Effective College Planning for students with disabilities

Workbook for Students, parents and school Personnel



**Developed by: The Western New York Collegiate Consortium and Disability Advocates**

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Welcome to the Workbook to be used with the Effective College Planning Manual. This workbook contains activities, checklists and other items to help navigate the transition from high school to college.

In the workbook there are activities that can be done by the student, the counselor and the parents. We hope you find them fun and beneficial!

Enjoy!

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#  Section I: The Final IEP Meeting

Students and Parents

Before you head off to college it is essential that you utilize high school resources while you still have easy access to them. One of these resources is your IEP team. Each player on the IEP team has access to a great deal of helpful information that will make your transition to college a smooth one. The following is a list of questions both students and parents should ask of IEP team members before the student has graduated and moved on to the post-secondary world.

* How is an IEP differ from college accommodations?
* Why should I use accommodations in college?
* What exactly is my disability?
* How does it affect me as a student? (Colleges will call this functional limitations)
* What are my accommodations and how do they relate to my disability?
* What do my accommodations help me do?
* What technology do I use?
* What type of documentation do I have on file with the high school?
* How will I be able to get a copy of that documentation? Contact person? Fax number? Release of information to send to the college?
* How do I get connected with adult agencies or what agencies are already in use?

After you have gathered the answers to all of the above questions, here is an activity for parents and students to do together. In your home who knows where all of the medical or school paperwork is? Probably a parent or guardian. As you move onto college you will need to be able to locate and identify all of the documents pertaining to your disability, medical history, and medications.

* **Parents and students:** ***schedule a few days to jointly go through all of the important paperwork that would pertain to the student’s health, medication, and/or disability. Make a new file that can easily be accessed by both parent and student. If student is going away to college, make sure copies of the information goes along with them. Better yet, scan and save documents on cloud based storage so students can easily access their records electronically.***

#  Section II

#  Am I ready for College?

**STUDENT SELF-ASSESSMENT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Information** | **Yes** | **No** | **Working On** | Don’t Know |
| 1. Can I name and describe my disability?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Can I describe my strengths?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I know what accommodative services I need? (e.g., extended time, separate location, computer, note taker, books in alternate format)
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I know what assistive equipment I need to use? (e.g., screen reader, screen enlarger, tape recorder)
 | ❑ | ❑ | ❑ | ❑ |
| **Academic Preparation Skills** | **Yes** | **No** | **Working On** | Don’t Know |
| 1. Do I have at least basic keyboarding skills?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Have I had at least three years of high school mathematics, including algebra?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Have I had at least three years of high school science, including at least one lab science?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I have one or more years of a foreign language?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I understand what I read?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I understand things better if I hear them?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Can I write a well-developed essay?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Can I use email; the internet etc.
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I have the computer and personal discipline for an online or distance learning course?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I need a calculator to perform basic math functions?
 | ❑ | ❑ | ❑ | ❑ |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Study Skills** | **Yes** | **No** | **Working On** | **Don’t Know** |
| 1. Do I know how to do research in a library? Online? Using an online library?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I know when and how to get academic assistance?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Can I take notes?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I know how to study for a test?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I need extra time for tests?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Am I usually prepared for class?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Am I usually on-time for classes?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I skip classes often?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Are my assignments completed on time?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Is my behavior in class appropriate and not distracting to others in the class
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I stay focused during class?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Can I do my share of a group project?
 | ❑ | ❑ | ❑ | ❑ |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Social Skills** | **Yes** | **No** | **Working On** | **Don’t Know** |
| 1. Do I communicate appropriately with teachers?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I interact appropriately with peers?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Can I make decisions for myself without being influenced by others?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I know how to let someone know I like them? (dating etiquette)
 | ❑ | ❑ | ❑ | ❑ |
| 1. Can I handle rejection appropriately?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I know how to use e-mail effectively
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I know when to use a cell phone (and when to turn it off)?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I know when a conversation or discussion is over?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Can I demonstrate problems-solving and decision-making skills?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I know how to deal with anger without using violence?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I respect people who are different than me?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Can I choose appropriate friends and social activities?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Can I recognize unsafe situations, and prevent or avoid them?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I practice safe sex?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Do I know how to refuse if I don’t want to be touched and can say no?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Can I recognize unsafe situation, and prevent or avid them?
 | ❑ | ❑ | ❑ | ❑ |
| 1. Can I navigate and use the internet safely?
 | ❑ | ❑ | ❑ | ❑ |

 If there were questions in the lists that the student could not answer, the student needs to talk about his choices of college or vocation with a sponsoring agency, guidance counselor, resource room teacher or other professional who knows him. The answers to these questions will help him begin to seriously consider whether or not college is a realistic option.

## Learning Styles Inventory

Read each question carefully and think about how it applies to you**. Keep in mind that you are thinking about learning new, difficult information**. On the line next to the question, put the NUMBER of the response that you choose:

**1** - NEVER APPLIES **2** - SOMETIMES APPLIES **3** - OFTEN APPLIES

1. It is better for me to get work done in a quiet place.
2. I am not skilled at giving VERBAL explanations for directions.
3. I have trouble reading if the print is small, blurry, or smudged.
4. It is hard for me to read other people's handwriting.
5. I cannot study sitting at a desk.
6. If I can’t think of a word I wave my hands and call it a ‘thingee’.
7. I remember something better if I write it down.
8. My eyes get tired fast although the eye doctor says they are OK.
9. It is hard for me to understand what a person is saying when there are other people talking or there is music playing.
10. I remember things that I hear better than things I read or see.
11. When I read, I mix up words that look alike, like them and then and bad and dad.
12. I don't like to read directions first; I would rather just start doing.
13. I enjoy doodling and even my notes have lots of pictures, arrows, etc. in them.
14. I think better when I have the freedom to move around.
15. I often get lost or am late if someone TELLS me how to get to a new place and I don't write the directions down.
16. Before I follow directions, it helps me to SEE someone else do it.
17. I had trouble learning to read out loud when I was younger.
18. It helps to use my finger as a pointer when reading to keep my place.
19. If I am taking a test, I can 'see' the textbook or notebook page where the answer is.
20. If I had the choice to learn new information by lecture or a textbook, I would choose to HEAR it rather than read it.
21. I tend to solve problems through a more trial-and-error approach, rather than a step-by-step method.
22. When trying to remember someone's telephone number, it helps if I try to picture it in my head.
23. I find myself needing frequent breaks when studying.
24. My written work doesn't look neat to me. My papers have crossed out words and erasures.
25. It's hard for me to understand a joke that someone tells me.
26. I understand how to do something BEST if someone TELLS me rather than if I read the directions myself.
27. It helps me to LOOK at the speaker when I am listening. Looking helps me focus on what she is saying.
28. I learn BEST when someone SHOWS me how to do something and then I have the opportunity to do it myself.
29. Handwriting is tiring; I press down really hard with a pencil or pen.
30. I do not get lost easily even in a strange place.

Find the corresponding question on the inventory and write your answer on the line:

####  Interpreting the scores:

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1 \_\_\_\_\_\_\_ | 3 \_\_\_\_\_\_\_ | 2 \_\_\_\_\_\_\_ |
|  | 7 \_\_\_\_\_\_\_ | 4 \_\_\_\_\_\_\_ | 5 \_\_\_\_\_\_\_ |
|  | 9 \_\_\_\_\_\_\_ | 8 \_\_\_\_\_\_\_ | 6 \_\_\_\_\_\_\_ |
|  | 13 \_\_\_\_\_\_\_ | 10 \_\_\_\_\_\_\_ | 12 \_\_\_\_\_\_\_ |
|  | 15 \_\_\_\_\_\_\_ | 11 \_\_\_\_\_\_\_ | 14 \_\_\_\_\_\_\_ |
|  | 17 \_\_\_\_\_\_\_ | 18 \_\_\_\_\_\_\_ | 16 \_\_\_\_\_\_\_ |
|  | 19 \_\_\_\_\_\_\_ | 20 \_\_\_\_\_\_\_ | 21 \_\_\_\_\_\_\_ |
|  | 22 \_\_\_\_\_\_\_ | 24 \_\_\_\_\_\_\_ | 23 \_\_\_\_\_\_\_ |
|  | 25 \_\_\_\_\_\_\_ | 26 \_\_\_\_\_\_\_ | 28 \_\_\_\_\_\_\_ |
|  | 27 \_\_\_\_\_\_\_ | 29 \_\_\_\_\_\_\_ | 30\_\_\_\_\_\_\_ |
| **TOTALS:** | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_ |
|  | **VISUAL** | **AUDITORY** | **TACTILE** |

Find each numbered question from the list and place your answer of 1, 2, or 3 on the line matching that question on the chart above. When you have filled in all the numbers, add up your total in each column. The higher the score, the BETTER you are at using those skills. For example, if your total scores are: visual 19; auditory 25, tactile 23 you are learn BEST by listening, then using hands-on. You are not as comfortable with a textbook or a chart that no one has explained to you.

Your high scores are in auditory or listening skills and tactile or hands-on skills, with a low score in visual. This would indicate that you are probably weak in reading and comprehension, but do very well with oral directions and hands-on or paper and pencil tasks.

College faculty will employ combinations of visual, auditory and tactile teaching techniques. The information on the following chart will help you identify strategies and accommodations that you can use to reinforce learning in those modes where you are weak

**SUGGESTED STRATEGIES AND ACCOMMODATIONS**

|  |  |  |
| --- | --- | --- |
|  | STRATEGIES | POSSIBLE ACCOMMODATIONS |
| **To improve VISUAL learning** | * Use of slides, charts, diagrams, and illustrations to reinforce learning
* Use of color coding to organize notes, note cards and textbook underlining
* Writing questions in margins of textbook
* Converting notes to charts and matrix format
* Use a calculator for computations
* Use of graphic paper for math computations
 | * Copy of instructor’s overhead transparencies
* Use of computer software and spell checker
* Watch videos, etc. more than once
* Extra time on tests
* Enlargement of print materials to make print easier to read
* Use of a calculator
* Use of a note taker
 |
| **To improve AUDITORY learning** | * Participate in study group
* One-to-one tutoring
* Brainstorm ideas for writing into a tape recorder
* Tape record notes
 | * Tape recording classes
* Tests read or recorded
* Use of textbooks on tape
* Use of voice input for computer
* Use of computer with voice output
* Extra time for tests
* Alternate test location
* Using an assisted listening device such as an FM amplification system
 |
| **To improve TACTILE learning** | * Recopy class notes
* Convert notes to study or ‘flash’ cards
* Use of models for studying
* Additional time for lab classes and study
* Study or lab partner
* Frequent repetition of task until it is learned
* Role playing
* Frequent breaks while studying
 | * Assigned lab partner
* Tests and assignments in electronic format
 |

# Section III

#  The College Search

Your search for a college becomes easier once you narrow down what you are ultimately looking to gain from your college experience. Using tools such as this SMART goals analysis, you will force yourself to think critically about the specific goal you are looking to attain and how you can meet that goal. Try doing a SMART goal analysis using the example below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S** | **M** | **A** | **R** | **T** |
| **Specific** | **Measureable** | **Achievable** | **Relevant** | **Time-Based** |
| What, Where, How? | From and To | Who? | Why? | When? |
| A specific goal is distinct & defines as much of the goal as possible and contains no ambiguous language | A measurement that gives feedback and informs user that the goal is completed | Goal must be achievable to individuals or group | Realistic goals are challenging yet attainable within the given time frame | Time frame needs to be aggressive yet attainable |
| **EXAMPLE** | **EXAMPLE** |  **EXAMPLE** | **EXAMPLE** | **EXAMPLE** |
| I will have all of my letters of recommendations ready to attach to my college applications two weeks before the application is due. | I will have three letters.One letter from employer.One letter from my coach.One letter from a teacher. | I will ask for the letter of recommendations eight weeks prior to my goal return time.  | I want my references to write thoughtful and detailed letters and give them the time they need to do this.  | **Ask references by:** September 18, 2016**Collect letters by:**November 18, 2016 |

**Specific:** What do you want to accomplish? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Measurable:** How do you know you will be able to reach this goal? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Achievable:** Is this goal reasonable? What resources do you need? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Relevant:** Why is this goal important to you? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Timely:** When will this goal be accomplished? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#  \*\*Campus Comparison Chart will go in here. \*\*

* You can order your memos by phone
or email.
* Review your accommodations and ALL the attachments you received. There are many helpful procedures in this packet to make note of.
* Attached to your memos are events that you may be interested in.
* If you or your professors have any questions about implementing your accommodations please contact our office.
* Professors to meet with them to discuss how your accommodations are to be implemented.
* Speaking with Instructors one-on-one in a confidential setting allows both you and your professors the time and the environment that will be conducive to exploring implementation of your accommodations