



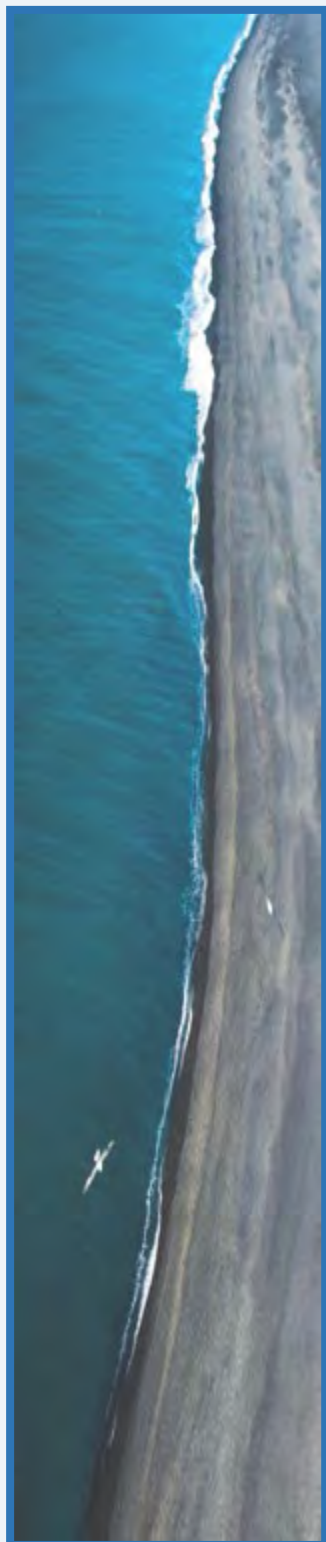
Catch the Wave

A Guide to Transition

SPRING 2022

Catch the Wave: A Guide to Transition

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Difference Between K-12 Education and College

Table 1 K 12 and College

K-12 IDEA '04	K-12 504 Plan	College 504, ADA and FERPA
Student records are accessible to student and parents	Student records are accessible to student and parents	Any enrolled college student's records are only accessible to the student (not the parents)
Special consideration and support for behavior plans	Must follow high school behavior code	Must follow college code of conduct; no special consideration
District identifies disability	Parent provides documentation of disability	Student responsibility to provide documentation of disability and need for accommodation
IEP ensures student success	No guarantee for student success	No guarantee; student responsible for own success
Specialized Academic Instruction with curriculum accommodated or modified	Regular class curriculum with accommodations	Student expected to meet requirements for college level curriculum. Accommodations cannot alter academic requirements.
Free evaluation of disability	Parent responsibility	Student responsibility
District develops Individual Education Plan (IEP)	Services determined by Plan	Student initiates requests for accommodation needs
District ensures that the IEP is implemented and that student is successful	District/parent/student responsible	Student responsible for own progress
Entitled to services identified on IEP	Services determined by Plan	College services not automatic; each college determines eligibility and services
Fundamental modifications to program of study permitted as identified on IEP	Fundamental accommodations to program of study permitted as identified on 504 Plan	No fundamental modifications allowed: Accommodations may not alter fundamental nature of course or impose an undue burden on an institution
Teacher advocate	Parent/student advocate	Student advocates for self
Personal services: e.g., transportation, personal attendant, nurse	No personal services provided	No personal services provided

Educational Options After High School

Table 2 Educational Options After High School

EDUCATIONAL OPPORTUNITIES	DESCRIPTION	ACADEMIC STANDARDS	OTHER INFORMATION
Bachelor's Degree offered at: University of California; California State Universities; other private colleges / universities)	Consists of general education & major courses applicable to a four-year Bachelor's Degree. Student enter from high school or transfer from Community College.	Colleges have progress policies or grade point average guidelines. Students not meeting standards may be placed on academic/progress probation. Refer to the college's catalog for details.	Colleges & universities may have different requirements for general admission. Contact the Admissions Office for more information. Buy or download a college catalog and review campus policies and procedures.
Associate Degree offered at: Community Colleges	The Associate Degree consists of two components: <ol style="list-style-type: none"> 1. Courses of general education 2. Courses toward the major 	Same standards as Bachelor's Degree above.	Some community colleges may offer programs to guarantee admissions into a UC or CSU. See a college counselor for more information. Review the college catalog and review campus policies and procedures.
College Certificate offered by: Community College (CC)	Designed to provide employment skill & open vocational opportunities. A college certificate is earned upon completion of required courses.	Same standards as Bachelor's Degree above.	These programs change with the current employment market.
Personal Enrichment offered at: Community College (CC); Continuing Education (CE)	CC and CE offer courses matching personal interests: career exploration; study skills; computer skills; art; music; etc.	These classes may be offered on a credit/no credit basis.	These courses may or may not be a part of a certificate and/or associate degree.
Continuing Education/Adult Education	Designed to improve basic skills or provide personal enrichment, ie.: Adult Basic Education; ESL; GED/HS diploma.	These courses are usually not offered for college credit; may be repeated and are open entry/open exit.	Contact the local continuing education centers for more information.

Transition Goals Checklists

The following activities are organized in a checklist format and can be used in planning transition goals during the IEP process or when writing 504 Plans. Use the Glossary at the back to help you understand the special disability vocabulary you need to learn.

High School Transition Goals Checklist

FRESHMAN/SOPHOMORE

During the first two years of high school.

1. Continue to learn how to advocate for yourself.
2. Learn more about your disability and what it takes for you to succeed.
3. Start learning about laws that affect and support students with disabilities e.g., the Americans with Disabilities Act (ADA), Section 504.
4. Think about possible colleges you may want to attend.

Prepare for College Entrance Examination (Four-year colleges only)

1. Identify what test(s) need to be taken.
2. Study for the entrance exam (PSAT, SAT, ACT). Use the study guides and/or enroll in SAT or ACT preparatory program(s) if possible.
3. Find out what accommodations are available for entrance exams.

JUNIOR

Increase Your Knowledge About Your Disability

1. Review the goals of your transition plan in your IEP or your 504 Plan.
2. Use your self advocacy skills during your IEP meeting.

Take the College Entrance Examination (Four-year colleges only)

1. Ask your high school counselor about preparations for college entrance examinations. Apply early and request academic accommodations on application(s) for tests.
2. Begin taking exams as early as possible. This gives you time to retake exams, if permitted.

Select the College(s) You Are Interested in Attending

1. Plan to visit college(s). Include disability and other support services in your visitation.
2. Learn about the types of services and accommodations that may be available to you.
3. Based on your investigation, pick the college(s) you feel have the academic programs that match your interests and will provide the services you need to be successful.
4. If you cannot visit in person, visit the college's website or contact the college by phone.

SENIOR

Select the College(s) To Which You Will Apply (Do this in the Fall Semester)

1. Request an application from the college(s) or visit the college(s) website and apply online. Submit all applications and forms by due dates.
2. Identify the written verification you will need to request services and accommodations in college.

Apply For Financial Aid

1. In January, pick up a financial aid packet from your high school counselor's office. Complete the application and turn it in or visit <http://www.fafsa.ed.gov/>
2. Contact the college or university you want to attend, local service clubs, state and national organizations, and search the local library and Internet for more information on scholarships.

Applying to Mt. San Antonio College and the Accessibility Resource Centers for Students (ACCESS) Program

1. [Apply to Mt SAC.](#)
2. [Apply for Financial Aid.](#)
3. Set up your [Mt SAC portal account](#) and complete the [Assessment Questionnaire \(AQ\)](#) to obtain your English and math course placement.
4. Attend New Student Orientation. Online orientation is required of all new Mt. SAC students. To access the online orientation, go to your Mt. SAC Portal and click the "Student Success" tab.
5. [Apply to the ACCESS and provide disability verification \(IEP, 504 Plan, medical verification\).](#)
6. Meet with an ACCESS counselor to discuss accommodations and plan your college courses.

You've Been Accepted to College

1. Apply to the college disability support office to request services. For Mt. SAC, this is the Accessibility Resource Centers for Students (ACCESS) program.
2. Provide current written verification of your disability signed by an appropriate professional. This must include the name of your disability, functional limitations and academic accommodations you have received in the past. For most high school students, this is a copy of your IEP or 504 Plan.
3. Make an appointment to meet with a staff member from the disability support office to discuss accommodations and campus procedures to obtain such services.
4. Arrange for other support not provided by college (e.g., housing, attendant care, equipment repair and transportation). Look into summer programs like Promise Plus and STEP at community colleges. Explore summer classes provide by the disability support office. Apply for Financial Aid if you have not already done this.
5. Investigate community agencies that provide support to persons with disabilities (e.g., Department of Rehabilitation, The Regional Center).
6. Be aware that you need to purchase your textbooks. Visit the campus bookstore or college website for specific prices. If the Department of Rehabilitation pays for your books, contact your DR counselor for the correct form and procedure. Inquire about online resources to purchase discounted textbooks.

Check in with the Disability Support Office

1. Inquire about an orientation for disability support services.
2. Plan classes with an academic advisor/counselor. Review your selections with the disability support office. It is advisable to buy a current college catalog or view online to review campus procedures.
3. Register as early as possible, especially if you need assistive technology or interpreting/Real Time captioning services. If you need your materials in alternate format (enlarged print, e-text, audio, Braille) request them as soon as possible from the disability support office.
4. Ask the disability support office to help you learn more about other support services offered on campus, e.g., tutoring, writing lab, computer lab, and/or counseling center.
 - a. identifies educational limitations that the disability causes.
 - b. identifies reasonable accommodations.

Self-Advocacy

Take some time to think about explaining your disability and accommodations to a professor or counselor. What would you say?

Use the following sample dialogue.

Sample Academic Accommodations Dialogue

Student:

My name is:

I have a verified disability. Here is my paperwork, which verifies my disability, and shows my authorized academic accommodations.

My disability causes the following problems in learning:

Student:

I'd like to discuss some academic accommodations that I need:

(Include only those that apply to you. See the list below.)

Getting a note taker:

I need your help in finding a student who takes good notes in this class. The disability support office will provide paper for the note taker to use. Would you help me find someone who takes good notes?

Tape recording a lecture:

I am authorized to have a tape recorder to record your lecture. I will only use it for my personal study purposes.

Extended Test Times:

I would like to discuss the accommodation of extended time on exams. The disability support office offers someone to oversee or proctor tests in their offices. I can arrange to take the tests through their office, or we can work out extra time or alternate arrangements. How would you like to organize this?

Quiet Environment:

Because I am easily distracted, I need to take tests/quizzes in a quiet environment. I can use the disability support office or we can work out alternate arrangements.

* To the Student:

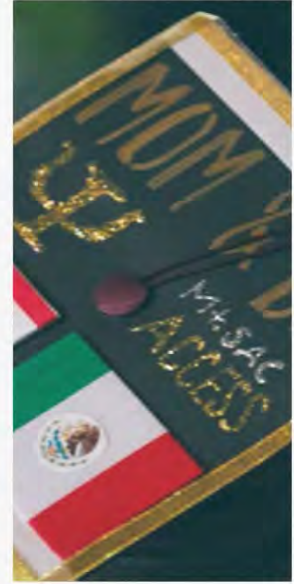
Practice what you are going to say to your instructors; BE POLITE. You should discuss and work out the accommodations together. If instructors do not agree with your accommodations, then politely thank them for their time and leave. Then contact your disability support office or your 504/ADA Coordinators for help in resolving disability related accommodations.

Helpful Hints

1. Obtain a college catalog and class schedule to use and reference throughout your entire college career.
 - a. Balance your schedule:
 - b. Plan a study schedule. 1 hour in class = 2 to 3 hours of study time outside of class.
2. If you are employed, make sure you have enough hours to balance both work and study time.
3. Do not overload your schedule with too many classes. Remember, if you are taking 12 units you are considered a full-time student.
4. Plan your classes with an academic counselor. It is important to have a written plan of the classes you are going to take in the coming semesters.
5. It is important to take classes you are interested in as well as classes you are required to take. For example, you may want to take an Art class along with your Math and English courses so that you have a balanced schedule. Bring this up when you are planning your classes with an academic counselor.
6. Attend all of your class meetings. In college, missing one class meeting can put you behind for an entire week. If you must be absent, ask a classmate if you can copy his/her notes and talk to your instructor about any missed work. Refer to your class syllabi for more information regarding your instructors' late policy.
7. Maintain academic progress: a "C" average or a 2.0 grade point average. Students who have GPA's lower than a 2.0 can be placed on academic probation, disqualified, or may not be eligible for certain scholarships, financial aid, transferring and/or graduation.
8. Use the tutoring centers and take advantage of specialized classes and workshops.
9. Keep a calendar of all appointments, exams and assignment due dates. **DO NOT SCHEDULE APPOINTMENTS DURING CLASS.**
10. Use campus resources and student services.

ACCESS CENTER

Accessibility Resource Centers for Students



ACCESS provides counseling, instruction, and accommodations to students with disabilities and medical conditions. These include mental health, learning disabilities, medical, mobility or sensory conditions.

Services & Accommodations May Include:

- Priority Registration
- Extended Time for Tests
- Books in Alternate Format
- Academic Counseling
- English & Math Support Classes
- Sign Language Interpreter
- Adaptive Classroom Furniture
- Shared Notes
- Tram Service

All services and accommodations are based on individual disability related needs.

Steps to Apply for Services:

1

Submit MyACCESS application and verification of disability.

2

Schedule an appointment with an ACCESS Counselor to establish services.

3

Download your accommodations and send to your professor(s).



ACCESSIBLE TECHNOLOGY CENTER (ATC)

The ATC at Mt. San Antonio College is an instructional center that is comprised of the latest assistive technologies as well as faculty and staff to support students with disabilities and veterans in achieving their academic goals. The ATC is also where required course materials are converted into alternative accessible formats for students.

Assistive/Educational Technology

- Hardware including computers, large print keyboards, track ball mice, scanners, and CCTV magnifiers.
- Software for screen magnification, screen reading, text-to-speech, reading, writing, learning, and note taking.

Assistive Technology Instruction

- Assessment of students' needs and recommendation of the assistive technology and academic strategies needed to overcome academic challenges and become a better student.

Computerized Cognitive Retraining Instruction

- Where students who have an acquired brain injury undergo computerized cognitive retraining instruction administered by licensed Speech and Language Pathologists.
- Software for improving attention, concentration, speed of processing, memory, sequencing, and reasoning.



Accessibility Resource Centers for Students

1100 N. Grand Ave, Walnut, CA 91789

909-274-4290

www.mtsac.edu/access/



Acquired Brain Injury Program



The Acquired Brain Injury Program (ABIP) at Mt. SAC addresses students with brain injuries who benefit from computerized cognitive retraining to reach academic and/or vocational goals.

What is a brain injury?

The definition used by the California Community Colleges is “a verified deficit in brain functioning which results in total or partial loss of cognitive, communicative, motor, psycho-social, and/or sensory-perceptual abilities.” (Title 5)

What is the Mt. SAC Acquired Brain Injury (ABI) Program?

A program where students who have an acquired brain injury undergo computerized cognitive rehabilitation instruction administered by licensed Speech and Language Pathologists with the goal of completing a degree/vocational program or pursuing employment.

How much does it cost?

There is no charge for the ABI Program. Parking is by paid permit, meter, or valid disabled placard.

We Care

Acquiring a brain injury is a life changing experience and **we are here to help you** achieve your educational and/or vocational goals.

Candidate Requirements

- Brain injury occurred after age 12
- Be age 18 or over (or have completed high school)
- Be willing and able to fully participate in the program
- Have sufficient receptive and expressive language skills and memory to follow instructions.
- If candidate has seizures — must have seizures under reasonable control
- Be free of blatant psychoses and/or behavioral problems
- Be free of dependency on nonprescription drugs



Verification Requirements

- Primary verification of brain injury needs to be medical-based physician, Psychologist, Speech-Language Pathologist, or Occupational Therapist
 - ACCESS Verification of Disability
- Additional support documentation maybe requested at intake appointment
- Complete ACCESS application for services

How do I start the process?

Schedule a 1-hour appointment with Heather Ponce or Valentina Gaete, Speech Pathologists.

Appointments can be scheduled by emailing hponce@mtsac.edu or calling **909-274-6332**.

Be sure to ask for an ABI Program New Student Intake appointment.

***Bring your medical verification to your appointment or upload them in your student portal.**

Program Hours

Monday-Thursday: 9:00 AM-3:00 PM

Virtual: Wed 1-3 PM

Students in the ABI Program are scheduled for a **maximum** of 2-hour sessions twice a week (total of 4 hours per week).

The student may begin after an intake appointment and does not have to wait until beginning of the semester.

ABIP Faculty:

Heather Ponce, MS, CCC-SLP

Valentina Gaete, MS, CCC-SLP

ATC faculty:

Matthew Dawood, MS



Faculty Emeritus:

Jill Wilkerson, MS, CCC-SLP

Christine Tunstall, MS, CCC-SLP

Christopher Walker, PhD, CCC-SLP

ABI PROGRAM

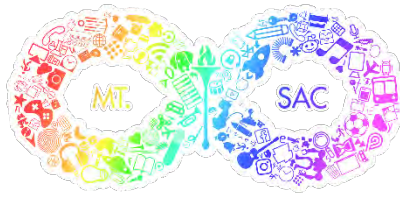


Location: Mt. San Antonio College
1100 N. Grand Avenue
Walnut, CA 91789
Building 9E Room 1100



Puzzle Project

Social skills training for young adults with ASD college setting.



AUTISM SPECTRUM DISORDER (ASD)

ASD is a lifelong developmental disability that affects social and communication skills. ASD is a spectrum disorder which means that all people with autism share difficulties in three main areas: social communication, social interaction, and inflexibility of thought. (Supporting Students on the Autism Spectrum, 2010).

Puzzle Project student statements:



"Most people don't know about high functioning autism; they just assume it's only low functioning."

"I feel Autism is important. I wish more people would learn about it."

"I go to the ATC, writing center, the MARC, and ACCESS counseling center."

"Autism makes me feel funny and strange."

"I have to talk to them (professors)."

"Autism has made me grow into a better person."

WHAT IS PUZZLE PROJECT?

A series of workshops for Mt. SAC students who have autism spectrum disorder (ASD). During these workshops, students will learn a variety of skills that can be applied to college life.

THE MISSION

To improve the social language, social interaction, and its appropriate use; executive function (initiation, planning, organization, execution, and self-regulation), and control of appropriate and inappropriate behaviors in order to facilitate positive educational outcomes to help students accomplish their academic and career goals.

HISTORY

Puzzle Project was established in 2014 by Dr. Christopher Walker, Speech Pathologist, at Accessibility Resource Centers for Students (ACCESS) at Mt. San Antonio College (Mt. Sac). After his retirement, the program continued to grow and flourish, and has served 180 students since then.

MEET THE STAFF

The program operates with 2 co-instructors (an ACCESS Counselor and a Speech Pathologist), an Occupational Therapist, 15 peer mentors, and 1 administrative support staff.

PEER MENTORS

Students will meet twice weekly with a peer mentor to focus on applying social skills, time management and organizational strategies, utilize campus resources, and stay on track to meet their academic goals.

Peer Mentors are selected from a pool of exceptional, honor students enrolled at Mt. SAC. They possess extraordinary qualities in academia and inter-personal skills that will help students on the spectrum become successful.

RESEARCH BASED MODEL

Puzzle Project was created based on the UCLA Program Education and Enrichment of Relational Skills (PEERS) model by Dr. Elizabeth Laugeson. Puzzle Project's professional staff are PEERS certified and teach from the book PEERS for Young Adults.

TOPICS COVERED

- Academic counseling
- Stress Management
- Social Skills training (entering group conversations, dating, handling disagreements, etc.)

TIME COMMITMENT

The skill building workshops take place on campus and are held every Friday morning during the Spring and Fall semesters.

One-on-one peer mentoring sessions take place on campus bi-weekly (2 hours total). Schedules are arranged at the beginning of the semester and remain consistent.

CRITERIA

Students who are accepted into the program must be enrolled at Mt. SAC in a credit, academic class. They should be on track to earn a certificate, an associate degree, or seeking transfer to a four-year university.

APPLICATION CRITERIA

1. Must be registered with ACCESS and have a verified disability of ASD.
2. ACCESS counselor referral to Puzzle project.
3. Puzzle Project intake interview.
4. Enrolled in a credit academic class.
5. Availability on Friday mornings.
6. Puzzle Project Workshop, Fall 2019

CONTACT INFORMATION

- 1: Puzzle Project website & IG
https://www.mtsac.edu/access/puzzle_project/puzzle_project.html@puzzleprojectmtsac
- 2: Liz Hernandez: ACCESS Counselor
ehernandez@mtsac.edu
- 3: Heather Ponce: Speech Pathologist
hponce@mgtsac.edu
- 4: Jacquelyn Dunlap: Puzzle Project Assistant
jdunlap1@mtsac.edu
- 5: Dr. Ana Sanchez: Occupational Therapist
asanchez682@mtsac.edu



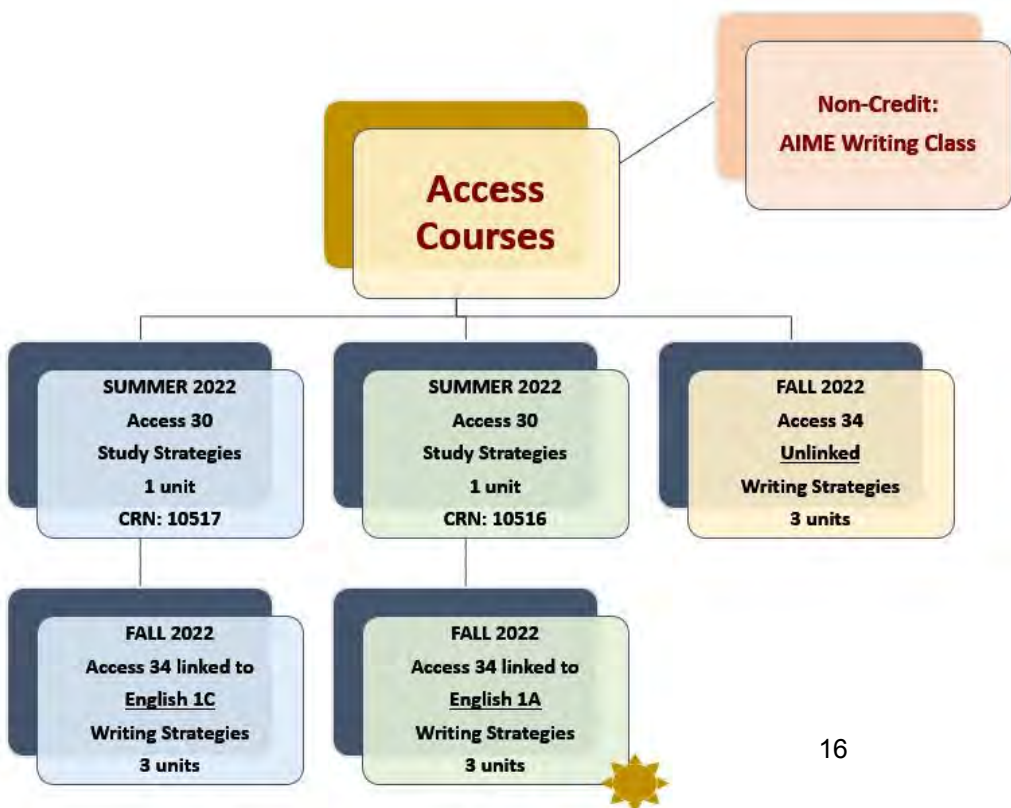
Success through the **WRITING** PATHWAY

CRN'S AND MORE

Use QR Code

Professor Julie Cortez

jcortez152@mtsac.edu



Access Summer 2022 Classes

Get started on English 1A or English 1C in
the summer remotely.

ACCESS 30

CRN 10516

Study Strategies for
English 1A

Monday-Thursday

10am-12:05pm

Zoom

WHAT IS IT?

- Intended to prepare students for English 1A with Peter Churchill for Fall
- Reading and comprehension of theoretical texts
- Close reading strategies
- Focus on text dependent questions
- Use of Socratic Seminar to understand text

CRN 10517

Study Strategies for
English 1C

Monday-Thursday

12:30pm-2:35 pm

Zoom

WHAT IS IT?

- Intended to prepare students for English 1C with Michelle Nava for Fall
- Reading and comprehension of theoretical texts
- Close reading strategies
- Focus on text dependent questions
- Use of Socratic Seminar to understand text

Access 30: Strategies for academic success intended for students with physical or learning-related disabilities. addresses techniques to improve language, memory, and reasoning that can be applied to specific courses.

<u>Facts</u>	<u>Getting Started</u>
1 Unit 6 weeks 6/20-7/29	Restricted courses email for clearance: jcortez152@mtsac.edu

FUN FACT:

"Education is not the learning of facts by the
training of the mind." - Albert Einstein

CONTACTS

Access: www.mtsac.edu/access Phone: (909) 274-4290 Email: access@mtsac.edu
Professor Julie Cortez: jcortez152@mtsac.edu

July 2022 Writing Workshops

Prepare for Fall 2022

WORKSHOPS

1. Access Courses	Tues, July 5th
2. Reading college level texts	Wed, July 6th
3. Essay parts	Mon, July 11th
4. Breaking down essay prompts/Outlines	Tues, July 12th
5. Integrating & analyzing quotes	Wed, July 13th
6. Topic sentences/conclusion sentences	Mon, July 18th
7. Thesis statements	Tues, July 19th
8. Introduction & conclusion Paragraph	Wed, July 20th
9. MLA formatting & Titles	Mon, July 25th
10. Works cited page	Tues, July 26th
11. Revisions & Mt. SAC Resources	Wed, July 27th

Learn writing strategies for effective analytical college essays.

Facts

Getting Started

11 virtual workshops
8:30am-10am

email for zoom link:
jcortez152@mtsac.edu

FUN FACT:

"Alone, we can do so little; together, we can do so much." - Helen Keller

CONTACTS

Access: www.mtsac.edu/access Phone: (909) 274-4290 Email: access@mtsac.edu

Professor Julie Cortez: jcortez152@mtsac.edu

August Math Workshops

- | | |
|---|------------------------------------|
| 1. Fraction, Decimal, Percent Conversions | Monday, August 1 st |
| 2. If/Then and p/q statements | Tuesday, August 2 nd |
| 3. Base 10 Number Systems | Wednesday, August 3 rd |
| 4. Point-Slope Form | Thursday, August 4 th |
| 5. Slope-Intercept Form | Monday, August 8 th |
| 6. Quadratic Equations | Tuesday, August 9 th |
| 7. Factorials | Wednesday, August 10 th |
| 8. Probability | Thursday, August 11 th |

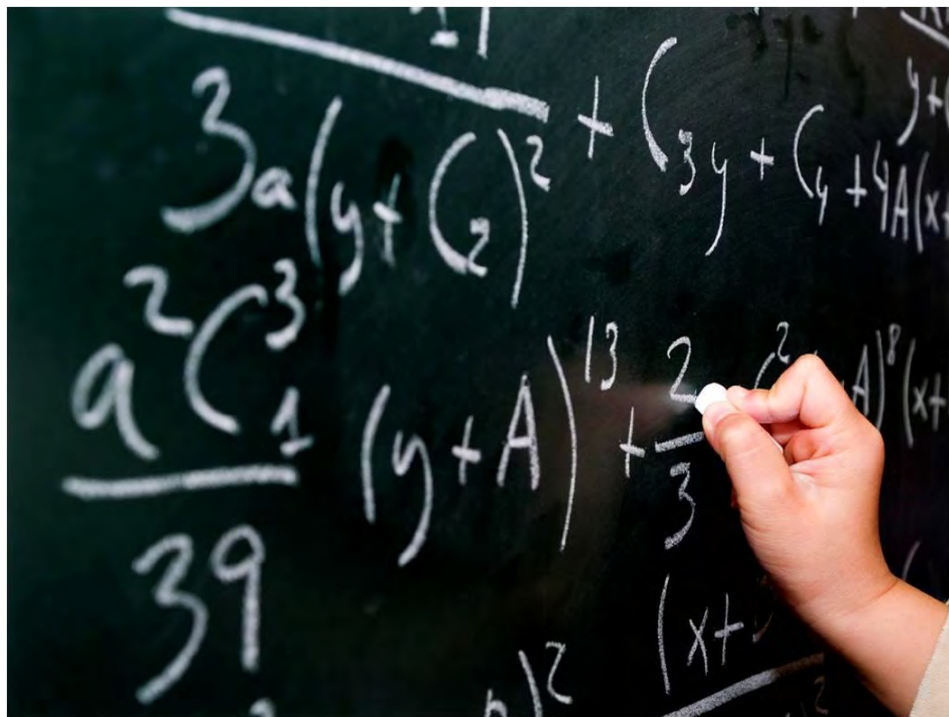
Topics are tentative and may change

Prepare for Math 100

In Person: Building 9E-1060

From 10:00am-11:30am

Questions? Contact Dana Johnson Dana.johnson@mtsac.edu



ACCS 33

Strategies for Success in Math

Strategies for students currently in math courses for academic success in relationship to disabilities. Emphasis on notetaking, memory strategies, creating a study plan, utilizing resources, and overcoming math anxiety. Students who repeat this course will improve skills through further practice and implementation of skills.



**WHAT: SUPPORT
FOR STUDENTS
THAT ARE
CONCURRENTLY
ENROLLED IN A
MATH CLASS**

**WHEN: FALL
SEMESTER 2022
TUESDAY AND
THURSDAY
1:15PM-2:40PM**

**WHERE: ONLINE
SYNCHRONOUS**

3 units

CRN: TBD

Professor: Dana
Johnson

Dana.johnson@mtsac.
edu

Math 100 & Access 33 Linked Class Fall 2022



Math 100: Survey of College Math

When: Tuesdays and Thursdays 9:45am-11:10am

Where: TBD

Who: Professor Martha Hall

3 Units

CRN: TBD

ACCS 33: Strategies for Success in Math

When: Tuesdays and Thursdays 11:30am-12:55pm

Where: Building 9E Room 1060

Who: Professor Dana Johnson

3 Units

CRN: TBD

***Registration in both CRN's is required. Please contact Dana Johnson at dana.johnson@mtsac.edu for clearance/approval to enroll. ***

Summer 2022

Introduction to College: COUN 1



Course is designed for ACCESS students

Learn which classes to take with counselor support and guidance, explore majors & careers, participate in workshops geared for your success, qualify for Promise+Plus benefits

- ➡ WHEN: July 5 –July 14 from 8 AM-10:05 AM
- ➡ WHERE: In-person Bldg. 12 Room 1020
- ➡ Email Inquiries: Eloise Reyes at ereyes86@mtsac.edu
- ➡ CRN: 10785

KEVIN LIU

ACCESS INSTRUCTIONAL SPECIALIST

Meet with Kevin to develop the skills you need to SUCCEED in your classes!

- Organization
- Time Management
- Motivation
- Study strategies
- Note-taking
- Test-taking
- Emotional Management



KLIU60@MTSAC.EDU



CALL FRONT DESK FOR APPOINTMENT
909-274-4290

