identified as strengths (and possible weakness) as you write up the present level of performance.

- Add an annual goal on the IEP, if appropriate, for self-assessment. The following is only an example. You may need to adjust the writing of this goal based on your state, district, or school guidelines. Example:

  - *Given self-assessment instruction and activities related to strengths, (student) will state three personal strengths and provide evidence for these strengths in two out of three attempts by the end of the school year.*

- Possible activity for Transition Services under instruction: Practice self-advocacy skills.

INSTRUCTIONAL ACTIVITIES

* Recommended activities are marked with an orange asterisk.

Foundational Activities

Kick-off Discussion:

Print out the "Agree/Disagree Cards" handout or write the words on either side of index cards (PPT slide 2). Hand out a card to each student. As you read the following statements, ask students to show if they "agree" or "disagree" by holding up appropriate side facing you. Have students be prepared to justify their answer.

- Having strength refers only to physical strength.
- Everyone has the same set of strengths.
- A personal strength may include character traits such as friendliness, organization, or compassion.
- You may need to work hard at developing a strength.
- All jobs require workers to be strong in math.
- All jobs require workers to be strong communicators.

As the statements are read, access student's background knowledge and understanding of strengths. Ask students showing correct response to justify their response and facilitate discussion with inquiry-based questioning.

Next, display the visual image of the person you used for the discussion on Traits (or insert photo on PPT slide 3). Once you have reviewed and reinforced the notion of traits, ask students what strengths this person may have. Please note that a trait may also be a strength. Make a list of students' suggestions on the board. It's not important right now to categorize them, this is just a free form list. Ask students if these strengths help this person do his/her job?

Strengths Classroom Discussion:

Have students think about their strengths or some of the things they are good at doing (PPT slide 4). These strengths can be in school (being on time, completing work, playing a sport, working at a school job, or being successful in a particular subject) or out of school at home and in the community (taking care of sibling(s), self-initiating and completing chores, managing money, working at a job, or participating in a recreational activity).

Ask students how they became good at their strength. It may be a natural ability or something that took a lot of practice. Sometimes it is a combination of both, a natural ability and hard work to improve the skill. Strengths may have a natural component, but for an ability, skill, talent, or character trait to become a strength requires work and commitment. Have students think about a strength and how they became good at that skill. Was it a natural ability? A skill that required a lot of hard work and practice? Or a combination of both?

Discuss with students why it is important to identify personal strengths. For example, many people think about their strengths as they identify careers that are a good match. Have students discuss why a person's strengths is important while exploring careers or searching for a job.

Explore with students to determine when they realized their skill or character trait was a strength (PPT slide 5). Ask if they have evidence that it is a strength (i.e. grades, praise or comments by other people, awards, pay raise, etc.). At what point does a skill or trait become a strength? (Answers will vary, but this is a good introduction to rating skills which will come up later in the Identity lessons.)

Classroom Discussion Extension:

Have students watch Claudia Gordon's video from Pepnet's Phenomenal Professionals series https://dcmp.org/media/5364-achieving-goals-phenomenal-professionals (6:04) (PPT slide 6-7). Pause at critical moments to highlight Claudia's strengths (driven, determination, commitment, passion, hard worker, take chances). Encourage students to take notes (in their preferred learning style) or through
a graphic organizer. Ask students if Claudia's strengths were natural, or if she had to work hard. What important information does her science teacher, Grace Ann Ashely, offer and how does she rate Claudia's skills?

*Map It Online Activity:

Set up technology access. Use the Strengths Map It slides: Definition, Explanation, Examples and the Everyone Has Strengths video and/or "Strengths Visual Concept Page" to introduce the definition of strengths with students.

*Word Wall Activity:

Teachers please read the "Teacher Page- Introduction to Word Walls" *before beginning this activity*.

Prior to teaching this activity, write the words from the strengths section of the "Teacher Page- Word Wall List" on cards for the wall. The Strengths Word Wall is broken down into two categories: positive qualities (character traits) and skills. See the word wall set-up below:

> # STRENGTHS
>
> **Character Traits**   **Skills, Abilities, Talents**
>
> **Positive qualities**   **Things you do well**

For the class discussion, teachers will display and talk about one word card at a time, for example "friendly". Discuss the word, the sign/s for the word and the difference between friend and friendly. Then ask the class to decide whether this is a positive quality (character trait) or a skill. Ask the class if this is a natural ability or something that can be improved. Continue this discussion until all word cards are placed in the appropriate place on the word wall.

Application Activities

Classroom Activity:

Option 1- Multiple Intelligence: Explore multiple intelligence theory to help students understand how each of us have individual skills and that there are a variety of ways for us to demonstrate intelligences and skills. There are a variety of assessments to choose from, videos to learn from, and visual resources to help deepen understanding (PPT slide 8).

After choosing the survey that best meets student needs, it will be helpful to first complete the survey yourself to become familiar with the process. Next decide to complete the activity as a large group, small group, or with one-on-one supports. For large groups, consider posting questions to a PowerPoint presentation with visual representation to support understanding and read aloud each question. For small groups, consider breaking down the questions into four stations where students read through the questions together while completing their own worksheet (if possible have teacher and support staff facilitate each station).

map it
what comes next

Application Activities *(continued)*

Classroom Activity *(continued)***:**

Once surveys are complete, introduce the eight different Multiple Intelligence categories and offer a brief description of each. To help support comprehension and understanding, you may want to consider introducing four categories at a time and using a graphic organizer to keep categories organized. Students can learn through video such as these *https://youtu.be/s2EdujrM0vA or https://youtu.be/TLvHSuCBEO8* (PPT slide 8)

Students may also benefit from seeing the eight categories laid out in a Multiple Intelligence visual like this one *http://australiancurriculumf-6resources.blogspot.com/2013/04/gardner-multiple-intelligences.html* (slide 10). Using this visual, ask students to think of people who demonstrate these various intelligences in pairs and then share ideas as a class. While students are working in pairs, or with the help of a teacher assistant, tally up surveys. When ready, ask the class to share ideas as a large group. Once all categories are introduced, have students review the results of their survey and then turn to a partner and discuss their individual lists (PPT slide 11): Did the result surprise them? Do they agree? Did they already know that about themselves? As a large group, have students share with the class. You may need to remind students that scoring low in a particular area, doesn't necessarily mean that it's an area of weakness.

Extension activities:

Have students create a poster, PowerPoint presentation, or dramatic presentation explaining strengths, intelligences, preferences, and learning style.

Teacher Background Information:

Learning Theories Resource Guide: *http://carpresourceguide.weebly.com/*

Multiple Intelligence Assessments:

Getting to Know You Survey, Laura Candler: *https://www.teacherspayteachers.com/Product/Multiple-Intelligences-Survey-for-Kids-Free-200841*

Multiple Intelligence Assessment, Literacy Works: *http://www.literacynet.org/mi/home.html*

Multiple Intelligence Self-Assessment, Edutopia: *https://www.edutopia.org/multiple-intelligences-assessment*

Multiple Intelligence Test for Children, Love to Know: *http://kids.lovetoknow.com/wiki/Multiple_Intelligence_Test_for_Children*

Video Resource:

8 Intelligence-Theory of Multiple Intelligences Explained: *https://youtu.be/s2EdujrM0vA*

Multiple Intelligences: https://youtu.be/TLvHSuCBEO8

Visual Resource:

Australian National Curriculum; Thinking Resources: *http://australiancurriculumf-6resources.blogspot.com/2013/04/gardner-multiple-intelligences.html*

Application Activities *(continued)*

Classroom Activity *(continued)***:**

Option 2- Learning Style Inventory: Complete the above activities though one of the Learning Styles Inventories (PPT slide 12). Discuss with students that understanding how one learns best, can help support their success in different settings. Start by sharing the famous saying "Know thyself" by the Greek philosopher Socrates (PPT slide 13). Ask students what they think Socrates meant with that phrase. Help students understand that the better we know ourselves, the better we can self-advocate our needs, wants, and goals. We can start to learn about ourselves by discovering our learning styles. Important questions to help guide this discussion include asking students how understanding one's learning style can help in school or while interacting with others? How can this understanding create a positive self-concept (view of who you are)?

Choose from one of the following Learning Style Inventories to best meet student needs:

Got Style? *Understanding your own way of learning:*
https://wvde.state.wv.us/counselors/links/students/documents/9.8.1-Learning_styles_assessment.pdf

Learning Styles Inventory, Teaching and Learning Center:
https://www.puc.edu/__data/assets/pdf_file/0003/13395/Learning-Styles-Inventory.pdf

C.I.T.E Learning Styles Instrument: *http://transitioncoalition.org/wp-content/uploads/2015/05/C-cite.pdf*

Learning Styles Inventory (LSI): *http://montanayouthtransitions.org/wp-content/uploads/2015/12/lsi.pdf*

NC State University Online Learning Styles Questionnaire:
https://www.webtools.ncsu.edu/learningstyles/

Word Wall Extension Activity:

Pass out the "Strengths Word Bank" to each student. This will be the start of the student's individual vocabulary list and word bank. As a group, brainstorm additional strengths, identifying if they are positive qualities or skills and add them to the "Strengths Word Bank" handout. Students should write these new words on the lines provided. (You may also want to create cards for your classroom word wall.)

*Individual Strengths Activity:

Using the "Strengths Word Bank" handout, students will identify at least five of their personal strengths. They can check, highlight or circle the words on their sheet. Have students keep this handout, either as a hard or electronic copy, in their transition folder. Student will use this word bank for future activities in this unit.

Application Activities *(continued)*

*My Transition Plan Activity:

Students will fill in the strengths section of "My Transition Plan" worksheet. Have students keep this sheet, either as a hard or electronic copy, in their transition folder. This worksheet is a cumulative report that students can use as a guide when sharing with their transition team. It will be used to add information at the end of each lesson in the Map It: *Who Am I?* unit.

*Map It Online Activity:

map it
what comes next

Set up technology access. Students will log into Map It and open the Identify Your Strengths page in the strengths section. This is a 2:08 minute video that students can watch individually or as a class. The video describes an activity where students identify things they are good at (strengths) and things they need to work on (weaknesses). It serves as a good review of the strengths lesson and an introduction to the next lesson, Weaknesses. Identifying both strengths and weaknesses are important to know and can affect career choices. After watching the video, have students complete the activity described in the video:

1. Have students write down three things they are good at (strengths) and three things they need to work on (weaknesses). Students may want to look at their "Traits Word Bank" and the "Strengths Word Bank" for ideas.

2. After students write down this information, have each student find a partner and share what they are good at and how it makes them feel.

3. Pull students back for a whole group discussion. Talk about the example in the video about Susan and her desire to be a daycare worker. What were Susan's strengths that would make her a good daycare worker? Why is being shy a weakness in this career field? If Susan didn't work on overcoming her shyness, could she still pursue her dream to become a daycare worker? Have students look at the weaknesses they identified in this activity. Ask students which of these weaknesses they should continue to improve. Why?

Strengths Self Disclosure Activity:

Using the "Strengths Self Disclosure Activity" handout, ask students to identify three individuals they trust or whose opinion they value. These could be classmates, family, or other teachers. Ask students to share their perspectives regarding their strengths with those individuals. After sharing their identified strengths ask students to get the opinion of these three people. Do they agree with these strengths? Do they see other strengths?

Synthesis Activities

*Rating Strengths Activity:

Using vocabulary from the word banks and word walls used in previous lessons (traits, strengths), students will analyze and evaluate the level of competency with their traits and skills. Not all traits, skills, abilities, and talents are strengths. This activity will help students realistically evaluate their strengths by rating and providing proof (i.e. grades, awards, feedback, activities, etc.) of their strengths.

Pass out the "Rating Strengths" worksheet and review the directions and rating system with the students. Have students fill out the chart following the directions on the handout.

Cross Curriculum Activity:

Engage students in a discussion about Abraham Lincoln (PPT slide 14). Highlights of his life are provided below for your discussion. This activity is intended to be short and to illustrate that everyone, including Abraham Lincoln, has strengths and weaknesses (*included in Weakness Lesson Plan*) that in turn impact jobs and careers.

Ask the students what they know about Abraham Lincoln? Consider accessing writings on Abraham Lincoln through CommonLit (*Honest Abe*, **https://www.commonlit.org/texts/honest-abe**). This site offers synthesized writings, highlighted text, discussion questions, and opportunities for student assessment. Students may also benefit from exploring biography information through a site such as this one (**http://www.ducksters.com/biography/uspresidents/abrahamlincoln.php**) or watch a short video such as **https://youtu.be/fTjYG1Tyaos**. The below statements can help lead classroom discussion (slide 15):

- He grew up in Kentucky and was from a poor family.
- He was self-educated and became a lawyer.
- He was elected to the Illinois House of Representatives where he worked for 8 years before being elected president.
- His nickname was "Honest Abe" and many people believe that President Lincoln was one of the most honest presidents.
- He was the 16th president of the United States.
- He was president during a difficult time for America during the Civil War. It was a time when the country was divided; the north and south had very different views (perspectives) on what they wanted and what was important to them.
- He was opposed to slavery and this did not make him popular with everyone.
- Physical characteristics include his height of 6 feet 4 inches (the tallest president ever) and he had a full beard.

Synthesis Activities *(continued)*

Cross Curriculum Activity *(continued)*:

Discussion Prompts (PPT slide 16): Ask the students why they think Lincoln is considered one of the greatest presidents? Ask what he might have been like as a person and what his strengths might have been? Gather student responses via graphic organizer found on UDL Tech Toolkit wiki (*http://udltechtoolkit.wikispaces.com/Graphic+organizers*).

Following the discussion, add strengths historians have discussed and written about to the graphic organizer: kind, empathetic (he cared about other people), honest, good writer, and skillful speaker. Ask student how they think his strengths – his kindness, empathy, honesty, and his writing and speaking skills relate to Lincoln's work as the 16th president. Draw out the following points during the discussion:

- Lincoln's strength of kindness and empathy allowed him to think about how the slaves felt and to understand that slavery was wrong.
- He understood how both the people from the north and south felt.
- He was honest with everyone so that most people trusted him.
- Because he was a good writer, he could write speeches that clearly explained why slavery was wrong. Because he was a good speaker people liked listening to him, and he was able to convince them that slavery was wrong.
- He knew how to build groups of people to preserve the union of the north and south, and got people to work together as a team.
- People liked listening to his ideas and they trusted him. He could speak to people in a way that made them feel safe, which was great for influencing and encouraging troops and other members of the country.

Strengths for Careers:

Show between 2-4 different images of people in a diverse range of careers (engineer, teacher, hair stylist, welder). Give a brief description of each career. As a whole group, read off strengths word bank cards one at a time. Have students decide which strengths work best for which career. Cards may be able to go in more than one career. When complete, ask them if they see a relationship between those strengths and the career that individual choose.

Closing Activity

*Strength Exit Slip:

✓ At the end of your lesson or five minutes before the end of class, distribute the "Strength Exit Slip" to students.

✓ Have students write their response to the question on the exit slip and return the slip when completed.

✓ Review the exit slips to check for student understanding and how you might alter your instruction in the future to meet the individual needs of students.

NOTES

STRENGTHS

Traits

Team

Strengths

Strengths are things you do well, and that are easy for you to do.

Being deaf or hard of hearing

Weaknesses

Steven: You're good with people. I'm good with math and science.
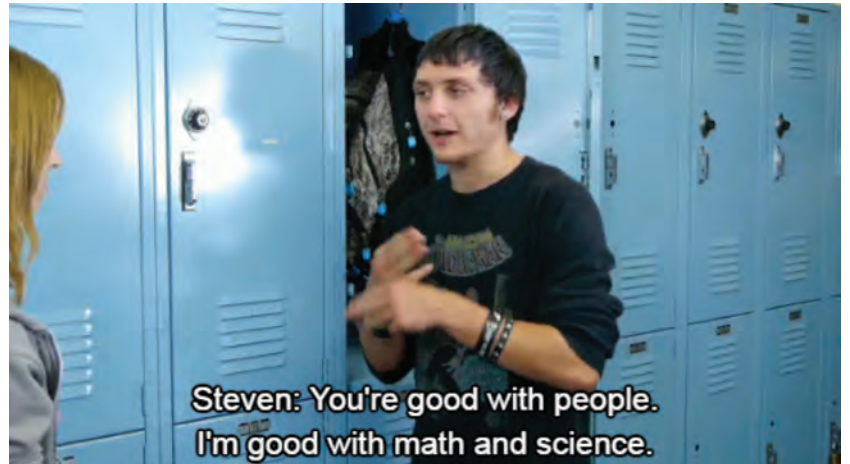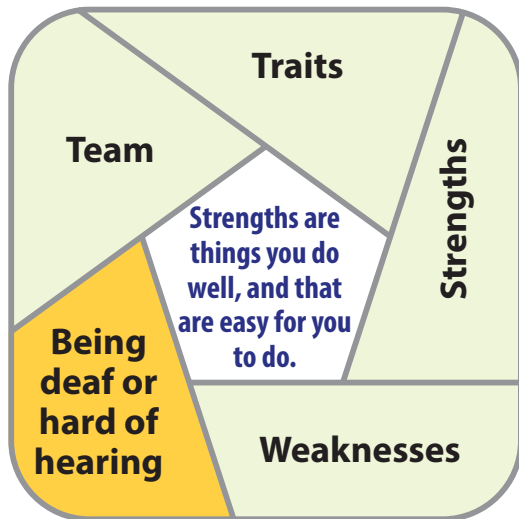
Everyone has strengths. Your strengths may make school or work seem easier. Your strengths might be in sports or one of your classes, such as Math. Strengths can be developed over time.

I have a good memory, and I like Geography!

I like fashion design, and I am a good listener.

I'm good at Math and Science!

Strengths make you unique and can be an important part of your identity. Knowing your strengths will help you plan for the future.

The positive qualities that you have and things you do well or are good at; skills that are easy for you because you have a natural ability or you have worked hard to improve the skill.

Character Traits

Positive qualities or personality traits

- ❏ creative
- ❏ dependable
- ❏ assertive
- ❏ friendly
- ❏ hard working
- ❏ independent
- ❏ patient
- ❏ out going
- ❏ funny (humor)
- ❏ confident
- ❏ serious
- ❏ good listener
- ❏ honest
- ❏ kind (cmpassionate)
- ❏ self-starter
- ❏ determined (persistent)
- ❏ making good decisions
- ❏ being on time (punctual)
- ❏ flexible
- ❏ paying attention

_____

_____

_____

_____

Skills, Abilities, Talents

Things you do well or are easy for you

- ❏ athletic (motor skills)
- ❏ good memory
- ❏ geography skills
- ❏ fashion design
- ❏ math skills
- ❏ science skills
- ❏ writing skills
- ❏ problem solving
- ❏ organization (planning)
- ❏ social skills
- ❏ reading skills
- ❏ computer skills
- ❏ leadership skills
- ❏ communication skills
- ❏ managing money
- ❏ fixing things (mechanical skills)
- ❏ art skills

_____

_____

_____

_____

RATING STRENGTHS

Below is a list of strengths. Think about which strengths apply to you and fill in the chart below. You may have other strengths that are not included on this list, feel free to add these to the chart as well.

Character Traits		Skills, Ability, Talents	
Creative	flexible	athletic (motor skills)	reading skills
dependable	paying attention	good memory	computer skills
assertive	funny (humor)	geography skills	leadership skills
hard working	serious	fashion design	communication skills
independent	confident	math skills	managing money
kind (compassionate)	patient	science skills	mechanical skills
self-starter	outgoing	writing skills	art skills
determined (persistent)	honest	problem solving	team work
making good decisions	good listener	organization	motivating others
being on time (punctual)	adventurous	social skills	teaching/coaching

Directions:
- The strengths column is for a list of your traits, skills, abilities and talents that are personal strengths.
- Use the meter below to rate each strength. Check the box in the appropriate rating column.
  - ❏ Average
  - ❏ Good
  - ❏ Excellent
- In the proof column, write at least one specific way you evaluated this skill. (i.e. grades, awards, feedback from people, activities, etc.)

For Example

Strengths	Rating Your Strengths			Proof
Choose a skill from the chart on page 1 that is a personal strength.				*What proof do you have for your rating? (i.e. grades, awards, activities, etc.)*
science				Competed in the science fair
Managing Money				Saved money for computer

STRENGTHS/WEAKNESSES CARD SET

agree 👍

agree 👍

agree 👍

disagree 👎

disagree 👎

disagree 👎
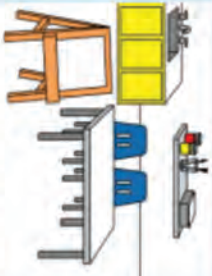
Name:_____   Date:_____

RATING STRENGTHS

Strengths	Rating Your Strengths			Proof
Choose a trait or skill that is a personal strength from the below chart.				*What proof do you have for your rating? (i.e. grades, awards, feedback, activities, etc.)*

Character Traits		Skills, Ability, Talents	
creative	flexible	athletic (motor skills)	reading skills
dependable	paying attention	good memory	computer skills
assertive	funny (humor)	geography skills	leadership skills
hard working	serious	fashion design	communication skills
independent	confident	math skills	managing money
kind (compassionate)	patient	science skills	mechanical skills
self-starter	outgoing	writing skills	art skills
determined (persistent)	honest	problem solving	team work
making good decisions	good listener	organization	motivating others
being on time (punctual)	adventurous	social skills	teaching/coaching

STRENGTHS/WEAKNESSES CARD SET

yard work	friendly	journalism skills	science skills
work hard	helping others	study skills	history skills
communication skills	camping skills	typing skills	photography skills
technology skills	gardening skills	handling money	art skills, creative

STRENGTHS/WEAKNESSES CARD SET

being on time	presenting skills	problem solving skills	geography skills
independent work skills	customer service	cleaning skills	navigating skills
transportation skills	debate	daily routine	filing skills
To-do list skills	fashion skills	optimistic	data entry skills

map it
what comes next

STRENGTHS/WEAKNESSES CARD SET

social skills	motor skills	patient	computer skills
team work skills	kind to others	cooking skills	math skills
reading skills	babysitting skills	self-care skills	hiking
organization skills	Attentive	mechanical skills	adventurous

Strengths Self-Disclosure Activity

List 3 people you will share your strengths with:

1. _____

2. _____

3. _____

Do they agree with your strengths?

Do they see other strengths?

NAME: _____

Strengths Self-Disclosure Activity

List 3 people you will share your strengths with:

1. _____

2. _____

3. _____

Do they agree with your strengths?

Do they see other strengths?

NAME: _____

Exit Slip- Strengths

How can your personal strengths help plan for your future?

NAME: _____

Exit Slip- Strengths

How can your personal strengths help plan for your future?

NAME: _____

WHO AM I?
WEAKNESSES
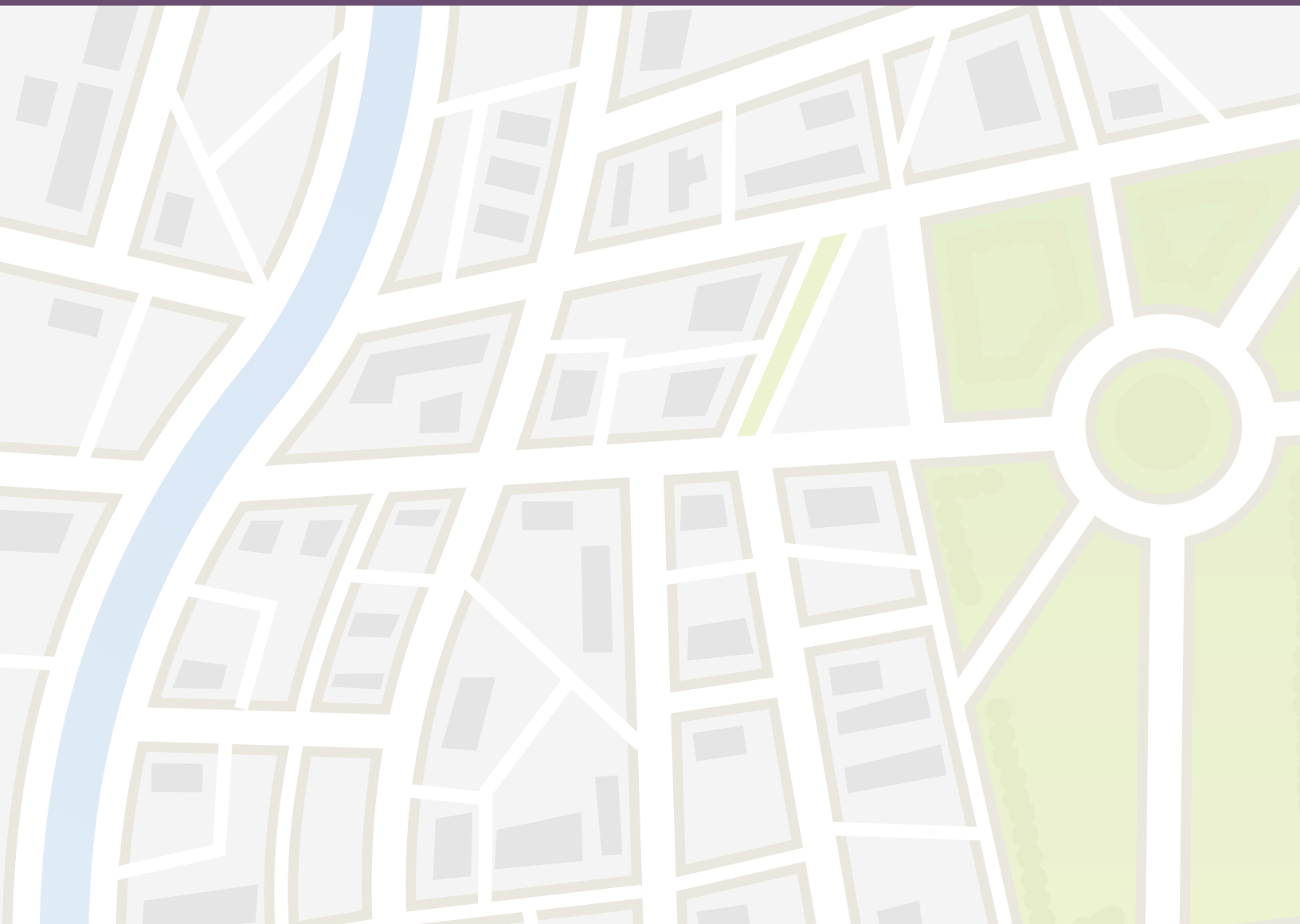
WEAKNESSES

Learning Objectives

- Students will define a weakness.
- Students will identify five of their personal weaknesses.

Materials

- Map It Online (3 Slides): Weaknesses- Definition, Explanation, Examples
- Weaknesses Visual Concept Page
- Teacher Page- Introduction to Word Walls
- Teacher Page- Word Wall List

- Weaknesses Word Bank
- Agree/Disagree Cards
- Strengths/Weaknesses card set
- Weaknesses Exit Slip
- My Transition Plan
- Weaknesses PowerPoint

Teacher Background

This lesson will first focus on student's ability to recognize their weaknesses. Like strengths, weaknesses include abilities, skills, talents as well as character traits. Once a weakness is recognized, it is important to help students not judge those weaknesses but rather to determine if they will have a negative impact on their personal or work lives. If so, then students can learn how to address the shortcoming or impact of their weakness.

Some students may think that weaknesses refer only to physical weaknesses. It will be important to talk about other types of weaknesses such as character traits and to assist all students in identifying their weaknesses. A firm self-awareness requires identifying and accepting strengths and weaknesses. This self-awareness is the foundation to matching a career direction or searching for employment.

Once students are introduced to strengths and weaknesses, they will have an opportunity to evaluate their character traits, skills, talents, and abilities to determine the potential impact they may have on their lives. At the synthesis level, students will be exposed to the idea that all strengths and weaknesses are measured in gradations, degrees or shades. The goal of this discussion is for students to realize that strengths and weaknesses are not black and white concepts. There is a range to these concepts and labeling something as a strength or weakness often depends on the situation.

map it
what comes next

Key Terms & Definitions for this Section

Weaknesses
Something you struggle to understand or do, something you don't do very well, something you need to improve.

Strengths
The positive qualities that you have and things you do well or are good at; skills that are easy for you because you have a natural ability or you have worked hard to improve the skill.

IEP Application

- Ask students to share their weaknesses during their IEP meeting and to discuss the potential impact of those on future career choices.
- Use the information that the student identified as possible weakness as you write up the present level of performance.
- Add an annual goal on the IEP, if appropriate, to strengthen or improve the student's weak skill.

- Note: As a young adult, having a student's cooperation in identifying weaknesses and a willingness to work to improve this skill can be a challenging task. Capitalize on the student's recognition of the need to work on a skill and use this as one of their annual goals, if appropriate, to their transition plan. If possible, have the student become an active participant in writing the goals and objectives they want to work on.

INSTRUCTIONAL ACTIVITIES
Recommended activities are marked with an orange asterisk.

Foundational Activities

Kick-off Discussion:

As with the strength lesson, kick-off by passing out "Agree/Disagree Card" handout or make your own on cards by writing "agree" on one side and "disagree" on the other side of 3 x 5 index cards (PPT slide 2). Ask students to hold up the side of the card they "agree" or "disagree" with as you share the following statements. Have students be prepared to justify their answer.

- Having weakness refers only to physical strength.
- A weakness cannot become a strength.
- A personal weakness may be a character traits such as being shy.
- You can change a weakness into a strength through practice.

As the statements are read, access student's background knowledge and understanding of weakness. Ask students showing correct response to justify response and facilitate the discussion with inquiry based questioning. Add additional questions as needed.

Next, display the visual image of the person you used for the discussion on Traits and Strengths (PPT slide 3). Once you have reviewed and reinforced the notion of traits and strengths the person has, ask students what weaknesses this person may have. Make a list of the students' suggestions on the board. Student comments may include ideas about weaknesses that are either a negative character trait or a weak skill, ability or talent. It's not important right now to categorize them, this is just a free form list. Ask students if the identified weaknesses could affect this person's ability to get hired or to keep their job.

map it
what comes next

Foundational Activities (*continued*)

Weaknesses Classroom Discussion:

Ask students to refer to their "Individual Strengths Activity" handout (PPT slide 4). Some students may need to be reminded that strengths did not mean physical strengths but rather were skills, talents, abilities and/or character strengths. Skills, talents and abilities include playing basketball, drawing or math and character traits would include being patient, hard working or friendly. Ask students what the opposite of strength is. Give examples of other opposites if needed such as- hot/cold, big/small, happy/sad and right/wrong. Guide the discussion so that students identify the opposite of a strength as a weakness.

Once weaknesses are paired with strengths, discuss the fact that the concept that two opposite concepts i.e. hot/cold, big/small, strengths/weaknesses are extremes, that there is a grey zone in-between. Stress that weaknesses are not bad; we all have them but knowing them is the first step to smart planning so students can achieve their goals. Knowing one's strengths and weaknesses allows them to decide if they are satisfied with them as is, or if they want to change them so that they can achieve their goals. Help students understand that research shows that our brains are able to change, or be trained, and we can learn to be stronger in all strengths and weaknesses with motivation and practice.

*Map It Online Activity:

Set up technology access. Use the Weaknesses Map It slides: Definition, Explanation, Examples and/or "Weaknesses Visual Concept Page" to introduce the definition of weaknesses with students.

*Word Wall Activity:

Teachers please read the "Teacher Page- Introduction to Word Walls" *before beginning this activity*.

This word wall will build on the strengths word wall, created in the previous lesson. Before class begins, write the words from the traits section of the "Teacher Page- Word Wall List" on cards for the word wall. Below is an example of how you might build on the strengths word wall to show opposites or weaknesses.

Foundational Activities (*continued*)

*Word Wall Activity (continued):

STRENGTHS & WEAKNESSES

Positive Qualities Character Traits		Skills, Abilities, Talents Things you do	
kind	hurtful	**math skills**	weak math skills
outgoing	shy	**computer skills**	lack of computer skills
hard working	lazy	**athletic skills**	weak motor skills
dependable	unreliable	**leadership skills**	bossy

Hold up one of the word wall cards, for example "unreliable". The class will decide what strength is the opposite of "unreliable" and place the card beside it. Continue until all word cards are placed on the word wall.

Video Activity:

Have students watch the following TEDEd video, *Everyone is Smart: TEDEd Example*, by Bradley Lands (4:16) (PPT slide 5). What are Mr. Lands three lessons learned? Do you agree or disagree with Mr. Lands when he states that challenges and weakness can be met with education, practice, and hard work? Have student's justify and draw on personal experiences to justify answers. What are other thoughts?
https://youtu.be/lTgAO-LBIGA?list=PLvjwZnxcQmPwIFYv3F3zUGIk4HgXY5AM5

Application Activities

Strength/Weakness Card Game:

This game allows students to further explore the relationship between strengths and weaknesses (PPT slide 6). Divide students into groups of up to eight students and issue a set of "Strengths and Weaknesses Card Set" handout to each group. Appoint each group with a dealer who shuffles and deals one card to each student. Remaining cards are placed face down in the center of the table. Next, students look at the card in front of them and reflect if the card is either a strength or weakness for their personality. If the card means something to them, they keep it next to them. Starting to the left of the dealer, each student has the chance to reject their card by placing it face down at the bottom of the pile, and then pick up a new card from the top of the deck. This continues in a circle (pick up card, decide to keep or replace) until the pile is gone. Once the pile is gone, students take turns showing cards and discussing why it is important to them. Facilitate discussion by asking students to give examples. Is the card a strength or a weakness? Why?

Other game rules:

- Students can only reject one card during each turn
- In the likelihood that a card or two is rejected by all students, it can be moved to the side and further discussed at the end.

Thought Bubble Activity:

Revisit the *Map It Online Activity Examples* slide. Have students create their own Thought Bubble similar to Map It Online Activity. By using the free Thought Bubble App found here, *https://itunes.apple.com/us/app/bubble-add-speech-bubble-text-caption-on-photos/id630851451?mt=8*, students can share an image of themselves expressing one of their weaknesses. After thought bubbles are created, use a projector or upload photos and have students share with the class why they chose a particular weakness. Do students have similar weaknesses? Facilitate inquiry based discussion on differing perspectives on each thought bubble.

Word Wall Extension Activity:

Pass out the "Weaknesses Word Bank" handout to each student. As a group, brainstorm additional weaknesses or limitations. Add those to the "Weaknesses Word Bank" handout. Students should write these new words on the lines provided. (You may also want to create cards for your classroom word wall.)

Application Activities (*continued*)

Word Wall Extension Activity:

After students have a good understanding of the vocabulary on the word bank sheet, discuss the following questions which focus on the weaknesses in this list (PPT slide 7):

- Which of the weaknesses on the list should people try to strengthen? Why?
- Which of the weaknesses could be minimized or avoided during a career search? Why?
- Which weakness would not be good to have if you were a fire fighter? A teacher? A business man or woman working in an office? A clerk or salesperson working in a store? A person working in the medical field? A scientist?
- What is another strength and its opposite (weaknesses) to add to this list?
- Identify at least two weaknesses from this list that is a struggle.

*Individual Weaknesses Activity:

Using the "Weaknesses Word Bank" handout, students will identify at least five of their personal weaknesses. They can check, highlight or circle the words on their sheet. Have students keep this handout, either as a hard or electronic copy, in their transition folder. Student will use this word bank for future activities in this unit.

*My Transition Plan Activity:

Students will fill in the weaknesses section of "My Transition Plan" worksheet. Have students keep this sheet, either as a hard or electronic copy, in their transition folder. This worksheet is a cumulative report that students can use as a guide when sharing with their transition team. It will be used to add information at the end of each lesson in the Map It: *Who Am I?* unit.

Weakness Self Disclosure Activity:

Using the Weaknesses Self Disclosure Activity handout, ask students to identify three individuals they trust or whose opinion they value. These could be classmates, family, or other teachers. Ask students to share their perspectives regarding their weaknesses with those individuals. After sharing their identified weaknesses ask students to get the opinion of these three people. Do they agree with these weaknesses? Do they see other weaknesses? What are some ways they suggest to strengthen these skills?

Synthesis Activities

*Strengthen or Minimize Weaknesses Activity:

This activity is designed to engage students into thinking about their weaknesses and deciding if they would like to strengthen or minimize their identified weaknesses. Use the *Think-Pair-Share Strategy* to complete the following tasks using the "Weaknesses Word Bank".

1. Think – have students review the weaknesses they identified on their word bank. Think about how these weaknesses are impacting their life. Do they need to

    a. strengthen this weakness for their personal or career life or can they

    b. minimize and limit this weakness in their career plan? (i.e. If the student identified being shy as a weakness, they may want to work on being a little more outgoing so they can do a better job communicating with co-workers on the job or working with other students on a school project.

3. Pair – have students pair themselves with a comfortable partner and share one of their weaknesses and if they plan to strengthen or minimize that weakness. Have the student share why they decided to strengthen or minimize the skill/trait. Next, switch turns and have their partner share their answers.

4. Share – ask if any students want to share their answers with the whole group. The teacher should lead this discussion, thank students for sharing about themselves (which is often hard to admit things we don't do well) and emphasize the three steps we are learning today:

    1. identify your weaknesses,

    2. decide which weaknesses to work on and strengthen,

    3. decide which weaknesses to minimize and avoid.

Word Wall Extension Discussion:

This activity is designed to facilitate high level thinking skills. Weaknesses may involve value judgment. Some of the words on the wall are always weaknesses. Others may be strengths, depending on the situation. For this activity, students will be answering three questions about the words on the word wall. You may want to write the following questions on the board (PPT slide 8):

> 1. Is this word a strength or weakness?
>
> 2. Is it always a strength or weakness?
>
> 3. Or does it depend on the situation?

Synthesis Activities (*continued*)

Word Wall Extension Discussion (continued):

Have a student select a word from the word wall. As a class, have students actively discuss the answers to the three questions. If students answer "It depends on the situation", have them think of situations in which this would apply. The goal of this discussion is for students to realize that strengths and weaknesses are not black and white concepts. There is a range to these concepts and labeling something as a strength or weakness often depends on the situation. For example, being shy is not necessarily a weakness. It may not matter that you are shy and work as an accountant in an office all day. However, if you are a teacher, being shy can be seen as a weakness related to your career. In addition, some entertainers state that they are shy people off the stage, but are outgoing while they are doing their job in front of an audience.

Cross Curriculum Activity:

Revisit the story about Abraham Lincoln (PPT slide 9-10) from the Strengths lesson. In this lesson, students learned about the many character strengths that Abraham Lincoln had that made him one of our greatest American Presidents. Review those strengths with students.

Examples include Abraham Lincoln was kind, empathetic (he cared about other people), honest and that he was a good writer and a good speaker.

Ask students what they think Lincoln's weaknesses might have been? Below are some facts to lead the discussion:

- President Lincoln was trustworthy and honest, and he assumed others always shared his values. However, this was not always true. Everyone has different values. Maybe he was too trusting, this weakness led to problems in his ability to lead his men.

- Sometimes his orders were not followed and he gave his men many chances to change. It was not easy for Lincoln to discipline his men (punish them) or hold them accountable (make them do what they are supposed to do).

- Some historians say that this weakness made the war last longer because he didn't get rid of generals in his army that were doing a bad job.

Synthesis Activities *(continued)*

Weaknesses Research Activity:

Have students research more about Abraham Lincoln's life, with the support of graphic organizers or story boards. Researching biographical information can extend student learning by identifying additional personality weaknesses or skills that can be justified as weak. Students can also research a different president or well-known figure to identify personal weaknesses. Students can access biographical information on Abraham Lincoln (or other past presidents) on the following sites:

- Spark Notes: *http://www.sparknotes.com/biography/lincoln/*
- Histolines: *http://histolines.com/timeline_character.php?charname=Abraham+Lincoln*
- Commonlit: *https://www.commonlit.org/texts?query=abraham+Lincoln*
- StoryboardThat: *http://www.storyboardthat.com/storyboards/tara-fletcher/primary-source---evaluating-the-gettysburg-address*

Closing Activity

* Weaknesses Exit Slip:

✓ At the end of your lesson or five minutes before the end of class, distribute the "Weaknesses Exit Slip" to students.

✓ Have students write their response to the question on the exit slip and return the slip when completed.

✓ Review the exit slips to check for student understanding and how you might alter your instruction in the future to meet the individual needs of students.

NOTES

WEAKNESSES

Traits

Team

Strengths

A weakness is something you struggle to understand or do.

Being deaf or hard of hearing

Weaknesses
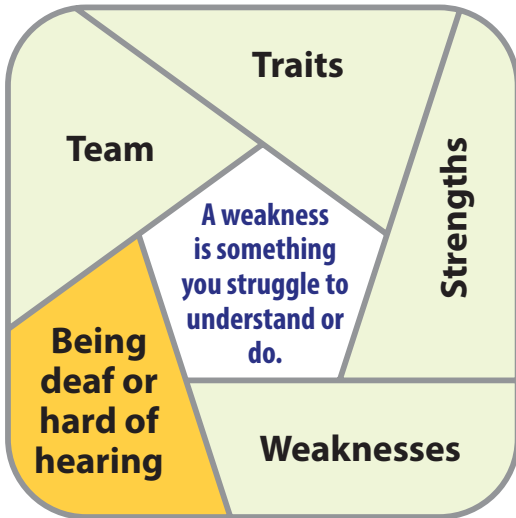
**Know what you are good at doing.
Know what you need to work on.
Both of these can affect your career choices.**

I hate **Math**!

I don't get any **homework done on time**.

It's hard to **stay focussed in class** when I'd rather be talking to my friends.

Everyone has different weaknesses or things they don't like. Some skills are hard to develop and may require too much work to try to improve.

WEAKNESSES

Something you don't do very well; something you need to improve.

Character Traits

- ❏ uncreative, unimaginative (creative)
- ❏ unreliable (dependable)
- ❏ passive (assertive)
- ❏ unsociable (friendly)
- ❏ apathetic, indifferent (hard working)
- ❏ dependent (independent)
- ❏ impatient (patient)
- ❏ shy (out going)
- ❏ disorganized (organized)
- ❏ inattentive (good listener)
- ❏ fearful (adventurous)
- ❏ hurtful (kind)
- ❏ disrespectful, rude (respectful)
- ❏ late, tardy (punctual)
- ❏ inflexible (flexible)
- ❏ unfocused, distractible (paying attention/focused)
- ❏ pessimistic, sad & hopeless
  (optimistic, happy & hopeful)

_____

_____

_____

_____

Skills, Abilities, Talents

- ❏ athletic (motor skills)
- ❏ good memory
- ❏ geography skills
- ❏ fashion design
- ❏ math skills
- ❏ science skills
- ❏ writing skills
- ❏ problem solving
- ❏ social skills
- ❏ reading skills
- ❏ computer skills
- ❏ leadership skills
- ❏ communication skills
- ❏ managing money
- ❏ fixing things (mechanical skills)
- ❏ art skills

_____

_____

_____

_____

map it
what comes next

AGREE DISAGREE CARDS

agree

agree

agree

disagree

disagree

disagree

STRENGTHS/WEAKNESSES CARD SET

yard work	friendly	journalism skills	science skills
work hard	helping others	study skills	history skills
communication skills	camping skills	typing skills	photography skills
technology skills	gardening skills	handling money	art skills, creative

STRENGTHS/WEAKNESSES CARD SET

being on time

presenting skills

problem solving skills

geography skills

independent work skills

customer service

cleaning skills

navigating skills

transportation skills

debate

daily routine

filing skills

To-do list skills

fashion skills

optimistic

data entry skills

STRENGTHS/WEAKNESSES CARD SET

social skills

motor skills

patient

computer skills

team work skills

kind to others

cooking skills

math skills

2+2=4 6/2=3
1x5=5 7-3=4

reading skills

babysitting skills

self-care skills

hiking

organization skills

Attentive

mechanical skills

adventurous

map it
what comes next

Weaknesses Self-Disclosure Activity

List 3 people you will share your weaknesses with:

1. _____

2. _____

3. _____

Do they agree with your weaknesses?

Do they see other weaknesses?

What are their suggestions for strengthening these skills?

NAME: _____

Weaknesses Self-Disclosure Activity

List 3 people you will share your weaknesses with:

1. _____

2. _____

3. _____

Do they agree with your weaknesses?

Do they see other weaknesses?

What are their suggestions for strengthening these skills?

NAME: _____

Exit Slip – Weaknesses

Write one weakness you learned about yourself today.

Is that a weakness will you try to minimize or strengthen? Why?

NAME: _____

Exit Slip – Weaknesses

Write one weakness you learned about yourself today.

Is that a weakness will you try to minimize or strengthen? Why?

NAME: _____

map it
what comes next

WHO AM I?
HARD SKILLS

HARD SKILLS

Learning Objectives

- Students will define a hard skill.
- Students will identify hard skills from a list of traits, strengths and weaknesses.
- Students will evaluate and rate a list of hard skills.

Materials

- Map It Online (2 Slides): Hard and Soft Skills- Introduction, Hard Skills – Definition
- Map It Online (4 Videos): Hard and Soft Skills- Hard Skills vs Soft Skills (1:35), Rating Scale   Explanation (0:57), Hard Skills Introduction (0:13), Hard Skills – Your Turn (8 slides with videos averaging 0:32 each)
- Hard Skills Visual Concept Page

- Hard Skills PowerPoint
- Teacher Page- Word Bank List
- Hard Skills Rating
- Hard Skills Rating Visual Support
- Hard Skills Career Analysis
- Graphic Organizer for Dissecting Hard Skills
- Hard Skills Exit Slip
- My Transition Plan

Teacher Background

Students have now identified their traits, strengths and weaknesses. This lesson introduces the skills related to employment, hard and soft skills. The Map It online activities teaches both hard and soft skills at the same time, but in the next two lessons the concepts are taught separately. For this reason, the Map It online activities may be introduced out of order to focus only on hard or soft skills.

This lesson will introduce the concept of hard skills- skills that are the learned on the job or in the classroom. They include general skills such as reading, writing, math, typing and targeted skills such as driving a fork lift, running power tools, cleaning and/or cooking. These are all learned skills, they are taught and can be evaluated.

This lesson will begin to direct student's thinking of traits, strengths and weaknesses into employability skills. They will see the hard skills listed as requirements in the job announcements. They are the skills needed to get an interview. However, to have a good interview and to keep the job these hard skills must be paired with soft skills, the interpersonal skills. Soft skills will be covered in-depth in the next lesson.

map it
what comes next

HARD SKILLS

Teacher Background (*continued*)

As students plan for life after high school, it is important they recognize how their strength and weaknesses fit into the work world and can lead to smart choices for jobs or careers. Careers that rely on a student's strengths and minimizes their weaknesses is a career in which the success has a high probability.

Key Terms & Definitions for this Section

Hard Skills
The learned skills or training that you need for jobs or careers.

Soft Skills
interpersonal or people skills.

Employability skills
hard and soft skills needed for success in the workplace.

INSTRUCTIONAL ACTIVITIES

* Recommended activities are marked with an orange asterisk.

Foundational Activities

Kick-off Discussion:

For the kick-off discussion, you'll want to access Slides 2-3 of the Hard Skills PowerPoint. Inform students that you would like to offer them a choice of three summer jobs: a fast food restaurant, childcare center, or home building supply store (PPT slide 2). If not using the Hard Skills PowerPoint, you will want to write these options on the board. Have students brainstorm possible job responsibilities for these three jobs, i.e. working the cash register, customer service, cleaning, facilitating lessons/activities, stocking shelves, etc. Ask students which job they would prefer? Why? Ask where they would learn to do some of these job responsibilities? Discuss with students that some of these skills are learned at school, on the job, or learned at a previous job.

Hard Skills Classroom Discussion:

To introduce the concept of hard skills to students, begin a discussion on compound words/ concepts (PPT slide 4). Explain that sometimes when two words are put together in English they represent a completely different idea or concept. Depending on student's background knowledge, you may choose to review all 3 types of compound words: open compound (French + fry = french fry, fork + lift = fork lift), closed compound (foot + ball = football, weather + man = weatherman, child + care = childcare), or hyphenated (one + half = one-half, mass + produced = mass-produced).

Next, have students look at the words HARD and SKILLS (PPT slide 5) or write words on the board. Ask students what each word means individually and then ask them to guess what it might mean when used as a new concept. This may be a new concept for students and will require a discussion before it is understood.

After listening to their ideas, explain that hard skills are a type of skill (PPT slide 6). Stress that they are not hard like a table, or a wall, but they are the kinds of skills that students might learn in school (like math, history, or science) or that they might learn on the job (like driving a fork lift, running a cash register or a lawn mower). Maybe some of these skills were hard to learn, maybe not, but it doesn't matter, they are all called hard skills.

After you feel confident students have the concept of hard skills remind them that they just learned about their strengths and weaknesses and tell them that some strengths and weaknesses can also be categorized as a hard skill. For example, computer skills are hard skills and they may be a particular student's strength or weakness. Other examples include: putting items in alphabetical order, sewing, reading, or math. All of these are hard skills. Different jobs require different hard skills. Stress that if a job requires a hard skill that is their strength that that job would be a good fit for their future employment. Stress the relationship between a students' strengths and weaknesses and the importance of matching the different hard skills with jobs requirements.

INSTRUCTIONAL ACTIVITIES

* Recommended activities are marked with an orange asterisk.

Foundational Activities (*continued*)

*Map It Online Activity

map it
what comes next

Set up technology access. Use the Hard and Soft Skills Map It slides and video: Hard and Soft Skills – Introduction, Hard Skills vs. Soft Skills (1:35), Hard Skills Definition and/or "Hard Skills Visual Concept Page" to introduce the definition and explanation of hard skills with students.

*Identifying Hard Skills - Word Wall Activity:

Teachers please read the "Teacher Page- Introduction to Word Walls" *before beginning this activity.* This word wall will build on many words used in previous lessons. Before class begins, gather the word cards listed below and set up your word wall.

kind	independent	creative	computer skills
math	keyboard/typing	mechanical skills	assertive
respectful	friendly	good listener	outgoing
spelling	reading	art skills	writing
social skills	driving	passive	dependable
patient	motor skills	funny	photography

EMPLOYABILITY SKILLS

Hard Skills

Directions:
Point out to students that the words displayed are skills, abilities or talents and some are character traits. This activity will focus on identifying the hard skills. Remind students that hard skills are learned in school, college, or on the job. They are skills that are taught, require practice to get better, and can be tested.

Choose one of the words from the list. Have students evaluate if that word represents a hard skill. Is it learned? Do you need training? Is it taught? Can it be measured or tested? If the answer is "yes", then it is a hard skill. Place the word on the word wall under hard skills. Continue until the list is completed.

Application Activities

Identify the Required Hard Skill Activity:

Employability skills, or skills that make you successful on the job, are made up of both hard and soft skills. This activity engages students to look at hard skills specific to careers mentioned during the Kick-off Discussion. You'll want to access the Hard Skill PowerPoint slides 7-11. Before you begin this activity, remind students that hard skills may be learned at a school, a post-secondary education program, at home, or on the job. Begin by discussing the Nursing profession (PPT slide 7). Some hard skills needed for a nurse include providing medical care (giving shots, drawing blood, taking blood pressure), using medical equipment (operating a stethoscope), managing records (reading/updating patient charts, using software programs), and transporting patients (steering a wheelchair). Next, students will assess hard skills associated with a job at a fast food restaurant, childcare setting, or hardware store (PPT slides 8-10). Support students in using the images and classroom word wall to help determine hard skills associated with job responsibilities.

Divide students up in small groups to complete the "Hard Skills Career Analysis" handout (also captured in PPT slide 11). Using the hard skill word bank at the top of the page, have students brainstorm the hard skills that will need to be learned for each career. Students should think about job responsibilities, or tasks, that need to be completed for each job. Give the group a time limit to complete this work. At the end of the time, come together as a whole group and have students share their answers.

Make a Video of Hard Skills in Careers:

During this activity, students will work in small groups to produce a 3-5 minute video clip of various hard skills needed for an assortment of careers. At the end, videos will be shared as a whole class, allowing students to see a "visual collage" of hard skills related to different careers. Begin by placing students in groups of 2-3. Assign each group to a career that you know your students have some background knowledge. Ideas include: teacher, doctor, dentist, store clerk, lawyer, computer programmer, nurse, or custodian. Have each group brainstorm the hard skills needed for that particular career. If students have difficulty brainstorming hard skills, consider allowing time for students to access Career Central or refer to the Hard Skills Cards handout. Next have groups think about different questions they could use while interviewing an individual from that career field about their hard skills. Write these interviewer prompts on the board for students to refer to throughout the activity.

Application Activities

Make a Video of Hard Skills in Careers (continued):

Once groups have brainstormed, assign the various roles: interviewer, interviewee, and producer/recorder (eliminate this last role if using pairs, in which case have the camera propped). For this next step, consider letting students use props to help set the scene. Have students create a 3-5 minute video where the interviewer asks the interviewee (the assigned professional) what types of hard skills they need for their job. Additional questions students came up with earlier can be used for elaboration. During this time, the producer records the communication exchange, operates the recording device, times the video, and pauses the recording to offer feedback or redirection.

When all groups have finished recording, play the videos as a large group. During each video, consider offering a graphic organizer to help students summarize information, or summarize on board for students. Pause in-between videos to reflect on information presented, and then have students compare and contrast at the end.

*Map It Online Activity- Rating Hard Skills:

In this activity, students will rate their hard skills using Map It. You may want to preview the following slides as a class and discuss the videos and rating before beginning this activity. Have students log into Map It to complete the following pages in the Hard and Soft Skills section: Rating Scale Explanation, Hard Skills Introduction, Hard Skills - Your Turn.

Students will rate on a 1-10 scale the following hard skills: reading, writing, art, math, science, history, computers, and photography. As seen in the Map It video, ratings in the lower range (1-3) indicate a weakness for this skill. Ratings in the mid-range (5-6) are average. Ratings in a higher range (7-10) indicate a strength for this skill. As a class, discuss these ratings until students are comfortable. Project the "Hard Skills Rating Visual Support" on the board to guide understanding and support students in self-reflection. As a check and balance, you may ask students to think about the grades they have received in the various subject areas. If they list a subject as a strength they should have a good grade in that class.

*Print the "Hard Skills Rating" handout and "Hard Skills Rating Visual Support" handout for students who would prefer to complete this on paper and then put their answers in Map It.

*My Transition Plan Activity:

Students will fill in the hard skills section of "My Transition Plan" worksheet. Have students keep this sheet, either as a hard or electronic copy, in their transition folder. This worksheet is a cumulative report that students can use as a guide when sharing with their transition team. It will be used to add information at the end of each lesson in the Map It: *Who Am I?* unit.

Synthesis Activities

Dissecting Hard Skills Activity:

Large skill areas (math, English, science, etc.) can be broken down into smaller skills (English: spelling, creative writing, grammar, etc.). Students who are not taking higher level math classes, such as Calculus, might think they are bad at math. Point out that there are many different math hard skills: computation skills, money skills, measuring skills, working with fractions. These are all math skills and hard skills.

On the board take one of the hard skills listed in the "Teacher Page- Word Bank List". Have students list smaller skills that make up this large skill area. Do this for several different large skill areas. Have students break into small groups or with partners to identify some smaller skills with a new large skill. Use the "Graphic Organizer for Dissecting Hard Skills" handout for additional support. When completed, have the groups share with the class.

Hard Skills Career Analysis:

Refer back to the Hard Skill Analysis Worksheet- choose any of the careers to unpack further… i.e. Landscaper- they need to understand Math to figure out the cost of plants and how many to buy for a specific area. They may need art background to put the right colors and shapes together. Use the "Graphic Organizer for Dissecting Hard Skills" handout for additional support. When completed, have the groups share with the class.

Closing Activity

* Hard Skills Exit Slip- Check for Understanding:

✓ At the end of your lesson or five minutes before the end of class, distribute the "Hard Skills Exit Slip" to students.
✓ This exit slip is a True/False quiz with four questions about hard skills.
✓ Review the exit slips to check for student understanding and how you might alter your instruction in the future to meet the individual needs of students.

NOTES

HARD SKILLS

Hard skills

Hard skills are the learned skills or training that you need for jobs or careers.

Math, Science, Computers, Writing

Hard Skills - *Reading* Explanation

If so, reading might be your strength.

0:17/0:35

Rate your *reading* hard skills

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

Hard skills are easy to measure. Think about the grades you get in school. If you get a good grade, this hard skill is a strength. If you get a bad grade, this hard skill is probably a weakness.

HARD SKILLS

Think about and rate your skill level in each of the examples below. Add additional examples in the blank boxes.

	Weakness 1 2 3 4 5 6 7 8 9 10 Strength
Reading	1 2 3 4 5 6 7 8 9 10
Writing	1 2 3 4 5 6 7 8 9 10
Art	1 2 3 4 5 6 7 8 9 10
Math	1 2 3 4 5 6 7 8 9 10
Science	1 2 3 4 5 6 7 8 9 10
History	1 2 3 4 5 6 7 8 9 10
Computers	1 2 3 4 5 6 7 8 9 10
Photography	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10

DARCIE'S HARD AND SOFT SKILLS

Rating Scale Example
- 1 = a skill you are still developing
- 5 = a skill you do pretty well
- 10 = a skill that is really strong

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

HARD SKILLS

Skill	Rating
Reading	Weakness 1 2 3 4 5 6 (7) 8 9 10 Strength
Writing	Weakness 1 2 3 4 5 (6) 7 8 9 10 Strength
Art	Weakness 1 2 3 4 5 6 7 8 9 (10) Strength
Math	Weakness 1 2 3 4 5 6 7 (8) 9 10 Strength
Science	Weakness 1 2 3 4 5 6 7 (8) 9 10 Strength
History	Weakness 1 2 3 4 (5) 6 7 8 9 10 Strength
Computers	Weakness 1 2 3 4 5 6 7 (8) 9 10 Strength
Photography	Weakness 1 2 3 4 5 6 7 8 9 (10) Strength

SOFT SKILLS

Skill	Rating
Time management	Weakness 1 2 3 4 5 6 (7) 8 9 10 Strength
Good Study Habits	Weakness 1 2 3 4 (5) 6 7 8 9 10 Strength
Concentration	Weakness 1 2 3 4 5 6 (7) 8 9 10 Strength
Organization Skills	Weakness 1 2 3 4 5 (6) 7 8 9 10 Strength
Motivation	Weakness 1 2 3 4 (5) 6 7 8 9 10 Strength
Commitment	Weakness 1 2 3 4 5 6 7 8 (9) 10 Strength
Positive Attitude	Weakness 1 2 3 4 5 6 7 (8) 9 10 Strength
Communication Skills	Weakness 1 2 3 4 5 6 7 (8) 9 10 Strength

map it
what comes next

MARISSA'S HARD AND SOFT SKILLS

Rating Scale Example
- 1 = a skill you are still developing
- 5 = a skill you do pretty well
- 10 = a skill that is really strong

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

HARD SKILLS

Skill	Rating (circled)
Reading	Weakness 1 2 3 **(4)** 5 6 7 8 9 10 Strength
Writing	Weakness 1 2 3 4 **(5)** 6 7 8 9 10 Strength
Art	Weakness 1 2 3 4 5 6 **(7)** 8 9 10 Strength
Math	Weakness 1 2 3 4 **(5)** 6 7 8 9 10 Strength
Science	Weakness 1 2 3 4 **(5)** 6 7 8 9 10 Strength
History	Weakness 1 2 3 4 5 6 7 **(8)** 9 10 Strength
Computers	Weakness 1 2 3 4 5 6 7 8 9 **(10)** Strength
Photography	Weakness 1 2 3 4 5 6 7 8 **(9)** 10 Strength

SOFT SKILLS

Skill	Rating (circled)
Time management	Weakness 1 2 3 4 **(5)** 6 7 8 9 10 Strength
Good Study Habits	Weakness 1 2 3 4 **(5)** 6 7 8 9 10 Strength
Concentration	Weakness 1 2 3 4 5 6 **(7)** 8 9 10 Strength
Organization Skills	Weakness 1 2 3 4 5 6 7 **(8)** 9 10 Strength
Motivation	Weakness 1 2 3 4 5 6 7 **(8)** 9 10 Strength
Commitment	Weakness 1 2 3 4 5 6 **(7)** 8 9 10 Strength
Positive Attitude	Weakness 1 2 3 4 5 6 7 8 9 **(10)** Strength
Communication Skills	Weakness 1 2 3 4 5 6 **(7)** 8 9 10 Strength

STEVEN'S HARD AND SOFT SKILLS

Rating Scale Example
- 1 = a skill you are still developing
- 5 = a skill you do pretty well
- 10 = a skill that is really strong

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

HARD SKILLS

Skill	Rating
Reading	Weakness 1 2 3 4 5 6 7 **8** 9 10 Strength
Writing	Weakness 1 2 3 4 **5** 6 7 8 9 10 Strength
Art	Weakness 1 **2** 3 4 5 6 7 8 9 10 Strength
Math	Weakness 1 2 3 4 5 6 7 8 9 **10** Strength
Science	Weakness 1 2 3 4 5 6 7 8 9 **10** Strength
History	Weakness 1 2 3 4 5 **6** 7 8 9 10 Strength
Computers	Weakness 1 2 3 4 5 6 7 **8** 9 10 Strength
Photography	Weakness 1 2 **3** 4 5 6 7 8 9 10 Strength

SOFT SKILLS

Skill	Rating
Time management	Weakness 1 2 3 4 5 6 **7** 8 9 10 Strength
Good Study Habits	Weakness 1 2 3 4 5 6 7 **8** 9 10 Strength
Concentration	Weakness 1 2 3 **4** 5 6 7 8 9 10 Strength
Organization Skills	Weakness 1 2 3 4 **5** 6 7 8 9 10 Strength
Motivation	Weakness 1 2 3 4 5 6 **7** 8 9 10 Strength
Commitment	Weakness 1 2 3 4 5 6 7 **8** 9 10 Strength
Positive Attitude	Weakness 1 2 3 4 5 **6** 7 8 9 10 Strength
Communication Skills	Weakness 1 2 3 4 5 6 **7** 8 9 10 Strength

Hard Skills Cards
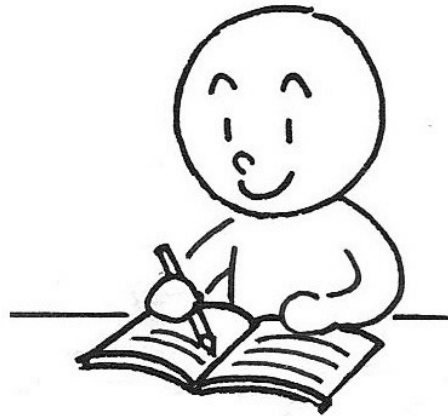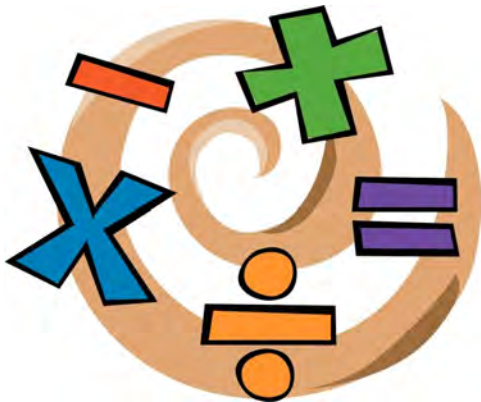
Reading	Writing
Math	Computer Skills
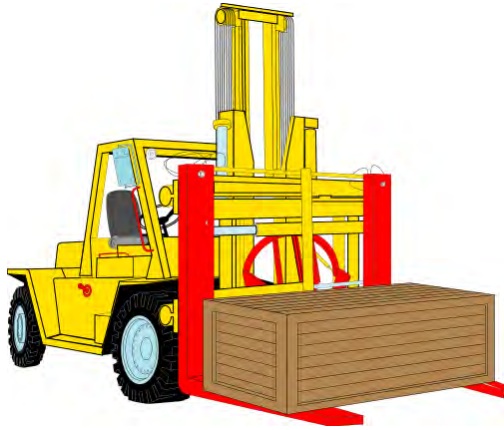
Driving a Fork Lift	Sewing
Organizing	Studying
Managing Records	Using Medical Equipment
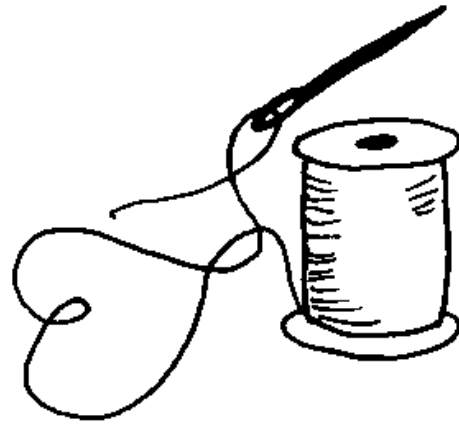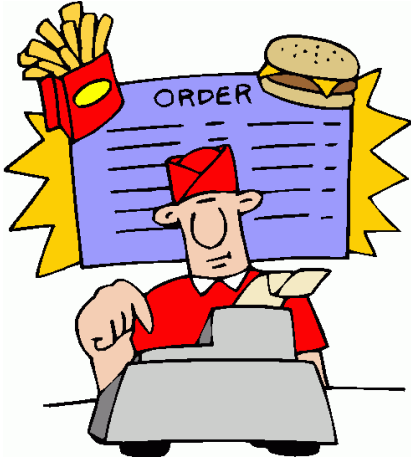
Taking Orders	Hanging clothes
Teaching a Lesson	Cleaning
Cooking	Working cash register

HARD SKILLS RATING SCALE

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Weakness   *Average*   *Strength*

DISSECTING HARD SKILLS

SMALL SKILL

SMALL SKIL

SMALL SKILL

LARGE SKILL

SMALL SKILL

SMALL SKILL

SMALL SKILL

SMALL SKILL
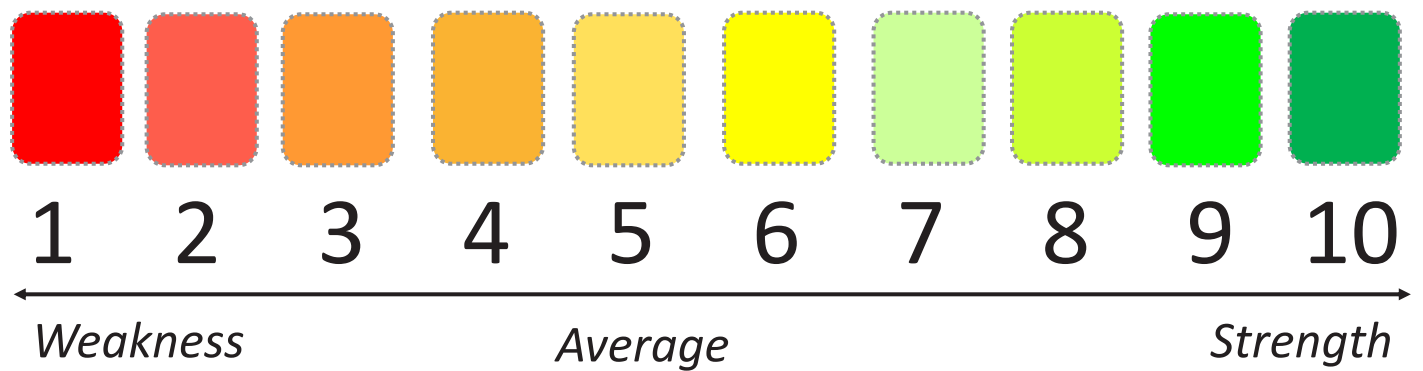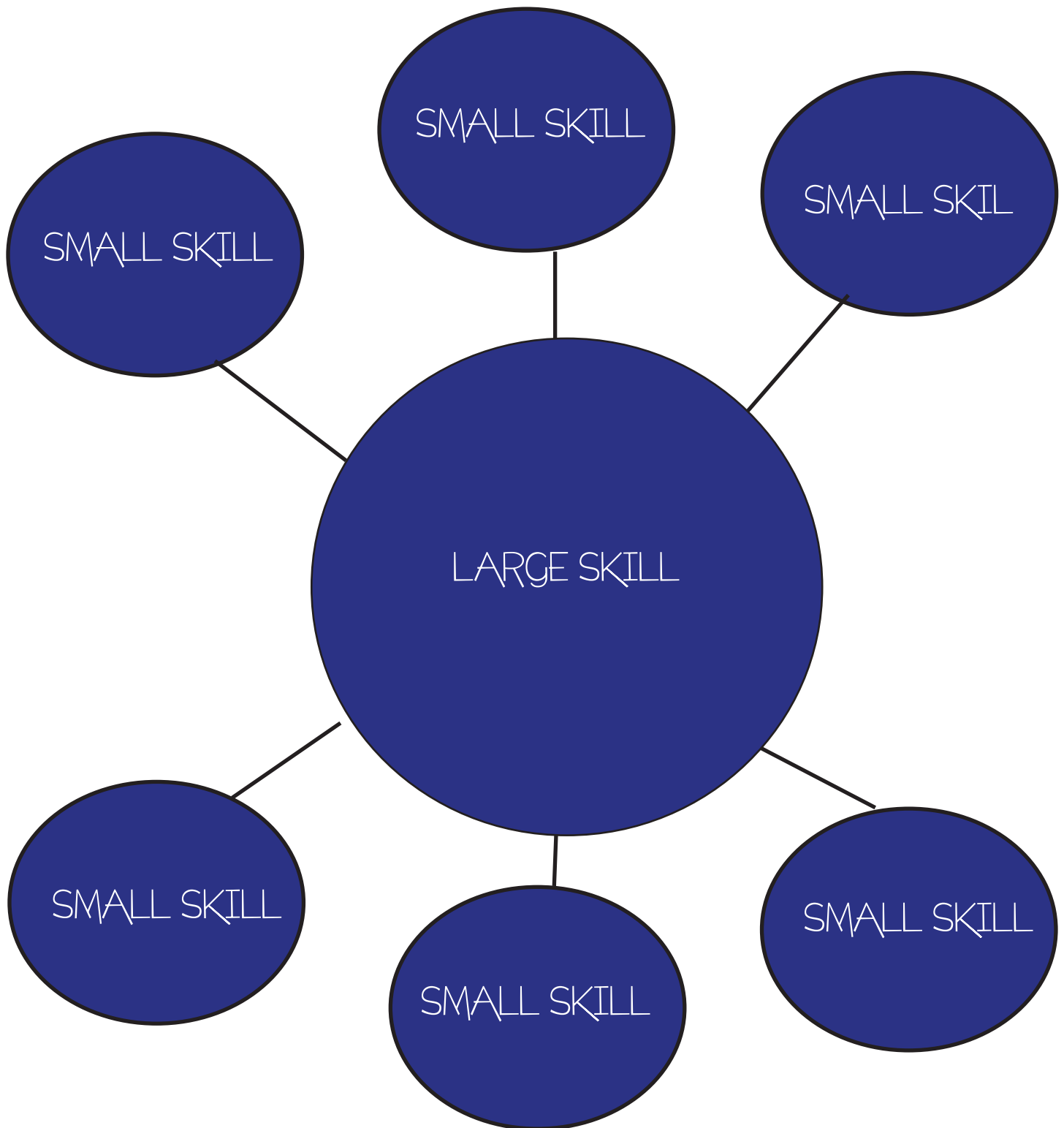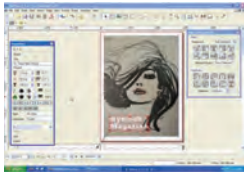
HARD SKILLS CAREER ANALYSIS

Group Members: _____

Directions: List the hard skills that are needed for each career.

Writing	Typing	Driving	Listening
Computer skills	Spelling	Reading	Art skills
Mechanical skills	Math	Motor skills	Degree/certification

	Carpenter	
	Barista	
	Bank Teller	
	Landscaper	
	Graphic Designer	
	Chef	

Exit Slip – Hard Skills

Name:_____ **Date:**_____

Directions: Check either true or false after reading each statement about hard skills.

True	False	Statement
		1. All hard skills are hard to do and are weaknesses
		2. Hard skills are learned skills you need for a job.
		3. A hard skill for a cashier is basic math skills.
		4. Being kind, hardworking and honest are all examples of hard skills.

Exit Slip –Hard Skills

Name:_____ **Date:**_____

Directions: Check either true or false after reading each statement about hard skills.

True	False	Statement
		1. All hard skills are hard to do and are weaknesses
		2. Hard skills are learned skills you need for a job.
		3. A hard skill for a cashier is basic math skills.
		4. Being kind, hardworking and honest are all examples of hard skills.

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WHO AM I?

SOFT SKILLS

SOFT SKILLS

Learning Objectives

- Students will define a soft skill.
- Students will identify soft skills from a list of traits, strengths and weaknesses.
- Students will evaluate and rate a list of soft skills.

Materials

- Map It Online (2 Slides): Hard and Soft Skills- Introduction, Soft Skills – Definition
- Map It Online (4 Videos): Hard and Soft Skills- Hard Skills vs Soft Skills (1:35), Rating Scale Explanation (0:57), Soft Skills Introduction (0:19), Soft Skills – Your Turn (8 slides with videos averaging 0:20 each)
- Soft Skills Entry-Quiz
- Soft Skills Visual Concept Page

- Soft Skills PowerPoint
- Teacher Page- Word Bank List
- Soft Skills Role Play
- Soft Skills Rating
- Soft Skills Rating Visual
- Soft Skills Career Analysis
- Soft Skills Graphic Organizer
- Soft Skills Exit-Quiz
- My Transition Plan

Teacher Background

Students began to explore the concept of employability skills in the last lesson. This lesson will focus on the second type of employability skills, soft skills. Soft skills are a combination of communication skills (including technology), social skills, attitude, career attributes, and interpersonal people skills. Examples for the work place include greeting customers, communicating with co-workers and supervisors, showing dependability, having good manners, and working cooperatively. These skills can be acquired informally from experiences with family, friends, teachers, and community, or acquired through high quality instruction and research based intervention strategies. Soft skills can be rated using informal assessments (nonstandardized measures) and may include the following: rating scales, interest inventories, observations, interviews, conversations, curriculum based measurement, and situational assessments. Student understanding and application of soft skills is essential to getting and keeping a job. They are at the heart of successful employment. Furthermore, access to a language-rich environment is critical to the development of soft skills. Students with hearing loss who have had minimal exposure to language-rich environments may have a more difficult time developing these skills.

map it
what comes next

SOFT SKILLS

Teacher Background (*continued*)

It is often said that hard skills will get you the job, but soft skills are the skills needed to keep and succeed in the job. According to a study done by Harvard University, 80% of career achievements occur because of soft skills, and only 20% because of hard skills!

Since soft skills are key to long term successful employment it is recommended that teachers move through this section slowly and revisit the concept across settings throughout the year. Use positive reinforcement when students' exhibit soft skills with teachers and peers. Compliment students when you see them hold a door open for another, pick up a piece of trash from the floor, or greet you with a smile and kind words. Relate these experiences to their employability and good citizenship. Helping students identify all the different ways soft skills show up in daily life will help them understand this concept and the importance of this topic.

During the last lesson students learned that some of their traits, strengths and weaknesses could be categorized as hard skills. This lesson will again ask students to reflect on their traits, strengths and weaknesses and to identify which of those are soft skills.

Key Terms & Definitions for this Section

Hard Skills
The learned skills or training that you need for jobs or careers.

Soft Skills
interpersonal or people skills needed to maintain successful relationships.

Employability skills
Hard and soft skills needed for success in the workplace

map it
what comes next

INSTRUCTIONAL ACTIVITIES

* Recommended activities are marked with an orange asterisk.

Foundational Activities

Kick-off Discussion:

Start the discussion by assessing student's background knowledge with a short, 8-question soft skills quiz. This should be done as a large group using the Soft Skills PowerPoint (PPT slides 2-9). Project the questions on the board as students complete a "Soft Skills Quiz Entry Slip" handout. Guide students through each scenario one at a time. This quiz is from the MYTransitions Soft Skills Curriculum, which can be accessed here: *http://montanayouthtransitions.org/soft-skills-curriculum/*

Soft Skills Classroom Discussion:

Review the Soft Skills Quiz answer key (PPT slide 10) and allow students to ask for clarification and offer different examples as needed. This quiz offers specific scenarios to help students connect soft skills to the work place. Allow students to deepen the conversation and strengthen their understanding of the topic.

Extend classroom discussion by asking students to sit back and think about all the people they interact with. Ask them to think about all their friends, family, relatives, and teachers (people they know), but also to think about people they don't know very well. These could be people in the grocery store, sharing public transportation, or at the gas station. Ask them to think about how these people make them feel. Ask them to think about the people that make them feel good and treat them well. Connect with students that those people have a special skill that are called soft skills and that soft skills are very powerful and important for maintaining positive relationships. Soft skills include being friendly, kind, and dependable.

Remind students what they just learned about hard skills and how important they are to getting a job and that hard skills are taught in school, home, or on the job. Expand their understanding by telling them that although hard skills are important, that research shows that hard skills are NOT the most important skill. Soft skills can be even more important for keeping a job and having healthy relationships than hard skills.

*Map It Online Activity

map it
what comes next

Set up technology access. Use the Hard and Soft Skills Map It slides and video: Hard and Soft Skills – Introduction, Hard Skills vs. Soft Skills (video 1:35 mins.), Soft Skills Definition and/or "Soft Skills Visual Concept Page" to introduce the definition and explanation of soft skills with students.

Foundational Activities (_continued_**)**

*Identifying Soft Skills- Word Wall Activity:

Teachers please read the "Teacher Page- Introduction to Word Walls" _before beginning this activity._ This word wall will build on many words used in previous lessons. Before class begins, gather the word cards listed below and set up your word wall.

science skills	problem solving	positive attitude	managing money
optimistic	flexible	leadership skills	collaborative
painting	hard working	commitment	athletic skills
honest	history skills	study skills	paying attention/ focused
writing skills	organization skills	fixing computers	reading skills
decision making skills	communication	time management	Self-starter/ initiative

EMPLOYABILITY SKILLS

Hard Skills   **Soft Skills**

Directions:

Point out to students that the words displayed are skills, abilities or talents and some are character traits. This activity will focus on identifying soft skills and reviewing hard skills. Remind students that soft skills are interpersonal people skills, communication skills, attitude, and career attributes. Soft skills are influenced by values, beliefs, and experiences. Soft skills are important for maintaining healthy relationships and employment.

Choose one of the words from the list. Have students evaluate if that word represents a soft skill. Is it a people or organization skill? Can it be informally assessed though observations, rating scales, conversations? Does this skill apply to any job? If the answer is "yes", then it is probably a soft skill. Place the word on the word wall under soft skills.

If the answer is "no", ask the students if this meets the definition of hard skills. Do you need specialized training from a school program or on-the-job? Can it be formally measured or tested? If the answer is "yes", then it is a hard skill. Place the word on the word wall under hard skills.

Continue until the list is completed.

Application Activities

Soft Skills Role Play:

In this activity, students will have the opportunity to practice role playing various scenarios to deepen their understanding of the importance of soft skills in the workplace. Divide into appropriate size groups and ask groups to act out a short role play (each scenario is a minimum of 2 players and maximum can be adjusted to meet student numbers and needs). Allow enough time for students to develop roles and dialog, and then enough time to practice a few times. After each group takes a turn, reflect on what could have been done differently, what was done right, how characters may have felt, and how would they feel or behave in a similar situation. Connect the importance of soft skills for maintaining positive relationships and employment throughout the activity.

*Map It Online Activity- Rating Soft Skills:

In this activity, students will rate their soft skills using Map It. You may want to preview the following slides as a class and discuss the videos and rating before beginning this activity. Have students log into Map It to complete the following pages in the Hard and Soft Skills section: Rating Scale Explanation, Soft Skills Introduction, Soft Skills - Your Turn.

Students will rate on a 1-10 scale the following soft skills: time management, good study habits, concentration, organizational skills, motivation, commitment, positive attitude, and communication skills. As seen in the Map It video, ratings in the lower range (1-3) indicate a weakness for this skill. Ratings in the mid-range (5-6) are average. Ratings in a higher range (7-10) indicate a strength for this skill. As a class, discuss these ratings until students are comfortable. Project the "Soft Skills Rating Visual Support" on the board to guide understanding and support students in self-reflection. As a check and balance, students may want to think about feedback they have received about these skills from friends, family or school staff before deciding on a rating.

*Print the "Soft Skills Rating" handout and "Soft Skills Rating Visual Support" handout for students who would prefer to complete this on paper and then put their answers in Map It.

*My Transition Plan Activity:

Students will fill in the soft skills section of "My Transition Plan" worksheet. Have students keep this sheet, either as a hard or electronic copy, in their transition folder. This worksheet is a cumulative report that students can use as a guide when sharing with their transition team. It will be used to add information at the end of each lesson in the Map It: *Who Am I?* unit.

Synthesis Activities

Dissecting Soft Skills Activity:

Large skill areas (communication skills, social skills, career attributes) can be broken down into smaller skills (Communication: greeting customers, making eye contact, problem solving interpersonal conflict). Students may have difficulty seeing how these smaller skills make up the larger skills needed for success.

On the board take one of the soft skills listed in the "Teacher Page- Word Bank List". Have students' list smaller skills that make up this large skill area. Do this for several different large skill areas. Have students break into small groups or with partners to identify some smaller skills with a new large skill. Use the "Graphic Organizer for Dissecting Soft Skills" handout to help for additional support. When completed, have the groups share with the class.

Soft Skills Career Activity:

Employability skills, or skills that make you successful on the job, are made up of both hard and soft skills. This activity engages students to look at how soft skills are important to different careers. Students may want to use their word bank lists for this activity.

The Soft Skills PowerPoint (PPT slides 11-13), expand the discussion to employability and how jobs require both sets of skills. Ask students to think about the skills needed to be a photographer (PPT slide 10). Photographers need to know how to take good pictures (hard skill), but they also need to make their clients feel comfortable (soft skills) and to be well organized (soft skill). Both sets of skills are needed for a successful photographer. Another example is a news reporter (PPT slide 11). Ask students to consider the different skills needed for this job. Hard skills include knowing good reading and writing skills, while soft skills include good people skills (communication, listening), as well as being dependable and punctual.

Divide students up in small groups. Pass out the "Soft Skills Career Analysis" to each group (PPT slide 13). Students may remember this sheet from the last lesson. In the last lesson, students focused on the hard skills for these jobs. Now students will focus on the soft skills. Because soft skills are not for specific jobs, groups may use some of the soft skills for a variety of careers.

Give the group a time limit to complete this work. At the end of the time, come together as a group and ask students share their answers. Which soft skills came up most often? Why are these such important skills for a variety of jobs? Ask them what they think would happen if a person did not have those soft skills?

Synthesis Activities (*continued*)

Soft Skills Online Training:

Soft Skills Online Training: Skills to Pay the Bills: Mastering Soft Skills in the Workplace was developed by the U.S. Department of Labor's Office of Disability Employment Policy (ODEP). The materials were created for youth service professionals to assist them as they prepare all youth, including youth with disabilities, for employment. The activities in this publication were designed for youth ages 14 to 21 and were created to introduce the "basics" of soft skills. They were designed to be easily incorporated into current programming and/or already established curricula. The materials include a 139 page PDF with lesson plans on communication, enthusiasm & attitude, teamwork, networking, problem solving & critical thinking and professionalism. Accompanying videos are also included and listed on the Map It resource page.

PDF Materials: *https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf*

Video Series: *http://www.dol.gov/dol/media/webcast/20121015-softskills/*

Soft Skill Tips for Parents and Families:

Helping Youth Develop Soft Skills for Job Success: Tips for Parents and Families - This Info Brief discusses the importance of soft skills and offers strategies parents can use to help their child develop soft skills for employment services. Although not specifically written for students who are deaf or hard of hearing, these ideas can easily be adapted and modified for them.

Website: *http://www.ncwd-youth.info/information-brief-28*

PDF Materials: *http://www.ncwd-youth.info/sites/default/files/infobrief_issue28_0.pdf*

Closing Activity

* Soft Skills Quiz

✓ At the end of the lesson or twenty minutes before the end of class, distribute the "Soft Skills Quiz" to students.
✓ Revisit slides 2-9 of the Soft Skills PowerPoint Quiz (from the Kick-off Discussion).
✓ Have student's fill in the answers as you review each slide.
✓ Consider offering students an alternate means of expression for completing the quiz or modifying the activity to meet student needs.

NOTES

SOFT SKILLS

Soft Skills - *Positive Attitude* Explanation

A positive attitude.

0:01/0:11

Rate your *positive attitude* soft skills

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

Soft Skills

Soft skills are interpersonal or people skills.

Paying attention, being on time, being responsible, being a team player

COMMUNITY

Soft skills are not skills you learn in the classroom. You learn these skills from interacting with others.
Soft skills are the most important type of skill to have in most careers.

DISSECTING SMALL SKILLS

SMALL SKILL

SMALL SKILL

SMALL SKIL

SMALL SKILL

LARGE SKILL

SMALL SKILL

SMALL SKILL

SMALL SKILL

map it
what comes next
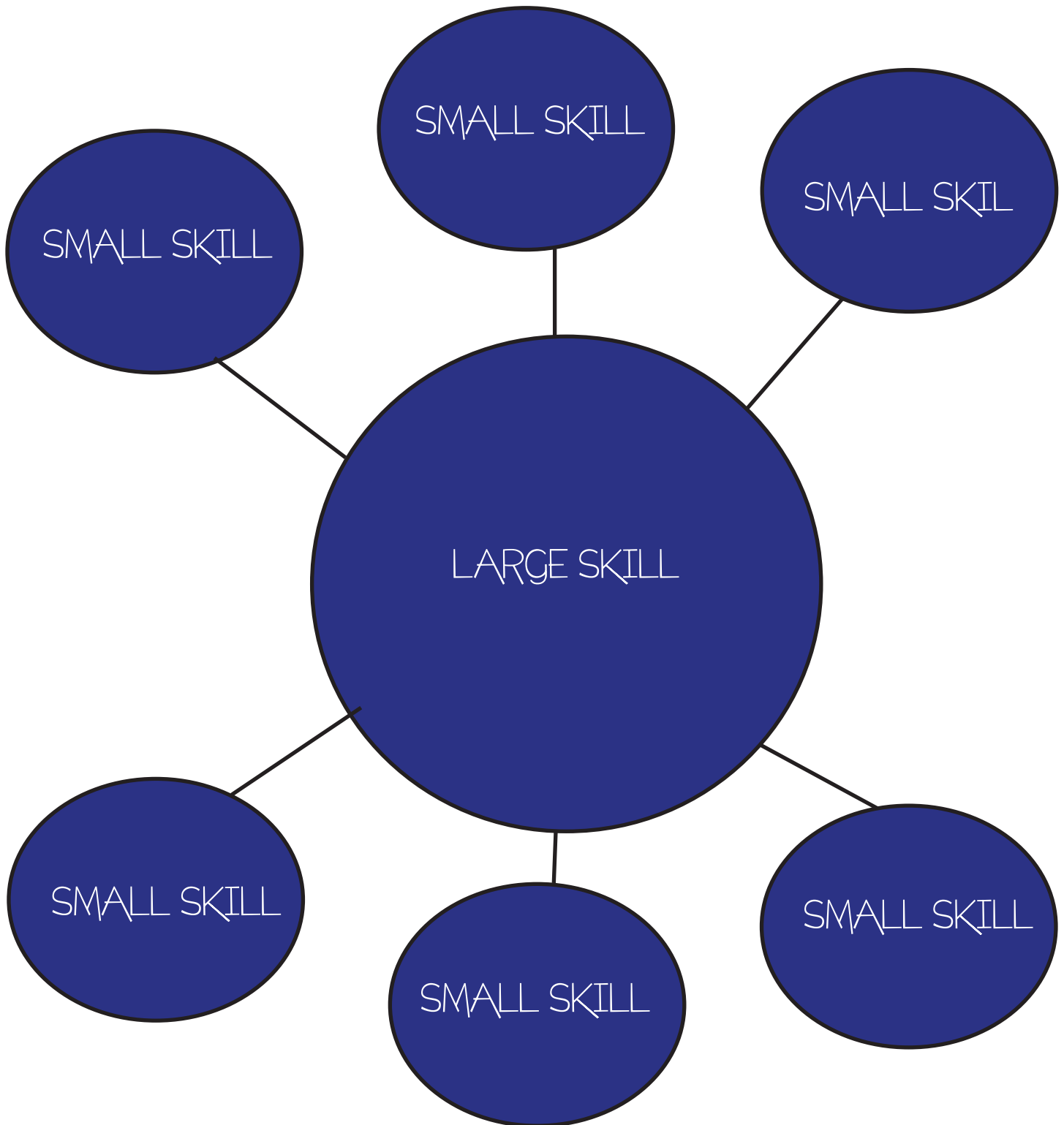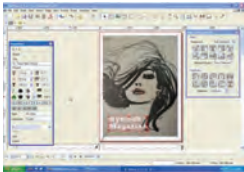
SOFT SKILLS CAREER ANALYSIS

Group Members: _____

Directions: List the soft skills that are needed for each career.

Timekeeping	Flexibility	Positive attitude	Organization skills
Commitment	Professionalism	Team work	Good manners
Motivation	Communication skills	Concentration	Attendance

	Carpenter	
	Barista	
	Bank Teller	
	Landscaper	
	Graphic Designer	
	Chef	

SOFT SKILLS

Think about and rate your skill level in each of the examples below. Add additional examples in the blank boxes.

	Weakness 1 2 3 4 5 6 7 8 9 10 Strength									
Time Management	1	2	3	4	5	6	7	8	9	10
Good Study Habits	1	2	3	4	5	6	7	8	9	10
Concentration	1	2	3	4	5	6	7	8	9	10
Organizational Skills	1	2	3	4	5	6	7	8	9	10
Motivation	1	2	3	4	5	6	7	8	9	10
Commitment	1	2	3	4	5	6	7	8	9	10
Positive Attitude	1	2	3	4	5	6	7	8	9	10
Communication Skills	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10

map it
what comes next

SOFT SKILLS RATING SCALE

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Weakness   *Average*   *Strength*

APPLICATION ACTIVITY: SOFT SKILLS ROLE PLAY

Hannah has been working as a clerk at a local convenience store for 3 months. Her boss notices that she arrives late for most of her shifts. Her tardiness has begun to impact her co-workers, who have to stay late until she arrives. *How does being tardy impact Jasmine's job and relationship with co-workers and supervisor?*

(2-4 students)

Anthony works as a barista at the coffee shop in the local library. He loves to read when there are no customers, but sometimes he becomes so focused in the story, that he doesn't notice a customer when they approach the counter. When he does serve customers, he doesn't greet them or make eye contact because he would rather be immersed in the book. *How does this lack of attention, motivation, and poor customer service skills impact his relationships with customers?*

(2-4 students)

Elijah has a job at a pet store. His responsibilities include feeding the animals, giving them water, and cleaning their cages. If time allows, he is allowed to play with the pets. His favorite part of the job is playing with the pets, so he often rushes through the other tasks in order to do so. This causes more work for his co-workers and has the potential to put the animals at-risk. When his supervisor approaches him to give constructive feedback, Elijah becomes defensive and gives a bad attitude. *How does his attitude and time management impact his relationship with his boss and job?*

(2-4 students)

Jasmine works at a clothing store in the mall. At closing time, staff are responsible for tidying up the store, which includes hanging up clothes, organizing shelves, wiping down surfaces, and vacuuming. As a team, staff have decided to rotate through these tasks during the week, but Jasmine only enjoys hanging up clothes and refuses to do the other tasks. *How does her lack of team work impact others?*

(2-5 students)

Tabitha works at a fast food restaurant. She is a very social person and enjoys chatting with her coworkers while working at the cash register with customers. This causes her to make mistakes with taking orders and handling money. Sometimes she accidentally gives customer more change back than needed, sometimes not enough. *How does her lack of concentration impact her ability manage money, complete tasks, and keep a job?*

(2-4 students)

map it
what comes next

SOFT SKILL QUIZ

Measure how good your soft skills are by answering the following questions.

1) A co-worker is very negative about your idea(s) in front of your boss. *Do you...*

a)   Remind your co-worker of their last bad idea.

b)   Say nothing. You will get even with this co-worker later.

c)   Get angry.

d)   Thank your co-worker and promise to consider their feedback.

2) Your boss has been less talkative and friendly lately. *Do you...*

a)   Avoid him/her.

b)   Ask her feedback on your work performance.

c)   Ask others if she has some personal problems going on.

d)   Look for another job, you would rather quit than be fired.

3) You've found out that you are the target of a nasty rumor at work. *Do you...*

a)   Do nothing and stay positive; rumors blow over eventually.

b)   Find out who started the rumor and confront them.

c)   Start a rumor about someone else to take the spotlight off yourself.

d)   Become depressed and distracted.

4) A co-worker that doesn't do their job as well as you do is promoted to a position you had hoped for. *Do you...*

a)   Start looking for another job—it is obvious you are not appreciated.

b)   Make life difficult for your co-worker.

c)   Ask the manager how you could be a stronger candidate next time.

d)   Pout, and hope someone notices your hurt feelings.

5) You asked for vacation leave two weeks in advance and didn't get it. *Do you...*

a)   Take sick days and be gone anyway.

b)   Quit, because your boss isn't flexible

c)   Visit with your boss and review vacation policies and as well as dates that
        vacation leave is available.

d)   Complain to your co-workers about how unfair your boss is.

Soft Skills Quiz Answer Key:	
1	D
2	B
3	A
4	C
5	C
6	A
7	D
8	B

SOFT SKILL QUIZ

6) You make a mistake that will cost the company a lot of money. *Do you...*

a)   Tell your boss immediately and ask for advice on minimizing the damage.

b)   Resign as quickly as possible.

c)   Try to cover up the error, hoping nobody finds out.

d)   Blame others for their part; you won't take the heat alone.

7) A co-worker often gossips about management and it's hard not to listen! *Do you...*

a)   Listen eagerly, but never repeat what you hear.

b)   Tell her what you think of her lack of loyalty.

c)   Let your boss know your co-worker is gossiping.

d)   Tell her you are not interested, and change the subject quickly.

8) Your boss gave you a verbal reprimand for talking on your cell phone at work after your mom called you to ask you to bring pizza home for dinner. *Do you...*

a)   Explain that it was just your mom and it is not a big deal.

b)   Apologize and review technology policies at work if unsure what is allowed.

c)   Complain to customers nearby about how unfair the employer is and that he lives in the dark ages.

d)   Call the pizza place and order the pizza for your mom and then go back to work.

MYT Soft Skills Assessment:
(Download from www.montanayouthtransitions.org)

This assessment may be used as a pre and post soft skills course evaluation for students or it may be used as a discussion tool at the beginning of a soft skills class to help students begin the process of evaluating what skills they should be working on as well as where they feel their personal strengths are currently.

The Soft Skills Assessment may also be completed by a teacher, parent, or other adult active in a youth's life, as a way to identify areas on which a youth may build. This tool may be used as an informal transition assessment for the development of goals for a Transition IEP or Transition 504 Plan

SOFT SKILL QUIZ

Measure how good your soft skills are by answering the following questions.

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e)   Remind your co-worker of their last bad idea.

f)   Say nothing. You will get even with this co-worker later.

g)   Get angry.

h)   Thank your co-worker and promise to consider their feedback.

2) YOUR BOSS HAS BEEN LESS TALKATIVE AND FRIENDLY LATELY. *Do you...*

e)   Avoid him/her.

f)   Ask her feedback on your work performance.

g)   Ask others if she has some personal problems going on.

h)   Look for another job, you would rather quit than be fired.

3) YOU'VE FOUND OUT THAT YOU ARE THE TARGET OF A NASTY RUMOR AT WORK. *Do you...*

e)   Do nothing; rumors blow over eventually.

f)   Find out who started the rumor and confront them.

g)   Start a rumor about someone else to take the spotlight off yourself.

h)   Become depressed and distracted.

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e)   Start looking for another job—it is obvious you are not appreciated.

f)   Make life difficult for your co-worker.

g)   Ask the manager how you could be a stronger candidate next time.

h)   Pout, and hope someone notices your hurt feelings.

5) YOU ASKED FOR VACATION LEAVE TWO WEEKS IN ADVANCE AND DIDN'T GET IT. *Do you...*

e)   Take sick days and be gone anyway.

f)   Quit, because your boss isn't flexible

g)   Visit with your boss and review vacation policies and as well as dates that vacation leave is available.

h)   Complain to your co-workers about how unfair your boss is.

SOFT SKILL QUIZ

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e)   Tell your boss immediately and ask for advice on minimizing the damage.

f)   Resign as quickly as possible.

g)   Try to cover up the error, hoping nobody finds out.

h)   Blame others for their part; you won't take the heat alone.

7) A CO-WORKER OFTEN GOSSIPS ABOUT MANAGEMENT AND IT'S HARD NOT TO LISTEN! *Do you...*

e)   Listen eagerly, but never repeat what you hear.

f)   Tell her what you think of her lack of loyalty.

g)   Let your boss know your co-worker is gossiping.

h)   Tell her you are not interested, and change the subject quickly.

8) YOUR BOSS GAVE YOU A VERBAL REPRIMAND FOR TALKING ON YOUR CELL PHONE AT WORK AFTER YOUR MOM CALLED YOU TO ASK YOU TO BRING PIZZA HOME FOR DINNER. *Do you...*

e)   Explain that it was just your mom and it is not a big deal.

f)   Apologize and review technology policies at work if unsure what is allowed.

g)   Complain to customers nearby about how unfair the employer is and that he lives in the dark ages.

h)   Call the pizza place and order the pizza for your mom and then go back to work.

Adaptation of:

http://www.mass-projectoreattach ments/396_MASS%20wp4%20final%20report%20pa rt-2%20%28Learning%20Materia ls,%20 EN%29.pdf

Soft Skills – Entry Quiz

Name:_____

Date:_____

Directions: Measure how good your soft skills are by answering the following questions.

#	Answer
1	
2	
3	
4	
5	
6	
7	
8	

Directions: Measure how good your soft skills are by answering the following questions.

#	Answer
1	
2	
3	
4	
5	
6	
7	
8	

Soft Skills – Entry Quiz

Name:_____

Date:_____

Directions: Measure how good your soft skills are by answering the following questions.

#	Answer
1	
2	
3	
4	
5	
6	
7	
8	

Directions: Measure how good your soft skills are by answering the following questions.

#	Answer
1	
2	
3	
4	
5	
6	
7	
8	

Soft Skills – Exit Quiz

Name:_____

Date:_____

Directions: Measure how good your soft skills are by answering the following questions.

#	Answer
1	
2	
3	
4	
5	
6	
7	
8	

Directions: Measure how good your soft skills are by answering the following questions.

#	Answer
1	
2	
3	
4	
5	
6	
7	
8	

Soft Skills – Exit Quiz

Name:_____

Date:_____

Directions: Measure how good your soft skills are by answering the following questions.

#	Answer
1	
2	
3	
4	
5	
6	
7	
8	

Directions: Measure how good your soft skills are by answering the following questions.

#	Answer
1	
2	
3	
4	
5	
6	
7	
8	

map it
what comes next

WHO AM I?
REVIEWING HARD AND SOFT SKILLS
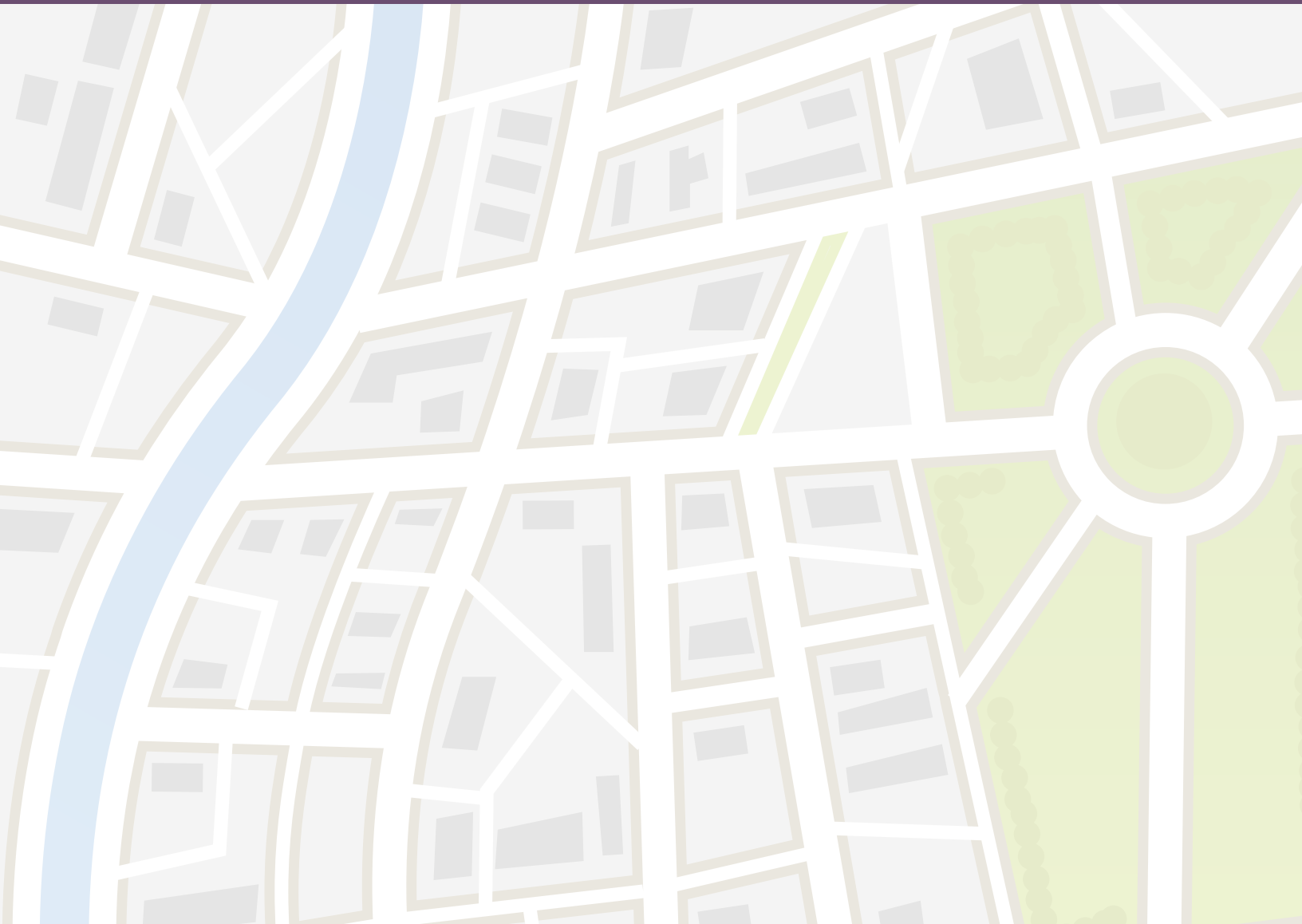
REVIEWING HARD AND SOFT SKILLS

Learning Objectives

- Students will differentiate between hard and soft skills.
- Students will evaluate their hard and soft skill ratings.
- Students will respond appropriately to interview questions regarding their hard and soft skills

Materials

- Map It Online (5 Slides): Review Your Skills- Your Rating, What Did You Learn?, Your Strengths, Your Weaknesses, Impact of Weaknesses
- Map It Online (1 Video): Review Your Rating (1:08)
- Review Your Skills Visual Concept Page
- Review Your Skills Character Profile

- Review Your Skills Profile Template
- Carpet Installer Activity
- Practice Interview Questions
- My Transition Plan
- Hard and Soft Skill Cards
- Reviewing Your Skills PowerPoint
- One Minute Sentence Exit Slip

Teacher Background

During the last two lessons students were introduced to the concept of employability skills. They categorized their traits, strengths and weaknesses into hard and soft skills. This unit will further explore how both hard and soft skills are required on every job and are critical to getting, keeping and being promoted in the work world. The right hard skills can get students' an interview but being successful in the interview and after being hired requires soft skills.

As students plan for life after high school, it is important they recognize how their strengths and weaknesses fit into the work world and can lead to smart choices for jobs or careers. Careers that rely on a student's strengths and minimizes their weaknesses is a career in which the success has a high probability. This unit will provide students an opportunity to practice job interview questions using the knowledge and results of their soft and hard skills ratings.

map it
what comes next

Key Terms & Definitions for this Section

Hard Skills
The learned skills or training that you need for jobs or careers.

Soft Skills
Interpersonal or people skills.

Employability skills
Hard and soft skills needed for success in the workplace

IEP Application

- Ask students to share their soft and hard skills ratings during their IEP meeting and to discuss the potential impact of those on future career choices.
- Use the information the student identified as hard and soft skills as you write up the present level of performance or complete transition assessments.
- Add an annual goal or activity on the IEP to strengthen the identified weaknesses in hard or soft skills.
- Note: As a young adult, having a student's cooperation in identifying weaknesses and a willingness to work to improve this skill is more than half the battle! Capitalize on the student's recognition of need to work on a skill and use this as one of their annual goals, if appropriate to their transition plan. If possible, have the student become an active participant in writing the goals and objectives they want to work on.

INSTRUCTIONAL ACTIVITIES

* Recommended activities are marked with an orange asterisk.

Foundational Activities

Kick-off Discussion:

This activity will use the Review Your Skills PowerPoint (PPT slides 2-6). Consider printing the "Review Your Skills Character Profile" handout, so students can easily refer to it throughout the discussion. Start by reviewing Steven's character profile (slide 2). Highlight the strengths and weaknesses of Steven's hard and soft skills. Then ask students which of the following jobs would be a good fit for Steven (PPT slide 3): assistant at a Pet Shop, cashier Attendant at a movie theater, or bagger at a grocery store. Spend time exploring the job tasks at each of these job sites. Consider writing jobsites on the board and adding other job task s students come up with. As a class, discuss which of these sites match Steven's skill set best. Ask the students why knowing about yourself is useful in choosing your future career.

*Map It Online Video Discussion:

Set up technology access. In Map It, watch and discuss the "Review Your Rating" video together (1:08). Facilitate discussion with the following questions (PPT slide 6):

- How does knowing your strengths and weaknesses in both your hard and soft skills help you know yourself better? (Reiterate that it is important for students to keep this in mind as they plan for their future)
- Why does having a strong set of hard and soft skills create more career options?

*Map It Online Video Discussion (*continued***):**

- Why do more people get fired because of weak soft skills versus weak hard skills?

- Discuss what is meant by the following statement in the video, "A strength doesn't stay a strength without work." (If needed, have students review the TEDEd video, *Everyone is Smart: TEDEd Example,* by Bradley Lands, from the Weaknesses lesson).

Application Activities

Hard and Soft Skill Identification Activity:

Print the "Hard and Soft Skills Card" handout double sided on cardstock and cut along the dotted lines (or have each student write 'soft' and 'hard' on either side of an index card). As you read off the following statements, ask students to hold up their cards with "soft" or "hard", depending on which type of skill they consider it to be. This activity can foster conversation on how some tasks require both hard and soft skills (bagging groceries: hard skills (order of bagging and how many items per bag), soft skills (greeting customer, exchanging pleasantries, and asking if customer needs help out). As students hold up cards, ask then to justify their answers.

1. Changing oil in the car

2. Bagging groceries

3. Knowing when to talk to your boss about your summer vacation plans

4. Smiling at and being courteous to a co-worker that you do not like

5. Working as a team to solve a problem at work

6. Checking a patient's blood pressure

7. Typing a letter to a customer who has a concern with your product.

8. Fixing the company computer and printer

9. Helping a customer find a product on the store shelf

10. Welding a trailer hitch

(Activity adapted from MYTransitions Soft Skills Academy Curriculum, pg. 7-8)

Map It Online Activity:

Set up technology access. Students will use Map It Online to access the following five slides: Review Your Skills- Your Rating, What Did You Learn? Your Strengths, Your Weaknesses, Impact of Weaknesses for this activity. Teachers can also use the "Review Your Skills Visual Concept Page" to show students what type of information they will see in this section of Map It. Below are directions for each of the slides used in this activity:

Application Activities (*continued*)

*Map It Online Activity (*continued*):

- **Your Rating** – In this slide, students will have an opportunity to review their hard and soft skill ratings completed in previous lessons. Have students transfer this information to the Review Your Skills section of their "My Transition Plan" worksheet.

- **What Did You Learn?** – Using this slide, lead a discussion about evaluating rating results. Ask students to identify their highest ratings in hard and soft skills. Are these skills strengths? Which of these strengths are hard skills? Which of these strengths are soft skills?

  Ask students to identify their lowest ratings in hard and soft skills. Which of these skills are weaknesses? Which of these weaknesses are hard skills? Which of these weaknesses are soft skills?

  Have students think about future career goals or postsecondary goals that they might have. Which of their weaknesses will be a barrier in achieving these goals? Have students think about one of their identified weaknesses. Who can help them improve this skill or advise them on how to improve the skill?

- **Your Strengths** – Have students use the Review Your Skills section of their "My Transition Plan" worksheet and answers from the previous discussion to fill in their strengths for both hard and soft skills.

- **Your Weaknesses** – Have students use the Review Your Skills section of their "My Transition Plan" worksheet and answers from the previous discussion to fill in their weaknesses for both hard and soft skills.

- **Impact of Weaknesses** – Have students use the answers from the previous discussion to fill in the questions about weaknesses. Then have students transfer this information to the Review our Skills section of their "My Transition Plan" worksheet.

Creating a visual Hard and Soft Skills Profile Activity:

After completing the above Map It Online Activity, students will use their hard and soft skill ratings to create their own visual profile with the "Review Your Skills Profile Template" handout. As students review their hard and soft skill rating, have them circle where they rate on the visual scale template. Through paired or small group discussion, have students take turns discussing their "Review Your Skills" visual profile and share what they learned in the above Map It Online Activity in relation to their strengths and weaknesses. This visual profile is modeled after the Map It Character Profiles used in the Kick-off Discussion. Paired/ small group discussion prompts (PPT slide 7):

- Share their highest and lowest ratings in hard and soft skills.

- Are these skills strengths? Which of these strengths are hard skills? Which of these strengths are soft skills?

Application Activities (*continued*)

Creating a visual Hard and Soft Skills Profile Activity (*continued*):

- Which of these skills are weaknesses? Which of these weaknesses are hard skills? Which of these weaknesses are soft skills?
- Which of their weaknesses will be a barrier in achieving future career goals?
- Who can help them improve this skill or advise them on how to improve the skill?

Hard and Soft Skills Career Activity:

Option 1: To prepare students for this activity, talk about the job responsibilities of a Carpet Installer. Access specific tasks that carpet installers perform and watch a captioned video of this career by going to the Career One Stop *https://www.careeronestop.org* and entering "carpet installers" in the search engine (PPT slide 8).

Divide students up into groups and pass out the "Carpet Installer Activity" handout, which gives the knowledge, skills and abilities that are needed for this career. Have the groups discuss these skills and then decide if each one is a soft skill or hard skill and enter it on the second page of this hand out. After the small groups are finished, come together as a whole group and discuss the answers.

Option 2: Have student's meet Kimberly Dodge, D.V.M, from Pepnet's Phenomenal Professionals series *https://dcmp.org/media/5364-achieving-goals-phenomenal-professionals* (6:52). As students watch the video
(PPT slide 9), have them independently fill out a blank "Visual Identity Profile" handout for Kimberly. As students watch, pause when the video highlights various hard skills (reading, science, writing, and operating medical equipment). For soft skills, Kimberly notes specific soft skills such as working with people and communication. But some of the other soft skills may not be as obvious to students (time management, concentration, organization skills, and good study habits). Pause and make note of these soft skills during the video.

When the handout is complete, discuss ratings as a whole class and have students be prepared to justify their answer with evidence from the video.

Synthesis Activities

Hard and Soft Skills for Job Interview:

Print the "Practice Interview Questions" handout for each student and have students take out handouts from previous lessons, including word banks and their "My Transition Plan" worksheet.

Synthesis Activities (*continued*)

Hard and Soft Skills for Job Interview (*continued*):

Begin this activity by reviewing the interview questions. Which questions relate to hard skills? #2, #3, #4, #5, #6, #10. Which questions relate to soft skills? #1, #2, #3, #5, #6, #10, #11 – 15. Have students review and think about their own strengths and weaknesses related to hard and soft skills. How would they answer these questions for themselves?

Begin this activity by modeling a positive interview. Ask for a volunteer to come to the front of the room to be the interviewer, while the teacher takes the interviewee role. Have the interviewer ask questions #1-3. After modeling appropriate interview skills, ask students to give feedback on what they observed (posture, response, engagement, and communication). If appropriate for your students, you may consider modeling inappropriate interview skills with the same questions, and have students compare and contrast between the two.

After sufficient modeling, group students in pairs. One student will choose one of the interview questions from the handout to ask the other student. The student will answer the question using his/her knowledge of personal strengths, weaknesses, soft and hard skills. The interviewer will give positive feedback on their partner's response. When finished, reverse the roles. Keep practicing until each student has answered at least three questions. As an alternative, have students switch to a new partner after sufficient time.

The teacher should move around the room during this activity to monitor the interviews, assist struggling students, and give positive feedback to the pairs working cooperatively.

1:1 Skills Assessment:

Sit down individually with students for a skills conference. Pull student records, current IEP, grades, assessments, teacher comments, etc. Help students explore these documents and create a list of traits, strengths, weaknesses, hard skills and soft skills noted in the documentation. We recognize this is a time-consuming activity, but it will help students look outside their own perceptions about themselves and look at data for a realistic view of self. Think about asking guidance counselors, social workers or other staff, to assist with this activity. It is great opportunity to discuss about *how* and *why* to strengthen certain skills. Students may share what they learned about themselves during IEP meetings or conferences.

Closing Activity

* One Minute Sentence:

✓ At the end of your lesson have students find a partner or small group.
✓ Using the "One Minute Sentence" handout, have students list or talk about the most important ideas they remember about hard and soft skills.
✓ Then students will use these ideas to write or sign one or two sentences about hard and soft skills.
✓ Have groups share their sentences with the class

NOTES

REVIEWING HARD AND SOFT SKILLS

Review Your Skills

How did you rate?

Hard Skills Rating	Soft Skills Rating
Reading - 6	Time Management - 10
Writing - 3	Good Study Habits - 2
Art - 10	Concentration - 1
Math - 3	Organizational skills - 10
Science - 6	Motivation - 3
History - 4	Commitment - 10
Computers - 10	Positive Attitude - 10
Photography - 3	Communication skills - 5

Give examples of the strengths that make you unique.

Hard Skills

Reading

P.E

Soft Skills

Friendly with people

Help with other people

Give examples of some weaknesses that you struggle with.

Hard Skills

History

Science

Soft Skills

Distraction

Can't focus very well

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

If I keep getting distracted, in the future I won't get a good job.

Who is someone who can help you improve this weakness?

Mom, teachers, grandparents, Dre

A strong set of hard and soft skills creates a worker who has a lot of options for the future. Your skills might change so be sure to update this section before your IEP/504 meeting every year.

Rating Your Skills

Rating Scale Example
- 1 = a skill you are still developing
- 5 = a skill you do pretty well
- 10 = a skill that is really strong

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

I'm good with people.

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

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

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

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

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

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

Steven: You're good with people. I'm good with math and science.
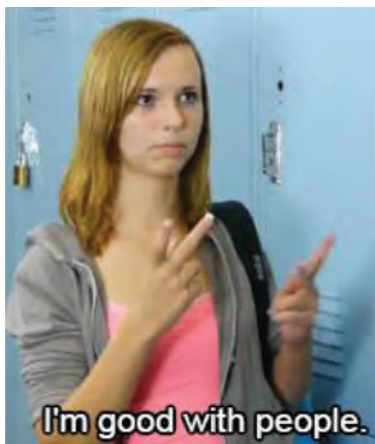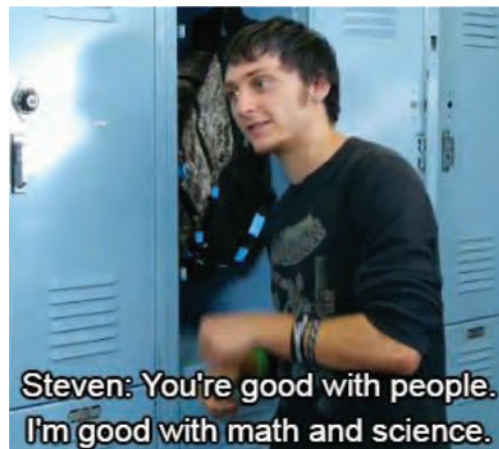
Be honest when you rate your skills because this will help you decide what you want to do in the future.
Remember everyone has strengths and weaknesses so don't be afraid to be truthful.

REVIEWING HARD AND SOFT SKILLS

CARPET INSTALLER ACTIVITY

What does a carpet installer do? They install carpet on floors, laying out rolls, or blocks, of carpeting and then fastening it in place. They also install padding and trim flooring materials. Carpet installers can work with carpeting in residential homes or commercial properties.

What skills, talents, abilities and character traits do you need to be a carpet installer?

Here is a list of some of the skills that are needed to be a carpet installer:

- **Social Skills** – Understanding customer needs and keeping the customer happy with the work
- **Math** – Knowledge of basic math skills, fractions, geometry, measurement and word problems
- **Organization and Planning** – Schedule work, make sure all jobs are completed on time
- **English** – Able to write simple reports with correct spelling and grammar
- **Building and Construction** – Knowledge of basic construction skills and the tools
- **Team work/Collaboration** – Ability to work well with others when completing a job
- **Self-Starter** – Ability to evaluate your own work and make improvements when needed
- **Time Management** – Ability to show up on time and complete the work on time
- **Problem Solving** – Able to tell when something is wrong and find solutions
- **Physical Strength** – Able to carry heavy loads, bend and stretch while laying carpet all day long
- **Good Vision** – The ability to see details at close range

Source: Occupational Information Network: Carpet Installers.

REVIEWING HARD AND SOFT SKILLS

CARPET INSTALLER ACTIVITY

Name(s):_____

Directions: Using the list above, decide which skill is a hard skill or a soft skill. Write the skills in the chart below.

IS IT A HARD SKILL OR A SOFT SKILL?

Hard Skill	Soft Skill

map it
what comes next

HARD AND SOFT SKILLS CARDS

hard	hard
hard	hard
hard	hard
hard	hard
hard	hard

soft	soft
soft	soft
soft	soft
soft	soft
soft	soft

HARD AND SOFT SKILLS

| HARD SKILLS | SOFT SKILLS |

Rating Scale Example
- 1 = a skill you are still developing
- 5 = a skill you do pretty well
- 10 = a skill that is really strong

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

HARD SKILLS

Reading	Weakness	1	2	3	4	5	6	7	8	9	10	Strength
Writing	Weakness	1	2	3	4	5	6	7	8	9	10	Strength
Art	Weakness	1	2	3	4	5	6	7	8	9	10	Strength
Math	Weakness	1	2	3	4	5	6	7	8	9	10	Strength
Science	Weakness	1	2	3	4	5	6	7	8	9	10	Strength
History	Weakness	1	2	3	4	5	6	7	8	9	10	Strength
Computers	Weakness	1	2	3	4	5	6	7	8	9	10	Strength
Photography	Weakness	1	2	3	4	5	6	7	8	9	10	Strength

SOFT SKILLS

Time management	Weakness	1	2	3	4	5	6	7	8	9	10	Strength
Good Study Habits	Weakness	1	2	3	4	5	6	7	8	9	10	Strength
Concentration	Weakness	1	2	3	4	5	6	7	8	9	10	Strength
Organization Skills	Weakness	1	2	3	4	5	6	7	8	9	10	Strength
Motivation	Weakness	1	2	3	4	5	6	7	8	9	10	Strength
Commitment	Weakness	1	2	3	4	5	6	7	8	9	10	Strength
Positive Attitude	Weakness	1	2	3	4	5	6	7	8	9	10	Strength
Communication Skills	Weakness	1	2	3	4	5	6	7	8	9	10	Strength

STEVEN'S HARD AND SOFT SKILLS

Rating Scale Example
- 1 = a skill you are still developing
- 5 = a skill you do pretty well
- 10 = a skill that is really strong

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

HARD SKILLS

Skill		Rating
Reading	Weakness	1 2 3 4 5 6 7 **8** 9 10 Strength
Writing	Weakness	1 2 3 4 **5** 6 7 8 9 10 Strength
Art	Weakness	1 **2** 3 4 5 6 7 8 9 10 Strength
Math	Weakness	1 2 3 4 5 6 7 8 9 **10** Strength
Science	Weakness	1 2 3 4 5 6 7 8 9 **10** Strength
History	Weakness	1 2 3 4 5 **6** 7 8 9 10 Strength
Computers	Weakness	1 2 3 4 5 6 7 **8** 9 10 Strength
Photography	Weakness	1 2 **3** 4 5 6 7 8 9 10 Strength

SOFT SKILLS

Skill		Rating
Time management	Weakness	1 2 3 4 5 6 **7** 8 9 10 Strength
Good Study Habits	Weakness	1 2 3 4 5 6 7 **8** 9 10 Strength
Concentration	Weakness	1 2 3 **4** 5 6 7 8 9 10 Strength
Organization Skills	Weakness	1 2 3 4 **5** 6 7 8 9 10 Strength
Motivation	Weakness	1 2 3 4 5 6 **7** 8 9 10 Strength
Commitment	Weakness	1 2 3 4 5 6 7 **8** 9 10 Strength
Positive Attitude	Weakness	1 2 3 4 5 **6** 7 8 9 10 Strength
Communication Skills	Weakness	1 2 3 4 5 6 **7** 8 9 10 Strength

One Minute Sentence

NAME:_____   Date:_____

First, write down the main ideas about hard and soft skills.

- _____

  _____

  _____

- _____

  _____

  _____

Then take one minute to take these ideas and compose a sentence, or two, to summarize the most important elements of hard and soft skills.

_____

_____

_____

After a minute, share your sentence with your table group. Then, as a group, decide on sentence that best captures hard and soft skills.

Practice Interview Questions

General Interview Questions:
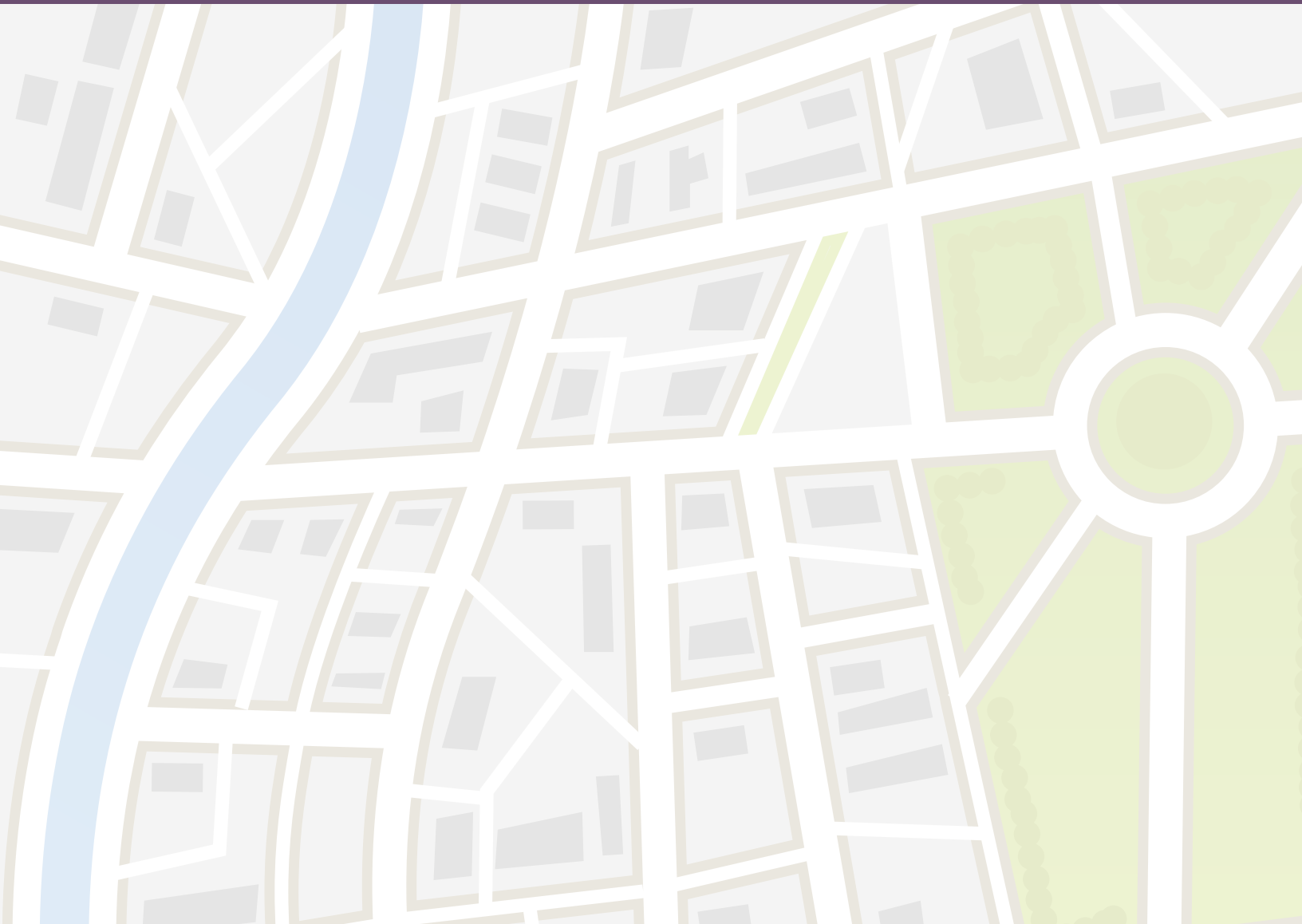
1. Tell me about yourself.

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.

WHO AM I?
BEING DEAF OR HARD OF HEARING

BEING DEAF OR HARD OF HEARING

Learning Objectives

- Students will recognize individual differences in hearing loss and communication.
- Students will discuss their hearing loss, communication preferences and accommodations in the school setting.

Materials

- Map It Online (8 Slides): Deaf or Hard of Hearing- Definition, Student Examples 1 – 4, Understanding Your Needs, Your Communication and Accommodations, How Do You Communicate
- Deaf or Hard of Hearing Visual Concept Page
- IEP/504 Checklist
- Audiogram
- About My Hearing
- Deaf or Hard of Hearing Exit Slip
- My Transition Plan
- Being Deaf or Hard of Hearing PowerPoint
- Key Term Word Match Game

Teacher Background

Students who are deaf or hard of hearing are a diverse set of learners. Their educational needs and accommodation preferences vary greatly. There are a number of factors that impact this huge variance including: age of onset, degrees of hearing loss, early intervention services, access to language rich environments, and appropriate accommodations. A student's ability to self-advocate, to talk about their hearing loss and subsequent accommodation preferences, is essential to their ongoing success in life. Teachers play an important role by providing opportunities and guidance needed for students to develop this self-awareness and ability to self-advocate. This skill is critical for students as they transition from high school and are expected to self-advocate in the community, workplace and at postsecondary education programs. Creating opportunities to practice self-advocacy skills in high school is significant to student ongoing success post-graduation.

This section will focus on the relationship between hearing loss and identity. It will provide information on accommodations and communication preferences. Students will review their current accommodation(s) and communication preferences at school, and review how these preferences might change for post-secondary education, community or employment settings.

map it
what comes next

Key Terms & Definitions for this Section

Accommodations
A service provided to create accessible environments.

Assistive Listening Device (ALD)
Devices that use a microphone positioned close to the speaker's mouth to transmit speech to the receiver worn by the student, either via a loop, headphones, or an ear bud. ALDs help overcome the problems of distance and surrounding noise.

Closed Captioning
Displaying the audio portion of a television program, video, or movie as text on the screen. The captions are "closed" until the viewer activates them through a decoder.

Cued Speech
A visual mode of communication that uses handshapes and placements in combination with the mouth movements of speech to make the phonemes of a spoken language look different from each other.

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

Interpreter
An individual who facilitates communication between deaf and hearing persons. Interpreters may use a variety of communication modes -American Sign Language, Signed English, cued speech or oral methods. Qualifications vary from state to state.

Note taker
A person who takes notes and provides them to the student with a disability. Notes include lecture information, diagrams, and comments from class discussions.

Speech-to-text
Auditory information in text format allow student to read lectures and/or class discussion. CART, C-Print and Typewell are the most common types of speech-to-text systems.

Speechreading (also known as lipreading)
The process of watching a person's mouth movements and facial expressions to ascertain what is being said. Speechreading ability varies from person to person and can be influenced by factors such as the amount of useable hearing a person has and their knowledge of spoken English, the lighting and ambient noise in the room, and speaker differences such as accents, lip movements, and facial hair.

Tactile Sign Language
is used primarily by deaf-blind people who communicate in sign language by the technique of holding the hands of the other conversational partner and feeling the hand movements.

Total Communication
incorporates all means of communication; formal signs, natural gestures, fingerspelling, body language, listening, lipreading and speech to communicate with people who are deaf or hard of hearing.

Video Relay Service (VRS)
A free online service which provides on-screen interpreters to facilitate phone calls between hearing and deaf or hard of hearing persons.

Video Remote Interpreting (VRI)
Video remote interpreting is a fee-based service that utilizes videoconferencing technology to provide sign language interpreting services to different locations. In an educational setting, the instructor and all of the students are in the same room, while the interpreter is in another location. The interpreters appear on a computer monitor to provide interpreting services.

IEP Application

- Have students share the "About My Hearing" information and/or "IEP/504 Checklist" during their IEP meeting.
- Use the information that the student identified as communication and accommodation preferences as you write up the present level of performance, accommodations/ communications section of the IEP, or Summary of Performance.
- Use the information from The Hearing Loss Competency Checklist (See Synthesis Activities) in the IEP present level section or for transition assessments.

INSTRUCTIONAL ACTIVITIES

* Recommended activities are marked with an orange asterisk.

Foundational Activities

Kick-off Discussion:

Have students watch the one of the following video options. Each video shows individuals who are deaf or hard of hearing talking about their identity.

Option 1: Watch the following YouTube video of a young woman sharing her experience growing up deaf in a hearing world: "CONFIDENCE: deaf in a hearing world" (PPT slide 2). *https://www.youtube.com/watch?v=fy8huTWmhHg&t=28s*

Facilitate discussion with the following prompts:
- What is the woman's main point about her identity?
- What are some of her strengths?
- What were some of her challenges when she was younger?
- What do you like about this video?
- Do you agree with this person?
- Do you have a different point of view you would like to share?
- Other thoughts?

Video Option 2: In the Strengths Classroom Discussion, students were introduced to Claudia Gordon from Pepnet's Phenomenal Professionals series *https://dcmp.org/media/5364-achieving-goals-phenomenal-professionals* (6:04) (PPT slide 3). Students were asked to highlight her strengths (driven, determination, commitment, passion, hard worker, take chances) and find evidence from the video to support findings. Now, as students watch the video again, have students focus on
- What is Claudia's main point about her identity?
- What are some of Claudia's early childhood experiences?
- How has her experiences impacted her acceptance of being deaf?
- How does being deaf impact Claudia's education and work experience?
- How does attitude impact one's expectation of self and others?
- What does Claudia mean by "overcoming the superficial barriers created by society"?

Being Deaf or Hard of Hearing Classroom Discussion:

Improving your self-awareness includes understanding how being deaf or hard of hearing impacts who you are. Just like there are no two people who have the same traits, strengths and weaknesses, people who are deaf or hard of hearing have individual preferences in how they communicate, accommodate, and view their hearing loss. Knowing about your hearing loss and how it impacts your identity is an important step in learning about who you are.

Students will need to recognize and understand the key terms for this lesson before completing the next activities. Have students review the key terms for this lesson on the PowerPoint (slide 4) or write on the board. Ask students if they recognize and can define these words by playing a word match games as a large group (PPT slide 5). There is a handout available "Key Term Word Match Game" for teachers to quickly access answers. If students have difficulty with the key terms, create a word wall to display in your class. For more information on word walls, see the "Teacher Page- Introduction to Word Walls".

*Map It Online Activity

Set up technology access. Using Map It slides: Deaf or Hard of Hearing- Definition and Student Examples 1-4, ask students how being deaf or hard of hearing affects identity. As a class, review the four slides of student examples in Map It. Discuss how each character's hearing loss might influence preference for communication and accommodations. Discuss the differences between the characters and their preferences. Have students think about what would be in the dialog box if their pictures were on these slides.

Application Activities

*Identity (Deaf or Hard of Hearing) Activity

As a group, review and discuss hearing loss. Can students describe their hearing loss to peers, school staff, employers, co-workers, postsecondary staff, and community agencies?

- Give students a copy of their audiogram from school files. Or have them review a description of their hearing loss from assessments or IEP documents.
- As a class discuss the Audiogram handout (slide 6). If you have a school audiologist, invite them to come to class to practice ways to describe individual hearing loss to a variety of audiences in school, work or the community.
- Have students complete the identity section of the "About My Hearing" worksheet.

Application Activities *(continued)*

*Communication Activity:

Have students discuss their communication preferences.

- Write the following communication methods on the board: American Sign Language, Combined ASL and English, Cued Speech, Signed English, Speed and Lipreading, Tactile Sign Language, Total Communication (PPT slide 7). Can students think of other communication methods?

- Discuss each method and have students practice stating what communication method they prefer. Do these communication preferences differ in different situations at school, work or in the community?

- Have students complete the communication section on the "About My Hearing" worksheet.

*Accommodations Activity:

Have students think about what accommodations they are currently using in school. Give students a copy of the accommodations section of the IEP, if needed.

- Make a list of accommodations on the board that might be used at your school (PPT slide 8). Some accommodations may include: sign language interpreter, oral interpreter, cued speech interpreter, Speech-to-text (CART, Typewell, C-Print), notetaker, early registration for classes, extended test time, Video Relay Service (VRS), Video Remote Interpreting (VRI), etc. Discuss each accommodation and have students identify the accommodations they currently use at school.

- Have students brainstorm other accommodations available in the community, postsecondary settings, or on the job. Do accommodation preferences differ in other settings? Discuss why it is important to be open to try new accommodations.

- Have students complete the accommodations section on the "About My Hearing" worksheet.

*Map It Online Activity:

Set up technology access. Using student answers from the "About My Hearing" worksheet, have students fill in the information on the three Map It slides: Understanding Your Needs, Your Communication and Accommodations, and How Do You Communicate.

About My Hearing Visual (Word Bubble) Activity:

Have students create their own "About My Hearing" visual similar to the Mapit online examples (slide 9). Students can do this by using a word (speech) bubble app, drawing a self-portrait, or mounting a picture on cardstock/poster board. Next, have them design a speech bubble with the following "I" statements based on the above Map It "About My Hearing" worksheet: "I am _____. I use _____. I _____." Students may type/print/handwrite these sentences onto their word bubble. Allow students to use this visual to help support the below think-pair-share activity.

About My Hearing PowerPoint Activity:

Have students create a short PowerPoint to share information with a new teacher about their hearing loss. At minimum, have students include the following slides: intro with name and picture, their hearing loss, communication preferences, and accommodations at school. Allow students to individualize their presentation by choosing design, font, images, etc.

* My Transition Plan Activity:

Students will fill in the Deaf and Hard of Hearing section of "My Transition Plan" worksheet. Have students keep this sheet, either as a hard or electronic copy, in their transition folder. This worksheet is a cumulative report that students can use as a guide when sharing with their transition team. It will be used to add information at the end of each lesson in the Map It: *Who Am I?* unit.

Describing My Deaf or Hard of Hearing Identity (Think-Pair Share Activity):

(1) Think – Using their "About My Hearing" worksheet, give students time to think about how they would describe their hearing loss, communication preferences, and accommodations to a new teacher.

(2) Pair – Have students pair themselves with a comfortable partner and share their hearing loss/communication/accommodation description. The other student will give feedback and have the student practice again. When both are satisfied with the results, the other partner will describe their hearing loss/communication/accommodation description.

(3) Share – Ask if any students want to share their descriptions with the whole group. The teacher should lead this discussion, thank students for sharing about themselves and remind them that students who can easily communicate about their hearing loss in a variety of settings and who take responsibility for their own communication accommodations demonstrate the necessary self-advocacy skills needed in their transition from secondary education to their future life goals.

Synthesis Activities

Hearing Loss Competency Evaluation:

Using the Hearing Loss Competency Checklist, available through the *Minnesota Transition Guide for Teachers of Deaf/Hard of Hearing*, students and their teachers can rate knowledge and skills in three areas: Understanding Hearing Loss, Amplification Management, and Interpreter Services.

Website: *http://www.cehd.umn.edu/DHH-Resources/Transition-Guide/Self-Advocacy.html*

Preparing an Accommodations Plan:

After completing this lesson, engage students in helping decide appropriate accommodations for the new school year or for a new annual IEP/504. Using the "IEP/504 Checklist", discuss with student's possible accommodations/modifications appropriate for the educational environment. This activity is an excellent way to develop self-determination and self-advocacy skills.

Closing Activity

*Deaf or Hard of Hearing Exit Slip:

✓ As students exit the room, have them share their "I" statements, "I am
_____. I use _____. I _____."

NOTES

BEING DEAF OR HARD OF HEARING

Traits

Team

Strengths

Being deaf or hard of hearing impacts who you are.

Being deaf or hard of hearing

Weaknesses
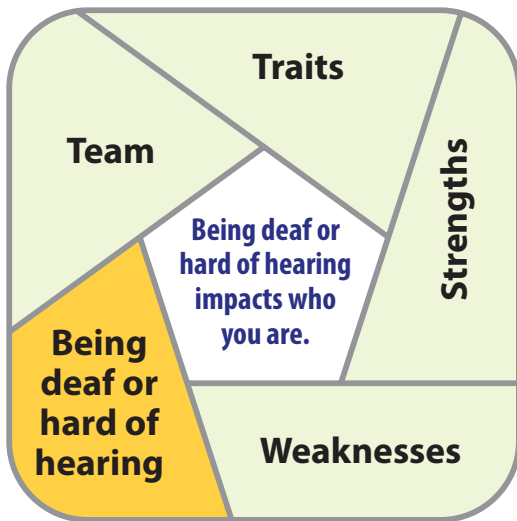
I am hard of hearing. I know ASL but at home I speak and lipread because my family and friends don't sign. At school I have an interpreter.

I am Deaf. I use ASL in school and with friends. It's hard to communicate with my parents because they don't know ASL.

I have cochlear implants and speak. I don't know any other deaf or hard of hearing people. I use CART.

I use sign but I have to learn tactile sign because I am becoming blind. I use interpreters but I do have some hearing left.

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

Being deaf or hard of hearing will impact how you access information and communicate. There is no right or wrong way to express your identity.

map it
what comes next

IEP CHECKLIST: RECOMMENDED ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WHO ARE DEAF AND HARD OF HEARING

Name: _____ **Date:** _____

Note: Accommodations provide access to communication and instruction; Modifications alter the content, the expectations, and the evaluation of academic performance.

Amplification Accommodations
- ❏ Personal hearing instrument (hearing aid, cochlear implant, tactile device)
- ❏ Personal FM (hearing aid + FM or FM only)
- ❏ FM hearing assistance technology system (without personal hearing instrument)
- ❏ Classroom amplification/sound distribution system

Assistive Devices Accommodations
- ❏ Videophone or TDD
- ❏ Alerting devices
- ❏ Other

Communication Accommodations
- ❏ Priority seating arrangement:

    _____
- ❏ Obtain student's attention prior to speaking
- ❏ Reduce auditory distractions (background noise)
- ❏ Reduce visual distractions
- ❏ Enhance speechreading conditions (avoid hands in front of face, mustaches well-trimmed, no gum chewing)
- ❏ Present information in simple, structured, sequential manner
- ❏ Clearly enunciated speech
- ❏ Extra time for processing information
- ❏ Repeat or rephrase information when necessary
- ❏ Frequent checks for understanding
- ❏ Speech to text software (speech recognition)
- ❏ Interpreting (ASL, signed English, cued speech, oral)

Instructional Accommodations & Modifications
- ❏ Visual supplements (overheads, charts, vocabulary lists, lecture outlines)
- ❏ Interactive whiteboard (e.g., Smart Board, Mimio)
- ❏ Classroom captioning (CART, _____)
- ❏ Captioning and/or scripts for television, videos, movies
- ❏ Buddy system for notes, extra explanations/directions
- ❏ Check for understanding of information
- ❏ Down time/break from listening/watching
- ❏ Extra time to complete assignments
- ❏ Step-by-step directions
- ❏ Interpreting (ASL, signed English, cued speech, oral)
- ❏ Speech to text software (speech recognition)
- ❏ Tutoring
- ❏ Notetaker
- ❏ Direct instruction (indicate classes):

    _____

Physical Environment Accommodations
- ❏ Noise/reverberation reduction (carpet & other sound absorption materials) reANSI.s12.60
- ❏ Special lighting
- ❏ Room design modifications:

    _____
- ❏ Flashing fire alarms/smoke detectors

Curricular Modifications
- ❏ Modified reading assignments (shorten length, adapt or eliminate phonics assignments)
- ❏ Modified written assignments (shorten length, adjust evaluation criteria)
- ❏ Extra practice
- ❏ Pre-teach, teach, re-teach vocabulary, concepts
- ❏ Strategies to adapt oral/aural curriculum/instruction to accommodate lack of auditory access
- ❏ Supplemental materials to reinforce concepts of curriculum
- ❏ Alternate curriculum

Evaluation Accommodations & Modifications
- ❏ Reduce quantity of tests
- ❏ Alternate tests
- ❏ Reading assistance with tests for clarification of directions, language of test questions (non-reading items)
- ❏ Extra time
- ❏ Special setting
- ❏ Other: _____

Other Needs/Considerations
- ❏ Expanded core curriculum instruction (speech, language, pragmatic language/communication, audition and listening, speechreading, signlanguage, self-advocacy, transition planning, deaf studies)
- ❏ Counseling
- ❏ Vocational Rehabilitation services
- ❏ Deaf/Hard of Hearing peers
- ❏ Deaf/Hard of Hearing role models
- ❏ Recreational/Social opportunities
- ❏ Sign language instruction for family
- ❏ Family supports and training
- ❏ Financial assistance
- ❏ Transition services

_____
_____
_____

1 Johnson, CD, Benson, P., & Seaton, J. 1997. Educational Audiology Handbook, Appendix 11, Revised 2007- CDJ

Exit Slip – Deaf or Hard of Hearing

Share your "I" statements:

I am

_____

I use

_____

I

_____

Exit Slip – Deaf or Hard of Hearing

Share your "I" statements:

I am

_____

I use

_____

I

_____

Audiogram of Familiar Sounds

The speech sounds on this chart are approximations. The specific pitch of a human voice will vary depending on whether a man, woman or child is speaking.

The distance between the speaker and listener will also impact speech sounds, creating a variety in sound intensity (loud or soft) for the listener.
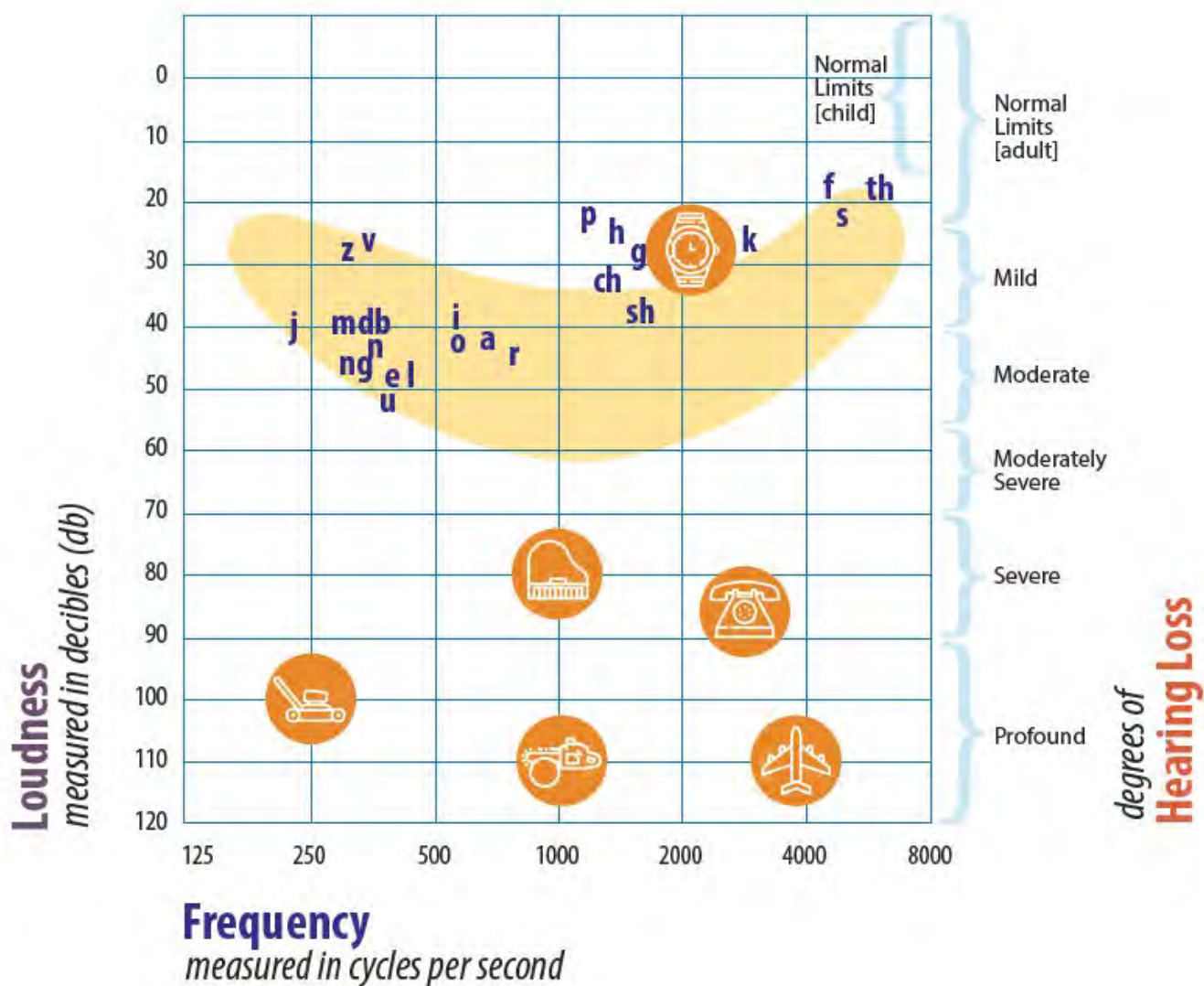
Adapted from the American Academyof Audiology and Northern, J. & Downs, M., Hearing in Children, (5th Edition, pg. 18), Lippincott Williams and Wilkins, Baltimore, MD, 2002.

Key Term Word Match

Directions: Write the letter of the correct match next to each key term.

KEY TERMS

1 _____ Closed Captioning

2 _____ Assistive Listening

3 _____ Accommodations

4 _____ Cued Speech

5 _____ Deaf or Hard of Hearing

6 _____ Interpreter

7 _____ Notetaker

8 _____ Speech-to-text

9 _____ Speechreading

10 _____ Tactile Sign Language

11 _____ Total Communication

12 _____ Video Relay Service (VRS)

13 _____ Video Remote Interpreting

DEFINITIONS

a   Displaying the audio portion of a television program, video, or movie as text on the screen.

b   The process of watching a person's mouth movements and facial expressions to ascertain what is being said.

c   A service provided to create accessible environments.

d   Auditory information in text format allowing students to read lectures and/or class discussion.

e   A person who takes information form a class discussion and provides them to the student with a disability.

f   The technique of holding the hands of a conversation partner and feeling hand movements.

g   A microphone positioned close to the speaker's mouth to transmit speech to the receiver worn by the student.

h   A free online service with on-screen interpreters to facilitate phone calls between hearing and deaf or hard of hearing.

i   A fee-based service that utilizes videoconferencing technology to provide sign language interpreting services.

j   Includes all means of communication; formal signs, natural gestures, fingerspelling, body language, listening, lip-reading, and speech.

k   An individual who facilitates communication between deaf and hearing persons.

l   Refers to a person's hearing loss and identity. It impacts how someone communicates and the accommodations they use.

m   A visual mode of communication that uses handshapes and placements

About My Hearing

NAME: _____

Identity:

HELLO
I AM

❏ Deaf

❏ Hard of Hearing

Degree of Hearing Loss	Right	Left	Both
Normal			
Mild			
Moderate			
Moderately Severe			
Severe			
Profound			

Assistive Listening Device I use:

Device	Right	Left	Both
❏ Hearing Aid(s)			
❏ Cochlear Implant(s)			
❏ FM System			
❏ I do not use Assistive Listening Devices			
❏ Other:			

Loudness *measured in decibles (db)*

Normal Limits [child]

Normal Limits [adult]

Mild

Moderate

Moderately Severe

Severe

Profound

degrees of **Hearing Loss**

Frequency *measured in cycles per second*

Fill in the audiogram:

Quiet

Hearing level dB

Normal hearing

Loud
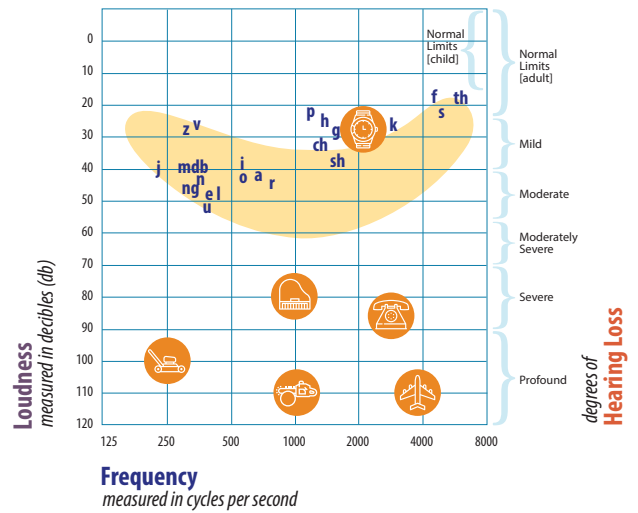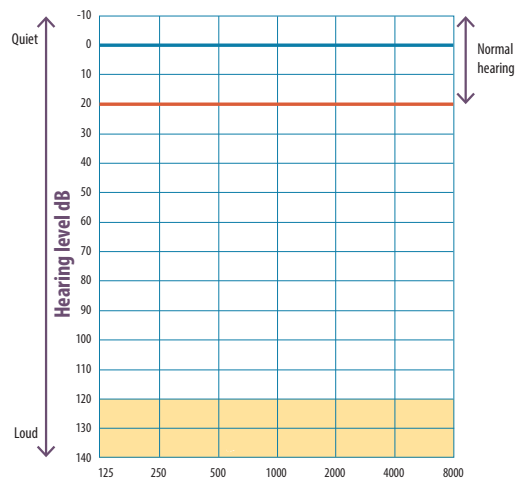
Write a short paragraph explaining your hearing loss:

_____
_____
_____
_____
_____
_____

About My Hearing *(continued)*

Communication Preferences:
Check all that apply.

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

Accommodations:
Check all that apply.

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

What are your communication and accommodation preferences?

At School

_____
_____

With Your Family

_____
_____

With Your Friends

_____
_____

At Work

_____
_____

In the Community

_____
_____

WHO AM I?

TEAM

TEAM

Learning Objectives

- Students will identify members of their IEP team or transition team.
- Students will state the roles of the members on their team.

Materials

- Map It Online (5 Slides): Team-Definition, Explanation, Examples, Your Team, Identify Your Team
- Team Visual Concept Page
- My Team

- My Transition Plan
- Circle of Support handout
- IEP Dream team Checklist
- Team PowerPoint
- Triangle-Square-Circle Exit Slip

Teacher Background

Transition planning, under the reauthorized Individuals with Disabilities Education Act (IDEA 2004), emphasizes that special education and related services are to be designed to meet the unique needs of students with disabilities and prepare them for further education, employment and independent living. During transition planning, the student, with the support of the family and school staff, develops a vision for their future. Building an effective team is a critical part of the transition process. No one individual or agency can provide comprehensive transition planning for a student. It requires a collective effort and commitment of all key stakeholder's in a student's life. That is why IDEA states that the local education agency (LEA) must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services to attend the child's IEP team meeting.

TEAM

Teacher Background

As the transition planning team begins to form, it is important that each member know why they are serving on the team and their role in supporting the student identify and plan for their future goals. It is critical that they understand and share the philosophy of empowering students for their life after high school. As part of IDEA, students are to be invited to and encouraged to lead IEP meetings. It is recommended that IEP teams support active student participation in meetings and allow students to be involved in the decision making and goal setting process. By being an active member of their IEP team, students will learn and practice the self-determination and self-advocacy skills needed for their future. The development of self-determination and self-advocacy skills is a complex process. Helping students understand who is on their team and the role of each member is an important component to learning to self-advocate. In addition, students need to understand that the IEP team members may change each year depending on their needs and goals. As graduation draws near, IEP teams should help the student bring in new members from outside agencies that can help the student and their family with support after leaving high school.

Key Terms & Definitions for this Section

Teams
Are the people in your life that support and influence you.

IEP Application

- Have students introduce the team members at the beginning of their IEP meeting.
- When appropriate, have students make a list of questions to ask team members (VR Counselors, Administrators, Teachers, Transition Coordinators) at the IEP meeting concerning graduation questions, scheduling, course selection, employment needs, requests for help in transition planning, etc.
- Near graduation, use the information that the student identified as future team members on the Summary of Performance.

INSTRUCTIONAL ACTIVITIES

* Recommended activities are marked with an orange asterisk.

Foundational Activities

Kick-off Discussion:

Watch the video Henry's Story, showcasing Henry, an 18 year old experiencing post secondary transition, *https://www.youtube.com/watch?v=8YfliBKMeYA* (5:24) (PPT slide 2). After watching facilitate discussion with the following prompts (slide 3):

- How is a "circle of support' like a team?
- Who is in Henry's circle?
- Why is it important to include different skills and knowledge to the team?
- What is needed to make a great team?

Relate the effectiveness of one's Circle of Support to the qualities needed for a winning team. To have a winning season, all the players need to work together and do their part for achieve the same goal. Transition teams are the same way. The student is like the Team Owner. They direct their team on what they want to accomplish in the future (a student's goals and dreams after high school). The members of the IEP team each do their part to help the student in their journey. In addition, just like most teams, team members (players) may change over time. An IEP team changes too.

Foundational Activities

Team Classroom Discussion:

In this classroom discussion, students will discuss Circles of Support and how each circle has an influence on the student's life (PPT slide 4-6).

Explain to students that each circle plays an important part in a student's life, and ideally, students will be able to identify individuals in each circle. When thinking about a student's IEP team, all too often, the team involves the students, parent(s) or guardian(s), and members from Circle Four, Circle of Exchange. However, for a circle of support to continue after high school, it is important for students to involve members from each circle. It is also critical for student's to realize that the most important part is the student. The student is who should always be at the center of team discussion.

Project or display the "Circle of Support" handout on the board (PPT slide 4). Give a description of each circle and then use Think-aloud Strategy to discuss who you would include. Note that there are four circles of varying sizes and each circle is meant to include different people in your life (PPT slide 5).

- The central circle (Circle One) represents the Circle of Intimacy, which is made up of those closest to us that we interact with on a regular basis. Circle of Intimacy may include family and friends (as well as animals and objects). If I were to build my "Dream Team", who would I include in my Circle of Intimacy? Who knows me best? My husband, sister and mother know me best, as well as my best friend. I talk to these people on a regular basis and feel as though I am my true self around them.

- Circle Two is the Circle of Friendship, and is made of friends and relatives that one is close to, but may not see on a regular basis. In my Circle of Friendship, I would put my other friends and siblings, as well as my aunt. I am close to these people, but do not talk with them on a daily basis.

- Circle Three is the Circle of Participation, which consist of one's relationships to community and may include people from the other two circles. I wonder who would be in my Circle of Participation. Maybe members of my Book Club fit here and people from my running group. Some of my co-workers also belong here.

- And finally Circle Four is the Circle of Exchange, and is made of people who are paid to be in one's life. I'll put my boss here, and my dentist and doctor.

After the handout is filled in, lead class discussion with the following prompts (PPT slide 6):

- Is there anyone else I should consider to be part of my circle?

- Why do you think it's important to include people in each circle?

- How is my circle of support similar to a good team?

- What traits would I look for in a good team? (Possible answers include: work together, commitment, support, encouragement, practice, and connection are all examples of traits that make teams successful.)

Application Activities

*Map It Online Activity:

Set up technology access. Use the Team Map It slides: Definition, Examples and/or "Team Visual Concept Page" to introduce the concept of team with students.

*Circle of Support/IEP Dream Team Activity:

Now that students have been introduced to the concept of circle of support, have each complete a "Circle of Support" handout (overview PPT slide 4-5). This handout can be used to support other Map It activities later in this unit. This activity can be walked through as a whole class to help guide students as they complete each circle by using the following prompts:

- For Circle One, Circle of Intimacy: Who are the people you are closest to, people who know you the best? Who do you spend the most time with or turn to for help? These may be people in your family (parents, siblings, extended relatives) or your best friends.

- Circle Two, Circle of Friendship: Who are the people you talk to on a regular basis, but may not know or understand you as deeply as those in your first circle? Like Circle of Intimacy, these people may be include family members or friends (acquaintances) you see at school. These could also be coworkers you interact with regular basis.

- Circle Three, Circle of Participation: Who are the people who you play a team sport with or participate in a school club? These may be people in your church or spiritual group or those in your neighborhood. Or maybe people you take classes with or those you work with.

- Circle Four, Circle of Exchange: Who are your teachers? Principal? Case managers? These may a person who is your boss/supervisor, interpreter, audiologist, speech therapist, vocational rehabilitation counselor, job coach, transition specialist, mentor, athletic coach, or counselor (school or community).

Application Activities (continued)

*Circle of Support/IEP Dream Team Activity (continued):

Next, have student circle or highlight people in their circle they would choose to be part of their "IEP Dream Team". Model this by circling or highlighting the handout completed during Classroom Discussion. Then have students transfer the names of people from their Circle of Support to the "IEP Dream Team Checklist" Handout (PPT slide 7-8). This activity will help students think about who all is able to participate on their team and introduce different roles of key players. Encourage students to circle at least one person from each circle. Finally, have students review their IEP Dream Team through the IEP Dream Team Checklist handout (PPT slide 8) to mark who currently attends their IEP meetings and who they would like to invite in the future. To know who has attended IEP meetings in the past, consider showing students their most recent signed file. Have students use the checklist to mark boxes and add names of those who attended to last meeting. Ask students if there others from their "IEP Dream Team" that they would like to invite in the future. Remind students that these are people whose background, relationship, experience, and expertise would add to their transition planning efforts. Mark the boxes and add names. Students may fill in the "Other" with people not included on the checklist.

Discussion prompts (PPT slide 9):

- Who makes up your IEP Dream Team?
- Who is the most important person on your team? (Answer: The student)
- Why it is important to include people from all circles on your team?
- How do these people play different roles in your life?
- Is your Dream team the same as your peers?
- Do you think it would be the same 3 or 5 years from now? Why?

Share with students that IEP teams have a legal obligation to take into account the student's skills, abilities and preferences when planning for employment, postsecondary education and independent living. The student, with help from other team members, needs to develop their plan for life after high school. If students don't know their preferences, don't share their preferences, or take an active role in trying to figure out their preferences, the IEP team cannot do its job correctly. The team is planning for the student's life; therefore, the student is the most important person on the team. Ask students to think about other team member roles.

Team Building Activities:

Play one of the following team building activities to help teach the importance of working together to achieve a shared goal.

Application Activities (continued)

Zombie Tag:

A mad scientist (the teacher) has secretly turned a student into a zombie, whose job is to turn all other students into zombies. The game starts by students walking around the classroom. The original zombie discreetly begins to tap other students on the back or arm. Once tagged, the student now turns into a zombie by switching to a slow zombie pace with their arms outstretched. They are now to turn others into fellow zombies by touching them with their outstretched hands. Last person wins. Students can try to guess original zombie at the end of the game.

Tower of Cups:

Divide students into groups of 5. Each group receives 5-10 plastic cups of equal size (without handles), one rubber band to fit around cup, and 5 pieces of string (24-36" long). Prior to the activity, tie and evenly space 5 strings (each measuring 24-36" long) on each rubber band (evenly spaced).

With the cups scattered face down in the middle of each group, the objective is for each group to work together to build a tower of cups. Students may not touch the cups with their hands and each person needs to hold on to one of the strings attached to the rubber band at all times. The rubber band can be the only object that picks up the cups, so students need to pull and release the strings using team work.

Depending on class size, adjust your group numbers as needed. For example, for groups less than 5, select students to hold more than one string. To make the activity more challenging, use more cups and build a specific pyramid (i.e. 5 cups for base, 4 cups middle, 3 cups top).

Discussion Prompts:

- What was needed to complete the task?
- What helped achieved the goal?
- What made it challenging?
- Why is it important to work as a team?
- What skills did you use?

Application Activities (continued)

*Map It Online Activity:

Set up technology access. To prepare students for completing this activity, display notes taken during the Team Classroom Discussion and give each student a copy or the page of their IEP/504 plan that lists team members. Students will use the two Team Map It slides: Your Team and Identify Your Team to fill in information about their teams. On the Your Team slide, students will check off their team members. Next, on the Identify Your Team slide, students will write the name of these team members and how they help the student.

Circle of Support Gallery Walk:

Have students further develop their Circle of Support by creating a Circle of Support photo project and gallery walk. Each student receives a large black poster board to mount different pictures of family, friend(s), community members, team members, pets/animals, and/or other meaningful people, places, and things. Students may add personal statements, quotes, hopes, and dreams. When finished, have the students take a gallery walk around the room. Each student gives a 3-5 min presentation of their photo project and then has 1-2 minutes of question/answer. As a wrap up activity, compare and contrast photo projects as a large group.

*My Transition Plan Activity:

Students will fill in the Team section of "My Transition Plan" worksheet. Have students keep this sheet, either as a hard or electronic copy, in their transition folder. This worksheet is a cumulative report that students can use as a guide when sharing with their transition team. It will be used to add information at the end of each lesson in the Map It: *Who Am I?* unit.

Application Activities (continued)

Team Career Activity:

Watch the film (or parts of) *Teamwork in Hospitality* from the Described and Captioned Media Program (DCMP), *https://dcmp.org/media/6521-teamwork-in-hospitality/stream?digest=32859* (26:00) (PPT slide 10).

This film explores the meaning of team in the Hospitality Industry by exploring team structure, teamwork, roles and responsibilities, communication, and feedback. Use appropriate graphic organizers for notetaking to help guide discussion after the film. Pause and review as needed.

Discussion prompts:

- What are the various jobs in hospitability industry?
- What are the roles of each job?
- Why is it important to have smooth teamwork in hospitality?
- What are characteristics of an effective team?

Synthesis Activities

My Team Activity:

This activity can be used during a student's junior or senior year of high school. It reinforces the knowledge that IEP team members will change after graduation. As graduation gets closer, students should be able to identify their current team and know how to contact each member. They also need to build a new team for after graduation, recognizing that many school members on their current team will not be part of their transition team after high school. Work with the student to fill out the "My Team" worksheet and identify community members and organizations that may assist students after high school. This activity can be supported by reviewing the student's Circle of Support handout. Who from this handout can be included after graduation? Help students obtain contact information for current team members and future team members.

Creating a Circle of Support Project:

Share with students and families the concept of creating an active Circle of Support. Explore benefits and steps and determine if students could benefit from such meetings. More information can be found through Community Circles video *https://youtube.com/watch?v=uq_KTpQC1uE* or at the Indiana University Bloomington, Center for Autism: https://www.iidc.indiana.edu/pages/creating-a-circle-of-support.

Closing Activity

Triangle-Square-Circle:

Use the "Triangle-Square-Circle" handout to lead a class discussion about the lesson, or have students fill out this sheet individually. This strategy encourages students to reflect on their learning and process information presented in the lesson. It asks students to pick out important pieces of information and to question anything they don't completely understand. As a teacher, it is a tool that will be used to gauge understanding and determine if anything needs to be re-addressed in future lessons.

✓ TRIANGLE - Students state or write down three important points from the lesson.
✓ SQUARE - Students state or write down anything they agree with about the lesson or that "squares" with their thinking.
✓ CIRCLE – Students state or write down anything that they still have questions about or are "circling" in their heads.

NOTES

TEAM

Traits

Team

Teams are the people in your life that support and influence you.

Strengths

Being deaf or hard of hearing

Weaknesses
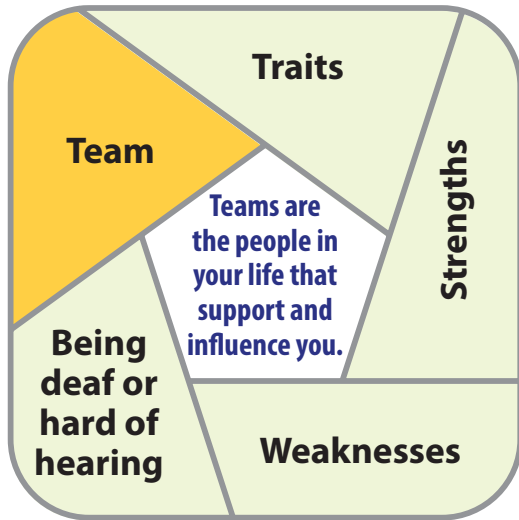
Education

Employment

Life

Who is on your team?

YOU

To reach your education, employment, and life goals you will need a strong team. Your team will not do the work for you, but they will support you on your journey.

MY TEAM

My IEP Team:	Contact Information:
IEP Manager_____ Administrator_____ Teacher(s)_____ Vocational Rehabilitation Counselor_____ Audiologist_____ School Social Worker_____ Family _____ Other_____ Other_____ Other_____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
After I graduate, my team will be:	**Contact Information:**
Family_____ Vocational Rehabilitation Counselor_____ Teacher(s)_____ Disability Services_____ Audiologist_____ Counselor_____ Other_____ Other_____ Other_____	Family_____ Vocational Rehabilitation Counselor_____ Teacher(s)_____ Disability Services_____ Audiologist_____ Counselor_____ Other_____ Other_____ Other_____

TRIANGLE • SQUARE • CIRCLE

NAME:_____   DATE:_____
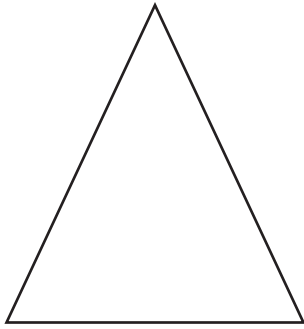
What *three important points* that you have learned?

_____

_____

_____
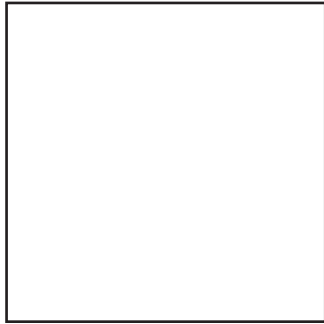
What is something that *squared* or agreed with your thinking?

_____

_____

_____
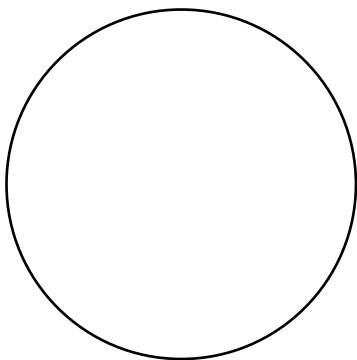
What is something still *circling* in your head?

_____

_____

_____

Circle of Support

4. Circle of Exchange

3. Circle of Participation

2. Circle of Friendship

1. Circle of Intimacy

Name:_____

IEP Dream Team

Circle One, Circle of Intimacy

Circle Four, Circle of Exchange

You

Circle Two, Circle of Friendship

Circle Three, Circle of Participation
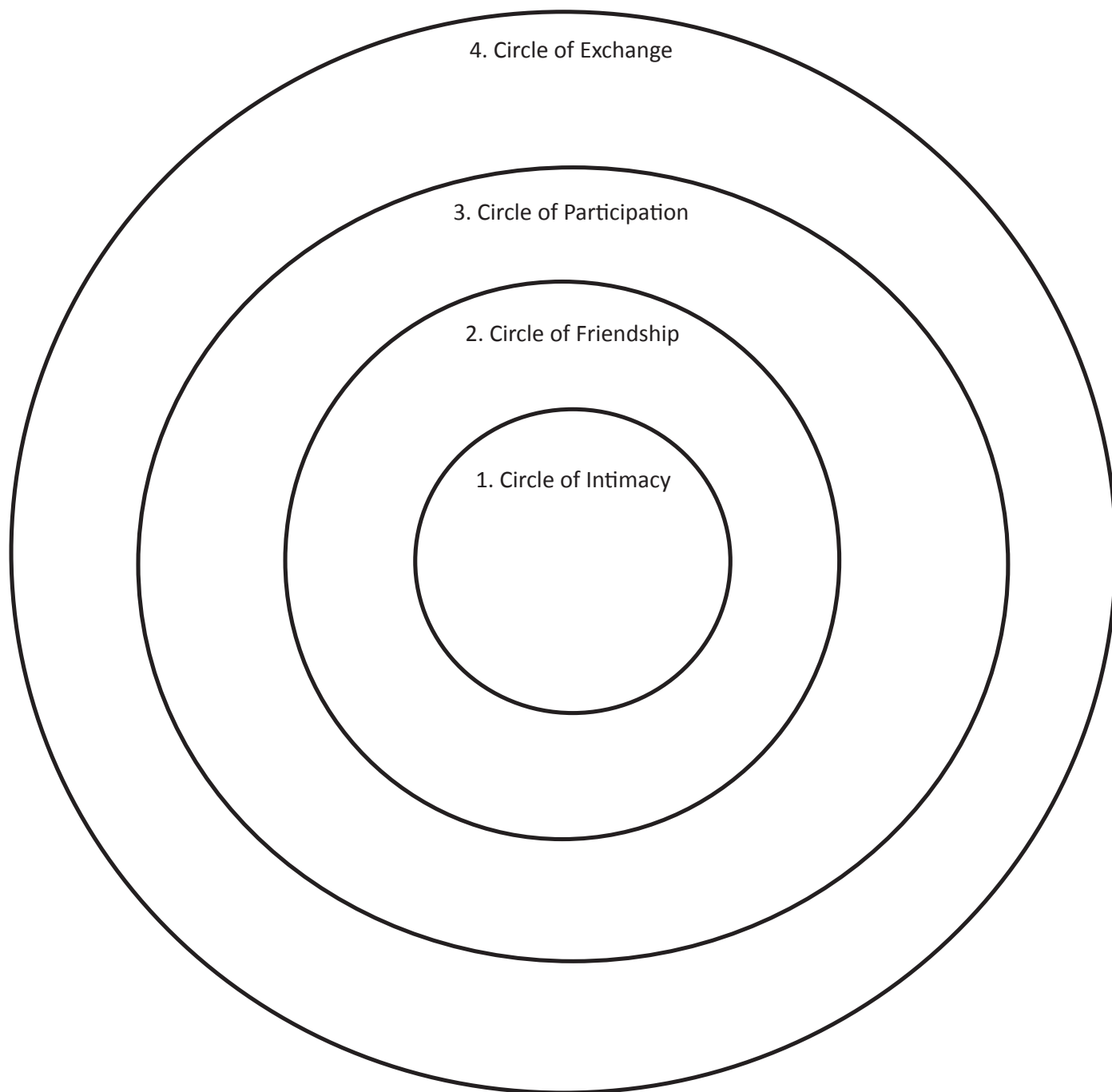
map it
what comes next
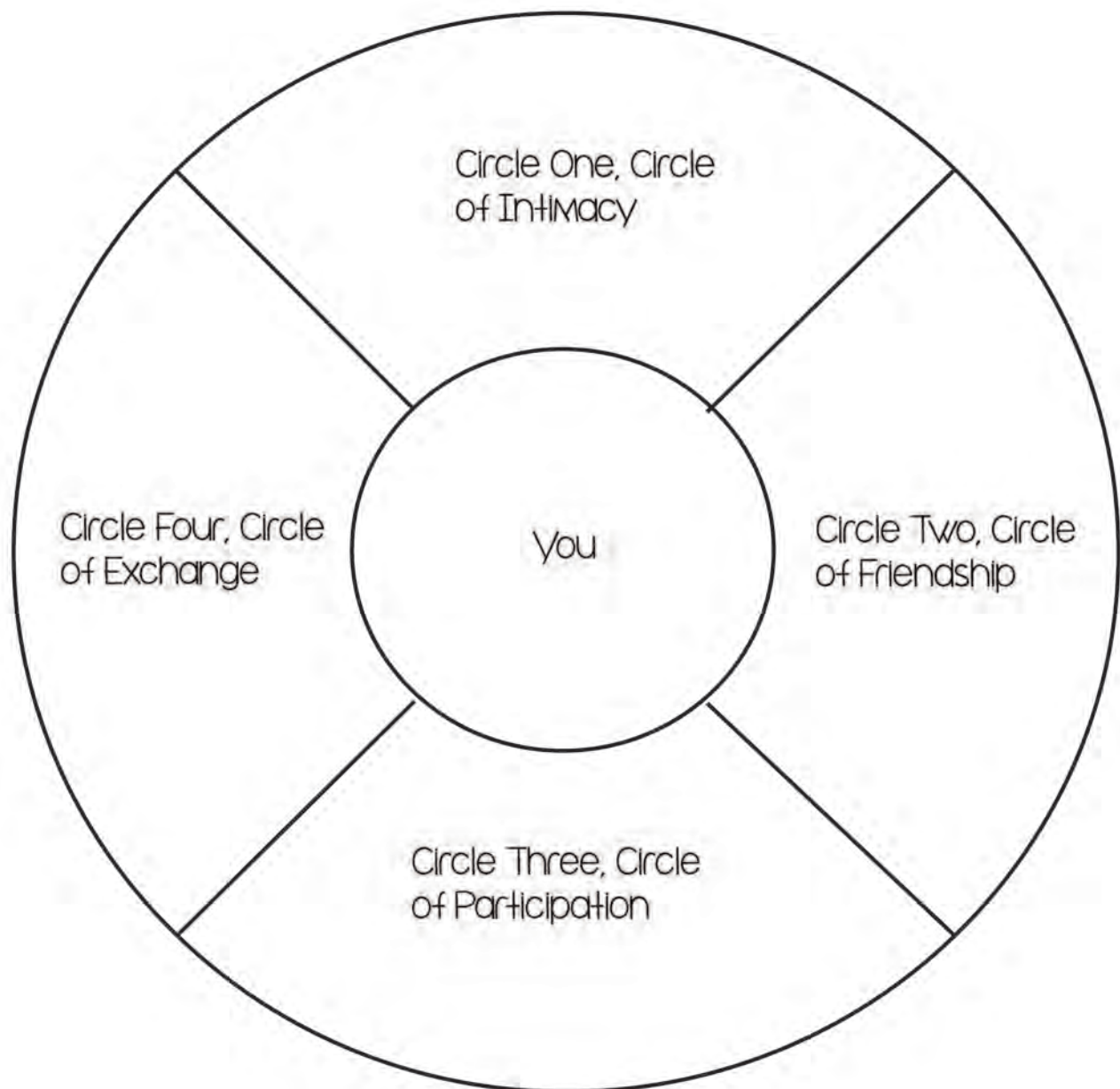
WHO AM I?
PERSPECTIVES
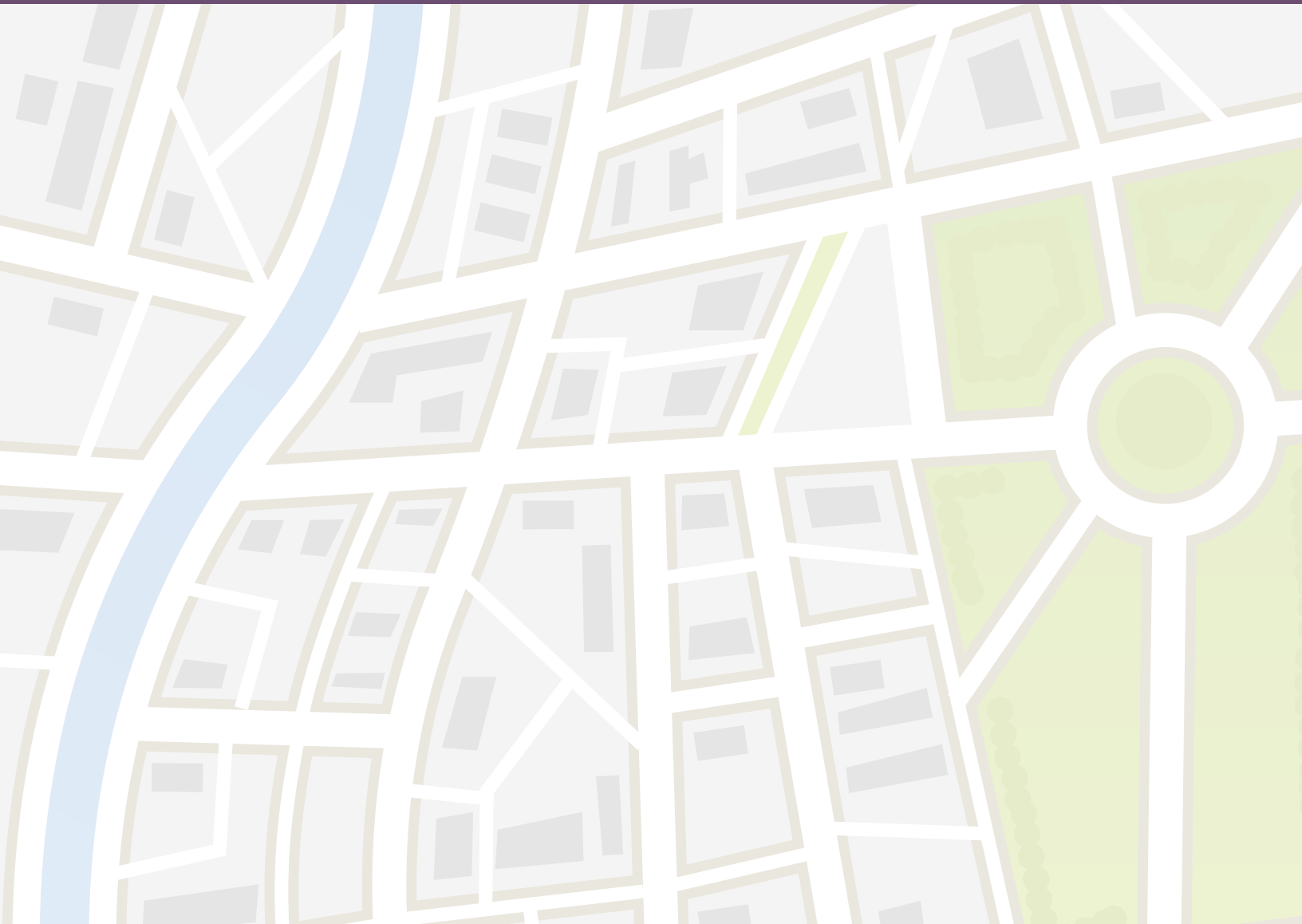
CHECKING IN WITH OTHERS (PERSPECTIVES)

Learning Objectives

- Students will compare ideas about their identity with the perspective of others.

Materials

- Map It Online (3 Slides): Checking In- At a Glance, Check In: Your Turn, Comparing Views
- Map It Online (1 video): Checking In- Perspectives (0:49)
- Perspectives Visual Concept Page
- My Transition Plan
- Perspectives PowerPoint
- Peer Review handout
- Sharing My Perspective Activity handout

Teacher Background

Now that students have completed an identity profile of themselves, this lesson introduces the idea of checking that identity profile through the perspectives of others. The activities in this unit will give students practice in sharing information about their identities and gathering input. Teaching students to seek the advice and counsel of others, whether checking the assumptions we make about ourselves, or seeking advice on career decisions, is an important step in developing a transition plan. Students will be introduced to the idea that people have different ideas and opinions based on life experiences; this gives them a different perspective. Students can learn things they didn't know before by seeking another person's perspective.

This perspectives unit will use the first four slides in the Checking In section (Perspectives, At a Glance, Check In: Your Turn, and Comparing Views. The last three slides (More About Identity, Understanding Yourself, Importance of Assessments) will be used in the next unit.

Before beginning, teachers may want to consider if students need additional skill development in the peer review process to ensure the following activities are meaningful for students (slide 8). If needed, pre-teach with a PowerPoint tutorial showing the principles of peer editing, offer a visual Peer Review Guide, or display a chart to show the roles of the presenter and listener. Teach students the three important steps of peer review: compliment, suggest, and correct. Remind students to follow classroom rules (such as be respectful, kind, and helpful) during the peer review process.

Key Terms & Definitions for this Section

Perspectives
The way you see something. Everyone has different thoughts, ideas, and opinions. This is called their perspective.

IEP Application

- Have students share their My Transition Plan with members of their IEP team for feedback.
- Have students transfer profile information to Part 5 of their

Summary of Performance: Student Perspective (*Section E: What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?*).

INSTRUCTIONAL ACTIVITIES
* Recommended activities are marked with an orange asterisk.

Foundational Activities

Kick-off Discussion:

Display the following pictures of the optical illusion (PPT slide 2). Ask students to look at the horizontal landscape scene and to describe what they see. Next, rotate the picture (PPT slide 3). Again ask students to describe what they see. Tell students the angle at which they view the images allows them to see different images. Ask students if they know of other things that might impact how we view a situation? Guide the discussion to include gender, age, and experience. These factors may affect what we see, that people may view things differently, but it doesn't necessarily mean one perception is wrong and the other is right (PPT slide 4).

If additional practice is needed, additional images can be found at on the BrainDen.com website: *http://brainden.com/face-illusions.htm*

Perspective Classroom Discussions:

This "Spend the Day in my Shoes" activity supports student discussion by exploring perspective from various situations and characters. Students will have the opportunity to share their interpretation with others to experience different points of view, and practice sharing ideas, receiving feedback, considering differences, and incorporating input from others.

Begin by placing chairs in a large circle. Next, read a quote by Atticus Finch from *To Kill a Mockingbird* (PPT slide 5), "You never really understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it". Take a moment to let the quote sit with the students and then ask the class what they think the author was trying to say (PPT slide 6).

map it
what comes next

Foundational Activities (*continued*)

Perspective Classroom Discussions (continued):

In the center of the circle, present different shoes (or pass out pictures of shoes) for students to investigate. Include interesting shoes and consider students background knowledge with certain types of shoes. Examples may include: worn out cowboy boot, dress shoe, athletic shoe (running, cleat, climbing), sandal, or sneaker. Pass around the first shoe for each student to hold and examine. Then place it in the middle of the circle. As a group, have students answer questions about the shoe's owner. Ask students to imagine what the owner looks like, their age, actions, character traits, or series of events (PPT slide 7). While guiding students through this activity, model how to use a storyboard (a visual outline) to tell a day-in-the-life story. Make meaningful connections to how different life experiences give people different perspectives.

Show another shoe and divide students into pairs. Have students work together to answer the above questions and develop their own narrative of the shoe. Access free storyboard templates online or have students create their own by quickly drawing comic-book style panels on a blank sheet of paper to help students visualize their own theory of the shoe's owner. When finished, rejoin as a whole class and have pairs share their storyboard with others. While students share, collect essential information on the board and facilitate inquiry-based discussion on the differences and similarities between perspectives.

(*Lesson adapted from:* **http://www.readwritethink.org/classroom-resources/lesson-plans/spend-shoes-exploring-role-265.html?tab=3#tabs**)

*Map It Online Activity:

Set up technology access. Watch the Perspectives video (0:49) together as a class. This video reviews the definition of perspective and asks students to share what they learned about their identity with members of their team. Tell students that they will be doing this in the next Map It activity.

Have students open the next slide, At a Glance, on their own computers. In this activity, students are asked to click on the nine links and review their answers to the previous identity activities. Students are directed to print a copy of these pages for upcoming activities. However, students who have completed their "My Transition Plan" can use this document for the upcoming activities.

Application Activities

Four Corners Debate Activity:

Place four posters labeled Strongly Agree, Agree, Disagree, Strongly in four corners of room. Print a list of debate topics here, (*http://kiwiyert.tripod.com/ideas_for_debate_topics.htm*) or develop a list of questions/topics relevant to the school's current affairs or curriculum topics, or make your own. Read a statement and ask students to go to the corner they feel best describes how they feel. After students practice this process a few times, begin to have them share their opinion from their chosen corner. Then, work as large group to write clear statements explaining their position on the board.

(Lesson adapted from *http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml*)

Character Guessing Game:

Have students watch a scene played out in a video or share a passage from an age appropriate book. Begin with a whole class discussion on one of the characters and ask the class to imagine that they have "become" the character. Ask students to share different adjectives that describe the scene. Choose a graphic organizer to meet student needs (*http://udltechtoolkit.wikispaces.com/Graphic+organizers*) and fill in as students share ideas. After 5 adjectives are listed, review and make the connection of how the details connect to the character's perspective.

Next, divide students into small groups. Give each group a different character from the passage, or video, and have them analyze the character's actions, traits and values. Groups shouldn't share their character with other groups because the activity leads to a guessing game. Let students revisit the scene multiple times while filling in a group graphic organizer. If needed, offer students a list of adjectives for additional support.

After graphic organizers are compiled, the whole class plays a matching game. Start by sharing character details and ask students to identify which character is being described. Facilitate inquiry-based questions by asking students to find evidence to support why they think it was certain character. Have students examine commonalities and differences among the lists to help connect detail to inference.

Depending on classroom needs, access grade-aligned literature from StoryboardThat (*http://www.storyboardthat.com/education/lesson-plans-for-high-school-ela*).

Additional literacy tools can be accessed on the UDL Tech Toolkit: *https://udltechtoolkit.wikispaces.com/Literacy+tools*.

(Lesson adapted from *http://www.readwritethink.org/classroom-resources/lesson-plans/become-character-adjectives-character-168.html*)

Application Activities *(continued)*

*Map It Online Activity:

Set up technology access. To prepare students for completing this activity, students will use their "My Transition Plan" worksheet or the printed pages from the previous activity. Have students view the Check In: Your Turn slide. Students should find a comfortable partner to share the information about their identity (PPT slide 8-10). Students will practice describing themselves using the information on the "My Transition Plan" or printed sheets. They will then ask their partner the two questions on the slide: Do you agree with my view of myself? Do you have a different view than I do? Encourage the partners to give at least one additional perspective about the student. When completed, the students will change roles.

After the activity is completed, display the Comparing View slide. Ask students if their partners agreed with their view. Ask students if there were any different perspectives. Ask students for volunteers to share their examples of differences. Lead a discussion about how easy or hard this was to share information about them and ask for feedback. Ask students if they would like more practice before sharing with members of their IEP team.

Consider offering students a role-play activity before they share information about their identity with a peer. Select a student and role-play what the peer review process looks like in front of the class. Ask the student to share a part of their identity from their My Transition Plan, and model active listening and meaningful feedback. Students may benefit from conversation starters such as "I agree that you are _____ because _____. A suggestion is to add _____because _____."

Synthesis Activities

Sharing My Perspective Activity and Evaluation:

Students will identify at least one member of their team to share the information collected about their identity. After the meeting, students will set up a time to discuss the meeting with their teacher. Have students use the "Sharing My Perspective" handout to guide the discussion with their team member and then self–reflect. They can use the handout to take notes or use a digital tool to film the discussion. The following questions are included to help guide the student in this process:

- Do you think you used traits that accurately described yourself? If no, what other traits would work better to describe yourself?
- Did the team member agree with your view of yourself?
- Did the team member have a different perspective or view than you did? If yes, what was it? Do you agree with the different perspective?
- Do you want to add or change any information on your "My Transition Plan" worksheet as a result of this activity?
- Discuss with the student about sharing their identity information with another member of their team. What is the benefit of doing another meeting? What new information could you learn about yourself?

Based on the perspectives of others, give students time to add or change information on their "My Transition Plan" worksheet.

Closing Activity

Learning From Others Perspectives:

Have students reflect on their understanding by sharing two things they learned about their identity from the perspective of others.

map **it**
what comes next

NOTES

PERSPECTIVES

FEEDBACK
COMMENTS

Weird!!

My view of myself was not the same as my team's. But I can see their point, and I am glad we talked about it.

We all see things a little differently, and because we have different perspectives we can learn from each other.

My Perspective:

I like Math. I got a C in my Math class but I know I can do better. I want to be an engineer and I know Math is important.

Teacher's Perspective:

I know you really like Math, but let's talk about how you can improve your skills by slowing down and checking your work.
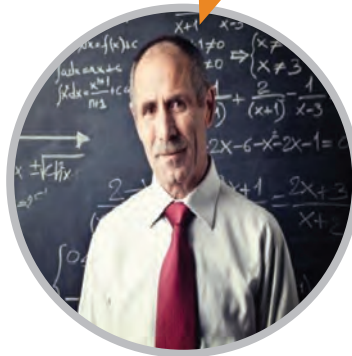
VR Counselor's Perspective:

If you want to become an engineer, you really need to work on your Math hard skills. If you can't improve them, we should talk about a different career.

Talking about different perspectives helps us understand our strengths and weaknesses better and lets us problem solve in new ways.

SHARING MY PERSPECTIVE ACTIVITY AND SELF-REFLECTION

NAME:_____

Identify at least one member of your IEP team to share the information collected about your identity. Ask the person the following questions and then reflect on their perspective. Use the worksheet to gather notes or consider filming the discussion and self-reflection.

Name of Team Member: _____

Share information about your identity, and then ask your team member the following questions:
1.   Do you agree with my perspective, or view of myself?

2.   Do you have a different perspective, or view of me?
      If yes, what was it?

Self-Reflection- Before meeting with your teacher, reflect on the following questions:
1.   Do you think you used traits that accurately describe yourself? Yes   or   No
      If yes, why?
      If no, what are other traits that would work better to describe yourself?

2.   Do you agree with your team member's perspective, or point of view?

3.   Do you want to add or change any information on your "My Transition Plan" worksheet as a result
      of this activity?

4.   What is the benefit of sharing your perspective?

5.   What new information did you learn about yourself?

PEER EDIT WITH PERFECTION!
HANDOUT

There are three steps to good peer editing:

1. Compliment the author
   - What are a few things that you liked about the author's writing?
2. Make specific suggestions regarding the author's
   - Word choice
   - Use of details
   - Organization
   - Sentence length
   - Topic
3. Mark corrections on the writing piece
   - Look for spelling, grammar, and punctuation mistakes.

In addition, remember to:
- **Stay positive!**
- **Be specific!**

WHO AM I?

VALUES

VALUES

Learning Objectives

- Students will define a value.
- Students will identify three of their personal values.
- Students will state how their values affect their choices in everyday living.

Materials

- Map It Online (8 Slides): Checking In- More About Identity, Understanding Yourself, Importance of Assessments; Values- Definition, Allison's Values, Your Rating, Your Turn, Your future
- Map It Online (2 Videos): Checking In- Importance of Assessments (:037); Values- Values Assessment Introduction (1:04), Assessment (The values assessment is made up of 21 questions/slides with videos for each question.)
- Values Visual Concept Page
- Values Word Cards
- Values Assessment Sheet
- My Transition Plan
- Values PowerPoint
- Values Exit Slip

Teacher Background

The next two lessons in *Map It* "Who Am I" introduces students to career assessments (values and personality). These assessments can help students find out more about themselves and possible career matches. Many schools use career assessments as part of their curriculum in middle school or high school. Find out what career assessments your school conducts and how it might fit into these lessons.

The first part of this lesson focuses on values. Values are the ideas and beliefs each person holds and they are different for everyone. An individual's values are based on many aspects including family, religion, peers, culture, race, social background, gender, etc. It is important for students to recognize their values because they impact everyday life decisions and decisions about the future. Individuals decide what is important, or not, based on their values.

The second part of this lesson is a values assessment. This assessment will help students learn more about their own values and how this may affect the decisions about their future. The values assessment included in this lesson is reading intensive, as it contains 21 different statements about values. Students will be presented with a statement and then are asked to rate that statement from three choices: very important to me, somewhat important to me, and not important to me. Videos of these statements are presented in ASL. This test may be too language intensive for some students. For this reason, alternative activities are presented in in the lesson activities.

map it
what comes next

Key Terms & Definitions for this Section

Values
The ideas and beliefs that are important to you.

IEP Application

- Information learned about what a student values may be placed in the present level of performance on the IEP or included as part of transition assessment information.

INSTRUCTIONAL ACTIVITIES
Recommended activities are marked with an orange asterisk.

Foundational Activities

Kick-off Activity:

Ask students to think and respond to this scenario (PPT slide 2). Students are told they must leave their house quickly, within 10 minutes, and never return. They can only take three items with them. Ask students what they would take. Why did they choose these items?

Map It Online Activity - Introduction to Career Assessments:

Set up technology access. Use the following Checking In Map It slides: More About Identity, Understanding Yourself, Importance of Assessments (video 0:37) as an introduction to the next two units in Map It – Values and Personality. These slides introduce students to the idea that identities are also influenced by values and personality. Lead a discussion about career testing that helps a person figure out their values and personality. Explain to students that knowing this information can help them find a career that is a good match. Talk about any career testing that might have been done in school, and have students review their results.

Map It Online Foundational Activity:

Set up technology access. Use the Values Map It slides: Definition and Allison's Values and/or "Values Visual Concept Page" to introduce the definition of values with students.

Foundational Activities (*continued*)

Map It Online Foundational Activity (continued):

Share with students a few main ideas about values (PPT slide 3):

- Values are your ideas and beliefs.
- Each person has different values.
- Our values are based on many aspects including family, religion, peers, culture, race, social background, gender, etc.
- Our values help us decide what is important, or not, in our life.
- Values impact our decisions every day.
- Knowing your values is important because values guide decisions about our future.
- Not only is the career itself important, but sometimes what the career can offer (i.e. lots of money, status, relationships, meaningful work) satisfies a person's values.

Values Classroom Discussion:

To prepare for a discussion about values, find a short news clip, YouTube video, short segment from a TV show, or a character's actions from a book you are reading in class, that shows someone acting a certain way based on values. Examples for this discussion may include: finding and giving back a stolen item, doing something good for the environment, helping someone in need, making sacrifices to get an education, working hard to get a good paying job, etc. Discussion prompts include (PPT slide 4): why did the person act this way? What personal values might have caused them to act in this way? Ask students to name a value that is important to them. How does this value show up in your actions? In decision making? In the way you relate to others?

Foundational Activities (*continued*)

Word Wall Activity:

Read the "Teacher Page- Introduction to Word Walls" before beginning this activity. Before class begins, write the words from the value section of the "Teacher Page- Word Wall List" on cards for the word wall (PPT slide 5). These six values categories are just a sampling and will be used in some of the lesson activities. See the word wall set-up below:

VALUES

Adventure/Fun	**Friendship/Family**
Money/Wealth	**Justice/Honesty**
Spirituality/Religion	**Knowledge/Education**

For the class discussion, teachers will display and talk about one word card at a time, for example "Money/Wealth". Discuss the words, the sign/s for the words. Discuss what this might mean for values, i.e. a good paying job, a financially comfortable life, a beautiful home in the setting of your choice, having enough money to pay bills each month, etc. Continue this discussion until all word cards are placed in the appropriate place on the word wall.

Application Activities

Values Word Wall Extension - What's Important to Me?:

Pass out the "Values Word Cards" handout to each student (PPT slide 6). Give students a limited time to put these six value cards in order from 1-6, with 1 being very important to me, 3-4 somewhat important to me, and 6 being least important to me. Share with students there are no right or wrong answers to the ranking. Acknowledge that students may hold different but equally acceptable values.

When finished, have students compare their results with a partner. Ask students to see if their ranking was similar or different than their partners. Tell students to share with their partners some of the reasoning behind their ranking.

Application Activities *(continued)*

Map It Online Application Activity:

Set up technology access. Students will log into Map It and open the Values Assessment Introduction video in the Values section. This introduction is a 0:57 minute video that students can watch individually or as a class. The video describes the values assessment where students rate 21 value statements as: Very important to me, Somewhat important to me, Not important to me. If students need additional practice with this ranking system, have them use their six value cards, remembering their ranking, and put each card in a pile of very important to me, somewhat important to me and not important to me.

After watching the video, have students complete the values assessment. When completed, they can check their answers on the "Your Rating" slide that follows.

Teacher Note: As an alternative instruction for this activity, pass out the "Values Assessment Sheet". As a class, go through each of the questions in the activity and allow time for students to rate. When completed, this sheet can be used to fill in the answers to the Map It online values assessment.

My Transition Plan Activity:

Students will fill in the values section of "My Transition Plan" summary worksheet using information learned from the word wall extension activity or values assessment on *Map It*. The information can be saved as a hard copy in their transition folder or as an electronic copy on their computer. This worksheet will become part of a cumulative report that students can use to guide their work with their transition team.

"Understanding Yourself" Puzzle Activity:

Using a 6-12 piece jigsaw puzzle template, have each student create a puzzle of their values (PPT slide 7). Start by printing a puzzle template on cardstock (or heavier) letter size paper. This activity can be individualized to meet student needs with different levels of puzzle complexity. Have students decorate their puzzle, or each puzzle piece, by writing their values and/or value statements from the Map It Online Assessment Activity and incorporating images and design. If additional statement are needed, student can include other pieces of their identity such as strengths, hard/soft skills, and interests. Have students present their puzzle in a small group or through a gallery walk.

Application Activities *(continued)*

Values in Career Activity:

Students will deepen their understanding on how values relates to careers. Begin by adding the following work terms to the Word Wall: achievement, relationships, independence, support, recognition, and work conditions. Discuss the words, the sign/s for the words and what the term might mean for work values. Continue this discussion until all word cards are placed in the appropriate place on the word wall. Brainstorm careers that support each of the word cards.

Continue to connect the idea that people perform better at their job and are more satisfied with their work if they are in a position that meets their needs. To best meet our needs, it is important to take our values into consideration. Ask students what they think the following quote by Dawis and Lofquist (1984) means, "People with certain values and needs are best suited for jobs that have requirements that correspond with those characteristics" (PPT slide 8).

Discuss the key elements of Dawis and Lofquist's (1984) Theory of Work Adjustment (presented in *Psychological Theory of Work Adjustment: An Individual-Differences Model and Its Applications*):

- Explains the interaction between an individual and a work environment.
- The individual brings a set of skills to perform the tasks of the work setting.
- In exchange, the individual receives a paycheck.
- Ongoing adjustment by the individual and the work environment is required to maintain positive interaction (called work adjustment).
- Work adjustment leads to satisfaction of both individual and work setting.

Similar to the Values Word Cards Activity above, pass out the "Work Values Word Cards" to each student: **achievement**, **relationships**, **independence**, **support**, **recognition**, **working conditions** (PPT slide 9). Give students a limited time to put these six value cards in order from 1-6, with 1 being very important, 3-4 somewhat important, and 6 being least important. Share with students there are no right or wrong answers to the ranking. Acknowledge that students may hold different but equally acceptable values.

When finished, have students compare their results with a partner. Ask students to see if their ranking was similar or different than their partners. Ask students to share with their partners some of the reasoning behind their ranking.

In the next Map It section, students will access O*NET Resource Center Work Importance Locator and Work Importance Profiler to help pinpoint what is important to them in a job.

(Activity adapted from the University of Oregon, Intocareers)

map it
what comes next

Synthesis Activities

Map It Online Synthesis Activity:

Have students compete the next two slides in the Values section: Your Turn and Your Future. In the Your Turn slide, students will type three of the values that were most important to them based on the assessment or the word wall extension activity. In the Your Future slide, students will write down which of the three values are most important to their future and how it will impact their future. For example, if a student chose "Helping other people" as a value that is important, they might say that finding a job where they can help people is how that value impacts their future.

Differentiate Between Values:

The teacher will use the "Value Word Cards" for this activity. Students will be given a scenario and then asked to tell what they would do based on one of the values cards: religion, justice, money, friendship, and knowledge.

Scenario: You decide to have dinner at local restaurant. While sitting at the table, you notice two students who go to your school sitting at the table across from you. They are just finishing their dinner and receive their bill. They look at the bill and then in their wallet and purse. You notice concerned looks on their faces as they begin to count their money. Then you notice them looking at the back door to the restaurant and begin to stand and head toward the door. What do you do?

Give each student one of the six cards. If there are more than six students participating, have students with the same cards break up into small groups to discuss their answer.

Ask students, based on their value card, what would they do? Lead a discussion about how these different values might have led to the person acting in different ways and with different outcomes for all involved.

Closing Activity

Check for Understanding:

As students leave class, ask students to list two of their most important personal values.

NOTES

VALUES

Sam: You know, different people have different values.

Education

Technology or things

Friends

Respect for others

RESPECT YOUR MOM

Helping others

FREE HUGS

Money

Taking care of the planet

Values are your ideas and beliefs. Your values are important guides for future decisions. Just because something is important to you, doesn't mean it will be important to someone else. We all have different values.

VALUES ASSESSMENT

Question	Not Important	Somewhat Important	Very Important
Doing something to make the world a better place			
Helping other people			
Participating in activities (like football, track that let me compete against other people!			
Thinking of new ideas for how things can be set up and run better.			
Doing things like painting, writing, acting or other kinds of art.			
Learning new ideas , facts- could be in history or science or another field.			
Being in control or influencing other peoples' opinions and activities.			
Being around other people every day			
Working alone, and not with other people			
Participating in spiritual activities-- like going to church, or temple or praying.			
Having people tell me (or tell other people) that I did a good job.			
Doing activities that require strength, speed, or the ability to move quickly.			
Doing work that is really interesting and not boring.			
Knowing that other people think I am really smart or an expert.			
Doing work that is different everyday- not the same thing all the time.			
Having structure with my daily activities.			
Earning lots of money.			
Having fun in my life, no matter what I do			
Working collaboratively on projects with other people.			
Doing activities that have some risk, like ski racing or mountain biking.			
Being my own boss and not having somebody telling me what to do			

map it
what comes next

VALUES WORD CARDS

Adventure/Fun	**Money /Wealth**
Spirituality/ Religion	**Friendship/Family**
Justice/Honesty	**Knowledge/Education**

Exit Slip – Values

What are the most important work values to you?

Values may include: being part of a team, outdoors, variety, helping others, working alone, making choices, creativity, making a difference, opportunity for growth/advancement, stability, travel, challenging environment, consistency, etc.

Answer:

NAME:_____

Exit Slip – Values
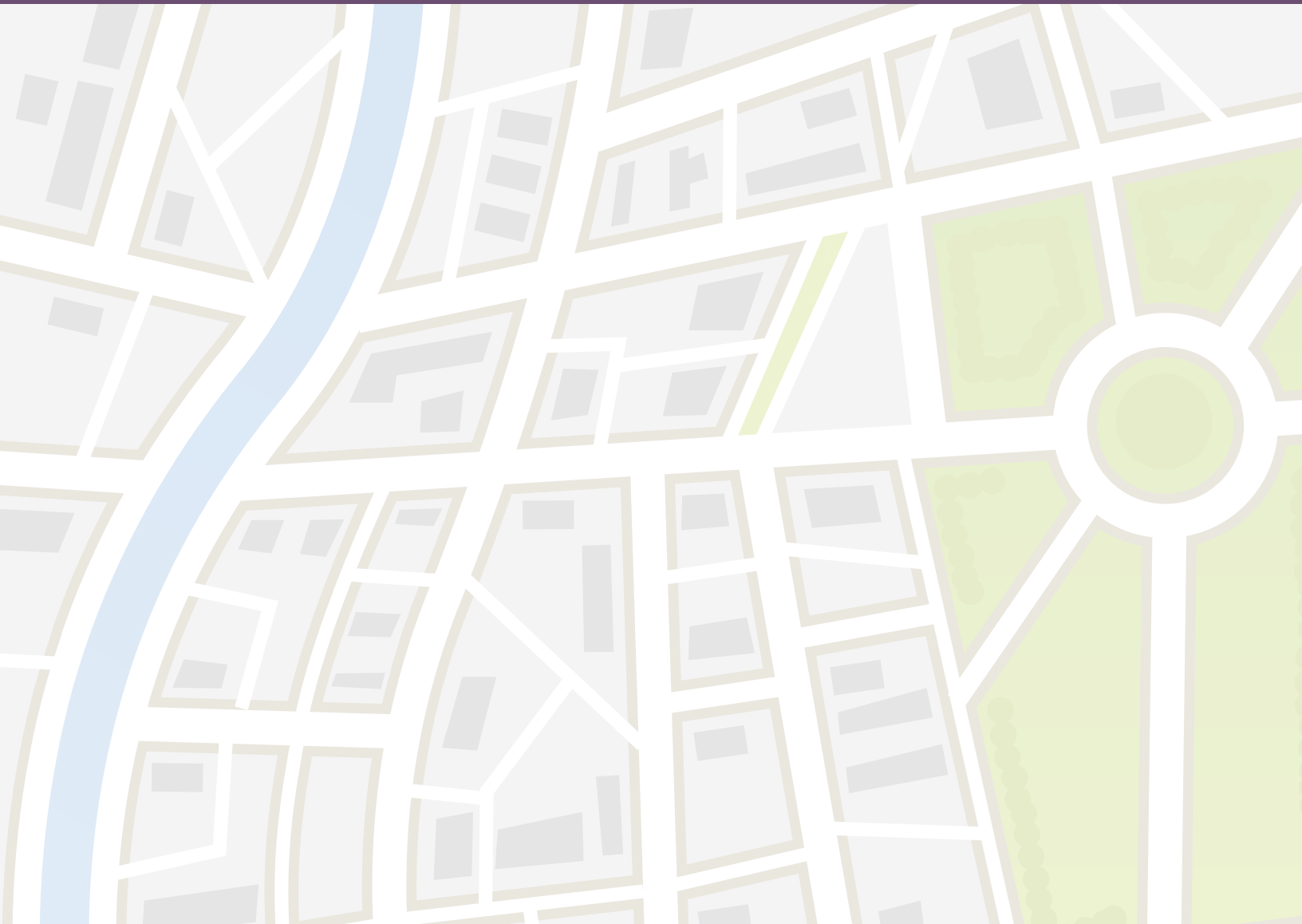
What are the most important work values to you?

Values may include: being part of a team, outdoors, variety, helping others, working alone, making choices, creativity, making a difference, opportunity for growth/advancement, stability, travel, challenging environment, consistency, etc.

Answer:

NAME:_____

WHO AM I?
PERSONALITY

PERSONALITY

Learning Objectives

- Students will describe their personality.
- Students will state how knowing about their personality can affect career choices.

Materials

- Map It Online (7 Slides): Personality-Definition, Your rating, Different Personalities, Brooke's Personality, More About Brooke's Personality, Personality Code, Your Turn
- Map It Online (2 Videos): Personality-Assessment Introduction (1:10), Personality Assessment (The personality assessment is made up of 20 questions/slides with videos for each question.)
- Personality Visual Concept Page
- Personality Assessment Sheet
- "My Transition Plan" Worksheet
- Personality PowerPoint

Teacher Background

This lesson will focus on personality which is made up of how a person thinks, feels and acts. Everyone's personality is different and can influence career decisions. Students describe their personality effectively by using information they learned about themselves in previous lessons (traits, strengths, weaknesses, hard skills, soft skills and values).

Students who know what they are good at doing, what they enjoy doing, and what is most important in their lives, find it easier to find a career that's a good match. The second part of this lesson is a personality assessment. This assessment will help students learn more about themselves and match their personality with career interests. The personality test in *Map It* is based on the MBTI® test (Myers-Briggs Type Indicator® Assessment), which results in an identification of one of sixteen personality codes. These codes are listed and describe in *Map It* on the "Personality Code" slide. In the next section of *Map It*, "What Do I Want", students will use their personality codes to find career matches.

PERSONALITY

Teacher Background (*continued*)

There are 8 letters that are used in the assessment, and they make up sixteen possible Myers-Briggs Types.

E – Extroversion indicates people who focus on the outer world of people and things. Indicates a tendency inwards towards your thoughts and ideas.

 I – Introversion represents people who focus on the inner world of ideas and impressions.

S – Sensing defines people who process information through their five senses.

N – Intuition defines people who process information through patterns and possibilities.

T – Thinking people are objective and base their decisions on logic.

F – Feeling people are subjective and tend to base their decisions on how options affects people.

J – Judging indicates people who order their lives through planning and keeping schedules.

P – Perceiving indicates people who prefer the flexible and spontaneous approach to life.

The *Map It* online personality test is twenty questions. Students will be presented with two statements and they are asked to choose the statement that best fits them. Videos of these statements are presented in ASL. This test may still be too language intensive for some students. For this reason, alternative activities are presented in this lesson.

Key Terms & Definitions for this Section

Personality
The mixture of how you think, behave, and feel that makes you different from other people.

IEP Application

- Information learned about a student's personality may be placed in the present level of performance on the IEP or included as part of transition assessment information.

INSTRUCTIONAL ACTIVITIES

* Recommended activities are marked with an orange asterisk.

Foundational Activities

Kick-off Discussion:

The purpose of this discussion is for students have the opportunity to explore how their teacher's (or other faculty staff) career path was determined through series of previous experiences, interests, opportunities, personality, and process of self-identity (PPT slide 2-3). Each student takes a turn asking the teaching a question from the "21 Questions for Your Teacher" handout. Prior to the discussion, review and answer the questions for preparation (you may choose to switch out questions to meet your needs). Keep in mind that the purpose is for your students to get a better understanding of your career path, and how your interests, strengths, skills, and personality supported your process. Have students take simple notes to refer back to during the classroom discussion.

Classroom Discussion:

After answering the list of questions, have students work in small groups to create a narrative highlighting the teacher and how s/he became a teacher (PPT slide 4). Students should be able to pull information they learned about their teachers and summarize ideas regarding their traits, strengths, weaknesses, hard and soft skills, values, and interests. Think about how you can incorporate the above personality code terminology into your answers to familiarize students with language use in the Personality Assessment. Students can ask clarifying questions during this process or ask the teacher to elaborate on certain questions. After the students have time to create a short narrative, have groups present to the whole-class. Consider allowing students to create the narrative though preferred mode of communication and encourage the use of video narrative, PowerPoint, story board, or Reader's Theater strategies. Compare and contrast narratives and create insightful dialog as needed.

Consider extending this conversation by having students ask one another a list of student orientated questions in pairs and then returning to a whole-class discussion. This activity can be supported by students videotaping their interview (no more then 3-4 min each), or creating a PowerPoint presentation or visual profile page.

Foundational Activities (*continued*)

Map It Online Activity - Foundation activity:

Set up technology access. Use the Personality Map It slides: Definition and/or "Personality Visual Concept Page" to introduce the definition of personality with students (PPT slide 5).

Application Activities

*Map It Online Activity- Personality Assessment:

Set up technology access. Students will log into Map It and open the Personality Assessment Introduction video. This introduction is a 1:10 minute video that students can watch individually or as a class. The video describes the personality assessment with 20 questions (PPT slide 6). Students choose between two statements and select the one that fits them best. Each question has a matching ASL video.

After watching the video, have students complete the personality assessment. When completed, they can check their answers on the "Your Rating" slide that follows. Students will be using this four-letter code to explore possible career matches in the next section of *Map It*, "What Do I Want".

Teacher Note: As an alternative instruction for this activity, pass out the "Personality Assessment Sheet". As a class, go through each of the questions in the activity and allow time for students to rate. When completed, this sheet can be used to fill in the answers to the Map It online values assessment.

Alternative Personality Assessment: (16 Personality Codes)

If the above personality test is not appropriate for some students, consider using this alternative assessment. It is based on four simple questions and gives students the same personality code as the assessment above. They can use this personality code in the next section of *Map It*, "What Do I Want", to find possible career matches.

Personality Quiz: *http://www.personalityquiz.net/profiles/typology/index.htm*

Application Activities (*continued*)

Alternative Personality Assessment: (Holland Code)

This alternative assessment, located on the University of Missouri Career Center Website, is based on the Dr. John Holland's theory that people and work environments can be classified in six different groups: Realistic, Investigative, Social, Artistic, Enterprising, and Conventional. People's personality plays a role in which work environment attracts them. In this game, students read about the six codes and choose one that matches their personality. They can click and learn more about their choice and finally find possible careers that match their code.

The Career Interests Game: *https://career.missouri.edu/career-interest-game*

Alternative Career Assessment (Interest Inventory)

This online assessment is an interest inventory developed by the U.S. Department of Labor for students. Students will answer questions about what type of work they might enjoy, i.e. build kitchen cabinets, and rate using five emoji faces from strongly like to strongly dislike. When completed, the online assessment suggests possible career matches and training.

O*Net Interest Profiler: *https://www.mynextmove.org/explore/ip*

Personality Guessing Game:

Using the students' "Who Am I Summary Worksheet", have students write five words that describe themselves on a piece of paper. Students will hand their lists to the teacher. Next, the teacher will randomly select one of the papers and read the five words. Students will guess which classmate these words describe.

Application Activities (*continued*)

Personality Career Discussion:

Discuss with students how parts of their identity (traits, strengths, weaknesses, soft skills, hard skills, values) often contribute make up their personality. Ask students the following questions (PPT slide 8):

- What type of personality is usually associated with a doctor, nurse or others in the health care profession?
- What type of personality is usually associated with careers in law enforcement?
- What type of personality would you want a teacher to have?
- What type of personality would you need to be a truck driver?
- What type of personality do you need to work with computers all day?
- What type of personality do you need to have if your job has you working with customers? (sales person, waitress/waiter, fast food worker, etc.)
- How do you think personality plays a role when you are choosing a career?

Synthesis Activities

Map It Online Activity - Synthesis Activity:

Set up technology access. Have students complete the next five slides in the personality section: Different Personalities, Brooks Personality, More About Brooke's Personality, Personality Code, Your Turn.

The first three slides states that everyone has a different personality. Students will see Brooke's personality codes and what she learned about her personality based on the codes. Brooke answers what personality trait is most important for her future and describes how it might impact her future. Students will answer these same two questions in the "Your Turn" slide.

The Personality Code slide gives students an opportunity to see their personality code and learn more about themselves. The slide also includes all 16 personality codes. They can click on each code and see a description of this personality type. Due to the higher level of reading content in this slide, a classroom discussion about these personality types may be more appropriate (PPT slide 7).

map it
what comes next

Synthesis Activities (*continued***)**

Map It Online Activity- Synthesis Activity (continued):

In the Your Turn slide, students will type answers to three questions (PPT slide 8). Students can answer these questions based on the result of the online personality test in *Map It* or an alternative assessment.

- What did you learn about your personality?
- Which personality trait do you think will be most important to your future?
- How will it impact your future?

"My Transition Plan" Activity:

Students will fill in the personality section of "My Transition Plan" worksheet. The information can be saved as a hard copy in their transition folder or as an electronic copy on their computer. This worksheet will become part of a cumulative report that students can use to guide their work with their transition team.

Cross-Curriculum Activity:

Option 1: Watch the following TED-Ed video "Historical Role Models", which showcases historical figure's values, character traits, and personality traits needed to achieve great things: *http://ed.ted.com/lessons/historical-role-models-amy-bissetta* (2:36) (PPT slide 9). Prior to the video, inform students that the term "virtue" can be considered a character trait that means morally good. As students watch the video, have student note on how the figures show the following traits: bravery, compassion, dedication, and wisdom.

At the end of the video, use TED-Ed lesson that accompanies it to Think, Dig Deeper, and Discuss. As a large group, start by discussing the sever questions in Think (PPT slide 10). Consider having students hold up their answer sign or letting students work in pairs for 30-sec and then show answer. Call on students to justify their answer and re-watch the video (or sections) as needed. If students answer the question wrong, they are presented with the opportunity to watch a section of the film over again.

- How has history been shaped by the character traits of leaders?
- How does learning one's character traits lead to understanding a person's personality?

Synthesis Activities (*continued*)

Cross-Curriculum Activity (continued):

Discussion prompts:

- What is a virtue?
- What virtue did George Washington demonstrate when he crossed the Delaware to attack the Hessians on Christmas Night?
- What virtue did Sybil Ludington demonstrate when she rode 40 miles through the damp, cold night of April 1777?
- Who is Beriah Green?
- What virtue did President Lincoln demonstrates by his ability keeping the Union together?
- You just heard about many history figures that were able to accomplish great deeds because of their "virtues." Describe a historical figure not mentioned in the video who you feel possessed a positive virtue and explain how that virtue helped him/her accomplish a "good deed."

Option 2: Watch the following TED-Ed video Who Am I? A Philosophical Inquiry, which investigates the timeless question, "*Who am I?*" (PPT slide 11). The author takes you on a journey throughout the history of mankind, where the subject of identity has sent poets to the blank page, philosophers to the agora and seekers to the oracles. These murky waters of abstract thinking are tricky to navigate, so it's probably fitting that to demonstrate the complexity, the Greek historian Plutarch used the story of a ship. Here, Amy Adkins illuminates Plutarch's Ship of Theseus: *http://ed.ted.com/lessons/who-am-i-a-philosophical-inquiry-amy-adkins*. At the end of the video, have students go through other components of the lesson: Think, Dig Deeper and Discuss.

Closing Activity

Classroom Discussion:

Use Turn-and-Share strategy as students think about someone in their lives whose personality matches their career. Ask students what this person's career is and what personality trait(s) makes this career a good match (PPT slide 12). Bring students back around for a whole-class analysis. Facilitate discussion to further analyze elements of a strong career match.

NOTES

PERSONALITY

Your personality guides the decisions you make at home, at school, and on the job. Use your four letter personality code to start looking at jobs that would be a good fit for you.

Some people think I am shy, but really I'm just quiet. I like listening to different ideas before I make a decision.

I am a people person. I like to have people around me, and most of the time my friends follow my ideas.

Doctor (ESTJ)
Extrovert, Sensor, Thinker, Judger

Teacher (ENFJ)
Extrovert, Intuitive, Feeler, Judger

Athlete (ENFP)
Extrovert, Intuitive, Feeler, Perceiver

Construction (ISTP)
Introvert, Sensor, Thinker, Perceiver

Our personalities guide how we think and act. Your personality is an important piece to think about when making decisions about your future.

map it
what comes next

PERSONALITY ASSESSMENT

Check the box next to which one fits you best in each section:

Extrovert		Introvert	
I have a lot of energy		I am laid back	
I prefer to be around people		I prefer to be alone	
I do things without stopping to think		I like to think before doing something	
I like to do many things at the same time		I need to focus on one thing at a time	
I like when people pay attention to me		I like to pay attention to other people	
Total:		Total:	

Sensors		iNtuitives	
I like clear and specific information		I like to be creative and come up with new ideas	
I like clear instructions/directions		I like to figure things out on my own	
I like facts, timelines, and details		I like to think outside the box/be creative	
I always use past experience to make decisions		I follow my instincts to make decisions	
I like to use data		I like more abstract ideas	
Total:		Total:	

PERSONALITY ASSESSMENT

Check the box next to which one fits you best in each section:

Thinkers		Feelers	
I use facts to make decisions		I use feelings to make decisions	
I think about different parts of the problem		I think about how other people feel	
I use direct and honest language		I use vague and not direct language	
I make decisions using my head		I follow my heart to make decisions	
I like to debate and argue with others		I don't like to debate or argue with people	
Total:		Total:	

Judgers		Perceivers	
I like to make a "to do" list		I like to go with the flow	
I like to have a schedule/plan for the day		I do not like to have a schedule/plan	
I always study first, then play		I usually play first, then study	
I start and finish all projects		I start projects, but don't always finish	
I think it is important to be on time		I think being late is fine	
Total:		Total:	

Four Letter Code: _____

GETTING TO KNOW YOUR TEACHER ACTIVITY

1. Where were you born? _____

2. How many people are in your family? _____

3. What was your favorite activity as a child? _____

4. What was one of your favorite childhood memories? _____

5. Who was your favorite teacher? Why? _____

6. What was your favorite subject? _____

7. How were you involved in the community? _____

8. What was your neighborhood like? _____

9. What was your first job? Did you like it? _____

10. Where did you go to get your degree/certification? _____

11. List two or three different places you've lived. _____

12. What is your favorite genre of music? _____

13. What is the hardest thing you've ever done? _____

14. What's your favorite recreational activity? _____

15. If you could travel anywhere, where would you go? Why? _____

16. What is one thing on your "bucket list"? _____

17. What is one thing you would do to change the world? _____

18. What has been your least favorite job? Your favorite? _____

19. What will you be doing five years from now? _____

20. If you could have a superpower, what would it be? Why? _____

21. How would your best friend describe you? _____

Exit Slip – Values

What are the most important work values to you?

Use Turn-and-Share strategy as students think about someone in their lives whose personality matches their career. Ask students what this person's career is and what personality trait(s) makes this career a good match (PPT slide 12). Bring students back around for a whole-class analysis. Facilitate discussion to further analyze elements of a strong career match.

Answer:

NAME:_____

Exit Slip – Values

What are the most important work values to you?

Use Turn-and-Share strategy as students think about someone in their lives whose personality matches their career. Ask students what this person's career is and what personality trait(s) makes this career a good match (PPT slide 12). Bring students back around for a whole-class analysis. Facilitate discussion to further analyze elements of a strong career match.

Answer:

NAME:_____

WHO AM I?
DREAMS AND THE GOAL TESTER

DREAMS AND THE GOAL TESTER

Learning Objectives

- Students will identify a personal dream in the areas of education and training, employment, relationships, and independent living.
- Students will analyze their dreams and determine which of their dreams should become personal goals.

Materials

- *Map It* Online (10 Slides): Dreams-Developing Dreams, Different Types of Dreams, Your Turn, Making Dreams Happen
- The Goal Tester- Test It Out, Testing Goals, Testing Marissa's Goal, Goal Tester: Your Turn, Now What?, Putting It All Together: My Identity Map

- *Map It* Online (1 Video): Dreams-Dreams for the future (2:00)
- Dreams Visual Concept Page
- The Goal Tester Visual Concept Page
- "My Transition Plan" Worksheet
- Dreams PowerPoint

Teacher Background

This lesson combines Dreams and The Goal Tester units in *Map It*. Now that students have learned about their unique identity, they will use this information to develop plans for their future. The first step in that process is helping students identify their dreams. Dreams are not the same as goals. Dreams tend to drive and inspire people, they are big picture ideas of what you want for your future. While dreams help students create a vision for their lives, students need to realize that not all dreams are realistic. This lesson will help students take their dreams, test them out and create more realistic goals for their future.

In the Dream unit of *Map It*, students will identify goals in three areas: education and training, employment, and life (relationships and independent living). These areas are similar to the measurable postsecondary goals that are required on the IEP.

The second step in developing a student's future plan is evaluating and analyzing dreams to decide which should become goals. Goals takes your dreams down to reality. They require planning and commitment. In the Goal Tester section of *Map It*, students will put their dreams to the test to see if the dream should become a goal. Dreams are tested by evaluating the fit and how much work it will take for the dream to become a goal. Finally, students will decide which of their dreams should become a goal.

Key Terms & Definitions for this Section

Dreams
Something that you have wanted very much to do for a long time.

Goals
Something that you are trying to do or achieve.

IEP Application

- Every student age 16+, or earlier for some states, must have measurable postsecondary goals on the IEP. These goals must address two areas: education/training AND employment. Some students, based on decisions from the IEP team, will have a third goal in the area of independent living.

- Measurable postsecondary goals should not be confused with annual IEP goals. Measurable postsecondary goals are long-term goals and are to be achieved after a student leaves high school. These measurable postsecondary goals are what the student, with help from the IEP team, is working towards and are based on transition assessments and the student's strengths, preferences and interests.

- The work a student has completed in the *Map It* "Who Am I" unit gives the student and their IEP team the information needed to create these measurable postsecondary goals.

- Using the student's goal tester activity results, discuss with the student if they want to propose any of these goals to the IEP team for measurable postsecondary goals.

INSTRUCTIONAL ACTIVITIES
* Recommended activities are marked with an orange asterisk.

Knowledge-Based Activities

Kick-off Activity:

Choose of the following videos to introduce the Wright brothers, Orville and Wilbur, and their dream to fly (PPT slide 2):

- Aerial America: The Home of the Wright Brothers, *http://www.smithsonianchannel.com/videos/the-home-of-the-wright-brothers/20903* (3:30)

- DCMP Inventing Flight for Schools: History of Flight Videos *https://www.dcmp.org/media/5766-inventing-flight-for-schools-history-of-flight-videos/stream?digest=32052#* (first 20:00)

Have students take notes, fill in a graphic organizer, or create a story board as they watch the video. When finished, select a few of the following prompts for whole classroom discussion (slide 2):

- What dream did Orville and Wilbur share?

- What fueled (inspired) their dream?

- Who helped them along the way? How?

- What other experiences influenced the brothers along the way?

- What obstacles did the brothers face?

- How did the brother's dream match their traits, strengths, interests, personalities and skills?

Knowledge-Based Activities (*continued*)

Dreams Classroom Discussion:

Ask students to share a time when they had to work hard for a dream or something they really wanted (slide 3). Did they succeed? What obstacles did they face? What/who helped them along the way?

*Map It Online Foundational Activity:

map it
what comes next

Set up technology access. Use the *Map It* slide and video: Developing Dreams and Dreams for the future (2:00) and/or "Dreams Visual Concept Page" to introduce the definition of dreams with students.

As a whole class, ask students to refer back to the Developing Dreams slide. Have students visualize what dreams "surround" the image they have of themselves. Next, have students fill in the My Dreams Graphic Organizer handout with their dreams for school, career, where/how they want to live, places they hope to travel, and what relationships they want to have. At this point, have students think big and write down all they think is possible. After students complete the handout, have them discuss their dreams in pairs, small groups, or whole class.

Extend the conversation by asking students what makes some dreams realistic and other dreams unrealistic? Answers will vary, but some possible answers include:

- You need specific skills and abilities to make some dreams realistic.
- You need to be able to work hard, have commitment for some dreams.
- Some dreams are unrealistic because they are out of your control.

Application Activities

Everyone Needs a Dream Activity:

Read *Dream: A tale of Wonder, Wisdom, & Wishes* by Susan V. Bosak. This intergenerational storybook offers a visual narrative fitting for students across grade levels. *Dream* includes historical quotations which can help extend classroom lessons. This visual representation takes a reader on a journey from infancy through adulthood, and highlights great people, ideas, and cultures throughout history. Consider having students participate in Readers Theater activities while reading. You can purchase a hardcopy of the book on-line or order a digital copy that can be used on computer, tablets, projectors, or SMART Boards here: ***http://www.legacyproject.org/books/dreamslides.html***

Follow this link to access *Dream* classroom activities from the Legacy Project:

http://www.legacyproject.org/activities/index.html

Club of Dreamers Extension: Visit ***http://www.legacyproject.org/activities/clubofdreamers.html*** to help students learn more about historical figures highlighted in *Dream*.

*Map It Online Application Activity:

Set up technology access. Students will log into *Map It* and open the Different Types of Dreams in the Dreams section (PPT slide 5). Discuss with students the three different categories of dreams: 1. Education and Training, 2. Employment, and 3. Life (relationships and living independently). Using a three-grid graphic organizer, brainstorm possible dreams that would fit in these three categories. Students can refer to personal dreams listed in their My Dreams handout. Help students come up with dreams for themselves in these areas as needed. Everybody is at a different place in developing their dreams. For example, a student may not know an exact career, but they may know they want to work in the medical field, or work in an office, or want to help people. Students should have an idea of dreams for each category before moving onto the next step. This activity can be executed as a whole class discussion or as a Think-Pair-Share after initial brainstorming session.

Stating My Dreams (*Map It Online and*
"Who Am I" Summary Worksheet Activity):

Set up technology access. Students will log into *Map It* and the Your Turn slide in the dreams section.

Using the ideas generated in the previous activity, students will fill in the dreams section of the "Who Am I" summary worksheet by writing their dreams in the areas of education and training, employment, relationships, and independent living. After students complete the "Who Am I" summary, have them share in pairs, small group or as a whole class.

Synthesis Activities

Map It Online Goal Testing Discussion:

Set up technology access. Use the *Map It* slides and video: Making Dreams Happen, Test It Out, Testing Goals, and Testing Marissa's Goal to lead a discussion about testing dreams to see if they should become goals. Review the Making Dreams Happen slide with students. Ask students to look at the Test It Out slide. The following discussion prompts are also available for whole-class discussion on the Dream PowerPoint (PPT slide 6-7)

What are the four steps for analyzing your dreams? *(Identify a dream to test, evaluate the fit, determine how much work required to reach the goal, and ask yourself if you want the dream to become a goal).* Ask students why they think it is important to evaluate their dreams to see if it fits theirs traits, strengths, skills, values and personality? Ask why it is important to evaluate how much work the dream will take to become a goal?

Use the Testing Goals and Testing Marissa's Goal slides, lead a discussion about how the two *Map It* characters followed the four-step process in goal testing. Why do you think Marissa did not want her dream of owning a huge house to become a goal? Why do you think Brandon chose to make a goal about getting a Corvette? If Marissa still dreams of her own place to live, how can she change her dream to be more realistic and a better fit?

Map It Online Synthesis Activity:

Set up technology access. Have students complete the Goal Tester: Your Turn slide in *Map It*. Students can use the four dreams they wrote down on their "Who Am I" Summary Worksheet to test if these should become goals. For this slide, students can type one goal and then evaluate. When finished, they will hit submit. Have students stay on this slide and type the next dream and evaluate. After hitting submit, they will see their two submissions at the bottom of the page. Students can continue this process for their next two goals.

Dreams Art Cross Curriculum Activity:

After evaluating their dreams and determining which should become a goal, students will have the opportunity to integrate the arts for representing their chosen dreams (PPT slide 8-9). Ideas for this activity include: creating a collage, creating a video, song, poem, or using performance art. Ask students to think about their dreams. If they could have anything or do anything, what would that be? Give students time to create their dream project and consider breaking students into sub groups if you allow them to choose preferred means of communication. When finished, students can share their dream project through a gallery walk or whole-class presentation.

Synthesis Activities

Dreams Art Cross Curriculum Activity (continued):

Teacher's note: This collage will be used in other activities in this lesson. Let students note that this project will be used in other activities in this lesson, so it is important to be thoughtful and thorough.

- Collage: use drawings, pictures in magazines, multi-media, or images copied from the Internet.
- Video: record yourself or images that represent your dream, add music, type, etc.
- Poem: consider haiku, couplet, free verse with collage, or shape poetry can take on the features of your dream.
- Song/Rap: create lyrics and put to your style of background or theme music.

When projects are complete, lead a whole-class discussion about dreams (PPT slide 5). First, review what makes some dreams realistic and other dreams unrealistic.

- You need specific skills and abilities to make some dreams realistic.
- You need to be able to work hard, have commitment for some dreams.
- Some dreams are unrealistic because they are out of your control.

Next, using the students' project, have students present their project and share why the dream was chosen and how it is a realistic.

To help get started, offer students inspiration:

Song:

- Soon We'll Be Found, by Sia:
  https://youtu.be/t1x8DMfbYN4?list=PLx1wHz1f-8J_xKVdU7DGa5RWIwWzRWNVt
- Happy by CM7 Deaf Film Camp: *https://youtu.be/H3KSKS3TTbc*

Poetry:

- "Dreams" by Langston Hughes: *https://youtu.be/-HSn3o0kv4k*

Inspirational quotes:

- "Obstacles cannot crush me. Every obstacle yields to stern resolve. He who is fixed to a star does not change his mind. Obstacles cannot crush me.", Leonardo da Vinci (Artist, Inventor, Scientist)

Synthesis Activities

Dreams Literacy Cross Curriculum Activity:

Continue to explore the science and engineering behind flight by learning more about Orville and Wilbur Wright's story (PPT slide 10). Access biographical information on the Wright brothers through CommonLit *(the Wright Brothers: Air Pioneers)*, *https://www.commonlit.org/texts/the-wright-brothers-air-pioneers*. This site offers synthesized writings, highlighted text, discussion questions, and opportunities for student assessment. Students may also benefit from exploring information on Duckster, *http://www.ducksters.com/biography/wright_brothers.php*.

In addition, students can continue watching the Kick-off video, Inventing Flight for Schools series on DCMP, *https://www.dcmp.org/media/5766-inventing-flight-for-schools-history-of-flight-videos*, to learn more about aviation concepts of flight: control, lift, and propulsion. Then access DCMP's flight tutorial, *https://www.dcmp.org/media/5767-inventing-flight-for-schools-tutorials/stream?digest=32054*, to further explore the Four Forces of Flight and Newton's Laws. Additional segments on DCMP offers access to classroom flight activities including building models and performing demonstrations.

Closing Activity

"My Transition Plan" Activity:

After students have evaluated their four dreams in *Map It*, have them check the goal box on the "My Transition Plan" Worksheet for any dream they would like to become a goal (PPT slide 11).

NOTES

DREAMS

Your dream becomes your goal.
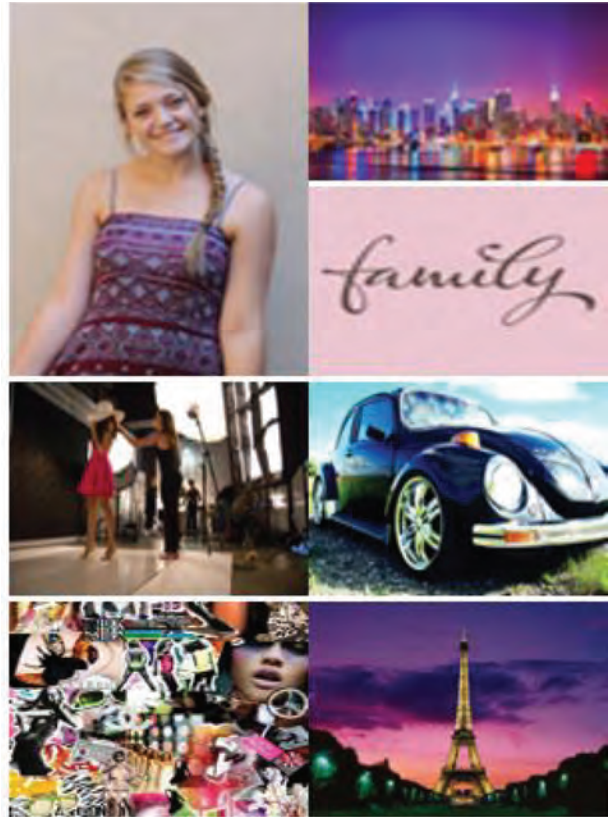
Dreams don't just happen. For a dream to become possible, it has to be a good fit with everything you know about yourself.

Learning who you are and understanding what makes you unique lead to effective dreams for the future. We all have different kinds of dreams for education, employment, and life.

GOAL TESTER

Plug your dreams in to find out if they pass the test!

Step 1: Identify a dream you want to test:

I want to own a huge house

Step 2: Evaluating the fit

This dream:

- ☑ Fits with my traits
- ☐ Fits with my strengths and skills
- ☑ Fits with my values
- ☑ Fits my personality

Step 3: How much work will this dream require to become a goal?

- ☐ A little bit
- ☐ A lot
- ☐ Some
- ☑ Too much

Step 4: Do you want this dream to become a goal?

- ☐ Yes
- ☑ No

MAY BE!

Be a computer engineer
Have a family
Teach Deaf kids

CHANGE IT!

Play pro ball
Own a huge home

**Now that you have identified some ideas for goals, the real work begins.
Section 2, _What Do I Want_, focuses on what you need to do next to make your dreams happen.**

DREAMS GRAPHIC ORGANIZER

Name: _____

My Dreams
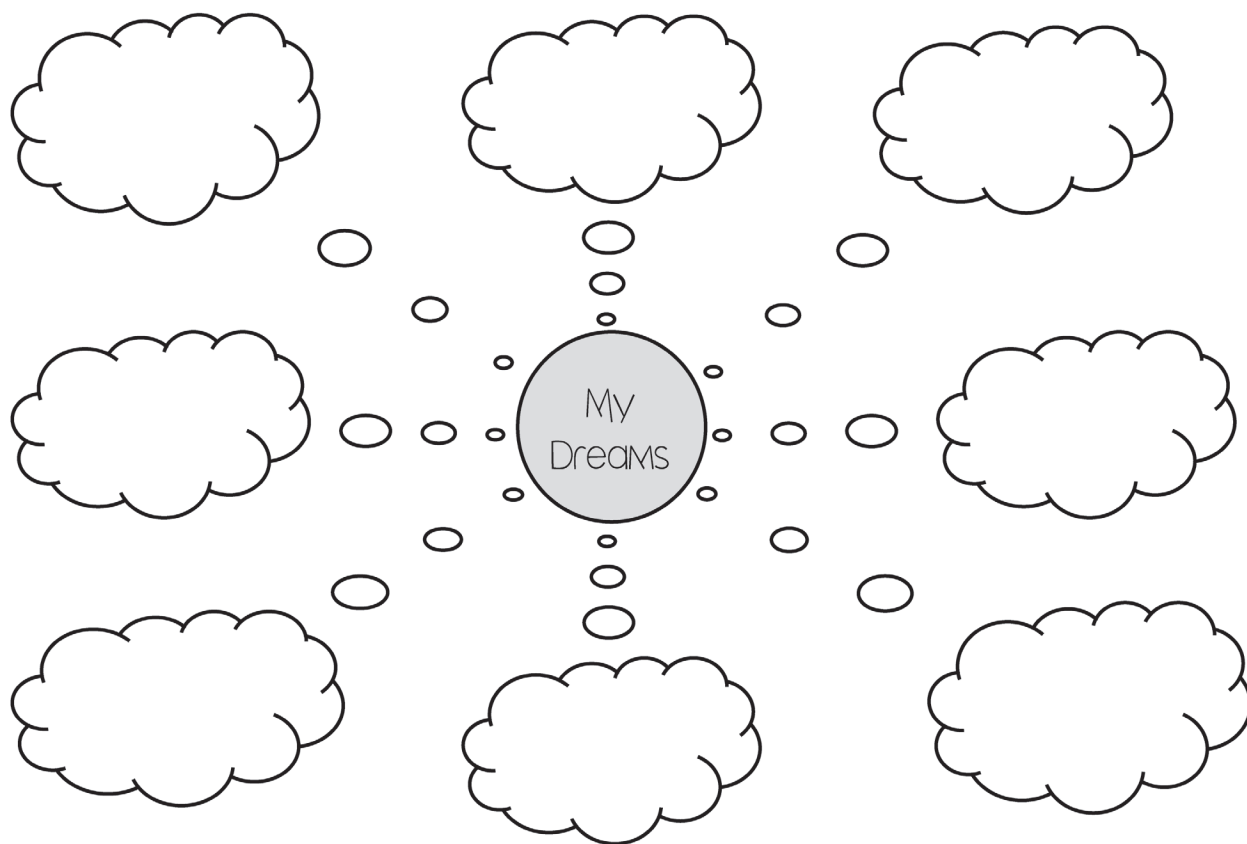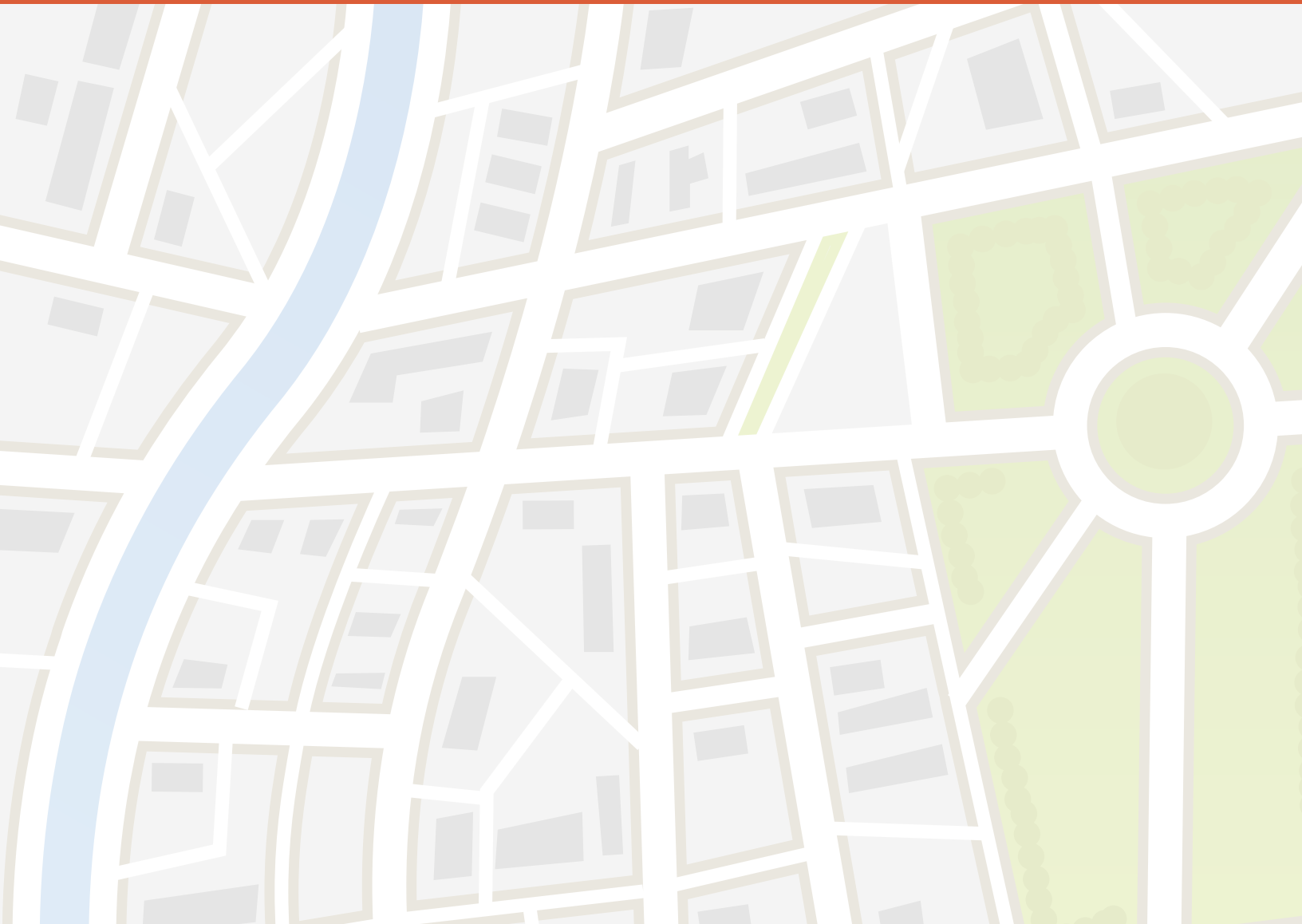
CAREER AWARENESS

Learning Objectives

- Students can articulate potential careers they would like to explore.
- Students can relate information of self to different careers.

Materials

- Map It Online: What Do I Want- Getting Started, Career Goals
- Career Awareness Visual Concept Page
- Teacher Page- Introduction to Word Walls
- Teacher Page- Unit 2 Word Wall List
- Career Awareness Word Bank
- Student Personality Assessment (from Who Am I? section)
- Student Multiple Intelligence Assessment (from Who Am I? section)
- Multiple Intelligence Career Chart
- Career Awareness PowerPoint
- Career Awareness Exit Slip

Teacher Background

In Section 2, students will take what they learned about their identity from Section 1, and apply it to post-secondary transition goals related to education and training, employment, independent living, and community participation. The classroom curriculum for Section 2, "What Do I Want", is laid out differently than the previous section, but continues to support Map It online activities. The change you'll notice is the incorporation of the Workforce Innovation and Opportunity Act of 2014 (formally known as the Rehabilitation Act). Please refer to the curriculum introduction to learn more about the five categories of Pre-Employment Transition Services (Pre-ETS) defined under WIOA and the associated impact on students with disabilities.

Section 2 contains four lessons, which focus on the following three Pre-ETS categories: career exploration counseling, work-based learning experiences, and workplace readiness training. These Pre-ETS categories are delivered through classroom-based activities that support the evolution of career awareness, exploration, preparation and training. Each lesson is differentiated to meet the needs of classrooms and school culture, and offers flexibility in meeting the needs of students at an individual level. It is important to note that the progression of activities is meant to support an individualized pathway for students to prepare for careers and/or post-secondary education and training programs.

CAREER AWARENESS

Teacher Background (continued)

The purpose of this first lesson, Career Awareness, is to create ongoing opportunities for students to build awareness of different career paths and begin to relate what they know about themselves to such careers. Throughout the following activities, help students connect their interests, talents, personality, and skills to different career fields. Also, support students in learning that finding a career match is not always linear. In the early stages of career awareness, students will likely discover new elements of their "dream job", which may result in an occupational mismatch. Teach students that these experiences often help us find a better career fit, and teach strategies to support their growth, self-reflection, and redirection. Learning and practicing these strategies in high school will give students the skills needed to steer around obstacles in the future. By the end of this lesson, students should have a list of 6-12 careers that meet their interests and sense of self. In the next lesson, Career Exploration, students will move into a more narrowed focus of career exploration of this list, which will lead to deeper understanding, preparation and training.

Key Terms & Definitions for this Section

Job
A work role within a specific business or company.

Occupation
A wide category of jobs with similar characteristics.

Career
A lifetime journey of building and making good use of your skills, knowledge, and experiences.

Job Shadow
The opportunity to observe an employee on a job site to learn tasks and responsibilities of the position.

Volunteer
An experience where you spend a short amount of time at different settings to see if you would like to work there (unpaid).

Career Fair
An event where employers from businesses visit your school to give information.

Trade Rodeo
Like a career fair, but focused on areas of construction and industrial trades and often includes information on 2-year education programs or trade schools.

Career Interest Inventory
A tool for students to use to relate interests to careers.

Job Site Visit
An activity where a group of students visit a work place to learn about the job site, meet employees, ask questions, and observe tasks.

One-Stop Career Center
A federally funded agency that connects job seekers to training referrals, career counseling, job openings, and other employment related services.

Department of Labor
A government agency that works to protect and promote the welfare of workers and retirees throughout the U.S.

IEP Application

As part of transition requirements, students need to be involved in the IEP process. Their career interest should help inform the transition plan.

- Have students share their identified career interest and aptitudes during their IEP meeting.

- Use the information that the student identified to support or refine transition goals relating to employment, postsecondary education and training, independent living, and community participation.

- Use the information that the student identifies to support objectives in transition goals, which may include the following: *Student will… complete series of formal and informal vocational assessment activities, define interest and abilities related to potential career and job opportunities, participate in school-based opportunities to hear guest speakers from career fields of their choice, participate in job shadowing opportunities related to expressed interests, and meet with adult service representative to initiate referral process.*

INSTRUCTIONAL ACTIVITIES
* Recommended activities are marked with an orange asterisk.

Foundational Activities

Career Awareness Kick-off Activity:

Visit DPAN.TV Real People video series to build awareness of interesting careers for students, including opportunities for self-employment (free registration is required to access videos) (PPT slide 2). Meet, Jennifer Ilene, a self-employed Exotic Animal Photographer (2:58), ***https://dpan.tv/series/realpeople/episode/jennifer-ilene.***

Career Awareness Classroom Activity:

After meeting Jennifer, ask the class the following discussion questions (PPT slide 3):

- What are your thoughts about Jennifer's job?
- Is this a career you've ever considered?
- What experiences influenced Jennifer's journey to becoming an exotic animal photographer?
- What skills does it take to work with animals in this way?
- What is Jennifer's advice for you?

Foundational Activities (*continued*)

Career Awareness Classroom Activity (continued):

Discussion Extension: Introduce to students the importance of social and professional networking. For Jennifer, her networking process included sharing her photos of her pet skunk with other exotic pet owners. In turn, they requested photos of their exotic animals, and then shared them with others. As her photographs continued to be shared, her business grew and grew. Eventually, Jennifer found herself being asked to take animal photos in other states and countries. What started as a personal interest and hobby, became a professional career for Jennifer. The importance of professional networking is the same for many of us looking for a job.

*Map It Online Activity:

Set up technology access. Use the What Do I Want? and Getting Started on Goals slides to introduce Section 2 and the idea of setting post-secondary transition goals (PPT slide 4).

*Word Wall Activity:

Teachers please read the "Teacher Page- Introduction to Word Walls" *before beginning this activity.* This word wall will build the foundation for a robust career-oriented vocabulary pertaining to career awareness, exploration, preparation and training. Before class begins, gather the word cards listed below and set up your word wall.

CAREER AWARENESS

Job	Career Interest Inventory
Occupation	Job Shadow
Career	Job Site Visit
Volunteer	One-Stop Career Center
Career Fair	Department of Labor
Trades Rodeo	

Foundational Activities (*continued*)

*Word Wall Activity (continued):

For the class discussion, teachers will display and talk about one word card at a time. Show students the sign/s the words, and then discuss the word. For example, start by signing 'job'. Next, define the meaning of 'job'- a work role within a specific business or company. Ask the class if anyone has ever held a job (at school or in the community). Ask the class to name different types of jobs and offer suggestions/feedback. Continue this discussion until all word cards are placed in the appropriate place on the word wall.

Application Activities

*Map It Online Activity:

Set up technology access. Use the Career Goals slides to learn more about the important steps of career planning, which include (PPT slide 5):

1. Know Yourself: Identify your values, interests, and skills

2. Explore Your Options: Think about what choices you have and find out about the job of interest.

3. Interview: Find out more about the job by asking others in that field.

4. Get experience: Start volunteering, job shadowing, or working part-time.

As a whole class, revisit the Your Goals slide to further explain the options and opportunities associated with part time jobs and volunteer opportunities. Check for student understanding on the Learn More slide before moving on to the following activities.

*Career Interest Inventory:

Have students complete the following online Interest Inventory, O*NET My Next Move, developed by the U.S. Department of Labor for students, *https://www.mynextmove.org/explore/ip* (PPT slide 6). If students completed this assessment in the Personality Lesson from Section 1, have them review their results before learning about "Job Zones". For students completing the inventory for the first time, they will answer 60 questions about what type of work they might enjoy, i.e. rate their interest in building kitchen cabinets using five emoji faces from strongly like to strongly dislike. When completed, the online assessment suggests possible career matches and training. After students submit answers, they will have immediate access to their Interest Profiler results in the following categories Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

Application Activities *(continued)*

*Career Interest Inventory (continued):

Students can spend time learning more about their score by clicking on the different categories. After completion, have students print off their score to include in their Career Portfolio (see Career Exploration lesson). Consider using a graphic organizer to facilitate whole class discussion on the interests for each category and how it relates to different career clusters.

After reviewing results, guide students through the 5 Job Zones tab to learn about work experience, education and training needed for different zones. After they have learned about each zone, have students choose the Job Zone that's right for them. This leads students to different careers that are a 'best' or 'great' fit based on interests and preparation (job zone) level. Student may choose to search other careers based on interest, and then print lists to save for further exploration.

For students who are visual communicators, consider using the Pearson Publishing Reading-Fee Interest Inventory (for purchase), *http://www.pearsonclinical.com/talent/products/100000101/reading-free-vocational-interest-inventory-2.html* or JIST Career Solutions Picture Interest Career Survey *http://jist.emcp.com/picture-interest-career-survey.html*.

Interest Profiler Cross Curricular Extension: Consider having students explore graphing, percentages and ratios by graphing class wide result. Assess the diversity of student interest by comparing/contrasting who had similar/different scores and job zones.

*Online Job Shadow with Career Central:

Based on what students learned about themselves in Who Am I section, and/or their career list from O*NET My Next Move Interest Inventory, have students perform informational online job shadows using pepnet2 Career Central: *http://elearn.dcmp.org/career_central.php* (PPT slide 7). Here, students can search careers by career interests, career cluster, education, industry, 'green' jobs, or work importance profile.

Once students locate the videos that match their interest, have students build awareness by watching the Job Shadow Video and Job Description for each career interest. During the Map It Online Activity on Career Clusters in the following lesson, *Career Exploration*, students will dig deeper in exploring additional career cluster information regarding required education/training, earnings, and future outlook. For now, have students watch the job shadow videos and review job descriptions of interest, and then rate their interest in Career Central's Career Journal. This online journal tool can help students organize their interests, which they will revisit in the following lesson. To be able to save searches and journal entries for additional work in the *Career Exploration* lesson, students will need to be logged into pepnet2.

Application Activities *(continued)*

Other Interesting Jobs to Job Shadow:

Visit DPAN.TV Real People video series (registration required) to build awareness of other interesting careers for students, including opportunities for self-employment.

Meet Ian Cameron, owner and brewer at Lochiel Brewing Company (3:18): *https://dpan.tv/series/realpeople/episode/real-people-lochiel-brewery*

Meet Santa (3:17): *https://dpan.tv/series/realpeople/episode/santa-claus*

Job Site Field Trip:

Organize a classroom field trip to local businesses based on student interest such as a grocery store, restaurant, home center, hospital, community center, college campus, police department, city hall, or local parks and recreation department. Ask businesses to host a class tour to see a day-in the-life, as well as offer students the opportunity to ask questions and meet with staff. Use this as an opportunity to build the foundation of a work program between the school and community businesses. Ask outside service agencies, such as VR or your local Job Service Center, how they can help organize field trip opportunities.

If your school is limited in resources for field trips, consider inviting guest speakers from different businesses to give a presentation or participate in a panel discussion. Consider starting monthly Career Café series for your students. Partner with the school's counselor to tie into existing school-wide career activities.

Career Fair/Trade Rodeo:

This is an efficient way for students to build awareness of different careers and trades. These activities provide students with the chance to network with current employees and learn about 21st century opportunities in occupations such as renewable energy. During these events, businesses often create hands-on activities, or demonstrations, to engage students to the industry in a new way. This is a great way to bring new opportunities for students to learn about construction, welding, carpentry, healthcare, design, beauty industries, etc. Prep students with a list of participating industries/businesses and have them create a list of which businesses they want to prioritize, and note specific questions they have regarding a day-in-the-life, as well as experience, education and training requirements. For schools who do not currently offer career fairs or trade rodeos, consider partnering with a neighboring school community or create an opportunity to add a high school experience to an existing community fair/rodeo.

Application Activities *(continued)*

Volunteer Opportunity:

Introduce students to different work place settings through volunteer opportunities. Options include organizing this activity as a whole class, in smaller rotating groups, or in pairs. Work settings may include nursing homes, local food bank, nonprofits, or other community fundraisers. Reach out to your local council of nonprofits, youth programs, chamber of commerce, and other state/local networks to help connect to the local community. Volunteering can help build student's sense of belonging and understanding of civic engagement, as well as create opportunities to network. Furthermore, volunteer activities are a great way for schools to build strong relationships throughout the community for further job development efforts.

Awareness of Outside Service Agencies:

Introduce students to Vocational Rehabilitation services available by watching Pepnet 2- Getting a Job, Part 3: Introduction to Vocational Rehabilitation video.

Discuss services that VR provides to clients including employment counseling, planning, assistance, and on the job training. Potential activities include:

- Invite (or visit) a VR counselor to discuss services, eligibility, application process, and Order of Selection process, and what it means to be an entitlement program.
- Practice finding local VR office through pepnet2- Getting a Job. .
- Explore and learn how to navigate VR's website.
- List services students may want to further explore.

Next, teach students about One-Stop Career Center by watching Pepnet2- Getting a Job, Part 3: One Stop Career Center. Have students review One-Stop Career Centers Support Document to access additional information.

- Invite (or visit) a One-Stop Career Center representative to discuss services and the topic of requesting accommodations.
- Practice finding local One-Stop Career Center.
- Look at resources, what type of assessment the agency provides, help with applying for financial aid services, and the process for applying for jobs.

Check for understanding of Voc Rehab and One-Stop Career Center by having students complete Part 3: Vocational Rehabilitation or One-Stop Career Center slide as a whole class or as an activity exit slip.

Synthesis Activities

Personality Assessment Activity:

Have students revisit their Personality Assessment (or other alternative assessment from Section One Personality lesson). Refresh student's familiarity with their assessment result by asking students the following questions (PPT slide 8):

- What did you learn about your personality in section 1?

- Do you think your results accurately represent you?

Next, have students review the list of jobs from the above Career Interest Inventory activity and chose which is closest to their 'dream' job. Have students use a graphic organizer to capture the job characteristics and related personality characteristics that would make a good match, and then assess if their Personality Assessment results are a good fit. When complete, facilitate whole class discussion with the following discussion prompts:

- Was there a match between your personality traits and 'dream' job?

- How was this process for you? Do you agree or disagree with what you learned?

- Which of your personality traits do you think will be most important to your future career?

Multiple Intelligences Activity:

Have students revisit their Multiple Intelligence survey (or Learning Style Inventory) from Section 1 (PPT slide 9). Help students connect their results to potential careers by reviewing the following descriptions of the eight different Multiple Intelligence categories *http://australiancurriculumf-6resources.blogspot.com/2013/04/gardner-multiple-intelligences.html* or by watching the following video: Howard Gardner's Theory of Multiple Intelligence, *https://youtu.be/1wkFGXqJxas*.

Next, have student review the Multiple Intelligences Career Chart handout and circle possible careers they are interested in based on their intelligence area. Continue to use the Career Chart to guide students in researching famous examples of individuals and associated possible careers. Offer students a graphic organizer to keep track of research information and summarize what they learned in small groups, or pairs, when finished.

Synthesis Activities *(continued)*

Personal Values and O*NET Work Importance Profiler Activity:

The following activity will help students make the connection between values and careers (PPT slide 10-11). Depending on classroom needs, students may need additional support during this activity. Consider moving through this activity as a whole class, group heterogeneously, or utilize additional staff support for co-teaching. Begin this activity by having students revisit Section 1 "Your Rating" Values Assessment. Connect how understanding one's values can help guide important decision making, including finding a career that brings enjoyment and happiness in life. Remind students that the six categories of values include 1. Adventure/Fun, 2. Friendship/Family, 3. Money/Wealth, 4. Justice/Honesty, 5. Spirituality/Religion, and 6. Knowledge/Education. In relation to work, we add the following work terms to our values: 1. Achievement, 2. Relationships, 3. Independence, 4. Support, 5. Recognition, and 6. Work Conditions.

For this activity, you will need to access the following O*NET Resource Center tools:

Work Importance Locator Instrument:
https://www.onetcenter.org/dl_tools/WIL_zips/WIL-Instr-deskv.pdf

Work Values Cards: *https://www.onetcenter.org/dl_tools/WIL_zips/WIL-Cards-deskv.pdf*

Work Value Card Sorting Sheet: *https://www.onetcenter.org/dl_tools/WIL_zips/WIL-Sheet-deskv.pdf*

Work Importance Locator Score Report:
https://www.onetcenter.org/dl_tools/WIL_zips/WIL-SR-deskp.pdf

Start by reviewing the Work Importance Locator Instrument to familiarize yourself with the process. This instrument will help students learn more about how their work values can support career decision making. Print out the following set of materials for each student: 20 work values cards and sorting sheet. Then as a whole class, pairs, or small groups, guide students through each step while providing individualized supports as needed. Begin by reading/signing all 20 cards, while providing a few seconds of 'Think Time' between each card, so students can think about how important it would be to have a job as described on the card.

Next, review the sorting sheet and explicitly teach the layout of the five columns and associated importance scale. Model how to put each card in the column that best matches. Next, lead the group in completing the first few cards, while walking around the room to answer questions and check for student understanding. Use the example on page 5 of the User Guide to direct students or help clarify. Once students have finished sorting their cards, work with them to score their results. Depending on your classroom, consider scoring the students work after class, or using additional staff support.

Next, as a whole class, walk through O*NET's Work Importance Locator Score Report to learn what scores mean and how to use for further career exploration. Spend time reviewing what the work values mean and then help students find their Job Zone (page 3-5 of WIL Score Report). Have each student fill out O*NET Occupation worksheet (page 10 of WIL Score Report) to organize a list of a 6-12 occupations they would like to further explore in the following Career Exploration Lesson.

Synthesis Activities *(continued)*

Personal Values and O*NET Work Importance Profiler Activity (continued):

*Note: This activity can also be completed online through O*NETs computerized Work Importance Profiler. Check computer requirements and installation instructions to see if this is a good option for your classroom.*

Closing Activity

*Career Awareness Exit Slip: (PPT slide 12)

✓ Make a list of 6-12 careers you would like to further explore.
✓ Of those listed, circle the careers that best match your personality, interests, and values.

NOTES

CAREER AWARENESS

| Internship | Job Shadowing | Volunteer | Site Visit | Interview | Ask for Advice | Study | Career Counselling |

Darcie

I always wanted to be a nurse but getting more information helped me decide.

I **shadowed** a nurse on the job for a few days.

Then I **got advice** from my career counselor.

Finally, I **interviewed** my aunt about her experience.

Marissa

I thought I wanted to work with children but found out I had to change diapers!

Good thing I **interviewed** the daycare teacher before I made a decision on my career!

Brandon

My dream was to be a mechanic

I was pretty sure I wanted to be a mechanic
so I **volunteered** at my uncle's shop and found out that I loved it!

There are many ways to learn about possible careers. Which ones will YOU try?

CAREER AWARENESS

Multiple Intelligences and Careers

Intelligence Area	Is strong in:	Likes to:	Learns best through:	Famous examples:	Possible careers:
Word Smart (Verbal/Linguistic)	Reading, writing, telling stories, memorizing dates, thinking in words	Read, write, tell stories, talk, memorize, work on puzzles	Reading, hearing and seeing words, speaking, writing, discussing and debating	Edgar Allen Poe, Maya Angelou, Rick Riordan, Shakespeare	Lawyer, editor, interpreter/translator, journalist, playwright, poet, public relations, reporter, teacher, historian, librarian
Logic/Number Smart (Logical/Mathematical)	Math, reasoning, logic, problem solving	Solve problems, question, work with numbers, experiment	Working with patterns and relationships, classifying, categorizing, working with the abstract	Albert Einstein, Steve Jobs, Bill Gates, Bill Nye	Accountant, analyst, investment broker, lawyer, chemist, pharmacist, physician, computer programmer, engineer, inventor, researcher, city planner
Picture Smart (Visual/Spatial)	Reading, maps, charts, drawing, mazes, puzzles, imagining things	Design, draw, build, create, daydream, look at pictures	Working with pictures and colors, visualizing, using the mind's eye, drawing	Leonardo Da Vinci, Frida, Diego Rivera, Georgia O'Keeffe, Bobby Fisher	Photographer, graphic designer, advertiser, architect, artist, carpenter, cartographer, dentist, engineer, interior designer, mechanic, navigator, pilot, sailor
Body Smart (Bodily/Kinesthetic)	Athletics, dancing, acting, crafts, using tools	Move around, touch, play sports, dramatic arts	Touching, moving, processing knowledge through body sensations	Tony Hawk, Derek Rose, Shaun White, Shawn Johnson, Felix Jones	Dancer, coach, athlete, actor/actress, equestrian, carpenter, massage therapist, magician, mechanic, physical therapist, physician, architect

CAREER AWARENESS

Multiple Intelligences and Careers

Intelligence Area	Is strong in:	Likes to:	Learns best through:	Famous examples:	Possible careers:
Music Smart (Musical/ Rhythmic)	Singing &/or playing an instrument, picking up sounds, remembering melodies, rhythms	Sing, hum, play an instrument, listen to music, tap out rhythms	Rhythm, melody, singing, listen to music and musical patterns	Taylor Swift, Aretha Franklin, Selena Gomez, Beethoven, Mozart	Conductor, composer, music teacher, recording technician, singer, sound engineer, musical performer, music critic
People Smart (Interpersonal)	Understanding people, leading, organizing, communicating, resolving conflicts, selling	Have friends, talk to people, join groups/ clubs/ organizations	Sharing, comparing, relating, interviewing, cooperating	Oprah Winfrey, Bill Clinton, Gandhi, Mother Teresa	Teacher, therapist, travel agent, child care worker, coach, manager, mediator, nurse, physician, public relations, salesperson
Self Smart (Intrapersonal)	Understanding self, recognizing strengths and weaknesses, setting goals	Work alone, reflect, pursue own interests	Working alone, doing self-paced projects, having space, reflecting	Gandhi, Stephen Covey	Entrepreneur, consultant, counselor, psychologist or psychiatrist, researcher, writer, trainer
Nature Smart (Naturalist)	Understanding nature, categorizing, identifying flora and fauna	Be involved with nature, be outside, classify items/ information	Working in nature, exploring living things, learning about plants and natural events	Steve Irwin, Bear Grylls, Jane Goodall, Jacques Cousteau	Botanist, chef, environmentalist, landscape artist, navigator, sailor, veterinarian, astronomer, meteorologist, zoologist

CAREER AWARENESS
A lifetime journey of building and making good use of your skills, knowledge, and experiences.

Work-Based Learning Experiences

- ❏ Job Shadow
- ❏ Volunteer
- ❏ Internship
- ❏ Temporary work
- ❏ Part-time work
- ❏ Full-time work
- ❏ Paid work
- ❏ Unpaid work

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Work-Related Terms

- ❏ Job
- ❏ Occupation
- ❏ Career
- ❏ Career fair
- ❏ Trade rodeo
- ❏ Occupational interview
- ❏ Social networking
- ❏ Professional networking
- ❏ Career counseling
- ❏ Job site visit
- ❏ One-stop center
- ❏ Career portfolio
- ❏ Resume
- ❏ Visual resume
- ❏ Letters of recommendation
- ❏ Reference
- ❏ Job requirements
- ❏ Education requirements
- ❏ Career cluster
- ❏ Career pathway
- ❏ Career interest inventory
- ❏ Department of Labor

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Exit Slip – Career Awareness

1. Make a list of 6-12 careers you would like to further explore:

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

2. Circle the careers that best match your personality, interest, and values.

NAME: _____

Exit Slip – Career Awareness

1. Make a list of 6-12 careers you would like to further explore:

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

2. Circle the careers that best match your personality, interest, and values.

NAME: _____

WHAT DO I WANT?
CAREER EXPLORATION
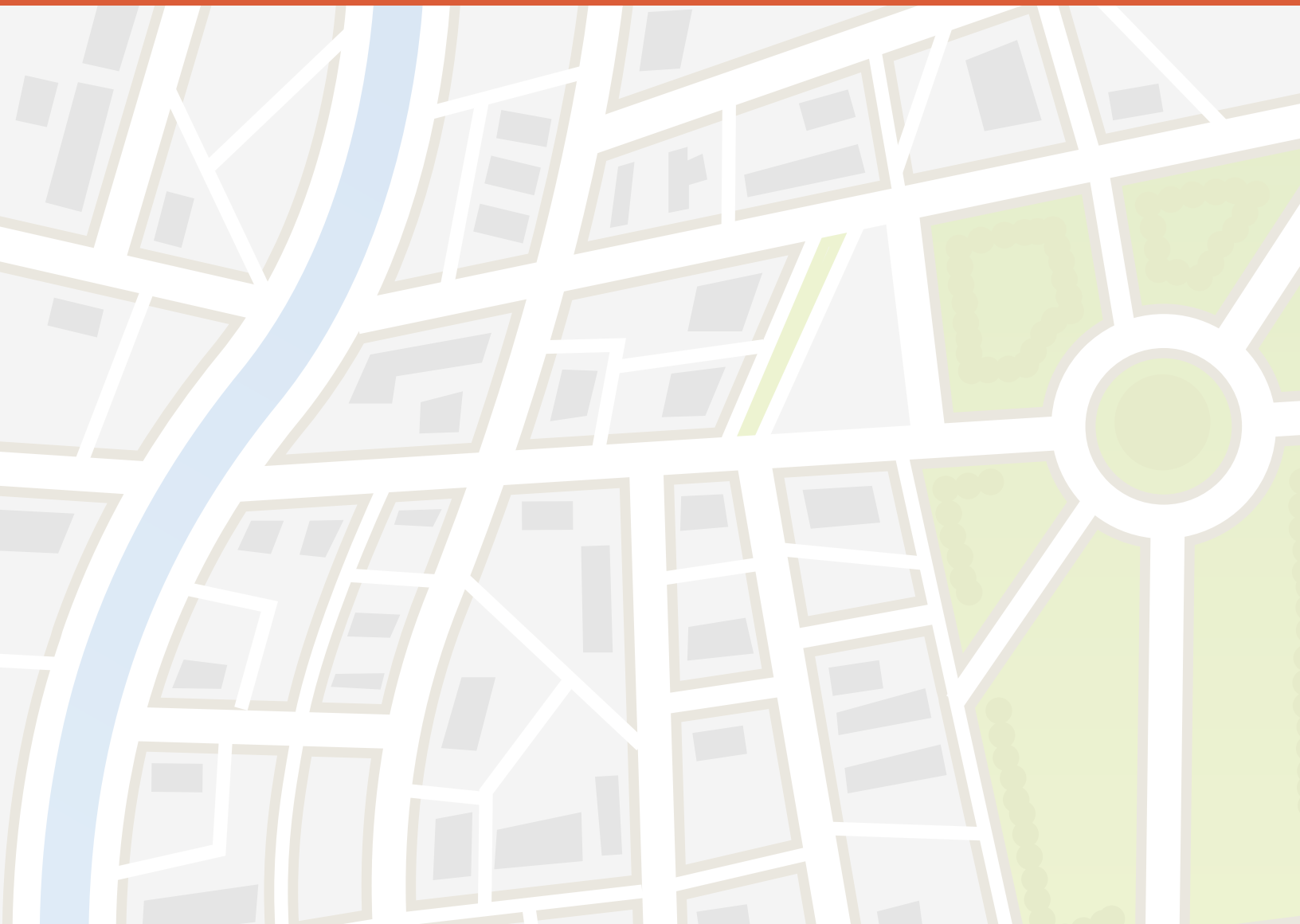
CAREER EXPLORATION

Learning Objectives

- Students can give at least two examples of how individual skills and interests relate to a variety of career pathways.
- Students can determine what training and education is required to find success in a variety of careers.

Materials

- Map It Online: What Do I Want-Education Goals, Next Steps, Career Cluster, Career Goals
- Career Exploration- Visual Concept Page
- Teacher Page- Introduction to Word Walls
- Teacher Page- Unit 2 Word Wall List

- Visual Resume Example
- Visual Resume Template
- Big 6 Getting Started
- Research Project Organizer
- Career Exploration PowerPoint
- Work-Based Learning Experience Self-Reflection
- Career Exploration Exit Slip

Teacher Background

As students move from building awareness of careers to further investigating specific careers, provide guidance in teaching how to access, interpret, and seek additional career information. In the next section, students will move into a more narrowed focus of career exploration and consider how employment goals can help guide their process. Encourage students to continuously reflect if their career choices match their interests, personality, skills, and talents.

During this lesson, students will be presented with opportunities to learn more about education and training requirements of chosen careers. The following activities should expand student knowledge that not only can they match *Who They Are* to specific occupations, but they can transfer their skills between occupations over time. Students will gather information about different occupations within career clusters, as well as the variety of jobs within a single occupation. Furthermore, since many positions are filled either within the company, by a professional recommendation, or by word-of-mouth, it is important for students to understand the concept and learn ways to capitalize on social and professional networking.

CAREER EXPLORATION

Teacher Background (continued)

Exploration provides a focused opportunity for students to investigate ideal working conditions and post-secondary education programs and training. The big idea here is to offer students meaningful experiences where they make connections to the world of work through activities such as occupation interviews, ongoing volunteering, internships, on-site job shadows, and other part-time work-based learning experiences. Creating school and community based experiences for your students can help broaden their circle of support and connect them to future employers. In the synthesis section of this lesson, students will begin to create a Resume, Visual Resume, and Career Portfolio that will be added to throughout their high school experience.

Key Terms & Definitions for this Section

Internship
An experience where you are supervised by someone working in a job that you are learning about (can be paid or unpaid).

Occupation Interview
When you ask questions to learn more about a specific job from people in the field.

Networking
Meeting new people and keeping up with them to share information and create opportunities.

Career Counseling
Working with a career counselor/VR counselor to learn about what jobs fit your skills.

Achievable
Strong possibility that you will be successful.

Career Portfolio
A way for you to visually capture your interests, passion, skills, and strengths.

Job Requirements
A certain level of education or related work experience required for a job.

Resume
A document used to present education, experience, skills, knowledge and strengths.

Visual Resume
A visual representation of education, experience, skills, knowledge, and strengths.

Career Cluster
Groups of jobs or industries related by similar skills or products.

Career Pathway
The different specialty areas within each career cluster.

Work-Based Learning experience
A real life work experience where students can apply learned skills.

IEP Application

As part of transition requirements, students need to be involved in the IEP process. Their career interest should help inform the transition plan.

- Have students share their identified career fields of interest during their IEP meeting.

- Use the information that the student identified to support or refine transition goals relating to employment, postsecondary education and training, independent living, and community participation.

- Possible career exploration objectives for employment activities include the following:

Student will… complete a job report on occupations of interest, complete a series of formal and informal vocational assessment activities, participate in school-based occupation interviews from career fields of choice, identify primary and secondary career goals comparing qualifications necessary for success in such occupations, complete job shadowing opportunities, and participate in school and/or community work-based learning experiences.

INSTRUCTIONAL ACTIVITIES
* Recommended activities are marked with an orange asterisk.

Foundational Activities

Career Exploration Kick-off Activity:

Introduce this next section with a Reality Check video from CAREERwide Education: *https://vimeo.com/iseek/realitycheck* (PPT slide 2). This video is also available on many state's Career Information System (CIS). Meet Dave, a 22 year old who's about to graduate college. His 'big' dreams consist of making $150k a year, own a big house and multiple nice cars, and take lots of extravagant vacations with friends.

After watching the video, ask students the following questions:

- What were Dave's big dreams after graduating from college?
- How much did Dave think he would make as a Software Developer?
- Why is Dave's plan unrealistic?
- How does reality impact his big dreams?

Foundational Activities (*continued*)

Career Exploration Classroom Discussion:

In this group activity, students will use an online Reality Check as an entry into career exploration to better understand how one's career choice impacts larger lifestyle choices (PPT slide 3). On a computer, pull up the Jump$tart online Reality Check tool: *http://www.jumpstart.org/reality-check.html* (or use your state's CIS Reality Check program). Tell students to imagine that they just graduated from high school and are about to embark on the *Adventure of Adulthood*. As a group, their task is to answer the following Reality Check questions for their own "Dave" character. Read each question aloud and click on the answer students provide. Once submitted, walk students through the salary they will need to make to meet their lifestyle choices. Then read through some of the jobs that can support such a lifestyle and the hourly wage per education level. Ask students if the character's lifestyle dreams are realistic.

Later in this lesson, students will have the opportunity to independently complete a Reality Check to see if their chosen career(s) meets their goals.

Application Activities

*Word Wall Activity:

Teachers please read the "Teacher Page - Introduction to Word Walls" *before beginning this activity*. This word wall continues to build the foundation for a robust career-oriented vocabulary pertaining to career awareness, exploration, preparation and training.

CAREER EXPLORATION

Internship	**Career cluster**
Networking	**Career pathway**
Work-based learning experience	**Career portfolio**
Achievable	**Resume**
Occupation interview	**Visual Resume**
Job requirements	**Career Counseling**

For the class discussion, teachers will display and talk about one word card at a time, for example 'internship'. Discuss the word, the sign/s for the word. Then ask the class to sign and describe the word 'internship'. Ask the class if anyone has ever had, or known someone who has had an internship. Give examples of what an internship looks like in different settings. Continue this discussion until all word cards are placed on the word wall.

*Map It Online Activity:

Set up technology access. Use the Education Goals Map It slides: Education and Training, Education and Money, Money Supports Goals, Brandon's Training Goal, and Work and Money (PPT slide 4). This is a good introduction to the process of career exploration by having students look at different types of education and training programs.

Application Activities

Career Research Activity:

Create an opportunity for students to practice their research skills associated with career exploration (PPT slide 5). Students can choose a career from their interest list and gather information from job descriptions, Career Central, O*NET, and other appropriate websites to learn more about job duties, responsibilities, required education/training, minimum experience, earnings, and advancement opportunities. Students can extend this activity to include researching geographic locations, benefits, and other information related to the Labor Market.

Use the Big 6 Getting Started or Research Project Organizer handout to support the research process, and choose the best mode of representation and expression to meet students' needs for capturing and sharing research information. Students may include video of occupation interview or the job site (with permission). Suggestions for presentation format include: PowerPoint or Prezi presentation, short video, story board, or multi-media format.

*Map It Online Activity:

Set up technology access. Use Next Steps Map It slides: What's Next, Making It Fit, Identity and Personality, Personality and Jobs, and Now What? (PPT slide 6). These slides introduce students to how one can use what they know about their identity and personality to make a good job match. Refer to whole class discussions from Career Awareness lesson to help students connect this important concept.

*Map It Online Activity:

Set up technology access. Use Career Clusters Map It slides: A Job That Fits, Important Questions, Your Turn: Does it Fit? Slides (PPT slide 6).

Application Activities (*continued*)

(Continue) Job Shadow Activities:

Introduce Community-Based Job Shadow Opportunity:

In the previous lesson, students were given the opportunity to take part in online job shadows. In this lesson, the goal is to provide students with on-site job shadows opportunities at school and in the community. Depending on school location and resources, participating in community based job shadows may or may not be feasible for some schools. If you have limited resources, consider how job shadows may become part of other field trip opportunities. Or perhaps students can participate in a fundraising activity to help build funds for bus transportation to a few different locations around town. After each job shadow opportunity, have student complete the Work-Based Learning Experience Self-Reflection handout to help inform additional job shadows and work-based learning opportunities (PPT slide 8). These reflections should be kept in the student's Career Portfolio (see below).

Online Job Shadow with Career Central:

Have students further explore their Map It three chosen careers on pepnet2 Career Central: *http://elearn.dcmp.org/career_central.php.* If students used the Career Journal to rate their interest level in the previous lesson, have them log into pn2 to refer back to which careers they were most interested after initial viewing. Next, have student's access additional information regarding required education, earnings, and future outlook. Each career has a short quiz to check for understanding where students select the best answer based on the video and text material. Consider using the quiz to check for understanding or extending classroom conversation. Students can also continue to use the Career Journal to take personal notes after watching the video. Again, make sure students are logged into pn2, so each journal entry can be saved and printed at a later point.

(Continue) Personal Values and O*NET Work Importance Profiler Activity:

This activity is part 2 to what was started in the Career Awareness lesson. To continue this activity, students will need their O*NET Work Importance Locator Score Report, *https://www.onetcenter.org/dl_tools/WIL_zips/WIL-SR-deskp.pdf*

As a whole class, guide students through O*NET's Work Importance Locator Score Report to learn score meaning and how to use to further explore careers. Spend time connecting the idea of work to meeting personal values. Have students use a graphic organizer to gather information on required education and training for career of interest.

Application Activities (*continued*)

*Map It Online Activity:

Set up technology access. Use Career Goals: Career Goals Should Fit You!, Importance of Career Goals, and Sam's Next Steps slides. Check for student understanding and questions regarding career goals (PPT slide 9).

Occupation Interviews:

Create opportunities for your students to perform occupation-specific informational interviews, while learning networking skills (PPT slide 10). Have students start by creating a list of local occupations in their chosen fields. The teacher should facilitate the phone call inviting businesses into the school, but encourage student participation along the way. As you reach out to the business, inform them of the opportunity to meet with local students for 15-20 minutes, share what their business is about, talk about career goals related to their occupation, and answer questions from interested students. Options include:

- Invite several employees with different positions from a single employer, or invite 2-3 different employers for panel discussion format.
- Consider students creating an invitation flyer that can be emailed or mailed as follow up from your phone call.
- Have students research the company beforehand to build background knowledge so questions are more meaningful for both parties.
- Give students interview expectations- dress professionally and be prepared with interview questions which may include:
  - How did you get this job?
  - What kind of training/certification is needed?
  - Describe your typical work day.
  - What three hard skills do you use most often? What three soft skills?
  - What are entry level positions in your field?
  - What are examples of career goals related to your field?
  - Here are my strengths. How do they fit in this field?
- Have students follow up with a thank you note for each interviewee.

Application Activities (*continued*)

Career Cluster Scavenger Hunt Activity:

Create a list of career clusters and divide students into small teams of 2-4 students (based on interest as best as possible). Each team receives a list of mysteries (education, training, earnings, future outlook, etc.) that needs to get solved per career cluster. Have the teams use Pepnet 2 Career Central (or O*NET) to answer the mysteries. The team with the most correct answers at the end wins. Consider adding school-based career specific questions so students can interview a variety of professionals on-site (administrators, teachers, custodians, cafeteria workers, specialist, office manager, human resource staff, accountant, etc).

It's a Job Getting a Job Discussion:

Watch Biz Kid$ *It's A Job Getting a Job* on DCMP: *https://www.dcmp.org/media/7094-biz-kid-it-s-a-job-getting-a-job/stream?digest=34716* (PPT slide 11). Watch the first 4:20 seconds for this activity. Meet Ray, the owner of Fabulous, a motor coach company. Students are introduced to Ray (owner), Larry (driver), and Hilary (Human Resource Representative). Discuss these various positions (jobs) within a single company (occupation).

• What are the roles and responsibilities of each person?

• What are the skills needed for each job? How are they similar and different?

• What does Hilary look for in a potential employee?

• What advice does Ray offer?

Have students reflect which job would be best for them based on their Learning Style Inventory and Multiple Intelligence Assessment from Section 1.

Synthesis Activities

Career Exploration Reality Check:

Now that students have explored careers of interest, have them independently complete a Jump$tart online Reality Check (PPT slide 12): http://www.jumpstart.org/reality-check. html (or use your state's CIS Reality Check program).

Have students answer the questions to the best of their abilities by clicking on the answer. After submitting, students will see the salary they will need to make to meet lifestyle choices. Use the following discussion prompts when completed:

- Are your results what you expected?
- Do the list of jobs align with your job zone or career cluster?
- What level of education do you need to attain your needed salary?
- Are your lifestyle goals realistic?

*Career Portfolio, Resume, and Visual Resume Activity:

Students can begin to gather information to put into a Career Portfolio, Resume, and Visual Resume. A Career Portfolio can be used to gather information throughout a student's high school experience, including course work, extracurricular activities, work-based learning experiences, and community participation. A traditional Resume captures qualifications, education, skills and specialized training, while a Visual Resume captures similar information visually and is targeted to a position one is applying. Visual Resumes are short, concise and can be supported with a hardcopy of a resume and references as needed. All are relevant for students as they transition from high school, and can be created using a traditional binder or newer electronic formats.

Career Portfolio:

Completing a Career Portfolio can help students apply for both employment and post-secondary education/training programs (PPT slide 13). Portfolio material can be gathered in a binder or accordion file, or students can upload materials to a free online ePortfolio, such as Pathbrite (*https://pathbrite.com/#maker*). These interactive tools help students capture achievements, best course work, special projects, and extracurricular activities. Within a Career Portfolio, students can show what they know and who they are through a visual collection of meaningful material. There are many templates for high school Career Portfolios available online, or your school may already include this activity as a graded project.

map it
what comes next
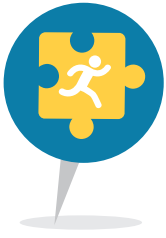
Synthesis Activities *(continued)*

Career Portfolio (continued):

Here a few resources to help get you started:

- Ohio Department of Administrative Services:
  http://das.ohio.gov/Portals/0/DASDivisions/HumanResources/LPD/pdf/LPD_CareerPortfolio.pdf

- Oklahoma Department of Career and Technology:
  https://www.okcareertech.org/educators/career-and-academic-connections/11756CarActFile.pdf

- Heritage High School 21st Century Digital Portfolio:
  http://heritage.nn.k12.va.us/career_portfolios.html

- Maine Career Advantage:
  http://www2.sfasu.edu/cte/Michelle_Files/HMS_102_Web_Content/career_portfolio.pdf

Resume:

A resume is a traditional format summarizing a person's qualifications and consists of short statements including contact information, education, experiences, skills and abilities. Resumes are included in a student's Career Portfolio and required by most Human Resources departments for applicants (PPT slide 14). Students can access resume builder programs through your state's Career Information Systems (CIS), templates in computer software, and a variety of other online programs. Ideally students will have 3 file types for their resume by graduation: original (word doc or other compatible format), a pdf, and plain text (for online submission). Potential activities to support Resume skill development include:

- Watch pepnet2 Getting a Job Part 5: Resume, Do or Don't for Creating Your Resume, and Resume Wrap Up slides.

- Have students start a Job Search file for gathering jobs they are interested in applying.

- Extend learning to Cover Letters by watching pepnet2 Getting a Job Part 5: Cover Letters, What's Wrong with this Cover Letter, Cover Letter Practice, and Cover Letters Wrap Up slides.

Synthesis Activities *(continued)*

Visual Resume:

Access the Visual Resume Template and Allison's Visual Resume Example handouts to help guide your students through this process (PPT slide 15). In today's tech savvy world, Visual Resumes have become a way for job seekers to network and show who they are to potential employers. Here, students show their understanding of how individual skills, and interests can connect to the career field by highlighting their interests/passion, previous volunteer, work, or internship experience, and soft and hard skills. Visual Resumes are short, specific, and show the job seeker actively performing job tasks. They may include personal references, work samples, and links to relevant online portfolios. Visual Resumes may be used while securing volunteer opportunities, internships, fellowships, awards, special programs, and paid work experiences. Below are a few helpful guidelines for teaching students how to create a Visual Resume:

- Profile picture should be of student and look professional (not with family members, pets, etc)

- Highlight positive hard and soft skills and relate to skills at the work setting.

- Share examples of high quality work or other helpful resources related to career field.

- Beside profile picture, all other pictures should relate to job tasks or show skills related to position.

Teachers may also consider teaching students how to use online networking programs, such as LinkedIn. This professional networking tool allows students to highlight qualifications and accomplishments, which is accessible to recruiters and hiring managers.

Closing Activity

* Career Exploration Exit Slip:

✓ Pick one of the careers you chose to further explore and answer the following questions:

- Name of occupation

- List two skills and/or interests you have that support this occupation.

- Name the required level of education or training needed.

NOTES

CAREER EXPLORATION

Agriculture, Food & Natural Resources

Business, Management & Administration

Education & Training

Health Science

Information Technology

Arts, A/V Technology & Communications

Finance

Hospitality & Tourism

Law, Public Safety, Corrections & Security

Transportation, Distribution & Logistics

Science, Technology, Engineering & Math

Architecture & Construction

Government & Public Administration

Human Services

Manufacturing

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?

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

What education or training would I need?

Exploring different careers can be fun! Check out the 16 career clusters to learn more.

RESEARCH PROJECT ORGANIZER

Adapted from Barbara Jansen

You will need to print this form before exiting the page.

Name: _____

Today's date: _____

Class: _____

Big6 #1 Task Definition
Determine a purpose and need for information—What am I supposed to do?

_____

_____

What information do I need in order to do this? (Consider listing in question form.)
You will most likely find interesting additional information as you use the resources. List below information that you feel you need to know at this time.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

RESEARCH PROJECT ORGANIZER

Adapted from Barbara Jansen

Big6 #2 Information Seeking Strategies
Examine alternative approaches to acquiring information. List the best sources to find this information. Don't forget traditional print and human sources as appropriate.

1. _____

2. _____

3. _____

4. _____

5. _____

Evaluate sources for relevance, currency, accuracy, and authority?

Big6 #3 Location & Access
Locate sources and access the information within them—Where will I locate these sources?
school library

❏   public or university library

❏   personal library

❏   provided by my teachers

❏   Internet

❏   other: _____

If using a search engine list likely key words.
_____   _____

_____   _____

_____   _____

RESEARCH PROJECT ORGANIZER

Adapted from Barbara Jansen

Big6 #4 Use of Information
❏ Use a source to gain information—How will I record the information that I find?
　take notes using cards or <u>electronic note cards</u>

❏ take notes on notebook paper

❏ take notes using a word processor (*Microsoft Word form*)

❏ illustrate concepts

❏ use a tape recorder, video, or digital camera

❏ other: _____

How will I give credit to my sources?
❏ use the *Quick Guide* or for information on citing sources and on using footnotes and preparing a Works Cited or Bibliography
　page
❏ Go straight to *Citation Machine*

Big6 #5 Synthesis
Integrate information from a variety of sources—How will I show my results?

❏ written paper

❏ *oral presentation* Click for Presentation Guidelines

❏ multimedia presentation _____

❏ performance _____

❏ other: _____

How will I give credit to my sources in my final product or performance?
❏ include a written bibliography

❏ after the performance or presentation, announce which sources I used

❏ other: _____

RESEARCH PROJECT ORGANIZER

Adapted from Barbara Jansen

Big6 #5 Synthesis (continued)
Materials I will need for my presentation or performance (list, separating by commas)

_____

_____

How much time do I estimate it will take to find the information and create the product?

_____

Timeline for assignment

Ideas for project (task definition) completed by: _____

Information searching (note taking) completed by: _____

First draft due: _____

Completed assignment due:_____

Include here any additional information needed to successfully complete the assignment:

_____

_____

RESEARCH PROJECT ORGANIZER

Adapted from Barbara Jansen

Big6 #6 Evaluation

Before turning in my assignment, I need to check off all of these items (on the printed Organizer):

❏ what I created to finish the assignment is appropriate for what I was supposed do in Big6 #1

❏ the information I found in Big6 #4 matches the information needed in Big6 #1

❏ credit is given to my sources, written in **standard citation format**

❏ I am in compliance of **copyright laws** and fair use guidelines

❏ my work is neat

❏ my work is complete and includes heading information (name, date, etc.)

❏ I would be proud for anyone to view this work

WORK-BASED LEARNING EXPERIENCE
SELF-REFLECTION

Name:_____

Site:_____   Date:_____

1. What are 3 things you really liked about the job?

2. What are 3 things you really disliked about the job?

3. What tasks are you able to well right now with the skills you have?

4. What tasks would you be able to do well after some training?

5. What tasks would be difficult even after training?

6. Would you consider doing this job after you graduate from high school?

7. Rate your interest in this job from 1 to 6.

1 (very interested)		3 (somewhat interested)		6 (not interested)	
1	2	3	4	5	6

8. Other thoughts or comments:

WORK-BASED LEARNING EXPERIENCE
SELF-REFLECTION

Getting Started

Developed by Mike Eisenberg and Bob Berkowitz, Big6 is a problem-solving model that gets us organized. The Big6 combines information search and use skills along with technology to help us find, use, apply, and evaluate information for almost any need or task.

Here is a "checklist" to get us started. BEFORE YOU START YOUR ASSIGNMENT, complete items 1-5. Complete item 6 AFTER your assignment is completed, but before you turn it in to your teacher.

Name:_____ Date:_____ Class:_____

1. **Define Task**. What am I supposed to do?

What information do I need in order to do this? (Try listing in question form.)

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

2. **Information Seeking Strategies**. What are the best sources I can use to find this information?

1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

I will use only those evaluated by and provided by my teachers. **YES NO**

I will ask my librarian, teacher, or parent for help finding web sites for my project. **YES NO**

WORK-BASED LEARNING EXPERIENCE
SELF-REFLECTION

Big 6™ Getting Started

Developed by Mike Eisenberg and Bob Berkowitz, Big6 is a problem-solving model that gets us organized. The Big6 combines information search and use skills along with technology to help us find, use, apply, and evaluate information for almost any need or task.

Here is a "checklist" to get us started. BEFORE YOU START YOUR ASSIGNMENT, complete items 1-5. Complete item 6 AFTER your assignment is completed, but before you turn it in to your teacher.

Name:_____ Date:_____ Class:_____

3. **Locate & Access**. Where will I find these sources?

_____ School Library

_____ Public Library

_____ From my teacher or text

_____ Internet

_____ Other:_____

Who can help me find what I need?

_____ I can find these sources by myself

_____ Librarian

_____ Teacher

_____ Family member

4. **Use of Information**. How will I keep track of and record the information that I find?

_____ Take notes using cards

_____ Take notes on notebook paper

_____ Take text notes with a computer

____ Create pictures, drawing or camera

_____ Record audio or video

_____ Other: _____

How will I give credit to my sources?

_____ Use guide given to me by my teacher

_____ Use CITATION MACHINE (citationmachine.net)

_____ Use guide given to me our Librarian

_____ Other: _____

WORK-BASED LEARNING EXPERIENCE
SELF-REFLECTION

Big6™ Getting Started

Developed by Mike Eisenberg and Bob Berkowitz, Big6 is a problem-solving model that gets us organized. The Big6 combines information search and use skills along with technology to help us find, use, apply, and evaluate information for almost any need or task.

Here is a "checklist" to get us started. BEFORE YOU START YOUR ASSIGNMENT, complete items 1-5. Complete item 6 AFTER your assignment is completed, but before you turn it in to your teacher.

Name:_____ Date:_____ Class:_____

5. **Synthesis.** How will I show my results?

_____ Written paper   _____Oral presentation   _____ Multi-media presentation

_____Performance   _____ Other: _____

How will I give credit to my sources in my final product?

_____ Written bibliography   _____ Announce at end of pre-sentation   _____ Other: _____

Timeline: Assignment is due by:_____

Time do I estimate the entire assignment will take: _____

Research completed by:_____ First draft by:_____

6. **Evaluation.** How will I know if I have done my best? Use this checklist BEFORE turning final project in.

_____ My project completes what I set out to do in Step 1 in a neat, readable manner.

_____ Credit is given to all sources I used, in the format that my teacher asked for.

_____The information identified in Step 2 matches the information needs in Step 1.

_____Project includes heading (name, date, etc.).

_____Project is neat and readable.

_____ I am proud of this work.

Exit Slip – Career Exploration

Pick one of the careers you chose to further explore and answer the following questions:

1. Name of occupation: _____

2. List two skills and/or interest you have that support this occupation:

     1. _____

     2. _____

3. What level of education or training is needed for?
_____

NAME:_____

Exit Slip – Career Exploration

Pick one of the careers you chose to further explore and answer the following questions:

1. Name of occupation: _____

2. List two skills and/or interest you have that support this occupation:

     1. _____

     2. _____

3. What level of education or training is needed?
_____

NAME:_____

WHAT DO I WANT?

CAREER PREPARATION
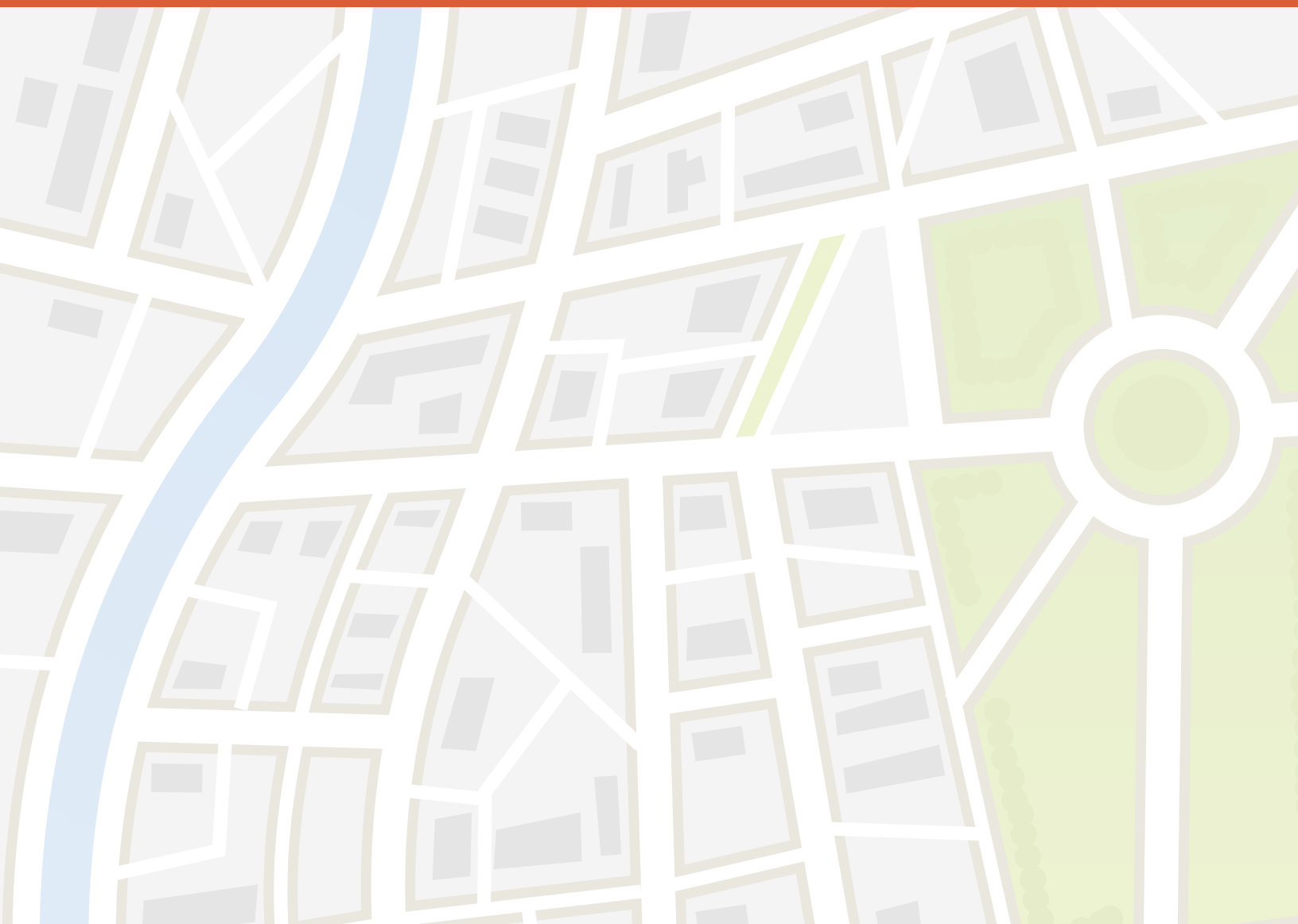
CAREER PREPARATION

Learning Objectives

- Students can make a contribution in a work setting.
- Students can build effective relationships in a work setting.

Materials

- Map It Online Career Preparation -Definition, Explanation, Examples
- Map It Online: What do I Want- SMART Goals, Goal Setting,
- Career Preparation Visual Concept Page
- Teacher Page- Introduction to Word Walls

- Teacher Page- Unit 2 Word Wall List
- Community Resource Mapping
- Problem-Solution Team Building Game
- Top Ten Employee Skills
- Work-Based Learning Self-Reflection
- Career Preparation PowerPoint
- Career Preparation Exit Slip

Teacher Background

Section 2 lessons focus on the following Pre-ETS categories: career exploration counseling, work-based learning experiences and workplace readiness training. These categories are delivered through four classroom-based lesson plans supporting the evolution of career awareness, exploration, preparation, and training. Each lesson is differentiated to meet the needs of classrooms and school culture, and offers flexibility in meeting the needs of students at an individual level. It is important to note that the progression of activities are to support an individualized path for students to prepare for a career and/or a post-secondary education program.

During Career Preparation, students apply their learning of different career fields through practical "world of work" experiences. Offering students meaningful hands-on opportunities through project-based activities, provides students with the chance to learn from a variety of people and build their social networks. These activities fall under the umbrella of work-based learning experiences.

map it
what comes next

CAREER PREPARATION

Teacher Background (*continued*)

The National Collaborative on Workforce and Disability for Youth defines work-based learning as a "supervised program sponsored by an education or training organization that links knowledge gained at the work site with a planned program of study. Experiences range in intensity, structure and scope and include activities as diverse as site visits, job shadowing, paid and unpaid internships, structured on-the-job training, and the more formal work status as apprentice or employee". During the first two lessons of Section 2, students were exposed to work-site visits, occupation interviewing, volunteer opportunities, job shadowing, and perhaps even paid work experiences at school or in the community. In the next two lessons, you are encouraged to build upon this foundation by exposing students to internships and other paid/unpaid work-based learning in community integrated settings to develop college and career readiness skills. These meaningful experiences teach students a variety of workplace functions and the skills needed for success. Being on-site gives students a better understanding of a variety of work cultures and workplace expectations, while allowing meaningful practice in making work contributions. For busy student schedules, consider ways students can participate in work-based learning over the summer months.

In addition, work-based learning can be used as an opportunity to expand school-based curriculum and offer individualized instruction based on student needs and interest. Through informal and formal assessments, instruction can support skill development in the areas of soft skills and other work readiness training. These assessments can be used to support students in IEP goal refinement, as well as creating a map, or plan, for reaching post-secondary transition goals. As students move through the following activities, support problem solving when students hit a roadblock, and teach the importance of redirection when experiencing an occupational mismatch. In addition, promote the idea of social and professional networking in meeting career goals when appropriate. After every work-based learning experience, have students complete a Work-Based Learning Self-Reflection handout and add the information to their Career Portfolio. By the end of the lesson, students will have the opportunity to set S.M.A.R.T goals that will help guide them in the right direction for further college and career training.

Refer to state and federal employment guidelines when setting up work-based learning experiences. To learn more, visit the following sites:

National Collaborative on Workforce and Disability:
http://www.ncwd-youth.info/work-based-learning

US Department of Labor, Child Labor Regulations for the 21st Century:
https://www.dol.gov/whd/cl/whdfsCLFR.pdf

US Department of Labor Wage and Hour Division, Internship Programs:
https://www.dol.gov/whd/regs/compliance/whdfs71.pdf

Key Terms & Definitions for this Section

Letter of Recommendation:
A letter written by someone who knows your strengths and qualities that would make you a good fit for the program or job.

Resume
A summary of your skills and qualifications.

Work Ethic
The responsibility and care you put into the quality of work you perform.

First Impression
What someone thinks of you when meeting for the first time.

Networking
Meeting new people and keeping connected with them.

Self-Reflection
A thought process about one's character and experience.

Roadblock
Something that stops you from making progress.

Occupational Mismatch
A disagreement between worker's skills and competencies and those required by the job.

IEP Application

As part of transition requirements, students need to be involved in the IEP process. Their career interest should help inform the transition plan.

- Have students share their identified career field during their IEP meeting.

- Use the information that the student identified to support or refine transition goals relating to employment, postsecondary education and training, independent living, and community participation.

- Use employment activities to support career preparation objectives in transition goals, which may include the following: *Student will*…complete a career portfolio to compile all vocation-related materials, participate in community integrated work-based learning experience, identify primary and secondary career goals comparing qualifications necessary for success in such occupations, identify attitudes and behaviors necessary for job success, develop a work resume, meet with adult service representative at least one time per school year to prepare for transition, discuss job related concerns and transition planning issues with appropriate service agencies, demonstrate positive work habits and attitudes in work-based learning settings, and self-evaluate after each work-based learning experience.

INSTRUCTIONAL ACTIVITIES
* Recommended activities are marked with an orange asterisk.

Foundational Activities

Career Preparation Kick-off Activity:

Introduce career preparation with a game focused on work-related scenarios (PPT slide 2). This is a whole class problem-solution game with students divided into two teams (or additional teams to meet classroom needs). Use the Problem-Solution Team Building handout and modify the scenarios as needed. Note that each card presents students with a work-related Problem (*P*) and Solution (*S*). Also included is an Innovative Solution (*IS*) which is an action that goes above and beyond the solution. Begin by picking a card and sharing the problem with the teams. Next, give teams 2-3 minutes to work together in finding a solution. When the team agrees on a solution, have them capture it on a dry erase board or paper. After the timer goes off, ask teams to alternately share solutions. If their solution meets the one on the card, the team receives 1 point, or if the team offers an innovative solution, 2 points. Tally points on the board and the first group to reach the predetermined amount of points wins.

Teacher Note: The solutions on the cards are meant to serve as a guide for distributing points, use your best judgement if teams arrive at an equally good (or better) solution.

(Lesson adapted from Desperately Seeking Solutions-Games that Promote Problem Solving, retrieved at https://www.stenhouse.com/sites/default/files/public/legacy/pdfs/8247ch10.pdf)

Foundational Activities (*continued*)

Career Preparation Classroom Discussion:

Relate the Problem-Solution Team Building Game to skills needed to be an effective team player in a work setting (positive relationships in the workplace and being able to work with a variety of people) (PPT slide 2). Help students connect that the problems discussed are everyday situations many workers face, and the solutions match workplace expectations at many businesses. By putting the solutions into practice, workers can build a good work ethic. Explain that a good work ethic includes showing up to work on time, having a good attitude, being respectful, dressing appropriately, having self-discipline, and working efficiently. Expand these terms for your students as needed. Classroom discussion prompts include:

- What strengths and traits did each of you bring to the activity? (communication, problem solving, creative solutions/ideas, listening, team work, patience, organization)
- What other strengths did you notice from your peers?
- How did you work together to identify innovative solutions?
- How do the solutions transfer to having a strong work ethic?
- How is having a strong work ethic influenced by our values?

*Word Wall Activity:

Teachers please read the "Teacher Page- Introduction to Word Walls" *before beginning this activity*. This word wall continues to build the foundation for a robust career-oriented vocabulary pertaining to career awareness, exploration, preparation and training.

CAREER PREPARATION

Letter of Recommendation	Networking
Resume	Self-Reflection
Work Ethic	First Impression
Roadblock	Occupation Mismatch

---

map it
what comes next

Foundational Activities (*continued*)

*Word Wall Activity (continued):

For the class discussion, teachers will display and talk about one word card at a time, for example 'resume'. Discuss the word, the sign/s for the word. Then ask the class if anyone knows what's included in a resume. Ask the class if anyone has a resume and show a few examples. Continue this discussion until all word cards are placed on the word wall.

Application Activities

*Map It Online Activity:

map it
what comes next

Set up technology access. Use the SMART Goals Map It slides: Introduction, Definition, Explanation, Steven's SMART Goals, Writing SMART Goals, Darcie's SMART Goals, Brandon Writes a Goal, Brandon's SMART Goal, Your Turn: SMART Goals (PPT slide 4).

Use the Career Preparation Visual Concept Page handout to check for student understanding on what SMART stands for: specific, measurable, attainable, realistic, and time-specific. Refer to slides and visual concept page to review SMART definition and meanings as a whole class as needed. As students work on creating individual SMART goals on the Your Turn: SMART Goals slide, check to make sure goals meet SMART criteria. Offer suggestions and feedback as needed.

Biz Kid$ SMART Goal Financial Literacy Activity:

Watch Biz Kid$: Taking Charge of Your Financial Future (27:57), *https://dcmp.org/media/7045-biz-kid-taking-charge-of-your-financial-future/stream?digest=34566*. During the video, Biz Kids explore SMART financial goals. Watch a Biz Kid sign up for a savings account at a bank and meet kid entrepreneurs (PPT slide 5).

Discussion prompts for setting financial goals:

*   As a class, come up with examples of SMART financial goals (Specific, Measureable, Achievable, Realistic, and Timely). Next, have students set a SMART financial goal.
*   With parent permission, have students fill out paperwork to open a savings account.
*   Discuss responsibilities around checking accounts and credit cards.
*   Discuss/model balancing a checkbook and paying bills online

Application Activities (*continued*)

*Map It Online Activity:

Set up technology access. Use the following Goal Setting Map It slides- Introduction, Taking Steps, Manageable Steps, Darcie's Goals: Career Goal, and Darcie's Goals (First Step, Short Term Goals, Long Term Goals, and Roadblocks) (PPT slide 6).

As a whole class, review the four Goal Setting Steps:

Step 1- What will you do first?

Step 2- What can you do right now (short term)?

Step 3-What can you do in the future (long term)?

Step 4- What could stop you from achieving this goal (roadblock)?

In pairs, have students share SMART goals with a peer and brainstorm potential goal setting steps for achieving their SMART goal. Encourage students to think critically and provide their peers with meaningful feedback. Consider using a graphic organizer to help student's layout their steps.

Next, have students' refer to Career Goal Visual Concept Page handout and Goal Setting Map It slides (Your Turn: Goals) to help support breaking down goals into steps. Here students will plan the steps for 1-3 of their career goals.

When students complete goal planning steps, introduce students to the process of getting around a Roadblock. Use the remaining Goal Setting slides- Roadblocks Will Happen, Zachary's Goal (Roadblock, Evaluating Options, Developing a Plan), and Valentine's Goals (Roadblocks, Evaluating Options, Developing a Plan) slides.

As a whole class review Roadblock Steps (PPT slide 7):

Step 1: Identify the roadblock.

Step 2: Evaluate my options.

Step 3: Develop a plan.

Have students return to pairs, and further discuss a potential roadblock for meeting their SMART goal. Together, have pairs evaluate options and develop a plan. Again, encourage students to think critically and provide their peers with meaningful feedback.

Work-Based Learning Experiences:

There are many benefits to incorporating work-based learning in community integrated settings. Creating new possibilities and tapping into skill sets from a variety of individuals can be achieved by utilizing a team-based approach for addressing work-based learning experiences.

Application Activities (*continued*)

Work-Based Learning Experiences (continued):

Depending on resources at the state, community, and school level, there are many resources that may supplement school-based efforts:

- Consider creating an online poll for fellow school staff and administrators to take note of social and professional networking opportunities with community employers.

- Discuss with your team and building administrator, which existing courses could embed work-based learning opportunities across the school year, or consider implementing a new transition course.

- Contact your school VR counselor to determine what resources are available for student transportation, job coaching or work site support. Discuss how WIOA set aside funds can help support students at the work site.

- Work with various service agencies and businesses to develop a Student Work Program.

- Partner with a regional transition committee or local Centers for Independent Living for ideas around workplace readiness training.

- Consider starting a school-based enterprise with students where students are involved in business development, operation, and evaluation.

- Work with appropriate school staff to implement a school Job Club.

- Check to see if students are eligible for Easter Seals-Goodwill Peer Connections: *http://www.easterseals.com/esgw/our-programs/autism-asd-services/peer-connections.html?referrer=https://www.google.com/*

- For students with significant disabilities, see if Project Search is in your area: *http://www.projectsearch.us/*

After each work-based learning experience, have student complete the Work-Based Learning Experience Self-Reflection handout to help inform additional work readiness opportunities. These reflections should be kept in the student's career portfolio (see below). Have work site support take photos of students completing tasks, which will be incorporated in both Career Portfolio and Visual Resume.

Career Preparation with Assistive Technology:

Teach students how to use assistive technology that will enable them to be independent at work. This may include additional training with their Assistive Listening Device, Speech-to-Text software, Video Relay Service, or Video Remote Interpreting. Furthermore, for students with smart devices, teach how to use apps that can support organizational needs around scheduling, taking breaks, creating to-do lists, work tasks/responsibilities, or setting reminders.

Application Activities (*continued*)

How to Search for a Job Activity:

This activity supports student learning by practicing methods for looking for a job. Students will be provided with user-friendly websites they can access and learn how to decipher job search information (PPT slide 8).

Job Seeking Resources:

- One-stop Career Center: ***careeronestop.org***
- O*NET Online: ***onetonline.org***
- State Career Information System
- Local Job Service Center
- Local newspaper classified section (hardcopy and/or online)
- Local college or university human resource department (explore work-study and other employment opportunities for college bound students)

Have students search for their top three career interests, and see what's available in their community or in a location they hope to live in the future. Have students answer the following questions:

- What are the application requirements?
- What is the required education/training?
- What is the required related work experience/skills needed?
- What skills will you need to develop to get the job?
- What is a good way to learn those skills?
- How is the job a good match with your personality and identity?

Completing an Application Activity:

This activity helps students learn best practices in filling out a job application (PPT slide 9). First print out lesson handouts at Cullman Careers website: ***http://www.cullmancareers.com/images/2014/2/SherryMotes_LessonPlan.pdf.***

Start this activity by having students watch pepnet2 *Getting a Job* Part 5A: Applications (video 6:48). Take notes on the board as the video highlights best practices or have students take notes using a graphic organizer. Next, give each student a copy of the completed sample job application that has been filled out incorrectly. You may choose to use the lesson's sample or create your own to better meet the needs of your students.

Application Activities (*continued*)

Completing an Application Activity (continued):

Give students 2-3 minutes to highlight, or circle, each error they notice on the sample application (this can be done individually, in pairs, or as small groups). When finished, have students count the total errors and write the number on the front side of the application. Ask students to share how many errors they found, noting (or graphing) responses on the board. The student, pair, or small group closest to the actual number wins (consider offering appropriate prize). Walk through the sample application and discuss each error, asking students how it should have been done correctly.

Next, offer students a copy of How to Fill Out an Application handout located on page 5 of the lesson packet and review the best practices mentioned. Provide a fresh copy of the application, and have students practice filling out information as accurately as possible. Students may need to continue working on the application at home to find any missing information. Support the use of assistive technology as needed for application completion.

During this process, it is also important to support knowledge and understanding of any additional information students will need once they find employment. For example, employees will need to complete an Employment Eligibility Verification form (USCIS Form I-9), which calls for personal information such as name, date of birth, address, and identification documentation such as social security number, birth certificate, US Citizen ID card, Native American tribal document, Resident Citizen ID card, or other Department of Homeland Security authorization document. Review these items with students and have them go on a scavenger hunt at home to make sure they have access to such documents to support employment endeavors. Other forms to consider discussing include Selective Service Registration Status for students 18 years of age and older, Internal Revenue Service W-4 form, and Department of Labor Worker's Compensation Subsequent Injury Fund.

Facilitate whole class discussion with the following discussion prompts:

• If you were hiring for this position, would you hire this person?

• What strengths did you choose to include?

• What character traits did you choose to include?

• What is something new you learned through this activity?

Practice learning about these procedures or filling out paperwork here:

US Citizenship and Immigration Services, I-9 Central: *https://www.uscis.gov/i-9-central*

(Lesson adapted from *http://www.cullmancareers.com/images/2014/2/SherryMotes_LessonPlan.pdf*)

Application Activities (*continued*)

Interview Preparation Activity:

Watch the following DCMP video, Getting It Right At the Interview, *https://www.dcmp.org/media/6343-getting-it-right-at-the-interview-student-version/stream?digest=31737* (24:23) (PPT slide 10). This video addresses basics of a job interview including: preparation, skills-based resume, cover letter, first impression, communication skills, appropriate body language, potential interview questions, benefits of mock interviews, and the importance of understanding one's career goals. Whole class discussion prompts include:

- What are the steps for making a good first impression?
- What are three examples on how to make a good first impression?
- What does it mean to "sell" yourself?
- What is a skill-based resume?
- What are some topics for "small" talk?
- What are questions that may be asked at an interview?

Behavioral Questioning Role Play: Support students in practicing the art of behavioral questioning. Start by reviewing the STAR system: Situation, Task, Action, and Result. Have one student play the role of the interviewer, and the other interviewee. Have them take turns asking one of the following questions:

- Tell me about a time when you've had trouble meeting a deadline.
- Tell me about a time when you've had a challenge, or problem, at work and how you solved it.

First Impression Activity: Ask students to search through catalogs or magazine to find pictures of different outfits that support making a good first impression at an interview. After students cut out and glue 4-5 outfits on poster board or cardstock, have them do a classroom gallery walk and vote on their top three favorite interview outfits. Post the outfits on the board and discuss as a whole class what makes these outfits perfect for an interview.

Community Resource Mapping Activity:

The purpose of this activity is to help teach students how to locate and understand the relationship between community resources and career development and post-secondary supports. During this activity, students will learn what services and facilities are available to them in their current community (or community of interest) in the areas of employment, education, independent living, and community participation. By the end of the activity, each student will have a resource map to summarize what they discovered.

Application Activities (*continued*)

Community Resource Mapping Activity (continued):

Begin by showing examples of resource maps found online, highlighting map legends, location, facilities, and services (such as local VR and One-Stop Career Center office). On the board, help students organize the difference between facilities and services. For example, public transportation is considered a service, while a college is a facility. Brainstorm possible examples such as education, parks/recreation, government agencies, hospitals, cultural centers, entertainment, food, parks, library, supplies, etc. Guide students in completing the following steps:

1. Gather community resource information.

2. Organize information in a table (see sample Community Resource Mapping handout, from the National Center on Secondary Education and Transition)

3. Mark/label facilities and resources on a community map.
   Reflection questions:

   - Name some places new to you.

   - What places interest you for work?

   - What service agencies can help connect you to employment?

   - What places can help connect you to community participation?

   - Where are parts of town/city you would consider living?

   - Where can you attend post-secondary education/training programs to meet career goals?

Networking Activity:

Have students revisit their Circle of Support from Section 1 and consider different ways individuals can help support social or professional networking. Help students make connections between the people in their circle and where they are employed, their participation with certain groups or organizations, and other community connections. Use graphic organizers to assist students in making important connections. The following resources can help build further knowledge and understanding on networking:

- Deaf Women United: *http://www.dwu.org/*, whose mission is "embracing Deaf Womanhood through ongoing connections, advocacy and awareness".

- Online Deaf communities

Synthesis Activities

Professional Interview:

Create an opportunity for students to practice being the interviewer with a professional in a field of interest (PPT slide 12). Consider the various professionals available in the school, parents, local business owners, or current supervisor in volunteer, internship, or work setting. Have students ask permission to take video of the interview, so they can further analyze at a later date. Model greetings and casual conversation, and encourage students to demonstrate these actions during the interview. Have students ask the following questions and ask them to add one or two additional questions:

- Why did you want to work here?
- What skills and strengths do you bring to the company?
- How does your personality fit the culture of the company?
- Where do you see yourself in five years?

After the interview is complete, have students review the video and reflect on the following questions:

- What soft skills did you notice throughout the interview?
- How are ways the professional answered questions about their strengths?
- What did you learn about their work culture?
- What does their five year vision say about their career goals?

*Career Portfolio, Resume, and Visual Resume Activity:

Continue to have students gather information to put into their Career Portfolio, Resume, and Visual Resume (templates/examples included in previous *Career Exploration* lesson). As students gain knowledge and understanding about their career interest and transition goals, encourage them to be intentional with examples of included course work, extracurricular activities, work based learning experiences, and community participation. Using the Visual Resume example as a guide, remind students to be professional, concise, and specific. Encourage students to practice using their Visual Resume when they meet with supervisors of school- and community-based work experiences.

Synthesis Activities (*continued*)

*Career Portfolio, Resume, and Visual Resume Activity (continued):

As students move through these experiences, have them include their Work-Based Learning Experience Self-Reflection handout. Potential activities to support skill development include:

- Have students proofread and offer feedback with peers.
- Have students further explore sample Career Portfolios, Resumes, and Visual Resumes.
- Have students practice differentiating between professional and unprofessional examples.
- Have students practice creating a (visual) resume and cover letter for a specific job in their Job Search file.
- Have student's role play dropping off a cover letter and resume at the front desk of a business.

Begin to offer specific feedback on student work, and offer tools and strategies to help students build strong products. Consider inviting the school counselor to help teach or review material, or include peer mentors in the process.

Closing Activity

* Career Preparation Exit Slip:

Students should reflect on one of their work-based learning experiences (an internship, volunteer, temp job, or other paid/unpaid work) and list (PPT slide 13):

✓ Two contributions they made to the job site.
✓ Two ways they built healthy relationships with supervisors and/or co-workers.

NOTES

CAREER PREPARATION
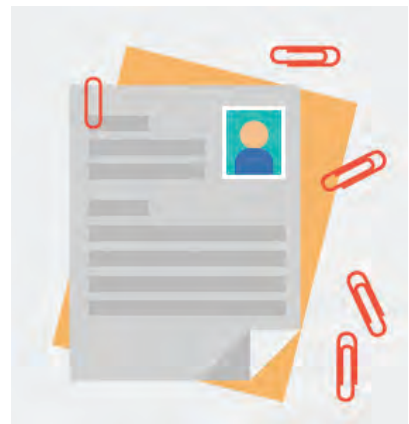
To find my job at the daycare, I had to do a lot of work.

1. Do a job search
2. Network with people in the field
3. Write a resume and cover letter
4. Apply for the job I wanted
5. Interview
6. Accept the job

It took a lot of time but it was worth it. I love my job!

There are a lot of different steps to prepare you for a successful work experience.

DARCIE'S CAREER GOAL

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

Step 1 **Step 2** **Step 3** **Step 4** **Goal**

Goal Become a pediatric nurse

What will Darcie do first?

Step 1
- Research schools with a nursing program on Career Central
- Interview my aunt
- Check with team about soft/hard skills

What I can do right now (short term)?

Step 2
- Improve my grades in math.
- Hand in all my homework on the due dates.
- Study every night, Sunday through Thursday.
- Take study breaks on Friday and Saturday.
- Use the tutor for my science class to make sure I keep my good grade.
- Graduate HS with at least a 3.2 GPA.

What I can do in the future (long term)?

Step 3
- Make appointment with VR.
- Work with my guidance counselor to find three schools to apply to.
- Figure out how much college will cost.
- Ask my parents if they can help me financially with school.
- Talk to my guidance counselor to learn about scholarships.
- Sign up for the ACT test.

What could stop me from achieving this goal?

Step 4
- Earning less than a 3.2 GPA.
- Not completing 4 years of English.
- Not passing the Math courses requin for the program.
- Not learning about the technology fc deaf people in medical areas.
- Not advocating for myself with peep who think I can't become a nurse because I am deaf.

Career goals should be broken into smaller steps. Each step will lead you closer to achieving your goal.

SMART GOALS

Measurable   Realistic

S M A R T

Specific   Attainable   Time-Bound
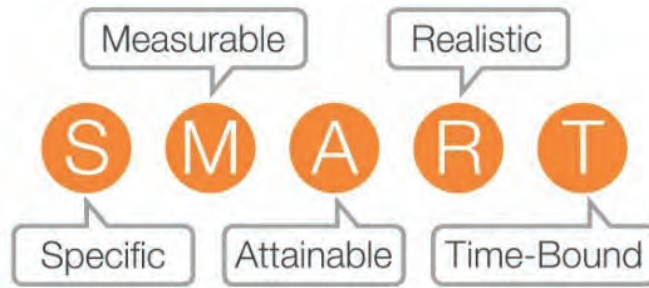
Darcie's SMART Goal

My goal is to become a pediatric nurse. I will enroll in a two-year nursing program and work at a children's hospital when I graduate.

Smart	Yes, it is specific because I list the kind of nurse I want to become and where I want to work.
s**M**art	Yes, it is measurable because I will get an RN degree when I complete this goal.
sm**A**rt	Yes, I know it is attainable because I have the hard skills (I'm good at math and science) and the soft skills (I'm good with people).
sma**R**t	Yes, it is realistic because it fits me. The training is close to where I live and I'm willing to do the work required.
smar**T**	Yes, it is time-specific because the program lasts two years and has a clear start and end date.

Brandon's SMART Goal

My goal is to become an auto mechanic. I will enroll in a two-year program at the College of Technology while continuing to work part time for my uncle.

Smart	Yes, it is specific because it lists the program and certificate I want to complete.
s**M**art	sMart Yes, it is measurable because I get an auto mechanic certification.
sm**A**rt	Yes, I know it is attainable because I can graduate from high school and get into the College of Technology.
sma**R**t	Yes, it is realistic because I already worked with my uncle, and I know I want to be an auto mechanic. My grades in high school aren't great, so I have to work hard and make sure I can graduate. With a high school diploma, I can get into the program I want.
smar**T**	Yes, it is time-specific because it is a two-year program and I will get a certificate when I graduate.

Writing a SMART goal isn't always easy. The more you practice, the better you will become.

Problem-Solution Team Building Game

Career Preparation Kick-off Activity

P: You class wants to go on an expensive field trip, but doesn't have funds for transportation. *S: Host a class fundraiser to help raise money (i.e. bake sale, car wash, or garage sale).* *IS: Use social media, crowdfunding, or grant support to help raise funds.*	**P: At the end of your shift you count the till, and the total is off by $5.00. What do you do?** *S: Inform supervisor the till is short $5.* *IS: Double check all payments for accuracy, and if still short $5, inform shift supervisor to determine next steps.*
P: You've missed the bus and now you're running late to work. What do you do? *S: Ask family or friend for a ride and inform supervisor you are running late.* *IS: Offer to stay late to make-up for time missed.*	**P: You are being bullied by a coworker. What do you do?** *S: Communicate the situation with your supervisor to develop a plan of action.* *IS: Talk with a counselor or member of IEP team and set goals related to the situation.*
P: While stocking shelves at work, you accidentally drop an item and it breaks. What do you do? *S: Clean up the mess and quickly inform your supervisor what happened.* *IS: Offer to pay for the item out of your next paycheck.*	**P: You have a coworker who is very negative, which impacts your ability to get work done. What do you do?** *S: Communicate with your coworker how negativity effects the workplace and you want to keep things positive.* *IS: Suggest they take complaints to the supervisor or human resource staff.*
P: A customer approaches you with a question and you don't know the answer. What do you do? *S: Stay calm, smile and let customer know your will find someone who can help.* *IS: Make an effort to learn more about products, floor layout, and frequently asked questions.*	**P: You have a work evaluation with your boss, who says you need to work on customer service skills.** *S: Stay calm and ask questions to have a better understanding on what needs to change.* *IS: Develop a plan and discuss situation with a member of your IEP team.*
P: You're work and school load has become overwhelming and you can't seem to get everything done. What do you do? *S: Explain the situation to your supervisor and ask for a temporary reduction in hours.* *IS: Self-assess, or talk with IEP member, to find ways you can better manage time, priorities and deadlines.*	**P: One of your job duties is to answer the telephone, which is difficult with your hearing loss.** *S: Request a reasonable accommodation for the telephone.* *IS: Provide your supervisor with 1 or 2 preferred choices.*

WORK-BASED LEARNING EXPERIENCE
SELF-REFLECTION

Name:_____

Site:_____   Date:_____

1. What are 3 things you really liked about the job?

2. What are 3 things you really disliked about the job?

3. What tasks are you able to well right now with the skills you have?

4. What tasks would you be able to do well after some training?

5. What tasks would be difficult even after training?

6. Would you consider doing this job after you graduate from high school?

7. Rate your interest in this job from 1 to 6.

1 (very interested)		3 (somewhat interested)		6 (not interested)	
1	2	3	4	5	6

8. Other thoughts or comments:

TOP 10 EMPLOYEE SKILLS

1. Comes to work on time and follows schedule

- Arrives on time
- Finishes job
- Monitors quality and quantity of work
- Has regular attendance

2. Gets along with others and works as a team member

- Demonstrates pleasant interactions
- Goes along with the team/majority
- Is considerate
- Demonstrates good manners
- Maintains socially appropriate behaviors

3. Has good grooming; is neat and clean and wears appropriate clothing

- Wears age and job specific attire (avoids juvenile or provocative appearance)
- Has jacket if weather requires; work boots, gloves, umbrella, etc.
- Wears hair (facial hair) in appropriate manner
- Cares for personal hygiene, wears deodorant, keeps fingernails clean and trimmed

4. Demonstrates enthusiasm and pride

- Is cheerful, friendly and have a good attitude
- Presents self as interested in what they are doing
- Motivated
- Eager to learn new things, perform required tasks

5. Is Dependable

- Produces amount of work commensurate with ability and expectation
- Come to work: on time; ready for work; willing to work hard; and to go the extra mile to get work done
- Responsible for self and work to be performed
- Is honest
- Does what is asked/needed
- Performs consistently
- Shows an interest in working at the job

TOP 10 EMPLOYEE SKILLS

6. Is Flexible
- Accepts change   - Willing to do as asked   - Deals with frustration that change may cause
7. Asks questions
- Clarifies information needed (applies information to job performance)   - Gets specific information to perform job   - Understands expectation, rules, work culture, etc.   - Communicates basic wants and needs appropriately (calls in if sick or misses bus)
8. Listens
- Makes eye contact with person speaking to them   - Is respectful and attentive to superiors, co-workers, customers, etc.   - Takes constructive criticism and changes behaviors accordingly
9. Shows respect for bosses/superiors authority
- Knows who is boss (maybe multiple bosses) and follows their instructions   - Knows to listen to co-workers, and ask boss for clarification if needed   - Understands the "pecking order"
10. Follows directions
- Is able to understand and demonstrate specific directions given   - Follows directions with out repeated reminders

NCSET COMMUNITY RESOURCE MAPPING TABLE

NCSET Essential Tools

Community Resource Mapping Tool 4: Scanning the Resources

Task: To produce a comprehensive list of the various resources in the community.

Process:

Step 1: Across the top of the chart, identify your domains for improved outcomes (e.g., secondary education and graduation; postsecondary education and training; career preparation and employment; youth development and leadership; and supportive and adult services).

Step 2: In the left-hand column, list the community resources including organizations, funded projects, initiatives, etc., that support your domains (e.g., workforce-development funded programs, Boys & Girls Clubs, faith-based organizations, school initiatives, etc).

Step 3: In the columns to the right, indicate the services or supports provided by each community resource under the appropriate domains.

Targeting Community Resources to Improve Postschool Outcomes for Youth

COMMUNITY RESOURCES [List organizations and funded projects, programs, and initiatives.]	Secondary education and graduation	Postsecondary education and training	Career preparation and employment	Youth development and leadership	Supportive and adult services
	Access to high standards	GED preparation	Career awareness	Person-centered transition planning	Housing
	Educational assessment	Career and technical programs	Vocational assessment	Self-advocacy	Transportation
	Vocational assessment	Two- and four-year degree & certificate programs	Work experience (paid and unpaid)	Self-determination	Recreation
	Graduation standards	Adult education	Supported employment	Social, civic, and leadership skills	Mental health
	Diploma options		Competitive employment	Leadership opportunities	Physical wellness
	Staff training and professional development		Job development	Mentoring	Adult service programs
	Alternative education		Service learning		Assistive technology
					Day rehabilitation
					Family involvement
					Benefits planning
					Child care
					Case management

map it *what comes next*

Exit Slip – Career Preparation

Reflect on one of your work-based learning experiences (an internship, volunteer, temp job, or other paid/unpaid work):

1. Name of job site: _____

2. Two contributions I made to the job site:

      1. _____

      2. _____

3. Two ways I built a healthy relationship with a supervisor and/or co-workers:

      1. _____

      2. _____

WHAT DO I WANT?
CAREER TRAINING
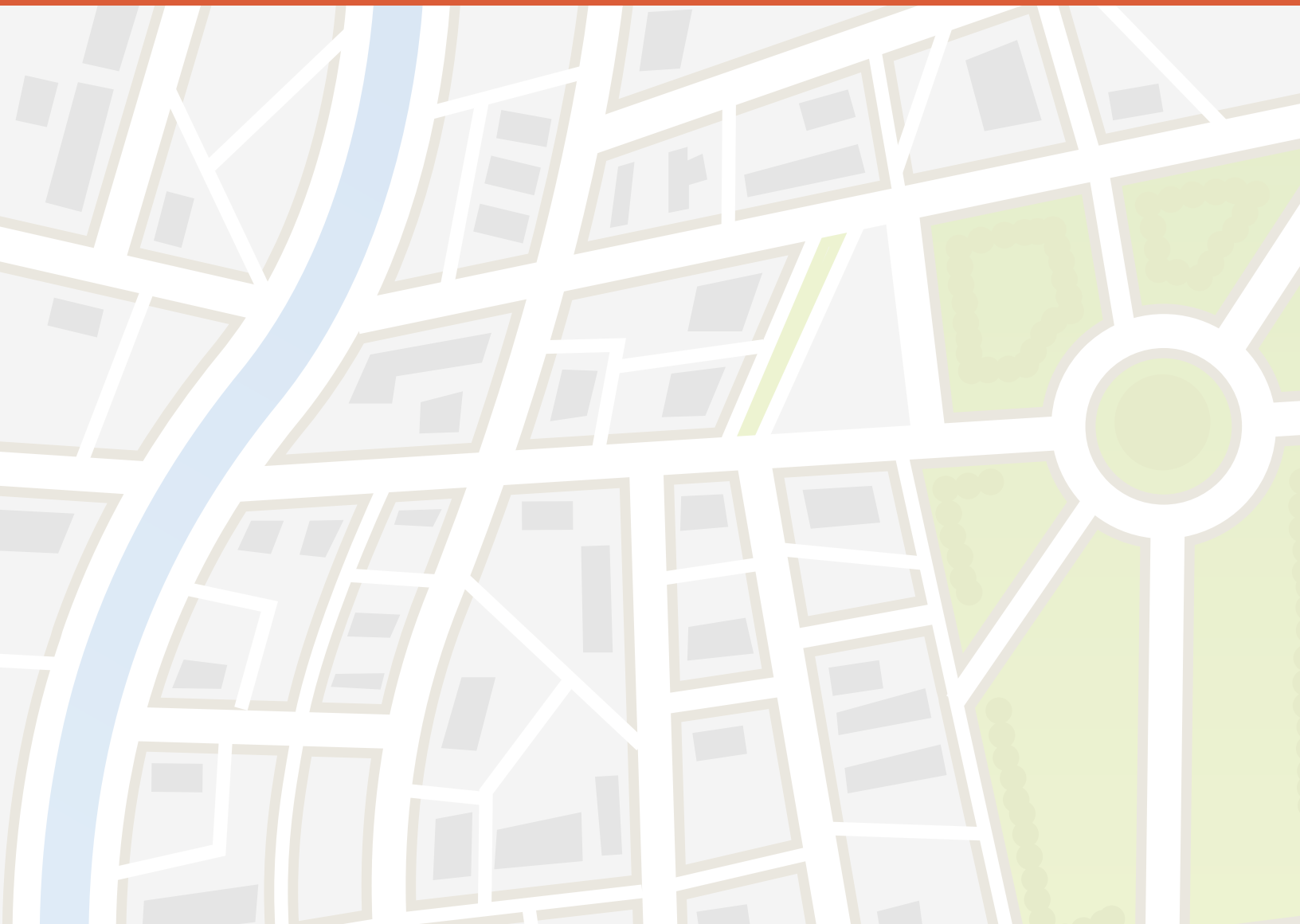
CAREER TRAINING

Learning Objectives

- Students can demonstrate knowledge specific to employment in particular career field.
- Students can demonstrate skills specific to employment in a particular career field.

Materials

- Map It Online Career Training -Definition, Explanation, Examples
- Map It Online: What Do I Want- Putting It All Together, Review
- Career Training Visual Concept Page
- Career Training Interview Activity
- Work-Based Learning Self-Reflection
- Career Training PowerPoint
- Career Training Exit Slip

Teacher Background

Section 2 lessons focuses on the following Pre-ETS categories: career exploration counseling, work-based learning experiences, and workplace readiness training. These categories are delivered through four classroom-based lesson plans supporting the evolution of career awareness, exploration, preparation, and training. Each lesson is differentiated to meet the needs of classrooms and school culture, and offer flexibility to meet the needs of students at an individual level. It is important to note that the progression of activities are to support an individualized path for students to prepare for a career and/or post-secondary education program.

During the following Career Training activities, students should continue to participate in meaningful work-based learning experiences and receive employment specific training opportunities. These training opportunities can be incorporated into IEP objectives and embedded in day-to-day instruction. To help generalize work readiness skills, continue to look for ways students can transfer skills learned in school into the workplace. In addition, work sites are an excellent venue for learning a variety of new tasks and developing 'World of Work' knowledge. This knowledge consist of students getting first-hand experience determining what may be (or become) a roadblock and learning how to navigate these setbacks along the way.

CAREER TRAINING

Teacher Background (continued)

Throughout training, continue to assess student competencies and skills through student self-reflection and educator facilitated informal assessments. Informal assessments through observations, interviews, and conversation can help gather insightful information about the students' employability skills, soft skills and hard skills. Use this level of detail to support individualized instruction and transition planning. Before graduation, it is also critical for students to have connections with outside service agencies to ensure ongoing resources and supports are in place. The big idea is to create ongoing opportunities for students to connect academic skills to the work site, demonstrate effective soft skills, and foster behaviors necessary for successful employment.

IEP Application

As part of transition requirements, students need to be involved in the IEP process. Their employment and post-secondary education goals should help inform the transition plan.

- Have students share their chosen transition goal related to competitive integrated employment, education and training, independent living and community participation during their IEP meeting.

- List the soft skills students have mastered in their "Summary of Performance" (SOP).

- Possible career training objectives for employment activities include the following: *Student will…* complete a career portfolio to include all vocation-related materials, participate in community integrated work-based learning experience, identify primary and secondary career goals comparing qualifications necessary for success in such occupations, demonstrate attitudes and behaviors necessary for job success, complete a work resume, meet with adult service representative at least one time per school year to prepare for transition, demonstrate knowledge and skills necessary to effectively access, apply, and interview for employment, apply decision-making strategies to job-related tasks, discuss job related concerns and transition planning issues with appropriate service agencies, demonstrate positive work habits and attitudes in work based learning settings, and self-evaluate after each work-based learning experience.

INSTRUCTIONAL ACTIVITIES
* Recommended activities are marked with an orange asterisk.

Foundational Activities

Career Training Kick-off Activity:

This activity launches what students learned in the Career Preparation lesson into practice (PPT slide 2). Begin by asking students what characteristics a good employee should exhibit in a job interview. If needed, refer to Section 1 Traits Lesson Word Wall for list of traits. Next, watch Biz Kid$ *It's a Job Getting a Job* from DCMP: *https://www.dcmp.org/media/7094-biz-kid-it-s-a-job-getting-a-job/stream?digest=34716.* Have students meet Jason as he interviews for Image PR Agency (this scene starts at 4:20 and ends at 5:44). Prep students that they are about to see an interview gone wrong, and instruct them to take notes of the pros and cons of the interview. When finished, call on students to share their observations while taking notes on the board in similar fashion.

Foundational Activities (*continued*)

Career Training Kick-off Activity (continued):

Review the video once more to see if anything was missed, and add additional comments to the list. Use the following discussion prompts:

- Name any positives you noticed from Jason's interview.
- Name any negatives you noticed from Jason's interview.
- How does behavior affect first impressions?

Career Training Classroom Activity:

Have students demonstrate positive interview practices through a role play activity (PPT slide 3). Use the Career Training Interview Activity handout and have one student play the role of the interviewer while the other student is the interviewee. Have pairs start by choosing the employment location and job position of interest. Allow enough time to practice before students take turns role playing in front of their peers. While students role play, ask observers to assess the quality of the interview by taking notes on page 2 of the handout. Acknowledge positive characteristics and actions as students role play to help reinforce appropriate behaviors employers look for in job seekers. Whole class discussion prompts include:

- What are things you noted that were done well?
- Is there anything you would have done differently as the job seeker?
- What are good examples of questions to ask employers at the end of the interview?
- What are examples of poor questions job seekers shouldn't ask during an interview?
- Imagine you are the interviewer. Two job seekers interviewed equally well and are both highly qualified. What would cause you to hire one person over the other?

(Lesson adapted from BizKid$ It's a Job to get a Job! lesson plan:
http://bizkids.com/wp/wp-content/uploads/Biz_Kids_Lesson_509_High_School.pdf)

Application Activities

Biz Kid$- It's a Job Getting a Job!:

Finish watching the BizKid$ video from the kick-off activity (PPT slide 4). Pause the video to reinforce the ideas of seasonal work, the importance of first impressions, ways to build a resume, the value of volunteering and internships, traits employers look for, and the importance of networking. When the video captures how online social profiles can have a negative impact on potential employers, use it as an opportunity to discuss the importance of keeping online social profiles clean and respectful. Discussion prompts include:

- How can social and professional networking create job opportunities?
- List characteristics employers look for when hiring.
- List values that are important for successful job performance.
- What does it mean to keep one's social profile 'clean'?

*Map It Online Activity:

Set up technology access. Use the Putting it All Together Map It slides: My Career Map, and read Our Career Maps (PPT slide 5).

(Continue) Work-based Learning Experiences:

Continue to provide students with access to the world of work. Capitalize on work place settings by creating opportunities for students to demonstrate competencies and learn new skills. Individualize instructional programs that support skill development in the areas of independency, efficiency, and soft and hard skills. Incorporate evidence based strategies for learning new tasks through strategies such as systematic instruction. Continue to assess student competencies and skill development through student self-reflection and educator performed formal and informal assessments (when appropriate, ask for feedback from work site supervisors). Provide ongoing opportunities for students to transfer work readiness skills from school into the workplace.

Application Activities (*continued*)

Financial Literacy Activity:

Teach a class on financial literacy addressing questions such as: Can I work if I am receiving SSI?, What would I want to spend money on from my first job?, How much should I save each month for retirement?. To support financial literacy efforts, consider inviting outside service agencies, such as your school's Vocational Rehabilitation Counselor, to teach a portion of this class, or create partnerships with a local bank to help educate students on setting up and maintaining a checking, savings, and credit card account. Other topics to help prepare students for transition include the concept of 'credit'- maintaining good credit and credit scores. How does credit relate to independent living or qualifying for a car loan? How does one 'get' good credit and then maintain good credit?

Hitting a Roadblock Activity:

Read the following quote by Benjamin Franklin, "Energy and persistence conquer all things" (PPT slide 7). Ask students what they think Franklin meant with the quote. Share a short story about a time you faced a roadblock in your education or career. Incorporate how you went through the three steps of maneuvering around a roadblock: 1. identify the roadblock, 2. evaluate options, and 3. develop a plan. Ask students if they have ever faced a roadblock and what steps they took to move around it.

Ask students to share their roadblocks identified through MapIt Online Activity in the previous lesson. Write the roadblocks on the board, and have students role play how to handle different types of conflict/resolution scenarios. In many cases, one student will play the employee and the other the employer or coworker. When finished, ask students to reflect what could have been done differently and discuss possible replacement behaviors.

Depending on the list of roadblocks, consider adding the following roadblock scenarios:

- Taking direction from a boss
- Receiving constructive criticism from a boss or coworker
- Standing up for one's self
- Apologizing, or recognizing, when one is in the wrong
- What to do when something unforeseen happens

Application Activities (*continued*)

Soft Skills Activity:

Have students record a 1-2 min video of themselves performing a task in a work-based learning environment, or while doing something they are good at home, school, or in the community. Pair students and have them watch one another's video (PPT slide 8). Ask students to complete the following reflection questions:

- What communication skills do you notice in the video?
- How is their body posture?
- Are they dressed appropriate for the setting?
- What soft skills do you notice?
- What hard skills do you notice?
- What character strengths do you notice?
- What character traits do you notice?

Next, come back as a whole class and discuss the different feedback across settings. Elaborate with the students how there are different communication styles in different settings; what one expects to see in one setting, may be considered inappropriate in another setting.

Depending on student needs, you may consider implementing a soft skill curriculum throughout the school year to build skills in communication, personal space, appropriate behavior, and hygiene. The following resources provide free, comprehensive soft skill curriculum:

- MYTransitions Soft Skills Academy:
  http://montanayouthtransitions.org/mytransitions-soft-skills-curriculum/
- Skills to Pay the Bills, Office of Disability Employment Policy:
  https://www.dol.gov/odep/topics/youth/softskills/

(Continue) Career Preparation with Assistive Technology:

Train students how to self-assess if current Assistive Technology is working in their work-based learning experiences. Teach students problem solving skills related to AT, and how to understand their needs in an integrated community setting to increase independency at work. This may include additional training with their Assistive Listening Device, Speech-to-Text software, Video Relay Service, or Video Remote Interpreting. Continue to introduce students to different apps that can help them stay organized, take breaks, create to-do lists, keep track of tasks/responsibilities, and set reminders.

Synthesis Activities

WBL Final Project:

Have students share highlights of their WBL experience through a final project presentation, which can help build skills necessary for contributing to their own IEP meetings (PPT slide 9). Make sure students highlight the job location, job tasks, skill development, experience gained, SMART goals, and any other future thoughts or goals they may have as a result of their work experience. The sky is the limit with presentation format, however suggestions include PowerPoint, Prezi, video, ePortfolio or Visual Resume. Allow students to personalize their presentation, as well as add videos and images of themselves completing work tasks. Review and offer feedback to students, and allow adequate practice time before the presentation. Consider ways to utilize assistive technology support as needed.

Final Presentation Celebration: Invite families, VR counselor, work site supervisors, specialists, service agencies, and other school staff to watch work-based learning final presentations. Here, each student presents a short 5-min presentation of their experience and answers questions audience members may have. Help support a meaningful presentation experience so students are inclined to use their presentation in other settings, such as their IEP meeting.

Gather Letters of Recommendations:

Have students request a Letter of Recommendation from teachers, coaches, supervisors, or other appropriate individuals before graduating high school. The current standard is for LoR is to be written within the last several months, so have students save a hard copy of what they receive so after 6 months, the letter can efficiently be updated.

*Career Portfolio, Resume, and Visual Resume Activity:

By the end of this lesson, students should have a strong Career Portfolio, Resume and Visual Resume to get them started on their career path or post-secondary educational pursuits. Make sure all necessary material is included and offer feedback on overall presentation of layout, quality of photos, choice of descriptive words, etc. You may consider having students complete a peer review of one another's work for additional feedback. Students may also chose to enlist an IEP team member, supervisor, coach, or family member to review and critique their work. Ensure that students have final documents in multiple formats for ongoing access. If your students save information in your state's Career Information System (CIS), give explicit instruction on how their student account becomes an adult account after graduation. The key piece is for students to have ongoing access to these robust materials.

Closing Activity

* Career Training Exit Slip:

Review student videos from the above Soft Skills Activity (PPT slide 11). If students do not have a video, have the student gather job site reflection information from their supervisor. Note if students demonstrate the following:

✓ Student can demonstrate knowledge specific to the job site.
✓ Student can demonstrate skills specific to the job site.

NOTES

CAREER TRAINING

During my internship I learned more about what it takes to work in a car shop. Now I am taking a course in auto-mechanics to help reach my goal. My teacher told me I have to think about these things:

Am I wearing the right clothes for this job?

Am I able to communicate with my boss?

It's good to experience several different careers to find one that is a good fit.

map it
what comes next

WORK-BASED LEARNING EXPERIENCE
SELF-REFLECTION

Name:_____

Site:_____   Date:_____

1. What are 3 things you really liked about the job?

2. What are 3 things you really disliked about the job?

3. What tasks are you able to well right now with the skills you have?

4. What tasks would you be able to do well after some training?

5. What tasks would be difficult even after training?

6. Would you consider doing this job after you graduate from high school?

7. Rate your interest in this job from 1 to 6.

1 (very interested)		3 (somewhat interested)		6 (not interested)	
1	2	3	4	5	6

8. Other thoughts or comments:

CAREER TRAINING: STUDENT INTERVIEW ACTIVITY

Step 1: Exchange Greetings:

Interviewer: *"Good Morning, _____. My name is _____. Welcome to _____. I will be conducting your interview this morning."*

Interviewee: "Good morning, _____, it's very nice to meet you. Thank you for inviting me in for an interview."

Step 2: Interview Questions

1. How did you find out about us?

2. Tell me a little about yourself.

3. What are 3 of your strengths?

4. What's 1 of your weaknesses?

5. Why do you want to work here?

6. Tell me about your previous work experiences?

7. Do you have any questions you would like to ask me?

map it
what comes next

CAREER TRAINING: STUDENT INTERVIEW ACTIVITY

Step 3: Interview Completion

Interviewee: Stand and shake hands, "Thank you for your time. I appreciate your consideration and look forward to hearing from you."

Interviewer: Stand and shake hands. "Thank you for coming in, it was very nice to meet you. You should hear from us this next week. Have a good day."

Interview Activity Handout

Considerations	Notes for _____		
	Circle: 1 (very good)	*2 (pretty good)*	*3 (needs practice)*
How was the greeting?	1 *comments*	2	3
How was body language/posture?	1 *comments*	2	3
Were they prepared? How?	1 *comments*	2	3
Did they communicate well? How?	1 *comments*	2	3
Was their behavior appropriate?	1 *comments*	2	3
How was the interview exit?	1 *comments*	2	3

Exit Slip – Career Training

Review student task performance from the above Soft Skills Activity. If a student does not have a video, gather work performance information from their supervisor, job coach, or other work site support. Note the following:

1. Student demonstrates knowledge specific to the job site in the following ways:

2. Student demonstrates the following skills specific to the job site:

Name of Student: _____

Work Site: _____

Exit Slip – Career Training

Review student task performance from the above Soft Skills Activity. If a student does not have a video, gather work performance information from their supervisor, job coach, or other work site support. Note the following:

1. Student demonstrates knowledge specific to the job site in the following ways:

2. Student demonstrates the following skills specific to the job site:

Name of Student: _____

Work Site: _____

map it

what comes next
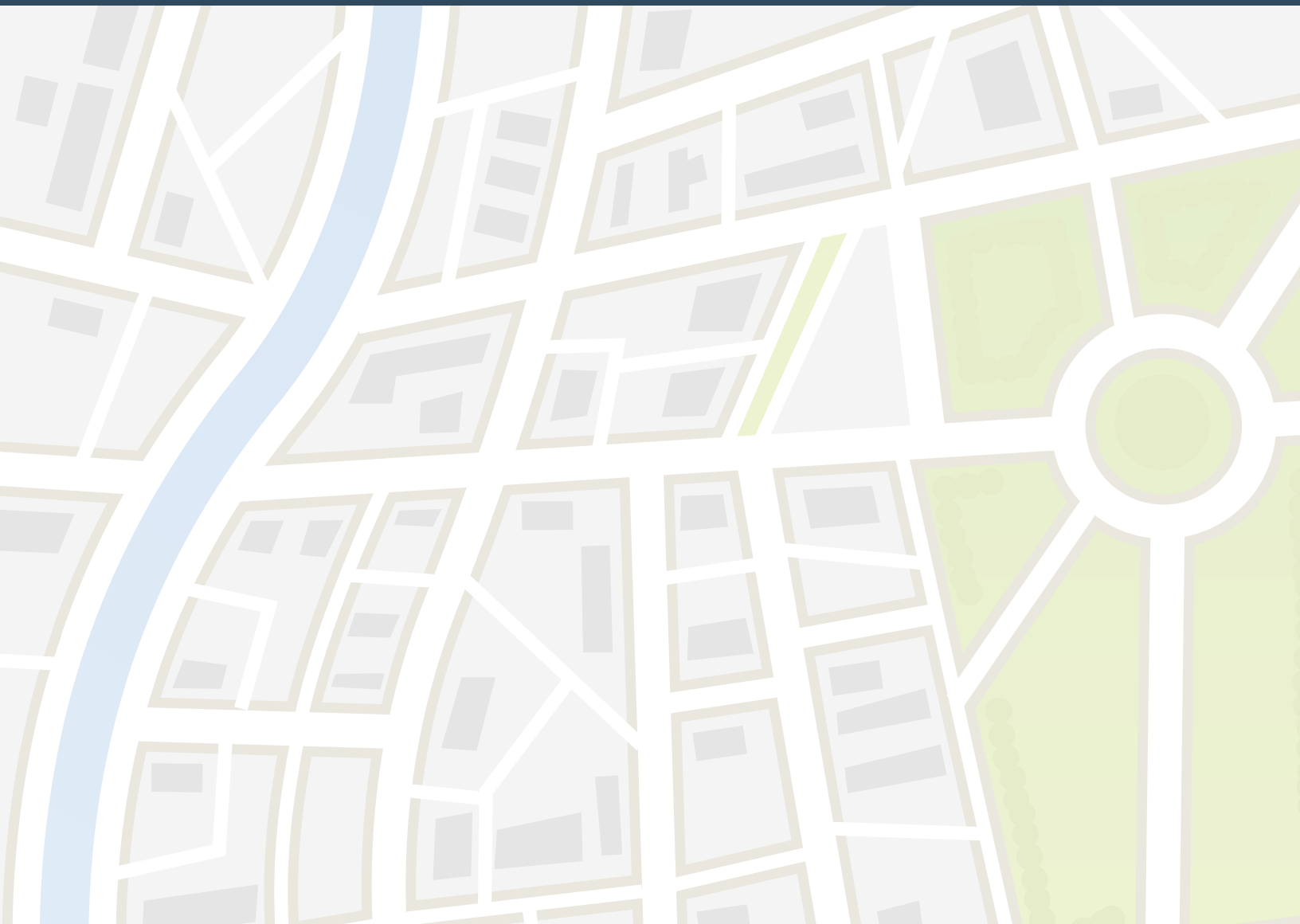
HOW DO I GET THERE?

SELF-DETERMINATION & SELF-ADVOCACY

SELF-DETERMINATION AND SELF ADVOCACY

Learning Objectives

- Students can communicate information about their interests, needs or rights.
- Students can demonstrate the skills needed to make choices based on interests, needs or rights.

Materials

- Map It Online: How Do I Get There- How Do I Get There?, Self-Determination, Self-Determination vs. Self-Advocacy
- Teacher Page- Introduction to Word Walls
- Teacher Page- Self-Determination Word Wall List

- Self-Determination and Self-Advocacy Visual Concept Page
- Decision Making Activity handout
- Self-Determination and Self-Advocacy PowerPoint
- Self-Determination and Self-Advocacy Exit Slip

Teacher Background

In Section 1, students were introduced to the concept of self-awareness by learning about their identity, while in Section 2 students applied that information to researching career options, learning about required education/training, and developing SMART goals. In Section 3, students will take the next step in making their employment goals a reality and explore resources for finding the right college or training program.

Classroom curriculum for Section 3, *How Do I Get There*, includes seven lessons focusing on self-determination and self-advocacy, student led individualized education planning, disability laws, accommodations, disclosure, and next steps for finding employment and college/training programs. During the following Self-Determination and Self-Advocacy lessons, students will expand their knowledge of identity and interest, to defining and practicing self-determination and self-advocacy. The National Secondary Transition Technical Assistance Center has identified self-determination and self-advocacy are one of sixteen evidence –based predictors of post school employment education and independent living success. The skills needed to do this fall under the concept of self-determination and can be acquired by having active and meaningful involvement in one's transition planning process (Bremer, C. D., Kachgal, M., & Schoeller, K., 2003).

Teacher Background *(continued)*

Self-determination has been defined as the "skills, knowledge, and beliefs needed to engage in goal-directed behaviors based on an understanding of one's strengths, limitations, and self" (Field, S., Martin, J.E., Miller, R., Ward, M., & Wehmeyer, M. (1998). Wehman (2013) further explains that self-determination is more than just "doing it yourself" and that to be fully self-determined, one needs to have casual agency. Wehman states that casual agency "implies that it is the individual who makes or causes things to happen in his or her life" (2003). By the time students' graduate secondary education, they should be able to express their needs and wants, and recognize they have choices in different areas of their life. Throughout the first two sections, students have started the foundation to leading a self-determined life. This can be seen through activities related to building self-awareness of interests, abilities and support needs. Furthermore, students have practiced assessing and sharing communication preferences and developing S.M.A.R.T goals related to employment and education. As students move forward in Section 3, continue to embed instruction throughout day-to-day classroom instruction by providing ample opportunities for student-led choice making, decision making, problem solving and goal setting, while promoting independency and self-regulation, -initiation, -management and -advocacy. Teachers can provide direct instruction methods and create opportunities to practice the four essential characteristics of self-determined behavior in both education and employment settings: act autonomously, exhibit self-regulated behavior, demonstrate self-initiation and respond to event(s) in psychologically empowered ways, and act in a self-realizing manner (Wehman, P., 2013).

To create meaningful learning opportunities, have students infer information regarding identity and make connections to real life experiences as often as possible. When facilitating whole class discussions, ask students to reflect on their volunteer and work experiences, time spent with family or friends, as well as participation in school or community settings. It is important to include real world examples when addressing challenges or barriers students face, and continually expose students to different perspectives and ways to problem solve by creating ongoing opportunities for assessment and self-reflection. Remember to encourage students to take what they are learning in school and practice in these aforementioned settings.

As with previous lessons, Section 3 incorporates Map It online and classroom activities that can be differentiated to meet the needs of classrooms and school culture, and offers flexibility in meeting the needs of students at an individual level. It is important to note that the progression of activities is meant to support an individualized pathway for students to prepare for careers and/or post-secondary education and training programs.

Teacher Background *(continued)*

Additional teacher resources for self-determination and self-advocacy:

- I'm Determined project: A state directed project funded by the Virginia Department of Education, focusing on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior, *http://www.imdetermined.org/#sthash.dcQUdssE.dpbs*.

- The Self-Determined Learning Model of Instruction (SDLMI): SDLMI supports student learning through a self-regulated problem solving process that involves students answering a set of questions that guide them to set a goal, create a plan to achieve that goal, and self-monitor and self-evaluate progress toward that goal, altering the plan or the goal as needed, *http://www.selfdetermination.dept.ku.edu/wp-content/uploads/2017/04/SDLMI-Teachers-Guide_4-2017.pdf*.

- The Zarrow Center for Learning Enrichment, the University of Oklahoma: This center offers self-determination oriented evaluation, research, development, transition education instruction, and dissemination of best educational and support practices, *http://www.ou.edu/education/centers-and-partnerships/zarrow.html*.

- National Technical Assistance Center on Transition: NTACT assists State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment, *http://transitionta.org/*.

Key Terms & Definitions for this Section

Self-Determination
Knowing what you want and making decisions about your future.

Self-Advocacy
Telling others about what you want and speaking up for yourself to communicate your interest, needs, or rights.

Positive Consequence
The result of a choice or behavior that is pleasant.

Negative Consequence
The result of a choice or behavior that is unpleasant or unwanted.

Goal Setting Skills
The process of careful consideration of what you want and making a plan.

Mental Flexibility
To be able to examine multiple options before making a decision.

Confidence
Believing in yourself and your abilities.

Self-Awareness
Knowing yourself as an individual, your strengths and what you need to do to improve.

Self-Management
Taking responsibility for one's behavior and well-being.

Self-Initiation
Something that you start yourself.

Choice Making
Picking between a few choices or options.

Decision Making
Selecting a course of action among different possibilities.

Problem Solving
Finding a solution to a problem.

Self-Knowledge
Understanding one's character or motives.

IEP Application

As part of transition requirements, students need to be involved in the IEP process. Their self-awareness and career/college interests should help inform the transition plan.

- Have students lead their IEP meeting.
- Use the information that the student identified to support or refine transition goals relating to employment, postsecondary education and training, independent living, and community participation.
- Use the information that the student identifies to support objectives in transition goals, which may include the following: *Student will*….share information about their disability and how it impacts them, demonstrate what it means to self-advocate, make decisions based on needs and wants, communicate information about their identity and skills, use problem solving steps when encountering a roadblock, make a choice between different options, demonstrate self-management in behavior and personal well-being, share SMART goals with their IEP team, or take first steps towards achieving SMART goals.

INSTRUCTIONAL ACTIVITIES
* Recommended activities are marked with an orange asterisk.

Foundational Activities

Self-Determination Kick-off Activity:

Introduce the concept of self-determination & self-advocacy by sharing the following script from "Dignity of Risk" presentation by attorney Chris Lyons. Depending on your student population, you may consider adapting the scenario to better fit student background knowledge or cultural significance (PPT slide 2).

Scenario 1:

"I want you to imagine that you live in a world where I am the boss of you. Not just your boss at work, or at school, or at home, but your entire life. In order for you to do anything on any given day, you need to ask for my permission. For example, let's say you wanted to catch the bus after school to hang out with friends. But in order to do that, I had to go with you. I decided what time you went, how you got there, what you were allowed to do when you got there, and how long you stayed. You voiced that you wanted to hang out with your friends after school, but all of the decision making from then on was mine."

Foundational Activities (*continued*)

Self-Determination Kick-off Activity (continued):

Scenario 2: Give student a moment to visualize the scenario, then continue.

"*Now, class, I'm going to change the scenario just a little bit. Consider, I'm still the boss of you, but I don't have to go to your friend's house with you. You still need to ask for my permission to go and get your plan approved by letting me know how you're going to get there, what time you will return, and what you plan on doing once there. I may still have you call to check-in, or tell me you made it, or let me know if there's a change in plan, but you are making more of the decisions. Meanwhile, I am observing your ability to handle hanging out with friends. If I don't feel you are handling the situation properly, I can always take away the opportunity to hang out with friends in the future.*"

Scenario 3: Give students another moment to visualize the scenario, then continue.

"*I'm going to change the scenario even more. I'm still the boss of you, but now, you don't need to ask my permission to hang out with friends after school. You are on your own to determine which bus to take, what you are going to do once you get there, and how long you will stay. You don't have to ask for permission anymore or call if plans change. You are now in the driver's seat of your choice making. However, remember that I'm still the boss of you, so I will continue to check-in on you periodically and observe your abilities. Since I'm still your boss, I decide if you can continue making all of the decisions, and I share the responsibility if something bad happens, like you get off at the wrong bus stop and become lost.*"

Scenario 4: Give students another moment to visualize the scenario, then continue.

"*One last scenario everyone. Imagine, I am no longer the boss of you. This means you decide if you want to meet up with friends, you decide how to get there, what you are going to do, and how long you will stay. You don't have to run your plans by me or ask for permission whatsoever, and I no longer check-in with you to observe your abilities. However, since I am no longer the boss of you, you are fully responsible for your actions when you hit a roadblock or experience a natural consequence.*"

(Lyons, C. presentation retrieved from
 http://mn.gov/mnddc//parallels2/one/video08/Risk.html).

Foundational Activities (*continued*)

Self-Determination Classroom Discussion:

Ask students to refer back to each scenario and answer the following discussion prompts. Consider the best structure for full classroom participation and student preferred communication modes (PPT Slides 3-4).

Scenario 1: Recall the first scenario where I am the sole boss of you. You voice what you want to do, but I make all of the decisions and accompany you everywhere you go.

- How does this first scenario make you feel?
- Would it be easy, or difficult, to have me in the 'driver's seat' of your life? Why?
- Describe the negative impact(s) of this scenario.

Scenario 2: In the second scenario, you still have to ask my permission and continue to check in with me, but I no longer accompany you on the bus or at your friend's home. Depending on how well you perform, I can take away privileges at any moment.

- How do you feel now that you have a little more choice in hanging out with friends?
- How does hanging out with friends become more meaningful?
- Is this scenario more comfortable, or less comfortable, for you? Why?

Scenario 3: Here, I am still the boss, but you no longer have to ask permission. However, if you make the wrong choice, or encounter a natural consequence based on your actions, I share responsibility.

- How does this scenario make you feel?
- What is the negative impact of having problems (or consequences of your actions) fall on your boss?

Scenario 4: In this final scenario, I am no longer the boss of you. You make all of your decisions and take responsibilities for any natural consequences based on your actions.

- How does it feel to be fully responsible in making choices based on your needs and wants?
- Why is it important to be responsible for your own actions and failures?

Discussion Extension: Use the following images to explore different levels of choice making around needs and wants, potential consequences, and steps one can take to prevent or problem solve roadblocks (PPT slide 5).

Foundational Activities (*continued*)

Self-Determination Classroom Discussion:

Foundational Activities (*continued*)

*Map It Online Activity:

Set up technology access. Use the How Do I Get There? and Getting There slides to introduce Section 3 objectives and then access Self-Determination: Introduction and Explanation slides to introduce the definition of self-determination with students.

*Word Wall Activity:

Teachers please read the "Teacher Page- Introduction to Word Walls" before beginning this activity. This word wall will build knowledge and understanding of self-determination related vocabulary. Before class begins, gather the word cards listed below and set up your word wall.

SELF-DETERMINATION	
Self-Determination	Confidence
Self-Advocacy	Self-Awareness
Positive Consequence	Self-Management
Negative Consequence	Self-Initiation
Mental Flexibility	Choice Making
Self-Knowledge	Decision Making
Problem Solving	Independence
Goal Setting	

For the class discussion, teachers will display and talk about one word card at a time. Show students the sign/s the words, and then discuss the word. For example, start by signing 'self-determination'. Next, define the meaning of 'self-determination'- knowing what you want and making decisions about your future. Offer an example of a self-determination students may be aware of such as knowing what you want to do for work or what you want to study. Offer different examples and ask student to share their own examples of self-determination. Ask the class if any of them have ever considered themselves to be self-determined. Continue this discussion until all word cards are on the word wall.

Application Activities

*Map It Online Activity:

Set up technology access. Use the Self-Determination: Why is it Important?, Taking Control, Steven's New Job, and Be Self-determined slides (PPT slide 6).

- Review the definition of self-determination: Knowing what you want and making decision about your future.
- Ask students to share a personal experience related to self-determination.
- How is Steven self-determined? How does he self-advocate?
- Check for understanding by asking students the first step to becoming self-determined.
- Review how to be self-determined: know what you want, set goals that fit, have a plan to reach goals and problem-solve roadblocks.

Decision Making Activity:

It is critical to create opportunities for students to work through decision making by assessing options, consequences (both positive and negative), executing a plan, and reflecting on outcomes. Instruction to support skill development for choice making can be embedded throughout the school day. For example, students can use strategies to help refine career and college goals in daily decision making, during a work-based learning experience, and throughout transition planning. There will also be times when students can benefit from explicit instruction in decision making.

For the following activity, have students examine the different problems on the Decision Making Scenario handout and analyze possible solutions (PPT slide 7). Start by dividing students into pairs or small groups and then introduce the problem and potential solutions. Have students work together to evaluate different options and decide the best choice. Each group shares their decision and reasoning with peers. During class discussion, help students understand that there are different types of decisions, big and small, yet all have consequences (positive or negative). Offer examples of how solutions may change in different settings and for different people.

Application Activities (*continued*)

*Map It Online Activity:

Set up technology access. Use the Self-Determination vs. Self-Advocacy slides. Review the definition of self-advocacy and provide students with examples. Facilitate a whole class discussion with the following prompts (PPT slide 8):

- What is the difference between self-determination and self-advocacy?
- What does it mean to 'stick up' for yourself? Does anyone want to share a personal experience?
- Give an example of what it means to be self-determined.
- Give an example of what it means to self-advocate.
- How does knowing about yourself help you self-advocate your needs and rights?

Self-Determination & Self-Advocacy Role Play Activity:

Have students practice describing their disability (and its impact and supports), as well as their strengths and leadership skills. Practice self-advocating in different settings such as: school, home, community, or work.

- Self-determination components to role play: choice making, problem solving, goal setting, taking initiative to reach goals and accepting consequences for one's actions.
- Self-advocacy components to role play: speaking up for one's self/being assertive, knowing one's rights, negotiating and requesting an accommodation.

Self-Determination & Self-Advocacy Mentorship Activity:

Invite previous graduates who have transitioned into post-secondary employment or education/training programs to become a group (or individual) mentor for high school students. Discussion topics to consider:

- Discuss ways self-determination and self-advocacy can help on the job and/or at school.
- Share a personal experience related to self-determination and self-advocacy.
- Share a personal story of a roadblock, or challenge, you faced related to self-determination and/or self-advocacy.
- What advice would you offer on the importance of being self-determined and ways to self-advocate?

Application Activities (*continued*)

Self-Determination & Assistive Technology Activity:

Expose students to various forms of assistive technology and explore how such technology can help reach transition goals and support independency. Invite an AT specialist, or user, to demonstrate AT related to student needs. Consider using specific apps on smart devices to teach self-management, organization, time management, choice making, behavior management, soft skills, goal setting, and problem-solving.

Participation in Local & Regional Opportunities:

Support students in building confidence, self-esteem, leadership, and team-based skills by participating in a youth leadership group, student committee, advocacy group, or transition conference. Consider having older students become mentors to younger students. Below are resources to get started in addition to checking your state's offerings of such opportunities:

Youth Leadership Network & Forums:

- National Association of the Deaf Youth Leadership Camp (YLC): A Four-Week summer camp, enhancing leadership skills for high schools students who are deaf and hard of hearing to build scholarship, leadership and citizenship qualities, *https://www.nad.org/youth/youth-leadership-camp/*.
- The National 4-H Council: Find information about youth leadership and youth development programs for students with and without disabilities, national 4-H council, *http://4-h.org*.
- Boys and Girls Club of America, offers a unique program, Keystone Club, which provides leadership development opportunities for youth to participate in activities, both in and out of the Club, in three focus areas: academic success, career preparation and community service, *https://www.bgca.org*.
- National Youth Leadership Network, a youth led network of youth leaders with disabilities from across the US and its territories, *https://nyln.org/*.

Advocacy Groups & Student Committees:

- National Association for the Deaf; NAD Youth Ambassador Program: Working to achieve civic engagement and social responsibility with its mission to transform aspiring young deaf and hard of hearing leaders to be innovative advocates through a collaborative community-based competition, *https://www.nad.org/youth/youth-ambassador-program/*.

Application Activities (*continued*)

Participation in Local & Regional Opportunities (continued):

Advocacy Groups & Student Committees (continued):

- National Association for the Deaf; Junior NAD: Students receive the opportunity to learn leadership skills, participate in civic leadership, and network with other students from other schools/states. Consider starting a chapter in your school/state, *https://www.nad.org/youth/junior-nad/*.

- Youth Action Council on Transition (YouthACT): YouthACT is a national initiative to get more youth with disabilities and their allies involved as leaders who partner with adults and organizations to improve opportunities for youth to succeed in life, *http://www.ncwd-youth.info/youth-act#YouthInfo* .

- Do Something.org: A nationwide platform for young people to engage in social issues of their time. Become involved in a campaign in action, or walk through the steps to create your own, *https://www.dosomething.org/us*.

Youth Summit & Transition Conferences:

- Check with your State Educational Agency for statewide transition conferences offering a youth track. If youth tracks are unavailable in your region, consider collaborating with other agencies to add a youth track to an existing educator conference. Here is a video from The Montana Youth in Transition conference showing youth talking about how MYT has helped them work toward their transition goals. MYT is an annual conference that highlights how to help MT youth with disabilities work toward their transition dreams, *https://youtu.be/bjBNinoNRXE* .

- National Youth Summit Series: The National Youth Summit Series brings together some of the best and brightest students to focus on maker, healthy living, and agri-science. Designed for high school students (grades 9 – 12), the Summits provide opportunities to learn technical skills, participate in hands-on activities, workshops and learn from leaders in the field, *http://4hcenter.org/tours-programs/national-youth-summit-series/*.

Self-Determination Assessment Tools:

Depending on student needs and learning objectives, consider using one of the following assessments to support individualized education planning for building skills in self-advocacy and self-determination.

- **ChoiceMaker Self-Determination Assessment:** ChoiceMaker is a curriculum-referenced tool that measures students' self-determination skills and progress in the ChoiceMaker Self-Determination Curriculum, *https://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/choicemaker-self-determination-assessment.html*

Application Activities (*continued*)

Self-Determination Assessment Tools (continued):

- **AIR Self-Determination Scale:** The AIR scale produces a profile of the student's level of self-determination, and identifies areas of strength, areas needing improvement and specific educational goals that can be incorporated into the students IEP, *http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html.*

- **The ARC Self-Determination Assessment:** The ARC scale can be used to assess student self-determination strengths and weaknesses, facilitate involvement in educational planning and instruction, develop self-determination goals and objectives, and assess student self-determination skills for research purposes, *http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/arc-self-determination-scale.htm*l.

Self-Determination Curriculum:

Depending on student needs, you may consider implementing additional lessons or curriculum to further develop self-determination and self-advocacy skills across the school year. Evidence-based curriculums are available for purchase online (such as Next S.T.E.P.), and below are free research-based resources:

- **Me! Lessons:** Lessons and activities to help teach students self-awareness and self-advocacy by understanding their disability and abilities, rights and responsibilities, and self-advocacy skills, *http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html*.

- **The Self-Determined Learning Model of Instruction**: Access SDLMI's Educational Supports Example Forms (p. 26-45) to support students in building self-determination and self-advocacy skills in natural settings across the school day, *http://www.selfdetermination.dept.ku.edu/wp-content/uploads/2017/04/SDLMI-Teachers-Guide_4-2017.pdf*.

- **ChoiceMaker Self-Determination Curriculum:** The ChoiceMaker Curriculum consists of three strands: (1) *Choosing Goals*, (2) *Expressing Goals*, and (3) *Taking Action*. Each strand addresses teaching objectives in three transition areas: Education, Employment, and Personal. Lessons are designed to be infused into existing school coursework programs, *https://www.ou.edu/content/education/centers-and-partnerships/zarrow/choicemaker-curriculum.html*.

- **Whose Future is it Anyway?:** A workbook that helps prepare students for their IEP meeting and gaining self-determination skills, *http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway.html*.

Synthesis Activities

Self-Determination Goal Setting Activity:

Have students set two or three self-advocacy or self-determination goals for the school year. Goals should be related to areas such as choice making, goal setting/attainment, self-advocacy, problem-solving, self-awareness, person-centered planning for an IEP, self-evaluation, interpersonal relationships, or self-initiation. Examples include (PPT slide 9):

- I will use a problem solving strategy to determine the best solution when hitting a road-block.
- I will make choices based on my needs, preferences and interests.
- I will communicate my needs and request needed accommodation(s) during my work-based learning experience.

Self-Assessment Activity:

The I'm Determined project offers checklists designed to provide information related to self-determination, which can be used as an informal transition assessment for students, *http://www.imdetermined.org/educators/getting_started/#sthash.9QcfMhHA.dpbs*. Have students complete Page 1 of the I'm Determined Self-Assessment handout and then discuss results with a peer, teacher, or member of their IEP team. Follow-up questions to consider (PPT slide 10):

- How do you feel about your results?
- Do you think your results are accurate? Why or why not?
- What does it mean to you to be self-determined?
- Which question(s) resonate with you the most?

Self-Determination Cross Curriculum Activity:

Create opportunities to embed the concept of self-determination while teaching topics in US/World history or civics. Ideas include:

- **Black History Month:** Facilitate lessons during Black History Month to connect students to the relationship to self-determination and self-advocacy.
  - Access lesson plans that can engage students in a deeper understanding of Deaf Black History such as ASL: Deaf/Black History Month prezi by Alex Winninghoff, *https://prezi.com/priaptscwkpo/asl-deafblack-history-month/*.

Synthesis Activities (*continued*)

Self-Determination Cross Curriculum Activity (continued):

- Gain a deeper understanding of American history by learning more about Black Deaf history and experiences of Black Deaf Americans through the National Black Deaf History Advocates website, *http://www.nbda.org/*.

- Watch personal stories through DPAN.TV celebrating Black History Month, *https://dpan.tv/series/black-history-month*. Here, introduce students to Victoria Monroe, a woman speaking on the importance of self-awareness and self-advocacy. Extend learning by researching the work of her idol, Dr. Laurene E. Simms, a professor/director of Deaf Education program at Gallaudet. Create a learning opportunity for students to video record their own personal autobiography.

- **Self-Determination in U.S./World History:** Use critical thinking strategies to engage students in understanding the concept of self-determination related to topics such as the Declaration of Independence, American Civil War, Tribal Sovereignty, Imperialism, World War I and II, the Cold War, or other current affairs. Implement Literature Circles to support critical thinking as students read from the same material. Assign students to groups of four to six (depending on classroom size) and assign each student a role such as: discussion leader, vocabulary enrichers, illustrator, or connector. Have students complete an assignment sheet with each student completing a specific task. Ask students to think critically on how the concept of self-determination has changed over time, its connection to civil unrest throughout history, the difference between state/government self-determination and individual self-determination, the relationship to constitutional law or rights, international approaches to defining self-determination, and the contradiction between the principles of self-determination and territorial integrity.

Closing Activity

* Self-Determination Exit Slip:

Students should reflect on a personal choice they have made (or would like to make) and share a personal goal related to self-determination and/or self-advocacy (PPT slide 10):

✓ Give an example of a personal choice you have made (or would like to make) based on your interests, skills, or goals.

✓ Share an "I will…."statement related to setting a self-determination or self-advocacy goal.

NOTES

SELF-DETERMINATION AND SELF-ADVOCACY

I learned that Self-Determination and Self-Advocacy are really important skills. Do you know what these words mean?

Self-determination: Knowing what you want and making decisions about your future.

Self-advocacy: Telling others about what you want and speaking up for yourself to communicate your interests, needs, or rights.

I had to use both skills to get the classes and work experience that I wanted.

Self-Determination:

- I want to study science

- I want to be a teacher's assistant (TA) in a science lab while still in high school

- I want to get a part-time job in the science field to see if I really like it

Self-Advocacy:

- Take a leadership role in my IEP meeting and ask to volunteer in the science lab

- Tell my team that I want to go to classes part time and work part time

- Tell my parents that I want to study science in college.

People who have the easiest time being self-determined and advocating for themselves are those that know themselves the best.

SELF-DETERMINATION

Knowing what you want and making decisions about your future.

Being Self-Determined:

Self-Advocacy
Confidence
Self-Awareness
Self-Management
Self-Initiation
Choice Making
Goal Setting
Decision Making
Problem Solving
Independence
Self-Reflection
Self-Knowledge

_____

_____

_____

_____

Other Lesson Terms:

Positive Consequence
Negative Consequence
Mental Flexibility

_____

_____

_____

_____

DECISION MAKING ACTIVITY

Directions: Read each problem and analyze possible solutions by listing the positive and negative consequences of each option. Circle the best solution and be prepare to justify your decision.

1. **Problem**: Damien wants a new smartphone, which costs $700. He currently has $500 in his savings account.

Possible solutions	Consequence
a. Look into buying a cheaper phone.	Positive: Negative:
b. Keep saving until he has enough money.	Positive: Negative:
c. Borrow money from family.	Positive: Negative:
d. See if there is a payment plan, which will allow him to pay off phone over time.	Positive: Negative:

2. **Problem**: Ava found the perfect after-school job. However, its 10 miles across town and Ava currently walks to school.

Possible solutions	Consequence
a. Learn how to navigate public transportation from school/home to work.	Positive: Negative:
b. Save up to buy a car.	Positive: Negative:
c. Ask family or friends to drive.	Positive: Negative:
d. Use alternate method such as bicycle or skateboard.	Positive: Negative:

3. **Problem**: Tyler is in a main stream school and has a difficult time hearing his teacher from his assigned seat in the back of the room due to his hearing loss.

Possible solutions	Consequence
a. Request a new seat in front of the class.	Positive: Negative:
b. Ask his teacher to use an amplification system.	Positive: Negative:
c.	Positive: Negative:
d.	Positive: Negative:

Exit Slip – Self-Determination

1. Give an example of a personal choice you have made (or would like to make) based on your interests, skills, or goals:

_____
_____
_____

2. Share a personal goal related to self-determination or self-advocacy: _____*I will* _____
_____

NAME:_____

Exit Slip – Self-Determination

1. Give an example of a personal choice you have made (or would like to make) based on your interests, skills, or goals:

_____
_____
_____

2. Share a personal goal related to self-determination or self-advocacy: _____*I will* _____
_____

NAME:_____

HOW DO I GET THERE?

INDIVIDUALIZED EDUCATION PLAN
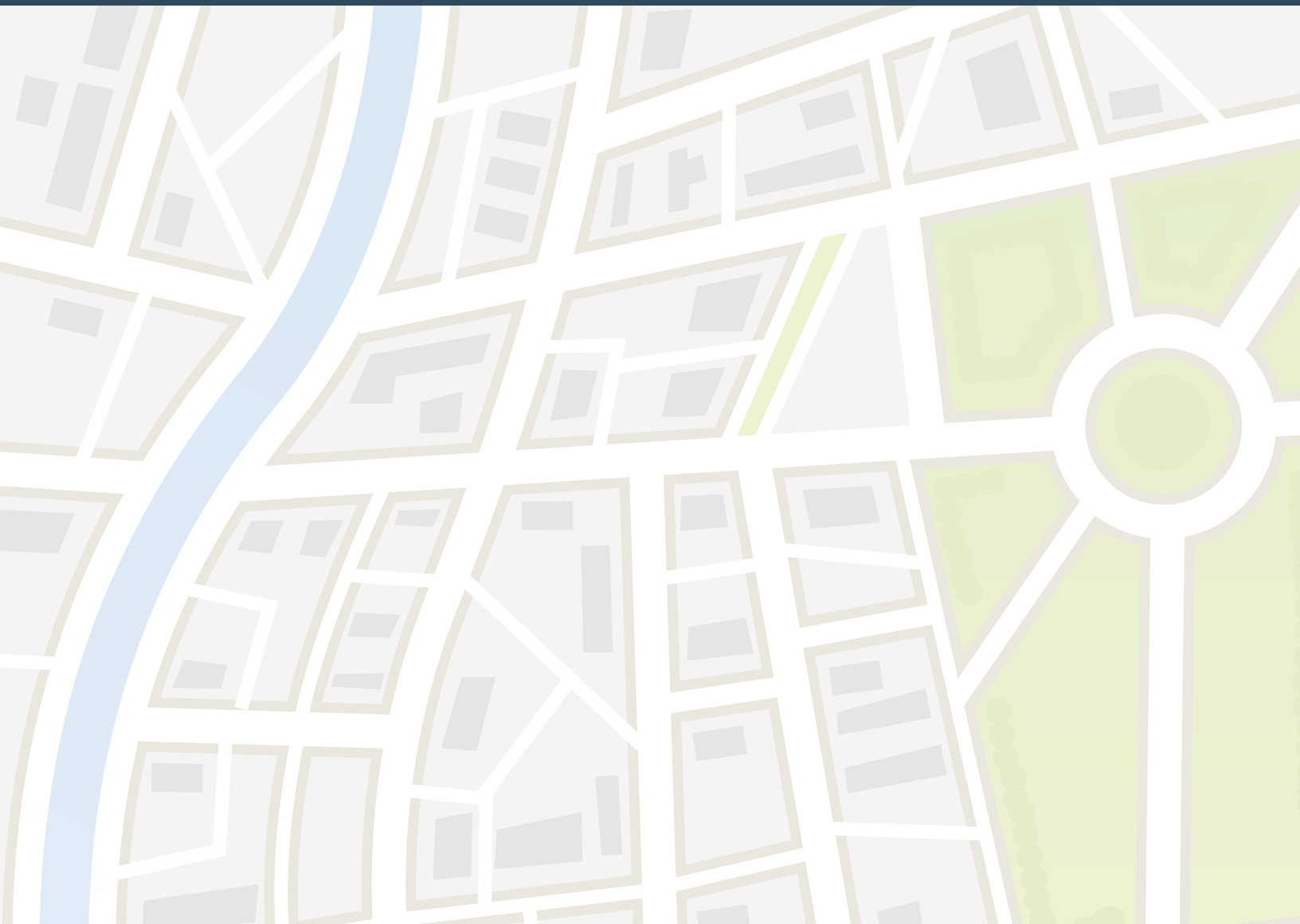
STUDENT-DRIVEN INDIVIDUALIZED EDUCATION PLAN

Learning Objectives

- Students will understand their role and purpose of the IEP meeting.
- Students will demonstrate self-determination and self-advocacy skills during their IEP meeting.

Materials

- Map It Online: How Do I Get There: Individualized Education Plan, Leading Your IEP
- Student-driven IEP Visual Concept Page
- Short Term Goal Activity
- Student-driven IEP PowerPoint
- Student-driven IEP Exit Slip
- Marissa Leads Her IEP PowerPoint
- Sample Student Profile Sheets
- Student Profile Template

Teacher Background

During Section 1 Team lesson, students learned the importance of the IEP team, as well as the roles and responsibilities of team members, including themselves. As part of IDEA, students are to be invited to and encouraged to lead IEP meetings. It is recommended that IEP teams support active student participation in meetings and allow students to be involved in the decision making and goal setting process. By being an active member of their IEP team, students will learn and practice the self-determination and self-advocacy skills needed for their future.

In the following lesson, students will explore the difference between short term goals in the IEP and long term goals related to post-secondary transition. Support students in developing these goals, and then offer opportunities for goal refinement and self-reflection along the way. Student engagement and leadership in the IEP process is a specific strategy that supports the development of self-determination and self-advocacy skills. This includes decision making and understanding choices and options, such as registering for a course to help meet post-secondary education and employment goals.

Teacher Background *(continued)*

Here, students can analyze choices and practice evaluating the positive and negative consequences along each path.

Other strategies include:

- Practice sharing information about self, strengths, interests, skills, and goals.

- Communicate about one's hearing loss, accommodations, and impact of hearing loss.

- Develop leadership and team based skills among a diverse group of individuals.

- Practice soft skills such as dressing appropriately, being on time, introducing everyone, listening skills, sharing perspectives, and self-advocating.

- Provide opportunities to self-evaluate after the meeting or during practice.

- Receive constructive feedback from teacher and revise skills for next meeting.

As with previous lessons, activities can be differentiated to meet the needs of classrooms and school culture, and offer flexibility in meeting the needs of students at an individual level. It is important to note that the progression of activities is meant to support an individualized pathway for students to prepare for careers and/or post-secondary education and training programs.

Key Terms & Definitions for this Section

Individualized Education Plan (IEP):
A legal document used in k-12 schools to develop goals and plan your school year.

IEP Long Term Goals:
What you want for your future.

IEP Short Term Goals:
What you can do now to help reach long term goals.

Transition Plan:
Part of your IEP that includes short term and long term goals around education/training, employment, independent living and community participation.

IEP Application

As part of transition requirements, students need to be involved in the IEP process. Student self-awareness (identity, strength and needs) along with both short term and long term goals, should help inform the transition plan.

- Have students actively lead their IEP meeting.
- Use the information that the student identified to support or refine transition goals relating to employment, postsecondary education and training, independent living, and community participation.
- Use the information that the student identifies to support objectives in transition goals, which may include the following: *Student will …* communicate strengths, interests, and preferences; share information regarding their disability and impact of disability with members of the IEP team; self-evaluate performance after the IEP meeting; demonstrate the following soft skills: time management, appropriate hygiene/attire, self-management, and communication skills; align short term goals to long term goals based on wants, or evaluate and refine short term and long term goals.

INSTRUCTIONAL ACTIVITIES
* Recommended activities are marked with an orange asterisk.

Foundational Activities

Student-driven IEP Kick-off Activity:

Have students imagine the following scenario from the opening of Van Dyke, Martin, and Lovett's (2006) article entitled *Why is This Cake on Fire?* (PPT slide 2):

Imagine being a small child, and hearing your parents talk about your birthday party. You see the excitement on their faces as they talk and plan, starting with a theme for the party, deciding who will be invited, and then finally, who will do each job. As time draws closer, you see more and more conversations about your birthday party, and so you know it is coming soon. And then your birthday comes and goes, but no one ever invites you to come to your party. Maybe they just forgot to invite me, you think.

The next year, you again see your parents talking about your birthday party. Once again you see the excitement on their faces as they talk and plan, choose a new theme for the party, decide who they will invite, and then finally, pick someone to be in charge of each job. Again, as time draws closer, you see more and more conversations about your birthday party, and so you know it is coming soon. And again your birthday comes and goes, but no one ever invites you to come to your party. It must not be important for me to be there, you think.

Foundational Activities (*continued*)

Student-driven IEP Kick-off Activity: (continued):

The following year, you once again see your parents talking about your birthday party. You barely notice the excited look on their faces as they decide on another new theme, make the invitation list, and divide the jobs. As the time draws closer, you barely pay attention to the increased conversations about your party. Again your birthday comes and goes, but no one ever invites you to come. Now you think that birthday parties are not important at all.

Several years later, when you become a teenager, you barely catch a snippet of a conversation about your birthday party. But since you've never been invited to your parties, you know that it's not important for you to be there. You think that birthday parties are not important at all, so you don't pay any attention to all the birthday plans going on. But this year, you get an invitation to your party!! You are so surprised, confused, and even scared!! You ask your parents why you are getting an invitation to your party this year. They say, "Well, because you are a teenager now, and it's time for you to be included in all the things involved with birthday parties. Each year, we start out with a theme for your party, and decide the best ways to represent that theme. Then we make up the invitation list, and decide who will do all the different jobs. Now that you are a teenager, we thought you would like to be involved in all of this!"

But you respond by saying, "Why would I want to get involved now? If these were supposed to be my birthday parties, why wasn't I invited all along? Why didn't I have a chance to pick out some themes for my parties that I am interested in? Why didn't I get to help decide who to invite to my parties? And, why didn't I get to help choose who would get to do the different jobs?" "We didn't think you were old enough to help with all of that." "Now I'm so old that I don't know how to help with any of it; you've been doing it for me for all these years. Why don't you just keep on doing it without me."

NOW – imagine this scenario again, only this time, insert Individualized Education Program (IEP) meetings in place of birthday parties.

Student-driven IEP Classroom Discussion:

Break students into small groups and ask them to reflect on individual experiences related to previous IEP meetings. Use the different stages of *Why is This Cake on Fire?*, to help lead discussion and reflection (PPT slide 3):

- Is the scenario similar to your IEP experience? Why or why not?
- What is your first memory of the IEP planning process? How old were you?
- How has your role in the IEP process changed over the years?
- How would you rate your previous IEP experience: average, good, or excellent? Why?
- Do you consider yourself an active player on your IEP team or on-the-sidelines? Why?
- Who on your IEP team do you connect most with? Why?

map it
what comes next

![running figure icon]

Foundational Activities (*continued*)

Student-driven IEP Classroom Discussion (continued):

After students spend time discussing in small groups, return to a whole class discussion and ask students to share experiences and summarize group conversations. During the discussion, explain to students that the purpose of the IEP document is to develop a school program for the student, based on their wants and needs. During the IEP meeting, the team sets goals for the future, ensures the right steps are being taken to support goals, and create a transition plan for meeting post-secondary goals. Stress that the student is the key player in the IEP process and benefits most when they are an active team member.

*Map It Online Activity:

map it *what comes next*

Set up technology access. Use the Individualized Education Plan (IEP) slides to introduce IEP, long term goals, short term goals, and transition planning (PPT slide 4)

IEP Understanding Pre-Assessment Activity:

Access the I'm Determined Student Rubric for IEP Participation, a rubric designed to assist educators in determining an entry point for student participation in the IEP process. Here, students self-evaluate their IEP awareness, participation and knowledge, as well as disability awareness, rights and responsibilities, and soft skills (PPT slide 5), *http://www.imdetermined.org/files_resources/99/studentrubricforiepparticipation.pdf*.

![running figure with globe icon]

Application Activities

Short Term Goal Activity:

Have students assess short term goals related to their long term goals by using the Short Term Goal Activity handout (PPT slide 6). Start by reviewing the definition of both types of goals: long term goals are what you want for the future (graduate from high school, get a job, attend college/training program, live independently), and short term goals are goals set in the IEP that help you reach your long term goal. For additional examples, review Joe's and Emily's Long Term Goal slides on Map It, Individualized Education Plan (IEP). After students fill out long term and short term goals, divide into small groups (or pairs) to discuss responses. As a whole class, call on students to share their short term goals and highlight the similarities and differences among students.

Application Activities (*continued*)

Short Term Goal Activity (continued):

Discussion Extension: show students an example of the Transition component of an IEP. Review items #1-2 of Indicator 13. Connect long term goals to item #1 and short term goals to item #2.

*Map It Online Activity:

Set up technology access. Use Leading Your IEP slides to learn from Brandon's student led IEP process, receive IEP tips, and review the IEP meeting checklist (PPT slide 7).

- Discuss Brandon's reflection of his IEP meeting.
- What are the benefits of running your own IEP meeting?
- Review the 5 tips to remember when leading your IEP:
    1. The reason for the IEP meeting: to develop goals for next year.
    2. Know yourself and what you want: the better you know yourself, the better your goals will be.
    3. Importance of team support: listen to team member's perspective and feedback.
    4. Attitude is important: lead the meeting with a positive attitude to develop great goals.
    5. Being a good self-advocate takes practice: the first IEP meeting you lead may not be easy, but there are ways to improve for your next meeting.
- Review the student led IEP checklist.

Identity Elevator Speech Activity:

Explain the concept of an elevator speech (a brief pitch to share information) and the benefits of a having an *identity* elevator speech- a clear, brief message of who you are. Ask students to develop a 30-60 second *identity* elevator speech that summarizes their strengths, weaknesses, hard and soft skills, personality, values, and short term and long term goals. Share your own personal elevator speech as an example, and explain how there are different speeches for different settings. Students may use an identity speech for their IEP meeting, but offer different information in a speech for job searching or networking. Consider having students present their speech in front of others, or create a short video to share with the class. Use the following prompt to get students stared: "*Tell me about yourself.*"

Application Activities (*continued*)

IEP Team Member Interview Activity:

Have students review their Map It: Your Team and/or materials from Section 1, Team lesson (Circle of Support and IEP Dream Team Checklist). Remind students the concept behind the Circle of Support and how their IEP Dream Team is made up of people whose background, relationship, experience, and expertise adds to their transition planning efforts. Have students ask themselves the following questions (PPT slide 8):

- Do I need to update my circle?
- Have team members changed?
- Have close friends or family changed?
- Do I need to add new people from the community or work-based learning experiences?

Provide students with time to evaluate and refine these materials. Next, have student's interview members of their IEP team to learn more about their profession, or background, and how they might be able to support post-secondary transition.

- Share a little about your profession and your work with students.
- Explain your role in the IEP process.
- How many IEP meetings have you attended?
- What type of input do you offer during the meeting?
- What can be done to improve the IEP experience?

* IEP Role Play Preparation Activity:

Provide students with opportunities to practice leading a meeting with fellow students in a role play activity. Start by assigning students in various roles such as student, principal, teacher, parent, friend, counselor, psychologist, audiologist, speech language pathologist, and VR counselor. Simulate a student-driven IEP meeting where the student leads an IEP meeting based on the Map It checklist and consider adding a script to guide the role play. Have students practice using support materials such as a Visual Resume, information from their Career Portfolio, or a formal IEP presentation. Grade students on (PPT slide 9):

- Being prepared with their presentation
- Following the Map IT checklist
- Dressing and acting professionally
- Demonstrating soft skills
- Exhibiting self-determination skills
- Self-advocating SMART goals/steps
- Post-meeting self-evaluation and accepting constructive feedback from teacher

Application Activities (*continued*)

IEP and Assistive Technology Activity:

Consider ways in which assistive technology can support IEP meeting participation for students. Throughout the IEP process, have students become an active member of accessing, choosing and evaluating assistive technology supports.

- SETT Framework: A framework for gathering data to support student-centered assistive technology decisions, *http://www.joyzabala.com/Documents.html*.

- WATI: Access a variety of free materials for assessing and implementing assistive technology, *http://www.wati.org/?pageLoad=content/supports/free/index.php*.

- The Matching Person and Technology (MPT) model, *http://matchingpersonandtechnology.com/*, consists of a series of instruments to take into account: the environment in which the person uses the technology, the individual's characteristics and preferences, and the technology's function and features.

IEP Curriculum Activity:

Access curriculum and lessons to further develop student-driven IEP planning skills. Make connections to self-awareness, self-determination and self-advocacy skills, and create meaningful discussions with ample opportunities for practice. Below are examples of research based curriculums:

- Next S.T.E.P.: Supports students in post-secondary transition planning with a focus on decision and choice making, self-awareness, goal setting, and self-evaluation, *http://www.proedinc.com/customer/productView.aspx?ID=3485*.

- The Self Advocacy Strategy: Prepares students for participation in a variety of education meetings by using the I-PLAN strategy following Strategies Intervention Model focusing on choice making, self-advocacy and self-awareness, *http://journals.sagepub.com/doi/pdf/10.1177/105345129603200110.*

- Take CHARGE! and TAKE CHARGE for the Future!: A student-directed collaborative model promoting involvement in IEP planning and the development of self-determination skills focusing on choice and decision making, self-awareness, goal setting and attainment, self-advocacy, and self-evaluation, *http://journals.sagepub.com/doi/abs/10.1177/088572880102400107*.

- Self-Directed IEP: 11 sequential lessons incorporating captioned video and student workbook to help students become active participants in their IEP Meeting. Works in tandem with ChoiceMaker curriculum, *http://www.ou.edu/education/centers-and-partnerships/zarrow/choicemaker-curriculum/self-directed-iep.html*.

Application Activities (*continued*)

IEP Curriculum Activity (continued):

- ChoiceMaker Self-Determination Curriculum: The ChoiceMaker Curriculum consists of three strands: (1) *Choosing Goals*, (2) *Expressing Goals*, and (3) *Taking Action*. Each strand addresses teaching objectives in three transition areas: Education, Employment, and Personal. Lessons are designed to be infused into existing school coursework programs, *https://www.ou.edu/content/education/centers-and-partnerships/zarrow/choicemaker-curriculum.html*.

- Whose Future is it Anyway?: This workbook contains six lessons that can be taught over 36 sessions to help prepare students for their IEP meeting and develop self-determination skills, *http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway.html*.

- I'm Determined! Understanding and Preparing for My IEP: A workbook to help guide student understanding on the different parts of the IEP and sets learning goals for each section, *http://www.imdetermined.org/files_resources/105/im_determined_understanding_and_preparing_for_my_iep.pdf*.

Synthesis Activities

* IEP Presentation Training Activity:

Introduce student-driven IEP training as early as possible. Start by having students gather materials to support the IEP planning process (PPT slide 10). Some students may benefit from creating a visual presentation that follows the Map It checklist to help guide the meeting. For students interested in creating a PowerPoint, access the It's All About Me: Helping Students Create PowerPoint Presentations for IEP Meetings from the I'm Determined project, *http://www.imdetermined.org/educators/resources/#*, or use the IEP PowerPoint template provided at the end of this curriculum. Other support materials may include:

- Letters/notes from teachers regarding courses
- Work-Based Learning Experience Self-Reflection Worksheet(s)
- Visual Resume, Career Portfolio, or Resume to share work related experiences, job interest, skills, and qualifications
- MapIt completed materials including team members, strengths, weakness, hard and soft skills, personality, values, and disability awareness
- Results from completed Interest Inventories, Learning Style inventories, Multiple Intelligences Assessments, and other Personality Assessments

Synthesis Activities (*continued*)

* IEP Presentation Training Activity (continued):

Once the date for the IEP has been determined, have students send invites to IEP team members. Before the meeting, build in practice time to determine what information should be prioritized to share, agenda, time management and expectations of the meeting (dress, hygiene, soft skills, etc.).

After the meeting, have the student, parent(s), and teacher capture the strengths, challenges, and next steps for skill development by completing the I'm Determined IEP Exit Assessments, *http://www.imdetermined.org/educators/getting_started#sthash.iLRkzsUt.dpbs*. Review these assessments with the student to develop meaningful goals for their next IEP meeting.

Closing Activity

* Student Centered IEP Exit Slip:

After students have had the chance to participate in their IEP meeting, or other educational planning meeting, complete the following exit slip (PPT slide 11):
✓ In one sentence, have students state the purpose of the Individualized Education Plan.
✓ Have students check off the following self-determination and self-advocacy skills demonstrated during the meeting- decision making, choice making, problem solving, and sharing perspective, wants, needs, interests, preferences, and goals.

NOTES

LONG AND SHORT TERM GOALS

Joe's Long Term Goal

My long term goal is to be a computer engineer. To reach this goal, I will need to have many short term goals.

Plan an interview with an engineer to learn more

Become a computer engineer

Take a computer class at school

Search for colleges with computer engineer programs

Emily's Long Tern Goal

I want to teach a yoga class after I graduate high school. To achieve this goal, I will take yoga classes now, and will need to find a training program to become a yoga teacher.

Take a training to become a yoga teacher

Become a yoga teacher

Volunteer at my yoga studio to see if I really like doing this

Create business cards to share my information with other people

Long term goals are what you want for the future. For example, to graduate from high school, get a job, attend college/training program, and live independently.
Short term goals are goals set in the IEP that will help you reach your long term goal.

IEP MEETING CHECKLIST

Tips to remember when you lead your IEP meeting:

- The reason for the IEP meeting is to develop goals for next year.
- Know yourself and what you want. The better you know yourself, the better your goals will be.
- Your team is there to support you.
- Your attitude is important. Leading the meeting with a positive attitude will make everyone feel safe to share their ideas and thoughts.
- Being a good self-advocate takes practice!

❏ Introduce yourself to the team.

❏ Ask members of the team to introduce themselves to one another.

❏ Thank the team for coming to support you.

❏ Tell the team about yourself - who you are, your strengths, weaknesses, hard and soft skills - so they can understand your choices.

❏ Tell the team about the college/training or job/career that you want when you graduate from high school.

❏ Share some goals you want to work on during the next year.

❏ Talk about the accomodations you need to acheive your goals.

❏ Ask the team for their advice/perspective on how to meet your goals.

❏ Thank your team for their support.

❏ End the meeting.

Are YOU ready to lead your next IEP meeting?

IEP LONG AND SHORT TERM GOALS WORKSHEET

Name:_____   Date:_____

What do I want? (long term goal) _____

What do I need to do to achive this? (short term goals)

Short Term Goal

[ ]

Long Term Goal

[ ]

Short Term Goal   **Short Term Goal**
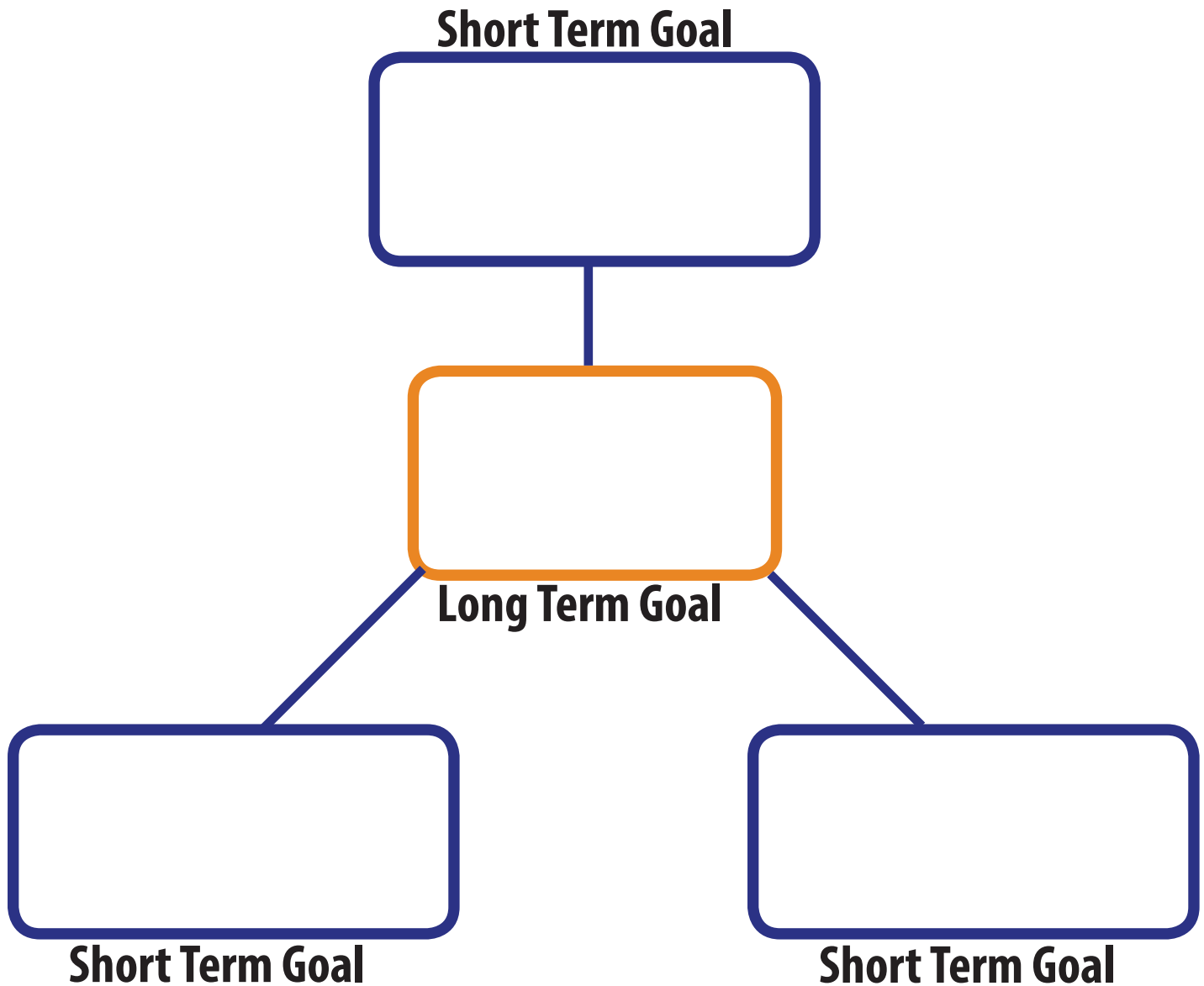
Long term goal: What you want for your future.

Short term goal: What you can do now to help reach long term goal.

Are YOU ready to lead your next IEP meeting?

THE PROFILES

Use these character profiles as models for students when creating their own profile sheet.

Brooke Hill

Sam Allen

Allison Siri

Joe Sanchez

Brandon Healy

Darcie Chin

Marissa Leon

Patrick Richers

Steven Marks

Emily Brink

Zachary Jakes

Valentine Sal

THE PROFILES

Profile: Brooke Hill

Age: 22

Graduated from: Elk High School

About Me:

I enjoy sports

I am not in school

I have a few part-time jobs

I am really close to my family

I don t want to move far away from home

I am a leader

Educational Goal:

Want to attend beauty school

Personal Goal:

Get a job doing hair and makeup.

Job Experience:

Library and restaurant

My Hearing Loss:

I have severe hearing loss

I use ASL to communicate

I use interpreters

My hearing loss makes feel nervous around new people until I get to know them

THE PROFILES

Profile: Sam Allen

Current School: Anita Community College

School Year: Sophomore

GPA: 3.5

Studying: Computer Science

About Me:

I am Deaf and use American Sign Language. I am proud to be Deaf and the Deaf community is very important to me.

Professional Goals:

Start my own business

Develop a sign language computer program for kids

Personal Goals:

Work with Deaf youth

Inspire others

Coach Deaf youth football

About My Family:

I live with my mom, dad, and sister. I wish they knew ASL so we could communicate better. I feel left out at home pretty often.

THE PROFILES

Profile: Allison Siri

Current School: Chadwick School for the Deaf

School Year: Sophomore

GPA: 3.4

About Me:

I am very independent

I use ASL and tactile sign to communicate

I have Ushers but can hear a little with my hearing aids

I am training a service dog named Winston

I love to travel

I love to act

I don t believe in giving up when others tell me I can't do something

Educational/Future Goals:

Attend college and join the National Theater of the Deaf

Personal Goal:

To show the world people with hearing

About My Family:

I live with my dad, grandma, and brother.

I am the only person with vision and hearing loss in my family.

My family knows a little sign language.

THE PROFILES

Profile: Joe Sanchez

Current School: Oregon School for the Deaf

School Year: Sophomore

GPA: 3.6

A Little About Me:

My favorite subjects are Math and Science

Personal Goal:
Make MVP in basketball

Future Goal:
Go to college

Future Career:
Engineering

A Little About My Family:

My parents and I are Deaf, my sister is hard of hearing, and my brother is hearing.

We use American Sign Language to communicate at home.

We are really close.

THE PROFILES

Profile: Brandon Healy

Current School: Jackson High School

School Year: Junior

Age: 19

Special Education Program

About Me:

I like to help my uncle in his car shop.

I get to help sweep the floors and work on cars with him

My Life:

I live with my mom.

I do not have any brothers and sisters.

I wish I had a pet

I have a lot of friends

I like school

THE PROFILES

Profile: Darcie Chin
Current School: Ash Creek High School
School Year: Junior
GPA: 3.1

About Me:

I am 17 years old

I am Hard of Hearing

I am a vegetarian

I have a lot of friends

I have a job

Personal Goal:

Travel

Communicate better

Personal Goal:

Take photos

Personal Goal:

Volunteer at a veterinary clinic

My Hobbies:

Listening to music

Photography

Painting

Reading comics

THE PROFILES
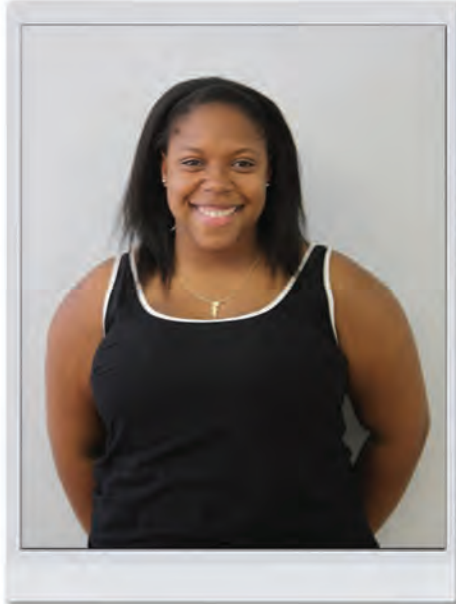
Profile: Marissa Leon

Current School: Monmouth High School

School Year: Senior

Age: 18

A Little About Me:

I would describe myself as being friendly, athletic, and responsible.

I prefer to do things my own way rather than someone telling me what to do.

I don't like school.

I use American Sign Language and an interpreter at school but at home, I speak and lipread because my family doesn't sign.

Personal Goal:

Move out after graduation and live with my friend

Personal Goal:

I want to find a job

Personal Goal:

Get Married

A Little About My Family:

I live with my mom, dad, and 4 brothers and sisters!

I am the only Deaf person in my family.

I love to help with my siblings.

map it
what comes next

THE PROFILES

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!

THE PROFILES

Profile: Steven Marks

Current School: Richland High School

School Year: Junior

About Me:

Learn to accept my hearing loss

Learn to communicate better

Continue to work on my speech

Academic Goals:

Graduate high school

Go to college

Future Goal:

Get a job in a science lab

About My Family:

I live with my mom and dad

I do not have any siblings.

I have a dog.

THE PROFILES

Profile: Emily Brink

About Me:

Yoga Nut

Student

Dancer

Daughter

Sister

Friend

Personal Goal:

Own a Yoga Studio

Become a message therapist

Personal Goal:

Teach people to eat healthy

Future Goal:

Join the Peace Corps

About My Family:

I live with my dad and stepmom.

I have one sister and no brothers.

My grandparents live down the street and have a farm I like to visit when I am not at school.

THE PROFILES

Profile: Zachary Jakes

Current School: Hensley High School

School Year: Freshman

Age: 14

GPA: 4.0

About Me:

I lost my hearing last year. I have two cochlear implants that work great. I use speech-to-text services in my classes at school. I am taking many upper division classes and hope to graduate at 17.

Anatomy of the Nose

Ethmoid sinus
Maxillary sinus
Frontal sinus
Superior turbinate
Middle turbinate
Nasal cavity
Inferior turbinate
Eustachian tube opening
Nasopharynx
Oropharynx
Laryngopharynx
Larynx
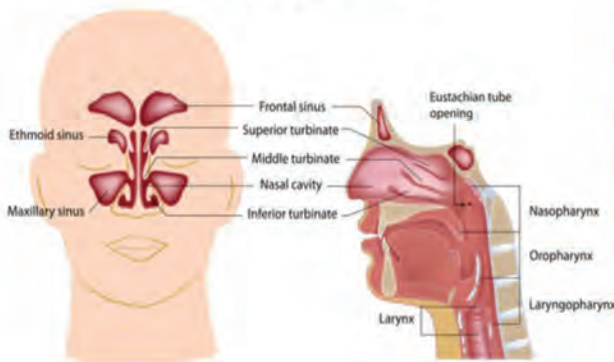
Professional Goals:

I have always wanted to work in the medical field! I plan to apply to medical school and be an ENT (ear, nose, and throat) doctor. I would like to open my own practice some day

About My Family:

I love my family and live with them in Ohio.

THE PROFILES

Profile: Valentine Sal
Current School: Western Oregon University
Major: Deaf Studies
Class of 2013

About Me:

24 years old

Creative

Smart

Hard of Hearing

Hard working

Laugh Easily

Outgoing

Patient

Love children

Friendly

Funny

About My Education:

Mainstream High School

Community College

4-year University

About My Accommodations:

Notetaker

Speech-to-Text

Extended Test Time

Priorty Registration

STUDENT PROFILE TEMPLATE

- Click icon to add picture

- Name:

- School Goal:

- Work Goal:

- Future Goal:

- My accommodations:

- Click icon to add picture

- Click icon to add picture

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- Click icon to add picture

Exit Slip – Student-driven IEP

1. In one sentence, state the purpose of the Individualized Education Plan (IEP):

   _____
   _____
   _____

2. I showed the following self-determination and self-advocacy skills during my IEP meeting:

   ❏ Made choices   ❏ Shared my perspective   ❏ Shared my wants
   ❏ Shared my needs   ❏ Made decisions   ❏ Shared my interests
   ❏ Shared my goals   ❏ Shared my preferences   ❏ Problem solved
   ❏ Other:_____

   NAME:_____

Exit Slip – Student-driven IEP

1. In one sentence, state the purpose of the Individualized Education Plan (IEP):

   _____
   _____
   _____

2. I showed the following self-determination and self-advocacy skills during my IEP meeting:

   ❏ Made choices   ❏ Shared my perspective   ❏ Shared my wants
   ❏ Shared my needs   ❏ Made decisions   ❏ Shared my interests
   ❏ Shared my goals   ❏ Shared my preferences   ❏ Problem solved
   ❏ Other:_____

   NAME:_____

HOW DO I GET THERE?
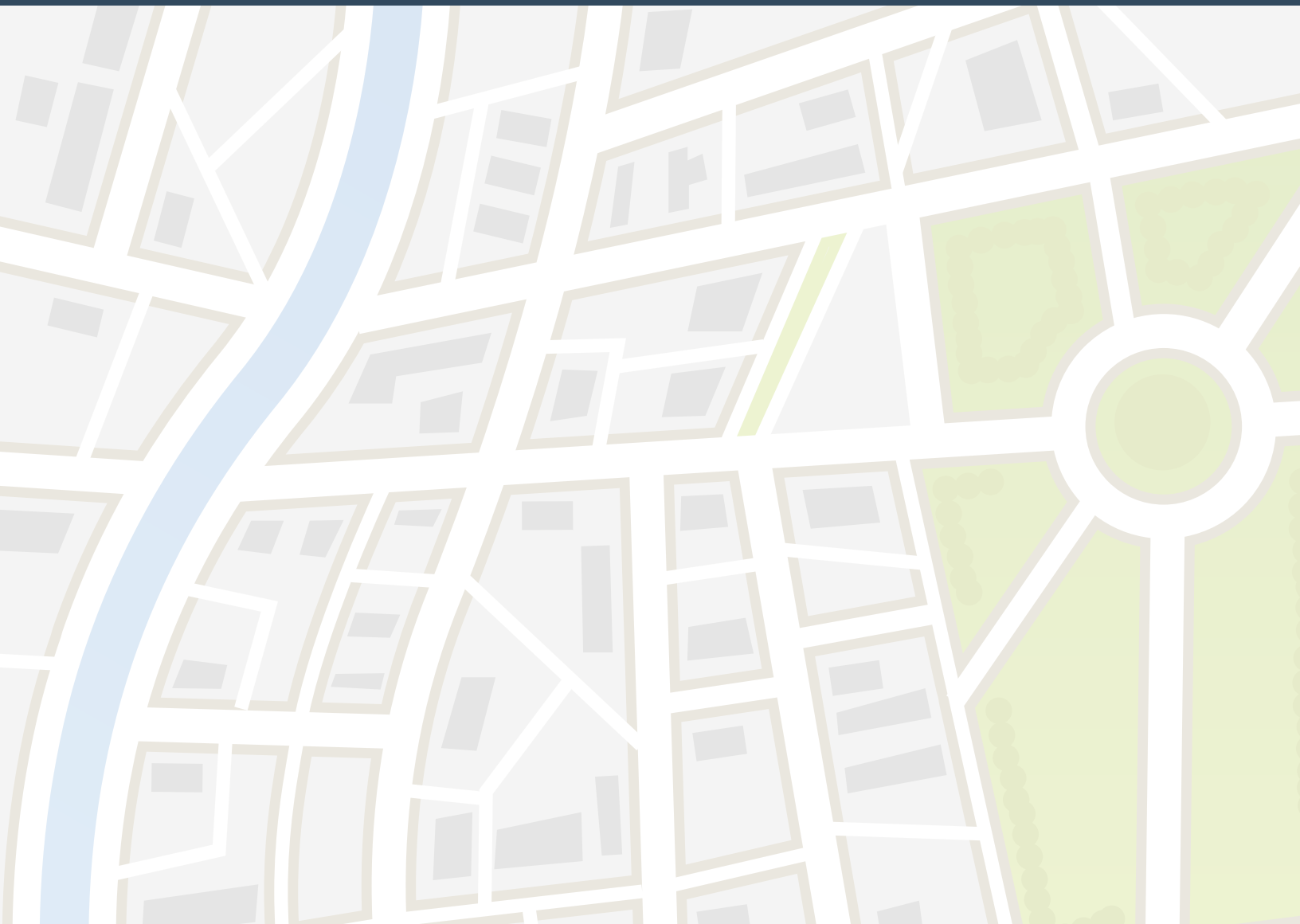
LAWS

SELF-DETERMINATION AND SELF ADVOCACY

Learning Objectives

- Students can name three laws that protect their rights as a deaf or hard of hearing student.
- Students can explain how laws protect their right to access in employment and education/training settings.

Materials

- Map It Online: How Do I Get There: Laws
- Laws Visual Concept Page
- Laws PowerPoint
- Laws Exit Slip

Teacher Background

In this lesson, students will learn how three different laws protect their rights as a person who is deaf or hard of hearing. Students will be introduced to the Individuals with Disability Education Act (IDEA), Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act (504). Throughout the following activities, find ways to connect students to real world examples that show the relationship between self-determination and one's individual rights. As an adult, students will be responsible for themselves and it's important for them to understand the various laws and protections they have. The more students know and understand the laws, the more empowered and self-determined they will become.

The big picture of this lesson, is to highlight how different laws protect individuals in different settings and at different points of time. Connect IDEA to a student's experience in elementary, middle, and high school settings. Explain that IDEA serves as a guide to what states and school districts must provide eligible students in these settings. For example, under IDEA, public schools are required to provide a Free Appropriate Public Education (FAPE) including early intervention, special education, and other related services for eligible students. If needed, review material from Map It Individual Education Plan (IEP) slides on the previous lesson, Student-driven IEP. Furthermore, IDEA requires that transition planning be incorporated into the IEP by the time the student turns 16 (some states have moved this process to the age of 14).

Teacher Background *(continued)*

Expand student understanding that during these school years, students are also protected under Section 504 of the Rehabilitation Act. Section 504 prohibits discrimination based on a person's disability and ensures equal access to any program or activity offered by an entity or institution receiving federal funds. Furthermore, students who are clients of Vocational Rehabilitation, experience the impact of Section 504 in their individualized plan for employment (IPE).

During high school, it is important to teach students how their protection of rights under IDEA changes after exiting high school. At this point, for students continuing on to a higher education/training program, protection falls under ADA and Section 504. Expand understanding that ADA and Section 504 protect individual rights in both employment and education/training settings, and create meaningful experiences for students to understand what this means in regards to receiving appropriate accommodations. For students who are college bound, consider providing additional information regarding protection under Fair Housing for independent and dormitory living.

The below activities on laws approach the topic of disability through the lens of government (policy and court), society, economics, and world views. This government supported access is not meant to mitigate the importance of the cultural lens for students who identify as deaf or hard of hearing, rather both must work in conjunction. In *A Compelling History Worth Mentioning*, authors Minarik, D., Carroll, M., & Sheridan (2016) pose a critical question to bring into the classroom: "Is disability history worth mentioning and learning more about?" This is an important question for educators and students alike. The following activities are meant to create dialog that explores society's history, as well as the barriers and support of the disability rights movement. Expand understanding by incorporating the National Council for the Social Studies (NCSS) C3 Framework (2003), which supports inquiry-based learning through the *Question Exploration Routine* strategy: 1) Developing questions and planning inquiries; 2) Applying disciplinary concepts and tools; 3) Evaluating sources and using evidence; and 4) Communicating conclusion and taking informed action. This framework can help enrich content across curriculum. Additional teacher resources to dig deeper include:

- Pacer Center: A parent training and information center with user friendly information on IDEA, IEP, and Section 504, *www.pacer.org*.

- OCALI Assistive Technology: Professional development modules to learn more about Assistive Technology requirements under IDEA, *http://www.atinternetmodules.org/*

- National Center on Accessible Educational Materials: *www.aem.cast.org*.

Key Terms & Definitions for this Section

Individuals with Disabilities Education Act (IDEA):
Provides a free, appropriate public education in the least restrictive environment to students K-12.

Americans with Disabilities Act of 1990 (ADA):
A law that prohibits discrimination against people with disabilities in all employment, government, public accommodations, telecommunications settings.

Section 504 of Rehabilitation Act of 1973:
Prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal funds.

Equal Access:
Providing to students with disabilities who are "otherwise qualified" the same educational opportunities and full participation in programs and activities as provided to all other students.

map it
what comes next

IEP Application

As part of transition requirements, students need to be involved in the IEP process. Student understanding of their disability, associated impact, and preferred accommodations should help inform the transition plan.

- Have students lead their IEP meeting.
- Use the information that the student identified regarding accommodations and modifications to support or refine transition goals relating to employment, postsecondary education and training, independent living and community participation.

INSTRUCTIONAL ACTIVITIES
Recommended activities are marked with an orange asterisk.

Foundational Activities

Laws Kick-off Activity:

Have students watch the video "Waiting for the World to Change" (3:36), a song by John Mayer. The video can be accessed on Youtube (PPT slide 2), *https://youtu.be/AT3nyFR6t8Y?list=RDAT3nyFR6t8Y* or DPAN, *https://dpan.tv/series/asl-music-videos/episode/waiting-on-the-world-to-change-john-mayer*

Laws Classroom Activity:

Write the video's introductory quote by Aristotle on the board, "Those born deaf are incapable of learning" (PPT slide 3). Ask students to share their response to the quote. Next, divide students into small groups and work together to create a new sentence that captures an accurate portrayal of the intellectual capabilities (and abilities) of the Deaf community. When finished, share new quotes while sitting in large circle or have groups present in front of the class.

Discussion Extension:

- Present the following quote from the video, "A deaf person can do anything a hearing person can, except hear." Ask students to share their initial response.
- Have students create their own version of "Waiting for the World to Change" music video.
- Revisit the video, "Waiting For the World to Change" and have students learn more about the highlighted individuals: Laurent Clerc, Marlee Matlin, Phyllis Frelich, Julianna Fjeld, or Konstantin Tsiolkovsky.
- Facilitate an art project based on the new quotes.

Application Activities

*Map It Online Activity:

Set up technology access. Use the Laws slides to learn more about IDEA, ADA, Section 504 and requesting accommodations (PPT slide 4):

- Review the definition of accommodations and offer examples: interpreters, speech to text (CART, C-Print, Typewell), FM systems, special phones, and tactile sign language.
- Review the definition of IDEA and the relationship to a student's IEP/transition planning.
- Review the purpose of Section 504 in the elementary, middle and high school setting.
- Review the purpose of ADA/Section 504– to protect individual rights in employment and post-secondary education/training programs. Check for student understanding on the role of self-advocating and requesting accommodation.
- Check for understanding by asking students why it is important for them to know their rights. Make sure students understand that laws are in place that support and protect them in order to provide access.

The Evolution of Language:

Discuss the evolution of language used to address and describe people with disabilities over time. Start by sharing the following quote (PPT slide 5):

"Language is the road map of a culture. It tells you where

its people come from and where they are going."

\- Rita Mae Brown

Ask students to share their interpretation of the quote. Explain that as society evolves its acceptance and understanding of differences, language evolves alongside those changes. Have students investigate the cultural shift in the use of language related to disability throughout history. An example is the change from Education for all Handicapped Children Act which became the Individuals with Disabilities Education Act (IDEA), or the use of terms such as "feeble-minded", "mentally retarded", or "idiot".

Application Activities (*continued*)

The Evolution of Language (continued):

Next, explore the debate between People First Language (PFL) and Identity First Language (IFL). The purpose of PFL is to place emphasis on the person as a human, versus through the lens of a medical diagnoses. However, some people with disabilities view their disability as an important part of who they are, thus prefer Identity First Language. Have students further examine the similarities and differences between PFL and IFL. Facilitate a discussion around student preferences (or neutrality) between the two, and ask students if their perspective changes in different settings or if they experience different viewpoints among family members or friends. Help students connect language to the concept of self-determination. Resources to support investigation include:

- Disability is Natural: Articles, stories and resources on People First Language, *https://www.disabilityisnatural.com/home.html*.

- Autistic Self Advocacy Network: Articles and resources on Identify First language, *http://autisticadvocacy.org/about-asan/identity-first-language/*.

- Have students explore the debate between Oralism versus Sign.

Disability Awareness Month:

Identify important events across the school year to incorporate disability awareness such as Deaf Awareness, Intellectual and Developmental Disabilities Awareness, Disability Employment Awareness, Autism Awareness, etc. (PPT slide 6). Encourage student-led participation in setting up school-wide events with guest speakers, essay contests, games, theater performance, video or art. Resource suggestions include:

- International Day of People with Disability: Guidance on setting up an event, *http://www.idpwd.com.au/celebrate/ideas/*.

- National Center for Learning Disabilities (NCLD): Check out what's happening in different states working to pass laws requiring schools to teach disability history and awareness in k-12 schools. Ask students if their state is one them and investigate how they can get involved, *http://www.ncld.org/*.

- Disability Social History Project: Check out an example of a one-day workshop covering disability issues, *http://www.disabilityhistory.org/projects_new.html*.

- Disability History Museum: During an awareness event, connect disability history into classroom lessons, *http://www.disabilitymuseum.org/dhm/index.html*.

Application Activities (*continued*)

Disability History Activities:

Learn more about the history of today's Deaf Culture by incorporating the following topics into classroom lessons (PPT slide 7):

- Gallaudet's Deaf President Now (DPN) protest of 1988: Visit the University's website to learn more about the watershed event that led to the appointment of the 124-year-old university's first deaf president. Since then, Deaf President Now (DPN) has become synonymous with self-determination and empowerment for deaf and hard of hearing people everywhere,
  https://www.gallaudet.edu/about/history-and-traditions/deaf-president-now/the-issues

- Meet Jennie Fenton, a disability advocate, an environmental scientist and founder of a social inclusion project, Bello Belonging. In her TEDxBellingen video, Jennie shares the story of her family's journey from disability to possibility and all the dark and light places in between. She also looks at the broader changes happening in the world for people who live with disability and outlines some of the ways that a community, as well as people, as individuals, can do their part for this revolution,
  https://youtu.be/VAM9nh8WC-8 (23:01).

- Access the online Disability History Museum to explore the following classroom lessons:

  - Heathens Among Us: The Origins of American Sign Language,
    http://www.disabilitymuseum.org/dhm/edu/lesson_details.html?id=13&view=1

  - Educating the Senses in the Second Great Awakening:
    http://www.disabilitymuseum.org/dhm/edu/lesson_details.html?id=21

  - Education Reform & Common Schools:
    http://www.disabilitymuseum.org/dhm/edu/lesson_details.html?id=22

- Museum of disABILITY History: Access classroom lesson plans related to a variety of disability issues, *http://museumofdisability.org/*.

- Explore NCLD Youth: Have student explore the timeline and discuss differences across centuries or choose an individual, topic, or event for a research project,
  http://www.ncld-youth.info/index.php?id=61.

Application Activities (*continued*)

Disability History Activities (continued):

- Investigate National Public Radio, Beyond Affliction- the Disability History Project: This four-hour audio documentary (transcriptions available) highlights firsthand experience with the disability rights movement. Consider having students use the transcriptions for Readers Theater activities, *http://www.npr.org/programs/disability/ba_shows.dir/index_sh.html*.

- Everybody- An Artifact History of Disability in America: Explore the topic of disability and history and what it means to be "normal", *https://everybody.si.edu/words/who-normal*.

- Parallels in Time: A history of Developmental Disabilities: Investigate the history of developmental disabilities from the ancient era to present day, *http://mn.gov/mnddc/parallels/*.

Court Ruling Activity:

Create opportunities for students to work in groups to create a case study, presentation, debate, discussion, or reenactment of various court cases that have impacted students with disabilities access to education and the protection of individual rights (PPT slide 8).

- Brown vs. Board of Education: Use the U.S. Courts reenactment lesson to create a meaningful experience for students learning about the U.S. Supreme Court case that held a separate education for African-American children was not an equal education, setting the precedent for integrated public education for all citizens, *http://www.uscourts.gov/educational-resources/educational-activities/history-brown-v-board-education-re-enactmentisit*.

- Explore the ADA Legacy Project and how ADA came to be, *http://mn.gov/mnddc/ada-legacy/ada-legacy-moment6.html*.

- Access Disability Justice to learn more about the following cases: Brown vs. Board of Education, P.A.R.C vs. Commonwealth of Pennsylvania, Olmstead vs. L.C., and Mills vs. Board of Education, *http://disabilityjustice.org/right-to-education/*.

- Visit the Independent Living Movement: Olmstead Decision- the White House briefing from 2011: *https://obamawhitehouse.archives.gov/the-press-office/2011/06/22/anniversary-olmstead-obama-administration-recommits-assist-americans-dis* and watch The Promise of Olmstead 15 years later: *https://www.ada.gov/video/olmstead.html*

- Visit Described and Captioned Media Program (DCMP) to search additional videos related to disability rights and Supreme Court rulings, *https://dcmp.org/topics*.

Application Activities (*continued*)

Myth Buster Game:

Have students practice busting common myths about people with disabilities. For this activity, students can work as individuals, pairs, or small groups (PPT slide 9). Begin by sharing the following myths, each printed on a single index card. Next, have students' research accurate information about the statement on the Museum of Disability (or other appropriate website), and write the truth on the backside of the card. When finished, ask students to share information gathered, and further analyze differing answers among students. Consider revisiting the cards later as a True/False activity.

  a. People with vision impairments have excellent hearing.

  b. People with Down Syndrome have increased physical strength.

  c. People in wheelchairs are unable to walk.

  d. People who are deaf cannot speak.

  e. People with Cerebral Palsy have low intelligence.

  f. People with disabilities can only work at jobs made specifically for them.

  g. People who are deaf or blind cannot enjoy movies, concerts or the theater.

  h. People with developmental disabilities must live in institutions.

  i. People who have epileptic seizures can swallow their tongues.

(Lesson adapted from Myth Buster Lesson Plan retrieved from the Museum of Disaiblity, http:// museumofdisability.org/pdf/pdf9-12/SOCIETY_TIMELINE_Myth_Buster.pdf)

Guest Speakers:

Invite guest speakers who have first-hand experience with the civil rights and disability rights movement. Ask speakers to share personal stories related to employment, education, citizenship, and sense of belonging. Have students prepare questions and write thank you notes to speaker(s). If guest speakers are unavailable in your area, visit It's Our Story, a national initiative making disability history public and accessible with over 1,300 captioned video interviews from disability leaders across the country since 2005. Explore the various videos to learn more about individual experiences with disability at www. itsourstory.org.

Synthesis Activities

Activism with Legislation:

Use local and national elections as a time to explore the importance of citizenship and the electoral process. When appropriate, consider facilitating debates on certain legislative efforts, policies, and candidates. Explore how current topics impact people with disabilities in the areas of access, assistive technology, health care, education, employment, and independent living. Other suggestions:

• Discuss the voter registration process and research laws protecting voter rights, such as the Voting Accessibility for the Elderly and Handicapped Act.

• Have students explore more recent laws that have been put into place (Equality Act, Hate Crime Act, Rosa's Law, and the Workforce Innovation and Opportunity Act).

Disability History Cross Curriculum Activity:

Embed the history of disability into existing U.S. History curriculum that focuses on individual rights (PPT slide 10). Have students consider the major developments of each topic and its relationship to historical events, citizenship and equality of opportunity. Discussion prompts for the below topics include:

• What strengths do the individuals of these movements possess?

• What character traits are highlighted?

• How do small acts lead to big change? How can this relate to taking small steps to achieve your own goals?

• How do these movements relate to the disability rights movement?

Civil Rights Movement:

• History of the Civil Rights Movement (5:52), *https://youtu.be/URxwe6LPvkM*

• Civil Rights and The 1950s: Crash Course US History #39 (11:57), *https://youtu.be/ S64zRnnn4Po*.

• Women's role in the Mississippi civil rights movement, *https://dcmp.org/media/10181- standing-on-my-sisters-shoulders* (DCMP, 1:00:30).

Feminists Movement:

• Teaching Tolerance, Women's Suffrage: *https://www.tolerance.org/classroom-resources/tolerance- lessons/womens-suffrage*.

• DCMP, Spirit to Spirit: Nikki Giovanni (29:02), *https://www.dcmp.org/media/4175-spirit-to-spirit- nikki-giovanni*.

Synthesis Activities (*continued*)

Disability History Cross Curriculum Activity (continued):

American Indian Movement:

- Minnesota History Center, American Indian Movement: *http://libguides.mnhs.org/aim*
- Digital Public Library of America, the American Indian Movement, 1968-1978: *https://dp.la/primary-source-sets/sets/the-american-indian-movement-1968-1978/*

LGBT Rights Movement:

- Movement Advancement Project: *http://www.lgbtmap.org/*
- Human Rights Campaign: *http://www.hrc.org/*

Education:

- PBS, Only a Teacher: Retrieve an interactive teaching timeline, *https://www.pbs.org/onlyateacher/timeline.html.*

Closing Activity

* Laws Exit Slip:

✓ Name the three laws that protect your rights as a deaf or hard of hearing student.
✓ In one sentence, explain why it is important to understand these laws.

NOTES

IMPORTANT LAWS

There are three laws that protect your rights as a deaf or hard of hearing person.

Grades K-12

IDEA

The Individuals with Disabilities Education Act (IDEA) applies to students in elementary, middle, and high school. It explains what states and school districts must provide to you if you are deaf or hard of hearing.

The school district is responsible for providing an individualized educational program that meets your needs.

Some students have an IEP and other students have a 504 plan.

Employment, college, or training programs

ADA and Section 504

When students leave high school, different laws protect their rights. The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act guide colleges, training programs, and employers in providing equal access to individuals who are deaf or hard of hearing.

Under the ADA/Section 504, it is the individual's responsibility to ask for the accommodations they need for equal access.

Learn about these laws because they will impact your education and employment.

Exit Slip – Laws

1. Name the three laws that protect your rights as a deaf or hard of hearing student.

   1. _____

   2. _____

   3. _____

2. In one sentence, explain why it is important to understand these laws:

   _____

   _____

   _____

   NAME:_____

map it
what comes next

HOW DO I GET THERE?
ACCOMMODATIONS
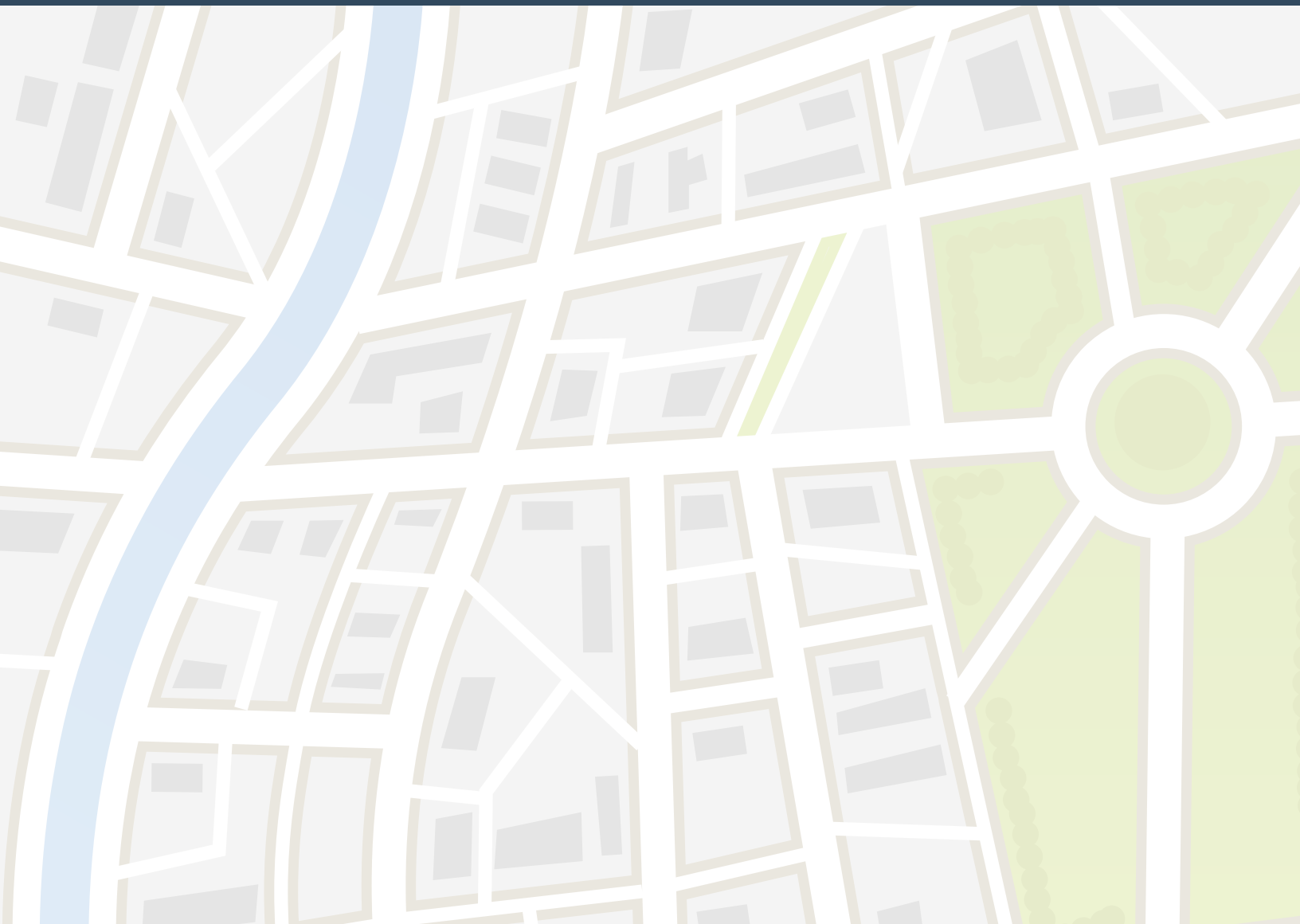
ACCOMMODATIONS

Learning Objectives

- Students can explain the relationship between accommodation and protection under IDEA, ADA and Section 504.
- Students can demonstrate how to request an accommodation in employment or education settings.
- Students can differentiate between a reasonable and unreasonable accommodation.

Materials

- Map It Online: Laws and Accommodations, Examples of Accommodations
- Accommodation Visual Concept Page
- Accommodation Identification handout
- Examples of Accommodations handout
- Accommodation PowerPoint
- Accommodation Exit Slip

Teacher Background

In this lesson, students will take understanding from the previous Laws lesson and apply it to accommodations in employment and education settings. As you may recall, on the last slide of Laws on Map It, students are asked to choose their next step: Job or Education/Training. Once their path is chosen, both options bring students to the next set of slides titled, Laws and Accommodations. However, the Education and Training option does include one additional video of character Brooke speaking on the change in protection of rights from IDEA in grades K-12 to ADA in higher education. If needed, review with students that ADA is a Civil Rights Law and different from IDEA. ADA ensures all individuals with a disability have access to public and private education, employment, public settings (including transportation), and telecommunications.

The big idea for students is to understand that after high school graduation, the individual is responsible for their own success in both higher education and employment settings. In order for students to receive accommodation in these settings, one must self-advocate by requesting accommodations. For successful post-secondary outcomes students must be self-determined and ready to approach their employment supervisor or Disability Services for Students coordinator to request accommodation for equal access.

Teacher Background *(continued)*

It is also important to teach students that equal access does not mean that course expectations in a college course will be changed, or lowered, nor does it mean that job requirements will be changed, or reduced. Furthermore, students should understand the difference between reasonable and unreasonable accommodations, and know how to request an accommodation that fits and provides equal access for their particular disability.

As with previous lessons, activities can be differentiated to meet the needs of classrooms and school culture, and offer flexibility in meeting the needs of students at an individual level. It is important to note that activities are meant to support an individualized pathway for students to prepare for careers and/or post-secondary education and training programs.

Key Terms & Definitions for this Section

Accommodation:
A change or adjustment to an environment for equal access to an opportunity.

Barrier:
An obstacle which may exist.

Reasonable:
An appropriate and necessary change, or assistance, which allows a person to have equal access.

Undue hardship:
An action that places significant difficulty or expense on the employer or institution.

IEP Application

As part of transition requirements, students need to be involved in the IEP process. Student understanding of their disability, associated impact, and preferred accommodations should help inform the transition plan.

- Have students lead their IEP meeting.
- Use the information that the student identifies regarding accommodations to support or refine transition goals relating to employment, postsecondary education and training, independent living, and community participation.
- Use the information that the student identifies to support objectives in transition goals, which may include the following: *Student will...*

identify preferred accommodations in employment and education settings, request an accommodation in an employment or education setting, self-advocate needs in an employment or education setting, differentiate between reasonable and unreasonable accommodations, explain rights and responsibilities related to access and equal opportunity, or explain the difference between protections under IDEA, ADA, and Section 504.

INSTRUCTIONAL ACTIVITIES

* Recommended activities are marked with an orange asterisk.

Foundational Activities

Accommodation Kick-off Activity:

Have students consider the following scenarios and respond yes for "reasonable" or no for "not reasonable" (PPT slide 2).

1. Suppose you want your employer to hire only your favorite interpreter. Is this a reasonable accommodation?

2. Your employer asks that you read company meeting notes instead of attending. Is this a reasonable accommodation?

3. A teammate schedules a meeting for a group project entirely in "chat" (instant messaging) with no audio. If this a reasonable accommodation?

4. Suppose your employer wants to use a coworker of yours who knows a little bit of sign language to be assigned as your interpreter. Is this a reasonable accommodation?

Foundational Activities (*continued*)

Classroom Activity:

After students have responded to each scenario, show the below answers and ask students to justify their response (PPT slide 3).

Reasonable	Not	Asking your employer to use a specific interpreter	Your employer can choose any qualified interpreter
Reasonable	Not	Your employer asking you to read company meeting notes instead of attending	You have a right to attend meetings like everyone else
Reasonable	Not	A teammate scheduling a meeting entirely in "chat" (instant messaging) with no audio	If everyone is using chat with no audio this is fine
Reasonable	Not	Your employer using a coworker with minimal signing skills as an interpreter	Your employer must use a qualified interpreter who has appropriate skills.

map it
what comes next

Foundational Activities (*continued*)

*Map It Online Activity:

Set up technology access. Use the Laws and Accommodations slides to learn about the importance of accommodations related to IDEA, ADA, and Section 504 (PPT slide 4). Students who have entered the Job path from Map It Laws lesson will have the same slides as those entering Education/Training path on Map It. However the later will be presented with one additional video of character Brooke explaining the difference between IDEA in K-12 and ADA in higher education. Discussion Questions:

- Describe how your rights under IDEA are different than under ADA.
- What does the term "reasonable" mean?
- What is an example of a reasonable accommodation?
- What does it mean to be a self-advocate and how does it relate to accommodations?
- What accommodation(s) have you used in school or at work?

Application Activities

*Map It Online Activity:

Set up technology access. Use the Examples of Accommodations slides to learn about accommodations (PPT slide 5). The material covered in these slides is accessed through the College/Training choice. Discussion prompts include:

- Explain the importance of accommodations in employment and education settings.
- Share examples of different types of reasonable accommodations.
- How do accommodations differ between employment and education settings?
- Have students make a chart of different reasonable accommodations and graph student usage.
- Create a research project where small groups find interesting facts on different accommodations and investigate online resources to learn more about ADA.

Application Activities (*continued*)

Accommodations Interview Activity:

Have students create a list of individuals to interview and share their personal experience related to accommodations in the workplace and/or higher education (PPT slide 6). The list may include teachers, family members, friends, coworkers, or supervisors. Have students ask interviewees questions such as:

- Share a time when you needed to self-advocate for your accommodation.
- How has ADA helped you receive equal access at work, community or education/training program?
- What advice can you offer about requesting accommodations?

Employment Accommodations Activity:

Have students role play different scenarios of requesting an accommodation in an employment setting that are both reasonable and not reasonable. At the end of each role play, have the audience vote if the situation was reasonable or not reasonable. If students are undecided in a particular situation, create a scavenger hunt to find the correct information by accessing the following sites:

- JAN Job Accommodation Network: is a free service of the Office of Disability Employment Policy (ODEP), in the US Department of Labor. JAN provides information about disability and accommodation and receives questions concerning students with disabilities in classroom environments such as public schools, colleges, technical schools, continuing education, internships, and employment, and about adults with disabilities, *https://askjan.org/*.
- ADA National Network: This national network provides links to regional offices and offers publications, training, resources and fact sheets related to ADA, *https://adata.org/*.
- Accessible Technology in the Workplace: Their mission is to promote full and unrestricted participation in business and society by persons with disabilities through the use of electronic information technology that is universally accessible. Accessible Technology offers information on assistive technology, ADA compliance, and reasonable accommodation, *http://accessibletech.org/*.

Application Activities (*continued*)

Post-Secondary Education Accommodations Activity:

Role play different scenarios students may face when requesting accommodation in college/training setting. Have some of the scenarios model a situation when a student's request gets denied. If needed, review examples of accommodations in Map It Examples of Accommodations slides. After each role play, have students offer suggestions for alternative solutions. Ideas include:

- Describing the impact of disability to a Disability Services for Students (DSS) coordinator.
- Requesting an accommodation to a professor at the beginning of the semester.
- Describing the impact of disability to a new boss at a campus job.
- Requesting an accommodation to the Resident Advisor of your campus dorm.

Awareness of Outside Service Agencies:

Disability Services for Students (DSS): Support students in learning about the purpose of DSS and services available to students in education settings. DSS services vary from institution to institution, so create opportunities for students to investigate offices specific to program interests.

- Invite in a DSS Coordinator to discuss reasonable accommodations and role of the coordinator.
- Discuss services and eligibility requirements.
- Have students evaluate the different services available across institutions to support the decision making process.
- Allow students time to practice reviewing and completing required forms for requesting accommodation.

Application Activities (*continued*)

Awareness of Outside Service Agencies (continued):

One-Stop Career Centers: Work with students to understand the collaborative relationship between VR and One-Stop Centers. Explain that it is a good idea to get to know one's case manager so a professional relationship can be developed. Have students consider the accommodations they might need when visiting a One-Stop Career Center. Below, students will have the opportunity to create a letter of request for accommodations. Other activities:

- Invite in a One-Stop case manager to discuss accommodations and role of the case manager.
- Discuss services and how to apply.
- Have students list the similarities and differences between One-Stop Career Centers and Vocational Rehabilitation. Consider issues like services offered, eligibility, and accommodations and consider why you would choose one over the other.
- Develop a plan for utilizing One-Stop Career Center services. Have students develop a list of workshops they would like to attend, noting when they are offered and steps needed to request accommodation for equal access.

Accommodation Curriculum Support:

Access Unit 5: Accommodations of The 411 on Disability Disclosure workbook to offer additional classroom activities for deepening student understanding and practice with accommodations. The workbook can be retrieved at *http://www.ncwd-youth.info/411-on-disability-disclosure*.

Synthesis Activities

Accommodation Identification:

In this activity, student will identify the accommodations that will best fit their needs in different settings (PPT slide 7). Review previous materials from Section 1 and 2 to support the first three steps.

Synthesis Activities (*continued*)

Accommodation Identification (continued):

Complete the Accommodation Identification handout by completing the following steps:

1. Ask students to develop a description that includes a sentence about identity.

2. Write 1-2 sentences regarding disability and associated impact.

3. Make a list of accommodations received under IDEA while in high school.

4. Decide if those accommodations might be different at a job or in higher education program.

5. Consider if their accommodations are reasonable or not, and write down any options they can think of.

Create a Letter of Accommodation Activity:

Offer students opportunities to practice creating a Letter of Accommodation (LOA) in both employment and education settings (PPT slide 8). Please note that post-secondary education/training programs differ in procedure for requesting accommodations. For example, at some institutions DSS submits a LOA to each professor on the student's behalf, approving the student's eligibility and highlighting approved reasonable accommodation. However, at other institutions, it is the full responsibility of the student to submit a LOA to each professor, and submit any additional support materials required by DSS. To help make this activity meaningful, have students entering such program research the institution's procedure and practice the required steps. Remind students that it is the student's decision to disclose any information about their disability, and that doing so it not required (disability disclosure will be the topic of the following lesson). Allow students to modify the below templates to best fit their needs.

Synthesis Activities (*continued*)

Create a Letter of Accommodation Activity (continued):

Sample LOA to a Professor:

Good Afternoon Professor _____,

My name is [insert name] and I'll be in your _____ class this upcoming semester. I am writing to inform you that I am [insert deaf or hard of hearing] and my preferred communication mode is [insert preferred communication]. To better understand my accommodation request, I would like to share the impact of my disability. [Insert impact description].

The accommodations I require in the classroom include [insert environmental accommodation for classroom]. To have equal access to course materials, I require [insert accommodation related to print]. To support communication, I require [insert communication needs]. Another accommodation I require includes [insert needs related to quizzes, tests, homework or other course projects].

On the first day of classes I will present you with my accommodation letter and hope we will be able to discuss the letter and any other questions or concerns we may have. Please let me know if there is anything I can do to prepare for a successful semester.

Thank you for your time,

[insert name]
[insert contact information]

Synthesis Activities (*continued*)

Create a Letter of Accommodation Activity (continued):

Sample LOA to One-Stop Center:

Good Afternoon,

My name is [insert name]. I am [insert deaf or hard of hearing] and would like to make an appointment with a One-Stop Center counselor. In order to communicate effectively with the counselor I will need an interpreter and I am requesting that you provide one for me as required by the Americans with Disabilities Act (ADA).

Below are links to the Registry of Interpreters for the Deaf (RID) website where you can find information on hiring certified American Sign Language interpreters.

This is a webpage where you can search for Interpreter Agencies & Referral Services in your area: http://www.rid.org/acct-app/index.cfm?action=search.ISA

This is a webpage where you can search for Individual Interpreters in your area: http://www.rid.org/acct-app/index.cfm?action=search.members

Please reply to this email so we can discuss scheduling interpreter services to coordinate with my counselor appointment. Thank you.

Sincerely,

[Insert name]
[Insert contact information]

Closing Activity

*Accommodations Exit Slip:

✓ Answer the following questions (PPT slide 9):

- In kindergarten through high school graduation, you will receive accommodations under which law? ADA, IDEA, or Section 504 (circle the correct answer)

- True or False   In the workplace you have a right to accommodations under ADA.

- Whose responsibility is it to make sure you receive the accommodations you need in higher education or employment settings?

NOTES

ACCOMMODATIONS

Notetaker   Interpreter   Speech-to-text

Closed captions   Assistive Listening Devices

Accommodations provide equal access. No two deaf or hard of hearing people are the same. All may need different accomodations to get equal access.

It's important to know what accommodations work for you!

ACCOMMODATION IDENTIFICATION ACTIVITY

Name:

Instructions: Identify the accommodation(s) that will best fit your needs in different settings. If needed, review materials from Section 1 and 2 to support the first three steps.

1. In 1-2 sentences, write a sentence about your identity:

2. Write 1-2 sentences regarding your disability and associated impact:

3. Fill in the following box:

Accommodation I use in school or during work-based learning experiences:

4. Ask yourself if your required accommodations may be different in a future setting:

Accommodations I may need in my future career or college/training program:

5. Investigate if the future accommodations are reasonable or not. Cross out any that are not specific to your disability or may create undue hardship.

6. Consider an alternative solution to any accommodation you crossed off.

EXAMPLES OF ACCOMMODATION HANDOUT_FINAL

Examples of Accommodations in Education Settings

Assistive Listening Device	• Assistive listening devices (ALDs) work differently than hearing aids. Hearing aids may make everything louder, including background noise. • ALDs are also called hearing assistive technology (HAT). The speaker uses a microphone, with the sound going directly to the listener through the ALD. There is less background noise. ALDs may make it easier for a person to hear in classrooms
Interpreters	• Signing and interpreting are not the same thing! Interpreters say everything people sign, and sign everything people say. They don't add their own opinions or change the message. • Oral interpreters are used by people who depend on speech reading. They use facial expressions and "mouth" what the speaker says so the student can read their lips. • If interpreters are needed, they usually are in the classroom with the student. However, using technology, it is possible to have access to interpreters on a computer screen if no local interpreters are available.
Notetakers	• If a student is watching an interpreter, it is hard to look down and take notes, so a notetaker might be used. • Some notetakers are volunteers who are also in the same class. Other notetakers are assigned by the disability services office, but they are not students in the same class. • At the end of the class, the notetaker provides a copy of the notes to the student who is deaf or hard of hearing.
Speech-to-Text Services	• The speech-to-text provider types the instructor's lecture and student comments and questions. • The typed information is shown during class for students to see. • Printed text may also be available after the class for students to use as a reference.
Tutors	• A tutor usually knows a subject well and can explain difficult concepts. Many students benefit from tutoring services. • However, the tutor is not the professor and will not re-teach all of the material. • Tutoring services are not required by law, but if tutoring is a campus service provided to other students who attend the school, then deaf and hard of hearing students must have equal access to it as well.
Captions	• Captions are a text version of the sound in a video and include speaker identification and sound effects. • Captions provide access to all sound for individuals who are deaf or hard of hearing, unlike subtitles, which only provide a translation of the dialogue into a different language for non-English speakers. • Colleges and universities are required by law to provide students with access to all classroom materials. • Schools should purchase new media that is already captioned, or work with the producer to create an accessible version if they use old media. • Some schools might think that access can be provided through interpreting, real-time captioning, or a written transcript; however, the only way to provide full access to a video is through word-for-word, time-synced captions.

SAMPLE EMAIL TO ONE STOP CENTERS TO REQUEST ACCOMODATIONS

Getting a Job!   Tools • Techniques • Training

Hello,

My name is

I am deaf/hard of hearing and would like to make an appointment with a One-Stop Center counselor. In order to communicate effectively with the counselor I will need an interpreter and I am requesting that you provide one for me as required by the Americans with Disabilities Act (ADA).

Below are links to the Registry of Interpreters for the Deaf (RID) website where you can find information on hiring certified American Sign Language interpreters.

This is a webpage where you can search for Interpreter Agencies & Referral Services in your area: *http://www.rid.org/acct-app/index.cfm?action=search.ISA*

This is a webpage where you can search for Individual Interpreters in your area: *http://www.rid.org/acct-app/index.cfm?action=search.members*

Please reply to this email so we can discuss scheduling interpreter services to coordinate with my counselor appointment.

Thank you.

Exit Slip – Accommodations

1. In kindergarten through high school graduation, you will receive accommodation under which law? (*Circle your answer*)
    IDEA   ADA   Section 504

2. True or False   In the workplace you have a right to accommodation under ADA. (*Circle your answer*)

3. Whose responsibility is it to make sure you receive the accommodations you need in higher education or employment settings?

    _____
    _____

    NAME:_____

map it
what comes next

HOW DO I GET THERE?

DISCLOSURE
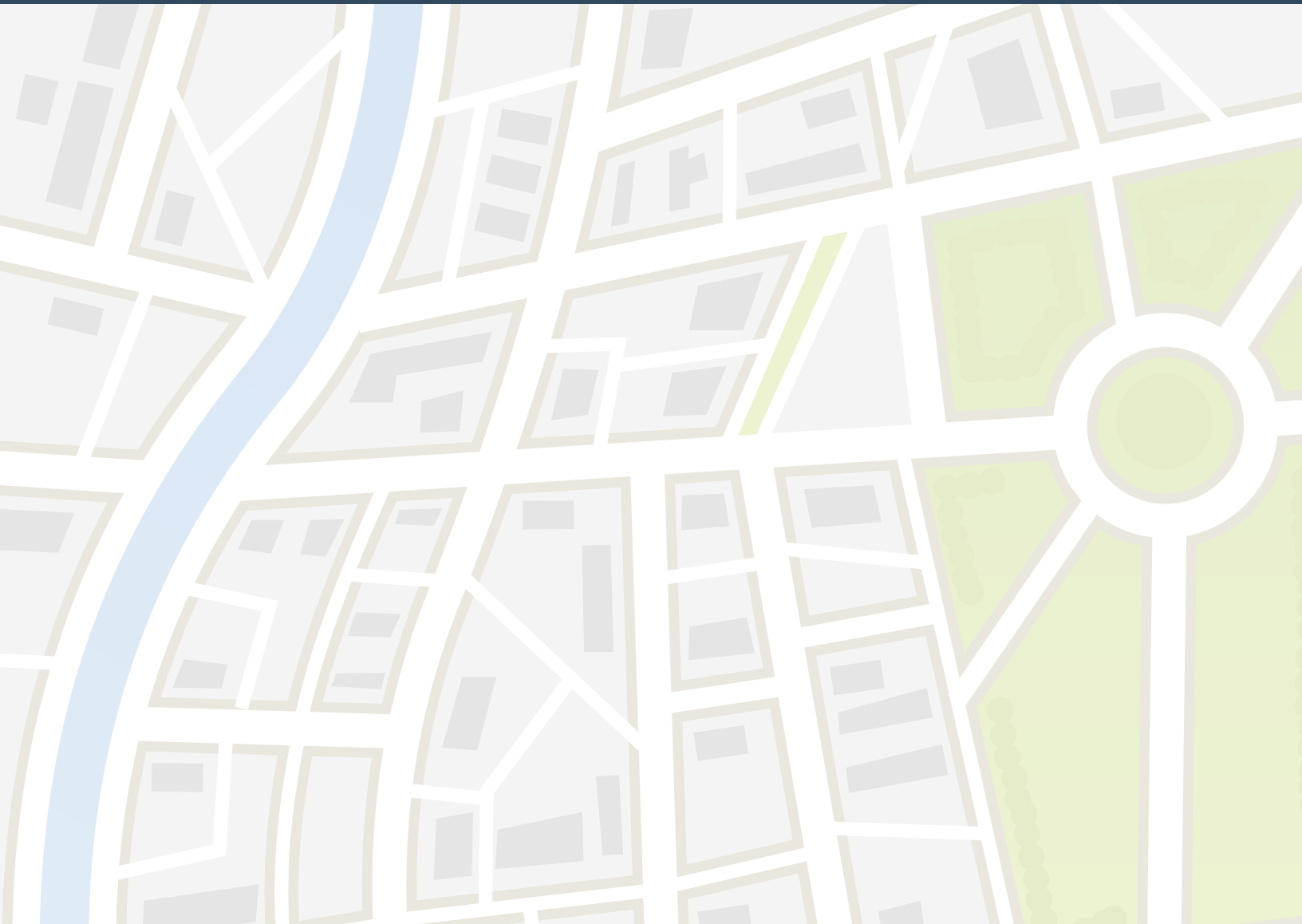
DISCLOSURE

Learning Objectives

- Students can think critically about disability disclosure in a variety of settings.
- Students can demonstrate disclosure of their disability.

Materials

- Map It Online: Disclosure
- Disclosure Visual Concept Page
- Disclosure Packet handout
- Informed Decision Activity handout
- Disclosure PowerPoint
- Disclosure Exit Slip

Teacher Background

At this point in Map It, students should have a good understanding of their hearing loss and how it impacts both employment and education settings. Students have also practiced sharing this information with others and exploring how accommodations can help provide equal access. In this lesson, students will learn of the purpose and benefits of disclosure, and how disclosure can help get accommodations put into place.

The big idea here is for students to understand that after high school graduation, receiving accommodations is their personal responsibility. Disclosure is a personal choice for individuals, and requires making an informed choice in deciding why, who, when, and how to disclose. Provide informed decision making practice for students to access and understand available information before making choices. Furthermore, it is critical that students understand the impact of choosing not to disclose.

As with previous lessons, activities can be differentiated to meet the needs of classrooms and school culture, and offer flexibility in meeting the needs of students at an individual level. It is important to note that the below activities are meant to support an individualized pathway for students to prepare for careers and/or post-secondary education and training programs.

Key Terms & Definitions for this Section

Disclosure:
Telling others that you are deaf or hard of hearing and explaining the accommodations you need for equal access.

Documentation:
A written assessment from a professional with expertise in that particular field of disability. This documentation is required in order to determine the student's eligibility for services and the specific services that are needed.

Informed Choice:
The process of making a decision after one has accessed and examines all necessary information.

Confidential:
Information that is provided and intended to be kept a secret.

Sensitive Information:
Information concerning one's personal matters that may be confidential or sensitive.

IEP Application

As part of transition requirements, students need to be involved in the IEP process. Student understanding of their disability, associated impact, and preferred accommodation should help inform the transition plan.

- Have students lead their IEP meeting.
- Use the information that the student identified regarding accommodations to support or refine transition goals relating to employment, postsecondary education and training, independent living, and community participation.
- Use the information that the student identifies to support objectives in transition goals, which may include the following: *Student will...make [#] informed decisions during the school year, request an accommodation in an employment or education setting, self-disclose their disability to members of their IEP team, self-disclose their disability in an employment or education setting, or self-advocate for their needs in an employment or education setting.*

INSTRUCTIONAL ACTIVITIES
* Recommended activities are marked with an orange asterisk.

Foundational Activities

Disclosure Kick-off Activity:

Watch the video of Norman Kunc, The Right to be Disabled, as he discusses a pivotal moment when he realized he had "the right to be disabled," and his life changed (PPT slide 2). He recounts why this was a pivotal moment in his life and the unexpected insights that arose out of this new perspective, *https://youtu.be/QM6epVgyPFo* (11:27).

Disclosure Classroom Activity:

Have students discuss the following questions in small groups and then as a whole class discuss differing perspectives (PPT slide 3). Review sections of the video as needed to support full student understanding.

- How does Norm's story relate to access and equal opportunity for all people?
- What are your thoughts on Norm's statement of "architectural correction" versus "accommodation"?
- Give an example of an "architectural correction" you may need in a college or training program.
- Give an example of an "architectural correction" you may need in an employment setting.
- Any thoughts on your own "pivotal moment" in viewing disability?

Foundational Activities (*continued*)

*Map It Online Activity:

Set up technology access. Use the first two Map It slides for Disclosure: Definition and Feedback About Your Accommodations (PPT slide 4). These initial slides will define and help students understand the importance of disability disclosure. Check for student understanding with the following discussion prompts:

- What is disclosure?
- What are the benefits of disclosing?
- Why is it important to self-advocate when disclosing your disability?

Application Activities

*Map It Online Activity:

Set up technology access. If students entered the Job path, use the Map It slides Disclosure: The Importance of Disclosure slide.

*Map It Online Activity:

Set up technology access. Use the Map It slides Disclosure: Practice Your Disclosure Skills and Your Turn. Here, students will begin practicing the steps of disclosure (PPT slide 5). Students will be asked to refer to their Map It: Your Communication & Accommodations on the Your Turn slide and consider accommodations they have used in the past. When thinking into the future, students may want to refer to their Accommodation Identification handout from the previous lesson. Then with a peer, take turns practicing disability disclosure in an employment or education setting.

- Practice telling your partner about your hearing loss and how it impacts your access to information. Then speak on accommodations you currently use and what works best. Next touch upon an accommodation you have used in the past that didn't work, and offer an explanation of why. And finally, speak of accommodations you foresee using in future employment or education settings. Make mention of any accommodation new to you that you would like to try.
- Observe students to make sure accurate information is being shared in the best way possible.
- Continue student practice by disclosing disability to a member of the IEP team.

Application Activities (*continued*)

*Map It Online Activity:

Set up technology access. Use the Map It slides Disclosure: Steven's Disclosure and Brooke's Disclosure slides (PPT slide 6). These character stories are specific to either Job or College/Training paths. Have students divide into appropriate groups, and discuss the following questions:

Job path discussion prompts:

- What challenges did Steven face in his science lab job?
- How did disability disclosure help Steven?
- What roadblock did Brooke hit at her Taco House job?
- Do you think Brooke's experience would have been different if she had accommodations sooner? Why or why not?

College or training path discussion prompts:

- What was unexpected for Steven as he started his new science program?
- How did Steven problem solve roadblocks?
- What has been challenging for Brooke since she entered beautician school?
- What helped Brooke self-advocate for her required accommodations?

Informed Decision Activity:

There are important considerations to assess when choosing to disclose one's disability, such as what and how much information is necessary to share and to whom do you share information (PPT slide 7). Individuals may choose to disclose disability in a variety of settings: employment, extracurricular activity (sport teams or clubs), summer program, community, service agency, or education setting. Depending on the setting, students will need to know who to approach and how to disclose with various individuals such as their employer, new teacher, camp instructor, coach, new friends, or other service coordinator. Regardless of the setting, students will need practice in understanding which sensitive information is necessary to share and how much is needed. To help prepare for the following activity, start by having the class create a list of advantages and disadvantages of disclosure on the board. Help students analyze all sides of disclosure to support informed decision making.

Using the Informed Decision Activity handout, have the whole class develop a relatable profile of a character to analyze. Once developed, divide students into small groups (or work as a whole class) to analyze what disclosure looks like in different settings, why disclosure is important and what disadvantages disclosure may have. Have students compare and contrast answers and facilitate an engaging discussion to help expand ideas and understanding on informed decision making.

Application Activities (*continued*)

Role Play Disability Disclosure Activity:

Have students draw from personal experience and future employment or education goals to develop different scenarios for groups to role play. Make sure to include a scenario(s) that highlights a roadblock such as accommodation denial. Encourage critical thinking of what to do in such circumstance. As students role play, highlight self-determination and self-advocacy skills student exhibit.

Disclosure Guest Speaker Activity:

Invite a previous student to speak of self-advocacy and disclosure in employment and education settings. Have the speaker share a personal experience so students can learn from others how to self-advocate and what to do in a new situation. End the activity with helpful tips for students to use.

Disability Disclosure Curriculum:

To deepen understanding, consider implementing The 411 on Disability Disclosure workbook, *http://www.ncwd-youth.info/411-on-disability-disclosure*. This workbook from the National Collaborative on Workforce and Disability for Youth provides additional practice for students to become informed about different types of accommodations, individual rights and responsibilities, and whether, when, where, and why to disclose. This workbook offers the big picture on self-determination and discusses in detail the importance of disclosure.

An important supplement to the 411 on Disability Disclosure workbook is the Cyber Disclosure for Youth with Disabilities, *http://www.ncwd-youth.info/cyber-disclosure*. Search sites like Google, social networking sites like Facebook, and micro-blogging sites like Twitter have added a new element to disclosure. Now it is possible to disclose disability on the internet without even being aware of it. This can be as simple as a picture of a student using a wheelchair, a comment on a friend's blog about disability, or a profile posted on a disability organization's website. The goal of this document is to provide students with suggestions about how to make an informed decision and to manage disclosure online.

Synthesis Activities

*Practicing Disclosure Packet Activity:

Practice is key for building self-determination and self-advocacy skills needed for successful disability disclosure (PPT slide 8). In this activity, students will complete the Disclosure Packet handout which includes a form on Self-Disclosure, Release of Information, and Accommodation Request. These forms are directed towards DSS at a higher education institution, but can be modified to meet the needs disclosure at an employment setting. Have students practice inserting required information and add supplemental eligibility materials to their Career Portfolio for quick, easy access after graduation.

Discussion Extension: Inform students that those entering post-secondary education programs, that Section 504 states that any information regarding a person's disability gained from medical examinations to the appropriate post-admission investigation shall be considered confidential and shall be shared with others within the college or university on a need-to-know basis. In other words, faculty members do not need to have access to information regarding a student's disability, only the accommodation(s) that are appropriate and necessary to meet the student's needs. Confidential information is kept in a separate file in the DSS office and is not considered a part of a student's educational record.

Closing Activity

* Disclosure Exit Slip: (PPT slide 9)

✓ In preferred mode of communication, have students disclose their disability.
✓ Assess each student's Disclosure Packet to determine accuracy in completing the Self-Disclosure, Release of Information, and Accommodation Request forms.

NOTES

DISCLOSURE

Brooke's Disclosure: Training

Going back to school is hard, but I am glad I am doing it!

I am going to be a beautician. Many beauty schools have never had a deaf student before and they didn't know what to do.

I know the law says they must provide accommodations, but sometimes it is hard to self-advocate and tell them what I need.

I asked my team for advice, and they helped. After practicing a bit, I was able to explain to the school that I needed access to what teachers and other students were saying. They also needed to know what I was saying. I told them qualified interpreters were key for me.

Steven's Disclosure: Employment

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!

Telling others that you are deaf or hard of hearing and explaining the accommodations you need for equal access is called disclosure.

map it
what comes next

SELF-DISCLOSURE FORM

Please mark the appropriate responses. If the answer to question "1" is "No", do not complete or return this form.

1. Do you have a disability that substantially limits one or more major life activity, such as those listed in number 3? ___ Yes ___ No

2. What is the nature of your disability?

___ ADHD   ___ Blind   ___ Deaf   ___ Hearing impaired

___ Learning disabled   ___ Mobility impaired   ___ Visually impaired   ___ Other (please list) _____

3. Limited major life activity: (check all that apply)

___ Hearing   ___ Learning   ___ Physical activity   ___ Reading

___ Seeing   ___ Speaking   ___ Walking   ___ Other (please list) _____

4. Will you receive assistance from Vocational Rehabilitation, the Division of Services for the Blind, or other agencies? ___ Unsure ___ No ___ Yes

If "yes", provide the name of your counselor/contact_____

Personal Information

Name _____ Student ID _____

Address _____

City _____ Zip _____ Phone _____

Academic Major: New Student: [   ] Yes   [   ] No

Date of Birth _____ Year High School diploma/GED received_____

I certify that this information is accurate and may be used by college personnel to provide assistance or services to me. I agree to furnish any documentation that may be required. I understand that any costs for obtaining documentation are my responsibility.

Student signature: _____   Date: _____

Return this completed form to INSTITUTION OFFICE

RELEASE OF INFORMATION FORM

*Form to be completed by student and given to service provider

Student: To receive accommodations and services from OFFICE complete and current documentation must be on file. Download, print, and complete copies of this form and give it to any providers (doctor, psychologist, school, etc.) from whom you request documentation. The provider may then send the documentation to the address below or you may send the documentation to our office. A copy of this completed form should be included with any documentation sent to this office.

Name _____ Student ID _____

Address _____

City _____ State _____ Zip _____

Phone/TTY _____

I, _____, **release** a copy of all necessary records, including testing, evaluation, etc. to INSTITUTION for the purpose of providing supportive services to me while enrolled as a student. I also give permission for the OFFICE to contact the provider listed below. The student, upon written notification to INSTITUTION can cancel this release at any time.

Student Signature _____ Date _____

Please complete the following information and submit the form(s) to the agencies or persons who will provide the documentation of your disability. You must submit a separate form to each provider.

Name of Provider _____

Address _____

City _____ State _____ Zip _____

Telephone _____ Fax _____

Disability documentation and a copy of this completed form should be sent to:

INSTITUTION – OFFICE
OFFICE Address:

ACCOMMODATION REQUEST FORM

This form is to be used as a **planning tool** for the student requesting accommodations to prepare for meeting with OFFICE staff to develop an accommodation plan. The information requested below, any documentation regarding disability and need for accommodation will be considered confidential and will not be shared with any outside source without your permission. Requests for accommodation MUST be supported by documentation. Students requesting accommodations must meet with an OFFICE staff member to develop an accommodation plan. Students will present copies of the plans to their professors. Final decisions for accommodations are the responsibility of OFFICE.

Name _____ Email _____

Street Address _____ City _____

State _____ Zip _____

Disability _____ VR Counselor _____

Phone/TTY _____ ID _____

Past educational accommodations that you have used successfully. (Please specify)

What **classroom accommodations** are you requesting?

What **testing accommodations** are you requesting?

What **other accommodations** are you requesting?

Comments/Other requests:

Signature: _____ Date: _____

ACCOMMODATION REQUEST FORM

INFORMED DECISION ACTIVITY

Name:

Instructions: As a class, create a character profile to evaluate. Once the profile is created, decide what information is needed to share in each setting. Answer why disclosure is important in each setting and consider if there are any disadvantages to choosing to disclose.

Profile: *(Insert character name, disability, and impact of disability. Example: Steven is hard of hearing and has two cochlear implants. It can be difficult for Steven to hear in a noisy environment and when people talk away from him.)*

Setting	What information will need to be shared? *(medical records, education records, disclosure statement/script, recommendation letter)*	Why is disclosure important in this setting?	Any disadvantages to disclosing?
Job			
College or Training Program			
Community Participation			
Extracurricular Activity			
New friend			

Exit Slip – Disclosure

1. In your preferred mode of communication, disclose your disability.

2. Turn in your Disclosure Packet (Self-Disclosure, Release of Information, and Accommodation Request forms) to be graded on accuracy and thoroughness in completion.

NAME:_____

Exit Slip – Disclosure

1. In your preferred mode of communication, disclose your disability.

2. Turn in your Disclosure Packet (Self-Disclosure, Release of Information, and Accommodation Request forms) to be graded on accuracy and thoroughness in completion.

NAME:_____

map it
what comes next

map it
what comes next

HOW DO I GET THERE?
COLLEGE GUIDE

COLLEGE GUIDE

Learning Objectives

- Students can use a College Guide program to find a program that meets their needs and goals.
- Students can navigate applications to education and training programs.

Materials

- Map It Online: College Guide, Putting It All Together, Review
- College Guide Visual Concept Page
- Teacher Page- Introduction to Word Walls
- Teacher Page- College Guide Word Wall List
- Disability Services Scavenger Hunt Activity
- Questionnaire for Disability Services
- Study Skills Questionnaire
- College Guide Word Bank
- College Guide PowerPoint
- College Guide Exit Slip

Teacher Background

In this lesson, students will learn what it means to become college ready. As students work through the below activities, reinforce opportunities to demonstrate and practice leadership, self-determination and self-advocacy skills. During the word wall activity, help students connect the different post-secondary education programs available to the required training/education of individual employment goal. It is also important to consider different programs available to help jump start student employment and education goals, such as dual enrollment or apprenticeship programs.

As you progress through the lesson, embed discussion on the importance of networks of supports, community, and independent living options in relation to post-secondary programs. Identify meaningful learning activities and help students add important information to their career portfolio, or transition binder, which can assist students in preparation for program enrollment, disability disclosure, requesting accommodation, and seeking financial aid.

It is also important to introduce students to the Universal Design for Learning framework (UDL). This flexible educational framework offers diverse learning environments to accommodate individual learning differences. Understanding and experiencing UDL in high school can help students develop self-awareness in individual learning preferences and support self-advocacy in communicating needs in post-secondary education or training settings. Encourage students to speak UDL language and request information in different formats.

Teacher Background *(continued)*

In addition, your school may want to consider a specific course focused on higher education, such as a Post-Secondary Education Exploration Course. Such courses offer focus on college search, study skills, self-regulation skills, social support, independent living skills, financial aid counseling and campus tours. Consider accessible ways to offer your students real world connection with programs through interviewing an enrolled student or staff, emailing questions, and experiencing onsite or virtual campus tours.

As with previous lessons, activities can be differentiated to meet the needs of classrooms and school culture, and offer flexibility in meeting the needs of students at an individual level. It is important to note that the below activities are meant to support an individualized pathway for students to prepare for careers and/or post-secondary education and training programs.

Key Terms & Definitions for this Section

Community College:
A 2-year junior college offering workforce education and college transfer academic programs.

College:
A 4-year education program that meets the requirements for associate or bachelor degree.

University:
A 4-year program providing full program of studies leading to bachelors and graduate (master and doctorate) degree.

Vocational/trade school:
A vocational education or technical skills training program.

Degree:
A qualification awarded to students upon successful completion of a course of study at a college or university.

Non-degree:
An enrollment status when a student takes courses, but does not plan to complete a degree.

Diploma:
A certificate awarded by an educational establishment to show completion of a course of study.

Certificate:
Document that certifies a person has received specialized training, passed a test or passed a series of tests.

Job Corps:
A free-of charge education and vocational training program for individuals 16-24.

In-State program:
A public education institution located in your state of residency.

Adult Learning Program:
An education program offering certification, GED, technical training, professional development, and other special interest courses.

Out-of-State program:
A public education institution located in a state other than where you claim residency.

Private College or University:
An independent school that does not receive government funding.

Dual enrollment:
A program that allows students to be enrolled in two separate programs, such as high school and college.

Apprenticeship:
A program that consist of both on-the-job training and classroom work and typically results in a journeyman or professional certification.

Universal Design for Learning:
An educational framework that offers flexible learning environments to accommodate individual learning differences.

College Guide:
A guide with tools for narrowing down programs and provides other college related information.

Campus:
The school building(s) and designated surrounding area.

College Fair:
An event where education and training programs come together to meet one-on-one with high school students, share information, and answer questions.

IEP Application

As part of transition requirements, students need to be involved in the IEP process. Student understanding of interests, skills and post-secondary transition goals should help inform the transition plan.

- Have students lead their IEP meeting.
- Use the information that the student identified regarding accommodation to support or refine transition goals relating to employment, postsecondary education and training, independent living, and community participation.
- Use the information that the student identifies to support objectives in transition goals, which may include the following: *Student will... perform a post-secondary education or training program search based on needs and transition goals, investigate program information to ensure program meets needs and transition goals, identify preferred accommodation in education or training setting, prepare a letter of request for an accommodation in an education setting, self-advocate needs in an education or training program setting, differentiate between reasonable and unreasonable accommodations in education or training program, complete an application to an education or training program, apply for financial aid, complete an on-site or virtual campus tour, interview DSS to learn more about education or training program student services, or explain rights and responsibilities related to access and equal opportunity in post-secondary education or training setting.*

INSTRUCTIONAL ACTIVITIES

* Recommended activities are marked with an orange asterisk.

Foundational Activities

College Guide Kick-off Activity:

Guide students through a guided imagery activity with the following script from Create A Vision For Your Life-Guided Imagery by Bridgett Tulloh (PPT slide 2). Practice the script several times before leading your students through the activity.

Foundational Activities (*continued*)

College Guide Kick-off Activity (continued):

"…Begin [to] get into a comfortable position with both of your feet planted on the floor and your hands resting in your lap or along your sides or in whatever position is comfortable for you. Then [relaxing your body] begin to focus your awareness on your breath, breathing in and breathing out slowly and comfortably. Breathing in and breathing out, easily and effortlessly. With each breath becoming more and more relaxed letting go of any outside noises. Just allow yourself to go deeper, inside a reminder of how good it is to leave the stress of the outside world and journey into the quiet and peace of your own inner world.

And as you sink deeper down into quiet and ease, imagine that your feet are firmly planted in the floor like a tree with roots extending into the earth. In this moment, feeling your roots extending into the floor so that no matter where you go on this journey, you will feel solidly connected.

From this relaxed and comfortable place, imagine yourself walking into a natural setting and finding a path. Head to the path and begin to follow the path. As you are slowly walking along the path, take time to notice what is around you. What time of year or season is it? What details do you notice in the space around you? What's the temperature of the air around you? Whatever the temperature, feeling free in your imagination to warm it up or cool it down depending on what you like or need in this moment.

As you continue to walk along the path, notice the colors, shapes, textures of the objects around you. As you walk, being aware of what's around you and with you along this path. Notice the feeling of the path beneath your feet. Feel free to pause along the way, maybe even sitting down as you need to, on benches spaced along the path. And then, continue as you are ready.

Soon you notice that you are coming to a beautiful gate just in front of you along the path. And next to the gate is a basket. When you reach the gate, feel free to leave anything in this basket that may not be serving you. Now unlatch the gate and step through the threshold into a place and a time that is two to three years into your future. This is where your future self lives. This place looks different from where you just came, and yet it is somehow familiar. Continue walking along the path until you come to the dwelling of your future self. As you come closer notice your future self is waiting for you, waiting to talk to you. Greeting your future self, notice how he or she greets you in return, welcoming you to this time and place in the future. Notice what it feels like to be with him or her, this future self that lives a life of optimal health and well-being. Soak in the environment around you, noticing colors, texture, temperature, smells as he or she invites you to a comfortable place for a conversation.

Foundational Activities (*continued*)

College Guide Kick-off Activity (continued):

Now is your opportunity to ask questions of your future self. Perhaps you may want to ask- What goals and actions will I need to set in order to live a life of optimal health? What support do I need? Who do I need to be right now in order to move forward? Or ask your future self anything that feels right to you. Before you leave ask your future self two last questions and listen to the response. First, ask your future self what stands out most in your memory of the last few years? Now, ask what do I need to be most aware of to get me from where I am now to where you are? Bring this visit with your future self to a close thanking him or her for being here with you today and sharing their wisdom. Find your way back to the path, walking along until you come to the gate. Take a deep breath and step through the opening in the gate to this time, to the environment where you began. Continue walking along this path, now connecting your footsteps and your breath. Good. In a moment I'm going to count from three to one. At the count of one, you will be refreshed and alert as if you had the perfect amount of rest knowing you can remember everything you wish of this inner journey.

Three coming back to the present time becoming more alert and refreshed. Two, stretching your body, feeling the ground beneath you. And one, refreshed and alert. Thank you."

College Guide Classroom Activity:

After students have a moment to regroup, use the Think-Pair-Share strategy to provide students time to reflect on their guided meditation (PPT slide 3).

(1) Think – have students review and think about the below discussion prompts independently:

- What goals and actions will you need to set in order to live a life of good health?
- What support do you need?
- Who do you need to be right now, in order to move forward?
- What stands out most in your memory of the last few years?
- What do you need to be most aware of to get from where you are now to where you hope to be?

(2) Pair – have students pair themselves with a comfortable partner and take turns sharing perspective of topic.

(3) Share – have students share their answers, thoughts, or opinions with the whole group. Facilitate the discussion and thank students for sharing about themselves.

Foundational Activities (*continued*)

*Map It Online Activity:

Set up technology access. Use the College Guide: Researching Options slides.

*Word Wall Activity:

Teachers please read the "Teacher Page- Introduction to Word Walls" *before beginning this activity*. This word wall will build knowledge and understanding of self-determination related vocabulary. Before class begins, gather the word cards listed below and set up your word wall.

POSTSECONDARY EDUCATION

Community College	**In-State program**
College	**Out-of-State program**
University	**Private College or University**
Vocational/trade school	**College Fair**
Job Corps	**College Guide**
Adult Learning Program	**Dual enrollment**
Degree	**Apprenticeship**
Non-degree	**Universal Design for Learning**
Diploma	
Certificate	

For the class discussion, teachers will display and talk about one word card at a time. Show students the sign/s for the words, and then discuss the word. For example, start by signing 'community college'. Next, define the meaning of 'community college'- A 2-year junior college offering workforce education and college transfer academic programs. Offer an example of a community college students may be aware of. Ask the class if anyone has ever known someone who has attended a community college. Offer different examples of different training programs or associate degrees offered at a community college. Ask the class if any of them have ever thought of attending a community college. Continue this discussion until all word cards are placed in the appropriate place on the word wall.

Application Activities

*Map It Online Activity:

Set up technology access. Use the College Guide: Online College Guide Video slide (PPT slide 4). Here, learn about 5 different considerations students should use when searching for the best college or training fit.

1. Does the school have the type of degree or training program you want?
2. Is the size of the school important to you?
3. Is location important for you?
4. Is the type of school important for you?
5. Is cost important to you?

Look at Disability Service for Students to learn about the following:

1. Does the school have the accommodation you need?
2. Do you need more specialized academic supports?
3. Is it important for there to be other deaf or hard of hearing students at the school and what is the Deaf community like off campus?

*Map It Online Activity:

Set up technology access. Use the College Guide: Searching for a College or Training Program, Allison's College Search, Search Career Central, and Your Turn slides (PPT slide 5). Give students the following tasks:

1. Have students review Allison's College Search process.
2. Ask them to further explore education and training programs related to career interests on Career Central.
3. Complete the Your Turn slide. Consider printing this slide for students to make notes when searching for information and then entering into Map It.

DSS Scavenger Hunt:

This activity provides students with the opportunity to search a post-secondary education program to learn more about the program's Disability Support Service (PPT slide 6). Please note that DSS services differ from campus to campus, so not all answers will be the same (such as proof of disability requirements). The main goal is for students to learn how disability services differ between high school and college, how to navigate a website to gain information, and gain an understanding of steps they will need to take before entering the program.

Application Activities (*continued*)

DSS Scavenger Hunt (continued):

Depending on your classroom needs, consider students working independently or in small groups. And for those students without a post-secondary education goal, pair them with a student who is college bound so they can still gain skill in the activity's learning objectives.

Next, have students reach out to a post-secondary education program of choice to search for answers to the Disability Support Services Scavenger Hunt Activity handout. Many programs have the information available online, however, students may also schedule a phone interview with a DSS staff member, or send an email if there are particular answers unavailable online.

After students have answered questions, facilitate a whole class discussion noting similarities and differences between college DSS and help clarify any remaining confusions or questions.

Assistive Technology for Post-Secondary Education:

Provide instruction on various Assistive Technology that supports self-determination skills and self-reliance. Examples include a speech output system to participate in class discussions, alternatives to audio output, software and websites that provide closed captioning or transcriptions, or FM systems to increase speaker volume. Help students develop computer skills and ways to problem solve possible technology barriers. Have students investigate ways technology will be offered on campus such as online learning platforms, note taking, or other computer based technologies. Train students in how to access campus IT departments or other technology specialists who help with course access.

Engage students in this process so they have the skills needed when they are independently making choices in post-secondary settings.

*Map It Online Activity:

Set up technology access. Use the College Guide: Your Team is Important slide. Have students discuss with one another how they think their team may change after high school. Ask students if they feel prepared for such changes, and have them further explain their response.

Application Activities (*continued*)

Campus Experience:

Offer virtual or on-site program tours to explore campus size, location, majors or degrees, student clubs, diversity of student body, and living options. Consider partnering with a state university or technical college to create a multi-day campus experience where students receive a campus tour, stay overnight in student housing, and participate in community experiences. During the program offer workshops on time management, assistive technology, career-college interest exploration, accommodations, DSS, and soft skills. Work with student groups to help facilitate a campus tour, provide Q&A sessions, offer suggestions for accessing services, and receive tips for academic success.

Stress Management:

Work with your school's counselor to teach tools to help students manage stress. This may include breathing or meditation techniques, organization tools, health and fitness, or other mental health strategies. Introduce apps that students can access during the semester to help self-regulate during stressful times, such as hitting a roadblock. Use the below resource for classroom activities supporting stress management.

- Oakland Unified School District, Stress Reduction Activities for Students: Retrieved from Edutopia, *https://www.edutopia.org/sites/default/files/resources/stw-glenview-stress-reduction-activities.pdf*

- Support Real Teachers, Resources for Stress Management: *http://www.supportrealteachers.org/stress-management-techniques-for-students.html*

- This Way Up, 12 Free Apps to Help You Beat Stress: *https://thiswayup.org.au/12-free-apps-to-help-you-beat-stress/*

Campus Community Resource Mapping:

The purpose of this activity is to help students understand the services offered within a campus community (PPT slide 7). By the end of the activity, each student will create a campus resource document to summarize what they discovered. Begin by revisiting the Community Resource Map students worked on in Section 2, Career Preparation Lesson. If needed, show examples of resource maps found online, highlighting map legends, location, facilities, and services (such as local VR and One-Stop Career Center office).

Inform students that once they enter a post-secondary education program, connecting with campus resources is up to them. Each campus offers a variety of service and supports. On the board, brainstorm different facilities and services typically available on campus.

Application Activities (*continued*)

Campus Community Resource Mapping (continued):

These may include the following: campus transportation, library, computer lab, book store, dining services, mental health services, student leadership, recreation, student diversity groups, legal services, student housing, and medical/dental care. During the activity, have student consider possible employment settings if they will need to work while attending school. Guide students in completing the following steps: 1). Gather resource information specific to your chosen campus from the university or program website; 2). Create a table to organize your information and capture the name of the place, purpose, location, and other important contact info; 3). Mark on your calendar Freshman Orientation or Welcome Seminars and request accommodations for access. Reflection questions to consider:

- Name services new to you.
- How will you get around campus?
- Can you get medical and/or dental care on campus?
- Does the campus offer good dining options?
- What place(s) interest you for work?
- Does the campus offer mental health support?
- What places can help you connect to campus recreation?
- What types of entertainment are provided on campus? (Movie Theater, game room, art galleries, performance art, etc.)
- Are campus dorms close to classes?

College Fair or Trades Rodeo Activity:

Consider hosting a College Fair for students to build awareness of different post-secondary education/training programs. These activities provide students with the chance to network with current employees and learn about 21st century opportunities in occupations such as renewable energy. During these events, businesses often create hands-on activities, or demonstrations, to engage students to the industry in a new way. This is a great way to bring new opportunities for students to learn about construction, welding, carpentry, healthcare, design, beauty industries, etc. Prep students with a list of participating industries/businesses and have them create a list of which businesses they want to prioritize, and note specific questions they have regarding a day-in-the-life, as well as experience, education and training requirements. For schools who do not currently offer career fairs or trade rodeos, consider partnering with a neighboring school community or create an opportunity to add a high school experience to an existing community fair/rodeo.

Application Activities (*continued*)

Post-Secondary Education Guest Speaker/Interviews:

Invite a previous student to discuss the post-secondary education experience on the following topics:

- Meeting with DSS for the first time.
- Disclosing their disability and requesting an accommodation to a professor.
- Accessing school sponsored programs.
- Using DSS as a mediator or intervention specialists.
- Top ten tips for entering a post-secondary education or training program.

An alternative to a guest speaker is to introduce students to Natasha Oily, a young woman who shares her proudest moment attending Fashion Institute of Design and Merchandising, as well as her challenges with depression, *https://dpan.tv/series/black-history-month/episode/natasha-ofili* (DPAN, 6:33).

Post-Secondary Education Guides:

To deepen understanding, consider implementing additional workbooks, guides, online transition curriculum, or training modules to support post-secondary education counseling, such as the NCWD Making My Way Through College: A Guide for Students with Disabilities, *http://www.ncwd-youth.info/PostsecondaryGuide*. According to NCWD, Making My Way through College is a guide for any student pursuing a degree or other type of credential (e.g., certification, license) at a two-year or four-year community college, college, or university. Students will find information on a variety of topics relevant to preparing for and succeeding in college and transitioning from college into the world of work. Much of the information provided is relevant to all students, but the primary focus of the guide is on navigating the college experience for students with disabilities or those who think they may have a disability. Included in the guide are a variety of really great checklists, links to other relevant resources, and guiding questions and discussions that can be used in small and large groups. You can modify the information to fit classroom based instruction in creative ways.

Also consider the SA Handbook for College Students with Disabilities, *http://accessproject.colostate.edu/sa/*. The Handbook includes a look at the transition from high school to college, followed by three sections that correspond to the definition of self advocacy: "Know yourself," "Know what you need and want," and "Know how to get what you need and want." Each section includes a worksheet, checklist, suggested activities, and links to additional resources.

Application Activities (*continued*)

Study Guide Questionnaire Activity:

Use the Study Skills Questionnaire handout for students to self-assess their strengths and weaknesses related to time management, notetaking, reading, writing, test preparation, test taking, and other topics (PPT slside 8). Have students identify where they need to improve and create SMART goal(s) to increase study skills before high school graduation.

Financial Aid Awareness Activity:

As students find the right education or training program, expose them to the financial aid process by assessing programs, deadlines, requirements, and types of financial aid (FAFSA, Pell grants, scholarships and work study) (PPT slide 9). Start by watching a short video covering the Myths About Financial Aid, *https://youtu.be/K8JuaYVJ_LE*. The Federal Student Aid office offers additional videos covering an overview of the financial aid process, budgeting, responsible borrowing, how to manage your student loans, and what to expect with repayment. Use applications from these sites to practice entering personal information and gathering the right documentation. Investigate student led plans for Achieving a Better Life Experience (ABLE) and Plan to Achieve Self-Support (PASS).

- Free Application for Federal Student Aid (FAFSA): *https://fafsa.ed.gov/*
- Pell grants: *https://studentaid.ed.gov/sa/types/grants-scholarships/pell*
- Scholarships: Check with your chosen education/training program and/or search a national database, *https://bigfuture.collegeboard.org/scholarship-search*
- Work Study: *https://studentaid.ed.gov/sa/types/work-study*
- ABLE Accounts: *http://www.ablenrc.org/about/what-are-able-accounts*
- PASS: *https://www.ssa.gov/disabilityresearch/wi/pass.htm*
- Student Loans: *https://studentloans.gov/myDirectLoan/index.action*

Synthesis Activities

Starting a College Program:

Have students watch the video, Pah! I'm in College…Now What?, *https://dcmp.org/media/4910-pah-i-m-in-college-now-what* (30:00) on DCMP. This detailed video follows Sarah, a deaf student, starting college who utilizes disability services to find out how to schedule interpreters and note takers for classes and how to work with teachers. Discussion prompts:

- When should you meet with DSS? (*as early as possible*)
- What are three things you should discuss with the interpreter before the first class? (*preferred signs, vocabulary and seating*)
- What should you attempt to do when meeting your teacher for the first time? (*Introduce yourself and interpreter and schedule a meeting outside of class*)
- Name topics you should discuss when meeting with your teacher. (*class rules, exams, communication, turn taking, overhead, paper and digital materials, lecture notes, and teacher expectations*)
- What are the responsibilities of the student? (*registering with DSS, requesting accommodation, disability disclosure, following up for DSS or teacher to troubleshoot or inform of needed changes*)

Awareness of Disability Services for Students:

Once your college search is narrowed down and you have begun to make campus visits, schedule an on-site or virtual face-to-face meeting with campus DSS program (PPT slide 11). During the meeting, use the Questionnaire for Disability Services handout, which is specific to students who are deaf or hard of hearing. Ask The DSS counselor/coordinator specific questions on the following topics:

- Role of the Counselor or coordinator
- Process for requesting accommodation
- Process for changing an accommodation request
- How conflict resolution is handled
- Types or levels of professional intervention or advocacy support
- Involvement in school sponsored activities
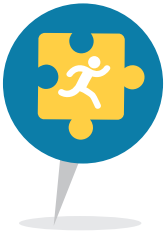
Synthesis Activities

Post-Secondary Education/Training Application Activity:

Create meaningful activities for students to review college or training program applications, and respond to personal statements or essay questions. The Universal College Application offers essay prompts on student personal statement and extracurricular, volunteer or employment activities, *https://www.universalcollegeapp.com/essay*. During the essay writing process, have students work with their IEP team to brainstorm topics. Then students should be encouraged to share a draft with teachers, peers, family, and IEP team members. Students should incorporate feedback, edits and suggestions during these reviews. Consider inviting a school guidance counselor to co-facilitate classroom instruction in this area or embed personal statements or essay questions into ELA instruction.

This activity is good for all students, even those transitioning straight into employment. For both paths, this practice will help increase understanding on required steps to applying to programs. And remember, any application started should be saved to a cloud service for continued access.

*Map It Online Activity:

Set up technology access. Use the Putting It All Together, Review and Section Complete slides. Before printing Certificate of Completion, students will be required to answer any incomplete questions throughout the sections. Once complete, have students print profiles and add to their Career Portfolio for future reference.

Closing Activity

* Post-Secondary Education/Training Exit Slip: (PPT slide 12)

✓ Based on your exploration with Career Central, list 1-2 education/training programs that meet your needs and career goals.

✓ Choose one of the above programs and answer the following questions:

1. When is the application deadline? _____

2. Do you currently meet proficiency requirements? Yes or No

3. If No, which area needs improvement? _____

4. When is the next open house or tour? _____

5. Does the program offer a virtual tour? Yes or No

NOTES

COLLEGE GUIDE

College Guide Word Bank

Post-Secondary Education Programs

❏ Community College
❏ College
❏ University
❏ Vocational/trade school
❏ Privet College or University
❏ Adult Learning Program
❏ Job Corps

_____

_____

_____

_____

College/Training Terms

❏ In-State program
❏ Out-of-State program
❏ College Fair
❏ College Guide
❏ Dual enrollment
❏ Degree
❏ Apprenticeship
❏ Non-degree
❏ Universal Design for Learning
❏ Diploma
❏ Certificate

_____

_____

_____

_____

_____

_____

_____

Choosing the right college or training program is not easy but it is the first step to your success.

I want:
- Small class sizes
- Teachers tocommunicate directly
- Specialized Math and English classes

I want:
- Big classes
- Interpreters andspeech-to-text service
- Classes with myhearing peers.

Colleges and training programs offer different majors and provide different learning opportunities for students. Some colleges or universities are large, some are small. Some have classes with teachers who are deaf or sign, some do not. To be successful, it is important for students to pick a college or training program that meets their needs and goals.

Some students already know what their major is and others do not.

Health Science

Agriculture, Food & Natural Resources

Arts, A/V Technology & Communications

Science, Technology, Engineering & Math

Business, Management & Administration

Finance

Architecture & Construction

Education & Training

Hospitality & Tourism

Government & Public Administration

Health Science

Law, Public Safety, Corrections & Security

Human Services

Information Technology

Transportation, Distribution & Logistics

Manufacturing

Marketing

???

Some students get good grades with hearing teachers and interpreters.

Other students need classes taught by teachers who are deaf or who can sign for themselves.

Some students have strong reading and writing skills.

Some need extra support in reading and writing.

Some students want to go to a college that has other deaf/hard of hearing students.

Some don't mind being the only deaf/hard of hearing person on campus.

Some students got good grades in HS and others did not.

map it
what comes next

Knowing what you need is the first step to being successful. Rate the following statements 1-10 to find out what kind of program is your next step to success.

Not Important | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | **Very Important**

A large college or university with **many majors** to choose from.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

A smaller college or training program **closer to my home town.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

A smaller college or training program that has **other students who are deaf/hh.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

A college that has **Deaf teachers or teachers who can sign.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

A college that offers special classes to **improve English skills.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

A college that offers special classes to **improve math skills.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

A college that has **advisors who can sign.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

A college that has lots of **experience working with students who are deaf/hard of hearing.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

QUESTIONS FOR DISABILITY SERVICES

When you visit a disability services office, be sure to tell them about yourself and ask them questions about services. Your Individualized Education Plan (IEP) team can help you think of others.

Here are some things to tell about yourself and some questions you can ask.

About You - Tell the disability services staff about:

- Your career goals
- Your hobbies and interests
- Where you went to high school
- Your hearing loss and accommodations in high school
- If you are culturally Deaf and what that means to you
- Whether you plan to live on campus

Deaf and Hard of Hearing Students on Campus

- Do you think this campus is welcoming for students who are deaf or hard of hearing?
- How many deaf and hard of hearing students are on campus?
- How many deaf and hard of hearing professors are on campus?
- Are most of these students and professors in the same department?
- Do deaf and hard of hearing students get involved on campus?
- If I wanted to be in a student organization or campus life activities, will I be able to get accommodations easily?
- Are there any student organizations or clubs for deaf and hard of hearing students?

Disability Services

- Who works with deaf and hard of hearing students at Disability Services?
- Does this person know sign language? Is that person deaf or hard of hearing?
- Do deaf and hard of hearing students use the main disability services office, or is there a separate program for them?
- If I need tutors, does disability services offer tutoring?

These are accommodations I used in high school. Do you provide these?

_____

_____

_____

_____

map it
what comes next

QUESTIONS FOR DISABILITY SERVICES (CONTINUED)

- How do I request accommodations?
- When do I need to request accommodations for fall?
- Can you help me register early?
- If I live on campus, will disability services help me get accommodations for housing?
- Can I get high speed Internet if I use the Video Relay Service?
- Are there TTYs or Video Relay Service stations on campus?
- If my hearing changes or I have trouble with my ears, cochlear implant, or hearing aids, are there any clinics on campus that can help me?
- Do you know if health insurance will cover visits to doctors or audiologists?
- I plan to give you a copy of my audiogram as disability documentation. Do you need other documentation? When do you need it?
- Do I need to give you new documentation every year?
- Will you contact my professors about my accommodations? How?
- Do you have any orientations for new students?

Activities

COLLEGE SEARCH

Disability Services for Students Scavenger Hunt

Instructions: Search for the answers to the following question on your college of choice website, email, or schedule a phone interview with a DSS worker.

1. The University or college *will* or *will not* accept an IEP document as sufficient proof of disability. (*Circle answer*)

2. My disability reevaluation, or initial evaluation report, has to be no more than _____years old when requesting DSS services.

3. If my current proof of disability does not meet the DSS requirements, and I have already graduated high school, it may be up to me to pay for reevaluation. True or False

4. All campuses offer the same accommodations.   True or False

5. List up to 3 reasonable accommodations your chosen campus offers that will meet your needs:
   I.   _____
   ii. _____
   iii. _____

6. Testing with accommodations is an example of an appropriate accommodation.   True or False

7. Does DSS at your college of choice provide a special disability advisor?   Yes or No

8. Circle the following laws that are applicable in a college setting:

9. American with Disabilities Act (ADA)   Section 504
   Individuals with Disabilities Act (IDEA)   Family Educational Rights and Privacy Act (FERPA)
   Fair Housing

10. In college, students are the primary advocate for themselves.   True or False

11. It is the responsibility of the student to disclose their disability to DSS.   True or False

Extra Credit: Share something you learned during this activity:

_____

_____

_____

Exit Slip – College Guide

1. Based on your exploration with Career Central, list 1-2 education/ training programs that meet your needs and career goals:

   _____

   _____

2. Choose one of the above programs and answer the following questions:

   When is the application deadline? _____

   Do you currently meet the qualifications and requirements? Yes or No

   If No, which area needs improvement?_____

   When is the next open house or tour?_____

   Does the program offer a virtual tour? Yes or No

   NAME:_____

HOW DO I GET THERE?

JOB SEARCH
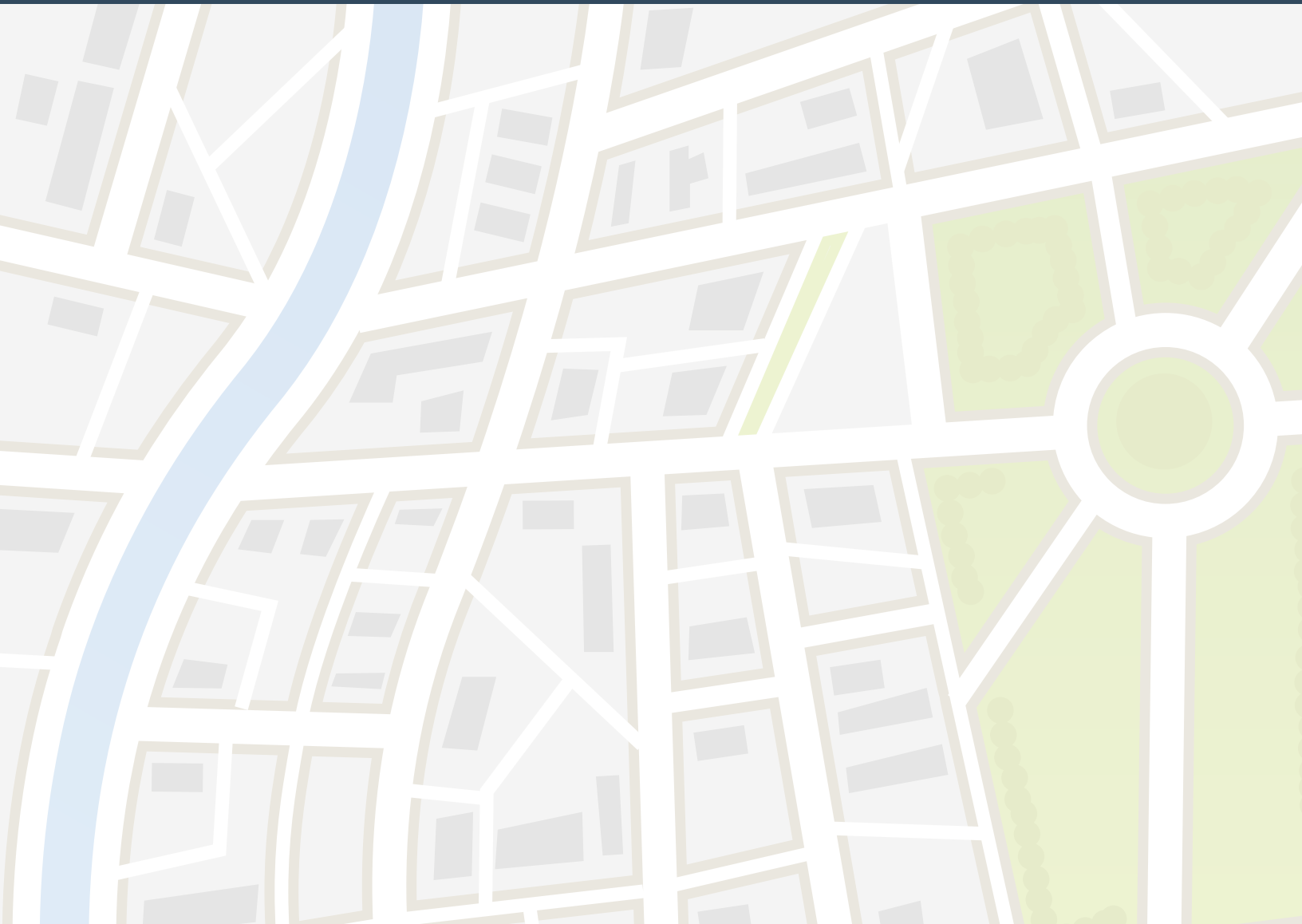
JOB SEARCH

Learning Objectives

- Students can analyze if a job matches interests, skills and transition goals.
- Students can perform a job search based on interests, skills and transition goals.

Materials

- Map It Online: Job Search, Information About Getting a Job, Putting It All Together, Review, and Section Complete
- Job Search Visual Concept Page
- Job Search PowerPoint

- Job Interview Activity handout
- Job Search Exit Slip
- Map It Profile
- Map It Certificate of Completion

Teacher Background

In this lesson, students will connect the information they learned and gathered in Section 2 (career awareness, exploration, preparation and training) and gain skills in identifying if a job is a good fit based on interests and skills. The below activities support assessing job descriptions, facilitating independent informational interviews, learning about and navigating state and local employment agencies, performing job searches based on skills, interests, and post-secondary transition goals.

Throughout the lesson, provide meaningful and practical tools students will use in future job settings. For example, empower students to learn new ways of accessing accommodations through one's smart device. Job accommodations are hard to come by, and for some individuals, once they get past the initial interview, training and meetings, accommodation is rarely available. Assistive Technology training and preparation can create new opportunities for work site support and community involvement. Make sure to provide as many opportunities as possible to learn from others, problem solve, and self-advocate in such settings.

map it
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Teacher Background *(continued)*

If your school could benefit from a Job Club, it is recommended to access the Oregon-Youth Transition Program (YTP) Job Club guide. The Transition Network Region 8 is part of the Oregon-Youth Transition Project, a partnership between Oregon Vocational Rehabilitation, OR Department of Education, and the University Of Oregon College Of Education. This region has put together a variety of transition materials designed for rural areas, which can be useful for rural communities across the country, *http://tnf8.blogspot.com/*.

As you'll note on the Map It Getting A Job: State Agencies slide, students will investigate the purpose of state and local agencies that help individuals find employment: VR, Ticket to Work, One Stop Center, and the Commission/Office for the Deaf and hard of hearing. Find opportunities where these agencies can provide employment related instructional support. Furthermore, if your SEA has yet to develop a collaborative relationship with your state's Vocational Rehabilitation agency, access the Interagency Agreement Toolkit, *http://www.transitionta.org/interagencytoolkit*, developed by NTACT and WINTAC. This toolkit provides guidance on the development of the formal interagency agreement between the vocational rehabilitation and education agencies as part of the implementation of the Workforce Innovation and Opportunities Act.

As with previous lessons, activities can be differentiated to meet the needs of classrooms and school culture, and offer flexibility in meeting the needs of students at an individual level. It is important to note that the below activities are meant to support an individualized pathway for students to prepare for careers and/or post-secondary education and training programs.

Key Terms & Definitions for this Section

Review key terms and definitions from Section 2 as needed.

IEP Application

As part of transition requirements, students need to be involved in the IEP process. Student understanding of interests, skills and post-secondary transition goals should help inform the transition plan.

- Have students lead their IEP meeting.
- Use the information that the student identified to support or refine transition goals relating to employment, postsecondary education and training, independent living, and community participation.
- Use the information that the student identifies to support objectives in transition goals, which may include the following: *Student will…complete a career portfolio to include all vocation-related materials; complete a transition plan portfolio, participate in community integrated work-based learning experience; complete job searches based on interests, skills and post-secondary transition goals; compare and contrast job description and qualifications necessary for success in such occupations; complete a work resume, facilitate an informational interview to learn more about career choice;   meet with adult service representative to support employment goals; demonstrate knowledge and skills necessary to effectively access, apply, and interview for employment; and discuss job related concerns with appropriate service agencies.*

INSTRUCTIONAL ACTIVITIES
* Recommended activities are marked with an orange asterisk.

Foundational Activities

Job Search Kick-off Activity:

Meet Cathy Noble from pepnet2 Getting a Job Online Training: Part 2: Rights and Responsibilities, Role Model: Cathy Noble, https://dcmp.org/media/10660-cathy-noble (13:08) (PPT slide 2). Have students focus on understanding her personal story and the different types of accommodations that gave her equal access throughout her career experience.

Foundational Activities (*continued*)

Job Search Classroom Activity:

After students meet Cathy, facilitate an inquiry based discussion with the following questions and review the video as needed (PPT slide 3):

- What is the video about?
- What is interesting about Cathy's story?
- What are differences between Cathy's first job and second job?
- Name a few influential experiences from Cathy's life.
- How has Cathy's life experiences helped shape her identity?
- Name one of Cathy's occupational mismatches. Why wasn't it a good fit?
- Any other thoughts?

*Map It Online Activity:

Set up technology access. Use the Job Search: The Next Step and The Fit is Important slides (PPT slide 4).

- Ask students to reflect on Brooke and Marissa's conversation regarding finding the right fit and where they are in the job search process. Ask students who they relate to most, Brooke or Marissa and why.
- Share information from the pn2 Research Brief on Employment located in Map IT resource section, http://elearn.dcmp.org/mi/resources/employmentbrief_v5.pdf. Have students discuss the disparity that exist between DHH students and hearing peers.
  - How does this relate to finding the "right fit", self-determination, accommodation and self-advocacy?
  - Have students consider how educational attainment impacts average annual income.

Application Activities

Job Description Activity:

The goal of this activity is to have students analyze the different key traits and skills employers are looking for in a future employee (PPT slide 5). First gather 4-5 job descriptions in the following settings: restaurant, grocery, convenience, housekeeping or custodial, entertainment/movie theater, nursery, home goods, or childcare. Divide your class into groups of 4-5 and place a job description at each work center. During a predetermined amount of time, have small groups travel to each work center and analyze the different job information. Groups should use a graphic organizer to note the traits and skills of a "dream" employee from the perspective of the employer. After groups have visited each center, discuss as a whole class and note any similarities and differences.

Mock Interview Activity:

Now that students have investigated the perspective of an employer, have students role play an entry level job interview at one of the above settings (PPT slide 6). Start by having students choose a preferred setting and then pair together on matched setting. Next, use the Job Interview Activity handout. This handout is very similar to the interview handout used in the Job Training Lesson. However, during this activity, only the employer has access to the questions. Have students take turns acting out both roles, employer and employee, and then follow up with a whole class discussion with the following discussion prompts:

• Based on your observations, what worked and what didn't work?

• If you were an employer, what skills would you look for during an interview?

• Why is it good to prepare for an interview?

• Other thoughts or concerns about the interview process?

*Map It Online Activity:

Set up technology access. Use the Job Search: Career Central, Finding a Job that Fits, Allison's Career Central Search, Search Career Central, and Your Turn slides. Give students the following tasks:

1. Have students further explore Job Central by reviewing journal entries from Section 2.

2. Analyze traits, skills, and qualifications of job descriptions.

3. Complete the Your Turn slide to determine if the job fits identity, skills/strengths, skills, and post-secondary transition goals.

Application Activities (*continued*)

*Map It Online Activity:

Set up technology access. Use Job Search: Informational Interview and Don't Give Up slides.

Informational Interviewing Activity:

Here, students will have the opportunity to take the skills learned during Section 2 Career Exploration Lesson Informational Interview Activity and carry out a solo Informational Interview (PPT slide 7). Remind students that the purpose of an informational interview is to talk to people about their jobs to determine if the job matches interests and skills, make new contacts, practice communication skills, and gain confidence in job interviews. After students have completed their interview, have them follow up with a thank you note. Link this step to future job interviews and how showing gratitude is an important part of the hiring process. It tells employers that one is serious about the job. Have students complete the following steps:

1. Determine which job or career you want to learn more about.

2. Select a person to interview- consider someone you know in the field (family member, friend, local business) or reach out to a company you're interested in working for in the future.

3. Practice setting up an Informational Interview with a peer. *"Hello my name is _____. I am interested in working in _____. Do you mind if I take 10 minutes of your time to ask a few questions?"*

4. Prepare questions such as :

    •   How did you get this job?

    •   What kind of training/certification is needed?

    •   Describe your typical work day.

    •   What three hard skills do you use most often? What three soft skills?

    •   What are entry level positions in your field?

    •   What are examples of career goals related to your field?

    •   Here are my strengths. How do they fit in this field?

    •   What are the characteristics of the work culture?

5. Interview the individual and follow up with a personalized thank you note.

Application Activities (*continued*)

*Map It Online Activity:

Set up technology access. Use Information About Getting A Job: State Agencies slides. Review with students the following state and local agencies that help people find a job: VR, Ticket to Work, One Stop Center, and the Commission/Office for the Deaf and hard of Hearing.

Interagency Collaboration Activity:

Review the purpose of each agency, practice locating available services, and learn how to navigate program websites (PPT slide 8). Consider the following activities:

- Invite guest speakers for a presentation, Q&A, or round table discussion on services, eligibility, and application process.
- Learn more about VR's Order of Selection process and what it means to be an entitlement program by watching Pepnet 2- Getting a Job, Part 3: Introduction to Vocational Rehabilitation video, *http://elearn.dcmp.org/getting_a_job/vr_intro_vocat_rehab.php* .
- Learn more about One-Stop Career Center by watching Pepnet2- Getting a Job, Part 3: One Stop Career Center. Have students review One-Stop Career Centers Support Document to access additional information, *http://elearn.dcmp.org/getting_a_job/vr_one_stop_career.php* (8:03).
- Check for understanding of Voc Rehab and One-Stop Career Center by having students complete Part 3: Vocational Rehabilitation or One-Stop Career Center slide as a whole class or as an activity exit slip, *http://elearn.dcmp.org/getting_a_job/vr_voc_oscc.php*.

*Map It Online Activity:

Set up technology access. Use Information About Getting A Job: Getting a Job! Online training which takes student to pn2 Getting A Job online training program, *http://elearn.dcmp.org/getting_a_job/gs_settings_and_navigation.php*. Here students can learn more about creating a resume, writing a cover letter, and interview preparation.

*Map It Online Activity:

Set up technology access. Use Information About Getting A Job: Your Team is Still Important slide. Have students discuss with one another how they think their team may change after high school. Ask students if they feel prepared for such changes and have them further explain their response.

Application Activities (*continued*)

Decision Making on the Job:

For this activity, have students examine a work-related problem and analyze possible choices for solving the problem (PPT slide 9). Divide students into pairs, or small groups, and develop real world scenarios for a work setting. Encourage students to share personal situations from their work-based learning experience. Next have groups trade scenarios and come up with a possible solution. Have each group share their solution with the class. Consider offering students a graphic organizer, or other decision making worksheet, to help analyze the problem and then assess choices, as well as positive and negative consequences.

Synthesis Activities

Start Job Search Process Activity:

Help support the job application process for students with the goal of securing post-secondary employment upon graduation (PPT slide 10). Focus on jobs that meet their interests, skills and transition goals (refer to Job Search: Your Turn slide as needed). Once students have identified job(s) that are a good fit, have them search for available jobs from the below resources. Support students in reviewing job descriptions, gathering application materials, and completing applications in a professional manner. Offer the opportunity for students to prepare for the interview process through a mock interview. All materials gathered should be saved in their Career Portfolio for ongoing access. Students can perform job searches through the following resources:

- One-stop Career Center: careeronestop.org
- O*NET Online: onetonline.org
- Career Central in Map It
- State Career Information System
- Local Job Service Center
- Social Networking opportunities
- Local newspaper classified section (hardcopy and/or online)
- Local college or university human resource department (explore work-study and other employment opportunities for college bound students)

Synthesis Activities (*continued*)

Assistive Technology:

By the time students enter post-secondary employment settings, they should have a sound understanding and knowledge on how assistive technology can support accommodation needs. This is critical because once a student reaches post-secondary employment, there are very few accommodations made beyond the interview, training, and (occasional) meetings. Not all places of employment provide individuals ongoing access to interpreters, speech-to-text, or any other accommodations once they are full time employees.

For students entering their first job and to suddenly have no access can be a difficult process to experience and navigate. To help prepare students, investigate and implement different apps that can be accessed on smart devices, or other operating software, for day-to-day use such as speech-to-text, TTY, and visual/vibrational alerts for sound.

*Map It Online Activity:

Set up technology access. Use the Putting It All Together, Review and Section Complete slides. Before printing Certificate of Completion, students will be required to answer any incomplete questions throughout the sections. Once complete, have students print profiles and add to their Career Portfolio for future reference.

Closing Activity

* Job Search Exit Slip:

✓ Based on activities completed on the Map IT Your Turn slide, have students list which job(s) is a good fit.
✓ Have students share their favorite part of Map It and why.
✓ Have students print off completed Map It Profile and Certificate of Completion.

NOTES

JOB SEARCH

Looking for a Job

I want to:
- Work with people
- Teach children
- Work close to home so I can ride the city bus

I want to:
- Work in a science lab
- Work evenings after school
- Run different experiments

Finding a job that fits takes time. There are three important things to keep in mind when you search for a job:

1. Research the responsibilities, duties, and job description
2. Salary: Amount of money a worker earns
3. Education/Training: Schooling or degree required for the job

Some students already know what they want to do for a job and others do not.

I want to be a nurse

???
Maybe a mechanic?

- Agriculture, Food & Natural Resources
- Arts, A/V Technology & Communications
- Science, Technology, Engineering & Math
- Business, Management & Administration
- Finance
- Architecture & Construction
- Education & Training
- Hospitality & Tourism
- Government & Public Administration
- Health Science
- Law, Public Safety, Corrections & Security
- Human Services
- Information Technology
- Transportation, Distribution & Logistics
- Manufacturing
- Marketing

Some people like to work with a team.

Other people prefer to work alone.

Some people love technology.

Some would rather work outside.

Some students want to go to college or a training program before getting a job.

Some want to get a job while still in high school or as soon as they graduate.

It is important to know yourself really well before looking for a job. Knowing about your strengths, weaknesses, and hard and soft skills, will ensure the job you find is a good fit.

Job Interview Activity

Step 1: Welcome the interviewee:

Interviewer: *"Good Morning, _____. My name is _____. Welcome to _____. I will be conducting your interview this morning."*

Step 2: Interview Questions

1. Tell me a little about yourself.

2. What are three of your strengths?

3. What is one of your weaknesses?

4. Why do you want to work here?

5. Tell me about your previous work experiences?

6. Do you have any questions you would like to ask me?

Step 3: Interview Completion

Stand and shake hands, "Thank you for coming in today and meeting with me. You'll hear back from us in a few days."

pn2 Research Brief

Employment data for adults who are Deaf and hard-of-hearing

Snapshot of general employment research:

Compared to their hearing peers, Deaf adults:

- Are underemployed and underpaid.
- Do not feel that they have as many chances for promotion, to work their way up, or take on greater responsibility at work[i].
- Reveal disparities in career advancement[ii].

   However…

- Deaf young adults are employed at higher rates than their peers with other disabilities[i] .
- Employment data show potentially promising employment trends for Deaf young adults.

Employment rates:

- In 2011, 47.9% of deaf adults were employed.
- In 2009, the employment discrepancy was smaller for young adults aged 21-25[i].
- A greater number of deaf individuals were not in the labor force (44.8%) than in the general population (22.6%).
- 7.3% of deaf adults were unemployed, comparable to the general population (7.1%).

Employment rates vary across states:

- Ranged from 35.9% in West Virginia, to 68.4% in North Dakota
- Lowest employment rates were in West Virginia, Arkansas, Kentucky, Alabama, and Rhode Island
- Highest rates were in North Dakota, Wyoming, Utah, Nebraska, and Kansas.

> **Deaf adults continue to be underemployed and underpaid, but are employed at higher rates than their peers with other disabilities**

Employment Data, 2009-2011

- Employed, Age 21-65: 48% / 70%
- Employed, Age 21-25[i]: 57% / 66%
- Not in the Labor Force, Age 21-65: 45% / 23%
- Unemployed, Age 21-65: 7% / 7%

■ Deaf Adults ■ General Population
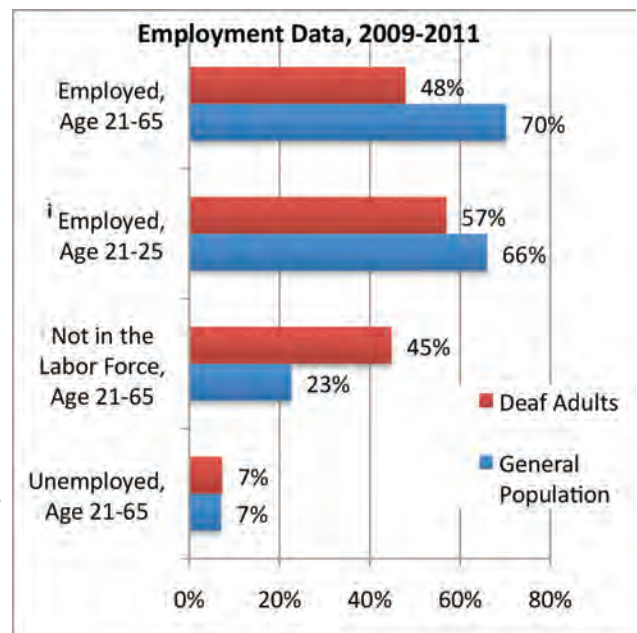
Employment rates by state

35.9 - 40.6 (5)
40.7 - 45.2 (8)
45.4 - 49.9 (16)
50.0 - 54.5 (8)
54.6 - 59.2 (8)
59.3 - 63.8 (4)
63.9 - 68.4 (3)

> ***The primary data source for this brief was the American Community Survey (ACS), 2011. ACS data were collected in 2011 from individuals between the ages of 21-65. Additional data sources are indicated with superscripts.**

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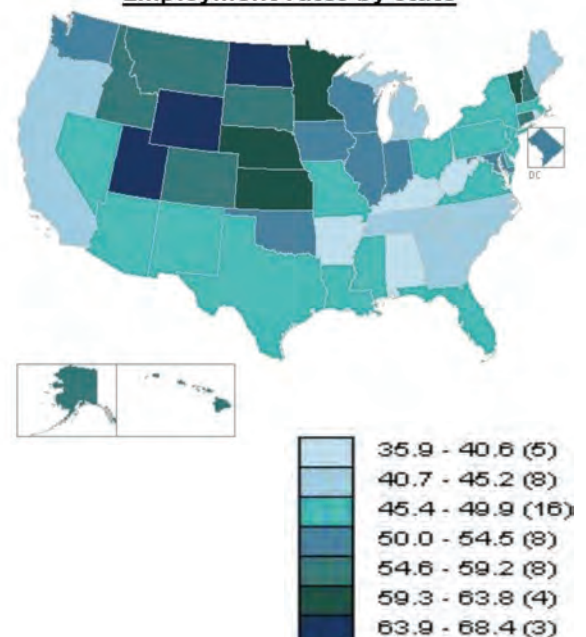
pn2 Research Brief

Deaf individuals' average annual earnings:

- In 2011, average income was $39,283, $4000 less per year than the general population.

- Earning power begins to decline after 31

Average annual income varies by gender:

- On average, Deaf men make more than Deaf women ($44,080 vs. $29,803)

- Deaf women earn 67.6% of Deaf men's average annual earnings, which is similar to the disparity seen in the general population

Average annual income also varies by race and ethnicity:

- Whites and Asians report higher earnings.

Average annual income in the United States, 2011:

Race/Ethnicity	Income
Other	$27,148
African Americans	$28,071
Latinos	$28,432
American Indians/Alaskan Natives	$33,334
Multiracial	$36,944
Asians	$38,285
Whites	$40,943
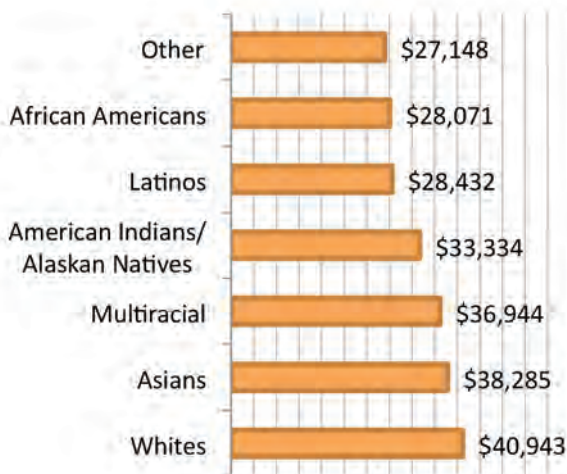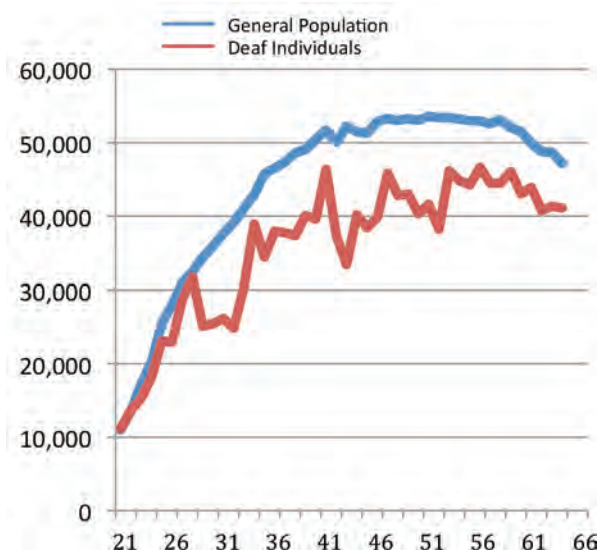
Educational attainment also affects Deaf individuals' average annual income:

- **Graduate degree:** $76,843

- **Bachelors degree:** $57,240

- **Associates degree:** $40,117

- **Some College:** $35,708

- **High School diploma or GED:** $31,123

- **No High School diploma or GED:** $23,583

Occupational Data for Deaf adults, 2011

Occupation	Percent employed	Average Annual Income
Sciences	1%	$67k
Military	1%	$50k
Legal	1%	$92k
Natural Resources	1%	$23k
Arts and Entertainment	1%	$41k
Computers/Math	2%	$70k
Architecture & Engineering	2%	$66k
Community & Social services	2%	$39k
Protective Services	3%	$40k
Personal Care & Service	3%	$17k
Business & Finance	3%	$61k
Education, Training, Library	4%	$39k
Food Prep & Serving	5%	$16k
Medical & Healthcare	5%	$48k
Repair, Maintenance	6%	$42k
Building & Ground Keeping	6%	$20k
Management	8%	$72k
Sales	9%	$39k
Construction	9%	$36k
Production	10%	$34k
Transportation	10%	$31k
Office & Administrative	12%	$31k

Research Brief

References

[ii]Kelly, R. R. (2013). *Deaf college graduates' career advancement relative to their hearing peers: Implications for education*. Paper presentation, Association of College Educators- Deaf & Hard of Hearing Conference, Santa Fe, NM, February.

[i]Newman, L., Wagner, M., Knokey, A. -M., Marder , C., Nagle, K., Shaver, D., . . . Schwarting, M. (2011). *The post-high school outcomes of young adults with disabilities up to 8 years after high school. A report from the national longitudinal transition study-2 (NLTS2) [NCSER 2011-3005] (NCSER 2011-3005)*. Menlo Park, CA: SRI International

U.S. Department of Commerce, Bureau of the Census (2011). *American Community Survey: 2011*. Generated by Carrie Lou Garberoglio using DataFerrett. URL: *http://dataferrett.census.gov* (Files generated December 12, 2013).

Exit Slip – Job Search

1. Based on the Your Turn activity in Job Search, which job is a good fit?
   _____
   _____

2. What was your favorite part of Map It? Why?
   _____
   _____

3. Ask your teacher to initial in the boxes below to show that you completed your Map It Profile and Certificate of Completion:

Completed Map It profile: ☐   Printed Certificate of Completion: ☐

NAME:_____

Exit Slip – Job Search

1. Based on the Your Turn activity in Job Search, which job is a good fit?
   _____
   _____

2. What was your favorite part of Map It? Why?
   _____
   _____

3. Ask your teacher to initial in the boxes below to show that you completed your Map It Profile and Certificate of Completion:

Completed Map It profile: ☐   Printed Certificate of Completion: ☐

NAME:_____

ADDENDUM
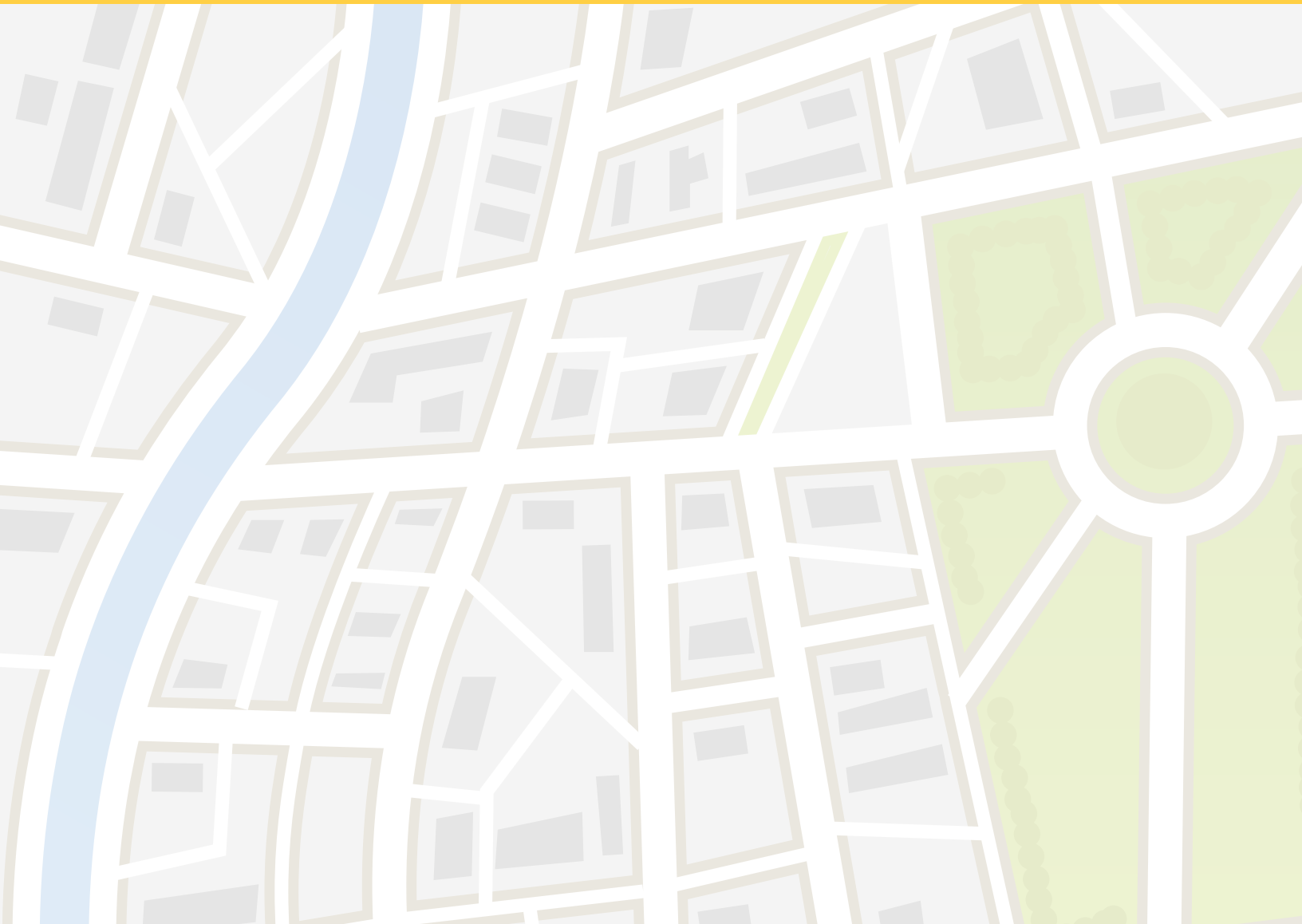
SECTION 1: WHO AM I?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Traits	Pre-ETS Category:
Foundational Activities	
Traits Kick-off Activity and Classroom Discussion	
*Map It Online Activity	
*Word Wall Activity	
Application Activities	
Word Wall Extension Activity	
*Individual Traits Activity	
*Map It Online Activity	
Word Cloud Activity	
*Map It Online Activity	
*My Transition Plan Activity	5
Traits for Careers:	1
20 Questions Game	5
Guess Who? Game	
Synthesis Activities	
Cross Curriculum Activity	5
Closing Activity	
*Check for Understanding	

SECTION 1: WHO AM I?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Strengths Lesson	Pre-ETS Category:
Foundational Activities	
Strengths Kick-off Activity And Classroom Discussion	
*Map It Online Activity	5
*Word Wall Activity	5
Application Activities	
Classroom Activity	1
Word Wall Extension Activity	
*Individual Strengths Activity	
*My Transition Plan Activity	5
*Map It Online Activity	5
Strengths Self Disclosure Activity	5
Synthesis Activities	
*Rating Strengths Activity	5
Cross Curriculum Activity	
Strengths for Careers	1
Closing Activity	
*Strengths Exit Slip	

SECTION 1: WHO AM I?

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Weaknesses	Pre-ETS Category:
Foundational Activities	
Weaknesses Kick-off Activity and Classroom Discussion	
***Map It Online Activity**	
***Word Wall Activity**	
Video Activity	
Application Activities	
Strength/Weakness Card Game	
Thought Bubble Activity	
Word Wall Extension Activity	
***Individual Weaknesses Activity**	5
***My Transition Plan Activity**	5
Weakness Self Disclosure Activity	5
Synthesis Activities	
***Strengthen or Minimize Weaknesses Activity**	
Word Wall Extension Discussion	
Cross Curriculum Activity	
Weaknesses Research Activity	
Closing Activity	
***Weaknesses Exit Slip**	

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Hard Skills	Pre-ETS Category:
Foundational Activities	
Hard Skills Kick-off Activity and Classroom Discussion	**1, 4**
***Map It Online Activity**	
***Word Wall Activity**	**4**
Application Activities	
Identify the Required Hard Skill Activity	**4**
Make a Video of Hard Skills in Careers	**4**
***Map It Online Activity- Rating Hard Skills**	**5**
***My Transition Plan Activity**	**5**
Synthesis Activities	
Dissecting Hard Skills Activity	**5**
Hard Skills Career Analysis	**1**
Closing Activity	
Hard Skills Exit Slip	

SECTION 1: WHO AM I?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Soft Skills	Pre-ETS Category:
Foundational Activities	
Soft Skills Kick-off Activity and Classroom Discussion	4
***Map It Online Activity**	
***Word Wall Activity**	4
Application Activities	
Soft Skills Role Play	4
***Map It Online Activity- Rating Soft Skills**	4
***My Transition Plan Activity**	5
Synthesis Activities	
Dissecting Soft Skills Activity	4
Soft Skills Career Activity	4
Soft Skills Online Training	4
Soft Skill Tips for Parents and Families	
Closing Activities	
Soft Skills Exit Slip	

SECTION 1: WHO AM I?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Reviewing Hard and Soft Skills	Pre-ETS Category:
Foundational Activities	
Reviewing Hard and Soft Skills Kick-off Activity and Classroom Discussion	5
***Map It Online Activity**	5
Application Activities	
Hard and Soft Skill Identification Activity	4
***Map It Online Activity**	5
Creating a Visual Hard and Soft Skills Profile Activity	5
Hard and Soft Skills Career Activity	4
Synthesis Activities	
Hard and Soft Skills for Job Interview	4
1:1 Skills Assessment	5
Closing	
***Reviewing Hard and Soft Skills Exit Slip**	

SECTION 1: WHO AM I?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Deaf and Hard of Hearing	Pre-ETS Category:
Foundational Activities	
Deaf and Hard of Hearing Kick-off Activity and Classroom Discussion	**5**
*Map It Online Activity	**5**
Application Activities	
*Identity (Deaf or Hard of Hearing) Activity	**5**
*Communication Activity	**5**
*Accommodations Activity	**5**
*Map It Online Activity	**5**
About My Hearing Visual (Word Bubble) Activity	**5**
About My Hearing PowerPoint Activity	**4, 5**
*My Transition Plan Activity	**5**
Describing My Deaf or Hard of Hearing Identity (Think-Pair Share Activity)	**4**
Synthesis Activities	
Hearing Loss Competency Evaluation	**5**
Preparing an Accommodations Plan	**5**
Closing Activity	
*Deaf and Hard of Hearing Exit Slip	

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SECTION 1: WHO AM I?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Team	Pre-ETS Category:
Foundational Activities	
Team Kick-off Activity and Classroom Discussion	5
Application Activities	
*Map It Online Activity	
*Circle of Support/IEP Dream Team Activity	5
Team Building Activities	4
*Map It Online Activity	5
Circle of Support Gallery Walk	
*My Transition Plan Activity	5
Team Career Activity	4
Synthesis Activities	
My Team Activity	5
Creating a Circle of Support Project	5
Closing Activity	
Team Exit Slip	

SECTION 1: WHO AM I?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Perspectives	Pre-ETS Category:
Foundational Activities	
Perspectives Kick-off Activity and Classroom Discussion	4
***Map It Online Activity**	
Application Activities	
Four Corners Debate Activity	
Character Guessing Game	
***Map It Online Activity**	5
Synthesis Activities	
Sharing My Perspective Activity and Evaluation	5
Closing Activity	
Perspectives Exit Slip	

SECTION 1: WHO AM I?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Values	Pre-ETS Category:
Foundational Activities	
Values Kick-off Activity and Classroom Discussion	5
*Map It Online Activity	
*Map It Online Activity	
Word Wall Activity	4
Application Activities	
Values Word Wall Extension	4
*Map It Online Activity	5
*My Transition Plan Activity	5
"Understanding Yourself" Puzzle Activity	
Values in Career Activity	4
Synthesis Activities	
*Map It Online Activity	5
Differentiate Between Values	
Closing Activity	
Values Exit Slip	

SECTION 1: WHO AM I?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Personality	Pre-ETS Category:
Foundational Activities	
Personality Kick-off Activity and Classroom Discussion	
***Map It Online Activity**	
Application Activities	
***Map It Online Activity**	5
Alternative Personality Assessment	1
Alternative Personality Assessment	1
Alternative Career Assessment	1
Personality Guessing Game	
Personality Career Discussion	1
Synthesis Activities	
***Map It Online Activity**	
***My Transition Plan Activity**	
Cross-Curriculum Activity	
Closing Activity	
Personality Exit Slip	

map it
what comes next

SECTION 1: WHO AM I?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Dreams	Pre-ETS Category:
Foundational Activities	
Dreams Kick-off Activity and Classroom Discussion	5
***Map It Online Activity**	5
Application Activities	
Everyone Needs a Dream Activity	
***Map It Online Activity**	5
Stating My Dreams	5
Synthesis Activities	
***Map It Online Activity**	5
***Map It Online Activity**	5
Dreams Art Cross Curriculum Activity	
Dreams Literacy Cross Curriculum Activity	
Closing Activity	
Dreams Exit Slip	

SECTION 2: WHAT DO I WANT?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Career Awareness	Pre-ETS Category:
Foundational Activities	
Career Awareness Kick-off Activity	1
Career Awareness Classroom Activity:	1
*Map It Online Activity:	
*Word Wall Activity:	4
Application Activities	
*Map It Online Activity	4
*Career Interest Inventory:	1, 3
*Online Job Shadow with Career Central	1, 4
Other Interesting Jobs to Job Shadow:	1, 4
Job Site Field Trip:	1, 2, 4
Career Fair/Trade Rodeo:	1, 3
Volunteer Opportunity	2, 4
Awareness of Outside Service Agencies:	4
Synthesis Activities	
Personality Assessment Activity:	1
Multiple Intelligences Activity:	1
Personal Values and O*NET Work Importance Profiler Activity:	1
Closing Activity	
* Career Awareness Exit Slip:	

map it
what comes next

SECTION 2: WHAT DO I WANT?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary

Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Career Exploration	Pre-ETS Category:
Foundational Activities	
Career Exploration Kick-off Activity	4
Career Exploration Classroom Discussion	4
Application Activities	
*Word Wall Activity:	4
*Map It Online Activity:	1
Career Research Activity:	1, 3, 4
*Map It Online Activity:	1
*Map It Online Activity:	1
(Continue) Job Shadow Activities: Introduce Community-Based Job Shadow Opportunity:	2
Online Job Shadow with Career Central:	1,
(Continue) Personal Values and O*NET Work Importance Profiler Activity:	1
*Map It Online Activity:	1
Occupational Interviews:	1, 2, 4
Career Cluster Scavenger Hunt Activity:	1
It's a Job Getting a Job Discussion:	1, 4
Synthesis Activities	2
Career Exploration Reality Check:	1, 4
*Career Portfolio, Resume, and Visual Resume Activity:	4
Career Portfolio:	4
Resume:	4
Visual Resume:	4
Closing Activity	
Career Exploration Exit Slip:	

SECTION 2: WHAT DO I WANT?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Career Preparation	Pre-ETS Category:
Foundational Activities	
Career Preparation Kick-off Activity:	4
Career Preparation Classroom Discussion:	4
***Word Wall Activity:**	4
Application Activities	
***Map It Online Activity:**	4
Biz Kid$ SMART Goal Financial Literacy Activity:	4
***Map It Online Activity:**	4
Work-Based Learning Experiences:	2
Career Preparation with Assistive Technology:	4
How to Search for a Job Activity:	4
Completing an Application Activity:	4
Interview Preparation Activity:	4
Community Resource Mapping Activity:	4, 5
Networking Activity:	4
Synthesis Activities	
Professional Interview:	4
***Career Portfolio, Resume, and Visual Resume Activity**	4
Closing Activity	
***Career Preparation Exit Slip:**	

map it what comes next

SECTION 2: WHAT DO I WANT?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Career Training	Pre-ETS Category:
Foundational Activities	
Career Training Kick-off Activity:	4
Career Training Classroom Activity:	
Application Activities	
Biz Kid$- It's a Job Getting a Job!:	4
Map It Online Activity:	
(Continue) Work-based Learning Experiences:	2
Financial Literacy Activity:	4
Hitting a Roadblock Activity	4
Soft Skills Activity:	4
(Continue) Career Preparation with Assistive Technology:	4, 5
Synthesis Activities	
WBL Final Project:	5
Gather Letters of Recommendations:	4
***Career Portfolio, Resume, and Visual Resume Activity:**	4
Closing Activity	
***Career Training Exit Slip:**	

SECTION 3: HOW DO I GET THERE?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Self-Determination	Pre-ETS Category:
Foundational Activities	
Self-Determination Kick-off Activity	**5**
Self-Determination Classroom Discussion	**5**
*Word Wall Activity	**4, 5**
*Map It Online Activity	
Application Activities	
*Map It Online Activity	**4, 5**
*Decision Making Activity	**4, 5**
*Map It Online Activity	**5**
Self-Determination & Self-Advocacy Role Play Activity	**5**
Self-Determination & Self-Advocacy Mentorship Activity	**4, 5**
Self-Determination & Assistive Technology Activity	**4, 5**
Participation in Local & Regional Opportunities	**4, 5**
Self-Determination Assessment Tools	**5**
Self-Determination Curriculum	**5**
Synthesis Activities	
Self-Determination Goal Setting Activity	**5**
Self-Assessment Activity	**5**
Self-Determination Cross Curriculum Activity	**5**
Closing Activity	
* Self-Determination Exit Slip	

SECTION 3: HOW DO I GET THERE?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Individualized Education Plan	Pre-ETS Category:
Foundational Activities	
Student-driven IEP Kick-off Activity And Classroom Discussion	5
*Map It Online Activity	5
IEP Understanding Pre-Assessment Activity	5
Application Activities	
Short Term Goal Activity	5
*Map It Online Activity	5
Identity Elevator Speech Activity	4, 5
IEP Team Member Interview Activity	5
*IEP Role Play Preparation Activity	5
IEP and Assistive Technology Activity	4, 5
IEP Curriculum Activity	5
Synthesis Activities	
*IEP Presentation Training Activity	4, 5
Closing Activity	
*Student Centered IEP Exit Slip	

map it
what comes next

SECTION 3: HOW DO I GET THERE?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Laws	
Foundational Activities	
Laws Kick-off Activity and Classroom Discussion	**5**
Application Activities	
***Map It Online Activity**	**4, 5**
The Evolution of Language	**5**
Disability Awareness Month	**5**
Disability History Activities	**5**
Court Ruling Activity	**4, 5**
Myth Buster Game	**5**
Guest Speakers	**4, 5**
Synthesis Activities	
Activism with Legislation	**5**
Disability History Cross Curriculum Activity	**5**
Closing Activity	
*** Laws Exit Slip**	

SECTION 3: HOW DO I GET THERE?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Accommodations	
Foundational Activities	
Accommodation Kick-off Activity and Classroom Discussion	**4, 5**
***Map It Online Activity**	**5**
Application Activities	
***Map It Online Activity**	**3, 4, 5**
Accommodations Interview Activity	**3, 4, 5**
Employment Accommodations Activity	**4, 5**
Post-Secondary Education Accommodations Activity	**3, 5**
Awareness of Outside Service Agencies	**3, 4, 5**
Accommodation Curriculum Support	**5**
Synthesis Activities	
Create a Letter of Accommodation Activity	**5**
Closing Activity	
Accommodations Exit Slip	

SECTION 3: HOW DO I GET THERE?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Disclosure	
Foundational Activities	
Disclosure Kick-off Activity and Classroom Discussion	**5**
*Map It Online Activity	**5**
Application Activities	
*Map It Online Activity	**4, 5**
*Map It Online Activity	**5**
*Map It Online Activity	**5**
Informed Decision Activity	**5**
Role Play Disability Disclosure Activity	**3, 4, 5**
Disclosure Guest Speaker Activity	**3, 4, 5**
Guest Speakers	**4, 5**
Disability Disclosure Curriculum	**5**
Synthesis Activities	
*Practicing Disclosure Packet Activity	**5**
Closing Activity	
*Disclosure Exit Slip	

SECTION 3: HOW DO I GET THERE?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

College Guide	
Foundational Activities	
College Guide Kick-off Activity and Classroom Discussion	
***Map It Online Activity**	3
***Word Wall Activity**	3, 4
Application Activities	
***Map It Online Activity**	3, 5
***Map It Online Activity**	3
DSS Scavenger Hunt	3, 5
Assistive Technology for Post-Secondary Education	3, 5
***Map It Online Activity**	5
Campus Experience	3
Stress Management	5
Campus Community Resource Mapping	3
College Fair or Trades Rodeo Activity	1, 3
Post-Secondary Education Guest Speaker/Interviews	3
Post-Secondary Education Guides	3
Study Guide Questionnaire Activity	3, 5
Financial Aid Awareness Activity	3
Synthesis Activities	
Starting a College Program	3, 5
Awareness of Disability Services for Students	3, 5
Post-Secondary Education/Training Application Activity	3
***Map It Online Activity**	
Closing Activity	
Post-Secondary Education/Training Exit Slip	

SECTION 3: HOW DO I GET THERE?

1. Job Exploration Counseling, 2. Word-Based Learning Experiences, 3. Counseling for Post-Secondary Education, 4. Workplace Readiness training, 5. Instruction in Self-Advocacy

Job Search	
Foundational Activities	
Job Search Kick-off Activity and Classroom Discussion	**4, 5**
*Map It Online Activity	**4, 5**
Application Activities	
Job Description Activity	**4**
Mock Interview Activity	**4**
*Map It Online Activity	**1, 4**
*Map It Online Activity	**4**
Informational Interviewing Activity	**2, 4**
*Map It Online Activity	**4, 5**
Interagency Collaboration Activity	**4**
*Map It Online Activity	**4**
*Map It Online Activity	**4**
Decision Making on the Job	**4**
Synthesis Activities	
Start Job Search Process Activity	**4**
Assistive Technology	**4, 5**
*Map It Online Activity	
Closing Activity	
*Job Search Exit Slip	