

Postsecondary Education for Students with Disabilities Handbook

This handbook is intended to help students with disabilities obtain accommodations they may need during postsecondary education and the “real world.”

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Introduction:

The transition from high school to postsecondary education can be a big change for any student but is especially difficult for those with disabilities. In high school, you may have had the assistance of a Child Study Team and/or school counselor that helped to coordinate support services through an Individualized Educational Program (IEP) or a 504 plan to help you succeed. As a high school graduate, you will be responsible for requesting any and all necessary supports. You must understand the nature of your disability, know the types of accommodations and/or services necessary to help you learn. You must obtain the appropriate documentation to support your need for support, find and contact the right people, and advocate for your own needs. This handbook will help you navigate the process.

SECTION 1:

UNDERSTANDING YOUR DISABILITY AND YOUR EDUCATIONAL NEEDS

According to data provided by the National Center for Education Statistics, more than 200,000 entering college students report having some type of learning disability.

Disability Defined:

The definition of "disability" varies depending on the purpose for which it is being used. In high school, if you were found eligible for special education and related services you were identified as having one or more of the 13 disabilities defined in the New Jersey Administrative Code ([N.J.A.C. 6A:14](#))

- | | |
|----------------------------|----------------------------------|
| 1. Auditorily impaired | 8. Orthopedically impaired |
| 2. Autistic | 9. Other health impaired |
| 3. Intellectually disabled | 10. Social maladjustment |
| 4. Communication impaired | 11. Specific learning disability |
| 5. Emotionally disturbed | 12. Traumatic brain injury |
| 6. Multiply disabled | 13. Visually impaired |
| 7. Deaf/blindness | |

Upon graduation from high school, the N.J.A.C no longer is applicable. However, you may still be entitled to supports.

Federal and state agencies generally use a definition that is specific to a particular program or service. For purposes of nondiscrimination laws (e.g. the Americans with Disabilities Act (ADA) & Section 504 of the Rehabilitation Act) a person with a disability is generally defined as:

someone who (1) has a physical or mental impairment that substantially limits one or more "major life activities," (2) has a record of such an impairment, or (3) is regarded as having such an impairment

WHAT ARE MY EDUCATIONAL NEEDS?

The college application process marks a transition in which responsibility is gradually passed from parents to students. In high school, parents generally assure that proper accommodations are made to help their children succeed; in college, students must assume responsibility for advocacy.

In order to facilitate this transfer, a student must become increasingly aware of the nature of his/her disability and the ways in which he/she learns most effectively. Once the student has assessed his/her needs, he/she can then determine the level of modification necessary in college. Accommodations in college vary in scope and variety; therefore, each student and family must make decisions based on the ways in which a student's potential for success is best matched with a particular college program.

In order to help students and their families determine which college program will help a student reach his/her potential and to make other important decisions, several questions and checklists have been included in this booklet.

Students should learn the answers to the following:

1. What is the nature of my disability?

To determine the nature of your disability, you should consult with your case manager. He/she will help you understand your disability and together you will determine how your learning difference impacts on the way you learn. The better you understand your disability, the more comfortable you will be in communicating this information to a counselor in college. You can then become an effective **advocate** for your needs.

2. How do I learn?

Once you have determined the specific nature of your disability, you will want to assess how you learn best. How you learn is known as your *Learning Style*. There is no right or wrong learning style; it has nothing to do with intelligence or knowledge. It is simply a determination of the way or combinations of ways you learn most effectively. Knowing your individual learning style will help you choose modifications and/or accommodations designed to improve your success in school.

3. How do I find out my individual learning style?

By taking a learning styles inventory such as this one (click [here](#)) and answering each question honestly, you can find out what kind of learner you are! There is an additional learning styles inventory included in this booklet (see Appendix: A) designed to help you better understand yourself as a learner. After you complete an inventory you can better determine your learning profile. Evaluating your particular learning style then helps you determine your educational needs. Taking into consideration your past learning experiences, you will be able to relate the following statements to your own learning style.

I learn best if:

- I see it
- I write it down
- I listen to it
- I listen and write it down
- I work in groups
- I work alone
- I can hear and see information at the same time
- I can simplify the material I am working on

People generally have more than one learning style; knowing what helps you learn effectively will help you take advantage of available help.

The more you **know about yourself and how you learn**, the more successful you will be in college. Once you **understand your own needs and the variety of available college services**, you will be able to choose the college that is best for you.

The [“Going to College”](#) website is a resource specifically for students with disabilities. The website allows you to look at your strengths and learning styles. It also allows you to look at different options offered for students with disabilities in campus life. Lastly, it allows a student to look at the different ways you can plan for college, from tips to applying to financially affording your dream school. <http://www.going-to-college.org>

4. How do I perform in school

Now that you have determined your learning style, you might also assess your work habits as they affect your success in school work.

Ask yourself.....

Do I...

- manage time effectively
- take notes effectively?
- read effectively?
- complete my written assignments effectively?
- prepare for exams effectively?

How can I improve in these areas?

Once you have taken a serious look at yourself as a learner, you will be able to honestly determine your strengths and weaknesses.

5. What are my strengths and weaknesses?

Complete the following questionnaire.

STRENGTHS AND WEAKNESSES QUESTIONNAIRE

It is a good idea to determine how you specifically compensate for your disability. What techniques have you used in the past to improve your performance in school? Complete this chart to help you honestly appraise your learning strengths and learning differences. Your parents, counselor and case manager can help you determine and review this information. Once completed, this chart can help you assess which services will most effectively help you reach your academic potential in college.

What are my academic strengths?	How do I learn best in school? (Explain in detail e.g. listening, writing)

What are my academic weaknesses?	What services will best help me achieve success in college? (Tutoring, notetaker)

This information may be used in conjunction with the **Learning Styles Inventory**. Your responses will be helpful in preparing for your college interview

Interest Surveys

What types of things interest me? How do I know what I want to do for the rest of my life? I want to move out of my parent's house. I can do it on my own.....right????

Maybe you need a Reality Check! A great FREE resource for finding out more about your learning style, finding out more about your interests, finding out what occupation matches your preferences, college searches, apprenticeships, scholarships, military research, reality checks and more can be found at www.njcan.org.

Other Online Career Interest Inventories/Surveys: Also see **Appendix: B**

- <https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf>
- www.onetcenter.org/tools.html
- https://www.onetcenter.org/dl_tools/ipsf/Interest_Profiler.pdf
- https://www.onetcenter.org/dl_tools/ipsf/IP_Score_Report.pdf
- www.humanmetrics.com/cgi-win/JTypes2.asp
- www.assessment.com
- Mymajors.com
- www.do2learn.com/JobTIPS/
- www.keirsey.com/sorter/register.aspx?partid=1
- http://www.glencoe.com/sec/careers/career_city/

SECTION 2: WHAT COLLEGE IS RIGHT FOR ME? FINDING THE RIGHT MATCH

Now, you are ready to determine how your strengths, weaknesses, needs, and interests will best be served by available college programs.

Colleges typically can provide accommodations to students who disclose a documented disability. Some colleges have a wider range of services and/or formalized support programs for students with disabilities. After evaluating all the available resources, you can then decide which type of supports and/or program will best help you to succeed.

Section 4 of this book will provide detailed information about supports offered in post-secondary programs across the tri-state area and beyond.

Before choosing a college, you must learn what each prospective college offers. Gather this information from college websites, your school counselor, college visits and college interview. Then determine which college provides the services and accommodations that best match your learning needs.

Copy the following questions/checklist and use it to compare programs you are considering.

QUESTIONS TO HELP YOU CHOOSE THE RIGHT COLLEGE

PROSPECTIVE COLLEGE NAME.....

DISABILITY SUPPORT PROGRAM ADMISSIONS:

Is there a special procedure for admission the disability support program? Yes..... No.....

Is an IEP or other high school record required? Yes..... No.....

Is special preliminary testing required? Yes..... No.....

What tests are needed?.....

Before admission..... After admission.....

Who is responsible for admissions? Regular admissions staff..... Disability Office staff.....

Is there a coordinator of disability services? Yes..... No.....

For how many years may a student expect help from the program?.....

Is tutoring available? Yes.....No.....

Types of tutoring available:

- Content or subject matter
- Learning Strategies
- Remedial
- Time Management
- Organization Skills
- Advocacy Skills

Who provides tutoring? Professional Tutors?.....Peer Tutors?.....Other?.....

Are additional fees required for special services? Yes.....No.....

AVAILABLE COUNSELING AND/OR PSYCHOLOGICAL SERVICES

Does the program include psychological and/or counseling services?

- | | Yes | No |
|-------------------|-------|-------|
| ● For groups | | |
| ● For individuals | | |
| ● For both | | |

Who conducts the counseling?.....

Is career counseling available? Yes.....No.....

By whom?.....

Are peer support groups available? Yes.....No.....

ACCOMMODATIONS:

COURSE AND CURRICULUM

Who advises students about course choice and course load?.....

	Yes	No
Is priority scheduling available for students with disabilities?
Are special courses offered?
Study skills?
Basic skills?
Are these courses taken for credit?
Are minimum credit requirements waived?
Are course substitutes available?

TESTING ALTERNATIVES

Does the program offer?

- | | |
|--|---|
| <ul style="list-style-type: none"> ➤ Extended time ➤ Alternate settings ➤ Untimed tests ➤ Alternate test forms ➤ Computers ➤ Calculators or other aids | <ul style="list-style-type: none"> ➤ Readers ➤ Recorders ➤ Oral testing ➤ Clarification of test directions and/or questions |
|--|---|

ADDITIONAL STUDY AND OTHER SERVICE ACCOMMODATIONS

Are notetakers available?	Yes	No
Are lecturer's notes available?		
Are audio texts available?		
May students audio/video record lectures?		
Is extended time given for extensive assignments?		
Are proofreaders available?		
Is preferential seating available?		
Is additional feedback from professors available?		

OTHER CAMPUS RESOURCES

Does the school have?	Available to All Students	For Students with Disabilities Only
A Writing Center/Lab?		
An Academic Assistance Center?		
Mental Health and/or Counseling Services?		
Subject Tutoring		
Peer Tutoring		

Consider the level of support needed and compare programs.

Ask yourself:

- ★ What does this school offer that is special for someone with my particular disability?

It is important that you actively take part in choosing the right college. To accomplish this task, it is necessary to match your needs and interests with what is offered at each college.

The following steps will help:

STEP 1 COMPLETE THE CRITERIA CHECKLIST: WHAT IS IMPORTANT TO YOU?

STEP 2 MEET WITH YOUR GUIDANCE COUNSELOR AND CASE MANAGER.

- Review and discuss your educational needs and types of college programs available; utilize the data that you compiled in Sections 1 and 2 of this handbook.
- Discuss testing requirements / results / deadlines.
- Assess high school coursework in relation to standard entrance requirements

STEP 3 MAKE A PRELIMINARY LIST OF COLLEGES.

Use the resources available to compare your criteria lists with what colleges offer.

STEP 4 NARROW YOUR COLLEGE LIST

To refine your list Complete THE COLLEGE COMPARISON WORKSHEET (See Appendix: C)

1. Read individual college write-ups in college reference books.
2. Talk to people -- parents, counselors, teachers, friends, alumnae.
3. Look at test score requirements and other admission criteria.
(See Criteria List: WHAT IS IMPORTANT TO THE COLLEGES?)
4. Write or call schools for catalogs, special information or programs.
5. Investigate and attend college fairs and recruitment functions.
6. Be sure that your final list includes:
 - Safety schools
 - Likely schools
 - Reach or Wish schools

CRITERIA LIST: WHAT IS IMPORTANT TO COLLEGES

Colleges use various criteria for accepting students; some* of which include:

- High school courses
- Profile of high school attended
- Grade Point Average (G.P.A.)
- College Entrance Exam Scores e.g. SAT, ACT
- Letters of recommendation
- Personal interview
- Volunteer work and community service
- Personal essay
- Special talents
- Class rank

** Each college evaluates these factors differently. Schools may ignore or prioritize according to their own standards and programs.*

SECTION 3: UNDERSTANDING COLLEGE ADMISSIONS & COLLEGE ENTRANCE EXAMS

THE ADMISSIONS PROCESS

The admissions process requires that you provide the college with a series of documents so that the college can decide if you meet the requirements to attend the college. You must submit the following materials by January of your senior year so that the college staff can make an admission decision:

- Application form/Application **Fee**
- High school **transcripts** that will show the grades you received in each course and indicate your date of graduation. Some colleges will review your grades, while others will not.
- **Scores** that you received on **college entrance exams** such as the SAT or ACT. Some colleges will ask that you take a placement test such as the COMPASS or ASSET in place of SAT or ACT scores. SAT/ACT scores are typically valid for 5 years.

**COLLEGE ENTRANCE EXAMS:
PSAT/NMSQT/PSAT10/SAT/SAT SUBJECT TESTS/ACT**

A student with a documented disability may be eligible for accommodations on the PSAT/NMSQT/PSAT10, SAT I, SAT II, ACT and AP tests.

PSAT/NMSQT/PSAT 10

The PSAT/NMSQT (Preliminary SAT / National Merit Scholarship Qualifying Test is administered nationally in the fall of the junior year. The new PSAT/NMSQT and PSAT 10 include a Reading Test, a Writing and Language Test, and a Math Test.

A student with a documented disability in his/her current IEP can choose to take this test with (NON-STANDARD-WITH ACCOMMODATIONS) or without accommodations (STANDARD-WITHOUT ACCOMMODATIONS).

SAT I REASONING TEST

The **SAT** I Reasoning Test (Scholastic Aptitude Test) measures verbal and mathematical reasoning abilities and is used by most colleges as part of the evaluation process for admissions. **The SAT I Reasoning** Test can be taken under **both Standard and Non-Standard** Administration. Students **cannot register for both tests during the same testing period.**

SSD INFORMATION

Approval by the College Board's Services for Students with Disabilities (SSD) is required before students can take the **SAT**, **SAT** Subject Tests, PSAT/NMSQT, PSAT 10, or AP Exams with accommodations. Please understand that **accommodations take a minimum of 7 weeks to process.** The fastest, most efficient way to get approval from Services for Students with Disabilities (SSD) is through SSD Online, which is available only to educators. So please work with your case manager at your school.

An SSD Student Eligibility Form must be completed by the student and the Coordinator of Testing in order to register for Non-Standard Testing.

It is suggested that schools submit this form at the end of a student's freshman year. The form must be submitted **at least seven weeks prior to the College Board test date.** If the Eligibility Form is not approved by the College Board SSD prior to the test date, scores will not be reported. This Eligibility Form will cover all College Board testing programs for as long as the student remains in his/her school.

See the [“Students with Disabilities”](#) section of the College Board website for additional information.

PLEASE NOTE: Completion of the SSD Student Eligibility Form does not automatically register a student for the PSAT or SAT tests. This must be done separately. See your school counselor, case manager and/or the ETS [website](#) for details.

Once you’re approved for accommodations, you will receive a **seven-digit SSD Eligibility Code**. You’ll be asked to enter this code when you register for the **SAT** online. If you register by mail, include a copy of your SSD Eligibility Letter in the envelope with the **SAT** registration form.

ACT

The **ACT** Test (American College Testing) consists of four subtests: English, Mathematics, Reading and Science Reasoning. Different registration options allow for different test accommodations. For additional information contact: 319-337-1270.

How to Apply for ACT Accommodations

The nonprofit organization **ACT** administers the **ACT** test. You can go to the [ACT website](#) for specific and up-to-date instructions on applying.

ACT’s [application process](#) has been streamlined, simplifying the process for requesting accommodations.

1. Register online for the ACT test. On the online form, you can indicate a request for accommodations. You will specify which type of [accommodations you’re requesting](#).
2. After you submit your online registration, you’ll get an email telling you how to work with your school to submit the documentation. To begin the process, forward that email to your school along with the [Consent to Release Information to ACT Form](#).
3. Your school will submit your request and documentation. ACT will review the request and then will notify your school.

Types of SAT and ACT Accommodations

The SAT offers several different types of accommodations including but not limited to the following: (See [ETS website](#) for more details)

Presentation

- Large print (14 pt., 20 pt., other)
- Reader (Note: Reader reads entire test)
- Use of a highlighter
- Sign/orally present instructions
- Visual magnification (magnifier or magnifying machine)
- Colored overlays
- Braille/Braille graphs
- Braille device for written responses
- MP3 audio test format
- Assistive technology-compatible test format

Responding

- Verbal; dictated to a scribe
- Tape recorder
- Computer without spell-check/grammar/cut-and-paste features
- Record answers in test booklet
- Large-block answer sheet

Timing/Scheduling

- Frequent breaks
- Extended time
- Multiple days (may or may not include extra time)
- Specified time of day

Setting

- Small group setting
- Private room
- Alternative test site (with proctor present)
- Preferential seating
- Wheelchair accessibility

Other

- Four-function calculator (use of a basic four-function calculator on test sections that do not permit the use of a calculator)
- Auditory Amplification/FM system
- Permission for food/medication. NOTE: Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student's desk during testing.

The **ACT** also offers accommodations including:

- Taking the test within the standard allotted time, but with additional breaks
- Alternate testing formats (like the use of a computer for essays)
- Time-and-a-half extended time
- Reading accommodations (such as assistive technology readers)

Scores

This [website](#) can help you make sense of what **SAT/ACT** scores mean. How many times a student should take the test. It is a guide for not only students but parents too.

Education Planner: <http://www.educationplanner.org/parents/act-sat-scores.shtml>

SECTION 4: THE APPLICATION PROCESS

Be aware of the fact that colleges and guidance departments vary in procedures, time

Before you apply...

- Attend college fairs.
- Register for the SAT I and/or the ACT. (Check to see if the schools to which you are applying need the SAT II.)
- Visit college campuses.
- Review an unofficial copy of your Transcript, and complete or update your Activity Sheet within Naviance Student.
- Submit in Naviance, Student Rave Sheet and Parent Brag Sheet (not to be used for teacher recommendations).
- Ask teachers for recommendations and follow-up with the request in Naviance. Give them an info packet. Make sure you are giving them enough time to write a proper letter. Thank them!

IMPORTANT NOTE: SOME COLLEGE APPLICATIONS ARE COMPLETELY ONLINE (SELF REPORTED GRADES, NO RECOMMENDATIONS, ETC.); THERE IS NO PAPER TRAIL.

To assist you in the Application Process, review the following steps:

If you are applying **ONLINE**...

- Begin filling out college applications by using the college-specific online application or www.commonapp.org
- Write your essay and have someone proofread it for grammar and spelling errors. Be sure that everything is complete and all attachments are included before you submit your application electronically.
- Be sure to update your Naviance Account and indicate that you have applied to your colleges (“Common App”, “Direct to Institution”, “Coalition”).
- Download a copy of your application to keep for your records. Do not submit this copy to your counselor.
- Complete a Transcript Release Form.
- List all colleges to which you will apply. This can be done before your application is submitted (additional colleges can always be added if necessary).
- Hand the Transcript Release Form to your counselor. Allow 10 school days for the application (s) to be processed. No transcript is sent until your application has been submitted and you have indicated so in Naviance.

Please be aware of the specific deadlines for each college!

If you are applying **BY MAIL...**

- Begin filling out college applications (typewritten or very neatly printed).
- Write your essay and have someone proofread it for grammar and spelling errors. -Once you are finished the application, complete ONE Transcript Release Form.
- List all colleges to which you will apply. (additional colleges can always be added if necessary).
- Paperclip your paper application, Transcript Release Form, and secondary school report to a large manila envelope, include at least 4 first class stamps and hand it your counselor.
- No transcript is sent until your application has been submitted and you have indicated so in Naviance.
- Allow 10 school days for the application to be processed.
- Please be aware of the specific deadlines for each college!

Important Information you will need for college applications:

CEEB Code (School Code): 310297

SAT/ACT Information

- SAT and/or ACT scores should be sent directly from the College Board or The ACT to each college/university. This can be done at the time of the test or by logging on the www.collegeboard.org or to www.ActStudent.org

Sample Fact Sheet for Each College

College Name

Contact Information

- URL
- Address
- Admission Phone Number

College Characteristics

- Two-year or four-year school
- Number of students
- Number of students with disabilities
- Urban, suburban, or rural environment
- Large, medium, or small school

Yearly Costs

- Tuition and Fees
- Room and Board if applicable
- Books

Admission Requirements

- Standardized admission tests
- High school courses and grades
- Admission deadlines
- Interview for some schools

Disability Support Services

- Is there an Office of Disability Support Services?
- How many disability support counselors are available?
- How many students with disabilities attend the college?
- Documentation needed to receive support and accommodations
- Type of support and accommodations most often provided by the college

<http://www.chattahoocheetech.edu/wp-content/uploads/2013/08/What-Students-with-Disabilities-Want-To-Know.pdf>

After you and your family have read the catalogs, decide if these colleges are a 'fit' for you. Together you can identify about five colleges that you may want to get more information or visit before you begin the admission process. If the colleges are close by, you and your family may want to visit the college. If you visit the school, ask the admissions office to arrange a tour of classes while they are in session. If you decide to self-disclose your disability, try to visit a class that includes a student with disabilities who uses accommodations. You also can ask if you can speak to other students with disabilities.

Some Frequently Asked Questions:

Q: How will college be different from high school?

A: There are a number of differences between high school and college. One difference is the legislation that mandates certain rights for people with disabilities. Once in college, you must self-identify your disability and self-advocate for accommodations. The number of classes you take, the length and frequency of the classes and the location of the courses is unlike high school. Your interactions with teachers will change; you may not have daily interaction with teachers. Below you will see some other differences.

Differences Between High School and College:

(Taken from [“Getting into College: What Students with Disabilities Want to Know”](#))

Type of Difference	High School	College
Right to an Education	Education is a right and must be provided to you	Students must go through an admissions process and meet certain criteria to be admitted to the college
Laws	Individuals with Disabilities Education Act (IDEA) entitles or guarantees disabilities services and accommodations to students with disabilities	Under The American with Disabilities Act (ADA) and Sections 504 and 508 of the Rehabilitation Act you must meet criteria to be eligible for the services and accommodations
Self-identification	The school is responsible for identifying a student's disability	The student is responsible for documenting the disability and requesting services
Accommodations	Your Individualized Education Plan (IEP) states the accommodations that you are entitled to receive. The school must provide the accommodations	You must apply and request accommodations. Once the college approves the accommodations, you must self-advocate with professors and arrange for the services with the Disability Services Office
Support	Teachers and parents help you make decisions and ask for help	You must ask for support and assistance from the Disability Services Office
Access to Records and Grades	Until you are 18, your parents can access your school grades and participate in IEP meetings	Your parents can not access your school records or grades without your written permission
Classes Meeting Times	Classes meet every day and are between 45 minutes and 90 minutes long	Classes may meet 1, 2, 3 or 4 times a week and classes are generally from 50 minutes to three hours long
Class Location	Classes usually meet in one or two buildings	Classes meet in many different buildings
Contact with Teachers	You usually see your teachers every day	You will see the teachers only on the days you have classes. If you want to see them

Q: Should I say that I have a disability on my college application?

A: There are laws that do not allow colleges to ask you if you have a disability. It is your choice whether to disclose the fact that you have a disability. These same laws say that colleges cannot deny or reject your admission only because you have a disability. Students with disabilities, like all students applying to a college, must meet the admissions criteria of each college. Disclosing your disability will not guarantee admission to the college. However, if you disclose your disability, the admissions committee may understand how your disability meshes with your grades and test scores and your activities and interests. Most application forms, due to discrimination laws will not ask if you have a disability. Instead, you will disclose the disability with the disability staff or counselor at the college. It is a separate process. If you do not disclose, you will not be eligible to receive accommodations. Disclosing also may help you and your instructors communicate and learn from each other. If you are unsure about whether to disclose, call a Disability Support Services at a college you are interested in attending. Ask a counselor for guidance.

Q: What do I do if I do not get into to college?

A: If the colleges that you selected do not accept you, you must decide the next step. Once you receive the letter from the college saying that you are not admitted, you may want to contact the admissions office and talk to them about what would enhance your chances of being admitted to the college for the next semester. If you decide not to attend a two-year or four-year college, there are many options open to you for a postsecondary education including technical, trade programs. Many of the options provide you an opportunity to learn skills that you can use to obtain a job. These jobs can be helpful in maintaining an independent and productive life.

Option	Description
Vocational or Technical Schools	<p>These schools help you learn a skill that will help you get a specific job, such as automotive maintenance, food services, nursing, graphic communications, animal health, and plumbing. You will not earn a college degree, but may receive an associate degree.</p>
Apprenticeship Programs	<p>You are hired at an entry level by a business and learn a trade or skills from an experienced supervisor. This is usually a 40 hour-a-week job. The training can last as long as four years.</p>
Military Service	<p>You may enroll in the military and will benefit from the highly structured, repetitive, and active activities. In the military, you may learn skills that you can use to get a job after military service.</p>
Adult Education	<p>Many school districts and community colleges have courses designed for adults who would like to learn new skills. For example, you can receive a certificate as a child care provider or nursing assistant through many adult education programs.</p>

The College Visit & Interview

From a student's perspective

- To determine if you would enjoy a school's academic and social environment.
 - Will the college meet your needs and interests?
- To get answers to questions not found in and college profile books

From the college admissions staff's perspective

- To assess your level of maturity and motivation
- To get answers to questions not found on your application or in your essay

From a parent's perspective

- PEACE OF MIND
- To answer the questions:
 - Will my child get a good education here?
 - Will my child be safe here?
 - Will my child find college here to be a worthwhile experience?

ARRANGE A VISIT AND INTERVIEW

Decide when to go

- Visit when school is in session:
 - To get a flavor of the school
 - To gain access to students and faculty
- Visit during the early part of senior year or during junior year to further narrow list. (To limit some costly application fees or to facilitate Early Decision, etc.)

Contact the college

- Contact both the college admissions officer and LD programs administrator to learn about the college and to schedule interviews. (Not all colleges require or schedule interviews.)
- **Ask:**
 - **If** there are any functions planned for potential applicants
 - **If** the school has student-led tours
 - **For** a map and a list of accommodations and restaurants in the area
 - **Where** parking is available
 - **If** the school is planning to hold a recruitment function in your area
 - **If** alumni living in your area would be willing to talk to you about their college experiences.

PREPARE FOR THE TRIP

- Follow your high school's procedure for obtaining permission to take a "college day."
- Arrange for make-up work before you go. (You will want to keep up your grades now more than ever.)
- Notify your employer if you have a job after school. Give him/her time to make arrangements for your absence. Be considerate; you may want to ask your employer for a college reference.

PREPARE FOR THE INTERVIEW

- Read about the college in advance of the interview.
- Practice interviewing so that you will express yourself clearly and confidently. Develop conversational skills
 - active listening
 - recognizing key ideas
 - use of mnemonic devices to remember key points
- Role Play: run through a mock interview.
- Select appropriate clothing.
- Be prepared to talk about extra-curricular activities.
- Bring *Worksheets* from this handbook.
- Be prepared to ask questions and to take notes.
- **Be prepared to discuss your learning disability with the college staff.** Refer to and use Information from the ***Strengths and Weaknesses Questionnaire*** and the ***Learning Styles Inventory***. (See Appendix: A)
- **Some questions you might be asked:**
 1. Can you describe your learning difficulties?
 2. How does your learning disability affect your school performance?
 3. Can you describe your strengths and the compensatory techniques that help you succeed?
 4. What kinds of accommodations will you need?
 5. What are your short and long term goals?
- **Some questions you and your parents might want to ask the interviewer:** Refer to "SECTION 2: WHAT COLLEGE IS RIGHT FOR ME? FINDING THE RIGHT MATCH" in this handbook to prepare specific questions for the interviewer.

ADDITIONAL TIPS FOR A MEANINGFUL COLLEGE VISIT

- **Talk to students** about the availability of faculty, the services for LD students, the quality of the food, opportunities for social life, variety of clubs, the atmosphere of nearby towns, the standard of dorm maintenance, availability of part-time jobs, accessibility of current research material in the campus library, etc. THE COST OF EVERYTHING!
- **Look at facilities** important to you because of special needs or interests. Visit the computer labs, science labs, campus theater, learning labs, media center, school radio and or television station, etc.
- **Follow up:** Remember to send a *Thank You Note* to your tour guide and to the person(s) who interviewed you

SECTION 5: FINDING POSTSECONDARY SUPPORTS AND/OR PROGRAMS FOR STUDENTS WITH DISABILITIES

Post High School Programs for Students With Special Needs

Use this [website](#) to find and compare information on 266 college programs for students with intellectual disabilities! (<https://thinkcollege.net/college-search>)

Significant Needs:

The below programs are for students with significant needs, but would like the opportunity to have some post-secondary experience and learn new things. Most programs *focus on independent living*, but some go beyond to offer academic coursework to students who are prepared for that experience.

New Jersey:

<p>Rowan College at Gloucester County Adult Center for Transition (ACT)</p>	<p>Website:http://www.rcgc.edu/act</p> <ul style="list-style-type: none"> ● The Adult Center for Transition (ACT) is a post-secondary experience that prepares young adults with disabilities to become independent, contributing members of society. ● By focusing on student goals and strengths, ACT provides targeted academic, social and vocational education to prepare each graduate for tomorrow's competitive workforce.
<p>Ramapo College of New Jersey - Mahwah, NJ The ENHANCE Program</p>	<p>Website:https://www.ramapo.edu/enhance/</p> <ul style="list-style-type: none"> ● For students with Autistic Spectrum Disorder ● Primarily focuses on the social, emotional, and organizational growth of the student; deferring academics to the Office of Special Services ● Need to apply to Ramapo, self-identify with OSS, and then apply to ENHANCE ● Extra fee of \$3500 to participate

Moderate to Minimal Needs:

The below programs are structured programs for students with moderate to minimal needs. In most cases, students must be regularly admissible to the university. Programs may have a separate application, which will require the submission of IEPs, testing results, etc. Some programs have an additional fee, beyond the traditional university charges.

New Jersey:

<p>Project Connections: Middlesex County College (MCC)- Edison, NJ</p>	<p>Website:https://www.middlesexcc.edu/disability-services/project-connections/</p> <ul style="list-style-type: none">• For students with average to above average intelligence with a documented <u>specific learning disability</u>• Project Connections is supported by a grant from the U.S.Department of Education Student Support Services Program.• Includes summer program, support courses, individual and group tutoring, test accommodations, counseling, etc.• Admission is competitive and selective. The application process includes an interview.• Two day Summer Program and needs assessment. Support course sequence, including study skills, self-awareness and advocacy, computer literacy, educational and career planning
<p>Middlesex County College (MCC)- Edison, NJ</p>	<p>Website:http://www.middlesexcc.edu/counseling/control.cfm/ID/705/</p> <ul style="list-style-type: none">• For general services including accommodations: <p>Office of Disability Services: Located on campus at Edison Hall, room 100 or call 732-906-2546.</p>
<p>Fairleigh Dickinson University: Regional Center for Learning Disabilities Teaneck and Madison, NJ</p>	<p>Website:http://view2.fdu.edu/campuses-and-centers/rcslid/</p> <ul style="list-style-type: none">• For students with language-based learning disabilities

	<ul style="list-style-type: none"> • Offers a structured plan of intensive advisement, academic support and counseling services. • No additional cost. • Must be regularly admissible to FDU before being admitted to the Regional Center (separate application).
East Stroudsburg University: Office of Accessible Services Individualized for Students (OASIS)	<p>Website: https://www.esu.edu/oasis/index.cfm</p> <ul style="list-style-type: none"> • OASIS provides services for students with documented disabilities, and/or medical conditions on a case by case basis, coordinates academic and housing accommodations, and connects students with appropriate resources both on and off campus.
Project ABLE at Centenary University - Hackettstown, NJ	<p>Website: http://www.centenaryuniversity.edu/academics/disability-services/project-able-program/</p> <ul style="list-style-type: none"> • For students with psychological, learning, and neurological differences • The purpose of the program is to provide a “bridge” between the structured and sometimes modified secondary-school setting to the predominantly self-directed college environment. This is accomplished through the creation and implementation of a student-centered success plan developed collaboratively with a Learning Support Specialist that includes the use of accommodations and services.
Ramapo College of New Jersey	<p>Website: https://www.ramapo.edu/oss/</p> <ul style="list-style-type: none"> • Office of Specialized Services 201-684-7514.
Rutgers University Office of Disability Services (ODS)	<p>Website: https://ods.rutgers.edu/</p> <ul style="list-style-type: none"> • ODS provides the necessary tools, resources and supports to ensure equal access to Rutgers courses, programs, activities, services, and facilities.
Rutgers University-New Brunswick, NJ The College Support Program (CSP)	<p>Website: http://rhscaps.rutgers.edu/services/autism-spectrum-college-support-program/</p> <ul style="list-style-type: none"> • For students on the Autism Spectrum • Assists students through the provision of direct service and collaboration with

	<p>University services that address executive functioning, social competence, academic skills, self-care, self-advocacy, and career preparation.</p> <ul style="list-style-type: none"> • Fee-based. Separate application. • Must be regularly admitted to Rutgers University
<p>Monmouth University: Department of Disability Services for Students (DDS)</p>	<p>Website: https://www.monmouth.edu/disability-services/</p> <ul style="list-style-type: none"> • Students seeking accommodations should: Identify himself/herself to the DDS and provide professional documentation of the disability. • Consult with the DDS to determine specific accommodations that may be necessary. The student will authorize any notification of instructors of his/her required accommodations. Meet with his/her instructors to discuss arrangements for accommodations in each course. • Office Location: <p>Rebecca Stafford Student Center Monmouth University West Long Branch, NJ 07764 (First floor of the Student Center)</p> <p>Telephone: Voice: 732-571-3460; TTY Relay: 732-263-5795; Fax: 732-263-5126</p>
<p>Kean University</p>	<p>Website: http://www.kean.edu/~castutor</p> <ul style="list-style-type: none"> • When applying for services, students should call (908) 737-4910 or visit Downs Hall, room 127 to make an appointment for intake registration. The Office is open Monday through Friday 8:30 AM to 5 PM. Kean University students at our Ocean County site should contact Jim Rodgers at (732) 255-0400 ext. 2440. • The following documents must be presented at intake: <ul style="list-style-type: none"> ○ Current class schedule ○ Medical documentation ○ IEP, 504 Plan, or documentation of past accommodations.
<p>William Paterson Accessibility Resource Center (ARC)</p>	<p>Website: https://www.wpunj.edu/accessibilityresourcecenter/</p>

	<ul style="list-style-type: none"> ● Accessibility Resource Center (ARC) assists students with documented disabilities by providing reasonable accommodations and services that ensure equal access to all programs, activities, and related benefits of the University's educational and professional programs.
<p>Rowan Disability Resources</p>	<p>Website: https://sites.rowan.edu/disabilityresources/index.html</p> <ul style="list-style-type: none"> ● Disability Resources provides accommodations and assistance to students with various documented disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. ● Students who meet University admissions requirements (i.e., otherwise qualified to attend the University) are required to submit appropriate documentation so that the University can determine whether they qualify for reasonable accommodations. ● The staff coordinate and ensure accessible classes, use of assistive technology, audiotaped books (when available), examination administration in cooperation with the instructor, as well as other services as deemed necessary. ● Location: 3rd Floor of Savitz Hall, Suite 304 successcenter@rowan.edu (856) 256-4259
<p>Montclair University Disability Resource Center (DRC)</p>	<p>Website: https://www.montclair.edu/disability-resource-center/</p> <ul style="list-style-type: none"> ● To affiliate with the Disability Resource Center (DRC) in order to request accommodations and support services, a student must: <ul style="list-style-type: none"> ○ Complete and submit the Registration form. ○ Submit comprehensive documentation, which establishes the presence of a disability and supports the need for any requested accommodations. More specific documentation guidelines can be found at https://www.montclair.edu/disability-resource-center/documentation-guidelines/ ○ Schedule an appointment to meet with DRC professional staff to

	<p>review submitted materials, establish eligibility, and conduct an initial needs assessment to determine which accommodations you are eligible to receive.</p> <ul style="list-style-type: none"> ○ You must meet with your DRC Counselor at the beginning of EVERY semester to pick up ALERT forms which you distribute to faculty to inform them of your accommodation needs.
<p>Seton Hall University Office of Disability Support Services (DSS)</p>	<p>Website:https://www.shu.edu/disability-support-services/</p> <ul style="list-style-type: none"> ● Disability Support Services (DSS) is located on: <ul style="list-style-type: none"> ○ Seton Hall University's South Orange, New Jersey campus in Duffy Hall, Room 67 ● Contact information: phone (973) 313-6003 email dss@shu.edu ● To request Disability Support Services (DSS) you will need to do the following: <ul style="list-style-type: none"> ○ Complete the Self Identification Form online which can be found at https://shu-accommodate.symplicity.com/public_accommodation/ ○ Provide comprehensive information from a licensed professional who can document your disability. You can upload this information directly to your Self-ID form, which is preferred. Alternatively, you can send these items by email, mail, or FAX. ○ Materials are reviewed by DSS staff in the order in which they are received. The review process may take 2-3 weeks. ○ When the review process is complete, you will receive an email from the DSS office stating the outcome of the review, requesting that you schedule an intake

	<p>appointment. Please be advised that in order to complete the registration process and receive academic accommodations, you must meet with a DSS administrator for an intake appointment.</p>
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New York:

<p>Bridges to Adelphi at Adelphi University - Garden City, NY</p>	<p>Website:http://bridges.adelphi.edu/</p> <ul style="list-style-type: none"> ● For students with autism spectrum disorder, a nonverbal learning disability, or problems with executive functioning or socialization ● Offers individualized comprehensive academic, social and vocational services that are designed to make the transition from high school to college easier. ● This fee-based program offers regularly scheduled meetings to help with executive functioning and time management issues, problem-solving skills, and a wide variety of social opportunities. ● Students must be regularly admissible to Adelphi
<p>Learning Resource Program at Adelphi University - Garden City, NY</p>	<p>Website:http://learning-resource.adelphi.edu/</p> <ul style="list-style-type: none"> ● For students with learning disabilities ● The mission of the program is to encourage independence, assist students in realizing their academic potential, and to facilitate the elimination of barriers. The program focuses on an individualized approach to each student. ● Students may be considered for admission to the program whether or not they meet the traditional criteria for enrollment in the University.

Other States:

SALT Center at University of Arizona - Tucson, AZ	Website: https://www.salt.arizona.edu/ <ul style="list-style-type: none">• For students with learning disabilities (LD), Attention Deficit & Hyperactivity Disorder (AD/HD) and a range of other learning differences• A nationally recognized model of comprehensive enhanced services for students with learning and attention challenges. The services include: Individualized Learning Plans, Learning Strategies Instruction, Peer Tutoring, Academic Skills Workshops, Psychological Services, Educational Technology Consultations, Leadership & Social Programs
Johnson & Wales University (JWU) Accessibility Services	Website: https://sites.jwu.edu/accessibility-services/index.html?_ga=2.33114426.568582955.1559073720-199497482.1559073720 <ul style="list-style-type: none">• JWU is dedicated to providing reasonable accommodations to give students with learning disabilities, physical challenges, and chronic medical conditions the opportunity to succeed in their academic pursuits.• For more information about accommodations see this website: https://sites.jwu.edu/accessibility-services/accommodations.html
Thames Academy at Mitchell College - New London, CT	Website: http://mitchell.edu/thames/ <ul style="list-style-type: none">• A holistic college transition program for students with learning differences or students who would benefit from additional preparation to succeed in college• Learn strategies to succeed as a college student, live away from home, take up to 15 college credits over the first two semesters, get regular one-on-one advising with faculty
Bentsen Learning Center at Mitchell College - New London, CT	Website: http://mitchell.edu/academic-support/blc/ <ul style="list-style-type: none">• For students with diagnosed learning differences and attention deficit disorders

	<ul style="list-style-type: none"> • A holistic approach to developing academic, study and self-advocacy skills to be successful in the collegiate environment. Three tiers of academic support. • Fee-based program
Beacon College - Leesburg, FL	<p>Website:https://www.beaconcollege.edu/</p> <ul style="list-style-type: none"> • A college exclusively for students with diagnosed learning disabilities, dyslexia, ADHD and related conditions • Offers Bachelor's and Associate's Degrees, and summer programs offered
Arch Learning Community at Dean College - Franklin, MA	<p>Website:https://www.dean.edu/arch_program.aspx</p> <ul style="list-style-type: none"> • For students with diagnosed learning disabilities and/or learning challenges, including Attention Deficit Disorder, Asperger's Syndrome, ADHD, dyslexia, sensory processing, executive functioning disorder, and nonverbal learning issues. • Provides the following types of assistance: Individual coaching, smaller-size college courses, specialized academic advising, a weekly seminar
PAL Program at Curry College - Milton, MA	<p>Website:https://www.curry.edu/programs-and-courses/undergraduate-programs/special-programs/ld-program---pal/the-pal-experience.html</p> <ul style="list-style-type: none"> • For students with specific language-based learning disabilities, executive function disorders, and/or AD/HD. • PAL students make up about 20% of the entering class • Students work in a combination of individual and/or small, credit-bearing classes with a PAL faculty member developing strategies in areas such as reading comprehension, written language, speaking, listening, organization, and time management.
Landmark College - Putney, VT	<p>Website:https://www.landmark.edu/</p> <ul style="list-style-type: none"> • A college exclusively for students who learn differently, including students with a learning disability (such as dyslexia),

	<p>ADHD, or autism spectrum disorder (ASD).</p> <ul style="list-style-type: none"> • Offers Bachelor's and Associate's Degrees, a Bridge Program and summer programs
<p>H.E.L.P. Center at Marshall University - Huntington, WV</p>	<p>Website:https://www.marshall.edu/help/college-help/</p> <ul style="list-style-type: none"> • For students with Specific Learning Disabilities and/or Attention Deficit Hyperactivity Disorder • Students receive instruction and coaching in study skills, time management, and organization from qualified learning specialists through the Skills Development Program, one-on-one academic tutoring from graduate assistant tutors, and testing accommodations. • Fee-based program. Must also be accepted to Marshall University, though the program may be able to request an exception in limited cases.
<p>Learning Center at West Virginia Wesleyan University - Buckhannon, WV</p>	<p>Website:https://www.wvwc.edu/academics/academic-resources/the-learning-center/</p> <ul style="list-style-type: none"> • Offers services for students with learning challenges at a variety of levels, that can be used alone or combined based on student needs. • Comprehensive advising, mentoring, study strategies, etc. • Lindamood-Bell strategies - classes offering instruction in this technique help students who have reading, writing, mathematical, cognitive processing, and verbal expressive difficulties. Fee-based.
<p>Mitchell College - New London, CT</p>	<p>Website:http://mitchell.edu/academic-support/</p> <ul style="list-style-type: none"> • Academic Coaching for Empowerment - Available to any Mitchell College student who may need support with setting priorities, staying organized and punctual or completing assignments on time.
<p>American University - Washington, DC Learning Services Program</p>	<p>Website:https://www.american.edu/provost/academic-access/learning-services-program.cfm</p>

	<ul style="list-style-type: none"> • Structured mainstream program that includes weekly individual meetings with the program coordinator or program counselor, enrollment in a reserved section of the freshman college writing class, weekly meetings with a writing tutor for the class, individualized course advising, consultation with the program coordinator during the summer prior to matriculation on course selection and registration for the first semester of college and an upper-class student mentor. • Academic credentials fall within the range of regular admitted students (e.g. SAT mid 50%: 1210-1370) • Application-based program • Other LD services available
Lynn University - Boca Raton, FL Institute for Achievement and Learning	Website: https://www.lynn.edu/academics/individualized-learning/institute-for-achievement-and-learning <ul style="list-style-type: none"> • Combines cognitive instructional strategies with services such as group and individual tutoring, specialized learning communities, and group activities. This program assists students in understanding their specific course content and helps them develop strategies for planning, organizing, and implementing their studies.
Dean College - Franklin, MA Learning Services	Website: https://www.dean.edu/learning_services.aspx
UMASS Boston - Boston, MA Ross Center	Website: https://www.umb.edu/academics/vpass/disability
Augsburg College - Minneapolis, MN Center for Learning and Accessible Student Services (CLASS)	Website: http://www.augsburg.edu/class/
Marist College - Poughkeepsie, NY Learning Support Program	Website: https://www.marist.edu/academic-resources/alc

SECTION 6: FINALIZE YOUR ROAD MAP TO SUCCESS AND SELF-ADVOCATE FOR SUCCESS

Tips for Success from the New York Times

- **Live in the academic moment.** Instead of focusing on GPA focus on your assignments, papers and projects for their learning value.
- **Don't Study in your Room.** Your room can be the worse place for a student because of comfort and distractions. Find a spot that works for you and you can call it your "homework home." Somewhere, where there is little traffic, quietness and well-lit space with plenty of space to sprawl out your materials.
- **Finding the working side of academia.** Most colleges have opportunities for undergraduates to do research or to assist in large-scale academic endeavors, seek them out, You can be rewarded by the people you will meet and the insight you will gain on the institution as a whole. If your financial aid package includes work-study opportunities, look for employment in departments and libraries. The connections you can make could help you outside the classroom and may even lead to opportunities.
- **Choose Professors, Not classes.** Find the best professors on campus and take their classes, even if they are not what you are necessarily interested in. A good professor will turn neutral subject matter for you into an interesting topic. Some colleges even offer shopping periods when the class rosters have not been finalized and you can visit classes before you are settled on your final schedule.
- **Get connected to campus life.** Academic clubs, social organization, and professional associations take on a larger, to get more meaning in college. Jump right in even it is outside of your comfort zone. The opportunity for student interaction will dramatically increase your enjoyment and experience.
- **Always go to class.** You may think it's silly to remind you but sometimes when you realize that there is no detention or punishment for missing classes and professors lectures notes are online you may pull those covers over your head and go back to sleep. Your class hours drop by more than half when you go to college. You have access to some of the most accomplished experts in their

field, and you are paying a tremendous amount of money to have access to these professors. Don't waste it.

- **Go to office hours.** Professors like talking to students. If you go to office hours with questions, ideas or just to find out more about the course material, you will be surprised at how enthusiastic most professors are to sit and talk. More important, you may be surprised to learn how they'd like to get to know you beyond the paper or lab assignment you have handed in.
- **Take care of Yourself.** Part of college life is learning how to take care of yourself. Regulate your diet, eating healthy foods, resisting the temptations of the unlimited and unsupervised dining options. Exercise to maintain your physical health, whether it's going to the gym or intramural team or athletics. Don't forget to sleep. Keeping your body healthier will allow you to be more successful academically.
- **Be Patient.** No matter if you went to a big high school or small the transition to college life is simply different and you will need time to acclimate to those differences.

This next stage for you is about learning to live independently and develop those skills over time.

Be patient and good luck!

Source:

<https://thechoice.blogs.nytimes.com/2012/09/06/how-to-succeed-in-college>

LEARNING TO SELF ADVOCATE

Self - advocacy refers to the process in which you request modifications and/or accommodations that reflect your learning needs.

WHAT YOU WILL NEED TO SELF ADVOCATE FOR YOURSELF:

- You will need to understand the nature and need of your learning disability. Your disability can be explained to you by your case manager who has reviewed your evaluations.
- You will need to ensure that all necessary documentation is on file with the college's disability office or student assistance.
- You will need to know what accommodations/modifications you currently need.
- You should now be able to explain why you need accommodations using information about your disability.
- You will need to know who on campus can help you with concerns and questions regarding your accommodations/modifications.
- You will need to know the policies and procedures for requesting assistance through the college disability office.
- You will need to be proactive in seeking out those who can help you.

College marks the time when each student is responsible for identifying his/her individual needs and then advocating for specific accommodations. The responsibility for obtaining special services rests with the student.

This handbook has supplied you with the tools to evaluate your special learning style and needs. You have reviewed your particular learning differences and your academic strengths and weaknesses. Once you attend college, you must **“self identify”** and **provide documentation** of your disability if necessary.

ACCOMMODATIONS FOR COLLEGE

According to The National Center for Learning Disabilities, only 17% of students with disabilities received accommodations and supports in postsecondary education programs as compared to 94% in high school.

As a part of the Department of Education, the Office for Civil Rights (OCR) enforces the Americans with Disabilities Act (1990) (ADA) and Section 504 of the Rehabilitation Act; which includes institutions of higher education such as colleges, universities, etc. These regulations ensure that that public colleges and universities cannot directly discriminate against students with disabilities without facing serious consequences. The ADA stipulates that postsecondary institutions are responsible for providing **reasonable accommodations** when a student discloses a disability.

What are reasonable accommodations in college?

Accommodations are supports and services provided on college campuses so qualified students with disabilities have equal access and opportunity to benefit from classes, programs, and activities. Academic accommodations must be authorized by a specific office on campus — generally known as the disability support services office — and are determined on an individual basis.

Accommodations simply provide an alternative way to accomplish the course requirements by eliminating or reducing disability-related barriers. They provide a level playing field, not an unfair advantage.

According to BestColleges.com, most college campuses have dedicated staff to help students with learning disabilities receive the resources and assistance they need to succeed in their educational journey. A number of different accommodations may be available to help students attend classes, complete coursework, and take exams in a way that suits them best.

Some common examples of accommodations at the college level:

- Priority registration
- Exam modifications (e.g. extended time on tests, readers, scribes, etc.)
- Testing in a room with limited distractions
- Oral exams
- Extended time for coursework

- Interpreters
- Textbooks in an alternate format
- Course substitutions
- Have extra time on exams or other assignments
- Use of note-takers during lectures
- Bring therapy animals to class
- Accessible seating
- Adaptive/Assistive Software and Technology e.g. recording device to record lectures or discussions, accessibility apps-text-to-speech and/or speech-to-text software, etc.

Information graphic: [Getting accommodations to succeed in at college](#)

How do my professors become aware of my accommodations?

When researching prospective schools, students and families should pay attention to the different types of support services. Students are responsible for informing professors of all accommodations approved through the office or center for disabilities services. Most professors will want written documentation of the approved accommodations, so it is important to obtain written verification from the office or center for disability services.

Source: (<https://www.bestcolleges.com/resources/college-planning-with-learning-disabilities/>)

Use the Student Accommodations Request Form (See **Appendix: D**) to help you communicate your needs to the university and professors you may have.

SECTION 5: APPENDICES

APPENDIX: A	Learning Styles Inventory
APPENDIX: B	O*NET Interest Profiler
APPENDIX: C	College Comparison Worksheet
APPENDIX: D	Student Accommodations Request Form

APPENDIX: A

LEARNING STYLES INVENTORY

(Michaels, Taler, Gioglo, Zwertein, Aposteli, 1988)

REVIEW THE FOLLOWING DATA WITH YOUR CASE MANAGER

People have different styles of learning, and it is good to be able to recognize which style is best for you. The Learning Styles Inventory presented here will tell you more about your major and minor learning styles and will help you to understand how you learn best. Read the instructions, then go to it.

Instructions: Read each statement carefully. There are four possible responses ranging from:

“MOST LIKE ME” to “LEAST LIKE ME”

Decide which response best describes the way you feel about the statement, and circle the number. Respond to the sample statement that follows by **circling** the response (4, 3, 2, or 1) that best describes your feelings.

Sample Statement

I would rather do schoolwork in the morning than in the afternoon.

MOST LIKE ME

LEAST LIKE ME

4

3

2

1

Explanation of Responses

If you are the sort of person who rises early and enjoys working before noon, you respond by circling the 4.

If you start slowly and usually begin to work better later in the day, your response should be a 3 or a 2, depending on where you think you fit. You cannot make a

mistake, because there is no right or wrong answer, only the way you feel about the statement.

Below is listed 45 statement to which you will respond. Circle your answers the same way you did for the sample statement.

LEARNING STYLES INVENTORY

	MOST LIKE ME		LEAST LIKE ME	
1. When I make things for my studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me to do.	4	3	2	1
3. I learn better if someone reads a book to me then if I read silently to myself.	4	3	2	1
4. I learn better when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It is harder for me to do a written assignment then an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help with a subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I don't mind doing written assignments.	4	3	2	1
11. I remember things I hear better then I remember things read.	4	3	2	1
12. I remember more of what I learn when I am alone.	4	3	2	1
13. I would rather read a story myself				

then listen to it read by another person.	4	3	2	1
14. I feel I talk “smarter” than I write.	4	3	2	1
15. If someone tells me three number to add, I can usually, get the right answer without writing it down.	4	3	2	1
16. I like to work in a group because I learn from the others in my group.	4	3	2	1
17. Written math problems are easier for me to do than oral ones.	4	3	2	1
18. Writing a spelling word several times helps me remember it better.	4	3	2	1
19. I find it easier to remember what I have heard then what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were oral, I would do it all.	4	3	2	1
23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24. I get more work done when I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1
29. I would rather read things in a book than have the				

teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand what you really mean.	4	3	2	1
31. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests with sentence completion or written answers.	4	3	2	1
36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When the teachers say a number, I really don't understand it until I see it written down.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if it is about things I hear in class.	4	3	2	1

45. I can't think as well when I work with someone else as when I work alone. 4 3 2 1

SCORING

Now that you have completed the 45 questions, enter the numbers you circled next to the correct item number on the self-scoring Learning Styles Worksheet that follows.

Add up each separate grouping (VISUAL, LANGUAGE, INDIVIDUAL LEARNER, VISUAL NUMBER, etc.) and multiply each sum by 2 to find your score. The total score for each group, i.e., VISUAL LANGUAGE, etc. will indicate your major and minor learning styles. **The higher the score, the more you rely on that learning style.**

LEARNING STYLES WORKSHEET

After completing this Learning Styles Worksheet and evaluating the information you gained from formal testing, you will have identified many of your assets and the possible instances in which you may need to ask for help in college. This information will be very valuable to you when you get ready to select a college.

<p>INDIVIDUAL LEARNER</p> <p>4. 12. 20. 28. 45.</p> <p>Total: _____ x2 _____ (score)</p>	<p>GROUP LEARNER</p> <p>8. 16. 24. 32. 40.</p> <p>Total: _____ x2 _____ (score)</p>
<p>VISUAL NUMBER</p> <p>9. 17. 25. 33. 41.</p> <p>Total: _____ x2 _____ (score)</p>	<p>VISUAL LANGUAGE</p> <p>5. 13. 21. 29. 37.</p> <p>Total: _____ x2 _____ (score)</p>

AUDITORY LANGUAGE 3. 11. 19. 36. 44. Total: _____ x2 _____ (score)	AUDITORY NUMBER 7. 15. 23. 31. 39. Total: _____ x2 _____ (score)
EXPRESSIVENESS (WRITTEN) 2. 10. 27. 35. 43. Total: _____ x2 _____ (score)	

APPENDIX: B
O*NET Interest Profiler Short Form
Career Starter

Name: _____

Congratulations on completing your **O*NET Interest Profiler!** Interest Areas are a summary of the type of work you like. Now you will:

- Learn about your work interests;
- Discover careers linked to your interests that you might find satisfying and rewarding;
- Explore careers that match your interests based on job preparation level; and
- Experience hands-on activities relating to your career interest choices.

Primary (1), Second (2), and Third (3) Interests

Copy below the three Interests from the bottom of your Interest Profiler. Remember the Interest with the highest score (most number of checks) is your Primary Interest.

Primary Interest: 1 _____

Second and Third Interests: 2 _____ 3 _____

What do your Interests mean?

RIASEC Interests

Realistic: People with Realistic interests like work activities that include practical, hands-on problems and answers. They like working with
Investigative: People with Investigative interests like work that has to do with ideas and thinking rather than physical activity or leading people. They like to search for facts and figure out problems.
Artistic: People with Artistic interests like work that deals with the artistic side of things, such as acting, music, art, and design. They like creativity in their work and work that can be done without following a set of rules.
Social: People with Social interests like working with others to help them learn and grow. They like working with people more than working with objects, machines, or information. They like teaching, giving advice, and helping and being of service to people.
Enterprising: People with Enterprising interests like work that has to do with starting up and carrying out business projects. These people like taking action rather than thinking about things. They like persuading and leading people, making decisions, and taking risks for profit.
Conventional: People with Conventional interests like work that follows set procedures and

routines. They prefer working with information and paying attention to detail rather than working with ideas. They like working with clear rules and following a strong leader.

What is Your Job Zone?

To figure out what careers to explore, it's helpful to know how much education, training, and experience you need to do a job. This level of preparation is known as a **Job Zone**. Careers that require similar levels of preparation are grouped into the same **Job Zone**. To explore careers, you will need to choose a **Job Zone** that you plan on working towards in the future.

Job Zone 1 — Careers need Little or No Preparation

• **No previous skills, knowledge, or experience is needed.**

- o May require a high school diploma or GED certificate.
- o May need from a few days to a few months of training.

Job Zone 2 — Careers need Some Preparation

• **Usually, need a high school diploma.**

- o Some previous skills, knowledge, or experience is usually needed.
- o May need from a few months to one year of working with experienced employees.

Job Zone 3 — Careers need **Medium** Preparation

• **Usually requires training in vocational schools, related on-the-job experience, or an associate's degree.**

- o Previous skills, knowledge, or experience needed.
- o Need one or two years of training.

Job Zone 4 — Careers need **High** Preparation

• **Most careers require a four-year bachelor's degree, but some do not.**

- o Long-term skills, knowledge, or experience needed.
- o Need several years of work-related experience and training.

Job Zone 5 — Careers need **Extensive** Preparation

• **Most of these careers need a graduate school education.**

- o Extensive skills, knowledge, and experience are needed; many requiring more than five years of experience.
- o May need some on-the-job training; however, the person will usually have the needed skills, knowledge, work-related experience, and training before starting the job.

Pick a **Job Zone** from above that matches the education, training, and experience you plan on getting in the **FUTURE**. Careers in **higher** Job Zones often pay more and offer more opportunities. Learn about the type of careers that can match your interests in the **FUTURE!**

FUTURE Job Zone: _____

Exploring Careers Using Your Interests and Your Job Zone:

Using your **Primary Interest** and **Job Zone** allows you to find careers that match your interests and fit your amount of job preparation. **The O*NET Career Listings** document shows careers for each Interest and Job Zone.

1. Find your Primary Interest and look over the careers listed.
2. **Find your Job Zone under your Primary Interest and review the careers listed.** Do you see any careers that you would like to find out more about? Write down the Career Title for each career you want to explore. **On the next page, an O*NET Careers Worksheet is provided to write these titles down.**
3. **Now that you have selected careers to explore, go to My Next Move at** <https://www.mynextmove.org/>.
Search careers with keywords or to browse careers by industry. For each career, you can find:
 - the types of activities that are performed in those careers;
 - the knowledge, skills, abilities, technology, and education that are needed for the careers;
 - job postings, training, certification, and apprenticeship information for the careers;
 - state-level employment statistics for the careers; and
 - the wages and future employment outlook that are predicted for the careers.
4. **To find more career choices related to your interests not in your list, go to** the Interest Browse function within My Next Move at <https://www.mynextmove.org/find/interests>.
5. **If you don't like the careers in your Job Zone listed for your Primary Interest, you have choices:**
 - Review the Job Zone definitions to make sure that you have chosen the Job Zone that best matches what you have now.
 - Choose a different Job Zone that you want to work towards in the FUTURE.
 - Use your second or third highest interests to look at careers.

O*NET Careers Worksheet

The **O*NET Career Listings** document includes a sample of the careers that are linked with the six Interests and the five Job Zones. They are organized first by Interest and then by Job Zone within the Interest.

Copy your Primary, Second, and Third Interests from page 1 of the **Score Report** below:

Primary Interest: 1 _____

Second and Third Interests: 2 _____ 3 _____

Also, copy your Job Zone from page 2 of the **Score Report** below:

Your FUTURE Job Zone: _____

To look at the careers linked with your Primary Interest, locate the section for your Primary Interest in the [O*NET Career Listings](#) document and then find the career listing for your Job Zone under that section. For a longer list of careers, refer to My Next Move's Interest Browse at <https://www.mynextmove.org/find/interests>.

You can also use your second or third highest interest to look at careers. Find the career listings for your Job Zone under the sections that match your second or third interest. Write Below the Career Titles You Have Picked to Explore:

Write Below the Career Titles You Have Picked to Explore:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

APPENDIX: C
College Comparison Worksheet

CRITERIA LIST: *WHAT IS IMPORTANT TO YOU?*

What do you want in a college? What are your preferences? What are your priorities? Check the boxes that best reflect your needs and interests. You may have two checks for one question.

1. TYPE OF SCHOOL

- | | |
|--|--|
| <input type="checkbox"/> 4 year | <input type="checkbox"/> Technical School |
| <input type="checkbox"/> 2 year | <input type="checkbox"/> State |
| <input type="checkbox"/> Community College | <input type="checkbox"/> Private |
| <input type="checkbox"/> Military School | <input type="checkbox"/> Religious Affiliation |

2. SIZE OF SCHOOL (number of students)

- | | | |
|--------------------------------------|---|--|
| <input type="checkbox"/> Under 500 | <input type="checkbox"/> 1,000 - 5,000 | <input type="checkbox"/> 10,000 - 15,000 |
| <input type="checkbox"/> 500 - 1,000 | <input type="checkbox"/> 5,000 - 10,000 | <input type="checkbox"/> Over 15,000 |

3. CAMPUS SETTING

- | | | |
|-------------------------------|--------------------------------|----------------------------------|
| <input type="checkbox"/> City | <input type="checkbox"/> Rural | <input type="checkbox"/> Suburbs |
|-------------------------------|--------------------------------|----------------------------------|

4. LOCATION OF SCHOOL

- | | | | |
|------------------------------------|--------------------------------|----------------------------------|--------------------------------|
| <input type="checkbox"/> Northeast | <input type="checkbox"/> South | <input type="checkbox"/> Midwest | <input type="checkbox"/> Other |
| <input type="checkbox"/> East | <input type="checkbox"/> West | <input type="checkbox"/> Central | |

5. STUDENT POPULATION

- | | | |
|--------------------------------|-------------------------------|---------------------------------|
| <input type="checkbox"/> Co-ed | <input type="checkbox"/> Male | <input type="checkbox"/> Female |
|--------------------------------|-------------------------------|---------------------------------|

6. Social - Fraternities / Sororities

YOUR FINAL PRIORITY LIST

1. _____
2. _____
3. _____
4. _____
5. _____

Appendix: D
Student Accommodations Request Form:

1 When you need extra help in class, which of these are most likely to help you?

- | | |
|--|---|
| <input type="checkbox"/> Recorded lectures | <input type="checkbox"/> Extra time on assignments |
| <input type="checkbox"/> Class notes | <input type="checkbox"/> Recorded textbooks |
| <input type="checkbox"/> Using a word processor | <input type="checkbox"/> Altering tests/assignments |
| <input type="checkbox"/> Asking questions during a lecture | <input type="checkbox"/> Joining a study group |

2 When preparing for a test or exam, which of these accommodations would be most helpful to you?

- | | |
|--|---|
| <input type="checkbox"/> Asking for extra time on the test | <input type="checkbox"/> Asking to read my answers into a tape recorder |
| <input type="checkbox"/> Asking to have the test read to me | |
| <input type="checkbox"/> Asking to take the test in another room | <input type="checkbox"/> Asking for writing assistance |

3 If you have difficulty reading, which of these are most likely to help you?

- | | |
|--|--|
| <input type="checkbox"/> Having the textbooks recorded | <input type="checkbox"/> Having someone to read to me |
| <input type="checkbox"/> Using study guides | <input type="checkbox"/> Enrolling in a reading skills class |

4 If you have writing difficulties, which of these are most likely to help you?

- | | |
|---|--|
| <input type="checkbox"/> Using a computer for word processing | <input type="checkbox"/> Giving oral reports |
| <input type="checkbox"/> Dictating written work to someone | <input type="checkbox"/> Recording lectures |
| <input type="checkbox"/> Having a note-taker | |

5 If you have math difficulties, which of these are most likely to help you?

- | | |
|--|---|
| <input type="checkbox"/> Asking for additional explanations | <input type="checkbox"/> Listing steps of a process in my notes |
| <input type="checkbox"/> Using graph paper | <input type="checkbox"/> Using a calculator |
| <input type="checkbox"/> Setting up a time to work 1-to-1 with the teacher | <input type="checkbox"/> Using manipulatives |

6 If you have trouble with organization, which of these are most likely to help you?

- | | |
|--|--|
| <input type="checkbox"/> Asking for a syllabus/course schedule | <input type="checkbox"/> Breaking large assignments into parts |
| <input type="checkbox"/> Keeping a calendar of assignments | <input type="checkbox"/> Getting assignments ahead of time |

