



Ed|Redefined

GETTING READY FOR COLLEGE

OCTOBER 6, 2021

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



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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



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.

FACTS

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?

ADA
Americans with
Disabilities Act

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 www.ChristopherReeve.org/Ask to get started with this offer.
- [Learn More](#)



How To Reach Us

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