

# Transition Into Post-Secondary:

## PCAS' New Online Course

POPDHH Partner's Day  
June 9, 2020

PCAS' office is located on unceded Indigenous land belonging to the Coast Salish peoples, including the territories of the xʷməθkwəy̓əm (Musqueam), Səlilwətaʔ/Selilwitulh (Tsleil-Waututh) and Skwxwú7mesh (Squamish) Nations

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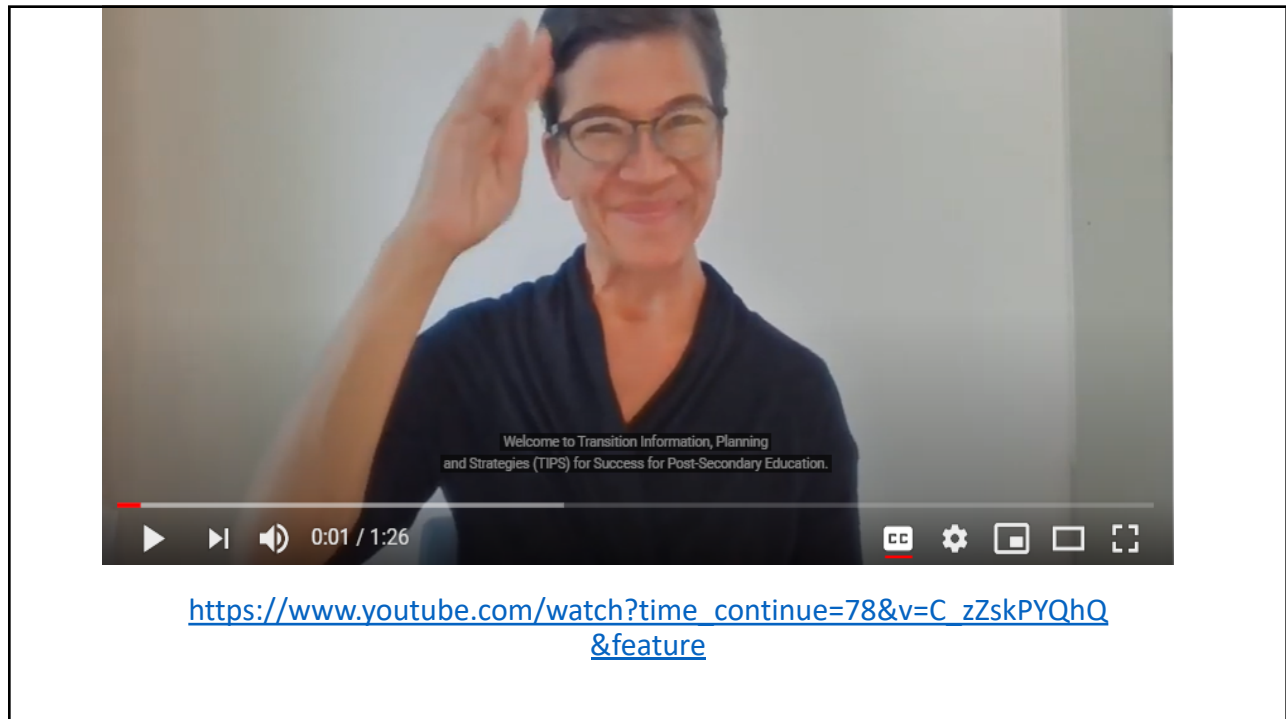
## Agenda

- Overview of the new online T.I.P.S Course  
– currently being piloted
- Walk through key topics
- Feedback/Prioritization
- Next steps

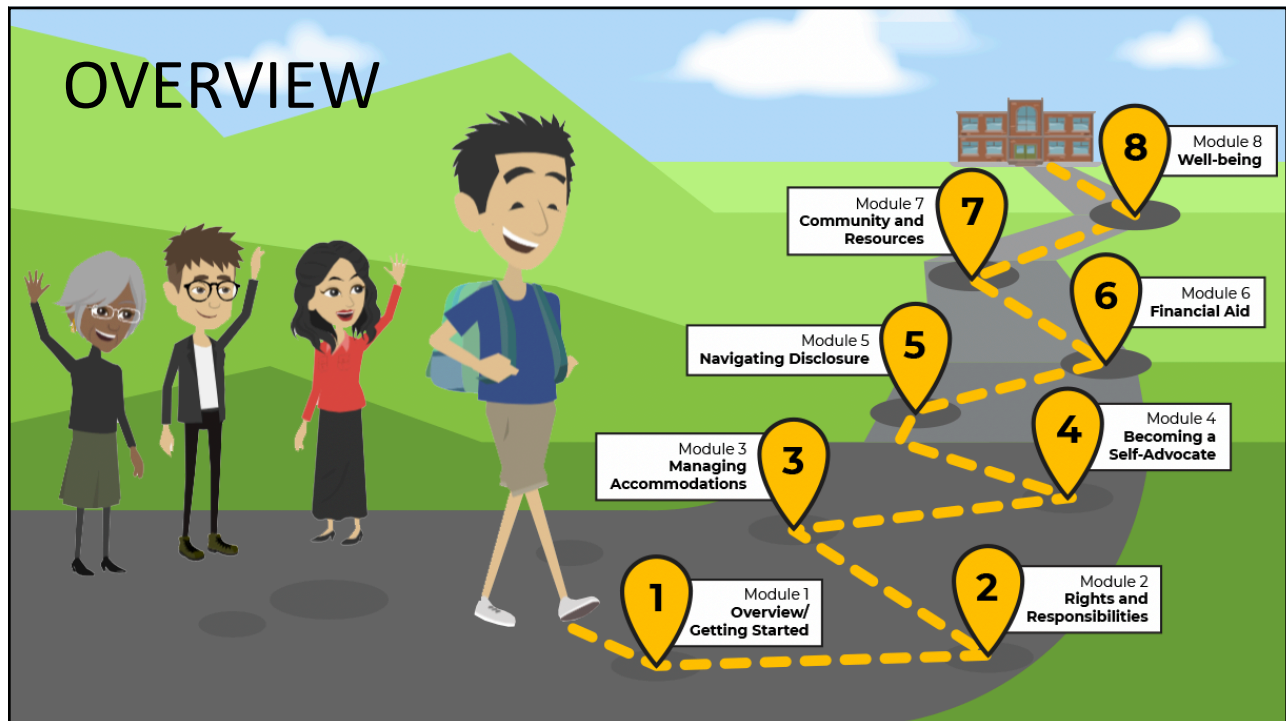


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*Pre-Test – needs to include much more than these questions about current k-12 supports*

Which plays an important role in your success right now in school:

- ☐ Parents/Guardians
- ☐ Classroom Teacher
- ☐ Teachers for the Deaf and Hard of Hearing (TDHH)/Hearing Resource Teacher (HRT)
- ☐ Counselor
- ☐ Administrator
- ☐ Educational Assistant/Interpreter/Note-taker
- ☐ Audiologist

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your strengths and needs are necessary to know how you can achieve your goals.

Here are some questions to consider which can enhance your self-awareness and help guide some of your decisions in preparing for your post-secondary experience.

In your ePortfolio please journalize the following questions:

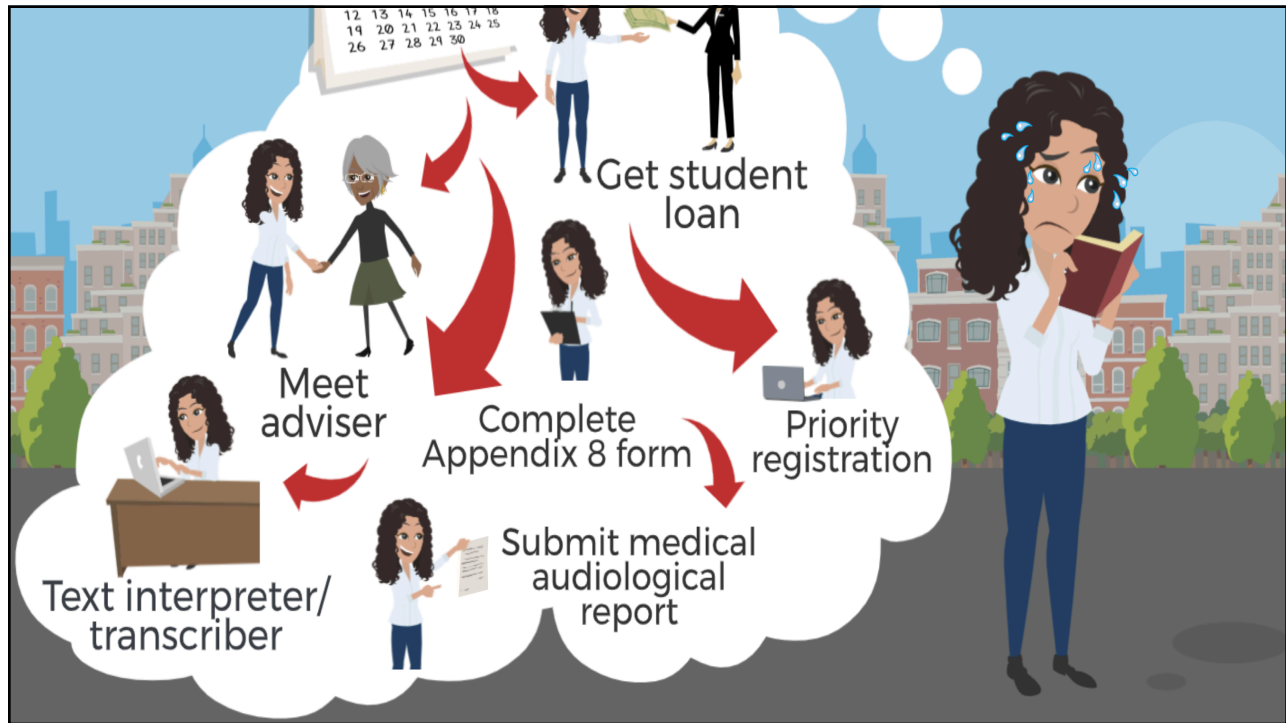
1. How do you learn best?

- Your learning style: do you learn best as a listener, as an observer, or as a doer?

2. What are your interests as a student:

- Your work-study balance: do you want to plow through one course after another or have a mix between taking courses and gaining work experiences?
- Your pace: how fast do you want to complete your studies? Taking full course loads year-round including summer semesters vs. minimum per

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Student Responsibilities	University Responsibilities
<p>Students in need of accommodations must:</p> <ul style="list-style-type: none"> <li>• Provide necessary documentation to the Accessibility/ Disability Services office.</li> <li>• Bear the cost of any medical information or documentation, such as a recent audiogram.</li> <li>• Request accommodations or changes to accommodation needs from appropriate personnel in a timely manner, usually before or early in the term. Depending on the nature of the accommodation and the timing of the request, immediate implementation may not be possible.</li> <li>• Contact the Accessibility Services office as soon as possible if their health status changes significantly during their time in school. This includes students who</li> </ul>	<p>When dealing with students in need of accommodations, universities must:</p> <ul style="list-style-type: none"> <li>• Ensure that persons are not denied admission on the basis of their disability.</li> <li>• Accept requests for accommodation in good faith.</li> <li>• Request only information that is required to make the accommodation.</li> <li>• Obtain expert advice or opinion where necessary.</li> <li>• Take an active role in ensuring that possible solutions are examined.</li> <li>• Maintain the confidentiality of persons with disabilities.</li> </ul>

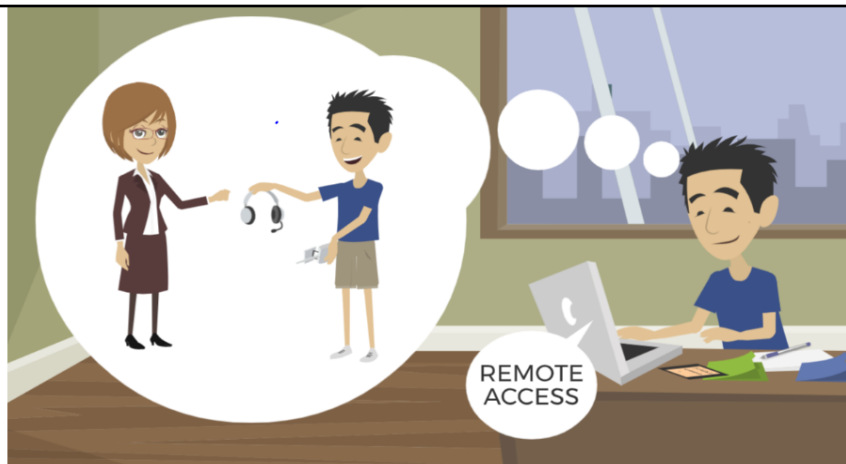
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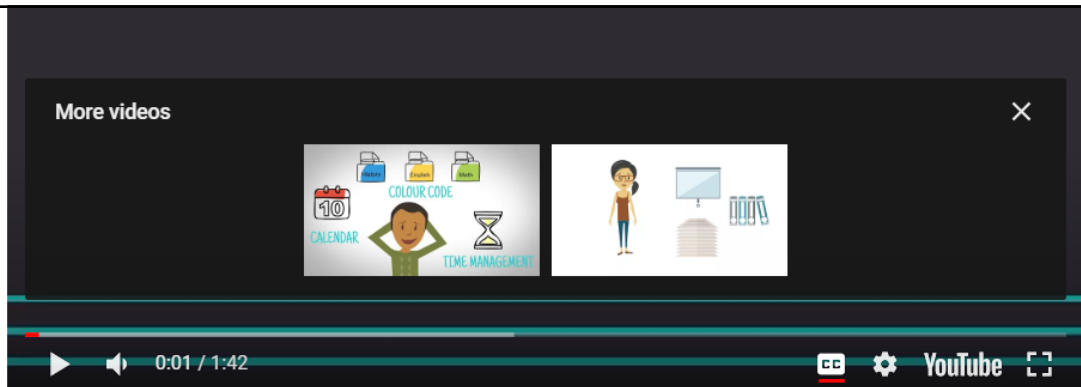
As discussed in Module 2, you have certain rights and responsibilities regarding accommodations. Now that you know what these are, it is time to learn about what accommodations you can receive and how to put them into place.

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As discussed in Module 2, you have certain rights and responsibilities in regard to accommodations at the post-secondary educational institution of your choice. This means knowing how to effectively communicate what your needs are and being able to self-advocate in order to get those needs met. Having these types of conversations about yourself can be stressful. Being prepared and knowing yourself are essential skills to advocating for yourself and managing the stress that can come with self-advocacy.

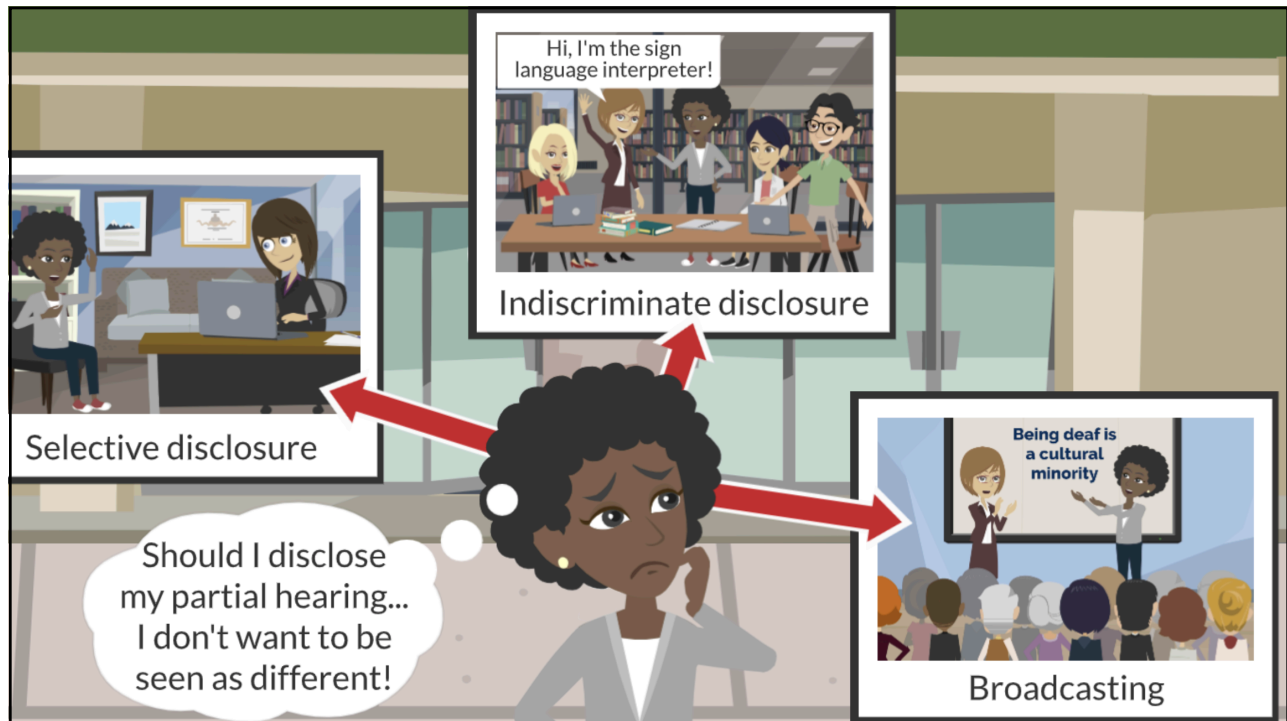
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Self-advocacy refers to people taking control of their own lives, speaking up on their behalf and asking for what they need. Self-advocacy is the ability to articulate one's needs and make informed decisions about the supports necessary to meet those needs (Stodden, 2000).

<https://www.youtube.com/Self-Advocacy>

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## Financial aid and managing money



Financing your post-secondary education can be intimidating and overwhelming. This module will guide you through what is required for financial assistance and what kind of financial aid you can receive. You will

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To learn more about managing your finances, be sure to reach out directly to helpful resources, such as the Student Financial Aid departments at the institution you are applying to. They have helpful information, resources and guides that can assist you with this process.

There are other community resources that offer support as well, such as the Canadian Hard of Hearing Association BC Youth Peer Support Program (email: [chhbcypsp@gmail.com](mailto:chhbcypsp@gmail.com)) who offer workshops on this topic.



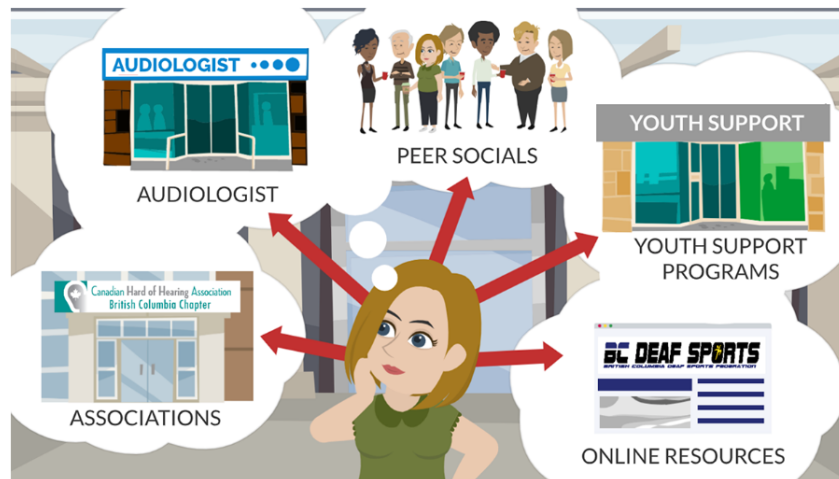
It is important to look ahead, and take advantage of the many resources available from the institutions directly. For example, check out this resource from BCIT's financial aid and awards department: [New for first time applicants applying for Full-time Student loans \[PDF\]](#) which has information to help new students with the application process.



### Case Study

Chuck is stressed out because his current grade is 60% after his mid-term exam. He didn't think he would need an FM System for college but admits he often can't hear the professor.

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The road to post-secondary education, being in a post-secondary institution, and finally moving onto a career can be overwhelming. It is important to remember that you have the skills and abilities to manage your educational journey, and you also have access to agencies and people that can support you, guide you, and help you be successful.

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## Part 2: Getting to know your community resources

Copy and paste the following into the reflection section of your eportfolio. It is also recommended that you print a copy of this worksheet for your resource binder. Select two agencies from the list above and collect the following information:

**Agency #1:** \_\_\_\_\_

1. Identify 3 programs or resources that the agency offers.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. Name 3 things you find to be personally relevant or useful from the agency.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

3. How likely will you utilize the services of the agency? Explain.

4. What two questions do you have for a representative of the agency?

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Self-advocating, disclosing your hearing loss, gathering financial resources as well as personal resources and networks can be stressful. On top of that, post-secondary education itself puts stress on you as you learn to manage your time, work on and hand in assignments, take exams, and participate in practicum or preceptorships.

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# Questions?

## Priorities - Grade 12 students?



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## **Q&A**

### **When is a good time to start this course with our students?**

- Offering this course as early as grade 10 would be beneficial! We have had students in the past attend from grade 10 and I think there is tremendous benefit in developing peer networks, and facilitating the self determination and self-advocacy piece early. Too often we hear from adult learners that they wish they had been comfortable self-advocating earlier in their post secondary career and regretted the lost learning and opportunities because they didn't want to be singled out.

### **Should TDHHS familiarize themselves with this course before using it with students?**

- Yes, it would be up to teachers to monitor the progress of students. Once our final pieces of feedback are integrated into the course, we will be launching a train-the-trainer for teachers to delve into the modules.

### **What if I have a student graduating this year?**

Please do reach out to PCAS in the meantime if you have specific needs right now to support graduating students: [dpiper4@bcit.ca](mailto:dpiper4@bcit.ca)

### **What are the next steps to having my students participate in this course?**

We will be in touch with next steps for the train the trainer and full access to the course. We will also create a distribution list for TDHHs. Please contact [dpiper4@bcit.ca](mailto:dpiper4@bcit.ca) for more information.