

Hands & Voices Post-Secondary Transition Module for Parents

Learning Module Syllabus

Topic 1: Laws and Key Information Parents Need to Know about the Transition Process
Learning Objectives: By the end of this topic you will be able to:
1. Name 3 Federal Laws that apply to student's in transition.
2. Understand the application process and who qualifies for Vocational Rehabilitation.
3. Share with your teen transition guides that include tools to assist them in preparing for post-secondary education or entering the workforce.
4. Assist your teen in answering these important transition questions - Who Am I? What Do I Want? How Do I Get There?
5. Understand Guardianship (if applicable to your teen and family)
Activity 1:1: Read the Comparison of ADA, IDEA, 504 and watch the 2 ADA Videos by NAD and NDC: Once you have completed the reading and viewing the videos, write a reflection of what you think is important from this information and share with your transition age teen. Considering asking your teen about their understanding of their rights with an IEP or 504 and how ADA might apply to them when they transition into work or college.
Activity 1:2: Read the Vocational Rehabilitation: After reading these 2 documents. Contact your state vocational rehabilitation (VR) office http://www.parac.org/svrp.html and tell them you are a parent of a teen who is deaf or hard of hearing and you'd like to speak with someone who can share with you what to expect from the overall VR process. Once completed, share this information with your transition age teen and their support person (teacher of the deaf or teacher of record) at school (if you teen is receiving support through and IEP or 504 at school). Ask the school when you can expect to have VR invited to your teen's meeting at school. Let them know you'd like it to be no later than the beginning of the junior year.
Activity 1:3: Explore Map It and/or GAP: Explore the Map It Transition Course for Teens from National Deaf Center on Post-Secondary Outcomes and/or GAP (Guide to Access Planning) from Phonak and share the one you feel most appropriate with your transition age student. Encourage them to complete the course(s). Map It and GAP are in depth resources and may lead you to other resources. Don't feel as if you have to do all resources. Find what works for you and your transition age teen and use what is most valuable to you. Please let us know which or both of the programs you found to be beneficial for your teen by emailing us at parentadvocate@handsandvoices.org .
Activity 1:4: Connect with a parent of a child who is deaf or hard of hearing and has been through the transition process: Contact your local H&V chapter www.handsandvoices.org/chapters/starts.htm and ask to be connected to another parent who has been through the transition process with their child. If there isn't a chapter where you are located, you can contact parentadvocate@handsandvoices.org and the staff at Hands & Voices Headquarters can assist you.
Activity 1:5: (this activity will not apply to all teens/families) Read the informational documents about Guardianship. If you believe this is a step needed for your teen and family, develop a list of additional questions you may have and create a timeline and plan to explore Guardianship further.
Evaluation: Please take the time to answer the few questions so we can be sure the module meets you and your transition age teen's needs.

Topic 2: From Parent Advocacy to Student Advocacy
Learning Objectives: By the end of this topic you will be able to:
1. Describe the four stages of decision making transitions between parents and their child.
2. Develop your plan for preparing your child for their new emerging role in transition.
3. Identify with your child their needed areas of growth for self-determination.
4. List examples of safety tips for teens to protect them from abuse and other violence.
Activity 2:1: Review the Ages and Stages Presentation: Review the Ages and Stages PowerPoint below and then self-evaluate what stage you are with your child and write 2-3 goals of what you need to do to assist and encourage your child in working through the next stages and set a timeframe to accomplish each goal.
Activity 2:2 Complete the GAP Self-Assessment with your child: Review the GAP self-assessment www.phonak.com/us/en/support/children-and-parents/planning-guide-for-teens.html with your teen and identify potential areas to be addressed in goals for his/her IEP/504 or at home. Share the results of the self-assessment with your teen's IEP team/504 team (if applicable). This information is also good to inform what potential areas you may want to address at home to prepare your teen for the workforce or college.
Activity 2:3: Reflect and Review on the last IEP Meeting Planning for Your Teen in terms of Student Led Aspects: Take some time to review the last IEP/504 meeting planning and participation. Answer the question included in this activity.
Activity 2:4: Read the safety Articles from KidPower and share this information with your teen: Read the article, College Power-Take Charge of Your Own Safety and review the Personal Safety Tips for Adults and Teens document. Discuss with your teen and develop a plan to learn more about any areas your teen may need additional support or to learn more about. *Parents may want to pre read these documents first. The content is important however challenging to discuss in some cases.
Activity 2:5: Go to www.idainstitute.com/toolbox/transitions-management . You will need to click the Join Us to get access to the Ida Institute tool box. Complete the registration form. Once registered, you will go to Tool Box and then Transitions Management. Here you will find different age groups and self-determination information per each stage. Click on the age stages and you will find in each: An Overview, Be Inspired, Am I Ready, and Develop New Skills. Review this information with your transition age teen. Self-Determination skills are necessary in order to become an effective self-advocate.
Evaluation: Please take the time to answer the few questions so we can be sure the module meets you and your transition age teen's needs.

Topic 3: Technology Transitions
Learning Objectives: By the end of this topic you will be able to:
1. Evaluate with your teen their accessibility in different environments.
2. Discuss with your teen their individual technology wants/needs including strengths, preferences, and interest.
3. Become familiar with technology accommodations considerations for the workforce and/or post-

secondary education.
4. Develop a plan with your teen of anticipated future technology needs.
Activity 3:1: Complete the Receptive Communication Survey with Your Child: Complete the Receptive Communication Survey with your teen. Identify the challenging accessibility environments and discuss with your child possible solutions. The solutions can include "controllables" like seating or avoiding noisy areas, etc. or "non-controllables" that may require consideration of assistive technology. Think about any possible new environments your teen may have once they transition into the work force or college and anticipate possible accessibility needs.
Activity 3:2: Read the Department of Justice and the Department of Education Guidance Documents: Read these documents and consider how the preference of the teen might impact future accommodation request with your school district. Share and discuss with your teen. These documents include policy guidance from the US DOE and DOJ on Effective Communication for Students with Hearing, Vision, and Speech Disabilities in Public Elementary and Secondary Schools as well as an article written on this subject from Cheryl DeConde Johnson.
Activity 3:3: Review the Speech to Text Options with Your Teen: Review the Speech to Text Options documents with your teen and discuss what speech to text options do they think they may need currently or in the future and in what environments. Compare this to Activity 3:1 and the identified challenging environments. Discuss how you/they may need to advocate to get access to a particular speech to text option and the impact of the policy guidance on Effective Communication in Assignment 3:2. Make a list of speech to text options your teen thinks they may need now or in the future.
Activity 3:4: Review the Audiology and Related Wellness Skills Development Chart: Review the chart and compare to the age of your teen. Identify skills that your teen needs to work on and share this information with your teen and his/her IEP/504 team (if applicable). These identified skills could be added as a self-advocacy goal on your teen's transition IEP.
Activity 3:5: Discuss with Your Teen Current Technology and Anticipate Future Technology Needs: Make a list with your teen of current technology used by your teen and include these key factors for each piece of technology listed. Warranty expiration date, Anticipated replacement timeframe, Cost to replace, Who will be responsible for the cost, Possible resources or assistance to help with cost. See additional readings and resources folder with files to support this activity.
Evaluation: Please take the time to answer the few questions so we can be sure the module meets you and your transition age teen's needs.

Topic 4: The Parenting Aspects of Transition
Learning Objectives: By the end of this topic you will be able to:
1. Identify your emotional triggers for letting go and letting your teen lead.
2. Utilize motivational interviewing techniques when discussing with you teen their desired outcomes.
3. Describe your teen's current progress towards end of high school and how that compares to your original goals and your teen's goals for themselves.
4. Assist your teen in developing a student led PowerPoint for their next IEP meeting.
5. Discuss with your teen how to utilize a Person Profile and Accommodations Letter for either

school or work.

Activity 4:1: Review the Confessions of a Controlling Mom PowerPoint. Identify any areas you'd like to work on and develop a plan to do so. Sometimes it's hard for parents to gauge our own ability to "Let Go". After reviewing the Confessions of a Controlling Mom PowerPoint, what from that PowerPoint that you could identify with? Some questions to ask yourself: 1) What feelings do I experience when considering letting go? Fear, sadness, anxiety, etc. 2) What's most difficult for me? 3) What examples of "letting go" have I experienced with my teen or in another situation and what was the outcome?

After you've had time to self-evaluate, now seek input from others close to you and/or those who work with your teen. (spouse/partner, a family member, a member of your teen's IEP team, your teen). Ask this question: "What suggestions do you have for me to further enhance my teen's self-determination and self-advocacy skills during this time of transition?" Make a list of their suggestions and your own ideas and consider how you might implement these.

Activity 4:2: Read the Motivational Interviewing Resources provided in the PDF's and apply to a Discussion about Transition with Your Teen. Although the article provided is written for Pediatricians, it provides a good explanation of what is Motivational Interviewing and techniques to use with Adolescents. After reading, try applying what you learned to a discussion with your teen about their desired outcomes when considering transition planning. Remember these important factors that elicit engaged conversation: 1) Ask Permission (Do you mind if we talk about ...?) 2) Questions that elicit change talk ("What would you like to see different or in your future") 3) Open-ended Questions 4) Reflective Listening (seeking to understand a speaker's idea, then offering the idea back to the speaker, to confirm the idea has been understood correctly). Now that you've had this discussion, use this information to assist you and your teen with Activity 4:3 and 4:4.

Activity 4:3: Develop a Student Led IEP Meeting PowerPoint Template with Your teen: Develop a PowerPoint template with your teen similar to the one provided in the Ages and Stages PowerPoint from Topic 2 Activity 2:1. This PowerPoint Template can then be utilized in the next IEP/504 meeting to provide your teen with a structure that encourages student participation and leadership in the IEP/504 process.

Activity 4:4: Draft with your teen a Personal Profile and Accommodations Letter: Utilizing a resources from the Phonak GAP (Guide to Access Planning), draft a Personal Profile letter with your teen that can be used for a coach, teacher, or boss at work. The sample letter is provided in a WORD doc. All you have to do is populate the responses. See IEP/504 checklist included in this topics resources section if you need ideas of different accommodations to consider.

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Topic 5: Strategies to Assist the Process of Transition

Learning Objectives: By the end of this topic you will be able to:

1. Identify transition assessment options for your teen.
2. Create with your teen a transition timeline specific to their transition needs.
3. Develop 3 sample transition goals with your teen.
4. Name 3 resources available to assist you and your teen with a better understanding of the transition process.

5. Assist your teen in preparing for their first job.

Activity 5:1: Review the NSTTAC Age Appropriate Transition Assessment Tool Kit: Contact you teen's IEP/504 team lead and ask about what transition assessments your teen has completed or what transition assessments do they plan to complete with you teen and what those assessments will measure. Determine if you feel as if the transition assessments are or will be appropriate for your teen.

Activity 5:2: Review the GAP Transition Checklist and Complete with Your Teen: When you are finished with the checklist, identify your teens goals and use them in Activity 5:3.

Activity 5:3: Draft 3-5 Transition Goals with your Teen to be Considered for the Transition IEP: Using the GAP Transition Checklist in Topic 1 and the GAP self-assessment in Topic 4, draft 3-5 Transition Goals with your teen and share them with his/her IEP team to be considered for the current or next IEP. Tip for drafting an IEP goal: 1) Establish students present level 2) Select skill to work on 3) Determine how it will be monitored 4) What is the outcome you are trying to achieve 4) Write the goal

Who, will do what, by when, and measured by what tool

Activity 5:4: Create a Transition Timeline with your Teen: Based on all the information you and your teen have learned in this online transition module, create a list of needs that could be used as a Transition Timeline to assist you and your teen with ensuring all needs are accomplished prior to the exit of school.

Activity 5:5: Prepare with your teen how to secure their first job: (if age appropriate) Read the GAP resources provided: 10 Common Workplace Barriers, 10 Workplace Solutions, and Making the Interview Count: The 6 P's of Job Interviews.

1. Identify with your teen places they may be interested in working
2. Assist them with researching how to apply. Online application or written application
3. Assist them with completing the application
4. Discuss if and how they will share information about their hearing condition in the interview
5. Role play the interview
6. Discuss the importance of a follow-up thank you letter

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