



**CANADIAN[™]
HEARING
SERVICES**

Effective Practices Guidebook for Deaf and Hard of Hearing Students

Transition to Post-Secondary
Education and Employment

March 2021

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EFFECTIVE PRACTICES GUIDEBOOK FOR DEAF AND HARD OF HEARING STUDENTS: TRANSITION TO POST-SECONDARY EDUCATION AND EMPLOYMENT

Effective Practices Guidebook supports students who are D/deaf and hard of hearing in their transition to post-secondary education, apprenticeships and/or the labour market. This guide is designed as a resource for students, educators, parents/guardians, and employers (for co-op placements and apprenticeships). It provides information on creating empowering educational environments as the foundation for successful pathways. It provides transition skills tips from the literature for parents, educators, and students, as well as programs, supports, contacts, references, and links to guide students along their path to success. The guidebook ends with an interactive appendix to reflect on issues raised in the guidebook and to provide direction for next steps.

The Effective Practices Guidebook is designed to support everyone in working towards the best outcomes and achievements for D/deaf and hard of hearing students. The guidebook contains many different tips and tools. Students may find benefit in sections dedicated to preparing for a first interview or transitioning to post-secondary education. Parents can turn to the guide for information on their child's rights, tips to set them up for success regardless of environment, or to links to scholarships and grants. Educators may more often turn to the guidebook for tips and strategies on supporting greatest academic achievements for their students. And employers may turn to the quick reference infographics for tips on ensuring their workplace is accessible and supportive to D/def and hard of hearing youth. The guidebook also includes reflective questions and possible outreach strategies to allow anyone to identify where they are on the journey and what some immediate needs, or existing successful strategies might be. You are encouraged to use this guidebook in whatever way works for you. As your journey progresses, your needs may change. Revisit the guidebook often, using it and additional resources available on chs.ca to (re) discover tips and strategies to support you, your child, or your students.

INTRODUCTION

Whether you are reading this while secondary and post-secondary education classes are virtual or in person, when co-op, apprenticeship placements or work experience is remote or in person, the research and resources provided here still apply to you. We hope you find this guide beneficial.

As you read this, keep in mind the role of hope in the educational achievement of students as they transition from high school to post-secondary education and employment. “Hope is the belief that the future will be better than the present, coupled with the belief that you have the power to make it so” (Lopez, S., 2016/2013)¹. Taking into consideration students’ academic history, hope is the strongest factor in predicting academic achievement in college (Gallagher et al, 2016)². This guidebook provides support for D/deaf and hard of hearing students as they forge their path to hopeful and successful outcomes.

¹ Lopez, S. (2016/2013) *The Science of Hope: An Interview with Shane Lopez*. *Taking Charge of your Health and Well-Being*. University of Minnesota. Retrieved from: <https://www.takingcharge.csh.umn.edu/science-hope-interview-shane-lopez>. Aug 21, 2020. Lopez quoted, Lopez, S. J., Reichard, R. J., Marques, S. C., & Dollwet, M. (2015). *Relation of hope to academic outcomes: A meta-analysis*. Submitted for publication. https://www.researchgate.net/publication/294278561_Hope_and_the_Academic_Trajectory_of_College_Students

² Gallagher, M., Marques, S. and S. Lopez. (2016). *Hope and the Academic Trajectory of College Students*. *Journal of Happiness Studies* 18 (2), Media Dordrecht, Feb 12, 2016. Retrieved August 19, 2020 from https://www.researchgate.net/publication/294278561_Hope_and_the_Academic_Trajectory_of_College_Students





Hope

The word 'hope' the learned say
is derived from the word 'hop'
and leads one on to leap.

Plato in his turn, says that leaping
of young creatures is the essence of play –
So be it!

To hope then, means to take a playful leap
into the future – to dare to spring from firm ground –
to play trustingly – invest energy, laughter;
And one good leap encourages another –
On then with the dance.

Joan M. Erikson, 1993.



LITERATURE REVIEW

EMPOWERING EDUCATION

TERMINOLOGY

Audiological labels can separate students and their communities. It is important to refer to students as they prefer. Students may choose to use a sign language or a spoken language or both. They have a right to use and access sign language. Canadian Hearing Services uses the terms Deaf, D/deaf, deaf, and hard of hearing to refer to students.

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. Culturally Deaf students who use sign language, may sign, gesture, write, use speechreading, spoken language, text, or use an interpreter to communicate with people who do not sign. Upper case D is used to indicate a group of students who share cultural experiences with the adult Deaf cultural and linguistic minority. This is a community that uses sign language. A quick internet search provides a plethora of resources on Deaf culture and identity.

Hard of hearing and deaf 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. As students grow, they establish their own communication preferences which should be respected.

D/deaf is used throughout this guide to describe students who are Deaf (sign language users) and deaf (students who use spoken language as their first language). D/deaf is often used as a short cut to describe both groups who are similar but differ in their communication, language, and culture.

D/deaf or hard of hearing students have the same capacity for success as hearing students. However, they often face barriers to communication for optimal learning and career success. These barriers can be eliminated leading to their best achievement including:

- Environmental barriers (sight lines, lighting levels, distance and noise)
- Access to services such as sign language interpretation, written notes, or real-time caption as needed for classroom, co-op placements, interviews, etc.
- Availability of technology such as assistive listening devices or effective computer communication.
- Educator, student, colleague or co-worker misconceptions about D/deaf and hard of hearing children, youth and young adults.
- Invisible barriers of attitude and perception about D/deaf or hard of hearing students.

This section discusses audism, ableism and attitudes in schools that cause barriers to D/deaf and hard of hearing students. It also discusses how to create a positive educational culture to break down these barriers for yourself, your students, or for others.

EXTERNAL FORCES

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 D/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 D/deaf and/or prefer to use sign language or a communication mode dissimilar to that used by hearing people.

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 D/deaf and hard of hearing individuals.

Ableism may be defined as a belief system, comparable to racism, sexism or ageism, that sees persons with disabilities or who is D/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.

Ableist Attitudes are often based on the view that disability or being D/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 D/deaf or hard of hearing.

To know your rights, see details in the **Ontario Human Rights Commission's Policy on Ableism and Discrimination based on Disability and Ontario Human Rights Commission (OHRC) Guidelines on Accessible Education for Students with Disabilities (March 2018)**.

INTERNAL FORCES

Positive Attitudes are best promoted through modelling your own positive behavior. Be aware of 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. Understand that your positive outlook will be reflected in how you project yourself and your needs to 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.

PERSPECTIVE SHIFTS – EXTERNAL AND INTERNAL

A shift in perspective moves away from a medical view that describes D/deaf and hard of hearing students as having “hearing loss” and moves to a positive perspective that recognizes their collective minority. This can be seen in Figure 1. Positive educational attitudes respect the variety of cultures and expression within a culture. They encourage environments that promote the minority culture as a rich resource in our society.³ This rich resource is known as “Deaf-Gain”^{4 5} and the collective identity is known as “Deafhood”⁶.

Medical View – “Hearing Loss”

Deafness

Cultural View – “Deaf-Gain”

Deafhood

Figure 1: Hearing Loss to Deaf Gain and Deafness to Deafhood

As individuals develop their identity as members of a Deaf cultural minority in society, their collective existence referred to as “Deafhood” emerges as a resource for the individual and also for society. Paddy Ladd identifies stages progressing from a deficit in “Understanding Deaf Culture: In Search of Deafhood (2003)”, medical perspective to a social welfare perspective and then to a human rights perspective, to a linguistic minority perspective and finally to a “Deafhood” perspective. Deafhood includes identifying with a collective culture, history, literature and arts that enriches the individual and society. Figure 2 shows the stages that people go through in identifying individuals from a medical “deafness” perspective to a collective culture or “Deafhood” perspective. These perspectives impact all levels of educational settings, career pathways and career placements in our society. As such, it is fundamental for students, parents and educators to be mindful of the impact of these different perspectives.

³ Small, A. and Cripps, J. (2009). *Attitude Planning and Language Planning*. In *Reference Guide: Barrier Free Education*. Toronto, Ontario: Canadian Hearing Services, 23–43.

⁴ Bauman, H-D and Murray, J. (2010). *Deaf Studies in the 21st Century: Deaf-Gain and the Future of Human Diversity*, in the *Oxford Handbook of Deaf Studies, Language and Education*. Eds. Marc Marschark and Patricia Spencer. Oxford University Press.

⁵ Bauman, H-D. (2013). *Reframing the Future of Deaf Education: From Hearing Loss to Deaf-Gain*. In *Reference Guide: Barrier Free Education*. Toronto, Ontario: Canadian Hearing Services. https://www.chs.ca/sites/default/files/uploads/reframing_the_future_of_deaf_education_2013.pdf

⁶ Ladd, P. (2003). *Understanding Deaf Culture: In Search of Deafhood*. Clevedon, UK: Cromwell Press Ltd.



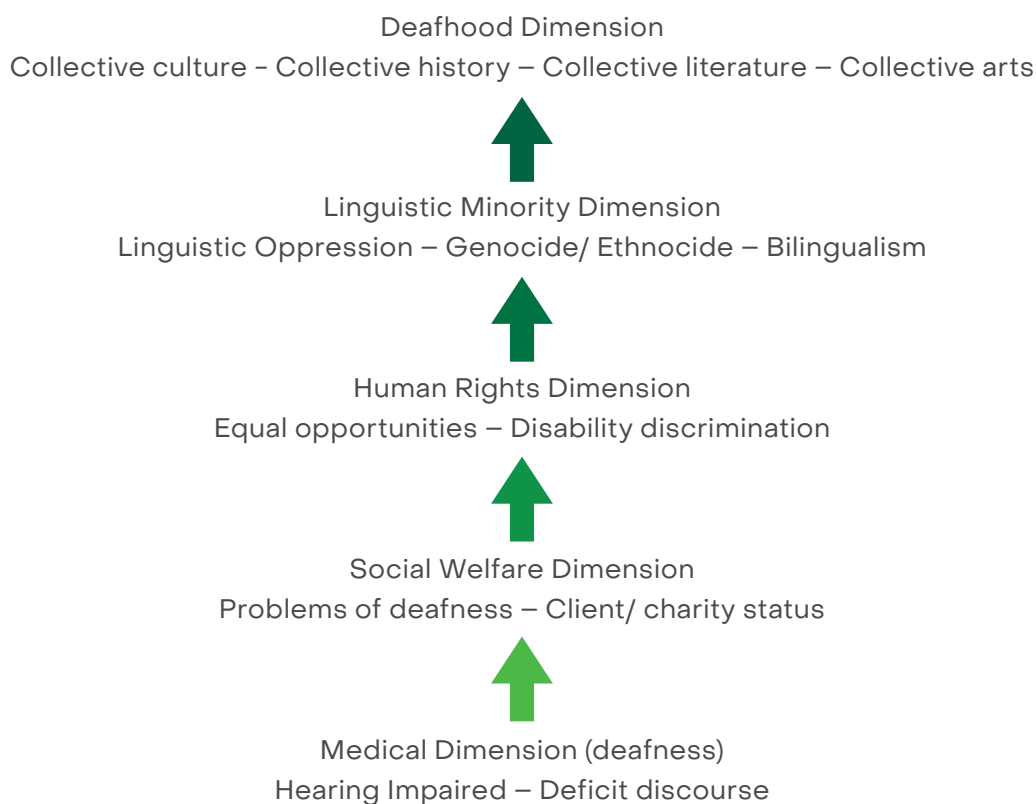


Figure 2. Dimensional stages – from deafness to Deafhood (Ladd, 2003)⁷

Many Deaf individuals use sign language as a first language and English as their second language. Like many individuals with second language acquisition, there are varying degrees of literacy in the multiple languages we know. That is true for Deaf individuals and the development of their written English as a second language. There is also a history of access issues in schools that has negatively impacted literacy of Deaf and hard of hearing students. Research shows that academic and literacy levels of Deaf children with Deaf parents is higher than those with hearing parents.⁸ This supports the benefits of an accepting and fully accessible and engaging environment that accepts Deaf culture and sign language.⁹ Please refer to Canadian Hearing Service's School to Work Transition Project, Barrier Free Education initiative at chs.ca.

⁷ Ladd, P. (2003). *Understanding Deaf Culture: In Search of Deafhood*. Clevedon, UK: Cromwell Press Ltd. P.170.

⁸ Israelite, N. Ewoldt, C. and Hoffmeister, R. (1992). *Bilingual Bicultural Education for Deaf Students: A Review of the Literature on the Effects of Native Sign Language on Majority Language Acquisition*, Queens Printer for Ontario, Toronto, Ontario.

⁹ Small, A. and D. Mason, (2008). *ASL Bilingual Bicultural Education in J. Cummins and N.H. Hornberger (eds.) Encyclopedia of Language and Education, 2nd Edition, Volume 5: Bilingual Education*, 133-149. Springer Science and Business Media LLC.

ACCESS VS ENGAGEMENT

In a truly engaging, empowering educational environment, D/deaf and hard of hearing students should feel accepted and understood in their environment. These feelings should exist not only in the formal classroom setting but also in the “hidden curriculum” (in environments where learning occurs informally or outside of the classroom, such as during breaks, extracurricular activities, and talking amongst other students and with their educators and mentors). Rather than constantly expending energy to ensure access and understanding, the student can focus on success in their educational environment.

An educational environment that incorporates universal design, make them accessible to all people, regardless of age, disability or other factors and engages students in an empowering environment has potential for greater success for D/deaf and hard of hearing students and educational institutions. This is true and should transition into the workplace as well.

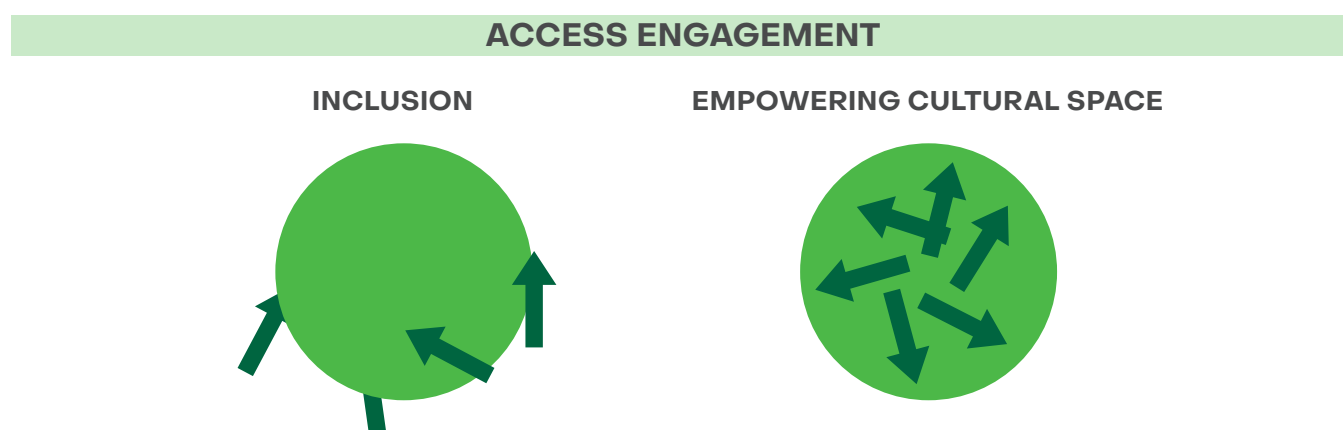


Figure 3: Access versus Engagement ¹⁰

UNIVERSAL DESIGN

Universal design is an exciting opportunity for constructive, innovative changes that benefit ALL. The term universal design (UD) was first coined by architect Ronald L. Mace to describe the design of products and the built environment to be both aesthetic and useable to the greatest extent possible by everyone, regardless of age, ability, or status in life.¹¹ In 1963, Goldsmith, author of *Designing for the Disabled* (Goldsmith, 1963/2011) initiated the concept of free access for people with disabilities. This concept gained traction with the dropped curb on all sidewalks – now a standard feature in many western countries. Individuals without a physical “disability” benefit

¹⁰ Adapted from Small, A. (2000). *Advanced Seminar in Bilingual Bicultural Education*. Teacher Preparation Programme in the Education of Deaf and Hard of Hearing Students, Faculty of Education York University. In Small, A., Cripps, J. and Côté, J. 2012. *Cultural Space and Self / Identity Development*.

¹¹ “Ronald L. Mace on NC State University, College of Design”. Design.ncsu.edu. Retrieved 2019-03-01. https://projects.ncsu.edu/ncsu/design/cud/about_us/usronmace.html

from ramps. For example, pushing a baby stroller, grocery cart or suitcase. Captioning is a form of UD. Members of the D/deaf and hard of hearing community fought for captioned TV programs in the 1970s and 1980s. Captioning has become mainstreamed over time and is frequently used by individuals who have full hearing capacity (Burgstahler, 2012). Examples of this is gyms with multiple TVs or a noisy bar, these TV programs are frequently shown with captions. Captioning, once thought to be specific for people who are D/deaf or hard of hearing now is seen as a benefit to the larger society.¹² Captioning is also beneficial literacy development for English language learners of all ages as well as benefit D/deaf and hard of hearing. The D/deaf and hard of hearing community has not fully yet experienced the UD applied to visual fire alarms for safety in public places that could benefit society at large.

There is increasing understanding of how routinely applying UDL principles in education is extremely benefitable. In the Ministry of education's "Learning for all", they talk about Adopting "design thinking" as a mindset, which can provide educators with new tools and new approaches that often bring simple solutions to complex everyday challenges that are faced in the classroom today, such as how to integrate technology and how to engage all students.¹³ Design thinking is a human-centred process that begins by understanding the needs and motivation of students, parents, and educators. It encourages creativity, collaboration, empathy, and divergent thinking skills appropriate for current learning and teaching (Ministry of Education, 2013).

Students, educators and employers can brainstorm, universal design ideas for the school system that create a barrier free environment for all students, including those that are Deaf and hard of hearing. Think outside of the box for creative solutions. Some examples to get you started includes:

- Providing written materials and resources before classes will benefit not only D/deaf and hard of hearing students, but also new students to Canada, for whom English or French is a second language, those with a learning disability and so forth.
- Providing ASL classes for all educators not only makes the environment accessible in both the formal as well as hidden curriculum (during extra-curricular activities etc.) and is engaging for D/deaf students but benefits all educators (example: for easy communication in a noisy environment or communication through a window) and enriches everyone with another language. It is important that ASL classes be provided by culturally Deaf instructors.
- Providing ASL classes for all students as an extra-curricular, if not in the formal curriculum, always makes communication accessible, increases interaction among all students and is enriching everyone, with another language.

¹² Supalla, S. J., Small, A., & Cripps, J. S. (2018). American Sign Language for everyone: Considerations for Universal Design and Deaf Youth Identity. SASLJ, 2(2).

¹³ Ministry of Education. (2013). Learning for all: A Guide to Effective Assessment and Instruction for all Students, Kindergarten to Grade 12. Toronto: Queens Printer of Ontario.

- Flexibility is a key principle of universal design and can include how teaching takes place (for example: ensure visible sight lines rather than facing away when writing on the board and then facing the class before speaking); when opportunities are provided (example: flexible scheduling when interpreters are available for co-op placement meetings, etc.) and where accessibility provision is performed (example: remote locations using video remote interpreting [VRI] or communication access real-time translation [CART] or speech to text interpreting service) when needed in the educational environment.

SYSTEM CHANGE

“A System is anything organized for a purpose– Kind of like my school”

– Eilidh, age 13, The Rockefeller Foundation¹⁴

Understanding what a system is allows you to understand your role and opportunities to be a mechanism for change. Understanding is how you use your power and abilities to be and make change. Students and their families are experts on how they best learn and grow. By advocating and expressing your needs and opinions can provide opportunities to work together to create change and growth. This will not only create better, more flexible systems but will provide students with more opportunities for self-growth.

“The backbone of innovation is collaboration: To find innovative solutions, we need to bring people and ideas together, often in unexpected ways”

– Eilidh, age 13, The Rockefeller Foundation¹⁴

Empowering students to point out and ask for systematic change creates more opportunities to; problem solve, use creativity, work with others, and practice patience. All these experiences and skills are useful in every aspect of life and will contribute to a happier, more fulfilled future, where barriers are opportunities not disappointments.

ATTITUDE CHANGE

An all-inclusive shift in perspective not only allows for an escape from a medical perspective of D/ deaf students but also helps to promote an awareness and empowering educational environment. Ladd (2003) challenges us not to view attitudes as opposites of bad and good. The models discussed provide an alternative that is focused on evolving. Meaning that we can be ever growing and changing and that we can create accepting and flexible educational environments.

¹⁴ Joseph, K. (05, 20 2016). How to Explain Systems Change to a 13-Year-Old. Retrieved 01 13, 2021, from The Rockefeller Foundation: <https://www.rockefellerfoundation.org/blog/explain-systems-change-13-year-old/>



Language is at the heart of attitude planning. Whether that be language access, body, written, etc. Language provides opportunities for knowledge, growth, and empowerment. With a growth educational context can create a change that is totally transformative and empowering for Deaf and hard of hearing students as well as their hearing counterparts. There is much we can reflect on to ensure an empowering educational environment that helps to provide positive impacts for student outcomes.

See appendices for two reflective questionnaires (The System Attitude Shift (SAS) Questionnaire and the Personal Attitude Shift (PAS)) for personnel in the Deaf students' educational environment, including teaching staff, support staff and administrators. Questionnaires can be used to begin the reflective process for educators wishing to construct empowering educational environments, whether in secondary or post-secondary school for Deaf and hard of hearing students, while also applicable to work environments.¹⁵

Canadian Hearing Services provides numerous resources for classroom accessibility and creating empowering educational environments for Deaf and hard of hearing students. For details and information please see the Classroom Accessibility Guide.

GRADE 12 TRANSITION SKILLS

TIPS FOR PARENTS AND EDUCATORS: **NURTURING IDENTITY DEVELOPMENT AND ACHIEVEMENT**

You can assist students identify their growing interests, strengths, and skills, while exploring opportunities at home, in your community and at school. These opportunities can help students to look at skills and experiences needed to successfully achieve their goals in school, and in transitions from high school to adult life. Canadian Hearing Services' suggested checklist for families of youth who are D/deaf or hard of hearing going to post-secondary, is a great tool to help with this.¹⁶

Canadian Hearing Services Check List:

- Help your child know what choices they have (see useful career assessments).
- Educate yourself by visit programs, talking to other students/families, watch videos, etc.
- Set post-secondary education and career goals using various online self-assessment tools.
- Ensure that your child is enrolled in academic courses throughout high school, which will prepare them for college, university or their chosen pathway.

¹⁵ Adapted excerpt from Small, A. and Cripps, J. 2009. *Attitude Planning and Language Planning*. In Reference Guide: Barrier Free Education. Toronto, Ontario: Canadian Hearing Services, 23-43
https://www.chs.ca/sites/default/files/uploads/attitude_planning_2013july.pdf

¹⁶ Adapted with references: Pathways for Success, Ontario Ministry of Education; Passport to Prosperity, Ontario Ministry of Education Transition Planning: A Resource Guide; Ontario Ministry of Education

- Encourage your child to participate in and, if possible, lead their own Individual Education Plan (IEP) in high school, particularly with regards to transition planning.
- Help your child learn to advocate for him/herself while in high school, which will prepare him/her for when it needs to be done in college, university, or the workplace.
- Obtain college, university, and skilled trade school catalogue(s) and review them carefully with your child and with the support from high school staff (i.e. itinerant teacher)
- Ensure you and/or your child visit and inquire about all post secondary institutions of interest while in high school.
- Discuss with your child the nature of their hearing status and how it affects their schoolwork. Practice how they refer to their hearing status and identify what supports they need.
- Encourage teachers to document what accommodations and technology your child uses now and what they may need in college or university (i.e. peer notetaker, computerized notetaker, real-time captioning, Signed Language/English interpreter, speech-to-text software, tape recorder, FM system, etc.). Create a list of these accommodations and supports.
- Your child should meet with college or university Disability Services Office or Accessibility Office staff to learn about how accommodations are provided. Make sure that your accommodation needs will be there and be committed to your son/daughter.
- Discuss goals, learning needs, and know how to access specific accommodations, including academic supports that are available for all students (i.e. tutoring, writing support) with your son/daughter and Disability Service Office or Accessibility Service Office staff before classes begin.
- If there is a specific program on the campus for students who are D/deaf or hard of hearing and have another disability, arrange to meet with the staff. Find out how participants in the program participate in general college and university life and academics
- Figure out and set-up transportation prior to the start of school (i.e. driving, car-pooling, using public transit, travel vouchers).
- Be aware of financial aid resources available to your family and make sure that funding for all costs are arranged before school starts (e.g., tuition, books, fees, transportation). See “Financing your training”.
- Ensure that your child’s documentation is up to date. This may be required by the college or university for accommodation needs.
- Identify how financial support your child may receive impacts other benefits (i.e. ODSP, family supports, etc.)

Choosing your course for life after High School; Ontario Ministry of Education Transition, Links for Parents, PEPNet (www.pepnet.org); Youth Dynamic: An Employment Services Guide for Working with Deaf, Deafened and Hard of Hearing Youth

- Know what and where services are available through adult human service agencies (i.e. The Canadian Hearing Services, Employment Ontario, One-Stop Career Centres, Development Disability agencies). Representatives from these groups should meet those involved with the transition IEP, etc. Your child should have the phone numbers for relevant agencies in their cell phone.
- Be prepared for the fact that you, the family member, need written consent from the student to obtain access to their records at the college or university level.

Facilitating a Transition Plan – What is it?

- Identifies goals for further education, work and community life that:
 - A. Are based on realistic opportunities and resources, available after the youth leaves school
 - B. Can/should be accomplished by the youth with appropriate supports
- Provide and support an annual action plan, to help support the youth to achieve their goals
- A definition of the roles and responsibilities of the youth, family and others supporting their action plans

Example questions you may want to ask when supporting your child's transition:

- Where can I get information on classroom accommodations my child may be entitled to?
- My child needs financial support to go to college or university – where can I find out what Ontario offers?
- My children won't be going to post-secondary education, but straight into the world of work – any support for him or her?
- What are the resources to support the transition process for my child?

These questions are all answered through the Canadian Hearing Services website at chs.ca, as well as in this guide.

Identity Development

Research on identity development demonstrates that individuals proactive in their identity development, by exercising personal agency, tend to have more optimal outcomes in adulthood. Personal agency is the capacity for intentional, self-directed behavior, particularly when faced with obstacles such as lack of opportunity or discrimination. Identity-based agency includes intentionally reflecting on, and regulating, behavior to achieve personal goals and responsibilities. Nurturing identity-based agency is especially relevant to Deaf identity formation and achievement.¹⁷

¹⁷ Small, A., Cripps, J.S. and J Cote, 2016. Deaf Identity: Identity Development and Agency. In P. Boudreault, G. Gertz and J.G. Golson (Eds.), *The Deaf Studies Encyclopedia*, Thousand Oaks, CA: Sage Publications.

Numerous studies demonstrate that parenting exhibiting high expectations and responsive style is most favorable for effective psychological autonomy and identity development. This style of parenting is usually identified as “Authoritative parenting”, which recognizes that their children are separate individuals with their own developing interests. However, they also believe that their children are still developing and require deep parental guidance in order to develop into successful. This style also fosters independent problem solving, critical thinking, opportunities to explore ideas proactively, and to self-regulating behavior, all of which are important elements of identity-based agency.¹⁸

TIPS FOR STUDENTS: **INCREASING HOPE, RESILIENCE AND ACHIEVEMENT**

“Hope is the belief that the future will be better than the present coupled with the belief that you have the power to make it so” (Lopez, 2016/2013).

To have hope is to want a positive outcome that has the ability to make your life better. Hope can not only help a hard time become more bearable but can also improve our lives because wanting and envisioning a better future motivates you to plan and take the steps necessary to achieve that goal. Students are going to school with the hope of achieving goals, getting good grades, and having all of those small successes. Without this aspect of hope, students would have no focus or drive to believe they have access to a better future.

Hope theory says that hope is the result of two processes:

1. pathways, or believing that one can find ways to reach desired goals, and
2. agency, or believing that one can become motivated enough to pursue those goals (Snyder, Rand & Sigmon, 2002):

Hope is comprised of optimism, agency and plans (Lopez, 2016/2013).

Optimism is the belief that the outcomes of events or experiences will generally be positive, are likely to see the causes of failure or negative experiences as temporary rather than permanent, allowing the person to see the possibility of change and growth (Psychology Today, 2020).).

Agency is our ability to do something about our beliefs & goals. Our drive and motivation make these goals a reality. (Lopez, 2016/2013)

Plans are our specific pathways to accomplish these goals (Lopez, 2016/2013).

¹⁸ Small, A, Cripps, J and J. Côté (2016) and Small, A., Cripps, J., & J. Côté (2012). *Cultural space and self/identity development among Deaf youth*. Toronto, ON: Canadian Cultural Society of the Deaf. Retrieved from http://www.deafculturecentre.ca/Common/ResearchN/Items/9_Mono_FINAL_4.pdf

We are much more productive when we are hopeful. A hopeful student can achieve a letter grade higher than a less hopeful student of equal intellect, and a hopeful worker is more productive than a less hopeful worker. [When hopeful], you are 14% more productive at work and 12 % more productive at school (Lopez, 2016/2013).

In a study by Gallagher et al (2016), hope was the only factor that had unique effects when examining predictors simultaneously and controlling for academic history. Hope uniquely predicted the number of enrolled semesters, whether students returned for the 2nd semester of college, whether students graduated in 4 years, and students' GPAs across 4 years of college. Hope was the strongest predictor of college success after controlling for previous academic history. (Lopez et al, 2015; Gallagher et al, 2016)^{19 20}.

Lopez (2016,2013) states, to increase hope:

- Do the things you are most excited about in life and that provide the most meaning and purpose
- Spend time with hopeful people
- Pursue two or three specific goals that matter most to you and that are attainable.
- Know that obstacles are expected, come up with multiple plans to overcome obstacles and reach out for support

Brecher (2020) ²¹ summarizes for college students how to increase hope:

Set Goals by:

- a) identifying values, interests, and abilities
- b) setting priorities
- c) creating 'approach' goals

Develop Pathways Thinking by:

- d) creating sub-goals
- e) being open to several routes to desired goals
- f) cultivating the resilient attitude: if one pathway doesn't work, try another

Enhance Agency by:

- g) sticking to internal, personal standards
- h) engaging in positive self-talk

¹⁹ Lopez, S. J., Reichard, R. J., Marques, S. C., & Dollwet, M. (2015). *Relation of hope to academic outcomes: A meta-analysis*. Submitted for publication.

²⁰ Gallagher, M., Marques, S. and S. Lopez. (2016). *Hope and the Academic Trajectory of College Students*. *Journal of Happiness Studies* 18 (2), Media Dordrecht), Feb 12, 2016. Retrieved August 19, 2020 from https://www.researchgate.net/publication/294278561_Hope_and_the_Academic_Trajectory_of_College_Students

²¹ Brecher, D. (2020). *Hope*. Learning and Development (Thriving in Action) course lecture. Ryerson University, Toronto. Summarizing the works of Gallagher, M., et al (2016), Lopez, S. (2016), Lopez, S. et al (2015) and Seligman, M. (2006).

Brecher (2017)²² also summarizes five factors of resilience or “capacity to bounce back” based on research in the field of Positive Psychology. These five factors have been identified as contributing to university students’ ability to overcome obstacles and to thrive, contributing to academic success.

Five Factor Model of Resilience (Brecher, 2017):

- **Mindfulness** is about being in the present.
- **Gratitude** is about noticing good experiences, kindnesses and opportunities. Expressing gratitude to others strengthens connection.
- **Optimism** is an explanatory style that allows for increased energy to resolve challenging situations. Optimists explain good times as something they had a role in causing, they see it as permanent and pervasive (spilling into other areas of our lives). Optimists explain bad times as bad luck, temporary and situation specific.
- **Compassion / Self-Compassion** allows for a decrease in being self-critical and increase in being kind and patient with yourself as you navigate your path.
- **Grit** is perseverance and passion for long term goals (Duckworth, 2016) ²³.

Taken together, being fully present, noticing the good things in life, giving yourself credit in good times and forgiving yourself during hard times, drawing on your strengths in service of overcoming difficult times, provide resilience to overcome challenges and reach your goals. You can access weekly exercises designed to increase resilience in *A ThriveRU Weekly Workbook* freely accessible on-line through the *ThriveRU* initiative at Ryerson University. The site, <https://www.ryerson.ca/thriveru/> also has numerous accessible resources on resilience as you create your path.

Steps Proven for Success:

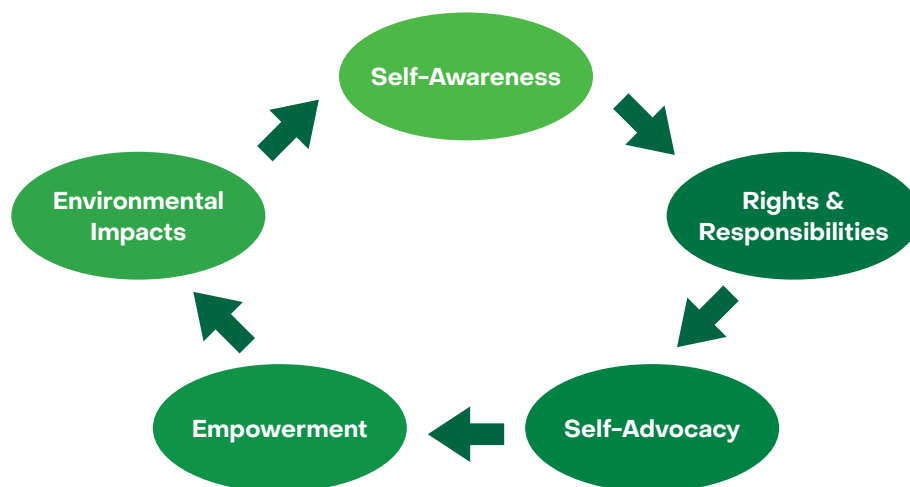
- *Knowing yourself*
- *Develop self-confidence, self-advocacy skills and resilience*
- *Exploring opportunities*
 - *Experiencing many opportunities, challenges and learning lessons*
- *Making transitions and changes, and understanding how it affects you*
- *Making decisions and setting goals*
- *Taking steps and achieving goals*
- *Always ask for support and help when you need it!*

²² Brecher, D. (2017). *Cultivate Your Happiness: A ThriveRU Weekly Workbook*. Ryerson University, Student Affairs: Toronto. Retrieved August 22, 2020 from: <https://www.ryerson.ca/thriveru/>. Originally published in the magazine TEDxRyersonU: Lenses , March 2017.

²³ Duckworth, A. (2016). *Grit: The Power of Passion and Perseverance*. New York: Scribner, Simon and Schuster, Inc.

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, co-op*
- *Make mistakes and learn from them*
- *Ask questions, search for knowledge, and reflect on how it makes you feel*
- *Be approachable, educational and respectful*
- *Self-motivation – don't give up! Be true to yourself!*
- *Have patience*

Rights and Responsibilities:

Rights:

- *Work or study*
- *Community Access*
- *Live in safe communities*
- *Obey the law*
- *Take responsibility for oneself and family*
- *Protect our heritage and environment*

Responsibilities:

- *Create proper work & study Habits*
- *Request communication access appropriately*
 - *Right; person, time, service*
- *Respect Laws*
- *Avoid waste & pollution*
- *Educate people on your needs and equality*
- *Advocate for yourself and others*

Self-advocacy:

- *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*
- *Make decisions and then take the responsibility to deal with the consequences of those decisions*
- *Know and understand your legal rights, and how to use your knowledge to stand up for yourself and your accessibility needs*

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*

Environmental Impacts and Your Impact on Your Environment:

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

PROGRAMS – CHOOSING PATHWAYS TO YOUR GOAL

POST-SECONDARY – COLLEGE AND UNIVERSITY

- **Why choose post-secondary education?**
 - Rates of employment increase with higher education levels
 - 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 team-work
 - Those with a post-secondary degree earn 39% more on average than those without a post-secondary education
 - 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



- **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

- **University**

- Undergraduate (bachelor's) degrees, graduate programs (Master's and doctoral)
- Focus on **professional and academic programs**
- More expensive
- Necessary for some careers

Post-Secondary Information:

- **College**

- Where to look for programs of interest: <https://www.ontariocolleges.ca/en/programs>
- How to apply: <https://www.ontariocolleges.ca/en/apply>

- **University**

- Where to look at programs of interest: <https://www.ontariouniversitiesinfo.ca/programs>
- How to apply: <https://www.ouac.on.ca/>

- **Post-Secondary Programs Specifically for D/deaf and hard of hearing students:**

- [George Brown College](#), Toronto, ON
- [Gallaudet University](#), Washington, DC
- [Madonna College](#) in Livonia, MI, USA,
- [NTID](#) in Rochester, NY, USA

- **Upgrading Educational programs:**

- Understand that you are not “stuck”, 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:**

- Make sure you contact your Accessibility Office at the post-secondary institution you will attend in advance in order to arrange for the access services you need, including interpreter services, captioning, notetaking, etc.
- Know what accommodations and access you want and ensure your requests are made in sufficient time to secure the services.
- Contact the Financial Aid Office at the post-secondary institution that you are attending if you have questions about available bursaries, OSAP, loans, etc.

- The regulations governing special education and accommodations for students with disabilities are different in high school than they are in post-secondary.
- Additional resource:
 - [Transition Resource Guide for Students with Disabilities – Rights and Responsibilities](#)
 - [Silent Voice](#) has a long history of supporting D/deaf and hard of hearing people. The organization has an excellent [High School Graduate Kit](#) that is a free download.
 - E-Learning – Some high schools may not have the courses that you want in preparation for your next step. Those courses may be available to you through internet and E-Learning options. [E-Learning](#) requires students to be self-motivated and comfortable learning via that format.

APPRENTICESHIP AND CO-OP

• **Why Choose an Apprenticeship?**

- Allows you to earn while you learn (apprenticeship)
- Experience skills necessary to succeed and refine employment interests (apprenticeship and co-op)
- Better for hands on learners
- Salary expectations are higher
- Can be cheaper depending on route and success
- More information: <https://www.ontario.ca/page/apprenticeship-ontario>

• **Routes to an Apprenticeship While in Highschool:**

- Cooperative Education Program (Co-op) starts in grade 11 & 12

All schools have cooperative learning experiences through their Co-op Education Program (Co-op), so students can gain high school credit while gaining valuable work experience. Cooperative Education is a great way for a student to try out a career choice that interests them, helping students refine their likes, dislikes, and career expectations.

- [Ontario Youth Apprenticeship Program \(OYAP\)](#)

Ontario Youth Apprenticeship Program (OYAP) is available after a student has successfully completed Grade 10. It is a great way to combine course work that meets the cooperative education requirements and allows students to register as an apprentice in a field, building the competencies and the hours required. **OYAP** is an enhanced **co-op** program which allows students to start to learn a skilled trade (through apprenticeship) while at the same time completing the requirements (through **co-op** credits) for Ontario Secondary School graduation. **OYAP Dual Credit Level 1 Programs** involve students completing a full semester of cooperative education in a trade with a portion of their time spent completing the Level 1 (basic) apprenticeship in-school training (trade school) at a partner **college**, while still in high school.

There are over 150 registered trade apprenticeship programs, where 90per cent of the training occurs in the workplace and the remaining 10per cent involves classroom instruction. Some examples of OYAP programs include: plumber, welding, automotive service technician, electrician, child development practitioner and hair stylist.

- **College program routes**

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

- **Other routes:**

- Traditional Apprenticeship Route (Direct)
- Specialist High Skills Major (SHSM)

SHSM helps give students a concentrated focus within their career choice, bundling 9–10, Grade 11 and 12 courses, certifications and work experience – it is often described as a “leg up” to quicker employment and/or acceptance into a postsecondary program. And once more, the SHSM can lead to all of the possible destinations, including apprenticeship, college, university or workplace. Some examples of programs include hospitality and tourism, construction, health and wellness, transportation, arts and culture, and business.

- Pre-Apprenticeship Programs
- Union or Industry Approved Training

Provincial Schools Branch has a specialized resource of educational consultants to support D/deaf and hard of hearing learners in their home school, especially in helping to support the development of the individual educational plans, skills development and available programs for co-op, apprenticeship, etc. The services are free for a school board and consultants’ provide expertise that may not be available locally. <https://asl.pdsbnet.ca/>

STUDENT SUMMER EMPLOYMENT

There are many community resources that are designed to support youth in finding a summer job. Canadian Hearing Services has specialized employment counselors who can help through their regional offices and be sure to work with the school’s guidance counsellor as they often have ideas about local employers that have hired students in the past.

- **Youth Employment Services:**

- <https://www.yes.on.ca/programs-and-services/>
- <https://www.yes.on.ca/canada-ontario-job-grant/>

- **Part-time benefits**

- **Transition Guide for Students with Disabilities:**
 - This guide is designed for students with disabilities and offers helpful tips on making a successful transition to post-secondary.
 - <http://www.transitionresourceguide.ca>
- **Income tax tips for college/university students:**
 - <https://talentegg.ca/incubator/2013/04/18/special-tips-for-filing-your-income-tax-student-edition/>

VOLUNTEER WORK - COMMUNITY INVOLVEMENT

Every graduating Ontario student must do 40 hours of community involvement – and once more, these can be completed in so many ways. They teach valuable skills and some students focus their hours in the work sector they are interested in, and others focus on an area of interest in their personal life, like volunteering with a sports organization or an animal shelter, or helping seniors by shovelling snow.

- **Sample of Community Involvement for students from the Toronto School Board:**
 - <http://www.tdsb.on.ca/Portals/0/HighSchool/docs/communityinvolvementform.pdf>
 - <http://www.tdsb.on.ca/Portals/0/HighSchool/docs/passport.pdf>

Volunteering in the school and the broader community has the potential to be an effective learning activity with respect to education and career/life planning. You may use this opportunity to volunteer in your local geographic community or to volunteer particularly in the Deaf community. There are many Deaf non-profit organizations that welcome volunteers. Examples are the Canadian Cultural Society of the Deaf, Deaf Culture Centre, Ontario Cultural Society of the Deaf, Canadian Association of the Deaf, and Ontario Association of the Deaf.

- **Community Activities** – Students' activities in the community offer abundant opportunities for education and career/life planning. Students of all ages are involved in activities outside school that contribute to their development as learners.
- Here is a sample of Extracurricular Activities for students:
 - <http://www.canadafaq.ca/clubs+extracurricular+after+school+activities+in+canada/>
 - <https://elearninginfographics.com/value-extracurricular-activities-infographic/>

EMPLOYMENT

- **Things to consider:**

- 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 & cover letters
- Identifying the best ways to search and apply for work
- Practicing job interview skills
- Understanding how to maintain meaningful employment

- **Resume/ CV's 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.
- For examples;
 - I raised _____ amount of money
 - I increased production by 50%
 - I have 7 years of direct experience
- Click on the Resume Type or title for examples of each below

- **Resume/ CV's and Cover letters:**

- Functional
 - Focuses on your skills and experience
 - Best used with limited work experience and recent education
 - Ex. Recent high school or postsecondary graduate
 - 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
 - Ex. Position history in childhood assistant education, position application for fulltime childhood assistant or similar role
 - Best style if gaps in work history
- Combination
 - Best of both styles
 - Personal choice, allows flexibility
- Others: Infographic, non-traditional, targeted (All should be to some degree)

EMPLOYMENT

- **Curriculum Vitae (CV):**

- How is a CV different from a resume?
 - The difference between a CV and a resume lies in the length, layout, and purpose of these documents. CVs have no length limit; resumes are typically one to two pages long. A CV is long and details the whole course of the candidate's academic career; a resume is short and summarizes skills and work experience targeted to specific areas of employment.
- What types of CVs are there?
 - Chronological CV
 - Skills based CV
 - Best style is combined, following both the chronological and functional format, which makes the CV slightly longer than normal but offer the best of both types of CV.

- **Cover letter:**

- Greeting – E.g., Dear Jane 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 with 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

- **Job Search:**

- Online:
 - Job bank to specific career field
 - Ex. Social Services – Charity Village
 - Other examples; Indeed, LinkedIn, Canadian Job Bank
- Paper:
 - Newspaper, job listing magazines (Note: Could be out of date)
- Connections:
 - Volunteer work, placement or connections (people you know or people they know)
 - Contact agency supports such as CHS

- Be sure to read the job listing thoroughly
- Adjust your application
- 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:**
 - Prepare
 - Ensure you explain your accessibility needs and reach out for assistance when needed (interpreter booking, rights, employer questions)
 - Prepare your STAR'S for behavior-based questions asked:
 - 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
 - Know where the location of the interview is. (Google Maps)
 - 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!
 - Dressed appropriately and clean
 - 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

- **After Applying for the Job:**
 - Be sure to wait approximately 5 business days from closing date before following up
 - Touch base with references to see if contact was made
 - Make contact after a week from the interview
- **Breaking the Sound Barriers at Work**
 - Breaking the Sound Barriers at Work has been created to give employers a better understanding of D/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.

SUPPORTS

These resources are designed to support teachers and parent councils in preparing for workshops on the Ontario Student Assistance Program (OSAP) and the Ontario Disability Supports Program (ODSP) as well as information on how to access supports and services in a post-secondary environment or employment services.

GOVERNMENT FINANCIAL SUPPORTS

- Ontario Student Assistance Plan (OSAP) (OSAP video)
- Bursary for Students with Disabilities (BSWD) and
- Canada Student Grant for Services and Equipment for Students with Permanent Disabilities (CSG-PDSE)

Allowable Educational Costs	—	Expected Financial Contribution	=	Calculated Financial Need
✓ Tuition & Fees		✓ Student Contribution		✓ Grants
✓ Books & Supplies		✓ Student, Parental &		✓ Loans
✓ Personal Living Expenses		Spousal Income		
✓ Child Care		✓ Student & Spousal		
✓ Travel		Assets		

IN POST-SECONDARY ENVIRONMENTS

Each post-secondary institution will have an office responsible for providing access services or disability supports. You can contact the Student Services area and find out where to access the specialized counsellors. They will support students with disabilities in accessing services such as computerized notetaking, interpreting services, tutoring, assistive listening technology and so on.

The Transition Resource Guide for Students with Disabilities, Transition to Post-Secondary Education, is an exceptional Ontario resource for you, walking you through all of the key steps. It provides information on:

- Accessibility Services Offered
- Registering with the Accessibility Services Office
- Documentation Requirements
- Academic Accommodations
- For more information see: <http://www.transitionresourceguide.ca/>

AODA- ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT

All students with disabilities have a right to access services to support their learning, under human rights legislations in Canada. Ontario also has protection through the Accessibility for Ontarians with Disabilities Act (AODA). For more information see:

- <https://www.aoda.ca>
- <https://www.youtube.com/watch?v=IB3yTuq1ErE>

As well, many post-secondary institutions have campus groups of students with disabilities or an accessibility committee, and that information can also be obtained from the Access Office. If that is something that interests the student, more information can be found at: National Educational Association of Disabled Students (NEADS).

Here are some examples of access services:

- George Brown College Accessible Learning Services
- <https://www.youtube.com/watch?v=LLnFwrvjfXw>
- <https://www.georgebrown.ca/accessible-learning-services/>

There is also a specific upgrading program for D/deaf learners, housed at George Brown College in Toronto. This program is a helpful transition between high school and upgrading the core subjects in order to obtain entry to other post-secondary programs.

- <https://www.youtube.com/watch?v=RwfoWsGgDOA>

ACCESSIBLE EMPLOYMENT SERVICES

There are many community resources that are designed to support youth in finding a summer job. Canadian Hearing Services has specialized employment counselors who can help through their regional offices and be sure to work with the school's guidance counsellor as they often have ideas about local employers that have hired graduating students in the past.

- <https://www.chs.ca/employment-services-for-job-seekers>
- employmentservices@chs.ca
- <https://breakingsoundbarriersatwork.ca/>
- Other agencies that support D/deaf and hard of hearing with employment issues include:
 - a. Silent Voice
 - b. Part-time benefits
 - c. Income tax tips for college/university students
 - d. Youth Employment Services
 - e. <https://www.yes.on.ca/programs-and-services/>
 - f. <https://www.yes.on.ca/canada-ontario-job-grant/>

SCHOLARSHIPS AND GRANT OPPORTUNITIES

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. Here are some resources that provide different opportunities for scholarships depending on your situation:

- Scholarships and bursaries:
 - <https://www.chs.ca/scholarship-program>
 - <https://www.disabilityawards.ca/deaf-hard-of-hearing/>
- Apprenticeship Grants:
 - Apprenticeship Incentive Grant for Women
 - Apprenticeship Incentive Grant (AIG)
 - Apprenticeship Completion Grant

WE ARE HERE TO HELP! CONTACT US:

Telephone:

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

Skype general inquires:

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

Emails:

- | | |
|--|--|
| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Employment Services: employmentservices@chs.ca• Interpreting Services: interpreting@chs.ca• Literacy Training Services: literacytraining@chs.ca• Translation & Captioning Services: translation@chs.ca |
|--|--|



RESOURCES

- **Employment Support**
 - Services and supports to help clients with different abilities find and keep a job and advance their careers.
 - https://mcss.gov.on.ca/en/mcss/programs/social/odsp/employment_support/ES_Eligibility.aspx
- **Canadian Hearing Services- Resources for youth**
 - <http://www.chs.ca/resources-youth-hearing-loss>
- **National Educational Association of Disabled Students**
- **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.services.labour.gov.on.ca/labourmarket/search.xhtml>
- **Ministry of Colleges and Universities**
 - <https://www.ontario.ca/page/ministry-colleges-universities>
- **Benefits Support**
 - As a D/deaf or hard of hearing person you may be eligible for the Ontario Disability Support Program (ODSP) with benefits, 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, like 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>

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RESOURCE LINKS

Grades 11-12 & Post-Secondary

- [Grade 11 and 12 Cooperative Education](#)
- [Transition Skills Guidelines: Laurent Clerc National Education Centre](#)
- [Transition Planning: National Deaf Center](#)
- [Learning Center Map It: What Comes Next ? Module](#)
- [Ontario's Pathways to Postsecondary Education for Adult Learners Companion Guide: A Manual to Clarify the Pathways Flow Chart](#)
- [Ontario Post-Secondary Programs](#)
- [College Guide for Deaf and Hard of Hearing Students](#)
- [Ontario Student Assistance Program](#)
- [Kids Health](#)

Self-Advocacy

- <https://www.nationaldeafcenter.org/sites/default/files/Self%20Advocacy.pdf>
- [National Deaf Center Self-Advocacy Skills and Transition Planning for Deaf Students](#)
- [Family Network for Deaf Children \(FNDC\)](#)
- [Hands and Voices Chapters in Canada – Ontario](#)
- [Hands and Voices Alberta: Guide for Parents – Transitions](#)
- [Checklist for College and University](#)
- [Transition Planning – Canadian Resource](#)
- [Transition Planning for Adulthood](#)
- [Map it – Teacher Curriculum](#)
- [Student Success](#)
- [Creating Pathways to Success](#)
- [Ontario Secondary School Diploma Requirements](#)
- [Dual Credit Programs](#)
- [Cooperative Education](#)
- [Specialist High Skills Major](#)



- [Grade 11 and 12: Guidance and Career Education](#)
- [Self-Advocacy](#)
- [Deaf Self-Advocacy Training Toolkit – National Consortium of Interpreter Education Centers](#)
- [Take Your Kids To Work: Learning Partnerships – YTV & Corus Entertainment](#)
- [Ontario Post-Secondary Programs](#)
- [Test Accessibility for Deaf Individuals: What Professionals Need to Know – National Deaf Center 1](#)
- [Test Accessibility for Deaf Individuals: What Professionals Need to Know – National Deaf Centre 2](#)
- [Information to include in your resume](#)
- [Transition Resource Guide for Students with Disabilities, Transition to Post-Secondary Education](#)
- [Navigating Toward Successful Post-Secondary Outcomes: Root Causes and Key Impacts](#)
 - [Website](#)
 - [PDF](#)
- [National Deaf Center Deafverse](#) is an interactive game that supports Deaf youth with the development of their self-advocacy skills as they navigate real-time scenarios based on everyday experiences of Deaf people
 - [Navigate real-time challenges](#)
 - [Develop self-determination skills](#)
 - [Understand your rights](#)

World of Work

- [Ontario's Labour Market](#)
- [CHS Employment Services](#)
- [Employment Ontario](#)
- [Government of Canada: Jobs and information page](#)
- [Adecco: Employment Resources](#)
- [Career Wise: by Ceric](#)

INTERACTIVE REFLECTION OPPORTUNITIES

HOW TO ENSURE AN EFFECTIVE CO-OP PLACEMENT OR APPRENTICESHIP

1. Communication
2. Work Environment
3. Office and Meeting Environment
4. Interview tips (for employers – co-op placements/ apprenticeships)

Breaking The Sound Barriers at Work: **COMMUNICATION**



1. **Tap the desk or floor** to gain attention.



2. A **shoulder tap** is appropriate if the person is near you.



3. **Wave your hand** if he or she is at a distance.



4. **One person speaks at a time.**



5. Get the person's attention before you speak and maintain **eye contact**.



6. Hiring **ASL interpreters for meetings, interviews, training sessions** makes communication accessible for all.



7. Signing employees benefit from use of **video conference calls (to see the participants when speaking) or to see signing participants**.



8. **Video Relay Services (VRS – for telephone calls)** – signing employee communicates with hearing people in real time through a remote interpreter who is also signing.



9. **Video Remote Interpreter (VRI)** – both meeting participants are in the same location and the interpreter is remote.



10. Use **apps** for full engagement of Deaf and hard of hearing employees (Skype, Zoom, Facetime) video-calls.



11. Ava Translator **[voice to text]**.



12. **Give print versions of materials** to employees to familiarize themselves with content prior to meetings. This is helpful for ALL employees.



13. **Writing materials** or writing tablets placed throughout the workplace will assist employees with communicating with one another and with clients.



14. Ensure **captioning** on all visual media.



15. **Real time captioning (RTC)** recording conversation as it takes place, in text on a screen, TV monitor or computer, can be useful in meetings. It does not take the place of an interpreter for employees who use sign language. This can be in person or remote, called **Communication Access Real-time Translation (CART)**.



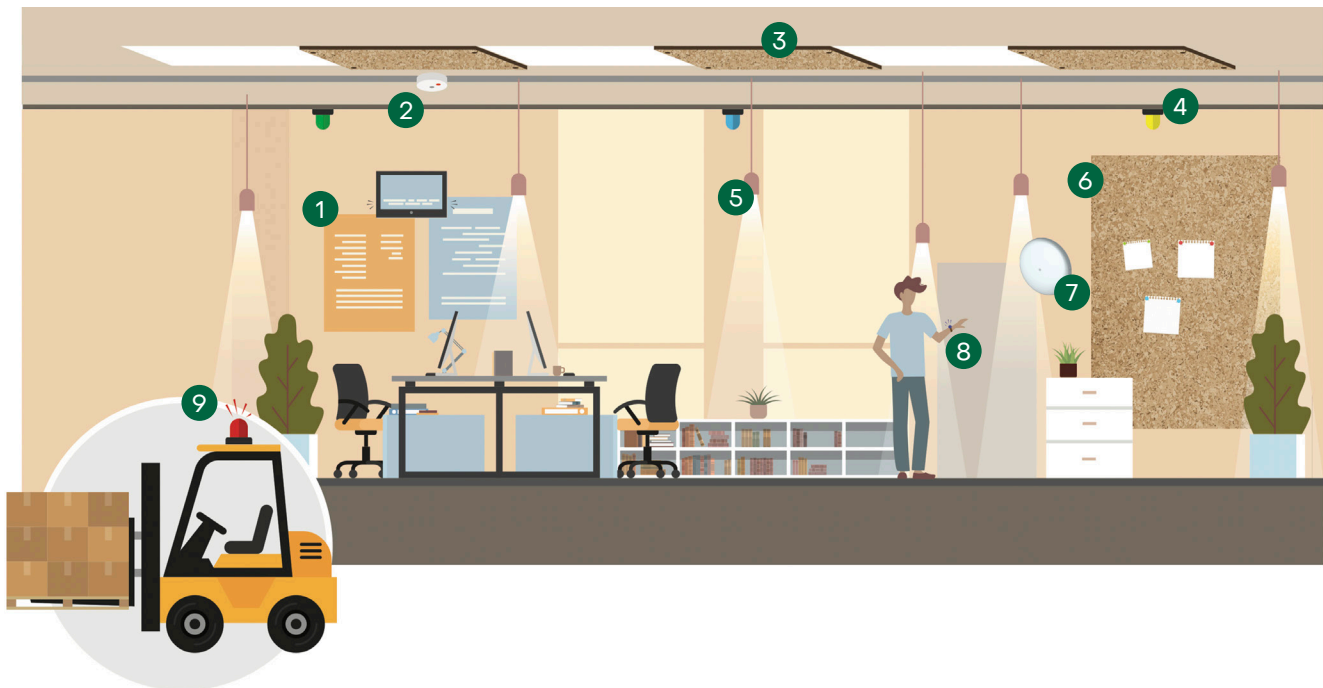
16. Employees fluent in or familiar with sign language will make the workplace engaging for all. **Signing language classes** can be arranged for employees to take voluntarily.



17. **Fingerspelling** (signs for individual letters) can be easily taught to employees for titles, names, and proper nouns. While it is a small part of sign language, it can be helpful for communication.

Breaking The Sound Barriers at Work: **ENVIRONMENT**

1. **Posters / information boards or captions on monitors** provide information on upcoming events, and company dates in conjunction with audible announcements.
2. Strobe lights flashing at high intensity levels, useful in heavy manufacturing areas, office space or large open areas. **Strobes can be linked to smoke alarms.**
3. Sound absorbing **ceiling tiles** minimize ambient noise.
4. **Visual alarms** that are colour coded to communicate alerts and emergency information.
5. Good **lighting** increases clarity.
6. **Corkboards** help to reduce noise by absorbing sound.
7. **Convex mirrors** give employees who rely on visuals better environmental awareness.
8. **Vibrating pagers** in different formats (e.g., wristband). Short messages can also be sent using email technology.
9. **Flashing warning lights** on machinery or moving vehicles (e.g., fork lift) for health and safety.



Breaking The Sound Barriers at Work: **OFFICE AND MEETING**

1. Good **lighting** increases clarity.
2. Sound absorbing **ceiling tiles** minimize ambient noise.
3. **Visual alarms** to communicate alerts and emergency information.
4. **Telephone amplifier**.
5. **Windows on doors** assists employee to assess what is happening outside the office.
6. **Visual doorbells** (connected to a light) to announce entry to a room.
7. Rearrange **seating** to allow for clear sight-lines in meetings (circle or U-shape).
8. Eliminate background noise (**close door, buffer zone, private area**).
9. **Blinds** help reduce glare.
10. **Telephone light flasher** to signal incoming calls.
11. Office **desk facing entrance** for good sight-lines for communications and to see approaching co-workers and clients.
12. **Good internet access** with monitors for VRS and VRI.
13. **Flash the room lights** to announce beginning of a meeting in a large group and more quickly for urgent attention.



Breaking The Sound Barriers at Work: **INTERVIEWING TIPS**



1. Write down **key words**.



7. Give the **interpreter advance information** on the interview content.



2. **Eliminate** background noise.



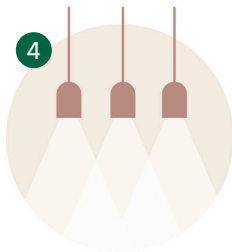
8. Position the **interpreter beside the interviewer** so the candidate can easily see both individuals.



3. **Arrange the seating** to ensure optimal communication.



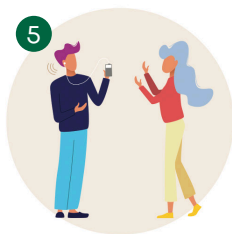
9. Make **eye contact** and address your questions directly to the candidate, not the interpreter.



4. **Improve the lighting**.



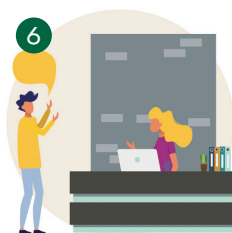
10. When multiple interviewers are involved, **allow one person to speak at a time**, indicating their intention to do so by raising a hand.



5. Use the applicant's personal **listening system**.



11. Be **direct** and to the point, providing examples to introduce a new idea.



6. **Inform the receptionist** you are expecting a Deaf or hard of hearing candidate.

QUESTIONNAIRE INTRODUCTION:

These self-questionnaires will allow you to view your attitude, environment and surroundings in a neutral state to assess how accessible you are to the D/deaf and hard of hearing populations. It will also allow you to see where you can improve to allow for future growth and systematic change. These questions and surveys will also provide information and research for further analysis to improve future systems. Both sections of questionnaires apply both direction and indirectly to educational and employment environments.

A. WHAT TO CONSIDER IN ORDER TO CREATE AN EMPOWERING EDUCATION – QUESTIONNAIRES FOR EDUCATORS AND FACILITATORS :

SYSTEM ATTITUDE SHIFT (SAS) QUESTIONNAIRE ²⁴

1. Do we sign at all times?
2. What prevents us from signing all the time?
3. Are we afraid to make mistakes?
4. Do we have fun improving our ASL skills?
5. Does our system have mentorship for learning/interacting in ASL?
6. Do we have an environment where we are paired with each other?
7. Is there an audism free policy in our school?
8. Identify how your school system is doing in the following areas:
 - Do we have a shared vision for creating an empowering environment/ Deaf cultural space for our students? What is it? Why not? What stops us?
 - What skills do we have as a staff?
 - What incentives do we have?
 - What resources do we have?
9. Identify what you feel you need in each area:
 - How can we create an empowering environment that truly reflects “Deaf cultural space”?
 - What skills do we need as a staff?
 - What incentives do we need?
 - What resources do we need?
10. What action plan do we need to develop for each of these? Who will be responsible for each part of the plan, what is the timeline for each component of the plan? How will we all know we are making progress?



PERSONAL ATTITUDE SHIFT (PAS) QUESTIONNAIRE ^{25, 26}

1. What is my “story”? How have I been educated and what has impacted my values? When I look at the Minority/ Majority Identity Development chart what values do I hold and what strategies do I use? What stage do I think I am at right now?
2. What situations push my buttons? How do I respond? How could I respond differently?
3. Ask yourself this . . . what is my role in this situation, what is my role in general with D/deaf and hard of hearing children?
4. Am I practicing audism? I did not know this, but I am ready to change. What can I do to change?
5. What prevents me from signing all the time?
6. I feel strange as a hearing person signing to another hearing person signing. When is the appropriate time to sign or talk?
7. If my position is neutral, are students’ victims of my decision by remaining neutral? No one is ever neutral. By using this term, does this prevent me from confronting the real issues? If my position is CHOICES, how do I see my role with regards to students’ rights? Isolation for any student is the worst thing. For a D/deaf or hard of hearing student mainstreamed, it is more so. What is my role in this?
8. Have I bothered to understand Deaf history and learn from it in order to prevent a cycle and strengthen relationships? Or do I prefer to rely on “experts” involved in "Special Needs" Education who have not walked in D/deaf or hard of hearing students’ shoes?
9. I have something to learn in order to support an empowering environment for D/deaf and hard of hearing students. What is it? Be specific. How can I best learn it?
10. I have something to contribute to an empowering environment for D/deaf and hard of hearing students. How can I contribute?

²⁴ https://www.chs.ca/sites/default/files/uploads/attitude_planning_2013july.pdf

²⁵ Taken from: Small A. and Cripps, J.S. *Reference Guide: Barrier Free Education*. Canadian Hearing Society (CHS), 2009. p 42.

²⁶ To accompany Figure 5 Minority Identity Development and Figure 6: Majority Identity Development



B. WHAT WE NEED IN ORDER TO DISCOVER HOW TO CREATE MOST EFFECTIVE TRANSITIONS - SURVEYS :

**CANADIAN HEARING SERVICES (CHS) DEAF AND HARD OF HEARING
YOUTH SERVICES PROJECT - SURVEY MONKEY**

For School Boards / Educators (Grade 11 or 12)

This survey is intended to identify preferred practicing in serving D/deaf and hard of hearing (DHH) students as they transition to post-secondary education or work. Thank you for replying to this short survey monkey.

Thinking of the students you have assisted in transitioning to a post-secondary education or workplace environment please rate the following as best as possible: *Please circle one answer.*

1. How well do you feel the school board is supporting the DHH students, their families/ caregivers to provide them with the tools and assistance they need to explore their goals for co-op experiences, post-secondary education or workplace employment.

Poor	Fair	Good	Very Good	Excellent
1	2	3	4	5

2. What is your level of knowledge, ability and experience advising DHH students on how, when and where to access supports/services to reach their goals for co-op experiences, post-secondary education or the workplace?

Poor	Fair	Good	Very Good	Excellent
1	2	3	4	5

3. How well does your school provide the knowledge necessary to support a D/deaf or hard of hearing student's transition to co-op, workplace or post-secondary education.

Poor	Fair	Good	Very Good	Excellent
1	2	3	4	5

4. Rate the opportunities your school provides to access post-secondary education for D/deaf or hard of hearing students (comparable to hearing students).

Poor	Fair	Good	Very Good	Excellent
1	2	3	4	5

5. Rate the opportunities your school provides to access co-op and work experience for D/deaf or hard of hearing students (comparable to hearing students).

Poor	Fair	Good	Very Good	Excellent
1	2	3	4	5



6. Are you aware of stigma as a barrier to experiential (co-op) opportunities, post-secondary education, apprenticeships, or employment for your D/deaf or hard of hearing students?

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5

7. Does your school provide access upon request (interpreting/captioning) for D/deaf and hard of hearing students in a co-op or apprenticeship placement?

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5

8. Do you feel that D/deaf and hard of hearing students can be successful in post-secondary education under current standards or levels of support?

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5

9. Do you feel that D/deaf and hard of hearing students can be successful in work/co-op environments under current standards or levels of support?

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5

10. What are the best resources or strategies (eg. article, software, video, website, presentation) that you recommend for assisting D/deaf and hard of hearing high school students as they plan for their post-secondary education or work?

11. What are the biggest challenges for your school to effectively support D/deaf and hard of hearing students transition from high school to the best co-op experience, post-secondary education or work placement for them?

12. Additional Comments (on anything we have or not have asked that you feel is relevant).

13. I am a: *(Circle all that apply)*

- a. High School Teacher
- b. High School Co-op Teacher
- c. Guidance Counselor
- d. Other: _____

14. Please provide your name, email address, school and city.

- a. Name *(optional)* _____
- b. Email *(optional)* _____
- c. School *(optional)* _____
- d. City *(optional)* _____

15. Do you wish to be more involved or provide more information for this project?

(If yes, we may reach you with the above contact information.) ☐ Yes ☐ No

CANADIAN HEARING SERVICES (CHS) DEAF AND HARD OF HEARING YOUTH SERVICES PROJECT - SURVEY MONKEY

For Employers

Canadian Hearing Services is working with the Ontario Ministry of Education, Special Education / Success for All Branch and employers to learn how to serve D/deaf and Hard of Hearing (DHH) student best as they transition to experiential learning (co-op), post-secondary education, apprenticeships, and/ or employment. Thank you for replying to this short survey monkey.

Thinking, in general of DHH students that your organization has employed in the most recent past, please rate the following: *Please circle one answer.*

1. How well do D/deaf and Hard of Hearing students come prepared with goals and a plan for their education and career?

Poor	Fair	Good	Very Good	Excellent
1	2	3	4	5

2. How well do D/deaf and hard of hearing students come prepared with employability skills?

Poor	Fair	Good	Very Good	Excellent
1	2	3	4	5

3. What is your awareness of supports and services available to assist your place of employment in the hiring and retention of D/deaf and hard of hearing students?

Poor	Fair	Good	Very Good	Excellent
1	2	3	4	5

4. Rate your place of employment's willingness to change certain job routines and consider new ways to approve certain positions, that allow D/deaf and hard of hearing students to be more successful at your place of employment.

Poor	Fair	Good	Very Good	Excellent
1	2	3	4	5

5. How likely do you feel stigma might be a barrier to employment for D/deaf or hard of hearing students at your place of employment?

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5

6. How likely is your place of employment to providing access upon request to services such as interpreting/captioning for D/deaf or hard of hearing students?

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5

7. How likely is your place of employment to providing the tools, resources necessary to support a D/deaf or hard of hearing student in obtaining or maintaining employment?

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5



8. What are the best resources (e.g. article, software, video, website, presentation) that you recommend for assisting D/deaf and hard of hearing students in obtaining or maintaining employment?

9. What is missing or what is the biggest challenge in your place of employment to: employing D/deaf and hard of hearing students? Offering coop placements for secondary school students?

10. If you have already had DHH students at your place of employment, what changes did you make or would you make to improve their experience?

11. Additional Comments (on anything we have asked and/or not asked that you feel is relevant).

12. Do you work with students in your place of employment who take part in: *(Circle all that apply)*

- a. Co-op (during high school)
- b. Apprenticeship (after high school)
- c. Employment (after high school)
- d. Other: _____

13. Please provide your name, email address, school and city.

- a. Name *(optional)* _____
- b. Email *(optional)* _____
- c. School *(optional)* _____
- d. City *(optional)* _____

15. Do you wish to be more involved or provide more information for this project?

(If yes, we may reach you with the above contact information.)

☐ Yes ☐ No



CANADIAN HEARING SERVICES (CHS) D/deAF AND HARD OF HEARING YOUTH SERVICES PROJECT - SURVEY MONKEY

For Grades 11 and 12 Students

Canadian Hearing Services is working with the Ontario Ministry of Education, Special Education / Success for All Branch to learn how your school and potential employers can serve you better as a D/deaf or hard of hearing (DHH) student as you transition to experiential learning (co-op), post-secondary education, apprenticeships, or workplace experiences. Thank you for replying to this short survey monkey.

Thinking of your most recent experience transitioning to experiential learning (co-op placement), post-secondary education, apprenticeship or workplace environment (e.g., part-time or full-time job), please rate the following: *Please circle one answer.*

1. How well do you feel the school board is supporting you and your family/ with the tools and assistance to explore your goals for post-secondary education or work?

Poor	Fair	Good	Very Good	Excellent
1	2	3	4	5

2. How well has your school prepared you with the knowledge you require in navigating entry into the workplace?

Poor	Fair	Good	Very Good	Excellent
1	2	3	4	5

3. Has your school provided you with additional support to enter the workplace?

Poor	Fair	Good	Very Good	Excellent	NA
1	2	3	4	5	NA

4. How would you rate your knowledge on how to access supports available at school to help you reach your goals for post-secondary education?

Poor	Fair	Good	Very Good	Excellent	NA
1	2	3	4	5	NA

5. How would you rate your opportunities to access post-secondary education as a D/deaf or hard of hearing student, (comparable to hearing students)?

Poor	Fair	Good	Very Good	Excellent
1	2	3	4	5

6. How would you rate your opportunities to access co-op and work experience as a D/deaf or hard of hearing student?

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5

7. How likely do you feel stigma is to be a barrier to Experiential (co-op) learning, post-secondary education, apprenticeship or employment for you as a DHH student?

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5



8. How likely do you feel you are to receive access (interpreting/ caption) in a co-op or apprenticeship placement upon request?

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5

9. How likely do you feel you are to be successful in post-secondary education under current standards or levels of support?

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5

10. How likely do you feel you are to be successful in a work/co-op environment under current standards or levels of support?

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5

11. Would you recommend any resources (e.g. academic counselor, itinerant teacher, software, article, video, website, presentation) that have helped you plan for your post-secondary education or work?

12. How could co-op/internship/ apprenticeship be improved? What is missing or what is the biggest challenge in your transition to post-secondary education and/or employment (e.g., as a co-op student and/or part-time or full-time employee)?

13. Additional Comments (on anything we have asked or not asked that you feel is relevant).

14. Do you plan to take part in: *(Circle all that apply)*

- a. Co-op (during high school)
- b. Post-secondary education
- c. Apprenticeship (after high school)
- d. Employment (after high school)
- e. Other: _____

15. Do you identify as: *(Optional. Circle all that apply)*

- p. Deaf
- q. Hard of Hearing
- r. Culturally Deaf
- s. Deaf-Blind
- t. Other: _____

16. Please provide your name, email address, school and city.

- a. Name *(optional)* _____
- b. Email *(optional)* _____
- c. School *(optional)* _____
- d. City *(optional)* _____

17. Do you wish to be more involved or provide more information for this project?

(If yes, we may reach you with the above contact information.)

☐ Yes ☐ No

