Section Two: Getting What You Need

General Overview

One of the most challenging aspects of preparing any high school student for college is helping them to become aware of what they don't know yet. A University of Maine undergraduate with an identified disability, summarized his experience:

> You can't really prepare for it, get ready to be thrown off a cliff and get the parachute ready. You have to be ready for a whole new environment, a whole new system of adjusting. Everything will be different, it'll keep changing.

Students with disabilities face an additional set of challenges when they make the transition from high school to college. This section will address some of those challenges: the differing provisions of the Individuals with Disabilities Education Act (IDEA) for students with disabilities in grades K-12 and the Americans with Disabilities Act of 1990 (ADA) for students pursuing postsecondary education; how to obtain accommodations in a college or university setting; and the pros and cons of disability disclosure. Resources include videos of students with disabilities discussing their experiences, and documents to guide students as they learn about the changes they will be navigating in the transition from high school to college.

Students with Disabilities Discuss College

Sometimes, the easiest way for high school students to learn new information is from their peers. This isn't any different for students with disabilities. In this section, through selected videos, students will learn what to expect from other students who are new to college. You, as the instructor, may also choose to invite a guest speaker to talk with the students about his or her college experience. Some sample questions to help guide the conversation are included in this section. It can also be helpful to ask your students to contribute questions prior to the conversation with the guest speaker, depending on their comfort level.

Photo courtesy of the University of Maine.

Interview with College Student with a Disability

Time: 30 minutes

Purpose:

To provide high school students with disabilities with an opportunity to interview a college student with a disability about his or her experience transitioning from high school to college. The interview may spark interest in areas the students had not considered exploring. The interview also may answer questions the students had not considered or felt comfortable asking.

Key Concepts:

Exploration, STEM careers, interests

Preparation:

❑ Arrange an interview with a college student with a disability (either in person or via Skype). Be sure to get the interviewee's contact information, if using Skype.

❑ Prior to class, ask students to draft questions or identify topics they'd like more information about. A sample of possible questions, *Questions to Guide Interview of College Student,* can be found following this activity.

❑ If possible, send the college student the questions and topics in advance.

Day of Class:

❑ Establish Skype connection (contact information) with the college student.

❑ Inquire if he or she has had a chance to review the questions or topics that were provided in advance.

❑ Ask the college student what he or she feels is important to share regarding the transition from high school to college and/or choosing a STEM major in college.

Leading the Activity:

Establish Skype connection. Welcome and introduce college student and current students. Invite the college student to share his or her experience of transitioning from high school to college, in addition to answering the questions or addressing the topics sent in advance. Encourage the high school students to share any questions they may have.

Student Participation:

Listen to Skype interview/conversation with the college student with a disability. Ask questions.

Documents/Materials Needed:

⇨ *Questions to Guide Interview of College Student* document found following this activity.

How are you addressing Universal Design for Learning Principles in this activity? Are you:

· Presenting the information flexibly in multiple ways?

· Providing multiple and flexible means for expression?

· Providing multiple and flexible ways to engage the learner?

Questions to Guide Interview of College Student

⇨ Can you tell us a little bit about yourself?

    ◊ What are your interests?

    ◊ What are you studying in college?

⇨ How was it beneficial for you to have started off at a community college?

⇨ How is it different to be going to a larger state university?

⇨ What is it like having a roommate? Are there any challenges?

⇨ What resources have helped you to be successful in school?

⇨ Who are people you can go to for help when you are experiencing difficulty at college?

⇨ What is your favorite thing about college?

⇨ What are some of the tools that you use to help you be successful (examples: organizers, apps, alarms, systems you've created)?

⇨ What would you tell a high school student who is thinking about going to college? What's important for him or her to be thinking about now?

⇨ How did/do you address disclosing a disability?

Photo courtesy of the University of Maine.

Differences Between High School and College

Some students find the change from high school to college to be freeing. Todd, a student with a disability attending the University of Maine explains:

> *"You get to make up your own schedule because with a high school you get to do that but in a college it's generally more spread out and you get to adjust it to your preferences, and you can get food whenever you want, you can't beat that."*

Others find it more challenging. In this section, instructors can use the information to help the students become familiar with some of the more challenging aspects of transitioning from high school to college. Instructors may choose from a variety of activities to follow: a presentation, *Differences Between High School and College* (PDF of a PowerPoint presentation); videos from college professors about their expectations for college students as compared to high school student expectations; guest speaker(s) - invite a college professor to speak with the students; simple tools such as basic rules of etiquette for emailing a professor; and a list of expectations from a college professor.

Differences Between High School and College (Opening Doors to Self-Determination)

Time: 30 minutes

Purpose:

To provide high school students with an understanding of the differences between obtaining an education at the high school and college levels.

Key Concepts:

⇨ Who high schools/colleges must accept

⇨ High school vs. college:

◊ Attendance

◊ Students' rights to support (such as personal care and support personnel)

◊ Managing time and schedules

◊ Modifications

◊ Homework

◊ Assistance from teachers

◊ Grades

⇨ Identifying disability and needed accommodations

⇨ Students self-advocating for supports for their disabilities in the college classroom

Preparation:

⇨ Download and review the Differences Between High School and College (PDF)

University of Maine Center for Community Inclusion and Disability Studies. (2014). *Differences between high school and college (PDF).* Download from https://ccids. umaine.edu/files/2014/06/b-DifferencescollegeHS.pdf

⇨ Familiarize yourself with the Going to College website, Discovering college life section.

Virginia Commonwealth University, Going to College. (2009). *Discovering college life.* Available online at http://going-to-college.org/campuslife/discovering.html

Leading the Activity:

⇨ Project the *Differences Between High School and College* (PDF) presentation on the screen. As you review the pages/slides, involve the students in the conversation; ask for their feedback as opposed to lecturing from the pages/slides only using the notes pages following this activity.

⇨ Review page 5 in the *Opening Doors* document.

⇨ Go to <u>Discovering college life</u> web page and scroll down to review the section titled *Differences Between High School and College*.

How are you addressing Universal Design for Learning Principles in this activity? Are you:

- Presenting the information flexibly in multiple ways?

- Providing multiple and flexible means for expression?

- Providing multiple and flexible ways to engage the learner?

Presentation Notes Pages for "Differences"

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Differences Between High School and College

Slide 1

This presentation considers various criterion and how public high schools and colleges address these differently. It's based on the Wisconsin Department of Public Instruction publication, *Opening Doors to Postsecondary Education and Training: Planning for Life After High School.*

> Wisconsin Department of Public Instruction. (2012). *Opening doors to postsecondary education and training: Planning for life after high school* (32 page PDF). Available online at http://sped.dpi.wi.gov/files/sped/pdf/tranopndrs.pdf

Note to Instructor(s) for Presentation Options:

1. These slides can be shown with the descriptors for both Public Schools and Colleges/Universities visible and discussed as is.

2. Each slide criterion (i.e., Attendance) and only the Public Schools' descriptors can be visible and students can guess what the corresponding descriptors are for Colleges/Universities.

3. Each slide criterion only can be visible and students can guess how the Public Schools and Colleges/Universities' descriptors differ.

4. Slides of this presentation can be printed and taped to poster paper. Students can carousel around the various criterion in small groups or pairs and respond to each. (Were you aware of this criterion and the differences between high school and college? How will you respond to this difference?)

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Who Must Schools Serve?

Public Schools serve students ages 3-21 or until regular high school diploma requirements are met.

Colleges/Universities serve students with disabilities regardless of age; schools may not discriminate in recruitment, during admission, or after admission, solely on the basis of a disability.

Slide 2

Criterion: Who Must Schools Serve?

Public Schools have a broader mission, receive public funding, and are mandated by federal law to serve all students, including students with disabilities.

Colleges may not discriminate in recruitment or admissions, however, they are not obligated to serve all students.

In college, all students have the same expectations for demonstrating their knowledge and skill. (Students with disabilities may have access to ADA accommodations, as noted later in this presentation.)

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Attendance

Public School

- School is mandatory.
- Class attendance is usually mandatory and monitored carefully.

Colleges/Universities

- Students decide to attend and pay tuition per class.
- Attendance policies may vary with each instructor. **Hint:** lack of attendance will negatively impact performance and grades.

Slide 3

Criterion: Attendance

Talking Point:

Students' initial reaction to this criteria may be relief that nobody will be monitoring whether they attend class. However, it is important to discuss the importance of "showing up" and how students will get organized and arrive in class on time.

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Identifying Disability and Needed Accommodations

Public Schools

- Districts are required to evaluate and identify students with disabilities.

Colleges/Universities

- Students are responsible for disclosing their disability and providing current documentation of a disability for each accommodation being requested. They must be *self-advocates.*

Slide 4

Criterion: Identifying Disability and Needed Accommodations

Talking points:

- Do students currently know what accommodations they are receiving? Are they familiar with their IEPs?

- Many students with disabilities have parents or guardians who have become great advocates for them over the years and are quite skilled at getting their children what they need in public school.

- In college, it will become the student's responsibility to do this and to identify (or not) as an individual with a disability.

- If the student is not currently attending his IEP meetings and advocating for the accommodations he needs, what will he need to do to prepare for this task in college?

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Right to Support

Public Schools

- Services include individually designed instruction, modifications, and accommodations based on the student's IEP.

Colleges/Universities

- Reasonable accommodations may be made to provide equal access and participation.

- Colleges and universities do not provide personal care or support personnel. Most colleges and universities have a contact person or center regarding disability support services.

Slide 5

Criterion: Right to Support

Talking points:

- Differences between the supports provided under the Individuals with Disabilities Education Act (IDEA) in high school and the supports provided under the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 in college.

- Difference between a modification (a change in the amount, difficulty, demonstration) of an assignment vs. an accommodation (such as extended time or assistive technology) which allows the student with a disability to access and produce the same body of work as other students.

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Managing Time and Schedule

Public Schools

- Students usually follow a school-directed schedule and proceed from one class to another.

- More time spent in class than studying. Study time outside of class may vary (may be as little as 1-3 hours per week).

Colleges/Universities

- Individual students must manage their own time and schedules.

- More time spent studying than attending class. Students generally need to study at least 2-3 hours outside of class for each hour in class. **Hint**: you may need to work in specific computer labs or use other spaces besides your room to study.

Slide 6

Criterion: Managing Time and Schedule

Talking Points:

- Who currently makes sure that your [the student's] homework is completed and turned in?

- How do you currently keep track of the timelines for various school projects?

- Will these supports for managing your time and schedule be available to you in college? If not, what will you need to do?

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Textbooks

Public Schools

- Textbooks are provided.

Colleges/Universities

- Typically students need to spend between $200 and $500 per semester or more!

Slide 7

Criterion: Textbooks

Talking Points:

- Does the cost for textbooks surprise you?
- Do you know of ways to help reduce these costs? (Examples: sell your books after use or buy used books instead of new.)

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Modifications

Public Schools

- Modifications that change course outcomes may be offered based on the student's IEP. In other words, students may be able to complete courses with less work, shorter tests, etc.

Colleges/Universities

- Modifications that change course outcomes will not be offered. **Hint**: modified high school courses may not be accepted in the admission process.

Slide 8

Criterion: Modifications

Talking Points:

- Ask if someone can give an example of a modification. If not, the instructor should be prepared to give examples; here are two. 1) a class is assigned 25 math problems, but the student needs to complete only 15; or 2) a class is assigned to do a five-page page book report on Sir Walter Scott's historical novel, *Ivanhoe,* but the student can do a shorter book report on an historic novel of his or her choice.

- How might a student who is currently receiving modifications plan to address this as he/she prepares for application to college?

Increasing Access and Success in the STEM Disciplines: A Model for Supporting the Transition of High School Students with Disabilities into STEM-Related Postsecondary Education

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Homework

Public Schools	Colleges/Universities
• Teachers grade and check completed homework.	• Instructors may assume homework is completed and students are able to perform on a test.

Slide 9

Criterion: Homework

Talking Points:

- Ask the students who checks their homework to make sure it is complete and correct before it is turned in to their teacher(s)?

- Who will do that at college?

- What adjustments can the students make now in order to prepare for this shift?

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Assistance from Teachers

Public Schools	Colleges/Universities
• May know students' needs and approach students when they need assistance.	• Are usually open and helpful, but expect students to initiate contact when assistance is needed.

Slide 10

Criterion: Assistance from Teachers

Talking Points:

- Ask students what kind of teacher assistance is currently available to them in high school?

- Do any of the students present have time in the resource room at school? If so, what kinds of assistance are they offered there?

- How many students are there in a typical high school class? (Compare this to a freshman lecture that may have over 100 students in a class.)

- Discuss the importance of a student initiating contact with her or his college instructors/professors to request assistance or ask questions.

Increasing Access and Success in the STEM Disciplines: A Model for Supporting the Transition of High School Students with Disabilities into STEM-Related Postsecondary Education

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Assignments

Public Schools

- Students are expected to read short assignments that are discussed and retaught.

Colleges/Universities

- Substantial amounts of assigned reading and writing may not be directly addressed in class. Disability accommodations may include books on tape, accessible media, or read out loud technologies – availability will vary by college/ university.

Slide 11

Criterion: Assignments

Talking Points

- There is a big difference in the volume of reading and writing at the college level.

- Accommodations are available, but the student must take the initiative and arrange for them.

- Most colleges have a Disability Support Services office (or something similarly named) that is responsible for authorizing students' accommodations.

- (Reassure students not to panic….this is a shift that all students face as they transition to college and it is one that requires some adjustment on their part.) Ask students what they might need to do differently to adjust to this change?

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Lectures

Public Schools

- Teachers often write important information on the blackboard or whiteboard, or project the information on a screen to be copied for notes.

Colleges/Universities

- Instructors and professors may lecture nonstop. If they do write on the board, it may be information to support the lecture and not summarize it. **Hint:** good lecture notes are a must.

- A recording device may be used. Accommodations based on disability may include the use of a smart pen or notetaker.

Slide 12

Criterion: Lectures

Talking Points:

- Many college classes are structured in lecture format and it is imperative that students have a reliable method for capturing and maintaining the ideas and concepts discussed there.

- Ask students how they currently do this in high school. Will these methods be available to them in college?

- What assistive technology (low and high tech) is available to address this need? If the student is approved to receive this accommodation, some professors will make their PowerPoint presentations available. Other students may make a copy of their lecture notes available through the Disability Support Services office. The use of Smartpen technology allows the student to record the lecture audio and synchronize it with his or her handwritten notes.

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Testing

Public Schools	Colleges/Universities
• Testing is frequent and small amounts of material are covered.	• Testing is usually infrequent (2-3 times a semester). Tests may be cumulative and cover large amounts of material. **Hint:** you need to organize material to prepare for tests. Some classes may require only papers and/or projects instead of tests.

Slide 13

Criterion: Testing

Talking Points:

- Ask students how often they currently have quizzes and tests in a subject.

- In college, students may have to write papers or complete projects instead of taking tests. If the professor does require tests once or twice a semester, each will cover a large volume of material. How can students prepare for that?

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Grades

Public Schools

- Good homework grades may assist in raising your overall grade when test grades are lower.

- Graduation requirements may be met with a grade of D or higher.

Colleges/Universities

- Tests and major papers make up the majority of your grade.

- Requirements may be met only if the student's grade point average (GPA) meets departmental standards. **Hint:** departments generally require a 2.0 (grade C) or higher. Specific degrees may have higher minimum GPA requirements.

Slide 14

Criterion: Grades

Talking Points:

- Ask the students, "Do your high school teachers generally allow "extra credit" reports or papers to bring up a low test grade?"

- What is a passing grade in your high school?

- If tests covering large volumes of material and/or papers will make up the majority of your grade in college, will this be a big shift from what is currently expected in your high school? If so, what will help you make that shift?

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Setting Priorities

Public Schools	Colleges/Universities
• Parents and teachers may provide support and guidance and assist with setting priorities.	• Students are responsible for setting their own priorities, including money management and meeting basic needs.

Slide 15

Criterion: Setting Priorities

Talking Points:

- How much autonomy do the students currently have in managing their money, time, and basic needs?

- Ask students, "Do you receive an allowance? If yes, how is that money spent? How is money saved?"

- In college, how might this change?

- Ask students, "While this may initially look entirely positive ('Finally, I'm in control of my own money and time!'), what issues can you foresee arising from this shift in responsibility?"

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Adapted from the following:

Wisconsin Department of Public Instruction. (2012). *Opening doors to postsecondary education and training: Planning for life after high school*. (PDF). Available online at http://sped.dpi.wi.gov/files/sped/pdf/tranopndrs.pdf.

Slide 16

College Professor Expectations: Differences Between a College and High School Classroom

Time: 45 minutes

Purpose:

To help high school students with disabilities understand the general differences between high school and college classrooms.

Key Concepts:

⇨ Student expectations, expectations of college professors, appropriate classroom behavior, disability supports in a college classroom, [postsecondary] students' right to privacy regarding their educational records

Preparation:

⇨ Identify a college professor who is willing to address your group of students, either in person, preferably; or through videoconferencing technology such as Skype.

⇨ Test the Skype connection, if the professor is joining you from a distance. Make sure you have contact information for the professor.

⇨ Gather the appropriate signed release forms from the professor and your students, if the session will be recorded.

⇨ Using the *College Professor Interview Questions* handout in this section as a guide, discuss possible questions and topics that you would like the professor to discuss.

⇨ Gather any information or handouts that the professor would like to share with the students. Prepare photocopies or add electronic files to students' flash drives.

⇨ Ask the professor if she or he is comfortable taking questions from the students.

⇨ Review the handout [Email Etiquette (Doc)](#).

> Virginia Commonwealth University, Going to College. (2009). *Email etiquette* (Doc). Available for download from http://going-to-college.org/docs/emailetiquette.doc. Also available from https://ccids.umaine.edu/files/2014/06/emailetiquette.doc.

⇨ Review the handout, *Expectations of College Professors,* found at the end of this activity.

Leading the Activity:

⇨ Welcome and introduce the guest speaker either in person or via Skype.

⇨ Follow the list of questions that you and the professor agreed upon.

⇨ Ask follow-up questions of professor as appropriate.

⇨ Engage students in the conversation as appropriate.

⇨ Follow up with the students using the following questions:

◊ Were there expectations that surprised you?

◊ What would you do if…

- you got antsy in a long class?

- you didn't understand the material covered?

- your best friend is texting or messaging you in class?

- you have a big test the next day and you are invited to a party?

Share resources:

⇨ *College Professor Interview Questions*

⇨ *Email Etiquette*

⇨ *Expectations of College Professors*

Follow up with the same questions and resources listed above for the guest speaker.

Student Participation:

Students will engage in the discussion with the professor by asking questions.

Comments from previous students:

⇨ They liked the part where they got to think about their parents not having access to their grades and their college experience.

⇨ *Questions they asked:*

◊ What do you do if the buildings are big and you have to navigate that?

How are you addressing Universal Design for Learning Principles in this activity? Are you:

- Presenting the information flexibly in multiple ways?
- Providing multiple and flexible means for expression?
- Providing multiple and flexible ways to engage the learner?

College Professor Interview Questions

⇨ Can you tell us a little about your role at the college or university? What do you teach?

⇨ From your experience, what are some of the differences between a high school and college classroom?

◊ Teacher expectations in assignments?

◊ Attendance?

◊ Use of electronics/mobile devices in the classroom?

◊ Responsibility for missing class and making up the work?

⇨ What is the best way for a student to get the support they need for their disability in your classroom, or any college classroom?

⇨ As a college professor, what are your responsibilities under the ADA?

◊ Confidentiality?

◊ Providing accommodations?

⇨ What would you tell a high school student to be thinking about now to be prepared for college?

⇨ What are some rules/expectations that you have in your classroom for students?

⇨ Do you think these expectations are different from a high school classroom? Do many professors share your expectations?

⇨ What do you think is the biggest challenge students face when they get to college?

⇨ What are some of the resources that students can access if they are struggling personally or academically at your college or university?

Expectations of College Professors

⇨ Classroom attendance is important.

⇨ If you have to miss a class because of illness or unavoidable circumstances, it is your responsibility to get the notes, assignments or ask questions about the material covered.

⇨ Understand that there is a direct correlation between missed classes and low grades.

⇨ Arrive at the class on time so you do not disturb other students or lecturers.

⇨ *Come prepared* for each class having completed the assigned reading or other assignments.

⇨ Pay attention to what the professor is saying.

　◊ Turn off your cell phone!

　◊ No texting or playing video games!

　◊ Take notes.

⇨ Participate fully in the class by:

　◊ Listening

　◊ Asking questions (relevant to the material)

　◊ Contributing your insights or experience relevant to the topic being discussed

⇨ Do not take up classroom time with questions or comments that are not relevant to the learning of all students. Make an appointment to discuss those questions or comments with the professor outside of classroom time.

⇨ Be open to learning new ideas and concepts…and be respectful of opinions other than your own.

⇨ Demonstrate your desire to learn by working hard.

Getting Accommodations

Many high school students with disabilities and their families find the transition from the provisions of the Individuals with Disabilities Education Act (IDEA) for students in grades K-12, to the Americans with Disabilities Act of 1990 (ADA) for postsecondary students, to be challenging. In this segment, the activities are intended to accomplish the following: help students understand the difference between a modification and an accommodation; determine the process for getting needed accommodations on a college campus; and review a tool to guide students in the flow of the accommodation process. It can be helpful to ask students and their families to review their own IEP or 504 plans prior to completing the activities in this section. It may create more impact for the students to compare the process to their own identified goals.

Accommodations vs. Modifications Activity

Time: 15 minutes

Purpose:

Students will understand the differences between accommodations and modifications and how these may impact their field of study in postsecondary education.

Key Concepts:

⇨ What is a modification?
⇨ What is an accommodation?
⇨ What is the difference?

Preparation:

Review the document, *Accommodation vs Modification*, on the following page.

Leading the Activity:

⇨ Ask students to define the term, "accommodations," based on their current understanding and chart their responses.

⇨ Download and display the document, <u>Accommodation vs Modification (PDF)</u>, on a screen with the LCD projector.

> University of Maine Center for Community Inclusion and Disability Studies. (2014). *Accommodation vs modification* (PDF). Available to download from https://ccids.umaine. edu/resource/accommodation-vs-modification/

⇨ Discuss the differences between accommodations and modifications that are listed in this document.

Student Participation:

Students will participate in a group discussion about the differences in accommodations and modifications.

Documents/Materials Needed:

⇨ Chart paper and markers
⇨ Have LCD projector set up with screen and the document entitled, *Accommodations vs Modifications*

How are you addressing Universal Design for Learning Principles in this activity? Are you:

· Presenting the information flexibly in multiple ways?

· Providing multiple and flexible means for expression?

· Providing multiple and flexible ways to engage the learner?

Accommodation vs Modification

What is an accommodation?

Accommodations are supports and services provided on college campuses so **qualified** students with disabilities have equal access and opportunity to benefit from classes, programs and activities. Academic accommodations must be **authorized** by a specific office on campus—generally known as the *disability support services office*—and are **determined on an individual basis.***

Accommodations are offered to **college students** as a right under the ADA.

Fig. 1: Student in a quiet testing area.

Virginia Commonwealth University, Going to College. (2009). *Getting accommodations*. Available online at http://going-to-college.org/campuslife/accommodations.html

What is a modification?

Usually, a **modification** means a *change in what is being taught to or expected from the student*. Making an assignment easier so the student is not doing the same level of work as other students is an example of a modification. Modifications are made for students with disabilities who are unable to comprehend all of the content an instructor is teaching.

Modifications are offered to students with disabilities in **public schools** under IDEA.

Fig. 2: Student working with one-on-one attention.

Modifications Often Used in High School (but disallowed in college)

⇧ Fewer questions on test (test covers less material)

⇧ Writing a five-page paper instead of a ten-page paper

⇧ Using a different curriculum

⇧ Less reading

⇧ One-to-one support

⇧ Not being held accountable for spelling

⇧ Reminders to complete assignments

⇧ Prompts to make up work

⇧ Smaller class sizes

⇧ Summary sheets/study sheets/outlines of most important facts

⇧ Presentation of materials in smaller steps

⇧ Options to raise a lower grade with extra credit projects

⇧ Assignment notebooks filled out and tracked by teachers/parents

⇧ Additional time with teacher to review/drill

Accommodations Often Used in College

⇧ Sign language interpreters for students who are deaf;

⇧ Text-to-speech computer-based systems for students with visual impairments or Dyslexia;

⇧ Extended time for students with fine motor limitations, visual impairments, or learning disabilities;

⇧ Large-print books and worksheets for students with visual impairments; and

⇧ Trackballs and alternative keyboards for students who can't operate standard mice and keyboards.

⇧ Priority registration

⇧ Exam accommodations (e.g., extended time on tests, readers, scribes, proctors)

⇧ Testing in a room with limited distractions

⇧ Interpreters

⇧ Textbooks in an alternate format

⇧ Notetaker

⇧ Course substitution

Accommodation Process

Time: 15 minutes

Purpose:

To help high school students with disabilities understand what their accommodations are, how to access them at a college or university and where they can go for support.

Key Concepts:

Accommodation, self-advocacy

Preparation:

⇨ Print or provide electronically The accommodation process document.

> Virginia Commonwealth University, Going to College. (2009). *The accommodation process (Doc)*. Available to download online at http://www.going-to-college.org/docs/accommodationprocess.doc. Also available for download from https://ccids.umaine.edu/files/2014/06/accommmodationprocess.doc

⇨ Prepare the following questions to ask students after they review the document:

◊ Who is responsible for getting the documentation of disability?

◊ Who is responsible for determining eligibility for accommodations?

◊ Who must provide accommodations that are approved by the university?

⇨ Preview the video from the Going to College, Getting Accommodations web page.

> Virginia Commonwealth University, Going to College. (2009). *Getting accommodations*. Available online at http://going-to-college.org/campuslife/accommodations.html

Leading the Activity:

⇨ Have students read through the *The accommodation process* document.

⇨ Project or provide on paper the following questions:

◊ Who is responsible for getting the documentation of disability?

◊ Who is responsible for determining eligibility for accommodations?

◊ Who must provide accommodations that are approved by the university?

⇨ Write student responses on chart paper or project them on a screen.

⇨ After discussion and input from all students, show the video from the Going to College, Getting Accommodations web page.

Student Participation:

Students will contribute their answers to the conversation, as well as provide feedback about the video activity.

Documents/Materials Needed:

⇨ *The accommodation process* document

Virginia Commonwealth University, Going to College. (2009). *The accommodation process (Doc)*. Available to download online at http://going-to-college.org/docs/accommodationprocess.doc

⇨ Chart paper and markers (optional)

How are you addressing Universal Design for Learning Principles in this activity? Are you:

- Presenting the information flexibly in multiple ways?
- Providing multiple and flexible means for expression?
- Providing multiple and flexible ways to engage the learner?

Disability Disclosure

A University of Maine student described his own decision to disclose his disability:

> *But as time moves on it kind of gets easier in an academic – its kind of a more casual thing because you realize that there are so many more kids in that same boat as you that do the same thing.*

In this segment, students learn through videos and guided discussions about the pros and cons of the personal choice of disclosing their disability. They will also gain understanding of what that choice can mean for needed supports in their academic programs at college.

Photo credit: Edwin Remsberg.

Disability Disclosure

Time: 25 minutes

Purpose:

For students to understand the nature, importance and implications of their personal decision to disclose their disability.

Key Concepts:

⇨ What does "disability disclosure" mean?

⇨ What are the pros and cons related to the student's decision whether to disclose his/her disability?

Preparation:

(Please see **IMPORTANT NOTE** to the Instructor(s)** below.)

Leading the Activity:

Part A:

⇨ Group discussion (or as a carousel) with responses recorded on chart paper. The instructor asks the following questions:

◊ "What does the word, "disclosure," mean?"

◊ "What does it mean to "disclose your disability?"

◊ "To whom might it be important or helpful to disclose your disability?

◊ "To whom might you not need or want to disclose your disability?"

◊ "What are the pros and cons of disclosing your disability at college?"

Part B:

⇨ Show the student video from the [Going to College, Sharing your disability](#) web page and ask the students for comments/feedback.

Virginia Commonwealth University, Going to College. (2009). *Sharing your disability*. Available online at http://www.going-to-college.org/campuslife/sharing.html.

Additional Resources:

⇨ [The 411 on Disability Disclosure: A Workbook for Youth with Disabilities (99 pg PDF)](#)

National Collaborative on Workforce and Disability (n.d.). *The 411 on disability disclosure: A workbook for youth with disabilities* (99 pg. PDF). Available online at http://www.ncwd-youth.info/wp-content/uploads/2016/10/411_Disability_Disclosure_complete.pdf

Student Participation:

Students will participate in the group process either orally, or in written format, if the carousel option is used, as noted above.

Documents/Materials Needed:

⇨ Chart paper and markers

⇨ Computer and LCD projector

**<u>IMPORTANT NOTE to the Instructor(s)</u>: Students are often at varying levels of understanding and acceptance of their disabilities. Classroom or group discussions about the specific nature of students' disabilities may be both uncomfortable for a student and/or have the potential for abridging his or her right to confidentiality. For these reasons, staff on the Increasing Access and Success in the STEM Disciplines project chose not to have these sensitive conversations as part of their class time. *It may be more appropriate and useful to assign <u>homework</u> related to the specific nature of the disability and how this impacts the student's performance.* One way of approaching this might be to suggest that the student and his or her parents or guardian look at the student's documentation of disability on the IEP and make a list of associated strengths and challenges. This exercise will assist the student with being able to clearly articulate his or her disability in preparation for disclosure if he or she so chooses.

As an alternative, the instructor(s) may suggest the following*:*

Download*The 411 on Disability Disclosure: A Workbook for Youth with Disabilities (99 pg. PDF)* found at http://www.ncwd-youth.info/411-on-disability-disclosure.

1. **Students and parents/guardians read Unit 6**: "Why, When, What, to Whom, and How?" regarding disability disclosure.

2. **Complete "My Practice Script"activity on pages 11 and 12 of Unit 6.** Read the instructions provided on how to describe or write a brief script sharing their disability, strengths and accommodation needs. Write, record or dictate their own brief script and put into their portfolio.

(**This activity can be done even if the student has decided not to disclose** his or her disability to anyone else. It is a good exercise in thinking positively about strengths and needs.)

How are you addressing Universal Design for Learning Principles in this activity? Are you:

• Presenting the information flexibly in multiple ways?

• Providing multiple and flexible means for expression?

• Providing multiple and flexible ways to engage the learner?

Disability Support Services: Accommodations

Every new college student with a disability must navigate the challenge of getting the supports he or she needs to succeed. The goal of this activity is to provide students with experience in locating supports for their disability on the college campus, as well as the documentation required to obtain these supports. The activity is structured as a scavenger hunt to encourage students to seek the information.

Photo credit: University of Maine Center for Community Inclusion and Disability Studies.

Disability Support Services—Scavenger Hunt

Time: 20 minutes

Purpose:

To show students where to seek supports for accommodations in college. To show students examples of the forms and necessary documentation to acquire accommodations.

Key Concepts:

Accommodations, disability supports

Preparation:

⇨ Review the information from the University of Maine, Disability Support Services' website.

> University of Maine. (2014, June 3). *Disability support services*. Retrieved from http://www.umaine.edu/disability.

⇨ Review the information from the Skidmore College, Office of Student Academic Services, Common Accommodations web page.

> Skidmore College. (2014, June 3). *Common accommodations*. Retrieved from http://cms.skidmore.edu/academic_services/accessibility/commonaccommodations.cfm.

Leading the Activity:

⇨ Go to the University of Maine, Disability Support Services' web page, scroll down to the "How do I get testing accommodations?" section and show the video.

⇨ Provide the students with the links to both the University of Maine, Disability Support Services' website and Skidmore College, Office of Student Academic Services, Common Accommodations web page:

◊ Have students complete a scavenger hunt between the two websites using the *Scavenger Hunt Disability Support-Accommodations* document found on the next page.

Student Participation:

Students will view the website(s), and complete the scavenger hunt.

Documents/Materials Needed:

Scavenger Hunt Disability Support-Accommodations.docx

How are you addressing Universal Design for Learning Principles in this activity? Are you:

• Presenting the information flexibly in multiple ways?

• Providing multiple and flexible means for expression?

• Providing multiple and flexible ways to engage the learner?

1. Where do you find disability support information on this college's website?

   _____

   _____

   _____

2. Are there forms or guidelines for documentation of disability that you have to complete on the website to get accommodations?

   _____

   _____

   _____

3. What are the accommodations discussed on the website that the college will provide?

   _____

   _____

4. What are some examples of accommodations that are listed on the website?

   _____

   _____

5. Are there any other resources discussed on either website to support academic success?

   _____

   _____