

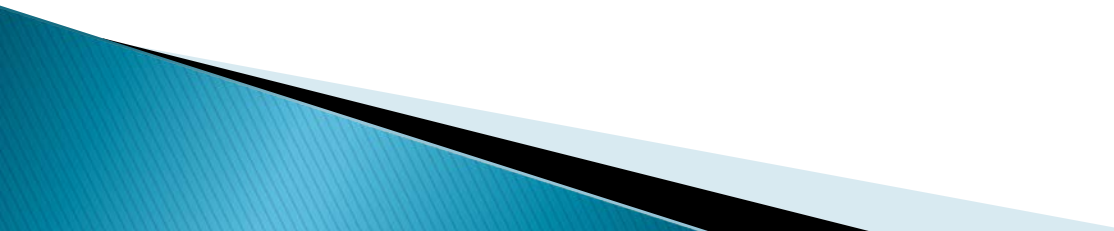
# Making the Most of the Post-Secondary Transition

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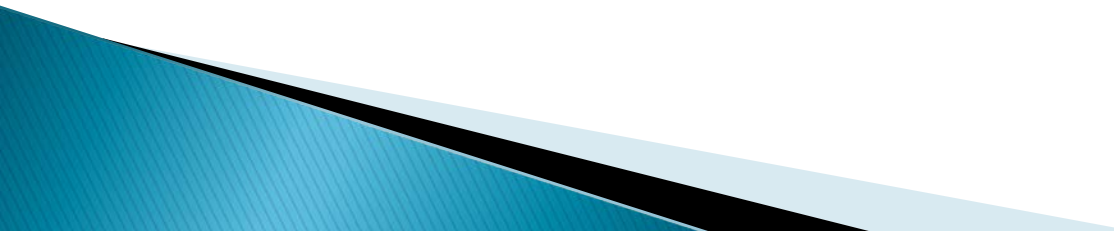
Gretchen Stauder, Post-High School Counselor



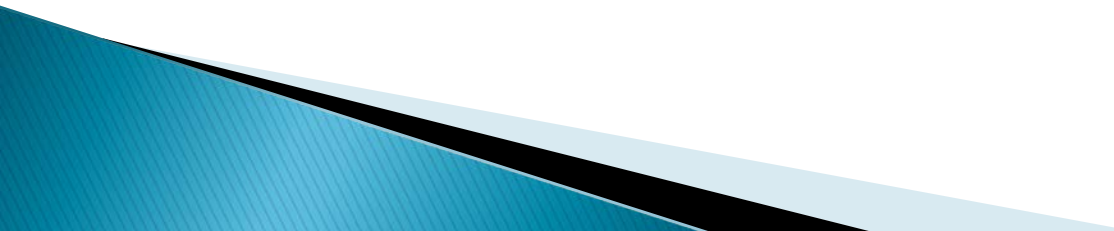
# Objectives this evening

- ▶ Transition from high school to college (Students and Parents)
  - ▶ Differences in support between high school and post-secondary institutions
  - ▶ Important factors during the college search and application process
  - ▶ Different levels of support and accommodations available at college
  - ▶ Process for obtaining accommodations
- 


# Questions to Ask

- ▶ Why do I want to attend college?
  - ▶ Two year school?
  - ▶ Gap year?
  - ▶ How much support am I using now?
  - ▶ How independent am I?
  - ▶ What are my strengths?
  - ▶ What are the areas where I need to improve?
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# Success Factors

- ▶ Self-advocacy and ownership
  - ▶ Willingness to disclose
  - ▶ Using accommodations
  - ▶ Understanding the nature of the disability
  - ▶ Understanding reason for accommodations
  - ▶ Utilizing supportive relationships
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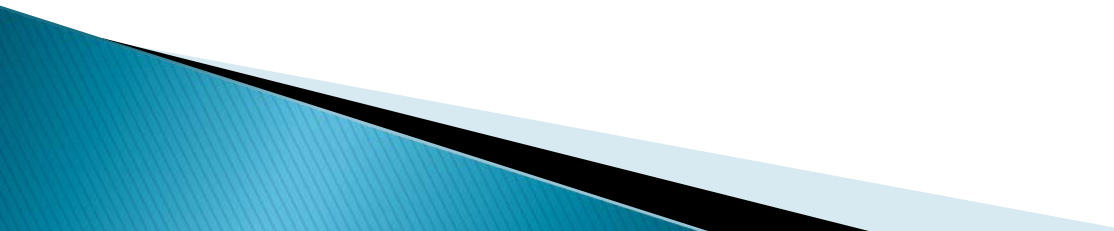
# Primary Differences

- ▶ **Secondary Environment: IDEA (Individuals with Disabilities Education Act)**
  - ▶ School is responsible
  - ▶ Student assumes greater ownership
  - ▶ Parents act as advocates
  
  - ▶ **Postsecondary Environment: Section 504 of Americans with Disabilities Act**
  - ▶ Student is responsible
  - ▶ Students are considered adults and privacy is required by FERPA (Family Educational Rights and Family Act)
  - ▶ Parents have no access to student records without written consent.
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# Secondary School– IDEA

- ▶ School is responsible for
  - Students in K–12
  - Identifying students and assessing eligibility
  - Designing special education instruction and planning services
  - Developing and implementing IEP's and 504 plans
  - Providing and paying for accommodations
- ▶ Student gradually assumes more ownership
- ▶ Parents act as advocates

# What does it REALLY mean for students?

- ▶ Students *must* self-identify
  - ▶ No IEP
  - ▶ Institutions make individualized determinations regarding academic adjustments
  - ▶ Accommodations, (not separate special education programs), are provided on a **case-by-case and semester-by-semester** for equal access to the institutions' programs, services and activities
  - ▶ Faculty and staff will only communicate with student
- 


# Expectations of 504

- ▶ Students expected to:
  - Communicate with parents and instructors
  - Self- Identify and notify Disability Support Services about disability and need for accommodations
  - Describe disability
  - Identify strengths and weaknesses
  - Clearly understand accommodations and reasons for same
  - Communicate with all parties

▪



# What does it REALLY mean for parents?

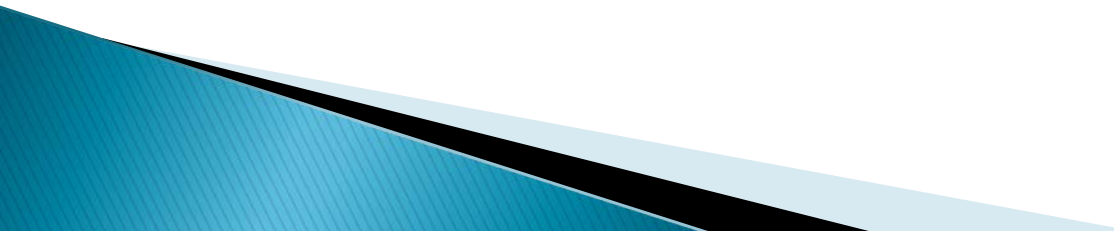
- ▶ Parents have no access to student records without written consent
  - ▶ Faculty and personnel will only talk directly with student
  - ▶ Parents may meet with their student and disability services staff on an initial college visit but once the student has registered, conversations with the DSO are completed with the student
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# Preparing for the Transition

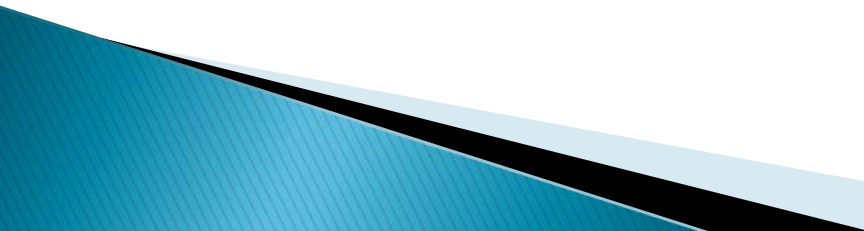
## ▶ Student Role

- Ownership
- Articulate strengths and weaknesses
- Understand accommodations
- Seek assistance


## ▶ Parent Role

- Foster ownership and independence
  - Encourage self-advocacy
  - Help prepare for change: letting go by letting them
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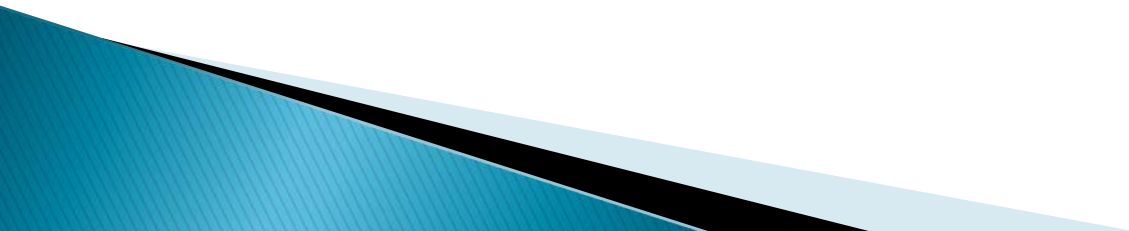
# Student Role

- ▶ Attend IEP meetings
  - ▶ Approach instructors about accommodations
  - ▶ Utilize accommodations
  - ▶ Become comfortable talking about disability verbally and in writing
    - How does the disability impact in general and/or in a particular course
    - Discuss strengths/weaknesses
  - ▶ Utilize support of Case Manager, PHSC, parents, tutors
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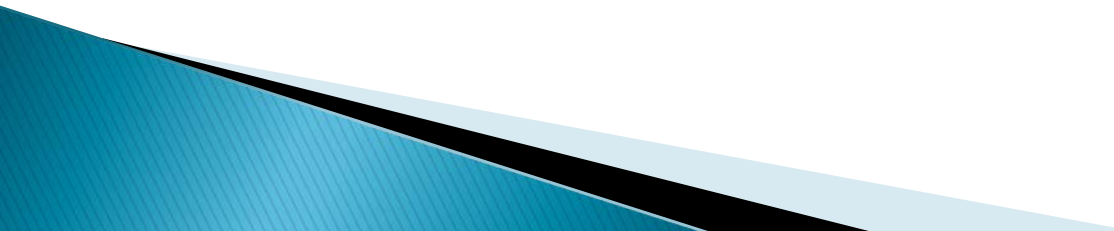
# Parent Role

- ▶ Prepare for not being there– let them
  - ▶ Encourage self–advocacy
    - Student should be talking with teachers and
    - Student should have own calendar
    - Active role in the college search
  - ▶ Help identify which accommodations have/have not worked
  - ▶ Help become aware of benefit of accommodations
  - ▶ Help identify what is needed to be successful
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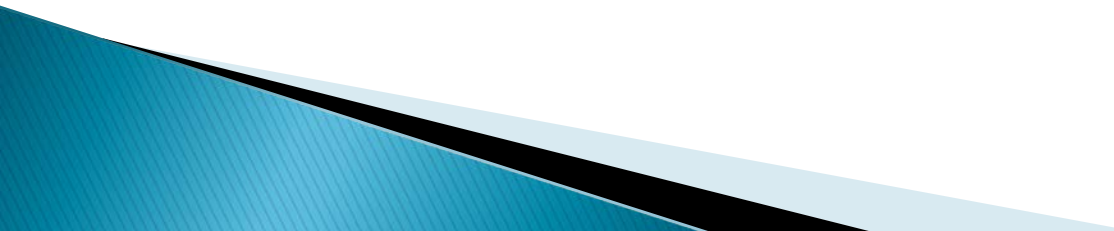
# College Search



# Beginning the College Search

- ▶ Avoid: “I have done well in high school so I will not need services at college.”
  - ▶ Listen to suggestions from PHSC, Case Manager and teachers
  - ▶ Explore test optional schools [fairtest.org](http://fairtest.org)
  - ▶ One of the search factors should be Academic Support and/or Disability Support Services
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# Consider Level of Support

- ▶ Schools exclusively for students with LD
  - ▶ Accommodations
  - ▶ Comprehensive Services
  - ▶ Full Service Programs
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# Two Schools Exclusively for LD/ADHD

Beacon College in Florida

Landmark College in Vermont



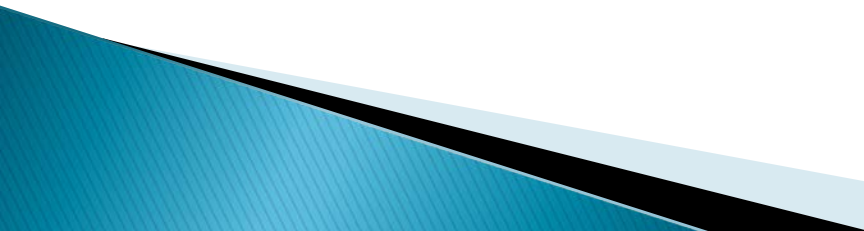


# Levels of Support

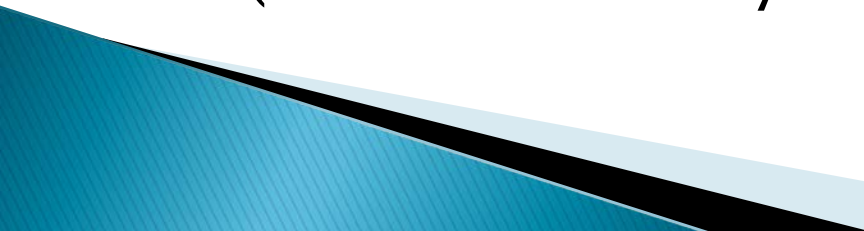
## ▶ Accommodations

- No specific department
- Student arranges for accommodations

## ▶ Comprehensive Services

- Department for providing services to LD students
  - Office arranges for accommodations
  - Tutoring may be available by LD specialists
  - Or tutors supervised by LD director
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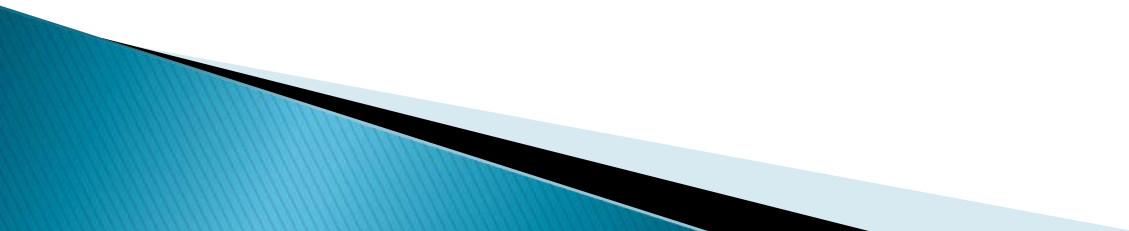
# Full Service Programs

- Separate application
  - Fee for Service
  - Staff includes trained specialist(s)
  - Required to spend a specific amount of time weekly
  - Regular scheduled meetings with staff
  - Special arrangements may be made for course selection/registration
- 
- (SALT– University of Arizona)
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# Evaluate programs

- ▶ PHSC– will give suggestions
- ▶ *K&W Guide to College Programs for Students with Learning Disabilities*
- ▶ Websites– Academic Support
- ▶ Visit /Tour
- ▶ Arrange a meeting
- ▶ Ask questions:
  - How many staff?
  - How many students use services?
  - How do students access accommodations?

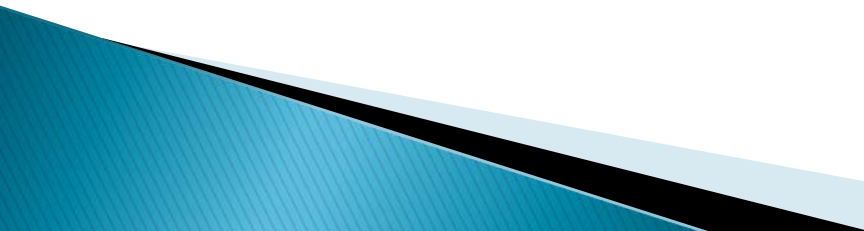
# College Applications



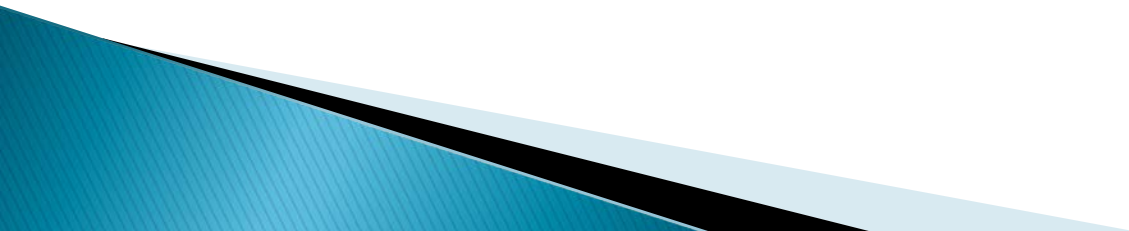
# Considerations

- ▶ College Application Myths
  - It will be easier to be accepted by a college
  - Requirements for admission will be changed
  - Disclosing on the application will hurt chances for acceptance

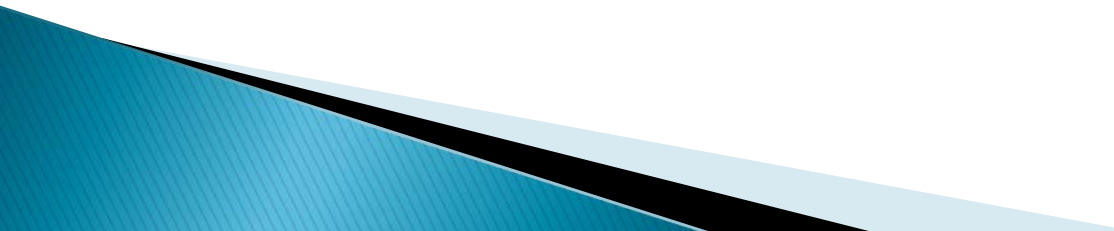
# Letter of Self-Disclosure

- ▶ Voluntary statement in applications
  - ▶ Highlights growth and current accommodations
  - ▶ Provides a context for admission representatives
  - ▶ Explains the nature of the disability and its impact on learning and/or grades
  - ▶ Addresses anticipated support needs
  - ▶ (PHSC has sample letter and PHSC/Case Manager will guide)
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# Applying for Accommodations

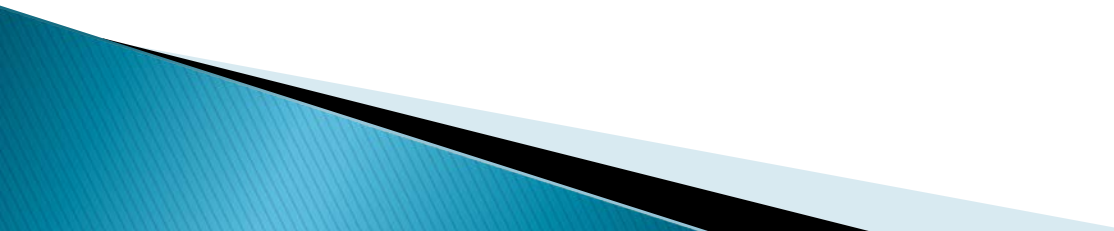


# Section 504

- ▶ 504 requires institutions make individualized determinations regarding academic adjustments
  - ▶ Accommodations, are provided on a **case-by-case and semester-by-semester** for equal access to the institutions' programs, services and activities
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# Applying for Accommodations

- ▶ Student-initiated process with college
  - ▶ Meet with disability services staff to discuss accommodation needs and services for which he/she is eligible
  - ▶ Provide disability documentation that conforms to the requirements of college or university
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# Process for Receiving Accommodations

## Student Self-Report:

Share history of disability and barriers

Describe effective accommodations

Explain “impact” and history of the disability

Observation and Interaction: During intake the DSO professional can elicit information from observation and the student’s Self-Report documenting that a disability is present

Documentation: (varies by institution)

504 plans and IEP’s (Individualized Education Program)

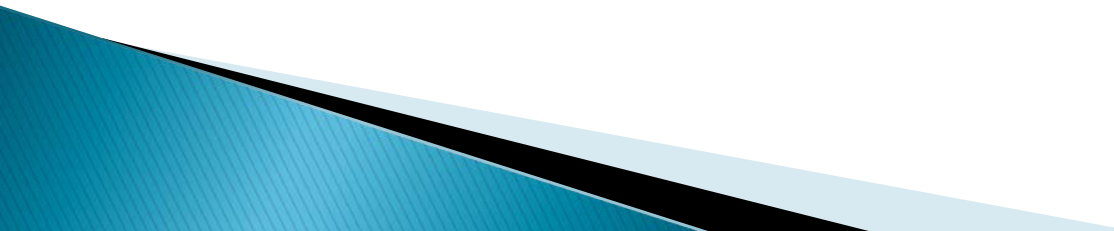
SOP (Summary of Performance)

Psychological evaluations

Medical documentation

Other forms of documentation deemed useful to help identify the nature (diagnosis) of the condition or disability

# Success Factors

- ▶ Self-advocacy and ownership
  - ▶ Willingness to disclose
  - ▶ Using accommodations
  - ▶ Understanding the nature of the disability
  - ▶ Understanding reason for accommodations
  - ▶ Utilizing supportive relationships
- 

# Resources

- ▶ Case Manager
- ▶ PHSC
- ▶ Teachers
- ▶ Parents
- ▶ College fairs / College visits / websites
- ▶ DSO personnel at schools
- ▶ CHOICES: [www.postsecondarychoices.org](http://www.postsecondarychoices.org)
- ▶ AHEAD: Association on Higher Education and Disability <http://www.ahead.org/>
- ▶ Fairtest: [www.fairtest.org](http://www.fairtest.org)
- ▶

# Contact information

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