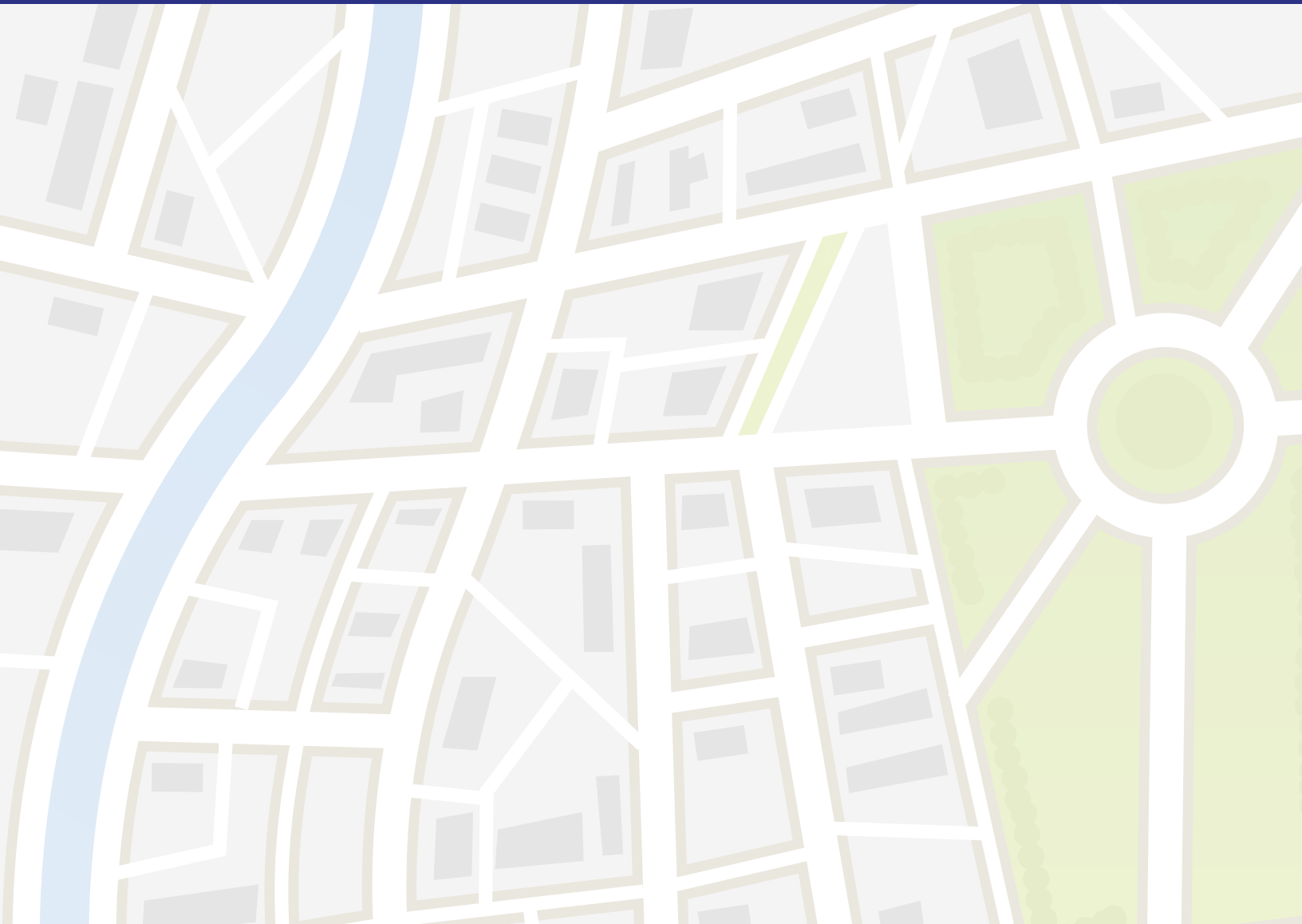




## INTRODUCTION



## CURRICULUM AUTHORS

### **Heather Holmes, MEd: Information Technology, Instructional Design Certificate, NIC Advanced**

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

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

### **Mary Morrison, MA ED. CSC/RID**

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

### **Melissa Parrott Dadmun, MEd**

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

## MAPIT ACKNOWLEDGEMENTS



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

### 2011-2016 Pepnet 2 Team

Thank you to the Office of Special Education programs and Dr. Louise Tripoli for providing funding for this project. Thank you to Cathy McLeod, Director of the National Center on Deafness at California State University, Northridge, for her leadership and advocacy in the area of postsecondary outcomes for all students who are deaf and hard of hearing. Thank you to the Pepnet 2 team who were integral to the design, development and dissemination of Map It.

### Map It: What Comes Next Beta Reviewers and Content Experts

Designing a comprehensive program such as Map It requires intimate knowledge of the many facets that impact successful transitions. Endless thanks to the amazing beta review team who worked directly with students. Their feedback, resources, and ideas were critical and guided the development of Map It. Their insight was vital to integrating Map It in classrooms and programs across the country.

### Map It: What Comes Next Communities of Practice

Ohio Vocational Rehabilitation and the Virginia State Department of Education collaborated with Pepnet 2 to establish vibrant communities of practice focused on implementation and evaluation of Map It.

## MAPIT ACKNOWLEDGEMENTS (CONTINUED)



### Map It: What Comes Next Special Recognition

- For Dr. Debra Guthmann who coordinated the video work with the California School for the Deaf- Fremont, California.
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- For Greta Palmberg for her knowledge, contribution and expertise related to transition.
- For the countless individuals who worked behind the scenes to ensure that our materials were accessible, interactive, and of high quality. We offer our gratitude to all who played a part in creating the online program and designing the Map It curriculum.
- For administrators, educators, professionals and families across the country who use Map It materials to empower students providing the opportunities they need to learn who they are, what they want, and how to achieve their goals.
- For the Described and Captioned Media Program (DCMP) in partnering with pepnet 2 to ensure the continuance the Map It module at <http://dcmp.org/elearning>.

## INTRODUCTION

### Map It: What Comes Next

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

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

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

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

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

## Map It Curriculum: Unique Features

### Curriculum Organization:

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

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

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

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

## Map It Curriculum: Unique Features *(continued)*

### Curriculum Organization *(continued)*:

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

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

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

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

## Map It Curriculum: Unique Features *(continued)*

### Curriculum Organization *(continued)*:

#### Upon Completion

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

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

### Lesson Layout

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

Throughout the lessons, it is important to ask yourself:

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



## Map It Curriculum: Unique Features (*continued*)

### Lesson PowerPoints:

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

### Think- Pair- Share Strategy:

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

- (1) Think – have students review and think about topic independently.
- (2) Pair – have students pair themselves with a comfortable partner and take turns sharing perspective of topic.
- (3) Share – have students share their answers, thoughts, or opinions with the whole group. The teacher should lead this discussion, thank students for sharing about themselves.

### Rubric for Classroom Discussion:

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

## Map It Curriculum: Unique Features (*continued*)

### Assistive Technology Resources:

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

- SETT Framework: A framework for gathering data to support student-centered assistive technology decisions, <http://www.joyzabala.com/Documents.html>.
- WATI: Access a variety of free materials for assessing and implementing assistive technology, <http://www.wati.org/?pageLoad=content/supports/free/index.php>.
- Matching Person and Technology (MPT): An AT model that consists of a series of instruments to take into account: the environment in which the person uses the technology, the individual's characteristics and preferences, and the technology's function and features, <http://matchingpersonandtechnology.com/>.
- National Center on Accessible Educational Materials (AEM): Resources and support for providing AEM across the widest range of individual variability, regardless of format or features, <http://aem.cast.org/>.

### Universal Design for Learning Resources:

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

UDL Tech Toolkit: <https://udltechtoolkit.wikispaces.com/>

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

## Map It Curriculum: Unique Features (*continued*)

### Post-Secondary Transition Resources:

- National Technical Assistance Center on Transition: NTACT's purpose is to assist State and Local Education Agencies, State VR agencies, and VR service providers in implementing evidence-based (and promising) practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment, <http://transitionta.org/>.
- Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing Needs Assessment, <https://wvde.state.wv.us/osp/ECC-DHHJanuary2013.pdf>
- Kohler's Taxonomy for Transition Programming, <http://www.nssed.org/wp-content/uploads/2011/10/Taxonomy.pdf>

### Workforce Innovation and Opportunity Act (2014)

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

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

## Map It Curriculum: Unique Features (*continued*)

### Workforce Innovation and Opportunity Act (2014) (*continued*)

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

1. **Job Education Counseling** may be defined in a classroom or community setting and include information regarding in-demand industry sectors and occupations, as well as non-traditional employment, labor market composition, administration of vocation interest inventories, and identification of career pathways of interest to the students. Job exploration counseling provided on an individual basis might be provided in school or the community and include discussion of the student's vocation interest inventory results, in-demand occupations, career pathways, and local labor market information that applies to those particular interests.
2. **Work-based learning experiences** may include in-school or after-outside the traditional school setting (including internships), that is provided in an integrated environment in the community to the maximum extent possible. Work-based learning experiences in a group setting may include coordinating a school-based program of job training and information interviews to research employers, work-site tours to learn about necessary job skills, job shadowing, or mentoring opportunities in the community. WBL experiences on an individual basis could include work experiences to explore the student's areas of interest through paid and unpaid internships, apprenticeships (not including pre-apprenticeships and Registered Apprenticeships), short-term employment, fellowships or on-the-job trainings located in the community. These services are those that would be most beneficial to an individual in the early stages of employment exploration during the transition process from school to post-school activities, including employment.
3. **Counseling on opportunities for enrollment in post-secondary education** in a group setting may include information on course offerings, career options, the types of academic and occupational training needed to succeed in the workplace, and post-secondary opportunities associated with career fields or pathways. This information may also be provided on an individual basis and may include advising students and parent or representative on academic curricula, college application and admissions processes, completing the Free Application for Federal Student Aid (FAFSA) and resources that may be used to support individual student success in education and training, which could include disability support services.
4. **Workplace Readiness Training** may include programming to develop social communication and interpersonal skills; financial literacy; orientation and mobility skills; job seeking skills; and understand employer expectations for punctuality and performance, along with other "soft" skills necessary for employment. These services may include instruction, as well as opportunities to acquire and apply knowledge. They may be provided in a generalized manner in a classroom setting or be tailored to an individual's needs in a training program provided in an educational or community setting.

## Map It Curriculum: Unique Features (*continued*)

### Workforce Innovation and Opportunity Act (2014) (*continued*)

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

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

### Fair Use Copyright

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

## INTRODUCTION TO WORD WALLS

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

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

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

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

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

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

## INTRODUCTION TO WORD WALLS

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

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

Setting up a Word Wall:



## INTRODUCTION TO WORD WALLS



### Reference:

Cronsberry, J. (2004). *Word Walls: A support for literacy in secondary school classrooms*. The Curriculum Foundation. Retrieved from [http://www.readingrockets.org/content/pdfs/World\\_Walls - A Support for Literacy in Secondary School Classrooms.pdf](http://www.readingrockets.org/content/pdfs/World_Walls_-_A_Support_for_Literacy_in_Secondary_School_Classrooms.pdf)

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



## INTRODUCTION TO VOCABULARY DEVELOPMENT

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

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

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

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

- **Make it a regular activity by teaching specialized vocabulary in content areas** – 10 to 15 minutes of activity will be more effective than an hour-long session. The new vocabulary introduced in the Map It curriculum is tied to the context of the lesson and focuses on adult vocabulary needed for discussions on self-identity, self-determination, and self-advocacy.
- **Teach more by teaching less** – Concentrate on 5 – 10 new words, with repeated exposure every week, instead of drilling 20 words at a time.
- **Use new vocabulary in the classroom** – Researchers found that it usually takes 10 – 15 exposures for new words to “stick”. It takes much more than that for deaf and hard of hearing students. Remember that some of these new vocabulary words will not have a sign, so repeated visual exposure through fingerspelling and print (visual display) are important parts of a lesson plan! In addition, we have tried to use new vocabulary words throughout a variety of lesson plans in our units for Map It!
- **Teach synonyms, antonyms and alternate meanings of words** – Students will have more success learning and remembering words if they study them along with clusters of related terms. We have made a conscious effort to help teachers with this teaching strategy by building it into several lesson plans.

Resources:

- Vocabulary by Rafeal Heller, Ph.D., a website All about Adolescent Literacy: [http://www.adlit.org/adlit\\_101/improving\\_literacy\\_instruction\\_in\\_your\\_school/vocabulary/](http://www.adlit.org/adlit_101/improving_literacy_instruction_in_your_school/vocabulary/)

## MY TRANSITION PLAN

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Who Am I?

Traits (Characteristics, features, qualities):

Physical traits: \_\_\_\_\_

Character traits: \_\_\_\_\_

Strengths (your positive qualities or skills):

\_\_\_\_\_

Weaknesses (things that are a struggle for you)

\_\_\_\_\_

Weaknesses that I would like to improve or strengthen:

\_\_\_\_\_

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

My Hard Skills:

\_\_\_\_\_

My Soft Skills:

\_\_\_\_\_

Review Your Skills (from Map It rating):

*Rating Scale: Weakness (1 - 10) Strength*

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

## MY TRANSITION PLAN

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

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

---

Deaf or Hard of Hearing:

Write a short paragraph explaining your deaf or hard of hearing identity.

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What are your communication and accommodation preferences?

At School \_\_\_\_\_

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---

At Work \_\_\_\_\_

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In the Community \_\_\_\_\_

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My Team:

Who is on your team?

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How do they help?

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## MY TRANSITION PLAN

Values (your ideas and beliefs):

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

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

<b>VALUES</b>	
<b>Adventure/Fun</b>	<b>Friendship/Family</b>
<b>Money/Wealth</b>	<b>Justice/Honesty</b>
<b>Spirituality/Religion</b>	<b>Knowledge/Education</b>

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

---



---

How will it impact your future?

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

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

You are:

## MY TRANSITION PLAN

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

What is your personality code?

---

What did you learn about your personality?

1. 

---
2. 

---
3. 

---

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

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How will it impact your future?

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

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

Type of Dream	Dream You Tested	Do you want this dream to become a goal?	
Education and Training		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Employment		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Relationships		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Independent Living		<input type="checkbox"/> Yes	<input type="checkbox"/> No

## RUBRIC FOR CLASS DISCUSSION

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

Average of total points \_\_\_\_\_

Score for participation \_\_\_\_\_