



# 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 nonprofit CEO of developmental disabilities and mental health organizations

National planning committee member for The College Autism Summit

Associate Member of Independent Educational Consultants Association and national Learning Disabilities and Neurodiversity committee member

Member of NAMI, Autism Society, CHADD, and LDA

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



Ed Redefined

# 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

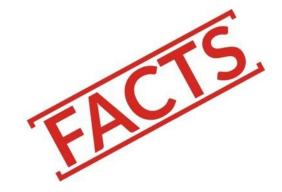




## Facts

Approx. 19% of undergraduate college students report having a disability (Includes: LD, ADD, 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.



## 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

## Documentation

#### **Primary Documentation:**

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

Contact the College to determine what type of documentation your student will need to submit.

#### **Supplementary Documentation:**

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

# 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



# 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/quadriplegia

**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?



## Areas for Accommodations

### Academic:

- Classroom
- Lab

## Housing:

- Residence hall
- Common areas

## Transportation:

- Buses/shuttles
- Parking

### Recreation:

- Workout facilities
- Student activity spaces

## Programmatic:

- Sports
- Events



# College Readiness

Academic level: quality and quantity of work; study skills

Structure: many hours a day of unstructured time

Independent living skills: dorm, personal hygiene, food, money, transportation,

Social skills: ability to initiate, plan, and follow through

Role and involvement of parents: student is the lead

# Non-Academic Needs and Finding Support

**Healthcare providers** 

**Personal care attendants** 

Mental health therapists

**Independent living skills** 

# Level of College Support

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

There is a spectrum of support available

ADA Only

Limited to More Significant Services

Specialized Programs

# Post-High School Options

Summer programs (also during high school)

Certificate programs

Gap years and transition programs

**Community college** 

4-year universities

## **Living Options**

At home

At college

Specialized residential programs

# Timing Considerations

ISSUE	TIMING
Talking to students about college	Early high school or even before
College search and fit; build needed skills	Sophomore to senior year
Post-high school transition programs	Senior year - early second semester
Applying to college	Start applying fall of senior year (November); Regular Decision deadlines in early January; rolling admissions and later applications
Accommodations	Investigate before applying to the school ideally and definitely before committing; 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 <a href="https://www.ChristopherReeve.org/Ask">www.ChristopherReeve.org/Ask</a> to get started with this
  offer.
- Learn More





## How To Reach Us

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