



Maine Educational Center for  
Deaf and Hard of Hearing  
Governor Baxter School for the Deaf

**MAINE**  
DEPARTMENT OF  
**LABOR**

*Bureau of Rehabilitation Services*

**DISABILITY**  
**RIGHTS**  
**MAINE** 



# MAINE DEAF AND HARD OF HEARING STUDENT'S GUIDE TO TRANSITION

This tool is to help YOU (the student)!~ This guide encourages you to think about your self-determination, work/employment, independent living, and education/training.

Name: \_\_\_\_\_

School: \_\_\_\_\_

Team Members: \_\_\_\_\_

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You can check off the activity you completed, write notes, and ask your team (parents, counselors, teachers, Vocational Rehabilitation counselor) questions.~ Check out the resources on the back.

What are your....

**Academic Goals:**

8TH GRADE \_\_\_\_\_  
FRESHMEN \_\_\_\_\_  
SOPHOMORE \_\_\_\_\_  
JUNIOR \_\_\_\_\_  
SENIOR \_\_\_\_\_

**Employment Goals:**

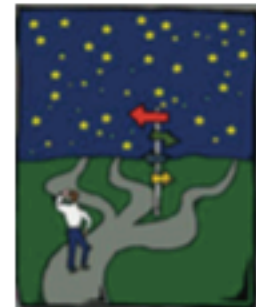
8TH GRADE \_\_\_\_\_  
FRESHMEN \_\_\_\_\_  
SOPHOMORE \_\_\_\_\_  
JUNIOR \_\_\_\_\_  
SENIOR \_\_\_\_\_

**Postsecondary Goals:**

8TH GRADE \_\_\_\_\_  
FRESHMEN \_\_\_\_\_  
SOPHOMORE \_\_\_\_\_  
JUNIOR \_\_\_\_\_  
SENIOR \_\_\_\_\_

**Independent Living Goals:**

8TH GRADE \_\_\_\_\_  
FRESHMEN \_\_\_\_\_  
SOPHOMORE \_\_\_\_\_  
JUNIOR \_\_\_\_\_  
SENIOR \_\_\_\_\_



# 8TH GRADE

## Self-Determination

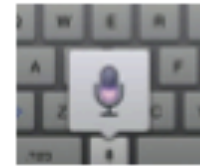
- Identify accommodations needed to remove communication barriers.
- Understand your audiogram.
- Demonstrate the ability to use/care for one type of auditory technology.
- List two ways that technology and/or interpreting is helpful.
- Express opinions, wants and needs appropriately and clearly.
- Be able to explain the difference between wants and needs.
- Show the ability to make informed choices.
- Name at least one legal right written into the Individuals with Disabilities Education Act (IDEA).
- Maintain at least one good friend.

## Education/Training

- Understand meaning and purpose of an Individual Education Plan (IEP) or 504 Plan.
- Attend IEP meetings.
- Communicate likes and dislikes at IEP meetings.
- Develop and maintain an organizer with due dates and appointments.
- Learn about high school courses and identify one elective that matches personal or vocational interests.
- Identify personal strengths and skills needed for success in school.
- Demonstrate problem-solving strategies.
- Respect needs and opinions of others.
- Use appropriate / respectful language.

NOTES:

# 8TH GRADE



## Employment

- Gain summer or after school experience as a volunteer.
- Identify possible opportunities for paid work experience, such as babysitting, lawn work, etc.
- Set and achieve one personal goal.
- Describe three hobbies or interests.
- Help with chores and responsibilities at home.
- Show the ability to follow directions with multiple steps.
- Take a career interest inventory.
- Learn about and describe at least two careers of interest.
- Identify and discuss simple future goals.

## Independent Living

- Demonstrate ability to use interpreters or other access services.
- Identify community resources for deaf and hard of hearing people.
- Be aware of any health concerns and create a list of emergency contacts.
- Be able to list safe and unsafe uses of social media, cell phones, or email.
- Explain safety concerns related to drug and alcohol use.
- Understand possible consequences related to engaging in sexual activity.
- Participate in health, exercise or nutrition classes or activities.
- Practice effective conflict resolution skills.

8TH GRADE

NOTES:

# FRESHMAN

## Self-Determination

- Describe your strengths and challenges to others.
- Identify communication barriers in a variety of home, community, and school settings.
- Explain possible solutions for improving communication access in those settings.
- Identify people who are in your circle of support who will help you move toward your goals.
- Demonstrate ability to adjust communication to match audience (communication mode and peer/adult).
- Define the terms rights, responsibility, and advocacy.
- Name at least one organization that advocates for the rights of people who are Deaf and hard of hearing.

## Education/Training

- Actively participate in IEP meeting—explain learning needs, likes, dislikes and future goals.
- Investigate graduation requirements and options for high school courses.
- Develop a four-year course plan with guidance counselor and teacher input; Choose courses that connect with postsecondary educational and career goals.
- Explore acceptance requirements for postsecondary education/training programs.
- Successfully participate in small group activities to complete projects.
- Demonstrate the ability to work within a team.
- Participate in school sports or clubs.
- Participate in transition assessments and understand the purposes of transition plan.

NOTES:



# FRESHMAN



## Employment

- Identify two life goals and the steps to achieve them.
- Select at least one career of interest to explore in depth; research education and skills required for that profession.
- Begin developing a career portfolio.
- Identify possible opportunities for experience (volunteer, paid, or job shadowing) related to field above.
- Complete real or sample job application.
- Know where your important documents are: birth certificate, social security card, audiogram, IEP, etc.

## Independent Living

- Demonstrate ability to request and obtain an interpreter or other access services for an appointment.
- Identify resources available to assist with education/training, job placement, and counseling.
- Explain what a healthy, positive friendship looks like.
- Demonstrate ability to open savings account, deposit and withdraw money.
- Be able to follow recipes and prepare three simple meals.
- Demonstrate ability to make appropriate choices about who to contact in sample emergency situations.
- Be able to explain connection between personal choices/actions and consequences.

FRESHMAN

NOTES:

# SOPHOMORE

## Self-Determination

- Be able to request accommodations that are effective and explain why they are needed.
- Communicate what you need from an interpreter (or access service provider).
- Appropriately and clearly express your future needs.
- Explain the basic legal rights guaranteed by the Americans with Disabilities Act (ADA).
- Define and identify examples of discrimination experienced by deaf and hard of hearing people.



## Education/Training

- Actively participate in IEP meeting talk about your accommodation needs.
- Review four-year course plan and adjust as needed.
- Demonstrate effective use of interpreter or other access service provider or equipment.
- Take PSAT exam.
- Determine whether postsecondary education or training will be needed for employment goals.
- Explore and visit college or training programs.
- Participate in school sports or club.
- Demonstrate ability to focus and finish tasks.
- Continue to participate in annual transition assessments and planning.

NOTES:



# SOPHOMORE

## Employment

- Complete application for Vocational Rehabilitation services.
- Establish post-school goals that match interests and skills.
- Demonstrate job readiness skills—being on time, completing tasks, and accepting feedback in school and at home.
- Develop a resume and cover letter and add to career portfolio.
- Demonstrate job search skills, practice doing applications and looking for jobs.
- Participate in a mock interview.
- Explore potential incomes for career choices.
- Review and start the Maine Transition Career Exploration Workshop (TCEW) (see resources).

## Independent Living

- Know who is responsible for paying for an interpreter in various situations.
- Develop and set a plan for healthy eating and exercise.
- Explain the meaning of healthy relationships and boundaries.
- Participate in community activities.
- Describe the difference between credit cards, debit cards and checks.
- Take driver's education class.
- Demonstrate how to use a map and GPS.
- Identify and select clothing appropriate for school and work setting.
- Demonstrate good grooming and personal hygiene.

NOTES:

SOPHOMORE

# JUNIOR

## Self-Determination

- Explain key differences between IDEA, the ADA and Section 504.
- Explain what those differences will mean for you in employment and postsecondary environments.
- Identify where to go on a college campus (or place of employment) to request accommodations.
- Demonstrate (role play) requesting accommodations in those settings—using both fact and opinions.
- Demonstrate ability to seek out resources and support when needed.
- Apply for Deaf, Hard of Hearing ID card from the state.

## Education/Training

- Actively participate in IEP meeting—discuss post-school goals and request supports to achieve goals.
- Research scholarship and funding opportunities.
- Develop checklist to meet admission requirements for potential postsecondary programs.
- Take college entrance exams—SAT, ACT, and Accuplacer.
- Adapt course plan to meet postsecondary goals.
- Demonstrate strong study skills.
- Explore and visit additional college or training programs.
- Continue to participate in annual transition assessments and planning in order to maintain progress with postsecondary goals.

NOTES:

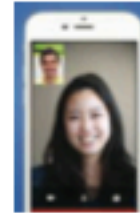
# JUNIOR

## Employment

- Participate in Transition Career Exploration Workshop (TCEW).
- Independently or with support from Vocational Rehabilitation services, find summer paid employment.
- Participate in job shadowing.
- Apply for a job that matches skills and interests.
- Explain how skills and interests match the job you are applying for.
- Continue developing career portfolio—update resume and add reference list.
- Become more specific about career goals and plan for achieving those goals.
- Give examples of appropriate and inappropriate information to share in a work environment.
- Learn how to request and obtain accommodations on the job.

## Independent Living

- Be a positive person in someone else's support network.
- Initiate appointments with community agencies and support services.
- Demonstrate ability to create a budget.
- Obtain a driver's license or Maine state photo ID through the Department of Motor Vehicles.
- Understand differences in rights/responsibilities of minors and those 18 and over.
- Open and maintain a checking account.
- Demonstrate ability to make medical/audiological appointments and to be involved in health-related decisions.
- Learn how to communicate with interpreters about best placement for visual access, preferred communication, and sharing printed materials in advance.



JUNIOR

NOTES:

# SENIOR

## Self-Determination

- Talk with others about laws that protect the rights of deaf and hard of hearing people (IDEA, ADA, 504, etc.).
- Provide examples of how IDEA, ADA, and 504 apply to them personally.
- Understand the basic rights and responsibilities of U.S. citizens (e.g. Miranda warning, right to fair trial, taxes).
- Contact the disability services staff member at your potential postsecondary program(s) to determine needed documentation and learn about services.
- Demonstrate ability to be assertive without confrontation.

## Education/Training

- Actively lead IEP meeting—discuss post-school goals.
- Apply to post-secondary training/education programs.
- Complete the Free Application for Federal Student Aid (FAFSA).
- Obtain digital copy of high school 504 Plan or IEP and Summary of Performance.
- Gather any other records needed for postsecondary program admission or disability services office.
- Retake entrance exams as needed to improve scores.
- Consider taking a community college course.
- Continue to participate in annual transition assessments and planning to stay on track for high school graduation and to achieve postsecondary goals.

NOTES:

# SENIOR

## Employment

- Maintain regular contact with vocational rehabilitation services or other employment resources.
- Obtain a paid job.
- Request accommodations needed from employer.
- Adapt work habits as needed to maintain employment.
- Define a specific career goal and have a plan that supports goal attainment.
- Explain to others the decision-making process for determining career goal.
- Understand basic tax forms—W4, W2, EZ.
- Use appropriate communication etiquette in work situations.

## Independent Living

- Discuss ideas for a healthy lifestyle.
- Register to vote.
- Finalize living arrangements in community or educational program.
- Identify risks of borrowing and loaning money; Take a personal finances class if possible.
- Identify at least three consequences of not paying bills.
- Follow up on applications for accessing community services.
- Males, age 18 - Register for the U.S. Selective Service.
- Practice effective conflict resolution skills in both personal and employment environments.
- Actively participate in your medical care.



SENIOR

NOTES:

# SCHOOL GOALS

Hearing Assistive Technology used \_\_\_\_\_

\_\_\_\_\_

Accommodations used in school \_\_\_\_\_

\_\_\_\_\_

College Entrance Scores: PSAT \_\_\_\_\_ SAT \_\_\_\_\_ ACT \_\_\_\_\_ Accuplacer \_\_\_\_\_

Additional Honors and Accomplishments \_\_\_\_\_

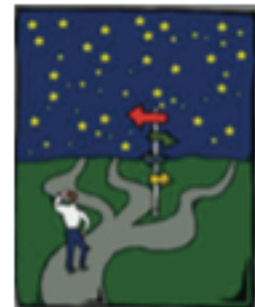
\_\_\_\_\_

Teams, clubs \_\_\_\_\_

Grade Point Average:

Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_

Cumulative GPA \_\_\_\_\_





### **Self-Determination**

- How do you make decisions and use community resources?
- How do you talk about your deafness/hearing loss/disability and what you need for support?
- What are your goals and what is your plan to reach them?

### **Postsecondary Education/Training**

- What postsecondary options are available?
- Accommodations: What documentation do you need to be eligible for and what accommodations can you receive from postsecondary education and/or training programs?

### **Employment**

- What are your career goals, both short-term and long-term?
- What training do you need to achieve your career goals?
- What supports and/or resources do you need to reach your career goals?

### **Independent Living (Community Participation)**

- Where do you want to live as an adult?
- What kind of supports will you need for transportation, daily living, medical issues and leisure activities? How will you pay for what you need?
- How will you maintain and increase your social network?

## RESOURCES

### Self-Determination

**Division for the Deaf, Hard of Hearing and Late Deafened** offers ID cards and vehicle placards, information referral, advocacy; legal interpreting fund; access to state services. [www.maine.gov/rehab/dvr/index.shtml](http://www.maine.gov/rehab/dvr/index.shtml)

#### Transition Sites:

To improve postsecondary outcomes for individuals who are deaf or hard of hearing, including those with co-occurring disabilities. [www.pepnet.org](http://www.pepnet.org)

**Maine's Office of Aging and Disability Services (OADS):** Provides services for adults with intellectual and physical disabilities. Students should apply for eligibility determination at age 17.5 [www.maine.gov/dhhs/oads](http://www.maine.gov/dhhs/oads) 207-287-9200

### Postsecondary Education/Training

**Maine Educational Center for the Deaf and Hard of Hearing** provides education and specialty support services for students in their center school, partnership with Portland Public schools, and outreach program statewide; Kids Like Me program and transition guidance. [www.mecdhh.org](http://www.mecdhh.org)

#### College, Career & Technical Education Preparation:

[www.mesfoundation.org](http://www.mesfoundation.org)  
[www.collegebound.net](http://www.collegebound.net)  
[www.deaftec.org](http://www.deaftec.org)

#### Scholarship:

[fastweb.com](http://fastweb.com)  
[www.fafsa.edu.gov](http://www.fafsa.edu.gov)  
\*Please Google "deaf/hard of hearing college scholarships"

#### Specialty Colleges and Universities:

[www.gallaudet.edu](http://www.gallaudet.edu)  
[www.ntid.rit.edu](http://www.ntid.rit.edu)  
[www.howardcollege.edu/swcid](http://www.howardcollege.edu/swcid)  
[www.CSUN.edu](http://www.CSUN.edu) (link for Deaf and HH services)

### Employment

**Maine Vocational Rehabilitation** helps people who have physical, mental, or emotional disabilities to get and keep a job. Assessment hearing assistive technology, support for education to reach employment goals. <http://www.maine.gov/rehab/dvr/youth/transitional.shtml>

#### Career Interest & Occupational Information

[careeronestop.org](http://careeronestop.org), [www.acinet.org](http://www.acinet.org)  
[www.onetonline.org](http://www.onetonline.org), [www.askjan.org](http://www.askjan.org), Maine Career Center at [www.maine-careercenter.com](http://www.maine-careercenter.com)

#### Assistive Technology (AT)

[www.ctdiinstitute.org/](http://www.ctdiinstitute.org/)

**Maine CITE** helps Maine citizens with disabilities increase access to and acquisition of AT when needed to participate in Education, Community Living, Employment and Information Technology/Telecommunications. [www.maincite.org/](http://www.maincite.org/)

### Independent Living (Community Participation)

**Maine Deaf Resource Guide** lists all known specialty community and state services—residential, case management, interpreting, advocacy, etc. [www.maine.gov/rehab/dod/resource\\_guide/](http://www.maine.gov/rehab/dod/resource_guide/)

#### Maine Parent Foundation

[www.startingpointsforme.org](http://www.startingpointsforme.org)  
[www.ada.gov](http://www.ada.gov)

**Disability Rights Maine - Deaf Services** Communication equipment, peer support, training, outreach, advocacy, and community events [www.drme.org](http://www.drme.org)

**Benefits & Financial Planning** [www.ssa.gov](http://www.ssa.gov)  
[www.benefits.gov](http://www.benefits.gov)

**SSI and SSDI Work Incentives** <http://www.mmc.org/benefits-counseling-services>

