



Tasha's Path to Community Employment

Case Study for Deaf / Hard of Hearing
(D/HH)

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Tasha is a student who is receiving supports through an Individualized Education Program (IEP) in her local school district. The Evaluation Team Report (ETR) indicates that Tasha's educational identification is as a student with Deafness.

Brief History

Tasha was born with sensorineural hearing loss in both ears, the most common type of permanent hearing loss. She did not pass her newborn hearing screening at the hospital⁽¹⁾ and was referred for further testing by an audiologist. The audiologist shared the information from the test with Tasha's parents who both had no experience with Deaf or Hard of Hearing (D/HH). They were referred to the Early Intervention (EI)⁽²⁾ services to determine ways to support Tasha's developmental needs. EI service providers offered coordinated services in their home to help Tasha meet cognitive, physical, communication, social and emotional milestones. Tasha's parents' biggest concerns centered around language and communication development. They found a lot of benefits from connecting with other families who had had similar experiences through the Ohio chapter of the parent organization, Hands and Voices⁽³⁾. It was determined that based on Tasha's type of hearing loss, she would be fitted for hearing aids and begin working with a speech language pathologist regularly.

At age two the EI team started to help Tasha and her parent's transition to a local school in their district. The EI team worked with the local preschool program to make sure Tasha had a smooth transition to school when she turned three years old. Tasha's Individualized Education Program (IEP) was developed from the Individuals Family Service Plan (IFSP) that reflected Tasha's needs and abilities. It also addressed components of the Expanded Core Curriculum for Students who are D/HH such as, functional skills and technology, that require more explicit instruction. A Multi-Factored Evaluation (MFE) was developed based on past medical appointments and information from Tasha's parents and EI team. The IEP included services from a Teacher of the Deaf (TOD), speech-language pathologist, audiologist, and assistive technology coach. Tasha's parents explored assistive technology options to improve access and help increase participation in the learning environment. The technology they've talked with the audiologist and TOD about using included an DM/ FM System⁽⁴⁾ which delivers sound from a microphone directly to a speaker. The microphone can be worn by a teacher during instructional time and a group microphone can be used to increase opportunities for Tasha to participate in small and large group discussions.

Early Discussions and In-School Support

At age five Tasha started Kindergarten at her local elementary school. Tasha's team met with the new school team a few months prior to moving to a new classroom. Tasha's preferred learning style and supports were discussed as well as her strengths with the new education team. Related services continued as part of the IEP along with services from a Deaf Mentor⁽⁵⁾ who focused on increasing Tasha's self determination advocacy skills along with self-identity. Tasha's peer interaction continued to grow and she used her FM system to learn new information in the classroom. Tasha's elementary years allowed her to explore a variety of learning techniques and identify techniques that would help her in later grades. Tasha found that she had the most success when she reached out to teachers prior to class or during her study period to give her details of what she would be expected to learn. Lessons were also recorded so that she could refer back to them when she was completing homework⁽⁶⁾. Tasha's parents continued to be involved in communication with her school team and when hearing aides were being updated or another technology was being considered after meeting with the audiologist. These conversations were critical as Tasha began to explore extracurricular activities and interests.

In middle school, Tasha's interests continued to increase as she explored different career opportunities. She noticed that even with her assistive technology, in some situations her ability to participate was impacted. She brought this up with her parents who shared it with the team and began exploring resources to learn sign language and joined the American Sign Language club through a local college. Tash attended summer camp⁽⁷⁾ to interact and build more bonds with peers in the D/HH community through the local community center for the D/HH.

Using career exploration tools from OhioMeansJobs⁽⁸⁾, Tasha determined that she has an interest in fields that use more science and math and is very interested in the process of setting up experiments. She also liked that she can watch the teacher perform the steps prior to her doing the steps of the experiment. Tasha used checklists to make sure she has completed all the steps in a procedure. She used technology to comprehend complex vocabulary terms and common steps to all science experiments by using an online notecard system called Quizlet⁽⁹⁾ that shuffles the vocabulary and makes short assessments as well as practice games in a matter of minutes. Many of her teachers used this program for students in the classes. In eighth grade, Tasha took the lead in holding her own IEP meetings⁽¹⁰⁾. Tasha used a pre-recorded presentation⁽⁶⁾ that she made in her English class to share at the IEP meeting of her PINS (Preferences, Interests, Needs, and Strengths) which was drafted from a poster she created from past school years. Tasha's parents also brought an outline of the Charting the LifeCourse Tools⁽¹¹⁾ to the meeting and used that to drive the discussion on what IEP goals are selected for the upcoming academic year.

When Tasha transitioned to high school she started meeting with a transition team which included: school counselor, Opportunities for Ohioans with Disabilities (OOD) counselor⁽¹²⁾ along with her Mentor, parents, and two school teachers she has her classes with, as well as an assistive technology coach. Tasha continued to share her PINS and her life goals through the Charting LifeCourse Tools⁽¹¹⁾ with her team and decided to continue having additional meetings to talk about her continued path to college and work. The discussion from the team identified the needs Tasha still needed to continue working on to reach her goals for college. Although she is a very competent student, Tasha spends most of her time in familiar environments where people have a clear understanding of her communication needs. For this reason, the educational team would like to begin setting up volunteer experiences and job shadowing sites allowing Tasha to explore her interests in more depth, and work on self-advocacy skills. OOD counselor shares information with the team from Tasha summer work experience and talks about Services for Pre- Employment Transition Services (Pre-ETS)⁽¹²⁾. Tasha's transition team decides to meet every two months and follow up with email as more skills or topics arise during Tasha's transition.

Last two years of high school Tasha participated in the Allied Health Sciences program⁽¹³⁾ at her comprehensive high school. At the beginning of the course, she asked for a meeting with her school team, Mentor, and OOD counselor to make sure the strategies she has been using in the past will continue to work in this field. The meeting was planned after Tasha passed the entrance exam to be in the course as well as interview for the program. The intervention specialist and career Tech teacher worked with Tasha to know her rights to accommodations and what HR is. They also talked about her having to provide accommodations to patients with disabilities. They looked at it from an employee needing accommodations, employer providing accommodations, and herself/loved one as a patient needing accommodations. The Allied Health Instructor asked questions on how to best support Tasha as she advanced through the curriculum. Tasha worked with a local college to better understand how she can start earning credits⁽¹⁴⁾ towards her career in Sonography. While on campus, as part of the transition goal, she had a meeting with staff from the Disability Services office⁽¹⁵⁾ to discuss support including accommodations to meet her needs. Tasha also requested help with driving instruction as she navigated driving to classes on the college campus during the day and leaving her home high school. Tasha's parents also suggested to Tasha that she might want some training on cooking classes and what activities are happening in the local community. Tasha OOD counselor said she could give Tasha and her families some resources.

Transition Assessment:

Information was collected by a Multi-Agency Team using the following tools and methods:

Transition Assessment Tools and Processes Included:

- OhioMeansJobs.com career planning tools⁽⁸⁾, including Career Cluster Inventory, Occupational Search, In-Demand Jobs report
- Use the Online College and Career Readiness Tools for Middle and High School Students on OhioMeansJobs.com for WorkKeys practice⁽¹⁶⁾ assessments, Personal Finance Skills⁽¹⁷⁾ Improvement, and school finder for an Allied Health Degree.
- Recommended a reevaluation of skills that are part of the Expanded Core Curriculum for Students who are Deaf or Hard of Hearing
- Discuss Tasha's challenges or barriers in regards to her career pathway for adulthood.
- Interview with Tasha about her strengths, preferences, interests, and needs (SPIN).
- Conversation with Tasha's parents, sharing with Tasha where they see Tasha at after high school
- Create a tool kit of learning techniques and strategies that work for Tasha
- Volunteer experience as one of the high school team managers for football and basketball focused on maintaining the first aid and hydration stations at games.
- Self- Determination Assessment⁽¹⁸⁾ - AATA assessment library

Transition Assessment surfaced the following information (selected items):

Preferences/ Interests

- Learns best through hands-on experiences - kinesthetic learning
- Attend the Allied Health Program her junior year through senior year of high school.
- Enjoys helping the team maintain the first aid and hydration station for the athletes during the football and basketball games.
- Working with people, especially young children
- Being physical
- Interest in sciences such as biology
- Appreciates routines
- Likes structure
- Best in one-on-one interactions
- Reviews the latest technology advances on mobile phone
- Knows what features to look for in terms of accessibility features
- Use Google Live Transcribe⁽¹⁹⁾ for word spelling and to catch all ideas when working in a group with peers and checking with them to see who had ideas and who said what during the discussion.

Skills/Strengths

- Self-care
- Interpersonal Skills
- Organized
- Problem-solving
- Patient
- Self- Advocates: tells teachers strategies that support her learning needs.
- Has identified a Mentor in the D/HH culture to navigate life after high school.
- Works well with others.
- Dedicated to her work, asks for help to clarify a question.
- Recognizes the need for time management
- Motivated to do well in school now so she can gain entrance into a career technical program.
- Sees the value of planning for the future.
- Demonstrates skills to be a self-directed learner.
- Collaborates in study groups to get complete notes from class as well as further her understanding of class content.
- Volunteer experience as one of the high school team managers for football and basketball.
- Reliable: shows up on time to volunteer, notifies a coach or school if she will be absent prior to the beginning of an event or school day.
- Completes a task prior to when the task is due

Needs/Challenges

- Understanding of how to request accommodations
- Practice implementing self-advocacy⁽²⁰⁾ skills in a range of environments including one-on-one, small and large group settings (e.g., educating others on communication needs)
- Time to self-reflect with family, teachers, and Deaf Mentor
- Pre-teaching of technical vocabulary
- Additional support to acquire new vocabulary/review concepts
- Extended time limits in different situations
- A visual learner needs to see directions for all assignments.
- Learns new tasks most effectively after watching an individual complete a task.
- More easily comprehends new knowledge through videos; than reading long articles.
- Continues to ask for help with money management and works with her parents to budget her expenses⁽²¹⁾ such as cell phone and saving for a car.
- Connects with Deaf Mentor to find out about insurance for hearing aids⁽²²⁾
- Review the pros and cons of live transcribe (ASR) and a professional captionist onsite and off site.
- Review of CART, C-Print, Typewell, and student/peer notes as to their pros, cons, and costs of these services⁽²³⁾
- Learn about interpreters' service and it being recorded.
- Learns how to document accommodation requests, how to ask for them, and how to follow up when there are issues.
- Financial literacy- preparing for college, and monthly expenses.
- Support with practicing for her written driving test when she turns 15 ½⁽²⁴⁾.
- Needs help in making simple meals and accessing free resources in the community.

Post-Secondary (Adult Life) Goals: Ongoing Transition Assessment and resulting information assisted to develop and confirm the following Post-Secondary Goals

Postsecondary (PS) Goals	Supporting Transition Assessment Data Below are examples of Transition Assessment data that support the identified goals
<p>Education Goal Tasha’s Early or Initial PS Education Goal.</p> <p><i>Following graduation from high school, Tasha will enroll in a postsecondary certified training program in her preferred career field.</i></p>	<ul style="list-style-type: none"> • Has been accepted into the career technical program at her high school for allied health services • Has consistent attendance at school • Uses live transcribe when working in a group of her peers, as well as the interpreter.
<p>Refined Education Goal As the team and Tasha gained more information and insight, the PS Education goal was refined as she moved through high school.</p> <p><i>Following graduation from high school, Tasha will enroll full time at a 4-year college/ university to attend classes and graduate with a BS in Biology or Health Science with plans to attend graduate school to major in Sonography.</i></p>	<ul style="list-style-type: none"> • Collaborates in study groups to get complete notes from class as well as further her understanding of class content. • Completed the ELSA- the Employability/Life Skills Assessment⁽²⁵⁾ • Is reliable and dedicated to her work • Demonstrates skills to be a self- directed learner • Completes a task prior to when the task is due • Self- Advocates by telling teachers strategies that support her learning needs. • Recognizes the need for time management • Motivated to do well in high school, so she can gain entrance into a community college technical program. Partnership agreement between her high school and community college⁽¹⁴⁾ • Connects with her Mentor to look at what communication techniques such as closed loop community could be used when she is volunteering
<p>Employment Goal Tasha’s Early or Initial PS Employment Goal</p> <p><i>Following graduation from high school and post-secondary education, Tasha will obtain employment in a career of her interest, skill, and education.</i></p>	<ul style="list-style-type: none"> • Tasha’s stated employment goal is supported by skills, strengths and interests with associated academics in allied health professionals • Likes to work with her hands • Does well following a checklist of steps to complete a math problem or science experiment • Tasha has self- advocated for herself at a variety of volunteer experiences to assist with the task.
<p>Refined Community Employment Goal As the team and Tasha gained more information and insight, the PS Employment goal was refined as she moved through high school.</p> <p><i>Following graduation from graduate school, Tasha will be employed full-time in a position as an allied health professional in the Sonography field.</i></p>	<ul style="list-style-type: none"> • Able to navigate a variety of electronic devices/gadgets • Tasha has identified a Mentor, in the D/HH culture to help with life changes as well as academic advancement • Works through a volunteer experience as one of the high school team managers for football and basketball focused on maintaining the first aid and hydration stations at games • Enjoys working with young children • Works well with others



Postsecondary (PS) Goals	Supporting Transition Assessment Data Below are examples of Transition Assessment data that support the identified goals
<p>Independent Living Goal</p> <p><i>Following graduation from high school, Tasha will live independently in the local community and continue to use free public resources for, maintaining a healthy lifestyle through continued learning, specifically in the area of money management and budgeting for school loans and monthly finances.</i></p>	<ul style="list-style-type: none"> • Will work with her Mentor to identify technology in the home that will address safety concerns • Will attend social events at a local D/HH club, and connect with Mentor about questions around life after high school • Plans to meet with a financial advisor at college to understand the best way to pay for her college degree • Plans to attend an informational night at the library to find out about free classes for research and cooking classes offered • Will work with OOD counselor to practice for Drivers exam⁽²⁴⁾ • Will draft a budget for monthly bills with family members and a local bank to set up automatic bill pay⁽²¹⁾.

Review the activities, services, and supports included in Tasha’s Journey to Community Employment.

	Early Years (Up to 10 years)	Early Middle School Years (11-12 years)	Late Middle School Years (12-14 years)	Early High School Years (14-16 years)	Late High School Years (16+ years)	After Graduation
Early Intervention	<p>Early intervention services provided as part of IFSP ages 0-2</p> <p>Working with a speech language pathologist (SLP) regularly.</p>					
Department Of Developmental Disabilities- County Board of Developmental Disabilities	No referral or service was found to be needed					

	Early Years (Up to 10 years)	Early Middle School Years (11-12 years)	Late Middle School Years (12-14 years)	Early High School Years (14-16 years)	Late High School Years (16+ years)	After Graduation
Education Local Education Agency (School)	Teacher of the Deaf (TOD) in the classroom		Research career technical classes			Educational services end at graduation
	Speech and Language Services	Continue to add learning techniques to her strategy toolkit.	Take an active role in her IEP meeting.			
	Occupational Therapy (OT) Total Communication: for instruction is used Assistive technology consult share helpful technology strategies	OT services end		Middle school teacher meet with high school teachers	Meets with high school teachers to share learning module for them and answer questions Accepted into Allied Health class junior senior year. Member of HOSA Organization	
				Meet with career counselor advisor	Travel Training is completed Register in the state database as having a communication disability for driving	

	Early Years (Up to 10 years)	Early Middle School Years (11-12 years)	Late Middle School Years (12-14 years)	Early High School Years (14-16 years)	Late High School Years (16+ years)	After Graduation
Education	IEP team completes an AT assessment, uses identified AT			Tour of the Career Classes		
Local Education Agency (School)	Support from Deaf Mentor					
(Continued)		Ongoing assessment and data collection to determine usefulness of identified AT.	Support from Deaf Mentor for transition planning and social engagement	Support from Deaf Mentor for transition planning, prep for college visits, independent living	Support from Deaf Mentor for college/career prep, independent living Guidance counselor assists with accommodations for college placement and other standardized tests	
		Instruction in the use of (OMJ) OhioMeansJobs.Com			Attends a job fair Attends College resource fair	

	Early Years (Up to 10 years)	Early Middle School Years (11-12 years)	Late Middle School Years (12-14 years)	Early High School Years (14-16 years)	Late High School Years (16+ years)	After Graduation
Vocational Rehabilitation Agency- Opportunities for Ohioans with Disabilities (OOD)	No Services were accessed	With parent consent, OOD counselor (OTSP) attends IEP meeting to explain OOD services. Completes picture career assessment	Meets with OOD counselor to explore Pre- ETS.	Summer youth career exploration between 10th and 11th grade	Submit an application for Youth Leadership Forums (YLF) this summer	Works with Tasha to navigate resources on college campus Provided information about free classes in the community
Ohio Job and Family Services- Workforce Development: OhioMeansJobs	No Services were accessed	Completes an Interest Inventory through InfoOhio connected with OMJ, sets up an account	Career assessments are completed	Use online training centers on OMJ test preparation	Posted resume, research and applied for jobs, and practice interviews.	
Ohio Department of Mental Health and Addiction Services	No Services were accessed	Resources to deal with traumatic event, counselors trained to support D/ HH clients	Resources to deal with traumatic event, counselors trained to support D/ HH clients	No Services were accessed	No Services were accessed	No Services were accessed
Community Centers for the Deaf	Parent-to-parent support, youth programs	Sign language classes, peer-to-peer support	Sign language classes and summer experience with other students	Sign language classes, self advocacy workshops, leadership training	ADA rights workshop, reasonable accommodation training, interpreting services	Interpreting services, advocacy services, Deaf community events
Parent Organization: Ohio Hands and Voices	Family connected with other families of children who are D/HH					

Tasha's Path to Community Employment

Tasha's preparation for employment began even before she formally entered the transition years. The following information discusses Tasha's path to community employment through her educational years and is intended to narrate the previous graphics. Tasha's unique path to employment was guided by Tasha's needs and future aspirations after high school. Based on Tasha's profile, referral services were found to be needed from the Early Intervention, Ohio Department Mental Health and Addiction Service, Opportunities for Ohioians with Disabilities, Ohio Jobs and Family Services- Workforce Development, and Community Center for the Deaf.

In her **Early Years** (up to age 10) Tasha's services were primarily focused on access to curriculum and communicating her needs. Her family also benefited from services that began at birth.

- Early Intervention⁽²⁾- provides services as part of her IFSP 0-2 years of age. Tasha and her family work regularly with a developmental specialist, speech language pathologist, and occupational therapist to address identified milestones and outcomes unique to their needs.
- Preschool, Tasha continues to work on expressive and receptive language skills development with the speech language pathologist (SLP). SLP uses the information provided by audiologists from local children's hospitals as well.
- Preschool OT works with Tasha to support fine motor control associated with handwriting and the manipulation of parts of her hearing aid.
- Team decides to use Total Communication⁽²⁶⁾: combined auditory and visual communication for instruction, through Tasha's Elementary Years.
- Teacher of the Deaf (TOD) works with Tasha teachers on a daily basis to assure Tasha has access to the curriculum.
- Assistive technology consultant reviews the audiologist reports and reviews updates to Tasha's hearing aids are discussed. Works with the team to make sure all technology accessibility features are available and updated, software is downloaded on all devices, including captioning software and back up batteries for hearing aids are in stock.
- IEP team provides an AT assessment to gather more information about potential AT software and devices to assist with reading comprehension challenges.
- Team implements identified AT throughout the school day to support reading comprehension and communication.
- Support from the Deaf Mentor for self- advocacy, and self- determination and soft skills are practiced during Tasha's early years.
- Tasha and her parents engaged in a variety of D/HH family-oriented training opportunities and networking events in the early years through Ohio Hands and Voices⁽³⁾ as well as the Community Center for the Deaf building their family support and Tasha's peer group. Tasha also participated in youth programs.

As Tasha continued her transition to **middle school**, she had many more opportunities to practice asking for tools and resources she would need in order to access the curriculum in all her classes. She created a toolkit of AT supports, as well as online and classroom manipulatives that helped her to connect to the knowledge being shared in the classroom, as well best practice for interacting with others and shared this with her IEP team.

- Tasha shares with her IEP team and her teachers the learning styles that support her and her toolkit of AT, which includes screencastify⁽⁶⁾ so she can review a class concept if she didn't understand it during the initial instruction.
- TOD works with middle school teachers to make sure Tasha has access to content in all her classes, by showing the team Voice-Carry-Over (VCO), Hearing Carry Over Relay (HCO), IP Relay, or Captioned telephones⁽²³⁾
- Speech therapy continued once a week in the early middle school years, where concepts are practiced.
- Based on the data collected on Tasha's IEP goals for OT services in elementary school Tasha, her parents and the IEP team agreed that OT services were not needed in middle school.
- Middle school team meets with an AT consultant and performs an AT assessment which yielded specific tools to be considered to support Tasha such as access subtitles, captions, Automatic Speech Recognition (ASR) on computers and technology devices. As well as supporting Tasha in a virtual classroom using the spotlight feature on zoom and having multiple pins, split screens⁽²⁷⁾, how to justify and get a 2nd monitor, and how to use her phone for video texting and sms texting, just words.

- AT Consultant showed Tasha, her parents and the school team how to turn on the new Google Chrome captioning feature⁽²⁸⁾, and how to do this on her laptop, cell phone, and tablet with similar features.
- Resources from the OCALI lending library⁽²⁹⁾ were obtained to provide hands-on trials of the identified AT.
- Support from Deaf Mentor for transition planning, self advocating, and social engagement.
- OMJ⁽⁸⁾ student account is created.
- Tasha and her family were introduced to the Vocational Rehabilitation Agency- Opportunities for Ohioans with Disabilities (OOD)⁽¹²⁾ during an IEP meeting and results from the Photo Career Quiz⁽³⁰⁾ assessment were shared with the IEP team. High indicators continued to reflect that Tasha had a strong preference to be a part of the Allied Health Sciences career technical classes. This matched information gained directly from Tasha after she saw an Allied Health Sciences class presentation.
- Tasha completed an Interest Inventory for possible careers on the OhioMeansJobs (OMJ)⁽⁸⁾ website and the results were shared with her IEP team. The report showed that Tasha works well with others and prefers to work using a checklist and following a video to complete a task.
- Resources to deal with traumatic events⁽³¹⁾, counselors trained to support D/HH clients are shared with Tasha and her family from the Ohio Department of Mental Health and Addiction Services⁽³²⁾.
- Sign language classes, peer to peer support is accessed by Tasha and her parents through the Community Centers for Deaf⁽³³⁾ and Ohio Hands and Voices.

In the **later years of middle school**, Tasha and her school team identified the need for more individualized support for Tasha as she advanced to specific classes that would support her career goals after high school.

- Tasha researches Career Technical programs in her local comprehensive high school with the help of the Deaf Mentor and TOD, Tasha chooses to stay at her home high school to complete career technical classes because all her accommodations have been met easily and the career tech program she is interested in is offered.
- Tasha gains knowledge of prerequisites for the classes, such as attendance and grade point average that would need to be maintained in order to be considered for the career tech classes during her last two years of high school. Tasha also looked at the programs' websites and reviewed the courses she would have to take, as well as a club⁽³⁴⁾ she could participate in if she was accepted into the program.
- Tasha took the lead on her IEP meeting⁽¹⁰⁾ and uses her career goal to lead the discussion on her academic goals and services while introducing the team. The meeting is recorded for team members that are not able to attend.
- Speech therapy is continued once a week to address speech and language development, as well as, social skills.
- AT consultant works with a team as needed, to help with the FM/DM system⁽⁴⁾ and if any adaptations to the technology can allow Tasha to be more apart and included in the class learning.
- Tasha connected with more peers through an app called Google Live Transcribe⁽¹⁹⁾, Web captioner⁽³⁵⁾ that allowed her to see words on a screen when her peers spoke when working in small groups.
- Career assessments on OMJ⁽⁸⁾ are completed by Tasha, as well as a search on the In-Demand Jobs Reports website, and education needed for careers in the Allied Health Sciences.
- Referral process for OOD services was completed by Tasha, her parents, and the school district. Services for Pre-Employment Transition Services (Pre-ETS)⁽¹²⁾ were discussed in the IEP meeting
- Information was shared with Tasha's team on her career assessments completed on OhioMeansJobs (OMJ) website. Other resources were also shared with the team such as: In-Demand Jobs report to better target and narrow career interests and identify PINS. View videos of careers and career environments⁽³⁶⁾. Accessed free tools for college and career readiness⁽⁸⁾.
- Support from the Deaf Mentor⁽⁵⁾ for transition planning and social engagement continues, with an emphasis on technology that will help Tasha work in the Allied Health Science field.
- Resources to deal with traumatic events, counselors trained to support D/HH clients are shared with Tasha and her family from the Ohio Department of Mental Health and Addiction Services⁽³²⁾.
- Sign language classes and summer experience with other students is access by Tasha through the Community Center for the Deaf
- Attends peer groups through Ohio Hands and Voices all the way through school and into college as needed.

Tasha completed middle school with high grades in math and science and kept her attendance at school high. Tasha advanced to **High School** with a seamless transition. Thorough planning by Tasha's middle school teachers, connecting Tasha to her high school teachers in the last month of the school year via google chat⁽³⁷⁾ to share strategies that work for her in her current classes.

- Tasha planned a meeting with her new teachers a few days prior to the beginning of a new school year, which helped develop her self-advocacy skills. During this meeting, she shared her learning strategies, learning styles and (AT) needs with her teachers. She also shared how much she had to work outside of the classroom to get high grades and that her accommodations allowed her to learn their class content in small, understandable chunks. Tasha also answered questions the teachers had.
- Met with the Career Counselor to complete a career assessment and matched Tasha's learning preferences to a possible career path. Career counselor showed Tasha classes at the high school that would align with her learning and career interests, including getting hands-on experience in the Allied Health Sciences field.
- Tasha toured the Career Technical classes her sophomore year to see the lab classroom and learn what tools and equipment would be needed for the classes and possible job opportunities that could be obtained from each career technical class.
- Tasha had a meeting with her transition team and with an AT consultant to see if any technology could help her in the Allied Health Sciences while she was in this class or doing field experiences.
- Based on the data collected on Tasha's IEP goals for speech and language services in middle school Tasha, her parents and the IEP team agreed that speech and language services were not needed in high school.
- Tasha received support from Deaf Mentor for college/ career preparation and independent living.
- Tasha worked with an (OOD) counselor to set up a summer youth career exploration⁽⁸⁾ between 10th and 11th grade to learn more in the career fields of the Allied Health Sciences that match her PINSs.
- Tasha connected with ODJFS counselors to practice the SAT test for college enrollment⁽¹⁶⁾, drafted a working resume and posted the resume to the student side of the OMJ portal. Tasha was coached on possible interview questions⁽³⁹⁾ that may be asked during the interview process, and questions that she did not have to answer, if asked in an interview.
- Tasha continues Sign language classes, self-advocacy workshops, and leader training to be a part of her school clubs and activities through the Community Centers for the Deaf⁽³³⁾

Later in high school, Tasha meets with her Career Technical Teacher after meeting all the prerequisites for the Allied Health Sciences class in her comprehensive high school.

- Tasha's accepted into the Allied Health class junior and senior year, and joins the HOSA Organization⁽⁴⁵⁾.
- Works with an AT consultant to consider technology that would assist Tasha when she is in different learning environments. As well as, what technology could assist her to be a part of the work and training in the class.
- Tasha advocated to make sure the First Aid and CPR online training were accessible since it is an online class⁽⁴⁰⁾.
- Tasha shares an introductory level, self-paced module for interacting with people who are D/HH, Blind or Visually Impaired with her new school team⁽⁴¹⁾ to increase their understanding about different considerations that might impact communication in the environment. That information, along with working with Tasha and a TOD on an ongoing basis, will help the team to address any and all access needs as part of the planning process for instruction.
- Travel Training⁽⁴²⁾ is set up with Intervention Specialist⁽⁴²⁾ and local transportation services while Deaf Mentor assists with the training to use public transportation as a way of getting around.
- Tasha registers in the state database as having a communication disability with the help from her Deaf Mentor, so Police are aware if Tasha is pulled over that she has a communication disability⁽⁴³⁾
- Tasha takes the SAT, and WorkKey tests with accommodations set up by the school guidance counselor and intervention specialist⁽⁴⁰⁾
- Tasha attends a job fair in the local community⁽⁴⁴⁾ with an interpreter where she identifies two companies she is interested in working for and the types of degrees she will need to obtain these career positions. Information was shared with her and her parents from the OOD office.
- Tasha's Allied Health Sciences teacher told Tasha about a college resource fair at a local community college, Tasha attended with an interpreter. She learns about the partnership the college⁽¹⁴⁾ has with the high school and

the classes she is currently taking will help her move through her college training more quickly, four classes are accepted towards her Allied Health Sciences degree.

- Tasha adds to her resume OSHA credentials Occupational Safety and Health Administration standards training, as well as, Bloodborne Pathogens safety training.
- Tasha scored high marks in Creative problem solving event during the HOSA Competitive Event⁽⁴⁵⁾ and collected references from her school volunteer experiences.
- Deaf Mentor worked with Tasha on prep to live independently, waking up on time with her fitbit, so as to not wake up her roommate. Prepare her for college visits on campus and what questions to ask so the college can meet her needs. Guides Tasha to the offices she needs to talk to make sure her dorm room is accessible for Fire/Tornado Alarm with light sensors connected.
- Tasha's Deaf Mentor shows her how to ask for accommodation at the library and where to reference services both onsite as well as offsite for interpreting and captioning agencies.
- Tasha connected with OOD to buy her a visual/amplified stethoscope so when she graduated she would already have it to enter her field along with other equipment that might be needed.
- Tasha submits an application in April to be considered for the Summer Youth Leadership Forum, through OOD⁽⁴⁵⁾ and is accepted!
- Connects with ODJFS and OOD to post resumes, and get a summer internship around her summer activities.
- Community Center for the Deaf provides Tasha with ADA rights workshop reasonable accommodations training interpreting services.

Tasha successfully **graduated from high school** and met all the graduation requirements by passing all her required classes and end of year exams. After graduation, Tasha continued to use the services offered through ODJFS-Workforce Development⁽⁴⁶⁾.

- Attended Local Community College-to get all prerequisites classes completed, with advice from her Mentor and OOD Counselor- College2Career⁽¹⁵⁾
- Tasha enrolls in Rochester Institute of Technology with her freshman and sophomore credits accepted. All classes match a career in Sonographer⁽⁴⁷⁾
- OOD counselor tells Tasha about free cooking and finance classes at the local library, while also assisting her with financial planning to calculate⁽²¹⁾ monthly bills and create a budget for savings while working.
- OOD guided Tasha to ask her college special services counselor for computer programs she used in high school to assist in her classes while at college as well as schedule classes so she has extended time for tests she would have to take in each class, not impacting the rest of her schedule.
- Tasha posted her professional resume to the adult portal of OMJ and search results were sent to Tasha's email for jobs after college, through her connections with the Workforce Development Program⁽⁴⁶⁾.
- Tasha works with Deaf Mentor to navigate healthcare and how she will pay for maintenance on hearing aids and medical expenses connected to her disability⁽²²⁾ Tasha learns about the warranties and tax free batteries and grants that can help Tasha get the hearing aids she needs.
- Tasha continued to attend free technology training at Apple⁽⁴⁸⁾ and Microsoft⁽⁴⁹⁾ stores to see what new technology could help her throughout her day.
- Tasha connects with her OOD counselor and her Mentor to get communication needs for her job including a Tcoil, Bluetooth, Patch, and pairing and unpairing her hearing aids to have different settings such as mask setting and heart setting to bump up certain frequencies when listening to heart or lungs.
- Interpreting services, advocacy services, Deaf community events continue to be a part of Tasha's life as she continues to grow her social connections in the Deaf culture community.

Additional Online Resource mentioned in Tasha's case study:

- 1. MedEd Connections Resource Guide: Deaf and Hard of Hearing (D/HH)**
<https://deafandblindoutreach.org/meded-connections-dhh/meded-what-happens-next>
- 2. Ohio Early Intervention**
<https://ohioearlyintervention.org/local-state-national-resources/ohio-hearing-vision>
- 3. Ohio Hands & Voices**
<http://www.ohiohandsandvoices.org/>
- 4. OCALI FM/DM System Loan Procedure**
<https://www.ocali.org/project/fm-system-loan-procedure>
- 5. Parent Mentors D/HH**
<https://deafandblindoutreach.org/parent-mentors-dhh>
- 6. Screencastify**
<https://www.screencastify.com/>
- 7. OYO Summer Camp**
<https://oyocamp.org/>
- 8. Ohio Means Job Career Exploration & Planning**
<https://bit.ly/2RUyeJX>
- 9. Quizlet**
<https://quizlet.com/>
- 10. Zarrow Self-Directed IEP skills**
<https://bit.ly/2QtoMNo>
- 11. Charting the LifeCourse Tools**
https://ohioemploymentfirst.org/view.php?nav_id=193#block_604
- 12. OOD**
<https://ood.ohio.gov/wps/portal/gov/ood/individuals-with-disabilities/services/students-14-plus>
- 13. Career Pathways**
<http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Career-Pathways>
- 14. College Credit Plus FAQ**
<https://www.ohiohighered.org/ccp/faqs>
- 15. Ohio College2Careers**
<https://bit.ly/3om7AWF>
- 16. OMJ Test Prep 101**
<https://bit.ly/3fuCW9A>
- 17. OMJ Finances 101**
<https://bit.ly/3wifsLD>
- 18. Age Appropriate Transition Assessment library**
https://www.ohioaatalibrary.org/?page_id=103
- 19. Live Transcribe**
<https://www.android.com/accessibility/live-transcribe/>
- 20. I'm Determined**
<https://www.imdetermined.org/>
- 21. Ohio Budget Calculators**
<https://jobseeker.k-12.ohiomeansjobs.monster.com/FundIt/Home.aspx>
- 22. ESCO**
<https://earserv.com/>
- 23. Glossary of Terms**
<https://deafandblindoutreach.org/dhh-guidelines-for-the-assessment-glossary>
- 24. Distracted Driver- Driver Training course Practice Test**
<https://www.drivertraining.ohio.gov/courses.aspx>
<https://www.bmv.ohio.gov/dl-sample-test.aspx>
- 25. ELSA- the Employability/Life Skills Assessment- Transition Team Professionals**
https://www.ocali.org/up_doc/ELSA-For-Professionals-01052021.pdf
- 26. Families**
https://www.ocali.org/up_doc/ELSA-For-Families-01052021.pdf
- 27. MedEd Connections Resource Guide: Deaf and Hard of Hearing (D/HH)-Communication**
<https://deafandblindoutreach.org/meded-connections-dhh/meded-communication>
- 28. Dualless chrome extension**
<https://bit.ly/2RiMDjk>
- 29. Chrome caption audio and video**
<https://blog.google/products/chrome/live-caption-chrome/>
- 30. OCALI lending library**
https://www.ocali.org/project/lending_library
- 31. Photo Career Quiz**
<https://www.truity.com/test/photo-career-quiz>
- 32. Part 1: Trauma Informed Care (TIC)**
<https://www.ocali.org/project/Part-1-Trauma-Informed-Care-TIC>
- 33. Families, Children and Adults / Get Help**
<https://ohio.gov/wps/portal/gov/site/residents/resources/mental-health-and-addiction-services>
- 34. OOD Community Center for the Deaf**
<https://bit.ly/3bPKwur>
- 35. HOSA-Future Health Professionals**
<https://hosa.org/what-is-hosa/>
- 36. Web captioner**
<https://webcaptioner.com/>
- 37. OMJ Career Exploration Videos and Multimedia**
<https://bit.ly/3uYC7MK>

- 38. **Google Chat**
<https://gsuite.google.com/products/chat/>
- 39. **OMJ Practice Interviews and Tips**
<https://bit.ly/2S4OCry>
- 40. **Testing accommodations**
<https://www.nationaldeafcenter.org/topics/testing>
- 41. **Promoting Access for People Who are Deaf, Hard of Hearing, Blind, or Visually Impaired**
<https://deafandblindoutreach.org/promoting-access>
- 42. **COTA Travel Training**
<https://bit.ly/3bAkFWW>
- 43. **Ohio-Communication Disability Law**
<https://bit.ly/3uW1jn0>
- 44. **Job Fair**
<https://jobseeker.ohiomeansjobs.monster.com/ExploreIt/Events.aspx>
- 45. **HOSA Competitive Event**
<https://hosa.org/ceusefultools/>
- 46. **Youth Leadership Forum**
<https://bit.ly/2MQLhGs>
- 47. **Ohio Jobs and Family Services- Workforce Development**
<http://jfs.ohio.gov/owd/wioa/map.stm>
- 48. **Rochester Institute of Technology**
<https://www.rit.edu/ntid/healthcare/stories/elizabeth-ayers-gibson>
- 49. **Apple Training**
<https://9to5mac.com/2021/02/25/apple-retail-store-sign-language-interpreter-appointments/>
- 50. **Microsoft Connect and learn**
<https://bit.ly/2X1MKNK>