

Managing Successful Transitions

Moving From High School to College



Workshop Goals

- Understand the major components of ADA and Section 504 or the Rehabilitation Act
- Become familiar with the differences between IDEA and ADA/504
- Understand the importance of self-advocacy
- Know the requirements for acceptable documentation
- Discuss ideas of what educators can do at each grade level



What's important to remember during transition planning?

- What does the student want?
- How well prepared is the student?
- How supportive/informed are the parents?
- What steps do you need to take to insure a solid transition?



What next...

- If college is the student's plan for their life, talk to them about the differences in environment, support, responsibilities and expectations.



Common Frustrations Among College Students with Disabilities

- Students must disclose their disability themselves (No child find services)
- Documentation requirement (Must be current and often times requires retesting at the end of high school)
- General lack of knowledge of their own disability
- Lack of knowledge of their own responsibilities
- Major legal changes
- Less parental involvement
- Not feeling socially involved
- Being educated among the whole student body vs. a resource room with small teacher to student ratio
- Possibly the most frustrating thing for students is that they are going to be pushed to advocate for themselves



What differences should the student prepare for?

High School	College
<ul style="list-style-type: none">•Frequent teacher contact•Small class size•Less academic competition•Strong support system•External motivation•Structured time•25-30 hours per week of instructional time•Many opportunities for grades	<ul style="list-style-type: none">•Decreased teacher contact•Very large class size•Greater academic competition•Build their own support system•Must be intrinsically motivated•More freedom to make choices•12-15 hours per week of instructional time•Fewer test-more information to recall



Student Support Systems

- To build support systems, students should be encouraged early in the process to become socially involved in their school of choice.
- The more socially involved a student is, the more academically committed they tend to be.
- Support departments are located throughout college campuses. Students should locate and learn about all departments

*Disabilities Offices

*Writing Labs

*Computer Labs

*Math Labs

*Tutoring

*Mentor Programs



Differences in Responsibility

Issues	Secondary	Post-Secondary
Identification	School/Parent/Team	Student
Assessment	School/Team	Student
Programming	School/Parent/Team	Student & Institution
Advocacy	School/Parent/Team	Student/OSD
Decision Making	IEP Team	Student
Transition Planning	IEP Team	Student



IDEA vs. ADA/504

■ IDEA

- Free & Appropriate mandatory public education
- Entitlement Law
- Largely remedial in approach
- Outcome Oriented: Focus is on student success

■ ADA/504

- Optional Education
- Civil Rights Law
- Accommodations
- Focused on equal access **not necessarily** equal outcome



IDEA

All students are **entitled** to a free and appropriate public education in the least restrictive environment



ADA/504

No otherwise qualified person in the United States...shall solely by reason of disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity (receiving federal funds- Section 504 of the Rehab Act)



The Principles of ADA

-according to M. Gordon & S. Keiser (1998) in their book *Accommodations in higher education under the Americans with Disabilities Act (ADA)*

- Principle 1: The ADA is a civil rights act, not an entitlement act.
- Principle 2: To be protected by the ADA, an individual must be disabled relative to the general population.
- Principle 3: Successful compensation belies substantial impairment.
- Principle 4: The process of qualifying an individual as disabled under ADA requires **current**, detailed and professional documentation.
- Principle 5: Institutions are required to provide accommodations only to those individuals who meet the essential functions of a job or educational programs.
- Principle 6: Accommodations should only address the interactions between functional impairments and task demands.



Who Is Protected under ADA?

- A “person with a disability” includes any person who (1) has a physical or mental impairment which substantially limits one or more of such person’s major life activities; (2) has a record of having such an impairment or (3) is regarded as having such an impairment
- A “qualified person with a disability” is defined as one who meets the requisite academic and technical standards required for admission or participation in the post-secondary institution’s programs and activities.



How does ADA/504 Impact colleges?

- Affects any institution receiving Federal Financial Assistance
- The institution legally can not inquire about disability status prior to admission. Therefore, it is the student's right to seek out assistance
- Accommodations that are set and **agreed to** must be adhered to
- Students have the prerogative to use or not use any agreed upon accommodations
- The institution has the right to set and adhere to academic and technical standards that the student must be qualified to meet



Important Facts to Remember

- There may be no exclusion on the basis of disability
- There may be no discrimination through contract
- Participation should be in the most integrated setting possible
- There may be no discrimination through eligibility criteria
- Reasonable modifications in policies, procedures and practices must be made to avoid discrimination
- Modifications must be made to all for the presence of service animals



Important Facts cont.

- Surcharges to cover the costs of accommodations may not be imposed on students with disabilities
- Courses and examinations must be accessible
- There may be no discrimination because of insurance constraints
- There may be no retaliation against individuals who are accessing their rights under the law or against those who assist people with disabilities in accessing their rights



Examples of Reasonable Accommodations

- Accessible Housing
- Accessible Parking
- Texts and tests in alternative formats
- Alternative furniture in classrooms
- Auxiliary aids in classrooms
- Access map
- Classroom changes
- Course Substitution/Waivers
- Priority Registration
- Testing accommodations
- Exception to full time status
- Access to Adaptive Technology



Adaptive Technology

JAWS TextHelp Kurzweil 1000&3000

ZoomText Adjustable Tables

Alternative keyboards Trackball Mice

Dragon Naturally Speaking Reading Pens

RFB&D Memberships FM Devices

Thermal Pens



What can you do to help students prepare?



Freshman Year

- Encourage students to “get to know” their disability. Be able to discuss the impact openly
- Teach students self-advocacy skills
- Have students participate in the planning of all meetings relevant to their education
- Have students assist in running their IEP meetings
- Teach students academic survival skills (time management, study skills, goal setting etc.)
- Begin exploring the use Adaptive Technology for independent living
- Discuss the importance of GPA beginning this year



Sophomore Year

- Have students educate others about their disabilities
- Continue teaching self advocacy skills
- Continue teaching academic survival skills
- Have students discuss their strengths/weaknesses and possible accommodations in their IEP meetings
- Have students compare and contrast college vs. vocational goals
- Start studying for and practicing entrance exams
- Monitor GPA and academic progress
- Begin doing independent living skills
 - Grocery shopping -Bus Routes -Laundry
 - Clothes shopping -Library -Restaurants



Junior Year

- Continue teaching academic survival skills
- Teach students to discuss the individualized impact of their disability
- Continue teaching self-advocacy skills
- Teach students to run their own IEP meetings
- Request updated assessment information from IEP team
- Identify most helpful AT and start using it
- Take entrance exams with appropriate accommodations
- Prepare a list of important questions to ask college personnel
- Visit college campuses and their disability offices
- Apply for several colleges
- Practice independent living skills
- Become fluent on Adaptive Technology



Senior Year

- Solidify Academic survival skills
- Students should be able to identify their disability and talk openly about it's impact on their lives.
- Students should be running their IEP meetings
- Assure that all documentation/assessments are up to date
- Continue campus visits & Make a decision about which college to attend
- Take entrance exams again if needed
- Begin applying for financial aid if needed
- Identify special housing needs to school of choice
- Check into student organizations
- Identify a peer group at the same college
- Participate in class visits or summer transition program if possible
- Set up orientation & mobility training if needed
- Students should begin teaching their parents about the importance of self-advocacy
- Insure access to the needed Adaptive Technology



Scenario Activity

All participants will receive a scenario of a student preparing for transition. Prepare a short case presentation about their transition plan.



What about the parents?

- It is imperative for a smooth transition that the parents of students with disabilities understand the difference between IDEA and ADA/504.
- Parents should understand that it is not the disabilities offices' goal to insure success. We insure equal access.



FERPA

Federal **E**ducation **R**ights to **P**rivacy **A**ct

Coaching parents to an understanding of this law will make the transition process much less stressful for them.

- Upon entering college, staff and faculty (as a rule) should only discuss the student's educational information with the student.
- Students become their own advocates and parents should be ready to allow them to advocate accordingly.
- Upon entering college, students are considered adults.
- If all else fails, inform them that many school have FERPA waiver forms if they feel that they will need to discuss their child with anyone at the college. The student will need to agree and sign a form that they will allow conversations with their parents.



Conclusion

Just as all students are individuals, so are all transitions. All transitions have areas of concern and areas of strength. All need to be tested and retested. Goals need to be set for each transition plan.

There is no one correct way to transition a student. Working with the best intentions in mind is all we can do.



Questions or
comments?

