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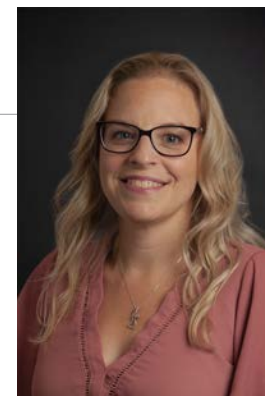
Navigating College and Careers: Effective Transition Planning for Deaf and Hard-of-Hearing High School Students, in partnership with RIT/National Technical Institute for the Deaf

Amanda Picioli, M.E.D, Au.D., CCC-A
Jewel Morris, M.S., CCC-SLP



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Amanda Picioli, M.E.D., Au.D., CCC-A



Dr. Amanda Picioli (M.E.D., Au.D., CCC-A) is the Chairperson of the Department of Communication Studies and Services at RIT/NTID. Her leadership emphasizes technological innovation and professional inclusion, ensuring services and curriculum are delivered through both spoken English and American Sign Language (ASL). Dr. Picioli received her bachelor's degree in Communication Disorders and Sciences (SUNY Geneseo) before obtaining her master's degree in Deaf Education (Smith College) and subsequently her master's and doctoral degrees in Audiology (Syracuse University and University of Florida, respectively). In addition to her clinical and administrative work, she serves as an adjunct professor, teaching graduate-level courses in Deaf Education as well as Audiology. Dr. Picioli also conducts research focusing on best practices for Deaf and Hard-of-hearing (D/HoH) scientists/mentors, haptics use and support in speechreading, and the efficacy of Automatic Speech Recognition (ASR) with D/HoH users.

Jewel Morris MS, CCC-SLP



Jewel Morris (M.S., CCC-SLP) is an ASHA-certified bilingual speech-language pathologist who specializes in working with the Deaf and Hard-of-hearing (D/HoH). She received her bachelor's degree in education with a focus in speech-language pathology from the University of Virginia (2017) before obtaining her master's degree in speech-language pathology from Gallaudet University (2020). The majority of her work experience has been in educational settings with students from preschool to young adult age within D/HoH populations. Through her work, she hopes her field will further mend the gap between the Deaf, Hard-of-hearing, and hearing worlds through linguistically accessible and open communication.

Disclosures

- **Presenter Disclosure:** Financial: Dr. Amanda Picioli is an employee of Rochester Institute of Technology. Non-financial: Dr. Amanda Picioli has no relevant non-financial relationships to disclose. Financial: Jewel Morris is an employee of Rochester Institute of Technology. Non-financial: Jewel Morris has no relevant non-financial relationships to disclose.
- **Content Disclosure:** This learning event does not focus exclusively on any specific product or service.
- **Sponsor Disclosure:** This course is presented in partnership with the Rochester Institute of Technology/National Institute of the Deaf.

Limitations/Risks

- The applicability and accuracy of the course content may vary by the clinical, geographical, and cultural context; you should evaluate the course accordingly.
- As healthcare is rapidly evolving, new findings may change the validity of the information presented in this course. Providers should always consult the latest research and guidelines from professional associations.
- The interventions discussed in this course may be limited in generalizability, requiring practitioners to consider specific individual and population factors.
- The course may not cover all possible risk factors, diagnostic methods, or treatment options, and complex cases may require additional considerations.
- Healthcare providers should apply cultural competence and sensitivity to ensure effective and respectful care based on their patients' diverse needs.
- Providers should always evaluate the limitations of diagnostic and screening tools, considering their potential for false results as well as any ethical implications.
- It is the responsibility of course participants to critically evaluate the evidence from multiple sources to guide professional practice.

Learning Outcomes

After this course, participants will be able to:

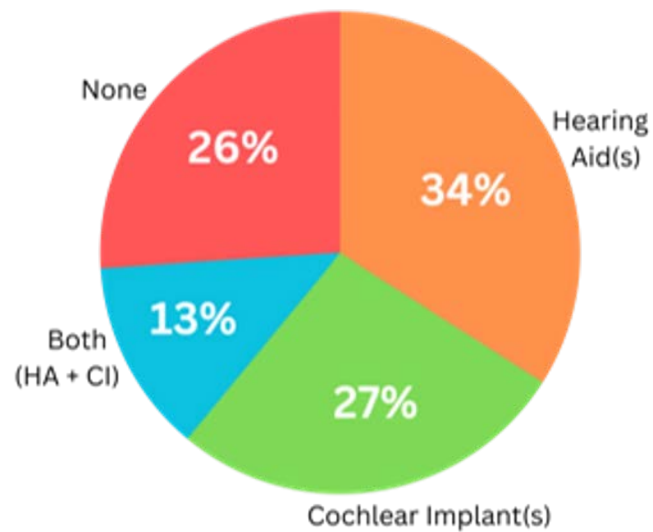
- Differentiate key players and their roles in the transition team for Deaf and Hard of Hearing students.
- Analyze essential skills that promote success in postsecondary education, employment, and/or independent living.
- Identify strategies for self-advocacy and effective communication in real-world scenarios.

About NTID

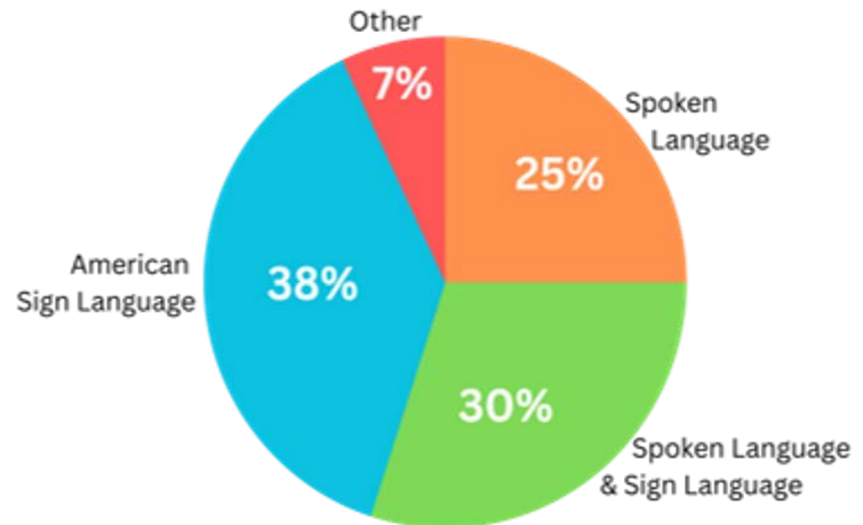
- The **National Technical Institute for the Deaf (NTID)** is one of the nine colleges of the **Rochester Institute of Technology (RIT)** in Rochester, New York. NTID was established by U.S. Congress in 1965 to provide higher education opportunities for deaf and hard-of-hearing students.

About NTID Students

Listening Technology Usage



Communication Modes



About NTID AuDs & SLPs

ASHA-certified Audiologists and Speech Language Pathologists at NTID provide on-campus audiological and speech-language services to members of the RIT and NTID Community. Our primary mission to serve and support the diverse communication needs and communication skill development for our deaf and hard of hearing college students.

Our AuDs and SLPs are fluent in American Sign Language and prioritize matching each student and client's language and communication modalities.

<https://www.rit.edu/ntid/css/>

About NTID Services

Audiology Center

- Hearing tests
- Consultations
- FM/Roger loans
- Speechreading and/or listening training
- Cochlear implant mapping
- Hearing aid and cochlear implant adjustments, troubleshooting, repairs and upgrades

Speech & Language Center

- Speech intelligibility
- Grammar and technical/professional vocabulary and practice
- Communication strategies for work-related interactions/job interviews
- Presentation skill development and practice
- Use of mobile applications as communication tools

Simply Graduation or Launching Life?



Image: Presenter Picioli & Morris with AI assistance

The “Why?”

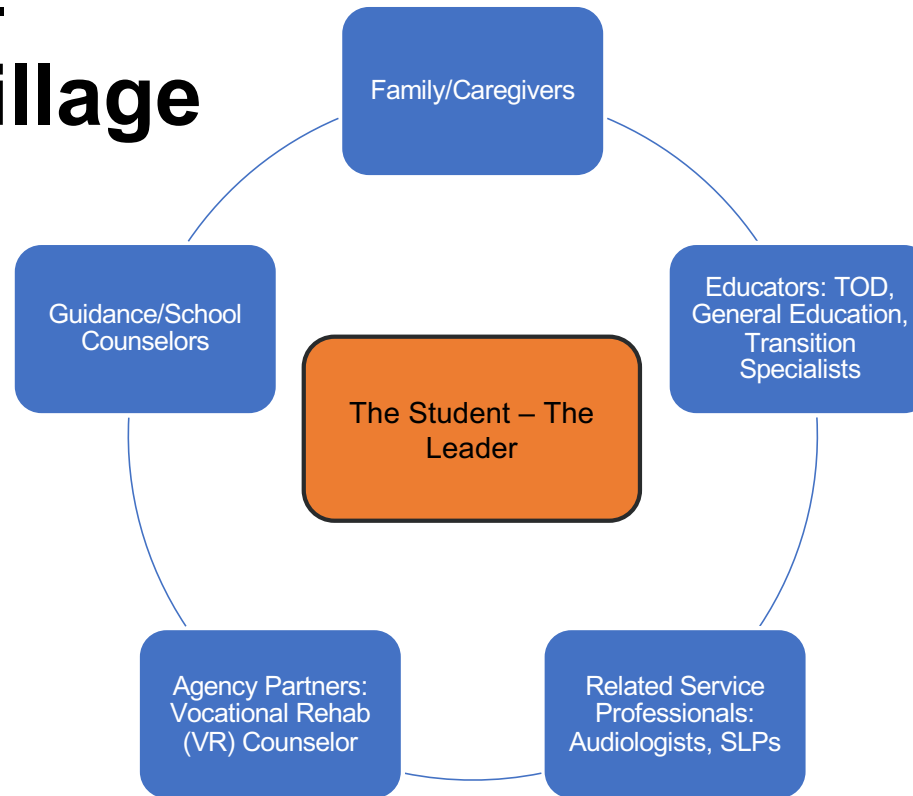
The
“Why?”

- What happens after high school?
- **Core challenge:** Bridging the gap between structured support of high school (entitlement) and self-advocacy needed in adulthood (eligibility).
- **Guiding principle:** Transition is a multi-year process; student-centered; results-oriented.

Self Determination and The Law

- Student at the center
- Self-Determination and Self-Advocacy
- Legal Mandates: The rules of the road
 - [IDEA](#) (entitlement to services). Transition planning by age 16.
 - [ADA](#) (eligibility for work accommodations). Requires self-disclosure and advocacy.

The Team – It takes a Village



The
“Who?”

Postsecondary Education & Training

The
“What?”

- Pathways
 - 4-year
 - 2-year
 - Vocational
 - Certificate
 - Apprenticeships
- Essential Skills:
 - Disability support services
 - Accommodation requests
 - Executive function

Employment & Career

- Early exposure
 - Career exploration
 - Job shadowing
 - Informational interviews
 - Paid work during high school
- Essential skills
 - Resume
 - Interview practice
(disclosure/accommodations)
 - Soft skills

Independent Living

- Essential Skills
 - Financial literacy (budgeting, banking, credit card)
 - Health and wellness (appointments, insurance, prescriptions)
 - Community participation (transportation, resources, social connections)
 - Technology (alerting systems, videophones, assistive technology at home)
 - Device management (audiologist name, device names, local clinics, backup technology/parts)
 - Vision check - critical for Deaf/Hard of Hearing (DHH) individuals

Building Skills and Planning

The
“How?”

- Covered the “why,” the “who,” and the “what”
- Self-advocacy is not a one-time lesson; it is a skill that develops over time, and there are strategies educators can use to foster it

“Know Thyself”

- My hearing journey timeline
 - Visual representation of hearing history
 - Builds self-awareness of identity and needs
- Understanding the audiogram
 - Beyond just the graph; role playing explaining it to different people
 - Connecting technical information to real-world communication
- Technology and accommodations “Show and Tell”

Understanding Rights and Responsibilities

- IEP Scavenger Hunt
 - Students explore their own IEPs to find goals, accommodations, transition plans
 - Foster ownership and understanding of the document
- IDEA vs ADA

Key Transition Preparation Points

- College Transition Specifics
 - IEP does NOT transfer to college
 - Contact Disability Services ASAP
 - Understand Access Services versus Disability Services
 - Strategies if access is not immediately available (auto-captioning, apps, strategic seating, FM/DM, peer notes)

Key Transition Preparation Points

- Medical Preparedness
 - Baseline vision test
 - Audiologist contact information
 - Not only device info but include plan for device malfunction
 - Personal medical history

Communicating in Novel Situations

- Communication for functional tasks, not test scores
 - Professional communication
 - Make artic services resonate: practice what's important to them
- Communication expectations: new responsibilities as they become adults
 - Awareness of additional diagnoses (Deaf+, mental health dx, etc.)
 - Help create a documented list/record they keep
 - Include goals for effectively articulating how they feel during times of struggle if symptoms arise

Introducing “What If...” thinking

Devil's advocate

HOW?

Act Clueless

The *WHY*? This blends communication and executive functioning skills early on by targeting problem solving

Communication and Practical Application

- “Outside of the box” role-playing scenarios
 - No captions on video – how to request them from teacher
 - Boss walks away while giving instructions – workplace interaction
 - Noisy restaurant - can’t follow conversation
- Alternative ways to communicate (e.g., assistive augmentative tech (AAC), apps, communication cards, etc.)
- Email templates

Cultivate Executive Functioning and Self-Determination

1 Time Management

Task organization and prioritization

Avoid time neglect

2 Self-monitoring

How their words or actions impact other people in the environments around them

Writing: editing and revising

3 Perspective Taking

Contemplating how others view a situation

4 Meta-cognition

Help them understand how they learn best

Solution focused thinking

Cultivate Executive Functioning and Self-Determination

- Internal locus of control: Help students understand what they are in control of their own lives and the outcomes
- Start self-advocacy skills **YOUNG**
 - Skills evolve, but the foundation begins early

Takeaways...

- Transition planning for DHH students is a multi-year, student-centered process.
- Understanding rights and responsibilities is crucial for DHH students.
- Post-graduation tracks: college or vocational need essential skills for independent living.
- Self-advocacy, executive function, and self-determination can be transformative.

Survey: Please provide feedback

A secondary mission of RIT/NTID is preparing professionals to work with the deaf/hard-of-hearing population. Your completion of this 5-question survey will help us monitor our impact and bring you the content you want and need!

Course Title: Navigating College and Careers: Effective Transition Planning for Deaf and Hard-of-Hearing High School Students

Survey Link: https://rit.az1.qualtrics.com/jfe/form/SV_3jSsLz8ViyPZDsg



Thank you! Questions?

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