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**.

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<th>School: ___________________________</th>
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<th>Team Members: ____________________</th>
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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.

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.

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:
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.

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.
**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.
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
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<th><strong>Self-Determination</strong></th>
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<tbody>
<tr>
<td>How do you make decisions and use community resources?</td>
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<td>How do you talk about your deafness/hearing loss/disability and what you need for support?</td>
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<td>What are your goals and what is your plan to reach them?</td>
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<th><strong>Postsecondary Education/Training</strong></th>
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<td>What postsecondary options are available?</td>
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<td>Accommodations: What documentation do you need to be eligible for and what accommodations can you receive from postsecondary education and/or training programs?</td>
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<th><strong>Employment</strong></th>
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<td>What are your career goals, both short-term and long-term?</td>
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<td>What training do you need to achieve your career goals?</td>
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<td>What supports and/or resources do you need to reach your career goals?</td>
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<th><strong>Independent Living (Community Participation)</strong></th>
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<td>Where do you want to live as an adult?</td>
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<td>What kind of supports will you need for transportation, daily living, medical issues and leisure activities? How will you pay for what you need?</td>
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<td>How will you maintain and increase your social network?</td>
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