Prepping for College: WHAT & HOW
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Entitlement vs. Eligibility

High School
IDEA- Individuals with Disabilities Education Act
- School **must** identify & provide specialized instruction
- **Provide** needed accommodations
- **Parents** have the opportunity to **advocate** for their children

College
ADA- Americans with Disabilities Act
- **Does not** guarantee an education
- **Does** guarantee access to education
- **Student** must become their own **advocate**
- They will never age out of the protections

Reasonable Accommodations
- Attempt to “level the playing field”
- Determined case by case
- Determined course by course
- **Not** an automatic carryover from high school
- Recommendations in testing and IEP’s need not be followed
Accommodations

- Extended exam time
- Distraction-limited testing environment
- Notetakers
- Scribes
- Readers
- Proctors
- Interpreters for the Deaf, CART services
- Consultations with faculty
- Reduced Course load
- Texts on tape or e-text
- Use of word processor for exams
- Enlarged or braille texts
- Academic resource center
- Writing center
- Faculty notifications of accommodations
- Classroom relocation for accessibility
- Accessible transportation
- Snow removal priority

What Is Not Required at the College Level?

- Disability specialists
- Special education instruction
- Identifying, evaluation of students with disabilities
- Tutoring and/or mentoring supports
- Altering technical standards
- Following testing recommendations
- Following IEP's, Secondary 504 plans
- Guaranteeing success or progress

Student Responsibilities

Significantly increase in college:

- Prove eligibility for admission
- Self-identify
- Submit appropriate documentation
- Initiate requests for accommodations
- Maintain eligibility for protection
- Monitor the effectiveness of accommodations
- Make decisions (e.g., courses, plan of study)
- Assume costs and fees for education

http://www.ncwd-youth.info/411-on-disability-disclosure-for-adults

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Steps for Preparing for the Transition to College?

Assist student with:

- Establishing Post-School Goals and outlining a plan on how to achieve them
- Reading their IEP and transition services and determining if the plan is being implemented
- Leading their own IEP meeting
- Learning about their civil rights under the law, such as the Americans with Disabilities Act

Self-Determination

Self-determination refers to an individual’s awareness of personal strengths and challenges, the ability to set goals and make choices, to be assertive at appropriate times, and to interact with others in a socially competent manner.

A self-determined person is able to make independent decisions based on his or her ability to use resources, which includes collaborating and networking with others.

Steps for Preparing for the Transition to College

Assist student with:

- Learning about their disability, how to explain their strengths, and how to ask for reasonable accommodations
- Accepting more responsibility (e.g., talking to their doctor and parents about health care needs, managing appointments, etc.)
- Learning time management skills
- Acquiring computer skills
- Researching postsecondary education programs

College & Career Readiness

http://www.ccrscenter.org
Step 1: Provide INFORMATION!

Student access to higher education is impacted by

**Awareness of Options**

**Expectations**

Step 2: Inclusive Academics

- Access to general curriculum in authentic, meaningful ways
- Be sparing with paraprofessional support
- Teach the use of technology supports
This new brief describes the technology a student at University of Vermont uses to support her activities during a typical day.

INSIGHT BRIEF 27

A Day in the Life: Technology for High School Students with Intellectual or Developmental Disabilities Dually Enrolled in Postsecondary Education

Step 3: Purposeful Preparation

• IEP goals that help the students prepare for the college experience

• Transition Team Roles and Activities

• Student-directed Foundational Skills-Building
Career and Technical Education (CTE)

- Students with EBD with four or more units of CTE are four-times more likely than their peers without CTE coursework to have competitive employment in their early post-high school years.

CTE coursework can be used to address underestimation of career potential, promote consideration of higher education, create realistic career plans, combat the historic discouragement of students with psychiatric disabilities from pursuing work, and so on.

Student-Led IEPs

- Youth who took a leadership role in their own transition planning had significantly higher rates of postsecondary education enrollment (Wagner & Newman, 2012).

Range of Student Involvement in Student-Led IEPs:

- Student-involved (Level 1): student explains his/her disability, shares info on their strengths & challenges.
- Student-partnered (Level 2): student presents information about or reads from his/her transition component of the IEP and goals for transition planning. Includes activities from Level 1.
- Student-led (Level 3): student is involved in a meaningful and authentic way. The student leads the IEP conference, including preparation (e.g., inviting team members), leading the actual meeting (e.g., doing introductions, leading meaningful discussions of the IEP), and closing (e.g., thanking people for attending). Includes activities from Levels 1 and 2.

- Student-Led IEPs can have many social and relational benefits for students with EBD:
  - Promote connection between student and adults
  - Instill a sense of control
  - Engage families to be more involved in the IEP and transition planning process
  - Provide a forum for students to be successful
  - Help students practice social skills
  - Build a dream for the future
Community Partnerships

- Students with EBD often face a cliff during the transition period as child services end and adult services may or may not begin.
- Students who receive transition assistance from between three and six community agencies are more likely to be engaged in post-secondary employment than those who receive assistance from two or fewer community agencies (NSTTAC, 2011).
- There are community agencies specific to mental health – need to consider range of services such as mental health, housing, benefits, vocational rehabilitation, etc.

Checklist for engaging community partners in transition planning:
- Identify current adult services agency/organization involvement in a student’s transition planning process.
- Assist the student and their family to identify other or new helpful community partners to become involved in the student’s transition plan.
- Invite community partners of interest to actively participate in transition planning.
- Develop a checklist for how to effectively include community partners in transition planning.
- Invite community partners to the student’s annual IEP meeting.

www.umassmed.edu/transitionsrtc