



Welcome!

Thank you for your interest in the Wolverines Elevated program at Utah Valley University. If you have read the available information on the web site (<https://www.uvu.edu/autism/>) and feel that this program would be a good fit for you, we welcome your application for Fall semester admission.

Please complete all of the forms completely and honestly. The Student Statement and Wolverines Elevated Inventory (Student) should be completed by the applicant without assistance, if possible. (A reader and/or a scribe are permitted).

An Application Checklist is provided to assist you in tracking the required materials.

The Admissions Process: What to Expect

1. Mail completed application packets to Wolverines Elevated at Utah Valley University, 800 West University Parkway, Mail Stop 311, Orem, Utah, 84057. For Priority application packets must be postmarked by December 10 to be considered for Fall semester admission. For remaining slots, application packets must be postmarked by January 31. You will receive an e-mail confirmation of receipt of your complete packet. ***Incomplete packets will not be considered.***
2. Review of applications will take place January through February by Wolverines Elevated program staff. Applicants will be notified of their status via e-mail by March 1. Please do not contact Wolverines Elevated program staff regarding the status of your application. All communication will occur by e-mail.
3. Interviews with the top applicants will take place via Microsoft Teams online conferencing in March.
4. We will invite the top applicants from the interviews to Orem in March for an on-campus Wolverines Elevated visit day. Details for this day will be included in the information sent after the interview process.
5. Final decisions will be made and acceptance letters mailed by April 1.
6. Students who are accepted into the program will be required to attend a number of on-campus events, during the summer, including UVU Jumpstart Orientation activities, person centered planning and goal setting sessions. Additionally, accepted students will meet the program staff and other students, register for classes and become familiar with the campus and their new role as college students. Complete information will be provided upon acceptance.

Name: _____ Email: _____

Application Checklist

This checklist is provided to help you gather the required information. ***Incomplete packets will not be considered.***

Complete application packets for the cohort must be postmarked by January 31.

Required Application Materials

	\$50 nonrefundable application fee via credit card Pay here: https://bit.ly/wepayment
	This Completed Application Checklist
	Wolverines Elevated Application Form
	Medical Information and History Form
	Student Statement
	Parent Statement
	Parent Readiness Scale
	Wolverines Elevated Inventory—Student
	Wolverines Elevated Inventory—Parent
	Wolverines Elevated Inventory-- Teacher/Caregiver/Employer Give the teacher a stamped envelope addressed to Wolverines Elevated, 800 West University Parkway MS 311, UT 84057 and have them mail the form directly to Wolverines Elevated.
	Academic transcripts from high school and any colleges attended Transcripts should be sent directly from the school to Wolverines Elevated, 800 West University Parkway MS 311, UT 84057
	Summary of Performance from high school special education program. An Individualized Education Plan is not a substitute for a Summary of Performance.
	A Psychoeducational Evaluation Must be current within the past three years.
	Release and Exchange of Information Form
	You are required to provide 3 letters of reference: Here are the instructions: Give the 2-page Letter of Reference form to three people who know you well and are able to describe your desire and ability to succeed in a program like Wolverines Elevated. At least one person should be a former teacher, school administrator or other school employee. Letters of reference from family members are not appropriate. Give the referrers a stamped envelope addressed to Wolverines Elevated, 800 West University Parkway MS 311, Orem, UT 84057 and have them mail the form directly to Wolverines Elevated.
	Letter of Reference has been given to first referrer to complete
	Letter of Reference has been given to second referrer to complete
	Letter of Reference has been given to third referrer to complete

Name: _____ Email: _____

Application for Admission, Fall Semester

Please print neatly and answer every question. ***Incomplete application packets will not be considered.***

Personal Information

Full Legal Name (last, first, middle)	
Previous Name, if applicable (last, first, middle initial)	
Preferred Name or Nickname	
Current Mailing Address (street, city, state, zip)	
Student cell phone (include area code)	
Student e-mail (required):	
Current Age	
Date of Birth	
Marital Status	
Are you your own legal guardian?	(Circle one) Yes No
If no, who is your legal guardian?	
Emergency Contact Information	
Parent/Guardian #1 name	
Parent/Guardian #1 address, city, state, zip	
Parent/Guardian #1 telephone	
Parent/Guardian #1 e-mail	
Parent/Guardian #2 name	
Parent/Guardian #2 address, city, state, zip	
Parent/Guardian #2 telephone	
Parent/Guardian e-mail	
Other contact name	
Other contact address, city, state, zip	
Other telephone	

Name: _____ Email: _____

Other e-mail	
Place of Birth (city, state, zip) How did you find out about Wolverines Elevated?	
Primary Disability: (please specify)	
Family members who have attended UVU: (Circle all that apply)	Father Mother Spouse Grandparent(s) Sibling(s)
What is the highest level of education of parents?	
Parent/Guardian #1	
Parent/Guardian #2	
Other	
Are you a United States Citizen?	Yes No
If no, provide Resident Alien Number or Visa type, if applicable	
Native Language	
Ethnic Category:	Not Hispanic or Latino Hispanic Latino
Race (circle all that apply):	American Indian/Alaska Native Asian Black/African American Native Hawaiian/Pacific White
Tribal affiliation, if applicable	
CIB/BIA census number, if applicable	

Are you currently receiving services from any or all of the following programs?

	(circle one)	
Social Security I	Yes No	
Medicaid	Yes No	If yes, which state?
Utah Vocational Rehabilitation	Yes No	If yes, list counselor's name and office location:



Name: _____ Email: _____

Educational Information

High School last attended (name, address, city, state, zip)

Dates attended ____/____/____ to ____/____/____

Did you graduate with a (please choose one):

High School Diploma	Yes	Date ____/____/____	No
Certificate of Completion	Yes	Date ____/____/____	No
Alternate Diploma	Yes	Date ____/____/____	No

Have you completed the GED Yes Date ____/____/____ No

Have you taken the ACT? Yes Score: _____ No

List all colleges and universities attended.

Name of school City State

Dates attended (start date to end date)

Enrollment Information

Are you a first-generation college student? Yes No

(Circle 'yes' if neither of your parents received a bachelor's degree before you were 18 years old).

Have you ever been expelled, suspended, disciplined, placed on probation, or are you ineligible to return to any high school or college? Yes No



Name: _____ Email: _____

If yes, include a detailed statement of explanation with your application packet.

Have you ever been convicted of a felony or misdemeanor other than a minor traffic violation, or is any such charge pending against you? Yes No

If yes, include a detailed statement of explanation with your application packet. If your answer changes prior to enrollment, you must promptly contact the Wolverines Elevated administrative office to provide explanation.

Residency Information

This section is used to determine your correct tuition status. Information about Utah Residency for Tuition Purposes is available at <https://www.uvu.edu/admissions/residency/>

If you do not complete this section, you will likely be coded a non-resident.

Are you a resident of Utah? Yes No

Are you registered to vote in Utah? Yes No

Do you have a driver's license? Yes No

If yes, list issuing state and license number: _____

Do either of your parents live in Utah? Yes No

I have lived in Utah continuously from _____ to _____

List what you have been doing (employment, school, military, etc.) and where you have been for the last three years. Be specific and include coverage for all months.



Name: _____ Email: _____

Acknowledgements

_____ By checking this space, I acknowledge and understand that, in addition to typical tuition, fees, room and board, all accepted Wolverines Elevated students will pay a \$2,500 per semester (\$5,000 per year) program fee. This program fee is necessary for the sustainability of the program.

_____ By checking this space, I acknowledge and understand that all accepted Wolverines Elevated students are required to follow the UVU Student Code of Conduct, <https://www.uvu.edu/studentconduct/students.html>

_____ By checking this space, I acknowledge and understand that Wolverines Elevated staff may dismiss students from the program if, in the staff's professional opinion, a student presents a danger to him/herself or to someone else. I further acknowledge and understand that the staff's professional opinion of a student's safety may differ from a parent/guardian's opinion.

Student's Signature _____ Date _____

Parent/Guardian's signature _____ Date _____



Name: _____ Email: _____

Medical Information and History

*Please note: This information helps Wolverines Elevated program staff better understand the needs of your student, and helps us evaluate whether the program has the capacity to support those needs. It may be necessary for students who have very complex medical needs to request additional accommodations from the Accessibilities Services Department and/or support from Student Health Services.

Student name: _____

Date: _____

Date & location of last medical exam _____

Briefly describe the student's medical history, including when the student's disability was first diagnosed and any subsequent issues. Attach additional pages as needed.

Detail any conditions that may impact the student's ability to function within the classroom or on campus. Attach additional pages as needed.

List any current medications the student is taking, including dosage, frequency and reason for taking the medication.

List allergies or food sensitivities that would impact a cooking class or preparation of meals.

Detail any health-related supports this student will need in order to be successful.

Name: _____ Email: _____

Student Statement

Please answer all questions completely and honestly. The questions must be answered directly from the student, but may be dictated.

Why do you want to participate in the Wolverines Elevated program?

Describe some specific goals that the Wolverines Elevated program will help you achieve.

Describe the strengths you will bring to the Wolverines Elevated program.

What are your future plans if you are not accepted to the Wolverines Elevated program?



Name: _____ Email: _____

Parent/Guardian Statement

Why do you believe the Wolverines Elevated program will be of assistance to your student?

Describe your vision of your student's independence.

What are some things you have done to work toward that vision?

Discuss the things that you find most exciting about having your student enrolled in the Wolverines Elevated program.

Discuss the things that concern you the most about having your student enrolled in the Wolverines Elevated program.

_____ My student currently receives counseling or other specific services that are not provided by the Wolverines Elevated program, and I am willing to maintain the same standard of care if my student is accepted to the program.

Services include:



Name: _____ Email: _____

Graff Parent/Guardian Readiness Scale

This scale helps determine the families' readiness for the student with an intellectual and/or developmental disability to attend a postsecondary program. Please circle your response with 1=I strongly agree, 2= I agree, 3=I neither agree nor disagree, 4=I disagree, and 5=I strongly disagree.

1. I expect to know everything my student does at the university.
Strongly Agree 1 2 3 4 5 Strongly Disagree

2. I expect one-one support all day.
Strongly Agree 1 2 3 4 5 Strongly Disagree

3. I worry about my student talking to other students unsupervised.
Strongly Agree 1 2 3 4 5 Strongly Disagree

4. I worry about my student crossing the street.
Strongly Agree 1 2 3 4 5 Strongly Disagree

5. I need to know the homework assignment for each class.
Strongly Agree 1 2 3 4 5 Strongly Disagree

6. I need to know the calendar of activities offered to my student.
Strongly Agree 1 2 3 4 5 Strongly Disagree

7. I would like to speak with my student's support staff.
Strongly Agree 1 2 3 4 5 Strongly Disagree

8. I would like to attend classes to see my student interact with others.
Strongly Agree 1 2 3 4 5 Strongly Disagree

9. I trust my student's judgment.
Strongly Agree 1 2 3 4 5 Strongly Disagree

10. I trust my student's ability to handle small sums of money.
Strongly Agree 1 2 3 4 5 Strongly Disagree

11. I know my student, with support, will develop friendships.
Strongly Agree 1 2 3 4 5 Strongly Disagree

12. I know my student, with support, will try new opportunities.
Strongly Agree 1 2 3 4 5 Strongly Disagree

13. My student has the ability to handle frustration.
Strongly Agree 1 2 3 4 5 Strongly Disagree

Name: _____ Email: _____

Graff Parent Readiness Scale (GPRS) Continued

14. My student has the ability to seek assistance.
Strongly Agree 1 2 3 4 5 Strongly Disagree
15. Often, I am in contact with my student more than 3 times a day.
Strongly Agree 1 2 3 4 5 Strongly Disagree
16. Often, I am telling my student what to do and say.
Strongly Agree 1 2 3 4 5 Strongly Disagree
17. I check up on my student.
Strongly Agree 1 2 3 4 5 Strongly Disagree
18. I check to see if my student has the correct facts.
Strongly Agree 1 2 3 4 5 Strongly Disagree
19. I believe, I know what is best for my student.
Strongly Agree 1 2 3 4 5 Strongly Disagree
20. I feel that my student knows what is best for him/herself.
Strongly Agree 1 2 3 4 5 Strongly Disagree

To help us collect information on who completed this survey please respond to the following questions:

1. Which parent filled out the scale? (Please check one)
 Mother or Step-mother
 Father or Step-father
 Other: _____
2. What is the race and ethnicity of the parent completing the scale: (Please check one)
 American Indian or Alaskan Native
 Asian
 Black or African American
 Native Hawaiian or Other Pacific Islander
 White or Caucasian
 More than one race
 Prefer not to answer
3. Ethnicity: *Hispanic* is an ethnic category for people whose origins are in the Spanish-speaking countries of Latin America or who identify with a Spanish-speaking culture. Individuals who are Hispanic may be of any race.
 Hispanic
 Non-Hispanic
 Prefer not to answer

Name: _____ Email: _____

4. What is the highest level of education of the parent completing the scale: (Please check one)

High School Diploma

Associate's Degree (A.A., A.A.S., or other Associate's)

Bachelor's Degree (B.A., B.S., B.I., or other Bachelor's)

Master's Degree (M.A., M.S., M.S.W., M.Ed., or other Master's)

Doctoral Degree (Ph.D., Ed.D., J.D., M.D., or other Doctorate)

Other (please describe) _____

5. What is the age of the parent completing the scale: _____

Thank You!

Name: _____ Email: _____

Wolverines Elevated Inventory (Student)

Please complete this inventory to the best of your knowledge. Your accurate responses on this scale will allow the Wolverines Elevated program to appropriately serve the needs of future students.

Applicant's Name:	
Inventory Completed by:	
Relation to Wolverines Elevated Applicant:	
Month and year:	

Follow the ratings below to complete the inventory.

Rating 1- skill is absent or very weak 2- skill is starting; needs work 3- skill is emerging 4- skill mastered or very good NA- not applicable DK- Don't know

Adapted from Postsecondary Education Preparation Rating Scale (Robert L. Morgan, Utah State University, 2014) and Next S.T.E.P. Teacher Manual (Andrew S. Halpern, et al. 2000)



Wolverines Elevated Inventory Question (Student Response)

	Wolverines Elevated Inventory Question	Student Response
Study Skills	When I write essays, I can think critically and analyze various topics.	
	I use graphic organizers, concept maps, or outlines to assist in my writing.	
	When I read, I use strategies to help me memorize long lists and complex concepts.	
	When I read, I write or dictate notes. Later, I go back and review my notes.	
	When in class, I take notes and record the lecture.	
	I ask my instructor how to effectively take notes so that I get the information I need.	
	I use a recording device (smartpen, iphone, mp3 recorder) to take notes during class.	
	I play back my recorded notes at a later time and memorize important material.	
	When I study my notes from class sessions, I use strategies to help me memorize long lists and complex concepts.	
	I study about 3 hours for every hour of class time.	
	I use a daily schedule and planner to record assignment due dates, requirements, and important information.	
	I refer to my daily schedule and planner frequently each day.	
	Computer Skills	I use word processing, presentation, and database programs.
I know how to protect myself from internet scams and predators.		
I avoid communications with strangers in all settings and on the Internet.		
I avoid communications with strangers in all settings and on the Internet.		
I organize my files on a computer.		
I use search engines and databases, and cite sources from the Internet.		
I upload/download files from the Internet.		
I use the university computer and course systems.		
I get definitions of terms and get answers to questions using the Internet.		
I know who to contact if I need answers to computer questions.		
I back up my files and I do it frequently.		

Name: _____ Email: _____

Academic skills	I can seek help from my instructor after class or during office hours.	
	I can describe my disability, learning style, and learning needs to Accessibility Services Department staff.	
	I can ask instructors to repeat information or give more explanation if I do not understand.	
	To study for tests, I use flashcards or quiz apps to help memorize vocabulary terms.	
	To study for tests, I help organize and attend study groups.	
	When taking objective tests such as those with multiple-choice questions, I read ALL sample answers before responding.	
	After reading all multiple choices on a test question, I start by figuring out which choices are NOT correct before marking the correct one.	
	On a multiple-choice test question, if I can only narrow it down to two or more correct answers, I make my decision based on what we studied in class.	
	On multiple-choice tests, I understand what it means when a choice states something like "both A and B above."	
	When I finish taking a test, I review all of my answers to make sure I answered every question.	
	I don't rush through the test to be done early.	
	I can tell time and get to class without being late.	
	I put away a cell phone and other electronics when I need to pay attention to instruction.	
Communication	I look people in the eye when I talk with them or when they talk to me.	
	I listen carefully to other people when they talk and try to understand what they are saying.	
	I can tell what other people are thinking through their body language, their facial expressions, or their tone of voice.	
	I know who to turn to when I need help.	
	I follow through on commitments I have made to others and to myself.	
	When I don't understand what a teacher or employer wants me to do, I ask questions.	

Name: _____ Email: _____

	When I understand what a teacher or employer want me to do, but I still need help, I often ask for help.	
	If a teacher or employer try to correct something I am doing, I accept their help.	
Independent Living Skills	If I am living away from home, my apartment/dorm safety knowledge is adequate.	
	If I am living away from home, my food preparation, cooking, and storage skills are adequate.	
	If I am living away from home, my dressing, and hygiene skills are adequate.	
	If I am living away from home, cleaning and organizing skills are adequate.	
	If I am living away from home and I need self-help or domestic advice, I know who to call and I can follow the advice.	
	I can identify safety hazards and emergencies and respond immediately to eliminate the danger.	
	I use a telephone to get information about things I need. I can use cash, a debit card, or credit card appropriately and within my budget.	
	I know when and how to contact a medical professional, how to make an appointment, and provide information about my medical insurance when I am sick or injured.	
	I can describe what medications I take and why they were prescribed. I can safely take medications as prescribed.	
	I often volunteer to do something that helps other people.	
	I am registered to vote and I am aware of the people running for political office.	
	I effectively use public transportation.	
Health, Nutrition, and Fitness	I know how much sleep I need to get and I get enough regularly.	
	When I am sick, I know what to do to get the help I need. I eat well-balanced, healthy meals.	
	I limit the amount of junk food I eat.	
	I maintain a healthy weight.	

Name: _____ Email: _____

	I exercise regularly.	
	When I have a problem, I often think of several different ways to solve the problem before I make up my mind.	
Problem Solving	When I can't think of a good way to solve a problem, I ask other people to help me think of possibilities.	
	After I identify solutions to my problems, I often make my own decisions on what I am going to do.	
	When I am mad at someone, I am able to solve the problem without yelling.	
	When I get mad at someone, I am able to figure out what I want to do without hurting that person.	
	When I get mad at someone and I can't figure out what to do, I often ask for help.	
	If somebody tries to take advantage of me, I know how to stand up for myself and try to stop it from happening.	
	Social Relationships	I get along with people my own age. I do things for fun with other people on a regular basis(weekly).
If something isn't going well between me and my friends, I often work it out on my own.		
I know who to talk to if I am having trouble with a relationship.		
I know how to say "no" if I am presented with an uncomfortable or inappropriate situation.		
When I have a little bit of spare time, I find something interesting to do.		
Career Exploration	If asked, I am able to describe the different jobs available to my age group in my community.	
	If asked, I am able to describe several possible jobs that fit well with my skills and interests.	
	I can complete a job application properly.	
	I know how to write a quality resume and have one available as needed when job searching.	
	I know good etiquette and social skills when I am in a job interview.	
	I arrive to work on time and I do not leave early.	
	My past employers have been satisfied with my work. I get along well with my co-workers.	
	I respect my boss and we get along well.	

Name: _____ Email: _____

Wolverines Elevated Inventory (Parent/Guardian)

Please complete this inventory to the best of your knowledge. Your accurate responses on this scale will allow the Wolverines Elevated program to appropriately serve the needs of future students.

Applicant's Name:	
Inventory Completed by:	
Relation to Wolverines Elevated Applicant:	
Month and year:	

Follow the ratings below to complete the inventory.

Rating 1- skill is absent or very weak 2- skill is starting; needs work 3- skill is emerging 4- skill mastered or very good NA- not applicable DK- Don't know

Adapted from Postsecondary Education Preparation Rating Scale (Robert L. Morgan, Utah State University, 2014) and Next S.T.E.P. Teacher Manual (Andrew S. Halpern, et al. 2000)



Name: _____ Email: _____

Wolverines Elevated Inventory Question (Parent Response)

	Wolverines Elevated Inventory Question	Parent Response
Study Skills	When I write essays, I can think critically and analyze various topics.	
	I use graphic organizers, concept maps, or outlines to assist in my writing.	
	When I read, I use strategies to help me memorize long lists and complex concepts.	
	When I read, I write or dictate notes. Later, I go back and review my notes.	
	When in class, I take notes and record the lecture.	
	I ask my instructor how to effectively take notes so that I get the information I need.	
	I use a recording device (smartpen, iphone, mp3 recorder) to take notes during class.	
	I play back my recorded notes at a later time and memorize important material.	
	When I study my notes from class sessions, I use strategies to help me memorize long lists and complex concepts.	
	I study about 3 hours for every hour of class time.	
	I use a daily schedule and planner to record assignment due dates, requirements, and important information.	
	I refer to my daily schedule and planner frequently each day.	
	Computer Skills	I use word processing, presentation, and database programs.
I know how to protect myself from internet scams and predators.		
I avoid communications with strangers in all settings and on the Internet.		
I avoid communications with strangers in all settings and on the Internet.		
I organize my files on a computer.		
I use search engines and databases, and cite sources from the Internet.		
I upload/download files from the Internet.		
I use the university computer and course systems.		
I get definitions of terms and get answers to questions using the Internet.		
I know who to contact if I need answers to computer questions.		
I back up my files and I do it frequently.		

Name: _____ Email: _____

Academic skills	I can seek help from my instructor after class or during office hours.	
	I can describe my disability, learning style, and learning needs to Accessibility Services Department staff.	
	I can ask instructors to repeat information or give more explanation if I do not understand.	
	To study for tests, I use flashcards or quiz apps to help memorize vocabulary terms.	
	To study for tests, I help organize and attend study groups.	
	When taking objective tests such as those with multiple-choice questions, I read ALL sample answers before responding.	
	After reading all multiple choices on a test question, I start by figuring out which choices are NOT correct before marking the correct one.	
	On a multiple-choice test question, if I can only narrow it down to two or more correct answers, I make my decision based on what we studied in class.	
	On multiple-choice tests, I understand what it means when a choice states something like “both A and B above.”	
	When I finish taking a test, I review all of my answers to make sure I answered every question.	
	I don’t rush through the test to be done early.	
	I can tell time and get to class without being late.	
	I put away a cell phone and other electronics when I need to pay attention to instruction.	
Communication	I look people in the eye when I talk with them or when they talk to me.	
	I listen carefully to other people when they talk and try to understand what they are saying.	
	I can tell what other people are thinking through their body language, their facial expressions, or their tone of voice.	
	I know who to turn to when I need help.	
	I follow through on commitments I have made to others and to myself.	
	When I don't understand what a teacher or employer wants me to do, I ask questions.	

Name: _____ Email: _____

	When I understand what a teacher or employer want me to do, but I still need help, I often ask for help.	
	If a teacher or employer try to correct something I am doing, I accept their help.	
Independent Living Skills	If I am living away from home, my apartment/dorm safety knowledge is adequate.	
	If I am living away from home, my food preparation, cooking, and storage skills are adequate.	
	If I am living away from home, my dressing, and hygiene skills are adequate.	
	If I am living away from home, cleaning and organizing skills are adequate.	
	If I am living away from home and I need self-help or domestic advice, I know who to call and I can follow the advice.	
	I can identify safety hazards and emergencies and respond immediately to eliminate the danger.	
	I use a telephone to get information about things I need. I can use cash, a debit card, or credit card appropriately and within my budget.	
	I know when and how to contact a medical professional, how to make an appointment, and provide information about my medical insurance when I am sick or injured.	
	I can describe what medications I take and why they were prescribed. I can safely take medications as prescribed.	
	I often volunteer to do something that helps other people.	
	I am registered to vote and I am aware of the people running for political office.	
I effectively use public transportation.		
Health, Nutrition, and Fitness	I know how much sleep I need to get and I get enough regularly.	
	When I am sick, I know what to do to get the help I need. I eat well-balanced, healthy meals.	
	I limit the amount of junk food I eat.	
	I maintain a healthy weight.	

Name: _____ Email: _____

	I exercise regularly.	
	When I have a problem, I often think of several different ways to solve the problem before I make up my mind.	
Problem Solving	When I can't think of a good way to solve a problem, I ask other people to help me think of possibilities.	
	After I identify solutions to my problems, I often make my own decisions on what I am going to do.	
	When I am mad at someone, I am able to solve the problem without yelling.	
	When I get mad at someone, I am able to figure out what I want to do without hurting that person.	
	When I get mad at someone and I can't figure out what to do, I often ask for help.	
	If somebody tries to take advantage of me, I know how to stand up for myself and try to stop it from happening.	
	Social Relationships	I get along with people my own age. I do things for fun with other people on a regular basis(weekly).
If something isn't going well between me and my friends, I often work it out on my own.		
I know who to talk to if I am having trouble with a relationship.		
I know how to say "no" if I am presented with an uncomfortable or inappropriate situation.		
When I have a little bit of spare time, I find something interesting to do.		
Career Exploration	If asked, I am able to describe the different jobs available to my age group in my community.	
	If asked, I am able to describe several possible jobs that fit well with my skills and interests.	
	I can complete a job application properly.	
	I know how to write a quality resume and have one available as needed when job searching.	
	I know good etiquette and social skills when I am in a job interview.	
	I arrive to work on time and I do not leave early.	
	My past employers have been satisfied with my work. I get along well with my co-workers.	
	I respect my boss and we get along well.	

Name: _____ Email: _____

Wolverines Elevated Inventory (Teacher/Employer/ Caregiver)

Please complete this inventory to the best of your knowledge. Your accurate responses on this scale will allow the Wolverines Elevated program to appropriately serve the needs of future students.

Applicant's Name:	
Inventory Completed by:	
Relation to Wolverines Elevated Applicant:	
Month and year:	

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Adapted from Postsecondary Education Preparation Rating Scale (Robert L. Morgan, Utah State University, 2014) and Next S.T.E.P. Teacher Manual (Andrew S. Halpern, et al. 2000)



Wolverines Elevated Inventory Question (Teacher/Employer/Caregiver)

	Wolverines Elevated Inventory Question	Teacher Response
Study Skills	When I write essays, I can think critically and analyze various topics.	
	I use graphic organizers, concept maps, or outlines to assist in my writing.	
	When I read, I use strategies to help me memorize long lists and complex concepts.	
	When I read, I write or dictate notes. Later, I go back and review my notes.	
	When in class, I take notes and record the lecture.	
	I ask my instructor how to effectively take notes so that I get the information I need.	
	I use a recording device (smartpen, iphone, mp3 recorder) to take notes during class.	
	I play back my recorded notes at a later time and memorize important material.	
	When I study my notes from class sessions, I use strategies to help me memorize long lists and complex concepts.	
	I study about 3 hours for every hour of class time.	
	I use a daily schedule and planner to record assignment due dates, requirements, and important information.	
	I refer to my daily schedule and planner frequently each day.	
	Computer Skills	I use word processing, presentation, and database programs.
I know how to protect myself from internet scams and predators.		
I avoid communications with strangers in all settings and on the Internet.		
I avoid communications with strangers in all settings and on the Internet.		
I organize my files on a computer.		
I use search engines and databases, and cite sources from the Internet.		
I upload/download files from the Internet.		
I use the university computer and course systems.		
I get definitions of terms and get answers to questions using the Internet.		
I know who to contact if I need answers to computer questions.		
I back up my files and I do it frequently.		

Name: _____ Email: _____

Academic skills	I can seek help from my instructor after class or during office hours.	
	I can describe my disability, learning style, and learning needs to Accessibility Services Department staff.	
	I can ask instructors to repeat information or give more explanation if I do not understand.	
	To study for tests, I use flashcards or quiz apps to help memorize vocabulary terms.	
	To study for tests, I help organize and attend study groups.	
	When taking objective tests such as those with multiple-choice questions, I read ALL sample answers before responding.	
	After reading all multiple choices on a test question, I start by figuring out which choices are NOT correct before marking the correct one.	
	On a multiple-choice test question, if I can only narrow it down to two or more correct answers, I make my decision based on what we studied in class.	
	On multiple-choice tests, I understand what it means when a choice states something like "both A and B above."	
	When I finish taking a test, I review all of my answers to make sure I answered every question.	
	I don't rush through the test to be done early.	
	I can tell time and get to class without being late.	
	I put away a cell phone and other electronics when I need to pay attention to instruction.	
Communication	I look people in the eye when I talk with them or when they talk to me.	
	I listen carefully to other people when they talk and try to understand what they are saying.	
	I can tell what other people are thinking through their body language, their facial expressions, or their tone of voice.	
	I know who to turn to when I need help.	
	I follow through on commitments I have made to others and to myself.	
	When I don't understand what a teacher or employer wants me to do, I ask questions.	

Name: _____ Email: _____

	When I understand what a teacher or employer want me to do, but I still need help, I often ask for help.	
	If a teacher or employer try to correct something I am doing, I accept their help.	
Independent Living Skills	If I am living away from home, my apartment/dorm safety knowledge is adequate.	
	If I am living away from home, my food preparation, cooking, and storage skills are adequate.	
	If I am living away from home, my dressing, and hygiene skills are adequate.	
	If I am living away from home, cleaning and organizing skills are adequate.	
	If I am living away from home and I need self-help or domestic advice, I know who to call and I can follow the advice.	
	I can identify safety hazards and emergencies and respond immediately to eliminate the danger.	
	I use a telephone to get information about things I need. I can use cash, a debit card, or credit card appropriately and within my budget.	
	I know when and how to contact a medical professional, how to make an appointment, and provide information about my medical insurance when I am sick or injured.	
	I can describe what medications I take and why they were prescribed. I can safely take medications as prescribed.	
	I often volunteer to do something that helps other people.	
	I am registered to vote and I am aware of the people running for political office.	
I effectively use public transportation.		
Health, Nutrition, and Fitness	I know how much sleep I need to get and I get enough regularly.	
	When I am sick, I know what to do to get the help I need. I eat well-balanced, healthy meals.	
	I limit the amount of junk food I eat.	
	I maintain a healthy weight.	

Name: _____ Email: _____

	I exercise regularly.	
	When I have a problem, I often think of several different ways to solve the problem before I make up my mind.	
Problem Solving	When I can't think of a good way to solve a problem, I ask other people to help me think of possibilities.	
	After I identify solutions to my problems, I often make my own decisions on what I am going to do.	
	When I am mad at someone, I am able to solve the problem without yelling.	
	When I get mad at someone, I am able to figure out what I want to do without hurting that person.	
	When I get mad at someone and I can't figure out what to do, I often ask for help.	
	If somebody tries to take advantage of me, I know how to stand up for myself and try to stop it from happening.	
	Social Relationships	I get along with people my own age. I do things for fun with other people on a regular basis(weekly).
If something isn't going well between me and my friends, I often work it out on my own.		
I know who to talk to if I am having trouble with a relationship.		
I know how to say "no" if I am presented with an uncomfortable or inappropriate situation.		
When I have a little bit of spare time, I find something interesting to do.		
Career Exploration	If asked, I am able to describe the different jobs available to my age group in my community.	
	If asked, I am able to describe several possible jobs that fit well with my skills and interests.	
	I can complete a job application properly.	
	I know how to write a quality resume and have one available as needed when job searching.	
	I know good etiquette and social skills when I am in a job interview.	
	I arrive to work on time and I do not leave early.	
	My past employers have been satisfied with my work. I get along well with my co-workers.	
	I respect my boss and we get along well.	

Name: _____ Email: _____

Letter of Reference

To the Applicant: After completing all the questions below, give this form to a former teacher or employer, along with a stamped envelope addressed to Wolverines Elevated at Utah Valley University.

Legal Name _____

Address: _____

Phone: _____

Important Privacy Notice: Under the terms of the Family Educational Rights and Privacy Act (FERPA), after you matriculate you will have access to this form and all other recommendations and supporting documents submitted by you and on your behalf after matriculating, unless one of the following is true:

1. The institution does not save recommendations post-matriculation.
2. You waive your right to access below, regardless of the institution to which it is sent.

____ Yes, I do waive my rights to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.

____ No, I do not waive my rights to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I am enrolling, if that institution saves them after I matriculate.

Signature: _____ Date: _____

To the Teacher/Employer/Community Member: The person whose name appears on this document is applying for admission to Wolverines Elevated at Utah Valley University. Wolverines Elevated offers a traditional residential college experience to young adults with intellectual and developmental disabilities. The program combines inclusive academic classes, life skills classes, social and recreational opportunities, and internships on the UVU campus. The goal of the program is to prepare our students to live independently and work in a field that is suited to their interests and abilities.

Please truthfully complete this form to the best of your ability and feel free to attach a separate page if more space is needed. Honest evaluation of students' abilities/weaknesses will not preclude a student from acceptance; it allows the program to assess the level of support that might be necessary. Promptly return all documents in the envelope provided to you by this student. Should you have any questions regarding this reference or our program, please call 801-863-7620 or visit our web site at <https://www.uvu.edu/autism/>

Name: _____ Subject taught: _____

Signature: _____ Date: _____

School/Organization: _____

Address: _____

Phone: _____ E-mail: _____



Name: _____ Email: _____

How long have you known this student, and in what context?

What are the first words that come to mind when you think of this student?

Why do you feel the applicant would benefit from a post-secondary education experience?

What strengths does this applicant possess that makes him/her a strong candidate for this program?

What would you foresee as a weakness for this applicant in a post-secondary setting?

How effectively does the student/family work in collaboration to their educational team?

How responsive are the student/family to feedback from their educational team?



Name: _____ Email: _____

Release and Exchange of Information Form

Utah Valley University treats and regards all written documentation obtained to verify a disability and plan for appropriate services as well as all documented services and contracts with the Melisa Nellesen Center for Autism, Wolverines Elevated and the Accessibilities Services Department as confidential. However, it may be necessary for our staff to exchange some information about you with Utah Valley University faculty and staff in order to provide educational opportunities and experiences on and off campus. This exchange will only occur with your written permission, as given in this document below, and with the understanding that only information necessary for the purposes of accommodation and academic progress will be communicated.

Name: _____

I give permission to exchange information about me with the offices/individuals checked below:

- | | |
|---|--|
| <input type="checkbox"/> School District(s) | <input type="checkbox"/> Financial Aid Office |
| <input type="checkbox"/> University Personnel | <input type="checkbox"/> Medical Personnel |
| <input type="checkbox"/> Utah State Office of Rehabilitation (VR) | (in case of emergency or medical needs) |
| <input type="checkbox"/> Division of Services for People with Disabilities (DSPD) | <input type="checkbox"/> Parents/Guardians |
| <input type="checkbox"/> UVU Office of Accessibility | <input type="checkbox"/> Registrar's Office |
| <input type="checkbox"/> Local Independent Living Center (Options for Independence) | <input type="checkbox"/> Housing Office |
| <input type="checkbox"/> Admissions Office | <input type="checkbox"/> Inclusion Office (AA/EO/Title IX) |
| <input type="checkbox"/> Course Instructors | <input type="checkbox"/> Tutor/Mentor |
| | <input type="checkbox"/> Other (specify) |

I agree, as part of the application process, to waive my right to access the student recommendation form.

Additionally, I hereby give permission for the Wolverines Elevated program at Utah Valley University the right to use my photograph and/or quotes and videotapes of me for public relations and/or training purposes.

I am aware that I am participating in a pilot program and that aggregate data (data about the entire group) from this program will be collected and disseminated.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Witness: _____ Date: _____

