**Small Group Discussion Questions –**

**College Ambassador/Educator Facilitator Guide**

After introducing yourself (yr in school, major, disability, and anything else you would like to say briefly), ask students if they all brought their College Readiness Assessment. **If a student says that they do not have it, then explain that they will need to move to another table to complete one. A teacher can assist them if they would prefer.**

* To facilitate this session, please begin by asking students to discuss the first question of each section (in bold). Ask student their name so you can keep track of who said what below.
* If time allows, feel free discuss any of the other questions in each topic area.
* If there is silence or not a lot of response to a question, try re-wording the question, use the prompts/tips listed throughout this guide (indented bullet points), or mention something relevant.
* Your comments can reflect upon your experiences in high school, or in contrast, how \_\_\_\_\_\_\_\_\_ (whatever topic is being discussed) has contributed to your college experience (positively or negatively, and why).
* Jot down relevant comments/notes/suggestions in the space provided to refer to in the last session.

**Future Plans:**

* 1. **What are you thinking about for your college major/profession? Why?**
		+ If students respond that they are unsure, try asking them about what their favorite subjects in school are, what interests they have, what aspects of their personality, etc. that could translate to a future career.
		+ Example: If a student enjoys taking Anatomy and Physiology classes, has he or she ever considered a career in healthcare?
		+ Example: If a student is into hair, clothes, makeup, etc., has he or she ever considered a career in the fashion industry?
	2. What qualities about yourself do you think will appeal to your future employers?
	3. Tell us about any paid or volunteer work experiences you have had. How have those experiences helped you develop professional skills?

**Student Comments/notes/suggestions:**

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**Interacting with Others**

* 1. **Is it hard or easy for you to meet new people? Why?**
* What is your personality like? Are you more introverted or more extroverted?
* How might being either shy or outgoing affect how you interact with others?
	1. What ideas can you share for making new friends and building existing friendships?
	2. What things can you do to best get along with your teachers and classmates?
	3. When you envision going to college, are there things that are concerning to you or might interfere with your success?

**Student Comments/notes/suggestions:**

**#1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Goal Setting and Attainment**

1. **What goals would you like to accomplish over the next year?**
* These goals should be related to school, graduation or post-graduation.
* Is the student’s goal to earn straight A’s, apply to a few colleges, apply for scholarships by the deadlines?
1. **Based on how you answered the last question, which of these responses below best describe you, and why?**
2. I am aware of what I would like to accomplish, I have a plan, and I feel motivated to reach my goals.
3. I am aware of what I would like to accomplish, but I do not have a specific plan in place to accomplish my goals.
4. I am starting to think about what I would like to accomplish, but I am unclear of how to prioritize or where to start.
5. I do not have any specific goals that I would like to accomplish, and the thought is overwhelming.
6. I do not feel as though I should be focusing on college prep at this point in my high school career.

\*\***Facilitators**, the links below are helpful resources to encourage the students to utilize. The links offer tips and checklists for transitioning to college based upon where the student is in their transition process and what they still need to accomplish.

**Helpful tip:** <http://disability.illinois.edu/beckwith-residential-support-services-nugent-hall/getting-started-nugent-hall/prospective-student>

Click on the link, scroll down to the “high school mentoring program”, to the “Transition Guide for Students and Families”. This resource is available for the last session.

For additional transition information, please go to: <http://disability.illinois.edu/thinking-about-illinois/transitioning-college>

1. What long-term goals do you have related to employment and/or education?
2. What challenges can you foresee related to these goals? What resources can help you overcome potential challenges?

**Student Comments/notes/suggestions:**

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**Strengths and Limits:**

* 1. **What comes easy for you in school and life?**
* For instance, is there a specific subject in school that you excel at, or do you have a hobby outside of school that you consider yourself to be great at?
	1. What things are hard for you in school and life?
	2. How would people close to you, such as your parents/guardians or friends, describe your strong points?

**Student Comments/notes/suggestions:**

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**Disability Awareness**

1. **How does your disability impact your daily life?**
* If you feel comfortable sharing, what struggles do you face every day either at school, at home, or out in the community?
* Is it harder for you to complete tasks, or find motivation to complete tasks?
1. What potential challenges related to your disability do you see as you transition to post-high school life?
2. What services/resources are you already aware of that may assist you with building independence?

**Student Comments/notes/suggestions:**

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**Persistence:**

* 1. **Tell us about a time in which your persistence paid off (e.g.- accomplishing a task/goal that you initially struggled with)**
* Can be anything from getting an A on a difficult math test to trying out for a sports team and making it.
* How did you feel after accomplishing your goal? (Proud, excited, relieved?)
* Discuss with your students the importance of patience when completing tasks that may be difficult. Being patient with yourself in the face of difficulty can be the difference between successfully and happily accomplishing a goal, and getting increasingly frustrated and discouraged.
	1. Please read the following paragraph:

Parodied in one SpongeBob Squarepants episode about a snail race. While SpongeBob and Squidward bring normal snail pets, Patrick brings a rock. It predictably doesn't move while the other snails race forward, but Gary (SpongeBob’s snail) went berserk and runs out of the race line and injures himself in the end, while Squidward's snail (who's close to winning) runs to Gary instead to help him. While everyone (including the spectators) is distracted with the 2 snails, it then cuts to Patrick's rock somehow crossing the finish line.

This SpongeBob episode is a parody of the famous fable about the tortoise and the hare. What is the original story of the tortoise and the hare, and what is the moral of this parody and the original fable?

**Student Comments/notes/suggestions:**

**#1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Student Involvement in IEP**

* 1. **Are you an active participant in the creation of your IEP/504 Plan?**
* In what ways did you participate in the creation of your plan?
* If you did not participate in the creation of your plan, why didn’t you?
* Discuss with the students about their priorities regarding their plans. Have their priorities changed recently? Have they told anyone? Their plans can be updated as needed.
* Discuss with the students the importance of being self-aware of their needs and being a self-advocate to make sure their needs are met. This is important for developing independence, learning what they want and feeling in control of their own lives.

2. Would you like to become a stronger self-advocate? If so, what are some ways that you could build these skills?

3.What plans have you discussed in your IEP related to the upcoming post-high school transition?

**Student Comments/notes/suggestions:**

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**Support Community**

* 1. **Tell us about supportive people/groups that are currently part of your life.**
* What impact do your parents/guardians and other family members have on your life? Friends? Support groups in the community?
1. What additional supports would you like in place to assist with post-high school transition to employment and/or college?
	1. Do you feel that it is difficult to learn about or access community resources?

**Student Comments/notes/suggestions:**

**#1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**#3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**#4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**#5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**#6 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**#7 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**#8 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**