Transition Talks
2023 - 24
Workshop Series

February:
College Pathways for Young Adults with Disabilities
Guest Speaker

Jane Brown, Ed.D
Director, College Autism Spectrum
Ponder…

Stats for students with visual impairments

- An estimated 71% of students with a visual impairment enter college within eight years of completing high school.
- The post-secondary school completion rate for this group of students is 42.8%
- Only 14.9% of blind individuals end up graduating with a BA or higher
- Approximately 44% of adults with a visual impairment are employed; they are significantly more likely to be underemployed

Disability Statistics overall

- According to Department of Education, only 54% of all students who start college receive a degree in six years (Mitchell 2019)
- Only 28% of students who start college with diagnosed disabilities complete their degree (Mitchell 2019)
- 75% of students who qualify for accommodations never take advantages of the services offered to them (Mitchell 2019)
Ponder…

Technology Demands….  

● The list of essential tech skills that a blind student needs to acquire prior to high school graduation has jumped from 14 (2004) to 35 (Kelly, Kapperman 2018: 387)
● Average college reading silent rate is 350wpm, where low vision students and braille readers tend to read 1.5-2 times slower (Brauner 2020)
● Recommended typing rate for competitive employment and college level work: 60 words per minute on a QWERTY keyboard

Academic Discipline

● A study of 6,590 general education students found that academic discipline was positively related to retention in college, and that relationship was mediated by their first year GPA (ACT Tessera, https://pages2.act.org/rs/035-EZR-959/images/Tessera_Theory_of_Action.pdf?alid=62500134)
Different College Programs

Degree Programs
- Same application requirements
- Same courses as all students
- Same academic requirements

Certificate Programs
- May have academic and tech requirements
- May have independent living requirements (self advocacy)
- May have supports
Top College Admission Factors (we think)

- Grades in college prep courses
- Strength of HS curriculum
- Admission test scores (COVID!)
- Grades in all courses
It’s even more than that …

- Self-Advocacy
- Executive Function
- Self-Management
Self Advocacy for Students

• Know yourself-strengths, weaknesses, interests
• Understand what works for you—try some things out
• Learn to speak up for yourself about your accommodations and your interests
• Push your envelope
**Self Advocacy for Students**

- Know yourself-strengths, weaknesses, interests
- Understand what works for you—try some things out
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- Push your envelope
Executive Functioning

- Planning & Organization
- Monitoring
- Self Regulation
- Time management

- NOT the prosthetic frontal lobe
Where have families been?

• Getting a diagnosis
• Coming to grips with the diagnosis
• Securing Services (IEP/IDEA/)
• Parent as **Advocate & CEO**
• Elementary and Secondary School
At Graduation It All Changes!

- The laws
- Who is in charge
- Expectations
- Temptations
- Consequences
- Accommodations
A Parent email....

My son is a freshman at State U. He is studying to be a genetic engineer. He has often complained that the teachers are expecting him to do the same course work load that everyone else is. The only other resources that are being offered to him is note takers (he can't always count on that) and taking his tests away from the class with extended time. He has Aspergers and they are wanting him to write all the same amount of essays as everyone else. Plus keep up on the rest of the course load.

How can I get him more help? The disabilities services there are in agreement with the teachers. Thank you for any help or advice you can give me.
Who is the driver?

High School
✔ Parents/Guardians
✔ Teachers
✔ Counselors

College
☐ The Student
Challenges for Parents

- Who is going to wake him up?
- Limited access (FERPA)
- What about vulnerability?
- But that course was waived in H.S.
- Can’t you make her…..
- Maybe we shouldn’t have taken the diploma
Students Need to Change/Develop

My teacher should....
My parents need to...
The counselor did not...

I should...
I need to...
I did not
YOUR ROLE CHANGES FROM ADVOCATING FOR THE STUDENT TO SUPPORTING THE STUDENT AS THEY ADVOCATE FOR THEMSELVES. YOUR STUDENT MAY FIND THIS TRANSITION CHALLENGING, AND SO MAY YOU. SO START EARLY...REMEMBER, TOO, THAT MAKING MISTAKES, EVEN BIG ONES, IS PART OF THE LEARNING PROCESS, AND YOU CAN BEST SUPPORT THEIR STUDENTS BY ENCOURAGING AND SUPPORTING THEM WHILE GIVING YOUR ADULT STUDENT THE SPACE TO DO THINGS DIFFERENTLY OR MAKE A MISTAKE.

—CATHERINE GETCHELL
COLLEGE DISABILITY SERVICES DIRECTOR

How Parents Can Prepare Their Student with a Disability for College Success
Blogpost on LDAdvisory.com
<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - 6 hours/day of classes</td>
<td>4 - 5 classes, 3-4 hrs/wk</td>
<td>8 hours/day of classes</td>
</tr>
<tr>
<td>Two hrs/day HW</td>
<td>2 hrs/day hrs in class</td>
<td>5 days/week</td>
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<tr>
<td>Frequent quizzes, non-cumulative tests</td>
<td>2 - 3 cumulative exams/semester</td>
<td>Usually 2 weeks vacation (no summers off!)</td>
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<tr>
<td>Teach content from textbooks</td>
<td>Research and primary sources</td>
<td>Varied supervision</td>
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<tr>
<td>20 - 25 students</td>
<td>10 - 300 students</td>
<td>Coworkers and team</td>
</tr>
<tr>
<td>One building</td>
<td>Entire campus</td>
<td></td>
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Factors for College or Work Success

1. Resilience
2. Social Communication/Interaction
3. Executive Function
4. Self Regulation
5. Academic Ability
To build resilience, we need to address #2 through #5
How to Build Resilience

1. Don’t accommodate every need.
2. Avoid eliminating all risk.
3. Teach problem-solving.
4. Teach your kids concrete skills.
5. Avoid “why” questions, ask “how.”
How to Build Resilience

6. Don’t provide all the answers.
7. Avoid talking in catastrophic terms.
8. Let your kids make mistakes.
9. Help them manage their emotions.
10. Model resiliency.
Accommodations to Eliminate (or fade) for College Transition

- Study Guides
- Retaking Tests
- Extended (or no) deadlines
- One-to-one aides
- No Group Work
- All homework done in school
Laws You Need to Know
<table>
<thead>
<tr>
<th>IDEA</th>
<th>ADA</th>
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<tbody>
<tr>
<td><strong>Type of Law</strong></td>
<td><strong>Civil rights statute, Eligibility</strong></td>
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<tr>
<td><strong>Responsibility</strong></td>
<td><strong>Student</strong></td>
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<tr>
<td><strong>Ensures</strong></td>
<td><strong>Equal Access</strong></td>
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<tr>
<td><strong>Services</strong></td>
<td><strong>Reasonable accommodations</strong></td>
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<tr>
<td><strong>Focus</strong></td>
<td><strong>Level of functional impairment</strong></td>
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<tr>
<td><strong>Disability</strong></td>
<td><strong>Impairment in major life activity</strong></td>
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<tr>
<td><strong>Education, Entitlement</strong></td>
<td></td>
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<tr>
<td><strong>Parent and school</strong></td>
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<tr>
<td><strong>Success</strong></td>
<td></td>
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<tr>
<td>**Evaluation, remediation, special</td>
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<tr>
<td>accommodations**</td>
<td></td>
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<tr>
<td><strong>Diagnostic label</strong></td>
<td></td>
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<tr>
<td><strong>One of 13 categories</strong></td>
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Anxiety

- Anxiety interferes with Self Regulation
- Anxiety is a core feature of many diagnoses
- Students need active coping strategies as part of the plan
Stress

- Anxiety interferes with Self Regulation
- Anxiety is a core feature of many diagnoses
- Students need active coping strategies as part of the plan
What Do I Need to Do

- Learn about my disability
- Learn about yourself—ask questions
- Find a community
- Find resources on campus
- Find a mentor
- Use your passions
Self Regulation

- Planning and organization
- Time management
- Delay of gratification
- Material disarray
- Emotional control
- Motivation
Motivation

- Has to come from within to work
- Find your hook and draw it out
- Break it down and use small rewards
Social Issues for Students

- Interacting with peers
- Negotiating with faculty
- Making needs known/getting needs met
- Friendships
- Staying safe
Your Student Needs To:

- Wake themselves up in the morning
- Run their own IEP meetings
- Schedule their own appointments
- Refill their own meds
- Use a time management system
- Volunteer experience or job
- Take independent living skills class
Successful Students

- Understand and accept the disability
- Know what does and does not work
- Possess good regulatory skills
- Are internally motivated
- Excellent self-advocates
Parent Orientation

The College Degree is not the goal…

The goal is independent successful adulthood.
Q&A
College Resources

- **College Readiness Resource Center**
  - [From Parent Advocate to Partner: ADA vs IDEA](#)
  - [Why we don’t have a list of colleges for students with visual impairments](#)
- **College Autism Spectrum**
Save the date!

March 5th workshop 6:30-7:30pm EST

A Comprehensive Guide to Guardianship

Perkins.org/TransitionTalks
Perkins Transition Team

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Thank you for coming!