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Erin Robinson
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Pat Henry
Solange Anderson
**Chinese Proverb**

Give a man a pole, and he will catch a fish a week.

Tell him what bait to use, and he will catch a fish a day.

Show him how and where to fish, and he will have fish to eat for a lifetime.

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**The Path to Personal Responsibility**

- **Self-advocacy:** Action - identifying and understanding personal strengths and needs and communicating these to others.

- **Self-efficacy:** Validation – understanding how and why an achievement or accomplishment was successful and applying those strategies to address future challenges.

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**Enabling vs Empowering**

- **Enabling:** Telling others what we believe students need in order to be successful

- **Empowering:** Strategies and problem-solving that lead to independent decision making

**Enabling OR Empowering**

- Strategic seating: Telling students where to sit OR counseling them to understand the variables they need to consider (noise, lighting, distractions).

- FM use: Prescribe an FM OR counseling about the decision-making analysis (implications of use and non-use, shared decision and responsibility with the teacher).
Self-Advocacy: Getting Started

- Expectations are the same as for typical children
- Begin early
- Teach, practice, support
- The New Basics:
  - communication
  - critical thinking
  - creative problem solving
  - collaboration

Self-Efficacy
Self-Advocacy
Empowerment
Confidence
Self-Esteem

Postsecondary Education (National Longitudinal Transition Study, September 2011)

- Approximately 55% of youth with disabilities were reported to have continued on to post-secondary education within 4 years of leaving high school
- Only 38% are reported to graduate or complete their programs
- 51% of typical peers graduate

Discrepancies in Employment for People With and Without Disabilities

- U.S. w/o disabilities: 70.1%
- U.S. w/ disabilities: 21.8%

U.S. Department of Labor, 2010
IDEA 2004: Purpose

- “To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.”

Transition Services for All

- IDEA 34 CFR 300.43 Definition of Transition Services
- IDEA 34 CFR 300.320 Definition of Individual Education Program, Transition Services
- IDEA 34 CFR 300.321 Transition Services Participants

504
- Definition of Transition Services; 29 U.S.C. 705(37)

IDEA Transition Services
34 CFR 300.43

...a coordinated set of activities for a child with a disability that
(1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post school activities.
IDEA Transition Services
34 CFR 300.43

(2) Is based on the individual child’s needs taking into account the child’s strengths, preferences and interests, and includes:

“PINS”

Instruction;
Related services;
Community services;
The development of employment and other post-school adult living objectives; and
If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

Note: Transition services may be special education (specially designed instruction) or a related service (if required to assist a child in benefiting from special education).

GAP
www.phonakonline.com/MyGap/GapMain.html

GAP is...

A Learning Guide:
◆ Self-Assessment
◆ Rights
◆ Self-Advocacy
◆ Hearing Access Technology
◆ Activities
◆ Resources

FOR:
Teachers & Professionals
Parents
Teens & Young Adults

FOR:
Target Audiences

- Teens, young adults
- Parents and family members
- Professionals
  - Schools (TODs, audiologists, SLPs, counselors, psychologists, transition coordinators)
  - Post-Secondary Education (Access/Disability Coordinators, Vocational Rehabilitation)
  - Job Training (instructors, job coaches)
  - Employers (Human resource office personnel)

GAP 2011 v.3 Features

- Web-based
- Expanded curricula and transition activities
- Sample IEP goals and Transition Plans
- Suggested implementation activities for age groups and college and vocational oriented students
  - New format
  - Updated technology
  - Connectivity apps
**Content – Teens/Young Adults**

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IDEAS FOR IMPLEMENTATION

Hit It!
Stark County Educational Service Center, Ohio

Hit It Parent and Teen Night!!!
Connect & Grow
Marion Downs Hearing Center, Denver
Other Programs

- College Camp
  - University of Arkansas, Little Rock
- Camp CHAT
  - UT Dallas
- Aim Hi
  - Arkansas Children's Hospital
- I'm Determined – VA
  - Department of Education

Building Partnerships

- School Districts/Cooperatives
- Clinical Audiologists
- School Transition Services Programs
- Vocational Rehabilitation
- University Audiology/Deaf Education Programs and students
- Higher Ed Disability Coordinators
- Parent Organizations
From School to the Workforce