

# How Do I Get There?



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## How Do I Get There?

# How Do I Get There?



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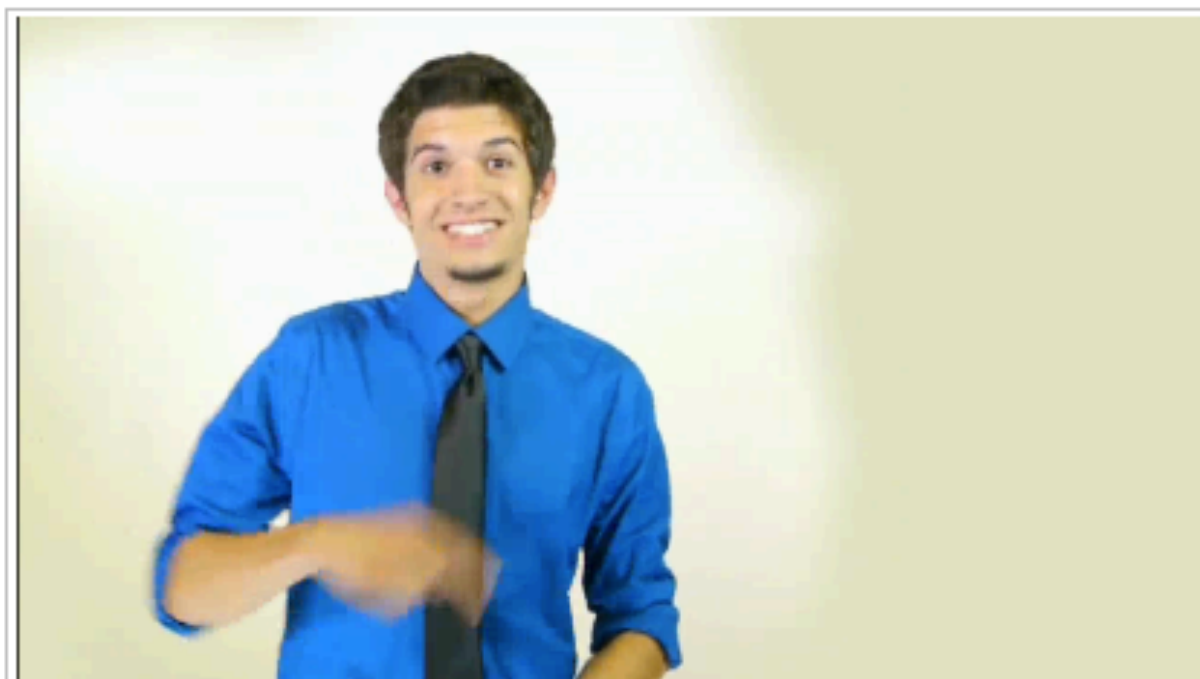
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## Getting There



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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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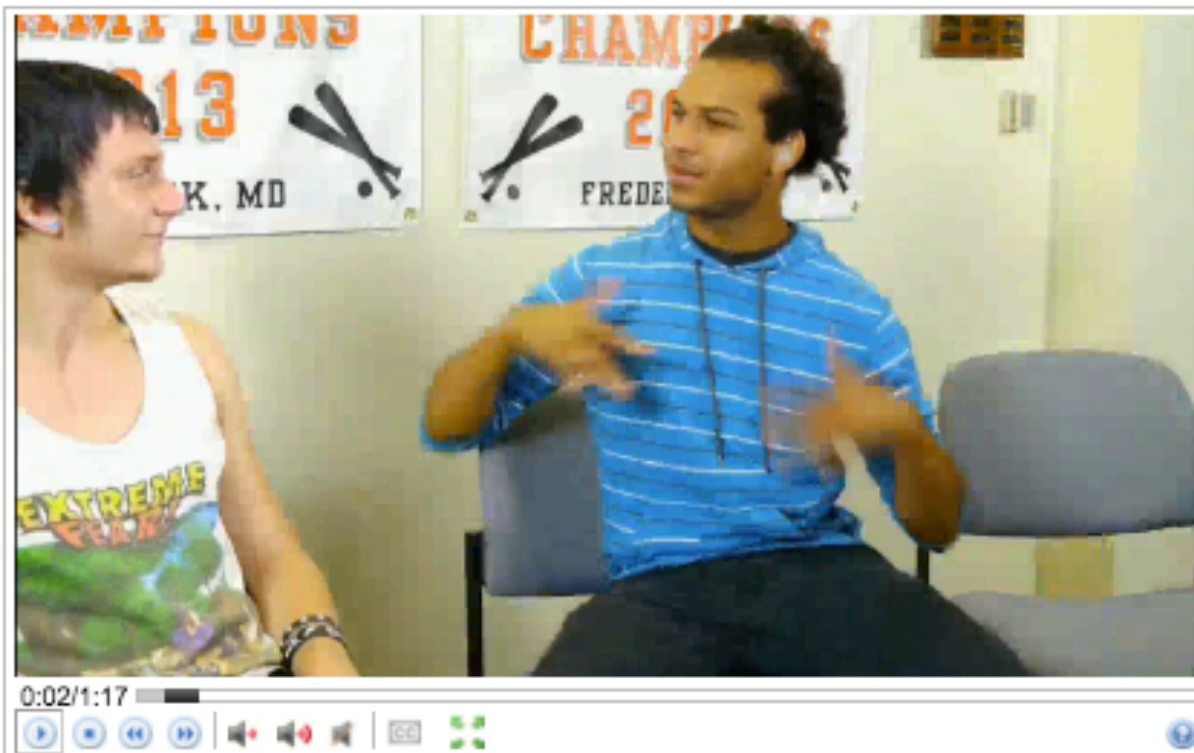
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## Be Self-Determined



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?

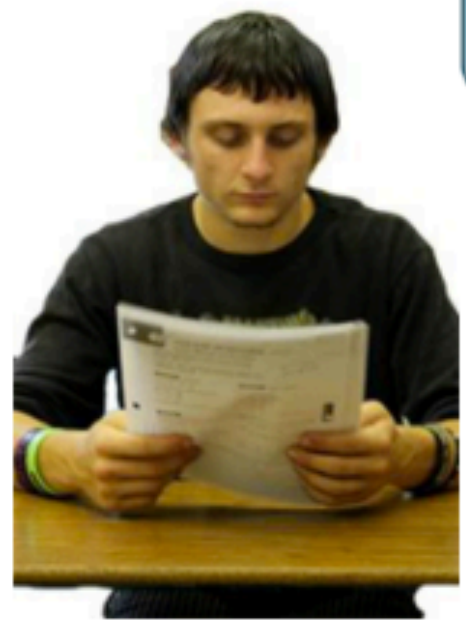
Should you include people from outside your school, for example, VR or people from state or community agencies?



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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		

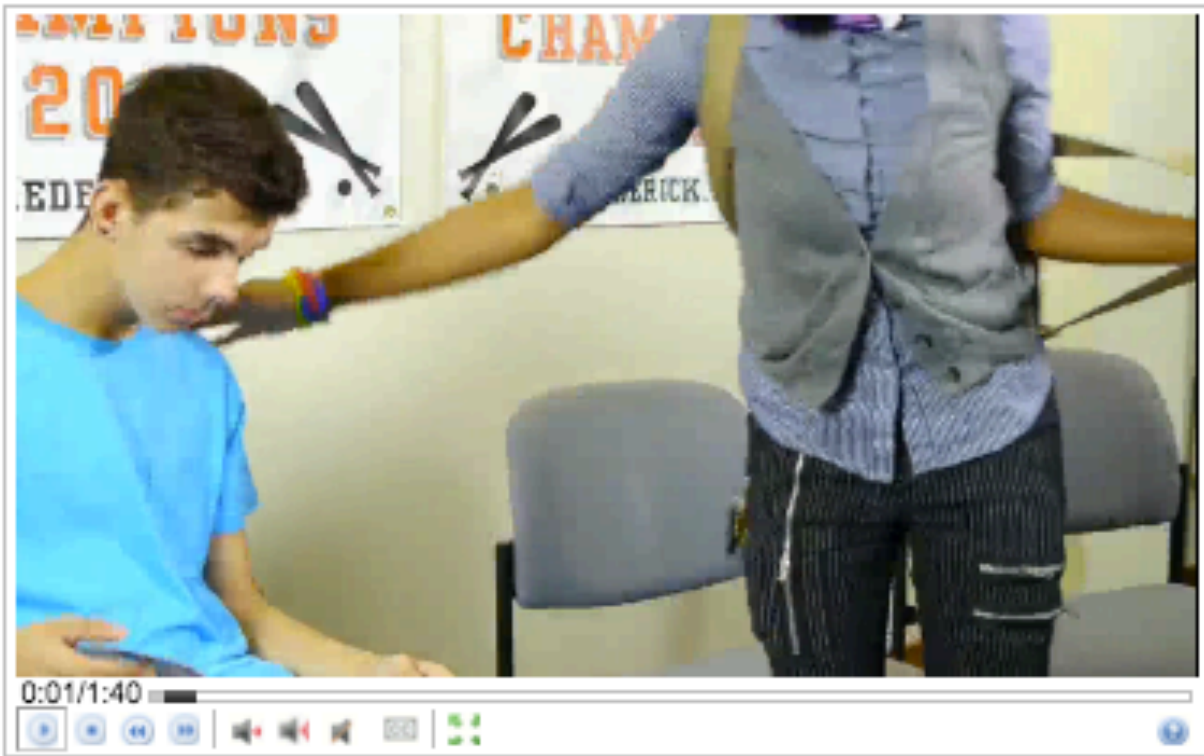
Your Personality code is I S F J

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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## 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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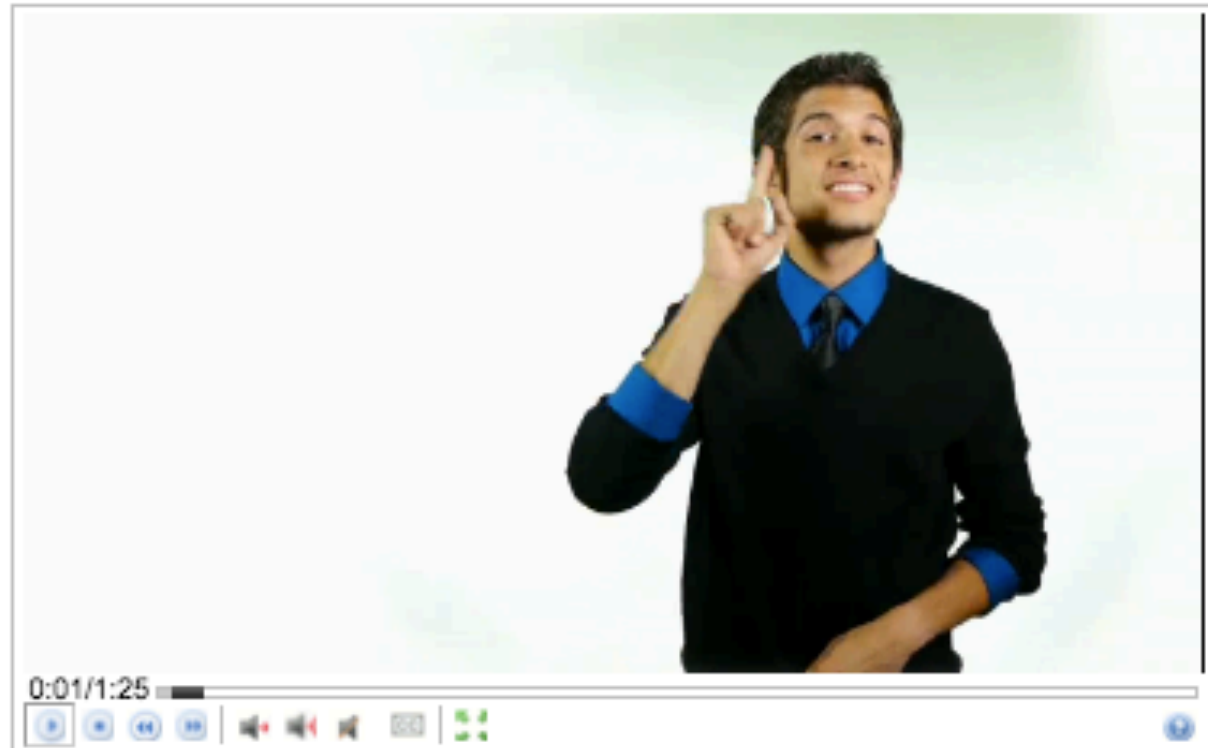
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## ADA and Section 504

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.***





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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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## Brooke Explains IDEA and ADA

**Section 504 of the Rehabilitation Act of 1973**

0:04/2:06

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## Laws and Accommodations

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

I need to ask the colleges and training programs I'm applying to about the accommodations they provide. I want to be successful and good accommodations are key.





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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.





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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 college or training program you will attend.
  - Is it the same size as your high school?
  - Will the accommodations you used in high school work?
  - 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

The college I want to attend has a great science program. I have two cochlear implants. Most of the time, I can understand what hearing people say, so I didn't disclose that I was deaf.

But when I visited the program and sat in on classes, I realized it was not the same as high school! The rooms were much bigger, and there were more students. The teacher didn't look at me when she was talking. It was a big surprise how different it was!

I disclosed that I was deaf, and we talked about the accommodations that would work best for me. I decided to use CART, and it is really helping me a lot!

So, thanks for your help!





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## Brooke's Disclosure



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.



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## Accommodations Are Important



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## Accommodations

I know accommodations are important, but what types of accommodations are provided in college and training programs?



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Requests for accommodations are made by the student and are considered on a case-by-case basis. As long as the request is reasonable and does not significantly alter the structure or goals of the class/activity, it must be granted.

Below is a list of accommodations commonly provided for students who are deaf or hard of hearing, although it does not include all possibilities. If a request for an accommodation is made that is reasonable, it must be considered, even if it is not on the list.

- Notetaking
- Speech-to-text services
- Assistive listening devices
- Interpreting

Tutoring is a valuable service, but it is not required by law. If tutoring is a campus service, then all students must have equal access to it.

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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 or large lecture halls. They can also be effective in small group discussions.



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- 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(s). However, using technology, it is possible to provide video remote interpreting services (VRI), which means the interpreter shows up on a screen.



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- If a student is watching an interpreter, it is hard to look down and take notes.
- 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.

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- 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.

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- Many students benefit from tutoring services.
- A tutor usually knows a subject well and can explain difficult concepts.
- However, the tutor is not the professor and will not re-teach all of the material.
- Tutoring services are not required by law.
- 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.

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Captions are a text version of the sound in a video. They include speaker identification and sound effects. They are different from subtitles in this way. Subtitles only provide a translation of the dialogue into a different language for non-English speakers. Captions provide access to all sound for individuals who are deaf or hard of hearing.

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. If they use older materials they should work with the producer to create an accessible version. 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.

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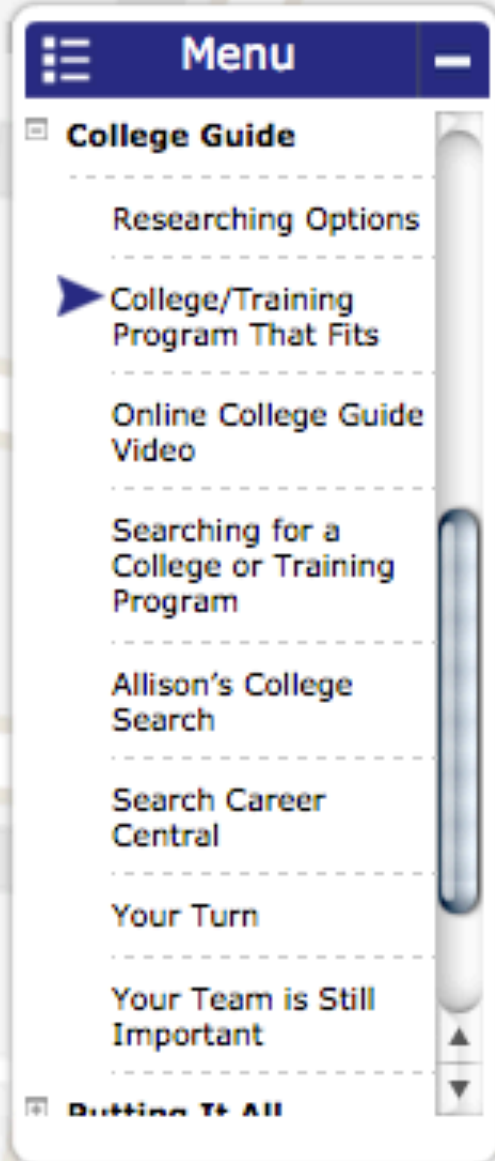
# Researching Options



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## College/Training Program That Fits

In Section 2, you wrote a SMART goal that described what you wanted to do when you graduated.

- S: Yes it is specific because this position requires certain teaching credentials and experience in order to reach this goal.
- M: Yes it is measurable because this position requires a certain amount of time and experience.
- A: Yes it is attainable because I have both the hard and soft skills necessary for this position.
- R: Yes it is realistic because I have passion to work in the educational field.
- T: Yes it is time-specific as this position requires a certain amount of time and experience in order to move up to the Instructional Coordinator level.

Finding the right college or program to attend is key to achieving your goal. Let's take a look at some things that will help you choose the college or training program that is best for you!

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## Online College Guide Video



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## Searching for A College or Training Program



**Hmm,** I have a lot to think about when choosing a college or training program.

I'm glad I can use **Career Central** again to learn about colleges and training programs in my state and all over the country!

**Career Central** makes it so easy to do research. I know I can find the best fit for me.

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## Allison's College Search

Name of College/Training program: RIT

Major: Theater

School website: [www.rit.edu](http://www.rit.edu)

1. Does this school have the major or type of training program I want?

Yes  No

2. The location of the school or program is: (big city vs small town, close to home)

Very Important  Somewhat Important  Not Important

3. The cost of the college or training program is:

Very Important  Somewhat Important  Not Important

4. The number of deaf or hard of hearing students who go to that college/training program is:

Very Important  Somewhat Important  Not Important

5. The school's ability to provide the accommodations I need is:

Very Important  Somewhat Important  Not Important

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## Search Career Central

Career Central has the details you need to make the right decisions on a College/Training Program. 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 interface. On the left is a vertical navigation menu with a blue header 'Menu' and a minus sign. The menu items include 'College Guide', 'Researching Options', 'College/Training Program That Fits', 'Online College Guide Video', 'Searching for a College or Training Program', 'Allison's College Search', and 'Search Career Central' (highlighted with a blue arrow). The main content area is titled 'CAREER CENTRAL' and features a search bar with 'Filter By' options (All, Education, Business) and a search input field. Below the search bar is a grid of video thumbnails for various careers, each with a play button icon. The careers listed include Certified Medical Assistant, Certified Nursing Assistant, Emergency Medical Technician, Health Geographer, Health Information Clerk, Medical Laboratory Assistant, Laboratory Research Tech, Nurse - Critical Care, Nurse - Operating Room, Nurse - Trauma, Nutritionist, Occupational Therapist, Paramedic, Physical Therapist, and Physician Assistant.

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### Your Turn

Review Character Profiles:

Name of College/Training program:

Major:

School website:

1. Does this school have the major or type of training program I want?  
 Yes  No
2. The location of the school or program is: (big city vs small town, close to home)  
 Very Important  Somewhat Important  Not Important
3. The cost of the college or training program is:  
 Very Important  Somewhat Important  Not Important
4. The number of deaf or hard of hearing students who go to that college/training program is:  
 Very Important  Somewhat Important  Not Important
5. The school's ability to provide the accommodations I need is:  
 Very Important  Somewhat Important  Not Important

**Submit**

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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.

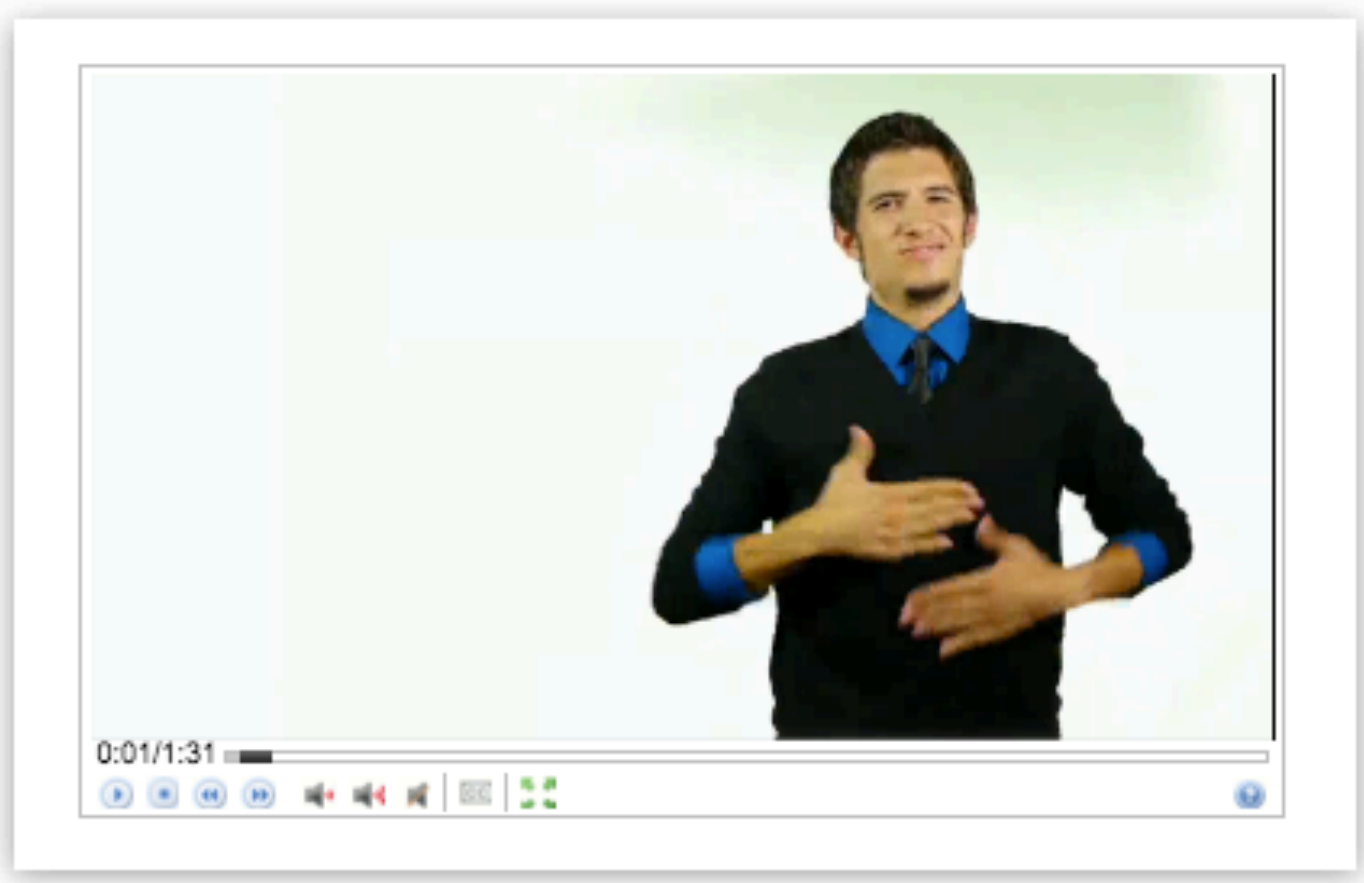


**I make my own choices, but I run into roadblocks sometimes. My team advises me and helps me think of options so I can make good decisions.**

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## You've Made It!



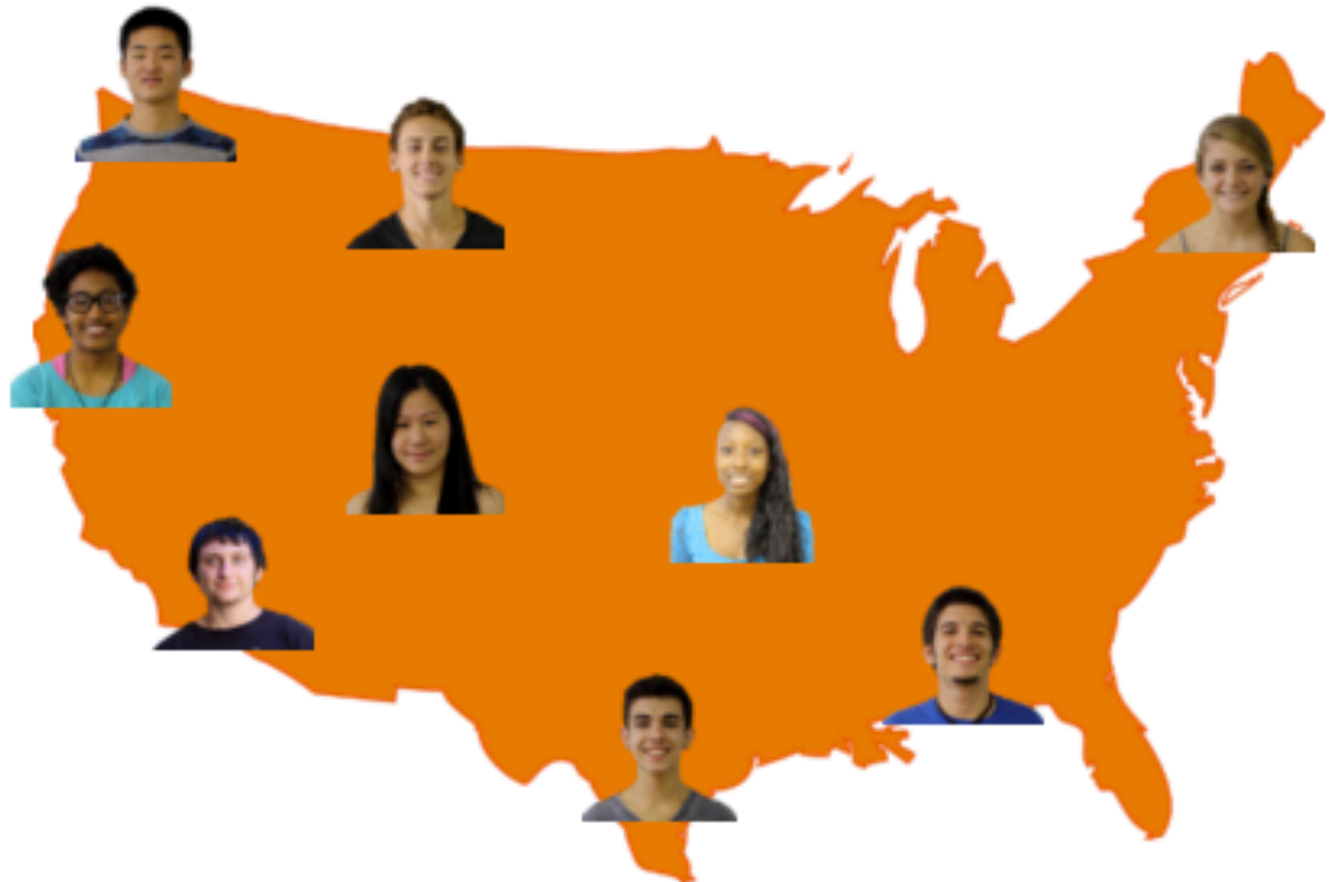
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## Read Our College/Training Program Maps

### Check out our College/Training Program 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 college/training programs on Career Central.
- ✓ Identified things important to me when choosing a school.



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▶ Section Complete

## Section Complete

Please answer all the questions in the previous pages. Then the Certificate link will enable.