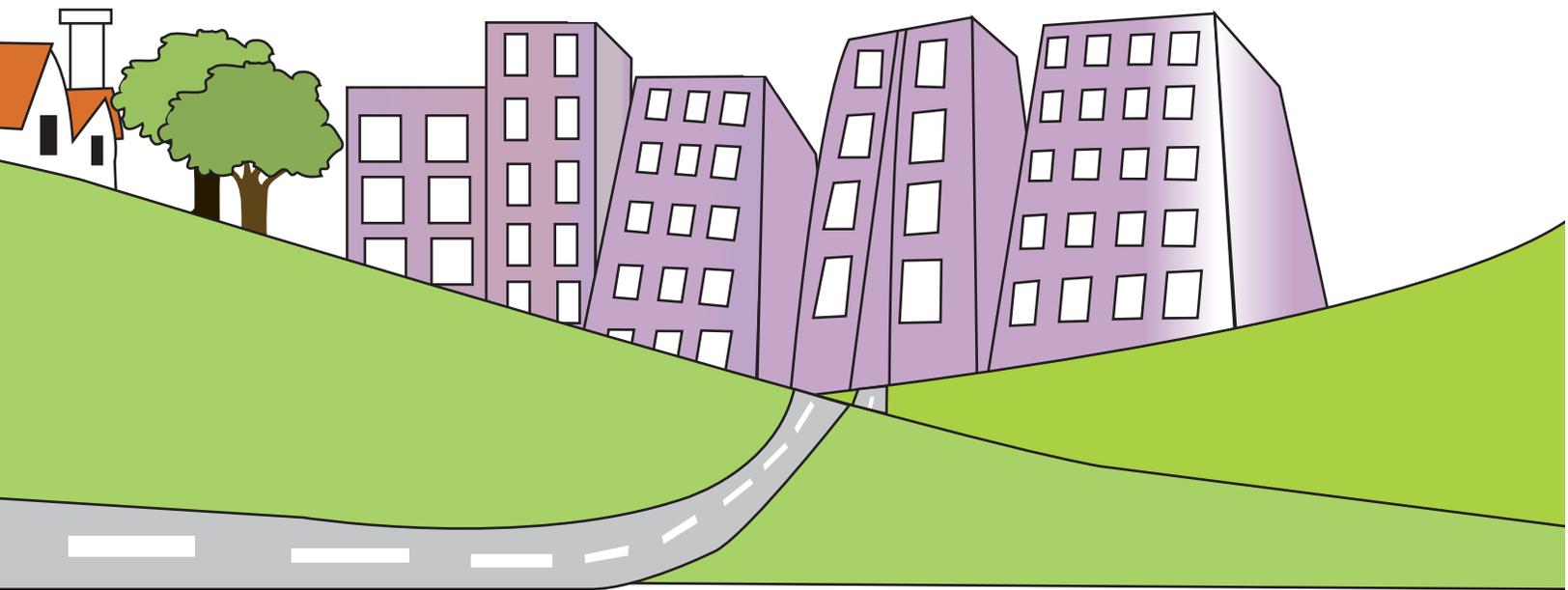


Wisconsin Healthy & Ready to Work:  
A Series of Materials Supporting Youth with Special Health Care Needs



# Youth Fact Sheets

Youth involved in the Wisconsin's Healthy and Ready to Work Advisory Committee believe it is important to have practical, hands-on information available to youth who are transitioning to adulthood. One of their first projects was to develop a set of fact sheets for and by youth. Committee members identified topics based on what they felt was most important to youth in transition. Youth took the lead for writing and editing each of the fact sheets. For most of the youth, this was a first experience in speaking as "experts" on transition. Committee members started with these topics, but we look forward to more.

- Technical College: What's It All About?
- Contacting Your Legislator
- I Want to Work!
- Your Individualized Education Program (IEP) and Transition
- How to Avoid Getting in Trouble
- University Life: What's It All About?

Beth Sweden



Waisman Center  
University of Wisconsin–Madison  
University Center for Excellence in Developmental Disabilities



## Technical College: What's It All About?

A fact sheet about technical college and disability-related services written by youth for youth.

Written by Tina Sanders; Edited by Stephanie Birmingham and Jenny Wagner Neugart.

Waisman Center, University Center for Excellence in Developmental Disabilities, University of Wisconsin - Madison

### What should I think about BEFORE I apply at a technical college?

#### Educational Issues:

- Are you motivated to do your best and work hard?
- Have you visited the campus(es) you are interested in?
- Are you familiar with assistive technology that may help you succeed in school (e.g. Kurzweil, Dragon NaturallySpeaking, Write: OutLoud)?

#### Health Issues:

- Do you have health care coverage?
- Have you found a pharmacy that takes your health insurance?
- Have you found a doctor you can see while you are at school?
- Where will you get equipment serviced (i.e. wheelchair repairs, computer problems)?
- Bring copies of your medical records with you to school.
- Are your immunizations up to date (i.e. hepatitis, flu shot, Pneumococcal)?

### How do I choose a technical college?

#### Career:

- Talk to people who have gone to a technical college and ask what they like about it.
- Think about what the campus is like (social activities, level of student activity on campus).
- Think about the college setting (location, size of campus).
- Make a transition plan with your high school guidance counselor, case manager, regular or special education teacher so you have all the high school credits you need to go to college.
- Call to make sure the disability services center can provide the accommodations you need – how barrier free is the campus?

#### Health:

- If you have health issues that could mean you have to go to the hospital, does the nearest hospital have the expertise to treat you?
- Does the campus health center have experience treating people with disabilities?
- What is the school's policy if you miss classes because of a health or disability issue?

### Why go to a technical college?

- Smaller classes, so you get more attention from your instructors.
- Cheaper than most four year colleges.
- Takes less time to get your degree or diploma (usually 2 years or less).
- High employment rate for graduates.
- Can transfer most credits to a 4-year university easily.

### How do I apply for disability services?

- Apply early!
- You must go to the disability services office on the campus you are attending to request disability-related accommodations.
- Visit the disability services office no later than one semester before you will start classes to make sure you have time to meet their documentation guidelines and so the services you need will be ready for you on the first day of classes. This is especially important if you need a Sign Language Interpreter, taped or scanned

textbooks, or Braille materials.

- You will be asked for documentation of your disability, which you can usually get from your medical doctor, psychiatrist, psychologist, or neurologist. Each campus has their own guidelines for what they will accept for documentation and will give this info to you.
- There is no IEP in college. Services are individualized.

### **What will help me be successful at a technical college?**

- Things that worked in high school may not work in college. Think about new ideas for helping you learn best. Here are some common accommodations to think about:
- Note takers so you can concentrate on the lecture.
- Taped or scanned textbooks.
- Adaptive testing (extended time, computer for essays) adaptive equipment (i.e. software).
- Attendance or environmental issues related to health.

### **Other important information**

- See your disability services counselor once a week to make sure your services are being received and to avoid problems.
- Get to know the head of the disability services office. This person can help if you get stuck.
- Introduce yourself to the Dean of your academic department in case you need help later.
- If you have problems with a test, see your disability services counselor right away.
- Talk to your teacher if you have problems in class or you don't understand the material.
- Join a study group for your class if you are having problems learning the material.
- Use the Learning/Tutorial Center!
- If your teacher offers a study session – use it!

### **What types of degrees can I earn from a technical college?**

- Associate degree
- Short-term diploma or certificate
- Apprenticeship program
- One- or two-year technical diploma
- Liberal Arts program
- Advance Technical Certificate

### **How is technical college different from high school?**

<b>High School</b>	<b>College</b>
<ul style="list-style-type: none"><li>• Adults remind you of your responsibilities.</li></ul>	<ul style="list-style-type: none"><li>• You are responsible for your activities and the decisions you make.</li></ul>
<ul style="list-style-type: none"><li>• You are usually told what to do and corrected if you're out of line.</li></ul>	<ul style="list-style-type: none"><li>• You must accept the consequences of your decisions.</li></ul>
<ul style="list-style-type: none"><li>• Grades are usually given for homework.</li></ul>	<ul style="list-style-type: none"><li>• Grades are usually only given for tests and major projects.</li></ul>
<ul style="list-style-type: none"><li>• Assignments are usually short, reviewed, and taught more than once.</li></ul>	<ul style="list-style-type: none"><li>• You will have much more reading to do and assignments will not necessarily be reviewed.</li></ul>
<ul style="list-style-type: none"><li>• Classroom accommodations are taken care of by your IEP team.</li></ul>	<ul style="list-style-type: none"><li>• It is up to you to find the Disability Services Office to disclose your disability and arrange for classroom accommodations.</li></ul>
<ul style="list-style-type: none"><li>• Classmates are the same age.</li></ul>	<ul style="list-style-type: none"><li>• Classmates include people of all ages.</li></ul>

### **For more information...**

- Wisconsin Technical College System – [www.witechcolleges.com](http://www.witechcolleges.com)
- Opening Doors to Postsecondary Education and Training – [dpi.wi.gov/sped/pdf/tranopndrs.pdf](http://dpi.wi.gov/sped/pdf/tranopndrs.pdf)
- Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities – [www.ed.gov/about/offices/list/ocr/transition.html](http://www.ed.gov/about/offices/list/ocr/transition.html)
- Preparing for college – [www.thinkcollege.net/](http://www.thinkcollege.net/) and [www.collegeispossible.org](http://www.collegeispossible.org)
- Staying Healthy – [www.cdc.gov/flu/protect/preventing.htm](http://www.cdc.gov/flu/protect/preventing.htm)



## Contacting Your Legislator

A fact sheet about calling and writing your legislator written by youth for youth.

Written by Alex Powell; Edited by Stephanie Birmingham and Jenny Wagner Neugart.

Waisman Center, University Center for Excellence in Developmental Disabilities, University of Wisconsin - Madison

There are many issues that are found within our society today. Some of these issues may or may not have a direct impact on our lives. For those issues that greatly affect us, we should speak out about how we feel. A great way to let others hear how you feel is to call or write to your local legislator. Legislators are individuals who work for the government and write and pass laws. If there is an issue that really concerns you and you think change needs to happen, refer to the information below to help you contact your local legislator.

### Before you call or write your legislator

- Double check your facts.
- Prepare a short list of resources to share with your legislator.
- Have a solution to your problem.

### Tips for writing your legislator

- Be concise.
- Discuss only one issue or bill per letter.
- Include the bill number if you're writing about a specific bill.
- Be brief – 1 to 2 pages max.
- Personalize it – stay away from form letters. Form letters are only to help you get started.

### An outline for a letter to a legislator

(Your Name)

(Your Street Address)

(Your City, State, Zip)

(Today's Date)

The Honorable (Senator's or Representative's Full Name)

(Office Building)

(Street Address)

(City, State, Zip)

Dear Senator/Representative (*Last Name*):

First paragraph – a brief statement about the issue. Be sure to include the bill number if there is one.

Second paragraph – introduce yourself and explain why you are interested in the issue.

Third paragraph – explain how the issue affects you personally.

Next paragraph – provide a few facts that support your position on the issue.

Next paragraph – invite your legislator to contact you to talk about the issue further. Be sure to leave your contact information.

Last paragraph – thank your legislator for considering your position on the issue.

## More tips for writing your legislator

- Also consider sending your letter to the directors of agencies who provide services. Those people may be able to take care of the problem directly and more quickly.
- If your issue has no legislation attached to it, you can write an issue letter to bring the issue to your legislator's attention.
- You may want to ask a legislator to draft a bill for you. You must be ready with all the facts and be willing to work with the legislator. You also must be flexible about possible solutions.
- Handwritten letters have a personal touch but be sure you write clearly. It is also a good idea to have someone read your letter over for errors before you send it.
- Send a thank you letter whenever your legislator supports the issue you have contacted him/her about.
- Consider writing a letter to the editor of your local newspaper to raise awareness about your issue.

## Tips for calling your legislator

- Give your name and where you live.
- Give the bill number if applicable and the issue.
- State your position – you support or oppose the bill and give a brief reason for your position.
- Provide a solution to the problem – your legislator will be more likely to take action on the issue.
- Ask for your legislator's support or opposition.
- Leave your phone number.
- Be sure to thank them for their time.

## Sample script for calling your legislator

"Hi, my name is Your Name, and I am one of Representative/Senator \_\_\_\_\_'s constituents from Your City."

"Could I please speak with Representative/Senator \_\_\_\_\_ about some of my concerns with \_\_\_\_\_."

(If this is not possible, speak to the aide who works on the issue. Aides often know more about a specific issue if they have been assigned to that issue and they work closely with the legislators).

"I am calling to urge [you/Representative/Senator \_\_\_\_\_] to oppose (or support) \_\_\_\_\_ because \_\_\_\_\_."

"One possible solution for this problem is \_\_\_\_\_."

"Will you support (or oppose) this issue?"

"Thank you for taking the time to listen to my concerns. I can be reached at Your Phone Number if you would like to talk some more about this issue."

## To find your Representative/Senator...

**Call** the Wisconsin Legislative Hotline at 1-800-362-WISC .

**Look it up** in the Wisconsin Blue Book – [www.legis.state.wi.us/lrb/bb/05bb/index.htm](http://www.legis.state.wi.us/lrb/bb/05bb/index.htm)

**Visit** – [www.legis.state.wi.us](http://www.legis.state.wi.us) and click on 'WHO REPRESENTS ME?'



## **I Want to Work!**

A fact sheet about the Division of Vocational Rehabilitation written by youth for youth.

Written by Tina Sanders; Edited by Stephanie Birmingham and Jenny Wagner Neugart.

Waisman Center, University Center for Excellence in Developmental Disabilities, University of Wisconsin - Madison

### **What is DVR?**

The Division of Vocational Rehabilitation (DVR) helps people with disabilities get a job. It is a federal/state program designed to obtain, maintain, and improve employment for people with disabilities by working with consumers, employers, and other partners.

### **How do I know if I am eligible for services?**

You must have a disability that gets in the way of you getting or keeping a job because of your disability. Common types of disabilities are: Attention Deficit Disorder (ADD), Cerebral Palsy (CP), Deaf, Blind, Depression, Specific Learning Disability, Traumatic Brain Injury (TBI), or Para/quadruplegic. Since money is limited, you may not receive services right away. DVR serves people with the most significant disabilities first. If there is enough money, they will serve other people with less significant disabilities.

### **What services does DVR offer?**

DVR will provide career counseling to help you identify a career goal, assessments to identify your skills, and help finding a job. They will help you create a resume or pay for mobility training. They may even help pay for appropriate work clothes. In some cases, they can help pay for adaptations to your car, academic accommodations at college (e.g. tutoring), or modifications to make your home accessible for you to get to work (e.g. ramp).

### **What do I need to know before I receive services?**

Before you receive services, you will create an Individual Plan for Employment (IPE) with your counselor. You and your counselor must both agree to the plan. The plan says what your job goal is and the services you will need to get that job. It is helpful if you already know what you are good at (your skills) and what you are interested in doing for work. Your IPE also says who is responsible for paying for the services.

**Tip:** Create a list of your skills and ideas for jobs you would enjoy. You may get help with this list from people you trust. Bring this list with you when you meet with your counselor to develop your IPE. Developing your plan will be much quicker and easier with this list and your counselor will know you are serious about working.

### **How can DVR help if I want to go to a technical college or university?**

DVR is not a scholarship program. It is a federally funded program to assist people with disabilities who want to work get the skills they need to become employed. Depending on your situation, you may receive financial help with tuition, books and disability-related services (like tutoring and homework aides), if it would lead to you getting a job that you are interested in and qualified to do. You must apply for financial aid before DVR will consider paying for any of your college expenses. Most counselors require you to maintain a certain grade point average to continue receiving financial assistance, usually a 'C' average.

## **How do I apply for DVR services?**

Call 1-800-442-3477 or visit [www.dwd.state.wi.us/dvr](http://www.dwd.state.wi.us/dvr) to find the DVR office closest to where you live. A counselor will tell you about DVR services and help you find out if you are eligible for services. The counselor will fill out an application with you.

Don't wait until the last minute to apply. It can take several weeks to apply and if there is a waiting list, they will go by the date on your application.

You will have to provide documentation of your disability to prove you have a disability. It will help if you have the addresses of your doctors with you when you apply for services. If you have documentation, bring it with you to your first visit or send copies of it with your application. This will make the application process quicker and easier.

## **How can I build a relationship with my DVR Counselor?**

Once a month, call or e-mail your counselor with updates about your progress or what you need. Remember, they want to hear good things, too.

Always be on time for appointments with your counselor. If you can't make the appointment, call your counselor as soon as possible to re-schedule.

Give your counselor your financial aid statement, your grades, and receipts as soon as you receive them. Your counselor needs these things before they can pay for services. You can build a positive relationship by not having your counselor have to track you down for these things.

Ask questions whenever you have them. You can make better decisions when you have more information. Ask your counselor what you should be asking. Sometimes you don't know what you don't know.

Tell them what you need, such as academic accommodations, work accommodations, help looking for a job, or help identifying a job you want. The more proactive you are, the better results you will get.

Ask your counselor about other resources in your community. They have information about many resources like independent living centers and county services.

**Tip:** Building a relationship with your counselor makes the process of finding and keeping a job much easier for both you.

## **What do I do if I am having problems with my counselor or services?**

Try to talk to your counselor about the problem first and work out a solution together. If nothing changes, you can contact your counselor's supervisor to let them know you are having a problem with your counselor. Give the supervisor time to review the problem and get back to you. If you are still not satisfied, the Client Assistance Program (CAP) can help you understand your rights and the policies of DVR. You can appeal to CAP if you do not agree with a decision your counselor made. CAP also offers mediation.

To contact CAP: 1-800-362-1290 or Linda Vegoe, CAP Director at (608) 224-5070  
E-mail: [Linda.Vegoe@datcp.state.wi.us](mailto:Linda.Vegoe@datcp.state.wi.us)



# Your Individualized Education Program (IEP) and Transition

A fact sheet about your IEP written by youth for youth.

Written By Sam Katz; Edited by Stephanie Birmingham and Jenny Wagner Neugart

Waisman Center, University Center for Excellence in Developmental Disabilities, University of Wisconsin - Madison

## What is an IEP?

An Individualized Education Program is a document that prepares you for your future. It is created by you, your family, and your school. An IEP is a way of telling your school what you need in order to do your best in school. The IEP makes it possible for you to have a say in how your education is arranged. When you have a disability, you have certain rights to help you succeed. The IEP is one of those rights.

## What is a Transition Plan in the IEP?

A transition plan must be included in your IEP starting at 14 years old. The transition plan will help determine which classes you will need to graduate, tells the IEP team what you like to do and includes agencies that may help you transition out of high school easier, such as the Division of Vocational Rehabilitation.

## Does the IEP involve tests?

Sometimes - if the school needs more information about your disability and what you need to reach your educational goals. The tests are done to help you, not to embarrass you.

If you have to take a test, remember to give your best effort and tell the person testing you what you are thinking. For example, if the test you are taking is too hard, let someone know. This will help them learn more about you.

## Who can go to my IEP?

Anybody who knows you well enough to know what you can do and what you want to do can go to your IEP. You should start going to your IEP meeting at least by age 14. ***If you haven't started going yet, please go. You are the only one who knows exactly what you want.*** Ask for a copy of the invitation list so you know who might be there and so you can invite other people you feel would be able to share information about you, your abilities, and even areas you need help with. If you are planning on going on to college, it is a good idea to invite a teacher who supports your decision. Other ideas for people you may want to invite are:

- Brother/sister
- Best friend
- Classmate
- Close relative
- Favorite teacher (if not invited already)
- School nurse
- Employer and/or DVR counselor

Some people who will automatically be invited are:

- You
- Your parents
- One of your regular education teachers
- One of your special education teachers
- A local educational agency representative (someone who makes decisions for the school)
- A person who can talk about any tests you may have taken

## **Goals for your IEP**

Goals should be written in a way that you can understand. If you are not sure how to write a goal, just tell the people at your IEP meeting what you are thinking about. Goals should include small steps that you work on throughout the school year.

If your goal requires something the school needs to loan you or purchase for you such as a communication device – they can do that. If your goal requires time with a physical therapist (PT), an occupational therapist (OT), and/or a speech and language therapist (S&L) – they can do that too.

Things to think about when writing goals:

- What supports do you need in school to help you be successful?
- Are there any health issues that interfere with learning or being in class all day?
- Do you plan on going to college? If so, do you want to go to a university or technical college and what classes do you need to take?
- Where do you want to work and what supports would you need to work there?

## **Accommodations you may need to help you make progress toward your goals...**

- A computer or communication device.
- A note-taker.
- A calculator for tests and assignments.
- Different assignments (you need to understand how these will show up on your transcript – special education classes won't count if you want to go to college).
- Auditing a class – this is an option where you watch a class, sometimes for an entire year before having a chance to decide whether to receive a grade or be graded pass/fail (this might not be an option in all schools).

## **When does the IEP meeting happen?**

You will have an IEP meeting at least once a year. You may also have an IEP meeting when there are significant changes in your disability that would modify what is in your IEP or transition plan.

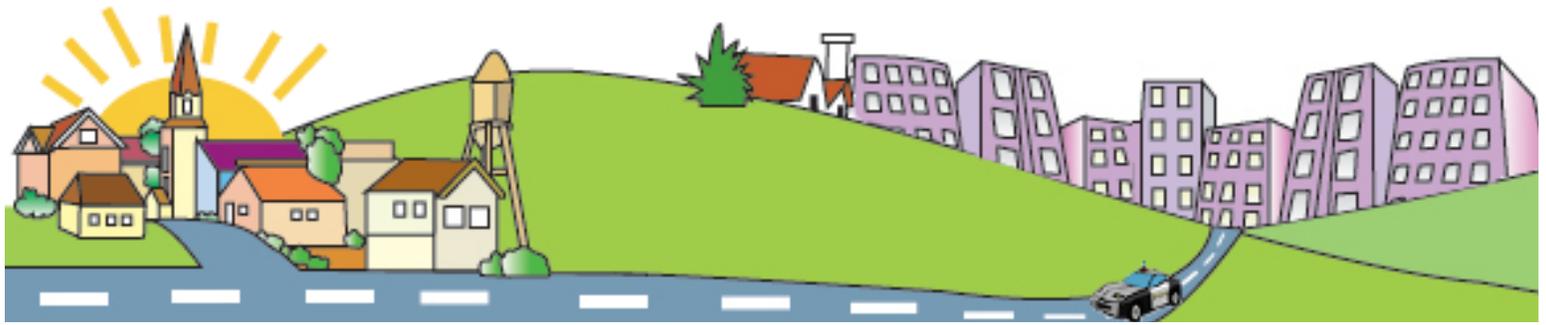
## **What is it like to go to your IEP meeting?**

Going to or running your own IEP meeting for the first time can be nerve wracking. By the time you are in high school, you should consider running your own IEP meeting. Be sure to ask the team if you can run the meeting. If you don't know how to run a meeting, ask your parents or a favorite teacher for help. You can get together a small group of people (parents, friends, or a teacher) and practice what you would like to say. Some youth have even created a PowerPoint presentation to help them talk about what needs to be included in the IEP.

After you've done it once, it gets much easier. For some students, it is natural to attend, speak up, or run the meeting. It is important not to let others run your meeting because you are the best person to know what you need.

## **Final Thoughts...**

Everybody who was at the IEP meeting should make sure that progress is being made toward your goals. If progress is not being made and you are doing what you should, think about what you need to help you reach your goals better. Point out to your teachers the areas in the IEP that you are most concerned with. It may help you to write a note or tape record your concerns before you talk to your teachers.



## How to Avoid Getting in Trouble

A fact sheet about suspension written by youth for youth.

Written by Sam Katz; Edited by Stephanie Birmingham and Jenny Wagner Neugart.

Waisman Center, University Center for Excellence in Developmental Disabilities, University of Wisconsin - Madison

The following lists many tips to help you keep your cool in difficult situations and be able to avoid suspension, which is sometimes a form of punishment for students.

### Some advice from youth for youth to avoid getting in trouble...

- Know the rules – saying that you didn't know what the rules were won't get you out of trouble.
- Follow the teacher's directions when he/she gives them.
- Know the situations that tend to get you in trouble, and think of strategies to avoid them before they happen. For example, if you have a hard time sitting still for more than an hour, ask your teacher if you can quietly get up and get a drink when you need a break.
- Introduce yourself to teachers and your principal when you're at your best – not when you're in trouble.
- If you are asked to leave the classroom, it is best to be respectful and leave quietly.
- If you don't understand something, don't hesitate to ask questions, as long as you do it in a respectful way.

### Who and what can help you stay out of trouble...

- **YOUR TEACHERS** – “Teach” your teachers what works best for you. It may help to tape record or write a note that explains your disability. Be patient – it will take time for you to get to know your teachers and for them to get to know you.
- **SCHOOL STAFF** – Talk to your guidance counselor, special education teacher, the school psychologist, your case manager, or a favorite teacher you trust when things get rough.
- **COOLING OFF PLACE** – Have a place to go in school where you feel safe and comfortable. Arrange the location with the school before you need to use it.
- **YOU** – Be willing to provide ideas for solving problems and listen to everyone else's.
- **BEHAVIOR MODIFICATION PLAN (BMP)** – This is a plan that lists your needs and abilities regarding your disability. It is a convenient guideline for your teachers to follow and be able to learn more about your disability and how it affects you.

### Your right to privacy...

Information about your disability and accommodations is private. If you find yourself in a situation where a teacher is asking you for information regarding your disability and you don't feel comfortable talking about it at that time or in that place, tell your teacher you would like to talk about it later when you will have more privacy.

### A final note of advice...

As with any student, you must follow the school rules. Make sure you are aware of the rules and policies. Remember, if you hurt someone or do not follow the rules, the school can suspend you or punish you in some other way.

### For more information...

Discipline, Suspension, and Expulsion of Students with Disabilities

[www.pacer.org/legislation/idea/disciplineHighlights.htm](http://www.pacer.org/legislation/idea/disciplineHighlights.htm)



## University Life: What's It All About?

A fact sheet about 4-year colleges and disability-related services written by youth for youth.

Written by Alex Powell; Edited by Stephanie Birmingham and Jenny Wagner Neugart.

Waisman Center, University Center for Excellence in Developmental Disabilities, University of Wisconsin - Madison

### What should I think about BEFORE I apply for college?

#### Educational Issues:

- Are you motivated to do your best and work hard?
- Have you taken the courses in high school that you need to get accepted to a university?
- Have you taken ACTs/SATs (these are tests you have to take to get admitted to a university)?
- Have you visited the campus(es) you are interested in?
- Are you familiar with assistive technology that may help you succeed in school (e.g. Kurzweil, Dragon NaturallySpeaking, Write: OutLoud)?

#### Health Issues:

- Do you have health care coverage?
- Have you found a pharmacy that takes your health insurance?
- Have you found a doctor you can see while you are at school?
- Where will you get equipment serviced (i.e. wheelchair repairs, computer problems)?
- Do you have copies of your medical records to take with you to school?
- Are your immunizations up to date (i.e. hepatitis, flu shot, Pneumococcal)?

### How do I choose a 4-year college?

#### Career:

- Talk to people who have gone to college and ask what they liked about it.
- Think about what the campus is like (social activities, level of student activity on campus).
- Think about the college setting (location, size of campus).
- Make a transition plan with your high school guidance counselor, case manager, regular or special education teacher so you have all the high school credits you need to go to college.
- Call to make sure the disability services center can provide the accommodations you need. Ask or visit to see how barrier free the campus is.

#### Health:

- If you have health issues that could mean you have to go to the hospital, does the nearest hospital have the expertise to treat you?
- Does the campus health center have experience treating people with disabilities?
- What is the school's policy if you miss classes because of a health or disability issue?

### What can I do if I get denied admission?

Contact the disability services office on the campus you were denied admission from and let them know why you were denied (i.e. not enough math credits, class rank too low). Ask for an exception for admission based on your disability. The disability services office can usually work with the admissions office for an exception based on disability-related issues.

## How do I apply for disability services?

- Apply early!
- You must go to the disability services office on the campus you are attending to request disability-related accommodations.
- Visit the disability services office no later than one semester before you will start classes to make sure you have time to meet their documentation guidelines and services can be set up and ready for you on the first day of classes. This is especially important if you need a Sign Language Interpreter, taped or scanned textbooks, or need your materials Brailled.
- You will be asked for documentation of your disability, which you can usually get from your medical doctor, psychiatrist, psychologist, or neurologist. Each campus has their own guidelines for what they will accept for documentation and will give this info to you.
- There is no IEP in college. Services are individualized.

## What will help me be successful in college?

Things that worked in high school may not work in college. Think about new ideas for helping you learn best.

Here are some common accommodations to think about:

- Note takers so you can concentrate on the lecture.
- Adaptive testing (extended time, computer for essays).
- In and/or out of class aides/homework aides.
- Excused absences for health related issues.
- Tutoring.
- Taped or scanned textbooks.
- Adaptive equipment (i.e. software).

## Other important information

- It's important to use services if you need them because it can help you pass your classes.
- Know your disability and the accommodations you need!
- Talk to your professors during scheduled office hours. They will be more focused to talk to you about your accommodations at that time.
- Make sure your equipment works properly each year (e.g. have your wheelchair checked each year or have your laptop or software updated).

## What types of degrees can you earn from a 4-year college?

BA Bachelor Arts

BS Bachelor of Science

BBA Bachelor of Business Administration

BSE Bachelor of Science Education

BFA Bachelor of Fine Arts

Pre Professional Programs

## What types of extra-curricular activities are available on campus?

- Clubs and organizations based on your major and your interests.
- Recreational/competitive sports and recreational activities.
- Special events (e.g. bands, comedians).

### Tips:

- Sign up at fairs so you can get more information and meet people.
- Stick to one or two activities in the beginning. You can always add more later in your college career – beware of taking on too much and not doing well with anything.
- Think about the environment of certain activities – will it work for you?

## How is 4 year college different from high school?

<b>High School</b>	<b>College</b>
<ul style="list-style-type: none"><li>• Adults remind you of your responsibilities.</li></ul>	<ul style="list-style-type: none"><li>• You are responsible for your activities and the decisions you make. You have to accept the consequences of what you do.</li></ul>
<ul style="list-style-type: none"><li>• You are usually told what to do and corrected</li></ul>	<ul style="list-style-type: none"><li>• You are not told what to do, if you're out of line.</li></ul>
<ul style="list-style-type: none"><li>• Time is usually structured by others.</li></ul>	<ul style="list-style-type: none"><li>• You manage your own time.</li></ul>
<ul style="list-style-type: none"><li>• Classes are arranged for you and are on a set schedule.</li></ul>	<ul style="list-style-type: none"><li>• You create your own schedule. Try to plan your schedule with things like stamina and medication side effects in mind. Think about when you learn best – morning, afternoon or evening.</li></ul>
<ul style="list-style-type: none"><li>• Classroom accommodations are taken care of by your IEP team.</li></ul>	<ul style="list-style-type: none"><li>• It is up to you to find the Disability Services Office to disclose your disability and arrange for classroom accommodations.</li></ul>

### For more information...

- University of Wisconsin System – [www.wisconsin.edu/](http://www.wisconsin.edu/)
- Opening Doors to Postsecondary Education & Training – [dpi.wi.gov/sped/pdf/tranopndrs.pdf](http://dpi.wi.gov/sped/pdf/tranopndrs.pdf)
- Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities – [www.ed.gov/about/offices/list/ocr/transition.html](http://www.ed.gov/about/offices/list/ocr/transition.html)
- Preparing for college – [www.thinkcollege.net/](http://www.thinkcollege.net/) and [www.collegeispossible.org](http://www.collegeispossible.org)
- Staying healthy – [www.cdc.gov/flu/protect/preventing.htm](http://www.cdc.gov/flu/protect/preventing.htm)



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University of Wisconsin–Madison  
University Center for Excellence in Developmental Disabilities