



provider you meet with will have gathered some information that helps explain the differences between settings, both legally and practically. Two of my favorite websites for learning more are at:

<http://www.ed.gov/about/offices/list/ocr/transition.html> and <http://www.heath.gwu.edu/>).

The services and support available to SWD are sometimes very different than what was provided in high school, and the college is under no obligation to continue the services given in high school or to adhere to the recommendations of an outside diagnostician. The college will make its own determination of what services and support to offer, based on the documentation of disability and their interview with your SWD. There are no IEP

responsible for her own destiny now.

More importantly, while this may be your last chance to convey all that important  
*first* chance to convey that information all

**DO** take some time prepping your son/daughter in advance on the issues that you think need to be discussed the things that you would say if you had the chance. Make a list of the topics you would bring up, explain why you think each is important, and make sure your SWD has the list in hand when s/he goes into the interview. Rehearse with your son/daughter, if they will let you. If they are for making them sit and listen while you demonstrate how you would approach teachers arranged for extra time for you on tests when you were in high school. because it takes me a long time to put my thoughts in writing, but I never needed may be surprised to hear those words come out of his/her mouth at the interview!

interrupt. If you disagree with something the disability service provider says, or if your SWD says something that you know is incorrect, or if you see your SWD agreeing with/to something when you know they have no idea what they are agreeing to **NTERRUPT!** Let the interview play out. Give the disability service provider a chance to draw your SWD out further, give your SWD an opportunity to clarify matters, or simply wait to see if the confusion/disagreement remains. It is important to know just how independent and accurate students are in describing their needs. You will get your chance.

**DO** prompt your son/daughter to speak up and share those important points as the interview progresses. Instead of explaining to the disability service provider

don't you explain to Ms. \_\_\_\_ why it is important for you to have a calculator for math and science classes. Is it because you have trouble lining up the columns, or because yo open-ended question that encourages your SWD to flesh out the response. At the same time, you are hinting to the interviewer that there is an issue here to be discussed (See? I told you that you would get your chance!)

Why not take notes as the interview progresses? When your son/daughter has exhausted the list of topics to discuss, and the disability service provider has shared all the information they thought was important, it is *YOUR* turn to talk. 3 (p)2G tne n and ts k

An old adage maintains:

One is roots. The other is wings.