

Transition: Helping Students Explore Vocational Choices

Est. Time: 4 Weeks

Objective

Understand the myriad factors involved in helping students with disabilities explore different vocational choices.

Overview

Teachers often influence their students' vocational choices. When advising a student who has a disability, it is important that teachers are aware of accommodations that can address his challenges. For instance, a student who is deaf and who wishes to be a telephone operator need not be hindered by his lack of hearing. Telecommunication Devices for the Deaf [TDD] phones are widely available. However, to help identify appropriate accommodations, a teacher must first have a thorough understanding of the disability.

Activity

1. Choose a disability that has the same first letter as your first name (for example: Anna-autism; Donna-deafness, Bill-blindness). If there is no disability that corresponds with the first letter of your name, pick the next letter in your name and continue until you find a match.

Disability Categories

Autism spectrum disorder	Orthopedic impairment
Deaf-blindness	Other health impairment
Deafness	Specific learning disability
Emotional disturbance	Speech or language impairment
Hearing impairment	Traumatic brain injury
Intellectual disability	Visual impairment/ blindness
Multiple disabilities	

2. Before conducting research on the disability, answer the following questions.
 - a. How would this disability affect your education?
 - b. How would it affect you socially?
 - c. What would be your plans after completing high school?
 - d. What career would you choose and why?
 - e. What kind of accommodations would you need in this career?
3. Conduct research on the disability using at least three reputable sources.
4. Write a summary of findings. Be sure to include:
 - a. At least 2–3 common barriers related to the disability
 - b. How those barriers may affect individuals with the disability academically and socially
 - c. Accommodations that could help address the barriers

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Activity

5. Once you have researched the disability, review your answers to the questions above to see if you had any misperceptions. Would you change any of your answers? Explain why or why not.
6. Based on the information discovered in your research, how would you help students explore different vocational options?