

Missouri AHEAD College Guidebook

**Missouri Association
on
Higher Education and Disability**

<http://www.stlcc.edu/fv/moahead/>

Missouri AHEAD College Guidebook

TABLE OF CONTENTS

Acknowledgments	4
Introduction to Missouri College Guidebook.....	5
How to Use This Guide	6
Section 1	
Documentation	8
What Diagnostic Information Will I Need for: Accommodations on College Entrance Exams? 9	
What Diagnostic Information Will I Need For Accommodations/Academic Adjustments in College?	10
What Diagnostic Information Will I Need for Documentation of Learning Disabilities?	10
What Diagnostic Information Will I Need For Documentation of ADHD?.....	11
What Diagnostic Information Will I Need For Documentation of Disabilities Other Than Learning Disabilities or ADHD?	12
Section 2	
Laws.....	13
Comparison between IDEA, SECTION 504, and the ADA	14
Comparison of Responsibilities under P.L. 94-142 Amendments and Section 504 and ADA	15
Section 3	
Transition	16
Legal Differences between High School and College	17
Academic Environment Differences between High School and College.....	17
Responsibility Differences between High School and College	19
Stress/Support and Physical Environment Differences between High School and College ..	20
Differences between Vocational Technical Schools, Community Colleges, and Bachelor Degree/Colleges & Universities.....	21
What to Expect from Postsecondary Institutions	22
Importance of Technology	23
Audio Textbooks	23
Learning Styles	24
Information Regarding Division of Vocational Rehabilitation and Regional Center	24
Student Responsibilities	25
Section 4	
Preparation.....	26
What Parents Can Do To Help Students with Disabilities Prepare For Postsecondary Education	27
What Students Can Do To Prepare For Postsecondary Education	29
Junior Year Checklist	29
Senior Year Check List.....	32
Get Ready For Your First Meeting with the College/University Disability Support Services ...	36
Residential Housing Considerations.....	40
Tips on Self-Advocacy.....	42
Sample Letter to Admissions Office	43
Sample Letter to Disability Support Services Office	44
Postsecondary Education Inquiry Form Regarding Services for Deaf and Hard-of-Hearing Students	45
Postsecondary Education Inquiry Form Regarding Services for Students with Visual Impairments	46

Postsecondary Education Inquiry Form Regarding Services for Students with Mobility Impairments	47
Section 5	
Financial Aid	48
Section 6	
Resources	50
Planning/Career Development Resources	51
Post-Secondary Preparation	51
College and Career Planning General Information.....	52
Financial Aid Resources.....	52
Job Banks	52
General Disability Resources for Professionals and Consumers	53
Websites of Interest to Individuals with Disabilities	53
Teacher/Additional Resources	53
Resources to Purchase	54
Organizations	55
College Entrance Testing Accommodation Information.....	56
Additional Technological Aids for College Students	56
Division of Vocational Rehabilitation http://vr.dese.mo.gov/	57
Rehabilitation Services for the Blind.....	59
Section 7	
Appendixes	60
Feedback Wanted	61
Section 8	
College Profiles	62

Acknowledgments

This guide was written for students with disabilities who are interested in attending postsecondary institutions. The authors want to thank all the postsecondary service providers who contributed information to make this guide a useful resource to students, parents, secondary teachers, and counselors and other postsecondary service providers.

A special thank you goes to the authors of this guide who gave of their time to bring this project to completion.

Dr. Arden Boyer-Stephens
Columbia Career Center Columbia, MO

Ms. Julie Edwards
Ozark Technical Community College
Springfield, MO

Ms. Claudia Felsen
St. Louis Community College at Forest Park
St. Louis, MO

Ms. Connie Flick Hruska
Metropolitan Community College-Longview
Kansas City, MO

Ms. Suelaine Matthews
St. Louis Community College at Florissant
Valley

St. Louis, MO
Ms. Ellen Tutoli
Columbia Career Center
Columbia, MO

A special thanks to Kim Fernandes who edited the revision of this handbook in 2006.

Recognition also needs to be given to Barbara Sczesniak, St. Louis Community College at Florissant Valley St. Louis MO, whose patience throughout this process has resulted in the completion of this project:

Missouri AHEAD would like to recognize all of the colleges and universities that took the time to complete the surveys. Secondary students and parents across Missouri will appreciate your efforts!

This guide is a service project of the Missouri Association on Higher Education and Disability.

Introduction to Missouri College Guidebook

This guide concentrates on the information that students, teachers, and parents should know for students to be successful in postsecondary education. Students with disabilities must be much stronger self-advocates than other students

This book has been written to help students with disabilities achieve access into postsecondary education institutions and find success once they are enrolled. It was also written to help postsecondary institutions establish connections with secondary schools in order to recruit qualified students with disabilities into programs. The guide should also be helpful to secondary special education teachers and parents of students with disabilities.

Students with disabilities have been entering postsecondary programs in ever increasing numbers since 1985. Postsecondary institutions are aware of their responsibilities under the Americans with Disabilities Act to meet the needs of qualified students with disabilities in their programs. Students have equal, if not greater, responsibilities to be partners with educational facilities in meeting their needs.

Students must know their rights as well as their responsibilities under the law. They must understand their disability and they should know what accommodations are needed for successful completion of coursework, independent living needs, and needs relating to personal/social skills. Students with disabilities should look at all postsecondary factors just as other students pursuing higher education. Students with disabilities must look very closely at the programs and services offered by a campus to ensure a good match for their needs.

The authors hope that this guide provides a "roadmap" for students, teachers, and parents as they plan for the transition from high school to postsecondary educational institutions.

Good Luck!!!

How to Use This Guide

This guide can be used in many different ways. It was primarily written for students who are interested in attending postsecondary institutions. But parents, teachers and counselors can also benefit from various sections of the guide. Postsecondary personnel can utilize information in the Guide to help secondary personnel better prepare students for the transition to postsecondary education, develop networks with other campuses serving students with disabilities, and better work with students who have disabilities, who are already on campus.

Note: The information available in this guide is not, nor is it intended to be, legal advice. For specific questions about the law or circumstances at your institution, please consult its attorney directly.

Documentation

Section 1 tells students what kind of documentation will be needed to access services in a postsecondary environment. It stresses that documentation (evaluation) reports should be current, relevant, and contain specific information so that the student can obtain necessary academic accommodations.

Laws

Section 2 is a summary of the laws protecting students with disabilities. This summary compares IDEA, Individuals with Disabilities Education Act(K-12), Section 504 of the Rehabilitation Act and ADA, Americans with Disabilities Act (postsecondary). Students need to understand their legal rights and responsibilities. Parents, teachers, and counselors may also find this summary helpful.

Transition

Section 3 is an important section for students interested in postsecondary education. This section contains information on the differences between high school and college. Students may be given copies of these pages either in a class or as part of a transition planning session with the student and parents. Students may also need exposure to the differences that exist in vocational-technical postsecondary training, community colleges, and four year institutions. This section contains a summary chart of these major differences. The section also contains information about Disability Support Services on postsecondary campuses. Students need to understand that these offices strive to help students be independent and take control of their own lives. It should be noted that the offices and personnel who provide these services/ accommodations, have different names on different campuses. In this Guide, the title "Disability Support Services Office" is used, but many different names are used (Access Office, Special Needs Office, etc.) In Section 8, College Profiles, the names used by individual campuses will be given on most profiles.

Preparation

Section 4 is most useful for students and parents. It contains information and forms related to decision making, choosing a college, self-advocacy skills necessary for success in a postsecondary institution, and sample letters to send to schools for information regarding their disability services. This section also contains a checklist for parents and a checklist for students to prepare for postsecondary education.

Preparation must begin EARLY! The section also contains forms specific to various disabilities and campus accommodations. These forms can be mailed to the institution, or students may complete them over the phone. Finally, this section contains the form, "Get Ready for Your First Meeting with Disability Support Services." This form should be completed by students and special education teachers. The student should keep the form in their College Portfolio.

Financial Aid

Section 5 contains websites, which connect to current information on financial aid.

Resources

Section 6 is full of resources for use by students, parents, teachers, counselors, and postsecondary personnel serving students with disabilities.

Appendixes

Section 7 contains the appendixes for the Guide. Information on the Missouri Association on Higher Education and Disability is provided as well as the survey form used to create the college profiles. This section also contains a form for colleges to fill out if the information on their profile needs updating. Finally, this section contains a form requesting feedback from consumers. We are continually looking for ways to improve this resource.

College Profiles (Available on the web only)

Section 8 College Profile information is obtained from surveys sent to Missouri institutions of higher education. The profiles give information about accessibility and services provided for students with disabilities. A contact person and the name of the office serving students with disabilities can also be found on the profiles.

Students should use the college profiles to help determine the institution that might best meet their needs. Students are encouraged to visit the school, speak with the contact person and verify that the services needed are available at that particular campus.

<p>Note: The profiles are self-reports, and Missouri AHEAD does not endorse any particular campus or service. Students must make their own decisions based on campus visits and conversations with service providers.</p>

Section 1

Documentation

Section 1: Documentation

What Diagnostic Information Will I Need for: Accommodations on College Entrance Exams?

ACT: <http://www.act.org/aap/disab>, P.O. Box 4028 Iowa City, Iowa 52243-4028 319.337.1332. An on-line application is available to download/print off.

There are three (3) accommodation options offered by ACT:

- Standard-Time National Testing with Accommodations
- Extended-Time National Testing
- Special Testing with Extended Time and Alternate Formats

Documentation requirements include:

- **Qualified diagnosticians:** Name, title and professional credentials must be clearly stated in the documentation.
- **Currency of documentation:** The disability must have been diagnosed or reconfirmed by a qualified professional within the three academic years prior to the date of the request. In addition to this documentation, applicants are asked to submit information regarding whether accommodations have previously been provided in an academic setting or on other standardized tests due to the disability. This documentation is often the current IEP.
- **Substantiation of Diagnosis:** Documentation must provide a comprehensive evaluation with objective evidence of a substantial functional limitation. See the ACT webpage or one of the booklets available from ACT.

SAT: <http://www.collegeboard.com/ssd/student> ETS Test Administration Rosedale Road Princeton, NJ 08541

The SAT is one of many tests offered by the College Board. More information can be found at the SAT website. There are four major categories for testing accommodations:

- **Presentation** (e.g., large print; reader; Braille; Braille device for written responses; visual magnification; audio amplification; audiocassette; sign/oral presentations),
- **Responding** (e.g., verbal/dictated to scribe; tape recorder; computer without grammar/cut & paste features; large block answer sheet),
- **Timing/scheduling** (e.g., frequent breaks; extended time; multiple day; specified time of day), and
- **Setting** (e.g., small group setting; private room; special lighting/acoustics; adaptive/special furniture/tools; alternative test site [with proctor present]; preferential seating).

Eligibility: Student must:

1. have a disability that necessitates testing accommodations,
2. have documentation on file at your school that supports the need for requested accommodations and meets the *Guidelines for Documentation*, and

3. receive and use the requested accommodations, due to the disability, for school-based tests.

What Diagnostic Information Will I Need For Accommodations/Academic Adjustments in College?

"A student requesting academic adjustments is responsible for providing documentation that clearly identifies the disability and provides sufficient information regarding the manifestations of this disability to permit the institution to make a determination as to whether the requested adjustments are appropriate."

Haywood, Lawton and Associates, Eds. (1991). Documenting the need for academic adjustments. Disability Accommodation Digest 1(3), 3. Boston, MA.

Documentation for college accommodations/academic adjustments is similar to the documentation that is needed for admission/placement testing accommodations. The majority of two and four year colleges have adopted documentation standards.

Note: Because each college has its own policies, it is important that you contact the Disability Support Services office at the college of your choice to ask about their documentation policies.

Most colleges/universities require that documentation:

- Is current
- Is signed by a qualified diagnostician
- Is based on adult norms
- Provides information regarding current functioning
- Explains how the disability impacts the student in an educational setting.

What Diagnostic Information Will I Need for Documentation of Learning Disabilities?

- Diagnosis by a qualified professional
- Recent data to provide a current "picture" of the individual (usually within three to five years)
- Assessment information, including:
 - * Diagnostic Interview
 - * Intellectual Assessment: Aptitude/Information Processing (using adult norms is preferred)
 - * Academic Achievement levels
 - * Standard scores or percentiles should be reported for all normed measures
- Specific Diagnosis
- Clinical Summary indicating substantial limitations to learning or other major life activities
- Any records of prior accommodations used
- Recommendations and rationale for accommodations

It is important to realize that accommodations can change over time and with differing environmental demands. It is also important to note that accommodations provided in higher education institutions will be granted only if directly related to the disability that is documented.

For students with learning disabilities, documentation to access college accommodations requires a full standardized assessment, preferably with instruments that have adult norms. This means that the student must be 16 years or older for adult norms to be valid.

Under the current IDEA, special education is no longer mandated to conduct standardized three-year "re-evaluations". Generally, informal assessment is deemed appropriate to determine the educational program for the following year. However, this informal assessment data is not useful to higher education disability services personnel to allow access to accommodations. Schools who continue to offer the formal standardized assessment as best practice for transitioning are to be commended. Students should make a decision that college is the goal and then make this goal known to the IEP team as soon as possible. If the assessment is not offered in high school, the student will be responsible for seeking out a diagnostician and for payment.

What Diagnostic Information Will I Need For Documentation of ADHD?

- Provision by a qualified professional
- Recent data to provide a current " picture "of the individual (usually within three (3) years
- Assessment information, including:
 - * Evidence of early impairment which, by definition in the Diagnostic and Statistical Manual of Mental Disorders (4th Edition) (DSM-IV), is first exhibited in childhood and manifests itself in more than one setting
 - * Diagnostic interview
 - * Relevant testing using reliable, valid, standardized and age-appropriate (usually adult) assessments and norms
 - * Number of applicable DSM-IV criteria and description of how they impair the individual
 - * Specific diagnosis
 - * Clinical summary including how the effects of ADD/ADHD are mediated by the recommended accommodation(s)

Again, it is important to realize that accommodations can change over time and with differing environmental demands. It is also important to note that accommodations provided in higher education institutions will be granted only if directly related to the disability that is documented.

Remember: Call the Disability Services Office at any college you are interested in attending. Find out what documentation is required so you are prepared to gain access to the accommodations you need to be successful in college.

What Diagnostic Information Will I Need For Documentation of Disabilities Other Than Learning Disabilities or ADHD?

In general, a physician with supporting medical/diagnostic evidence must make documentation of physical disabilities. Relevant medical history should be provided that state functional limitation(s) and need for accommodations.

DISABILITY	DOCUMENTATION
Visual Disability	Ocular Report
Hearing Disability	Audiological Report
Health Disability	Doctor's Verification and Diagnosis
Orthopedic Disability	Doctor's Verification and Diagnosis
Psychiatric Disability	Qualified Mental Health Professional's Verification and Diagnosis

Section 2

Laws

Section 2: Laws

The information below shows similarities and differences among the laws that affect students with disabilities. Secondary schools must comply with the Individuals with Disability Education Act (IDEA), while postsecondary institutions such as colleges and universities must comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Because they are very different law, students and parents are advised to familiarize themselves with the differences.

Comparison between IDEA, SECTION 504, and the ADA

	IDEA:	SECTION 504:	ADA:
Mission:	To provide a free, appropriate, public education (FAPE) in the least restrictive environment.	To establish a "level playing field" and prevent discrimination based on a disability.	Strengthens Section 504 and extends coverage to employment, private institutions and other previously unnamed agencies and organizations.
Applies To:	All public schools, pre-kindergarten to 12th grade or age 21 if enrolled in a public secondary program.	All institutions and programs receiving federal financial assistance. Includes private institutions where students, receive federal financial assistance.	Public and private education, employment, transportation, accommodations and telecommunications, regardless of whether there is federal funding.
Covers:	Those who have educational disabilities that require special education services to age 21 or until graduation.	All qualified persons with disabilities regardless of whether they received services in elementary/ secondary school. A person is "otherwise qualified" if the person is able to meet the requisite academic and technical standards, with or without accommodations.	All qualified persons with disabilities and people without disabilities who are discriminated against because of their relationship with a person with a disability.
Defined As:	Disabilities covered are defined in the Act and are too numerous to list here. Refer to the Act.	No specific list of disabilities. The definition of a person with a disability is a person with a physical or mental impairment that: <ul style="list-style-type: none"> • Substantially limits one of more major life activities • Has a record of the disability • Is regarded as having the disability 	Same criteria as Section 504. HIV status, contagious and non-contagious diseases are also defined as disabilities.
ID/Process	Responsibility of the school. No expense to the parent or the student. Transfer of parental rights to the student at age 18.	Responsibility of the student to self-identify to the institution and provide appropriate documentation of disability.	Same as Section 504

Adapted from: Brinckerhoff, L.C., Shaw, S.F., and McGuire, J.M., (1993). Promoting postsecondary opportunities for students with learning disabilities, 44-45. Reprinted with permission.

Comparison of Responsibilities under P.L. 94-142 Amendments and Section 504 and ADA

Issue	Responsibility at Secondary Level	Responsibility at Postsecondary Level
Identification	School	Student
Assessment	School	Student
Programming	School/Parent	Student/Institution
Advocacy	School/Parent	Student
Decision Making	Placement Team	Student
Transition Planning	Placement Team	Student

Brinckerhoff, L. C., Shaw, S. F., and J. M. McGuire, J. M. (1992), "Promoting access, accommodations, and independence for college students with learning disabilities" Journal of Learning Disabilities, 25(7), 417-429. Copyright 1992 by PRO-ED, Inc. Reprinted by permission

Section 3

Transition

Section 3: Transition

Legal Differences between High School and College

HIGH SCHOOL	COLLEGE
<ul style="list-style-type: none"> • Services provided under IDEA or Section 504, Subsection D. 	<ul style="list-style-type: none"> • Services provided under Section 504, Subsection E of the Rehabilitation Act and the Americans with Disabilities Act.
<ul style="list-style-type: none"> • School district responsible for identifying and evaluating disability at no cost to student or family. 	<ul style="list-style-type: none"> • Student must self identify and provide documentation of disability.
<ul style="list-style-type: none"> • School provides evaluation 	<ul style="list-style-type: none"> • Student must pay cost of evaluation.
<ul style="list-style-type: none"> • School is responsible for the cost of special programming. 	<ul style="list-style-type: none"> • Postsecondary institution responsible for costs involved in providing accommodations and/or essential auxiliary aids based on documentation of disability.
<ul style="list-style-type: none"> • Provides special programs and comprehensive support services. 	<ul style="list-style-type: none"> • Postsecondary institution not legally required to provide special programs with comprehensive support services.

Academic Environment Differences between High School and College

HIGH SCHOOL	COLLEGE
<ul style="list-style-type: none"> • Tasks more structured 	<ul style="list-style-type: none"> • Tasks less structured
<ul style="list-style-type: none"> • Step by step instructions given 	<ul style="list-style-type: none"> • Student held responsible for developing a method to complete tasks
<ul style="list-style-type: none"> • Grades based on a variety of activities 	<ul style="list-style-type: none"> • Grades based on fewer tasks or larger projects. • Semester grades sometimes based on two or three test scores and exams cover more information
<ul style="list-style-type: none"> • Assignments are modified or shortened 	<ul style="list-style-type: none"> • Assignments are not modified or shortened
<ul style="list-style-type: none"> • Extra time given to complete assignments 	<ul style="list-style-type: none"> • Assignments must be completed by deadline. Students are expected to modify course load in order to meet deadlines (i.e. take fewer courses).

<ul style="list-style-type: none"> • Teachers help prepare students for exams 	<ul style="list-style-type: none"> • Student responsible for own exam preparation.
<ul style="list-style-type: none"> • Exams questions tend to be objective 	<ul style="list-style-type: none"> • Exam questions more difficult to predict • Exams require more writing and essay exams more common
<ul style="list-style-type: none"> • Just memorizing facts may be sufficient to pass tests 	<ul style="list-style-type: none"> • Harder work required for earning good grades • More major writing assignments. • Effective communication skills more important • Paying attention in class more important • Studying more important
<ul style="list-style-type: none"> • Teachers trained in teacher education programs 	<ul style="list-style-type: none"> • Instructors trained in content/skill areas. • Instruction often provided via lecture. • Lecture may cover different information than textbook. • Instructors rarely suggest ways to learn material. • Much less direct teacher contact • Student must be flexible and learn at pace established by instructors
<ul style="list-style-type: none"> • Homework requires limited time 	<ul style="list-style-type: none"> • Student spends two to four hours doing homework for every hour spent in class
<ul style="list-style-type: none"> • Homework assigned on a day to day basis 	<ul style="list-style-type: none"> • Long-range, comprehensive assignments given
<ul style="list-style-type: none"> • Instruction more experiential. • Student learns by doing and experiencing 	<ul style="list-style-type: none"> • Effective reading comprehension skills more important • Good notetaking more important • Few visual and study aids provided • Identifying main ideas more important
<ul style="list-style-type: none"> • Most classes meet every day 	<ul style="list-style-type: none"> • Classes may meet less often • Less time in the classroom
<ul style="list-style-type: none"> • Most classes have a maximum of 25 to 30 students 	<ul style="list-style-type: none"> • Classes have from 20 to 500 students
<ul style="list-style-type: none"> • Monitoring of progress done by other people 	<ul style="list-style-type: none"> • Student progress may not be monitored closely by instructors. • Student needs to self-monitor progress
<ul style="list-style-type: none"> • Exams questions may be clarified and paraphrased 	<ul style="list-style-type: none"> • Reader for exams read questions only reads questions exactly as written.(no paraphrasing or clarification of questions)
<ul style="list-style-type: none"> • Student may rely on external motivators 	<ul style="list-style-type: none"> • Self-evaluations • Motivation must be internalized
<ul style="list-style-type: none"> • Teachers recognize the need to help students and provide the help. 	<ul style="list-style-type: none"> • Student must independently seek additional and supplementary sources of information • Student must initiate requests for additional help
	<ul style="list-style-type: none"> • Student has opportunity to take web-based, Internet courses, telecourses, or distance learning courses

Responsibility Differences between High School and College

HIGH SCHOOL	COLLEGE
<ul style="list-style-type: none"> • Fewer responsibilities 	<ul style="list-style-type: none"> • More independent living (car, insurance, gas)
<ul style="list-style-type: none"> • Career decisions not expected 	<ul style="list-style-type: none"> • Student expected to know career goal
<ul style="list-style-type: none"> • Student assisted with decisions 	<ul style="list-style-type: none"> • Increased number of decisions • Student expected to make independent decisions
<ul style="list-style-type: none"> • Limits set for student by parents and teachers 	<ul style="list-style-type: none"> • More self-evaluation and self-monitoring required • More independent reading and studying required • Student establishes and attains own goals • Student accountable to whomever pays for education • Interest in learning generated by student
<ul style="list-style-type: none"> • Schedule set by school 	<ul style="list-style-type: none"> • Students are responsible for designing a schedule of courses in which they can be successful (i.e. type of courses, # of courses, time during the day, etc.)
<ul style="list-style-type: none"> • Attendance and progress well monitored 	<ul style="list-style-type: none"> • Attendance and progress not monitored
<ul style="list-style-type: none"> • Student's time structured by home and school 	<ul style="list-style-type: none"> • Student responsible for managing time and commitments • More "free" time during day • Time management and organizational skills critical
<ul style="list-style-type: none"> • Special education teacher liaison between student, other teachers, administrators, and parents 	<ul style="list-style-type: none"> • Student determines when help is needed
<ul style="list-style-type: none"> • Help readily available 	<ul style="list-style-type: none"> • Student must locate the appropriate resources
<ul style="list-style-type: none"> • Student need not seek-out help 	<ul style="list-style-type: none"> • Student responsible for self advocacy • Student must self identify disability and request services. • Student required to provide recent documentation of disability, which clearly supports requested accommodations • Student must independently seek help using effective communication skills • Services must be requested well in advance
<ul style="list-style-type: none"> • Student labeled as "special education" 	<ul style="list-style-type: none"> • Student not labeled
<ul style="list-style-type: none"> • Student possibly served separately from other students 	<ul style="list-style-type: none"> • Students not served separately from other students

<ul style="list-style-type: none"> • Personnel talk freely with parent about student progress and planning 	<ul style="list-style-type: none"> • Other students and faculty will not know about student's disability without student's permission • Faculty only notified of required accommodations • Personnel cannot discuss student without student's written permission
---	---

Stress/Support and Physical Environment Differences between High School and College

HIGH SCHOOL	COLLEGE
<ul style="list-style-type: none"> • Lighter work load, slower pace, and less stress 	<ul style="list-style-type: none"> • Increased work load and faster pace, more stress • Entire course completed in 16 weeks or less
<ul style="list-style-type: none"> • Fewer social distractions 	<ul style="list-style-type: none"> • Student experiences new and increased social pressures and new social expectations • Relationships with family and friends change
<ul style="list-style-type: none"> • More contact with instructors 	<ul style="list-style-type: none"> • Less contact with instructors
<ul style="list-style-type: none"> • Less academic competition 	<ul style="list-style-type: none"> • Less individual feedback • More academic competition
<ul style="list-style-type: none"> • School must work with students with behavior problems 	<ul style="list-style-type: none"> • Behavior problems not tolerated • Student more independent and accountable for behavior
<ul style="list-style-type: none"> • Student given structure 	<ul style="list-style-type: none"> • Student given little direction
<ul style="list-style-type: none"> • Goal of secondary education is completion of degree 	<ul style="list-style-type: none"> • Goal of postsecondary education is access to opportunities • Student expected to know what he/she wants from postsecondary education, classes, life, etc.
<ul style="list-style-type: none"> • Live at home with family and friends for support 	<ul style="list-style-type: none"> • Student may leave home where family and friends not readily available for support • Personal support network different • Student experiences increased financial responsibilities
<ul style="list-style-type: none"> • Most high schools have one building 	<ul style="list-style-type: none"> • Most colleges have several buildings and mobility is the responsibility of the student
<ul style="list-style-type: none"> • Home environment with set eating and sleeping patterns 	<ul style="list-style-type: none"> • Student is responsible for own meals and sleep if living away from home.

Adapted from: Claire E. Weinstein, Karalee Johnson, Robert Malloch, Scott Ridley and Paul Schults. Innovation Abstracts (vol. x No. 21; Sept. 30, 1988.) National Institute for Staff & Organizational Development (NISOD); the University of Texas. Austin, Texas 78712.

F. Shaw, L.C. Brinckerhoff, J. Kistler, and J.M. McGuire, 1991, Learning Disabilities: A Multidisciplinary Journal, 2, 21-26. The Postsecondary Learning Disabilities Primer, Learning Disabilities Training Project, Western Carolina University, 1989. Brinckerhoff, L.C., S.F. Shaw, and J.M. McGuire, 1993, Promoting Postsecondary Education for Students with Learning Disabilities.

Vogel, S. A. Adelman, P.B. 1993, Success for College Students with Learning Disabilities.

Differences between Vocational Technical Schools, Community Colleges, and Bachelor Degree/Colleges & Universities

Vocational Technical Schools	Community Colleges	Bachelor Degree Colleges /Universities
Prepare for a specific occupation through skills training	Offer associate degrees and certificates in variety of areas Other programs academic based	Multitude of degrees: associate, bachelor and graduate programs
Integrate academic curriculum with hands-on	Some certificate programs may be hands-on	Few hands-on programs Most academic based
Tuition varies	Tuition is reasonably priced	More costly - charge higher tuition and fees
Typically no residential halls	Typically no residential halls	Option for residence hall living or commuting
Admission requirements vary	Open admissions, some majors have selective admissions requirements	Competitive admissions
Public or proprietary	Public or proprietary	Public or private
Support services vary	Typically offer more support services and allow more time for adjustment to college life	Requires quicker adjustment to independent life
Smaller student/teacher ratio	Smaller student/teacher ratio	Tend to be larger both physically and student/teacher ratio

What to Expect from Postsecondary Institutions

Webster's Ninth New Collegiate Dictionary defines accessible as capable of being reached. Disability Support Services (DSS) exist on postsecondary campuses for that reason - to ensure equal access to programs and activities. **The effort to achieve success must come from the student.**

What DSS Offices Do

- Empower students to be independent and take control of their own lives.
- Assure that the appropriate academic adjustments/auxiliary aids are provided for students who register with the DSS. Student requests need to be made in a timely manner and must be reasonable. It is important to remember that academic adjustments/auxiliary aids cannot:
 - * substantially modify program requirements
 - * result in fundamental alterations
 - * cause undue administrative burden
- Ensure that no student is discriminated against by the institution on the basis of disability.
- Ensure that other campus offices are prepared to serve students with disabilities.
- Protect the student's right to confidentiality. DSS will not give out specific information about a student's disability.
- Establish clear procedures for documentation of disabilities and arrangement of academic adjustments/auxiliary aids. Students may choose not to access these services.

"Students who choose not to access these established channels may be able to negotiate their academic adjustments/auxiliary aids needs on an individual basis, but may not bring a complaint for lack of accommodations if arrangements so negotiated prove to be unsatisfactory."

Jarrow, Jane E. (1993), Subpart E: The Impact of Section 504 on Post-secondary Education, AHEAD, Columbus OH.

Importance of Technology

Today more than ever before, technological advances assist people with disabilities in the classroom. For example, students needing help with reading can use a screen reading software. Students with problems in written communication or orthopedic disabilities can use speech recognition software. Other adaptive technology that might be available includes: Braille machines, talking calculators, spellcheckers, computer notetaking systems, FM systems, and adaptive software for the computer. Contact the disability service provider to get information on what is available at each institution.

Visit <http://www.washington.edu/doit/Resources/> for information on adaptive technology.

Audio Textbooks

Students with learning, visual, and physical disabilities may qualify for audio texts, depending on the functional limitations identified in the documentation. Recorded versions allow you the opportunity to listen to your textbooks. If a learning disability makes it difficult for you to read, audio textbooks may be very helpful to you. If you are blind or have a visual impairment, this is an option other than Braille to access your textbooks. If a physical disability prohibits you from holding a text or turning pages, taped texts allow you to have access to the content.

It is a good idea to try audio textbooks prior to attending college. Learn how to listen and take notes from the audio books. This skill will enhance your chances of success if you have print access disabilities.

Resources for audio textbooks:

- Recordings for the Blind and Dyslexic Princeton, NJ 800.221.4792, <http://www.rfbd.org>
- St. Louis Talking Tapes St. Louis, MO 800.968.2557, <http://www.talkingtapes.org>
- Low Vision Library Kansas City, MO 816.842.7559 Fax: 816.421.6523
- Rehabilitation Services for the Blind Jefferson City, MO 800.592.6004 Fax: 573.751.4984 Attn: Maureen Von Der Bruegee
- Rehabilitation Services for the Blind St. Louis, MO 1.800.592.6004. <http://www.dss.mo.gov/fsd/rsb/>
- Wolfner Library in Jefferson City provides audio textbooks, a special player that is required for playback of the books and a research service. This agency also has books for leisure reading. 800.392.2614 <http://www.sos.mo.gov/wolfner>

In college, you will need to order your audio texts as early as possible. Consult with DSS on your campus about specific ordering procedures.

Learning Styles

Individuals take in and process information in different ways (e.g. seeing or hearing, reflecting or acting, logical reasoning or intuitive skills). For example, when a student with a visual learning style is in a classroom with a teacher who lectures only, this may not be the best learning environment.

It is helpful for students to understand their learning preferences to maximize academic performance and perhaps learn to bolster their weaker areas. Students wishing to investigate their particular learning styles should contact an academic counselor at their school.

Visit <http://www.engr.ncsu.edu/learningstyles/ilsweb.html> for information on Learning Styles

Information Regarding Division of Vocational Rehabilitation and Regional Center

Division of Vocational Rehabilitation (DVR)

The Division of Vocational Rehabilitation assists individuals with physical or mental disabilities in becoming employable. Services include diagnostic and evaluation services to help establish eligibility, physical restoration, guidance and counseling, and training. If possible, make certain that the intake process at DVR takes place in the last year of high school prior to graduation.

Visit DVR's website at <http://www.vr.dese.mo.gov>

Regional Center

The Regional Center provides a variety of services to eligible individuals. To be eligible for services, an individual must have a mental or physical disability that manifested prior to the age of 22 and result in functional limitations in two or more major life areas. Each individual is assigned a case manager who helps assess needs, develop a plan, and procure services. Services may include family/individual support, counseling, training, therapies, and residential services.

To apply for services, call the nearest Regional Center and ask for the Intake Office or go to the MO Department of Mental Health website at <http://www.dmh.missouri.gov/>

Student Responsibilities

- Register with the DSS Office. This is recommended even if accommodations are not anticipated.
- Present comprehensive, recent documentation of disability.
- Have knowledge of how disability will affect learning.
- Request accommodations in a timely manner. Follow the procedures established by the DSS Office.
- Be willing to talk about accommodation needs with your instructor.
- Seek out campus resources (library, learning labs, counselors, etc.) and use them.
- Maintain contact with the DSS Office staff.
- Demonstrate self-advocacy skills.
- Inform the DSS staff of problems or schedule changes as soon as they occur.
- Use assistive technology responsibly and inform the staff of problems.

Section 4

Preparation

Section 4: Preparation

What Parents Can Do To Help Students with Disabilities Prepare For Postsecondary Education

- Help student realistically examine whether postsecondary education is a suitable option.
- Begin the process of exploring and choosing postsecondary options with a comprehensive educational and vocational assessment of student's abilities and limitations.
- Assist student in completing the activities listed in "What Students Can Do to Prepare for Postsecondary Education." (See next section)
- Become aware of the transition components of the IEP.
- Promote development of student responsibility and control by increasing opportunities for student to advocate for self.
- Provide opportunities for student to practice making decisions.
- Foster student independence through increased responsibility and opportunity for self-management.
- Determine financial requirements and ensure that financial aid deadlines are met.
- Collect packet of materials to document student's secondary school program and to facilitate service delivery in the postsecondary setting. This packet should include a copy of most recent diagnostic evaluation and IEP and all other testing/evaluations. This should go into the student's college portfolio.
- Help student select and apply to postsecondary institutions that will offer both the curriculum and the necessary level of disability related support services.
- Make sure the student will meet the entrance requirements for the institution they plan to attend.
- Make sure the Resource or Special Education teacher fills out the "Postsecondary Transition Referral Form," included in this guide. The student should keep this in his/her college portfolio.
- Assist student in selecting appropriate campus housing, if planning to live away from home. A small residence hall may be more conducive to studying and developing friendships than a large residence hall or apartment.

- Encourage student to ask questions, register with the Disability Support Services Office early to arrange for accommodations.
- Provide as much support as needed for student during the adjustment phase.
- Communicate confidence in student's ability to be successful in a postsecondary setting.
- Encourage student to develop maximum independence in learning, study, and living skills critical to success in postsecondary settings.
- Assist student in linking up with support services such as Division of Vocational Rehabilitation, Recordings for the Blind and Dyslexic, and other adult service agencies.
- Help student be proactive in developing a support network and seeking help and guidance when needed. Caution student to resist becoming overly dependent on support systems.
- Prepare student to meet the variety of challenges at the postsecondary level such as:
 - * less teacher contact and time in class;
 - * more time studying independently;
 - * fewer tests covering a broader base of knowledge, making it more difficult for student and teacher to monitor progress;
 - * increased freedom, requiring self-discipline and self-management (e.g. going to class, completing assignments, scheduling time);
 - * adjustment to new social expectations and a different personal support network.
- Plan for personal care, transportation, mobility, print access, and technology needs.
- Request a full diagnostic evaluation to be completed during junior or senior year. This evaluation should use tests that are based on adult norms. Under IDEA, parents and students can access this service by asking for "an evaluation to determine if a disability still exists."

Secondary to Postsecondary Education Transition Planning for Students with Learning Disabilities. A technical report prepared by the National Joint Committee on Learning Disabilities, Jan. 1994, published in LDA Newsbriefs, March/April 1994.

Gregory, M., Graham, J., Hughes, C., (Spring 1995). Preparing Students With Learning Disabilities for Success in Postsecondary Education, TransitionLinc.

Virginia Department of Education. (June 1993) . A College Selection Guidebook for Students with Disabilities, Their Parents, and High School Staff;

Western Carolina University. (1989). The Postsecondary Learning Disabilities Primer, Learning Disabilities Training Project.

Wren, C., Adelman, P., Pike, M.B., and Wilson, J.L. (1987). College and the High School Student with Learning Disabilities: The Student's Perspective. Chicago, DePaul University.

Shaw, S.F., Brinckerhoff, L.C., Kistler, J., & McGuire, J.M. (1991). Preparing Students with Learning Disabilities for Postsecondary Education: Issues and Future Needs.

Learning Disabilities: A Multidisciplinary Journal, 2, 21-26.

What Students Can Do To Prepare For Postsecondary Education

It is a lot easier for the junior or senior in high school to worry "tomorrow" about what happens after high school. However, with a little planning NOW, and with the help of your high school counselor, your move to a postsecondary school, such as a community college or university, will be much smoother. Here is a checklist for you to start on the right track. No doubt, you will, have many more questions. This list is just a beginning. Are you ready for postsecondary education?

Check off each item as you complete it. Continue to look at this checklist regularly with your parents and counselor.

Junior Year Checklist

SEPTEMBER

- Begin the process of exploring and choosing postsecondary options with an assessment of your interests and ability and a comprehensive vocational assessment.
- Understand the differences between the academic organization and expectations of high school and postsecondary education (see section on Differences between High School and College).
- Start planning for postsecondary education as soon as you can. Talk to your counselor and visit your school or public library. Look through college/university catalogs. Ask your counselor about the availability of postsecondary resources.
- Consider joining clubs and participating in other high school activities.
- Start a folder of everything you collect on postsecondary education. This should include addresses, phone numbers, contact people, etc.
- Talk with your high school counselor to see if you should consider taking a practice college-entrance exam. Arrange for accommodations as needed. Community Colleges do not require college-entrance exams.
- During this year attend at least one College Night or Future Fair in your area and try to meet with representatives from different colleges or universities.
- Know your Social Security Number. You'll need to know it for financial aid applications, summer jobs or work at college. If it has been lost, obtain another card from the Social Security Administration.

OCTOBER - DECEMBER

- Make contact with your local Division of Vocational Rehabilitation (DVR) counselor. You must apply for services and your DVR counselor will determine your eligibility for services. This is a possible source of some financial help for postsecondary education.

- Meet with your school counselor to review your credits for this year and next. Be sure you are on track for graduation and that you are taking the courses you need for admission to the institution of your choice.
- Make sure that you understand your disability and can explain your strengths and weaknesses. You should be able to explain how your disability affects learning.
- Understand your learning style and be able to explain it in meaningful terms.
- Be able to explain and justify the accommodations you may need. Try out and learn to use a range of accommodations and technological aids while in high school (i.e. audio text books, grammar and spell checkers, computer voice synthesis, etc.).
- Fill out the form “Get Ready for Your First Meeting with Disability Support Services” with your Resource or Special Education teacher. You can find this form after this Jr. and Sr. checklist.
- Investigate features of postsecondary education that seem to suit your interests, needs and abilities (such as size, type of school, location, fields of study offered, academic quality and demands, cost, social environment, necessary facilities, desirable programs, and special opportunities).
- Determine and understand the specific support services, academic adjustments, and auxiliary aids that you will need to succeed in postsecondary education and search for an institution which best meets those needs.

JANUARY

- Start writing to colleges/universities you're thinking about attending and ask for information on their academic programs, admission criteria, and financial aid. Ask about their Disability Support Services. If you need help writing letters, see your counselor and the sample letters in this guide.
- Ask your counselor if you should take the SAT or ACT assessment this spring. Many students take admission tests more than once. You may apply for accommodations, i.e., extended time, readers, interpreters, etc. - but you must make advanced arrangements for these. Read the directions for these adaptations carefully with your counselor and parents. Be sure to act early.
- Keep your grades up. Postsecondary programs are concerned about grades. It's also the road to possible scholarships.
- Read your school bulletin boards. Watch for notices of college or career meetings, test dates, special grants or scholarships. Read your local newspapers, too.

FEBRUARY

- This is a good time to start estimating how you and your family will pay for your postsecondary education. Ask your school counselor and Vocational Rehabilitation Counselor for printed information on meeting costs of attending college. See the section on Financial Aid in this guide.

- Review your academic skills with your counselor to see if you have any weak areas that need improvement. Maybe you should sign up for special tutoring or for special summer programs to help with any academic deficiencies.
- Attend seminars on ways to be successful in postsecondary classes in general (i.e. learning strategies, test preparation and test taking strategies, study skills, time management, organizational skills, generalized study skills, outlining, notetaking, memory techniques, and word processing skills.)
- Develop personal qualities such as a positive self-image by stressing strengths, willingness to take risks, social skills, and self-advocacy skills.
- Plan your senior classes carefully with your school counselor. Consider admission requirements to postsecondary education when planning.
- Get leads on local sources of financial aid by reading the newspaper, accessing websites, and seeing what scholarships and awards graduating seniors are receiving. Write to these programs for information you can use next year.

MARCH

- Be sure to check arrangements for April ACT/SAT. Make sure everything is in place. Arrange for accommodations if you need them. If you are attending a community college, you will not need to take the ACT/SAT.
- Continue staying in contact with your Division of Vocational Rehabilitation Counselor.

APRIL

- It's time for the ACT/SAT - double check date, time, and place.
- Have you attended a College Night or Future Fair? Contact your school counselor.

MAY

- Consider making campus visits in conjunction with any summer trips you plan to take. Write to or call college/university admission offices and DSS offices for more information on visits.
- Work during the summer if you can. This is good experience and can help pay for some of your college expenses.
- Read as much and as widely as you can. Set aside time for reading every day. It's important to keep up your skills in English and math during the summer months.

Senior Year Check List

SEPTEMBER

- Be sure to continue collecting information on options for postsecondary education. Keep it all in a folder.
- Be sure that your psycho-educational testing is up-to-date. For students with cognitive disabilities, request that your final evaluation contain standardized intelligence and achievement tests using adult norms.
- Beware of "senioritis!" Your senior year grades, especially from the first semester, count heavily in postsecondary admissions. If you do well, it is a plus for you. Although good grades are important all through high school, colleges/universities believe your junior and senior year grades often are a good indication of how you might do in postsecondary education
- You might think about taking a special study skills class or program through your community college or school.
- Be sure you know your learning strengths and weaknesses and compensating techniques or accommodations that work best for you.
- If you need audio textbooks, be sure you register with Recordings for the Blind and Dyslexic and Wolfner Library to secure an audio player.
- Make sure that your independent living skills are adequate (e.g. keeping a checking account, doing laundry, cleaning, cooking, and transportation).
- Learn about Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. These laws explain what kinds of accommodations postsecondary institutions must provide when a student requests them. It is your responsibility to ask for the necessary accommodations (see section on Students' Legal Rights and Responsibilities).
- Be sure to sign up to take an admission test (SAT/ACT) if one is required by the college/university that interests you. Ask your high school counselor for test registration forms. If you need testing accommodations, such as a reader or additional time, so that test scores will accurately reflect your knowledge, talk to your counselor about making these arrangements.
- Stay in contact with your Division of Vocational Rehabilitation Counselor.
- Create a checklist of deadlines for admissions application, test registration, fees, test dates, financial aid applications, and other materials you will need to submit. Keep all of this in a folder. Make sure you know the necessary steps to have your transcript sent to the colleges/universities to which you are applying.
- Narrow your postsecondary options to 3 or 4. Write for application materials. Inquire about special support services to be sure they can meet your needs. Ask for the number of students with disabilities who attend and whether or not there are modified admission procedures for students with disabilities.

OCTOBER

- If a postsecondary institution requires an application essay, begin preparing notes and outlines this month. The essay is an important part of your application. It deserves special attention. You might want to ask your English teacher for some help.
- Visit colleges and universities and attend College Fairs to help decide which postsecondary institution is best for you. Do these places have the support services you will need? Again, it's best to visit and be sure.
- If you need letters of recommendation for your college application, talk to your teachers, past employers, coaches, etc. and give them copies of forms provided by the postsecondary institution to which you are applying.
- Most postsecondary institutions charge a nonrefundable fee (usually from \$10 to \$30) at the time you file your admission application. Remember to enclose a check! Community Colleges do not have application fees.

NOVEMBER

- Some postsecondary institutions have application deadlines as early as November 1, particularly for early decision plans. Check application deadlines for postsecondary institutions that interest you, and ask if there are early deadlines to qualify for certain majors, campuses, or housing.
- Your library has books and pamphlets about financial aid; look for special state, federal, and local programs. Continually check out all possible sources of financial aid. Ask about any private programs, such as churches, community groups, or minority organizations and write for more information and application forms. You can find out about these programs at your local public library and your school counselor's office.
- You should try to complete the first draft of your application essay this month. Give yourself enough time to revise.
- Keep working on your grades since your transcript will be sent with your applications.

DECEMBER

- To get financial aid, you have to apply for it. Ask your school counselor for the College Board's Financial Aid Form (FAFSA) packet, which consists of the Free Application for Federal Student Aid and the FAFSA. Find out from the postsecondary institutions to which you are applying which forms to fill out.
- Check also to see if the postsecondary institutions have a separate institutional aid application. Many do. Begin filling them out now and avoid the rush created by pressure from end-of-year holidays and term papers. See the Financial Aid section in this guide.
- Are there any postsecondary institution representatives visiting your school this month? Check bulletin boards and the counseling office and make appointments with appropriate school representatives.

- Complete the final draft of your essay. It should be typed, neat, attractive, interesting, easy to read, and grammatically correct! Remember to keep a copy for your records before mailing it.
- Double-check your admission application deadlines.
- The holidays are a good time to talk with relatives and older friends who may have gone to college. They may have some suggestions for you.

JANUARY

- Now is the time to complete your financial aid forms. Send them in as soon after January 1 as possible. Be sure to include all postsecondary institutions you want to receive copies of your forms.

FEBRUARY

- Men 18 years and older must prove draft registration in order to receive federal financial aid. Inquire at the local post office about registering.
- If your grades and test scores are high, consider taking College-Level Examination Program (CLEP) exams. CLEP tests generally are offered each month for credit at participating postsecondary institutions. For more information about CLEP, ask your school counselor.

MARCH

- If any of the postsecondary institutions you are considering have application deadlines in March, be sure you meet them. Many students like to pick some "wishful thinking" postsecondary institutions to apply to, some "probable," and some "sure things." You never know which applications may pay off.
- Watch announcements, bulletin boards, and newspapers carefully for scholarships. Many local organizations and individuals award scholarships to students at each local high school.

APRIL

- You may start receiving offers of admission and financial aid this month. Continue to make long-range plans with your family about how you're going to pay for postsecondary education.
- Stay in contact with your Division of Vocational Rehabilitation (DVR) Counselor. Financial aid information must be updated regularly with your DVR Counselor.
- Develop a College Portfolio folio of materials to document your secondary school program and to facilitate service delivery in the postsecondary setting. The following list are possible items to include in your College Portfolio:
 - Get Ready for Your First Meeting with DSS form
 - Documentation of disability
 - Copy of most recent IEP
 - ACT/SAT results(4 year colleges)
 - High school transcripts
 - 2 teacher recommendation letters (4-year colleges)
 - Awards/scholarships

- SS#
- Newspaper articles
- Vocational assessments
- Resume/activity sheet

- Review your “Get Ready for Your First Meeting with DSS” form with your Resource/Special Education teacher.
- Understand and be able to discuss the contents of your reports concerning your disability history and diagnosis.

MAY

- As soon as you have decided which offer to accept, notify the postsecondary institution of your decision. Be sure to let the financial aid office know if you intend to accept or decline their offers. Also, tell your high school counselor which postsecondary institution you've selected so that final grades, class rank, and proof of graduation can be submitted.
- Find out who is responsible for assisting students with disabilities at the postsecondary institution of your choice. Get an appointment as soon as possible before starting school to discuss your disability, the documentation requirements needed, and the accommodations you will need.
- If you are placed on a postsecondary institution's waiting list and you intend to enroll, you should call or write to the director of admissions to ask how to strengthen your application. Recent evidence of high academic achievements or other accomplishments might help.
- Be sure to arrange to have your final transcript showing graduation sent to the postsecondary institution you will attend. Also, have one sent to your Vocational Rehabilitation Counselor. Sign release of information so your records can be sent as needed.

JUNE

- Send thank you notes to anyone who helped you on your postsecondary education quest, such as school counselors, teachers, and other adults. They'll appreciate it.
- Use the summer to earn extra money for postsecondary education.
- If you decide at the last minute that you want to pursue postsecondary education, you may still have a "walk-in" option. During the two-to-three week period just before classes begin, postsecondary institutions sometimes discover that they still have room for students. If you apply, you might be accepted.

Compiled from:

A College Selection Guidebook for Students with Disabilities, Their Parents, and High School Staff; Virginia Department of Education, June 1993.
 Gregory, M., Graham, J., Hughes, C. Preparing Students With Learning Disabilities for Success in Postsecondary Education, TransitionLinc. Spring 1995.
 Secondary to Postsecondary Education Transition Planning for Students with Learning Disabilities. A technical report prepared by the National Joint committee on Learning Disabilities, Jan. 1994, published in LDA Newsbriefs, March/April 1994.
 The Postsecondary Learning Disabilities Primer, Learning Disabilities Training Project, Western Carolina University, 1989.
 Wren, C., Adelman, P., Pike, M.B., and Wilson, J.L. (1987) College and the High School Student with Learning Disabilities: The Student's Perspective. Chicago, DaPaul University.
 Fishbein, Steven M., and Holland, Betty. So You Want to Go to College. State of New Jersey, Department of Human Services.
 Frank, K., Holden, G. (1989). Are You Ready.
 Things I Need to do to Further My Education, Muscatine, Louisa and Mississippi Bend Area Education Agency #9, Feb. 1994.

Get Ready For Your First Meeting with the College/University Disability Support Services

As a student moving from high school to college, you should know the information below when you come for your first appointment with the college/university support service provider. Print and complete the form. You may need to ask your resource teacher to help you with some of the questions. After you complete this questionnaire, you will better understand your abilities and disabilities.

Name _____ SS# _____

High School Attending _____

Expected Graduation Date _____

Resource Teacher's Name _____

Work Phone # _____

Current Disability Diagnosis (If, learning disabilities, please indicate areas of concern, i.e. math, reading, memory etc.) _____

When were you first diagnosed? _____

Give a brief description of your educational background. (i.e. always in Special Ed classes or in Special Ed classes until Junior High School then in resource, or in class-within-a-class in High School.)

Current Academic Functioning Levels:

Reading
Grade Level _____ Test Used _____ Date _____

Math
Grade Level _____ Test Used _____ Date _____

Written Communication
Grade Level _____ Test Used _____ Date _____

Special Education Services Received In High School	Junior Year	Senior Year
Resource Help (Minutes per week)		
Class Within A Class (Please list the classes)		
Special Education Classes (Please list the classes)		
Speech/Language		
Other(s)		

Testing Accommodations	Used In High School	Recommended For Postsecondary
Tests read orally to student		
Clarification of test questions**		
Tests answered orally or on tape		
Extended time to complete tests		
Enlarged tests		
Interpreter		
Use of calculator		
Hours per week of resource		
Spell checker/proofreader		
Other(s)		

** Is usually not provided in Postsecondary Education

Specific Accommodations	Used In High School	Recommended For Postsecondary
Extended time to complete assignments*		
Audio textbooks		
Reader		
Writer		
Notetaker		
Enlarger/Enlarged materials		
Adaptive Technology		
Modified curriculum*		
Taped lectures		
Tutor**		
Other(s)		

*Cannot always be provided in Postsecondary Education

**Some colleges do not provide as a free service

Please rate each area as a strength or weakness for this student.

1= Weakest to 5=Strongest

STUDY SKILLS	Weakest.....Strongest				
	1	2	3	4	5
Notetaking	1	2	3	4	5
Organization of time	1	2	3	4	5
Organization of material	1	2	3	4	5
Ability to complete work independently	1	2	3	4	5
Motivation/persistence	1	2	3	4	5
Test taking strategies	1	2	3	4	5
Computer (key boarding) Skills	1	2	3	4	5

SOCIAL SKILLS	Weakest.....Strongest				
Interaction with adults and/or authority figures	1	2	3	4	5
Interaction with peers	1	2	3	4	5
SELF-ADVOCACY SKILLS	Weakest.....Strongest				
Knowledge of specific disability	1	2	3	4	5
Ability to discuss disability with others	1	2	3	4	5
Ability to discuss accommodation needs	1	2	3	4	5

Are you registered with any of the following?

- Recordings for the Blind and Dyslexic Yes No
 The National Library Service Yes No
 A local audio textbook service Yes No

Do you have a Division of Vocational Rehabilitation or Rehabilitation Services for the Blind counselor? Yes No If yes, what is his/her name, address and phone number?

Have you received a comprehensive diagnostic evaluation? Yes No
Please include the results in your College Portfolio.

Have you received a vocational assessment? Yes No
If yes, please include the results in your College Portfolio.

What career goals have you considered, based on the results of the vocational assessment and your interests and abilities? _____

Describe your preferred learning style _____

List any special skills or abilities. _____

Residential Housing Considerations

For many students, deciding where to live on campus is almost as challenging as deciding what college to go to in the first place. If you think you might need accommodations in your residential setting, here are some things to consider:

- Do your homework on the different options.** Many schools have created “first year experiences” where all first year students live in certain buildings while upper-class students live elsewhere. Know exactly what living options exist. Also, know what will exist for future years.
- Talk to people about the general pros and cons** of each option while getting information on aspects such as:
 - General noise level and activity of the building (quieter or louder; do quiet hours exist; visitation rules; etc.)
 - Community bathrooms/showers, suite style (2-4 rooms per bathroom/shower), or bathroom/shower within each room?
 - Location to academic building where you will take classes (near, far, or in the middle)
 - How many students per floor? The more students who live on one floor, the greater the likelihood of increased activity. Is this a good thing?
 - How many housing staff per floor?
 - Where is the nearest location for meals in each building? Do meal location options change on the weekend?
 - What supports are available if there are roommate problems?
 - Any themed floors or themed buildings (Business students, pledge to not smoke/drink, Honor students, etc.) that might be of interest to you?
 - Do you have to live on campus as a first year student? If so, when is the first year when you can live off campus?
- Know the housing registration process!** Most schools should have something in place to consider specific accommodation requests. However, the initial registration process is usually the same for all students. Just because you need an accommodation, it does not mean that you will be “bumped” to the head of the line. When at all possible, always know what housing options you want and apply as early as possible. Doing so will give you the most options and will increase the likeliness that your primary preferences are met.
- Know the housing accommodation process.** Are accommodation requests made on the initial housing application? Or, do you need to speak with someone separately? How are requests considered and approved?
- Realize that, in choosing to live on campus, you will be living in an environment full of activity. While some buildings are busier and noisier than others, the college residential experience is about social interaction (Thursday night TV parties, late night hallway talks, video game tournaments, etc., etc.). There are times when it will be noisy and when quality studying will only be possible away from your room. Distractions are inevitable. In choosing to live on campus, you are often choosing to partake in this environment. It is your responsibility to know when you have time to relax and when you need to focus on homework. Most universities do not guarantee a residential environment to be fitting for studying during some or all of the day. Quiet study areas are located throughout most campuses for this purpose. If a highly active residential environment might be problematic

for you, give serious consideration as to whether or not you do indeed want to live on campus.

- **If you have learning accommodation needs**, here are some things to consider:
 - Some students with learning disabilities, attention deficit disorders, psychiatric disabilities, etc., want a single room to minimize distraction when studying. However, many universities do not approve single room accommodations for students with learning disabilities or attention deficit disorder. If a student has difficulty with successfully living in a residential building, it is often because of the overall building activity and not the specific room arrangement. You will have to manage this environment yourself.
 - If a university does offer a single room as an accommodation, you will often have to pay the single room rate (which is usually higher than a double room rate) even if the single room is approved as an accommodation. Make sure you know what expenses you will incur with or without an accommodation.

- **If you have physical accommodation needs**, things to consider include:
 - How accessible is the building? Are there accessible rooms already in place?
 - If you will need to request a physical modification to a room (strobe fire alarm, raised desk to accommodate a wheelchair, roll-in shower, etc.), who on campus do you make this request to? How early do you need to notify? The more physically involved an accommodation to a room might be, the longer it will take to complete the work. Requesting the accommodation with ample advanced notice in such instances is important to assure that your request can be completed on time.
 - Are you considering a personal attendant who will either visit daily or perhaps live in the room with you? If so, how does the university handle this request? Be sure to talk about costs. Personal attendant costs are almost never the responsibility of the university. The student pays for these services. A live-in personal care attendant will likely be charged the same room rate that a student occupying that space would be charged. It is extremely important to develop a concrete plan with the appropriate university contact if a personal attendant is involved.
 - If you will need a single room to accommodate your needs, can you request this? What rate will you be charged? Even though you might be approved for a single room as an accommodation, you will likely pay a higher single room rate. Make sure you get the specifics.
 - Most universities do not have personal transportation services (from residential hall door to academic building door). Transportation is viewed as your responsibility. Some universities have campus shuttles, but you will likely still have to travel some distance to get to these points. Keep this in mind when you decide where to live.
 - Any major crossroads or intersections that might be problematic?
 - Anything you need to consider about the climate where you will be going to school?

- **Understand the contract!** Many residential housing contracts are 100% binding. When you sign up for housing, you are committed to paying the terms of the contract for the duration of the academic year. Whereas many apartment complexes might have an option to pay a fee for early termination, many campus residential contracts do not offer this possibility. Getting out of a housing contract once it is submitted and approved is often very difficult if not impossible to accomplish. Know exactly what you are getting into when you sign the contract. If it is binding and if you are unsure as to whether residential living is right for you, ask yourself if you need to think about it a little longer before signing.

Tips on Self-Advocacy

Communicating your needs effectively involves a number of factors. Students with disabilities who succeed in postsecondary education generally possess the following characteristics:

- Ability to articulate one's talents and abilities clearly
- Knowledge of the nature of one's disability and of the kinds of teaching strategies, tools and services, which best help one compensate
- Maturity and initiative to assume the greater share of one's own advocacy
- Adherence to effective, routine study habits, to whatever degree is necessary for success
- Acceptance of the fact that they may need help and the initiative to seek assistance for academic and other problems, as appropriate
- Acceptance of the idea that it may take longer to graduate than one's friends and that he/she may have to study harder than friends
- Recognition of the concept that postsecondary education is meant to be a challenge and that temporary frustrations are a part of the normal growth process.
- Regular, frequent communication with parents, friends, classroom professors, academic advisors, and support services personnel.

It has also been observed that the college-level student with a disability must be self-reliant and able to cope with the ever-changing challenges of daily living. Students with disabilities who have learned to rely heavily on both parents and teachers to direct them and manage their lives may have difficulty adjusting to the demands of college life. Thus, as a student, the task is to find a college/university that will stretch and develop talents, interests, and abilities while at the same time be respectful and supportive of needs.

Virginia Department of Education, Student Services.(June 1993).Directory of Postsecondary Opportunities for Students with Disabilities at Institutions of Higher Education in Virginia.

Sample Letter to Admissions Office

Postsecondary Institution's Name

Admissions Office

Address

City, State Zip

Dear Sir:

My name is _____ and I am a student at
_____ high school. I would like information about your admissions
requirements, housing facilities, and financial aid. I would also like a catalog and an
application.

I would appreciate hearing from you soon. Thank you.

Sincerely,

Name

Address

City, State Zip

Phone

Sample Letter to Disability Support Services Office

Postsecondary Institution's Name

Disability Support Services Office

Address

City, State Zip

Dear Sir:

My name is _____ and I am a student at _____ high school. I would like information about your disability support services. I have enclosed a checklist that will help me determine if your postsecondary institution will provide me with the appropriate level of support. Please include information regarding how I can register for support services.

I would appreciate hearing from you soon. Thank you.

Sincerely,

Name

Address

City, State Zip

Phone

Postsecondary Education Inquiry Form Regarding Services for Deaf and Hard-of-Hearing Students

Name of Postsecondary Institution: _____

Person Responsible for Disability Support Services : _____

Phone: _____

Please check those you provide. Feel free to write in explanations.

Accommodations/Modification	Available on Campus	Comments
Listening/amplification systems		
Notetakers		
Permission to tape class lectures		
Academic tutoring		
Speech and Hearing Clinic on campus		
Assistance with registration		
Telephone amplifier, TTY/TDD, or videophone for campus and dormitory use		
Televisions on campus have closed captioning		
Videotaped/instructional materials have closed captioning		
Sign language interpreters, oral, or cued speech interpreters		
Speech-to- text transcribers		
Testing accommodations		

What other services are available for students with hearing loss?

Are there any organizations or clubs on campus for students with hearing loss?

Postsecondary Education Inquiry Form Regarding Services for Students with Visual Impairments

Name of Postsecondary Institution: _____

Person Responsible for Disability Support Services : _____

Phone: _____

Please check those you provide. Feel free to write in explanations.

Accommodations/Modification	Available on Campus	Comments
Transportation available between various parts of the campus		
Instructor notifications		
Notetakers		
Test-taking accommodations		
Computers with speech access and enlarging capabilities		
Types of reading machines		
Assistance with registration		
Alternate print formats -Braille, large print, audio textbooks		
Assistance with advocacy		
Tutoring		
Reader services		
Writer services		
Adaptive technology such as CCTV's		

What other services are available for students with visual disabilities?

Are there any organizations, clubs or support groups on campus for students with visual disabilities?

Are there any special programs for students with visual impairments?

Postsecondary Education Inquiry Form Regarding Services for Students with Mobility Impairments

Name of Postsecondary Institution: _____

Person Responsible for Disability Support Services _____

Phone: _____

Please check those you provide. Feel free to write in explanations.

Accommodations/Modification	Available On Campus	Comments
Accessible buildings		
Accessible buses		
Personal attendants available through the school or community		
Instructor notification		
Notetakers		
Test-taking accommodations		
Adaptive equipment		
Assistance with registration		
Assistance with advocacy		
Tutoring		
Writer services		
Reader services		
Adapted physical education/ athletic facilities		
Lab assistants		

What other services are available for students with mobility disabilities?

Are there any special programs for students with mobility disabilities?

Section 5

Financial Aid

Section 5: Financial Aid

The HEATH Resource Center, a national clearing house on postsecondary education for individuals with disabilities, has a comprehensive article on financial aid posted at their website. It is entitled, "Creating Options: A Resource on Financial Aid for Students with Disabilities."

Link to HEATH Resource Center publications <http://www.heath.gwu.edu/>

FASTWEB, <http://fastweb.com/>, is a source of local scholarships, national scholarships and college-specific scholarships. Search and compare detailed college profiles including college scholarships. Find internships for students in your field. Find part-time job openings near your home or school. Learn tips for success in your career. It is a site recommended by 15,500 high schools and 3,500 colleges.

Section 6

Resources

Section 6: Resources

Planning/Career Development Resources

- Career Builder <http://www.careerbuilder.com>
- True Careers <http://www.truecareers.com>
- Career Planning Resources <http://www.collegeview.com>
- Career Planning Process/ self assessments careerplanning. <http://www.about.com/careers/>
- Career Planning Information <http://www.educationindex.com>
- Career Resource Center <http://www.careers.org>
- Employment Guide <http://www.employmentguide.com>
- Common majors <http://consider.k-state.edu/majorslist/majorslist.htm>
- Dictionary of Occupational Titles <http://www.oalj.dol.gov/libdot.htm>
- Occupational Outlook Handbook <http://www.bls.gov/oco>
- ONET <http://www.doleta.gov/programs/onet>
- Placement Resources <http://www.jobweb.com>
- Never too early to prepare for post-secondary Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years August 1997 U.S. Department of Education Office of the Under Secretary Planning and Evaluation <http://www.ed.gov/about/offices/list/ope/plan.html>

Post-Secondary Preparation

- <http://www.act.org> ACT, Inc.: Information for Life's Transitions: Educational/Career-Planning and Workforce Development. Register to take college entrance exams administered and scored by ACT. With parent resources, test taking strategies, and an event calendar
- <http://www.act.org/aap/index.html> ACT Assessment Homepage The homepage for the ACT college entrance exam. The site contains online registration, test dates and centers, test taking hints, and sample questions.
- <http://www.act.org/aap/disab/policy.html> Policy for documentation to support requests for testing accommodations on the ACT assessments.
- <http://www.act.org/aap/disab/chart.html> ACT assessment testing options for students with disabilities 2000-01.
- <http://www.act.org/aap/disab/index.html> ACT assessment services for students with disabilities.
- <http://www.testprep.com> College entrance exam preparation from Scholastic Testing Systems - Complete online SAT test prep course. Includes math and verbal lessons and more than 700 practice problems.
- <http://www.ets.org> ETS Testing
- <http://www.gre.org/disatest.html> nonstandard testing accommodations are available for test takers who meet program requirements. Because of ETS's need to review documentation in order to provide appropriate accommodations, all test takers requesting accommodations must registers through the following website:
- <http://collegeview.com> Writing a college application essay and more.

College and Career Planning General Information

- College and Career Planning websites <http://www.ed.gov/about/offices/list/ope/plan.html>
- College is Possible-American Council on Education <http://www.collegeispossible.com>
- College Quest Gateway <http://www.collegequest.com/plugin.nd/CollegeQuest/pgGateway>
- National Center for Postsecondary Improvement <http://www.stanford.edu/group/ncpi>
- Recording for the Blind and Dyslexic (RFB & D) <http://www.rfb.org>
- Rehabilitation Engineering & Assistive Technical Society of North America (RESNA) <http://www.resna.org>
- Welcome to Mapping your Future <http://www.mapping-your-future.org>
- College Planning for Students with Disabilities <http://www.educationquest.org/swd.asp>

Financial Aid Resources

- College Scholarships <http://www.collegescholarships.com>
- FastWeb, Database of Scholarships <http://www.web.studentservices.com>
- Financial Aid & Career Planning <http://www.finaid.org>
- Student Financial Assistance <http://www.studentaid.ed.gov>
- Department of Labor Financial Aid Center <http://www.careeronestop.org/FINANCIAL/FinancialAidhome.asp>
- Student Finance Calculators <http://www.ed.gov/offices/OSFAP/DirectLoan/calc.html>
- Student Guide (U.S. Department of Education) http://studentaid.ed.gov/students/publications/student_guide/index.html
- Federal Student Financial Aid
A toll free number is available for seekers of federal student financial aid information. Toll-free calls can be made from 8 am - 8 pm EST, Monday through Friday, and Saturday 9 am - 6 pm. EST. Call 800.433.3243 or 800.730.8913 TDD. Callers will receive a recorded message and will be asked to remain on the line, if they need information or if they have a specific question. <http://fafsa.ed.gov>

Job Banks

- America's Employer's <http://www.americasemployers.com>
- America Job Bank <http://www.ajb.dni.us>
- CRC-Missouri Career Resources <http://www.careers.org/reg/crusa-mo.html>
- Federal Government <http://www.usajobs.opm.gov>
- Federal Jobs Digest <http://www.jobsfed.com>
- MonsterTRAK <http://www.monstertrak.com>

General Disability Resources for Professionals and Consumers

- Assistive Technology Database <http://www.abledata.com>
- Cornucopia of Disability Information <http://codi.buffalo.edu>
- List of Fair Housing Organizations <http://www.fairhousing.com>
- rehabNET <http://www.rehabnet.com>
- Internet Mental Health Resources <http://mentalhelp.net>
- Visual Impairment Guide <http://www.viguide.com/orgs.htm>

Websites of Interest to Individuals with Disabilities

- American Foundation for the Blind <http://www.afb.org>
- Association of Higher Education and Disability <http://www.ahead.org>
- Behavioral and Medical Links <http://www.the-center.org>
- Children and Adults with Attention Deficit/ Hyperactive Disorder <http://www.chadd.org>
- Disability Resources, Inc. Disability Resources, Inc. is a nonprofit organization established to promote and improve awareness, availability, and accessibility of information that can help people with disabilities live independently. <http://www.disabilityresources.org>
- Dyslexia Awareness & Resource Center <http://www.dyslexia-center.com>
- Health WebMD (Disability information on various topics) <http://webmd.com>
- HEATH Resource Center-National Clearinghouse on postsecondary education for individuals with disabilities <http://www.heath.gwu.edu/>
- Job Accommodations Network (JAN) (not a job placement service) <http://www.jan.wvu.edu>
- Learning Disabilities On-Line <http://www.ldonline.org>
- Meningitis Foundation of America <http://www.musa.org>
- Missouri Division of Vocational Rehabilitation <http://www.dese.state.mo.us/divvocrehab>
- Missouri Rehabilitation Services for the Blind <http://www.vr.dese.mo.gov>
- National Adult Literacy and Learning Disabilities Center http://www.nifl.gov/nifl/facts/learning_disabilities.html
- National Alliance for the Mentally Ill <http://www.nami.org>
- National Center for Learning Disabilities <http://www.nclld.org>
- National Council on Disability (NCD) <http://www.ncd.gov>
- National Institute of Neurological Disorders & Strokes <http://www.ninds.nih.gov>
- National Rehabilitation Information Center (NARIC) <http://www.naric.com/naric>
- Nonverbal Learning Disabilities <http://www.nldline.com>
- National Multiple Sclerosis Society <http://www.nmss.org>
- Obsessive-Compulsive Foundation <http://www.ocfoundation.org/>

Teacher/Additional Resources

- **Alliance for Technology Access:** dedicated to providing information and support services to children and adults with disabilities, and increasing their use of standard, assistive, and information technologies <http://www.ataccess.org>
- **Classroom Connect** <http://www.classroom.com> Curriculum to train faculty to better meet the needs of students with disabilities in high education ASD Project - Utah State. <http://www.usu.edu/aeo/section4.html>

- **Disability Access Information and Support (DAIS)** is an important resource to the higher education community, providing a menu of services for those concerned with disability and access in higher education. See particularly "Public Library".
<http://www.daisweb.com>
- **Gateway to Educational Materials** <http://64.119.44.148>
- **"Graduation requirements for Missouri Students". DESE**
<http://www.dese.mo.gov/news/2005/finalgrad.htm>
- **Center for Technology Innovations in Education** <http://www.ctie.missouri.edu>
- **Missouri's ETC Program:** Equipment Technology Consortium, is a short-term assistive technology equipment loan program for school districts and agencies in Missouri. Agency representatives can borrow equipment on behalf of individuals with disabilities to try out the equipment before purchasing, for use during the time equipment is in for repair, or, for other short-term needs. Agencies will be able to borrow the equipment for up to six weeks. <http://at.mo.gov/etc.shtm>
- **National Information Center for Children and Youth with Disabilities (NICHY)** presents resources on disabilities. Focuses on children. <http://www.nichcy.org>
- **Scholastic Network** <http://www.scholastic.com>
- **Kathy Schrock's Guide for Educators** is a categorized list of sites useful for enhancing curriculum and professional growth. It is updated daily to include the best sites for teaching and learning. <http://school.discovery.com/schrockguide>

Resources to Purchase

- **BOSC Directory** <http://www.BOSCBooks.com> Facilities for Learning Disabled People (1997). BOSC Publishers P.O. Box 305 Congers, New York 10920 914. 845.1236 Fax: 914.845.0847
- **BOSC Books-Books** On Special Children features books and videos regarding special needs children. The products cover a wide range, and the product line is growing all the time. BOSC Books also has a resource list and article database. This company works to address the needs of professors, teachers, administrators and caregivers of special needs children.
- **Governor's Council on Disability** 3315 West Truman Bld., Suite 132 P.O. Box 1668 Jefferson City, MO 65102-1668 (573) 751.2600 (V/TDD) 800.877.8249 (V/TDD) 573.526.4109 FAX
- **Job Strategies for People with Disabilities** by Melanie Astaire Witt ISBN: 1-560079-143-8 Paperbacks for Education 426 West Front Street Washington, MO 63090 800.227-2591 or 636.239-1999
- **Peterson's Colleges with Programs for Students with Learning Disabilities** (2003, Seventh Edition), edited by Charles T. Mangrum, II and Stephen S. Strichart Peterson's Guides P.O. Box 76005 Lawrenceville, NJ 08648 609.896-1800 Fax 609. 896-1811
- **Rights and Responsibilities of Faculty Concerning Students with Disabilities** (1994) and **Rights and Responsibilities of Students with Learning Disabilities in the Postsecondary Setting** (1994). One free copy of each handbook is available upon request from:
- **Center for Innovations in Special Education (CISE)**, Parkade Center, Suite 152, 601 Business Loop 70 West, Columbia, MO 65211, 573.884.7275, 800.976.2473 (MO only)

Organizations

- **Council for Exceptional Children (CEC)** 1110 North Glebe Road, Suite 300, Arlington, VA 22201. Dedicated to improving the education of all students with disabilities. There is a division for learning disabilities. Members include teachers, parents, and students.
<http://www.cec.sped.org>
- **Council for Learning Disabilities** phone: 913-491-1011, fax: 913-491-1012, 11184 Antioch Road, Box 405, Overland Park, KS 66210. CLD is the only national professional organization dedicated solely to professionals working with individuals who have learning disabilities. Membership benefits include subscriptions to Learning Disability Quarterly and LD Forum. <http://www.cldinternational.org/home.asp>
- **Equal Employee Opportunity Commission (EEOC)** By phone: 1-800-669-4000, If you have a TTY device for hearing impaired: TTY number is 1-800-669-6820, by Email: *Please include your zip code and/or city and state so that your email will be sent to the appropriate office.* info@ask.eeoc.gov, by mail: U.S. Equal Employment Opportunity Commission, P.O. Box 7033, Lawrence, Kansas 66044, by Fax: 703-997-4890, EEOC Headquarters is located at: U.S. Equal Employment Opportunity Commission, 1801 L Street, N.W., vWashington, D.C. 20507, Phone: (202) 663-4900, TTY: (202) 663-4494
<http://www.eeoc.gov/>
- **Governor's Council on Disability** Truman State Office Building, 301 West High Street, Room 250-A, P.O. Box 1668, Jefferson City, MO 65102, 1-800-877-8249 (V/TTY), 573-751-2600 (V/TTY), 573-526-4109 (fax) <http://www.gcd.ia.mo.gov/>
- **Heath Resource Center** One Dupont Center, Suite 800 Washington, DC 20036-1193 202.939-9320 800.54.HEATH (V/TDD) HEATH is a national clearinghouse of information about services for postsecondary students with disabilities. HEATH publishes news bulletins, fact sheets, a resource directory and other materials. <http://www.heath.gwu.edu/>
- **Job Accommodations Network (JAN)** P.O. Box 6080 Morgantown, WV 26506-6123 800-526-7234 (V), 877-781-9403 (TTY) <http://www.jan.wvu.edu>
- **Learning Disabilities Association of America (LDA)** 4156 Library Road Pittsburgh, PA 15234-1349, 412.341.1515, Fax. 412. 344-0224. LDA is dedicated to the development of effective educational programs and opportunities that will enhance the possibility of successful life adjustment of children and adults with learning disabilities.
<http://www.ldaamerica.org/>
- **Library of Congress National Library Service for the Blind and Physically Handicapped** • Telephone: (202) 707-5100, Toll-Free: 1-888-NLS-READ (1-888-657-7323) to connect to a local library, TDD: (202) 707-0744, FAX: (202) 707-0712, Mailing Address: The National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542, Street Address: 1291 Taylor Street, NW, Washington, DC 20011 <http://www.loc.gov/nls/>
- **Missouri Assistive Technology** Contact Information, Email:matpmo@swbell.net , (816) 373-5193 (VOICE), (816) 373-9315 (TTY) The MAT provides information, referrals, advocacy and also works on the legislative level. <http://www.at.mo.gov>
- **Missouri Head Injury Advisory Council**, PO Box 570, Jefferson City, MO 65102-0570, Telephone: 573-751-6246, Fax: 573-751-6237, Email: info@dhss.mo.gov,
<http://www.dhss.mo.gov/HIA-Council/>

- **National Alliance on Mental Illness (NAMI)** Colonial Place 3, 2107 Wilson Blvd., Suite 300 Arlington, VA 22201. 703.524.7600, 888.999.NAMI (6264),703.524.9094 (FAX),703.516.7227 (TTY) Support groups provide coping strategies to families and to persons with mental illness. Call to get the closest affiliated group. NAMI offers a newsletter and other publications. <http://www.nami.org>
- **National Easter Seals Society (NESS)** 230 West Monroe Street, Suite 1800 Chicago, IL 60606. 312.726.6200 A non-profit community based health agency dedicated to increasing the independence of people with disabilities. Offer a wide range of quality rehabilitation services and programs to assist adults and children with disabilities and their families. A publications catalog is available free of charge.
- **National Mental Health Association (NMHA)** 200 N. Beauregard St., 6th floor, Alexandria, VA 22311, 703.684.7722 703.684.5968, 800.969.6642. NMHA refers callers to one of 600 affiliate centers across the country. The Office of Prevention has curricular materials for elementary, secondary and college use. <http://www.nmha.org>
- **Parent Information Center** P.O. Box 2405 Concord, NH 03302-2405. 603.224.7005 603.224.4365 FAX Services for all families, birth through 21 years of age. Deals with special education rights and advocacy. <http://parentinformationcenter.org>
- **Recordings for the Blind & Dyslexic** 20 Roszel Road Princeton, NJ 08540 866.732.3585. Audio textbooks available to students with learning, physical and vision disabilities. <http://www.rfbid.org/>
- **Technical Assistance for Parent Programs (TAPP)** Federation for Children with Special Needs 95 Berkeley St., Suite 104, Boston, MA 02116, 617.236.7210, 617.482.2915 (TTY), 617.695.2939 (FAX). <http://www.fcsn.org/>

College Entrance Testing Accommodation Information

- **ACT** Special Testing-61 P.O. Box 4028 Iowa City, Iowa 52243-4028 319.337.1332. <http://www.act.org/aap/disab/index.html>
- **SAT** Special Testing ETS Test Administration Rosedale Road Princeton, NJ 08541 <http://www.collegeboard.com/student/testing/sat/reg/ssd.html>

Additional Technological Aids for College Students

Technology Resources for Disabled Adult Learners

Software and websites offering adaptive and assistive technology to support adult learners with physical or learning disabilities. <http://adulthood.about.com/od/adaptivetechresources/>

Division of Vocational Rehabilitation

<http://vr.dese.mo.gov/>

VR Central Office

3024 Dupont Circle

Jefferson City MO 65109-0525

Ph: 573-751-3251 or Toll Free: 1-877-222-8963

Fax: 573-751-1441; TDD: 573-751-0881

Jeanne Loyd, Assistant Commissioner

<p><u>Cape Girardeau VR</u> PO Box 1087 3102 Blattner Dr Suite 103 Cape Girardeau MO 63702 Ph: 573-290-5788; 877-702-9883 TDD: 573-290-5385; Fax: 573-290-5921 Ron Parker, District Supervisor</p>	<p><u>Poplar Bluff VR</u> 1903 Northwood Drive Suite 3 Poplar Bluff MO 63901 Ph: 573-840-9550; 800-281-9894 Fax: 573-840-9551 Donna Knodell, District Supervisor</p>
<p><u>Chillicothe VR</u> 603 W Mohawk Road Chillicothe MO 64601-3919 Ph: 660-646-1542; 866-572-4049 Fax: 660-646-9741 Robert Zirfas, District Supervisor</p>	<p><u>Rolla VR</u> 1101 W Kingshighway PO Box 550 Rolla MO 65401-0550 Ph: 573-368-2266; 800-890-2867 Fax: 573-368-2382 Clarissa White, District Supervisor</p>
<p><u>Columbia VR</u> 1500 Vandiver Dr Suite 111 Columbia MO 65202-1563 Ph: 573-882-9110; 877-222-8961 Fax: 573-884-5250; TDD: 573-882-9117 Duane Shumate, District Supervisor</p>	<p><u>Sedalia VR</u> 2115 W Broadway Sedalia MO 65301-2114 Ph: 660-530-5560, 800-924-0419 Fax: 660-530-5567 Karen Wilson, District Supervisor</p>
<p><u>Farmington VR</u> 901 Progress Dr, Suite 100 PO Box 230 Farmington MO 63640 Ph: 573-218-6100; 800-640-7110 Fax: 573-218-6107; TDD: 573-218-6119 Jesse Sitzes, District Supervisor</p>	<p><u>St. Charles VR</u> 3737 Harry S Truman Blvd, Suite 400 St. Charles MO 63301-4052 Ph: 636-940-3300; Fax: 636-940-3313 Janis Miller, District Supervisor</p>
<p><u>Hannibal VR</u> 112 Jaycee Dr Hannibal MO 63401-2275 Ph: 573-248-2410; 877-222-8960 Fax: 573-248-2409 JoAnn Moncrief, District Supervisor</p>	<p><u>St. Joseph VR</u> State Office Building 525 Jules, Room 201 St. Joseph MO 64501-1990 Ph: 816-387-2280; 877-702-9876 Fax: 816-387-2089 Yvonne Wright, District Supervisor</p>
<p><u>Jefferson City VR</u> 1500A Southridge Dr Jefferson City MO 65109-1135 Ph: 573-751-2343; Fax: 573-526-4474 Neil Harms, District Supervisor</p>	<p><u>St. Louis Downtown VR</u> 220 South Jefferson Street, Suite 110 St. Louis MO 63103 Ph: 314-877-2940; Fax: 314-877-2959 Jeather Smith, District Supervisor</p>
<p><u>Joplin VR</u> 801 E 15th St Joplin MO 64804-0922 Ph: 417-629-3067; 877-222-8964 Fax: 417-629-3148 Karla Bunch, District Supervisor</p>	<p><u>St. Louis North VR</u> 4040 Seven Hills Road Florissant MO 63033 Ph: 314-877-3200; Fax: 314-877-3201 Samuel Townsend, District Supervisor</p>

<p><u>Kansas City Downtown VR</u> 615 E 13th St KC State Building Room G-3 Kansas City MO 64106-2870 Ph: 816-889-2581; Fax: 816-889-2586 Teresa Nianga, District Supervisor</p>	<p><u>St. Louis South VR</u> 3248 Laclede Station Road St. Louis MO 63143 Ph: 314-877-1900; 877-222-8968 Fax: 314-877-1920 Karen Klenke / Toby Eckert, District Supervisors</p>
<p><u>Kansas City East VR</u> 243 NW Executive Way Lee's Summit MO 64063 Ph: 816-622-0600; Fax: 816-662-0610 Jay Robertson, District Supervisor</p>	<p><u>St. Louis West VR</u> 9900 Page Avenue, Suite 104 St. Louis MO 63132 Ph: 314-877-1500; Fax: 314-877-1530 TDD: 314-877-1524 Jay Mendell, District Supervisor</p>
<p><u>Kansas City North VR</u> 310 NW Englewood Rd Suite 300 Gladstone MO 64118-0040 Ph: 816-467-7900; 877-270-0198 Fax: 816-467-7924; TDD: 816-270-0201 James Ankrom, District Supervisor</p>	<p><u>Springfield North VR</u> 613 East Kearney Springfield MO 65803 Ph: 417-895-5863; 877-222-8965 Fax: 417-895-5869; TDD: 417-895-7934 Anita Michel, District Supervisor</p>
<p><u>Kansas City Transition VR</u> 243 NW Executive Way Lee's Summit MO 64063 Ph: 816-622-0611; Fax: 816-622-0618 Tamara Jaekels, District Supervisor</p>	<p><u>Springfield South VR</u> 1735 West Catalpa Suite C Springfield MO 65807 Ph: 417-895-5720; 877-222-8967 Fax: 417-895-5725 Melissa Steele-Lufcy, District Supervisor</p>
<p><u>Kirksville VR</u> 1412 N Osteopathy, Suite B Kirksville MO 63501-3581 Ph: 660-785-2550; 877-222-8962 Fax: 660-785-2552 James Higgins, District Supervisor</p>	<p><u>West Plains VR</u> 3417 Division Dr, Suite 2 West Plains MO 65775 Ph: 417-256-8294; 877-222-8959 Fax: 417-256-8479 Charles Kimberlin, District Supervisor</p>
<p><u>Nevada VR</u> 621 E Highland, Suite 2 Nevada MO 64772-3971 Ph: 417-448-1332; 800-598-3471 Fax: 417-448-1351 Ray Drake, District Supervisor</p>	

Rehabilitation Services for the Blind

(District Offices)

Toll Free Number 1.800.592.6004

<http://www.dss.mo.gov/fsd/rsb>

Local Offices: <http://www.dss.mo.gov/fsd/rsb/rhabofc.htm>

Kansas City North, 615 E. 13th St., Rm 409, Kansas City, MO 64106, 816-889-2677, Fax 816-889-2504

Kansas City South, 4900 Swope Parkway, Ste. 2 South, Kansas City, MO 64130-2800, (816) 929-7171, Fax (816) 929-7170

St Louis North District, 10449 St.Charles , Rock Rd., St. Ann, MO , 63074-1827, 314-890-4200, Fax 314-426-3560

Mid-Missouri District, 308 E. High St., Ste B101, Jefferson City, MO 65101, 573-751-2714, Fax 573-526-4526

Southwest District, 149 Park Central Sq., Springfield, MO 65806, 417-895-6386, Fax 417-895-6392

Southeast District, 106 Arthur St., Ste. E, P.O. Box 369, Sikeston, MO 63801, 573-472-5240, Fax 573-472-5393

St Louis South District, 2 Campbell Plaza,, Suite 300, St. Louis, MO 63139, 314-877-0151, Fax 314-877-0168

State Office, 615 Howerton Court, P.O. Box 2320, Jefferson City, MO 65102-2320, 573-751-4249, Fax 573-751-4984, DSS TDD 1-800-735-2966

Section 7

Appendixes

Section 7: Appendixes

Feedback Wanted

We continually strive to improve this resource and to keep its content current.

If you are aware of services, programs, websites or resources that would aid students in their transition to college, please contact Suelaine Matthews, smatthews@stlcc.edu, 314.513.4549, 314.513.4876 (Fax).

If your college or university profile has outdated names or information, please update by contacting Suelaine Matthews, smatthews@stlcc.edu, 314.513.4549, 314.513.4876 (Fax).

We appreciate your cooperation in keeping this site current

Section 8

College Profiles

Missouri AHEAD Guidebook

College/University Profiles

The following list of colleges participated in providing Missouri AHEAD information about their services to students with disabilities. You can find the profiles at

<http://www.stlcc.cc.mo.us/fv/moahead/guidebook/profiles/index.html>

Note: The profiles are self-reports, and Missouri AHEAD does not endorse any particular campus or service. Students must make their own decisions based on campus visits and conversations with service providers.

Avila University – Kansas City.....
Calvary Bible College and Theological Seminary – Kansas City
Central Bible College – Springfield
Central Christian College of the Bible – Moberly
Central Methodist University – Fayette
Central Missouri State University – Warrensburg
College of the Ozarks – Point Lookout
Columbia College – Columbia
Conception Seminary College – Conception
Crowder College – Neosho
Culver-Stockton College – Canton
Devry University – Kansas City
Drury University – Springfield
East Central College – Union
Evangel University – Springfield
Everest College – Springfield
Fontbonne University – St. Louis
Hannibal-Lagrange College – Hannibal
Harris Stowe State College – St. Louis
Hickey College – St. Louis
Jefferson College – Hillsboro
Kansas City Art Institute – Kansas City
Lincoln University – Jefferson City
Lindenwood University – St. Louis
Linn State Technical College – Linn
Maryville University – St. Louis
Metro Business College - Cape Girardeau
Metro Business College – Jefferson City
Metro Business College – Rolla
Metropolitan Community College Blue River – Independence
Metropolitan Community College Longview – Lee’s Summit
Metropolitan Community College Maple Woods – Kansas City
Metropolitan Community College Penn Valley – Kansas City
Mineral Area College – Park Hills
Missouri Baptist University – St. Louis
Missouri Southern State University – Joplin
Missouri State University – Springfield
Missouri Technical School – St. Louis

Missouri Valley College – Marshall
Missouri Western State College – St. Joseph
Moberly Area Community College – Moberly
National American University – Independence
North Central Missouri College – Trenton
Northwest Missouri State University – Maryville
Ozark Christian College – Joplin
Ozarks Technical Community College – Springfield
Parks University – Parkville
Ranken Technical College – St. Louis
Rockhurst University – Kansas City
Southeast Missouri State University – Cape Girardeau
Southwest Baptist University – Bolivar
Southwest Missouri State University – West Plains
Springfield College – Springfield
St. Charles County Community College – St. Peters
St. Louis Christian College – Florissant
St. Louis College of Pharmacy – St. Louis
St. Louis Community College at Florissant Valley – St. Louis
St. Louis Community College at Forest Park – St. Louis
St. Louis Community College at Forest Park – St. Louis
St. Louis Community College at Meramec – St. Louis
Saint Louis University – St. Louis
State Fair Community College – Sedalia
Stephens College – Columbia
Three Rivers Community College – Popular Bluff
Truman State University – Kirksville
University of Missouri – Columbia
University of Missouri – Columbia
University of Missouri – Kansas City
University Of Missouri – Rolla
University of Missouri – St. Louis
Vatterott College – Springfield
Vatterott College-Sunset Hills – St. Louis
Washington University – St. Louis
Webster University – St. Louis
Metropolitan Community Colleges-Longview Campus ABLE-Academic Bridges to Learning Effectiveness – Lee’s Summit
St Louis Community College Continuing Educations Access – St. Louis
St. Louis Community College-Florissant Valley – Services for Deaf and Hard-of-Hearing – St. Louis
Westminster College Learning Disabilities Program – Fulton

- 37 Other: Temporary and prospective

Accommodations Commonly Provided:

- Instructor notification
- Allow for taping of lectures
- Audio books: information
institutional membership
conversion service
- Braille service
- Course substitutions
- Interpreters
- Large print
- Notetakers: volunteer and paid
- Speech-to-text transcribers
- Readers: for in-class
- Reduced course load
- Testing accommodations

Assistive Technology Currently Available

- Alternative keyboards
- Assistive listening devices
- Braille capabilities
- Closed circuit TV
- Closed captioning
- Daisy players
- Enlarged screen
- 4 track tape players
- Grammar check
- MP3 players
- Scanning capabilities
- Screen reader
- Speech recognition
- Spell check
- TTY
- Video Phone
- Visual alert systems
- Word prediction software
- Wynn/Text Help

Other Services:

- Orientation
- Career counseling
- Special academic advising
- Learning resource labs
- Sign language classes
- Tutoring
- Personal counseling
- Counselor skilled in sign
- Advocacy training
- Job placement assistance
- Employment resources
- Adaptive technology training

Documentation requirements for disability program:

Currency of documentation: 5 years (must reflect current functioning)

Other requirements:

- statement of diagnosis
- signature of qualified professional
- history of disability
- description of current functioning

Tests accepted for LD documentation:

- WAIS, WJ -Cognitive, Stanford Binet
- WIAT, WJ- Achievement

Central Bible College - Springfield

3000 North Grant Avenue
Springfield, MO 65803
<http://www.cbcag.edu>

Fall 2004

Person Responsible for Disability Support Services:

Renee Christianson

E-Mail Address:

rchrste@cbcag.edu

Telephone:

1.800.831.4CBC