

**A GUIDE FOR STUDENTS
WHO ARE DEAF-BLIND
CONSIDERING COLLEGE**

A GUIDE FOR STUDENTS WHO ARE DEAF-BLIND CONSIDERING COLLEGE

A useful tool for high school students with vision and hearing loss, including those with Usher syndrome; and deaf-blind adults needing further education to enhance career opportunities.

(May, 2011) Revised by:

**Beth Jordan, Helen Keller National Center
Peggy Costello, Helen Keller National Center**

(December, 1996) Developed by:

**JoAnn Enos, Helen Keller National Center – Technical Assistance Center
Beth Jordan, Helen Keller National Center**

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ACKNOWLEDGEMENTS

WE WOULD LIKE TO EXPRESS OUR APPRECIATION TO A NUMBER OF INDIVIDUALS WHO PARTICIPATED IN SHARING INFORMATION, REVIEWING AND FIELD-TESTING THIS GUIDE.

WE ARE GRATEFUL FOR THEIR EFFORTS AND GENEROUS CONTRIBUTION. A LISTING OF THESE INDIVIDUALS CAN BE FOUND IN APPENDIX E.

I. INTRODUCTION

The Helen Keller National Center (HKNC) is pleased to share this post-secondary assessment tool with students who are deaf-blind. This tool was developed for two groups:

- 1. Students pursuing education beyond high school, and**
- 2. People assisting these students to achieve their goals, including college academic advisors, student support staff, vocational rehabilitation counselors, and family members.**

Our goals are two-fold: first, to help students assess their own learning styles in order to determine how best to advocate for their needs; and secondly, to help students assess the strengths and weaknesses of potential post-secondary settings. For the sake of clarity, the language of this document will specifically address the college-bound student.

With these goals in mind, we have created an evaluative list of considerations that students and families may wish to keep in mind when selecting a university, college, vocational/technical college, or adult program. This tool offers four areas of assessment.

They are:

- 1. Personal Learning Profile Checklist**
- 2. Searching for College Programs: Getting Started**
- 3. Campus Characteristics**
- 4. Support Services Checklist**

This instrument is meant to be general and flexible so that it may be used in many ways. For example, it can help you think about post-secondary choices. It can also be used when visiting colleges to determine how they meet your academic and support needs. Finally, this tool will help you in advocating for your needs. You may use the entire instrument or select only those questions that are relevant to your circumstances or the schools you have chosen.

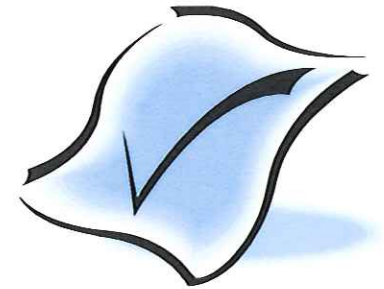
The transition from high school to college is often a turning point in the lives of many young people. Throughout high school, others, including your family and teachers, were influential in making decisions for you. As you began making plans to attend college, hopefully you have seen a change in the role you play in making life decisions. It is likely that you have taken a lead role in this process. All college students have a support network, which can include family members, academic advisors, study partners, tutors, and friends. Often students take a team approach to completing a course, relying on the assistance of these and other supports. By taking this team approach to your entire college experience, you will help ensure your success. Others who may work with you on your team include parents,

friends, teachers, high school guidance counselor, college disability student services office, and your vocational rehabilitation counselor. Hopefully, this Guide will provide you with the direction necessary to take a more active role in this decision making/planning process.

Understanding your learning preferences and knowing what accommodations are necessary for you to be successful, will help you as you select a university, college, or vocational/technical school that matches your academic/vocational interests. It was the intent of this Guide to offer you the opportunity to make informed, life decisions, one of the first steps to increasing your independence.

Self-advocacy is the key to a successful college life. The only person who can explain your needs is YOU. Thinking about your needs before you choose a post-secondary program, asking questions, and requesting your wants and needs will limit frustration and increase your happiness and success. It will be important to know your learning style and be able to discuss that information with a vocational rehabilitation counselor, the office for support services on campus, and your instructors. It will be your responsibility to secure a notetaker, ask for readers, seek clarification when information is not clear or understood and identify a person who can help you problem solve. Your role is to clearly explain and ask for the accommodation or information you need.

II. PERSONAL LEARNING PROFILE CHECKLIST



II. PERSONAL LEARNING PROFILE CHECKLIST

The following questions will assist you and others in understanding your learning preferences. In the columns to the right of each question, please check the column marked "yes" if this is a way you learn best. Please check the column marked "no" if this is not a way you learn best.

PERSONAL LEARNING PROFILE CHECKLIST (continued pgs 5-19)		YES	NO
1. Which sense offers you more information when learning?	hearing only		
	sight only		
	touch only		
	combination		

PERSONAL LEARNING PROFILE CHECKLIST

(continued pgs 5-19)

		YES	NO
2. Where do you prefer to sit in the classroom to best see/hear the teacher?	front		
	side		
	back		
	away from glare		
	no preference		
3. What type of print do you read best? (See Appendix A, pg. # 90, for examples)	regular print		
	large print		
	bold (dark) print		

PERSONAL LEARNING PROFILE CHECKLIST
 (continued pgs 5-19)

		YES	NO
4. What font size do you prefer?			
5. When reading or writing, what type of paper do you prefer?	lined		
	white		
	yellow or buff color		
	use of plastic color overlays		
	no preference		

PERSONAL LEARNING PROFILE CHECKLIST

(continued pgs 5-19)

		YES	NO
6. What textbook format did you use in high school?	regular print		
	large text		
	electronic/ digital		
	audio		
	braille		

PERSONAL LEARNING PROFILE CHECKLIST

(continued pgs 5-19)

		YES	NO
7. During lectures, how do you prefer to take notes?	write own notes		
	use notetaker		
	tape lecture		
	braille notetaker, i.e., Braille Note		
	type on laptop computer		
	speech to text service transcripts, i.e., C-Print, CART		
	other		

PERSONAL LEARNING PROFILE CHECKLIST
(continued pgs 5-19)

		YES	NO
8. What type of communication system(s) do you use in the classroom? (oral - speech reading		
	sign language – visual		
	sign language -- tracking (restricted sign space)		
	sign language – tactual		
	braille		
	(ALD) assistive listening device/ FM system		

PERSONAL LEARNING PROFILE CHECKLIST
 (continued pgs 5-19)

		YES	NO
8. (continued)	CART (Computer Aided Real-Time Captioning)		
	C-Print		
	Typewell or other speech to text service		
	other		

9. Do you use an interpreter?			

PERSONAL LEARNING PROFILE CHECKLIST

(continued pgs 5-19)

		YES	NO
<p>10. If you use an interpreter, what type of interpreter do you use?</p>	Oral		
	ASL		
	signed English		
	tactual sign		
	other_____		

PERSONAL LEARNING PROFILE CHECKLIST
(continued pgs 5-19)

		YES	NO
11. Where do you prefer the interpreter to be positioned in the classroom?	standing		
	sitting		
	next to teacher		
	close to my desk		
	no preference		

PERSONAL LEARNING PROFILE CHECKLIST
(continued pgs 5-19)

		YES	NO
12. Do you have any preferences when using an interpreter:	preferred sign distance		
	clothing contrast with interpreter skin tone		
	use of solid clothing		
	relaying environmental information		
	no distracting jewelry		
13. If using a microphone or FM system, do you prefer the teacher to repeat comments or questions from other people in the classroom?			

PERSONAL LEARNING PROFILE CHECKLIST
 (continued pgs 5-19)

		YES	NO
14. How do you record your responses on a test?	hand write		
	use a scribe to write for me		
	sign test responses		
	type on a computer		
	braille notetaking device		
	other electronic device _____		
	other _____		

PERSONAL LEARNING PROFILE CHECKLIST
 (continued pgs 5-19)

		YES	NO
15. What type of board, in the front of the room, do you prefer?	blackboard with white chalk		
	white board with black marker		
	no preference		
16. Do you use a Closed Circuit Television (CCTV) to enlarge print size?			
17. Is the CCTV used at home or in the classroom as a portable device?			
18. If available, do you prefer a copy of the teacher's lecture (regardless of format)?			

PERSONAL LEARNING PROFILE CHECKLIST
(continued pgs 5-19)

		YES	NO
19. What accommodation do you prefer when videotapes, overheads and/or slides are used in the classroom?	seating		
	lighting		
	interpreter		
	notetaker		
	closed captioned		
	large print/ braille copies of overheads		
	no preference		

PERSONAL LEARNING PROFILE CHECKLIST

(continued pgs 5-19)

		YES	NO
20. When taking tests, what accommodations do you need?	additional time		
	separate room		
	beneficial lighting		
	test in alternate format		
	someone to record answers		
	an interpreter to translate into ASL		

PERSONAL LEARNING PROFILE CHECKLIST

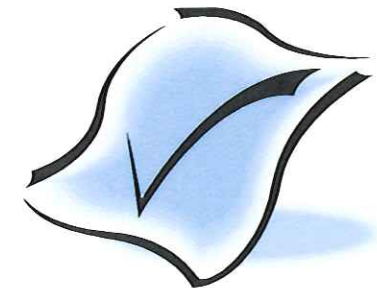
(continued pgs 5-19)

		YES	NO
21. What type of lighting would you prefer?	fluorescent		
	natural light through windows		
	no preference		

Considerations when developing your class schedule:		YES	NO
1. When is your highest energy level?	morning		
	mid-morning		
	afternoon		
	evening		
	no preference		
2. Do you need additional time to travel between classes?			
3. If you need additional time to take tests, when will that occur?	right after class		
	different time of day than class		

After you have answered all of these questions, turn to Appendix B, pg. # 91, to summarize your learning preferences. Appendix B can be torn out or copied to compile your choices.

III. SEARCHING FOR COLLEGE PROGRAMS: GETTING STARTED



A. WHILE IN HIGH SCHOOL

When you have completed the questions from the "While in High School" section you will be able to discuss your answers with a school counselor, your vocational rehabilitation (VR) counselor, and/or college academic advisor. Include information about your learning style to help in developing future educational goals.

1. What are your favorite classes and why?

2. What are your least favorite classes and why?

3. When you finish high school, what type of diploma will you have?

Standard _____ Adjusted _____

4. What kind of job do you want to have?

5. Who/what helped you make this decision about your job goals:

_____ family	_____ books
_____ friends	_____ television shows
_____ teachers	_____ Internet
_____ guidance counselor	_____ other (list)

6. How will the classes you are taking now help you to reach your job goals?

7. Are you interested in attending college? _____Yes _____No

If yes, how will college help you to achieve your job goals?

8. What specific skills do you need that you could learn while you are still in high school related to a job?

9. Are you a member of clubs/organizations, i.e., school, religious, civic, volunteer? If so, list them.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

10. What kind of lifestyle do you see for yourself? Examples: having a family, a career, live on your own, traveling, leisure/social activities?

11. How will classes you are taking now help you reach your lifestyle goals?

12. What steps do you need to take to live more independently, i.e., having your own bank account, doing your own laundry, managing your time, preparing meals, getting around in the community, socializing with friends?

13. Where would you like to live, i.e., home, apartment, own a home?

14. Have you talked about career and living plans with your school counselor, family, and friends? (Explain)

15. Have you had a paid or volunteer job? List them.

B. WORKING WITH YOUR VOCATIONAL REHABILITATION COUNSELOR

Discussing these questions with your vocational rehabilitation counselor will help you develop your educational and vocational plans. Please check "yes" if you have completed the step and check "no" if you have not.

WORKING WITH YOUR VR COUNSELOR (continued pgs 27-30)

	YES	NO
1. Have you discussed career possibilities with your vocational rehabilitation counselor?		
2. Have you taken any career assessments or tests?		

WORKING WITH YOUR VR COUNSELOR
(continued pgs 27-30)

	YES	NO
<p>3. Have you decided on a possible job goal or a major for study?</p> <p>If yes, what is your job goal or college major?</p>		
<p>_____</p> <p>_____</p>		

WORKING WITH YOUR VR COUNSELOR
(continued pgs 27-30)

	YES	NO
<p>4. Have you contacted a vocational rehabilitation counselor?</p> <p>If yes, provide contact information:</p> <p>Name: _____</p> <p>VP/Phone #: _____</p> <p>Email: _____</p> <p>If not, you may want to apply for vocational rehabilitation services.</p>		

WORKING WITH YOUR VR COUNSELOR

(continued pgs 27-30)

	YES	NO
<p>5. How would you like Vocational Rehabilitation (VR) to assist you in your career planning?</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>6. Have you or your parents completed the Free Application for Federal Student Aid (FAFSA) on-line? (www.fafsa.ed.gov)</p>		
<p>7. Does the college/university know you have requested financial aid? It is usually part of the on-line college admissions process.</p>		

C. COLLEGE SELECTIONS

Have you identified specific colleges, universities or vocational/technical schools that interest you? If "yes" please list them. If "no" this may be an area you want to discuss with your VR counselor, other students, your family or teachers.

1. _____
2. _____
3. _____
4. _____

From the list of colleges, universities or vocational/technical schools written above, fill out the following information from page 31 to page 89 on EACH school. You may need to visit schools, email college staff, talk with your VR counselor, and read college websites in order to answer these questions.

Name of college: _____

COLLEGE FAST FACTS (continued pgs 32-37)		YES	NO
1. How many students attend this college/university?	300 - 1,000		
	1,001 - 5,000		
	5,001 - 10,000		
	10,001 - 15,000		
	15,001 or more		
2. Does the college provide a map/layout of the campus?	regular print		
	large print		
	tactile		
3. Does this school have dormitories/student housing?			

COLLEGE FAST FACTS
(continued pgs 32-37)

		YES	NO
4. What entrance procedures are required/ necessary?	on-campus visit		
	on-line application		
	application fee		
	HS or college transcript		
	interview or audition		
	new student orientation		

COLLEGE FAST FACTS
 (continued pgs 32-37)

		YES	NO
5. What entrance exams are required?	college entrance exams		
	state entrance exams		
	PSAT		
	SAT		
	ACT		
	English/Math Proficiency Exam, i.e. placement tests		
	other		
6. Are there special procedures for transfer students (from junior or community college to a 4-year degree program)?			

COLLEGE FAST FACTS
 (continued pgs 32-37)

		YES	NO
7. What type of degree programs are offered?	1 year certificate		
	2 year associate degree		
	4 year bachelor degree		
	other		
8. What calendar system does the college use?	semester system		
	quarter system		
9. Does the college offer a summer or weekend “camp-style” orientation program for potential students?			
10. Does the college have an Office for Students with Disabilities to help meet your needs?			

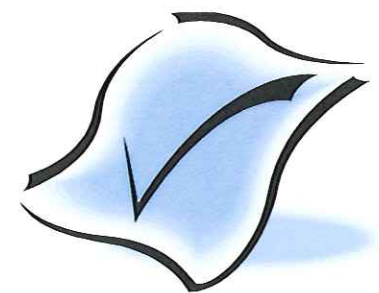
COLLEGE FAST FACTS
(continued pgs 32-37)

		YES	NO
11. Does the college require written documentation of your disability?	medical records from physician		
	copy of IEP from high school		
	other _____		
12. Have you met with anyone from the Office for Students with Disabilities?			
13. How many students who are Deaf attend the college?			
14. Is there a Deaf Community?			
15. How many students who have vision and hearing loss attend the college?			
16. Have you talked to other students with disabilities about what the college has to offer?			

COLLEGE FAST FACTS
(continued pgs 32-37)

		YES	NO
17. Is there an open-house for deaf, hard of hearing or deaf-blind students to learn about the communication accommodations available?			
18. Does the college offer academic assistance to students?	math		
	reading		
	writing skills		
	other		
19. What are the costs of tuition and fees? <hr/> <hr/>			

IV. CAMPUS CHARACTERISTICS



IV. CAMPUS CHARACTERISTICS

In order to gain the most of your college experience, you need to survey each campus you have selected to investigate. This is best accomplished by visiting these colleges. The following questions can best be answered by talking to staff at the Office for Students with Disabilities. The goal is to identify the program that meets your academic needs and is most compatible with your vision/hearing needs.

A. THE CLASS ROOM (continued pgs 40-44)

		YES	NO
1. What are the typical class sizes (number of students)?	less than 20		
	20 to 35		
	36 to 50		
	more than 50		
2. What type of lighting do the classrooms have?	fluorescent		
	natural lighting		
	other		
3. Are there sources of glare in the classrooms?	window		
	overhead lighting		
	other		

A. THE CLASS ROOM (continued pgs 40-44)

		YES	NO
<p>4. What type of seating arrangement do the classrooms have? (see Appendix C, pg. # 95, for examples)</p>	"U" shape		
	classroom style		
	theater		
	circle		

A. THE CLASS ROOM (continued pgs 40-44)

		YES	NO
5. What AV (audio visual) aids are used in the classroom?	Power Point		
	DVD/videotape		
	computer w/LCD projector		
	overhead/movie /slide projector/ smartboard		
	microphone		
	real-time captioning		
	other lab equipment		

A. THE CLASS ROOM (continued pgs 40-44)

		YES	NO
6. Is audio equipment available in the classroom?	assistive listening devices		
	FM system		
	Infrared system		
	loop system		
7. Do the classrooms have noise interference?	inside the classroom		
	outside the classroom		
8. When traveling the campus, is the lighting adequate?	building to building		
	classroom to classroom		
	floor to floor		

A. THE CLASS ROOM (continued pgs 40-44)

		YES	NO
9. Can you travel easily on campus?	building to building		
	classroom to classroom		
	floor to floor		

B. DISTANCE EDUCATION

Most, if not all colleges and universities are providing many of their courses on-line. In addition, many traditional courses taught in the classroom require students to access electronic materials on-line, send in assignments electronically, or view textbooks on-line.

There are several questions you should ask when visiting schools, even if you have had no experience with distance education.

DISTANCE EDUCATION (continued pgs 45-53)

DISTANCE EDUCATION (continued pgs 45-53)		YES	NO
1. Access to a computer is a necessity in college. Who provides the computer and workstation (includes desk, chair, lighting, etc.)?	college/ university		
	Vocational Rehabilitation		
	student		
	other _____		

DISTANCE EDUCATION (continued pgs 45-53)

		YES	NO
<p>2. Who provides the adaptive technology and/or software for the computer/work station?</p>	college/ university		
	Vocational Rehabilitation		
	contract agency		
	student		
	other _____		
<p>3. Are the programs text-based as well as graphics based?</p>			

DISTANCE EDUCATION (continued pgs 45-53)

		YES	NO
4. Can the web course applications support the adaptations that students with vision and hearing loss would need?	optical character recognition (OCR)		
	screen reader/ screen magnification software		
	braille output		
	real-time captioning		
	Bobby approved		
	other		

DISTANCE EDUCATION (continued pgs 45-53)

	YES	NO
<p>5. There are a number of computer adaptations and technology that are available depending on the degree of your vision and hearing loss and your preferred communication methods. What do you prefer? (cont'd on pg. #48)</p>		
<p><u>AUDITORY:</u></p>		
<p>FM system</p>		
<p>screen reader software (e.g., JAWS)</p>		
<p>descriptive video narration</p>		
<p>other</p> <p>_____</p>		

DISTANCE EDUCATION (continued pgs 45-53)

		YES	NO
5. (cont'd on pg. #49) <u>VISUAL:</u>	large computer monitor		
	lg print labels on keyboard		
	speech to text services (e.g. CART, C-Print, Typewell)		
	remote video interpreter		
	screen enhancement software (e.g. Zoomtext)		
	(OCR) optical character recognition		
	Voice recognition software		

DISTANCE EDUCATION (continued pgs 45-53)

		YES	NO
5. (continued) <u>VISUAL:</u> <u>TACTUAL:</u>	other <hr/>		
	braille labels on keyboard		
	refreshable Braille display		
	mouse with vibrating capacity		
	braille printer		
	other <hr/>		

DISTANCE EDUCATION (continued pgs 45-53)

		YES	NO
6. Who can help install or train you on the use of this technology?	college/ university		
	Vocational Rehabilitation		
	contract agency (e.g. Helen Keller National Center)		
	student		
	other <hr/>		

DISTANCE EDUCATION (continued pgs 45-53)

		YES	NO
7. Are there other human supports you will need for distance education?	interpreter (low vision, tactile)		
	reader		
	note taker		
	tutor		
	other		

C. THE DORMITORY (continued pgs 53-54)		YES	NO
1. Are there dorm staff who are able to communicate with you?			
2. What emergency procedures does the dorm have in place for student safety?	signaling device for fire		
	emergencies/ drills		
	other		
3. Does lighting in halls and rooms meet your needs?			
4. Can the lighting be adapted?			
5. What telecommunication equipment is available?	telephone amplifier		
	videophone		
	TTY		

C. THE DORMITORY (continued pgs 53-54)

		YES	NO
6. Are dorm policies and rules available in alternate media?	large print		
	sent via email or on website		
	Braille		
	audio tape		
	other		
7. Can you select a roommate?			
8. Can students have a private room or three students share a suite when additional space is needed for adaptive equipment, use of outlets,etc.?			

D. THE CAMPUS (continued pg 55-56)

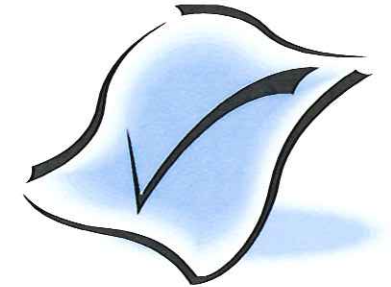
		YES	NO
1. Are campus events/activities accessible, i.e., interpreters, support service providers (SSPs), FM loop provided?	dorm meetings		
	clubs		
	sororities/ fraternities		
	religious groups		
	recreation activities		
2. Are mailboxes accessible to your needs?	large print		
	tactile cues		
	other _____		
3. Is the campus well-lit at night?			

D. THE CAMPUS (continued pg 55-56)

		YES	NO
4. Is the cafeteria(s) accessible to your needs?	support personnel (carry trays)		
	lighting		
	room layout		
	tactile visual cues		

V. SUPPORT SERVICES CHECKLIST

- A. Interpreter Services
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- D. Tutors
- E. Support Service Providers (SSPs)/Volunteers
- F. Alternate Format Materials
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- L. Counseling & Support Services
- M. Additional Services



Each student has different support needs. To ensure your college experience is successful, determine what support services are available. The following checklist will assist you in this effort. Complete only those sections you may need.

A. INTERPRETER SERVICES (continued pgs 58-59)

		YES	NO
1. Who provides and arranges interpreter services?	Vocational Rehabilitation		
	college/ university		
	community agency		
	student		
2. Who pays for interpreter services?	Vocational Rehabilitation		
	college/ university		
	community agency		

A. INTERPRETER SERVICES (continued pgs 58-59)

	YES	NO
<p>3. What are the policies regarding interpreter services, i.e., illness, tardiness, additional labs/field trips, skipped class?</p> <p style="text-align: right;">request information</p> <hr/> <p style="text-align: right;">find on website</p>		
<p>4. How much do interpreter services cost? _____</p>		
<p>5. Who do you contact for interpreter services?</p> <p>Name: _____</p> <p>VP/Phone #: _____</p> <p>Email: _____</p>		

B. NOTETAKERS (continued pgs 60-61)		YES	NO
1. Are trained notetakers available through the school?			
2. Who provides and arranges notetaker services?	Vocational Rehabilitation		
	college/ university		
	community agency		
	student		
3. Who pays for notetaker services?	Vocational Rehabilitation		
	college/ university		
	community agency		
4. How much do notetakers charge? <hr/>			

B. NOTETAKERS (continued pgs 60-61)		YES	NO
5. How are notes taken?	carbon paper		
	photo copies		
	typed and emailed		
	audio recording		
6. Who do you contact for notetaker services? Name: _____ VP/Phone #: _____ Email: _____			

NOTE: On-Line training for notetakers is available at www.pepnet.org.

C. READERS (continued pgs 62-63)		YES	NO
1. Are trained readers available through the school?			
2. Who provides and arranges reader services?	Vocational Rehabilitation		
	college/ university		
	community agency		
	student		
3. Who pays for reader services?	Vocational Rehabilitation		
	college/ university		
	community agency		
4. How much do readers charge?			

C. READERS (continued pgs 62-63)

YES	NO
------------	-----------

5. Who do you contact for notetaker services?

Name: _____

VP/Phone #: _____

E:mail: _____

D. TUTORS (continued pgs 64-65)

		YES	NO
1. Who provides and arranges tutorial services?	Vocational Rehabilitation		
	college/ university		
	community agency		
	student		
2. Who pays for tutor services?	Vocational Rehabilitation		
	college/ university		
	community agency		
3. Are tutors available throughout the day?	morning		
	afternoon		
	evening		

D. TUTORS (continued pgs 64-65)

		YES	NO
<p>4. If an interpreter is needed for the tutoring session, who makes the arrangement?</p>	office for disability services		
	tutoring center		
	community agency		
	student		
	other		
<p>5. Who do you contact for tutor services?</p> <p>Name: _____</p> <p>VP/Phone #: _____</p> <p>E:mail: _____</p>			

E. SUPPORT SERVICE PROVIDERS (SSPs)/VOLUNTEER SERVICES
 (continued pgs 66-68)

		YES	NO
1.	Are there SSPs/volunteers available for school-related activities, i.e., going to the cafeteria during class hours, guide on field trips?		
2.	Are there SSPs/volunteers available for non-academic needs, i.e., shopping reading mail, social events?		
3.	Who provides and arranges for SSP/volunteer services?		
	Vocational Rehabilitation		
	college/university		
	community agency		
	Student		

E. SUPPORT SERVICE PROVIDERS (SSPs)/VOLUNTEER SERVICES

(continued pg 66-68)

		YES	NO
4. Who pays for SSP/volunteer services?	Vocational Rehabilitation		
	college/university		
	community agency		
5. How many SSP/volunteer hours are available monthly?	less than 5 hrs		
	5 – 10 hours		
	10 – 20 hours		
	20+ hours		

**E. SUPPORT SERVICE PROVIDERS (SSPs)/VOLUNTEER SERVICES
(continued pgs 66-68)**

**6. Who do you contact for
SSP/volunteer services?**

Name: _____

VP/Phone #: _____

E:mail: _____

F. ALTERNATE FORMAT MATERIALS (continued pgs 69-72)		YES	NO
1. Are all course materials and books available in alternate format?			
2. Which alternate format textbook do you prefer? (if more than one, prioritize)	large print		
	braille		
	audio		
	electronic		

F. ALTERNATE FORMAT MATERIALS
(continued pgs 69-72)

		YES	NO
3. If you use E-books, downloadable texts, how do you access these materials?	personal computer/ laptop		
	iPad		
	Kindle/Nook or other E-Reader		
	Braille Note		
	other _____		
4. Do you need a subscription for downloadable texts or does the college have an institutional subscription, i.e., Bookshare, Recordings for the Blind?	student		
	college/ university		
	publisher		
	other _____		

F. ALTERNATE FORMAT MATERIALS (continued pgs 69-72)		YES	NO
5. Who provides and arranges for alternate format materials?	Vocational Rehabilitation		
	college/ university		
	community agency		
	student		
6. Who pays for alternate format materials?	Vocational Rehabilitation		
	college/ university		
	community agency		

F. ALTERNATE FORMAT MATERIALS
 (continued pgs 69-72)

		YES	NO
7. How far in advance should students arrange for materials in alternate format?	2 – 3 days		
	1 – 2 weeks		
	1 month		
	1 semester		
8. How much does this service cost? _____ _____			
9. Who do you contact for materials in alternate format? Name: _____ VP/Phone #: _____ E:mail: _____			

G. ALTERNATE TEST TAKING METHODS
 (continued pgs73-74)

	YES	NO
1. Are students able to take tests with a proctor in a private room?		
2. Can students take tests orally?		
3. Can students have tests interpreted into ASL?		
4. Can students record test answers on audiotape?		
5. Can students use a scribe to record responses?		
6. Can students enter their responses using a laptop, Braille notetaking device, or other electronic format?		
7. Can students have extended test-taking time?		

G. ALTERNATE TEST TAKING METHODS
(continued pgs 73-74)

YES	NO
------------	-----------

8. Are any other test-taking methods available? (List)

9. Who do you contact for alternate test-taking procedures?

Name: _____

VP/Phone #: _____

E:mail: _____

H. DISTANCE EDUCATION
(continued pgs 75-77)

		YES	NO
1. What accessibility options, from the course provider, might you need to insure your full participation?	video interpreter service		
	open-captioning		
	descriptive video service (for graphics)		
	other <hr/>		

H. DISTANCE EDUCATION
 (continued pgs 75-77)

		YES	NO
2. Other accessibility options may be needed at the student's work station?	screen magnification software (i.e., Zoomtext)		
	screen reading software (i.e. JAWS)		
	refreshable braille display		
	other		
3. Are there other human supports that you will need for distance education?	interpreter (low vision, tactile)		
	reader		
	note taker		
	tutor		
	other		

H. DISTANCE EDUCATION
 (continued pgs 75-77)

		YES	NO
4. Course materials for distance learning are needed in the following format? (prioritize if more than one)	electronic		
	regular print		
	large print		
	other		
5. Who do you contact to request accessibility accommodations for distance education? Name: _____ VP/Phone #: _____ E:mail: _____			

I. CLOSED CIRCUIT TELEVISIONS/READING MACHINES/SCANNERS (continued pgs 78-80)	YES	NO
<p>1. Are CCTV/reading machines, i.e., video magnifying devices available on campus?</p> <p>What type? _____</p> <p>_____</p>		
<p>2. Does the student have a personal device for reading?</p>		
<p>3. How do students arrange to use a reading machine?</p> <p>_____</p> <p>_____</p>		

I. CLOSED CIRCUIT TELEVISIONS/READING MACHINES/SCANNERS
 (continued pgs 78-80)

<p>4. Where are they located and what hours are they available?</p> <hr/> <hr/>		
<p>5. What are the policies regarding this equipment?</p>	<p>need to register</p>	
	<p>reserve the equipment</p>	
	<p>time limit for use</p>	
	<p>other</p> <hr/>	

**I. CLOSED CIRCUIT TELEVISIONS/READING MACHINES/SCANNERS
(continued pgs 78-80)**

**6. Who do you contact to arrange for
use of CCTVs, reading machines
or scanners?**

Name: _____

VP/Phone #: _____

E:mail: _____

J. ORIENTATION & MOBILITY SERVICES

		YES	NO
1. Who provides orientation and mobility (O&M) training on campus?	Vocational Rehabilitation		
	private contract agency		
	private instructor		
	other _____		
2. Can I access ongoing mobility instruction, i.e., when courses/ routes change?			
3. Who do you contact to arrange for orientation & mobility services? Name: _____ VP/Phone #: _____ E:mail: _____			

K. TRANSPORTATION SERVICES
 (continued pgs 82-84)

		YES	NO
1. What type of transportation is available to travel on campus?	walking		
	personal car		
	shuttle van		
	public bus		
	other _____		
2. Are there any transportation services available for students to access the local community from campus?	loop bus (college provided)		
	public bus service		
	taxi/car service		
	other _____		

K. TRANSPORTATION SERVICES
 (continued pgs 82-84)

		YES	NO
3. Are there campus-sponsored transportation services for students traveling home (longer distances)?	share-a-ride board		
	van service		
	charter bus		
	other		
4. Are there other specialized transportation services available i.e., para-transit from home to school? (List) <hr/> <hr/>			

K. TRANSPORTATION SERVICES
 (continued pgs 82-84)

YES	NO

5. If using public transportation, is it available during off-peak hours?

evenings

weekends

holidays

6. Who do you contact to arrange for transportation services?

Name: _____

VP/Phone #: _____

E:mail: _____

L. COUNSELING AND SUPPORT SERVICES

(continued pgs 85-88)

		YES	NO
1. What counseling and support services are available?	academic advising		
	career counseling		
	peer counseling		
	personal counseling		
2. Who pays for counseling services?	Vocational Rehabilitation		
	college/ university		
	community agency		
	student		

L. COUNSELING AND SUPPORT SERVICES
(continued pgs 85-88)

		YES	NO
3. If an interpreter is needed for the counseling session, who makes the arrangement?	office for disability services		
	counseling center		
	community agency		
	student		
	other _____		
4. Is there a social/support group for students with:	vision loss/ blindness		
	hearing loss/ deafness		
	vision and hearing loss		
	any disability		

L. COUNSELING AND SUPPORT SERVICES
 (continued pgs 85-88)

YES	NO
------------	-----------

5. If yes, how often does the group meet?

6. Are there virtual discussion groups with other students with disabilities on campus?

discussion boards on electronic blackboards

Facebook group

other

L. COUNSELING AND SUPPORT SERVICES
(continued pgs 85-88)

YES	NO
------------	-----------

7. What other type of support groups are available i.e., new students, religious groups, ethnic organizations, married students, etc.?

8. Who do you contact for more information about counseling services?

Name: _____

VP/Phone #: _____

E:mail: _____

M. ADDITIONAL SERVICES

YES	NO

1. Is there a student support services or office for students with disabilities on campus?

2. What do they provide?

3. Who do you contact for assistance?

Name: _____

VP/Phone #: _____

E:mail: _____

APPENDIX A

PRINT SIZE AND TYPE EXAMPLES

The following are a few examples of some print sizes and types.

PRINT SIZE:

This is Arial Black 12 pt

This is Arial Black 14 pt

This is Arial Black 16 pt

This is Arial Black 18 pt

This is Arial Black 20 pt

This is Arial Black 22 pt

This is Arial Black 24 pt

This is Arial 16 pt

This is Arial 18 pt

This is Arial 20 pt

This is Arial 22 pt

This is Arial 24 pt

PRINT TYPES:

This is *Comic Sans MS* 18 pt

This is *Comic Sans Bold* 18 pt

This is *Courier New* 18 pt

This is *Courier Bold* 18 pt

This is *Times New Roman* 18 pt

This is *Times New Roman Bold* 18 pt

This is *Calibri* 18 pt

This is *Calibri Bold* 18 pt

APPENDIX B

PERSONAL LEARNING PROFILE SUMMARY

After you have completed your Personal Learning Profile (pages 5 - 20), list all the questions you answered "yes" to. This will help you share information to others about your needs.

Example:

- 1. Learn better with sight;**
- 2. Prefer to sit close to the front of the room;**
- 3. Prefer that interpreter stand next to the teacher;**
- 4. Prefer teacher to announce the name of the students speaking;**
- 5. Like chalkboards with white chalk only, if dry erase boards are used, prefer black pens only.**

List all "yes" items identified in your Personal Learning Profile section:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

8.

9.

10.

11.

12.

13.

14.

15.

16. _____

17. _____

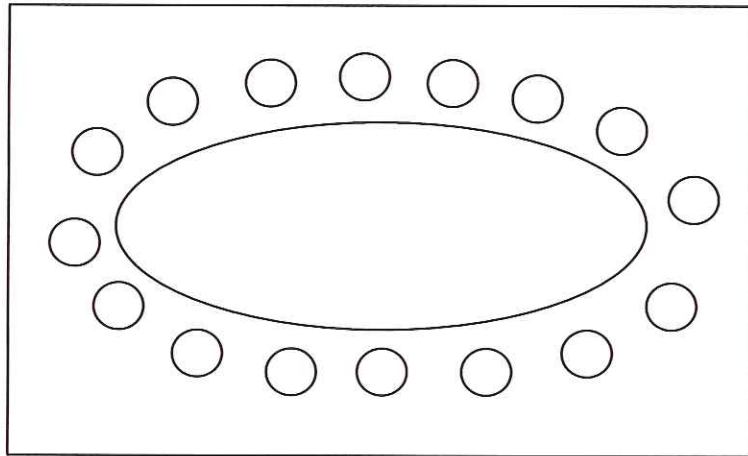
18. _____

19. _____

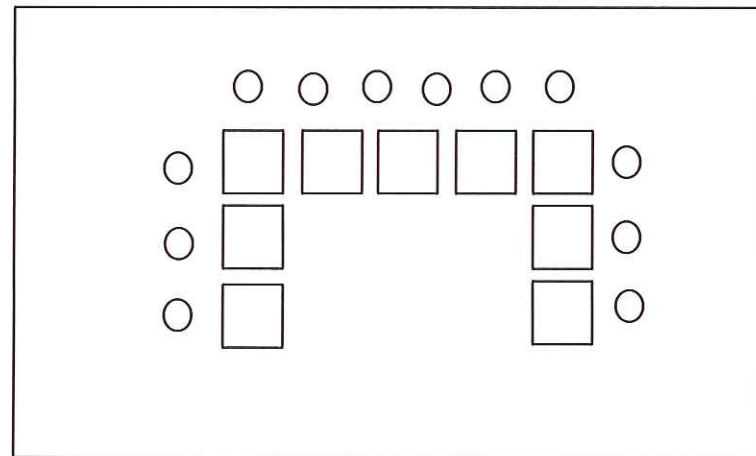
20. _____

APPENDIX C

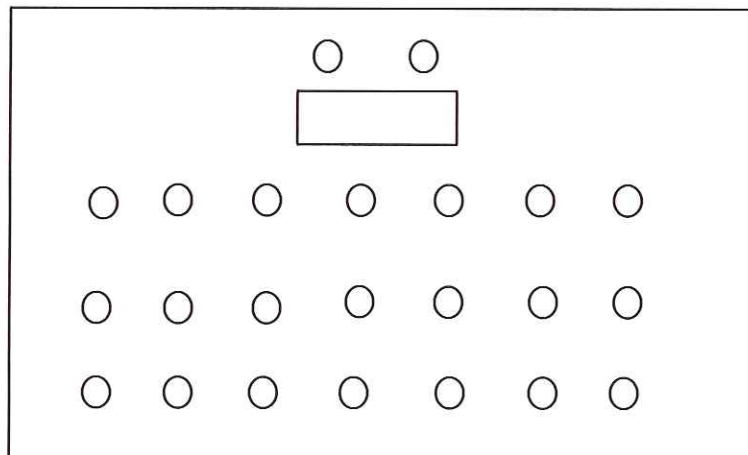
CLASSROOM SET-UP EXAMPLES



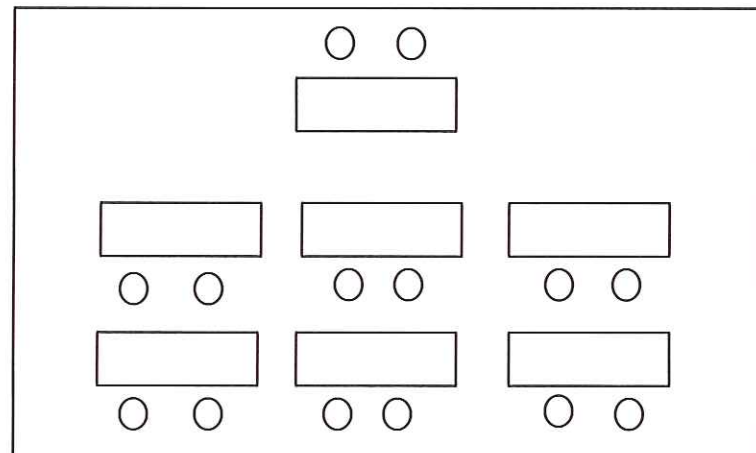
Oval Style



“U” Shape



Theater Style



Classroom Style

APPENDIX D

CAMPUS CHARACTERISTICS SUMMARY

After you have answered the questions in both "Campus Characteristics" and the "Support Services Checklist," make a list of the pros (positive) characteristics and cons (negative) characteristics for EACH college. This will help you decide which college offers the best supportive environment to meet you academic and personal needs.

EXAMPLE:

Name of College: XYZ COLLEGE

PROS	CONS
<ol style="list-style-type: none"> 1. There is no noise interference 2. Campus is easy to travel from building to building 3. Etc. 	<ol style="list-style-type: none"> 1. Some classes are over 150 students 2. Poor lighting 3. Etc.

CAMPUS CHARACTERISTICS SUMMARY

Name of College: _____

PROS	CONS
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____

Campus Characteristics Summary (continued)

PROS	CONS
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____
11. _____	11. _____
12. _____	12. _____
13. _____	13. _____
14. _____	14. _____

Campus Characteristics Summary (continued)

PROS	CONS
15. _____	15. _____
16. _____	16. _____
17. _____	17. _____
18. _____	18. _____
19. _____	19. _____
20. _____	20. _____
21. _____	21. _____

CAMPUS CHARACTERISTICS SUMMARY

Name of College: _____

PROS	CONS
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____

Campus Characteristics Summary (continued)

PROS	CONS
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____
11. _____	11. _____
12. _____	12. _____
13. _____	13. _____
14. _____	14. _____

Campus Characteristics Summary (continued)

PROS	CONS
15. _____	15. _____
16. _____	16. _____
17. _____	17. _____
18. _____	18. _____
19. _____	19. _____
20. _____	20. _____
21. _____	21. _____

APPENDIX E ACKNOWLEDGEMENTS

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