

Transitioning to College with an IEP

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Are There IEPs in College?

Understanding students' rights and responsibilities:

Under the law of IDEA (Individuals with Disabilities Education Act 2004), a student is “entitled” to a Free and Appropriate Public Education (FAPE). For a student with an identified disability, an Individualized Education Program (IEP) is created with identified team members; parent/guardians are a required team member. The program will outline educational services, specially designed instruction, and program modifications the students are **entitled** to in order to gain equal access to an education and to make progress within that setting.

***This law is instituted for all students in grades K-12.**

Are There IEPs in College?

So what about students in Post-Secondary educational placements?

After students graduate from high school and accept their diploma, they are no longer provided services under the law of IDEA (2004). Instead, students with disabilities are now serviced under the **Americans with Disabilities Act (ADA)** and **Section 504 of the Rehabilitation Act (1973)**.

Within both of these laws, students are no longer “**entitled**” to services, but now may be “**eligible**” for services.

Once a person has met “admission standards”, they can be considered for “reasonable accommodations” based upon determination of eligibility.

Reasonable accommodations can be made to provide equal access to an education. However, it is determined by the post-secondary institution what is deemed reasonable.

Process and Services Comparison

In High School, the SCHOOL DISTRICT:

- Evaluates the student and has procedures for finding and referring students
- Transports the student to school
- Develops the IEP/504 Plan for the student
- Measures the academic progress of the student and reports quarterly to the family
- Monitors effectiveness of the agreed-upon services and programs of the student
- Provides services and accommodations at no cost to the student

In Post-Secondary Education, the INSTITUTION:

- Determines the student's eligibility for accommodations after disclosure
- Provides reasonable and appropriate accommodations at no cost to the student if deemed eligible

Process and Services Differences

In Post-Secondary Education, the STUDENT:

- Schedules appointment with the Office of Disability Services
- Submits documentation of disability
- Requests accommodations
- Pays for additional evaluations and/or services of a personal nature
- Transports self to class
- Monitors the effectiveness of his or her accommodations
- Follows institution's academic progress and code of conduct practices and subject to outlined consequential actions if not upholding standards

Source: ACT Now Parents Edition (2008)

Acceptance into Post-Secondary Education

Every post-secondary institution has outlined admission requirements. This may include SAT/ACT score minimums, GPA, class rank, community/volunteer experience hours, high school courses, recommendation letters, etc. ADA and Section 504 do not guarantee admissions. They do however, identify a student may not be discriminated against solely based upon their disability. However, if they do not meet minimum entry level requirements, they may not be accepted.

Even after acceptance, there may still be additional requirements and qualifications to be accepted into certain programs. Students will need to be meet the identified requirements.

Student must continue to meet standards set forth by the institution after enrollment.

Differences between High School and College

The Major Difference

High School
College

- Parents/Guardians
- STUDENT
- Teachers
- Counselors
- A collective team

- The

Source: J. Thierfeld Brown, ED. D- Yale University- College Autism Spectrum- Powerpoint- “Is This Person Ready to be a College Student?”

Differences Between High School and College

Common Concerns Some Parents Face:

- Can the student wake up on their own? Medication?
- Limited access (FERPA)
- What about course that was waived in high school?
- Can't you make my student...
- Student cannot do a foreign language...

Source: J. Thierfeld Brown, ED. D- Yale University- College Autism Spectrum- Powerpoint- "Is This Person Ready to be a College Student?"

Differences Between High School and College

High School

5-6 hours/day of classes

2-3 hrs/day HW

Frequent quizzes, cumulative at end

Teach content from textbooks

20-30 students

One building

College

4-5 classes, 3-4 hrs a day

Hrs for assignments / HW vary

2-3 cumulative exams/semester

Research and reading on
you own

10-300 students

Entire campus

A note about FERPA

The Family Educational Rights and Privacy Act (FERPA) states parents of children who attend or have attended a school or facility that receives state funding has rights under FERPA to access educational information including progress.

When a student turns 18, or enters a post-secondary institution at any age, all rights afforded to parents under FERPA transfer to the student (“eligible student”).

However, FERPA provides ways in which a school may but is not required to share information from an eligible student educational record with parents without the student’s consent.

Source: Pennsylvania Department of Education:

<https://www.education.pa.gov/Pages/default.aspx>

College Readiness

Factors for College Success:

1. Resiliency
2. Communication/Interpersonal Skills
3. Executive Functioning Skills
4. Self-Regulation Skills
5. Academic Ability



Source: J. Thierfeld Brown, ED. D- Yale University- College Autism Spectrum- Powerpoint- “Is This Person Ready to be a College Student?”

Preparing for College when in Secondary School

Whether in middle or high school, if an IDEA-eligible student is planning to attend college, there are a number of critical steps to be taken to become college-ready.

Early in the transition process, a student is encouraged to:

- Take interesting and challenging courses that prepare him or her for college
- Be involved in school or community-based activities that allow him or her to explore career interests, including work-based learning or internship opportunities
- Meet with school guidance counselors to discuss career goals, such as vocational and educational goals, programs of study, college requirements, including the admissions process and any standardized tests required for admission
- Be an active participant during the IEP meetings

College Readiness: Building Resiliency

1. Accommodate only as needed
2. Allow for some risks
1. Teach problem solving
2. Teach your student skills for living independently
1. Ask more “how” questions than “why” questions
6. Model resiliency
7. Don’t provide all the answers
8. Avoid talking in catastrophic terms
9. Let your student make mistakes
10. Help your students manage their emotions

Source: J. Thierfeld Brown, ED. D- Yale University- College Autism Spectrum- Powerpoint- “Is This Person Ready to be a College Student?”

Disclosure and Self-Advocacy

To receive accommodations, students **MUST** disclose they have a disability.

Helpful Tips:

- Know the post-secondary institutions policies and procedures ahead of time (Most colleges require an intake meeting and documentation to be completed by the student).
- Services are **NOT** retroactive
- Students must still advocate to individual professors

Conclusion

- Ensure your student's transition plan is geared towards programming for independence- fading of supports (modifications vs. accommodations)
- Helping your student understand their strengths, needs, and how to advocate for help (know lingo. Ex: "disability")
- Build resiliency in your student for college preparation
- Research programs when you visit - find a program that fits your student's needs
- Inquire about necessary documentation, policies and procedures ahead of time
- Enjoy the journey!

Helpful Websites

<https://secondarytransition.org>

<https://ncd.gov> - National Council on Disability

www.collegeboard.org

<https://accuplacer.collegeboard.org/student/practice>

www.naviance.com



Questions



Thanks so much for attending this evening!



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