

# Tools for Transition

## FOR ORDERS TO BE BILLED

Date \_\_\_\_\_ P.O. No. \_\_\_\_\_ Tax Exempt No. \_\_\_\_\_

Signature \_\_\_\_\_

### BILL TO:

School/Organization \_\_\_\_\_

Attention \_\_\_\_\_ Position \_\_\_\_\_

Street Address \_\_\_\_\_ City \_\_\_\_\_

State \_\_\_\_\_ ZIP \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_ County \_\_\_\_\_

### SHIP TO (if different):

School/Organization \_\_\_\_\_

Attention \_\_\_\_\_ Position \_\_\_\_\_

Street Address \_\_\_\_\_ City \_\_\_\_\_

State \_\_\_\_\_ ZIP \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_ County \_\_\_\_\_

## FOR CASH/CREDIT CARD ORDERS

*Orders from individuals must be accompanied by payment or charged to VISA or MasterCard.*

Name \_\_\_\_\_ Date \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Phone: (\_\_\_\_) \_\_\_\_\_

Enclosed is my check/money order for \$ \_\_\_\_\_

Please charge the total to my  VISA  MasterCard

Account Number \_\_\_\_\_

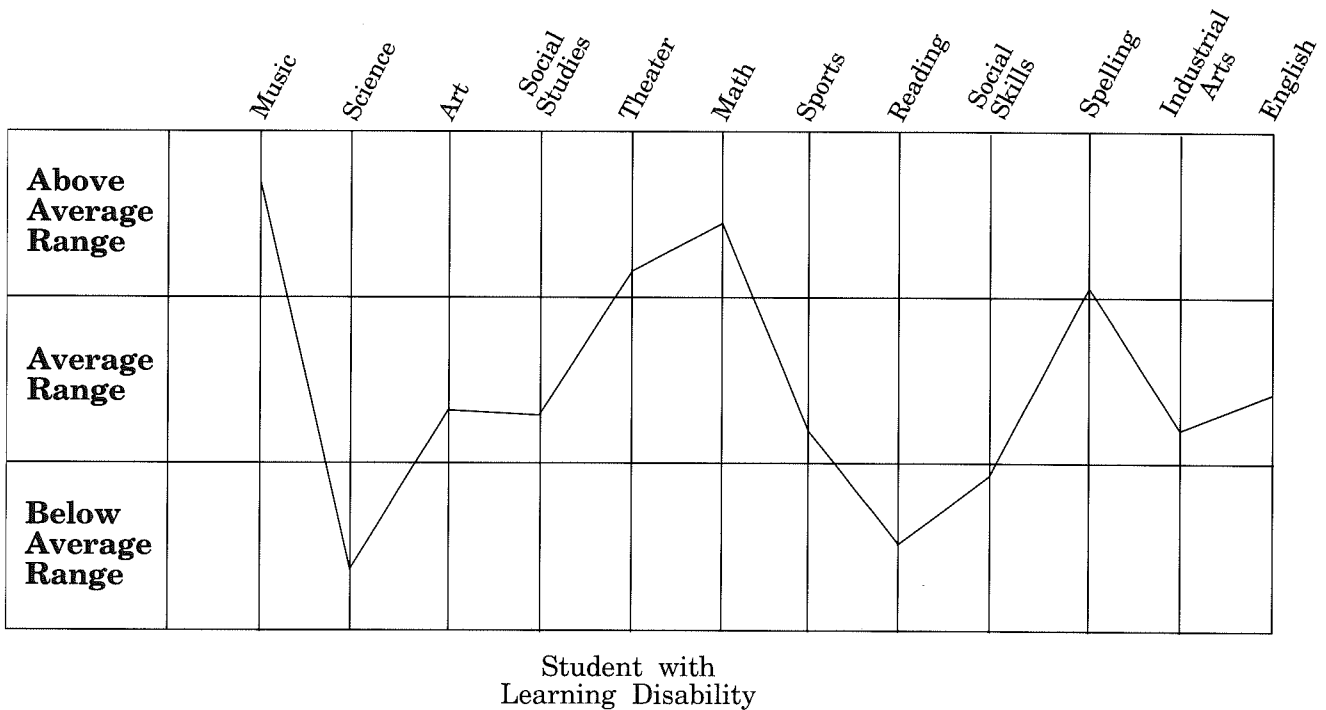
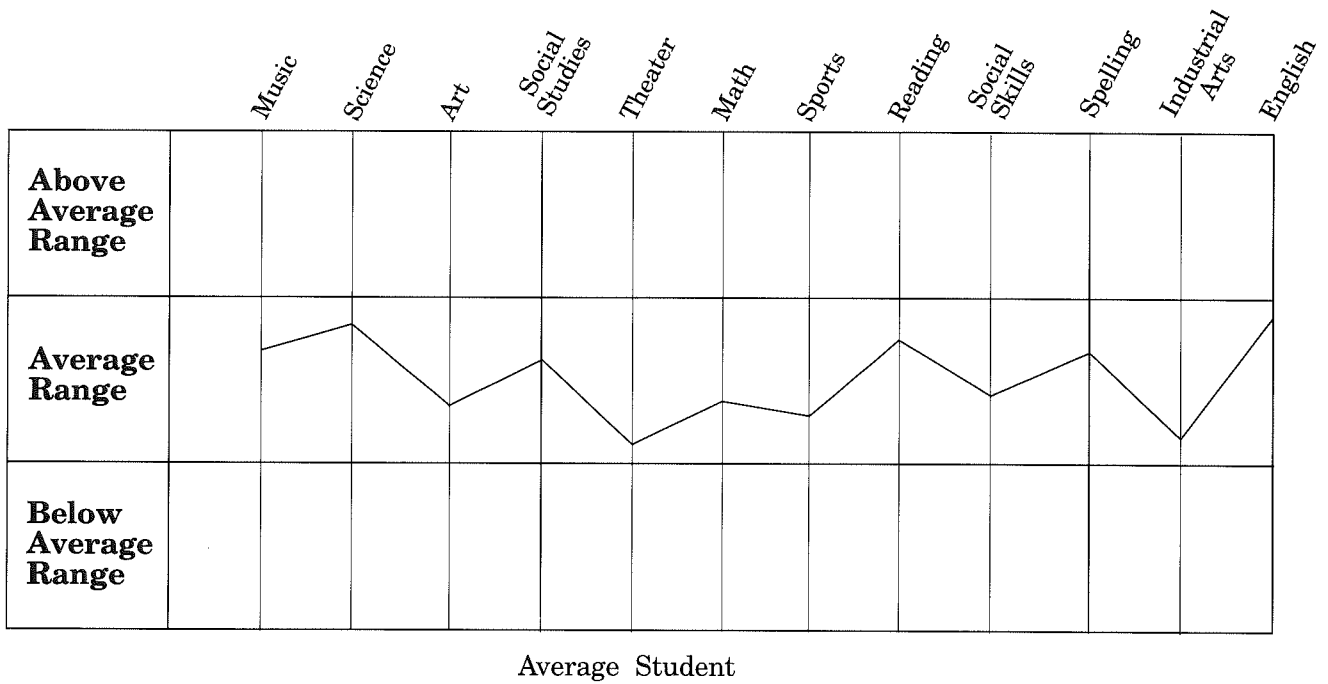
Expiration Date \_\_\_\_\_ Signature \_\_\_\_\_

*(required for all orders)*

# AGS<sup>®</sup>

American Guidance Service  
4201 Woodland Road  
Circle Pines, MN 55014-1796

## Learning Profiles



Name \_\_\_\_\_ Date \_\_\_\_\_

## Learning Style Questionnaire

1. What are your strong points as a student? (Give your skills, talents, and abilities, not school subjects.) \_\_\_\_\_
2. What do you feel are your weaknesses as a student? \_\_\_\_\_
3. What part of the classwork in an English class would be most difficult for you? \_\_\_\_\_
4. Which of your strong points could you use to make up for your weaknesses in an English class?  
\_\_\_\_\_

Circle the mark that shows how likely you are to use each method.

	Not Likely	Somewhat Likely	Likely	Very Likely
5. When you are learning a new subject, which method(s) would you prefer to use?				
read the textbook _____				
watch someone do experiments _____				
take notes from reading assignments _____				
remember what is said in lecture _____				
take notes from the lecture _____				
do an experiment _____				
6. Which method(s) would you rather use to show a teacher what you've learned?				
make a drawing _____				
tell about it _____				
write answers to questions _____				
do a demonstration _____				
do a project _____				
7. When you memorize something, which method(s) are you likely to use?				
picture in your mind what you are memorizing _____				
associate it with something else you know _____				
draw pictures, charts, or diagrams _____				
repeat it out loud _____				
write it down _____				

	Not Likely	Somewhat Likely	Likely	Very Likely
8. When you study, which of these problems is likely to give you trouble?				
reading too slowly to finish on time				
studying hard and forgetting what you studied				
being distracted				
organizing your thoughts poorly on paper				
forgetting instructions				
taking notes too slowly				
not understanding a teacher's spoken directions				
not understanding written directions				
9. Which of the following methods are likely to help you learn?				
taping lectures				
watching demonstrations or videos in class				
discussing reading assignments during class				
doing experiments in a laboratory				
explaining at the beginning of the period what the class will be doing				
writing assignments on the board				
being able to ask questions before, during, and after class				
being able to choose projects rather than take written tests				
getting individual help from the teacher				
getting and following a clear outline of the course				
getting a list of class assignments and due dates				
getting class handouts and worksheets				

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## Guidelines for Answering Questions

1. Answer the questions in the order they're given. Do *not* go back to a previous question later.
2. There are four kinds of questions. Each kind of question requires a different kind of answer.

Type 1 asks you to answer the question in your own words. For example:

List all of the cities you have visited:

\_\_\_\_\_

\_\_\_\_\_

Type 2 asks you to circle one or more of the letters. For example:

How do you feel today?

- a. rotten
- b. terrific
- c. tired
- d. other \_\_\_\_\_

If none of the answers to a question is right for you, you would circle *other* and fill in the blank with your answer.

Type 3 asks you to rate yourself on a scale. The lowest and highest ratings are described, and you circle the mark that tells how you feel or where you think you are on the scale. For example:

	A lot	It's okay	I hate it
How much do you like school?	_____ _____ _____ _____ _____		

Type 4 lists several options or methods. You are to circle the mark that shows how likely you are to use each method. For example:

	Not Likely	Somewhat Likely	Likely	Very Likely
How likely are you to read the following:				
a. <i>Newsweek</i>	_____ _____ _____ _____ _____			
b. <i>Ranger Rick</i>	_____ _____ _____ _____ _____			
c. your local newspaper	_____ _____ _____ _____ _____			

## Learning Styles Chart

If your learning style is	you learn best by	Then these are the best methods for you
Auditory	verbal instructions discussions/talking with others sounding out words remembering by saying things out loud over and over talking through problems talking rather than listening  <i>Too much noise will distract you.</i>	
Visual	seeing, watching staring into space to visualize concepts remembering words or ideas by their shape or configuration organizing thoughts on paper, by making lists, using calendars to plan ahead  <i>Too much visual stimulation, movement, or disorder will distract you.</i>	
Kinesthetic	direct involvement reading action stories remembering things you've done trying things out (touching, feeling, manipulating) addressing problems physically (through activity) using gestures when speaking  <i>It is difficult for you to learn from visual and auditory presentations that don't physically involve you.</i>	

## Sample College Schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	class		class		class
9:00-10:00	class		class		class
10:00-11:00					
11:00-12:00					
12:00-1:00	class		class		
1:00-2:00					
2:00-3:00		class		class	
3:00-4:00		class		class	
4:00-5:00					
5:00-6:00					
6:00-7:00					
7:00-8:00					
8:00-9:00					
9:00-10:00					

Name \_\_\_\_\_ Date \_\_\_\_\_

## Study Habits Questionnaire

Circle the mark that shows how likely you are to use each method.

	Not Likely	Somewhat Likely	Likely	Very Likely
1. You are given an assignment that requires using some resource materials (dictionary, encyclopedia, atlas, almanac, etc.). How likely are you to:				
ask the librarian for help _____				
ask the learning disability specialist for help _____				
ask a parent for help _____				
ask a friend for help _____				
search on your own _____				
2. You have a very demanding schedule—a full class load and a part-time job. How likely are you to:				
set aside a certain time each day for studying _____				
study whenever you get the chance _____				
plan a study schedule each week, based on assignments _____				
study just on the night before tests _____				
study just enough to keep up _____				
write assignments on a calendar according to when they're due _____				
3. When preparing for and taking tests, how likely are you to:				
wonder what will be on the test _____				
lose points for incomplete essay answers _____				
be confused by the directions _____				
panic before or during the test _____				
run out of time before completing the test _____				



Not Likely      Somewhat Likely      Likely      Very Likely

4. You have just started college. After buying a new textbook for a class, how likely are you to do the following before the first class begins:

page through the book and set it aside	_____		_____		_____		_____		_____
get started early by reading the first chapter	_____		_____		_____		_____		_____
look through the book at study questions, glossary, chapter headings, table of contents	_____		_____		_____		_____		_____
set the textbook aside until the class begins	_____		_____		_____		_____		_____

5. Some study habits are listed below. How likely are you to:

remember assignments for a specific class	_____		_____		_____		_____		_____
finish assignments without being reminded	_____		_____		_____		_____		_____
set aside time from other activities to study	_____		_____		_____		_____		_____
finish an assignment once you've started	_____		_____		_____		_____		_____
keep your materials together without losing them	_____		_____		_____		_____		_____
organize books and materials	_____		_____		_____		_____		_____

6. In a lecture class, how likely are you to find:

you didn't take enough notes	_____		_____		_____		_____		_____
you have gaps in your notes	_____		_____		_____		_____		_____
you have more notes than you need	_____		_____		_____		_____		_____
you can't write fast enough to keep up	_____		_____		_____		_____		_____
you can't understand your notes when you review them	_____		_____		_____		_____		_____

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## Pyramid Process

What is the problem?

Why is it a problem?

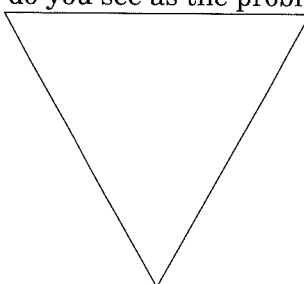
What have you done to solve it?

What else might help?

What do you have to do?

Do you have a system or a plan?

What do you see as the problem?



What do you see as the heart of the problem?

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## Selecting a Study Strategy

Heart of the Problem

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Strengths

Weaknesses

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Possible Strategies

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Chosen Strategy(ies)

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## Study Strategies Timetable and Evaluation Form

Strategy	Start Date	Eval. Date	Evaluation	Revision	Date to Reevaluate

Name \_\_\_\_\_ Date \_\_\_\_\_

## Accommodations Questionnaire

1. When you enter a postsecondary school, which services or accommodations might you need because of your learning disability? (Having a textbook taped is an example.)
- \_\_\_\_\_

Circle the mark that shows how likely you are to use each method.

	Not Likely	Somewhat Likely	Likely	Very Likely
2. When you need extra help in a class, which of these are most likely to help you:				
taped lectures _____				
extra time on assignments _____				
class notes _____				
taped textbooks _____				
using a word processor _____				
alternative tests/assignments _____				
asking questions during a lecture _____				
joining a study group _____				
3. When preparing for a test or exam, which of these accommodations would be most helpful to you:				
asking for extra time on the test _____				
asking to take the test in another room _____				
asking to have the test read to you _____				
asking for writing assistance _____				
asking to read your answers into a tape recorder _____				

	Not Likely	Somewhat Likely	Likely	Very Likely
4. If you have reading difficulties, which of these are most likely to help you:				
asking to have textbooks taped _____				
asking for someone to read to you _____				
asking for study guides _____				
asking for extra time to read _____				
enrolling in a reading skills class _____				
5. If you have writing difficulties, which of these are most likely to help you:				
using a computer for word processing _____				
asking for proofreading help _____				
dictating written work to someone _____				
asking to give oral rather than written reports _____				
asking for a note-taker _____				
tape recording lectures _____				
6. If you have math difficulties, which of these are most likely to help you:				
asking for extra explanations _____				
listing steps of a process in your notes _____				
setting up time to work alone with teacher _____				
using graph paper _____				
using a calculator _____				
7. If you have trouble with organization, which of these are mostly likely to help you:				
asking for a syllabus (course schedule) ahead of time _____				
getting assignments ahead of time _____				
keeping a calendar of assignments _____				
breaking large assignments into parts _____				

# Profile 1: Profile in Courage

**Name:** Stan Davidson

**Age:** 28

**Diagnosed LD:** Age 10

**Strengths:** oral communication; average intelligence; can find the essential parts of reading passages without reading long passages; can ask for help; will “stick with it” when assignments are tough; loving and helpful parents

**Weaknesses:** written communication, reading

**Background:** college graduate, three years experience in sales

**Current Status:** law student at Marshall Law College, Chicago

**Expectations in Law School:** read long passages; written tests; written papers; independence to follow through on assignments

Based on the information given to you about Stan, make a chart to help him compensate for his learning disability in law school. Think of what he must be able to do (expectations) and how you can use his strengths to create ways (accommodations) for him to get the tasks done. Each time you write a weakness below, think of the strength he has to compensate for that weakness.

Weaknesses	Accommodations

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## Profile 2: Profile in Courage

**Name:** Karl Benson

**Age:** 30

**Diagnosed LD:** Age 12

**Strengths:** asking for help; good visual learner; good concentration skills; good self-confidence; patience; oral communication skills; supportive parents; good at “catching on” to the system and what was expected of him in school

**Weaknesses:** writing skills; reading comprehension

**Current Status:** vice-president of a large building supplies company

**Expectations on the Job:** reading information related to the products he sells; persistence (“stick to it” ability); speaking to groups; speaking on telephone; writing letters and memos

Based on the information given to you about Karl, make a chart to help him compensate in his daily life for his learning disability. Think of what he must be able to do (expectations) and how you can use his strengths to create ways (accommodations) for him to get the tasks done. Each time you write a weakness below, think of the strength he has to compensate for that weakness.

Weaknesses

Accommodations




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## Profile 3: Profile in Courage

**Name:** Mark Sands

**Age:** 26

**Diagnosed LD:** Age 7

**Strengths:** auditory memory; listening skills; verbal skills; math;  
athletic ability; self-confidence; determination

**Weaknesses:** spelling; writing (of any kind); reading

**Current Status:** designs corporate benefit programs; designs  
computer programs

**Expectations on the Job:** speaking to groups; reading; writing;  
self-confidence

Based on the information given to you about Mark, make a chart to help him compensate in his daily life for his learning disability. Think of what he must be able to do (expectations) and how you can use his strengths to create ways (accommodations) for him to get the tasks done. Each time you write a weakness below, think of the strength he has to compensate for that weakness.

Weaknesses

Accommodations

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## Profile 4: Profile in Courage

**Name:** Wendy Carter

**Age:** 35

**Diagnosed LD:** Age 16

**Strengths:** self-advocacy skills; musical talents; verbal reasoning; problem solving; organization; time management; intuition; parental support

**Weaknesses:** reading comprehension; visual and auditory memory; vocabulary; spatial relationships; word usage and structure

**Current Status:** has received a B.S. degree and an M.S. degree in education; runs a tutoring service for LD children and adults; speaks nationally on learning disabilities

**Expectations on the Job:** self-confidence; speaking to groups; organizing and managing a business; working one-to-one tutoring students; the ability to ask others for help

Based on the information given to you about Wendy, make a chart to help her compensate in her daily life for her learning disability. Think of what she must be able to do (expectations) and how you can use her strengths to create ways (accommodations) for her to get the tasks done. Each time you write a weakness below, think of the strength she has to compensate for that weakness.

Weaknesses	Accommodations

## Accommodations Practice Sheet

Accommodation to Be Used	Mainstream Class Targeted	Start Date	Comments on Progress	Revisions/Changes in Accommodation	Date Reevaluation

**Student A: Writing Sample  
Before Word-Processing Instruction\***

Free writing  
 and her favor + line in Rock  
 and roll were used in ~~her~~  
 work, to hit her music  
 she was working with  
 pro dance her song that  
 she had wrote for the  
 company to be public soon  
 and sold to big Record  
 dance out and store when  
 wanted to make money  
 off ~~here~~ Record  
 and saw her Record  
 she like. line that

\*Developed as part of the LD College Writers' Project, a three-year federally funded project located at the University of Minnesota, 1985-88.

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## Student A: Writing Sample After Word-Processing Instruction\*

### Saturdays Night's Child

Saturday night the month of march and the first real rain of the year fell. The cold sharp needley kind of rain that falls with out pity with cold that kisses the bone. In late night hours at an all night grocery store, under a neon sign, It's red and white lights like a beckon flesh-MILK!—MILK! All night long

Under this sign pass the children of saturday night, lost to themselves, and mankind to be looked at and never seen, to be pushed out of the mind as an image of a strange dream stand the child of saturday night. He stands in the door way as wet and cold as any other man. But he can never enter or leave from where he stands, the only thing colder than the wind and rain is the reception he gets going into the store.

He's unkept and funky and in need of a wash trim or shave?but he's cold wet and hungry who are you to judge him this way

So I pay for his smokes and food that will keep and hope that he finds a warm place to sleep When the store keeper asked why did you help him that way? I said Iam a MASON and you know were funny that way

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\*Developed as part of the LD College Writers' Project, a three-year federally funded project located at the University of Minnesota, 1985-88.

## Student B: Writing Sample Before Word-Processing Instruction\*

Today I have arrived at the U of M's Learning center for handicapped and L.D. students.  
As I awoke this morning I had a feeling that I have a change to break the grip of the past placed about my neck by a system of work classist oppression.

It seemed that things in my past that held me down and back from growing and learning are like on to ghosts in the back of my mind.

But, today I want it to change, and go into the next century as a fully realized learned man.

Where I won't be forced to take a subservient role in my own life, for lack of basic skills and the knowledge to keep myself free and others in a new and ever changing world. For I truly believe that knowledge and spiritual awareness and not purely money or force will able to erode all of mankind will be able to erode and transcend wars, petty capitalism, greed and religious dogma, that stone cripple and and kill the human body, mind and soul of mankind. And hopefully ~~there~~ make me a better equipped man, to better to help to bring about the true brotherhood of mankind.

Truly yours

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## Student B: Writing Sample After Word-Processing Instruction\*

### Small Town School Wins Championship

As a kid growing up in a small town, I spent my free time playing basketball after school. When I was in eighth grade, I tried out for the team. Making and playing on the basketball team meant a lot to a person in eighth grade playing basketball with kids that were in tenth, eleventh, and twelfth grade of school. One day I got tripped on the court and took a hard fall on my right knee. At that time a frightening thought went through my mind. Was I going to get up and walk again? My coach stood over me as the pain shot down my leg to my knee. I tried to get up and walk so I could play, but instead I got helped off the court and was then taken to the hospital. I had my knee worked on and I was on crutches for a week.

Not being able to play for six weeks, I thought that I would never be able to go back again. I played the last four games of the season that year and our team went to the State High School Basketball Tournament and took second place. I played basketball when I was in ninth grade. I had an injury-free year, with a very high scoring games all year long. By the time the season was over with, our team again was going to the State High School Basketball Tournament. That year our team had a very good record in the win-loss column. Our team took first place at the State High School Basketball Tournament. To someone who was only in ninth grade, winning and receiving a medal meant something very special.

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\*Developed as part of the LD College Writers' Project, a three-year federally funded project located at the University of Minnesota, 1985-88.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Advocacy Questionnaire

	Never	Sometimes		Whenever I need it
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1. How often do you ask for help from a teacher? \_\_\_\_\_

2. Imagine that you are going to seek assistance in college because of your learning disability. You need to prove that you have a learning disability. What materials would you bring to the meeting?

\_\_\_\_\_

\_\_\_\_\_

3. When you enter college or a technical or vocational school, who will you ask for help?

\_\_\_\_\_

	Not Likely	Somewhat Likely	Likely	Very Likely
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4. When you need help, which of these are likely to be difficult for you?

taking the initiative and asking for help				
making your needs clearly understood				
asking in a positive way				
knowing what help you need and asking for it specifically				

5. When you enter postsecondary school, when are you most likely to identify yourself as learning disabled to the appropriate people?

before school starts				
during the first week				
after you get used to school				
after you find out you need help				
never, you don't want people to know you have a learning disability				
only if you really need the help to pass				



Not Likely      Somewhat Likely      Likely      Very Likely

6. Imagine that you're already in college or technical or vocational school and aren't sure you can cope with your classes. Would you:

get the textbook early and read it or have it taped	_____		_____		_____		_____		_____
get a vocabulary list and learn the words	_____		_____		_____		_____		_____
find out what special help is available on campus	_____		_____		_____		_____		_____
ask the learning disability specialist to write letters to your instructors	_____		_____		_____		_____		_____
ask for a change in graduation requirements, such as being excused from taking a foreign language	_____		_____		_____		_____		_____

7. You are having trouble understanding what is expected on a class assignment. Who are you most likely to ask for help?

parent	_____		_____		_____		_____		_____
friend or classmate	_____		_____		_____		_____		_____
teacher of the class	_____		_____		_____		_____		_____
learning disability specialist	_____		_____		_____		_____		_____
you'd figure it out on your own, without asking	_____		_____		_____		_____		_____

8. When you need help from a teacher, how would you feel:

embarrassed to have anyone know you need special attention	_____		_____		_____		_____		_____
frustrated with the teacher and with yourself	_____		_____		_____		_____		_____
confused about just what sort of help to ask for	_____		_____		_____		_____		_____
comfortable about asking the teacher for help	_____		_____		_____		_____		_____

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## Behavior Observation Chart

Assertive Behaviors	Situation 1	Situation 2	Situation 3

Name \_\_\_\_\_ Date \_\_\_\_\_

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## Transition File Checklist

- Individual Education Plan (IEP)
- Transition Plan
- Documentation of Learning Disability
- Recent Test Scores/Assessment Summaries
- Student Information Form

Other information

- \_\_\_\_\_
- \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

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## Career Exploration Questionnaire

1. List at least two occupations that interest you \_\_\_\_\_  
\_\_\_\_\_
2. What do you think you would like about these occupations? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. How can you find out more about these occupations? (List as many ways as you can.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What is important to you in a career? (Example: money, security, travel) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What is your career goal, or possible career goal? (If you're not sure, put down one you're considering.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. List four steps you would need to take to reach that goal  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## Career Exploration Issues

Interests: things you like to do

Aptitudes: things you have the ability to learn to do or do well

Values: things that are important to you

My Interests	My Aptitudes	My Values

## Occupation Work Groups\*

### Artistic

Literary Arts  
 Visual Arts  
 Performing Arts: Drama  
 Performing Arts: Music  
 Performing Arts: Dance  
 Craft Arts  
 Elemental Arts  
 Modeling

### Scientific

Physical Sciences  
 Life Sciences  
 Medical Sciences  
 Laboratory Technology

### Plants and Animals

Managerial Work: Plants  
 and Animals  
 General Supervision: Plants  
 and Animals  
 Animal Training and Service  
 Elemental Work: Plants and  
 Animals

### Protective

Safety and Law Enforcement  
 Security Services

### Mechanical

Engineering  
 Managerial Work:  
 Mechanical

Engineering Technology  
 Air and Water Vehicle  
 Operation  
 Craft Technology  
 Systems Operation  
 Quality Control  
 Land and Water Vehicle  
 Operation  
 Material Control  
 Crafts  
 Equipment Operation  
 Elemental Work: Mechanical

### Industrial

Production Technology  
 Production Work  
 Quality Control  
 Elemental Work: Industrial

### Business Detail

Administrative Detail  
 Mathematical Detail  
 Financial Detail  
 Oral Communications  
 Records Processing  
 Clerical Machine Operation  
 Clerical Handling

### Selling

Sales Technology  
 General Sales  
 Vending

### Accommodating

Hospitality Services  
 Barber and Beauty Services  
 Passenger Services  
 Customer Services  
 Attendant Services

### Humanitarian

Social Services  
 Nursing, Therapy, and  
 Specialized Teaching  
 Services  
 Child and Adult Care

### Leading-Influencing

Mathematics and Statistics  
 Educational and Library  
 Services  
 Social Research  
 Law  
 Business Administration  
 Finance  
 Services Administration  
 Communications  
 Promotion  
 Regulations Enforcement  
 Business Management  
 Contracts and Claims

### Physical Performing

Sports  
 Physical Feats

\*Adapted from *Guide for Occupational Exploration*, 2d ed., by Thomas F. Harrington and Arthur J. O'Shea (Circle Pines, MN: National Forum Foundation, 1984).

## Career Study Plan

Career area \_\_\_\_\_

Occupation \_\_\_\_\_

Describe the work \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Which am I lacking? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Describe the working conditions (environment,  
 schedule, dress, etc.) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Would I be able to get them or work  
 around them? \_\_\_\_\_

What is the job outlook for this  
 occupation? \_\_\_\_\_  
 \_\_\_\_\_

What would I like about this work? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

How much would I earn at entry level? \_\_\_\_\_  
 after I gain experience? \_\_\_\_\_  
 \_\_\_\_\_

What would I dislike about this work? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What kind of advancement opportunities  
 are there? \_\_\_\_\_

Describe the training needed \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Does this occupation fit my interests? \_\_\_\_\_

Does this occupation take advantage of  
 my strengths? \_\_\_\_\_

Am I willing and able to get that kind  
 of training? \_\_\_\_\_

Would these kinds of jobs draw on my weak  
 areas? \_\_\_\_\_

Describe the qualifications and skills  
 needed \_\_\_\_\_  
 \_\_\_\_\_

If so, how would I compensate? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Which of those skills and qualifications  
 do I have? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Does this occupation fulfill my work values?  
 \_\_\_\_\_

What are some related occupations that I  
 should look into? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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## Goal-Setting Worksheet

Career Goal \_\_\_\_\_

Objective 1 \_\_\_\_\_

Steps to reach Objective 1 \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Objective 2 \_\_\_\_\_

Steps to reach Objective 2 \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Objective 3 \_\_\_\_\_

Steps to reach Objective 3 \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How long do you think it will take to complete all these steps? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



Dear Parent(s),

The transition class your son or daughter is enrolled in is beginning a unit on selecting and applying to a postsecondary school. I encourage you to get involved with this process and assist your son or daughter in his or her assignments. We will be covering the following activities:

- \_\_\_\_\_ learn about different types of postsecondary schools (vocational-technical, community college, four-year college, etc.)
- \_\_\_\_\_ determine which type of school is best for them
- \_\_\_\_\_ learn about postsecondary expectations
- \_\_\_\_\_ keep a timeline for transition to postsecondary education
- \_\_\_\_\_ plan high school coursework to meet postsecondary expectations
- \_\_\_\_\_ learn about different levels of admissions selectivity among schools
- \_\_\_\_\_ gather information about postsecondary schools:
  - \_\_\_\_\_ use college catalogs and directories
  - \_\_\_\_\_ attend a college fair
  - \_\_\_\_\_ meet with college representatives
  - \_\_\_\_\_ write to colleges for information
  - \_\_\_\_\_ call schools for information
  - \_\_\_\_\_ find out about special services available
  - \_\_\_\_\_ visit a school
- \_\_\_\_\_ choose one or more schools to which to apply
  - \_\_\_\_\_ apply for admission
  - \_\_\_\_\_ fill out applications
  - \_\_\_\_\_ write an essay
  - \_\_\_\_\_ practice for the interview
- \_\_\_\_\_ apply for financial aid

The students will visit one school as part of this unit, but I encourage you to take your son or daughter to visit other schools as well. Students will also be filling out an application to a postsecondary school. If they wish to actually submit the application, we encourage them to talk it over with you first.

Sincerely,

Name \_\_\_\_\_ Date \_\_\_\_\_

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## Postsecondary Options Questionnaire

1. Different occupations require different types of training. A doctor will go to a different type of school than an auto mechanic. List the postsecondary schools or colleges you know about.  
(For example: vocational-technical, state university) \_\_\_\_\_

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2. Based on your interests and high school achievement, which type of postsecondary school do you think you will choose? \_\_\_\_\_

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3. Which courses are you taking in high school to prepare for that type of postsecondary school?

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4. Which kind of special services might you want to have at a postsecondary school? \_\_\_\_\_

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5. How could you find out more about schools you're interested in? \_\_\_\_\_

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## Types of Postsecondary Programs

	<b>Technical College/ Vocational School</b>	<b>Community College/ Junior College</b>	<b>Four-year College/ Liberal Arts</b>	<b>University</b>
<b>Focus of Program</b>	Specialized training for particular occupation	Two-year degree in career area or academic courses for transfer	Four-year degree; general academic courses plus focus on major	Four-year degree plus graduate programs
<b>Length of Program</b>	Nine months to two years	Two years	Four years	Four years or more
<b>Admissions Requirements</b>	Public—usually open enrollment Private—high school diploma; other requirements vary	Public—usually open enrollment to high school graduates Private—high school diploma, GPA, SAT or ACT, other	GPA, class rank, SAT or ACT; essay, interview; may be other requirements	
<b>High School Coursework Recommended</b>	Basic skills in math, science, English, and computer literacy Higher levels in some programs Courses in program area helpful	English—four years Math—four years Science—three years Social Studies—three years Arts—two years Computer Science—one year Study Skills Foreign Language—two years		
<b>Approximate Tuition (for state residents)</b>	Public—\$1,000 to \$2,000 Private—\$2,300 to \$9,000	Public—\$1,200 to \$1,500 Private—\$1,400 to \$6,000	Public—\$1,500 to \$2,500 Private—\$2,000 to \$14,000	

Other sources of training: apprenticeships, on-the-job training, military

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## Questions for Postsecondary Students

We appreciate your taking time to speak to our group about your postsecondary experiences. Please take time to think about or write down your answers to these questions. We feel these are the most important issues for our students.

1. Introduce yourself: where you went to high school, where you are attending (or attended) postsecondary school, your major, your year in school now.
2. What is your learning disability? What are your strengths?
3. What were the differences for you between high school and postsecondary school?
4. What are the greatest difficulties you face in postsecondary school?
5. Did you check out the special services at the school you attend before you enrolled?
6. Since starting postsecondary school, whom have you told about your learning disability? Why and when did you tell them?
7. When did you start using special services at your postsecondary school?
8. Which accommodations have you tried and which have been the most helpful to you (taped lectures, note-takers, taped texts, extra time for tests, etc.)?
9. Which services have you used and which have been the most helpful (tutoring, support group, assistance with computer, etc.)?
10. How does social life differ from high school to postsecondary school? What adjustments have been necessary for you?
11. What advice can you give to high school juniors? seniors?

## High School Plan for Graduation

Write here what you have taken from 9th grade to present

Subject	Credits Required for Graduation (grades 9-12)	Credits Earned So Far (grades 9-10)	Credits Needed
<b>English</b>			
<b>Social Studies</b>			
<b>Mathematics</b>			
<b>Science</b>			
<b>Physical Education</b>			
<b>Health</b>			
<b>Electives</b>			
<b>TOTAL</b>			

Write here what you plan to take in 11th and 12th grades

11th Grade Subjects	Credits	12th Grade Subjects	Credits
<b>TOTAL</b>			

## High School Preparation for Postsecondary School

Subject	# Years Will Have by Graduation	Types of Schools I Have Coursework For*
English		
Social Studies		
Math		
Science		
Arts		
Foreign Language		
Computer		
Study Skills		
<b>Electives in interest area:</b> _____ _____ _____		

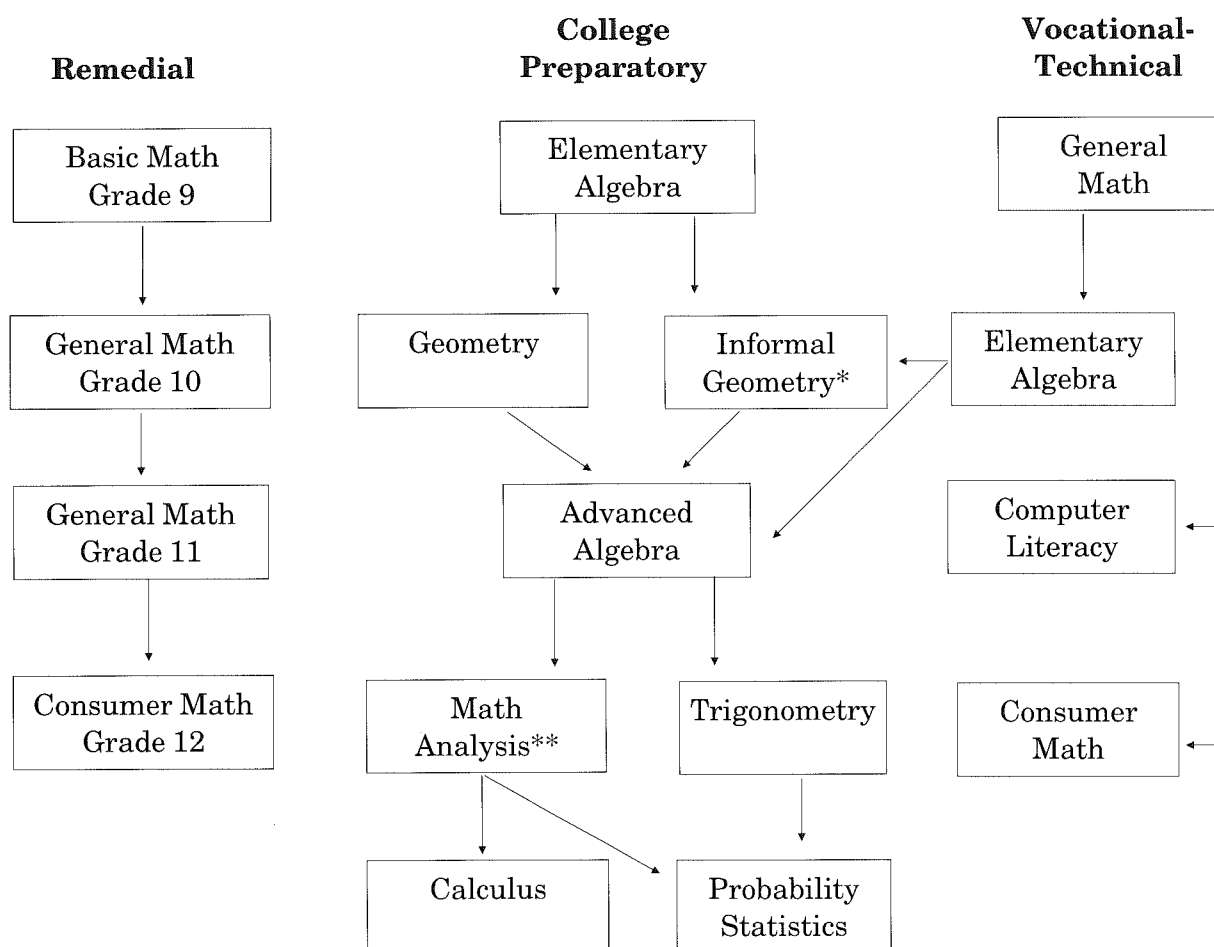
	My Level of Competitiveness	Main Types of Schools at That Level
GPA _____	_____	_____
Class rank _____	_____	_____
SAT Score** _____	_____	_____
ACT Score _____	_____	_____

\*If you are interested in a technical school, you will not know what coursework is needed until a particular program is selected.

\*\*If you have taken the PSAT, your score sheet will tell you what you can expect your SAT score to be.

## Mathematics Sequences

You should give careful thought to selecting the mathematics courses that best meet your own special requirements. Shown below are suggested sequences, depending on your skills and goals.



\*Informal Geometry—application of geometry without formal proofs

\*\*Math Analysis—preparation for calculus

(For both college and technical schools, the amount of math recommended varies with the type of program you plan to go into.)

Name \_\_\_\_\_ Date \_\_\_\_\_

## School Selection Questionnaire

1. List any postsecondary schools you have visited. \_\_\_\_\_

\_\_\_\_\_

2. Which type of postsecondary school do you think will be best for you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why have you chosen that type of school? \_\_\_\_\_

\_\_\_\_\_

3. List the names of schools and programs you may want to attend.

### SCHOOL

### PROGRAM

Example: Hennepin Technical College

Landscaping

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What do you need to do to get accepted at the school(s) you want to attend?

\_\_\_\_\_

\_\_\_\_\_

5. How can you find out whether a school offers special help for students with learning disabilities? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Application Record Form

	School #1	School #2	School #3	School #4
School Contact Name Phone Number Address				
SAT/ACT scores sent				
Financial aid forms sent				
Application form sent				
Deposit sent				
References sent				
Essay sent				
Interview				
Appointment date				
Questions prepared				
Special applicaton to LD program				
Other				

Name \_\_\_\_\_ Date \_\_\_\_\_

## Interpersonal Skills Questionnaire

Directions: Turn on the videotape and view Scene 1. Then turn off the videotape and answer the questions for Scene 1. Continue with Scenes 2 through 6 in the same way. Circle as many answers as seem appropriate.

### Scene 1 (Videotape Segment 8)

1. What is the problem in this scene? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Circle the letters that show what you would do.

2. If you were the student, which of the following things would you be likely to do?
- a. apologize the next day and redo the paper
  - b. take a zero for the paper and forget it
  - c. get transferred out of the class
  - d. talk to parents, principal, or learning disability specialist about the teacher
  - e. discuss the paper further with the teacher and ask her for help
  - f. complain to other students about the teacher
  - g. get discouraged, not do other class assignments

3. What would be an appropriate way to act in this situation?  
 \_\_\_\_\_  
 \_\_\_\_\_

### Scene 2 (Videotape Segment 9)

4. What is the problem in this scene?
- a. The teacher won't listen.
  - b. The teacher is rude to the student.
  - c. The student doesn't realize the teacher is in a hurry.
  - d. The student is bothering the teacher.

5. What would you do in this situation?

- a. keep on talking about my paper
- b. ask to set up an appointment to see the teacher later
- c. become angry with the teacher
- d. follow the teacher down the hall and continue asking questions
- e. feel hurt that she won't listen to me and walk away
- f. assume she doesn't want to help and not ask her again

6. What would be an appropriate way to act in this scene? \_\_\_\_\_

\_\_\_\_\_

**Scene 3** (Videotape Segment 10)

7. What is the problem in this conversation?

- a. The group is ignoring Victor.
- b. The group doesn't like Victor.
- c. Victor is interrupting the conversation.
- d. Victor is talking about himself instead of the movie.
- e. Victor isn't listening.

8. What would you do if you were Victor?

- a. ask questions about the dance
- b. keep trying to change the subject, since you aren't going to the dance
- c. be quiet and listen to them
- d. tell about experiences that you've had
- e. leave, since they don't want to listen to you

9. How could Victor participate better in this conversation?
- a. look at the person who is talking
  - b. ask questions of the person talking
  - c. nod his head to show he is listening
  - d. talk more
  - e. tell about other dances he's gone to
  - f. try to think more about what he's going to say next, and less about what others are saying
  - g. wait for a break in the conversation before speaking

**Scene 4** (Videotape Segment 11)

10. What is the problem in this scene?
- a. The customers are in a hurry and can't wait for their Coke and fries.
  - b. The customers are too impatient.
  - c. The waitress doesn't realize that it has suddenly become busy.
  - d. The waitress isn't doing her job.
11. What do you think the girls should do?
- a. chat in the back, not in front of customers
  - b. chat when it's not busy and work when it's busy
  - c. ignore the customers because they're on a break
  - d. finish their conversation and then help the customers
12. The waitress needs to change her behavior. How should she know that? \_\_\_\_\_
- \_\_\_\_\_

**Scene 5** (Videotape Segment 12)

13. What is the problem in this scene? \_\_\_\_\_
- \_\_\_\_\_
14. How could Franco be more successful in this situation? \_\_\_\_\_
- \_\_\_\_\_

## Behavior Observation Chart

Main Skill Area \_\_\_\_\_

Skills	Behavior Observed	Appropriate Behaviors

## School Selection Chart

My Criteria for Selecting a School	School #1	School #2	School #3	School #4