

Postsecondary Education: A Plan for Success

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Part I

Self-advocacy and playing a key role in transition planning

Part II

Framework for success

- 1) Practice self-advocacy in planning your future program.
- 2) Know your career objectives and gain experience through volunteer work, job shadowing, or internships.
- 3) Research the requirements of the job. What training is required? What courses would you have to take? What is the future employment outlook for the career? What would be the typical income for the career? Work environment?
- 4) Know your disability: become an expert on your strengths and challenges. Prepare an Elevator Speech. This is a clear and relatively brief explanation of your disability.
- 5) Evaluate your options: College? 4 year or 2 year? Vocational and technical schools?
- 6) Investigate financial options.
- 7) Know the entrance requirements of the program: what types of entrance exams are required?
- 8) Know your needs. It is important to know the accommodations that you will need. Will you need to sit in front with less distraction? Will you need extended time for exams? Will you need books on tape or a note taker in class?
- 9) Gather current documentation about your disability. Maintain an ongoing personal file or portfolio which includes school and medical records, IEPs, resume, and samples of academic work.
- 10) Visit the campus and meet with the disability services office. This is a great way to practice your self-advocacy skills and gather information.

- 11) Housing. Where will you live? Would you prefer living with a room mate or in a single room? What is the availability? Discuss this in advance with the disabilities services office.
- 12) Develop effective studying, test preparation, test-taking, time management, and note taking strategies or identify compensatory strategies.

References

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- Cavaiuolo D., Rose, E. & Steere, D.E. (2007). *Growing up: Transition to adult life for students with disabilities*. Boston: Pearson.
- Flexer, R.W., Simmons, T.J., Luft, P., and Baer, R.M. (2009). *Transition planning for secondary students with disabilities*. Upper Saddle River: Prentice Hall.
- Berger, C. (1997). *College planning and students with learning disabilities*. ERIC. Retrieved May 9, 2009 from LD Online .

Helpful Web Sources

Association for Higher Education and Disability
[://www.ahead.org/students-](http://www.ahead.org/students-)

HEATH Resource Center
[://www.heath.gwu.](http://www.heath.gwu.)

LD Online
[.ldonline.org/ld_indepth/postsecondary/index.](http://ldonline.org/ld_indepth/postsecondary/index.)