

THE COLLEGE PROCESS FOR STUDENTS WITH DISABILITIES

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TOPICS INCLUDED TODAY...

- ◉ IEP vs. 504
- ◉ Differences between high school and college
- ◉ Encouraging independence
- ◉ Is college a realistic choice?
- ◉ Researching appropriate colleges/universities
- ◉ Accessing accommodations
- ◉ Colleges with support programs
- ◉ Alternative post-secondary options

STUDENTS WITH DISABILITIES

... often have an IEP or 504 Plan that provides them with accommodations.

IEP

- IDEA: The Individuals with Disabilities Education Act
 - Federal law-ensures students with disabilities have access to a free and appropriate public education.
 - Schools are required to provide special education in the least restrictive environment.
 - Schools must help the student succeed.
 - Covers students from ages 3 through age 21 (or high school graduation).
 - Requires public schools to create an IEP for qualified students with disabilities.

IEP

- IEP: Individualized Education Program
 - Provides individualized special education and related services to meet the unique needs of the child.
 - A child has one or more of the 13 specific disabilities listed in IDEA (ex: autism, deafness, SLD (math/reading), OHI, speech/language, ID). Learning and attention issues may qualify.
 - The disability must affect the child's educational performance and/or ability to learn and benefit from the general education curriculum.

504 PLAN

- Section 504 of the Rehabilitation Act of 1973.
 - Civil Rights Law to stop discrimination against people with disabilities in relation to any public/private program receiving federal financial assistance.
 - Removes obstacles and provides access to the educational opportunities that nondisabled students have.

504 PLAN

- Provides services and changes to the learning environment to meet the needs of the child as adequately as other students.
- A child has any disability, which can include many learning or attention issues.
- The disability must interfere with the child's ability to learn in a general education classroom. Section 504 has a broader definition of a disability than IDEA. That's why a child who doesn't qualify for an IEP might still be able to get a 504 plan.

SUPPORT/ACCOMMODATIONS

- ◉ With a 504 Plan or an IEP, students receive support and accommodations to assist them throughout the day, and are case managed.
 - Extended time
 - Preferential seating
 - Notes
 - Use of a calculator
 - Alternate setting for tests
 - Time to meet with nurse or counselor
- ◉ During the course of their high school years, students should be moving toward more independence...

THE DIFFERENCES BETWEEN...

High School	College
Mandatory and free	Voluntary and expensive
Others structure students' time	Students manage their own time
Reminded of responsibilities	Students balance responsibilities
Classes are structured and scheduled one after another	Class times vary and may be hours between classes
6 hours each day; 30 hours a week in class	12-16 hours each week in class

THE DIFFERENCES BETWEEN...

High School	College
Teachers carefully monitor attendance and work completion.	Profs. may not know if students attend class, and often don't collect homework or remind students of incomplete work.
Teachers approach students if they believe assistance is needed.	Professors expect students to initiate contact if help is needed.
Teachers are often available before, during or after class.	Professors expect students to utilize their scheduled office hours.
Teachers provide missed information if students are absent.	Professors expect students to obtain notes from a classmate.
Students are expected to read short assignments; re-taught in class.	Students are assigned substantial amounts of reading; may not be addressed in class.

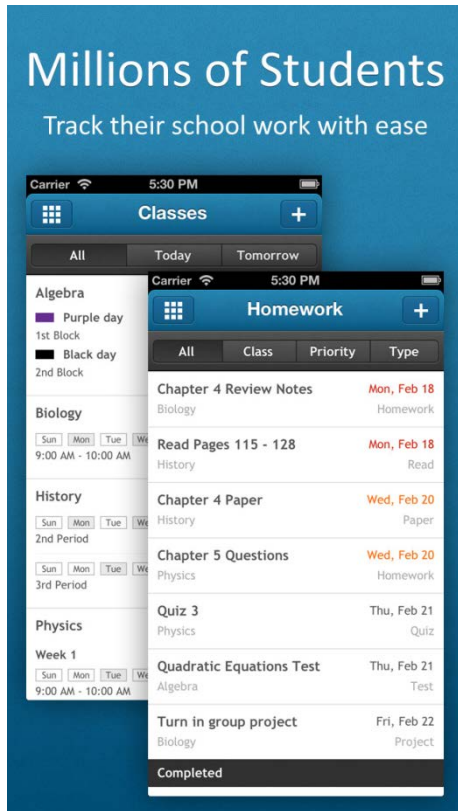
THE DIFFERENCES BETWEEN...

High School	College
Teachers give regular assignments.	Students receive a syllabus on the first day of class.
Through vehicles such as the IEP, a student's team delivers support and accommodations.	<u>Students</u> , (not teachers, parents or counselors) must be able to identify their disability, and request accommodations.
Students are corrected if their behavior is inappropriate.	Moral and ethical decisions will arise; students must take responsibility for their actions.
Review sessions held before tests. Test questions are usually directed at the ability to recall what has been learned.	Students work independently to prepare for tests. Test questions aim to have information applied.
Make-up tests are frequently available.	Make-up tests are highly unusual.

SPEAKING OF INDEPENDENCE...

- ◉ Assignment notebook/planner
- ◉ Self-advocacy
- ◉ Morning preparation
- ◉ Personal hygiene and laundry
- ◉ Medication concerns
- ◉ Therapy
- ◉ Money handling
- ◉ Organization
- ◉ Sleep schedule

ASSIGNMENT NOTEBOOK



Students in high school must know how to manage their time to ensure success in college.

ASSIGNMENT NOTEBOOK

- ⦿ Encourage students to make this a daily habit.
- ⦿ Plan time for assignments, homework, part-time job, extracurricular activities.
- ⦿ The majority of students with multiple missing assignments don't utilize any sort of organizational tool!

SELF-ADVOCACY

- ◉ Can the student explain their academic needs?
- ◉ Teacher contact
- ◉ Reliance on resource teacher/case manager
- ◉ Attendance
- ◉ Missing assignments
- ◉ Social Involvement

MORNING PREPARATION

- ◉ Independent routine
- ◉ Punctuality
- ◉ Meals



MEDICATION CONCERNS

- ◉ Dosage
- ◉ Refills-local pharmacy
- ◉ Possible side-effects/interactions
- ◉ Knowing when to seek healthcare advice
 - New/changing symptoms
 - Insurance card
 - Parental access-student's consent



THERAPY

- ◉ Frequency
- ◉ School's counseling center
- ◉ Need for local therapist
 - Recommendation
 - insurance

MONEY HANDLING

- ◉ Budget
- ◉ Safety (cash)
- ◉ Debit card usage



ORGANIZATION

- ⦿ Backpacks
- ⦿ Rooms
- ⦿ Assignments



SLEEP SCHEDULE

- Can the student turn off electronic devices at a reasonable hour?
- Can the student awaken on his own?



IS COLLEGE A REALISTIC OPTION?

- ◉ Is the student a self-starter?
- ◉ Is he/she in college prep level classes?
- ◉ Can he/she meet admission requirements?
 - GPA in instructional level vs. average level
- ◉ How much support does he/she currently use?
- ◉ How much reading can he/she do each night?
- ◉ Is the student aware of other post-secondary options?

ASSESSING COLLEGE READINESS

○ Landmark College

- 25 yes/no questions
- Academic skills, self-understanding, self-advocacy, executive function, and motivation/confidence
- Samples:
 - Can you read up to 200 pages in a week?
 - Can you identify supports you need to be successful?
 - Can you write a 10 page paper with 2 or more sources?
- <https://www.med.upenn.edu/pan/documents/CollegeReadinessGuide.pdf>

IF COLLEGE IS A REALISTIC CHOICE, AM I READY NOW??

◎ Post grad year

- strategies to succeed with learning disabilities
- a supportive environment away from home where the risks are manageable
- small classes and focused curriculum
- regular one-on-one advising with faculty

IF COLLEGE IS A REALISTIC CHOICE, AM I READY NOW??

◉ Gap Year

- Get a job to help pay for college or,
- Participate in an organized program
 - choice of location, expense and duration
 - www.usagapyearfairs.org
 - January 30, 2016: New Trier High School

IF COLLEGE IS A REALISTIC CHOICE, HOW DO I FIND THE RIGHT ONE?

- Appropriate level of support
 - Services
 - Coordinated services
 - Structured program
 - Specific colleges aimed at students with learning differences
- 2 year college, Technical, or 4 year college

IF COLLEGE IS THE RIGHT CHOICE, HOW DO I FIND THE RIGHT ONE?

◉ Community college

- Terminal option-(certificate)-Associate in Applied Science, 40+ programs at CLC
- Transfer option-Associate in Arts degree
- Residential option
 - ◉ Kirkwood Community College
 - ◉ Lincoln College-ACCESS (\$\$)
 - ◉ Parkland College
 - ◉ Vincennes University-STEP (\$)

◉ Technical schools

- Vocational component
- Certificates

IF COLLEGE IS A REALISTIC CHOICE, HOW DO I FIND THE RIGHT ONE?

○ 4 Year College: Fit

- Questionnaire/interview
 - Person
 - Program
 - People
 - Place
 - Price

QUESTIONS TO ASK-VISIT

- ◉ Is there any flexibility in admissions?
- ◉ Are there extra fees for services?
- ◉ Who will be delivering services to students?
- ◉ Are there remedial or developmental courses?
- ◉ How long has the program been in existence?
- ◉ How many students are receiving services?
- ◉ How long can students access services?
- ◉ What is the graduation rate for students receiving services?

COLLEGE APPLICATION

○ Student-Personal Statement

- Disclose disability?
- Put transcript in context
- Focus on resilience and lessons learned

○ Counselor-Rec Letter

- Meet with student to determine what to reveal
- Obtain written permission
- Focus on resilience, growth and independence

ACCESSING ACCOMMODATIONS

- ◉ No IEP's in college-IDEA is no longer in effect
- ◉ Section 504 and ADA apply to post-secondary
 - 504: qualified postsecondary students with disabilities must be offered the opportunity to complete a degree with all other non-disabled students.
 - ADA: requires equal access and protects individuals from discrimination based on their needs.
 - Unlike high school, colleges only need to ensure *access*, not *success*.

ACCESSING ACCOMMODATIONS

- ◉ Colleges have no legal responsibility to identify students
- ◉ Parents not involved in decisions
- ◉ Students must self-disclose
 - Contact Disability Office on campus
 - Time Frame
 - Application
 - Documentation
 - Interview

DISABILITY APPLICATION

○ Typical Questions:

- What is your disability?
- When was it first diagnosed?
- What is the greatest difficulty you experience in a school setting because of your disability?
- What accommodations have you used in the past?
- What accommodations are you requesting from this college?
- Describe any educational concerns you have.

LEVELS OF SUPPORT

- ◉ Services
- ◉ Coordinated Services
- ◉ Structured Programs

SERVICES

- ◉ Least comprehensive
- ◉ Reasonable accommodations to all students with appropriate and current documentation
- ◉ Students must request services
- ◉ Limitations as to what is reasonable and degree of services offered
- ◉ Most require no fee
- ◉ HS: required minimum accommodations

TYPICAL ACCOMMODATIONS

- ◉ Note-taker
- ◉ Extended time on tests
- ◉ Quiet test location
- ◉ Reader
- ◉ Preferential seating
- ◉ Assistive technology
- ◉ Use of calculator/computer
- ◉ Audio text books
- ◉ Handouts in enlarged font
- ◉ Ability to record lectures

WHAT'S NOT ALLOWED

- ◉ Modified curriculum
- ◉ Modified grading
- ◉ Notes for tests
- ◉ Retaking exams
- ◉ Extended time on assignments
- ◉ Modified assignments
- ◉ Provision of one-to-one aides

COORDINATED SERVICES

- ◉ More support than services, but not as comprehensive as structured programs
- ◉ Provided by Learning Specialist involved with support and coordination of services
- ◉ Tutoring may be delivered by peers OR LD Specialists
- ◉ May be involved in admission process
- ◉ May require additional fees
- ◉ Specific skills courses may be required for students who are admitted conditionally
- ◉ HS: remedial classes, test accommodations, tutors, requested services only when needed

STRUCTURED PROGRAMS

- ◉ Most comprehensive services
- ◉ Director/staff trained in LD or related area
- ◉ Often involved with admission decision
- ◉ Highly structured services
- ◉ Case management model
- ◉ Students may sign a contract agreeing to actively participate in the program
- ◉ Additional fees/semester \$\$\$
- ◉ HS: resource program, tutorial assistance, academic monitoring, note-takers, skills classes

STRUCTURED PROGRAMS

- ◉ Augsburg College (CLASS)--no fees
- ◉ Curry College (PAL)
- ◉ Loras College (ENHANCE)
- ◉ Marshall University (HELP)
- ◉ Muskingum College (PLUS)
- ◉ SIU-Carbondale (ACHIEVE)
- ◉ U of Arizona (SALT)
- ◉ U of Denver (LEP)
- ◉ U of Indianapolis (BUILD)
- ◉ U of Wisconsin-Whitewater (ASSIST)

SPECIFIC COLLEGES FOR STUDENTS WITH LD

- ◉ Beacon College
- ◉ Landmark University

ALTERNATIVE POST-SECONDARY PROGRAMS

○ Life skills programs

- A college-like experience
- Empower young adults to become independent, engaged members of the community
- Typically residential
- Own facility or separate building on campus
- 24 hour availability of staff
- Non-degree
- Focus on independent living skills and vocational development

ALTERNATIVE POST-SECONDARY PROGRAMS

- ◉ CLC-Personal Success Program
- ◉ Elmhurst College-ELSA
- ◉ Harper College-Career skills institute
- ◉ Minnesota Life College
- ◉ National-Louis University-PACE
- ◉ Shepherd's College
- ◉ U of Iowa-REACH
- ◉ U of Missouri-St.Louis-SUCCEED

SPECIAL NEEDS COLLEGE FAIR

◎ Choices

- A post-secondary planning fair
- Two break out sessions & resource fair
- October 21, 2015: Niles North HS
 - 9800 N. Lawler Street, Skokie

www.postsecondarychoices.org

REFERENCES

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QUESTIONS?

◎ Thank you!