PARENT HANDBOOK

Transition and Your Adolescent with Learning Disabilities:

Moving from High School to Postsecondary Education, Training, and Employment

by
Sharon Townsend

Edited by:
DeAnn Gerdes Steinle, Mary E. Morningstar,
and Sally Morgan Smith

"But today our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of the change."

Dr. Martin Luther King, Jr.

Acknowledgments

Dr. Suzanne Robinson, Professor of Special Education and Advisor, The University of Kansas

Dr. Gary M. Clark, Professor of Special Education, The University of Kansas

Dr. Steve Colson, Professor of Special Education, The University of Kansas

Marie Dillon, Transition Specialist, Blue Valley School District

Ann Flaagan and Phyllis Farney, Transition Counselors, Kansas Rehabilitation Services

Rose Joanning, Client Service Director, Kansas Private Industry Council

Dr. Mike Penrod, Transition Specialist, Kansas State Board of Education

Dr. Wynne Begun, Transition Coordinator, Blue Valley School District

Charlotte Walker, Transition Specialist, Blue Valley School District

Randi Swenson, Transition Counselor, Blue Valley School District

Job Corps--U.S. Department of Labor

Transition Planning: Resource Directory
Developed by Shawnee Mission School District--Pace Program
Broadmoor Center
6701 W. 83 St.
Shawnee Mission, Kansas 66204
(913) 642-3130

This document is supported by the Kansas Transition Systems Change Project, a collaborative effort of:

Kansas State Board of Education
Kansas Rehabilitation Services

The University of Kansas

The development and dissemination of this document is supported by the Office of Special Education Programs, U.S. Department of Education Award #H158A20017

Foreword: To All Parents

This handbook is dedicated to a very courageous young man whose mother grew with him as he struggled through the transition process.

From early childhood he felt the insecurities of being "special" and fought the trappings of "having learning disabilities." He did what he was told to do (tutors), went where he was told to go (learning center, therapy) by all the experts, including his mother.

In middle school he began to rebel, to state his desires and to seek to have a voice in his future. His mother began to listen. She heard his heart and advocated for him in the "System" so that his rights, his desires would be heard.

By the end of high school a transition team was in place and his voice grew stronger as they, too, listened. He had a dream. Together they all worked to make his dream come true.

Today this young man - who once told his mother that God had made a mistake with him because he did not learn like everyone else, no matter how hard he tried - against all odds, has completed his first year at a major university and is a fraternity man. He is still in transition. He still faces challenges. He must still understand and work with his strengths and his "learning differences." But he has learned, as has his mother, that dreams can and do come true - they just have to be accommodated.

I salute this young man who had the courage to try, the determination to persevere, and the heart to believe in himself. With his permission, I write this foreword. This young man is my son.

I wrote this in the hope that you can gain from our experiences.

Sharon Townsend

Table of Contents

		Page
1.	Why this Handbook?	1
2.	What is Transition? • Where Do We Begin?	2
3.	The Individualized Education Plan • What is an IEP Meeting? • When Does it Take Place? • Who Attends?	3-4
4.	What to Think About when Planning for Postsecondary Education • A Self Assessment • What Takes Place at IEP Meetings?	5-6
5.	Where Do We Go From Here? • Choices for High School Graduates with Learning Disabilities • Major Differences Between High School and College • Postsecondary Educational Options and Support Services • Support Services Checklist	7-11
6.	How Students with Learning Disabilities Can Help Themselves • College Freshmen Shock List	12-13
7.	Post-Secondary Employment, Training, and Service Providers • Kansas Rehabilitation Services	14-16
8.	Additional Employment Service Providers • Job Training Partnership Act • Job Corps • Job Training Alternatives	17-18
9.	Finding a Job and Disclosure in the Workplace	19
10.	Emotional and Social Issues • How Can Parents Help their Adolescent in the Transition Process? • Summary	20-22
11.	Resources for Postsecondary Education, Training, and Employment	23-28
12.	Suggest Readings and References	29-30
13.	Appendix	
	A: Glossary of Terms	

B: Individual Education Plan (IEP) and Individual College Plan (ICP)
C: The Law

Why This Handbook?

You have probably been concerned about your son or daughter for some time as he or she moves from the structured environment of school to the post-school world of work or postsecondary education. You may have questions, such as:

- What happens now?
- What do I do to help?
- Where do I go for help?
- What will the future bring?

This booklet is designed to help answer these questions; to show you what is available in Kansas for postsecondary transition services; and to give a list of resources for future reference. Its focus is twofold:

1) postsecondary education--higher education and vocational training; and
2) employment--competitive and supported employment.*

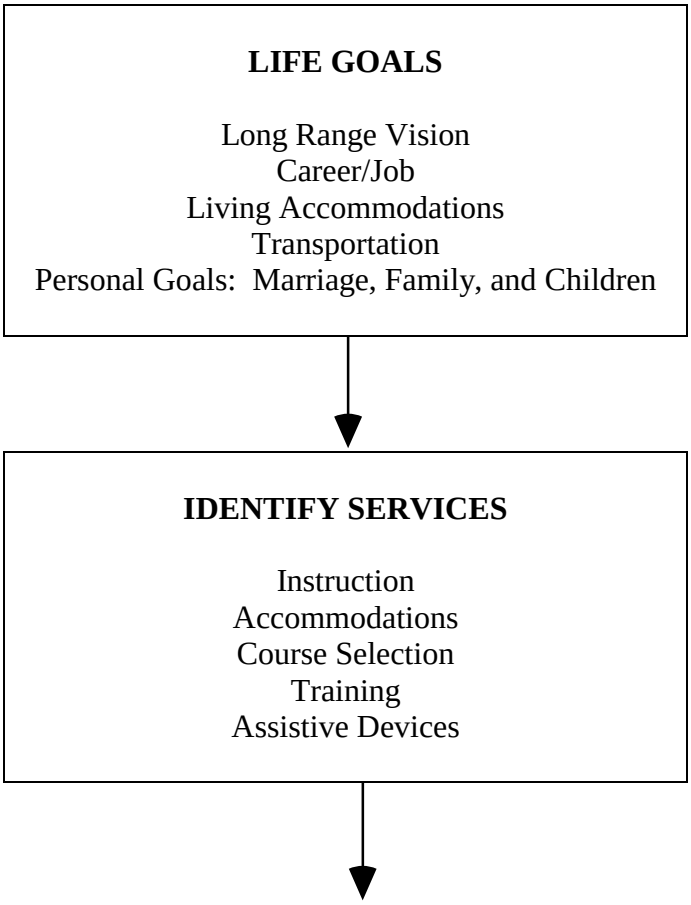
* indicates a definition can be found in the Glossary in the Appendix.

What is Transition?

Transition is a passage from one place or time to another. In education, it is used to describe the passage from school to adult services and full community participation. It is a bridge between the security and structure offered by school and the opportunities and risks of adult life (Will, 1989). For the student with a learning disability, transition offers challenges that require guidance and assistance from families and others to help him or her effectively deal with these challenges.

Where Do We Begin?

Transition should be considered an outcome-oriented process. This means that the process first identifies future-oriented visions and life goals of your adolescent and then provides needed instruction or services to fulfill those goals. The process begins with identifying life goals developed by a "transition team" ideally involving school and community professionals and you and your adolescent. The plan then identifies services which assist your adolescent in living successfully in the community. The transition process should include ways to facilitate overall adult adjustment by addressing family, emotional, social and daily living issues as well as educational and vocational programming. The final step in the plan involves developing transition goals and action statements written into the IEP.



DEVELOP A PLAN

Transition Goals
Action Statements
IEP Objectives

The Individual Education Plan (IEP) Focusing on Transition Planning

What is an IEP Meeting that focuses on Transition Planning?

This involves meeting(s) where the IEP is planned to specifically focus on: 1) long-term life skills and employment goals; 2) short term objectives; and 3) actions to accomplish these goals. It includes services to be provided; programs and personnel to be implemented to help accomplish the goals; and objectives designed for your adolescent. (See sample IEP in Appendix A.)

When does it take place?

Kansas law requires that transition planning in the IEP begins when your adolescent reaches the age of 14. However thinking and dreaming about the future occurs throughout your child's life.

Who attends?

The "transition team" consists of several or all of the following, dependent upon your adolescent's needs:

- you;
- your adolescent;
- special, regular, and/or vocational education personnel;
- school psychologist;
- counselor;
- adult service providers;
- employers;
- case manager*; and
- liaison from college (if possible).

The following is a description of the roles of key individuals involved in the transition planning meeting:

Student 's

1. Identifies career interests.
2. Discusses views about various postsecondary options.
3. Describes academic strengths and weaknesses and learning styles.
4. Describes different accommodations needed and prioritizes the importance of each.

5. Makes decisions about the future.
6. Becomes a self-advocate and explains the supports and accommodations needed.

Special Education Staff Members', Teacher's, Transition Specialist's, and/or Guidance Counselor's

1. Brings examples of student's coursework.
2. Plans curricular adaptations to meet student's anticipated postsecondary needs.
3. Documents student's disability and responds to instructional and test-taking accommodations.
4. Evaluates student's knowledge, skills, and abilities in the areas of cognitive, academic, social, prevocational/vocational and adaptive functioning.
5. Arranges accommodations for any college entrance assessments used as a condition of entrance or matriculation.
6. Develops the student's IEP focusing on Transition beginning at age 14.
7. Provides instruction in the learning strategies that will help the student meet reading, writing, and test taking requirements of the postsecondary setting.

---

8. Demonstrates sensitivity to the cultural and familial values influencing the student's and parent's decisions about educational goals and programming options.
9. Ensures that classroom and testing accommodations are appropriate to the student and documented.
10. Assists with identification and selection of appropriate postsecondary educational settings based on the student's interests and abilities and parent's concerns (e.g., transportation, expenses, housing, college size, and academic programs).
11. Assists with the application process and arranges visits to alternative settings.
12. Counsel on appropriate academic coursework to prepare for postsecondary educational settings.
13. Connects with the Social Security Administration concerning establishing eligibility for Supplemental Security Insurance (SSI) and Social Security Disability Insurance (SSDI).

Parent's or Guardian's

1. Evaluates the student's interests and motivation.
2. Describes the available support systems for the student to pursue postsecondary opportunities (e.g., transportation, housing, financial support).
3. Values the opportunities available through postsecondary educational settings.
4. Keeps the records of comprehensive evaluations, IEPs, educational achievement documents and portfolio of class products.
5. Supports their student to organize all communications and documents from the postsecondary settings.
6. Recognizes that parents are most frequently credited with students' success in education and jobs.

Vocational Rehabilitation Counselor's

1. Provides information about vocational rehabilitation eligibility requirements and services.
2. Refers or assesses the student to determine qualifications for vocational

rehabilitation services and support.

3. Assists in documenting student's disability for admissions staff at postsecondary educational settings.
4. Provides on-going follow-up to monitor and support the students' progress.
5. Assesses the student's career interests and vocational skills.

Postsecondary Setting Admissions Counselor's

1. Assists with admissions and enrollment process and timelines.
2. Serves as on-campus support for students as well as knowing other available support services.
3. Knows the documentation requirements for verifying students' disabilities and ensuring appropriate accommodations.
4. Knows about the course requirements and faculty attitudes toward accommodating students' with disabilities.
5. Becomes the liaison between the high school setting and college setting for parents, teachers, and other involved agencies.
6. Knows about the college's legal obligations to provide accommodations to students with disabilities under Section 504 of the 1973 Rehabilitation Act (Public Law 93-112).

Adapted from "What's Education Like after High School? Successful Transition of students with Learning Disabilities to Postsecondary Educational Settings," by Daryl Mellard, 1994, in E.S. Ellis & D.D. Deschler (Eds.), Teaching the Learning Disabled Adolescent (p. 1-49). Copyright 1994 Love Publishing.

What to Think About When Planning for Postsecondary Education

Getting Ready: A Self-Assessment

The following is a self-assessment that can be used by you, your adolescent, and members of the high school transition team. By completing this assessment, you will gain a better understanding of your adolescent's postsecondary needs. Here are some questions your adolescent needs to ask himself/herself.

1. How good is my academic background compared to the students with whom I will be competing?
   • Am I enrolled in regular college preparatory courses, modified courses, or individualized courses?
   • If I am in a special class or resource room, am I getting the same experiences as everyone else?
   • Am I doing the same assignments, participating in the same laboratory exercises, having the same opportunities to use a computer, and learning the same body of information as everybody else?

2. What are my individual strengths and weaknesses?
   • Is it easier for me to remember information given during a class lecture or when the material is read from the text book?
   • Which high school subjects are easier for me and which are more difficult?

3. What are my short term and long term goals?
   •Are there academic areas in which I am trying to improve or need some remedial course work?

4. How much time is provided to help me by a tutor or resource room teacher?
   • In what subject areas?
   • What kind of help am I used to receiving from these sources?

5. What is my reading level?
   • Do I find that reading is a frustrating task?
   • Do I have difficulty decoding unfamiliar words, understanding reading assignments, or completing reading assignments within a reasonable amount of time?

6. Do I have difficulty with written language?
   • Do I know the process for gathering and organizing information for lengthy compositions like term papers?
   • Do I have trouble with using correct punctuation and sentence structure?

7. Do I have a hard time with verbal expression, i.e. retrieving the appropriate words, understanding what others are saying, and using words in the correct context?
   • Do I need a tutor?

8. Do I have an eye-hand coordination problem such as finding certain information on a page

or performing tasks which require fine motor coordination?

9. Do I find that I often misspell words?
   • Do I mix up the sequence of letters when spelling words or get confused when trying to spell irregular words that are not spelled as they phonetically sound?

---

10. Do I have difficulty doing mathematics?
    - Has it been harder for me to master the basics such as multiplication tables and fractions?
    - Do I forget the sequence of steps when answering various mathematical questions?
    - Do I use a calculator to assist me?

11. What kinds of tests am I used to taking to assess what I have learned?
    - Multiple choice? Essay tests? Oral exams?
    - Do I need extra time when taking tests?
    - Do I need a quiet room?

12. What are my study habits?
    - Do I pay attention in class for an extended period of time or do I get easily distracted?
    - Are assignments often not completed because I need more time?
    - Do I take good notes or is important information left out?

13. How clear is my handwriting?
    - Are assignments difficult to read?
    - Do I need a typewriter or word processor?

14. What are my social goals?
    - In what type of activities and clubs have I participated?
    - What are my hobbies?
    - What do I like to do to relax and to have fun?

Adapted from Life After High School: More Than Just a Job, [Brochure] by Roberta Gajewski and Sylvia Panzer. 1994, Indiana: Indiana Division of Aging and Rehabilitative Services and Crossroads Rehabilitation Center.

What takes place at the IEP Meetings?

The IEP team should focus on two types of information: 1) the student and family's vision for possible futures outcomes; and 2) assessment information about your adolescent's interests, aptitudes, educational achievement level, personal social skills, communication skills, occupational awareness, work history, and motivation for independent living. Based on an evaluation of the above, the team then formulates a plan for the future that is unique to your adolescent's needs. This plan should address choices and goals from some or all of the following areas:

1. Secondary school programs--regular, special, and/or vocational education.
2. Postsecondary school programs--colleges/universities, community colleges*, vocational-technical* schools, or private vocational schools.
3. Employment training programs--on-the-job training, partners with industry, or rehabilitation facility programs.
4. Employment support strategies--job modification and job coaching.
5. Competitive employment--job matching and job development.
6. Program support needs--guidance and counseling, social support systems, transportation, health needs, living arrangement options.
7. Adult living and relationships--living on one's own and social friendships.

Once a postsecondary direction is decided, high school courses are chosen to fit this focus. Course selection in high school is made to coincide with the best preparation for desired postsecondary training, schooling and/or job preparation. A time line* for implementing the plan is established and the personnel responsible for providing services to implement the plan are designated.

Where Do We Go From Here?--Choices for Life after High School

A host of transition possibilities exist for your student with learning disabilities. The most common include the transition from high school to employment; from high school to postsecondary education; or a combination of both. Each of these choices will place your adolescent into a significantly different world with a new set of responsibilities and demands.

The decision whether to pursue employment or postsecondary education immediately after high school rests with you and your adolescent and should be based on informed judgment, however, neither placement is an endpoint. Post-secondary education is another transition experience to the world of work. Likewise, initial entry into the world of work is the beginning of further transition involving job advancement, career changes, and new stages of adult development (Reiff & deFur, 1992).

Choices for High School Graduates with Learning Disabilities

The following is a chart describing several options available to students with learning disabilities after high school. Descriptions of each option are generalized and exceptions will be found within categories.

Community Colleges- These are two-year colleges that have a focus on teaching, and thus they are interested in supporting the academic needs of students. Community colleges offer associate's degrees and credits are generally transferable to four-year colleges. Accommodations for students with learning disabilities are required by law but services vary from school to school.	
Pros	Cons
Certificate/applied programs available	Seen as an extension of high school
Open admissions	Live at home while friends go away to school
Can transfer credits to four-year colleges	Not as prestigious with peers
No SAT or ACT needed to enroll	Slower development of independence
Prerequisite college courses offered	No guarantee of individualized support services unless provided by special programs with additional tuition

Vocational Program-Vocational-technical schools stress "hands-on" learning and provide more on-the-job training than book learning. Students earn certificates rather than college degrees.	
Pros	Cons
On-the-job training	Potentially no support services offered
Some supported work programs available including workshops and job coaching	Responsibility for managing academic/independent life

Four-Year Colleges and Universities- These institutions can be private or public and the size of their student bodies vary greatly. These schools have many different missions including research and teaching. Four-year colleges offer bachelor's degrees and many offer graduate and professional degrees. Accommodations for students with learning disabilities are required by law but services vary from school to school.	
Pros	Cons
More prestigious with peers	Size of campus varies greatly
Living away from home fosters independence	SAT or ACT score required
Bachelor's degree available	Campus housing can be distracting
Broader course of study	Diminished family support
More diverse student population	No guarantee of individualized support services unless provided by special programs with additional tuition

Full Time Employment- Taking a full-time position after high school commits a student's time and career direction to one specific line of work.	
Pros	Cons
Time to mature	May lack necessary skills for work situations
Develop personal organizational skills	Lack of availability of satisfying work situations
Develop career interests	Possible lack of skills for independent living
Receive a salary	Become stuck in a career direction with little chance for promotion

Military Service-This is a non-academic environment, but vocational skills training is available. Military service requires a time commitment of several years.	
Pros	Cons
Time to mature	Cloistered environment
Develop self-discipline and organizational skills	Long commitment
Available college credit paid for by military	GED is not accepted
	Possible lack of social skills to function well in cloistered environment

Adapted from The Post-Secondary Learning Disabilities Primer, by Arlene C. Stewart. 1989, Cullowhee, North Carolina: Western Carolina University.

Major Differences Between High School and College

The type of instruction and support that your adolescent will receive in college is different from the type of instruction and support that he or she is receiving in high school. The following is a list of major differences between high school and college that will help you and your adolescent be more aware of what is ahead.

	High School	College
1. Contact with Teacher	Teacher-student contact closer and more frequent (5 days/week).	Instructor-student contact more difficult to arrange and less frequent (1 to 3 times/week)
2. New Status	Student establishes a personal status in academic and social activity based on family-community factors.	Student is in a new situation where there is little carry-over of either family or community reputation.
3. Counseling	Counseling by teachers or guidance counselors is personalized. Guidance personnel are more easily available. Parental contact is constant.	Counseling must be sought by students and is less available. Parental contact much more difficult and limited if student is living away from home.
4. Dependence	Student told what to do in most situations. Follow-up on instructions is often the rule.	Student is on his own. Self-discipline is required.
5. Motivation	Student gets support and encouragement to achieve or participate from parents, teachers, or counselors.	Student must supply his own motivation.
6. Freedom	Student is supervised by parents, teachers, and school administrators on a daily basis.	Student has much more freedom. Student must accept responsibility for his actions.
7. Distractions	Distractions are from school and community but these are partially controlled by school and home.	Many more distractions. Many more temptations to neglect academic demands. Many more opportunities to become involved in nonproductive activities.

8. Value Judgments	Student often makes value judgments based on parental values. Student may have value judgments made for him.	Student-student contact and instructor-student contact may lead to new value judgments arrived at without parental guidance.

Adapted from "What's Education Like after High School? Successful Transition of students with Learning Disabilities to Postsecondary Educational Settings," by Daryl Mellard, 1994, in E.S. Ellis & D.D. Deschler (Eds.), Teaching the Learning Disabled Adolescent (p. 1-49). Copyright 1994 by Love Publishing.

Postsecondary Educational Options and Support Services

As you and your adolescent with learning disabilities begin to sort out educational options, you need to determine what kinds and how much support your adolescent needs.

> Levels of support vary greatly from school to school. Because each school fashions and implements its own services and because there are no accrediting devices for LD programs, levels of service should be compared and weighed before you and your adolescent make his/her selection. These levels can be thought of as minimal, moderate, or intensive--and are not related to size or type of school (Scheiber & Talpers, p.41).

Minimal support services

These services are found in colleges where the student adapts on his or her own. *No special consideration is offered during the admissions process, nor are there special programs available after the students have enrolled*. Academic support services include tutoring, writing labs and study skills courses, and are available to all students. The school may also offer basic, remedial, or developmental classes but they may not always be appropriate for students with learning disabilities. Students must be their own advocates and <u>self-identify</u> with individual instructors. (Students need to be familiar with their rights under the law to do this.) Students who do well on such campuses are usually confident of their abilities or talents, bright, well-motivated and able to cope with their disabilities.

Moderate support services

These services are found in colleges where the campus helps the students adjust. Students with learning disabilities are admitted as part of the regular student body and are enrolled in mainstream courses. These colleges have a range of services that are available to help students with learning disabilities compensate for special difficulties. Classroom and testing accommodations, advocacy and referral can be obtained through Student Support Services. (You should check with the dean of students or admissions to find out who coordinates these services.) Students can schedule meetings with counselors who coordinate services to meet academic and personal needs. Schools using this model intend to work with students to offer them the best opportunity to develop academic and personal skills. Students who do well on such campuses come prepared to access services and staff, to <u>identify</u> their needs and to be assertive. They know how to compensate for their disability.

Intensive support services

These services are found in colleges where the program is adapted to students. The college offers a special program for students with learning disabilities with the goal of helping them recognize and use their strengths, to manage their disabilities and to participate and succeed in the academic mainstream. Most of these programs are separate entities within a 2 or 4 year college. Trained personnel assess the learning styles and needs of students and individualized courses of study are developed. Counseling and student support groups assist with personal adjustment and help strengthen personal skills. This type of program provides a period of

intensive support to prepare students to function independently in regular classes. In addition to taking regular courses, students get special instruction to improve academic and study skills and to develop strategies to compensate for special learning problems. There is ongoing communication between program staff and college faculty to increase understanding of students with learning disabilities. These colleges usually charge a fee in addition to tuition to cover the costs of special instruction and other services provided by the program.

Careful investigation of services can be the key to a successful match between your adolescent and the school he or she chooses. **The Support Services Checklist**, found on the next page, is a form you might use to assist you in your review of college services. Here are some hints to begin the selection process.

- Read between the lines of college pamphlets and brochures--they do not always do what they say they do. Attend college information nights or "fairs."

- Ask questions--personally, through letters, or by phone calls. Determine admissions policies and requirements.

- Together with the transition team, you and your adolescent may want to develop an ICP*--Individual College Plan. (See sample in Appendix B) This plan should:

    a. Delineate your adolescent's needs and appropriate accommodations*.
    b. Identify his/her coping skills and the resources needed/available at the college of choice.
    c. Offer a plan of study and preparation, including special classes.
    d. Designate an effective delivery of support services--what and how much.

- Investigate which type of postsecondary educational support service is offered at selected colleges and decide which school's service system best supports your adolescent's needs.

- Visit the campus with your adolescent.

- Talk to students with learning disabilities who go to the school--they should offer good information about the effectiveness of the school's support service for students with learning disabilities.

- Remember--students with learning disabilities must meet the same academic standards in their course work as other students. Question faculty awareness and effective teaching practices for students with learning disabilities.

- Postsecondary Instructor Practices that are Helpful to Students with Learning Disabilities
    -Provides students with a detailed course syllabus.
    -Clearly spells out expectations before the course begins.
    -Writes page numbers and key words on the board.
    -Starts each lecture with an outline of material to be covered that period.
    -Speaks directly to students, and uses natural expressions to convey further meaning.
    -Uses handouts to supplement lectures.
    -Provides copies of lecture notes when necessary.
    -Repeats and rephrases directions, varying the order.
    -Encourages the use of a tape recorder.
    -Lectures no longer than 45 minutes.
    -Gives assignments both orally and in written form to avoid confusion.
    -Allows extra time for assignments when necessary.
    -Gives students time to answer when called on in class.

-Considers allowing in class exercises to be taken home or to the computer lab.
-Rethinks grading criteria (e.g. won't grade down for spelling errors).
-Provides study questions for exams that demonstrate the format and the content of the test.
-Is patient and accessible.
-Listens to what the student says and is willing to help.
-Preserves dignity.

How Students with Learning Disabilities Can Help Themselves

After selecting a postsecondary school, your adolescent will need to be prepared to be his or her own self-advocate. Here are a few ways that students with disabilities can help themselves succeed in college:

1. Increase your understanding of the nature of learning disabilities in general and specifically the type and severity of your own learning disability.

2. Rehearse your explanation of the above information so that you can explain to faculty the reason for requesting a modification such as extended time on the examination.

3. If you require modification of any kind, schedule an appointment with your instructor early in the semester.

4. Ask permission of the instructor to tape record lectures before doing so. Be sure to explain why you need this modification and how you will use the tape to enhance your learning.

5. Build on your own understanding of learning disabilities to develop strategies to by-pass or compensate for the deficit areas while you work to improve in the deficit areas.

6. Learn about Section 504 of the Rehabilitation Act of 1973 which describes your rights. Find out what support services your college provides, and should you need them, where to find them.

7. Apply the principles of the "psychology of learning" to your studying. They will increase your chances of success. Included are:

    a. Attend all classes. Other students can get by missing an occasional class, but for you, hearing the lecture may be a critical factor in learning new material.
    b. Sit toward the front of the class so you can hear and see well, get involved in the class, and be more easily recognized if you have a question.
    c. If you tape record the class, carefully identify every tape (for example, Side 1, Intro to Psychology, 9/15/95) before you insert it into the recorder. Set the counter to zero and if you are unsure of a concept during the lecture, jot down the counter number in your notes for easy review and clarification later.
    d. Review tapes and/or notes as soon after the lecture as soon after the lecture as possible. Compare your notes with a study partner. Copy notes over, if necessary. Highlight and summarize the main points. Keep a glossary of important terms, key

concepts, major events, contributors and their theories, or formulas.

e. Review frequently and then master material to the point of committing material to memory. Use memory strategies that aid recall, such as listings, categorizing, alphabetizing, devising acronyms, and associations.

f. Rehearse material by writing and speaking (making an active response) on a regular and frequent basis.

8. Plan three hours of studying for every hour in class and schedule your day, leaving time for relaxation after putting in solid blocks of study time.

9. Give yourself plenty of lead time on long-range assignments. Plan backwards from a few days before the due date, breaking up the process into discrete steps. Leave yourself a little extra time at each step for the unexpected.

---

10. The hardest part of getting your work done on time or keeping up with the workload is often getting started on a new assignment. Start by making a commitment of 30 minutes and then lengthen the studying periods gradually.

11. Make sure you have understood the assignment correctly and completely before plunging in or soon after you have started. Don't wait until you have finished the assignment to find out that you have not fulfilled the requirements.

12. Reach out for assistance early, if needed. Schedule an appointment with your instructor when you begin to get confused or flounder. Do not wait until you are already in danger of failing the course. Speak to the coordinator of the Office of Student Services and/or your advisor and find out what help is available.

13. Use the Drop-Add period to adjust your schedule and monitor the calendar carefully. Watch for deadlines for schedule changes such as Drop-Add, withdrawals, and Pass-Fail options.

Adapted from The College Student with a Learning Disability., by Susan Vogel, 1985, Barat College: Lake Forest, Illinois.

College Freshman Shock List

Being a college freshmen is not an easy experience for any student and it can sometimes bring with it some fairly traumatic experiences. Here are some things your adolescent should consider when preparing to enter college.

1. Your study workload will be heavier and tougher than high school ever was. It will require more time, more organization and a greater commitment on your part than ever.

2. However confident you might be, there are going to be moments of doubt and frustration and even loneliness. It is all part of the process, but such feelings will pass if you make the effort to overcome them.

3. Your personal relationships have to be built all over again since everybody around you is new. Take your time in selecting friends, be understanding of the feelings of others especially a roommate, and make a real effort to get along. It will pay off in richer college experiences by far.

4. A definite shock for many is the realization that suddenly you are your own boss. No parents around...all the old peer pressures replaced by new ones...a whole new environment. And as your own boss, you alone have to decide what, where, and when.

5. Like it or not, you may also be surprised to find yourself occasionally having to make moral decisions you've never faced before. Consider the consequences of your actions in advance, what you've been taught, and how it might look on your record someday. Then act like a mature adult.

6. It may even come as a bit of a surprise that during your freshmen year you actually start to

think pretty seriously about your future...who do you want to be and what. This first year of college is a great time to get this kind of thinking started.

Adapted from The Freshmen Experience., by Shawn Marsh, 1990, Hardin-Simmons University.

Postsecondary Options and Service Providers

Other postsecondary options available to your adolescent are employment, job skills training, and vocational programs, (including college instruction). The agency designated by Kansas law to help you and your adolescent establish a career path based on his or her interests and skills is Kansas Rehabilitation Services (KRS). If your adolescent has already been identified as having a learning disability by your school district and has been provided services designated by an IEP, he or she is presumed eligible for transition services from KRS in the form of referral and information.

Kansas Rehabilitation Services

Kansas Rehabilitation Services through Transition Planning Services offers rehabilitation counseling, information, and referral to community services to students in special education who are at least 16 years old. This means that services can begin while your adolescent is still in school and may continue as a postsecondary service.

What will take place if your adolescent works with Kansas Rehabilitation Services (KRS)?

Phase I--Beginning Transition Through Referral and Information

1. Schools are mandated to refer students in special education to KRS, but some students and their families choose to self-refer. KRS can begin providing transition planning services to students starting at age 16. You (or your student if 18 or older) must sign a release so that school records and other diagnostic information can be obtained from the school. Your special education teacher or other school personnel can get these forms for you or call your local KRS office and they will send them to you. These forms constitute a self-referral. This transition service can be provided up to one year after leaving school.

2. A KRS counselor will meet with you and your adolescent, and may meet with other members of the IEP transition team to learn more about your adolescent's strengths and areas of concern.

3. The counselor will review diagnostic information which includes: psychological testing; medical records; school records; vocational evaluations; vocational history; and social history.

4. Based on the above information, the KRS counselor who specializes in transition will help identify postsecondary options for your adolescent. These options may include postsecondary services provided by KRS. The transition counselor can also provide resource referral, information and advocacy services as a part of the transition services.

   Because KRS has the capacity to serve only a limited number of students in special education, priority will be given to serving students with severe disabilities. A process called 'order of selection' has been established should resources be limited (Amendment to Rehabilitation Act, 1992, p. 42).

Phase II--Becoming a KRS General Services Client

1. If the KRS counselor determines that your young adult may be more appropriately served through General Case Services, an application is made. General Case Services are typically available for students if they are 18 years old or are in their last year of high school. Eligibility is based on the identification of an impediment* to employment which limits your adolescent's ability to work.

   Evaluations may include:

   - Counseling, which addresses past work experience, job preferences, and areas of need;
   - Work Sampling, which shows your young adult how to do different types of work; and,
   - On-the-job evaluation, which is done while your young adult is actually working.

   The evaluation can take from 1 to 14 days to complete. The KRS counselor then reviews the information gathered from the evaluation and determines if your young adult's disability exhibits a sufficient limitation to employment. If these eligibility requirements are met, your adolescent may qualify for Vocational Rehabilitation services.

2. Once deemed eligible for KRS General Case Services and meeting order of selection, an Individualized Written Rehabilitation Plan (IWRP*) is developed with client participation and choice. All services must be identified by the KRS vocational counselor as needed for your young adult to get or keep a job, and must be described in an IWRP. Just like an IEP, this plan sets forth long and short term goals. Long term goals will describe the kind of work your young adult eventually expects to do. Short term goals will state the steps taken to reach those goals. The plan is signed by the young adult and the KRS counselor and should be reviewed on a yearly basis or as needed if changes occur.

   Individuals with disabilities must be active participants in their own rehabilitation programs, including making meaningful and informed choices about the selection of their vocational goals and objectives and the vocational rehabilitation services they receive (Amendment to Rehabilitation Act, 1992, Sec. 100).

3. Vocational Rehabilitation services can include:

   - counseling and guidance,
   - physical and mental restoration services,
   - job training and placement services, and
   - supported employment.

   A. Counseling and Guidance Services can include such things as:

      - help in learning about abilities, aptitudes, and interests;
      - help in choosing work goals; and
      - help in planning a program of services to meet the chosen employment goals.

   B. Physical and Mental Restoration Services can include such things as eyeglasses

and visual services; diagnosis and treatment for mental disorders; speech therapy, etc.

C. Job Training and Placement Services can include:

1. Work Adjustment (usually limited to a maximum of 60 days) addresses habits or other problems that cause difficulty at work.

---

2. Daily Living Skills addresses training in: communication, orientation and mobility skills, self care skills, leisure time activities and the use of community resources and agencies for health, recreation and leisure, and transportation services.

3. Vocational Training provides training and some financial support (if the young adult meets financial need guidelines) for:

   - On-the-job training/job coaching*
   - Technical/trade schools
   - Colleges/universities

4. Job Training Programs and Work-Related Placement help find the client the right job through a process known as "informed choice." It is important that you and your young adult actively participate in this process. The KRS counselor will help your young adult look at what he or she can do and what kinds of jobs are available. Then they will try to match your young adult's skills with job requirements. Help is provided with job applications, interview skills, transportation for job interviews, and contracted job coaching.

   If your adolescent holds a job for a minimum of 60 days, KRS considers his/her employment stable and will discuss closing the case. If he/she loses the job at any time, he/she may be eligible to return to KRS for additional services.

D. Supported Employment gives intensive training on the job. Long-term ongoing support may be provided to help your young adult keep the job. This option is available if your adolescent has severe disabilities for employment in work situations.

Kansas Rehabilitation Services also offers two extended-stay evaluation and training centers:

- The Vocational Rehabilitation Unit (VRU) in Topeka may provide up to three months training in developing work behavior and independent living skills. Emphasis is placed on empowering the client to achieve competitive employment and community living as quickly as possible.

- The Kansas Vocational Rehabilitation Center (KVRC) in Salina provides holistic

services, including: vocational evaluation programs, supported education programs, and support services.

Other information provided by KRS for your young adult with disabilities include:

- residential options--how to find an apartment;
- transportation--how to use public transportation or special transportation services; and
- community resource agencies--how to obtain services.

Many KRS services are free, however, others are based on financial eligibility guidelines and you will be expected to help pay for your adolescent's rehabilitation program according to these guidelines. All clients of KRS, however, receive counseling services at no cost to the individual.

Additional Employment Service Providers

Other Employment Service Providers that might be of service to your adolescent are the Job Training Partnership Act (JTPA) and the Job Corps. Both of these service providers are federally funded and have as a stipulation, economic need. Your adolescent may have access to these programs as he/she is considered a family of one and his/her income is, therefore, considered at poverty level.

Job Training Partnership Act

The purpose of JTPA is to establish programs to prepare youth and adults facing serious barriers to employment for participation in the labor force by providing job training and other services that will result in increased employment and earnings, increased educational and occupational skills, and decreased welfare dependency, thereby improving the quality of the work force and enhancing the productivity and competitiveness of the Nation.

JTPA is a joint venture between government and private industry. It is outcomes-oriented in that its sole purpose and rationale for funding is to help clients move to self-sufficiency through employment. JTPA is a process that begins with eligibility and assessment and moves through training to job search and employment.

Youth Department Programs

The Youth Department of JTPA works with adolescents between the ages of 14 and 21 through the following programs:

1. Limited Work Experience Program provides subsidized employment for adolescents with public agencies and non-profit organizations. The participants acquire basic job skills under the supervision of trained professionals. Participants are paid minimum wage for work experience up to 6 months. Participants must also be attending an educational class to be eligible for limited work. The purpose of this program is to build work maturity and preemployment skills as well as to develop specific job skills.

2. The Classroom Training Program prepares adolescents for future employment by training in basic or advanced skills in a specific occupation. Adolescents must meet functional learning requirements and must be able to succeed in a job setting. The training is provided at vocational institutions or community colleges and will provide skills for employment opportunities which are in demand in the local labor market.

3. Summer Youth Employment and Training Service provides students the opportunity to earn minimum wages and learn new skills through work experience through non-profit and public organization work settings.

Job Corps

Job Corps is a major training and employment program administered by the Department of Labor whose goal is to alleviate the severe employment problems faced by disadvantaged youth throughout the United States.

Job Corps is designed to assist adolescents who both need and can benefit from the range of services provided in the residential setting of a Job Corps center. These services include:

- basic education,
- General Education Development (GED),
- vocational skills training,
- work experience,
- counseling,
- leadership training,
- health care, and
- related support services.

Eligibility includes adolescents who:

- are between the ages of 16-21,
- are from a low income home (students with disabilities qualify under family of one),
- have a condition that keeps them from getting an education or job, and
- are able to benefit from the training received through the Job Corps.

The Job Corps program offers educational and vocational skills training through a unique approach of competency-based*, individualized instruction. The combination of training and support services is designed to help students become responsible, productive citizens. Upon completion of the Job Corps program, adolescents are better prepared to obtain and hold gainful employment; realize their untapped potential through the pursuit of further education or training; or satisfy entrance requirements for careers in the Armed Forces. Job placement and other placement support services are provided to all students finishing the program.

How can an adolescent get into Job Corps? Visit the local Job Corps recruiter at the Job Service office. Remember the eligibility requirements.

Flint Hills in Manhattan, Kansas offers training in the following areas: clerical occupations, data entry, word processing; food service; health occupations; plumbing; building /apartment maintenance; carpentry; and cement masonry. 1-800-475-8021

Job Training Alternatives--Private Trade Schools

If your adolescent is interested in pursuing private trade, industrial, technical or business training, a Trade Association Directory is available through the State.

Directory on Trade/Industrial/Technical/Business
Post Secondary Training Alternatives
Published by Shawnee Mission School District
Available through Broadmoor Center--Pace Program. $3.50 charge.

(913) 642-3130

Finding a Job

If your adolescent has job skills and is ready to look for a job, here is a list of ideas to help find job openings:

Networking -- tell everyone you know that he/she is looking for a job.

Private Employers -- contact possible employers directly and ask about job opportunities.

Federal, state, and local government personnel offices -- provide a wide range of job opportunities. See your local library for information concerning which offices to contact

Newspaper ads -- list various openings.

Local phone book -- lists career counseling centers in your area.

Private employment and temporary agencies -- offer placement opportunities.

Community colleges and trade schools -- offer counseling and job information to students.

Military -- offers training and job opportunities for those who can qualify and adapt to a cloistered environment. (Department of Labor)

Disclosure in the Workplace

The right moment to describe the presence of a disability to an employer, in simplest terms, will vary with the circumstances.

When Not to Disclose

- If a modified test is not needed to obtain employment.
- When disclosure will not enhance job placement or salary.
- When work expectations and/or opportunities will be diminished as a result of disclosure. (This is illegal under ADA but infractions would have to be proven)

When to Delay Disclosure

- Until your adolescent is aware of the need to seek a reasonable accommodation from the employer
- Until your adolescent is confident that he/she has established a sound record of satisfactory job performance (Grossman, 1992).

When to Disclose

- When there are functional limitations encountered in vocational pursuits.
- When disclosure helps in obtaining, maintaining, or advancing employment.

-- When understanding between employer and employee will be fostered.
-- When the use of some form of assistive device would allow your adolescent to reach his/her full employment potential.
-- When remediation such as additional time to complete job tasks, providing smaller units of instructions or using diagrams, would assist in job maintenance and performance.
-- When creative thinking and willingness to try different approaches are present.

Emotional and Social Issues

The feelings adolescents with learning disabilities have dealt with in their school experiences such as failure, inadequacy and frustration often do not go away as they continue in life. Add to these, the anxiety and even panic that transition from school to postsecondary life may produce, and the affect can show up as different forms of behavior, ranging from aggression to avoidance to withdrawal. These behaviors can escalate to the point of requiring professional assistance. Such assistance is common and can be most helpful not only to the adolescent but to family members as well in dealing with the situation. When one member of a family is hurting, everyone feels the pain. And sometimes it is hard to find your own solutions when you are emotionally involved in the situation.

Finding the right counseling situation is key to successful assistance. Find someone with whom you feel comfortable and can talk it through. Remember that you are not going to tell the psychologist anything that he/she hasn't heard before, and, by oath, they cannot reveal what you discuss to anyone. Resources, such as family, friends, church, and school and/or your family doctor can help in finding a counseling situation that fits your family's needs. Assistance with social adjustment is also available through such counseling.

How Can Parents Help their Adolescent in the Transition Process?

- Understand your adolescent's areas of disabilities. Appreciate how these disabilities interfere with school, work, daily living skills*, sports, relationships (social and job related) and family interactions.

- Recognize and promote your adolescent's strengths. Help your adolescent "reframe*" his view of himself. Help him recognize, accept and understand his disability, and then make a plan focusing on strengths rather than weaknesses.

- Promote and support self-esteem. Teach and demonstrate to your adolescent the importance of positive self-talk*. "I am what I think I am." (See Suggested Readings.)

- Assist your adolescent in developing self-advocacy and self-management skills.

- Plan within the context of your local community, active involvement of you and your child. "Get in touch with school and community resources such as vocational rehabilitation, school-business linkages, and vocational training personnel. They are all critical components of transition." (Reiff & deFur, 1992, p. 242)

- Ensure that support services train in the areas of critical thinking, problem solving, compensatory skills, and generalization of knowledge and problem solving strategies to work situations.

- Minimize stress in your adolescent's life by working closely with school personnel (high school and college) and/or a vocation rehabilitation counselor to develop interventions necessary for your adolescent's success.

- Explore and discern "goodness of fit"--allowing the best match between your adolescent's

talents and interests and his/her vocation/job/school choices.

- Talk about options in the future. Help your adolescent set realistic goals.

- Teach your adolescent not to fear failure. Help him/her to view failure as a stepping stone to future successes.
- Encourage self-reliance and independence. Discourage "learned helplessness."
- Help your adolescent develop decision-making and communication skills.
- Demonstrate and teach the importance of planning and organizational skills.
- Assist in teaching daily living and personal social skills.
- Encourage and facilitate his/her social activities with peers.
- Reinforce positive community citizenship and work values.
- Reinforce work-related and socially appropriate behaviors at home.
- Provide occupational awareness experiences.
- Encourage your adolescent to work at a community or neighborhood job.
- Encourage your adolescent to volunteer. Getting out of oneself is critical--a good way to begin is to care for someone else.
- Promote good money management, budgeting and saving.
- Provide opportunities for leisure time activities, such as participation in sports, daily exercise, hobbies, and recreation.
- Emphasize "personal best;" deemphasize grades.
- Recall successes constantly.
- Anticipate the appropriate age or maturation level of your adolescent, for you to move from "coach to cheerleader." Encourage.
- Translate "impossible situations" to great opportunities brilliantly disguised.

Summary -- Remember

1. The services and supports needed by your adolescent in school as a result of his/her learning disability will continue to be needed as he or she pursues post-secondary education, job training and/or work experiences.

2. You and your adolescent must understand and accept his or her disability. Only with this knowledge and acceptance can there be successful transition for your adolescent.

3. It is equally important for you and your adolescent to recognize and build on his or her strengths rather than magnify weaknesses.

4. Transition focuses on fostering personal growth and individual competence (Reiff & deFur, 1992).

5. Student involvement in transition planning can act as a powerful process that fosters empowerment, ownership and responsibility. Student participation in setting goals fosters gaining control of his or her life, a factor considered critical in vocational success for adults with learning disabilities (Reiff & deFur, 1992).

6. Utilize all of the resources that are available to you. This includes seeking the assistance of supportive people--family, friends, at school and in the community.

7. Listen, listen, listen.

8. Your adolescent has options and opportunities. Help him or her by working as a vital partner in the transition process to make informed decisions. Be assertive. No one is as concerned about your adolescent as you are. Ask questions. Insist on answers. Work with schools, services, counselors, to get the help your adolescent needs and deserves. **You are the best advocate your adolescent has*.**

KANSAS RESOURCES FOR POSTSECONDARY EDUCATION, TRAINING, AND EMPLOYMENT

Where to Go for Answers--Resources

Kansas State Board of Education-Adult Education Programs

Kansas State Board of Education
120 S.E. 10th Avenue
Topeka, KS 66612-1182
(913) 296-3201
Contact: Diane Glass or Jan Stotts, Coordinators of Adult Education

Basic, life and employability skills are taught on an individual basis in adult education centers throughout the state. GED preparation and testing are also available at adult education centers. Services are free.

Association for Children and Adults with Learning Disabilities

4156 Library Road
Pittsburgh, Pennsylvania 15234
(412) 341-8077

Information and Support Source.

Client Assistance Program

1st Floor Biddle Bldg.
300 S.W. Oakley
Topeka, Kansas 66606
(800) 432-2326, or (913) 296-1491
Contact: Mary Reyer, Director

Provides information and referral regarding disability issues and service. Provides problem solving assistance, information and advocacy regarding Vocational Rehabilitation Services and benefits. Services are free.

Centers for Independent Living

Kansas Association of Centers for Independent Living
501 Jackson
Topeka, KS 66604
(913) 267-7100
Contact: Gina McDonald, Executive Director

Centers for Independent Living identify unmet needs of persons with disabilities and creates solutions, working in association with other social service agencies. Also offers training in independent living skills. Services are free.

Directory on Trade/Industrial/Technical/Business

Post Secondary Training Alternatives
Published by Shawnee Mission School District
Available through Broadmoor Center--Pace Program. $3.50 charge.
(913) 642-3130

Equal Employment Opportunity Commission (EEOC)

1801 L. Street, N.W.
Washington, D.C. 20507
(800) 669-EEOC

Offers Information on Rights under the American Disabilities Act.

Heath--National Clearinghouse on Postsecondary Education

One DuPont Circle
Suite 800
Washington, D.C. 20036-1193
800-544-3844

Produces directories and papers and offers information for individual requests. All materials are free.

Kansas Area Vocational-Technical School Association

Northeast Kansas Area Vocational School
1501 Riley, Box 277
Atchison, KS 66002
(913) 367-6204
Contact: Charles Stansberry, Director

Lynn Hughes
Vocational-Technical Coordinator
Kansas State Board of Education
120 S.E. 10th Avenue
Topeka, KS 66612-1182
(913) 296-2222

Kansas State Board of Education- Community Colleges

Community Colleges and Community Education Team
Kansas State Board of Education
120 S.E. 10th Avenue
Topeka, KS 66612-1182
Contact: Mary Ellen Masterson

Community colleges provide a competency-based vocational curriculum for secondary and post secondary students seeking skills in selected training areas, as well as accumulation of credits for students wishing to pursue further education. Fees vary.

Job Corps

Flint Hills Job Corps
P.O. Box 747
4620 Eureka Drive
Manhattan, KS 66502
1-800-475-8021

Provides current job leads, job placement and job training. Services are free.

Kansas Colleges in Your Future

Information on post-secondary 2-4 year colleges in Kansas with information on preparation and applications for college. Available through Kansas Learning Disabilities Association. $4.00 charge.

Kansas Private Industry Council (PIC)
[Job Training Partnership Act (JTPA)]

4th and State
Gateway Tower, II
Kansas City, Kansas 66201
(913) 371-1607
Contact: Dan Borowick, Deputy Director

Services the economically disadvantaged through employment and training programs. Your

adolescent must qualify for services as a family of one. Services are free.

The University of Kansas

Student Assistance Center
Strong Hall
Lawrence, Kansas 66045
(913) 864-4064
Contact: Mike Shuttic, Assistant Director

Kansas Rehabilitation Services

State of Kansas Department of Social and Rehabilitation Services
Biddle Building
300 SW Oakley
Topeka, KS 66606-1914
Contact: Marnie Wuenstel, Transition Coordinator

Designated by Kansas House Bill 2800 to help with transition planning for your adolescent. The purpose of transition services is to help clients achieve and sustain independence, primarily through employment. Most services are free.

Longview Community College--Project Able

500 Longview Road
Lees Summit, MO 64081
(816) 763-7777, Ext. 366
Contact: Mary Ellen Jenison, Coordinator of Project Able

Intensive college program serving students with learning disabilities or head injuries. Extra Tuition.

Office on the Americans with Disabilities Act

Civil Rights Division
U.S. Department of Justice
PO Box 66118
Washington, D. C. 20035-6188
(202) 514-0301

Gives information on the rights of individuals under the ADA.

Families Together

501 Jackson
Suite 400
Topeka, KS 66604
(913) 273-0763
Contact: Doug Gerdel

This organization is designed to provide information and resources to families and students with special needs.

Recording for the Blind

20 Roszel Road
Princeton, New Jersey 08540
(609) 452-0606

Source for books on tape. For book orders call (800)221-3792 or 4793. Also offers training sessions on tape on a variety of topics (i.e. How to plan an estate for a child with disabilities.) Services are free.

Social Security Administration

Suite 203 Corporate Oaks
12351 W. 96 Terrace
Lenexa, Kansas 66215
599-0141
Contact: Claims Representative

Administers Supplemental Security Income (SSI) for adolescents who qualify. Recipients in Kansas also receive free health and care through Medicaid. Apply for services 30 days before the 18th birthday. If your adolescent is a potential recipient, ask for a leaflet, "You May Be Able to Get SSI," (Publication # 05-11069 for information. Services free.

Supplemental Security Income is a Federal program run by Social Security which pays monthly checks to the disabled who qualify. Recipients in Kansas also receive free health care through Medicaid. For SSI eligibility, a disability is defined as a physical or mental problem that is expected to last at least a year and keeps a person from full employment. Many students in special education programs are eligible for SSI. Students should apply one month prior to their 18th birthday. The Social Security Administration and the National Parent Network on Disabilities have trained parents throughout the country to aid families with the process of applying for SSI. You can contact Families Together, Inc. the Kansas Parent Training and Information Center for more information.

U.S. Armed Forces Recruiting Offices

Air Force: (913) 491-8640
Army: (913) 221-6412
Coast Guard: (913) 761-1277
National Guard: (913) 374-6153
Navy: (913) 782-4454
Marine Corps: (913) 374-6264

Suggested Readings

What to Say When You Talk to Yourself. (1987). Shad Helmstetter, Ph.D., New York: Pocket Books.

Choices. (1990). Shad Helmstetter, Ph.D., New York: Pocket Books.

Living With a Learning Disability. (1987). Barbara Cordoni, Carbondale: Southern Illinois Press.

Lovejoy's Four-Year College Guide for LD Students. (1995). New York: Simon and Schuster.

The K & W Guide to Colleges for the Learning Disabled. (1993). Kravets and Wax, New York: Harper Collins.

Answers to Commonly Asked Questions. (1994). Department of Special Education, Lawrence: The University of Kansas

It's the Law: An Overview of Transition Legislation in Kansas. (1994). Department of Special Education, Lawrence: The University of Kansas.

Employment Discrimination Law for the Learning Disabled Community. (Fall, 1992). Paul Grossman, J.D., Learning Disability Quarterly

Advocacy Manual: A Parent's How to Guide for Special Education Services. (1992). Learning Disabilities Association

Negotiating the Special Education Maze: A Guide for Parents and Teachers. (1990). Anderson, Chirwood, Hayden. Woodurn House.

Learning Disabilities and the Law. (1993). Latham, P.S. & Latham, P.H., Washington, D.C.: JKL Communications.

Suggested Videos

"How Difficult Can This Be?" Understanding Learning Disabilities: A F.A.T. CITY Workshop by Richard D. Lavoie, Eagle Hill School Outreach, 1989.

An outstanding, informative and entertaining video that simulates what it is like to have learning disabilities. It can be obtained for viewing through your school district.

"Goin' Mobile." Portraits of Young Adults with Disabilities. By the Kansas Transition Systems Change Project, Department of Special Education, The University of Kansas, 1995.

This video portrays the lives of five young adults with disabilities who have successfully made the transition from school to adult life. All five stories possess three critical elements needed for successful transition:

- having a vision for the future,
- being self-determined, and
- participating on a collaborative transition team.

References

Gajewksi, Roberta & Panzer, Sylvia. (1994). Life After High School: More than Just a Job. [Brochure]. Indiana: Indiana Division of Aging and Rehabilitative Services and Crossroads Rehabilitation Center.

Grossman, Paul David. "Employment discrimination law for the learning disabled community." *Learning Disability Quarterly*. Fall, 1992. Vol. 15, No. 4.

Keeney, L., Brinkerhoff, L., Barry, K., Smith, N. (1993). College students with learning disabilities. [Brochure]. Madison: McBurney Resource Center, University of Wisconsin.

Marsh, Shawn. (1990). The Freshmen Experience. [Brochure]. Hardin-Simmons University.

Mellard, Daryl (in press). What's education like after high school? Successful transition of students with learning disabilities to postsecondary educational settings. In E. S. Ellis & D. D. Deschler (Eds.), Teaching the Learning Disabled Adolescent (pp. 1-49). Denver: Love Publishers.

Reiff, Henry B. & deFur, Sharon. "Transition for youths with learning disabilities: a focus on developing independence." *Learning Disability Quarterly*. Fall, 1992. Vol. 15.

Scheiber, B. & Talpers, J. (1985). Support--how much is enough? Campus Access for Learning Disabled Students: A Comprehensive Guide. [Brochure]. Washington, D.C.: The Parents Campaign for Handicapped Children and Youth.

Stewart, Arlene C. (1989). The Post-secondary Learning Disabilities Primer. [Brochure]. Cullowhee, North Carolina: Western Carolina University.

Vogel, Susan. (1985). The College Student with a Learning Disability. [Brochure]. Lake Forest, Illinois: Barat College.

APPENDIX A: Glossary of Terms

Glossary of Terms

Accommodations	Interventions to improve opportunities for successful functioning at home, work, community.
Advocate	One pleading to the cause of, promote the needs of your adolescent.
Case Manager	Coordinator of all service personnel responsible for providing services.
Community College	Area college, usually 2 year certification or degree programs.
Competency-based	Based on the ability to perform the specific tasks.
Corrective/Dyslexic Reading	Reading strategy class for profound reading disabilities.
Daily Living Skills	Those skills such as communication, money management, etc. that are necessary to function in daily life.
Developmental Courses	Remedial classes where college credit is given but they cannot be used to fulfill graduation requirements.
Disability	Reduction or loss of functioning of a body part causing a physical, sensory or mental impairment or limitation.
Flexibility in Course Requirements	Waiving or substituting required courses.
Handicap	Inhibitor to achievement; hindrance; implied inability.
ICP	Individual College Plan--outlines student needs and classroom accommodations, and course and program selection.
IEP	Individualized Education Program (Plan)--the statement of service, time line and personnel to accomplish long and short term educational objectives designed for the individual student while he/she is in school.
Impediment	That which interferes with; barrier.
IWRP	Individualized Written Rehabilitation Program - A program of services to help the client get a job.
LD Screening	Provides information as to the presence and degree of a learning disability.
Placement Testing	Provides information as to the level at which a student performs used only to assist advisors in getting students started in courses for which they are adequately prepared. Does not affect a students acceptance at the college.
Pre-Registration	Register early for special admittance to classes.
Reframe	Come to grips with the personal meaning of learning disabilities. It involves self-acceptance and decision making that enable your child to build for the future.

Self-Talk	The conversation that takes place within, that formulates opinions and attitudes about ourselves.
Supportive Employment	Employment that is structured and supervised.
Time Line	The designated time of initiation and duration of services and activities that will take place as stated in the IEP.
Transition Counselor	Representative of the Kansas Rehabilitation Services who works with students in assessing and planning transition needs and goals.
Vocational-Technical School	Alternative to academic education; provides specific job skills training for occupations at the skilled or semi-skilled levels or in occupations not requiring a baccalaureate degree.

APPENDIX B: IEP/ICP

APPENDIX C: The Law

The Law

Federal Public Law 101-476 IDEA--Individuals with Disability Education Act--defines the term transition services as "a coordinated set of activities for a student, designed within an outcome-oriented process which promotes movement from school to post-secondary activities ... The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests" (not upon currently available programs and services).
IDEA also provides for an additional related service to the I.E.P. (P.L. 94-142), Rehabilitation Counseling. Rehabilitation Counseling is a statement of the needed transition services for students beginning no later than age 16 and annually thereafter, including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting.

Kansas House Bill 2800 requires schools to refer students considered eligible to Kansas Rehabilitation Services to provide transition planning services (within KRS available funding and staffing) for continuity of post-school services to individuals with disabilities enrolled in secondary special education programs. Transition planning services means rehabilitation counseling, information and referral to community services. If the adolescent is under the age of 18, the parent must give consent for these services.

Public Law 101-336--The American Disabilities Act (ADA)--provides a broad array of employment and access rights for disabled citizens. It is intended to ensure a level of service to disabled individuals that is equivalent to the level of service provided to those without disabilities. This legislation effects institutions of higher education as well as employers. Among the mandates set forth under ADA are:

-- Employment requirements preventing discrimination in the workplace based on disability. It pertains to every aspect of the employment relationship: preemployment testing and screening, selection, promotion, pay, training, employment benefits. etc. It is illegal to segregate or exclude persons with disabilities from any job for which they are qualified.

-- Requirements that employers make "reasonable accommodations" to known disabilities of qualified applicants or employees. Reasonable accommodations include modifications or adjustments to the job application process, to the work environment or to the manner or circumstances under which the position held or desired is customarily performed--modifications and adjustments that enable an employee with a disability to enjoy equal benefits and privileges of employment.

-- Accessibility to building and transportation services.

-- Increased training of students with disabilities for the work force and subsequent expansion of the pool of college-educated workers with disabilities.

-- Increased accessibility to educational programs and facilities.

-- Requirements that educational institutions make "reasonable accommodations" to known disabilities of qualified students. The type of accommodations which may be requested and can be found in the matrix of this paper will depend on the nature of the disability and can include specialized equipment, if necessary. It is illegal to segregate or exclude students with disabilities from any part of a course or program for which they are qualified and accommodations must be made to meet their "individual needs."

The disability resides in the individual, the handicap resides in the environment.