


Thinking About Education and Training Options

 Use this activity to help you link your career goals with the program of study that will prepare you for this career.

Career Goals

1 What career do you currently plan to pursue?

2 What type of education does this career require?

3 For what type of employer do you see yourself working when you complete your program?

4 Where do you see yourself working when you complete your program?

Education Goals

1 What types of schools offer programs in this area?

2 List three schools that offer programs of study in this area of interest.

_____ (dream school—possibly difficult to be admitted)
_____ (school into which you should be accepted)
_____ (school into which you should have no problem being admitted)



What types of counseling are available?

____ Academic counseling ____ Career counseling ____ Personal counseling

What documentation needs to be provided? _____

Is there group counseling? _____

Does it cost additional money? _____

Is there individual counseling? _____

Does it cost additional money? _____

Is there a limit to the number of visits allotted? _____

How many professionals are there? _____

Preparation Considerations

1 Which prerequisite courses do I need to take in high school to pursue the program of studies for which I am interested?

2 Have I achieved grades that will allow me to be admitted into the schools I am interested in attending?

3 Have I achieved a class ranking that will allow me to be admitted into the schools I am interested in attending?

4 Are there any entry-requirement tests I need to take for the schools to which I am applying?

___ SAT projected dates: _____

___ ACT projected dates: _____

___ advanced placement projected dates: _____

5 Community service activities in which I have been involved:

Evaluation of Final College Choices


Rate your final college choices on each of the characteristics shown.

- 4 = *Excellent match with my interests and needs*
- 3 = *Good match with my interests and needs*
- 2 = *Fair match with my interests and needs*
- 1 = *Poor match with my interests and needs*


College Components	College Name	College Name	College Name
<input type="checkbox"/> Programs for students with disabilities	_____	_____	_____
<input type="checkbox"/> Other support resources (e.g., computer labs, library)	_____	_____	_____
<input type="checkbox"/> Cost of college tuition, books, housing, other expenses	_____	_____	_____
<input type="checkbox"/> Location of college	_____	_____	_____
<input type="checkbox"/> College climate	_____	_____	_____
<input type="checkbox"/> Overall strength of academic program	_____	_____	_____
<input type="checkbox"/> Strength of program in my career choice	_____	_____	_____
<input type="checkbox"/> Housing	_____	_____	_____
<input type="checkbox"/> My desire to attend this college	_____	_____	_____
Total	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>

Source: *Transition to Postsecondary Education: Strategies for Students with Disabilities* (p. 157), by K. W. Webb, 2000, Austin, TX: PRO-ED. Copyright 2000 by PRO-ED, Inc. Adapted with permission.

Study-Skills Checklist

 **Read each statement and consider how it applies to you. If it does apply to you, circle Y for Yes. If it does not apply to you, circle N for No.**

- | | | |
|--|---|---|
| 1. I spend too much time studying for what I am learning. | Y | N |
| 2. I usually spend hours cramming the night before an exam. | Y | N |
| 3. If I spend as much time on my social activities as I want to, I don't have enough time left to study, or when I study enough, I don't have time for a social life. | Y | N |
| 4. I usually try to study with the radio and TV turned on. | Y | N |
| 5. I can't sit and study for long periods of time without becoming tired or distracted. | Y | N |
| 6. I go to class, but I usually doodle, daydream, or fall asleep. | Y | N |
| 7. My class notes are sometimes difficult to understand later. | Y | N |
| 8. I usually seem to get the wrong material into my class notes. | Y | N |
| 9. I don't review my class notes periodically throughout the semester in preparation for tests. | Y | N |
| 10. When I get to the end of a chapter, I can't remember what I've just read. | Y | N |
| 11. I don't know how to pick out what is important in the text. | Y | N |
| 12. I can't keep up with my reading assignments, and then I have to cram the night before a test. | Y | N |
| 13. I lose a lot of points on essay tests, even when I know the material well. | Y | N |
| 14. I study enough for my test, but when I get there, my mind goes blank. | Y | N |
| 15. I often study in a haphazard, disorganized way under the threat of the next test. | Y | N |
| 16. I often find myself getting lost in the details of reading and have trouble identifying the main ideas. | Y | N |
| 17. I rarely change my reading speed in response to the difficulty level of the selection or my familiarity with the content. | Y | N |
| 18. I often wish that I could read faster. | Y | N |
| 19. When my teachers assign papers, I feel so overwhelmed that I can't get started. | Y | N |
| 20. I usually write my papers the night before they are due. | Y | N |
| 21. I can't seem to organize my thoughts into a paper that makes sense. | Y | N |

 **Count the number of Ys you circled for each category.**

Category	Items	#Yes
Time Scheduling	1, 2, and 3	_____
Concentration	4, 5, and 6	_____
Listening & Note taking	7, 8, and 9	_____
Reading	10, 11, and 12	_____
Exams	13, 14, and 15	_____
Reading	16, 17, and 18	_____
Writing Skills	19, 20, and 21	_____

Source: *Study Skills Checklist*. Retrieved January 19, 2006, from www.lcc.vt.edu. Adapted with permission.

Study-Skills Questionnaire

 Answer each question by placing a ✓ in the Yes or No column.

Time Management

- | | YES | NO |
|---|--------------------------|--------------------------|
| 1. Do you usually have a well-organized study schedule? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you see yourself as someone who uses his or her time effectively? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you study for 1 or 2 hours per day with full concentration? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do you usually allow enough time for long-term assignments (e.g., term papers, lengthy reading assignments)? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do you finish your work far enough ahead of time to be able to proofread and make corrections? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do you accurately estimate how long it will take you to get work done? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do you hand in assignments late or ask for extensions? | <input type="checkbox"/> | <input type="checkbox"/> |

Note Taking

- | | | |
|---|--------------------------|--------------------------|
| 1. Do you understand the notes you have taken in class? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you feel that you can study from your notes (even if the test is 2 months later)? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you share or compare notes with other students in the class? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Are your notes legible? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Have you ever used a tape recorder to supplement your notes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do you date all your notes and class handouts? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Are you able to keep up with all important information while the teacher is lecturing? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Is it easy for you to select what information is important while you take notes? | <input type="checkbox"/> | <input type="checkbox"/> |

Reading Assignments

- | | | |
|--|--------------------------|--------------------------|
| 1. Do you preview or survey your reading material and ask yourself questions before reading (do you establish a purpose for your reading)? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you usually know the main ideas expressed in a reading assignment? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you make a plan to divide a lengthy reading assignment into sections? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. After completing a reading assignment, do you review the lesson to organize what you have learned? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do you highlight or take notes when you read? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do you use the dictionary when you come across unfamiliar words? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do you use charts and graphs to aid your understanding when you read? | <input type="checkbox"/> | <input type="checkbox"/> |

Source: "Postsecondary Education," by G. DuChossais and C. A. Michaels, 1994, in *Transition Strategies for Persons with Learning Disabilities* (pp. 98–100), by C. A. Michaels (Ed.), Pacific Grove, CA: Delmar. Adapted with permission.

- | | YES | NO |
|---|--------------------------|--------------------------|
| 8. Do you use the overall structure of the textbook to help you approach reading assignments (e.g., table of contents, glossary, headings and subheadings)? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Can you concentrate on and comprehend material on topics that you do not find interesting? | <input type="checkbox"/> | <input type="checkbox"/> |

Writing Assignments/Essays/Research Papers

- | | | |
|---|--------------------------|--------------------------|
| 1. Do you tend to have trouble thinking of words to express your ideas? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is it harder for you to write as much as other students in your classes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does it take you a lot longer to write than you think it should? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do you develop an outline for lengthier writing assignments before you start to write? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Can you write in clear sentences? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do readers find your writing well-organized and logical? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do you have trouble with spelling? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Do you approach writing in stages, first completing a rough draft and then refining your work? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Can you proofread your own work and find your errors? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Do you use a word processor or computer with a spellcheck? | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Do you ask others to read your reports and make suggestions? | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Can you use the library effectively to do research and gather information? | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Can you write a paper of a particular length? | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Are the topics you choose appropriate to the assignment length (not too broad, not too narrow)? | <input type="checkbox"/> | <input type="checkbox"/> |

Examination Preparation

- | | | |
|---|--------------------------|--------------------------|
| 1. Do you find that you have studied the right information for tests? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you have strategies for memorizing material for exams? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you feel prepared for most tests? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Can you anticipate what questions might be on an exam? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do you prepare answers to possible essay questions before an exam? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do you study with other students in your class? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do you retain what you have studied when you get to the test? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Do you usually begin studying well in advance, or do you cram for exams? | <input type="checkbox"/> | <input type="checkbox"/> |

Test-Taking Behavior

- | | | |
|--|--------------------------|--------------------------|
| 1. Are you ready for exams (e.g., get there early, know the right time and date, have pens or pencils, have calculators)? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you plan your exam time well (e.g., allow enough time for each section, know the point value of various questions, spend as much time on the end of a test as on the beginning)? | <input type="checkbox"/> | <input type="checkbox"/> |

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- | | YES | NO |
|--|--------------------------|--------------------------|
| 3. Do you usually have enough time to check your work (e.g., content, grammar, punctuation, calculations)?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do you have strategies for dealing with complex questions (e.g., underlining key words, narrowing down multiple-choice options)?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do you accurately read test questions and directions?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Does test anxiety interfere with your performance on exams?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Is your sense of how well you performed on an exam usually accurate?..... | <input type="checkbox"/> | <input type="checkbox"/> |

General Questions About You

- | | | |
|---|--------------------------|--------------------------|
| 1. Do you usually recognize when you need help, and are you willing to ask for it? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you study in a place where you can concentrate?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you have a routine time to study and do work (a time of day when you are most productive)? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do you pace yourself well when studying (e.g., take reasonable breaks, get back to work after breaks)?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Are you able to make decisions about what you have to study? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Can you set priorities?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Would your study habits enable you to be ready for a surprise quiz?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Do you monitor your own comprehension (i.e., do you stop yourself when you are not understanding material)? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Can you comfortably describe your learning style or disability to others?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Can you identify strategies that help you learn (e.g., books on tape, one-to-one tutoring, study groups, rereading material, using a study guide)?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Do you get extra help each week? | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Do you prefer small discussion classes to large lecture classes?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Do you feel that you are aware of what extra help and accommodations you need?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Are you easily distracted? | <input type="checkbox"/> | <input type="checkbox"/> |

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