



The LD/ADHD  
College Experience

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# 2010-2011 Post-Secondary Planning Guide

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The mission of Groves Academy is to enable people with learning, attention and language disorders to achieve success in school and in life.

**As a school**, we provide small classes and specialized staff to teach students the skills needed to learn independently, engage in self-advocacy and develop social competence.

**As an outreach center**, we contribute to the understanding of learning difficulties through programs and services for families, educators and other professionals.

**As a learning community**, we value our differences and provide a responsive and respectful environment.



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# Groves Academy and Groves Outreach

**Groves Academy is an independent educational organization serving students who have learning disabilities or attention disorders.** The day school for grades 1-12 is committed to helping students understand and overcome their learning disabilities and attention issues so they can achieve full potential. Currently Groves enrolls 205 students from all over the Twin Cities area. Many of our students successfully mainstream to public or private schools after three or four years at Groves. Other students stay through graduation. Groves Academy is accredited by the Independent Schools Association of the Central States (ISACS) and has twice received the Blue Ribbon School Award from the U.S. Department of Education.

For more information visit [www.grovesacademy.org](http://www.grovesacademy.org) or contact Admissions Directors, Teresa Smith at [smitht@grovesacademy.org](mailto:smitht@grovesacademy.org), or Debbie Moran at [morand@grovesacademy.org](mailto:morand@grovesacademy.org).

**Groves Outreach** is the community outreach arm of Groves Academy, providing learning disability resources to families and educators in the Twin Cities metro area. Groves Outreach includes:

College Fair / College Conference – Since 2002, Groves has hosted an annual fall College and Post-Secondary Opportunities Fair for students and parents interested in talking with representatives from select post-secondary programs that provide services for LD/ADHD students. Since 2006, Groves has hosted an annual College Conference designed to help students and parents understand how to navigate the college admissions process, specifically with regard to special learning and attention needs.

Community Outreach Workshops – Groves offers workshops throughout the year that provide parents and educators with the opportunity to learn more about dyslexia and other learning disability-related issues from experts in the field. During the 2010-11 school year, workshops will focus on evidence-based reading instruction, ADHD awareness and understanding, and strategies for home and school. Some workshops are offered in collaboration with IDA (The International Dyslexia Association, Upper Midwest Branch). A complete listing of 2010-11 workshops can be found on the back page of this guide.

Diagnostic Testing – By providing diagnostic testing services, Groves is able to help with early detection of learning disabilities, allowing students to receive the appropriate resources to thrive in the educational process. Diagnostic testing at any age helps parents and teachers understand students' needs, and provides customized recommendations appropriate to those needs.

Public School Partnership - Funded by the Carolyn Foundation and the June Stern Family Foundation, Groves is partnering with Yinghua Academy, a public Chinese immersion charter school in Minneapolis, to improve the reading ability of second through fifth grade students. Groves has developed a teacher training program and coaching model that emphasizes direct, explicit, and sequential instruction in phonemic awareness, phonics and fluency.

Summer School – The program is open to both Groves students and students from the community. The morning program has an academic focus as students participate in reading, spelling, writing and math in classes of six taught by Groves teachers. The afternoon session is dedicated to enrichment classes which may include outdoor activities, keyboarding, social skills development, and art.

Teacher Training – In the fall of 2010, Groves launched a full-fledged teacher training program, offering certification in the Wilson Reading System, as well as training in various Kansas Strategies and assistive technology programs. In addition, through collaboration with Orton-Gillingham Minnesota, Groves offers a program each summer and fall that informs educators about current reading and learning disability research and its application in the classroom. Participants learn the Orton-Gillingham approach, a multi-sensory, structured, phonetic system for teaching reading and spelling.

Tutoring – Groves offers one-to-one after-school tutorial services for elementary through high school students from any school who need a different approach to learning or remedial work in specific areas. Instruction is designed to meet each student's particular needs. Tutoring is provided by Groves teachers and tutors, specialists in learning and attention disorders who are familiar with specialized approaches such as Orton-Gillingham, Wilson Reading and Kansas Strategies.

For information about Groves Outreach, contact Outreach Coordinator, Colee Bean at 952-915-4297 or [beanc@grovesacademy.org](mailto:beanc@grovesacademy.org).

# A Guide to Post-Secondary Success

All too often, students with disabilities are overwhelmed with graduation and they forget about their post-graduation plans. Transition planning is the process in which students work in collaboration with their families, their schools, and community professionals to develop a plan that works with their abilities and needs. Being prepared and knowing the options can help eliminate fears or concerns. It is important for students and their families to understand the transition process and make a plan that is unique and appropriate for the individual. Planning should begin as early as 9th grade. Developing a comprehensive plan that includes the student's interests, aptitudes, and plans regarding education, career, housing and community involvement is crucial to success beyond high school.

## Useful Links for Students and Parents

### Transition Planning

National Center on Secondary Education and Transition (NCSET):	<a href="http://www.ncset.org">www.ncset.org</a>
US Department of Education:	<a href="http://www2.ed.gov/about/offices/list/ocr/transition.html">http://www2.ed.gov/about/offices/list/ocr/transition.html</a>
The Website of the National Career Development Association:	<a href="http://www.ncda.org">www.ncda.org</a>
Association on Higher Education and Disability (AHEAD):	<a href="http://www.ahead.org">www.ahead.org</a>
The George Washington University HEATH Resource Center, National Clearinghouse on Postsecondary Education for Individuals with Disabilities:	<a href="http://www.heath.gwu.edu">www.heath.gwu.edu</a>
National Centers for Career and Technical Education Website:	<a href="http://nccte.org/">http://nccte.org/</a>

### Financial Aid

Federal financial aid:	<a href="http://studentaid.ed.gov">http://studentaid.ed.gov</a>
Free Application for Federal Student Aid:	<a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a>
TRIO federal funding programs:	<a href="http://www.trioprograms.org">www.trioprograms.org</a>
Sallie Mae Student Loans:	<a href="http://www.salliemae.com">www.salliemae.com</a>

### Student Resources

Council for Learning Disabilities:	<a href="http://iris.peabody.vanderbilt.edu/resources">http://iris.peabody.vanderbilt.edu/resources</a>
DO-IT:	<a href="http://www.washington.edu/doit">www.washington.edu/doit</a>
Career Voyages:	<a href="http://www.careervoyages.gov/index.cfm">www.careervoyages.gov/index.cfm</a>
Mapping Your Future:	<a href="http://www.mapping-your-future.org">www.mapping-your-future.org</a>
Connecting to Success:	<a href="http://ici.umn.edu/ementoring/">http://ici.umn.edu/ementoring/</a>
ISEEK (Minnesota's career, education and job resource):	<a href="http://www.iseek.org">www.iseek.org</a>

### Parent Resources

Parent Advocacy Coalition for Educational Rights:	<a href="http://www.pacer.org">www.pacer.org</a>
Parent-to-Parent of the United States:	<a href="http://www.p2pusa.org">www.p2pusa.org</a>
Technical Assistance Alliance for Parents:	<a href="http://www.taalliance.org">www.taalliance.org</a>

### Accessing Post-Secondary Disability Services

PACER's Project C3:	<a href="http://www.c3online.org/education.htm">www.c3online.org/education.htm</a>
Recording for the Blind and Dyslexic:	<a href="http://www.rfbd.org">www.rfbd.org</a>
Association on Higher Education and Disability:	<a href="http://www.ahead.org">www.ahead.org</a>
Learning Disabilities Online:	<a href="http://www.ldonline.org">www.ldonline.org</a>
Disabilities Studies and Services Center:	<a href="http://www.dssc.org">www.dssc.org</a>
The Educational Testing Services (ETS):	<a href="http://www.ets.org/disability/index.html">www.ets.org/disability/index.html</a>

### Know Your Rights

IDEA 1997 compared to IDEA 2004:	<a href="http://ncset.org/publications/related/ideatransition.asp">http://ncset.org/publications/related/ideatransition.asp</a>
The Americans with Disabilities Act of 1990, Titles I and V:	<a href="http://www.eeoc.gov/policy/ada.html">www.eeoc.gov/policy/ada.html</a>
Transition Planning and IEPs: General Information:	<a href="http://www.ri.net/sorico/TRANSLIB18.htm">www.ri.net/sorico/TRANSLIB18.htm</a>
ADA Technical Assistance Program:	<a href="http://www.adata.org">www.adata.org</a>
US General Services Administration Section 508:	<a href="http://www.section508.gov">www.section508.gov</a>
US Dept of Justice ADA Information:	<a href="http://www.ada.gov/adahom1.htm">www.ada.gov/adahom1.htm</a>
US Dept of Education Office of Special Ed. Programs IDEA:	<a href="http://www.ed.gov/policy/speced/leg/idea/history.html">www.ed.gov/policy/speced/leg/idea/history.html</a>

# Post-Secondary Timeline

The following is a general outline for you to follow when creating your post-secondary plans.

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## 9th Grade

- Think about what type of post-secondary education would be a good fit for you. Learn about your learning disability, your strengths and challenges, and the modifications that help you succeed so that you can advocate for yourself when you get to college.
  - Be sure you are beginning to take courses that will qualify you for post-secondary admission.
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## 10th Grade

- Begin making plans to meet individually with the school counselor to create a post-secondary career plan, which will focus on career interest, transition options, and disability awareness.
  - Take a personality or job skills assessment through your school's guidance office.
  - Investigate potential summer experience: apply for summer job, plan to participate in community sports and activities, volunteer opportunities.
  - Start the college search early by using the following resources:
    - The K & W Guide to College for Students with Learning Disabilities and Attention Deficit Hyperactivity Disorder.
    - College counselors, websites and word of mouth.
    - Collecting and comparing information on colleges and programs that interest you and seem to meet your needs.
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## 11th Grade

- Revisit your post-secondary career plan to be sure you are on track, or rework as necessary.
  - Review your academic plan to ensure you have the right classes to match your post-secondary plans.
  - Attend the Groves Academy College Fair and College Conference or workshops
  - Students planning to attend college, take the ACT in the spring. Students may also want to consider taking the ACT Prep Course.
  - Review student records to determine date of latest diagnostic testing. Students who plan to attend college and apply for accommodations, such as extended testing time or alternative text formats, must have testing completed within three years.
  - Begin visiting colleges and talking with admissions counselors, as well as support services counselors to find out what types of services are offered and how a student would access those services. Some colleges with special programs fill up quickly. Ask when applications for these programs are accepted and apply early.
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## 12th Grade

- Update your post-secondary career plan and to meet with the counselor throughout the year to ensure transition plan is in place.
- Students applying to college, retake the ACT in October if necessary.
- Attend the Groves Academy College Fair and College Conference or Workshops. New exhibitors and sessions are added each year.
- Visit colleges of interest and/or job shadow careers of interest.
- Review college's admissions requirements and determine their application process. Be sure you know deadlines for application and admission.
- College application process: complete application, financial aid, request letters of recommendation, personal statement, send transcripts. Be sure to ask someone to proofread your essays and personal statements. Ask a teacher to write a letter of recommendation.
- Be sure you have a plan for financing your post-secondary future!
- Review programs and services available to students with LD/ADHD.
- Choose a college or program that is a good-fit!

# Post-Secondary Options

The number of high school graduates who pursue some type of post-secondary education continues to grow at a steady rate in the United States. This is also true for LD/ADHD students. Colleges are required to offer special accommodations to students with disabilities. However, the level of service varies. It is important for students to understand their rights and responsibilities, as well as choose a program that fits their unique learning style. It is also important for students to understand their learning disability and what accommodations they qualify for. Of course, some students choose to go directly into the workforce. Below is a list of options to consider when creating your post-secondary plan. Each student should consider all the options to make an educated decision about the future.

**Public and Private Four-Year Colleges and Universities** are designed to offer students a wide-range of degree programs. These schools offer a general course of study as well as various majors in which to focus your studies. A Bachelor's Degree can typically be completed in four years. Most college and universities also offer programs for advanced degrees, such as Master's and Doctorate programs.

The admissions process is different for each school, but generally require students to complete an application, take the ACT or SAT, and submit their academic transcript. They may also require a personal statement written by the student, as well as letters of recommendation from teachers or other adults. Some colleges also require an interview, which allows students the opportunity to share a personal view into their lives.

Some important factors to consider when choosing a four-year college:

- Be sure to contact the Disability Services Office before applying to determine the level of services offered to students. These services range from structured programs that offer ongoing support to basic services that the government mandates in order for the institution to receive funding.
- Class size is an important factor. Oftentimes universities offer only large lecture classes for general courses.
- Consider areas of interest before choosing a school to ensure they have a degree program to fit your needs.
- Summer courses or enrichment programs can offer a nice transition for students.

**Community Colleges** offer a variety of programs to meet student's needs. An Associate Degree allows students the opportunity to transfer to a four-year program upon completion, if desired. Another option is to choose a career program that prepares you for a specific job. These programs may lead to a certificate or license in a particular area.

The application process for a community college usually includes an online application, submission of a high school transcript, and a placement test to determine academic standing before registering for classes.

**Technical Schools** are specifically designed to offer degrees and training in a particular area. This might include specialized programs such as cosmetology, welding, broadcasting or medical training. These schools are generally program-specific or degree-specific and offer a more limited curriculum.

**The Groves Post-Secondary Program (GPS)** is an individually-designed program to help recent graduates become both more successful and more independent during their adjustment to life after high school. The goal of the GPS Program is to provide students the necessary structure and support they need for a successful post-secondary transition in school, work and their personal lives. The program consists of three distinct components: academic tutoring in college classes; an internship in the community; and participation in a student-run business.

Students in the GPS Program have the option of enrolling in a two- or four-year school. The program supports students by assisting in the college registration process, navigating the college system, providing tutoring for classes, and offering a structured setting where the student is taught valuable organization and time management skills. Each student will have the option of participating in a part- or full-time internship, learning valuable job skills. Students will also be involved in group projects within the program and community to provide opportunities to work on vocational and functional skills. The goal of the GPS Program is to build confidence through independence and motivation through responsibility. GPS will work with the student, teachers, and parents to create a transition plan containing goals and objectives in education, work, and independent living. GPS also developed a custom furniture business that provides students the opportunity to learn a variety of life experiences related to operating a business. Students may participate in any, or all, of the components of the GPS Program.

For more information on the Groves Post-Secondary Program, contact Josh Tierney at 952-915-4245 or [tierneyj@grovesacademy.org](mailto:tierneyj@grovesacademy.org)

**The Armed Services** offers opportunities to receive educational and occupational training in all branches. Contact your local recruiter for information or visit [www.todaymilitary.com](http://www.todaymilitary.com) and explore different military branches. Students who are considering joining a branch of the armed forces will need to take the Armed Services Vocational Aptitude Battery (ASVAB). Participation in the armed forces can range from a few months each year to life-long employment.

**Apprenticeships or On-the-Job Training** gives the opportunity to learn skills necessary to perform specific jobs. Companies often spend a great deal of time and money on training and education with their own employees. An apprenticeship allows individuals to train for a specific trade or art under the direct supervision of a skilled worker and can include such trades as carpentry, electrical, administrative support, and plumbing.

**Entering the Workforce** right out of high school is another option. Some students decide they want to work a year before going to college, while others decide that college is not the choice for them. Students need to prepare themselves for entering the workforce by searching for a job, understanding the application and interview process, and writing an effective resume and cover letter. Students who plan to enter the workforce should begin building a resume early in high school. Although there are laws governing the hours you can work during the school year, begin with a part-time job or a volunteer position. Look for job opportunities in areas that might interest you long-term. Focus on building positive relationships in order to secure future employment and job references. During your senior year, begin your job search early in order to secure the best job possible.

## Making a Good Choice

Whether you decide to go to college or straight into the workforce, it is important to make a choice based on your needs, abilities, and goals. It is important to make a realistic and informed decision, as it will impact the course of your future. When making an important decision, you may want to follow a decision-making model similar to the one below.

### **Step 1: Identify the Decision**

Before making any decision, it is important to first identify what decision there is to be made. Define what the problem is in order to determine an outcome.

### **Step 2: Identify the Options**

Think about the options that would fit best with your individual abilities and unique personality. Take time to think about what options are realistic and will help reach personal goals.

### **Step 3: Gather the Information**

Research options by utilizing a variety of resources such as the internet, college fairs, job-shadowing and visiting colleges and programs of interest. Take time and gather as much information as possible. It is important to discuss the options with trusted adults.

### **Step 4: Evaluate the Options**

Once all information is gathered, sit-down and evaluate each option. Carefully weigh the pros and cons of each option and think about how the decision will affect each aspect of your life.

### **Step 5: Make a Decision**

After carefully considering all options, choose the option that best fits you! Consult parents, teachers, counselors or other trusted adults. This is a big decision and it is important to take time and care to make a good choice.

### **Step 6: Implement the Decision**

Just because a decision is made, doesn't mean the decision-making process is complete. You must devise a plan to carry out the decision and make it a reality. It is time to take ownership of your future! Be sure to take the necessary steps to make the decision a success.

# The College Application and Admissions Process

Each school has a specific admissions process and students should contact an admissions representative or request information from schools of interest. There are important things to consider when planning for college.

## The Importance of High School

The academic experience for students in high school is crucial to post-secondary success. It is essential for students to choose classes that fit their learning needs and their post-secondary plans. The high school years are stepping stones to the rest of their lives. College and universities have admissions requirements specific to their institution. Below is a set of general guidelines. If you plan on attending a 4-year college, your high school curriculum should include:

English	4 years	Social Studies	3 – 4 years
Mathematics	3 – 4 years	Physical Education	2 years
Science (including lab)	3 years	Electives (music, art, drama)	2 years

Many schools require students to enter with two years of a foreign language. Students with language-based disabilities can apply for a waiver from taking a foreign language in high school. This does not mean these students will be ineligible for college admission, but also does not mean they will receive the same waiver in college. While some colleges allow for course substitution, others do not. It is important to consider the foreign language requirements and accommodations available when choosing a college.

## College Fairs

Students are strongly encouraged to attend college fairs to meet admissions representatives and learn about the admissions process directly from college professionals. Fairs are held at various locations across the metropolitan area, however, the Groves Post-Secondary Fair is designed specifically for LD/ADHD students.

## The College Visit

The college visit is crucial to making an informed decision. Visits allow students to experience the campus and see the programs first-hand. Once students have researched colleges that combine both LD programs and majors of interest, they should take the next step of visiting colleges they are considering applying to. Visiting a handful of schools can seem like a big time commitment, but going to the wrong school is an even greater expense. Invest your time up front to ensure a good fit. Every school is different! Use the college visit as an opportunity to compare and contrast.

How do you schedule a visit? Call in advance and make two appointments: one with admissions for a tour and orientation, and a second with the LD support services office. Admissions will give you an idea of the general campus feel and structure, including class sizes, available majors and courses, student employment, and financial aid. Ask to have a meal on campus, attend a class, or even stay overnight. Probably the most important part of the college visit is meeting with the LD staff. Be prepared to discuss your learning disability, your needs, and bring recent testing results. Be sure to ask what services are offered, how to apply for these services, and if they are free or fee-based. It is important to know what services and accommodations are available.

## Taking the ACT or SAT

Students who plan on attending a four-year college are required to take the ACT or SAT. The ACT (American College Test) consists of four sections: English, Mathematics, Literature and Science, with an optional Writing component that may or may not be required by your school of choice. The SAT (Scholastic Assessment Test) measures Critical Reading, Mathematical Reasoning, Language Usage and Writing. Students should take either test in the spring of their junior year or the fall of their senior year. A test prep course gives students the opportunity to prepare in the weeks leading up to the exam.

It is important to request testing accommodations. Students need to provide documentation of their disability, including copies of their most recent diagnostic testing and GEP. For specific information regarding applying for accommodations, visit the testing websites at [www.act.org/aap/disab/index.html](http://www.act.org/aap/disab/index.html) and <http://professionals.collegeboard.com/testing/ssd>.

## Applying for Financial Aid

Students are encouraged to apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA) as early as January 1 of your senior year. Aid is based on parents' income, which means students need their parents' tax information, banking information, and other financial records. Once the application is complete, students receive a Student Aid Report (SAR) that outlines the aid available. Visit the FAFSA website for additional information: [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students are encouraged to apply for **Scholarships**. There are thousands of scholarships available. Apply for as many as

possible because it is money that doesn't need to be repaid. Scholarships have varying requirements and typically have deadlines that fall in the early spring, so be sure to apply early!

**Grants** are need-based and given to students through the FAFSA. Federal and State grants are income-based, with limited funds available. Institutional grants are administered through individual schools and eligibility criterion varies.

**Loan** programs exist to assist students and their families in paying for college. Federal loans are the most common and there is a limited amount a student can borrow each year. These are usually called Stafford or Perkins loans. There are also loan programs available to parents, with a limit to the amount a parent can borrow on the student's behalf, the most common being the PLUS loan. A variety of other loan options are available, including alternative loans through private institutions and consolidated loans.

Students may also be eligible for **Work-Study** through their college, with income applied directly towards tuition. Many colleges offer programs through a federally funded program called TRiO Student Support Services, available to students from a low-income family, a first-generation college student and/or a student with documented disabilities.

## Accessing Disability Support Services in College

When choosing a college, LD/ADHD students should consider what support services and accommodations they will need to be successful. It is crucial for students to understand their disability and how it impacts their learning. A major difference between high school and college is that students must seek out accommodations themselves. Colleges are not required to offer students the same services they received in high school, however, schools that are mandated by law to offer services must provide support and accommodations at some level. The college will not write an IEP or seek-out students who might be eligible for accommodations and students are not required to identify their disability. Students must apply for accommodations through the office of disability services and provide supporting documentation. The college will then decide what accommodations are appropriate and available to the student.

It is important to understand the laws that regulate the accommodations that colleges must provide for students. Title II and Title III of the Americans with Disabilities Act of 1990 regulate accommodations for people with disabilities in public colleges and universities, and also includes private colleges that are considered public entities. Section 504 of the Rehabilitation Act of 1973 is similar, but mandates that colleges and universities receiving federal funding offer accommodations. Schools that do not receive aid are not governed by these laws and therefore are not mandated to provide accommodations. Schools with religious affiliations may not be considered a public entity receiving federal funding and may not be governed by these laws.

The laws require public schools to provide reasonable accommodations for students with disabilities. Colleges are not required to provide accommodations that will disrupt the overall operation of the school or affect other students. It is up to the student to decide whether or not to access the services, by making a formal request to disability services and providing a copy of most recent diagnostic testing records. Testing must be completed within the last three years by a licensed professional. The student might also be asked to provide additional documentation such as a clinical evaluation or private testing. Students are entering college as adults and need to self-advocate. Colleges are not obligated to contact parents and may be legally obligated not to share information.

The disability services office will work with each student to determine reasonable and necessary accommodations. These accommodations may include a note-taker, extended time on tests, preferential seating, test-taking in a smaller room, books on tape and assistive technology. The accommodations available at each school can vary drastically.

*The K&W Guide to Colleges for Students with Learning Disabilities or Attention Deficit/Hyperactivity Disorder* is a valuable guide for students searching for the right college. The guide divides colleges into three categories of services available to students with LD/ADHD:

1. **Structured Programs.** These programs offer students an individualized plan to meet their needs. Students work with staff who specialize in learning disabilities to develop a plan that will help them be successful.
2. **Coordinated Services.** These services are less comprehensive than the structured programs and may only have one individual who specializes in learning disabilities. Students receive less one-on-one support and may need to self-advocate to receive services.
3. **Services.** These schools offer basic services mandated by the government.

# How is College Different from High School?

It's important to be knowledgeable and open about the realities of the college experience. These lists—covering personal freedom, classes, instructors, and studying—are not meant to be discouraging or overwhelming but are intended to help prepare you for the ways in which college is different from high school. Use this information to help you plan for and advocate for your individual needs in college.

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## Personal Freedom in High School

- High school is *mandatory* and *free*.
- Your time is structured by others.
- You need permission to participate in extracurricular activities.
- You need money for special purchases or events.
- You can count on parents and teachers to remind you of deadlines, and to guide you in setting priorities.
- Guiding principle: You will usually be told what your responsibilities are and corrected if your behavior is out of line.

## Personal Freedom in College

- College is *voluntary* and *expensive*.
  - You manage your own time.
  - You decide whether to participate in extracurricular activities.
  - You need money to meet basic necessities.
  - You must balance your responsibilities and set priorities.
  - Guiding principle: You will take responsibility for what you do, as well as for the consequences of your decisions.
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## Classes in High School

- You spend six hours each day, or about 30 hours per week, in back-to-back classes.
- Most of your classes are arranged for you.
- Teachers monitor your attendance.
- Classes generally have less than 35 students.
- You are given textbooks at little or no expense.
- Your counselor guides your course selection and monitors credits.

## Classes in College

- You will spend 12 to 16 hours per week in class, with hours in between classes and class times varying throughout the day and evening.
  - You arrange your own schedule in consultation with your academic advisor.
  - Professors may not formally take attendance.
  - Classes may number as few as 5 or as many as 100 students.
  - You need to budget funds for textbooks, which can cost \$100 per class.
  - Graduation requirements are complex, can differ between majors, and you are expected to know those that apply to you.
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## High School Teachers

- Remind you of incomplete work, assignments and due dates.
- Approach you if they believe you need extra help and are often available for conversation before, during or after class.
- Provide you with information missed when absent.
- You need money for special purchases or events.
- You can count on parents and teachers to remind you of deadlines, and to guide you in setting priorities.
- Often write information on the board for your note-taking.

## College Professors

- May not remind you of incomplete work, but expect you to consult the course syllabus as a reminder of expectations and due dates.
  - Expect you to initiate contact if you need extra help and are available only during set office hours.
  - Expect you to get from classmates any notes or information you missed when absent.
  - May not follow the textbook, providing only supplemental material that they also expect you to retain.
  - May lecture nonstop, expecting you to identify important points for note-taking.
- 

## Studying in High School

- You may study outside of class as little two hours per week.
- You are expected to read assignments that are then discussed, and often re-taught, in class.
- Guiding principle: You will usually be told in class what you need to learn from assigned readings.

## Studying in College

- You need to study two to three hours outside of class for each hour in class and review class notes and text material regularly.
- You are assigned substantial amounts of reading and writing, which may not be directly addressed in class.
- Guiding principle: It is your responsibility to read and understand the assigned material.

# When Talking to College Representatives

1. Ask about the school's commitment to helping LD/ADHD students.
2. Ask how many LD/ADHD students are registered for services at the school.
3. Ask if there are specific courses for LD/ADHD students, or if any transition assistance is available.
4. Inquire about available LD services and accommodations, and if they are available in all classes.
5. Find out if tutoring is available, at what cost, and for which classes.
6. Ask many questions about the disability services office, such as how it is staffed, is there a fee, and if there is a resource center open to students
7. Find out if there is a structured program, or if only basic support services are provided. And if there is a structured program, how one applies to access the services.
8. Ask what types of documentation is required for admission and to receive accommodations.
9. Ask about average class size for both general and major coursework and the teacher to student ratio.

## Be Prepared to Talk About

1. Your strengths in school and in life.
2. Your learning disability, how it affects your daily life and learning, and what sort of accommodations you will be seeking out.
3. High school, your extracurricular activities, and your interests.
4. Which classes are hardest for you and which subjects come more easily.
5. Your history in terms of your learning disability, when it was diagnosed, and how you have managed.
6. The date and outcome of your last diagnostic assessment or testing.
7. You ACT or SAT scores or date you plan to take the test, and any accommodations you used.
8. Why you are interested in this particular school and particular things you are looking for in a school.

## Comparing Colleges: A Worksheet

Name of College				
Location				
Number of Students				
Cost				
Application Deadline				
LD Program Deadline				
Services & Accommodations I Need	<i>(indicate whether each college provides each service)</i>			
•				
•				
•				
•				
•				
My Interests & Strengths	<i>(indicate whether each college is a good fit in each area)</i>			
•				
•				
•				
•				
•				
Overall Good Match?				
Follow Up with Admissions?				

# Exhibitor Information from the 2010 LD / ADHD College and Post-Secondary Opportunities Fair

*The schools and educational resources listed in this section offer programs and services for students who have learning disabilities or attention disorders. Descriptions have been provided by the respective colleges.*

## **The University of Arizona (Arizona)**

The SALT Center is an academic support program that provides a comprehensive range of fee-based services to University of Arizona students with learning and attention challenges. Services include individualized educational planning, learning strategies instruction, tutoring, writing center, math skill development, assistive technology, workshops, and psychological services. Space is limited in our program, and students need to apply and be accepted to both the University of Arizona and the SALT Center to receive services.

### Contact Information

Nancy Singer  
Assistant Director, SALT Center  
(520) 621-8493  
nsinger@email.arizona.edu

Dani Rollins  
Midwest Regional Recruiter  
rollinsd@email.arizona.edu

University of Arizona  
SALT Center  
PO Box 210136  
Tucson, AZ 85721

Program website:  
[www.salt.arizona.edu](http://www.salt.arizona.edu)

Main website: [www.arizona.edu](http://www.arizona.edu)

## **University of the Ozarks (Arkansas)**

The Jones Learning Center provides academic support that is designed to let students take an active role in all the University's academic programs. The services each student receives are based on the student's individual needs as determined by his or her psycho-educational evaluation. Working with a Program Coordinator, each JLC student will practice the skills that will help him or her make the transition to independent learning.

The developmental services offered by the Jones Learning Center help students learn better study skills, and help improve basic skills in reading, writing, math and science. The Jones Learning Center also offers a variety of enhanced services to help students compensate for their learning disabilities, such as test accommodations, program coordinators, tutoring and reading materials.

### Contact Information

Julia Frost  
JLC Director  
(479) 979-1401  
jfrost@ozarks.edu

Hunter Jackson  
Director of National and JLC  
Recruitment  
(479) 979-1407  
hjackson@ozarks.edu

University of the Ozarks  
Jones Learning Center  
415 North College Avenue  
Clarksville, AR 72830

Program website: [www.ozarks.edu/jlc](http://www.ozarks.edu/jlc)

Main website: [www.ozarks.edu](http://www.ozarks.edu)

## **Mitchell College (Connecticut)**

In its 27 year history, Mitchell College's Learning Resource Center (LRC) has been known as one of the nation's leading LD/ADHD programs. The LRC includes a large staff of trained, professional learning and writing specialists, and offers two levels of academic support on a fee-for-service basis. The overall focus for both Level I and Level II support is on the process of learning and writing. While course content is used as the basis for work with students, the emphasis is on skills and strategies for success. The LRC also offers support to students with all disabilities for classroom, testing and facilities accommodations.

Thames Academy at Mitchell College is a unique transitional post-secondary program that offers a year of academic preparation between the end of high school and the start of college. Unlike most programs, Thames provides college level courses for credit and a highly structured residential program, all within a collegiate environment.

### Contact Information

Peter Love  
Learning Resource Center Director  
(860) 701-5071  
love\_p@mitchell.edu

Scott Garbini  
Assistant Director of Admissions  
(860) 701-5044  
Garbini\_s@mitchell.edu

Mitchell College  
Learning Resource Center  
437 Pequot Avenue  
New London, CT 06320

Program website:  
[www.mitchell.edu/Prospective%20Students/thames/overview.html](http://www.mitchell.edu/Prospective%20Students/thames/overview.html)

Main website: [www.mitchell.edu](http://www.mitchell.edu)

## **Lynn University (Florida)**

The Institute for Achievement and Learning (IAL) model for learning provides a four-year experience that supports student's educational progress. The IAL is committed to the idea that each learner has a unique set of strengths and weaknesses and is dedicated to helping those individuals achieve their academic goals by maximizing the use of their strengths and minimizing the impact of their weaknesses. The Institute strives to help students understand their learning competencies and develop during their time at the university. The goal of the Institute is to make students lifelong learners with the ability to utilize their newly acquired skills to meet the challenges that await them after they complete their education. We specialize in designing an individualized academic learning plan tailored to special needs, so that students have the opportunity to succeed academically.

### Contact Information

Marsha Glines  
IAL Director  
(561) 237-7900  
mglines@lynn.edu

Neil Solomon  
Admissions Counselor  
(561) 237-7900  
nsoloman@lynn.edu

Lynn University  
Institute for Achievement and Learning  
3601 North Military Trail  
Boca Raton, FL 33431

Program website:  
[www.lynn.edu/academics/institute](http://www.lynn.edu/academics/institute)

Main website: [www.lynn.edu](http://www.lynn.edu)

## **OPTIONS Program at Brehm School (Illinois)**

The OPTIONS Program at Brehm is designed for students with learning disabilities, attention disorders and/or executive functioning deficits who have graduated from high school, deferred graduation or earned their GED. OPTIONS is a transitional program for students who need to further develop academic, employment, social and/or independent living skills. The OPTIONS Program places heavy emphasis on self-advocacy, self management and independent living skills. Students may opt for the community college preparation and participation curriculum, or they may opt to pursue a Certificate of Completion in one of seven areas of competitive employment; all students participate in employment internships. Instruction provided through the independent living component encompasses the many facets and nuances of life for young adults..

### Contact Information

Charlene Reed  
OPTIONS Coordinator  
(618) 549-4201  
creed@brehm.org

Brehm School  
OPTIONS Program  
101 South Lewis Lane  
Carbondale, IL 62901  
(618) 549-4201

Program website:  
[www.options.brehm.org](http://www.options.brehm.org)

## **Vincennes University (Indiana)**

Vincennes University is offering an academic support program providing comprehensive services for learning disabled students in the university mainstream. STEP is designed to help students be more successful in their college courses. Student strengths, rather than deficits, are the emphasis. Compensatory techniques, rather than remediation, are the thrust. With adequate support services, VU believes LD college students will be successful.

STEP is designed to give LD students the opportunity to develop their own unique abilities and to achieve their highest academic potential. Students will develop a sense of self-worth and the skills needed to function and learn independently in college.

Admission to the program is based on completion of the application process, determination of student eligibility, available funding, and space remaining. Space in the program is limited. Early application is important. The fee for STEP is \$408 per semester. A \$105 deposit is required after acceptance.

### Contact Information

Susie Laue  
STEP Director  
(812) 888-4485  
slaue@vinu.edu

Vincennes University  
1002 N First Street  
Vincennes, IN 47591

Program website: [www.vinu.edu/step](http://www.vinu.edu/step)

Main website: [www.vinu.edu](http://www.vinu.edu)

## **St. Ambrose University (Iowa)**

Student Disability Services at St. Ambrose provides students with services or accommodations intended to reduce the effects a disability may have on performance in a traditional academic setting. The office assists students in developing learning strategies to compensate for their disability and become independent learners. Any student can initiate a request for services by registering with our office and providing documentation of the disability. We can also assist students who suspect they may have a learning disability.

The Summer Transition Program is a four-week college preparation program for students with learning disabilities or attention deficits. LD/ADHD students often face extra challenges in college. This program emphasizes the development of skills such as time management, note taking, textbook navigation, and exam preparation. It is also important to know about support services and accommodations that may be available, such as tutoring, extended time on exams, and books in alternative format. With a head start from the Summer Transition Program, you'll be amazed how well all the pieces come together.

### Contact Information

Ryan Saddler  
Disability Services Director  
(563) 333-6275  
saddlerryanc@sau.edu

Jeremy Burke  
Assistant Director of Admissions  
(563) 333-6307  
burkejeremyt@sau.edu

St. Ambrose University  
518 West Locust Street  
Davenport, IA 52803

Program website:  
[web.sau.edu/disabilityservices](http://web.sau.edu/disabilityservices)

Main website: [www.sau.edu](http://www.sau.edu)

## **University of Iowa REACH Program (Iowa)**

The REACH Program at The University of Iowa is a holistic approach to transitioning from high school to college and adulthood. The REACH Program creates a unique living-learning experience for individuals, who are 18-25 years old, with multiple learning, cognitive and intellectual disabilities are supported in learning the skills and knowledge to become independent and engaged citizens.

REACH is a two-year, non-degree certificate program that provides an array of integrated campus, community, and career development opportunities.

The goal of self-determination is threaded through coursework, hall living, student activities, internships, and community involvement. Improved self-advocacy, self-esteem, interpersonal skills, problem-solving abilities, daily life competences, career awareness and career readiness result from participation in REACH.

### Contact Information

Dr. Jo Hendrickson  
REACH Director  
(319) 384-2127

Amy Vander Busard  
Coordinator of Student Life  
(319) 384-2083  
amy-vanderbusard@uniowa.edu

The University of Iowa  
REACH Program  
N297 Lindquist Center  
Iowa City, IA 52242

Program website:  
[www.education.iowa.edu/reach](http://www.education.iowa.edu/reach)

## **University of Iowa (Iowa)**

Student Disability Services at the University of Iowa ensures that qualified students receive the academic accommodations which will allow them to compete in any of our more than 100 areas of study. Student Disability Services arranges accommodations, based on appropriate documentation that meets our guidelines, in the areas of extended test time, reduced distraction testing environment, note taking assistance, and textbooks in electronic formats. Each student approved for accommodations has their own advisor within our office in addition to their academic advisor. This advisor helps the student to develop a plan for implementing their accommodations and is available to consult as needed.

### Contact Information

Mark M. Harris, Ph.D.  
Director of Student Disability Services  
(319) 335-1462  
mark-harris@uiowa.edu

University of Iowa  
3100 Burge Hall  
Iowa City, IA 52242

Program website:  
[www.uiowa.edu/~sds](http://www.uiowa.edu/~sds)

Main website: [www.uiowa.edu](http://www.uiowa.edu)

## **Waldorf College (Iowa)**

Waldorf College is a four-year private college in Forest City, Iowa with an enrollment of 600 students. We offer a Learning Disabilities Program (LDP) and an Academic Support Program (ASP). Students are accepted as individuals with the potential to succeed in college.

Services provided in the LDP include: specialized academic advising with LD specialists, professor notification of accommodations required, tutoring services from former professors, assistive technology, learning style evaluations, counseling services and academic progress monitoring.

Services provided in the ASP include: Strategies of Success course (designed to increase academic preparedness), learning style evaluations, tutoring and counseling, monitored study time, academic progress monitoring, and post-program progress monitoring.

### Contact Information

Christine Atwell  
Assistant Director of Academic Support Programs  
(641) 585-8224  
atwellc@waldorfcollege.edu

Mason Babcock  
Learning Disabilities Specialist  
babcockm@waldorf.edu

Scott Pitcher  
Assistant Director of Admissions  
pitchers@waldorf.edu

Waldorf College  
106 South 6th Street  
Forest City, IA 50436  
(800) 292-1903

Program website:  
[www.waldorf.edu/Residential/Academics/Academic-Achievement-Center/Learning-Disabilities-Program](http://www.waldorf.edu/Residential/Academics/Academic-Achievement-Center/Learning-Disabilities-Program)

Main website: [www.waldorf.edu](http://www.waldorf.edu)

## **Finlandia University (Michigan)**

It is the mission of Disability Student Services at Finlandia to guide students with diagnosed disabilities to self-advocate for both their academic and personal needs. DSS provides eligible students with academic advising, academic monitoring, course accommodations, testing accommodations, and tutoring.

Through advising and careful planning, each student creates a degree completion plan that suits their individual needs and provides them with a well-balanced course load. Each student is assigned an Academic Mentor. Through weekly meetings, the mentor helps with scheduling, time management, study strategies, tutoring and other academic and non-academic support.

### Contact Information

Kellie Raffaelli  
Director of Academic Support  
(906) 487-7324  
kellie.raffaelli@finlandia.edu

Kitti Loukus  
Associate Director of Admissions  
(906) 487-7208 ext. 7274  
kitti.loukus@finlandia.edu

Finlandia University  
601 Quincy Street  
Hancock, MI 49930

Main website: [www.finlandia.edu](http://www.finlandia.edu)

## **Northern Michigan University (Michigan)**

Services are provided based on assessment of results of diagnostic testing and may include, but are not limited to, any or all of the following: extended test-taking time, taped textbooks, note-takers, tutoring, skills workshops, assistance with career planning and course selection, counseling, reading improvement courses and study still courses.

### Contact Information

Lynn Walden  
Disability Services Coordinator  
906-227-1700  
lwalden@nmu.edu

Jeron Schmidt  
Admissions Counselor  
(906) 227-2650  
admiss@nmu.edu

Northern Michigan University  
Disability Services  
1401 Presque Isle Avenue  
Marquette, MI 49855

Program website:  
[www.nmu.edu/disability](http://www.nmu.edu/disability)

Main website: [www.nmu.edu](http://www.nmu.edu)

## **Anoka-Ramsey Community College (Minnesota)**

Students with documented disabilities or other special needs, such as learning differences, physical challenges or health concerns, are able to utilize special assistance from Access Services. These services will help students realize potential for academic success and may include: interpreters for hard-of-hearing or deaf students; textbooks on tape/CD and Braille; note-taker or permission to tape lectures; testing accommodations; peer tutors; assistive technology (Kurzweil scan and read software, Dragon Naturally Speaking voice recognition); individualized help with program planning and course selection; referral to outside agencies for additional services; and priority registration.

### Contact Information

Anoka-Ramsey Community College  
Access Services  
11200 Mississippi Boulevard NW  
Coon Rapids, MN 55433  
(763) 433-1350

Program website:  
[www.anokaramsey.edu/student-services/college\\_services\\_A.cfm](http://www.anokaramsey.edu/student-services/college_services_A.cfm)

Main website: [www.anokaramsey.edu](http://www.anokaramsey.edu)

## **The Art Institutes International (Minnesota and Nationwide)**

With a focused creative education at an Art Institutes school, you can join the creative revolution that's opening a world of opportunities for minds like yours. At each of our over 45 schools throughout North America, education is a true collaboration between you and everyone here, from our admissions and financial aid staff, to instructors. We'll support, guide, and inspire you as you hone your skills using professional-grade hardware, software, and equipment. You'll explore and expand the possibilities as we work together to transform your creative energy into the start of a rewarding career in the areas of Design, Media Arts, Fashion, and Culinary.

### Contact Information

Tamra Heinsch  
Associate Director of High School Programs  
(651) 329-6973  
[theinsch@aii.edu](mailto:theinsch@aii.edu)

The Art Institutes International –  
Minnesota  
15 South 9th Street  
Minneapolis, MN 55402  
(612) 332-3361

Main website: [www.artinstitutes.edu](http://www.artinstitutes.edu)

## **Augsburg College (Minnesota)**

The mission of CLASS (Center for Learning and Adaptive Student Services) is to assist academically qualified students with disabilities to reach their individual potential, to promote their independence and to ensure their access to the educational experience at Augsburg College. Accommodations may include: scanned exams, extended time exams, readers for exams, scribes for exams, note takers in class, recorded, scanned or electronic textbooks, and access to adaptive technology.

### Contact Information

Regina Hopingardner  
CLASS Assistant  
(612) 330-1053  
[class@augsb.org](mailto:class@augsb.org)

Carola Thorson  
Senior Associate Director of Admissions  
(612) 330-1001  
[thorsonc@augsb.org](mailto:thorsonc@augsb.org)

Augsburg College  
CLASS  
2211 Riverside Avenue  
CB #57  
Minneapolis, MN 55454

Program website:  
[www.augsburg.edu/classprogram](http://www.augsburg.edu/classprogram)

Main website: [www.augsburg.edu](http://www.augsburg.edu)

## **Bethel University (Minnesota)**

Do you have ADHD, or a physical, learning or psychiatric disability? If so, you may be eligible to receive services and/or reasonable accommodations through the Office of Disability Services. The Office of Disability Services at Bethel works to assure access to the University and its programs for students, employees, and guests with disabilities. We coordinate and provide reasonable accommodations, advocate for an accessible and hospitable learning environment, and promote self-determination on the part of the individuals we serve.

Examples of accommodations utilized by students with disabilities include: Testing modifications, note taking assistance, and textbooks in alternate formats such as CD or MP3.

In order to be eligible to receive services, you must provide documentation of your disability and how it affects you from an appropriate licensed professional.

This information is treated in a confidential manner.

### Contact Information

Kathy McGillivray  
Director of Disability Services  
(651) 635-8759  
k-mcgillivray@bethel.edu

Jay Fedje  
Director of Admissions  
651-638-6242  
j-fedje@bethel.edu

Bethel University  
3900 Bethel Drive  
St. Paul, MN 55112

Program website:  
[www.bethel.edu/disability](http://www.bethel.edu/disability)

Main website: [www.bethel.edu](http://www.bethel.edu)

## **Dakota County Technical College (Minnesota)**

Dakota County Technical College (DCTC) acknowledges that every student is an individual with their own unique learning style. Students attending DCTC can take advantage of small class sizes and enroll in general education courses such as English, speech and math in preparation for transfer, or in one of the 50+ programs and pursue a degree option.

Many programs are very hands-on and work well with a variety of learning styles. Accommodations for individual needs are discussed directly with each student after careful review of disability documentation and may include note-taking assistance, tests in a separate room, extended test time, reader services for tests, and advocacy services.

### Contact Information

Anne Swanberg  
Disability Services Advisor  
(651) 423-8469  
anne.swanberg@dctc.edu

Karianne Loula  
Admissions Representative  
(651) 423-8298  
Karianne.Loula@dctc.edu

Dakota County Technical College  
Disability Services Office  
1300 145th Street East  
Rosemount, MN 55124

Main website: [www.dctc.edu](http://www.dctc.edu)

## **Globe University/Minnesota School of Business (Minnesota and Online)**

Two of Minnesota's first business schools, Globe University and Minnesota School of Business, today continue to be leaders in professional education. Our graduates enjoy rewarding careers in business, healthcare, technology, legal services and creative media. As a career college, we have one clear focus: helping students achieve their personal and professional goals. We offer small class sizes, a hands-on approach to learning, outstanding faculty and above all, personal attention.

Through the Student Service offices on each campus, accommodations are available for documented disabilities. Tutoring is a free service offered to all students. A tutor can be requested for any class, at any campus, including online courses. Each campus has a fully-staffed Resource Center to help students with all of their technology and tutoring needs.

### Contact Information

Student Services Coordinators vary by campus location. Visit the website for a complete list of contacts:  
[students.msbcollge.edu/media/files/pdf-files/Student%20Service%20Coordinator%20s3.pdf](http://students.msbcollge.edu/media/files/pdf-files/Student%20Service%20Coordinator%20s3.pdf)

Joclyn Rung  
Admissions Representative, Plymouth Campus  
(763) 398-5909  
jrung@msbcollge.edu

Minnesota locations in Blaine, Brooklyn Center, Elk River, Lakeville, Minneapolis, Moorhead, Plymouth, Richfield, Rochester, Shakopee, St. Cloud, and Woodbury.

Wisconsin locations in Appleton, Eau Claire, Green Bay, La Crosse, Middleton, East Madison, and Wausau.

South Dakota location in Sioux Falls.

Main website: [www.msbcollge.edu](http://www.msbcollge.edu)

## Groves Post-Secondary Program (Minnesota)

The Groves Post-Secondary (GPS) Program is designed to help high school graduates make the successful transition to more independence by offering support in a variety of contexts. The program consists of three distinct components: academic tutoring in specific college classes; an internship in the community; and participation in a custom furniture business.

GPS students have the option of taking courses at a variety of two- and four-year colleges, including but not limited to: Minneapolis Community and Technical College, the University of Minnesota, Normandale Community College, Hennepin Technical College, Century College, and Inver Hills Community College.

### Contact Information

Josh Tierney  
GPS Director  
(952) 915-4245  
tierneyj@grovesacademy.org

GPS Program  
Groves Academy  
3200 Highway 100 South  
Saint Louis Park, MN 55416

Program website:  
[www.grovesacademy.org/Groves%20Post%20\\_Secundary](http://www.grovesacademy.org/Groves%20Post%20_Secundary)

Main website:  
[www.grovesacademy.org](http://www.grovesacademy.org)

## Hennepin Technical College (Minnesota)

Hennepin Technical College offers support services to qualified individuals with documented disabilities. Students must initiate a request and be approved for accommodations by a Disability Services Coordinator.

Accommodations may include: disability-related career and program information, advising, and support; classroom and laboratory accommodations in accordance with relevant legislation, for example, extended test time, test reading, note taking, and/or alternate format textbook(s); advocacy in arranging accommodations or in mediating grievances; transitional services for students entering college, transferring, or entering the workforce; and interpreters for deaf or hard of hearing students.

### Contact Information

Sara Laviolette  
Disability Services Coordinator  
Brooklyn Park Campus  
9000 Brooklyn Boulevard  
Brooklyn Park, MN 55445  
(763) 488-2477  
sara.laviolette@hennepintech.edu

Jean Kreutter  
Disability Services Coordinator  
Eden Prairie Campus  
13100 College View Drive  
Eden Prairie, MN 55347  
(952) 995-1544  
Jean.kreutter@hennepintech.edu

Allison Tracy  
Outreach Coordinator  
952-995-1454  
allison.tracy@hennepintech.edu

Main website: [www.hennepintech.edu](http://www.hennepintech.edu)

## Mesabi Range Community and Technical College (Minnesota)

Mesabi Range Community and Technical College has a strong commitment to providing equal access for students with disabilities. It is our policy to provide accessible programs, services, activities and reasonable accommodations for all students with disabilities. Each campus provides services to people with disabilities and has a designated staff through which reasonable accommodations are coordinated. Program staff work with each student individually to ensure they receive equal opportunity to pursue their education. It is the responsibility of the student to seek available assistance and make their needs known.

### Contact Information

*Virginia Campus*  
Toby Anderson  
Director Disability Services  
(218) 749-0319  
t.anderson@mr.mnscu.edu

*Eveleth Campus*  
Kevin Langdon  
Admissions Representative  
Disability Services Coordinator  
(218) 744-7471  
k.langdon@mr.mnscu.edu

Mesabi Range Community and Technical College - Virginia Campus  
1001 West Chestnut Street  
Virginia, MN 55792

Mesabi Range Community and Technical College - Eveleth Campus  
1100 Industrial Park Drive  
PO Box 648  
Eveleth, MN 55734

Disabilities Services Website:  
<http://mesabi.learningcenter.project.mnscu.edu>

Main Website:  
<http://www.mr.mnscu.edu/>

## **Minneapolis College of Art and Design (Minnesota)**

The Learning Center (LC) functions as an academic support center and enrichment resource for all MCAD students. The LC is comprised of supportive faculty and peer tutors who are available to help students with the wide range of assignments and academic challenges they encounter, both in and out of class. Offering individualized tutorial assistance, a variety of instructional hand outs, and time management resources, the LC assists MCAD students to gain the most from their education.

### Contact Information

Margie McGee  
Learning Center Director  
(612) 874-3633  
mmcgee@mcad.edu

Mary Kazura  
Senior Admissions Counselor  
(612) 874-3700  
mkazura@mcad.edu

Minneapolis College of Art and Design  
Learning Center  
2501 Stevens Avenue South  
Minneapolis, MN 55404

Program website:  
[www.mcad.edu/showPage.php?pageID=1282](http://www.mcad.edu/showPage.php?pageID=1282)

Main website: [www.mcad.edu](http://www.mcad.edu)

## **Minneapolis Community and Technical College (Minnesota)**

Minneapolis Community and Technical College values diversity in our college community and is committed to ensuring equal access and opportunity to qualified students with physical, learning, or psychological disabilities.

Disability Services assists students, college faculty and staff to provide access to our programs, services and activities. Accommodations are provided based on the student's disability and how it affects them in school. Examples of accommodations include extended test time, a quiet area for testing, priority registration, note-takers, taping of lectures and adaptive equipment.

### Contact Information

Jane Larson  
Disability Services Director  
(612) 659-6733  
jane.larson@minneapolis.edu

Sandra Castro-Pearson  
Admissions Advisor  
(612) 659-6213  
sandra.castro-pearson@minneapolis.edu

Minneapolis Community and Technical College  
Disability Services  
1501 Hennepin Avenue  
Minneapolis, MN 55403

Program website:  
[www.minneapolis.edu/counselingandadvising/disabilityservices](http://www.minneapolis.edu/counselingandadvising/disabilityservices)

Main website: [www.minneapolis.edu](http://www.minneapolis.edu)

## **Minnesota Life College (Minnesota)**

Employment, independent living and social awareness are at the heart of our undergraduate program. Minnesota Life College is a post-secondary vocational readiness and life skills program for young adults with learning differences and other neurological disorders, such as autism spectrum disorders and ADD/ADHD. New this year, MLC is offering a community college/vocational technical program option. In addition to the undergraduate program, Minnesota Life College has a Graduate Living Community and a Summer High School day program. Graduates of MLC live independently and enjoy fulfilling social and work lives.

### Contact Information

Amy Steele Gudmestad  
Director of Admissions/Marketing  
612-876-9416  
asteede@mnlifecollege.org

Minnesota Life College  
7501 Logan Avenue South  
Suite 2A  
Richfield, MN 55423

Main website:  
[www.MinnesotaLifeCollege.org](http://www.MinnesotaLifeCollege.org)

## **Minnesota State University, Mankato (Minnesota)**

The primary role of the Office of Disability Services is to ensure equal access and opportunity for students with disabilities to programs and activities offered through MSU-Mankato. The office also acts as a resource and referral agency for students needing additional services. With supporting documentation, students may access a variety of accommodations including assistive technology, note taking services, American Sign Language interpreting, alternative testing, and text in alternative format.

### Contact Information

Julie Snow  
Office of Disability Services Director  
(507) 389-2825  
julie.snow@mnsu.edu

Diane Berge  
Associate Director of Admissions  
(507) 389-1822  
admissions@mnsu.edu

Minnesota State University-Mankato  
Office of Disability Services  
132 Memorial Library  
Mankato, MN 56001  
(507) 389-2825

Program website: [www.mnsu.edu/dso](http://www.mnsu.edu/dso)

Main website: [www.mnsu.edu](http://www.mnsu.edu)

## **Minnesota State University, Moorhead (Minnesota)**

Minnesota State University Moorhead offers a wide range of accommodations to students with documented disabilities. Accommodations are based upon the functional limitations imposed by the student's disability. Accommodations typically fall into one of three categories. These include changes to a classroom environment or task (such as providing a quiet room for test taking, providing extended time for testing, providing the exam in alternative formats, permitting the use of a dictionary or spell checker and providing written materials in alternate formats such as computer disk or audiotape); removal of architectural barriers (such as adapting a dorm to meet the needs of a student who uses a wheelchair); and provision of auxiliary aids and services (such as note takers, scribes, tape recorders, and readers).

### Contact Information

Greg Toutges  
Director of Disability Services  
(218) 477-2131  
toutges@mnstate.edu

Ann Buesgens  
Assistant Director of Admissions  
Twin Cities Based Counselor (952)  
985-5502annb@mnstate.edu

Program website:  
[www.mnstate.edu/disability](http://www.mnstate.edu/disability)

Main website: [www.mnstate.edu](http://www.mnstate.edu) or  
[www.msum.com](http://www.msum.com)

## **Normandale Community College (Minnesota)**

The goal of the Office for Students with Disabilities (OSD) at Normandale is to ensure that students with a documented disability have equal access to courses, programs, and events through appropriate and reasonable accommodations. Areas accommodated include, but are not limited to, learning disabilities, hearing and vision loss, physical and psychological disabilities, attention deficit disorders, brain injuries, and Autism/Aspergers.

To register with the OSD, students must be admitted to Normandale. Second, they make an appointment with the OSD for an intake interview and present documentation of their disability. Documentation may include special education records or a report from a psychologist, disability specialist, or doctor. Accommodations are provided on a case-by-case basis and may include: accommodations for course assessment; alternative testing that may include extended time, a quiet place, tape-recorded, or writing assistance; note-taking; taping of lectures; audio textbooks; adjustable tables or chairs; editing assistance for written assignments; sign language interpreting; assistive technology; and reduced course load.

### Contact Information

Debbie Tillman  
OSD Director  
(952) 487-7035  
debbie.tillman@normandale.edu

Nancy Pates  
Assistant Director of Admissions  
(952) 487-8205  
nancy.pates@normandale.edu

Normandale Community College  
Office for Students with Disabilities  
9700 France Avenue South  
Bloomington, MN 55431  
(952) 487-7035

Program website:  
[www.normandale.edu/osd](http://www.normandale.edu/osd)

Main website: [www.normandale.edu](http://www.normandale.edu)

## St. Catherine University (Minnesota)

Students with disabilities are served through the Resources for Disabilities office. This office is located within the O'Neill Center for Academic Development. The O'Neill Center is also home to the math, writing, and science centers.

Services for students with disabilities may include but are not limited to the following: intake session to discuss and setup appropriate accommodations; individual weekly meetings to work on time management, study skills, etc.; screenings for learning disabilities and attention deficit disorder; private rooms for testing; books in alternate formats; Kurzweil programs; interpreters; and note-takers.

### Contact Information

Thelma Obah  
O'Neill Center Director  
(651) 690-6563  
oneill\_center@stkate.edu

Jane Nordhorn  
Director of Recruitment  
(651) 690-8850  
amissions@stkate.edu

St. Catherine University  
O'Neill Center  
2004 Randolph Avenue  
F-02  
St. Paul, MN 55105

Main website: [www.stkate.edu](http://www.stkate.edu)

## St. Cloud State University (Minnesota)

The Office of Student Disability Services (SDS) provides access to academic programming and advocacy for students with a physical, cognitive or mental/emotional disability. Our goal is to provide facility and programmatic access through reasonable accommodations to allow students with disabilities equal opportunity for academic success.

Based on student need and a staff consultation, the following accommodations may be provided: priority registration, sign language/oral interpreting, note-taking, alternative testing, extended time on tests, test answers proofread or written from student dictation, and taped textbooks. SDS also offers support for coping in college; orientation to building amenities like elevators, accessible routes, restrooms, and automatic doors; and campus maps with accessible entrances. To receive services from the SDS, you must be a registered student and have a disability recognized under the Americans with Disability Act. Verification must be provided prior to receiving services and may be in the form of confirmation from a previous school or medical documentation.

### Contact Information

Student Disability Services  
(320) 308-4080  
sds@stcloudstate.edu

John Brown  
Associate Director of Admission  
(320) 308-1663  
JEBrown@stcloudstate.edu

St. Cloud State University  
Student Disability Services  
720 4th Avenue South  
CH 202  
St. Cloud, MN 56301

Program Website:  
[www.stcloudstate.edu/sds](http://www.stcloudstate.edu/sds)

Main Website: [www.stcloudstate.edu](http://www.stcloudstate.edu)

## St. Mary's University of Minnesota (Minnesota)

The Academic Skills Center provides disability support services, tutoring, individual academic counseling, and skills-based courses such as studying, reading and problem-solving. Specific accommodations are provided at no cost to the student and are based upon individual documentation. These may include a liaison with faculty, alternate format texts, peer note-takers, testing accommodations and assistive technology.

### Contact Information

Karen Hemker  
Disability Services Coordinator  
(507) 457-1465  
khemker@smumn.edu

Ken Pellegrini  
Associate Dean for Admission  
(612) 377-8454  
kpellegr@smumn.edu

St. Mary's University of Minnesota  
Academic Skills Center  
700 Terrace Height  
#44  
Winona, MN 55987  
(800) 635-5987

Program website:  
[www.smumn.edu/asc](http://www.smumn.edu/asc)

Main website: [www.smumn.edu](http://www.smumn.edu)

## University of Minnesota, Duluth (Minnesota)

At UMD, students with disabilities that affect their learning receive academic accommodations through the Learning Disorders Program in the office of Disability Resources (DR). Students must meet UMD's admission criteria and provide documentation of their disability. The academic accommodations provided are dependent on the student's documented needs and their willingness to participate in the process. Like other college disability programs, students must self-identify, ask for needed accommodations, and follow through on their requests. Commonly used accommodations include alternate testing, alternative format textbooks, note taking assistance, and early registration.

### Contact Information

Judy Bromen  
Disability Specialist  
(218) 726-7965  
jbromen@d.umn.edu

Brian Karl  
Admissions Counselor  
(218) 726-8804  
bkarl@d.umn.edu

University of Minnesota, Duluth  
Learning Disorders Program  
1117 Kirby Drive  
Duluth, MN 55812

Program website:  
<http://www.d.umn.edu/access>

Main website: [www.d.umn.edu/](http://www.d.umn.edu/)

## University of Minnesota, Morris (Minnesota)

The Disability Services Office provides support for students, faculty and staff with physical, mental or cognitive disabilities. Our goal is to reduce or remove barriers for persons with disabilities.

Disability Services can provide or arrange the following services: priority registration, assisting with faculty contacts, alternative print formats, audio text, classroom relocation, recorded lectures, note-takers, alternative testing, sign language interpreters and tutoring.

Disability Services can provide or arrange the following technology-related services: FM amplification system, TTY, CCTV, speech dictation software, Kurzweil 3000, Jaws and Zoom Text software, Naturally Speaking software, scanner, laptop computer, Alpha-Smart, electronic spell checkers and audio recording/playing devices.

### Contact Information

Colleen Frey  
Disability Services  
(320) 589-6163  
freyc@morris.umn.edu

Tara Winchester  
Admissions Counselor  
(888) 866-3382  
taraw@morris.umn.edu

University of Minnesota, Morris  
Disability Services  
600 East 4th Street  
Morris, MN 56267

Program website:  
[www.morris.umn.edu/services/dsoaac/dso](http://www.morris.umn.edu/services/dsoaac/dso)

Main website: [www.morris.umn.edu](http://www.morris.umn.edu)

## University of Minnesota, Twin Cities (Minnesota)

The University of Minnesota, Twin Cities is a Big Ten university located in the heart of Minneapolis and Saint Paul. We offer 140 degree programs in a variety of interest areas. The Office of Disability Services offers assistance, information and support to students, faculty and staff. Accommodations are made for students based on an individual assessment of needs. Types of accommodations that Disability Services offer include testing and exam accommodations, document conversion, and sign language interpreter and captioning services.

### Contact Information

Betty Benson  
Associate Director of Disability Services  
(612) 626-1333  
benso004@umn.edu

Casey Erickson  
Freshman Admissions Counselor  
Recruitment Coordinator  
(612) 625-3274  
Erick0786@umn.edu

University of Minnesota, Twin Cities  
Office of Admissions  
240 Williamson Hall  
231 Pillsbury Drive SE  
Minneapolis, MN 55455

University of Minnesota, Twin Cities  
Disability Services  
200 Oak Street SE  
Suite 180  
Minneapolis, MN 55455  
(612) 626-1333

Program website: [ds.umn.edu](http://ds.umn.edu)

Admissions website:  
[admissions.tc.umn.edu](http://admissions.tc.umn.edu)

Main website: [www.umn.edu](http://www.umn.edu)

## University of St. Thomas (Minnesota)

The mission of the Enhancement Program Disability Services at the University of St. Thomas is to make a reasonable effort to provide all qualified students with disabilities equal access to all university courses, services, programs, employment and facilities. Our goal is to enable students to maximize their educational potential and to develop their independence and self-advocacy skills to the fullest extent possible within the standard university curriculum.

Accommodations may include, but are not limited to: note-takers, audio texts, extended time to complete exams, distraction reduced space to complete exams, readers and scribes for exams, interpreters, assistive listening devices, Braille texts, priority registration, assistive technology, strategies to improve study skills, and assistance with accessing additional campus resources.

### Contact Information

Kimberly Schumann  
Director of Enhancement Program  
(651) 962-6315  
kjschumann@stthomas.edu

Josh Swedberg  
Admissions Counselor  
(651) 962-6197  
josh.swedberg@stthomas.edu

University of St. Thomas  
Enhancement Program Disability  
Services  
2115 Summit Avenue  
#4016  
St. Paul, MN 55105

Program website:  
[www.stthomas.edu/enhancementprog](http://www.stthomas.edu/enhancementprog)

Main website:  
[www.stthomas.edu/admissions](http://www.stthomas.edu/admissions)

## Vermilion Community College (Minnesota)

Vermilion Community College (VCC) has a strong commitment to provide equal access for students with disabilities and fully complies with the Americans with Disabilities Act, as well as Section 504 of the Rehabilitation Act. The Disability Services office on VCC's campus is designed to provide services to people with disabilities by coordinating reasonable accommodations, ensuring each student receives an equal opportunity to pursue their education.

The TRiO Student Support Services (SSS) is a \$1,320,602 TRIO grant 100% funded by the U.S. Department of Education. TRiO SSS provides opportunities for academic development, assists students with college requirements, and serves to motivate students toward the successful completion of their post-secondary education.

### Contact Information

Jeff Nelson  
Director of Enrollment  
(800) 657-3608  
j.nelson@vcc.edu

Donna Prichard  
Disabilities Services  
(800) 657-3608  
d.prichard@vcc.edu

Vermilion Community College  
Disability Services  
1900 East Camp Street  
Ely, MN 55731  
(800) 657-3608

Program website:  
[www.vcc.edu/departments/sss/index.cfm](http://www.vcc.edu/departments/sss/index.cfm)

Main website: [www.vcc.edu](http://www.vcc.edu)

## St. Louis Life (Missouri)

St. Louis Life is a residential program for young adults (ages 19-35 upon entrance) with learning and other developmental disabilities, enabling them to achieve independent living and live full and enriched lives. Our facility consists of 16 single-occupancy apartments and a commons building that includes exercise, living, community dining, recreation, and media rooms, as well as a computer lab and library. St. Louis Life offers a full continuum of services that include supported employment, continuing education classes and clubs focused on life-skills, access to courses at the local community college, structured social opportunities, and recreational activities.

St. Louis Life's goal is to create a safe, campus-like atmosphere that regularly interfaces with the surrounding community while providing residents the opportunity to live independently in the context of individualized supports and structure. St. Louis Life's approach is centered on providing independence with support, structure with resident choices, family involvement, and community integration.

### Contact Information

Andy Conover  
Executive Director  
(636) 561-1900  
aconover@stlouislife.org

St. Louis Life  
929 Rolling Thunder Drive  
O'Fallon, MO 66368

Main website: [www.stlouislife.org](http://www.stlouislife.org)

## Rocky Mountain College (Montana)

Rocky Mountain College is committed to providing courses, programs, services, and facilities that are accessible to students with disabilities. To identify and provide the necessary support services as soon as possible, students with disabilities are encouraged to complete a Services for Academic Success application when they apply for admission, or as soon as possible after enrolling.

Services for Academic Success (SAS) is a federally-funded TRiO program support by a grant from the U.S. Department of Education. SAS offers a comprehensive program of individualized services to accommodate the needs of students with disabilities. Services are free and include the following: developmental coursework, note-takers, study skills classes, tutoring, counseling, accommodations for disabilities, and advocacy. Eligible students are assigned to an SAS adviser, with whom they work one-on-one to discuss their personal educational needs and monitor progress.

### Contact Information

Jane Van Dyk  
Associate VP, SAS  
(406) 657-1128  
vandykj@rocky.edu

Scott Kunz  
Admissions Counselor  
(406) 657-1092  
admissions@rocky.edu

Rocky Mountain College  
Services for Academic Success  
1511 Poly Drive  
Billings, MT 59102

Program website:  
[www.rocky.edu/academics/SAS.shtml](http://www.rocky.edu/academics/SAS.shtml)

Main website: [www.rocky.edu](http://www.rocky.edu)

## Union College (Nebraska)

The Teaching Learning Center is Union College's academic support and accessibility service provider. The TLC has been serving students since 1978, and its programs continue to grow. Our staff help students succeed academically, whether through academic coaching, disability testing, or other assistance through our office. Parents, faculty, and staff can refer students, and students can also make self-referrals for assistance from the TLC.

TLC services include the following: academic and life coaching, study skills assessments, test taking strategies, time management, informal testing for ADD/HD and Learning Disabilities, accessibility accommodations for students with disabilities, and assistive technology.

### Contact Information

Debbie Forshee-Sweeney  
Teaching Learning Center Director  
(402) 486-2600 ext. 2080  
deforshe@ucollege.edu

Kyle Martsching  
Academic Coach  
(402) 486-2600 ext. 2083  
kymartsc@ucollege.edu

Enrollment Services  
(800) 228-4600  
ucenroll@ucollege.edu

Union College  
3800 South 48th Street  
Lincoln, NE 68506

Main website: [www.ucollege.edu](http://www.ucollege.edu)

Program website:  
[www.ucollege.edu/tlc](http://www.ucollege.edu/tlc)

## Notre Dame College (Ohio)

The Academic Support Center is designed to support students with documented learning disabilities such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, Specific Learning Disabilities (SLD's) and Asperger's Syndrome.

Our mission is to provide quality educational opportunities and support services to students with documented learning disabilities. Our services go above and beyond those required by law.

### Contact Information

Gretchen Walsh  
Support Center Director  
(216) 373-5185  
gwalsh@ndc.edu

Nick Formica  
Admissions Counselor  
(216) 373-5176  
nformica@ndc.edu

Notre Dame College  
Academic Support Center for  
Students with Learning Differences  
4545 College Road South  
Euclid, OH 44121

Main website:  
[www.notredamecollege.edu](http://www.notredamecollege.edu)

## **Mercyhurst College (Pennsylvania)**

The mission of the Learning Differences Program (LDP) at Mercyhurst College is to identify and reduce barriers and address student participation, needs, performance, and retention, ensuring that opportunities for achievement are equalized and academic integrity maintained. Although the LDP was designed 30 years ago to assist LD students, it has grown to serve those with other disabilities, including brain injury, ADHD and sensory disabilities, and a program to meet the needs of students diagnosed with Asperger's was created in 2008, including a social and residential component.

Our emphasis is on identifying student's strengths, abilities and interests and providing assistance to overcome learning deficits. We provide a structured, individualized experience to help students reach maximum potential. In order to receive LDP services, applicants must first be admitted to Mercyhurst. Our Level II fee-based program includes a summer session, weekly meetings with a counselor, and aids including digital textbooks, assistive technology, note-takers, tutoring, and priority registration. The Level I program is self-directed and includes testing and other accommodations.

### Contact Information

Dianne Rogers  
Learning Differences Program Director  
(814) 824-2450  
drogers@mercyhurst.edu

Andrea Coughlin  
Admissions Counselor  
(814) 824-3021

Mercyhurst College  
Learning Differences Program  
501 East 38th Street  
Erie, PA 16546

Program website:  
[www.mercyhurst.edu/learning-differences](http://www.mercyhurst.edu/learning-differences)

Main website: [www.mercyhurst.edu](http://www.mercyhurst.edu)

## **Landmark College (Vermont)**

Landmark is the premier college for students with learning disabilities and ADHD. While many colleges offer special programs for students with learning difficulties, Landmark College is one of the only accredited colleges in the United States designed exclusively for students with dyslexia, ADHD, or other specific learning disabilities.

Landmark College's mission is to transform the way students learn, educators teach and the public thinks about education. We provide highly accessible approaches to learning that empower individuals who learn differently to exceed their aspirations and to achieve their greatest potential.

### Contact Information

Sarah Holm  
Regional Admissions Representative  
(802) 387-6718  
admissions@landmark.edu

Landmark College  
1 River Road South  
Putney, VT 05346

Main website: [www.landmark.edu](http://www.landmark.edu)

## **The Evergreen State College (Washington)**

Depending on the nature of your disability and how it impacts your educational experience, services and accommodations, provided on an individually determined basis, may include: alternative testing arrangements, sign language interpreters/CART, note-takers, priority registration, adaptive equipment/assistive technology, books in alternative format, and referrals to tutoring and counseling services.

### Contact Information

Meredith Inocencio  
Director of Access Services  
(360) 867-6348  
inocenc@evergreen.edu

Sally Schwartz  
Admission Counselor  
(360) 867-6256  
schwartz@evergreen.edu

The Evergreen State College  
Office of Access Services  
ADA Compliance Office  
2700 Evergreen Parkway NW  
Olympia, WA 98505

Program website:  
[www.evergreen.edu/access](http://www.evergreen.edu/access)

Main website: [www.evergreen.edu](http://www.evergreen.edu)

## University of Wisconsin-Stout (Wisconsin)

The University of Wisconsin-Stout, Disability Services is committed to creating an accessible university community where individuals with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. Services offered promote independence and offer reasonable and appropriate accommodations. Disability Services provides support services by using an individualized approach. It is our belief that disabilities come in numbers of one. Everyone that our office works with is respected as the unique individual that they are.

Our office works closely with the ASPIRE-Student Support Services office. ASPIRE-Student Support Services provides additional supports and services that compliment what the Disability Services office offers. Both offices provide support to students to assist them in achieving their educational goals.

### Contact Information

Kara James  
Director of Disability Services  
(715) 232-2995  
jameskar@uwstout.edu

Joel Helms  
Assistant Director of Admissions  
(715) 232-3485  
helmsj@uwstout.edu

University of Wisconsin - Stout  
Disability Services  
124 Bouman Hall  
Menomonie, WI 54751

Program website:  
[www.uwstout.edu/disability](http://www.uwstout.edu/disability)

Main website: [www.uwstout.edu](http://www.uwstout.edu)

## University of Wisconsin-Whitewater (Wisconsin)

Center for Students with Disabilities (CSD) provides a comprehensive set of services for students with disabilities including: LD, ADD, ADHD, Autism Spectrum Disorder, Mental Health, Physical, Blind, Deaf and Hard of Hearing, and chronic health impairments. CSD provides all mandated services for qualified eligible students. This can include: accessible housing, volunteer note takers, alternative testing, alternative media, advocacy, disability counseling, academic advising, interpreters, and adaptive technology. UWW provides a comprehensive academic success fee based program called Project ASSIST.

Services include: organizational tutors, academic tutors, study skills tutors, a study lab, a computer lab, and adaptive technology. CSD also provides a four week Summer Transition Program. This is a live-on campus program focusing on building academic and social success. Students take three courses: Study Skills, New Student Seminar, and a Project ASSIST class. The cost for this program is based on tuition and housing rates.

### Contact Information

Elizabeth Watson  
Director of CSD  
(262) 472-4711  
watsone@uww.edu

Amy Anderson  
Assistant Director of Admissions  
(262) 472-1358  
andersona@uww.edu

University of Wisconsin - Whitewater  
800 West Main Street  
Whitewater, WI 53190  
(262) 472-3158

Program website: [www.uww.edu/csd](http://www.uww.edu/csd)

Main website: [www.uww.edu](http://www.uww.edu)

# Educational Resources

## College Living Experience

College Living Experience (CLE) is a post-secondary support program for college-aged students with learning differences who require extra assistance with academic, social, and independent living skills while transitioning to independent adulthood.

CLE assists students in every step of their post-secondary education, both in an academic setting and in the surrounding community. Once enrolled, students live together in apartments near local CLE offices and student centers, while taking classes at community colleges, vocational schools or universities in the same vicinity. Students travel from all over the country to attend CLE programs. CLE programs are available in the following cities: Austin, Texas; Denver, Colorado; Ft. Lauderdale, Florida; Monterey, California; and Washington, D.C.

### Contact Information

Ann-Marie Stripling  
Outreach Coordinator  
703-850-0019  
astripling@experiencecle.com

College Living Experience  
7150 Columbia Gateway  
Suite J  
Columbia, MD 21046  
800-486-5058

Main website: [www.experiencecle.com](http://www.experiencecle.com)

## Friedrichs Education

Friedrichs Education provides results-centered, one-on-one assessment, tutoring, consulting, and homeschooling to LD/ADHD students in kindergarten through graduate school. We work with college-bound students to improve grades and test scores. Assessments on academics and study skills provide specific information for families and educators. Highly-personalized tutoring covers grades K-12, as well as many college subjects.

In our 30+ years of work with LD/ADHD youth, we have attained some unique advantages. We have an ample background in consulting on IEP's and 504 plans, advocating for appropriate programming, and dedication to staying in touch with teachers once programming has begun. We are familiar with special needs services and providers in both private and public schools. We provide a wide array of test preparation services, including ACT, SAT, PLAN, PSAT, GRE, MCA and ASVAB, and are familiar with how to apply for, and prepare for best results with, accommodations. We are closely connected with national, state, and local researchers and present often at professional exceptional-child conferences. We have a particular specialty in serving college-bound LD/ADHD youth with accompanying giftedness, additional emotional, behavioral, or intellectual needs, or autism spectrum disorders/Asperger's. Our director is degreed, licensed, or certified in these areas and is a professionally recognized college consultant.

### Contact Information

Terry Friedrichs, Ph. D., Ed. D.  
Director  
Friedrichs Education  
750 South Plaza Drive  
Suite 203  
Mendota Heights, MN 55120  
(651) 454-0112

Main website:  
[www.friedrichseducation.com](http://www.friedrichseducation.com)

## Gillette Lifetime Specialty Healthcare

Gillette Lifetime Specialty Healthcare - Phalen Clinic is a nonprofit clinic for adolescents and adults with disabilities, associated with Gillette Children's Specialty Healthcare. In addition to providing healthcare, psychology provides accommodation evaluations for post-secondary planning. Assessment includes general learning ability, academic strengths and weaknesses, learning disabilities, ADD or ADHD, and emotional issues. Social work services are available to transitioning adolescents and young adults to adult services and community resources. Also offered by occupational therapy are Independent Living Evaluations and Computer Access Evaluations. Speech, Occupational Therapy and Psychology provide treatment for those with Executive Function challenges.

### Contact Information

Carol Nelson  
Licensed Social Worker  
(651) 634-1923  
cnelson@gillettechildrens.com

Gillette Lifetime Specialty Healthcare  
Phalen Clinic  
435 Phalen Boulevard  
St. Paul, MN 55130

Program website:  
[www.gillettechildrens.org/default.cfm?PID=1.17.6](http://www.gillettechildrens.org/default.cfm?PID=1.17.6)

Main website:  
[www.gillettechildrens.org](http://www.gillettechildrens.org)

## **LDA Minnesota, Learning Disabilities Association, Inc.**

LDA Minnesota is a 501(c)3 educational non-profit agency serving children, youth, and adults with attention-deficit/hyperactivity disorder (ADHD), learning disabilities, and other related learning difficulties, so that they and their families lead more productive lives.

Services include: diagnostic assessments, consultations, tutoring for all ages, transition coaching for school-to-work transition, ADHD workshops and support groups, ADHD fall symposium and spring conference, referrals, educational products, school and community-based learning connections programs for children at risk for learning difficulties, educational capacity building, and public education.

LDA Minnesota is the state affiliate of LDA of America, a membership organization dedicated to information, advocacy, research and education focused on learning disabilities.

### Contact Information

Arty Dorman  
Director of Programs  
(952) 582-6003  
ad@ldaminnesota.org

LDA Minnesota  
Transition Program - Age 14+  
6100 Golden Valley Road  
Golden Valley, MN 55422  
Tel: (952) 582-6000  
info@ldaminnesota.org

Main website:  
www.ldaminnesota.org

## **Metropolitan Center for Independent Living**

Metropolitan Center for Independent Living provides services for people with disabilities, their family and friends, service providers and interested community members. These services include information services, independent living skills, peer mentorship, advocacy services, personal assistance service programs, transition services and other individually designed services.

The mission of Metropolitan Center for Independent Living is to work with people with disabilities in fulfilling their desire to lead productive self-determined lives.

### Contact Information

Nick Wilkie  
Transition Specialist  
(651) 603-2018  
nickw@mcil-mn.org

Metropolitan Center for Independent Living  
1600 University Avenue West  
St. Paul, MN 55104

Main website: [www.mcil-mn.org](http://www.mcil-mn.org)

## **Disability Linkage Line**

The Disability Linkage Line is a free, state wide information and referral resource for all your disability related questions. We make it easy for you to explore available options and choose the services that are right for you.

### Contact Information

David Hanox  
Executive Director

Chris Persons  
Information Manager  
(651) 603-2005  
chrisp@mcil-mn.org

Disability Linkage Line  
1600 University Avenue  
Suite 16  
St. Paul, MN

## **PACER Center (Minnesota and Nationwide)**

PACER Center is a parent training and information center for families of children and youth with all disabilities from birth through 21 years old. Located in Minneapolis, it serves families across the nation, as well as those in Minnesota. Parents can find publications, workshops, and other resources to help make decisions about education, vocational training, employment, and other services for their children with disabilities. The mission of PACER Center is to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents.

### Contact Information

Andrea Moore  
Project Specialist  
(952) 838-1348  
andrea.moore@pacer.org

PACER Center  
8161 Normandale Boulevard  
Minneapolis, MN 55437  
(952) 838-9000

Main website: [www.pacer.org](http://www.pacer.org)

# Groves Diagnostics

At Groves Academy, we are committed to providing the best learning disability resources and expertise available. The Groves Diagnostic Center provides assessment services to children and adults from the Twin Cities metro area and beyond. While Groves Academy is dedicated to children with learning disabilities and other learning needs, the Diagnostic Center is not limited in its scope only to those with a suspected or diagnosed learning disability. It is the goal of the diagnostic team to assist parents, schools and other professionals or agencies in determining each person's educational, social or emotional needs. If your child is struggling, an accurate and comprehensive diagnosis is crucial to effective intervention.

The Groves Diagnostic Center is staffed by licensed psychologists who have training in school psychology and learning disabilities. It is their goal to provide the best individualized testing and recommendations possible. Assessments will have recommendations specific to your child's unique pattern of strengths and weaknesses, successes and struggles.

The battery of tests administered is based on the results of a personal interview and the individual's particular situation and needs. The goals of the test battery are to determine such factors as ability, present level of achievement, strengths and weaknesses, social and emotional factors, and to make recommendations that address needs in these areas.

Tests may include:

- Tests of cognitive ability
- Achievement tests
- In-depth diagnostic reading assessments
- Tests of phonological processing
- Tests of language processing
- Attention deficit evaluation
- Assessment of social/emotional development
- Executive functioning
- Post-secondary planning

The results of the diagnostic assessment are reviewed at a follow-up conference with parents and the psychologist. Both the follow-up conference and the written report include recommendations. If your child has been diagnosed with dyslexia or another learning disability, Groves professionals can provide consultation, guidance and advocacy to help identify appropriate accommodations and ensure that your child's needs are being met.

It is important to be aware that students who have learning disabilities are likely eligible for educational services and accommodations. Gaining access to these services can be critical to meeting the student's academic needs, increasing confidence, preserving self-esteem, and creating an environment conducive to learning.

Please contact Groves Academy for more information or to discuss and schedule an evaluation for your child.

## Contact Information

Ray Boyd  
Director of Diagnostic Services  
(952) 920-6377



Groves Academy  
3200 Highway 100 South  
St. Louis Park, MN 55416  
[www.grovesacademy.org](http://www.grovesacademy.org)

# Groves 2010-2011 Outreach Workshops

Groves Outreach is the community outreach arm of Groves Academy, providing learning disability resources to families and educators in the Twin Cities metro area. Workshops are free and open to the public unless otherwise indicated. Please register for workshops by contacting Colee Bean, Outreach Coordinator, at (952) 915-4297 or [beanc@grovesacademy.org](mailto:beanc@grovesacademy.org). Certificates of attendance will be offered for continuing education credits (CEUs). Visit [www.grovesacademy.org](http://www.grovesacademy.org) for the latest information.

## **Assistive Technology for Struggling Students**

*Ellen Engstrom, Director of Teacher Training, Groves Academy*

For educators and developers of education materials, this digitally-connected world opens up endless new ways to explore how to use and effectively design instructional content. This workshop will introduce a variety of beneficial assistive technologies, and provide information on how to assess the pedagogy, accessibility and usability of new technology tools, and how to create more accessible and usable learning materials to promote engagement and learning for all students.

*Thursday, October 14, 2010, 7:00 – 8:30 PM at Groves Academy*

## **Wilson Reading**

*Ellen Engstrom, Director of Teacher Training, Groves Academy*

The Wilson Reading System (WRS) is a highly structured reading and spelling program that directly teaches the structure of language to students and adults who have struggled to learn with other teaching strategies. The WRS is based on the Orton-Gillingham principles of multisensory language instruction. It is widely used with great success in public and private schools, clinics, adult education classes, and literacy programs. This workshop will give an overview of the Wilson Reading System and demonstrate how it provides students with the tools and understanding to read and write accurately and fluently.

*Thursday, October 28, 2010, 7:00 – 8:30 PM at Groves Academy*

## **Study Skills**

*Ellen Engstrom, Director of Teacher Training, Groves Academy*

Study Skills are sometimes known as the "hidden curriculum." Teachers often assume students know how to organize materials, manage time and tasks efficiently, take and use notes effectively, and prepare for tests. However, many students lack these essential skills and find themselves struggling and frustrated with their academic tasks. This workshop will provide an overview of study skills and demonstrate strategic approaches to teaching and learning them.

*Thursday, November 11, 2010, 7:00 – 8:30 PM at Groves Academy*

## **Working Memory and Processing Speed: Strategies for School and Home**

*Ray Boyd, Director of Diagnostic Services, Groves Academy*

Working memory refers to the brain's ability to provide short-term storage and manipulation of information necessary for cognitive tasks such as language comprehension, learning, and reasoning. Processing speed involves the ability to automatically and fluently perform tasks and relates to the ability to process information automatically, without intentional thinking through. This workshop will include strategies for assisting students who have working memory and processing speed weaknesses in both the classroom and at home, how to help students complete tasks more efficiently and in less time, and assistance with retaining information for completion of tasks and for carrying out daily activities.

*Tuesday, February 8, 2011, 7:00 – 8:30 PM at Groves Academy*

## **ADHD in Children and Adolescents: Executive Functioning, Life Course Outcomes, and Management**

*Russell Barkley, Ph.D., Clinical Professor of Psychiatry, Medical University of South Carolina*

This 6-hour presentation will provide detailed, current information on the nature and causes of ADHD in children and teens and on the role of executive functioning in the disorder. A neuropsychological theory of executive functioning (EF) and self-regulation will be presented that provides a much more comprehensive view of both EF and of ADHD than does the current clinical conceptualization of ADHD as a disorder of attention. New research exists on the life course of children with ADHD and their adult outcomes that illustrates how impaired EF can negatively impact major life activities. The results of that research have numerous implications for the management of ADHD. Dr. Barkley will discuss the advances in our scientific knowledge of ADHD and their exciting implications for optimizing the effective treatment of children and teens with ADHD. He will also discuss the science-based treatments for the management of ADHD, its executive functioning deficits, and the impairments likely to arise from the disorder.

*Thursday, February 17, 2011, 8:30 AM – 4:30 PM*

*Sheraton Minneapolis West, 12201 Ridgedale Drive, Minnetonka*

*Pre-registration is required. The cost is \$95 before January 17, 2011 and \$120 after January 17, 2011.*

*After October 1, register at [www.grovesacademy.org](http://www.grovesacademy.org). Click Outreach for online registration or printable registration forms.*

## **ADHD: Strategies Based on a Developmental Perspective**

*Holly West Jones, ADHD Coach and Educator*

As a follow-up to Dr. Russell Barkley's February 17 presentation on ADHD in children and adolescents, this two-part series will explore the practical strategies that will help adolescents increase their educational achievement and reach their potential. Topics will include time management, organization, motivation, working memory, reading comprehension, written expression, and active learning. These sessions are designed for those who already have an advanced understanding of ADHD and executive function challenges.

*Monday March 7, 2011, 7:00 – 8:30 PM Strategies for High School Students*

*Monday, March 14, 2011, 7:00 – 8:30 PM Strategies for Lower and Middle School Students*

*Workshops will be held at Groves Academy. Pre-registration is required. The cost is \$20 per participant.*

*After October 1, register at [www.grovesacademy.org](http://www.grovesacademy.org). Click Outreach for online registration or printable registration forms.*

## **Learning About Dyslexia**

*John Alexander, Groves Academy Head of School*

John Alexander will discuss what the latest research reveals about dyslexia and language-based learning disabilities. The workshop will define dyslexia and will examine key variables for instruction including the type, intensity, frequency, and duration of intervention.

*Tuesday, April 19, 2011, 7:00 – 8:30 PM at Groves Academy*

# Notes: