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Project STEPP Transition Curriculum Materials

Module 4: College Resources			
Lesson Topic	Learning Objective/s	Support Materials Included	Preparation
Lesson 1: Campus Resources	The student will identify at least three campus resources available on most college/university campuses that they feel will be useful to them.	<ul style="list-style-type: none"> • Lesson Plan/Overview • PowerPoint file with teacher notes • Student-Guided Notes • Campus Resource Cards 	<ul style="list-style-type: none"> • Review lesson plan and PowerPoint • Make copies of Student-Guided Notes • Make three charts with the titles Academic Resources, Transportation & Dining Resources, and Student Organization Resources • Make copies of the Campus Resource Cards and cut them out
Lesson 2: The College Community	The students will define key sub-communities in the college s/he plans to attend	<ul style="list-style-type: none"> • Lesson Plan/Overview • PowerPoint file with teacher notes • Student-Guided Notes • Goal Setting Worksheet (from Module 2) • Example Completed Goal Setting Worksheet (from Module 2) 	<ul style="list-style-type: none"> • Review lesson plan and PowerPoint • Think about some additional examples for the lesson body • Make copies of Student-Guided Notes
Activity 1: College Community Directory	The student will use websites for the college resources they identified in Module 4 Lesson 2 to create an individualized directory of resources related to their personal goals.	<ul style="list-style-type: none"> • Activity Plan/Overview • PowerPoint file with teacher notes • Student-Guided Notes • Goal Setting Worksheet (from Module 2) • Example Completed Goal Setting Worksheet (from Module 2) • Campus Directory Worksheet and Sample Completed Campus Directory Worksheet 	<ul style="list-style-type: none"> • Review activity plan and PowerPoint • Make copies of the Campus Directory Worksheet
Lesson 3: Disability Support	(1) The student will articulate the following items from his/her current IEP: Present Levels of Functioning, Annual Goals, Accommodations and Modifications, Transition Goals and Activities. (2) The student will complete a draft of a “Summary of Performance” to be shared with teachers and parents.	<ul style="list-style-type: none"> • Lesson Plan/Overview • PowerPoint file with teacher notes • Student-Guided Notes • Blank IEP forms • Blank SOP 	<ul style="list-style-type: none"> • Review lesson plan and PowerPoint • Make copies of Student-Guided Notes • Make copies of blank IEP forms and SOP forms • Preview website links • Make one copy of each student’s personal IEP
Activity 2: Discussing Disabilities	The student will formulate at least three appropriate responses to questions about disabilities posed from peers.	<ul style="list-style-type: none"> • Activity Plan/Overview • Power Point File with teacher notes 	<ul style="list-style-type: none"> • Review activity plan and PowerPoint

<p>Lesson 4: Support Services in College</p>	<p>The student will identify at least five key services they receive in high school and identify whether or not those services will be delivered in a different or similar way in college.</p>	<ul style="list-style-type: none"> • Lesson Plan/Overview • Power Point file with teacher notes • “What does this mean for me?” worksheet 	<ul style="list-style-type: none"> • Review lesson plan and PowerPoint • Make copies of Student-Guided Notes • Gather 1 blank notecard for each student • Make copies of “What does this mean for me?” Worksheet • Gather copies of individual student IEP’s
<p>Assessment Options</p>	<p>Students will demonstrate mastery of College Resources concepts in lessons and activities presented in this module.</p>	<ul style="list-style-type: none"> • [Teacher Choice] 	<ul style="list-style-type: none"> • Summative Assessment Suggestions - Portfolio: Addition of all successfully completed activities to Transition Notebook. - Reflection writing assignment: 3-2-1: Students will write down 3 things they learned in this module, 2 ways to use the above mentioned things they learned, and 1 question or concern they may have about what they learned in this module.



Objective: The student will identify at least three campus resources available on most college/university campuses he/she feels will be useful in his/her personal situation.

Lesson Element	Procedures	Materials
Lesson Setup & Lesson Opening	Obtain Power Point file with teacher notes and make copies of student guided notes for each student in the class. Inform students that during this lesson they will learn about campus resources that may be important to them throughout their college career.	Power Point File Module 4 Lesson 1 Student-Guided Notes
Lesson Body	<p>Teacher Input Use the PowerPoint file with notes to discuss campus resources available to students. Detailed information is provided in the on the notes pages of each PowerPoint slide. Provide examples and take questions as needed during the full-group discussion of each.</p> <p>Guided Practice Ahead of time, teachers will put up three large pieces of chart paper. One piece will be labeled “Academic Resources,” one will be labeled “Transportation and Dining Resources,” and one will be labeled “Student Organization Resources.” Place these pieces of chart paper at the front of the classroom. Use the “Campus Resources” cards and distribute to one to each student. Students will write their name on their card, and then put it on the correct chart paper. For example, “Coffee Bar” would go on the “Transportation and Dining Resources” chart. When all of the cards are on the chart paper, the teacher will go around to each one and read them aloud. The students will decide if the card is in the correct place. The teacher will randomly call on one of the students by using the name listed on the card. The student will need to tell more about that resource and the reason he/she put it on that chart.</p>	PowerPoint file with teacher notes Student-Guided Notes “Campus Resource Cards”
Extended Practice	Students will complete a journal entry addressing the following topic: Identify one campus resource from each category and state when and how you will access it during your first year of college. What will using that resource help you to accomplish? The completed journal entry will be stored in the transition notebook.	
Lesson Closing	Review the three types of resources available for college students.	

Campus Resources



Module 4 Lesson 1

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Three Types of Campus Resources

- Academic Resources
- Housing, Dining, and Transportation Resources
- Student Organization Resources



Academic Resources



What Are Academic Resources?

- Resources that benefit students academically
- Types of resources are fairly standard, but details vary from school to school
- Academic resources include:
 - Library
 - Tutoring, including general and subject-specific centers
 - Advising
 - Career Center
 - Information Technology & Computing
 - Registrar
 - Study Abroad



Any resource that contributes directly to the academic progression of a student is an academic resource

Although each campus will have slightly different resources, call them by different names, and organize or group them differently, the main types of support available are fairly standard across university settings

As we talk more in-depth about these types of resources, keep in mind that the services that we mention will vary from campus to campus. The ones listed are reasonably common offerings.

Library Services

- Traditional library services (e.g., lending books and other materials, reference services, etc.)
- Library databases
- Study environments
- Technology
- Research assistance
- Writing assistance
- Citation resources



The library is an important resource that sometimes isn't utilized enough by students. Many students don't realize the depth and breadth of the services their library offers and are surprised to find out that there's support available for things they might not expect, such as loaning out technology items (e.g., Kindle, laptop), figuring out what topic to write a paper on, and generating the citations needed to correctly reference sources in papers.

In addition, with current technology, many libraries can be accessed remotely. Students may be able to use many of the library's services from their dorm room or apartment.

Tutoring

- One-on-one tutoring
- Group sessions
- Academic workshops
- Study skills
- Tailored academic support
- Referrals to additional tutoring/academic resources



Tutoring centers offer many resources to aid students in understanding. They are not only to be used when students are having difficulty in a class. Some of the most successful students use them proactively to run through and review main ideas. Tutoring sessions can be tailored for individual student needs.

Many colleges offer free tutoring in a wide variety of subjects and courses. They also may maintain lists of resources for students who need support beyond what they offer, such as online academic support or other tutors.

Subject-Specific Tutoring Centers

Examples and Types of Services Offered

- Many services are similar to general tutoring centers (e.g., individual appointments, workshops)
- A **Writing Center** may help students with
 - Grammar
 - Selecting and developing topics
 - Writing specific parts of a paper (e.g., thesis, transitions)
 - Formatting and style
- A **Math Lab** may help students to
 - Understand concepts
 - Complete practice problems
- A **Foreign Language Resource Center** may provide
 - Assistance with translating vocabulary and learning language structure
 - Practice speaking the language
 - Resources to understand and appreciate a foreign culture
 - Physical resources such as dictionaries, software, workbooks, etc.



Tutoring in College

- Tutoring is for everyone – not just students who struggle
- Expectations and guidelines for college-level tutoring
 - Show up prepared – both physically and mentally
 - Study independently before tutoring; make a genuine effort to understand the material and do the work
 - Bring specific questions about the material
 - Actively participate in the process
 - Don't wait until the last minute to attend tutoring

Tutors DO:	Tutors DO NOT:
Troubleshoot & clarify areas you didn't get during the first encounters with the material	Re-teach entire lessons or concepts
Work through material with you and guide you toward the answers	Work through material for you or give you the answers
Help you understand and apply concepts & complete problems similar to those on graded assignments	Directly help you answer specific problems or questions on graded assignments

A big difference between tutoring in high school and college is that in high school, students usually only use tutoring if they struggle in a subject or need to raise their grades. However college students take advantage of tutoring regardless of whether they're struggling or not. Tutoring is a resource to *keep* your grades up so you won't need to *bring* them up.

Tutoring in college has a different set of expectations and guidelines than in high school. Some of these include:

- Students must show up prepared. This includes bringing all materials you may need – at minimum, your syllabus, book, and notes – as well as supplemental materials, laptop, flashdrive, etc.
- Another aspect of being prepared for tutoring is being mentally prepared. To do this, you must have gone to class, listened attentively, and taken notes. You must have already studied independently by reading and reviewing the materials and by completing practice problems if applicable. This is because in this setting, a tutor's role is not to teach or re-teach you the material. It's to troubleshoot with you and either clarify or help you develop a deeper understanding. This is impossible to do unless you already have significant exposure to the material. You need to make a genuine effort at understanding the content beforehand – not just a cursory look at it with the assumption that the tutor will do the work of helping you understand it. You also need to come to tutoring knowing what you do and don't understand so you don't waste time on topics you've mastered. Being able to articulate specifically

where you need help – and even better, what it is about that topic that’s confusing you – is important to getting the most out of tutoring.

- During tutoring, you need to be an active participant in the process. Use your active listening and critical thinking skills to interact with the tutor and the material; don’t sit back passively and wait for knowledge to be spoon-fed to you.
- Finally, be aware that tutoring is not a last-minute resource. If you only attend tutoring right before a test or assignment due date, there may be very little that the tutor can do to help you. Last-minute tutoring is great for clarifying a few points or getting in one more guided review, but not for cramming or learning entire concepts.

A couple more points about the role of tutors:

- A tutor will work through material with you, but not for you. You can expect to receive guidance, but not the answers.
- In addition, many tutoring centers have strict guidelines about the types of assignments their tutors can help with and the types of assistance they can provide. Especially in math, most tutors will not be able to help you work directly on an assignment that will be submitted for a grade. Instead, they may be able to show you problems that are very similar to the ones on your assignment and help you work through those to figure out what to do with the graded problems. The same goes for helping with content on online quizzes or tests. A tutor may be able to explain a concept to you but not tell you which answer on your quiz is correct. The big exception to this is usually writing assistance. Writing centers also have strict guidelines about how they can or cannot help you, but they will generally be able to provide direct support on papers and other writing assignments even though they will be turned in for a grade.

Academic Advising

- Advisors support students in
 - Understanding academic requirements and planning a course of study
 - Selecting, scheduling, and registering for classes
 - Monitoring academic progression
 - Interpreting and following academic guidelines
 - Locating other resources needed to meet goals
- Types of advisors
 - General
 - Major



Advising is another key academic resource for college students. These are an advisor's primary roles for supporting students.

Note: Although advisors assist students in selecting courses and figuring out how to register for them, in most cases advisors do not actually register students for the classes directly. After the first semester, that is usually the student's responsibility, as most campuses have online course registration systems.

Students generally access 2 different types of advisors during their college experience.

- General (or pre-major) advisors work with students before they enter a major/degree program. They are trained to help students mostly through the process of completing foundational/core requirements along with all the other roles listed on the slide. They also often have a working knowledge of many/most/all of the campus's degree programs so they can help guide students towards declaring a major.
- However, major advisors are the ones with the specialized knowledge about a major/degree program. Students start working with these advisors once they've decided what program to enter. They also have the same advising roles but may be more focused on the issues that apply specifically to students in their own department. In the same category, students who are majoring in something but also working towards a "pre-professional" track in order to attend a specialized graduate school (e.g., pre-law, pre-med, etc.) may have a pre-professional advisor who helps them meet these requirements; alternately, their major advisor may help with that.

Career Center

Career Centers offer:

- Career counseling
- Internship guidance
- Job fairs
- Extensive career resources
- Mock interviews
- Alumni support



Career centers can help students all through college, not just as they are graduating. Most career centers offer events and workshops that meet student needs throughout their college careers. These may include choosing a major, finding your personal skill set, career conversations, and finding internship opportunities. As students prepare to graduate, the career center offers resume building, job fairs, and workshops on interviewing processes. This is a valuable resource that is often untapped by the student population. It is important to emphasize to the students that they have to take the initiative to find the career center and take advantage of the services they provide.

Once students graduate, they can still be involved with the career center through the college/university's job opportunities network and database, various workshops (including changing careers, wading through human resources, and building resume/cover letters). They also provide help for graduate school.

Information Technology & Computing

- Manage campus technology and related services
- Some services include:
 - Troubleshooting personal computer issues for hardware or software
 - Providing and supporting academic software
 - Student email
 - File storage
 - Workshops and training
 - Internet safety and security
 - Maintaining campus computer labs
 - Supporting online courses or online course content
 - Maintaining campus servers and networks (e.g., wifi)



The IT centers on campus can help students indirectly with academics. They are available for help with all things related to technology including help with email, online classes, and web services.

Registrar

- University official (or department) responsible for maintaining records on all students and academic policies
- Services and responsibilities provided
 - Academic record-keeping on all students
 - Issuing grades
 - Filling transcript requests
 - Assigning classroom/meeting space
 - Certifying degree requirements and issuing degrees



“Registrar” refers both to a department and the person who is the head of that department.

Study Abroad Programs

- Educational programs in other countries offered by a student's home school
- Opportunities vary by university
 - Various countries; different host institutions
 - Varying living arrangements (e.g., dorm, host family)
 - Options for length of program may include summer, semester, year
 - May receive academic credits for participating
 - Costs will vary depending on school, program, location, etc.
- Courses usually offered in student's native language



This is not a traditional academic resource. However, it is listed here because this program allows students the opportunity to study abroad and receive credit for courses taken. Many colleges and universities offer students the opportunity to participate in educational programs in other countries. In most cases, college credit is received. Different schools offer different opportunities. Study abroad countries offered at one school may not be offered at another.



Transportation & Dining Resources



Campus Transportation

- Buses
 - Safe and reliable way to travel
 - Most require a campus ID
 - Typically have multiple stops in a city, including grocery stores, shopping centers, and apartment complexes
- Bikes
 - Efficient and cost effective
 - Convenient
- Personal vehicles and parking
 - Parking for freshmen often limited
 - Stickers or parking passes usually required on campus
 - Prices and parking areas vary by campus



Transportation is an essential part of college. Whether a student lives on or off of campus will determine their transportation needs. Students on campus will typically not have convenient access to a car. They will rely heavily on buses or bikes. Students who live off campus will either need a parking pass or will ride a bus to campus. Off campus students may also ride bikes to and from campus depending on their location to the campus. There are many transportation options for students. Schools will vary in their parking and transportation options based on their location. Urban schools have limited parking whereas rural schools will have larger parking areas.

Additional Campus Transportation Options

- Car-sharing / short-term car rental
 - Service for students who only need intermittent access to a vehicle
 - Availability, rates, and restrictions vary per campus
- Ride-sharing
 - Social networks that facilitate requesting or offering transportation within a community or university
 - Aims to decrease traffic and parking difficulties, helps the environment, and reduces travel costs



Some campuses offer car rental or car-sharing options for students. (e.g., Zipcar)
There are also social networking sites available where students can request or offer transportation. (e.g., Zimride)

Campus Dining



- Most campuses have many dining options
 - Wide variety of foods
 - Cafeteria style as well as *à la carte*
 - Your campus’s options might include chain restaurants (fast-food or sit-down), coffee shops, smoothie bars, snack shops, and/or mini-markets
- Many students are enrolled in a meal plan
 - Small, medium, and large meal plans are available
 - May cover only dining halls or include other dining facilities
- Campus dining services may also hold social events such as “Midnight Breakfast”

In an effort to attract students and provide an enjoyable experience for them, colleges and universities are expanding their on-campus dining options as well as making improvements to what they already have. Dining halls are becoming more sophisticated and health conscious for all types of palettes. They offer a variety of cuisine both in traditional, all you can eat, cafeteria style and a’ la carte. Some campuses also offer chain food dining options on campus.

Meal plan options vary by university. Most will offer a “small, medium or large” meal plan for cafeteria use only with an additional debit style card that can be used at any dining facility on campus. Money can be added to the debit card at any time. There is a wide variety in the combinations that most colleges offer on these options.

Student Organization Resources



Extracurricular Activities

- Any non-academic activity or organization
- Participation helps to develop the “whole student”
- Many possible purposes for getting involved
 - Entertainment and enjoyment
 - Socialization; meeting friends; networking
 - Gaining and improving skills
 - Service/volunteering
 - Resume-building

Many colleges and universities have broadened their mission to develop the "whole student." Extracurricular involvement is a key tool in this personal development. Involvement in extracurricular activities can play an integral role a student's college experience. Students become involved in extracurricular activities not only for entertainment, social, and enjoyment purposes, but also, to gain and improve skills. A wide and diversified range of extracurricular activities exist on college campuses. When students become involved in extracurricular activities, they become involved and interact with other students. This may lead to increased learning and engagement in the college setting. A student's peer group may be the most important source of influence on a student's academic and personal development. Future employers also look for a student's involvement in extracurricular activities because it shows a well rounded individual who is able to balance a work and pleasure.

Information taken from <http://education.stateuniversity.com/pages/1855/College-Extracurricular-Activities.html>

Types of Student Organizations & Extracurricular Activities

- Academic, Professional, & Honorary
 - Groups related to a specific major/field
 - Professional membership group
 - Academic honors groups
- Leadership
 - Developing leadership skills
 - Leadership on campus or in community (e.g., student government, event-planning committees, etc.)
- Greek Life – Fraternities & Sororities
 - Social
 - Service
 - Honorary
 - Professional

Academic and Professional Organizations – assist their members in acquiring experience in their chosen occupational field and in aiding in the job search. Students convene to discuss pertinent issues related to their field of interest and to learn job related skills in an effort to be fully prepared for future success. Such professional organizations typically focus on one career area of interest. Examples of professional organizations include the American Marketing Association, Student Education Association, and the Mathematics Society.

Student Government - One of the most widespread types of extracurricular experience available on college campuses is student government. Students involved in governance organizations, such as student government and residence hall government, are typically elected by their peers to function as the "official voice" of students to university administration. These government participants often serve on campus-wide committees in an effort to represent the ideas and concerns of their fellow students. Student government functions include allocating funds to other organizations, planning programs related to student interests, providing forums for student issue discussion, and helping to build and sustain a successful campus community. Additional examples of campus governance organizations include honor councils, which seek to enforce a university's honor code, and judiciary boards, where students hear disciplinary cases and render verdicts.

Other Activities – Honorary organizations recognize student scholars, often in a certain academic discipline, who maintain a specific grade point average. Religious organizations offer students an opportunity to gather in fellowship with students of similar religious backgrounds. Media organizations on campus consist of print, television, and radio venues, and these activities may include writing or taking pictures for the school newspaper, serving on the yearbook staff, or working as a disc jockey for the campus radio station. Individuals interested in politics may join the College Republicans or College Democrats. Students who enjoy planning campus-wide events may participate in the Homecoming or Parents' Weekend committees. Greek organizations (fraternities and sororities) offer many social opportunities while also promoting service and leadership.

Information taken from <http://education.stateuniversity.com/pages/1855/College-Extracurricular-Activities.html> and <http://www.begincollege.com/learning-about-the-different-types-of-fraternities-sororities/>

Types of Student Organizations & Extracurricular Activities

- Service, Volunteering, & Activism
 - Groups that place volunteers within university or local community
 - Service-Learning programs that combine education with service
 - Services may include volunteer database, service trips, advocacy, etc.
- The Arts – Music, Dance, Theatre, Visual Arts, etc.
 - Performing arts groups
 - Fine-arts related interest or appreciation groups and events
- Student Media
 - Campus newspaper
 - Yearbook
 - Campus television or radio stations
 - Literary, art, or other publications

The Arts. Students interested in fine arts have a plethora of extracurricular opportunities in which they can actively participate. Activities including plays, musicals, and dance concerts offer a chance for students to demonstrate their dramatic abilities. Marching band, jazz band, orchestra, and singing groups allow students to pursue their musical interests at the college level. Pottery, sculpture, and mosaic classes and workshops are also offered for students to learn and enjoy.

Other Activities – Honorary organizations recognize student scholars, often in a certain academic discipline, who maintain a specific grade point average. Religious organizations offer students an opportunity to gather in fellowship with students of similar religious backgrounds. Media organizations on campus consist of print, television, and radio venues, and these activities may include writing or taking pictures for the school newspaper, serving on the yearbook staff, or working as a disc jockey for the campus radio station. Individuals interested in politics may join the College Republicans or College Democrats. Students who enjoy planning campus-wide events may participate in the Homecoming or Parents' Weekend committees. Greek organizations (fraternities and sororities) offer many social opportunities while also promoting service and leadership.

Information taken from <http://education.stateuniversity.com/pages/1855/College-Extracurricular-Activities.html>

Volunteer and Service-Related Activities. Volunteer and service-related activities exist to help improve the local and worldwide community, an important goal of extracurricular activities. In the Alternative Spring Break program, students engage in community service projects, such as rebuilding homes, planting trees, or tutoring students during their college spring break. Additional service projects and organizations function throughout the year, including Alpha Phi Omega, Habitat for Humanity, and Circle K, which promote service and volunteerism during the college years. Service-learning programs offer students an opportunity to contribute to their community and, most important, to critically reflect upon

their service experiences.

Services include:

Volunteer Database: You can add your name and information to this database to be informed of volunteer and service opportunities on campus

Service and Immersion Trips: Travel in your own state or to another country for volunteer work

Campus Organizations: Get involved with a specific service group on your campus

Advocacy: Explore ways to work with others on the topic of social change

Information taken from <http://education.stateuniversity.com/pages/1855/College-Extracurricular-Activities.html>

Types of Student Organizations & Extracurricular Activities

- Multicultural
 - International student communities
 - Cultural exploration and appreciation clubs
 - Minority groups – social, networking, activism, etc.
- Religious
 - Groups for specific organized religions or interfaith groups
 - Spiritual or philosophical organizations
 - Atheist/agnostic groups
- Specific Interests
 - Political organizations
 - Groups for hobbies or activities (e.g., paintball, anime, scuba diving, poetry, comedy, board games, motorcycles, bowling, etc.)
 - Health or wellness (e.g., substance-free lifestyle)

Multicultural Activities – focus on increasing awareness and understanding of various cultures and ethnic and racial backgrounds. Many schools sponsor festivals, concerts, lectures, and discussions that promote multicultural awareness on campus in which students may participate. In addition, involvement in these activities may be an important step toward positive racial, ethnic, or sexual-identity development. Examples of multicultural organizations include Black Student Union, Muslim Student Association, and Russian Club.

Other Activities – Honorary organizations recognize student scholars, often in a certain academic discipline, who maintain a specific grade point average. Religious organizations offer students an opportunity to gather in fellowship with students of similar religious backgrounds. Media organizations on campus consist of print, television, and radio venues, and these activities may include writing or taking pictures for the school newspaper, serving on the yearbook staff, or working as a disc jockey for the campus radio station. Individuals interested in politics may join the College Republicans or College Democrats. Students who enjoy planning campus-wide events may participate in the Homecoming or Parents' Weekend committees. Greek organizations (fraternities and sororities) offer many social opportunities while also promoting service and leadership.

Information taken from <http://education.stateuniversity.com/pages/1855/College-Extracurricular-Activities.html>

Types of Student Organizations & Extracurricular Activities

- Athletics
 - Varsity sports
 - Well-organized, highly competitive
 - Subject to rules from national organizations such as NCAA; professional leadership
 - Large time commitment
 - Club sports
 - Organized and competitive, but less so than varsity sports
 - Fewer restrictions and rules; leadership may be student or professional
 - Less time commitment than varsity sports but more than intramurals
 - Intramural sports
 - Level of organization and competition varies drastically; many are “just for fun”
 - Governed by much more lax restrictions; leadership is usually from students
 - Usually minimal time commitment
- Athletic Boosters and school spirit organizations

Some people define extracurricular activities as athletics; however, in the college setting athletics take on their own meaning. Almost every college and university in the United States offers some type of intercollegiate and intramural athletics. Being a varsity athlete requires a great commitment of time and energy for practicing, conditioning, and competing. Intramural sports provide an opportunity for all nonvarsity student athletes to play a sport they enjoy, while competing against their peers. Players at all skill levels are invited to participate, and often these activities may be quite competitive. For those students who particularly enjoy watching collegiate sports, many schools have student spirit organizations that allow students to attend sporting events, sit in a special student cheering section, and applaud the home team.

Information taken from <http://education.stateuniversity.com/pages/1855/College-Extracurricular-Activities.html>



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Campus Resource Cards

Library	Tutoring Center	Writing Center
Math Lab	Foreign Language Lab	Advisor
Career Center	Information Technology & Computing Services	Registrar
Study Abroad	Buses	Bicycles
Parking Passes for Personal Vehicles	Car-Sharing	Ride-Sharing
Meal Plan	Dining Hall	Mini-Market/Snack Shop

“Midnight Breakfast” Event	Greek Life	Academic Honor Society
Student Government	Service-Learning/ Volunteer Center	Student Media
Performing Arts Organizations	Multicultural Organizations	Religious Organizations
Specific Interest Groups	Varsity Sports	Club Sports
Intramurals	Athletic Booster Club	

Objective: The student will describe at least two key sub-communities in the college s/he plans to attend.

Lesson Element	Procedures	Materials
<p>Lesson Setup & Lesson Opening</p>	<p>Review the discussion from Module 2 Lesson 1 and ask students to bring to mind the goals they set for themselves. Have students think quietly for a moment about potential steps to reach their goals.</p>	<p>Power Point File Module 4 Lesson 2</p> <p>Goal Setting Worksheet from Module 2 Lesson 1</p>
<p>Lesson Body</p>	<p>Teacher Input Share with students that each college environment will have a range of support services on campus for students to utilize as they work toward meeting their goals. These supports will look different from campus to campus. As discussed in Module 2, the procedure for accessing these services will be different than students may be accustomed to in high school. It will be up to students to seek out and utilize these services as needed/desired. This may feel like an overwhelming task, especially on very large and multifaceted university campuses. Also, if a student waits until a service is needed before s/he begins to investigate where to find resources, time constraints and stress may keep the student from getting the necessary help. Therefore, it is worthwhile to take some time prior to attending the university to explore the college community and resources that are available in that setting. It would not hurt for a student to compile a directory of opportunities that includes contact information related to his/her interests (rather than a generic, all-inclusive directory). Students can often find information about different facets of the campus community by exploring a university website and publications. Obviously, students will also create their own communities once they are on campus. Some examples of campus communities that students may want explore in advance are:</p> <ul style="list-style-type: none"> • <u>Overall Culture of the Campus Community:</u> Colleges vary drastically in the general atmosphere that students perceive while there. Students sometimes report that certain schools just “felt right” to them and that is when they truly knew it was the right school. Although the best way to determine a college’s “vibe” is to visit and spend some time on campus, you can begin to get a feel for a school by reviewing their promotional materials (video, brochures, etc.), learning about their mission statement and motto (which tell you their most important values and priorities), and by talking to current students, alumni, and faculty/staff. 	<p>Power Point file & teacher notes</p> <p>Student Guided Notes</p> <p>Sample goals sheet for teacher reference from Module 2 Lesson 1</p> <p>Goal setting sheet used as a class during Module 2 Lesson 1</p>

- On-Campus Living Community: Many students live in the residence halls during their first year. This becomes a large part of the transition experience and a place where students spend a good bit of time. Residence hall experiences have a strong impact on the student's comfort with living independently and general feelings about college in general. Most student housing representatives take this very seriously and offer programming and supports for students in that setting. Students can check out programming, services, staff, procedures, etc for the Campus Living Department (may be called different names) at the university they plan to attend.
- Academic Department Communities: All too often students do not meet many faculty members and students in their intended area of study until they officially declare their major and are admitted to the program (around the end of their sophomore year or beginning of the junior year). However, it is worthwhile to make contact much earlier. A mentoring relationship may develop with a faculty member and friendships may develop with other students who have the same professional interests. Often students who become involved in their program area early on become the leaders in that same program as they advance in their course of study. Many majors have student organizations where students can interact with each other and faculty members in the field. Professional development and service opportunities are often a part of club activities. However, the time commitments of these clubs are often not as intense as are other social commitments – providing an added advantage for students trying to stay focused on academic goals. These organizations may very well have scholarship opportunities available, but at the very least they look great on a resume. It is worthwhile to check on these opportunities prior to attending a university and get involved early.
- Athletic Communities: These are great opportunities to stay healthy and meet people with common interests. Prior to being on campus, it is worthwhile to check out all of the opportunities available. These can include university teams, intramurals, club sports, fitness facilities, boosters/athletic support organizations, etc.
- Student Organization Communities: Depending on the size of a campus, these can cover a huge range of interests such as faith-based organizations, common hobbies, cultural interests/awareness, student/community government, chapters of civic organizations, etc. Going into the freshman year with an understanding of what is available and a plan for one or two organizations to try is beneficial. Look for their meeting schedule and officer name/contact information and have that on hand before arriving on campus.
- Cultural Enrichment Communities: Colleges often have a rich array of opportunities to participate with groups of individuals with talent and interest in these areas. You don't generally have to be a major in that area to enjoy.

- Academic Support Communities: These types of communities might include a variety of resources. Examples include:
 - Study Groups: These are generally informally created by students. Students can begin their first class with an awareness of the benefits of building study groups (accountability, idea/notes sharing, group study, encouragement, etc.) and be on the lookout for potential study partners.
 - Tutoring Centers: Universities offer tutoring (and often in multiple formats/locations), but it may take some time to seek out and find these opportunities. Help students to find these resources in advance of attending the university.
 - Office of Disability Support Services: As discussed in Module I, students are entitled to accommodations at the university setting. Some colleges go far beyond minimum legal requirements. However, these services do not come to the students; students must seek out the services. An understanding of the scope of the services offered at the university and the procedures necessary to follow will be critical. Also, many students choose not to self-disclose to the office of disability support services or their instructors about their disability. However, often these students do poorly their first year, resulting in a low GPA and a requirement to work much harder in upcoming semesters. Students should be encouraged to use all of the services available to them early on (even if it means taking some extra steps) and then fade them as appropriate.
- Family Communities: A student's family will still be a part of his/her learning community even though they are not physically on campus. Students should be aware of family supports/communication opportunities available through a university and be ready to share that with their parents/guardians.

Refer back to your sample goal sheet from Module 2 Lesson 1. Model your brainstorming steps for accomplishing your first 4 goals (the ones you modeled) by utilizing some of the opportunities discussed during this lesson. Don't worry about listing specific people or contact information (that will come later), but begin to link some real steps that students can take to accomplish the broad goals (e.g. attend two campus organization meetings within the fall semester, register with Disability Support Services, find a faith-based organization that matches personal beliefs, participate in an intramural sport). Then go to the third column (resources) and list generic ideas about different campus based communities that might be able to contribute to the accomplishment of those goals. Throughout this module, it is *very important* to include a sample goal sheet completed only as far as the lesson or activity has gone. This can be the same goal sheet that each student will create independently. The examples should be very comprehensive. If the example has minimal information, the students will stop at minimal information.

	<p>Guided Practice As a group, go through the same process to determine steps/supports to meeting the second set of goals that were brainstormed as a group during Module 2 Lesson 1.</p>	
<p>Extended Practice</p>	<p>Students take out their goal-setting worksheet from Module 2 Lesson 1 and identify steps/supports they hope to take to accomplish those goals (second and third columns). Even if they are unsure whether or not a certain resource is on the campus of their choice, they can still list it here.</p>	<p>Goal Setting Worksheet students used during Module 2 Lesson 1</p>
<p>Lesson Closing</p>	<p>Review the campus communities discussed here and allow students to share the steps/resources they identified during the extended practice.</p>	



The College Community



Module 4 Lesson 2

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Review Your Goals

What goals did you set for yourself?

For each goal, brainstorm a few possible steps you would need to take to reach the goal.

(Lesson Setup and Opening)

To begin this lesson, have the students take out their goal setting sheets that they started in lesson 1.

Give the students a few moments to think quietly about these questions.

Campus Resources

- College campuses have a wide range of supports and resources for students.
- The resources and procedures students must follow to access them are very different in college than in high school, and they also vary from college to college.
- It is the student's responsibility—and nobody else's—to locate and access these resources.

(Lesson Body)

At this point, you have pinpointed some goals that you would like to achieve in college, and you have begun to think about how you will work towards those goals. However, you may not be sure exactly how to go about achieving some of those goals because you don't yet have a good idea of what kinds of resources and supports will be available in college. In order to make it easier for you to have a clear plan for achieving your goals, today we are going to work on finding out about the campus resources and supports that are available in **your** college community.

Every campus has a wide range of supports and resources for its students, but the specifics can vary a great deal from college to college. In addition, you may remember from what we talked about in Module 1 that the kinds of supports available in college, as well as the procedures that students use to access the supports, are very different from what you are accustomed to in high school.

You may also remember from Module 1 that, unlike in high school, college students are responsible for knowing which resources they need, finding out how to access them, and taking the initiative to use those resources without someone telling them to.

Accessing Campus Resources

- Locating and accessing campus resources can be overwhelming for first-year college students.
- Exploring available resources and creating a directory of the ones you will need to meet your goals before arriving on campus makes it easier to find the support you need when you need it.

Locating and accessing campus resources and supports can feel very overwhelming for some students, especially those attending larger universities. In addition, many students tend to wait until they need a particular support or service before beginning to investigate the available resources. These additional time constraints and stress may make it less likely that the student will find the appropriate resource when it is needed.

Thus, one of the things that students can do ahead of time to ensure that they have a better chance of reaching their goals is to take some time to explore the college community and resources that are available on the campus they plan to attend. By exploring the school's website and publications, students can compile a directory of opportunities and contact information that is specific to their own needs and interests. This way, when the student wants or needs to access a campus resource in order to achieve a goal, they already have the information available in their transition notebook.

At this point, we will explore some of the components of a campus community that students may want to include in their search. This is by no means an all-inclusive list, so students should feel free to add their own resources to the list.

Campus Community Components

- Overall Culture of the Campus Community
- On-Campus Living
- Academic Departments
- Academic Support
- Athletics
- Student Organizations
- Cultural Enrichment
- Family



Every college has a different “vibe.” This is its campus culture. Sometime students know when they’ve found the right college because they just feel comfortable there immediately on a gut level. It is important to visit the campus to get a feel for the campus culture and whether or not it’s a good fit for you. If a visit isn’t possible, you can do other things such as read the mission statement, talk to current students, alumni, or faculty, and look at the clubs and organizations offered.

On-Campus Living Community

- A large part of many students' first-year college experiences revolve around the residence hall.
- May also be called: Campus Living, University Housing, Residence Life, etc.
- Areas to investigate:
Programming, events, staff, rules and procedures, services, etc.



One of the most important communities for many first-year college students is the residence hall community.

Many students live on campus during their first year of college, and the professionals who run these departments know how important having a strong and active residence hall community is for first-year students' well-being and success. Thus, in order to help facilitate a positive adjustment and experience, many resources will often be available for students through a college's campus living department.

Each college may call this department by a different name, so when students are looking for information on the website, they might need to look under some of these possible titles – campus living, university housing, residence life, etc.

Some of the aspects of the residence hall community that students should investigate include the programming and events that are offered, the different types of staff members and what their roles are, the rules, regulations/procedures that govern the residence halls, and any additional services offered by the department.

Academic Department Community

- Faculty and staff in the student's major
- Other students in the student's major
- Academic-related student/professional organizations
- Areas to investigate:
The college and department for your intended major, faculty and their area of specialization, major-related organizations, facilities, upcoming events, etc.

Many of a student's goals over the course of their college career will naturally fall under the academic heading. Because academics are such a large part of a college student's experience, there are several different areas that would fall under the broad idea of academic communities. The first one would be a student's academic department.

Although most students do not officially declare their major until the end of their sophomore year or the beginning of their junior year, they do not need to wait until that time to become involved in the community created by people within their intended major.

Making contact early on with faculty and staff in the department is very worthwhile for several reasons:

- It helps the student to feel more connected and involved with their professors, which in turn often helps their motivation and performance in classes.
- It gives them an inside track on opportunities that arise within the major, such as scholarships, internships, etc.
- It may give them the opportunity to develop a mentoring relationship with a faculty member.

In addition, getting to know the students in your major is beneficial. Chances are that you will encounter some of the same students in multiple classes because they will have the same academic requirements to fulfill. It's helpful to be able to collaborate with these people, and depending on your major and future career field, you may actually be working with some of your future colleagues.

Many majors have student organizations such as clubs or honor societies where students can get involved and interact with both peers and faculty. These organizations often offer professional development and service opportunities, and may even offer scholarship and networking opportunities. At the very least, they look good on a resume! Another benefit of these organizations is that they provide an opportunity to get involved and even to assume leadership roles but don't require nearly as big of a time commitment as other clubs and organizations. They also do double-duty – as a social connection and an academic focused activity.

Academic Support Community

- Office of Disability Support Services
- Tutoring centers
- Study groups (both university-organized and informal groups)
- Areas to investigate
Services, locations, staff, policies and procedures, hours of operation, etc.

Another area that would fall under the broad heading of academics is academic support communities.

Each college will offer different academic supports, but there are several that are common to almost all colleges and universities.

Any state supported college, and most others, will have an office of disability support services to provide accommodations and support to students with disabilities. At some schools, providing accommodations is all this office does. At others, a wide range of services will be available.

Most, if not all, schools also have some kind of tutoring center. Some may have one office for all types of tutoring, while others may have specialized offices (eg. a Math Lab, Writing Center, Science Center). In addition, each academic department may have support specific tutoring resources. Be sure to look into all of the different kinds of tutoring available at your school.

Study groups are another type of campus community. Most often, these are just informal groups of students who arrange to collaborate academically, but some schools may have official study groups set up for students in certain classes or majors.

Athletic Community

- University teams
- Intramurals and/or club sports
- Fitness facilities
- Boosters/Athletic support organizations
- Areas to investigate:
Sports offered (including university, club, and intramural teams), schedules, tryouts, policies, staff, events and classes, etc.



At many universities, athletics are a big part of the culture. Thus, many students are likely to have goals related to athletics, which can be anything from winning an intramural championship to visiting the gym to avoid the freshman 15.

When talking about university athletics, the first thing that comes to mind may be the official university teams. Obviously, not every student will be playing on a school team, but anyone can be involved by being a fan.

If you love to play a sport but won't be participating on the official school team, many colleges offer club sports and/or intramurals for students with varying levels of skill and competition.

If organized sports aren't your preference, you can check out the fitness facilities your college offers. Most schools have a variety of options that will help you to stay fit in a way that's also fun. You may be able to find information about different types of equipment, classes that are offered, and other fitness resources on your college's website.

Finally, even people who aren't particularly athletically inclined can get involved with college athletics by joining an athletic support organization or just showing up to sporting events and cheering on the team.

Student Organization Community

- Student government
- Student media
- Interest groups
- Minority/Cultural organizations
- Religious or spiritual organizations
- Greek life
- Areas to investigate:
Lists of organizations, meeting schedules, names and contact information for officers or advisors

Depending on the size of a college's campus, student organizations can cover a huge range of possibilities. Going into freshman year with an idea of the opportunities that are available at your college and a plan for one or two organizations to try out during your first year is a good way to get involved without becoming overwhelmed by the available possibilities.

Colleges generally have student government positions similar to those you may be familiar with in high school, and many also have additional opportunities for involvement such as residence hall government.

Student media may include the student newspaper, radio, yearbook, and other publications such as poetry or short story anthologies, graphic arts publications, etc.

Interest groups is the broadest category, encompassing any kind of interest that students may share. Some examples could include a political party group, an animal rights organization, a skydiving club, a community service chapter, etc. At many colleges, if there isn't already a group for your interest, you may even be able to create one.

Students who belong to or are interested in learning more about specific cultural or minority groups can explore organizations devoted to them. Examples could include the Black Student Union or the Spanish Club, etc.

Religious or spiritual organizations often exist for a wide variety of faiths and belief systems. Many of these also have connections with houses of worship in the local community in order to help their college members find resources for following their beliefs off-campus as well as on-campus.

Greek life refers to fraternities and sororities. Colleges vary greatly in their emphasis on Greek Life – at some schools, only a very small proportion of the student body joins these organizations, while at other schools, much of the social activity is centered around them. Learning about these options before your freshman year can help make the process easier if you plan to rush, but many advise waiting until your sophomore year to do so.

Cultural Enrichment Community

- Theater
- Music
- Art
- Dance
- Areas to investigate:
Event and performance schedules, audition schedules, performance hall/gallery locations, contact information, etc.



Cultural enrichment opportunities vary greatly from campus to campus. Many colleges have a rich array of plays, musicals, concerts, art exhibits, dance performances, and much more that occur on a regular basis during the school year.

Students who are interested in performing can often get involved regardless of whether they are majoring in the fine arts. Students who don't want to participate but do want to attend these events usually have many options from which to choose.

Family Community

- Although family members are not physically present on campus, they continue to be part of a student's college community.
- Areas to investigate:
Family/Parent associations, Family/Parent events (e.g., Parents Weekend, Family Orientation, etc.), communication options and preferences (e.g., email, text, phone, mail, IM, etc.)

Some of the less obvious members of the college community are each student's family members. Even though they aren't on campus with the student, they are still an important part of the student's community and resources.

Many colleges offer resources specifically for parents and other family members, such as parent associations and online networks, and events like parents' weekend and family orientations. To help their family make a smooth transition along with them, students can locate information about these resources and relay it to their families.

In addition, most colleges make it easy for students to stay in touch with their families by providing a multitude of communication options. Now is the time for students to open a dialogue with their parents about maintaining their family community while the student is at college. Families can begin to discuss their expectations for how often they will communicate with the student at school and the ways in which they will keep in touch.

Goal Setting Worksheet

In the “Plan” column of your worksheet, identify the steps you will need to take to accomplish each goal.

In the “Resources” column of your worksheet, identify the campus resources you will need to access in order to complete those steps.

(Modeling, Guided Practice, and Extended Practice)

In this step of the goal-setting worksheet, students will fill out the “Plan” and “Resources” columns. They will need to think about what campus resources they will need in order to accomplish the goals that they set in the previous lesson.

If a student is not sure whether a resource is offered at the college they plan to attend, they should list it here anyway. In the next activity, they will have the opportunity to explore the specific resources offered at the college they plan to attend and can modify their choices, if necessary.



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Objective: The student will use websites for the college resources they identified in Module 4 Lesson 2 to create an individualized directory of resources related to their personal goals.

Materials Needed

- Transition Notebook
- Campus Directory Worksheet
- Goal Setting Worksheet
- Internet access

Activity Description

In-Class Discussion

- As discussed in Module 2 Lesson 1 and Module 4 Lesson 2, the students have set goals in specific areas and have learned about the possible resources on their planned college campus that can help them to reach their goals.
- A college campus has many available resources. Even if a student knows what resources are available, it can be overwhelming to locate them when the need arises.
- This activity will help students become better prepared for utilizing campus resources by placing the information they need to contact them at their fingertips.

Student In-Class Assignment

- Each student will go online and locate the official website for the college they plan to attend.
- Referring back to the goal setting worksheet used in Lessons 1 and 2, each student should already have the name of at least one campus resource for each category of goals on their goal setting worksheet.
- Students will locate the website for each of these campus resources and fill in the following information about that campus resource on the Campus Directory sheet.
 - Name of resource
 - Website address
 - Office location
 - Office hours
 - Contact person
 - Phone number
 - Email address
 - Other/Notes

The preceding categories of information will not necessarily apply or be appropriate for some campus resources. For those, include the information that does apply in the appropriate columns and anything else under the column for other/notes. For example, if the resource is a club lacrosse team, include the coach's name and contact information, tryout or game schedule, website address, etc.

College Community Directory



Module 4 Activity 1

(In-Class Discussion)

In the first two lessons of this module, you have set goals in several areas and learned about the resources within the campus community that can help you achieve these goals.

In this activity, you will take the next step and create an individualized directory of campus resources at your college.

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Creating Your College Directory

1. Refer back to your Goal Setting sheet and review the campus resources you will seek out for help meeting your goals.
2. Locate the web pages for each of these resources on your college's official website.

(Student In-Class Assignment)

Students have already created goals and a plan for reaching those goals. As part of this, they should have already listed the campus resources that they believe they will need to access.

Students should go on to the website for the college that they plan to attend. If students have received any hard copies of brochures or other information from their college, they can also refer to those materials. They will need to search the college's website for information about the resources they have listed in their "Resources" column.

Creating Your College Directory

3. On the “Campus Directory” sheet, fill in all of the following information for each resource you listed on your Goal Setting Worksheet:

- Office location
- Office hours
- Contact person
- Phone number
- Email address
- Website address
- Other/Notes

Students will then complete the information needed to access the resource on the Campus Directory sheet.

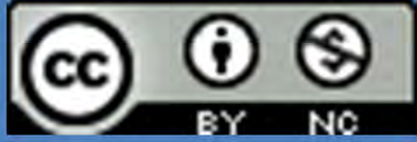
For each of the resources they listed, they will need to create a directory of information about it.

Many of the resources that the students will need are likely to have similar directory information, including office location and hours, contact person, phone and email, and website address. However, some of the resources may not have all of this information available. In addition, some resources may require different kinds of directory information in order to be useful.

Students should use their judgment in deciding what types of information they need to include in their directory.

For example, if one of a student’s goals was to participate in a fitness class, and their resource was the campus recreation center, they may also need to include the scheduled time of the classes they want to participate in. This portion of the activity will be individualized depending on each student’s goals and resources.

The main goal is for the student to have all of the information they will need in order to access their personal resources in one place and at their fingertips once they arrive on campus.



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Campus Directory

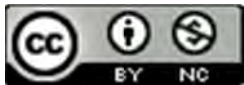
Student: _____

College: _____

Campus Resource	Website Address	Location	Hours	Contact Person	Phone Number	Email Address	Other/Notes

Campus Directory

Campus Resource	Website Address	Location	Hours	Contact Person	Phone Number	Email Address	Other/Notes



Campus Directory

Student: Pete Pirate

College: East Carolina University

Campus Resource	Website Address	Location	Hours	Contact Person	Phone Number	Email Address	Other/Notes
Disability Support Services	www.ecu.edu/cs-studentlife/dss/	Slay 138	Monday – Friday 8am-5pm	Dir. of Student Svcs–Stephen Gray Testing Coord.– Traci Lynch Admin. Supp. Assoc.–Sabrina Paschall	252-727-1016	dssdept@ecu.edu	Can download Request for Accommodation Form online – must turn in 48 hours before each test
Lacrosse Club Team	General Info: http://www.ecu.edu/cs-studentaffairs/crw/programs/club_sports/mens/lacrosse/Schedule : http://mcla.us/team/east_carolina/2013/schedule.html	Recreation Center	Practice schedule: Mon., Weds., & Thurs. 5-7pm	Club President John Doe Asst. Dir. of Club Sports – Justin Waters	252-328-2995	clubsports@ecu.edu	Can sign up for listserv to get email updates about club sports
Counseling & Student Development	www.ecu.edu/counselingcenter/	Umstead 137	Monday – Friday 8am-5pm	TBA	252-328-6661	Call instead	Crisis Services hours: 10am-4pm Monday-Friday. Individual counseling and support groups offered



Objective: (1) The student will articulate the following items from his/her current IEP: Present Levels of Functioning, Annual Goals, Accommodations and Modifications, Transition Goals and Activities. (2) The student will complete a draft of a “Summary of Performance” to be shared with teachers and parents.

Lesson Element	Procedures	Materials
<p>Lesson Setup & Lesson Opening</p>	<p><i>Note: This is just a refresher for students. The National Secondary Transition Technical Assistance Center (NSTTAC) has many more resources and lesson plans related to student IEP involvement, self-advocacy, self-directed IEP’s, and self-determination skills. Links for all of these plans are contained at http://www.nsttac.org/LessonPlanLibrary/Main.aspx. You may choose to use these resources to further expand this section of the transition modules.</i></p> <p>Ask students to think about the different ways they go about setting long-term and short-term goals for themselves. Have them share some ways they do this alone and with family/peers/teachers/etc. at home and school. It may help to bring back ideas from the goal setting discussions in Module 2 Lesson 1. This lesson focuses on looking at what is in place at the high school level to help students address their learning and transition goals. The senior year of high school will be the last chance they have to take full use of these supports and resources. Encourage them to actively participate in this process.</p>	<p>Power Point File Module 4 Lesson 3</p>
<p>Lesson Body</p>	<p>Teacher Input Review with students the intent and processes involved in developing an IEP each year. NICHCY’s (National Dissemination Center for Children with Disabilities) website is helpful for providing resources for students, parents, and school personnel. The information from their “short and sweet” IEP overview (http://nichcy.org/schoolage/iep/overview) is useful if students are unfamiliar with this process.</p> <p>Distribute a blank copy of the IEP format used in your school. Walk students through each part of the IEP and explain the purpose and content of each section. In NC, blank forms and instructions for completion can be found at http://ec.ncpublicschools.gov/policies/forms/statewide-forms. While talking with students, emphasize the following sections: Present Levels of Functioning, Annual Goals, Accommodations and Modifications, and Transition Goals and Activities.</p> <p>Explain that as long as a student is eligible for special education services, an IEP team has met each year to make a plan for his/her next year’s instruction. Hopefully the students have been actively involved in that process, but if not, help them understand that teachers and parents have been doing so on their behalf.</p> <p>Explain that the Summary of Performance (SOP) should be developed during their last year of high school to create a document they can use to share information about their learning strengths and needs to people in postsecondary</p>	<p>Student-Guided Notes</p> <p>NICHCY “Short and Sweet IEP Overview”</p> <p>Blank IEP forms</p> <p>Blank SOP form</p> <p>Access to internet and video links</p>

	<p>settings. It is not a contract or a guarantee that the same services will be provided in postsecondary settings, or even intended to take the place of materials required to document eligibility for services. However, it is a way to share with disability support service providers the kinds of information that may be useful when determining appropriate college supports.</p> <p>Let students work through the video resource entitled “Completing a Summary of Performance Form” available on the National Secondary Transition Technical Assistance Center website (http://www.nsttac.org/NSTTACVideos/SOPVideo.aspx). Alternatively, you can watch this video before class and walk them through the process yourself. Either way, distribute a blank SOP form to each student and review each section.</p> <p>Guided Practice Show students an example of a completed IEP form and give each student a blank SOP form. Discuss the sample student’s Present Levels of Functioning, Annual Goals, Accommodations and Modifications, and Transition Goals and Activities. Work together to articulate how this information can be transferred to the SOP form. One thing for seniors to keep in mind during this process is that, over the course of the high school years, they may have faded the use of some of the accommodations they needed as freshmen. The college environment will be a very different and new educational setting, and the need for support will possibly be more like they were the freshman year than the senior year. This can be reflected in the SOP.</p>	
<p>Extended Practice</p>	<p>Give each student a copy of his/her current IEP and provide a few minutes for reviewing the document. Students work independently to complete their SOP form using the information from the video as well as the guided practice. Use this time to meet individually with each student. During this brief individual meeting, give students an opportunity to summarize orally for you what is documented on their IEP’s in relation to Present Levels of Functioning, Annual Goals, Accommodations and Modifications, and Transition Goals and Activities. Collect forms and provide feedback to individual students as needed. Students keep one copy of the SOP form in their transition notebook.</p>	
<p>Lesson Closing</p>	<p>Review the key elements of the IEP and the SOP. Discuss with students how this can be used in college settings. For example, the form can be taken to the university Disability Support Services office, along with other materials required for documentation of eligibility when originally registering for services.</p>	



Disability Support



Setting Goals and Making Plans According to Your IEP

Module 4 Lesson 3

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IEP Overview

- An IEP's purpose is to:
 - Set reasonable learning goals for students
 - State the services that the school district will provide for the students
- A team of people develop an IEP, including a regular education teacher, special education teacher, school psychologist, parents of the student, and the student.
- A student's IEP must be reviewed at least once a year to determine whether the goals are being met or need to be revised.

(Lesson Setup and Opening)

Hopefully by this point in their educational experience, students will be very knowledgeable of the IEP process. However, it may be important to review the general concepts of an IEP. The content of these slides is taken from NICHCY's short and sweet IEP overview <http://nichcy.org/schoolage/iep/overview>.

The IEP has two general purposes: to set reasonable learning goals for a child, and to state the services that the school district will provide for the child. The IEP is developed jointly by the school system, the parents of the child, and the student (when appropriate).

The IEP is developed by a team of individuals that includes key school staff and the child's parents. The team meets, reviews the assessment information available about the child, and designs an educational program to address the child's educational needs that result from his or her disability.

- the parents of the child
- not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment)
- not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child
- a representative of the public agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the public agency
- an individual who can interpret the instructional implications of evaluation results
- other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate (invited at the discretion of the parent or the agency)
- the child with a disability (at this point for college-bound students it is generally not only appropriate, but also important, that the student be directly involved).

An IEP meeting must be held within 30 calendar days after it is determined, through a full and individual evaluation, that a child has one of the disabilities listed in IDEA and needs special education and related services. A child's IEP must also be reviewed at least annually thereafter to determine whether the annual goals are being achieved and must be revised as appropriate.

What is in an IEP?

Present Levels of Functioning include information on how you are currently doing in school and how your disability affects your performance in class.

Annual Goals describe what you are expected to do or learn in a 12-month period based on your present levels of functioning.

This section of the lesson is based on North Carolina's IEP. If you are not in NC, you can modify it to fit your needs.

Show students a blank copy of your state's IEP form and discuss the following sections. For more detailed information, please refer to <http://nichcy.org/schoolage/iep/iepcontents>.

- Present Levels of Functioning
- Annual Goals
- Accommodations and Modifications
- Transition Goals and Activities

Present Levels of Functioning - How is the child currently doing in school? How does the disability affect his or her performance in class? This type of information is captured in the "present levels" statement in the IEP.

Annual Goals - Once a child's needs are identified, the IEP team works to develop appropriate goals to address those needs. *Annual goal* describe what the child is expected to do or learn within a 12-month period.

More About IEPs

Accommodations and Modifications describe the modifications and assessment options that will best meet your needs in order to show your progress toward meeting your goals.

Transition Goals and Activities include the planning sections for life after high school. It sets goals for how you will be prepared for adult living including employment, daily living skills, vocational training, or post-secondary education.

Accommodations and Modifications - IDEA requires that students with disabilities take part in *state or district wide assessments*. The IEP team must decide if the student needs accommodations in testing or another type of assessment entirely. In this component of the IEP, the team documents how the student will participate.

Transition Goals and Activities - Beginning no later than a student's 16th birthday (and younger, if possible), the IEP must contain transition-related plans designed to help the student prepare for life after secondary school. This section of the IEP is a very important section. It includes the domains of independent and adult living, including the community... employment... adult services... daily living skills... vocational...postsecondary education. This definition clearly acknowledges that adulthood involves a wide range of skills areas and activities, and that preparing a child with a disability to perform functionally across this spectrum of areas and activities may involve considerable planning, attention, and focused, coordinated services.

Summary of Performance

- It includes recommendations about ways to help you meet your goals after high school.
- It is completed during your final year of high school.
- The purpose is to provide important information to people who will help you after high school.

When a student graduates from high school with a regular diploma or “ages out” of special education, IDEA requires the school to provide a “summary of academic achievement and functional performance.” The Summary of Performance (SOP) should include recommendations about ways to help the student meet post-secondary goals.

The SOP must be completed during the final year of high school. It is most useful when completed during the transition IEP process when your child has the opportunity to actively participate in the development of this summary. The SOP should contain the most updated information on academic achievement and performance, and include the student’s abilities and aspirations.

The information in the Summary of Performance should be based on the student’s unique needs and his/her goals after graduation from high school, although IDEA does not spell out specifically what the SOP must contain. The intent of the SOP is to provide crucial information to those people who may assist the student in the future.

What the SOP is NOT

Your SOP does NOT guarantee that you will receive the same services you received in high school!

It is not a contract, a guarantee that the same services will be provided in postsecondary settings, or even intended to take the place of materials required to document eligibility for services. However, it is a way to share with disability support service providers the kinds of information that may be useful when determining appropriate college supports.

Completing the SOP Form

Watch the video from the National
Secondary Transition Technical
Assistance Center.

[http://www.nsttac.org/NSTTACVideos/
SOPVideo.aspx](http://www.nsttac.org/NSTTACVideos/SOPVideo.aspx)



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- Check Purpose: Initial
 Annual Review
 Reevaluation
 Addendum
 Transition Part C to B

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Duration of Special Education and Related Services: From: _____ To: _____

Student: _____ DOB: _____

School: _____ Grade: _____

Primary Area of Eligibility* _____ Secondary Area(s) of Eligibility: (if applicable) _____
(*Reported on Child Count)

Student Profile

<p>Student's overall strengths:</p> <p>Summarize assessment information (e.g., from early intervention providers, child outcome measures, curriculum-based measures, state and district assessments results, etc.), and review of progress on current IEP/IFSP goals:</p>
<p>Parent's concerns, if any, for enhancing the student's education:</p> <p>Parent's/Student's vision for student's future:</p>

Consideration of Transitions

<p>If a transition (e.g., new school, family circumstances, etc.) is anticipated during the life of this IEP/IFSP, what information is known about the student that will assist in facilitating a smooth process? <input type="checkbox"/> N/A</p> <p>The student is age 14 or older or will be during the duration of the IEP. <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
--

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Duration of Special Education and Related Services: From: _____ To: _____

Student: _____ **DOB:** _____

School: _____ **Grade:** _____

Consideration of Special Factors (Note: If you check yes, you must address in the IEP.)

Does the student have behavior(s) that impede his/her learning or that of others? Yes No

Does the student have Limited English Proficiency? Yes No

If the student is blind or partially sighted, will the instruction in or use of Braille be needed? Yes No N/A

Does the student have any special communication needs? Yes No

Is the student deaf or hard of hearing? Yes No

- The child's language and communication needs;
- Opportunities for direct communications with peers and professional personnel in the child's language and communication mode;
- Academic level;
- Full range of needs, including opportunities for direct instruction in the child's language; and
- Communication mode.

(Communication Plan Worksheet available at www.ncpublicschools.org/ec/policy/forms.)

Does the student require specially designed physical education? Yes No

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Duration of Special Education and Related Services: From: _____ To: _____

Student: _____ **DOB:** _____

School: _____ **Grade:** _____

Present Level(s) of Academic and Functional Performance

Include specific descriptions of what the student can and cannot do in relationship to this area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

Annual Goal

Academic Goal Functional Goal

Does the student require assistive technology devices and/or services? Yes No

If yes, describe needs:

(Address after determination of related services.) Is this goal integrated with related service(s)? Yes* No

*If yes, list the related service area(s) of integration: _____

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Duration of Special Education and Related Services: From: _____ To: _____

Student: _____ DOB: _____

School: _____ Grade: _____

Competency Goal

Required for areas (if any) where student participates in state assessments using modified achievement standards.

Select Subject Area: Language Arts Mathematics Science

List Competency Goal from the NC Standard Course of Study:

(Standard must match the student's assigned grade.)

Note: Selected Grade Standard Competency Goals listed are those identified for specially designed instruction. In addition to those listed, the student has access to grade level content standards through general education requirements.

Benchmarks or Short-Term Objectives (if applicable)

(Required for students participating in state alternate assessments aligned to alternate achievement standards)

Describe how progress toward the annual goal will be measured.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Duration of Special Education and Related Services: From: _____ To: _____

Student: _____ DOB: _____

School: _____ Grade: _____

Least Restrictive Environment

I. General Education Program Participation

In the space provided, list the general education classes, nonacademic services, and activities (i.e., lunch, recess, assemblies, media center, field trips, etc.) in which the student will participate and the supplemental aids, supports, modifications, and/or accommodations required (if applicable) to access the general curriculum and make progress toward meeting annual goals. Discussion and documentation must include any test accommodations required for state and/or district-wide assessment. If supplemental aids/services, modifications/accommodations and/or assistive technology will be provided in special education classes include in the table below.

GENERAL EDUCATION NONACADEMIC SERVICES & ACTIVITIES SPECIAL EDUCATION (if applicable)	SUPPLEMENTAL AIDS/SERVICES MODIFICATIONS/ACCOMMODATIONS ASSISTIVE TECHNOLOGY (if applicable)	IMPLEMENTATION SPECIFICATIONS (Example: Who? What? When? Where?)

If the student is in preschool, describe how the student is involved in the general education program. N/A

Specify the technical assistance, if any, that will be provided to the general education teacher(s) and/or other school personnel for implementation of the IEP. None

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Name: _____

Duration From: _____ **To:** _____

II. North Carolina Testing Program

Select the appropriate state assessment(s) that will allow the student to demonstrate his/her knowledge. Accommodations listed on the IEP must be used routinely in classroom instruction and on similar classroom assessments. Select testing accommodations that correlate to instructional accommodations used routinely throughout the academic year. For specifics regarding accommodation use and availability for specific tests, refer to the *Testing Students with Disabilities* publication, available at <http://www.ncpublicschools.org/accountability/policies/tswd>.

IEP Teams are instructed to select, for each assessment, only those accommodations that do not invalidate the score.

<input type="checkbox"/> Student will participate in the Standard Test Administration with No Accommodations <input type="checkbox"/> Student will participate in the <i>NCEXTEND1</i> with No Accommodations <input type="checkbox"/> Student will participate in the <i>NCEXTEND1</i> with Accommodations <i>If checked, complete IEP DEC4 (6a of 10)</i> NC Testing Program Approved Accommodations		Grades 3-8		Grades 5 & 8	Course Assessments			CTE	Tests of English Language Proficiency Grades K-12 <input type="checkbox"/> W-APT™ <input type="checkbox"/> ACCESS for ELLs®					
		ELA	Mathematics	Science ¹	English II ¹	Algebra I/ Integrated I ¹	Biology ¹	Post-Assessment ¹	Reading	Writing	Listening	Speaking		
		MUST BE COMPLETED												
Student will participate in:		General Assessment												
		<i>NCEXTEND2</i> ²												
Braille Edition		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Large Print Edition (not for online assessments)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One Test Item Per Page Edition (not for online assessments)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistive Technology Devices: Specify _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Braille Writer/Slate and Stylus (Braille Paper)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crammer Abacus		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dictation to a Scribe		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreter/Transliterators Signs/Cues Test		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magnification Devices		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (LEP only) ³		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Marks Answers in Test Book (not for online assessments)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Reads Test Aloud to Self		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test Administrator Reads Test Aloud (In English)	<input type="checkbox"/> Read Everything	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Read by Student Request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Reads Test Aloud – Student Controlled (not for paper and pencil assessments)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiple Testing Sessions	<input type="checkbox"/> More Frequent Breaks (Every _____ Min.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Over Multiple Days (Number of Days _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scheduled Extended Time	<input type="checkbox"/> Approximately _____ minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing in a Separate Room	<input type="checkbox"/> Small Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> One-on-One	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): ⁴ _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹ Dependent upon the platform used to provide the student the general assessment (online vs. paper and pencil), some accommodations may be non-applicable or unavailable.
² All *NCEXTEND2* tests are designed to be administered online; therefore, some of the state-approved testing accommodations do not apply to these tests. If a paper and pencil version of the *NCEXTEND2* test is needed as an accommodation, an *Accommodation Notification Form* (available from the school test coordinator) must be submitted to the LEA test coordinator.
³ Available only for students identified as limited English proficient (LEP) who scored below Level 5.0 Bridging on the reading subtest of the W-APT™ or ACCESS for ELLs®.
⁴ In order to be used on the state assessment this accommodation must be approved by the NCDPI. To request approval, an *Accommodation Notification Form* (available from the school test coordinator) must be submitted to the LEA test coordinator.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)**Duration of Special Education and Related Services: From: _____ To: _____****Student: _____ DOB: _____****School: _____ Grade: _____****II. A. EXPLORE/PLAN/ACT/WorkKeys**

	Accommodations:	Implementation Specifications:
9 TH Grade - Explore ¹		
10 th Grade – PLAN ¹		
11 th Grade – ACT ²		
12 th Grade – WorkKeys ¹		

¹ EXPLORE, PLAN, and WorkKeys accommodations must meet accommodations guidelines specified in the Supervisor's Manuals that correspond to each test.

² Accommodations for the ACT must be requested and reviewed by ACT via submission of an ACT-Approved Accommodations Application. ACT-approved accommodations result in scores that are college-reportable, while state-allowed accommodations result in scores that are not college-reportable but may be used for state accountability purposes.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Duration of Special Education and Related Services: From: _____ To: _____

Student: _____ DOB: _____

School: _____ Grade: _____

III. District-Wide Assessment Program

In the space provided, list the district-wide assessments, if any, and any accommodations or alternate assessments to be used by the student.

DISTRICT-WIDE ASSESSMENT(S)	ACCOMMODATION(S) OR ALTERNATE ASSESSMENT(S)	IMPLEMENTATION SPECIFICATIONS

IV. Alternate Assessment Justification

If the student is participating in any alternate assessment(s), explain why the regular testing program, with or without accommodations, is not appropriate and why the selected assessment is appropriate:

N/A

V. Specially Designed Instruction, Related Services, and Nonacademic Services and Activities

A. Anticipated Frequency, Duration, and Location of Specially Designed Instruction

Special Education:	Sessions Per:		Reporting		Session Length:	Location:
	Week	Month	Period	Year		
_____	_____	_____	_____	_____	_____	_____
			1 st Semester	_____		
			2 nd Semester	_____		
_____	_____	_____	_____	_____	_____	_____
			1 st Semester	_____		
			2 nd Semester	_____		
_____	_____	_____	_____	_____	_____	_____
			1 st Semester	_____		
			2 nd Semester	_____		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Duration of Special Education and Related Services: From: _____ To: _____

Student: _____ **DOB:** _____

School: _____ **Grade:** _____

B. Anticipated Frequency and Location of Related Services

The IEP Team determined related services *are not required* to assist the student to benefit from special education.

The IEP Team determined the following related services are required to assist the student to benefit from special education.

Related Service(s):	Sessions Per:		Reporting		Session Length:	Location:
	Week	Month	Year	Period		
_____	_____	_____	_____	_____	_____	_____
					<input type="checkbox"/> Support Description	
_____	_____	_____	_____	_____	_____	_____
					<input type="checkbox"/> Support Description	
_____	_____	_____	_____	_____	_____	_____
					<input type="checkbox"/> Support Description	

Transportation is required as related service. Describe special transportation services:

C. Nonacademic Services and Activities (Refer to Section I: General Education Program Participation)

List the nonacademic services and activities in which the student will not participate with nondisabled peers. This time must be factored into the determination of continuum of alternative educational placement below.

Nonacademic Services and Activities:	Sessions Per:			Reporting Period	Session Length:
	Week	Month	Year		
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

VI. Continuum of Alternative Educational Placements

Check all alternative placements considered by the team and circle the decision reached.

Educational placement is determined by calculating the amount of time the student is with nondisabled peers. Regular Early Childhood Program (RECP) is at least 50% of children enrolled in a class are nondisabled and do not have an IEP. A Special Education Program (Separate) class includes less than 50% nondisabled children.

School Age:

- Regular - 80% or more of the day with nondisabled peers
- Resource - 40% - 79% of the day with nondisabled peers
- Separate - 39% or less of the day with nondisabled peers
- Separate School
- Residential
- Home/Hospital

Preschool:

- RECP at least 10 hours a week, services in RECP program
- RECP at least 10 hours a week, services in other location
- RECP less than 10 hours a week, services in RECP program
- RECP less than 10 hours a week, services in other location
- Separate, Special Education Class
- Separate School
- Separate, Residential Facility
- Home, or
- Service Provider Location

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Duration of Special Education and Related Services: From: _____ To: _____

Student: _____ **DOB:** _____

School: _____ **Grade:** _____

VII. Least Restrictive Environment Justification Statement

If the student will be removed from nondisabled peers for any part of the day (general education classroom, nonacademic services and activities), explain **why** the services cannot be delivered with nondisabled peers with the use of supplemental aids and services.

N/A Student will not be removed from nondisabled peers.

VIII. Progress toward annual goals will be reported with the issuance of report cards unless otherwise specified below:

IX. Extended School Year Status (*ESY worksheet available at www.ncpublicschools.org/ec/policy/forms.*)

- Is not eligible for extended school year
- Is eligible for extended school year
- Eligibility is under consideration and will be determined by _____

X. Record of IEP Team Participation (*Note with an * any team member who used alternative means to participate.*)

A. IEP Team. The following were present and participated in the development and writing of the IEP.

Name	Position	Date
_____	LEA Representative	_____
_____	General Education Teacher	_____
_____	Special Education Teacher	_____
_____	Parent	_____
_____	Student	_____
_____		_____
_____		_____

Copy given/sent to parent(s): by _____ on _____.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) ADDENDUM

Duration of Special Education and Related Services: From: _____ To: _____

Student: _____ DOB: _____

School: _____ Grade: _____

X. Record of IEP Team Participation continued*(Note with an asterisk [*] any team member who used alternative means to participate.)*

- B. Reevaluation. The IEP was reviewed at reevaluation and was found to be appropriate. An annual review of this IEP will be conducted on or before _____.

Name	Position	Date
_____	LEA Representative	_____
_____	General Education Teacher	_____
_____	Special Education Teacher	_____
_____	Parent	_____
_____	Student	_____
_____		_____
_____		_____

XI. Amending the IEPThe IEP was amended due to a disciplinary change in placement. Yes No**A. IEP Addendum Team.**

The following were present and participated in the development and writing of the addendum to the IEP.

Name	Position	Date
_____	LEA Representative	_____
_____	General Education Teacher	_____
_____	Special Education Teacher	_____
_____	Parent	_____
_____	Student	_____
_____		_____
_____		_____

B. Amending the IEP without holding a meeting after the annual IEP Team meeting for the school year.

- The parent and LEA agreed that the IEP could be amended by _____ on _____ without holding a meeting.
- Copies of the amendment were provided to individuals responsible for implementing changes to the IEP by _____ on _____

Indicate page(s) and section(s) where any amendment(s) were made:

- A revised copy of the IEP with amendments incorporated was provided to parent(s) on _____ by _____.

MY SUMMARY OF PERFORMANCE

Background Information	Date Completed: _____
Name: _____	Date of Birth: _____
Year of Graduation/Exit: _____	
Address: _____ Telephone Number: _____	
(Street)	(City, State) (Zip code)
Primary Language or communication mode: _____ If English is not the young adult's primary language, what services were provided for this young adult as an English language learner?	

Section 1	
My Post-school Goals for ONE YEAR AFTER HIGH SCHOOL	
Living	My Goal:
	School's Recommendation To Achieve Goal:
	Accommodations and/or Supports That May Assist in Achieving Goal:
Learning	My Goal:
	School's Recommendation To Achieve Goal:
	Accommodations and/or Supports That May Assist in Achieving Goal:
Working	My Goal:
	School's Recommendation To Achieve Goal:
	Accommodations and/or Supports That May Assist in Achieving Goal:

My Summary of Performance

Section 2 My Perceptions of My Disability	
Describing My Challenges:	My disability is:
My Disability's Impact:	On my school work such as assignments, projects, time on tests, grades:
	On school activities:
	On my mobility:
	On extra-curricular activities:
Supports	What works best, such as aids, adaptive equipment, or other services:
	What does not work best:
Accommodations That Worked for Me in High School	Setting: (distraction-free, special lighting, adaptive furniture, etc.)
	Timing/Scheduling: (flexible schedule, several sessions, frequent breaks, etc.)
	Response: (assistive technology, mark in booklet, Braille, colored overlays, dictate words to scribe, word processor, tape responses, etc.)
	Presentation: (large print, Braille, assistive devices, magnifier, read or sign items, calculator, re-read directions, etc.)

My Summary of Performance

Section 3		
The School's Perspective of My Disability		
Educator Provided Disability Impact Summary on Academic Achievement and Functional Performance (e.g., general ability and problem solving, attention and organization, communication, social skills, behavior, independent living, self-advocacy, learning style, vocational, employment)	Area of Functioning	Disability Impact
	General Ability and Problem Solving	
	Academics	
	Learning Skills	
	Communications	
	Social Skills and Behavior	
	Mobility	
	Independent Living Skills	
	Self-Determination Skills	
	Career/Vocational Preparation	
Educator Provided Summary of Successful Accommodations and Supports used in High School	Accommodation Type	Description of Support

My Summary of Performance

Section 4

School Produced Summary of My Academic Achievement and Functional Performance

Attach written copy of most recent assessment reports. A report does not have to be provided for each area. Only attach those reports used to document disability. NOTE: Postsecondary education programs rely upon assessments based on adult norms.

Documentation of My Disability:	Type of Documentation	Assessment Name	Dates Administered
	Psychological/Cognitive		
	Neuropsychological		
	Medical/Physical		
	Communication		
Other Assessments	Type of Documentation	Assessment Name	Dates Administered
	Achievement/Academic		
	Adaptive Behavior		
	Social/Interpersonal		
	Communication/Speech/Language		
	Response to Intervention		
	Career/Vocational/Transition		
	Community-based assessments		
	Self-determination assessments		
	Assistive technology		
	Classroom observations		
	Independent Living		
	Other:		

Team Participant Signatures:			
Name	Title	Name	Title
	Student		Parent(s)
	Special Education Teacher		Administrative Representative
	Regular Classroom Teacher		Other Service Provider

Objective: The student will formulate at least three appropriate responses to questions about disabilities posed from peers.

Materials Needed

- Transition Notebook
- PowerPoint file with teacher notes

Activity Description

In-Class Discussion (see PowerPoint for detailed notes)

- College students with disabilities have said that in elementary, middle, and high school, they have experienced stigma attached to having a disability. In the public school system, students do not have control over who knows about their disability.
- College is different from high school because the student uses his/her discretion as to whom s/he will tell about personal disabilities.
- Students will need to disclose to:
 - Disability Support Services
 - Professors
 - Advisors
 - People with whom they will work with in a professional capacity

While most college students have had positive experiences with telling peers about disabilities, it is a personal decision to decide who to tell.

Classmates may notice some differences in students' schedules and modifications received. Discuss character traits of a trustworthy peer and ways to be honest without revealing more than makes a student comfortable.

Role-Plays

Students will take turns being both the student with the disability and the other person in the scenario.

Professional Scenario

- With a partner, take turns describing your strengths and weakness, including your disability, as if you were telling your advisor.

Peer Scenarios

- One of your modifications is to take tests in a separate location with extended time. The person who sits beside you in class asks you why you are never in class for tests. This person regularly falls asleep in class, seems more interested his phone than the lecture, and only talks to you when he needs information about the class. What will you say?
- You have begun to make a friend in your biology lab. You have met for lunch on campus a few times, and you always work together in the lab. She asks you why your schedule is so structured and why you study so much during the day. What will you say?
- You have spoken to the person who sits behind you several times, but never on a personal level. You have heard him complaining about having difficulty learning the material and low grades on tests. One day you tell him about tutoring opportunities that are available to all students. He is grateful, but wants to know how you know so much about tutoring. What will you say?

Journal Entry

Write about what you learned from the role play scenarios. Who should you tell about your disability? You will never know until you are in a situation, but at this point, who else do you think you will tell about your disability? Write three answers you can give people if they ask you questions and you do not want to reveal your disability.

Discussing Disabilities

Whom will I tell?



Module 4 Activity 2

College students with disabilities have said that in elementary, middle, and high school they have experienced stigma attached to having a disability. In the public school system, students do not have control over who knows about their disability.

College is different from high school because the student uses his/her discretion as to whom s/he will tell about personal disabilities. ‘

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Who Needs to Know?

- Certain people will need to know about your disability in order to effectively support you in college
- These people include:
 - Disability Support Services
 - Professors
 - Advisors
 - People you work with in a professional capacity

On the first click, this slide will pop up with only the question visible. The next click will make the text visible.

Ask the class who they think would need to know about their disability. Discuss why it would be important to let these people know.

The people whose role it is to support you in your academic and professional goals will most likely need to know about your disability in order to know how to help you most effectively.

Should I tell my peers?

While most college students have had positive experiences with telling peers about disabilities, deciding whom to tell is a PERSONAL decision based on:

- Past experiences
- Personality differences
- Who is asking
- Why the person is asking
- Other



On the first click, this slide will pop up with only the question visible. The next click will make the text visible.

When it comes to people who do not have a professional need to know in order to support you, it's completely up to you.

Have a class discussion about why this is a personal decision. Some students may have only had positive or neutral experiences with peers knowing about their disability while others may have been the subject of teasing or ridicule from peers about the same disability. This makes a big difference in how students will approach disclosure in college. Personality differences also affect the way students handle disclosure. Some people are open with personal details while others are more guarded. It is important for students to know that having a disability doesn't make them better or worse than the next person, it is simply a part of who they are.

Also discuss the differences in the person who is asking and the way s/he asks. Is it a friend or just a casual acquaintance? Is the question asked out of curiosity or animosity?

How will people know?

As you make friends in classes, they may notice some differences, such as:

- Assistive technology you use
- Modifications for test taking
- Your structured schedule or extra study time
- Utilization of tutoring services



On the first click, this slide will pop up with only the question visible. The next click will make the text visible.

As a class, discuss some of the things that may cause your peers to ask questions. Remind students that these questions are not typically critical or judgmental, but simply asked out of curiosity. Talk about ways to not take offense to questions, but to see them as sincere inquiries.

Answers!

- It is OK to be open with everyone you talk to about your disability and tell them all about you.
- It is also OK to keep your personal information ...personal.
- There can be a balance to giving honest answers without disclosing everything about yourself.



The Balancing Act

- Q: Why weren't you in class for the test?
- A: I took the test. I was just sitting in a different place than I normally sit.

- Q: How do you know so much about tutoring?
- A: I've talked to some people who gave me good advice about how to do well in college. I decided that I'd use the resources available. I can give you the information if you'd like it.

- Q: Your schedule is completely full and your planner is packed. Why do you spend so much time studying during the day?
- A: It helps me get organized and stay on track. It makes it so much easier to remember my assignment and finish them all on time.

These are some sample questions and answers that demonstrate being honest without disclosing the student's disability.

Role Play

- With a partner, one of you will act like the person in the role play and one of you will act like yourself answering the question.
- When you are finished, switch roles.
- Talk about what was easy to answer and what was hard to answer.

Have students break into pairs for this role-playing exercise.

Professional Scenario

- You recently looked at your IEP, began to create your SOP, set goals for yourself, and discussed your strengths and weaknesses.
- Now it is time to put it into practice. Act as if you are talking to your advisor. Tell him/her about your strengths and weaknesses, including your disabilities. Do not forget to mention your goals.
- When one person is finished, it is time to switch roles!

Peer Scenarios

There are three different scenarios. Take turns choosing one so that each partner gets to be him/herself and also gets a chance to be the person in the role play.

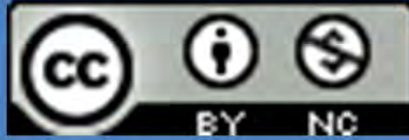


- One of your modifications is to take tests in a separate location with extended time. The person who sits beside you in class asks you why you are never in class for tests. This person regularly falls asleep in class, seems more interested in his phone than the lecture, and only talks to you when he needs information about the class. What will you say?
- You have begun to make a friend in your biology lab. You have met for lunch on campus a few times, and you always work together in the lab. She asks you why your schedule is so structured, your planner is so full, and why you study so much during the day. What will you say?
- You have spoken to the person who sits behind you several times, but never on a personal level. You have heard him complaining about having difficulty learning the material and low grades on tests. One day you tell him about tutoring opportunities that are available to all students. He is grateful, but wants to know how you know so much about tutoring. What will you say?

Journal Response

Write about what you learned from the role-play scenarios. Whom should you tell about your disability? You will never know until you are in a situation, but at this point, who else do you think you will tell about your disability? Write three answers you can give people if they ask you questions and you do not want to reveal your disability.

Students should add their journal entry to their transition notebook upon completion.



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Objective: The student will identify at least five key services they receive in high school and identify whether or not those services will be delivered in a different or similar way in college.

Lesson Element	Procedures	Materials
<p>Lesson Setup & Lesson Opening</p>	<p>Have students write on an index card one new thing they learned about their personal current IEP or the IEP/SOP development process in high school during the last lesson. Ask them to turn the index card over and list things they will need to consider for the college setting based on what they wrote in their Summary of Performance draft in Module 4 Lesson 3.</p> <p>Tell them in this lesson you will be discussing some of the differences that will occur in the way services are determined and delivered in the college setting.</p>	<p>PowerPoint File Module 4 Lesson 4</p> <p>1 index card per student</p>
<p>Lesson Body</p>	<p>Teacher Input Explain to students that services provided in college are very different from what they are accustomed to in the K-12 setting. This is partially because the mission of colleges and public schools are different, and also partially because the two educational settings are governed by different legislation with different intents and processes.</p> <p>Use the PowerPoint file to walk students through the differences in laws and processes followed in each setting. Elaborate and respond to student questions as needed. Students can fill in their copy of student notes as the lesson progresses. The PowerPoint file will emphasize nine differences between the two settings.</p> <ul style="list-style-type: none"> • Laws governing disability services: IDEA vs. ADA • Philosophies of the institutions • Documentation • Evaluations • Identifying students with disabilities • Student’s role • Guardian’s role • Services and accommodations • Modifications 	<p>PowerPoint file with teacher notes</p> <p>Student-Guided Notes</p>

	<p>Guided Practice</p> <p>In pairs, ask students to list differences between services in high school and college. Circulate and ask students to share their lists with you. Give students time to look at their IEP's and SOP's and make a list of implications that will be important for them to be proactive about given what is on those documents and the supports they feel will be necessary for them personally in college. Students can work together if needed to think about college implications from as many different angles as possible.</p>	
<p>Extended Practice</p>	<p>Use the “What Does This Mean for Me?” worksheet to help students think through the supports they receive in high school and how they plan to research whether or not similar supports will be available in college (and what to do if they are not).</p>	<p>“What Does This Mean for Me?” Worksheet</p>
<p>Lesson Closing</p>	<p>Collect individual student worksheets so you can make yourself and the student a copy and have them on hand (if needed/desired) at the student's IEP meeting. Students will keep their copy in their transition notebook. With the class, review high school/college differences discussed in the lesson.</p>	



Support Services in College



Differences Between Disability Support in High School and College

Module 4 Lesson 4

Disability services in high school and college differ in significant ways. Knowing what to expect in advance helps most students with disabilities to transition to the college environment more easily.

One of the most basic differences is that in high school, these services are generally referred to as “special education,” whereas in college, you will no longer hear that term. Most colleges refer instead to “disability services,” so you will want to get used to using this new terminology.

The information in this lecture is adapted from several sources, including the websites of the Disability Support offices at East Carolina University and Cleveland State University, as well as ThinkCollege.net.

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Laws Governing Disability Services	
High School	College
I.D.E.A.	A.D.A.
(Section 504 of the Rehabilitation Act)	(Section 504 of the Rehabilitation Act)

In high school, Individuals with Disabilities Education Act (IDEA) is the main law that provides the guidelines for serving students with disabilities. In addition, some guidelines are drawn from Section 504, Rehab Act.

In college, the Americans with Disabilities Act (ADA) and Section 504 of the Rehab Act are the main laws that provide guidelines for serving students with disabilities.

Because different laws apply to these two different settings, the rules about how to serve students with disabilities also differ. All the differences that follow are a direct result of the differences in these laws.

Philosophy	
High School	College
The goal of special education is the student's success	The goal of disability services is the student's equal access to programs and services

In high school, the adaptations, modifications, and accommodations that students receive are geared toward ensuring that they succeed. If a student is not passing his/her classes, their IEP will most likely be reevaluated and additional supports will be provided.

In college, the services a student is provided are geared toward providing him/her with reasonable accommodation for equal access to major life activities (e.g. education), but they do not have a goal of student success. It is civil rights legislation designed to ensure that otherwise qualified individuals are not discriminated against because of a disability. If a student does not pass his/her classes, it doesn't mean that s/he is entitled to more services.

Documentation	
High School	College
Individual Education Plan (I.E.P.)	Documentation requirements vary
504 Plan	I.E.P./504 are not sufficient
School-provided evaluation	Current independent evaluation required

In public high schools, all students in special education will have either an IEP or 504 plan. These are generally based on an evaluation that the school provides (see next slide). The IEP and 504 are formal and specific documents. Most states have a template that schools must use, so all IEPs in the state look similar, but that format may differ from state to state.

In contrast, there's a great deal of variation in the documentation at different colleges. College disability support offices may be able to use some of the information from a student's IEP/504 when planning their services, but these documents alone may not be sufficient evidence of the student's disability. Instead, students must have a current evaluation with test scores that support the diagnosis of the disability. Generally, "current" means within the past 3 years.

Instead of creating an IEP or 504, many college level disability services offices simply have a copy of the evaluation and use that to create a letter detailing the student's accommodations that goes to each professor.

Evaluations	
High School	College
<p>School provides evaluation at no cost to student</p> <p>School conducts re-evaluations at prescribed intervals</p>	<p>Student required to get evaluation at own expense</p> <p>Re-evaluation generally not required after initial documentation is approved</p>

Students do not have to pay for evaluations in high school. For college, unless the school can accept the most recent re-evaluation that the student had in high school (which they often can, if it's current within the past 3 years and comprehensive enough to meet their criteria), the student will need to go elsewhere to get a new evaluation (and will have to pay for it).

The up-side of having more stringent requirements is that generally once a student's documentation has been approved, they don't need to be re-evaluated during the remainder of their college career.

Identifying Students with Disabilities	
High School	College
<p>Schools are responsible for identifying students with disabilities</p> <p>The law requires schools to serve all students with known disabilities</p>	<p>Students are responsible for self-identifying to the Disability Support Office</p> <p>Students are not required to self-identify unless they want to access services</p>

In high school, it is the school’s responsibility to identify students who may have disabilities and to test them and serve them if appropriate (“child find” requirement).

In college, students have a choice about whether or not to notify the school that they have a disability. However, if a student wants services to accommodate a disability, s/he must contact the disability support office and self-identify as a student with a disability and provide documentation to support their diagnosis before they can be served.

Student's Role	
High School	College
The student's school personnel and parents bear the primary responsibility for accessing, defining, and scheduling his/her special education services	The student bears the primary responsibility for accessing, defining, and scheduling his/her disability services

The difference in the student's role and responsibilities is probably the most fundamental change for most students. Instead of simply being the recipient of various services and accommodations, the students now have to take an active role in making sure that they receive their supports.

It is important for students to understand that they are now in the driver's seat with respect to their accommodations in college. In high school, if they just sit back and wait for something to happen, it probably will. This is because teachers, other school personnel, as well as their parents, will make sure that it happens. In college, if students sit back and wait for something to happen, it will not happen. They have to take the initiative to start the process, ask questions, follow up, etc.

Guardian's Role	
High School	College
Parents have access to the student's records and regularly participate in the accommodation process	Parents do not have access to disability-related records unless the student provides written consent
Parents advocate for the student	Students advocate for themselves

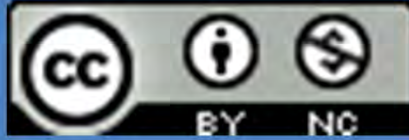
The changes in the guardian's role go along with the changes in the student's role discussed on the previous slide. In high school, guardians are required to be informed, and generally they are involved in the process. In college, it is actually illegal for (most types of) information about the student to be disclosed to anyone, even guardians, unless the school has a signed form that specifically authorizes that release of information. The law that regulates this is called FERPA (Family Educational Rights and Privacy Act), and students will probably hear much more about it as they transition to college.

Services and Accommodations	
High School	College
<p>High schools provide many different instructional modifications, accommodations, and support services</p> <p>Examples of support services include tutors, personal care attendants, personal aids/devices, etc.</p>	<p>Colleges are only required to provide accommodations, not instructional modifications or support services</p> <p>Examples of accommodations include note-taker, priority seating, extended test time, reader, scribe, use of a computer, spell-checker, calculator, etc.</p>

Please note that all of these differences in services and accommodations are generalizations. It is up to each individual school to determine what they provide to students, and students may very well be able to find examples of colleges that provide services above and beyond what is legally required. In addition, many campuses have entities other than the disability support office that can provide some of these resources (for example, tutoring for all students), or they may be able to refer the student to other agencies or individuals who can provide extra support.

Modifications	
High School	College
May modify curriculum	Will not make any modifications that would fundamentally alter a curriculum or class , including grade modifications and test format changes
May use modified grading standards	
May alter test format (i.e., oral test instead of multiple choice)	

The important thing for students to understand here is that high schools have a lot more flexibility than colleges in how they can modify a student's academic experience. Anything that would fundamentally change a curriculum or a class generally cannot be done in college. So students who are accustomed to having modified grading standards, shortened assignments, changes to their test formats, shortened tests, etc. may be surprised to learn that none of these modifications will be acceptable in college. Colleges can often change **how** things are done, but not **what** is required. An example of this would be if a student has a test to take, he may be eligible to have someone read it to him while he takes the test with extra time in a distraction-free environment, but he cannot take a different version of the test or take a shorter test, have different resources (e.g. word bank) or grading standards than the rest of the class.



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What Does This Mean for Me?

During this lesson you have been discussing some of the differences between high school and college. As you plan for postsecondary education, it is important to begin to understand the different kinds of supports you have received in high school from teachers and parents and to think ahead about the supports you will need in college. Many community colleges, colleges, and universities provide a wide range of supports, but they may look very different than what you have experienced in kindergarten through 12th grade. Additionally, some types of resources and supports that you have used in the past may simply not be available in postsecondary settings. In these situations, you will need to go to college with a plan for how to address this change.

Use this worksheet to think about the types of resources and supports you are accustomed to receiving in high school from teachers, parents, and peers. For each of these supports, indicate whether you think they will be available in college. If so, how and from whom do you think they will be accessed? If you do not know, indicate how you plan to find out. An example has been provided for you:

Right now I receive...	In college I will need...	What are my questions about this specific type of support?	Who/what will help me find an answer?	By what date will I find this information?	What did I learn?
Extra time on all tests	I will want to see if I can start having extra time on all my tests. I know I will need it on tests that have essays, but I'm not sure about others.	Is extra time on tests an accommodation that is available in college? If so, how can I access it?	I will first check the Disability Support Services office website at the college I want to attend. If I don't find it there, I will call the office using the contact number on the website.	Next Friday	

Right now I receive...	In college I will need...	What are my questions about this specific type of support?	Who/what will help me find an answer?	By what date will I find this information?	What did I learn?



College Resources

Campus Resources

A. Three Types of Campus Resources

- _____ Resources
- Housing, Dining, and _____ Resources
- Student Organization Resources

Academic Resources

B. What Are Academic Resources?

- Resources that benefit students academically
- Types of resources are fairly standard, but details vary from school to school
- Academic resources include:
 - _____
 - Tutoring, including general and _____ centers
 - Advising
 - _____ Center
 - Information Technology & Computing
 - Registrar
 - Study Abroad

C. Library Services

- Traditional library services (e.g., lending _____ and other materials, _____ services, etc.)
- Library _____
- Study environments
- Technology
- _____ assistance
- Writing assistance
- Citation resources

D. Tutoring

- One-on-one tutoring
- Group sessions
- Academic _____
- _____
- Tailored academic support
- Referrals to additional tutoring/academic resources

E. Subject-Specific Tutoring Centers

- Many services are similar to general tutoring centers (e.g., individual appointments, workshops)
- A Writing Center may help students with
 - Grammar
 - Selecting and developing _____
 - Writing specific parts of a paper (e.g., _____)
 - _____ and style
- A Math Lab may help students to
 - Understand concepts
 - Complete _____
- A Foreign Language Resource Center may provide
 - Assistance with _____ and learning language structure
 - Practice _____ the language
 - Resources to understand and appreciate a foreign culture
 - Physical resources such as dictionaries, _____, workbooks, etc.

F. Tutoring in College

- Tutoring is for _____ - not just _____
- Expectations and guidelines for college-level tutoring
 - Show up prepared – both _____ and _____
 - Study independently _____ tutoring; make a genuine effort to understand the material and do the work
 - Bring specific _____ about the material
 - Actively participate in the process
 - Don't _____ to attend tutoring

Tutors DO:

_____ areas you didn't get during the first encounters with the material

Work through material _____ you and _____ you toward the answers

Help you understand and apply concepts and complete problems _____ to those on graded assignments

Tutors DO NOT:

_____ entire lessons or concepts

Work through the material _____ you or _____ you the answers

Directly help you answer specific problems or questions on _____ assignments

G. Academic Advising

- Advisors support students in

- Understanding academic requirements and planning a _____
- _____, scheduling, and registering for classes
- Monitoring academic progression
- Interpreting and following academic guidelines
- Locating other resources needed to _____
- Types of advisors
 - General
 - _____

H. Career Center

- Career Centers offer:
 - Career counseling
 - _____ guidance
 - Job fairs
 - Extensive career resources
 - _____
 - Alumni support

I. Information Technology & Computing

- Manage campus technology and related services
- Some services include:
 - Troubleshooting personal computer issues for hardware or software
 - Providing and supporting _____
 - Student email
 - File storage
 - _____
 - Internet safety and security
 - Maintaining campus _____
 - Supporting online courses or online course content
 - Maintaining campus servers and networks (e.g., _____)

J. Registrar

- University official or department responsible for maintaining _____ on all students and academic policies
- Services and responsibilities provided
 - Academic record-keeping on all students
 - Issuing _____
 - Filling _____ requests
 - Assigning classroom/meeting space
 - Certifying degree requirements and issuing degrees

K. Study Abroad Programs

- Educational programs in other countries offered by a student's home school
- Opportunities vary by university
 - Various _____; different host institutions
 - Varying living arrangements (e.g, dorm, _____)
 - Options for length of program may include summer, _____, year
 - May receive academic credits for participating
 - Costs will vary depending on school, program, _____, etc.
- Courses usually offered in student's _____

Transportation and Dining Resources

L. Campus Transportation

- Buses
 - Safe and _____ way to travel
 - Most require a _____
 - Typically have multiple stops in a city, including grocery stores, shopping centers, and apartment complexes
- _____
 - Efficient and cost-effective
 - Convenient
- Personal Vehicles and _____
 - Parking for freshmen often _____
 - Stickers or parking passes usually required on campus
 - _____ vary by campus
- _____-sharing / short-term car rental
 - Service for students who only need _____ access to a vehicle
 - Availability, rates, and restrictions vary per campus
- Ride-sharing
 - Social networks that facilitate _____ transportation within a community or university
 - Aims to decrease _____ and parking difficulties, helps the environment, and reduces travel costs

M. Campus Dining

- Most campuses have many dining options
 - Wide variety of foods
 - Cafeteria style as well as _____
 - Your campus's options might include chain restaurants (_____ or sit-down), coffee shops, _____, snack shops, and/or mini-markets

- Many students are enrolled in a _____
 - Small, medium, and large meal plans are available
 - May cover only _____ or include other dining facilities
- Campus dining services may also hold social events such as “Midnight Breakfast”

Student Organization Resources

N. Extracurricular Activities

- Any _____ activity or organization
- Participation helps to develop the “_____ student”
- Many possible purposes for getting involved
 - Entertainment and enjoyment
 - _____; meeting friends; _____
 - Gaining and improving _____
 - Service/ _____
 - Resume-building

O. Types of Student Organizations & Extracurricular Activities

- Academic, Professional, and Honorary
 - Groups related to a specific _____
 - Professional membership groups
 - Academic _____ groups
- Leadership
 - Developing leadership skills
 - Leadership _____ or in the _____ (e.g., student government, event-planning committees, etc.)
- _____ - Fraternities and Sororities
 - Social
 - Service
 - Honorary
 - Professional
- Service, Volunteering, and Activism
 - Groups that place volunteers within university or _____
 - _____ programs that combine _____ with service
 - Services may include volunteer database, service trips, advocacy, etc.
- _____ - Music, Dance, Theatre, Visual Arts, etc.
 - _____ groups
 - Fine-arts related interest or appreciation groups and events
- Student Media
 - Campus _____

- Yearbook
- Campus television or _____ stations
- Literary, art, or other publications
- Multicultural
 - _____ student communities
 - Cultural exploration and appreciation clubs
 - _____ groups – social, networking, activism, etc.
- Religious
 - Groups for specific organized religions or _____ groups
 - Spiritual or _____ organizations
 - Atheist/agnostic groups
- Specific Interests
 - _____ organizations
 - Groups for hobbies or activities (e.g., _____, anima, scuba diving, poetry, _____, board games, motorcycles, bowling, etc.)
 - Health or wellness (e.g., _____ lifestyle)
- Athletics
 - Varsity Sports
 - Well-organized, highly _____
 - Subject to rules from national organizations such as NCAA; _____ leadership
 - _____ time commitment
 - _____ Sports
 - Organized and competitive, but less so than varsity sports
 - Fewer restrictions and rules; leadership may be student or professional
 - _____ time commitment than varsity sports, but _____ than intramurals
 - Intramural Sports
 - Level of organization and competition _____; many are “_____”
 - Governed by much more lax restrictions; leadership is usually by _____
 - Usually _____ time commitment
- Athletic Boosters and school spirit organizations

The College Community

A. Review Your Goals

- What goals did you set for yourself? _____

- For each goal, brainstorm a few possible steps you would need to take to reach the goal.

B. Campus Resources

- College campuses have a wide range of supports and resources for students
- The resources and _____ are very different in college than in high school, and they also vary from college to college
- It is the student's responsibility – and _____ - to _____ and _____ these resources

C. Accessing Campus Resources

- Locating and accessing campus resources can be _____ for first-year college students
- Exploring available resources and _____ of the ones you will need to meet your goals _____ arriving on campus makes it easier to find the support you need when you need it

D. Campus Community Components

- Overall _____ of the campus community
- On-campus living
- Academic _____
- Academic _____
- Athletics
- Student organizations
- Cultural enrichment
- Family

E. On-Campus Living Community

- A large part of many students' first-year college experiences revolve around the _____
- May also be called: Campus Living, University _____, Residence Life, etc.
- Areas to investigate:
 - Programming, events, _____, rules and _____, services, etc.

F. Academic Department Community

- _____ in the student's major
- Other students in the student's major
- Academic-related student/professional organizations
- Areas to investigate:
 - The college and department for your _____, faculty and their areas of _____, major-related organizations, facilities, upcoming _____, etc.

G. Academic Support Community

- Office of _____ Support Services
- _____ centers
- Study groups (both university-organized and informal groups)
- Areas to investigate:
 - Services, _____, staff, policies and procedures, _____, etc.

H. Athletic Community

- University teams
- _____ and/or club sports
- Boosters/Athletic support organizations
- Areas to investigate:
 - _____ offered (including university, club, and intramural teams), schedules, _____, policies, staff, events and classes, etc.

I. Student Organization Community

- Student government
- Student _____
- Interest groups
- Minority/cultural organizations
- Religious or spiritual organizations
- _____
- Areas to investigate:
 - Lists of organizations, _____, names and contact information for _____, etc.

J. Cultural Enrichment Community

- Theater
- _____
- Art
- Dance
- Areas to investigate:

- Event and performance _____, _____, performance hall/gallery locations, contact information, etc.

K. Family Community

- Although family members are not _____ on campus, they continue to be part of a student's _____
- Areas to investigate:
 - Family/Parent associations, Family/Parent events (e.g., _____, Family Orientation, etc.), communication _____ (e.g., email, text, phone, mail, IM, etc.)

L. Goal-Setting Worksheet

- In the “**Plan**” column of your worksheet, identify the **steps** you will need to take to accomplish each goal.
- In the “**Resources**” column of your worksheet, identify the **campus resources** you will need to access in order to complete those steps.

College Community Directory

A. Creating Your College Directory

- Refer back to your Goal Setting sheet and review the campus _____ you will seek out for help meeting your _____
- Locate the webpages for each of these resources on your college’s official website.
- On the “Campus Directory” sheet, fill in all of the following information for each resource you listed on your Goal Setting Worksheet:
 - Office location Office hours
 - Contact person Phone number
 - Email address Website address
 - Other/Notes

Discussing Disabilities: Whom will I tell?

A. Who Needs to Know?

- Certain people will need to know about your disability in order to _____
_____ in college
- These people include:
 - Disability Support Services
 - _____
 - Advisors
 - People you work with in a _____ capacity

B. Should I tell my peers?

- While most college students have had _____ experiences with telling peers about disabilities, deciding whom to tell is a _____ decision based on:
- Types of resources are fairly standard, but details vary from school to school
 - Past experiences
 - _____ differences
 - _____ is asking
 - _____ the person is asking
 - Other

C. How will people know?

- As you make friends in classes, they may notice some differences, such as
 - _____ you use
 - Modifications for _____
 - Your structured schedule or extra _____
 - Utilization of tutoring services

D. Answers!

- It is ok to be _____ with everyone you talk to about your disability and tell them all about you.
- It is also ok to keep your personal information... _____
- There can be a _____ to giving honest answers without disclosing _____ about yourself

E. The Balancing Act

- Q: Why weren't you in class for the test?
A: I took the test. I was just sitting _____ than I normally sit.
- Q: How do you know so much about tutoring?
A: I've talked to some people who _____ about how to do well in college. I decided that I'd _____.
I can give you the information if you'd like it.

- Q: Your schedule is completely full and your planner is packed. Why do you spend so much time studying during the day?

A: It helps me get _____ and stay on track. It makes it so much easier to _____ my assignments and _____ them all on time.

F. Role Play

- With a partner, one of you will act like the person in the role play and one of you will act like yourself answering the question
- When you are finished, switch roles
- Talk about what was easy to answer and what was hard to answer.

G. Professional Scenario

- You recently looked at your IEP, began to create your SOP, set goals for yourself, and discussed your strengths and weaknesses. Now it is time to put it into practice. Act as if you are talking to your advisor. Tell him/her about your strengths and weaknesses, including your disabilities. Do not forget to mention your goals. When one person is finished, it is time to switch roles!

H. Peer Scenarios

- There are three different scenarios. Take turns choosing one so that each partner gets to be him/herself and also gets a chance to be the person in the role play.
 - One of your modifications is to take tests in a separate location with extended time. The person who sits beside you in class asks you why you are never in class for tests. This person regularly falls asleep in class, seems more interested in his phone than the lecture, and only talks to you when he needs information about the class. What will you say?
 - You have begun to make a friend in your biology lab. You have met for lunch on campus a few times, and you always work together in the lab. She asks you why your schedule is so structured, your planner is so full, and why you study so much during the day. What will you say?
 - You have spoken to the person who sits behind you several times, but never on a personal level. You have heard him complaining about having difficulty learning the material and low grades on tests. One day you tell him about tutoring opportunities that are available to all students. He is grateful but wants to know how you know so much about tutoring. What will you say?

- I. Journal Response: Write about what you learned from the role-play scenarios. Whom should you tell about your disability? You will never know until you are in a situation, but at this point, who else do you think you will tell? Write three answers you can give people if they ask you questions and you do not want to reveal your disability.

Disability Support: Setting Goals and Making Plans According to Your IEP

A. IEP Overview

- An IEP's purpose is to
 - Set reasonable _____ for students
 - State the _____ that the school district will provide for the students
- A team of people develop an IEP, including a _____ education teacher, special education teacher, school _____, parents of the student, and the _____
- A student's IEP must be reviewed at least _____ to determine whether the goals are being met or need to be _____

B. What is in an IEP?

- _____ include information about how you are currently doing in school and how your disability affects your performance in class
- Annual Goals describe what you are expected to _____ in a 12-month period based on your present levels of functioning.

C. More about IEPs

- Accommodations and Modifications describe the modifications and assessment options that will best meet your needs in order to show your progress toward meeting your goals.
- _____ include the planning sections for life after high school. It sets goals for how you will be prepared for adult living, including _____, daily living skills, vocational training, or _____ education.

D. Summary of Performance

- It includes recommendations about ways to help you meet your goals after high school
- It is completed during your _____
- The purpose is to provide important information to people who will help you _____
- What the SOP is NOT: The SOP does NOT guarantee that you will receive _____ services you received _____

Support Services in College: Differences Between Disability Support in High School and College

High School	College
Laws Governing Disability Services	
I.D.E.A. (Section 504 of the Rehabilitation Act)	_____ (Section 504 of the Rehabilitation Act)
Philosophy	
The goal of special education is the student's _____	The goal of disability services is the student's equal _____ to programs and services
Documentation	
Individual Education Plan (_____) 504 Plan School-provided evaluation	Documentation requirements vary _____ are not sufficient Current independent evaluation required
Evaluations	
_____ provides evaluation at no cost to student School conducts re-evaluations at prescribed intervals	Student required to get evaluation _____ Re-evaluation generally not required after initial documentation is approved
Identifying Students with Disabilities	
_____ are responsible for identifying students with disabilities The law requires schools to serve all students with known disabilities	Students are responsible for _____ to the Disability Support Office Students are not required to self-identify unless they want _____
Student's Role	
The student's school personnel and _____ bear the primary responsibility for accessing, defining, and scheduling his/her special education services	The _____ bears the primary responsibility for accessing, defining, and scheduling his/her disability services
Guardian's Role	
Parents have access to the student's records and regularly participate in the accommodation process Parents _____ for the student	Parents do not have access to disability-related records unless the student provides _____ Students advocate for themselves

Services and Accommodations

High schools provide many different instructional _____, accommodations, and support services
Examples of support services include tutors, personal care attendants, personal aids/devices, etc.

Colleges are only required to provide _____, not instructional modifications or support services
Examples of accommodations include note-taker, priority seating, _____, reader, scribe, use of a computer, spell-checker, calculator, etc.

Modifications

May modify curriculum
May use modified _____ standards
May alter test _____ (i.e., oral test instead of multiple choice)

Will not make any modifications that would _____ a curriculum or class, including grade modifications and test format changes