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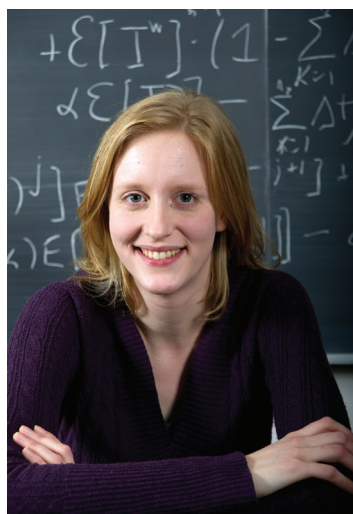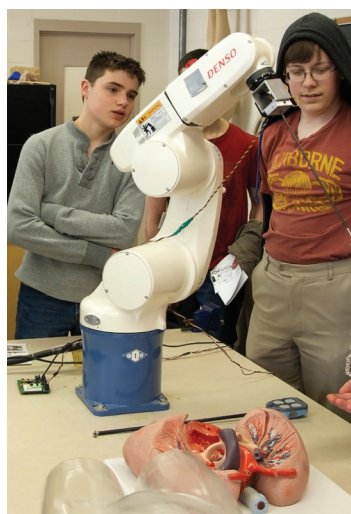Center for Community Inclusion & Disability Studies

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Increasing Access and Success in the

STEM Disciplines

A Model for Supporting the Transition of
High School Students with Disabilities
into STEM-Related Postsecondary Education

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Increasing Access and Success in the STEM Disciplines: A Model for Supporting the Transition of High School Students with Disabilities into STEM-Related Postsecondary Education

University of Maine Center for Community Inclusion and Disability Studies and Maine EPSCoR

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Increasing Access and Success in the
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Center for Community Inclusion and Disability Studies
and
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2014

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Acknowledgements

Table of Contents

Introduction

The University of Maine Center for Community Inclusion and Disability Studies, Maine's University Center for Excellence in Developmental Disabilities (UCEDD), in collaboration with Maine EPSCoR (Experimental Program to Stimulate Competitive Research), has developed and evaluated a model for supporting the transition of Maine high school students with disabilities into Science, Technology, Engineering and Mathematics (STEM)-related postsecondary educational opportunities within the University of Maine System.

The model and this publication were developed as part of the *Maine EPSCoR: Increasing Access and Success in the STEM Disciplines* project (2011-2014), supported by a National Science Foundation EPSCoR award **#EPS-0904155** to Maine EPSCoR at the University of Maine.The model contains a package of evidenced-based supports for participating high school students with disabilities and their families and includes information and instructional activities related to the following: self-advocacy and self-determination; exploring STEM careers; disability disclosure; the accommodations process in college; identifying assistive technology; mentoring relationships and internships; and using student-and family-centered planning to plan for college.

Many high school students are unfamiliar with the range of opportunities that are available to them in STEM-related professions. Students with disabilities often have even less exposure to STEM-related fields and currently access postsecondary education, especially in the STEM disciplines, at rates far below other students. The *Increasing Access and Success in the STEM Disciplines* project began in 2011 as an effort to introduce high school students with disabilities to STEM careers and to assist them with developing the skills needed to successfully pursue STEM majors in college.

The content of this publication, *Increasing Access and Success in the STEM Disciplines: A Model for Supporting the Transition of High School Students with Disabilities into STEM-Related Postsecondary Education* was developed and compiled by project staff and field-tested with high school students with disabilities over the duration of the three-year project. It includes both group and individualized activities.The group format is comprised of a series of five workshop sections: Section One - STEM Careers and You; Section Two - Getting What You Need; Section 3 - Making It Meaningful; Section 4 - College Bound; and Section 5 - Person-Centered Planning Toolbox. Sections One, Two, and Four are designed to be held in a classroom setting and led by adult facilitators. The emphasis of Section Three is experiential learning: it provides detailed information about the project's annual tour of STEM facilities at the University of Maine or other programs or laboratories where STEM activities are performed. Almost all of the students reported that the STEM tour was one of the most beneficial activities of the project. Section Five, Person-Centered Planning Toolbox, contains activities that can be used in person-centered planning that follows instruction. We believe this process is critical to effective post-secondary transition planning for youth with disabilities who want to attend college. During the project, staff facilitated three student-centered planning meetings for each high school student and found these meetings were vital in helping students take the next steps in their transition to postsecondary education. We strongly recommend that you use this process with your students, as well. The Universty of Maine Center for Community Inclusion and Disability Studies and other University Centers for Excellence in

Developmental Disabilities (UCEDDs) around the country are good resources to contact for more information about person-centered planning.

A key document appearing in Section One of this publication is "Critical Steps to Postsecondary Education and STEM Careers Checklist." Critical steps are tasks that need to be addressed in a timely fashion during a student's high school career. For example: a student may need to sign up for courses that will be required when she or he applies to college with the intent to major in a STEM field. There are a number of checklists and activities within this publication that highlight critical steps, the importance of staying on track, and the need to keep this documentation (in either an electronic or paper format) in the student's personal portfolio.

Each of the five workshop sections includes an overview of the topic, followed by activities (including guidance for the instructor) and are designed to engage the students using a variety of teaching and learning strategies. **A two-page overview of Universal Design for Learning Principles follows this introduction**. Session materials may be provided to the students in either an electronic or paper format. Students who prefer working with hard copies can keep them in a 3-ring binder. Students who prefer using a computer can be provided with electronic copies of the materials on a flash drive.

The goal of this publication is to empower more high school students with disabilties to find their niche in STEM postscondary education and careers. As the National Science Foundation noted in a budget request to Congress,

> In the 21st century, scientific and technological innovations have become increasingly important as we face the benefits and challenges of both globalization and a knowledge-based economy. To succeed in this new information-based and highly technological society, students need to develop their capabilities in STEM to levels much beyond what was considered acceptable in the past. (NSF, FY2010 Budget Request to Congress)

About the University of Maine Center for Community Inclusion and Disability Studies

Founded in 1992, the University of Maine Center for Community Inclusion and Disability Studies (CCIDS) is Maine's University Center for Excellence in Developmental Disabilities, and part of a national network of centers congressionally authorized under the Developmental Disabilities Assistance and Bill of Rights Act of 2000. CCIDS conducts interdisciplinary education, research, and community engagement to positively affect the lives of people with intellectual and developmental disabilities and their families throughout Maine and beyond. For more information, please visit the CCIDS website: http://ccids.umaine.edu.

About Maine EPSCoR

Maine EPSCoR (Experimental Program to Stimulate Competitive Research) at the University of Maine oversees and implements Maine's National Science Foundation (NSF) EPSCoR programs. Since 1980, Maine has received more than $62M in NSF EPSCoR funding. These statewide programs advance Maine's research capacity and competitiveness for a sustainable future through cutting edge science, STEM education, workforce development, cyberinfrastructure, and economic development. For more information, please visit the Maine EPSCoR website: http://umaine.edu/epscor/.

Universal Design for Learning

The Center for Applied Special Technology (CAST, 2006) defines Universal Design for Learning (UDL) "as an approach to developing curricula that promotes the access, participation, and progress in the general curriculum for all learners." According to Meyer and Rose (2006), UDL is grounded in both neurological research and in assumptions about the heterogeneity of learners. They believe that three general neural networks (recognition, strategic, and affective) must be addressed through the use of maximally flexible curricula. Recognition is addressed in UDL through multiple means of representation, strategic networks by multiple means of expression, and affective learning through multiple means of engagement.

UDL can be provided without the use of electronic technology, but proponents believe that these technologies make it much easier for both representation and expression. Printed media are limited by their relative permanence and are not easily subject to modification (Meyer & Rose, 2006). In contrast, digitized text "can be transformed, marked, linked, networked and customized for each individual learner" (p.18).

In order to provide materials that can be accessed by the greatest number of individuals without significant modification, the materials in this publication are available in a digital format. This allows individuals who have difficulty accessing printed material in typical ways to access the content. For example, printed materials or downloadable materials referenced in this publication can be accessed using text-to-speech software. We strongly encourage you to make all materials available in multiple formats (e.g., hard copy, digital versions, large print versions) and make sure that your students have access to the technology they need to access those materials. For example, if you have a student who has difficulty reading printed text, we recommend that he or she be provided with access to a device that can read digitized text aloud. Similarly, a student with a visual impairment will need audio description to fully access the content of a video. Audio description is "commentary or narration which guides the listener through concise, objective descriptions of new scenes, settings, costumes, body language . . . slipped in between portions of dialogue" (Audio Description Project, 2014). Also consider how you can make any materials typically presented in a lecture format available to students who have difficulty processing auditory information.

UDL is also about people expressing themselves through different modalities. For some, this might involve using speech-to-text software or expanded keyboards. We have found that many of the students in the *Increasing Access and Success in the STEM Disciplines* project were much more motivated to complete assignments on a computer than in completing pencil and paper tasks. For some, the motor difficulties would make using a pencil or paper impossible. We have also found that some students have difficulty participating in small group discussions. As you engage students in group activities, consider alternatives that would allow them to participate to the fullest extent possible. For example, a student could present information as a PowerPoint© presentation or type out their contributions.

Finally, provide students with multiple means to become engaged with the materials. Engagement or motivation can be enhanced in a number of ways: (1) providing students with choices in specific topics covered; (2) providing students with choices about working in groups or alone; and (3) providing students with multiple sources of information and types of information. For example,

in Section 1 of this publication, students are invited to explore STEM careers at the Futures Channel website. This is a great opportunity to let students choose videos that are of interest to them. Alternatively, for students who learn better through print, information about different career possibilities can be provided in printed documents. You can also encourage students to explore these topics independently in class, thus maximizing their opportunities for choice.

For each activity in this publication, we include the following questions at the bottom of the page to prompt you to think about UDL:

How are you addressing Universal Design for Learning Principles in this activity? Are you:

- Presenting the information flexibly in multiple ways?
- Providing multiple and flexible means for expression?
- Providing multiple and flexible ways to engage the learner?

If you have students who are unfamiliar with the types of assistive technology that can be used to help them access classroom materials, you may wish to include the assistive technology activity from Section Four in the first or second section. Additional resources on UDL may be found at the following sites:

- What is Universal Design for Learning? —
  CAST, Inc. (n.d.). *About UDL - What is universal design for learning?* Available online at http://www.cast.org/udl/

- Equal Access: Universal Design for Instruction. —
  University of Washington - DO-IT. (2014). *Equal access: Universal design for instruction.* Available online at http://www.washington.edu/doit/Brochures/Academics/equal_access_udi.html

- UDL Guidelines - Version 2.0: Examples and Resources —
  CAST, Inc. (2012). National Center on Universal Design for Learning. *UDL Guidelines - 2.0: Examples and Resources.* Available online at http://www.udlcenter.org/implementation/examples.

- Maine CITE.
  Maine CITE. (n.d.). Available online at http://www.mainecite.org.

- Universal Design for Learning: Strategies, Tools, and Resources —
  Wikispaces UDL Strategies. (n.d.). *Universal design for learning: Strategies, tools, and resources.* Available online at http://udlstrategies.wikispaces.com

Section One: STEM Careers and You

STEM Careers and You is designed to introduce the students to each other, to their instructors and to the possibilities that exist for them as they consider their postsecondary education options in a STEM major. Most students, early in their high school careers, are unfamiliar with the range of opportunities that are available to them in STEM professions. Students with disabilities may have even less exposure than their peers to the fields of science, technology, engineering and mathematics, based on school tracking procedures, expectations or other limiting conditions. The activities in this section are designed to accomplish the following: 1) introduce students with disabilities to the possibilities that exist within the STEM fields; 2) help students to clarify and articulate their own interests, strengths and skills; 3) assist with identifying students' individual learning styles; 4) help students understand how to prepare and position themselves now for entry into college in a STEM-related field; and 5) get students excited and motivated to plan for their positive futures!

Section One: STEM Careers and You is composed of six content areas:

1. Welcome, Students!
2. Overview of Workshops
3. Introduction to STEM Careers
4. Interests, Strengths and Skills
5. Learning Styles
6. Homework

Welcome, Students!

Welcome to STEM Careers and You! The experience of walking into a new classroom with new students and teachers can be daunting. This activity begins with individual introductions and icebreakers designed to encourage interaction and build comfort with peers and instructors. Sharing "housekeeping" information (e.g., the location of restrooms and what time the group will break for lunch) and developing group ground rules offer some reassuring structure and clear expectations for group process. The stage is then set to proceed with the video, *STEM and Students with Disabilities*, to promote curiosity and excitement about the opportunities available for students in STEM fields.

Photo courtesy of the University of Maine.

Getting to Know You

Time: 20 Minutes

Purpose:

To introduce instructors and students to each other, engage in an icebreaker, discuss housekeeping issues and jointly develop an initial set of ground rules.

Key Concepts:

⇨ Ground rules

Preparation:

⇨ Prepare chart paper, white board, or projected document so that you can record responses to ground rules brainstorm.

Leading the Activity:

⇨ Instructor welcomes the students and then introduces himself or herself. Ask students to say their names, where they are from, and one thing that strongly interests them.

⇨ Discuss housekeeping issues.

⇨ Explain that the class will explore some of the differences between high school and college later. One of the big differences is that in college, everyone takes greater responsibility for his or her own education. The instructor may explain, for example, that in college, students generally do not need to ask permission to use the restroom and that expectation holds true for this class as well.

⇨ Use one or more icebreaker activities from the **"Icebreaker/Energizer"** collection. Choose which format to use based on your sense of the students' needs and preferences during enrollment. The goal of the activity is to begin to make the students feel comfortable and to get to know each other.

⇨ Tell students that you would like them to develop an initial set of ground rules. Ask them to think about what will help them learn most effectively. Explain that you, as the instructor(s), will also participate in developing these rules.

Examples of possible ground rules:
- No surfing the web when doing activities.
- Listen when others are talking.
- Respect each other.

⇨ Record the list of ground rules on chart paper and explain to the students that they can be changed or revised at a later time.

How are you addressing Universal Design for Learning Principles in this activity? Are you:

- Presenting the information flexibly in multiple ways?
- Providing multiple and flexible means for expression?
- Providing multiple and flexible ways to engage the learner?

Icebreaker/Energizer

"If"

This is a simple icebreaker to get young people talking and listening to others in the group. Keep it moving and don't play for too long.

⇨ Ask the group to sit in a circle.

⇨ Write the 'If' questions on cards and place them (question down) in the middle of the circle or pass around a "hat" with the questions on cards inside.

⇨ The first person takes a card, reads it aloud and gives his or her answer, comment or explanation.

⇨ The card is returned to the bottom of the pile or in the hat before the next person takes his or her card.

Sample "If" questions:

1. If you could watch your favorite TV show now, what would it be?
2. If you could have any kind of pet, what would you have?
3. If you could eat your favorite food now, what would it be?
4. If you could learn any skill, what would it be?
5. If you were sent to live on a space station for three months and only allowed to bring three personal items with you, what would they be?
6. If you could buy a car right now, what would you buy?
7. If you could do your dream job 10 years from now, what would it be?
8. If you could talk to anyone in the world, who would it be?
9. If you could wish for one thing to come true this year, what would it be?
10. If you could choose to spend more time in your favorite class, what would it be?
11. If you could live in any period of history, when would it be?
12. If you could pick a flavor of ice cream to eat, what would it be?
13. If you could go anywhere in the world, where would you go?
14. If you could pick your favorite meal, what would it be?
15. If I gave you $10,000, what would you spend it on?

Source: Adapted from 40 Icebreakers for Small Groups (PDF) by Grahame Knox, available online at http://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf

Icebreaker/Energizer
Would you rather..?

Questions may range from silly trivia to more serious content. This is a good way to find out some interesting things about your students.

Directions:

⇨ Place a line of tape down the center of the room. Ask the group to straddle the tape.

⇨ The "Leader" asks a few of the questions from the list below or others of his or her choosing.

⇨ When asked 'Would you rather?' they have to move to the left or right as indicated by the leader (i.e., move left for the first choice or right for the second).

Sample questions:

Would you rather…

1. Visit the doctor or the dentist?
2. Eat broccoli or carrots?
3. Watch TV or listen to music?
4. Own a lizard or a snake?
5. Have a beach holiday or a mountain holiday?
6. Be an apple or a banana?
7. Be invisible or be able to read minds?
8. Go without television or fast food for the rest of your life?
9. Always be cold or always be hot?
10. Be stranded on a deserted island alone or with someone you don't like?
11. See the future or change the past?
12. Be three inches taller or three inches shorter?

Source: Adapted from 40 Icebreakers for Small Groups (PDF) by Grahame Knox, available online at http://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf

Icebreaker/Energizer
Find Your Kind

The **Find Your Kind** icebreaker is a good way to help introduce students to each other while allowing you to find out more about each of them.

Directions:

⇨ Give students the "Find Your Kind" template (found on the next page).

⇨ Have them circulate around the room and complete the search by finding someone to answer each question. Encourage them to ask as many different people as possible.

⇨ Come back and ask them to share what they learned about their group.

Source: Adapted from About.com Secondary Education, Find Your Kind Icebreaker by Melissa Kelly. Retrieved online from http://712educators.about.com/od/icebreakers/a/Find-Your-Kind.htm

Find Your Kind

Where were you born?

Answer:

Name:

If someone wanted to give you an unusual pet and promised to provide for its upkeep, what kind would you select?

Answer:

Name:

If you could change one rule that you must follow at home, what would it be?

Answer:

Name:

What do you like doing in your free time when you're not at school?

Answer:

Name:

What is your favorite candy bar?

Answer:

Name:

Source: Adapted from About.com Secondary Education, Find Your Kind Icebreaker by Melissa Kelly. Retrieved online from http://712educators.about.com/od/icebreakers/a/Find-Your-Kind.htm

Icebreaker/Energizer
Name Tag Matchmaker

Each group member will need something to write with and a 5" x 7" card for a name tag.

Directions:

Give them the following directions:

1. Put your name in the center of your card.
2. In the **upper left corner**, write two things that you like to do.
3. In the **upper right corner**, write your two favorite singers or music groups.
4. In the **lower left corner**, write your two favorite movies.
5. In the **lower right corner**, write two adjectives that describe you.

⇨ When everyone finishes, have them mingle with the group for a few minutes.

⇨ Without talking, they are to read the upper left and upper right corners of the other group members' cards (what they like to do and their favorite singers or music groups).

⇨ When time is up, they are to find one or two people who are most like them and visit for a few minutes.

⇨ When time is up, they are to mingle again reading the lower left and lower right corners of the other group members' cards.

⇨ Again, they find one or two people who are most like them and visit for a few minutes.

⇨ To make sure everyone visits with several people, you could implement a rule that no two people can be in the same group more than once.

Source: Adapted from *Kim's Korner for Teacher Talk* website, [Name Tag Match Maker](http://www.kimskorner4teachertalk.com/classmanagement/icebreakers.html#Name). Retrieved from http://www.kimskorner4teachertalk.com/classmanagement/icebreakers.html#Name

Icebreaker/Energizer
Birthday Timeline

Directions:

Give each member of your group a pencil and paper:

⇨ Ask them to write down the month and day of their birth.

⇨ After they have done this, tell them to put away the paper and not let anyone see it.

⇨ Then, you will ask students to line themselves up in perfect order of birth (mark the order from January to December to indicate the direction of the line). **However**, **they must follow two rules as they line up**: they can't talk to each other and they can't show anyone what they wrote.

⇨ After several quiet minutes of scurrying around, they will be in order.

⇨ Instruct students to check with the person on their right and left to see whether they are in the correct place.

⇨ Then it's time to check the human birthday timeline.

⇨ Starting with the first person in the line, have each student say his or her birthday and display the paper with the month and date written on it.

How did the students do? Did they do it correctly?

Source: Adapted from Education World website, Icebreakers Vol. 8, Birthday Timeline submitted by Michael M. Yell, Hudson (Wisconsin) Middle School. Retrieved from http://www.educationworld.com/a_lesson/lesson/lesson273.shtml

College, You Can Do It!

Time: 30 minutes

Purpose:

To introduce students to others with disabilities who have attended college. To begin to help them think about what the experience of college may be like.

Key Concepts:

College and students with disabilities

Preparation:

1. Access the University of Washington DO-IT Video Collection

    DO-IT Project, University of Washington. (2008-2014). *Video collection.* Available online at http://www.washington.edu/doit/Video/

2. Scroll down to the 7th video, *STEM and People with Disabilities* (2011). Runtime: 14:59 minutes. Click on the link to view.

    Tip: if viewed using the YouTube link, you can view it in "full screen" mode.

Leading the Activity:

Show the video and gather questions and feedback from students.

Student Participation:

Students watch the video and provide their input and questions about the video.

Documents/Materials Needed:

Computer, Internet access, projector, and screen.

How are you addressing Universal Design for Learning Principles in this activity? Are you:

- Presenting the information flexibly in multiple ways?
- Providing multiple and flexible means for expression?
- Providing multiple and flexible ways to engage the learner?

Overview of Workshops

This activity is intended to help answer the students' questions: What? Why? and How? Students often arrive at this first workshop with a vague idea of what this is all about, so this activity provides them with a sense of what we hope to accomplish and introduces the tools that will be available to them as they engage in the process.

1. **What are we doing here?** Learning about postsecondary educational opportunities and STEM careers.

2. **Why?** It takes a great deal of exploration, goal development and advance planning to get into college and to succeed in a chosen field.

3. **How?** We start with a few planning tools that will help students prioritize what needs to be done. They each receive a flash drive and a binder to capture the development of their personal portfolios and document their interests and competencies.

4. **The "take home" message to students with disabilities:** Attending a college or university to study in a STEM field is an exciting and accessible opportunity for each and every one of them!

Photo courtesy of the University of Maine.

Photo courtesy of the University of Maine.

Overview

Time: 30 minutes

Purpose:

To introduce students to the topics that will be covered during the workshops.

Key Concepts:

⇨ Components of the project
⇨ Follow-up person-centered planning
⇨ Experiential learning opportunities
⇨ Portfolio development
⇨ Topics in each session
⇨ Critical steps to postsecondary education and STEM careers

Preparation:

⇨ Download and review the presentation titled, Increasing Access & Success in the STEM Disciplines (PDF), to familiarize yourself with the information.

> University of Maine Center for Community Inclusion and Disability Studies. (2014). *Increasing Access & Success in the STEM Disciplines* (PDF). Available online from https://ccids.umaine.edu/files/2014/06/Introduction-Activity-Curriculum-061214.pdf

⇨ Download and review, Critical Steps to Postsecondary Education and STEM Careers Checklist (PDF). Make this available for student portfolios as either a hard copy or electronic copy on a flash drive.

⇨ University of Maine Center for Community Inclusion and Disability Studies. (2014). *Critical steps to postsecondary education and STEM careers* (PDF). Available online from https://ccids.umaine.edu/files/2014/07/critical-steps-checklist.pdf

⇨ Download and review, Student Portfolio Items (PDF). Make this available for student portfolios as either a hard copy or electronic copy on a flash drive.

> University of Maine Center for Community Inclusion and Disability Studies. (2014). *Student portfolio items* (PDF). Available online from https://ccids.umaine.edu/files/2014/06/student-portfolio-items.pdf

Leading the Activity:

Introduce students to the topics that will be covered using the presentation: *Increasing Access and Success in the STEM disciplines.* Use the notes associated with each slide to provide additional information and guide the discussion. Begin to describe and discuss how the *Critical Steps* information will be used throughout the workshops. Discuss the portfolio in more detail:

⇨ Layout of the portfolio.
⇨ How documents will be given to students.
⇨ How flash drives will be updated.
⇨ How the portfolio is important to their participation in the project.

⇨ The importance of sharing the documents in their portfolio and on their flash drive with their parents or guardians.

Student Participation:

Students will participate by asking questions about the sessions and by reviewing their portfolios with the instructor(s).

How are you addressing Universal Design for Learning Principles in this activity? Are you:

- Presenting the information flexibly in multiple ways?
- Providing multiple and flexible means for expression?
- Providing multiple and flexible ways to engage the learner?

Presentation Notes Pages

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Increasing Access & Success in the STEM Disciplines

Slide 1

Notes: This presentation offers an overview of the things that students in the project will experience. This includes the workshops sessions, opportunities to visit STEM programs or projects, information about the person-centered planning process and the potential for mentorship and/or internship opportunities.

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Components

- Series of Sessions to Explore Transition Needs
- Follow-Up Student-Centered Planning Meetings
- Visiting STEM Programs
- Identifying Mentorship and Internship Possibilities

Slide 2

The information in this model is typically provided in four components:

1. Workshops cover a range of topics designed to prepare high school students for postsecondary education and careers in the STEM fields. This is geared for the needs of students with disabilities who may not have considered college as a viable option, or need some assistance in finding the supports needed to make it happen.

2. Student-Centered Planning Meetings are facilitated by class instructors and happen in the individual student's home or at a site chosen by the family. These are offered to assist the student in organizing, prioritizing and moving forward with his/her educational goals.

3. Visiting STEM Programs – students visit university STEM programs.

4. Mentorship and internship possibilities are often identified through the Person-Centered Planning process.

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Initial Topics

- Overview of the Project and Workshops
- Internship Discussion
- Videos of Students and Professors
- Exploring STEM Careers
- Portfolio Development
- Your Strengths, Interests and Skills
- Goal Setting and Self-Determination
- The Importance of Planning

Slide 3

The topics listed here are usually covered in the first sessions (Section 1). The instruction focuses on three key elements:

- Personal development of a student portfolio that will contribute to the student's college application efforts;
- Exploration of career opportunities in the STEM field; and
- Building interest, excitement and motivation for the students' efforts.

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Some Topics We Will Cover in Later Sessions

- Exploring Differences Between HS and College
- Supports You are Receiving in High School
- Getting Accommodations in College
- Succeeding in College
- How Assistive Technology Can Help

Slide 4

Other topics that will be explored in other sessions include the following:

- Exploring differences between high school and college: Students explore some of the differences between high school and college, including the need for college students to take some responsibility for obtaining accommodations.

- Supports you are receiving in high school: Students explore the kinds of supports they receive in high school through IDEA and how they differ from those that may be available in college.

- Getting accommodations in college: Students learn about the differences between accommodations and modifications; the individual student's decision to disclose his/her disability; and how accommodations are arranged in college.

- Succeeding in college: Students will view videos or interact directly with students and professors to understand expectations and address challenges.

- How assistive technology can help: Students explore various kinds of assistive technology and discuss how these can help the student as well as how to access these supports.

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Other Topics

- Developing a checklist of things you are looking for in a college or university.

- Self-Determination – setting your own goals and developing a plan for achieving them.

- STEM program tours

- Internship and mentorship

Slide 5

Additional topics discussed at upcoming sessions:

- Developing a checklist of things you are looking for in a college or university: Students are provided with exploratory templates and offered various websites to explore on their own.

- Self-Determination – Setting your own goals and developing a plan for achieving them. As students transition to college and adulthood, there is a shifting of goal-setting, decision-making and responsibility away from parents/guardians and toward the students themselves. This topic prepares the student to take on these challenges and to use the person-centered planning process to increase self-determination skills.

- STEM program tours: Students love this opportunity to actually visit STEM programs and interact directly with professors and current students.

- Internship and Mentorship: Opportunities for these are discussed during sessions, as well as during the student-centered planning meetings. The instructors share information on those topics with parents/guardians and students throughout the process as those opportunities arise. Instructors also share examples of earlier students who have enjoyed these experiences.

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Critical Steps

- Find the document "Critical Steps to Postsecondary Education in STEM Careers" (in your binder or on your flash drive).

- What do you think are the most important steps that are listed?

- What steps have you completed so far?

- Critical Steps and Your Portfolio

Slide 6

"Critical steps" are tasks that need to be addressed in a timely fashion during a student's high school career. For example: a student may need to sign up for courses that will be required when she or he applies to college to study for a STEM career.

- Ask students to locate the copy of the document, *Critical Steps to Postsecondary Education and STEM Careers,* (this will be referred to as the *Critical Steps Checklist* from this point forward) either in their portfolio binder or on their flash drive and to review the document.

- Engage students in a discussion of the document by asking them the following two questions from the slide:

  - What do you think are the most important steps listed in this document?

  - What have you completed so far?

- Critical Steps and Your Portfolio: Explain that the *Critical Steps to Postsecondary Education and STEM Careers* document (i.e.,*Critical Steps Checklist*) can be maintained as part of each student's overall portfolio for college preparation. (Additional information on the portfolio will be addressed later on.)

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The Project is Designed to Help You Get from Here…

- Your life at home as a child in a family.
- In high school.
- Following a path set by others…

Slide 7

Explain that the overall goal of the project is to help students to transition from where they are now (noted on slide above) through a guided process of exploration, self-determination and goal-setting to.... (see next slide).

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To Where You Want to Be!

- Your Dreams.
- Your Goals.
- Your FUTURE!

Slide 8

To where they want to be, using the project to help them get into a college or university of their choice, in a major (hopefully STEM) of their choice, and to succeed in a satisfying career.

Critical Steps to Postsecondary Education and STEM Careers Checklist

Name: _____ **Date:**_____

❑ Development of a personal guide or checklist to use in reviewing potential postsecondary institutions. (This may include specific policies related to accommodations; whether the types of accommodations you may need are typically provided; the accessibility of various instructional technologies; the experience of other students with disabilities similar to yours; the availability of assistive technologies; the availability of support for participation in the social life of the campus; etc.).

❑ Identification of possible STEM careers that you would like to pursue.

❑ Identification of specific college programs or majors that you could enter and that would help you achieve your career goals.

❑ Identification of potential colleges or universities.

❑ Finding out what coursework you need in high school in order to pursue various STEM majors.

❑ Reviewing potential colleges and universities online using your personal guide/ checklist.

❑ Investigating disability support services at each school you are considering.

❑ Identification of testing that is required for admission to various colleges or universities (e.g. SATs, ACTs).

❑ Requesting accommodations for required testing.

❑ Completion of required testing.

❑ Applications to colleges or universities.

Institution:	Date Submitted:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

❑ School Visits:

_____

_____

_____

❑ Discussions with project staff, family members or others about the pros and cons of disclosure and to whom you might disclose your disability.

❑ Determining what documentation of disability will be needed for potential schools.

❑ Determining how you will obtain documentation that you may need at potential schools.

❑ Finding out what the academic requirements will be for various STEM majors at potential schools.

❑ Applying for financial aid.

❑ Responding to colleges or universities in a timely way.

❑ Participate in mentorship.

❑ Participate in internship.

❑ Complete postsecondary transition portfolio (hard copy or electronic).

Student Portfolio Items

Why create a student portfolio? A portfolio can demonstrate accomplishments and competencies and assist the admissions recruiter at your college interview.

- ❑ Include samples of your work: reports, models, or pictures of projects you have completed; papers you have written, evidence of your participation on teams (academic, sports, art/music, etc.) or school activities, and descriptions of volunteer work.

- ❑ Personal inventories:
    - ❑ Students' *Critical Steps Checklist*
    - ❑ Learning style
    - ❑ Strengths
    - ❑ Interest inventory results
    - ❑ Aspirations inventory
    - ❑ Assistive technology inventory

- ❑ Letters of recommendation (teachers, school counselors, employers, administrators, coaches)

- ❑ State and/or district assessment results

- ❑ Summary of Performance (SoP) from IEP, Measurable Postsecondary Goals (MPSG), and age appropriate transition assessments

- ❑ PSAT, ACT/SAT scores

- ❑ Accommodations that will be needed

- ❑ Current documentation and description of disability

- ❑ Appendix items may include additional materials such as the following:

    - ❑ Calendar of your timeline/To-Do List for applying for colleges
    - ❑ Information on laws that apply in college vs. high school
    - ❑ Contacts
    - ❑ *College Comparison* document

❑ [Opening Doors to Post Secondary Education and Training (32 page PDF)](#)

> Wisconsin Department of Public Instruction. (2012). *Opening doors to post secondary education and training* (32 page PDF). Available online at http://sped.dpi.wi.gov/files/sped/pdf/tranopndrs.pdf

❑ [A Student's Guide to the IEP (12 page PDF)](#)

> National Information Center for Children and Youth with Disabilities (NICHCY). (2002). *A student's guide to the IEP* 2nd edition (PDF). Available online at http://nichcy.org/wp-content/uploads/docs/st1.pdf

❑ [Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities](#)

> U.S. Department of Education, Office for Civil Rights. (2011). *Students with disabilities preparing for postsecondary education: Know your rights and responsibilities.* Retrieved from http://www2.ed.gov/about/offices/list/ocr/transition.html

Introduction to STEM Careers

What is it really like for a student with a disability to attend college and study in a STEM major? We share a number of videos showing students with various disabilities talking about their challenges and their accomplishments in their college careers. Students with Asperger Syndrome, mobility issues, learning disabilities, and visual impairment, among others; talk about succeeding in college life.

Photos courtesy of the University of Maine and CCIDS

STEM and People with Disabilities

Time: 15 minutes

Purpose:

To introduce students to other students with disabilities who are successfully pursuing STEM majors and careers.

Key Concepts:

Disability and STEM careers

Preparation:

Access the [University of Washington DO-IT Video Collection](#)

> DO-IT Project, University of Washington. (2008-2014). *Video collection.* Available online at http://www.washington.edu/doit/Video/.

Scroll down to the DO-IT Scholar Profile videos and click on the titles to view any or all of the videos. **Tip:** if viewed using the YouTube link, you can watch them in "full screen" mode.

⇨ DO-IT Scholar Profile: Nathan (2009), runtime: 1:24 minutes.

⇨ DO-IT Scholar Profile: Maria (2009), runtime 1:11 minutes.

⇨ DO-IT Scholar Profile: Mack (2009), runtime 1:16 minutes.

⇨ DO-IT Scholar Profile: Heidi (2009), runtime 1:07 minutes.

⇨ DO-IT Scholar Profile: Alexandra (2009), runtime 1:15 minutes.

Leading the Activity:

Show students the videos: ask them for feedback and invite discussion about the videos.

Student Participation:

Students will watch the videos and ask questions and contribute to the discussion as appropriate.

How are you addressing Universal Design for Learning Principles in this activity? Are you:

- Presenting the information flexibly in multiple ways?
- Providing multiple and flexible means for expression?
- Providing multiple and flexible ways to engage the learner?

STEM Careers

Time: 20 minutes

Purpose:

To get students excited about the possibilities within the STEM career field.

Key Concepts:

STEM careers, career choices, interest-based learning

Preparation:

Preview the following websites:

⇨ [The Futures Channel](#) (Limited access to material without a subscription)
The Futures Channel. (1999). Available online at http://www.thefutureschannel.com **OR**

⇨ [It's Your Career](#)
University of Washington, DO-IT. (2014). *It's your career* (Video). Available online at http://washington.edu/doit/Video/index.php?vid=17

⇨ [Spellbound Episode 2: Finding Her Way - Kristala L. Jones Prather, Ph.D.](#)
ACSVideoTheater. (2011, August 16). *Spellbound episode 2: Finding her way - Kristala L. Jones Prather, Ph.D.* (Video file). Available online at https://www.youtube.com/watch?v=FF4D3iKFsfs

⇨ [Semester by the Sea (video)](#)
The University of Maine. (2012, July 17). *Semester by the sea* (Video file). Available online at http://www.youtube.com/watch?v=aQ4seFniJJo&feature=plcp

⇨ [Science Careers](#) -
Science Kids. (2014). *Science facts: Science jobs & careers*. Available online at http://www.sciencekids.co.nz/sciencefacts/careers.html

Leading the Activity:

Show the students the videos. Ask for comments and invite them to share what is interesting to them about the videos. Are they interested in pursuing any of the careers presented in these videos?

Student Participation:

Students will review the websites, view the videos and participate in conversations about what interests them about the careers presented.

How are you addressing Universal Design for Learning Principles in this activity? Are you:

· Presenting the information flexibly in multiple ways?

· Providing multiple and flexible means for expression?

· Providing multiple and flexible ways to engage the learner?

"10 Green"

Time: 10 minutes

Purpose:

Exploration of "10 Green" website to expose students to different careers within the STEM fields.

Key Concepts:

Understanding the different STEM careers and how the STEM information from this field contributes to our daily lives.

Preparation:

Review the information on the 10 Green website. 10 Green is an interactive tool that provides a comprehensive assessment of the health of your environment. "10 Green leverages decades of ice core research that has allowed us to understand how the chemistry of Earth's atmosphere has changed as a consequence of human activities." (*10 Green* website)

> University of Maine, Climate Change Institute. (n.d.). *10 Green* (website). Available online at http://10green.org

Leading the Activity:

Show students the website. Have them take turns exploring levels of chemical exposure in various locations.

Student Participation:

Students will choose which parts of the state are viewed.

How are you addressing Universal Design for Learning Principles in this activity? Are you:

- Presenting the information flexibly in multiple ways?
- Providing multiple and flexible means for expression?
- Providing multiple and flexible ways to engage the learner?

Interests, Strengths and Skills

People tend to excel in classes and careers that they enjoy and in which they experience success. This activity encourages students to explore these aspects of themselves and think about how their interests, strengths and skills can inform their choice of a college major and a career. Students will save the surveys and questionnaires completed during this activity for their portfolios. Knowing and being able to articulate their strengths will help students write great essays on their college applications, too!

Photo courtesy of the University of Maine.

Photo courtesy of the University of Maine.

Increasing Access and Success in the STEM Disciplines: A Model for Supporting the Transition of High School Students with Disabilities into STEM-Related Postsecondary Education

Section One pg. 34

Interests and Skills

Time: 30 minutes

Purpose:

Dreams and aspirations for life

Key Concepts:

Dreams, aspirations, interests outside of school

Preparation:

View the Going to College: Exploring My Interests web page.

> Virginia Commonwealth University, Going to College. (2009). *Exploring my interests*. Available online at http://www.going-to-college.org/myplace/interests.html

Leading the Activity:

Show students the website. Ask them to write their responses to the following questions on sticky notes and move about the room to post them on sheets of chart paper with these questions as headers:

⇨ What do you dream about for your future?

⇨ What do you like doing outside of school?

⇨ During what activities do you get so involved that you lose track of time?

⇨ If success was guaranteed and money was no object, what would you like to accomplish in your life?

Have students discuss some of their responses in a large group.

Student Participation:

Students will post their sticky notes on appropriate sheets of chart paper around the room, and then participate in the large group discussion.

Documents/Materials Needed:

Chart paper, sticky notes, markers

How are you addressing Universal Design for Learning Principles in this activity? Are you:

· Presenting the information flexibly in multiple ways?

· Providing multiple and flexible means for expression?

· Providing multiple and flexible ways to engage the learner?

Introduction to Exploring Student Strengths, Interests and Skills

Time: 15 minutes

Purpose:

To promote students' thinking and reflection about their own strengths, interests and skills. To deepen their understanding of why it's important to be able to articulate these aspects of themselves.

Key Concepts:

⇨ Identify strengths, interests and skills that may promote success in postsecondary education and beyond.

⇨ Importance of being able to articulate personal strengths, interests and skills.

Preparation:

⇨ Bring needed materials (see below)

⇨ Make sure that a document with links listed is already inserted on student flash drives.

Leading the Activity:

1. Distribute sticky notes and pens/pencils.

2. Ask students to think for a moment about the strengths, interests and skills they currently possess that should be useful to them as they prepare to go to college. Then ask them to write one or two strengths, interests or skills that came to mind on their sticky notes. The instructor could also ask, "What are you often told you're good at?" (or) "My parents or friends say I am really good at….." to spur student thinking.

3. Ask students to post their note(s) on the chart paper.

4. Read what was written, and then ask students to suggest several more strengths that would be useful as a student enters college. Write these on the chart paper.

5. Ask students, "Why do you think it is important to know your strengths, skills and interests and be able to explain them to others as you prepare for going to college?" (**Two important reasons**: college essays and interviews are typically places where students will need to be able to articulate these aspects of themselves). If the students do not offer these two examples (essays and interviews) themselves, then the instructor can add at the end of the discussion.

6.   On an LCD projector, show sample strengths, skills and interest surveys, and note that these can be found on their flash drives.

     a.   *Assessment – Find Your Strengths* (web form)
     b.   *Worksheet for Identifying Interests, Values, and Strengths* (PDF)

See the Documents/Materials Needed section below for where to access the documents listed above.

Student Participation:

Students will participate in large group discussion and brainstorming, as well as by completing sticky notes.

Documents/Materials Needed:

⇨   Chart paper, markers, pens, pencils, sticky notes

⇨   Computer and LCD projector with links to websites with strengths/interests surveys (see below):

     a.   [Assessment: Find Your Strengths!](#)

     Multiple Intelligences for Adults Literacy and Education. (n.d.). *Assessment: Find your strengths!* (web form). Retrieved from http://www.literacyworks.org/mi/assessment/findyourstrengths.html

     b.   [Worksheet for Identifying Interests, Values, and Strengths (PDF)](#).

     Cornell University, Career Services. (n.d.). *Worksheet for identifying interests, values, and strengths* (PDF). Available online from http://www.ilr.cornell.edu/careerservices/about/upload/UnderstandingYourselfWorksheet.pdf

How are you addressing Universal Design for Learning Principles in this activity? Are you:

- Presenting the information flexibly in multiple ways?
- Providing multiple and flexible means for expression?
- Providing multiple and flexible ways to engage the learner?

Know Your Strengths

Time: 30 minutes

Purpose:

Students will become more aware of the strengths that they possess on a personal level, and how that affects their education.

Key Concepts:

Personal/educational strengths, knowing yourself, planning for college

Preparation:

⇨ Preview "Knowing My Strengths"

Virginia Commonwealth University, Going to College. (2009). *Knowing my strengths*. Available online at http://www.going-to-college.org/myplace/strengths.html

⇨ Preview the Happiness Institute-Strengths List; Wisdom and Knowledge (PDF)

The Happiness Institute. (n.d.). *Happiness institute strengths list; Wisdom and knowledge* (PDF). Available online at http://www.thehappinessinstitute.com/freeproducts/docs/The%20Happiness%20Institute%27s%20Signature%20Strengths%20List.pdf

Leading the Activity:

Using their laptops, have students navigate to the *Going to College* website. On the right, under e-sources, ask them to click on the *Happiness Institute Strengths List* and use it to self-assess their strengths. After completion, ask students to discuss their results. As a group, discuss the implications of their results.

Specific questions to help guide the conversation:

⇨ What did you learn about yourself?

⇨ How can you use this information in making your college plans?

Continue with small group discussion about why it is important to explore and be able to assess strengths with students. In preparation for college, job, life?

Student Participation:

Students will complete the activity and participate in the follow-up discussions.

How are you addressing Universal Design for Learning Principles in this activity? Are you:

• Presenting the information flexibly in multiple ways?

• Providing multiple and flexible means for expression?

• Providing multiple and flexible ways to engage the learner?

Learning Styles

Preferred learning styles: everybody has one, but it may not be the preferred teaching style of one's college instructor! Understanding how a student learns best (visual, auditory, verbal, kinesthetic, a combination of these or others) can help him/her plan for success in college. Students complete a learning styles quiz and saves it in their individual portfolios. They use it to plan for their study needs, make the most of class time, and to request appropriate accommodations, if needed.

Individual Learning Styles

Time: 25 minutes

Purpose:

To support students in identifying their personal learning styles with the goals of developing greater self-awareness and the ability to share their individual learning style with future teachers.

Key Concepts:

Learning styles, self-awareness, college preparation

Preparation:

Preview the following websites:

⇨ [Going to College; My learning style](#)

   Virginia Commonwealth University, Going to College. (2009). *My learning style*. Available online at http://www.going-to-college.org/myplace/style.html

⇨ [Learning Style Inventory](#)

   Bixler, B. (n.d.). *Learning style inventory*. Available online at http://www.personal.psu.edu/bxb11/LSI/LSI.htm

Alternative activities documents which can be downloaded and are included after this activity:

⇨ [Modalities...How Do You Learn? (Doc)](#)

   Adapted from Colin Rose (1987). *Accelerated learning*. New York, NY: Dell Publishing.

   Available online from https://ccids.umaine.edu/files/2014/07/learning-modalities-test-copy.doc

⇨ [Sensory Preference Self-Test (PDF)](#)

   Lousiana State University, Center for Academic Success. (2007). Sensory preference self-test (PDF). Available online: http://appl003.lsu.edu/cas/learningjourney.nsf/selftests/$File/SensoryPreferenceSelfTest6-15-07.pdf Also available from https://ccids.umaine.edu/files/2014/07/SensoryPreferenceSelfTest6-15-07.pdf

Leading the Activity:

Introduce the activity to the group by asking these questions:

1. What do you know about your learning styles?
2. Why is it important to identify your learning style?

If the students are not responding or are having difficulty understanding, move on to viewing the Going to College video, *My learning style*.

Next, have the students take the online *Learning Style Inventory*.

As an alternative, you could utilize the [What is my learning style?](#) online survey from 2Learn.org.

> Thinkwell Corp. (2003). *Learning styles identifier. What is my learning style*? Available online at http://www.2learn.org/learningstyles.html

Follow up this activity with a small group discussion where students share their results peer-to-peer. Then the students can report out in a large group about the following items:

- ⇨ Their learning style
- ⇨ Whether the results were consistent with their experience of what works best with them.
- ⇨ How this information can be used to advocate or inform their college experience.

Remind students to put this information in their portfolio.

Student Participation:

Students will take a learning styles inventory. Students will report their results in a small group setting as well as to the larger group.

Documents/Materials Needed:

Computers/laptops/tablets for online activity and/or copies of the two learning style surveys; *Modalities...How Do You Learn?* and *Sensory Preference Self Test*, from the following three pages.

How are you addressing Universal Design for Learning Principles in this activity? Are you:

- · Presenting the information flexibly in multiple ways?
- · Providing multiple and flexible means for expression?
- · Providing multiple and flexible ways to engage the learner?

Modalities...How Do You Learn?*

Directions:

Read the word in the left column and then put a check mark in the column to the right that best describes you. Your answers may fall into all three columns, but one column will likely contain the most answers. When you add them all up, the column with the most check marks indicates your primary learning style.

When You...	Visual	Auditory	Kinesthetic & Tactile
Spell	Do you try to see the word? ❑	Do you sound out the word or use a phonetic approach? ❑	Do you write the word down to find if it feels right? ❑
Talk	Do you talk sparingly, but dislike listening for too long? Do you favor words such as *see*, *picture* and *imagine*? ❑	Do you enjoy listening, but are impatient to talk? Do you use words such as *hear, tune* and *think*? ❑	Do you gesture and use expressive movements? Do you use words such as *feel, touch* and *hold*? ❑
Concentrate	Do you become distracted by clutter or movement? ❑	Do you become distracted by sounds or noises? ❑	Do you become distracted by activity around you? ❑
Meet someone again	Do you forget names, but remember faces or remember where you met? ❑	Do you forget faces, but remember names or remember what you talked about? ❑	Do you remember best what you did together? ❑
Meet another student about a class project	Do you meet face-to-face or by Skype? ❑	Do you talk with them on your cell phone? ❑	Do you text them while walking or participating in another activity? ❑

When You...	Visual	Auditory	Kinesthetic & Tactile
Read	Do you like descriptive scenes or pause to imagine the actions? ❑	Do you enjoy dialog and conversation or hearing the characters talk? ❑	Do you prefer action stories or are you not a keen reader? ❑
Do something new at school	Do you like to see demonstrations, diagrams, slides, or posters? ❑	Do you prefer verbal instructions or talking about it with someone else? ❑	Do you prefer to jump right in and try it? ❑
Totals			

*Adapted from Rose, C. (1987). *Accelerated Learning*. New York, NY: Dell Publishing.

Increasing Access and Success in the STEM Disciplines: A Model for Supporting the Transition of High School Students with Disabilities into STEM-Related Postsecondary Education

Section One pg. 43

Sensory Preference Self Test

In this short self-test you will examine which senses you prefer to rely on when processing information and learning. Answer each question with your first "gut reaction" and try not to think too hard about each response.

		A		B		C		D
1.	If you could choose any way to learn, which would you choose?	Reading information on your own		Listening to a lecture		Participating in an experiment or lab activity		Watching a film or looking at diagrams
2.	When giving directions for how to get somewhere, do you:	Write the directions in sentence form		Describe the directions aloud		Show someone the way by taking them or having them follow you		Draw a map
3.	Which are you more likely to recall?	What was written in words		What was said in conversations or lectures		What you did		What you saw
4.	Which type of instructor do you prefer? On who….:	Assigns reading and other text materials		Facilitates class discussion		Lets you discover ideas through experience		Uses flow charts/diagrams/slides/charts
5.	In planning to buy a car, what influences your choice the most?	Reading materials about cars		Talking to friends about their cars		Test-driving different cars		Television/promotional advertisements about different cars
6.	Which are you more likely to recall?	The way a person's name is spelled		The sound of a person's name		Your interactions with a person		The person's face
7.	Which would you prefer to do?	Write a story		Listen to music		Make something		Watch a movie
		Total A answers		**Total B answers**		**Total C answers**		**Total D answers**

Increasing Access and Success in the STEM Disciplines: A Model for Supporting the Transition of High School Students with Disabilities into STEM-Related Postsecondary Education

Section One pg. 44

Homework

To build students' skills in self-determination, they need to understand their own individualized education plan (IEP). During elementary school, parents or guardians of students with disabilities tend to become skilled in understanding and influencing the student's educational plan. Now is the time for high school students, if they haven't previously, to become the essential part of the TEAM. This homework activity encourages students and their parents/guardians to discuss their IEP document and identify the accommodations they currently receive. Encourage students to include a copy of their IEP in their portfolio.
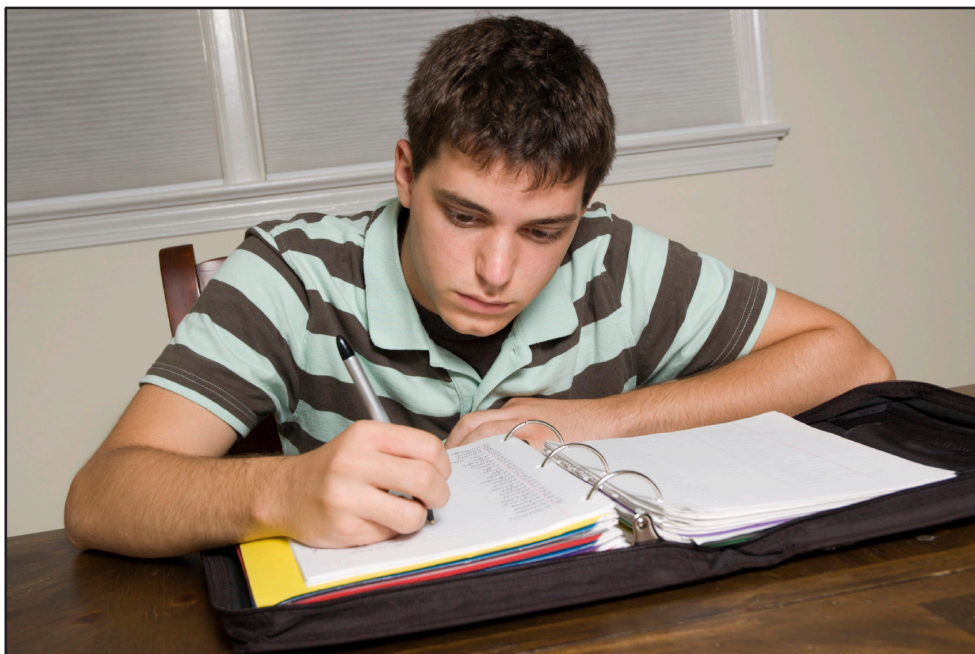
Homework: Compiling Important Documents

Time: 30 minutes

Purpose:

⇨ Familiarize students with items that may be helpful to have in their student portfolios.

⇨ Chart progress in adding to the student's individual portfolio.

⇨ Become more familiar with the individualized education plan (IEP).

⇨ Prepare to discuss the concept of accommodations in upcoming activities/sections.

Key Concepts:

⇨ Keeping an individual student portfolio.

⇨ Students understanding their IEP.

⇨ Knowing individual accommodations.

Preparation/Materials needed:

⇨ The document, Student Portfolio Items, as either a hard copy or electronic copy on a flash drive.

> University of Maine Center for Community Inclusion and Disability Studies. (2014). *Student portfolio items* (PDF). Available online at https://ccids.umaine.edu/files/2014/06/student-portfolio-items.pdf

⇨ Copy of student's IEP

Student Homework Activity:

⇨ Students and their parents/guardians can review the document, *Student Portfolio Items*, together.

⇨ Students check off the items they already have in their portfolio folder. (After the first section, each student should have documents that discuss his or her interests, strengths and skills, and learning style).

⇨ Brainstorm with parents/guardians: what other documents will demonstrate the student's competence and progress toward postsecondary education goals? (Add to the list, if needed.)

⇨ Students' Individualized Education Plan(s): Students can choose to do one of the following: 1) Ask their parents/guardians what accommodations they are entitled to receive; 2) Ask their special education or regular education teacher what accommodations they are currently receiving; or preferably; 3) Sit down with their parents/guardians and review what is written in their IEP and make a list of their current accommodations.

How are you addressing Universal Design for Learning Principles in this activity? Are you:

· Presenting the information flexibly in multiple ways?

· Providing multiple and flexible means for expression?

· Providing multiple and flexible ways to engage the learner?

Section Two: Getting What You Need

General Overview

One of the most challenging aspects of preparing any high school student for college is helping them to become aware of what they don't know yet. A University of Maine undergraduate with an identified disability, summarized his experience:

> *You can't really prepare for it, get ready to be thrown off a cliff and get the parachute ready. You have to be ready for a whole new environment, a whole new system of adjusting. Everything will be different, it'll keep changing.*

Students with disabilities face an additional set of challenges when they make the transition from high school to college. This section will address some of those challenges: the differing provisions of the Individuals with Disabilities Education Act (IDEA) for students with disabilities in grades K-12 and the Americans with Disabilities Act of 1990 (ADA) for students pursuing postsecondary education; how to obtain accommodations in a college or university setting; and the pros and cons of disability disclosure. Resources include videos of students with disabilities discussing their experiences, and documents to guide students as they learn about the changes they will be navigating in the transition from high school to college.

Students with Disabilities Discuss College

Sometimes, the easiest way for high school students to learn new information is from their peers. This isn't any different for students with disabilities. In this section, through selected videos, students will learn what to expect from other students who are new to college. You, as the instructor, may also choose to invite a guest speaker to talk with the students about his or her college experience. Some sample questions to help guide the conversation are included in this section. It can also be helpful to ask your students to contribute questions prior to the conversation with the guest speaker, depending on their comfort level.

Photo courtesy of the University of Maine.

Interview with College Student with a Disability

Time: 30 minutes

Purpose:

To provide high school students with disabilities with an opportunity to interview a college student with a disability about his or her experience transitioning from high school to college. The interview may spark interest in areas the students had not considered exploring. The interview also may answer questions the students had not considered or felt comfortable asking.

Key Concepts:

Exploration, STEM careers, interests

Preparation:

❑ Arrange an interview with a college student with a disability (either in person or via Skype). Be sure to get the interviewee's contact information, if using Skype.

❑ Prior to class, ask students to draft questions or identify topics they'd like more information about. A sample of possible questions, *Questions to Guide Interview of College Student,* can be found following this activity.

❑ If possible, send the college student the questions and topics in advance.

Day of Class:

❑ Establish Skype connection (contact information) with the college student.

❑ Inquire if he or she has had a chance to review the questions or topics that were provided in advance.

❑ Ask the college student what he or she feels is important to share regarding the transition from high school to college and/or choosing a STEM major in college.

Leading the Activity:

Establish Skype connection. Welcome and introduce college student and current students. Invite the college student to share his or her experience of transitioning from high school to college, in addition to answering the questions or addressing the topics sent in advance. Encourage the high school students to share any questions they may have.

Student Participation:

Listen to Skype interview/conversation with the college student with a disability. Ask questions.

Documents/Materials Needed:

⇨ *Questions to Guide Interview of College Student* document found following this activity.

How are you addressing Universal Design for Learning Principles in this activity? Are you:

· Presenting the information flexibly in multiple ways?

· Providing multiple and flexible means for expression?

· Providing multiple and flexible ways to engage the learner?

Questions to Guide Interview of College Student

- ⇨ Can you tell us a little bit about yourself?
  - ◊ What are your interests?
  - ◊ What are you studying in college?
- ⇨ How was it beneficial for you to have started off at a community college?
- ⇨ How is it different to be going to a larger state university?
- ⇨ What is it like having a roommate? Are there any challenges?
- ⇨ What resources have helped you to be successful in school?
- ⇨ Who are people you can go to for help when you are experiencing difficulty at college?
- ⇨ What is your favorite thing about college?
- ⇨ What are some of the tools that you use to help you be successful (examples: organizers, apps, alarms, systems you've created)?
- ⇨ What would you tell a high school student who is thinking about going to college? What's important for him or her to be thinking about now?
- ⇨ How did/do you address disclosing a disability?

Photo courtesy of the University of Maine.

Differences Between High School and College

Some students find the change from high school to college to be freeing. Todd, a student with a disability attending the University of Maine explains:

> *"You get to make up your own schedule because with a high school you get to do that but in a college it's generally more spread out and you get to adjust it to your preferences, and you can get food whenever you want, you can't beat that."*

Others find it more challenging. In this section, instructors can use the information to help the students become familiar with some of the more challenging aspects of transitioning from high school to college. Instructors may choose from a variety of activities to follow: a presentation, *Differences Between High School and College* (PDF of a PowerPoint presentation); videos from college professors about their expectations for college students as compared to high school student expectations; guest speaker(s) - invite a college professor to speak with the students; simple tools such as basic rules of etiquette for emailing a professor; and a list of expectations from a college professor.

Differences Between High School and College (Opening Doors to Self-Determination)

Time: 30 minutes

Purpose:

To provide high school students with an understanding of the differences between obtaining an education at the high school and college levels.

Key Concepts:

⇨ Who high schools/colleges must accept

⇨ High school vs. college:

◊ Attendance

◊ Students' rights to support (such as personal care and support personnel)

◊ Managing time and schedules

◊ Modifications

◊ Homework

◊ Assistance from teachers

◊ Grades

⇨ Identifying disability and needed accommodations

⇨ Students self-advocating for supports for their disabilities in the college classroom

Preparation:

⇨ Download and review the Differences Between High School and College (PDF)

University of Maine Center for Community Inclusion and Disability Studies. (2014). *Differences between high school and college (PDF).* Download from https://ccids. umaine.edu/files/2014/06/b-DifferencescollegeHS.pdf

⇨ Familiarize yourself with the Going to College website, Discovering college life section.

Virginia Commonwealth University, Going to College. (2009). *DIscovering college life.* Available online at http://www.going-to-college.org/campuslife/discovering.html.

Leading the Activity:

⇨ Project the *Differences Between High School and College* (PDF) presentation on the screen. As you review the pages/slides, involve the students in the conversation; ask for their feedback as opposed to lecturing from the pages/slides only using the notes pages following this activity.

⇨   Review page 5 in the *Opening Doors* document.

⇨   Go to <u>Discovering college life</u> web page and scroll down to review the section titled *Differences Between High School and College*.

How are you addressing Universal Design for Learning Principles in this activity? Are you:

· Presenting the information flexibly in multiple ways?

· Providing multiple and flexible means for expression?

· Providing multiple and flexible ways to engage the learner?

Presentation Notes Pages for "Differences"

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Differences Between High School and College

Slide 1

This presentation considers various criterion and how public high schools and colleges address these differently. It's based on the Wisconsin Department of Public Instruction publication, *Opening Doors to Postsecondary Education and Training: Planning for Life After High School.*

> Wisconsin Department of Public Instruction. (2012). *Opening doors to postsecondary education and training: Planning for life after high school* (32 page PDF). Available online at http://sped.dpi.wi.gov/files/sped/pdf/tranopndrs.pdf

Note to Instructor(s) for Presentation Options:

1. These slides can be shown with the descriptors for both Public Schools and Colleges/Universities visible and discussed as is.

2. Each slide criterion (i.e., Attendance) and only the Public Schools' descriptors can be visible and students can guess what the corresponding descriptors are for Colleges/Universities.

3. Each slide criterion only can be visible and students can guess how the Public Schools and Colleges/Universities' descriptors differ.

4. Slides of this presentation can be printed and taped to poster paper. Students can carousel around the various criterion in small groups or pairs and respond to each. (Were you aware of this criterion and the differences between high school and college? How will you respond to this difference?)

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Who Must Schools Serve?

Public Schools serve students ages 3-21 or until regular high school diploma requirements are met.

Colleges/Universities serve students with disabilities regardless of age; schools may not discriminate in recruitment, during admission, or after admission, solely on the basis of a disability.

Slide 2

Criterion: Who Must Schools Serve?

Public Schools have a broader mission, receive public funding, and are mandated by federal law to serve all students, including students with disabilities.

Colleges may not discriminate in recruitment or admissions, however, they are not obligated to serve all students.

In college, all students have the same expectations for demonstrating their knowledge and skill. (Students with disabilities may have access to ADA accommodations, as noted later in this presentation.)

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Attendance

Public School	Colleges/Universities
• School is mandatory.	• Students decide to attend and pay tuition per class.
• Class attendance is usually mandatory and monitored carefully.	• Attendance policies may vary with each instructor. **Hint:** lack of attendance will negatively impact performance and grades.

Slide 3

Criterion: Attendance

Talking Point:

Students' initial reaction to this criteria may be relief that nobody will be monitoring whether they attend class. However, it is important to discuss the importance of "showing up" and how students will get organized and arrive in class on time.

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Identifying Disability and Needed Accommodations

Public Schools

- Districts are required to evaluate and identify students with disabilities.

Colleges/Universities

- Students are responsible for disclosing their disability and providing current documentation of a disability for each accommodation being requested. They must be *self-advocates.*

Slide 4

Criterion: Identifying Disability and Needed Accommodations

Talking points:

- Do students currently know what accommodations they are receiving? Are they familiar with their IEPs?

- Many students with disabilities have parents or guardians who have become great advocates for them over the years and are quite skilled at getting their children what they need in public school.

- In college, it will become the student's responsibility to do this and to identify (or not) as an individual with a disability.

- If the student is not currently attending his IEP meetings and advocating for the accommodations he needs, what will he need to do to prepare for this task in college?

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Right to Support

Public Schools

- Services include individually designed instruction, modifications, and accommodations based on the student's IEP.

Colleges/Universities

- Reasonable accommodations may be made to provide equal access and participation.

- Colleges and universities do not provide personal care or support personnel. Most colleges and universities have a contact person or center regarding disability support services.

Slide 5

Criterion: Right to Support

Talking points:

- Differences between the supports provided under the Individuals with Disabilities Education Act (IDEA) in high school and the supports provided under the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 in college.

- Difference between a modification (a change in the amount, difficulty, demonstration) of an assignment vs. an accommodation (such as extended time or assistive technology) which allows the student with a disability to access and produce the same body of work as other students.

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Managing Time and Schedule

Public Schools

- Students usually follow a school-directed schedule and proceed from one class to another.

- More time spent in class than studying. Study time outside of class may vary (may be as little as 1-3 hours per week).

Colleges/Universities

- Individual students must manage their own time and schedules.

- More time spent studying than attending class. Students generally need to study at least 2-3 hours outside of class for each hour in class. **Hint**: you may need to work in specific computer labs or use other spaces besides your room to study.

Slide 6

Criterion: Managing Time and Schedule

Talking Points:

- Who currently makes sure that your [the student's] homework is completed and turned in?

- How do you currently keep track of the timelines for various school projects?

- Will these supports for managing your time and schedule be available to you in college? If not, what will you need to do?

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Textbooks

Public Schools	**Colleges/Universities**
• Textbooks are provided.	• Typically students need to spend between $200 and $500 per semester or more!

Slide 7

Criterion: Textbooks

Talking Points:

- Does the cost for textbooks surprise you?
- Do you know of ways to help reduce these costs? (Examples: sell your books after use or buy used books instead of new.)

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Modifications

Public Schools

- Modifications that change course outcomes may be offered based on the student's IEP. In other words, students may be able to complete courses with less work, shorter tests, etc.

Colleges/Universities

- Modifications that change course outcomes will not be offered. **Hint**: modified high school courses may not be accepted in the admission process.

Slide 8

Criterion: Modifications

Talking Points:

- Ask if someone can give an example of a modification. If not, the instructor should be prepared to give examples; here are two. 1) a class is assigned 25 math problems, but the student needs to complete only 15; or 2) a class is assigned to do a five-page page book report on Sir Walter Scott's historical novel, *Ivanhoe*, but the student can do a shorter book report on an historic novel of his or her choice.

- How might a student who is currently receiving modifications plan to address this as he/she prepares for application to college?

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Homework

Public Schools

- Teachers grade and check completed homework.

Colleges/Universities

- Instructors may assume homework is completed and students are able to perform on a test.

Slide 9

Criterion: Homework

Talking Points:

- Ask the students who checks their homework to make sure it is complete and correct before it is turned in to their teacher(s)?

- Who will do that at college?

- What adjustments can the students make now in order to prepare for this shift?

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Assistance from Teachers

Public Schools

- May know students' needs and approach students when they need assistance.

Colleges/Universities

- Are usually open and helpful, but expect students to initiate contact when assistance is needed.

Slide 10

Criterion: Assistance from Teachers

Talking Points:

- Ask students what kind of teacher assistance is currently available to them in high school?

- Do any of the students present have time in the resource room at school? If so, what kinds of assistance are they offered there?

- How many students are there in a typical high school class? (Compare this to a freshman lecture that may have over 100 students in a class.)

- Discuss the importance of a student initiating contact with her or his college instructors/professors to request assistance or ask questions.

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Assignments

Public Schools	**Colleges/Universities**
• Students are expected to read short assignments that are discussed and retaught.	• Substantial amounts of assigned reading and writing may not be directly addressed in class. Disability accommodations may include books on tape, accessible media, or read out loud technologies – availability will vary by college/university.

Slide 11

Criterion: Assignments

Talking Points

- There is a big difference in the volume of reading and writing at the college level.

- Accommodations are available, but the student must take the initiative and arrange for them.

- Most colleges have a Disability Support Services office (or something similarly named) that is responsible for authorizing students' accommodations.

- (Reassure students not to panic….this is a shift that all students face as they transition to college and it is one that requires some adjustment on their part.) Ask students what they might need to do differently to adjust to this change?

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Lectures

Public Schools	**Colleges/Universities**
• Teachers often write important information on the blackboard or whiteboard, or project the information on a screen to be copied for notes.	• Instructors and professors may lecture nonstop. If they do write on the board, it may be information to support the lecture and not summarize it. **Hint:** good lecture notes are a must.
	• A recording device may be used. Accommodations based on disability may include the use of a smart pen or notetaker.

Slide 12

Criterion: Lectures

Talking Points:

- Many college classes are structured in lecture format and it is imperative that students have a reliable method for capturing and maintaining the ideas and concepts discussed there.

- Ask students how they currently do this in high school. Will these methods be available to them in college?

- What assistive technology (low and high tech) is available to address this need? If the student is approved to receive this accommodation, some professors will make their PowerPoint presentations available. Other students may make a copy of their lecture notes available through the Disability Support Services office. The use of Smartpen technology allows the student to record the lecture audio and synchronize it with his or her handwritten notes.

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Testing

Public Schools

- Testing is frequent and small amounts of material are covered.

Colleges/Universities

- Testing is usually infrequent (2-3 times a semester). Tests may be cumulative and cover large amounts of material. **Hint:** you need to organize material to prepare for tests. Some classes may require only papers and/or projects instead of tests.

Slide 13

Criterion: Testing

Talking Points:

- Ask students how often they currently have quizzes and tests in a subject.
- In college, students may have to write papers or complete projects instead of taking tests. If the professor does require tests once or twice a semester, each will cover a large volume of material. How can students prepare for that?

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Grades

Public Schools

- Good homework grades may assist in raising your overall grade when test grades are lower.

- Graduation requirements may be met with a grade of D or higher.

Colleges/Universities

- Tests and major papers make up the majority of your grade.

- Requirements may be met only if the student's grade point average (GPA) meets departmental standards. **Hint:** departments generally require a 2.0 (grade C) or higher. Specific degrees may have higher minimum GPA requirements.

Slide 14

Criterion: Grades

Talking Points:

- Ask the students, "Do your high school teachers generally allow "extra credit" reports or papers to bring up a low test grade?"

- What is a passing grade in your high school?

- If tests covering large volumes of material and/or papers will make up the majority of your grade in college, will this be a big shift from what is currently expected in your high school? If so, what will help you make that shift?

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Setting Priorities

Public Schools

- Parents and teachers may provide support and guidance and assist with setting priorities.

Colleges/Universities

- Students are responsible for setting their own priorities, including money management and meeting basic needs.

Slide 15

Criterion: Setting Priorities

Talking Points:

- How much autonomy do the students currently have in managing their money, time, and basic needs?

- Ask students, "Do you receive an allowance? If yes, how is that money spent? How is money saved?"

- In college, how might this change?

- Ask students, "While this may initially look entirely positive ('Finally, I'm in control of my own money and time!'), what issues can you foresee arising from this shift in responsibility?"

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Adapted from the following:

Wisconsin Department of Public Instruction. (2012). *Opening doors to postsecondary education and training: Planning for life after high school*. (PDF). Available online at http://sped.dpi.wi.gov/files/sped/pdf/tranopndrs.pdf.

Slide 16

College Professor Expectations: Differences Between a College and High School Classroom

Time: 45 minutes

Purpose:

To help high school students with disabilities understand the general differences between high school and college classrooms.

Key Concepts:

⇨ Student expectations, expectations of college professors, appropriate classroom behavior, disability supports in a college classroom, [postsecondary] students' right to privacy regarding their educational records

Preparation:

⇨ Identify a college professor who is willing to address your group of students, either in person, preferably; or through videoconferencing technology such as Skype.

⇨ Test the Skype connection, if the professor is joining you from a distance. Make sure you have contact information for the professor.

⇨ Gather the appropriate signed release forms from the professor and your students, if the session will be recorded.

⇨ Using the *College Professor Interview Questions* handout in this section as a guide, discuss possible questions and topics that you would like the professor to discuss.

⇨ Gather any information or handouts that the professor would like to share with the students. Prepare photocopies or add electronic files to students' flash drives.

⇨ Ask the professor if she or he is comfortable taking questions from the students.

⇨ Review the handout Email Etiquette (Doc).

> Virginia Commonwealth University, Going to College. (2009). *Email etiquette* (Doc). Available for download from www.going-to-college.org/docs/emailetiquette.doc. Also available from https://ccids.umaine.edu/files/2014/06/emailetiquette.doc.

⇨ Review the handout, *Expectations of College Professors,* found at the end of this activity.

Leading the Activity:

⇨ Welcome and introduce the guest speaker either in person or via Skype.

⇨ Follow the list of questions that you and the professor agreed upon.

⇨ Ask follow-up questions of professor as appropriate.

⇨ Engage students in the conversation as appropriate.

⇨ Follow up with the students using the following questions:

◊ Were there expectations that surprised you?

◊ What would you do if…

- you got antsy in a long class?

- you didn't understand the material covered?

- your best friend is texting or messaging you in class?

- you have a big test the next day and you are invited to a party?

Share resources:

⇨ *College Professor Interview Questions*

⇨ *Email Etiquette*

⇨ *Expectations of College Professors*

Additional Resources:

If you don't have a professor to speak to the class, you can utilize the following YouTube videos:

⇨ Professor Popple - student expectations (video) —

Popple. [UTArlingtonMavericks]. (2008, July 30). Professor Popple — student expectations [Video file]. Available online at: https://www.youtube.com/watch?v=lQRkIT6tVOc

⇨ Professor Cole - classroom behavior (video) —

Cole. [UTArlingtonMavericks]. (2008, July 30). Professor Cole — classroom behavior [Video file]. Available online at https://www.youtube.com/watch?v=3nyphQl-B9U&index=3&list=PL90DEFB6C19E0AE06

⇨ Professor Cole — class attendance (video) —

Cole. [UTArlingtonMavericks]. (2008, July 30). Professor Cole — class attendance [Video file]. Available online at: https://www.youtube.com/watch?v=K5-khZYuJ5Q

Follow up with the same questions and resources listed above for the guest speaker.

Student Participation:

Students will engage in the discussion with the professor by asking questions.

Comments from previous students:

⇨ They liked the part where they got to think about their parents not having access to their grades and their college experience.

⇨ *Questions they asked:*

◊ What do you do if the buildings are big and you have to navigate that?

How are you addressing Universal Design for Learning Principles in this activity? Are you:

- Presenting the information flexibly in multiple ways?
- Providing multiple and flexible means for expression?
- Providing multiple and flexible ways to engage the learner?

College Professor Interview Questions

⇨ Can you tell us a little about your role at the college or university? What do you teach?

⇨ From your experience, what are some of the differences between a high school and college classroom?

   ◊ Teacher expectations in assignments?

   ◊ Attendance?

   ◊ Use of electronics/mobile devices in the classroom?

   ◊ Responsibility for missing class and making up the work?

⇨ What is the best way for a student to get the support they need for their disability in your classroom, or any college classroom?

⇨ As a college professor, what are your responsibilities under the ADA?

   ◊ Confidentiality?

   ◊ Providing accommodations?

⇨ What would you tell a high school student to be thinking about now to be prepared for college?

⇨ What are some rules/expectations that you have in your classroom for students?

⇨ Do you think these expectations are different from a high school classroom? Do many professors share your expectations?

⇨ What do you think is the biggest challenge students face when they get to college?

⇨ What are some of the resources that students can access if they are struggling personally or academically at your college or university?

Expectations of College Professors

⇨ Classroom attendance is important.

⇨ If you have to miss a class because of illness or unavoidable circumstances, it is your responsibility to get the notes, assignments or ask questions about the material covered.

⇨ Understand that there is a direct correlation between missed classes and low grades.

⇨ Arrive at the class on time so you do not disturb other students or lecturers.

⇨ *Come prepared* for each class having completed the assigned reading or other assignments.

⇨ Pay attention to what the professor is saying.

◊ Turn off your cell phone!

◊ No texting or playing video games!

◊ Take notes.

⇨ Participate fully in the class by:

◊ Listening

◊ Asking questions (relevant to the material)

◊ Contributing your insights or experience relevant to the topic being discussed

⇨ Do not take up classroom time with questions or comments that are not relevant to the learning of all students. Make an appointment to discuss those questions or comments with the professor outside of classroom time.

⇨ Be open to learning new ideas and concepts…and be respectful of opinions other than your own.

⇨ Demonstrate your desire to learn by working hard.

Getting Accommodations

Many high school students with disabilities and their families find the transition from the provisions of the Individuals with Disabilities Education Act (IDEA) for students in grades K-12, to the Americans with Disabilities Act of 1990 (ADA) for postsecondary students, to be challenging. In this segment, the activities are intended to accomplish the following: help students understand the difference between a modification and an accommodation; determine the process for getting needed accommodations on a college campus; and review a tool to guide students in the flow of the accommodation process. It can be helpful to ask students and their families to review their own IEP or 504 plans prior to completing the activities in this section. It may create more impact for the students to compare the process to their own identified goals.

Accommodations vs. Modifications Activity

Time: 15 minutes

Purpose:

Students will understand the differences between accommodations and modifications and how these may impact their field of study in postsecondary education.

Key Concepts:

⇨ What is a modification?
⇨ What is an accommodation?
⇨ What is the difference?

Preparation:

Review the document, *Accommodation vs Modification*, on the following page.

Leading the Activity:

⇨ Ask students to define the term, "accommodations," based on their current understanding and chart their responses.

⇨ Download and display the document, [Accommodation vs Modification (PDF)]*, on a screen with the LCD projector.

> University of Maine Center for Community Inclusion and Disability Studies. (2014). *Accommodation vs modification* (PDF). Available to download from https://ccids.umaine.edu/files/2014/06/modification-vs-accommodation.pdf.

⇨ Discuss the differences between accommodations and modifications that are listed in this document.

Student Participation:

Students will participate in a group discussion about the differences in accommodations and modifications.

Documents/Materials Needed:

⇨ Chart paper and markers
⇨ Have LCD projector set up with screen and the document entitled, *Accommodations vs Modifications*

How are you addressing Universal Design for Learning Principles in this activity? Are you:

· Presenting the information flexibly in multiple ways?

· Providing multiple and flexible means for expression?

· Providing multiple and flexible ways to engage the learner?

Accommodation vs Modification

What is an accommodation?

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

Accommodations are offered to **college students** as a right under the ADA.
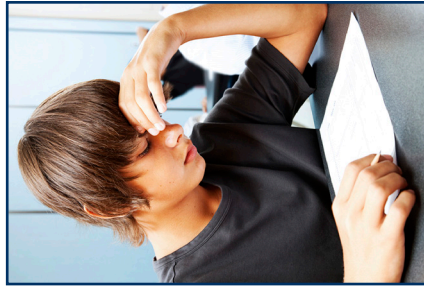
Fig. 1: Student in a quiet testing area.

Virginia Commonwealth University, Going to College. (2009). *Getting accommodations*. Available online at http://www.going-to-college.org/campuslife/accommodations.html

What is a modification?

Usually, a **modification** means a *change in what is being taught to or expected from the student*. Making an assignment easier so the student is not doing the same level of work as other students is an example of a modification. Modifications are made for students with disabilities who are unable to comprehend all of the content an instructor is teaching.

Modifications are offered to students with disabilities in **public schools** under IDEA.

Fig. 2: Student working with one-on-one attention.

Modifications Often Used in High School (but disallowed in college)

⇨ Fewer questions on test (test covers less material)

⇨ Writing a five-page paper instead of a ten-page paper

⇨ Using a different curriculum

⇨ Less reading

⇨ One-to-one support

⇨ Not being held accountable for spelling

⇨ Reminders to complete assignments

⇨ Prompts to make up work

⇨ Smaller class sizes

⇨ Summary sheets/study sheets/outlines of most important facts

⇨ Presentation of materials in smaller steps

⇨ Options to raise a lower grade with extra credit projects

⇨ Assignment notebooks filled out and tracked by teachers/parents

⇨ Additional time with teacher to review/drill

Accommodations Often Used in College

⇨ Sign language interpreters for students who are deaf;

⇨ Text-to-speech computer-based systems for students with visual impairments or Dyslexia;

⇨ Extended time for students with fine motor limitations, visual impairments, or learning disabilities;

⇨ Large-print books and worksheets for students with visual impairments; and

⇨ Trackballs and alternative keyboards for students who can't operate standard mice and keyboards.

⇨ Priority registration

⇨ Exam accommodations (e.g., extended time on tests, readers, scribes, proctors)

⇨ Testing in a room with limited distractions

⇨ Interpreters

⇨ Textbooks in an alternate format

⇨ Notetaker

⇨ Course substitution

Accommodation Process

Time: 15 minutes

Purpose:

To help high school students with disabilities understand what their accommodations are, how to access them at a college or university and where they can go for support.

Key Concepts:

Accommodation, self-advocacy

Preparation:

⇨ Print or provide electronically The accommodation process document.

> Virginia Commonwealth University, Going to College. (2009). *The accommodation process (Doc)*. Available to download online at http://www.going-to-college.org/docs/accommodationprocess.doc. Also available for download from https://ccids.umaine.edu/files/2014/06/accommmodationprocess.doc

⇨ Prepare the following questions to ask students after they review the document:

◊ Who is responsible for getting the documentation of disability?

◊ Who is responsible for determining eligibility for accommodations?

◊ Who must provide accommodations that are approved by the university?

⇨ Preview the video from the Going to College, Getting Accommodations web page.

> Virginia Commonwealth University, Going to College. (2009). *Getting accommodations*. Available online at http://www.going-to-college.org/campuslife/accommodations.html

Leading the Activity:

⇨ Have students read through the *The accommodation process* document.

⇨ Project or provide on paper the following questions:

◊ Who is responsible for getting the documentation of disability?

◊ Who is responsible for determining eligibility for accommodations?

◊ Who must provide accommodations that are approved by the university?

⇨ Write student responses on chart paper or project them on a screen.

⇨ After discussion and input from all students, show the video from the Going to College, Getting Accommodations web page.

Student Participation:

Students will contribute their answers to the conversation, as well as provide feedback about the video activity.

Documents/Materials Needed:

⇨ *The accommodation process* document

Virginia Commonwealth University, Going to College. (2009). *The accommodation process (Doc)*. Available to download online at http://www.going-to-college.org/docs/accommodationprocess.doc

⇨ Chart paper and markers (optional)

How are you addressing Universal Design for Learning Principles in this activity? Are you:

- Presenting the information flexibly in multiple ways?
- Providing multiple and flexible means for expression?
- Providing multiple and flexible ways to engage the learner?

Disability Disclosure

A University of Maine student described his own decision to disclose his disability:

> *But as time moves on it kind of gets easier in an academic – its kind of a more casual thing because you realize that there are so many more kids in that same boat as you that do the same thing.*

In this segment, students learn through videos and guided discussions about the pros and cons of the personal choice of disclosing their disability. They will also gain understanding of what that choice can mean for needed supports in their academic programs at college.

Photo credit: Edwin Remsberg.

Disability Disclosure

Time: 25 minutes

Purpose:

For students to understand the nature, importance and implications of their personal decision to disclose their disability.

Key Concepts:

⇨ What does "disability disclosure" mean?

⇨ What are the pros and cons related to the student's decision whether to disclose his/her disability?

Preparation:

(Please see **IMPORTANT NOTE** to the Instructor(s)** below.)

Leading the Activity:

Part A:

⇨ Group discussion (or as a carousel) with responses recorded on chart paper. The instructor asks the following questions:

◊ "What does the word, "disclosure," mean?"

◊ "What does it mean to "disclose your disability?"

◊ "To whom might it be important or helpful to disclose your disability?

◊ "To whom might you not need or want to disclose your disability?"

◊ "What are the pros and cons of disclosing your disability at college?"

Part B:

⇨ Show the student video from the [Going to College, Sharing your disability](#) web page and ask the students for comments/feedback.

Virginia Commonwealth University, Going to College. (2009). *Sharing your disability*. Available online at http://www.going-to-college.org/campuslife/sharing.html.

Additional Resources:

⇨ [The 411 on Disability Disclosure: A Workbook for Youth with Disabilities (99 pg PDF)](#)

National Collaborative on Workforce and Disability (n.d.). *The 411 on disability disclosure: A workbook for youth with disabilities* (99 pg. PDF). Available online at http://www.ncwd-youth.info/411-on-disability-disclosure.

Student Participation:

Students will participate in the group process either orally, or in written format, if the carousel option is used, as noted above.

Documents/Materials Needed:

⇨ Chart paper and markers

⇨ Computer and LCD projector

****IMPORTANT NOTE to the Instructor(s):** Students are often at varying levels of understanding and acceptance of their disabilities. Classroom or group discussions about the specific nature of students' disabilities may be both uncomfortable for a student and/or have the potential for abridging his or her right to confidentiality. For these reasons, staff on the Increasing Access and Success in the STEM Disciplines project chose not to have these sensitive conversations as part of their class time. *It may be more appropriate and useful to assign* <u>homework</u> *related to the specific nature of the disability and how this impacts the student's performance.* One way of approaching this might be to suggest that the student and his or her parents or guardian look at the student's documentation of disability on the IEP and make a list of associated strengths and challenges. This exercise will assist the student with being able to clearly articulate his or her disability in preparation for disclosure if he or she so chooses.

As an alternative, the instructor(s) may suggest the following*:*

Download*The 411 on Disability Disclosure: A Workbook for Youth with Disabilities (99 pg. PDF)* found at http://www.ncwd-youth.info/411-on-disability-disclosure.

1. **Students and parents/guardians read Unit 6**: "Why, When, What, to Whom, and How?" regarding disability disclosure.

2. **Complete "My Practice Script"activity on pages 11 and 12 of Unit 6.** Read the instructions provided on how to describe or write a brief script sharing their disability, strengths and accommodation needs. Write, record or dictate their own brief script and put into their portfolio.

(**This activity can be done even if the student has decided not to disclose** his or her disability to anyone else. It is a good exercise in thinking positively about strengths and needs.)

How are you addressing Universal Design for Learning Principles in this activity? Are you:

• Presenting the information flexibly in multiple ways?

• Providing multiple and flexible means for expression?

• Providing multiple and flexible ways to engage the learner?

Disability Support Services: Accommodations

Every new college student with a disability must navigate the challenge of getting the supports he or she needs to succeed. The goal of this activity is to provide students with experience in locating supports for their disability on the college campus, as well as the documentation required to obtain these supports. The activity is structured as a scavenger hunt to encourage students to seek the information.

Photo credit: University of Maine Center for Community Inclusion and Disability Studies.

Disability Support Services—Scavenger Hunt

Time: 20 minutes

Purpose:

To show students where to seek supports for accommodations in college. To show students examples of the forms and necessary documentation to acquire accommodations.

Key Concepts:

Accommodations, disability supports

Preparation:

⇨ Review the information from the University of Maine, Disability Support Services' website.

University of Maine. (2014, June 3). *Disability support services*. Retrieved from http://www.umaine.edu/disability.

⇨ Review the information from the Skidmore College, Office of Student Academic Services, Common Accommodations web page.

Skidmore College. (2014, June 3). *Common accommodations*. Retrieved from http://cms.skidmore.edu/academic_services/accessibility/commonaccommodations.cfm.

Leading the Activity:

⇨ Go to the University of Maine, Disability Support Services' web page, scroll down to the "How do I get testing accommodations?" section and show the video.

⇨ Provide the students with the links to both the University of Maine, Disability Support Services' website and Skidmore College, Office of Student Academic Services, Common Accommodations web page:

◊ Have students complete a scavenger hunt between the two websites using the *Scavenger Hunt Disability Support-Accommodations* document found on the next page.

Student Participation:

Students will view the website(s), and complete the scavenger hunt.

Documents/Materials Needed:

Scavenger Hunt Disability Support-Accommodations.docx

How are you addressing Universal Design for Learning Principles in this activity? Are you:

· Presenting the information flexibly in multiple ways?

· Providing multiple and flexible means for expression?

· Providing multiple and flexible ways to engage the learner?

1. Where do you find disability support information on this college's website?

    _____

    _____

    _____

2. Are there forms or guidelines for documentation of disability that you have to complete on the website to get accommodations?

    _____

    _____

    _____

3. What are the accommodations discussed on the website that the college will provide?

    _____

    _____

4. What are some examples of accommodations that are listed on the website?

    _____

    _____

5. Are there any other resources discussed on either website to support academic success?

    _____

    _____

Section Three: Making It Meaningful

The activities in this section, "Making It Meaningful," aspire to do just that – provide experiential learning and STEM career exploration opportunities for high school students with disabilities.

The University of Maine campus tour of STEM programs is easily one of the students' favorite activities. A sample schedule of a typical "tour day" follows. Resources and suggestions for structuring your own tour are included as well. While is it helpful to be on or near a university or college campus, industry or manufacturing-based tours may also provide exciting locally-based options. Additionally, many research and development firms provide information about their company and the type of work they do (videos, information sheets, etc.) on their websites. These options may be helpful if you experience travel or time limitations to do an actual tour. Don't underestimate local contacts: a visit to a local company or regional research facility may spark new ideas in your students.

⇨ Sample Tour Schedule
⇨ Resources and Ideas for Tour Development

Sample STEM Tour Day Schedule

February 20, 2012
9am-4pm
University of Maine
Orono, Maine

Schedule

9:00 a.m.

Corbett Hall - Room 220 - starting point for our day

A clear starting point for the students and their parents is an important part of a good tour day. Most of the students have never visited a university campus and many of the day's activities, from parking the car to site visits, will be a new experience. At this time you may wish to distribute copies of the day's agenda and a campus map. We encourage parents to attend the tour day if they're interested and many do choose to participate with their child.

9:30 a.m.

Kinesiology Laboratory — tour of research areas and option to try out some of the equipment being studied.

The first stop on the tour is the kinesiology laboratory. Here, the students see and try several types of exercise equipment being used in research projects studying human movement and conditioning. The students are introduced to a variety of measuring devices, data collection and adapted equipment used in the lab's research.

10:15 a.m.

Undergraduate Admissions — Chadbourne Hall: student presentation and question and answer session with admissions counselor.

At the Undergraduate Admissions office, the students hear a short talk from a current UMaine student who is on a STEM career path and is also a person with a disability. The student shares his story of transitioning from high school to college and what he has learned in this process. The student mentions accessing Disability Support Services and shares some of his individual accommodations. Time is provided for students/parents on the tour to ask questions. Next, we hear from a UMaine admissions counselor who begins with a short video showcasing the university. The admissions counselor also provides information about the process for applying to the university, important courses to take while in high school and a general time frame for applying. Time is provided at the end for questions and students depart with informative handouts about undergraduate education at UMaine.

11:30 am

Memorial Union — walking tour of this central campus location and lunch break.

Tour participants walk from the Undergraduate Admissions office to the Memorial Union. During the academic year, the Union is a hub of activity: the Union houses programs, services and facilities used by both students and the general public. The walking tour showcases a number of specific offices and programs of special interest to the students including the Career Center, Fraternity & Sorority Affairs, Commuter and Non-Traditional Student Programs, Computer Store, Student Services Center, University Bookstore, Campus Radio Station, and Center for Student Learning.

The students are provided with meal tickets and explore the wide variety of menu options available. Ordering lunch in this busy environment can be a little confusing for students, so instructors are well advised to "float" and be available to provide assistance as needed. The students eat their lunch in the large cafeteria in the company of university faculty, staff and students.

1:00 p.m.

Disability Support Services — discussion with program director

After lunch, the tour resumes with a visit to Disability Support Services. Here, students are able to see what the office looks like, meet the program director and staff, and learn how a student accesses disability-related supports at the college level.

1:30 p.m.

Foster Center for Student Innovation is the next stop and a very popular part of the tour. Here, students learn about innovation engineering, try out some hands-on activities, and meet current student-entrepreneurs from UMaine.

2:15 p.m.

Advanced Structures and Composites Center

The Advanced Structures and Composites Center is one of Maine's premier research and development facilities. Here, students observe and learn about some of the cutting edge technology that's creating products like deepwater offshore wind turbines, Bridge-in-a-Backpack, and blast resistant wood structures.

4:00 p.m.

Corbett Hall - Room 220

The tour concludes where it began in Corbett Hall, Here parents pick up their children and head home from an action-packed day of experiential learning and STEM career exploration.

Photographs from UMaine STEM Tours
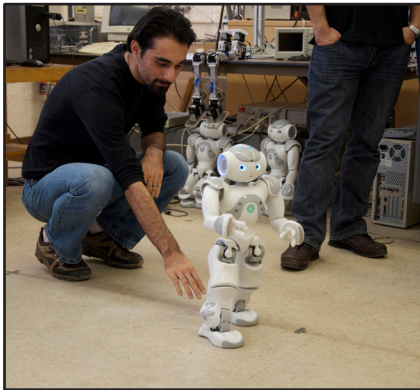
Resources and Ideas for Tour Development

The online resource links provided here include many interactive sites to introduce students to STEM–based concepts and applications. Because web-based materials change frequently, we encourage you to do your own searches to locate information, as well. Try using search terms such as "STEM high school resources," "virtual STEM tours," "STEM and college" or "STEM jobs in (name of your state)." When locating new resources, it is always wise to preview them carefully before introducing the sites to students.

Master Tools — This site provides eight interactive math and science tools and simulations for students in grades 6-12. All simulations and curriculum materials meet the new National Science Education Standards and National Math Education Standards.

> Shodor. (1994-2014). *Master tools*. Available online at http://www.shodor.org/master/

STEM Education Resource Center — This site includes nearly 4,000 science, technology, engineering and math resources for students in grades Pre-K to-5 and 6-12, as well as free, self-paced modules for teachers teaching global climate change to middle school and high school students.

> PBS Teachers. (n.d.). *STEM education resource center*. Available online at http://www. pbs.org/teachers/stem/

eGFI. Dream Up the Future — This site promotes engineering education with K-5, 6-8, 9-12 grade-level lesson plans, activities, outreach programs, and links to web resources. Teachers and students can download the first three issues of eGFI magazine.

> eGFI. (n.d.). Available online at http://www.egfi-k12.org/

Exploratorium — This resource provides interactives, web features, activities, programs, and events for grades K-12.

> Exploratorium. (2014). Available online at http://www.exploratorium.edu/

STEM: Center for STEM Education for Girls —Established by the Harpeth Hall School, this center brings together educational leaders to improve STEM instruction and STEM opportunities for girls.

> STEM Center for STEM Education for Girls. (n.d.). *Website resources*. Available online at http://www.stemefg.org/index.php/resources/website-resources/

Tech Maine- Careers and Education— The TechMaine Technology Careers and Education Portal provides a wealth of information about Science, Technology, Engineering, and Math (STEM) careers in Maine and the educational opportunities and resources available for technology professionals.

> TechMaine. (2013). *Careers and education*. Available online at http://www.techmaine. com/careers-and-education

STEM Career, Resources for Students — This site was developed by a school counselor to introduce students to STEM career possibilities.

> Feller, R. (2010). *STEM career, students*. Available online at http://stemcareer.com/ students/

Section Four: College Bound

This is the section where many pieces of the preparing-for-college puzzle start coming together! Students discuss, reflect, explore and learn a range of exciting possibilities that can lead them to answers for many of their questions regarding postsecondary STEM opportunities.

⇨ Where will I go to college?

⇨ What do I want to study there?

⇨ What will it take to apply and get that acceptance letter?

⇨ What forms of assistive technology will help me be successful in high school, in testing, and in college?

⇨ How can I succeed in my SAT or ACT testing?

⇨ Will I have the finances in place to pay for my education?

⇨ How can I plan now for a happy and positive future?

In the *Increasing Access and Success in the STEM Disciplines* project, staff followed this section with three individual student-centered planning meetings for each student. Project staff found these meetings were vital in helping each student take the next steps in their transition to postsecondary education. We strongly recommend that you use this process with your students, as well.

These person-centered planning meetings generally take place in the student's home or a nearby setting of the family's choice. Parents, friends and extended family may attend, based on the preference of the student. We talk about what is important to the student, their goals, and what they, and we, as cheerleaders, boosters and invested partners; can do to assure success! It is exciting, motivating and fun!

College Application Process

This activity prepares students for the realities of handling multiple decisions and deadlines as they apply for college. The document entitled "Priority Cluster" provides a visual of some of the competing priorities and deadlines that students face during this period, and a jumping off point for discussion about how students cope with these challenges. After this preliminary discussion, the instructor introduces a video from the *Going to College* website which shows students talking about their experiences in balancing priorities and applying for college. Following the video, the instructor directs the students to the universal/common application website, which allows students to complete one application which can then be used or adapted to distribute to various colleges and universities.

College Application and Process

Time: 20 minutes

Purpose:

⇨ Familiarize students with college application process and related documents

⇨ Provide information about college application websites

Key Concepts:

⇨ College application process

⇨ Timelines

⇨ Rolling admissions

Preparation:

Set up LCD projector and laptop with internet connection and go to the following websites:

⇨ [Going to College - Applying for college](#)

> Virginia Commonwealth University-Going to College. (2009). *Applying for college*. Available online at http://www.going-to-college.org/planning/applying.html.

⇨ [The Common Application](#).

> The Common Application. (2014). Available online at https://www.commonapp.org/Login

Write each of the following questions on a sheet of chart paper and then hang them around the room. Have markers available.

1. What is the best way for you to manage multiple deadlines?

2. What resources are available in your high school to help you write an impressive personal essay for your college application?

3. What are some advantages and disadvantages of disclosing your disability in your college essay?

Have computers available for students to use, if possible.

Provide the URL to the *Going to College* website so students can download the *Comparing Colleges* activity form (or have paper copies available):

⇨ [Comparing Colleges activity form (Doc)](#).

> Virginia Commonwealth University - Going to College. (2009). *Comparing colleges* (doc). Available for downloading at http://www.going-to-college.org/docs/comparingcolleges. doc

Leading the Activity:

Part 1:

Instructor gives a very brief overview regarding the college application process. Talking points include the following:

⇨ Each college has its own application requirements, form, fees, due dates and acceptance procedures.

⇨ It is important to keep track of this information in a manageable way.

⇨ Initially, it is important to look good on paper.

⇨ Most college application packets will require the following:

◊ the actual completed application,

◊ your high school transcripts,

◊ your college admissions test scores,

◊ a personal essay,

◊ a few references and

◊ your payment <u>submitted by a particular due date.</u>

Instructor invites the students in pairs/carousel format, to answer the questions posted on the three pieces of chart paper hung around the room. (Alternative option: this can be done as a group discussion, if the group size is small.)

Part 2:

⇨ Introduce the video from the *Going to College* website where students talk about their experience with the college application process. Offer time for group reflection on this video.

⇨ Introduce the universal/common application concept and provide time for students to individually explore *The Common Application* website.

◊ Suggest that students look at the list of member colleges and universities and/or do a search for a school in which they are interested.

**Refer to the "Comparing Colleges" document from the Going to College website.

How are you addressing Universal Design for Learning Principles in this activity? Are you:

· Presenting the information flexibly in multiple ways?

· Providing multiple and flexible means for expression?

· Providing multiple and flexible ways to engage the learner?

Priority Cluster

Determine
Where to Apply

Get
Accommodations
for SATs

Write Essay

Apply To College

Get Good
Grades to
Submit as
High School
Transcripts

Take SATs

Get Teacher
References

Explore
Financial Aid
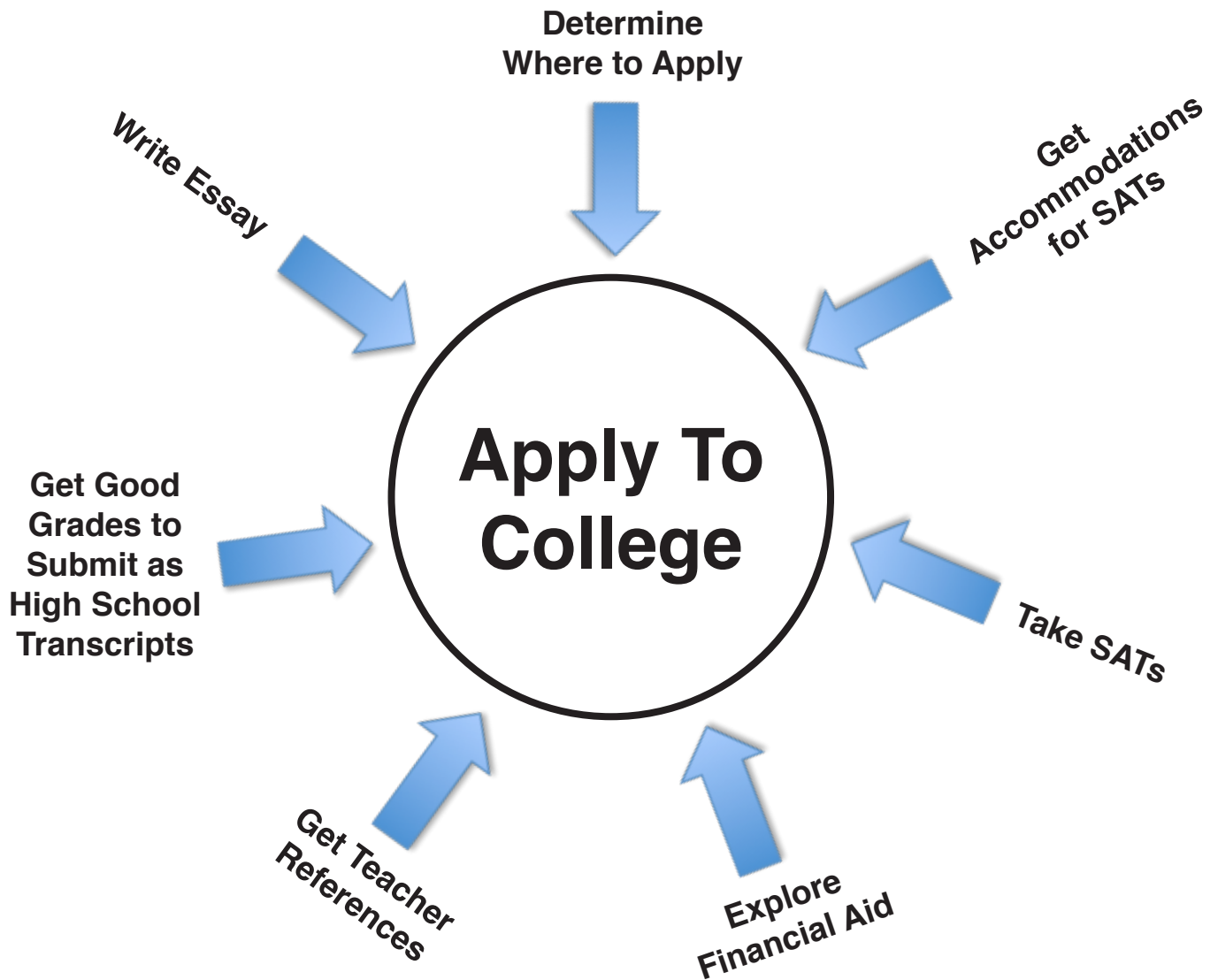
Assistive Technology (AT)

This activity introduces high school students with disabilties to a variety of assistive technology devices and computer applications. The instructor will provide links for three websites that demonstrate different types of AT that many students in the I*ncreasing Access and Success in the STEM Disciplines* project found helpful: Time Timer®, a time management device, that helps students to see the passage of time visually; Dragon Dictate®, speech recognition software, which turns speech into text and can make virtually any computer task easier and faster; and Learning Ally, a nonprofit organization with the largest library of audiobooks and audio textbooks for students with dyslexia or other print disabilities. The instructor should plan to have some examples of assistive technology for the students to try hands-on.

Students in the *Increasing Access and Success* project enjoyed using the Livescribe™ Smartpen. Students also explored the TechMatrix website, which allows individuals to search for appropriate assistive technology to match their needs by content (e.g., math, reading, science, etc.); by grade level; and by IDEA eligibility criteria (e.g., autism, developmental delay, hearing impairment, specific learning disability, etc.).

This assistive technology session also includes a list of AT applications (apps) that a former student, Zach J., introduced to the class via Skype; and a document called "Questions to Ask Colleges," which students can use to guide discussions with college admissions.

Photo courtesy of the University of Maine Center for Community Inclusion & Disability Studies

Students Sample Assistive Technology (AT)

Time: 1 hour

Purpose:

To allow students with disabilities to sample a variety of assistive technology supports in a classroom setting.

Key Concepts:

Assistive technology, apps, and executive functioning (i.e.,staying organized, time management strategies)

Preparation:

Review the following links:

⇨ How a Time Timer Works

> Time Timer LLC. (2010, January 21). *How a Time Timer Works* [Video file]. Available online at http://www.youtube.com/watch?v=hjDWwq0Snlw

⇨ Dragon Dictate

> Cancom. (2011, March 29). *Nuance – Dragon Dictate for Mac* [Video file]. Available online at https://www.youtube.com/watch?v=al6ur-Ycfcw

⇨ Learning Ally -Audiobooks available for low cost to students with documented print disabilities.

> Learning Ally. (2014). *Audiobooks*. Available online at https://www.learningally.org/parents-students/how-to-use-audiobooks/

⇨ 5 Awesome Apps for Executive Functioning Gaps — Apps to assist with executive functioning (e.g., staying organized, etc.).

> A Day in our Shoes. (2011). *5 Awesome apps for executive functioning gaps*. Available online at http://adayinourshoes.com/5-awesome-apps-for-executive-functioning-gaps/

⇨ Complete Guide to Educational and Special Needs Apps.

> One Place for Special Needs, Ltd. (2014). *Complete guide to educational and special needs apps*. Available online at http://www.oneplaceforspecialneeds.com/main/library_special_needs_apps.html

⇨ Livescribe Smartpen

> Smartscribe [Bazerk Bazerk]. (2010, October 29). *Livescribe smartpens all-in-one demo* [Video file]. Available online at https://www.youtube.com/watch?v=J2q8_fR0lTI

⇨ TechMatrix - Explore Technology:

> TechMatrix. (n.d.) Available online at http://techmatrix.org

It's a good idea to have an iPad or another tablet with you to demonstrate some of the compatible apps found on the websites listed above. Also, if possible, have some Livescribe Smartpens for demonstration purposes and student use.

Review the following documents that provide students with additional ideas regarding assistive technology:

⇨ **Assistive Technology: Checklist of Questions to Ask Colleges [PDF]**

   Rabinovitz, R. (2011). *Assistive technology: Checklist of questions to ask colleges* (PDF). The National Center for Learning Disabilities, Inc. Available online at http://www.ncld.org/images/Questions_to_ask_colleges_about_at.pdf

⇨ **Zach J's Tech Ideas (DOC)** — Download this document and share with the students for their portfolio either as print copy or on a flash drive.

   University of Maine Center for Community Inclusion and Disability Studies. (2014). *Suggestions from Zach J.* (Doc). Available online at https://ccids.umaine.edu/files/2014/07/Suggestions-from-Zach-J.docx

Leading the Activity:

1. Review the first three websites listed below on a projected screen, or allow students to watch on their own computers/tablets. After each, elicit student conversation about how these might be useful in their lives. Share any additional information they don't discuss.

   a. Time Timer YouTube video

   b. Dragon Dictate

   c. Audiobooks available for low cost to students with documented disabilities

2. Download compatible apps to tablet/device for demonstration purposes. If possible, allow students to peruse and "play" with the apps and determine their functionality for them. As students express interest in particular apps, discuss how they could be used in their life. If time allows, search for additional apps that could support student needs, or apps that they express interest in.

3. Apps to assist with executive functioning (e.g., staying organized, on time, etc.)

   a. 5 Awesome Apps for Executive Functioning Gaps

   b. Complete Guide to Educational and Special Needs Apps.

4. Watch the YouTube video listed below to show some of the functions of the Livescribe smartpen. After watching the video, if available, allow students to try the Livescribe smartpens with the specialty notebooks, or with iPads and the app that supports Livescribe smartpens. Help students understand the functionality of this type of AT. Ask students to talk about where they might find them useful.

   a. Livescribe Smartpen

5. Have students navigate to Explore Technology website (available online at http://techmatrix.org). Explore some of the technology available, based upon educational subject, grade level, instructional support needed, or IDEA disability category.

6. Share the following documents:

    a. Questions to Ask Colleges About AT

    b. Zach J's Tech Ideas

Additional Resources:

Allow students to use their own technology devices, and to share them with the class to expand learning.

Student Participation:

Students will be highly participatory in this activity, by sharing their own needs and experiences with technology.

Documents/Materials Needed:

Projector, iPad (if available), other tablets

1. Questions to Ask Colleges About AT

2. Zach J's Tech Ideas

How are you addressing Universal Design for Learning Principles in this activity? Are you:

· Presenting the information flexibly in multiple ways?

· Providing multiple and flexible means for expression?

· Providing multiple and flexible ways to engage the learner?

Suggestions from Zach J.
Skype Session with New Students (January 2014)

⇨ [Navigating College: A Handbook on Self Advocacy. (PDF)](#) — A book Zach received and highly recommends.

> Autistic Self Advocacy Network. (2012). *Navigating college: A handbook on self-advocacy* (PDF). Available online at http://www.navigatingcollege.org/download.php

⇨ [Nanda Home](#) — website with mobile alarm clock.

> Nanda Home. (n.d.). Available online at http://www.nandahome.com/

⇨ [Time Timer Watch](#) — Zach learned about the time timer and related products in the *Navigating College* book. He has a watch with a time timer face which he likes very much.

> Time Timer LLC. (2014). *Watches.* Available online at http://www.timetimer.com/store/category/11/watches

⇨ Zach (and maybe his school) use [Learning Ally](#) to obtain audiobooks. Zach has benefited a great deal from access to audiobooks.

> Learning Ally. (2014). *Success stories.* Available online at https://www.learningally.org/parents-students/how-to-use-audiobooks/success-stories/

⇨ [Livescribe Smartpen](#) — Zach has a Livescribe pen and finds it very useful.

> Smartscribe [Bazerk Bazerk]. (2010, October 29). *Livescribe SmartPens all-in-one demo* [Video file]. Available online at https://www.youtube.com/watch?v=J2q8_fR0lTI

⇨ [Lumosity](#) — Zach has a subscription to Lumosity.com and he feels that playing the games on the site has helped improve his memory, focus and other skills. Check it out – from this link you can do an assessment and try out some of the games.

> Human Cognition Project. (n.d.). *Lumosity.* Available online at http://www.lumosity.com/

Choosing a College

This activity encourages students to think about and discuss what is important to them as individuals as they consider choosing a college. It offers an opportunity to explore, compare and contrast various colleges using a template (comparing colleges) to capture this information. Some of the considerations that students consider are location/proximity to home; size of the college and classes; and majors available, etc.

Photo credit: Edwin Remsberg

Considerations for Choosing a College

Purpose:

This provides students with an opportunity to begin to identify possible colleges based on geographical area, size, learning environment, and majors.

Key Concepts:

Identifying Colleges

Preparation:

⇨ Make sure all students have access to the internet. Provide students with the link to Big Future — Find Colleges web page. If possible, send them the URL or provide it on a flash drive so that they click on it.

> The College Board. (n.d.). *BigFuture — Find colleges* (web page). Available online at https://bigfuture.collegeboard.org/find-colleges.

⇨ Print and provide the Comparing Colleges document from the *Going to College* website. (This can also be provided to the students in electronic format.)

> Virginia Commonwealth University. Going to College. (2009). *Comparing colleges* (Doc). From the Planning for College section of the Going to College website. Available for download at http://www.going-to-college.org/dcs/comparingcolleges.doc. Also available at https://ccids.umaine.edu/files/2014/06/c-comparingcolleges.doc

Leading the Activity:

Explain that students will be going online to begin exploring colleges that might meet their needs.

1. Use the following questions to lead a discussion:

   a. What are some characteristics on your "wish list" for college? For example, great sports teams, knowledgeable professors or small student-teacher ratios.

   b. How can you find out the college options in your state or in other states?

   c. What are ways to compare the pros and cons of several college choices?

   d. What have other college students shared with you about their experiences of choosing a college?

2. Ask students go to the *Big Future — Find Colleges* website: https://bigfuture. collegeboard.org/find-colleges.

   a. Use the *Comparing College* doc to look at two or three different colleges of interest. Have students fill out the form to gather more information.

Student Participation:

Sometimes students may need some individual prompting in order to use the site.

Students will participate in the discussion section as well as searching on the website and completing the *Comparing Colleges* document.

Documents/Materials Needed:

⇨ Internet access

⇨ Computers, laptops, or tablets (Students can bring their own or you can provide)

⇨ *Comparing Colleges* document

How are you addressing Universal Design for Learning Principles in this activity? Are you:

- Presenting the information flexibly in multiple ways?
- Providing multiple and flexible means for expression?
- Providing multiple and flexible ways to engage the learner?

Deciding on a Major

The instructor begins this activity by distributing or posting the four questions that are on the *Deciding On a Major* document. This introduces the thought process involved in deciding what the students would like to study when they go to college. The activity can be done either in a large group, a small group, or through pair share, depending on the comfort level of the group. Ask the students to go online to the *Virginia Career View* website on their individual computers or tablets. This site allows them to explore a number of STEM careers and discover what a professional in that field might actually do in a typical day. The site also allows the students to compare the amount of education required, typical salary for a professional in that field, and the projected need for that type of work in the future. This exploration introduces the students to a number of STEM careers and provides a "reality check" on what it would take to get there, as well as the potential rewards for staying the course. Students can record their process on the *Deciding on a Major* worksheet.

Photo credit: Edwin Remsberg

Photo courtesy of the University of Maine

Which College Major is Right for Me?

Purpose:

To encourage students to consider the variety of options available to them as college majors, as well as the practical aspects that may impact that choice.

Key Concepts:

⇨ Consideration of student interests and motivation

⇨ Potential career options through exploration

⇨ Years of study required

⇨ Availability of employment in that field/projected need for that field of study

⇨ Salary range

Preparation:

⇨ LCD projector, individual student copies or chart paper with pair share discussion questions listed below.

Leading the Activity:

Introduce the topic: Deciding on a major.

Student: Pair Share (5 minutes) discussing the following questions.

1. Have you already decided what you would like to have as your major field of study in college?
2. If you have decided, how did you come to that conclusion?
3. If you haven't decided, what are you currently considering?
4. What else might you be interested in pursuing?

Instructor:

Ask students if anyone would like to share how that conversation went. (Wait to see if there is student response.) If not, then ask, "What majors were discussed?" Explain that the Virginia Career VIEW website will provide some specific information about a variety of majors in the STEM field. Ask them to first look at a major they are considering, and review the information about length of study/degree required, salary and description of the actual work/jobs associated with that field of study.

Virginia Career VIEW. (2014). Available online at http://www.vaview.org/careers/

Do the same for at least one other major that interests them.

**The student handout, *Choosing a College Major Worksheet* is available on the next page and accompanies this website exploration.

How are you addressing Universal Design for Learning Principles in this activity? Are you:

- Presenting the information flexibly in multiple ways?

- Providing multiple and flexible means for expression?

- Providing multiple and flexible ways to engage the learner?

Choosing a College Major Worksheet

1. Go to the <u>Virginia Career View, Vital Information for Education and Work</u> website

    Virginia Career VIEW. (2014). Available online at http://www.vaview.org/careers/ Scroll down to "Search by Career Cluster."

2. Click on "Science, Technology, Engineering and Mathematics"

3. Select a major of interest to you.

What education level is required?

_____

What does the salary range look like?

_____

What are the projections for future employment?

_____

_____

4. Click on the major and read about what employees in this field actually do.

When you read about what the employment available in that field is, are you….

- ❑ More interested in spending 8 + hours a day in this type of employment?
- ❑ Less interested in spending 8 + hours a day in this type of employment?
- ❑ About the same?

5. Select ANOTHER major that may interest you.

What education level is required?

_____

What does the salary range look like?

_____

What are the projections for future employment?

_____

6. Click on the major and read about what employees in this field actually do.

When you read about what the employment available in that field is, are you….

- ❑ More interested in spending 8 + hours a day in this type of employment?
- ❑ Less interested in spending 8 + hours a day in this type of employment?
- ❑ About the same?

All About Financial Aid

This activity begins with an introduction to the types of financial aid available to college students: grants, loans, work-study, and scholarships. It is a simple matching/guessing game that is conducted with the whole group. Definitions of each type of financial aid are listed on a sheet of paper and the corresponding types of financial aid are then matched to the definitions. (The definitions, types of aid, as well as the key to match them, are found in the *Types Of Financial Aid* document that follows the activity). In the *Getting Financial Aid* session, there are two documents with websites that offer assistance in finding financial aid for college. (Many of the students are "not there" yet, but the parents may be interested. Reminding students to share these sites with parents and revisiting the topic during the person-centered planning process is helpful.) Briefly visit a couple of these sites. One is the *FAFSA4caster*, which is an early eligibility estimator that can help the family plan ahead. Other websites may be specific to the type of student disability, so the instructor may want to carefully review the various sites listed and select one or two that may be relevant to his or her students' needs.

Photo courtesy of the University of Maine CCIDS

Photo courtesy of the University of Maine

Getting Financial Aid

Time: 10 minutes

Purpose:

⇨ To describe the different kinds of financial aid that is available to all students.

⇨ To provide some resources for families to assess eligibility and apply for financial aid.

Key Concepts:

⇨ Grants

⇨ Scholarships

⇨ Loans

⇨ Work-Study

Preparation:

⇨ Download and print out the document, Types of Financial Aid (Doc).

> University of Maine Center for Community Inclusion and Disability Studies. (2014). *Types of financial aid* (Doc). Available for download from https://ccids.umaine.edu/files/2014/06/types-of-financial-aide.docx

⇨ Tape the descriptions of the types of aid on a wall.

⇨ On the final page of that document, you will find the key (for instructor only); and the 4 types of financial aid (grants, loans, work study and scholarships). Cut along the dotted lines to form individual strips.

⇨ Computer and LCD projector.

⇨ Download and review How to Pay for College (Doc) (document can be found after this activity as well).

> University of Maine Center for Community Inclusion and Disability Studies. (2014). *How to pay for college (Doc)*. Available for download from https://ccids.umaine.edu/files/2014/07/how-to-pay-for-college.docx

⇨ Download and review Scholarship Information (Doc) (document can be found after this activity as well).

> University of Maine Center for Community Inclusion and Disability Studies. (2014). *Scholarship information* (Doc). Available for download at https://ccids.umaine.edu/files/2014/07/Scholarship_Info.doc

Leading the Activity:

1. In the large group, ask the students to guess which type of financial aid goes with each of the definitions taped on the wall.

   (Example: Hold up the strip that says "Scholarship" and ask the students: "Which definition best describes the type of financial aid known as a "scholarship"?)

2. Tape the type of financial aid next to the correct definition. (Or ask a student to do that.)

Part Two of Getting Financial Aid (using computer and LCD projector):

1. Open the document *How to Pay for College* and refer to the following websites to familiarize students with the resources contained there.

   a. Instructor(s) may want to emphasize the [FAFSA4caster](#) site for families who want to estimate what their aid might be.

   b. [College Funding for Students with Disabilities](#) site

   c. [Federal Student Aid (free application)](#) site

2. Go to the [Big Futures - College Board - Financial Aid 101](#) site. This is a tutorial for all things financial aid. (Again, this is just to familiarize students with the resource.)

   The College Board. (n.d.). *Pay for college - Financial aid 101*. Available online at https://bigfuture.collegeboard.org/pay-for-college/financial-aid

3. Share the *How to Pay for College* document and the *Scholarship Information* document to make students aware of possible resources. **Remind the students that the availability of scholarships may vary year to year. Encourage them to conduct their own searches for scholarship opportunities in their interest areas**.

Additional Resources:

**When students are exploring colleges and considering their major courses of study, they may wish to contact the admissions agent and ask for a referral to individuals within their proposed field of study who are familiar with the scholarships available for that field of study. (Example: "Who might I speak with regarding scholarships or grants for incoming students in the field of chemical engineering?")

How are you addressing Universal Design for Learning Principles in this activity? Are you:

- Presenting the information flexibly in multiple ways?
- Providing multiple and flexible means for expression?
- Providing multiple and flexible ways to engage the learner?

How to Pay for College

American Association on Health and Disability (AAHD) Scholarship — Program supports students with disabilities who are pursuing higher education. Preference will be given to students who plan to pursue undergraduate or graduate studies in the fields of public health, health promotion, disability studies, disability policy and disability research.

> American Association on Health and Disability. (n.d.). *AAHD scholarship program*. Available online at http://www.aahd.us/initiatives/scholarship-program/

College Funding for Students with Disabilities

> University of Washington, DO-IT. (2013). *College funding for students with disabilities*. Available online at http://www.washington.edu/doit/Brochures/Academics/financial-aid.html

Creating Options: 2007 Financial Aid for Individuals with Disabilities (20 pg. PDF) — This document provides an overview of the financial aid process and options. This document can also be found on the FinAid! website.

> The George Washington University, HEATH Resource Center. (2007). *Creating options: 2007 financial aid for individuals with disabilities.* (20 pg. PDF). Available online at http://inpathways.net/creating_options_2007.pdf.

disABLEDperson National Scholarship Competition — This scholarship competition for college students with disabilities awards a $1,000 scholarship. Applicants must submit a short essay, be enrolled full-time at an accredited two- or four-year college or university, and be a U.S. citizen.

> Disabled Person, Inc. (1999 - 2014). Spring 2014 National Scholarship Competition. Retrieved 06/19/14 from https://www.disabledperson.com/scholarships/16.

FAFSA4caster — A free financial aid calculator that provides an early estimate of a student's eligibility for federal student aid. This information helps families plan ahead for college. You must use the Free Application for Federal Student Aid (FAFSA®) to apply for aid once you've decided to apply for admission and attend college.

> Federal Student Aid. (n.d.). *FAFSA4caster.* Available online at http://studentaid.ed.gov/fafsa/estimate.

FastWeb! — A commercial online scholarship search service.

> FastWeb! (2014). Available online at http://edu.fastweb.com/v/o_registration/flow/step1

FinAid!: Financial Aid for Students with Disabilities. — On this web page, you'll find information about scholarships and fellowships for students with disabilities. Be sure to browse the rest of the site also, since some of the more general listings and scholarship databases may contain information relevant to students with disabilities.

> FinAid! (2014). *Financial Aid for Students with Disabilities*. Available online at http://www.finaid.org/otheraid/disabled.phtml

[Anne Ford and Allegra Ford Thomas Scholarships (2)](#) offer financial assistance to two graduating seniors with documented learning disabilities (LD) who are pursuing postsecondary education.

> National Center for Learning Disabilities. (n.d.). The Anne Ford and Allegra Ford Thomas Scholarships. Available online at http://www.ncld.org/about-us/learning-disability-scholarships-awards/anne-ford-allegra-ford-scholarships

[Free Application for Federal Student Aid](#) — To apply for federal student aid, students complete the FAFSA® or Free Application for Federal Student Aid. IMPORTANT: The FAFSA becomes available in early January each year, and there are different deadlines for different programs. Students must fill out the FAFSA every year they're enrolled in school in order to stay eligible for federal student aid.

> U.S. Department of Education. (n.d.). *Federal Student Aid*. Available online at http://www.fafsa.ed.gov/

[Incight Scholarship](#) — Provides scholarships for students with disabilities. Applicants must have a documented disability and be enrolled full-time at any college, university, or trade school, etc.

> Incight Education. (n.d.). Incight Scholarship. Available online at http://www.incighteducation.org/scholarship/

[Learning Ally](#) — National nonprofit since 1948 and leading provider of audiobooks and audio textbooks. Offers two endowed scholarship awards for outstanding students with print and learning disabilities.

> Learning Ally. (n.d.). *National & local award opportunities*. Available online at https://www.learningally.org/about-learning-ally/awards/

[Proyecto Visión](#) — vA bilingual website for youth with disabilities that includes a link to scholarship opportunities. Please also see their Facebook page: https://www.facebook.com/proyectovision

> World Institute on Disability. (n.d.) *Proyecto Visión scholarship opportunities*. Available online at http://www.proyectovision.net/english/opportunities/scholarships.html

[Saving for College](#) (for parents and students) — Every dollar saved reduces the overall cost of college and the amount of student loan debt to be repaid after graduation.

> Minnesota Office of Higher Education. (n.d.). *Saving for college*. Available online at https://www.mnsaves.org/

Scholarship Information

The U.S. Department of Education, Office of Federal Student Aid, strongly advises students and their families to avoid scams (https://studentaid.ed.gov/types/scams) while seeking scholarships for postsecondary education. Don't pay for help to find money for college: try the free sources of information listed on their website, first.

Other sources of competitive scholarships for students with disabilities:

American Association on Health and Disability (AAHD) Scholarship— Scholarship program supports students with disabilities who are pursuing higher education. Preference will be given to students who plan to pursue undergraduate or graduate studies in the fields of public health, health promotion, disability studies, disability policy and disability research.

> American Association on Health and Disability. (n.d.). *AAHD scholarship program*. Available online at http://www.aahd.us/initiatives/scholarship-program/

CareerOneStop, Free Scholarship Search – Sponsored by the U.S. Department of Labor, Employment and Training Administration. Search more than 7,000 scholarships, fellowships, loans, and other financial aid opportunities. Choose "Disabled" under Affiliation Restrictions: over 100 scholarship opportunities listed.

> CareerOneStop, U.S. Department of Labor. (2014). *Scholarship search*. Available online at http://careerinfonet.org/scholarshipsearch/ScholarshipCategory. asp?searchtype=category&nodeid=22

College Funding for Students with Disabilities

> University of Washington, DO-IT. (2013). *College funding for students with disabilities*. Available online at http://www.washington.edu/doit/Brochures/Academics/financial-aid. html

Creating Options: 2007 Financial Aid for Individuals with Disabilities (20 pg. PDF) — This document provides an overview of the financial aid process and options. This document can also be found on the FinAid! website.

> The George Washington University, HEATH Resource Center. (2007). *Creating options: 2007 financial aid for individuals with disabilities.* (20 pg. PDF). Available online at http:// inpathways.net/creating_options_2007.pdf.

disABLEDperson National Scholarship Competition — This scholarship competition for college students with disabilities awards a $1,000 scholarship. Applicants must submit a short essay, be enrolled full-time at an accredited two- or four-year college or university, and be a U.S. citizen.

> Disabled Person, Inc. (1999 - 2014). Spring 2014 National Scholarship Competition. Retrieved 06/19/14 from https://www.disabledperson.com/scholarships/16

[FAFSA4caster](#) — A free financial aid calculator that provides an early estimate of a student's eligibility for federal student aid. This information helps families plan ahead for college. You must use the Free Application for Federal Student Aid (FAFSA®) to apply for aid once you've decided to apply for admission and attend college.

> Federal Student Aid. (n.d.). *FAFSA4caster.* Available online at http://studentaid.ed.gov/fafsa/estimate.

[FastWeb!](#) — A commercial online scholarship search service.

> FastWeb! (2014). Available online at http://edu.fastweb.com/v/o_registration/flow/step1

[FinAid!: Financial Aid for Students with Disabilities](#) — On this web page, you'll find information about scholarships and fellowships for students with disabilities. Be sure to browse the rest of the site also, since some of the more general listings and scholarship databases may contain information relevant to students with disabilities.

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[Anne Ford and Allegra Ford Thomas Scholarships (2)](#) offer financial assistance to two graduating seniors with documented learning disabilities (LD) who are pursuing postsecondary education.

> National Center for Learning Disabilities. (n.d.). The Anne Ford and Allegra Ford Thomas Scholarships. Available online at http://www.ncld.org/about-us/learning-disability-scholarships-awards/anne-ford-allegra-ford-scholarships

[Free Application for Federal Student Aid](#) — To apply for federal student aid, students complete the FAFSA® or Free Application for Federal Student Aid. IMPORTANT: The FAFSA becomes available in early January each year, and there are different deadlines for different programs. Students must fill out the FAFSA every year they're enrolled in school in order to stay eligible for federal student aid.

> U.S. Department of Education. (n.d.). *Federal student aid.* Available online at http://www.fafsa.ed.gov/

[Grants and Scholarships – Finding and Applying for Scholarships](#) — Scholarships are gifts. They don't need to be repaid. There are thousands of them, offered by schools, employers, individuals, private companies, nonprofits, communities, religious groups, and professional and social organizations.

> Federal Student Aid, U.S. Department of Education. (n.d.) *Finding and applying for scholarships.* Available online at https://studentaid.ed.gov/types/grants-scholarships/finding-scholarships#what-kinds-of-scholarships-are-available

[Incight Scholarship](#) — Provides scholarships for students with disabilities. Applicants must have a documented disability and be enrolled full-time at any college, university, or trade school, etc.

> Incight Education. (n.d.). *Incight scholarship.* Available online at http://www.incighteducation.org/scholarship/

Learning Ally — National nonprofit since 1948 and leading provider of audiobooks and audio textbooks. Offers two endowed scholarship awards for outstanding students with print and learning disabilities.

> Learning Ally. (n.d.). *National & local award opportunities*. Available online at https://www.learningally.org/about-learning-ally/awards/

Microsoft DisAbility Scholarship — The mission of DisAbility Scholarship at Microsoft is to empower and enable high schools students with disabilities to (a) go to college, (b) realize the impact technology has on the world, and (c) target a career in the technology industry. A primary goal of this scholarship is to increase the pool of persons living with a disability enrolling in higher education and, in long term, decrease the unemployment bias for this demographic.

> Microsoft. (2014). Global Diversity and Inclusion. *Microsoft disability scholarship*. Available online at http://www.microsoft.com/en-us/diversity/programs/microsoftdisabilityscholarship.aspx

National Scholarships for Students with Disabilities — List published by ScholarshipMentor.

> ScholarshipMentor. (2014). *Scholarships for disabled students: National scholarships for students with disabilities*. Available online at http://scholarshipmentor.com/scholarships-disabled-students

Proyecto Visión — A bilingual website for youth with disabilities that includes a link to scholarship opportunities. Please also see their Facebook page (https://www.facebook.com/proyectovision).

> World Institute on Disability. (n.d.). Proyecto Visión scholarship opportunities. Available online at http://www.proyectovision.net/english/opportunities/scholarships.html

Taking Standardized Tests

Students are often anxious about taking tests and experience a range of outcomes. Since most colleges require SAT or ACT examinations, this activity raises that "specter," and attempts to draw out students' experiences and feelings on the subject. Following that initial discussion, the instructor shows the students a video from the Going To College website, "Taking Standardized Tests." This video shows several students talking about how they prepared for their SAT tests and the accommodations that helped them be successful.

After viewing the video, instructors ask the students for their feedback or observations. Then, the instructor offers several online resources that the students explore on their computers. One of these resources is "FairTest" from The National Center for Fair and Open Testing website, which offers a list of schools where testing is optional. Another resource is the "CollegeBoard, Testing, Students with Disabilities" website where accommodations are arranged when students take the SAT.

Photo courtesy of the University of Maine

Taking Standardized Tests

Time: 20 minutes

Purpose:

To introduce students to resources that may help them feel more confident in taking standardized tests and achieving better scores.

Key Concepts:

Standardized tests, SAT/ACT, prep courses, and accommodations

Preparation:

Review the following links:

⇨ [Taking standardized tests (video)](http://www.going-to-college.org/planning/tests.html)

   Virginia Commonwealth University, Going to College. (2009). *Taking standardized tests*. (video). Available online at http://www.going-to-college.org/planning/tests.html

⇨ [Colleges and Universities That Do Not Use SAT/ACT Scores for Admitting Substantial Numbers of Students Into Bachelor Degree Programs](http://www.fairtest.org/university/optional)

   FairTest. The National Center for Fair and Open Testing. (2014). *Colleges and universities that do not use SAT/ACT scores for admitting substantial numbers of students into bachelor degree programs*. Available online at http://www.fairtest.org/university/optional

⇨ [Providing testing accommodations for students with disabilities](http://professionals.collegeboard.com/testing/ssd)

   CollegeBoard. (2012). *Providing testing accommodations for students with disabilities*. Available online at http://professionals.collegeboard.com/testing/ssd

Leading the Activity:

1. Show the video listed above, *Taking standardized tests*, from the *Going to College* website.

2. Ask students if they have taken any standardized tests, and what they were. Discuss if they were challenging, and if students are willing to share, why.

3. Continue discussion about how standardized tests are often a requirement to accessing and being accepted into college. Show students information on the *FairTest* website listed above.

4. Discuss the supports that are available to students to improve their testing abilities and scores*. (e.g. School-based guidance counselors, books)*

5. Discuss the accommodations that students may have access to while taking standardized testing, and how they can find that information. Show students information on the *CollegeBoard* website listed above.

Student Participation:

Students will be encouraged to share information that they know about standardized testing, and to share what they learn and have questions about.

Documents/Materials Needed:

LCD projector, and computer/laptop

How are you addressing Universal Design for Learning Principles in this activity? Are you:

- Presenting the information flexibly in multiple ways?
- Providing multiple and flexible means for expression?
- Providing multiple and flexible ways to engage the learner?

Self-Determination

Self-determination is essentially the ability to establish goals, develop a plan for pursing those goals, monitor one's progress in one's progress toward goals, and make revisions to the plan as needed. Youth who develop self-determination skills in high school are more likely to succeed in college and in their careers than those who do not. In fact, research indicates that one's level of self-determination may be the best predictor of future success – both for students with and without disabilities.

In this section, students learn about self-determination and about how they can increase their self-determination skills in a number of ways including the following:

   •   Reviewing Self-Determination Success Stories from videos and flyers from the DO-IT center at the University of Washington;

   •   Practice identifying postsecondary education goals and establishing a plan for achieving them;

   •   Identifying a specific goal or goals related to the development of self-determination; and

   •   Learning about person-centered planning strategies that they can use in pursuing postsecondary education goals and in identifying resources that they will need to achieve them.

The final component of this section is on person-centered planning. In addition to providing students with an understanding of the person-centered process, it is also designed to introduce them to the next, and perhaps most important, phase of the project. We have found that ongoing person-centered planning serves several important functions. First, it helps students put into practice some of the things they learned in the workshops. Second, it gives them an opportunity to take more control of their own planning – and in the process, develop more self-determination skills. Third, it helps students and families stay on track as they work to successfully transition from high school to postsecondary education.

What is Self-Determination?

Time: 30 Minutes

Purpose:

To review the concept of self-determination and explore its meaning in more detail.

Key Concepts:

⇨ Self-determination

⇨ Goal-directed behavior

⇨ Self-regulated behavior

⇨ Autonomous behavior

⇨ Self-advocacy

Preparation:

⇨ Download Taking Charge: Stories of Success and Self-Determination (PDF) by Sheryl Burgstahler

   Burgstahler, S. (2012). *Taking charge: Stories of success and self-determination* (PDF). University of Washington, DO-IT project. Available online at: http://www.washington.edu/doit/Brochures/PDF/charge.pdf

⇨ Download and Taking Charge Study Guide (Doc).

   University of Maine Center for Community Inclusion and Disability Studies. (2014). *Study guide - Taking charge: Stories of success and self-determination* (Doc). Available to download from https://ccids.umaine.edu/files/2014/06/taking-charge-study-guide.docx

⇨ Review the above documents and share with the students in either an electronic format on flash drives or paper copies.

Leading the Activity:

⇨ Remind students that you have discussed self-determination earlier. Ask for volunteers to briefly say what self-determination means to them.

⇨ Explain that you are going to ask them to read a 6-page document that describes self-determination in more detail and shares the experiences of college students and professionals.

⇨ Explain that there will be three concepts that are used in the definition of self-determination that they will discuss that students might not be familiar with: include: goal-directed behavior; self-regulated behavior; and autonomous behavior. Ask each student to conduct an online web search to find the meaning of one of these concepts. Make sure that each of the concepts is identified by at least one person. Ask students to report out either in a small or large group.

⇨ Ask students to read the article using the study guide. They can record their answers to the questions by writing, typing or speaking. Tell them they will be using their answers in a follow-up discussion when everyone has completed reading the article.

⇨ Review the article as a large group using the students' study guide answers to guide the discussion.

⇨ Ask them at the end of the discussion what they now know about self-determination that they didn't know before.

How are you addressing Universal Design for Learning Principles in this activity? Are you:

· Presenting the information flexibly in multiple ways?

· Providing multiple and flexible means for expression?

· Providing multiple and flexible ways to engage the learner?

Study Guide for Burgstahler's (2012)
"Taking Charge: Stories of Success and Self-Determination"

1. In this article, success is defined by four different people and in four different ways. Which definition can you identify with most? Is there something else you would add? (Pages 1 & 2)

2. Ten people talked about setting goals and keeping their expectations high. Did you get any ideas from this about setting your own goals? How do you keep your expectations high? (Pages 2 & 3)

3. What does "understanding your abilities and disabilities" have to do with self-determination? (Page 3)

4. What does "self-advocacy" mean and how do people use it to achieve their goals? (Pages 3 & 4)

5. How have you used technology to achieve your academic goals? Did you get any new ideas about how you would use it in the future?

6. Who is in your "support network?" Who do you think you will rely on for help when you are in college?

Self-Determination Success Stories — Videos

Time: 40 Minutes

Purpose:

To introduce students to five teens with disabilities learning to live self-determined lives.

Key Concepts:

⇨ Self-determination

⇨ Self-advocacy

⇨ Goals

⇨ Assistive technology

Preparation:

⇨ Prepare to show video Taking Charge 3: Five Stories of Success and Self-Determination.

> University of Washington, DO-IT Project. (2008). *Taking charge 3: Five stories of success and self-determination* (video). Available online at http://www.washington.edu/doit/Video/index.php?vid=26

⇨ Download transcript of the "Taking Charge 3: Five Stories of Success and Self-Determination" video for distribution to students.

> University of Washington, DO-IT Project. (2008). *Taking charge 3: Five stories of success and self-determination* (video transcript). Available online at http://www.washington.edu/doit/Video/index.php?vid=26

⇨ Download the Video: Taking Charge 3: Five Stories of Success and Self-Determination Worksheet (Doc) to provide to students as a paper copy or electronically on their flash drives.

> University of Maine Center for Community Inclusion and Disability Studies. (2014). *Video: Taking charge 3: Five stories of success and self-determination Worksheet* (Doc). Available for downloading at https://ccids.umaine.edu/files/2014/06/taking-charge-video-worksheet.docx

Leading the Activity:

⇨ Explain that you will be showing a video entitled, "Taking Charge 3: Five Stories of Success and Self-Determination."

⇨ Distribute the worksheet for this video. Explain that as they review the video, students should use the worksheet to do the following: (1) identify something that each of the people in the video struggled with; (2) identify one thing each person did to become more self-determined; (3) list someone that each person went to for support; (4) write the name of the person the students most identify with in the video (they can also write down why they picked that person or they can explain why to the group); and (5) identify one lesson they will take away.

⇨ Play the video. Pause between the vignettes if students need more time to record their answers.

⇨ Ask students to share one or more of their answers on the worksheet.

⇨ Other questions you can ask to stimulate discussion:

◊ How did people use technology to become more self-determined?

◊ Remember Randy – who was totally blind from birth – what were his own goals for himself and how did that help him become more self-determined?

◊ A number of people talked about setting goals for themselves. How did that help them become more self-determined?

◊ Self-determination often means needing to be a self-advocate. Can you think of any situations in this video where people advocated for themselves?

◊ What do you think about the approach that Jessie's mother [the second Jessie] used to help her become more independent?

How are you addressing Universal Design for Learning Principles in this activity? Are you:

· Presenting the information flexibly in multiple ways?

· Providing multiple and flexible means for expression?

· Providing multiple and flexible ways to engage the learner?

Taking Charge 3: Five Stories of Success and Self-Determination Worksheet

1. Identify one thing that each of the students in this video struggled with.

   ⇨ Jessie

   _____

   ⇨ Randy

   _____

   ⇨ Todd

   _____

   ⇨ Nate

   _____

   ⇨ Jessie (2)

   _____

2. Identify one thing that each of the people in this video did to practice self-determination:

   ⇨ Jessie

   _____

   ⇨ Randy

   _____

   ⇨ Todd

   _____

   ⇨ Nate

   _____

   ⇨ Jessie (2)

   _____

3. Who do each person go to for support?

    ⇨ Jessie

    _____

    ⇨ Randy

    _____

    ⇨ Todd

    _____

    ⇨ Nate

    _____

    ⇨ Jessie (2)

    _____

4. Who do you most identify with in the video? Why?

    _____

    _____

    _____

    _____

    _____

5. Can you identify one lesson that you take away from this video?

    _____

    _____

    _____

    _____

    _____

Setting Goals

Time: 30 Minutes

Purpose:

To explore the importance of setting goals for college and career and to provide an opportunity to identify some short and long-term goals.

Key Concepts:

⇨ Goals

⇨ Long Term Goals

⇨ Short Term Goals

Preparation:

⇨ Make sure that everyone has access to the information at [Going to College - Setting my goals](#) web page.

> Virginia Commonwealth University, Going to College. (2009). *Setting my goals.* Available online at http://www.going-to-college.org/myplace/goals.html

⇨ Prepare to show the video at this site. If everyone does not have access to the web, you can print the information from the site that you will use. Prepare to record answers to the brainstorming activities.

Leading the Activity:

⇨ Ask students to brainstorm some areas where they might need to set some goals for themselves as they transition to college. Record their responses. Examples of goal areas include: Taking responsibility for my own healthcare, Managing my time effectively; Learning to advocate for accommodations I need; Maintaining a healthy lifestyle (Exercise and eating healthy meals); Learning to use assistive technology; Identifying my strengths and interests; Identifying a major; Identifying what I want in a college; Learning what colleges have the kind of program I am interested in; Participating in an internship in something related to my field.

⇨ Review and discuss the questions in the "What do you think?" section.

⇨ Show and discuss the video.

⇨ Ask students to read the "Victory is Sweet" and "Types of Goals" section.

⇨ Brainstorm with students some long-term goals. These can include goals for the current school year, goals to accomplish before high school graduation, college, or career goals. Record their responses.

⇨ Select several of the long-term goals that students have identified and ask them to identify some short-term goals that will go into achieving this long-term goal. Record their responses.

⇨ Review the section: "Steps to setting goals."

⇨ Ask students to select one or two of the goals from their brainstorming. Ideally these should include a long-term and a short-term goal. Ask them to answer each of the modified questions below from "Steps to setting goals."

1. What is your goal? I want to …

2. When do you want to accomplish this goal?

3. What is your plan for reaching your goal?

   a. Break it on down. Take that large goal and break it into smaller short-term goals.

4. What needs to be done first?

   a. Organize your goals by prioritizing your plan/short-term goals. Which ones are most important? What do you need to accomplish first?

5. What are the resources, assistance or people you will need to help you reach your goal?

6. What are the things that may interfere with reaching your goal?

7. How will you know if your plan is working? .

8. How can you adjust your goal or plan to make it work?

   a. If your plan is not working how will you adjust it. Will you need to modify the original goal?

How are you addressing Universal Design for Learning Principles in this activity? Are you:

- Presenting the information flexibly in multiple ways?
- Providing multiple and flexible means for expression?
- Providing multiple and flexible ways to engage the learner?

Identifying a Self-Determination Goal

Time: 40 Minutes

Purpose:

To identify places where students can begin to practice self-determination and to identify people to enlist to support students' acquisition of self-determination skills.

Key Concepts:

⇨ Self-determination

Preparation:

⇨ Prepare chart paper, white board, or other means for recording answers to brainstorming activity.

⇨ Download and prepare Identifying a Self-determination Goal Worksheet (Doc) worksheet in formats that all students will be able to access.

> University of Maine Center for Community Inclusion and Disability Studies. (2014). *Identifying a self-determination goal worksheet* (DOC). Available for download at https://ccids.umaine.edu/files/2014/06/identifying-self-determination-goal-worksheet.docx

Leading the Activity:

⇨ Explain that a big part of self-determination involves knowing how to set goals, develop a plan, monitor your progress, and revise your plan, if necessary. Increasing self-determination skills can be a goal in itself though! In fact this may be one of the most important goals anyone can learn. Self-determination skills learned in high school and college can be used throughout a person's life.

⇨ Brainstorm: Ask each student to identify some ways that they might practice self-determination in school and at home. Record their answers.

⇨ Ask each student to identify one area where they could exhibit greater self-determination (e.g. taking greater responsibility for own health care; taking a more active role in IEP meetings; identifying and practicing using assistive technology that might be useful in college; working on planning, outlining, evaluating, and revising written assignments more independently).

⇨ Distribute the worksheet: "Identifying a Self-Determination Goal" and ask people to write down under item 1 the general area they have identified in which they would like to increase their self-determination skills.

⇨ Under item 2, students should indicate where they could work on learning and practicing self-determination in this area. This could be at home, at school, or somewhere else like a part-time job or internship.

⇨ For item 3 on the worksheet they should identify exactly what it will look like when they are more self-determined in this area. Explain that this will be a self-determination goal. Some students may need some help in being specific and. You may have to ask some leading questions. Refer to the example on the worksheet or provide other examples to help them understand how specific they should be.

⇨ Under item 4 they should identify some specific skills they will need to learn. Again some students might require some help in identifying skills with sufficient specificity. For example, if a student says "I want to be a better self-advocate," you might ask: "In advocating for what?" or "What skills do you want to learn to do this – to communicate better with teachers? With parents? With college administrators?" or "Do want to be able to be able to advocate better in writing or in person?

⇨ Under item 5, the student should identify some first steps they can take in achieving their goal. Explain that these are first steps in the process and that they do not need to identify how they are going to get to their ultimate goal.

⇨ Next ask them to identify the professionals, family members, friends, and others whose support they will need to enlist to work on this goal. Explain that everyone needs some support as they begin to take more responsibility for their own lives. Answers should be written under item 6 on the worksheet. You may want to prompt them by reminding them of the students they saw in the video and who they went to for support.

⇨ Finally, explain that some of the people they know may not have a lot of experience in supporting youth to become more self-determined. Ask them to indicate under question 7 on their worksheet what resources they might provide to those who are providing support. Remind them that by enlisting others to support them as they gain more self-determination skills, they are practicing self-determination.

How are you addressing Universal Design for Learning Principles in this activity? Are you:

- Presenting the information flexibly in multiple ways?
- Providing multiple and flexible means for expression?
- Providing multiple and flexible ways to engage the learner?

Identifying a Self-Determination Goal Worksheet

1. Identify an area in which you would like to increase your ability to be self-determined. For example, at home you could take more responsibility for planning and preparing meals or in taking more responsibility for your own healthcare. In school, you could taking take a more active role in IEP meetings; identifying and practicing with assistive technology that might be useful in college; and learning how to ask for accommodations from teachers or professors. You can use one of these examples or come up with your own.

   _____

   _____

   _____

   _____

   _____

   _____

2. Where could you begin to work on learning and practicing those skills?

   ❑   Home

   ❑   School

   ❑   Somewhere else _____

3. What will it look like when I am more self-determined in this area? This is your goal. (Be specific. For example if you would like to take a more active role in your IEP meeting, you might say: "I will identify at least four goals prior to the meeting that I would like addressed in the IEP and I will explain in the meeting why those goals are important to achieve." Or you might say, "With support from my teacher I will lead the next IEP meeting.")

   _____

   _____

   _____

   _____

4. What skills will I need to learn to accomplish this goal? Identify the specific skills you will need to *learn* and *practice*.

_____

_____

_____

_____

5. What are some first steps I can take?

_____

_____

_____

6. Who can I get support from in accomplishing this goal? For helping learn the skill? In helping me find new opportunities to practice self-determination? For help in identifying other steps I need to take to achieve my goal? (For example, if you want to have a more active role in leading your IEP meetings, you may have to approach a teacher or special education teacher to talk with them in advance about doing this. You might also have to find out more about what is involved in leading your own meeting.)

_____

_____

_____

7. What resources do you **and** those who are supporting you need to help you become more self-determined? (See Self-Determination Resources on the next page for some ideas.)

_____

_____

_____

Person-Centered Planning as Self-Determination

Time: 20 Minutes

Purpose:

To learn how person-centered planning will be used at the completion of the STEM workshops to help the student transition successfully from high school to college. Students will learn what person-centered planning is and how they can use it to build their self-determination skills.

Key Concepts:

⇨ Person-Centered Planning (PCP)

⇨ Self-Determination

⇨ Action Planning

Preparation:

⇨ Download the presentation, Person-Centered Planning in STEM (PDF).

> University of Maine Center for Community Inclusion and Disability Studies. (2014). *Person-centered planning in STEM* (PDF). Available for download at https://ccids. umaine.edu/files/2014/06/PCP-STEM-Presentation.pdf.

⇨ Review Person-Centered Planning activities in Section 5, Person-Centered Planning Toolbox.

Leading the Activity:

1. Explain that the next step in this process is to work with each of the students, their families and others who they want to invite to meetings to do some planning for their transition to college.

2. Share the "Person-Centered Planning in STEM" presentation with the students via an LCD projector or pass out printed copies. Use the presentation notes on the following page.

3. Many youth with disabilities have negative perceptions about planning, often equating it with meetings in which people focus on their disability. Many are not motivated by the idea of meetings or taking a more active role in a process which they perceive as focusing on what is wrong with them. Emphasize throughout this activity that this is a fun and positive activity.

4. If you have time, review some of the PCP activities listed in Section 5, Person-Centered Planning Toolbox.

Presentation Notes for PCP in STEM

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Person-Centered Planning in STEM

Slide 1

Explain that the next step in this process is to work with each of the students, their families and others who they want to invite to meetings to do some planning for their transition to college. This may be the most important step. This is where students and their families can put into action the things that they have learned in these sessions.

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What is Person-Centered Planning?

People working together to develop a positive description of an individual and to plan for a future consistent with the person's goals and dreams.

We often use the acronym "PCP" to refer to person-centered planning.

Slide 2

Explain that it is important for students to understand that the planning process is a positive one – and often fun. It always starts with a positive description of the person and her or his strengths. Some students may have had negative experiences with planning in the past. If they talk about those negative experiences, you can use that as an opportunity to explain how PCP can be very different.

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Why Do We Use PCP in This Project?

- The transition to college requires a great deal of planning.
- PCP provides a way to break this large process into small steps.
- PCP helps you identify who can help you with your planning and how they can help.
- As you take more responsibility for your planning, you can learn important self-determination skills.

Slide 3

Explain that effective transition to college takes a great deal of planning.

PCP provides a way for the student and her or his family to organize that planning by breaking the plan down into small concrete steps. Once these steps have been identified, the PCP team can decide who will be responsible and when they'll be completed.

PCP helps the student to enlist the support of others to help him or her pursue educational and career goals.

PCP allows the student to begin to take greater control of his or her own planning. This is an important step towards becoming more self-determined.

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PCP Consists of:

- Vision
- Positive Personal Profile
- Interests, Strengths, Gifts
- Preferences
- Action Steps
- Visual Record
- Review of progress and ongoing revision of plan

Slide 4

In person-centered planning we identify:

- **A vision** of the future that includes the person's dreams for college, a career, and adult life;
- **A positive personal profile** in which the person is described in positive terms. (We often ask team members to tell us what they would say if they were bragging about the person.)
- **Interests, strengths and gifts.** Team members identify what the person does well and his or her unique set of strengths and gifts;
- **Preferences**. This can include the person's preferences for a career, major, lifestyle, or college as well as the kinds of support they will get, how that support will be provided, and their preferred learning style.
- **Action steps**. Here the team specifies who will be responsible for each goal and when it should be completed.
- **Visual record**. Someone is responsible for recording the results of the meeting – usually on chart paper – and posting them so that they are accessible throughout the meeting. They should also be available in alternative formats for those who have visual impairments. Often facilitators include pictures in the record.
- **Review of progress and ongoing revision of plan.** PCP is not a single meeting. As the student and his or her team try things, they learn more about who the person is and what she or he wants to achieve. Typically, students have at least three PCP meetings to plan their transition to postsecondary education. If they find them useful, they may choose to continue them through college and as they enter careers.

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Typically We Use PCP to:

- Improve the Overall Quality of a Person's Life
- Identify Needed Employment Supports
- Plan the Transition from School to Adult Life
- Identify Community Living, Housing, and Support Options
- Select Assistive Technology
- Enhancing Community Connections
- Develop a Plan for Getting Appropriate Healthcare

Slide 5

Explain that PCP can be used in a lot of ways. Listed on the slide are some of the things that people use PCP for. PCP in this project is more focused though on the transition to college. The college transition plan can include some of these topics mentioned on this slide such as assistive technology plans, a plan for housing when the student goes to school, or a healthcare transition plan.

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STEM-Related PCP

STEM-related PCP is more specific than other forms of PCP. Topics covered in this PCP process may include:

- Identifying possible rewarding careers
- Matching your strengths and interests with careers
- Finding out more about careers and identifying the education you will need to succeed in your chosen career.
- Identifying what you need to do to prepare for college
- Choosing a college
- Choosing a major

Slide 6

Briefly review the topics on this slide and the following slide.

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STEM-Related PCP (2)

- Obtaining healthcare when you are away from home

- Maintaining a healthy lifestyle

- Identifying supports that you will need to succeed in transition and in college

- Determining who you need to enlist to help you reach your goals

- Determining what Assistive Technologies will be useful to you in college

- Identifying action steps, who will be responsible for those steps and a timeline for completion

Slide 7

Ask students if they can think of anything else they might include in a PCP.

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Good News!

You have already done a number of things in this project that you can use in developing your PCP including:

- Examining your strengths, interests, and learning style
- Identifying accommodations you need
- Explored the use of assistive technology that may be useful to you in PCP

Slide 8

Refer students back to activities that they have already completed.

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Action Planning

- One of the keys to effective PCPs is "action planning."

- You are in charge of your planning, but different team members will take responsibility for helping you achieve your goals.

- As you identify goals through the process, you will also identify specific things that you and other team members need to do to help you achieve the goals. This is the action plan.

Slide 9

Emphasize that this is the most important part of PCP. After identifying goals, it is vital to come up with a plan for achieving those goals. This is the action plan.

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The Action Plan Consists of:

- The <u>step</u> or <u>action</u> that someone is going to take. For example, the step might be that you will visit a college.

- <u>Who</u> will work on this step? In the case of a college visit, it might be you and your parents.

- <u>When</u> it will be done? In this example, you will identify the date when the visit will have been completed.

Slide 10

Review the three components of the action plan.

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Breaking Actions into Smaller Steps

- It often helps to break actions into smaller steps.

- In the example of college visits, there are a number of steps that could come first:

  - Determine when you could meet with someone from the Disability Support Services office.

  - Develop a list of questions that you can ask college personnel when you visit.

  - Identify times when your parents would be available to take you on the trip to visit the school.

Slide 11

Emphasize again that transition planning is a big process. PCP allows the student and his or her family to break the process into smaller steps and to identify how it will be accomplished. Review the example on the next slide.

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PCP Activities

- A number of activities have been identified that your planning facilitator may use to identify some goals, steps to achieving those goals, and the support you will need along the way.

- She or he will review those activities with you and YOU can decide what you want to use in your PCP.

- Have fun!

Slide 12

Explain that the students will have a number of PCP activities they can choose from. You may also describe some of the activities found in the Person-Centered Planning Toolbox in Section 5. Also explain that they can change the activities if they like. This is their process!

Section Five: Person-Centered Planning Toolbox

Person-Centered Planning:
Following Up on Instruction

The University of Maine Center for Community Inclusion and Disability Studies has studied the effectiveness of a two-part transition-planning model for several years. In this model, instructional activities related to transition are followed with a series of person-centered planning meetings. We believe this second component is essential. Person-centered planning provides an opportunity for students to clarify postsecondary educational and career goals, identify how they will achieve their goals, and identify the supports that they will need as they work toward those goals. Students also learn and practice self-determination skills as they begin to take more responsibility for their own plans.

What is Person-Centered Planning (PCP)?

PCP is a process in which people work together to develop a positive description of an individual and to plan for a future consistent with the person's goals and dreams. The individual for whom the planning is done, or the focus person, is at the center of the planning. To the maximum extent possible, the focus person should determine how the meeting will be conducted, what goals will be pursued, and how she or he will achieve those goals (including the identification of supports from others and accommodations).

PCP typically consists of the following:

⇨ A vision of the future;

⇨ A personal profile identifying the focus person's strengths, interests, gifts, preferences, and learning style;

⇨ Identification of Goals and Short-Term Steps that can be taken in pursuing those goals;

⇨ Action Planning – specification of the next steps that need to be taken; who will be responsible for them (typically the focus person is not solely responsible for achieving the step); and a timeline for completing the step; and

⇨ Ongoing meetings to monitor progress on goals and to make revisions to the plan as the individual gains more experience.

STEM PCP focuses more specifically on issues such as the following:

⇨ Matching your strengths and interests with careers

⇨ Finding out more about careers and identifying the education you will need to succeed in your chosen career

⇨ Identifying what you need to do to prepare for college

⇨ Choosing a college

⇨ Choosing a major

⇨ Identifying possible rewarding careers

⇨ Obtaining healthcare when you are away from home

⇨ Maintaining a healthy lifestyle

⇨ Identifying supports that you will need to succeed in transition and in college

⇨ Determining who you need to enlist to help you reach your goals

⇨ Determining what assistive technologies will be useful to you in college

Why Person-Centered Planning?

Youth who develop self-determination skills are more likely to successfully transition to postsecondary education and to find jobs. Self-determination essentially is the capacity to identify one's own goals, pursue those goals, and monitor one's progress in achieving those goals. PCP provides a way for youth to plan the small steps that they need to take on their way to achieving their larger educational and career goals. We recognize that goal setting is never done in isolation and that youth often rely on their families and friends to help them think about and pursue goals. In PCP, youth identify who they can enlist to help and support them as they begin to take more responsibility for their own future.

We have also learned that we can make the instruction that youth have received more concrete and meaningful through participation in the ongoing PCP process.

PCP Activities

We have included a "toolbox" of PCP tools that you can use with the focus person, his or her family, and professionals. This is certainly not comprehensive. Feel free to modify these tools, use other tools, or invent your own PCP strategies.

We have also identified activities within this model that a participating youth may have already completed. These are listed in the document: *Items from Your Portfolio that You can Use to Develop Your PCP.* In those cases, with his or her permission, you may simply want to summarize the results of those for the team. Better yet, try to get the youth to summarize those results instead.

Hints for Facilitating the PCP

⇨   Maximize the youth's involvement in the planning. They should select the activities to use in the planning.

⇨   Identify ground rules at the beginning of the process, making sure that the youth plays an active role in identifying them.

⇨   Keep the meeting positive. It's extremely important to stay focused on the youth's strengths as you discuss their strengths, talents and interests. It often helps to have a ground rule about keeping the discussions positive. It's especially important to keep the meeting positive for individuals who have had negative experiences with meetings in the past.

⇨   Use activities that have already been completed from this model to construct a vision of the future for the youth and a personal profile. A list of curricular activities that can be used for this purpose is included.

⇨   PCP should be considered a process and not a meeting. Goals and plans usually evolve over time.

⇨   The process should be flexible. The youth may decide to try different planning activities or revise their goals. It's also okay to invent new activities to meet the planning needs of the youth. (For example, one young man decided that they needed to develop a list of things that his VR counselor needed to know about him.)

Items from Your Portfolio that You Can Use to Develop Your Person-Centered Plan

You have probably completed a number of activities already that you can incorporate into your Person-Centered Plan. Many are already in your portfolio. Review some of these activities and documents – either alone or with a teacher or family member. Decide if any of the materials that you have already completed would contribute to your team's understanding of who you are and what you want to accomplish in your life.

Personal Profile

Strengths and Interests (from Section 1)

Strengths and Interests Assessments

- Assessment: Find Your Strengths! — Multiple Intelligences for Adults Literacy and Education. (n.d.). *Assessment: Find Your Strengths!* (web form). Retrieved from http://www.literacyworks.org/mi/assessment/findyourstrengths.html **(or)**

- Worksheet for Identifying Interests, Values, and Strengths (PDF) — Cornell University, Career Services. (n.d.). *Worksheet for identifying interests, values, and strengths* (PDF). Available online from http://www.ilr.cornell.edu/careerservices/about/upload/UnderstandingYourselfWorksheet.pdf **(and)**

- Knowing my Strengths — Virginia Commonwealth University, Going to College. (2009). *Knowing my strengths*. Available online at http://www.going-to-college.org/myplace/strengths.html

Learning Styles – Learning Styles Inventories (from Section 1)

- Going to College; My Learning Style — Virginia Commonwealth University, Going to College. (2009). *My learning style*. Available online at http://www.going-to-college.org/myplace/style.html

- Learning Style Inventory — Bixler, B. (n.d.). *Learning style inventory*. Available online at http://www.personal.psu.edu/bxb11/LSI/LSI.htm

- What is my learning style? — Thinkwell Corp. (2003). Learning styles identifier. *What is my learning style?* Available online at http://www.2learn.org/learningstyles.html

Exploring Colleges

Choosing a College Activity (from Section 4)

- Comparing Colleges (Doc) — Virginia Commonwealth University. Going to College. (2009). *Comparing colleges (Doc).* From the Planning for College section of the Going to College website. Available for download at http://www.going-to-college.org/planning/activities.html#deciding. Also available at https://ccids.umaine.edu/files/2014/06/c-comparingcolleges.doc

Applying for College Activity (from Section 4)

- [Going to College - Applying for college](#) — Virginia Commonwealth University. Going to College. (2009). *Applying for college.* Available online at http://www.going-to-college.org/planning/applying.html.

Applying for College Activity (from Section 1)

- *Critical Steps Checklist* — a checklist of important steps as you transition from high school to postsecondary education. You can use this in your planning to help identify things that need to happen before you go to college.

Deciding on a Major Activity (from Section 4)

- [Virginia Career VIEW (website)](#) — Virginia Career VIEW. (2014). Available online at http://www.vaview.org/careers

Assistive Technology

Students Sample Assistive Technology (from Section 4)

- This activity may be helpful as you explore various technologies that would be useful to you in college.

Who is _____?

With this activity, people on your planning team get together and brainstorm words and short phrases that they would use to describe you. These should be positive descriptions. Sometimes, it's helpful for the planning facilitator to ask people how they would describe you if they were *bragging* about you.

The planning facilitator will start by putting the question below on the top of chart paper, or on a board or screen that everyone can access.

◊ Who is (Your Name)?

Under this question, the facilitator will record all the positive words and statements they use to describe you. People should think broadly when they answer this – the description should not focus on just your academic performance. It can include things you like to do, places you like to go, the type of people you like to hang out with, your favorite food, your contribution to groups to which you belong, and your talents, etc.

Short Examples (Actual lists developed in brainstorms are usually much longer):

Who is Mary?

◊ Passionate about great food

◊ Good at chemistry and physics

◊ Good at math

◊ Detail oriented

◊ Remembers things that others show her

◊ Talented actor

Who is Gene?

◊ Loves to eat at McDonalds

◊ Interested in biology and anything related to natural world

◊ Big picture person

◊ Remembers things that others say to him

◊ Writes well

◊ Loyal friend

◊ Loves music

Relationship Circles

Decisions about the college someone will attend or the career they will pursue are seldom made in isolation. People may talk to friends, family members, or teachers as they make important decisions about what they will do with their lives. This activity is designed to help you identify people whose support you would like to enlist as you transition to college.

Using the Relationships Circles (PDF) map, brainstorm a list of people you are very close to. The circles are usually drawn on a large piece of chart paper, but they can also be put on a computer and projected so that everyone can see them. The planning facilitator should record the team's responses in the circles. The inner circle usually includes family members, but it can include anyone on whom you rely. List friends in the second circle and professionals (e.g., medical providers, teachers, therapists, etc.) in the outer circle.

When this has been completed, review the list of people. Then answer the following questions:

1. Who in this circle should I engage in my transition planning process?
2. What do I need the person to do?
3. How will they be involved (e.g., attending meetings, informal conversations, etc.)?
4. Are there others who I should invite to participate formally or informally in this process?

As you continue with the planning process, it may be helpful to come back and revisit your circles. You may find that there are some specific things that you need help with, such as identifying an appropriate college or determining the course that you need to take while you are in high school. You can come back to your relationship circles to help you figure out who can be of assistance in helping you complete any of these or other transition-related tasks.

Download the Relationships Circles (PDF) (see example below).

University of Maine Center for Community Inclusion and Disability Studies. (2014). *Relationship circles* (PDF). Available for download at https://ccids.umaine.edu/files/2014/06/relationship-circles.pdf
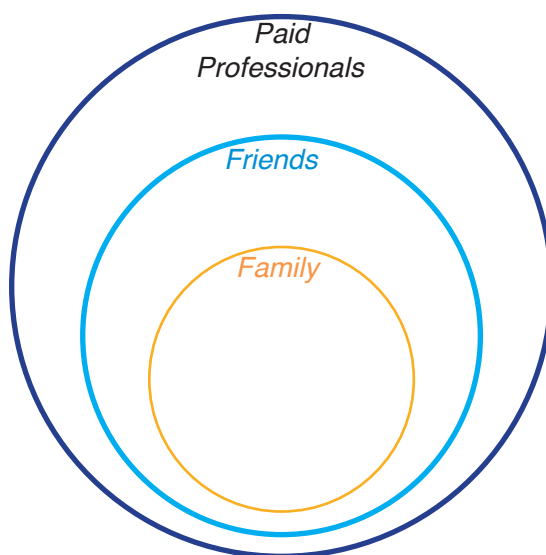
What Will My Life Look Like in 10 Years?

This activity is designed to help you identify some long-term goals and to begin thinking about some of the things that you need to do to achieve your dreams.

Activity:

Answer the following question: "What do you think your life will look like in ten years?

Some questions that the planning facilitator may ask to help you think about these things:

⇨ Where will you live?

◊ Rural, suburban or urban area?

◊ Apartment or house?

◊ Renting or owning?

◊ With others or alone?

⇨ What kind of work do you think you will be doing?

⇨ How much do you think you will be getting paid?

⇨ What will you do for fun?

⇨ Who will you spend time with outside of work?

⇨ What will your romantic life look like?

⇨ What role will your family play in your life?

⇨ Will you have pets?

⇨ What will you do for recreation?

⇨ How will you meet your healthcare needs?

The planning facilitator can record your responses. The facilitator and other members of the planning team may also ask you questions to prompt you to provide more detail.

The facilitator may also provide some illustrations – if that is something they are good at doing. You can illustrate it yourself. With some advance planning, you could also bring pictures from magazines or clip art that you could use to illustrate your life.

See an example on the following page.

Where I will be in 10 Years?

⇨ Working in a job in the field of chemistry.

⇨ I will be married.

⇨ I will have a gym membership.

⇨ I will play chess and computer games with friends.

⇨ I will have a dog.

When you have completed your vision for your life ten years from now – identify some of the things that you will need to do this year, next year, and in five years to reach your ten-year goals.

Creating Your Portfolio

This activity is an ongoing activity that you can complete as you participate in the person-centered planning process. In fact, some of the things that you create through your person-centered plan can be included in the portfolio.

The person-centered planning process can also be used to identify additional items to include in your portfolio and a plan for obtaining those items. For example, you may decide to include a list of accommodations that you will need in high school in the portfolio. You and your team can decide in the planning process how you will go about identifying possible accommodations, deciding which ones might be appropriate for college, and determining which ones will be available at colleges that you are considering.

Items for Student Portfolio:

Why create a student portfolio? A portfolio can demonstrate accomplishments and competencies; and assist the admissions recruiter at your college interview.

- ❑ Samples of your work: reports, models, or pictures of projects you have completed, papers you have written, evidence of your participation on teams (academic, sports, art/music, etc.) or school activities, descriptions of volunteer work.

- ❑ **Personal Inventories**:
  - ❑ Student's Critical Steps Checklist
  - ❑ Learning style*
  - ❑ Strengths
  - ❑ Interest inventory results
  - ❑ Aspirations inventory
  - ❑ Assistive technology inventory

- ❑ Letters of recommendation (e.g., teachers, school counselors, employers, administrators, coaches, etc.)

- ❑ State and/or district assessment results

- ❑ Summary of Performance (SoP) from IEP, Measurable Postsecondary Goals (MPSG), and age appropriate transition assessments

- ❑ PSAT, ACT/SAT scores

- ❑ Accommodations that will be needed *

- ❑ Current documentation and description of disability*

- ❑ Appendix items may include additional items such as the following:
  - ❑ Calendar of your timeline/To-Do list for applying for colleges
  - ❑ Information on laws that apply in college vs. high school
  - ❑ Contacts
  - ❑ *College Comparison*

❑ *Opening Doors to Post Secondary Education and Training* (PDF)

❑ *A Student's Guide to the IEP (PDF)*

❑ *Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities (PDF)*

*May be required by a college in order to receive accommodations.

Portfolios: Personal Documents, Worksheets & Resources

Worksheets	Personal Documents to Save in Portfolio
Career and Postsecondary Aspirations Survey	Results of *Career and Postsecondary Aspirations Survey* (in class)
Employability Maturity Interview	Results of *Employability Maturity Interview* (prior to Session 1)
Critical Steps in the Transition from High School to College For Students with Disabilities Interested in STEM Careers	Results of *Critical Steps in the Transition from High School to College For Students with Disabilities Interested in STEM Careers (prior to Session 1)*
Self-Advocacy Determination Scale	Results of *Self-Advocacy Determination Scale* (completed prior to training)
Learning Style Inventory Bixler, B. (n.d.). *Learning styles inventory.* Available online at http://www.personal.psu.edu/bxb11/LSI/LSI.htm	Student results from the *Learning Style Survey*
Assessment: Find Your Strengths! Multiple Intelligences for Adults Literacy and Education. (n.d.) *Assessment: Find your strengths!* (web form). Available online from http://www.literacyworks.org/mi/assessment/findyourstrengths.html	Student results from the *Find Your Strengths! Survey* For more extensive exploration of interests and strengths, see: You can't cram for a career. Kuder Inc. (2014). *You can't cram for a career.* Available online at http://www.kuder.com/students-and-parents/students.aspx

Worksheets	Personal Documents to Save in Portfolio
[Study Skills Assessment](#) Virginia Commonwealth University, Going to College. (2009). *Study skills assessment.* Available online at http://www.going-to-college.org/campuslife/activities.html#grades	Copy of *Study Skills Assessment*
[Worksheet for Identifying Interests, Values, and Strengths (PDF)](#). Cornell University, Career Services. (n.d.). *Worksheet for identifying interests, values, and strengths* (PDF). Retrieved from http://www.ilr.cornell.edu/careerservices/about/upload/UnderstandingYourselfWorksheet.pdf	Student results from Cornell University Survey
Assistive Technology: [TechMatrix.](#) Assistive and educational technology tools and resources to support learning for students with disabilities and their classmates. TechMatrix. (n.d.). Retrieved from http://techmatrix.org	Student enters search criteria (e.g., grade, content, instructional support needed) and this site identifies a number of assistive/educational tools that will be useful to you.
Documentation of my disability and registration for Disability Support Services at UMaine.	Completed documentation of your disability. See appropriate form at this page: [Registration with Disability Support Services - Guidelines for Disability Documentations](#) University of Maine. (n.d.). *Registration with disability support services - Guidelines for disability documentations.* Available online at http://umaine.edu/disability/registration/guidelines-for-disability-documentations/

Worksheets	Personal Documents to Save in Portfolio
[The 411 on Disability Disclosure: A Workbook for Youth with Disabilities (99 pg PDF)](http://www.ncwd-youth.info/411-on-disability-disclosure) National Collaborative on Workforce and Disability (n.d.). *The 411 on disability dsclosure: A workbook for youth with disabilities (99 pg PDF)*. Available online at: http://www.ncwd-youth.info/411-on-disability-disclosure	A copy of your personal script disclosing your disability. Directions provided in Chapter 6, page 11-12 of this resource.
[Comparing Colleges Activity Form (Doc)](http://www.going-to-college.org/docs/comparingcolleges.doc) Virginia Commonwealth University, Going to College. (2009). *Comparing colleges (Doc)*. Available online at http://www.going-to-college.org/docs/comparingcolleges.doc	The completed Comparing Colleges worksheet.
Planning for College Resources: [Portfolio: Planning for College.](http://www.going-to-college.org/portfolio/planning.html) Virginia Commonwealth University. Going to College. (2009). *Portfolio: Planning for college*. Available online at http://www.going-to-college.org/portfolio/planning.html	This webpage has a number of planning sheets*:* • *Comparing colleges worksheet;* • *High school "to-do" lists;* • *College Application Checklist;* • *Asking for Recommendation letters; etc.*

Developing Your Personal Profile Identifying Strengths, Interests and Learning Style

The activities below are designed to help you and your team develop a better idea of your strengths and interests. You may have already completed one or more of the activities described here. In that case, you may simply want to review the results with your team.

Activity 1

Complete the worksheet, [Worksheet for Identifying Interests, Values, and Strengths (PDF)](#)

> Cornell University, Career Services. (n.d.). *Worksheet for identifying interests, values, and strengths* (PDF). Retrieved from http://www.ilr.cornell.edu/careerservices/about/upload/UnderstandingYourselfWorksheet.pdf

You may find that working with a teacher or family member on this activity can be useful. Some people struggle with the question about what you would do if you had no financial limitations. The intent of this question is simply to help you figure out what you want with your life – not what you need to do to become a billionaire. As a team, you should explore what your answers mean in terms of a potential STEM career or for your major.

Activity 2

Go to the [Going to College, Activities](#) web page.

> Virginia Commonwealth University, Going to College. (2009). *Activities, knowing my strengths.* Available online at http://www.going-to-college.org/myplace/activities.html#strengths

They list several online activities that you can use to identify your learning style, strengths, and interests. Choose one or more activities that you would like to complete. Review the results with your team.

Activity 3

Complete the online [Multiple Intelligences Assessment, Find Your Strengths!](#)

> Multiple Intelligences for Adults Literacy and Education. (n.d.). *Assessment: Find your strengths!* (web form). Available online at http://www.literacyworks.org/mi/assessment/findyourstrengths.html

Review the results with your team. You can use the following questions to guide your discussion: "What does it say about the kind of work that might be interesting for you?" and "What motivates and challenges you academically?

Activity 4

Complete one of the following online learning style inventories below (or review the results if you have already completeted them):

- [Learning Style Inventory](#)

    Bixler, B. (n.d.). *Learning style inventory.* Available online at http://www.personal.psu.edu/bxb11/LSI/LSI.htm.

- [What is my learning style?](#)

    Thinkwell Corp. (2003). *Learning styles identifier. What is my learning style?* Available online at http://www.2learn.org/learningstyles.html

Review the results with your team. Brainstorm some ideas about good careers or good fields of study for someone with your learning style.
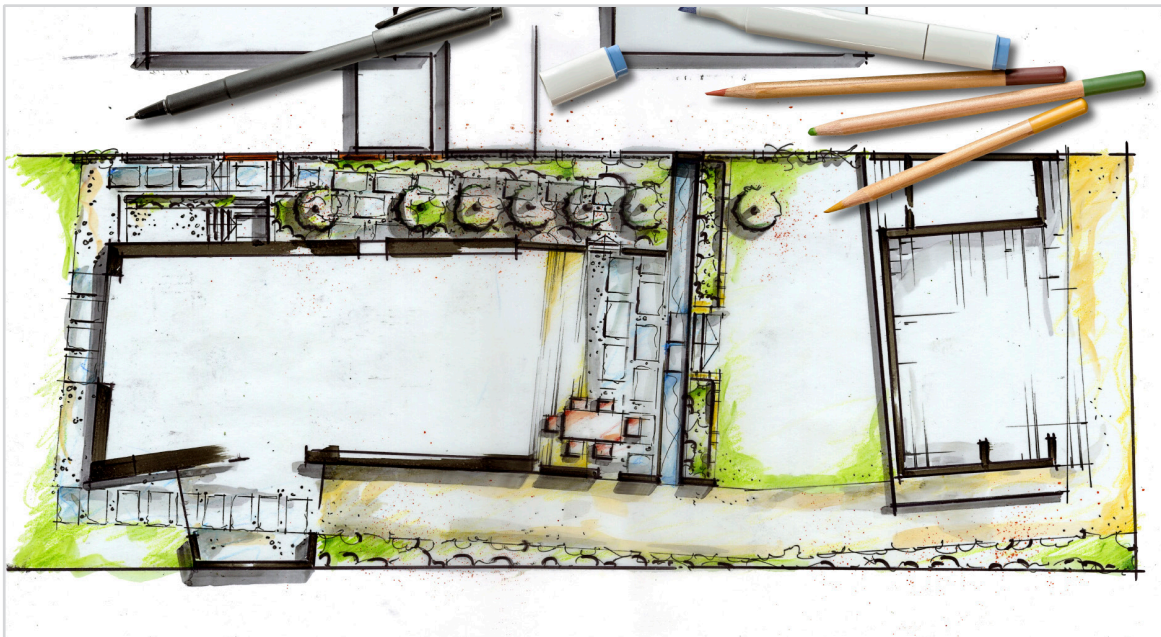
What Works for You in School?

This is an activity that can help you understand what works for you in classrooms and what does not work. You may have a good understanding of this already, but it can help to write it down and get the perspectives of others who know you well. This information can be very helpful to you when you go to your college's disability support services office to ask for accommodations.

In this activity, the facilitator creates two columns on a sheet of chart paper. On top of the left hand column, the facilitator should write: "What works? (i.e., What helps you succeed in class or complete an assignment?). In the right-hand column, they should write: What doesn't work? (i.e., What causes anxiety, makes it difficult to complete assignments, or interferes with success in a class?). The facilitator then asks people to list some of those things. *Remember that you are the one who knows best what works and does not work for you! As someone who may be working on increasing your self-determination skills, it is important to make sure that you are heard.*

Short Example:

What works for you in school? (i.e., What helps you succeed in class or complete an assignment?)

◊ Small classes

◊ Clear expectations in writing

◊ Extra time for tests

◊ Structure

◊ Using a keyboard to write

◊ Tools to help me organize my time

◊ A notetaker

◊ Sitting in front of class

What doesn't work? (i.e., What causes anxiety or makes it difficult to complete assignments or succeed in class)

◊ Having to write a lot of notes

◊ Unclear assignments

◊ Fire alarms

◊ Lab partner who is impatient with me when I take longer to complete a task in the lab

◊ Small group activities

◊ Sitting in back of class

Matching STEM Careers to Interests and Strengths

There are a number of PCP activities that can be used by your team to develop your "Personal Profile." This is just a description of who you are, what you like, what you are good at, and your learning style. Some of the PCP activities that can be used to construct this profile include: Who is…?; What Works? or any of the Developing Your Personal Profile - Identifying Strengths, Interests, and Learning Style activities.

Brainstorming Careers Activity

With your team, review and summarize your profile. Then, brainstorm possible STEM-related (or non-STEM) careers that would be a good match for someone with your unique set of strengths, interests, and learning styles. While brainstorming, participants should avoid commenting on other people's ideas. Some may seem very unrealistic – but that is all right for now.

After you have brainstormed, discuss realistic possibilities as a team.

It may help to go to the Virginia Career VIEW website where you can look up various careers, the pay range for people in those careers, and the educational requirements.

> Virginia Career VIEW. (2014). *Career search*. Available online at http://www. vacareerview.org/careers/careerawareness/

Photo courtesy of the University of Maine

Increasing Self-Determination Plan

This is an activity that you can work on with members of your team. The goal is to develop a plan for increasing your self-determination skills by identifying self-determination goals, skills you will need to learn, who you will get support from, and where you can practice those skills. In addition, you and your team should determine how you will know if you are succeeding in your goals.

1. Identify some part of your life where you would like to have more control. Think especially of things you will need to do when you go to college. (For example, you might want to have more control over when you do your homework – something you will need to schedule for yourself when you are in college.)

2. What skills do you need to learn to do this? (In the example above, you might need instruction in how to organize your time.)

   a. Who can you ask to teach you those skills? (e.g., parent, teacher, friend, etc.)

   b. What is the next step you need to take to make sure that you learn this skill? (e.g., Ask my mother to help me. Ask my guidance counselor for ideas. Ask that it be addressed in my IEP meeting.)

3. How can I get more experience practicing this skill? (e.g., Ask for opportunities to set my own study schedule at home. Work on organizational skills in school.)

4. Are there other supports that I need? (e.g., Request help in learning how to use a scheduling app, reminders, etc.)

5. How will I know that my strategy for achieving my goal is working? How can I keep track of my progress?

Planning:
Exploring Possible STEM Careers

The purpose of the activity described here is to begin exploring possible STEM careers. This is something you may choose to do throughout the planning process. Many people have an idea about the career they would like to pursue, but as they learn more about it, gain some experience, or take classes, their career goals can change or become more refined. You and your team may want to come back to this activity several times.

In this activity, you begin by listing as many as six STEM fields or disciplines that you think would be a good fit for you. For each of these career fields, answer the nine questions about that field or discipline. We have included a list of six online resources that you can use to find out more information about these fields and the jobs that are available to people who enter those fields. This will help you to get a better idea of why the field might or might not be a good fit; examples of jobs that are available within the field; how much money people earn; the pros and cons of different jobs; and the amount of education you will need.

Potential STEM Careers

You can complete this alone or with help from members of your team.

List some of your ideas about STEM fields or disciplines you think would be a good fit for you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Field or Discipline _____

(e.g., Chemistry, Engineering, Computer Science, Life Science, etc.)

1. Why would this be a good STEM discipline for me to enter? What are some of the strengths and why would this be a good fit for me?

    _____

    _____

    _____

    _____

2. What are some of the jobs that people in this field do?

    _____

    _____

    _____

3. How much money does someone earn working in this field?

    _____

4. What kind of degree do you need to work in this field?

    _____

    a. What can you do with a Bachelor's Degree?

    b. A Master's Degree?

    c. A Doctorate

5. How many years will you have to go to school to work in this field?

    _____

    _____

6. What are some of the courses you will need to take?

    _____

    _____

    _____

7.   What are some of the pros and cons to pursuing a career in this field?

Pros   Cons

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

8.   As you explored this career, did you learn about any jobs in this field that you did not know of before? If so, what?

_____

_____

_____

_____

_____

_____

9.   What are some other ways you can learn more about a career in this area?

_____

_____

_____

_____

_____

_____

Resources for Exploring STEM Careers

STEMCareer for those seeking and promoting STEM careers. —

> Feller, R. (2010). *STEMCareer for those seeking and promoting STEM careers*. Available online at http://stemcareer.com/tag/jobs/

O*Net Online —

> O*Net Online. (n.d.) Available online at http://www.onetonline.org/find/career?c=15

STEM Careers —

> iSeek Solutions. (1999-2014). *Science, technology, engineering, and math (STEM) Careers*. Available online at http://www.iseek.org/careers/stemcareers

STEMJOBS: Do what you love.—

> STEMJOBS. (2013). Available online at http://stemjobs.com

STEM Occupations: High Tech Jobs for a High Tech Economy (PDF).—

> Terrell, N. (Spring, 2007). STEM occupations (PDF). *Occupational Outlook Quarterly*. Available for download at http://www.bls.gov/opub/ooq/2007/spring/art04.pdf

Virginia Career VIEW —

> Virginia Career VIEW. (2014). Available online at http://www.vaview.org/careers/

STEM
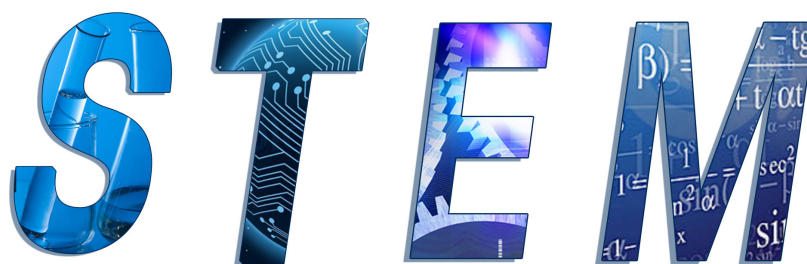
Science, Technology, Engineering & Mathematics

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What Do I Need in a College?

This is a planning activity that you can use as you begin to narrow your choices about where you want to go to college. You can use it to develop a list of what is most important to you in a college that you can use in your college exploration.

Activity: Together with family members, teachers, friends and your planning facilitator, list some of those things that you think are most important to you in a college. These can include things such as the following:

- ⇨ Geographical location
- ⇨ Quality of food
- ⇨ Financial aid
- ⇨ Type of supports provided by the disability support services office
- ⇨ Availability of particular majors
- ⇨ Quality of the academic programs
- ⇨ Entrance requirements
- ⇨ Accessibility
- ⇨ Availability of special programs
- ⇨ Sports programs
- ⇨ Social life
- ⇨ Dorm options or other residential options
- ⇨ Fraternities or sororities on campus
- ⇨ Extracurricular activities

List the things that **you** feel are most important in a college. The facilitator or other team members may have some ideas or they have some questions, but ultimately it is you who needs to make the decision about what is important.

After you have developed your list, decide which features are most important to you. One way of indicating your preference is by labeling an item as *non-negotiable* (which means college would be impossible if you did not have this); *strong preference* (college would be difficult, but I could give this up if most of the other things I need in a college are there), or *will consider* (you would consider the school if this is not a strength).

Short Example: One person's list is on the following page. In this case, he labeled each item using the key at the bottom to help him identify what was most important to him. Your list will probably be longer than this.

Sample: What I Need in a College

◊ School with good electrical engineering program. NN

◊ Single room in dorm. SP

◊ Good recreation program. WC

◊ Disability support services office that can meet my need for a notetaker in class. NN

◊ School that does not require SATs for admission. WC

◊ Availability of gluten-free food in the cafeteria. NN

Key:

NN = Non-Negotiable

SP = Strong Preference

WC = Will consider school if this is not a strength of school.

Another Example: Here, the student is exploring his needs regarding his living situtation in more detail.

My Ideal Living Arrangements in College

◊ Close to classes – don't want to have to take a bus. NN

◊ Close to dining. SP

◊ Single room or suite. WC

◊ Physical accessibility. NN

◊ Fraternity – maybe. NS (I don't know much about fraternities.)

Key:

NN = Non-Negotiable

SP = Strong Preference

WC = Will consider school if this is not a strength of school.

NS = Not sure yet.

Comparing Colleges

The process of selecting a college can be overwhelming for everyone. Among all the other considerations, students with disabilities also may have to determine if supports and accommodations to meet their needs will be provided on a campus.

This activity from *Going to College* provides individuals with a template they can use in comparing features of different colleges.

Activity: Download the document Comparing Colleges activity form (Doc) from the Going to College website, or have the copy you used in Section Four.

> Virginia Commonwealth University - Going to College. (2009). *Comparing colleges (Doc)*. Available online at http://www.going-to-college.org/docs/comparingcolleges.doc

As a team, review the questions on the template. Determine if they need to be modified. Also decide if there are questions that need to be added to the template.

When you have finished editing the template, decide how you are going to answer these questions for each of the colleges that you are interested in attending. Identify the following:

⇨ How you will go about getting this information (e.g., by making phone calls or sending emails, by reviewing websites, by visiting a college).

⇨ What supports you may need to answer these questions (e.g., use of assistive technology, reminders, a ride to a particular campus).

⇨ When you will have completed this activity.

⇨ A time to meet with team members to talk about how the process is working and any changes that you may need to make.

Photo courtesy of the University of Maine

Photo courtesy of the University of Maine

Supports and Accommodations: Those You Get Now and Those You Expect to Get in College

High school youth with disabilities are sometimes unaware of the supports and accommodations they are receiving in school. This activity provides you with an opportunity to review the supports that you are currently receiving and to think about the accommodations that you will have to formally request when you are in college.

Preparing for this Activity:

This planning activity works best if you do a little preparation. The most important thing you can do is to review the accommodations and supports that you are currently receiving in high school. One way of doing this is to simply ask to see a copy of your IEP. The supports and accommodations you are currently receiving should be listed there. If you have difficulty finding them, ask a teacher, guidance counselor or parent or guardian to help you.

Next, go back to the materials you received in Section Two of this training on the differences between high school and college. The presentation, *Differences between High School and College*, and the handout, *Accommodation vs Modification* may be particularly useful. It might also be helpful to have copies of the document on accommodations and modifications to share with others on your planning team.

The Activity:

The facilitator should create two columns on a piece of chart paper. At the top of the column on the left, the facilitator should write, "Supports and Accommodations You Get Now" and on the top of the column on the right, "Supports You Expect to Get in College." If members of the planning team have a copy of the document, *Accommodations vs Modification* (from Section Two) the facilitator can ask the planning team members to briefly review it before beginning the activity.

The facilitator will then ask the members of the planning team to list the kinds of supports and accommodations you currently get, including formal accommodations and informal supports. You should take the lead on this! As you transition to college, it is important for you to know what supports you have been receiving. Next, the facilitator will ask team members to list the types of accommodations that you might be eligible for in college.

When you are finished listing the supports you receive now and those you hope to receive in college, review each of the supports you listed in the right-hand column and discuss whether this is an accommodation. If the support is not a formal accommodation or if it is a modification, discuss as a team how you might get the support you need to be successful.

Steps to Successful
Postsecondary Education Transition

As you prepare to transition to postsecondary education, there many things to do. Sometimes, creating a list can help. Equally important, however, is identifying who will be responsible for completing the steps and creating a timeline for their completion.

Activity

Identifying Vital Steps to Postsecondary Education Transition

1. Complete one or more of the checklists below:

    a. Going to College: High School "To Do" Lists

        Virginia Commonwealth University, Going to College. (n.d.). *High school "to do" lists*. Available online at http://www.going-to-college.org/planning/list.html **(OR)**

    b. Opening Doors to Postsecondary Education and Training (pages 8-9) (PDF) — "How and when do I develop a timeline for transition planning to postsecondary education?

        Wisconsin Department of Public Instruction. (2007). *Opening doors to postsecondary education and training* (pp 8-9) (PDF). Available online at http://www.transitioncoalition.org/transition/tcfiles/files/docs/openingdoors_to_postsec_ed1260461836.pdf/openingdoors_to_postsec_ed.pdf   **(OR)**

    c. *Critical Steps to Postsecondary Education and STEM Careers* (PDF) from your portfolio.

2. Review the results of the checklist(s) with members of your team. Use the results to create your own timeline using the format shown on the next page.

My Postsecondary Education Transition Timeline

Postsecondary Education Transition Goal	Date When it Should be Completed	People Who Are Responsible
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.*		

* Use as many rows as you need to identify all the steps that need to be completed before transitioning to postsecondary education.

Start with things that you should complete in the next few months, then things that have to be completed this year, and finally things that should be done before you finish high school.

You can also use the *Critical Steps Checklist* to develop your list.

Disclosure

Whether or not you disclose your disability in college is an important decision. If you want to receive accommodations in your classes, you may have to disclose to some people on campus such as the disability support services office and professors. You also have to decide to whom you will disclose. This activity gives you an opportunity to do some planning related to what you might disclose and to whom you might choose to disclose your disability.

Prior to this activity you and some of your planning team members may want to read Unit 6: Postsecondary Disclosure...Why, When, What, to Whom, and How (PDF) from *The 411 on Disability Disclosure, A Workbook for Youth with Disabilities (PDF).*

> National Collaborative on Workforce and Disability (n.d.). *Unit 6: Postsecondary disclosure...why, when, what, to whom, and how (PDF).* From The 411 on Disability Disclosure: A Workbook for Youth with Disabilities (99 pg PDF). Available online at: http://www.ncwd-youth.info/assets/guides/411/411_Disability_Disclosure_unit6.pdf

You may have already read this when you completed Section Two. If you developed a script for disclosing in Section Two, you may also decide to review it.

Activity

Use the following questions to guide your discussion with the planning facilitator or other planning team members about when you might decide to disclose and to whom:

1. When would it be in my best interest to disclose my disability?
2. What are some reasons not to disclose my disability?
3. When would I disclose my disability?
4. To whom?
5. When would I not want to disclose my disability?

Healthcare Transition Planning

As you plan for your transition to college and ultimately to a career, it is important to think about how your healthcare needs will be met as you become more independent from your family. Choose one of the two transition planning activities that are described below. Both have links to the resources you and you team can use to complete the activity.

Activity 1 – Making an Action Plan

Download the [Health Care Transition Action Plan at the National Health Care Transition Center – Got Transition? (PDF)](#):

> Got Transition. (2011). *Health care transition action plan (PDF)*. National Health Care Transition Center. Available online at http://www.gottransition.org/UploadedFiles/ Files/4.1_Transition_Action_Plan.pdf

Complete the relatively short form with the help of your family or healthcare providers. Use the form to identify specific healthcare transition goals related to the following: 1) you and your family's healthcare issues and concerns; 2) your knowledge of health issues and your diagnosis; and 3) your preparation to direct your healthcare after you have turned 18.

Using this form, identify what actions need to be taken in the "Plans" column. These are actions that can be taken by you, others on the team, or by you and your team members together. In the final column, identify who will be responsible and by when they will complete the task. Also make sure that the team sets a date for another meeting so that everyone can report on their progress.

Activity 2 – Healthcare Transition Planning Guide

Download the [Healthcare Transition Planning Guide for Youth 18 and older (PDF)](#)

> Reiss, J and Gibson,R. (2005). *Healthcare transition planning guide for youth and families. Ages18 and older* (PDF). Institute for Child Health Policy at the University of Florida. Available online at http://hctransitions.ichp.ufl.edu/pdfs/HCT_Workbook_18up. pdf **(OR)**

The [Healthcare Transition Planning Guide for Guide for Youth 15 to 17 years old (PDF)](#)

> Reiss, J and Gibson,R. (2005). *Healthcare transition planning guide for y
> youth and families. Ages15 To 17 years old* (PDF). Institute for Child Health Policy at the University of Florida. Available online at http://hctransitions.ichp.ufl.edu/pdfs/HCT_ Workbook_15-17.pdf

These worksheets are designed to help you identify, in much greater detail, your healthcare needs, the healthcare activities that you can complete independently, and your transition needs. It also contains a worksheet that your parents can complete. These worksheets can be used to identify specific healthcare transition goals. Remember to include, for each goal, who will be responsible and when the goal should be completed.

Assistive Technology Planning

Assistive technology can be complicated and the needs of any student are unique. For that reason, it is usually valuable to have a multidisciplinary team involved. The team might include the student, family members, an educator, assistive technology expert, speech/language pathologist, occupational therapist, speech therapist, or others. Of course, you may not need each of these participants on your team.

When planning for the use of assistive technology, it is important to remember that you should have some practice with any technology you plan to use in college – **before** you transition to postsecondary education. For example, one young man knew that he would have difficulty taking notes in the fast-paced lectures of the college classroom. While still a senior in high school, he practiced using several technologies including a tape recorder and an electronic tablet that he could type on by "swiping." Ultimately, he found the swiping technology much more useful and was able to start his freshman year in college with the technology he knew would work.

There are several good planning tools that a team can use to plan for the use of assistive technology in postsecondary education settings. You and your PCP team can use these tools to do the following: 1) identify potentially useful technologies; 2) determine how you will find out if the technology is a good fit for you; and 3) identify how you will obtain the technology. Work with your team to decide what planning process you will use to identify the technology that will work best for you.

Planning Tools:

⇨ [Wisconsin Assistive Technology Planning Protocol for Transition Planning (PDF)](#)—This tool helps you and your team to identify your assistive technology needs related to daily living, transportation, tolerance, mobility, communication, computer access, and literacy. The tool is also designed to help you identify some specific goals related to assistive technology.

> Canfield, T. & Reed, P. (2001). *Wisconsin assistive technology and transitiion (PDF)*. Wisconsin Assistive Technology Initiative. Available online at http://www.transitioncoalition.org/transition/tcfiles/files/docs/attransitionpacket1224259340.pdf/attransitionpacket.pdf

⇨ [Assessing Students' Needs for Assistive Technology (ASNAT) [PDF]](#)—This detailed resource manual was developed for use by Wisconsin school districts, but includes a number of assessment activities and worksheets that could be used by a student and his or her team to assess assistive technology needs.

> Wisconsin Assistive Technology Initiative, Wisconsin Department of Public Instruction (DPI). (2009). *Assessing students' needs for assistive technology (ASNAT) [PDF]*. Available online at http://www.wati.org/content/supports/free/pdf/ASNAT5thEditionJun09.pdf

⇨ [SETT (Student, Environments, Tasks and Tools) Framework](#) — The SETT framework for Assistive Technology Assessment is described. Included are worksheets that can be used for the process. The framework is intended for use by collaborative teams to create a student-centered Assistive Technology Plan.

> Zabala, J. (2002). *SETT (Student, Environments, Tasks and Tools) Framework.* Available online at http://assistedtechnology.weebly.com/sett-framework.html.

⇨ [Human Activity Assistive Technology Model (HAAT) [PDF]](#) — This is a model that can be used to identify specific activities that you would like to accomplish (e.g., participate in a college general biology class and lab), the context in which you would accomplish that activity, and the assistive technology that could help make that happen

> Cook, A., & Hussey, S. (1995). *Assistive technologies: Principles and practice* (PDF). St. Louis, MO: Bosby. (pages 46-65). Available online at http://assistivetech-4alllearners. wikispaces.com/file/view/HAAT+model+info.pdf/78796561/HAAT+model+info.pdf

Person-Centered Planning Action Planning

Perhaps the most important component of PCP is the action plan. It may be especially important for students transitioning to postsecondary education because of the many things that you, and those who support you, need to do before you go to college. PCP helps break these large tasks into small, concrete and achievable steps. The action plan does the following: 1) identifies the next steps; 2) who will be responsible; and 3) when they will be completed. An action plan should be completed at the end of each PCP meeting. As part of the action plan, the team should also identify the next time to meet to review progress on the steps. Also make sure that you identify a date to review progress on the action plan and to revise it if necessary. The following is a format that you can use for your action planning.

Action Plan

Date of Action Plan _____   Date to Review _____

Goal or Step to be Taken	Who is Responsible?	By When?
Example: Will complete FAFSA application	Parents and Student	December 15, 2015

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