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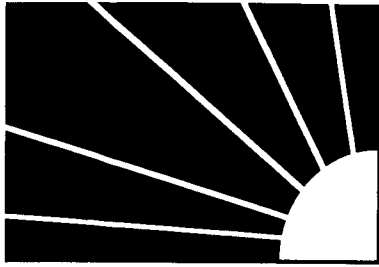ED 405 504   CE 073 749

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ABSTRACT
                  This handbook is designed to help educators at the
secondary and postsecondary level implement strategies to serve
students with special needs in tech prep programs. Chapter 1 suggests
how it can be used. Chapter 2 defines tech prep and addresses its
funding, students, and mission and goal in Virginia. Chapter 3
focuses on what the Perkins Act says about special populations,
particularly funding, equal access, and descriptions of special
populations. Chapter 4 suggests steps and strategies for full access:
monitoring, recruitment, enrollment, exploration, placement,
instructional modifications and accommodations, alternative testing,
supplementary support service, and other necessary supports. Chapter
5 lists those strategies and requirements of which students must be
aware, and which are necessary for students to be successful each
year in tech prep programs. Chapter 6 describes best practices,
specifically, the Southwest Virginia Regional Center for the Learning
Disabled (LEAP) and St. Mary's County Technical Center. Appendixes
include a list of resource organizations: state tech prep, national
tech prep, national disability related toll-free telephone services,
Virginia Community College System (VCCS) programs, directory of
diversity programs in the VCCS; glossary; common abbreviations for
transition planning; Americans with Disabilities Act fact sheet; and
annotated listing of 86 print and audiovisual items in the
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ACCESS TO SUCCESS

Strategies for Serving Special Populations in Tech Prep Programs

A Handbook

Tech Prep in Virginia
Richmond, VA 23219

9-901.071/VS

TECH PREP

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Preface

This handbook, the product of a state-funded Tech Prep grant, has been developed to enhance communication between secondary and postsecondary programs that address the educational challenges of students with special needs in Tech Prep programs. This handbook is designed to help educators at the secondary and postsecondary level implement strategies to serve the needs of these students.

The New River Tech Prep Consortium Committee realizes the door to Tech Prep opportunities must be opened to students from special populations. A lack of awareness is perhaps the main reason the door remains closed. Often, educators lack knowledge about how to accommodate these students. Also, students from special populations may not be aware of the Tech Prep option. Generally, if students show interest in a project and a desire to participate, they succeed. Likewise, students with special needs will be successful in Tech Prep programs if they are provided with the necessary supports. New River Community College is addressing this issue. The Learning Achievement Program (LEAP Center) at the college offers students with special learning needs every opportunity to succeed. The center tailors its services to students' individual needs so that they may achieve in all college programs, including Tech Prep.

This handbook seeks to provide insight into activities and current program practices in quality Tech Prep programs in Virginia. The breadth and depth of the content may help guide the further development of Tech Prep practices in the state to serve students with special needs equally.

Acknowledgments

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P.L. 101-392

Introduction

"The real purpose of books is to trap the mind into doing its own thinking."
Christopher Morley

Success with a Learning Disability: A Personal Story

During the 1990 graduation exercises at a Virginia community college, the president of the Student Government Association gave the following speech on her own experiences as a student with a disability. Her speech reflects the challenges that students and community college faculty from across the nation face as increasing numbers of students with disabilities enter postsecondary education.

> Good evening! This is about an individual who was told by her high school guidance counselor that she was not college material. She had poor grades and did not feel that she would ever succeed in college. Upon hearing this, she agreed with the counselor and decided to go into the work force. She worked for several years at a variety of jobs, such as flight attendant, secretary, and receptionist. After these experiences, she realized that she could never obtain the career that she really wanted without further education. She then decided to increase her knowledge, even though it had been years since she had last picked up a book. This was a difficult decision because of her previous academic failures. Soon after, she began to attend a local community college in spite of her fear that she would not succeed. It was at this time that a hidden learning disability was discovered. She was found to be an audiovisual learner. This means that her textbooks must be on tape, tests are untimed, and note takers are used in her classes. Within a year this person, who was ranked at the bottom of her high school graduating class, and dealing with the frustrations that accompany a learning disability, was maintaining a 3.0, [serving as] president of the Student Government, and preparing to transfer to Radford University.

The person in the story is me. I chose to share this experience with you because it is a real, personal example that shows you can reach your goals no matter what the obstacles, as other learning disabled individuals have done before me, such as Albert Einstein, Nelson Rockefeller, Walt Disney, and Agatha Christie.

"Some people have many reasons why they cannot do what they want, when all they need is one reason why they can!"

I would love to thank all those people who, regardless of my learning disability, taught me that I could obtain the knowledge needed to complete my degree.

In conclusion, I would like to leave you with a saying I once heard that sums up the impression I would like this speech to leave with you. "Some people have many reasons why they cannot do what they want, when all they need is one reason why they can!"

(Virginia Community College System, 1991)

What Is This Handbook About?

This community college graduate's story illustrates why the unique learning needs of students from special populations must be specifically addressed. It is necessary to equip educators with ideas, strategies, practices, and resources so that students with special needs can be successful in Tech Prep programs. The material presented in this handbook ensures equity for special populations in not only Tech Prep programs but also any other vocational education program.

This handbook is recommended as a resource to ensure equity in Tech Prep programs.

Who Is This Book For?

Access to Success is recommended for anyone who works with Tech Prep programs and/or students from special populations. The content is equally useful for secondary and postsecondary education personnel. The handbook should be in the hands of vocational, academic, and special education teachers; vocational and special education administrators; Tech Prep coordinators; counselors; students; teachers' aides; program instructors; college support service personnel; curriculum developers; and parents.

How Can This Book Be Used?

This handbook is recommended as a resource to ensure equity in Tech Prep programs. It can be used in curriculum development, workshops, teacher preservice and inservice training, and Tech Prep development meetings. In addition, it is meant to serve as a guide for implementing practices and strategies that accommodate students from special populations in Tech Prep programs.
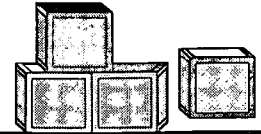
"Equal access gives students from special populations the opportunity to fully participate in Tech Prep programs."
Darlene Blake, 1995

Introduction

Tech Prep programs are in various stages of development across the country. The Carl D. Perkins Vocational and Applied Technology Act of 1990 (P.L. 101-392) describes Tech Prep as meeting three requirements: a) the size, scope, and quality to be effective; b) the integration of academic and vocational education through coherent sequence of courses; and c) equitable participation for special populations. The latter requirement of the law includes providing the services needed to participate successfully in high-quality vocational education programs. However, only a limited number of programs nationwide have addressed the needs of students from special populations. Research in vocational education for special needs students and their transition from secondary to postsecondary environments has reinforced the need for academic course work that is related and supported by real work experiences and vocational education. This cannot be provided, however, without important support services such as assessment, counseling, modifications and accommodations, and specific work site supports. Unfortunately, most professionals in Tech Prep programs are unfamiliar with the needs of special populations and are at a loss when it comes to implementing instructional strategies or making accommodations fit individual needs.

What Is Tech Prep?

Tech Prep is a secondary to postsecondary career path linked to business, industry, labor, government, and the community that leads to further education and employment. The components of Tech Prep include
◆ a comprehensive career development plan
◆ a coherent sequence of courses designed for a specific career cluster that integrates academic and occupational education
◆ a learning environment with the application emphasis on mathematics, communication, science, and technologies
◆ a seamless transition from secondary to postsecondary opportunities and employment

The intent of Tech Prep programs, as stated in the Perkins Act, is to enable equitable participation for members of special populations, including provision of the services needed for them to participate successfully in high-quality vocational programs. To keep the spirit of the law alive, Tech Prep needs to open the door to students with special needs—there should be no question about whom the program serves. Every student should have an equal opportunity to enroll in vocational education programs (Virginia State Tech Prep Advisory Board, 1993).

Federal Definition

The Perkins Act defines Tech Prep as a combined secondary and postsecondary (including apprenticeship) program that
◆ leads to an associate degree or two-year certificate (diploma) at the community college level
◆ provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial or practical art or trade, agriculture, health, or business
◆ builds student competence in mathematics, science, and communication (including the use of applied academics) through a sequential course of study
◆ leads to employment
(*Tech Prep in Virginia: Facts and Figures*, September 1994)

What Is a Tech Prep Program?

Tech Prep is a seamless, integrated program.

A Tech Prep program is a combined secondary and minimum two-year postsecondary seamless, integrated program of study with options for work-based learning. This program has a placement component that can lead either to employment or further education, which may include a four-year degree.

Tech Prep programs are selected from one of the following career cluster areas:
◆ Agriculture, Environment, and Natural Resources
◆ Business and Marketing
◆ Health, Human, and Public Service
◆ Engineering and Industrial Technologies
◆ Communication, Arts, and Media

How Is Tech Prep Funded?

Under Title II of the Perkins Act, Tech Prep is funded through a formula grant allocation to each state. Under Title III, each State Department of Education channels funds from the federal government to the local level. State grants to Tech Prep consortia must be equitably distributed between urban and rural participants.

Who Is a Tech Prep Student?

A Tech Prep student is an individual who has been counseled in career options, has decided to complete a Tech Prep career plan for an identified cluster area, and is actively pursuing the fulfillment of secondary/postsecondary requirements of a Tech Prep program.

Secondary Tech Prep | Postsecondary | Work

Industrial Technology

Sophomores

Math
Science
Communication
Computer Applications
Introduction to Technology

ELECTIVES

Four-year Degree → Professional

Two-year Degree → Technical

Skilled

Juniors

Vocational Education
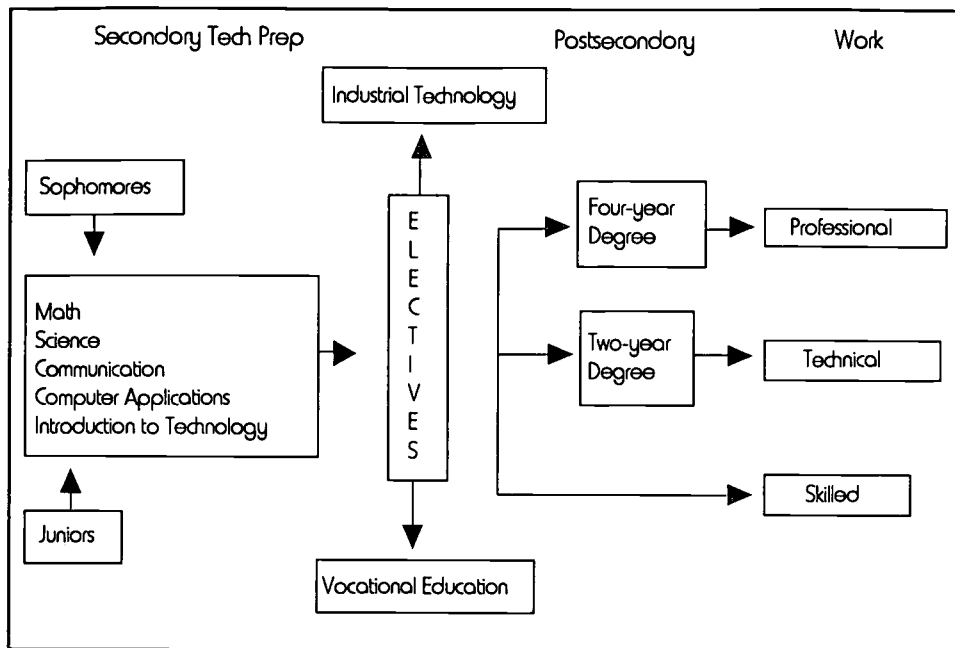
What Are the Mission and Goals of Tech Prep in Virginia?

Mission

Tech Prep provides opportunities for all students to prepare for work and further learning by linking education with business, industry, labor, and the community.

Goals

The following goals have been identified for Tech Prep programs in Virginia.

◆ Improve academic and technical competence of students through integrated curriculum, which includes world-of-work applications.

◆ Facilitate a seamless transition for students from secondary to postsecondary education and the world of work.

◆ Increase the number of students who earn high school diplomas and postsecondary certificates and degrees.

◆ Prepare students for work by developing and implementing programs that are responsive to labor market needs.

◆ Provide students with comprehensive career counseling and advising services.

◆ Provide equal access to Tech Prep for special populations and minorities, equivalent to those accessible to the general population.

◆ Inform students, parents, and the community about Tech Prep opportunities.

◆ Contribute to economic development by providing a competitive work force.

◆ Initiate, stimulate, and support educational improvement at the secondary and postsecondary levels.

◆ Create a community-based approach to Tech Prep by establishing partnerships among secondary and postsecondary education; business, industry, labor, government, and education; and academic and vocational education.

Tech Prep provides opportunities for all students.

❖ Enhance academic and technical competence of educators through extensive professional development activities.

Completion of the secondary portion of the Tech Prep program must signal academic and technical competence to higher education institutions and employers. This is to ensure acceptance of the program at the higher education level, and satisfactory performance by the student in meeting educational and employment standards.

Tech Prep in Virginia has involved

- **21,580 students**
- **6,090 teachers**
- **1,925 representatives from business and industry**
- **828 counselors**

(*Tech Prep Today A Transition From School to Work*, Spring 1995)

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Special Populations: What Perkins Says

"...stress the positive by apprising students of all available options, help them learn about themselves, and allow them to make their own choices."
Carolyn Maddy-Berstein, 1994

Tech Prep and Special Populations?

The Perkins Act requires that states act to improve selected vocational programs and services for all segments of the population. In particular, the Act directs funds to improve vocational education programs and services in districts and sites that have high concentrations of special populations. The following five groups of individuals fall under special populations as defined by the 1990 law:
1. Individuals with disabilities
2. Educationally and economically disadvantaged individuals
3. Individuals with limited English proficiency
4. Individuals participating in programs designed to eliminate sex bias
5. Individuals in correctional institutions

Under the Act, section 118 requires states to identify and provide equal access to recruitment, enrollment, and placement activities for special populations. Further, Section 118(2) charges

> ... individuals who are members of special populations will be provided with equal access to the full range of vocational education programs available to individuals who are not members of special populations, including occupational-specific courses of study, cooperative education, apprenticeship programs, and to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as a member of special populations ... .

Funding

The Act provides funding for vocational education programs and services for secondary, postsecondary, and adult services. The Act requires states to monitor programs to ensure equal access to members of special populations, and under Section 112d (8), state councils are required to "report to the state board on the extent to which the individuals who are members of special populations are provided equal access to quality vocational education programs."

In This Chapter...
Tech Prep and Special Populations

Funding

Equal Access

Descriptions of Special Population Groups

Remember...

Special Populations
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Equal Access

Tech Prep programs must offer equal access to members of special populations, and, if necessary, develop education programs and support services appropriate to the needs of such individuals. Equal access is defined as a proportional incidence of special populations enrolled in, and successfully completing, all of the elements associated with Tech Prep. Achieving this goal requires proactive involvement, recruitment, related services, assistive technology, and other supplemental services or aids. The percentage of special populations benefiting from each element should at least be equal to their incidence in the total school population.

Descriptions of Special Population Groups

Individuals with Disabilities

The term *disabled*, when applied to individuals, encompasses those who
◆ are mentally retarded
◆ are hard of hearing
◆ are deaf
◆ are speech-impaired
◆ are visually handicapped
◆ are seriously emotionally disturbed
◆ are orthopedically impaired
◆ have other health impairments
◆ have specific learning disabilities
◆ have autism
◆ have traumatic brain injury
These persons require special education or related services, and, in most cases, they cannot succeed in the regular vocational education program without support.

Disadvantaged

The term *disadvantaged* refers to individuals (other than those with disabilities) who have economic or academic disadvantages and who require special services and assistance to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families; are migrants; have limited English proficiency; and are secondary school dropouts, or who are identified as potential dropouts.

Academically Disadvantaged

An individual who meets one or more of the following indicators may be considered academically disadvantaged:
◆ scores below the 25th percentile on a standardized achievement or aptitude test
◆ achieves below 2.0 on a 4.0 scale (where the letter grade of "A" equals 4.0) at the secondary school level
◆ fails to attain minimal academic competencies
The definition does not include individuals identified as having a learning disability.

Economically Disadvantaged

An economically disadvantaged student is an individual who is eligible for one or more of the following benefits:

◆ Aid to Families with Dependent Children (AFDC) under Part A of Title IV of the Social Security Act
◆ the Food Stamp Act of 1977
◆ Section 1005 of Chapter I of Title I of the Elementary and Secondary Education Act of 1965
◆ Pell Grant or comparable state program of need-based financial assistance
◆ Title II programs of the Job Training Partnership Act (JTPA)

Individuals with Limited English Proficiency

A student classified as limited English proficient speaks a native language other than English. For this reason, the individual has difficulty speaking, reading, writing, or understanding the English language. Difficulty with the English language presents a barrier to the individual's success in the classroom, where instruction is in English, and also limits the individual's full participation in society.

Difficulty with the English language presents a barrier to the individual's success in the classroom.

Individuals in Nontraditional Categories

A student is categorized as nontraditional if he or she is a member of a gender that makes up 25% or fewer enrollees in a vocational education program. A nontraditional student may be identified as nontraditional from the time of enrollment in a program on the state list of eligible programs or in a local program that meets the 25% criteria for gender enrollment.

Other categories that usually meet the criteria for nontraditional include single parents, displaced homemakers, single pregnant women, and teenage parents.

Individuals in Correctional Institutes

This category is not addressed in the secondary or postsecondary school system. However, the Department of Correctional Education of Virginia (DCE) has been granted funds to develop Tech Prep projects to meet the needs of special populations served by the Department of Corrections. The DCE Tech Prep planning team is designing a BRIDGE curriculum that can help the special needs youth or juvenile offender span the gap separating them from participation in credited and certified course work. For further information on this program, contact the Virginia Department of Correctional Education.

Remember... *Each and every student is unique*

Students bring with them a diverse set of experiences and strengths. Though students may learn in different ways, there is no need for teachers to change or water down the curriculum for members of special populations. It is important, however, to learn as much as possible about these students. Educators should ask students which styles of learning work best for them. Together, students and teachers can develop strategies to ensure that students have full access to the program and its activities. Every effort must be made to help students from special populations meet their maximum learning potential.
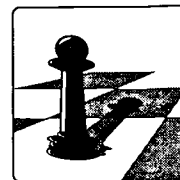
"If students can't learn the way you teach, you have to teach the way they learn."
Unknown

Introduction

Many factors affect students' performance in school and act as filters through which they experience all events in their lives. Both general and special sensitivity is fundamental to assisting special population students. The Perkins Act, in establishing Tech Prep, gives priority to serving students from special populations. To actively comply with the law, educators need to engage in outreach activities that identify and recruit students with special needs for Tech Prep programs. Recruitment, enrollment, and placement are integral activities in ensuring equitable participation, which is a fundamental right of all students.

Equal Access and Full Participation

After students are placed in a Tech Prep program, vocational educators must have access to supplementary services to ensure the students' full participation in their programs. The student assessment process is one of the most important steps in ensuring full participation and creating an optimal setting for success. Assessments identify students' strengths and limitations as well as any special needs that require guidance and counseling and transitional services. A wide range of supplementary services, such as tutoring, note-taking, adaptive devices/ equipment, and other resources deemed appropriate, may be needed to maximize the student's abilities and potential for success.

Monitoring

Program and student monitoring is essential for evaluating the extent to which content and practices allow for access and opportunities. Programs, services, and supports needed by students to succeed must be identified to ensure equitable participation in Tech Prep. Additionally, the societal, family, and community constraints faced by students must be considered as schools evaluate systematic and institutional barriers that may inhibit equal access. Follow-up surveys and questionnaires to students, parents, and employers can meet this criterion. Best practices and support services can be shared among schools that are developing promising and effective programs. Students, too, should have an active role in the evaluation process. Vocational educators must empower

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students to make choices and decisions regarding their education and career direction.

Monitoring activities are primarily the responsibility of the vocational director and vocational education instructor. These activities need to be treated as an integral part of all school-to-work programs and student services. However, it is important that schools are careful not to base the success of the program on head-count and graduation figures alone. Statistical data may fail to provide sufficient information about student achievement within a Tech Prep program and the program's components that made that achievement possible (Illinois State Board of Education, Department of Adult, Vocational and Technical Education, 1992).

The State Plan for Perkins Programs

Although all vocational education programs must ensure that the rights of students are protected, the state has oversight responsibility for local implementation. The state plan for Perkins programs (e.g., Tech Prep) is the key policy that identifies how resources will be allocated to local education agencies (LEAs) for vocational education programs. The state must assess programs, establish standards and measures for student and program outcomes, and monitor and evaluate implementation of quality, equity, and participatory planning provisions. Specifically, the state must fulfill the following steps.

1. Conduct an assessment of programs within the state to determine educational quality, including the ability of recipients to meet the needs of students who are members of special populations and the ability to raise the quality of programs in schools with high concentrations of disadvantaged students.

2. Based on information gained from the assessment, prepare a state plan, which describes the manner in which the state will monitor and evaluate the ability of programs to appropriately serve students who are members of special populations and will ensure that programs are in compliance with the Perkins Act.

3. Develop a system of core standards and measures of performance for vocational programs that give special population students an opportunity to achieve in vocational education.

4. Integrate provisions and resources from other relevant laws and policies to ensure that the needs of students who are members of special populations are being met by involving state-level administrators of various programs (Center on Law and Education, n.d.).

The following section provides a step-by-step process for ensuring equal access for special populations in Tech Prep programs. Strategies to ensure both equitable and full participation are included under each step.

●●●●●●●●●●●●●●

Recruitment Activities

Promoting equal access to Tech Prep for students from special populations should be a priority. The Perkins Act stresses the need for outreach to, and recruitment of, members from special populations in quality vocational education programs.

The first steps in developing Tech Prep marketing strategies are as follows.
◆ Identify the target population(s). (It will be necessary to gather baseline data for individual groups of special populations within the community served.)
◆ Know where to locate these populations.
◆ Know the job market and what employers need from their workers.
◆ Be aware of projected work force needs.

Most students from special populations are unaware of Tech Prep. Therefore, school personnel need to spread the word to all students. School counselors are the primary conduit of program information to students. Basic strategies for recruiting students from special populations into Tech Prep programs include
◆ brochures
◆ summer school programs
◆ exploratory programs
◆ workshops on orientation day

To ensure that recruitment activities do not discriminate against persons from special populations, information should be in a language and form that the special needs student and parent can understand. Recruitment materials should provide insight specifically on
◆ opportunities available in vocational education
◆ eligibility requirements for enrollment
◆ specific courses that are available
◆ employment opportunities in the field
◆ placement services

The student should receive the information at least one year prior to entering the grade level in which vocational education programs are available or at an age appropriate to taking vocational courses, but no later than the ninth grade (Center for Law and Education, n.d.).

Recruitment, enrollment, and placement strategies ensure both equal access and full participation.

Enrollment Activities

Each student has a unique set of experiences and strengths, and students from special populations may learn differently from the general school population. However, educators should not use this reason as an excuse not to include these students or to dilute the curriculum taught in their courses. Instead, educators need to listen to students from special populations and learn from them how to modify instruction, material, or the physical environment to better meet the students' needs. Students are the best judge of what accommodation is needed to help them meet their maximum learning potential. Assessing students' potential may be

necessary to determine the most appropriate accommodation and placement of the student in a Tech Prep program.

Assessment

The Perkins Act requires an assessment of special needs students who are being targeted for Tech Prep programs. The scope and purpose of the assessment varies depending on resources available in a given locality. Generally, the assessment process provides a comprehensive profile of the students' vocational interests, strengths, limitations, and needs. School records are analyzed, and data are collected on the student's prevocational skills, interests, and aptitude.

Vocational assessment information is gathered both informally and formally. Informal assessments can be conducted by vocational teachers, guidance counselors, or special educators. Only trained vocational evaluators in a vocational assessment center or trained personnel in rehabilitation services can conduct a formal assessment. Results of informal and formal vocational assessments are used to ensure that students are placed in vocational programs related to their needs and interests. A team of professionals will cooperatively examine recommendations, align them with vocational programs, and suggest instructional strategies.

The Tech Prep mandate of meeting the needs of students from special populations can be accomplished by appropriately identifying and individually addressing students' interests and needs. Solutions may not be developed if based on the perceived needs of members of certain populations as a whole. Instead, educators should address their students' assessed needs to ensure success in quality Tech Prep programs (Center on Law and Education, n.d.).

All students should work with a career advisor or guidance counselor to identify and develop opportunities to gain experience in areas of interest.

Exploration

All students should have exploratory experiences that allow them to make informed educational planning choices. Students should
◆ explore a variety of vocational courses prior to eleventh grade
◆ determine a Tech Prep strand or career major in the eleventh grade (no later than the beginning of twelfth grade)
◆ simulate occupational skills in the classroom
◆ spend time at work sites (e.g., job-shadowing, on-the-job training, or mentorships)
◆ design and/or complete a career portfolio
◆ develop a career map

Assessment procedures such as inventory instruments can be used to help students identify career clusters that interest them and are suited to their abilities. All students should work with a career advisor or guidance counselor to identify and develop opportunities to gain experience in areas of interest. An educational plan is a helpful tool to map out a strategy. Students in special education programs are required to have such a plan (i.e., an Individual Education Program) with a statement of transition. However, it is a good idea to develop a similar plan for all students. This plan can help examine high school courses that will prepare students for postsecondary options. Tech Prep is an articulated program from secondary to postsecondary education; therefore, the plan can help to identify accommodations and special services a student may need to be successful in the program.

Placement Activities

Students must be made aware of Tech Prep programs no later than the ninth grade. Information on all vocational educational programs should be made available to students, parents, school personnel, and other professionals who may be involved in the educational and career program planning of the student.

Tech Prep programs usually begin in the eleventh grade, but exploration courses can be taken in prior grades. To ensure appropriate placement, the student must be assessed and, if necessary, participate in his or her own individual education and/or career planning. Proper planning leads students to success in their education, employability, and/or preparation for further training or education.

Before placing a student in a Tech Prep program, consideration should be given to the following issues:

◆ deciding on clear and measurable objectives of the vocational education class
◆ identifying student interests
◆ mapping out an educational plan
◆ identifying the "learning problems" and appropriate teaching strategies that accommodate the learning problems
◆ identifying personal/social behavior characteristics and management strategies that will be needed to ensure acceptance of the student
◆ identifying what support will be provided by special education teachers and other support staff (Ball State University, et al., n.d.)

To prepare for postsecondary placement, students must understand their strengths and weaknesses, their short-term and long-term goals, their disabilities, and what services they have been given in high school to accommodate their disabilities. Ultimately, students will identify appropriate postsecondary Tech Prep choices to match their individual needs and career goals.

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To prepare for postsecondary placement, students must understand their strengths and weaknesses, their short-term and long-term goals, and their disabilities.

Thoughts from a Learning Disabled Student

What It's Like to Be "LD"
By Michael Adams
New River Community College Student

One of the worst things about being LD is the pressure, most of which is self-induced. I get so discouraged when working math problems—the ones I continually keep getting wrong. I become humiliated when I ask questions about a problem and really understand that particular principle for a few minutes; then when the problem is stated differently, I have trouble working it. I often feel as if I'm an inconvenience for the teacher and that I take too much time from the other students. When I have to work the same problems over and over, I get very bored and it becomes tedious for me, especially when I am still not learning. It's as if the teachers can't find a way to start with the basics, then go along with me to find out where and why I'm having difficulties in working problems. I wish the teacher could find alternative ways to help me solve problems. If a teacher can't learn new teaching methods, how is a student supposed to learn new concepts? Isn't that what teaching and learning are all about?

Being LD is like having a bad day, not terrible or awful, just bad! It's like driving a car to work and running out of gas. My foot pushes the pedal to the floor, but I'm still SLOWING down. Everyone is passing me by, and I even get a few nasty looks for getting in somebody's way. As I slowly drive to a stop, my heart drops an inch or two—I luck out, though, and make it to the side of the road. Even better, there's a phone up ahead. (I'm too proud to hitchhike.) So thank goodness for phones! Now, I can just call somebody to come and help me get to work. However, the phone doesn't work. Now, I wonder, how am I going to get help if I can't communicate to someone what my problem is? (This is one of my major LD problems.)

Well, hitchin' a ride ain't so bad! It's OK to get a helping hand once in a while, but that helping hand can become addictive. I need it over and over. So now with the helping hand, I get my car to the garage. However, I find I've gotten water in the carburetor. The mechanic can't get to it for two days, plus it takes a day and a half to get parts. Oh, I hate the days of depending on someone else! It's the same way with math. I get help with multiplication tables, then I need help with fractions, and when I get so far into fractions, I then need help to remember what I learned in multiplication tables in order for me to go further into fractions! Therefore, getting help becomes an addictive process; it's as if I can't do without it. Sometimes I can get the work done, but it often takes a very long time. It's like walking a long distance from the car to the job. For example, I have to multiply 6 x 9 as:

```
6
6
12
12 (4)
24
24 (8)
48
6 (9)
54
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That is tedious and frustrating, especially when I just did the process four problems ago.

Being LD is like going to work, but by the time I get there, everybody else is out to lunch!

Instructional Modifications and Accommodations for all Students from Special Populations
Student Success Strategies

Teachers can make a number of instructional modifications and accommodations to enhance the classroom success of students from special populations. Overall, when working with students from special populations, teachers should
◆ show respect
◆ establish an atmosphere of acceptance
◆ be honest
◆ offer patience
◆ provide understanding
◆ remain flexible
◆ use appropriate terminology and language (i.e., person-first, nongender specific)

When interacting with and considering accommodations for students with disabilities, the following basic guidelines apply.
◆ Do not assume assistance is needed. Offer assistance but wait until it is accepted before giving it.
◆ Talk directly to the student.
◆ Treat the student as a healthy person.
◆ Keep in mind that a student with a disability has the same daily living activities as others.
◆ Often, accommodating the student in the classroom may be more a matter of using common sense.
◆ Consider the general strengths and abilities of the individual student when looking at classroom accommodations.
◆ The student and the teacher is equally responsible for accommodations.
◆ Praise the student to build self-confidence.
◆ Become knowledgeable about the student's disability.
◆ Respect the person's privacy as related to the disability. Only discuss accommodations or modifications in a private setting and keep the issues confidential.

Teachers can make a number of instructional modifications and accommodations to enhance the classroom success of students from special populations.

Students with Mental Disabilities

Someone with a mental disability has a significantly subaverage, general intellectual functioning capacity. This disability exists concurrently with deficits in adaptive behavior and is manifested during the developmental period.

Steps and Strategies
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Modifications and Accommodations for Students with
Mental Disabilities
◆ Simplify the scope and language of written material.
◆ Outline and explain an activity step by step until the learner is able to carry out the activity unaided.
◆ Allow the individual extra time to complete activities.
◆ Present new material at a slow pace.
◆ Use immediate positive reinforcement, even for small accomplishments.
◆ Require repetition of each task to ensure overlearning.
◆ Choose an instructional setting that closely resembles the environment in which the student will use the skill.
◆ Teach only the academic skills necessary to perform the task.
◆ Praise specific positive efforts often.
◆ Determine if the individual learns best by verbal instruction, demonstration, physical assistance, or some combination.
◆ Teach social and environmental cues, such as where and when to perform a task.
◆ Use concrete examples and plain language.
◆ Demonstrate each step of a task before asking the student to attempt it.
◆ Be consistent in requests.

Students with Physical Disabilities

Physical disabilities encompass a wide range of conditions. Among the most common are paralysis, amputation, arthritis, sickle cell disease, muscular dystrophy, multiple sclerosis, and cerebral palsy. Any of these conditions may impair strength, speed, endurance, coordination, and dexterity. Students may have difficulty getting to and from class, performing in class, and managing out-of-class assignments and tests.

Modifications and Accommodations for Students with
Physical Disabilities

Physical disabilities encompass a wide range of conditions.

◆ Make every effort to integrate seating arrangements in the regular classroom.
◆ Determine whether students may benefit from the use of a tape recorder and/or note-taker in the classroom.
◆ Evaluate whether written assignments may best be done outside of class.
◆ Carefully plan off-campus assignments to ensure student access.
◆ Determine accessibility of school buildings, facilities, and classrooms.
◆ Evaluate whether students may need oral rather than written exams.
◆ Work closely with other service providers and share thoughts and ideas.
◆ Provide support services, program modifications, and facility modifications on an as-needed basis.
◆ Be sensitive to factors affecting the learner's attitude and disability.
◆ Encourage the maximum level of independence.

Students with Psychological Disabilities

These students present a difficult challenge because their disabilities may be latent with little or no effect on learning. Their emotional disturbances may manifest themselves in negative behaviors in the classroom. Depression is common among these students. They may appear apathetic, disinterested, inattentive, irritable, fatigued, or hopeless. Anxiety also is a prevalent symptom. Severe anxiety can reduce concentration, destroy perception, and weaken the learning process. These students may

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exhibit behaviors such as withdrawal, constant talking, complaining, crying, or extreme fear.

Modifications and Accommodations for Students with Psychological Disabilities

◆ Discuss inappropriate classroom behavior with the student privately.
◆ Do not attempt to diagnose a disorder; discuss only the behavior.
◆ Refer the student to counseling if the discussions are not helpful.
◆ Promptly refer to the proper disciplinary or security channels any behavior that may be abusive or threatening.
◆ Emphasize enhancement of the student's self-control.
◆ Balance behavioral control with instruction on academic and social skills.
◆ Provide sufficient practice on new skills.
◆ State precise behavioral expectations.
◆ Identify specific behavior to be changed.
◆ Apply positive strategies, not punishment.
◆ Respect the learner.
◆ Help the student stay on target and manage personal behavior.
◆ Adapt teaching strategies.
◆ Provide immediate feedback and reinforcement.
◆ Be consistent in reinforcement.
◆ Provide structure to tasks and reduce stimuli.
◆ Consult with on-site counseling and special education staff.

Students with Learning Disabilities

A learning disability is a diverse condition that causes significant difficulties in perceiving or processing auditory, visual, or spatial information. Reading, writing, and mathematical calculation are commonly affected. Although invisible, this condition is the most prevalent of all disabilities. Because a learning disability cannot be seen, students do not generally like to disclose their disabilities to other students. Therefore it is important for teachers to treat LD students the same as any other students in the classroom setting. Students with learning disabilities possess average to above-average intelligence. However, a significant discrepancy exists between intellectual capacity and achievement in one or more areas. A learning disability is a lifelong condition. It cannot be "cured," but it can be circumvented through instruction and strategies to compensate for the disability. Because of the diversity of this condition, it is important to identify the type of learning disability the student has. The student's past learning experiences may offer the best clues to the type and characteristics of his or her specific learning disability.

Modifications and Accommodations for Students with Learning Disabilities

◆ Allow students to tape lectures so they may later review the content of the information given in class.
◆ Determine whether students may benefit from a note-taker in the class.
◆ Allow the use of a word processor so that the composition and editing of written material can be done more efficiently.
◆ Allow the use of a calculator if the student's specific learning disability is in the area of math.
◆ Use various sensory modes when teaching new material and vary the methods for students to learn. LD students learn best when they can hear, see, and do something with the material.

Because a learning disability cannot be seen, students do not generally like to disclose their disabilities to other students.

◆ Provide frequent reviews of the material and highlight any technical vocabulary included in the course.
◆ Encourage good organizational skills. Suggest that students keep class assignments in a special notebook or folder. Also, point out organizational items in texts such as chapter summaries and subheadings.
◆ Provide alternative forms of testing, such as untimed tests, oral exams, and/or the use of a scribe.
◆ Do not hesitate to ask students what accommodations are required to meet their academic needs.
◆ Determine the students' academic strengths and weaknesses.
◆ Identify accompanying challenging behaviors or study habits.
◆ Make changes in instructional materials to accommodate the disability on an as-needed basis.
◆ Help students adapt and adjust to various teaching styles and strategies.
◆ Provide study guides for tests.
◆ Provide students with daily lecture outlines.
◆ Express expectations to the class.
◆ Avoid situations that foster overdependence or learned helplessness.
◆ Teach a few strategies at a time.
◆ Teach self-check procedures.
◆ Teach processes and use of applied academic or functional tasks.
◆ Provide immediate feedback and reinforce student success.

Students with Disadvantages, Limited English Proficiency, or Who Are Nontraditional

Modifications and Accommodations
◆ Establish an atmosphere of acceptance.
◆ Model acceptance.
◆ Identify strengths, style, and modality preference needs.
◆ Encourage and praise.
◆ Help students develop academic and technical skills.
◆ Help students develop positive work habits and attitudes.
◆ Coordinate support efforts.
◆ Respect individuals' cultural heritage.

Alternative Testing

The purpose of providing alternative testing is to enable students to demonstrate their mastery of the subject being tested. Depending on the needs of the students, options may include
◆ allowing for untimed tests
◆ allowing a reader for students on objective exams
◆ providing essay instead of objective exams
◆ allowing a student to take an exam in a separate room with a proctor
◆ allowing students the option of oral or typed exams
◆ allowing students to clarify questions and rephrase them in their own words as a comprehension check before answering exam questions
◆ analyzing the process as well as final solution (as in math problems)
◆ allowing alternative methods of demonstrating mastery of course objectives
◆ allowing students to use a multiplication table, simple calculator, and/or secretary's desk reference in examinations
◆ avoiding double negatives, unduly complex sentence structure, and questions embedded within a question in composition examination questions

- providing adequate scratch paper and lined paper to aid those students with overly large handwriting and/or poor handwriting
- providing alternatives to computer-scored answer sheets
- providing adequate opportunities for questions and answers, including review sessions
- allowing open book/open notes
- allowing take-home tests

Supplementary Support Services

Other general strategies for assisting the student with special needs in a Tech Prep program include
- sending introductory letters welcoming students from special populations and informing them of available support services
- developing a "buddy system" that pairs a graduating nontraditional student, acting as a "big brother" or "big sister," with an incoming nontraditional student
- offering peer tutoring to help nontraditional students gain confidence
- developing a mentoring program so that nontraditional students can meet and talk with nontraditional workers
- assisting nontraditional students in obtaining information on community resources
- planning an orientation session at the beginning of the school year to give nontraditional students the opportunity to meet one another
- providing a support group for nontraditional students
- seeking advice and support from a vocational advisory committee concerning activities that support gender equity

Other Necessary Supports

Community Partnerships

Developing community partnerships is a crucial cornerstone to the success of Tech Prep programs. Connecting the school with the community starts with identifying the students' needs and linking them to community resources, including business and industry, labor, postsecondary institutions, and families. Strong links are necessary for all work-based programs. Educators need to cooperate with business and industry to help students develop real-world applications within and across curriculum.

Throughout the state of Virginia, partnerships called Network for Employment of People with Disabilities are being developed. These partnerships are made up of human service providers dedicated to promoting opportunities for equal employment of people with disabilities and/or disadvantages. Activities carried out by the networks include
- increasing public awareness of evolving employment issues
- improving communication and collaboration
- providing a forum for recognition and celebration of achievements

The Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a civil rights law that guarantees persons with disabilities equal access in employment, public accommodation, transportation, government services, and telecommunications. This federal legislation prohibits discrimination; it is not an affirmative action law. Employers are not required to take any special

Developing community partnerships is a crucial cornerstone to the success of Tech Prep programs.

steps to recruit people with disabilities. The purpose of the ADA is to attract qualified applicants with disabilities.

The ADA can serve as a vehicle for the development of partnerships between schools and employers. These partnerships can be mutually beneficial to both entities and may ultimately lead to the employment of persons with disabilities. Employers have long supported schools in preparing future workers. Many of these work-preparation techniques transfer directly as methods employers can use to comply with the ADA. Following are some of the strategies schools can use to involve employers in programs for special needs students.

◆ Invite employers to attend Individual Education Plan (IEP) meetings.

◆ Involve employers in the development of a job-preparation curriculum.

◆ Invite employers to review career training programs and suggest improvements.

◆ Provide natural supports for students by encouraging companies to assign co-workers to assist with training and supervision on the job.

The effects of the ADA are being felt by virtually every business in America. By forming partnerships, the quality of both business and education is sure to improve. School-industry partnerships are especially helpful to small businesses facing ADA compliance. The partnerships help prepare special needs students as qualified workers and increase the employment opportunities for these students.

The Americans with Disabilities Act (ADA) is a civil rights law that guarantees equal employment access for persons with disabilities.

Employer Responsibility

For a variety of reasons, it is predicted that people with disabilities will enter the work force in record numbers in the 1990s. Increased job opportunities for people with disabilities will result from anticipated labor market shortages and the enforcement of civil rights laws, such as the ADA. People with disabilities are more likely now than ever before to take advantage of these opportunities; a recent survey found that the majority of people with disabilities who are able to work want to work.

Employers have found that the first step to a successful record in hiring people with disabilities is to gather basic information about different types of disabilities. Under federal and state civil rights laws, employers must provide equal opportunity to qualified applicants and employees. If a person with a disability is able to perform essential duties of a job once reasonable accommodation has been made, an employer may not base employment decisions (hiring, firing, promotions, compensation, etc.) on the person's disability. Reasonable accommodation means a modification to the job application, work site, work schedule, or work process that would enable a person with a disability to perform a given job.

Forms of accommodation that may be appropriate for a disabled employee include job restructuring, reassignment to a vacant position, and access to equipment. Job restructuring involves replacing job duties a disabled employee cannot perform with duties he or she can perform. For example, a sales person who has difficulty with math might take on additional accounts in return for a co-worker's or supervisor's help with billing.

An applicant or employee with a disability must disclose his or her condition to be entitled to a reasonable accommodation, unless the need for accommodation is obvious. Employers are not required to provide accommodations that would pose an undue hardship (significant difficulty or expense) on them.

Counseling

As with teachers, counselors are a critical link to the students' future career planning. Counselors must have access to current material so that they can guide students in mapping out a comprehensive career development plan. Career awareness begins during the elementary years and continues as students progress in their educational experience. Students need exposure to a variety of career-exploration opportunities, such as job shadowing, on-the-job training, job tryouts, cooperative experiences, and mentoring. Throughout this development, students also need opportunities to self-assess their interests and abilities.

Parental Involvement

Parents play a vital role in influencing their children's attitudes toward education, work, and life in general. Educators need to break down barriers and encourage the involvement of parents. Parents can fulfill a number of roles to help their children meet educational and career goals. For example, parents have insight into their child's strengths, limitations, and interests. This information is beneficial in mapping out the student's educational and career development plan. Parents, too, should serve as role models to help create a vision for their children regarding the day-to-day life of adults. Perhaps most importantly, parents need to promote their children's independence by giving them the opportunity and responsibility to make their own decisions and choices in life.

Schools must open the communication lines with parents and bring them into the school community. Making the parents feel welcome is an important first step in bringing and keeping the parent involved in the child's educational experience. In short, parental involvement can make a tremendous difference in the success of students.

For a variety of reasons, it is predicted that people with disabilities will enter the work force in record numbers in the 1990s.

Self-Advocacy

Self-advocacy skills are essential for students from special populations. Educators must empower students to make decisions for themselves. By accepting this responsibility, students discover a greater sense of independence and, ultimately, make a smoother transition from high school to the working world.

Students from special populations who succeed in postsecondary programs seem to possess the following self-advocacy characteristics:
◆ awareness of inner strengths and weaknesses
◆ ability to articulate own special talents and aptitudes
◆ willingness to seek assistance for academic or personal problems
◆ awareness of all support services on campus and how to use them
◆ an understanding of own personal learning style and a willingness to develop academic strategies that work
◆ acceptance of the idea that it may take longer to complete a college program than it takes friends, and more study time may be required than that of friends
◆ maturity and initiative to assume the greater share of self-advocacy
◆ adherence to effective, routine study habits, to whatever degree is necessary for success
◆ recognition that college is meant to be a challenge and that temporary frustrations are part of the normal growth process
◆ regular, frequent communication with parents, friends, classroom professors, academic advisor, and support service counselors

Parents play a vital role in influencing their child's attitudes toward education, work, and life in general.

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Making the Transition

"A good teacher is one who can understand those who are not very good at explaining and explain to those who are not very good at understanding."
D.D. Eisenhower

Introduction

The transition requirements of the Individuals with Disabilities Education Act (IDEA) underlie the Virginia Department of Education's vision for providing secondary education to students with disabilities. All students should have a plan for transition to postsecondary education before exiting high school. Transition outcomes for students with disabilities entails employment, further education or training, and independent living. The responsibility for transition planning is shared by special vocational and academic educators, business persons, employment specialists, postsecondary educators, human service personnel, and a variety of other individuals deemed appropriate.

Transition to Postsecondary Education

High school students thinking about college need to develop a course plan with their counselors and teachers that would be appropriate for college preparation. The following suggestions can help students beginning in their freshman year prepare for entering the college or university of their choice.

Specifically, students must be aware of the strategies and requirements necessary each year to be successful in Tech Prep programs.

Freshman Year

(This year begins an official high school record.)
Students should
◆ talk about their likes and dislikes with parents, teachers, and friends
◆ discuss Tech Prep options with counselors and teachers
◆ take exploration courses that give them a taste of different Tech Prep program options
◆ try out different jobs and responsibilities (i.e., paper routes, baby-sitting, lawn mowing, etc.)
◆ discuss careers and course planning with counselors
◆ review requirements for certain careers/colleges/universities
◆ visit the school career center and library
◆ become involved with school and community organizations
◆ discuss the possibility of taking the SAT (with accommodations, if needed)
◆ discuss job information with people currently employed in a field of interest

◆ talk with college students who are taking courses in areas of interest
◆ consider career goals when selecting classes
◆ participate in extracurricular activities
◆ design a four-year educational plan, plus a two-year Tech Prep program

Sophomore Year
Students should
◆ review previous year's plans
◆ continue to take exploratory courses in vocational education
◆ obtain information on colleges and universities
◆ take certain achievement tests if appropriate
◆ take an interest inventory
◆ relate personal skills and abilities to jobs
◆ continue to gain or look for work experience and responsibilities
◆ attend career or college programs
◆ meet with representatives from colleges/universities
◆ consider the vocational education programs available in their district

Junior Year
Students should
◆ begin Tech Prep sequence of courses
◆ acquire part-time volunteer or job experiences related to career plans
◆ take appropriate college entrance exams
◆ attend career information programs and college fairs
◆ develop skills in interviewing and completing job/college applications
◆ visit colleges

Senior Year
Students should
◆ continue in the sequence of Tech Prep courses
◆ gain some on-the-job experience
◆ take the SAT if appropriate
◆ develop résumés and personal references
◆ identify and refine college and/or career choices
◆ request information about special programs from colleges
◆ attend a college clinic
◆ match interests with career possibilities
◆ be aware of deadlines for college applications

How to Train Students for Independence Before College
Secondary teachers play an important role in preparing the special needs student for advanced education. Instructors should
◆ work with the student so that he or she can describe the disability in plain language

◆ review the school's diagnostic report with the student
◆ have the student list strengths and weaknesses
◆ relate the disability to class content
◆ have the student role-play with peers and teachers
◆ help the student determine when to disclose the disability
◆ review the alternatives to disclosure with the student
◆ teach responsibility for learning and decision-making
◆ teach the student to ask for accommodations
◆ work with student to develop a plan for effectively using support staff
◆ teach the student to tap into other support staff (librarians, counselors, etc.)
◆ develop an Individual Transition Plan (ITP) with the student

Best Practices
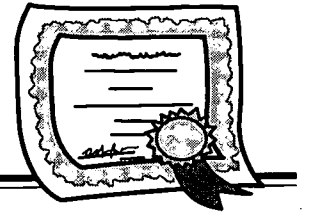
"A master can tell you what he expects of you. A teacher, though, awakens your own expectations."
Patricia Neal

Southwest Virginia Regional Center for the Learning Disabled (LEAP)

Students with disabilities at New River Community College in Dublin are turning their college dreams into reality, thanks to the support services provided by the Learning Achievement Program (LEAP Center). The LEAP Center's mission is to provide academic and personal support services to students with learning disabilities whose abilities qualify them for postsecondary education but whose deficits are such that they are unlikely to succeed in college without support. Among the services offered to meet these objectives are

◆ high school/community college articulation projects

◆ individual and small group counseling and tutoring

◆ methods for identifying one's learning style and strengths and specific academic strategies

◆ assistance in using computers to achieve academic success

◆ faculty, staff, and community orientation and education

◆ direct classroom intervention

◆ student-tailored accommodation techniques materials

◆ career development/job placement support

The center's emphasis on individual attention promotes self-confidence, motivation, and achievement. The staff's learning disability specialist concentrates on individual learning styles and academic strategies to enhance student success. Although the LEAP Center's services are directed to students with learning disabilities, any special needs student who is facing barriers to educational achievement can receive assistance. By removing both physical and academic roadblocks, the center helps the student stay on track with college studies. The center's offerings, although individualized, are broad enough to meet the needs of students in a number of vocational programs.

The LEAP Center's Summer Prep program for students with diagnosed disabilities enrolls high school students, college students, or students planning to enter a college or university in the fall. The five-week program provides tutoring, counseling, and instruction in study methods for approximately 14 students.

To enhance their chances for success in a college curriculum, Summer Prep participants receive instruction in basic English and mathematics skills, an orientation to studying, and a crash course in survival skills for

Best Practices
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college. Scholarships are available, as are books, materials, and video-tapes.

The center's comprehensive schedule of academic, tutoring, and counseling support services is tailored to each student so that he or she may enroll and achieve in any existing college program of study, including Tech Prep. Services available include

◆ preregistration advising and campus orientation

◆ individual and small group counseling and discussion

◆ instructional technology to support individualized learning, including computers, videotapes, and self-paced multimedia

◆ small group seminars focusing on time-management, priority-setting study techniques, social/interpersonal skills, and other topics

◆ classroom intervention strategies, such as taped lectures, oral and untimed tests, and communication with faculty

These services help students become successful learners capable of adjusting to specific learning problems while accepting and responding to academic and job training challenges that face all students.

Networking and outreach are crucial to the center's college transition plan for students. In cooperation with Virginia Polytechnic Institute and State University (Virginia Tech), the LEAP Center provides technical assistance to agencies that help students with disabilities learn skills needed to lead productive lives. Specific activities include training and staff development on campus and other campus access in the state of Virginia, and running a research library/clearinghouse, which houses software, printed materials, videos, and audiotapes. This information is available on loan to any individual.

Networking and outreach are crucial to the center's college transition plan for students.

Program Description
Goals and Objectives

LEAP seeks to inform area schools, communities, businesses, industries, Virginia community colleges, and four-year colleges and universities of the services offered by New River Community College for individuals with learning disabilities. The program's goals include ensuring a general awareness of the complexity and dimensions of serving individuals with learning disabilities and keeping the public informed of the Center's plans, goals, and ongoing activities.

LEAP focuses on identifying and recruiting students in the New River Community College service area who would benefit from the services offered by the center. It reaches those students by

◆ working with New River Community College admissions office personnel and faculty in identifying potential center participants

◆ soliciting recommendations from local high schools

◆ meeting with high school counselors and learning disabilities teachers to discuss referrals

◆ conducting personal interviews with prospective students of the program

◆ working with the team of psychologists and counselors in the community to meet the needs of young adults never before diagnosed

Training for Teachers

The center offers inservice orientation and ongoing training to faculty and staff working with students with diverse needs. The training encompasses

◆ presenting appropriate methods for working with students with learning disabilities

◆ distributing literature and materials to aid faculty and staff in their work with students with learning disabilities

◆ conducting presentations on the problems of students with learning disabilities

◆ providing tutors with effective strategies to assist their students

◆ facilitating one-on-one communication between faculty and center staff so that staff members understand course content and objectives the student must master and faculty understand the student's learning characteristics and special needs.

Success Strategies for Students

The center clears learning roadblocks and provides opportunities for participants to succeed by

◆ examining tests and assessments provided by the students' secondary school program and often encouraging students to review their own reports as a way of getting to know themselves better

◆ administering placement tests in math and English prior to course advisement

◆ identifying students' specific learning disabilities and developing learning enhancement strategies for students and their instructors

◆ helping students understand and use their best learning modalities to maximize their opportunities for success

◆ facilitating personal adjustment and growth of center participants

◆ helping students accept themselves and appreciate inner strengths

The center determines the specific support services participants require by working closely with each student and his or her instructor to ascertain needs such as

◆ classroom accommodation and modifications
◆ career counseling
◆ job placement services
◆ financial aid
◆ orientation
◆ tutorial programs
◆ low ratio of faculty to students
◆ peer support groups
◆ taped tests
◆ note-taking assistance
◆ tape recorders
◆ oral tests
◆ individual testing
◆ audiovisual machines
◆ computer software

The center offers inservice orientation and ongoing training to faculty and staff working with students with diverse needs.

LEAP documents services and student progress to
◆ track individual and group academic progress
◆ provide mid-term progress report forms to faculty on student attendance and performance
◆ determine the effectiveness of tutoring and counseling services
◆ continuously improve individualization of services to meet the complex and varied needs of the student with learning disabilities

The center reviews and evaluates its program services to measure their influence on retaining and graduating students, to analyze the evaluation data for replicating the model at the project's conclusion, and to establish a continuous and effective evaluation process of the students' vocational profiles.

The center is developing an expansion and awareness mechanism for its services by encouraging program participants to support and provide consultation to new students. Center staff also are organizing program graduates to provide training in job skill and vocational choice for those who follow in their footsteps.

For More Information...

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New River Community College
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St. Mary's County Technical Center

Like the LEAP Center, St. Mary's County Technical Center in Maryland exhibits exemplary practices in serving special populations in vocational and technical programs. St. Mary's serves three public high schools. The school system's involvement with Tech Prep began with the Southern Regional Educational Board (SREB), prior to the 1990 passage of the Perkins Act.

The Vocational Support Service Team (VSST) consists of five full-time teachers, who provide support for students enrolled in the St. Mary's County Technical Center. In addition, they perform vocational assessments for students from special populations referred by guidance counselors, parents, teachers, and the School Admission, Review, and Dismissal Committee.

Outreach and Publicity Efforts

Students with disabilities in the county's program of studies are informed about Tech Prep programs, as are all students, through their schools' counseling programs. In addition, vocational assessment services are recommended by the School Admission, Review, and Dismissal Committee at the end of the ninth grade before students enroll in their speciality area. The outreach program for students in special populations has several steps.

1. During the ninth grade, special education students are referred by the School Admissions, Review, and Dismissal (SARD) Committee.

2. As tenth graders or ninth-grade repeaters, students can elect to take the Applied Technology Exploration program (ATEX). Students may select four areas from six possible choices. ATEX includes a vocational evaluation of the student that incorporates input from vocational teachers. Results are used to develop a speciality recommendation and/or appropriate programming.

3. As tenth graders or ninth-grade repeaters, students not enrolled in the ATEX program can obtain a vocational evaluation at the Technical Center to determine an appropriate speciality in Tech Prep and/or related programming.

4. Results and recommendations are presented to the SARD and Individual Education Plan (IEP) Committees. Copies of the vocational evaluation report are sent to parents and to the students' teachers.

5. When a specialty area in Tech Prep is over-enrolled, all students must be interviewed by the vocational teacher. Students with disabilities also participate in this process.

6. The next step is a review by the Technical Center Enrollment Committee. Its members are staff from the Technical Center, including the vocational teacher, guidance counselor, school administrator, vocational evaluator, and vocational support service teachers. Data reviewed include student application to the program, teacher interview sheet, attendance for the year, GPA (minimum of 2.0, or C average), and completion of prerequisites.

7. A list of final enrollments is conveyed to students, parents, and home high school counselors. This final list is generated in time for paperwork to be processed and for ineligible students to select alternate courses.

Students with disabilities in the county's program of studies are informed about Tech Prep programs, as are all students, through their schools' counseling programs.

Career Exploration and Counseling Strategies

Through the ATEX program, career exploration and a vocational assessment are conducted using interest surveys, work samples, and aptitude tests. VSST teachers provide career exploration services for all students in this program.

All areas have an assigned vocational support services teacher, who works with students a few times a week in the classroom.

Articulation Agreements and Procedures

Articulation agreements are made with county school administrators, vocational teachers, and area community colleges. Students with disabilities receive articulation information from teachers and counselors in their program of studies. Students with disabilities who complete their specialty with an A or B average have access to community college programs.

Staff Coordination Strategies

Each program at the Technical Center is a part of Tech Prep. All areas have an assigned vocational support services teacher, who works with students a few times a week in the classroom. The vocational instructor and the vocational support services teacher plan and coordinate their efforts to help students succeed. For example, prior to enrolling a visually impaired student in the ATEX class or arranging a vocational assessment for the student, the VSST department chair meets with vocational instructors, the computer liaison, vocational teachers, and a vision resources teacher to prepare for the necessary equipment modifications and instructional strategies in the vocational areas selected by the student.

Instructional Support Strategies

VSST instructors are skilled and knowledgeable in serving students with special needs. Instructors have developed a computer database to track students with identified learning disabilities, and they have a budget for purchasing materials and resources. VSST instructors operate in the classes and labs of the different specialities to help students with vocabulary, math, science, machine operation, and computer hardware and software.

Instructional Modification

VSST teachers use the results of the vocational evaluation/assessment to plan instruction, design support strategies, or develop and purchase materials. They also use the assessment as a basis for determining whether to tape written material, give tests orally, or provide close follow-up in lab to help ensure student success.

Completion Requirements

Once a student is enrolled, even if not recommended by the vocational evaluation, VSST teachers work closely with the student to ensure success. If it appears that the student cannot learn the same material and earn the necessary competencies, a meeting is held with the parent, student, SARD member, a Technical Center counselor, the vocational teacher, and the VSST teacher to decide on modifications and develop a plan for learning with alternative competencies.

For More Information...

Iris Hall-Willey
St. Mary's Technical Center
Rt. 1, Box 49-2
Leonardtown, MD 20650
(301) 475-5501

Resources
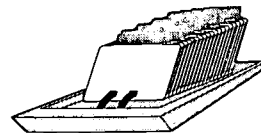
"The next best thing to knowing something is knowing where to find it."
Anonymous

State Tech Prep

Tech Prep in Virginia
Virginia Community College System
101 North 14th Street
James Monroe Building – 15th Floor
Richmond, VA 23219
(804) 371-2877

National Tech Prep

Center on Education and Work (CEW)
University of Wisconsin-Madison
964 Educational Sciences Building
Madison, WI 53706-1796
(800) 446-0399

International Center for Leadership in Education
Willard R. Daggett
948 Meadow Lane
Schenectady, NY 12309

National Center for Research in Vocational Education (NCRVE)
Office of Student Services
University of Illinois at Urbana-Champaign
345 Education Building
1310 South Sixth Street
Champaign, IL 61820
(217) 333-0807

National Tech Prep Clearinghouse
East Central Curriculum Coordination Center
Sangamon State University F-2
Springfield, IL 62794-9243
(800) 553-8324

National Tech Prep Network (NTPN)
P.O. Box 21689
Waco, TX 76702-1689
(800) 972-2766

School-to-Work Opportunities
330 C Street, S.W.
Washington, DC 20202-7100
(202) 260-4152

Disability-Related Resources

Association of Higher Education and Disabilities
P.O. Box 22192
Columbus, OH 43221
(614) 488-4972

State Disability Related Resources
The Virginia Attorney General's Office, Education Section
(804) 786-2428

Department for the Rights of Virginians with Disabilities
(800) 552-3962

LEAP Center
P.O. Box 1127
Dublin, VA 24084
(540) 674-3600 ext. 358, 357 or (540) 674-3619 (TDD)

National Disability Related Toll-Free Telephone Services

American Council of the Blind
(800) 424-8666

American Foundation of the Blind
(800) 232-5463

American Speech Hearing Association
(800) 638-8253

Center for Special Education Technology Information Exchange
(800) 345-8324

Department of Justice ADA hot line for technical assistance
(202) 514-0301

Heath Resource Center
(800) 544-3284

Job Accommodation Network
(800) 526-7234

Job Opportunities for the Blind
(800) 638-7514

National Association for Hearing and Speech Action
(800) 638-8253

National Crisis Center for the Deaf (TDD only)
(800) 446-9876

National Cystic Fibrosis Foundation
(800) 344-1823

National Down's Syndrome Congress
    (800) 232-6372

National Easter Seal Society
    (800) 22-6827

National Organization on Disability
    (800) 248-2253

National Spinal Cord Injury Association
    (800) 962-9629

Orton Dyslexia Society
    (800) 223-3123

Spina Bifida Hot line
    (800) 872-1827

Virginia Community College System Programs

The Virginia Community College System (VCCS) has many outstand-
ing programs and initiatives that serve students from special popula-
tions. An abbreviated list with a contact person appears on the following
pages. Please feel free to call or write for additional information: 101
North 14th Street, James Monroe Building-15th Floor, Richmond, VA
23219; (804) 371-2877.

Andrea J. Burney at Danville Community College is committee
chairperson for the Virginia Community College System Committee for
Diversity Initiatives, 1008 S. Main Street, Danville, VA 24541;
(804) 797-3553.

Alliance for Excellence
a partnership between churches for
the purpose of increasing opportunities
for minorities in education

Central Va. Community College
Dr. Robert Bashore
(804) 386-4553

Champs
an organization addressing the shared
concerns of students with disabilities
who have united for mutual support
for raising the level of community
awareness and for exploring resources
available to them

Dabney S. Lancaster
Community College
Ada Mattox
(540) 862-4246, ext. 239

BRIDGE
a program designed to improve
human relations on campus and create
multicultural awareness

Dabney S. Lancaster
Paige Kern
(540) 862-4246, ext. 227

**Single Parent/Displaced Homemaker/
Single Pregnant Women Vocational
Training Program**

Dabney S. Lancaster
Donna Fernandez
(540) 362-4246, ext. 307

Project Connect
a campus-based mentoring program that
pairs "at risk" students with college faculty,
staff, and administrators

Danville Community College
Peter Castiglione
(804) 797-2222

Multicultural Forum/Telecourse
an annual broadcast of the American
Management Association's
Multicultural Teleconference

Danville Community College
Jeff Arnold
(804) 797-2222

Better Information Project
a grant-funded, three-week program
designed to encourage junior high
minority students to go to college

Danville Community College
Edward White
(804) 797-2222

Summer Transition Program
a campus-based academic program
designed to motivate academically
deficient high school graduates to
pursue postsecondary education

Danville Community College
Jean Beach
(804) 797-2222

Germanna Regional Outreach Workshops
pre-college program for minority students
and parents of first-generation college
students

Germanna Community College
Sarah Somerville
(540) 423-1333

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**Center for the Learning Disabled and
Southwest Virginia Transition Center**
    provides assistance to students with
    disabilities

New River Community College
Jeananne Dixon
(540) 674-3600, ext. 358

**Transfer Initiative for high risk
community college students**
    programs aimed at increasing the par-
    ticipation and retention of at-risk students

New River Community College
Cheryl Lewis
(540) 674-3600, ext. 288

Center for the Deaf and Hard of Hearing
    serves as a comprehensive program that
    provides support services to students
    who are deaf or hard of hearing

New River Community College
Lucy Howlett
(540) 674-3600, ext. 235

**Tidewater Community College
Regional Women's Center**
    an organization designed to help women
    achieve their academic and personal
    goals while they attend college

Tidewater Community College
Mary Liggio
(804) 484-2121

Summer Youth
    a summer program designed to provide
    educational and work experience to high-
    risk youth

Wytheville Community College
Brenda Doyle
(540) 228-5541

Upward Bound
    designed to encourage first generation,
    low-income, and disabled persons to
    pursue higher education

Wytheville Community College
Maynard Joyce
(540) 228-5541

Talent Search
    designed to assist first-generation,
    low-income, and disabled persons
    to complete their education

Wytheville Community College
Pam Webb
(540) 228-5541

**Seminar on Minority Student
Retention and Learning Style**
    recruitment and retention
    of minority students

Germanna Community College
Kay Kincer
(540) 423-1333

Tech Prep Mini Grant Workshops
    a series of workshops designed for secondary
    and postsecondary faculty and counselors,
    students and parents to address the success
    of special population students

Paul D. Camp Community College
Pat LeBlanc
(804) 569-6700

Appendix 1
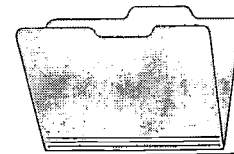
Glossary

applied teaching—strategies for enabling learners to recognize and use concepts, contents, and/or processes in authentic job tasks. Examples are reorganizing the curriculum by themes and concepts across disciplines and grade levels; encouraging students to apply their knowledge in real-world activities; assigning tasks that recognize and value students' various learning styles.

articulation agreement—a written agreement or a system-wide written policy that links two or more educational systems to help students make a smooth transition from one level to another without experiencing delays, duplication of courses, or loss of credits

authentic task—learning activities that replicate or simulate tasks in the world outside of school

auxiliary aids or services—includes (1) qualified interpreters, note-takers, transcription services, written materials, telephone handset amplifiers, assistive listening devices, assistive listening systems, telephones compatible with hearing aids, closed caption decoders, open and closed captioning, telecommunications devices for deaf persons (TDDs), videotext displays, or other effective methods of making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large-print materials, or other effective methods of making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices; and (4) other similar services and actions (this definition taken from the Americans with Disabilities Act)

career major—a coherent sequence of courses or field of study that prepares a student for a first job and that
   a) integrates academic and occupational learning, integrates school-based and work-based learning, establishes linkages between secondary schools and postsecondary educational institutions;
   b) prepares the student for employment in a broad occupational cluster or industry sector;
   c) typically includes at least two years or all four years of secondary education and at least one or two years of postsecondary education;
   d) provides students, to the extent practicable, with strong experience in and understanding of all aspects of the industry the students are planning to enter;
   e) results in the award of
      • a high school diploma or its equivalent, such as a general equivalency diploma (GED); or
      • an alternative diploma or certificate for students with disabilities for whom such alternative diplomas or certificates are appropriate;
      • a certificate or diploma recognizing successful completion of two years of postsecondary education (if appropriate); and
      • a skill certificate
   f) may lead to further education and training, such as entry into a registered apprenticeship program, or may lead to admission to a two- or four-year college or university

career plan—documentation maintained by each student providing evidence that students have systematically explored their interests and aptitudes and are using knowledge of self and work as a basis for post-school goal-setting and educational planning

curriculum map—an educational planning document that identifies a coherent sequence of secondary and postsecondary courses and experiences that lead to completion of a postsecondary education program

direct threat—risk to the health or safety of the individual with a disability or to the health and safety of others

documentation of disability—verification of disability from an appropriate source, provided to the institution as part of the process of self-identification

equitable participation—proportional incidence of special populations enrolled in and successfully completing all of the elements associated with Tech Prep. Achieving equitable participation typically requires "affirmative action," "recruitment," "related services," "assistive technology," and "other supplemental aids." The percentage of special populations benefiting from each element should be equal at least to their incidence in the total school population.

GPA—grade point average

integrated and applied curriculum—the integration of academic and occupational education by designing curriculum that brings together related concepts, generalizations, contents and/or processes, combined with techniques that provide students with the opportunity to apply their knowledge and skills through authentic tasks

Letter of Findings—issued by the Office for Civil Rights following investigation of a Section 504 complaint; determines if the entity is in violation of the law and, if so, determines actions that must be taken to come into compliance

mandated services—those accommodations or support services required under Section 504 to assure equal access to persons with disabilities.

mental impairment—any psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities

major life activity—functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working

Office for Civil Rights (OCR)—federal enforcement agency for violations of Section 504; for postsecondary institutions, complaints are handled through the Office for Civil Rights of the Department of Education

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otherwise qualified—with or without appropriate accommodation, the individual can meet all requirements or perform all necessary functions

personal care attendant—someone who provides physical assistance to an individual with a disability in performing activities of daily living, such as dressing, eating, toileting, or basic mobility

person with a disability—someone with a physical or mental impairment that substantially limits one or more major life activities; a person is considered to be a person with a disability if he/she has the disability, has a record of the disability, or is regarded as having the disability

physical impairment—any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs) cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine.

postsecondary educational institution—an institution of higher education (as defined in section 481 of the Higher Education Act of 1965).

preadmission inquiry—questions about one's status as a person with a disability conducted prior to formal admission or acceptance into a program or activity; preadmission inquiries of otherwise qualified individuals is prohibited

record of disability—has a history of, or has been misclassified as, having a mental or physical impairment that substantially limits one or more major life activities

regarded as having a disability—has a physical or mental impairment that does not substantially limit major life activities but is treated by a public entity as constituting such a limitation; has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or has none of the impairments defined under the law but is treated by a public entity as having such an impairment

school-based learning—a component of the School-to-Work Opportunities Act. School-based work experiences include
* school-based enterprises
* career academics
* customer service labs
* job shop labs
* job simulation labs
* vocation/occupational labs
* mock business/industry projects
* senior and class projects

self-identification—students have the right, and the obligation, to identify themselves as having a disability if they wish to access accommodations or receive consideration as a person with a disability; the institution's responsibility to treat the student as a person with a disability is triggered by this self-identification

secondary school—a nonprofit day or residential school that provides secondary education, as determined under state law, but does not provide training beyond grade 12; a Job Corps center under part B of title IV of the Job Training Partnership Act

special populations—as defined by the 1990 Carl D. Perkins legislation, includes individuals with disabilities, educationally and economically disadvantaged individuals, individuals in programs designed to eliminate sex bias, and individuals in correctional institutions

substantially limits—unable to perform a major life activity or significantly restricted as to the condition, manner, or duration under which a major life activity can be performed in comparison to the average person or to most people; availability of some mitigating measure (such as a hearing aid for someone with a hearing loss that brings hearing acuity within normal limits) is not to be considered when determining if the disability substantially limits the individual

tech prep consortium—an association, consisting of technical college districts, the public school districts, local education associations, and university system campus(es) within its boundaries, which is responsible for the development of regional Tech Prep initiatives

transition plan—transition components required in a student's Individualized Educational Program (IEP).

work-based learning—a component of the School to Work Opportunities Act. Work-based experiences include
* youth apprenticeship
* cooperative education
* clinical experiences
* on-the-job training
* mentorship
* internship
* aligned work-study programs
* school-linked summer employment
* community service learning
* business/education compacts

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Appendix 2

Common Abbreviations for Transition Planning

Common Abbreviations for
Transition Planning

AA	Applied Academics
ADA	Americans with Disabilities Act
CIL	Center for Independent Living
CMH	Comprehensive Mental Health
CSB	Community Services Board
DCE	Department of Correctional Education
DDHH	Department for the Deaf and Hard of Hearing
DHR	Department of Human Resources
DOE	Department of Education
DRS	Department of Rehabilitative Services
DRVD	Department for the Rights of Virginians with Disabilities
DSS	Department of Social Services
DVH	Department for the Visually Handicapped
DYFS	Department of Youth and Family Services
EEO	Equal Employment Opportunity
EOE	Equal Opportunity Employer
IHP	Individualized Habilitation Plan
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
ITP	Individualized Transition Plan
IWRP	Individualized Written Rehabilitation Plan
JTPA	Job Training Partnership Act
LEA	Local Education Agency

MHMRSAS	Mental Health Mental Retardation Substance Abuse Services
OJT	On-the-Job Training
OSERS	Office of Special Education and Rehabilitation Service
PASS	Program to Achieve Self Support
PERT	Postsecondary Education Rehabilitation Transition
PIC	Private Industry Council
PVT	Pre-Vocational Training
PWI	Projects with Industry
SCHEV	State Council of Higher Education for Virginia
SSA	Social Security Administration
SSDI	Social Security Disability Insurance
SSI	Supplemental Security Income
STWOA	School to Work Opportunities Act
TRAC	Trade-Related Academic Competencies
TJTC	Targeted Jobs Tax Credit
TPADP	Tech Prep Associate Degree Program
UNITE	Unified Intercommunity Transition and Empowerment for Youth with Disabilities
VEC	Virginia Employment Commission
VHIF	Virginia Head Injury Foundation
VITC	Virginia Interagency Transition Council
WWRC	Woodrow Wilson Rehabilitation Center
2+2	Two years of high school plus two years of postsecondary school
504	Section 504 of the Rehabilitation Act of 1973

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Appendix 3

Americans with Disabilities Act
Fact Sheet

Americans with Disabilities Act Fact Sheet

Employment
Employers may not discriminate against an individual with a disability in hiring or promotion if the person is otherwise qualified for the job.

Employers can ask about one's ability to perform a job, but cannot inquire if someone has a disability or subject a person to tests that tend to screen out people with disabilities.

Employers are required to provide "reasonable accommodation" to individuals with disabilities. Reasonable accommodation includes steps such as job restructuring and modification of equipment.

Types of Accommodations
- Making facilities accessible
- Eliminating the function
- Redistributing work load
- Modifying procedures
- Modifying equipment
- Providing interpreters or readers
- Modifying work schedules
- Providing flexible leave practices (unpaid leave)
- Allowing person or other agency to supply equipment or other employment services
- Transferring individual to vacant position (last resort)

Who Needs to Comply
All *employers with 25 or more employees* must comply, effective July 26, 1992.

All *employers with 15–24 employees* must comply, effective July 26, 1994.

Transportation
New public transit buses ordered after August 26, 1990, must be accessible to individuals with disabilities.

Transit authorities must provide comparable paratransit or other special transportation services to individuals with disabilities who cannot use fixed route bus service, unless an undue burden would result.

Existing rail systems are required to have one accessible car per train as of July 26, 1995.

New bus and train stations must be accessible.

Key stations in rapid, light, and commuter rail systems are required to be accessible as of July 26, 1993, with extensions up to 20 years for commuter rail (30 years for rapid and light rail).

All existing Amtrak stations must be accessible by July 26, 2010.

Public Accommodations

Private entities such as restaurants, hotels, and retail stores may not discriminate against individuals with disabilities, effective January 26, 1992.

Auxiliary aids and services must be provided to individuals with vision or hearing impairments or other individuals with disabilities, unless an undue burden would result.

Physical barriers in existing facilities must be removed, if removal is readily achievable. If not, alternate methods of providing the services must be offered, if they are readily achievable.

All new construction and alterations of facilities must be accessible.

State and Local Governments

State and local governments may not discriminate against qualified individuals with disabilities.

All government facilities, services, and communications must be accessible in a manner consistent with the requirements of Section 504 of the Rehabilitation Act of 1973.

Telecommunications

Companies offering telephone service to the general public are required to offer telephone relay services to individuals who use telecommunications devices for the deaf (TDDs) or similar devices, as of July 26, 1993.

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Americans with Disabilities Act Information Numbers

ADA Technical Assistance
(Provides answers to ADA compliance questions as well as copies of the
law and regulations upon request)
(703) 525-3268 ♦ (800) 949-4232

Virginia Assistive Technology Services
(800) 435-8490 Voice and Text Telephone
(800) 238-7955 Modem communication to on-line database

Department for Rights of Virginians with Disabilities
(800) 552-3962

Department of Rehabilitative Services
(800) 552-5019

Department for the Visually Handicapped
(800) 622-2155

Department for the Deaf and Hard of Hearing
(800) 552-7917

**Department of Mental Health, Mental Retardation, and
 Substance Abuse Services**
(804) 786-5850 (Employment Office)

Job Accommodation Network
(800) 526-7234

Tax Deductions
IRS Publication #907
Department of the Treasury
Catalog Number 15308 H

ADA Fact Sheet
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Appendix 4

Postsecondary Lending Library

Postsecondary Lending Library

Aajar, A.H. n.d. *Programming for College Students with Learning Disabilities.* Pennsylvania State University Association on Handicapped Student Service Programs in Postsecondary Education.
Summary: This manual facilitates the initiation of service delivery programs for LD students in the university mainstream, rather than in a separate individualized curriculum or in a remedial or developmental year format.

Adelman, P. and D. Olufs. 1990. *Assisting College Students with Learning Disabilities: A Tutor's Manual.* Columbus, Ohio AHSSPPE.
Summary: This manual helps prepare tutors to meet the special needs of students with learning disabilities at the postsecondary level.

AHEAD. 1991. *How to Choose a College: Guide for the Student with a Disability.* 3d ed.
Summary: This pamphlet offers pointers on selecting appropriate colleges.

____ n.d. *Survival Kit for Learning Disabled Students in Higher Education.*

_____. 1987. *Unlocking the Doors: Making the Transition to Postsecondary Education.*
Summary: This booklet is intended for high school students with learning disabilities and their parents and teachers in preparing for the student's transition from secondary to postsecondary education.

_____. 1991. *Journal of Postsecondary Education and Disability,* Vol. 9: 1 & 2, Winter/Spring.

AHSSPPE, ed. *Support Services for LD Students in Postsecondary Education.*
Summary: This is a compendium of readings selected from AHSSPPE conference proceedings and other publications. They may help service providers establish and maintain a quality support service program for students with learning disabilities in higher education. (Two volumes.)

_____. n.d. *Support Services for Deaf/Hearing Impaired Students in Postsecondary Education.*
Summary: This manual contains a compendium of readings selected from AHSSPPE conference proceedings and other publications. These readings may help service providers establish, maintain, and enhance a quality support program for hearing-impaired students in higher education.

_____. n.d. *Survival Kit for LD Students in Higher Education.*
Summary: An overview of necessary activities, useful accommodations, and helpful hints for successfully approaching a college education is provided in this publication.

———. n.d. *Inservice Education Kit*.

Summary: Materials are designed to acquaint faculty, staff, and students with the needs of students with disabilities as well as to provide vital information on when and how such students can best be accommodated. (Two kits; one includes an inservice training video, an audio-tape, and a manual.)

———. n.d. *How To Choose a College*.

Summary: This brief guide helps students organize themselves and their decision-making.

———. n.d. *Life's Dilemmas*.

Summary: This card game is designed to foster discussion of appropriate social interaction for college-age students with learning disabilities.

———. n.d. *Unlocking the Doors: Making the Transition to Postsecondary Education*.

Summary: This booklet was developed to assist LD high school students to make the transition from high school to postsecondary school more efficiently and effectively. (Two copies available.)

———. 1987. *Support Services for the Deaf/Hearing Impaired Students in Postsecondary Education: A Compendium of Readings*.

Summary: Articles address the deaf/hearing impaired student in higher education; educational support for deaf/hearing impaired students; and other issues.

Augustine, A. 1991. *Annotated Bibliography of Information Resources*, 3d ed.

Summary: A resources manual

Baker, J. and W. Cocchi. n.d. *Blindness/Visual Impairment Directory of Resources*. Ohio State University and Columbus State Community College.

Summary: This resource booklet for postsecondary service providers and students is a compendium of services and products available to individuals who are blind or visually impaired.

Barnett, L. 1992. *Directory of Disability Support Services in Community College*.

Summary: This directory is a project of the American Association of Community Colleges with funding from the U.S. Department of Education.

Barkley Memorial Center, ed. 1987. *Postsecondary Intervention Model for Learning Disabilities: Career Development for Persons with Learning Disabilities—Study Manual No. 5*. Lincoln: University of Nebraska.

Summary: Career development is an ongoing process that evolves through recognizable stages involving exploration, establishment, maintenance, and eventual retirement.

———. 1985. *Postsecondary Intervention Model for Learning Disabilities: Writing the Research Paper—Study Manual No. 5*. Lincoln: University of Nebraska.

Summary: PS IM LD staff offers this model research and writing process to facilitate academic writing for LD students and their tutors.

———. 1985. *Postsecondary Intervention Model for Learning Disabilities: Test Preparation and Test Taking Techniques—Study Manual No. 5.* Lincoln: University of Nebraska.

Summary: PS IM LD staff have compiled techniques to aid students and their tutors in approaching test-taking situations with increased comfort, power, and skill.

Bɾwe, F. n.d. *Coming Back: Directions for Rehabilitation and Disabled Workers.* Arkansas Rehabilitation Services and the University of Arkansas.

Summary: This publication suggests that disabled adults and rehabilitation practitioners alike are suffering from a "bunker mentality" in response to recent adverse economic pressures and job-market conditions.

Davie, A.R., R.C. Harman, and N. Rendino. 1973. *On Campus with a Disability: Expanding Diversity at AASCU Institutions.* Health Resource Center, American Council on Education.

Summary: This publication assists member institutions in establishing programs for recruiting, retaining, funding, and educating students from minority, under-represented, disabled, and disadvantaged groups. It also provides information on existing models, creates new models that define hospitable campus climates, and identifies programs and services that facilitate the completion of college work.

Eckstein, R.M. 1990. *Handicapped Funding Directory.* 7th ed. Margate, Fla.: Research Grant Guides.

Summary: This directory profiles foundations, corporations, associations, and government agencies that have funded programs and services in the following areas: seeing impaired and eye research, hearing impaired, developmentally disabled, emotionally disturbed, independent living programs, learning disabilities, mental health, mental disabilities, rehabilitation, and speech impaired.

Egly, Leuenberger, Morris, and Geis. n.d. *How to Use Self-Advocacy Skills.* Lincoln: Postsecondary Intervention Mode for Learning Disabilities, The Barkley Memorial Center, University of Nebraska-Lincoln.

Summary: A study manual and video tape describe a self-advocacy procedure for LD students to follow as they improve their ability to deal with potentially negative situations in a positive manner. (Manual No. 4/Part II)

———. n.d. *Career Developments for Persons with Learning Disabilities.* Lincoln: Postsecondary Intervention Mode for Learning Disabilities, The Barkley Memorial Center, University of Nebraska-Lincoln.

Summary: This study manual is geared to LD students who want to explore the tasks of selecting a career, preparing an employment strategy, adapting to an organization, retaining employment, and advancing in the work place. (Manual No. 5)

Egly, Leuenberger, Morris, and Friedman. n.d. *Self-Advocacy and Assertiveness for the Learning Disabled College Student.* Lincoln: Postsecondary Intervention Mode for Learning Disabilities, The Barkley Memorial Center, University of Nebraska-Lincoln.

Summary: This study manual helps LD students understand that appropriate skills in assertiveness and self-advocacy can be effective

tools for integrating their social and academic needs with their situational realities. Manual illustrates positive use of assertiveness and self-advocacy. (Manual No. 4)

Freidman, B.G., J.E. Leuenberger, and M.J. Morris. n.d. *Test Preparation and Test Taking Techniques.* Lincoln: Postsecondary Intervention Mode for Learning Disabilities, The Barkley Memorial Center, University of Nebraska-Lincoln.

Summary: A study manual of standard test preparation and test-taking techniques provides LD students with more efficient ways of adapting commonly accepted learning techniques to their unique learning situation. (Manual No. 1)

————. n.d. Word *Study: A Problem-Solving Strategy for Reading Comprehension.* Lincoln: Postsecondary Intervention Mode for Learning Disabilities, The Barkley Memorial Center, University of Nebraska-Lincoln.

Summary: This study manual describes the physical properties of words and shows students how these properties help predict the message(s) that will be received from those words. The book helps students become more aware of word structure and more adept at using modifications in the structure as a clue to understanding meaning. (Manual No. 2)

————. 1985. *Postsecondary Intervention Model for Learning Disabilities.* Lincoln, Neb.: The Barkley Memorial Center, University of Nebraska-Lincoln.

Summary: This word study model offers a problem-solving strategy for reading comprehension.

Freidman, B.G.; J.E. Leuenberger, and M.J. Morris. *Writing: The Research Paper.* Lincoln: Postsecondary Intervention Mode for Learning Disabilities, The Barkley Memorial Center, University of Nebraska-Lincoln.

Summary: A study manual to help LD students master the academic task of research paper writing. Topics include how to: 1) select a general workable topic, 2) use the library, 3) prepare a rough outline or plan of the paper, 4) write and edit a first draft, 5) rework and reuse the draft, 6) prepare formal draft, and 7) type and proofread. (Manual No. 33)

Gajar, Anna. H. n.d. *Programming for College Students with Learning Disabilities: A Program Development and Service Delivery Guide for University Service Providers, Diagnosticians, Tutors, Counselors, and Learning Disabled Students.* University Park: Pennsylvania State University.

Summary: Components of this manual were developed to facilitate the initiation of service delivery programs for LD students into the university mainstream, rather than in a separate individualized curriculum or in a remedial or developmental year format.

Geis, J., M. Morris, M., and J. Leuenberger. n.d. *A Guide For Delivering Faculty Inservice on the Learning Disabled College Student.* Lincoln: Learning Disabilities Technical Assistance for Leadership in Education at Nebraska in Technical Schools, University of Nebraska-Lincoln.

Summary: This handbook serves as a guide for preparing and implementing faculty inservice training sessions in a postsecondary setting. It

provides direction for positive interaction between faculty and students with learning disabilities.

Gerber, P.J. and H.B. Reiff. n.d. *Speaking for Themselves: Ethnographic Interview with Adults with Learning Disabilities.*
Summary: Interviews with nine adults, ranging in age from 22 to 56, are grouped in three subcategories according to an index of educational and vocational achievement: high adjustment to adulthood, moderate adjustment to adulthood, and low (marginal) adjustment.

Grasso-Ryan, A. n.d. *Keymaker II, Leader's Manual—A Staff Development Program for Postsecondary Educators.* Minnesota Association for Children and Adults with Learning Disabilities.
Summary: A leader's manual that provides an overview of learning disabilities in postsecondary settings and offers guidance to postsecondary educators. Stated goals are to develop a general understanding of learning disabilities and create environments that maximize student potential.

———. n.d. *Keymaker II, Participant's Manual—A Staff Development Program for Postsecondary Educators.* Minnesota Association for Children and Adults with Learning Disabilities.
Summary: A participant's manual that describes learning disabilities found in a postsecondary setting and suggests how a LD student may adjust to college work.

Guidance Research Group. 1992. *Off to College: A Guide for College Bound Students.*
Summary: This annual guidance service is distributed by colleges and high school educators to college-bound high school seniors.

Heiman, M. and J. Slomianko. 1992. *Success in College and Beyond.*
Summary: LTL's underlying principles are applied to a wide range of collegiate daily living experiences; features student interviews.

Jarrow, J.E. n.d. *Dear Diary: A Decade of Disability.*
Summary: A play with five characters examines disabilities from personal perspectives.

———. 1992. *Title by Title: The ADA's Impact on Postsecondary Education.*
Summary: This document provides general information to promote voluntary compliance with the Americans with Disabilities Act (ADA).

———. n.d. *Multicultural Diversity and Learning Disabilities.* AHEAD.
Summary: This publication examines why LD students are underrepresented in LD support programming at the postsecondary level and looks at ways to facilitate their participation.

———. n.d. *Subpart E, The Impact of Section 504 on Postsecondary Education.*
Summary: Section 504 of the Rehabilitation Act of 1973 is a program access statute. It prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal financial assistance.

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Jarrow, J.E. and C.B. Park. n.d. *Making Your Association Accessible: A "How to" Guide*. AHEAD.
Summary: This document is a "how-to" guide to assist associations in understanding and implementing the requirements of the ADA.

———. 1992. *Accessible Meetings and Conventions*. AHEAD.
Summary: This monograph offers general hints about how to talk to and talk about persons with disabilities.

———. 1991. *Americans with Disabilities Act Response Kit*.

Johnson, J. n.d. *Facilitating an Academic Support Group for Students with Learning Disabilities: A Manual for Professionals*. Columbus, Ohio: AHSSPPE.
Summary: This publication outlines a practical approach to a variety of issues that students with learning disabilities confront in a postsecondary setting. It is written for professionals who are in the process of designing a group curriculum to meet the needs of this population or redesigning existing group structures.

King, W.L., and J.E. Jarrow n.d. *Testing Accommodations for Students with Disabilities*. AHSSPPE and Ohio State University.
Summary: This guide is directed to the service provider responsible for arranging testing accommodations for students with disabilities in higher education.

Kravets, M.B. and I.F. Wax. 1991. *The K&W Guide: Colleges and the Learning Disabled Student*. Deerfield, Ill.: Kravets, Wax and Associates, Inc.
Summary: This resource book is geared to students, parents, and professionals who are exploring and identifying appropriate colleges and universities.

Lendman, Christy. 1991. *Volunteer Reader / Taping Service Handbook*.
Summary: The Reader/Taping Service records textbooks for students whose disabilities limit their reading of print material.

Levine, M. 1990. *Keeping A Head In School: A Student's Book about Learning Abilities and Learning Disorders*. Cambridge, Mass.: Educators Publishing Service, Inc.
Summary: The purpose of this book is to prevent harmful misunderstandings about learning disorders. It is intended to help children feel that they have efficacy and attempts to empower students with learning disorders to practice self-advocacy.

Moss, J.R. 1989. *A National Directory of Four-year Colleges, Two-year Colleges and Post-High School Training Programs for Young People with Learning Disabilities*. 6th ed. Tulsa: Partners in Publishing.

National Braille Press. n.d. *Catalog of Publications: Transforming the Visual into the Tangible*. Boston: National Braille Press.

National Institute for the Deaf. 1992. *NTID Resources Catalog*.
Summary: Print and nonprint materials are featured in this catalog, which also includes workshops and programs.

Nolting, P.D. 1991. *How to Develop Your Own Study Skills Course/ Workshop*. Pompano Beach, Fla.: Academic Success Press, Inc.
Summary: This draft version includes information on three levels of workshops that can help students: 1) mini-workshop; 2) extended mini-workshop; 3) full-length workshop.

———. 1991. *Teachers Manual for Winning at Math*. Pompano Beach, Fla.: Academic Success Press, Inc.
Summary: This draft copy publication helps students understand that studying math is different from studying any other course. Teaching students how to process math information from short-term memory into long-term memory is emphasized.

———. 1991. *Math and the Learning Disabled Student: A Practical Guide for Accommodations*. Pompano Beach, Fla.: Academic Success Press.
Summary: This book is written for counselors, mathematics instructors, and administrators and provides information on appropriate accommodations for learning disabled students.

———. 1990. *The Effects of Counseling and Study Skills Training on Mathematics Academic Achievement*. Pompano Beach, Fla: Academic Success Press, Inc.
Summary: This study examines the composite treatment effect of instructional training and counseling on mathematics academic achievement in high-risk community college students. The intervention program of counseling and study skills training focuses on students repeating a college preparatory algebra course.

———. 1989. *Strategy Cards for Higher Grades*. Pompano Beach, Fla.: Academic Success Press, Inc.

Nolting, P.E. and W.A. Savage. 1991. *Successful Math Study Skills: Easy-to-Use/Step-by-Step Guide to Higher Math Grades for Middle and Secondary School Students*.
Summary: This publication examines techniques for improving the math study skills of middle and secondary school students. It is intended for use by math students prior to or while taking algebra.

President's Committee on Employment of People with Disabilities, ed. n.d. *Employment Priorities for the 90s for People with Disabilities*. Arkansas Rehabilitation Services: University of Arkansas.
Summary: This report chronicles a project that involved people with disabilities in the development of employment policies and the improvement of rehabilitation services.

Rosenthal, I., R. deVight, and E. Find. n.d. *Final Report of a Title VI-E: Model Program for School Age Handicapped Children*. DOE/Bureau of Education for the Handicapped: Learning Opportunities Center for Special Needs Community College Students.
Summary: This report includes the statement of proposed goals for the three-year project and includes a summary of activities related to each major goal as well as an evaluation of project students' achievements related to project goals.

Savage, M.S. 1991. *Successful Math Study Skills: Implementation Guide and Teacher's Manual*. Pompano Beach, Fla.: Academic Success Press, Inc.

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Summary: This manual addresses two aspects of a successful math study skills program—how to implement a math study skills program in the school and how to teach math study skills.

Smith, S.L. 1991. *Succeed Against the Odds: Strategies and Insights from the Learning Disabled.*
Summary: Insight, inspiration, guidance, and practical strategies for succeeding against the odds make this book ideal for parents, educators, counselors, and individuals with learning disabilities.

Suddath, A.P. n.d. *The Peer Mentor Training Manual.* Charlotte, N.C.: University of North Carolina/Learning Disabilities Consortium.
Summary: This booklet trains college or high school students to be peer mentors.

Thierfeld, B. and G.G. Brown. 1993. *From Access to Equity: Equalizing Educational Opportunities for Disabled College Women.*
Summary: This manual addresses equalization of educational opportunities by suggesting ways of increasing the number of women with disabilities on college campuses and, subsequently, in the marketplace. Equalizing education opportunity means improving the quality of life for women with disabilities.

Tweed, P.K. and J.C. Tweed. 1989. *Colleges that Enable: A Guide to Support Services Offered to Physically Disabled Students on 40 U.S. Campuses.*
Summary: This directory is written for college-bound students with disabilities, their parents, their guidance counselors, and their vocational rehabilitation case workers; individuals who are returning to college to embark on a new career path after becoming disabled; and anyone else who offers support services to the physically disabled.

Vogel, S.A. 1993. *College Students with Learning Disabilities: A Handbook for Students with LD, Admissions Officers, Faculty / Staff and Administrators.* 4th ed.
Summary: This resource guide benefits students and their colleges' professional staff.

———. 1993. *Postsecondary Decision-making for Adults with Learning Disabilities.*
Summary: This collection of papers offers a comprehensive review of an exciting and challenging field. The compilation explores issues pertinent to the emerging subject of college education for adults with learning disabilities.

———. 1992. *Educational Alternatives for Students with Learning Disabilities.*
Summary: This book provides teachers in preservice LD preparation programs with an overview of validated practices that have been proven effective for children with language learning disabilities, preschool-age through adolescence. It also provides regular education teachers, who are preparing to enter the field or already are in the classroom, with insight into validated teaching strategies to help them collaborate more effectively with an LD consultant.

———. n.d. *Decision-making for Adults with Learning Disabilities.*
Summary: Overhead transparencies

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Cassettes and Videos

AHSSPPE, ed. 1990. *Death by Accommodation: A Permanent Disability.*
(A participatory murder mystery.)

AHSSPPE, ed. 1991. *Dear Diary: A Decade of Disability.*

AHEAD, ed. 1992. *Sailing into the ADA 1992 Conference.*

AHEAD, ed. 1992. *What's Your D.A.Q.? Disability Awareness Quotient.*

Bridging the Gap—Transition from Public Schools to the World of Work.

Center for Alternative Learning. *Parent Teacher Meeting.*
Center for Alternative Learning. *Concentration.*
Center for Alternative Learning. *Faculty Training.*
Center for Alternative Learning. *Social Skills.*

College Transition. *Consortium.*

Instructional Strategies for Learning Disabled Community College Students.
City University of New York Graduate School. (2 tapes)

LD Talents. *Transition of the LD Student into Postsecondary Education.*

LD Talents. *LDs in College—A Time for Self-Advocacy.*

Minnesota Association for Children/Adults with Learning Disabilities.
Keymakers II.

Part of the Team —External Version. National Easter Seal Society.

Reader / Taping Training. 1989.

Tips for Teaching Keyboarding. Keyboarding Courseware.

These publications and audiovisual materials may be obtained by contacting:

Jeananne Dixon
Postsecondary Coordinator
Southwest Transition Center
New River Community College
P.O. Box 1127
Dublin, VA   24084
(540) 674-3600, ext. 358

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Asselin, S.B., and G. Oberlander. 1991. *Instructional Strategies for Students with Special Needs in Vocational Education*. Blacksburg: Virginia Department of Education.

Ball State University and Indiana Department of Education. n.d. *Working Together: Providing Vocational Instruction to Students with Disabilities*. Indianapolis: Ball State University and Indiana Department of Education.

Blake, D.H. 1994. *Tech Prep in Virginia: Facts and Figures*. Richmond: Virginia Community College.

Center on Law and Education. n.d. *Equity: Access and Support Services for Special Populations*. Washington, D.C.: Center on Law and Education.

Chew, C. 1994. *School-to-Work Transition: Resources for Counseling*. Madison: Center on Education and Work, University of Wisconsin-Madison.

Gugerty, et al. 1993. *Serving Students with Learning or Cognitive Disabilities Effectively in Two-Year Colleges: Seven Exemplary Approaches*. Madison: Center on Education and Work, University of Wisconsin-Madison.

Hull, D. and D. Parnell. 1991. *Tech Prep Associate Degree: A Win/Win Experience*. Waco, Texas: Center for Occupational Research and Development.

Illinois State Board of Education. 1992. *Illinois Guidelines for Serving Special Population Students in Vocational-Technical Education Programs*. Illinois State Board of Education.

Mason, S.A. 1994. *Providing Access for Special Populations to Quality Vocational Education in Wisconsin*. Madison: Center on Education and Work, University of Wisconsin-Madison.

Virginia Community College System. 1991. *Faculty Handbook for Students with Disabilities*. Richmond: Virginia Community College System.

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Virginia Department of Education, Office of Vocational, Adult, and Employment Training. 1994. *Vocational Special Programs Conceptual Overview*. Richmond: Virginia Department of Education, Office of Vocational, Adult, and Employment Training.

Wisconsin Department of Public Instruction and Wisconsin Technical College System Board. 1996. *Project Application Guidelines: Tech Prep Projects*. Madison: Wisconsin Department of Public Instruction and Wisconsin Technical College System Board.

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