



# Gear up for **Transition**

How to Prepare Students with Disabilities for Postsecondary Success



# Presenters



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# Who are you?

- How many of you are administrators?
  - How many of you are counselors?
  - How many have read the GEAR UP Guide to Transition?
  - How many of you feel familiar with college accommodations?
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# Goals for Today

- Review data on transition from K-12 to Higher Education
  - Learn about differences between K-12 and Higher Education
  - Explore common accommodations and practices in Higher Education
  - Discuss factors that promote successful outcomes in College
  - Identify issues students with disabilities may have in transition process
  - Discuss ways you can effectively participate in the transition process
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# Transition and Gear Up

- 13% of Gear Up population eligible for Special Education
- Spokane: 16% IEP and 2% 504 Plan
- WSAC “Preparing Students with Disabilities for Postsecondary Education”

## **Discussion (3 minutes):**

- Do you have experience with Gear Up students who have disabilities? In what ways do they differ from students in Gear Up without disabilities? How are they similar?



# Center for Change in Transition Services Washington Data

- ▶ What are students doing after high school?
- ▶ Class of 2014
  - ▶ 7520 students with disabilities graduated and left the K-12 system
  - ▶ 5301 completed the CCTS survey of where they were after graduation:
    - ▶ 1867 are not working or in college
    - ▶ 1271 are at a 2 year or 4 year post secondary institution
    - ▶ 175 are working or received a certificate from a 2 year institution
    - ▶ 2041 are working and not in college
  - ▶ White males with learning disabilities are the least likely to be engaged in school or employment

# Where is the Special Ed office in college?

High School	College
Free and appropriate education	Education is a privilege, not a right
IEP and 504 plans	Accommodations to ensure equal access
Modification to curriculum	No changes in expectations of students
Team model	Student responsible for self

# IEP vs. 504

IEP	504
Great amount of support, not used to advocating	Students more likely to have had to self advocate
Less time in regular classroom	Used to regular ed expectations and routines
Often don't know what modifications or accommodations they used	May be used to setting up and using accommodations
Often don't know what their disability is	Sometimes have more understanding of disability

## Common Accommodations in College

Accommodations are determined on a case by case basis and are individualized in regard to:

- Student's functional limitations
- The fundamental design of each course

- Note takers for classes
- Books and instructional materials in accessible formats
- Electronic recording of lectures
- Extended time on exams/quiet place to take exams
- Reduced credit load
- Use of adaptive technology and/or software
- Disability related absences

# Predictors of Post Secondary Success & Persistence

- Self Efficacy
- Self Advocacy
- Self Knowledge
- Ability to ask for help
- Ability to engage and connect with others



# Student Development Outcomes

## **1 Identify**

Students can identify their specific disability(ies).

## **2 Educational Difficulties**

Students should be able to describe the educational difficulties (i.e. functional limitations) they experience in an academic setting.

## **3 Steps to an Initial Accommodation**

Students can articulate the steps required to initially secure disability services at (college).



# Student Development Outcomes (cont.)

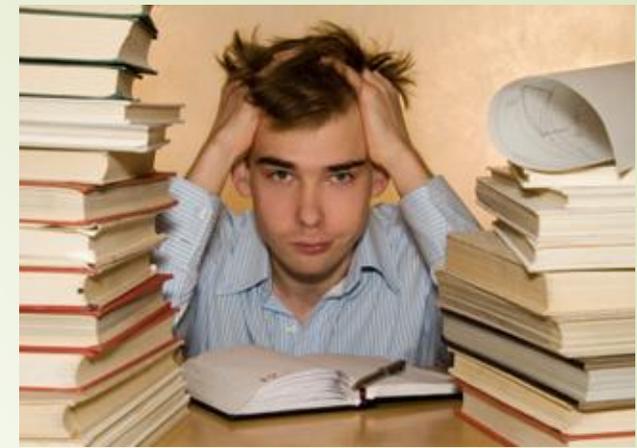
## **4 Independently Navigate**

Students understand the processes required to use their accommodations and understand how to discuss the accommodations with their faculty

## **5 Resources**

Students should be able to identify, locate, and utilize additional campus and community resources available to them.

# Common difficulties



## Students who:

- Are not used to making decisions
- Don't feel comfortable speaking up or asking questions
- Want their parents to be very involved
- Don't know the name of their disability or how it affects them
- Haven't seriously researched majors/career goals
- Surprised by deadlines and workloads
- Have not used assistive technology

## What Colleges Need

### Documentation



IEP useful, but may not be sufficient. What is most helpful?

- Evaluation done by school psychologist
- Preferably on adult norms (usually age 16 <sup>3</sup>/<sub>4</sub>)
- Clear information on functional limitations
- Specific diagnosis
- Summary of performance
- Any other records – outside evaluations, etc.



**At your table (5 minutes)**

**From your experience as a GEAR Up staff member or administrator...**

**What do you feel you or your staff are doing well in preparing students with disabilities for transition to college?**

**Report out 1-3 things per table**





# At your table (10 minutes)

**Review the yearly checklists in the GEAR UP Guide to Transition.**

**What is one thing you could do to assist in the transition process:**

**Freshman year?**

**Sophomore year?**

**Junior year?**

**Senior year?**

**Report out 1 or 2 of your ideas**



# Resources



- ▶ [Department of Education Preparing for Postsecondary Education](#)
- ▶ [Department of Education Guide for High School Educators](#)
- ▶ [Characteristics of Successful College Students with Learning Disabilities](#) – nice little articles from LD specialist at University of Illinois
- ▶ [Ready Set Grad](#)
- ▶ [Going to College](#) website for teens with disabilities
- ▶ [Gear Up Guide Preparing Students with Disabilities](#)