

# ACCESSIBILITY RESOURCE CENTER

CSU, Chico


## How to Help Prepare Your Child for Their Post-Secondary Journey

Terry J. Quinto and Charlene Corder

Accessibility Advisors

# What we hope to accomplish today:

- ▶ Talk about the importance of early preparation for post-secondary journey
- ▶ Discuss post-secondary options and things to keep in mind
- ▶ Give you a heads-up on “What Parents Should Know”
  - ▶ Difference between Public K-12 and Colleges/Universities
    - ▶ Eligibility Requirements
    - ▶ Family Education Rights and Privacy Act (FERPA)
    - ▶ Discipline
    - ▶ Reasonable Accommodations
- ▶ Discuss how to make post-secondary transitions happen more smoothly
- ▶ Introduce you to CSU, Chico’s Accessibility Resource Center (ARC)



The  
journey  
starts  
here...

Early Preparation

# Early Preparation is Key

Question: When should preparation for your child's post-secondary journey begin?

Answer: As early as junior high school, or even before!



# Start Early - Promoting Independence

## ▶ Reduce Adult Support

- ▶ Find the balance between the presence of an adult supporter and not enough support and fade supports as appropriate
- ▶ “The focus of adult support is to teach the use of tools and strategies to foster independence. Adult support should not be the tool.” <http://mocaseregion.org/resources/Documents/Spring%20Collab%202017/MOCASEPreparingStudentsforTransition.pdf>

## ▶ Promote Independent...

- ▶ Decision-making
- ▶ Problem-solving
- ▶ Goal setting
- ▶ Self-advocacy
- ▶ Self-regulation

...by providing opportunities for your student to practice.



# Start Early - Increase Independent Living Skills

- ▶ Start increasing your student's independent living skills before they leave home. Some simple ways to do this:
  - ▶ Get your teenager used to being woken up by an alarm clock instead of by a parent;
  - ▶ Provide a day planner (or a phone app that works like one) and have your student enter every commitment, including tasks, such as, “study for English test”
  - ▶ Use task analysis or an assignment calendar
  - ▶ Start working on academic survival skills, like reviewing materials right after class—not just when there's a test—and asking classmates if they'll share notes

<https://www.autism-society.org/wp-content/uploads/2014/04/bridging-the-gap-post-secondary-ed.pdf>



# Start Early - Government and State Services

## ▶ Department of Rehabilitation

- ▶ The California Department of Rehabilitation (DOR) works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities.
- ▶ DOR administers the largest vocational rehabilitation and independent living programs in the country. Vocational rehabilitation services are designed to help job seekers with disabilities obtain competitive employment in integrated work settings. Independent living services may include peer support, skill development, systems advocacy, referrals, assistive technology services, transition services, housing assistance, and personal assistance services.
- ▶ DOR Student Services are activities that support you in exploring and preparing for the world of work. Services are based on your interests – you could try a bunch of activities, or just a few.
- ▶ DOR Student Services include all of the activities listed on the Explore Your Options and Get Ready to Work pages. They're also a fast track to services, so you can get started right away.

# Start Early - Government and State Services

- ▶ Regional Centers, via the State of California Department of Developmental Services
  - ▶ Regional centers provide a wide array of services for individuals with developmental disabilities. Each center provides diagnosis and assessment of eligibility, and helps plan, access, coordinate and monitor services and supports.
  - ▶ Once eligibility is determined, most services and supports are free regardless of age or income; however, there are a few exceptions. For example, the Parental Fee Program requires that the parent(s) of a minor receiving 24-hour out-of-home residential services be assessed a fee for services.
  - ▶ In making decisions about services needed, the planning team, which includes the person using the services, family members, regional center staff, and others who may be asked to attend the planning meeting by the individual, will join together to discuss the supports needed that are related to the developmental disability.
  - ▶ To be eligible for services, a person must have a disability that begins before the person's 18th birthday, be expected to continue indefinitely and present a substantial disability as defined in [\*Section 4512 of the California Welfare and Institutions Code\*](#). Eligibility is established through diagnosis and assessment performed by [regional centers](#).



# Start Early - IEP Involvement/Transition Planning

- ▶ Involve your student in their own IEP meetings
  - ▶ This is usually appropriate starting around the age of 14
    - ▶ Discuss with your child's case manager
    - ▶ The student can...
      - ▶ Create a PowerPoint presentation for the meeting
      - ▶ Create a graphic organizer/concept map/idea map
      - ▶ Make a video or photo montage
      - ▶ Participate in a student-run IEP meeting

# Traditional IEP versus Student-led IEP

Student might be unaware of purpose for meeting, the IEP and its contents, or his/her exceptionality category

Adult team members generally determine content of IEP

Student might not participate in discussion or decision-making

Meeting might be negative - emphasis on student deficits or "can't dos"

➤ Student is aware of purpose for IEP meeting, contributes to the content of the IEP document, and understands his/her exceptionality

➤ Student helps determine content of IEP, and how it will be discussed at the meeting

➤ Student is often the discussion leader and presents information in a variety of ways

➤ Meeting emphasizes capabilities, student interests and plans for the future – it's FUN!

# Start Early - Transition Planning

- ▶ Involve the student in their own Transition Plan
  - ▶ Be sure that there is a Transition Plan in the IEP:
    - ▶ Starting at age 16
  - ▶ The Transition Plan should:
    - ▶ Be STUDENT DRIVEN
    - ▶ Identify preferences and strengths
    - ▶ Address barriers gradually instead of all at once
    - ▶ Provide safe environments for missteps



## Considerations for Post-Secondary Options

Community College   Four Year University   Job Training   Vocational Certification   Trade Programs   Volunteer Work

# Post-secondary - Non-College Options

- ▶ Job Training Programs through State of CA Department of Rehabilitation
  - ▶ Supported Employment Individual Placement
  - ▶ On-The-Job training funds
- ▶ Certificate Programs
  - ▶ Adult Education
  - ▶ Regional Occupational Program (ROP)
  - ▶ Vocational Certificate programs through Community Colleges
  - ▶ Private Trade or Technical schools
- ▶ Volunteer Work
- ▶ Taking time off – but with meaningful activity
  - ▶ To gain work experience, save money, and explore options



# Post-Secondary Options - Community College

## ▶ Considerations

### ▶ Enrollment requirements

- ▶ Less stringent acceptance requirements than a four-year program

### ▶ Size

- ▶ Often smaller enrollment than universities

### ▶ Location

- ▶ There may be a community college that is local, allowing your child to live at, or near home

### ▶ Disability Support Services

- ▶ Students may receive more personalized assistance
  - ▶ Practicing development of advocacy skills
  - ▶ Access to student mentors
  - ▶ More direct access to instructors

# Post-Secondary Options -Four Year Universities

## ▶ Considerations

### ▶ Size

- ▶ Some programs have large classes and little interaction with professors; others have small classes and many opportunities for interaction with professors and staff
- ▶ How will your student handle a class of 50? 100? More?

### ▶ Location

- ▶ Would your child be more successful in an urban area? Rural? Other?
- ▶ Would your child be more successful staying close to home, or experiencing the independence of moving away?
- ▶ What are your child's transportation needs?

### ▶ Disability Support Services

- ▶ May be less personalized based on higher enrollment/caseloads
- ▶ May have more access to technological accommodations
- ▶ How much support will your child need?

# Post-Secondary Options - Four Year Universities

- ▶ All students must be “Otherwise Qualified”
  - ▶ One who is able to meet all of a program's requirements in spite of their disability.
    - ▶ For example
      - ▶ Student must be able to meet the course requirements to pass the class without modifications of the curriculum
      - ▶ Student must be able to complete all assigned work and have sufficient time management, and academic, and general organization skills in order to pass the course independently
- ▶ College Entrance Exams
  - ▶ Most students with autism are eligible for accommodations on the SATs, ACTs and other tests, such as getting extended time or having the questions read out loud.
  - ▶ Keep in mind that you need to apply for these far ahead of time and you might need to have your child formally tested by experts beforehand. The PSATs will give you some sense of whether your child needs these accommodations or not.

<https://www.autism-society.org/wp-content/uploads/2014/04/bridging-the-gap-post-secondary-ed.pdf>





## What Parents Should Know

# What Parents Should Know...

## K-12 vs. Post-secondary College/University

- ▶ Individuals with Disabilities Education Act (IDEA) ends and Section 504 and the Americans with Disability Act Amendments Act (ADAAA) begin.
  - ▶ Supports and protections of IEPs and K-12 Section 504 Plans no longer apply after your student graduates from high school
  - ▶ An IEP or K-12 Section 504 Plan does not guarantee that a student will be eligible for accommodations in the post-secondary environment
  - ▶ Eligibility for accommodations varies from institution to institution (e.g. community colleges and universities have differing eligibility criteria)
    - ▶ ADAAA defines a student with a disability as one who:
      - ▶ has a physical or mental impairment which substantially limits one or more major life activities;
      - ▶ has a record of such an impairment;
      - ▶ is regarded as having such an impairment. 28 CFR Sec. 36.104

## Public K-12 Districts

- ▶ Responsible for searching out students who may be eligible for special education services
- ▶ Responsible for providing a free and appropriate public education (FAPE) (a legal right)
- ▶ IEP is developed by team members, including parents, teachers, administrators and students (when appropriate)

## Post-secondary Institutions

- ▶ The student is responsible for self-identifying and providing appropriate documentation that:
  - ▶ Verifies disability/condition
  - ▶ Identifies an major life activity that is impaired
  - ▶ Justifies requested accommodations or academic adjustments
- ▶ Attending a community college or university is not a right
- ▶ Accommodations are collaboratively developed by the student and the department responsible for accessibility

# What Parents Should Know...

## K-12 vs. Post-secondary College/University

### Public K-12 Districts

- ▶ Ensuring that the IEP is implemented
- ▶ Making fundamental changes to programs and curriculum as well as differential standards as needed
- ▶ Accountable for student success

### Post-Secondary Institutions

- ▶ The student is responsible for self-advocacy
- ▶ Identified accommodations may not fundamentally alter the nature of the curriculum or impose an undue financial or time burden on the university
- ▶ The student is accountable for his/her academic success and responsible for monitoring their own academic progress

# What Parents Should Know...FERPA

- ▶ In primary and secondary educational institutions (i.e. K-12), all FERPA rights belong to the parent until the student reaches the age of 18.
- ▶ Under FERPA, all parental rights are transferred from the parent to the student once the student *either* reaches 18 years of age *or* enters a postsecondary institution.
- ▶ Parents may not access their student's college educational records unless the student gives written permission to do so.
  - ▶ Even with written permission to do so, colleges still have the option to include or exclude that exception to their own FERPA policy.

# What Parents Should Know...FERPA

- ▶ Because FERPA legislation prevents parents from finding out student grades and academic standing directly from the school, the best way to find out how your student is doing is to ask him.
- ▶ The sharing of student academic information with parents becomes a family issue rather than an institutional issue. It is a decision that families should discuss and make together.
- ▶ Perhaps one of the benefits of the FERPA rule is that it provides an additional opportunity for parents to communicate with their college student about their expectations and the student's responsibilities.
- ▶ Rather than seeing this legislation as a barrier to good college parenting, parents might see this as an important opportunity for meaningful dialogue with a student.

# What Parents Should Know...FERPA

- ▶ There is a health and safety exception to FERPA regulations
  - ▶ If a student is considered a threat to himself or to others, or there is a need to protect the health and safety of the student for some reason, information may be shared with parents.
  - ▶ A school may also disclose to parents any violation of the use or possession of drugs or alcohol by students under twenty-one.
  - ▶ An important note here is that the law allows, but does not require, such information to be released to parents. School policies may vary widely regarding parental notification policies.

[https://www.uwyo.edu/registrar/ferpa/ferpa\\_parents.html](https://www.uwyo.edu/registrar/ferpa/ferpa_parents.html)

# What Parents Should Know...Discipline

**Students with disabilities have fewer protections during college disciplinary proceedings than they do in K-12**

## K-12 Districts

- ▶ In a public, K-12 school district, before drastic disciplinary penalties can be imposed on a student with a disability, the school district must determine whether the behavioral problems are a manifestation of the student's disability.
- ▶ If the behavior is a manifestation of the disability, the district must provide the student with behavioral supports and is limited in the types of discipline that can be enacted against the student.

## Post-secondary Institutions

- ▶ Colleges are not required to take into account disabilities when determining what disciplinary actions might be taken against a student.
- ▶ If a student's behavior is considered a threat to students, staff and/or faculty, he/she may be disqualified from attending/expelled.
- ▶ Threatening behavior renders a student not "otherwise qualified" under the law.
- ▶ Even non-threatening behaviors, if sufficiently disruptive, may make the student not "otherwise qualified" for certain services/programs (e.g. residing in student housing).





# Preparing for Transitions

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## ▶ Decrease Anxiety

- ▶ Transitions are often difficult for people on the autism spectrum and their families.
- ▶ People with ASD usually rely on routines to navigate social situations, and a sudden schedule or lifestyle change, such as beginning school, graduating or starting a new job, can be very disruptive and discomfoting.
- ▶ Preparatory activities can reduce the stress of transitions, resulting in more confidence and comfort during these difficult phases.

# Preparing for Transitions

- ▶ Visit Colleges/Universities early
  - ▶ Get your student acquainted with his future home -- tour on-campus housing if available
    - ▶ Once you know where your student will be going, take him there as often as you can so he can learn his way around.
    - ▶ If it's too far to visit, take advantage of the Internet – many campuses have on-line tours available
  - ▶ Tour surrounding town/area
  - ▶ Research transportation options
  - ▶ Research community resources available

# Preparing for Transitions

- ▶ Contact or meet with accessibility/disability departments
  - ▶ Ask what documentation is needed...
    - ▶ In order to obtain accommodations on a college campus (such as disability support services), you will probably be required to have documentation of your student's ASD diagnosis from a physician, or other qualified professional.
    - ▶ Disability documentation from a regional center or the Department of Rehabilitation *may* be adequate.
    - ▶ Copies of IEPs and/or K-12 Section 504 Plans *may not* be sufficient documentation.
  - ▶ Inquire about Housing Options
    - ▶ Request housing accommodations if applicable.



# Supports and Accommodations

# Supports and Accommodation

- ▶ Chico State - Accessibility Resource Center (ARC)
  - ▶ Priority Registration – Early Registration for classes
  - ▶ Accessible Technology (Kurzweil - Reading Software)
  - ▶ Exam Services – Extended time in Distraction-Reduced Environment
  - ▶ Note Taking Services (Peer; Smart Pen; Otter)

# Supports and Accommodation

- ▶ Sign Language Interpreters
- ▶ Assistive Listening Devices and Captioning Services
- ▶ On Campus Transportation
- ▶ Specialized Furniture

# Additional Support & Services

- ▶ Team the student with a coach to locate social partners
- ▶ Connect the student and liaison with Department of Rehabilitation and Regional Center
- ▶ Develop Skills Inventory and Statement
- ▶ Work with Faculty to communicate specific needs and strengths
- ▶ Provide work accommodations for student internships and on-campus jobs





# CSUC ARC Coaching Program

# Academic Coaching Program

This program works with students to create pathways to reach their academic goals and focus on the overall quality of their college experience.

Coaching Services are designed to assist the student with ideas, methods, and support that allow them to make progress in six areas below:

- ✓ Academic Organizational skills
- ✓ Time Management
- ✓ Preparing for Upcoming Exams & Assignments
- ✓ Self-Care & Healthy Friendships
- ✓ Personal Organization
- ✓ Obtaining On-Campus Resources
- ✓ Self Advocacy

# Academic Coaching Program

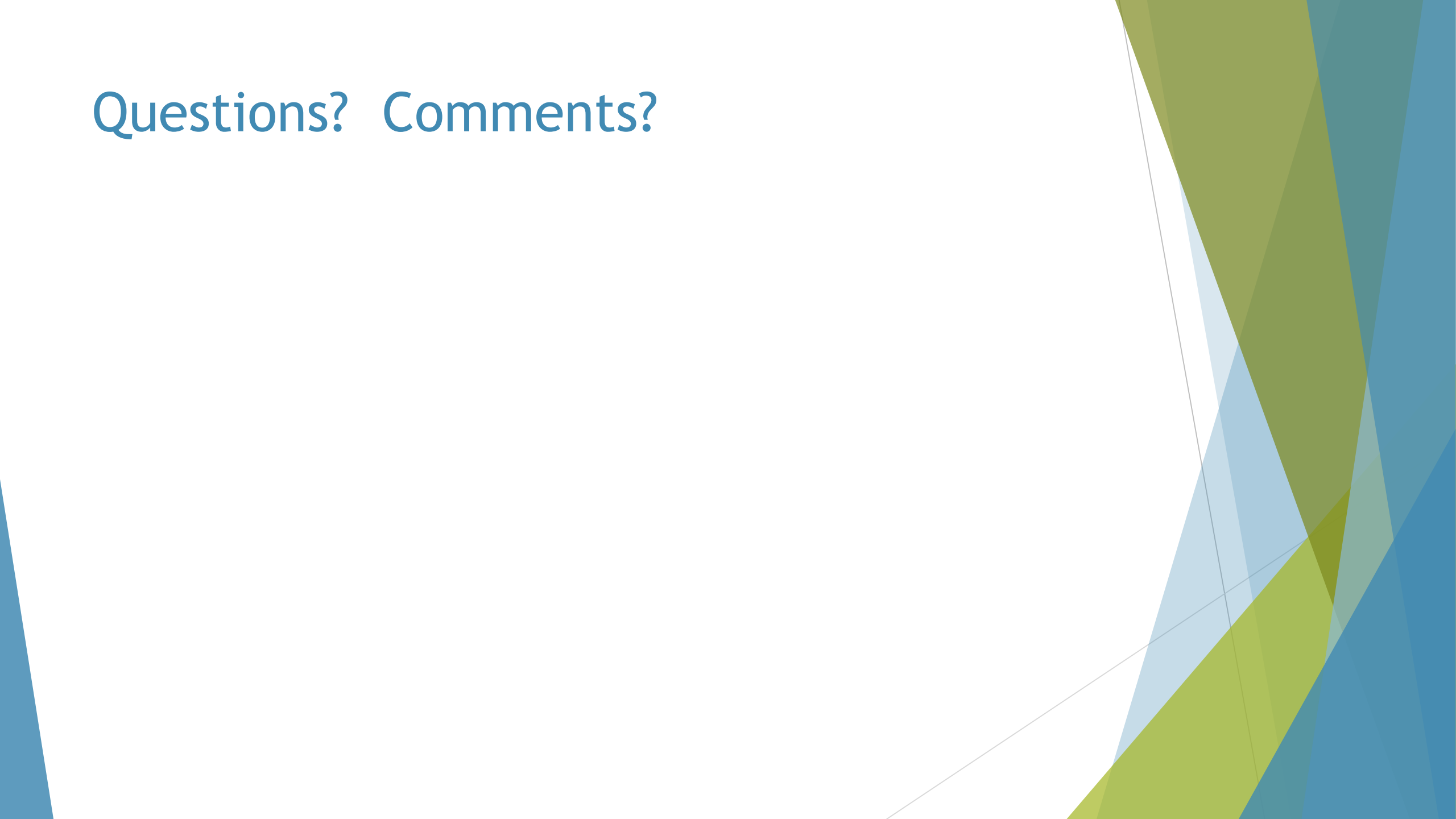
- ▶ The student is matched with a graduate level student who is a current master's program
- ▶ They meet 1:1 for 1 hour at 1 session per week
- ▶ The intent is to help the student stay in school, maintain a reasonable amount of units (classes) and GPA.

- ▶ **To register for accommodations at CSU, Chico:**
  - ▶ The first step is for the student to complete the on-line application available on the **Accessibility Resource Center (ARC)** website.
  - ▶ They will then be contacted to schedule an intake appointment with an Accessibility Advisor.

**Phone Number – (530) 898-5959**  
**Student Services Center – Room 170**

<http://www.csuchico.edu/arc>

Questions? Comments?



# References and Resources

## ▶ Involving Students in Their IEP Meetings

- ▶ <https://www.thepathway2success.com/10-ways-to-involve-young-adults-in-their-iep-meetings/>
- ▶ <https://www.parentcenterhub.org/student-involvement/>

## ▶ Involving Students in Their Post-Secondary Planning

- ▶ <http://www.youthhood.org/>

## ▶ PACER's Transition to Postsecondary Education or Training – What Parents Can Do Now

- ▶ <https://www.pacer.org/transition/>

## ▶ PACER's Planning for Success in Postsecondary Education Take Time and Organization

- ▶ <https://www.pacer.org/transition/>

## ▶ Transition Tool Kit – Autism Speaks

- ▶ <https://www.autismspeaks.org/tool-kit/transition-tool-kit>

## ▶ Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities

- ▶ <https://www2.ed.gov/about/offices/list/ocr/transition.html>

## ▶ Other Resources:

- ▶ <http://collegeautismspectrum.com/collegeprograms/#California>
- ▶ <https://collegeinclusionsummit.org/speakers/jane-thierfeld-brown/>
- ▶ <http://collegeautismspectrum.com/services/>