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This booklet is designed for students with disabilities as they prepare for post-secondary education in North Dakota. The goal of this document is to inform students of the changes in laws and services as they transition from high school to college. The booklet is written to speak directly to students; as well, there is a brief section for parents regarding their changing role. This publication is available in PDF format on the North Dakota Department of Public Instruction, Special Education Transition web page (<http://www.dpi.state.nd.us/speced/index.shtm>). Paper copies and alternate forms are available and can be requested by contacting Special Education at (701) 328-2277.

The NDDPI, Office of Special Education, would like to extend appreciation to co-authors Dianna Fite, Forks Red River High School LD teacher and Judy Sannes, University of North Dakota Disability Support Services, both from Grand Forks, ND. Their vision, time and talents resulted in the outcome of this document.

Another related publication to assist students with disabilities in the transition from high school to college is a CD - *Taking the Next Step: Helping Students with Disabilities Transition from High School to College*. The North Dakota Department of Public Instruction, Office of Special Education, along with the ND Department of Human Services, Disability Services Division – Vocational Rehabilitation and the ND Center for Persons with Disabilities at Minot State University, collaborated to develop a CD which was designed for students, parents and educators who are considering a post secondary / college future. Following a brief introduction, the user can watch all or any one of three separate sections for students, parents and educators highlighting the differences between high school and college, success and access and the critical role students now assume. There is also a short Question and Answer section that further provides specific information for students wishing to utilize post secondary disability support services. Lastly, we have identified several references and resources for all parties to use, which address a variety of related topics and issues. Inside the CD case, you'll find a timeline referenced in the CD, which can be reproduced for students, parents and educators to use as a checklist and reference. Copies can be requested from local special education units, school guidance counselor, Vocational Rehabilitation Office, any ND College and University Disability Services Office, or the Department of Public Instruction, Office of Special Education.

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TRANSITION PLANNING CHECKLIST

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*** See Mapping Your Future: Transition Planning for Students with Disabilities Preparing for Post-Secondary Education in North Dakota

Developing A Personal Transition File

It is important for students with disabilities to develop a personal transition file. The information in this file will be used to verify your disability, as most post secondary schools require verification before providing special accommodations or services. The information in the personal transition file will help determine the accommodations needed in post secondary schools.

Information to Include in the Personal Transition File

- Description of Disability
- Learning Styles/Aptitude Inventories
- Accommodations needed
- Career Planning Inventories
- Vocational Rehab
- ACT Testing Results
- Current IEP/Assessment Report
- Other information

Give copies of this information to the post secondary schools office of Disability Support Services. Do not send this information with your application for admission. This information should be kept throughout your adult life.

(Opening Doors To Post-Secondary Education For Students with Disabilities – 1994)

What is Transition ?

Transition is your movement from high school to one or more of the following:

- Job
- Vocational training
- College
- Independent Living
- Other

Learning About Your Disability

Learning About Your Disability - After you receive a formal diagnosis, it is important that you learn about your disability and how it affects you. It's important to keep in mind that no disability affects two people the same way.

Learning About My Disability -

National Information Center for Children and Youth with Disabilities (NICHCY) is a national information center that provides information on disabilities and disability-related issues.

There are 15 different disability fact sheets that are listed below.

To get to their web site, go to <http://www.nichcy.org/disabinf.asp#fs7>

These Fact Sheets Have Information About:

- Specific disabilities - defines disability, describes characteristics, etc.
- Special education and related services
- Individualized education programs
- Parent materials
- Disability organizations
- Professional associations
- Education rights and what the law requires
- Early intervention services for infants and toddlers
- Transition to adult life

Fact Sheets:

- [Attention Deficit/Hyperactivity Disorder \(AD/HD\)](#)
- [Autism / PDD](#)
- [Cerebral Palsy](#)
- [Deafness/Hearing Loss](#)
- [Down Syndrome](#)
- [Emotional Disturbance](#)
- [Epilepsy](#)
- [Learning Disabilities](#)
- [Mental Retardation](#)
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- [Severe and/or Multiple Disabilities](#)
- [Speech-Language Impairments](#)
- [Spina Bifida](#)
- [Traumatic Brain Injury](#)
- [Visual Impairments](#)

Learning Styles Inventory

This is not a test, but a simple way to help you find out how you prefer to learn. Study each statement carefully and choose one of the four answers that best describes you. If the statement best describes you then choose a 1, if the statement does not describes you then choose a 4. If you are somewhere in between then choose a 2 or 3 depending on where you think you fit. Remember there are no right or wrong answers only the way you feel about what is said. Take your time and answer all the questions.

Scores	4 - Most like me	3 - Somewhat like me	2 - A little like me	1 - Least like me
1. When I make things for studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me to do.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It's harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I don't mind doing written assignments.	4	3	2	1
11. I remember things I hear better than I read.	4	3	2	1
12. I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13. I would rather read a story than listen to it being read.	4	3	2	1
14. I feel like I talk smarter than I write.	4	3	2	1
15. If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
16. I like to work in a group because I learn from others in my group.	4	3	2	1
17. Written math problems are easier for me than oral ones.	4	3	2	1
18. Writing a spelling word several times helps me remember it better.	4	3	2	1
19. I find it easier to remember what I have heard better than what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1

22. If homework were oral, I would do it all.	4	3	2	1
23. When I hear a phone number, I can remember it with out writing it down.	4	3	2	1
24. I get more done when I work with someone.	4	3	2	1
25. Seeing a number makes more sense than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand what you really mean.	4	3	2	1
31. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I understand more from a class discussion, than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with people.	4	3	2	1
41. When the teachers say a number, I really don't understand it until I see it written down.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I can't think as well when I work with someone else as when I work alone.	4	3	2	1

(Modified from - <http://www.ops.org/north/tc/lessons/integ12/int12learning/StylesFrame.html>)

Scoring Directions:

1. The numbers listed under each of the nine learning styles areas designate the statements on the Inventory which measure that particular style.

2. To determine the score for each style, do the following:

- Look up the response given for each statement and write it in the right hand column.
- Total the numbers.
- Multiply the sum of the numbers by two and record the total in the score blank.

Visual Language

05 -- _____
 13 -- _____
 21 -- _____
 29 -- _____
 37 -- _____
 Total _____ x 2 = _____

Visual Numerical

09 -- _____
 17 -- _____
 25 -- _____
 33 -- _____
 41 -- _____
 Total _____ x 2 = _____

Auditory Language

03 -- _____
 11 -- _____
 19 -- _____
 36 -- _____
 44 -- _____
 Total _____ x 2 = _____

Social - Individual

04 -- _____
 12 -- _____
 20 -- _____
 28 -- _____
 45 -- _____
 Total _____ x 2 = _____

Social - Group

08 -- _____
 16 -- _____
 24 -- _____
 32 -- _____
 40 -- _____
 Total _____ x 2 = _____

Expressiveness - Oral

06 -- _____
 14 -- _____
 22 -- _____
 30 -- _____
 38 -- _____
 Total _____ x 2 = _____

Auditory Numerical

07 -- _____
 15 -- _____
 23 -- _____
 31 -- _____
 39 -- _____
 Total _____ x 2 = _____

Kinesthetic - Tactile

01 -- _____
 18 -- _____
 26 -- _____
 34 -- _____
 42 -- _____
 Total _____ x 2 = _____

Expressiveness -Written

02 -- _____
 10 -- _____
 27 -- _____
 5 -- _____
 43 -- _____
 Total _____ x 2 = _____

Learning Styles Scores:

33 - 40 = Major Learning Style	20 - 32 = Minor Learning Style	5 - 19 = Seldom Used
--------------------------------	--------------------------------	----------------------

Learning Styles Descriptive Information:

Visual Language: These students learn language skills by sight, mainly by reading and watching. They tend to be fast thinkers, to gesture freely while talking, and to communicate very clearly and concisely. They learn well from the demonstration process--must see to understand.

Visual Numeric: These students do better with numbers when they see them written. They must see to understand. Learn best by reading and watching. They tend to be fast thinkers.

Auditory Language: These students learn better by listening. (Individuals with low auditory skills may have trouble taking notes.)

Auditory Numeric: These students are better with numbers when they can hear them spoken. (Individuals with low auditory skills may have trouble taking notes.)

Tactile/Kinesthetic: These people are feeling and touch oriented, good at hands-on tasks, good linguists, and very sensitive to others' feelings. They learn best by doing and moving. Good ways to learn are hands-on projects or experiments, writing down the information, and applying it to real-life situations. They may have difficulty sitting for long periods of time.

Social Individual: These students usually prefer to study on their own.

Social Group: These students usually learn best by interacting with a group.

Oral Expressiveness: Means how well students express themselves verbally. These students usually do well in speech classes. They need to talk about the information to be learned, and to express their ideas and opinions.

Written Expressiveness: This means how well students express themselves in writing.

(Modified from – <http://216.239.39.104/search?q=cache:Kffu994Bv6qJ:www.harding.edu/arc/PDF/CITE.pdf+cite+learning+styles+inventory&hl=en&ie=UTF-8>)

What Are My Aptitudes?

People enjoy the things they do well. This activity will help you look at the types of things you enjoy.

Circle Yes if you'd enjoy the activity and No if you wouldn't. Then go to the next page to score your answers.

- | | | |
|-----|----|--|
| Yes | No | 1. working crossword puzzles |
| Yes | No | 2. being the treasurer of a group |
| Yes | No | 3. decorating your room |
| Yes | No | 4. playing miniature golf |
| Yes | No | 5. telling jokes |
| Yes | No | 6. working difficult or unusual math problems. |
| Yes | No | 7. taking photographs |
| Yes | No | 8. playing a musical instrument |
| Yes | No | 9. keeping a diary or journal |
| Yes | No | 10. playing cards |
| Yes | No | 11. putting together jigsaw puzzles |
| Yes | No | 12. dancing |
| Yes | No | 13. talking on the telephone |
| Yes | No | 14. using a computer |
| Yes | No | 15. collecting stamps, coins, sport cards |
| Yes | No | 16. playing video arcade games |
| Yes | No | 17. reading magazines or news papers |
| Yes | No | 18. designing posters for a contest |
| Yes | No | 19. shooting baskets |
| Yes | No | 20. being a scorekeeper |

Now, write your Yes or No answers in the blank after each question number.

Then, look down each row and add up the number of Yes answers you wrote in each row.

- | | | | |
|----------|----------|----------|----------|
| 1. ____ | 2. ____ | 3. ____ | 4. ____ |
| 5. ____ | 6. ____ | 7. ____ | 8. ____ |
| 9. ____ | 10. ____ | 11. ____ | 12. ____ |
| 13. ____ | 14. ____ | 15. ____ | 16. ____ |
| 17. ____ | 18. ____ | 19. ____ | 20. ____ |

Total
Yes
Answers

A

B

C

D

Now, check the column where you had the most yes answers. This will tell you the area in which you might have the strongest aptitude.

- Column A These answers show you may have a verbal aptitude.

- Column B These answers show you may have a numerical aptitude.

- Column C These answers show you may have a visual aptitude.

- Column D These answers show you may have a coordination aptitude.

SELF-ADVOCACY

Know Yourself, Know What You Need, Know How to Get It

One of the major differences between high school and post secondary schools is the need for self-advocacy skills. Self-advocacy is the ability to understand and effectively communicate one's needs to other individuals. Learning to become an effective self-advocate is all about educating the people around you. Students who have relied on the support of their high school special education teachers and parents now must be able to help themselves. Knowledge is the key to self-advocacy. Like anything else, the more you know, the better you understand, and the easier it is to explain. Knowing yourself, knowing what you need and knowing how to get it are all critical elements of self-advocacy.

Talking About Your Disability

Being Your Own Advocate In High School

- Attend all your IEP (Individualized Education Plan) meetings. You have a right to be there and should take an active part in the meetings. It's a great opportunity to talk to teachers, administrators and others that are involved with your education about how you learn and what kinds of services and supports you need to do well in school. Make sure the specific accommodations you need are outlined in your IEP.
- Set goals for yourself and think realistically about reaching them. Part of your IEP process calls for a transition plan that outlines your path to graduation, what you want to do after high school and the accommodations you might need after you leave
- Be aware of what you're good at, what you struggle with, being able to share this kind of information with others is a valuable part of representing yourself.
- Learn as much as you can about your disability. The more you know about your disability, the easier it will be for you to figure out how you learn best and the accommodations you will need to be successful.
- Meet with your teachers and counselors outside of the IEP meeting to talk about your classes, about the accommodations you may have and what you're interested in pursuing next.

In high school, parents are often considered the primary advocates, although ideally students take on a growing responsibility for this role. In college, students must be able to communicate their needs and request services. While parents can certainly voice their concerns about a student, the accommodation request must come from the student.

In summary, the better you know yourself, know what you need and know how to get it the easier self-advocating will become.

(Modified from - <http://www.wrightslaw.com/info/sec504.selfadvo.id.johnson.htm>)

How to Talking About Your Disability

Talking about your disability can be difficult. Many students wonder what they should say.

Describe your disability:

I have a _____ disability. I have problems with _____

Describe how your disability affects your learning:

My disability affects my _____

Describe what kind of accommodations you need:

I know I can do well if I can have _____

Discuss documentation of disability:

I have a documented disability and I am working with _____

(Modified from Services for Students with Disabilities - University of MN and ND)

Accommodations

Accommodations are tools to help to overcome the obstacles of a disability. They compensate for disabilities, and vary from person to person based on the type of disability and the degree to which it interferes with daily activities. Public and private institutions are required to provide "reasonable accommodations" to individuals with a documented disability, as long as these accommodations do not create an undue hardship for the company or university and they do not give disabled students any advantage over other students: they merely enable the disabled students to overcome the disadvantages with which they would otherwise begin. Employers and universities are prohibited from discriminating against a person with a disability.

PHYSICAL ARRANGEMENT OF ROOM:

- seating student near the teacher
 - seating student near a positive role model
 - standing near the student when giving directions or presenting lessons
 - avoiding distracting stimuli (air conditioner, high traffic area, etc.)
 - increasing distance between desks
 - additional accommodations:
-

LESSON PRESENTATION:

- pairing students to check work
 - writing key points on board
 - providing peer tutoring
 - providing visual aids, large print, films
 - providing peer notetaker
 - making sure directions are understood
 - including a variety of activities during each lesson
 - repeating directions to the student after they have been given to the class: then have him/her repeat and explain direction to teacher
 - providing written outline
 - allowing student to tape record lessons
 - having child review key points orally
 - teaching through multi-sensory modes, visual, auditory, kinesthetics, olfactory
 - using computer-assisted instruction
 - accompany oral directions with written directions for child to refer to blackboard or paper
 - provide a model to help students, post the model and refer to it often
 - provide cross age peer tutoring
 - to assist the student in finding the main idea underlying, highlighting, cue cards, etc.
 - breaking longer presentations into shorter segments
 - additional accommodations:
-

ASSIGNMENTS/WORKSHEETS:

- ___ giving extra time to complete tasks
 - ___ simplifying complex directions
 - ___ handing worksheets out one at a time
 - ___ reducing the reading level of the assignments
 - ___ requiring fewer correct responses to achieve grade (quality vs. quantity)
 - ___ allowing student to tape record assignments/homework
 - ___ providing a structured routine in written form
 - ___ providing study skills training/learning strategies
 - ___ giving frequent short quizzes and avoiding long tests
 - ___ shortening assignments; breaking work into smaller segments
 - ___ allowing typewritten or computer printed assignments prepared by the student or dictated by the student and recorded by someone else if needed
 - ___ using self-monitoring devices
 - ___ reducing homework assignments
 - ___ not grading handwriting
 - ___ student should not be allowed to use cursive or manuscript writing
 - ___ reversals and transpositions of letters and numbers should not be marked wrong, reversals or transpositions should be pointed out for correction
 - ___ do not require lengthy outside reading assignments
 - ___ teacher monitor students self-paced assignments (daily, weekly, bi-weekly)
 - ___ arrangements for homework assignments to reach home with clear, concise directions
 - ___ recognize and give credit for student's oral participation in class
 - ___ additional recommendations:
-

TEST TAKING:

- ___ allowing open book exams
 - ___ giving exam orally
 - ___ giving take home tests
 - ___ using more objective items (fewer essay responses)
 - ___ allowing student to give test answers on tape recorder
 - ___ giving frequent short quizzes, not long exams
 - ___ allowing extra time for exam
 - ___ reading test item to student
 - ___ avoid placing student under pressure of time or competition
 - ___ additional accommodations:
-

ORGANIZATION:

- providing peer assistance with organizational skills
 - assigning volunteer homework buddy
 - allowing student to have an extra set of books at home
 - sending daily/weekly progress reports home
 - developing a reward system for in-schoolwork and homework completion
 - providing student with a homework assignment notebook
 - additional accommodations:
-

BEHAVIORS:

- use of timers to facilitate task completion
 - structure transitional and unstructured times (recess, hallways, lunchroom, locker room, library, assembly, field trips, etc.)
 - praising specific behaviors
 - using self-monitoring strategies
 - giving extra privileges and rewards
 - keeping classroom rules simple and clear
 - making "prudent use" of negative consequences
 - allowing for short breaks between assignments
 - cueing student to stay on task (nonverbal signal)
 - marking student's correct answers, not his mistakes
 - implementing a classroom behavior management system
 - allowing student time out of seat to run errands, etc.
 - ignoring inappropriate behaviors not drastically outside classroom limits
 - allowing legitimate movement
 - contracting with the student
 - increasing the immediacy of rewards
 - implementing time-out procedures
 - additional accommodations:
-

<http://www.nde.state.ne.us/SPED/iepproj/appc/acc.html>

High School Courses & University System Requirements

High School Requirements and Electives

The proper selection of courses by students is an important matter. Each course should be carefully selected as an integral part of student's four-year educational plan. Students on an IEP are required to have a Statement of Transition Needs in their transition IEP. This is a plan of the courses that you have selected for your educational plan. This plan is started at the age of 14.

North Dakota University System Requirements

Students who will enroll in the four-year campuses of the North Dakota University System* must take the following high school courses:

- 4 units of English
- 3 units of Math, Algebra I and above
- 3 units of laboratory science, including at least 2 in biology, chemistry, physics or physical education
- 3 units of social studies, excluding consumer education, cooperative marketing, orientation to social science, and marriage/family

These and possibly additional college preparatory courses qualify you for admission to many universities throughout the country.

The North Dakota University System strongly recommends that entering students take advanced algebra and at least two units of modern or classical language (including Native American languages and American Sign Language).

Students who have not taken the required courses are welcome to attend any of the state's two-year campuses: Bismarck State College, North Dakota State College of Science, MiSU – Bottineau, Lake Region State College, Williston State College. Upon satisfactory completion of 24 academic credits there, such students will be eligible for transfer to a university.

* Dickinson State University, Mayville State University, Minot State University, North Dakota State University, University of North Dakota and Valley City State University

(NDUS, 1999)

Requirements Outside of North Dakota

State university systems outside of North Dakota also maintain high school preparation standards. For those requirements, please visit with one of the high school counselors.

**Statement of Transition Services needs (14-21) – List of
Courses from Transition IEP.**

Career Exploration

Research shows that exploring career opportunities at the middle/high school level can increase a student's awareness of the purpose of school, which in turn will give students a reason to excel to high levels.

Free Online Career Exploration cite - http://www.connectseward.org/sms/Career_Exploration_2.html

The following information is what is available at this cite:

Step 1 - Personality and Interests

Directions:

The following are surveys that will help pinpoint your interest and abilities and at the same time match you with careers where those characteristics are needed. They will give you a variety of careers of which you may feel none of them fit you. Try 2 or 3 surveys to get a variety of ideas, and see if there are any consistencies among the different surveys.

Everyone will use the Career Interest Survey interest survey, and will choose one other survey of your choice. You should print off your career/job results when you are finished with the survey. You will need to complete each survey on the day you start it because we can not save on the internet.

Career Interest Survey - College Campus
What Career is For You?
Discover Your Work- Work Interest Quiz
Discover Careers that Fit You
Career Key
Career Explorer
Free Personality Assessment
Personality Type

Step 2 - Career / Job Research

After you have an idea of what it is that you enjoy doing, you need to find areas of work that will fit your interests and abilities, being careful not to jump at a job without researching it. You will need to know the nature of the work, working conditions, education or training needed, job outlook, and salary. It is important to do background work because making a mistake while choosing a career can cost you time and money.

Directions:

Choose three job opportunities that interest you and fill out a job sheet for each. You should have the job sheets, but if you need one you can print it off from here. JOB SHEET Use the following web sites to help you research your job choices.

Military Careers	Would be helpful in finding the nature of the work in the military.
Occupational Handbook	Contains information on nature of work, working conditions, employment outlook, training, earnings, and related occupations for each career.

Step 3 - Educational Avenues

After you have researched job/career opportunities you will need to take the "Education/training Needed" information and find schools where you can gain those skills.

Directions:

First you will need to decide the type of schools you need to research, examples would be: 4-year colleges, 2-year colleges, vocational/technical schools, medical/technical or nursing. You will need to research three of these colleges that fit your academic needs. You will be using the [CollegeNet](#) page where you will choose the [CollegeNet Search](#).

Information Needed:

- Admissions test preferred
- Credits that are required
- Tuition and Fees (Designate whether you will be an in-state or out-of-state student)
- Room & Board costs
- Total Cost

Click here to start: [CollegeNet Search](#)

Step 4 - Scholarships and Financial Aid

There are tools available on the internet that will help you search for scholarships and financial aid. Some are broad search tools and others help you limit the results by entering information specific to you.

Financial Aid

[FAFSA](#) - (Free Application for Federal Student Aid) - this site will allow you to fill out the student aid application (from the Department of Education) via online, or print out a hard copy to fill out and submit. In almost all cases, a school will need this on file before any financial aid package is put together. It makes no difference whether you qualify based on need.

[Student Financial Assistance](#) - Financial Aid from the U.S. Department of Education. The Student Financial Assistance Programs are the largest source of student aid in America, providing over \$40 billion a year in grants, loans, and work-study assistance. Here you'll find help for every stage of the financial aid process, whether you're in school or out of school.

Scholarships (Some are need-based, some are not)

[CollegeNet](#) - at this site you can start with a very general search and then narrow it down to your choosing: GPA, SAT or ACT results, class rank, age, military, sports, nationality, gender, religion, etc.

[FastWeb](#) - this site allows you to enter very specific information about yourself and it will search for scholarships for which you would qualify. It will ask for GPA, ACT or SAT scores, etc. There are also links for parents on this site that will help with tuition calculation, etc.

Job Shadowing

Job shadowing is a school/community experience that allows students to observe people in the community as they perform their regular job duties. It is a school-sponsored career exploration activity. It is the time for students to explore the broad range of occupations so that later on they will be able to narrow their career interests. High school students who have not narrowed their career interests by tenth grade may also find job shadowing to be a useful activity.

During a job shadow students observe an employee for a short period of time to learn about the business, industry or profession of the employee. Job shadowing is a short-term, school-supervised work-place learning opportunity, with an emphasis on exploration, not work. Since job shadowing is exploratory in nature, most students will benefit from several job shadowing experiences over the course of several years, until they become more focused on a career path.

Job shadowing is an academically motivating activity designed to give kids an up-close look at the world of work and to answer the question, "Why do I have to learn this?" Students across America "shadow" workplace mentors as they go through a normal day on the job. The students get to see firsthand how the skills learned in school relate to the workplace. Job Shadowing is led by the National Job Shadow Coalition and is supported through a national sponsorship by Monster and a co-sponsorship by News Corporation.

See website for more information and online forms - <http://www.jobshadow.org>

Work Experiences

Working is a way to sample and screen career fields. Each job experience, no matter how unskilled, can teach you about your likes and dislikes, about settings in which you feel comfortable or uncomfortable, and about chances for learning and advancement.

Working can also provide an opportunity to mature. By working with adults, teenagers can emulate the good work habits and interpersonal and professional skills that are the key to successful employment. Students should be encouraged to find employment during the summer or on weekends during the school year. Contact your school's career office to see about getting a job.

Insert a Sample Job Application

Insert a Sample Job Application

How To Fill Out A Job Application Form

When you apply for a job, you are usually required to fill out a job application form. Most employers review your application before they choose to see you. It can also form an important first impression of you. To increase your chances for an interview, follow these guidelines:

1. Read the entire form carefully. Know what is being asked before filling out the form. Answer each item truthfully. Employers may use the application form to judge how well you follow instructions and how careful you may be as an employee.
2. Fill in the blanks completely, accurately, neatly, and to the best of your ability. Print or write clearly so it is easy to read. Answer all questions. Answers should be brief and consistent. Write "does not apply" where not applicable. Check your answers for correct spelling, grammar, punctuation, completeness, and accuracy.
3. Type the form if possible.
4. Describe all of your skills and abilities.
5. Know the deadline for applying and where to deliver your application.
6. Be prepared to answer the following basic parts of an application form:
 - a. **PERSONAL INFORMATION:** List name, mailing address, phone number, and social security number. If you do not have a phone number, have a number where messages can be left for you.
 - b. **POSITION DESIRED:** Spell correctly the job for which you are applying. Specify full-time or part-time, type of employment (permanent, temporary, or summer only), and the date you can start.
 - c. **EDUCATION AND TRAINING:** List academic, vocational, and professional education and schools attended. Be prepared to attach copies of certificates or other documents.
 - d. **SPECIAL JOB-RELATED SKILLS, TRAINING, LICENSES, AND ACCOMPLISHMENTS:** Listing these will make you stand out from other applicants. List the types of equipment and tools that you are able to use and the licenses you have. List ability to speak and write other languages as well if relevant to the job for which you apply.
 - e. **EMPLOYMENT HISTORY (BEGIN WITH MOST RECENT JOB):** List employer's name, current address and telephone number, supervisor, job title, dates of employment, salary, and reason for leaving. Describe your job duties clearly. Use action verbs. Concentrate on skills which will interest the employer. The job description can provide clues about important skills. Explain gaps in your work history.
 - f. **REFERENCES (CHARACTER AND/OR PROFESSIONAL):** Provide names, current business addresses, and current phone numbers of people, not including relatives, who can speak positively about you. Clergy members, teachers, counselors, friends who are in business, and leaders of organizations and in the community usually make good references. Be sure to ask for their permission before listing them and verify where they can be reached. You may also want to give them a copy of your resume so they know more about you. Have enough references so that no one person is constantly called about you.
 - g. Sign and date the application in the space(s) provided.
7. Have copies of transcripts, letters of recommendation, and other documents ready to attach to your application form.
8. Keep a copy of your completed application so you can review it before your interview.

<http://hawaii.gov/dlir/rs/loihi/CKJSA/FLJBAPP.HTM>

How To Interview

Employers expect today's applicants to be ready for the interview. Sitting passively in an interview will not get you the job. Research is necessary. Employers expect interview candidates to be more knowledgeable and aware of industry trends. Preparation is the key to getting a job. Listed are some general guidelines in preparing for your interviews.

Know Yourself

- What you want to do and where you want to do it
- What you have to offer

Look the Part

- Conservative well tailored look in suit, shoes and accessories
- Minimal jewelry
- Well groomed appearance (hair, nails, etc.)
- Minimal use of perfume or aftershave

Research the Company and the Job

- Internet
- Career Resource Center
- Company literature
- Library
- Faculty
- Friends
- On site observation/Current employees

How to Answer and Ask the Right Questions

- Anticipate key questions
- Review and practice answering most the commonly asked interview questions
- Demonstrate interest in the company/position through your questions

Effective Communication Skills

- What you say (verbal) must match your body language (non-verbal) or people will pay more attention to your body language and not what you are saying
- Verbal: clear, concise, relevant responses
- Non-verbal: good eye contact, good posture, appropriate facial expressions and hand gestures

Follow-up After the Interview

- Send a note of appreciation thanking the employer and restating interest in the company

(<http://career.utk.edu/students/skills/int.asp>)

Rules of the Road – License and Permit

For an Online Study Guide for Student Drivers –

Go to: <http://gocalnet.com/st/ndakota/index.html>

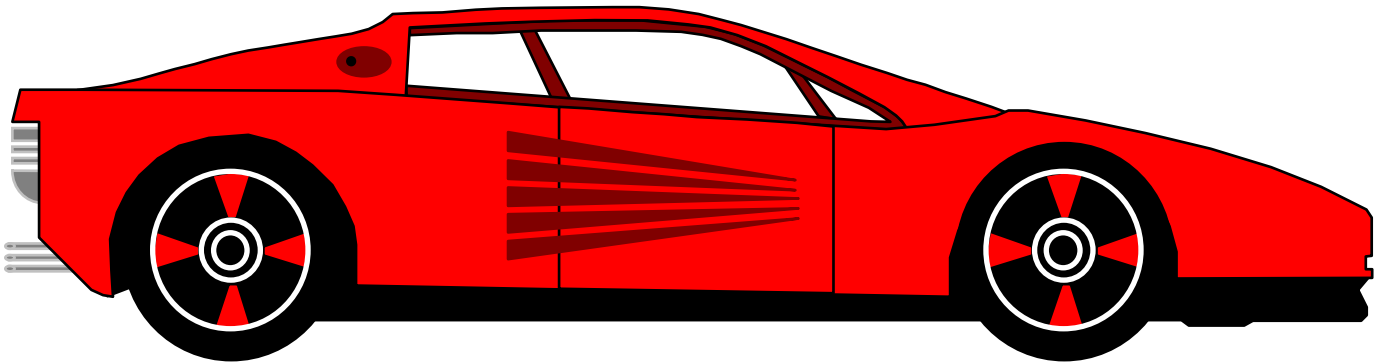
Click on Begin

Go to Questions and Tests on the top right hand side of the screen

Go to Practice Tests on the top right hand side of the screen

Click on Question 1 of 100

Scroll down to Question #1 and begin taking the test



Vocational Rehabilitation

Vocational Rehabilitation is a service agency to help individuals who have a physical or mental disability find and maintain employment. If you have a disability that prevents you from obtaining or keeping a job, VR services may be able to help.

Vocational Rehabilitation offers a wide variety of programs including:

- Evaluation Services: vocational, medical and psychological evaluations
- Career Counseling and Guidance Services: development of rehabilitation plans
- Medical and Psychological Services: counseling to help stay on the job
- Training: on the job, job coaching, business/trade school, college or vocational program
- Job Development and Placement Services: finding the right job for the individual
- Rehabilitation Technology Services: assistive technology to help obtain or keep a job
- Post Employment Services: support services to maintain employment
- Referrals: referrals to other programs and services

A student interested in accessing Vocational Rehabilitation should invite a VR counselor to an IEP meeting during the junior year of high school to begin the application process. The timing allows both the school and the agency to provide adequate services and ensure a seamless plan.

Students interested in accessing VR services should contact the VR office in their region. For additional information about services, contact the VR office in your geographic area.

Region I
Williston
(701) 774-4600

Region V
Fargo
(701) 298 - 4459

Region II
Minot
(701) 857-8643

Region VI
Jamestown
(701) 253-6388

Region III
Devils Lake
(701) 665-2200

Region VII
Bismarck
(701) 328 -8800

Region IV
Grand Forks
(701) 795-3100

Region VIII
Dickinson
(701) 227-7600

See website for more information and forms online –
<http://lnotes.state.nd.us/dhs/dhsweb.nsf/b04ca5dd2327035d8625666e0071b1a1/f80eba969987b12d8625666e00708ac8?OpenDocument>

<http://www.state.nd.us/humanservices/services/disabilities/vr/>

ACT Special Testing

ACT is committed to serving students with disabilities by providing reasonable accommodations appropriate to the student's disability. ACT has established policies regarding documentation of an applicant's disability and the process for requesting accommodations. For details, see [ACT Policy for Documentation](#) to Support Requests for Testing Accommodations on the ACT Assessment. Effective with ACT Assessment score reports issued after September 1, 2003, ACT will no longer flag scores achieved with extended time as "special." To learn more about this decision and ACT's plans for implementation, see [ACT's Decision to Stop Flagging ACT Assessment Scores](#) Achieved with Nonstandard Time.

If you currently receive accommodations in school due to a professionally diagnosed and documented disability, you may provide documentation to support a request for one of the following options:

[National Test Center Option #1](#): Standard-Time National Testing with Accommodations (on any scheduled test date)

[National Test Center Option #2](#): Extended-Time National Testing on October, December, or April Test Date (up to 5 hours total time)

[Non-National Testing Option](#): Special Testing with Extended Time and Alternate Formats Available (at specially arranged times *not* as part of national testing)

The basic fee for all options is the same. Read the information about each option carefully to determine which **one** option to choose and follow that application process carefully. You may find the [testing options chart](#) helpful to compare the requirements and features of Extended-Time National Testing with those of Special Testing. If you have already been approved for Extended-Time National Testing, you may request a [test date change](#) or [reregistration](#).

The information you provide to ACT about your disability will be treated as confidential and will be used solely to determine your eligibility for accommodations. Details about your testing accommodations will be shared only with the testing staff and will not be released to anyone else. The ACT Assessment is offered only in English. Accommodations (including extended-time testing) are not available solely on the basis of limited English proficiency.

There are two different ACT Assessment Testing Options for Student with Disabilities:

- Extended-Time National Testing
- Special Testing

See chart on the next page to decide which one is appropriate for you.

See website for more information and forms online – <http://www.act.org/aap/disab/>

Transfer of Rights

What is the Transfer of Rights?

- In the state of North Dakota the law considers persons to be adults when they reach their 18th birthday; that is, they are of "legal age". This means they are no longer under the natural guardianship, or custody and supervision, of their parents. It also means that persons who are 18 years old are responsible for making their own decisions, including those about school.
- The IDEA (Individuals with Disabilities Education Act) reauthorization of 1997 changed the part of the law referred to as "Transfer of Rights". Now students must be told about the decisions and choices to become their own educational guardian one year before they reach the "age of majority" or legal age.
- If you are receiving special education services in school, a team of people has been planning your education each year (the IEP process). This team includes you, your parents, teachers, and others. Your parents, have been guaranteed certain rights that affect your education. Some of these include rights to be told about what the school wants to do, to look at your school records, and to be involved in planning your education. When you become 18 years of age, these rights transfer from your parents to you. You are the decision maker about your education.
- It is important that you know about the choices you will have when you are 18. However, you need time before then to think about what you need and prefer, to talk with your parents, and to plan for the best decisions. Therefore, at the IEP meeting during the year you become 17 years of age, the school people on your team must tell you and your parents about the choices. Whoever is the guardian will make education decision until you complete high school.

What is Guardianship?

- Guardianship is intended to assist individuals who need guidance in making decisions in major life areas - educational decisions, where to live, employment, money and finances, legal issues, and medical concerns. Guardianship can be limited to education decisions, or it can include more than one major life area.
- Guardianship is a legal process, and the decision is made by a judge. If you and your parents decide that a guardian is needed to make educational decisions after you are age 18, your parents need to contact an attorney. The attorney will begin the process by filing guardianship papers in court.
- Usually the parents request to be guardians. However, any adult who is capable and willing to have the responsibility may be a guardian.
- You and your guardian will continue to be involved in IEP meetings. The guardian will make educational decisions as part of the team.

What does this mean for you?

You can decide to become your own educational guardian. This means:

- You will receive formal written notice of your IEP meetings and will need to attend all meetings regarding your education;
- You have the right to include (or not include) your parents in the IEP meeting(s);
- You, rather than your parents or guardians, will receive your progress reports;
- You have the right to review your educational records; and,
- You have the right to request mediation, file a complaint, or ask for a due process hearing if you disagree with decisions regarding your education.

Or, you may decide that your parents, or another adult, should continue to be your guardian(s) after you have turned 18, and have primary responsibility to make educational decisions on your behalf. If so, you need to do the following:

- Share the decision with your IEP team;
- Have your parents contact an attorney to begin the process of filing guardianship papers in court where a judge will decide guardianship; and,
- You must continue to be involved in your IEP meetings. Your parent(s) as your guardians will also attend and assist you in making educational decisions based on the IEP team process.

(North Dakota Department of Public Instruction)

As listed on IEP’s:

Transfer of Rights: (615(m)1a-c); 300.517(a1-3))

At one year before the age of majority (18) the student and family must be informed of the educational transfer of rights.

Date of IEP meeting when transfer of rights was discussed

Procedural Safeguards:

Upon turning 18, document that the student was provided the “Procedural Safeguards in Special Education for Children & Parents” and that all rights as educational guardian were discussed.

Date of IEP meeting when procedural safeguards were discussed

For more information, please contact your special education case manager or the local special education unit office in your area.

****Insert Transfer of Rights Form**



Remember to add:

- . A copy of your most current IEP/504**
- . A copy of your last assessment report**