

Catch the Wave

A Guide to Postsecondary Education for Students with Disabilities



Too often, high school students and their IEP teams are not aware of the expectations at postsecondary schools. What are some of the common issues that students with disabilities face with further schooling? What supports are available to students at the next level, and how are they accessed? **What should be done in high school to prepare students for further schooling?**

This document is designed to help students and IEP team members to improve their knowledge of postsecondary disability issues, and ultimately, to improve the success rate of students with disabilities in future educational settings. Please pay close attention to the checklists and other attachments which contain more in-depth information to supplement the basic document. **Remember, information is power!!**

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Dear Student:

Greetings! So, you are thinking about continuing your education after graduating from high school. This is a great idea as many students with disabilities experience success in college and technical schools. More education typically means better employment options and a better quality of life. Reviewing this document can help you to make an informed decision about pursuing further education and what services and supports are available for you.

The transition from high school to postsecondary education is difficult for all students. Picking a school, completing applications, taking assessments, picking a major, paying for school, finding housing, registering for classes, and then succeeding that first year is a complicated process. Choosing this route to a career requires much thought and planning. Students with disabilities face additional challenges that must be addressed.

The challenges for you, and members of your IEP teams, are to:

- Make sure that you set goals that you can reach
- Know what to expect at a college or technical school
- Take the right foundation courses in high school
- Start the planning process early
- Know your strengths and how you learn the best
- Find ways to work around the things you struggle with
- Know what accommodations, auxiliary aids, and support services work for you
- Learn to communicate your needs to instructors
- Develop good study skills and practice problem solving skills
- Make the needed connections with postsecondary supports to be successful

Reading through the information in this publication will help you to better plan your transition from high school. Information is power! Use your power early and often!

Other ways to obtain information include: Browsing college web sites, attending the annual South Dakota Youth Leadership Forum, attending a Catch the Wave workshop, visiting with the Disability Coordinator at your school of choice, meeting with a Vocational Rehabilitation Counselor, or talking to students with similar disabilities that have been successful with further schooling. I wish you success with your post high school goals.

Sincerely,

Dan Rounds
South Dakota Transition Coordinator

A checklist with timelines is a very useful tool for all students planning for postsecondary education. This checklist, designed for students who have a disability, can also serve as a transition assessment. Please copy this document and use it!

COLLEGE COUNTDOWN CHECKLIST

PRE-HIGH SCHOOL

- ☐ Remediate and/or compensate for basic skill deficits.
- ☐ Develop an understanding of your disability and how it affects learning.
- ☐ Identify skills for academic independence (e.g. time management, note taking, memorization, test taking)
- ☐ Participate in extra-curricular activities (e.g. music, clubs, organizations, sports).
- ☐ Develop a list of career interests.
- ☐ Complete Matchmaker on SD MyLife.

FRESHMAN YEAR

- ☐ Develop self-advocacy skills.
- ☐ Strengthen understanding of your disability and how it affects learning.
- ☐ Develop skills for academic independence.
- ☐ Participate in volunteer work experiences and extra-curricular activities.
- ☐ Explore career options (e.g. interest inventories, career fairs, job shadows)
- ☐ Investigate auxiliary aids, external services, and assistive technology tools. (e.g.) interpreter, personal attendant, books on tape, speech to text software, screen reading software).
- ☐ Incorporate transition goals into IEP.

SOPHMORE YEAR

- ☐ Strengthen self-advocacy skills.
- ☐ Articulate/verbalize your disability and how it affects learning.
- ☐ Strengthen skills for academic independence.
- ☐ Pursue preferences in paid work experiences and/or extra-curricular activities.
- ☐ Identify career interests and aptitudes.
- ☐ Identify needed auxiliary aids, external services, and assistive technology tools.
- ☐ Take the PSAT or PLAN with or without accommodations.
- ☐ Incorporate transition goals into IEP.
- ☐ Apply for external services/supports (e.g. SD State Library, Recordings for Blind and Dyslexic, Vocational Rehabilitation, Benefits Counselor)
- ☐ Complete Career Assessment on SD MyLife and work on developing portfolio.

JUNIOR YEAR

- ☐ Refine self-advocacy skills.
- ☐ Refine skills for academic independence.
- ☐ Participate in paid work experiences and/or extra-curricular activities.
- ☐ Review career interests and aptitudes. If necessary, arrange for an additional career assessment or inventory.

| |
|--|
| <input type="checkbox"/> Learn how to access/coordinate auxiliary aids, external services, & assistive technology tools. |
| <input type="checkbox"/> Take the SAT/ACT test(s). If you need them, be sure to arrange accommodations in advance. |
| <input type="checkbox"/> Set-up a file for important documents. |
| <input type="checkbox"/> Check your program against general education requirements. |
| <input type="checkbox"/> Continue with math and science courses. |
| <input type="checkbox"/> Attend post-secondary school fairs. Collect information on training options. Begin to identify possible schools and majors. |
| <input type="checkbox"/> Continue to work on SD MyLife Portfolios. |
| <input type="checkbox"/> Incorporate transition goals into IEP. |

SENIOR YEAR

Fall Term

| |
|--|
| <input type="checkbox"/> Review pre-high school through junior year checklist items and focus on any areas of weakness or lack of preparation. |
| <input type="checkbox"/> Check program against general education requirements. |
| <input type="checkbox"/> Continue with math and science courses. |
| <input type="checkbox"/> Enroll in college prep/study skills course. |
| <input type="checkbox"/> Review IEP with your high school multi-disciplinary team. Make sure your testing, documentation, accommodations, and transition goals are up to date. |
| <input type="checkbox"/> Retake SAT/ACT test(s) if necessary. If you need them, arrange accommodations in advance. |
| <input type="checkbox"/> Set-up a file for important post-secondary school documents. |
| <input type="checkbox"/> Initiate post-secondary school application process including financial aid applications. |

Spring Term

| |
|---|
| <input type="checkbox"/> Select and accept admission offer from your preferred school. |
| <input type="checkbox"/> Visit campus or attend a scheduled campus pre-view day. Meet with all appropriate personnel. At this time, it is especially important to register with the Disability Services/ADA office. Register earlier if possible. |
| <input type="checkbox"/> Develop a financial plan. Return financial aid award notice. |
| <input type="checkbox"/> Inform residence hall staff if you have special room needs. |
| <input type="checkbox"/> Make sure all external services and supports are in place. |
| <input type="checkbox"/> Schedule appropriate placement exams. If needed, identify testing accommodations. |
| <input type="checkbox"/> Confirm your financial aid award. Find out when award checks are distributed. |

Summer

| |
|--|
| <input type="checkbox"/> Celebrate your graduation! |
| <input type="checkbox"/> Attend new student orientation day(s) sponsored by your post-secondary school. |
| <input type="checkbox"/> Revisit the Disability Services/ADA office. |
| <input type="checkbox"/> If you have a roommate, introduce yourself via mail, email or phone. |
| <input type="checkbox"/> If you need your text in an accessible/alternate format, it is extremely important to make arrangements for this as soon as possible. If you need help, contact the Disability Services/ADA provider. |

TOP 10 TIPS FOR A SUCCESSFUL TRANSITION

- 1. Plan early.** Studies show that students who plan for college academically, financially and personally are more likely to succeed than those who do not. Review the *College Countdown Checklist* for some ideas about what you need to do.
- 2. Know your direction.** Research your career interests and possible majors before applying to post-secondary education. Your high school or vocational rehabilitation counselor can help you get career interest/aptitude testing.
- 3. Develop a long-term plan.** Once you have determined your career interests, consider what it will take to achieve your goals. What degrees or licenses are required for an entry-level position? How long will preparations take? What is the estimated cost of your total education? Develop an alternative plan. If your goal cannot be achieved, have another plan in mind.
- 4. Develop a short-term plan.** Consider what you will need to do to achieve your long-term goals. Which institutions offer the appropriate coursework? What services are available to you within each institution's disability services? What sources of funding are available? Do you have the prerequisite skills to be admitted? What are your personal preferences concerning location of the school/university, size of campus, extracurricular activity offerings and student residence accommodations?
- 5. Make a match.** Which institutions closely meet your short and long-term plans?
- 6. Set up a file for important documents.** Keep separate, clearly labeled folders of information (e.g. copies of financial aid and school applications, a set of documents including your up-to-date IEP, transition plan, ability/achievement testing reports, reports from physicians/ therapists and counselors, vocational rehabilitation information, transcripts, correspondence).
- 7. Mark a calendar with important deadlines and key dates.** Be sure to meet them!
- 8. Assemble your support team.** Make early contact with the Disability Services/ADA provider at the institution you plan to attend. Visit the campus with your family and get to know the residence hall personnel, financial aid counselor, etc. Make sure your institutional special services provider, vocational rehabilitation counselor, transition case-manager, physician/therapist and/or other service providers know each other.
- 9. Have your financial plan in place before registration.** This includes funding for assistive technology, personal services (e.g. personal attendant, interpreter) school tuition and fees, books, transportation costs, other special needs.
- 10. Consider post-secondary education as a new adventure. Have fun & work hard!**

Students with Disabilities

Differences Between High School & Postsecondary



| High School | Postsecondary |
|---|--|
| Laws: *IDEA (Individuals with Disabilities Education Act) *504 (Section 504, Rehab Act, 1973) *ADA (Americans with Disabilities Act, 1990) | *504 (Section 504, Rehab Act, 1973) *ADA (Americans with Disabilities Act, 1990) |
| Responsibility: School districts are responsible for identifying, evaluating and planning educational interventions. | Students are responsible for self-identification and for obtaining disability services |
| Intent: *Legal mandate *Foster success IDEA is to provide a free and appropriate public education (FAPE) in the least restrictive environment to eligible students with disabilities, including special education and related services. 504/ADA are to ensure that no otherwise qualified person with a disability is denied access to, benefits of, or is subjected to discrimination in any program or activity provided by any public institution or entity. All infants, children and youth requiring special education services until the age of 21 or graduation from high school are covered. A list of disabilities is provided in IDEA, and includes specific learning disabilities. | *Civil rights, nondiscrimination *Equal access 504/ADA ensures that no otherwise qualified person with a disability will be denied access to, the benefits of, or be subjected to discrimination by any program or activity provided by any public institution or entity. All qualified persons with disabilities who meet the entry level age criteria or particular program entry criteria of the post-secondary institution and who can document the existence of a disability as defined by the ADA are covered. Disability is defined as “any physical or mental impairment that substantially limits one or more major life activities; having a record of such impairment; or being regarded as having an impairment.” |

Special Education Law

The Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 places a new emphasis on preparing students for further education. This has been added to emphasis on preparation for employment and independent living which carry over from IDEA 97. You and your IEP team are expected to identify employment and education goals that take into account for preferences, interests, and strengths. Based on your long range employment goal, you and your team need to decide what courses you should take, and what other services or activities need to happen each year to help you to achieve that goal.



According to IDEA 2004, transition planning now needs to take into account your strengths when developing post high school goals. Some of you may say that you want to attend college without fully understanding the required academic skills, and the differences between high school special education and post-secondary education. You, your parents, and your special educators must be aware of what is required to be successful in a university or technical school setting.

If it appears that you may not have, or may not acquire, enough of the required strengths to be successful at your desired level of postsecondary education, then your IEP team should investigate other training options. Apprenticeships, Job Corps, the military, and on-the-job-training are some other options for training. Quality transition planning should first help you to identify your own unique strengths and needs, and then help you to compare your skills to what is required for different postsecondary options.

Career Planning

Postsecondary education is one means to reach employment goals. Job shadowing, career assessments, career counseling, and work experiences can help you to fine tune your career plans. Figuring out what you like and what you are good at isn't always easy. If you are unsure of a career direction, you may want to talk to your school counselor and do research on SDMyLife. Researching the educational or training requirements of various careers typically is a focus of these classes. The earlier that you have a career direction, the earlier that you can start to take the high school courses that will prepare you for the future.

IEP Team Membership for Postsecondary Bound Students

Your IEP team is responsible for helping you to reach your long-term goals. A strong team will increase your odds for success. You are the most important person at your meetings, and you should consider yourself the captain of your team.

Guidance counselors assist all students in planning for careers and further education, but their participation as IEP team members is often overlooked. The counselor can help to match your transcript with requirements for various colleges and technical institutes. Career counseling is another service that guidance staff can provide. The guidance counselor can also inform you and your IEP team about college entrance exams, college fairs, visitation days, financial aid, scholarship opportunities, and other crucial information for students planning to pursue a university or technical education.

If you are planning to pursue postsecondary education, your regular education teachers should also be important members of your IEP team. English, math, social studies, science, and other teachers can discuss what they see as your strengths and weaknesses, ways to help you improve your skills, possible accommodations, and a recommended course of study within their area of expertise. These teachers have been known to assume a mentor role for hard-working students with disabilities.

Postsecondary Disability (504) Coordinators can bring expertise to your IEP team on what you can do now to prepare for further schooling and the services available to you at postsecondary institutions.

A Vocational Rehabilitation Counselor can also be a valuable team member for students with disabilities choosing to pursue postsecondary education. The VR Counselor can provide guidance and counseling regarding occupations that match your interests and skills, schools that provide training for those careers, and assistance in identifying resources at the selected school. VR Counselors may also advocate for the students and can provide both advice and encouragement as you enter the postsecondary setting. In some cases, based on financial need, Vocational Rehabilitation may help you pay for certain postsecondary expenses.

At the postsecondary level, there is no formal special education process or IEP. Students are ultimately responsible for monitoring their own progress. Having a qualifying disability typically may mean that you will have to work harder than students without disabilities to be successful. Students who access available supports increase their likelihood of success.

What classes do I need in high school?

All students who are planning to attend a college, university, or technical school need to plan well ahead to make a successful transition from high school to the next level of education. This is even more critical for students with disabilities. Having the right academic preparation can help you to smooth the transition process. As students with disabilities enter high school, modifications should be replaced with accommodations to the greatest extent possible. Pull-out classes should be a last resort if you have post-secondary aspirations. If serious about college, you may need to struggle to earn a “D” in Algebra or Geometry, instead of taking a consumer or business math course where a “B” may be a given. For some students, a taste of what is expected at a college (grade-level course work without modifications) may serve as a wake-up call to look at some other less academic means to achieve employment goals.

Math is the most frequently mentioned subject area when postsecondary disability services coordinators are asked about the need for better preparation of students with disabilities for college-level coursework. Upon arrival at postsecondary, many students must take one or more remedial math courses, which do not apply towards a degree, in order to prepare for the math class required for college graduation. At South Dakota’s public universities, that basic class is College Algebra, which is similar to a high school Algebra 3 course. Three upper level high school math courses (algebra and above) is the BARE minimum suggested by most colleges and universities. Four years of math is preferable.

English is another area of poor preparation cited by 504 Coordinators. If your grammar and writing skills are weak, consider taking English electives, using a computer tutorial, or working with a tutor. The alternative could be a no-credit remedial course.

Gaining enough academic background to succeed in postsecondary education can be a real challenge for a large number of students who have a disability because they struggle with grade-level coursework. In some cases, some students with a disability are opting for an extra year of high school to better prepare for post-secondary. Accessing Free and Appropriate Public Education (FAPE), to strengthen one’s academic foundation, may make more sense than paying for remedial courses at a college or technical institute. Some students are taking summer classes to improve their academic background and prospects for success in postsecondary education. Other students may take algebra and English courses a second time to improve their skills. If you have weaknesses in any subject areas, you should challenge yourself with rigorous courses in those areas.

High School Graduation Requirements

As approved by the South Dakota Board of Education Nov. 2, 2009

Except where otherwise noted, these requirements begin with students entering 9th grade in the 2010-2011 school year. A student's Personal Learning Plan must document a minimum of 22 credits that include the following:

- Four units of Language Arts, must include:
 - 1.5 units of Writing
 - 1.5 units of Literature
(must include .5 unit of American Literature)
- Three units of Lab Science, must include:
 - 1 unit of Biology
 - 1 unit of any Physical Science
 - 1 unit of Chemistry or Physics*
- Three units Social Studies, must include:
 - 1 unit of U.S. History
 - .5 unit of U.S. Government
 - .5 unit of World History
 - .5 unit of Geography
- Three units of Mathematics, must include:
 - 1 unit of Algebra I
 - 1 unit of Algebra II*
 - 1 unit of Geometry*
- One unit of any of the following, any combination:
 - Career and Technical Education
 - Capstone Experience or Service Learning
 - World Language
- One unit of Fine Arts**
- .5 unit of Personal Finance or Economics
- .5 unit of Physical Education
- .5 unit of Health or Health Integration***

Academic core content credit may be earned by completing an approved career and technical education course. Approval to offer credit must be obtained through an application process with the Department of Education. The application must include: course syllabus, standards-based curriculum, teacher certification, and assessment of standards by methods including end-of-course exams, authentic assessment, project-based learning or rubrics.

*With school and parent/guardian approval, a student may be excused from this course in favor of a more appropriate course. A student may be excused from Algebra II or Geometry, but not both. A student is still required to take three units of Math. If a student is excused from Chemistry or Physics, the student must still take three units of Lab Science.

**Local decision. A district may decide to offer credit for extracurricular Fine Arts activities. Students may be granted up to one credit in Fine Arts for participation in extracurricular activities. A maximum of .25 credit may be granted for each activity in each school year.

***Required beginning Sept. 1, 2013

Regarding the health requirement: Beginning with students who are freshmen in the fall of 2013, students will be required to take .5 unit of health at any time grades 6-12. A district may choose to integrate health across the curriculum at the middle or high school level in lieu of a stand-alone course.

Who Stays in Postsecondary Education?

| CATEGORY | SUCCESSFUL STUDENTS | UNSUCCESSFUL STUDENTS |
|----------------------|---|--|
| Motivation | <p>Goal-oriented</p> <p>Determination, perseverance</p> <p>Self-discipline</p> <p>Willingness to work</p> | <p>Lack of goals or career ideas</p> <p>Immature</p> <p>Procrastinates</p> |
| Preparation | <p>Academic background</p> <p>Knowledge of study and compensatory techniques</p> <p>Knowledge of learning style</p> <p>Time-management skills</p> | <p>Lack of academic preparation</p> <p>Protected in high school</p> <p>Learned helplessness</p> <p>Lack of study and time-management</p> <p>Disorganized</p> |
| Self-Advocacy | <p>Self-awareness</p> <p>Self-acceptance</p> <p>Knowledge of laws, policies and resources</p> <p>Assertiveness skills</p> <p>Problem-solving skills</p> | <p>Unrealistic expectations</p> <p>Denial of disability, embarrassment</p> <p>Lack of knowledge of legal rights</p> <p>Lack of self-esteem and self-confidence</p> <p>Lack of effective communication techniques</p> <p>Lack of problem-solving skills</p> |



Self-Advocacy and Communication Skills

What is Self-Advocacy? Self-Advocacy is learning how to speak up for yourself, making your own decisions about your own life, learning how to get information so that you can understand things that are of interest to you, finding out who will support you in your journey, knowing your rights and responsibilities, problem solving, listening and learning, reaching out to others when you need help and friendship, and learning about self-determination.

Why is Self-Advocacy Important? So that you have the knowledge needed to succeed and are given the chance to participate in decisions that are being made about your life.

In a 2003 survey, youth provided some valuable insight into transition services. The **lack of self-advocacy training** was identified as the number one problem that impedes the transition to postsecondary education and employment for youth who had received special education services.

One of the critical differences that you will encounter as you enter postsecondary education is this: No one at a college or technical institute can, or will, seek you out because they think that you might have a disability. Students with disabilities at the postsecondary level need to self-identify and request accommodations. Students who have developed self-advocacy skills (the ability to communicate and explain your disability, the limitations caused by the disability, the best ways for you to learn materials, and the accommodations that help you to be successful) tend to complete postsecondary education at higher rates than those without these skills.

A diploma does not equal a “cure.” Many students with disabilities (especially learning disabilities) decide to try postsecondary education without self-identifying and requesting accommodations or support services. They show up for the very first time in the Disability Services office to request accommodations and help after failing mid-terms, or near the end of a semester, when their grades are beyond saving.

There is no magic wand to instill self-advocacy skills in students. These skills must be taught and then practiced by the student, preferably starting at a young age. There are many curricula available to help teach self-advocacy skills. Special Education teachers can also foster these skills through regular discussion of strengths and weaknesses with you the student, requiring accountability from you, encouraging communication between regular educators and the student, and actively involving you in the IEP and goal development process. In preparation for postsecondary education, special education case managers should empower students to discuss your disability and accommodations with your high school teachers.

College and Technical School Admissions Requirements

It is up to teachers and students to be familiar with the entrance requirements for colleges and technical institutes. Admission standards vary greatly from school to school. In South Dakota, the six public universities have similar entrance criteria. The minimum prerequisite high school courses include: 4 years of English, 3 years of advanced mathematics, 3 years of lab science, 3 years of social science, computer skills, and one year of fine arts. In addition, students must meet at least one of the following criteria:

1. ACT composite score of 18 or above.
2. Rank in top 60% of high school graduating class.
3. High school GPA of at least 2.6 on a 4.0 scale.

In March 2005, the Board of Regents approved a phase-in of stiffer requirements at the University of South Dakota – ACT composite of 21 and class rank in upper 50%, and also at the South Dakota School of Mines and Technology – where automatic admission will eventually be tied to ACT composite and math scores of at least 25 or a GPA of 3.5 with 4 years of math.

Entrance criteria at South Dakota's four technical institutes vary greatly. The required reading, writing and math achievement scores for admission are typically based on skills required by the individual programs that are offered at each of the technical institute. For example, an Associates Degree program in Paralegal or Accounting may require higher writing or math scores than a nine month diploma program in welding or auto body repair.

Some postsecondary schools may have admissions criteria that are modified for students with documented disabilities. The Admissions Staff or a Disability Coordinator can provide further information on these issues.

College and Technical School Entrance Exams

The ACT (formerly American College Testing Program) Assessment is becoming more popular as an entrance examination for technical institutes and continues to be the preferred entrance exam for colleges and universities in the central United States. The ACT is an achievement test that covers reading, math, English, and science. When a student has not completed the recommended coursework, and is tested over these unfamiliar materials, the achievement scores will reflect the student's need for further skill development.

ACT also provides the PLAN assessment for high school sophomores. The PLAN is essentially a Pre-ACT assessment to help you and your guidance counselor to identify your academic strengths and weaknesses. The next step is to build a course of study to improve ACT scores and academic readiness for postsecondary. The COMPASS is another ACT achievement product which is used mainly for placement into your first English and math courses at many post-secondary institutions. Students with disabilities should check with guidance staff for additional information on these assessments.

Guidance counselors often suggest that you take other standardized tests (PSAT, ASVAB, etc.) to become familiar with the standardized assessment process. All students may benefit from taking the ACT as a junior to establish a baseline, and then re-testing again as a senior, after additional coursework and targeted study has been completed.

Accommodations are available for the ACT assessment. Under the standard administration of this assessment, students must read and work very quickly and steadily to complete the different subtests. Three types of accommodations are offered to students who can provide the extensive disability documentation that is required.

One option is to take the ACT at the scheduled test site with accommodations. A second option is for "time-and-a-half," which means that you report to the scheduled test site, but are given 50% more time to complete each subtest. The third option is for special locations, times, and accommodations.

Please see www.act.org or an ACT packet for additional details.

SMyLife

SMyLife.com is the state's online academic and career planning system for middle and high school students. This resource is provided free of charge to school districts across South Dakota. The website also houses the following state-mandated items: interest inventory for 8th graders, the 10th grade skills assessments, as well as a tool for building a Personal Learning Plan.

Through SMyLife, students and schools in South Dakota have access to ACT test preparation resources at **no cost**.

How it works:

Students complete one of the practice ACT tests, enter their answers into the software provided through SMyLife and they receive an analysis (how they did, the areas where they need the most work, etc.). From there, students are able to work through tutorials to help perform better in their critical areas. While students work, educators at the school are able to run reports on the time students spend in the system, the scores they're receiving, the areas each student needs to work on (or see the data compiled for the whole group), etc.

Where it can be used:

Schools are welcome to use the resource as a part of an ACT preparation course, by integrating the relevant components into math, science, or English courses OR by helping students understand what is available to them (so they can complete the preparation materials on their own).

Why it's worthwhile:

Students who invest 10 or more hours into preparing for the ACT with these resources see an average increase of 1 to 3 points on their actual ACT test results.

To learn more, check out the website at sdmylife.com. If you have questions regarding SMyLife, email sdmylife@state.sd.us.

Information on the TABE can be found at <http://www.studyguidezone.com/tabetest.htm>. The TABE is the Test of Adult Basic Education that is used by SD Technical Institutes for admission. You can also contact the SD Technical Institute you are interested in attending for more information.

Other Tips and Information

High expectations should start early

IEP decisions on your course of study (classes) and transition services which are made as early as the seventh grade can set expectations that will follow you through graduation. If you and your parents are set on a postsecondary education beyond high school, then courses that fully challenge, yet don't overwhelm you should be considered. Too often students with disabilities are limited by others having low expectations of them. Well-meaning parents and teachers may be too quick to shelter you from situations where you might possibly fail.

Selecting the School to Attend

After researching postsecondary schools, you should visit the schools on your short list to get a better feel for the campus and people before deciding which school to attend. A wealth of information is available online at postsecondary schools' websites. Guidance counselors can also provide sound advice. Most postsecondary schools have scheduled visitation days for prospective students. You, and possibly other IEP team members, should plan to attend one of these events, making sure that you connect with the Disability Coordinator regarding procedures and services. You may also wish to speak with students with disabilities to verify that the supports that you need are available.

Parent Role Changes

Postsecondary staff must respect your right to privacy. Communication between parents and school staff is not allowed without a signed release from you, the student.

Finances

One of the main reasons that students drop out of postsecondary is financial difficulties. Students with disabilities, who may require more study time than other students, need to be very careful when attempting to balance work with the demands of school. If at all possible, you should focus just on school until you have a successful semester or two behind you. Saving money for school, applying for federal financial aid, and developing a realistic budget can help you to stay focused on academics.

Study Skills

Too often, students with disabilities fail to develop good study skills while in high school. These skills become critical in college. Participating in a study skills course, or including study skills goals on your IEP can help you to develop positive study habits. When you move to a postsecondary educational setting, test performance becomes the bulk of your grade in most courses. Also, tests are given less frequently and cover much more material than in high school.

Time in class

You should plan to attend classes regularly. In high school, students attend classes for approximately 30 hours per week. At most technical schools, seat time can be very similar to seat time in high school. However, at a college or a university, a full-time schedule may be 16 semester hours, which is about 16 hours of class time per week. An hour and a half of work outside of class for each hour in class is a commonly used statistic for successful college students.

Time Management

Being away from home and parents for the first time, with the freedom to make many choices, can be a challenge for all freshmen. Most college advisors suggest setting up a regular study schedule. Reviewing the syllabus for each course at the beginning of the semester, and then making a calendar of due dates for projects and test dates is a first step. Deadlines can sneak up on the disorganized. Crunch weeks, with several big tests and major projects due, are typical for most students.

Setting aside study hours on a weekly and daily basis to keep up with reading, routine homework, tests, and projects is a good practice. One such strategy is to plan for an eight or nine hour day, between class time and studying. After putting in your 40-hour week, you can determine if you need additional study time. Another strategy is to start projects early and to set deadlines for completing parts of the project. Asking for instructor input as you work on projects is advisable.

Developing solid organizational skills can help students to overcome their disabilities. Establishing a regular study schedule, identifying locations to study productively, and finding other students to study with can help you to be a successful student.

Catch the Wave

In South Dakota, regional Catch the Wave workshops are held annually to help students with disabilities, parents, teachers, and guidance counselors to better understand what is expected at the postsecondary level, what supports are available (instead of special education), and most importantly, what students should be doing in high school to increase their chances for success. Catch the Wave targets high school students with disabilities and is held at a college or technical school campus. Contact the Transition Project for more information.

South Dakota Youth Leadership Forum

Every summer, an intensive, week-long self-advocacy and leadership training is held for students with disabilities. Older students and young adults who have been successful in postsecondary education act as team leaders and mentors. Speakers who have overcome their own disabilities share their stories and strategies for success. There is no cost to students or school districts for participation in this event. An application and interview process is used to select up to 40 delegates from around the state. Contact the Transition Services Liaison Project for further information.

Grades

At most colleges and universities you will be expected to maintain at least a “C” average, with nothing lower than a “C” in your major. Failure to meet the minimum grade point average can result in academic probation and possible loss of financial aid.

Reading

Too many high school students choose not to work on their reading skills. Successful students with reading disabilities continue to tackle their reading skills, but also start to use books on tape, eBooks or text to speech technology while still in high school. Post-secondary courses may require two to four times more reading than high school courses.

Communications with Instructors

Most instructors are very willing to work with you to help you to be successful. Building a relationship with your instructors is the first step, which means that you actually have to talk with them. Small talk is great, but you also need to be able to share your strengths, learning style, challenges, and needed accommodations with your instructors. Practicing this type of communication skill with your high school teachers will ease your transition to the next level.

Mentors

Finding an upperclassman, with or without a disability, to act as a mentor may help you to get through rough times. Every new student can benefit from encouragement and advice. Your academic advisor or 504 Coordinator may help you to find this type of a support person.

Where can you find help at the postsecondary level?

Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, a student with a qualifying disability is entitled to reasonable accommodations at the postsecondary level. It is important to remember that these laws allow access to postsecondary education, but are not a guarantee of success.

Colleges or technical institutes receiving federal funds must designate a person to help students with disabilities to access accommodations. This person may be known as a 504 Coordinator, Disability Coordinator, or may have some other title. Many postsecondary web sites will have contact links to the staff responsible for assisting students with disabilities. A list of Post Secondary Disability Coordinators is included in this booklet. Ideally, when a student with disabilities moves from high school to postsecondary schooling, there should be a handoff to the next service provider(s). Many 504 Coordinators are willing to participate at IEP meetings in person, or by phone, to make sure that critical information reaches the student.

The Disability (504) Coordinator is responsible for reviewing disability records to determine that a student has a qualifying disability. A lack of recent assessments may cause eligibility problems for some students with learning or other disabilities. If a comprehensive evaluation has not been conducted within the past three years, the student may be asked to pay for the testing to establish the presence of a disability. As a best practice, schools may opt to administer a comprehensive psychological evaluation when a student with a disability is a junior or senior, and plans to attend postsecondary education and will require accommodations or other supports.

Once a student is determined to have a qualifying disability, a meeting will be arranged with the 504 Coordinator to determine what reasonable accommodations (if any) are needed for the student's current courses. Modifications of course content and course substitutions are not considered to be reasonable accommodations. The 504 Coordinator will then notify the instructors of needed accommodations, meet with the student and instructor to discuss possible accommodations, or ask the student to take the accommodation letter directly to the instructor.

The Disability Coordinator is also a key player in helping students with disabilities to create a schedule that will maximize chances for success. Ideally, this is done in concert with the student's assigned advisor, who is knowledgeable of your chosen major or program of study. Disability Coordinators may also help to identify instructors whose teaching styles best match the student's learning styles. Planning a manageable course load by semester, based on the student's strengths and weaknesses, is another type of planning that can help students. Starting with a lighter load can help students with disabilities to experience early success in postsecondary. Some students may choose to take a tougher course during the summer when they can focus on just that one class.

Tutoring services are available to students at most colleges and technical schools, and these services can be a lifeline for students with disabilities. Assistive technology may be a need for some students. Other students may benefit from mental health counseling services or other supports. The Disability Coordinator can help you to make the necessary connections.



Students With Disabilities

Advising & Course Selection

Considering disability-related needs in schedule/course selection:

What should an academic advisor know to help you create a manageable schedule?

- More alert, do better in early morning
- Joints, body ache in early morning
- Topics regarding 'x' trigger reaction (ex. seizure, anxiety, post traumatic stress)
- Difficult topics require more time (ex. math, foreign language)
- Need time to eat and take medication(s) at certain time(s) of the day

What factors/variables are important in choosing your schedule?

- Class format (small group discussion vs. large lecture)
- Teaching style
- Exam format (essay vs. multiple choice)
- Amount of reading
- Number of credit hours (desired or manageable vs. advised or required)

Course Selection:

Is math an area of difficulty for you?

- Create a schedule that will allow more time for difficult topics. Take fewer credit hours in that semester
- Discuss taking the course(s) in the summer, through independent or correspondence study, at another school (ex. community college)

How do you handle a lot of reading?

- Inquire how much reading is required in the courses you will be taking
- Get texts early and begin reading ahead
- Ask about books on tape, eBooks or other means of reading texts



Students With Disabilities

Advising & Course Selection

What foreign language experience have you had? Is it required for your major?

- Identify options & information (ex. majors or schools without language requirement; alternatives to language, such as “area of concentration” or computer skills or culture courses; degree options, B.A. vs. B.S.)

Differences to consider:

M/W/F classes are approximately 1 hour long; T/Th classes are approximately 1½ hours long

- What difference does that make for you?
- Number days/week of being in-class for continuity, practice (2 vs. 3 days/week)
- Amount of time required to pay attention, be seated in class (1 vs. 1½ hours)

What about large classes vs. small classes?

- Some options to meet your needs:
 - Permission from instructor for enrollment in full courses
 - Different course selections for same education requirement
 - Take in summer vs. fall vs. spring (be sure course is offered that semester)
 - Ability to hear, see, focus, interact
 - Ask about “priority enrollment” as appropriate option

How many hours do you want to take?

- Concern of time (years to graduate, cost) vs. level of achievement (GPA)
- Rule-of-thumb is 1 hour in class = 3 hours of out-of-class preparation
- Impact on scholarship, financial aid, vocational rehab, other

When are you most alert? Is there anything that would affect you taking morning classes? Afternoon classes? Evening classes?



Students With Disabilities

Advising & Course Selection

How much time should you allow between classes?

- Amount of time necessary to get to next class (look at the map)
- Ability to get organized before beginning class, to refocus
- Possible time necessary to prepare for class (ex. read, write lab report, review notes, complete project)
- Desired time to relax, study, eat, take medication(s), etc.

Course style:

- Teaching styles - how do you learn best? (lecture, participation, read on own)
- Test formats - explain to the academic advisor or consider how you do on different types of tests (multiple choice, essay, short answer)
- Talk with instructor/departments and/or look at a syllabus BEFORE enrolling in a course - many syllabi are online

POSTSECONDARY EDUCATION SUPPORTS

DEFINITIONS

Modification

Accommodation

Service

Auxiliary Aid

Assistive Technology

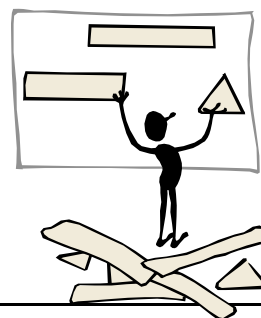
A change in content or what is learned or tested.

A change in how content is learned or tested.

Provided to enhance academic achievement.

Necessary to ensure effective participation.

Computer software and/or adapted equipment.



| SUPPORTS | YES | NO | TYPE |
|---|-----|----|---|
| Shortened or content altered assignments | | Ö | Modification |
| Shortened or content altered tests | | Ö | Modification |
| Open book tests | | Ö | Modification |
| Open notes tests | | Ö | Modification |
| Larger format or wider spacing | Ö | | Accommodation |
| Braille | Ö | | Accommodation |
| Alternate setting for testing | Ö | | Accommodation - distraction free setting |
| Extended time for testing | Ö | | Accommodation - time and ½ |
| Preferential seating | Ö | | Accommodation - medical/physical allowance |
| Modified furniture or equipment | Ö | | Accommodation - medical/physical allowance |
| Attendance adjustment | Ö | | Accommodation - medical/physical allowance |
| Tutor | Ö | | Service |
| Proofreader | Ö | | Service |
| Audio texts/eBooks | Ö | | Auxiliary Aid |
| Notetaker | Ö | | Auxiliary Aid - classmate/instructor notes |
| Interpreter | Ö | | Auxiliary Aid |
| Reader or Scribe | Ö | | Auxiliary Aid and/or Assistive Technology |
| Calculator | Ö | | Auxiliary Aid |
| Tutorial software | Ö | | Assistive Technology |
| Software (i.e. speech to text, text to speech, word prediction) | Ö | | Assistive Technology |
| Screen magnifier | Ö | | Assistive Technology |
| Adapted equipment (i.e. keyboard, mouse) | Ö | | Assistive Technology |

Assistive Technology

Many students with a variety of disabilities can benefit from accessing assistive technology in a postsecondary setting. In high school, assistive technology is a special education related service, which must be addressed at each of your annual IEP meetings. Too often, assistive technology is overlooked as an essential special education component for students with plans to attend postsecondary. Students who have used assistive technology in high school, and know which tools mesh with their learning styles, are better prepared to keep up with the time demands of postsecondary.



Reading

Books on Tape have been a blessing to students with reading difficulties for many years. Text to Speech programs have improved considerably in recent years. Several software programs are available that allow text to be scanned into a computer, then to be “read out loud” to the student. The Kurzweil 3000 may be a program worth trying. Some publishers have started to provide copies of college textbooks on CD-ROM for students with documented reading disabilities. This eliminates the need to manually scan textbooks. Due to the increased amount of reading expected at the postsecondary level, students with reading difficulties should try out the different technologies while still in high school to determine what works best with their learning styles. An assistive technology assessment could be something that you may wish to pursue.

Writing

Speech-to-text or voice recognition programs are also making rapid improvements. These can be real time savers for students who struggle with grammar, spelling, or typing. Dragon Naturally Speaking converts speech into written documents

Organization

A Smartphone or iPod touch can be a valuable tool in helping students stay organized.

Availability

Most universities and technical schools have several different types of assistive technology available for their students. Disability Coordinators are often frustrated when students with disabilities have not learned to use the technology that they need while still in high school.

Further Information

In South Dakota, DakotaLink is an agency which can provide information, assessments, and information on possible funding sources for assistive technology.

<http://dakotalink.tie.net/>

South Dakota Post-secondary Offices of Disability Services

Augustana College

Susan Bies
2001 S. Summit Ave.
Sioux Falls, SD 57197
605-274-5503 or 1-800-727-2844
Email: susan.bies@augie.edu

Black Hills State University

Mike McNeil
1200 University Station, Box 5910
Spearfish, SD 57799
605-642-6099 or 1-800-255-2478
Email: mikemcneil@bhsu.edu

Colorado Technical University

Anna Heckenlaible
3901 W. 59th St.
Sioux Falls, SD 57108
605-361-0200
Email: ahecken@sf.coloradotech.edu

Dakota State University

Keith Bundy
820 N Washington Ave
Madison, SD 57042
605-256-5121
Email: Keith.Bundy@dsu.edu

Dakota Wesleyan University

Donna Dunn
1200 W. University Ave.
Mitchell, SD 57301-4398
605-995-2901 or 1-800-333-8506
Email: dodunn@dwu.edu

Killian Community College

Gene McDaniel
300 E. 6th St.
Sioux Falls, SD 57103
605-221-3100 or 1-800-658-4552
Email: gmcdaniel@killian.edu

Lower Brule Community College

1 College Drive, Box 230
Lower Brule, SD 57548
605-473-9232
Email: www.lbcc.cc

Lake Area Technical Institute

Jeanie True
230 11th St. NE
Watertown, SD 57201-2869
605-882-5284 ext. 216 fax: 605-882-6299
Email: truej@lakeareatech.edu

Mitchell Technical Institute

Mateya Berg
821 N. Capital St.
Mitchell, SD 57301-2002
605-995-3025 fax: 605-996-3299
Email: mateya.berg@mitchelltech.edu

Mount Marty College

Megan McGlone
1105 W. 8th
Yankton, SD 57078-37224
605-668-1600 or 1-800-658-4552
Email: megan.mcglone@mtmc.edu

Mt. Marty College, Watertown Campus

1225 Arrow Ave., PO Box 1385
Watertown, SD 57201-6385
605-886-6777
Email: mmcadmit@mtmc.edu

National American University, RC Campus

Dr. Meg Whiston
321 Kansas City St.
Rapid City, SD 57701
605-394-4827 or 1-800-843-8892
Website: www.rapid.national.edu/

National American University, SF Campus

Donna Randolph
3109 S. Kiwanis Ave.
Sioux Falls, SD 57105
605-336-4600
Email: drandolph@national.edu

Northern State University

Doris Stusiak
1200 S. Jay St., Box 853
Aberdeen, SD 57401
605-626-2371
Email: geretyk@northern.edu

Oglala Lakota College

Karlene Janis, Coord. of Support Services
PO Box 490
Kyle, SD 57752-0490
605-455-6040
Website: www.olc.edu

Presentation College

Sandy Cahoy
1500 N. Main
Aberdeen, SD 57401
605-229-8350 or 1-800-437-6060
Email: alison.goetz@presentation.edu

Sinte Gleska University

Michael H. Benge, Dean of Student Services
PO Box 105
Mission, SD 57555
605-856-8100
Website: www.sinte.edu

Sisseton-Wahpeton Community College

Barbara Kirk
Old Agency, Box 689
Sisseton, SD 57262
605-698-3966
Email: bkirk@swc.tc

Si Tanka College

Jennifer (Jewett) Shcoerlerman, Chancellor
PO Box 220
Eagle Butte, SD 57625
Email: jshcoerlerman@sitanka.com

SD School of Mines & Technology

Jolie McCoy
501 E. St. Joseph
Rapid City, SD 57701
605-394-1924 or 1-800-544-8162
Email: Jolie.McCoy@sdsmt.edu

South Dakota State University

Nancy Crooks
Box 2214, 125 Wintrobe
Brookings, SD 57007
605-688-4504 or 1-800-952-3541
Email: Nancy.Crooks@sdstate.edu

Southeast Technical Institute

Steve Herr
2301 N. Career Place
Sioux Falls, SD 57107-1302
605-367-4450 or 1-800-247-0789
Email: steve.herr@southeasttech.com

University of Sioux Falls

Billie Streufert
1101 W 22nd St.
Sioux Falls, SD 57105
605-331-6648 or 1-800-888-1047
Email: billie.streufert@usioxford.edu

University of South Dakota

Ernetta Fox
Room 119B, Services Center Building, 414 E. Clark
Vermillion, SD 57069
605-677-6389 or 1-877-269-6837
Email: efox@usd.edu or dservice@usd.edu

USDSU

Jennifer Schelske
2205 Career Drive, Room 160
Sioux Falls, SD 57107
605-367-5640
Email: Jennifer.Schelske@sduniversitycenter.org

Western Dakota Technical Institute

Mary Ann Slanina
800 Mickelson Drive
Rapid City, SD 57703-4018
605-718-2426 fax: 605-394-1789
Email: MaryAnn.Slanina@wdt.edu



Laws & Responsibilities

| High School | VS. | Postsecondary |
|--|-----|--|
| 1. Individuals with Disabilities Act (IDEA) Free Appropriate Public Education (FAPE) | | 1. Section 504 and American with Disabilities Act (ADA) access and reasonable accommodations |
| 2. Covers ages 3-21 or until regular high school diploma requirements are met | | 2. Covers students with disabilities regardless of age; schools may not discriminate in recruitment, admission or after admission, solely on the basis of a disability |
| 3. School attendance is mandatory | | 3. Students decide to attend and will probably pay tuition |
| 4. Schools are required to identify students with disabilities through free assessment and the IEP process | | 4. Students are responsible for revealing and providing current documentation of a disability - they must be self advocates |
| 5. Students receive special education and related services to address needs based on an identified disability | | 5. Formal special education services are not available |
| 6. Services include individually designed instruction modifications and accommodations based on the IEP | | 6. Reasonable accommodations and modifications may be made to provide equal access and participation |
| 7. Individual student's needs based on the IEP may be addressed by program support for school personnel | | 7. No formal program support for school personnel is provided |
| 8. Progress toward IEP goals is monitored and communicated to the parent(s) and/or the student | | 8. Students are required to monitor their own progress and communicate their needs to instructors |
| 9. Schools assist in connecting the student with community support agencies if so identified as a transition need according to the IEP | | 9. Students are responsible for making their own connections with community support agencies |



Classes

| High School | VS. | Postsecondary |
|--|-----|---|
| 1. Usually follow a school-directed schedule and proceed from one class to another | | 1. Individual students must manage their own time and schedules |
| 2. General education classes dictated by state/district requirements | | 2. Class based on field of study; requirements may vary |
| 3. Typically, a school year is 36 weeks long; some classes extend over both semesters. Summer classes may be offered but are not used to accelerate graduation | | 3. Academic year is divided into two separate 15 week semesters plus a week for final exams (Hint: Some institutions are on a trimester schedule) Courses are offered fall, spring and summer semesters and summer classes may be used to accelerate graduation |
| 4. Class attendance is usually mandatory and monitored carefully | | 4. Attendance policies may vary with each instructor (Hint: lack of attendance may impact performance) |
| 5. Classes generally have no more than 30-35 students | | 5. Classes may have 100 students or more |
| 6. Textbooks are typically provided at little or no expense | | 6. Textbooks can be expensive (Hint: An anticipated range for a full-time student is \$300-800 per semester) |
| 7. Guidance is provided for students so they will be aware of graduation requirements | | 7. Graduation requirements are complex and vary for different fields of study (Hint: You are responsible for monitoring your progress and seeking advice) |
| 8. Modifications that change course outcomes may be offered based on the IEP | | 8. Modifications that change course outcomes will not be offered (Hint: Modified high school courses may not be accepted in the admission process) |



Instructors

| High School | VS. | Postsecondary |
|---|-----|---|
| 1. Grade and check completed homework | | 1. May assume homework is completed and students are able to perform on a test |
| 2. May remind students of incomplete assignments | | 2. May not remind students of incomplete assignments (Hint: It's your responsibility to check with your instructor to see if requirements are being met) |
| 3. May know students' needs and approach students when they need assistance | | 3. Are usually open and helpful but expect students to initiate contact when assistance is needed |
| 4. May be available before, during and after class | | 4. May require students to attend scheduled office hours |
| 5. Have been trained in teaching methods | | 5. Have content knowledge but not necessarily formal training in teaching methods |
| 6. Often provide students with information missed during absence | | 6. Expect students to get information from classmates when they miss a class |
| 7. Present material to help students understand what is in the textbook | | 7. May not follow the textbook, but lectures enhance the topic area (Hint: You need to connect lectures and textbook) |
| 8. Often write information on the board or overhead to be copied for notes | | 8. May lecture nonstop - If they write on the board, it may be to support the lecture, not summarize it (Hint: Good notes are a must or a voice recorder may be used) |
| 9. Teach knowledge and facts, leading students through the thinking process | | 9. Expect students to think independently and connect seemingly unrelated information |
| 10. Often take time to remind students of assignments and test dates | | 10. Expect students to read, save and refer back to course syllabus |



Studying

| High School | VS. | Postsecondary |
|--|-----|--|
| 1. Study time outside of class may vary (may be as little as 1-3 hours per week) | | 1. Generally need to study at least 2-3 hours outside of class for each hour in class |
| 2. Instructors may review class notes and text material regularly for classes | | 2. Students should review class notes and text material regularly (Hint: Use the time between classes carefully) |
| 3. Expected to read short assignments that are discussed and re-taught | | 3. Substantial amounts of assigned reading and writing may not be directly addressed in class (Hint: It's up to you to read and understand assigned material or access support, such as books on tape or eBooks) |



Testing

| High School | VS. | Postsecondary |
|--|-----|---|
| 1. Frequent coverage of small amounts of material | | 1. Usually infrequent (2-3 times a semester) May be cumulative and cover large amounts of material (Hint: You need to organize material to prepare for tests) Some classes may require only papers and/or projects instead of tests |
| 2. Make-up tests are often available | | 2. Make-up tests are seldom an option and may have to be requested |
| 3. Test dates can be arranged to avoid conflicts with other events | | 3. Usually, scheduled tests are without regard to other demands |
| 4. Frequently conducts review sessions emphasizing important concepts prior to tests | | 4. Faculty rarely offer review sessions; if so, students are expected to be prepared and to be active participants, or find study groups |



Grades

| High School | VS. | Postsecondary |
|--|-----|--|
| 1. Given for most assigned work | | 1. May not be provided for all assigned work |
| 2. Good homework grades may assist in raising overall grade when test grades are lower | | 2. Tests and major papers provide the majority of the grade |
| 3. Extra credit options are often available | | 3. Generally speaking, extra credit options are not used to raise a grade |
| 4. Initial test grades, especially when low, may not have adverse effect on grade | | 4. First tests are often “wake up” calls to let you know what is expected (Hint: Watch out! They may account for a substantial part of your final grade - Contact the instructor if you do poorly) |
| 5. Graduation requirements may be met with a grade of D or higher | | 5. Students typically need to maintain a 2.0 or “C” average to remain in good standing |

Other Factors to Consider

| High School | VS. | Postsecondary |
|---|-----|---|
| 1. State and/or district policies may determine eligibility for participation in extracurricular activities | | 1. Postsecondary institution policies may determine eligibility for participation in extracurricular activities |
| 2. Parents typically manage finances for school-related activities | | 2. Students are responsible for money management for basic needs and extra spending money (Hint: Outside jobs may be necessary and one more “activity” to consider for time management) |
| 3. Parents and teachers may provide support, guidance and setting priorities | | 3. Students are responsible for setting their own priorities |

Links to Further Resources and Research

Transition Services Liaison Project - Provides technical assistance and training to students with disabilities and families, location education agencies and adult service agencies.

<http://www.tslp.org>

South Dakota Board of Regents – Governs the state’s 6 public universities – links to web sites for the universities. Also check out the Prospective Students pages

<http://www.sdbor.edu/>

South Dakota Department of Education – Links to the state’s 4 technical institutes and 6 public universities

<http://doe.sd.gov/octe/postsecondary.asp>

SD Division of Rehabilitation Services and Services to the Blind and Visually Impaired - Mission Statement: to assist individuals with disabilities to obtain employment, economic self-sufficiency, personal independence and full inclusion into society. <http://dhs.sd.gov/hsc/>

ACT – College entrance and placement examinations

<http://www.act.org/>

LDOnline – Information specific to students with learning disabilities

http://www.ldonline.org/ld_indepth/postsecondary/

National Center on Secondary Education and Transition (NCSET) – Lots of great transition resources!

<http://www.ncset.org/>

National Dissemination Center for Students with Disabilities (NICHCY) – Student Guide to the IEP – Helps students to develop self-advocacy skills. <http://www.nichy.org/stuguid.asp>

HEATH Resource Center – National Clearinghouse on Postsecondary Education for Students with Disabilities – <http://www.heath.gwu.edu>

Assistive Technology – DakotaLink – Solutions

<http://dakotalink.tie.net/>

SD’s Guide to Post-Secondary Disability Documentation - Information on needed documentation for students with disabilities who enroll in post-secondary educational facilities

<http://www.tslp.org/docs/SDPost-SecDisabilityGuide091208.pdf>

Wisconsin’s Guide – click on link to “Opening Doors to Postsecondary Education and Training

<http://www.dpi.wi.gov/sped/pdf/tranopndrs.pdf>

Going to College - an inter-active resource guide for teens with disabilities who are thinking of going to college

<http://www.going-to-college.org/>

National Secondary Transition Technical Assistance Center - <http://www.nsttac.org>