Post Secondary Readiness Rubric (v4) User's guide

> Our task is to become fluent with the life we're leading.
> John Cage

Emotional Well Being

> Life is like riding a bicycle. To keep your balance, you must keep moving.
> Albert Einstein

> When students go through college, it isn't enough for them to excel academically; they should flourish.
> Association of American Colleges and Universities

Introduction

A student's grasp on their emotional wellness and resiliency is a large predictor of how well they will do academically. The transition from high school to adulthood is one of the most challenging transitions for any person to make. As someone who has worked in higher education for over 12 years as Director of Counseling and as a Dean of Student Academic Affairs I have witnessed firsthand the struggle students have when they enter college under prepared to manage their everyday stressors. These struggles can be magnified when the student has a disability. It is our responsibility as educators and parents/guardians to make sure all of our students are well prepared emotionally to succeed with the transition of leaving high school and entering the "real world," whether that may mean college, working or a trade school. In a recent [study](#) **by** The Jed Foundation, Partnership for Drug-Free Kids and The Jordan Porco Foundation titled the *First-Year College Experience,* "60% of students wished they had gotten more help with emotional preparation for college." This is why the Post Secondary Readiness Rubric is an essential element to add into the transitionary work for our high school students. It is imperative to assess the areas our students are strong in emotionally and to provide guidance and direction for them in the areas that they are struggling in. The more upfront support we can provide for our students while they are in high school the more we can set them up for success as they transition out into the next chapter of their life.

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Former higher education administrator
National Certified Counselor

Table of Contents

Version 4 Changes

Version 4 of the Post Secondary Readiness Rubric incorporates 3 major changes in the evolution of the document:
1) Refinement of the focus of the Rubric which is the skills needed to succeed while in post-secondary environment versus getting in to college.
2) Incorporating emotional well-being into the domains as well as adding sections to better address emotional well-being.
3) Changing the format to make the Rubric easier to read and use.

ACKNOWLEDGEMENTS

How to Use the Post Secondary Readiness Rubric

This is a tool that students, parents, school counselors and teachers can use to help a student to determine how he/she performs at some of the critical skills needed to succeed in a post-secondary setting (career school, community college, college, university).

To assist in using and interpreting the Rubric several concepts should be kept in mind:
- The student is the center of this activity.
- The primary goal is self-awareness/exploration to assist in making positive choices.
- The student can do this with parents, school counselor, teacher or other adults that know them well.
- The Rubric is designed to be flexible: counselors and those administering it should be comfortable altering the sequence of administration, and ask probing questions as needed.
- The Rubric can foster communication about short and long term goals and developing paths to achieve those goals

For all skill areas the higher the rubric score the better. These general guidelines can be used to aid in interpretation:

Levels for academic and social skills
- 4 – Student is strong in this area; has all the elements
- 3 – Student is prepared with room for improvement
- 2 – Student has limitations in this area, multiple areas for improvement to achieve successful outcomes
- 1 – Student does not meet basic requirement in this area; intensive remediation or change is necessary to lead to successful outcomes

Some things to remember when looking at students' overall profiles:
- It is expected that students will have strengths and weaknesses; there are no hard and fast "cutoffs" that dictate guaranteed success or difficulty
- Strong college-ready students should have a majority of 3's and 4's, but will also be expected to have some areas for improvement
- Students with a majority of 1's and 2's will experience significant challenges in pursuing an associates or bachelor's degree, and should strongly consider what supports and additional instructional goals will be needed.

Rubric Layout
PSRRv4 features a more open format. The actual rubric document is straight forward: indicators on one side of the page, rating scale information on the other side. The level is marked at the bottom and transferred to the Profile Page at the end. Supporting information has been moved to this User's Guide. This guide contains definitions and descriptors which may help in the use of the rubric.

Self-Awareness

Self-Awareness

noun

    Aware of oneself, including one's traits, feelings, and behaviors.

Indicators in this area include:

- ✓ Knows their individual strengths and weaknesses
- ✓ Is knowledgeable of their disability and the supports needed to address it
- ✓ Has set realistic goals that are challenging but attainable
- ✓ Is knowledgeable of their individual learning style

Information you should think about to complete the rating:

- ❑ What are your strengths, talents and abilities?
- ❑ What are your weaknesses?
- ❑ Can you do your schoolwork/homework without help?
- ❑ Do you like to do schoolwork/homework alone or with a group?
- ❑ What is the best way to teach you something new?
- ❑ Which subjects do you like the best?
- ❑ Which subjects do you like the least?
- ❑ Which subjects do you get your best grades? Why?
- ❑ What strategies do you use to help you be successful in school?
- ❑ What do you really dislike? What situations cause you stress and frustration?
- ❑ Do you have a disability?

Glossary

Ability	A natural or acquired skill or talent.
Consistent	Reliable, steady.
Goal	The purpose toward which an effort is directed.
Learning Style	An individual's preferred mode of gaining knowledge.
Ownership	The act of having and controlling.
Strategy	A plan of action to accomplish a specific goal.
Strength	An attribute or quality of particular worth or utility; an asset.

Self-Awareness
Noun: Aware of oneself, including one's traits, feelings, and behaviors.

Indicators	Rating Scale
Knows their individual strengths and weaknesses	**1** • Student demonstrates control over Self-Awareness skills only through the use of external support. • Student requires consistent external control or direction to achieve success.
Is knowledgeable of their disability and the supports needed to address it	**2** • Student demonstrates some personal control over Self-Awareness skills by positive behaviors in most of the components. • Student requires counseling or direction to achieve success.
Has set realistic goals that are challenging but attainable	**3** • Student demonstrates ownership of Self-Awareness skills by showing positive behaviors in all of the components. • Student may require advice or direction to achieve the positive behaviors.
Is knowledgeable of their individual learning style	**4** • Student demonstrates high level of Self-Awareness skills by showing independence in all of the components • Student's ability in this area is a role model for others and does not require support from parents or others.

Self-Awareness Rating: 1   2   3   4

Resiliency *Noun:* Ability to recover readily from illness, depression, adversity, or the like.

Indicators in this area include:

- ✓ Has positive coping skills to manage stress
- ✓ Talks to others when experiencing difficulties
- ✓ Accepts positive guidance from others

- ✓ Plans ahead and makes choices

- ✓ Ability to manage negative outcomes and experiences effectively

- ✓ Adapts to changes in expected routines/activities
- ✓ Has a routine/method to address stress and anxiety
- ✓ Has the ability to function independently from parents/guardians

Information you should think about to complete the rating:

- ❑ What situations cause stress?
- ❑ What is my reaction to stress?
- ❑ Do I have people that I know can help me?
- ❑ When something unexpected happens does it upset me?
- ❑ In each environment is there someone that I can talk to if I need guidance?
- ❑ Can I bounce back when something bad or unexpected happens?
- ❑ What strategies help me to bounce back?
- ❑ Am I dependent on my parents/guardian for support?
- ❑ Can I make decisions/choices independent of my parents/guardian?
- ❑ Am I depdendent on others to make choices/decisions?
- ❑ Do I approach situations with a plan (plan ahead)?

Glossary

Coping Skills	ways in which we learn to deal with various stressor
Stressors	an activity, event, or other stimulus that causes anxiety, tension or pressure
Routines	commonplace tasks, chores, or duties done regularly or at specified intervals; typical or everyday activity
Stress	physical, mental, or emotional strain or tension
Anxiety	distress or uneasiness of mind caused by stressors
Choices	the right, power, or opportunity to choose from available options
Positive Guidance	A process where adults use strategies including reasoning, choice giving, problem-solving, negotiation, conflict resolution, and redirection when addressing an individual's behavior

<u>Resiliency</u> *Noun:* Ability to recover readily from illness, depression, adversity, or the like.

Indicators	Rating Scale
Positive coping skills: manages stress	
Talks to others when experiencing difficulties	**1** Student requires consistent external support to perform these indicators (totally dependent upon others)
Accepts positive guidance from others	
Adapts to changes in expected routines/activities	**2** Student requires direction and guidance to perform these indicators (Outside support is necessary for success)
Has a routine/method to address stress and anxiety	**3** Student may require advice or direction occasionally to perform these indicators. (External support is greatly decreased, self management is primary)
Plans ahead and makes choices	**4** Student's abilities in this area are a role model for others
Ability to function independently from parents	
Ability to manage negative outcomes and experiences effectively	

Resiliency Rating: *1*   *2*   *3*   *4*

Connections: *noun*: a circle of friends, associates relations or acquaintances. These connections can provide social support, help, advice and affection

Indicators in this area include:

✓ The individual participates in school based activities

✓ Individual is a member of a faith based organization

✓ Individual interacts in a variety of environments throughout the day

✓ The individual participates in community based service activities (volunteer)

✓ Individual has held a paid job

✓

Information you should think about to complete the rating:

❑ What situations cause stress?

❑ What is my reaction to stress?

❑ Do I have people that I know can help me?

❑ When something unexpected happens does it upset me?

❑ In each environment is there someone that I can talk to if I need guidance?

❑ Can I bounce back when something bad or unexpected happens?

❑ What strategies help me to bounce back?

❑ Am I dependent on my parents/guardian for support?

❑ Can I make decisions/choices independent of my parents/guardian?

❑ Am I depdendent on others to make choices/decisions?

❑ Do I approach situations with a plan (plan ahead)?

Glossary

Coping Skills	ways in which we learn to deal with various stressor
Stressors	an activity, event, or other stimulus that causes anxiety, tension or pressure
Routines	commonplace tasks, chores, or duties done regularly or at specified intervals; typical or everyday activity
Stress	physical, mental, or emotional strain or tension
Anxiety	distress or uneasiness of mind caused by stressors
Choices	the right, power, or opportunity to choose from available options
Positive Guidance	A process where adults use strategies including reasoning, choice giving, problem-solving, negotiation, conflict resolution, and redirection when addressing an individual's behavior

Connections: *noun*: a circle of friends, associates relations or acquaintances. These connections can provide social support, help, advice and affection.

Indicators	Rating Scale
Lives their life across a variety of settings (home, school, work, social, family, community, etc.)	
	1 Student has zero or one connection from the indicators.
Active participant is school clubs, school teams, or other school based social networks.	
	2 Student has two connections from the indicators.
Participates in a religious group/faith organization	
	3 Student has three connections from the indicators.
Has held a paid job 4 months or longer	
	4 Student has four connections from the indicators.
Participates in volunteer activities in their community	

Connections Rating: *1*   *2*   *3*   *4*

Social Skills: Personal

Social Skills: *noun*
   A group of skills that people need to interact and communicate with others.

Personal; *adj.*
   Pertaining to or characteristic of a person or self-conscious being:

Indicators in this area include:
- ✓ Develop friendships
- ✓ Develop romantic relationships
- ✓ Participation in extracurricular activities
- ✓ Sexuality
- ✓ Social decision making
- ✓ Participation in extracurricular activities
- ✓ Participation in community activities
- ✓ Initiating social behavior
- ✓ Having and keeping a job
- ✓ Anxiety and stress management

Information you should think about to complete the rating:
- ❑ What activities do you participate in after school?
- ❑ What helps you when you are feeling stressed?
- ❑ What is your work/job history?
- ❑ Have you done volunteer work?
- ❑ What helps you when you are feeling stressed?

Glossary

Counseling	Advice; opinion or instruction given in directing the judgment or conduct of another.
Direction	Management; control; guidance; supervision
Extracurricular	Outside the regular academic curriculum.
Responsibility	On one's own initiative or authority.
Role Model	A person whose behavior, example, or success is imitated by others.
Unsupervised	Not under constant observation.

Social Skills: Personal
Social Skills: *noun* A group of skills that people need to interact and communicate with others. Personal *adj.* Pertaining to or characteristic of a person or self-conscious being.

Indicators	Rating Scale
Has friends (develops friendships)	**_1_** • Student demonstrates control in personal/social areas only through the use of external support. • Student requires external control or direction to achieve success.
Has "safe" person(s) to talk to	2 • *Student demonstrates some personal control over personal/social skills as demonstrated by positive behaviors in most of areas.* • *Student will require counseling or direction to achieve success.*
Shows empathy	3 • Student demonstrates responsibility in personal/ social skills as demonstrated by positive behaviors in all of the areas. • Student may require advice or direction to achieve the positive behaviors.
Accepts difference and diversity	4 • Student demonstrates high level of personal/social skills by showing independence in all of the areas. • Student's behavior is a role model for others and does not require support from parents or others.
Resolves conflicts peacefully	

Social Skills Personal Rating: 1   2   3   4

Social Skills: Academic

Social Skills
   A group of skills that people need to interact and communicate with others.

Academic
adj
   Pertaining to areas of study

Indicators in this area include:

✓ Self-Advocacy
   * Identify own needs
   * Attend meetings about needs
   * Talk to teachers and support staff

✓ Anxiety and stress management

Information you should think about to complete the rating:
   ❑ Do you actively participate in planning meeting about your future?
   ❑ What do you need help with in school?
   ❑ Where do you get help when you need it in school?
   ❑ Do you have an IEP or 504 plan? If "yes", what is your disability?

Glossary:

Counseling	Advice; opinion or instruction given in directing the judgment or conduct of another.
Direction	Management; control; guidance; supervision
Responsibility	On one's own initiative or authority
Role Model	A person whose behavior, example, or success is or can be emulated by others.
Self-Advocacy	An individual's ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs, and rights. (VanReussen, et al, 1994)
Support Staff	Persons that assist the education process. This can include classroom and non-classroom staff.

Social Skills Academic

Social Skills: A group of skills that people need to interact and communicate with others. *Academic:* Pertaining to areas of study

<u>Indicators</u>	<u>Rating Scale</u>
Engages in daily activities	**1** • Student <u>demonstrates control</u> over Academic Social skills <u>only through</u> the use of <u>external support</u> in the components. • Student requires consistent external control or direction to achieve success.
Uses academic support systems	**2** • Student <u>demonstrates some personal control</u> over Academic Social skills by positive behaviors in <u>most</u> of the components. • Student requires <u>counseling or direction</u> to achieve success.
80% school attendance rate Attends class on time	**3** • Student <u>demonstrates responsibility</u> in Academic Social skills by positive behaviors in all of the components. • Student may require <u>advice or direction</u> to achieve the positive behaviors.
Self-Advocacy • Identify own needs • Attend meetings about needs • Talk to teachers and support staff	**4** • Student demonstrates <u>high level</u> of Academic Social skills by showing independence in <u>all</u> of the components. • Student's behavior is a <u>role model</u> for others and <u>does not</u> require support from parents or others.

Social Skills Academic Rating: 1   2   3   4

Motivation

Motivation: *noun*
The psychological feature that arouses a person to action toward a desired goal.

Indicators in this area include:

- ✓ Knows their individual strengths and weaknesses
- ✓ Uses their skills effectively and efficiently
- ✓ Has developed a plan A and a plan B
- ✓ Is motivated to work towards achieving their goals
- ✓ Has goals

Information you should think about to complete the rating:

- ❑ Why do you want to go to college?
- ❑ What do you want to study? Why do you want to study this?
- ❑ What motivates you to do well?
- ❑ What do you want to do after college?
- ❑ If your first plan does not work out do you have a second plan?

Glossary

Articulate	To make clear or effective.
Backup Plan	An alternative solution adopted when one's original plan does not succeed.
Framework	A set of assumptions, concepts, values, and practices that constitutes a way of viewing reality.
Goals	The purpose towards which an effort is directed.
Independent	Not relying on another or others for aid or support.

Motivation *Noun*: The psychological feature that arouses a person to action toward a desired goal.

Indicators	Rating Scale

Has hope

Has positive life view

Has goals

Feels they have the resources to achieve goals

Has positive peer influences

1
The student <u>cannot articulate why</u> they wish to attend college or a postsecondary program or how it will impact their life goals.

2
- The student can articulate why they want to attend college or a postsecondary program and what goals they hope to accomplish by attending a program.
- The student has no backup plan or strategies in place.

3
- The student can articulate why they want to attend college and what goals they hope to accomplish by attending college.
- The student has the framework of a backup plan but is not prepared to implement it.

4
- Student begins tasks and responsibilities by self.
- Student demonstrates ability to change behavior/path if goals are not being achieved.
- Student manages homework independently.
- The student can articulate why they want to attend college/postsecondary program and what goals they hope to accomplish by attending.
- Student has selected a course of study that moves them towards their career goal.
- The student also has a backup plan and has taken steps to implement it.
- Student has career goal that uses their strengths and skills and minimizes their weaknesses.

Motivation Rating: *1*   *2*   *3*   *4*

Study Skills: Acquiring and Manipulating Information

Study Skills
Strategies and methods of purposeful learning.

Acquiring
verb
To gain for oneself through one's actions or efforts.

Manipulating
verb
To handle, manage or use with skill.

Information
noun
Knowledge gained through study, communication, research, instruction, etc.

Indicators in this area include:
✓ The student describes how they study for an exam.
✓ The student can describe how they research a topic.
✓ The student can describe how they organize information.

Information you should think about to complete the rating:
❑ How do you prepare for a test?

Do you use an outline?	Index cards
Color Code	Re-Read textbook
Highlight text	Cram

❑ How much time do you spend studying for an exam/test?
❑ Do you take notes in class and use them for studying?

Glossary

Consistently	Reliable; steady
Occasionally	Now and then; from time to time
Rarely	Infrequently; seldom
Research	Close, careful study.
Subject Matter	Matter under consideration in a written work or speech; a theme

Study Skills: Acquiring and Manipulating Information:

acquiring strategies and methods for purposeful learning of knowledge gained through various methods such as study, communication, research and instruction.

Indicators	Rating Scale
Knows their learning style	**1** Student *rarely* is able to produce notes and materials that would include the following: Subject matter; Main ideas and Supporting details *across curricular areas*
Possesses sound time management and organization skills	**2** Student *occasionally* produces notes and materials but <u>two</u> of the following are generally <u>missing</u>: Subject matter; Main ideas and/or Supporting details *across curricular areas.*
Can describe how they organize information	**3** Student can *usually* produce notes and materials that are <u>missing one</u> of the following elements: Subject matter; Main ideas and/or Supporting details *not across all curricular areas.*
	4 Student can *consistently* produce notes and materials that address: Subject matter; Main ideas; Supporting details *across curricular areas.*

Study Skills: Acquiring & Manipulating Information Rating:

1   2   3   4

Study Skills: Using and Producing Information

Study Skills
Strategies and methods of purposeful learning.

Using
verb

Apply to one's own purposes.

Producing
verb

To bring into existence by intellectual or creative ability.

Information
noun

Knowledge gained through study, communication, research, instruction, etc.

Information you should think about to complete the rating:
- ❑ Do you study by yourself or with a friend?
- ❑ Where do you study?
- ❑ How do you check your work?
- ❑ What distracts you from studying?

Glossary

Ability	Competence in an activity or occupation because of one's skill, training, or other qualification.
Consistently	Reliable; steady.
Curriculum	A group of related courses, often in a special field of study.
Inconsistently	Not regular or predictable; erratic.
Produce	Bring into existence by intellectual or creative ability.
Sometimes	At times; now and then.

Study Skills: Using and Producing Information: Bring into existence, knowledge gained through study, communication, research and instruction using strategies and methods of purposeful

Indicators	Rating Scale
The student knows their learning style	**1** Student consistently <u>does not</u> produce and use information across all curricular areas.
The student knows the conditions that lead to optimal studying and production of school work.	**2** Student shows the ability to <u>occasionally</u> produce and use information as demonstrated by curriculum based measures <u>inconsistently</u> across <u>some</u> curricular areas.
	3 Student can <u>sometimes</u> produce and use information as demonstrated by curriculum based measures across <u>most</u> curricular areas.
	4 Student can <u>consistently produce</u> and use information as demonstrated by curriculum based measures across <u>all</u> curricular areas. Student can prepare for tests and can self-check their work with no external support.

Study Skills: Using and Producing Information Rating

1   2   3   4

Literacy

Literacy: *noun*
    The ability to read and write.

Indicators in this area include:

- ✓ Does the student read textbooks?
- ✓ Does the student read material for relaxation or to gain information?
- ✓ What was the last book the student read?
- ✓ Does the student read books assigned by school?
- ✓ What magazines does the student read? Why?

Information you should think about to complete the rating:

- ❑ What do you read for fun/enjoyment?
- ❑ What are some of your favorite novels that you read in school?
- ❑ What are your favorite magazines?
- ❑ What was the last book you read?
- ❑ What other sources/resources do you use to gain information?

Glossary

Accommodations	The act of providing something (i.e., extra time on tests) to meet a need.
Comprehend	Get the meaning of something.
Curriculum	A group of related courses, often in a special field of study.
Diagnostic Reading Test	Measures the major components of the reading process and is used to diagnose students' strengths and weaknesses in reading.
Read	To look carefully at written material so as to understand the meaning.
Resource	Something that can be used for support or help.

<u>Literacy</u> *Noun*: The ability to read and write

<u>Indicators</u>	<u>Rating Scale</u>
Does the student read textbooks?	
	1
Does the student read material for relaxation or to gain information?	Reads and comprehends <u>below</u> the 8th grade level as demonstrated by: • Diagnostic reading tests With the support of curriculum based measures and/or state assessment performance.
	2
What was the last book the student read?	Reads and comprehends <u>at the 8th grade</u> level as determined by**:** • diagnostic reading achievement tests • curriculum based measures • state assessment performance with or without the use of <u>accommodations</u> that are proven to be needed.
Does the student read books assigned by the school?	
	3
What magazines does the student read? Why?	Reads and comprehends <u>at the 10th grade level</u> as determined by: • diagnostic reading achievement tests and/or • curriculum based measures and/or • state assessment performance with or without the use of accommodations that are proven to be needed.
	4
	Reads and comprehends <u>at the grade 12 level</u>* as determined by: • diagnostic reading achievement tests • curriculum based measures • state assessment performance with or without the use of accommodations that are proven to be needed.

Literacy Rating   *1*   *2*   *3*   *4*

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The following section, *Legal Framework*, is for any student who will be requesting accommodations from the college due to a history of or experience with a disability.

If this does not apply to you, turn to page 26 to complete the Profile Sheet.

Legal Framework

Legal Framework
A system of rules that governs and regulates decision making, agreements and laws.

Indicators in this area include:
✓ Individual demonstrates their knowledge of the rights and responsibilities under each of the major laws impacting individuals with disabilities: IDEA, ADAAA and Section 504 of the Rehabilitation Act.

✓ For students applying to college, contact the Office of Learning Supports/Disability Services and ask for information about the interactive eligibility process for receiving services based on the Americans with Disabilities Amendments Act of 2008 (ADAAA).*

Information you should think about to complete the rating:
❑ Individual can articulate how their disability impacts their life.
❑ Individual can clearly express the accommodations and supports that help them to fully participate.
❑ Individual can reference the proper law and its procedures when requesting accommodations.

Glossary

Section 504 of the Rehabilitation Act	Ensures that no other–wise qualified person with a disability is denied access to, benefits of, or is subject to discrimination solely on the basis of disability. It allows eligible individuals with disabilities the same access to programs, activities and services as their nondisabled peers.
IDEA: Individuals with Disabilities Education Act	The law that provides a free, appropriate public education from pre–school to grade 12 in the least restrictive environment to identified students with disabilities, including special education and related services. IDEA meets the specific special education needs of the student and modifies the program accordingly.
ADAAA: Americans with Disabilities Amendment Act	A civil rights law that was originally passed by Congress in 1990 (as the Americans with Disabilities Act–ADA) and protects individuals with disabilities from discrimination in the workplace, as well as school and other settings.

Legal Framework: A system of rules that governs and regulates decision making, agreements and laws.

Answer the following True/False questions.

1) Protection under IDEA means the IEP/504Plan will continue
   to be implemented in college.   True   False

2) A student can request accommodations at any time and as needed. True   False

3) Protection under Section 504/ADAAA of 2008 means colleges can
   provide an accommodation to anyone who wants an
   accommodation in a postsecondary setting.   True   False

4) In order for a student to receive an accommodation in post-secondary
   settings the student must have a life threating condition.   True   False

5) Students with disabilities cannot live on campus.   True   False

6) To access accommodations in post-secondary settings you must
   self-identify to the Office of Disability Services.   True   False

7) A student must pick up new accommodation letters from the
   Disability Services Office every semester and present them to the
   appropriate instructors in order to receive accommodations.   True   False

8) Parents receive a copy of the student's grades and schedule.   True   False

9) Postsecondary institutions have a legal mandate to provide protection
   from discrimination on the basis of disability by providing
   reasonable accommodations.   True   False

10) If the Disability Services Office approves an accommodation, the
    professors must allow it.   True   False

11) A student automatically receives the same supports and
    accommodations in post-secondary settings that were provided
    in high school.   True   False

12) The Disability Services Office may request recent psychological
    reports and testing to approve accommodations.   True   False

See Page **14** for the answers and Rating.

Legal Framework Answers and Rating

1) Protection under IDEA means the IEP/504Plan will continue
   to be implemented in college.   **False**

2) A student can request accommodations at any time and as needed.   **True**

4) Protection under Section 504/ADAAA of 2008 means colleges can
   provide an accommodation to anyone who wants an
   accommodation in a postsecondary setting.   **False**

4) In order for a student to receive an accommodation in post-secondary
   settings the student must have a life threating condition.   **False**

5) Students with disabilities cannot live on campus.   **False**

6) To access accommodations in post-secondary settings you must
   self-identify to the Office of Disability Services.   **True**

7) A student must pick up new accommodation letters from the
   Disability Services Office every semester and present them to the
   appropriate instructors in order to receive accommodations.   **True**

8) Parents receive a copy of the student's grades and schedule.   **False**

9) Postsecondary institutions have a legal mandate to provide protection
   from discrimination on the basis of disability by providing
   reasonable accommodations.   **True**

10) If the Disability Services Office approves an accommodation, the
    professors must allow it.   **True**

11) A student automatically receives the same supports and
    accommodations in post-secondary settings that were provided
    in high school.   **False**

12) The Disability Services Office may request recent psychological
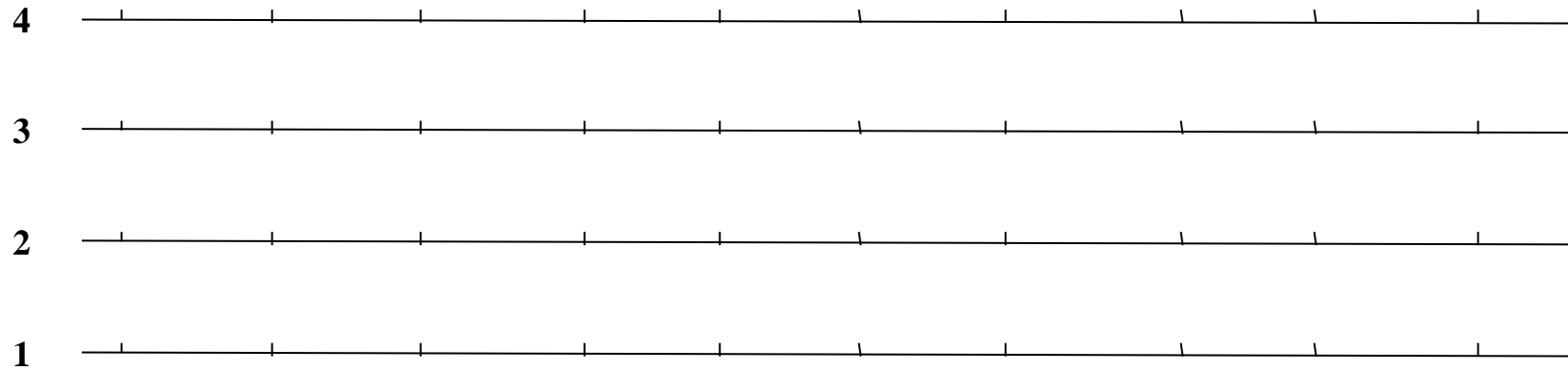   reports and testing to approve accommodations.   **True**

Number of correct responses: _____

Rating Scale:

1   **True/False test score: 4 correct responses or lower**

2   **True/False test score: 5, 6 or 7 correct responses**

3   **True/False test score: 8, 9 or 10 correct responses**

4   **True/False test score: 11 or 12 correct responses**

Profile Sheet

Chart your profile. Indicate the rating for each category and connect the dots

4 ⊢———┼————┼————┼————┼————┼————┼————┼————┼————┼————

3 ⊢———┼————┼————┼————┼————┼————┼————┼————┼————┼————

2 ⊢———┼————┼————┼————┼————┼————┼————┼————┼————┼————

1 ⊢———┼————┼————┼————┼————┼————┼————┼————┼————┼————

Self - Awareness	**Resiliency**	Connections	Social Skills Personal	Social Skills Academic	Motivation	Study Skills: Acquiring and Manipulating Information	Study Skills: Using and Producing Information	Literacy	Student's knowledge of their place in a legal framework

Please note:

✓ It is not expected that any student would rate 4 in every category. A "wavy" line would be what is expected.

✓ Students whose skill set is in the 3, 4 range would seem to be very well prepared to attend college and have an increased probability to graduate college. Dips into the 1, 2 range will identify skills that require focused attention. If the dip is due to a disability, it indicates the area(s) where supports and accommodations will need to be focused.

✓ Students whose profile stays primarily in the 1, 2 range should talk with their parents and guidance counselor about strategies to improve their skill set(s) and/or alternate paths to achieve their goals.

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transition process for college freshmen with learning disabilities. *College Student
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Helpful Web Resources

www.ahead.org
Association for postsecondary disability service providers; also provides college success and documentation information.

www.collegeboard.org
The educators section provides both internal and external research and documentation guidelines for obtaining testing accommodations.

www.ldonline.org
Site provides information for teachers, school personnel, families and students; referrals and resources are also available.

www.schwablearning.org
Site provides a large array of literature and information for professionals, families and students.

http://www.thinkcollege.net
Site that provides information about college options for people with intellectual disabilities.

https://www.jedfoundation.org/
JED is a national nonprofit that exists to protect emotional health and prevent suicide for our nation's teens and young adults.

Social-Emotional Learning Assessment Measures for Middle School Youth
Social Development Research Group, University of Washington: Commissioned by the Raikes Foundation
      Kevin Haggerty, MSW
      Jenna Elgin, M.Ed.
      Andrew Wooley
http://www.searchinstitute.org/sites/default/files/a/DAP-Raikes-Foundation-Review.pdf

Measuring Healthy Days
Monograph
Center for Disease Control (CDC)
November 2000
https://www.cdc.gov/hrqol/pdfs/mhd.pdf

Assessing Child and Youth Well-Being: Implications for Child Welfare Practice
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School of Social Welfare
University of California, Berkeley
September 2006
https://pdfs.semanticscholar.org/3a59/c58311370511208c07ba97e7fbc0b504a3fa.pdf

Starting the Conversation: College and Your Mental Health
National Alliance on Mental Illness (NAMI) and the JED Foundation
https://www.nami.org/collegeguide/download

Glossary Resources

American Heritage Dictionary
Dictionary.com