

How to Prepare Students with Disabilities for Postsecondary Success

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Goals for Today

- > See some data on transition from K-12 to Higher Education (HE) in the state
- > Learn about the differences between K-12 & HE
- > Explore common accommodations in HE & how students request them at college
- > Identify and share issues related to students with disabilities preparing for and transitioning into HE

Who are we, who are you?

> Us

- Intro of Bree and Hilleri

> You

- How many of you are administrators?
- How many of you are counselors?
- How many of you have read the GEAR UP Guide to Transition for students with disabilities?
- How many of you are familiar with college accommodation and the process?

GEAR UP statewide data

- > 13% of GEAR Up population eligible for Special Education
- > In Washington State 13.2% of students in K-12 have an IEP, 2.4% have a 504 plan. These numbers will vary by district:
 - Bellevue is 6.6% IEP to 4.1% 504
 - Federal Way is 12.8% IEP to 1.7 % 504
 - Seattle Public Schools is 14.5% IEP to 1.1% 504
 - Vancouver is 12.5% IEP to 1.6% 504
 - Bellingham is 13.5% IEP to 5.1% 504
 - Bremerton is 16.8% IEP to 3.7% 504

Differences between 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 a regular classroom	Used to regular expectations
Often don't know what modifications they use	May be used to setting up and using accommodations
Often don't know what their disability is	Sometimes have more understand of disability

Center for Change in Transition Services 2014 data

- > Center for Change in Transition (CCTS) data on where students with disabilities go after high school
 - 2014 class data
 - > 7520 students graduated and left K-12
 - > 5301 completed CCTS survey of where they were after graduation
 - 1867 are not working or at college
 - 1271 are at a 2yr or 4yr
 - 175 working or received a certificate from a 2yr in a
 - 2041 were working and not in college
 - Biggest population not doing anything are white males with learning disabilities

Questions for Discussion

- > From your experience at a GEAR UP staff member or administration:
- > What is working in getting students with disabilities ready for college?

Differences between K-12 & Higher Education: Legal

> GEAR UP guide released in January 2015

High School	College
Free and appropriate education	Education is a privilege, not a right
IEP & 504 plans	Accommodations to ensure equal access
Modification to curriculum	All students meet the same expectations
School driven process of support for student	Student driven process of support

Differences between K-12 & Higher Education: Environmental

- > 80/20 shift in knowledge attainment
 - More knowledge is gained outside of class on own
- > Shift from backseat driver to driver of the process
 - Others have made decisions for them
- > Self Advocacy/Self Awareness
 - Don't know how to talk about their disability, uncomfortable speaking up
- > Academic preparation: had modification to curriculum or was mainstreamed?
- > Learning to fail and working through experience?
 - Overwhelmed with expectations and deadlines

Common accommodations in college?

- > Accommodations are designed on a case by case basis and to meet the individual need
 - Can work differently based on the nature of each course
 - Based on student's functional limitation
- > Examples:
 - Note takers for classes and/or Digital course recording
 - Books and instructional materials in accessible formats
 - Extended time on exams
 - Reduced credit load
 - Use of adaptive technology and/or software
 - Disability related absences

How to request accommodations in college

- > Student has to:
 - Self identify to the college as a person with a disability
 - Provide necessary documentation of a disability and/or health condition to the campus Disability Services office
 - Engage in the interactive process and design of the accommodation plan with the DS office
 - Communicate with course faculty about the implementation of accommodations quarterly (or each semester)
 - Work with DS office to adjust or modify accommodations overtime as needed while in college

Predictors for Post Secondary Success & Persistence

- > Many students believe that if they are interested in college and motivated to learn, they will be successful—this is not enough!
- > Essential skills needed in college:
 - Reading, writing, listening, and studying
 - Many students, have not developed a systematic approach to study skills.
- > Self-Advocacy development
- > Ability to ask for help
- > Ability to engage and connect with others

Tips on Transition from Disability Services staff

> Before coming to college

- Explore types of colleges and what is best fit for you
- Tour, meet, and interview DS offices
- Explore assistive technology and apps while in high school
- Review the GEAR Up guide and Ready, Set, Grad.org site

> First year of college

- Create a support network: DS offices, tutoring, advisor, etc
- Understand SBCTC learning outcomes of DS offices
- Know the dangers of not coming in early to DS offices
 - > Potential for lower grades and the impact this can have on your time in college.

Questions for Discussion

- > How can you connect your work to the tasks by year in the GEAR UP guide?
- > What collaborations can you think of, practices that could work to help students?

Resources

- > [Center for Change in Transition Services](#)
- > [GEAR UP Transition Guide for students with disabilities](#)
- > [Highline College Access Services](#)
- > [University of Washington Disability Resources for Students](#)
- > [Department of Education](#)
- > [Washington State Report Card data](#)
- > [Ready, Set, Grad.org](#)
- > [UW DO-IT Program](#)
- > [GEAR Up College Bound Scholarships](#)