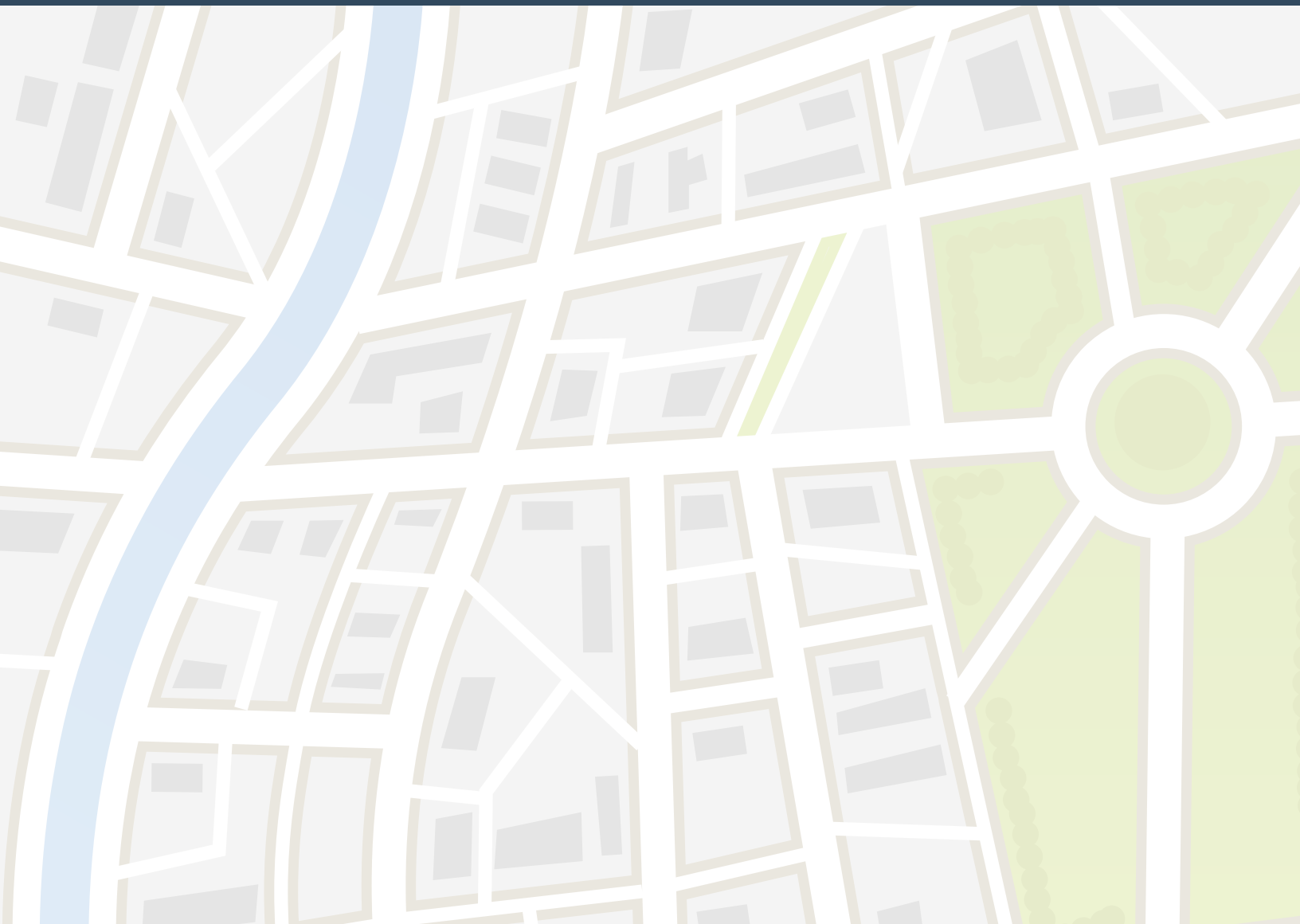# map it

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* _____
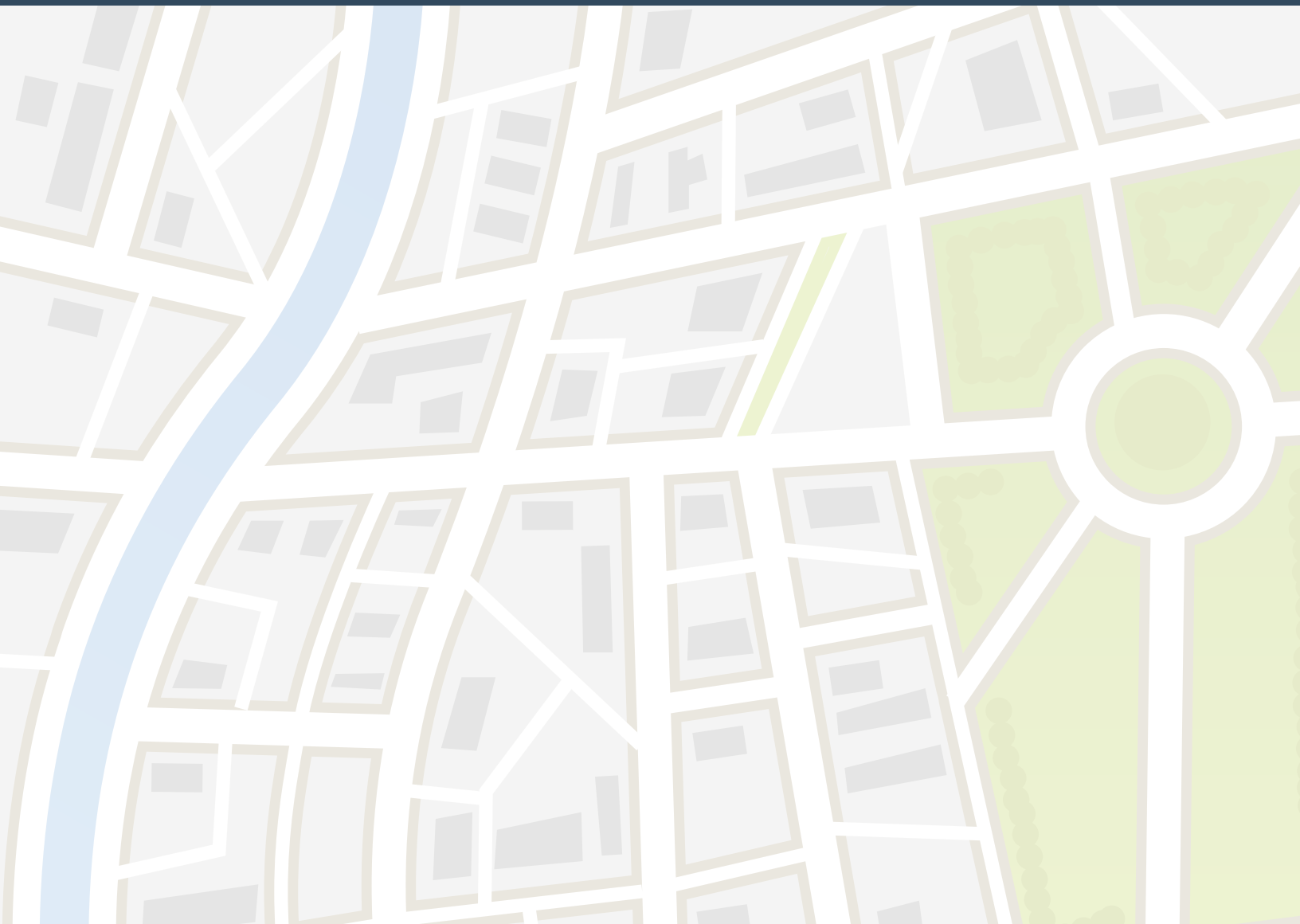_____

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:_____

map it

what comes next

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?

![running 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 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.

map it
what comes next

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.

map it
what comes next

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?

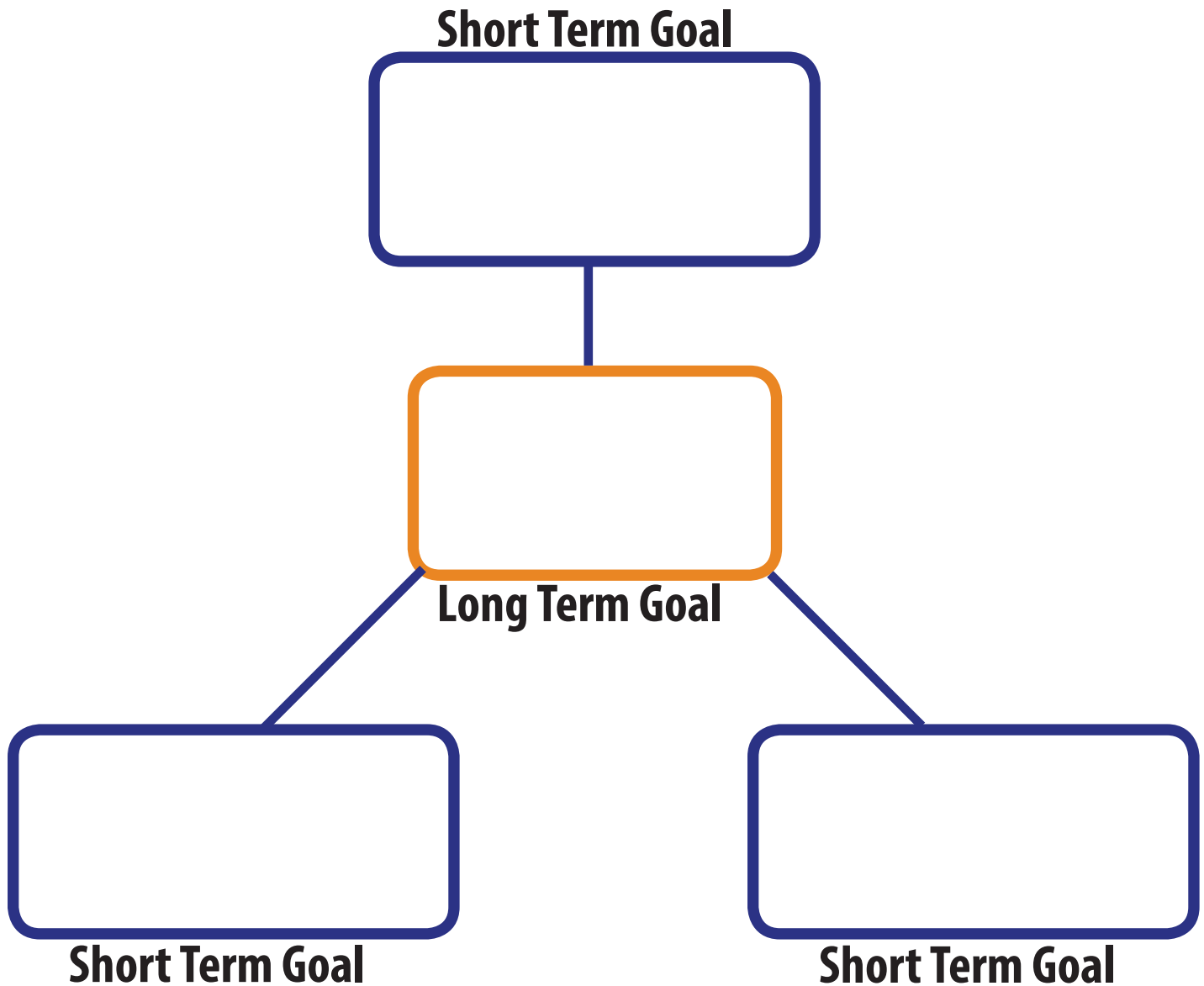# IEP LONG AND SHORT TERM GOALS WORKSHEET

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
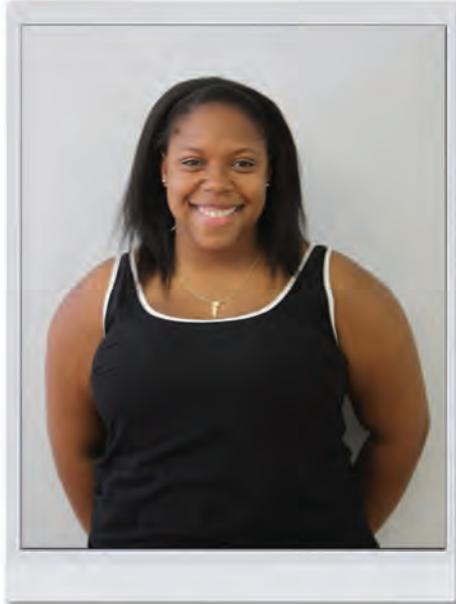
Profile: Marissa Leon

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.

THE PROFILES
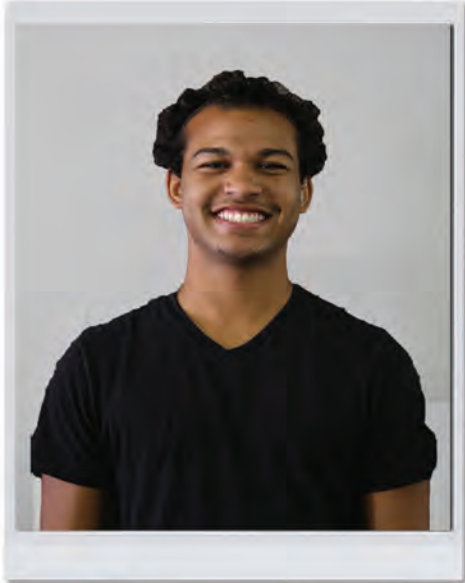
Profile: Patrick Richers

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
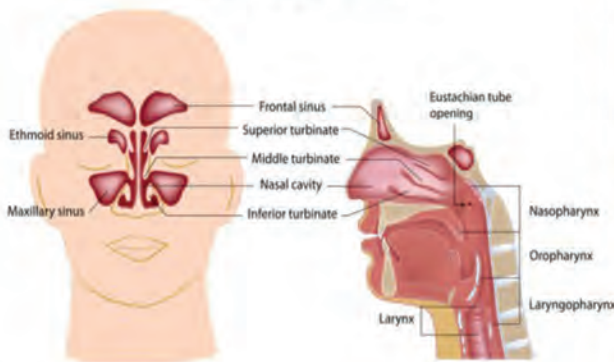
Professional Goals:

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

- Click icon to add picture

- 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

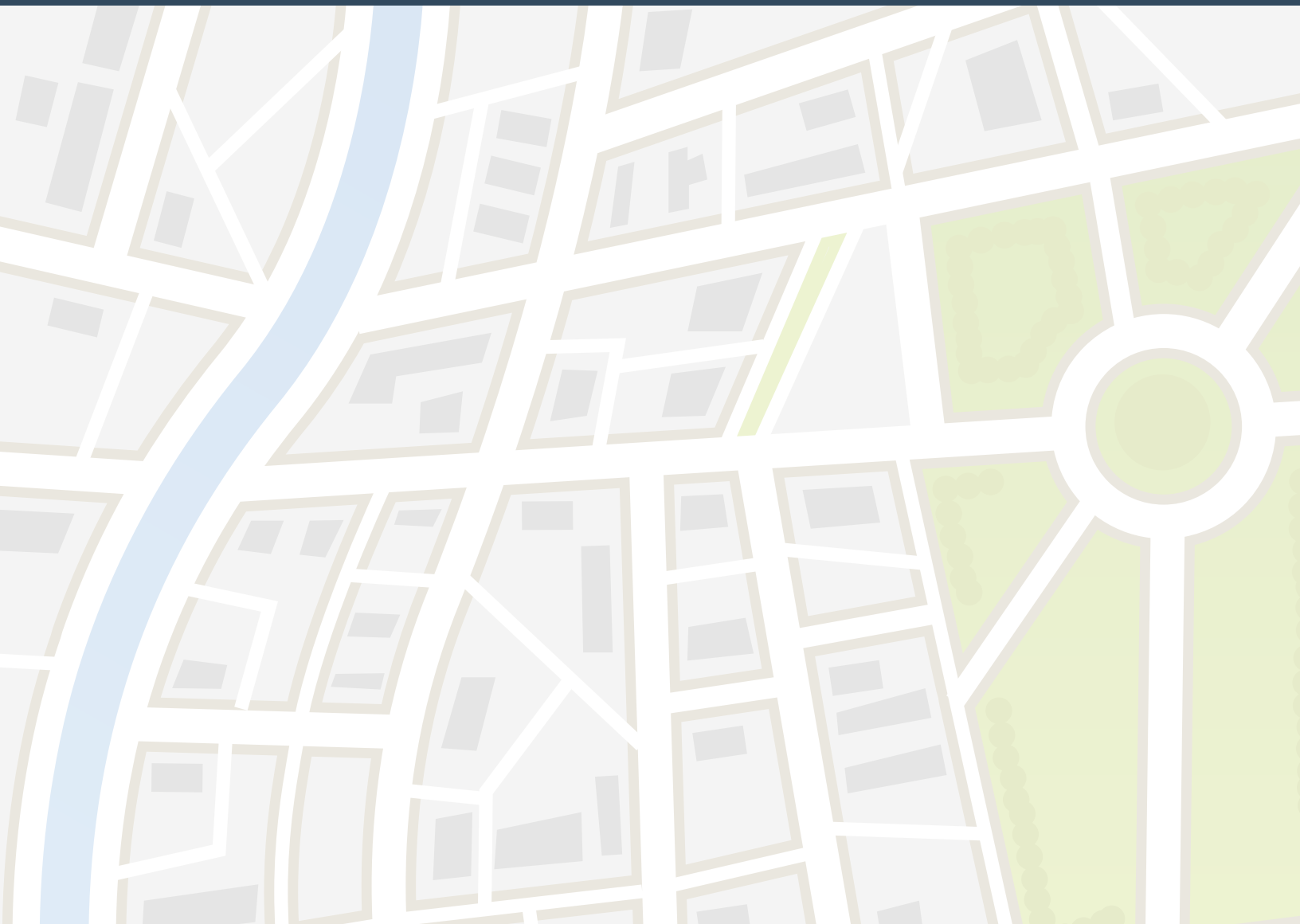1. In one sentence, state the purpose of the Individualized Education Plan (IEP):

    _____
    _____
    _____

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.

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.

map it
what comes next

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
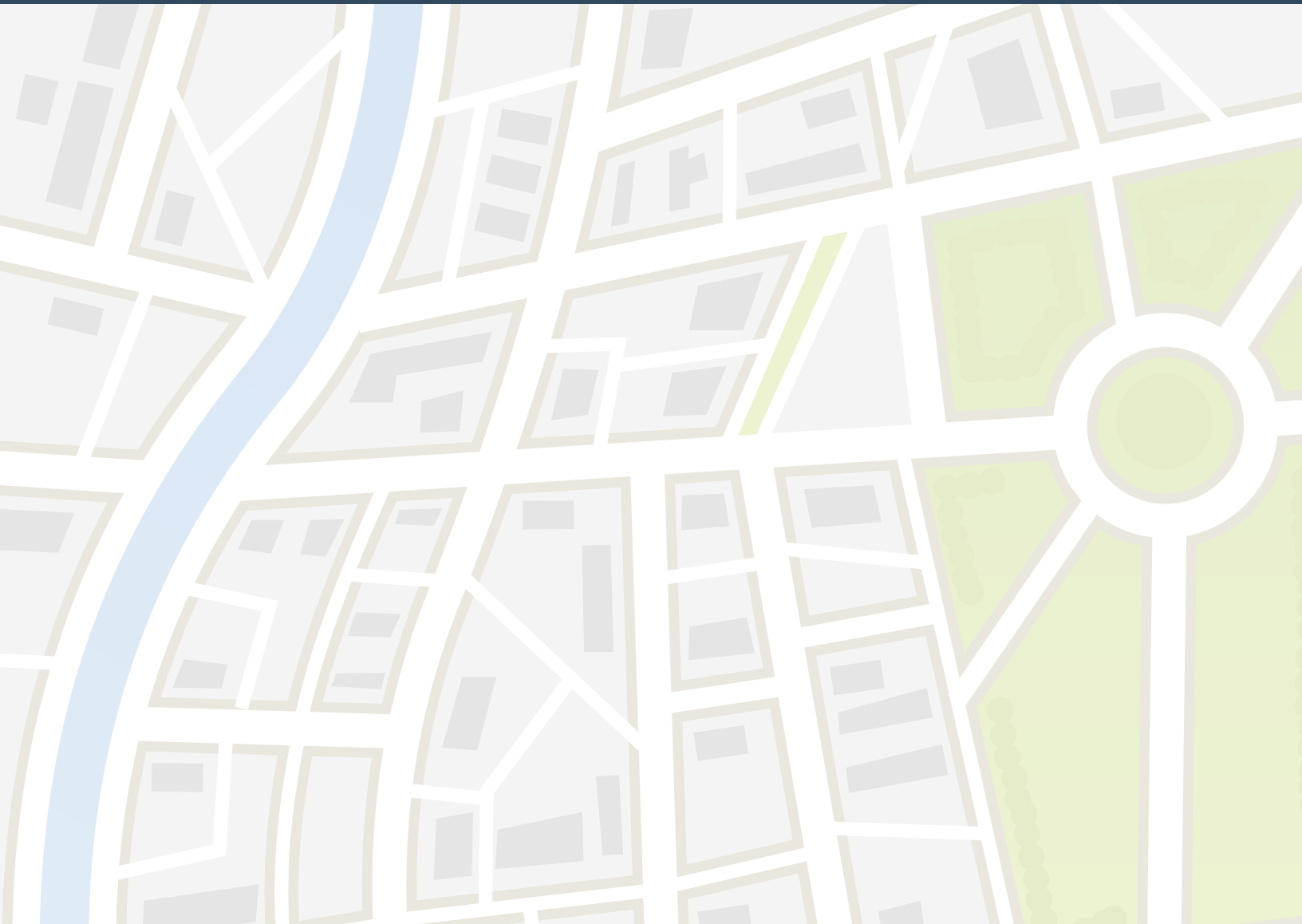
ACCOMMODATIONS

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.

map it
what comes next

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.

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!

map it
what comes next

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?
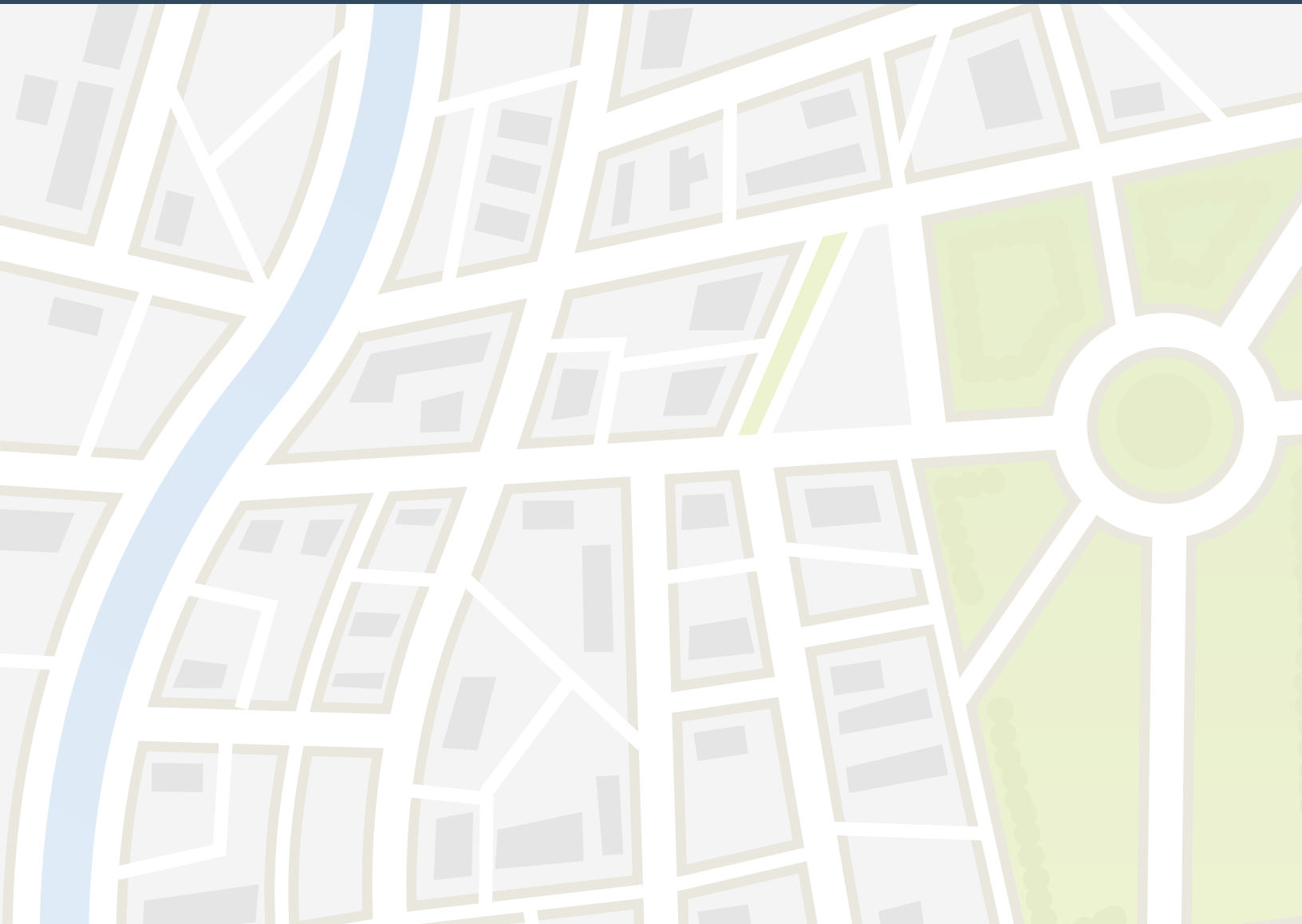
    _____
    _____

    NAME:_____

map it
what comes next

HOW DO I GET THERE?
DISCLOSURE

Lesson Plan

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.

map it
what comes next

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?

map it
what comes next

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.
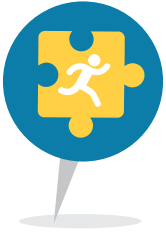
Disclosure Guest Speaker Activity:

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

These materials were developed in the course of agreement between the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education and the Postsecondary Education Consortium at the University of Tennessee, Knoxville under grant #H324A010003 and updated in 2011 by PEPNet-South, grant #H326D060003. Additional information about current pepnet 2 project activities and resources can be found at **www.pepnet.org**. Year of publication: 2011.

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.
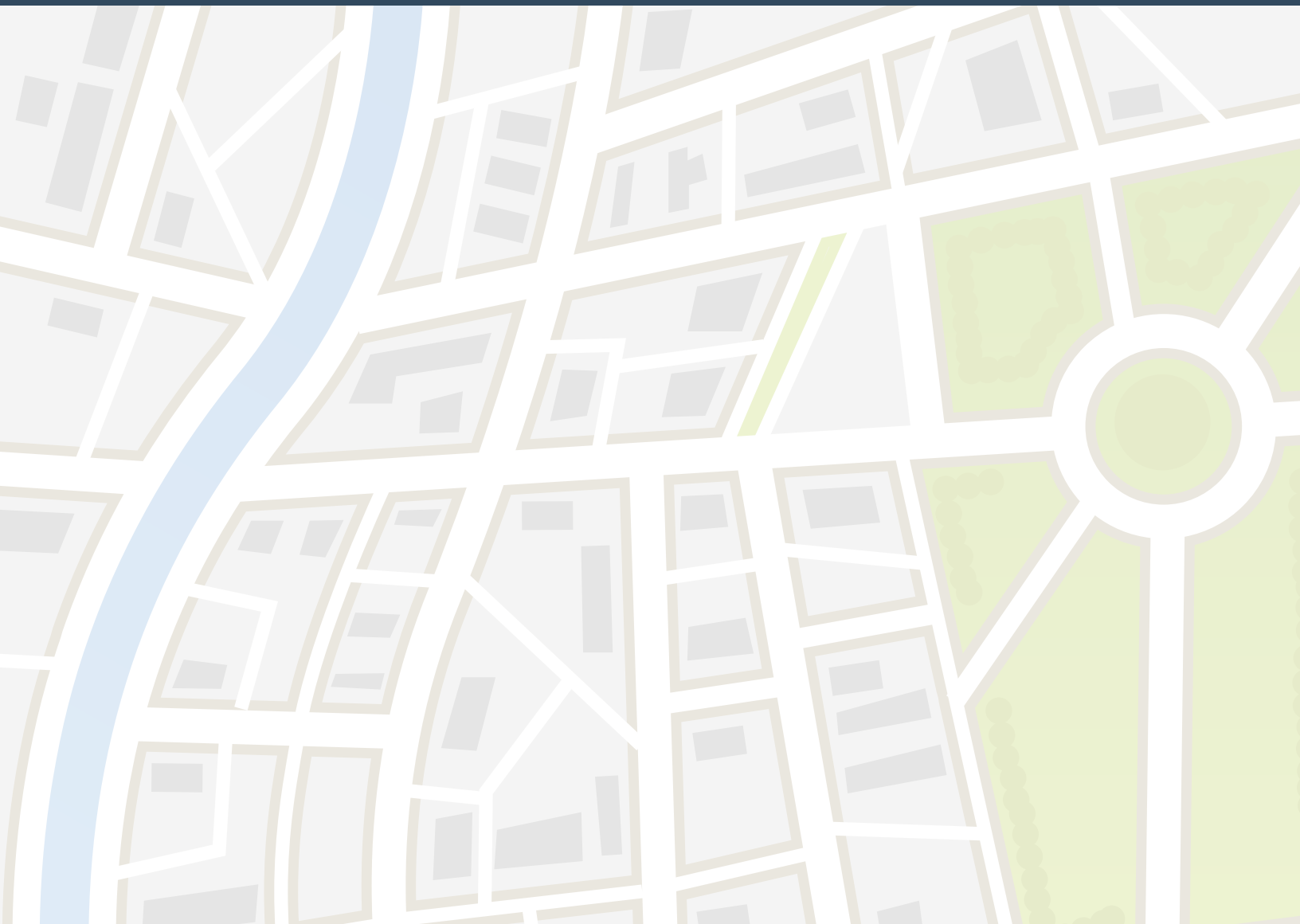
NAME:_____

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:_____

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.

map it
what comes next

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

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

Sold 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.

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?

_____

_____

_____

_____

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?

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?_____
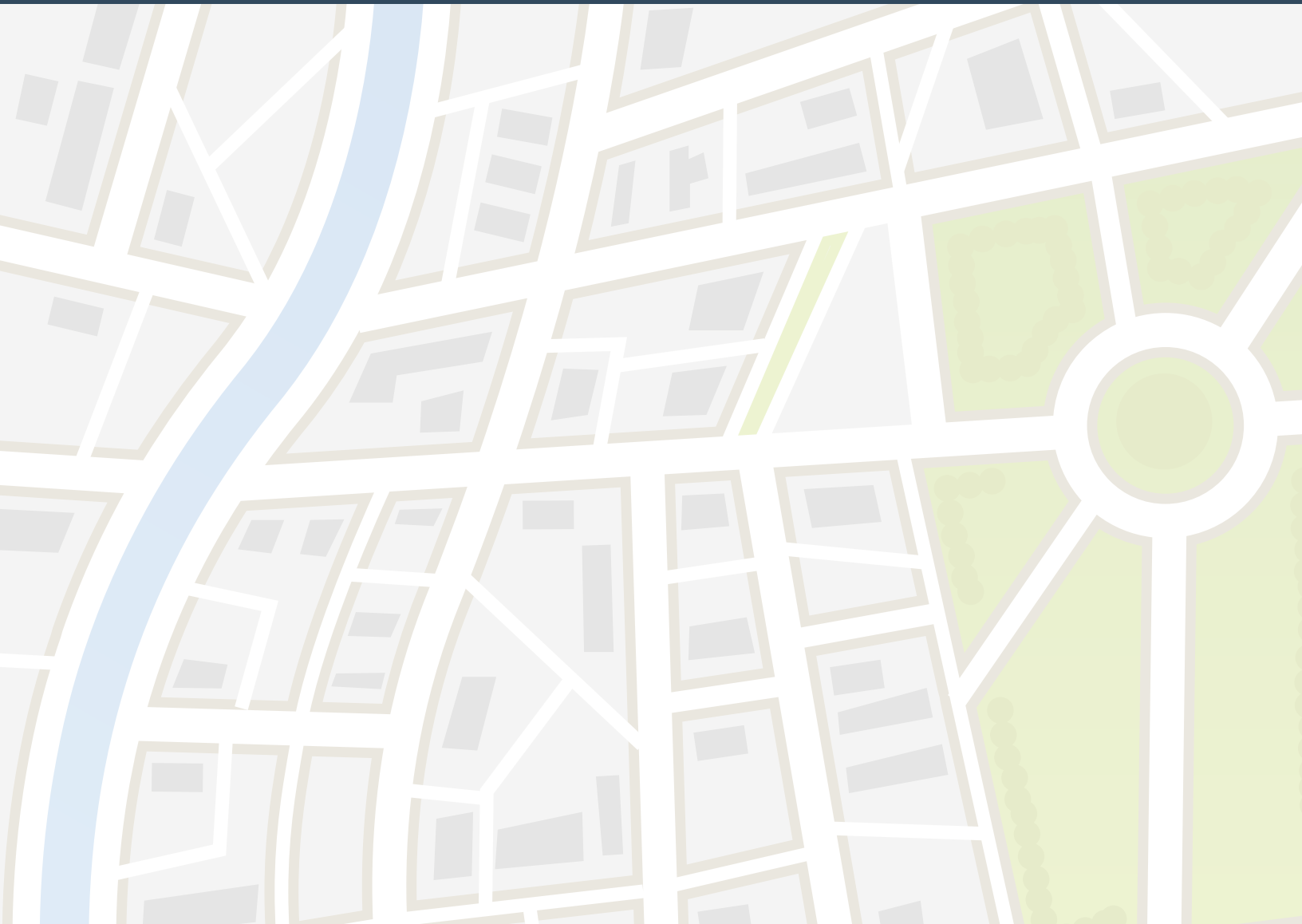   When is the next open house or tour?_____
   Does the program offer a virtual tour? Yes or No

   NAME:_____

map it

what comes next

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
what comes next

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.

map it
what comes next

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.
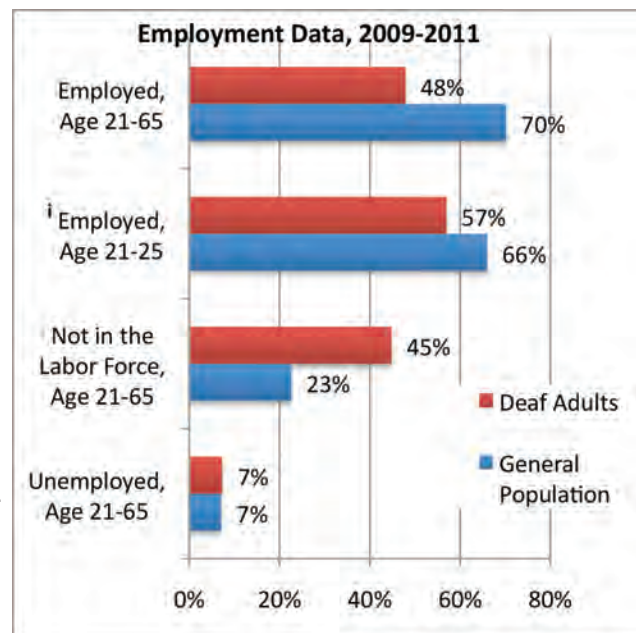
Employment rates:

- 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
- <u>Lowest</u> employment rates were in West Virginia, Arkansas, Kentucky, Alabama, and Rhode Island
- <u>Highest</u> 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

	Deaf Adults	General Population
Employed, Age 21-65	48%	70%
[i] Employed, Age 21-25	57%	66%
Not in the Labor Force, Age 21-65	45%	23%
Unemployed, Age 21-65	7%	7%

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.**

map it
what comes next
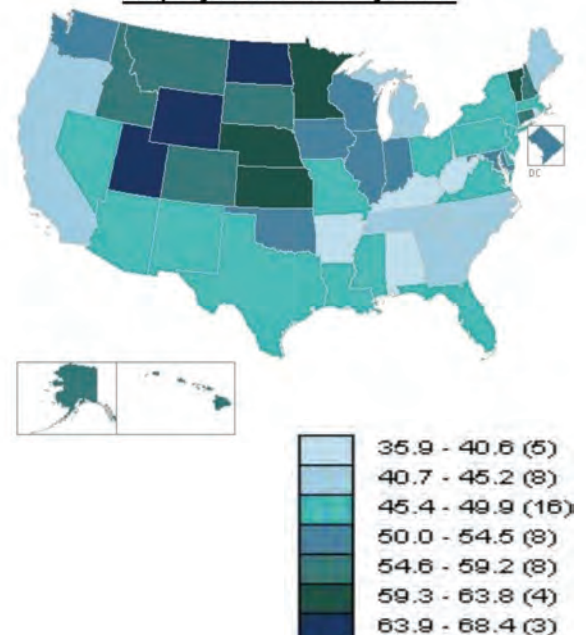
pn2 Research Brief

Deaf individuals' average annual earnings:

- In 2011, average income was $39,283, $4000 less per year than the general population.

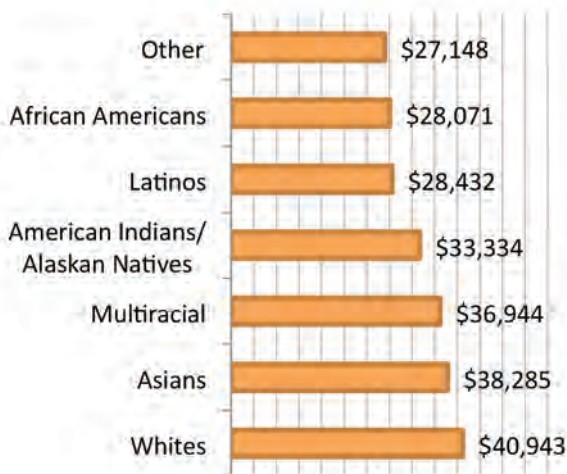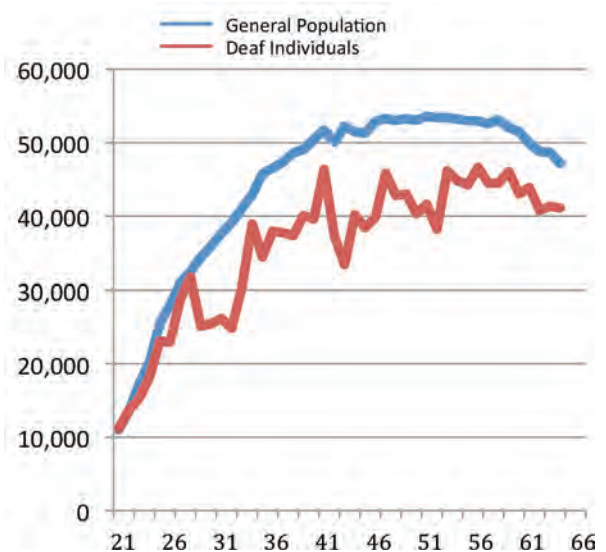- Earning power begins to decline after 31

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

pn2 Research Brief
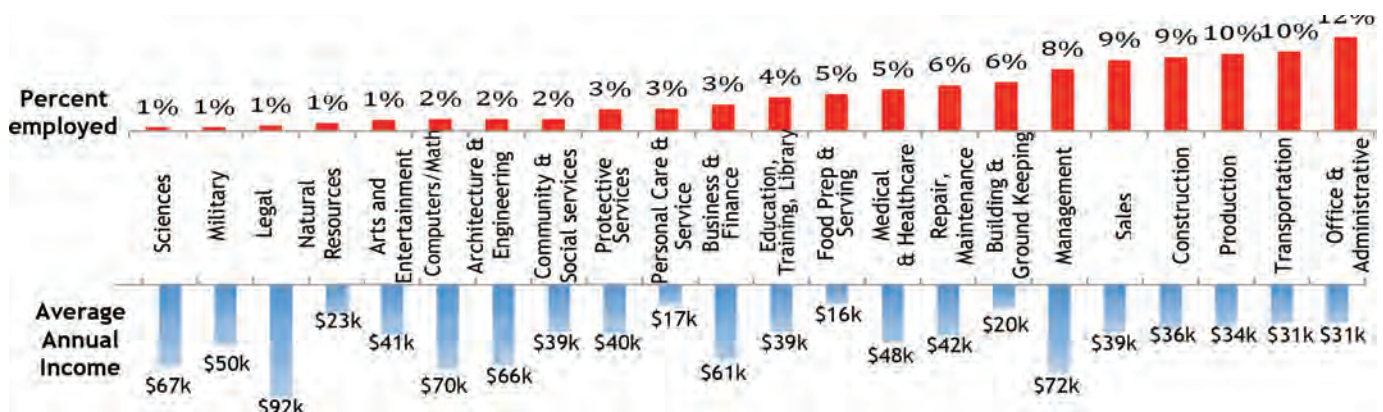
References

[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:_____