

GUIDANCE ACTIVITIES

COLLEGE PLANNING FOR STUDENTS WITH DISABILITIES

TEACHER MANUAL

Working Draft – Autumn 2002

POST-ITT

POSTSECONDARY INNOVATIVE TRANSITION TECHNOLOGY

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Introduction

Welcome to the *Post-ITT Guidance Activities*. When used with the Post-ITT Website these *Activities* help students with disabilities reach the goal of going to and succeeding in college. This *Teacher Manual* gets you started and gives you hints on additional resources. General strategies for planning are introduced for each section. Each *Activity* is introduced with teaching suggestions as well as supplementary resources and detailed evaluation questions. Use the *Activities* with individual students or in class.

The *Guidance Activities* are organized in six sections:

- Self Advocacy
- Assistive Technology
- Planning for College
- Applying to College
- Disability Services
- Adult Services

The *Activities* require students to research, process, report, and take action. Some *Activities* ask them to repeat their research to broaden their knowledge or increase the depth of understanding. Students are expected to take the initiative in most Post-ITT *Activities* by using the Internet and conducting in-person interviews. The Post-ITT Website provides a portal to much of the information needed.

Rationale for Post-ITT

Researchers at Washington Research Institute developed the *Guidance Activities* in partnership with the Lake Washington School District and the Washington Association of Postsecondary Education and Disability (WAPED). WAPED members are primarily college disability services (DS) coordinators, who assist students with disabilities, access academic adjustments, and auxiliary aids that are appropriate. Initially, developers intended to create a simple worksheet for seniors to use to make contact with the disability services office at a college of interest. The need for a more comprehensive approach emerged from interviews conducted with college students, disability services coordinators, and high school teachers and students. Here are some of the findings and the conclusions that were drawn from those interviews.

Finding: Students with disabilities had only a rudimentary or inaccurate understanding of their disabilities and how those disabilities might functionally limit them in college.

Disability services (DS) coordinators reported that one of the biggest problems they encountered was that students did not understand their disability and how it functionally limited them in college. This knowledge is fundamental to accessing college disability services. Disability awareness, learning how a disability is documented, and discovering the relationship between disability and functional limitations are threads woven through all of the *Activities*.

Finding: Although most students were familiar with the concept of advocacy, few had advocated for their own accommodations.

Although most high school students had some experience with accommodations, few had advocated for their own needs and fewer still had made arrangements for accommodations. The *Activities* help students understand the relationship between disability and accommodation. They are introduced to the disability documentation and discover that there is a relationship between that documentation and the services they will be eligible to receive.

Finding: Few college or high school students with disabilities used the high school guidance counselor as a resource in college transition.

High school students surveyed were not engaged in many of the pre-college activities that most students without disabilities do. They did not typically take pre-college tests, go to college seminars or use the guidance counselors. The *Activities* engage the students in using all of the resources available to them in school, especially guidance counselors.

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Finding: Few high school students understood the differences between special education and college disability services.

Students must understand that the system of services that they have come to expect from public high schools will no longer apply in college. The *Activities* teach how the purposes of the institutions (K-12 schools and colleges) are different, the laws that apply differ, and consequently, how the services will be different.

Finding: Most prospective college students didn't know who to contact for disability services, what to expect, or how to get started.

The *Activities* introduce the college office of disability services (DS) as a way of gaining access to instruction. Later, students go through a step by step process of making a call, asking questions, finding out about disability documentation, and finally meeting with a disability services coordinator.

When to Introduce the *Guidance Activities*

The *Activities* should be introduced in the 9th grade and continued through the senior year. This gives students time while still in high school to learn and an opportunity to practice the skills they will need in college. The diagram on the next page illustrates the Post-ITT *Guidance Activities* model and the sequence of its major sections.

Getting Started With Post-ITT *Activities*

Each of the *Sections* and *Activities* has suggestions for getting started. The following gives you a more general orientation.

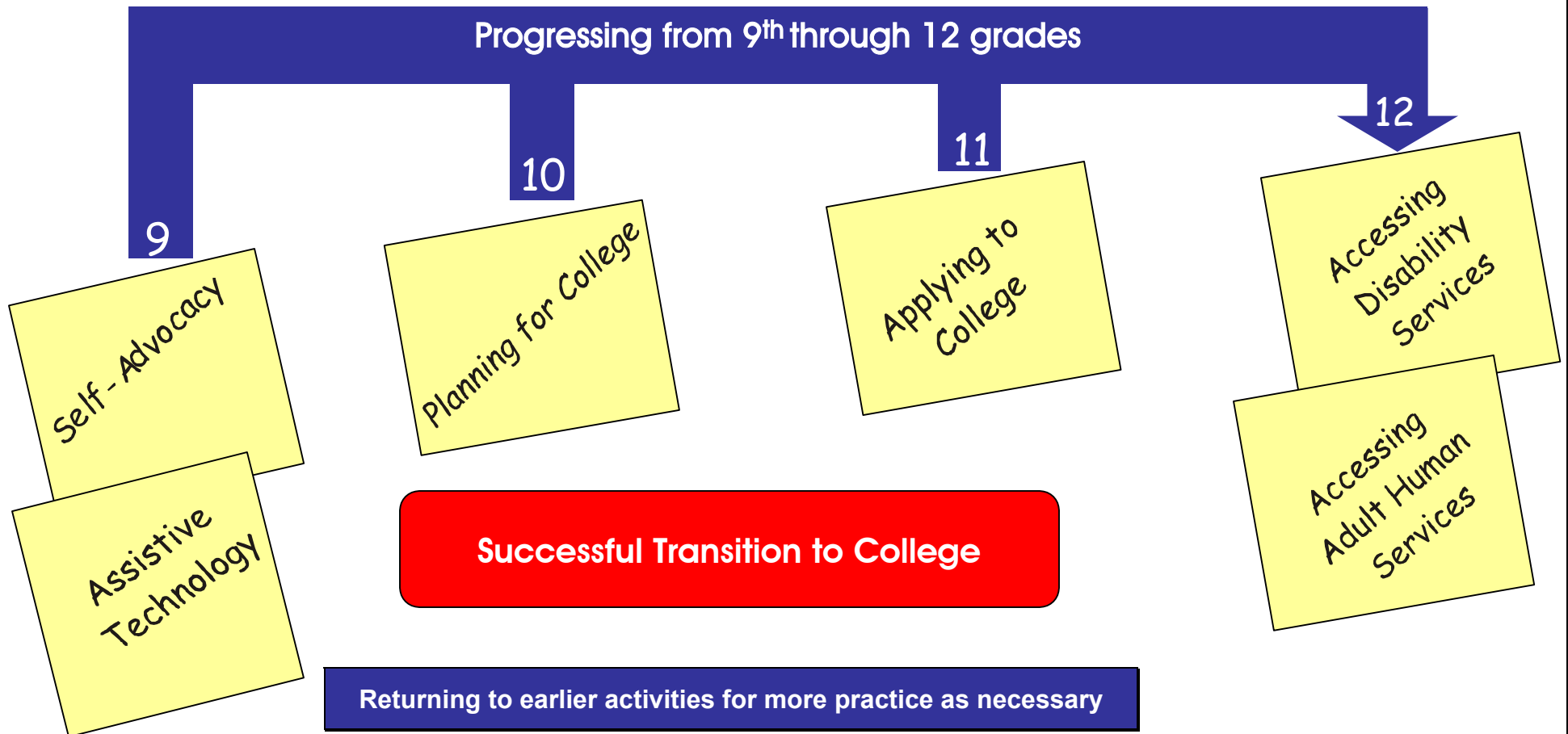
Becoming Familiar with the Curriculum

Time spent becoming familiar with these *Activities* will increase your comfort as a facilitator and result in better outcomes for your students. Here are a few preliminary steps.

- Preview each of the 45 *Activities* and list the people and other resources in your school and community whom you might involve.
- Visit the Post-ITT Website and become familiar with its content and structure.
- Investigate some of the Websites listed in the supplementary resources.
- With the *Activities* in mind, think about your students. Who will need help with the computer? Who needs a partner? Who won't feel comfortable? How and when will you contact parents?
- Consider how you will modify the *Activities* to accommodate the learning needs of your students.
- Think about your school calendar and unit planning. When and where will you introduce groups of *Activities*?
- Consider whether you will be using the *Activities* as part of group instruction, as individual assignments, or some combination based on student need, resources available, and time.

Who can assist you? How do these *Activities* overlap with what your school counselors, psychologists, or others are already doing or want to do? What community resources (such as the Learning Disabilities Association, state agencies, and college disability services offices) would be willing to lend a hand?

Post-ITT Guidance Activities



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Getting Started with Your School

Post-ITT *Activities* ask students and high schools to begin to simulate the college experience of students with disabilities. It is important that you have a good understanding of the difference between the two systems. Let's compare the two.

In the public schools, the special education service delivery model expects school personnel to be trained and knowledgeable professionals who assess, prescribe, implement, and evaluate. The school as an institution has a responsibility to provide a *free, appropriate public education* and to insure that students and their families are given the opportunity to participate in defining that educational program. Students are expected to learn; becoming progressively more knowledgeable and involved in their education. They are the clients, recipients of services that are determined by others (and themselves after age 14). Parents provide perspective, advocacy, support, and oversight. An appropriate education is the goal and right of each student.

In college these roles change. There is no requirement to provide an appropriate educational program for all. Professors are not expected to provide specially designed instruction, only accommodations to access their instruction. Typically, colleges don't evaluate students for disability nor is there a requirement to modify instruction if progress is not being made. Colleges must make reasonable accommodations to provide access. Faculty must listen and respond to legitimate requests for accommodations. They must understand and respect the student's right of confidentiality, and they should be willing to collaboratively resolve problems. Students must be qualified to participate in college instruction. If they wish to receive services, they must disclose their disability and provide documentation that meets the guidelines established by the college. Along with this disclosure, they must request related and reasonable accommodations. If students believe that the accommodations are not effective, they must work with the disability services office to evaluate and overcome the problem. Parents of students over 18 are only given a role if the students choose to involve them. Colleges will not allow parents into the accommodation conversation unless the student consents. In summary, the college student with a disability bears the responsibility to access services and should not expect the type of course modification that may have occurred in high school.

How ready are you and your school to prepare your students?

Schools are in a tricky position because they can't simply say: *We're going to abandon our old role and take on the role that colleges have.* A free and appropriate education must continue to be provided, evaluation must be undertaken, instruction must be specially designed, and so forth. However, schools can simulate the role changes and prepare students for the future. You can help students:

- learn about their strengths and disability,
- advocate for accommodations to address their functional limitations,
- make realistic plans based on solid research, and
- take the first steps to implement their plans

By introducing these concepts and competencies in the relative safety of high school, students should have the time and support necessary to become knowledgeable and competent self-advocates.

In order to prepare them, you must be prepared. Ask yourself these questions and follow up on the suggestions for more information.

Do you have a good grasp of the fundamental concepts used in college disability services, such as *access to instruction, functional limitation, disclosure, confidentiality, accommodation, academic adjustments, auxiliary aids*?

The fundamental concepts of disability support are fairly easy to learn. Visit the Post-ITT Website *Resources* section to get linked to websites that can quickly give you the information you may lack.

Are you (and your colleagues) ready to discuss a student's disability with him or her?

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Visit the Website for the National Information Center for Children and Youth with Disabilities (NICHCY) for downloadable fact sheets on specific disabilities. The same Website provides an extensive list of publications, curriculum, and training materials for teachers and parents on disability awareness. Follow the publications link to *disability awareness*.

Is your time currently structured to have confidential discussions with students?

Denial and misunderstanding of disability are common problems. The *Guidance Activities* will open the door to discussions that might previously have been avoided. All of the Post-ITT *Activities* require students to process the information they have been learning and often they are asked to have a discussion with a teacher, parent, or family member. Give some thought to when, how and with whom these conversations can occur.

How will you enlist the help of others in your building?

As you look through the *Guidance Activities* for the first time, consider who else in your school should be involved with the students.

- Think about how your school guidance counselors currently work with students planning on going to college. How might you work together to support students with disabilities through these *Activities*?
- Does your school have a career center information specialist? If so, how might this individual work with your students?
- Some schools (or school districts) have assistive technology specialists. Most schools have certain staff who are the local technology experts. How can they support you and students with disabilities in learning about assistive technology?
- If others in your school provide the lead support for students with a Section 504 plan, how can you team-up with them?
- If you are a special educator in a large school, how will you work with others in your department?

You know the personalities and the politics in your building. A group meeting to discuss the *Activities* might work well in one building whereas individual conversations over lunch with key staff might be the approach to take elsewhere. In either case, your colleagues will need to know the issues you are addressing, how the *Activities* are structured, what you intend to do, and how you think they might be able to help out. Using the Post-ITT brochure (downloadable from the Post-ITT Website) and referring them to the Post-ITT Website itself may be helpful ways of supplementing your discussion.

Do you need to work with your administration or instructional council to develop policies and procedures or to make changes?

Your school may have existing policies and procedures that govern how students will undertake some of these *Activities*. For instance:

- You need to know your district's procedure regarding how students gain access to confidential file information.
- You may choose to release students during the school day to do research off-campus at a local college. What are your school's policies regarding off-campus supervision?
- Some of the suggested *Activities* may not be consistent with your school's current procedures (such as requesting accommodations). How will you handle that?
- Does new curriculum need to be approved in your school and if so, what is the process to get that approval?

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Do you need to lay groundwork to use building resources, such as computer labs, or coordinate with psychologists' and counselors' schedules.

As you preview these *Activities* consider the logistics. Do you need to make advance arrangements to use a computer lab or the career center in your building? How will you be impacting the schedules of your colleagues (teachers, counselors, specialists, clerical staff, and administrators)?

Getting Started with Your Community

Transition by definition requires everyone to think about community resources. Transition to college is no exception. Think about the connections you have or could make that will help students in your school as they work on The *Guidance Activities*.

Local College Resources – Most people live in communities that have one or more postsecondary institutions. For those more remotely located, the Internet and email can bridge the gap. If you are not already acquainted with the disability services (DS) coordinator, make an appointment to meet with this individual to discuss the *Guidance Activities*. Explain that students may wish to make contact with this office and learn about how best to coordinate your efforts. It is good to keep in mind that most DS coordinators experience their busiest times at the beginning and end of each academic term. Request a copy of their information materials and student handbook. Review information that they have published on their Website.

Vocational Rehabilitation and Other Adult Human Services Agencies – You may already be familiar with the vocational rehabilitation and other adult human service professionals in your community. Meet with them to share the Post-ITT *Guidance Activities*. They need to know your goals and you need to stay informed about the resources they will have to offer.

Community Members with Disabilities – Often no voice speaks more powerfully than that of a peer. Some students need to have their self-confidence built. Others need a strong dose of reality delivered in a caring, supportive way. Individuals in your community who experience the disabilities that your students experience can be strong allies. Get to know them and enlist their help. If you don't yet know a professional who is blind, chances are you know someone who does. If you don't yet know college students who struggle with learning disabilities, the disability services (DS) coordinator in your community does. Learn whose voice speaks louder than yours and ask for assistance.

Getting Started with Parents

By now you will have noticed that most of the *Guidance Activities* ask students to report to or process information with someone who can give them support and perspective. Family members are suggested as people who can be supportive. Your students' parents are likely to be at different stages of readiness for these *Activities*. They may be protective and uninformed about how college is different from high school for students with disabilities. Use the IEP process as one forum for educating parents. The *Post-ITT Planning Worksheet* (discussed below) guides parents' thinking and can serve as a springboard for them to learn more.

If several students are working on these *Activities*, consider holding an informational meeting. Such a meeting will help you build the knowledge that parents need. The *Guidance Activities* has an introduction for parents that will be helpful. Consider downloading the Post-ITT brochure from the Post-ITT Website or creating your own information sheets. For a more extensive approach, consider the University of Oregon's *Learning for a Lifetime Series*.

Getting Started with Students

Your students come to you at various stages of readiness for college. The dependency that can be unwittingly fostered by years in special education programs becomes a huge barrier to self-sufficiency. Some students deny that their disability limits them in school or that they have a disability at all. Possessing inaccurate or vague information about their disability is common. Sadly, many capable students believe they are not capable.

The transition planning process asks the question: *What is the post-school outcome for this student?* If the answer includes postsecondary education, it is time to consider activities that will insure that he or she is prepared. Most IEP

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committees do consider the question of academic preparation (*Is the student in the necessary pre-college classes?*) and develop an appropriate course of study. The student and the committee must also consider other readiness questions such as:

- Is the student an effective self-advocate?
- Does the student use accommodations effectively? Assistive Technology?
- Is there a plan for college and beyond? Does it make sense?
- Does the student know how to consider different college options and how to pursue those options through the application process?
- Does the student understand disability services in college and how to access those services?
- Does the student have the skills to access these services?
- What other adult human services will be required?

The *Post-ITT Planning Worksheet* provides a framework for the committee's discussion of these topics. The results of that discussion will give you a starting place in the *Guidance Activities*.

The *Planning Worksheet* comes in a Parent/Teacher/Mentor Version and a Student Version. The content of these two versions is identical. There are 26 descriptive statements and a simple 1 to 3 point rating scale to describe the student's level of knowledge, awareness, skill or experience. Each rater (student, teacher, parent or other) chooses a rating for each of the 26 statements and brings their ratings to the IEP meeting or other discussion. The following process will help you introduce the worksheet.

- Explain to the student and parents or other informant that the *Planning Worksheet* will focus the group's discussion and that you would like each of them to fill it out independently. If they are not familiar with the terminology, they can ask or skip the question. Ask them to bring the worksheet to the IEP meeting.
- At the meeting, explain that transition to college requires that students be both academically prepared (qualified) and know how to get the support that they will require. Because the college systems are different from high school, it is worth taking a little time to understand what needs to be done during the high school years to get ready. The *Planning Worksheet* will help focus on areas that have been found to be critically important to the success of college students with disabilities.
- With each topical area, briefly explain what is meant and why it is important. In round robin style, go around the table and share ratings. Keep track of where you agree and disagree. Try not to be judgmental or get involved in lengthy discussions or blaming. At the end of each section, summarize what the student seems to know and what needs some work. Sections 1-3 should be the focus of the freshman and sophomore years. Sections 4-6 may be best reserved for the junior and senior years.
- Explain to the committee that the questions correspond to the Post-ITT *Guidance Activities* that are designed to help students with disabilities prepare for college. The *Activities* can be done individually with the support of a family member or mentor. Another approach is to work in a group as a part of class. Discuss which approach seems most appropriate given the student's developmental level.
- Write transition goals and objectives that correspond to the decisions of the committee. *The Guidance Activities* Goals and Objectives can be easily modified to be appropriate for an IEP (see *Guidance Activities* pp 12-14).

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Individual or Group Instruction

Teachers in the Lake Washington School District pilot schools told the developers that they envisioned using the *Activities* in a variety of ways. Some of their students were rarely scheduled to meet with them because they were scheduled in general education classes all day. For these students individualized, self-monitored instruction seemed the only practical way to introduce the *Activities*. Other teachers already grouped students in study skills classes, peer tutoring groups, and team-taught content area classes such as Language Arts 9. These teachers were interested in seeing the *Activities* packaged in units. Beyond the reasons of scheduling necessities, not all students will benefit from or be available for group instruction. Some may not be comfortable disclosing their disability in a group setting.

The *Activities* have been designed so that students can work independently. The same care that would be taken in preparing students in group instruction for a set of *Activities* should be exercised for the individuals working by themselves. Students are asked to learn about themselves, apply what they have learned, explore accommodations, disclose their disability, make plans for the future, and implement those plans. This is a pretty tall order and most will need support. In addition to yourself, consider who is likely to be successful supporting the individuals you are considering for independent learning. Perhaps it will be a counselor, a coach, the assistant principal, an instructional assistant, or a family member. Whoever it is, orient them to the *Activities* and the role you believe they could play.

Supplemental Resources

These 45 *Guidance Activities* introduce topics that may need more time and effort. It helps to know where to go when you need to do more or you need more information. The following resources should prove helpful. Additional resources can also be found in individual *Activities*.

Internet

DO-IT - (Disabilities, Opportunities, Internetworking, and Technology) <http://www.washington.edu/doi/>

DO-IT is people with disabilities successfully pursuing academics and careers, programs to promote technology to maximize independence, productivity and participation of people with disability, professional development for K-12 educators and postsecondary faculty and administrators and people helping people. DO-IT is the recipient of numerous awards. Expect to find a wide range of electronic, video, print, training, and human resources at DO-IT. This is a “must know” resource.

HEATH Resource Center – <http://www.heath.gwu.edu/>

The HEATH Resource Center, now based at The George Washington University, is the national clearinghouse on postsecondary education for individuals with disabilities. Support from the U.S. Department of Education enables HEATH to serve as an information exchange about educational support services, policies, procedures, adaptations, and opportunities at American campuses, vocational-technical schools, and other postsecondary training entities.

National Center on Secondary Education and Transition (NCSET) – <http://www.ncset.org/>

The National Center on Secondary Education and Transition seeks to increase the capacity of national, state and local agencies and organizations to improve secondary education and transition results for youth with disabilities and their families. Expect to find links to a variety of transition resources including training, model programs, clearinghouses, and list serves.

National Center for the Study of Postsecondary Supports (NCSPS) <http://www.rrtc.hawaii.edu/>

The vision of the National Center is to move towards a new system of postsecondary educational supports for people with disabilities. The center promotes postsecondary programs in fostering high expectations, build self-confidence,

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and develop an understanding of strengths and weaknesses of all students. The center believes that all teachers, support persons, and agency providers must focus upon the use of individualized supports and technology to meet each student's needs and promote a successful transition to chosen careers.

The National Information Center for Children and Youth with Disabilities (NICHCY)

<http://www.nichcy.org/>

NICHCY is the national information and referral center that provides information on disabilities and disability-related issues for families, educators, and other professionals. The special focus is children and youth (birth to age 22). Expect to find valuable resources for students, parents and educators on disability related topics as well as Internet links to state resources.

The National Institute on Disability and Rehabilitation Research (NIDRR)

<http://www.ed.gov/offices/OSERS/NIDRR>

The National Institute on Disability and Rehabilitation Research (NIDRR) provides leadership and support for a comprehensive program of research related to the rehabilitation of individuals with disabilities. Its programs are aimed at improving the lives of individuals with disabilities from birth through adulthood. Expect to find links to numerous resources including national clearinghouses and professional organizations.

AHEAD <http://ahead.org/>

The Association on Higher Education and Disability (*AHEAD*) is an international, multicultural organization of professionals committed to full participation in higher education for persons with disabilities. The Association is a vital resource, promoting excellence through education, communication, and training.

Curriculum

The Cruise to College Success: A guide to the Transition to College for Students with Disabilities, written by Sue Smith M.A. is a curriculum for college bound students with disabilities. The program addresses self-assessment, goal setting, planning, organization, disability law, and college requirements. See *References* for a full bibliographic citation.

Learning for a Lifetime Series: Preparation for Postsecondary Education and Training, provides an overview of eight key areas in the preparation of K-12 students to successfully access and take part in postsecondary education. See *References* for a full bibliographic citation.

Professional Readings

ERIC Clearinghouse on Disabilities and Gifted Education: <http://ericec.org/minibibs/ed28.html>

The Educational Resources Information Center (ERIC) maintains a clearinghouse on Disabilities and Gifted Education. Visit this site for Readings on Postsecondary Education for Students with Disabilities.

Evaluating Progress

Each *Guidance Activity* requires students to process and/or report information that has been researched or ideas that have been learned. Evaluation questions have been written for each of the *Activities* that will help you determine the depth of the student's understanding or skill. Keep track of student responses and your impressions of their progress and use this information as a basis for discussion at the annual IEP review.

Self-Advocacy

Scope

Self-advocacy is essential to success in college where disability services will only be provided to those who identify themselves and request reasonable accommodations, also referred to as academic adjustments and auxiliary aids. During college the responsibility for success falls on the student. This section begins the process of accepting this responsibility with the goal of students understanding their learning strengths, disability, and related accommodations.

Students will:

- **Identify their learning style and related learning strategies.**
Activity 1 provides an opportunity for students to begin evaluating how they learn using a learning style assessment. Students are asked to think about how they learn best.
- **Gain an understanding of their disability and how it impacts learning.**
Activities 2 and 3 ask students to delve into understanding their disabilities with the help of a professional and a trusted and knowledgeable adult. Depending on their level of personal insight, type of disability, and the way the disability assessment report is written, students may need differing levels of support.
- **Identify appropriate accommodations for their disability.**
Activity 4 introduces the concept of instructional accommodation, the objective of future advocacy.
- **Learn about the relationship between the documentation of their disability and accommodations.**
Activity 5 asks the student to identify and try using one accommodation they learned about in *Activity 4* and that is supported by documentation of their disability
- **Learn and practice self-advocacy in school.**
Activities 6 and 7 ease students into a leadership role in their IEP meetings, where they discuss and plan for appropriate accommodations.

Rationale

Self-determination skill for students with disabilities has been the focus of extensive research and development in the 1990's. Field and Hoffman (1994) conceptualized self-determination as a process that includes:

- knowing yourself,
- valuing yourself,
- planning to reach goals,
- acting upon those plans, and
- learning from the experience.

This simple model provides the framework for developing a specific type of self-determination skill, self-advocacy. The theme of these *Self-advocacy Activities* is self-knowledge and developing a sense of self-worth, the first two stages of the Field and Hoffman model. From this knowledge, subsequent activities take students into planning and action. Knowledge and insights gained from these *Activities* are used throughout the remaining *Activities*.

Unlike high school, colleges have no special education teachers to make arrangements for students. They must take the leading role in getting service. To successfully assume this new responsibility, students need to know themselves and be willing to talk about their needs. These first 9 *Activities* help students develop and practice the essential skills of self-advocacy.

Self-Advocacy

Learning to advocate effectively takes time! -- We recommend starting these *Activities* when students first ponder the possibility of college, usually the 9th grade. Why not as a senior, when the need is immediate and more relevant? To answer that, put yourself in their senior shoes for a moment. Imagine that you are 18 and you will be starting college. You read at half the speed of your classmates and have difficulty taking notes rapidly. In order to get support, you must:

- Meet with a stranger and prove you have a disability.
- Talk about how the disability limits you in learning.
- Know which accommodations effectively mitigate the limitation.
- Request those accommodations and be willing to discuss alternatives.
- Work out the logistics of the agreed upon accommodations.

Does it seem daunting to you? It is daunting for many students with disabilities!

Many students simply don't identify themselves. In eight interviews with disability service coordinators in Washington State, all identified students' failure to disclose disability and request accommodations as a major problem.

By starting early to develop an accurate awareness of learning preferences and the disability related limitations, students will develop the competence and confidence to make their needs known. This takes time and practice. Your support and encouragement is essential. Think of these *Activities* as the start of a four-year process where students meet with you and your colleagues to discuss how they learn and how they can be reasonably accommodated. In time and with practice they will become skilled.

Getting Started

Getting Started with your School

Encouraging self-advocacy in your students may be a challenging concept for your colleagues. Your fellow teachers may resist when students first start requesting accommodations. Initial self-advocacy attempts may sound unreasonable. Creating an awareness of why students need to develop these skills will be helpful. You may want to request time at an all-staff meeting to share your plan. If teachers and counselors know the reason for new student behavior, they will be better prepared to assist them. Using counselors and career center staff may be difficult for some students. Encourage these relationships early in the students' high school career. Recognize that students with disabilities may need more support than counselors have time to give. Discuss how you can work together to meet this need.

Getting Started with your Community

Look to the community for assistance. Bring in outside experts to help raise student awareness. Students may find the voice of a college student with a disability more credible than yours. A disability services coordinator from a local college can share information with the students in an objective way. Hearing from these outside experts can be a powerful impetus to undertake these new responsibilities.

Getting Started with Parents

Parents can be of great help if they understand the impending changes for their child. Informing parents of the changes that lie ahead and enlisting their help in *Post-ITT Guidance Activities* is an important starting point. We recommend that you send a letter to parents explaining the *Activities*. Attach a copy of the *Guidance Activities Introduction for Parents*. Refer them to the Post-ITT Website during the freshman year. This gives them time to understand the postsecondary guidelines and procedures. Many parents believe that special education exists in college in much the same way it does in the high school. Help change this perception early!

Self-Advocacy

Getting Started with Students

When you hear aspirations to careers involving postsecondary education, acknowledge these goals. High school students don't know what the future holds. We all can and should hope for great things. Most of us have had aspirations that were not necessarily based on an understanding of our strengths, talents, or the requirements of our dreams. Post-ITT asks students to research the path they wish to pursue and teachers to be a guide along this path.

Help students get started during their freshman grade year by making them feel comfortable and introducing them to counseling and career center staff. Students need to feel safe exploring and sharing information about themselves and their disabilities. Set ground rules regarding confidentiality, especially if these *Activities* will be done in a group. For those unwilling or uncomfortable discussing their disabilities in a group, offer the option of working on the *Activities* privately. While developing Post-ITT, we discovered that many students were not using the pre-college resources available in their schools. Either they were not in the classes where the information was delivered or the roles of "who was doing what" with students were not clearly defined. Help students use all the school's services, especially the counseling and career center offices.

Supplemental Resources

Post-ITT provides just nine basic *Activities* related to becoming a self-advocate. Other curricula focus only on self-determination. The following resources are recommended to teachers who wish to undertake more comprehensive instruction.

Internet

Center on Self-Determination

<http://cdrc.ohsu.edu/self-determination>

The Center on Self-determination run by the Oregon Institute on Disability and Development and the Child Development and Rehabilitation Center at the Oregon Health and Science University is committed to promoting self-determination of people with and without disabilities.

LD Online

http://www.ldonline.org/ld_indepth/postsecondary/requesting_accommodations.html

Article "Requesting Academic Accommodations" discusses the importance of disclosure and self-advocacy along with encountered resistance in the academic community.

Self-Determination and Transition Projects, College of Education, Wayne State University

<http://www.coe.wayne.edu/Grants/STEPS>

This site contains information regarding current and past projects on self-determination along with Resources and Links.

Self-Determination Synthesis Project

<http://www.uncc.edu/sdsp>

The Self-Determination Synthesis Project, University of North Carolina at Charlotte, conducted review and synthesis of knowledge base and test practices, related to self-determination. Contains lesson plans, list of related articles, and project updates.

Curriculum

Steps to Self-Determination, a Curriculum to Help Adolescents Learn to Achieve Their Goals, Sharon Field and Alan Hoffman

Self-Advocacy

Field and Hoffman have developed a sixteen session curriculum designed to help adolescents become self-determined. As noted above, they employ a model that progressively helps students know and value themselves, make plans, act upon those plans and experience the outcomes of their considered actions, learn from those experiences and cycle back through the model with the benefit of these new insights. The curriculum includes detailed instructions for teachers and useful black line masters. *Steps to Self-Determination* is available through ProEd. See *References* for a complete bibliographic citation.

A Practical Guide for Teaching Self-Determination, Sharon Field, James Martin, Robert Miller, Michael Ward, and Michael Wehmeyer

Developed by the Division on Career Development and Transition, A Division of The Council for Exceptional Children; this is a guide to practices that promote self-determination. A longitudinal approach to self determination is taken. The guide addresses legislative and research foundations, terminology, assessment, the relationship with transition along with methods and materials for instruction. See *References* for full a bibliographic citation.

Self-Determination for Youth with Disabilities, a Family Education Curriculum, Institute on Community Integration (UAP), College of Education, University of Minnesota

The Institute on Community Integration at the University of Minnesota developed this curriculum to be used to help families of youth with disabilities develop and implement effective “futures plans” that will result in the outcome of self-determined adults. It consists of fifteen modules and assumes the involvement of student families including the student. It is available from the Institute on Community Integration (UAP) at the University of Minnesota. See *References* for a full bibliographic citation.

The Self-Advocacy Strategy for Education and Transition Planning, Preparing Students to Advocate at Education and Transition Conferences, Anthony K. Van Reusen, Candace S. Bos, Jean B. Schumaker, and Donald D. Deshler

This workbook focuses on increasing motivation by teaching students how to make effective learning and developmental decisions and to advocate for themselves. Following the Introduction, which explains how to teach students as they learn the self-advocacy strategy, the book contains instructional methods, evaluation guidelines, instructional materials, career and transition planning resources, and question guides. See *References* for a full bibliographic citation.

Become Your Own Expert! Self Advocacy Curriculum for Individuals with Learning Disabilities, Winnell Carpenter

This is a seven unit curriculum designed for students with learning disabilities that addresses: self-awareness, understanding learning modalities, learning styles, accommodations, practice, rehearsal, and role play, becoming the expert and assessing progress. The individual lessons are detailed and the curriculum comes with a student manual. Training is available from the author. More information can be obtained from Cognitive Learning Consultants, Winnell D. Carpenter, M.A., P.O. Box 202065, Bloomington, MN 55420. See *References* for a full bibliographic citation.

Self-Advocacy

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Self-Advocacy

Activity 1

Identify your preferred learning style or preference and related learning strategies.

We all prefer to learn in different ways. It can help to understand your learning preferences and to adjust your approach to studying so that you rely on your learning strengths. Go to the web site <http://www.vark-learn.com>* to complete a questionnaire that will help you identify your learning preference. It will also suggest learning strategies based on that preference that will help you to study in a productive manner.



- Read the Introduction.
- Complete the Questionnaire.

Your scores will be calculated and reported to you immediately. You will have a numerical rating in the following four categories:

- Visual
- Aural
- Read/Write
- Kinesthetic

You will receive a statement of your learning preferences based on your answers. The report will give you links to study skill “Helpsheets”. Read and then print this information before continuing with the activity. If you have a high score in several learning preferences, read and print these as well.



Meet with a teacher or school counselor and discuss your results. Identify study strategies that you think may be helpful and develop a plan to experiment with strategies that are new to you. You may be interested in other learning style/preference questionnaires. Ask your teachers about other resources that are listed in the *Teacher Manual*.

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Self-Advocacy

Activity 1: Exploring Learning Style Preference

Students explore the concepts of learning styles and learning strategies. Students take a web based learning preference survey.

Planning - Speak with the Career Center Specialist or Counselor in your building who may have additional learning style or preference inventories. Review a variety of learning style inventories; consider the appropriateness for the students. Complete and score one or more learning style inventories on yourself.

Warm Up Activity - Introduce the concept of learning styles by talking about the different ways people learn. Students go through self-discovery during this activity. Consider using yourself as an example to start the activity. Talk about your results. Share how you learn best as well as what makes learning hard for you. In addition to introducing the activity, you set the climate for the class or group by showing that you are able to candidly share your strengths as well as limitations. You may increase their comfort through this modeling.

Supplemental Resources

Academic Assistance and Resource Center at Stephen F. Austin State University

<http://libweb.sfasu.edu/aarc/stures/learning.htm>

The *Academic Assistance and Resource Center* at Stephen F. Austin State University lists a variety of learning style inventories along with explanations of each style.

Continuous Learning

<http://learnnet.gc.ca/continuu/english.contrlrn.htm>

This site contains a short course which was developed for adults interested in learning more about the learning process that takes place throughout life. A learning style inventory is included.

LD Pride Online

<http://www.ldpride.net/>

LD Pride Online, The Vancouver Island Invisible Disability Association Website was developed as an interactive community resource for adults with hidden disabilities. A learning style assessment is available at this site.

The Center for New Discoveries in Learning

<http://www.howtolearn.com>

The Center for New Discoveries in Learning provides information, learning strategies and resources to support children's success in school. A free personal learning style assessment is included.

The Thoughtful Education Press

<http://www.silverstrong.com>

This publisher provides a sample on line learning style assessment.

Evaluating Progress

- Does the student recognize the concept that people learn in different ways?
- Is the student able to articulate specific ways that he/she prefers to learn? Give examples?
- Can the student describe in detail strategies that enhance learning based on a preferred learning style?
- Has the student used those strategies and is he/she able to describe with what effect?

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- Is the student open to trying new strategies?

Find opportunities over time to revisit the subject of learning style preferences. Look for ways to point out the usefulness of the insights gained from this lesson when considering appropriate accommodations in future lessons. Question the validity of the results. Are they consistent with what you observe and what the student experiences? Consider using more than one learning style survey.

Self-Advocacy

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Self-Advocacy

Activity 2

Learn about your disability and how it affects your learning in the classroom.

Vocabulary

- disability services
- academic accommodation
- documentation
- self-advocate

Understanding your disability and how it impacts your learning will help you be a successful college student. When you request services from an office of disability services, you will have to describe your disability and what your needs are in the classroom. This is called self-advocacy. One way to understand your disability and how it affects your learning is by reviewing the professional documentation of your disability. This documentation may be provided by a medical doctor or through testing done by a school psychologist.



Make an appointment with your doctor if you have medical reports describing your disability, or with the school psychologist if testing related to your disability was conducted at school. At the time you schedule this appointment, let the doctor or school psychologist know that you would like to review the documentation of your disability at this meeting. You may also want to invite a parent or family member. It might be a good idea to send these professionals a letter that explains that you want to discuss your disability and its impact on your learning in school. See the sample letter in Activity 2 worksheet on the Post-ITT Website.*

At the meeting, have a discussion about your disability and ask the following important questions:

- What is my disability? Please describe it in terms I can understand.
- In what specific ways does it affect how I learn?
- What are my learning strengths? (How do I learn best?)
- Which academic accommodations are supported by my documentation?
- What was the date of the last diagnosis of my disability?

Be sure to take notes during this discussion and do not leave the meeting until you understand the answers to the above questions. If the language that is used during this meeting is confusing, ASK to have it explained in terms you will understand. Take a copy of these questions with you as a reminder. A sample outline of questions is provided on the Post-ITT Website (Activity 2 worksheet).



After the meeting, organize your notes into an outline or paragraph. Include the answers to the above questions.



Review the information with your special education teacher or family member.

Self-Advocacy

Activity 2: Meeting with Disability Diagnostician

Students talk with a diagnosing professional to learn about their disability and how it affects learning.

Planning - This may be a challenging activity for the student as well as the professional. Consider smoothing the way for the student by contacting the professional to explain the purpose of the activity. Your school psychologist will want to be consulted in advance to develop a schedule that works for his/her schedule if you are working with a group of students.

Do not simply photocopy a diagnostic report and share it with the student. This activity should only be done with a qualified diagnostician and the consent of the student's parent. Check with your district's guidelines regarding sharing this information with a student under 18 years old.

Worksheet - *Activity 2* includes two worksheets, *Sample Letter* and *Interview Questions*. Both are intended to be guides for students to use.

Warm Up Activity - Meeting with a professional, especially a doctor, can be an intimidating experience. Acknowledge to students that they are being asked to do this adult activity because as young adults they need this information. Assure them that they can handle the meeting. Share that what they learn is likely to confirm what they may have thought about themselves. They will probably discover new information about themselves if they listen carefully. Urge them to ask questions to clarify. Consider inviting a speaker who can talk about disabilities in general terms to help ease students into their interview. Consider role playing the interview with another teacher or an older student who is comfortable discussing his/her disability.

Evaluating Progress

- Is the student willing to disclose that he/she has a disability?
- Can the student state a diagnostic label?
- Can the student discuss how the disability limits or interferes with learning? How specific can he/she be?
- Can the student see a relationship between limitations and learning preferences? That is, if learning is hard for me this way, I can still learn using this other way!
- Can the student describe the relationship between the documented disability, the resulting functional limitations, and accommodations that reasonably could be expected to provide access to learning opportunities?
- What level of confidence does the student have in discussing this information?

Self-Advocacy

Activity 3

Increase your understanding of your disability and how it affects your learning in the classroom.

Vocabulary: Disability services

Understanding your disability and how it impacts your learning will help you be a successful college student. When you request assistance from disability services, you may have to describe your disability and what your needs are in the classroom.



Use the Internet to find out information about your disability. You may begin by visiting the Post-ITT Website. Once you are on the Post-ITT home page, select *Resources*. There are several websites that may be of help to you.

Use a search engine to find at least one other resource that gives information on your disability. Yahoo.com, Excite.com, Google.com, and Altavista.com are commonly used search engines.



Develop a “fact sheet” on your disability. List at least ten facts.



Discuss what you have learned with your special education teacher, school guidance counselor, or family member.

Self-Advocacy

Activity 3: Developing a personal disability fact sheet

Using the information gained from the professional, the students research their disability using the Internet and create a ten-item fact sheet.

Planning - Preview Websites your students may use to complete this research. Become familiar with the process of using a search engine to research information on various disabilities. Note the disabilities with readily available information versus the disabilities which may have less information available. Ask yourself which students will need some help? Is the information written in such a way that students will understand it?

If necessary, schedule time in the computer lab.

Supplemental Resources

General Information:

Educational Resources Information Center (ERIC)

<http://www.eric.org/links.html>

ERIC Clearing house on Disabilities and Gifted Education operated by Council for Exceptional Children (CEC) provides links to information on different disabilities.

American Academy for Cerebral Palsy and Developmental Medicine

<http://www.aacpdm.org/home.html>

The American Academy for Cerebral Palsy and Developmental Medicine contains information related to cerebral palsy.

National Information Center for Children and Youth with Disabilities (NICHCY)

<http://www.nichcy.org>

National Information Center for Children and Youth with Disabilities (NICHCY) provides fact sheets on various disabilities.

Disabilities Opportunities Internetworking Technology (DO-IT)

<http://www.washington.edu/doi/>

Disabilities Opportunities Internetworking Technology (DO-IT) serves to increase participation of individuals with disabilities in challenging academic programs and careers. It promotes the use of computer and networking technologies to increase independence, productivity, and participation in education and employment. This site provides information on individual disabilities.

National Institute on Disability and Rehabilitation Research (NIDRR)

<http://www.ed.gov/offices/OSERS/NIDRR>

The National Institute on Disability and Rehabilitation Research provides leadership and support for a comprehensive program of research related to the rehabilitation.

Disability Services at the University of Minnesota

<http://disserv3.stu.umn.edu/index2.html>

Operated by the Disability Services at the University of Minnesota, Twin Cities, this site indexes other disability Websites.

Self-Advocacy

Asperger Syndrome Coalition

<http://www.asperger.org>

The Asperger Syndrome Coalition of the U.S. is a national nonprofit organization committed to providing the most up-to-date and comprehensive information on Asperger Syndrome and related conditions.

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)

<http://www.chadd.org>

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD) is a national nonprofit organization dedicated to serving children and adults with attention-deficit/hyperactivity disorder. Adding "facts/add_facts01.htm" to the address will provide disability related information

LD Online

<http://www.ldonline.org>

LD online is the leading Website on learning disabilities for parents, teachers and other professionals. This site contains information on Learning Disabilities, along with a free newsletter. It provides links to many related sites.

The Non verbal Learning Disorder Association (NLD line)

<http://www.nldline.com/>

The Nonverbal Learning Disorders Association is dedicated to research, education and advocacy. This site contains information on research, resources, assessments as well as questions and answers about nonverbal learning disorders.

Attention Deficit Disorder

<http://add.miningco.com>

This Website by, Eileen Bailey contains information related to Attention-Deficit/Hyperactivity Disorder along with networking opportunities.

National Attention Deficit Disability Association

<http://www.add.org/>

National Attention Deficit Disability Association, serving the needs of people with ADD/ADHD since 1989, focuses on issues relating to adults and young adults. The organization is dedicated to education, research, and advocacy with a focus on adults and young adults.

Gallaudet University, Laurent Clerc National Deaf Education Center

<http://www.gallaudet.edu>

The Clerc Center at Gallaudet University contains information related to all aspects of deafness.

The Low Vision Gateway

<http://www.lowvision.org/>

The Internet Low Vision Society provides a wealth of information related to low vision and blindness.

New York Institute for Special Education, Blindness Resource Center

<http://www.nyise.org/blind.htm>

New York Institute for Special Education, Blindness Resource Center posts information and links to other blindness sites.

Self-Advocacy

National Association for Visually Handicapped (NAVH)

<http://www.navh.org>

National Association for Visually Handicapped (NAVH) is a nonprofit health agency dedicated to providing assistance to people who are visually impaired.

The National Federation of the Blind (NFB)

<http://www.nfb.org>

The National Federation of the Blind (NFB) is the nation's largest organization of blind persons. The purpose of the organization is to help blind people achieve self-confidence and self-respect and to act as a vehicle of self-expression.

Evaluating Progress

- Has the student found relevant and accurate information about his/ her disability?
- Can the student apply that information to him/herself?
- At what level of detail can the student discuss the implications for learning?
 - How long will it take me to complete a course of study?
 - How much assistance will I need?
 - What are appropriate and reasonable accommodations?
 - Do my limitations disqualify me for some of the goals that I have set for myself?

Self-Advocacy

Activity 4

Increase your understanding of academic accommodations and how they can help you work around your limitations in school.

Vocabulary

- academic accommodations
- documentation
- otherwise qualified
- self-advocate

You may have learned about accommodations in Activity 2 when you met with a professional to review the documentation of your disability. That review may have included a discussion on the strategies or accommodations that your documentation supports. If you completed Activity 2, review the information on accommodations in your outline or paragraph before you continue.



Use the Glossary to find the definition for “academic accommodation”. Write the definition in your own words.

Using the Post-ITT Website, select a college of interest and research accommodations that are available. Some colleges may not post this information. If you do not find the information, call the disability services office.

For most colleges listed, you will find information about accommodations on these web pages. Be aware that you will not be eligible for all of these accommodations. Your disability documentation should indicate which ones you are qualified to receive.

Read the information on these accommodations.



Before you leave this site, make a list of all the accommodations that may help you. Indicate by underlining which accommodations you already use in your high school classes.



Discuss your list of accommodations with a special education teacher, parent, or guidance counselor. Circle the accommodations your documentation supports.

Discuss accommodations that might be beneficial but are not yet supported by documentation.

Self-Advocacy

Activity 4: Researching Accommodations

Students learn about academic accommodations and begin to think about how they might use them.

Planning – Become familiar with the Websites below to help guide students in their research. Visit college Websites. Note that some are not comprehensive while others have added information through Post-ITT. Central Washington University, University of Washington, and Shoreline Community College are examples of colleges with comprehensive information on Post-ITT.

Warm Up Activity - Present the difference between accommodations and modifications. Students need to be able to distinguish between these two concepts because modification of classes will not be an option in college. Explain that a modification fundamentally alters the content of a class and an accommodation is a change in the delivery and assessment but not the content. Point out that in the K-12 system the distinction is often blurred, since both modifications and accommodations are provided.

Consider having students observe a college lecture to see the different types of accommodation techniques students with and without disabilities use.

Supplemental Resources

Disabilities Opportunities Internetworking Technology

<http://www.washington.edu/doi/>

The Disabilities Opportunities Internetworking Technology (DOIT) project provides information on accommodations related to specific disabilities.

Center on Deafness

<http://www.jsu.edu/depart/dss/Nuts&Bolts2000>

This site includes information created for use with Deaf and Hard of Hearing individuals transitioning from high school to postsecondary education. This program provides a good overview of the issues related to transition. It also includes links to other resources related to individuals who are deaf and hard of hearing.

The National Library Services for the Blind and Physically Handicapped (NLS)

<http://www.loc.gov/nls>

Through a network of cooperating libraries NLS administers a free library program of Braille and audio materials.

U.S. Department of Education Office of Civil Rights, Washington, D.C.

<http://www.ed.gov/ocr/docs/auxaids.html>

The Office of Civil Rights link contains an article “Auxiliary Aids and Services for Postsecondary Students with Disabilities, Higher Education’s Obligation Under Section 504 and Title II of the ADD.”

Evaluating Progress

- Does the student grasp the concept of academic accommodation?
- Can the student state accommodations that are appropriate for him/her?
- Can the student identify the accommodations available at one or more colleges of interest?
- Can the student discuss how those accommodations will help him/her gain access to learning?
- Can the student identify accommodations that may be helpful but are not yet fully justified by his/her documentation? Does he/she have an idea about what might be done to get appropriate documentation?

Self-Advocacy

Activity 5

With the help of a teacher or counselor, experience using accommodations that are new to you and that are supported by your documentation.

Prerequisite: Completion of Activity 2 and/or Activity 4.



Review the information on academic accommodations that you have in your outline or paragraph from Activity 2 and the list of accommodations that you developed in Activity 4.

Select one accommodation (supported by your documentation) that you would like to experience in at least one of your high school classes.



Ask your special education teacher or guidance counselor to help you to make arrangements for the accommodation in at least one of your classes.



After you have had opportunities to use this accommodation several times, discuss the following questions/statements with your special education teacher or school guidance counselor.

- Was the accommodation helpful?
- If yes, how did the accommodation help you to work around one or more of your limitations?
- Although you may have done assignments in a different way by using the accommodation, did you learn the same information as the other students in the class?
- What did your teacher need to do to provide this accommodation?
- What did your teacher say about providing this accommodation?
- Identify other classes where this accommodation could be helpful.



Repeat this activity for additional accommodations on your list that are new to you and that are supported by your documentation.

Self-Advocacy

Activity 5: Trying out accommodations with assistance

Working closely with a teacher or counselor, students try using an accommodation in a class.

Planning - Inform the staff of the process, tell them that students are learning to use accommodations and you will be assisting them with their requests. Staff may have questions regarding the process and appropriateness of different accommodations. Emphasize that the purpose of accommodations is to provide access to their curriculum and not an advantage over other students.

Warm up Activity - Begin by reviewing the definition of accommodation, then lead students in a discussion of how their disabilities have been accommodated. Ask about commonly used accommodations in high school. Find out what they are familiar with. Ask the students how they would feel using these accommodations. Recognize that, in high school, just fitting-in is often the student's main goal. Using an accommodation may not fit well with that goal. Discuss how their teacher might feel about the accommodation. An effective self-advocate needs to understand the impact of an accommodation on others as well as on him/herself.

Allow and encourage students to try out their accommodation in a staged environment. Simulate the class structure where they will be using the accommodation. Request that the student focus on how they feel using the accommodation.

Supplemental Resources

Become Your Own Expert, Self Advocacy Curriculum for Individuals with Learning Disabilities

Winnelle D. Carpenter has developed a seven unit curriculum specifically for students with learning disabilities. Units four and five provide an expanded set of lessons on advocating for accommodations. See *References* for a full bibliographic citation.

Evaluating Progress

- Can the student identify whether or not an accommodation was helpful and if so, how it was helpful?
- Can the student see the relationship between the accommodation and the functional limitation that he/she experiences?
- Can the student discuss how the accommodations allowed him/her to learn the class content, albeit in a different manner?
- Can the student discuss the impact of providing the accommodations on his/her teacher? That is, can the student state what the teacher needed to do and to what extent this was reasonable.
- Can the student generalize what he/she has learned about accommodations to other classes?

Self-Advocacy

Activity 6

Prepare yourself to participate in your next IEP meeting. Before your next Individual Educational Plan (IEP) meeting*, schedule to meet with a special education teacher. Request s/he bring the report from your last IEP meeting.



At the meeting, discuss the following items with this teacher. Ask questions until you have a clear understanding of each item on the list. Be sure to take notes.

- What is the purpose of the IEP meeting?
- Who will be there?
- What is each person's role at the meeting?
- Review together the report from your last IEP meeting.
- Identify the goals listed on the IEP document and discuss the progress you have made on each goal.
- Practice summarizing your progress on the goals.
- Establish new goals and practice them.
- Discuss appropriate accommodations you will need to be successful in class.



Follow-up this meeting by discussing with a family member your understanding of an IEP meeting. Practice stating:

- The progress you have made on the goals listed in your last IEP
- Your new goals for the upcoming meeting
- The academic accommodations you will need to be successful

*Many students with disabilities don't have an IEP committee. Goal setting is still important. Discuss alternatives to Activities 6 and 7 with your guidance counselor.

Activity 7

Participate in your IEP meeting.

Prerequisite: Completion of Activity 6, which prepares you to participate in your IEP meeting.



Review the following activities with your special education teacher before your next IEP meeting. Decide what you will do at the meeting.

Before the meeting:

- Make a list of the people to invite to your IEP meeting.
- Invite each person on this list.

At the meeting:

- Introduce each person at the meeting.
- Summarize your past goals and accomplishments.
- State your new goals.
- State the appropriate accommodations you will need to be successful in class.
- Ask for ideas and feedback from other members.
- Ask for the support and help that you will need to accomplish your goals.
- Ask questions if you don't understand or would like more information.

After your IEP meeting, draft an action plan that you will follow to accomplish the goals established in the meeting.



Meet with your special education teacher to review and polish your action plan.



Repeat this activity for each IEP meeting.

Self-Advocacy

Activities 6 and 7: Planning and Conducting an IEP Meeting

Students will increase their involvement in the IEP meeting. They will learn about the process, become familiar with their last IEP and take an active role at the next meeting.

Planning - Think about the ideal IEP meeting and the role each participant plays. Consider the age of your students and their self-advocacy skills. Alert parents and others to the role the student will play in the IEP, remind them that the first meeting may not be perfect and that is O.K. The most important outcome is that the students are engaged and increase their participation.

The curriculum listed below will provide structured steps for helping students take a leadership role in their IEP meetings. Consider using these curricula to supplement these *Guidance Activities*. Practice with the students prior to the date for the IEP meeting. Encourage role play even if you are the only other person present with the student.

Warm up Activity - Begin by asking students to tell you what IEP stands for and what an IEP meeting is. Ask how many have attended past IEP meetings. Talk about the importance of an IEP meeting. Ask students if they know the purpose of an IEP, or why it is required. Share with students the potential power of being part of the IEP process. Talk about how their role changes in relation to the IEP as they get older. Explain that under your guidance they will become active participants. Over the next few years they will be taking on more of the responsibility. Point out that this is a great opportunity to gain the skills they will need to advocate for themselves in college and the workplace

Supplemental Resources

National Information Center for Children and Youth with Disabilities (NICHCY)
<http://www.nichcy.org>

Technical Assistance Guide: Helping Students Develop their IEP's and *A Student's Guide to the IEP* provide a format for teaching students to run their own IEP meeting. Both publications can be downloaded from the National Information Center for Children and Youth with Disabilities (NICHCY) website.

Council for Exceptional Children (CEC)
<http://www.cec.sped.org>

Student-Led IEP's; A Guide for Student Involvement, developed by the Council for Exceptional Children and the University of Minnesota Institute on Community Integration is designed to help teachers plan for and implement student-led IEP's. This guide can be downloaded from the CEC Website through the Resource Catalogue, under the Transition or IEP sections.

NEXT S.T.E.P., Student Transition and Educational Planning, is a curriculum that will teach students to take a leadership role in their own planning efforts. This curriculum is available through Pro-Ed. See *References* for a complete bibliographic citation.

Integrating Transition Planning Into the IEP Process developed by the Division of Career Development and Transition, A Division of The Council for Exceptional Children is a guide to assist with the planning process to achieve a smooth transition to adult life. The authors break down the transition planning process and offer suggestions. See *References* for a complete bibliographic citation.

Evaluating Progress - Be sure to consider student's grade and developmental level when evaluating.

- Does the student state the purpose of the meeting and why various people are involved?
- Does the student state the significance of IEP goals and progress made on those goals?

Self-Advocacy

- Does the student state appropriate new goals?
- Does the student state accommodations that are reasonable to provide access to the general curriculum.

Activity 8

Prepare to be a self-advocate for accommodations in the classroom.

Prerequisite: Completion of Activities 1 – 4 and Activity 8.

In Activities 1-3 you learned about your strengths and limitations. With the help of a teacher you have experienced accommodations and their effects. In the following two activities, you will advocate for your own accommodations.



Write the answers to the following questions and statements. You may want to review information from the activities indicated below.

- What is your disability? Activities 2 & 3
- Describe how your disability affects how you learn. Activities 2 & 3
- Describe how you learn best. Activities 1
- What accommodations are supported by your documentation? Activities 1 & 4

Record answers to these 4 questions on the Activity 8 worksheet which can be found on the Post-ITT Website.

Practice discussing this information with a parent and then with a special education teacher or guidance counselor.

Working with your special education teacher or school guidance counselor, make any necessary changes that will make the information clear, understandable, and reasonable.

Develop a presentation for your teachers and practice sharing this information with your parent, special education teacher, or guidance counselor.

Activity 9

Practice being a self-advocate by requesting accommodations in your classes.



Identify a class in which you will need to use accommodations. Discuss with a special education teacher or counselor which accommodations would help you learn in this class. Keep in mind that in order to receive accommodations, they must be supported by written documentation.

Using the presentation you developed in Activity 8, practice identifying yourself to the teacher of this class. Be sure to include a statement naming your disability, how it affects your ability to learn, how you learn best, and the accommodations you will need to help you learn or demonstrate what you know.

Arrange for a brief meeting with the teacher of the class that you identified. Make your presentation to this teacher and address any questions s/he may have.



Return to a special education teacher and report on your experience. Discuss what went well and what you will do differently the next time you advocate for accommodations.



Repeat this activity for all the classes where you believe accommodations are reasonable and necessary.

Self-Advocacy

Activities 8 and 9: Advocating for accommodation without assistance

Students prepare and practice a statement requesting accommodations. After rehearsing with a special education teacher, they request accommodations in a general education class.

Planning - If you haven't done so yet it is time to alert the general staff to what you are encouraging your students to do. The students may appear demanding until they refine their self advocacy skills. An informed teacher may listen differently to the students' request and give valuable feedback to the student on how they sounded.

Worksheet – *Activity 8* includes a worksheet, *Self Advocacy Speech*. This worksheet is intended help students organize their ideas.

Warm up Activity - The warm up is built into *Activity 8* by having the student practice his/her request with a teacher, counselor or family member. Explain the difference between being demanding and assertive. Model examples for the students.

Evaluating Progress

- Can the student clearly state his/her disability?
- Can the student state how this disability functionally limits his/her ability to learn?
- Can the student clearly describe a preferred learning style?
- Can the student describe reasonable accommodation and discuss how they provide access to learning?
- Can the student describe how providing an accommodation affects the teacher?
- Can the student discuss the relationship between his/her disability documentation and appropriate accommodations?
- Does the student speak with confidence and in a respectful manner when asking for an accommodation?

Assistive Technology

Scope

College disability services departments rely on assistive technology as an important means of providing access to instruction. This section introduces students to the concept of using technology as a means of accommodating limitations. The goal is that students will have an understanding of the concept of assistive technology and that they will become aware of, and experiment with, a variety of technologies to accommodate their disabilities.

Students will:

- **Learn about assistive technologies and how they can be used to accommodate limitations.**
Activity 10 introduces the term “assistive technology” (AT) and asks the students to consider if they are current users as well as what benefit AT might have for them in overcoming limitations caused by their disabilities. *The Assistive Technology Self-Evaluation Guide* is introduced. This worksheet is a cumulative record of information and skills the students gain in this section.
- **Identify everyday items that can be used as assistive technologies.**
Activities 11 and 12 ask students to consider common everyday items that can be used to assist them in overcoming their learning limitations. Technology does not have to be expensive. Students reflect on what specifically limits them and what can be used to help. In *Activity 12* they try out these simple assistive devices to see if using them makes a difference. They record what they learn on their *Assistive Technology Self-Evaluation Guide*.
- **Evaluate assistive technology that they may currently be using.**
Activities 13 and 14 are designed for students who currently use assistive technology. They are asked to learn about the technology that they use and investigate all of its features. Using the Internet, they research the brand of software or equipment that they currently use and investigate all the ways it might be used. Students are encouraged to use websites, list serve groups, and manufacturers to learn more. They are asked to speak with an assistive technology specialist such as the individual who originally recommended or prescribed the technology. They record how they are benefiting from AT and how they might benefit more from other technologies or updated features of the technologies they use.
- **Learn about high-tech assistive technology.**
Activities 15 and 16 were created for students who are not yet using assistive technology. Students are asked to think about what limits their learning and how technology could make a difference. They are referred to websites to learn more. Students are asked to meet with an assistive technology professional to discuss their learning limitations. As with students who have previously used assistive technology, non AT using students are introduced to list serves that can expand their awareness and knowledge. The information learned is recorded on the *Assistive Technology Self-Evaluation Guide* and discussed with teacher, counselor, or family member.
- **Implement a plan to use assistive technology.**
Activity 17 asks students to make a plan to experiment with technologies that can help them learn. They are referred to resources in their building and community that will help them experience the beneficial effects of various technologies. They record that experience and evaluate it using the *Assistive Technology Self-Evaluation Guide*. As with most Post-ITT *Activities*, they are asked to discuss what they have learned with their families and teachers or counselors.

Rationale

Assistive Technology is one of the most common ways students with disabilities gain access to instruction in college. AT helps them meet the increased workload and the increased demand for organization. Using simple to complex technologies, college students are finding ways to accommodate their limitations. Tape recorders, speech recognition software, screen readers, and scanned text are just a few of the technologies that are available on most

Assistive Technology

college campuses. Not all students leave high school with a knowledge and skill using assistive technology. Students who enter college with experience using technology are far better off than those who are just making this discovery. As with self-advocacy, becoming proficient with assistive technology may take some practice. Practice takes time; start in 9th or 10th grade. This group of *Activities* builds on the *Self-Advocacy Activities* by requiring research into effective accommodations. They reinforce the notion that students can and should take control of factors that influence learning.

Getting Started

Getting Started with Your School

We have experienced tremendous growth in technologies that can assist students. Many teachers who grew up with 16 mm movie projectors and typewriters may be behind in their awareness of AT. New applications for technology in the school are emerging all of the time so that even those who did receive more formal training may quickly fall behind. Consider your own knowledge of assistive technology. If you are a beginner, time spent talking with experts and searching the World Wide Web will help you learn the basics. Block out time prior to the lesson to explore the same websites that are prescribed for students in *Activities* 13 and 15. Ask your special education administrators if assistive technology software is available on a loan basis while students are trying out these activities. Colleges and universities that are nearby may have an assistive technology lab where you can visit to get first hand experience. If you find a local lab, inquire about arranging a field trip or about the possibility of sending individual students to explore on their own. Some regions have assistive technology loan programs. Visit the *Assistivetech* Website (<http://www.assistivetech.net/>) for many resources including a list of *Assistive Technology Act State Resource Centers*. Your state's center will be able to assist you in finding local resources.

Consider the awareness of your colleagues and administrators. They may be proficient threading that movie projector but lack the knowledge to see the possibilities of AT. As you learn more, share what you have learned. Recognize that assistive technology can be challenging for school districts due to the cost and the shortage of personnel with the necessary expertise. Post-ITT guides students through researching assistive solutions. Those solutions don't have to be the most expensive to be effective. For example, computer software that reads text on the screen can cost as much as \$2,000. Similar software (without some attractive bells and whistles) can be downloaded from the Internet for free. Is expensive software and hardware a necessary accommodation for all students? Probably not! In many cases, the solution may be as simple as a pad of sticky notes, a highlighter, or a donated computer with a word processing program. What is important is to get students thinking about what they can use to make learning possible.

Getting Started with your Community

Start this set of *Activities* with a hands-on experience.

- A guest speaker who uses an assistive technology can provide a demonstration and testimonial that will be far more powerful than discussing AT in the abstract.
- A field trip to a community college assistive technology lab will allow a student to become aware of a variety of technologies.
- Simply changing the settings on a computer to display larger or more contrasting print can illustrate the point that students can take control of how they take in or express information.

While developing these *Activities*, we asked a group of students how likely they would be to independently visit an assistive technology center to conduct research. Most said that they would find this difficult to do and that they would probably avoid it if they could. Recognize that exploring AT through in-person interviews may be especially challenging for some students because it requires: 1) disclosing (or at least implying) that they have a disability, 2) learning about a subject that has its own set of fears (technology), and 3) going someplace new and speaking with people with whom they are unfamiliar. It is a lot to ask. An initial hands-on, experience will reduce this anxiety.

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Getting Started with Parents

The parents of assistive technology users may already know the benefits. Their knowledge will, however, vary depending on their involvement. For example, some parents research different equipment and get involved in choosing equipment and software for their sons and daughters. In these cases, you and the parents probably can work together to help the students determine what they need for college.

Other parents let the school personnel do all of the research and decision making regarding AT. These parents may not encourage their children to use the assistive technology at home because they don't see it as necessary. You can point out the need for greater independence in college and show how AT will help make completing schoolwork possible when it otherwise might not be. Perhaps a student with a physical disability is able to produce more written work with voice to text software program or a student who is a slow reader is able to increase speed. Be specific when talking about the benefits both now and in the future.

The parents of students who do not use AT may not know about these technologies but will probably be encouraged by the possibilities. They can be a big help working with their sons or daughters on the Post-ITT *Activities*. Some parents may be unfamiliar with assistive technologies and have some initial concerns about the technology making their child stand out. Help them understand the benefits.

Getting Started with Students

Your students will come to you with a range of knowledge and comfort using technology. Consider pairing those with less information and skill with the more experienced. The activity sequence has a path for those who currently use AT (13 and 14) and separate activities (15 and 16) for those new to technology. Both groups research on the Internet and through interviews.

Using assistive technology may make high school students with disabilities feel different. This could cause uncomfortable feelings, embarrassment, and rejection of even trying AT. Given this possibility, explain that using AT can enable them to do the things their friends do, thus, making them feel less different. For example, using a laptop computer gives some students with poor fine motor skills the ability to take notes in class. Help students realize the benefits of having assistive technology.

Some students may have a strong desire to learn how to use assistive technology, but their disabilities prevent them from effectively using special equipment. In these cases, specialists need to evaluate and develop plans to help the students learn the necessary skills to use the equipment. The length of this process varies from individual to individual. Being patient and focusing on the progress made will encourage your students to continue.

Supplemental Resources

Educational Resource Information Center (ERIC)

<http://ericec.org/faq/assistec.html>

ERIC Clearinghouse on Disabilities and Gifted Education operated by the Council for Exceptional Children (CEC) provides links to information on Assistive Technology.

RESNA Technical Assistance Project

<http://www.resna.org/taproject/index.html>

RESNA Technical Assistance Project, funded by National Institute on Disability and Rehabilitation Research (NIDRR) and sponsored by the Rehabilitation Engineering and Assistive Technology Society of North America (RESNA) provides technical assistance to state assistive technology programs.

Assistive Technology

Council for Exceptional Children, Technology and Media Division

<http://www.tamcec.org>

TAM provides information and links related to assistive technology.

ABLEDATA

<http://www.abledata.com>

ABLEDATA, sponsored by the National Institute on Disability and Rehabilitation Research (NIDRR) provides information on assistive technology and rehabilitation equipment. Contains information related to disability and assistive technology.

INFINITEC.ORG - Infinite Potential Through Assistive Technology

<http://www.infinitec.org>

INFINITEC INC is a non profit corporation supported by United Cerebral Palsy Association, Inc.

Rehabtool

<http://www.rehabtool.com/>

Rehabtool.com is an information technology company. This site contains information, links, newsletter and sales related to assistive technology.

Wisconsin Assistive Technology Initiative

<http://www.wati.org>

Wisconsin Assistive Technology Initiative is a statewide project that contains best practices, assistive technology and transition information along with a simple handbook that can be downloaded "Hey Can I Try That!"

Tech Connections

<http://www.techconnections.org>

National information dissemination project to improve utilization of existing and emerging technology in state rehabilitation programs.

Half the Planet

<http://www.halftheplanet.org>

A resource that supports the application of technology for people with disabilities.

Ability Hub

<http://www.abilityhub.com>

The purpose of this site, created and maintained by Mr. Dan J. Gilman, is to provide information on adaptive equipment.

Closing the Gap

<http://www.closingthegap.com>

Computer Technology in Special Education and Rehabilitation contains a resource directory that allows searches by disability.

National Center to Improve Practice in Special Education through Technology, Media and Materials (NCIP)

<http://www2.edu.org/NCIP/>

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Funded through 1998 to promote the effective use of technology to enhance educational outcomes for students with sensory, cognitive, physical, and social/emotional disabilities, this site contains information and related links.

Activity 10

Learn about assistive technology (sometimes referred to by the initials AT) and how it can be used.

Vocabulary: 1. assistive technology 2. functional limitation

We think of technology as microwaves, faxes, computers, and other machines that make our lives easier. Assistive technology is a type of technology that assists people with disabilities. Books-on-tape, large-print books, hearing aids, computers with special programs, wheelchairs, and homemade aids are examples of assistive technology. Your disability probably makes some of your schoolwork hard for you. We will call this a functional limitation. Assistive technology may help you be more successful in doing schoolwork by giving you a way to work around your limitations. Think about the following questions: 1) What is it about doing schoolwork that is hard for me? and 2) What do I use to make schoolwork easier?

Perhaps your answer to the second question is a specific assistive technology tool or device. Whether or not you use AT, the activities that follow will help you learn more. Some are for current AT users while others are designed for the newcomer. This first activity will help you know which activities are appropriate for you. Let's begin by thinking about the following questions:

Do you already use Assistive Technology?

If "YES":

- What assistive technology do you use?
- How does this AT make schoolwork easier?
- How does the AT make you feel?

When you finish this activity, do Activities 11 through 14 and 17.

If "NO":

- Do you think you would benefit from using AT? Why or why not?
- What kind of technology would you use?
- How would it make schoolwork easier?
- How would you feel about using AT?

When you finish this activity, do Activities 11, 12 and 15 through 17.



Throughout this section you will record your thoughts on the *Assistive Technology Self-Evaluation Guide* found on the Post-ITT Website (Activity 10*). Begin now by completing column A (What learning difficulties do you experience in school?).



Meet with your teacher or parent to discuss your thoughts written on the *Assistive Technology Self-Evaluation Guide*.

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Activity 10: Introduction to Assistive Technology

Warm Up Activity - This activity introduces students to the idea that AT can help them with their schoolwork. Books-on-tape, large-print books, hearing aids, computers with special programs, wheelchairs, and homemade aids are examples of assistive technology. There are two sets of questions: one for those who currently use AT and one for those who don't. You may assume that the students who use AT already know they use special equipment, but this may not be the case. Perhaps, some parents of children with a reading disability introduced them to books-on-tape at a young age. These students may view books-on-tape as an alternative form of reading and not as assistive technology. Even if some of your students are aware that they use special equipment, the technology may be so much a part of their life that they no longer think about it.

For AT users, simply ask them to list the AT they use and why they use it. It is important to keep in mind that some everyday items can serve as assistive technology, such as tape recorders, rubber mats, thick markers, and earplugs. Encourage your students to think of no-tech, low-tech, and high-tech ways to lessen the effects of their limitations. The following are sample questions to help your students think of all of the equipment they use:

- *Do you use something to get around that others typically don't use?*
- *What do you use to remember important information such as due dates for assignments, test dates, dates for your study group, and school activities?*
- *What do you use to take notes, do classroom assignments, complete worksheets, take tests and write papers?*
- *Do you use something to improve your sight? Your hearing?*

For the non AT users, help them think about the limitations of their disabilities and how these limitations affect their schoolwork. Point out that people without disabilities also have limitations so that they won't feel isolated. Discuss what may reduce the effects of their limitations.

Worksheet – *Activity 10* introduces the worksheet *Assistive Technology Self-Evaluation Guide* which is adapted with permission from LD Online.

Supplemental Resources

Kid Source On Line

http://www.kidsource.com/kidsource/content2/assistive_technology.html

Assistive Technology for Students with Mild Disabilities, Michael Behrman, provides a good overview.

Assistive Technology Roadmap

<http://www.uic.edu/ahp/OT/AT/road.html>

Assistive Technology Roadmap provides a good step by step outline when considering using AT and is located on Chicagoland Assistive Technology Website.

Tech Connect

<http://www.iltech.org/selfassessment.htm>

Deciding What Technology's Right for You. This self assessment was adapted from the Chicagoland site.

Wisconsin Assistive Technology Initiative

<http://www.wati.org/atandtransition.htm>

This link contains 2 resources: *Hey, Can I Try That?*, a simple handbook designed for teens with disabilities, and *Assistive Technology and Transition*, a procedural guide for including AT in transition planning.

Assistive Technology

Evaluating Progress

- Can your students define as well as talk about assistive technology?
- Can they identify what aspects of their schoolwork are hard for them and explain why?
- Are they thinking about the kinds of AT to make their schoolwork easier?
- Are they overcoming feelings of embarrassment?

Activity 11

Learn about how everyday items can be assistive technology that will help you. Here are some examples:

- Kate has trouble reading small print. When she writes assignments down in a monthly planner she has trouble reading what was written, so Kate has switched to a larger wall calendar where she can write big with a thick pen.
- Andrea has trouble studying when she can hear people talking (which is almost everywhere). She bought some earplugs at the drug store.
- Kristin can't take notes in class so she tape records the teacher's lecture.



Review the information you gathered on your disability, preferred learning style, and accommodations in Activities 1-9. Give yourself a lot of credit; you have learned a lot about how you learn. Ask yourself the following questions.

- Do I already use everyday items to make doing schoolwork easier?
- When do I use them? Why? How effective are they?
- How did I discover that this would make schoolwork easier for me?
- What else should I try to make schoolwork easier?



Write a list of some everyday items you use to accomplish daily tasks in column B of the *Assistive Technology Self-Evaluation Guide* (What strategies, materials, equipment, and technology tools have you already used?)



Activity 12

List some everyday items (2 or 3 ideas) that you have not tried yet. Choose one of the everyday items you would like to try and write a little plan. Include:

- The task you are trying to make easier
- The item you want to try
- How you plan to use it

Here is how Mario explained his plan to his teacher:

I have trouble writing because my fingers get cramped when I hold a pen. When I was working in a day care center with some children, I found that I could hold onto the thick markers much better than the thin pens. I started using the thick marker to take notes in class but I obviously can't use it to write my assignments.

Discuss your plan with your teacher and/or family member. As you share your thoughts, consider the need to discuss your plan with other teachers.



Try out your plan and evaluate how it worked. Consider:

- Did using the everyday item make schoolwork easier? How? What worked well?
- How could it work better?
- What effect (if any) did it have on the teacher or others in the class?
- How did I feel about going through this process?



Add this new information to the *Assistive Technology Self-Evaluation Guide*, columns C, D, and E.



Repeat this process with other everyday items. Keep experimenting.

Assistive Technology

Activity 11-12: Everyday Items as Assistive Technology

Warm Up Activities - These *Activities* point out that students can create things out of everyday items that make their schoolwork easier. This requires them to think about the specific aspects of doing schoolwork that cause difficulty and then look in their environment for possible solutions. In these two *Activities*, your students are asked to experiment with technologies they invent and evaluate their success.

Although *Activity 11* gives examples of how people create their own AT with everyday items, your students may need help to start thinking about what could make schoolwork easier. Begin by pointing out that many people without disabilities use everyday items to make tasks easier and more comfortable. Present your students with a couple of common limitations that people have. Next, encourage them to think about what kind of everyday items people could use to solve their problems. They probably will need to think of several possible solutions before finding the solution that works the best. The following are examples of limitations people without disabilities may have and questions you can ask your students:

- *Heather is too short to get a can of soup from the top shelf in her cupboard. What could she use to get the can of soup down?*
- *Jeff works in a day-care. His knees hurt when he works on the play mat with children. He doesn't want to quit his job. What could Jeff do to prevent his knees from hurting?*
- *Tom gets blisters on his finger when he writes with a pen or pencil. What could he use to be more comfortable writing?*
- *Tanya is a busy businesswoman and she has trouble remembering what she needs to do at work. What could she do to remember?*

After your students come up with creative solutions that reduce other people's limitations, they should be ready to do *Activities 11 and 12*.

Evaluating Progress

- Can your student describe their limitations in detail?
- Can they identify some things that may reduce the effects of those limitations?
- Do they have a well defined goal they want to achieve with the assistive technology?
- Have they created their own assistive technology before? If so, can they explain the process they went through when they invented their own AT?
- If it is a new process, can they tell you what they would like to create?
- Can your students tell you what steps they will take?
- Do they have an alternative plan if their inventions don't work?

Assistive Technology

Activity 13

For current AT user. Learn more about the assistive technology that you currently use. Research on the Internet is one good way to learn more about your assistive technology. Here are two ways to get started.

Use A Search Engine

You can search for the name of the product, the manufacturer, or the distributor of specific products you use. For example, you could search for Dragon Naturally Speaking™ (software) by typing in that name on <http://www.google.com>

Use Helpful Websites

Here are a few Websites to explore. Remember, you are looking for brands or types of assistive technology you use.

- <http://wata.org>
- <http://www.washington.edu/doiit>
- <http://www.cwu.edu/~setc/>
- <http://www.ed.gov/offices/OSERS/NIDRR>



Research the assistive technology that you are currently using by looking for answers to the following questions.

- What is its full range of features?
- Am I taking advantage of its advanced features?
- Are there features that I should learn to use?
- If so, how would these features make my schoolwork easier?
- How would it help me work around my limitations?
- Does a newer version of this technology have features that will help me?

If you have specific questions about the technology you are using, it will help to contact an expert. There are email listserves and on-line forums that allow you to post a message for others. For example, you can send an email to the general DO-IT email address (doiit@u.washington.edu) or use the DO-IT list server to write to students and professionals (doiitsem@u.washington.edu).



Summarize in writing what you have learned about your assistive technology. Use some or all of the research questions above to help you structure your thoughts. Add information to columns C and D on the *Assistive Technology Self-Evaluation Guide* if appropriate.



Discuss what you have learned with your teacher or family member. Continue with Activity 14 to have more detailed discussions about your assistive technology.

Activity 14



Contact the professional who first recommended/taught you about the AT you use. Request a meeting to review your assistive technology and how you are using it. If this is not possible, speak with another qualified professional who may be available to you. When you meet, take the research summary you prepared in Activity 13 as well as your *Assistive Technology Self-Evaluation Guide*. The following questions should help guide your discussion. Of course, by now you will be developing questions of your own.

- Why was this AT recommended for me?
- How might I use this AT in a different way in college?
- Do you think I have the skills to use my AT in this college?
- If not, how can I learn these skills?
- Will a newer version of my AT be necessary in college? Why?
- What other technologies or skill training will help me succeed?
- I have learned about (*name of technology*). In your opinion would it help me?



Add information from this meeting to column C on the *Assistive Technology Self-Evaluation Guide*.



Meet with your teacher or family member to discuss what you have learned.

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Activity 13 and 14: Researching Assistive Technology You Currently Use

Planning and Warm Up – *Activity 13* is designed for the students who already use AT to increase their knowledge of their equipment or software and to become aware of their needs in college. You may not be familiar with your students' AT. Asking helps both of you. You learn about their equipment and they discover what they need to learn. Commercial equipment usually comes with a user manual describing its features. Your students can use the manual as a resource. You can ask the students whether they use the features you don't recognize. If it is appropriate, ask them for a demonstration of how they use the technology. This exercise also will help them recognize the features and skills they need to research.

Planning and Warm Up - *Activity 14* has students interview the professional who recommended the equipment they use. This person may no longer be available. If that is the case, hopefully the new specialist knows about the assistive technology your students use. Encourage your students to get involved in this process. They will need the skill as they take over the responsibility of their education.

Supplemental Resources

ABLE DATA

<http://www.abledata.com>

Sponsored by National Institute on Disability and Rehabilitation Research (NIDRR), this site provides information on assistive technology related to specific disabilities.

Closing the Gap

<http://www.closingthegap.com>

Focused on Computer Technology in Special Education and Rehabilitation, this site contains a lot of useful information.

I am – able.com

<http://www.iam-able.com>

Provides links to sites containing information related to various disabilities

Kid Source On Line

http://www.kidsource.com/kidsource/content2/assistive_technology.html

Assistive Technology for Students with Mild Disabilities, Michael Behrman, provides a good overview.

Evaluating Progress

- Can your students demonstrate the features on their equipment?
- Do they seem to be motivated to learn those features they don't know yet? If so, do they have a plan for learning them?
- Do your students think their schoolwork would improve if they became more skilled with their technology? If yes, can they explain how?
- If they think they need a different kind of assistive technology for college, can they explain why?
- Do they have a plan for obtaining the new equipment or software?

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Activity 15

For non AT user. Learn about “high-tech” assistive technology and how it can be used.



Research on the Internet is one way to learn more. The following websites provide a good starting point. You will find that these sites have links to technologies that are organized by limitation, disability category, and/or technology type. You will find a lot of links, so be tenacious (don't give up easily)!

- Washington Assistive Technology Alliance <http://wata.org>
- DO-IT <http://www.washington.edu/doiit>
- Special Education Technology Center <http://www.cwu.edu/~setc/>
- National Institute on Disability and Rehabilitation Research (NIDRR) <http://www.ed.gov/offices/OSERS/NIDRR>

You will find links to thousands of other related (and unrelated) sites. Be a smart researcher. Start by writing a list of the types of assistive technologies that you think will help you.

- Look for those technologies by category (such as screen reader) as well as by brand name (such as JAWS™).
- Look for links by disability name (such as learning disability or spinal cord injury).
- Look for links by types of limitations (such as reading aids, writing aids, magnification or vision aids).



Summarize in writing what you have learned about technologies that might meet your needs. Add information to column C of the *Assistive Technology Self-Evaluation Guide*.



Meet with your teacher or family member to review what you have learned. Continue with Activity 16 to learn more by speaking with a knowledgeable professional.

Activity 16

For non AT user Speak with others who know about your need for assistive technology.

Using the Internet is an excellent way to get acquainted with assistive technologies. The following is a list of people you could contact.

- The assistive technology specialist in your school district
- Speech and language pathologist
- Occupational therapist
- An assistive technology expert at a local college
- Students or adults with similar disabilities and/or limitations



Set up a time to meet with one or more of these people.



The following points may help guide your information gathering.

- If the individual is not familiar with you, describe your limitations.
- Ask what assistive technologies others with similar limitations use.
- Get information on the technology (how it works, cost, training).
- Ask if helpful technology is available for trial use.

Another approach is to use the Internet to reach others who may have used this technology. There are email listserves and on-line forums that allow you to post a message for others. For example, you can send email to the general DO-IT email address (doiit@u.washington.edu) or use the DO-IT listserv (doiitsem@u.washington.edu) to write students and professionals affiliated with the DO-IT program.

While you are at it, explore other opportunities on the DO-IT Website that will help you prepare for college.



Summarize in writing the information you have gathered about assistive technology. Make additions to column C on the *Assistive Technology Self-Evaluation Guide*.



Meet with your teacher and/or family member to review the information you have gathered. Discuss the need for a formal evaluation of your need for assistive technology.

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Activity 15 and 16: Researching Assistive Technology for Students Who Do Not Yet Use It

These two *Activities* are similar to the last two, but have been developed for students who haven't used assistive technology before.

Planning and Warm Up - *Activity 15* has students research assistive technology on the Internet. In order to do this, they need a working knowledge of their limitations and what the assistive technology needs to do for them.

Since this activity relies on the Internet, it would be a good idea for you to become familiar with software and equipment your students might use. This will give you some key words and suggestions to guide them through the process.

Warm Up - *Activity 16* instructs students to talk to a professional about AT. Although the activity lists different kinds of professionals with knowledge regarding AT, you probably need to provide your students with the appropriate phone numbers or e-mail addresses. If they appear nervous about contacting a professional, have them practice what to say with you. Point out that they already know a lot about their limitations and what aspects of their schoolwork they want to make easier.

Supplemental Resources

ABLE DATA

<http://www.abledata.com>

Sponsored by National Institute on Disability and Rehabilitation Research (NIDRR), this site provides information on assistive technology related to specific disabilities.

Closing the Gap

<http://www.closingthegap.com>

Focused on Computer Technology in Special Education and Rehabilitation, this site contains a lot of useful information.

I am – able.com

<http://www.iam-able.com>

Provides links to sites containing information related to various disabilities

Kid Source On Line

http://www.kidsource.com/kidsource/content2/assistive_technology.html

Assistive Technology for Students with Mild Disabilities, Michael Behrman, provides a good overview.

Evaluating Progress

- Can your students identify the appropriate kind of assistive technology in terms of their limitations?
- Can they get enough information off of the Internet to sufficiently explain a certain kind of AT?
- How did they feel about getting information from a professional?
- How much initiative did your students have while doing *Activity 16*?
- Can they explain why they need new equipment?
- Are their plans for obtaining new equipment realistic?

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Activity 17

Develop and implement a plan for using assistive technology.



Stop and think about what you have learned in the last few activities. You started by considering how commonly used items could be adapted to help you learn. You researched technologies that were either new to you or those that you already use. You have discussed your need for new or different technologies. Now it is time to find out what works.



Develop a plan to try out a new technology. Here is how to do this:

Choose a technology that may help you.

Think about the skills that you need to develop in order to use it successfully. For instance: Do you need to learn to type? Do you need to develop knowledge of a computer program? Do you need to develop physical strength? Do you need to learn to dictate?

Try out the technology. Here are some ideas:

- Your school district assistive technology department (or maybe just the computer lab in your school).
- A local college or university disability services office.
- Use the Post-ITT Website.
- A local university or hospital rehabilitation medicine department A state lend/loan program (see <http://www.ed.gov/offices/OSERS/NIDRR>)
- A company or distributor's free trial offer
- Free documentation software

Go for it! Take charge. Beg; borrow (but don't steal) the technologies that interest you. Keep in mind that getting the most out of these technologies will likely take time because of a skill you may need to develop. Be patient, the process can be slow.



Review your progress with a family member, teacher, friend or other professional to get the support you need. Here are some questions and issues to discuss:

- What did it feel like to learn something new with this assistive technology?
- Is this new technology useful? If it is, how?
- Did my teachers need to change something in order for me to use the AT? Were the changes reasonable?
- How else can this AT help?
- Based on what I am learning, what else might be helpful?



Record information in columns D and E on the *Assistive Technology Self-Evaluation Guide*.

Assistive Technology

Activity 17: Developing and Implementing an Assistive Technology Plan

Planning and Warm Up - For this activity, students try out either a low-tech or a high-tech solution to make schoolwork easier. The students who choose a low-tech solution will have an easier time, because the materials are most likely available at home or at a local store. Before beginning this activity, you and your students can discuss what aspect of their schoolwork they want to make easier and why it causes them difficulty. Brainstorm possible solutions.

Trying a high-tech solution probably will be difficult because of the limited opportunities to borrow equipment. Discuss the possibilities for finding loaner equipment. It is important to emphasize the fact that your students need to be persistent because this process can be challenging and lengthy.

Evaluating Progress

- Do your students have an idea of what kind of AT could help them with their schoolwork?
- What kind of resources did they use to research the appropriate AT?
- Do they have a step-by-step plan for trying-out equipment?
- What do they do when they get frustrated?
- Can they tell you what works well when they use the equipment?

Planning for College

Scope

Most high school students are unsure of their future. This section helps them establish realistic goals. By continuing to get to know themselves and learning about college requirements, students prepare to select an appropriate college. Students investigate careers of interest and training opportunities to reach their goals.

The Student will:

- **Identify their interests and relate them to careers.**
Activity 18 asks students to complete an interest inventory, summarize the results, and discuss the findings.
- **Learn more about career choices related to interests and skills.**
After choosing a career of interest in *Activity 19*, students research occupations using the *Occupational Outlook Handbook* found on the Internet or in hardcopy in most libraries. Following a discussion with an adult, students research a second occupation and compare it to the first.
- **Create a college goal.**
In *Activity 20*, students learn about goal setting by interviewing someone they admire. They follow up by setting goals that match their interests in *Activity 21*. In *Activity 22* students write a goal for education after high school.
- **Identify pre-college classes required to meet educational goal.**
Activity 23 helps students identify high school classes necessary to meet their goals. With the help of a school guidance counselor, students develop a schedule of classes.
- **Create a timeline for college planning**
The *Post-ITT Planning Calendar*, introduced in *Activities 24* and *25*, helps students keep track of important dates. This calendar is referenced throughout the next section, *Applying to College*. Students are asked to review and discuss their calendars frequently.

Rationale

Many students go through high school assuming they will go to college; but, never develop an understanding of how to reach that goal. Too often, students with disabilities may not be considered for a college track, so are left out of discussions regarding college requirements. As the senior year approaches, many of these students realize they are not adequately prepared to reach this goal. These *Activities* address the planning needed to begin to make college a reality. We recommend that students begin these *Activities* during the sophomore year.

Getting Started

Getting Started with Your School

Depending on your school's procedures, students with disabilities may already use college counseling services. It is best to align these services with special education. Career and counseling staff are the experts on college. They have the most information on college opportunities, admission procedures, pre-college testing, and deadlines. Special educators are typically the experts on student learning needs and accommodations. Be sensitive to the fact that many students with disabilities may need extra time. By working together, you can develop an effective plan of support.

Planning for College

Getting Started with Your Community

Because students may believe that life begins and ends at the schoolhouse door, getting them to look to the future can be challenging. Finding creative ways to bring the community into the classroom encourages students to plan beyond high school. Consider inviting staff and students from a local college to speak to the students. Perhaps you know people who thought they were going to college, but didn't plan for it. They may be willing to share their story.

Getting Started with Parents

Post-ITT *Activities* can help students, parents, and staff work towards a common post school goal through the annual IEP meeting. The parents' awareness of college requirements should be considered when planning the meeting. Work closely with those unfamiliar with college to help them become more aware of the possibilities that postsecondary education may make available to their children. Post-ITT can assist parents to think of college as a realistic possibility and provide them the information they need. The following resources will be helpful.

Getting Started with Students

Planning for college requires students to overcome a natural inertia associated with avoiding the unfamiliar. The *Activities* can help by guiding and supporting students through the process. Your students will be at different stages of readiness for these *Activities*. Part of your job will be to understand, challenge, and encourage them. The activities can be reintroduced as students mature.

This section guides students through a process that helps them become more realistic. They must first become aware that to move beyond hopes and dreams, they must plan. Second, they must plan based on an accurate understanding of themselves and the opportunities that are available. This will involve exploring dream jobs, training opportunities, and considering economic realities.

Supplemental Resources

Think College Early

http://www.ed.gov/offices/OPE/thinkcollege/early/tce_home.htm

This United States government site has comprehensive information about college and links to related sites. It includes a section for high school students, which stresses the importance of planning for college.

IPEDS College Opportunities Online

<http://www.nces.ed.gov/ipeds>

The Integrated Postsecondary Education Data System (IPEDS) is the data collection program for the National Center on Educational Statistics (NCES). It is a comprehensive system designed to encompass all post secondary institutions. IPEDS College Opportunities On-Line provides a wealth of information related to college costs and financial aid.

A Call to Parents, A Family's Guide to High School and College Success

<http://www.calltoparents.org/>

A Family's Guide to High School and College Success is sponsored by the State Board for Community/Technical Colleges and the Washington Association of Tech Prep Directors.

HEATH

<http://www.heath.gwu.edu/>

How to Choose a College: Guide for the Student with a Disability is a publication available through HEATH.

College is Possible

<http://www.collegeispossible.org/>

Planning for College

A resource guide for parents, students, and education professionals, includes information on preparing for college, choosing the right college and paying for college.

National Center on Educational Statistics (NCES)

<http://nces.ed.gov/index.html>

National Center on Educational Statistics (NCES) is the federal entity charged with collecting and analyzing data related to education in the United States and other nations. It includes a section on college planning for parents.

Occupational Information Systems

www.acsci.org

The Association of Computer based Systems for Career Information provides links to Occupational Information Systems in each state. Washington Occupational Information System (WOIS) is the system in Washington State. WOIS is a fee for service program. Check with staff in your school to find out if it is available.

The Washington School Counselor Association

<http://www.wa-schoolcounselor.org>

The Counseling Internet Resources section provides links to a wealth of information related to counseling for college.

How is College Different from High School?

<http://www.smu.edu/alec/whyhighschool.html>

In a chart form, the differences between high school and colleges are compared. Categories include personal freedom, classes, teachers, studying, tests, and grades.

Curriculum

Ladders to Success, a Student's Guide to School After High School by Jennifer MacKillop, MSW

http://www.k12.wa.us/specialed/Links/ladders_to_success.pdf

Ladders to Success walks students through the steps of planning and applying to college. It can be downloaded from the Washington State Office of Superintendent of Public Instruction Website.

Planning for College

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Planning for College

Activity 18

Identify your personal interests and relate them to careers that you can prepare for in college.



Complete an interest inventory. Your school career center, school counselor, or special education teacher should be able to assist you.



Write 2-3 paragraphs summarizing the results of the interest inventory. The summary will answer the following questions:

- What did you learn about your interests and skills?
- What types of jobs are related to your interests and skills?
- What information in this survey do you agree or disagree with?
- What goals or dreams do you have related to a job/career after high school?
- How do the results from the interest inventory influence your educational plans during and after high school?



Discuss the results of this survey and your summary with a parent and/or teacher. Talk about how this information relates to setting educational goals.

Planning for College

Activity 18: Identify interests and relate them to careers

Students complete an interest inventory, summarize the results, and discuss the findings.

Planning - Review several interest inventories and decide which one to use with the students. When selecting, consider reading requirements, gender equity, and regional representation issues. You may want to narrow down the selection and then let students decide. Students may complete more than one and compare the results. Consider sharing your own completed interest inventory. The *Supplemental Resources* section below provides information on three interest inventories commonly used in high school. Check with your counseling office or career center for other inventories that may be available to you.

Warm up Activity – This *Activity* asks students to relate their interests to career options. Help students think of as many aspects of their lives that interest them as possible before they do *Guidance Activity 18*. This is important, because people with disabilities often limit their thinking to what they know they can do instead of considering other options. You can broaden the students' thinking by asking them what they like to do. This question may produce responses that lead to possible careers that otherwise wouldn't be thought of. For example, some students really like movies, but they wouldn't necessarily say movies interest them for a career. Making movies consists of many different jobs such as writing, filming, lighting, fashion design, creating sound and visual effects, and many related support jobs.

Encourage students to list as many interests and likes as they can no matter how silly something may seem. For instance, one of your students may like small dogs, which may lead to a career. Encourage students to refer to their lists as they complete the interest inventory.

Everyone should have the opportunity to dream. Talk to the students about their dreams when they were younger. Ask how they developed those dreams. Give an example of your own childhood aspirations. Share why you held those dreams and how they developed over time. Ask students how their dreams have evolved. Explain that some people limit themselves to the familiar while others dream of careers providing fame and fortune. While this is normal, explain that these *Activities* will help them refine their dreams, take action, and turn those dreams into attainable goals.

Supplemental Resources

Ladders to Success, a Student's Guide to School After High School, Jennifer MacKillop, MSW.
http://www.k12.wa.us/specialed/Links/ladders_to_success.pdf

Section 1, *Planning Ahead*, discusses ways students can learn about themselves and their interests while planning for college.

A Guide to Functional Vocational Evaluation in Washington State
<http://depts.washington.edu/ccts>

The Center for Change in Transition Services in Washington State operates this Website. This *Guide* provides a structure for interviews with students to explore their career interests.

Some commonly used interest inventories are:

Wide Range Interest – Opinion Test (WRIOT) By Joseph F. Jastak, Ph.D. and Sarah Jastak, Ph.D.
<http://www.widerange.com/wriot.html>

This assessment tool can assist in vocational and career planning without requiring reading or language understanding. The tool uses 150 sets of 3 picture cards to identify the participant's interests and aptitudes. The range in occupations identified is from unskilled to highly technical and professional training. The *Wide Range Interest-Opinion Test* (1979) is a pictorial interest test which is culturally and sexually unbiased. It does not require reading or language understanding. The pictorial presentation reduces the confusion of mental images and multiple meanings that words evoke. The results are presented on a report form which graphically shows an individual's strength of interest in each of the 18 clusters as well as 8 more general attitude clusters. **Available through:**

Planning for College

Guidance Centre, The Ontario Institute of Studies in Education of the University of Toronto, 712 Gordon Baker Road, Toronto, Ontario, M2H 3R7, 1-800-668-6247.

Washington Occupational Information System -- *Interest Profiler*

<http://www.wois.org/>

Developed by the Department of Labor, Employment and Training Administration as part of the *O*Net* Career Exploration Tools, the *Interest Profiler* helps students find out what their interests are and how they relate to the world of work. It does this by asking questions that represent important interest areas. The Interest Profiler scores will help identify strongest work-related interests. It provides 180 work activities that some people do at their jobs. For each work activity, a person answers if he or she thinks they would like the work activity, dislike the work activity, or are unsure.

Career Occupation Preference System (COPS) Inventory -- EDITS Corporation

<http://www.edits.net/cops.html>

The COPS Interest Inventory consists of 168 items, providing job activity interest scores related to the 14 COPS System Career Clusters. Each Cluster is keyed to high school and college curriculum, as well as current sources of occupational information. The COPS interpretive material emphasizes a "hands-on" approach to career exploration, featuring career and educational planning worksheets, along with a listing of suggested activities to gain experience.

Evaluating Progress

- Can the students state what they learned about their interests?
- Can the students explain what they agree and disagree with on the interest inventory?
- Are the students able to give examples of careers related to their interests?
- Do the students understand why a career is interesting to them?
- Can the students state the educational requirements for a career of interest?

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Planning for College

Activity 19

Learn about career choices related to your interests and skills



Look over the results of your completed interest inventory. Select at least one occupation/job that was identified as a possible match for your interests and skills.



Use the Internet to log on to the “Occupational Outlook Handbook” Website

<http://www.bls.gov/oco/>

Once you are on the home page of this site, go to the link “Perform a key word search on the Handbook”. In the space provided, type in the name of the job you are researching (for example: medical assistant).

Print a copy of the information and write a brief description of what you learned in the following categories:

- Nature of the work
- Working conditions
- Employment
- Training and other qualifications
- Job outlook
- Earnings
- Related occupations

The Activity 19 worksheet will assist you.



Discuss what you learned with your parent and/or teacher.



Repeat the activity, selecting a different job/occupation. Compare what you learned about each job and discuss this with your parent and/or teacher.

Planning for College

Activity 19: Learn about career choices related to interests

Students research job characteristics using the *Occupational Outlook Handbook*.

Planning - Become familiar with the online format of the *Occupational Outlook Handbook* at <http://www.bls.gov/oco>

If your school has a career center specialist, check to see what other online occupational information sites are available. Most states have an occupational information system that is specific to their region. See the association of Computer Based Systems for Career Information for a link to the relevant resources in your state.

Worksheet – *Activity 19* includes a worksheet, *Job Information*. Students use this to record the information they learn from the *Handbook*.

Warm Up Activity – The last activity had students talk about the results of the interest inventory. We encourage students to discuss how the information is related to their educational goals and how they feel about the occupations.

Activity 19 has them research at least one job in the *Occupation Outlook Handbook*. The following questions may be useful to help students think about a career.

- *How do you feel about the jobs the interest inventory suggested?*
- *Let's imagine for a moment that you didn't have a disability. What jobs would you like to have and why?*
- *Do you think you would get bored at those jobs and why?*
- *What would be especially interesting about them?*
- *Would your limitations make doing those jobs difficult? If so, why?*
- *Do the careers you are researching require the skills you have or want to develop?*

It is possible that some students are unable to perform the jobs that the interest inventory recommended. This can be a low blow. Help students find a common theme in the jobs. For example, the careers: nurse, emergency medical technician, and firefighter involve helping people in distress. Perhaps, a student has identified one of these occupations but has difficulty concentrating with a lot of activity going on. The career is probably inappropriate; however, the expressed interest in helping others in distress is not. Brainstorm other occupations that would fit under the same theme and would involve less background activity. Related helping occupations include: occupational therapist, speech therapist, counselor, psychologist or a supporting aid or technician to these professionals.

Consider having the class or group review the same occupation as a group. Use this activity to explain what each heading in the *Occupational Outlook Handbook* means. Use the computers in the career center or computer lab.

Supplemental Resources

The Association of Computer based Systems for Career Information (ACSCI)

www.acsci.org
<http://www.wois.org/>

ACSCI provides links to occupational information systems in each state. In Washington State the system is the Washington Occupational Information System (WOIS). WOIS is a service that is available to schools that have purchased the license. The system is available in many high schools and public libraries across the state. Check with staff in your school to determine if you have access to WOIS.

Evaluating Progress

- Does the student have an understanding of the different occupation's characteristics?
- Can the student compare the characteristics of different occupations?
- Can the student explain the advantages and disadvantages of occupations researched?

Planning for College

- Can the student discuss the relationship between the characteristics of occupations of interest and his/her own skills and needs?

Activity 20

Learn about setting and achieving goals.

Identify an adult whom you admire. This may be a family member, an adult in your community, or a professional at your high school.



Plan and conduct an interview with this adult about his/her life after high school using the following questions as a guide.

- What goals did you have after high school?
- What influenced you in your choice of career and education goals?
- What steps did you take to achieve your goals?
- What challenges did you encounter?
- What did you do to deal with the challenges?
- What goals do you have now?

Take notes or tape record during the interview. Activity 20 worksheet on the Post-ITT Website will help you with this interview.*



Share your interview results with at least one other classmate who had the same assignment. After each of you shares the results of your interviews, list common ideas that came up during the interviews. Examples of common ideas about influences are money needed, training/education, and change of plans.



If you do not have other classmates working on this assignment, repeat this activity and then list common ideas that came up in both interviews.



Summarize the information to share with a teacher or parent. Include the following information. Meet to discuss:

- Influences in career selection
- Obstacles encountered
- Examples of solutions
- Share three ideas you learned from this interview

Planning for College

Activities 20: Create a college goal

Through an interview, students learn about goal setting.

Planning - Review the suggested interview questions with the students and set a due date for completing each interview. Some students may need guidance in identifying an adult to interview in these activities. If this will impact staff in your building, limit the number of students approaching any individual staff member. Some students will choose to interview an adult outside the school. The interview process will be most valuable for students who receive honest responses. Encourage students to select people likely to be candid.

Worksheet – *Activity 20* has the worksheet, *Goal Setting: Adult Interview*

Warm Up Activity – In *Activity 20*, students interview an adult about how they (the adult) achieved their goals. Explain that planning for one's future is something that everyone goes through and that it can be helpful to talk with others about their experiences. People are usually willing to share their experiences; especially if they believe the information will be used to help someone else. Describe one of your own planning experiences. Include specific details on what influenced you (i.e. time, friends, need for money, adult expectations, dreams, etc.) Elicit examples from your students of when they may have learned from someone older. Ask for instances of learning from both the successes and failures of others. Explain that the information gained will help them develop a more realistic goal statement.

Evaluating Progress

- Can the student state three insights learned from his/her conversation?
- Can the student relate the interviewee's experience to his/her own goal setting?

Planning for College

Activity 21

Identify your interests, future hopes and possible careers.

Prerequisite: Completion of Activity 18 (or an interest inventory).



Schedule time with an adult, such as a teacher, counselor, parent or other family member to discuss your future. Use the topics listed. Take notes during your discussion. Use Activity 21 worksheet on the Post-ITT Website.*

- Talk about what you see yourself doing five years after graduation.
- Describe at least three strengths or skills that you see in yourself.
- Ask the person who is working with you on this assignment, to describe three strengths or skills that s/he sees in you.
- Discuss jobs/careers where you could use your strengths and skills.
- Discuss which jobs match your interests.
- Consider which of these jobs fit into the vision you have for yourself in five years after graduation.
- Talk about how college will help you reach your goals.



Write a summary of the above discussion. Conclude your summary by listing at least three ideas you learned during this discussion that you could use to set your goals.

Planning for College

Activities 21: Create a college goal

Through discussions, students learn about themselves by sharing and requesting feedback.

Planning - Review the suggested outline with the students and set a due date for completing the discussion. Some students may need guidance in identifying an adult with whom to have this discussion. If this will impact staff in your building, limit the number of students approaching each staff member. Some students will choose to interview an adult outside the school. The discussion process will be most valuable for students who receive honest feedback. Encourage students to select people likely to be candid.

Worksheet – *Activity 21* has a worksheet, *Discussion Guide/Future Planning*.

Warm Up Activity - *Activity 21* encourages students to talk with an adult about themselves and their future career. Although they have prepared for this activity, it may still be difficult because it asks them to visualize their lives in five years after high school graduation and to discuss their strengths and limitations. Prepare the students for this activity by having them list the following:

- strengths, skills and talents they see in themselves
- jobs that interest them
- skills those jobs require

An alternative or additional approach is to have students draw what they picture in their future. Encourage thinking through pictures. For some, drawings help clarify and communicate in addition to helping them focus. Suggest using butcher paper so that activities can be added. A story board format may work for those who want to draw a progression of future events. This may be a new skill for students. You can introduce it by creating a group goal setting picture or use your own experience. Include:

- interests
- strengths and skills
- future education
- jobs and careers

Encourage students to bring their drawings with them when they talk to an adult. They and the adults can add things to the drawing as they discuss the suggested questions in *Activity 21*.

Evaluating Progress

- Can the student state his/her interests?
- Can the student state his/her strengths and skills?
- Can the student identify colleges of interest?
- Can the student identify careers of interest?

Planning for College

Activity 22

Identify an education goal based on your interests and skills.

Vocabulary: 1. IEP manager and 2. IEP meeting

Prerequisite: Completion of Activities 20 and 21.



Considering the information discussed in Activities 20 and 21, and write a paragraph identifying:

- Various careers that relate to your skills and interests
- Colleges that offer specific programs to prepare you for these careers (Use the Post-ITT Website)
- Possible obstacles or challenges you may encounter
- Resources to assist you in dealing with these obstacles or challenges



Write a college goal statement. Sample goal statements are given in the box below.

- *I will attend Bellevue Community College in the fall semester of the year 2000 and pursue my interest in working with children.*
- *I will attend Lake Washington Technical College beginning in the winter semester of the year 2001 and complete the certificate program for Auto Collision Body Technician.*
- *I will attend Central Washington University in the fall semester of the year 2000 and attain a Bachelor Degree in Education.*



Review your goal statement with a parent or family member AND with your special education teacher or guidance counselor. Ask for feedback and suggestions for improvement.



Rewrite your goal statement and make a copy for your special education (IEP) teacher. Read and discuss it at your next IEP meeting.

Note: Use this goal statement in Activity 23.

Planning for College

Activities 22: Create a college goal

Through discussions, students learn about themselves by requesting feedback.

Planning - Review the information students have collected so far. If the information is kept together in a notebook, students will be able to pull from it when writing their goal statements.

Warm Up Activity – This activity may seem simple to some students and overwhelming to others. Have them review the information they have collected to date. Students may have expressed or suggested their goals in outline format, in discussions with you or others, through their pictures, or in group discussions. Now is the time to express it in a written sentence. Remind them that they have already done the hard work and that nothing of this sort is ever final. They may want to create more than one goal statement with the idea of sorting it out overtime. The important point of this activity is to include an outcome interest, a college and dates to initiate the goal.

Evaluating Progress

- Does the student's educational goal statement reflect the information gained?
- Is the student's educational goal statement becoming more realistic?

Planning for College

Activity 23

Identify the high school classes that are required or recommended by the college program of your choice.

Prerequisite: Completion of Activity 22.

Schedule a meeting with a high school guidance counselor to discuss your educational plans for after high school. Plan to bring the goal statement you prepared in Activity 22.



Review your goal statement. With the help of the counselor, identify the high school classes that are required and/or recommended for admission to the college or type of college that you wish to attend.



Review your transcripts (a list of all the high school classes you have already taken). You and the counselor will then make a list of the remaining required or recommended classes that you must schedule while in high school. Most counseling offices have four-year planning forms.



Ask your counselor to help you develop a four-year plan that includes the classes you need.

Make a copy of this schedule to give to your IEP manager to be placed with your IEP records. The high school counselor will also keep a copy and you will have a copy to use as a reference when registering for your high school classes.

Planning for College

Activity 23: Identify pre-college classes required to meet educational goal

Students identify the high school classes they will need to be ready for college.

Planning - Work with the counseling staff to schedule individual student meetings. Explain that the students in your class are working on planning for college. They have been identifying their interests, exploring occupations through research, and interviewing others about their life experience related to planning for the future. Ask how you can work with them (the counselors) to develop or refine a four-year course of study for each of the students in your class.

Warm Up Activity – In the previous *Activity*, your students wrote a college goal statement. *Activity 23* has them talk to their guidance counselor about the required high school classes they need to attend the college of their choice.

You can make this process easier by making sure that the goal statements are well written with accurate information. Also, it would be a good idea to have your students practice talking about their educational and career goals in-depth before going to the guidance counselor. They can use their drawings and/or notes to remember the details.

Before individual meetings, invite a counselor into class to explain what the counseling office does, the services available, and how to schedule time with a counselor or use the resources. Ask the students to share some of their occupational interests and college plans then have the counselor give general responses about the type of courses needed and the pre-college testing required.

Supplemental Resources

Ladders to Success, a Student's Guide to School After High School, Jennifer MacKillop, MSW.
http://www.k12.wa.us/specialed/links/ladders_to_success.pdf

Section 1 of this *Guide* provides a list of high school classes typically required by 4 year colleges.

Evaluating Progress

- Is the student able to explain the necessary courses?
- Did the student give a copy of the course planning form to the IEP manager?
- Does the student use the plan when registering for classes?

Planning for College

Activity 24

Develop a planning calendar to keep track of your college planning activities.



Meet with a career specialist (in the career center) or a high school counselor to develop a detailed list of all college planning activities you can participate in during the school year. This list may include:

- Career days
- College seminars
- Days that your study skills class visits the career center
- Site visits to college campuses
- Pre-college test dates
- Deadlines for taking the SAT or ACT

As you move into your senior year, your list may also include:

- Deadlines for admission applications to colleges
- Deadlines for financial aid applications
- Dates and deadlines for taking the ASSET or COMPASS test
- Meeting with the disability services coordinator



Transfer the items on your list to a *Planning Calendar*. This can be a calendar you already use or you can download a copy of the Activity 24 worksheet on the Post-ITT Website.*



Ask an adult (parent or teacher) to meet with you at least once a month. During this meeting, review your planning calendar and the progress you have made participating in these events. Be sure to write this meeting day and time on your planning calendar each month. Add new events and deadlines as you become aware of them. Refer to your calendar each Monday to keep track of important dates and events (use it for other events like dates, vacations, and meetings, too!).



Refer to your calendar each Monday to keep track of important dates and events (use it for other events like dates, vacations, and meetings, too!).

Activity 25

Update your college-planning calendar.



Use the Internet to research the important dates at the colleges to which you wish to apply. This will include deadlines for your admission application and deadlines for financial aid requests. Use the Post-ITT Website as a gateway to this information.

If you cannot find this information on the Internet, write or call each school to request it.



Transfer these deadlines to your *Planning Calendar* (See Activity 24). If you are listing timelines for more than one school, be sure to specify the school on your calendar.

This activity is particularly significant in the second half of your junior year and even more so in your senior year.

Planning for College

Activity 24 and 25: Create a timeline for college planning

Students explore and adopt a system of keeping track of important dates.

Planning - Planning for college requires students to organize dates and deadlines. Present the *Planning Calendar* to students as one method to keep track of college related activities. Consider gathering different organizational systems (both high and low tech) to present to students. Meet on a yearly basis with counseling staff and review important college deadlines. Create your own college planning calendar that you can use for quick reference. Include college fairs, speakers, financial aid and application deadlines. Create and maintain a bulletin board with important college planning information

Worksheet – *Activity 24* includes the *College Planning Calendar* as one means of helping students keep track of important dates.

Warm up Activity – Talk about different ways to remember things. Ask students to brainstorm how they remember appointments, assignments, and other important dates. Point out methods used at home and at school. Discuss the systems that the students currently use. Some may need help recognizing the system they use.

If students do not have a system in place, have them experiment with a variety of methods (paper, electronic, hand held, computer, daily, weekly, monthly, and color coded). Have the students practice using an organizational system. It may help to review the information in the *Assistive Technology* section prior to this discussion.

Ask them the following questions:

- *How do you remember when your assignments are due?*
- *How do you remember when quizzes and tests will be?*
- *How do you remember when dances will be?*
- *How often do you remember these things?*

Students develop a list of the college planning activities they need to remember, in *Activity 25*. They are instructed to transfer the information onto a calendar by completion date. Although calendars are great organizational tools for most people, it may not work for others due to their disability. Consider alternatives.

Some alternatives to a calendar are:

- Using a day planner or calendar
- Writing dates on their folders
- Writing things on their hands
- Using a Palm Pilot
- Using sticky notes
- Remembering things in their heads
- A combination of different methods

If they remember dates well with their system, switching to a calendar isn't necessary. Perhaps, modifying their systems might be appropriate. For instance, a student may put sticky notes all over the inside of his locker. You can suggest that he should put the sticky notes pertaining to the college planning activities in one spot.

Activity 25 has students research the important dates for the college they wish to attend. They record those dates in their planning calendars or their own system for remembering dates. Before they do this activity, they should evaluate how well the system is working for them. Here are some questions to consider:

- *Have you remembered to write dates down as you learn about them? If not, why?*

Planning for College

- *Have you remembered to look at the dates on a regular basis? If not, why?*
- *Have you remembered to do certain things by using your planning calendar (or another system)?*
- *Can you think of anything that would help you remember better?*

If students seem to have difficulty keeping track of dates, offer your support in figuring out a better system. Stress that they need a new system as soon as possible, and they need to generate ideas for it.

Evaluating Progress

- Are the students willing to experiment with different organizational strategies?
- Can the students explain or demonstrate the best system for them?
- Have the students devised an organizational system that works?
- Do the students update and reference a calendar each week?

Applying to College

Scope

Using clearly defined tasks and timelines, students complete the necessary steps to apply and be admitted to a college of interest.

Students will:

- **Learn about college programs that match their interests.**
In *Activities 26 and 27*, students begin to research colleges of interest using the Post-ITT Website, college catalogs, and visits to local campuses. This information is discussed with a trusted adult. Important dates are recorded on the *Planning Calendar*.
- **Identify admission requirements.**
Activity 28 requires students to do in-depth research into college application and admission. Students meet with a school guidance counselor in *Activity 29* to review college requirements. *The Planning Calendar* is used to organize dates.
- **Complete pre-college admission or placement tests.**
Activities 30-32 focus on the importance of taking admission and placement tests. Students are directed to research deadlines, test preparation opportunities, and accommodations using the Post-ITT Website and their school guidance counselor.
- **Complete and submit college applications.**
Activity 33 is the culmination of all previous planning. After guided practice, students make application to college.
- **Complete and submit financial aid application.**
Activities 34 and 35 offer guidelines for researching and completing financial aid forms. This can be complicated and will require parent/guardian involvement.

Rationale

Because applying to college is new for students, they may underestimate its importance or become overwhelmed by the details. By breaking down the application process, students become aware of college entrance expectations. Linking students with career and counseling services will increase their awareness. Start this section in September or October of the junior year to meet test deadlines.

Getting Started

Getting Started with your School

Research your school's practices and procedures regarding college counseling for students with disabilities. Develop a plan to guarantee that students will use career and counseling offices. This may involve meeting with your colleagues to define roles. Check with the counseling office for scheduled college admission presentations. If none exist, consider inviting an admissions counselor to speak to students and parents.

Getting Started with Parents

College application can be overwhelming for parents. They may be unsure of how much to push, prod, or encourage. While some are familiar with the process, it will be new for others. Share your resources with parents. Not all parents are ready or able to help their children. Assess the level of support available to each student. Some students may benefit from the help of a mentor.

Applying to College

Getting Started with Students

Prior to starting this section, assess how the students view the process of applying and getting admitted to college. Consider:

- *Do they understand the different application processes?*
- *Are they thinking about college costs?*
- *Do they have an effective organizational system? If not, review Activities 24 and 25.*

Make students aware of the same Web-based resources suggested to parents. The following will link students directly to a site for them.

Supplemental Resources

Think College Early

<http://www.ed.gov/thinkcollege/>

This United States government site contains comprehensive information about college and links to related sites. One of the related sites that will be of special interest to parents is **College is Possible** (see below)

College Opportunities On-Line

<http://www.nces.ed.gov/ipeds>

<http://www.nces.ed.gov/ipeds/cool/Search.asp>

IPEDS College Opportunities On-Line provides a wealth of information related to college costs and financial aid as well as tools to help students and families find colleges that match their interests.

HEATH Resource Center: *Creating Options*

<http://www.heath.gwu.edu/>

Creating Options: A resource on Financial Aid for Students with Disabilities 2001 Edition is a “must” resource for students and families investigating financial aid.

College is Possible

<http://www.collegeispossible.org/>

College is Possible is a resource guide for parents, students, and education professionals that includes sections on preparing for college, choosing the right college and paying for college.

Students' College Search

<http://nces.ed.gov/nceskids/college>

The National Center on Educational Statistics (NCES) is the primary federal entity for collecting and analyzing educational data. This Website is for students.

Ladders to Success, a Student's Guide to School after High School by Jennifer MacKillop, MSW

http://www.k12.wa.us/specialed/Links/ladders_to_success.pdf

Section 2 walks students through the steps of applying to college.

Applying to College

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Applying to College

Activity 26

Learn about colleges that may offer programs related to your interests and skills. **Prerequisite:** Completion of Activity 18 or an interest inventory.



Select two or three colleges from the Post-ITT Website that you are curious about or might want to attend.

Once you are on the Post-ITT home page, select **Colleges** and then link to the colleges of your choice.

Find the addresses for these schools and write for the school catalogs or continue to follow the links to find an on-line catalog (if they have one). A sample letter can be found on the Post-ITT Website (Activity 26 worksheet*).

Upon receiving each college catalog (or after printing the web pages), write down which programs you find interesting. Refer to the interest inventory you completed earlier in Activity 18. Identify some of the jobs/occupations that are related to your interests and skills and then look up the college programs in the catalogs that match those interests.



Discuss the information you found with a parent, teacher, and/or high school counselor. If these schools do not have programs of interest for you, select two or three more colleges. Visit their home pages on the Internet.



Repeat the above activity until you find programs that interest you.

After discussing the colleges and college programs of interest with a parent, teacher, and/or high school counselor, rank the colleges by first, second, and third choice.

Activity 27

Visit a college campus.



Identify at least one local college you may want to attend. Plan to make a visit to the school while classes are in session but not during exam week. This will give you an idea of campus activity.

During your visit, you may want to include a tour of the campus, a stop at the campus bookstore to look over textbooks, and lunch in the student center.

Before your visit, arrange with an admissions counselor to sit in on classes in one or two program areas that are of interest to you.

You may also want to arrange to meet the disability services coordinator to get an overview of support services that are available.



After your visit, write a summary of your experience. What did you like and dislike about the school? In what ways can this school help you meet your goals (Activity 22)?



Review your summary with a parent and/or teacher. Make a list of your next action steps in selecting and applying to college. Add important dates to your *Planning Calendar*.

Applying to College

Activities 26 and 27: Learn about college programs

Students use the Post-ITT Website, interviews, and school resources to learn about college programs.

Planning - Review college catalogs in print and on-line to become familiar with the different formats. Some students may be hesitant to visit a college campus on their own. Consider arranging a group field trip to a local college. Be sure to include the campus bookstore, admissions office, and the disability services office.

Worksheet – *Activity 26* includes a worksheet. The *Letter Requesting Information* is intended to be used as a sample for students.

Warm up Activity - Brainstorm different ways people find out about college. Start by asking students to reflect back on how they learned about high school while in junior high or middle school. Have them think back and discuss what they heard others say about high school.

- *Who did they listen to?*
- *Was the information accurate?*
- *Who provided the best information?*

Guide the discussion with examples that will help them generalize to college. Include: talking to others, visiting college campuses, looking through texts, sitting in on a class.

Activity 26 has students research two or three colleges they are interested in based on their career goals. Preparation for this activity should also include reviewing interests, likes, and the results of the interest inventory. Discuss the information that is still accurate and what has changed. After completing the planning section of the *Guidance Activities*, students should have one or two occupations they want to pursue. Discuss the kind of college program that is appropriate for those careers.

Activity 27 asks students to visit a college of interest. This can be intimidating. Explore the student's feelings about visiting a campus and meeting a disability services coordinator. Prepare them for the activity by describing what they might do such as: touring the campus, visiting the bookstore, eating lunch in the student center and sitting in on one or two classes. If students are still hesitant about visiting a college, encourage them to contact DO-IT Pals to get a perspective of somebody who already made that initial visit. Also, consider a class field trip.

Supplemental Resources

Ladders to Success, a Student's Guide to School after High School by Jennifer MacKillop, MSW.
http://www.k12.wa.us/specialed/Links/ladders_to_success.pdf

Section 2 provides a general overview of the different types of colleges, a checklist to help students make the most of a college visit, and an outline of application procedures.

The National Center on Educational Statistics
<http://nces.ed.gov/index.html>

The National Center on Educational Statistics (NCES) is the primary federal entity for collecting and analyzing educational data. This site provides statistics on early childhood through postsecondary programs. By searching a college of interest information related to enrollment, degree programs, costs, financial aid, housing and campus crime statistics can be obtained.

Applying to College

Evaluating Progress

- Can the student identify programs of interest at different colleges?
- Has the student ranked the colleges by first, second, and third choice?
- Is the student using a system to keep track of important dates and deadlines?
- How often does the student update the *Planning Calendar* or appropriate organizational system?
- Can the student state upcoming events?

Activity 28

Learn about college admission requirements for the colleges in which you have an interest.

Vocabulary: SAT or ACT and ASSET or COMPASS



Select two or three colleges that you might want to attend and learn about their admission requirements.

The following are ideas to get you started:

- Visit the Post-ITT Website to access the web pages of these colleges.
- Use the college catalogs in your counseling office or career center.
- Meet with your high school counselor.
- Meet with a college admission counselor at colleges of interest.

Record the following admissions information for each school.

- Is high school graduation required for admission to the college?
- Is high school graduation required for acceptance into a particular program?
- Does the college require a specified number of credits hours in core high school classes? What are those requirements?
- What grade point average (GPA) is required for admission?
- Is the SAT or ACT required? What minimum scores?
- Is the ASSET, COMPASS, or other placement test required to determine placement in college English and math?
- Does the college consider extracurricular activities? Does the application require an essay or letters of recommendation?
- What are the deadlines for submitting all application information?



Organize your notes and use this information to complete Activity 29. Record important dates on your planning calendar.

Activity 29

Develop a strategy to complete the admission requirements for the college that you plan to attend. **Prerequisite:** Completion of Activity 28.



Meet with a high school guidance counselor to review your high school transcripts along with the information you recorded in Activity 28.

At this meeting make a list of all the admission requirements for the type of college you plan to attend. After each requirement on the list, make a check by the items you have completed and highlight the ones you have yet to do.



With your school guidance counselor's assistance, develop or update semester schedules that will include all the classes you must take prior to high school graduation. Record all tasks and deadlines on the *Planning Calendar*. (See Activity 24.)

Applying to College

Activities 28 and 29: Identify admission requirements

Students research college application and admission procedures.

Planning - Review local college catalogs and the Post-ITT Website to become familiar with college application and admission procedures. Arrange for a school guidance counselor to speak to the group regarding admission procedures. Alert the counselor to the need for individual meetings to review classes, credits earned, and progress toward college admission.

In *Activity 28*, your students find out what college requirements are needed to apply to a particular college. Since having a good organization system is important for this and the next *Guidance Activity*, you can check whether your students have an organizational system and whether it works well for them.

Their organization system may consist of:

- Making lists
- Writing notes
- Using sticky notes
- Writing things on index cards
- Marking charts or grids
- Color coding things

You and your students should assess how well their organizational system works for them. If it seems to work well, they probably will be able to use it for the *Guidance Activities 28 and 29* with little or no modifications. If not, adjust or augment their system to meet the specific demands of applying to college. They will need a system for storing printed information in addition to their calendar.

Activity 29 has your students meet with the high school guidance counselor and make a plan to take the classes required by the college before graduation. Before doing this activity, your students need to have the information for the previous *Guidance Activity* well organized. Help them decide whether it is organized so that somebody else can make sense of it. If not, suggest ways they can reorganize it better.

Supplemental Resources

Ladders to Success, a Student's Guide to School After High School by Jennifer MacKillop, MSW
http://www.k12.wa.us/specialed/Links/ladders_to_success.pdf

Section 2 explains the requirements for different types of colleges.

Evaluating Progress

- Is the student using the *Planning Calendar* or other appropriate methods to record important dates?
- Is the student meeting the deadlines in the admission process?
- Does the student understand the importance of each admission requirement?

Applying to College

Activity 30

If you are considering or planning to attend a four-year college, complete a preliminary test to prepare you for the SAT or ACT.



Make an appointment with your high school guidance counselor to discuss the steps you must take to prepare for the Preliminary Scholastic Aptitude Test (PSAT) or the PLAN test (for ACT). Request information on:

- Classes to help prepare you for the PSAT or PLAN
- Available testing accommodations
- Procedure to determine your eligibility for accommodations
- Necessary paperwork and application to request accommodations
- Application materials to schedule the PLAN



Record all tasks and deadlines on the *Planning Calendar*. (See Activity 24.)



You will find additional information to help you to prepare for the PSAT at the College Board Website (<http://www.collegeboard.com>). The ACT Website (<http://www.act.org>) will have information on the PLAN test.



Complete and submit your application to take the PSAT or PLAN. If you are eligible for testing accommodations, complete and submit the necessary paperwork. Pay close attention to the application deadline.

Attend a preparation class that may be available. Take the PSAT or PLAN.



Discuss the test-taking experience and your test results with a teacher or guidance counselor. Questions to consider:

- Does my test score meet the admissions requirements at my colleges of interest?
- In what areas of the test would I like to improve my score?
- What steps do I take to improve my score in those areas?
- Did I use the accommodations I am eligible to receive? Did it help?

Applying to College

Activities 30: Complete a preliminary admission or placement test

Following a meeting with a counselor and research on the Internet, students take the necessary tests. Using the testing information students revise their plans if necessary.

Planning – Note dates for the pretests on the *Planning Calendar*. Review practice tests and applications for accommodations. The counseling and career center offices usually have up-to-date testing information. Review test score information and how it relates to college admission. Many communities offer pre-college test preparation classes. Your counseling office may have information on local classes. Practice tests predict how students will score on an entrance test. Look carefully at entrance requirements to learn what different colleges expect. Once students receive scores, they need to discuss the results with the school guidance counselor.

Warm up Activity – *Activity 30* encourage students to practice taking admission tests. You can prepare them for these activities by:

- Sharing sample pre-college tests found in preparation study books on the Internet.
- Discuss with students how their disability may adversely affect their test performance. Help students develop a plan to mitigate that effect. The plan may include studying for the exams, taking a class to prepare, evaluating appropriate accommodations, or reevaluating their educational and career goals.
- Review appropriate accommodations. Discuss whether they are eligible for accommodations during the exams.
- Review how to apply for accommodations.

Evaluating Progress

- Can the student state if his/her scores on the preliminary test meet admission requirements of colleges of interest?
- Can the student name areas of improvement required?
- Does the student have a plan to improve his/her scores?
- Did the student use accommodations during the test?
- If the student did not meet admission criteria with accommodations is he/she revising the plan?
- Is the student able to state an alternate plan?

Applying to College

Activity 31

If you are considering or planning to attend a four-year college, complete the SAT or ACT.

Prerequisite: Completion of Activity 30.



Visit the Post-ITT Website and go to each school of interest. (See Activity 28.) Determine whether the school requires the SAT or the ACT as an admission consideration.

Make an appointment with your high school guidance counselor to discuss the steps you must take to prepare for the SAT or ACT. Request information on:

- Classes or instruction to help prepare you for the SAT or ACT
- Available testing accommodations
- Procedure to determine your eligibility for accommodations
- Necessary paperwork and application to request accommodations
- Application materials to schedule the SAT or ACT



Record all tasks and deadlines on the *Planning Calendar*. (See Activity 24.)



You will find additional information to help you prepare for the SAT or ACT at the following web sites:

<http://www.collegeboard.com>

<http://www.act.org/>

In addition, use an Internet search engine such as <http://www.google.com> to find other websites that may be of help.



Complete and submit your application to take the SAT or ACT. If you are eligible for testing accommodations, complete and submit the necessary paperwork. Pay attention to the deadlines.

Attend a preparation class that may be available. Take the SAT or ACT.



Discuss the test-taking experience and your test results with a teacher or guidance counselor. Does your test score meet the admissions requirements at your colleges of interest? If your answer is “no,” make plans to re-take the test and discuss the following questions.

- In what areas of the test would I like to improve my score?
- What steps do I take to improve my score in those areas?
- Did I use the accommodations I am eligible to receive?
- What steps in this activity do I repeat to prepare for a re-take?

Applying to College

Activities 31: Complete admission or placement tests

Following a meeting with a counselor and research on the Internet, students take the necessary tests. Using the testing information students revise their plans if necessary.

Planning – Note test dates on the *Planning Calendar*. Review practice tests and applications for accommodations. The counseling and career center offices usually have up-to-date testing information. Review test score information and how it relates to college admission. Many communities offer pre-college test preparation classes. Your counseling office may have information on local classes. Practice tests predict how students will score on an entrance test. Look carefully at entrance requirements to learn what different colleges expect. Once students receive scores, they need to discuss the results with the school guidance counselor.

Warm up Activity - If students have spent time preparing for tests and requesting appropriate accommodations, give last minute encouragement and review standard general test taking strategies. The challenge may come later once the scores are received. If test scores do not meet admission requirements (or are not likely to), students will need to revise their plans. Those revisions may be retaking the admission test or rethinking their college goal.

Evaluating Progress

- Can the student state if his/her scores meet admission requirements?
- Can the student name areas of improvement required?
- Does the student have a plan to improve his/her scores?
- Did the student use accommodations during the test?
- If the students did not meet admission/placement criteria with accommodations is he/she revising the plan?
- Is the student able to state an alternate plan?

Applying to College

Activity 32

If you are planning to attend a community or technical college, complete the ASSET or COMPASS or other required college placement test.



Visit the Post-ITT Website and go to each school of interest. Click on “Admission and Registration” and then read the information on the ASSET or COMPASS test in the “Admission” section. Some schools will provide you with a link to admission information on their college web site that will provide information on the ASSET/COMPASS. To find general information on the ASSET or COMPASS tests, visit the ACT Website at <http://www.act.org/asset/tests/> or <http://www.act.org/compass/index.html>. You can also make an appointment with your high school guidance counselor. Questions to consider asking include:

- What is the ASSET/COMPASS test?
- How long is the test?
- How are the test scores used in terms of my admission to a community or technical college?
- What testing accommodations are available?
- How do I determine my eligibility for accommodations?
- What steps do I take to apply for test accommodations?
- What steps do I take to sign-up for the test?



Complete and submit your application to take the ASSET or COMPASS test. If you think you are eligible for testing accommodations, complete and submit the necessary paperwork. Pay attention to application deadlines. Record all tasks and deadlines on the *Planning Calendar*. (See Activity 24.)

Take the ASSET or COMPASS test.



Discuss the test-taking experience and your test results with a teacher or guidance counselor. Are your test scores an accurate reflection of your academic abilities? If your answer is “no,” make plans to re-take the test and discuss the following questions:

- In what areas of the test would I like to improve my score?
- What steps do I take to improve my score in those areas?
- Did I ask for and receive the accommodations I am eligible for?

If you believe that your test scores are an accurate reflection of your current academic skill and they require you to take pre-college classes, meet with your teacher or counselor to discuss. Here are some questions you might consider:

- How long does it usually take for students to complete these classes?
- How will I know if I’m making progress?
- Can I start other classes while I’m taking pre-college level classes?
- Are there alternative ways to reach my career goal?

Applying to College

Activities 32: Complete placement tests

Following a meeting with a counselor and research on the Internet, students take the necessary tests. Using the testing information students revise their plans if necessary.

Planning – Many two year colleges require only placement tests. These tests determine if the student’s skills are at a level that will allow them to benefit from college level course work. If the skills are not at these levels, the student will be required to enroll in developmental or adult basic education (ABE) classes. Learn about the timeline for progressing through pre-college classes at a local community or technical college. Some students may revise their goals after receiving their test results. To learn more about these tests request samples from a college or consider taking the test yourself to become familiar with the both the content and the test environment.

Warm up Activity – Investigate and discuss with student the process for applying for accommodations. Talk with them about the purpose of placement tests and share any sample tests you may have. Discuss the role of developmental and ABE classes at college and how taking those classes will lengthen the time necessary to complete the college. Ask the students to consider whether this is something they will be willing to do and if not discuss alternative plans.

Evaluating Progress

- Can the student state if his/her scores meet placement requirements for the course of study of interest?
- Can the student name any areas of improvement required?
- Does the student have a plan to improve his/her scores?
- Did the student use accommodations during the test?
- If the students did not meet placement criteria with accommodations is he/she revising the plan?
- Is the student able to state an alternate plan?

Applying to College

Activity 33

Complete and submit the application and supporting materials for the colleges that you have an interest in attending.

Prerequisites: Completion of the activities in Sections 3 and 4 that assist you in determining and qualifying for colleges of interest.



Acquire all application materials for each college you have an interest in attending. These materials can be requested over the phone, by mail, or linking to the college through the Post-ITT Website.

Make a copy of each application form so you will have a practice application for each school. Complete the practice applications. Write the drafts of any required essays.



Meet with a family member, counselor, or teacher and review your practice applications and essay drafts.



Make changes based on their feedback. Write a final copy of any required essays, complete the original application forms and arrange for all other materials required for application (such as ordering transcripts, teacher recommendations, etc.).

- Submit your applications.
- Meet all application deadlines.
- Enclose any required fees for application.

Activity 33: Complete and submit college applications

Students complete the tasks necessary to apply and be admitted to a college of their choice. Depending on the college under consideration, this activity may involve a great deal of work. Whether the college has an elaborate admission procedure that includes interviews, letters, an essay, a transcript, admission tests, placement tests or simply requires the completion of an online registration/application form; the process and related timelines are important.

Planning - Become familiar with college application forms and deadlines for local colleges. Pair mentors with students likely to need support. Assess the magnitude of the application task ahead for each student.

Warm up Activity – *Activity 33* has students complete a college application. Before doing this activity, your students should gather the necessary information for the application. The information most likely includes admission and/or placement test scores, a high school transcript, an essay from the student, and letters of recommendation. Pulling all of this information together is a process that will require students to use organizational and self-advocacy skills as well as the information that they have previously compiled.

Develop a bulletin board that illustrates the process for local 2 and 4 year colleges using magnified facsimiles of applications, transcripts, essays, letters of support, etc. Refer to the board and add your students work to it as appropriate (not disclosing confidential information, of course).

Counseling Office -Invite a guidance counselor to speak about the process. Learn from this counselor what resources are available to all students in your school. These may include seminars, books, computer programs, campus tours, and evening orientations.

Applying to College

Application – The college application itself will vary by institution. There are universal applications used by some colleges or state systems, some applications may be done online, and some must be filled out by hand. Share sample applications and online forms with students and together make a list of information that students will need in order to complete them. Compare the difference between 2 and 4 year college forms and required supporting materials.

Essays - Consider collaborating with your colleagues in the English department on college essay assignments or learn from them the assignments that they already use to support students in this process. Developing a good essay takes time and the skill acquired over many years. Begin considering the need for such an essay early and adjust your instruction toward meeting this goal as necessary. Begin a collection of typical questions from different types of colleges. Post them on your bulletin board and discuss how the questions might be approached. Read and critique essays written by others. You will find abundant examples by searching on the key words “sample college application essays” on an Internet search engine.

Letters of Recommendation – Ask about the lead time teachers need to write letters of recommendation and role play requests to be made. Discuss with your students what they want to see in their letters of recommendation and who it is in the school that has had an opportunity to see those qualities. Have students develop a personal fact sheet or resume that gives teachers a starting point.

Transcript – Explain the function of the transcript and the difference between an official transcript and an unofficial document of courses taken. Investigate the procedure for requesting transcripts in your school and any cost involved. Some colleges may request a transcript at the time of admission and another to confirm continuing eligibility based on the senior year.

Supplemental Resources

Check with the career and counseling staff for information or pamphlets on completing applications. Colleges may post sample applications online.

Evaluating Progress

- Did the student draft an acceptable application essay?
- Did the student get letters of recommendation in a timely manner (if required)?
- Did the student properly complete the application form?
- Did the student meet the deadline for application?

Applying to College

Activity 34

Learn about financial aid resources and the procedures to apply.

Colleges charge tuition and fees. There is a variety of assistance available to help students meet college costs. Financial aid can be found through scholarships, grants, student loans, and work-study programs. There is often a relationship between your financial need and getting assistance.



Visit the Post-ITT Website and link to one or two colleges of interest. Search each school site for information on financial aid.

For each school of interest, record your answers to the following questions:

- What is the cost of college tuition? Room and board? Books and fees?
- What types of financial aid are available?
- What are the eligibility requirements to receive each type of financial aid?
- How do I apply for financial aid?

For additional information on financial aid resources and general application procedures, contact:

<http://www.finaid.org>

<http://www.easi.ed.gov/>

Additional website addresses for information on financial aid can be found on the Post-ITT Website by selecting **Resources** and by using search engines such as <http://www.google.com>.



Discuss the financial aid information you have recorded with your parents.

Activity 35

If you are applying for financial aid, complete financial aid applications.



Acquire all financial aid information for each college you have an interest in attending. Financial aid applications may be requested at your career center or by contacting the college over the phone, by mail, or through the Post-ITT Website.



Record financial aid deadlines on your planning calendar. (See Activity 24.)



Make a copy of the blank application form(s) and complete at least one practice application. You may need to have the help of your parent to have all the information the application requests.



Review the practice application with your parent. If you need additional assistance in completing the application, you can enlist help from a high school guidance counselor, the financial aid office at the college you plan to attend, or at the following websites:

<http://www.finaid.org> or

<http://www.easi.ed/>



Using the practice application as a guide, complete the final application(s). Mail all application materials before the specified deadlines.

Applying to College

Activities 34 and 35: Complete and submit financial aid applications

Working with their parents, students complete the necessary financial aid forms.

Planning - Become familiar with FAFSA form. Use the Websites listed below and in the activities themselves to learn more about applying for financial aid.

Warm up Activity - Use the glossary to review financial aid vocabulary with the students:

- Financial aid
- Grant
- Loan
- Work study
- Scholarship
- Financial need

Activities 34 and 35 have students research and complete financial aid applications. The process can be overwhelming. Discuss with students how much support they will receive from their families. This includes support in the application process as well as direct financial support. As you might expect, family support available to students varies considerably. Some families may choose not to complete financial aid forms. This will effectively block access to many sources of aid. Others may be willing to complete the forms but need some help. Become aware of the resources available in your school through the counseling office or career center. After-school and evening seminars are often available to students and their families. Make sure you are aware of these opportunities and take full advantage of them. The financial aid needs of students with disabilities are often no different than those of their non-disabled classmates.

Although there are many worksheets available to help establish the costs of college and the related need for aid (see resources section below), it is probably a good idea to start with a simple approach by helping students become aware of the need for information related to the following questions:

- **Tuition, supplies and books:** *How much does being a college student cost at the institutions I'm interested in?*
- **Room and board:** *What are the housing and food options and what will they cost?*
- **Other necessities and options:** *What are the other obligations (family support? child support? existing loan payments?), necessities (insurance, transportation, clothing, etc.) and options (entertainment, organizations, subscriptions) that require funding.*
- **Savings:** *What has been saved?*
- **Earning potential while in college:** *How much can be earned and at what cost (hours per week)?*
- **Direct financial support from family**
- **Financial Aid:** *What will be needed from Financial Aid? What form of aid (grants, loans, work study, scholarship)?*

Get a general idea of how much college will cost and what resources the student may have available or need. Through this discussion, guide the student to a decision as to whether or not he/she needs financial assistance. *Activities 34 and 35* are meant as awareness raising and a check point for students to take action. The actual process should be done in conjunction with the experts (your school's guidance counselor and the students' parents). Discuss the activities with them prior to beginning these *Activities* to coordinate your efforts. Part of this discussion should be the confidential nature of data requested on financial aid forms and how that confidentiality will be maintained.

Applying to College

Supplemental Activities and Resources

In addition to the Web resources listed on the *Activities* 34 and 35, the following Websites will provide useful information.

Ladders to Success, A Student's Guide to School After High School by Jennifer MacKillop, MSW
http://www.k12.wa.us/specialed/Links/ladders_to_success.pdf

Section 3 provides financial aid information and checklists. *Ladders* provides a good starting point and monitoring system for work on obtaining financial aid.

Creating Options: A Resource on Financial Aid for Students with Disabilities
<http://www.heath.gwu.edu/>

HEATH is the national clearinghouse on information related to postsecondary education and disabilities. *Creating Options* is one of its publications that address issues related to disability and financial need. This 16 page downloadable document is a clear primer that is appropriate for both students and parents. It gives the basics of how to obtain financial aid for a college education and then goes on to provide information specific to individuals with disabilities. For example, the publication discusses the relationship between eligibility for financial aid and the assistance that may be available through state vocational rehabilitation agencies. Links to other, more extensive resources are provided. This resource will prove invaluable for individuals learning the basics of financial aid as well as for those looking for specific or specialized information such as financial aid for a specific disability or private foundation funding.

College Opportunities On-Line
<http://www.nces.ed.gov/ipeds>

College Opportunities On-Line provides a wealth of information related to college costs and financial aid. The website uses the National Center on Educational Statistics database to match student interests and preferences with data supplied by over 9,000 colleges in the United States.

FAFSA on the Web
<http://www.fafsa.ed.gov>

The Free Application for Federal Student Aid (FAFSA) Website contains step by step instructions to complete this important application which is necessary for many forms of financial assistance. This is a “must use resource”.

Evaluating Progress

- Has the student discussed Financial Aid with their parents?
- Does the student understand basic financial aid vocabulary?
- Is the student's plan realistic?
- Did the student meet the deadline for application?

Disability Services

Scope

Relying on the previous development of self-advocacy skills, this section has students apply these skills to obtaining disability services at college. Students are introduced to disability law, the requirements and demands of college courses, and support services that may be available. Students will understand what is required to obtain assistance and meet with a disability services coordinator.

The Student will:

- **Learn about the law that applies to disability services in college.**
In *Activity 36*, students compare laws that govern disability services in high school and college.
- **Understand the requirements and demands of college coursework.**
In *Activity 37*, students gain insight into the difficulty of college classes by examining course descriptions and textbooks.
- **Learn about disability services and how they vary from college to college.**
Students compare disability services at colleges of interest in *Activities 38* and *39*.
- **Understand how to qualify for disability services.**
In *Activity 40*, students learn about disability documentation requirements.
- **Understand how to obtain support services.**
In *Activities 41* and *42*, students arrange an appointment and speak with a disability services coordinator.
- **Establish eligibility for disability services.**
After being admitted to a college, students present documentation and request accommodations in *Activity 43*.

Rationale

In the K-12 system it is the responsibility of the school to meet the learning needs of all students. These same students must assume the responsibility for their learning needs once in college. To ease this transition, *Accessing Disability Services* engages students in activities that will increase their knowledge of support available at college. This requires students to be realistic self-advocates with an awareness of the law. Developing this understanding and practicing self-advocacy skills while in high school will help.

Getting Started

Getting Started with Your School

Now that students are using the services of the career and counseling offices, they should be operating more independently. The following two Websites are resources that will be helpful to counseling and other staff who work with you to support them.

The Association on Higher Education and Disability (AHEAD) is a national professional organization of disability services providers. This Website (<http://www.ahead.org>) contains information helpful to those new to disability services at college. Inexpensive brochures can be purchased through the site that will provide useful information to counseling staff. Inviting counselors and career center specialists to sessions using speakers from the community will also help raise awareness.

HEATH Resource Center is the national clearinghouse on postsecondary education for individuals with disabilities. With support from the federal government, publications are available free or at a low cost. Visit the HEATH

Disability Services

Resource Center at <http://www.heath.gwu.edu/> and discover the wealth of information available in papers, fact sheets, and newsletters. Many of these resources target specific school audiences like guidance counselors, special educators, deaf educators, students, and parents.

Inadequate documentation of a disability is a common problem for students with disabilities going to college. The Post-ITT Website has links to position papers on documentation guidelines developed by the Washington Association on Post Secondary Education and Disability (WAPED), a professional organization of disability service coordinators in Washington colleges. Sharing these documentation requirements with school psychologists may help them develop their evaluation reports in a way that will benefit students with disabilities making this transition. If a student's evaluation does not meet the requirements of a specific college, he or she is responsible for getting and paying for the appropriate documentation.

Getting Started with your Community

College students and disability service coordinators have valuable information to share. If you have not done so already get to know these coordinators at local colleges. Here are some other ways to use the resources in your community:

- Invite guest speakers
- Take field trips
- Become familiar with DO-IT (an electronic community) at <http://www.washington.edu/doiit>.
- Encourage students to use DO-IT Pals; directions are included in *Activity 13* of the Assistive Technology Section on how to become a DO-IT Pal.

Getting Started with Parents

Parents need to become aware of how students become eligible for disability services. Having a parent information meeting is a good way to share information. Post-ITT provides parents with information on relevant topics such as disability law in college, their changing role, and other information specific to colleges of interest.

Getting Started with Students

Soon junior and senior students will take on a major new responsibility. Think about your students' self-advocacy skills. Many will need additional guided practice. Consider how well the students understand their strengths and if they are able to effectively describe their disability related limitations. Practice will increase their comfort in this challenging task.

Students with disabilities need a good understanding of how they learn and the ability to present this information to others. Knowledge of disability law and how to request accommodations is essential. Assure students that you will support them in this transition.

Supplemental Resources

LD Online

http://www.ldonline.org/ld_indepth/postsecondary/requesting_accommodations.html

Requesting Academic Accommodation, Sheila Graham, Ed.D., and Ronald L. English, M.Div., focus on disclosure and self-advocacy at college.

LD Online

http://www.ldonline.org/ld_indepth/postsecondary/ahead_504.html

Section 504 The Law and Its Impact on Postsecondary Education, American Council on Education provides an overview of the law as it relates to college.

Disability Services

The Great Lakes ADA and IT Center

<http://www.adagreatlakes.org/>

This Website provides information for teachers and others on current issues in Postsecondary Education, the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act of 1973. The Center is one of 10 regional centers funded by the National Institute on Disability and Rehabilitation Research (NIDRR), a division of the U.S. Department of Education. The Center's purpose is to provide technical assistance and training to businesses and people with disabilities regarding the Americans with Disabilities Act of 1990.

LD Online

http://www.ldonline.org/ld_indepth/postsecondary/vogel_tips.html

Ways that Students Can Help Themselves is a list of tips for students taken from *College Students with Learning Disabilities: A Handbook* by Dr. Susan Vogel.

Nuts and Bolts 2000

<http://www.jsu.edu/depart/dss/Nuts&Bolts2000/intro.html>

Accessed through the Jacksonville State University website, *Nuts and Bolts 2000* provides information created especially for deaf and hard of hearing individuals transitioning from high school to postsecondary education. Much of the information is relevant for students with other types of disabilities.

Ladders to Success, A Students Guide to Life After High School

http://www.k12.wa.us/specialed/Links/ladders_to_success.pdf

Ladders to Success, by Jennifer MacKillop, MSW is a handbook containing information relevant to college and accessing disability services.

Disability Services

Activity 36

Learn about your legal rights and your responsibilities as a student in high school and in college according to the federal laws: the *IDEA, Section 504 and the ADA*.

Vocabulary

- *Individuals with Disabilities Education Act (IDEA)*
- *Section 504 of the Rehabilitation Act of 1973 (Section 504)*
- *Americans with Disabilities Act (ADA)*



Visit the Post-ITT Website and click on **Disability Law**. Click on each of the following laws:

- *Individuals with Disabilities Education Act (IDEA)*
- *Section 504 of the Rehabilitation Act of 1973 (Section 504)*
- *Americans with Disabilities Act (ADA)*

Review the summary statements, questions and answers for each law. You may want to continue reading detailed information on these laws.

Click on Comparisons between the *IDEA, Section 504 and the ADA*. In this section and in the summary statements mentioned above, find the information you need to answer the following questions:

- Which of the three laws apply to public schools? To colleges?
- What is the purpose of each law?
- Who is protected under each law?
- Which law no longer applies after high school graduation?
- Whose responsibility is it to identify students having academic difficulty in public schools? In colleges?
- How is eligibility to receive services determined for a high school student? College student?
- Under each law, who is responsible to advocate for students with disabilities?



Discuss what you learned with a special education teacher or a guidance counselor (or in a classroom discussion). As a college student, what will you do to qualify for disability services?

Activity 36: Learn about Disability Law

Students research federal disability laws.

Planning - Become familiar with disability laws that pertain to postsecondary education by reading the *Disability Law* section of the Post-ITT Website. You can find more information online (see below) or by talking with the disability service coordinator at a local college.

Warm Up Activity - Discuss the difference between a right and a responsibility. Ask students to brainstorm some of their rights as well as their responsibilities. Have them work in small groups. Start the brainstorming by using examples of rights and responsibilities at home.

- *What are your rights?*
- *What are your parent's rights? What are your responsibilities?*
- *What are your parent's responsibilities?*

Disability Services

Move the discussion from home to high school.

- *What are your rights as a student?*
- *Your responsibilities?*
- *What are the school's rights and responsibilities?*

Give students specifics about school responsibilities related to their disability. Ask them to speculate on whether they believe they will have the same rights and responsibilities in college. If not, ask them to describe how they think these will change.

Activity 36 involves students in comparing federal laws that affect how they receive services in high school and in college. Discuss the differences between high school and college. Review what they learned in the *Self-advocacy* section. The discussion should include the following:

- A review of the students' disability documentation and its importance in college.
- A discussion of how they have been taking charge of their disabilities and learning. The students should have some understanding of why that attribute is important for college success.
- Appropriate accommodations and a comparison of how they are obtained in high school versus college.

After having the above conversation, briefly talk about how the law and responsibilities will change when they enter college.

- College students must be qualified for the program they are enrolled in. They are not entitled to services in all programs.
- College students usually must prove they have a disability in order to obtain service.
- Colleges must provide **access** through academic adjustments and auxiliary aids.
- College students must identify the need for that access, request it, and monitor its effectiveness.

Supplemental Activities and Resources

The Disability Support Services Website at The George Washington University

<http://gwired.gwu.edu/dss>

This Website provides a useful outline of the rights and responsibilities of college students with disabilities wishing to access accommodations. The information provided is applicable to most colleges.

The Great Lakes ADA and IT Center

<http://www.adagreatlakes.org/transcrip/post-ed.htm>

This Website provides information for teachers and others on current issues in Postsecondary Education, the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act of 1973. The Center is one of 10 regional centers funded by the National Institute on Disability and Rehabilitation Research (NIDRR), a division of the U.S. Department of Education. The Center's purpose is to provide technical assistance and training to businesses and people with disabilities regarding the Americans with Disabilities Act of 1990.

Ladders to Success, A Student's Guide to School After High School, by Jennifer MacKillop, MSW.

http://http://www.k12.wa.us/specialed/Links/ladders_to_success.pdf

Ladders to Success provides summary information on legal rights and responsibilities at college in Section 4.

LD online

http://www.ldonline.org/ld_indepth/postsecondary/ahead_504.html

Disability Services

Article *Section 504 The Law and It's Impact on Postsecondary Education*, American Council on Education gives a good overview of Section 504 as it relates to college.

Evaluating Progress

- Is the student able to accurately compare and contrast the disability laws?
- Is the student able to explain how rights and responsibilities change as he or she moves from high school to college?
- Is the student able to explain how to become eligible for disability services at a college of interest?

Activity 37

Learn about the requirements and demands of college course work.

Vocabulary: Syllabus

In this activity you will use the Post-ITT Website to explore assignments, readings and expectations for college classes.



Go to the Post-ITT Website. Click on **Colleges** and select a college of interest to you.

Visit one of the classes. Read the course description and syllabus. Be aware that colleges structure their websites in different ways. Some may not have course syllabi online. You may have to try several colleges and several courses to do this activity.

Hint: Use the website search feature to search for “syllabus” or “course description”. Don't get discouraged. If you are unable to find a syllabus on a college website, use a college bookstore (see below) to review a textbook.



Try to find the information on at least two freshman courses (100 level). With each course, list all of the requirements a student must complete to pass. Think about how these courses differ from high school.



Visit a local college bookstore and look through a textbook for a 100 level course. Make a note of:

- The number of pages
- How long it takes you to read a page
- The length of a chapter
- The use of pictures, illustration and study aids
- The difficulty of the vocabulary
- The length of sentences



Ask yourself how this book differs from those you used in high school. How will you get the information you need from this text?

Discuss with a teacher or parent what you discovered and what you think it means for you.

Disability Services

Activity 37: Understand demands of college

Students research college requirements by examining course descriptions and textbooks.

Planning - Locate a college course outline or syllabus on the Internet. You can refer students to the URL or make copies of a college course syllabus to use with the group. Sitting in on a college class and reviewing college texts at a bookstore will also be valuable experiences. Another approach is to obtain a variety of books for students to examine in class.

Warm Up Activity - Discuss the requirements of high school classes. Compare the demands of their current classes with those they experienced in middle and elementary school. Ask how the demands have changed. Probe for specifics:

- *Why are they harder?*
- *How much more time do you spend studying now?*
- *What more is expected of you now?*

Guide the discussion towards an understanding that even more independent work is required in higher education. Have students predict how the demands in college will be different from what they are used to. Be specific. Have them predict numbers of pages of reading in textbooks, books read in English class, equations solved in math class, etc.

Evaluating Progress

- Can the student describe specific differences between high school and college classes?
- Is the student able to estimate how much time will be required for work outside of class?
- Did the student notice the details of college classes such as grading and attendance policy?
- Can the student describe significant differences between high school and college texts?

Disability Services

Activity 38

Learn about the range of services available through disability services. Learn how colleges may provide different services.

Vocabulary: disability services academic accommodations

Nearly all colleges have an office designated to assist students with disabilities who have identified themselves and requested accommodations. This office may be called Disability Services, Disability Support Services, Student Services, Access Services or other names.



Select the **Colleges** tab on the navigation bar on the Post-ITT Website. Research and write down who and how you can contact the disability services office for one or more colleges of interest. A form is available for Activity 38, on the Post-ITT Website.* Next, read about the various accommodations and support services available at this college. Either print out this section or take notes to summarize those services.



Write a paragraph or an outline to compare the differences and similarities in support services at each of these schools.



Discuss what you learned with a parent or a special education teacher or guidance counselor.

Activity 39

Learn about assistive (or adaptive) technology and your need for these services.

Vocabulary : Assistive or adaptive technology

In Activities 10-17 you learned how assistive technologies can accommodate limitations caused by a disability. This activity helps you explore the assistive technology services available at colleges.



Using the Glossary look up a definition for assistive technology. Write the definition in your own words. List several examples.
Use Post-ITT to research the types of assistive technologies available at a college of interest. Read the assistive technology section and take notes on any equipment that you may have used or you have developed an interest in as a result of Activities 10-17.



Repeat with a second college of interest. Compare the differences and similarities between the schools.



Visit the DO-IT site on the Internet at <http://www.washington.edu/doi/>. Click on the highlighted word technology and explore the information available on adaptive technology used by DO-IT scholars.

Visit the website of the Assistive Technology Resource Center in your state by using the index in Post-ITT. Start with the **Resources tab** and follow the links for assistive technology.



Discuss with a family member, your special education teacher, or guidance counselor how assistive technology will help you succeed

Disability Services

Activities 38 and 39: Research services at different colleges

Students compare disability services at colleges of interest.

Planning - Review disability services at several colleges on the Post-ITT Website to prepare yourself for this discussion. This will help you become familiar with the Post-ITT information format. You will find that some colleges in Washington State have extensive information on both assistive technology and disability services. Preview colleges in your area that have the note: “Additional information on the Post-ITT Website” when you select them from the menu on Post-ITT. Preview the *Assistive Technology* section in Part 3 of *Colleges* published on the Post-ITT Website.

Worksheet - *Activity 38* includes a worksheet. The *Disability Services Comparison Worksheet* provides enough space for students to list information on 3 different colleges and compare accommodations.

Warm up Activity - Review the concepts of accommodations and assistive technology with the students. Discuss commonly used accommodations and different types of technology. Talk about the fact that not all colleges provide services in the same way and that they may have different resources available. Explain that they will be doing research on how colleges of interest provide disability services. They will investigate whether the accommodations they need are available and how they are obtained.

Activity 38 has the student research and compare accommodations available at different colleges. This activity’s purpose is to determine which colleges have the needed accommodations. Review the accommodations that have worked well. Try out other accommodations that may be helpful.

Before doing *Guidance Activity 38*, students should rate the accommodations they use on a helpfulness scale; the higher the rating the more essential the accommodation and consequently the higher the priority.

Activity 39 is similar to *Activity 38*. It addresses assistive technology available at different colleges. Repeat the last warm-up activity by substituting assistive technology for accommodation.

Supplemental Resources

The George Washington University Disabled Student Services Website

<http://gwired.gwu.edu/dss>

The Website for The George Washington University Disabled Student Services office provides a particularly clear outline of services commonly provided. The information gives a good overview of the range of accommodations of services that may be available in other colleges as well.

Ways That Students Can Help Themselves

http://www.ldonline.org/ld_indepth/postsecondary/vogel_tips.html

Accessed through the LD Online Website, *Ways that Students Can Help Themselves* is a list of tips for students taken from *College Students with Learning Disabilities: A Handbook* by Dr. Susan Vogel.

Nuts and Bolts 2000

<http://www.jsu.edu/depart/dss/Nuts&Bolts2000/intro.html>

Accessed through the Jacksonville State University Website, *Nuts and Bolts 2000* provides information created especially for deaf and hard of hearing individuals transitioning from high school to postsecondary education. Much of the information is relevant for students with other types of disabilities.

Disability Services

Evaluating Progress

- Can the student describe the differences in services at colleges of interest and evaluate which are good matches?
- Is the student able to compare assistive technology at different colleges?
- Can the student describe in detail how colleges of interest provide specific accommodations and assistive technology?

Activity 40

Learn how to qualify for disability services at college.

Prerequisite: Completion of Activities 1-9.

Different colleges may have different requirements, but as you have learned, all colleges require documentation of a disability in order to provide accommodations. WAPED, the professional organization of disability service coordinators in Washington State, has developed guidelines for the documentation required to be eligible for accommodations. Compare your documentation with these guidelines, using the *Disability Documentation Evaluation Worksheet* (Activity 40 worksheet on the Post-ITT Website*).



Obtain a copy of your current disability documentation. You will need the assistance of a teacher or parent/guardian.

Obtain a copy of the appropriate disability documentation guidelines from the Post-ITT Website.



Using the Disability Documentation Evaluation Worksheet, compare each required element from the guidelines to your own documentation. Work with a family member, school counselor, or special education teacher. Determine if you have questions for a disability services coordinator or if there is a need for additional information in your documentation. **If your disability documentation does not meet the requirements, you will need to obtain additional documentation.** For more detail see Post-ITT Website Resources.



Select one or two colleges from the Post-ITT Website that you are considering attending. Follow the links on Post-ITT or college web pages to learn about how to qualify for disability services.



Think about and discuss with your teacher or family member how qualifying for services in college is different than qualifying for services in high school.



Write a summary of the action steps to get the necessary documentation.

Discuss your action steps with a teacher or guidance counselor. Identify which steps you will take while you are still in high school to prepare yourself for eligibility. Record those activities on your *Planning Calendar* (see Activity 24) and take action to accomplish each step.

Disability Services

Activity 40: Understand how to qualify for services

Students compare the documentation of their disability with the requirements of a college(s) of interest.

Planning - Become familiar with the Washington Association of Postsecondary Education and Disability (WAPED) position papers on disability documentation found on the Post-ITT Website. Some colleges provide their own guidelines and post these on their Websites. Compare these guidelines with the assessments done by your district and determine the need for additional information. Speak with your school psychologist(s) regarding ways to meet the documentation requirements.

Worksheet – *Activity 40* includes a worksheet. The *Disability Documentation Evaluation Worksheet* allows students to compare WAPED guidelines with their current disability documentation. Encourage role play to be sure the students understand how their disability is documented, the effect of the disability, and accommodations they can access.

Warm up Activity - Begin by discussing *Activities 2* and *3* in which students talked to the professional who diagnosed their disability. Ask students if they can remember how it felt discussing this with someone they didn't know. Tell students they now are far better advocates as a result of their practice over the last few years. Explain that the skills they used to do this self-advocacy in high school will soon be needed in college. A new skill they will be developing in these activities will be to speak about their disability based on written documentation. Lead a discussion around the following questions:

- *Why do most colleges ask for documentation of disability?*
- *Why would colleges be interested in specific test results?*
- *Why might the colleges want the tests to have been conducted recently?*
- *How do you think the information will be used?*
- *Who do you think will see this information? Do you think that you will have any control over that?*

Evaluating Progress

- Can the student explain how qualifying for services may differ from college to college?
- Is the student able to compare requirements of a college to his/her disability documentation and determine if it is adequate?
- Based on current disability documentation, does the student understand which accommodations he/she would be eligible for?
- Does the student have a plan if the documentation is not adequate?

Disability Services

Activity 41

Make an appointment with a disability services (DS) coordinator.

Vocabulary: Disability services

Prerequisite: Completion of Activities 1-9.



Identify one or two colleges that you are considering.

Using the contact information from Activity 38, compose an email or letter to each disability services coordinator with the following information:

- Introduce yourself, your grade, and the name of your high school.
- Tell why you are interested in the college.
- Inform the coordinator of your specific disability, your learning strengths, and the accommodations that you currently receive.
- Request the specific requirements that this college has for disability documentation.
- Request a time to meet with the disability services coordinator through a phone conference.

Arrange for a teacher, counselor, or a career counselor to be present during your scheduled phone conference.

Before sending your email message or letter, have it checked by a teacher, counselor, or parent.

Activity 42

Coordinate a phone conference with a disability services (DS) coordinator.

Prerequisite: Completion of Activities 1-9, 38, 40, and 41. Be prepared for your telephone conversation with the disability services coordinator(s) you contacted. In Activity 31 you researched accommodations at college.



Visit the Post-ITT Website and review information on disability services at the college(s) where you have interviews. Read the procedures used by the disability services office and the accommodations that are frequently provided.



Be ready to provide information about your academic strengths and difficulties. Consider:

- What are your academic strengths?
- What is your disability?
- How does it interfere with your learning?
- What kind of support services have you used in high school?

Make a list of the questions or concerns you will address with the disability services coordinator. Some examples are:

- How do students contact you for help?
- How often will I work with you?
- How are my instructors informed of the accommodations I will need?
- What are my instructors told about my disability?
- What documentation will I need to establish my eligibility for services? Use the *Disability Documentation Evaluation Worksheet* developed in Activity 40.
- If I were to apply to and be accepted at (college name), when would be the best time to have my first meeting with you?
- Please give me an idea of the support services that I may be able to receive.



Now it's time to make your call! Along with the teacher, counselor and/or parent, talk with the DS coordinator over a speaker phone. Ask your interview questions and write down the answers (or ask the person with you to write the answers so you can concentrate on the conversation). When the interview is complete, ask for clarification on any points you didn't understand. Ask the disability services coordinator about the next steps you should follow. Of course, remember to thank everyone for their time and help.



Discuss your interview with the adult who participated with you and write down on your Planning Calendar (see Activity 24) important dates reflecting action you must take.



Take action on each task you have recorded.

Disability Services

Activities 41 and 42: Understand how to obtain services

Students contact and speak with a disability services coordinator to obtain information on how to obtain services.

Planning – Using role playing, assess the phone skills of each student and determine how much practice will be needed. You may want to email disability services coordinators to give them advance notice of the call or calls that will be coming.

Activities 41 and 42 encourage students to contact a DS coordinator and introduce themselves as a student with a disability. Review with them their learning strengths, limitations, and effective accommodations they used in high school. Practice introductions with a teacher in the building who they don't know very well. Afterward, have the student ask the following questions to determine whether the teacher got an accurate picture of who they are:

- *Did I name my disability by its medical name?*
- *Could you understand how my limitations affect my learning?*
- *Do you know what makes schoolwork easier for me?*
- *Did I explain my academic strengths without sounding like I was bragging about myself?*
- *What things could I have said better?*

Supplemental Activities and Resources

Ladders to Success, A Student's Guide to School After High School, by Jennifer MacKillop, MSW.
http://www.k12.wa.us/specialed/Links/ladders_to_success.pdf

Ladders to Success provides a list of sample questions that might be used as a starting point for students.

Evaluating Progress

- Is the student prepared to schedule a meeting with a disability service coordinator (see bulleted list in *Activity 41*)?
- Is the student able to describe strengths, disability limitations and support services used in high school?
- Was the student able to obtain accurate information (see bulleted list *Activity 42*)?
- Does the student have an action plan for tasks needing to be accomplished?

Disability Services

Activity 43

After your admission to a college is confirmed, meet with disability services to establish your eligibility for services.

Prerequisite: Activities 36-42 and Admission to a college. Once you have been admitted to a college, it is important to meet with a disability services coordinator at the earliest possible date. This will allow you to resolve any difficulty with your documentation and give the disability services office sufficient time to arrange for accommodations. Accommodations such as books on tape and Braille text may require 4 to 6 months.



Schedule an appointment to meet on campus with the disability services coordinator. If you are still uncertain, be sure to ask what type of information and documentation you must bring to this meeting to establish your eligibility for service. See Activity 40-2. Take notes or ask to record this conversation.

Present your documentation and discuss anything you need to add to the information you currently have.

Talk about the responsibilities and procedures that you as a college student must follow to access support services.

Discuss the accommodations you think you are eligible to receive.

Write down any tasks that you will need to complete and record all deadlines on your *Planning Calendar*. (See Activity 24.)



Review what you learned and tasks to be completed with your teacher, parent and/or counselor.



Take action on each task you have recorded.

Activity 43: Establish eligibility for disability services

Students present documentation and request accommodations at the college of interest.

Warm Up Activity - Meet individually with students to help them review their documentation and requests for accommodations. Discuss:

- *Does the documentation state the disability in clear accepted diagnostic terms?*
- *Are test results referenced and dated?*
- *Is there a link between the disability and how it functionally limits the student in learning?*
- *Is the report signed by an appropriate diagnostician?*
- *Can the student describe the disability?*
- *Can the student discuss related and effective accommodations?*

Evaluating Progress

- Has the student met with the disability service coordinator at the college they were admitted to?
- Can the student explain whether or not his/her disability documentation is adequate?
- Can the student describe his/her responsibilities once in college?
- Can the student describe what accommodations he/she is eligible for and requires?
- Does the student have a written plan of action for remaining tasks?

Adult Services

Scope

Students explore services available from different adult human service agencies, including Vocational Rehabilitation.

The Student will:

- **Learn about agencies that provide support services to individuals with disabilities.**
In *Activity 44*, students research agencies that may provide services while they are in college.
- **Learn about services provided through Vocational Rehabilitation.**
In *Activity 45*, students research vocational rehabilitation services.

Rationale

This section is brief but important because services that were available as an entitlement during high school may only be available through adult human service agencies or by private payment in college.

Getting Started

Getting Started with your School

The school district will have staff familiar with adult agencies that serve students with disabilities. If you are not familiar with adult agencies, speak with your colleagues who are.

Getting Started with your Community

Create a network ahead of time to locate appropriate agencies. Transition Specialists, fellow special education teachers, and parents are some of the people that may have information to share. Invite agency representatives to explain their services to students and parents.

Getting Started with Parents

The annual IEP meeting provides an opportunity to share information on adult agencies. Recommend that students and parents explore all possible resources to determine the appropriateness of services. Parents can begin gathering information early in the high school years.

Getting Started with Students

Students need self-advocacy skills to become eligible for services from most adult agencies. They will probably need to be persistent and will absolutely need to follow through on the required procedure to gain support through these agencies.

Supplemental Resources and Activities

Division of Vocational Rehabilitation

<http://www1.dshs.wa.gov/dvr>

The Division of Vocational Rehabilitation Website contains basic information about the agency along with application procedures.

The Washington State Department of Services for the Blind

<http://www.wa.gov/dsb/>

Adult Services

The Department of Services for the Blind (DSB) provides a variety of programs to blind and visually impaired persons of all ages. People whose vision is not correctable by ordinary eye care are likely candidates for services.

Activity 44

Learn about agencies that provide support services to individuals with disabilities. Private and government agencies can help while you are in college. You may already have made contact with agencies such as Vocational Rehabilitation.



If you need additional information about adult service agencies, discuss the steps you will take to identify those agencies with a family member, guidance counselor, or teacher. Resources that can assist you include:

- The Internet
- Community Resource Referral and Information Services
- The government section of the phone book.



Record information on each of the agencies you have identified. The information you find should answer the following questions:

- What services are offered by this agency?
- Who is eligible to receive services?
- How would you apply for these services?
- Which services offered by this agency might be helpful to you?
- Can any of these services help you in college?



Discuss the information you recorded with your teacher, family member, or a guidance counselor. Will you apply for any of the services offered by these agencies?



Apply for services if appropriate.

Activity 45

Learn about the services for individuals with disabilities provided by Vocational Rehabilitation.

Each state has a Vocational Rehabilitation agency dedicated to assisting individuals with disabilities to become employed. This may include providing assistance to students while in college. Funding and services can vary greatly. The process always begins with an assessment to qualify for Vocational Rehabilitation services which may also be helpful in acquiring college disability services.



Visit the website of your state Vocational Rehabilitation department. Use Post-ITT Resources, State Offices of Vocational Rehabilitation.

Review the information on vocational rehabilitation (VR) and record your answers to the following questions on the Activity 45 Worksheet found on the Post-ITT Website.*

- What services are offered by VR?
- Who is eligible to receive services?
- How would you apply for these services?
- Which VR services might be helpful to you?
- How can these services help you in your pursuit of a college education?



Discuss the information you recorded with your teacher, a family member, or a guidance counselor. Decide whether to apply for Vocational Rehabilitation services.



Apply for services if appropriate.

Adult Services

Activities 44 and 45: Learn about adult agencies

Students research adult human services.

Planning - Conduct preliminary research prior to assigning these activities. Review applications and vocabulary. Consider arranging for agency representatives to speak to students about their agencies, application process and services available.

Worksheet – *Activity 45* includes a worksheet, *Vocational Rehabilitation Department*. Students use this to record the information they learn from the Website.

Warm up Activity – *Activities 44 and 45* has students researching adult human services. Discuss how adult service agencies operate. Most agencies serve individuals based on the severity of their limitations or need. Agencies will want to know how a disability limits a person so they can qualify for services. Acknowledge that this is a different approach than they have been using with colleges.

Supplemental Resources and Activities

Division of Vocational Rehabilitation

<http://www1.dshs.wa.gov/dvr>

The Division of Vocational Rehabilitation Website contains basic information about the agency along with application procedures.

The Washington State Department of Services for the Blind

<http://www.wa.gov/dsb/>

The Department of Services for the Blind (DSB) provides a variety of programs to blind and visually impaired persons of all ages. People whose vision is not correctable by ordinary eye care are likely candidates for services.

Evaluating Progress

- Can the student describe services offered by agencies that were investigated?
- Can the student state the application procedures?
- Does the student understand which services will be helpful to him/her?
- Does the student understand how he/she will qualify for services?

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Worksheets

Planning Worksheet

Section 1 Self Advocacy

Activity 2 Sample Letter

Activity 2 Interview Questions

Activity 8 Self-Advocacy Speech

Section 2 Assistive Technology

Activity 10 Self Evaluation Guide

Section 3 Planning for College

Activity 19 Job Information

Activity 20 Goal Setting: Adult Interview

Activity 21 Discussion Guide/Future Planning

Activity 24 College Planning Calendar

Section 4 Applying to College

Activity 26 Letter Requesting Information

Section 5 Disability Services

Activity 38 Disability Services Comparison

Activity 40 Disability Documentation Evaluation

Section 6 Adult Services

Activity 45 Vocational Rehabilitation Department

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PLANNING WORKSHEET

STUDENT VERSION

Student Name: _____ Age: _____ Grade: _____ Date: _____

Circle the number that indicates your current level of knowledge or ability in the areas listed below. 1 = no knowledge or ability, 2 = some knowledge or ability, 3 = high level of knowledge or ability

Self-Advocacy:

You understand your disability, learning strengths and related accommodations and have the skill to self-advocate in the academic setting.

You have identified:

- your disability (What is it? How does it affect you in the classroom?) 1 2 3
- your learning strengths (How do you learn best?) 1 2 3
- appropriate accommodations based on disability & learning strengths 1 2 3
- how your disability documentation supports specific accommodations 1 2 3
- how to practice self-advocacy in the high school setting 1 2 3

Assistive Technology:

You understand how assistive technology can effectively accommodate your limitations.

You have an understanding of:

- assistive technology and how it can be used to accommodate learning 1 2 3
- how everyday items can be used as assistive technology 1 2 3
- which high technologies can assist you in learning 1 2 3
- the assistive technology you currently use 1 2 3

Planning:

You have established a realistic college education goal and have prepared a timeline for successful transition to college.

You have identified:

- personal interest 1 2 3
- possible career choices 1 2 3
- a college goal based on your interests and strengths 1 2 3
- academic courses required to meet your college goal 1 2 3
- a high school timeline of college planning and application activities 1 2 3

PLANNING WORKSHEET

STUDENT VERSION

Applying to College:

You have finished the college admissions process by including identifying appropriate college programs, completing admission criteria, completing financial aid applications, and providing appropriate disability documentation.

You have identified:

- colleges that match interests with academic programs and support needs 1 2 3
- admission requirements in colleges of interest 1 2 3

You have completed:

- pre-college admissions and/or placement testing (SAT; ACT; ASSET) 1 2 3
- competitive college applications, supporting letters, and essays 1 2 3
- financial aid application 1 2 3
- establishing eligibility for services by meeting with the disability services coordinator 1 2 3

Accessing Disability Services:

You understand the different roles and responsibilities of the student and school in providing disability services in college.

You have an understanding of:

- the impacts of the law on the roles of student, teacher, and school 1 2 3
- the requirements and demands of college coursework 1 2 3
- the range of support services through DS and other campus resources 1 2 3
- differences in support services among colleges 1 2 3
- your need for disability service in college and how to establish eligibility 1 2 3

Accessing Adult Human Services:

You can identify Adult Human Service agencies that provide support to individuals with disabilities enrolled in college and understand how to apply for these services.

You have identified:

- public and private agencies that provide support services to college students with disabilities 1 2 3
- application procedures for these support services 1 2 3

PLANNING WORKSHEET

PARENT/TEACHER/MENTOR/ VERSION

Student Name: _____ Age: ____ Grade: ____ Date: _____

Your Name: _____

Circle the number that indicates your current level of knowledge or ability in the areas listed below. 1 = no knowledge or ability, 2 = some knowledge or ability, 3 = high level of knowledge or ability

Self-Advocacy:

The student understands his/her disability, learning strengths and related accommodations and has the skill to self-advocate in the academic setting.

The student has identified:

- his/her disability (What is it? How does it affect student in the class?) 1 2 3
- learning strengths (How does the student learn best?) 1 2 3
- appropriate accommodations based on disability & learning strengths 1 2 3
- how his/her disability documentation supports specific accommodation 1 2 3
- how to practice self-advocacy in the high school setting 1 2 3

Assistive Technology:

The student understands how assistive technology can effectively accommodate his/her limitations.

The student has an understanding of:

- assistive technology and how it can be used to accommodate learning 1 2 3
- how everyday items can be used as assistive technology 1 2 3
- which high technologies can assist him/her in learning 1 2 3
- the assistive technology he/she currently uses 1 2 3

Planning:

The student has established a realistic college education goal and has prepared a timeline for successful transition to college.

The student has identified:

- personal interest 1 2 3
- possible career choices 1 2 3
- a college goal based on interests and strengths 1 2 3
- academic courses required to meet college goal 1 2 3
- a high school timeline of college planning and application activities 1 2 3

PLANNING WORKSHEET

PARENT/TEACHER/MENTOR/ VERSION

Applying to College:

The student has finished the college admissions process by including identifying appropriate college programs, completing admission criteria, completing financial aid applications, and providing appropriate disability documentation.

The student has identified:

- colleges that match interests with academic programs and support needs 1 2 3
- admission requirements in colleges of interest 1 2 3

The student has completed:

- pre-college admissions and/or placement testing (SAT; ACT; ASSET) 1 2 3
- competitive college applications, supporting letters, and essays 1 2 3
- financial aid application 1 2 3
- establishing eligibility for services by meeting with the disability services coordinator 1 2 3

Accessing Disability Services:

The student understands the different roles and responsibilities of the student and school in providing disability services in college.

The student has an understanding of:

- the impacts of the law on the roles of student, teacher, and school 1 2 3
- the requirements and demands of college coursework 1 2 3
- the range of support services through DS and other campus resources 1 2 3
- differences in support services among colleges 1 2 3
- their need for disability service in college and how to establish eligibility 1 2 3

Accessing Adult Human Services:

The student can identify Adult Human Service agencies that provide support to individuals with disabilities enrolled in college and understand how to apply for these services.

The student has identified:

- public and private agencies that provide support services to college students with disabilities 1 2 3
- application procedures for these support services 1 2 3

ACTIVITY 2 WORKSHEET

Interview Questions

NAME: _____ DATE: _____

1. What is my disability? Please describe it in terms I can understand.
2. In what specific ways does it affect how I learn?
3. What are my learning strengths? (How do I learn best?)
4. What academic accommodations are supported by my documentation?
5. What was the date of the last evaluation of my disability?

Note to Student: Do not leave the meeting until you have the answers to the above questions. If you do not understand, ask to have the information explained in a different way.

ACTIVITY 2 WORKSHEET

Sample Letter

Date

Your address
City, State ZIP

Dear

Thank you for agreeing to meet with me. You have some valuable information I would like you to share with me. I would like to review the documentation of my disability so I can learn about how my disability may affect my success in college.

Please consider the following questions before our meeting:

What is my disability? Please describe it in terms I can understand.

In what specific ways does my disability effect how I learn?

What are my learning strengths?

What academic accommodations are supported by my documentation?

What was the date of the last evaluation of my disability? This is important because in order to access accommodations at college I will need to present a current assessment of my disability.

It is very important that I leave our meeting with a good understanding of all of the information you share with me. I may ask to tape record or use another accommodation during our meeting.

I look forward to meeting with you on (DATE) at (TIME).

Sincerely,

Your Name

SELF-ADVOCACY

ACTIVITY 8 WORKSHEET Self Advocacy Speech

NAME: _____ DATE: _____

My disability is:

My disability affects my ability to learn in the following ways:

I learn best when:

Documentation of my disability supports the use of the following accommodations:

ASSISTIVE TECHNOLOGY

ACTIVITY 10 WORKSHEET

Self Evaluation Guide Page 1

Name:	See page 2 for “Things to Consider” and Page 3 “Examples of Assistive Technology”				
Task <i>(Use 1 page for each task)</i>	A	B	C	D	E
<i>Check one task</i>	<i>What difficulties do you experience in school?</i>	<i>What strategies, materials, equipment and technology tools have you already used?</i>	<i>What new or additional assistive technology or accommodations should you consider and try?</i>	<i>How will you know if the technology works?</i>	<i>Did the assistive technology work and how did you feel about using it?</i>
9 Math 9 Reading 9 Writing 9 Listening 9 Communication 9 Studying/Organizing 9 Physical Access to Instruction 9 Manipulating Materials 9 Other					

Reference: Assistive Technology Self Evaluation Guide for Students with Learning Disabilities www.LDOnline.org

ACTIVITY 10 WORKSHEET

Self Evaluation Guide Page 2

ASSISTIVE TECHNOLOGY SELF EVALUATION GUIDE THINGS TO CONSIDER

- Column A - What difficulties do you experience in school?
What are your strengths and limitations?
What educational tasks are you unable to perform because of your disability?
Will the use of assistive technology enable you to overcome your limitations?
- Column B - What strategies, materials, equipment and technology tools have you already used to address the concerns? (see “Examples of Assistive Technology” for more information)
- Column C - What new or additional assistive technology or accommodations should you try?
What is your prior experience with technology and do you want to use assistive technology?
How are you be involved in the decision-making process to determine the most appropriate assistive technology?
What are your expectations for what assistive technology will do for you?
Are your teachers comfortable with the assistive technology you are trying?
If not, will training and support be available for them?
- Column D - How will you know whether or not your needs are being met with this new assistive technology?
What is the plan to use the technology in the class(es)?
Who will help you implement a plan?
When will you decide whether or not the assistive technology is working?
Does the use of assistive technology meet your IEP goals?
Are you using the assistive technology? If not, why not?
- Column E - Did the assistive technology help in completing the task and how did you feel about using it?
Is there an increase in school work completed? How much?
Is there a change in time spent completing school work? How much?
Are there consequences of using the assistive technology? What are they?
How do you feel about using the assistive technology and why?

ASSISTIVE TECHNOLOGY

Self Evaluation Guide Page 3

Use to complete Column B			
<i>Task</i>	<i>No Tech</i>	<i>Low Tech</i>	<i>High Tech</i>
Math	Graph paper Post it notes to track place value	Calculator Modified paper (enlarged, raised line)	Software w/template for computation Hand held talking calculator
Reading	3 x 5 cards to mark reading	Changes in text size Changes in background color	Electric books Screen readers Optical Character Recognition
Writing (Spelling)	Dictionary Graphic organizers	Slant board Alternate keyboard Electronic Spellcheck Tape recorder	Word processor Word prediction software Laptop computer Semantic organizers
Listening	Preferential seating in class	Tape recorder Note taker	FM amplification device Laptop computer for note taking Compact word processor for notetaking Variable speech control tape recorder
Communication	Communication board Alphabetical board Pen and paper	Tape recorder to practice what you are saying	Sign language interpreter Computerized communication system Alpha smart
Studying/Organizing	Aids for organizing material Highlighter Index cards Ear plugs	Appointment book Beeper/Buzzers Graphic organizer worksheets	Software for organization of ideas Variable speech control Tape recorders Electronic organizer (i.e. Palm Pilot)
Physical Access to Instruction	Classroom arrangement High tables Low shelves	Ramps Railings	Electric wheel chair Helping dogs
Manipulating Materials	Grabber Ask a friend Rubber fingers	Book holder	Scanner to present written word without e-mail attachments turning pages Page turner
Other			

Reference: Assistive Technology Self Evaluation Guide for Students with Learning Disabilities www.LDOnLine.org

PLANNING FOR COLLEGE

ACTIVITY 19 WORKSHEET

Job Information

NAME: _____ DATE: _____	
JOB TITLE: _____	
Nature of Work	
Working Conditions	
Employment:	
Training & Other Qualifications	
Job Outlook	
Earnings	
Related Occupations	

PLANNING FOR COLLEGE

ACTIVITY 20 WORKSHEET

Goal Setting: Adult Interview

NAME: _____ DATE: _____

1. When you were in high school, what goals did you have for after high school?
2. What influenced you in your choice of career and educational goals?
3. What steps did you take to achieve your goals?
4. What challenges did you encounter?
5. What did you do to deal with these challenges?
6. What goals do you have now?

PLANNING FOR COLLEGE

ACTIVITY 21 WORKSHEET

Discussion Guide/Future Planning

NAME: _____ DATE: _____

Five years after graduation, I see myself...

Three strengths/skills I see in myself...

What are three strengths/skills you see in me?

I can use my strengths/skills in the following job/careers:

I am interested in the following jobs/careers:

Considering the jobs/careers we have discussed, the following fit into my vision for five years after graduation:

College can help me reach my goals by...

PLANNING FOR COLLEGE

ACTIVITY 24 WORKSHEET College Planning Calendar

NAME: _____ SCHOOL YEAR: <u>200</u> <u>200</u>		
September	October	November
December	January	February
March	April	May
June	July	August

APPLYING TO COLLEGE

ACTIVITY 26 WORKSHEET

Letter Requesting Information

Date

Your Address
City, State ZIP

Admissions Office
Name of School
Address
City, State ZIP

Admissions Counselor,

I am a (freshman, sophomore, junior, senior) at (name of your high school). I am planning to go on to (college, community college, technical college) and I am interested in (name of the college). I am considering a program of study in (your area of interest).

Please send me a catalog, application form, financial aid forms and other information that will help me learn more about your school.

Thank you for your assistance,

Sincerely,

Your name

ACCESSING DISABILITY SERVICES

ACTIVITY 38 WORKSHEET

Disability Services Comparison

NAME: _____ DATE: _____	
College Name:	_____
Disability Services Contact:	_____
(Name, Address, Phone, email)	_____

Accommodations Available:	_____

College Name:	_____
Disability Services Contact:	_____
(Name, Address, Phone, email)	_____

Accommodations Available:	_____

College Name:	_____
Disability Services Contact:	_____
(Name, Address, Phone, email)	_____

Accommodations Available:	_____

ACCESSING DISABILITY SERVICES

ACTIVITY 40 WORKSHEET

Disability Documentation Evaluation

WAPED REQUIREMENT	<i>Current Documentation</i>		
	<i>yes</i>	<i>no</i>	<i>n/a</i>
Is my documentation prepared by a qualified professional?			
Is there a statement of a specific disability? (e.g. referenced DSM-IV criteria)			
Does my documentation talk about the current impact of my disability? (3 yrs. usually acceptable)			
Is my documentation comprehensive? List Requirements: _____ _____ _____ _____			
Does my documentation include acceptable, comprehensive testing?			
Does my documentation include test results?			
Does my documentation include Summary/Recommendations (medications, accommodations, assistive technology, support services needed for success in a college environment as appropriate)			
Other: _____ _____ _____			

ACCESSING ADULT HUMAN SERVICES

ACTIVITY 45 WORKSHEET

Vocational Rehabilitation Department

NAME: _____ DATE: _____

What services are offered by Vocational Rehabilitation?

Who is eligible to receive services?

How would you apply for services?

Which vocational rehabilitation services might be helpful to you?

How can these services help you in pursuit of a college education?