

# **Disability Services**

**for Students:**

**Transitioning from**

**High School**

**to**

**College**

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Disability Services for Students

Sonoma State University

SSU Counselor Connection Workshop

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# Our Goals for the Students



- To become strong self-advocates
- To understand their strengths & limitations
- To begin thinking about potential majors and/or vocational goals
- How to work to their highest potential
- Awareness about available campus & community resources

# Comparison between High School and College Disability Services



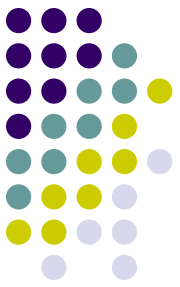
## High School

- Under IDEA, students with disabilities are entitled to a “Free and Appropriate Public Education” (FAPE).
- The school must identify an individual’s needs and provide any regular or special education and related aids and services necessary to meet those needs
- IEP or 504 Plans drive all services and accommodations, and involve teachers, counselors and parents

## College

- The focus is on equal access to education. Students have *civil rights* and must advocate for themselves.
- The school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate based on disability
- There are no formal “plans” and instructors are only contacted by the student. Students must provide consent for parental involvement (even to view grades)

# Comparison between High School and College Disability Services



*Who is responsible?*

## High School

- Parents or teachers often initiate disability-related services
- Students “often times” are not actively involved in their educational plan

## College

- Students need to initiate services, rather than parents
- Students do not have to disclose that they have a disability, however, they must do so with Disability Services if they want to receive academic accommodations (accommodations will not be provided retroactively)

# Comparison between High School and College Disability Services



## *Disability Documentation:*

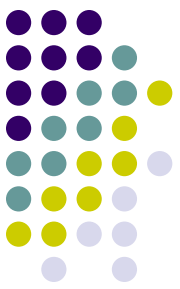
### High School

- Individualized Education Plan (IEP) or Section 504 plan identify services and/or accommodations

### College

- High school IEP or 504 Plan is not sufficient documentation in of itself to document a disability
- Schools set reasonable standards for documentation requirements
- Documentation should be prepared by an appropriate professional, such a medical doctor, psychologist, or other diagnostician

# Comparison between High School and College Disability Services



## *Disability Documentation - Assessment:*

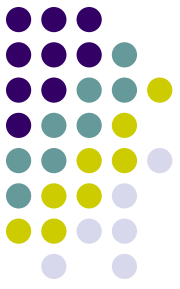
### High School

- A variety of assessment tools and strategies are used to determine the presence of a disability
- Standardized testing may not be comprehensive or updated prior to graduation

### College

- Schools are not required to conduct or pay for updated evaluations
- If no current documentation exists, it is the responsibility of the student to have new documentation prepared

# Comparison between High School and College Disability Services



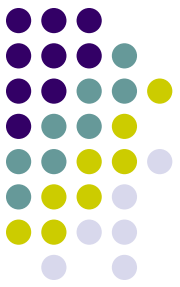
## *Academic Accommodations:* College

### High School

- When modifications are made, students with disabilities may not be expected to master the same academic content as others in the classroom
- It is important to know what criteria is being used and whether courses are meeting college requirements
- Guarantee success by modifying curriculum

- Academic adjustments may include auxiliary aids or modifications as necessary to ensure equal educational opportunity, but not lower expectations or fundamentally alter the nature of the program (essential requirements)
- Examples include: extended time for testing, note-taking, providing sign-language interpreters, priority registration, alternate formatted materials, etc.
- “Guarantee access – not success”

# Comparison between High School and College Disability Services (cont)



## *Accommodations (cont):*

### High School

- Through IEP or 504 Plans, classroom accommodations may be formally developed.
- Some teachers informally agree to provide accommodations in their classroom

### College

- Academic accommodations are based on the functional limitations associated with the student's disability – from the formal assessment
- Disability Management Advisor provides the student with accommodation letter outlining appropriate accommodations for each class
- Student provides accommodation letter to their instructors

# DSS Services



All services and accommodations are determined on an individual basis and will vary from one student to the next.

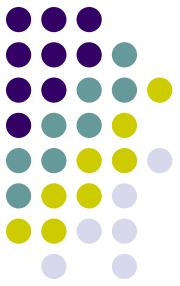
Accommodations and services might include:

- ❖ Disability Management Advising
- ❖ Classroom Accommodations
- ❖ Academic Advising
- ❖ Priority Registration
- ❖ Note-taking
- ❖ Assistive Technology & Alternate Media
- ❖ Interpreting Services

# What to Expect – A Summary



- **Students must self-identify themselves as a student with a disability to the Disability Services for Students office**
- **Students must provide current disability documentation prepared by an appropriate professional indicating how the disability impacts academic performance**
- **From the assessment, appropriate academic accommodations will be provided by the school based on the functional limitations associated with the student's disability**
- **Accommodations should allow students with disabilities to demonstrate their mastery of the subject matter being tested (level the playing field), but not lower academic standards or essential requirements of the course or program**
- **Students should continue to utilize the DSS office to assist with academic planning, to review the status of accommodations, and discuss academic and/or vocational goals**



# What are my next steps?

- ✓ Complete an application to the University through CSU Mentor  
<http://www.csumentor.edu/>
- ✓ Provide DSS with medical documentation on your disability, which meets Sonoma State University's Guidelines after admission to the university.
  - ❖ An I.E.P. or 504 Plan may supplement medical documentation, but is **not** in and of itself sufficient documentation of a disability
- ✓ Complete the DSS Intake Form  
[http://www.sonoma.edu/dss/Intake\\_form.pdf](http://www.sonoma.edu/dss/Intake_form.pdf)
- ✓ Schedule an appointment to register for DSS services and set up accommodations for classes



# Resources for Students

- SSU Disability Services for Students - “Getting Started”  
<http://www.sonoma.edu/dss/gettingstarted.shtml>
- Going to College – A Resource for Teens with Disabilities  
<http://www.going-to-college.org/>
- Students With Disabilities: Preparing For Postsecondary Education: Know Your Rights and Responsibilities  
<http://www.ed.gov/about/offices/list/ocr/transition.html>
- CSU Math Success  
[http://www.csumathsuccess.org/exam\\_prep](http://www.csumathsuccess.org/exam_prep)
- CSU English Success  
[http://www.csuenglishsuccess.org/exam\\_prep\\_esw](http://www.csuenglishsuccess.org/exam_prep_esw)

# Resources for Students (Continued)



- Department of Rehabilitation

50 D Street, Suite 425

Santa Rosa, CA 95404

707-576-2233

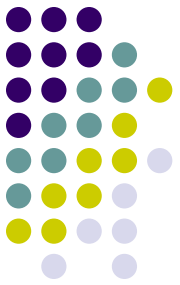
TDD 707-576-8212

<http://www.rehab.cahwnet.gov/aboutdr.htm>

- Parents' Guide to Transition

[http://www.heath.gwu.edu/index.php?option=com\\_content&task=view&id=1093  
&Itemid=56](http://www.heath.gwu.edu/index.php?option=com_content&task=view&id=1093&Itemid=56)

# Resources for Counselors



- Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Counselors

<http://www.ed.gov/about/offices/list/ocr/transitionguide.html>

- Getting Started with DSS – A Guide for High School Counselors

[http://www.sonoma.edu/dss/gettingstarted\\_hscounselors.shtml](http://www.sonoma.edu/dss/gettingstarted_hscounselors.shtml)