



STUDENTS WITH DISABILITIES AND THE COLLEGE EXPERIENCE

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I.D.E.A. VS A.D.A. WHAT'S THE DIFFERENCE?

IDEA

(INDIVIDUALS WITH DISABILITIES EDUCATION ACT)

- Provides a legal framework for providing a Free and Appropriate Education (FAPE) in primary and secondary public school.
- IDEA is about Success

ADA

(AMERICANS WITH DISABILITIES ACT)

- Provides protection for individuals with disabilities from acts of discrimination based upon that disability.
- ADA is about Access

WHAT'S THE DIFFERENCE BETWEEN HIGH SCHOOL AND COLLEGE? ...A LOT!

HIGH SCHOOL

- Services are provided
- School staff or parent is advocate
- Annual review and IEP or 504 meeting
- Regular parent contact
- Educational and psychological testing provided

COLLEGE

- Services are sought by student
- Student is self-advocate
- No annual review or IEP
- Parent contact only through student consent
- Educational and psychological testing is NOT provided

OFFICE FOR STUDENTS WITH DISABILITIES

Adult Students, you need to:

- ✓ Locate the office AND take the initiative to contact them.
- ✓ Make an appointment
- ✓ Take all of your documentation
- ✓ Consider if you wish to sign a FERPA waiver (so your parents can have access to your grades)

Some colleges have an online request form to complete. This is TCC's:

<https://www.tccd.edu/documents/services/support-services/student-accessibility-resources/register-with-sar/2016-fall-sar-student-request-form.pdf>



ELIGIBILITY FOR SERVICES

- Be prepared:
 - Bring your most up to date eligibility information, including most recent Full Individual Evaluation (FIE)
 - Bring all recent ARD documents or 504 plan which capture appropriate and effective accommodations
 - Be ready to discuss what really HELPS. You may need to discuss a specific time both with and without an accommodation, and what that experience was like.
 - Any documentation you have is helpful!

WHAT ACCOMMODATIONS ARE ALLOWED?

- Allowing extra time to complete exams
- Permitting exams to be individually proctored, read orally, dictated, or typed
- Providing limited modifications
- Substitutions, waivers of courses, major fields of study, or degree requirements on a case-by-case basis (Please, see next slide for disclaimer!)

MAJOR DISCLAIMER ALERT!

- ***Accommodations need NOT be made if the institution can demonstrate that the changes requested would substantially alter essential elements of the course or program***

AFTER THE OSD VISIT, THEN WHAT?

- The Office for Students with Disabilities will determine appropriate and allowable accommodations.
- That office may or may not email professors, saying you are eligible for accommodations
- You will have something that you can share with your instructors. (Either an envelope, an email, a contact, something!) This is up to the procedures of that particular institution. Be sure to clarify next steps at your meeting with the OSD

DISABILITY DISCLOSURE

Don't wait until midway through the semester to talk with your instructor. Be proactive!

Make an appointment with your professor / instructor. Be prepared!

- **Know your disability.**
- **Know how your disability impacts your learning.**
- **Know what accommodations are helpful.**
- **Know yourself!**

Professors are prepared to listen, and to ask clarifying questions. Take a deep breath, and be honest with them, and with yourself.



TIPS FOR PARENTS

It's hard to become a consultant, when you've been your child's greatest advocate

- Help with those transition steps
- Encourage your student to speak up in ARD's
- Role play a disability disclosure conversation
- Help your student locate the OSD
- Ask if your child would like for you to attend the meeting at the OSD, but be okay with it if they say "no"
- Research programs that might be specifically geared for your child
- Fight the urge to rescue, and seek instead to empower and encourage
- Enjoy this experience with your adult child.



*THANK YOU ALL FOR YOUR TIME AND ATTENTION TONIGHT!
PLEASE LET ME KNOW IF I CAN HELP YOU FIND ANY
ANSWERS AS YOU MOVE FORWARD IN THIS JOURNEY*

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