

*The Eastern New York
Postsecondary Transition Team
Fall 2007*

STUDENT ADVOCACY HANDBOOK



**FOR HIGH SCHOOL JUNIORS AND SENIORS
TRANSITIONING TO COLLEGE**

Dear student,

Welcome! The Eastern New York Postsecondary Transition Team (ENY PTT) hopes that this handbook will prove to be a valuable resource for you as you consider postsecondary education as an option. This Student Advocacy Handbook is designed to provide you with information you will need to make the transition to college successfully.

Titles under which you may find campus support services for students with disabilities vary. As you complete your search of appropriate institutions for your needs, you will get to know what terms are used. Throughout this handbook, the term “Learning Specialist” will be used to designate the accommodative services provider.

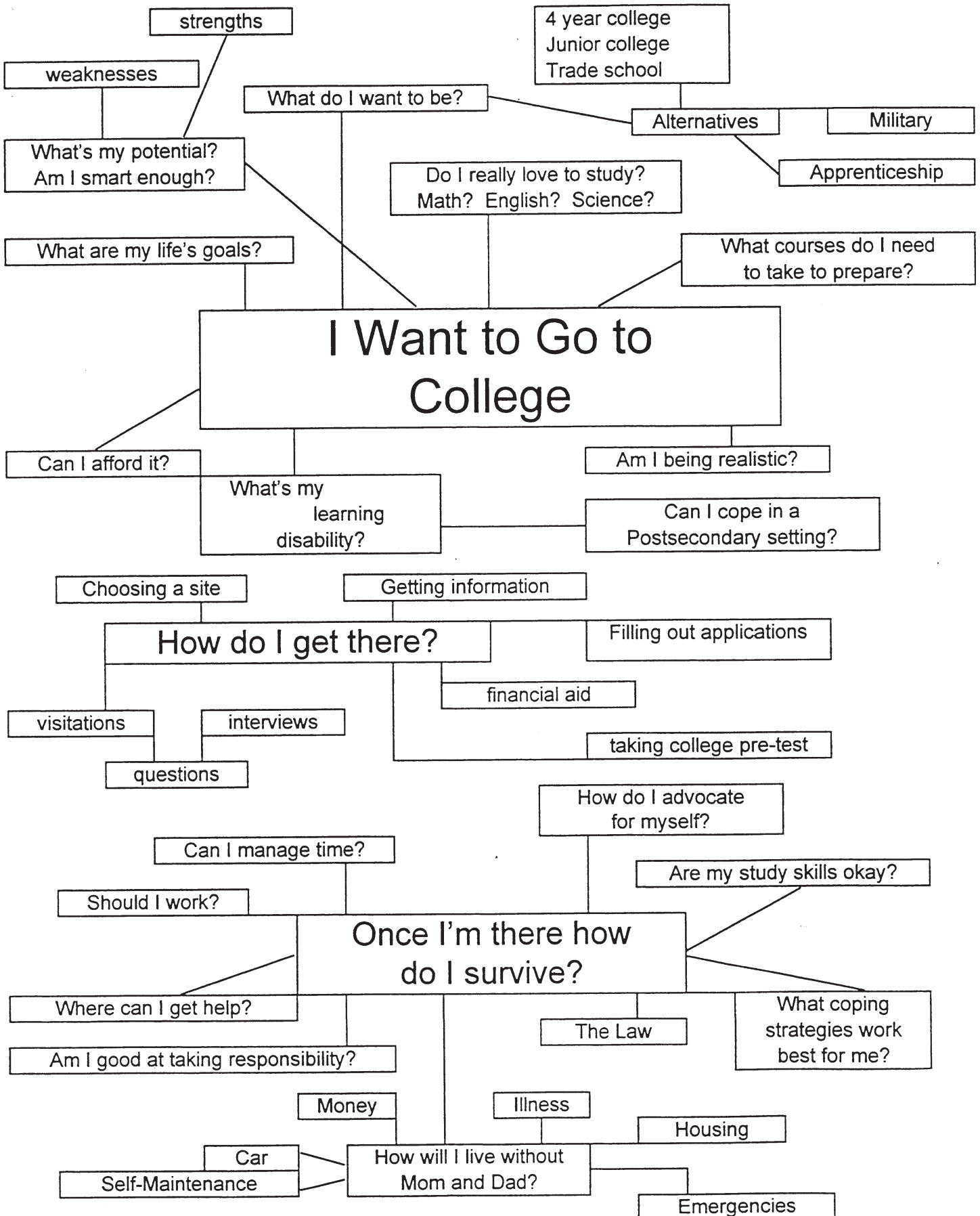
The information has been gathered to the best of our knowledge as of November 2006. Any name or title listed as Community Support Agency or Academic Support Services that is incorrect will be due to staff changes since that time.

Good luck in your college search,
Eastern New York Postsecondary Transition Team



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Taken from Union ESD OTSC Grant Project 1993-95

MAKING THE MATCH

The Student

Goals

Certificate
Diploma

Interests

Academic
Extra-Curricular
Career/Occupational

Characteristics

Age
Maturity
Background
Social/Interpersonal skills
Dependence/Independence
Organizational Abilities
Motivation
Stamina

Learning Disability

Type
Severity
Self-Knowledge
Strengths
Processing Abilities
Attentional Abilities
Basic Academic Skills
Study Habits
Self-Esteem
Coping Strategies
Compensatory Strategies

The Setting

Institutional Mission

Degree Options
Vocational Options
Major Options

Strengths

Academic Programs
Extra-Curricular Programs
Curriculum
Internships

Institutional Characteristics

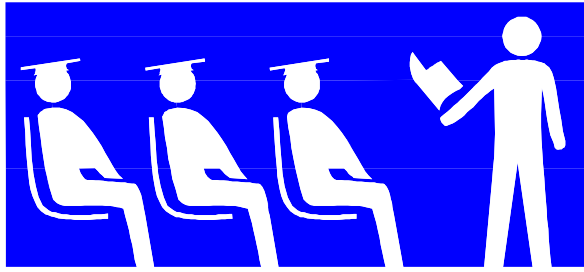
Size
Location
Student Body
Core/General Requirements
Exit Competencies
Counseling Center Services
Dean of Student Services

Support Services

Diagnostic Testing
Special Advising
Special courses
Workshops
Course-Related Tutoring
Remediation
Support Groups
Counseling
Note Takers
Testing Alternatives
Modifications
Accommodations
Institutional Policies

Source: Vogel, S. (1983). Student Manual: College Students with Disabilities. Pittsburgh, PA: LDA Bookstore.

WHEN YOU BEGIN looking at various colleges that match your needs, you should ask the admissions office to put you in contact with the office that provides accommodations for students with disabilities. If you visit a campus, you should make an appointment with the Learning Specialist to determine if the services available at the college meet your needs.



INFORMATION YOU SHOULD be able to tell about yourself...

1. Why you want to go to college.
2. Why college is a realistic choice for you at this time.
3. Your type of disability and how it affects your learning.
4. Examples of the kinds of problems you have had in school.
5. Activities you are good at and/or like doing.
6. The support services and accommodations you used in high school.
7. The support services and accommodations you plan to use in college.
8. How copies of records documenting your disability can be acquired.
9. The kind of diploma you are receiving.

(Please Note: If you are receiving an IEP diploma, you will need to ask about the college's policies regarding admission and financial aid eligibility.)

10. If you have applied for VESID VR or other rehabilitation services and how to contact your counselor.



INFORMATION YOU SHOULD ASK...

1. What is the focus of the disability support services program? Learning strategies, remediation, etc.
2. What types of academic accommodations and assistive technology are readily available?
3. How do I acquire support services? Tutors, alternative testing, note takers, etc.
4. Is a reduced course load possible, if needed?
5. Are course substitutions offered, if needed?
6. Is there priority registration for students with disabilities?
7. How are academic adjustments coordinated?
8. Is the faculty aware of and cooperative about the needs of students with disabilities?
9. Is the campus atmosphere acceptant of students with disabilities?
10. Is there a cost associated with any support services?

EACH COLLEGE DETERMINES the types of disability support services that will be available. Typical accommodations include: tutoring, note takers, alternative testing arrangements, computer access, and other assistive technology.



IF YOU ARE ANTICIPATING using accommodations, it is important that you meet with the Learning Specialist as early as possible. The Learning Specialist will assist you in determining what accommodations you may want to request. It is not to your benefit to be over accommodated since developing independence is a desirable life skill. You'll need to advocate for yourself by getting to know your needs and then arranging appropriate services.

NO ONE HOLDS YOUR HAND in college or makes decisions for you. It is up to you to take charge now. You must:

- ✓ identify your needs,
- ✓ document your needs,
- ✓ request accommodations to meet your needs, and
- ✓ utilize the accommodations appropriately.

YOUR ACCOMMODATIONS will vary from course to course, instructor to instructor, and semester to semester. You will need to be flexible.

IDENTIFYING YOUR DISABILITY is voluntary and confidential. It is important; however, if you want accommodations, to contact the college's Learning Specialist as early as possible in order to initiate reasonable accommodations in a timely manner.

DOCUMENTING YOUR DISABILITY is required and you will be responsible for providing the necessary information according to college policy. Since this information is confidential, you will need to sign a release form permitting the Learning Specialist to review your documentation.

INFORMATION REGARDING DISABILITY LEGISLATION

THE AMENDMENTS TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) 2004 requires that transition planning and services be included in the annual Individualized Education Program (IEP) for secondary education students with disabilities beginning no later than the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate), and updated annually.

TRANSITION SERVICES means a coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-secondary activities, including, but not limited to,

- ✓ postsecondary education,
- ✓ vocational education,
- ✓ integrated competitive employment (including supported employment),
- ✓ continuing and adult education,
- ✓ adult services,
- ✓ independent living, and/or
- ✓ community participation.

The **COORDINATED SET OF ACTIVITIES** must be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and include needed activities in the following areas:

- (1) instruction;
- (2) related services;
- (3) community experiences;
- (4) the development of employment and other post-school adult living objectives; and
- (5) when appropriate, acquisition of daily living skills and functional vocational evaluation.

TRANSITION PLANNING, a part of your IEP, is designed to help you start working now with support services and accommodations that you will need in the future.



INFORMATION REGARDING DISABILITY LEGISLATION

THE REHABILITATION ACT OF 1973, SECTION 504, states that “...no otherwise qualified individual with a disability ...shall, solely by reason of disability be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance”.

It is this mandate that has promoted the development of disability support service programs in colleges and universities across the country over the last 33 years.

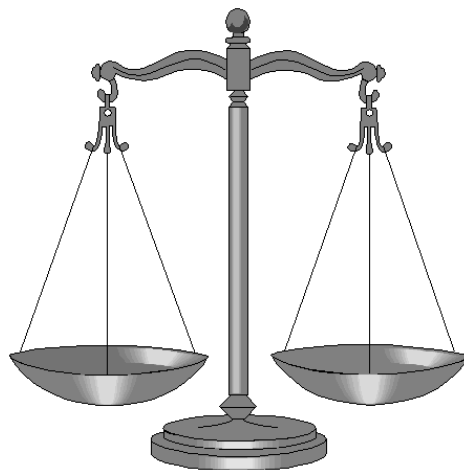
Specifically, **SUBPART E OF SECTION 504**, requires that an institution which receives any federal financial assistance be prepared to make appropriate academic adjustments and reasonable modifications to policies and practices in order to allow the full participation of students with disabilities in the same programs and activities available to non-disabled students.

In addition to Section 504, colleges and universities must comply with the **AMERICANS WITH DISABILITIES ACT (ADA) OF 1990**. The ADA extends Section 504 non-discrimination mandates regarding persons with disabilities to both the private and public sector, regardless of whether or not they receive federal financial assistance. ADA guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, state and local government services, and telecommunication.

A DISABILITY, according to Section 504 of the Rehabilitation Act of 1973, is a physical or mental impairment that substantially limits one or more of a person’s basic life activities. The term disability may be used to refer to a visual, auditory, mobility, or other health related impairment, emotional difficulty, or learning disability, including attention deficit hyperactivity disorder. The degree of a person’s impairment can vary from total to barely perceptible. Some disabilities are not outwardly obvious, so appearance is not a reliable way to determine if someone has a disability.

A SPECIFIC DISABILITY does not necessarily limit an individual’s overall potential.

APPROXIMATELY 43 million Americans have some kind of disability. Most people will, at some point in their lives, either have a disability or know someone who does.



COMPARISON OF SECONDARY AND POSTSECONDARY LAWS AND SETTINGS

ISSUE	SECONDARY	POSTSECONDARY
LEGISLATION	Individuals with Disabilities Education Act (IDEA) 2004 and Section 504 of the Rehabilitation Act of 1973	Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act (ADA)
BASIS FOR PARTICIPATION	Entitlement	Eligibility: “otherwise qualified”
EDUCATIONAL FOCUS REGARDING DISABILITY	Remediation	Accommodations
WHO’S RESPONSIBLE?	School District and Parents	Student and College
GOAL	High school diploma, College, Work	College degree, Employment
CLASS STRUCTURE	5x per week, 45-50 minute classes, graded tests, homework	1-3x per week, 1-6 hours per class, 2- 4 tests/exams, projects, research papers
SKILLS	textbooks, blackboard notes, homework completion	Independence, time management, study skills, keyboarding, self-advocacy
ACCOMMODATIONS	extended time for tests, readers, resource room	Determined on a case by case and course by course basis. May include: adaptive equipment, modified test administration, note takers, tape recorders, recorded textbooks
ASSISTANCE	Classroom teachers, resource room teacher, parents	Instructor, disability office staff, tutors, academic skills center staff

KEY FACTORS IN A STUDENT'S SUCCESS

- Level of Interest
- Motivation
- Independence
- Self-Direction
- Self-Advocacy Skills
- Knowledge About Self
- Academic Abilities
- Acquiring Information About College Programs and Services
- Utilizing Appropriate Resources for Support

IN ORDER TO SUCCEED in postsecondary education, students need to know themselves and be prepared in the following ways:

- understand and be able to describe their strengths and capabilities
- understand their disabilities and the accommodations they need
- develop academic and career goals
- practice using accommodations and devices that help them learn and succeed
- develop and use effective strategies for studying, test preparation, and time management
- collect and maintain a file of current school records & disability documentation information

NEW COLLEGE STUDENTS MUST do the following to receive services and accommodations:

- ✓ identify themselves as a student with disabilities to the Learning Specialist
- ✓ provide the required disability document before class begins
- ✓ request services each semester
- ✓ comply with the college's student code of conduct
- ✓ complete any follow-up activities required by the campus to ensure services

PERHAPS THE MOST IMPORTANT CONCEPT to grasp is that you need all the same competencies as any college student **PLUS** whatever special skills or strategies are needed to cope with your disability. It is better to start acquiring skills in an environment you know well (i.e., high school) rather than to wait until you arrive on the college campus. Coming to a college comfortable with yourself and your academic needs can make the difference between success and failure.

WHAT MAKES A SUCCESSFUL STUDENT?

DEMONSTRATED COMPETENCY of the basic skills (reading, writing, and math) is necessary for success in college level courses where content mastery will be evaluated.

MOST INSTRUCTORS expect you to spend at least 3 hours outside of class doing assignments or reading for every hour spent in class. For example: If you are registered for 12 credit hours, you should be spending a minimum of 36 hours per week outside of class doing assignments and preparing for the class. Often students with learning disabilities need to spend considerably more time than this to be successful.

THINK ABOUT THIS. You will be in class 12 hours or more a week. You will need to plan approximately 36 hours a week for doing assignments, reviewing notes, getting projects done, preparing for exams, and other activities to be successful in your courses. That is a total of 48 hours a week focused on your academics.

COMING TO COLLEGE as a full-time student is a full-time job. If you cannot make this commitment at this time, you may want to consider enrolling part-time or attending college at a later date.

DESIRABLE TRAITS FOR COLLEGE SUCCESS

- Possessing a positive attitude
- Being flexible
- Having knowledge about academic policies and deadlines
- Using good communication skills
- Having good time management skills
- Being able to organize yourself
- Having a clear sense of your goal
- Being independent
- Knowing when and how to seek help

WAYS TO MAKE YOUR COLLEGE TRANSITION SUCCESSFUL

1. Understand and be able to thoroughly describe your disability.
2. Be the central part of decision-making.
3. Do your own academic work.
4. Find the right college for yourself and your personality.
5. It is wise to start slowly and, in the long run, get better grades and graduate.
6. Learn, and use to your advantage, laws that protect the rights of people with disabilities.
7. Make it a practice to meet your professors and discuss your disability with them.
8. Make friends and share your college life/challenges.

MAJOR SKILLS NEEDED BY ALL STUDENTS ENTERING COLLEGE

Classroom Preparation

- Self-advocacy skills
- Note taking skills
- Adequate study habits/test taking skills
- Being prepared for class
- Importance of homework
 - writing name/date correctly on paper
 - organizing work (use of folders, etc.)
 - neatness of work
 - turning work in on time
- Classroom etiquette
 - stay in seat
 - raise hand/don't interrupt
 - stay in the room
- Importance of being on time for class

Necessary Social Skills

- How to interact appropriately with teachers/mentors/other students
- How to introduce yourself to someone
- How to let someone know you like them (dating etiquette)
- How to interact with people in social situations
- Dealing effectively with peer pressure (drinking, drugs, and sexuality)
- How to deal appropriately with rejection
- Ability to use the telephone effectively
- Problem-solving and decision-making skills

Living Independently for the First Time

- Structure of environment (or lack of structure) - more choices, more freedoms
- Transportation to and from campus, job, internships
- Ability to use leisure time effectively
- How to locate the help and assistance needed
- Adequate knowledge of medical needs in regard to medication and health problems and being able to articulate these needs to others
- Basic independent living skills - money management, survival cooking, laundry, shopping

SELF-ADVOCACY

STUDENTS MUST be able to advocate for themselves.

STUDENTS SHOULD....

- * know what self-advocacy is and how to follow through on it;
- * role play advocating for themselves as soon as possible;
- * be able to explain what disabilities are and to be able to explain their own disabilities;
- * know the difference in laws: IDEA vs. Section 504 and ADA;
- * be responsible for own needs, negotiating, compromising, and making their own decisions whenever possible ;
- * be encouraged to be as independent as possible;
- * arrange for services from outside agencies before they leave high school; and
- * investigate and understand their preferred learning styles and know how to adapt to various teaching styles.

TO BE AN EXCELLENT SELF-ADVOCATE you will need to know your own disability and what accommodative services are necessary for you to be successful.

Developing Your Own Self-Advocacy Skills

Identify your strengths and weaknesses:

- ✓ academic
- ✓ social
- ✓ personal

Know how to describe:

- a) Your strengths and weaknesses
- b) The impact your disability has on your life
- c) The academic and life skills accommodations that benefit you

Gain understanding of the spirit of providing accommodations:

- ✓ legal issues
- ✓ personality issues
- ✓ fiscal issues

Arrange your accommodations by:

- a) knowing your rights;
- b) knowing your responsibilities;
- c) knowing your college's policies and procedures regarding academic accommodations;
- d) understanding aggressive, passive, and assertive behavioral patterns;
- e) role playing for various interactions; and
- f) debriefing methods for working with faculty and staff.

SELF-DETERMINATION

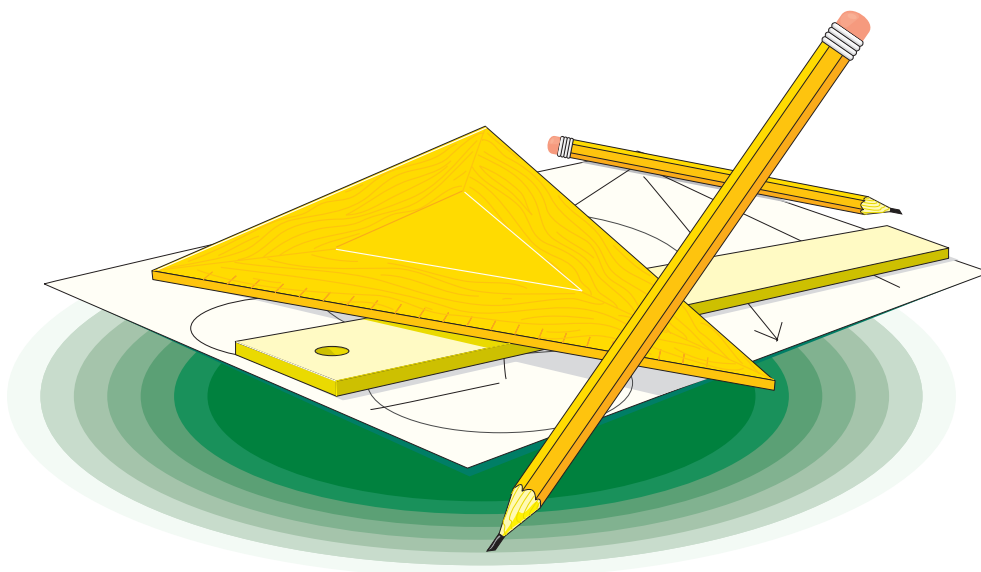
SELF-DETERMINATION IS....

- living a life that is always changing and growing and never fixed;
- deciding what I want in life and setting my own goals;
- learning to trust my feelings; having others trust my feelings;
- controlling service decisions and the money that buys those decisions;
- honoring and respecting me and my choices;
- having enough support not to be confined by my disability;
- becoming more confident and feeling comfortable about myself as I do things on my own ;
- having a purpose in my life and being successful working toward it;
- having freedom to make choices and taking responsibility for the choices that I make; and
- having the help I need for choices that I make.

SELF-DETERMINATION IS IMPEDED BY.....

- people thinking their main job is to protect me through restrictions, rules, and regulations;
- having too little information to know and choose different options;
- having too little self-confidence;
- being surrounded by people who do not respect me and who underestimate what I can do;
- being pushed by people who want me to decide quickly and once and for all;
- being surrounded by people who think they should make the decisions about me and for me;
- having people expecting me to fit into their system and the same old way of doing things;
- having limited resources and, more importantly, limitations on how those resources are used;
- having too few creative people in my life to help me solve my problems; and
- having no one who has or will give me the time it takes to help set me up they way I want.

Source: Lakin, K. & Soottsman, E. (Eds.) (1997). New Values, New Visions. Minneapolis, MN: Hennepin County Adult Services Division.



Please complete this form with your Resource Room teacher or another teacher who is knowledgeable about your disability. This information will help ensure that college personnel providing accommodative services are familiar with you personally. Plan to bring this form with you when meeting the Learning Specialist for the first time.

Name _____ Date _____

Completed by _____ Title _____

Skill Area	Strength	Weakness
<i>Organization</i>		
Following Schedule		
Study Skills		
Note Taking		
Assignment Recording		
Staying on Task		
Organizing Materials		
Assignment Completion		
<i>Social</i>		
Appropriate Classroom Conduct		
Interpreting Corrective Feedback		
Developing Peer Relationships		
Developing Adult Relationships		
Personality		
<i>Learning</i>		
Word Recognition Reading Skills		
Reading Comprehension		
Math Concepts		
Computation		
Problem Solving		
Written Language/Composition		
Spelling		
Grammatical Structure		
<i>Auditory Perception</i>		
<i>Visual Perception</i>		

Student Name _____

APPROPRIATE ACADEMIC ACCOMMODATIONS

Instructional

- Use Extended Time for Graduation
- Use Alternative Format
 - Braille
 - Large Print
- Use Visual Magnification Devices
- Use Auditory Amplification Devices
- Use Auditory Tape
- Use Reader
- Use Scribe
- Use Calculator
- Use Books on Tape
- Use Assistive Technology
- Use Interpreter

Other (Please Specify):

Testing

- Use Extended Time
- Use Oral Test
- Administer Test in Distraction Free Location
- Use Alternative Format
 - Braille
 - Large Print
 - Reduced # of Items per Page
 - Dictate Answers
- Read, Simplify, or Provide Additional

Examples of Directions

- Explain Auxiliary Vocabulary
- Use Visual Magnification Devices
- Use Auditory Amplification Devices
- Use Auditory Tape
- Use Reader
- Use Calculator
- Word Process Answers
- Use Assistive Technology
- Use Interpreter

Other (Please Specify):

Other Support Needs:

- Counseling (Circle if appropriate) - Personal, Peer, Career
- Physical Access (Describe)

Attach additional information, if appropriate. Feel free to add comments.

WAYS THAT STUDENTS WITH VARIOUS DISABILITIES CAN ADVOCATE FOR THEMSELVES IN COLLEGE

GENERAL STRATEGIES

1. Many students with disabilities come to college and do not anticipate needing any accommodations or support services. However, if you have been previously diagnosed as having a disability, secure a copy of your most recent psycho-educational evaluation and Individual Education Program (IEP). You will need to provide this documentation to the service provider at the college or be reevaluated in order to be eligible for services.
2. Learn about Section 504 of the Rehabilitation Act of 1973. This is the civil rights law that provides you access to programs and accommodations. It is very different from the Individuals with Disabilities Education Act (IDEA) which is an entitlement law that guarantees that school districts provide free, appropriate education in the least restrictive environment for all elementary and secondary students. (IDEA no longer applies once a student exits high school or reaches age 21.)
3. Find out what accommodations and support services your college provides, and where and how to get them should you need them.
4. Increase your understanding of the nature of your disability in general and specifically the type and severity of your own disability. You can do this by discussing your test results with the campus Learning Specialist. The more you know about yourself, the better off you will be when it comes to explaining your academic needs to others and requesting accommodations. **You are your own best advocate!**
5. Rehearse your explanation of the above information with the Learning Specialist or a friend so that you can explain fully to faculty the reason for requesting accommodations.
6. If you require classroom accommodations of some kind, become familiar with your campus's procedures for requesting accommodations. Schedule an appointment with your Learning Specialist and faculty early in the semester.
7. Reach out for assistance early. Schedule an appointment with your faculty when you begin to get confused or flounder. Do not wait until you are already in danger of failing a course. Speak to the Learning Specialist and/or your advisor to find out what help is available.
8. Be aware of Drop-Add and Pass-Fail options and deadlines and use them to adjust your schedule. Use these dates to your advantage to enhance success.



CLASS ACCOMMODATIONS

Listed below are some examples of accommodations that will be useful. Some will work in some situations and others will work in other situations. Not every accommodation will work for every situation. Your Learning Specialist will be able to guide you in determining which accommodation is best to use and when.

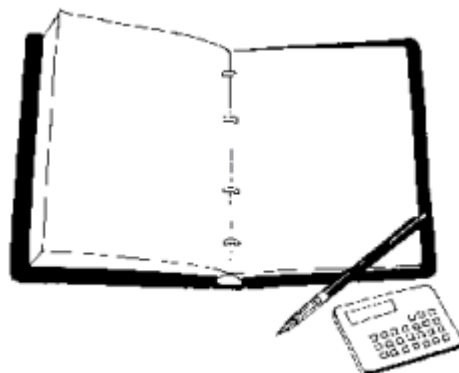
1. Apply these principles of effective learning when you study:
 - a. Attend all classes. Other students can get by missing an occasional class, but for you, hearing the lecture may be a critical factor in learning new material.
 - b. Preview new material and review the previous lecture before each class.
 - c. Sit toward the front of the class so that you can hear and see well and be more easily recognized if you have a question or want to participate in the discussion.

2. Match your notebook to the color of your textbook. If you keep a binder or file folder, match colors to textbooks. This insures that you have needed materials for class and/or study.

3.
 - a) If you need to tape record lectures, ask permission of the instructor before doing so. Be sure to explain why you need this modification and how you will use the tape to modify your learning.
 - b) Take notes simultaneously to tape recording. Indicate questions in the margins.
 - c) If you tape record in class, carefully label every tape (for example, Intro to Psy, 9/15/06) before you insert it into the recorder. Set the counter to zero. If you are unsure of a concept during the lecture, jot down the counter number in the margin of your notes for easy review and clarification later.
 - d) Review tapes and notes as soon after the lecture as possible. Do not store tapes to listen to at a later date. There is never time for this at the end of a semester.

4. Compare your notes with those of a study partner. Copy notes over, if necessary. Highlight and summarize the main points. Keep a separate section of your notebook with terms, key concepts, major events, contributors, theories, or formulas.

5. Because most college students with written language difficulties have trouble recognizing and correcting spelling errors in their writing, it is important to use a word processor with a spell checker to identify misspelled words. However, certain spelling, grammar, and punctuation errors will not be identified by the computer software. If your instructor agrees to the plan, request that a writing tutor or a Learning Specialist proofread your paper and assist you in error identification and correction.



SELF-ADVOCACY STRATEGIES

1. Work with others to inform and sensitize the student body, faculty, administration, and staff about disabilities. Organize public lectures, student panels, and films. Write articles for the student newspaper on your campus.
2. Become a student member of and/or provide input to policy-making university committees.
3. Find out if there is a support group for students with disabilities on your campus and become an active member in this group. At such group meetings you will find out you are not unique nor are you alone in your struggles. In addition to the comfort that provides, you will learn studying and test taking strategies and about instructors whose teaching style will be most compatible with your learning style.
4. Provide peer counseling and support to other students with disabilities on an individual basis or through a support group on campus.
5. Join professional organizations as a student member advocating for rights of adults with learning disabilities. The Learning Specialist on your campus can put you in touch with local, regional, state, and national organizations.

SELF-CONFIDENCE BUILDING STRATEGIES

Building self-confidence is not an easy task. Many people benefit from the assistance of a counselor or therapist on a one-to-one basis or in a support group. You should explore options available through the campus Counseling Center. In addition, the following strategies may prove helpful:

1. After preparing as well as you can, tell yourself as you go in to take an exam or to make a presentation that you will succeed and you are well prepared.
2. Identify a realistic goal and work toward it. When you succeed in accomplishing it, identify the strategies that you developed that contributed to your success. Building self-confidence is a step-by-step process in which you meet increasingly difficult challenges and take credit as you accomplish each one.
3. If you don't achieve your goal on the first attempt, sit down with a friend, faculty, or counselor and analyze and refine your strategies. Identify new strategies and intermediate goals that will prepare you better to achieve your final goal. Tell yourself, "Next time I know I'll do better."
4. Develop a time line to accomplish each goal. Build in extra time for the unexpected. Remember, there is no point rushing toward failure. Take a long-range perspective on your life, rather than focusing on just one semester.
5. Keep a list of your past successes and accomplishments and read this list over frequently.

6. Take credit for your achievements and work well done. Accept compliments with a simple “thank you”. A compliment is like a gift. When you reject a compliment, you are rejecting not only the compliment but also the person giving it. How would you feel if you bought a gift for someone and it was rejected? If your performance did not meet your expectations, you can critique it at a later time with your faculty, counselor, or friend.
7. Identify your strengths and keep expanding the list of things you do well. Your disability gave you some special talents as well as difficulties. Identify your talents, develop them and enjoy them.
8. Keep disappointments in perspective; a “D” on one quiz does not mean you will fail the course; a “D” in one course does not mean you will be dismissed from college.
9. If you do poorly on a paper or exam, find out why rather than condemning yourself or rejecting the good along with the ineffective strategies that you may have used. By analyzing what went wrong, you will be better able to avoid such mistakes in the future.
10. Look at your friends. What do you admire and respect in them? Because they also chose you as a friend, you share in their attributes and have other qualities that they admire and respect in you as well.
11. Dress for success. If you are unsure of the appropriate dress for a specific occasion, setting, or social event, check ahead with a knowledgeable person.
12. Smile. People who smile send a message to others that they are comfortable with themselves and are self-confident. Smiling is contagious. You will find people will reflect your facial expression, be much more pleasant, and have confidence in you when you smile.
13. Look at those who have expressed confidence in you, provided you with opportunities, and given you responsibilities. These people know you well, have observed your past performance, and have confidence in your abilities and potential to succeed. As you accept new challenges, keep them and their confidence in you clearly in mind.



TIME MANAGEMENT IDEAS

1. Keep a master calendar. Make sure it's large enough to enter assignments, exams, social events, and important appointments. Use other calendars or daily "to do" lists for specific tasks. You will need to take the time to coordinate your activities. (This is a skill for a lifetime, work to learn it as early as possible.)
2. Work backwards from the due date on long-range assignments and build in extra time for setting the project aside to just think about it. Go over this time line with your instructor and ask for feedback on your progress periodically.
3. Make sure you have understood an assignment correctly before plunging in or soon after you have started by scheduling an appointment with your instructor early. Don't wait until you have finished the assignments to find out that you have not fulfilled the requirements.
4. Often, the hardest part of getting your work done on time and keeping up with the workload is getting started on a new assignment. Start by making a commitment of 30 minutes and then lengthen studying periods gradually.



MEMORY STRATEGIES

1. Learning is synonymous with reviewing and, for you, reviewing frequently and regularly throughout the semester is essential.
2. Color code, enlarge, underline, and highlight your notes to strengthen your visual memory of the material.
3. Copy your notes over if, for you, the act of writing facilitates memorizing.
4. Read aloud (tape recording while reading) if hearing with or without seeing the words helps you remember what you've read.
5. Tape record lectures and listen to them while driving, exercising, eating, etc.
6. Rehearse material to be mastered either orally or in writing. Write out concepts in full. Read your notes silently or aloud. Paraphrase or explain concepts to a study partner.
7. Review frequently and commit material to memory using strategies that aid recall such as listing, categorizing, imaging, revisualizing, alphabetizing, devising acronyms, and associations.

TEST-TAKING STRATEGIES

1. Find out what format your professor will use for the exam (e.g. long-answer essay questions, multiple choice, short-answer essay questions). Ask your professor for “practice” exams or find out if old exams are available. Take as many old exams or quizzes as you can and check your answers against the answer key, with a tutor, study partner, or teaching assistant.
2. If no prior exams or questions are provided, and if essay type exams will be given, try to anticipate the questions that will be asked on the exam. Write an outline to answer these questions.
3. Be sure to go into exams rested and not having just consumed a large amount of sugar or caffeine. Just like for any competitive athlete, complex carbohydrates and some protein will provide the best source of energy over an extended period of time.
4. If you have memorized specific formulas, dates, names or terminology for an exam, before you begin working on the exam, write down (on the back of the exam) all that you have committed to memory and use this information later in the exam.
5. Read test directions carefully, underlining the verb that describes what you are to do: describe, compare, summarize, list, etc. Then follow the directions precisely.
6. Begin by answering the easiest questions first. Circle the hard ones and come back to them after you have answered the easy ones.
7. Pace yourself. Even if you have extended time, it is not unlimited.
8. If you come to a question you don’t understand, paraphrase it for the proctor to confirm that you have understood what the question means.



**ACADEMIC SUPPORT SERVICES
AT AREA COLLEGES AND UNIVERSITIES**

Adirondack Community College

Bay Rd., Queensbury, NY 12804-9970
518/ 743-2264 www.sunyacc.edu
Jamin Totino, Director of Accessibility Services
518/ 473-2282 totinoj@sunyacc.edu
Noreen Tarantino, Learning Specialist
18/ 743-2307 tarantinon@sunyacc.edu

Clarkson University

Potsdam, New York 13699
315/ 268-6463 www.clarkson.edu
Helen McLean, Director Accommodative Services
315/ 268-7643 mcleanhm@clarkson.edu

Clinton Community College

136 Cliff Point Drive
Plattsburgh, New York 12901-9573
518/ 562-4120 www.clinton.edu
Laurie Bethka, Learning Resource Specialist
518/ 562-4252 laurie.bethka@clinton.edu

College of Saint Rose

432 Western Ave., Albany, NY 12203-1490
1-800-637-8556 www.strose.edu
Virginia Rossin, Director, Services to Students with
Disabilities
518/ 454-5299 rossinv@strose.edu

Hudson Valley Community College

80 Vandenberg Ave., Troy, NY 12180
1-877-325-HVCC www.hvcc.edu
Pablo Negron, Director, Disability Resource Center
518/ 629-7154 negropab@hvcc.edu

Jefferson Community College

Watertown, New York 13601
315/ 786-2408 www.sunyjefferson.edu
Maria Mesa, Learning Skills Center
315/ 786-2335 mmesa@sunyjefferson.edu

Mohawk Valley Community College

1101 Sherman Drive, Utica, NY 13501
(800)SEE-MVCC www.mvcc.edu
Lynn Igoe, Coordinator, Disability Services
315/ 792-5644 ligoe@mvcc.edu
Eileen Dutcher, Learning Disabilities Specialist
315/ 731-5702 edutcher@mvcc.edu
Rome Campus
Michael Badolato mbadolato@mvcc.edu

North Country Community College

Saranac Lake, New York 12983
1-800-541-1021 www.nccc.edu
Innan Dajany, Academic Skills Center
518/ 891-2915 idajany@nccc.edu
Malone Campus
Jeannine Golden, Learning Center Coordinator
518/ 483-4550 x224

Paul Smith's College

Paul Smiths, New York 12970
1-800-421-2605 www.paulsmiths.edu
Center for Accommodative Services
Carol Lamb, Learning Specialist
518/ 327-6415 lambc@paulsmiths.edu
Roxanne McCarty, Learning Specialist
518/ 327-6414 mccartr@paulsmiths.edu

Saint Lawrence University

Canton, New York 13617-1455
315/ 229-5261
John Meagher, Director, Office of Special Needs
315/ 229-5537 jmeaghr@stlawu.edu

Skidmore College

Saratoga Springs, NY 12866
Cynthia Guile, Coordinator for Students with Dis-
abilities
518/ 580-8150 cguile@skidmore.edu

ACADEMIC SUPPORT SERVICES AT AREA COLLEGES AND UNIVERSITIES

State University College of Agriculture and Technology at Cobleskill

Cobleskill, NY 12043

518/ 255-5525

Lynn Abarno, Coordinator, Services for Students with
Disabilities

518/ 255-5282 abarnolk@cobleskill.edu

State University of New York at Canton

Canton, New York 13617

1-800-388-7123 www.canton.edu

Veigh Lee, Coordinator of Accommodative Services

315/ 386-7392 leev@canto.edu

State University of New York at Plattsburgh

Plattsburgh, NY 12901

518/ 564-2040 www.plattsburgh.edu

Michele Carpentier, Director, Disabled Student Services

518/ 564-2810

State University of New York at Potsdam

Potsdam, New York 13676

315/ 267-2180 or 1-800-433-3154 (out of state)

www.potsdam.edu

Sharon House, Office of Accommodative Services

315/ 267-3267

SUNY Albany

Albany, New York

1-518-442-5490

Nancy Belowich-Negron

nbelowich@uamail.albany.edu

Columbia-Greene Community College

Hudson, NY 12534

www.cgcc.edu

Carol Doefer, Director of Academic Support
Center

1-518-828-4181

Russell Sage College

Troy, NY 12180

Patricia Roberts, Career Specialist

1-518-292-1793

careerservices@sage.edu

Union

Schenectady, NY 12308-3107

Shelly Shinebarger, Student Support Services

1-518-388-6116

shinebas@union.edu



COMMUNITY SUPPORT AGENCIES

Adirondack Regional Technology Center

Technology Related Assistance for Individuals with Disabilities (TRAID)
101 Broad St., Sibley Hall #227,
Plattsburgh, NY 12901
(518)564-3377

Massena Independent Living Center

156 Center St., Massena, NY 13662
(315)764-9442 milc@northnet.org

NYS OFFICE OF VOCATIONAL AND EDUCATIONAL SERVICES FOR INDIVIDUALS WITH DISABILITIES (VESID)

<http://www.vesid.nysed.gov>

Albany District Office

80 wolf Road, Suite 200
Albany, NY 12205-2644
1-800-473-8097

Malone District Office

231 West Main Street,
Malone, New York 12953
1-800-882-2803

Utica District Office

State Office Bldg., 207 Genesee St
Utica, NY 13501
(315)793-2536

NYS Commission on Quality Care and Advocacy for People with Disabilities

410 State St., Schenectady, NY 12305-2397
1-800-522-4369 (V/TTY)
www.cqcapd.state.ny.us

NYS Commission for the Blind

PO Box 33, Saranac Lake, NY 12983
518/ 891-7518 beatrice.beguिन@ocfe.state.ny.us

North Country Association

For Visually Impaired

2693 Main St., 3rd Floor, P.O. Box 1338
Lake Placid, NY 12946
(518)523-1950 www.ncavi.org

North Country Center for Independence

102 Sharon Avenue
Plattsburgh, New York 12901
(518)563-9058 (V/TDD)
www.ncci-online.com

LEGAL AID SOCIETY OF NORTHEASTERN NY

100 Court Street, PO Box 989,
Plattsburgh, New York 12901
(518)563-4022 or 1-800-722-7380
nclsp@northnet.org

OR

38 Gouverneur Street, P.O. Box 648
Canton, New York 13617
(315)386-4586 1-800-822-8283

Northern Regional Center for Independent Living

210 Court St., Suite 107, Watertown, NY 13601
(315)785-8703
nrcil@gisco.net

Tri-Lakes Center for Independence

PO Box 280, Raybrook, NY 12977
518/ 891-5293 or 1/ 866-891-5295
www.tlcil.org

STUDENT RESOURCES

- Dalke, C. & Howard, D. (1994). Life Works: A Transition Program for High School Students. East Moline, IL: LinguiSystems.
- Eaton, H. (1996). Self-Advocacy: How Students with Learning Disabilities Can Make the Transition from High School to College. Santa Barbara, CA: Excel Publishing.
- Eaton, H. & Coull, L. (1998). Transitions to Postsecondary Learning: Self-Advocacy Handbook for Students with Learning Disabilities and/or Attention Deficit Disorder. Vancouver, BC, Canada: Eaton Coull Learning Group, Ltd.
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- Hart-Fishwick, N., Slovic, R., & Flannery, B. (1997). Transition to Postsecondary Education: A Guide for Students with Disabilities. Portland, OR: Oregon Transition Systems Change Project.
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- Vogel, S. (1993). College Students with Learning Disabilities: A Handbook. Pittsburgh, PA: LDA Bookstore.

PROFESSIONAL RESOURCES

- Ahern-Presbie, D. & Glidden, L. (1996). A Curriculum Guide for the Development of Self-Determination and Self-Advocacy Skills. Storrs, CT: A.J. Papanikou Center on Special Education and Rehabilitation.
- Barr, v., Hartman, R, & Spillane, S. (1996). Advising High School Students with Disabilities: Part 1, 2, 3, & 4. The Postsecondary LD Report, 1, (1); 1 (2); 1 (3); and 1, (4).
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- (1998). Making the Transition Team Work, 2nd Edition. Little Canada, MN: Minnesota Educational Services.
- Michaels, C. (1994). Transition Strategies for Persons with Learning Disabilities. San Diego, CA: Singular Publishing Group, Inc.
- (1993). Next Steps: The Transition Series. Alexandria, VA: Parent Educational Advocacy Training Center.
- Patton, J. & Blalock, G. (1996). Transition and Students with Learning Disabilities: Facilitating the Movement from School to Adult Life. Austin, TX: PRO-ED, Inc.
- Patton, J. & Dunn, C. (1998). Transition from School to Young Adulthood: Basic Concepts and Recommended Practices. Austin, TX: PRO-ED, Inc.
- Webb, K. (2000). Transition to Postsecondary Education: Strategies for Students with Disabilities. Austin, TX: PRO-ED, Inc.

HELPFUL ORGANIZATIONS AND PUBLICATIONS

Council for Exceptional Children

www.cec.sped.org

HEATH Resource Center

www.heath.gwu.edu

Center for Self-Determination

www.selfdetermination.com

Recordings for the Blind and Dyslexic (RFB&D)

www.rfd.org

Learning Disability Association of New York State

www.ldanys.oeg

National Center on Secondary Education and Transition

www.ncset.org

Family Village -Transition

www.familyvillage.wisc.edu/education/transition.html

LD On-Line

www.ldonline.org/ld_indepth/postsecondary/index.html

The LD Reader, free e-mail newsletter.richard@ldresources.com

Self-Advocacy Synthesis Program, University of North Carolina – Charlotte

www.uncc.edu/sdsp

Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities

www.ed.gov/print/about/offices/list/ocr/transition.html

Eastern NY Postsecondary Transition Coordination Team Members

Carol Lamb
Learning Specialist
Center for Accommodative Service
Paul Smith's College, Paul Smiths, NY 12970
518/ 327-6415
lambc@paulsmiths.edu

Kim Massaro/Eric Bright
Eastern New York Transition Coordination Site
52B Hayes Road
Schroon Lake, NY 12870
315/ 386-1175
kmassaro@sllboces.org
ebright@sllboces.org

Deb Valley
SLL BOCES
3 Remington Dr. Suite D, Canton, NY 13617
315-386-1175
dvalley@sllboces.org

Mary Moore
FEH BOCES, N Franklin Ed Center
52 State St., Malone, NY 12953
518-483-5230
mmoore@mail.fehb.org

Kelly Wight
CSE Chairperson
Tupper Lake School District
Tupper Lake, NY 12986
518-359-3322
kellyw@tupperlakecsd.net

Tonya Robinson/Cheryl Spoor
Champlain Valley Educational Services
Box 453, Plattsburgh, NY 12901
518-561-0900
trobinson@cves.org
cspoor@cves.org

Lorna Snapp
WSWHE BOCES, Myers Cent
Henning Rd. Saratoga, NY 12866
518-581-3646
lsnapp@wswhiboces.org

Jack MacDonald

Hudson Falls CS
PO Box 710, Hudson Falls, NY 12839
518-796-3830
jmacdonald@hfcasd.org

Barbara Levine
Questar III BOCES
10 Empire State Blvd., Castleton, NY 12033
518-477-8771
blevine@questar.org

Mary Leach
Capitol Region BOCES, Maywood School
1979 Central Ave., Albany, NY 12205
518-464-6386
mleach@gw.neric.org

Lin Polster
Capitol Region BOCES, Maywood School
1979 Central Ave.
Albany, NY 12205
518-464-6386
lpolster@gw.neric.org

Letha Graff
HFM BOCES
25 West Main St., Johnstown, NY 12095
518-736-2455
lgraff@admin.hfmboces.org

Tom Nesbitt
Director of Admissions
SUNY Potsdam
44 Pierrepoint Ave., Potsdam, NY 13676
315/ 267-2361
nesbittw@potsdam.edu

Original Eastern New York
Postsecondary Transition Team members
who contributed to this handbook:

Kolleen Callaghan, Carol Lamb, Sue Peterson, Carol Schnob, Robert Shepherd, and Kelly Wight

