



**TRANSITION TO ST. LOUIS COMMUNITY COLLEGE
INFORMATION FOR PROSPECTIVE AND NEW STUDENTS**

TRANSITION TO ST. LOUIS COMMUNITY COLLEGE

TABLE OF CONTENTS

DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

Differences Between High School Aand College	5
The Laws.....	8
Buckley Amendment	10

PREPARATION

Transition Services Offered at St. Louis Community College	12
Junior and Senior High School Checklists	13
Know Your Strengths and Weaknesses.....	17
Student Inventory Test Taking Skills	18
Student Inventory In Class	19
Student Inventory Out Of Class.....	20
Student Inventory Reading.....	21
Student Inventory Time Management	22
Student Inventory Individual or Interpersonal Skills	23
Why Students Should Use Technology In High School	24
Audio Textbooks.....	25
Documentation	26
Get Ready For Your First Meeting With Disability Support Services.....	28
Noncredit or Credit: What's Right For Me?	31
Your Reading, Writing, and Math Skills - Are They Good Enough.....	32
Placement Test Results	33

NOW THAT YOU ARE READY FOR COLLEGE

What Is the Access Office	36
Guide to Registering for Classes.....	37
Guide to Obtaining Accommodations And Services.....	38

Accommodations for Placement Tests	40
Instructor Notification Memo.....	41
Sample Instructor Notification Memo	42
What Are the Characteristics of Successful Students?	44

RESOURCE LINKS

[Missouri College Guidebook](#)

[Division of Vocational Rehabilitation](#)

[Rehabilitation Services for the Blind](#)

[Resources for the diagnosis of learning disabilities and/or ADD/ADHD](#)

[Contact Information](#)



DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

LEGAL	
HIGH SCHOOL	COLLEGE
Services provided under IDEA or Section 504, Subpart D.	Services provided under the Americans with Disabilities Act (ADA) and Section 504, subpart E.
The IEP is mandated and followed.	The high school IEP ends and there is no IEP at the college level.
The student has the right to an education, paid for by the state. Therefore, special programs are created to meet the student's needs.	A college education is a privilege instead of a right, and special programs are not required.
Parents are actively involved in planning and decisions.	Students are considered adults and must advocate for themselves. Parent involvement should cease.
Accommodations are provided to <u>ensure</u> the success of the student.	Accommodations are provided to ensure equal access, and success is the responsibility of the student.
School districts are responsible for identifying and evaluating disability at no cost to the student or family.	The student must self-identify and provide appropriate and current documentation based on the College's requirements. The College is not responsible for the payment of evaluations.
Parents sign documents for students.	Students sign all documents.
High school personnel talk freely with parents.	The Buckley Amendment requires that students give written permission to personnel to talk to parents or others.

ACADEMIC DIFFERENCES

HIGH SCHOOL	COLLEGE
High School personnel have the responsibility to try to modify inappropriate behavior caused by the disability into appropriate behavior.	Students are responsible for their own behavior, and inappropriate behavior is not tolerated.
Tests are often modified or shortened, or questions are modified.	Students are expected to take the same tests as all students.
Shortened or modified assignments as well as extra time to complete the assignments are often given.	Students are expected to do the same work in the same time frame as all students
Teachers are asked to adapt their teaching mode to the student.	Faculty has academic freedom in delivery, course content, requirements, and method of evaluation.
Accommodations are given for all subjects and do not have to be supported by diagnostic evaluation	Accommodations are given only in the area of disability and must be supported by documentation.
Students are scheduled to see resource personnel on a regular basis or can come to the resource room on a drop-in basis.	Students must initiate requests for services.
Students' study is directed by special education teachers.	Students must have skills to organize, plan and study independently.
Special educators inform instructors about a student's accommodation needs.	Students talk to their teachers about accommodation needs.

OTHER DIFFERENCES	
HIGH SCHOOL	COLLEGE
Transportation is provided	Transportation and mobility on campus are the responsibility of the student.
Often paraprofessionals are provided if a student needs personal care or behavioral management assistance.	The College is not responsible for providing services of a personal nature or behavioral management assistance (personal attendants, tutors, behavioral coaches or readers for personal study).
Adaptive technology is minimally used.	Students are expected to use available adaptive technology in order to function independently.
Few students are exposed to audio textbooks because special educators read and clarify selections	Students may use audio textbooks if their documentation supports this accommodation.

Taken from the Missouri Higher Education Opportunities for Students with Disabilities, a publication of the Missouri Association on Higher Education and Disabilities. Adapted from:

Claire E. Weinstein, Karalee Johnson, Robert Malloch, Scott Ridley and Paul Schults. Innovation Abstracts (vol. x No. 21; Sept. 30, 1988.) National Institute for Staff & Organizational Development (NISOD); the University of Texas. Austin, Texas 78712.

F. Shaw, L.C. Brinckerhoff, J. Kistler, and J.M. McGuire, 1991, Learning Disabilities: A Multidisciplinary Journal, 2, 21-26.

The Postsecondary Learning Disabilities Primer, Learning Disabilities Training Project, Western Carolina University, 1989.

Brinckerhoff, L.C., S.F. Shaw, and J.M. McGuire, 1993, Promoting Postsecondary Education for Students with Learning Disabilities.

Vogel, S. A. Adelman, P.B. 1993, Success for College Students with Learning Disabilities.

[Back to the Table of Contents](#)

THE LAWS

Two laws govern higher education regarding the provision of equal access to students with disabilities, the Rehabilitation Act, Section 504, and the Americans with Disability Act (ADA). The following is a synopsis of both laws as they affect College.

DEFINITIONS OF DISABILITY

The ADA and Section 504 define disability as:

- A physical or mental impairment that substantially limits one or more of the major life activities of an individual (caring for oneself, performing manual tasks, walking, sitting, standing, lifting, reaching, seeing, hearing, speaking, breathing, leaning, and working)
- A record of such an impairment
- Being regarded as having such an impairment

Individuals with disabilities may include persons who have: mobility; sensory or speech impairments; cosmetic disfigurements, mental illness, mental retardation or learning disabilities. Individuals with disabilities may also include persons who have neurological, psychological, or physical disabilities.

Documentation of disability is required and must be certified by a licensed professional, i.e., doctor, psychiatrist, licensed psychologist, etc.

WHO IS A QUALIFIED INDIVIDUAL WITH A DISABILITY IN COLLEGE?

A person with a disability who meets the academic and technical standards required for admission or participation in the college's programs or activities

WHAT IS REASONABLE ----- WHAT IS NOT REASONABLE ACCOMMODATIONS?

Reasonable accommodation does not waive students' responsibilities to:

- Complete requirements of a program, course, service and/or activity,
- Adhere to generally acceptable standards of behavior and the College's General and Academic Student Rights and Responsibilities
- Adhere to administrative and faculty/staff directions and instructions.

Each request for an accommodation will be evaluated on a case-by-case basis by the Access Office. Factors to be examined include:

- The academic and technical standards required for admission or participation in an education program or service
- The purpose and nature of the program, course, and/or service
- The precise education-related abilities and functional limitations of the student and how those limitations could be overcome with reasonable accommodation
- The nature and cost of the accommodation required in relation to the College's financial resources
- The consequences of such an accommodation upon
- The operation and educational mission of the College, course, program, service and/or activity
- Other federal, state, and local regulatory requirements

WHAT IS AN UNREASONABLE ACCOMMODATION?

Unreasonable accommodation requests occur when:

- The student requests services of a personal nature such as:
 - Personal attendants
 - Tutoring (outside of what is provided for the general population)
 - Transportation
 - Mobility training
 - Behavioral coach
- The educational standards or mission of St. Louis Community College would be substantially altered;
- The nature of the program, course, service and/or activity would be fundamentally altered;
- The student is not otherwise qualified (with or without accommodations) to meet the academic and technical standards required for admission or participation in an education program, course, service and/or activity;
- The effects of the disability cannot be overcome even with reasonable accommodations;
- The individual would not be able to complete a program, course, service and/or activity; even with reasonable accommodations;
- An undue financial or administrative hardship (College-wide) would be caused by the accommodation;
- The individual would pose a direct threat to the health or safety of himself/herself or others.

BUCKLEY AMENDMENT

The Buckley Amendment states that the College cannot release records or certain information about students or their progress without student's consent.

CAN MY PARENTS OR OTHERS OBTAIN INFORMATION FROM THE ACCESS OFFICE?

The Access Office staff cannot share information about students without the student's written permission.

WHAT INFORMATION CAN LEGALLY BE GIVEN OUT WITHOUT STUDENT PERMISSION?

Some information can be released through the Admissions/Registration Office such as the student's name, enrollment status, dates of attendance, choice of major, any degrees or certificates earned and what previous institutions attended.

WHY DO WE HAVE THIS LAW?

The law recognizes college students as adults who have a right to privacy.

DO YOU WANT MORE INFORMATION?

Details of this law can be found in the "Factfinder" Student Handbook."

[Back to the Table of Contents](#)



PREPARATION

TRANSITION SERVICES OFFERED AT ST. LOUIS COMMUNITY COLLEGE

WORKSHOPS:

The Access Office staff will be happy to work with organizations, agencies, and schools regarding arrangements for the following workshop.

FOR STUDENTS

How to transition, self-advocacy, using accommodations, talking to instructors, documentation issues, and federal laws

FOR PARENTS:

How to help your student transition to St. Louis Community College – role of parents after high school, documentation issues, Federal laws, and college resources

FOR TEACHERS AND COUNSELORS:

Missouri Association on Higher Education and Disabilities workshop –transitioning to any college or university, differences between high school and college, how to prepare students for college, study skills, documentation issues, and federal laws

ADDITIONAL TRANSITION SERVICES

FOR RESOURCE TEACHERS AND PARENTS:

Contact the Access Office regarding transition issues and accommodations at the college setting for IEP meeting preparation.

FOR STUDENTS:

Campus visits for groups of students - how to get admitted, advised, registered, and set up accommodations for disabilities, Campus tours and mock lectures

Intake appointments - individual discussion with student regarding accommodation needs and preparation for college

CONTACT INFORMATION

St. Louis Community College at Florissant Valley ACCESS Office 3400 Pershall Road St. Louis, MO 63135-1499 314.513.4551 (voice) 314.513.4552 (TDD/TTY) 314.513.2376 (fax) fvaccess@stlcc.edu	St. Louis Community College at Forest Park ACCESS Office 5600 Oakland Ave. St. Louis, MO 63110-1393 314.644.9039 (voice) 314.644.9093 (TDD/TTY) 314.951.9439 (fax) fpaccess@stlcc.edu	St. Louis Community College at Meramec ACCESS Office 11333 Big Bend Blvd. Kirkwood, MO 63122-5799 314.984.7673 (voice) 314.984.7127 (TDD/TTY) 314.984-.7123 (fax) mcaccess@stlcc.edu
--	---	--

[Back to the Table of Contents](#)

JUNIOR AND SENIOR HIGH SCHOOL CHECKLISTS

A MONTH BY MONTH LIST OF ACTIVITIES TO PREPARE FOR COLLEGE

JUNIOR YEAR CHECKLIST

SEPTEMBER

- Call St. Louis Community College Admissions Office, and ask them to send you a catalog. Look at the different majors offered to see if any matches your interests and abilities.
- Read "[Differences Between High School and College.](#)"
- Start a "College File" of everything related to college including your social security number and results of any disability related testing.
- Memorize your Social Security Number. If it has been lost, obtain another card from the Social Security Administration.
- Read "[Instructor Notification of Accommodations Process.](#)" In college, you will be responsible for talking to your teachers about your accommodation needs. Before you come to college, practice talking to your high school teachers about your accommodation needs.
- Give your parents or guardians the list of "What Parents Can Do."

OCTOBER - DECEMBER

- Meet with your high school counselor to review your credits for graduation.
- Know your learning style. If you do not know your leaning style, ask your high school counselor to give you a learning styles inventory.
- Fill out the "[Know Your Strengths and Weakness Student Inventory.](#)" Start to work on those weaknesses that can be improved.
- Fill out "[Get Ready for your First Meeting with the Access Office.](#)" This will help you understand your disability and help you explain how your disability affects learning when you meet with the Access Office. You may wish to consult with your resource teacher.

JANUARY

- Discuss your accommodation needs with your high school teachers.
- Keep your grades up. It is the road to possible scholarships.
- Read "[Why Students should use Technology in High School.](#)" Try out and learn to use helpful technology while in high school (i.e. grammar and spell checkers, computer voice synthesis).

- If you have a reading disability, read "[Audio Textbooks](#)." Order some books on tape to see if this helps your comprehension.

FEBRUARY

- Start estimating how you and your family will pay for college. Ask your school counselor for printed information on meeting costs of attending college.
- Do you have weak academic skills? Sign up for special tutoring or for special summer programs to help with any academic deficiencies. Read, "[Your Reading, Writing, and Math Skills...Are They Good Enough](#)."
- Plan your senior classes carefully with your school counselor. It may not be a good idea to take easy classes. Plan to take classes that will prepare you for the challenges of college.

MARCH

- Contact the Access Office to arrange a campus visit.

MAY

- Get a summer job to save money for college.
- During the summer months, read as much as you can. Keep improving your English, reading, and math skills.

SENIOR YEAR CHECK LIST

SEPTEMBER

- Discuss your accommodation needs with your high school teachers.
- Read, "[Documentation](#)." Your documentation of disability should be current and based on an adult assessment.
- Read "[The Laws](#)." to learn about Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. In addition, read, "[What is the Buckley Amendment?](#)" These are the laws that protect you as a student with a disability at college.

OCTOBER

- If you have not already done so, visit the St. Louis Community college campus of your choice. Call the Access Office for an appointment.
- Read, "[What Are the Characteristics of Successful Students](#)" to get an idea of what is expected of college students. Beware of "Senioritis," that tendency to slack off.

DECEMBER

- The holidays are a good time to talk with relatives and older friends who may have gone to college. They may have some suggestions for you.

JANUARY

- If you are applying for Financial Aid, now is the time to obtain a Financial Aid Application for next year from your high school counselor. Fill it out and send or submit the information on-line at <http://www.fafsa.ed.gov>. Make sure you indicate on the form that the information needs to be sent to St. Louis Community College.
- Men 18 years and older must prove draft registration in order to receive federal financial aid. Inquire at the local post office about registering or register on line at <http://www.draftregistration.us/>.

FEBRUARY

- If your grades and test scores are high, consider taking College-Level Examination Program (CLEP) exams. CLEP tests generally are offered each month for credit at participating postsecondary institutions. For more information about CLEP, ask your high school counselor.
- Review the form you filled out called, "[Get Ready for Your First Meeting with the Access Office](#)." with your Resource/Special Education teacher.
- Check your "College File" to make sure it includes:
 - Social Security Number
 - Copies of all current Psycho educational tests or other current documentation of your disability
 - Your high school transcript, and ACT/SAT scores
 - The form titled "[Get Ready for Your First Meeting with the Access Office](#)."
 - "[Know Your Strengths and Weaknesses, Student Inventory](#)"
 - A copy of your most recent IEP
 - All financial aid letters received from the government or college

MARCH

- Find out if your health insurance, scholarship, athletics, etc. requires that you be a full time student. Put this information in your portfolio to discuss with your Access Office Advisor/Counselor.
- Watch announcements, bulletin boards, and newspapers carefully for scholarships. Many local organizations and individuals award scholarships to students at each local high school.
- Read "[What Is the Access Office](#)."
- Make an Intake Appointment with an Access Office advisor/counselor. Bring your "College File." You will be asked to fill out an application for services. Be prepared to answer the following questions:
 - How many credit hours you should take? (Athletics, scholarships, A+, insurance may require you to be a full time student - 12 hours).
 - How does your disability affect you in a school setting and what accommodations will you need?
 - What kind of accommodations did you use for testing?

- What documentation of your disability do you have?
- Fill out a St. Louis Community College Application for Admissions. Pick one up at the College or print a copy from the web at <https://users.stlcc.edu/admissions/admit2.html> and fax or mail it.
- Ask your high school to send a transcript to the Admissions Office. If you have already taken some college courses, make sure that transcript is sent also. Then ask the College Admissions office to evaluate that transcript.
- Take your Placement Tests. If you need accommodations, meet with an Access Office Advisor/Counselor first. Add the results to your "College File." Read "[Accommodations for Placement Testing.](#)"
- If you have applied for Financial Aid, you should have received a letter from the Federal Government and the College. Read them carefully and follow all directions.

APRIL

- Schedule an advising and registration appointment with your Access Office Advisor. Bring your "College File."
- If you have sent documentation to the Access Office, check to see if your documentation of disability has been approved for accommodations.

MAY

- Ask your high school to send a final transcript showing graduation to Florissant Valley.
- Go to the Access Office website at <http://www.stlcc.edu/Disability>. Go to Student Info and Student Handbook. Look at the table of contents to get an idea of information you can find.

JUNE

- Use the summer to earn extra money for postsecondary education.
- Schedule an Accommodations Set up appointment with your Access Office Advisor. Bring your "College File."
- If you are applying for financial aid, make sure your financial aid paperwork is complete.
- Get your student ID and parking tag.
- Buy your books.
- Attend the Access Office Orientation.
- Attend the College Orientation.

Compiled by Mary Wagner, Suelaine Matthews, and Maureen Ottenlips, Access Office, disAbility Support Services. Excerpts from Missouri Higher Education Opportunities for Students with Disabilities, a publication of the Missouri Association on Higher Education and Disabilities

[Back to the Table of Contents](#)

KNOW YOUR STRENGTHS AND WEAKNESSES

Knowledge of your academic strengths and weaknesses will contribute to your success in college. You should be aware of your:

- learning styles
- notetaking abilities
- test taking strategies
- time management skills.

While you are still in high school, you should begin to discuss your strengths and weaknesses with your instructors. The next pages contain a Student Inventory which is designed to help you understand your strengths and weaknesses. It will also help you discover services you may need when you come to college.

STUDENT INVENTORY TEST TAKING SKILLS

Name: _____

Date: _____

	Check if this is a strength	Check if this is a weakness	How were you accommodated in high school?	What can you do to improve your skills?	Find out if there is a service on campus that might help you
Short answer					
Essay					
Spelling					
Multiple choice					
True/False					
Matching					
Math computation					
Math word problems					
Computerized exams					
Scan-tron answer sheets					
Oral exams					
Using test time wisely					
Writing legibly and independently					
Staying Calm					

STUDENT INVENTORY IN CLASS

Name: _____

Date: _____

	Check if this is a strength	Check if this is a weakness	How were you accommodated in high school?	What can you do to improve your skills?	Find out if there is a service on campus that might help you
Understanding course lectures					
Concentrating					
Listening and writing at the same time					
Taking good notes					
Coping from the board or overhead					
Watching audiovisual materials					
Listening to audio tapes					
Observing others					
Asking/ answering questions					
Participating in class discussion					
Using computers/ Internet					
Giving an oral report or speech					
Doing hands-on exercises/ lab projects					
Following oral directions					
Following written directions					
Reading maps/ charts/graphs					
Doing in-class writing assignments					
Role play					
Discussing needs with teachers					

STUDENT INVENTORY OUT OF CLASS

Name: _____

Date: _____

	Check if this is a strength	Check if this is a weakness	How were you accommodated in high school?	What can you do to improve your skills?	Find out if there is a service on campus that might help you
Completing worksheets					
Organizing papers					
Writing legibly and independently					
Using good punctuation					
Using proper grammar					
Spelling					
Making art/media/hands-on projects					
Participating in internship/practicum					
Working independently					
Working with a tutor					
Studying with other students					
Using a computer					
Doing library research					
Studying in a noisy environment					
Talking to teacher/staff outside of class					
Doing multi-step math problems					
Remembering basic facts					
Doing math calculations					
Finding and using resources					
Asking for help					

STUDENT INVENTORY READING

Name: _____

Date: _____

	Check if this is a strength	Check if this is a weakness	How were you accommodated in high school?	What can you do to improve your skills?	Find out if there is a service on campus that might help you
Reading slowly					
Sounding out unfamiliar words					
Understanding what you read					
Understanding vocabulary					
Looking up unfamiliar vocabulary					
Remembering what you read					
Understanding abstract concepts					
Picking out important points					

STUDENT INVENTORY TIME MANAGEMENT

Name: _____

Date: _____

	Check if this is a strength	Check if this is a weakness	How were you accommodated in high school?	What can you do to improve your skills?	Find out if there is a service on campus that might help you
Attending classes					
Going to class on time					
Going to class prepared					
Being motivated to start work					
Being able to prioritize (plan) work					
Budgeting time					
Sticking with an assignment until completed					
Organizing ideas and information					
Studying in a distracting environment					
Keeping track of assignments and appointments					

STUDENT INVENTORY INDIVIDUAL OR INTERPERSONAL SKILLS

Name: _____

Date: _____

	Check if this is a strength	Check if this is a weakness	How were you accommodated in high school?	What can you do to improve your skills?	Find out if there is a service on campus that might help you
Having self-confidence					
Making new friends					
Understanding humor and sarcasm					
Being able to carry on a conversation					
Expressing ideas					
Finding the "right word" to describe something					
Finding transportation					
Being able to get around campus					
Being able to get books from book bag					
Taking care of personal needs					
Deciding upon a career or major					
Being able to handle family responsibilities so they do not compete with studies					

[Back to the Table of Contents](#)

WHY STUDENTS SHOULD USE TECHNOLOGY IN HIGH SCHOOL

By becoming proficient with technology before leaving high school, students will greatly increase their chances of success. In college, students are required to access notes and classroom materials, produce papers, access information, etc. via the computer. It is important to learn technology while in high school because it is difficult for a new college student to learn technology and keep up with the pace of classes. Proficiency with technology is not only essential for college success but will be important for future employment.

Today more than ever before, adaptive technology can assist students with disabilities. Often there is more technology on a college campus than in high school. To find out about the kinds of technology that the College has, contact the Access Office. While colleges provide adaptive technology for equal access, some technology that students may want to purchase may bypass areas of weakness.

There may be technology available for students who document a need for:

- Notetaking assistance
- Accessing written materials
- Writing assistance
- Assistive listening devices

Since IDEA requires that IEP teams consider whether or not the student needs adaptive technology, students, parents, and educators should work together to ensure that students have access and training on adaptive technology in high school.

[Back to the Table of Contents](#)

AUDIO TEXTBOOKS

Students with learning, visual, and physical disabilities may qualify for audio textbooks, depending on the functional limitations supported by their disability documentation. Audio textbooks allow students the opportunity to listen to their textbooks. It is a good idea to try audio textbooks prior to attending college.

Examples of who may use audio textbooks are students with the following disabilities:

- Learning disabilities in the area of reading, audio textbooks
- Blind or have a visual impairment
- Physical disabilities that prohibit them from holding a text or turning pages

Resources for free audio textbooks:

- [Recordings for the Blind and Dyslexic](#) Princeton, NJ 800.221.4792
- [St. Louis Talking Tapes St. Louis](#), MO 800.968.2557
- [Rehabilitation Services for the Blind](#) St. Louis, MO 314.533.7817
- [Wolfner Library](#) in Jefferson City provides books on tape, a special 4-track tape player that is required for playback of books on tape and a research service. This agency also has books for leisure reading. 800.392.2614
- Publishers

Additionally, other accommodations such as screen reading software for the computer or visual enlargement equipment may help a student with print access.

DOCUMENTATION

WHAT IS DOCUMENTATION OF DISABILITY?

- It is written proof that a disability exists
- It is necessary to determine if there is a substantial limitation to a major life activity such as learning, walking, talking, seeing, hearing, etc.
- It provides information the College needs in order to consider accommodations for equal access.

WHO IS RESPONSIBLE FOR PROVIDING THE DOCUMENTATION?

The student is responsible for providing documentation of disability to the College.

WHAT ARE ST. LOUIS COMMUNITY COLLEGE'S DOCUMENTATION REQUIREMENTS

St. Louis Community College has adopted the [National Association on Higher Education and Disabilities \(AHEAD\) best practices: Disability Documentation in Higher Education](#).

For more information about the documentation requirements for specific disabilities, please contact the Access Office.

HOW SHOULD DOCUMENTATION BE DELIVERED?

- Sign a Release of Information form so that the Access Office can obtain written permission to send for documentation.
- Have it mailed or faxed by the qualified professional.

Note: The Access Office reserves the right to refuse documentation that is hand-carried to the Access Office.

WHERE DOES A STUDENT GET DOCUMENTATION?

Documentation can come from a variety of sources such as:

- The Department of Vocational Rehabilitation
- Special School District of St. Louis County
- St. Louis Public Schools, Department of Special Education
- Private physicians; licensed psychologists
- Metropolitan Employment and Rehabilitation Services
- Veterans Administration
- Colleges/universities that provide psychoeducational assessments

HOW OLD CAN DOCUMENTATION BE?

Documentation must reflect current functioning and be based on an adult assessment.

WHAT DOES THE ACCESS OFFICE DO WITH THE DOCUMENTATION?

The Access Office uses the documentation to:

- Determine if the documentation certifies that a disability is present.
- Determine if the documentation shows that the disability causes a substantial limitation to a major life activity such as learning, hearing, seeing, speaking, walking, etc.
- Determine eligibility for specific accommodations for equal access.

NOTE: Documentation of disability is kept in a secured site in the Access Office, separate from the student's College file.

CAN FACULTY OR STAFF SEE A STUDENT'S DOCUMENTATION OF DISABILITY?

If it is determined that there is a need to know documentation can be released to appropriate personnel. This usually occurs when there is a threat to harm a person or property.

CAN FACULTY OR STAFF BE TOLD WHAT THE STUDENT'S SPECIFIC DISABILITY IS?

No. However, two circumstances warrant faculty/staff access to specific information about a student's disability:

1. The student gives permission to the Access Office to disclose disability to faculty/staff.
2. It is determined that there is a need to know. This usually occurs when there is a threat to harm a person or property.

HOW LONG WILL THE ACCESS OFFICE KEEP DOCUMENTATION?

The Access Office keeps documentation for five years after the student has stopped attending the St. Louis Community College.

CAN A STUDENT OR ANYONE ELSE HAVE A COPY OF THE DOCUMENTATION?

The Access Office will not release documentation without the student's permission. Releasing documentation is determined on a case-by-case basis.

[Back to the Table of Contents](#)

GET READY FOR YOUR FIRST MEETING WITH DISABILITY SUPPORT SERVICES

As a student moving from high school to college, you are responsible for providing the College with information about your disability. Complete this form with your resource teacher and bring to your first meeting with DSS.

Name _____ High School _____

Graduation date _____

Resource Teacher's Name _____ Work Phone _____

Disability Diagnosis (If it is a Learning Disability, please indicate areas of concern, i.e. math, reading, etc):

Current Academic Achievement Grade Levels:

Reading _____ Test Used _____ Date _____

Math _____ Test Used _____ Date _____

English _____ Test Used _____ Date _____

Services In High School	Check if used	
	Junior Year	Senior Year
Resource Help / Hours per week		
Class Within A Class		
Special Academic Classes		
Speech/Language		
Test read orally to student		
Test answered orally or on tape		
Clarification of test questions		
Extended time to complete tests		
Adaptive Technology		
Use of calculator		
Spell checker		
Extended time to complete assignments		
Alternate assignments/modified curriculum		
Tutoring		

Tape Recorder		
Books on Tape or CD		
Services In High School	Check if used	
	Junior Year	Senior Year
Writer		
Note takers		
Large Print		

Please rate yourself in these areas.

	Poor	Weak	Average	Good	Strong
Study skills					
Note taking					
Organization of time					
Organization of material					
Work independently					
Self-motivated					
Good at test taking					
Typing skills					
Social skills					
Get along with adults and/or authority figures					
Get along with peers					
Self-advocacy skills					
Know about my disability					
Able to discuss my needs with teachers					

If you have a learning disability, have you had a comprehensive LD diagnostic evaluation since you were 16? Yes No

Do you have a Division of Vocational Rehabilitation counselor? Yes No

Counselor's Name: _____

Are you registered with Recordings for Blind and Dyslexic National Library Service Local Talking Tape Service?

Are you a: Visual Learner Auditory Learner Both Visual & Auditory

What career goals have you considered?

List any of your skills or abilities _____

What is your biggest concern about attending college?

[Back to the Table of Contents](#)

NONCREDIT OR CREDIT: WHAT'S RIGHT FOR ME?

As you make decisions about education after high school, you may want to explore credit and noncredit courses. The table below outlines the differences to help you discover which best fits your talents and future career plans. It is possible to take both simultaneously. Call or meet with an advisor for specific information concerning availability of classes.

NON CREDIT CLASSES CONTINUING EDUCATION	CREDIT CLASSES
<ul style="list-style-type: none"> • No formal application process 	<ul style="list-style-type: none"> • Student must apply and meet entrance requirements
<ul style="list-style-type: none"> • Generally, no tests or grades are given 	<ul style="list-style-type: none"> • Tests and grades are given • Prerequisites must be met to progress to higher course level • Minimum GPA must be maintained to stay enrolled in school
<ul style="list-style-type: none"> • Students may learn as much as they want 	<ul style="list-style-type: none"> • Student must meet program qualifications in order to graduate
<ul style="list-style-type: none"> • Learning for enjoyment • Some certification programs for job skills are available 	<ul style="list-style-type: none"> • Opportunity to pursue degree or certificate • Designed for transfer to other colleges or for the development of a specific job skill
<ul style="list-style-type: none"> • Reading proficiency not required for enrollment 	<ul style="list-style-type: none"> • Student must meet reading proficiency requirement to take college level classes
<ul style="list-style-type: none"> • Classes vary in length from 1 day to several weeks 	<ul style="list-style-type: none"> • Classes are usually 8-16 weeks long
<ul style="list-style-type: none"> • Student pays for classes 	<ul style="list-style-type: none"> • Various types of financial aid may be available
<ul style="list-style-type: none"> • Courses are generally less expensive 	<ul style="list-style-type: none"> • Cost of class is determined by the credit hour

[Back to the Table of Contents](#)

YOUR READING, WRITING, AND MATH SKILLS ARE THEY GOOD ENOUGH

Reading, writing, and math skills are the basic skills used in all classes and therefore are among the most important skills to improve while still in high school.

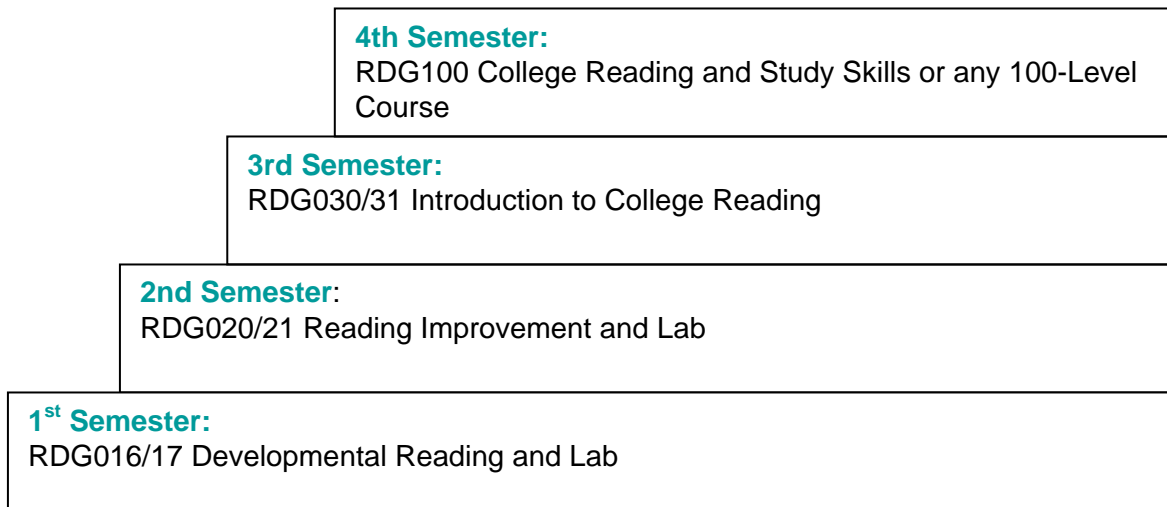
St. Louis Community College wants to help assure that students succeed. Therefore, it has adopted a reading prerequisite for most 100-level course. For students who do not meet the requirement, the College provides developmental courses in reading to prepare them for college level courses. This may add 1-2 years more time to obtain a degree because of the need to develop these all important skills.

The College also offers developmental courses in English and math. Developmental courses are numbered below 100 (Example: RDG020, MTH030). Developmental courses are not college level and will not transfer to another college or count towards a STLCC degree. However, students must take these courses if placement tests indicate the need. See the next page to understand the developmental sequence of courses.

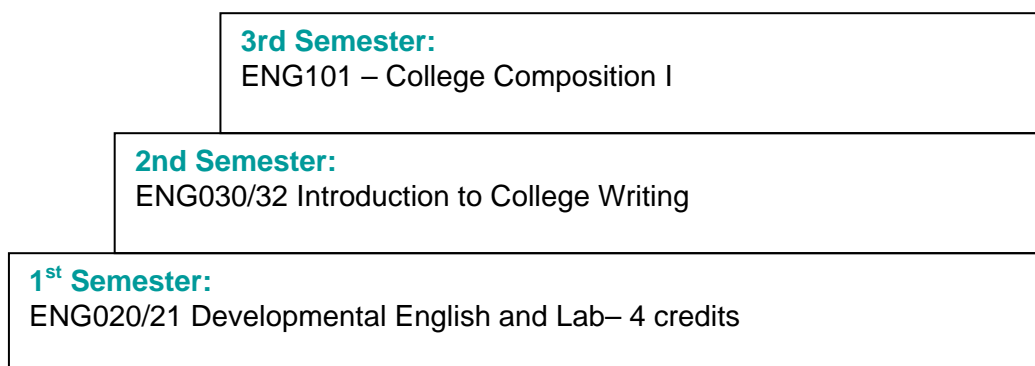
PLACEMENT TEST RESULTS

Most new students will take a placement test called the Accuplacer. Below is an illustration of the different levels of courses that students can place and the prerequisites for college level courses. A student's goal while still in High School should be to develop these skills in order to place at the very top of each step - College Level.

READING



ENGLISH



MATH

4th Semester:

MTH160 College Algebra **or**
MTH155 Survey of College Math **or**
MTH144 Technical Algebra and Trig

3rd Semester:

MTH140 Intermediate Algebra **or**
MTH124 Technical Math I

2nd Semester:

MTH030 Elementary Algebra **or**
MTH108 Elementary Applied Math

1st Semester:

MTH020 Pre-Algebra

[Back to the Table of Contents](#)



NOW THAT YOU ARE READY FOR COLLEGE

WHAT IS THE ACCESS OFFICE

Access Offices exist at St. Louis Community College to ensure equal access to the College's activities, services, and programs for students with disabilities. While the College provides the service, students must initiate contact and appropriately use services. The College is responsible for making the student aware of available services, but students are responsible for their own success.

WHAT SERVICES DOES THE ACCESS OFFICE PROVIDE FOR STUDENTS WITH DISABILITIES?

- Assistance with transition to college and the admissions process
- Orientation to Access Office services, policies and procedures
- Accommodations for placement tests
- Advising and registration
- Personal and career counseling
- Review of documentation and determination of appropriate accommodations for students
- Issuance of Instructor Notification of Accommodation memos
- Coordination of classroom accommodations
- Coordination of in-class support persons
- Adaptive technology and training
- Print materials in alternate format (audio, Braille, enlargement)
- Liaison with College faculty and other College staff
- Advocacy, study skills, and consumer training
- Referrals to campus and community resources
- Liaison with community professionals and agencies
- Liaison with funding agencies such as Rehabilitation Services for the Blind and Vocational Rehabilitation Services
- Provision of disability information
- Assistance with transition to other universities and colleges

[Back to the Table of Contents](#)



GUIDE TO REGISTERING FOR CLASSES

Access Office, disAbility Support Services

- | | | | | | | | | | |
|--|---------------------|---------------------|------------------------------|---------------------|------------------------|---------------------|-------------------------|---------------------|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Get Admitted to the College <ul style="list-style-type: none"> o Fill out Application for Admissions, either in person or on-line,
www.stlcc.edu/admissions/admit2.html o Ask your high school and/or college to send transcript(s) to the college. If GED, provide copy of your scores. <input type="checkbox"/> Apply for Financial Aid [OPTIONAL] <ul style="list-style-type: none"> o Obtain a Financial Aid packet. Complete it and mail it to the address on the form. For a quicker response, apply on the Internet.
www.ed.gov/offices/OPE/express.html <input type="checkbox"/> Meet with Division of Vocational Rehabilitation [OPTIONAL] <table style="margin-left: 20px; width: 80%;"> <tr> <td>North Office</td> <td style="text-align: right;">314.877.3200</td> </tr> <tr> <td>St. Louis West Office</td> <td style="text-align: right;">314.340.4621</td> </tr> <tr> <td>Downtown Office</td> <td style="text-align: right;">314.340.7926</td> </tr> <tr> <td>Southwest Office</td> <td style="text-align: right;">314.416.2883</td> </tr> </table> <input type="checkbox"/> Take Placement (Assessment) Tests <p>NOTE: Students needing only extended time need not request accommodations for the placement tests. All students receive unlimited time</p> <ul style="list-style-type: none"> o Take Placement Tests without accommodations o Schedule the placement test with accommodations through the Access Office. <input type="checkbox"/> Schedule Classes <ul style="list-style-type: none"> o Make an advising/registration appointment with the Access Office o Make an advising appointment with counseling or advising departments and go to Registration Office o Register on line | North Office | 314.877.3200 | St. Louis West Office | 314.340.4621 | Downtown Office | 314.340.7926 | Southwest Office | 314.416.2883 | <ul style="list-style-type: none"> <input type="checkbox"/> Division of Vocational Rehabilitation Clients [OPTIONAL] <ul style="list-style-type: none"> o Obtain authorization for payment of classes <input type="checkbox"/> Pay for Classes [BY DUE DATE OR CLASSES WILL BE DROPPED] <ul style="list-style-type: none"> o Self-pay <ul style="list-style-type: none"> ◇ In person: Cashier's Office ◇ Online: Credit card only o Mail o Telephone: Cashier's Office, credit card only o Payment Plan: Go to www.stlcc.edu, e-Cashier link o Pell Grant, scholarships, A+, loans, work study: Go to Financial Aid Office o DVR, VA, RSB, or Third Party Pay: Make sure your authorization is sent to:
St. Louis Community College
Student Accounts
300 South Broadway
St. Louis, Missouri 63102 <input type="checkbox"/> Get Your Student ID (One Card) and Parking Permit: <ul style="list-style-type: none"> o Bring a picture ID (School ID, Driver's License, Passport) <input type="checkbox"/> Buy Your Textbooks from the Bookstore <ul style="list-style-type: none"> o Bring your printed schedule <input type="checkbox"/> Come to New Student Orientation <ul style="list-style-type: none"> o Attend Access Office Orientation on _____ o Attend College's Orientation on _____ |
| North Office | 314.877.3200 | | | | | | | | |
| St. Louis West Office | 314.340.4621 | | | | | | | | |
| Downtown Office | 314.340.7926 | | | | | | | | |
| Southwest Office | 314.416.2883 | | | | | | | | |

**St. Louis Community
College at Florissant
Valley
Access Office
3400 Pershall Road
St. Louis, MO 63135
314/513-4551 (voice)
314/513-4552 (TTY)
314/513-4876 (fax)**

**St. Louis Community
College at Forest Park
Access Office
5600 Oakland Ave.
St. Louis, MO 63110-
314/644-9039 (voice)
314/644-9093 (TTY)
314/951-9439 (fax)**

**St. Louis Community
College at Meramec
Access Office
11333 Big Bend Blvd.
Kirkwood, MO 63122-
314/984-7673 (voice)
314/984-7127 (TTY)
314/984-7123 (fax)**

**St. Louis Community
College at Wildwood
Disability Support
Services
2645 Generations Drive
636.422.2000 (voice)
636.422.2050 (fax)
TTY users may call via
MO Relay at 711.**



GUIDE TO OBTAINING ACCOMMODATIONS AND SERVICES

Access Office, disAbility Support Services

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Schedule an Access Intake appointment <ul style="list-style-type: none"> o Self identify that you are a student with a disability o Fill out Application for Access Office Services o Sign the Access Office Documentation Release form o Discuss: <ul style="list-style-type: none"> ◇ Your educational goals ◇ Academic load needed (full time/part time) ◇ How your disability affects you in a college setting ◇ What documentation you need ◇ What accommodations you used in the past ◇ What accommodations will you need for placement tests o Request accommodations: <ul style="list-style-type: none"> ◇ Must not fundamentally alter the nature of the program activity or service ◇ Cannot give an unfair advantage ◇ Must be directly related to your disability ◇ Must have a reasonable opportunity to provide equal access
 <input type="checkbox"/> Provide Documentation <p>NOTE: Can be provided prior to the Intake appointment</p> <ul style="list-style-type: none"> o Provide documentation of your disability to the Access Office that is: <ul style="list-style-type: none"> ◇ Current ◇ Based on adult assessment and norms ◇ Signed by an appropriate professional ◇ Shows a substantial limitation to a major life activity ◇ Supports appropriate accommodations that provide equal access o Documentation should be sent to the Access Office by: <ul style="list-style-type: none"> ◇ Signing an Access Office release form ◇ Having the documentation faxed from a professional or agency ◇ Hand-carrying documentation (Some documentation cannot be hand-carried)
 <input type="checkbox"/> Documentation Approval Process <ul style="list-style-type: none"> o Your documentation will be assessed by the Documentation Review Committee (DRC). It takes 1-2 weeks to process documentation. o You will be contacted regarding the results of the DRC review o If documentation is approved, set up an accommodation appointment o If more documentation is needed, you will be informed about what you need provide in order to qualify for accommodations. | <ul style="list-style-type: none"> <input type="checkbox"/> Schedule an Accommodation Set-Up appointment: <ul style="list-style-type: none"> o Discuss accommodations you are entitled to receive o Learn the policies and procedures for accessing each accommodation o Obtain an Access Office Student Handbook o Learn about the time needed for requesting accommodations such as books in alternate format, interpreters, adaptive equipment, etc. <p>NOTE: Your requests need to be made at least 6 weeks prior to the start of the class in order for the accommodations to be provided in a timely manner.</p> <ul style="list-style-type: none"> o Sign the Access Office Release of Information form if you have not already done this.
 <input type="checkbox"/> Getting Accommodations in Class <ul style="list-style-type: none"> o Pick up Instructor Notification Memos from the Access Office o Deliver the Memos and make an appointment with instructors to discuss how each accommodation will be provided.
 <input type="checkbox"/> Make accommodation requests throughout the semester in a timely manner: Most requests need to be made at least 2 days prior to need. <ul style="list-style-type: none"> o Inform the instructor/Access Office of problems with accommodations as soon as they arise
 <input type="checkbox"/> Receiving Accommodations in the Future <ul style="list-style-type: none"> o Request accommodations every semester. You can do this by: o Schedule an appointment with the Access Office to update accommodation requests <li style="text-align: center;">or o Fill out an Accommodation Update form NOTE: You may be asked to make an appointment
 <input type="checkbox"/> Other Access Office Services <ul style="list-style-type: none"> o New student follow-up o Personal and career counseling o Mentoring, advocacy, and problem solving assistance o Study skills and organizational skills help |
|--|---|

[Back to the Table of Contents](#)

ACCOMMODATIONS FOR PLACEMENT TESTS

All students are required to take a placement test unless the Admissions Office waives them. Students' skills will be tested in English, reading and math. Test results will determine which class level is best for the student. I

HOW CAN STUDENTS GET ACCOMMODATIONS FOR THE PLACEMENT TEST (ACCUPLACER)?

- Documentation of disability needs to be on file at the Access Office.
- An Access Office professional and the student will discuss appropriate accommodations.
- Requested accommodations will need to be approved by the Documentation Review Committee (DRC).
- Students will then be notified by the Access Office regarding the DRC's decision and setting up the placement tests.

TYPES OF ACCOMMODATIONS THAT CAN BE USED FOR THE ACCUPLACER TEST

All students can take as much time as they want to complete the computerized Accuplacer. Therefore, it is not necessary to request extended time.

Examples of accommodations that can be provided with approval are:

- Enlarged tests
- Taped tests
- Interpreter
- Reader
- Writer
- Other (as determined by documentation)

HOW DO STUDENTS SCHEDULE THE ACCUPLACER?

Students have a choice:

- If they need accommodations, they should talk to the Access Office professional regarding scheduling the Accuplacer.
- If students are not using accommodations, they can contact the Assessment Center.

[Back to the Table of Contents](#)

INSTRUCTOR NOTIFICATION MEMO

WHAT IS AN INSTRUCTOR NOTIFICATION OF ACCOMMODATIONS MEMO?

- Each semester a memo can be printed (see sample on below). The letter will list the accommodations requested by the student. The student hand carries these letters to the instructors.
- The student picks up the Instructor Notification Memos at the Access Office before attending the first class.

ARE STUDENTS REQUIRED TO NOTIFY INSTRUCTORS?

If students are requesting that the College provide them with accommodations, they are required to:

- deliver an Instructor Notification Memo provided by the Access Office to their instructors
- discuss each accommodation requested regarding how the accommodation will be provided.

If students choose not to use accommodations for their class(es), they do not need to notify instructors.

CAN THE NOTIFICATIONS BE ISSUED FOR ONLY ONE INSTRUCTOR?

Yes. Students may inform one, some, or all of their instructors.

CAN STUDENTS CHANGE THEIR MINDS ABOUT USING OR NOT USING ACCOMMODATIONS?

Yes but accommodations are never retroactive. Example: A student cannot set up accommodations at midterm and expect to be able to retake tests with accommodation that were taken prior to midterm.

WILL THE INSTRUCTOR NOTIFICATION MEMO BE AUTOMATICALLY GIVEN TO STUDENTS EVERY SEMESTER?

They are not issued automatically. Each semester, students must make an appointment with the Access Office to request accommodations.

SAMPLE INSTRUCTOR NOTIFICATION MEMO

C O N F I D E N T I A L

ST. LOUIS COMMUNITY COLLEGE
ACCESS OFFICE - disABILITY SUPPORT SERVICES
INSTRUCTOR NOTIFICATION
Semester: Fall, 2006

TO: Jane Faculty, ENG 101
FROM: Access Office
DATE: August 20, 2006
SUBJECT: Joe Student

Joe Student is enrolled in your class, has a documented disability, and is registered with our office.

The accommodations listed below have been discussed with the student and are based on documentation of the disability kept on file in our office. These accommodations have been determined to be reasonable per the Rehabilitation Act, the Americans with Disabilities Act, and national guidelines from the Association on Higher Education and Disability.

Because the student may function differently in each class, not every accommodation may be needed. It is important that you and the student discuss the accommodations for your particular class. If, after talking to the student, you need further clarification, please contact our office.

TESTING ACCOMMODATION

The following testing accommodations have been approved for the student. If the instructor is unable to provide requested accommodation, the student will need 2 days advance notice to arrange tests through the Access Office. Students will be asking the instructor to sign an Out-Of-Class test form.

Extended time. Extended time is defined as double time. Exceptions to double time are based on documentation and are made on a case-by-case basis. Please discuss exceptions with the Access Office.

SUPPORT PERSONS

Needs notetaking services. Please provide a copy of your notes to the student or find a volunteer notetaker. If unable to find a volunteer, contact the Access Office. More information regarding notetaking services can be found at the College Access Office website: <http://www.stlcc.edu/access>.

After accommodations have been provided, the student should be graded according to the same standards as other St. Louis Community College students.

As a part of the College's compliance with the disability laws, it is suggested that you make an announcement expressing your willingness to talk about special needs at the beginning of the semester. Additionally, we recommend that you include an ADA statement in your syllabus. These two actions might encourage the student to discuss accommodations and show evidence that you understand your role in providing accommodations. An example of an ADA statement is available on-line at <http://www.stlcc.edu/access>.

If you are receiving this form, the student has signed a Release of Information Form allowing instructors and Access Office staff to communicate regarding accommodations and academic progress.

THIS INFORMATION IS CONFIDENTIAL. IT SHOULD NOT BE SHARED WITH ANY PERSON OTHER THAN THE STUDENT. In order to prevent breach of confidentiality, please dispose of this notification after the student has completed your course.

We realize the importance of faculty understanding and support in providing accommodations to students. The Access Office staff is committed to working with you in maintaining the integrity of the educational experience and in creating equal access opportunities.

A faculty/staff handbook that provides additional information on serving students with disabilities is on-line at <http://www.stlcc.edu/access> and/or is available in your department.

THANK YOU.

[Back to the Table of Contents](#)

WHAT ARE THE CHARACTERISTICS OF SUCCESSFUL STUDENTS?

PRIOR TO THE START OF THE SEMESTER, SUCCESSFUL STUDENTS:

- Self-identify as a student with disabilities to the Access Office 6 weeks prior to the start of the semester
- Find out what is needed to document disability
- Provide current documentation of disability
- Understand how the disability affects learning
- Request specific accommodations in order to obtain equal access
- Meet with the Access Office to learn about procedures for using accommodations

DURING THE FIRST WEEK OF THE SEMESTER, SUCCESSFUL STUDENTS:

- Pick up Instructor Notification memos from the Access Office
- Make an appointment with each teacher and discuss the accommodations
- Inform the Access Office and instructors of problems related to accommodations and suggest possible solutions

THROUGHOUT THE SEMESTER, SUCCESSFUL STUDENTS:

- Follow the College's policies and procedures
- Schedule regular appointments with an Access Office Professional
- Take responsibility for their own successes and learn from their failures
- Continue to advocate for themselves and their accommodation needs
- Request accommodations, such as out-of-class testing, in a timely manner
- Attend classes regularly and arrive on time to every class
- Inform the instructor if it is necessary to miss class
- Find out about materials covered in class and missed assignments, if absent
- Take advantage of extra credit opportunities
- Check to make sure their notes are effective
- Plan to at least 2-3 hours of study time for every hour in class (12 hours of class=24-36 hours of study)
- Balance time between school, work, and family
- Care about grades and the learning experience
- Take advantage of the College's resources such as learning labs, tutors, supplemental instruction, etc.
- Take advantage of meeting with instructors during their office hours
- Participate in class and ask questions
- Communicate with the instructor about grades, about comments made on their papers, and about upcoming tests
- Make sure all assignments follow instructor guidelines and are turned in on time
- Be aware of important dates such as syllabus information dates, midterms, deadline to withdraw, dates of registration, etc.

[Back to the Table of Contents](#)



RESOURCES FOR THE DIAGNOSIS OF LEARNING DISABILITIES AND/OR ADD/ADHD

This resource information is provided by St. Louis Community College as a courtesy, and is not inclusive of all qualified testing centers. It is the individual's responsibility to make inquiries regarding diagnostic processes and fees, and to verify information regarding diagnostic sites. Check with your insurance company to see if diagnostic evaluations are covered by your insurance policy. St. Louis Community College is not responsible for decisions made by third parties on the basis of diagnostic testing completed by any testing site.

UNIVERSITIES

NOTE: Diagnostic testing and follow-up is performed by clinical graduate students in training under supervision.

ST. LOUIS UNIVERSITY PSYCHOLOGICAL SERVICES CENTER

221 North Grand; Shannon Hall Room 210 St. Louis, MO 63104
314-977-2278

**UNIVERSITY OF MISSOURI-ST. LOUIS
COMMUNITY PSYCHOLOGICAL SERVICES**

801 Natural Bridge Road; Statler Hall, Room 232
St. Louis, MO 63121-4499
314-516-5824

**WASHINGTON UNIVERSITY
PSYCHOLOGICAL SERVICE CENTER
DEPARTMENT OF PSYCHOLOGY**

West Campus
Campus Box 1172
7 North Jackson Ave.
St. Louis, MO 63105-2153
314-935-6555

AGENCIES

CARDINAL GLENNON PSYCHOLOGY DEPARTMENT

1465 South Grand Avenue St. Louis, MO 63104
314-577-5667
Evaluations and follow-up for children and adults.

METROPOLITAN EMPLOYMENT AND REHABILITATION SERVICES (MERS)

2545 South Hanley St. Louis, MO 63144
314-647-7453
Diagnostic testing.

PRIVATE CLINICIANS

AIMEE B. GOLDSTEIN, PH.D., (L.P.C.)

1034 South Brentwood, Suite 1601
St. Louis, MO 63117
314-862-2305 (voice) 314-862-3425 (Fax)
Evaluations and follow-up.

FAMILY CARE CENTER

14377 Woodlake Drive, Suite 308 Chesterfield, MO 63017
314-576-6439

RUSSELL HYKEN

Educational Psychotherapy Services, LLC
1201 Bellevue Avenue
St. Louis, MO 63117
314.647.4488 (voice) 314.647.6305 (fax)
rhyken@ed-psy.com
www.ed-psy.com

JIM RUSSELL, Ph.D., L.P.C.

1750 S. Brentwood, Suite 559, St. Louis, MO
314-963-8862
Diagnostic testing and counseling.

LEARNING CONSULTANTS

2025 S. Brentwood St. Louis, MO
314-963-8900 (voice) 314-963-8950 (Fax)
LD and ADHD evaluations, counseling, tutoring for children and adults

PROFESSIONAL CLINICAL RESOURCES (LEARNING UNLIMITED)

10420 Old Olive Street Road St. Louis, MO 63109
314-432-0044

PSYCHIATRIC CENTER

1000 Executive Parkway; Suite 103 St. Louis, MO 63141
314-692-7886 (v) 314-692-7929 (fax)
Assessments and counseling.

ST. CHARLES PSYCHIATRIC ASSOCIATES

330 First Capitol Drive
St. Charles, MO 63301
636-949-5760
ADD and ADHD assessments and treatment.

ST. LOUIS BEHAVIORAL MEDICINE INSTITUTE

1129 Mackland Avenue St. Louis, MO 63110
314-534-0200
Assessments and treatment.

WINNING EDGE PSYCHOLOGICAL SERVICES

Joe Lenac, Jr., Licensed Psychologist
425 New Ballas, Suite 280; 63141
314-995-7201 (v) 314-995-7032 (fax)
Evaluations and follow-up.

[Back to the Table of Contents](#)