



Transition Planning for Students who are Deaf and Hard of Hearing: An Online Curriculum

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Described & Captioned Media Program

Our Mission:

Our mission is to promote and provide equal access to communication and learning through described and captioned educational media.

Our Goal:

The ultimate goal of the DCMP is for accessible media to be an integral tool in the teaching and learning process for all stakeholders in the educational community, including students, educators and other school personnel, parents, service providers, businesses, and agencies.





DCMP is funded through the US Department of Education so all our services are free of charge. We are administered through the National Association of the Deaf. We are a free online library of over 8,000 educational videos. Our media is captioned for deaf and hard of hearing and described for blind and low vision. We also have many Spanish titles in our collection. Anyone who works with students or has a child with vision or hearing loss can sign up for a free account and access all our resources. www.dcmp.org

- **noun 1** - the process of changing from one state or condition to another. **2** - a period of such change.

*Compact Oxford English Dictionary of Current English,
Third Edition, 2005.*

Transition is a verb, which means action. It is not meant to be a passive activity.



What is transition? How do you measure if your student is successful? Is it going to college? Is it getting a job? Is it about living independently? The transition to all of these scenarios might look very different for each person. Depending on where the student comes from and their experience in the world, their ability to transition will vary. And their success will be defined differently.



Whatever the transition- there is fear as we move into the unknown.

How do we help people make that big leap? What are some ways we can help build their self-awareness and advocacy skills that will allow them to let go of what is holding them back and make the leap? Students who are more self aware will be more likely to have good self determination and self advocacy skills.

What are some issues you see with D/HH students transitioning out of high school?

First lets do some reality checks...



Reality Check #1

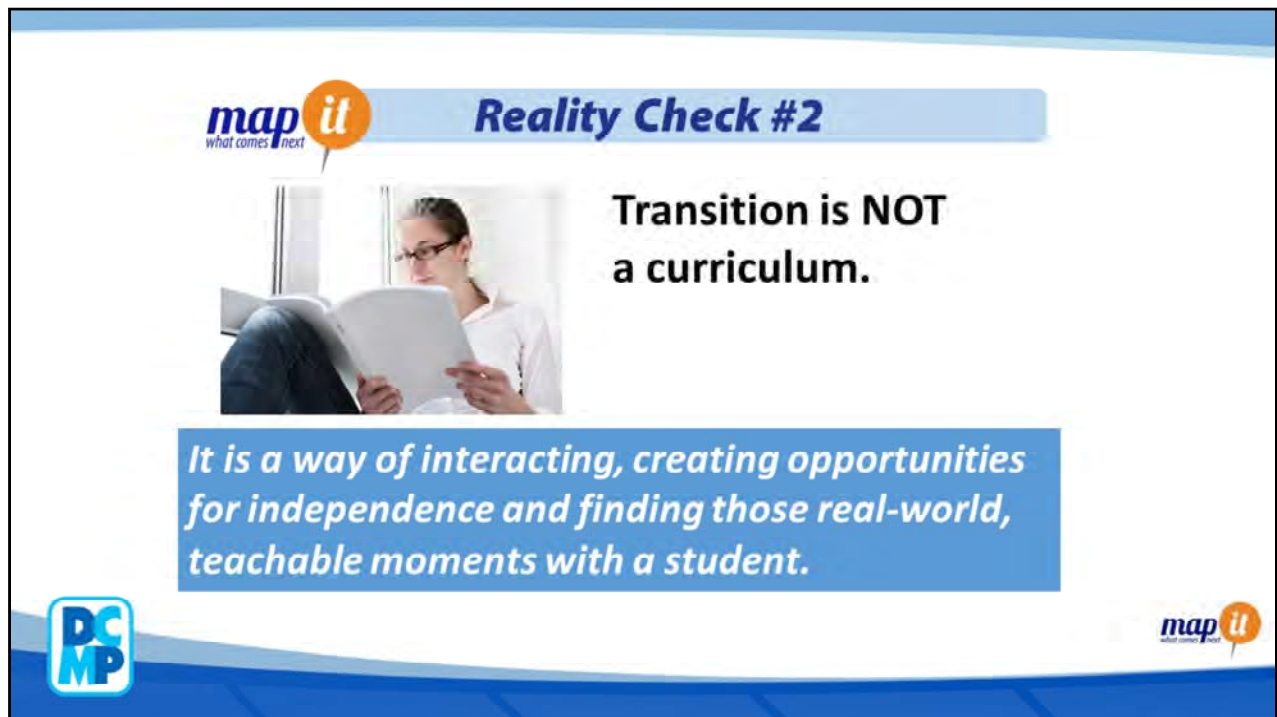


Transition is should NOT be a service added to the end of a student's high school career.

Transition training begins at a young age and should be an ongoing opportunity for students to learn and practice responsibility and self-knowledge.




This is ideal, but what happens when this is not the case? Students graduate high school with little ability to decide what they want to do with their life. If they do know what they want to do, their dream/goal might not be something that is based in reality... meaning the goal/dream might be unrealistic based on their skills and abilities.

A presentation slide with a blue header and footer. The header contains the 'map it' logo (with 'what comes next' below 'map') and the title 'Reality Check #2'. The main content area features a photograph of a woman with glasses reading a document. To the right of the photo, the text reads 'Transition is NOT a curriculum.' Below the photo, a blue box contains the text: 'It is a way of interacting, creating opportunities for independence and finding those real-world, teachable moments with a student.' The footer includes the 'DCMP' logo on the left and the 'map it' logo on the right.

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what comes next

Reality Check #2



**Transition is NOT
a curriculum.**

It is a way of interacting, creating opportunities for independence and finding those real-world, teachable moments with a student.

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While *Map It* will help students as they learn more about themselves, this program won't fix all the problems your students have to! You know this already because if transition curriculum worked, you wouldn't see the issues you are seeing.

That being said, *Map It* is unique because it is the only transition training out there that was created with deaf/hh individuals in mind.

Map It was created under a federally funded project, pepnet2. When their funding ended in 2016, DCMP partnered with them and took over their online modules so that the work and resources could live on.



Reality Check #3



Too often students are taught dependence, passivity, and reliance on unseen forces to take care of them.

No one has a greater stake in the outcome of transition planning than the student!



Many students grow up with all of their decisions made for them- they never have to make hard decisions- informed decisions, on their own. Students become dependent on teachers, family, and their support system. Once they complete high school they lose much of this support system and are left with few skills to apply when making decisions on their own. When students are faced with circumstances where they must make life choices, they are either paralyzed and don't know how to make a decision (and look for others to help them), or they move forward with making a decision without giving it the appropriate thought and consideration that is necessary.

Students may finish high school without realistic and obtainable goals in place. They may go to a VR counselor seeking assistance in obtaining training, continuing their education, or getting a job. But they may have little experience making their own informed decisions in the past. They likely need to take a couple steps back and learn more about themselves in order to really understand how to move forward. This is where Map It will come in...



About Map It

3-Part Online Training

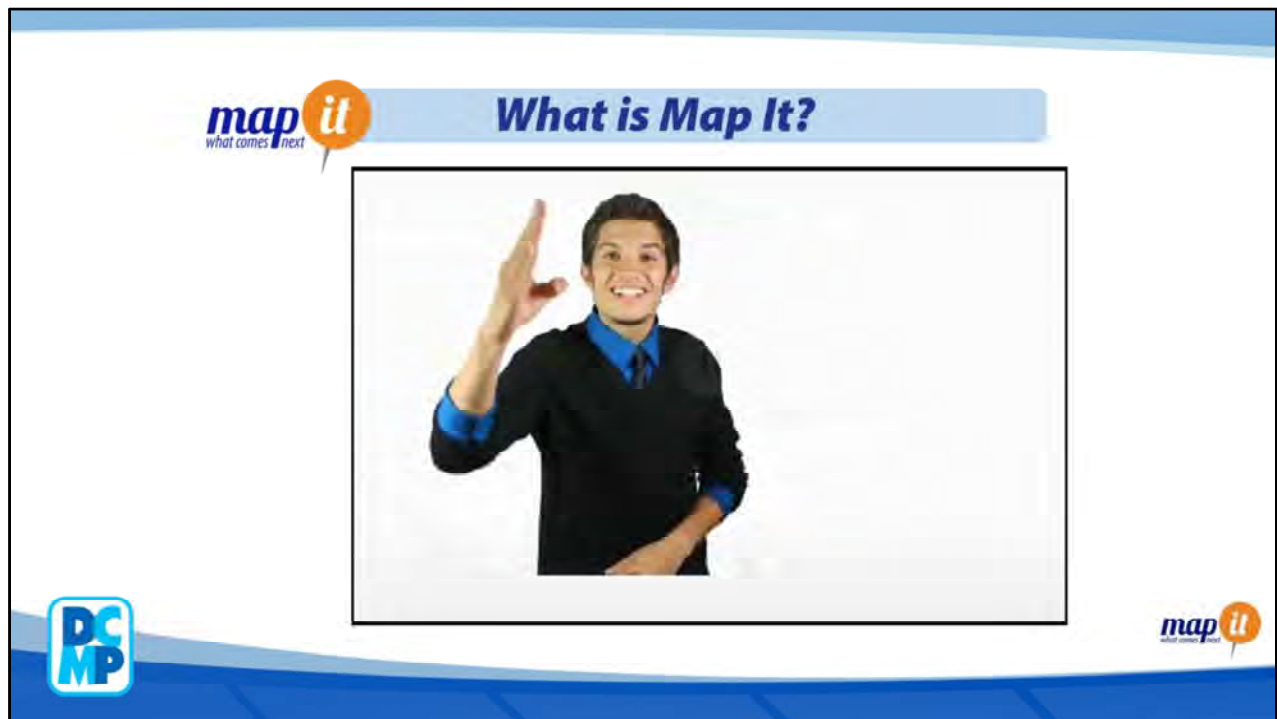
- Who Am I?
- What Do I Want?
- How Do I Get There?

Target Audience?

- High School Students
- Recent Graduates
- Accessible for Students who are Deaf or Hard of Hearing



Map It is an interactive online training program that is broken into 3 parts: Who Am I, What do I Want, and How Do I Get There. These three components build on one another and allow the consumer to develop a better understanding of who they really are. Let's meet Sam and let him tell you more about Map It....



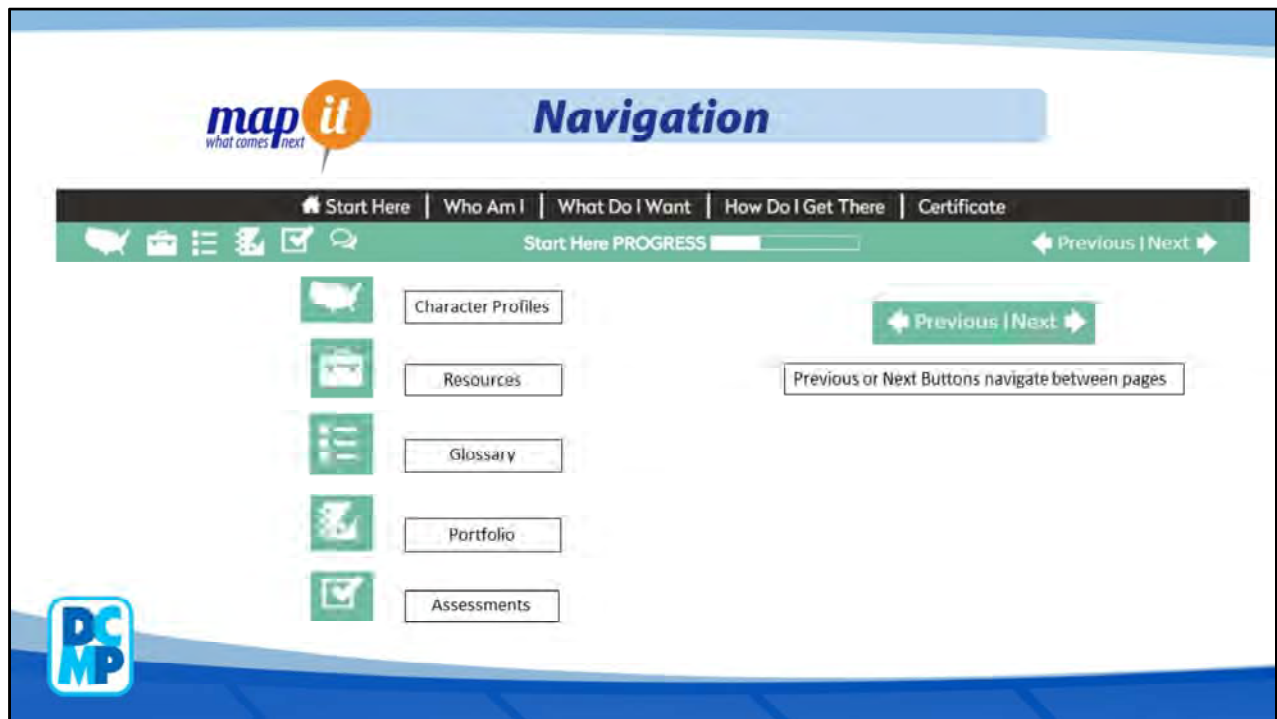
(http://elearn.dcmp.org/mi/start_here/intro_to_mi.php) This gives an overview of the training.

As you can see, Map It is unique because these students are the guide! Young adults leading other young adults through this program... they serve as a type of mentor/role model for your consumers to watch throughout the training.



Across the top are:
Start Here
Who Am I
What Do I Want
How Do I Get There
Certificate

These take you to each section of the module.
Down the left side is the menu for that section. Click on an item and it will expand to show sub categories. Once a section is complete there will be a check mark next to it. This allows students to see where they left off the last time they worked on the module.



Character Profiles: 12 fictional characters that students/consumers can follow through the training to get sample ideas for the questions they must answer. These characters have different communication styles, hearing losses, and identities.

Resources: Extra videos, blank PDF copies of assignments, other resources/PDFs

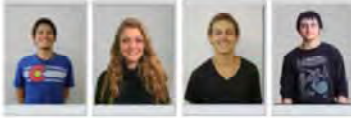
Glossary: A glossary of new vocabulary words produced in American Sign Language (English voice narration)

Portfolio: An online portfolio for saving all student work. Easy to print for use at IEP meetings, VR appointments, etc

Assessments: These assessments aren't meant to provide a formal diagnosis but to be used as a tool to help consumers start to think about jobs that might fit them. Assessments include values, personality, and self-determination.



How is Map It Different?



Sam Allen Brooke Hill Joe Sanchez Steven Marks



Emily Brink Valentine Sal Darcie Chin Allison Siri



Marissa Leon Brandon Healy Zachary Jakes Patrick Richers

We took the Map It training when we were in school.

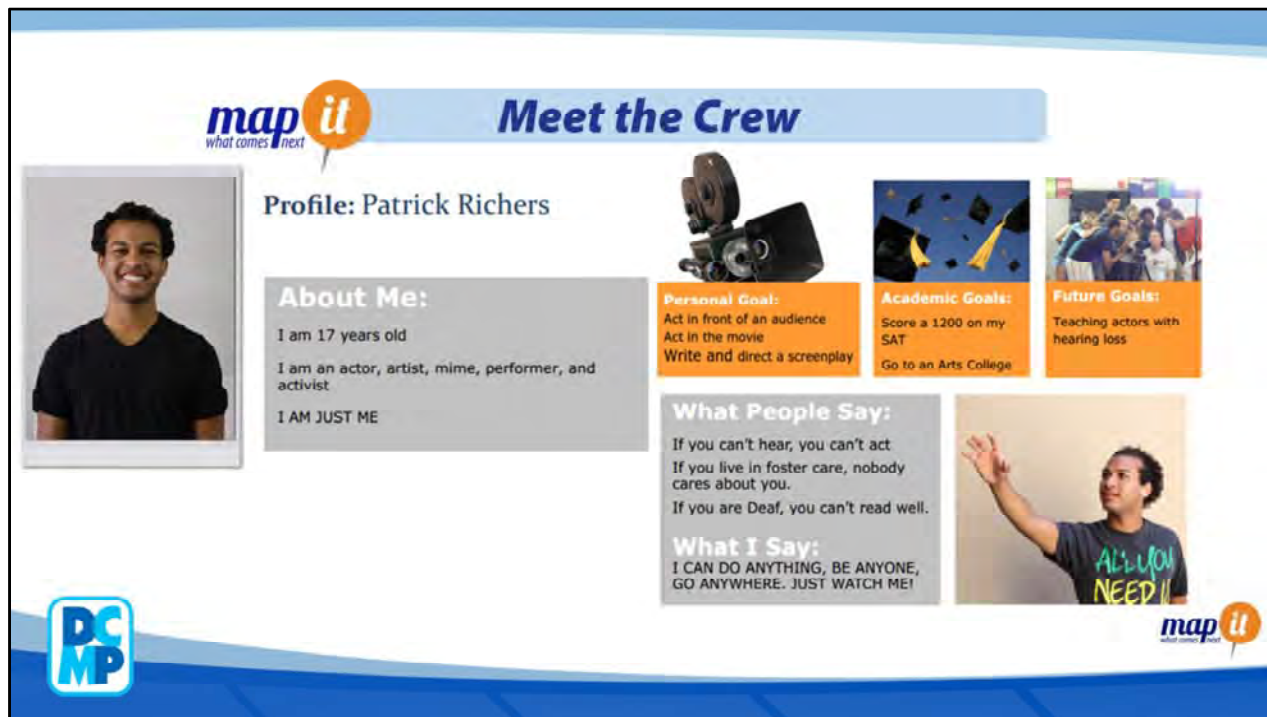
Before you get started, learn more about each of us by clicking on a picture to view our video introduction.



Map It uses 12 characters throughout the training. Each character has a different type of hearing loss, communication mode/preference, and skill set. All students have different goals/plans in life after high school. Map It follows these students on their journey and makes their answers to all questions in the training available for students to look at should they get stuck when answering their own questions.




Some of the crew in *Map It* have video introductions. Steven is an example of a student who is hard of hearing, has an implant, and uses simcom for his communication mode.
http://elearn.dcmp.org/mi/start_here/meet_the_group.php



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Meet the Crew

Profile: Patrick Richers



About Me:
I am 17 years old
I am an actor, artist, mime, performer, and activist
I AM JUST ME


Personal Goal:
Act in front of an audience
Act in the movie
Write and direct a screenplay

Academic Goals:
Score a 1200 on my SAT
Go to an Arts College

Future Goals:
Teaching actors with hearing loss

What People Say:
If you can't hear, you can't act
If you live in foster care, nobody cares about you.
If you are Deaf, you can't read well.

What I Say:
I CAN DO ANYTHING, BE ANYONE, GO ANYWHERE. JUST WATCH ME!



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Not all actors have video introductions— Can read more about Patrick on his page.
http://elearn.dcmp.org/mi/start_here/meet_the_group.php



Section 1: Learning About Identity

Who Am I?



Many students don't spend a lot of time thinking about who they are up to this point in their lives. Often they are told what accommodations they need, how to communicate, and maybe what they will be in life. Students need to do some self analysis to understand themselves; their desires and needs.

map it *what comes next* **Designed With Purpose**

The screenshot shows a web application interface. On the left is a 'Menu' sidebar with the following items: 'Who Am I?', 'Identity', 'Traits' (with sub-items: 'Definition', 'Explanation', 'Examples', 'Your Turn'), 'Strengths', 'Weaknesses', 'Hard and Soft Skills', 'Review Your Skills', and 'Deaf or Hard of'. The main content area is titled 'Identity Parts' and features a large graphic of a house. The house is divided into five colored sections: a red section labeled 'Team', an orange section labeled 'Traits', a yellow section labeled 'Strengths', a green section labeled 'Weaknesses', and a teal section labeled 'Being deaf or hard of hearing'. The central white area of the house contains the text 'Parts of Your Identity'. The interface also includes a 'DCMP' logo in the bottom left and a 'map it' logo in the bottom right.

Then we introduce the user to a new topic in the training, we provide the definition (demonstrate the signed glossary), an explanation of the concept with visuals, provide examples, and then ask students to answer a few questions related to that material.

For example, the first page of the section about being deaf or hard of hearing, starts with the definition. Clicking on the blue hyperlink will call up a glossary video of the term and provide a definition.

Once the individual understands the new vocabulary word (or learns the definition we are using for this training), they move on to examples.

Some words in the glossary are: abilities, accountability, achievable, career, decision making, disclosure, empower, interpersonal skills, network, outgoing, roadblocks, standards, strengths, etc.

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Student Examples

Menu

- Who Am I?
- Identity
- Traits
- Strengths
- Weaknesses
- Hard and Soft Skills
- Review Your Skills
- Deaf or Hard of Hearing
 - Definition
 - Student Examples -1
 - Student Examples -2

Student Examples

Please hover over an image to view their responses.

I have two cochlear implants. I speak, use an FM system, and read lips.

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

I am hard of hearing. I use my voice and some sign. I use Signing Exact English interpreters.

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Remember those 12 characters we mentioned at the beginning? All 12 discuss their identity and share their experience as a deaf or hard of hearing person. Here are three examples. Students click on each student (hover) and learn about their communication styles and hearing loss.

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Identification Question

Menu

- Student Examples -1
- Student Examples -2
- Student Examples -3
- Student Examples -4
- Understanding Your Needs
- Your Communication and Accommodations**
- How Do You Communicate?
- Team
- Checking In
- Values
- Personality

Your Communications and Accommodations

Review Character Profiles: **[- Select -]**

Identity	Communication	Accommodations
<input type="checkbox"/> Deaf	<input type="checkbox"/> American Sign Language	<input type="checkbox"/> Sign Language Interpreter
<input type="checkbox"/> deaf	<input type="checkbox"/> Combined ASL and English	<input type="checkbox"/> Oral Interpreter
<input type="checkbox"/> Hard of hearing	<input type="checkbox"/> Cued Speech	<input type="checkbox"/> Cued Speech Interpreter
<input type="checkbox"/> Deafblind	<input type="checkbox"/> Signed English	<input type="checkbox"/> Speech-to-text (CART, Typewell, C-Print)
	<input type="checkbox"/> Speech and Lipreading	<input type="checkbox"/> Notetaker
	<input type="checkbox"/> Tactile Sign Language	<input type="checkbox"/> Early registration for classes
	<input type="checkbox"/> Total Communication	<input type="checkbox"/> Extended test time
	<input type="checkbox"/> Other	<input type="checkbox"/> Other

Submit

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After seeing how the student actors identified their hearing loss and ways they communicate, the student now has an opportunity to do similar reflection.

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Application Question

How Do You Communicate?

Review Character Profiles: [- Select -]

How do you communicate and what accommodations do you use in these settings?

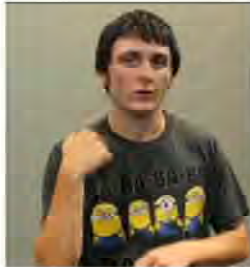
1. At school
2. With your family
3. With your friends

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Student now apply what they learned about their hearing loss and communication style and apply it to their own life in three domains. If they are stuck- they can see the answers the 12 characters provided for these same questions.

Character Answers For Support



How Do You Communicate?

How do you communicate and what accommodations do you use in these settings?

1. At school

2. With your family

3. With your friends

Review Character Profiles: Steven

How do you communicate and what accommodations do you use in these settings?

At school: I have a cochlear implant and am in a mainstream program. Might try out speech to text next year.

At home: I use my voice at home. I use to use sign and my parents know a little sign, but mostly I try to use my hearing and lipreading.

With your friends: I usually voice. Sometimes I sign with friends if they don't understand my speech or if they can't hear. But I prefer to use my voice.





Character Answers For Support



How Do You Communicate?

Review Character Profiles: Brooke ▾

How do you communicate and what accommodations do you use in these settings?

1. At school

2. With your family

3. With your friends

How do you communicate and what accommodations do you use in these settings?

At school: Most people didn't sign so I used an interpreter. In my beauty school program I will need an interpreter and notetaker.

At home: ASL

With your friends: ASL mostly.





Finding Strengths and Weaknesses

Hard vs. Soft Skills



Students learn the difference between hard and soft skills. The individual watches examples of hard and soft skills and self-reflects/evaluates their level of strength or weakness in each category.

The screenshot shows a web-based learning interface. At the top left is the 'map it' logo with the tagline 'what comes next'. To the right of the logo is the title 'Reflecting on Hard and Soft Skills' in a blue banner. Below the title is a video player showing a man in a maroon shirt standing against a blue background. To the left of the video player is a section titled 'Rate your reading hard skills' with a progress bar and a scale from 'Weakness' to 'Strength'. At the bottom left is the 'DCMP' logo, and at the bottom right is the 'map it' logo.

http://elearn.dcmp.org/mi/who_am_i/f1.6.6a_hard_skills_your_turn_2.php

This video talks about the hard skill of reading. The students go through an assessment of their hard skills then one of their soft skills.



Rating Hard and Soft Skills

How did you rate?

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



After an individual completes their hard and soft skills rating, a list of the skills rated show up here with the number value they selected. If a student scores low in an area- there is room for improvement and specific activities or content can be shared to help the person increase their skills in this area. If they score high in an area, this might be something they hone in on when they are looking for employment.

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Recognizing Impact

Give examples of the **strengths** that make you unique.

Give examples of some **weaknesses** that you struggle with.

Hard Skills

Hard Skills

Soft Skills

Soft Skills

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

Who is someone who can help you improve this weakness?

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After an individual looks at their hard and soft skills (strengths and weaknesses) they begin to evaluate why those are important. How will their weaknesses impact their future. The video narrator invites students to ask for assistance in areas of weakness... and to continue to work on areas of strength so they continue to be a strength.

For example a student who struggles with math but wants to be a computer programmer will have problems. Many students don't realize how important math is in computer science.

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Embracing a Team

Your Team

Review Character Profiles: - Select -

Each team member supports you in different ways. Who do you need to build a strong team?

Education Team:	Employment Team:	Life Team:
<input type="checkbox"/> Teacher(s)	<input type="checkbox"/> VR Counselor	<input type="checkbox"/> Family
<input type="checkbox"/> Counselor(s)	<input type="checkbox"/> Job Coach	<input type="checkbox"/> Friends
<input type="checkbox"/> Interpreter(s)	<input type="checkbox"/> Transition Specialist	<input type="checkbox"/> Mentor
<input type="checkbox"/> Principal	<input type="checkbox"/> Mentor	<input type="checkbox"/> Advocate
<input type="checkbox"/> Audiologist/Speech Therapist	<input type="checkbox"/> Boss/Supervisor	<input type="checkbox"/> Life Skills Coach

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Some students have little experience working with people around them in pursuit of a common goal. If an individual is not heavily involved in their transition process, they might not understand how best to develop a support team, and might misunderstand their own role as part of that team. VR plays a critical role in the life of a deaf/hh individual who is seeking services. Helping individuals develop their schema of the employment team will enable them to better understand your roles and responsibilities in the process.

Check In: Your Turn

Use the printed pages from your portfolio (previous page) and share them with your team. Ask them these questions:

1. Do you agree with my view of myself?
2. Do you have a different view than I do?



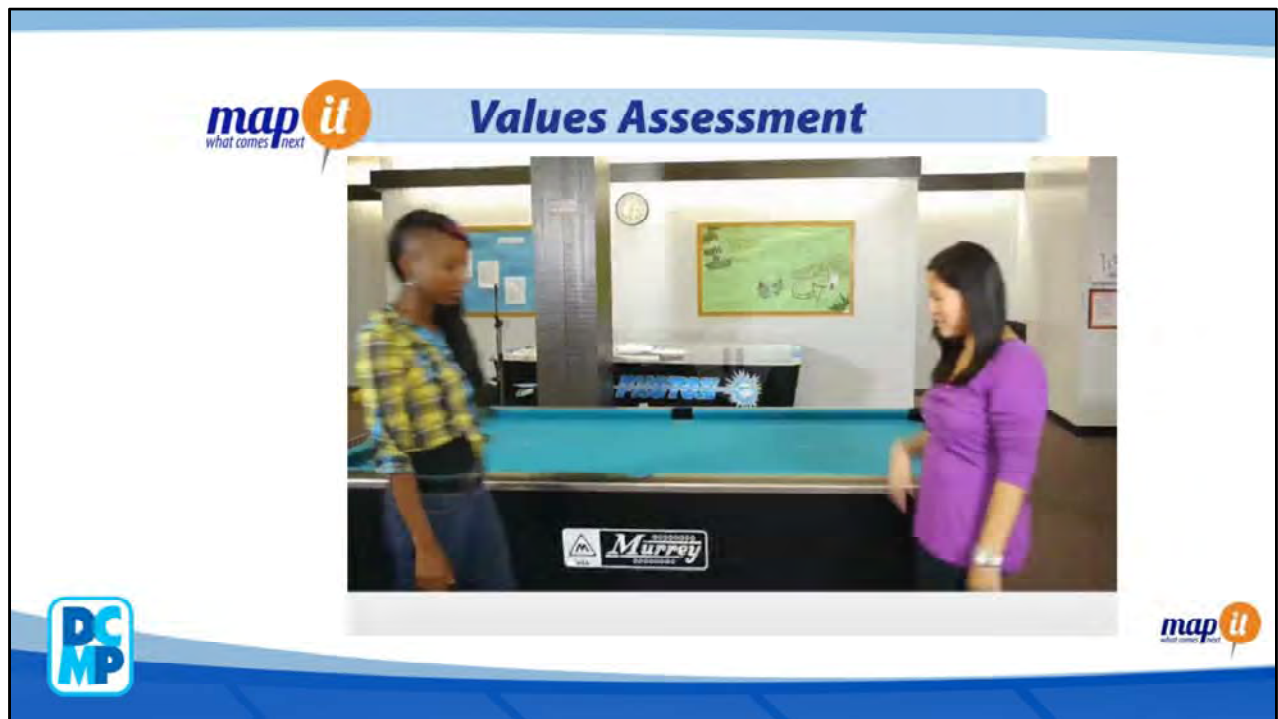
Comparing Views



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



Often times individuals have a hard time seeing themselves as others might see them. By answering all the questions, completing the assessments, and sharing those with their team, individuals are able to start to compare how their view themselves as compared to how those around them might view them. This is a really important skill to learn/practice to develop for employment. If an individual is unable to take feedback from an employer on what he/she is noticing in their work habits, this could have a negative impact on their employment.



This standard values assessment was translated into American Sign Language. Students go through a list of 21 questions to help them evaluate their values.
http://elearn.dcmp.org/mi/who_am_i/f1.11.2a_value_assessments_intro.php

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Let's Take A Look...

"2" means the value is somewhat important to you.

1. Doing something to make the world a better place.

Not important to me

Somewhat important to me

Very important to me

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http://elearn.dcmp.org/mi/who_am_i/f1.11.3a_assessments_1.php

There is no exact science to assessments like this, and they are really to be used as a form of exploration and not a form of diagnosis. It is important not to pigeon hole a person based on their results because their values and personality might be changing daily as they learn more about themselves and what they want to do in the future.



Assessment Results

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.	Somewhat important
Doing things like painting, writing, acting or other kinds of art.	Very important
Learning new ideas , facts- could be in history or science or another field.	Not 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	Somewhat important
Participating in spiritual activities-- like going to church, or temple or praying.	Very important
Having people tell me (or tell other people) that I did a good job.	Somewhat important
Doing activities that require strength, speed, or the ability to move quickly.	Not important



When an individual knows more about their own values, they get a better idea of the type of work/college/training they might want to pursue. While this assessment, alone, will not give individuals answers on what to do, it will help them reflect on what is or is not important to them.

map it what comes next **Personality Assessment**

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http://elearn.dcmp.org/mi/who_am_i/f1.12.1a_personality_assessments_intro.php
Personality assessments help us understand what makes us who we are. An individual taking this assessment will receive a 4 letter code that can be used to start their exploration of careers. This assessment was adapted from the Myers Briggs Assessment.

There is no exact science to assessments like this, and they are really to be used as a form of exploration and not a form of diagnosis. It is important not to pigeon hole a person based on their results because their values and personality might be changing daily as they learn more about themselves and what they want to do in the future.

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Let's Take A Look...

1. Which fits you best?

Extrovert: I have a lot of energy

Introvert: I am laid back

Submit

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http://elearn.dcmp.org/mi/who_am_i/f1.12.2a_personality_assessment_1.php
This assessment helps students to understand their personality.



Assessment Results and Code

Personality Assessment

Extrovert (E)	Introvert (I)
	I am laid back
	I prefer to be alone
	I like to think before doing something
	I need to focus on one thing at a time
	I like to pay attention to other people

You are an Introvert (I)

Sensor (S)	Intuitive (N)
	I like to be creative and come up with new ideas
I like clear instructions/directions	
	I like to think outside the box/be creative
	I follow my instincts to make decisions
	I like more abstract ideas

You are a(n) Intuitive (N)

Personality Code

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

What is your personality code?

INFJ

Click on your code to learn more.

Understanding Your Personality

"The Protectors"

Some common personality traits for INFJ

- Idealistic
- Natural leaders
- Good listeners
- Understands people and situations
- Have a strong value system
- Dislike working with details
- Creative
- Like to help people find creative solutions to problems
- Have vision about what they want
- Intense personality
- Sensitive; have compassion for other people



When the individual finishes the assessment, they receive a 4 letter code. This code can be used to learn more about his/her identity. For example, take a look at this description for INFJ. The individual can look at that list and see if it helps describe who they are. This code comes back again in Section 2 when the student begins to explore jobs/careers.

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Section 1 Review

You identified your:

- ✓ Traits
- ✓ Strengths
- ✓ Weaknesses
- ✓ Hard Skills
- ✓ Soft Skills
- ✓ Being deaf/hard of hearing
- ✓ Team
- ✓ Values
- ✓ Personality
- ✓ Dreams

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When a student finishes this section, he will have learned about the above items. Through various videos, interactive questions, assessments, and sharing his answers with his team, he should have a better understanding of what makes him who he is. This knowledge is foundational as we move into the next section.

What Do I Want?



Knowing the difference between wanting something and being able to really attain something is a skill that needs to be developed in transition aged youth. Many times students are unable to tell the difference between something they can or cannot do. This section guides the student in developing realistic goals based on the new information they learned in section 1. Using their strengths, weaknesses, hard and soft skills, individuals can look at their future goals and decide if they are realistic.



In this section, the individual learns how to begin to think about possible careers and jobs that will be a good fit.

http://elearn.dcmp.org/mi/what_do_i_want/f2.3.3_planning_your_career.php

Considering Options



Part Time Jobs



Volunteer Opportunities

Options and Opportunities

	Part Time Jobs	Volunteer Opportunities
Learn responsibility	✓	✓
Earn money	✓	✗
Talk with adults	✓	✓
Learn how to make your own decisions	✓	✓
Manage your money	✓	✗
Try out different kinds of work	✓	✓
Show you are responsible	✓	✓
Learn new skills and new interests	✓	✓
Get experience before being old enough for a job.	✗	✓



One of the ways to learn more about if a career is a good fit is to try it out. When an individual takes a part time job or volunteers in a particular field, he/she learns more about what it would be like to work in that career.

map it what comes next **Job Shadowing**



0:00 / 1:03

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As you all know, another way to learn about a job is to do job shadowing. In this video the narrator explains the concept of job shadowing and why it can be so beneficial.
http://elearn.dcmp.org/mi/what_do_i_want/f2.3.7.1a_job_shadowing.php

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Careers That Fit

Jobs that fit match your identity and personality.

Mr. Ross said personality is important when choosing a career.

I wonder what types of jobs fit my personality? I need to check!

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Remember how we talked about the four letter personality code in section 1? This is where the code comes back in as the student begins to explore possible career/job options. Using the code, they can get a short list of possible jobs that might match their personality. This list comes from Virtual Job Shadow (<https://www.virtualjobshadow.com/>)

Again, everyone is different, so this list will not necessarily fit all individuals.



Jobs and Personality Code

Your Personality Code

INFJ

Click on your personality code for information on matching careers.

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTF	ESFJ	ENFJ	ENTJ

Understanding Your Personality

- Introvert
- Intuitive
- Feeler
- Judger

Some career areas that match with INFJ personality

- Teachers
- Photographers
- Librarians
- Religious workers (Pastors or Rabbis or Missionaries)
- Social workers
- Career counselors
- Editors or art directors
- Environmental attorneys



Here is an example of the jobs associated with INFJ personality code. They will use these main career areas to start their search for employment related options.



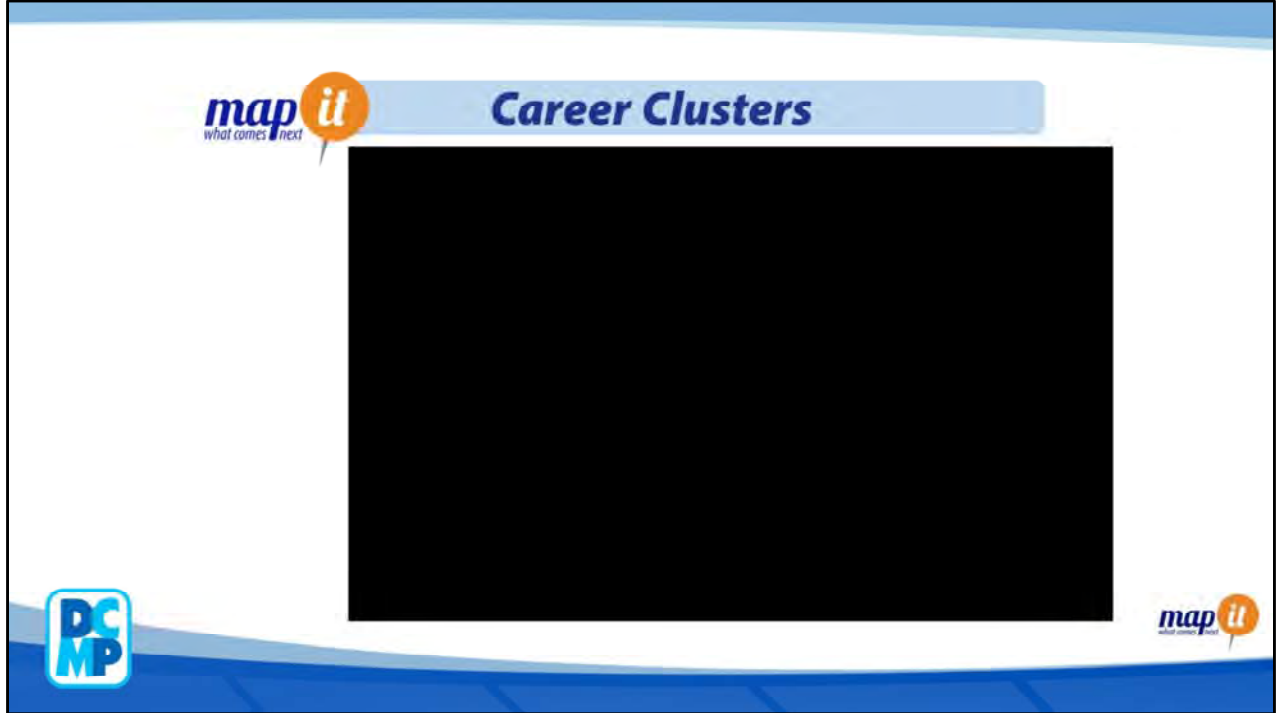
Now What?

Yeah, but now what?!

I read the jobs listed for my personality code.
Interesting! How do I know which job is the best fit?
Mrs. Sanderson said I should look at the Career Clusters - but what's that?



How can we use that code and that list to help us find a job?



Brooke explains the concept of career clusters. After watching the video, students have the opportunity to browse through the career clusters to learn more about other possible jobs in that cluster. Students then choose three clusters to focus on and learn more about in the following activities.

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Career Clusters

Career clusters are groups of jobs that require similar knowledge and skills. Ready, set, explore!

- Agriculture, Food & Natural Resources
- Arts, A/V Technology & Communications
- Science, Technology, Engineering & Math
- Business, Management & Administration
- Finance
- Architecture & Construction
- Education & Training
- Hospitality & Tourism
- Government & Public Administration
- Health Science
- Law, Public Safety, Corrections & Security
- Human Services
- Information Technology
- Transportation, Distribution & Logistics
- Manufacturing
- Marketing

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Students can click through the 16 career clusters and see 8 jobs associated with each cluster. They can use this as a starting place to get ideas of jobs they want to learn more about in Career Central.



Finding the Right Job

Which three career clusters do you want to learn more about?

1.

2.

3.

Way to go! You identified some career clusters that fit you.



BUT...

Every career cluster has so many jobs. How do I pick just one?



Students must select 3 career clusters they want to explore further. Based on their selections, they will research this career/job in Career Central to find out if that job would be a realistic option.



Important Considerations



Things to think about:

What would you do every day at work?

Would you work alone or with people?

Would you be the only deaf person?


Would you work in an office or outdoors?

Would you need to lift and move heavy things?

Are there many jobs available in this field (job outlook)?

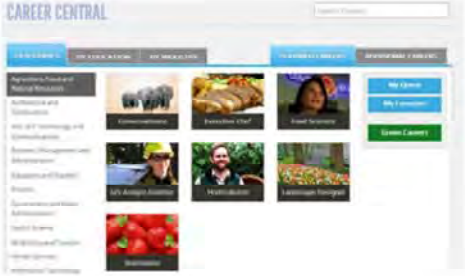




Aside from what the students *wants* to do, it is important for them to keep these questions in mind as they explore more about that field. As a VR counselor/ job coach, you could help them develop their answers to these questions more in depth so they know what they are looking for better.

 **Career Central**

Search [Career Central](#) for jobs that might be a good fit for you. Click on jobs in Career Central to explore. Then, pick three jobs you want to learn more about and list them on the next page.

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.



Within Career Central we link to a website called Virtual Job Shadow. This takes you to an external site that will give you access to information about thousands of jobs.

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Checking the Fit

Step 1: What are the duties and responsibilities for the job?(Job description)

Step 2: How much education/training is required?

- High school Certificate of Completion
- AA Degree
- High School Diploma
- BA Degree
- GED
- MA Degree
- License
- PhD

Step 3: Will the salary be enough to meet your needs?

- Yes
- No
- Maybe
- I'm not sure

Step 4: Are there many jobs available in this field (job outlook)?

Step 5: Is there anything that could stop you from achieving this goal?

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For each job the student identifies, they must answer the above questions to see if it is a good fit. Just because it is interesting to them, does not mean it will be a good match. This form asks students to consider many possible factors that are important while searching for the right job.



Working with VR to develop goals for employment is an important part of the process of finding a job that will be a good fit.

http://elearn.dcmp.org/mi/what_do_i_want/f2.9.1_introduction.php

The slide is titled "Manageable Steps" and features the "map it" logo in the top left corner. A woman's portrait is shown on the left, with a quote to her right: "To reach my goal, I had to develop some steps to stay focused and move forward." Below the quote is a diagram consisting of four orange arrow-shaped boxes labeled "Step 1", "Step 2", "Step 3", and "Step 4", each pointing to the right, followed by a grey hexagonal box labeled "Goal". The "DCMP" logo is in the bottom left, and the "map it" logo is in the bottom right.

In order to plan for goals, an individual must set short and long term goals. We model this process by using Darcie and following how she identified steps in becoming a nurse.

What will Darcie do first?

Step 1

- Research schools with a nursing program on Career Central
- Interview my aunt
- Check with team about soft/hard skills

What I can do right now (short term)?

Step 2

- Improve my grades in math.
- Hand in all my homework on the due dates.
- Study every night, Sunday through Thursday.
- Take study breaks on Friday and Saturday.
- Use the tutor for my science class to make sure I keep my good grade.
- Graduate HS with at least a 3.2 GPA.

What I can do in the future (long term)?

Step 3

Make appointment with VR.

Work with my guidance counselor to find three schools to apply to.

Figure out how much college will cost.

Ask my parents if they can help me financially with school.

Talk to my guidance counselor to learn about scholarships.

Sign up for the ACT test.

What could stop me from achieving this goal?**Step 4**

Earning less than a 3.2 GPA.

Not completing 4 years of English.

Not passing the Math courses required for the program.

Not learning about the technology for deaf people in medical areas.

Not advocating for myself with people who think I can't become a nurse because I am deaf.

map it what comes next **Plan Your Steps**

map it what comes next **Plan Your Steps**

Use this form to write a few different goals. Each goal you write will be saved in your portfolio.

Review Character Profiles: - Select -

1: What is your Career Goal?

2: What 3 things can you do right now (short term) to help you reach this goal?

3: What can you do in the future (long term) to help you reach this goal?

4: What could stop you from achieving this goal?

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After seeing how Darcie broke down her goals, the individual is asked to take their career goal and break it down. We also built in a question to look at possible roadblocks that could prevent a person from achieving a goal. We model possible roadblocks- and what to do when you encounter one- in the next section.



Managing Road Blocks



I wanted to work with young kids in a classroom but I ran into a roadblock.

I applied for a job as a teacher's assistant. I was hired, but nobody there had ever worked with someone who was deaf. It was hard to communicate, and we were all frustrated.

I had to evaluate my options.

The only option I could think was to quit, but I talked to my supervisor, a few friends, and my VR counselor first. They had some good suggestions, and I started teaching some of my co-workers to sign.

I figured out how to get around the roadblock!

Instead of being frustrated I explained to my co-workers that looking at me when they talked, writing notes and learning some sign would help us communicate better. They were happy to do it.

I really love my job and the people I work with. I'm so happy I didn't quite!



When an individual does not have strong skills, they are less able to manage roadblocks that show up in their path. Being able to identify a problem, evaluate options, and figure out a new plan, are all important skills one must learn. This is especially true when a person is trying to find a job and are encountering barriers due to their hearing loss, mode of communication, or other issues that might show up.



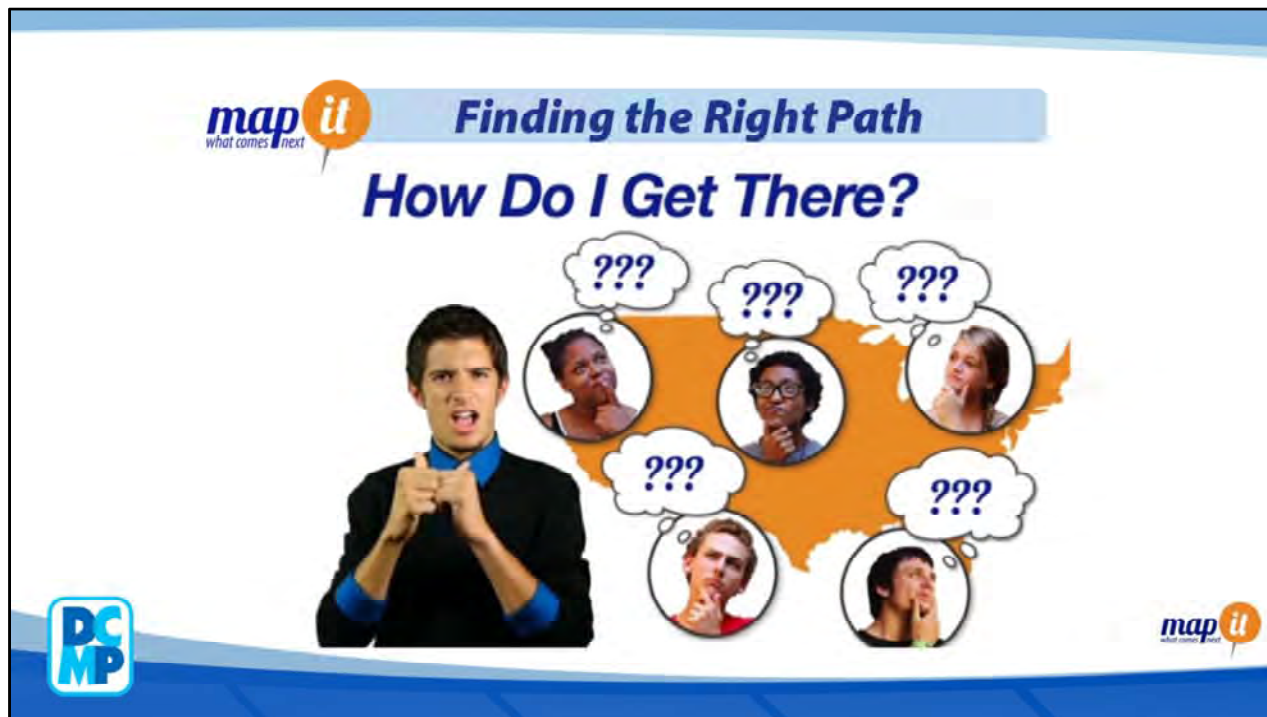
Section 2 Review

In Section 2, you:

- ✓ Explored hands-on experiences through job shadowing
- ✓ Investigated education and training required for jobs
- ✓ Learned about the relationship between education and salary
- ✓ Learned how jobs might fit a worker's personality
- ✓ Learned about Career Clusters
- ✓ Researched career options
- ✓ Developed SMART career goals
- ✓ Identified the steps to achieving that goal
- ✓ Developed plans for addressing roadblocks



After completing this section, students will have learned about the above items. Having learned how to write manageable goals in this section will be important and they look for specific jobs in the next section.



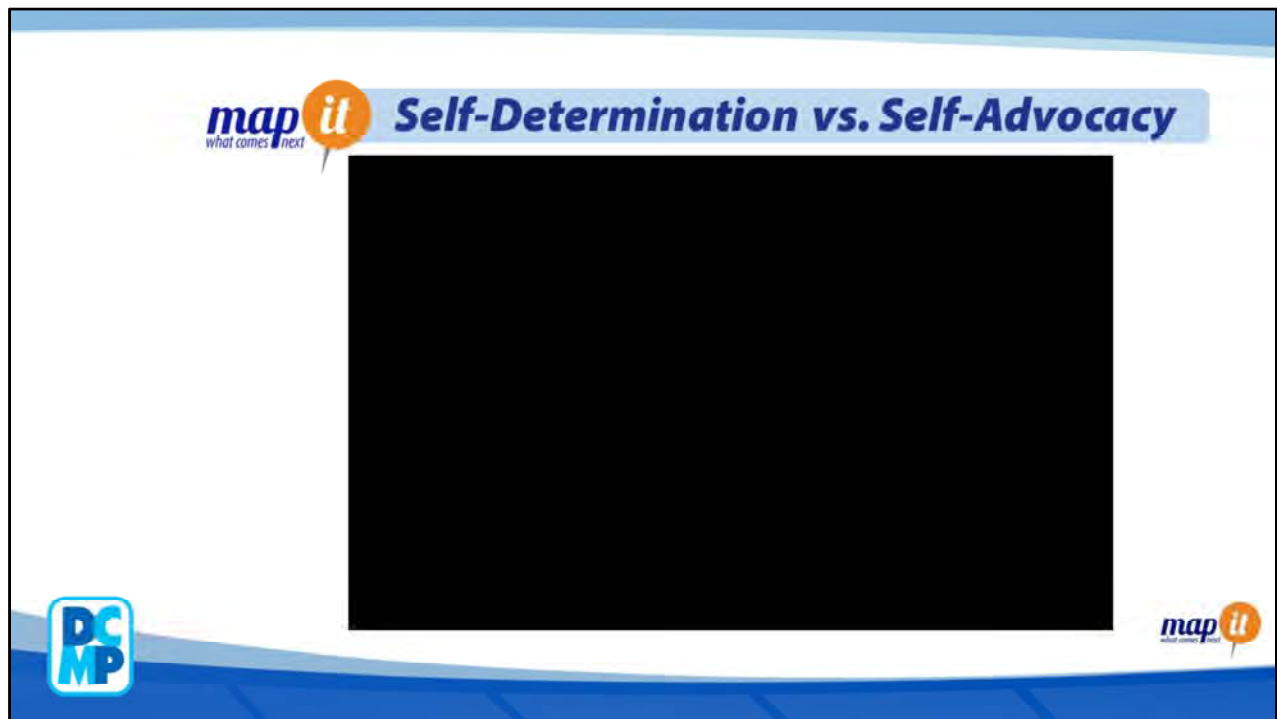
Section 3 is all about how to develop the self-advocacy and self-determination skills needed as they move forward with their life after graduation. Whether the person is interested in continuing on to training/college or moving on to employment, it is important to develop these skills found in this next section.

map it what comes next **Self-Determination**



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http://elearn.dcmp.org/mi/how_do_i_get_there/f3.2.3_why_is_it_imp.php
This video gives a brief explanation of what Self-Determination is.



http://elearn.dcmp.org/mi/how_do_i_get_there/f3.3.1_self_determination_and_self_advocacy.php

This video explains the difference between self-determination and self-advocacy. It is important for a student to learn to know what he wants and then learn to explain what he wants to others. Those are two very different types of skills. The ability to know about oneself and find a job that seems to be a good fit is only half the battle. Being able to explain your interests to someone is more difficult. This skill is really important because it gives the team members and opportunity to give feedback if they think this particular goal is not a good fit.

map it *what comes next* **Accommodations and the Law**

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.

Yeah, yeah, yeah...

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

IDEA

Americans with Disabilities Act (ADA)

Section 504 Rehabilitation Act (504)

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Once students become self determined and practice self advocacy, it is important that they know how the law will support them.

Making this content accessible to emerging readers is very difficult. We tried to simplify it down to its most basic part- but still we feel students might struggle to understand what it means. We are hoping with the addition of videos they will have a better understand than they started with!

map it
what comes next

Adaptive Path

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

DCMP

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While the materials in Map It up to this point are the same for all students, this is where the training branches off in two directions. If the student is college bound or wants to learn more about training programs, they would select that option. If the individual wants to learn more about the world of work, they select that option. The content is parallel between both paths, often, but the examples and videos are designed for one specific path and are not the same between the two. Ideally, a student would go in and look at both paths just to be familiar with both options in case they ever decided to change their direction.



map it
what comes next



Importance of Disclosure

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.



When we asked our stakeholders for common issues they faced with their students and consumers, the concept of disclosure (in one form or another) came up often. The ability to tell people that you have a hearing loss and need accommodations is not easy. Knowing when to disclose is another challenge. This section guides students on the importance of disclosure, and explains that how and when will be different for every person.



Sample Disclosure

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!



Providing examples of others disclosing will help the individual get a sense of how to do so. Here is an example of one disclosure story.



Starting the Job Search



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!



Accommodations, disclosure, identity... all of this leads to the act of looking for a job. Where can an individual look to find out more about specific types of jobs?



Career Central: Part 2

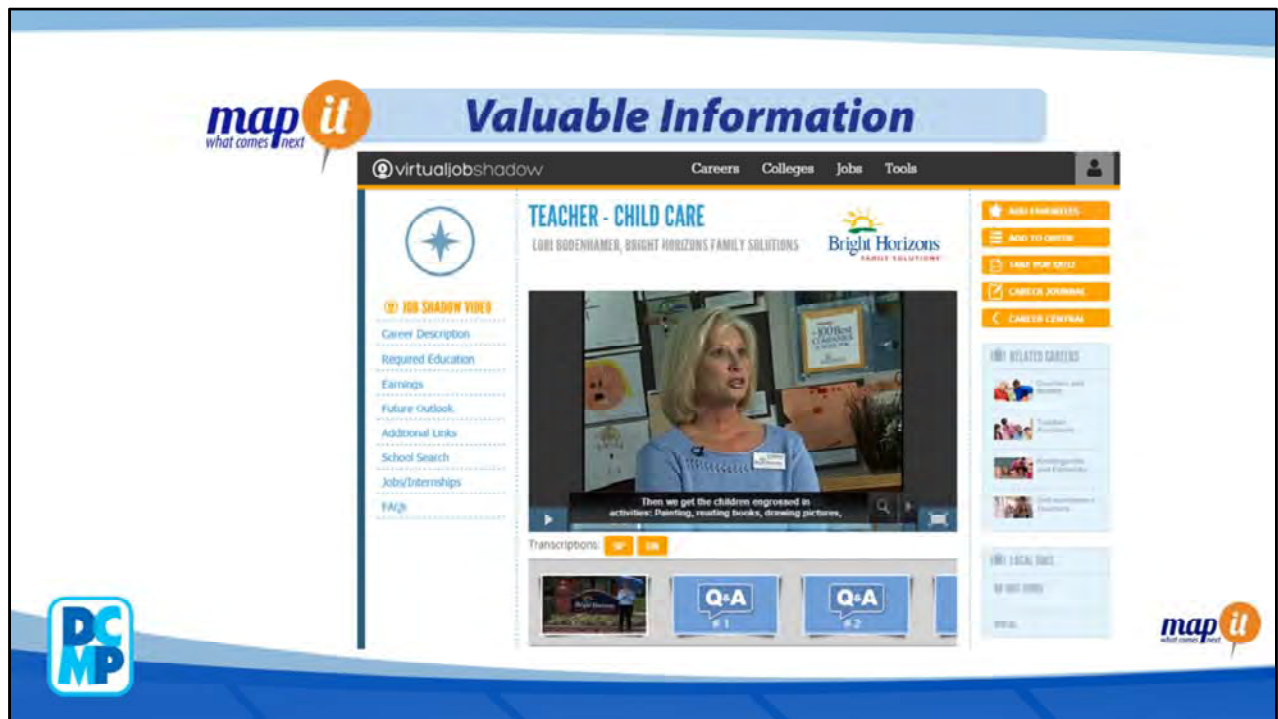
Finding the right job does take some time, but looking for a job just got easier!

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!



Remember back to Section 2- we visited the Career Central site to learn more about jobs in the career clusters. Students had to identify three jobs they wanted to learn more about. Now that they have learned more about their career goals, their rights to accommodations and access, how to disclose, and their rights, students will go in to Career Central again and look for specific jobs they want to explore. There is even a live listing of jobs on this site that consumers can read more about, apply to, or simple learn how jobs are listed.



For each job there is a career description, required education, earnings, future outlook, additional links, school search, job/internship, and FAQs.
There is an initial video overview then several follow up videos Q & A.



The Fit

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.



There are so many jobs that an individual might want to research. As they do so, it is important to keep in mind whether the job will fit with everything they have learned about themselves in the last three sections of Map It. Based on what they learned, we created a short check list for consumers to fill out to get a quick glance of whether or not this job would fit them.

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Guided Exercise

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?

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Working through this sheet with your consumers might be helpful. After seeing how they answered all the questions in the training to this point, you can help them accurately identify if a job they want to explore is a good fit. A consumer might identify a job that would be a great fit, but will not meet their level of education, their abilities, or their long term goals. Helping consumers work through this process might allow them to see why a specific job will or will not be a good match for them.



Additional Resources

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.



Sometimes an individual needs a little extra assistance. While this is just a snapshot of some of the additional agencies people might work with, it is meant to be a starting place to plant the seed for consumers about these entities.

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Two Trainings In One!

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!](#)

Getting a Job!
Tools • Techniques • Trainings
PEPNet

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what comes next

Getting a Job is another pn2 training module that focuses on what a consumer needs to know to get a job! As consumers finish the Map It training, they are automatically sent over to the Getting a Job training (they won't realize it is a separate training). Once they finish GAJ they will get a verification form from that program. They will need to go back to Map It to finish up and get a verification form for that training as well.

The image shows a video player interface. At the top left is the 'map it' logo with the tagline 'what comes next'. To its right is a blue banner with the title 'Getting a Job!' in white text. Below the banner, on the left, is a computer monitor icon displaying the word 'JOBS' and the text 'Getting a Job' below it. The main video frame shows a man in a purple shirt gesturing towards a collage of various photographs. Below the main frame is a smaller video thumbnail titled 'Introduction to Vocational Rehabilitation & One-Stop Centers' featuring the same man. The video player controls at the bottom show a progress bar at 0:27 / 7:21, a play button, and a 'CC' icon. The 'DCMP' logo is in the bottom left corner, and the 'map it' logo is in the bottom right corner.

Getting a Job is another module developed by pn2, which focuses on employment. It contains 19 videos that talk about such things as preparing for an interview, hard and soft skills, and much more. All of these videos are in the DCMP regular library in both English and Spanish. (<https://dcmp.org/series/478-getting-a-job>).



As your consumer works through *Getting a Job*, they can see sample cover letters, resumes, thank you letters, and job applications. There are blank templates for you to use with them if you think they could benefit from a little extra practice or they need a little extra help. (<https://dcmp.org/learn/466-getting-a-job-module>)

Map It also has a full teacher's curriculum available online. (<https://dcmp.org/learn/538-map-it-teacher-curriculum>)

map it
what comes next

Section 3 Review

- ✓ 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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what comes next

Once students complete section 3, they will have been exposed to all the above items. While some of these items might not apply to your consumers because they have already graduated from high school, the concepts are ones that can apply to other situations in their lives.

Some of the lessons may need to be revisited as the consumer learns more about himself. *Getting a Job* is a great way for a job coach to work with their consumers to develop specific skills that are needed to apply, interview, secure, and keep a job.



Once consumers complete GAJ (unless you instruct them to go straight through Map It first) they will see this closing video and be ready to get their verification of completion.



Once consumers finish *Map It* they will receive this verification of completion. This can be given to you as proof that they did the work required to complete the training. It is important to note, however, that there are no right or wrong answers in *Map It*, so this verification form does not suggest they understood everything clearly or that they answered every question accurately/completely. If you want to see how a consumer answered, please review their portfolio



So maybe the question isn't about a "successful" transition as much as it is about a meaningful one. When a student gains the ability to understand more about himself and can make better informed decisions... we can't promise it will lead to success.. But we can assume it will lead to a life led with more purpose and direction.



DCMP Supporting Media

Titles in ASL

- [Smile!](#)
- [Behavior Success](#)
- [Communication Success](#)
- [Cover Letter Training](#)
- [Dealing with Illegal Questions](#)
- [Dress Training](#)
- [Interview Training](#)
- [Job Search Preparation](#)
- [Resume Training](#)
- [Tough Interview Questions and the Answers Managers Want](#)
- [Completing Job Applications – Filling in the Blanks](#)
- [Working With an Educational Interpreter for the Deaf/HH](#)
- [Deaf Consumer's Guide to Working with an Interpreter](#)



College	Career Options
<ul style="list-style-type: none"> • Real Life 101: College Prep • Real Life 101: Goes to College, Part 1 • Real Life 101: Goes to College, Part 2 • Real Life 101: Vocational Training • Pah! I'm in College... Now What? • ADA Americans with Disabilities Act • A+ Guide to Transition from High School to College for Special Education: A Guide for Parents & Students 	<ul style="list-style-type: none"> • Career Connections (series) • Career Options for Women: Emerging Opportunities (series) • STEM Careers in Two Years • Real Life 101 (series) • Qualcomm Thinkabit Lab (series) • Futures with Jamie Escalante • Profiles of Scientists and Engineers • Real Life 101 (series)





Job Skills

- [10 Things Not to do in an Interview](#)
- [A+ in the Workplace: Developing Positive Behavior](#)
- [Business Ethics on the Job](#)
- [Connect the Dots: How School Skills Become Work Skills](#)
- [Developing a Professional Image](#)
- [Developing Problem Solving Skills](#)
- [Disabilities at Work \(series\)](#)
- [Getting It Right at the Interview \(student version\)](#)
- [Job Seeking Solution for Young People \(student version\)](#)
- [Job Search Strategies](#)
- [Making the Interview Count: The Six P's of Job Interviews](#)
- [Making a Good Impression: Resumes, Interviews, Appearance](#)
- [Manners Boot Camp](#)
- [Pathways Planning \(student version\)](#)
- [Rewarding Employment: How to Get a Really Good Job](#)

Life Skills

- [What Will I Say at the Interview?](#)
- [The Working World for Young Adults \(series\)](#)
- [Checking Accounts and Everyday Banking](#)
- [Financial Fitness for Young Adults \(series\)](#)
- [Dropping Out Is Not an Option](#)
- [How to End Unhealthy Relationships](#)
- [Which Fork Do I Use?](#)
- [Knowing When to Say No](#)
- [Real Life Teens \(series\)](#)
- [User Friendly Budgeting](#)
- [BizKid\\$ \(series\)](#)
- [Charge It! Credit Card Secrets](#)
- [Financial Management for Young Adults: Getting Your Start](#)
- [Valuing Your Money](#)
- [How to Deal with the "Jerks" in Your Life and Earn the Respect of Your Friends](#)
- [Respect Rules...On Living a Respectful Life](#)
- [It's Not What You Say: Mastering Goals Success and Satisfaction](#)
- [Teen Files Flipped \(series\)](#)



Role Models

- [Career Stories of Individuals Who are Deaf and Hard of Hearing: Ambitious Achievers](#)
- [Career Stories of Individuals Who are Deaf and Hard of Hearing: Tech Savvy](#)
- [Career Stories of Individuals Who are Deaf and Hard of Hearing: Brilliant at Business](#)
- [Achieving Goals! Definitely Dynamic](#)
- [Achieving Goals! Phenomenal Professionals](#)
- [No Ordinary Hero: The SuperDeafy Movie](#)

Personality and Mental Health

- [What Type of Person Am I? Personality and Careers](#)
- [Personal Potential: The Influence of One: Respect, Optimism, and Positive Energy](#)
- [Real Life Teens \(series\)](#)
- [Taking Control: Strategies for Coping with Stress](#)
- [Mind/Body Connection: How Your Emotions Affect Your Health](#)
- [How Social Networks Influence Behavior](#)
- [Straight Talk about Mental Health: Image and Identity](#)
- [Accessing the Dream: Preparing Deaf-Blind Youth for a Self-Determined Life](#)
- [My Best Me: All About Self-Esteem](#)
- [Self-Esteem: Being the Real Me](#)
- [My Best Me: All About Self-Esteem](#)