

<p>Social Skills: Personal</p> <p>Indicators in this area include:</p> <ul style="list-style-type: none"> ✓ Develop friendships ✓ Develop romantic relationships ✓ Sexuality ✓ Social decision making ✓ Participation in extracurricular activities ✓ Participation in community activities ✓ Initiating social behavior ✓ Having and keeping a job ✓ Anxiety and stress management 	<p>Student demonstrates control in personal/social areas only through the use of external support:</p> <ul style="list-style-type: none"> • Developing friendships • Developing romantic relationships • Manage sexuality • Social decision making • Participation in extracurricular activities • Participation in community activities • Initiating social behavior • Getting and keeping a job • Anxiety and stress management <p>Student requires external control or direction to achieve success.</p>	<p>Student demonstrates some personal control over personal/social skills as demonstrated by positive behaviors in most of the areas below:</p> <ul style="list-style-type: none"> • Developing friendships • Developing romantic relationships • Manage sexuality • Social decision making • Participation in extracurricular activities • Participation in community activities • Initiating social behavior • Getting and keeping a job • Anxiety and stress management • Ability to function in an unsupervised setting <p>Student will require counseling or direction to achieve success.</p>	<p>Student demonstrates responsibility in personal/ social skills as demonstrated by positive behaviors in all of the areas below:</p> <ul style="list-style-type: none"> • Developing friendships • Developing romantic relationships • Manage sexuality • Social decision making • Participation in extracurricular activities • Participation in community activities • Initiating social behavior • Getting and keeping a job • Anxiety and stress management • Ability to function in an unsupervised setting <p>Student may require advice or direction to achieve the positive behaviors.</p>	<p>Student demonstrates high level of independence in all of the areas below:</p> <ul style="list-style-type: none"> • Developing friendships • Developing romantic relationships • Manage sexuality • Social decision making • Participation in extracurricular activities • Participation in community activities • Initiating social behavior • Getting and keeping a job • Anxiety and stress management • Ability to function in an unsupervised setting <p>Student's behavior is a role model for others and does not require support from parents or others.</p>	<ul style="list-style-type: none"> ✓ Peer groups ✓ Counseling Center ✓ Career Counseling Center ✓ Student Development ✓ Community Supports (Information and Referral)
<p>Social Skills: Academic</p> <p>Indicators in this area include:</p> <ul style="list-style-type: none"> - Self Advocacy <ul style="list-style-type: none"> *Identify own needs *Communicate needs to others *Attend meetings about needs *Talks to teachers and support staff - Anxiety and stress management 	<p>Student demonstrates control over Academic Social skills only through the use of external support in the components below</p> <ul style="list-style-type: none"> • Self Advocacy <ul style="list-style-type: none"> *Identifies own needs * Communicates needs to others *Attends and participates in meetings about needs *Talks to teachers and support staff • Anxiety and stress management <p>Student requires consistent external control or direction to achieve success.</p>	<p>Student demonstrates some personal control over Academic Social skills by positive behaviors in most of the components below:</p> <ul style="list-style-type: none"> • Self Advocacy <ul style="list-style-type: none"> *Identifies own needs * Communicates needs to others *Attends and participates in meetings about needs *Talks to teachers and support staff • Anxiety and stress management <p>Student requires counseling or direction to achieve success.</p>	<p>Student demonstrates responsibility in Academic Social skills by positive behaviors in all of the components below:</p> <ul style="list-style-type: none"> • Self Advocacy <ul style="list-style-type: none"> *Identifies own needs * Communicates needs to others *Attends and participates in meetings about needs *Talks to teachers and support staff • Anxiety and stress management <p>Student may require advice or direction to achieve the positive behaviors.</p>	<p>Student demonstrates high level of independence in all of the components below:</p> <ul style="list-style-type: none"> • Self Advocacy <ul style="list-style-type: none"> *Identifies own needs *Communicates needs to others *Attends and leads meetings about needs Talks to teachers and support staff • Anxiety and stress management <p>Student's behavior is a role model for others and does not require support from parents or others.</p>	<ul style="list-style-type: none"> ✓ Disabled Services office ✓ Career Counseling Services ✓ Counseling Center ✓ Comprehensive Support Programs

<p>Self-Awareness:</p> <p>Indicators in this area include:</p> <ul style="list-style-type: none"> • Knows their individual strengths and weaknesses • Is knowledgeable of their disability and the supports needed to address it • Has set realistic goals that are challenging but attainable • Is knowledgeable of their individual learning style 	<p>Student demonstrates control over Self-Awareness skills only through the use of external support in the components below:</p> <ul style="list-style-type: none"> • Knows their individual strengths and weaknesses • Is knowledgeable of their disability and the supports needed to address it • Has set realistic goals that are challenging but attainable <ul style="list-style-type: none"> • Is knowledgeable of their individual learning style <p>Student requires consistent external control or direction to achieve success.</p>	<p>Student demonstrates some personal control over Self-Awareness skills by positive behaviors in most of the components below:</p> <ul style="list-style-type: none"> • Knows their individual strengths and weaknesses • Is knowledgeable of their disability and the supports needed to address it • Has set realistic goals that are challenging but attainable <ul style="list-style-type: none"> • Is knowledgeable of their individual learning style <p>Student requires counseling or direction to achieve success.</p>	<p>Student demonstrates responsibility of Self-Awareness skills by showing positive behaviors in all of the components below:</p> <ul style="list-style-type: none"> • Knows their individual strengths and weaknesses • Is knowledgeable of their disability and the supports needed to address it • Has set realistic goals that are challenging but attainable <ul style="list-style-type: none"> • Is knowledgeable of their individual learning style <p>Student may require advice or direction to achieve the positive behaviors</p>	<p>Student demonstrates high level of Self-Awareness skills by showing independence in all of the components below:</p> <ul style="list-style-type: none"> • Knows their individual strengths and weaknesses • Is knowledgeable of their disability and the supports needed to address it • Has set realistic goals that are challenging but attainable <ul style="list-style-type: none"> • Is knowledgeable of their individual learning style <p>Student's ability in this area is a role model for others and does not require support from parents or others.</p>	<ul style="list-style-type: none"> ✓ Disabled Student Services ✓ Career Counseling Services ✓ Counseling Center ✓ Comprehensive Support Program
<p>Student uses multi-path planning to address future goals:</p> <p>Indicators in this area include:</p> <ul style="list-style-type: none"> ✓ Student has goals ✓ Has developed a plan A and a plan B 	<p>The student cannot articulate why they wish to attend college or how it will impact their life goals.</p>	<p>The student can articulate why they want to attend college and what goals they hope to accomplish by attending college. The student no backup plan or strategies in place</p>	<p>The student can articulate why they want to attend college and what goals they hope to accomplish by attending college. The student has the framework of a backup plan but is not prepared to implement it.</p>	<p>The student can articulate why they want to attend college and what goals they hope to accomplish by attending college. The student also has a backup plan and has taken steps to implement it.</p>	<ul style="list-style-type: none"> ✓ Career Counseling Center ✓ Student Retention Services ✓ Class advisors
<p>Student's knowledge of their place in a legal framework:</p>	<p>Student has no knowledge of the laws that affect disability.</p>	<p>The student knows that ADA/504 laws exist but cannot differentiate them from IDEA. They cannot articulate how the law applies to their situation.</p>	<p>Student's knowledge of the law is clear in general. The student knows their disability but does not know how ADA/504 applies to them specifically.</p>	<p>Student knows what rights they have under law and know how to acquire accommodations including who to ask and how to access them.</p>	<ul style="list-style-type: none"> ✓ Disability Services ✓ Community Supports (i.e., referral to Independent Living center)

Documentation of disability and support needs.

Please note the following:

- ✓ These measures apply to students with an IEP or a 504 plan.
- ✓ The IEP and/or Section 504 plan will not function as sufficient documentation for support services from a college.
- ✓ Students with attention disorders must show documentation that goes back to prior 7 years of age.

The student's documentation is **missing one or more** of the following elements:

- Performed by a qualified professional
- Uses appropriate testing instruments that emphasize the use of multiple measures. (Enough assessments should be used to completely describe the disability.)
- Includes all sub-test and index scores converted to standards scores and/or age/grade level score.
- Includes a clear statement of the functional limitations of the disability.
- Generally the information is 2 years old or older

1

The student's documentation contains **all** the following elements:

- Performed by a qualified professional
- Uses appropriate testing instruments that emphasize the use of multiple measures. (Enough assessments should be used to completely describe the disability.)
- Includes all sub-test and index scores converted to standards scores and/or age/grade level score.
- Includes a clear statement of the functional limitations of the disability.
- Generally the information is 2 years old or less.

2

The student's documentation contains **all** the following elements:

- Performed by a qualified professional
- Uses appropriate testing instruments that emphasize the use of multiple measures. (Enough assessments should be used to completely describe the disability.)
- Includes all sub-test and index scores converted to standards scores and/or age/grade level score.
- Includes a clear statement of the functional limitations of the disability.
- Includes strategies and recommendations that have a clear basis in documentation
- Includes strategies and recommendations that have been tried and work.
- Generally the information is 2 years old or less.
- Shows the history of previous testing
- Provides information about timed and untimed sub-tests.
- Be legibly handwritten or typed and signed by the professional who performed the assessment.

3

The student's documentation contains **all** the following elements:

- Performed by a qualified professional
- Uses appropriate testing instruments that emphasize the use of multiple measures. (Enough assessments should be used to completely describe the disability.)
- Includes ruling out instruments.
- Includes all sub-test and index scores converted to standards scores and/or age/grade level score.
- Includes a clear statement of the functional limitations of the disability.
- Includes strategies and recommendations that have a clear basis in documentation
- Includes strategies and recommendations that have been tried and work.
- Generally the information is 2 years old or less.
- Shows the history of previous testing
- Social history
- Behaviors during testing.
- Provides information about timed and untimed sub-tests.
- Be typed and signed by the professional who performed the assessment.

4

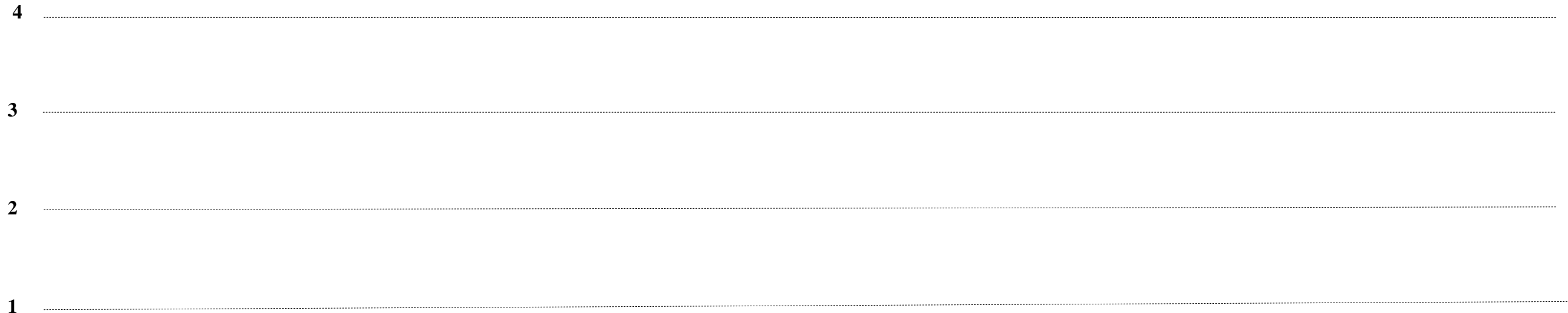
- ✓ Disability Services (referral to outside professional at family expense)

Learning Supports in College

<p>Literacy</p> <p>Other indicators of literacy competency:</p> <ul style="list-style-type: none"> ✓ Does the student read textbooks? ✓ Does the student read books assigned by school? ✓ Does the student read material for relaxation or to gain information? ✓ What magazines does the student read? Why? ✓ What was the last book the student read? 	<p>Reads and comprehends below the 8th grade level as demonstrated by:</p> <ul style="list-style-type: none"> • Diagnostic reading tests <p>With the support of curriculum based measures and/or Regents exam performance.</p>	<p>Reads and comprehends at the 8th grade level as determined by:</p> <ul style="list-style-type: none"> • diagnostic reading achievement tests and/or • curriculum based measures and/or • Regents exam performance <p>with or without the use of accommodations that are substantiated by proper documentation.</p>	<p>Reads and comprehends at the 10th grade level as determined by:</p> <ul style="list-style-type: none"> • diagnostic reading achievement tests and/or • curriculum based measures and/or • Regents exam performance <p>with or without the use of accommodations that are substantiated by proper documentation.</p>	<p>Reads and comprehends at the commencement grade level* as determined by:</p> <ul style="list-style-type: none"> • diagnostic reading achievement tests and/or • curriculum based measures and/or • Regents exam performance <p>with or without the use of accommodations that are substantiated by proper documentation.</p> <p>* or current grade level for students not in 12th grade.</p>	<ul style="list-style-type: none"> ✓ Comprehensive Support Programs that focus on reading ✓ Tutorial Center
<p>Study Skills: Acquiring and manipulating information</p> <p>Other indicators of study skills: Ask the student to describe how they study for an exam.</p>	<p>Student rarely is able to produce notes and materials that would include the following:</p> <ul style="list-style-type: none"> • Subject matter • Main ideas • Supporting details <p>across curricular areas.</p>	<p>Student occasionally produces notes and materials but two of the following are generally missing:</p> <ul style="list-style-type: none"> • Subject matter • Main ideas • Supporting details <p>across curricular areas.</p>	<p>Student can usually produce notes and materials that are missing one of the following elements:</p> <ul style="list-style-type: none"> • Subject matter • Main ideas • Supporting details <p>not across all curricular areas.</p>	<p>Student can consistently produce notes and materials that address:</p> <ul style="list-style-type: none"> • Subject matter • Main ideas • Supporting details <p>across curricular areas.</p>	<ul style="list-style-type: none"> ✓ Freshman Orientation Seminar ✓ Tutoring Center ✓ Disabled Services office
<p>Study skills: Using and producing information</p>	<p>Student consistently does not produce and use information across all curricular areas.</p>	<p>Student shows the ability to occasionally produce and use information as demonstrated by:</p> <ul style="list-style-type: none"> • Curriculum based measures <p>Inconsistently across some curricular areas.</p>	<p>Student can sometimes produce and use information as demonstrated by:</p> <ul style="list-style-type: none"> • Curriculum based measures <p>Across most curricular areas.</p>	<p>Student can consistently produce and use information as demonstrated by:</p> <ul style="list-style-type: none"> • Curriculum based measures <p>Across all curricular areas.</p>	<ul style="list-style-type: none"> ✓ Freshman Orientation Seminar ✓ Tutoring Center ✓ Disabled Services office

<p>College Admissions Testing Preparation:</p>	<p>For the college admission exam the student has:</p> <ul style="list-style-type: none"> Registered for the exam Not made timely application for accommodations (if needed). 	<p>For the college admission exam the student has not done all of the following:</p> <ul style="list-style-type: none"> Taken actions to prepare for the exam Applied for accommodations (if needed) Practiced for the exam without accommodations Taken PSAT's 	<p>For the college admission exam the student has completed the following:</p> <ul style="list-style-type: none"> Taken actions to prepare for the exam Applied for accommodations in a timely manner (if needed) Practiced for the exam without accommodations Taken PSAT's <p>And only one of the following</p> <ul style="list-style-type: none"> Identified which exam (ACT or SAT) will best meet their needs Taken exams several times to maximize score. 	<p>For the college admission exam the student has completed all of the following:</p> <ul style="list-style-type: none"> Taken actions to prepare for the exam Applied for accommodations in a timely manner (if needed) Practiced for the exam without accommodations Taken PSAT's Identified which exam (ACT or SAT) will best meet their needs. Taken exams several times to maximize score. 	
<p>Student has demonstrated competency in a rigorous curriculum</p>	<p>Student has completed the following curricular elements:</p> <ul style="list-style-type: none"> 2 years or less of English/Language Arts (any level) 2 years or less of math (any level) 1 year science (any level) Less than 2 years foreign language or proof for a documented exemption 3 years or less of Social Studies 	<p>Student has successfully completed the following curricular elements:</p> <ul style="list-style-type: none"> 3 years English/Language Arts (any level) 3 years of Math (any level) 3 years Science (any level) 2 years foreign language or proof for a documented exemption 4 years social studies Student participates in a fully integrated curriculum that includes general education settings. 	<p>Student has successfully completed the following curricular elements:</p> <ul style="list-style-type: none"> 4 years English/Language Arts at the college prep/ Regents level 3 years of Math at a college level 3 years of science 3 years foreign language or proof for a documented exemption or meet the state standard 4 years of social studies Student is fully integrated into the general education environment. 	<p>Student has successfully completed a curriculum containing the following elements:</p> <ul style="list-style-type: none"> 4 years English/Language Arts at a college prep/Regents level 4 years of math at a college level with the 4th year being pre-calculus 3 years of science at a college prep level 3 years foreign language or proof for a documented exemption 4 years Social Studies Student is fully integrated into the general education environment. 	<ul style="list-style-type: none"> ✓ Tutoring Center ✓ Remedial courses ✓ Academic "booster shots" ✓ Guidance in course and professor selection

Chart your profile. Indicate the rating for each category and connect the dots



Social Skills: Personal	Social Skills: Academic	Self - Awareness	Student uses multi-path planning to address future goals	Student's knowledge of their place in a legal framework	Documentation of disability and support needs.	Literacy	Study Skills: Acquiring and manipulating information	Study Skills: Using and producing Information	College Admissions Testing Preparation	Student has demonstrated competency in a rigorous curriculum
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Please note:

- ✓ It is not expected that any student would rate 4 in every category. A “wavy” line would be what is expected.
- ✓ Students whose skill set is in the 3, 4 range would seem to be very well prepared to attend college and have an increased probability to graduate college. Dips into the 1, 2 range will identify skills that require focused attention. If the dip is due to a disability, it indicate the area(s) where supports and accommodations will need to be focused.
- ✓ Students whose profile stays primarily in the 1, 2 range should talk with their parents and guidance counselor about strategies to improve their skill set and alternate paths to achieve their goals.