

# Preparing for the Post-Secondary Transition

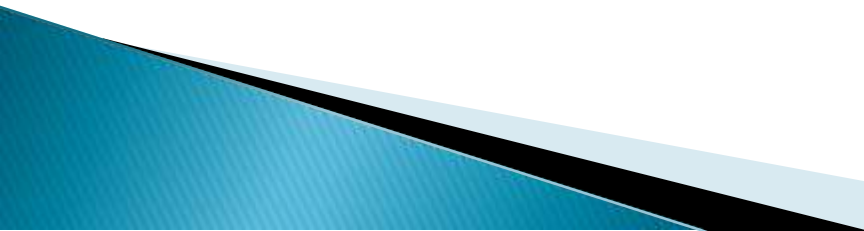
Stephanie Farruggia, Department Chair of Special Education

Nicole Smith- Special Education Transition Teacher and Case Manager

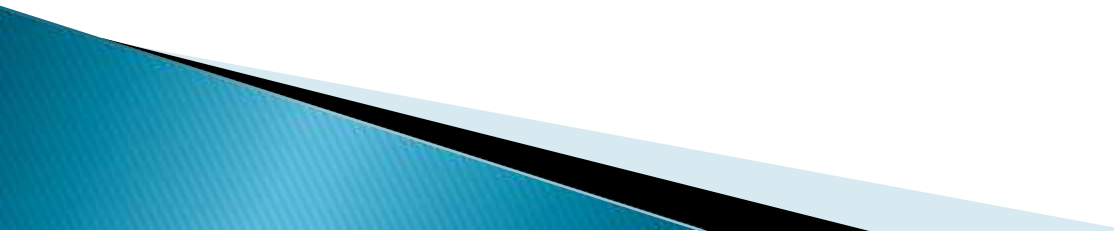
Gretchen Stauder, Post-High School Counselor

Diane Wojcik- Transition Coordinator

# Objectives this evening

- Post-secondary options
  - Differences between services in high school and post-secondary setting
  - Readiness factors
  - College search and application process
  - Level of support services
  - Applying for accommodations
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# Post-Secondary Options

- ▶ New Trier transition program
  - ▶ 5th year services
  - ▶ Employment
  - ▶ Post-Secondary transition options
  - ▶ Vocational/technical degree or certification
  - ▶ College experience programs
  - ▶ Residential support programs
  - ▶ 2 year degree
  - ▶ 4 year degree
- 

# New Trier support

- ▶ Transition program
  - 5<sup>th</sup> year services
  - DRS application
- ▶ Case management
  - IEP meetings
  - Letter of Self-Disclosure
- ▶ PHSC

Relationships and communication

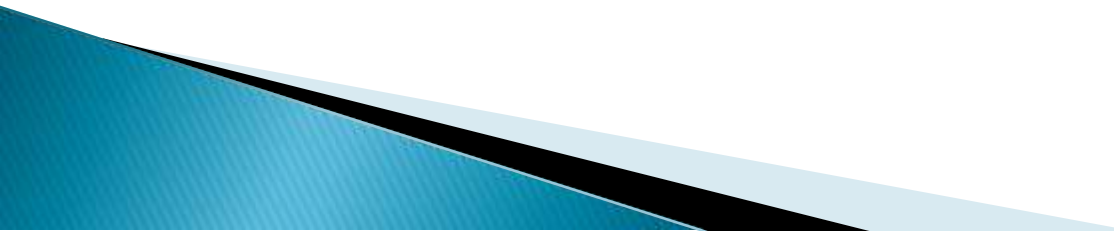


# Primary Differences

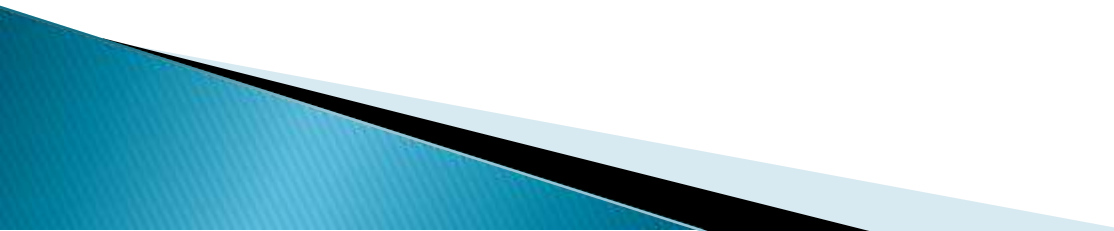
- ▶ High School: IDEA (Individuals with Disabilities Education Act)
- ▶ Postsecondary Environment: Section 504 of Americans with Disabilities Act

▶

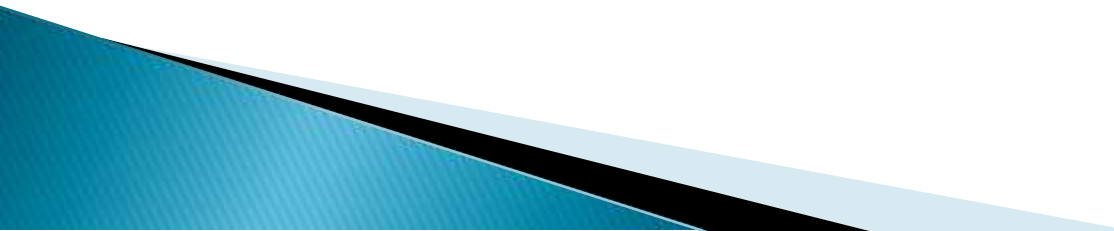
# High School Level

- Identify and assess eligibility
  - Design special education instruction
  - Develop and implement IEP and 504 plans
  - Provide accommodations
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# Post-Secondary Environment

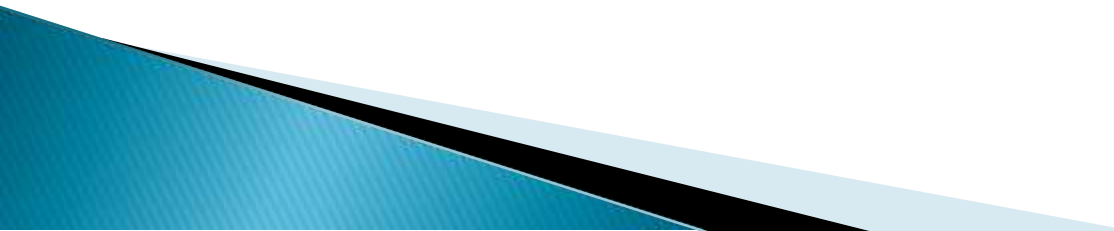
- ▶ NO IEP
  - ▶ Student must disclose
  - ▶ FERPA(Family Educational Rights and Privacy Act) governs communications
  - ▶ Conversations can occur only with student unless written consent
  - ▶ Schools determine academic adjustments
  - ▶ Accommodations provided on **case-by-case and semester-by-semester**
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# Parent Role Foster Independence

- ▶ Prepare for more reliance on self
  - ▶ Encourage ownership
    - Student should be talking with teachers
    - Student should have own calendar
    - Student should be waking up on own
  - ▶ Encourage conversations focused on awareness and understanding
  - ▶ Utilize accommodations
  - ▶ Utilize support of Case Manager, PHSC, parents
    - Let them do it!
- 



# Readiness Factors

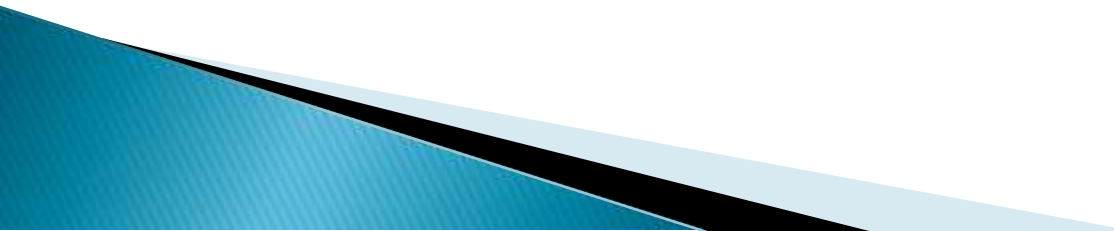
- Self-Management skills (independence)
  - Social Emotional skills
  - Self-Awareness skills
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# Letter of Self-Disclosure

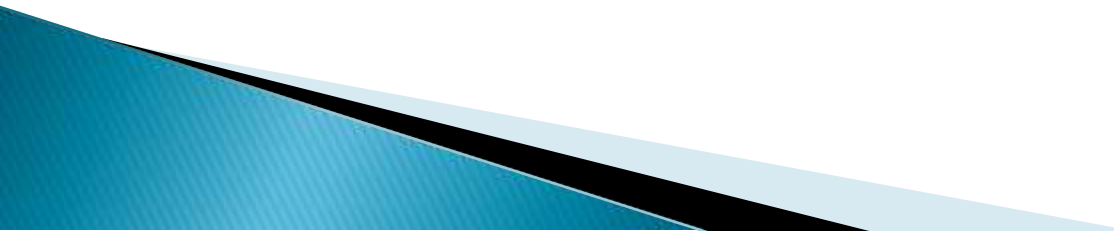
- ▶ On the application
  - *Do you wish to provide details of circumstances or qualifications not reflected in the application?*
- ▶ Highlights growth and current accommodations
- ▶ Provides context for admission staff
  - Impact on grades
  - Particular classes affected
  - Takes longer to process information
  - Discrepancy between test scores and grades

Letter of Self-Disclosure Workshop in October

# 5<sup>th</sup> year Services at New Trier

- ▶ Vocational Counseling & Support
  - ▶ Academic Support
  - ▶ Independent Living Skills
  
  - ▶ Not a program
  - ▶ Not another year of taking high school classes at New Trier
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# Applying for DRS

- ▶ New Trier can facilitate this referral at age 16 via the Secondary Transition Education Program
  - ▶ Must be done prior to winter break of students senior year.
  - ▶ Transition Coordinator and Case Manager collaborate to put the referral together
  - ▶ Requires parents to sign release of information and provide students social security number
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# Linkage to Adult Resources

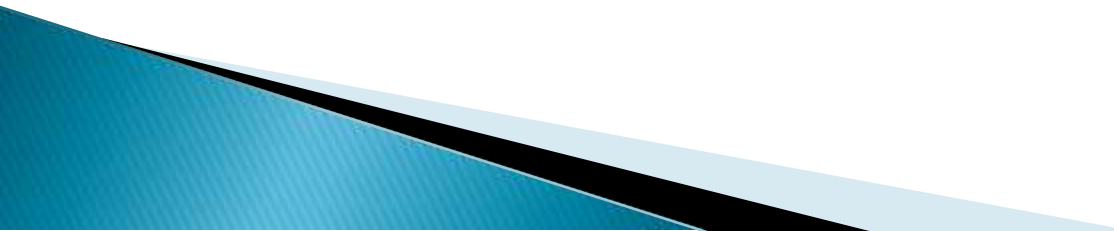
- ▶ Division of Rehabilitation Services

<http://www.dhs.state.il.us/page.aspx?item=29736>

- ▶ Social Security Administration

<https://www.ssa.gov/disability/>

“I have done well in high school so I will not need services or support after.”



# Academic Preparation

Strong motivation in college prep courses

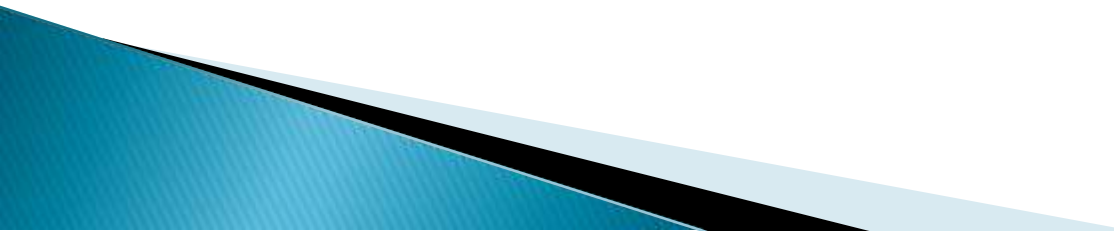
English

Math

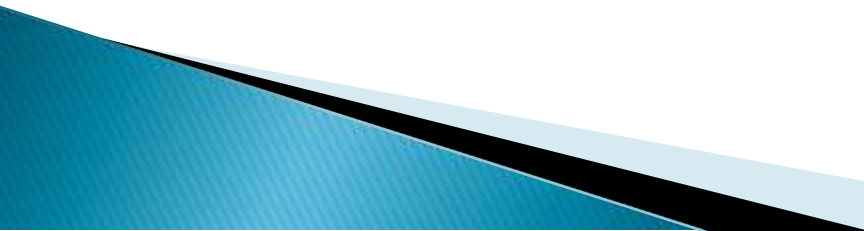
Science

Social Studies

Foreign Language\*



# College Experience Programs

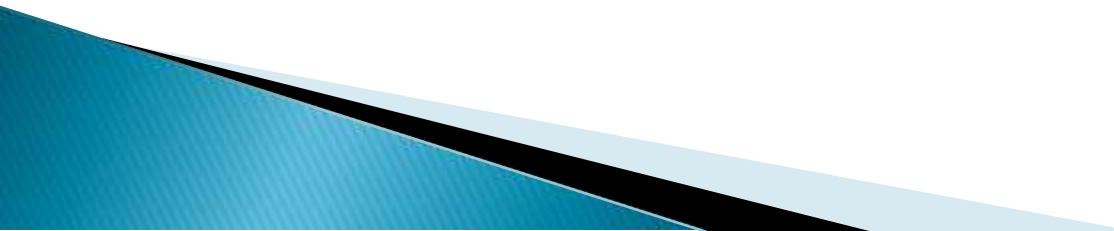
- ▶ Non-Degree Status
    - Skill building
    - Vocational planning
    - Independent life skills
  - ▶ Admission based on potential rather than high school record
  - ▶ Intermixed in student body
  - ▶ Some have separate facility
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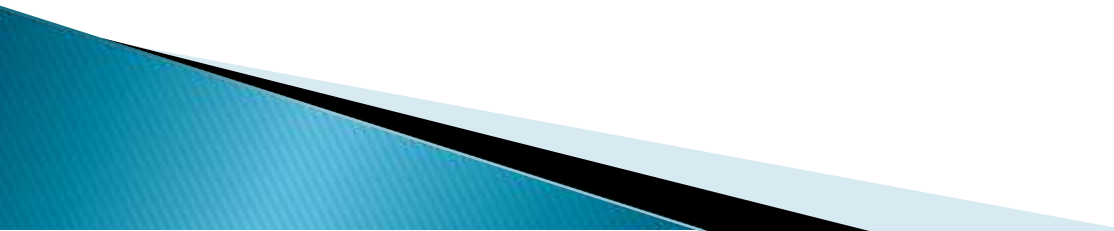
# Examples

- ▶ College Internship Program–Bloomington
  - ▶ Cutting Edge– Edgewood College
  - ▶ ELSA (Elmhurst College)
  - ▶ PACE Program (National Louis University)
  - ▶ Personal Success Program (College of Lake County)
  - ▶ SUCCEED Program (University of Missouri –St. Louis)
  - ▶ Chapel Haven– Westville, Connecticut.
  - ▶ Horizon Program– University of Alabama Birmingham
  - ▶ Life Development Institute– Phoenix, Arizona
  - ▶ Reach Program– University of Iowa
  - ▶ Shepherd’s College– Union Grove, Wisconsin
  - ▶ Threshold Program at Lesley College– Cambridge, Massachusetts
  - ▶ VIP Program– New York Institute of Technology
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# Questions asked

- Will it be easier to be accepted by a college?
  - Are the requirements for admission different?
  - Will it hurt chances of being accepted?
- 

# College Search

- ▶ Size
  - ▶ Location
  - ▶ Access to home
  - ▶ Support network nearby
  - ▶ Explore Academic Support and/or Disability Support Services
  - ▶ Level of accommodations/support
- 

# Residential support programs connected to college

- ▶ Options for College Success
  - <http://www.optionsforcollegesuccess.org/>
  
- ▶ The Edge
  - <http://edgelearningcommunity.com/>

Separate program fees PLUS tuition at college



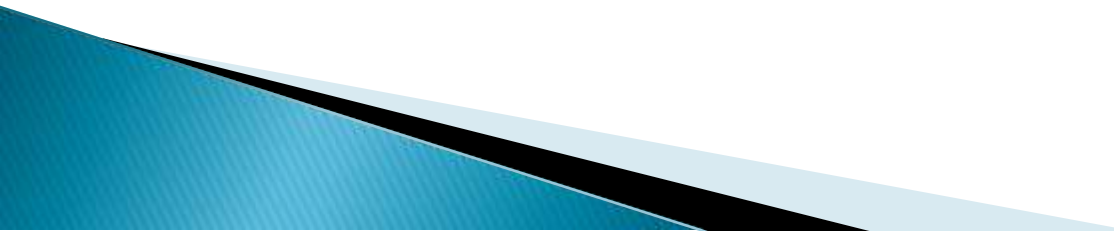
# Levels of support at college level

- ▶ Accommodations
- ▶ Comprehensive services
- ▶ Full service programs
- ▶ College experience programs
- ▶ Schools exclusively for students with LD

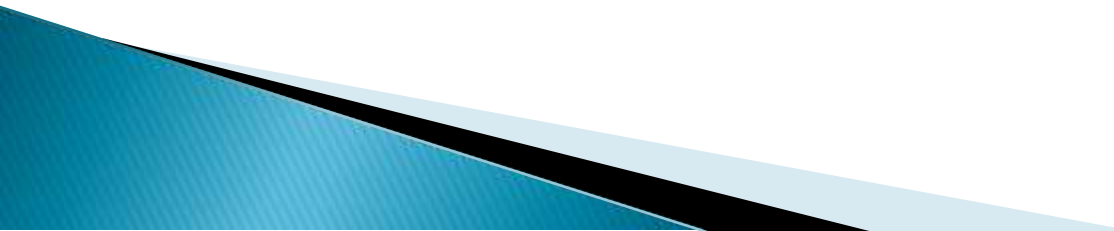
# Accommodations

- No specific department
- Student arranges for accommodations
- Coordinator of Disability Support  
<https://www.iwu.edu/disability-services>

# Comprehensive Services

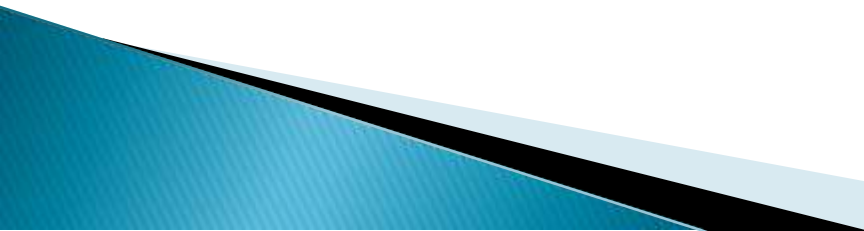
- Specific department
  - Office arranges for accommodations
  - Staff of specialists
  
  - Carthage College and University of Denver
  - ▶ <https://www.carthage.edu/library/learning-accessibility-services/>
  - ▶ <http://www.du.edu/studentlife/disability-services/index.html>
- 

# Full Service Programs

- ▶ Separate application
  - ▶ Fee for services
  - ▶ Staff includes trained specialists
  - ▶ A specific amount of time weekly required
  - ▶ Regularly scheduled meetings
  - ▶ Special arrangements made for course selection/registration
- 



# Full service programs

- ▶ University of Denver– LEP  
Learning Effectiveness Program  
<http://www.du.edu/studentlife/learningeffectiveness/>
  - ▶ University of Arizona– SALT  
Strategic Alternative Learning Techniques Southern  
Illinois Carbondale– Achieve
  - ▶ UW Oshkosh–Project Success
  - ▶ UW Whitewater–Project Assist
  - ▶ Loras College– Enhance Program
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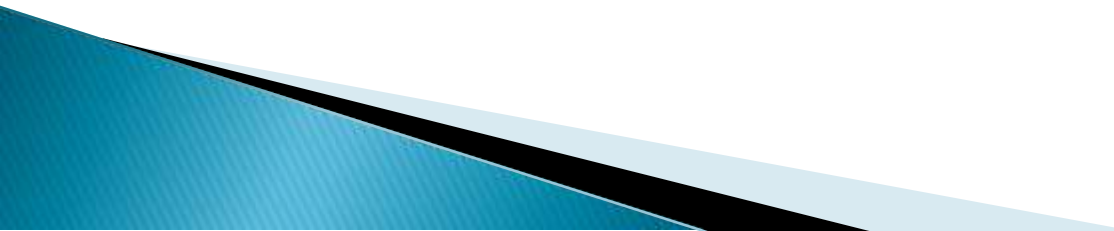
# Two Schools Exclusively for LD/ADHD

Beacon College in Florida

Landmark College in Vermont



# College visit

- ▶ Sit in on a class
  - ▶ Visit
    - Tutoring center (math/writing)
    - Counseling center
    - Health office (staff, hours)
  - ▶ See Disabilities Service Office and Tutoring Centers
  - ▶ Meet staff
  - ▶ Ask questions
    - How many students use services?
    - How do students access accommodations?
- 

# Applying for accommodations

- 1. Visit website and search disability support
- 2. Documentation guidelines
  - Evaluation requirements (those NOT accepted)
  - Sometimes dependent on disability
- 3. Application– Initiated by student to DOS
- 4. Interview
- 5. School determines and arranges accommodations

<http://www.du.edu/studentlife/disability-services/students/index.html>

# Resources

- ▶ *K&W Guide to College Programs for Students with Learning Disabilities*
- ▶ DSO personnel at schools
- ▶ CHOICES: Fair at Glenbrook North Wednesday, October 25, 2017  
[www.postsecondarychoices.org](http://www.postsecondarychoices.org)
- ▶ Landmark College Readiness Assessment
- ▶ [http://www.iidc.indiana.edu/styles/iidc/defiles/instrc/webinars/college-readiness\\_assessment.pdf](http://www.iidc.indiana.edu/styles/iidc/defiles/instrc/webinars/college-readiness_assessment.pdf)
- ▶ AHEAD: Association on Higher Education and Disability
- ▶ <http://www.ahead.org/>
- ▶ Fairtest: [www.fairtest.org](http://www.fairtest.org)
- ▶ How is college different than high school  
<http://www.smu.edu/Provost/ALEC/NeatStuffforNewStudents/HowIsCollegeDifferentfromHighSchool>
- ▶ NSERVE  
<https://sites.google.com/a/maine207.org/nservenew/career-resources>

# Contact information

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# Questions?

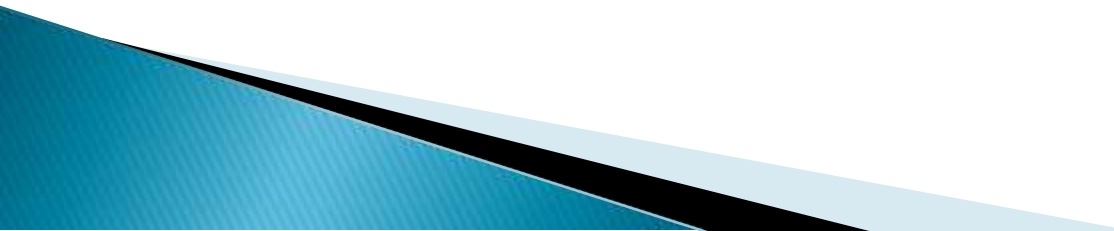


# Self-Management skills

- Organization
- Time Management
- Daily Skills



# Self-Awareness

- Disability awareness
  - Know strengths and weaknesses
  - Demonstrate ability to talk about disability verbally and in writing
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# Social Emotional

- Ownership in academic environment
  - Attend and participate in IEP meetings
  - Communicate with teachers parents
  - Know how to ask for help
- 