

Transition to College

University of New Mexico  
Accessibility Resource Center

Joan Green, Director



Agenda

Legal Issues  
Transition to College  
Determination of Accommodations  
Self Advocacy  
College Myths

Legal Issues

- IDEA
- 504 of the Rehabilitation Act
- ADAAA

Who is covered?

SECTION 504 OF THE  
REHABILITATION ACT OF 1973

Section 504 of the 1973 Rehabilitation Act was the first disability civil rights law to be enacted in the United States.

It prohibits discrimination against people with disabilities in programs that receive federal financial assistance, and set the stage for enactment of the Americans with Disabilities Act.

Section 504 works together with the ADA and IDEA to protect children and adults with disabilities from exclusion, and unequal treatment in schools, jobs and the community.

## Americans With Disabilities Act (ADA) Amendments Act of 2008

The Americans with Disabilities Act (ADA) of 1990 is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals based on disabilities.

In its current form, the bill was amended and signed into law on September 25, 2008 known now as "ADA Amendments Act of 2008".

Expands the protections of the original ADA to include more individuals with less severe impairments.

Revisions to the definition of "disability" to more broadly encompass impairments that substantially limit a major life activity.

Clarify coverage of impairments that are episodic or in remission that substantially limit a major life activity when active.

### COMPARISON OF LEGISLATION

IDEA, NCLB, ADA, & Section 504

### DUAL ENROLLMENT VS. CONCURRENT ENROLL

#### Dual Enrollment

If determined appropriate by IEP team, a high school special education student can dually enroll at a postsecondary institution. Student will receive grades from college and process updates from the school district.

Schools assist in connecting student to community support agencies if so identified as transition need.

Teachers are responsible for informing students about changes and updates to the class content or schedule.

#### Concurrent Enrollment

Student must seek out and initiate services at the postsecondary school.

Students are responsible for making or maintaining their own connections with all necessary parties.

Students are responsible for checking email or online course content system for changes and updates from instructors.



NOW THE STUDENT IS ACCEPTED TO  
COLLEGE,  
WHAT SHOULD YOU DO?

## Determination of Accommodations

### High School

- Modification
  - Written Assignments
  - Complete half the problems
  - Course Exams
  - Open note/ Open book
  - Alternative grading
  - Graduation Requirement
  - Course waiver

### Postsecondary

- Accommodation
  - Written Assignments
  - Use of assistive device
  - Course Exams
  - 3 X 5 card
  - Exam over several days
  - Graduation Requirement/ Major
  - Course substitution

## DOCUMENTATION



### Moving Target

ADA-AA places less emphasis on documentation process and more on history of accommodations and self-reporting by individual with disability. Recommendations from Department of Justice is national testing bodies lessen restrictions on documentation required.

AHEAD suggests disability service providers follow EEOC guidelines for employment accommodations.

## DISABILITY DOCUMENTATION

The credentials of the evaluator(s) [who has no personal relationship with the individual being evaluated]

A diagnostic statement identifying the disability

History of diagnosis

A description of the diagnostic methodology used

A description of the current functional limitations

A description of the expected progression or stability of the disability

A description of current and past accommodations, services and/or medications

Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services

Validate the need for accommodation

## Typical Accommodations

### Extended time to take tests.

As per the policy regarding test accommodations for students with disabilities, faculty are asked to provide 1.5 time. Accessibility Resource Center is available to provide this accommodation if time and space do not permit within the department.

### Note taking assistance.

Professors can facilitate this by announcing the need for a student to volunteer as a note taker for a student with a disability throughout the semester. This should be done without identifying the student in order to maintain confidentiality.

### Tape record lectures.

The student may need additional opportunity to review the lecture, enhance notes, or clarify information by tape recording the lecture. Equipment and set up are the student's responsibility; we ask your cooperation in allowing the recorder to be placed in a location that maximizes sound and clarity.

## Typical Accommodations Cont.

### Adaptive software.

Installation of adaptive software is necessary for the student to complete course requirements. Accessibility Resource Center will provide the necessary software programs and contact the appropriate departments for installation. Faculty is asked to report problems to Accessibility Resource Center immediately. It is important valuable class time is not lost due to computer/software failure.

### Alternative Media.

Students may require conversion of print materials and textbooks to audio format.

### Testing Aids.

Use of 3x5 note card for formulas (ex: math, chemistry) during exams, or calculator, molecular models and periodic tables.

## Process for Atypical Accommodations

- Major
- Essential Functions
- Accommodation is the vehicle
- Student must complete course requirements as determined by professor
- Least restrictive
- Increase accommodation by increments

## Progression of Accommodations

### Accommodation Need

–Difficulty with written expression

–Difficulty retrieving information

### Progression Process

–Use of computer during essay exams.

–Use of voice activated software

–Use of Grammatik

–Use of 3 X 5 card

–Exams divided into two days

–Smaller segmented exams

**STUDENTS NEED A  
NUMBER OF SKILLS  
WHEN  
REQUESTING  
ACADEMIC  
ACCOMMODATIONS.**



## Empowerment Begins

Strengthen self-advocacy skills.

Develop a clear understanding of the nature of the disability and how it affects learning.

Develop communication skills.

Use technology as an empowering tool.

## SELF ADVOCACY SKILLS

## Self- Advocacy

The development of self- advocacy tools enables individuals to become active participants in planning their future.

The best kind of advocacy because it puts the individual in charge.

## Why is Self- Advocacy important?



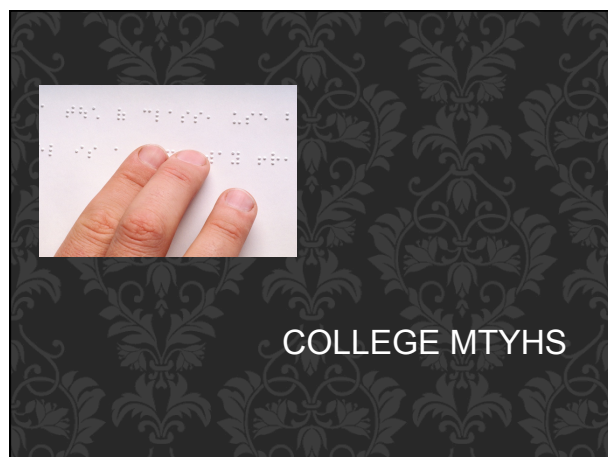
Promotes the empowerment of college students with disabilities to make choices and take proactive roles in making decisions.

SUCCESS IN POSTSECONDARY EDUCATION	
MOTIVATION	<ul style="list-style-type: none"> <li>Goal-oriented</li> <li>Determination, perseverance</li> <li>Self-discipline</li> <li>Willingness to work</li> <li>Academic background</li> </ul>
PREPARATION	<ul style="list-style-type: none"> <li>Knowledge of study and compensatory skills</li> <li>Time-management skills</li> <li>Knowledge of assistive technology</li> </ul>
SELF-ADVOCACY	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Self-acceptance</li> <li>Knowledge of laws, policies, &amp; resources</li> <li>Assertiveness skills</li> <li>Problem-solving skills</li> </ul>

SELF-ADVOCACY SKILLS	
<ul style="list-style-type: none"> <li>•Knowledge of student's disability is and what it involves</li> <li>•Knowledge of strengths and needs</li> <li>•Determination of reasonable accommodations that may make success more likely</li> <li>•Be an expert about you</li> </ul>	<ul style="list-style-type: none"> <li>•Understanding of the available support services at the university</li> <li>•Understanding independency versus dependence versus isolation</li> <li>•Practice in self-advocacy through role-play and coaching through a self-advocacy situation</li> <li>•Do your research about which college works for you</li> </ul>

Effective Communication	
Student	<b>Students are responsible for:</b> <ul style="list-style-type: none"> <li>•Self-identification</li> <li>•Requesting reasonable accommodations in a timely manner</li> <li>•Meeting the academic standards expected of all students</li> <li>•Ultimately, responsibility lies with the student. They must contact Accessibility Services and faculty with questions and concerns in a timely manner. Through the cooperation of all parties reasonable accommodations are provided.</li> </ul>
Faculty	<b>Faculty is responsible for:</b> <ul style="list-style-type: none"> <li>•Being open to accommodating students</li> <li>•Providing program access</li> <li>•Meeting with students to discuss their needs</li> <li>•Implementing reasonable accommodations</li> <li>•Maintaining confidentiality</li> </ul>
ARC	<b>Accessibility Resource Center is responsible for:</b> <ul style="list-style-type: none"> <li>•Verifying disabilities and need for accommodations</li> <li>•Education</li> <li>•Resource</li> </ul>
Parents	<b>Parents are responsible for:</b> <ul style="list-style-type: none"> <li>•Providing supporting environment for student</li> <li>•Sharing of academic information if release of information has been signed</li> </ul>
	<b>Everyone is responsible for:</b> <ul style="list-style-type: none"> <li>•Problem-solving issues/concerns</li> <li>•Maintaining academic standards for course and degree program</li> </ul>

HOW DO YOU SELECT A COLLEGE?	
<p>Talk to people who have graduated from your high school and have gone on to postsecondary study. Talk to counselors, teachers, parents, and family friends about the programs and schools that match your interest.</p> <p>Explore programs at several potential locations to determine if they match your career interests and goals.</p> <p>Investigate the climate.</p> <p>Investigate the setting.</p> <p>Investigate the admission requirements.</p> <p>Investigate available disability services and history of providing accommodations.</p> <p>Answer the question- "Does this school meet my desires and needs at this point in time?"</p>	



## MYTH #1

### Colleges provide LD and AD/HD testing

Students are required to provide documentation of their disability prior to receiving accommodations. Additionally, colleges have the right to establish their documentation criteria. Insufficient documentation is the responsibility of the student. Some colleges may have on-campus resources that do evaluations less expensively.

## MYTH #2

I qualified for Social Security; therefore, I will get disability services in college.

Services and accommodations are based on two prongs; 1) documentation of a disability by an appropriate professional and 2) a substantial limitation in a major life activity. Having a disability protects an individual from discrimination, but does not establish a need for accommodations.

## MYTH #3

A student may request accommodations at any point in the semester and all previous exams/assignments can be changed if necessary.

The obligation to provide accommodations begins at the point a request is made. Reasonable notice is required from the student to enact accommodations (e.g. alternative text format), although good faith effort is expected by the institution to provide them in a timely manner. Accommodations are NOT retroactive.

## MYTH #4

Colleges are required to provide one-on-one tutoring.

No. Financial aid and scholarships may be available through the Financial Aid office. Other resources include Vocational Rehabilitation Services and scholarships specific to a disability type. All financial support must be obtained by the student.

## MYTH #5

Colleges provide tuition and fee waivers for students with disabilities and help with the cost of books.

No. Tutoring is considered something of a “personal nature” and therefore, outside the scope of accommodations. Equal access to tutoring provided to all students is required.

## Contact Information

**arc.unm.edu**  
**505- 277- 3506**  
**505- 277- 3750- Fax**  
**Joan Green- [jegreen@unm.edu](mailto:jegreen@unm.edu)**