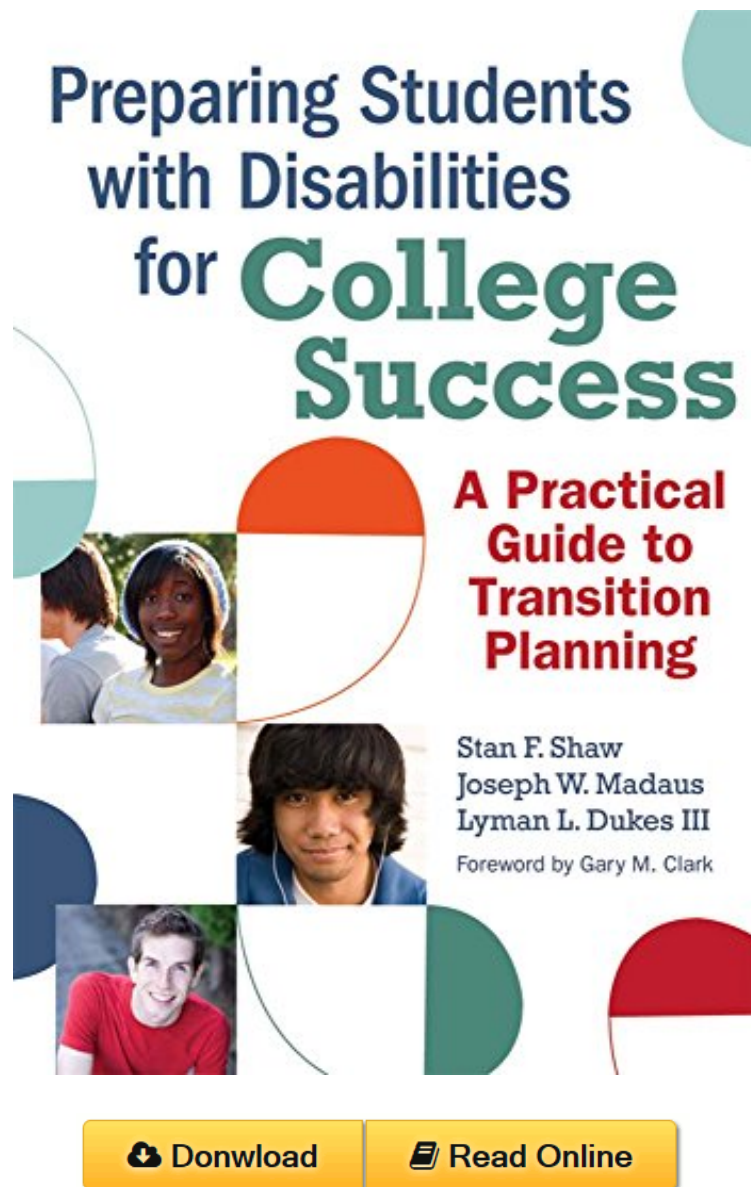


(Read free ebook) Preparing Students with Disabilities for College Success: A Practical Guide to Transition Planning

Preparing Students with Disabilities for College Success: A Practical Guide to Transition Planning

From Brand: Paul H Brookes Pub Co
ebooks | Download PDF | *ePub | DOC | audiobook



#936581 in Books Paul H Brookes Pub Co 2009-12-01 2009-12-01 Original language: English PDF # 1 9.88 x .64 x 7.16l, 1.19 #File Name: 1598570161312 pages | File size: 25.Mb

From Brand: Paul H Brookes Pub Co : Preparing Students with Disabilities for College Success: A Practical Guide to Transition Planning before purchasing it in order to gauge whether or not it would be worth my time, and all praised Preparing Students with Disabilities for College Success: A Practical Guide to Transition Planning:

0 of 0 people found the following review helpful. Highly informative for students, parents, and anyone interested in special education By TAW This is an excellent book for anyone wanting to learn about transition planning for students with disabilities who want to attend college. This book will give students insight into skills they need for college,

accommodations they could see, laws that cover students with disabilities and even colleges that are disability friendly.0 of 0 people found the following review helpful. Not the greatest page-turner, but would probably be an excellent resource ...By CBThis was required reading for a college class. Not the greatest page-turner, but would probably be an excellent resource for parents helping their disabled child deal with college.0 of 0 people found the following review helpful. Five StarsBy clareExcellent info

For students with mild to moderate, non-visible disabilities, navigating a college education without the support team they had in high school can be challenging. Help students become effective self-advocates and maximize their postsecondary possibilities with this cutting-edge book, which balances current research with the most practical guidance to date on this topic. Readers will discover how to: Help students find the right college and navigate the admissions process Teach students how to ask for what they need to succeed Determine student eligibility for services and accommodations Explain what the laws mean for students leaving high school Provide comprehensive academic and behavioral supports Implement school-wide supports that promote the development of students' academic and social skills within the general education curriculum Work with families to foster effective transition planning Equalize access and increase opportunities with self-determination Select supportive technology Readers will learn how early, coordinated, student-centered planning helps students develop the academic and personal skills required to successfully transition to college. User-friendly checklists, tip boxes, activities, and illustrative vignettes translate extensive research into immediate practice with students and families. Secondary transition personnel, counselors, and educators in high school settings will turn to this book first for comprehensive, accessible information on helping students transition to college and lay the critical groundwork for future employment success. Help students with high-incidence or hidden disabilities such as: learning disabilities autism spectrum disorders ADHD speech/language disorders emotional disturbances

"An up-to-date, comprehensive overview of the unique challenges and opportunities that define the post-secondary transition process. Filled with practical advice, examples and recommendations." --Sheldon H. Horowitz, Ed.D., Director of Professional Services, National Center for Learning Disabilities "Everything you ever need to know to enhance the success of students with disabilities seeking to attend college ... Since successful transition is a by-product of collaboration, this book will serve as a valuable resource in that effort." --Jeanne M. Kincaid, J.D., disability attorney and consultant, member of New Hampshire and Maine Bar Associations About the Author Stan F. Shaw, Ed.D., is Senior Research Scholar and Associate Director at the Center on Postsecondary Education and Disability and Professor Emeritus of Special Education at the University of Connecticut. He co-authored *Postsecondary Education and Transition for Students with Learning Disabilities (PRO-ED, 2003)* and *What Every Teacher Should Know About Transition and IDEA 2004 (Allyn Bacon, 2007)*. He wrote the postsecondary education chapter for the international *Handbook of Special Education (Sage Publications, 2007)*. He is a former editor of the *Journal of Postsecondary Education and Disability* and is currently on the editorial boards of respected professional journals, including *Career Development and Exceptional Individuals*, *Journal of Postsecondary Education and Disability*, and *Journal of Special Education Leadership*, among others. He is the recipient of several awards, including the Oliver P. Kolstoe Award from the Council for Exceptional Children's Division on Career Development and Transition, the University of Connecticut's AAUP Excellence Award for Teaching Mentorship, and the inaugural Communication Award from the Association on Higher Education and Disability. He has been project director for more \$6 million in grants. Dr. Shaw's current interests include transition from high school to college, implementation of the summary of performance to enhance communication between high school and postsecondary education, staff development and preparation of postsecondary disability personnel, disability policy and law, and grant writing. Joseph W. Madaus, Ph.D., is Director of the Center on Postsecondary Education and Disability and is Associate Professor in the Department of Educational Psychology at the University of Connecticut. Prior to joining the faculty at the University of Connecticut, he was Director of the Learning Resource Center at Mitchell College in New London, Connecticut, and was Director of the University Program for College Students with Learning Disabilities at the University of Connecticut. He was a Distinguished Research Fellow in the National Institute on Disability and Rehabilitation Research Mary Switzer Fellowship program and he serves on multiple journal editorial boards. In 2007, Dr. Madaus received both the Teaching Promise and Teaching Innovation award from the University of Connecticut chapter of the American Association of University Professors. In 2008, he was named as a University Teaching Fellow, the highest teaching honor at the University of Connecticut. Lyman L. Dukes, III, Ph.D., Associate Professor of Special Education at the University of South Florida St. Petersburg, joined the faculty in 2001. He is also Principal Investigator of Project 10: Transition Education Network, which is a transition-focused training and technical assistance center funded by the Florida Department of Education. Previously, he has worked as a secondary level special education teacher as well as a rehabilitation therapist and behavioral consultant for people with significant disabilities. His current research interests include transition from school to postsecondary settings, transition assessment and the use of the summary of performance for high school students with disabilities, programmatic self-assessment for postsecondary disability

services, and the use of blended instruction at the postsecondary level. Michael N. Faggella-Luby, Ph.D., Associate Professor, University of Connecticut, Department of Educational Psychology, Neag School of Education, 249 Glenbrook Road, Unit 2064, Storrs, CT 06269-2064. Dr. Faggella-Luby is also a research scientist at the Center for Behavioral Education and Research and an associate research scholar at the Center on Postsecondary Education and Disability. Dr. Faggella-Luby conducts research on critical components of reading comprehension instruction with academically diverse students. James E. Martin, Ph.D., is the Zarrow Endowed Professor in Special Education and Director of the Zarrow Center for Learning Enrichment at the University of Oklahoma. He received a bachelor of science degree and a master's degree in education from Eastern Illinois University, and he received a doctorate in special education with an emphasis on secondary transition from the University of Illinois at Urbana-Champaign. Prior to his current position, Dr. Martin served as a professor of special education and as the first Director of the Center of Self-Determination at the University of Colorado at Colorado Springs. Through the years, he has specialized in the development and implementation of self-determination methodology in educational, transitional, and supported employment programs. Dr. Martin has written extensively on special education, self-determination, and transition. He has also co-authored several instructional packages, including the Self-Directed IEP Kit (Martin, Huber Marshall, Maxson, Jerman, Sopris West, 1996), ChoiceMaker Self-Determination Assessment (Martin Marshall, Sopris West, 1995), and Take Action: Making Goals Happen (Huber Marshall, Martin, Maxson, Hughes, Miller, McGill, Jerman, Sopris West, 1998).