



Documentation Highlights

**College & University Transition
Educators' Session**

Presented by
Algonquin College and Carleton University
May 4, 2011





Important Acronyms

Elementary/Secondary schools

IPRC based on documentation
(Old requirement) **(testing)**

IEP useful information about
(Currently required) **supports and strategies**

Post-secondary

HR Requires formal diagnosis
(Human Rights Legislation)

PEA **Psychoeducational Assessment**



Human Rights Mandate:

- **Sufficient information to accommodate effectively:**
 - **Registered Health Care professional**
 - **College: psychoeducational assessment (PEA) within 5 years, or as adult**
 - **University: PEA within 3 years, or as adult**
- **Post-secondary will accept older documentation and implement interim accommodations**
- **Post-secondary setting will arrange for an updated assessment if required**



Psychoeducational Assessment

- **From a registered psychologist or psychological associate**
- **Accommodations based on documented processing deficits**
- **Also required for Central Auditory Processing Disorder (CAPD), dyslexia, Scotopic Sensitivity Syndrome, Irlen Syndrome**



ADHD Documentation

- **Level 1: no documentation**
 - Referral to physician or psychologist for documentation
 - Referral to general on-campus student supports
- **Level 2: IEP or IPRC documenting prior use of accommodation and/or partial report in which diagnostic statement is unclear**
 - Review and referral to physician or psychologist for documentation
 - Access to supports services for students with disabilities
 - Interim (e.g. one-term) exam accommodations (e.g., separate room, rest breaks)
- **Level 3: out-of-date or incomplete documentation with a clear diagnostic statement provided by a regulated health professional**
 - Referral to a physician or psychiatrist specializing in adult ADHD for update
 - Access to supports services for students with disabilities, including AT
 - Ongoing exam accommodations, if necessary
- **Level 4: adequate documentation, according to guidelines above**
 - Review to determine if reassessment needed
 - Based on documentation, all of the above, plus access to BSWD for students who are eligible for OSAP



Why update?

- **Developmental changes**
- **Psychometric norms**
- **More accurate picture of strengths and areas of need**
- **Determine more appropriate accommodations and learning strategies**
- **Interactions with Instructors regarding want vs. need**



Cost of Assessment

- **Parent or High School completes**
- **Access through Disability Services Office (DSO)**
 - **BSWD eligibility (refunded up to 6 mo. before classes begin)**
 - **Private health care package listing Psych services as a benefit may cover some cost**
 - **Wait until student begins post-secondary and arrange through DSO**
 - **Regional Assessment Resource Centre (RARC)**



Finding a Psychologist

- **Contact DSO for list of recommended psychologists in the area**
- **Contact DSO to determine need for a psychoeducational assessment, and process for making a referral**
- **Ask psychologist about a sliding scale**



Contacts

- Karima Lacene, Ph.D.
 - Disability Counsellor, Psychoeducational Consultant, Algonquin College
 - (613) 727-4723, ext. 5585,
lacenek@algonquincollege.com
- Boris Vukovic, M.Ed.
 - Disabilities Coordinator, Carleton University
 - (613) 520-2600 ext. 1988
 - boris_vukovic@carleton.ca

Postsecondary Transition for Students with Asperger's Syndrome



May 4, 2011

Postsecondary DSO* Representatives

Carleton University: Paul Menton Centre

Sonia Tanguay

Laura Brawn

www.carleton.ca/pmc

Algonquin College: Centre for Students w Disabilities

Sandra Fraser

www.algonquincollege.com/student-services/csd

**Disability Services Office*

Contents

- Documentation
- Accommodations
- PS Supports
- Assistive Technology
- Transition Tips
- Parents' Role
- Students' Role



Required Documentation

- *Best:* Psychoeducational Assessment report (rules in/out co-existing LD/ ADHD)... or...
- Letter/form signed by a specialized physician, psychologist, or a psychiatrist (DSM-IV-TR)
- IEP with IPRC...or just IEP?
- Clear diagnostic statement important
- *Check with your DSO in advance*

Confidential Treatment of documentation as per the *Privacy and Access to Information Act*

The Ideal Psychoeducational Assessment

- Comprehensive (ability, achievement and IP)
- Recent (3 years) and/or as an adult
- Questionnaire, interview and other data from self and third-party report to support DSM-IV-TR criteria
- Rules in or out coexisting LD or ADHD
- Comprehensive memory testing
- Recommendations relevant to postsecondary setting
- Vocational assessment, with reference to appropriate postsecondary programs and careers

Test/Exam Accommodations

- Extra time
- Quiet location
- Computer for essay format
- Assistive technology?
- Supervised breaks as needed
- Scheduling considerations

Classroom Accommodations

- Note-taking support
- Preferred seating
- Record lectures
- Advance notice of changes to syllabus
- Assistance w group work, presentations, participation requirements...
- Consistent lab or group partners

Proactive Communication

Meetings with Instructors:

- Disclosure and information sharing
- Clear expectations for classroom and lab
- Confirm when/ how to communicate in future
- “signal” e.g. “Good for now”
- Education of classmates?

Regular DSO appointments:

- Personal Counselor: stress/anxiety, social skills
- Learning Strategist: self-advocacy training, personalized metacognitive strategies
- Coordinator/ Counselor: maintain contact, problem solving

PS Supports

Disability Coordinator/ Counselor

- Accommodations
- Referral for updated assessment
- Access to support personnel, services and facilities
- Facilitate communication w instructors

Learning Strategist

- Understanding strengths and weaknesses
- Time mngt. /organization strategies
- Study skills
- Metacognitive strategies

Peer Mentor

Personal Counselor

Social Club e.g. Aspirations, Math Students Society...

General Campus Supports

Assistive Technology

- Laptop computer
- Electronic organizer
- Digital recorder/ smartpen
- Organizational software (e.g. Inspiration™)
- Voice-to-Text Software
- Text-to-Voice Software

Transition Tips: Before HS graduation...

- Research schools, programs and careers
- Remember your strengths, e.g. structured vs. unstructured, study close to home, theory vs applied...
- Connect early with DSO re doc. requirements, supports and process
- Attend Pre-grad PS transition programs: *DARE, Make the CUT*
- Updated psychoeducational assessment?

www.algonquincollege.com/csd/dare

www.carleton.ca/pmc/transition-to-carleton/

Transition Tips: After HS graduation...

- Intake appointment w DSO, schedule a follow-up meeting for after 1st week of class
- Explore campus in summer: find your classes, labs, comfortable space for downtime...
- Attend general campus summer orientation
- Apply for OSAP (for access to BSWD*)
- Start slowly: Fewer courses? Residence “part-time”

**Bursary for Students with Disabilities*

Transition Tips: After HS graduation...

Attend DSO transition programs:

- U. of Ottawa: Access Service's Transition Program* (fall)
- Carleton University: Get the FACTS (early Sept), INTRO (orientation week)
- Algonquin College: SLICE (summer)

Online transitions planning:

www.edu.gov.on.ca/eng/tcu/students/transitions

www.youth2youth.ca

* <http://www.sass.uottawa.ca/access/transition/>

Parents' Role

- Help with initial (and ongoing) contact with DSO
- Support the option of starting slowly
- More frequent contact and supervision
- Consent form

Student's Role

- Regular communication and contact
- Develop self-awareness & self-advocacy
- Use the available supports
- Ask for help when you need it
- Ask for clarification when you need it
- Take responsibility for your own success!

Get the FACTS

“Fall Asperger’s Carleton Transition to Success”

Sept 1, 2011, 9 am to 3 pm

- Personalized Campus tour
- Web-hunt
- Student Success Panel
- Time Management/Organization Exercise

Goals: connectedness, familiarity w resources and environment, positive role models, reduce anxiety associated with transition

Questions?





Best Practices for Transitioning: College and University Students with ASD

Before you Begin...

Contact the Disability Services Office (DSO) at your college or university. Arrange to meet a counselor or coordinator to review documentation and learn about accommodations and supports before the term begins. Your parents are welcome to join you!

Apply for a student loan, even if you plan to decline it. The Bursary for Students with Disabilities (BSWD) and the Canada Study Grant (CSG) can be used to pay for disability-related educational equipment and services, such as an updated psychoeducational assessment, but only if you are eligible for a student loan: https://osap.gov.on.ca/eng/eng_osap_main.html

Attend postsecondary transition programs for students with disabilities, such as:

- Carleton's Make the CUT, Get the FACTS, and INTRO (www.carleton.ca/pmc/transition-to-carleton)
- Algonquin's SLICE and DARE (www.algonquincollege.com/student-services/csd/prospectiveHome/ProspectiveStudents.htm)

Attend a general campus orientation program at your college or university. For Carleton, see: <http://www.carleton.ca/orientation/summer/index.html>, and for Algonquin, see <http://www.algonquincollege.com/vtour/orientation.htm>

Explore your campus and find your classrooms, labs, the DSO, the AT lab, testing rooms, and quiet study areas. Most postsecondary institutions offer campus tours; plus, you may be able to arrange a personalized tour through your DSO.

Early in September...

Communicate with your Instructors to share information about ASD and your individual learning needs. Your DSO counselor/coordinator can help. Consider writing a Letter of Introduction.

Ask your DSO counselor/coordinator for a referral to a professional Learning Strategist or Coach to develop effective organization, time management and study strategies.

Ask your DSO counselor/coordinator about a referral to a Peer Mentor.

Join a social club for students with ASD, like the Carleton Aspirations Club (contact Laura Brawn: laura_brawn@carleton.ca), Algonquin Aspirations Club (contact Sandra Fraser: frasers1@algonquincollege.com) or Ottawa Aspirations Club (<http://aspirations.topcities.com>)

Throughout the Year...

Monitor your progress. Be realistic. Ask for help if you need it.

Ask your DSO counselor/coordinator for help to stay on track.

Take responsibility for your success!



CARLETON GAMEPLAN

High School Timeline: Carleton University

January 12

Deadline for Ontario secondary school students to submit 101 applications to the Ontario Universities' Application Centre. Applications after this date will be accepted. Please note that the following programs have specific application deadlines and additional requirements:

- Architectural Studies (February 1)
- Humanities (March 1)
- Industrial Design (March 1)
- Information Technology – Interactive Multimedia and Design (March 1)
- Journalism (March 1)
- Music (March 1)
- Social Work (February 1)

Early February

All **Ontario secondary students** who have applied for admission by the January 12, 2011 application deadline will receive an acknowledgment package from Carleton University and OUAC. Please note specific application deadlines for the following programs: Architectural Studies, Humanities, Industrial Design, Information Technology – Interactive Multimedia and Design, Journalism, Music, Social Work.

March 1

Last day for applicants to the **Bachelor of Music** program to schedule an audition.

- Applicants living more than 100 km from Ottawa may audition via a recording and an affidavit in consultation with the School for Studies in Art and Culture: Music.

Last day for applicants to the **Bachelor of Social Work** program to submit their Supplementary Application Form.

- For more information: [Additional Admission Requirements](#)

Last day for applicants to the **Bachelor of Humanities** program to submit their portfolio.

- For more information: [Additional Admission Requirements](#)

Last day for applicants to the **Bachelor of Information Technology (Interactive Multimedia and Design)** program to submit their portfolio.

- For more information: [Additional Admission Requirements](#)



CARLETON GAMEPLAN

Mid to end of March

Carleton University will begin to make offers of admission to **Ontario secondary students** based on Grade 12 interim or a combination of Grade 12 interim grades and Grade 11 and 12 final grades. Do not be concerned if you do not receive an early offer of admission. Offers will continue to be made until mid-June. After that date offers will be made using Grade 12 final marks or a combination of final marks and final summer course marks.

April 1

Last day for applicants to either the **Bachelor of Architectural Studies** and **Bachelor of Industrial Design programs** to submit portfolios.

- For more information: [Additional Admission Requirements](#)

Last day for applicants whose documents originate outside Canada or the United States.

May

Comprehensive guides to first year programs at Carleton University are available at: [First-year Degree Guides](#).

May 30

Ontario secondary school applicants to Carleton should have received an offer of admission, a refusal, or notification that final grades will be required before a decision may be reached. If you have not received notification by this date, please call our Undergraduate Recruitment Office for more information.

- For more information: [Undergraduate Admissions/Recruitment Office](#)

End of May

Carleton begins mailing registration instructions to students who accepted an offer of admission.

June 1

Deadline to apply for applicants whose documents originate in Canada or the United States, except applicants to Child Studies, Architectural Studies, Humanities, Industrial Design, Journalism, Music, Information Technology (Interactive Multimedia and Design) or Social Work. **Note:** Applications for admission may be received after this date, but the University cannot guarantee that all late applications will be processed in time for registration in the academic session requested. Applicants to programs with limited enrolment should note that such programs may be filled by this date.

June 2

Deadline for **Ontario secondary students** to respond to an Offer of Admission made prior to May 14. Responses to Offers of Admission to limited enrolment programs received after this date could result in the



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Offer being rescinded. Students who are offered admission after May 14 will have three weeks to accept the offer of admission. Note that you may respond to our Offer of Admission as soon as you receive it.

Carleton begins withdrawing offers of admission from students who did not respond to offers of admission to limited enrolment programs.

June 9 (4:30 p.m. EST)

The deadline to confirm the Offer of Residence. To accept the offer of residence accommodation, you must:

- accept your offer of admission by June 2, 2011
- visit the Housing website at carleton.ca/housing and follow the required steps to complete the online application. You must also pay residence deposit (amount TBA).
- For more information: [Housing and Conference Services](#)

June 13

A lottery for residence accommodation and wait-list priority is held. This is for those students who did not receive a guaranteed residence, but applied for residence accommodation using the application available on the Housing website. Applications will be accepted after this date and will be placed on a wait list. Successful applicants are notified by mail.

- For more information: [Housing and Conference Services](#)

June 15

Deadline for high school applicants to be considered for entrance scholarship for Fall 2010. All required grades must be received by this date. Application deadline for students registered in a degree program at Carleton University applying for a transfer to another program.

June 24

Registration for Fall 2011 begins.

- <http://www2.carleton.ca/registrar/registration/time-tickets/>

Early August

Ontario Secondary School applicants will know if their final grades (as received from OUAC) are sufficient to maintain a conditional offer of admission (an offer based on interim grades for Grade 12 4U/4M courses). Applicants' final grades must meet the published minimum for admission to retain a conditional offer.

- More information on maintaining your conditional offer of admission:
 - [Full-time Ontario high school students](#)
 - All other [Canadian high school students](#)



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- [International Baccalaureate Students](#)
- [British based high school system students](#)
- For all other applicants please contact [Admissions Services](#).

Mid August

Conditional offers of admission will be withdrawn if final grades have not been received or final grades are below the published minimum for admission.

- More information on maintaining your conditional offer of admission:
 - [Full-time Ontario high school students](#)
 - All other [Canadian high school students](#)
 - [International Baccalaureate Students](#)
 - [British based high school system students](#)
 - For all other applicants please contact [Admissions Services](#).

September 3 – 9

Orientation Week. Academic program, student services and social orientation to the Campus.

- For more information: [Orientation @ Carleton](#)

September 6

Fall 2011 Term begins.

September 6-7

Academic Orientation. All students are expected to be on campus. Class and laboratory preparation, departmental introductions for students, and other academic preparation activities will be held.

- For more information: [Academic Orientation](#)

September 8

Fall 2011 and Fall/Winter classes begin.



Be Prepared

Setting up Accommodations at any College or University

No matter what college or university you plan to attend, to obtain the accommodations and supports you need, you must do the following kinds of things:

- Make an appointment at your institution's centre for students with disabilities (every Ontario college and university has one)
- Present formal proof of your disability (e.g. a psycho-educational assessment report).
- Communicate your needs to Professors
- Meet specific deadlines
- **Be a self-advocate**

We strongly encourage you to go online and make careful note of the procedures for obtaining accommodations and supports at your college or university.

Here is a link to the websites of all Ontario Universities:

www.edu.gov.on.ca/eng/general/list/univers.html

Here is a link to the websites of all Ontario Colleges:

www.edu.gov.on.ca/eng/general/list/college.html





Be Prepared

IF YOU ARE ATTENDING CARLETON UNIVERSITY, THE FOLLOWING STEPS ARE RECOMMENDED:

1. If you have not already done so, please contact your guidance counsellor and/or special education teacher to obtain the most recent copies of your learning disability documentation (e.g. IPRC, IEP, psycho-educational assessment report). You are required to bring these documents to your first meeting with a coordinator at the Paul Menton Centre, but if you get them to us before your first meeting, it gives us a chance to review them for a discussion with you.
2. Registration for fall/winter classes begins as early as the end of June. Your registration package should contain information about your "time ticket" (first available date and time of registration based your year of enrolment and last two digits of your student #). If you are having difficulty locating this information, please check the Carleton Registration webpage, www2.carleton.ca/registrar/registration/time-tickets/

It is important for you to do your homework ahead of time in order to set up a schedule that is best suited for you. You should be ready to register as soon as you are allowed access, as class sections and courses fill up fairly quickly.

If you require assistance with deciding on what courses to take, please contact the Student Academic Success Centre (SASC), (613)520-2600 x3500 or yr1reg@carleton.ca. Alternatively, you can also contact your department and ask to speak with an academic advisor for assistance. For a listing of academic advisors by faculty, logon to this link,

www2.carleton.ca/sasc/advisingcentre/departamental-advisors/

3. Disabilities Coordinators are available to meet with you as early as July and August to discuss your accommodation and support service needs for the fall/winter session. Please book an appointment to meet with a Disabilities Coordinator at the Paul Menton Centre by contacting (613) 520-6608 or pmc@carleton.ca.
4. During your initial appointment, you will be introduced to PMC supports that are available for you at Carleton University and accommodations for courses will be discussed.

If you have questions about Carleton's disability services or required documentation for students with disabilities, contact Boris Vukovic at the above number or check the PMC website: www2.carleton.ca/pmc/. Further information can be found on the Carleton University main website (www.carleton.ca). Most importantly, be sure to visit www2.carleton.ca/admissions/ regularly for updated information, and more specifically, the *Insights* website, for which you receive information regularly.



Be Prepared

IF YOU ARE ATTENDING ALGONQUIN COLLEGE, THE FOLLOWING STEPS ARE RECOMMENDED:

1. Gather your Documentation

You must provide formal documentation to the Centre for Students with Disabilities (CSD).

If you have LD, bring an IPRC, and/or Psycho-educational Assessment Report, signed by a licensed, registered psychologist. A recent Psycho-educational assessment is preferred, but not essential.

If you have ADHD, bring a Psycho-educational Assessment Report, signed by a licensed, registered psychologist, or a signed letter from a physician, psychiatrist, or psychologist.

Copies of IEPs provide useful information about the accommodations and supports you need, but on their own are not considered formal proof of disability.

2. Make an Appointment with an Algonquin College Disability Counsellor

Try to schedule your first meeting well before classes begin (e.g. August). Don't wait until September, when the CSD gets REALLY busy.

- Call the CSD front desk at (613) 727-4723 x7683.
- Explain that you are an incoming student and need to register and meet with a counsellor.

3. Meet with your CSD Disabilities Counsellor

Come prepared to be a self advocate. Bring your documentation, so your counsellor can help you determine what accommodations & supports you may need to be on a level playing field with your classmates.

She or he will issue an "Individual Student Plan", help you understand the policies and procedures of the CSD, and provide you with deadlines and other important information. Your counsellor may also refer you to other support service providers, such as a Learning Strategist or Assistive Technologist. Feel free to ask questions.

4. Visit your Professors

Although the CSD will send a copy to your academic department, you must provide each of your professors with a copy of your Individual Student Plan. They need to know the accommodations you need, and how they can ensure that your learning and accommodation needs are met.



Be Prepared

- To protect your privacy, you may consider visiting your Professor during their office hours. This is a weekly time, announced by each Prof, when students can meet privately to discuss course related matters. Or, e-mail your Prof. and ask to make an appointment.
- Give your Professors your Individual Student Plan early in the semester before any “in-class” tests or exams.
- Refer your professor to your CSD Counsellor if he or she has any questions or concerns.

REMEMBER

- If you don't call us, we won't call you.
- If you have questions, visit our website www.algonquincollege.com/studentservices/csd, drop by room C142, or call (613) 727-4723 x7683.
- Your Counsellor is your primary CSD contact for the duration of your studies at Algonquin. You should meet with him/her at the beginning of *each semester*.
- Accommodations are meant to level the playing field, not make it easier for you. Accommodations will not be approved unless they are justified on the basis of your disability, documentation, and individual needs.

Setting up Accommodations at Carleton University in 6 Easy Steps

1. Gather your Documentation

You must provide formal documentation for LD and ADHD.



If you have an LD, bring a psycho-educational assessment report signed by a licensed, registered psychologist.

If you have ADHD, bring a psycho-educational assessment report signed by a licensed, registered psychologist and/or a form completed by a physician, psychiatrist or psychologist stating your diagnosis and its likely impact at university. To download a form to bring to your health care professional to document ADHD, go to: www2.carleton.ca/pmc/document-download/

If you don't have formal documentation, and need help getting some, make an appointment with a PMC Coordinator by calling (613) 520-6608.



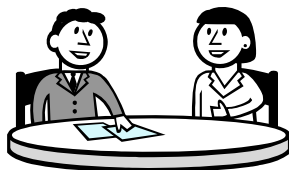
2. Make an Intake Appointment with a PMC Coordinator

Schedule your Intake Appointment for well in advance of fall classes (e.g. in July or August). Avoid September, when it's REALLY busy.

(613) 520-6608.

3. Meet with your PMC Coordinator

Come prepared to be a self advocate. Bring your documentation, so your PMC



Coordinator can help you determine appropriate accommodations and supports, based on your documentation and the demands of your classes.

4. After the 1st week of class, meet your PMC Coordinator again

S/he will email **Letters of Accommodation** to your Instructors, and may refer you to other service providers such as a Learning Strategist, Assistive Learning Technologist, Counselor, Tutor or Notetaking Coordinator.

5. Confirm Accommodation Arrangements

You must confirm accommodation arrangements for in-class tests and exams with your Instructors. (Informal tests and exams are those that take place *outside of the* formal, end-of-term exam periods).



Go see your Instructors during their office hours, when you can privately discuss course-related matters. Or, email your Instructor for an appointment.

- Confirm accommodation arrangements with your Instructor **at least** two weeks before any in-class tests or exams.
- Direct your Prof to your PMC Coordinator if he/she has questions.

6. Meet Appropriate Deadlines



In order to receive accommodations for the first set of formal, end-of-term exams (e.g. December 2011) you must request Letters of Accommodation from your PMC Coordinator by the formal examination accommodation deadline. www2.carleton.ca/registrar/registration/dates/

REMEMBER...

- It is your RESPONSIBILITY to contact us about your disability needs.
- For more information, visit our website (www2.carleton.ca/pmc/), drop by room 500 Unicentre Building, or call (613) 520-6608.
- Your Disabilities Coordinator is your primary PMC contact as long as you study at Carleton. You should meet with him/her at the beginning of each term.
- Accommodations are meant to level the playing field, not make it easier for you compared to your classmates. They must be justified on the basis of your disability, documentation, and individual needs.

Assistive Technology

What is Assistive Technology?

Assistive Technology (A.K.A Adaptive technology, AT)

Any application or device that is used to increase, maintain, or improve physical ability or academic performance.

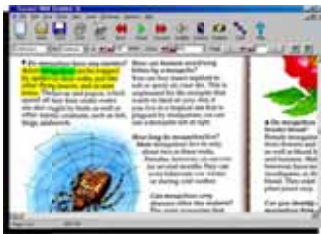
People generally think of mechanical devices, electronics, computers, hardware and software when they think of Assistive Technology.

How do you know the right AT solution for you?

- Does it use any of your strengths?
- Does it work around some of your weaker areas?
- Does it give you more independence?
- Does it give you more access?
- Is it easier to do your task with the AT?
- Is it faster to do your task with the AT?
- Is your task more understandable?



Reading



Kurzweil 3000

Kurzweil 3000 is a text-to-speech and scanning program. It features a number of learning tools, such as, highlighting and annotation, voice recording, audio file creation, audible dictionary and more.

Benefits

- Have the program read your writing back while editing
- Scan and listen to course readings and lecture notes
- Highlight important points to create reading reviews
- Create audio files from your course materials and listen on the go



Assistive Technology

NaturalReaders

NaturalReaders is text-to-speech software that allows you to read text in nearly any application. You simply highlight the text and press read in the program.



NaturalReader is an easy-to-use software that converts written text into natural sounding spoken words giving educators, professionals and students a powerful aid and learning tool. NaturalReader can assist ESL students (English as a Second Language) and people with learning difficulties such as dyslexia.

Benefits

- Reads text to you from nearly any application by highlighting
- Free version available
- Simple to use

Writing



Dragon Naturally Speaking

Dragon Naturally Speaking is speech recognition program that transcribes verbal information. With above 97 percent accuracy, Dragon can be used with any word processing program, email, or web browser.

Benefits

- Express ideas verbally to help you with essay writing
- Record your research summaries away from computer and have Dragon transcribe from recording
- Use text reading feature to listen for mistakes when editing your essays

Read & Write by TextHELP

Read & Write is a text-to-speech program with GOLD edition adding the scanning and OCR functionality. Additional features include a dictionary, sound file maker, word prediction, pronunciation wizard, etc.



Benefits

- Have the program read your writing back while editing
- Scan and listen to course readings and lecture notes



Assistive Technology

- Create audio files from your course materials and listen on the go
- Collect summary information for reading reviews

Note Taking

Livescribe Recording Pen

Recording Pens can record everything you hear, write and draw. You can tap on your notes to replay the recording so you can what you recorded when you wrote your notes.



Benefits

- Record classes while you write notes
- Use your written notes to navigate through your recording
- Use pen and paper strategies that work with your recording
- Capture handwriting, drawings, math and more

Organization and Planning

Personal Digital Assistants

PDA's are used for time management and organization. Higher end, feature-rich devices are capable of word processing, sound recording, and wireless internet access.



Benefits

- Keep track of your deadlines with a calendar
- Plan required tasks with to do lists and priorities
- Alarms help you keep all appointments on time
- Take notes in class with a portable keyboard
- Import electronic course readings, including PDF files

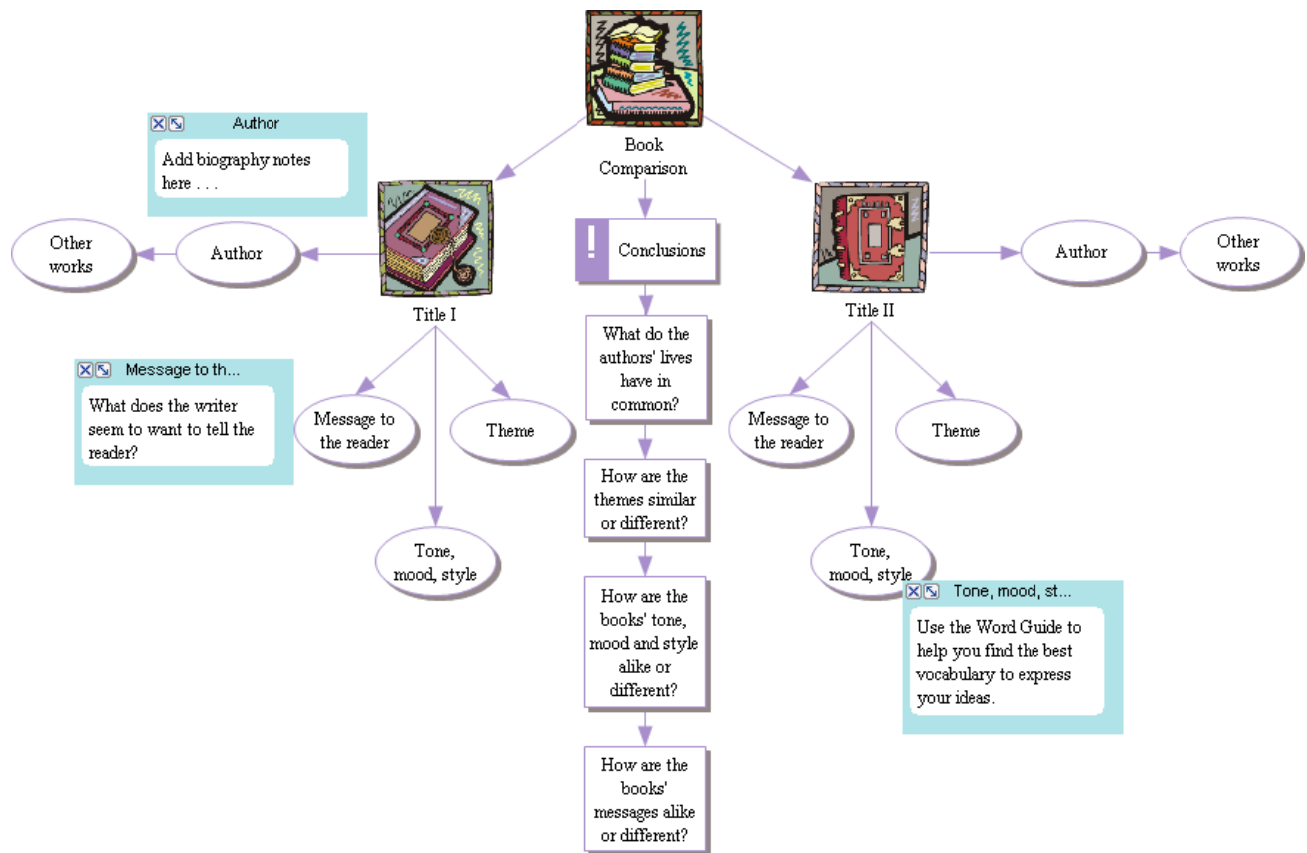
Assistive Technology

Inspiration

Inspiration allows users to plan and organize their ideas in visual form. Diagramming and outlining workspace provide tools for brainstorming, concept mapping, comparative analysis, planning, webbing,

Benefits

- Use diagrams to organize your essay structure and generate outlines
- Visually map difficult readings to see the big picture and how ideas relate
- Use Rapid Fire feature to quickly brainstorm your ideas
- Organize your schedule and plan tasks in visual form



Inquiring Green

**Analytical – Global – Conceptual – Cool
Calm – Realist - Inventive – Logical
Perfectionist - Abstract – Hypothetical**

Description: I seek knowledge and understanding. I live life by my own standard. I need explanations and answers. I value intelligence, insight, fairness and justice. I am a natural non-conformist, a visionary and a problem solver.

With Friends: I may seem more reserved and I may be more reluctant with expressing my feelings. I expect friends to relate on a more intellectual level. I join groups to satisfy my intellectual needs. I may join sports activities to develop competencies in specific areas.

Career Suggestions: Architect, Researcher, Multimedia Developer, News Broadcaster, Actor, Science/Math Teacher, Software Programmer, Computer Technician, Psychologist, Technical Writer

Color-Sorting Questions:

- I learn best in a lecture style presentation or by learning on my own.
- I prefer to work independently.
- I enjoy interpreting new ideas and concepts before I add them to my bank of knowledge.
- I need to be immediately challenged.
- I look for opportunities to explore new knowledge and interests.

Resourceful Orange

**Spontaneous – Charming – Witty
Impulsive – Generous – Energetic
Optimistic – Eager – Bold –Physical**

Description: I act on a moment's notice. I need fun, variety and excitement. I value skill, resourcefulness and courage. I am a natural trouble-shooter, performer and competitor.

With Friends: I do not like planning ahead and I prefer to be spontaneous. I enjoy participating in team sports and being part of an organization.

Career Suggestions: Paramedic, Mechanical Technician/Engineer, Comedian, Jewelry Maker, Graphic Designer, Chef, Police Officer, Truck Driver, X-ray Technician, Firefighter, Event Coordinator, Electronic Technician, Plumber

Color-Sorting Questions:

- I learn best in hands-on settings.
- I enjoy participating in class activities, games and contests.
- In restrictive environments, I may get bored, restless and stressed.
- I perform well in competition, especially when there is a lot of action.
- I may have difficulty following a routine.

Authentic Blue

**Peacemakers – Caretakers - Optimistic
Passionate – Warm - Sincere
Imaginative – Communicative – Idealistic**

Description: I need to feel unique and authentic. I look for meaning and significance in life. I need to contribute, encourage and care. I value integrity, unity and relationships. I am a natural romantic, poet and nurturer.

With Friends: I want to share my deepest feelings with my friends. I want to know that I can trust others. I belong to groups for the opportunities to make friends and form new relationships.

Career Suggestions: Addictions Counselor, Career Coach, Family Lawyer, Flight Attendant, Health Care Provider, Journalist, Social Worker, Writer, Marketer, Motivational Speaker, Tour Guide, Travel Agent.

Color-Sorting Questions:

- I like to learn by participating in group discussions.
- I learn best in open and interactive settings.
- I succeed in a humanistic, people-oriented environment.
- I am imaginative and prefer abstract thinking.
- In the classroom, it is important that I am valued as a person and that my feelings are respected.



Organized Gold

**Loyal – Dependable – Prepared
Thorough – Sensible – Punctual
Organized – Caring – Concrete**

Description: I follow the rules and respect authority. I have a strong sense of what is right and wrong in life. I need to be useful and to belong. I value home, family and tradition. I am a natural preserver, a good citizen and helpful.

With Friends: I like to plan activities with my friends. I am careful with my money and I like my friends to be the same. I join teams, clubs and organizations because it gives me a sense of belonging.

Career Suggestions: Accountant, Administrative Assistant, Cahier, Correction Officer, Data Entry Operator, Financial Planner, Librarian, Occupational Therapist, Radiology Technician, Special Event Planner, Urban Planner.

Color-Sorting Questions:

- I learn best in structured situations.
- I feel more comfortable when I am able to follow an outline given by the instructor.
- I tend to take the lead in group projects.
- I think problems through before making a decision.
- Abstract ideas and concepts should not be introduced until the foundations of a subject are plainly presented.



12 Time Management Tips: They can work for you!

BE STRATEGIC



At college or university, you can expect to have a lot more unstructured time, especially during the day. Good time management techniques are critical to a successful transition from high school to post-secondary.

1. Use a planner, either electronic (e.g. a PDA) or an old-fashioned paper one, that includes a weekly and monthly calendar. Do not use more than one planner, and ALWAYS carry it with you.
2. Write up a study schedule with time to work on different academic tasks (e.g. readings, assignments, problems). If it doesn't work out at first, don't give up - try it again with a more realistic approach.
3. Reserve a regular time each day to plan and prioritize academic tasks.
4. Pay attention to your attention! Schedule school work for when you are most likely to be productive.
5. Unless you have a personal secretary, cook, maid and chauffeur, make sure you schedule time each week for housework, cooking, errands, and travel.
6. Set aside time each day to review your lecture notes and consolidate the new information in memory. Ten minutes per class will save hours and hours of cramming later on.
7. Don't expect to go to class and study all day and then go home and study all night, every night, or you will surely crash and burn. Use your daytime hours wisely and you can enjoy frequent guilt-free evenings. Plan at least one 'guilt-free' day off each week as a reward for keeping up.
8. Plan WHEN, WHERE, and HOW to complete your reading, writing, and other assignments.
9. Break things down into manageable chunks.
10. Take frequent breaks while studying.
11. When you sit down to study, do the most dreaded task first.
12. When doing school work, try to focus on the task at hand- as long as all tasks have been identified, prioritized, and scheduled in- everything's under control.



BE STRATEGIC

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BE STRATEGIC

Learning Style: Strategies that Work



Visual Learners

Visual learners learn best by seeing. The following list of suggestions would enhance the visual learner's ability to store and recall information:

1. Highlight and write as you study. Use different colors to select and organize.
2. Use an agenda – depend on it. Always write down what you need to remember. This includes using notes as reminders and using a calendar to list due dates and dates to begin assignments. When possible, ask for written directions.
3. Make class notes visual with drawings, graphic organizers, spacing, symbols, flow charts, etc.
4. Make use of text visuals such as charts and pictures. If you have to recall them from memory, practice reproducing them on a piece of paper.
5. Use study cards with written information organized into outlines, wild drawings, or diagrams. Review them by writing to reproduce the information.
6. Make your recall cues as visual as possible. Use capital letters, colors, and illustrations.
7. Recall information for exams by visualizing text pages, notes, or study cards.
8. When solving problems, draw or illustrate the problem and solution.
9. If permitted, make notations on test questions. Underline key words or draw what you do not understand.

Adapted from: http://www.carver.org/middle_school/MS_general/Learning%20Styles.htm



BE STRATEGIC



Auditory Learners

Auditory learners learn best by hearing. The following list of suggestions would enhance the auditory learner's ability to store and recall information.

1. Have a quiet place to study. If you cannot eliminate background noise, conceal it by quietly playing classical music or an environmental sound track.
2. Recite aloud as you study.
3. Use a tape recorder, when possible, in addition to taking notes. Always ask the teacher for permission to tape a review lesson. As you review your notes as soon as possible after class, use the tape for those parts of the review that were difficult to understand. Do not try to listen to whole lessons.
4. Study in groups or with a friend. Explain information in your notes to another person.
5. Talk to yourself! Describe diagrams or practice answering test questions out loud.
6. Recite study cards into a tape recorder and play it back for repeated practice.
7. When solving problems, talk yourself through each step.
8. Recall information during exams by hearing yourself recite in your head.
9. Check test questions and recite each part to yourself in your head.
10. Learn by interviewing someone else or participate in a discussion.

Adapted from: http://www.carver.org/middle_school/MS_general/Learning%20Styles.htm



BE STRATEGIC



Kinesthetic Learners

Kinesthetic learners learn best by doing and moving. They often have difficulty sitting still for long periods of time. The following list of suggestions would enhance the kinesthetic learner's ability to store and recall information:

1. Use many of your senses as possible when you study.
2. Move around when you study. Put as much as you can on study cards. Lay study cards out on the floor in various locations and practice reciting them as you move around the room.
3. Carry study cards with you everywhere and use them whenever you have to wait.
4. Study in small, frequent chunks. Give yourself breaks and rewards.
5. Use a timer and decide upon an amount of time you feel you can effectively sit and work. When the time sounds, take a break and do something physical.
6. Set a goal as to specific amounts of information you will cover such as five pages, etc. When you reach your goal, take a break.
7. For certain memorization assignments use the mnemonic device called method of place. When you have to recall items on a list, mentally imagine them placed in sequential locations in your home and associate them with those places. In order to trigger recall for a test, imagine yourself walking to each area.
8. Study with another kinesthetic person. Their gestures and activities may give you additional input.
9. When solving problems, move around and manipulate items to represent parts of the problem.
10. When taking exams, try to "feel" how you stored information by remembering what you physically did as you studied.
11. Use the computer to reinforce learning through the sense of touch.

Adapted from: http://www.carver.org/middle_school/MS_general/Learning%20Styles.htm



Active Reading: SQ5R

S is for **SURVEY**

Read the chapter title. Browse the section headings, key terms, pictures & charts, summaries, study questions, etc. Afterwards you should be able to answer in a very general way: "what's this chapter about?" (This is a good step to complete before attending class, if you can't read the whole chapter in time.) Break the chapter into sections and **PLAN** when to cover different sections (e.g. "I'll read p. 22 to 31 on Tuesday and the last three sections on Thursday"). Write it in your planner.

Q is for **QUESTION**

Change the first heading, or the first sentence of the first paragraph, or the first boldfaced term... into a QUESTION. Write it on a cue card. If you're using **Kurzweil**, highlight question in yellow.

R is for **READ** ... until you find the answer.

R is for **RECITE** ... out loud (or inside your head if you're in public).

R is for **RECORD**

Write the answer on the other side of the cue card. If you're using **Kurzweil**, highlight the answer in green.

R is for **RELATE**

Think. Visualize the concept. Come up with an example. Make associations with what you learned before, your own experiences, the overall topic of the chapter, etc. Now move on to the next heading or paragraph!

R is for **REVIEW**.


Once a week, test yourself using your questions and answers. Or, get together with a classmate and quiz each other.


If you're using **Kurzweil**: At the end of your SQ5R session, Click 'FILE' ...then 'EXTRACT'...then 'EXTRACT HIGHLIGHTS' to extract study notes. Ask your Learning Strategist or Assistive Technologist how to make flash cards.



BE STRATEGIC

The Cornell Model and the 5 R's of Note-taking

 Good note-taking involves more than simply recording what you hear and/or see in a lecture; it involves preparation and reflection.

 **Before** the lecture you should review the corresponding textbook chapters and other related material. It's like looking at the picture on the box before doing a puzzle; it's easier to put the pieces together if you know what the picture looks like.

The Cornell Model

This method of note-taking allows you to easily condense and organize your notes.

Divide the paper into two columns:

- Note-taking - notes from a lecture or textbook are written here
- Recall/key points - key points and facts are reduced to concise & summaries

The section at the bottom can be used to record possible study questions.

Recall/Key Points	Record Notes
Questions	



You can easily create & customize your own Cornell templates on the following web-site:

<http://incompetech.com/graphpaper/cornellined>

The 5 R's of Note-taking

Record	During the lecture, record as many major points, facts & ideas as you can. Try writing notes in your own words; it forces you to be an active learner.
Reduce	After class (or as soon as possible) summarize the notes in the Recall Column. This helps make connections between ideas, identify themes & helps strengthen your memory. It is a way of preparing for tests well ahead of time.
Recite	Test yourself by covering the column where you recorded class notes & using only the recall section, recite/recall the facts & ideas of the class in as much detail as you can. Uncover the notes & check what you have recalled.
Reflect	Try to organize & categorize the information, and try to relate the information to something familiar.
Review	Spend 10 minutes every week per subject in a quick review of these notes. Review is important to your long term retention of the material.