



Transition to College

For students with disabilities

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REGENTS' CENTER FOR LEARNING DISORDERS

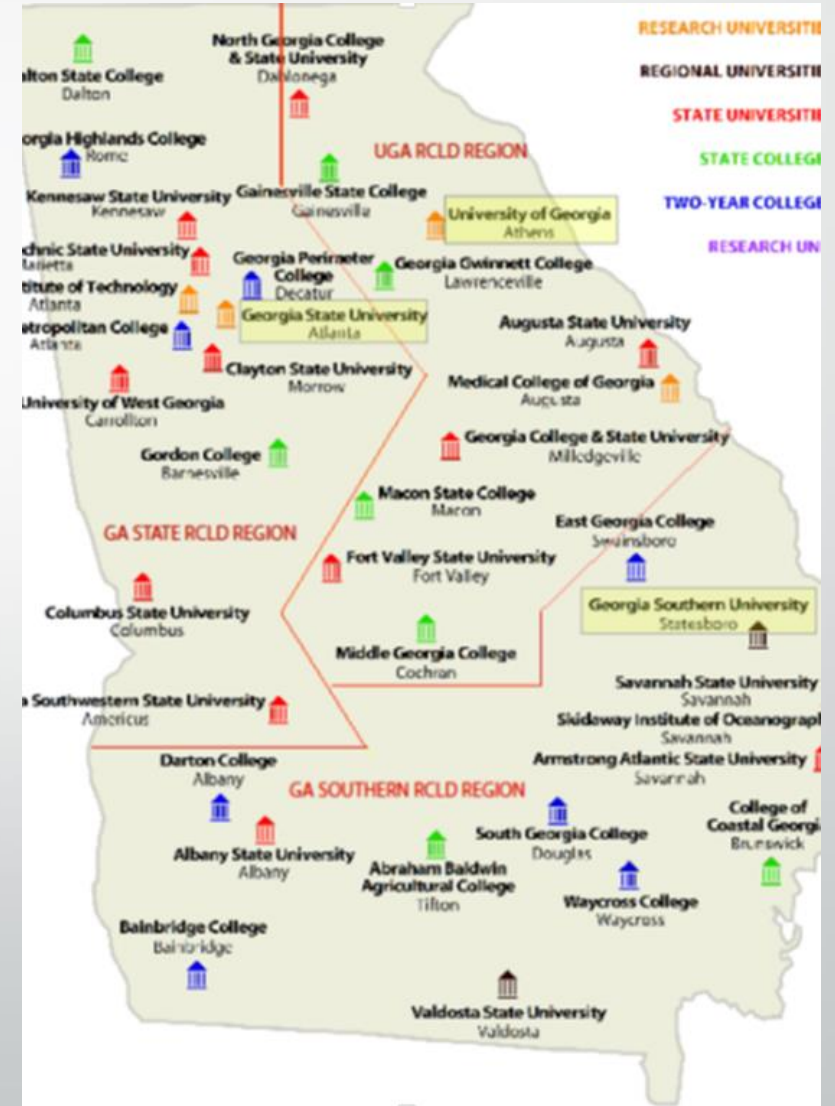
UNIVERSITY OF GEORGIA

Agenda

- Regents' Centers for Learning Disorders
- Differences Between High School & College
- Documentation & Accommodations
- Prepare for Postsecondary

Regents' Centers

- Provide specialized assessments for students with suspected learning disorders (LD, ADHD, Psych, ASD, ABI)
- Serve as a resource on academic accommodations
- Conduct training and research activities to increase knowledge base and “best practices”
- 3 Regents Centers across Georgia: UGA, GA State, GA Southern



Disability Laws

- **Section 504, Rehabilitation Act of 1973**

- No otherwise qualified individual with a disability shall be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity that receives federal funds

- **Americans with Disabilities Act**

- Takes the Rehabilitation Act to the Private Sector
- Provides a clear and comprehensive mandate for the elimination of discrimination against individuals with disabilities

- **Section 508, Rehabilitation Act 1998**

- Equal access to Web and Information Technology

Differences Between High School & College

- **High School**

- IDEA
- Responsible to identify
- Responsible to evaluate
- Accommodations implemented by school
- Accommodations decisions made by IEP team
- Parents are advocates
- LRE. Self-contained, regular classroom, resource room

- **College**

- Section 504/ADA
- Student self identify
- Student provides documentation
- Student request accommodations
- Accommodations determined by evaluation data
- Students self-advocate
- Regular classroom

Differences: Shift

- Philosophical Shift
 - College education requires a higher level of knowledge and individual maturity
 - Responsibility shifts from institution to students
- Policy Shift
 - IDEA vs. ADA
 - Process is not retroactive
- Secondary: documentation for *instruction and intervention*
- Postsecondary: documentation for *eligibility, access, and accommodations*
- Students must present **documentation** to validate both disability and need for accommodations to receive support services in college.

Disability Definition

- A physical or mental impairment that substantially limits one or more major life activities.
 - Physical or mental impairment: includes... emotional illness, *dyslexia and other specific learning disabilities, ADHD, ...*
 - Major life activities: includes ... learning, reading, concentrating, thinking, *writing, ...*

Typical Disabilities

- Hearing impairments
- Lupus
- Paraplegia
- Bipolar disorder
- Learning disabilities
- Multiple sclerosis
- Cancer
- Cerebral palsy
- Acquired brain injury
- Visual disorders
- Heart disease
- Cystic fibrosis
- Epilepsy
- Depression
- Attention Deficit Hyperactivity Disorder

Diagnosis and Disability

Clinical diagnosis



Disability

- The clinical diagnosis of a DSM-IV mental disorder is not sufficient to establish the existence for legal purposes of a mental disorder.
- Assignment of a particular diagnosis does not imply a specific level of impairment or disability.
- Not every impairment will constitute a disability within the meaning of this section.

Diagnosis and Disability

Disability = diagnosis in which the impairment reaches the magnitude of substantially limiting when compared to *most people* in the general population.



USG Guidelines (Amended)

- USG Guidelines established for disability documentation
 - Disability definition
 - General guidelines – apply to all
 - Specific guidelines - LD, ADHD, Autism Spectrum Disorder, Acquired Brain Injury, Psychological, and other disabilities

http://www.usg.edu/academic_affairs_handbook/section3/C793/#pappendix_e_specific_documentation_guidelines

Documentation

- Proof of past testing accommodations in test settings
- Most recent IEP, Section 504 Plan, or private school plan
- Psych, neuropsych, and psychoed reports
- Verification of accommodation use
- Objective evidence of impairment
- Evidence of treatment

Key Documentation Points

- IEP alone may NOT meet documentation requirements for postsecondary
- Accommodations in HS are not guaranteed in college
- Recent documentation
- Reasonable accommodations based on documentation
- Check with the DS office at each institution for documentation guidelines
- USG institutions follow BOR guidelines
- Collect evidence verifying disability AND need for accommodations from throughout education.

Reasonable Accommodation

- Based on documented individual needs
- Allow for the most integrated experience
- Compromise the essential requirements
- Pose a threat to personal or public safety
- Impose an undue financial or administrative burden
- Personal in nature

Reasonable Accommodations

- Reasonable accommodations NOT same as in K-12
- Some services and adaptations provided in K-12 inappropriate in higher education (e.g., shorter assignments/exams; altering curriculum)
- Accommodations in higher ed. determined by disability documentation and substantial limitation due to disability
 - Determining availability of accommodations in college not based solely on existence of IEP in high school
- Documentation of a specific disability does not translate directly into specific accommodations (e.g., not all ADHD need private room)

Example Accommodations

- Extended time on tests
- Tape recording classes
- Word Processing Program with or without spellcheck
- Alternative text
books on tape, CD,
e-text or WebCT
- Sign language interpreters
- Access to class notes
- Closed captioned videos
- Large print and Braille materials
- Classroom assistance
(In-class scribe)

Key Postsecondary Services

- Research college web site and search for “Disability Services”
- Start Early. Submit Documentation for Review
- Application process for Disability Services is separate from the admissions application process
- Make an appointment to visit staff in the Disability Services office and come with questions (it is best if the student does most, if not all, of the talking!)
- Once registered with Disability Services, follow procedures to access services. Prepare to Self-Advocate!

Prepare for Postsecondary

- Educate the student about strengths as well as weaknesses or areas of disability
- Provide opportunities to effectively self-advocate by being able to explain accommodation needs to others
- Use assistive technology (reading programs, speech-to-text, spell check, alarms on cell phone for reminders, etc.)
- Take a college preparatory curriculum, which includes foreign language.

Prepare for Postsecondary

- Participate in at least one extra-curricular activity
- Participate in mentorship, internship or other work experiences
- Review the requirements for admission into the college(s) that are of interest
- Review the documentation requirements and procedures to apply for disability services at the college(s) of interest
- **Look at the college as a whole to ensure the best fit for the student (not just at disability services)**

Key Preparation Points

- Study Skills
 - Understand learning style, disability, study strategies
- Technology
 - Computer proficiency
 - Assistive Technology
- Self-advocacy
 - Understand your needs and communicate them to DSP & faculty
 - Know the campus resources
 - Support network

Top 10 Transition Preparation

- 10 – Use Assistive Technology
- 9 – Use Organizational Strategies
- 8 – Use Time Management Strategies
- 7 – Use Learning Strategies
- 6 – Use Test Prep and Test-taking Strategies

Top 10 Transition Preparation

- 5 – Understand Learning Strengths and Weaknesses
- 4 – Understand Rights and Responsibilities as a SWD
- 3 – Understand Campus and Other Resources. Seek Help
- 2 – Appropriate Documentation
- 1 – Advocate for your needs

Thank You

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