

The background features two overlapping wavy shapes. The top shape is a dark blue color, and the bottom shape is a lighter blue color. The text is centered within the dark blue shape.

**Developed by: The Western New York Collegiate
Consortium and Disability Advocates
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Welcome to the Workbook to be used with the Effective College Planning Manual. This workbook contains activities, checklists and other items to help navigate the transition from high school to college.

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

Enjoy!

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Section I: The Final IEP Meeting

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

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

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Let's get organized

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

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

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Section II:
Am I ready for College?

STUDENT SELF-ASSESSMENT

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

Study Skills	Yes	No	Working On	Don't Know
1. Do I know how to do research in a library? Online? Using an online library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do I know when and how to get academic assistance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can I take notes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do I know how to study for a test?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do I need extra time for tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Am I usually prepared for class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Am I usually on-time for classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do I skip classes often?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are my assignments completed on time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is my behavior in class appropriate and not distracting to others in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Do I stay focused during class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Can I do my share of a group project?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Social Interactions				
1. Do I communicate appropriately with teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do I interact appropriately with peers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can I make decisions for myself without being influenced by others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do I know how to let someone know I like them? (dating etiquette)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can I handle rejection appropriately?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do I know how to use email effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do I know when to use a cell phone (and when to turn it off)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do I know when a conversation or discussion is over?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Can I demonstrate problems-solving and decision-making skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do I know how to deal with anger without using violence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Do I respect people who are different than me?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Can I choose appropriate friends and social activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Can I recognize unsafe situations, and prevent or avoid them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Do I practice safe sex?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Do I know how to refuse if I don't want to be touched and can say no?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Can I recognize unsafe situation, and prevent or avoid them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Can I navigate and use the internet safely?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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Learning Styles Inventory

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

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

- _____ 1. It is better for me to get work done in a quiet place.
- _____ 2. I am not skilled at giving VERBAL explanations for directions.
- _____ 3. I have trouble reading if the print is small, blurry, or smudged.
- _____ 4. It is hard for me to read other people's handwriting.
- _____ 5. I cannot study sitting at a desk.
- _____ 6. If I can't think of a word I wave my hands and call it a 'thingee'.
- _____ 7. I remember something better if I write it down.
- _____ 8. My eyes get tired fast although the eye doctor says they are OK.
- _____ 9. It is hard for me to understand what a person is saying when there are other people talking or there is music playing.
- _____ 10. I remember things that I hear better than things I read or see.

- _____ 11. When I read, I mix up words that look alike, like them and then and bad and dad.
- _____ 12. I don't like to read directions first; I would rather just start doing.
- _____ 13. I enjoy doodling and even my notes have lots of pictures, arrows, etc. in them.
- _____ 14. I think better when I have the freedom to move around.
- _____ 15. I often get lost or am late if someone TELLS me how to get to a new place and I don't write the directions down.
- _____ 16. Before I follow directions, it helps me to SEE someone else do it.
- _____ 17. I had trouble learning to read out loud when I was younger.
- _____ 18. It helps to use my finger as a pointer when reading to keep my place.
- _____ 19. If I am taking a test, I can 'see' the textbook or notebook page where the answer is.
- _____ 20. If I had the choice to learn new information by lecture or a textbook, I would choose to HEAR it rather than read it.
- _____ 21. I tend to solve problems through a more trial-and-error approach, rather than a step-by-step method.
- _____ 22. When trying to remember someone's telephone number, it helps if I try to picture it in my head.
- _____ 23. I find myself needing frequent breaks when studying.

- _____ 24. My written work doesn't look neat to me. My papers have crossed out words and erasures.
- _____ 25. It's hard for me to understand a joke that someone tells me.
- _____ 26. I understand how to do something BEST if someone TELLS me rather than if I read the directions myself.
- _____ 27. It helps me to LOOK at the speaker when I am listening. Looking helps me focus on what she is saying.
- _____ 28. I learn BEST when someone SHOWS me how to do something and then I have the opportunity to do it myself.
- _____ 29. Handwriting is tiring; I press down really hard with a pencil or pen.
- _____ 30. I do not get lost easily even in a strange place.

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

Interpreting the scores:

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

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

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

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

SUGGESTED STRATEGIES AND ACCOMMODATIONS

	<i>STRATEGIES</i>	POSSIBLE ACCOMMODATIONS
To improve VISUAL learning	<ul style="list-style-type: none"> ◆ Use of slides, charts, diagrams, and illustrations to reinforce learning ◆ Use of color coding to organize notes, note cards and textbook underlining ◆ Writing questions in margins of textbook ◆ Converting notes to charts and matrix format ◆ Use a calculator for computations ◆ Use of graphic paper for math computations 	<ul style="list-style-type: none"> ◆ Copy of instructor's overhead transparencies ◆ Use of computer software and spell checker ◆ Watch videos, etc. more than once ◆ Extra time on tests ◆ Enlargement of print materials to make print easier to read ◆ Use of a calculator ◆ Use of a note taker
To improve AUDITORY learning	<ul style="list-style-type: none"> ◆ Participate in study group ◆ One-to-one tutoring ◆ Brainstorm ideas for writing into a tape recorder ◆ Tape record notes 	<ul style="list-style-type: none"> ◆ Tape recording classes ◆ Tests read or recorded ◆ Use of textbooks on tape ◆ Use of voice input for computer ◆ Use of computer with voice output ◆ Extra time for tests ◆ Alternate test location ◆ Using an assisted listening device such as an FM amplification system
To improve TACTILE learning	<ul style="list-style-type: none"> ◆ Recopy class notes ◆ Convert notes to study or 'flash' cards ◆ Use of models for studying ◆ Additional time for lab classes and study ◆ Study or lab partner ◆ Frequent repetition of task until it is learned ◆ Role playing ◆ Frequent breaks while studying 	<ul style="list-style-type: none"> ◆ Assigned lab partner ◆ Tests and assignments in electronic format

Section III: The College Search

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

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

TRY IT! Let's do some SMART goals planning. First start by picking a specific college or career related goal.

Specific: What do you want to accomplish?

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

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

Relevant: Why is this goal important to you?

Timely: When will this goal be accomplished?

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Campus Comparison Chart

College Name					
cost					
housing available					
disability accessible services					
financial aid					
average class size					
admissions requirements					
distance from home					
extra curricular opportunities					
Campus Visit Use this space to write down your thoughts after your visit					

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Section IV:

Meeting the College Disability Services office

When do we meet?

- The standard answer to “When should I meet with a Disability Services Counselor?” would be “Contact that school’s office and ask them!” A suggestion from many schools is not to wait until August to do so.
- If you are not a local student, try to call and see if you can meet with a counselor either during a campus tour or during the college’s summer orientation. This way your accommodation will be set for the first day of classes and you won’t need to make extra trips!
- Keep in mind most colleges end the spring semester around the middle of May. You may want to contact those offices after the college’s commencement weekend to set up a time to meet.

Where to Begin!

Try-It! Before meeting with the disability services office use this sample agenda provided below and have the student engage in a mock meeting.

Sample Agenda

Introductions: If you are with your parents it is encouraged to lead the conversation and introduce your parents to the counselor. Keep in mind that you, the student, are in control of the meeting and due to FERPA you can choose to allow, or not allow, your parents to join this meeting.

The Discussion: The disability services provider may ask several questions.

- What is the nature of your disability?
- Tell me about how your disability affects you in school?
- Describe what accommodations you received in school.
- What accommodations do you feel you need to participate here at this college?

Determining Accommodations & Services: At this point, the disability services provider may review the accommodations and services that you have requested and determine eligibility.

- For services like alternative format books or interpreters it is vital that you find out when you need to submit your book list and schedules to ensure the services will be available at the start of the semester.
- If you have any questions or concerns this is a good time to ask.

Orientation to Accommodations:

Some schools may request your attendance at an orientation for accessing accommodations. This orientation will help you understand your role, the professor's role, the university's role and disability services role in providing accommodations.

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Implementation of Accommodations:

- Inquire about how to obtain your accommodation forms from disability services.
- Contact and speak with your instructors to discuss how your accommodations are to be implemented.

Conclusion: Follow up and training appointments can be made at this point.

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Using your Accommodations

Accommodation Cycle

Every college may have a different procedure for accessing your accommodations each semester, but below is a basic flow of what might be requested. Please check with your selected college to see their accommodation cycle.

Request and Revise

- Request your accommodation notices/memos at least 5 business days prior to the first day of classes every semester (keep in mind that the office is open in the summer and encourages you to do this as early as possible.)
- this can be done by phone or e-mail

Pickup and Read

- Review your accommodations and ALL the attachments you received. There are many helpful procedures in this packet to make note of.
- Attached to your memos are events that you may be interested in.

Discuss and Connect

- If you or your professors have any questions about implementing your accommodations please contact our office.

Meet and Share

- Contact your professors to meet with them to discuss how your accommodations are to be implemented.
- Speaking with Instructors one-on-one in a confidential setting allows both you and your professors the time and the environment that will be conducive to exploring implementation of your accommodations.

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