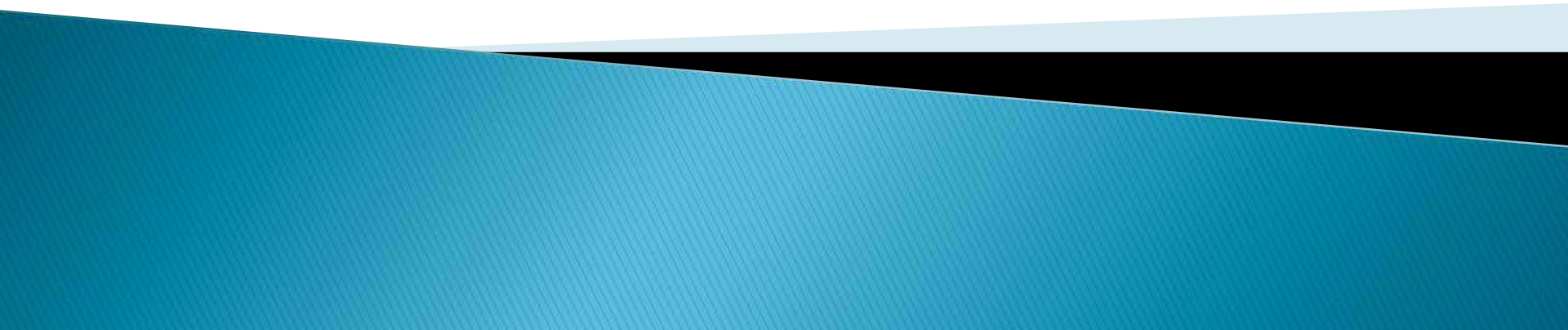


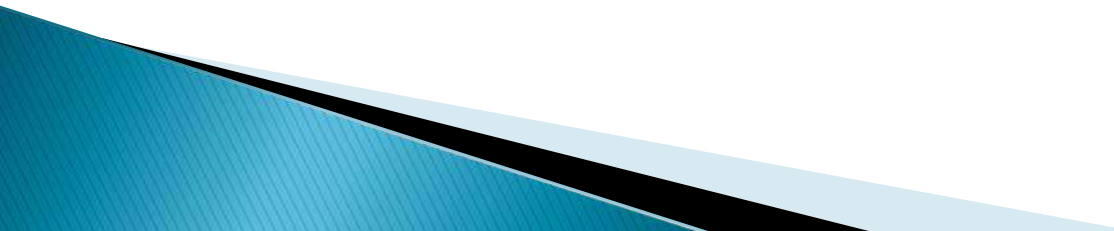
Making the Most of the Post-Secondary Transition

Stephanie Farruggia, Department Chair of
Special Education

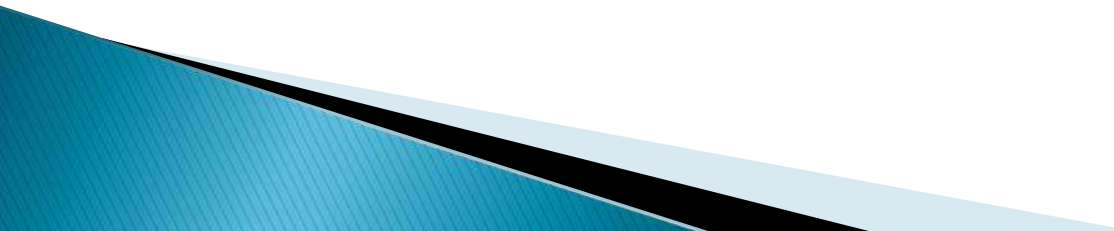
Gretchen Stauder, Post-High School Counselor



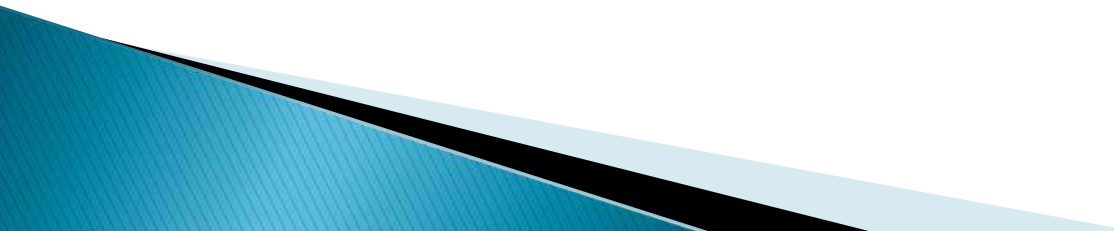
Objectives this evening

- ▶ 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?
- 

Success Factors

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

Primary Differences

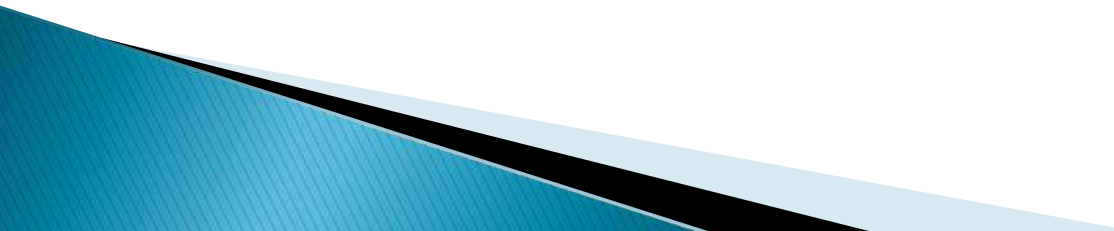
- ▶ **Secondary Environment: IDEA (Individuals with Disabilities Education Act)**
 - ▶ School is responsible
 - ▶ Student assumes greater ownership
 - ▶ Parents act as advocates

 - ▶ **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.
- 

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

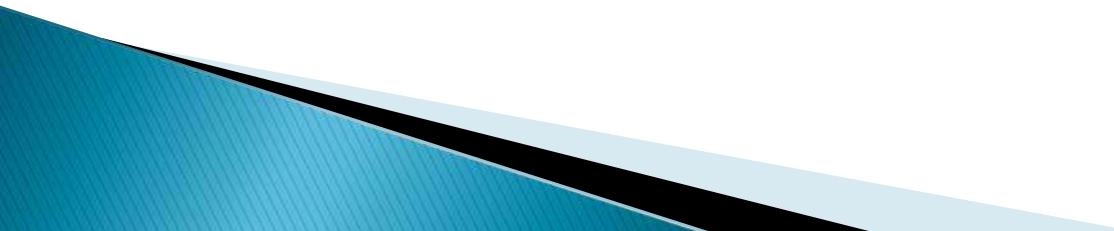
What does it REALLY mean for students?

- ▶ 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?

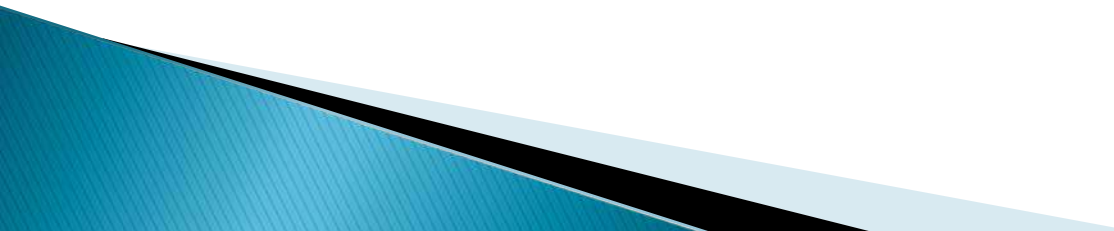
- ▶ Parents have no access to student records without written consent
 - ▶ Faculty and personnel will only talk directly with student
 - ▶ Parents may meet with their student and disability services staff on an initial college visit but once the student has registered, conversations with the DSO are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

Preparing for the Transition

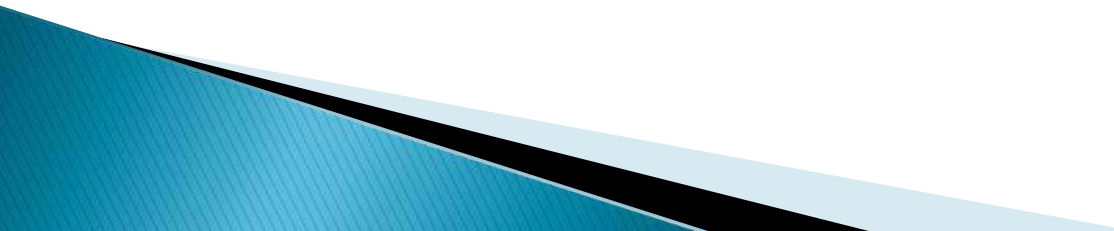
▶ Student Role

- 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
- 

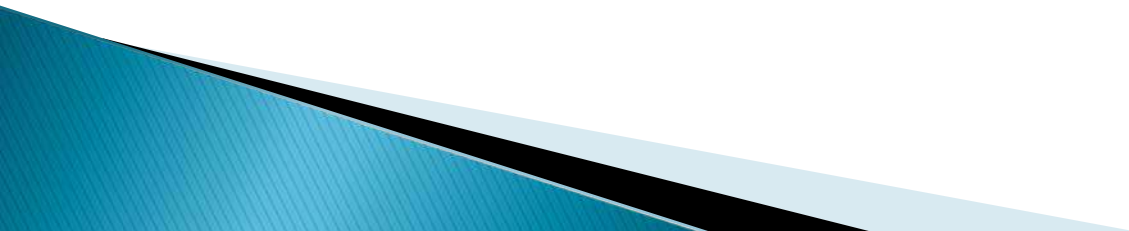
Student Role

- ▶ 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
- 

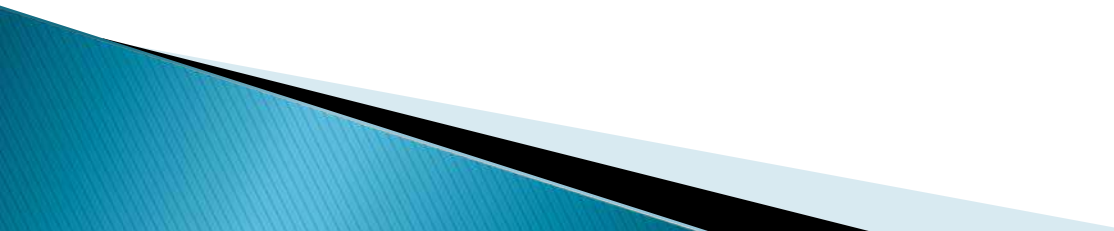
Parent Role

- ▶ 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
- 

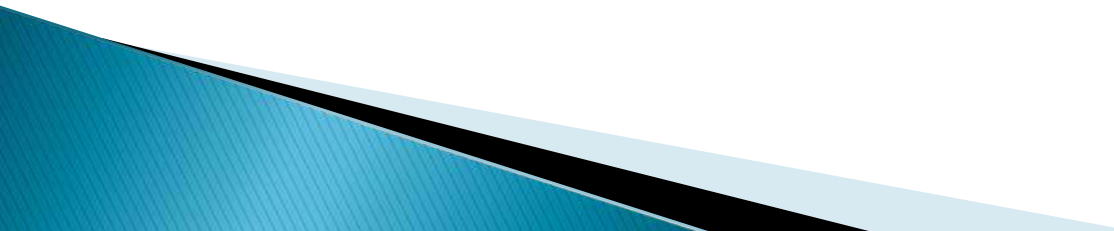
College Search



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](https://www.fairtest.org)
 - ▶ One of the search factors should be Academic Support and/or Disability Support Services
- 

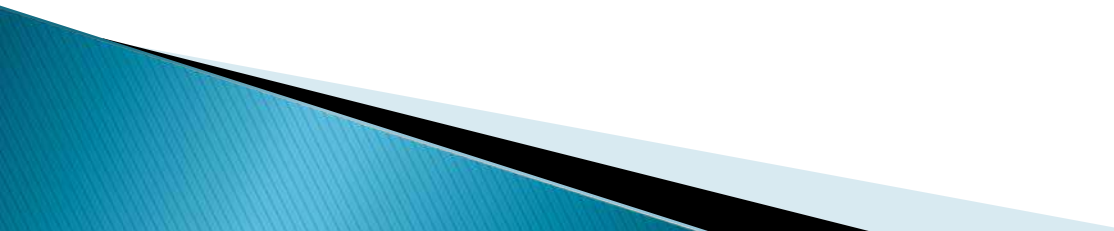
Consider Level of Support

- ▶ Schools exclusively for students with LD
 - ▶ Accommodations
 - ▶ Comprehensive Services
 - ▶ Full Service Programs
- 

Two Schools Exclusively for LD/ADHD

Beacon College in Florida

Landmark College in Vermont

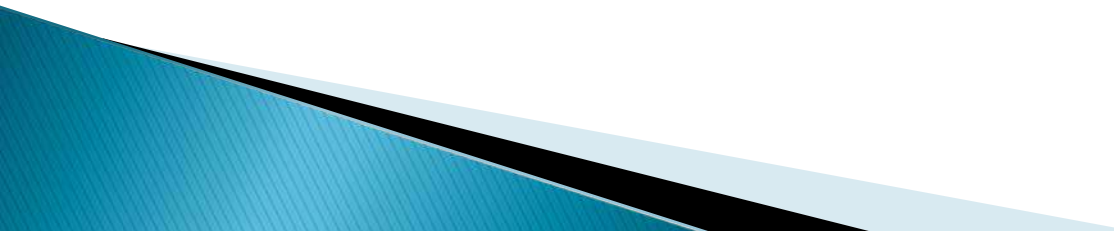


Levels of Support

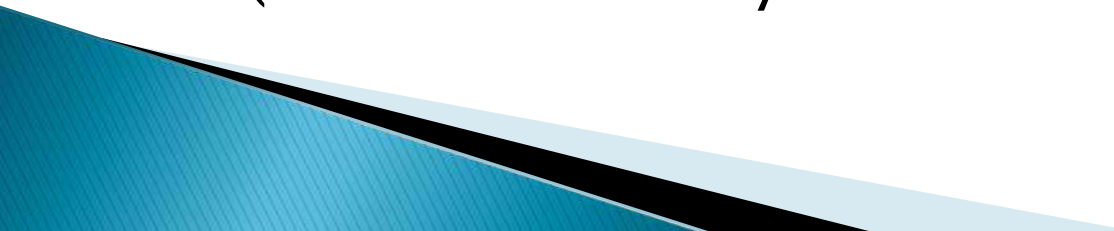
▶ Accommodations

- No specific department
- Student arranges for accommodations

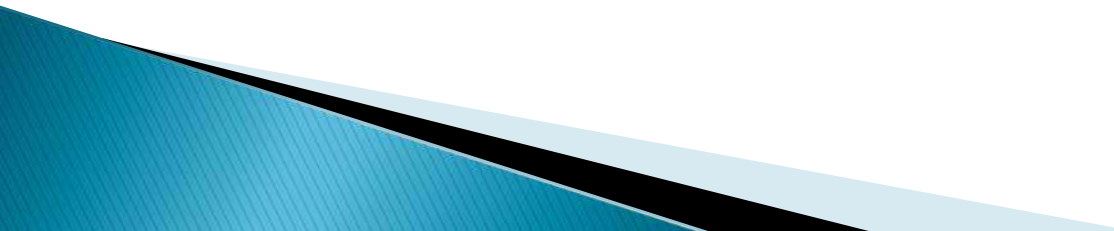
▶ Comprehensive Services

- 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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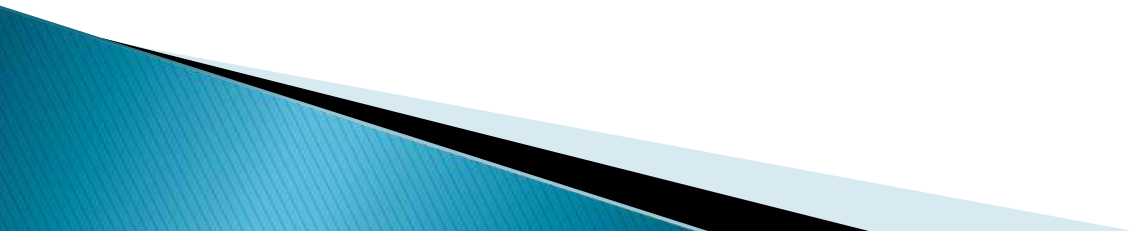
Full Service Programs

- 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)
- 

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?
- 

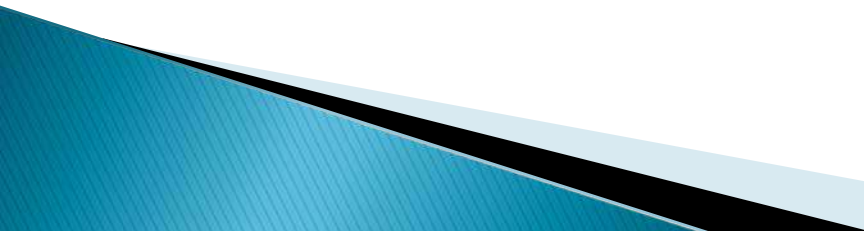
College Applications



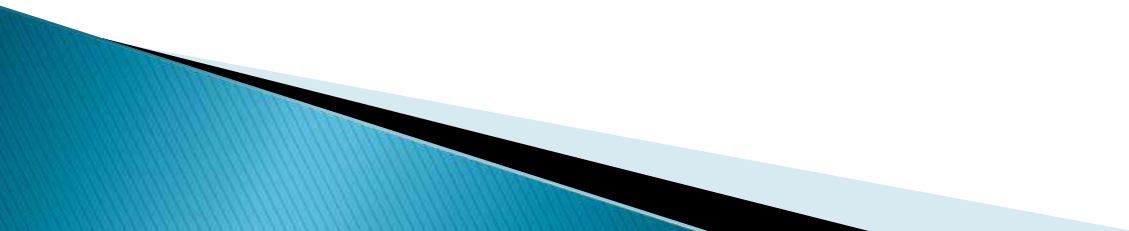
Considerations

- ▶ 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

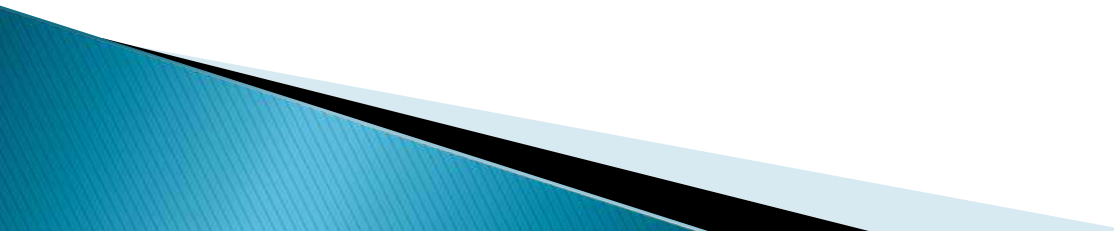
Letter of Self-Disclosure

- ▶ 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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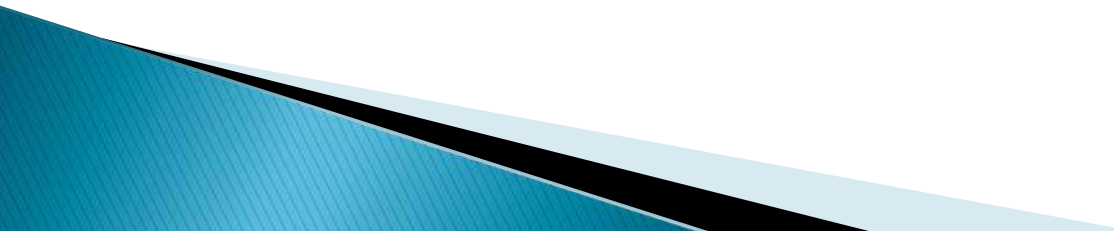
Applying for Accommodations



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
- 

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
- 

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)

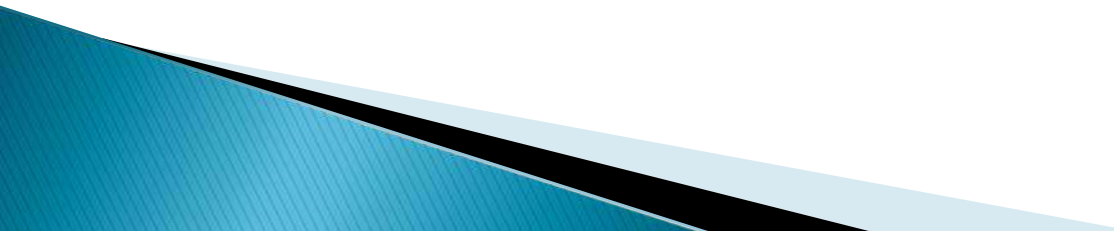
- SOP (Summary of Performance)

- 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
- ▶ AHEAD: Association on Higher Education and Disability <http://www.ahead.org/>
- ▶ Fairtest: www.fairtest.org
- ▶

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