



Ed|Redefined

GETTING READY FOR COLLEGE

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Scot Marken - EdRedefined

More than 20 years supporting individuals with disabilities on a professional and personal level

Former CEO of large nonprofit organizations focused on developmental disabilities and mental health

Associate Member of Independent Educational Consultants Association; national Learning Disabilities and Neurodiversity Committee Member and co-chair of the Education sub-committee

Former national planning committee member and presenter for The College Autism Summit

Member of Autism Society, NAMI, CHADD, and LDA

Parent of two current college students receiving accommodations for autism, anxiety, depression, learning differences, and/or speech and language disorders



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Annie Tulkin - Accessible College

Over 10 years in disability field

Masters in Special Education from the University of Wisconsin,
Bachelors in Secondary Education from DePaul University, Certificate in
Health Coaching from Georgetown University

Nearly 6 years as the Associate Director of the Academic Resource
Center at Georgetown University (Georgetown's Disability Support
Services Office)

- Supported undergrad, grad, and medical students with physical disabilities and health conditions with their accommodations and provided academic support services to the entire student population



Who is Here Tonight?

Please tell us about yourself in the chat feature

- Student
- Parent or family member
- Teacher/School Counselor/Administrator
- Advocate
- Other

Who is Here Tonight?

What is your level of knowledge related to college and disabilities?

- None to very limited
- Some
- Significant
- I could be giving this workshop

Post High School Options

There are many options when you finish high school.

- Work or Volunteer
- Military
- Vocational Program/Trade School
- Gap Year (from informal to therapeutic)
- 2-Year College
- 4-Year College or University



Colleges in the U.S.

In the 2019-2020 school year, there were 3,982 degree-granting, post-secondary institutions in the U.S.

- 1,907 Private 4-year colleges
- 853 Public 2-year colleges
- 772 Public 4-year colleges
- 450 Private 2-year colleges



There are many opportunities and ways to attend college!

College Disability Facts

Approx. 19% of undergraduate college students report having a disability (includes Learning Differences, ADHD, Autism, Mobility, Psychiatric and Health Conditions).

Source: U.S. Department of Education, National Center for Education Statistics. (2019). Digest of Education Statistics, 2017 (2018-070).

Approx. 7% of the college students who report having a disability indicate that they have a physical disability/mobility impairment.

Source: Raue, K., and Lewis, L. (2011). Students With Disabilities at Degree-Granting Postsecondary Institutions (NCES 2011-018). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

FACTS

College Disability Facts

Sixty-nine percent of students with disabilities go to 4-year colleges and 28% go to 2-year colleges*

Among students that have a disability while attending college, about one-third of students (37%) inform their college*

Less than 35% of students with disabilities graduate from 4-year institutions within 8 years; outcomes are not much different for 2-year institutions *

FACTS

* Source: U.S. Department of Education, National Center for Education Statistics (2022)

** Source: Hechinger Report (2017)

IDEA vs. ADA

HIGH SCHOOL	COLLEGE
IDEA (Individuals with Disabilities Education Act) Does not apply to private schools	ADA (Americans with Disabilities Act)
Section 504, Rehabilitation Act of 1973 •Does apply to private schools	Section 504, Rehabilitation Act of 1973

Change in Expectations

HIGH SCHOOL	COLLEGE
Student is identified by the school and is supported by parents and teachers	Student must self-identify to the Office of Disability Services
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student.
Teachers approach you if they believe you need assistance	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance

Defining Disability

The ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity.

Examples

Physical Disabilities: Para/quadruplegia

Sensory Impairments: blindness/visual impairment, Deafness/hearing impairments

Chronic Health Conditions: Crohn's disease, diabetes, autoimmune disorders, cancer, migraine disorders, arthritis.

Mental Health Conditions: Bipolar, Anxiety, Schizophrenia, etc.

Learning Disabilities: Dyslexia, Dysgraphia, Autism

Key Question: How does this condition impact the student (functional limitations)?



Identifying Needs

Include the student in the process

- IEP/504 meetings
- College tours
- Start early

Look at all areas of the students' life

- Academics
- Housing
- Transportation
- Dining
- Independent living skills
- Social/emotional

Think about continuity of care

- Doctors
- Therapists
- Medication

Seek support

- Counselors
- Therapists
- Groups
- Consultants



Areas for Accommodations

Academic:

- Classroom
- Lab

Housing:

- Residence hall
- Common areas

Transportation:

- Buses/shuttles
- Parking

Recreation:

- Workout facilities
- Student activity spaces

Dining:

- Meal plan

Programmatic:

- Sports
- Events



Documentation

Primary Documentation:

- Neuropsychological evaluation
- Psychological Evaluation
- Healthcare Provider Letter (diagnosis, outline of functional limitations, recommendation of accommodations)
- Mental health therapist (current treating provider)

Supplementary Documentation:

- IEP
- 504 Plan
- Letter from high school outlining accommodations
- ACT/SAT accommodations accommodation letter

Reach out to each college to determine what type of documentation your student will need to submit.

College Readiness

1. **Academic level:** quality and quantity of work; study skills and notetaking
2. **Structure:** many hours a day of unstructured time in college
3. **Self-advocacy:** need to understand rights and school policies; ask for and use support
4. **Independent living skills:** dorm, personal hygiene, food, money, transportation,
5. **Social skills:** ability to initiate, plan, and follow through
6. **Role and involvement of parents:** student is the lead; much greater level of independence

Potential Support Offered by Colleges

For Students with Disabilities:

- Accommodations (academic, residential, etc.)
- Learning Differences Support Program (typically is fee-based)
- Autism Support Program (typically is fee-based)
- Early orientation (limited colleges offer this)
- Peer mentors (limited colleges offer this)
- Student disability advocacy organizations (limited but growing)

For All Students:

- Tutoring and Writing Center (typically peer tutors)
- Academic Coaching (peer tutors and professional staff)
- Mental health counseling and workshops (typically limited therapy offered)
- Peer Clubs (e.g., Active Minds for mental health)
- First-Year Experience/Orientation

Non-Academic Needs and College Support

Healthcare providers

Personal care attendants

Mental health therapists

Life skills/executive functioning coaches

Level of College Support

There is a spectrum of support provided by colleges

ADA Only	Limited to More Significant Services (workshops, tutoring, writing support, academic coaching, first year experience)	Specialized Programs*
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Private support might also be needed

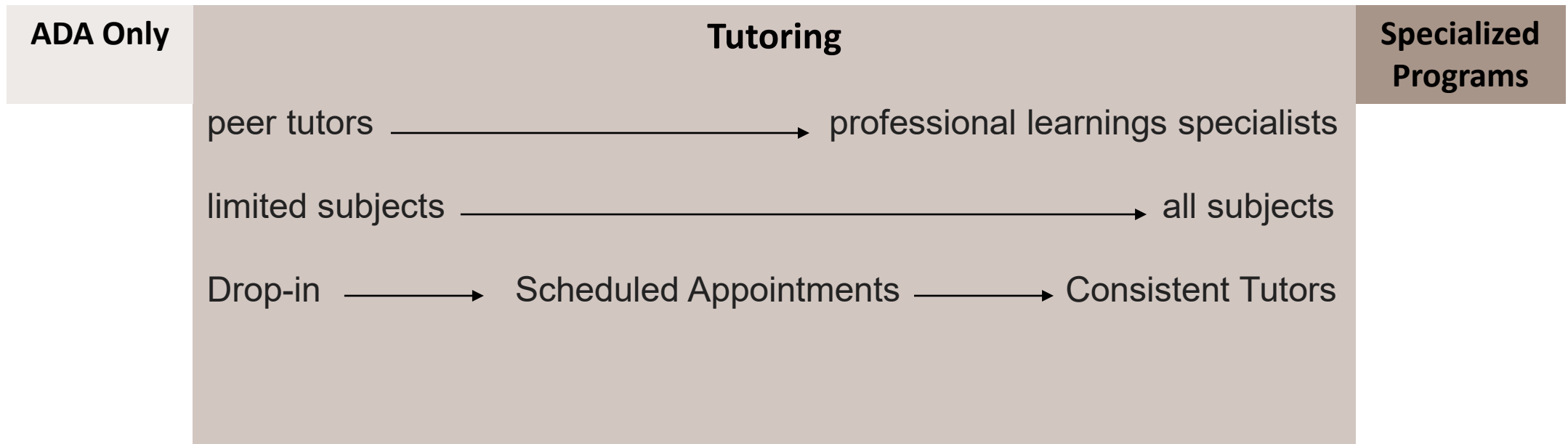
* For autism/neurodiversity and learning differences

Autism Support Programs

Typical Attributes (although varies by school)

- Often fee-based
- Programs range from 4 to more than 100 students
- Main focus is typically academics and navigating existing campus resources; some have direct programming; limited to no residential support
- Range from 1 hour a week to 2 hours a day of support (latter for academic “study hall”); most frequent is 2-5 hours of support weekly
 - 1 hour of 1:1 support
 - 2 hours of group workshop (e.g., time management)
 - 2 hours for a social activity
- Many support students throughout college while some have fading support over time

Level of College Support



Timing

ISSUE	TIMING
Talking to students about college	Early high school or even before
College readiness assessment and build skills	Sophomore spring semester up to starting college
College search	Junior and senior years (some might start earlier)
Applying to college (4-year programs. 2-year colleges often have open enrollment)	Begins fall of senior year for 4-year programs (November); most Regular Decision deadlines in early January through February; also rolling admissions and later applications;
Accommodations and other needed support	Ideally investigate before applying to colleges and definitely before committing to attend; apply for accommodations <u>after</u> committing

Partnership with The Reeve Foundation

- Accessible College will provide one-on-one consultation to students with paralysis through The Reeve Foundation. (Paralysis a a broad term. The student does not have to have a spinal cord injury. Some examples of conditions that may qualify include: cerebral palsy, neurological disorders, stroke, spina bifida, and spinal muscular atrophy.
- The Reeve Foundation is sponsoring a limited number of FREE sessions with Accessible College
- There is no charge to the student or their family for the service. Please call 1-800-539-7309 and ask for a Reeve Information Specialist or go online to www.ChristopherReeve.org/Ask to get started with this offer.
- [Learn More](#)



RESOURCES

Please join our Facebook Group!

Colleges Success: Physical Disabilities, Chronic Health, and Mental Health. <https://www.facebook.com/groups/collegephysicaldisabilitychronicandmentalhealth>



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How To Reach Us

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College Readiness Assessment

- Interest in attending college
- Academics (quality/quantity of work, rigor, study skills)
- Independent Living/Life skills
- Social Skills
- Emotional Wellbeing/Mental Health
- Self Advocacy
- Executive Functioning
- Involvement of parents