



A Quarterly Newsletter Produced by the Rural Institute Transition Projects

In This Issue:

- Students with Disabilities and College
- Emerging Leader Perspective — Prepping for College
- Montana Colleges and Disability Services

Students with Disabilities and College

By Ellen Condon

One option youth may pursue as they exit high school is to continue their education. If a student has received special education services while in high school, she needs to be aware of how services, supports and academic demands differ between high school and college environments. IEP teams can help prepare young people to successfully transition from high school to post-secondary education by supporting them to build the skills they will need in their future environments and by providing supports in high school more similar to those typically provided in the college setting.

Differences between High School Special Education and College:

It is important to distinguish between the services that are often provided in high school and those which are mandated at the college level. In the post-secondary environment, the key

word is “access” (though of course the college is supportive of helping the student achieve success as well). The college is obligated to provide access to the school’s physical resources as well as its programmatic ones (Harris & Yarberr, 2007).

“If necessary to attain an equal educational opportunity, colleges and universities must provide ‘academic adjustments’ and ‘auxiliary aids’ to students with disabilities unless doing so would fundamentally alter the program of the college or university” (Rothstein, n.d.). The educational institution is not required to modify academic requirements or course content to enable all students with disabilities to participate; they only need to make sure that everyone can access the information or the learning environment.

Academic adjustments might include having extra time on exams, or having fewer required classes within a semester. Auxiliary aids are typically strategies used to ensure that everyone has access to the information. These could include having a note taker to help a student capture information in a class lecture, having an interpreter for someone who is deaf, providing e-text and other services for blind/low vision students, etc. (Rothstein, n.d.).

When transitioning from high school to post-secondary education,

(Continued on page 2)

Resources

University of Montana’s Rural Institute Transition Projects
<http://ruralinstitute.umt.edu/transition/>

National Clearinghouse on Postsecondary Education for Individuals with Disabilities
www.heath.gwu.edu

Transition to College: Information and Resources on College Options for Students with Intellectual Disabilities
www.transitiontocollege.net

WNY Collegiate Consortium of Disability Advocates College Planning Guide for Youth with Disabilities, Ninth Edition
www.ccdanet.org/ecp/

Association on Higher Education and Disability
www.ahead.org

The Financial Aid Information Page
www.finaid.org

Contact Information:

Ellen Condon
condon@ruralinstitute.umt.edu
 Kim Brown
brown@ruralinstitute.umt.edu

The Rural Institute
 009 CHC, 634 Eddy
 The University of Montana
 Missoula, MT 59812

(406) 243-5467
 (800) 732-0323 Toll Free
 (406) 243-4730 Fax

Approximately 1 in 11 college students today experience a disability (Rothstein, n.d.). Students with disabilities are less likely to attend public four-year schools than students without disabilities. However, they attend private four-year schools at the same rate as their non-disabled peers and are more likely than their peers to attend two-year colleges (Horn & Berkold, 1999). Over fifty percent of students with disabilities who enroll in post-secondary education achieve a degree or credential (Friedman, 2003). Students with disabilities continue to be less prepared for college academically than their peers without disabilities, especially in math and science (Horn & Berkold, 1999).

Students with Disabilities and College, cont.

youth must be aware that the educational program or curriculum will not be adapted. Academic standards such as grades and class requirements are not negotiable.

If you are considering post-secondary education, make sure you can answer these two questions:

1. How does my disability affect me?
2. What do I need to level the playing field?

(From Dan Burke, University of Montana Disability Services for Students)

Equal access to the college or university program and environment is provided for all qualified applicants.

Documenting Disability: College-bound students with disabilities need to contact their prospective schools ahead of time to ask what services are available to them and what type of documentation is required to verify that the student has a disability. Many colleges' Disability Services for Students (DSS) offices have Web sites with helpful information to prepare youth and families. If the student has an Individualized Education Program (IEP) in high school, he will begin to work on a plan for what will happen after high school with his IEP team. Entities such as Vocational Rehabilitation and DSS can be helpful resources for IEP teams in planning the transition between high school and post-secondary education and in securing the disability documentation needed for college.

It is essential that the student begin to take ownership of the process of seeking accommodations as early as possible, preferably before the start of the first semester. Once the student is in college, no one will be seeking him out to be sure he registers with the Office of Disability Services; it will be up to him to initiate that process. After the student has made that first contact with the person who oversees accommodations for the college, he should stay in touch with both that office and with his professors on a regular basis to make sure that accommodations are implemented consistently (Harris & Yarberry, 2007).

To document your disability, ask the college or university:

- What type of documentation they require for you to be considered a student with a disability
- If there is any additional information required about your particular disability
- How recent the information needs to be
- Who is qualified to perform the evaluation

Characteristics of High School Special Education Services	Characteristics of College Disability Services for Students
School has the burden of identifying the student who needs services	Student is required to make his disability known and to request accommodations
School identifies strategies that will assist the student	Student is expected to explain how his disability impacts him and request supports accordingly
School pays for testing and related services to all youth with disabilities	Student pays for testing to document disability
	Qualified applicants have access to the college program
	College not required to provide specialized tutoring, personal care, or other specialized services
Curriculum may be modified and grading may be individualized for a student	Course requirements and fundamental program are not altered

Building Skills in High School:

IEP teams need to make the young adult and her family aware of the fact that at college it is the student's responsibility to initiate the request or accommodations. It is also the student's responsibility to explain her disability and its impact on her functioning, and to request specific accommodations that will help her overcome this limitation and access the curriculum. There must be a link between

(Continued on page 3)

Resources

The QIAT Consortium Quality Indicators for Assistive Technology Transition
http://natri.uky.edu/assoc_projects/qiat/documents/6%20QIAT%20Qis%20Transition.pdf

National Secondary Transition Technical Assistance Center
www.nsttac.org

NSTTAC's "High School and College for Students with Disabilities: Key Differences"
www.nsttac.org/pdf/high_school_to_college.pdf

Financial Aid for Students through the U.S. Department of Education
www.ed.gov/students/landing.jhtml

DisabilityInfo.gov - Preparing for Post-secondary Education page
www.disabilityinfo.gov/digov-public/public/DisplayPage.do?parentFolderId=5038

State Higher Education Agencies - prospective students can contact these agencies to learn more about universities' and colleges' Disability Services for Students offices
http://wdcrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_ID=SHE



Students with Disabilities and College, cont.

the limitation and the accommodation (Burke, 2007). Students will need to have this conversation both at the time of college application and with their instructors once they've entered the post-secondary setting. This is a skill that can be worked on in middle and high school to prepare youth for life after graduation.

Young people should also learn what accommodations and technology or strategies that are typically used in a college or university setting. Instead of having students become familiar with and accustomed to supports that won't be provided or acceptable in college, families and schools can assist them to access and become comfortable using technology and become familiar with their civil rights by learning about the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. (The Individuals with Disabilities Education Act, or IDEA, does not govern practices at the post-secondary level.)

What can Vocational Rehabilitation do?

- Pay for evaluations to document your disability
- Purchase assistive technology needed for college

What types of Assistive Technology (AT) might you find in college settings?

- Low-tech options: highlighters, outlineurs, scanners, audio books, tape recorders, portable note-taking and organizational devices
- Mid- to high-tech options: screen reading software (text-to-speech), screen enlargement software, alternative input devices (specialized mice and track balls), speech recognition software (speech-to-text), CCTV text magnifiers, Braille embossers

AT Resources:

MonTECH: <http://montech.ruralinstitute.umd.edu>

National: www.resna.org/taproject/at/statecontacts.html

College Entrance Exams:

The entrance exams required at the time of application may differ from one college to another. Once a student decides on the school or schools to which he will apply, he should contact those schools and ask which entrance exams they require. He should also inquire about what disability documentation he will need to provide in order to request accommodations for these exams. (An IEP record may not be adequate documentation.) Students are advised to apply for accommodations early as the process can take some time.

Want to continue your education after high school but maybe college isn't for you? Consider these options:

- Trade Schools
- Apprenticeship Programs
- Job Corps
- Adult Education Programs

The George Washington HEATH Resource Center suggests these web sites for information about arranging for accommodations:

www.act.org/aap/disab/index.html

www.ets.org/disability

www.collegeboard.com/ssd/students/index.html

Academic Accommodations versus Academic Modifications

Academic Accommodations change or alter the access to information or the way in which knowledge is demonstrated. Accommodations do not lower requirements or standards.

Academic Modifications significantly change or alter what is being measured or required. Modifications may be provided in high school, but are generally not provided in higher education.

References:

Burke, D. (2007, May 14). *Post-secondary education planning for middle school students with disabilities [Teleconference]*. Available from <http://www.pluk.org/ITVarchive.htm>

Friedman, L. (2003). *NCD people with disabilities position paper*. Retrieved January 1, 2008, from <http://www.ncd.gov>

Harris, T., & Yarberry, C. (2007). *Montana's colleges and disability services*. Available from Montana Office of Public Instruction.

Horn, L., & Berkold, J. (1999). *Students with disabilities in postsecondary education: A profile of preparation, participation, and outcomes*. *Education Statistics Quarterly, National Center for Education Statistics*, 1(3).

Rothstein, L. (n.d.). *Students with disabilities and higher education: A disconnect in expectations and realities*. Retrieved January 1, 2008, from http://www.heath.gwu.edu/files/active/0/disconnect_in_expectations.pdf

Web resources:

"Top 10 things to think about as you prepare for your transition to adulthood" www.heath.gwu.edu/node/220

"Toto, I have a feeling we're not in high school anymore" www.umd.edu/dss/new_students/toto



Emerging Leader Perspective – Prepping for College

By Ellen Condon and Darren Larsen

I met Darren Larsen about a year ago. He has cerebral palsy and utilizes a wheelchair for mobility. Upon arriving at my door, he introduced himself, explaining that he had recently graduated from the University of Montana and was looking for a job. As a student with a disability himself, he said he wanted to be able to help other students be successful in college, possibly through a mentoring program. We talked about several employment strategies for him, but didn't solve his current pressing problem - unemployment.

In late September of last year, Darren was hired by Summit Independent Living in Missoula as an Independent Living Specialist. I recently visited him at his office to gain his perspective and thoughts on how best to support youth to succeed in their preparation for and transition to post-secondary education.

Darren grew up in Eureka, Montana, a small rural town where people support and truly care for one another. This had a major impact on Darren - he learned the value of great support. Despite his love and admiration for his town, Darren knew he would have to pursue a career elsewhere since the main industry in Eureka is logging and most jobs are physically demanding. His mind would provide him with a pathway to success, and so he pursued a career which required a college degree.

Darren attributes his success at college to those who have supported him along the way. His mom was always a strong advocate and whenever the school system didn't quite know what Darren's capabilities were, she pushed for him to be kept in regular classes rather than pulled out. When I asked Darren if people always believed that he would pursue post-secondary education, he said, "No. I repeated preschool three times - they weren't sure that I could get preschool, let alone college, but my mom always wanted to give me every opportunity." Darren had the same school aide with him from first grade through graduation. She also was a tremendous support to Darren; both woman constantly challenged him and expected him to do even more than what was expected of other students in his grade. Darren's dad worked from dawn until dusk as a logger, providing the necessities for his family and helping instill a strong work ethic in Darren.

Even with strong support and high self-confidence, Darren faced unforeseen limitations and challenges as he pursued his college dream. He applied to Vocational Rehabilitation (VR) for financial assistance

to attend college since his family didn't earn enough for his tuition. Part of the process for VR is to evaluate the likelihood of someone's success before they invest resources in them. Darren was required to participate in a day of vocational testing that was intended to predict his future success in post-secondary education. This one day of testing would make or break his ability to obtain VR support for college. Darren stated that it was a lot of pressure and consequently he didn't do very well. The evaluation summary suggested that he pursue employment rather than attempting to attend college. Darren said that in that one day the evaluators couldn't get a feel for who he was or his level of confidence, determination, and motivation. "The testing was flawed in that it didn't figure out if I could succeed or not. It couldn't determine the x-factor." Luckily, his VR counselor had gotten to know Darren and although the VR office had requested the evaluation before "investing in him," they wisely chose to overlook the results and pay for him to go to college.

Upon arriving at the University of Montana, the scariest challenge for Darren was transitioning from such strong, consistent, and familiar support in high school to having to rely on complete strangers for necessary supports. Darren described his first night alone in his dorm: "I bawled like a baby. I knew the next morning that some stranger was coming into my place and providing personal care. I was going to have to get naked in front of someone I didn't know and be fed by a stranger in front of other strangers — and ultimately be seen as different. It was not a very comforting thought."

Darren felt that he was pretty well prepared for college. Academically, he was ready. He understood that he would be required to follow the same rules for grades and course requirements as all the other students and he was grateful for this. He was going to be treated as being the same, instead of being different. But most importantly, he felt comfortable explaining his disability and asking for accommodations. He had attended summer orientation, met with Disability Services for Students (DSS), and arranged for personal care services long in advance of school starting. Still, he said that the transition from high school to college was pretty overwhelming.

"It was scary coming to a new town. It would have helped to have had an older student with a disability, someone else who uses a chair to

(Continued on page 5)

Emerging Leader Perspective..., cont.

show you how to get around campus, figure out where the food is, and how to easily get around town; to be there to answer questions and for friendship.” Darren’s ideal vision is for youth entering college to have mentors who will show them around, help them feel less isolated, and support them to access and continue to use DSS. Darren is a self-confident, outgoing young man, but he said his college social life for most of his first two years there consisted of watching TV in his dorm room.

Darren stressed that youth need to be prepared in **high school** to take the reins when they arrive on a college campus. They will be expected to manage their own classes, social life, supports, and accommodations. “As youth get closer to graduation, they need to have this college mindset. They should manage their own IEPs (Individualized Education Programs), run their meetings, and request their own supports and accommodations. It is too big a leap to go from having the school or your parents manage everything to you having to manage everything.” At college it is the student’s responsibility to determine whether or not their classes are going to be conducted in a building that is accessible to them. When Darren wasn’t able to get into a building where his class was going to be held he had to request that the class location be changed. “There is a lot more initiative of the student required in college. If special education programs are babysitting students and holding their hands, they aren’t preparing them for college. Families and students need to be proactive in their education and supports. Don’t take a laid-back attitude and let the school direct it - that won’t prepare you to take over directing your own supports when you get to college.”

Darren also stressed the need to be proactive in contacting the university to set up necessary supports. For example, if you need specialized housing, make the call to request it early. Darren had lined up accessible housing in advance, but his initial dorm room didn’t have its own bathroom. He was supposed to share the bathroom with everyone else living on that hall. “For a guy who needs help in the shower you want to have your own bathroom.”

Students with disabilities are faced with greater challenges than those without disabilities. Therefore, they need even greater positive supports to ensure that they are successful. Darren hasn’t experienced many negative expectations about his abilities. He says that if someone thinks he can’t do something that now makes him work harder to actually do it. But, he stresses that students with disabilities really need to become comfortable with who they are, their disabilities, and how to ask for support. Building self-confidence and self-determination is a lifelong process that needs to start in grade school. “Strong support and tough love will allow the mind to exceed unimaginable expectations.”

Darren finished his Bachelors degree in Political Science in five and a half years. Vocational Rehabilitation and Opportunity Resources provided supports to help him obtain his job at Summit.

Author’s note: For an example of a tool to represent yourself or your son or daughter in an optimistic way that enables the audience to see them “at their best,” view Transition E-News Volume 5, Issue 1, which focuses on the Representational Portfolio.



Transition TIP

If you are in high school and are considering post-secondary education, try the following transition activities:

- ◆ Research Section 504 of the Rehabilitation Act and the Americans with Disabilities Act to understand what laws are applicable in college
- ◆ Locate the Disability Services for Students Web site for a college in which you are interested:
 1. What are the documentation requirements for disability services?
 2. What services are provided?
 3. How accessible is the campus? The housing? The local community? Public transportation?
 4. What are the required entrance exams?
- ◆ Develop a 3-minute speech describing your disability - how it impacts your learning and what accommodations assist you to perform your course work (Joyanne Cobb, *Top Ten things to think about as you prepare for Your Transition to Adulthood*, GW Heath Resource Center).
- ◆ Review your IEP and current services with your case manager or parent to evaluate if these supports will be typical of what is provided at college. What type of skills do you need to learn now to be successful in college?
- ◆ Interview a student with a disability who graduated from your school and then attended college. Ask him or her for advice about how best to prepare for post-secondary education.

Montana's Colleges and Disability Services

Excerpted from an article by Tim Harris and Cindy Yarberry

The state of Montana is committed to serving students with disabilities so that they can reach their postsecondary goals. No otherwise qualified student will be denied participation in or the benefits of any of the university system's programs solely on the basis of a disability, in accordance with Section 504 of the Rehabilitation Act, the Montana Human Rights Act, and the Americans with Disabilities Act. Disability Services offices exist to aid students with accommodations, advocacy issues, and due process. Though not every university or college branch in the state has an actual director of disability services, the Student Services division can be contacted at each school for appropriate information.

Information regarding Montana Higher Education Disability Services program contacts for each of the technical colleges, colleges and universities is included on at the end of this article. IEP teams and students are encouraged to communicate with the appropriate individual contacts at the schools to which the students may apply. As much information that can be available to students prior to graduation will increase the potential for success at the higher education level. It is critical for students to fully understand what services are available and what types of accommodations or modifications are not. Leaving the public K-12 education system can be challenging for students with disabilities. The better prepared they are the better results we all will see for the future.

Save the Date

The first annual Montana Youth Transitions conference will be held in Great Falls September 15-17, 2008. Details will be provided as the conference takes shape. Be sure to mark your calendars now and save the date!

MONTANA HIGHER EDUCATION DISABILITY SERVICES

Blackfeet Community College

Darlene Peterson
Executive Secretary for Student Services
P.O. Box 819
Browning, MT 59417
406-338-5441 ext. 241
d_peterson@bfcc.org
www.bfcc.org
In the process of designing a disability website page.

Carroll College

Bennett Macintyre (for physical disabilities)
Director of Student Living
1601 Benton Avenue
Helena, MT 59625
406-447-4374
bmacintyre@carroll.edu
www.carroll.edu
No disability website page available.

Joan Stottlemeyer (for academic disabilities)
Director of Academic Resource Center
406-447-4504
jstottle@carroll.edu

Chief Dull Knife College

Quintin Kingfisher
Director of Vocational Rehabilitation
P.O. Box 98
Lame Deer, MT 59043
406-477-6215 ext. 109
quintin@cdkc.edu
www.cdkc.edu
No disability website page available.

Patti Means
Student Support Services
406-477-6215 ext. 154
pmeans@cdkn.edu

Dawson Community College

Justin Cross (for physical disabilities)
Dean of Administrative Services
P.O. Box 421
Glendive, MT 59330
406-377-9403
Justin_c@dawson.edu
www.dawson.cc.mt.us
No disability website page available.

Kent Dion (for academic disabilities)
Director of Academic Support Center
406-377-9415
kent_d@dawson.edu

(Continued on page 7)

Training Calendar

Web Conferences

The audio portion of the Web conferences can be accessed from any telephone and the video portion from a computer with Internet access. There is no cost for any of the sessions.

Feb. 4 - Montana Youth Leadership Forum 1:00-2:30pm*

Mar. 3 - Assistive Technology and the Transition Process: Part I 1:00-2:30pm

Apr. 7 - Assistive Technology and the Transition Process: Part II 1:00-2:30pm

May 5 - Montana's Disability Navigators 1:00-2:30pm

Jun. 2 - Independent Living Centers as a Resource to Youth in Transition 1:00-2:30pm

Aug. 4 - Self-Advocacy Skills for Transition-Age Youth 1:00-2:30pm

*All Times listed are for the Mountain Time Zone.

Session fliers and registration forms will be sent to Montana Transition Listserv members. To join the Montana Transition Listserv, send your email address to Kim Brown at brown@ruralinstitute.umt.edu. Fliers may also be downloaded as they become available from the Transition Projects Web site at: <http://ruralinstitute.umt.edu/transition/>

Audio recordings of conferences that have already taken place may be downloaded from the Rural Institute Transition Projects and PLUK Web sites: <http://ruralinstitute.umt.edu/transition>

<http://www.pluk.org>



MONTANA HIGHER EDUCATION DISABILITY SERVICES, cont.

Flathead Valley Community College

Robbie Sullivan
Disabilities & Assessment Specialist
777 Grandview DR
Kalispell, MT 59901
406-756-3881
rsulliva@fvcc.edu
www.fvcc.edu
In the process of designing a disability website page.

Fort Belknap College

Dixie Brockie
Acting Dean of Students
P.O. Box 159
Harlem, MT 59526
406-353-2607 ext. 238
dbrockie@mail.fbcc.edu
www.fbcc.edu
No disability website page available.

Fort Peck Community College

Rhonda Mason
Director of Student Support Services
P.O. Box 398
Poplar, MT 59255
406-768-6345
rmason@fpcc.edu
www.fpcc.edu
No disability website page available.

Little Big Horn College

Teatta Old Bear
Dean of Student Services
P.O. Box 370
Crow Agency, MT 59022
406-638-3106
oldbear@lbhc.cc.mt.us
www.lbhc.cc.mt.us
No disability website page available.

Miles City Community College

Sheila Seifert
Counselor & Disabilities Coordinator
2715 Dickinson
Miles City, MT 59301
406-874-6163
seiferts@milescc.edu
http://milescc.edu
In the process of designing a disability website page.

Montana Tech of the University of Montana College of Technology

Paul Beatty
Dean of Students
1300 West Park Street
Butte, MT 59701
406-496-4198
pbeatty@mtech.edu
www.mtech.edu/student_life/disability/

Eletha Suttey
406-496-4125
esuttey@mtech.edu

Jill Meyer (MT Tech COT)
406-496-3730
jmeyer@mtech.edu

MSU Billings & MSU Billings COT

Trudy Carey
Director of Disability Services
1500 University DR
Billings, MT 59101
406-657-2283
tcarey@msubillings.edu
www.msubillings.edu/dss

MSU – Bozeman

Brenda York
Director Disability, Re-entry & Veteran Services
155 Strand Union BLDG
P.O. Box 173960
Bozeman, MT 59717-3960
406-994-2824
byork@montana.edu
www.montana.edu/wwwres

MSU – Great Falls College of Technology

Jill Davis
Director of Disability & Learning Support Services
2100 16th Avenue South
Great Falls, MT 59405
406-771-4311
jdavis@msugf.edu
www.msugf.edu

MSU – Northern

Bill Lanier
Assistant Dean of Student Services
P.O. Box 7751
Havre, MT 59501
406-265-4117
wjlanier@msun.edu
www.msun.edu
No disability website page available.

Rocky Mountain College

Jane Van Dyk
Associate Vice-President for Services for Academic Success
1511 Poly DR
Billings, MT 59102
406-657-1128
vandykj@rocky.edu
www.rocky.edu

Brad Nason
Vice-President/Dean for Student Affairs
1511 Poly DR
Billings, MT 59102
406-657-1018
nasonb@rocky.edu
www.rocky.edu

Salish Kootenai College

Cleo Kenmille
Registrar
P.O. Box 70
Pablo, MT 59855
406-275-4864
cleo_kenmille@skc.edu
www.skc.edu
No disability website page available.

Stone Child College

Clarice Morsette
Dean of Student Services
P.O. Box 1082
Box Elder, MT 59521
406-395-4313 ext. 215
camorsette@yahoo.com
www.montana.edu/wwwwsc
No disability website page available.

University of Great Falls

Kathy Meier
Director of T.R.I.O. Student Support Services Program
1301 20th Street South
Great Falls, MT 59405
406-791-5224
kmeier01@ugf.edu
www.ugf.edu
In the process of designing a disability website page.

University of Montana – Helena College of Technology

Cindy Yarberr
Director of Learning Center/Disability Services
1115 N. Roberts Street
Helena, MT 59601-3098
406-444-6897
yarberryc@umh.umt.edu
www.umhelena.edu

(Continued on page 8)



MONTANA HIGHER EDUCATION DISABILITY SERVICES, cont.

University of Montana – Missoula
University of Montana College of Technology
Jim Marks
Director of Disability Services
Lommasson Center 154
Missoula, MT 59812
406-243-2373
jim.marks@umontana.edu
www.umt.edu/dss/

University of Montana – Western
Nicole Hazelbaker
Dean of Students
710 South Atlantic
Dillon, MT 59725
406-683-7900
n_hazelbaker@umwestern.edu
www.umwestern.edu/studentlife/disabilities/

Author Contact Information:

Tim Harris, Special Education Division Administrator, Montana Office of Public Instruction,
tharris@mt.gov, (406) 444-4429

Cindy Yarberryc, Director of the Learning Center and Disability Services, UM-Helena ACCESS Center,
yarberryc@umh.umt.edu, (406) 444-6897

Disability Services at the University of Montana is pleased to offer the third annual Transition Seminar on June 18-20, 2008. This seminar is designed for HIGH SCHOOL JUNIORS, SENIORS, AND OTHERS WITH DISABILITIES WHO ARE SOON TO BE COLLEGE FRESHMEN. The three-day seminar facilitates the transition for students with disabilities from secondary to post-secondary education, into any institution of higher learning. The seminar offers opportunities for the students to develop self-determination skills. It is all about learning the options and making choices. Disability Services is now accepting registration for attendees. Space is limited and applications will be accepted on a first come, first serve basis, so apply for the Seminar this winter!

REGISTRATION FEE: \$110 The fee includes all materials, meals and lodging during the seminar. Details about the 2008 Transition Seminar are posted at www.umt.edu/dss.

QUESTIONS? Contact Mika Watanabe-Taylor, Disability Services coordinator, at 406-243-6535 (voice) or mika.watanabe-taylor@umontana.edu

This publication was produced by the University of Montana's Rural Institute Transition Projects *Partnerships for Transition*, which is funded under a contract with the Montana Council on Developmental Disabilities, and MT-TIRC #90DN0223/01 awarded by the U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Developmental Disabilities. The statements herein do not necessarily reflect the opinion of the funding agencies. Formatting provided by Jillian Jurica.

The Rural Institute:
Center for Excellence in Disability
Education, Research, and Service
009 CHC, 634 Eddy
University of Montana
Missoula, MT 59812
Telephone: (406) 243-5467
TT: (406) 243-4200
Toll Free: (800) 732-0323
Fax: (406) 243-4730

<http://ruralinstitute.umt.edu/transition>

