

# Postsecondary Education Transition Manual for Students with Disabilities

A Resource Manual for Alaska Students, Families, Secondary  
and Postsecondary Education School Staff, and Agencies



*Figure 1. Photo credit Pixabay*

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for Human Development LEND Without Walls**



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The resources in this manual may be of help to you as you consider the transitional needs of the student/child with disabilities. While these resources are there to provide you additional information on transition planning, it is your responsibility to determine their value and appropriateness as related to your situation and needs. These sources are just a representational sample of available resources, not meant to be conclusive and are for your informational purposes only.

## **Accessibility**

This document contains the following accessibility features: alternative text on all images; minimum 1.15 line spacing; minimum 12 point; non-serif font; dark letters on light background; text in list form, numbered and lettered; page numbers; and headers for screen readers.

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## INTRODUCTION

The successful transition of students with disabilities from school to postsecondary educational settings should be a priority of everyone who works with these students at the middle and high school levels and beyond. This includes the team of students, parents, secondary school staff, state agencies, and personnel from the postsecondary setting. The purpose of transition is to assist students with disabilities to build the needed skills and supports in order to successfully reach their postsecondary education goals.

This resource manual is designed to prepare Alaskan students with disabilities with clearly-defined needed supports so that they can continue on to the postsecondary education setting including college, university, vocational and career school programs, with greater self-confidence and understanding of the processes involved. Because postsecondary institutions differ from the secondary setting, having the knowledge of their rights and responsibilities and knowing how to self-advocate can help students to be more successful at the postsecondary educational setting.

## TAXONOMY FRAMEWORK

Dr. Kohler’s “Taxonomy for Transition Programming”<sup>1</sup> is an applied framework utilized as an effective transition tool with the purpose of planning, organizing, and evaluating transition education, services, and programs for students with disabilities. Kohler outlined five primary best-practice categories: Student-Focused Planning, Student Development, Interagency Collaboration, Family Engagement, and Program Structure. This transition manual highlights six identified themes that correspond to the five primary practice categories.

- Theme 1 “Transition Planning Timeline” (Student-Focused Planning)
- Theme 2 “Roles and Responsibilities” (Student-Focused Planning & Family Engagement)
- Theme 3 “Special Education Law” (Student Development & Program Structure)
- Theme 4 “Transition Assessments” (Student Development)
- Theme 5 “Transition Curriculum” (Student Development)
- Theme 6 “Postsecondary Education Supports” (Interagency Collaboration)

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<sup>1</sup> [https://transitionta.org/system/files/toolkitevaluation/EvaluationToolkit-2016-CoverToEnd\\_1-18-17.pdf](https://transitionta.org/system/files/toolkitevaluation/EvaluationToolkit-2016-CoverToEnd_1-18-17.pdf) (National Technical Assistance Center on Transition (2016). Evaluation Toolkit Edition. Western Michigan University, Paula D. Kohler and June E. Gothberg)

# TRANSITION PLANNING TIMELINE



Figure 2. Photo credit Pixabay

Transition planning involves a team of people that work with the student with disabilities in both the secondary school and community settings. This planning process should be approached as a year-long process over the course of the student's life at school, not just at the annual Individualized Education Program (IEP) meeting or when the student turns 16. Long-range postsecondary education outcomes are identified by the student with support from school staff, family, and community members.

Transition planning is about the student's movement from secondary to post-school life. It is based on what the student's plans are for the future. The top priority is the student and his/her input. Adapted from Virginia's College Guide for Students with Disabilities<sup>2</sup> is a list of recommended tasks for students to follow during their freshman, sophomore, junior and senior years in high school. Students are encouraged to meet with members of

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<sup>2</sup> [http://www.doe.virginia.gov/special\\_ed/transition\\_svcs/college\\_planning/college\\_guide.pdf](http://www.doe.virginia.gov/special_ed/transition_svcs/college_planning/college_guide.pdf)

the IEP team at any time for clarification of this timeline. The following are recommended activities during these years:

### Freshman Year

- **Review** vocabulary words, terminology and instructions with your IEP team as you go through this guide to be sure you understand the information clearly (examples include *disability, accommodations, modifications, assistive technology, self-advocacy, etc.*).
- **Learn** about your disability and how to explain it so others will understand your needs.
- **Learn** what your strengths are.
- **Learn** how to participate actively in your IEP, including your transition plan, which is your plan to help you achieve your goal of attending college.<sup>3</sup>
- **Learn** how to advocate for yourself in developing your transition plan with your case manager and IEP team.
- **Begin** to create a portfolio of your best school work that best shows your knowledge and some research you've done on colleges.<sup>4</sup>
- **Work** with your guidance counselor to be sure that you take the courses for your high school diploma.
- **Learn** how to use the academic accommodations, auxiliary aids and services, and learning strategies that you will need in college.
- **Explore** assistive technology options with the IEP team and learn how it can help you to complete difficult tasks.

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<sup>3</sup> <https://www.imdetermined.org/quick-links/student-involvement/>

<sup>4</sup> <http://lifeafterieps.com/wp-content/uploads/2012/03/RENEW.Portfolio.pdf>



- **Ask** your guidance counselor to teach you about the college resources available in your school.
- **Explore** career ideas with your guidance counselor and visit your school career or college center.
- **Join** school or community activities that are interesting to you and can help you learn about a career you want to know more about.
- **Talk** to people in various professions to find out what they like and dislike about their jobs and what kind of education is needed.
- **Continue** to work on the skills that are hard for you to do.
- **Learn** study skills strategies to help you work the same as your peers.<sup>5</sup>

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<sup>5</sup> <https://cms.azed.gov/home/GetDocumentFile?id=57ae503caadebe10a8464fa5>

## Sophomore Year

- **Continue** to review vocabulary words, terminology and directions as they relate to your disability and education needs.
- **Continue** to actively participate in your IEP transition planning with your case manager and IEP team.
- **Continue** taking courses to prepare you for college.
- **Continue** to learn about your strengths.
- **Continue** to work on the skills that are hard for you to do.
- **Continue** to add to your portfolio.
- **Continue** to learn more learning strategies to help you access the same course work as your peers.
- **Participate** in extracurricular activities, hobbies and work experiences.
- **Identify** what your interests, abilities, and values are so that you can find career areas that match.
- **Continue** to meet with your career or guidance counselor to discuss colleges and their requirements.
- **Register** to take the Preliminary Scholastic Aptitude Test (PSAT) in the fall if the college you're interested in requires the Scholastic Aptitude Test (SAT).
- **Talk** with your career or guidance counselor how to get accommodations for the PSAT.
- **Speak** with college representatives that visit your high school and are at college fairs.
- **Visit** college campuses and talk to college students about their campus experiences.

- **Continue** to save for college and think about ways you can pay for college (scholarships, loans, getting a job).

## Junior Year

- **Continue** to learn new vocabulary and terminology about your disability and education/transition needs.
- **Consider** leading your IEP transition planning with your case manager and IEP team.
- **Learn** about the differences in how you receive your academic support in high school and when you get to college. Have your IEP team talk about the Individuals with Disabilities Education Act, which covers support you receive in high school, and the Americans with Disabilities Act, which covers support in college.
- **Continue** joining school/community-based extracurricular activities.
- **Continue** exploring assistive technology options and find what works for you.
- **Focus** on looking at colleges that match your interests and abilities.
- **Research** the resources in your state to find a college preview event for students with disabilities. If your community has this type of event, plan on attending.
- **Look** for college campuses that have majors of your career interest and the kind of campus community in which you would like to live.
- **Identify** the appropriate academic accommodations and auxiliary aids and services that you will need in the postsecondary setting.
- **Keep** a current list of the academic supports and auxiliary aids and services you use in high school.
- **Consider** taking a course to prepare for the SAT or the ACT test if it is required at the schools you're interested in.

- **Talk** to your career or guidance counselor to learn how to get accommodations on the SAT or ACT.
- **Take** the SAT or ACT in the spring. Consider taking them more than once.
- **Identify** a possible career for you (you can always change your mind).
- **Think** about a possible college major that matches your career goal and your strengths and interests.
- **Learn** time management, organizational skills, study skills, assertiveness communication, stress management and test-taking strategies.
- **Learn** how to set short-term and long-term goals.
- **Learn** how to be a good self-advocate. Not everyone will understand your disability or be sensitive to your needs.
- **Gather** information about college programs that offer the disability services you need.
- **Speak** with college representatives who visit your high school and at college fairs.
- **Visit** campuses and ask questions about what services are offered. If you can't visit the campus, take a virtual tour on the college's website. Check the disability support services (DSS) section of the college's site to understand what you need to do to receive academic services and support.
- **Plan** to ask for recommendations from your teachers, counselors, employers, coaches, etc. Colleges require these letters so they can learn more about you.

- **Investigate** the availability of financial aid from federal, state, local and private sources.
- **Investigate** the availability of scholarships.<sup>6</sup>
- **Continue** saving for college.
- **Contact** the vocational rehabilitation counselor (VR) who serves your school to determine your eligibility for vocational rehabilitations services.
- **Invite** the VR counselor to attend your IEP meeting.
- **Make** sure that the documentation of your disability is current. Colleges usually want current testing within three years when you begin college.

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<sup>6</sup> <https://www.affordablecollegesonline.org/college-resource-center/affordable-colleges-for-students-with-disabilities/>

## Senior Year

- **Continue** to learn and review vocabulary and terminology about your disability and your education/transition plan.
- **Lead** your IEP meeting.
- **Learn** about the Americans with Disabilities Act and how it helps you in college and on the job.
- **Meet** with your school guidance counselor early in the year to discuss your plans.
- **Continue** to develop your self-advocacy skills and study skills.
- **Learn** about what faculty members in college will expect from you.
- **Continue** exploring possible college majors that are consistent with your career goal and your strengths and interests.
- **Figure** out how you learn best and how this will help you in college.
- **Find** out how to get accommodations in college. It's a very different process from high school!
- **Role-play** talking with professors about your accommodations.
- **Explore** assistive technology that you may need in college.
- **Research** the resources in your state to find a college preview event for students with disabilities. If your community has this type of event, plan on attending.
- **Role-play** college interviews with counselors, family and teachers.
- **Finalize** your portfolio so that it contains at least the following:
  - Copies of your psychological and educational evaluations
  - Transcripts
  - ACT or SAT scores
  - Your current or latest IEP

- Your medical records (if appropriate)
- A writing sample or other work samples related to your choice of a major
- Your letters of recommendation from teachers and employers
- The current list of academic accommodations and auxiliary aids and services you may need in college (be sure to include assistive technology)
- **Visit colleges** (start early in the year):
  - Visit the college web site and look at the admissions office to see when college tours are offered.
  - Be prepared when you visit colleges to share your experiences.
  - Admissions officers will provide information about admissions procedures and financial aid opportunities.
  - Take your portfolio with you to share with disability service providers, if appropriate.
  - Evaluate the disability services, service provider and staff.
  - Talk with college students receiving disability support services about their experiences.
- **Compare** the various colleges and think about living in the campus community (e.g., housing, social activities, classrooms, outdoor/indoor fun activities, services for students with disabilities and athletic activities).
- **Apply** to two or more of your preferred colleges — choose one that is a “reach” or your “dream” school, one where you expect to be accepted and one where you KNOW you can be accepted.



- **Prepare** your applications carefully, paying close attention to the instructions and deadlines. Be neat. Be accurate.
- **When** accepted, consider attending the pre-admission summer program (if available). It will be worth your time and ease the process when classes start in the fall.
- **Take** the SAT again, if appropriate.
- **Send** a thank you note to those who wrote you recommendation letters.
- **If** not done in your junior year, contact the vocational rehabilitation counselor to determine your eligibility for VR services while in college.
- **During** the summer after you graduate, meet with the DSS representative at the college of your choice/that you'll be attending to determine accommodations/modifications.

# ROLES AND RESPONSIBILITIES

It is helpful for people to have a clear understanding of the roles and responsibilities of others and themselves that serve on the student's IEP team. People appropriate for the transition planning team should include the following:

- Student
- Parents/Guardians
- Teacher (Special Education and General Education)
- Career Education Teacher
- School Guidance Counselor
- Transition Coordinator
- Vocational Rehabilitation Agency Representative
- Disability Support Services Representative



*Figure 3. Photo credit Pixabay*

## **STUDENT**

- Utilize the transition planning timeline
- Learn how to self-advocate
- Communicate his/her interests and preferences regarding postsecondary education
- Identify his/her strengths and weaknesses
- Participate actively in all discussions and IEP decisions
- Lead the IEP team meeting with training and practice

## **PARENTS/GUARDIANS**

- Support the student during his/her timeline activities by helping to clarify understanding
- Actively participate as an equal partner in all IEP meetings
- Help the student to connect with community resources
- Provide information about the student's independent living skills education goals
- Support secondary school staff by helping to coordinate between the school and identify the help the student may need in order to achieve postsecondary and community agencies

## **SPECIAL EDUCATION TEACHER(S)**

- Support the student during his/her timeline activities
- Teach the student to identify and articulate the disability(ies) he/she has and what the functional limitations are
- Teach the student to identify his/her learning style that works best

- Assess the student to identify strengths, weaknesses, and interests
- Teach self-advocacy skills as part of a transition curriculum
- Teach the student study, time management and organizational skills in preparation for school workload in the postsecondary education setting
- Secure permission to communicate with state/community agencies
- Provide informational meetings for families regarding aspects of postsecondary education transition planning
- Assist the student and his/her family in application processes for supports and services at colleges or other training programs
- Invite the school counselor, career teacher or/and the transition coordinator to be part of the IEP team
- Communicate with the General Education classroom teachers regarding the student's academic, transition, and self-advocacy needs as outlined in the IEP

## **COMMUNITY RESOURCE AGENCIES**

If appropriate, a representative of an agency such as the Department of Vocational Rehabilitation (DVR) that is likely to be responsible for providing transition or paying for services should be invited to the IEP meeting with the prior consent of the parent (or student who has reached the age of majority, the age when one becomes an adult. In Alaska, it is age 18). If representatives from outside agencies do not attend the IEP meeting, the school and the family will want to obtain participation through separate meetings, phone calls, or written correspondence. This is a concerted effort of the student's IEP team to help coordinate the needed services required for a more successful transition.

- Collaborate with other transition team members through meetings and timelines
- Help to identify services necessary for successful transitioning to postsecondary education
- Engage with student to identify accommodations and support needs in collaboration with Disability Support Services on the college campus

# SPECIAL EDUCATION LAW

Many high school students with disabilities plan to attend a postsecondary education program. This stage in the transition process becomes more difficult because different laws govern the policies and educational practices of postsecondary education settings. A student will need to understand what the laws are that give him/her the legal rights that permit access to the needed support at the secondary and postsecondary education settings.

This can be taught at the secondary level as part of a transition curriculum with a focus on self-advocacy. It is important for the team to fully understand what these laws mean and how they differ across both educational settings. More detailed information on these laws can be found at the Disability Rights Section of the Civil Rights Division-U.S. Department of Justice website.<sup>7</sup>

- **IDEA** (Individuals with Disabilities Act) was enacted in 1975 to mandate a free and appropriate public-school education in the least restrictive environment for eligible students (ages 3-21) as having a disability that adversely affects their academic performance, thus needing accommodation of special education and related services as state on a student's IEP (Individualized Education Plan).
- **IDEIA** (Individuals with Disabilities Education Improvement Act, 2004) is a reauthorization of IDEA. The amended version includes

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<sup>7</sup> <https://www.ada.gov/cguide.htm>

the addition of preparation for further education for students with special needs. It states that “(aa) the IEP must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and (bb) the transition services (including courses of study) are needed to assist the child in reaching those goals”.<sup>8</sup>

- **ESSA** (Every Student Succeeds Act, 2015) is a reauthorization of the Elementary and Secondary Education Act (ESEA, 1965) and replaces the No Child Left Behind Act (NCLB) of 2001. ESSA requires that all students, including those with disabilities, have access to a well-rounded education that will help prepare them to succeed in college and careers. Title IV of ESSA is aligned with Part B of IDEA, the authorization of coordination of services across agencies involved in supporting the transition of students with disabilities to postsecondary education settings.
- **ADA** (Americans with Disabilities Act) was signed into a law in 1990. Modeled after the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion, sex, or national origin – and Section 504 of the Rehabilitation Act of 1973, the ADA is an equal opportunity law for people with disabilities.
- **SECTION 504 OF THE REHABILITATION ACT** was enacted in 1973. Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that

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<sup>8</sup> <https://sites.ed.gov/idea/statute-chapter-33/subchapter-ii/1414/d/1/A/i/VIII>

receive Federal financial assistance from the U.S. Department of Education.

A table<sup>9</sup> showing the legal rights and responsibilities during secondary and postsecondary education can be used as a helpful tool for the student and the entire IEP team to learn more about special education law at both levels. Additionally, another table<sup>10</sup> ‘Comparison of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), & The American with Disabilities Act (ADA)’ gives more information for the student and the IEP team to access for additional guidance.

Section 504 and the ADA applies to postsecondary education and is different from the Individuals with Disabilities Education Act (IDEA), which covers grades pre-K thru 12. This means that some adjustment of the perspectives of students, parents, and instructors is necessary when making the transition from high school to college. This chart<sup>11</sup> provides the student and the special education team with a clear picture of how the laws work within the secondary and postsecondary education settings.

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<sup>9</sup> [https://www.unlv.edu/sites/default/files/page\\_files/27/DRC-TransitionDifferences.pdf](https://www.unlv.edu/sites/default/files/page_files/27/DRC-TransitionDifferences.pdf)

<sup>10</sup> <https://www.adainfo.org/sites/default/files/A%20COMPARISON%20of%20ADA-IDEA-504.pdf>

<sup>11</sup> <https://d86.hinsdale86.org/Page/1260>



<p style="text-align: center;"><b>IDEA</b> (Pre-K through 12<sup>th</sup> Grade)</p>	<p style="text-align: center;"><b>SECTION 504/ADA</b> (Post-Secondary – Trade School or College)</p>
<p>Every Child is entitled to a Free and Appropriate Public Education (FAPE) in the “least restrictive environment” possible.</p>	<p>Students compete for admission and must be “otherwise qualified” to enter college, without consideration of disability. Students participate in the general curriculum of the college. No continuum of placement exists.</p>
<p>Focused on creation of an Individualized Education Plan (IEP) that will help the student participate in the general curriculum as much as possible.</p>	<p>Few colleges have “plans’ for students with disabilities. Most outline accommodations without regard to goals or progress.</p>
<p>Requires yearly meeting of general education teachers, special education teachers, and auxiliary service personnel to discuss progress and set goals.</p>	<p>The student is responsible for meeting with disability services and with instructors to discuss needs and concerns.</p>
<p>Often involves significant modification of the curriculum and of assessments (students may learn only the major concepts of a unit, may be able to take shortened tests, or be exempt from certain assignments).</p>	<p>Instructors are NOT required nor encouraged to fundamentally alter the content or goals of their courses, though they may be required to make changes that do not affect essential content or goals.</p>
<p>Classroom teachers receive a copy of the IEP and should have a thorough understanding of the disability and the plan.</p>	<p>Instructors receive a brief summary of the disability in an accommodation letter, but are not given access to specific diagnostic data unless provided by the student.</p>
<p>There is often pressure on special education and general education teachers to do whatever is necessary to help students move on to the next grade level.</p>	<p>Students with disabilities should be graded by the same standard as other students, regardless of the means through which their responses are provided (on tape, orally, typed rather than handwritten).</p>
<p style="text-align: center;"><b>Law of Entitlement</b> Guarantees <b>SUCCESS</b></p>	<p style="text-align: center;"><b>Civil Rights Law</b> Guarantees <b>ACCESS</b></p>

# TRANSITION ASSESSMENTS

Transition assessment is defined as an “ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serves as the common thread in the transition process and forms the basis for defining goals and services to be included in the Individualized Education Plan (IEP)”<sup>12</sup>.

The National Technical Assistance Center on Transition (NTACT) has created an age appropriate transition assessment toolkit<sup>13</sup>. This toolkit is designed to assist special education team members to become familiar with what assessment instruments exist, what methods to use and how to use the results for transition planning decisions. Information from transition assessments are gathered in the following four categories: academic, self-determination, vocational interest and exploration, and adaptive behavior/independent living. The results should be the basis for instructional strategies and accommodations in addition to creating the student’s postsecondary education goals on his/her IEP. A list of assessment methods from this toolkit is shown on the following pages.

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<sup>12</sup> [https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/DCDT\\_Fast\\_Facts/Age\\_Appropriate\\_Transition\\_Assessment.pdf](https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/DCDT_Fast_Facts/Age_Appropriate_Transition_Assessment.pdf) (Sitlington, Neubert, & Leconte, 1997, p. 70-71)

<sup>13</sup> [https://www.transitionta.org/system/files/toolkitassessment/AgeAppropriateTransitionAssessmentToolkit2016\\_COMPLETE\\_11\\_21\\_16.pdf](https://www.transitionta.org/system/files/toolkitassessment/AgeAppropriateTransitionAssessmentToolkit2016_COMPLETE_11_21_16.pdf)

## Informal Transition Assessment Methods

- Interviews and Questionnaires
- Direct Observation
- Ecological Assessment (observing in an environment where activities occur)
- School Performance Assessments (statewide testing, student classroom behaviors)
- Transition Planning Inventories

## Formal Transition Assessment Methods

- Achievement Tests
- Adaptive Behavior and Independent Living
- Aptitude Tests
- Interest Inventories
- Intelligence Tests
- Personality or Preference Tests
- Self-determination Assessments

The special education teacher/case manager can also use an online assessment, the Transition Assessment and Goal Generator (TAGG)<sup>14</sup>. TAGG is an assessment tool to measure non-academic behaviors such as knowing one's own strengths and limitations, persistence, getting along with others, and the ability to make goals and the attainment of these goals.

The Field Hoffman Self-Determination Assessment Battery<sup>15</sup> is another assessment for students, teachers, and parents/guardians to use. The Self-Determination Observation Checklist (SDOC)<sup>16</sup> is a 38-item behavioral observation checklist administered by classroom teachers. Behaviors that correlate to self-determination are checked.

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<sup>14</sup> <http://www.ou.edu/education/centers-and-partnerships/zarrow>

<sup>15</sup> <https://sites.google.com/a/ghaea.org/transition-planning-services/self-determination/the-field-hoffman-self-determination-assessment-battery>

<sup>16</sup> [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjruOCH0\\_7tAhVWrJ4KHbuyDmAQFjADegQIAxAC&url=http%3A%2F%2Fwww.ghaea.org%2Ffiles%2FTransitionPlanning%2FFieldHoffman%2Fobservation-checklist-2.doc&usg=AOvVaw3ts889yuxVL\\_1-DrZubaP4](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjruOCH0_7tAhVWrJ4KHbuyDmAQFjADegQIAxAC&url=http%3A%2F%2Fwww.ghaea.org%2Ffiles%2FTransitionPlanning%2FFieldHoffman%2Fobservation-checklist-2.doc&usg=AOvVaw3ts889yuxVL_1-DrZubaP4)

# TRANSITION CURRICULUM

Self-determination is a critical and life-long skill for students with disabilities to obtain and utilize across all settings in life. The student and the special education team should ask, “What can students with disabilities in the secondary setting do to increase self-determination skills?”. These students with disabilities who are contemplating higher education should participate in their IEP planning meetings, make their needs and preferences heard, and practice good communication and problem-solving skills with the adults on their team.

As defined by Martin and Huber Marshall<sup>17</sup>, self-determination consists of seven components:

- **Self-awareness** is the ability to identify and understand one’s needs, interests, strengths, limitations, and values.
- **Self-advocacy** refers to the ability to express one’s needs, wants, and rights in an assertive manner.
- **Self-efficacy** is commonly referred to as self-confidence—the belief that one will attain a goal.
- **Decision-making** is the complex skill of setting goals, planning actions, identifying information to make decisions, and choosing the best option to reach one’s goals.
- **Independent performance** is the ability to start and complete tasks through self-management strategies.

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<sup>17</sup> <http://ncset.org/topics/sdpse/faqs.asp?topic=7> (<https://doi-org.proxy.consortiumlibrary.org/10.1177/105345129503000304>)

- **Self-evaluation** includes the ability to self-assess performance and determine when a goal or task has been satisfactorily completed.
- **Adjustment** is the process of revising one's goals and plans to improve performance or success.

It is important that students develop knowledge of their disabilities and needed accommodations. The stigma of having a disability is so pervasive that 60% of students who had IEPs in high school indicated that they did not have a disability the year after they exited high school<sup>18</sup>. While the disability office staff at the postsecondary education setting is ready to assist students, students might worry about forming a trusting relationship due to the personal inquiries a student must answer when requesting an accommodation. Students also could be unaware of services and supports available on campus and fail to inquire because they don't know there is something to inquire about.<sup>19</sup> The development of self-determination and self-advocacy skills should be embedded in all areas of a transition curriculum. The following are resources for curriculum materials to teach self-determination:

- Me! - a program to teach self-awareness and self-advocacy (<https://tagg.ou.edu/tagg/tagg-files/flyer.pdf>)
- I'm Determined - teaching modules for teaching self-determination (<https://www.imdetermined.org/quick-links/modules/>)

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<sup>18</sup> <https://ies.ed.gov/ncser/pubs/20113005/pdf/20113005.pdf> (Newman, L., Wagner, M., Knokey, A.-M., Marder, C., Nagle, K., Shaver, D., Wei, X., with Cameto, R., Contreras, E., Ferguson, K., Greene, S., and Swarting, M. (2011)

<sup>19</sup> <https://files.eric.ed.gov/fulltext/EJ1026882.pdf> (Lombardi, Allison & Murray, & Dallas, Bryan (2013)

- STEPP Program Transition Curriculum - lesson and activity plan modules designed to help students take one STEPP at a time to get ready for college (<https://www.ecu.edu/cs-acad/stepp/curriculum.cfm>)

# POSTSECONDARY EDUCATION SUPPORTS

It is important for secondary students with disabilities and their parents/guardians to plan appropriately for a successful transition to a postsecondary education setting. Compared to the services the student receives at the secondary level, services at the postsecondary level will be different. Understanding these differences with regard to the law is critical and can be helpful when navigating the needed support. The chart on the following page outlines these differences between the two settings.



<b>Secondary</b>	<b>Postsecondary</b>
<p><b>LEGAL</b></p> <ul style="list-style-type: none"> <li>● IDEA entitles students with disabilities a free and appropriate education</li> <li>● IDEA is about success</li> </ul>	<p><b>LEGAL</b></p> <ul style="list-style-type: none"> <li>● ADA and Section 504 guarantees reasonable accommodations</li> <li>● ADA is about access</li> </ul>
<p><b>REQUIRED DOCUMENTATION</b></p> <ul style="list-style-type: none"> <li>● IEP</li> <li>● Focuses on determination of eligibility for services based on specific disability categories as outlined in IDEA</li> </ul>	<p><b>REQUIRED DOCUMENTATION</b></p> <ul style="list-style-type: none"> <li>● The IEP may not be sufficient documentation</li> <li>● Student may need to get an evaluation at own expense</li> <li>● Documentation must prove the need for specific reasonable accommodations based on the functional limitations of the disability</li> </ul>
<p><b>ADVOCACY</b></p> <ul style="list-style-type: none"> <li>● Parents are actively involved and advocate for their child(ren)</li> <li>● Schools reach out to families</li> </ul>	<p><b>ADVOCACY</b></p> <ul style="list-style-type: none"> <li>● Students are expected to self-advocate</li> <li>● Parent involvement is not always sought</li> <li>● College staff will not communicate with parents without written consent if the student is 18 years old or older</li> </ul>
<p><b>INDIVIDUALIZED EDUCATION PROGRAMS AND SUPPORTS</b></p> <ul style="list-style-type: none"> <li>● The student and the IEP team together develop the IEP and must follow the IEP for services</li> <li>● Parents have access to student records and can participate in the accommodation process</li> </ul>	<p><b>INDIVIDUALIZED EDUCATION PROGRAMS AND SUPPORTS</b></p> <ul style="list-style-type: none"> <li>● There are no IEPs in college</li> <li>● The Disability Services Office develops accommodation plan based on documentation of disability (provided by the student)</li> <li>● Student must request accommodations from the Disability Services Office each semester</li> <li>● Parent cannot access student records without student's written consent</li> </ul>

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, schools may not discriminate on the basis of disability and must ensure that the program being offered, including extracurricular activities, are accessible to students with disabilities. Campus disability services (DS) offices ensure equal access to educational programs and services by providing consultation on accommodations (placement testing, classroom, and assistive technology) for students with disabilities<sup>20</sup>. The DS office will work with students to help them understand their rights, some of which are covered under the Family Educational Rights and Privacy Act (FERPA)<sup>21</sup>.

Below is a list of common accommodations in postsecondary education settings:

### **Deaf/Hard of Hearing**

- Sign Language Interpreter
- Note takers
- Real Time Captioning
- Closed Captioning
- Visual aids
- Visual warning systems for lab emergencies
- Access to assistive technology (i.e., FM system)

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<sup>20</sup> [https://www.washingtoncouncil.org/2014\\_Fall\\_Workshop\\_Higher\\_Ed\\_Book.pdf](https://www.washingtoncouncil.org/2014_Fall_Workshop_Higher_Ed_Book.pdf)

<sup>21</sup> <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

## **Mobility**

- Adjustable equipment
- ADA adjustable furniture
- Note takers
- Additional time for tests
- Accessible access to facilities
- Access to assistive technology
- Disabled parking access

## **Speech and Language**

- Note takers
- Audio-recorder pen
- Additional time for tests
- Allowing for text to speech

## **Blind / Visual**

- Note taker/recorder
- Scribes and readers for tests
- Alternate course materials (audio books, enlarged print, Braille)
- Access to assistive technology (magnification software for computers)

## **Chronic/Acute Health**

- Absences to be considered
- Note takers/audio-recorder pen
- Additional time for tests

## **Neurological/Nervous System**

- Note takers/Recorders/audio-recorder pen
- Reduced distraction testing
- Additional time for tests
- Memory aids for tests (faculty/DS office approved)

## **Learning Disability**

- Note takers/Recorders/audio-recorder pen
- Reduced distraction testing
- Additional time for tests
- Alternative course materials
- Access to assistive technology

## **Psychological / Emotional**

- Note takers/audio-recorder pen
- Reduced distraction testing
- Additional time for tests

When attending the postsecondary setting, both students and faculty have rights and responsibilities, including:

### **Student Rights**

- Not be subjected to discrimination
- Have an accessible education
- Request appropriate accommodations
- Expect that other departments will collaborate with the DS office
- Choose not to register with the DS office or request accommodations, it is up to the student to request or reject

### **Student Responsibilities**

- Be a self-advocate for his/her needs
- Provide current evidence of disability
- Discuss accommodation needs with a disability services office counselor
- Give the accommodation letter to professors
- Communicate with faculty as needed

### **Faculty Rights**

- Expect students with disabilities to attend and participate in class
- Expect students to adhere to the academic integrity policy
- Academic freedom to decide what materials to use for the course
- Provide input regarding the accommodations used in the classroom
- Provide timely notification of specific needs

## Faculty Responsibilities

- Provide a friendly learning environment
- Include a reasonable accommodation statement on the syllabus
- Provide the required accommodations
- Grade students based on their performance
- Contact the DS office with any questions or concerns related to the use of accommodation

It is important to understand the differences between secondary (high school) and post-secondary (college/university or trade school) teachers. What are these differences?

## Secondary Teachers

- Teachers check to see if you understood the information
- Teachers are available before and after school, sometimes during class and during lunch
- Teachers will give the information if you were absent or late to class
- Teachers write notes on the board for you to copy
- Teachers write down assignments, due dates, and sometimes discuss this
- Self-Advocacy is **LEARNED**

## Postsecondary Professors

- Professors do not always check; they expect you to initiate contact and ask them for the information

- Professors expect and want you to attend their scheduled office hours
- Professors will expect you to get the notes/copies of handouts from other students
- Professors mostly lecture so it is expected that if requested, you will need a note taker
- Professors mainly include that information in a syllabus (course outline)
- Self-Advocacy is **APPLIED**

## **SUCCESS IN POSTSECONDARY EDUCATION**

There will be challenges along the way during this transition process. What makes a successful student? We know self-advocacy is a strong and critical skill as are both motivation and preparation. The information below is adapted from Hecks-Coolick and Kurtz (1997)<sup>22</sup> which serves as a visual guide to show what a successful student looks like. By adopting the general characteristics of successful students, students with disabilities may better plan for the challenges they may encounter in post-secondary education.

### **Motivation**

#### **Successful Students**

- Goal-oriented
- Determination
- Self-discipline
- Makes the effort

#### **Unsuccessful Students**

- Lack of goals or no sense of future plans
- Immature
- Procrastinates, makes excuses

### **Preparation**

#### **Successful Students**

- Strong academic skills

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<sup>22</sup> <https://files.eric.ed.gov/fulltext/ED482010.pdf> (This guide cites the chart as (Hecks-Coolick and Kurtz, 1997))



- Equipped with study skills
- Knows own learning style, what works-what doesn't
- Good time management skills
- Knowledge of assistive technology

### **Unsuccessful Students**

- Lack of academic preparation
- More dependent on others for help
- No clear understanding of planning
- Poor time management
- Disorganized

## **Self-Advocacy**

### **Successful Students**

- Is self-aware of own disability
- Accepts self
- Knows the laws, policies and resources
- Exhibits assertiveness
- Utilizes problem-solving skills

### **Unsuccessful Students**

- Does not fully grasp limiting functions of own disability
- Denial of disability
- Little knowledge of own legal rights
- Lack of self-esteem and self-confidence
- Lack of problem-solving skills

# Alaska Postsecondary Education Settings

## **ALASKA BIBLE COLLEGE (Palmer, AK)**

Main Phone: (907) 745-3201

Main Email: [info@akbible.edu](mailto:info@akbible.edu)

Website: <https://www.akbible.edu/>

Disability Services Office Phone: (907) 745-3201

## **ALASKA CAREER COLLEGE (Anchorage, AK)**

Main Phone: (907) 563-7575

Main Email: [admissions@alaskacareercollege.edu](mailto:admissions@alaskacareercollege.edu)

Website: <https://www.alaskacareercollege.edu/contact>

Disability Services Office Phone: (907) 563-7575 ext. 145

## **ALASKA CHRISTIAN COLLEGE (Soldotna, AK)**

Main Phone: (907) 394-2126

Main Email: [info@alaskacc.edu](mailto:info@alaskacc.edu)

Website: <https://alaskacc.edu/>

Disability Services Office Phone: (907) 394-2126 ext. 4303

## **ALASKA JOB CORPS CENTER (Palmer, AK)**

Main Phone: (907) 861-8800

Main Email: [NationalOffice@jobcorps.gov](mailto:NationalOffice@jobcorps.gov)

Website: <https://alaska.jobcorps.gov/>

Disability Services Office Phone: (907) 861-8800

## **ALASKA PACIFIC UNIVERSITY (Anchorage, AK)**

Main Phone: (907) 564-8248

Main Email: [ithelpdesk@alaskapacific.edu](mailto:ithelpdesk@alaskapacific.edu)

Website: <https://www.alaskapacific.edu/>

Disability Services Office Phone: (907) 564-8287

**AVTEC (Seward, AK)**

Main Phone: (907) 224-3322

Main Email: [admissions@avtec.edu](mailto:admissions@avtec.edu)

Website: <https://avtec.edu/>

Disability Services Office Phone: (907) 224-6170

**CENTRAL TEXAS COLLEGE (Anchorage, AK)**

Main Phone: (907) 753-1125

Main Email: [registrarrich.elmendorf@ctcd.edu](mailto:registrarrich.elmendorf@ctcd.edu)

Website: <https://www.ctcd.edu/locations/other-us-locations/fort-richardson-elmendorf-afb/>

Disability Services Office Phone: (254) 526-1195

**CHARTER COLLEGE (Anchorage, AK)**

Main Phone: (907) 277-1000 Wasilla: (907) 352-1000

Main Email: [contact@chartercollege.edu](mailto:contact@chartercollege.edu)

Website: <https://www.chartercollege.edu/>

Disability Services Office Phone: (907) 277-1000

**EMBRY-RIDDLEAERONAUTICAL UNIVERSITY (Anchorage, AK)**

Main Phone: (907) 333-1311

Main Email: [anchorage@erau.edu](mailto:anchorage@erau.edu)

Website: <https://worldwide.erau.edu/locations/anchorage>

Disability Services Office Phone: (907) 333-1311

**ILISAGVIK COLLEGE (Utqiagvik, AK)**

Main Phone: (907) 852-1708

Main Email: [registration@ilisagvik.edu](mailto:registration@ilisagvik.edu)

Website: <https://www.ilisagvik.edu/>

Disability Services Office Phone: (907) 852-1708

**TAPESTRY, UNIVERSITY OF ALASKA, ANCHORAGE (Anchorage, AK)**

Main Phone: (907) 786-6038

Main Email: [tapesty@alaskachd.org](mailto:tapesty@alaskachd.org)

Website: <https://www.uaa.alaska.edu/academics/college-of-health/departments/center-for-human-development/tapestry/>

Disability Services Office Phone: (907) 786-6038

**UNIVERSITY OF ALASKA, ANCHORAGE (UAA) (Anchorage, AK)**

Main Phone: (907) 786-1480

Main Email: [futureseawolf@alaska.edu](mailto:futureseawolf@alaska.edu)

Website: <https://uaa.alaska.edu/>

Disability Services Office Phone: (907) 786-4532

**UNIVERSITY OF ALASKA, FAIRBANKS (UAF) (Fairbanks, AK)**

Main Phone: (907) 474-7500

Main Email: [uaf-admissions@alaska.edu](mailto:uaf-admissions@alaska.edu)

Website: <https://www.uaf.edu/uaf/>

Disability Services Office Phone: (907) 474-5655

**UAF, BRISTOL BAY CAMPUS (Dillingham, AK)**

**Centers: King Salmon, Togiak, New Stuyahok**

Main Phone: (907) 842-5109 (Dillingham)

(907) 246-4292 (King Salmon)

(907) 493-5938 (Togiak)

(907) 693-3080 (New Stuyahok)

Main Email: [uaf-bbcinfo@alaska.edu](mailto:uaf-bbcinfo@alaska.edu)

Website: <https://www.uaf.edu/bbc/>

Disability Services Office Phone: (907) 474-5655

**UAF CHUKCHI CAMPUS (Kotzebue, AK)**

Main Phone: (907) 442-3402

Main Email: [ermackey@alaska.edu](mailto:ermackey@alaska.edu)

Website: <https://www.uaf.edu/chukchi/>

Disability Services Office Phone: (907) 474-5655

**UAF COMMUNITY & TECHNICAL COLLEGE (Fairbanks, AK)**

Main Phone: (907) 455-2800

Main Email: [uaf-admissions@alaska.edu](mailto:uaf-admissions@alaska.edu)

Website: <https://www.ctc.uaf.edu/>

Disability Services Office Phone: (907) 474-5655

**UAF INTERIOR ALASKA CAMPUS (Fairbanks, AK)**

Main Phone: (907) 474-6493

Main Email: [uaf-iacinfo@alaska.edu](mailto:uaf-iacinfo@alaska.edu)

Website: <https://www.uaf.edu/iac/>

Disability Services Office Phone: (907) 474-5655

**UNIVERSITY OF ALASKA, SOUTHEAST (UAS) (Juneau, AK)**

Main Phone: (907) 796-6100

Main Email: [uas.info@alaska.edu](mailto:uas.info@alaska.edu)

Website: <https://www.uas.alaska.edu/>

Disability Services Office Phone: (907) 796-6465

**UNIVERSITY OF ALASKA, SITKA (UAS) (Sitka, AK)**

Main Phone: (907) 747-7717

Main Email: [sitka.info@alaska.edu](mailto:sitka.info@alaska.edu)

Website: <https://www.uas.alaska.edu/sitka/>

Disability Services Office Phone: (907) 796-6465

**UAA KENAI PENINSULA COLLEGE (Soldotna, AK)**

Main Phone: (907) 262-0300

Main Email: [uaa\\_kpcinfo@alaska.edu](mailto:uaa_kpcinfo@alaska.edu)

Website: <https://kpc.alaska.edu/>

Disability Services Office Phone: (907) 262-0322

(907) 235-1686 (Kachemak Bay)

**UAA KODIAK COLLEGE (Kodiak, AK)**

Main Phone: (907) 486-1266

Main Email: [studentservices@kodiak.alaska.edu](mailto:studentservices@kodiak.alaska.edu)

Website: <https://koc.alaska.edu/>

Disability Services Office Phone: (907) 486-1264

**UAA MATANUSKA-SUSITNA COLLEGE (Palmer, AK)**

Main Phone: (907) 745-9746

Main Email: [uaa\\_mscinfo@alaska.edu](mailto:uaa_mscinfo@alaska.edu)

Website: <https://matsu.alaska.edu/>

Disability Services Office Phone: (907) 745-9747

**UAA PRINCE WILLIAM SOUND COLLEGE (Valdez, AK)**

Main Phone: (907) 834-1600

Main Email: [pwsc.stuent.services@alaska.edu](mailto:pwsc.stuent.services@alaska.edu)

Website: <https://pwsc.alaska.edu/>

Disability Services Office Phone: (907) 834-1612

**WAYLAND BAPTIST UNIVERSITY (Anchorage, AK)**

Main Phone: (907) 333-2277

Main Email: [claytoncl@wbu.edu](mailto:claytoncl@wbu.edu)

Website: <https://www.wbu.edu/campuses/anchorage/>

Disability Services Office Phone: (806) 291-3764

# RESOURCES

## LOCAL – ALASKA

### **Access Alaska**

Peer support, independent living and advocacy

<https://www.accessalaska.org/>

### **Alaska Career Information System (AKCIS)**

Students can create a resume or portfolio, find schools to meet interests, and look for scholarships

<https://acpe.alaska.gov/PLANNING/AKCIS>

### **Alaska Commission on Postsecondary Education**

Information on loans, scholarships, grants, career exploration

<https://acpsecure.alaska.gov/>

### **Alaska Job Corps Center**

A no-cost education and career technical training program

<https://alaska.jobcorps.gov/>

### **Alaska Transition Handbook Pathway to Adulthood & Employment**

Resource on transition

<http://dhss.alaska.gov/gcdse/Documents/TransitionsHandbook.pdf>

### **Alaska Vocational and Technical Center (AVTEC)**

Options to support vocational or college pursuits

<https://avtec.edu/>

## **Alaska Youth Transition Handbook**

DVR document on transition within Alaska for DVR and community services

<http://www.labor.alaska.gov/dvr/alaska-youth-transition-handbook-2013.pdf>

## **Assistive Technology of Alaska**

Assists the student with a disability to have access to assistive technology, devices, and services

<https://www.atlaak.org/>

## **Division of Vocational Rehabilitation (DVR)**

Assists students with disabilities with postsecondary goals

<https://labor.alaska.gov/dvr/>

## **Governor's Council on Disability and Special Education (GCDSE)**

The Council uses planning, capacity building, systems change, and advocacy to create change for people with disabilities

<http://dhss.alaska.gov/gcdse/Pages/default.aspx>

## **Special Education Service Agency (SESA)**

State-wide lending library servicing students with low-incidence disabilities and education service support in rural Alaska

<https://sesa.org/>

## **Stone Soup Group (SSG)**

Training and support offered state-wide to families of students with disabilities

<https://www.stonesoupgroup.org/>



### **Tapestry at UAA (Center for Human Development)**

Students with a disability are provided with a postsecondary college experience to develop skills and explore careers

<https://www.uaa.alaska.edu/academics/college-of-health/departments/center-for-human-development/tapestry/>

### **Tribal Vocational Rehabilitation (TVR)**

Assists Alaska Native and American Indian individuals with disabilities with postsecondary plans

<https://citci.org/employment-training/tribal-vocational-rehabilitation-tvr/>

## **NATIONAL**

### **AIR Self-Determination Assessment/ARC Self-Determination Assessment**

<http://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools>

### **Association on Higher Education and Disability (AHEAD)**

Disseminates data, promotes research, and furthers evidence-based practice

<https://www.ahead.org/home>

### **Brigance Transition Skills Inventory**

<https://www.curriculumassociates.com/products/brigance/special-education>

### **Casey Life Skills**

Help guide to assist with assessments for transition

<http://www.itsmymove.org/docs/CLSA/CLSHowToGuide2012.pdf>

### **Choicemaker Self-Assessment Tool**

<http://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/choicemaker-self-determination-assessment>

### **Choices**

Postsecondary planning

<https://postsecondarychoices.org/>

## **College & Career Readiness Success Center (CCRS)**

College readiness

<https://www.air.org/center/college-and-career-readiness-and-success-center>

## **College Board- SAT**

College entry tests to assess academic readiness for college

<https://www.collegeboard.org/>

## **College Scholarships**

Search engine to locate scholarships for students with disabilities

<http://www.collegescholarships.org/financial-aid/>

## **Do-It (Disabilities, Opportunities, Internetworking, and Technology)**

Serves to increase successful participation of students with disabilities in STEM fields

<https://www.washington.edu/doi/>

## **Federal Student Aid (FAFSA)**

Free application for Federal Student Aid

<https://studentaid.gov/h/apply-for-aid/fafsa>

## **Field Hoffman Self-Determination Assessment Battery**

Measures cognitive, affective, and behavioral traits to determine levels of self-determination

<https://sites.google.com/a/ghaea.org/transition-planning-services/self-determination/the-field-hoffman-self-determination-assessment-battery>

## **Going to College**

Information on college and career exploration

<https://www.going2college.org/PlanForCollege.cfm>

## **Heath Resource Center at The National Youth Transitions Center**

National clearinghouse on postsecondary education for individuals with disabilities

<https://www.heath.gwu.edu/>

## **Incight Go Getter Scholarship Program**

Scholarship opportunity for students with disabilities who give back to the community

<https://www.incight.org/scholarship>

## **Informal Assessment for Transition Planning Series**

<https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=informal+assessments+for+transition+planning>

## **My Future**

Information about schools by direct search and planning a timeline

<https://www.myfuture.com/college>

## **My Next Move**

Online career search

<https://www.mynextmove.org/>

## **National Alliance for Secondary Education and Transition (NASET)**

A coalition of organizations and advocacy groups designed to assist students with transition

<http://www.nasetalliance.org/index.htm>

**National Center on Secondary Education and Transition (NCSET)**

Dissemination of information and resources on transition

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

**National Collaborative on Workforce and Disability (NWD)**

Transition support for youth with disabilities

<http://www.ncwd-youth.info/issues/transition/>

**National Deaf Center on Postsecondary Outcomes**

Postsecondary transition

<https://www.nationaldeafcenter.org/>

**National Gateway to Self-Determination**

A clearinghouse for resources and research to practice

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

**National Technical Assistance Center on Transition (NTACT)**

Assistance with transition planning, best practices, tool kits

<https://www.transitionta.org/>

**Pacer Center (Champions for Children with Disabilities)**

National parent center on transition and employment project

<https://www.pacer.org/students/transition-to-life/>

**Post-Secondary Readiness Rubric**

Measure of critical performance skills required for college readiness

[http://clark.gncufsd.org/UserFiles/Servers/Server\\_774668/File/For%20Staff/Rubrics/Post\\_secondary\\_Readiness\\_Rubric\\_Booklet.pdf](http://clark.gncufsd.org/UserFiles/Servers/Server_774668/File/For%20Staff/Rubrics/Post_secondary_Readiness_Rubric_Booklet.pdf)

## **Reading Free Interest Inventory**

<https://www.parinc.com/Products/Pkey/6526>

## **Self-Advocacy Online**

Stories shared by self-advocates and state search for self-advocacy groups

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

## **The ACT**

College entry test to determine college readiness

<https://www.act.org/content/act/en.html>

## **The Center for Innovation Teaching Experiences-C.I.T.E. Learning Styles Instrument**

<https://transitioncoalition.org/blog/assessment-review/c-i-t-e-learning-styles-instrument-2/>

## **The disABLED Person National Scholarship Award**

A scholarship award opportunity for students with a disability

[https://www.petersons.com/scholarshidisabledperson-inc-national-college-scholarship-award-for-college-students-with-disabilities-111\\_173100.aspx](https://www.petersons.com/scholarshidisabledperson-inc-national-college-scholarship-award-for-college-students-with-disabilities-111_173100.aspx)

## **The Me! Lessons for Teaching Self-Awareness and Self-Advocacy**

Materials for teaching students, assists with development of student portfolio

<http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teachin-self-awareness-and-self-advocacy>

## **Think College**

Dedicated to developing, expanding, and improving inclusive higher education options for people with intellectual disabilities

<https://thinkcollege.net/>

## **TPI-2: Transition Planning Inventory–Second Edition**

<https://www.proedinc.com/Products/14165/tpi2-transition-planning-inventorysecond-edition.aspx>

## **Transition Behavior Scale- 3rd Ed.**

<https://www.hawthorne-ed.com/product396.html>

## **University of Oklahoma-Zarrow Center**

Transition resources and assessments

<http://www.ou.edu/education/centers-and-partnerships/zarrow>

## **U.S. Department of Education**

A guide for secondary school educators of students with disabilities preparing for Postsecondary Education

<https://www2.ed.gov/about/offices/list/ocr/transitionguide.html>

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<https://www.Affordablecollegesonline.Org/>  
<https://www.affordablecollegesonline.org/college-resource-center/affordable-colleges-for-students-with-disabilities/>
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