

A Companion Guide to

# Preparing for College



**WRIGHT STATE**  
*UNIVERSITY*

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# **Striving and Thriving**

— **A guide for college-bound  
students with disabilities** —

This video and the companion guide were developed to fill a void in the transition process for students with disabilities. While we have great resources to help people make career choices, we don't have a solid method to assist in choosing and preparing for post secondary education. Since the inception of Wright State University's Office of Disability Services in 1970, thousands of students with disabilities have relied on this office to accommodate their disability-related needs. During that time we have learned a lot about preparing for and being successful in college. Most of our students have been successful and completed their degrees. However, some were not ready for Wright State or they chose other directions. The lessons we have learned from these experiences are contained in this video and guide. We hope you will use this to prepare for college, whether it is at Wright State or some other postsecondary program.

## **Is college in your future?**

Many students are asking this question. In some cases it is not a question, but a statement. You are going to college! Why? Today it is difficult to find a lifelong rewarding career with only a high school education. The United States is changing and we are moving from a country that produced a lot of products to a country that designs and provides services. Most of the new jobs in the next 25 years will require some education beyond high school. Colleges and universities are the primary source of training for these new fields.

## **So what are my choices?**

There are a lot of options: two years or four years; community college or a state university; certificate program or degree. Because these decisions must include consideration of your disability, you need to find the right program for you. You can't just jump into something and hope it works out. You need to make sure the school has the necessary accommodations that will allow you to be independent and that its style of teaching is one that matches your learning style. That is why you need to start early and spend some time considering your options. Planning for college should start as you prepare to enter high school. No matter when you begin there are some basic questions you need to answer.

## **Who can help?**

Like many big decisions it is always good to consult with people who know you and understand your plans for the future. This may be parents, a teacher or guidance counselor. Sharing your thoughts and ideas with them can be a good way to insure you have a successful plan. You should also seek out people who are now working the jobs in which you are interested. They can be good role models and provide you with information about what kind of training will make you ready to enter your field or career. If possible, you should look for other people who have disabilities and are now successfully working in your community. They have firsthand knowledge about getting an education, finding a job, and indentifying skills to insure success.

## **What is my first step?**

Like any good building you must start with a good, strong, well designed foundation. That foundation is your career or vocational goal. Even students who are beginning high school should have a realistic career goal. Your goal may change during the next four years, but you should spend some time now making sure you have a career or vocational goal in mind. There are many books and self-help inventories that can assist in this decision. The following guidelines and exercises are not substitutes for career or vocational planning. In fact, the information needed to complete this guide comes from you after you develop a solid career or vocational goal. With your counselor and your family you can begin by examining your goal, making sure it is right for you. Once you have a goal in mind, this guide and the video can help you to the next stage.

## What are my plans for my future?

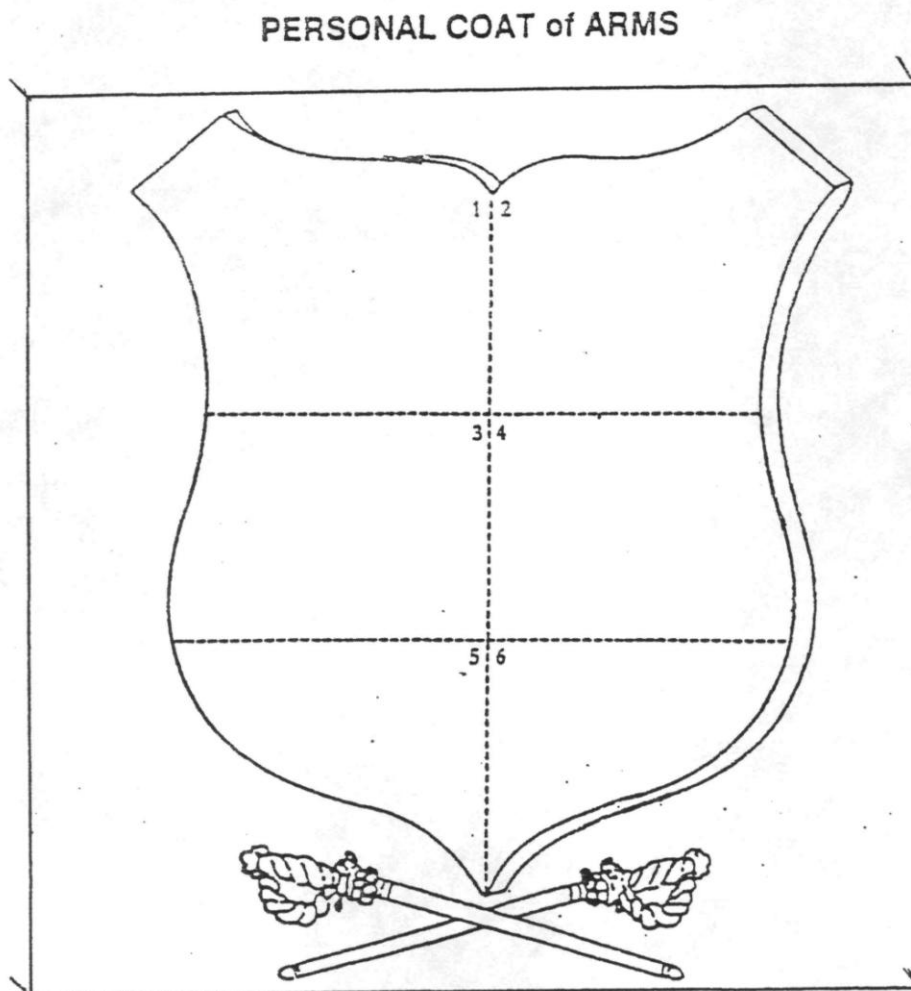
*There are questions that you must ask yourself and think about in order to prepare for the future. Many of the following questions have some type of activity tied to them to help you think more about answering that particular question.*

## Self-Awareness

**In order to decide if college is right for you, you must know a lot about YOU!!!  
You need to think about questions like:**

**What are my interests? What are my skills? What are my strengths? What are my preferences? What are my limitations?**

Try this activity to begin thinking about these unique facts about you:



1. Your favorite thing to do
2. Your three greatest personal strengths or skills
3. Your greatest personal achievement
4. Something you would like learn to do
5. Something you would like to do better
6. Three things that you would like your peers to say about you

*(Adapted From: Furney, K.S., Carlson, N., Lisi, D., & Yuan, S. (1993). Speak up for yourself and your future? A curriculum for building self-advocacy & self-determination skills. Burlington, VT: University of Vermont. Address: Enabling Futures Project, Department of Special Education, 405A Waterman Building, Burlington, VT 05405-0160)*

**You should also think about:**

**What do I know about my disability? What are my learning styles? What assistance do I need to learn at my best?**

You need to be aware of what your disability is and be able to explain it to others in plain terms. You should also be aware of what types of help you have received in school to help you overcome barriers that your disability may have presented. Your parents and teachers should be able to help you access your documentation in order to more fully understand your disability and your related needs.

**Learning Style Inventory & Indicator**

Which of the following best describes your most efficient learning style?

- Visual learner- rely on visual cues, on things you see \_\_\_\_\_
- Auditory learner- rely on auditory stimuli, on things you hear \_\_\_\_\_
- Tactile learner- rely on touch, on working with your hands \_\_\_\_\_

List 3 of your favorite courses in high school:

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What do these courses have in common? Are they hands-on courses? Lecture courses? What were the exams like? Did the tests cover small units of material or larger chunks of material?

Answer the same questions for your 3 least favorite subjects:

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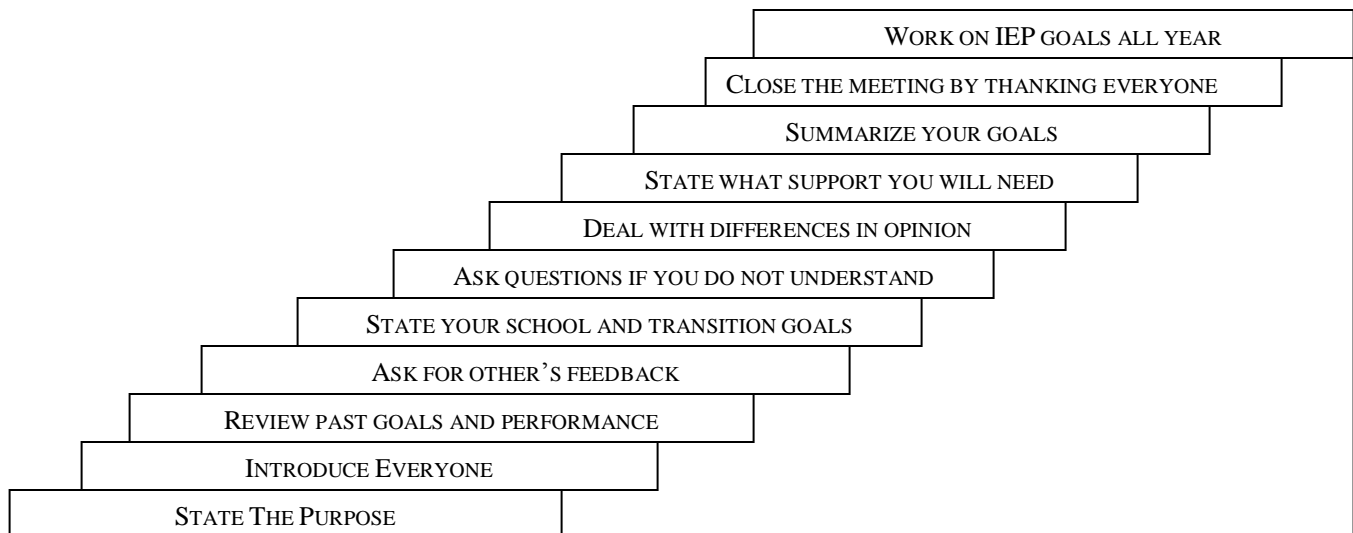


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The answers to these questions should give you some more ideas about what type of learner you are.

**Have I set some goals and outcomes for the future? Are these goals and outcomes in my IEP? Does the IEP list the skills I need the most and how I will work on those skills while in school? Do I actively participate in my IEP meetings?**

If you are 14 years of age or older, you will definitely be invited to your IEP meeting. The purpose of this meeting is to plan your educational program and set goals for your future. You are an essential part of the IEP team and your interests and preferences must be considered. This is where your future is determined and you'd better be a part of it! Ask your special education teacher, your counselor, or your parents to help you learn how to take a more active role in your IEP meeting. Watch the video, *Self-Directed IEP* (Martin, Marshall, Maxon & Jerman, 1996. Longmont, CO: Sopris West Publishers) and practice the eleven steps to actually leading your IEP meeting. **Role-play** these steps before the meeting and gradually take on more responsibility at the actual meeting as you become comfortable with the process. Here are the steps to take charge of your meeting:



## Self-Advocacy

**It is critical to be your own advocate in every setting and situation instead of having others advocate for you.**

A *self-advocate* is someone who 'sticks up' for him or herself! A self-advocate communicates his or her needs with logical and positive

language. An effective self-advocate is comfortable in describing the impact his or her disability has on learning and is able to identify strategies and accommodations that are successful. At the college level, you will be responsible for identifying and requesting services to support your learning. The survey below can provide you with a starting point for sorting out those skills you already have (and want to retain) from those skills you need to build in order to successfully advocate for yourself.

### Self-Advocacy Survey

Rate yourself on each item below using this scale:

3 = completely      2 = somewhat      1 = not at all

Items you mark as **'3'** are **strengths** for you. You will want to maintain those as assets and use them to help build skills in other areas. Items you mark as **'1'** are **needs** for you. You will want to work to improve your skills or seek assistance with these skills.

Keep this as a future reference, and re-take the survey periodically to see how your skills have grown!

- \_\_\_ I know my own likes and preferences
- \_\_\_ I know my own beliefs and values and share my views with others
- \_\_\_ I am aware of my own abilities, strengths, and gifts
- \_\_\_ I take control of decisions that impact the quality of my life
- \_\_\_ I assume responsibility for my actions
- \_\_\_ I am comfortable in describing the impact my disability has on learning
- \_\_\_ I can describe strategies that help me learn
- \_\_\_ I can set goals for my learning and stay on track to accomplish them
- \_\_\_ I am willing to seek help when it is necessary
- \_\_\_ I have developed skills that allow me to be as independent as possible

## Self-Advocacy Survey Summary

Three skills I have and want to maintain:

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Three skills I need to build:

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## **Evaluating Your Preparedness**

**Are you thinking about getting an:**

- Associates Degree?**
- Bachelors Degree?**
- Vocational/trade certification?**

You should talk to your Vocational Rehabilitation Counselor, if you have one, as you are making this decision. They may be able to assist with the cost of schooling, but may stipulate that you start at a two-year college. Think about this decision carefully. You will want to investigate what each type of post-secondary environment offers. Be sure to see which one has the programs in which you are most interested. It's important to find the one that is the closest match for you and your situation in life.

**As you evaluate which setting is right for you, here are some of the issues you should think about.**

**Am I taking the right classes for my future goals?**

You need to make sure that if you plan to attend some type of college, you are taking college preparatory classes in high school. Colleges will expect you to have taken these classes and often will require that you have them to be accepted.

## Can I make decisions, solve problems and be independent?

In college you will have to make decisions, solve problems, and act independently in financial, social, and academic situations. Now is the time to develop skills for independent living. Use this checklist to evaluate your independence at this time and how you currently make decisions.

### Decision Making and Independent Living Checklist

*Many college students have problems with managing money and graduate with a lot of debt. Which of the following is true for you?*

- I can manage a bank account.
- I can create and stick to a budget.
- I can pay my bills (i.e. cell phone, credit card).
- I understand debt and credit cards and am prepared to use them responsibly.
- If I need a personal assistant I know how to go about hiring and managing such assistants.

*Many college students do not make healthy choices and get sick. Which of the following is true for you?*

- I can make healthy food choices and maintain a balanced diet.
- I have activities I enjoy that provide regular physical exercise.
- I have a support network, friends and family, with whom I can share my feelings and who will be available to me when I go to college.
- I can tell when I am becoming ill and I know what to do to increase my body's defenses.
- If I have any chronic conditions I know how to manage my condition.
- I know when to seek medical services.

*College is a busy and exciting time. Many college students have problems managing their schedules. Which of the following apply to you?*

- I can make and stick to a study schedule.
- I can prioritize tasks.
- When confronted with a big paper or project, I can divide it into small manageable tasks.
- I know when to take a break.
- I can enjoy social activities, but know when to stop socializing and go back to work.
- I do not need my parents to remind me what to do or nag me to get things done.

Choose one of the boxes you have not checked. Discuss this issue with your parents or counselor. Make a plan for how you will improve this skill in the next 3 months.

During the next 3 months I will improve my ability to \_\_\_\_\_ by

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**Have I developed a specific career plan incorporating my interests and aptitudes?  
Do I have an IACP? Have I participated in interest and aptitude tests?**

In order to achieve the life you want, you must begin planning early. There are specific tools available to help you decide on a preferred career. First, talk to your school counselor about participating in a vocational assessment. This comprehensive measure will include aptitude and interest inventories as well as specific skill batteries. Next, find out from your Transition-To-Work Coordinator about the possibility of taking the Transition Planning Inventory (TPI) (Clark & Patton, 1997. Transition planning inventory: Administration and resource guide. Austin, TX: PRO-ED). The TPI has three forms, including one that you fill out by yourself. It is a series of questions that looks at employment, education, daily living, leisure, health, self-determination, communication, and interpersonal relationships. The results from this assessment tool will help you make decisions in all areas of your transition from high school to college and career. Finally, there are two excellent tools available on-line from the Ohio Department of Education. They are the Individual Academic and Career Plan (IACP) and the Ohio Career Information System (Student Guide <http://www.ocis.org/studentguide.htm>) (Parent Guide <http://www.ocis.org/parentguide.htm>). These two pieces will guide you through the creation of an individualized portfolio, which will be an invaluable planning guide as you continue with your college/career preparation. Get started now on your IACP and explore your individual strengths and goals!

**Have I had a career assessment?**

Check with your guidance counselor and see what types of career assessments are available. Some popular assessments are the Myers Briggs Type Indicator, the Strong Interest Inventory, and the My Vocational Situation. You can also search for your own career assessments on-line. You can take one for as little as \$10 on a site such as [www.careerkey.org](http://www.careerkey.org). These assessments will help give you some ideas about directions for your future.

**How do I get there and What Resources are Available?**

**Use your time in high school to prepare for college. Here are some areas to address.**

**Have I talked to my school counselor?**

You should start talking with your guidance counselor sometime during your sophomore year to start exploring different occupations and majors, as well as colleges that offer programs in areas in which you are interested.

**What classes am I taking?**

If you are planning to attend some type of college, you should be taking academic courses called college preparatory curriculum. Colleges will expect you to have taken these classes.

**Do I need assistive technology?**

You've already looked at your strengths and weaknesses. Keeping those in mind,

answer the following questions.

- Do I have difficulties with spelling?  Yes  No  
 Do I have difficulties with organizing my papers?  Yes  No  
 Do I have difficulties with grammar?  Yes  No  
 Do I have difficulties with typing my papers?  Yes  No  
 Do I need assistance with editing my papers?  Yes  No  
 Is it difficult for me to understand or comprehend what I read?  Yes  No  
 When reading, do I have a hard time understanding new vocabulary?  Yes  No  
 Do I have difficulties with my speech?  Yes  No  
 Is it difficult for strangers to understand my speech?  Yes  No

If you answered yes to any of the above questions, you should be exploring assistive technology and including an assistive technology evaluation on your IEP. It is important to address this while still in high school in order to be proficient with the technology prior to entering any post-secondary program. Waiting until college to learn a new technology will be like taking an extra college class. If you need to use a communication device, you are expected to be proficient in using it prior to arriving at college.

If you have a Vocational Rehabilitation Counselor, talk with him/her about an evaluation. They should have access to specialists who can help with this.

In order to gain more information about assistive technology and thus to better advocate for yourself, there are resources and definitions for some types of technology listed at the end of this guide.

### Should I take the ACT, SAT?

Consider taking a practice SAT or ACT

- Go to **www.collegeboard.com** to find more information about preparing for and taking the SAT.
- Go to **www.actstudent.org** to find more information about preparing for and taking the ACT.

### Should I apply for financial aid?

Develop a plan to pay for college. Check out sources for funding.

- Vocational Rehabilitation Agency in your state
  - Anyone can refer a person and self-referrals are welcome
  - If you do not live in Ohio, look up the website or phone number for the Vocational Rehabilitation Agency in your state
  - In Ohio, call 1-800-282-4536 voice/TTY  
 Outside Ohio, call (614) 438-1200 voice/TTY  
 Monday–Friday, 8:15 a.m.–4:45 p.m. Eastern Standard Time  
 or go to [www.rsc.ohio.gov](http://www.rsc.ohio.gov)
  - Types of services available, dependent upon eligibility:

- continuing education or specialized job training, including supplies and books;
  - work adjustment training;
  - tools and equipment, including assistive technology or adaptive devices/low vision aids which enable you to work;
  - on-the-job training; and
  - job placement and follow-up.
- Check out the federal government’s website for financial aid:
  - **www.FederalStudentAid.ed.gov**
- Contact colleges you may be interested in and ask about financial aid
  - You may be able to receive
    - Federal Aid
    - State Aid
    - Scholarships
    - Loans from other sources

### How do I choose the college that is right for me?

Choosing a college can be daunting. Understanding what you want from a college can help you make a good decision. Try this activity to see what you might be drawn to in a school.

#### College Values Assessment

(activity adapted from [www.foothill.edu/fac/shaner/sab/howtochoose.html](http://www.foothill.edu/fac/shaner/sab/howtochoose.html))

Place a check mark next to all of the items that describe things you would like in a school.

- |  |  |
|--|--|
| <input type="checkbox"/> technical college       | <input type="checkbox"/> "big game school"   |
| <input type="checkbox"/> two year college        | <input type="checkbox"/> women's or men's college  |
| <input type="checkbox"/> four year college       | <input type="checkbox"/> historically African American, Hispanic, or Native American college |
| <input type="checkbox"/> commuting distance      | <input type="checkbox"/> diverse student body  |
| <input type="checkbox"/> in-state                | <input type="checkbox"/> religious school  |
| <input type="checkbox"/> out-of-state            | <input type="checkbox"/> fraternities/sororities   |
| <input type="checkbox"/> public                  | <input type="checkbox"/> athletic opportunities  |
| <input type="checkbox"/> private                 | <input type="checkbox"/> fine arts opportunities   |
| <input type="checkbox"/> in or near a city       | <input type="checkbox"/> strong liberal arts program   |
| <input type="checkbox"/> in the country          | <input type="checkbox"/> strong sciences program   |
| <input type="checkbox"/> small school            | <input type="checkbox"/> active social life  |
| <input type="checkbox"/> medium-sized school     | <input type="checkbox"/> Will prepare me for a career in _____                               |
| <input type="checkbox"/> large school            | <input type="checkbox"/> Has a major in _____  |
| <input type="checkbox"/> small classes           |  |
| <input type="checkbox"/> high academic standards |  |
| <input type="checkbox"/> financial aid           |  |

Select 3 to 5 of the checked items that you feel are the most important to you:

1. \_\_\_\_\_

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Get a college guide from your counselor, the local library, or a bookstore. Find **three** colleges that match the items listed above. **Call** each school and ask them:

1. What does the school want to see from applicants?
2. How would I apply to the school? If you are a junior or senior consider requesting an application.
3. What accommodations are provided for people with my disability?
4. How much does the school cost? What kind of financial aid is available?
5. Any other questions you may have.

**What student services are available at colleges I am interested in?**

### **Investigation Activity**

First...Check out different college campuses before making a choice. You can visit or call, but you should have direct contact with personnel rather than just doing an Internet search for this type of information:

- Is the campus climate generally accepting of students with disabilities?
- What groups meet to talk about issues or concerns related to those of students with disabilities?
- What specific activities exist that are designed to assist students with disabilities to network with other students on campus?
- Are there student leadership/mentoring programs to help students feel connected with other students with disabilities on campus? (Getzel & Wehman, 2005, p. 74)
- Ask to talk with current or former students of the school who have disabilities.

## **Once I'm there, how do I survive?**

**Here are questions you need to think about to make plans for once you are on your own.**

**What are my rights under the law as an adult?**

Know your rights.

- Colleges do not have to make adjustments that would change the nature of your experience in classes or other programs
- Colleges do not have to provide personal attendants, personal equipment, readers, tutors, or other aids
- Neither your high school nor college has to pay for an evaluation to document your disability

## What is it like in college classes and living on campus?

Be prepared to study

- Take 3 hours outside of class doing assignments, reading, and preparing for every hour in class. For example: if you are taking 12 credit hours you should be spending a minimum of 36 hours per week studying.
- Going to college full time is a full time job.

Be prepared to have a roommate.

- Complete the summer roommate questionnaire you will get from your college honestly and completely-this will help you get matched up with a roommate with whom you are more likely to get along.
- Talk with your roommate at the beginning of the year; set ground rules and follow them. Cover topics such as personal property, joint costs, cleanliness, use of common space, visitor hours, messages, decorations, privacy, and respect for one another.
- Living with a roommate requires patience and communication. Before you blow up in anger, try to see the situation from your roommate's point of view; respond to your roommate with kindness and flexibility not hostility. Remember to listen, ask questions, and then share your opinion. Be assertive but not aggressive in getting your needs met.
- If you need help in getting along with your roommate, talk to the residence hall advisor; explain your situation calmly with facts, but don't whine!



## Do I need assistance for mobility? Housing? Academics? Personal care? Who will take care of these things? Who will pay for it?

These are areas that should be addressed by visiting the Disability Services Offices at various schools and asking what types of assistance are available, as well as visiting Residence Services to find out what kind of living arrangements and assistance are available. Personal care should also be planned well in advance. There can be significant costs associated with personal care, so the sooner this is planned, the better.

## What will I do for fun?

Get involved in activities you enjoy

- Find out what your campus has to offer in the areas you like best
- Distinguish between “free” time and “work” time; while extracurricular activities will help you develop relationships with others it is important to maintain a balance between your academic and your social life
- Understand how disability might impact your pursuit of leisure time activities
- Suggest accommodations that can increase your participation
- Request information about the activities you are interested in- cost, eligibility, etc.
- Use community and campus resources appropriately (follow rules, share materials, etc) (Test, Aspel, & Everson, 2006, p. 350)

- Limit your extracurricular activities to 2 or 3, at least during your freshman year. If you commit to an organization or service activity, then make sure you follow through with the obligations that come with that commitment

### Am I comfortable with meeting new people and making friends?

#### Get to Know People

- Jump in- be a presence on campus and join in on campus events and activities
- Volunteer for service groups and civic organizations
- Be a friend; what are the characteristics of a friend? Identify attributes that make you a good friend
- Greet people appropriately in various social settings
- Identify appropriate social boundaries-what are the “dos” and “don’ts” for socializing in different environments?
- Identify and respond appropriately to peer pressure; don’t be talked into doing things you know are wrong or potentially harmful to you or others
- Be a good sport
- Ask other people about themselves (without being too personal) and *Listen* to the answers
- Be aware of others’ and your own body language
- Respect others’ rights, feelings, property
- Know how to deal with your own anger and that of others
- Know when and how to apologize
- Ask for help when needed and express gratitude for the help you receive
- Be assertive about your wants and needs, but be willing to compromise when needed (Test, Aspel, & Everson, 2006, p. 356)
- Observe the behavior of others who have successful social relationships; what do they do?
- Practice social skills in a variety of situations to see what works
- Listen to constructive feedback from those you trust
- Make sure you are well-groomed and maintain good personal hygiene at all times
- Practice role-playing examples of social interactions with someone you can trust
- Make sure you know the difference between public and private behaviors
- Remember that you are lovable and likeable; relationships are built on trust, respect, humor, and time
- Get involved; meet people; you’ll be less lonely and more engaged in life
- Keep up on current events so you have something to talk about (watch the news, read the newspaper or check out news on the internet)
- How you talk about your disability to others will determine how comfortable they are with it...and with you. Try to be open and humorous (Pierangelo, & Crane, 1997)



*More About Developing/Keeping Positive Relationships*

(Moore, R., Baker, B. A., & Packer, A. H. 1997; Carter, C., & Kravits, S. L. 1996)

- As you start making new friends, consider how those people do or do not support your long-term goal of college success. Do they share common interests and goals? Do they make you feel good about yourself? Do they help you stay focused on your studies? Or do they distract you and take you away from what is most important? Be sure to make good choices in the relationships you develop.
- Don't take people for granted; say thank-you.
- When you have a disagreement don't assume it is the other person who needs to change-maybe it's you! Take time to cool off and then look for a mutual solution to the problem.
- There are boundaries in personal relationships to follow so everyone feels safe and respected:
  - Physical-do not allow anyone to abuse your body
  - Emotional-don't let others hurt you through actions or words
  - Intellectual-stand up for your own ideas and opinions (but do it respectfully)
  - Spiritual-stand up for your own beliefs (but don't force them on others) (p. 175)
- Think about the difference between being passive, assertive, or aggressive in your interactions with others. People who act passively will be taken advantage of more often. People who act aggressively will be less likely to have good friends. Those people who act in an assertive way stick up for themselves while also making sure they consider others' needs. If you have difficulty in these areas, consider getting some assertiveness training
- Good communicators make better friends. They:
  - Express their opinions
  - Think before they speak (or write)
  - Don't let problems build up
  - Try to be clear and brief (don't monopolize)
  - Are honest
  - Listen
- Don't forget that communication includes nonverbal behaviors also.
  - Pay attention to what others are doing as well as what they are saying (eye contact, physical distance, head nodding, arms crossed, etc.)
  - Be aware that people from different cultures or backgrounds may behave differently; try to understand from their point of view.
- Keep others' personal problems between the people involved; don't let them interfere in your class work.
- Personal relationships require time to develop and time to take care of; it can be scary and risky at first, but a good friend is worth the trouble! Before enrolling in any college, review the campus accessibility accommodations.

- Use visual warning systems to signal emergencies
  - Wheeled mobility products that enable people with mobility disabilities to move freely indoors and outdoors (wheelchairs, scooters)
  - For more information on assistive technology for college students who are deaf or hard of hearing go to [www.adaptivetech.tcnj.edu/resheet/deaf.htm](http://www.adaptivetech.tcnj.edu/resheet/deaf.htm)
- If you have been diagnosed with a specific disability, equipment and scholarships may be available. Consult the local agency associated with your disability. For example:
    - The Muscular Dystrophy Association has been known to assist with funding of wheelchairs, leg braces and communication devices.
    - The National Center for Learning Disabilities, [www.nclld.org](http://www.nclld.org), hosts a list of scholarship opportunities.
    - Try searching Ohio” and “*your specific disability*”. For example, in the Google search window, one might type:” Ohio cerebral palsy”.

### Where can I get help when I need it?

You can always seek help at the Disability Services Office on campus. You should be able to approach other service offices on campus with appropriate problems such as the Financial Aid Office, Student Health Center, Counseling Center, Career Services, Housing, and Campus Recreation.

### **Resources**

To help you get started with assistive technology, below are some of the types of technology to consider. This list is just to get you thinking. Included are links to companies that develop some of these technologies.

**Screen Readers:** Screen readers do just that. They read what is showing on the computer screen. They are designed specifically for individuals who are blind or very severely visually impaired. Examples of screen readers are: JAWS ([www.freedomscientific.com](http://www.freedomscientific.com)) and Window Eyes ([www.gwmicro.com](http://www.gwmicro.com)).

**Screen Enlargement:** Screen enlargement software enlarges everything on the screen and most can be customized by changing backgrounds, color schemes, cursors, etc. Some also include basic screen reading. Examples are: Zoomtext ([www.aisquared.com](http://www.aisquared.com)) and Magic ([www.freedomscientific.com](http://www.freedomscientific.com)).

**Text Readers:** Text readers, as the name suggests, read text. They are designed for individuals with learning disabilities. There are several different types from very easy point and click programs to very complex programs that can be customized based on your needs. These are very helpful for individuals who have organizational difficulties, spelling difficulties, grammar difficulties, and those who need assistance with editing. Examples of text reading programs are WYNN ([www.freedomscientific.com](http://www.freedomscientific.com)) and Kurzweil 3000 ([kurzweiledu.com](http://kurzweiledu.com)).

This is by no means an all inclusive list of technologies available to you. A tremendous resource to help you decide what types of technology could be useful to you is: *Computer Resources for People with Disabilities: A Guide to Assistive Technologies, Tools and Resources for People of All Ages* by The Alliance for Technology Access. This book provides not only information on where to get evaluations and technology, but also how to get funding.