



**POST-ITT**

**GUIDANCE ACTIVITIES**

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COLLEGE PLANNING FOR STUDENTS WITH DISABILITIES

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POSTSECONDARY INNOVATIVE TRANSITION TECHNOLOGY



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COLLEGE PLANNING FOR STUDENTS WITH DISABILITIES

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[www.postitt.org](http://www.postitt.org)

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## Overview

Student Introduction.....	1
Parent Introduction.....	4
Teacher Introduction .....	7
Guidance Counselor Introduction.....	11
Goals and Objectives Overview .....	12

## Section 1 -- Self-Advocacy

Overview of Activities.....	15
Activity 1 Learn about your learning style .....	16
Activity 2 Learn how your disability is documented .....	17
Activity 3 Research your disability on the Post-ITT Website.....	19
Activity 4 Research accommodations on Post-ITT .....	20
Activity 5 Try-out an accommodation .....	21
Activity 6 Learn about IEP meetings .....	22
Activity 7 Participate in your IEP meeting .....	23
Activity 8 Plan a self-advocacy presentation.....	24
Activity 9 Advocate for a class accommodation .....	25

## Section 2 Assistive Technology

Overview of Activities.....	26
Activity 10 Learn about assistive technology.....	27
Activity 11 Learn how everyday items can help you learn .....	29
Activity 12 Try out some everyday low technology.....	30
Activity 13 Learn about the assistive technology you use .....	32
Activity 14 Evaluate your current assistive technology.....	34
Activity 15 Explore high technology that can help you learn .....	35
Activity 16 Research your assistive technology needs .....	37
Activity 17 Develop a plan for using assistive technology .....	39

## Section 3 Planning for College

Overview of Activities .....	41
Activity 18 Complete an interest inventory .....	42
Activity 19 Research career possibilities.....	43
Activity 20 Interview about careers of interest.....	44

Activity 21 Set career goal(s) .....	45
Activity 22 Set college goal(s) .....	46
Activity 23 Plan course work for college with your counselor .....	47
Activity 24 Start a career and college-planning calendar.....	48
Activity 25 Research important dates for your calendar.....	49

## Section 4 Applying to College

Overview of Activities .....	50
Activity 26 Research colleges using Post-ITT.....	51
Activity 27 Visit college campuses .....	52
Activity 28 Research college admission requirements.....	53
Activity 29 Develop a college admission calendar .....	54
Activity 30 Apply for pre-admission test accommodations.....	55
Activity 31 Apply for admission test accommodations.....	56
Activity 32 Apply for placement testing and accommodations....	58
Activity 33 Submit college applications.....	60
Activity 34 Research financial aid.....	61
Activity 35 Apply for financial aid .....	62

## Section 5 Accessing Disability Services

Overview of Activities .....	63
Activity 36 Research disability rights.....	64
Activity 37 Research a college course on the Internet .....	65
Activity 38 Research accommodations available at college .....	66
Activity 39 Research assistive technology .....	67
Activity 40 Research how to qualify for disability services.....	68
Activity 41 Make appointment with disability services office.....	70
Activity 42 Call disability services coordinator .....	71
Activity 43 Meet with disability services coordinator .....	73

## Section 6 Accessing Adult Human Services

Overview of Activities .....	74
Activity 44 Research adult services with counselor.....	75
Activity 45 Research adult services on Internet .....	76

Glossary .....	77
----------------	----

Transition Planning Worksheets.....	81
-------------------------------------	----

# STUDENT

Welcome to the Post-ITT Guidance Activities. Post-ITT will help you gain a better understanding of yourself while you get ready for college. With the help of those close to you, you will use the Post-ITT Activities over several years to know yourself better, plan for the future, apply to college, and get the support you will need there. Armed with an improved understanding of yourself and the skills to advocate for your needs, you will have the confidence, knowledge and skill necessary to move from the demands of high school to the demands of college.

Before we go any farther, we should explain the name “Post-ITT.” You probably are asking: “*What’s with this Post-ITT?*” “*Post what?*” or just “*Huh?*”. Post-ITT is an acronym (letters used in place of words) that stands for Postsecondary Innovative Transition Technology. It refers to the research project name used to develop these activities and a website that supports them.

These activities are likely to help you if:

- You have had thoughts about going to college
- You already have a plan to go to college
- You have plans or even dreams of a career that requires college
- Somebody has suggested college is in your future

Oh, you get the idea...the activities are likely to help you!

## What are we talking about when we say “College”?

Everyone agrees what college is, right? Well, not always. We’ve discovered that sometimes people think of college as only meaning a four-year school that issues a bachelor degree. There are actually several types of colleges. For the purpose of Post-ITT, we use the word “college” to refer to any training after high school that results in a certificate or diploma. Technical colleges, community colleges, and four-year colleges are all “colleges” as far as Post-ITT is concerned.

## When should you work on these activities?

As the old saying advises: “There is no time like the present!” Putting off the unknown or the uncertain is a common mistake. We’ve learned through interviews with college students and teachers that this often happens.

# INTRODUCTION

Getting started in 9<sup>th</sup> grade is not too early. This will give you time to practice the skills and strategies you learn in the early years of high school. If you work on 9 or 10 activities each year over the course of four years, your start in college should be smooth.

## Where would I do these activities? Is it a class?

Where you do the activities really depends on you and your school. For instance, it might be that a group of students will work on the activities in a class or after school. Others might do them as independent research or with the help of a parent, counselor, or teacher. Still others will work in small groups of two or three.

## Okay, okay.... So one more time, why I should I do these activities?

Students with disabilities often have difficulty adjusting in college because they haven't learned enough about their disabilities, how to get support in college, and how college is different from high school. Post-ITT activities are designed to help you gain this knowledge and these skills. You will:

- **Learn** about your disability and how to use your strengths while working around your limitations.
- **Plan** for college so that you can reach your goals.
- **Apply** to a college that is a good match for you.
- **Get** the learning accommodations that you need.
- **Apply** for and receive assistance from adult service providers.

## How do I start? Am I supposed to do this on my own?

The Post-ITT *Guidance Activities Planning Worksheet* is an excellent starting point. You will find it in the last section of this booklet. The worksheet has statements about what you know and have done. All you do is read the statements, think about yourself, and choose the description that best fits you. Your parent(s) and teacher(s) do the same thing on separate worksheets. After everyone has done this activity, which takes about 5 minutes, you come together and discuss your opinions and decide on a good starting place. The IEP committee is a great way of getting help from all of these people in your life.

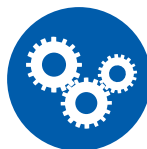
## What do you mean “a good starting place?” Don’t you just start at the front of the book?

You certainly could. But what if you already knew what those first activities were trying to teach? It might be a waste of your time to do them. With a little bit of preplanning, you will be able to focus on learning and practicing what you don’t know. There is plenty to learn and little time to waste.

If you are ready to get started, you should browse through the list of activities and the worksheets starting on page 12. This will give you the overview. As you look at the activities, you will notice icons (small pictures) designed to help you get an overview of what you are about to do.



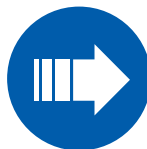
**Research** – When you see the research icon, you will be asked to do some type of research such as reading a college catalog, using the Internet, or interviewing someone.



**Process** – The process icon asks you to process information that you have researched by thinking about it, making notes in a log, or discussing it with someone else.



**Report** – The report icon represents activities that ask you to talk or write about what you have learned through research, and processed through thinking and discussion.



**Act** – All the research, thinking, and talking is not much good without action. When you see this action icon, expect to decide something, go somewhere, meet with someone, or make a commitment on your calendar for later action.



**Repeat** – Research, thinking and acting often leads to more research. The more you know, the more you want to know. When you see the arrow circling back on itself, expect to repeat your research by looking for additional information. This will help you expand your knowledge and understanding of new concepts.

Once you have looked through the entire curriculum, it’s time to use the *Planning Worksheet*. Remember, this worksheet guides a discussion involving you, your parents, and your teachers. Speak with your teacher about arranging this meeting.

## PARENT

We hope you have taken the opportunity to read the *Student Introduction*. It explains the rationale and structure of the curriculum. The following paragraphs are meant to help you understand the change that your son or daughter will go through when going to college. Disability services will be available in college but they will be quite different from those typically found in high school. Your role changes, too. The years in high school can be used to prepare for the changes to come. By helping your child (now young adult) learn about his or her disability and what needs to be done to get ready for college, you will increase the likelihood of a successful transition. That is the aim of this curriculum.

### How will college disability services be different from high school?

Colleges are not governed by all of the same laws that apply to public high schools. Both colleges and public schools must provide access to individuals with disabilities by making reasonable accommodations. However, colleges only provide access to instruction for individuals who are qualified and who identify themselves as an individual with a disability. Initially, many young college students choose not to disclose their disability and discuss accommodations. This is understandable; but, may result in difficulty adjusting to college. By way of contrast, public schools have the requirements of notification, evaluation, and providing a free appropriate public education. For those students eligible for special education, public schools have additional requirements. Schools must identify students and provide specially designed instruction with necessary related services. These entitlements do not exist in college.

The law does not require colleges to provide special education and related services. There are fewer staff providing assistance to students with disabilities in college. In contrast to public schools where special educators might have a caseload of 15 to 30 students, college disability service coordinators have a caseload in the hundreds. In short, students and parents should expect a very different approach to disability support in college. Although both public schools and colleges have the same general mission of education, college is not an entitlement. The laws governing the two are different. For more information about these differences, visit the **Disability Law** Section of the Post-ITT Website.

## How does the parent's role change?

Parents of school age children have extensive rights that go along with the awesome responsibility of raising children. When youth reach the age of 18, they have responsibility for themselves. They may choose to involve their parents or others in their life decisions. Colleges expect to work directly with students and will involve parents only with the permission of the student. Therefore, young adults going through this transition must be prepared to ask the right questions, discuss their needs, and find solutions to problems that arise. These activities along with the Post-ITT Website are designed to teach these essential skills during the high school years. Your role is one that evolves from parenting to coaching to cheerleading. A fair amount of “prodding” may be necessary in the early stages. As skills are learned and confidence is gained, this “prodding” will become encouraging.

## How does Post-ITT involve parents?

Parents and other family members are asked to be participants throughout the Post-ITT Activities. Here are some of the ways that you can help:

In the beginning, you are asked to work with your son or daughter, teacher, and perhaps counselor to identify areas of knowledge and skill relative to planning for college and advocating for needed services. The *Planning Worksheet* at the end of this book is used for this purpose.

- Many of the activities ask the student to think about and discuss what they are researching. You can help in these “processing” activities by listening, discussing, and raising questions.
- “Prodding” was mentioned above. This is another way to be involved. Students are asked to make appointments and put important dates on a planning calendar. It is easy to let due dates slip and to neglect to use the calendar once notes are made. You can help by motivating the reluctant or forgetful.
- We all need encouragement when we undertake the unknown. Getting ready to advocate for our needs certainly falls into this category. Working with teachers and counselors, you can help your children build the confidence necessary to undertake these activities.

# INTRODUCTION

- Finally, be honest and forthcoming with your son or daughter about what you know about their disability. They must become the guardian of that information. They cannot advocate for their needs based on disability if they have not had the opportunity to understand that aspect of their life. Post-ITT asks parents to work in partnership with teachers, counselors, and other school staff. You have a unique perspective on how your child learns. Some conversations may be challenging, however they are crucial. Help is available through your child's teacher or on the Post-ITT Website (see **Resources**).

Each section of Post-ITT has an introduction that covers the scope of the content and suggests additional resources. Please read these section introductions for more information.

## TEACHER

Post-ITT will be a helpful supplement to your transition curriculum for your students considering college. It was developed with the help of students, teachers, and administrators in the Lake Washington School District in Washington State. The activities are based on the findings of surveys, interviews, and focused discussions conducted with high school special educators, high school students with disabilities, college students with disabilities, and college disability services coordinators.

Teachers asked the developers of the Post-ITT Website to format the activities so they could be presented in a variety of ways. In several schools, students were served only in the general education classrooms. Another school used a team teaching model in the general education class. Still another school grouped students with disabilities in resource room or study skills classes. Thus, activities were needed that could be adapted to a variety of service delivery models.

College students with disabilities helped us understand issues that needed to be addressed and how to sequence them. They alerted us to the need to start instruction early.

### As a teacher, what do you need to know?

**Differences in disability support systems** -- A good starting point is to reflect on the differences between the legally required support systems available in high school and those available in college.

Public schools provide Free Appropriate Public Education (FAPE). This includes equal access to general education, special education, and related services. The laws have numerous requirements to insure that public schools meet these obligations. By way of contrast, colleges are only required to provide equal access to instruction and campus activities. The programs and services are different. In college, curriculum is not modified, courses are generally not waived, and specially designed instruction is not provided. On the other hand, for qualified individuals whose disability prevents them from accessing college, reasonable accommodation will be provided. Examples of accommodations include: books on tape, electronic text readers, and sign language interpreters. Reasonable accommodations are required and provided to qualified students. Services that go beyond this equal access are not required by law but may exist on some campuses (in some cases for an additional fee).

# INTRODUCTION

**The role of the student changes** -- The student must disclose having a disability in order to receive accommodations. This is done by presenting appropriate documentation written by a qualified professional to the office of disability services. Once found eligible, appropriate accommodations must be agreed upon by the student and the college. Once accommodations are determined, the student often arranges the implementation details with professors. Finally, if accommodations are not effective, it is the student's responsibility to work with the disability services office to find a solution. The following chart summarizes the changing role of the student.

<b>Who is Responsible?</b>		
<b>Responsibility</b>	<b>In High School</b>	<b>In College</b>
Identifying disability	School district	Student
Evaluation (re-evaluation)	School district	Student
IEP process	School district	Not available
Specially designed instruction	School district	Not available
Identifying accommodations	School district	Student/College
Arranging accommodations	School district	Student/College
Coordinating agency support	School district	Student
Related services	School district	Not available

# INTRODUCTION

Consider your 18 and 19-year-old students for a moment.

- Assuming they get admitted to a college, are they ready to identify themselves to a stranger as having a disability?
- If they are ready, can they talk in detail about the nature of that disability?
- Do they have documentation that is current and meets the requirements of the college?
- Can they describe accommodations that they have used in the past and justify why they are reasonable?
- Can they speak with professors and instructors about the accommodations that have been approved?
- Can they collaboratively fine-tune the implementation of those accommodations in a way that is appropriate for each class?
- Are they sufficiently organized to attend to critical timelines?
- Can they troubleshoot problems when things go wrong?

The change of responsibility is huge! Many students simply are not prepared. When these new responsibilities are coupled with college demands and a tendency to not disclose a disability, the potential for a poor adjustment is great. Post-ITT will help students take on these new responsibilities.

In summary, college disability services are available for qualified students and are generally limited to insuring access. Students are responsible for disclosing their disability, presenting documentation, working collaboratively to develop accommodations, and troubleshooting problems.

## What is the role of the IEP Committee?

Post-ITT was created to engage the student in activities that will lead to independence. The IEP committee provides a perfect forum for starting and monitoring these activities. The process begins with teachers, parents, and students completing the *Planning Worksheet* that rates knowledge and skills essential to success in college. This should be done prior to the IEP meeting. A portion of the meeting is devoted to discussing the results from the various perspectives and coming to consensus regarding the appropriate starting point. Goals and objectives are established. Meetings in subsequent years review the progress made and renew appropriate goals. Not all of the activities are appropriate for all students. Some activities will need to be supplemented and some omitted. Many activities depend on completion of previous activities.

## How are the Post-ITT Guidance Activities Structured?

Post-ITT consists of 45 activities and a *Planning Worksheet*. These activities are supported by the Post-ITT Website. The activities are generally sequential. Some stand by themselves, but most build on knowledge or skills learned earlier. The activities group into six sections:

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

## When should instruction occur?

The Post-ITT activities are sequenced to be appropriate for the high school years. Since it takes time to understand one's self and even more time to gain the confidence necessary to become an effective self-advocate, this section comes first. We suggest that it begin in the 9<sup>th</sup> grade. This allows sufficient time to practice self-advocacy and to experience the effects of accommodations. Assistive Technology is often essential to the success of college students with disabilities. Becoming aware of these technologies and using them effectively takes time. For this reason, these activities should be started in the freshman or sophomore year. Planning involves exploring career interests and training that is consistent with those interests. These activities are designed for the sophomore and junior years. Applying to college activities naturally occur during the late junior and senior years. Accessing disability services and accessing adult human services activities should be undertaken during the junior and senior years.

## GUIDANCE COUNSELOR

### The Role

High school counselors are the local experts on transition from school to college. Your training and experience help you support all students and their families as they prepare for college. Post-ITT helps you help students with disabilities in this transition. The activities are appropriate for all high school students with disabilities who are considering college. Post-ITT engages you as a member of a support team that includes family members and teachers. Students explore their strengths and limitations and are guided through college planning and application with an emphasis on learning how colleges make accommodations. Issues of disability disclosure, self-advocacy, and legal protections are introduced. Many topics require exploring self-identity. These new concepts take time to absorb. Your support is essential.

### Taking the Lead with Students Eligible under Section 504

Guidance Counselors play a crucial role with transitioning students who are protected under *Section 504 of the Vocational Rehabilitation Act of 1973* but not enrolled in special education. Post-ITT was developed for students receiving special education and has since been modified for all students with disabilities. Special educators take the lead in coordinating transition activities for students they teach. Students, who are only protected under *Section 504* and the *Americans with Disabilities Act*, will not necessarily be assisted with transition planning. Counselors can be especially helpful to these students. First, by making them aware of the *Post-ITT Guidance Activities* and Post-ITT Website; you introduce critically important issues. Second, by counseling them while they are doing the Activities, you increase the likelihood that they will make a successful transition. These students deal with the difficult challenge of taking on new responsibilities, disclosing their limitations, advocating, and negotiating. At the same time, they go through all of the normal challenges of starting college. They need your help to get through the process.

School districts are required to develop a *Section 504* plan for students with disabilities who request accommodations. These plans will have a designated case coordinator. Speak with this individual to identify students who are planning on attending college. Make them aware of Post-ITT through your normal counseling activities. A brochure is available on the Post-ITT Website as a downloadable document. Sponsoring an informational evening with a guest speaker from the disability services office of a local college will also help raise awareness.

## OVERVIEW

### Section 1 Self-Advocacy: Activities 1-9

**Goal:** The student will understand his/her learning strengths, disability, and related accommodations. The student will develop the skill to self-advocate in the academic setting.

#### Objectives -- The student will:

- ▶ **Identify** his/her learning style and related learning strategies. (Activity 1)
- ▶ **Understand** his/her disability and its academic impact. (Activities 2 and 3)
- ▶ **Identify** appropriate accommodations based on his/her disability and learning strengths. (Activities 2, 4 and 5)
- ▶ **Identify** how his/her disability documentation supports specific accommodations. (Activity 2)
- ▶ **Learn** about self-advocacy and practice it at school. (Activities 6-9)

### Section 2 Assistive Technology: Activities 10-17

**Goal:** The student will understand a range of assistive technologies that can be used to accommodate limitations. The student will use effective assistive technology.

#### Objectives -- The student will:

- ▶ **Learn** about assistive technology and how it can be used to overcome limitations in Activities 10-17.
- ▶ **Identify** everyday items as assistive technology in Activities 11 and 12.
- ▶ **Evaluate** the assistive technology they currently use in Activities 13 and 14.
- ▶ **Learn** about high tech assistive technology that may help them overcome limitations in Activities 15 and 16.
- ▶ **Implement** a plan to use assistive technology in Activity 17.

## Section 3 Planning for College: Activities 18-25

**Goal:** The student will establish a realistic college education goal and will prepare a timeline for successful transition to college.

### Objectives -- The student will:

- ▶ **Identify** interests that relate to jobs and occupations. (Activity 18)
- ▶ **Identify** career choices related to interests and skills. (Activity 19)
- ▶ **Create** a college goal based on interests and strengths. (Activities 20-22)
- ▶ **Identify** required and recommended high school classes necessary to prepare for college. (Activity 23)
- ▶ **Develop** a timeline for planning and application activities. (Activities 24-25)

## Section 4 Applying to College: Activities 26-35

**Goal:** The student will finish the college admissions process including: identifying appropriate college programs, completing admission requirements, and completing financial aid applications.

### Objectives -- The student will:

- ▶ **Identify** colleges that match interests with academic programs. (Activities 26-27)
- ▶ **Identify** college admission requirements in colleges of interest. (Activities 28-29)
- ▶ **Complete** pre-college admission and/or placement tests. (Activities 30-32)
- ▶ **Complete** and submit college applications. (Activity 33)
- ▶ **Complete** an application for financial aid. (Activities 34-35)

## Section 5 Accessing Disability Services: Activities 36-43

**Goal:** The student will understand what is required to obtain disability services in college.

### Objectives – The student will:

- ▶ **Learn** about the disability law that affects what must be done to obtain support services in college. (Activity 36)
- ▶ **Understand** the requirements and demands of college course work. (Activity 37)
- ▶ **Research** the disability services available at several colleges and compare them. (Activities 38 and 39)
- ▶ **Understand** support services in college and how to obtain those services. (Activities 40-43)

## Section 6 Accessing Adult Services: Activities 44-45

**Goal:** The student will identify adult human service agencies that provide support. The student will understand how to apply for these services.

### Objectives -- The student will:

- ▶ **Identify** agencies that provide support services to college students with disabilities. (Activities 44-45)
- ▶ **Plan** to apply for services from one or more adult human service agencies. (Activity 45)

# SELF-ADVOCACY

## ACTIVITIES 1-9

**Goal:** You will understand your learning strengths, disability, and related accommodations. You will be a skilled advocate for yourself.

### Objective -- You will:

- ▶ **Identify** your learning style and strategies that help you learn in Activity 1.
- ▶ **Learn** about your disability and its impact on school success in Activities 2 and 3.
- ▶ **Identify** appropriate accommodations in Activities 2, 4, and 5.
- ▶ **Learn** about disability documentation and how it supports specific accommodations in Activity 2.
- ▶ **Learn** about self-advocacy and practice it at school in Activities 6-9.

Students with disabilities must know themselves well and be able to talk about what they need to be successful in school. This is called self-advocacy. Because this is so important and because the skills and knowledge take time to develop, we have made self-knowledge and advocacy the focus of the first Post-ITT activities. These nine activities cover just the basics. Once you have learned about your disability and gained confidence talking with others about your learning needs, practice what you have learned in these lessons. With this practice you will become a skilled advocate for yourself. Your teacher has access to other in-depth lessons on self-advocacy. Ask for additional help, as you need it.

Some of the activities may call on you to do things for which you require an accommodation. For those with writing disabilities, a tape recorder will be indispensable when you go to interview, and voice recognition software can help you with your reports. Individuals with reading disabilities may benefit from human or electronic readers. If you are deaf, talk with your teacher about arranging for an interpreter on activities where you will need this accommodation. Whether you need assistive technology or human assistance, don't let your need for accommodation stand in your way.

## ACTIVITY 1

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

## VOCABULARY

- learning style/preferences
- learning strategies

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



- Read the Introduction..
- Complete the Questionnaire.

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

- Visual
- Aural
- Read/Write
- Kinesthetic

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



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

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## ACTIVITY 2

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

## VOCABULARY

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

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



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

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

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

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



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



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

\*Go to the **Post-ITT Website**, Click **Guidance Activities**, select **Forms** and choose **Activity 2 worksheets**.

## ACTIVITY 3

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

## VOCABULARY

- disability services

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



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

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



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



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

## ACTIVITY 4

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

## VOCABULARY

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

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



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

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

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

Read the information on these accommodations.



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



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

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

## ACTIVITY 5

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

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



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

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



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



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

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



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

## ACTIVITY 6

Prepare yourself to participate in your next IEP meeting.

## VOCABULARY

- IEP meeting

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



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

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



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

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

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

## ACTIVITY 7

Participate in your IEP meeting.

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



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

**Before the meeting:**

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

**At the meeting:**

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



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



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



Repeat this activity for each IEP meeting.

## ACTIVITY 8

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

## VOCABULARY

- self-advocate

**Prerequisite:** Completion of Activities 1 - 4.

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



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

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

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

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

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

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

\*Go to the **Post-ITT Website**, click **Guidance Activities**, select **Forms** and choose **Activity 8 worksheet**.

## ACTIVITY 9

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

## VOCABULARY

- self-advocate

**Prerequisite:** Completion of Activities 1-4 and Activity 8.



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

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

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



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



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

# ASSISTIVE TECHNOLOGY

## ACTIVITIES 10-17

**Goal:** You will understand a range of assistive technologies that you can use to overcome limitations. You will use assistive technology that works for you.

### Objective -- You will:

- ▶ **Learn** about assistive technology and how it can be used to accommodate limitations in Activities 10-17.
- ▶ **Identify** everyday items as assistive technology in Activities 11 and 12.
- ▶ **Evaluate** the assistive technology you currently use in Activities 13 and 14.
- ▶ **Learn** about high-tech assistive technology that may help you overcome limitations in Activities 15 and 16.
- ▶ **Implement** a plan to use assistive technology in Activity 17.

In college your workload will increase. More reading, writing, and organization of information will be required. There may be assistive technology that you can use to help you meet these demands and succeed in college. Whether or not you are currently using assistive technology, you can benefit from learning about what assistive technology has to offer.

The following activities introduce you to assistive technology. Through research, interviews, and experimentation you will become familiar with assistive technologies that will help you learn. You will need to use the information and skills you learned in the Self-Advocacy activities. To determine which assistive technology will work for you, you need to understand your strengths, limitations, and needs.

## ACTIVITY 10

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

## VOCABULARY

- assistive technology
- functional limitation

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

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

### Do you already use Assistive Technology?

If "YES":

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

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

If "NO":

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

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



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



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

\*Go to the **Post-ITT Website**, click **Guidance Activities**, select **Forms** and choose **Activity 10 worksheet**.

## ACTIVITY 11

Learn about how everyday items can be assistive technology that will help you.

You will learn about specialized “high-tech” assistive technology later in this section. This activity will show you how common items like tools, hardware store materials, office supplies, and household items can help you with your schoolwork. Because there really isn't a word for these things, we refer to them as “everyday items.” People with disabilities can use these items to lessen the effects of their limitations. They are usually “low-tech” solutions, are familiar, and are easy to buy. You may discover that you don't need “high-tech” solutions after experimenting with everyday items. Here are some examples:

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



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

Ask yourself the following questions:

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



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

## ACTIVITY 12

Plan and try out some everyday items as assistive technology.

In college you will face new learning challenges. There will be more reading and writing. You will have more teachers and your classes will be spread out across a bigger campus. You will have to find good places to study and become familiar with the library and computer lab. It is good to get ideas now about how to meet these learning challenges in your future. Some of those solutions might be simple. In this activity you will explore the effects of using everyday items. This is experimental, so keep an open mind.



List some everyday items (2 or 3 ideas) that you have not tried yet. Don't limit yourself. Get ideas from your family, friends, and teachers. Add items to column C and D on the *Assistive Technology Self-Evaluation Guide*.

Choose one of the everyday items you would like to try and write a little plan. Include:

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

Here is how Mario explained his plan to his teacher:

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

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



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

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



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

Discuss with your teachers and/or family members what you learned and how you feel about using this everyday item.



Repeat this process with other everyday items. Sometimes a slight change in how you use something may make the difference between success and failure. Keep experimenting.

**Note:** If you are currently using “high-tech” assistive technology, continue with Activities 13, 14, and 17. If you are not currently using “high-tech” assistive technology, skip Activities 13 and 14 but continue with Activities 15, 16, and 17.

## ACTIVITY 13

For current AT user

Learn more about the assistive technology that you currently use.

Since you already use “high-tech” assistive technology to reduce the effects of your limitations, this activity will give you the opportunity to learn more about your AT. Knowing about all of its features allows you to gain the maximum benefit. Besides, with this knowledge you will be better prepared to meet new challenges. As an adult you will be responsible for understanding your limitations and finding the AT accommodations you need. Research on the Internet is one good way to learn more about your assistive technology. Here are two ways to get started.

### Use A Search Engine

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

### Use Helpful Websites

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

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



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

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

If you have specific questions about the technology you are using, it will help to contact an expert. Expert advice can be provided by people who sell the technology (called vendors, sales representatives, or distributors). Remember, they will have a bias toward their product. Another approach is to use the Internet to reach others who may have used this technology. There are email listserves and on-line forums that allow you to post a message for others. For example, you can send an email to the general DO-IT email address (doit@u.washington.edu) or use the DO-IT list server to write to students and professionals (doitsem@u.washington.edu).



Summarize in writing what you have learned about your assistive technology. Use some or all of the research questions above to help you structure your thoughts.

Add information to columns C and D on the *Assistive Technology Self-Evaluation Guide* if appropriate.



Discuss what you have learned with your teacher or family member.

Continue with Activity 14 to have more detailed discussions about your assistive technology.

**Note:** You can join the DO-IT Listserve. This is a great networking opportunity to connect with other students, mentors or professionals with similar concerns or interests. To join the listserve you need to register as a DO-IT Pal. Go to the DO-IT home page at <http://www.washington.edu/doit>. Click on “programs,” then click on “DO-IT Pals”. Here you will find more information on the DO-IT Pals program and an application. This application can be completed on-line.

## ACTIVITY 14

For current AT user

Evaluate your current assistive technology by talking with a professional.

In addition to using the Internet to research your current assistive technology, you can learn more by speaking with a professional who knows you and is familiar with assistive technology. Some equipment sounds wonderful when you read about it or speak with a salesperson, but may turn out not to meet your needs. The professional can speak with you about the positive and negative features of various technologies. This can save you time and costly mistakes.



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

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



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



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

**Note:** Skip Activities 15 and 16, go to Activity 17.

## ACTIVITY 15

For non AT user

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

As a college student, you will be responsible for knowing about and using effective assistive technology (AT). In some cases, this will be the low cost everyday items that you explored in Activities 11 and 12. You may also require a more “high-tech” AT. You can start now by becoming aware of the assistive technologies that may help you.



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

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

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

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



Summarize in writing what you have learned about technologies that might meet your needs.

Add information to column C of the *Assistive Technology Self-Evaluation Guide*.



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

## ACTIVITY 16

For non AT user

Speak with others who know about your need for assistive technology.

Using the Internet is an excellent way to get acquainted with assistive technologies. You can continue your research by speaking with a professional who is familiar with you and assistive technology. Some equipment sounds wonderful when you read about it but may not meet your needs. The professional can speak with you about the positive and negative features of various technologies. This can save you time and costly mistakes. The following is a list of people you could contact.

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



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



The following points may help guide your information gathering.

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

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

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



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



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

**Note:** You can join the DO-IT Listserv. This is a great networking opportunity to connect with other students, mentors, or professionals with similar concerns or interests. To join the listserv you need to register as a DO-IT Pal. Go to the DO-IT home page at <http://www.washington.edu/doiit>. Click on “**programs**,” then click on “**DO-IT Pals**.” Here you will find more information on the DO-IT Pals program and an application. This application can be completed on-line.

## ACTIVITY 17

Develop and implement a plan for using assistive technology.



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



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

**Choose** a technology that may help you.

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

**Try** out the technology. Here are some ideas:

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

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



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

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



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

# PLANNING FOR COLLEGE

## ACTIVITIES 18-25

**Goal:** You will establish a realistic college goal. You will prepare a timeline of tasks to accomplish.

### Objectives -- You will:

- ▶ **Identify** your interests in Activity 18.
- ▶ **Identify** career choices related to interests and skills in Activity 19.
- ▶ **Create** a college goal in Activities 20-22.
- ▶ **Identify** necessary pre-college classes in Activity 23.
- ▶ **Create** a timeline for college planning and make application to college in Activity 24.

Goal setting helps you focus on your future and use your time in a way that gets you what you want. It is common that high school students aren't sure about their future. Interest surveys and career research can help you focus. You don't have to be certain of what you want to start planning. This section helps you explore your interests and careers that match them. It will help you set goals and make a plan to reach them.

Just like self-advocacy, these activities just scratch the surface of what you can do. To learn more, speak with your counselor, career specialist, and teachers about other opportunities available to you. Expect your interests and career goals to change as you get more experience and learn more about yourself. Adjust your plan accordingly.

## ACTIVITY 18

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



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



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

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



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

## ACTIVITY 19

Learn more about career choices related to your interests and skills.

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



Look over the results of your completed interest inventory.

Select at least one occupation/job that was identified as a possible match for your interests and skills.



Use the Internet to log on to the “Occupational Outlook Handbook” Website <http://www.bls.gov/oco/>

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

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

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

The Activity 19 worksheet will assist you.\*



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



Repeat the activity, selecting a different job/occupation.

Compare what you learned about each job and discuss this with your parent and/or teacher.

\*Go to the Post-ITT Website, click **Guidance Activities**, select **Forms** and choose **Activity 19 worksheet**.

## ACTIVITY 20

Learn about setting and achieving goals.

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



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

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

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



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



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



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

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

\*Go to the Post-ITT Website, click **Guidance Activities**, select **Forms** and choose **Activity 20 worksheet**.

## ACTIVITY 21

Identify your interests, future hopes and possible careers.

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



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

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



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

**Note:** You will use this information in Activity 22.

\*Go to the **Post-ITT Website**, click **Guidance Activities**, select **Forms** and choose **Activity 21 worksheet**.

## ACTIVITY 22

Identify an education goal based on your interests and skills.

## VOCABULARY

- IEP manager
- IEP meeting

**Prerequisite:** Completion of Activities 20 and 21.



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

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



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

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



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



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

**Note:** Use this goal statement in Activity 23.

## ACTIVITY 23

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

**Prerequisite:** Completion of Activity 22.

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



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



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



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

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

## ACTIVITY 24

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

## VOCABULARY

- SAT
- ACT
- ASSET or COMPASS
- disability services



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

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

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

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



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



Ask an adult (parent or teacher) to meet with you at least once a month. During this meeting, review your planning calendar and the progress you have made participating in these events. Be sure to write this meeting day and time on your planning calendar each month. Add new events and deadlines as you become aware of them.

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



Repeat this activity at the beginning of each school year.

\*Go to the [Post-ITT Website](http://www.postitt.org), click **Guidance Activities**, select **Forms** and choose **Activity 24 worksheet**.

## ACTIVITY 25

Update your college-planning calendar.



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

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



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

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

# APPLYING TO COLLEGE

## ACTIVITIES 26-35

**Goal:** You will finish the college admissions process, including identifying appropriate college programs, completing admission and financial aid applications.

### Objectives -- You will:

- ▶ **Identify** college programs that match your interests in Activities 26 and 27.
- ▶ **Identify** admission requirements in Activities 28 and 29.
- ▶ **Complete** pre-college admission and/or placement tests in Activities 30 - 32.
- ▶ **Complete** and submit college applications in Activity 33.
- ▶ **Complete** an application for financial aid in Activities 34 and 35.

Once you have career and education goals in mind and have made a plan to reach them, it's time to get started. In this section, you research colleges: what it takes to get admitted, pre-college testing, and available disability services. There is a lot to be done to reach the goal of college admission. In school you will have many opportunities to work toward your goal. There are thousands of colleges in the United States and they all are in competition to recruit interested and qualified high school students. Your job is made easier by this competition. Keep your eyes and ears open for college seminars, conferences, representatives wishing to speak with you, and college materials. Get to know your counselor and career center specialist. They know about opportunities.

You will continue to use your *Planning Calendar* in this section. This is more than just another assignment. If you use it, you will know where you are and where you need to be in the planning process.

## ACTIVITY 26

Learn about colleges that may offer programs related to your interests and skills.

**Prerequisite:** Completion of Activity 18 or an interest inventory.



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

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

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

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



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



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

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

\*Go to the Post-ITT Website, click **Guidance Activities**, select **Forms** and choose **Activity 26 worksheet**.

## ACTIVITY 27

Visit a college campus.

## VOCABULARY

- disability services
- admissions counselor



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

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

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

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



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



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

## ACTIVITY 28

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

## VOCABULARY

- SAT or ACT
- ASSET or COMPASS



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

The following are ideas to get you started:

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

Record the following admissions information for each school.

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



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

## ACTIVITY 29

Develop a strategy to complete the admission requirements for the college that you plan to attend.

**Prerequisite:** Completion of Activity 28.



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

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



With your school guidance counselor's assistance, develop or update semester schedules that will include all the classes you must take prior to high school graduation.

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

## ACTIVITY 30

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

## VOCABULARY

- PSAT
- PLAN
- academic accommodations



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

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



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



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



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

Attend a preparation class that may be available.

Take the PSAT or PLAN.



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

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

## ACTIVITY 31

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

**Prerequisite:** Completion of Activity 30.



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

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

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



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



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

<http://www.collegeboard.com>

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

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



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

Attend a preparation class that may be available.

Take the SAT or ACT.



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

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

You may conclude that it is unlikely that your score will increase enough to meet admissions requirements. If this is the case, consider alternatives to that school.

## ACTIVITY 32

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

## VOCABULARY

- ASSET or COMPASS
- academic accommodations



Visit the Post-ITT Website and go to each school of interest. Click on “Admission and Registration” and then read the information on the ASSET or COMPASS test in the “Admission” section. Some schools will provide you with a link to admission information on their college web site that will provide information on the ASSET/COMPASS.

To find general information on the ASSET or COMPASS tests, visit the ACT Website at <http://www.act.org/asset/tests/>

You can also make an appointment with your high school guidance counselor. Questions to consider asking include:

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



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

Take the ASSET or COMPASS test.



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

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

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

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

## ACTIVITY 33

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

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



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

Make a copy of each application form so you will have a practice application for each school.

Complete the practice applications. Write the drafts of any required essays.



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



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

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

## ACTIVITY 34

Learn about financial aid resources and the procedures to apply.

## VOCABULARY

- financial aid
- grant
- loan
- work-study program
- scholarship
- financial need

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



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

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

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

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

<http://www.finaid.org>

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

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



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

## ACTIVITY 35

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



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



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



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



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

[Http://www.finaid.org](http://www.finaid.org)

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

Using the practice application as a guide, complete the final application(s).



Mail all application materials before the specified deadlines.

**Note:** More students fail to receive financial aid because of missing school deadlines than for any other reason.

## ACCESSING DISABILITY SERVICES ACTIVITIES 36-43

**Goal:** You will understand what is required to obtain disability services in college.

### Objectives -- You will:

- ▶ **Learn about** the disability law that affects what you must do to obtain support services in college in Activity 36.
- ▶ **Understand** the requirements and demands of college course work when you complete Activity 37.
- ▶ **Research** disability services available at several colleges and compare them in Activities 38 and 39.
- ▶ **Understand** support services in college and how to obtain those services in Activities 40-43.

You are now either in the process of being admitted to a college or you already have been admitted. As you have been learning, disability services in college are different than those in high school. This section will teach you about the rights and responsibilities you will have as a college student. You will also explore the difficulty of college course work and consider accommodations that may assist you. You will research through reading and interviewing. Use the Post-ITT Website as a gateway to this new knowledge!

At the end of these activities you will have met with a disability services coordinator and accomplished the tasks necessary to receive services.

# ACCESSING DISABILITY SERVI

## ACTIVITY 36

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

## VOCABULARY

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



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

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

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

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

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



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

## ACTIVITY 37

Learn about the requirements and demands of college course work.

## VOCABULARY

- syllabus

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



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

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

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



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



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

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



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

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

# ACCESSING DISABILITY SERVICES

## ACTIVITY 38

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

## VOCABULARY

- disability services
- academic accommodations

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



Select the **Colleges** tab on the navigation bar on the Post-ITT Website. Research and write down who and how you can contact the disability services office for one or more colleges of interest. A form is available for Activity 38, on the Post-ITT Website.\*

Next, read about the various accommodations and support services available at this college. Either print out this section or take notes to summarize those services.



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



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

\*Go to the **Post-ITT Website**, click **Guidance Activities**, select **Forms** and choose **Activity 38 worksheet**.

## ACTIVITY 39

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

## VOCABULARY

- assistive or adaptive technology

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



Using the Glossary look up a definition for assistive technology. Write the definition in your own words. List several examples.

Use Post-ITT to research the types of assistive technologies available at a college of interest.

Read the assistive technology section and take notes on any equipment that you may have used or you have developed an interest in as a result of Activities 10-17.



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



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

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



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

## ACTIVITY 40

Learn how to qualify for disability services at college.

**Prerequisite:** Completion of Activities 1-9.

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



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

Obtain a copy of the appropriate disability documentation guidelines from the Post-ITT Website.



Using the Disability Documentation Evaluation Worksheet, compare each required element from the guidelines to your own documentation. Work with a family member, school counselor, or special education teacher. Determine if you have questions for a disability services coordinator or if there is a need for additional information in your documentation. **If your disability documentation does not meet the requirements, you will need to obtain additional documentation.** For more detail see Post-ITT Website Resources.



Select one or two colleges from the Post-ITT Website that you are considering attending. Follow the links on Post-ITT or college web pages to learn about how to qualify for disability services.



Think about and discuss with your teacher or family member how qualifying for services in college is different than qualifying for services in high school.



Write a summary of the action steps to get the necessary documentation.

# ACCESSING DISABILITY SERVI

Discuss your action steps with a teacher or guidance counselor. Identify which steps you will take while you are still in high school to prepare yourself for eligibility. Record those activities on your *Planning Calendar* (see Activity 24) and take action to accomplish each activity.

\*Go to the Post-ITT Website, click **Guidance Activities**, select **Forms** and choose **Activity 40 Worksheet**.

# ACCESSING DISABILITY SERVI

## ACTIVITY 41

Make an appointment with a disability services (DS) coordinator.

## VOCABULARY

- disability services

**Prerequisite:** Completion of Activities 1-9.



Identify one or two colleges that you are considering.

Using the contact information from Activity 38, compose an email or letter to each disability services coordinator with the following information:

- Introduce yourself, your grade, and the name of your high school.
- Tell why you are interested in the college.
- Inform the coordinator of your specific disability, your learning strengths, and the accommodations that you currently receive.
- Request the specific requirements that this college has for disability documentation.
- Request a time to meet with the disability services coordinator through a phone conference.

Arrange for a teacher, counselor, or a career counselor to be present during your scheduled phone conference.

Before sending your email message or letter, have it checked by a teacher, counselor, or parent.

## ACTIVITY 42

Coordinate a phone conference with a disability services (DS) coordinator.

**Prerequisite:** Completion of Activities 1-9, 38, 40, and 41.

Be prepared for your telephone conversation with the disability services coordinator(s) you contacted.

In Activity 31 you researched accommodations at college.



Visit the Post-ITT Website and review information on disability services at the college(s) where you have interviews. Read the procedures used by the disability services office and the accommodations that are frequently provided.



Be ready to provide information about your academic strengths and difficulties. Consider:

- What are your academic strengths?
- What is your disability?
- How does it interfere with your learning?
- What kind of support services have you used in high school?

Make a list of the questions or concerns you will address with the disability services coordinator. Some examples are:

- How do students contact you for help?
- How often will I work with you?
- How are my instructors informed of the accommodations I will need?
- What are my instructors told about my disability?
- What documentation will I need to establish my eligibility for services? Use the *Disability Documentation Evaluation Worksheet* developed in Activity 40.
- If I were to apply to and be accepted at (college name), when would be the best time to have my first meeting with you?
- Please give me an idea of the support services that I may be able to receive.

# ACCESSING DISABILITY SERVI



Now its time to make your call!

Along with the teacher, counselor and/or parent, talk with the DS coordinator over a speaker phone. Ask your interview questions and write down the answers (or ask the person with you to write the answers so you can concentrate on the conversation). When the interview is complete, ask for clarification on any points you didn't understand. Ask the disability services coordinator about the next steps you should follow. Of course, remember to thank everyone for their time and help.



Discuss your interview with the adult who participated with you and write down on your *Planning Calendar* (see Activity 24) important dates reflecting action you must take.



Take action on each task you have recorded.

## ACTIVITY 43

After your admission to a college is confirmed, meet with disability services to establish your eligibility for services.

**Prerequisite:** Activities 36-42 and Admission to a college.

Once you have been admitted to a college, it is important to meet with a disability services coordinator at the earliest possible date. This will allow you to resolve any difficulty with your documentation and give the disability services office sufficient time to arrange for accommodations.

Accommodations such as books on tape and Braille text may require 4 to 6 months.



Schedule an appointment to meet on campus with the disability services coordinator. If you are still uncertain, be sure to ask what type of information and documentation you must bring to this meeting to establish your eligibility for service. See Activity 40-2. Take notes or ask to record this conversation.

Present your documentation and discuss anything you need to add to the information you currently have.

Talk about the responsibilities and procedures that you as a college student must follow to access support services.

Discuss the accommodations you think you are eligible to receive.

Write down any tasks that you will need to complete and record all deadlines on your *Planning Calendar*. (See Activity 24.)



Review what you learned and tasks to be completed with your teacher, parent and/or counselor.



Take action on each task you have recorded.

# ACCESSING ADULT HUMAN SERVICES

## ACTIVITIES 44-45

**Goal:** You will identify adult human service agencies that provide support. You will understand how to apply for these services.

### Objectives -- You will:

- ▶ **Identify** agencies that provide support services to college students with disabilities in Activities 44 and 45.
- ▶ **Plan** to apply for services from one or more adult human service agencies in Activity 45.

## ACTIVITY 44

Learn about agencies that provide support services to individuals with disabilities.

Private and government agencies can help while you are in college. You may already have made contact with agencies such as Vocational Rehabilitation.



If you need additional information about adult service agencies, discuss the steps you will take to identify those agencies with a family member, guidance counselor, or teacher. Resources that can assist you in this research include:

- The Internet
- Community Resource Referral and Information Services
- The government section of the phone book.



Record information on each of the agencies you have identified. The information you find should answer the following questions:

- What services are offered by this agency?
- Who is eligible to receive services?
- How would you apply for these services?
- Which services offered by this agency might be helpful to you?
- Can any of these services help you in college?



Discuss the information you recorded with your teacher, family member, or a guidance counselor. Will you apply for any of the services offered by these agencies?



Apply for services if appropriate.

## ACTIVITY 45

Learn about the services for individuals with disabilities provided by Vocational Rehabilitation.

Each state has a Vocational Rehabilitation agency dedicated to assisting individuals with disabilities to become employed. This may include providing assistance to students while in college. Funding and services can vary greatly. The process always begins with an assessment to qualify for Vocational Rehabilitation services which may also be helpful in acquiring college disability services.



Visit the website of your state Vocational Rehabilitation department. Use **Post-ITT Resources, State Offices of Vocational Rehabilitation**.

Review the information on vocational rehabilitation (VR) and record your answers to the following questions on the Activity 45 Worksheet found on the Post-ITT Website.\*

- What services are offered by VR?
- Who is eligible to receive services?
- How would you apply for these services?
- Which VR services might be helpful to you?
- How can these services help you in your pursuit of a college education?



Discuss the information you recorded with your teacher, a family member, or a guidance counselor. Decide whether to apply for Vocational Rehabilitation services.



Apply for services if appropriate.

\* Go to the **Post-ITT Website**, click **Guidance Activities**, select **Forms** and choose **Activity 45 worksheet**.

**Academic Accommodations** are changes in the delivery of course material and/or in the assessment of knowledge that assist students in meeting the standards of the course. Students are eligible for accommodations based on the documentation of their disability. A few examples of accommodations include notetakers, recorded textbooks, time extensions on course assignments, extended test time, sign language interpreter, and the use of assistive technology during class and exams.

**ACT** is a test published by American College Testing which measures a student's aptitude in mathematical and verbal comprehension and problem solving. Most students take the ACT or the SAT during their junior or senior year of high school. For additional information, see <http://www.act.org>.

**Admissions Counselor** is a person working in a college admission and registration department who advises students on the admission process.

**Americans with Disabilities Act of 1990 (ADA)** is a civil rights law stating that public institutions cannot discriminate on the basis of disability. It helps to implement and enforce *Section 504 of the Rehabilitation Act of 1973* and also outlines additional protections for people with disabilities. See the Post-ITT Website for additional information.

**ASSET or COMPASS** are tests that measure a student's ability in math and english. The ASSET, COMPASS or other placement test is given to students who apply to a technical or community college. The test results are used to determine the student's placement in english and math. The results do not determine admission status. It is recommended that students complete the test just prior to or directly following high school graduation. Students must contact the testing office available on each college campus to arrange for a test time. Students arrange test accommodations by contacting the disability services office. For additional information, see <http://www.act.org/asset/> or <http://www.act.org/compass/>

**Assistive or Adaptive Technology** means any item or piece of equipment that is used to increase, maintain, or improve the functional capabilities of people with disabilities. For more information, see <http://www.ablenetinc.com>

**Disability Services (DS)** is the common name for the college office that coordinates the support and advocacy services for students with disabilities. This office may go by various names (such as Disabled Student Services, Educational Access or Special Needs) depending on the individual college. To receive these services, a person with a disability must place a request with the disability services office and provide documentation regarding the disability.

**Documentation** is a written assessment from a professional that provides information about an individual's disability and functional limitations. This documentation is required to determine eligibility for services.

**Financial Aid or Financial Assistance** is money available from various sources to help students pay for college. Students must establish eligibility and access to the funds is often competitive.

**Financial Need** means the cost of education minus the expected family contribution.

**Grant** is money given to a student for college expenses that does not have to be repaid.

**IEP** (Individualized Education Plan) is a yearly planning process used to define special education and related services for qualified students.

**IEP Manager** is responsible for the student's educational plan.

**IEP Meeting** is an annual meeting to develop an educational plan that is formalized in writing.

**The Individuals with Disabilities Education Act (IDEA)** is a federal law that defines the responsibilities of public schools to provide an appropriate education for students with disabilities.

**Learning Strategies** are activities that help people learn, usually by making the best use of their learning strengths.

**Learning Style** is the way a person takes in, understands, expresses, and remembers information; the way a person learns best.

**Loan** is money available to students that must be repaid.

**Modification** is making a change in a college program or course, such as increasing the length of time permitted to complete a degree program. Colleges are required to make reasonable modifications for qualified students with disabilities if the change does not alter an essential or necessary element of the program.

**Otherwise Qualified** refers to a qualified individual with a disability if he or she meets the essential requirements for participation in the programs or activities of a college. (*Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act*)

**PLAN** is a practice test that helps students prepare for the ACT. It is usually taken during the tenth grade year. For more information, see <http://act.org>.

**PSAT** (the Preliminary Scholastic Aptitude Test), is a practice test that helps students prepare for the Scholastic Aptitude Test (SAT). The PSAT is usually administered to tenth or eleventh grade students. For more information, see <http://www.collegeboard.com>.

**SAT** (Scholastic Aptitude Test) measures a student's aptitude in mathematical and verbal comprehension and problem solving. Most students take the SAT during their junior or senior year of high school. For more information, see <http://collegeboard.com>.

**Section 504 of the Rehabilitation Act of 1973** (*Section 504*) is a civil rights statute that prohibits discrimination against persons with disabilities. The law requires that college programs be prepared to make appropriate accommodations and reasonable modifications to their college's procedures and practices, so qualified students with disabilities can fully participate in the same programs and activities that are available to non-disabled students. For more information, see <http://www.postitt/text/legal/504.htm>.

**Self-Advocate** is an individual who describes his/her needs and suggests the means to meet those needs.

**Syllabus** is a summary or outline distributed by an instructor that states the main topics, readings and assignments to be completed during the semester.

**Work-Study Program** is a program that allows students to work part-time during the school year as part of their financial aid package. The jobs are usually on campus and the money earned is used to pay tuition or other college expenses.

## STUDENT VERSION

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Circle the number that indicates your current level of knowledge or ability in the areas listed below. 1 = no knowledge or ability, 2 = some knowledge or ability, 3 = high level of knowledge or ability

### Self-Advocacy:

You understand your disability, learning strengths and related accommodations and have the skill to self-advocate in the academic setting.

You have identified:

- your disability (What is it? How does it affect you in the classroom?) 1 2 3
- your learning strengths (How do you learn best?) 1 2 3
- appropriate accommodations based on disability & learning strengths 1 2 3
- how your disability documentation supports specific accommodations 1 2 3
- how to practice self-advocacy in the high school setting 1 2 3

### Assistive Technology:

You understand how assistive technology can effectively accommodate your limitations.

You have an understanding of:

- assistive technology and how it can be used to accommodate learning 1 2 3
- how everyday items can be used as assistive technology 1 2 3
- which high technologies can assist you in learning 1 2 3
- the assistive technology you currently use 1 2 3

### Planning:

You have established a realistic college education goal and have prepared a timeline for successful transition to college.

You have identified:

- personal interest 1 2 3
- possible career choices 1 2 3
- a college goal based on your interests and strengths 1 2 3
- academic courses required to meet your college goal 1 2 3
- a high school timeline of college planning and application activities 1 2 3

## STUDENT VERSION

### Applying to College:

You have finished the college admissions process including identifying appropriate college programs, completing admission criteria, completing financial aid applications, and providing appropriate disability documentation.

You have identified:

- colleges that match interests with academic programs and support needs 1 2 3
- admission requirements in colleges of interest 1 2 3

You have completed:

- pre-college admissions and/or placement testing (SAT; ACT; ASSET) 1 2 3
- competitive college applications, supporting letters, and essays 1 2 3
- financial aid application 1 2 3
- establishing eligibility for services by meeting with the disability services coordinator 1 2 3

### Accessing Disability Services:

You understand the different roles and responsibilities of the student and school in providing disability services in college.

You have an understanding of:

- the impacts of the law on the roles of student, teacher, and school 1 2 3
- the requirements and demands of college coursework 1 2 3
- the range of support services through DS and other campus resources 1 2 3
- differences in support services among colleges 1 2 3
- your need for disability service in college and how to establish eligibility 1 2 3

### Accessing Adult Human Services:

You can identify Adult Human Service agencies that provide support to individuals with disabilities enrolled in college and understand how to apply for these services.

You have identified:

- public and private agencies that provide support services to college students with disabilities 1 2 3
- application procedures for these support services 1 2 3

# PLANNING WORKSHEET

## PARENT/TEACHER/MENTOR/ VERSION

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
Your Name: \_\_\_\_\_

Circle the number that indicates your current level of knowledge or ability in the areas listed below. 1 = no knowledge or ability, 2 = some knowledge or ability, 3 = high level of knowledge or ability

### Self-Advocacy:

The student understands his/her disability, learning strengths and related accommodations and has the skill to self-advocate in the academic setting.

The student has identified:

- his/her disability (What is it? How does it affect student in the class?) 1 2 3
- learning strengths (How does the student learn best?) 1 2 3
- appropriate accommodations based on disability & learning strengths 1 2 3
- how his/her disability documentation supports specific accommodation 1 2 3
- how to practice self-advocacy in the high school setting 1 2 3

### Assistive Technology:

The student understands how assistive technology can effectively accommodate his/her limitations.

The student has an understanding of:

- assistive technology and how it can be used to accommodate learning 1 2 3
- how everyday items can be used as assistive technology 1 2 3
- which high technologies can assist him/her in learning 1 2 3
- the assistive technology he/she currently uses 1 2 3

### Planning:

The student has established a realistic college education goal and has prepared a timeline for successful transition to college.

The student has identified:

- personal interest 1 2 3
- possible career choices 1 2 3
- a college goal based on interests and strengths 1 2 3
- academic courses required to meet college goal 1 2 3
- a high school timeline of college planning and application activities 1 2 3

## PARENT/TEACHER/MENTOR/ VERSION

### Applying to College:

The student has finished the college admissions process by including identifying appropriate college programs, completing admission criteria, completing financial aid applications, and providing appropriate disability documentation.

The student has identified:

- colleges that match interests with academic programs and support needs 1 2 3
- admission requirements in colleges of interest 1 2 3

The student has completed:

- pre-college admissions and/or placement testing (SAT; ACT; ASSET) 1 2 3
- competitive college applications, supporting letters, and essays 1 2 3
- financial aid application 1 2 3
- establishing eligibility for services by meeting with the disability services coordinator 1 2 3

### Accessing Disability Services:

The student understands the different roles and responsibilities of the student and school in providing disability services in college.

The student has an understanding of:

- the impacts of the law on the roles of student, teacher, and school 1 2 3
- the requirements and demands of college coursework 1 2 3
- the range of support services through DS and other campus resources 1 2 3
- differences in support services among colleges 1 2 3
- their need for disability service in college and how to establish eligibility 1 2 3

### Accessing Adult Human Services:

The student can identify Adult Human Service agencies that provide support to individuals with disabilities enrolled in college and understand how to apply for these services.

The student has identified:

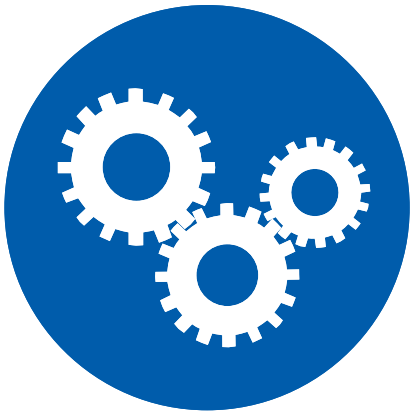
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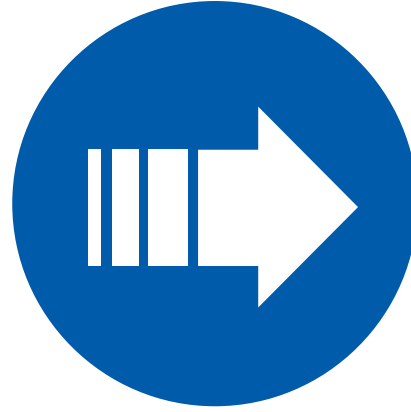
RESEARCH



REPORT



PROCESS



ACT





