

It's Not Just About College; It's About Work and the Great Beyond

What Should Be Considered as Students Transition from High School



Help-Seeking Awareness Stages

- Stage 1: Unaware of the need for help or behavior change.
- Stage 2: Aware that a problem exists, but unaware that help possible or available.
- Stage 3: Aware that a problem exists... Not interested in or ready for help.
- Stage 4: Aware that a problem exists...Interested and ready to seek and accept help.

See page 17 in the Discussion Guide for more information.

For those students who receive little direct service time



Watch this video explaining multiple factors that need to be considered when a student transitions from high school to work or post-secondary programs. Learn how students develop language for advocacy. This video begins at 1:20. When you reach 4:10, you may stop and return to this page.

Check out [page 17-21 of the Discussion Guide](#)

Discussion prompts:

- ☐ Why might students, who are fully in the general education setting with limited direct instruction from a teacher of deaf/hard of hearing, need increased direct service during their junior and senior years?



- ❑ What are the benefits of work experience during high school for students not attending college? What types of communication scenarios might be practiced with a teacher of deaf/hard of hearing?
- ❑ If a student in middle school declines using hearing assistive technology in favor of personal hearing aids, when might they reconsider using technology or advocating for other support?

To view the full webinar, [**“IEP Discussion Guide: What Should Be Considered for Students Who Are Deaf or Hard of Hearing as They Transition...”**](#)