

TRANSITION PLANNING

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**WE TRANSITION STUDENTS
MANY TIMES IN LIFE**



THREE WAYS TO LEAVE HIGH SCHOOL

- Diploma – English 30-2/Social 30-2 and 100 credits
- High School Certificate of Achievement –
 - 80 credits, work experience, CTS that is employable – parents must sign off
- Certificate of High School Completion –
 - IQ score of 70 or below – parents must sign off



DIPLOMA LEVEL COURSES AND DHH

- These students as we know need more exposure to language
 - Movies for themes, motifs and allusion can help get more in
 - Games like “what do you meme” for references and allusions
 - Direct instruction of humour, what is funny and why it is funny.
 - Help completing forms



TIMELINE FOR DIPLOMA STUDENTS

- Graduation Photos (what to wear, who can be involved)
- Scholarships
- Applying for College
- Applying For University
- Meeting with the University Advisors (March)



HIGH SCHOOL CERTIFICATE OF ACHIEVEMENT

- Overcoming Stereotypes
- Community Networking
- Endless possibilities



CERTIFICATE OF HIGH SCHOOL COMPLETION

- **As Stated by Bowe (2003) there is a significant need for purposeful transition planning to meet the needs of students who experience multiple challenges, are at risk of dropping out or are not as academic as their peers.**
- *The Journal of Deaf Studies and Deaf Education*, Volume 8, Issue 4, October 2003, Pages 485–493, <https://doi.org/10.1093/deafed/eng024>
- Profile
- The specialized DHH report card
- Skills based
- Options



STUDENT FEARS AND STRUGGLES

- Parting ways with friends! It became difficult to socialize with friends because everyone were busy with their own lives upon finishing high school. Thus it is very easy to get lonely after high school, because not many of us Deaf people can befriend other hearing people out in the world.



WHAT WAS THE MOST IMPORTANT OR INFLUENTIAL COMMUNITY SERVICE OR ORGANIZATION YOU FOUND?

- Generally social media was (and still is) the most influential in developing my Deaf identity. To be specific, I focused on looking for anything related to Deaf, Deafhood, Deafness, etc., and I was able to find many stories expressed by other Deaf people around the world. Those stories often had an element(s) that I was able to relate to, but unable to explain, such as being unsure how to feel in certain dilemmas regarding my Deaf identity or the Deaf community in general.
- I relied on my own family, and also was self-reliant... so I didn't use much of outside support or service. If I had to pick, I would say Deaf and Hear Alberta as they have amazing resources and support that are available for the DHH community to use.



IMPORTANT SERVICES CONTINUED

- Student success centre is great for writing or academic support
- Accommodation centres are beneficial for examination support
- The Prep101 course provides all common first year course preps for midterms and final exams
- Tutorial classes - they help reinforce course content
- Professors' office hours are extremely useful



TEACHER WHO MADE THE BIGGEST IMPACT ON YOUR LIFE? HOW WERE THEY DIFFERENT FROM THE OTHERS?

- There was more than one teacher in my case, as every single of them believed in me and my ability to reach even greater success in my academic life. I found it reassuring that they had faith in me, otherwise I would keep doubting myself in every step of the way to graduation. Most important of all, they contributed to the development of my philosophy that my deafness does not excuse me from giving up when facing obstacles, for such barriers are just simply meant to be broken down.
- My statistics prof made the biggest impact on my career decision. In my first year taking a business statistics course I was enjoying the content and performing well. My professor had encouraged me to take a double major with Actuarial science as it would provide me with a unique advantage. Since the world is becoming more competitive, the dual degree serves as a benefit when competing against many other similar candidates.



IMPACT OF OTHER CONTINUED

- My DHH support staff, they saw great potential in me and pushed me to the best of my abilities. They would often come in early in the morning to help me review for my exams and stay after school to help me write my papers. I would simply not be where I am today without the encouragement and support of the DHH staff and community.



WHAT WERE YOU MOST PREPARED FOR?

- I'd say university as the teachers kept advising me on what university life was like, and how different it was from high school. From that I was able to overcome a lot of hardships that came my way when I started university.
- Okay, it's not exactly the quote from Spiderman, but when it comes to university, you have way more freedom than you did in high school. However, that also means your decisions have more impact. If you skip class no one will chase after you, but no one will care if you fail either. You have to keep yourself accountable. Don't forget: the number one reason you're there is to learn so take good notes, do the readings, and don't skip class.



WHAT WAS IT THAT PREPARED YOU THE MOST/GAVE YOU CONFIDENCE ABOUT YOUR NEXT STEPS?

- Support from teachers and friends alone gave me some confidence, but most of it came from my family. My parents could've stopped believing in me upon discovering that I was Deaf and lowered expectations for me, but they never did. Instead, they pushed me harder if not the same as they pushed my older hearing brother. They did that because they knew that my being Deaf would automatically bring me countless obstacles compared to other hearing people, and they wanted me to be ready for that.



WHAT DO YOU WISH WE WOULD TELL/TEACH HIGH SCHOOL STUDENTS?

- To better learn how to effectively study as most courses in high school are based on memorization. University relies more heavily on the application of learned concepts. Therefore teaching students to apply their learned concepts to real world examples would be extremely helpful. Perhaps teachers can design more applied application based examinations to better prepare students.
- How to prioritize your time and be organized. Since university classes are independent of each other. Students tend to be overwhelmed with the amount of work required of each class. Therefore teaching students the value of planning ahead by releasing course work schedules on first day of the semester and expecting students to read and plan their dates in advance rather than assigning deadlines and reminding students on a constant basis.
- Learning to self-advocate - very important for DHH students- students need to learn to ask for their own accommodation and defend themselves as to why they need such accommodations. As well as to schedule their exams and locations so they can write in the extended time and not miss class. Learn to write emails to their teacher and the support staff to book their exams.



WHAT TO TEACH STUDENTS CONTINUED

- How to effectively take lecture notes: teaching students to take down key details rather than to copy word for word. Fast and effective note taking skills and learning to use note apps.
- How to apply for jobs - learn to write resumes, cover letters and how to properly network and build connections which is crucial to securing a full-time position after graduation
- Seek more Deaf mentors whether it be for sports or school, as they will often have advice that can be applied in general, from Deaf to Deaf.
- If I could, I would tell my 16 year old self that it gets harder from here... but don't stop moving forward and kicking ass! Just continue to be yourself and in time you will decimate the belief of "Deaf people can't".



WHAT WAS THE MOST INTIMIDATING UNIVERSITY, WORK, LIFE OR ACCESSING YOUR SUPPORTS?

- All of the above were
- The first semester of university can be very intimidating when you see the amount of work required of you and the massive lecture sizes
- Work life is also intimidating as you are expected to produce results and there are at times no room for error.
- Accessing support is difficult at first as the university support staff will have to reassess the need for your accommodation and call you in for questioning regarding why you need accommodation. For instance they may ask if your extended examination time is even needed and see if you can complete your exams in a shorter time period than you previously have in high school.



MOST INTIMIDATING CONTINUED

- As my teachers were hearing, they were not able to comment on the unique hardships that a DHH student may face when entering a post-secondary institute.
- In my case, university was more intimidating than accessing my supports/accommodations, as I knew they would have an accommodation service. University was a region of the unknown I had to explore by myself, as I had nobody to rely on; my interpreters were new to me, professors that knew nothing about a Deaf person's accommodations, etc.



A PARENT'S PERSPECTIVE

- They appreciated the most of the fact that I was able to embrace my Deaf identity. They wish they knew about ASL more at the time they discovered that I was Deaf, so that they could nurture my early childhood more effectively with my natural language, rather than heavily relying on cochlear implant and speech therapy. They said having access to both was still effective for me, because I was able to experience both Deaf and hearing world.
- They appreciate the amount of information they were easily provided in high school about their child's performance, offered support and additional information. At university, the accessibility of such information does not come easy as parents and students often have to find proper resources and seek support.



ADDITIONAL THOUGHTS

- Please make sure DHH students have access to both languages (ASL and oral English), and encourage them to learn more ASL! Even though I am an ASL user, I still have so much to learn about ASL!

