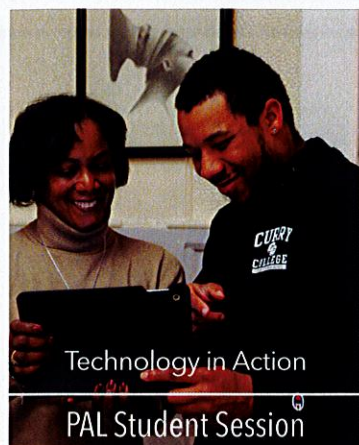# VALUE–ADDED PAL PROGRAMMING

RESPONSIVE EXPERTS & INTERACTIVE INFRASTRUCTURE

Technology Enhances Learning

- Assistive Technology Center
- Testing Accommodations Center
- Learning Spaces Designed from Student Feedback
- Wifi-Enhanced Collaborative Spaces
- Student Projection Capacities
- 3 Computer Labs

Technology in Action
PAL Student Session

Inventory in Action
Peer Mobile Learning Tutor
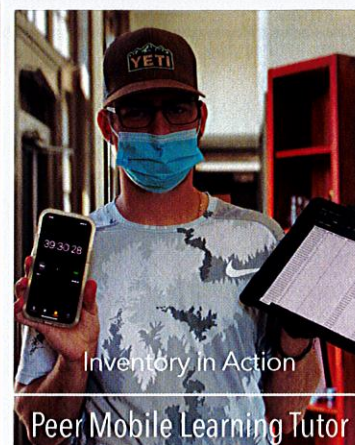
ACADEMIC ACCOMMODATIONS

ADA Support through PAL

- Extended Time
- Distraction-Reduced Setting
- Text-to-Speech Software
- Speech-to-Text Software
- Alternative Texts
- Lecture Notes
- Smart Pens
- Lecture Recordings

PAL PROGRAMS

Academic Advising
PAL Faculty approach advising as relational and developmental with a focus on learning profiles.

PAL for Multilingual Students
Culturally-responsive programming for students who speak more than one language and have learning differences.

iPAL
Comprehensive AT Curriculum - collaborative mobile learning on a multi-solution device - iPad and apps included.

Learning Cohorts
PAL sessions and shared coursework linked with academic majors, careers, and special interests.

PAL PROGRAMS

PAL 2000: Peer Mentoring & Coaching
Upper-level PAL course grounded in research and theory to develop future leaders.

Peer Mentoring
Individualized mentoring program that matches upper-class PAL students with incoming students.

Summer PAL
Comprehensive bridge program to support academic and social transitions to college.

CURRY RESOURCES

Campus-Wide Learning

- Peer Tutors
- On-Demand Professional Tutoring
- Structured Study Hall
- Writing Tutoring
- Speaking Center

Bridge from High School to College with
Curry Summer PAL!

Learn from our Students in Action
ATCenterPAL YouTube Channel!

▶ YouTube

curry.edu/pal

PROGRAM FOR ADVANCEMENT OF LEARNING

The PAL Legacy: We value learning differently.

Best Value Schools — TOP PROGRAMS FOR STUDENTS WITH LEARNING DISABILITIES
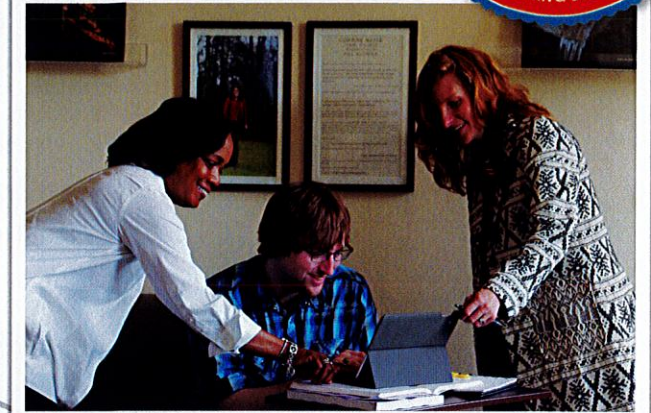
THE PAL ACADEMIC COURSE

PAL 1190-1200: The Learning Process, 3 credits

- Scheduled academic course
- 2.5 hours per week
- 1:1 & Small Group
- Students carefully matched with PAL faculty learning specialists
- Individualized Curriculum
- Curry coursework and student learning are the focus of PAL

1 TEACHING MODEL
Mentoring
Relationship-Based
Strengths-Focused
Strategies-Focused
Holistic
Process-Based

2 LEARNING OUTCOMES
Metacognition
Self Regulation
Active & Engaged Learning
Critical Thinking
Expressive & Receptive Language

3 CURRICULAR COMPONENTS
Learning Profile
Diagnostic Review
Applied Learning Assessments
Self-Advocacy
Learning Strategy Instruction
Organization

Time Management
Reading
Writing
Note-Taking
Test Preparation & Test Taking
Speaking

Unlock a $2,000 Scholarship!
Apply Early Action by December 1st
curry.edu/applypal

THE PAL DEPARTMENT

PAL Faculty & Personnel
- 25 Professors
  - Masters & Doctorates
  - Over 500 years service to Curry College
  - Diverse expertise
  - Legacy of revolutionizing higher education
- 5 Staff
  - Admission Team
  - Administrative Assistants
  - Assistive Technology Center Coordinator

PAL Students
- Enrolled in PAL
  - 250 current students
  - 15 - 20% of each incoming Curry Class
  - LD, AD/HD, Executive Function challenges
  - Average to Above-Average Intelligence
- Working in PAL
  - 20 Peer Mentors
  - 5 Peer Mobile Learning Tutors
  - 2 Student Workers

iPAL APP WHEEL

The PAL Legacy: We value learning differently.

TOP PROGRAMS FOR STUDENTS
Best Value Schools
WITH LEARNING DISABILITIES

iPAL App Wheel categories and apps:

Studying
- Memory: Lumosity, Kahn Academy, Quizlet
- Gathering Information: Chrome, Safari, FireFox, Google News
- Mind Mapping: SimpleMind, Inspiration, MindNode
- Self-Regulation: Google Hangouts, Calm, Accomplish, Timer+, Down Dog Yoga

Reading
- Text-to-Speech: Kurzweil, Speechify, Voice Dream Reader, Books, read&write, iOS
- Finding Digital Textbooks: Bookshare.org, Books, Chegg, VitalSource.com
- PDF Readers: Kindle, PDF Export, Adobe Reader, GoodReader
- Scanning: Office Lens, Speechify, SnapType

Writing
- Note-Taking: OneNote, Sketches, Google Docs, EverNote, Notability, Notes, Nebo
- Recording Lectures: Notability, iOS Screencast, Otter, Zoom, Note Taking Express, Voice Memos
- Speech-to-Text: iOS, Dragon Anywhere, Closed Captioning, Kurzweil, Google Docs, read&write
- Word Processing: Google Docs, Pages, Word, Grammarly

Organization
- Digital Storage: Google Drive, Microsoft OneDrive, iCloud, DropBox
- Calendars: Google Calendar, Tiny Calendar, Canvas, Class Timetable, Calendar
- Reminders & To-Do Lists: Tasks, Siri, Trello, Reminders

Scan the QR Code to see the ATCenterPAL YouTube Channel!

App Wheel by:
Hollander, Mariani, O'Brien, & Vanderberg, 2021

Learning Disabilities Reference

LDR

Common Types of LD & AD/HD*

Language-based LD

Listening (Receptive Language)
Easily overloaded by auditory input, especially directions or detail-filled talk. Visual or kinesthetic (hands-on) channels are often stronger

Reading (Receptive Language)
Speed, accuracy, vocabulary, comprehension, main concept vs. detail

Oral Expression (Expressive Language)
Thinking of what to say; finding words; conceptualizing parts and whole; elaboration

Written Expression (Expressive Language)
Ideation, organization, sentence structure, grammar, spelling

Non-verbal LD

Social skills
Can miss social cues; misinterpret non-verbal communication

Part-whole understanding; weak generalization
Miss the forest for the trees; focus on detail at expense of big picture in writing or reading comprehension; poor at inferences and synthesis

Visual/spatial organization (and math)
Difficulty with visual spatial understanding; abstract concepts

AD/HD

Attention & Impulsivity
Trouble maintaining attention, focusing; impulsivity; occasional hyperactivity. Medication is common and can affect alertness, sleep, eating

Executive Function

Difficulty with organizing, planning, starting, monitoring, remembering to do, completing, sense of time, studying effectively, keeping track of belongings and due dates

common manifestations, not strict subtypes; categories can and do overlap

Developmental Strategies for Students with LD & AD/HD

Syllabus: Explicit and detailed; calendar with dates and assignments; checkpoints for long-term projects; posted on Blackboard

Homework: Explain at beginning of class; written; posted on Blackboard

Reading: Every class & in manageable doses; questions to prompt active reading

Class Presentation: Varied; not just lecture: small group, demo, concrete examples from student experience, visual supports – keywords, diagrams

Activity: Stand up and move time; change activities

Lecture Notes: Handouts or slides; outline on Blackboard; concept diagrams

Discussion/Student Participation: Prompts prior to class; partner share to start; small group with reporter; time to think; jot down questions and thoughts; wait longer for more hands; leave option open to pass

Texts: On reserve; with good advance organizers, and summaries

Mnemonics: Model how to remember concepts, and terms

Study Guides: Helps students know what is important

Videos: With guided questioning; structured prompts; what to watch for

Class Lists: (just names) Help students find study partners, etc.

Assessment: Frequent and varied; multiple modes (papers, tests, projects, presentations)

Tests: More rather than fewer; clear, concise; avoid double negatives and tricky wording; reduce recall burden if recognition is sufficient; possible formats: allow page of notes, mix m/c, short answer, and essay
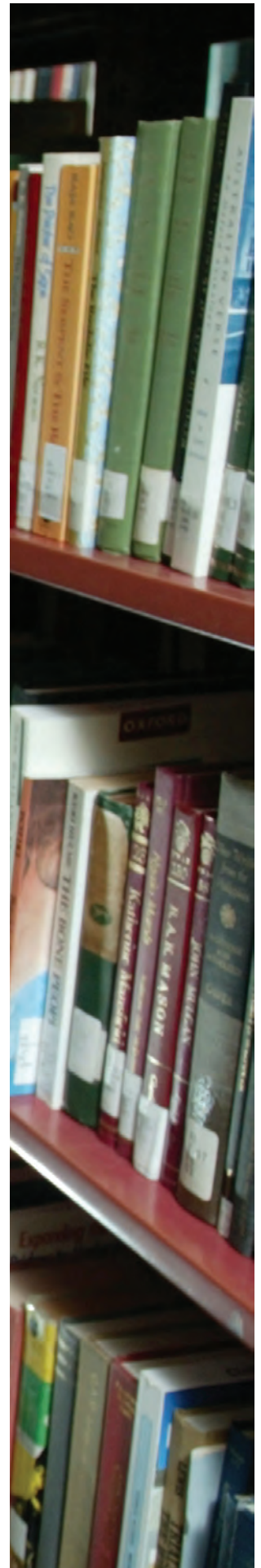
Sources of Processing Difficulty

Memory: Storage and Retrieval
Input/output channel: visual, auditory, kinesthetic; verbal or non-verbal can be weak

Working Memory
Trouble multi-tasking, such as listening and copying from the board simultaneously

Processing Speed
Slow compared to other abilities; extended time critical

Visual-Motor Skills
Trouble copying/writing quickly, tracking from question to answer sheet (scantron); poor handwriting

Visual Detail
Difficulty with charts, graphs, numbers, mathematical signs

Sequencing
Confusion with following directions, steps, or logic in order

Auditory
Faulty sound awareness and/or analysis

Developmental Education Concepts

Scaffolding: Teach and assess in incremental steps within a larger context
Universal Design: Inclusive classroom instruction taking all kinds of learners into account
Feedback: Concrete, specific, frequent and balanced
Models: Positive examples and/or rubrics of how to meet expectations
Explicit (vs. implicit): Detailed and clear; written and oral
Corrective (vs. punitive): Multiple chances vs. high stakes; strength-based

A Learning Disability ...

- often exists in the presence of notable strengths
- is lifelong, but manifests differently over time
- is a neurologically-based disorder of processing information
- impacts listening, thinking, speaking, reading, written language, spelling and/or math

and is...

- not a kind of mental retardation/low intelligence
- not a psychiatric disorder
- not a physical disability
- not a lack of motivation

Guiding Law

- Americans with Disabilities Act
- Section 504 of the Rehabilitation Act of 1973
- Reasonable accommodations for students with documented disabilities

Common Accommodations

- extended time
- audio version of exams
- computer to type exams
- voice to text (Naturally Speaking) and text to voice (Kurzweil) software
- seats in the front
- recorded texts
- spell-check on exams; correction but not penalty for in-class spelling
- note-taker or class notes from professor
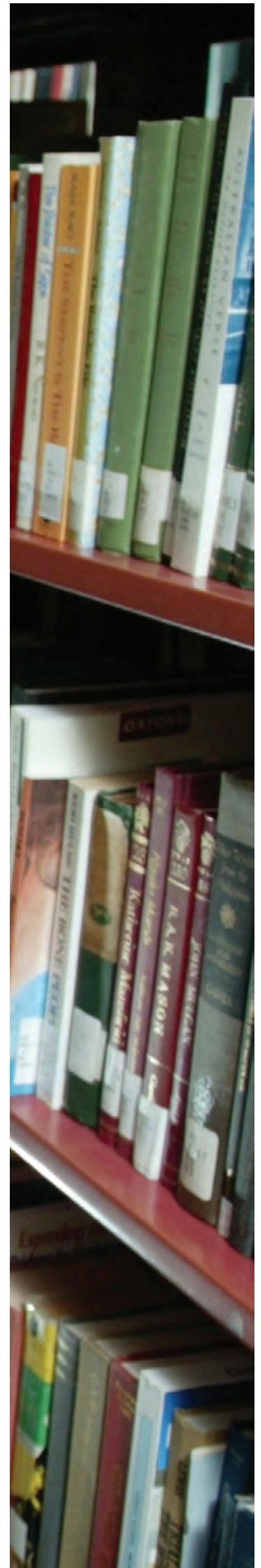
What Learning Specialists Do

Support:

Metacognitive awareness of students' strengths and weaknesses
Academic strategies (study skills, reading, organization, etc.)
Development of writing/editing process
Students' understanding of learning disabilities and ADHD
Self-advocacy skills
Effective problem-solving in daily academic life
Gradual independence along a developmental continuum unique to each student

as well as:

Evaluate diagnostic information
Develop individualized educational plans
Write progress reports for each student
Serve as liaison with other professionals and family

… and don't

Write or rewrite student papers
Do research for students
Provide answers to take-home exams
Give extensive content tutoring
Make wake-up calls or act in loco parentis

Resources

www.curry.edu/academics

Program for Advancement of Learning (PAL)	617-333-2250
Adult Center at PAL	617-333-2244
PAL for Multilingual Students	617-333-2296
Educational Diagnostic Center	617-333-2314
Summer Programs	617-333-2250

Laurie Fox, Ed.D., ET/P and Lisa Ijiri, Ph.D.
Program for Advancement of Learning
Curry College, Milton, MA 02186
Copyright © 2015, 2005

HOW IS COLLEGE DIFFERENT FROM HIGH SCHOOL?

Southern Methodist University, Dallas, Texas | Legal Disclosures | A-Z Site Index | Contact SMU

From: http://smu.edu/alec/transition.asp

FOLLOWING THE RULES IN HIGH SCHOOL	CHOOSING RESPONSIBLY IN COLLEGE
* High school is *mandatory* and usually *free*.	* College is *voluntary* and *expensive*.
* Your time is structured by others.	* You manage your own time.
* You need permission to participate in extracurricular activities	* You must decide whether to participate in co-curricular activities.
* You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.	* *You* must balance your responsibilities and set priorities. You will face moral and ethical decisions you have never faced before.
* Each day you proceed from one class directly to another, spending 6 hours each day--30 hours a week--in class.	* You often have hours between classes; class times vary throughout the day and evening and you spend only 12 to 16 hours each week in class
* Most of your classes are arranged for you.	* You arrange your own schedule in consultation with your adviser. Schedules tend to look lighter than they really are.
* You are not responsible for knowing what it takes to graduate.	* Graduation requirements are complex, and differ from year to year. You are expected to know those that apply to you.
* Guiding principle: You will usually be told what to do and corrected if your behavior is out of line.	* Guiding principle: You are expected to take responsibility for what you do and don't do, as well as for the consequences of your decisions.

GOING TO HIGH SCHOOL CLASSES	SUCCEEDING IN COLLEGE CLASSES
* The school year is 36 weeks long; some classes extend over both semesters and some don't.	* The academic year is divided into two separate 15-week semesters, plus a week after each semester for exams.
* Classes generally have no more than 35 students.	* Classes may number 100 students or more.
* You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	* You need to study at least 2 to 3 hours outside of class for each hour in class.
* You seldom need to read anything more than once, and sometimes listening in class is enough.	* You need to review class notes and text material regularly.
* You are expected to read short assignments that are then discussed, and often re-taught, in class.	* You are assigned substantial amounts of reading and writing which may not be directly addressed in class.
*** Guiding principle: You will usually be told in class what you need to learn from assigned readings.**	*** Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.**

HIGH SCHOOL TEACHERS	COLLEGE PROFESSORS
* Teachers check your completed homework.	* Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.
* Teachers remind you of your incomplete work.	* Professors may not remind you of incomplete work.
* Teachers approach you if they believe you need assistance.	* Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.
* Teachers are often available for conversation	* Professors expect and want you to attend their

before, during, or after class.	scheduled office hours.
* Teachers have been trained in teaching methods to assist in imparting knowledge to students.	* Professors have been trained as experts in their particular areas of research.
* Teachers provide you with information you missed when you were absent.	* Professors expect you to get from classmates any notes from classes you missed.
* Teachers present material to help you understand the material in the textbook.	* Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect *you* to relate the classes to the textbook readings.
* Teachers often write information on the board to be copied in your notes.	* Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.
* Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	* Professors expect you to think about and synthesize seemingly unrelated topics.
* Teachers often take time to remind you of assignments and due dates.	* Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.
* Teachers carefully monitor class attendance.	* Professors may not formally take roll, but they are still likely to know whether or not you attended.
*** Guiding principle: High school is a teaching environment in which you acquire facts and skills.**	*** Guiding principle: College is a learning environment in which you take responsibility for thinking through and applying what you have learned.**
TESTS IN HIGH SCHOOL	**TESTS IN COLLEGE**
* Testing is frequent and covers small amounts of material.	* Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the

	professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester.
* Makeup tests are often available.	* Makeup tests are seldom an option; if they are, you need to request them.
* Teachers frequently rearrange test dates to avoid conflict with school events.	* Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
* Teachers frequently conduct review sessions, pointing out the most important concepts.	* Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.
*** Guiding principle: Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.**	*** Guiding principle: Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.**
	GRADES IN COLLEGE
	* Grades may not be provided for all assigned work.
* Consistently good homework grades may raise your overall grade when test grades are low.	* Grades on tests and major papers usually provide most of the course grade.
* Extra credit projects are often available to help you raise your grade.	* Extra credit projects cannot, generally speaking, be used to raise a grade in a college course.
* Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	* Watch out for your *first* tests. These are usually "wake-up calls" to let you know what is expected--but they also may account for a substantial part of your course grade. You may be shocked when you get your grades.
* You may graduate as long as you have passed all required courses with a grade of D or	* You may graduate only if your average in classes meets the departmental standard--typically a 2.0 or C.

higher.	
* Guiding principle: *Effort counts*. Courses are usually structured to reward a "good-faith effort."	* Guiding principle: *Results count*. Though "good-faith effort" is important in regard to the professor's willingness to help you *achieve* good results, it will not *substitute* for results in the grading process.

HOW TO MAKE THE TRANSITION TO COLLEGE

- **Take control of your own education: think of yourself as a scholar.**
- **Get to know your professors; they are your single greatest resource.**
- **Be assertive. Create your own support systems, and seek help when you realize you may need it.**
- **Take advantage of the A-LEC; go to a** workshop**, enroll in** ORACLE (EDU 1110)**,** work with a tutor**.**
- **Take control of your time. Plan ahead to satisfy academic obligations and make room for everything else.**
- **Stretch yourself: enroll in at least one course that really challenges you.**
- **Make thoughtful decisions: don't take a course just to satisfy a requirement, and don't drop any course too quickly.**
- **Think beyond the moment: set goals for the semester, the year, your college career.**

THE BIG DIFFERENCE
The Differences in Disability Rights and Responsibilities Between High School and College

One key step to a successful transition from high school to college is to anticipate and be prepared for the differences between the two settings. This is especially true for students with disabilities. In addition to dealing with the same transition issues that all students face, they also have the added challenge of changes in how support services are requested and arranged. In college, students must play a more active role and assume more responsibility. The chart below compares the legal rights and responsibilities in high school versus those in college.

The Differences Between Secondary & Postsecondary Disability Laws

Question	Secondary (High School)	Postsecondary (College)
What is the law?	IDEA and Section 504	ADA and Section 504 (Subpart E)
What is the intent of the law?	IDEA: To provide a free, appropriate public education in the least restrictive environment to students with disabilities. 504: To ensure that no otherwise qualified person with a disability is denied access to, benefits of, or is subjected to discrimination in any program or activity provided by any public institution or entity.	To ensure that no otherwise qualified person with a disability will be denied access to, or the benefits of, or be subjected to discrimination by any program or activity provided by any public institution or entity.
Who is covered under the law?	All infants, children and youth requiring special education services until age 21 or graduation from high school.	All qualified individuals with disabilities who meet the entry age level criteria or particular program entry criteria of the college and who can document the existence of a disability as defined by the ADA.
Who is responsible for identifying and documenting the need?	School districts are responsible for identifying, evaluating and planning educational services at no expense to the parent or individual.	Students are responsible for self-identification and for obtaining disability documentation from a professional who is qualified to assess their particular disability. The student, not the institution, assumes the cost of the evaluation.
Who is responsible for initiating service delivery?	School districts are responsible for identifying students with disabilities and providing special instruction, individualized education plans, and/or accommodations.	Students are responsible for notifying the Office of Disability Services staff of their disability and of their need for accommodations. Accommodations (not special education) are provided on a semester by semester basis in order for students with disabilities to have equal access to the institution's programs, services and activities.
Who is responsible for enforcing the law?	IDEA is basically a funding statute, enforced by the Office of Special Education and Rehabilitation Services in the U.S. Department of Education. ADA/504 are civil rights statues, enforced by the Office for Civil Rights (OCR), U.S. Department of Justice, and the Equal Employment Opportunity Commission (EEOC).	Section 504 (Subpart E) is a civil rights statute enforced by the Office for Civil Rights (OCR), U.S. Department of Education. The ADA is also a civil rights statute enforced by the U.S. Department of Justice, and the Equal Employment Opportunity Commission (EEOC).
What about self-advocacy?	The parent or guardian is the primary advocate. Students with disabilities should learn about their disability, the importance of self-advocacy, the accommodation(s) they need, and ways to become a self-advocate.	Students must be able to communicate what their disability is, their strengths, weaknesses, and how the disability impacts and functionally limits major life activities. They must be able to identify and justify any requested accommodations.

http://www.vinu.edu/cms/export/sites/default/student_services/
student_services_downloads_gallery/big-diff1.pdf

Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities

U.S. Department of Education
Arne Duncan
Secretary

Office for Civil Rights

Russlynn Ali
Assistant Secretary

First published July 2002. Reprinted May 2004.
Revised September 2007.

U.S. Department of Education
Office for Civil Rights
Washington, D.C. 20202

September 2007

More and more high school students with disabilities are planning to continue their education in postsecondary schools, including vocational and career schools, two- and four- year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities postsecondary schools have toward you. Being well informed will help ensure you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.

**Students With Disabilities Preparing
For Postsecondary Education:
Know Your Rights and Responsibilities**

The information in this pamphlet, provided by the Office for Civil Rights (OCR) in the U. S. Department of Education, explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure the school does not discriminate on the basis of disability.

OCR enforces Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II), which prohibit discrimination on the basis of disability. Practically every school district and postsecondary school in the United States is subject to one or both of these laws, which have similar requirements.*/

Although both school districts and postsecondary schools must comply with these same laws, the responsibilities of postsecondary schools are significantly different from those of school districts.

Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. OCR strongly encourages you to know your responsibilities and those of postsecondary schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education.

The following questions and answers provide more specific information to help you succeed.

As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?

Yes. Section 504 and Title II protect elementary, secondary and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's education needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to nondisabled students, it must provide comparable, convenient and accessible housing to students with disabilities at the same cost.

Other important differences you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

May a postsecondary school deny my admission because I have a disability?

No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

Do I have to inform a postsecondary school that I have a disability?

No. However, if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

What academic adjustments must a postsecondary school provide?

The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments may include auxiliary aids and modifications to academic requirements as are necessary to ensure equal educational opportunity. Examples of such adjustments are arranging for priority registration; reducing a course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition or other adaptive software or hardware.

In providing an academic adjustment, your postsecondary school is not required to lower or effect substantial modifications to essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or administrative burdens. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

If I want an academic adjustment, what must I do?

You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or assess your needs.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following these procedures. Postsecondary schools usually include, in their publications providing general information, information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs and student handbooks, and are often available on school Web sites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

When should I request an academic adjustment?

Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. You should follow your school's procedures to ensure that your school has enough time to review your request and provide an appropriate academic adjustment.

Do I have to prove that I have a disability to obtain an academic adjustment?

Generally, yes. Your school will probably require you to provide documentation that shows you have a current disability and need an academic adjustment.

What documentation should I provide?

Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability; the date of the diagnosis; how the diagnosis was reached; the credentials of the professional; how your disability affects a major life activity; and how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

Although an individualized education program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what you need to meet these new demands may be different. Also in some cases, the nature of a disability may change.

If the documentation that you have does not meet the postsecondary school's requirements, a school official should tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

Who has to pay for a new evaluation?

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. This may mean that you have to pay or find funding to pay an appropriate professional for an evaluation. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational rehabilitation agency through the following Web page:
http://www.jan.wvu.edu/cgi-win/TypeQuery.exe?902

Once the school has received the necessary documentation from me, what should I expect?

The school will review your request in light of the essential requirements for the relevant program to help determine an appropriate academic adjustment. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment or an alternative one if the alternative would also be effective. The school may also conduct its own evaluation of your disability and needs at its own expense.

You should expect your school to work with you in an interactive process to identify an appropriate academic adjustment. Unlike the experience you may have had in high school, however, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

What if the academic adjustment we identified is not working?

Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

May a postsecondary school charge me for providing an academic adjustment?

No. Furthermore, it may not charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

What can I do if I believe the school is discriminating against me?

Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator—– who coordinates the school's compliance with Section 504 or Title II or both laws. You may contact this person for information about how to address your concerns.

The school must also have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. However, the postsecondary school's grievance procedures must include steps to ensure that you may raise your concerns fully and fairly and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

If you are dissatisfied with the outcome from using the school's grievance procedures or you wish to pursue an alternative to using the grievance procedures, you may file a complaint against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure *How to File a Discrimination Complaint with the Office for Civil Rights*, which you may obtain by contacting us at the addresses and phone numbers below, or at http://www.ed.gov/ocr/docs/howto.html.

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA*. You may obtain a copy by contacting us at the address and phone numbers below, or at http://www.ed.gov/ocr/docs/auxaids.html.

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in your education.

To receive more information about the civil rights of students with disabilities in education institutions, you may contact us at :
Customer Service Team
Office for Civil Rights
U.S. Department of Education
Washington, D.C. 20202-1100
Phone: 1-800-421-3481
TDD: 1- 877-521-2172
Email: ocr@ed.gov
Web site: www.ed.gov/ocr

*/You may be familiar with another federal law that applies to the education of students with disabilities—the Individuals with Disabilities Education Act (IDEA). That law is administered by the Office of Special Education Programs in the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. The IDEA and its Individualized Education Program (IEP) provisions do not apply to postsecondary schools. This pamphlet does not discuss the IDEA or state and local laws that may apply.

To order copies of this publication,

write to : ED Pubs Education Publications Center, U.S. Department of Education,
P.O. Box 1398 Jessup, MD 20794-1398;

or **fax** your order to: 301-470-1244;

or **e-mail** your request to: edpubs@inet.ed.gov;

or **call** in your request toll-free: 1-877-433-7827 (1-877-4-ED-PUBS). If 877 service is not yet available in your area, you may call 1-800-872-5327 (1-800-USA-LEARN). Those who use a telecommunications device for the deaf (TDD) or a teletypewriter (TTY), should call 1-877-576-7734**.**

or **order online** at www.edpubs.org.

This publication is also available on the Department's Web site at http://www.ed.gov/ocr/transition.html. Any updates to this publication will be available on this Web site.

On request, this publication can be made available in alternate formats, such as Braille, large print or computer diskette. For more information, you may contact the Department's Alternate Format Center at (202) 260-0852 or (202) 260-0818, or via e-mail at Katie.Mincey@ed.gov. If you use a TDD, call 1-800-877-8339.

A Guide to Assessing College Readiness

For Parents of College-Bound Children with Learning Disabilities or AD/HD

LANDMARK
C O L L E G E

www.landmark.edu

Putney, Vermont

Landmark College's Guide to Assessing College Readiness

For Parents of College-Bound Children with Learning Disabilities or AD/HD

Does your son or daughter aspire to attend college? To help parents assess college readiness, Landmark College has identified five essential foundations that are particularly critical for students with learning disabilities or AD/HD in order to succeed in a traditional higher education setting. Understanding these core areas can help students recognize the challenges that they will face in college and identify areas where additional support and development may be needed.

This guide is designed as a first step in helping students understand the complex sets of skills, abilities and practices associated with these five foundation areas. Scores obtained using this guide provide an opportunity for discussion; they are not intended to predict or limit a student's potential, or provide a diagnosis.

At the end of the questions, you will find a brief discussion about each of the five foundations and steps a student can take to improve in that area, based on Landmark College's nearly quarter-century of experience focusing exclusively on educating students with learning disabilities and AD/HD.

DIRECTIONS

For each of the foundation areas, you will find five questions. If your college-bound son or daughter answers "yes," mark the "yes" box adjacent to the question with a check (√). Count checks marked in the "yes" boxes in each foundation area and record the number in the box marked "total."

Academic Skills	YES
1. Can you read up to 200 pages in a week?	
2. Do you have a system for taking notes?	
3. Can you write a paper of 10 or more organized pages that refers to two or more sources?	
4. Do you have a system for preparing for tests and exams?	
5. Can you clearly summarize a college-level reading assignment?	
Total from this section	

Self-Understanding (Metacognition)	YES
1. Can you define and describe your diagnosis of a learning disability?	
2. Have you read your psychoeducational testing?	
3. Do you know your academic strengths?	
4. Do you know which academic tasks give you the most difficulty?	
5. Can you identify the academic supports you need to be successful?	
Total from this section	

Self-Advocacy	YES
1. Do you know your legal rights as a student with a learning disability or AD/HD?	
2. When you run into difficulty, do you ask for help?	
3. Do you schedule your own appointments with doctors, advisors and counselors?	
4. Do you have access to your psychoeducational testing?	
5. If a school or college refused to provide you with an appropriate accommodation, would you contest the decision?	
Total from this section	

Executive Function	YES
1. Do you have a system for keeping track of your projects, books and papers?	
2. Do you have a system for scheduling and managing your time?	
3. Are you able to ignore difficulties and focus on the task at hand?	
4. Are you able to complete all the steps of a project in a timely manner?	
5. Do you have a strategy for completing tasks that you find boring?	
Total from this section	

Motivation and Confidence	YES
1. Do you have an academic subject that you find interesting?	
2. Do you know what you want to get out of your first year of college?	
3. Do you know that you can succeed?	
4. When you think about what you have to do in college are you excited?	
5. Can you imagine your life in 10 years?	
Total from this section	

HOW TO SCORE THE GUIDE

- Transfer the total for each foundation area into the spaces provided below. (Students may have significant strengths in some foundation areas, yet still struggle in one or more.)
- These totals together and record that number in the box at the bottom for "Total number of questions marked yes."
- Multiply the total number of answers marked "yes" by four (4) to get the foundation percentile.

Foundation Area	Indications	Score
Academic Skills *A student must be able to read and write with a high level of independence.*	Scoring below three in this area indicates that a student would benefit from explicit instruction (including direct explanation, guided practice and feedback) in Academic Skills. Further testing can help identify specific skills needing development. At Landmark College, students must take a battery of achievement tests, including one of the following: Nelson Denny, Woodcock Johnson, Gray Oral Reading or Wechsler Individual Achievement Test. Landmark accepts students reading below a sixth-grade level as well as students entering from some of the most selective colleges and universities in the country. Testing helps us meet our goal of ensuring that every student has the academic skills needed to work independently at the college level. Explicit instruction techniques are an integral part of Landmark College's approach to teaching.	
Self-Understanding (Metacognition) *A student must be intimately aware of his or her strengths and challenges in learning.*	A score lower than three in Self-Understanding suggests that a student would benefit from further development of metacognition – a student's awareness and understanding of his own learning profile. The first step is for the student to meet with the psychologist or neuropsychologist who conducted the testing – or another qualified provider – for a thorough explanation of test results. At Landmark, first semester students are required to engage in an in-depth research project involving their testing. Our staff neurophysiologist works closely with students as well as their advisors and professors to help them understand the results. Students are often retested to clarify any gaps.	
Self-Advocacy *A student must independently ask for – and at times even fight for – services and support.*	Scoring less than three in Self-Advocacy indicates that a student would benefit from instruction in the laws and regulations regarding individuals with disabilities and higher education. Because college students are adults, they cannot be compelled to use services and accommodations and, therefore, are required to advocate for themselves. This means college students must personally request any required accommodations. At Landmark College, first semester students are required to study the laws pertaining to disabilities in higher education and practice self-advocacy under the guidance of advisors and professors.	
Executive Function *A student must be able to keep track of assignments, organize books/materials and manage time independently.*	A score below three in this area suggests that a student would benefit from focused instruction on executive function skills. At Landmark College, students are required to practice a variety of techniques intended to externalize executive functions. Beginning in their first semester, students learn the Master Notebook System – a weekly planner and e-mail calendar system designed to build new pathways for self-management, time management and organization. Many Landmark students benefit from explicit instruction in executive function from their advisor or a coach. An ADD coach can help students establish clear structures and strategies for managing various projects and determine the next actions required to move each project forward.	

Foundation Area	Indications	Score
Motivation and Confidence *A student must have clear set goals and believe that he or she can succeed.*	Scoring below three in Motivation and Confidence suggests a student cannot clearly visualize successfully completing a college education. College students who would rather be somewhere else – working for a living, attending trade or technical school, pursuing dreams such as sailing around the world – are unlikely to take advantage of the resources necessary to complete a college degree. Furthermore, students who do not believe they are capable of doing the required work are likely to give up, even skipping classes or finals. For many Landmark students, engaging in studies at the level needed for college involves a constant struggle with self-doubt and insecurity. We know the best antidote is success, but many students need a great deal of encouragement to complete that first semester. Landmark students often benefit from individual coaching to visualize their own success, establish goals and create a plan they can use to achieve those goals.	
Skills Total	Total number of questions marked "yes."	
Foundation Percentile	Multiply the above Skills Total by four (4) to get the overall percentile.	

UNDERSTANDING THE RESULTS

This guide is intended for use as a starting point for discussion. Understanding the areas where a student might struggle can help determine the appropriate supports. Scores developed through the questionnaire should provide a good sense of the various challenges the student faces.

For each Foundation Area, there is a brief definition followed by an explanation of implications associated with the score. These scoring implications for each Foundation Area are considered more important and informative than the overall percentile.

However, scoring 80 percent or higher suggests a student is likely to succeed independently in a traditional college environment. Scoring below 50 percent suggests a student is likely to struggle in a traditional college setting. For these students, the kind of specialized strategies and skills-building offered at Landmark College may be beneficial before pursuing a traditional college experience.

If you have any questions about this guide, contact Landmark College at 802-387-6718.
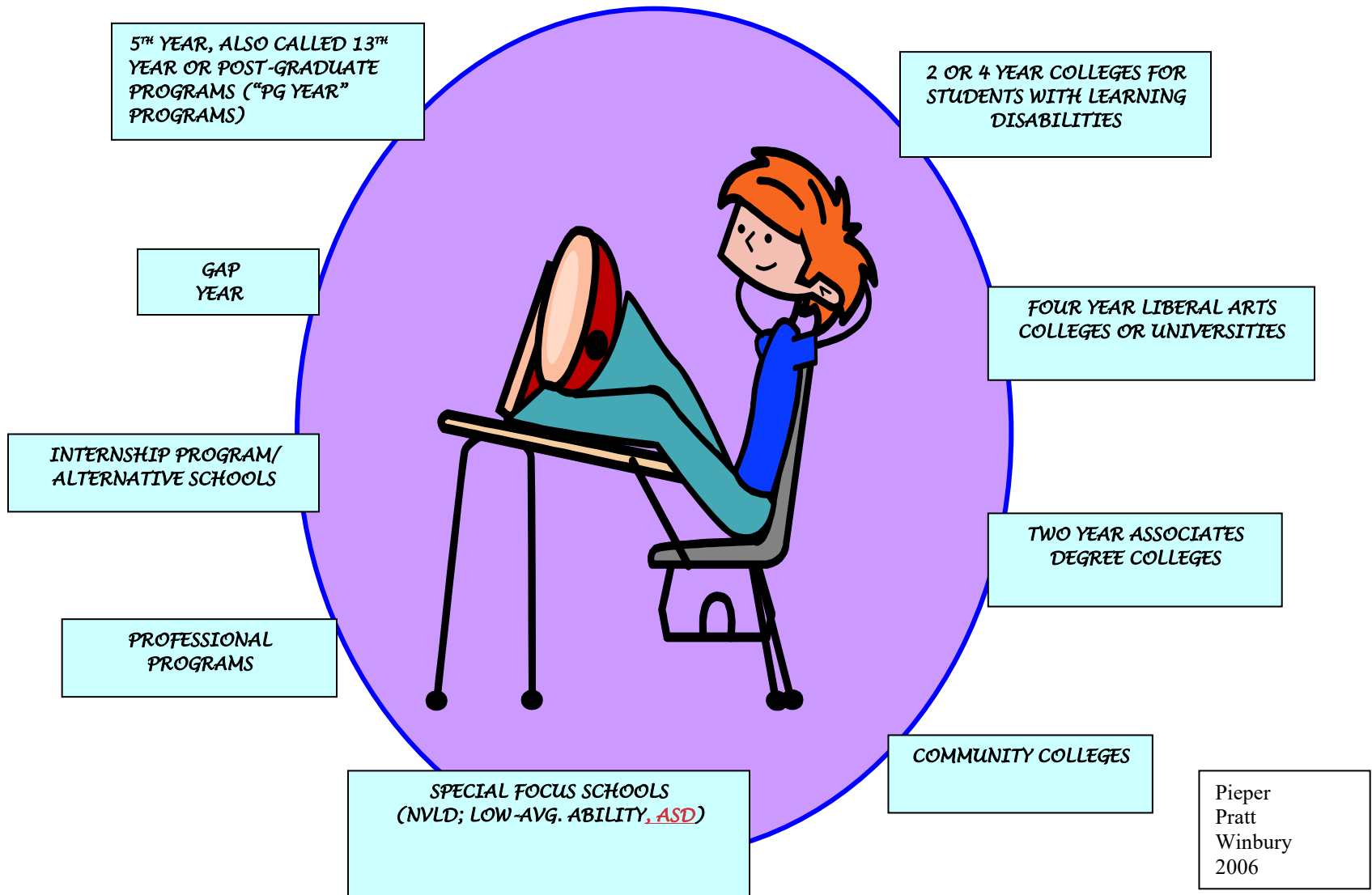
LANDMARK
C O L L E G E

LANDMARK
C O L L E G E

POST-SECONDARY OPTIONS FOR STUDENTS WITH LEARNING DISABILITIES

5TH YEAR, ALSO CALLED 13TH YEAR OR POST-GRADUATE PROGRAMS ("PG YEAR" PROGRAMS)

2 OR 4 YEAR COLLEGES FOR STUDENTS WITH LEARNING DISABILITIES

GAP YEAR

FOUR YEAR LIBERAL ARTS COLLEGES OR UNIVERSITIES

INTERNSHIP PROGRAM/ ALTERNATIVE SCHOOLS

TWO YEAR ASSOCIATES DEGREE COLLEGES

PROFESSIONAL PROGRAMS

COMMUNITY COLLEGES

SPECIAL FOCUS SCHOOLS (NVLD; LOW-AVG. ABILITY, ASD)

Pieper
Pratt
Winbury
2006

Finding the Right Fit:
What to look for when choosing a college with
LD Programs and Services

Listed you will find some questions you might want to explore as you compare the various services and programs at different colleges. This checklist can help you to evaluate the colleges that you are interested in. We have also provided the information as it pertains to Curry College's services and Curry College's Program for Advancement of Learning (PAL).

	Yes/No	Comments
Does the college have a comprehensive program?		
Is the college culture sensitive to the gifts & needs of LD students?		
Are LD students fully integrated into the college?		
Reputation and/or length of program existence?		
Is there a fee?		
Academic credit received?		
What is used to evaluate students for admission?		
SAT/ACT Letter of Recommendation		
Personal Statement Personal Interview		
Psycho-educational Report Special Application		
Are LD Specialists available?		
Professional level of training		
Appropriate staff/student ratio		
What is the nature of the support?		
Strategy instruction (for reading comprehension, time management, etc.)		
Development of Metacognition Mentoring		
Strength Discovery Self-Advocacy Strengthening		
Is there a preparatory Summer Program?		
Is there academic advising that integrates the LD issues?		
Are facilities inviting & appropriate?		
Is there an Assistive Technology Center?		
Accessible textbooks (e.g., audio support for electronic text)		
Kurzweil Readers Voice-activated dictation software		
Outlining software Recording Pens		
Book scanning services Calculators		
Is assistance & training available in the use of assistive technologies?		
Are the following services available?		
Extended time Note-takers		
Alternative exam arrangements Assistive Technology training		
Is subject area tutoring available?		
Professional Peer		
Are these counseling services available?		
LD Support ADD Counseling		
Individual Substance Abuse Issues		
Career		

PAL and Curry College Information

Does the college have a comprehensive program?	*Yes, PAL, for lang.-based LD, ADHD, ExecFunc.*
Is the college culture sensitive to the gifts & needs of LD students?	*Yes*
Are LD students fully integrated into the college?	*Yes, mainstreamed into all aspects of the college*
Length of program existence?	*Founded in 1970, Internationally renowned*
Is there a fee?	*Yes; $3,783 per semester (2021)*
Academic credit received?	*Yes, 1.5 credits/semester for first year*
What is used to evaluate students for admission to PAL?	
SAT/ACT	*Not required, except for Nursing applicants*
Psycho-educational test report	*Yes (cognitive & achievement testing)*
PAL Supplementary Questionnaire	*Optional, but recommended*
Personal Interview	*Yes, strongly recommended*
Are LD Specialists available?	*Yes, 20 faculty-status learning specialists*
Professional level of training	*Ph.D. and Masters Level*
Appropriate faculty/student ratio	*Yes, 1:15; 1:1 or small-group instruction*
What is the nature of the support?	*Proactive and Strength-based*
Strategy instruction	*Yes* (e.g., time mgt., organization, reading)
Development of Metacognition	*Yes*
Strength Discovery	*Yes*
Mentoring	*Yes*
Self-Advocacy Strengthening	*Yes*
Is there a preparatory Summer Program?	*Yes, two different programs for accepted students**
Summer PAL*	*3-week residential summer program*
Summer PAL Online*	*3-week online program with some in-person*
Is there academic advising that addresses LD issues?	*Yes, PAL professors serve as advisors*
Are facilities inviting & appropriate?	*Yes, the Learning Center is the large, inviting home to PAL*
Computer Lab & Student Lounge	*Mac & PC computers, available to all PAL students*
Is there an Assistive Technology Center?	*Yes, AT Center is located in the Learning Center*

Accessible textbooks (e.g., audio support for electronic text)	*Yes*

Kurzweil Readers	*Yes*	Voice-activated dictation software	*Yes*
Outlining software	*Yes*	Recording Pens	*Yes (LiveScribe Smartpen)*
Book scanning services	*Yes*	Calculators	*Yes*

Is assistance & training available in the use of assistive technologies?	*Yes; iPads also*
Are the following services available?	
Extended time	*Yes*
Alternative exam arrangements	*Yes*
Note-takers	*Yes*
Is subject area tutoring available?	*Yes*
Professional & Peer	*Yes*
Are counseling services available?	Yes

LD Support-	*PAL*	ADD Counseling-	*PAL; Counseling Center*
Individual Counseling-	*Counseling Center*	Substance Abuse Issues-	*Counseling Center*
Career-	*Career Services Office*		

Other special support programs:	
Office for Disability Services (ODS)	

AHEAD best practices
disability documentation in higher education

Seven Essential Elements of Quality Disability Documentation

The dimensions of good documentation discussed below are suggested as a best practices approach for defining complete documentation that both establishes the individual as a person with a disability and provides a rationale for reasonable accommodations. By identifying the essential dimensions of documentation, institutions allow for flexibility in accepting documentation from the full range of theoretical and clinical perspectives. This approach will enhance consistency and provide stakeholders (students, prospective students, parents and professionals) with the information they need to assist students in establishing eligibility for services and receiving appropriate accommodations.

Users of this document are encouraged to also review AHEAD's best practice information on the Purpose and Use of Documentation and the Foundational Principles for the Review of Documentation and the Determination of Accommodations

1. The credentials of the evaluator(s)

The best quality documentation is provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).

2. A diagnostic statement identifying the disability

Quality documentation includes a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. While diagnostic codes from the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization are helpful in providing this information, a full clinical description will also convey the necessary information.

3. A description of the diagnostic methodology used

Quality documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is recommended.

Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

4. A description of the current functional limitations

Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self report is the most comprehensive approach to fully documenting impact. The best quality documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s).

While relatively recent documentation is recommended in most circumstances, common sense and discretion in accepting older documentation of conditions that are permanent or non-varying is recommended. Likewise, changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture. It is important to remember that documentation is not time-bound; the need for recent documentation depends on the facts and circumstances of the individual's condition.

5. A description of the expected progression or stability of the disability

It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual's own strategies) for exacerbations and recommended timelines for re-evaluation are most helpful.

6. A description of current and past accommodations, services and/or medications

The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral or cognitive performance is helpful when included in the report. While accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.

7. Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services

Recommendations from professionals with a history of working with the individual provide valuable information for review and the planning process. It is most helpful when recommended accommodations and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision-making. While the post-secondary institution has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs, services, and benefits offered by the college or program may be appropriate. When recommendations go beyond equitable and inclusive services and benefits, they may still be useful in suggesting alternative accommodations and/or services.

Navigating the College Search for Students with LD and AD/HD - Resources

College Search and LD

Association for Higher Education and Disability (AHEAD) www.ahead.org
Princeton Review www.princetonreview.com
College Board: Disabilities accommodations for SAT exams:
    http://collegeboard.com/ssd/student/index.html
ACT exams disabilities accommodations
    http:/www.act.org/aap/disab/index.html
Curry College; Academics – LD Program www.curry.edu
Schwab Learning resources for College students with LD
    http://schwablearning.org/articles.asp?r=524&g=1
LDOnline – college planning and LD students
    http://www.ldonline.org/ld_indepth/college

Guide books

- *K&W Guide to Colleges for Students with Learning Disabilities* -- Kravets and Wax
- *Peterson's Colleges with Programs for Students with Learning Disabilities or Attention Deficit   Disorders* -- Mangrum and Strichart
- *Colleges with Programs or Services for Students with LD* -- Midge Lipkin
- *Survival Guide for College Students with ADHD or LD* – Kathleen Nadeau

Legal issues

www2.ed.gov/about/offices/list/ocr/transition.html Rights & responsibilities of students with disabilities preparing for post-secondary education
www.wrightslaw.com. Special education law and advocacy issues

General LD and AD/HD

www.ldonline.org Learning Disabilities Online
www.ldanatl.org   Learning Disabilities Association
www.ncld.org National Center for Learning Disabilities
www.chadd.org Children and Adults with Attention Deficit Disorder
www.acld.org Adults and Children with Learning and Developmental Disabilities (ACLD)
www.cec.sped.org Council for Exceptional Children
www.interdys.org International Dyslexia Association (IDA)
www.ldworldwide.org Learning Disabilities Worldwide

Assistive Technology

www.kurzweiledu.com Kurzweil reading software
www.learningally.org formerly Recordings for the Blind and Dyslexic (RFB&D); membership fee; download audiobook files for later playback
www.nuance.com Dragon NaturallySpeaking; DragonDictate for Mac – voice-activated dictation software
www.inspiration.com Inspiration – outlining software; visual thinking tool for organization
www.livescribe.com   LiveScribe smartpen lets you record and link audio as you write

"Helping Students with Learning Disabilities Navigate the College Search"
Workshop Evaluation

Name: **(optional)   School**
(optional)

Overall, how would you rate the workshop?
Excellent   Very Good   Average   Fair   Poor

Please comment on the materials, organization, etc. that contributed to your overall impression:

Would you recommend this workshop to another parent or peer? Yes   No Unsure

Please comment on the scheduling of this event –was it at a convenient or inconvenient day/time for you? Why or why not?

Please rate the value of the Curry info session:
Excellent   Very Good   Average   Fair   Poor

Please comment on the material, organization, etc. that contributed to your overall impression:

Please make any suggestions for improvements of the workshop/information session.

Would you be interested in a follow up workshop? If so, what topics would you like to see?

Thank you for your time and interest in the PAL Program and Curry College!