



# **Access and Disability Services and Supports in College 10.4.23**

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# Intro

- Ron Gatchalian
  - Transitional and Vocational Coordinator at GBN
  - 18th year at GBN and 31st year overall in education
  - Going through the family post secondary planning process with a junior this year



# Access and Disability Services and Supports in College

- Framing the Ongoing Planning Process that is Post Secondary Planning
- Traditional College Settings, Non-Traditional College Settings and College Readiness
- Levels of Support/Unwritten Menu Items
- Other Supports
- Alternatives to Traditional Post Secondary Education
- A Word On Documentation



## Framing the Process...

- Strive to make an Informed Decision
- Series of Adjustments Over Time
- Timelines can be different
- Sometimes there are No Absolutes
- College Readiness...what does this really mean?
- Involve the STUDENT as much as possible



# A Word on Traditional Post Secondary Settings

- Colleges, Universities, Community Colleges (this is a term has been going away)
- Cannot modify the curriculum
- Students are under the same expectations
- Flexibility

## Tips to Remember

- Series of adjustments over time
- Timelines can be different
- ...a grain of salt
- Sometimes there are no absolutes
- [gbntransition.org](http://gbntransition.org)



# Basic Levels of Service

- All colleges/universities
- Reasonable Accommodations at no cost to students
- Apply after you are accepted and formally commit
- [University of Iowa Student Disability Services](#)
- See more examples on [gbntransition.org](http://gbntransition.org)

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# Program Levels of Service

- Extra Cost
- Support Services
- Not a School Within a School
- Different Timelines of Usage Depending on the Student
- College is not required to provide
- Apply to both Disability Services and Program Level Services separately but once you have been accepted and formally committed
- [University of Arizona SALT Center](#)
- See more examples on [gbntransition.org](https://gbntransition.org)

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# Highly Specialized Support Settings

- Beacon College:  
<https://www.beaconcollege.edu/>
- Landmark College:  
<https://www.landmark.edu/>
- Mansfield Hall: <https://mansfieldhall.org/>
- See more examples on [gbntransition.org](https://gbntransition.org)

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# TRiO Programs

- Government funded
- Intended to provide access to higher education
- Support Services
- You apply for basic levels of service in addition to these services
- [SIU-Carbondale TRiO Program](#)
- See more examples on [gbntransition.org](http://gbntransition.org)

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## Some Examples...Summer Experiences, Maybe We Need a Little More Time, etc....

- Thames Academy at Mitchell College:
  - <https://mitchell.edu/thames/>
  -
- Landmark College Summer Programs:  
<https://www.landmark.edu/summer>
- College Internship Programs in  
Bloomington, Indiana:  
<https://cipworldwide.org/summer/>
- [Opening Horizons at the University of Wisconsin-Whitewater](#)

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# Alternatives to Traditional Postsecondary Education

- Basic/Life Skills/Functional Academics/Community Access/Vocational Support
- Available in some college/university settings
- Access to College Credit Courses
- [PACE at National Louis University](#)
- For more examples, see [gbntransition.org](#)

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# Madison, Wisconsin Example

- McBurney Center at the University of Wisconsin-Madison
  - <https://mcburney.wisc.edu/>
- Madison College (Madison Area Technical College)
  - <https://madisoncollege.edu/student-experience/support/disability-resources>
- Edgewood College
  - <https://www.edgewood.edu/cutting-edge>
  - <https://www.edgewood.edu/accessibility>
- Mansfield Hall
  - <https://mansfieldhall.org/>

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# A Word On Documentation

- <https://www2.ed.gov/about/offices/list/ocr/transition.html>
- Various philosophies by the colleges

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# Sometimes You Don't Really Know Until You Get There

- Remember the changes from high school to college
  - [Disability Resources and Educational Services at the University of Illinois at Urbana Champaign](#)
- Family's experiences can be different for different reasons
- Things can change from year to year

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# Series of Adjustments Over Time

- Be supportive and inclusive to empower students with the process
  - Model how to think critically
  - Encourage the student to be the most active
  - Provide them with supporting experiences to learn about themselves
- Encourage them to use their school resources
- Reassess and make adjustments as needed
- Encouragement

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