Post-secondary education success

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Presenters

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Overview of Webinar

• Post-secondary education for students with disabilities: The promise and the challenge
• Transition from high school to PSE
• Supports and services in the PSE setting
• Questions and answers
Post-secondary education

• Definition

• Models
  – Dual enrollment
  – Non-degree vs. degree-seeking status
  – Certificate vs. degree program
  – Vocational training vs. liberal arts education
  – Inclusive vs. separate programs
Post-secondary education: getting in

• Starts early with higher expectations and taking the right classes
• High school: taking classes and doing well
• High school: identifying a career path
• High school: financial aid options
• High school: application process
• High school: self-awareness
Post-secondary Education: It’s more than just the classes

- Dorm living
- Recreation and leisure opportunities
- Work and work experience
- Friendships
- Self-advocacy and self-determination
- Adult responsibilities and consequences
Adult Roles and Responsibilities

• Entitlement vs. eligibility
• Family involvement vs. FERPA regulations
• Identification vs. Self-advocacy
• Impact of disability on reasonable access
• Free and appropriate public education vs. reasonable accommodations
Policy Issues

• Americans with Disabilities Act
• Rehabilitation Act Amendments (Section 504)
• Higher Education Act
• IDEA 2004 (for those in dual enrollment situations)
• FERPA regulations
Impact for post-secondary students: Bill of Rights

- Institution cannot place limits on the number of qualified students with disabilities who can be admitted.
- Preadmission inquiries as to whether a person has a disability cannot be conducted.
- Students cannot be excluded from a course of study solely on the basis of a disability.
Impact for post-secondary students: Bill of Rights

• Modifications in degree or academic course requirements must be made when such requirements discriminate against qualified students with disabilities.

• Rules must be waived for certain students who are handicapped

• Devices or aids which ensure the full participation of students who had disabilities cannot be prohibited
Impact for post-secondary students: Bill of Rights

• Alternative testing and evaluation methods for measuring student achievement may be necessary for students with sensory, manual, or speaking skill impairment.

• Faculty members may be requested to adapt teaching techniques and use special devices for classes in which students with disabilities are enrolled.

• It is discriminatory to counsel student who have disabilities toward restrictive careers.
Impact for post-secondary students: Bill of Rights

• Students who have disabilities and feel discriminated against have the right to process complaints through the institution’s civil rights channels or to initiate legal proceedings on an individual basis.
Strategies that Support Students’ Transition to Postsecondary Education
Appropriate Coursework

Insure students have proper coursework:

• Guidance counselors are critical — need to be invited or involved in IEP meetings. Students need to work to become known to guidance counselors.

• Monitor process with student and guidance to determine appropriate classes—make sure taking appropriate courses for postsecondary education.
Documentation of a Disability

Ensure students (families) understand documentation requirements:

• Documentation: Detailed evaluation identifying disability and functional limitations and the need for academic adjustment or auxiliary aid or service

• College can specify how much documentation is needed
Student Involvement in IEP Process

Students need to be involved in IEP process:

- If student can’t explain disability and impact—won’t be able to do so in college or work setting
- Have student develop summary sheet of what they want to discuss at IEP meeting
Name: 
Address: 
DOB: 

My Interests

Learning Styles

You’re Invited 
(IEP Meeting) 
Date: 
Time:

I Want You to Know

Accommodations that Work

www.imdetermined.org
Students need to be involved in IEP process (cont.):

• Assist students in learning how to become involved in IEP

• Help student learn how to use Internet resources/connect them to the school’s career center to explore colleges, financial aid/scholarships, etc.
Self-Determined IEP

Name: ______________________________

Goal: By ________ I will take the lead in my own IEP meeting.

My Preparation
1. Why is it important that I lead my own IEP meeting?
2. What do I want/need to learn about leading my IEP meeting?
3. What do I already know about my IEP and the responsibilities of the person who leads the IEP meeting?
4. What do I think I need to do to prepare for this responsibility?
5. Where can I get information about leading my own IEP meeting?

*Adapted from Michael Wehmeyer’s Self-Directed Model of Learning 2007, Commonwealth of Virginia Department of Education Training and Technical Assistance Centers- I’m Determined Project
Self-Determined IEP

My Action Plan
1. What is my plan for leading my IEP meeting?
2. What problems might prevent me from following my plan?
3. What can I do to avoid or solve these problems?
4. What is my timeline for completing each step of my plan?
5. How do I evaluate and keep track of my progress (steps completed and barriers removed)?

My Progress
1. What have I learned about leading my IEP meeting?
2. Do I need more information?

*Adapted from Michael Wehmeyer’s Self-Directed Model of Learning 2007, Commonwealth of Virginia Department of Education Training and Technical Assistance Centers- I’m Determined Project
Questions to Explore Concerning Postsecondary Education

Involve student in IEP process (cont.):

• Have student work on exploring questions important for transition to college:

  1) Do I need support services to succeed in college?
  2) Am I eligible to receive support services?
  3) Do I understand my disability and how it affects my academic performance?
  4) Do I have documentation of my disability?
  5) How do I get support services in college?
  6) How do I find the right college?
Increase Self-Awareness

Increase awareness of accommodations and how they impact learning.

- Use every opportunity for students to discuss with teachers, career center staff, guidance counselors, etc their disability and impact on learning

- Students need to identify their strengths, needs, and interests: Use career center and other strategies available for example questionnaire to determine readiness skills for postsecondary education
Things to Consider when Looking at Postsecondary Programs

Factors to consider:

- School size
- Programs and majors available
- Extracurricular activities
- Geographical area
- Scholarships/financial aid available
- Type of support services offered
Things to Consider when Looking at Postsecondary Programs

• Explore variety of postsecondary options

• Review information about schools
  • training or coursework offered
  • diversity and size of student body
  • social community
Dare to Dream (2004) Example: Facilitating a good match for college/ postsecondary education
Transition Activities

Local activities to assist in transition planning:

- Websites with information on specific campus services
- College fairs spotlighting campus disability supports and services
- Presentation at high school by college support staff about college services
- Student speakers’ bureaus made up of college students with disabilities
Transition Activities

Local activities to assist in transition planning (cont.):

• Campus visits by high school groups, including tours guided by college students with disabilities

• Summer orientation programs on college campuses for rising high school juniors and seniors

• Workshops for high school students to develop skills
Transition Activities

Transition programs to assist in campus adjustment:

- Summer orientation for all entering students
- Additional summer orientation programs specifically for entering students with disabilities
- Freshmen orientation classes provided for the general student population
- A special section during freshman orientation designed to address disability-specific needs
Transition Activities

• Help students learn problem solving skills

• Time management and organizational skills are critical.

• Self-monitoring: work with students to recognize their own errors (spell check, software that reads material out loud)

• Encourage students’ strengths, build on those to meet learning difficulties
www.going-to-college.org
Resources

• imdetermined.org
• www.going-to-college.org
• Thinkcollege.net
• Dare to dream for adults http://www.fldoe.org/ese/pdf/dream_adults.pdf
On Campus!
Self-determination: Students’ Voices

• **Jordyn:** “You need to be independent in college. You need to know that if you don’t study, it’s not going to get done. I had to grow up. I had to study because I wanted to study, not because someone told me to.”

• **Elinora:** “No one is standing over your shoulder, reminding you that you have assignments due. The college sees you as an adult; they mail you bills and expect you to handle your own affairs. It's your job to make a name for yourself, to make yourself exceptional. There are no hordes of students to hide behind. You compete with yourself.”
Voices continued...

• **Lisette:** “You need to learn to manage your own time. You are taking care of yourself now and for some people that is a very scary thought.”

• **Jeremy:** “The whole transition is because in high school, the teacher basically baby sits you but not in college.”

As you thought about the students’ statements...

• What message came through?
• How does that impact your work?
• How can we ensure that self-determination efforts in high school generalize to college?
Why do college students need to be self-determined?

Level of Competition

High School
- Students compete against the entire study body.
- Eventual jobs are not dependent upon their GPA.

College
- College students compete with students who did reasonably well in high school.
- Students compete with other students in career majors and for employment placements.

### And...

#### Level of Responsibility

<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
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<tr>
<td>• School personnel frequently tell students what they should do.</td>
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<td>• Teachers and administration follow-up with students who do not complete tasks.</td>
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<td>• Students count on teachers, parents, and administrators to remind them of assignments and other requirements.</td>
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<td>• Unless a student attended a private school, his or her education is required and free.</td>
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<td>• Students develop self-discipline by developing ways to remind themselves of assignments and responsibilities.</td>
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<tr>
<td>• Professors typically do not remind students about incomplete work.</td>
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<td>• Students maintain a calendar of deadlines for assignments and class responsibilities.</td>
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<td>• Students choose to attend classes</td>
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<td>• Students are required to pay tuition, either their own funds, loans, or scholarships.</td>
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## More differences

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<th>Assignments</th>
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<tr>
<td><strong>High School</strong></td>
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<tr>
<td>- Students may not know class assignments for the entire semester.</td>
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<td>- Teachers remind students of assignments.</td>
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<td>- Assignments tend to be frequent and short in length.</td>
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<td>- Students are asked to read short assignments that are discussed and taught again in class.</td>
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<td>- Students involved in school-related activities may turn in work later.</td>
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<td>- Students may not be required to read a complete book.</td>
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<tr>
<td><strong>College</strong></td>
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<tr>
<td>- Students manage a syllabus that details work, assignments, expectations, due dates, and resources students will need for the entire semester.</td>
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<td>- Students complete assignments may be long-term and lengthy.</td>
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<td>- Students manage extensive reading sections or complete books that may not be discussed in class but material is on exams.</td>
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<tr>
<td>- Students must turn in work on the due date stated on the syllabus, regardless of their involvement in school-related activities.</td>
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Faculty Interaction

**High School**
- Teachers are certified (or in progress to be certified) educators.
- Teachers notify students who need assistance.
- Teachers are available before, during, or after school for assistance.
- Students usually address teachers as Miss, Ms., Mrs., or Mr.
- Teachers often support or attend students’ extracurricular activities.

**College**
- Professors are experts in the content of the subjects they teach and may not have prior teaching experience.
- Students must initiate communication with the professor if they require help.
- Student visit professors during office hours posted on the syllabus.
- Students make appointments to see the professor.
- Students address professors as Professor or Dr.
- Within their departments of major study, students find mentors among professors.
- Students engage in research and professional organizations with faculty.
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<tr>
<td>● Teachers develop learning strategies for students to use.</td>
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<td>● Teachers provide assistive technology and other technology within the classroom.</td>
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<td>● Teachers evaluate the effectiveness of accommodations and assistive technology.</td>
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<td>● Teachers and parents make appointments with various resources and support services.</td>
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<td>● High school personnel walk students through resources (for example, the library or class enrollment).</td>
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How...

• do these differences impact how we teach students about self-determination?
• can we prepare students for these changes?
• can we ensure they make self-determined choices once they are college students?
How colleges and universities support self-determination

- Orientations
- Meetings and consultations with staff
- Workshops
- Webinars
- Support groups
- Collaborative efforts with other student support offices on campus
- Mentor relationships—peer and professional
Common Accommodations on Campuses

- Extended time on exams
- Isolation or distraction-free setting for exams
- Split times on exams
- Sign language interpretation/captioning
- Note taker in class
- Flexible attendance
- Priority registration
- Alternate delivery of material (professor and/or student)
- Assistive Technology-varies because of needs
- E-text, books on CD/DVD
- Reader
- Computer, calculator, spell checker
- Text to voice hard-& software
- Digital or video recorders
- Specific furniture
- Assistance with scantrons
- Scribe
- Course substitution
- Large print
- Service animal
- Lab assistant
Accommodations

• Supported by updated documentation of disability
• History of accommodation usage well documented on Summary of Performance
• Student’s awareness of accommodation, how it helps him, how to evaluate its effectiveness
• Rehearse talking with professors and other campus personnel about accommodations
Advice from a student

- **Elinora**: “Learn to speak for yourself. It will be your job to tell professors and administrators what you need. Nothing looks more unprofessional than using a parent or friend as a mouthpiece. Also, learn to take responsibility for your actions. Accountability is key. Excuses are pointless.”

Supports Beyond Academics

Emotional Support Opportunities

• Peer support groups
• Collaborative arrangements with Counseling center
• Workshops and seminars offered through campus offices
• Discussion boards on electronic Blackboards
• Linkages with area and community agencies
Supports Beyond Academics

Career Development

• Alignment with state and local business leadership networks
• Alignment with federal workforce programs for college students with disabilities
• Usage of websites such as www.gettinghired.com
• Collaborative relationships with Career Services on campus (networks, resumes, interviews)
• Posting of career opportunities on DRC blackboard and Facebook accounts
• Seeking funding to support students during internships in chosen fields
Support Beyond Academics

Campus support

• Collaborating with Housing office on campus
• Ensuring that all students are aware of campus activities, clubs, and organizations
• When advising students, include their campus activities in your discussions
• Staff are actively involved in campus activities
• Disability organizations (this area is provocative)
Print Resources
