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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

Presenters: Amanda Picioli, M.E.D., Au.D., CCC-A, Jewel Morris, MS, CCC-SLP

All right, thanks everyone for joining us today for a webinar on navigating college and effective transition planning for deaf and hard of hearing high school students. In partnership with the Rochester Institute of Technology National Technical Institute for the Deaf, it's my pleasure to welcome Dr. Amanda Piccioli and Jewel Morris as our speakers today. Dr. Piccioli is chair of the Department of Communication Studies and Services at RIT and Tidal where she champions technological innovation and professional inclusion through bilingual ASL and spokesman language instruction. Her speech explores best practices for deaf and hard of hearing professionals, haptics in speech reading and the efficacy of automatic speech recognition technologies. And Jewel is an ASHA certified bilingual speech language pathologist specializing in services for deaf and hard of hearing individuals hearing.

She works primarily in educational settings and is dedicated to bridging the gap between deaf, hard of hearing and hearing communities through accessible inclusion communication. If you'd like to learn more about our presenters, additional information and bios are on the course registration page. With that, welcome everyone. We're excited to have you with us today. At this time, I'll hand over the mic to you.

Mandy. Thank you so much. Farzana. I first wanted to start out by stating these are our disclosures that you can read through as needed and listed here are the limitations and risks. And lastly, here are our three learning outcomes for the course.

Before we get started, I wanted to tell you a little bit about RIT ntid. NTID is the National Technical Institute for the Deaf and we are one of the nine colleges at Rochester Institute of Technology in Rochester, New York. We were established by U.S. congress in 1965 to provide higher education opportunities for our deaf and hard of hearing students.

This is a little snapshot of the technology use and communication modes that are at ntid. This is based on incoming freshmen for each year we gather this data and you can see we have a nice variety of technology use and also a nice variety of preferred communication mode between our students which allows us some variety in what we do in every day and also it allows for comfortable communication for students and we follow their communication mode of choice.

We are all ASHA certified audiologists, audiologists and SLPs at NTID. There are seven or seven audiologists and six SLPs on campus with me and we serve our students. That is our primary goal while we're on campus. Basically our services are a fully functioning audiology and speech language department and we have services that are available just the same as off campus and the students can come on campus and get those services for free. So I'm going to get started into our presentation today about transition and I'm going to start with initial transition overviews and then Jewel is going to dive in and focus on communication preparation, executive function, and really how we can help develop our students to become more independent and successful.

So are we going through simple graduation or we actually launching life all throughout our students K through 12 experience. We work so tirelessly to support our students through high school. But what exactly should happen after graduation and are we really, truly preparing them for what is to happen next?

What are we trying to do after high school graduation? This core challenge is bridging that gap between our structured support of what our students have in high school and then the self advocacy piece needed in adulthood. So think of high school as more of entitlement and think of adulthood is more of eligibility. And I will talk about that a little bit more in a minute. But transition isn't a single event like your graduation.

It's very comprehensive. Our thinking really needs to shift from that school centered model to one that is more truly student centered and more focused on those long term results. The key ideas during transition is to identify the steps that will get our students to the goals that they desire.

So a little bit about self determination and the law. The heart of transition is actually the student. Their involvement, their voice, their empowerment. Self determination is about those students making choices for their own lives and their goals and their aspirations. Whereas self advocacy is a practical skill of understanding their own needs that might be related to hearing communication, learning things like that, then effectively allowing those students and helping them to articulate those needs.

So of course we have some legal mandates. So these are the rules of the road in high school, as I mentioned before, is that entitlement to services under idea, it guarantees their education, it guarantees related services. Transition planning itself must legally begin by age 16, but ideally it starts much, much earlier than that. Adulthood, those things are more eligible. Under the ada, services aren't guaranteed.

They have to be requested. And then our students or the individual must disclose their disability. Self advocacy is really the ultimate goal. And remember that they may or may not have the support system that they did in high school when they move on past graduation.

So a practical example here would be under ada, a college is not going to proactively offer an interpreter. The student must go to the disability services office, provide documentation, and then request that accommodation.

So who's involved in transition? I think we already know that there are a lot of people in that nobody can really navigate this type of journey alone. It definitely takes a village to Help our students with the student firmly positioned at the center as providers, now we will start to move from more of a related service provider to an essential partner. The student is the absolute leader, hopefully in driving their

own plan. Of course then we have families who are vital partners fostering that independence and supporting decisions.

We have educators from general ed to your tod who is often a very crucial case manager for our students and then dedicated transition specialists. Building academic skills and preparing students for the next environment is their role. Related Service providers that's where SLPs come in. Audiologists as Jules going to discuss later how the SLP is particularly critical in developing functional communication and self advocacy.

Vocational rehab Counselors they're often key funders and providers of post high school services, whether that's college vocational training or direct employment support. Guidance counselors and school counselors of course they're essential for academic pathways and related application processes.

Who will be the key players in the next phase in college? That's something that we really need to discuss with our students. It might not be so obvious to them who is going to be helping them out, but you might have people like academic counselors in colleges, social workers or case managers for medical planning. So it will be a shift to a different group of people that will be those key players in the next phase.

So the first option would be for our students to explore post secondary education and training so going off to college. But we need to explore all the pathways that can be considered so not just the four year universities, community college vocational schools, apprentice shifts are equally valuable to so many students. The most crucial skill here is knowing how to connect with disability support services offices at their chosen institution. This will be the gateway to their accommodations. Students also need to know what accommodations to ask for, interpreting cart note takers, FM systems and how to ask for them.

We need to prepare them for the vastly different schedules and demands of college so that time management and planning are also essential. Practical example here would be teaching them about registering with disability services, what documentation is needed, how long it takes up to set up accommodations and who to contact if accommodations aren't being met. Discuss other campus events, online content and even housing accommodations like visual fire alarms. We typically in high school are just thinking of that educational piece, whereas in college we have to think of outside living, different forms of communication and content delivery for classes such as only online classes and then those housing accommodations. A simple timeline for your general transition here might be in ninth grade focusing on the self awareness, starting career interest exploration.

In 10th grade diving deeper into career exploration and understanding their IEP in 11th grade, look at some college visits, ACT, SAT prep and taking those exams with accommodations and formally connecting them with their VR counselors. And then in 12th grade of course applications, FAFSA and then really start digging into those independent living skills, although those can always be brought up much sooner than 12th grade.

The employment and career pathway is similar, but also quite different. Exposure to the world of work needs to happen early and quite often. Complete job shadowing Informational interviews Paid work experiences during high school are really invaluable to our students. Students need practical skills like resume writing and interview practice. These include how and when to discuss their hearing difference and request workplace accommodations.

So when do you disclose that information? Also, don't forget soft skills, teamwork, communication, professionalism. This is often where that communication breakdown occurs.

Independent living as someone who works in post secondary education and seeing our students at the college level, I can't stress these enough. Our students really need to work on understanding some of these essential skills for independent living. So financial literacy, budgeting, banking what is a credit card? What is a debit card? What are the differences between those two?

A debit card means money you have. A credit card means money that you're borrowing. Make sure that they very much understand that. Health and wellness how are they going to get to appointments? How are they going to schedule appointments?

What insurance do they have? What medications do they need to take on a daily basis? Having parents and caregivers available to manage all of these while they're at home is great, but when they come to college they're going to have to make sure that they have everything set and understand what they're doing when they're doing it themselves. Community participation Again, transportation. Do they have their own car?

Are they going to use more public transportation? What resources are available to them? How are they going to connect socially with different people and get involved in the community?

Alerting systems, video phones, assistive technology at their home or at their apartment at their dorm? What will they need? What is already at where they're going? What do they need to get before they arrive? Who manages those devices?

What if something isn't working? What do you do to get that assistance? Device management now we're talking about specifically for deaf and hard of hearing. Their audiologist name, what devices they have, local clinics? Where are they going to get help if something breaks down?

Do they have backup technology or parts that they can bring with them? Something that I have seen many times in the past with that device name, Making sure that the student knows what cochlear implant or what hearing aid they have. I've had students who lose their cochlear implant and then I asked them, what cochlear implant did you have? And they said it's black. And that doesn't give me much information.

There are a lot of black options out there. Making sure they actually know what equipment they have will be imperative to telling that audiologist and getting them the help that they need. Vision check is critical for deaf and hard of hearing students because a lot of times there are vision changes as well as hearing changes that need to be addressed.

I'm adding in here a few other things that I think of when I think about independent living. A homework planner and understanding. A calendar. So making sure that you are putting those appointments, your classes, your meetings into the calendar so you remember when they are. And going along with this is an alarm clock.

Does the student know how to use an alarm clock? Do they use it every day? Will they wake up? How are they going to get themselves up on a daily basis? So there's some independent living skills that we see are quite lacking in our students when they arrive on campus.

So we've covered the why, the who, and the what. But I wanted to reinforce that the first step in self advocacy is self awareness. Students must absolutely understand their own needs and how their hearing impacts their learning and communication. And we need to teach them strategies that they can employ to ensure their success. And Jewel is definitely going to review some of these in the second half of our presentation.

So the first part of this before I turn it over to Joe or Jewel is knowing thyself. So again I said the students really need to know how their hearing loss is affecting their day to day life. I encourage students to create a hearing journey timeline, so a visual representation of their experiences and how have they adapted in the past. It's typically not enough to just show people an audiogram, but they need to be able to interpret it and be able to explain it to others. And this empowers them to really be able to communicate their hearing profile more effectively.

Allow the students to have a show and tell for their assistive technologies. Have them explain its functions and have them explain its benefits. Have them explain to people why they are using the technology that they are. Introduce them to various accommodations and help them discuss when and how to use them and then the implications of each choice and also those implications of when they are not available. Make sure that they're able to clearly communicate that to everyone in their life.

Talk about pros and cons in different settings. So why you may use some accommodations in one setting and different accommodations in the other. Have them really figure that out and reflect back on their experiences to be able to determine what they needed when they need it. Also, along with this talk, pros and cons and the language of disclosing their hearing loss in an interview versus on the job, those can be very different and you'll want to practice those with them again. Once the students understand themselves, they also need to understand their rights and responsibilities.

This is where the students can really put their knowledge into practice into in a structured and safe environment with you. Role playing is really powerful. Some students thrive on it, some students don't like it. But use a variety of scenarios for your role playing academic, workplace, social to help students really practice in those various contexts. Fishbowl method can help sometimes and allows for peer observation and constructive feedback.

If you aren't familiar with the fishbowl, you'd have a small group of inner fish discussing a topic and that would be in the center of a larger group of observers, those outside fish. And then they can come together and discuss what they saw, discuss what they learned, discuss ways that they could help to change what was happening. Practical examples here would be engaging students in their own IEPs through an IEP scavenger hunt. So it kind of demystifies the document and it gives them a sense of ownership. You can also use some skits to clearly illustrate the difference between IDEA and ADA.

It helps them understand really those crucial differences in legal protections and responsibilities with disabilities between high school and then post secondary life. So college or the workplace.

As I mentioned before, Julie is going to review more detailed information related to conversational communication. More specifically how an SLP is crucial to the skills that we are trying to develop. But I wanted to offer a few more suggestions so encourage the creation of the possibility of a communication card. This could be a small portable tool that can quickly convey some very essential information about the student's communication needs. Along with this we could also maybe create a self advocacy accommodation script.

But remembering that advocacy is really a language based skill and some of our students really do struggle with that. So having a script ready having communication card might be something that would be helpful to them. Thinking about language functional and pragmatic language students could really have some good academic language, but they may lack some of the pragmatic skills for adult environments. So so practical application here would be developing practice email templates. Email is a real primary mode of communication in higher ed and professional settings and having them proficient in formal communication is ideal.

Another practical application would be developing more specific strategies for communication repair. Going beyond the what the typical. What did you say? What other strategies could the student use to to

remedy those communication breakdowns, Emphasizing that shift in responsibility Back to the high school. The school is responsible for providing all their accommodations in college and the workplace, the individual.

Our students are not responsible for disclosing their disability and requesting accommodations, which is very, very daunting.

Beyond the advocacy skills, specific prep preparation is critical for smooth transitions, especially to college or workforce.

We have to make sure that they are prepared medically with their baseline vision test, their audiology contact information and their personal medical history. Remember that the student will now have to handle all of these items themselves. We want to reinforce the importance of communication and communicating with healthcare providers, communicating with their counselors, making sure they are prepared for the what ifs that happen in situations. And this is very important because of medical things that go along with hearing loss as well. Again, that communication card that I mentioned could definitely include some of this additional information that the students will want to convey to others.

And at this point I am going to turn it over to Jewel. Jewel, you want to go ahead? Yes, Hello. Okay, thank you so much Mandy. A lot of wonderful points to consider and tidbits of information to incorporate into services.

I will continue in discussing kind of more of some points to keep in mind clinically when tailoring our goals for our older deaf and hard of hearing students. So having worked in public schools in the past myself, I know how test scores can direct a the trajectory of a student's time and services. Whether it is for qualifying, dismissal or continuation of services. However, post Covid, I feel like our field has shifted towards supporting students functional communication skills. So looking past just the test scores is very

very important for our deaf and hard of hearing students.

So how can we apply communication skills to functional tasks and environments? So for deaf and hard of hearing students leaving high school, this may look like understanding the difference between formal versus informal communication. Prime example and email. How we use email and the language that we use in an email is not the same as the language that we use to draft a text message. And even though email, like Mandy had said, has become one of the most common communication methods for endeavors postgraduate school, Regardless if one is entering higher education or the workforce, reviewing basics like that would definitely be helpful.

If the student so chooses to work on speech and articulation in their services, practicing what resonates with them through yes, their interests is important, but also practicing terms and things that will Generalize to everyday communication exchanges. So for some of my students who are going to these medical appointments by themselves, if the interpreter doesn't show up and the front desk person needs some clarifying information about how to spell their name, their birthday, the best email to contact them by phone number, you can start by just reviewing the ABCs and numbers 1 through 20 that can get them, you know, very far in, in those kind of functional conversations, those back and forth conversations so that they're able to hold their own a little bit more confidently.

I do want to also highlight our role in being very as realistic as possible with how fast the world can change around them, especially post graduation if their plans include going to college. So as Mandy had highlighted in high school, they students are used to a structured setting. They are maybe have their IEP team in their corner, they have their teachers, they have peers, they have hopefully their parents or guardians who allow their kind of shape their world. However, a part of adulthood is navigating change independently and using resources when one needs support. Understanding how to navigate and pivot is definitely important for success post graduation.

So as Mandy had said, like with medical information and medical health management, that role shifts to the student likely post graduation. Unless they are an individual with a medically complex history and they have a one on one, you know, aid or support to help them with those day to day things. For a lot of deaf and hard of hearing students where that is not the case, this shift goes to them. And yes, it is important for them to understand and be familiar with their hearing status, their technology, their usage of said technology and the background information around that. But I also want to highlight the increase in deaf plus population that we've been seeing on campus.

I personally don't think that that's really going anywhere and so helping students not only be aware of their hearing related diagnoses and disabilities, but any other disabilities that especially if they relate to communication and their ability to communicate. So typically how I'll ask students during intake appointments, I just simply phrase it as are there any additional physical or mental health diagnoses that impact your ability to communicate or participate or attend speech sessions? I normally give them an example. You know, I've had some students say I have really bad social anxiety and so group settings are really stressful for me. But I'm going to start internship and I want to be ready for work meetings, I want to work on that or I have ADHD and I know sometimes my conversation can get a little tangential or I can go off topic and so staying on topic is something that's really tough for me and I'm sorry if that happens.

And me as a provider, I'm grateful that they're able to communicate that to me because then I know how to move forward and navigate conversation with them to have the most successful communication exchanges possible. So having that self awareness of again, not only I know we're focusing on like the deaf and hard of hearing side of things, but as these students are forming their identities and have other, you know, co occurring diagnosis, co occurring diagnoses, it's important to keep those in mind too and help them to communicate them as best as possible and get the support that they need. I also want to highlight that new things pop up as they become adults. We've all had conditions medically,

mentally, physically that were not present in childhood, but that pop up. And what do we do?

We go to a provider and we have to explain our symptoms, explain what's going on, what, how it's impacting our day to day functioning and what we want to do about it. And so for students where, you know, they have a documented disability, but maybe there are some other symptoms that are characteristic of other disabilities, but you can tell that they are impacting their day to day, help them to at least have the confidence and the vocabulary and the language to explain their thoughts and feelings during times of struggle, basically so that if those symptoms should arise or characteristics should arise, you know, post graduate or post graduation, they're able to communicate that effectively and seek services should they choose.

So to. Yes, we provide, you know, speech and language services and communication support, but especially for older students, I personally always investigate how to step up language services from, you know, the basics of just regurgitating information, memorizing information. And one way is to do this for our older students is introducing what if thinking. It is a way to kind of integrate problem solving as an executive, as an executive functioning tool into their use of language. So for example, one activity that I really love to do is giving them a simple task.

It can be making a peanut butter and jelly sandwich, how to make a cup of tea, how to open an email on their phone and draft an email. So I'll have them switch roles and then become the therapist and I will have them instruct me on how to do said tasks. So if it's the peanut butter and jelly sandwich, I'll either have the items in front of me or you know, role play. And if they tell me put the peanut butter on the bread, I will take the jar of peanut Butter and put it on the bread and kind of play dumb. Okay.

And they'll be like, you know what I mean? And I'm like, no, I don't. What do you mean by put the peanut butter on the bread? And then they're like, okay, so you take the knife, scoop the peanut butter and then put it on. So again, kind of.

And it helps them. Their gears turn in a different way because they're used to other people just filling in the gaps for them. But challenge them in that way to bring it down to the basics and emphasize how concise and clear they have to be with their language skills, especially with a hearing person that doesn't communicate in the same way as them. Maybe. So again, and this can be incorporated, this what if thinking can be incorporated both explicitly, like the peanut butter and jelly scenario, or implicitly, let's say, if you're targeting writing for a student, questioning, you know, their choices, their vocabulary choices, or their phrasing choices with logic and theory and having more of a debate, like, discussion with them to elevate, elevate their writing skills for kind of that analytical side of writing and revision is definitely helpful for deaf and hard of hearing students.

I found moving on, part of, again, those novel communication scenarios that I mentioned on a couple slides back requires us to think outside of the box. So for our students, we think about, yes, like Mandy had said, they go to a medical appointment and are they able to communicate to their audiologist, you know, their background history. That's a pretty standard, you know, environment or a situation that they might come across. But I challenge you as instructors to think about some alternative scenarios, such as they show up to class or they show up to a work meeting where there is supposed to be captioning for the presentation or the video. If it's on a virtual platform and there aren't none or there are no captions, what do they do?

Are they comfortable with requesting the information afterward? Are they comfortable politely interrupting and saying hi? I thought that they were going to be captions or maybe instructing the person. If they're unfamiliar with the online platform they're using zoom or what have you saying? Oh, I think there's a little caption button at the bottom of the screen if you wouldn't mind pressing that before we move on.

That would be great.

Another scenario, if somebody is facing away from them during a conversation like a boss is giving instructions on an assignment and they miss the information, what are they going to do? So it can definitely just think, think and help them, you know, you can brainstorm. It's a partnership, right? So you don't have to, it doesn't have to all be on you to think of all the ideas. A lot of the times I challenge my students to think of your day to day and anytime that you've gotten frustrated recently and see if we can role play that of explore alternative ways of how maybe that interaction could have gone better in a similar in a similar vein, repair and communication breakdown by various means.

Some students use aac. There are plenty of apps, especially being at a STEM school here our students are very curious about different app usage to help facilitate communication and exploring. Also again, the language use. So I like what Mandy had said about moving past just the huh or what did you say? But being a little bit more specific.

Encourage them to be more specific with how they phrase that request for clarification. So instead of saying huh, say I missed that word that you said. You said something, something. This word, what does that mean? Or can you rephrase?

It's a little bit more pointed of a direction rather than just open ended huh, what did you say? So helping them explore those options and then also the email templates. So having an email template for requesting a medical appointment, having an email template for requesting clarification about a missed detail of something, an email clarification for inquiring about a new job that they can just save in their drafts and they can pull later. Definitely very helpful for students, I would say.

So moving forward, I'm going to touch on two areas that my fellow instructors, I actually had asked them to, you know, compile their thoughts on what trends they were seeing with some of their students. And executive function and self determination were two areas that they felt were lacking and could use

more emphasis earlier on in high school for students. So I, I personally agree with them. I've in my experience it seems like deaf and hard of hearing students can easily fly under the radar, especially at mainstream institutions where instruction and resources, the resources that are available to teach them aren't provided in their preferred communication method. If they use ASL or signed support for instruction.

And from there there can be a sense of learned helplessness with students. A lot of my students, especially when they first start working with me, their immediate response to any question that I ask them I don't know, I don't know, you know, and now you know, I immediately call them out on it and I say yes you do. And I give them some wait time and normally they're able to figure it out and give me the answer and Then after I'm like, see, you did know you do you see how quickly you responded? But I don't know. But with a little bit more time, you were able to figure it out on your own.

It can help encourage them. And it also sends a message of you are expected to try in here. I'm not going to do everything for you. And so setting that up early on, students catch on pretty quickly of, oh, I'm not going to be able to fly on the radar in here. This person believes in my abilities and is encouraging me to try.

And then the more and more they do it, the more they'll have that expectation of themselves as well. So that kind of feeds into some motivation piece as well as in our therapy side of our speech language therapists, that counseling piece, it can really motivate them in that way way to help them shift their perspective away from a learned helplessness mentality into a more independent mentality.

So specific areas that underneath executive functioning that we found are helpful for our students to keep in mind time management. So for assignments and deadlines, are they utilizing resources? Do they like to use a syllabus or a planner? Do they like to use a physical planner? Do they like to use their phone?

What's the pros and cons of each? A. What are items that they use to help prioritize? How do they prioritize tasks? Are they able to prioritize effectively when figuring out how to tackle desired activities versus undesired activities?

Another area being self monitoring. So this can be especially, I think this comes into play with more of the social pragmatic side of work that we do, how our words and actions affect others and how we are interacting with others in an environment and how we modify our behaviors. But I also want to heavily recommend self monitoring practices for writing for deaf and hard of hearing students. I have students that will just write something and not look over it before they send it. So that's a lot of time again with that email interaction, but also with essays.

So having either a graphic or not a graphic organizer, excuse me, a checklist, a writing checklist that they can go through for editing and revising and walking that through them, having them go back on past essays that they've submitted because a lot of the time it's like I've been there, done that, moving on. But we can always learn from, you know, our past and always improve. And so focusing on writing is for that self monitoring piece is a highly recommended number three perspective taking. So helping them to see a situation from multiple angles this definitely helps with functional again that functional communication exchanges. Why did this interaction go in this way?

What could I have done differently to maybe get a different outcome if it didn't go exactly how I wanted it to or my needs were not getting met? And then number four, metacognition, thinking about thinking. So helping students understand how they learn best and the results of using different strategies, again that kind of perspective taking piece feeds into a little bit of this metacognitive piece for understanding those different strategies. So I like to start sessions especially like the intake sessions. Another question I'll ask is what has worked for you in the past for speech therapy and what didn't you like?

Some students are able to tell me, oh I like right off the bat about what they didn't like, what didn't work for them. And for me as a provider, I'm able to then individualize services better to meet their needs as an adult learner because they know that about themselves, just as we all know about ourselves. We all have our preferences for how we like to do things and our reasoning. But for our deaf and hard of hearing students, helping them become more aware of how they learn, how they take in information and interpret information can take them very, very far in helping them set themselves up for success post graduation.

And then touching on the self determination piece, helping them understand the importance of independence and the freedom that comes with independence. I don't think that most of them want their parents to be around for the rest of their lives managing everything and going to appointments with them. So helping them not only handle again that healthcare information with tools and resources and encouraging them to take control of their schedules as well, but things like sleep hygiene, what do they like to do to manage their sleep and routine making how do they go about their day to day? Is it working for them? Do they think that it'll work for them after graduation?

How will it change? Introducing those kind of questions to help probe their thinking for the future is helpful. And then constantly or consistently reminding them the why of services is important for younger students. Elementary, middle school, you know, it's to get them to the next grade, it's to help them in the moment. And it's kind of the outlook at the light at the end of the tunnel can be kind of short term for high school students.

We have to start thinking long term. It's important to think long term post graduation. So making the connection multiple times throughout their time with you and services on the practical application of the skills that they're working on will help them not forget why they're there. So many times I feel like students show up and they don't even know why they're there. They're like, I'm just showing up

because this is, you know, my teacher told me to come here.

I come here every week, I go to see the speech lady and then you know, it's speech person and you know, I leave. But you know, reminding them, no, we're working on this so that you don't have to have your parent around to communicate your health information or so that you don't have to have somebody nagging on you because you have your reminder set in your phone on yourself. So helping them connect those dots consistently, not just at the IEP meeting and then again at their ending IEP meeting, but throughout the year is definitely recommended.

So another concept of development that relates to self determination is the internal locus of control. So middle schoolers, high schoolers, they, they can easily form a framework of things always happen to me. Why does this always happen to me? Like the world is out to get them. And while yes, there are some external factors that are outside of their control, you know, they, it is important to remind them that there are certain things within their control that they just have to have the motivation to tackle on their own and it can change the outcome.

You know, at the end of the day having this internal locus of control to build that self motivation is essential for success in postgraduate endeavors. So start as young as possible. Honestly, like you know, Mandy said these skills starting from the get go in ninth grade because you lay that foundation for the skills to evolve through their various lived experiences and then how amazing is it at the end of their time in high school you get to reflect back and be like, hey, remember where you were when we first started and look at how far you come now. And like sharing that moment with them is a wonderful feeling. So kind of helping shape that frame shape that framework.

Starting early, using this internal locus of control can be very empowering for students.

Okay, so we are at the end or towards the end of our presentation for today. Overall takeaways just to highlight is remembering that for our older deaf and hard of hearing students, we always want our interactions with them, our services and our time with them to be about them. Transition planning and their support planning for their time in high school and beyond is student centered. It also is not just a one time thing. It changes and it's a multi year process.

It is important for our deaf and hard of hearing students to understand their rights and responsibilities but also help them to paint a picture of again those long term goals, whether that is a college track or a vocational track or an independent living track, and highlighting the stepping stones of how to get there to help them see if that really aligns with what they want their future to look like. And through that process, hopefully you are able to touch on aspects such as that self advocacy, self determination, motivation, executive functioning that helps to elevate your services past just speech language to help them become well rounded and feel like they are ready to take on whatever life will throw at them post graduation.

And just as we wrap up, we would love to hear some feedback on our presentation today. So if you would like to provide feedback, you can either scan the QR code or you can follow the link that is provided in the handout that we had generated. All of this information about a checklist or for items that you can go through with your students to see if they're ready to graduate is in the provided handout, but it'll include the link in there that you can enter and to complete the survey on your own time. We would definitely appreciate any and all feedback and responses.

And with that I think I will turn it back to Farzana. All right, well, wonderful. Thank you so much Mandy and Jewel for sharing your insightful presentation with us and for sharing your valuable experiences. We extend our gratitude to RIT NTID for this important partnership that brings us relevant continuing education. Thanks everyone for attending.

One of the questions that has come up, it's been a frequent question for deaf and hard of hearing students is thinking about some of the pieces that you guys put together when it comes to task and just looking at executive functioning for independent living skills that include health and wellness for device management. How do SLPs collaborate with audiologists or even other professionals to ensure that deaf and hard of hearing students have a comprehensive plan for device malfunction and something that they can confidently manage their technology. Thoughts on that? Yeah, that's a great question. I've been very lucky to be at a place at a workplace like NTID where the relationship with our audiologist is very strong and very transparent.

And so I am comfortable with just asking those questions and learning alongside the student. And so if possible, you know, getting in contact with the student's audiologist to get that information directly or if there is means, if it's if you have a school audiologist, let's say you're at a residential campus for deaf and hard of hearing students and you're able to sit in on an appointment, I would definitely recommend that in helping to instruct students on management because then also you know that you're communicating the same information that their audiologist is and you can reinforce the right information is going to the student and you're not just playing a guessing game. But we want to kind of approach from all angles in that teamwork perspective. And so getting the information directly from the audiologist is probably the best way and just simply ask. And normally they're more than willing to provide that.

So that's definitely been helpful for me into confidently approach that goal with my students in understanding and managing their hearing devices. Wonderful. All right. And then help us connect the dots between test scores. Because a lot of times with SLPs.

Right. Well, how do we move beyond the test scores to make articulation and communication services genuinely resonate by connecting them to the functional, the professional and the social test that are important to students future goals.

Yeah, yeah, it's. That's a tough one. That's a tough one for sure. I, I want to highlight that, you know, test scores, it's just one piece of the puzzle and communicating that to all the team members because especially the parents. I feel like parents can focus a lot on test scores.

And for our deaf and hard of hearing students especially, it's comparing them to their hearing, typical hearing peers. And we know that standardized testing has not yet been standardized for deaf and hard of hearing individuals. It's under development for communication assessments. But a lot of the time SLPs are using those standardized assessments that were normed on individuals with typical hearing. And so, yeah, I, I think that, I mean, students, you know, they can have, they can bomb a test score or they can have an off day.

There are so many other components that go into a test score. But, you know, their skills outside of the classroom, such as their, you know, initiating conversations with friends or actually setting their alarms or, you know, asking, asking for help, requesting for help very specifically and open. And honestly, they're making, they're. They highlight those strengths that they've, you know, improved upon on their own that isn't just the test score is important. I think that can counter and help kind of bridge that.

And then also giving the scenarios to the parents of, okay, we're working on, yes, these sounds and building their phonemic inventory. And they have to get this sound, this sound, this sound, this sound. But how this can help them in, like I said, give them the medical scenario of are they able to say these sounds for. To say their name correctly. Some of my students, especially my international students, they want to ensure that they're able to communicate effectively because they might have not only a deaf accent but their international accent from their L1.

And so they, their their parents maybe up to the point focused on test scores so much, but being able to bridge that into the real world scenarios is tough but possible. Yeah, definitely painting that bigger picture so they see the the small wins along with the subjective and the objective pieces that go

together. Lovely. All right, well we are at time so we will go ahead and wrap up. Just a couple reminders.

We have the references and the handouts available for download on the course page to help expand on our course learning and then the post exam will be available in your account within the next 10 to 15 minutes and you can access it by logging into your account, going to pending courses and selecting Take Exam. To receive course credit, you'll need to score 80% or higher on the exam and you have seven days to complete the exam as well. Please note the exam the helpful quiz hints to guide you in passing the exam is there on those slides and please use them to help you successfully pass. We value your feedback which helps us improve our courses and bring you topics of interest in the future. If you do have any questions or need assistance, please don't hesitate to reach out to us at customerexperience@continued.com with that.

Thanks everyone and take care.