



Preparing for College

Overview of Session:

- Organizing your College Search
- Review the Application Process & any requests for special consideration
- Getting Documentation in Order
- Educating yourself about Support Services
- Practicing Self-Advocacy

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Organizing your College Search

- Get physically Organized – a place for your college “stuff”, a notebook or pad where you keep all college search notes, and a dedicated flash drive to keep college info on (in addition to the hard drive). Bookmark important websites and put them in appropriate folders.
- Consider your geographic concerns/limitations
- Consider your economic parameters
- Explore academic major options
- Decide upon a good institutional size for yourself



Review the Application Process & any requests for special consideration

- Determine if there is a “special admissions process”.
- Make sure you highlight, or construct a checklist for yourself relative to the application process.
- Decide what you wish to reveal if anything.
- Inquiry about interviews as part of the application process, if this suits you.

Getting Documentation in Order

- ☑ Start Early (end Junior, early Senior year) ...often times the documentation needs to be located, is outdated, or lacks a clear diagnostic statement. The early you begin, the better chances of having things in order for the start of the college experience.
- ☑ Consult with the prospective colleges and universities about their criteria. Not all schools are the same, very similar but not identical. Check their websites, and speak with the Disability Support Services office/staff person.
- ☑ In the case of a medical or physical disability consult your treating professional for documentation which will meet the school's criteria.

Getting Documentation in Order (cont.)

- ☑ For "Learning Disabilities" and "other health impairment", search your files for the most recent "Psychoeducational", "Psychological" or "Behavioral" Evaluation. This will *(should)* include information such as date of the current evaluation, tests administered (WAIS, Woodcock Johnson, Bender, Nelson Denny, Beck Anxiety Scale, Connor's etc...), scores, narrative about the testing, diagnostic statement with a clear diagnosis, and recommendations for accommodations.
- ☑ TYPICALLY, THIS IS NOT AN "IEP" or "Summary of Performance" (SOP) STATEMENT.

Getting Documentation in Order (cont.)

- ☑ Consult your secondary school if you do not have these records. If they do not have these appropriate records speak with the school about options for testing or seek outside testing.
- ☑ Secure an original of the current evaluation and make copies to give to schools, if you are meeting with the DSS provider prior to acceptance. DO NOT give original documents to the schools. DO NOT send the documentation in with admissions application unless that is specified on the application.



Educate yourself about Support Services for students

- Look at the websites.
- Contact the providers and offices that service students.
- Visit the school and speak with the DSS Staff person.
- Determine if there is a special "program" for students with disabilities, or if there is a support service approach by the college/university.
- Learn of other University services that can assist you, Learning Resource Offices, Tutoring Centers, Success Centers (You may be able to assist them as well! ☺)
- See if there are economic implications/costs to participate.
- Learn the structure of the services - Level of self advocacy and student initiative to receive services.

How Services at College are different than High School...

➤ What do you think?

In a traditional post-secondary setting,

- No Separate Classes
- Student initiated accommodations once found eligible
- Student initiated time with tutors
- Time limited, although extending time, testing (Not Un-timed)
- Special Cases, as documented with limitations

Practicing & Developing Self-Advocacy Skills



- CRITICAL! ☺
- Know your concerns, abilities, strengths and challenges...in your own words.
- Speak for your self - it is fine to make notes and refer to these when speaking with a staff person.
- Get comfortable with the fact that we all need help with certain things.
- Reveal what you are comfortable with, and realize the limitations that may exist if you choose not to reveal.

Once you have arrived!

- Know the resources available.
- USE THEM! ☺
- Get to know the DSS main contact, or the person with whom you can discuss concerns, practice role plays of speaking with professors, brainstorm coping strategies etc....
- Don't make drastic changes in strategies that have worked in the past, and be flexible enough to alter some strategies to see what might work differently.
- Don't discount accommodations, stop taking any meds you may be on, or drastically change your personal eating and sleeping habits.



Websites/Resources

College Living Experience (CLE)
<http://www.cleinc.net/about>



National Center for Learning Disabilities
<http://www.ncl.d.org/>

ERIC Clearinghouse on Disabilities and Gifted Education
<http://ericec.org/>

Virginia Department of the Deaf and Hard of Hearing
<http://www.vddhh.org/>

Children and Adults with Attention Deficit/Hyperactivity Disorder
<http://www.chadd.org/>

Websites/Resources

Department of Rehabilitative Services, unique to your geographic area.

Any and all transition services available through the high school

Reputable learning consultants if you have the resources for such.

**Questions
& Comments**



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