



Post-Secondary Ports of Call

Accessing Disability Services

Colleen Barnett, Alverno College

Colleen Gonzales, WCTC

Sandy Hall, MATC-Madison

Tom Heffron, WTCS

Barbara Simon, UW-Milwaukee

Things Are Getting Better

- More students with disabilities are completing high school
- NLTS -2 reports 32% attending post-secondary
 - which is still below average for all students
- In Wisconsin, 61% enter post-secondary education
- 33% attend a technical college

2004 Harris Survey Results

- 22% of Americans with disabilities don't complete high school (compared to 9% without disability)
- Only 12 % actually graduate from college vs. 23% without disabilities
- HS graduation increasing at 79% in 2004 up from 61% in 1986
- Students with disabilities more likely to attend technical college vs 4 year college

Rehabilitation Act of 1973

Section 504

No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Americans with Disabilities Act

- Extends the same civil rights to people with disabilities as are provided to others by the Civil Rights Act
- Patterned after Rehab Act of 1973
- Eliminates discrimination in employment, public transportation & accommodations and post-secondary institutions
- Auxiliary aids and services must be provided to enable persons with disabilities to use services

IDEA vs 504/ADA

- No more IEPs
- IDEA applies to K-12
- 504 applies to both K-12 and post-secondary
- K-12 responsible for identifying students with disabilities and providing services to ensure FAPE
- 504/ADA = reasonable accommodations
- “Leveling the Playing Field”

Post-Secondary Disability Requirements

- Self Identify to Disability Service Provider
- Provide Disability Documentation
 - Qualified appropriate professional
 - Confirms bonafide disability
 - Outlines functional limitations
 - Describes the impact the disability has on student
 - Suggests accommodations that have helped
- Follow Disability Procedures
 - Talk to faculty about disability

Documentation - continued

- High schools can help
- Should be part of IEP but....
- Summary of Performance (SOP)
- Joint UW System/WTCS Booklet
- Check college website for specific requirements
- www.dpi.wi.gov/sped/transition.html
- www.wsti.org/wsti.cfm

Confidentiality

- Student must share specific information about disability to disability service provider (DSP)
- DSP can not share with faculty w/o a release
- Student must identify self to instructors
- Instructors must protect that student's privacy
- FERPA -- no communication with parents w/o release

Typical Post Secondary Accommodations

- Testing Accommodations
 - Extended time (double or 1-1/2)
 - Reduced distraction room
 - Test read
 - Scribe
- Alternative Media
 - Large print or Braille
 - Digital Audio in an MP3 format
 - Audio Cassette
 - E-Text

Accommodations - continued

- Notetakers
- Sign Language Interpreters
- Preferential Seating
- Reduced Course Load
- Beverages Permitted in Class
- Assistive technology

What Is Not Reasonable

- Fundamental alteration of class and/or how it is delivered
- Personal aides
- Eliminating essential functions
- Alterations that pose undue financial hardship
- The accommodation/or individual poses direct threat to health and safety
- Behavior that violates code of conduct

Differences between High School and College

High School

- 6 hours/day
- Study time/whatever it takes
- Tests/quizzes often
- Passing grade keeps your seat
- Same case manager for years

College

- 12 hours/week
- 2-3 hours of study for each hour of class
- 2-4 tests per semester
- Need to get C's or better to keep your seat
- A set of new faces

Differences - continued

High School

- Free
- Attendance taken, homework checked, impart knowledge, helps students to learn
- Teachers seek out students
- Most time is structured, limits defined by teachers and parents

College

- Not Free
- Typically lecture is non-stop and does not follow the text; students required to do library research and to think critically
- Students self advocacy essential
- No structure---should I go to class?

College Choices -- Disability Services

Find out about disability services (through visits to campuses and web sites)

- Documentation Requirements
- Nature of Mandated Services
- Availability of Supportive Services
 - Mentors, Tutors
 - One to One Staff Support
 - Help with Advocacy

Wisconsin Post-Secondary Resources

- WTCS Key Contact List for Persons with Disabilities
- UWS Coordinators for Students with Disabilities
- WTCS Accommodation Guide
- WI Postsecondary Guide for Disability Documentation
- Independent/Private College Listing of DSPs

UW -Milwaukee

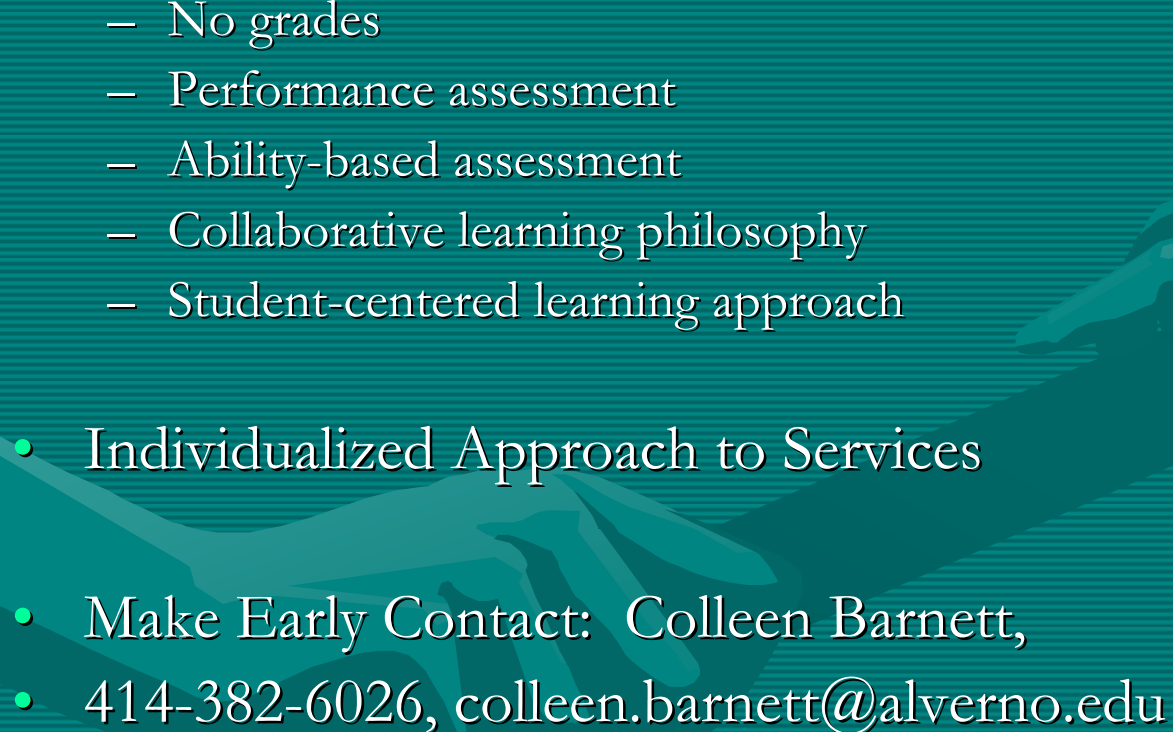
- Student Accessibility Center
- Specialist Counselors work with specific disabilities

Deaf and Hard of Hearing	Cassie Manuel
Blind/Visually Impaired	Jean Salzer
Medical/Psychological	Jon Broskowski
LD/ADHD, Aspergers	Barbara Simon & Laurie Petersen

UW-Milwaukee

- Make early contact with SAC: www.sac.uwm.edu
- Students are independent
- Supportive counseling and guidance is available
- Strong Tutoring program is available to all students
- Apply early for on-campus housing

Alverno College

- Unique Curriculum
 - All women's college
 - No grades
 - Performance assessment
 - Ability-based assessment
 - Collaborative learning philosophy
 - Student-centered learning approach
 - Individualized Approach to Services
 - Make Early Contact: Colleen Barnett,
 - 414-382-6026, colleen.barnett@alverno.edu
- 
- A stylized illustration of two hands shaking, rendered in shades of teal and blue, positioned on the right side of the slide.

Waukesha County Technical College

- Admissions – Application, \$30 application fee, admissions test
- www.wctc.edu/admissions
- Admissions Tests – Compass VS Asset test
 - Compass – Individualized and un-timed computer test. Students use a mouse to select their response.
 - Asset – Individualized and un-timed paper test.
 - Currently, scores used to assist with academic planning, course selection, and program selection. However, changes will occur for 2008 admissions**
- Assessment Center – College Center Room C012 262-695-6215

WCTC Services for Students with Disabilities

Special Services Office:

- Deb Jilbert, Director of Special Services, Counseling, & the Learning Place
- djilbert@wctc.edu
- 262-691-5210

- Colleen Gonzalez, Transition/Retention Specialist
- Cgonzal4@wctc.edu
- 262-691-5281

Transition Services:

- Campus preview Days
- Support services
- Assistance with application process
- Career planning assistance
- Liaison with community agencies/high schools

Retention Services:

- Learning Place
- Academic support
- Case management
- Advocacy
- Accommodations

WCTC Accommodations

- WCTC follows the guidelines set forth in the WI Post – Secondary Guide to Disability Documentation.
- WCTC has generated Certification of Disability Forms. These forms will assist students in securing the appropriate documentation needed to secure accommodations.
- Forms can be accessed at the Special Services Office in Room B178

Other Thoughts

- What about students that do not meet entry criteria (e.g., ACT scores low)?
- What about course substitutions and/or course waivers?
- What can high school special education teachers be doing to help students navigate this process?

Top 10 Tips

1. Encourage visits to colleges and meet staff
2. Require active participation in IEP meetings
3. Teach student to talk about disability
4. Start college selection process earlier
5. Teach student self-management skills
6. Realize there is no “special education” in college
7. Understand differences between IDEA services, 504 plans and ADA accommodations
8. Reduce or eliminate aide time senior year
9. Learn assistive technology (e.g., Kurzweil)
10. Take “college-prep” classes in high school

More Tips for Successful Transition

- Acquire Work Experience in High School
- Consider Career Focus—Why am I going to college?
- Develop Realistic Appraisal of Skills and Abilities
- Teach Self Advocacy
- Increase Independence
- Get used to Typical College Accommodations
- Learn About and Use Resources to Help, such as DVR

Questions?

