

# How Do I Get There?



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## Introduction



In Section 1, you learned about yourself and identified some dreams.

In Section 2, you researched career options and learned about the education, training, and salaries for the careers you like. You developed a SMART goal for your career.

In Section 3, you will learn about the skills needed to make your goals a reality, and explore resources for finding the right college/training program or job.

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## Explanation

Making decisions about your future is important.

You know who you are and what you want.

**YOU** have the power to choose your next steps.

This is called **self-determination.**

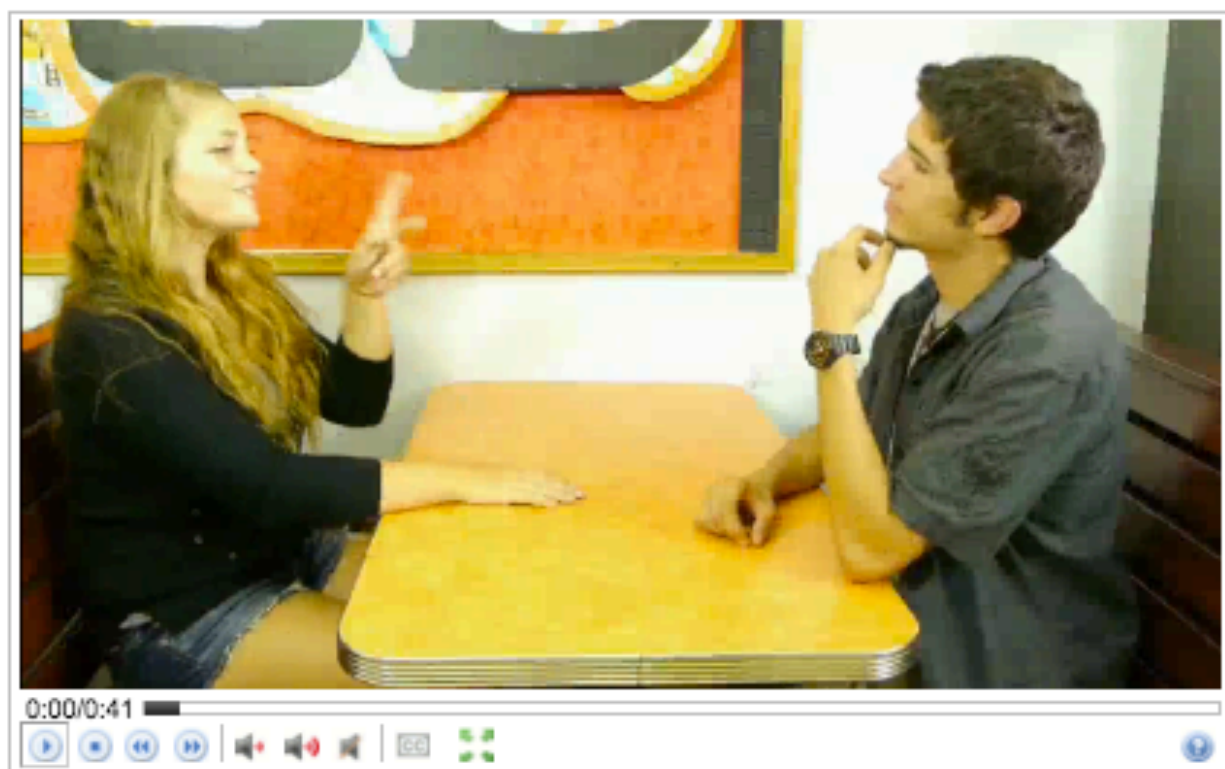




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## Why is it Important?



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## Taking Control



**Self-determination** means taking control of your life.

Knowing yourself — your traits, strengths, values, personality, and how being deaf/hard of hearing impacts your choices — is the first step to being self-determined.



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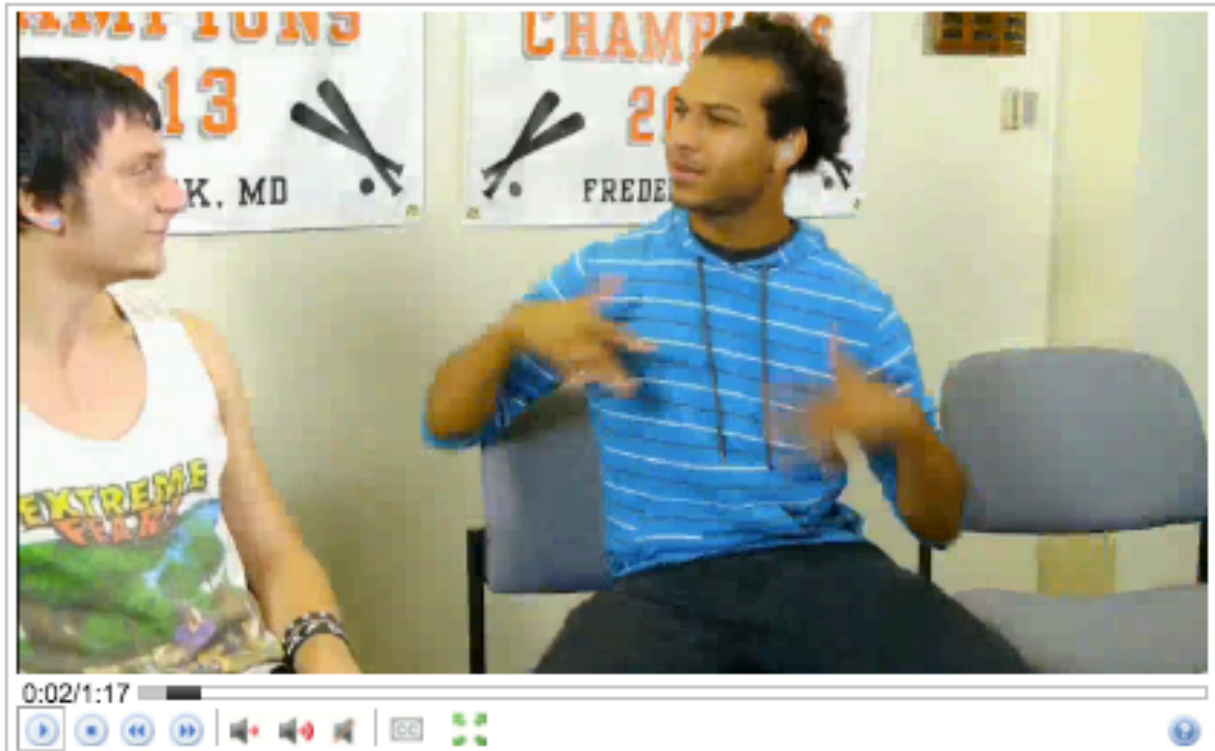
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## Be Self-Determined



Be self-determined:

- Know what you want.
- Set goals that fit you.
- Have a plan to reach your goals.
- Problem-solve roadblocks.

Are **YOU** self-determined?



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## Self-Determination and Self-Advocacy



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## What's the Difference?

**Hmmm, I'm not sure I get it...**

Self-advocacy and self-determination are different?

Can you give me an example?



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## Self-Determination Example



I got this one, Joe. Think about that computer class you are in now.

You used [self-determination](#) skills to decide you wanted to learn more about computers for your future job.

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## Self-Advocacy Example

Remember, self-advocacy means you are able to talk about what you want.

You used self-advocacy skills when you told Mrs. Wagner you wanted to take the computer class because you needed it for your future plans.





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## Know and Explain



**Thanks, Sam! I got it!**

I need to think about what I want (self-determination) and be able to explain that to others (self-advocacy). That takes practice!

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## IEP Definition

***IEP = Individualized Education Plan***

If you are deaf or hard of hearing, you probably have an **Individualized Education Plan (IEP)**.

The IEP is a plan for YOU. It describes your school program: what you want, and how your team and the school can help you achieve your goals. Yeah, it may be a lot of paperwork, but it's really important.





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## IEP Goals



Every year you will have an IEP meeting to plan your goals for the school year.

Your long term goal — what you want for your future — might be to graduate and go to college/training or get a job.

The goals you set in your IEP will be short term goals — what you can do now — to help you reach that long term goal.

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## 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.



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## Emily's Long Term 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.





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## Making Your Own Decisions

When you are young, your family, teachers, interpreters, and other adults make a lot of decisions for you.



As you get older, you start making your own decisions and advocating for what you want.



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## Transition Planning



By the time you are in high school, your IEP should include information about your transition from high school to what happens next.



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  - Your Team
  - Practice Your Skills
  - Ask for Help!

## Decisions, Decisions, Decisions

**The older you get, the more decisions you will make for yourself.**

Some decisions are easy to make...

...like what to wear, what you want for dinner

Other decisions are more difficult and could impact your life for a long time...

...like picking a job, picking a college/training

Self-determined people play it smart. They ask others what they think and get their ideas before they make big decisions.

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## Your Team

Now that you know what you want to do after high school, make sure you have the right people on your team to achieve your goals.

[\(Click here to see who is on your team\)](#)

Do you need to make any changes to your team?

Should you include people from outside your school, for example, VR or people from state or community agencies?



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## Practice Your Skills



IEP meetings are a great place to practice your self-determination and self-advocacy skills.

Knowing what you want to do will show your team you are serious about making your goals happen.



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 **Leading Your IEP**

## Ask for Help!

Not knowing what you want is a bummer.

If you don't know exactly what you want, that's OK. Your team is there to help.

The only problem is if you don't try or ask for help.





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## Brandon's IEP Meeting

**Wow!** Leading my IEP meeting wasn't as scary as I thought.

I was able to tell my team exactly what I wanted to do. That felt great!

It was cool to work with my team to figure out my goals and plans together.



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## Preparing for Your IEP Meeting

1. List the names and roles of everyone you invited to your IEP meeting.

Who is on your team?	How do they help?
Transition Specialist	Gives me all possible options on what to do after I graduate
Mentor	Guides me on my desired journey and makes sure I am ready to fly on my own
Family	Gives me all their love and support no matter what they think of the choices I make
Friend	Gives me all their love and support no matter what they think of the choices I make
Friend	Shares their experience and thoughts to inspire me and expand my toolbox

2. Practice explaining your: strengths, weaknesses, hard and soft skills, personality, values, and how being deaf/hard of hearing impacts you.

### Strengths

Hard Skills: Math  
Reading

Soft Skills: Organizational Skills  
Communication Skills

### Weaknesses

Hard Skills: Art  
Science

Soft Skills: Motivation  
Concentration

### Hard and Soft Skills

Hard Skills	Soft Skills
Reading - 9	Time Management - 10
Writing - 8	Good Study Habits - 9
Typing - 2	Concentration - 9
Math - 9	Organizational skills - 10
Science - 7	Motivation - 9
History - 8	Commitment - 10
Computers - 8	Positive Attitude - 10
Graphic Design - 5	Communication skills - 10

Personality	Extrovert (E)	Introvert (I)	Sensors (S)	iNtuitives (N)
I have a lot of energy		I prefer to be alone	I like clear and specific information	Directions? What directions? I like to figure things out on my own
		I like to think before doing something		I like to think outside the box/be creative
	I like to do many things at the same time		I always use past experience to make decisions	
		I like to pay attention to other people	I like to use data	
Thinkers (T)	Feelers (F)	Judgers (J)	Perceivers (P)	
	I use feelings to make decisions		I like to go with the flow	
	I think about how other people feel	I like to have a schedule/plan for the day		
I use direct and honest language		I always study first, then play		
I make decisions with using my head		I start and finish all projects		
	I don't like to debate or argue with people	I think it is important to be on time		

Your Personality code is I S F J

Values Statements	Your Rating
Doing something to make the world a better place	Very important
Helping other people	Very important
Participating in activities (like football, track that let me compete against other people!	Not important
Thinking of new ideas for how things can be set up and run better.	Very important
Doing things like painting, writing, acting or other kinds of art.	Somewhat important
Learning new ideas, facts- could be in history or science or another field.	Somewhat important
Being in control or influencing other peoples opinions and activities.	Somewhat important
Being around other people every day	Somewhat important
Working alone, and not with other people	Not important

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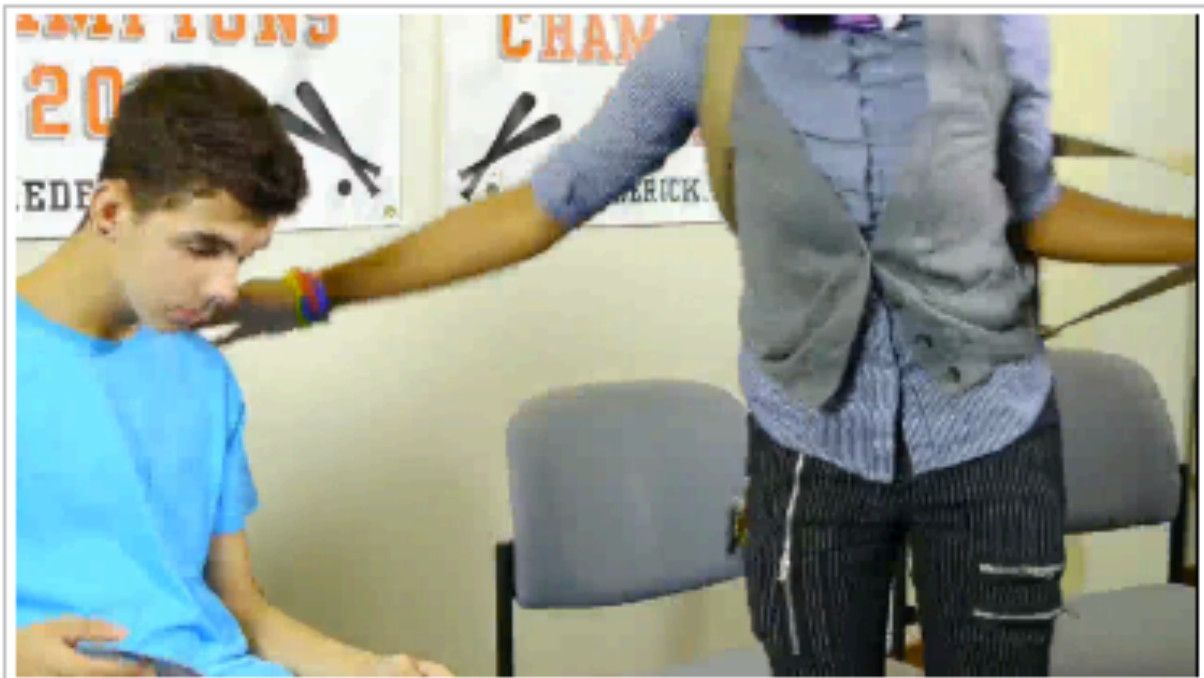
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## Brandon Reflects on the Meeting



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## IEP Tip - #1

5 tips to remember when you lead your IEP meeting:



### ***The reason for the IEP meeting.***

During your IEP meeting, you will develop goals for next year.

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## IEP Tip - #2



### ***Know yourself and what you want.***

It is important to discuss your strengths and weaknesses, and your hard and soft skills with your team. Together you can write goals that fit you!

The better you know yourself, the better your goals will be.



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### IEP Tip - #3



***Your team is there to support you.***

Team members may have different perspectives. That's OK! It is good to listen to the team's ideas and perspectives because they might help you make a better decision.

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## IEP Tip - #4



### ***Attitude is important.***

Your attitude is powerful. Leading a team meeting with a positive attitude will make it easier for everyone to share their thoughts and ideas, and to develop great goals.

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## IEP Tip - #5



### ***Being a good self-advocate takes practice!***

The first IEP meeting you lead might not be easy and you might make some mistakes, but that's OK! Ask your team for ways you can improve for the next meeting.

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## Checklist

- 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 accommodations you need to achieve your goals.
- Ask the team for their advice/perspective on how to meet your goals.
- Thank your team for their support.
- End the meeting.



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## Laws Are Important

**Great!** Leading your IEP meeting will help you get what you need in high school.

After high school, you must continue to self-advocate. To successfully self-advocate, it is important to understand the different laws that impact your rights.





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## The Three Laws to Know

There are three laws that protect your rights as a deaf or hard of hearing person.





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## IDEA Video



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## 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.***





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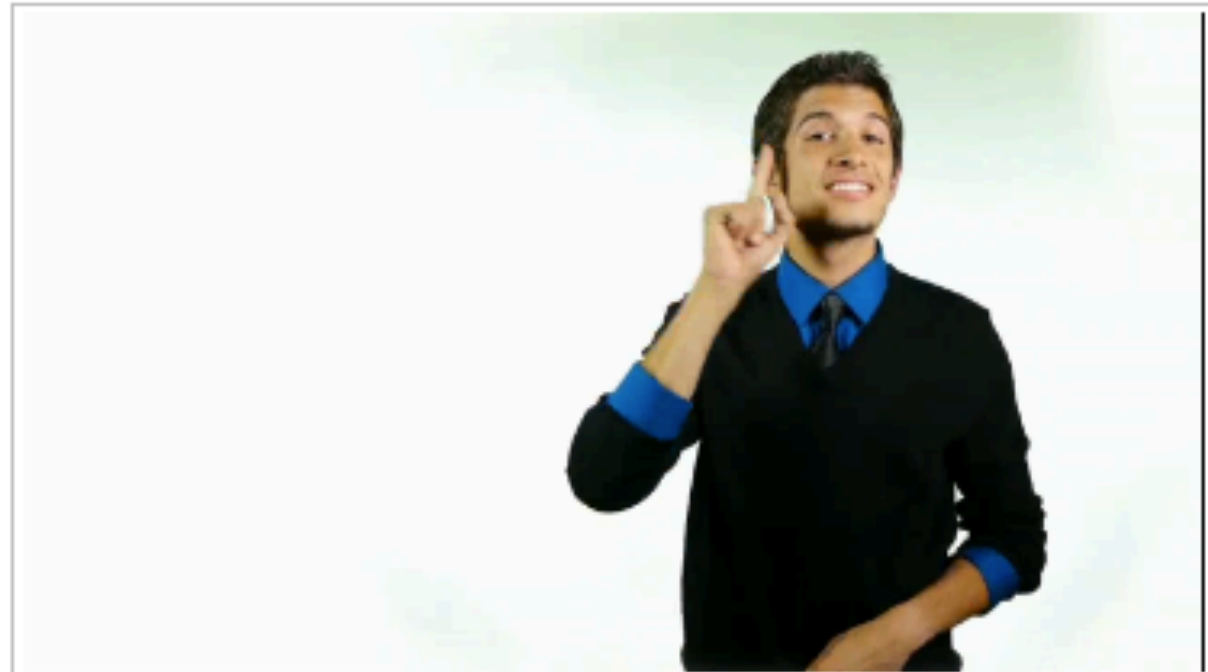
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## ADA and Section 504

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.***

IDEA

**Americans with  
Disabilities Act  
(ADA)**

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## The Law: Why Is It Important?



**Yeah, yeah, yeah...**

I understand there are different laws, but why is this so important for me to know?



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## Choose Your Next Step

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

**What is YOUR next step?**

**Click one.**

**Job**

**College or Training**



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## Laws and Accommodations

**OK, good point.** I guess the laws are important to know about!

I need to do more research about the job I want to make sure I understand the accommodations I need to be successful.



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## Accommodations



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## Accommodations Are Important

Accommodations provide equal access.

No two deaf or hard of hearing people are the same. All may need different accommodations to get equal access.



**It is important to know the accommodations that work for you!**



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## Definition



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

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

This is called **disclosure**.

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



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## Feedback About Your Accommodations

Just because you tell someone at the college or training program that you are deaf or hard of hearing and need accommodations, it doesn't mean they will know exactly what do to.

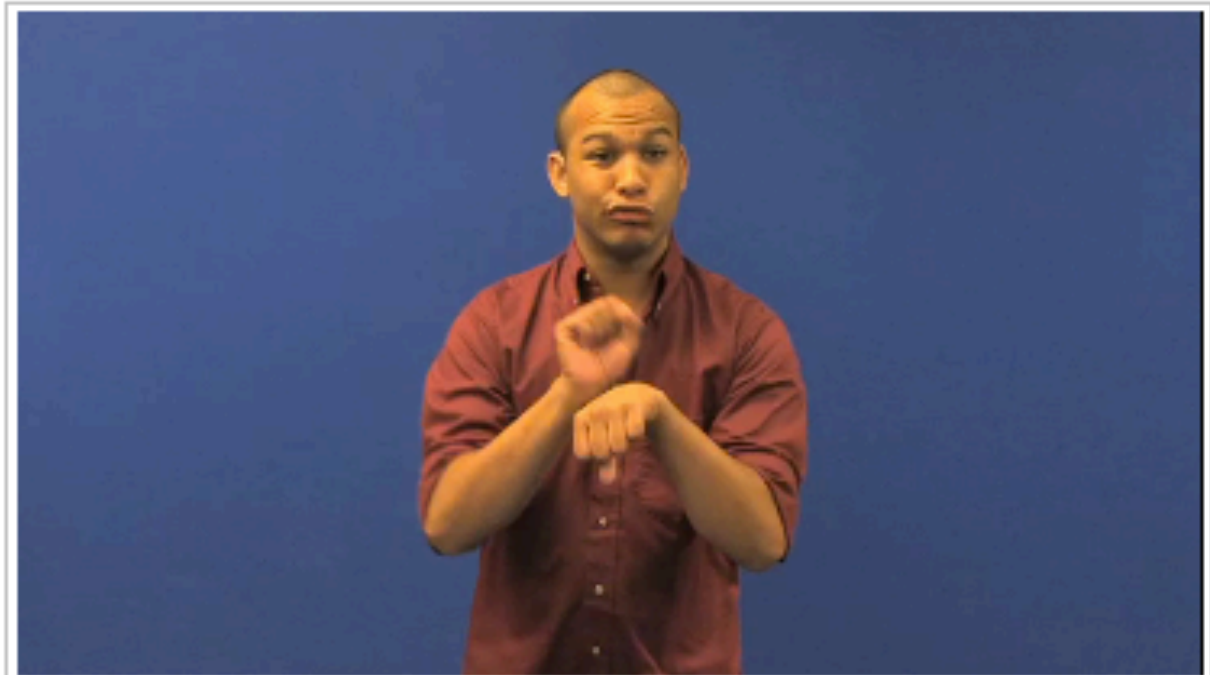
**It is important for you to self-advocate.**

People will not know if an accommodation works for you - if it is effective - unless you tell them.

- If you have an accommodation that works, great! Tell them.
- If your accommodation doesn't work, tell them what would work better for you.



## The Importance of Disclosure Video



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## Practice Your Disclosure Skills

Disclosing information about yourself takes practice.

Think about the accommodations you used in the past. Think about what worked the best for you. Write the accommodations down or practice explaining what works for you with your team.

The more you practice, the easier it will be to disclose.



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## Your Turn

**Disclosing you are deaf/hard of hearing takes practice. But it is the first step to get the accommodations you want. Here are some tips to guide you when you disclose:**

- ☐ Review what you know about your hearing loss.
  - Practice telling others about your hearing loss and how it impacts your access to information.

### Deaf/Hard of Hearing

Identity: Deaf

Communication: American Sign Language

Accommodations: Sign Language Interpreter

- ☐ Think about all the accommodations you have used in the past.
  - Which ones worked the best?
  - Which ones didn't work for you - why?  
*(see your accommodations information above)*
- ☐ Think about the job you want and the accommodations you want to use for the interview, trainings, and ongoing staff meetings.
  - Will the accommodations you used in high school work for this job?
  - Are there accommodations you have heard about but never used that you would like to try?



Print this list



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## Steven's Disclosure

I volunteer in a science lab after school.

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



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

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

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## Brooke's Disclosure



My first job was at Taco House. It was not a good fit for me.

When I applied for the job, I told them I was deaf - I disclosed. I had an interpreter for the interview and got the job! The interpreter was there for the training too. It was great.

But when the training was done, I was on my own. I had to communicate with customers, coworkers, and my boss myself! It was not easy and I made a few mistakes. My boss asked if I wanted to work as a cook in the back instead of the front counter. I said no because I wanted to be around people.

I got the accommodations I needed. But after working for two months, I realized the job was not a good fit for my personality.

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## The Next Step



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

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

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## The Fit is Important



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## Career Central

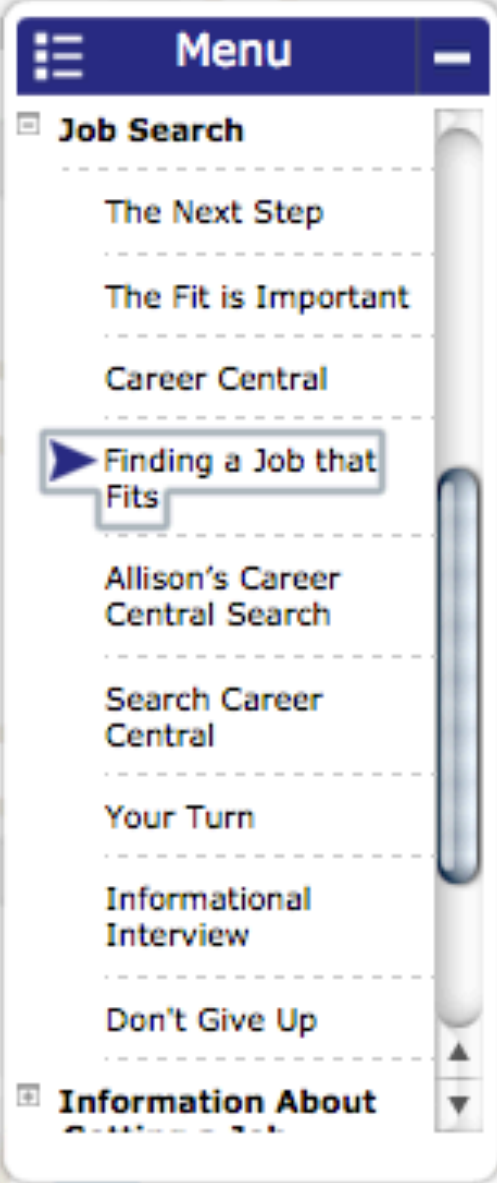
Finding the right job does take some time, but looking for a job just got easier!

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

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







## Finding a Job that Fits

**Career Central** is awesome! I had no idea one job could have so many different duties. I can see why it is a good idea to set up job shadows, volunteer, or talk to people who have experience before I make any big decisions. I love **Career Central** because it gives me a better idea of what I would actually have to do on a job and the education that is required.





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## Allison's Career Central Search

**Identify a job you want to learn more about:**

Teacher's Aide

**This job fits:**



- My identity
- My skills and strengths
- My soft and hard skills
- How much money I need to make
- My education level
- Where I want to live
- The kind of job responsibilities I want to have

Is this a job you want to do for a short time or a long time?

I don't know yet. I need to see if I like it.

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## Search Career Central

Career Central has the details you need to make the right decisions. Search [Career Central](#).

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

If you reach a log in page for VJS please allow cookies for all pages. Please [click here](#) to download and see the PDF on how to enable cookies in your browser.

The screenshot shows the Career Central website. On the left is a vertical navigation menu with various job categories. On the right is the main content area with a search bar and a grid of job categories, each with a play button icon.

**Navigation Menu (Left):**

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communications
- Business, Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- HEALTH SCIENCE**
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety and Security
- Manufacturing
- Marketing, Sales and Service
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics



**Main Content Area (Right):**


Filter by: CLUSTER EDUCATION INDUSTRY GREEN INTEREST WFL

Search Library...

**Job Categories (Grid):**

- Certified Medical Assist...
- Certified Nursing Assist...
- Emergency Medical Technic...
- Health Geographer
- Health Information Direc...
- Hospital Admissions Repr...
- Laboratory Assistant Tec...
- Laboratory Research Tech...
- Nurse - Critical Care
- Nurse - Operating Room
- Nurse - Trauma
- Nutritionist
- Occupational Therapist
- Paramedic
- Physical Therapist
- Physician - Sports Medic...

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## Your Turn

Review Character Profiles:

### Identify a job you want to learn more about:

### This job fits:

- My identity
- My skills and strengths
- My soft and hard skills
- How much money I need to make
- My education level
- Where I want to live
- The kind of job responsibilities I want to have

Is this a job you want to do for a short time or a long time?

**Submit**

[Your Turn Submission 1](#)



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### Job Search

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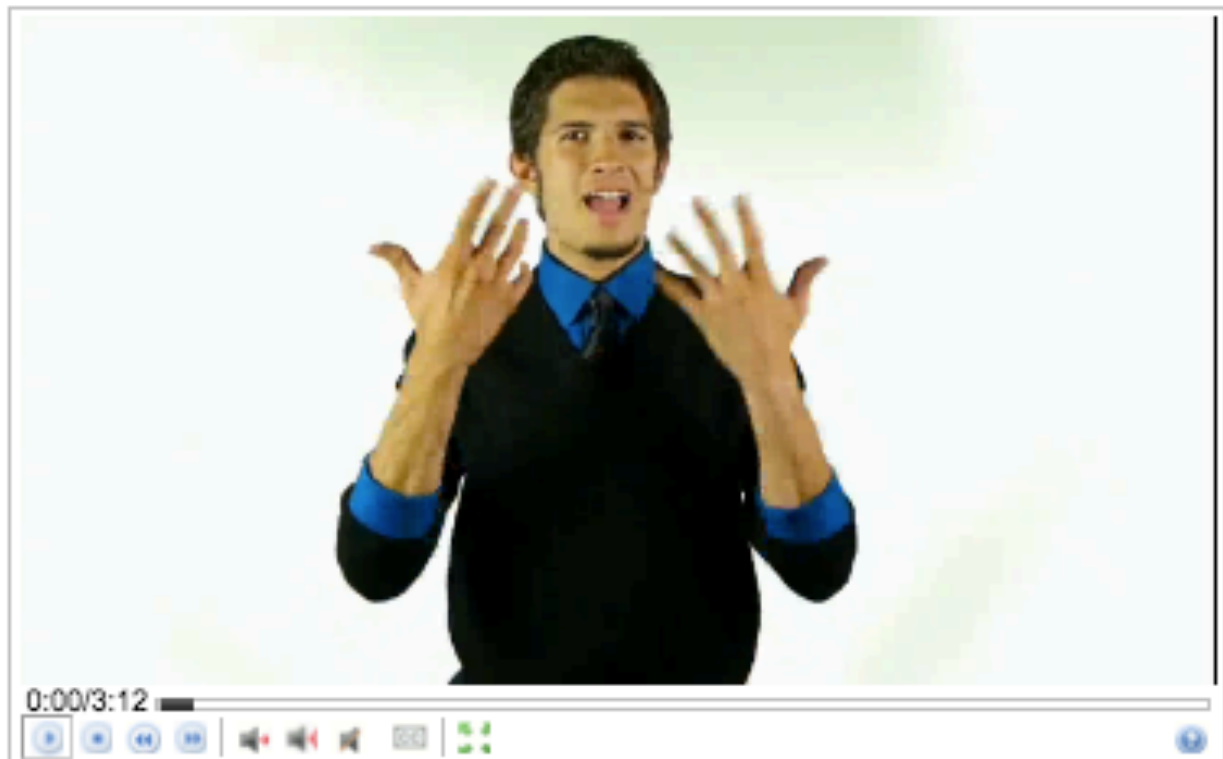
Your Turn

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## Informational Interview



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## Don't Give Up



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## State Agencies

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

Click on one of the buttons below to learn more.



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Click on one of the buttons below to learn more.

**VR**

**Ticket to Work**

**One Stop Center**

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



**Vocational Rehabilitation:** Vocational Rehabilitation is a federal-state program which helps people with disabilities obtain employment. Vocational Rehabilitation is a short-term program which provides services such as job-seeking assistance, benefits counseling, job coaches, and technology to use on the job. Some states have a staff person called a Rehabilitation Counselor for the Deaf who specializes in working with deaf and hard of hearing people. In other states, you will work with a general vocational rehabilitation counselor who utilizes an interpreter.

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Click on one of the buttons below to learn more.

**VR**

**Ticket to Work**

**One Stop Center**

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



**Ticket to Work:** Ticket to Work is a free program for people aged 18-64 who receive SSI or SSDI and who want to work. This program provides a list of different agencies in your area which can help you find a job. You would pick a service provider from the list and then that agency would begin to help you with finding employment.



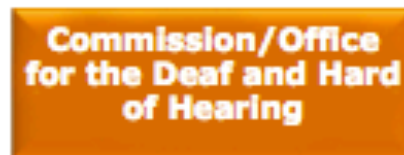
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## State Agencies

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Click on one of the buttons below to learn more.



**One Stop Centers:** One Stop Centers offer many different services to job seekers in one place. Some of these services include: career counseling, job listings, resume assistance, training referrals, and workshops. At most One Stop Centers, you will need to request an interpreter in advance if you wish to speak with the staff or attend a group event.



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## State Agencies

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

Click on one of the buttons below to learn more.



**Office of Deaf and Hard of Hearing/Commission for the Deaf and Hard of Hearing:** Many states have an office that provides information about agencies in your state. Some of these agencies assist deaf and hard of hearing people in finding jobs. This can be a very helpful place to start in your job search since you will learn about what options exist in your state.

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## Getting a Job! Online Training

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

[Click here to learn more!](#)



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## Your Team Is Still Important

I have learned so much since I graduated from high school. When I was in high school, I thought working and earning a living would be easy and fun. It was not as easy as I thought it would be. I had a lot of big decisions to make. I feel lucky to still have a team that supports me. Support teams are important. My team looks a little different than it did in high school, and yours will too.

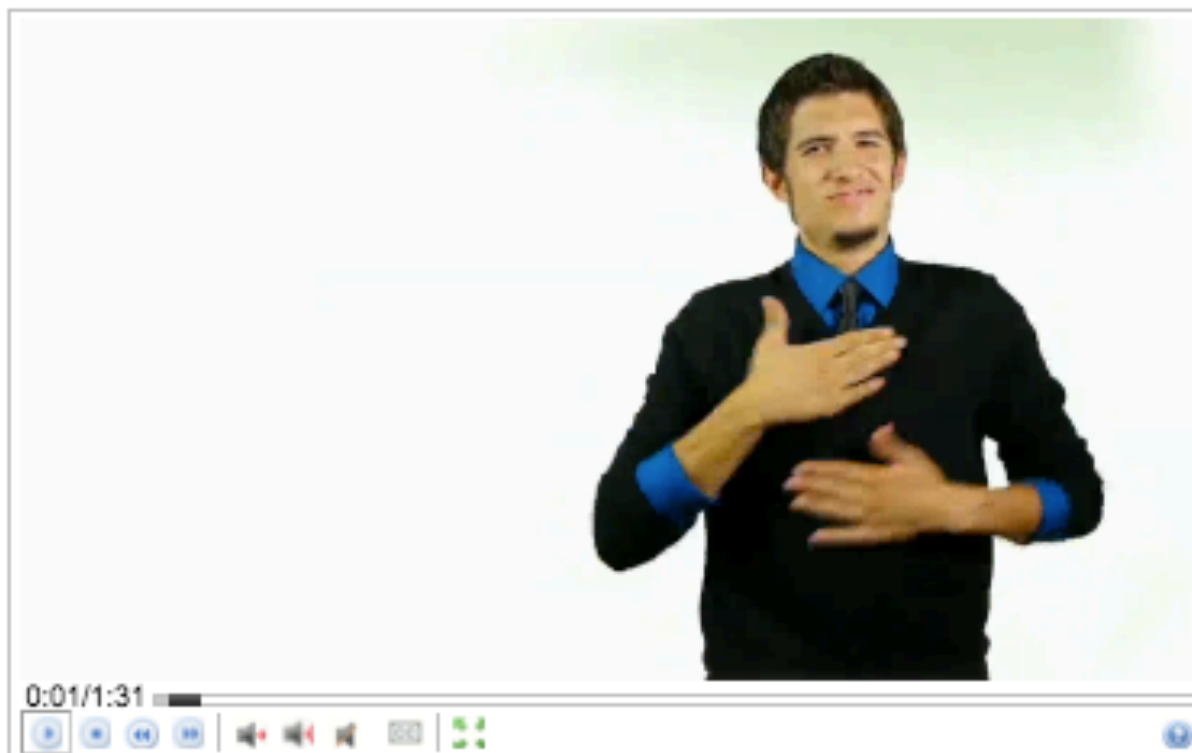


**I make my own choices, but I run into roadblocks sometimes. My team advises me and helps me think of options so I can make good decisions.**

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## You've Made It!



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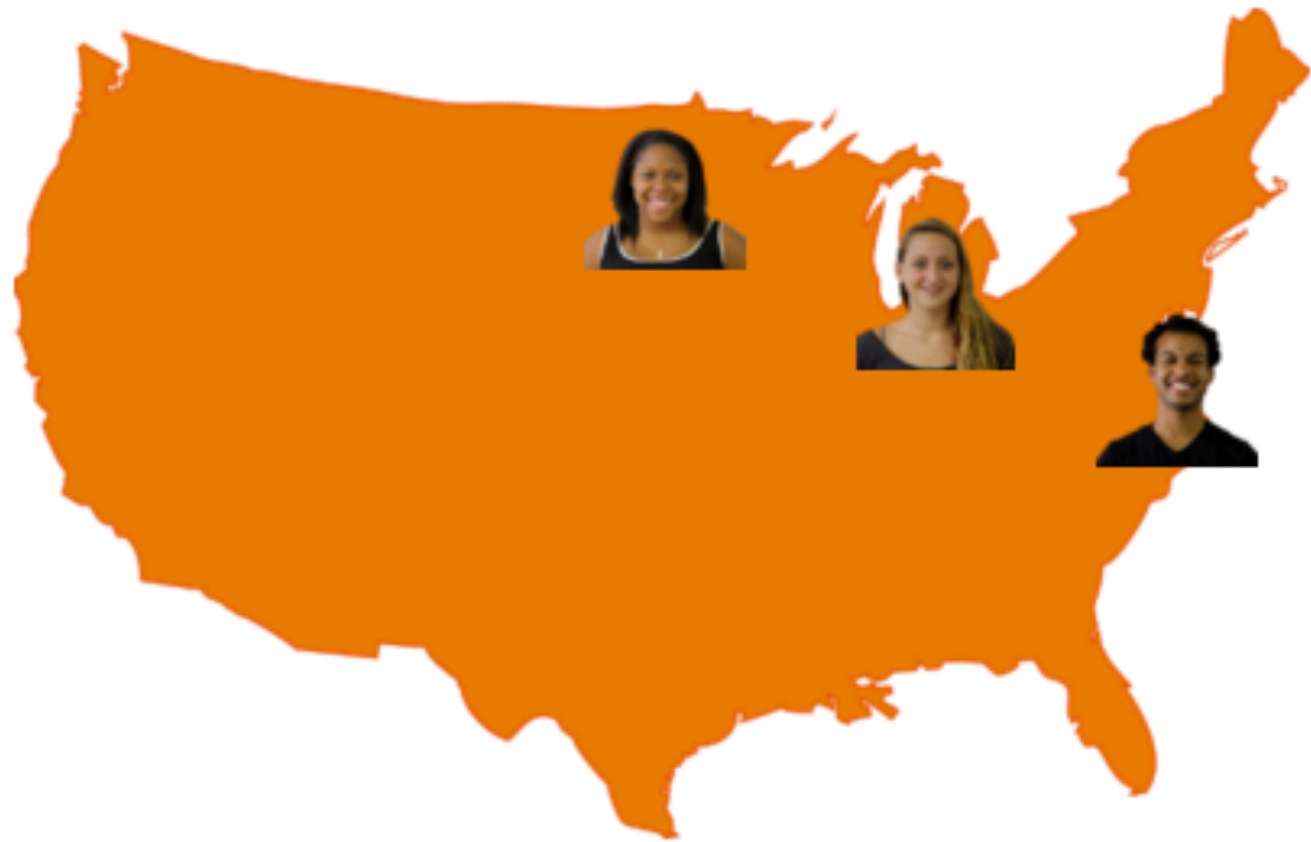
☰ **Menu** —

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- You've Made It!
- ▶ **Read Our Job Maps**
- ☑ **Review**
- ☑ **Section Complete**

## Read Our Job Maps

### Check out our Job Maps!

Click on each character to review their full portfolio profile.





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## Your Goals

### In Section 3, you:

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



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▶ Section Complete

## Section Complete

Thank you for completing this Section. Click [here](#) to get your Certificate.