

TRANSITION AND COLLEGE READINESS FOR STUDENTS WITH LEARNING DIFFERENCES

**Syosset Central School District
Syosset, New York**



TRANSITION AND COLLEGE READINESS FOR STUDENTS WITH LEARNING DIFFERENCES

***A POSITIVE APPROACH TO THE COLLEGE
ADMISSIONS PROCESS***

**Syosset Central School District
Syosset, New York**

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Syosset, New York

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Thoughts on College

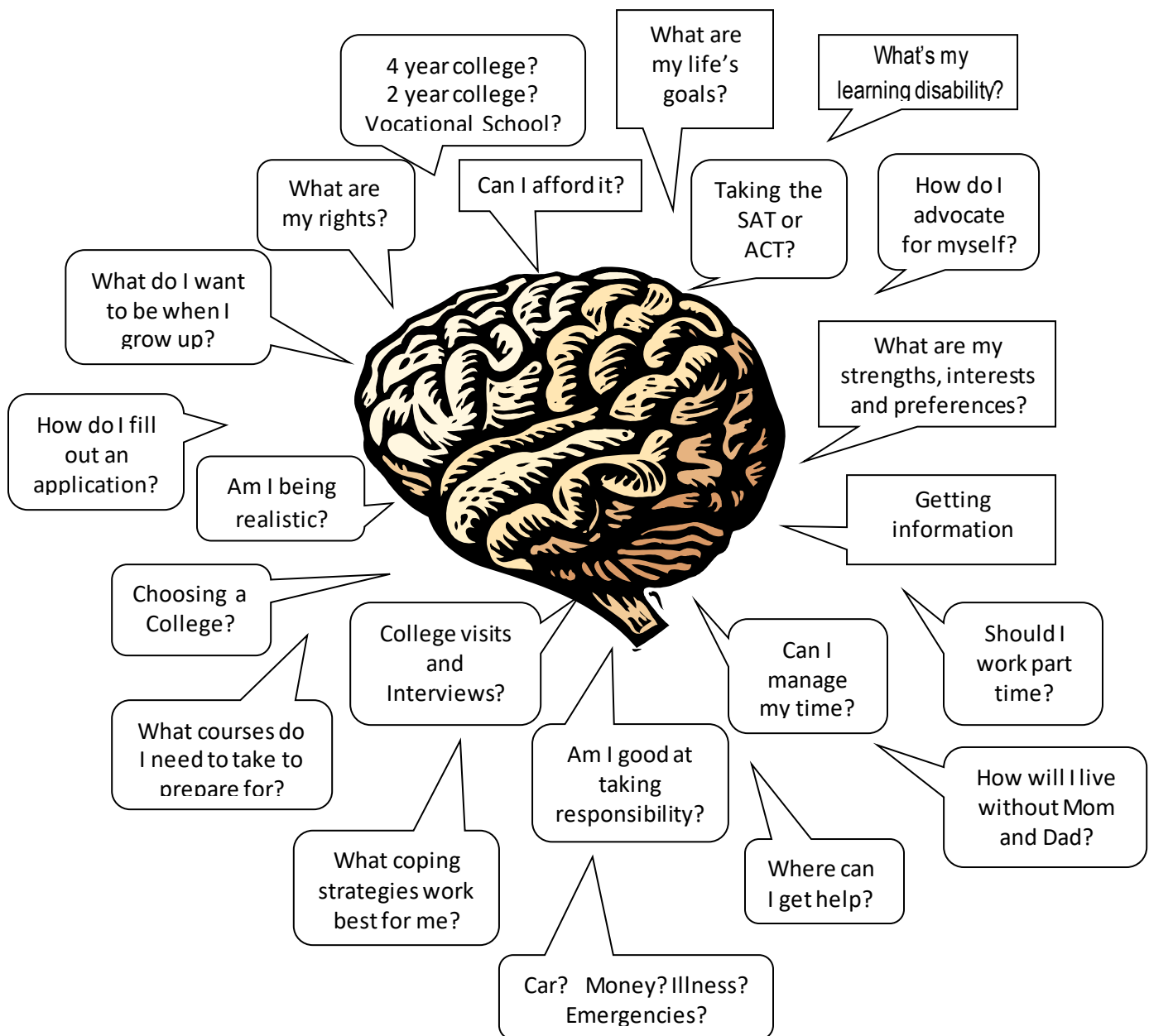


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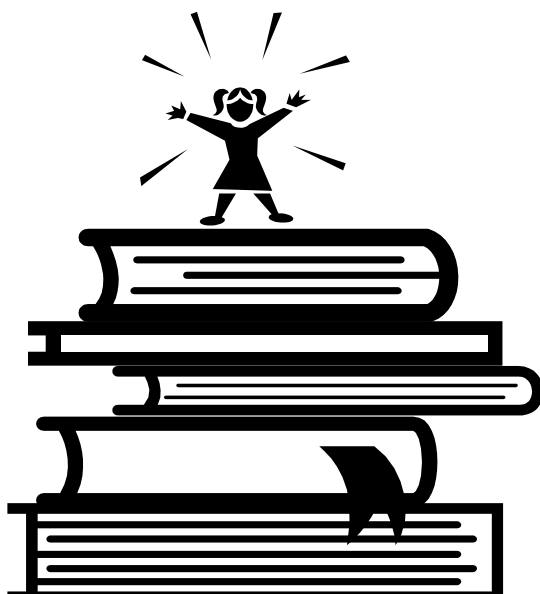
PHILOSOPHY

Syosset High School is committed to the transition process. One of the best ways we help students to realize their full potential is to assist them in becoming their own best advocates.

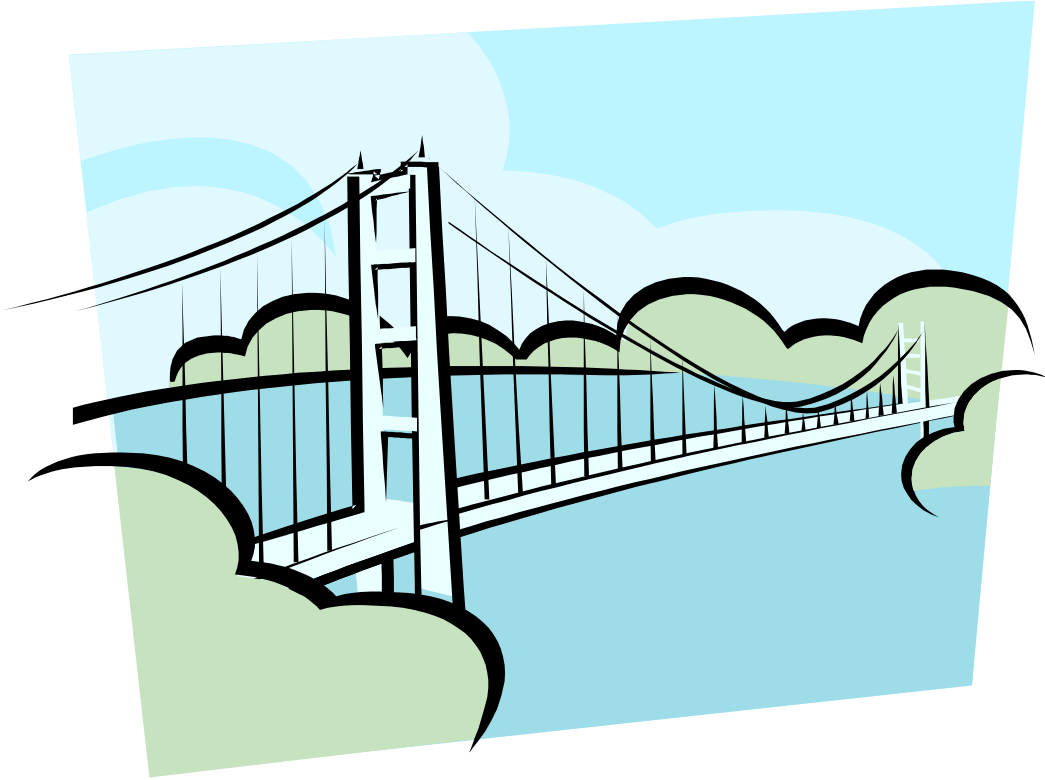
The goal, with regard to students with disabilities, is to equalize educational opportunities by minimizing physical, psychological, and learning barriers.

This is achieved by:

- ✓ Facilitating the development of self-advocacy skills
- ✓ Promoting independence
- ✓ Preparing students for entry into a competitive society
- ✓ Assisting students in transferring skills learned in the classroom to the world at large.



TRANSITION



**The formal jointly planned process designed
to assist students in their move
from school into the adult world.**

WORKSHOP AND COURSE OBJECTIVES

After successfully completing this workshop and the instructional support curriculum, students will be able to:

- ✓ Understand the implications of Section 504 for qualified students in post-secondary settings;
- ✓ Place institutions on a continuum based on the type and comprehensiveness of support services provided;
- ✓ Identify and compare the four types of post-secondary settings;
- ✓ Determine appropriateness of different post-secondary settings;
- ✓ Understand the results of psycho-educational assessment, strengths and areas affected by their learning disability, and effective learning, teaching, and compensatory strategies;
- ✓ Identify appropriate alternative post-secondary settings based on the severity of their learning disability, occupational goals, needs and available services, and curriculum offerings;
- ✓ Complete the post-secondary application process;
- ✓ Compile and update their Personal Transition File.

TRANSITION TEAM



Student

Parents/Guardians

Guidance Counselors

Special Education Teachers

Related Service Providers

Vocational Counselors

Job Coaches

Independent Living Resources

New York State Social Services

New York State Mental Health Resources

SECTION 504 FACT SHEET

Section 504 is a Civil Rights Legislation which prohibits discrimination against people with disabilities. Children, who qualify under this law, receive services and/or accommodations in the public school system without being classified under IDEA/IDEIA and their school district's Committee on Special Education.

BASIC REQUIREMENTS

Every public school system must:

- Provide a “free appropriate public education” to each qualified person in the district’s jurisdiction, regardless of the nature or severity of the person’s disability and in the most integrated setting.
- Ensure that the concept of least restrictive environment is followed which means “handicapped persons must be educated with persons who are not handicapped to the maximum extent appropriate”.
- Operate its programs or activities in a way that “when viewed in its entirety, it is readily accessible to individuals with disabilities.” This program is called “program accessibility” since each unique program must be accessible. This means that every building or facility does not have to be accessible, as long as the program as a whole is accessible.

WHO IS ELIGIBLE?

Students whose illness, physical or mental disability substantially limits one or more life activities, such as caring for oneself, seeing, breathing, learning and walking are protected under Section 504.

Examples of students who are eligible include children with asthma, diabetes, allergies, cerebral palsy, cancer, HIV related illness, epilepsy, dyslexia, dysgraphia, spina bifida, ADD/ADHD and children with chronic health conditions.

WHAT SERVICES ARE AVAILABLE?

Required services may include but are not limited to administration of medication, intermittent catheterization, provision of services in an accessible location, testing of blood levels, use of equipment such as assistive technology devices or calculators, note taking, adjusting class schedule, following a behavior management plan, testing accommodations, and extended time on tests.

STEPS TO ACCESSING SECTION 504 ACCOMMODATIONS:

After the child has been tested, request for services and all relevant documents may be submitted to the 504 Coordinator.

Within 30 school days of receipt of all required written information, the 504 Coordinator shall:

- inform the parent in writing whether or not the student is eligible for Section 504 services
- if services are approved; prepare a written plan
- if services are not approved, notify the parents in writing about the appeal process

IN THE CASE OF AN UNFAVORABLE DECISION

Within 10 days of receiving an unfavorable decision, a parent can request a Section 504 Hearing. Section 504 Hearings follow the same procedures used in IDEA/IDEIA Impartial Hearings, except that the parent has the burden of proving the Department of Education erred in its decision. A parent may request an Impartial Hearing even if the parent requested an initial conciliation and did not get a favorable decision.

THE TRANSITION TO COLLEGE

Whether you are beginning college directly after high school, are leaving a full-time job to pursue an education, or are working and attending college at the same time, you will face some adjustments during your first semester there. Students with disabilities in two freshman level courses were asked to describe the transitional issues they faced in their first semester and to give advice to incoming students. Here's a sample of what they had to say:

Top Ten Issues Identified by Students (in order of importance)

1. **Personal responsibility** "In college you have freedom to do as you please... to go where you wish ... to do as you wish. Unfortunately, this freedom is easily abused. The student carries 98% of the responsibility and control."
2. **Class attendance** "As a college student, you will decide whether you want to go to class or not. Being absent will hurt you in the long run."
3. **Teacher attitudes** "Your instructors will not hound you to do your work. It's entirely up to you." "Get to know your teachers. If your teachers know you, it will be easier for them to look out for you and help you if you're having trouble."
4. **Types of assignments** "In high school we were given a homework assignment every day. Now we have a large task assigned to be done at a certain time. No one tells you when to start or what to do each day. Once you get an assignment, start working on it right away. It takes a daily effort to keep up."
5. **Importance of performance** "Don't take your courses or studies lightly. The decisions you make in college will decide your future, in some respects. Remember that you are here for an education."
6. **Time management** "The amount of free time you have in college is much more than in high school. Always have a weekly study schedule to go by. Otherwise, time slips away and you will not be able to account for it."
7. **Amount of study** "In high school I was a B student without studying. In college I was a C/D student without studying. To succeed, you have to study!"
8. **Size of institution/classes** "Lecture classes are much larger than high school classes. This can be scary for a new student."
9. **Difficulty of college work** "College is probably going to be tougher than high school. Don't let that stop you!"
10. **Social life** "Sometimes it seems harder to make friends because of the size of the school. But there are a variety of organizations and activities. Get involved and meet people!"

HIGH SCHOOL vs. COLLEGE

Classes

High School	Post-Secondary
Usually follow a school-directed schedule and proceed from one class to another.	Individual students must manage their own time and schedules.
General education classes dictated by state/district requirements.	Classes based on field of study; requirements may vary.
Typically a school year is 36 weeks long; some classes extend over both semesters. Summer classes may be offered but are not used to accelerate graduation.	Academic year is divided into two separate 15-week semesters plus a week for final exams. (Tip: Some institutions are on a trimester schedule). Courses are offered fall, spring, and summer semesters. Summer classes may be used to accelerate graduation.
Class attendance is usually mandatory and monitored carefully.	Attendance policies may vary with each instructor. (Tip: Lack of attendance may impact performance).
Classes generally have no more than 30-35 students.	Classes/ lectures may have 100 or more students.
Textbooks are typically provided at little or no expense.	Textbooks can be expensive. (Tip: An anticipated range for a full-time student is \$500- \$700 per semester).
Guidance is provided for students so that they will be aware of graduation requirements.	Graduation requirements are complex and vary for different fields of study. (Note: You are responsible for monitoring your progress and seeking advice).
Modifications that change course outcomes may be offered based on the student's IEP.	Modifications that change course outcomes will not be offered. (Tip: Modified high school courses may not be accepted in the admission process).

HIGH SCHOOL vs. COLLEGE

Continued

Instructors

High School	Post-Secondary
Grade and check completed homework.	Assume homework is completed and students are able to perform on a test.
May remind students of incomplete assignments.	May not remind students of incomplete assignments. It's your responsibility to check with your instructor to see if requirements are being met.
May know student's needs and approach students when they need assistance.	Are usually open and helpful, but expect students to initiate contact when assistance is needed.
May be available before, during, or after class.	May require students to attend scheduled office hours.
Often provide students with information missed during absence. Present material to help students understand what is in the textbook.	Expect students to get information from classmates when they miss a class. May not follow the textbook. Lectures enhance topic area. (Tip: You need to connect lectures and textbook).
Often write information on the whiteboard or mimeo to be copied for notes.	May lecture nonstop. If instructors write on the board it may be to support the lecture, not summarize it. (Tip: Good notes are a must!)
Teach knowledge and facts, leading students through the thinking process. Often take time to remind students of assignment and test dates.	Expect students to think independently and connect seemingly unrelated information. Expect students to read, save, and refer back to the course syllabus. (Tip: The syllabus is your way of knowing exactly what is expected of you, when assignments are due, and how you will be graded).

HIGH SCHOOL vs. COLLEGE

Continued

Studying

High School

Study time outside of class may vary (maybe as little as 1-3 hours per week per class).

Instructors may review class notes and text material regularly for classes.

Expected to read short assignments that are discussed and retaught.

Post-Secondary

Generally need to study at least 2-3 hours outside of class for each hour in class.

Review class notes and text material regularly. (Tip: Use the time between classes carefully).

Substantial amounts of assigned reading and writing may not be directly addressed in class. (Tip: It's up to you to read and understand assigned material or access support).

Testing

High School

Frequent covering small amounts of material.

Make-up tests may be available.

Test dates can be arranged to avoid conflicts with other events.

Frequently conduct review sessions emphasizing important concepts prior to tests.

Post-Secondary

Usually infrequent (2-3 times a semester). May be cumulative and cover large amounts of material. (Tip: You need to organize material to prepare for tests). Some classes may require only research papers and/or projects instead of tests.

Make-up tests are seldom an option and may have to be requested.

Usually, scheduled tests are without regard to other demands.

Faculty rarely offer review sessions. If so, students are expected to be prepared and to be active participants.

HIGH SCHOOL vs. COLLEGE

Continued

Grades

High School	Post-Secondary
Given for most assigned work.	May not be provided for all assigned work.
Good homework grades may assist in raising overall grade when test grades are low.	Tests and major papers account for the majority of the grade.
Extra credit options are often available.	Generally speaking, extra-credit options are not used to improve a grade.
Initial test grades, especially when low, may not have adverse effect on grade.	First tests are often "wake-up" calls to let you know what is expected. (Tip: Watch out! They may count for a substantial part of your final grade. Contact instructor, academic advisor, or student accessibility personnel if you do poorly).
Graduation requirements may be met with a grade of a D or higher.	Requirements may be met only if the student's average meets the departmental standards. (Tip: Generally a 2.0 or higher).

Other Factors to Consider

High School	Post-Secondary
State and/or district policies may determine eligibility for participation in extra-curricular activities.	Post-secondary institution policies may determine eligibility for participation in extra-curricular activities.
Parents typically manage finances for school-related activities.	Students are responsible for money management of basic needs and extra spending money. (Tip: Outside jobs may be necessary and one more "activity" to consider for time management).
Parents and teachers may provide support and guidance in responsibilities and setting priorities.	Students are responsible for setting their own priorities.

HIGH SCHOOL vs. COLLEGE

Continued

Laws and Responsibilities

High School	Post-Secondary
Individuals with Disabilities Act (IDEA) and Americans with Disabilities Act (ADA)	Section 504 and Americans with Disabilities Act (ADA).
As per district's diploma requirements.	Covers students with disabilities regardless of age. Schools may not discriminate in recruitment, admission, or after admission solely on the basis of a disability.
Free, appropriate public education is mandatory.	Students decide to attend and will probably pay tuition.
Districts are required to identify students with disabilities through Child Find and the CSE process.	Student is responsible for revealing and providing current documentation of a disability. They must self-advocate.
Students receive special education services to address needs based on an identified disability.	Formal special education services are not available.
Services may include specially designed instruction, modifications, and accommodations based on the IEP.	Reasonable accommodations and modifications may be made to provide equal access and participation.
Individual student needs based on the IEP may be addressed by program support for school personnel.	No formal program support for school personnel is provided.
Progress toward IEP goals is monitored and communicated to the parent(s) and the student.	Students are required to monitor their own progress and communicate their needs to instructors.
Schools assist in connecting the student with community support agencies if identified as a transition need according to the IEP.	Students are responsible for making their own connections with community support agencies.

BASIC INFORMATION & SKILLS CHECKLIST

The following is a checklist of skills and behaviors. Students will need to acquire these skills in order to make a successful transition to post-secondary placements.

Student Information

YES

NO

Making
progress

Don't
know

Can I name and describe my disability?				
Can I describe my strengths?				
Do I know what accommodation services I need? (e.g., extended time, separate location, use of a word processor, note taker, audio books, e-files, etc.)				
Do I know what adaptive and/or assistive equipment I need to use? (e.g., screen reader, screen enlarger, etc.)				

Academic Preparation Skills

Do I have, at least, basic keyboarding skills?				
Have I had at least two years of high school math, including algebra?				
Have I had at least two years of high school science including at least one lab science?				
Do I comprehend what I read?				
Can I write a well-developed essay?				
Have I taken a foreign language course?				

Study Skills

Do I know how to use a library?				
Do I know when to seek assistance?				
Can I take notes from a lecture?				
Do I know how to take notes from a book?				
Do I know how to study?				
Do I know how to take different kinds of tests?				
Am I usually prepared for classes?				
Am I usually on time for classes?				
Do I skip classes often?				
Are my school notes and work neat?				
Am I good at organizing my work? (e.g. folders, binders)				
Are my assignments completed on time?				
Do I behave appropriately in class?				

BASIC INFORMATION & SKILLS CHECKLIST

Continued

Social Skills

YES NO Making progress Don't know

Do I communicate appropriately with adults and teachers?				
Do I interact appropriately with peers?				
Do I know how to interact appropriately with different kinds of people in social situations?				
Do I know how to let someone know I like them? (dating etiquette)				
Can I handle rejection appropriately?				
Do I know how to use communication devices effectively?				
Do I know when a conversation or discussion is over?				
Can I demonstrate problem-solving and decision-making skills?				
Do I know how to disagree with someone without losing my temper or getting angry?				

Daily Living Skills

Do I know how to use transportation to go to and from campus, job and internships?				
Do I use leisure time effectively?				
Can I get myself up in the morning and get to classes or appointments on time, without parental guidance?				
Do I know how to locate appropriate assistance when needed?				
Do I have adequate knowledge of my medical needs in regard to medications and/or health problems and am I able to express these needs to others?				
Can I manage money appropriately?				
Do I have basic cooking skills?				
Can I do my own laundry?				
Do I know how to use an ATM or debit card?				
Can I do my own food and clothes shopping?				

COLLEGE DECISION CHECKLIST

Students should keep the following questions in mind when making a college choice

FACTOR	QUESTIONS TO CONSIDER
<i>Location</i>	How far away from home would you like to go to school?
<i>Size of College</i>	Would you prefer to attend a school with a large enrollment (i.e, 30,000 students), or a small one (i.e.1,500), or something in the middle? How large would you like the physical size of the campus to be?
<i>Environment</i>	Would you rather attend a community college or other 2-year institution, or a 4-year university? An urban, a suburban or a rural school? Is the location and size of the nearest city important to you? Do you prefer a co-ed or single-sex school? Does the school's religious affiliation make a difference to you?
<i>Admissions Requirements</i>	At what schools do you have a high enough GPA, class ranking and test score to be admitted?
<i>Academics</i>	Which schools offer the major(s) you are considering? What kind of student-faculty ratio and typical class size are you looking for, and which schools offer them?
<i>College Expenses</i>	How expensive of a school can you afford to attend? (Consider tuition, room and board, and other expenses including the application fee and other deposits).
<i>Financial Aid</i>	How many students receive financial aid at the schools you are considering? (Although this is an important factor, don't rule out any school based only on the financial aid situation). What type of institutional funds should the school offer in addition to Title IV (Federal) student aid?
<i>Housing</i>	Would you rather live on campus in a dorm or commute to school from home?
<i>Facilities</i>	What type of academic and recreational facilities should your college have?
<i>Activities</i>	What kinds of clubs and organizations (including fraternities and sororities) do you want your college to offer? What types of athletic activities (including intramural teams) should be offered by the school you choose to attend?



NOTES

Choosing the Right College



NAVIGATING ADULT COLLEGE DISABILITY SERVICES

Contact Information	<p>Individual college websites</p> <p>www.ccdanet.org www.disabilityfriendlycolleges.com</p> <p>For students with intellectual disabilities, specialized programming and access information: www.thinkcollege.net</p>
Target Population	<p>Adult college students who have a documented disability that require they need accommodations in order to have equal access to education</p>
Eligibility Requirements	<ol style="list-style-type: none"> 1. Self-declare disability 2. Documentation of disability that includes: <ul style="list-style-type: none"> • a diagnosis of your current disability • the date of the diagnosis • how the diagnosis was reached • the credentials of the professional • how your disability affects a major life activity • how the disability affects your academic performance
Services	<p>Accommodations examples:</p> <ul style="list-style-type: none"> • note taker • enlarged print material • extra time on tests • record classes • computer voice input/output • alternate test locations • tests/assignments in electronic format • interpreter
Access	<p>Self-declare disability at the Office of Disabilities Services at the college</p>
Cost	<p>Additional fee may apply</p>

POINTS TO CONSIDER – PUBLIC UNIVERSITIES

Advantages	Disadvantages
An extensive array of majors	Very large classes in many introductory courses
Multiple resources for help	Environment demands quick adaptation and high level independent living skills
Anonymity for students with learning disabilities	Residence halls are distracting
Opportunity to develop varied talents	Residence hall life demands high level of social-interpersonal skills
Some institutions are considered prestigious	Pressure to succeed at fast pace
Lower tuition	Procedures can be very confusing
Abundance of programs and degrees offered	Often there are general requirements, core requirements, foreign language requirements, writing and/or math competency graduation requirements
Many extra-curricular clubs and Sports	Specific GPA required for entrance into the major of choice
	Limited number of curriculum modifications made
	Pressure to join fraternity or sorority
	Acceptance to fraternity or sorority may be based on GPA
	Need to create one's own social and informational network and monitoring system
	Limited number of occupational and certification programs offered
	May have an extra cost for learning disability services or programs

POINTS TO CONSIDER – COMMUNITY COLLEGES

Advantages	Disadvantages
Open admissions	Some very large classes
Lower tuition	Limited campus social activities
Diversity of student body	Must pass placement exam or remedial/developmental courses in order to enter curriculum, occupational, or certification program of choice
Placement exams	
Smaller class size than public universities	Limited flexibility within the system
Accessible faculty	Learning Assistance Center, tutors, and/or remedial/developmental courses are not specifically designed for students with disabilities or taught by a specialist
Wide variety of programs: <ul style="list-style-type: none">• Liberal Arts• Occupational programs• Certification programs (degree and non-degree)• Developmental/remedial classes	Settings lack prestige
Students with disabilities support services (without special fee)	
Priority registration/special advising	
Advocacy	
Learning Assistance Center	
Tutors	
Basic skills and study skills	
Modified examination procedures	
Career assessment and planning	

POINTS TO CONSIDER – COLLEGE LD PROGRAMS

A sure way to achieve your success in college is to attend one where you know you'll receive the help you need. Your research begins by getting the answers to important questions from the school's Office of Students with Disabilities. In addition to the regular admissions requirements for an LD college program, you may be asked to provide the following:

- An essay, handwritten rather than typed.
- A letter of recommendation from the student's learning disability specialist to include how academic performance is affected by the disability.
- Results of the Weschler-Adult Intelligence Scale Revised (including subtest scores) given within the past year. This test can be administered through the high school or through a private practitioner.
- These test results should be sent directly to the college.
- Notice the deadline for completed applications, including all required documents.
- All qualified applicants may be required to have a personal interview upon request by the director of the program. Candidates accepted into this program are required to inform the university of their intention to enroll.

Basic Requirements for Entrance Into a College LD Program

	<u>Yes</u>	<u>No</u>
1. Do they require a special interview?	_____	_____
2. Do they require SAT or ACT scores?	_____	_____
3. Do they accept non-standard SAT/ACT scores?	_____	_____
4. Do they require special placement tests?	_____	_____
5. Do they require a handwritten essay?	_____	_____
6. What documentation and tests are required for support services?	_____	_____
7. Do they require a special letter from your counselor or learning specialist?	_____	_____

STUDENTS WITH DISABILITIES PROGRAM DESCRIPTIONS

Ask the program director to send you information regarding support services for their students with disabilities program. Then use the checklist below to evaluate the program:

	<u>Yes</u>	<u>No</u>
1. Do they charge a special fee for the program?	_____	_____
2. Will there be a learning specialist who will be your tutor?	_____	_____
3. Are professors notified of your needs?	_____	_____
4. Is there a center where you can get help?	_____	_____
5. Is there a counselor available trained to work with students with disabilities?	_____	_____
6. Are academic programs modified?	_____	_____
7. Will you be required to take extra courses?	_____	_____
8. How long does it take most students to graduate?	_____	_____
9. How long has the program been in operation?	_____	_____
10. How many professionals are in the program?	_____	_____
11. What are their qualifications?	_____	_____
12. Is there a summer program that is required?	_____	_____
13. If any, do they provide special equipment or services? (i.e., tutorial workshops, note takers, alternate test procedures, untimed tests, other).	_____	_____

POINTS TO CONSIDER

Characteristics of College Students with Disabilities (SWD)

	YES	NO
1. Do the SWD on campus get to know each other?	___	___
2. Are there many SWD in the program?	___	___
3. What is the average age of SWD?	___	___
4. Is the attitude of the college professor's positive towards SWD?	___	___
5. What is the success rate of SWD in the program?	___	___
6. Are you allowed to select professors?	___	___
7. Is there a separate admission process for SWD?	___	___
8. If SWD are given modified programs, are they still regarded as fully matriculated students?	___	___
9. Is involvement in extracurricular activities limited by agreement?	___	___

In asking the above questions, you are looking for the perfect match. Rarely do you ever get a perfect match, but if you get all the right information, you'll make a choice for you.

The Search for the Right College Programs

Throughout this handbook, a great deal of emphasis is placed on the necessity of making the right match between your learning disabilities and programs offered in college. *The best match will be when services meet your specific needs.*

This is a very difficult process. Some student needs are so unique or so extensive that the college program that is offered may not be appropriate. In other cases, colleges may list that they have a "Learning Center" but in reality all that is offered is a tutorial assistance program. They may be staffed by professors or graduate assistants instead of qualified learning specialists who offer a wide range of services.

COLLEGE CHECKLIST

NAME OF COLLEGE 1 _____

Contact Person _____ PHONE# _____

NAME OF COLLEGE 2 _____

Contact Person _____ PHONE# _____

College Name:

Program of Studies:

My preferred major

Admission Criteria:

Level of competition

SATs/ACTs

Achievement required

Class Rank

SWD Services:

Checklist completed

SWD Forms, Catalog & Application

Requested (Date)

Campus Visit and Interviews Scheduled

Date

Name of Interviewer

Essay Completed:

Date

COLLEGE CHECKLIST

CONTINUED

College Name:

Recommendations Requested:

Names

Date

Application and Transcript:

Sent (Date)

Financial Information:

Tuition and fees

Room and Board

Extras

Transportation

Total cost

Forms needed and due dates

Employment possibilities

Financial Aid Forms Sent:

Date

Application Deadlines:

INSTITUTIONAL ANALYSIS – COLLEGE PROGRAM

Name of Institution: _____

Type of Institution: _____

Setting: Urban? _____ Suburban? _____ Rural? _____

Size of student body: _____ Number of SWD on campus: _____

Admission requirements and procedures:

High school class rank _____ Interview _____

SAT _____ Special procedures _____

ACT _____ Special testing _____

Letters of recommendation _____ Special Forms _____

Advantages

Disadvantages

COLLEGE APPLICATION CHECKLIST

College: _____

User ID: _____ Password: _____

Address: _____

Contact Person: _____ Phone #: _____

Interview Date: _____ Detail: _____

	<i>Date Completed</i>	<i>Additional Notes</i>
Application filled out		
Essay attached		
Supplement completed		
Word supplement attached		
Student activity sheet		
Formal recommendation sent		
Additional recommendations		
Application sent		
Application fee		
Application fee sent/Visa/Check		
Guidance receipt filled out		
FERPA form completed on Naviance		

FAFSA form filled out		
FAFSA form sent		

Naviance User ID: _____ Password: _____

COLLEGE APPLICATION CHECKLIST

CONTINUED

<i>How to follow up on the application status</i>	<i>Date checked</i>	<i>Date completed</i>
Application checked online		
Each time you check online for other information		
Accepted		
Acceptance deposit sent		

NOTES:

SUPPORT SERVICES CHECKLIST

Post-secondary institution: _____

Information source: _____

Are the following available? Who provides these services, and where?

☐

Special academic advisement

Who _____ Where _____

☐

Early registration

Who _____ Where _____

☐

Advocacy

Who _____ Where _____

☐

Course-Related tutoring

Who _____ Where _____

Hours per week _____ Fee, if any _____

☐

Basic skills Instruction

Who _____ Where _____

Reading _____ Writing: _____ Math: _____

SUPPORT SERVICES CHECKLIST

CONTINUED

☐

Skill-building courses/workshops

Who _____ Where _____

Reading _____ Time management _____

Writing _____ Test taking _____

Math _____ Note taking _____

Other _____

☐

Counseling

Individual _____ Who _____ Where _____

Group _____ Who _____ Where _____

Career/Vocational _____ Who _____ Where _____

Transition _____ Who _____ Where _____

Job placement _____ Who _____ Where _____

☐

Support groups

Who _____ Where _____

☐

Readers

Who _____ Where _____

☐

Listening and studying facilities

Who _____ Where _____

☐

Computer Labs (Assistive Technology)

Who _____ Where _____

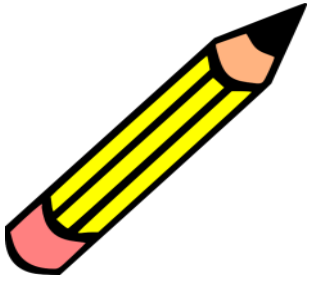
QUESTIONS TO ASK WHEN VISITING COLLEGES

Once the general characteristics of appropriate colleges have been evaluated, five or six serious choices should be identified. The colleges must then be contacted, interviews arranged, and family visits planned. Campus tours and the opportunity to sit in on classes must be given particular attention, since it is extremely important for a student who has a learning disability to personally judge the level of difficulty of the instruction, observe the interaction of the students, and gain for himself or herself a sense of the relationship between the students and the faculty.

The admissions interview may not answer all the questions regarding programs for students with learning disabilities. If it does not, the student and parents must seek out and meet with a member of the learning disabilities program staff. A list of questions based on family concerns and perhaps stimulated by a review of college catalogs and websites or discussions with high school guidance personnel should be prepared prior to the visit. Questions might include the following:

- Is the program run by full-time trained personnel?
- What is the application process for students with disabilities?
- What services are available?
- What documentation is necessary for the specific program?
- Are there additional fees for services?
- How many students with learning disabilities are on campus?
- Who counsels students with needs during registration, orientation, and course selection?
- How does the school address a specific need?
- How well do faculty members accept students with needs?
- Is remediation and/or support provided on a one-to-one basis? In a group?
If in a group, how large is it?
- Are faculty and administrators aware of the needs of the students as well as their potential for success?
- Is outside tutoring available when necessary, and who does it – students or staff?
- Is tutoring automatic, or must the student request assistance?
- Are courses in study skills or writing skills offered?
- May students with special needs take a lighter load?
- Who should students contact if they have concerns during the academic year?
- How many students with learning disabilities have graduated from this program?
In what fields?
- What have they done since graduation?

TIP: Meet with students in the program and ask questions during visits.



NOTES

STAYING IN COLLEGE



STAYING IN COLLEGE

The Transition

Part of staying in college is the ability to deal with obstacles. A SWD should not regard high school and college as completely different. You do not all of a sudden have the ability to solve all your problems when you get to college. The process begins in high school and continues in college. At both levels, you should work

There are two skills that are necessary for survival in college: social and academic.

Social Skills

- *Take Charge Skills*

Assuming ownership of your life is important and taking charge is one of the goals of your education. You will have to decide how much help you will need in college and how independent you want to be. Be realistic, get as much help as you need... but don't become dependent. Everybody who has ever worked with you wants you to do it on your own.

- *Stress Skills/Coping Skills*

College will be a new experience for you and no matter how well prepared you are, expect to undergo some stress and frustration. You'll have to deal with deadlines, new procedures, new classmates, larger numbers, new environments and more self-reliance. Throw in a heavy dose of academic demands and you'll have a nice stew of stress. By addressing each new challenge, step by step, you will gradually lessen your stress. After you have gone through the process once, you will find it easier to deal with these hurdles.

- *Interpersonal Skills*

Getting along with people in college is important. You need to be able to deal with issues such as roommates who play loud music, stay up late or drink, and professors who make no exceptions, etc. The way to cope with these situations will depend on your interpersonal skills.

- *Self-Advocacy Skills*

In college, you will be your own person. You have to speak up for your rights. It's part of the real world and you will be expected to solve your own problems. You'll be expected to seek out the people who can help you. Don't sit on problems.

Academic Skills

As you read the list of academic skills you will need in college, don't become overwhelmed. Many of them you possess; many of them you are getting help with right now. It's also nice to know that you may be given time in college to work on assignments and if you consult with your advisor, TA, tutor, or learning center, you will succeed.

In college you will be expected to:

- Do research
- Write term papers
- Make verbal presentations
- Read long assignments
- Do special projects
- Take lengthy exams

TEN STEPS TO ACADEMIC SUCCESS

1. Set individual academic and personal goals.
2. Choose courses carefully, especially during your first year.
3. Know and use resources.
4. Meet and get to know faculty.
5. Learn actively.
6. Manage your time well.
7. Know and actively use reading skills.
8. Develop strong listening and note-taking skills.
9. Develop and improve your writing and speaking skills.
10. Get involved in co-curricular activities; learn skills and gain experience.

ADDITIONAL SERVICES

On every college campus there are many services beyond a program for SWD to which students may have access. Such as:

Counseling Centers:	When you face problems that get in the way of your happiness or success.
Health Center:	When you have a health problem, know where to go. A sick student may become a failing student.
Tutorial Centers:	Beyond SWD Services, there are other sources of academic help.
Placement Center:	If you are looking for a part-time job, here's the place to go.
Professor's Office:	Most professors have office hours to assist students. Find out where the office is and what hours the professor is available.
Financial Aid Office:	Go there for financial advice.
Student Union Building:	In this building you will find many of the above offices and information on clubs, entertainment , sporting events and more.
College Directory:	Every college publishes a list of their services and their location. Let it be your guide.

ADD/LD and the College Student

Lecture Classes: During lecture classes, the ADD/LD student may:

- need to copy the notes of another student in class and may ask the professor's assistance in finding a note taker.
- need to sit in the front of the room.
- benefit from the use of visual aids, handouts, and the whiteboard/mimeo.
- need to use a laptop computer.
- need to use a smart pen.
- may need to arrange with the professor to sit by the door so that after a half an hour he/she can quietly leave and walk around for two or three minutes.

Writing Papers: When writing papers, ADD/LD students may:

- need to meet with professors for clarification of writing assignments.
- wish to have rough drafts evaluated.
- require extra time to complete writing assignments.
- use an editor for papers before submitting final drafts.
- The ADD/LD student may find it helpful to write and hand in papers in stages.

Examinations: During exams, ADD/LD students may:

- need extended time to complete exams and/or administration in an environment with minimal distractions.
- need to alter the response format of a test.
- need to take exams over a period of time in short intervals.

Reading:

ADD/LD students may find it helpful to break the reading into manageable parts over a number of reading sessions. (Note: skimming the entire assignment should be done first and a verbal review should be done after the reading is finished).

www.learningally.org (formerly known as Recording for the Blind and Dyslexic) offers an online catalog of the best audio book and learning opportunities on the internet.

www.bookshare.org Provides accessible books for individuals with disabilities.

Supplemental: ADD/LD students may find some or all of the following to be useful:

- "white noise" machines
- earplugs
- daily planning calendars, ipads, kindles, etc.
- cognitive or self-regulatory skills such as reminders to work slowly
- proof-readers
- support groups
- taking an extra year to complete college

ASSISTIVE TECHNOLOGY DEVICES

Many students with disabilities require assistive technology to participate in and benefit from their educational programs. A range of technology solutions is available to support student performance, achievement, and independence in the following areas: academics and learning aids, aids to daily living, communication, computer access, leisure and recreation, seating, positioning, mobility, and vision. Students who have access to the appropriate assistive technology solutions that they need are more likely to be successful in their educational programs.

This page provides introductory information on the range of assistive technology solutions that are available to support access to the school curriculum and student achievement for students with disabilities.

Technology Areas

Academic and Learning Aids: Many students with disabilities use assistive technology to enhance their participation and achievement in their educational programs. There are a range of assistive technology solutions to address student needs in all academic areas including reading, writing and spelling, math, and study and organization.

Aids to Daily Living: An array of low technology to high technology aids are available for students who have difficulty independently completing activities of daily living. Daily living aids include aids for tooth brushing, eating, drinking, dressing, toileting, and home maintenance and they are typically used by students with physical disabilities.

Assistive Listening Devices and Environmental Aids: Students who are hard of hearing or deaf often need assistive technology to access information that is typically presented verbally and accessed through the auditory modality. A variety of technology solutions are available that amplify speech and other auditory signals or that provide an alternative to the auditory modality. These include assistive listening devices that amplify sound and speech both in the classroom and home environment, text telephone (TTY), closed captioning devices, real time captioning, and environmental aids that support independent living skills.

Augmentative Communication: Students with severe expressive communication impairments have difficulty communicating with peers and adults within their environments. Many of these students need a means of supplementing their communication skills. These students frequently use augmentative communication technology. A range of low technology to high technology solutions are available including: object based communication displays, picture communication boards and books, talking switches, voice output communication devices and computer based communication devices.

Computer Access and Instruction: A variety of technology solutions are available to adapt the classroom computer for students with disabilities. Some computer access technology offers a method of input other than the standard computer keyboard and mouse. Other computer adaptations include software and hardware that modifies the visual and sound output from the computer. Varieties of devices are available

and include the following: adaptive pointing devices, keyboard adaptations, alternative keyboards, touch screens, onscreen keyboards, mouse alternatives, voice input devices, and environmental aids.

Environmental Control: High technology environmental aids are available to assist students with physical disabilities in controlling electronic appliances within the school and home. These devices allow the student to use an alternate input device such as a switch to control one or more electronic appliances such as lights, televisions, and electronically controlled doors.

Mobility Aids: Students with physical disabilities often need access to mobility aids to provide them with a means of moving about their environments. Mobility aids include canes, crutches, walkers, scooters, and wheelchairs. Generally, assistive technology devices such as the mobility aids referenced above are recommended by physical and occupational therapists based on the student's individual needs.

Pre-Vocational and Vocational Aids: Students with physical and cognitive disabilities who are enrolled in educational programs that address pre-vocational and vocational skills may benefit from the use of pre-vocational and vocational aids. These types of technology solutions include modifications of the tools and manipulatives used in the completion of work related tasks. Low technology solutions include grips for handling materials and stabilization devices for supporting work materials. For students using electronic appliances such as staplers and paper shredders, an environmental control unit such as the model available from AbleNet can be used to allow for switch control of the appliance. Many of the adaptations required for participation in work activities may be teacher constructed. For example, a picture-based task schedule can be created to represent all of the steps in a particular activity for students with intellectual disabilities.

Recreation and Leisure: Some students with physical, sensory, and intellectual disabilities require assistive technology in order to participate more fully in appropriate recreation and leisure activities. A range of low technology to high technology solutions are available including game adaptations, book adaptations, switch adapted toys, and environmental control access for televisions, videos, recorders, iPad, iPhone apps, Kindles etc.

Seating and Positioning: Students with physical disabilities often require adaptive seating and positioning systems as an alternative to the standard classroom seating systems. Adaptive seating and positioning systems include seat inserts for wheelchairs, side liers, prone standers, and adaptive chairs. These eating and positioning systems are generally determined by the physical and occupational therapist in consultation with the classroom staff. Sammons Preston offers several different seating and positioning devices for the classroom.

Visual Aids: Students with visual impairments can benefit from assistive technology in a variety of areas. A critical need for assistive technology is often in the area of accessing printed information and to providing a means of producing written communication. There are many visual aids including talking dictionaries, adapted tape player/recorders, large print and talking calculators, Braille writers, closed circuit televisions (CCTV), and software such as screen reading and text enlargement programs.

COMMON DIFFICULTIES FACED BY SOME COLLEGE STUDENTS WITH DISABILITIES

Reading:

1. Reading too slowly or too fast
2. Difficulty understanding what was read
3. Difficulty remembering what was read
4. Difficulty identifying important information
5. Trouble sounding out new words
6. Difficulty turning pages
7. Difficulty with print size and/or format

Written Language:

1. Difficulty using proper sentence structure
2. Misspelling words
3. Difficulty copying correctly from a book or whiteboard
4. Writing too slowly or too fast
5. Poor penmanship
6. Able to express ideas verbally better than in writing

Oral Language:

1. Difficulty concentrating on conversations or lengthy lectures
2. Difficulty in expressing ideas
3. Writing better than speaking
4. Difficulty speaking in a grammatically correct manner
5. Difficulty telling a story in the proper sequence

Mathematics:

1. Difficulty remembering basic facts
2. Reversing numbers
3. Confusing operational symbols
4. Copying problems incorrectly from one line to another
5. Difficulty following the sequence of operational processes
6. Difficulty understanding and retaining abstract concepts
7. Difficulty comprehending word problems
8. Reasoning deficits

Organization and Study Skills:

1. Time management difficulties
2. Slow starting and completing tasks
3. Difficulty remembering information
4. Difficulty following oral and/or written directions
5. Difficulty with organization
6. Short attention span
7. Difficulty focusing
8. Inefficiently using reference materials

SOCIAL SKILLS: Some students may have issues with social skills due to their inconsistent perceptual abilities. They may be unable to detect the difference between a joking wink and a disgusted glance or notice the difference between sincere and sarcastic comments or other subtle changes in tone of voice. These difficulties in interpreting nonverbal messages may result in lower self-esteem for some and may cause them to have trouble meeting people, working with others, and making friends.

SUGGESTIONS FOR TALKING TO PROFESSORS ABOUT ACCOMMODATIONS

DO

- ✓ state that you have a learning disability.
- ✓ explain how your learning disability affects you in their class.
- ✓ have suggestions in mind for what can be done to help you best demonstrate your master of the material.
- ✓ involve your professor in problem- solving with you if the solution to your situation is not obvious.
- ✓ be sure that the specific arrangements regarding your accommodations is clear.
- ✓ if you do not feel that the professors' suggestions meet your needs, tell them you will seek clarification and then get back to them.
- ✓ make it clear that you are a motivated, hard-working student who is not looking for an easy way out.

DON'T

- ✓ play the demanding lawyer.
- ✓ tell them how to run their class.
- ✓ get angry or confrontational.
- ✓ make unreasonable or overly burdensome requests.
- ✓ leave without getting a clear response.

Following Up on Support Services

The first day you arrive at college will be filled with many new and exciting experiences. One of these experiences will be advocating for your support services. Your program director/academic advisor will be a great help, but don't forget you are in charge. You may be entitled to many services. Reach out and get them. You may use this list as a guide.

Find out who is your:

Faculty advisor _____

Learning specialist _____

College counselor _____

LD advisor _____

Check off services as you receive them

1. Ask your LD advisor when, where, who and how you will receive services. _____
2. Find out if you will be receiving pre-registration and scheduling advice. _____
3. Find out if your college professors are to be notified of your learning disabilities and if they will be giving you special modifications. Ask what these modifications are. _____
4. At future registration and scheduling sessions, find out if you can select your professors on the basis of your needs. _____
5. Find out if there are special facilities that apply to your learning disability. _____
6. Find out if there are special clubs or support groups for LD students. _____
7. Take advantage of regular college services:
 - a. tutorials _____
 - b. study centers _____

CAMPUS SUPPORT SERVICES

Campus support services for students with disabilities vary from college to college. There are no set policies and/or procedures. You'll need to advocate for yourself by getting to know your needs and then arranging appropriate services. The three major levels of service are:

- Program** - You apply separately to receive comprehensive services. A learning specialist works 1:1 with each student on areas of weakness. Usually a fee is charged.
- Services** - Covers accommodations required by law (Section 504 and ADA), identified contact person aids you in arranging reasonable accommodations.
- No visible support** - Tough to find out who is in charge or how to acquire accommodations.

Each college determines the level of services that will be available. Typical accommodations include: tutoring, note takers, alternative testing arrangements, computer access, interpreters, physical access, assistive technology, extra time, etc.

Your accommodations will vary from semester to semester, course to course, and instructor to instructor. You will need to be flexible.

The learning specialist will assist you in determining what accommodations you may want to request. It is not to your benefit to be over accommodated since developing independence is a desirable life skill.

If you are anticipating using accommodations, it is important that you meet with the learning specialist as early as possible to identify yourself and to request the services you will need. In order for you to receive services, you must provide appropriate documentation which varies by college. Refer to the information about **IDEA**, the entitlement law that provides you with accommodations in high school and **SECTION 504**, the civil rights law that makes accommodations available to you in college.

CAMPUS SUPPORT SERVICES

Continued

INFORMATION YOU SHOULD BE ABLE TO TELL ABOUT YOURSELF:

- Why you want to go to college.
- Why college is a realistic choice for you at this time.
- Your type of disability and how it affects your learning.
- Examples of the kinds of problems you experience in school.
- Activities you are good at and/or like doing.
- The support services and accommodations you used in high school.
- The support services and accommodations you plan to use in college.
- How copies of records documenting your disability can be acquired.
- The kind of diploma you are receiving.*
- If you have applied for **ACCES** (Adult Career and Continuing Education Services) or other rehabilitation services and how to contact your counselor.

No one holds your hand in college or makes decisions for you. It is up to you to take charge now. You must:

- Identify your needs
- Document your needs
- Request accommodations to meet your needs
- Utilize the accommodations that meet your needs

IDENTIFYING YOUR DISABILITY is voluntary and confidential. However, if you want to request accommodations, do this as early as possible in order to initiate reasonable accommodations.

MAJOR SKILLS NEEDED BY ALL STUDENTS ENTERING COLLEGE

Classroom Preparation

- ✓ Self-advocacy skills – knowing disability and what accommodation services are necessary to be successful
- ✓ Note taking skills
- ✓ Adequate study habits/test taking skills
- ✓ Being prepared for class
- ✓ Importance of assignments
 - Writing name/date correctly on paper
 - Organizing work (use of folders, etc.)
 - Neatness of work
 - Submitting work in on time
- ✓ Classroom etiquette
 - Staying in seat
 - Raising hand/not interrupting
 - Staying in the room
- ✓ Importance of being on time for class

Necessary Social Skills

- ✓ How to interact appropriately with professors/mentors/students
- ✓ How to introduce yourself to someone
- ✓ How to let someone know you like them (dating etiquette)
- ✓ How to interact with persons in social situations
- ✓ Dealing effectively with peer pressure (drinking, drugs, sexuality)
- ✓ How to deal appropriately with rejection
- ✓ Ability to use the phone/computer effectively
- ✓ Problem-solving and decision making skills

Living Independently for the First Time

- ✓ Structure of environment (or lack of structure) – more choices, more freedoms
- ✓ Transportation to and from campus, job, internships
- ✓ Ability to use leisure time effectively
- ✓ How to locate the help and assistance needed
- ✓ Adequate knowledge of medical needs in regard to medication, health problems and being able to articulate these needs to others
- ✓ Basic independent living skills – money management, survival cooking, laundry, shopping, etc.

WAYS THAT STUDENTS WITH VARIOUS DISABILITIES CAN HELP THEMSELVES BE SUCCESSFUL IN COLLEGE

General Strategies

1. Many students with disabilities come to college and do not anticipate needing any accommodations or support services. However, if you have been previously diagnosed as having a disability, secure a copy of your most recent evaluation or **Individual Education Program (IEP)**. You will need to provide this documentation to the service provider at the college or be reevaluated in order to be considered eligible for services.
2. Learn about **Section 504 of the Rehabilitation Act of 1973**. This is the civil rights law that provides you access to programs and accommodations. It is very different from the **Individuals with Disabilities Education Act (IDEA)** which is an entitlement law that guarantees that school districts provide free, appropriate education in the least restrictive environment for all elementary and secondary students. (**IDEA** no longer applies once a student receives a diploma or reaches age 21.) There are no IEPs in college.
3. Find out what accommodations and support services your college provides.
4. Increase your understanding of the nature of your disability in general and specifically the type and severity of your own disability. You can do this by discussing your test results with the campus learning specialist. Even better, discuss this with your current school counselor, resource room teacher, or parents before entering college. The more you know about yourself, the better off you will be when it comes to explaining your academic needs to others and requesting accommodations. *You are your own best advocate!*
5. Rehearse your explanation of the above information with the learning specialist or a friend so that you can explain fully to faculty the reason for requesting accommodations.
6. If you require classroom accommodations of some kind, schedule an appointment with the support service specialist and your professors early in the semester.
7. Reach out for assistance early, if needed. Schedule an appointment with your support service specialist and/or your professor when you begin to get confused or flounder. Do not wait until you are already in danger of failing a course. Find out what help is available and how to access it.
8. Be aware of Drop-Add and Pass-Fail options and other deadlines for adjusting your schedule. Use these dates to your advantage to enhance success.

EFFECTIVE LEARNING STRATEGIES

Listed below are some examples of accommodations that will be useful. Some will work in some situations and others will work in other situations. Not every accommodation will work for every situation. Your learning specialist will be able to guide you in determining which accommodation is best to use and when. Apply these principles of effective learning when you study:

1. Attend all classes. Other students can get by missing an occasional class, but for you, hearing the lecture may be a critical factor in learning new material.
2. Preview new material and review the previous lecture before each class.
3. Sit toward the front of the class so that you can hear and see well and be more easily recognized if you have a question or want to participate in the discussion.
4. Come to class prepared with materials and a positive frame of mind.
5. Match your notebook to the color of your textbook. If you keep a binder or file folder, match colors to textbooks. This insures that you have needed materials for class and/or study.
6. If you need to record lectures, ask permission of the instructor before you record their lecture. Be sure to explain why you need this modification and how you will use the recording to modify your learning.
7. Take notes simultaneously to recording. Indicate questions in the margins.
8. If you record in class, carefully label every lecture (for example, Intro to Psy, 9/15/2012). A smart pen is recommended for use during lecture classes.
9. Review recording and/or notes as soon after the lecture as possible.
10. Compare your notes with those of a study partner. Copy notes over, if necessary. Highlight and summarize the main points. Keep a separate section of your notebook with terms, key concepts, major events, contributors, theories, or formulas.

Because most college students with written language difficulties have trouble recognizing and correcting spelling errors in their writing, it is important to use a spell check to identify misspelled words. However, certain spelling, grammar, and punctuation errors will not be identified. If your instructor agrees to the plan, request that a writing tutor or a learning specialist read your paper and assist you in error identification and correction.

TIME MANAGEMENT IDEAS

- Keep a master calendar. Make sure it's large enough to enter assignments, exams, social events, and important appointments. Use other calendars for specific tasks, e.g., a wall calendar for long-range assignments. You will need to take the time to coordinate your calendars. (This is a skill for a lifetime. Learn it as early as possible).
- Work backwards from the due date on long-range assignments and build in extra time for setting the project aside to just think about it. Go over this time line with your instructor and ask for feedback on your progress periodically.
- Make sure you have understood an assignment correctly before plunging in or soon after you have started by scheduling an appointment with your instructor. Don't wait until you have finished the assignments to find out that you have not fulfilled the requirements.
- Often, the hardest part of getting your work done on time and keeping up with the workload is getting started on a new assignment. Start by making a commitment of 30 minutes and then lengthen studying periods gradually.

MEMORY STRATEGIES

- Learning is synonymous with reviewing and, for you, reviewing frequently and regularly throughout the semester is essential.
- Color code, enlarge, underline, and highlight your notes to strengthen your visual memory of the material.
- Copy your notes over if, for you, the act of writing facilitates memorizing.
- Read aloud (recording while reading) if hearing, with or without seeing the words, helps you remember what you have read.
- Rehearse material to be mastered either orally or in writing. Write out concepts in full. Read your notes silently or aloud. Paraphrase or explain concepts to a study partner.
- Review frequently and commit material to memory using strategies that aid recall such as listing, categorizing, imaging, re-visualizing, alphabetizing, and devising acronyms and associations. (*See your learning specialist for ideas on how to use these compensation techniques*).

TEST TAKING STRATEGIES

1. Find out what examination format your professor will use (e.g., long-answer essay questions, multiple choice, short-answer essay questions). Adjust your studying to fit the type of test you will be taking. Ask your professor for practice exams or find out if old exams are available. Take as many old exams or quizzes as you can and check your answers against the answer key, with a tutor or study partner.
2. If no prior exams or questions are provided, and if essay type exams will be given, try to anticipate the questions that will be asked on the exam. Write an outline to answer these questions.
3. Be sure to go into exams rested and not having just consumed a large amount of sugar or caffeine. Complex carbohydrates and some protein will provide the best source of energy over an extended period of time.
4. If you have memorized specific formulas, dates, names or terminology for an exam: write down (on the back of the exam) all that you have committed to memory. Use this information later in the exam.
5. Read test directions carefully, underlining the verb that describes what you are to do: describe, compare, summarize, list, etc. *Follow the directions precisely.*
6. Begin by answering the easiest questions first. Circle the hard ones and come back to them after you have answered the easy ones.
7. Pace yourself. Even if you have extended time, it is not unlimited.
8. If you come to a question you don't understand, paraphrase it for the proctor to confirm that you have understood what the question means.

SELF-CONFIDENCE BUILDING STRATEGIES

Building self-confidence is not an easy task. Many people benefit from the assistance of a counselor or therapist on a one-to-one basis or in a support group. You should explore such options in the campus Counseling Center. In addition, the following strategies may prove helpful:

1. After preparing as well as you could, tell yourself, as you go in to take an exam or make a presentation, that you will succeed and you are well prepared.
2. Identify a realistic goal and work toward it. When you succeed in accomplishing it, identify the strategies that you developed that contributed to your success. Building self-confidence is a step-by-step process in which you meet increasingly difficult challenges and take credit as you accomplish each one.
3. If you don't achieve your goal on the first attempt, sit down with a friend, faculty, or counselor and analyze and refine your strategies. Identify new strategies and intermediate goals that will prepare you better to achieve your final goal. Tell yourself, "Next time I know I'll do better."
4. Develop a time line to accomplish each goal. Build in extra time for the unexpected. Remember, there is no point rushing toward failure. Take a long-range perspective on your life, rather than focusing on just one semester.
5. Keep a list of your past successes and accomplishments and read this list over frequently.
6. Take credit for your achievements and work well done. Accept compliments with a simple "thank you". If your performance did not meet your expectations, you can critique it at a later time with your faculty, counselor, or friend.
7. Identify your strengths and keep expanding the list of things you do well. Your disability gave you some special talents as well as difficulties. Identify your talents, develop them and enjoy them.
8. Keep disappointments in perspective; a "D" on one quiz does not mean you will fail the course; a "D" in one course does not mean you will be dismissed from college.
9. If you do poorly on a paper or exam, find out why rather than condemning yourself or rejecting the good along with the ineffective strategies that you may have used. By analyzing what went wrong, you will be better able to avoid such mistakes in the future.

SELF-CONFIDENCE BUILDING STRATEGIES

Continued

10. Look at your friends. What do you admire and respect in them? Because they also chose you as friend, you share in their attributes and have other qualities that they admire and respect as well.
11. Dress for success. If you are unsure of the appropriate dress for a specific occasion, setting, or social event, check ahead with a knowledgeable person.
12. Smile. People who smile send a message to others that they are comfortable with themselves and are self-confident. Smiling is contagious.
13. Look at those who have expressed confidence in you, provided you with opportunities, and have given you responsibilities. These people know you well, have observed your past performance, and have confidence in your abilities and potential to succeed. As you accept new challenges, keep them and their confidence in you clearly in mind.

SELF-ADVOCACY STRATEGIES

1. Work with others to inform and sensitize the student body, faculty, administration, and staff about disabilities. Organize public lectures and student panels. Write articles for the student newspaper on your campus.
2. Become a student member of and/or provide input to policy-making university committees.
3. Find out if there is a support group for students with disabilities on your campus and become an active member in this group. At such group meetings you will find out you are not unique nor are you alone in your struggles. In addition to the comfort that it provides, you will learn studying and test taking strategies and about instructors whose teaching style will be most compatible with your learning style.
4. Provide peer counseling and support to other students with disabilities on an individual basis or through a support group on campus.

Join professional organizations as a student member advocating for rights of adults with disabilities. The learning specialist on your campus can put you in touch with local

WHAT MAKES A SUCCESSFUL STUDENT?

Demonstrated competency of the basic skills (reading, writing, and math) is necessary for success in college level courses where content mastery will be evaluated.

Most instructors expect you to spend at least 3 hours outside of class doing assignments or reading for every hour spent in class. For example: If you are registered for 12 credit hours, you should be spending a minimum of 36 hours per week outside of class doing assignments and preparing for classes. Often students with disabilities need to spend considerably more time than this to be successful. Consider your disability and accommodations needs and, if appropriate, plan more time to complete your degree requirements. You may want to consider a reduced course load.

Attending college is a full-time job. If you cannot make the commitment at this time, you may want to consider enrolling part-time or attending college at a later date.

Desirable traits for college success:

- Possessing a positive attitude
- Being flexible
- Having knowledge about academic policies and deadlines
- Using good communication skills
- Having good time management skills
- Being able to organize yourself
- Having a clear sense of your goal
- Being independent
- Knowing when and how to seek help
- Strong commitment to your degree

Perhaps the most important concept to grasp is that you need all the same competencies as any college student

PLUS whatever skills or strategies are needed to cope with your disability. It is better to start acquiring skills in an environment you know well (i.e. high school) rather than to wait until you arrive on the college campus. Entering a college comfortable with yourself and your needs can make the difference between success and failure.

PLANNING YOUR COLLEGE SCHEDULE

Perhaps the most important factor in program planning is to collaborate with faculty, staff and available resources to find the right match. You will have to make course selection decisions as soon as you get to college, and understanding your learning disability will help you to see how it will affect choosing your college courses. Colleges don't always have advisors who understand learning disabilities, so it will be your responsibility to explain your needs and aggressively seek out the best advice. Go out of your way to find someone who knows the teaching style and course requirements of different faculty members. Get in touch immediately with the LD program or the Office for Students with Disabilities, where guidance should be available. Through the Office for Students with Disabilities, request priority in registration so that you get courses and a schedule that are appropriate for you. When selecting courses, consider:

Course content and structure:

You can minimize the effect of your learning disability by careful course selection. If you are a poor reader, start out with only one heavy reading course. If you are a poor note taker, start out with courses based on class discussion instead of straight lecture.

Number of credits:

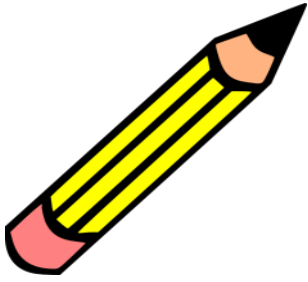
Especially in your freshman year, you may want to consider taking the minimum number of credits necessary for full time status (usually 12 semester credits). In some cases, it might be advisable to enroll as a part-time student. When you take courses that require heavy reading, reduce the total number of credits that semester. Be prepared to spend more than four years in college. Unlike high school, you are not forced to take a set number of courses, and there is no reason that you must go at the same pace as other students.

Combination of courses:

Consider the types of courses and their requirements. If you struggle with writing, take no more than one course a semester that requires a written paper. Take a combination of lecture, discussion, and lab courses, rather than all lectures.

Timing of classes:

If you have auditory attention problems, don't schedule three classes in a row. Take a break between classes and schedule only two or three classes each day. Select classes that meet two or three times a week for a shorter period of time, rather than for a three-hour block once a week. If you struggle taking notes, short frequent classes allow you to review your notes and clarify what you missed. Three-hour classes put an enormous strain on anyone's note-taking ability and attention span.



NOTES

Resources



REFERENCE INFORMATION

General Disability

www.ahead.org
www.cec.sped.org
www.acednet.org
www.ncd.gov/

www.ccdanet.org
www.aheadd.org
www.heath.gwu.edu

Specific Disabilities

www.add.org
www.autcom.org
www.autisticsociety.org
www.kidsource.com
www.idonline.com
www.professorsadvice.com

www.ahany.org
www.autism-ppd.net
www.chadd.org
www.idanatl.org
www.nclld.org

Grants & Scholarships

www.studentgrants.org/disability
www.disabilityscholarships.org

www.researchautism.org
www.chairscholars.org

Career Planning

www.mapping-your-future.org
www.nymentor.com
www.nycareerzone.org

International Dyslexia Association (IDA): Promoting literacy through research, education and advocacy. The purpose of the IDA is to pursue and provide the most comprehensive range of information and services that address the full scope of dyslexia and related difficulties in learning to read and write.

www.interdys.org

(410) 296-0232

Children and Adults with Deficit/Hyperactivity Disorder (CHADD): CHADD works to improve the lives of people affected by AD/HD

www.chadd.org

Great Schools: The Schwab Foundation for Learning: Great Schools empowers its parent community with unparalleled expert advice about educational topics such as school choice, preparing for college, learning difficulties, and more. Mission is to empower and inspire parents to participate in their children's education.

www.greatschools.org

Council for Exceptional Children (CEC): The voice and vision of special education.

www.cec.sped.org

(866) 915-5000

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

www.nichcy.org

(800) 695-0285

Council of Parent Attorney's and Advocates: A national voice for special education rights and advocacy.

www.copaa.net

(410) 372-0208

US Department of Education: Promoting educational excellence for all Americans.

www.ed.gov

Recording for the Blind and Dyslexic: Learning through listening.

<http://www.learningally.org>

(800) 221-4792

All Kinds of Minds – Dr. Mel Levine: Mission is to help students who struggle with learning, measurably improve their success in school and life by providing programs that integrate educational, scientific, and clinical expertise.

www.allkindsofminds.org

Center for Students with Learning Differences

(516) 773-4737

Association on Higher Education and Disability (AHEAD): AHEAD envisions educational and societal environments that value disability and embody equality of opportunity.

www.ahead.org

WEB RESOURCES

Disability General

Americans with Disabilities Act (ADA): Information and technical assistance on the Americans with Disabilities Act.

www.ada.gov

Disability Gov: Provides quick and easy access to comprehensive information about disability programs, services, laws, and benefits.

www.disability.gov

HEATH: National clearinghouse on post-secondary education for individuals with disabilities

www.heath.gwu.edu

The Disability Resources Monthly (DMR): Guide to disability resources on the internet. Includes links to topics, such as advocacy, assistive technology, awareness, education, employment, etc.

www.disabilityresources.org

Disability Specific

ADDitude: A print magazine dedicated to improving academic, vocational, and social outcomes for people with Attention Deficit Disorder.

www.additudemag.com

American Printing House for the Blind: Resources for the blind including recording devices.

www.aph.org

PEPNET-Northeast(Formerly the Northeast Technical Assistance Center NETAC): Located on the campus of the Rochester Institute of Technology, PEPNET provides assistance and information to campuses and individuals to improve the learning environment for deaf and hard of hearing students on college campuses. Website has a large collection of teacher tip sheets that can be downloaded and copied.

www.netac.rit.edu

Recordings for the Blind and Dyslexic: Textbooks on audio cassette and now electronic format.

www.rfbd.org

LD Online: Topics of learning disability and ADHD. Website includes information, resources, advice, and multimedia. www.ldonline.org

College Search

ACT – provides over a hundred assessment, research, information, and program management services in the broad areas of education and workforce development.

www.act.org

College View – Topics include a college search, financial aid information, the application process, campus life, careers and majors, and student lounge.

www.collegeview.com

Go College – How to finance and succeed in college is broken down into four sections; (1) financial aid, (2) admissions, (3) education options, and (4) college survival.

www.gocollege.com

College Board

www.collegeboard.com

Transition Resources

Transition to College: Post-secondary disability Consortium of Central New York: Website developed by this consortium to assist students, parents, educators, and consulting professionals in developing a better understanding of the issues involved in the transition to college for students with disabilities.

www.pdccny.org

Collegiate Consortium and Disability Advocates (CCDA): Full text of Effective College Planning, 7th Ed. and information about events and materials.

www.ccdanet.org

Transition Services Website

<http://www.acces.nysed.gov/vr/>

National Center on Secondary Education and Transition

www.ncset.org

(612) 624-2097

Career

Workforce Diversity and Careers and the Disabled

www.eop.com

Job Tips

<http://www.do2learn.com/jobTIPS//index.html>

Job Accommodations Network (JAN): A service provided by the U.S. Department of Labor's Office of Disability Employment Policy (ODEP). This website is a resource for workplace productivity, enhancements, and reasonable accommodations.

www.jan.wvu.edu

Careers and Colleges

www.careersandcolleges.com

National Clearinghouse on Careers and Professions Related to Early Intervention and Education for Children with Disabilities: Provided by the Council of Exceptional Children.

www.special-ed-careers.org

My Road – Link from www.collegeboard.com

www.myroad.com

Student Tools

Study Guides and Strategies – Topics include preparing, learning, studying, learning with others, online learning/communicating, classroom participation, project management, research, reading skills, preparing for tests, taking tests, writing basics, writing types, vocabulary/spelling, resources, math, and science and technology.

www.studygs.net/index.htm

University of Minnesota Assignment Calculator – This is an amazing tool that can help students with time management. This calculator allows students to calculate a timeline for working on any given assignment.

www.lib.umn.edu/help/calculator

Speech-to-Text Freeware: There are a number of free software programs (very basic) for speech-to-text.

Learning Tools – Assistive technology and regular technology for students with disabilities.

www.learningtools.us

Essay Writing assistance found in Bellmore Memorial Library's E-Resources

www.tutor.com

Financial Aid/Scholarships

The Smart Student Guide to Financial Aid

www.finaid.org

Fast Web

www.fastweb.com

Government Education

www.studentaid.ed.gov

Financial Aid for Students with Disabilities and Their Families

www.rspfunding.com

College NET: Admissions and financial aid information

www.collegenet.com

www.studentaid.edu.gov/pubs

College programs for Learning Disabled Students

www.college-scholarships.com/learning_disabilities.htm

FAFSA Express

<http://studentaid.ed.gov/PORTALSWebApp/students/english/fafsa.jsp>

College Air Sources for Higher Education (CASHE)

www.cashe.com

www.salliemae.com

The National Association of Student Financial Aid Administrators (NASFAA)

www.nasfaa.org

The Ambitious Student's Guide to Financial Aid

www.octameron.com

National Amputation Foundation Scholarship

www.nationalamputation.org (scholarship information can be found under NAF news)

Hemophilia Health Services Memorial Scholarship Program

www.hemophiliahealth.com (scholarship information can be found under patients)

Mitsubishi Electric America Foundation (Inclusion Champion Award)

<http://meaf.org/grants-inclusion.php#incchamp>

Additional Resources

HEATH Resource Center, American Council on Education

Online Clearinghouse on Post-Secondary Education for Individuals with Disabilities,
Washington, DC 20037

Website: www.heath.gwu.edu

email: askheath@gwu.edu

College Preparation Resources

Testing and Education Reference Center at Bellmore Memorial Library

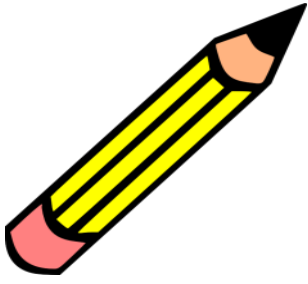
Provides solid preparation and repeated practice for ACT, CUNY, PSAT/NMSQT, and SAT tests

www.bellmorelibrary.org

(516)785-2990

Think College: College options for people with disabilities

www.thinkcollege.net



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