ADVOCACY – TRANSITIONS AND LAWS

MULTIPLE CHOICE QUESTIONS – COMPETENCY

1. **Which U.S. law helps ensure students with disabilities get the services they need in school?**
   A) ADA
   B) IDEA ✅
   C) HIPAA
   D) FERPA

2. **What is one reason to contact the Office of Accessibility at college?**
   A) To choose your courses
   B) To ask for accommodations ✅
   C) To change your major
   D) To borrow a textbook

3. **What might you need when asking for accommodations at work or school?**
   A) A note from a friend
   B) A copy of your IEP or documentation ✅
   C) A letter from your teacher
   D) A phone call from your parents

4. **If your accommodation request is denied, what should you do first?**
   A) Stop asking
   B) Talk to a trusted adult or support service ✅
   C) Complain on social media
   D) Quit school or work

5. **Which of the following best describes a successful transition?**
   A) Changing schools quietly
   B) Feeling confident, supported, and prepared ✅
   C) Doing everything alone
   D) Ignoring challenges

🎲 COMPETENCY ACTIVITIES

🔵 Ages 10–12: "Transition Backpack" Drawing

- Students draw or fill a template of a backpack.
- Inside, they list or draw items, supports, or people that help them feel confident when starting a new grade (e.g., FM system, new teacher, friend).

- Share with a partner or small group.

⏱️ Time: 10 minutes
🧠 Outcome: Awareness of tools/supports for successful transitions

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🟠 Ages 12–15: "Match the Law" Card Game

- Provide sets of cards with laws (e.g., ADA, IDEA, Section 504) and descriptions.
- In pairs or teams, students race to match each law with its purpose.
- Then, reflect on: *"Which law supports me right now?"*

⏱️ Time: 12 minutes
🧠 Outcome: Builds basic legal literacy

🔴 Ages 15–18: "College or Career Access Plan" Simulation

- Give 2 scenarios:
  A) Transitioning to university
  B) Starting a new job
- In groups, students:
  - Identify supports they'd need
  - List steps for getting accommodations
  - Decide how they'd respond to a denial
- Option: research a local disability office or rehab counselor's role

⏱️ Time: 15 minutes
🧠 Outcome: Prepares students for real-world transition planning

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❤️ RELATEDNESS OBJECTIVES

Topics: Peer mentorship, social connectedness during transition, helpful questions to ask.

✅ LIKERT SCALE PROMPTS (RELATEDNESS)

Rate from 1 (Strongly Disagree) to 5 (Strongly Agree):

- "I know someone I can talk to who has gone through a similar school or work transition."
- "Talking to someone else in a similar situation helps me feel more confident."
- "I feel comfortable asking questions to someone new."

🎲 RELATEDNESS ACTIVITIES

🔵 Ages 10–12: "What Would You Ask?" Puppet Interviews

- Students role-play using puppets (or pictures) to interview a "student who changed schools."
- Practice asking: *"What helped you feel comfortable?"*, *"Did you ask for help?"*

⏱️ Time: 10 minutes
🤝 Outcome: Normalizes curiosity and peer connection

🟠 **Ages 12–15: "Post-Secondary Pen Pal"**

- Students write a letter or email to a hypothetical student at their future school or job.
  - Ask questions like: *"What accommodations do you use?"* or *"How did you talk to your boss about your hearing?"*

⏱️ Time: 12–15 minutes
🤝 Outcome: Promotes help-seeking and peer modeling

🔴 **Ages 15–18: "Find Your Mirror" Panel or Video Clips**

- Show video interviews (or invite speakers) of young adults with hearing loss discussing transition.
- Students jot down:
  - 1 thing they related to
  - 1 question they'd still like answered
- Share in pairs or small group.

⏱️ Time: 12–15 minutes
🤝 Outcome: Builds community, social modeling

🧭 **AUTONOMY OBJECTIVES**

Topics: Disclosure of hearing loss, evaluating when/how to disclose, weighing pros and cons.

✅ **MULTIPLE CHOICE QUESTIONS – AUTONOMY**

6. **Which is a possible benefit of telling someone about your hearing loss?**
   A) They might avoid you
   B) They can better support your needs ✅
   C) You'll get in trouble
   D) They'll take away your accommodations

7. **When might you choose to tell a teacher or employer about your hearing needs?**
   A) When you need accommodations ✅
   B) Only if someone asks
   C) Never
   D) At the end of the year

8. **Who decides whether you disclose your hearing loss in a new setting?**
   A) Your parents
   B) Your audiologist
   C) You ✅
   D) Your friends

🎲 AUTONOMY ACTIVITIES

🔵 Ages 10–12: "Disclosure Drama" (Yes/No/Maybe Signs)

- Give situations:
  - "Your new teacher speaks fast."
  - "A classmate asks about your hearing aid."
- Students hold up "Yes," "No," or "Maybe" signs to indicate if they'd disclose.
- Debrief: *Why did you choose that?*

⏱️ Time: 10 minutes
🎭 Outcome: Explores options without pressure

🟠 Ages 12–15: "Disclosure Decision Map"

- Students use a simple flowchart:
  - Situation → Comfort level → Need → Benefit → Decision
- Example: "New group project at school. Need captions. Feeling unsure."
  - Map possible outcomes of disclosing or not.

⏱️ Time: 12–15 minutes
🧭 Outcome: Builds decision-making skills

🔴 Ages 15–18: "Pros and Cons Café"

- Students write the pros and cons of disclosing in work/school contexts on large paper.
- Walk around café-style to read others' ideas.
- Discuss: *What matters most to you when deciding?*

⏱️ Time: 15 minutes
🧭 Outcome: Encourages reflection and self-ownership

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1. Observation of Responses and Process

- As students participate, the instructor watches for **correct understanding** and **application** of concepts.

- Example:
    - In the **"Match the Law"** card game, how quickly and accurately do students pair laws and purposes?
    - Do they ask questions or show understanding when matching?

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2. Student Artifacts / Work Samples

- Many activities produce a **concrete product** (drawing, flowchart, letter, list).
- These can be **reviewed** to assess knowledge and reasoning.
- Example:
    - In the **"Transition Backpack"** drawing, do the items reflect relevant supports?
    - In the **"Disclosure Decision Map"**, does the student demonstrate thoughtful choices?

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3. Peer or Group Discussions

- Facilitated conversations during or after activities reveal **depth of understanding**, reasoning, and ability to explain concepts in their own words.
- Example:
    - After **"Pros and Cons Café,"** can students articulate reasons for or against disclosure clearly?
    - Are they able to listen and respond to others' viewpoints?

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4. Self-Reflection and Likert Scales

- Some activities incorporate **Likert scale ratings** or reflection prompts, helping students **self-assess** their confidence, knowledge, or attitudes.
- Example:
    - After a role-play, students rate their comfort level with disclosure or asking for help.
    - Their ratings can be collected and compared pre/post or across groups.

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5. Role-Play or Scenario-Based Performance

- When students **role-play** scenarios (e.g., asking for accommodations or explaining hearing loss), assessors can use **checklists** to evaluate:
    - Clarity of communication
    - Use of appropriate language
    - Problem-solving skills
    - Emotional responses and coping strategies

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6. Informal Q&A During Activities

- Instructors can ask **targeted questions** during the activity to probe understanding and encourage deeper thinking.

- Example:
    - During **“Puppet Interviews,”** ask students why certain questions are helpful.
    - During **“Disclosure Drama,”** ask why they chose “Yes,” “No,” or “Maybe.”

Summary Table for Assessment Use of Activities

Activity Type	**Assessment Method**	**Example Evidence**
Drawing/Mapping	Review artifacts	Items chosen for support, flowchart decisions
Games (matching, etc.)	Accuracy, speed, engagement	Correct pairings, discussion points
Role-play/Simulations	Checklist, observation	Communication clarity, confidence
Group Discussions	Participation, explanations	Ability to articulate and listen
Likert Scale/Reflection	Self-report data	Comfort/confidence ratings
Written/Email Exercises	Content quality, question relevance	Appropriateness of questions asked