

CURRICULUM FOR STATEWIDE TRANSITION INITIATIVE

Sponsored by

Tech Prep Tennessee

Tennessee Association on Higher Education And Disability

Tennessee Board of Regents

Tennessee Department of Education

Introduction

The curriculum resources provided here offer you an opportunity to engage your college-bound high school special education and Section 504 students in activities and dialogue that will prepare them for the rigors of college life.

The curriculum is designed to be carried out in nine individual sessions, lasting approximately 90 minutes each. Each session focuses on a skill area that students with disabilities are lacking when they make the transition to college or university life.

If you would like a member of the transition initiative training team to come to your school district to conduct an in-service session, they would welcome the opportunity to do so. Other disability service providers across the state are also available to provide this service to you.

Materials included in this handbook include:

- A copy of the PowerPoint presentation slides
- A brief description of each workshop session
- Goals and objectives, along with suggested evaluation methods
- Outlines, scripts, handouts, and instructions for carrying out each workshop session (all may be reproduced as needed)
- Contact information for disability service providers at colleges, universities, and technology centers across the state.

Funding for this project was provided by Tech Prep Tennessee, Dr. John Townsend, Executive Director

Description of Sessions

Getting to Know You – You will meet and learn a little about the other students who are participating in the seminar with you. You might make a new friend or two, or find out that someone has a skill that might come in handy for you somewhere down the road. At the very least, you'll get to know a few faces that you'll see around campus and realize that you're not in this alone.

I Gotta Be Me! – Okay, but who are you and where are you headed? We'll work through some activities and exercises designed to give you a better sense of the kind of person you are, and what you might have to change about yourself if you have a shot at making it in college. We'll look at setting realistic long- and short-term goals, and figuring out how to achieve them. We'll also talk about the choices you make and how they affect you personally and educationally.

I Can Take Care of Myself, Thank You Very Much – One of the biggest problems students with disabilities have when they come to college is how to become their own spokesperson. You've depended on parents and teachers to do the talking for you for a long time, so you may not be prepared for taking this on yourself. We'll look at how you can become an effective self-advocate so that people will take notice of you and listen to what you have to say.

Let Me Study on That, and I'll Get Back to You – We'll focus an entire day on study skills, since that's probably what you came here to learn about in the first place. In these three sessions, we'll take a look at how to take better notes, how to get the most out of a textbook, how to study more effectively, and how to prepare for tests. Making some changes in your study habits could give you a huge boost in college.

Time is On My Side – One of the biggest complaints college students have is they don't have enough time. Well, we all have the same 168 hours in a week, no more, no less. How you plan and use that time is one of the keys to success in college. We'll share some techniques to help you manage your time better, and let you design your own master calendar so you can see, at a glance, exactly what lies ahead of you.

Getting My Act Together – Getting organized will save you a lot of time that you can use for better purposes (like studying, for example). We'll give you some tips on getting your study area and your study materials put together so they make more sense to you, and so you'll know exactly where everything is when you need it.

Goal for the Project

Students will develop working knowledge of college readiness skills in the areas of time management, organization, study, and self-advocacy.

Learning Objectives

Listed at the beginning of each session outline, below

Evaluation

1. Evaluation instrument will be completed by students at the end of each session's activities.
2. Verbal or written feedback will be encouraged at the end of the final day.

If secondary schools and colleges choose to collaborate with each other on tracking students who participate in the seminar, the following evaluative measures are suggested:

1. Follow-up with students at the end of the first month of their first semester at the postsecondary level to see if they are using any of the techniques learned in the seminar. Refresher instruction may be needed on an individual basis at this point.
2. Follow-up at the beginning of the second semester to see how many of the students are continuing to use any of the techniques presented in the seminar. Determine, if appropriate, the reasons why students chose not to continue with the study skills techniques.
3. Monitor students' GPAs from semester to semester. Is there a significant difference between the GPAs of students who are using the techniques learned in the workshops and those who are no longer using the techniques?

Outline of Seminar Sessions

Session 1 – What this Seminar is About

Learning Objectives:

1. Students will understand the overall goal for the workshop
2. Students will be aware of the format for each day of the workshop
3. Students will be familiar with the ground rules in effect for the entire project.

Activities:

1. Give an overview of what will happen in this session. Tell students what the main ideas are that they should get from the workshops.
2. Present “Top 10 Skills” list (below, David Letterman-style); recruit some prominent faces across campus to present the different items on the list; video their “performance” (with name and position on campus listed below headshot for student awareness and recognition)
3. Introduce differences between high school and postsecondary education, particularly the differences in work load, responsibilities, freedom, and the fact that successful college students have developed skills and techniques in all of these areas that have helped them achieve what they set out to do; this is the main focus of the seminar
4. Lay ground rules for seminar, such as “What is said in the group stays in the group,” “Group members will respect themselves and each other,” “Group members will be encouragers for each other.” Allow group to add other appropriate ground rules.
5. Let them know the routine at the end and beginning of every session: at the end of the day, the facilitator will review the major points from that day’s activities, and ask for

students' input and feedback on what was accomplished or what they would like to have spent more (or less) time on. Also preview what's on tap for the next session. At the beginning of the next session, do a quick recap of the last session, and then lay out the basic plan for what will take place that day. Be sure to ask if there are any questions before beginning that day's session.

The Top Ten Skills You Need for College Success

10. Career planning strategies
9. Ability to develop and use support systems
8. Effective study strategies
7. Strategies for managing stress
6. Strategies for maintaining your self-esteem
5. Reasonable risk-taking skills
4. Confidence and ability to defend your rights
3. Understanding of your disability and accommodation needs
2. Strategies for managing your time
1. Knowledge of, and ability to use, college and community resources

Session 2 – Getting to Know You

Learning Objectives:

1. Students will meet and interact with other members of the workshop group
2. Students will locate at least one other group member who they would like to “buddy” with during the seminar sessions

Activities:

1. Students will participate in Getting to Know You Bingo (Bingo card below – copy for each participant; card may be updated as popular movies and books change). Students must approach each other and ask the other person to sign off on any space that applies to him/her (limit of 2 sign-offs per person). Time limit of 10 minutes is given. Prize will be given to student who has the most signatures. Afterward, students will share anything interesting that they found out about each other.
2. Students will determine best seating arrangement for the meeting room.
3. Provide students with the worksheet below. Give them time to complete it, then ask students to share some of their responses to the items. Discussion could include whether or not it was difficult to think of the positive things they have accomplished (it usually is), and why that might be the case; who they go to for support and why they chose those people; how they deal with negative consequences to their decisions.

B	I	N	G	O
This person has the same number of siblings as I do	This person was not born in Tennessee	This person has the same favorite ice cream flavor as I do	This person has seen the movie <i>Crash</i>	This person plans to attend MTSU
This person has the same favorite food as I do	This person took Spanish in high school	This person has the same eye color as I do	This person is planning to go into a medical career	This person has TiVo
This person likes to water ski	This person plays a musical instrument	FREE SPACE	This person actually likes math	This person's mother and my mother have the same first name
This person has traveled to at least 3 foreign countries	This person has the same favorite color as I do	This person has worked at a fast-food restaurant	This person has read the book <i>The daVinci Code</i>	This person is a fan of the Alabama Crimson Tide
This person has won an award or trophy for something	This person has more than one pet.	This person's birthday is in the same month as mine	This person has a car that was made before 1995	This person has a career goal very similar to mine

**Sessions 3 and 4 – I Gotta be Me, and I Can Take Care of Myself, Thank You Very Much
(to be carried out over 2 workshop sessions)**

Learning Objectives

1. Students will understand the legal responsibilities for serving students with disabilities at the postsecondary level.
2. Students will describe their specific disabilities.
3. Students will name accommodations that are appropriate for them as a result of their disabilities.
4. Students will understand the differences between assertive, aggressive, and passive behavior, and which one is more effective.

Activities:

1. Brainstorm a definition for “disability.” Give students the legal definition (from IDEA, the Americans with Disabilities Act, and Section 504, printed below) and see how those definitions fit with the ones the students gave. If the students do not see it, point out the obvious difference: IDEA lists specific disabilities that qualify a student for services; the ADA and Section 504 do not. Discuss their legal rights and responsibilities as a person with a disability under these laws.
2. Determine how much students know about their own disabilities. Provide them with a copy of their personal documentation. Allow enough time for students to read it through, asking for assistance if needed. Provide them with the list of questions, below, to help them find the information they need.

3. Give student the responsibility for planning at least one IEP meeting while in high school (provide list below as a guideline for student). Provide assistance as needed, but allow the student to direct the planning activity on his own as much as possible. Point out that there are no meetings like that at the college level, but at the same time someone has to be responsible for making sure all of the proper procedures are in place to accommodate their various disabilities. That “someone” is the student, who needs to be as informed as he/she possibly can.
4. Students should share what they’ve learned about their own disability with a partner. If anyone has trouble talking about it, allow that student not to participate in this activity, but perhaps simply listen to someone else, or write down their thoughts. Remind them that they will have to be their own spokesperson at the postsecondary level, and it is important for them to become comfortable using the terminology that is appropriate, and using the approach that works best in order to get the message across.
5. Talk about the different modifications that students might have had for their classes in high school. Make them aware that some services and accommodations may not be available at the college level. Brainstorm with students the types of accommodations they might need now that they understand their particular disabilities a little better.
6. Facilitate discussion on the differences between assertive, aggressive, and passive behavior, and which one is most effective at conveying the message being sent. If some students do not understand those three terms, provide (or solicit) definitions for them before getting too far into the discussion. Use the list of definitions for the three terms, below, as a guide.
7. Use role-playing scenarios, below, to demonstrate the differences.

8. Point out that good self-advocates use assertive behavior. They practice the following steps in situations when they are advocating for themselves:

- a. They know their rights and are confident.
- b. They are positive and avoid being defensive.
- c. They provide accurate information to the instructor.
- d. They can explain the purpose of the accommodation request.
- e. They do not give up; they educate.
- f. They work with others as equal partners.
- g. They use available resources, such as the campus disabilities office or a counselor.
- h. They explore other options if they meet with resistance.
- i. They evaluate and learn from their experiences.

9. At the end of today's session, students should be given a five-page reading assignment. The reading can be taken from one of their textbooks, or a novel that is readily available to each student. Students should be all given the same reading selection. Tell them that the selection must be read before they return for the next workshop session. Reading level of the selection should be 8th-10th grade.

Role-Play Scenarios to Demonstrate Behaviors

Instructions:

Present the scenarios below. Ask for a volunteer to react in an aggressive manner, then change to a passive manner, then an assertive manner (perhaps a different volunteer for each mode). An instructor should serve as the other character in the scenario; students may take the aggressive piece a little too personally and get carried away with the role play. Debrief after each scenario is complete to get the students' reactions to the behaviors and responses to those behaviors.

1. You ordered a hamburger in the cafeteria without onions, but when you received your hamburger it had onions cooked in it. You're not allergic to onions; you just don't particularly care for them. During debriefing for this scenario, ask if the situation would have been different if the student had actually been allergic to onions.
2. You've decided to move into an apartment with two other people. They both move their things in first, so when you get there, there's almost no room in the place for any of your things. One of the other people even comments, "I hope you didn't bring too much stuff, because there's no room for it."
3. You've been approved to have extended time to take tests. You let all of your instructors know this at the beginning of the semester and so far things have gone well. You have to work hard, but you have an A going into an exam in sociology. The instructor tells you that since you're doing so well, you should just take the test in class with everyone else so he can get the grading done quickly.

Definitions of Passive, Aggressive, and Assertive Responses

PASSIVE

Indifferent
Lifeless
Doesn't care
Avoids the problem
Anger builds up
"I'm not good enough"
"It doesn't matter"
Nonactive
Hopes that things will
work out

AGGRESSIVE

Attacks verbally or
physically
Hostile
Sarcastic
Selfish
Opinionated
Demanding
Acts out anger
Fighting
Physical

ASSERTIVE

Honest
Appropriate
Active
Cares about self
Considers the
rights of others
Deals with the
problem
Deals directly
with anger

Definitions of Disability

IDEA: *“The term ‘child with a disability’ means a child with (i) mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services.”*

Section 504: *“Persons with a physical or mental impairment which substantially limits one or more major life activities, or who have a history of, or who are regarded as having a physical or mental impairment that substantially limits one or more major life activities. Major life activities include caring for one’s self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning.”*

Americans with Disabilities Act of 1990: *“The term ‘disability’ means, with respect to an individual: (a) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.”*

Questions to Ask to Understand More about My Disability

1. What is my disability? Please describe it in terms I can understand.
2. In what specific ways does it affect how I learn?
3. How do I learn best? What are my learning strengths?
4. What academic accommodations are supported by my documentation?
5. What was the date of the last diagnosis of my disability?

Take notes and do not give up until you understand the answers to these questions. If the language is confusing, ask someone to put it in terms you can understand.

IEP Meeting Planning Strategies

1. Make a list of the people you think should be asked to attend the meeting (consider who are the people who understand you best, including teachers, school counselors, parents, doctors, employers, and other people who could provide information that would help you make a better decision about your future, career goals, and continuing your education. If you are planning to attend college or a vocational training program, it is important to ask someone from that school's disability services office to attend the meeting to give you more information about the admissions requirements, the different programs that are available, and what you need to do to receive accommodations while you are enrolled in that school. Give your list to your teacher and ask her to help you contact the people so they can be invited to the meeting.
2. At the meeting, introduce each person around the table, and tell them why you wanted them to attend. Talk about your accomplishments so far, and what your goals are for the future. Ask each person to give you ideas and feedback on your strengths and weaknesses, as well as what accommodations have worked for you so far. Ask them for support and guidance as you pursue your goals, and always ask questions when you do not understand something.
3. After the meeting, write down the main ideas you took away from the discussion. Write down some specific things you need to do to prepare you for your future. Talk to your special education teacher, and share your plan with her. Ask her to help you review the tasks you have put down, and to help you polish the plan so you can get to work on it.

Session 5 – Let Me Study on That and I'll Get Back to You (3 sessions)

Learning Objectives:

1. Students will understand and apply successful notetaking skills in their classes.
2. Students will use their textbook and the resources available in it to promote learning.
3. Students will use techniques from seminar to create an environment in their home that is more conducive to study.
4. Students will understand why it is necessary to prepare in a different manner for different kinds of tests (multiple choice, essay, etc.).

Activities:

1. At the end of the previous session, students will have been given a 5-page reading selection that they will be told must be read before today's session begins. Ask students to honestly report on how many read the selection. Point out that this is one of the keys to success in college – read the assignments so that the student is aware of what is to be discussed or lectured on in the next class session. For now, lecture is the most common type of information presentation in college classrooms. Students who are at least somewhat familiar with the material that will be covered can ask questions for clarification, participate in class discussions, and recognize some of the terms or names that the instructor may use.
2. Provide instruction on taking notes. Topics to be covered should include: having the right materials to take notes; writing on only the front of the paper; always dating each page of notes; putting the class name and page number on each page; leaving a wider

than normal margin to write in key words or phrases so they can be easily located later; using phrases rather than complete sentences.

3. Other tips for taking notes that should be addressed:
 - a. During the lecture, students should listen to important words or phrases that let them know the instructor considers that information to be important. This includes such things as the instructor repeating the information; phrases such as “This is a critical part of the problem,” “This is important to know;” and the instructor clearly saying that the information will be on the test. One leading statement often heard is, “You might want to put a star by this in your notes.” If the instructor provides hints such as these, students should be sure to put the stars in the notes.
 - b. Students should recognize that they will not be able to write down everything that is said. Workshop facilitators will discuss options that the student can use if there are gaps in the student’s notes, such as using a tape recorder, or asking to look at another student’s notes. If the student will be provided a notetaker as an accommodation, the student should still try to take as many notes as possible so that the individual’s skills will continue to improve. Also, students should be reminded that having a notetaker does not excuse them from attending class!
 - c. Notes should be reviewed immediately after class. Gaps may be filled in at that time, but it will also keep the information fresh on the student’s mind. In addition, the notes should be reviewed again that evening, and notes from previous class sessions should also be reviewed so that older material remains in the student’s memory.

- d. Students should highlight or write in bold print any assignments that are given out or special announcements that are made during class so they are easily seen when the student is reviewing notes.
4. One of the seminar facilitators will “lecture” from the reading selection that was assigned and allow students to practice taking notes, using the techniques they’ve just been exposed to. At the end of the “lecture,” ask students to discuss the notetaking exercise: what was easiest about it; what was the most difficult; what techniques did they use to get the notes; how will they fill in any missing information; what things did they listen for

END OF FIRST STUDY SKILLS SEMINAR SESSION

SECOND STUDY SKILLS SEMINAR BEGINS HERE, by reviewing the previous day's activities and starting with an introduction to today's topic.

5. Ask for suggestions on how to make using and reading a college textbook more manageable. Have several textbooks available so students can look through them and practice the techniques presented as this skill is discussed. Such suggestions might include (if not, be sure to mention them) looking through the textbook to see what kinds of resources might be available (a supplemental CD, perhaps, or an extensive glossary or charts at the back of the book; the table of contents; and the index); breaking longer chapters into smaller chunks; taking breaks between reading sessions so there is time to reflect on what has just been read; previewing the chapter by looking at the title, section headings, key words, charts or pictures; writing down the main points of each section after reading it. All of these tools are called “advance organizers,” because they allow the brain to make connections ahead of time so that information can be organized prior to studying it.
6. Using the available textbooks, train students to use the SQ4R system:
 - a. **S**urvey the chapter as described above to find out what might be presented in it.
 - b. **Q**uestion what might be required, based on the chapter survey that has been conducted. Use the section headings to help generate the questions.
 - c. **R**ead the chapter to find the answers to the questions that have been created.
 - d. **R**ecite the answer to the question that came from the first section of the reading material. Do this for all of the sections in the chapter. Answers may be written down for better recall.
 - e. **R**evise any notes that were made to become more familiar with the main points of the chapter.

- f. **Reflect on what you have read. How does it relate to anything else you have learned? How will you apply it to the current topic? Will you have to do anything differently to master the information?**

SQ4R is time-consuming, so many students will not want to use it. There are other methods that have been created, or students may have their own methods that have worked for them over the years. Allow time for discussion of all of these possible methods to maximize the use of the textbook.

7. Demonstrate the need to have a designated work and study area at home that is out of the main traffic lanes. Facilitators could role play a student trying to study at the dining room table with the TV blaring in the living room, brother and sister fighting about who gets the car tonight in the den, and Mother trying to get dinner ready in the kitchen. Students should designate an area that can belong just to him/her every night for at least two hours. Look at all available space, including the basement or garage. If nothing is available, consider using the library at school or the public library for some peace and quiet.
8. Provide student with these study skill tips:
 - a. Organize the study area by removing anything that is not currently needed. Photos, books or material for other classes, magazines, anything that would be a distraction from the subject at hand needs to be put on the floor or in another area of the room until it is needed.
 - b. Make a hard and fast rule that there will be no TV, telephone, cell phone, pagers, e-mail, or surfing the Net during the designated study time. Students should alert friends and family that this is a non-negotiable rule.

- c. Study breaks are necessities, but not for too long or momentum can be lost.

Physical movement is necessary to prevent stiffness and tiredness from setting in, and mental movement is necessary to recharge and refresh brain cells for more work. Study for no more than two hours at a time, with a 10-15 minute break in between.

- d. Solicit other study skill tips that have worked for the students.

END OF SECOND STUDY SKILLS SEMINAR SESSION

THIRD STUDY SKILLS SEMINAR BEGINS HERE, with a review of the previous day's activities and an introduction to today's topic.

9. Conduct a learning styles assessment so that students recognize where they might need to adjust their study techniques to fit their learning styles. A simple learning styles assessment can be found in Appendix A. Interpretation materials for this assessment are located in Appendix B.
10. To prepare for taking tests, let students know that the first test is always the most difficult. Until they see that first test in front of them, they do not know exactly what the instructor's style is, or what test format the instructor prefers. One way students can combat this is to ask instructors to provide one or two sample questions to the class so they can see and be prepared for what the test might look like.
11. Train the students to practice relaxation techniques before beginning a test. Taking deep breaths, finding that "happy place" to go to for a few minutes, and arriving early so that the student has time to settle in before starting the test are all good tools for test preparation.
12. In preparing for objective tests, provide students with these tips:
 - a. Read the directions carefully before answering any questions.
 - b. Budget the time allowed for the test so that there is sufficient time to complete it.
 - c. Go through the test and first answer all the questions for which the student is certain of the answers. Put a question mark by the questions that must be looked at more carefully so that none are forgotten.
 - d. Look for clues to the answer for a question in other questions on the test.
 - e. Remember that on matching tests, all of the correct answers are already there; the student does not have to pull anything from memory. And be sure to work from

only one side; crossing off items on both sides becomes confusing and may cause the student to make mistakes.

- f. For true-false tests, read the instructions carefully. There may be a special technique the instructor wants the student to use.
- g. Be aware of key words such as “always” or “never.” There are almost always exceptions to any situation, so those words are important clues that the statement is likely false. Be careful of statements that have negative words in them; they can be tricky if not read carefully.
- h. For multiple choice tests, cover the answers and read the question. Think of the answer to the question, then read through all of the answers carefully before making a choice to see if any are similar to the answer you come up with. If there is some doubt, work to eliminate some of the answers that could not possibly be correct, and work with the answers that are left.
- i. Be sure to look over the test before leaving the room. Make sure you have an answer for every question. Do not change an answer unless there is some certainty that the new answer is the correct one.

13. In preparing for essay tests, provide students with these tips:

- a. Prepare by predicting what the questions might be, based on the information that the instructor has presented in class and what he has said is important to him.
Know the key terms that instructors use when giving essay question tests: compare, contrast, define, describe, discuss, evaluate, summarize. These tell the student exactly what kind of response must be given to the question, and the instructor will grade according to how well the student addressed the task. If

students are not familiar with those key terms and what they mean in writing an essay, workshop facilitators should explain and give examples of what each one means.

- b. Before starting to write the essay, organize the information in some kind of an outline. This not only saves time, but allows the student to get some of the information out of his head and on to the paper. Like a computer, the brain works faster and more efficiently when there is not so much information clogging up the memory.
 - c. If the instructor announces several possible essay questions ahead of time and says that one of those possibilities will be the actual essay, take advantage of the opportunity to draft an outline for all of the questions, and practice writing an opening paragraph for each one.
14. After any test, evaluate preparation and performance. Could anything have been done differently that would help prepare for the next test? Make note of that and plan to do better the next time.
15. Provide sample objective and essay tests based on the reading selection that was provided and assigned and the lecture that was presented earlier to practice some of these tips.

Session 6 - Time Management

Learning Objectives:

1. Students will create individual schedules showing fixed commitments and time available for study.
2. Students will determine if there is enough free time in their schedules based on the number of credit hours they are taking.
3. Students will establish a good time plan for the upcoming semester by developing a master calendar and weekly task calendars.
4. Students will understand why procrastination hurts their chances for success.

Activities:

1. Students will be given blank copies of the Fixed Commitment Calendar. Facilitators will ask students to define a *fixed commitment* (classes, work, family responsibilities, etc.). Once this definition has been agreed on, students will write their own fixed commitments, including class schedule, on the calendar. Sample class schedules to use in this activity are found in Appendix C. After completing this task, students will highlight the blank spaces on the calendar. This is time available for study. They will count up the total hours available for study and write that in on the line provided at the bottom of the calendar. On the other line, students will write in the number of class hours they have. They will then multiply their total class hours by 2, to arrive at the amount to fill in on the “hours needed for study” line. If that line is more than the hours available line, instructors will work with students to determine whether any adjustments can be made in the calendar to allow for more study time.

2. Provide students with sample copies of course syllabi for classes. The syllabi should be sufficiently detailed so that dates for specific assignments and tests or exams are clearly listed. Sample course syllabi to be used in this activity are found in Appendix D. Using the class syllabus for these classes, students will complete the monthly calendar pages. They will do this by transferring assignment and test dates, as well as any other dates given on the syllabi, to the calendar. This calendar becomes the master calendar that they work from for the entire semester. Students will then look at the calendar to determine what assignments would be considered major assignments and will require a significant length of time to complete. By working backwards from those assignments, students will break the assignment up into manageable chunks and set a deadline for completing each of those chunks.

From designing these calendars, students will recognize that there is no need to procrastinate if proper planning is done. Make sure everyone is in agreement as to what the definition of *procrastination* is. Ask for reasons why someone might procrastinate on getting an assignment completed. Demonstrate how planning a schedule with the two calendars they've just completed will ease some of the worries and frustrations that cause procrastination

The semester calendar should be posted in the student's study area at home. If a snapshot view of the schedule is needed, students can learn to develop weekly calendars that they can carry with them. Give students a copy of a weekly calendar page that they can fill out to go in their notebooks. It can also serve as a check-list for things that have been

accomplished. Remind students to review the master semester calendar and the weekly calendar on a regular basis (best idea is to pick a time on the weekend to complete this task) in order to update both calendars.

Students should share any time management skills they have come up with on their own, or ask for questions on anything that has been done in this part of the seminar, to be sure they understand the process of time management.

Fixed Commitment Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5:00 AM							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 PM							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 AM							
1:00							
2:00							

Hours available for Study _____

Hours needed for study _____
 (Total of credit hours taken X 2)

Sample Monthly Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Weekly Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Session 7 – Getting My Act Together (Organizational Skills)

Learning Objectives:

1. Students will develop long-, middle-, and short-range goals.
2. Students will organize a notebook for each class they are taking.
3. Students will prioritize daily and weekly assignments.

Activities:

1. Discuss the importance of goal-setting, and particularly long-range, middle-range, and short-range goals. Describe the differences between those, and what they might look like. Allow time for students to practice goal setting for themselves by brainstorming what they hope to accomplish or dream about doing down the road (long-range). Then help them develop middle-range and short-range goals from those long-range goals. Demonstrate the appropriate terms to use and not to use when writing goals (example: do not use terms such as “try” or “hope” – they are too easy to get out of).
2. Present the following rules for setting goals (written in the instructor’s voice):
 - a. Goals should be set by you, not by your parents, teachers, or friends. You have to decide for yourself what you want to accomplish. That way you own those goals, and if you own them, you’re more committed to them and you have a better shot at achieving them.
 - b. Your goals should challenge you a little. If they are too easy to achieve, what’s the point of setting goals? One way to do this is to think about what you’ve done in the past, and look at those areas where you have room for improvement, maybe where you weren’t as successful as you think you could have been. That’s a place where a goal might fit very well. But be careful – don’t make the goal too hard to achieve. If you do that, you’ll

just give up on it without even giving it a chance. That leads to rule number three:

- c. You should be able to achieve your goals. That doesn't mean you don't have to work hard for them; it just means you should set your goal at a level that is possible to reach.
- d. You should be able to measure your goal. You have to be able to tell whether you achieved them or not, so you have to be kind of specific when you write goals. Just saying "I want to *do well* in math class" isn't enough. What does *do well* mean? Be specific. You could say "I want to earn at least a B in my algebra class," or "I will read two chapters in my history book by Wednesday." Those are specific goals that can be measured. Did you earn the B? Did you finish reading the history chapters by Wednesday?
- e. Make your goals positive. Using negative goal statements makes you feel as if you will not be able to accomplish the goal even before you start. Instead of "I won't earn less than a C in any of my classes," you can change that into a positive statement to say "I will earn at least a C in all of my classes." That way you're working toward something positive instead of looking at the negative side of things. Also, be careful not to use words like *try*, *hope*, and *think* when you write your goals. They give you a way out of achieving your goal. For example, if your goal says "I will *try* to finish this paper tonight," and for some reason you don't get the paper finished, you can justify giving up by saying, "Well, I did *try*."

Resources Used for This Project

- Burke, L. Carlton, P., & Kunze, T. (1999). *A cornucopia of strategies for working with LD and ADD students*. Columbus, OH: Association on Higher Education and Disability.
- Ellis, D. B. (1985). *Becoming a master student: Tools, techniques, hints, ideas, illustrations, examples, methods, procedures, processes, skills, resources, and suggestions for success*. Rapid City, SD: College Survival.
- Johnson, J. (1996). *Facilitating an academic support group for students with learning disabilities: A manual for professionals*. Columbus, OH: Association on Higher Education and Disability.
- Santrock, J. W. & Halonen, J. S. (2002). *Your guide to college success: Strategies for achieving your goals* (2nd ed.). Belmont, CA: Wadsworth-Thomson Learning.
- Smith, S. (1999). *The cruise to college success: A guide to the transition to college for students with disabilities*. Roseville, MN: C.R.U.I.S.E. Consulting.
- Time management*. (n.d.). Retrieved March 23, 2006, from University of South Florida Counseling Center for Human Development Web site: <http://isis.fastmail.usf.edu/counsel/self-help/timeman.htm>
- Time management*. (2005, July 6). Retrieved March 23, 2006, from The State University of New York, University at Buffalo Counseling Services Web site: <http://ub-counseling.buffalo.edu/studytime.shtml>.
- Time shifting and adjusting*. (2004, December 20). Retrieved March 23, 2006, from York University Counselling and Development Centre Web site: <http://www.york.ca/cdc/lsp/tmonline/tn6.htm>

APPENDIX A

Learning Styles Inventory

APPENDIX B

Learning Styles Inventory Interpretation Materials

Learning Strengths of the VISUAL LEARNER

- Remembers what they read and write
- Enjoys visual projects and presentations
- Can remember diagrams, charts, maps well
- Understands information best when they SEE it

Traits of the Visual Learner

- Prefers to see words written down
- When something is being described, the visual learner also prefers to have a picture to view
- Prefers a time-line or some other similar diagram to remember historical events
- Prefers written instructions rather than verbal instructions
- Observes all the physical elements in a classroom
- Carefully organizes their learning materials
- Enjoys decorating their learning areas
- Prefers photographs and illustrations with printed content
- Remembers and understands through the use of diagrams, charts and maps
- Appreciates presentation using overheads or handouts
- Studies materials by reading notes and organizing it in outline form
- Enjoys visual art activities

Strategies for the Visual Learner

- Write things down that you want to remember; you will remember them better that way
- Look at the person who is speaking to you; it will help you focus
- Try to work in a quiet place. Wear earmuffs or earplugs if necessary. Some visual learners do, however, like soft music in the background
- If you miss something a teacher says or do not understand, ask politely if they could repeat or explain
- Most visual learners learn best alone
- When studying, take many notes and write down lots of details
- When trying to learn material by writing out notes, cover your notes then re-write. Re-writing will help you remember better
- Use color to highlight main ideas
- Before starting an assignment, set a goal and write it down. Even post it in front of you. Read it as you do your assignment.
- Before reading a chapter or a book, preview it first by scanning the pictures, headings and so on
- Try to put your desk away from the door and windows and close to the front of the class.
- Write your own flashcards. Look at them often and write out the main points, then check.
- Where possible, use charts, maps, posters, films, videos, computer software, PowerPoint, etc., both to study from and to present your work

Learning Strengths of the AUDITORY LEARNER

- Remembers what they hear and say
- Enjoys classroom and small-group discussion
- Can remember oral instructions well
- Understands information best when they HEAR it

Traits of the Auditory Learner

- Remembers what they say and what others say very well.
- Remembers best through verbal repetition and by saying things aloud
- Prefers to discuss ideas they do not immediately understand.
- Remembers verbal instructions well
- Enjoys the opportunities to present dramatically, including the use of music
- Finds it difficult to work quietly for long periods of time
- Easily distracted by noise, but also easily distracted by silence
- Verbally expresses interest and enthusiasm
- Enjoys class and group discussions

Strategies for the Auditory Learner

- Study with a friend so you can talk about the information and HEAR it, too
- Recite out loud the information you want to remember several times
- Ask your teacher if you can submit some work (if appropriate) as an oral presentation or on audio tape
- Make your own tapes of important points you want to remember and listen to it repeatedly This is especially useful for learning material for tests.
- When reading, skim through and look at the pictures, chapter titles, and other clues and say out loud what you think this book could be about
- Make flashcards for various material you want to learn and use them repeatedly, reading them out loud. Use different colors to aid your memory
- Set a goal for your assignments and verbalize it. Say your goals out loud each time you begin work on that particular assignment
- Read out loud when possible. You need to HEAR the words as you read them to understand them as well.
- When doing math calculations, use grid paper to help you set your problems out correctly and in their correct columns
- Use different colors and pictures in your notes, exercise books, etc. This will help you remember them.

Learning Strengths of the TACTILE-KINESTHETIC LEARNER

- Remembers what the DO, what they experience with their hands or bodies (movement and touch)
- Enjoys using tools or lessons which involve active/practical participation
- Can remember how to do things after they've done them once (motor memory)
- Have good motor coordination

Traits of the Tactile-Kinesthetic Learner

- Remembers what the DO very well
- Remembers best through getting physically involved in whatever is being learned
- Enjoys acting out a situation relevant to the study topic
- Enjoys making and creating
- Enjoys the opportunities to build and physically handle learning materials
- Will take notes to keep busy but will not use them often
- Enjoys using computers
- Physically expresses interest and enthusiasm by getting active and excited
- Has trouble staying still or in one place for a long time
- Enjoys hands-on activities
- Tends to want to fiddle with small objects while listening or working
- Tends to want to eat snacks while studying.

Strategies for the Tactile-Kinesthetic Learner

- To memorize, pace or walk around while reciting to yourself or using flashcards or notes
- When reading a short story or chapter in a book, try a whole-to-part approach. This means you should first scan the pictures, then read headings, then read the first and last paragraphs and try to get a *feel* for the book. You could also try skim-reading the chapter or short story backwards, paragraph-by-paragraph
- If you need to fidget, try doing so in a way that will not disturb others or endanger yourself or others. Try jiggling your legs or feet, try hand/finger exercises, or handle a koosh ball, tennis ball or something similar
- You might not study best seated at a desk. Try lying on your stomach or back. Try studying while sitting in a comfortable lounge chair or on cushions or a bean bag
- Studying with music in the background might suit you
- Use colored construction paper to cover your desk or even decorate your area. Choose your favorite color as this will help you focus. This technique is called *color grounding*
- Try reading through colored transparencies to help focus your attention. Try a variety of colors to see which colors work best
- While studying, take frequent breaks, but be sure to settle back down to work quickly. A reasonable schedule would be 15-25 minutes of study, 3-5 minutes of break time
- When trying to memorize information, try closing your eyes and writing the information in the air or on a surface with your finger. Try to picture the words in your head as you are doing this. Try to hear the words in your head, too. Later, when you try to remember this information, close your eyes and try to see it with your mind's eye and to hear it in your head
- When learning new information, make task cards, flashcards, card games, floor games, etc. This will help you process the information.

APPENDIX C

Sample Schedules

APPENDIX D
Sample Syllabus Pages

APPENDIX E

Contact Information for Disability Service Providers at Tennessee Colleges, Universities, and
Technology Centers