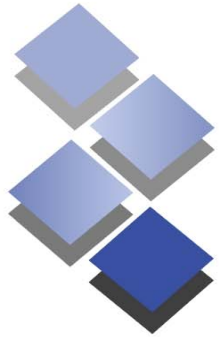


# Tackling Transition:

## *Resources & Strategies*



Marcia Kolvitz, Ph.D  
PEPNet-South



# PEPNet

Your resource for advancing educational opportunities for people who are deaf or hard of hearing

Postsecondary  
Education Programs  
Network

[www.pepnet.org](http://www.pepnet.org)



Funded through the U.S. Department of Education,  
Office of Special Education & Rehabilitative Services

# *transition*

- noun 1 - the process of changing from one state or condition to another. 2 - a period of such change.

*Compact Oxford English Dictionary of Current English, Third Edition, 2005.*

# T R A N S I T I O N

What are our *concerns* about transition?

What *issues* do students need to address?



# Are students prepared to handle these issues?



- Career planning
- Postsecondary options
- Academic skills
- Life management
- Access and accommodations
- Self-assessment
- Self-determination
- Rights and responsibilities

“On average, students with disabilities entered higher education nearly three years later than students without disabilities”

George Washington University, HEATH Resource Center, (n.d.).  
*Postsecondary Students with Disabilities: Recent Data from the 2000 National Postsecondary Student Aid Survey*. Washington, DC: author, p. 3; retrieved March 9, 2004 from [www.heath.gwu.edu](http://www.heath.gwu.edu).

# What Are the Challenges in the Transition Process?

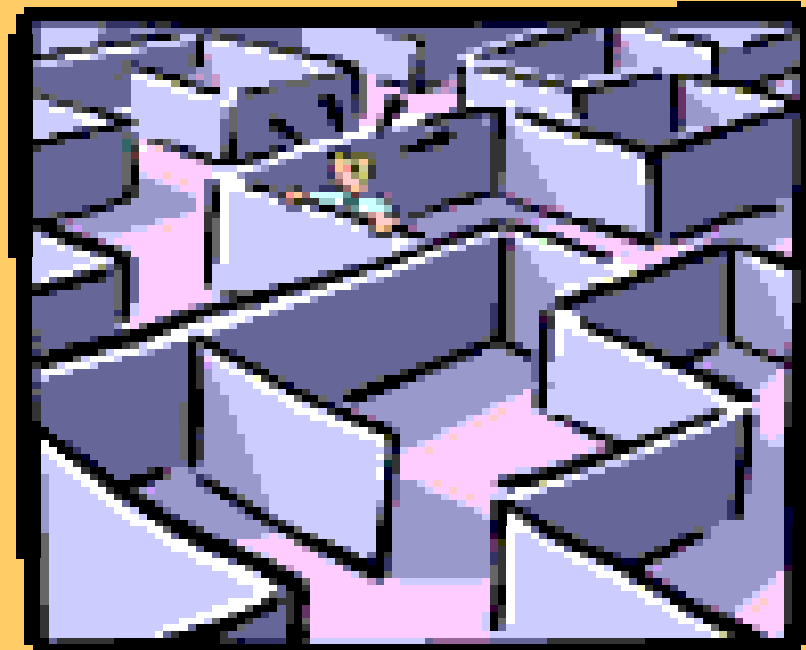


# Challenges Include:

- Unfamiliarity with what to expect in postsecondary settings
- Lack of understanding about differences in the law between K-12 and postsecondary settings
- Changing role of students and parents
- Insufficient self-advocacy skills



# What's Different about College?



# Differences Include:

- **Organizational structure**
  - Admissions, registration, housing, bursar's office, meal plans, health services, bookstore
- **Rules**
  - Housing, parking, cheating, alcohol/drugs
- **Academic structure, policies, and expectations**
  - Attendance, testing, GPA, assignments, study skills, campus resources

# Differences Include:

- Legal obligations of institution
  - IDEA vs ADA/504, student responsibilities vs institutional responsibilities
- System for access and accommodations
  - DSS office, self-disclosure
- Accommodations
  - Look for “good fit” between student and accommodations, self-advocacy skills necessary

# Differences in Rights & Responsibilities from K-12 to Postsecondary Education

IDEA	ADA/504
School district is responsible for identifying and evaluating students with disabilities	Students must self-identify as having a disability and provide adequate documentation of disability
Evaluations are school's responsibility; conducted at no expense to student/parent	Evaluations/documentation of disability are student's responsibility and expense
Parents must consent to evaluations and placement decisions	Student is responsible for advocacy and negotiating accommodation plans
IEP developed with parents, teachers, and other specialists	Accommodation plan developed with student, Disabilities Services Office -- no IEP

# What Documentation Is Needed?

- ADA and Section 504 give general guidelines, but the specifics are up to the school
- Check with each individual college to find out exact requirements
- Colleges tend to want documentation to be no more than 3 years old
- Provision of documentation is the student's responsibility and not that of the college or the public school system
- IEP is not considered disability documentation



**What if College  
Isn't an Option?**

# Why Aren't You Going to College?

- May not be interested in it
- May not have grades, test scores, or other credentials needed
- May prefer short-term training for work
- May not have clearly-defined goals for the future
- College may not be a good "fit" for the student

If College  
Isn't an  
Option,  
What *Are*  
the  
Options?





# Options Other Than College:

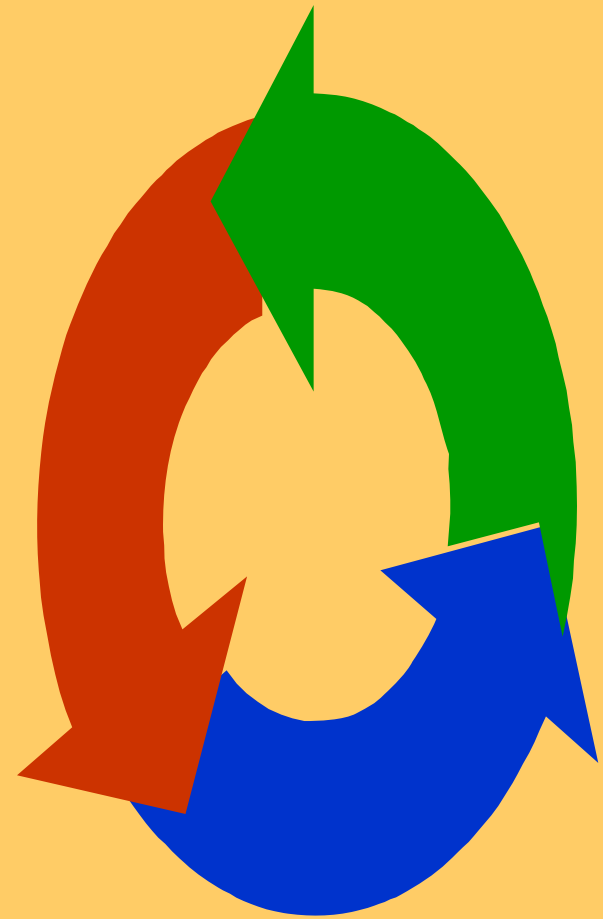
- Job placement
- On-the-job training
- Supported employment
- Transition programs / independent living skills programs
- Community programs (Goodwill, JVS, community rehab center, JobCorps)
- Technical training programs (certificate or AAS degree)



**What Are the Risks  
of Not Participating  
in Postsecondary Education  
or Training?**

# Lack of postsecondary education or training may lead to:

- Under-employment or reduced opportunities be promoted
- Reduced earning power
- Unstable work history
- Increased use of "the system"



# It's All Academic...

## *Or Maybe It's Not*

"...academic achievement alone will not lead to successful results for students with disabilities."

President's Commission on Excellence in Special Education, (2002). *A New Era: Revitalizing Special Education for Children and their Families*. Washington, DC: author, p. 47.

# What Non-Academic Skills Are Necessary for Successful Transition?



# Non-Academic Skills May Include:

- Self-Determination
- Self-Advocacy
- Social Skills
- Organizational Skills
- Community and Peer Connection
- Communication
- Conflict Resolution
- Career Skill Building
- Career Development
- Computer/Technological Competency

President's Commission on Excellence in Special Education, (2002). *A New Era: Revitalizing Special Education for Children and their Families*, Washington, DC: author, p. 47.

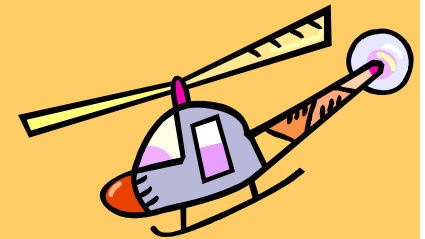
# Why Are These Non-Academic Skills So Vital?

“Where parental involvement is required in the IEP, parents have no assured role in higher education... parental involvement in planning a student’s academic program and non-academic activities is not an accepted part of the culture of higher education.”

“The assumption in higher education is that students are adults who are in charge of managing their own lives.”

Wolanin, T.R., & Steel, P.E., (June 2004), *Higher Education Opportunities for Students with Disabilities: A Primer for Policymakers*, p. 27.

# Helicopter Parents



Although not a new phenomenon, helicopter parents are described as those who

- Hover closely overhead, rarely out of reach whether their children need them or not
- Pay extremely close attention to their children, particularly at school
- Rush in to prevent any harm from befalling them or letting them learn from their own mistakes



# To be or not to be... involved

- **Helpful involvement**

- When the student is in emotional or physical trauma and unable to make good decisions
- When the parent is concerned about negative behaviors the child is engaged in

- **Unproductive involvement**

- Condemning campus actions when a student has misbehaved
- Getting involved when there is disagreement about a grade in class or problems with a roommate

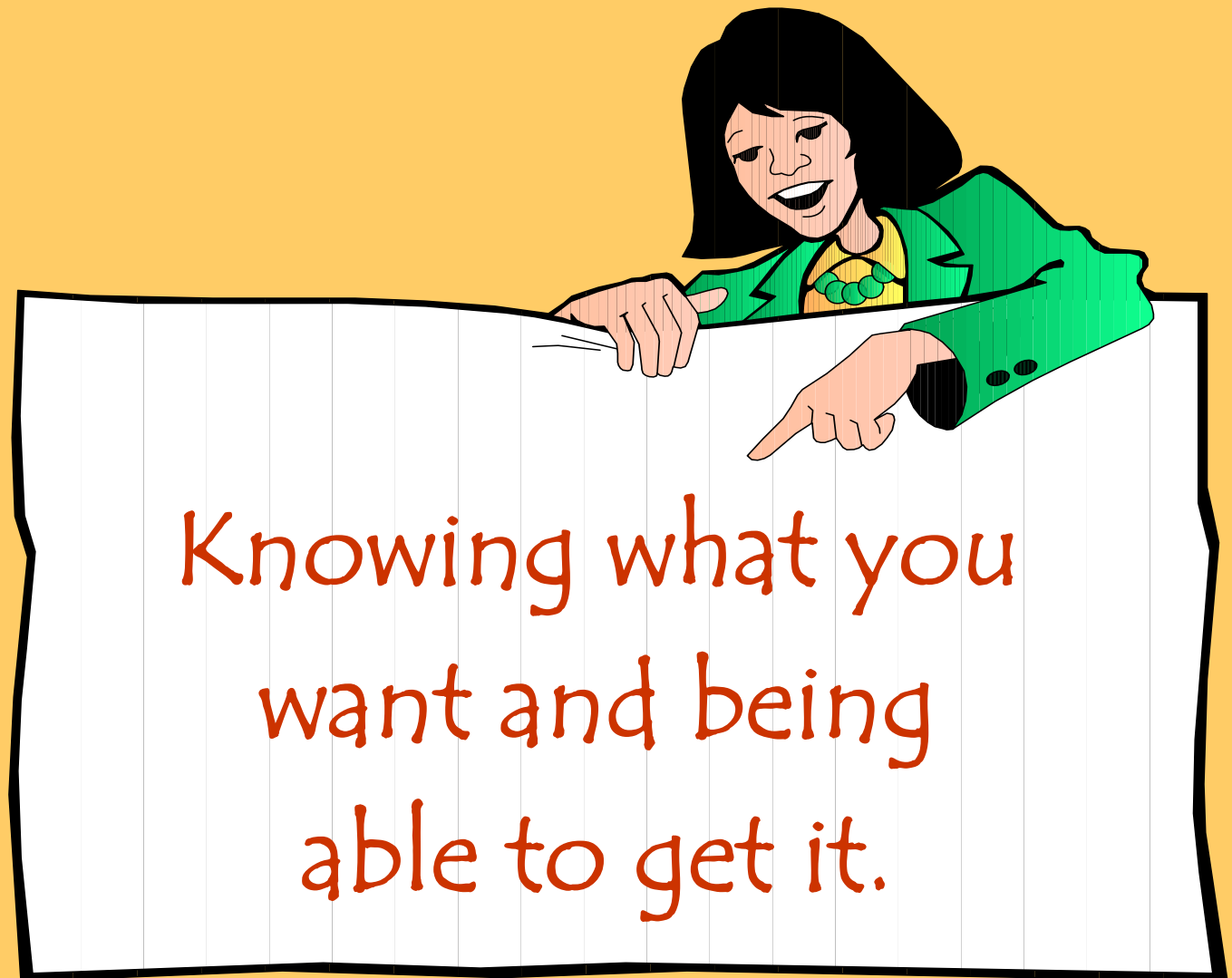
# What Can We Do To Help?

- Encourage and reinforce interactions with the student
- Support activities that will allow students to be genuinely successful
- Gently, but firmly, explain to parents the concept of a safety net, not an umbilical cord
- Allow students to experience “natural consequences” and help them figure out alternative strategies



# Why Are Self-Determination and Self-Advocacy So Important?

# Self-Determination Is:



Knowing what you  
want and being  
able to get it.

# What can be done?

“An appropriate start might be to require that students with disabilities play a more active leadership role in the development of the transition component of their IEPs to reflect their future responsibility in higher education.”

Wolanin, T.R., & Steel, P.E., (June 2004), *Higher Education Opportunities for Students with Disabilities: A Primer for Policymakers*, p. 29.

# Why is Self-Identification Important?

Many students with disabilities are not taking advantage of disability support services on campus

- Anxious to shed the “special education” label from high school
- Parent is no longer the primary advocate
- May not be aware services are available

How Can We Help  
Students Prepare?



# Students should know and be comfortable with:

- Discussing his or her disability
- What accommodations are helpful, those that are not, and why
- Understanding their rights and responsibilities
- Articulating strengths and weaknesses
- Discussing what works best for them in an academic environment
- Discussing overall learning style



# Creating a Personal File for Transition

1. Provide students with an expanding file folder along with individual file folders.
2. Instruct students to make individual file sections for their own personalized folder



# Transition File Should Include:

- Disability documentation
- High school transcripts & diploma
- Copy of ACT/SAT test scores
- Copies of financial aid forms
- Medical (and vehicle) insurance information
- College transcripts
- Copy of VR paperwork
- Important addresses & phone numbers
- Copy of birth certificate, drivers license & Social Security card

# Resources to Share

# Transition Training for Teachers of the Deaf



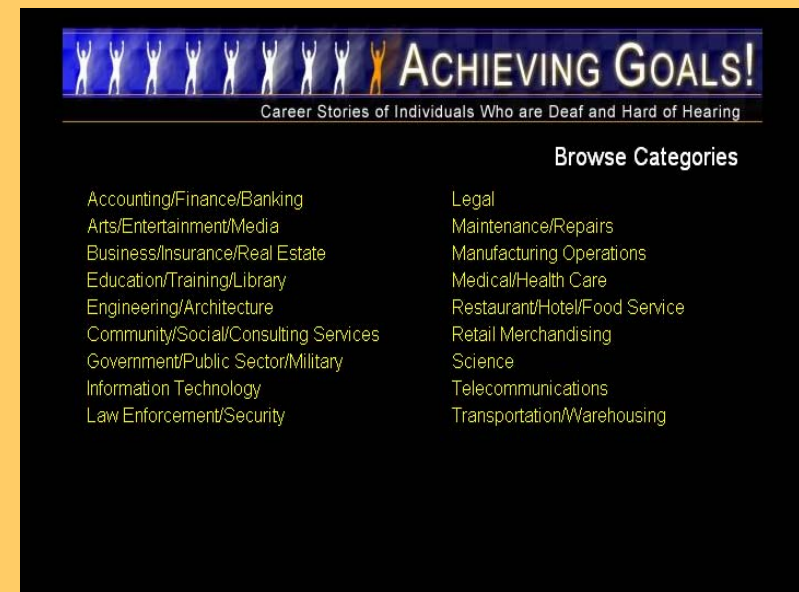
- Student responsibilities:
- Laws that govern secondary and postsecondary environments
- Documentation required for postsecondary accommodations
- Vocational rehabilitation

# Planning for the Future

*Role Models*

# *Achieving Goals*

## *Career Stories of Individuals who are Deaf and Hard of Hearing*




# Achieving Goals

## Website and Video Series


### Audience

- Students
- Teachers
- Families
- Employers



**ACHIEVING GOALS!**  
Career Stories of Individuals Who are Deaf and Hard of Hearing

**Samuel Atcherson**



**Occupation:** Audiologist/ Ph.D. Candidate/ Graduate Assistant  
**Company:** The University of Memphis

**Job categories.** Click on one of the job categories below to find others like *Samuel*  
[Science](#)  
[Education/Training/Library](#)  
[Medical/Health Care](#)

**Background:** When I was born, I had normal hearing and then at age 3, I began to lose hearing rapidly. Today, my hearing loss is profound in both ears. I wear a hearing aid in the left ear and I wear a cochlear implant in the right ear. My interest in the field of audiology began when I needed to get new hearing aids. I was a Freshman in college at the time and I was majoring in Medical Technology. My audiologist (a new one) couldn't believe how well I could speak and lip-read with such a profound hearing loss. He wondered if I would be interested in becoming an audiologist myself. At first, I was unsure, because I didn't know how a deaf person (even with hearing aids) could conduct audiologic tests. My audiologist told me that technology had improved the tests and they were much easier to conduct than it was just years before. I decided to give Audiology a try, and as a result, I learned more about my relationships with other people, my hearing loss, my strengths, my weaknesses, and myself. Often it feels hard to be deaf person in a society that is mostly hearing. The way we approach things may be slightly different. The way we hear, speak, or communicate is slightly different. I learned that the more I knew about myself, the easier it was to work with people. Finally, the more I know about myself as a deaf person, the easier it is to help other people with hearing loss and parents or children who have hearing loss. My passion for this field runs on the hope that deaf people have for a successful, enriching, and fulfilling future. For me, being an audiologist is not about making people wear hearing aid, making people speak, or making people act like hearing people. My interest in Audiology is helping people who want to be helped. There is a BIG difference.

I have not yet entered the workforce, but I am a certified audiologist. I've been in the field since 1995 as a student and obtained my certification in 2004. I hope to graduate with my Ph.D. in December 2005.

Words for young deaf people: There are a lot more opportunities for deaf people now than there was 20 years ago. If you want to become a physician, a lawyer, or a business owner, you CAN. Success cannot be defined by what other people think; success has to be defined by you. You do not have to be a doctor or a professional basketball player to be successful. You can be successful with whatever you put your mind to. My mother, who is from Thailand and without a high school education, told me once, "Work hard now, and play later, or play now, and work hard later." My mother's words still ring true today. My focus is to work hard now, get the training that I need to do my job, and enjoy my job in the future. You can do it too.

**Institutions:** University of Georgia, The University of Memphis



## Career Video Series

- Phenomenal Professionals
- Brilliant at Business
- DEAFinitely Dynamic
- Tech Savvy
- Trades

Inspires students to

- Set high goals
- Elevate expectations
- Become aware of diverse career and trade possibilities

**Phenomenal Professionals**

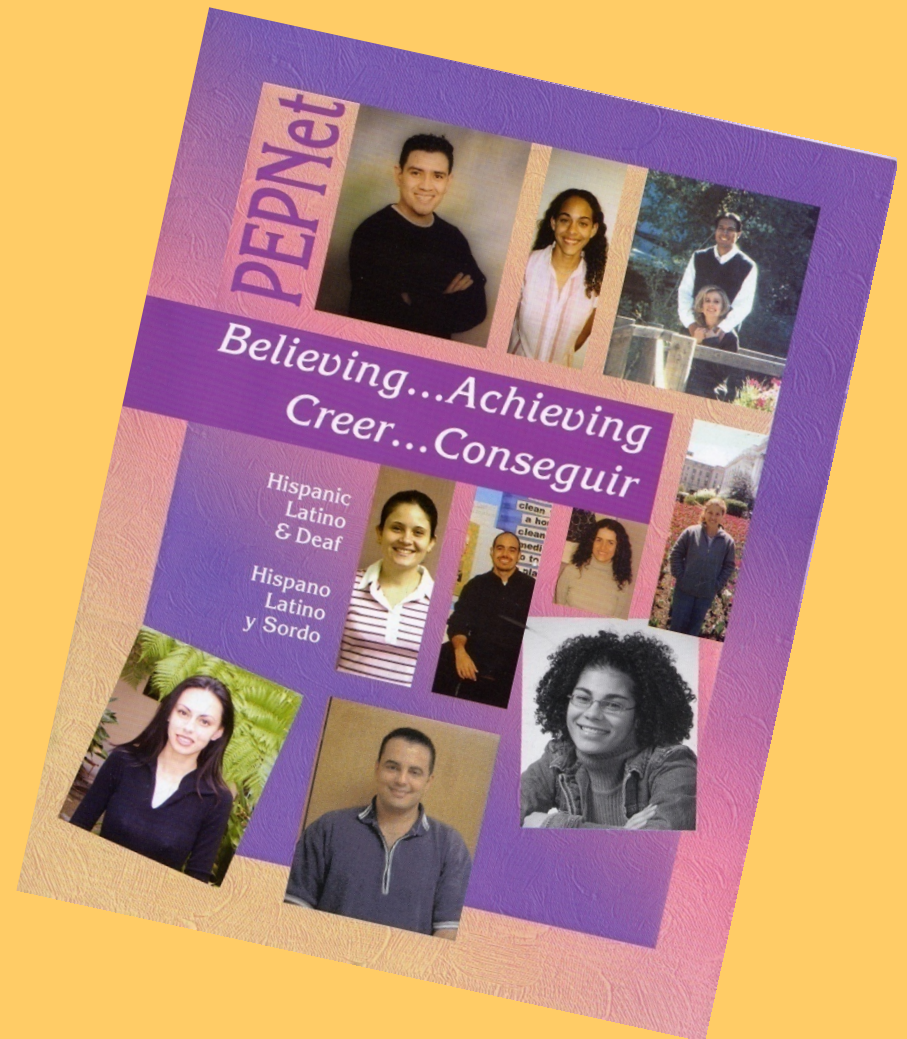
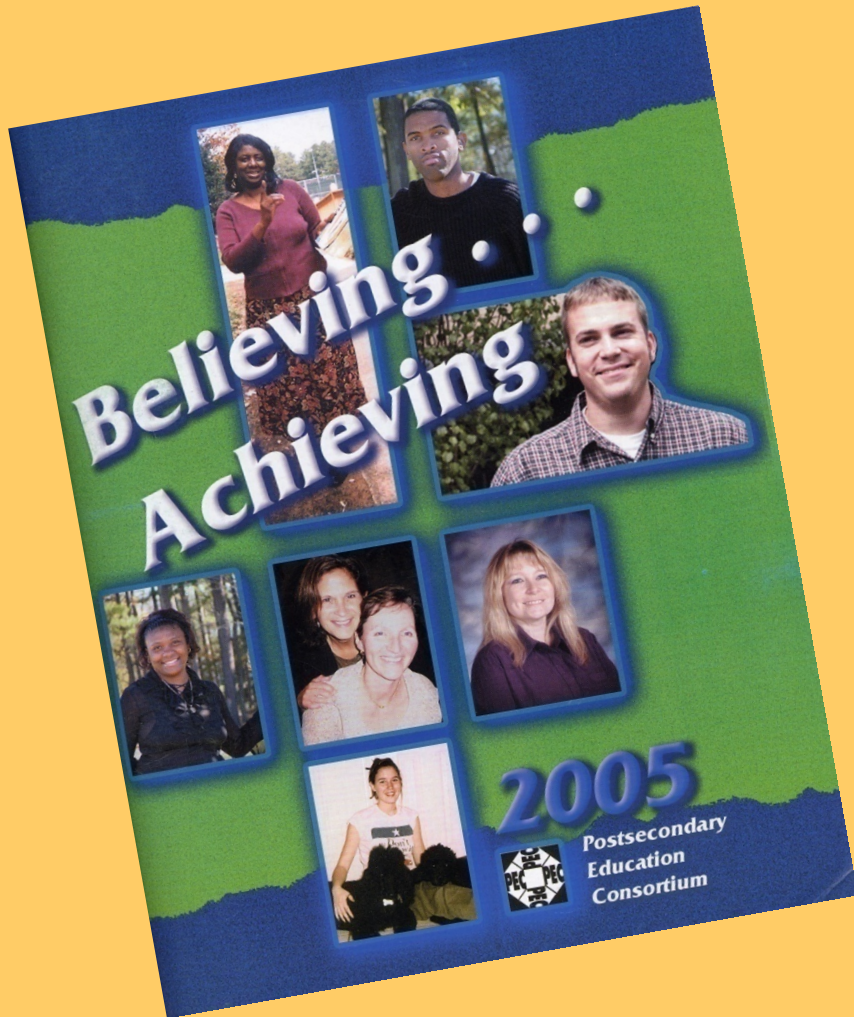
	<b>Veterinarian</b> Kimberly Dodge, DVM <a href="#">Quicktime Link</a> <a href="#">RealPlayer Link</a> <a href="#">Windows Media Link</a>
	<b>Optometrist</b> Dr. Angel Santiago <a href="#">Quicktime Link</a> <a href="#">RealPlayer Link</a> <a href="#">Windows Media Link</a>
	<b>Pediatrician</b> Dr. Scott Smith, MD, MPH <a href="#">Quicktime Link</a> <a href="#">RealPlayer Link</a> <a href="#">Windows Media Link</a>
	<b>Attorney</b> Claudia Gordon, Esq. <a href="#">Quicktime Link</a> <a href="#">RealPlayer Link</a> <a href="#">Windows Media Link</a>

Click the links to see a brief clip from each person's full video segment.

[Ordering Information](#)



# Believing... Achieving



## Ignacio Ponce Gaytan

L A Trade Technical College & CSUN



The best advice received from his father who did not graduate from high school, but sent all of his 9 children to college:

“Education is like a tree with bitter roots –but the fruit is sweet!”

*Believing...*  
*Achieving*  
Success Publication

Features individuals who are Deaf and hard of hearing and who are successfully achieving their career and personal goals

## Natalie (Nikki) Maxwell

Floyd College



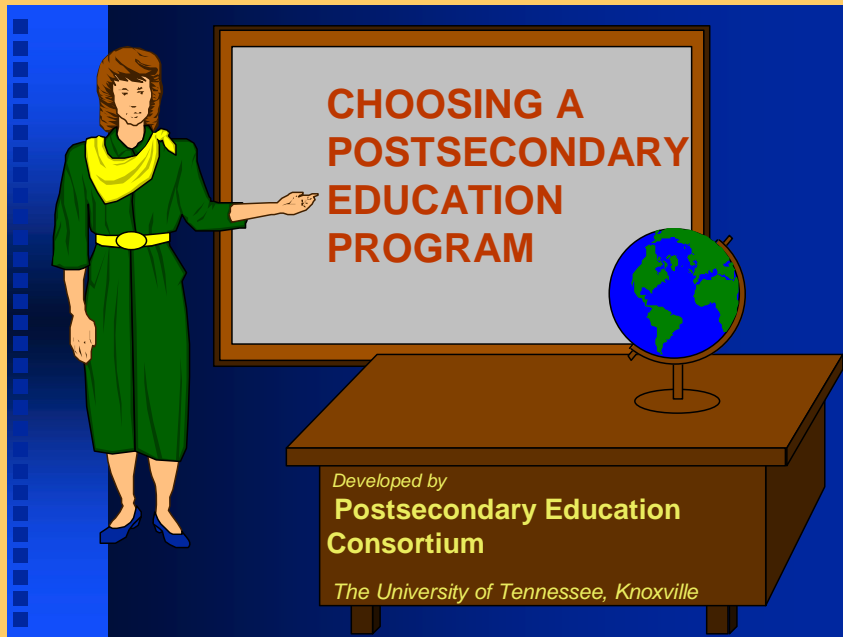
“ My advice for any student who is deaf and wanting to go to college, is to get started.

You may have to start in developmental classes, but everything you learn helps to make you a better person.”

# Planning for the Future

## *Selecting a College*

# Choosing a College



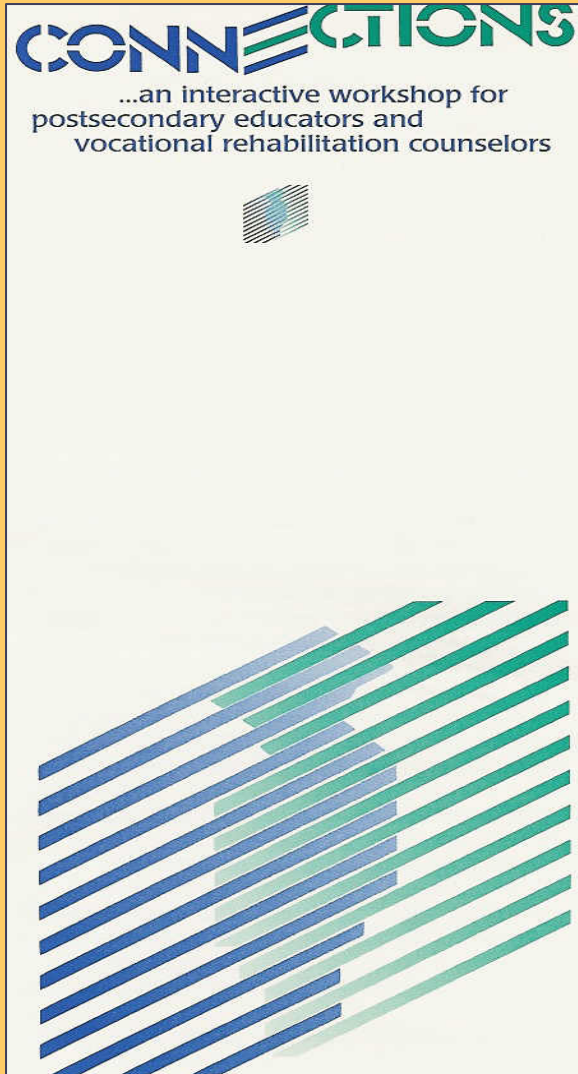
Online PowerPoint presentation to lead a discussion with students about planning for college

## QUESTIONS TO ASK MYSELF ????

- ↓ What school subjects do I like best/least?
- ↓ What are my hobbies and talents?
- ↓ Do I enjoy being around large groups of people?
- ↓ What is my past or present work experience?
- ↓ What do I want to be doing 10 years from now?


The illustration shows a man in a grey suit and red tie with a lightbulb above his head, indicating a question or thought. He has his arms outstretched. The background is blue with a white dashed line on the left side.

# *Connections*



- Explains relationship between college students, postsecondary education personnel, and VR staff
- Discusses VR and its requirements

# Financing Your Education



## Financing Your Education

Options for Students Who Are Deaf and Hard of Hearing

- Scholarships
- Financial Aid (FAFSA, Grants, Loans, Publications, Scholarship Search Websites)
- Vocational Rehabilitation (VR)
- Social Security Administration (SSI/SSD)
- Local Funding Sources
- NETAC invites you to download this PowerPoint presentation to learn more about [PowerPoint Presentation on Financing Your Education](#)

Website and online  
PowerPoint  
presentation that  
address financial aid  
resources

## General FA Information

- **Funding Your Education**

<http://studentaid.ed.gov/students/publications/FYE/index.html>

- **The Student Guide**

[http://studentaid.ed.gov/students/publications/student\\_guide/index.html](http://studentaid.ed.gov/students/publications/student_guide/index.html)

- **College Financial Aid Brochures**

- **Financial Aid Web sites: [www.netac.rit.edu](http://www.netac.rit.edu)**

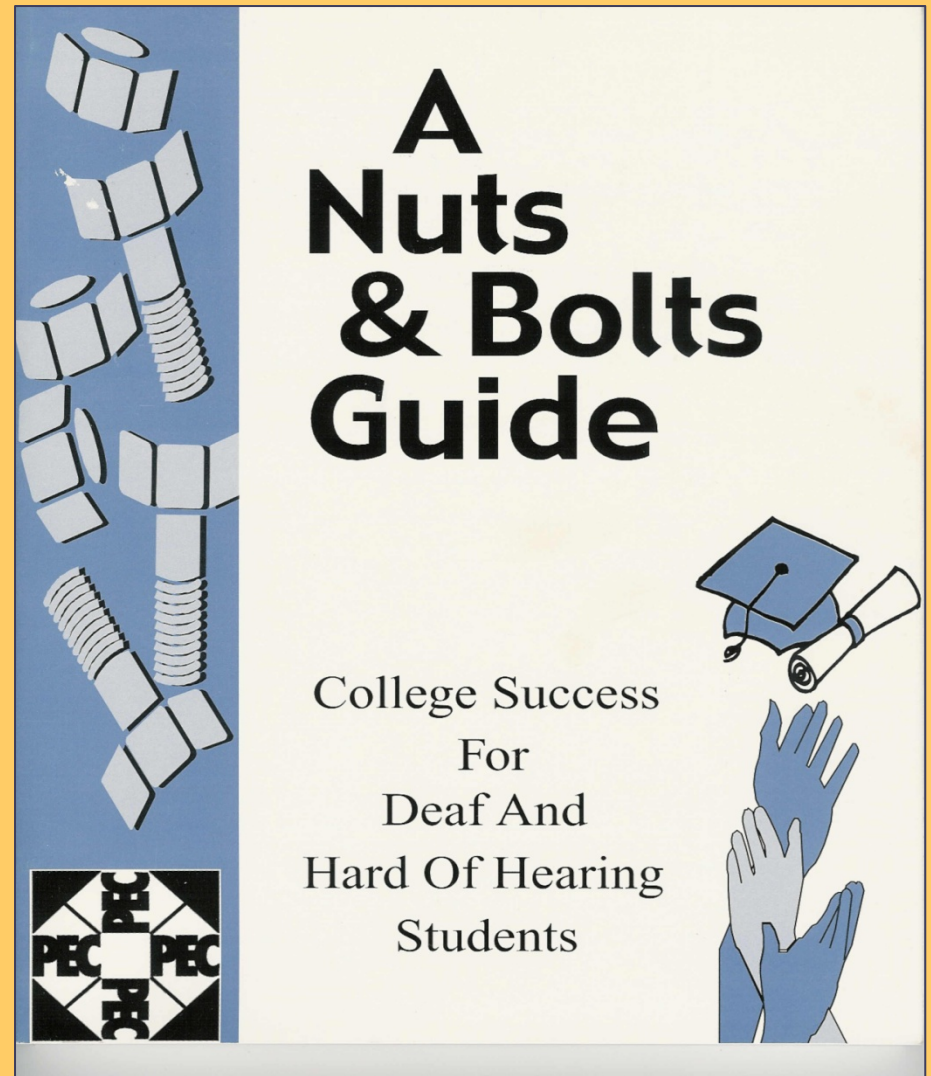
- Financial Aid Information Page
- U.S. Department of Education
- Health Resource Center
- The College Board
- [Educaid](#)



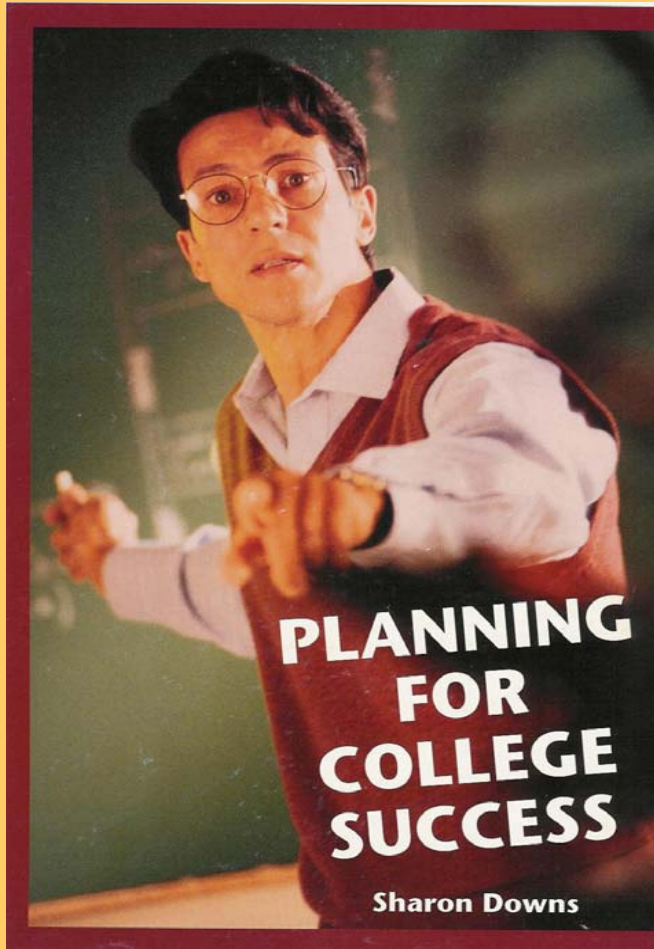
# *A Nuts & Bolts Guide*

## Includes:

- Developing self-advocacy skills
- Communication strategies
- Pre-college timelines
- Financial aid basics
- How to access appropriate accommodations
- Academic issues
- Information required to document needs



# *Planning for College Success*



## Includes:

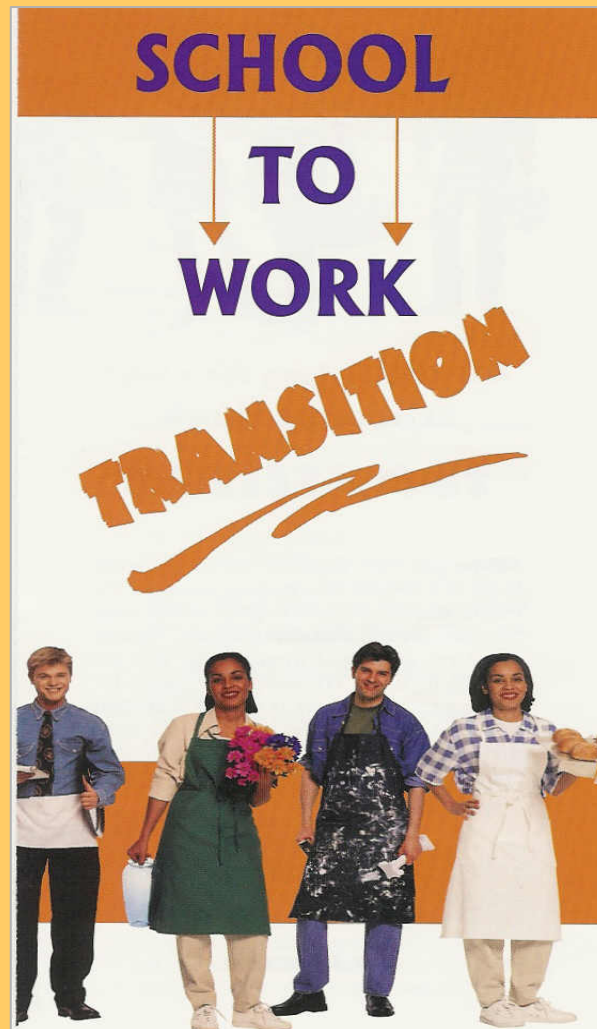
- Self-rating scales for analyzing areas of personal strengths
- Getting better grades
- Making wise choices
- Problem-solving steps
- Personal responsibilities
- Time management
- Goal setting



# Planning for the Future

*When College Isn't an Option*

# School-to-Work Transition Tips



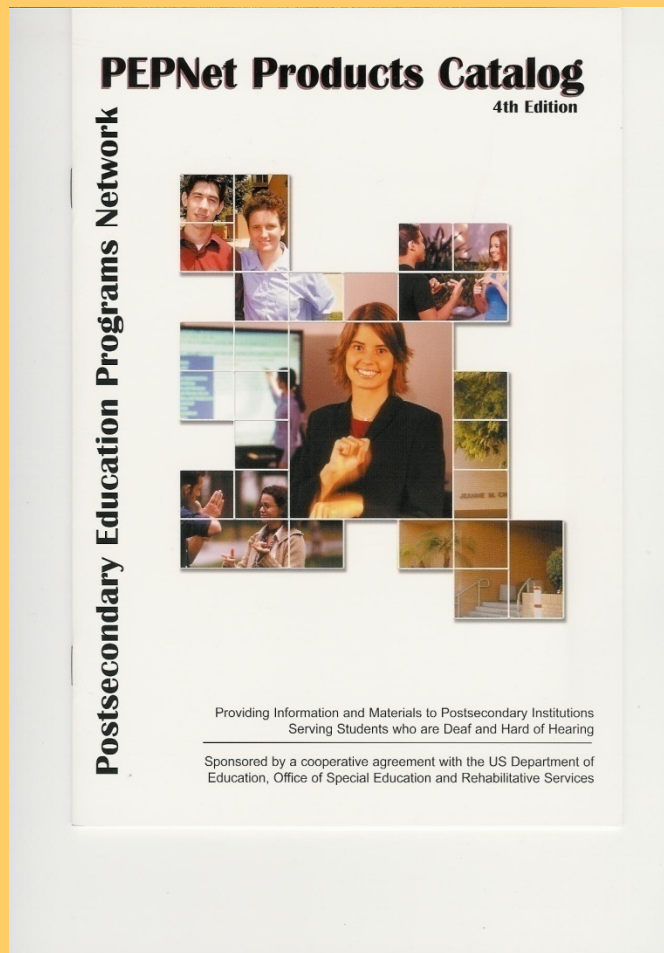
# Community Rehabilitation Programs

Strategies for Community  
Rehabilitation Programs  
To Serve Consumers Who Are Deaf,  
Hard of Hearing, Late Deafened or Deafblind



*A publication of the Midwest Center for Postsecondary Outreach (MCPO) and  
the Postsecondary Education Programs Network (PEPNet).  
This publication is funded through an agreement with the U.S. Department of Education,  
Office of Special Education and Rehabilitative Services.*

# And there are even more materials available!



## *PEPNet Resource Center*

- Go to [www.pepnet.org](http://www.pepnet.org)
- Click on "Resource Center" for a complete list of products and guidelines for obtaining materials

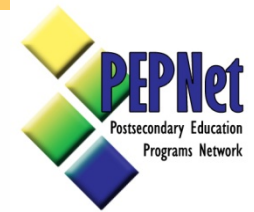
# PEPNet Online Training

*iTransition Series*



# Gates to Adventure!

Transition to Post Secondary Training  
for Deaf and Hard of Hearing Students

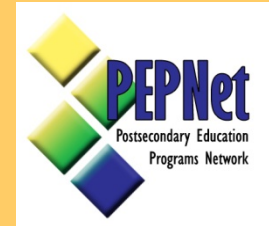


You have the Flash Player  
version "WIN 8,0,24,0"

**Ready, Set, Go!** Plan For  
Postsecondary Options

# **Key Points and Additional Resources**

# F I P S E



- Fund for the Improvement of Postsecondary Education - a program sponsored by the U.S. Department of Education, Office of Postsecondary Education
- Provided funding to develop Gates 2, 3, and 4 of Gates to Adventure





# Why Online Training?

- Large numbers of institutions
- Large populations
- Geographically dispersed
- Cost effective
- Accountability - online data collection
- Convenient for users -any time any place

# Gates to Adventure Background

- Gates to Adventure is a free online training available at [www.pepnet.org](http://www.pepnet.org)
- There are four “gates” - units that can be done in any order.
- The instructional goal of the training is to enhance students' understanding of skills needed for successful transition from secondary to postsecondary education.

# Key Points to Remember

- Additional online transition resources and Gates to Adventure teachers manuals are available at [www.pepnet.org](http://www.pepnet.org)
- These lessons offer students a great deal of information, but the activities and lessons are just a starting point.
- Encourage students to practice these skills off-line in their everyday life.
- Students will learn to build critical thinking and problem solving - there is more than one way to do everything!

# Key Points to Remember

- All of the “Gates” can be done with other Gates to Adventure units or as a stand-alone course. Each lesson (e.g., the Holland Code self-assessment or time management) can be done on its own, as well.
- **Gate 2** can be done with other units or as a stand-alone course. All students must do Day 1 activities before they can do Days 2, 3, or 4.
- Consider helping students develop additional topics, worksheets or vocabulary lists as individualized resources for transition planning or for college.

# iTransition - Section 1

## Career Interests and Education Choices: It's My Plan!

- First component in the series
- Utilizes online format
- Focuses on having students think about the future - college, job training, areas of interest for work

# Overview of “Career Interests and Education Choices: It’s My Plan!”

## Section 1 Target Audience

- Students ages 14-16
- May be suitable for younger students
- Some lessons applicable for older students, including current college students (e.g., Holland career inventory)

## Section 1 Description

Students:

- Learn about transition timelines and steps for preparing for college
- Identify their learning styles
- Explore possible careers using the Holland Code<sup>®</sup> system

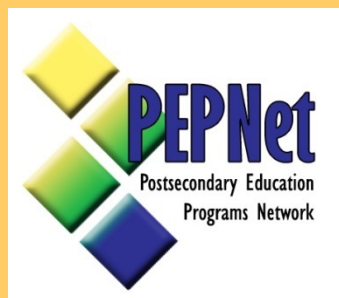
# Objective of Lessons

Lessons help students consider ways to plan ahead for postsecondary options, be ready, and apply to postsecondary programs



# iTransition - Section 2

*First Year College Success: Be the One!*





# Overview of Section 2

## Section 2 Target Audience

- Students ages 15 and older, including current college students
- Can be used with younger students who plan to apply for college

## Section 2 Description

Students attend a four-day freshman orientation at the fictional “State College” campus, while:

- Identifying common resources, services, and technology on college campuses
- Learning differences between high school and college accommodations, academics, and services
- Appreciating the importance of self-determination and the high expectations for college students

# Overview of Section 2

Students will complete four sessions  
in "It's My Life!"  
Each session is one "day"  
of a four-day freshman  
orientation at State College.

Josh is the orientation leader  
for students.

At the beginning of each day,  
he will give students an  
overview of the day's  
activities.



# The Campus Quest: Four Days of Orientation

# The Campus Quest

## CAMPUS QUEST: DAY 1

During Day 1, students will:

- Obtain and print their class schedule.
- Open their school e-mail account and check e-mail messages.
- Obtain their school ID Card and add money to it.
- Begin to experience and consider the assistive devices and accommodations needed in college.
- Know the buildings on campus and their abbreviations.
- Know what happens in the event they are late for class.
- Know what the penalty could be if they lose their dorm room key.

# The Campus Quest

## Some buildings and services in Day 1:

- Student Center
- Computer Science Building
- Registration
- Financial Aid Office
- Disability Support Services Office
- Health Services
- Residence Halls



# The Campus Quest

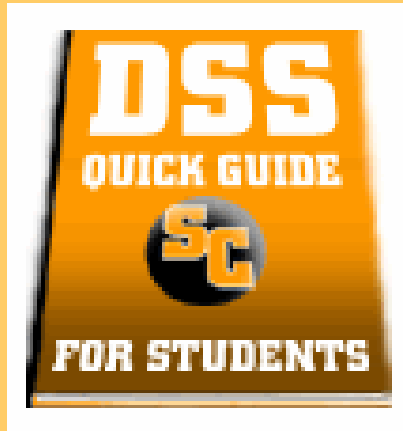
## CAMPUS QUEST: DAY 2

During Day 2, students will:

- Check in with Disability Support Services office.
- Complete an accommodations profile of services they'll need for college.
- Review documentation they'll need for college (disability, financial aid, transcripts/registration, medical/emergency contact).
- Review and take a quiz on the laws covering disability accommodations, including differences between high school and college.
- Consider attending campus activities.
- Locate campus TTYs and communication services.

# The Campus Quest

## Some buildings and services in Day 2:



- Residence Halls
- Disability Support Services Office
- Keller Library
- Campus Theater
- Old Main
- Campus Commons

# The Campus Quest

## CAMPUS QUEST: DAY 3

During Day 3, students will:

- Learn about common components of college courses, including prerequisite courses.
- Identify expectations for students in a college academic environment.
- Request accommodations, complete an accommodations profile, and learn about Disability Support Services policies.
- Practice sending and receiving e-mails using the Quest fictional e-mail system.
- Purchase supplies at the bookstore.
- Practice problem-solving using campus resources.



# The Campus Quest



## Some buildings and services in Day 3:

- Disability Support Services
- Bookstore
- Registrar
- Academic Advisor's office
- Canton Science Center
- Student Center
- Campus website and e-mail system

# The Campus Quest

## CAMPUS QUEST: DAY 4

### During Day 4, students will:

- Confirm accommodations and meet service providers.
- Meet with academic advisors to discuss academic issues including their GPA, declaring a major, honor codes, and using a syllabus.
- Tour the university library.
- Visit the bookstore and buy required textbooks.
- Use their ID card and the ATM machines to make purchases on campus.

# The Campus Quest

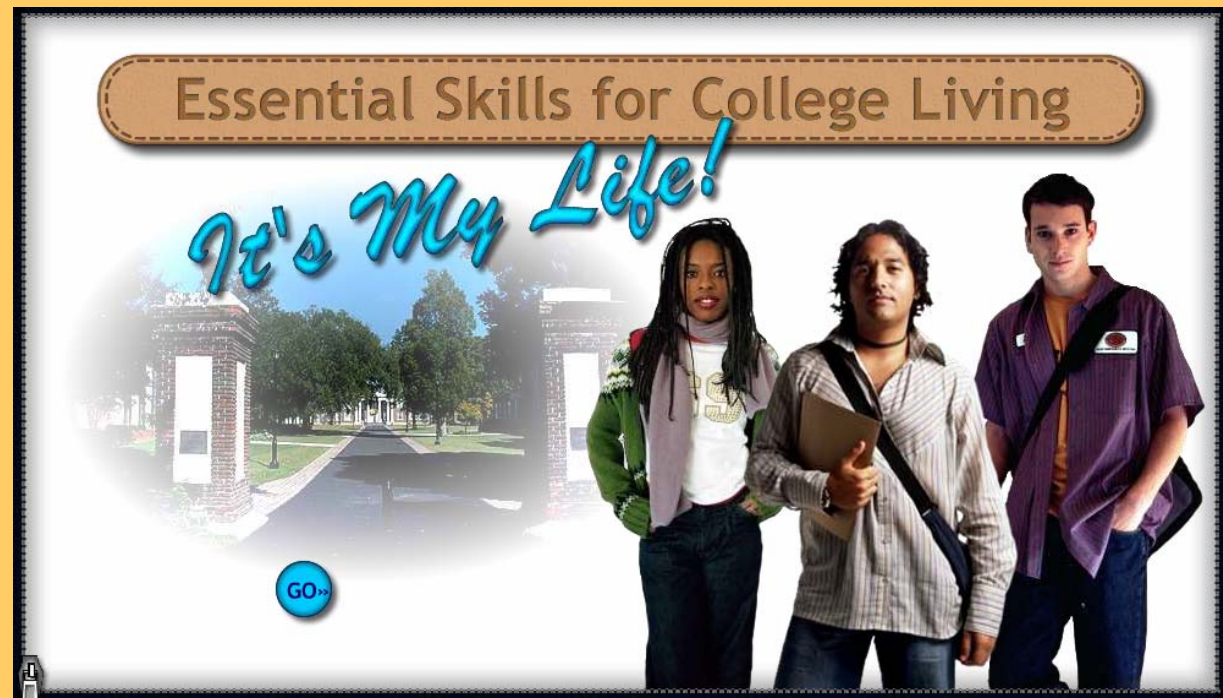
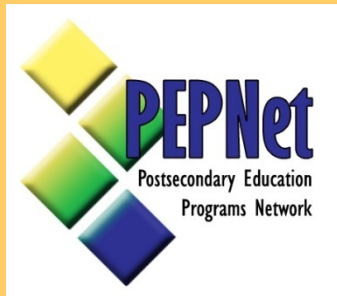
## Some buildings and services in Day 4:

- Campus Commons
- Advisor's Office
- Humanities Building
- Student Center Bookstore
- ATM and using ID for campus purchases
- Keller Library



# iTransition - Section 3

*It's My Life! Essential Skills for College Living*



# Overview of “It’s My Life!”

## Section 3 Target Audience

- Students ages 17 and older, including current college students
- Can be used with younger students who plan to apply for college

## Section 3 Description

Using three fictional students as examples, students:

- Improve skills in solving problems
- Identify campus resources for students
- Enhance critical thinking skills
- Study specific topics
  - Goal setting
  - Time management
  - Study skills
  - Working with college disability services providers

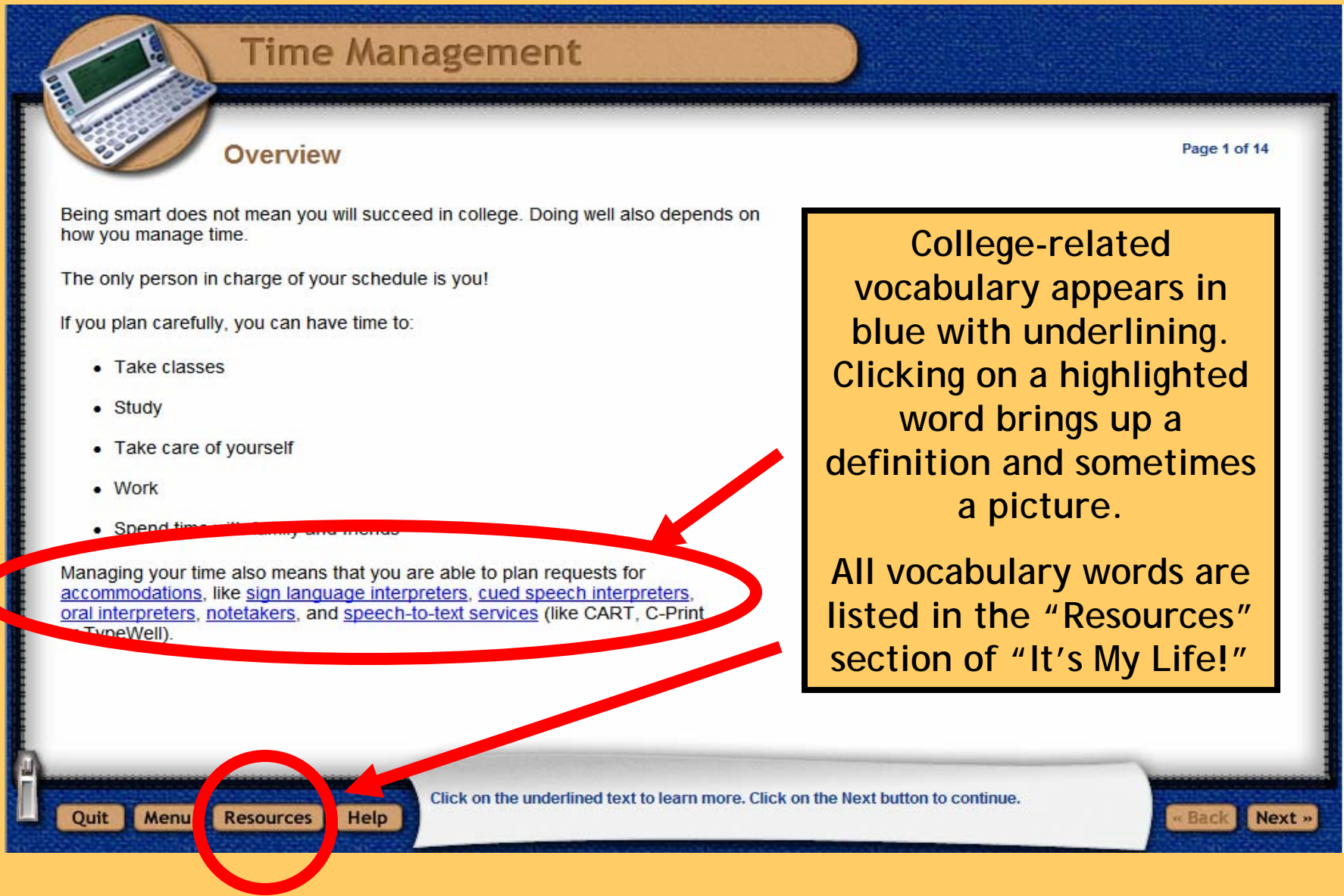
# Overview of Section 3

<b>Tatiana</b>	<b>Hard of hearing, uses FM system</b>	<b>Attends state college, majoring in business</b>	<b>Single, lives off campus with roommates</b>
<b>Josh</b>	<b>Culturally Deaf, works with interpreters</b>	<b>Attends a 2-year college, to be a veterinary technician</b>	<b>Married, lives off campus with his wife and children</b>
<b>Chris</b>	<b>Deaf, uses speech-to-text services, like CART or C-Print</b>	<b>Attends a 4-year university. Major undeclared.</b>	<b>Single. Lives on campus in a dorm</b>



Three fictional students named Tatiana, Josh, and Chris provide examples of how college students approach similar tasks or problems in different ways.

# Overview of Section3



The screenshot shows a software interface for 'Time Management'. At the top left is an image of a calculator. The title 'Time Management' is in a brown rounded rectangle. Below it, the word 'Overview' is written. In the top right corner, it says 'Page 1 of 14'. The main text discusses the importance of time management in college. A list of activities includes 'Take classes', 'Study', 'Take care of yourself', 'Work', and 'Spend time with family and friends'. A paragraph below the list mentions 'accommodations' and lists several services: 'sign language interpreters', 'cued speech interpreters', 'oral interpreters', 'notetakers', and 'speech-to-text services'. A red oval highlights this paragraph. A red arrow points from this oval to a yellow box on the right. Another red arrow points from the yellow box to the 'Resources' button in the bottom navigation bar, which is also circled in red. The bottom navigation bar includes buttons for 'Quit', 'Menu', 'Resources', and 'Help', followed by a scroll bar and '« Back' and 'Next »' buttons. A footer note says 'Click on the underlined text to learn more. Click on the Next button to continue.'

## Time Management

### Overview

Page 1 of 14

Being smart does not mean you will succeed in college. Doing well also depends on how you manage time.

The only person in charge of your schedule is you!

If you plan carefully, you can have time to:

- Take classes
- Study
- Take care of yourself
- Work
- Spend time with family and friends

Managing your time also means that you are able to plan requests for accommodations, like sign language interpreters, cued speech interpreters, oral interpreters, notetakers, and speech-to-text services (like CART, C-Print, and TypeWell).

College-related vocabulary appears in blue with underlining. Clicking on a highlighted word brings up a definition and sometimes a picture.

All vocabulary words are listed in the "Resources" section of "It's My Life!"

Click on the underlined text to learn more. Click on the Next button to continue.

Quit Menu **Resources** Help « Back Next »

# The Main Menu



The introduction and four lessons, with checks showing completed lessons



# Lessons in Section 3

# Lessons - Introduction

## What's in the Introduction?

- Brief outline of "It's My Life!"
- Overview of features and how to navigate the lesson
- Introduces Tatiana, Josh, and Chris



# Lessons - Goal Setting

## What's in the "Goal Setting" lesson?

- Think about current and future goals
- Learn how to set reasonable, achievable goals
- Identify campus resources to achieve goals

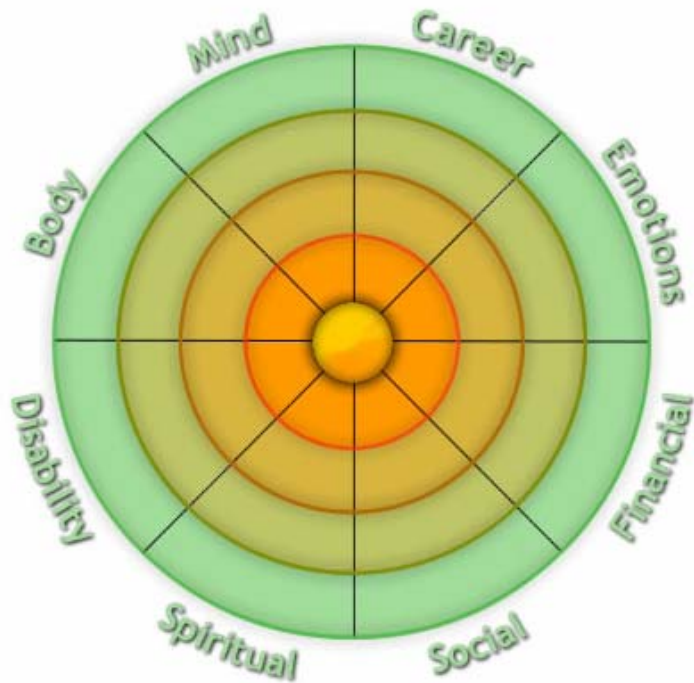


# Lessons - Goal Setting

Students create a Life Wheel™ to see whether they have a balance among different areas of their lives.

After comparing their life wheels to those of Tatiana, Josh, and Chris, students learn how to set goals and to find campus resources for achieving those goals.

Goals can help students maintain areas of their lives that are going particularly well, or help develop areas that need attention.



# Lessons - Time Management

## What's in the "Time Management" lesson?

- Why time management is important
- Techniques, equipment, and campus resources to improve time management
- Differences between college and high school scheduling



# Lessons - Time Management

Students consider all of the things affecting their schedules: academic, personal, and extracurricular.



# Lessons - Study Skills

## What's in the "Study Skills" Lesson?

- Differences between high school and college academics
- How to read a course syllabus
- Study tips



# Lessons - Study Skills

Students complete a  
“Study Skills Questionnaire”  
to assess their skills and  
preferences for studying.



Study Skills Questionnaire	
<b>Part 1 - Time Management Skills</b>	
Do you usually have enough time to study?	<input type="checkbox"/> I know how to do this well. <input type="checkbox"/> Most of the time, I can do this well. <input type="checkbox"/> I need help to do this well. <input type="checkbox"/> I don't know how to do this.
Can you concentrate when you are studying?	<input type="checkbox"/> I know how to do this well. <input type="checkbox"/> Most of the time, I can do this well. <input type="checkbox"/> I need help to do this well. <input type="checkbox"/> I don't know how to do this.
Do you hand in homework on time?	<input type="checkbox"/> I know how to do this well. <input type="checkbox"/> Most of the time, I can do this well. <input type="checkbox"/> I need help to do this well. <input type="checkbox"/> I don't know how to do this.
Do you show up for class on time?	<input type="checkbox"/> I know how to do this well. <input type="checkbox"/> Most of the time, I can do this well. <input type="checkbox"/> I need help to do this well. <input type="checkbox"/> I don't know how to do this.
<b>Part 2 - Notetaking Skills</b>	
Do you understand notes from class?	<input type="checkbox"/> I know how to do this well. <input type="checkbox"/> Most of the time, I can do this well. <input type="checkbox"/> I need help to do this well. <input type="checkbox"/> I don't know how to do this.
Do you know how to find important information in notes?	<input type="checkbox"/> I know how to do this well. <input type="checkbox"/> Most of the time, I can do this well. <input type="checkbox"/> I need help to do this well. <input type="checkbox"/> I don't know how to do this.



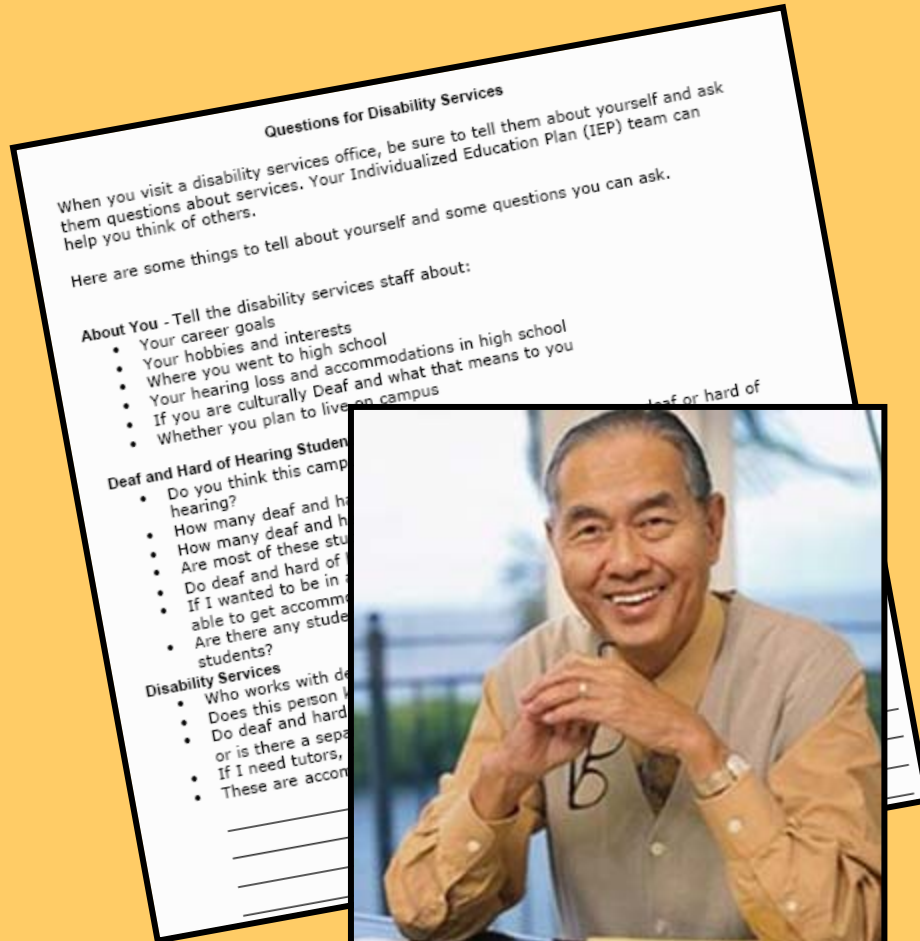
# Lessons - Working with DS

## What's in "Working with Disability Services"?

- How services are different in high school special education and college disability services
- Differences among college DS offices
- Resources and services available at DS
- Preparing for the first visit to DS



# Lessons - Working with DS



Students tour a fictional DS office and prepare a list of questions to ask DS staff.

They also see a sample DS intake form, so they know what DS staff may ask them about accommodations, their disability, and more.

# Resource and Help Menus

# Resources

Students may access the "Resources" menu at any time



The "Resources" button is at the bottom of every screen.

# Resources

The Glossary provides a list of all vocabulary words and their definitions

**Glossary**

[Return to Resources](#)

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

**S**

- [Scholarships](#)
- [Sign language interpreters](#)
- [Sexually transmitted diseases \(STDs\)](#)
- [Speech-to-Text services](#)
- [Staff](#)
- [Student Affairs](#)
- [Student loans](#)
- [Studio time](#)
- [Study group](#)
- [Syllabus](#)

**Speech-to-Text services**

These services include CART, C-Print and TypeWell. All of these services use transcriptionists who may also be called stenographers, captionists or service providers. They have special training using computer software and other equipment to type what people are saying. The words they type can be shown on a laptop (like the picture here) or on a large screen for groups to read. For more information about these technologies, refer to the following websites:

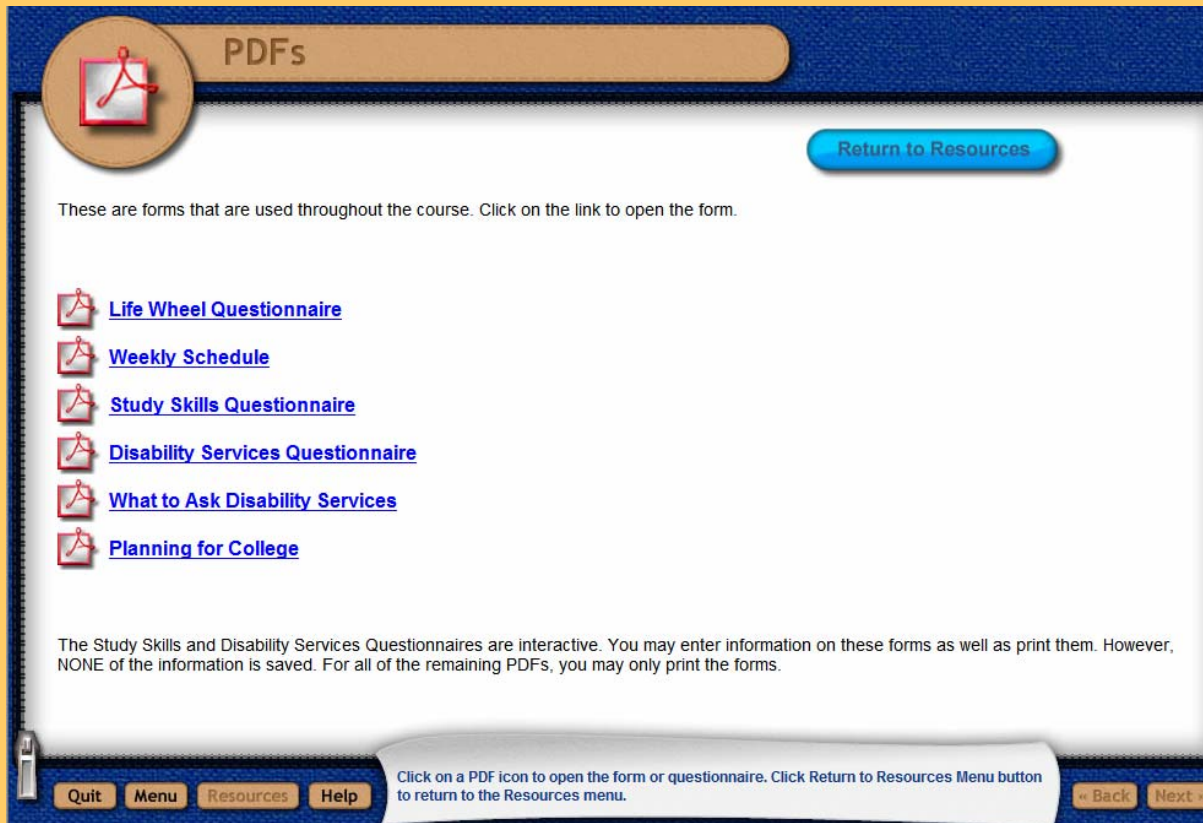
- CART: <http://cart.ncraonline.org/>
- C-Print: <http://www.ntid.rit.edu/cprint/>
- TypeWell: <http://www.tpewell.com>

Click on a letter to go to the beginning of the list of terms that start with that letter. Click on the Return to Resources Menu button to return to the Resources Menu.

[Quit](#) [Menu](#) [Resources](#) [Help](#) [Back](#) [Next](#)

# Resources

The PDFs section lists all lesson forms and questionnaires









The screenshot shows a web interface with a blue header and a white main content area. The header has a circular icon with a red PDF symbol and the text 'PDFs'. A blue button labeled 'Return to Resources' is in the top right. The main content area contains a paragraph of text, a list of six PDF links, and another paragraph of text. At the bottom, there is a navigation bar with buttons for 'Quit', 'Menu', 'Resources', 'Help', 'Back', and 'Next'. A white tooltip box is positioned over the 'Resources' button, containing text about clicking PDF icons and the 'Return to Resources' button.

PDFs

[Return to Resources](#)

These are forms that are used throughout the course. Click on the link to open the form.

-  [Life Wheel Questionnaire](#)
-  [Weekly Schedule](#)
-  [Study Skills Questionnaire](#)
-  [Disability Services Questionnaire](#)
-  [What to Ask Disability Services](#)
-  [Planning for College](#)

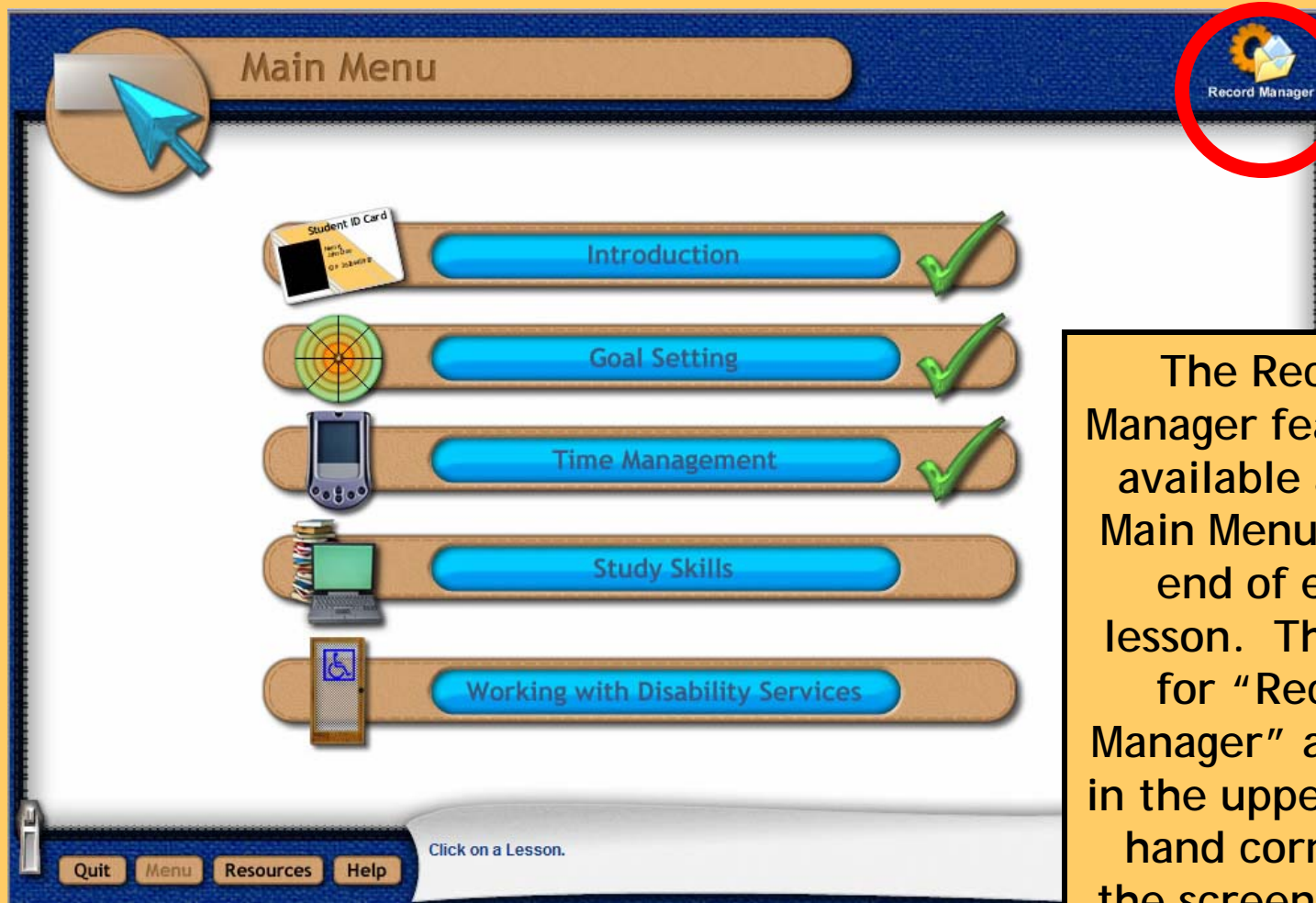
The Study Skills and Disability Services Questionnaires are interactive. You may enter information on these forms as well as print them. However, NONE of the information is saved. For all of the remaining PDFs, you may only print the forms.

Click on a PDF icon to open the form or questionnaire. Click Return to Resources Menu button to return to the Resources menu.

Quit Menu Resources Help « Back Next »

# Record Manager

# Record Manager

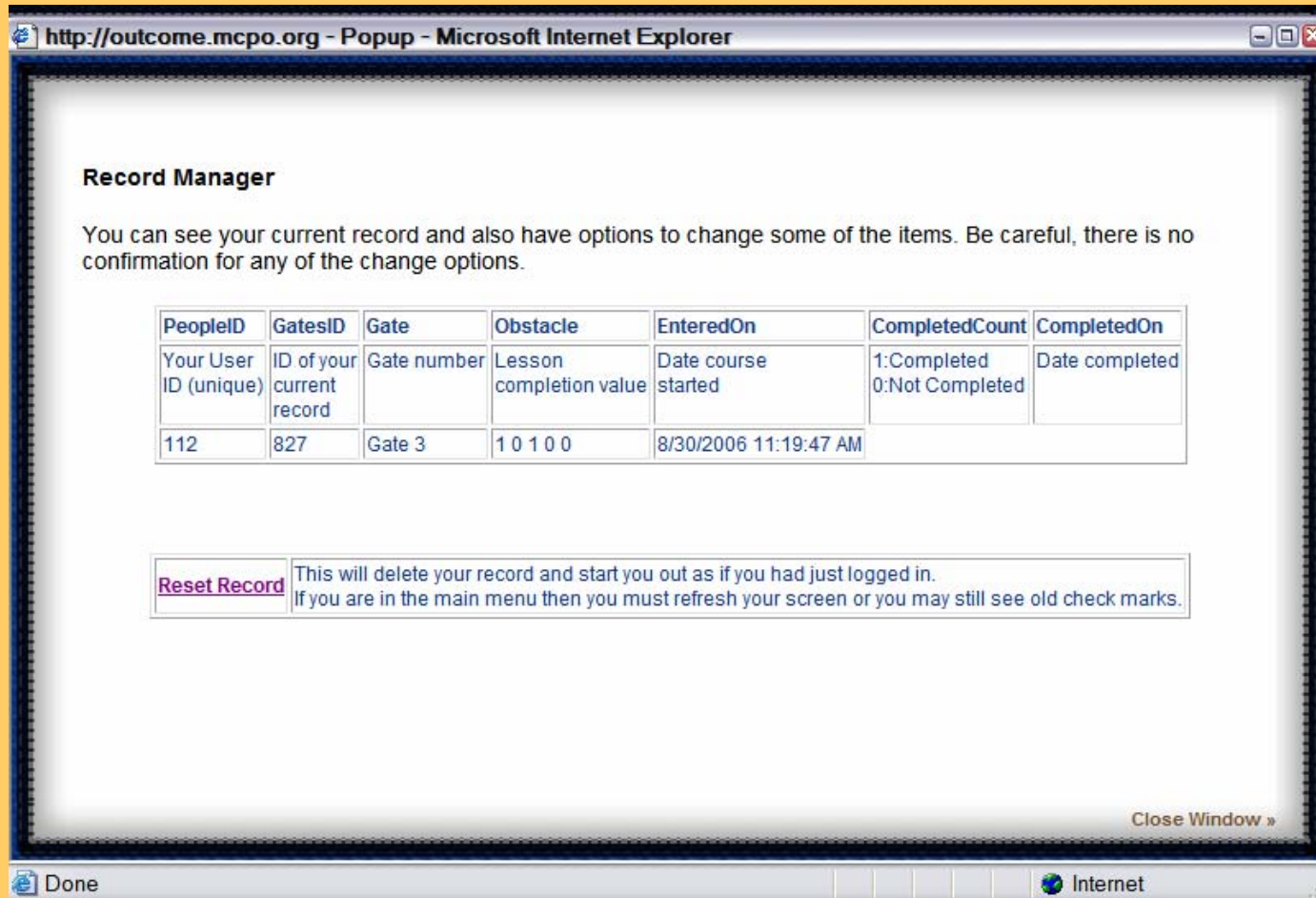


The Record Manager feature is available at the Main Menu at the end of each lesson. The icon for "Record Manager" appears in the upper right-hand corner of the screen. Click to enter the Record Manager.



# Record Manager

This is the Record Manager



The screenshot shows a Microsoft Internet Explorer window titled "http://outcome.mcpo.org - Popup - Microsoft Internet Explorer". The page content includes a heading "Record Manager", a warning paragraph, a data table, a "Reset Record" button with a tooltip, and a "Close Window" link.

**Record Manager**

You can see your current record and also have options to change some of the items. Be careful, there is no confirmation for any of the change options.

PeopleID	GatesID	Gate	Obstacle	EnteredOn	CompletedCount	CompletedOn
Your User ID (unique)	ID of your current record	Gate number	Lesson completion value	Date course started	1:Completed 0:Not Completed	Date completed
112	827	Gate 3	1 0 1 0 0	8/30/2006 11:19:47 AM		

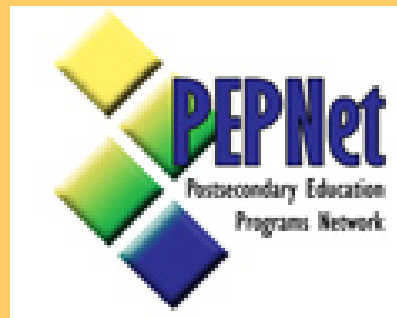
[Reset Record](#) This will delete your record and start you out as if you had just logged in. If you are in the main menu then you must refresh your screen or you may still see old check marks.

[Close Window »](#)

Done Internet

# Gates to Adventure - Section 4

*eFolios*



# Overview of E-folios

- Offers students and professionals a chance to organize and share their resumes, interests, goals, and skills.
- Students may also create a transition eFolio that organizes all their transition information

# Overview of E-folios

**PEPNet Help Site**

**Home**  
First Time Users  
Take a tour  
FAQ's about eFolio  
Mac Users  
Under 18  
Advanced Users  
Help!  
How do I do this?  
Terms of Use  
Training and Education  
Example Sites  
Site Backups

Search  
 [GO](#)

Full Site  
 This Section

**Welcome !**

---

Welcome to the technical help site for PEPNet's eFolio. On this site you will find assistance in helping to understand the various technical aspects of PEPNet's eFolio.

If you are new to PEPNet's eFolio you might want to start by exploring the section on the left titled "First Time Users". By clicking on this section you will open up number of subsections that you can further explore. If you still have questions please feel free to contact the [help desk](#).

Also, you will find information relating to help desk services.

# Example of an E-portfolio

## Louisa May Alcott

*Look Our World--Here I Come!*

<b>Home</b>	<b>This is where I talk about my school</b>
<b>Activities</b>	I am in the transition program at Vector North.
<b>Education</b>	I will have a high school diploma from Brooklyn Park High School after the Vector North Program.
<b>Events</b>	
<b>Honors and Awards</b>	I like to learn more about taking care of my dog, Rex; we are going to obedience classes so I can learn how to train other dogs, too.
<b>Projects</b>	
<b>Volunteer Activities</b>	I might want to be a dog trainer or groomer when I am done with the Vector North Program.
<b>Work Samples</b>	My favorite classes in high school were English because we got to read books and talk about them and phy ed because I like playing team sports.
<b>Contact Info</b>	

Search

Full Site  
 This Section

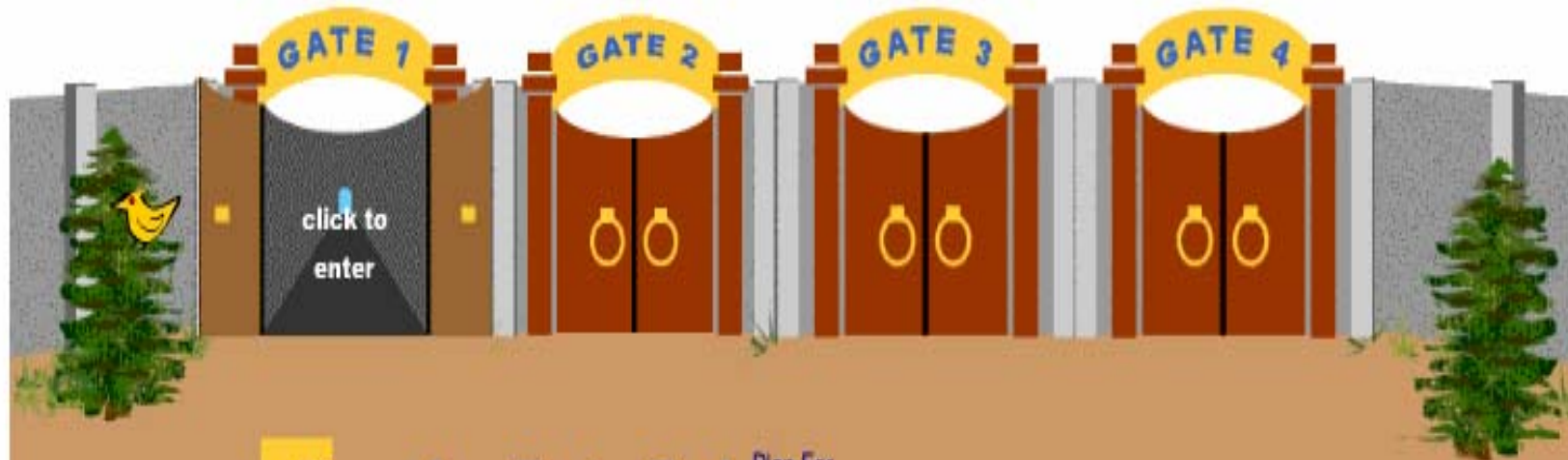
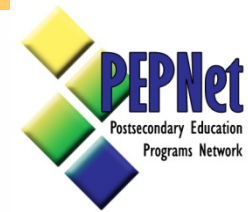
[Search Tips](#)

Louisa May Alcott-Working on My Future



# Gates to Adventure!

Transition to Post Secondary Training  
for Deaf and Hard of Hearing Students



You have the Flash Player  
version "WIN 8.0.24.0"

**Ready, Set, Go!**

Plan For  
Postsecondary Options

[www.pepnet.org](http://www.pepnet.org)

# The Checklist of Change

1. Take your time.
2. Arrange temporary structures.
3. Don't act for the sake of action.
4. Recognize why you are uncomfortable.
5. Take care of yourself in little ways.

Bridges, W. (1980). *Transitions: Making Sense of Life's Changes*.  
Redding, MA: Addison-Wesley, 78-82.

# The Checklist of Change

6. Explore the other side of change.
7. Get someone to talk to.
8. Find out what is waiting in the wings of your life.
9. Use this transition as the impetus to a new kind of learning.
10. Recognize that transition has a characteristic shape.

Bridges, W. (1980). *Transitions: Making Sense of Life's Changes*. Redding, MA: Addison-Wesley, 78-82.



# Thoughts on Transition

*Nothing is secure but life, transition,  
the energizing spirit.*

Ralph Waldo Emerson

*Life is change. Growth is optional.  
Choose wisely.*

Karen Kaiser Clark

For additional information and resources, please contact your local PEPNet outreach center.



[www.pepnet.org](http://www.pepnet.org)