

It's a Jungle Out There:  
Surviving the Post-Secondary  
Transition

**DIRECTIONS**

College and Career Fair

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# INTRODUCTIONS

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# IT'S A JUNGLE OUT THERE!!

- Welcome!!!
- 2 Objectives this evening:
  - 1) To understand some of the changes that will take place during the transition process from Secondary to Post-secondary
  - 2) To offer a couple of suggestions to make it easier for both students and parents.

# QUIZ TIME!!!!!!

WHAT IS THE “TEXTBOOK”  
DEFINITION OF  
DISABILITY?

# DISABILITY.....

“A PHYSICAL OR MENTAL IMPAIRMENT  
THAT SUBSTANTIALLY LIMITS ONE OR  
MORE MAJOR LIFE ACTIVITIES”

(Hint.....remember this definition 😊)

# This evening.....Differences Between Secondary and Post-Secondary Setting

- A) Receiving Disability Services-Intake Process**
- B) Documentation**
- C) Laws**
- D) Advocacy**
- E) Helpful tips**

# A) RECEIVING DISABILITY SERVICES

- **Secondary Environment:** School districts are responsible for identifying students with disabilities, design special education instruction and/or providing and paying for accommodations. The focus is creating student success.
- **Post-secondary Environment:** Students are responsible for seeking disability related services on campus from Disability Services Offices (DSO) and requesting accommodations within their classes. The focus is providing equal access.

# The Intake Process: Post-Secondary

- Student needs to contact Disability Services Office (DSO) to arrange for an intake appointment .
- In an ideal situation, documentation (*more information to come about this*) should be presented ahead of time for DSO to review and develop questions specific for that student
- Student should be prepared to discuss strengths/challenges.
- Student should be able to discuss their disability and how it affects (impacts) them.



# B) Documentation

- **Secondary Environment:** School districts are responsible for providing trained experts to assess eligibility and plan education services. Experts may include: School psychologists, Speech Pathologists, school counselors, etc. Collectively, they develop and implement IEP's and 504 plans.
- **Post-secondary Environment:** Students are responsible for providing disability documentation from a qualified professional whom can assess their specific disabilities.

# NEW GUIDELINES FOR DOCUMENTATION FOR POST-SECONDARY!!!

- **Americans with Disabilities Act Amendments Act- ADA AAA**

Signed into law on September 25, 2008 by George W. Bush. Became effective, January 1, 2009. Offers a broader definition to major life activity which now includes standing, learning, reading, thinking, concentrating, along with performing manual tasks such as lifting, working, reaching, hearing and others.

“BUT WAIT.....

What does this mean for  
students transitioning to  
Post-secondary settings?

# I'm glad you asked? It means...

- 1) A larger group of students whom may not have been served in secondary settings can be served.
- 2) The student has more input into the accommodation conversation than before.
- 3) The post-secondary institution (along with student input) can determine what accommodations would be reasonable and appropriate.

# Disability Services Offices can now use these 3 sources as acceptable forms of documentation....

- 1) Student Self-Report: The student's narrative of his/her experience or history of disability, barriers and effective accommodations is an important tool to help Disability Services understand the "impact" and history of the disability.
- 2) Documentation: Information from external sources that may include IEP's (Individualized Education Program), SOP (Summary of Performance), Psychological evaluations, Medical documentation and other forms of documentation could be deemed useful to help identify the nature (diagnosis) of the condition or disability.
- 3) Observation and Interaction: During the intake process, the DSO professional can elicit information from observation and the student's language (Self-Report) in helping determine that a disability is present which requires reasonable & appropriate accommodation/intervention.

# UNIVERSITY OF CINCINNATI DISABILITY SERVICES OFFICE STUDENT SELF REPORT

- How does your disability impact you within the academic setting? (Class, Tests, Etc.)
- If any, what accommodations have you used in the past?
- If any, what assistive technology devices and/or auxiliary aids have been effective in providing equal access to educational opportunities? (Example: CART, Tape Recorder, Calculator, Kurzweil, Zoomtext, etc.)
- Do you have any concerns regarding your academic classes?
- Is there any additional information you would like to include within your self report?

# What do we look for when reviewing documentation?

- Documentation that contains these 3 items:
  - 1) Is there a disability diagnosis? EX: ADD, ADHD, Dyslexia, etc.
  - 2) How does the disability manifest itself within the academic environment?
  - 3) Based upon the impact of the disability, what accommodation(s) can we introduce that will lessen the impact of the disability within the academic setting?

# Typical Accommodations (Postsecondary)

(In no particular order)

- Notetakers
- Scribe
- Extended Test Time/Alternative Testing
- Quiet Test Room
- Alternate textbooks – Digital Textbooks
- Sign language interpreters
- Reader for Exams
- Communication Access Real Time Writer (CART)
- Use of calculator/computer
- Assistive Technology
- Other, specific to the students disability related needs

\* All accommodations are assigned on a case-by-case basis



# C) LAWS – IDEA vs. 504

- **Secondary Environment: IDEA (Individuals with Disabilities Education Act)**
  - The student has a legal entitlement to an education regardless of disability.
  - Education offered in the “least restrictive environment”.
  - Schools ensure a Free and Appropriate Public Education (FAPE.)
  - The school has to do everything it can to help the student succeed.
  
- **Post Secondary Environment: Section 504-ADA (Americans with Disabilities Act)**
  - The student has a civil right to have access to educational program & services
  - Institutions are obligated to provide “access” and the “opportunity” to programs and services
  - Institutions have no obligation to guarantee an education. College is voluntary
  - Institutions are not obligated to ensure that the individual student succeeds.

# D) ADVOCACY

- **Secondary Environment** : In some cases, students learn of their disability and the importance of self-advocacy. The parents act as strong advocates for their student.
- **Post-secondary**: Students must self-identify and be able to describe their disability, identify strengths & weaknesses, identify accommodations needed and become a competent self-advocate. Students are considered adults. Privacy required by FERPA.

# E) HELPFUL TIPS

- High School students responsibility
- How can your High School Make the Transition Easier?
- Tough Question
- Institutional Responsibility
- 10 Steps for College Success!!!

# High School students, what can you do now that will make the transition easier for you?

- Learn how your disability impacts your ability in a particular course/subject.
- Become comfortable talking about your disability.
- Learn that asking for help is a strength, not a weakness.
- Approach Teachers/Special Education Personnel if accommodations are not working.
- Utilize accommodations at least once so you know what works/doesn't work for you
- With help of your Guidance Counselor/Teacher, research colleges that will provide you the services that you need
- Advocate for yourself.

# How can your High School make the transition easier for you?

- Before transitioning to Postsecondary, ask your Special Education teacher, intervention specialist, etc. if your documentation offers insight into how your disability impacts you within the academic environment.
- If so, can you (the student) explain how it does.
- Work with your support person to help identify what your strengths and weaknesses are.

# Sometimes, you have to ask: “Is College the Right Choice?”

- What is the desired goal? Is it the student’s goal or the parent’s?
- Is the goal realistic based on the student’s ability and skill level?
- Has this been discussed with the IEP team/medical professional?
- Certificates vs. degree options
- Level of support at the institution. Do they have what your son/daughter will need.
- Resources – Voc. Rehabilitation, Svc. for Blind and Visually Impaired, Mental Health, etc.

# Institutional Responsibilities

- Provide physical, academic, and program access to **ALL** students. We are here to help your son or daughter. All they have to do is ask for help.
- Once self-identified, provide accommodations and services that will allow the student an opportunity to “succeed” as they have defined it for themselves. Let me explain.

# The 10 Steps to Getting Good Grades in College

- **1) Attend Every Class** – Showing up is half the battle.
- **2) Be Organized** – Buy a planner, Use technology (cell phone, iPad, Maintain a neat and organized space.
- **3) Manage Your Time Well** – Learn to tell your friends, “No”.
- **4) Be Successful in Class** – Sit in the front. Participate. Communicate with your instructors
- **5) Take Good Notes** – Be an active listener. Ask questions. Develop clean, neat handwriting. Use a lap top. (Not just for facebook, Twitter, etc.)
- **6) Know How to Read a Textbook-** Scan, Read, Review
- **7) Study Smart** – Find YOUR study bubble. Organize your time.
- **8) Use Test Taking Strategies** – Pen/Pencil Ready. Scan exam and return to questions later, if needed. Go over returned exams
- **9) Reduce Test Anxiety-** Deep Breath, Relax, Close your eyes. Be confident
- **10) Use the Resources Around You** – You don’t know where to go...Ask!!



??? QUESTIONS ???

DOES ANYONE HAVE ANY  
QUESTIONS/COMMENTS?

As always.....

Thank you.



# Questions/Comments/Follow- Up

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# Transition Resources

- <http://www.ed.gov/about/offices/list/ocr/letters/parent-20070316.html>
- <http://www.ed.gov/about/offices/list/ocr/transition.html>
- <http://www.ed.gov/about/offices/list/ocr/transitionguide.html>
- <http://www.collegeboard.com/parents/plan/getting-ready/50129.html>
- [http://www.ahead.org/resources/documentation\\_guidance](http://www.ahead.org/resources/documentation_guidance)