

An Overview of Map It: An Online Tool for Transition for Students Who are Deaf or Hard of Hearing



2/13/2017
Webinar
Jane Freeman



Pennsylvania Training and Technical Assistance Network

At the end of the presentation, you will receive a link to a Survey Monkey which you must complete to receive your Act 48 credit.

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Reality Check #1



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

The school-to-work transition is not a single point in time but part of the lifelong process of individual development.
(Szymanski, 1993)

Reality Check #2

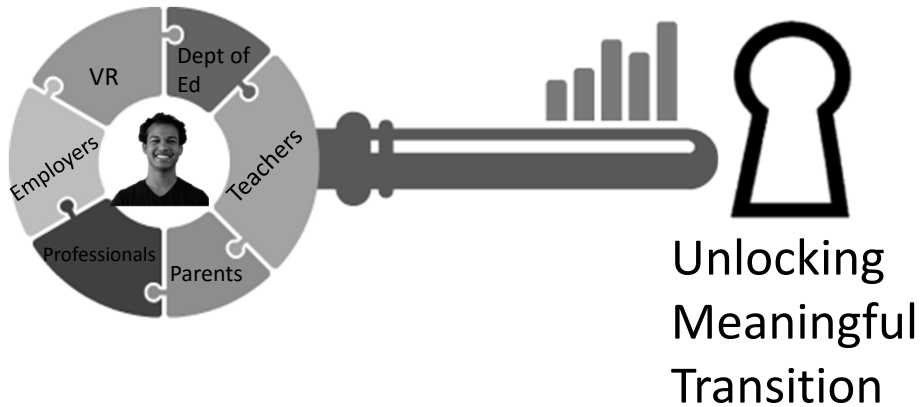


Transition is NOT the responsibility of ONE entity.

A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation.

(Levinson, Ferchalk, & Seifert, 2004)

Collaboration Creates ONE Key!



Research Foundation

- Opportunities for Autonomy
- Goal Development
- Identity Exploration
- Role Models

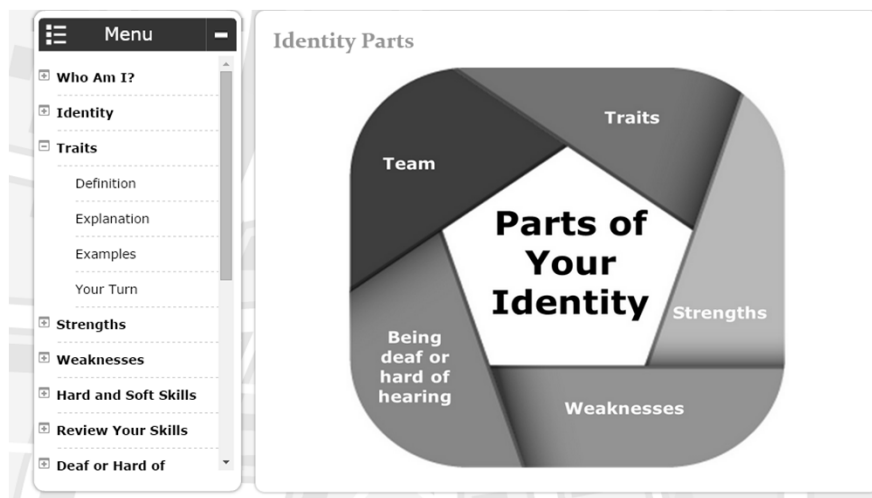


Section 1: Learning About Identity

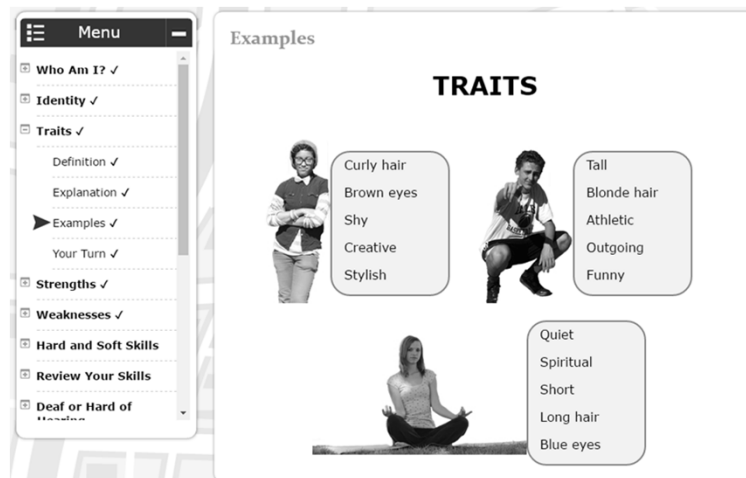
Who Am I?



Designed with Purpose

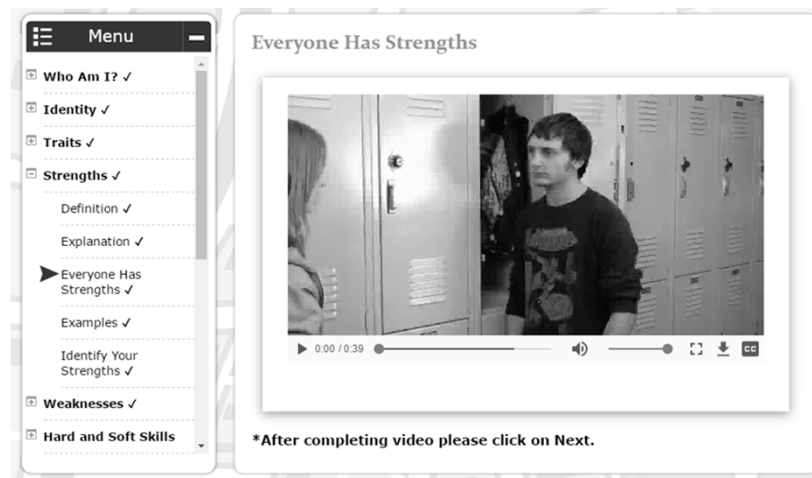


Section 1: Learning About Identity



The screenshot shows an interactive application interface. On the left is a 'Menu' with a list of topics: Who Am I? ✓, Identity ✓, Traits ✓, Strengths ✓, Weaknesses ✓, Hard and Soft Skills, Review Your Skills, and Deaf or Hard of Hearing. The 'Traits' section is selected. On the right, under the heading 'Examples', is a section titled 'TRAITS'. It features three images of people with associated trait lists in rounded rectangles. The first image (a person with glasses) is linked to: Curly hair, Brown eyes, Shy, Creative, and Stylish. The second image (a person crouching) is linked to: Tall, Blonde hair, Athletic, Outgoing, and Funny. The third image (a person meditating) is linked to: Quiet, Spiritual, Short, Long hair, and Blue eyes.

Traits, Strengths and Weaknesses



The screenshot shows the same interactive application interface. The 'Menu' on the left has 'Everyone Has Strengths' selected under the 'Strengths' section. On the right, under the heading 'Everyone Has Strengths', is a video player. The video shows two people in a locker room setting. The video player has a progress bar at 0:00 / 0:39 and standard playback controls. Below the video player, there is a text instruction: '*After completing video please click on Next.'

Hard Skills and Soft Skills

Soft Skills
Introduction ✓
► Soft Skills - Your Turn
Review Your Skills
Deaf or Hard of Hearing
Team
Checking In ✓
Values

Soft Skills - Time Management Explanation

Time management.

0:02 / 0:18

Rate your time management soft skills

Weakness 1 2 3 4 5 6 7 8 9 10 Strength

Submit

Allison
Marissa
Brandon
Zachary
Patrick

Review Your Skills

Menu

- Who Am I? ✓
- Identity ✓
- Traits ✓
- Strengths ✓
- Weaknesses ✓
- Hard and Soft Skills
- Review Your Skills
- Review Your Rating ✓
- Your Rating ✓
- What Did You Learn? ✓
- Your Strengths
- Your Weaknesses

Your Rating

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 -

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

Application Question

Menu

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

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


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.



Character Answers for Support

How Do You Communicate?

Review Character Profiles: Steven

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

- At school
- With your family
- With your friends



- 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 used to use sign and my parents know a little sign, but mostly I try to use my hearing and lipread.

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.

Know Your Team

Menu

- Deaf or Hard of Hearing
- Team**
 - Definition ✓
 - Explanation ✓
 - Examples ✓
 - Your Team**
 - Identify Your Team
- Checking In ✓
- Values
- Personality
- Dreams
- The Goal Tester

Your Team

Review Character Profiles:
 Sam
 Brooke
 Joe
 Steven
 Emily
 Valentine
 Darcie
 Allison
 Marissa
 Brandon
 Zachary
 Patrick

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

What Are Your Values

Menu

- Values**
 - Definition ✓
 - Allison's Values ✓
 - Values Assessment Introduction ✓
 - Assessment
 - Your Rating**
 - Your Turn
 - Your Future
- Personality
- Dreams
- The Goal Tester
- Identify Your Team

Your Rating

Values Assessment


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

Know Your Personality

Joe
Steven
Emily
Valentine
Darcie
Allison
Marissa
Brandon
Zachary
Patrick

☐ Personality

- Definition ✓
- Personality Assessment Introduction ✓
- ▶ Assessment
- Your Rating ✓
- Different Personalities ✓
- Brooke's Personality ✓
- More About Brooke's Personality ✓
- Personality Profile ✓



▶ 0:12 / 1:38 🔊 ⏮ ⏭ 📄 ⬇

1. Which fits you best?

☐ Extrovert: I have a lot of energy
☐ Introvert: I am laid back

Submit

Know Your Personality

Menu

- Values
- Personality
 - Definition ✓
 - Personality Assessment Introduction ✓
 - Assessment
 - Your Rating ✓
 - Different Personalities ✓
 - Brooke's Personality ✓
 - More About Brooke's Personality ✓
 - Personality Code ✓
 - Your Turn

Your Rating

Personality Assessment

Extrovert (E)	Introvert (I)

Please complete the Assessment to get the Rating

Sensor (S)	iNtuitive (N)

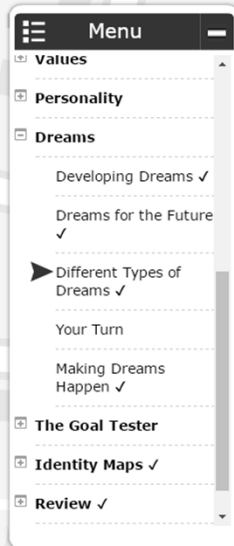
Please complete the Assessment to get the Rating

Thinker (T)	Feeler (F)

Please complete the Assessment to get the Rating

Judger (J)	Perceiver (P)

What Are Your Dreams?



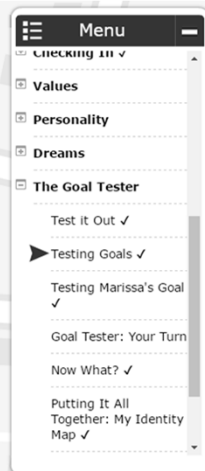
Different Types of Dreams



We have different kinds of dreams.

- Education and training
- Employment
- Life
 - Relationships
 - Living independently

Testing Your Goals



Testing Goals

**GOAL
TESTER**

Step 1: Identify a dream you want to test:

I want to own a huge house

Step 2: Evaluating the fit

This dream:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Fits with my traits | <input checked="" type="checkbox"/> Fits with my values |
| <input type="checkbox"/> Fits with my strengths and skills | <input checked="" type="checkbox"/> Fits my personality |

Step 3: How much work will this dream require to become a goal?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> A little bit | <input type="checkbox"/> Some |
| <input type="checkbox"/> A lot | <input checked="" type="checkbox"/> Too much |

Step 4: Do you want this dream to become a goal?

- | | |
|------------------------------|--|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
|------------------------------|--|



Step 1: Identify a dream you want to test:

I want a Corvette™

Step 2: Evaluating the fit

This dream:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Fits with my traits | <input checked="" type="checkbox"/> Fits with my values |
| <input checked="" type="checkbox"/> Fits with my strengths and skills | <input checked="" type="checkbox"/> Fits my personality |

Step 3: How much work will this dream require to become a goal?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> A little bit | <input checked="" type="checkbox"/> Some |
| <input type="checkbox"/> A lot | <input type="checkbox"/> Too much |



Section 1 Review

You identified your:

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



ASL/English Glossary

Glossary

View by Section 1 2 3

A B C D E F G H I J K L M N O P Q R S T

Deaf or Hard of Hearing

Deaf or Hard of Hearing refers a person's hearing loss and identity. It impacts how someone communicates and the accommodations they use.

Section 2: What Do I Want?

Menu

- What Do I Want? ✓
 - What Do I Want? ✓
- Getting Started on Goals ✓
- Career Goals ✓
- Education Goals
- Next Steps ✓
- Career Clusters
- Career Goals
- SMART Goals
- Goal Setting
- Putting It All Together ✓

What Do I Want?

Goals

Menu

- What Do I Want? ✓
- Getting Started on Goals ✓
 - Introduction ✓
 - What Do I Want? ✓
 - What's Missing? ✓
 - Realistic Goals ✓
 - Different Types of Goals ✓
- Career Goals ✓
- Education Goals
- Next Steps ✓
- Career Clusters

Different Types of Goals

Education and employment goals are the foundation for your personal goals.

```

graph LR
    A[Education and Training] -- "HELP WANTED" --> B[Employment]
    B --> C[Independent Living]
    C --> D[Relationships]
  
```

Career Goals


Menu

- What Do I Want? ✓
- Getting Started on Goals ✓
- Career Goals ✓
 - Focusing on Career Goals ✓
 - Making Decisions ✓
 - Planning Your Career ✓
 - Successful Career Planning ✓
 - Your Goals ✓
 - Learn More ✓
 - Student Goals ✓


Learn More

Get more information NOW!


Click on an image to learn more.




Internship



Job Shadowing




Volunteer




Site Visit

Internship:


You are supervised by someone working in a job that you are learning about.




Interview



Career Counselling



Ask for Advice



Study

Career Goals


Menu

- What Do I Want? ✓
- Getting Started on Goals ✓
- Career Goals ✓
 - Focusing on Career Goals ✓
 - Making Decisions ✓
 - Planning Your Career ✓
 - Successful Career Planning ✓
 - Your Goals ✓
 - Learn More ✓
 - Student Goals ✓


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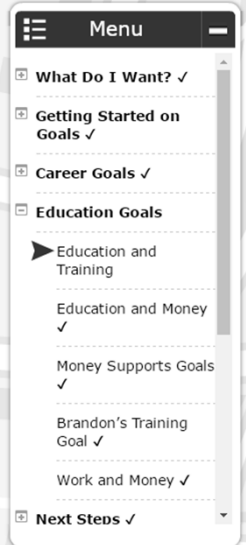
Ask for Advice



Study


16

Education Goals



Every career requires a different type of training or education. Choose the type of training that best fits you.

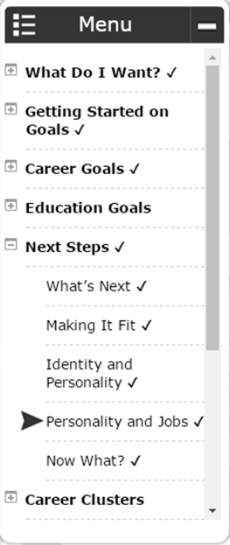
- ☐ **High School Certificate of Completion:**
Modified diploma (varies by state)
- ☐ **High School Diploma:**
Given for successful completion of state-approved high school curriculum
- ☐ **Certification or License:**
Awarded when training is completed and after passing a skills or knowledge test
- ☐ **Associate's Degree:**
2-year college degree from a community college



- ☐ **Bachelor's Degree (BA):**
Requires 4 years of college
- ☐ **Master's Degree (MA):**
Requires a BA degree + 2 years of additional college
- ☐ **Doctoral Degree (PhD, MD):**
Requires a BA degree + 2-4 years of additional college

Submit

Next Steps



Personality and Jobs

Your Personality Code

????

Click on your personality code for information on matching careers.

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

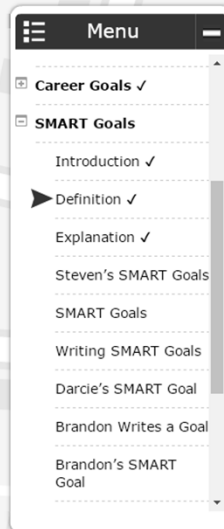
Understanding Your Personality

- Introvert
- Sensor
- Thinker
- Perceiver

Some career areas that match with ISTP personality

- Police and detective work
- Computer programmers
- Carpenters
- Mechanics
- Pilots and drivers
- Dental hygienists
- Commercial artists

SMART Goals



Definition

S

Specific: Describe your goal in as much detail as possible. The more detail, the better.

M

Measurable: You know if you have achieved your goal.

A

Attainable: You can complete the goal. It might not be easy and it might require a lot of work, but it fits your skills, strengths and personality.

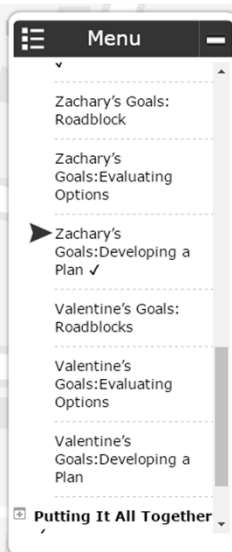
R

Realistic: The goal is important to you and it is something you want. It fits with your values and beliefs, and you are prepared to do the work.

T

Time-specific: You have to set a deadline to achieving your goal.

SMART Goals



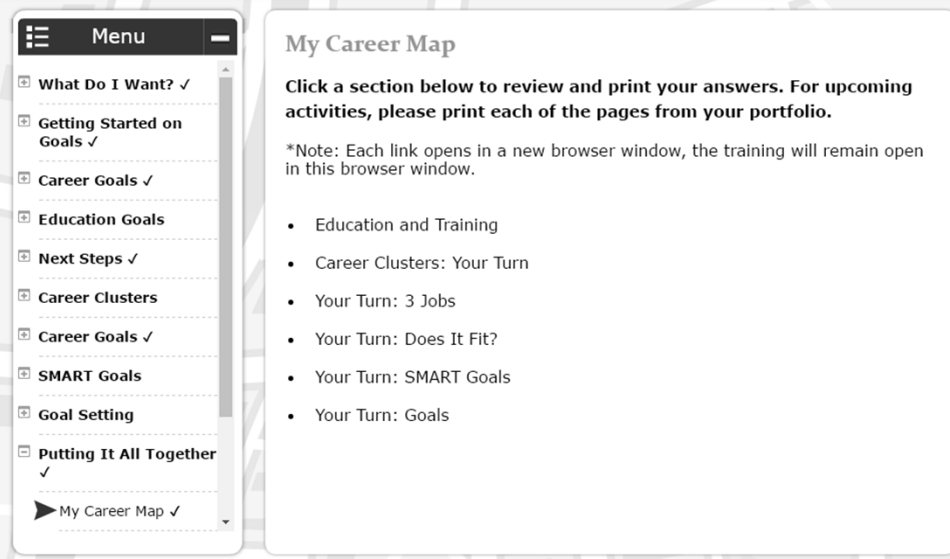
Zachary Goals: Developing a Plan

I had to develop a new plan.

I talked about the options with my team, visited different departments, and did some job shadowing. I decided I wanted to be an Ear, Nose, and Throat (ENT) doctor.



Career Map



Menu

- What Do I Want? ✓
- Getting Started on Goals ✓
- Career Goals ✓
- Education Goals
- Next Steps ✓
- Career Clusters
- Career Goals ✓
- SMART Goals
- Goal Setting
- Putting It All Together ✓
- My Career Map ✓

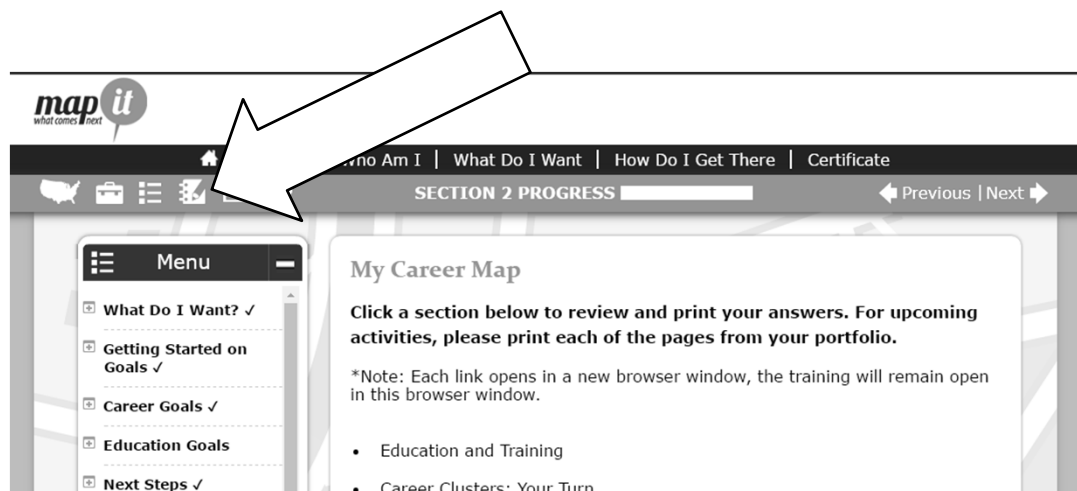
My Career Map

Click a section below to review and print your answers. For upcoming activities, please print each of the pages from your portfolio.

*Note: Each link opens in a new browser window, the training will remain open in this browser window.

- Education and Training
- Career Clusters: Your Turn
- Your Turn: 3 Jobs
- Your Turn: Does It Fit?
- Your Turn: SMART Goals
- Your Turn: Goals

Student Portfolio



map it
what comes next

Who Am I | What Do I Want | How Do I Get There | Certificate

SECTION 2 PROGRESS

Previous | Next

Menu

- What Do I Want? ✓
- Getting Started on Goals ✓
- Career Goals ✓
- Education Goals
- Next Steps ✓

My Career Map

Click a section below to review and print your answers. For upcoming activities, please print each of the pages from your portfolio.

*Note: Each link opens in a new browser window, the training will remain open in this browser window.

- Education and Training
- Career Clusters: Your Turn

Student Portfolio

pn2

Jane Freeman | Settings | 1 | Logout

Search users Go

Dashboard Content Portfolio Groups

Pages Collections Shared by me Shared with me Export Import

Pages

Create page Copy a page

Search: [] Title, description, tags Search

Dashboard page
Your dashboard page is what you see on the left. You have access to it.

Profile page
Your profile page is what you see on the right. You can edit your name or profile picture.

Map It: Traits
What are some traits that make you unique? Smart Funny Brave Brown Hair Blue Eyes

3 results

Jane Freeman
You have logged in from Pepnet eLearn.

Online users (Last 10 minutes)
Jane Freeman (Pepnet eLearn)
Auden Ledden (Pepnet eLearn)
Show all online users

Tags
You have not tagged anything yet

Section 3: How Do I Get There?

Menu

- How Do I Get There? ✓
 - How Do I Get There? ✓
 - Getting There ✓
- Self-Determination
- Self-Determination vs. Self-Advocacy
- Individualized Education Plan (IEP)
- Leading Your IEP ✓
- Laws

How Do I Get There?


How Do I Get There?

Self-Determination

Menu

- How Do I Get There? ✓
- Self-Determination ✓
 - Introduction ✓
 - Explanation ✓
 - Why is it Important? ✓
 - Taking Control ✓
 - Steven's New Job ✓
 - Be Self-determined ✓
- Self-Determination vs. Self-Advocacy
- Individualized Education Plan (IEP)

Why is it Important?



0:00 / 0:41


*After completing video please click on Next.

Self-Determination vs. Self-Advocacy

Menu

- How Do I Get There? ✓
- Self-Determination ✓
- Self-Determination vs. Self-Advocacy ✓
 - Self-Determination and Self-Advocacy ✓
 - What's the Difference? ✓
 - Self-Determination Example ✓
 - Self-Advocacy Example ✓
 - Know and Explain ✓
- Individualized Education Plan (IEP)

Self-Determination and Self-Advocacy



0:00 / 3:47


*After completing video please click on Next.

Self-Determination vs. Self-Advocacy

Menu

- How Do I Get There? ✓
- Self-Determination ✓
- Self-Determination vs. Self-Advocacy ✓
 - Self-Determination and Self-Advocacy ✓
 - What's the Difference? ✓
 - Self-Determination Example ✓
 - Self-Advocacy Example ✓
 - Know and Explain ✓
- Individualized Education Plan (IEP)

Self-Determination and Self-Advocacy



***After completing video please click on Next.**


The IEP


Menu

- Individualized Education Plan (IEP)
 - Definition
 - IEP Goals ✓
 - Joe's Long Term Goal ✓
 - Emily's Long Term Goal ✓
 - Making Your Own Decisions ✓
 - Transition Planning ✓
 - Decisions, Decisions, Decisions ✓
 - Your Team ✓
 - Practice Your Skills ✓

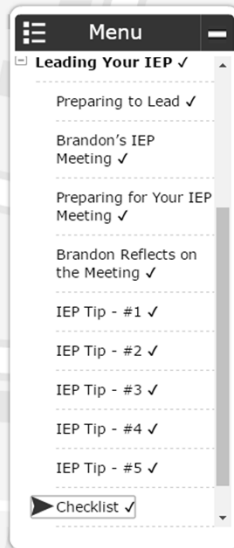
Emily's Long Term Goal

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.





Leading Your IEP



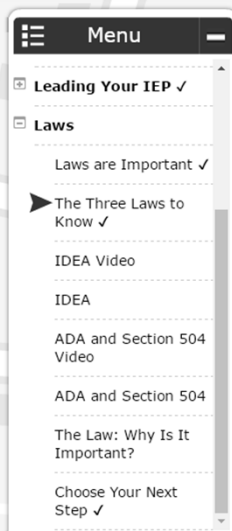
Checklist

- ☐ 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.



Print this list

Laws



The Three Laws to Know

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

IDEA

Americans with
Disabilities Act
(ADA)

Section 504
Rehabilitation
Act (504)

Laws

Menu

Leading Your IEP ✓

Laws

Laws are Important ✓

The Three Laws to Know ✓

IDEA Video

IDEA

ADA and Section 504 Video ✓

ADA and Section 504 ✓

The Law: Why Is It Important? ✓

Choose Your Next Step ✓

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



Job: Accommodations

Menu

Laws

Introduction to Accommodations ✓

Laws and Accommodations ✓

Accommodations ✓

Accommodations Are Important ✓

Disclosure

Job Search

Information About Getting a Job

Putting It All Together!


Review

Accommodations Are Important

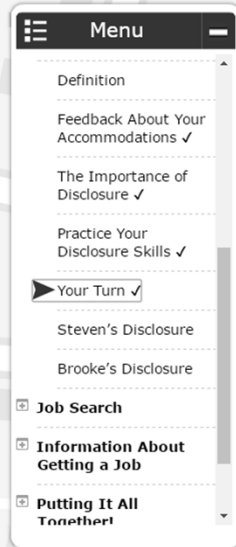
Accommodations provide equal access.

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!



Job: Disclosure



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

Database doesn't contain any data.

Identity:

Communication:

Accommodations:

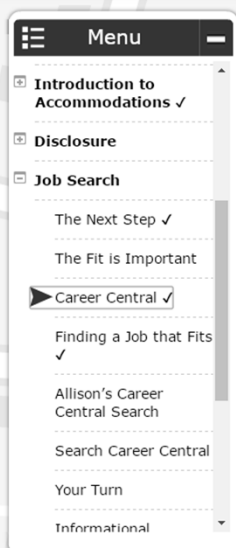
- ☐ Think about all the accommodations you have used in the past.

- 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

Job: Job Search



Career Central

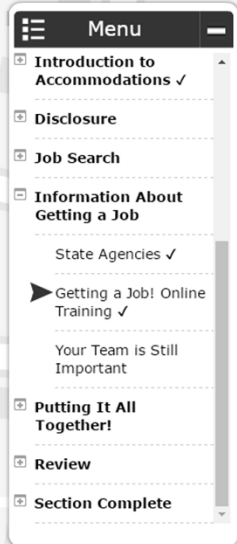
Finding the right job does take some time, but looking for a job just got easier!

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!



Job: Information About Getting a Job



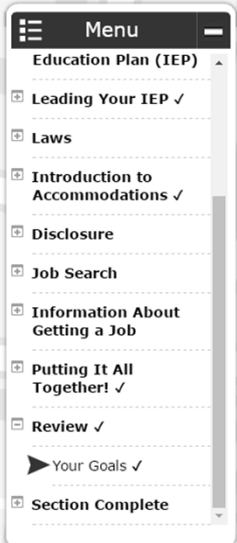
Getting a Job! Online Training

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!](#)



Job: Review



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.



Laws

Menu

Leading Your IEP ✓

Laws

Laws are Important ✓

The Three Laws to Know ✓

IDEA Video

IDEA

ADA and Section 504 Video ✓

ADA and Section 504 ✓

The Law: Why Is It Important? ✓

Choose Your Next Step ✓

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



College or Training: Accommodations

Menu

Laws and Accommodations ✓

Brooke Explains IDEA and ADA ✓

Laws and Accommodations ✓

Accommodations ✓

Accommodations Are Important ✓


Disclosure

Examples of Accommodations

College Guide

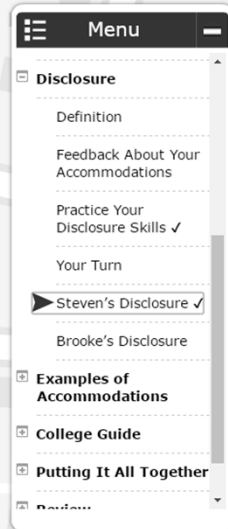
Putting It All Together

Brooke Explains IDEA and ADA



*After completing video please click on Next.

College or Training: Disclosure



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.

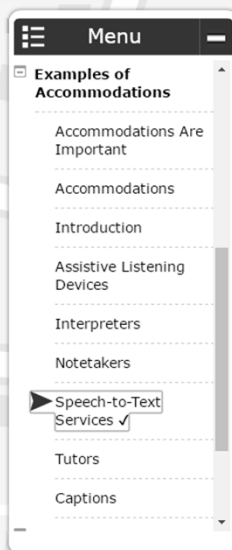
But when I visited the program and sat in on classes, I realized it was not the same as high school! The rooms were much bigger, and there were more students. The teacher didn't look at me when she was talking. It was a big surprise how different it was!

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!

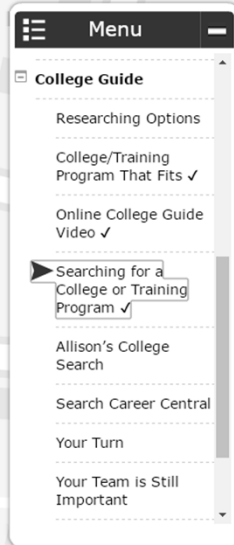


College or Training: Accommodations



- 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.

College or Training: College Guide



Searching for A College or Training Program

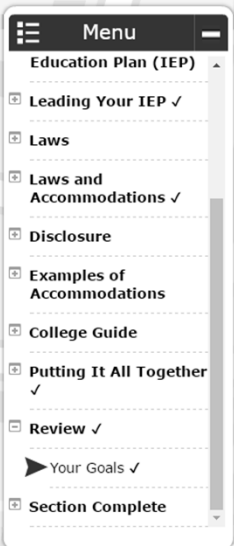


Hmm, I have a lot to think about when choosing a college or training program.

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.

College or Training: Review



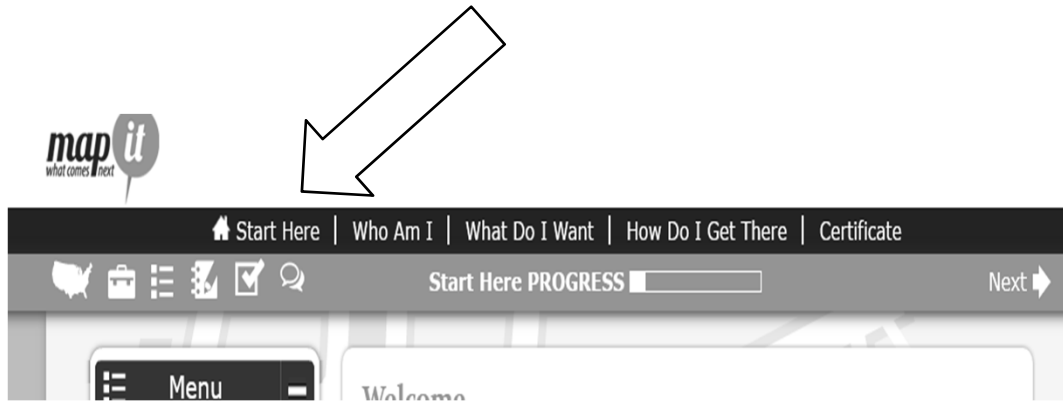
Your Goals

In Section 3, you:

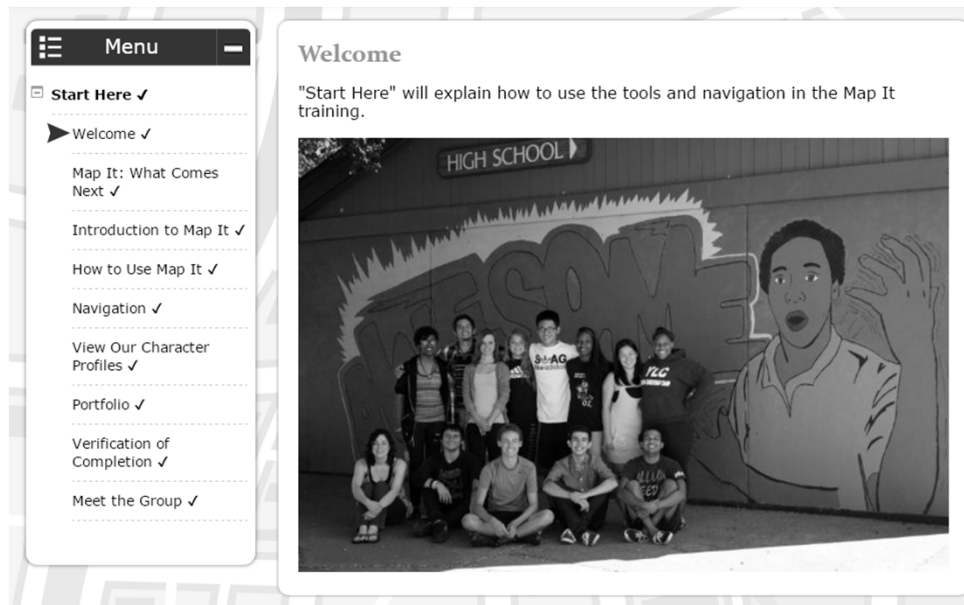
- ✓ Learned about self-determination.
- ✓ Learned about self-advocacy.
- ✓ Learned about your IEP.
- ✓ Developed a plan to lead your IEP meeting.
- ✓ Reevaluated your transition IEP team.
- ✓ Learned about IDEA, ADA, Section 504.
- ✓ Learned about disclosure.
- ✓ Identified your accommodation needs.
- ✓ Explored specific college/training programs on Career Central.
- ✓ Identified things important to me when choosing a school.



A Few More Things...



A Few More Things...



A Few More Things...



Character Profiles

Character Profiles



Brooke Hill



Sam Allen



Allison Siri



Joe Sanchez



Brandon Healy



Darcie Chin



Marissa Leon



Patrick Richers





Profile: Sam Allen
Current School: Anita Community College
School Year: Sophomore
GPA: 3.5
Studying: Computer Science
About Me:
 I am Deaf and use American Sign Language. I am proud to be Deaf and the Deaf community is very important to me.



Professional Goals:
 Start my own business
 Develop a sign language computer program for kids

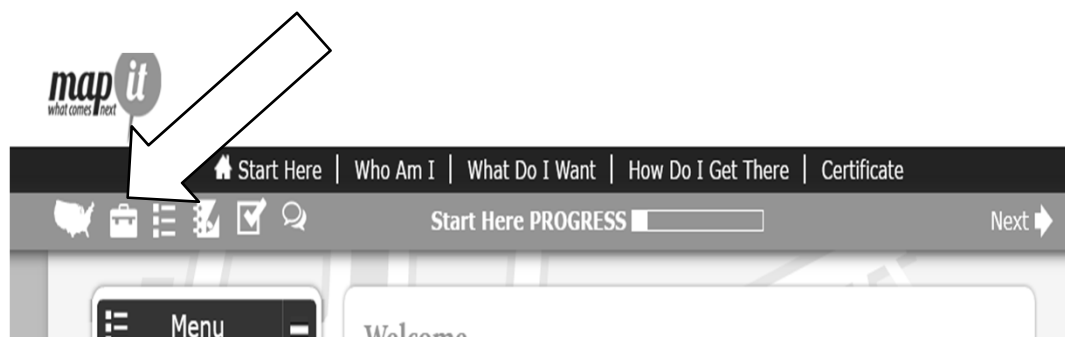


Personal Goals:
 Work with Deaf youth
 Inspire others
 Coach Deaf youth football

About My Family:
 I live with my mom, dad, and sister. I wish they knew ASL so we could communicate better. I feel left out at home pretty often.



A Few More Things...



Resources

Resources

External Sites:

Skills to Pay the Bills Video Series:

<http://www.dol.gov/dol/media/webcast/20121015-softskills/>

Federal Student Aid (FAFSA): <https://fafsa.ed.gov/>

Job Accommodations Network (JAN): <http://askjan.org/cgi-win/typequery.exe?902>

State Vocational Rehabilitation Agency:

http://wdcrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_cd=SVR

PN2 Resources:

Achieving Goals! Career Stories of Individuals Who Are Deaf and Hard of Hearing: Phenomenal Professionals - Vol. 1:

<http://www.pepnet.org/resources/ag1>

Achieving Goals! Career Stories of Individuals Who are Deaf and Hard of Hearing: Brilliant at Business - Vol. 2: <http://www.pepnet.org/resources/ag2>

Achieving Goals! Career Stories of Individuals Who are Deaf and Hard of Hearing: DEAFinitely Dynamic - Vol. 3: <http://www.pepnet.org/resources/ag3>

Achieving Goals! Career Stories of Individuals Who are Deaf and Hard of Hearing: Tech Savvy! - Vol. 4: <http://www.pepnet.org/resources/ag4>

Achieving Goals! Career Stories of Individuals Who are Deaf and Hard of Hearing: Ambitious Achievers - Vol 5:

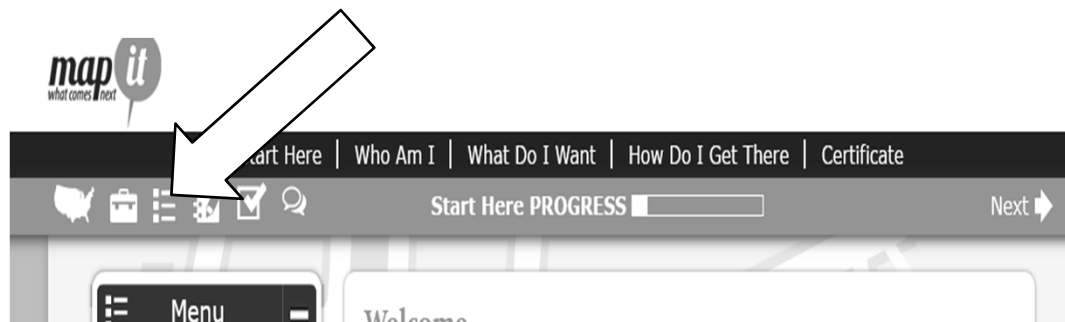
<http://www.pepnet.org/resources/achievinggoalsAmbitious%20Achievers5>

Speech to Text Services: An Overview of Real-Time Captioning:

<http://www.pepnet.org/resources/speech-to-text>

Getting a Job: <http://www.pepnet.org/resources/getajob>

A Few More Things...



Glossary

Glossary

X

View by Section

123

View all

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Attainable

You can complete the goal. It might not be easy and it might require a lot of work, but it fits your skills, strengths and personality.

0:05 / 0:19

- Abilities
- Accountability
- Accommodations
- Achievable
- Attainable**
- Attainment
- Attitudes
- Beliefs
- Career
- Career Assessment
- Career Awareness
- Choice Making
- Deaf or Hard of Hearing
- Decision Making
- Disclosure
- Dreams
- Empower
- Goal Attainment
- Goal Setting

A Few More Things...

Student Portfolio

A Few More Things...



Assessments

Assessments

Section 1:

[Your Turn](#)

[Hard Skills - Your Turn](#)

[Soft Skills - Your Turn](#)

[Your Strengths](#)

[Your Weaknesses](#)

[Impact of Weaknesses](#)

[Your Communications and Accommodations](#)

[How Do You Communicate?](#)

[Your Team](#)

[Identify Your Team](#)

[Values Assessment](#)

[Your Turn](#)

[Your Future](#)

[Personality Assessment](#)

[Your Turn](#)

[Your Turn](#)

[Goal Tester: Your Turn](#)



Welcome to the National Deaf Center on Postsecondary Outcomes (NDC)!

We will be building this website throughout early 2017. You can download the resources you know and love, gain insight from research and learn more about the available online learning opportunities. Please explore our site to learn more about who we are, where you can meet us and how to sign up for our listserv. If you have questions or would like to get more information, please do so here. The staff at NDC look forward to interacting with you in the upcoming months as we grow and develop our website based on input from you. Thank you for stopping by!

PA Secondary Transition Guide Website



Link for Survey Monkey - you may need to copy and paste the link:

<https://www.surveymonkey.com/r/LJS5Y6Q>

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Commonwealth of Pennsylvania

Tom Wolf, Governor