

Youth Transition Guide



Topics of Discussion

- CHS History and Information
- Project Focus
- Foundations for Success
- Your Future Pathways:
 - Post-secondary
 - Apprenticeship
 - Workplace
- Additional Supports
- Questions & Appendices



About CHS

Canadian Hearing Services (CHS) is Canada's preeminent provider of hearing healthcare services, products, education, and a source of information for the Deaf and hard of hearing.

Founded in 1940, CHS is unique in North America. It provides a comprehensive range of services for the Deaf and hard of hearing community including, sign language interpreting, one-on-one language development for adults and children, employment consulting, sign language instruction, speechreading training, hearing testing, hearing aids, counselling, and more.

CHS also offers the most complete range of devices for communication assistance and augmentation in Canada.

Our suite of products is diverse, and it includes text telephones (TTYs), visual smoke detectors, baby monitors, signaling devices and alarm clocks.

CHS is committed to providing unbiased information to help our clients make informed decisions and optimal choices.



CHS Programs

CHS employs more than 350 people, who deliver over 17 programs, through a network of 22 offices across Ontario.

CHS services are provided by highly trained professionals with expertise and experience in meeting the needs of our clients in convenient, accessible, and confidential environments.



Main Programs:

Accessibility Services

- Provides expert advice and communication solutions to make your home, school, workplace or facility accessible.

Counselling Services

- Free counselling services, at locations across Ontario, to help Deaf and hard of hearing individuals and their families find healthy solutions to life's challenges.

Employment Services

- Helps Deaf and hard of hearing individuals find jobs and works with employees and employers to put the right supports in place to help both succeed.

Education Services

- Helps Deaf and hard of hearing newcomers to Canada learn English and skills for daily living.
- Teaches literacy and basic skills to Deaf and hard of hearing individuals.
- Teaches sign language to anyone interested in learning.

Hearing Healthcare

- Hearing Healthcare. with modern, state-of-the-art audiology facilities located in key CHS offices throughout Ontario, offers an array of services including hearing testing, hearing aids, tinnitus consultations and more.



About the Project

- To better support students in the pursuit of their ambitions, goals after high school, and life aspirations
- Encourage independence, self-efficacy, and self-determination
- Provide information on rights and responsibilities
- Encourage self advocacy and control of students' environment
- Explain different pathways available, supports, and information important for success!



FOUNDATIONS



Internal Forces

Positive Attitude is best promoted through modelling your own positive behavior. Be on guard against audist or ableist beliefs or attitudes that may directly or indirectly consciously or unwittingly, promote, sustain, or entrench differential treatment, tokenism or advantage some students and disadvantage others.

Self-Determination (*Self Determination Theory*), is described as the freedom to choose one's own acts or states without external compulsion.

Self-Concept, is generally understood as an individual's perceptions of the self that are formed through life experiences and interpretations of these experiences.

Self-Expectations are our expectations for the future often grounded in what we believe about our skills, capacities, and opportunities available to us.



External Forces

Audism. Like all forms of discrimination, audism is grounded in misconception and misunderstanding often disguised as sentiments of concern for safety, unawareness of accommodations or perceived undue financial hardship in providing accommodations. Attitudinal barriers include negative expectations and behaviors of educators, service providers or employers regarding the capabilities of Deaf persons and hard of hearing individuals.

Ableist Attitudes are often based on the view that disability or being Deaf or hard of hearing is an “anomaly to normalcy,” rather than an inherent and expected variation in the human condition. Ableism may also be expressed in ongoing paternalistic and patronizing behavior toward people with disabilities or who are Deaf or hard of hearing.



Steps Proven for Success!

- Knowing yourself
- Developing self-confidence, self-advocacy skills and resilience
- Developing and exploring selfcare practices
- Exploring and experiencing many opportunities, challenges and learning lessons
- Making transitions and changes, and understanding how it affects you
- Making decisions and setting goals
- Taking steps and achieving goals
- Always asking for support and help when you need it!



Self-Care

- Any activity that we do deliberately in order to take **care** of our mental, emotional, and physical health.
- Good **self-care** is key to improved mood and reduced anxiety.
- Self-care for everyone is different!

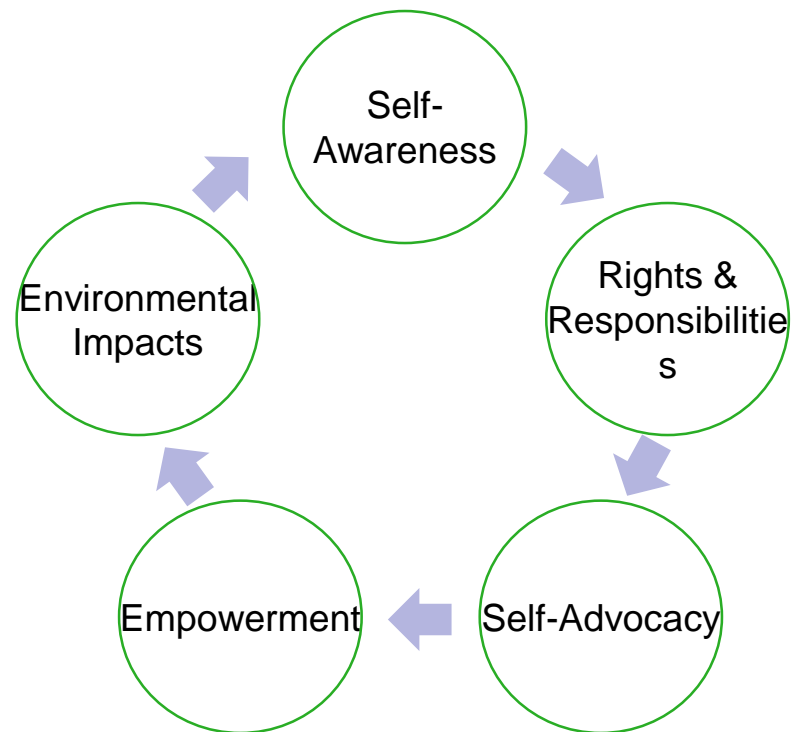
Self-Care can be:

- Going for a walk/exercising
- Putting your wants or needs first
- Spending time alone or spending time out
- Asking for help
- Setting boundaries
- Saying 'no'
- Meditation
- Having a hobby or interest



The Cycle of Empowerment

- Self-awareness – What you need for success, your self-determination, and positive self worth
- Knowing and understanding your Rights and Responsibilities
- Knowing how and when to advocate for yourself for the best possible outcome
- Empowerment to control your outcomes, environment, and success
- Acknowledging your impact on your environment and success leading to self-awareness



Self-Awareness



Experiences: Volunteer work, leadership opportunities, sports, teams/group activities, part-time jobs, coop



Makes mistakes, and learns from them



Ask questions, searches for knowledge, and understands how it makes you feel



Patience



Be approachable, educational, and respectful



Self-Motivation – never give up!
You can do everything hearing persons can, just a different way!



Volunteering & why its important

- Helps you make friends, learn new skills, advance your career, and feel happier and healthier.
 - Finding connections with others allows for more opportunities.
 - Example: You volunteer at an animal shelter, and they may want to hire you afterwards, or the experience you got at the animal shelter allowed you to be qualified for another job.
- This experience could give you knowledge about more careers, what you like and dislike about certain tasks, etc.
- Increases self-confidence. You are doing good for others and the community.
- Giving to others can also help protect your mental and physical health.
 - It can reduce stress, combat depression, keep you mentally stimulated, and provide a sense of purpose.
- Provides a natural sense of accomplishment.
- Gives you a sense of pride and identity.



Rights & Responsibilities

There are many rights & responsibilities that we enjoy: voting, obtaining a passport for travel, paying taxes.

Here are some additional examples of your rights and responsibilities:

RIGHTS

- Work or study
- Communication access
- Live in safe communities
- Obey the law
- Take responsibility for oneself & family
- Protect our heritage & environment

RESPONSIBILITIES

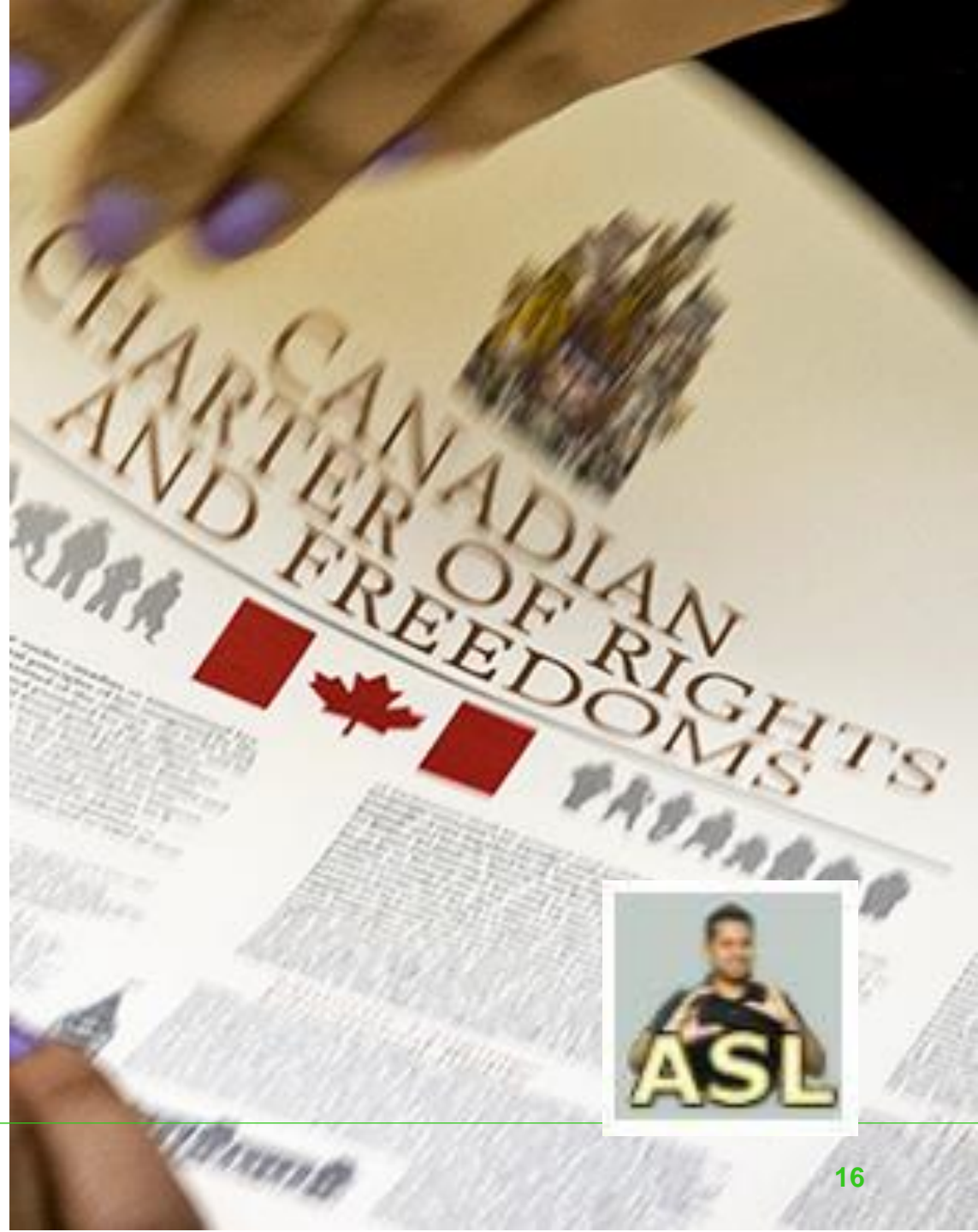
- Create proper work and study habits to support keeping jobs or continuing in a program
- Request communication access appropriately
 - right person, right time, right service for you
- Respect laws
- Avoid waste & pollution
- Educate people on your needs and equality
- Advocate for yourself and others



Knowing your Rights

Each has a role in protecting accessibility and communication rights of a Deaf or hard of hearing person

- The Accessible Canada Act
- Canadian Charter of Rights and Freedoms
- Ontario Human Rights Commission;
 - Policy and Guidelines on disability and the duty to accommodate
(https://www.chs.ca/sites/default/files/uploads/duty_to_accommodate_fact_sheet.pdf)
 - The Opportunity to Succeed – Achieving barrier-free education for students with disabilities



Knowing your Rights

- Accessibility for Ontarians with Disabilities Act (AODA)
 - Statute enacted in 2005 by the Legislative Assembly of Ontario, Canada. Its purpose is to improve accessibility standards for Ontarians with physical and mental disabilities to all public establishments by 2025.
- Employment Standards Act (ESA) & Workplace Safety and Insurance Act
 - Regulates safety and employment in the province of Ontario.
 - Includes wages, maximum work hours, overtime, vacation, and leaves of absence. Also explains the legal responsibilities of the employer and employee in the workplace.



Reflection Question

How do you handle conflict?

- When approached with a conflict what is your initial reaction?
 - Ex. anger, frustration, loss of clear thoughts, etc.
- What are the things that bother you most most about conflict?
 - Ex, specific topics, others' beliefs, the specific person you're in the situation with
- How would others say your ability to handle conflict is?
 - How can this impact your goals?



Conflict Resolution

COMPETING

Wanting to satisfy interest regardless of others

AVOIDING

One or both parties seek to suppress the conflict

COMPROMISING

Both parties win and give up something

ACCOMMODATING

One party yields the win to the other party

COLLABORATING

Both parties win



Improve your ability to resolve conflict:

- Listen/receive effectively
- Identify specific points of disagreement
- Express your own needs clearly
- View conflict as an opportunity for growth
- Focus on specific issues without generalizing or escalating the situation

If conflicts cannot be solved independently, go to
The Human Rights Tribunal of Ontario

Self Advocacy

As a self-advocate, you are able to:

- Describe your own skills and needs
- Experiment with and learn about the accommodations that work best
- Set your own goals and create a plan to reach them
- Know how, who, and when to ask for assistance
- Know and understand your legal rights, and how to use your knowledge to stand up for yourself and your accessibility needs
- Make decisions and then take the responsibility to deal with the consequences of those decisions



Empowerment

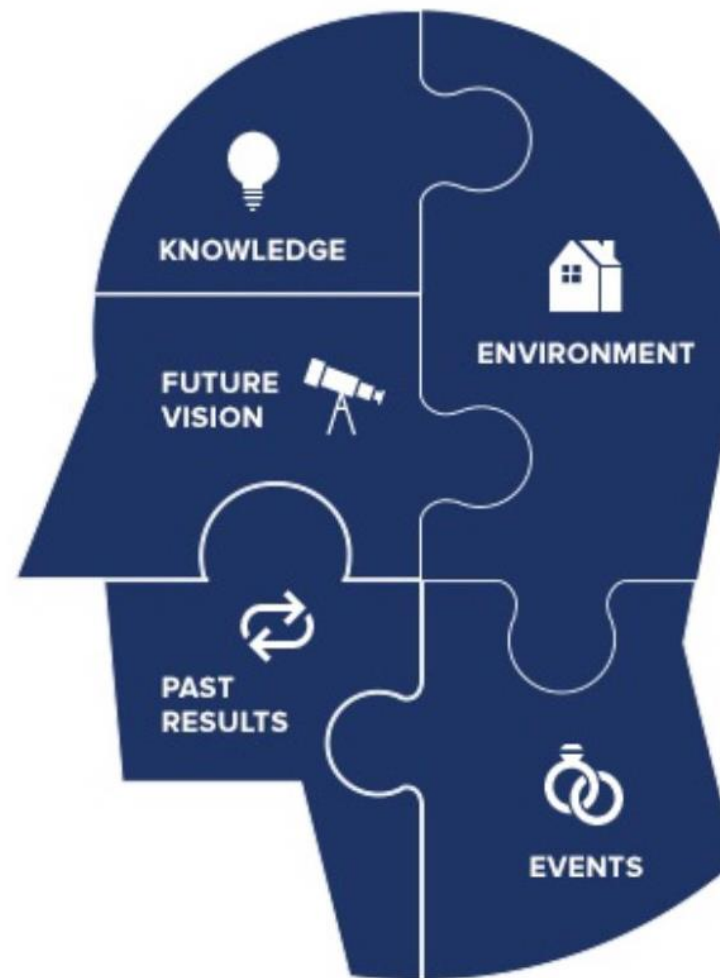
- The ability to make your own decisions
- Understand that you might fail, but learning from the experience and looking on the positive side
- Not giving up!
- Learning what you need to be successful and asking for it

<https://elearningindustry.com/culture-empowerment-beat-70-20-10-problem-secure-roi>



Environmental Impacts

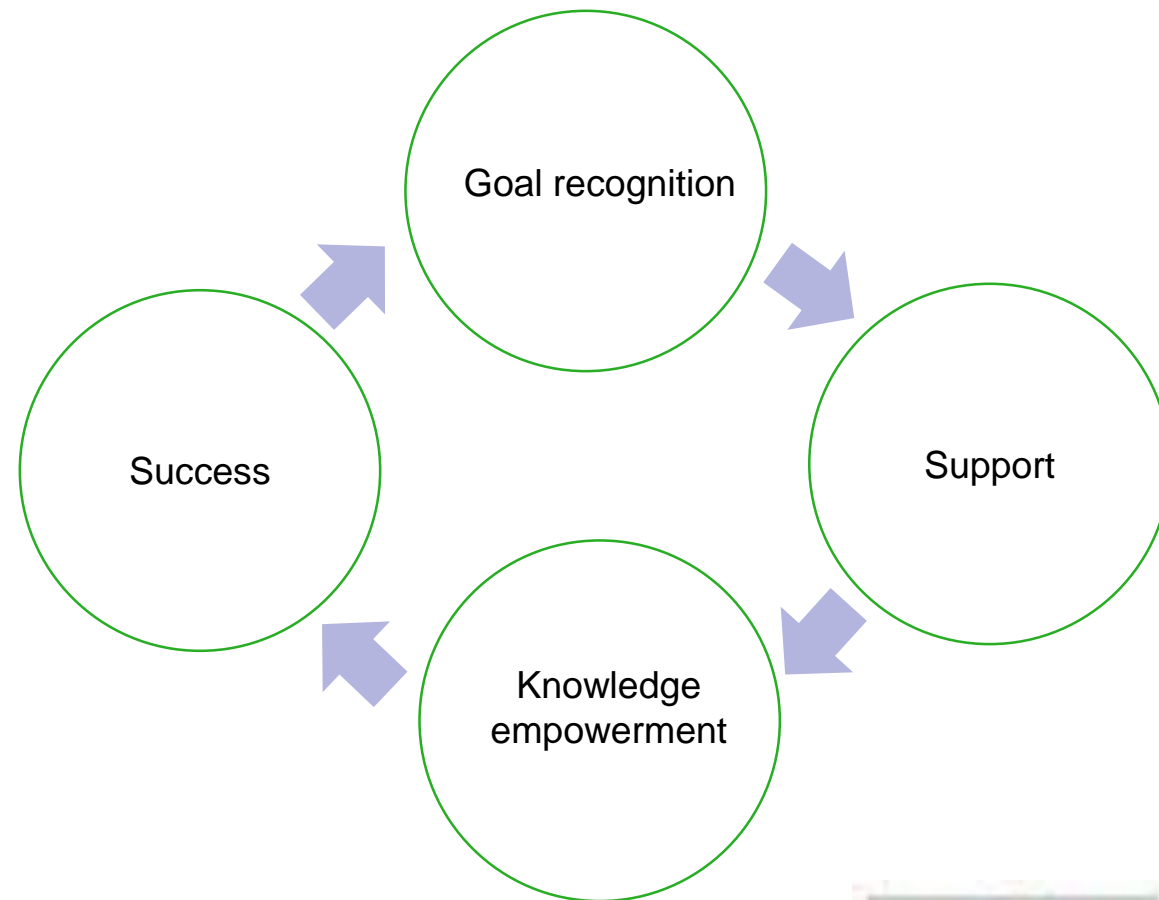
- How you are perceived by those around you
 - teachers, family, friends, employers, etc.
- Peoples' reactions to you
- Create spaces, find individuals and a community, that help you feel safe, valued, confident, understood and successful
- How this impacts the empowerment cycle and creates more self-awareness



<https://medium.com/@jayyjones90/product-of-your-environment-or-product-of-your-peers-82a8534a3730>

SMART Goal Cycle

- **S**pecific: Well defined, clear, and unambiguous
- **M**easurable: specific criteria that measure your progress
- **A**chievable: Attainable and not impossible to achieve
- **R**ealistic: Within reach, realistic, and relevant to your life purpose
- **T**ime-Based: clearly defined timeline, including a starting date and a target date



Example of goal setting

- **S**pecific: Want to be a vet
- **M**easurable: Track specific deadlines, grades, post-secondary prerequisites
- **A**ttainable: Do you have the tools and resources to achieve this goal? If not, where can you find them?
- **R**elevant: Is in alignment with your personal interests, abilities, and beliefs
- **T**ime: Know the end dates and deadlines on when you have to apply, where you have to be, and how to manage time.



PATHWAYS



Post-Secondary

Why College or University?

- Rates of employment increase
 - Economic growth and replacement needs are expected to create almost 6 million new jobs by 2024, two-thirds of which will require college, university or vocational education
- Allows you to explore yourself, other cultures/people, possible career opportunities, and the interest level in your chosen program
- Post-secondary education enhances 'soft skills' such as resilience, initiative, and teamwork
- Those with a post-secondary degree earn 39% more income



The Difference Between College and University Programs

COLLEGE

- Full-time and part-time diploma and certificate programs
- Tend to be more career-oriented
- Less expensive
- Depending on the program, less time consuming
- **Where to look for programs of interest:**
<https://www.ontariocolleges.ca/en/programs>
- **How to apply:**
<https://www.ontariocolleges.ca/en/apply>

UNIVERSITY

- Undergraduate (bachelor's) degrees, graduate programs (Master's and doctoral)
- Focus on professional and academic programs
- More expensive
- Necessary for some careers
- **Where to look for programs of interest:**
<https://www.ontariouniversitiesinfo.ca/programs>
- **How to apply:** <https://www.ouac.on.ca/>



Have Some Challenges or Scared to Commit?

Programs specifically for Deaf students:

- George Brown College, Toronto, ON
- Gallaudet University, Washington, DC
- Madonna College in Livonia USA, NTID in Rochester USA

Upgrading Educational programs:

- <https://www.georgebrown.ca/programs/academic-upgrading-program-a751>

Understand that you are not “stuck” and that there are many different options to; change programs, bridge into other programs or higher education, additional programs that can stack and provide you with additional knowledge and skills needed for your goals. **Contact the schools’ “academic advising” for these opportunities.**



Your responsibilities for post-secondary success:

- The regulations governing special education and accommodations for students with disabilities are different in high school than they are in post-secondary.
- Make sure you contact your Accessibility Office at the post-secondary institution you will attend in advance (as soon as possible), in order to arrange for the access services you need, including interpreter services, captioning, notetaking, etc.
- Make a list of the accommodations/access requirements you have so that when you meet with the Disability Accommodations Counsellor in the Disability Services Office you can speak confidently about what you need.
- Contact the Financial Aid Office at the post-secondary institution that you are attending if you have questions about available bursaries, OSAP, loans, etc.
- Additional resource:
<http://www.transitionresourceguide.ca/resources/rights-and-responsibilities>



Apprenticeships

Why an Apprenticeship?

- Allows you to earn while you learn.
- Experience skills necessary to succeed
- Better for hands on learners
- Salary expectations are higher
- Costs for programs could be less
- More information:
<https://www.ontario.ca/page/apprenticeship-ontario>



Routes to an Apprenticeship

While in Highschool

- Ontario Youth Apprenticeship Program (OYAP)
 - Starts in Grade 11 or Grade 12 through the Cooperative Education Program
- Dual Credit Programs

College program routes

- <https://www.ontariocolleges.ca/en/apply/skilled-trades>
- <https://skilledtradescollege.ca/>

Other routes:

- Traditional Apprenticeship Route (Direct)
- Specialist High Skills Major
- Pre-Apprenticeship Programs
- Union or Industry Approved Training



<http://www.skillsontario.com/pathways-to-apprenticeship>

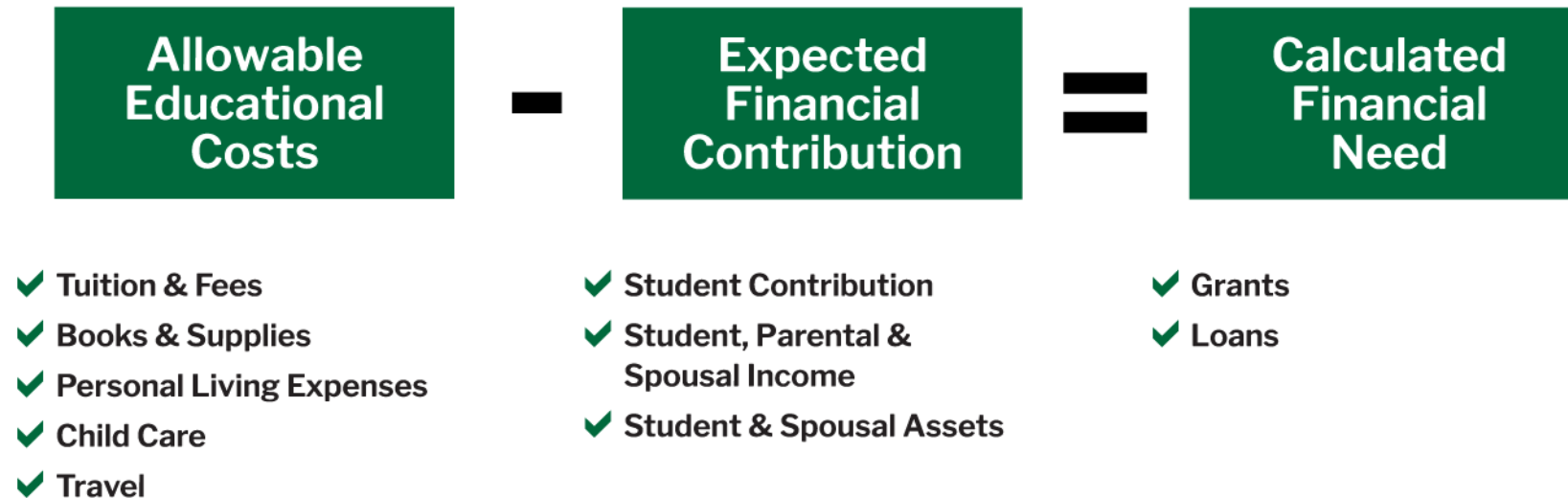
Applying for Scholarships & Loans

- There are many scholarships and loan options, including scholarships offered by CHS
- When applying for scholarships and bursaries, apply to as many as possible, and make sure you get feedback on how to make your application stand out.
- More scholarships and bursaries:
 - <https://www.scholarshipscanada.com/>
 - <https://www.disabilityawards.ca/deaf-hard-of-hearing/>
- For apprenticeships:
 - <https://www.Ontario.ca/page/ministry-training-colleges-universities>
 - Apprenticeship Incentive Grant for Women
 - Apprenticeship Incentive Grant (AIG)
 - Apprenticeship Completion Grant



Financial Resources: OSAP (Ontario Student Assistance Plan)

- This program is designed to offer support for part-time and full-time students (<https://www.ontario.ca/page/how-apply-osap>)
- Bursary for Students with Disabilities (BSWD)
- Canada Student Grant for Services and Equipment for Students with Permanent Disabilities (CSG-PDSE)



<https://www.stclaircollege.ca/financial-aid/osap>

Employment

Things to consider before:

- Location preference, transportation, full-time or part-time, wage expectations, benefits, what you enjoy/what motivates you, what you are good at, etc.

Creating realistic expectations:

- Understanding your experience and qualifications for job/career choices

What you need before you start:

- Creating and understanding the purpose of resumes and cover letters
- Identifying the best ways to search and apply for work
- Practicing job interview skills
- Understanding how to maintain meaningful employment



Resume and Cover Letters

- All resumes and cover letters should be job specific, with your qualifications, transferable skills and explanation of why you're the most qualified.
- Ensure specifics; lengths, numbers, percentages, etc.
 - Ex. I raised _____ amount of money, I increased production by 50%, I have 7 years of direct experience.



Main Types of Resumes

Functional

- Focuses on your skills and experience
- Best used with limited work experience and recent education
- Best style if you are changing career direction

Chronological

- Most recent work experience first
- Best used when work history is relevant to job objective or is more applicable than education
- Best style if gaps in work history

Combination

- Best of both styles
- Personal choice, allows flexibility

Others:

- Infographic, non-traditional, targeted (which all should be to some degree)



Cover Letter

Greeting - E.g., Dear John Smith,

Paragraph 1:

- Why you're contacting them
- How you found out about the organization or posting



Paragraph 2:

- Concise overview of relevant work experience, education, and skills that will help you perform the job.

Paragraph 3:

- State confidence in your ability
- Give information on preferred method of contact for interview or questions

Paragraph 4:

- Express appreciation, closing, signature, and typed name

Examples online:

<https://www.indeed.com/career-advice/cover-letter-samples>

Searching & Applying

The search:

- Online:
 - Job bank to specific career field
 - E.g.. Social Services – Charity Village
 - Other examples; Indeed, LinkedIn, Canadian Job Bank
- In Person:
 - Finding a job ad in a store window or going into the place of employment to ask about future positions or asking for more information on how to apply
- Connections:
 - Volunteer work, placement, or people you know (or people they know)

Applying:

- Be sure to read the job listing thoroughly
- Adjust your application to the specific job you're applying to
- Apply to the job as they request in job description or posting
 - If it does not ask for a cover letter, you don't need one, but you can still attach one if you have the option



Interviewing

- Ensure you explain your accessibility needs and reach out for assistance when needed (interpreter booking, rights, employer questions)
- Prepare your STAR'S for behaviour based interview questions:
 - Situation or Task, Action taken, Results
 - Ex. Can you tell me about a time...
- Research the job and company
- Review position requirements and job description. If you can, talk to people who already work at the company
- Know the location of the interview
- What to bring:
 - Extra copies or resume, copies of credentials (if necessary), references
 - List of potential questions you have (prepare some before interview, it shows your interest in the position and company)
 - Breath mints...



Presentation

- First impressions count
 - Be on-time, organized and ready with tools for success!
 - Dress appropriately and clean
 - Make eye contact and smiling
- Be attentive to body language
 - Fidgeting, rocking
- Take your time and consider your response to questions
 - Be as specific as possible
 - Try not to use “Usually, always or never”
 - Use I statements
- Be confident in your abilities
 - Turn weaknesses into strengths
- Leave personal baggage at the door
 - No personal trouble in the interview
- Do not say negative comments about the organization



Follow-up

After applying for a job

- Be sure to wait approximately 5 business days from closing date before following up

After an interview

- Touch base with references to see if contact was made
- Make contact after a week from the interview
- Sending a thank you email after interview



When should you disclose your hearing status?

- It is YOUR decision of how and when you want to disclose your hearing status.
- There is no right or wrong answer. Disclosing your hearing loss in a cover letter or résumé is your choice but it's important to know how to handle your hearing status when challenged or asked.



Tips:

- You do not have to disclose your hearing status on your job application, but if contacted for an interview, you may need to ask for accommodation, at that point you would disclose.
- If an employer is looking for diversity, it may be better to disclose on your application.
- For schooling, or other application forms, you may want to disclose to ensure available accommodations.

Breaking the sound Barriers at work!

- Students can use this resource for themselves, or to share with employers.
- Breaking the Sound Barriers at Work has been created to give employers a better understanding of Deaf, hard of hearing, and accessibility issues.
- By teaching different communication approaches and demonstrating best practices in the workplace, Breaking the Sound Barriers at Work, shows how accessibility can be achieved for all employees.
- Provides employers with specific resources on communications, legal responsibilities, workplace culture, and inclusion.
- <https://breakingoundbarriersatwork.ca/>



RESOURCES



Ontario Disability Support Program (ODSP)

- As a Deaf and hard of hearing person you may be eligible for the Ontario Disability Support Program (ODSP).
 - Benefits available, for you and your family, including prescription drugs and vision care.
 - <https://mcss.gov.on.ca/en/mcss/programs/social/odsp>
- Income Support
 - Financial assistance provided each month to help with the costs of basic needs; food, clothing and shelter. Income support also includes benefits, like drug coverage and vision care.
 - <https://mcss.gov.on.ca/en/mcss/programs/social/odsp/contacts/index.aspx>
- Employment Support
 - Services to help clients with different abilities to find and keep a job and advance their careers.
 - https://mcss.gov.on.ca/en/mcss/programs/social/odsp/employment_support/ES_Eligibility.aspx



Additional Supports

- Canadian Hearing Services- Resources for youth
 - <http://www.chs.ca/resources-youth-hearing-loss>
- National Educational Association of Disabled Students
 - <https://neads.ca/en/>
- Canadian Career Development Foundation
 - https://ccdf.ca/training-resources/?resource_categories=children-youth
 - https://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf
- The Conference board of Canada - Employability Skills
 - https://www.conferenceboard.ca/docs/default-source/educ-public/esp2000.pdf?sfvrsn=dd440e69_0&AspxAutoDetectCookieSupport=1
- Ontario Labour Market
 - <https://www.iaccess.gov.on.ca/labourmarket/search.xhtml?lang=en>
- Ministry of Colleges and Universities
 - <https://www.ontario.ca/page/ministry-colleges-universities>



We are here to help!

Telephone:

- 1-866-518-0000
- TTY: 1-877-215-9530

Skype general inquires:

- Skype (ASL): Ask CHS
- Skype (LSQ): Demande SCO

Emails:

- General questions and inquiries: info@chs.ca
- Accessibility Consulting: accessibilityconsulting@chs.ca

- ASL Education: asleducation@chs.ca
- Audiology: audiology@chs.ca
- Communication Devices: sales@chs.ca
- Counselling: Counselling@chs.ca
- Employment Services: employmentservices@chs.ca
- Interpreting Services: interpreting@chs.ca
- Literacy Training Services: literacytraining@chs.ca
- Translation & Captioning Services: translation@chs.ca



APPENDICES



Important Terms: what they mean and how they apply to you

Deaf students identify with the Deaf community as a distinct cultural group, its heritage and literature. They use sign language (such as American Sign Language (ASL) or Langue des Signes Québécoise (LSQ) to communicate.

- Oral Deaf and Deafened students rely on a combination of lip reading, talking, and sign language to communicate.

Hard of hearing students tend to use spoken language and residual hearing to communicate, supplemented by communication strategies that may include speechreading, hearing aids, sign language and technical devices.



Important Terms (continued)

Audism is a form of discrimination based on a person's ability to hear or behave in the manner of one who hears. Furthermore, audism conveys the belief that a hard of hearing or Deaf person, who behaves in a manner more similar to a hearing person in terms of communication and language use, and/or function, is more intelligent, qualified, well-developed, and successful than another individual who may be more culturally Deaf and/or prefer to use sign language or a communication mode dissimilar to that used by hearing people.

Ableism may be defined as a belief system, comparable to racism, sexism or ageism, that sees persons with disabilities or who are Deaf or hard of hearing as being less worthy of respect and consideration, less able to contribute or participate, or of less inherent value than others. Ableism may be conscious or unconscious, and may be embedded in institutions, systems or the broader culture of a society.



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CANADIAN[™]
HEARING
SERVICES
RAISING THE BAR

THANKYOU

