



Transition Planning and Preparation for Students with Disabilities

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Frequently Asked Questions

And Statements re SWDs



- ✓ We don't want him/her to feel different so we don't talk about the disability
- ✓ The student always has an aide to help him stay on task
- ✓ The teacher provides her a copy of the important points from the lecture
- ✓ When there is any pressure he throws a fit, so we keep it stress free
- ✓ The student gets 2 multiple choice answers vs. 4
- ✓ He is on grade-level and isn't a behavior problem, so no need for services
- ✓ Math is too hard for her, so we should waive it, right?
- ✓ The student is a genius, why waste his time on homework or "busy work"
- ✓ We want to focus on school, so we won't make him get a job



All too common path of beginning students with disabilities



Special Ed is all done

No more disability

I want to be like everyone else

STRESS

I am overwhelmed

What's wrong with me

Depression, isolation

CRASH

Cleaning up "the mess"

Lost time, money, resources

maybe irreparable damage

Maybe I do need DS.....



Toto! We are not in Kansas anymore!!!

Everything changes:

- The laws
- Who is in charge
- Expectations
- Temptations
- Consequences
- Accommodations
- And for students with ASD.....

What Do Millennials with Disabilities Want as Accommodations

- Attendance exceptions
- Extra time on exams
- Exams in separate rooms
- Private residence hall rooms
- Note takers (even when they are absent)
- Reduced courseloads at full time status
- Books on tape, on ipods, mp3 players, etc. etc.
- Course waivers
- Tutors
- Emotional support pets



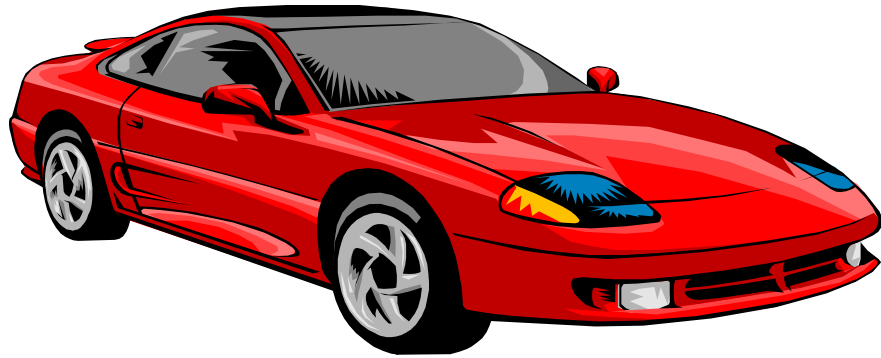
K12:

College:



- 5-6 hours/day of classes
 - 1-2 hrs/day HW
 - Frequent quizzes, non-cumulative tests
 - Teaching content from textbooks
 - 25-20 students
 - One building
 - Teachers, parents in charge
- 4-5 classes each 3-4 hours/week
 - 2 hrs/day/class hour
 - 2-3 cumulative exams/semester
 - Research, primary sources
 - 10-300 students
 - Entire campus
 - You are in charge

Who is the Driver?



- K12
 - Parents/Guardians
 - Teachers
 - Counselors
- After K12
 - The Student



Shift in Responsibility

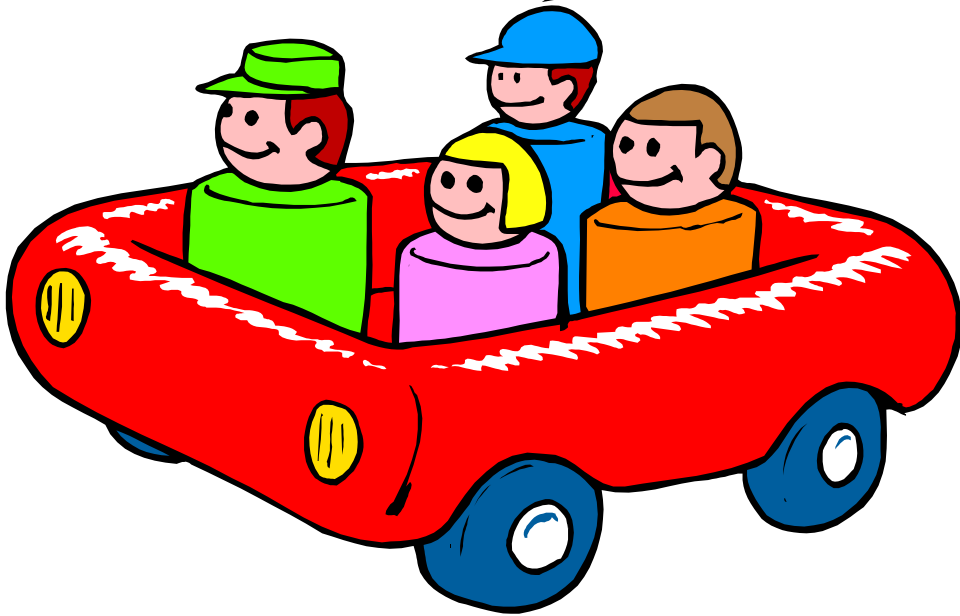


Issues	Secondary	Post-Secondary
Identification	School/Parent/Team	Student
Assessment	School/Team	Student
Programming	School/Parent/Team	Student & Institution or employer
Advocacy	School/Parent/Team	Student
Decision Making	IEP Team	Student
Transition Planning	IEP Team	Student

Change the Way you think

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

! should...
! need to...
! did not



Self Advocacy



Becoming an adult is a challenging process. In order to be successful in making the transition from school to adult life, you will need to learn to advocate for yourself. Making decisions by yourself and expressing your needs are important elements in becoming an adult. You will need to take some risks to gain control over your life. Self-advocacy is:

- ✓ **Taking responsibility for your own life**
- ✓ **Knowing your responsibilities**
- ✓ **Knowing your rights**
- ✓ **Making choices**
- ✓ **Asking for help when needed**
- ✓ **Understanding your disability, how it affects learning; how accommodations can help you in learning and life.**

The Laws: IDEA versus ADA

IDEA

- Responsibility on **PARENT**
- **/SCHOOL** for provision of services
- Insures **SUCCESS**
- IDEA : **EDUCATION** law
- **ENTITLEMENT**
- **SPECIAL** accommodations
- Focus is on the **DIAGNOSTIC LABEL**
- **Disability = One of 13 categories**

ADA

- Responsibility on the **STUDENT** to initiate provision of services
- Insures **EQUAL ACCESS**
- ADA: **CIVIL RIGHTS** law
- **ELIGIBILITY**
- **REASONABLE** accommodations
- Focus is on the **FUNCTIONAL IMPACT**
- **Disability = Impairment + Substantial Limitation+Major Life Activity**

IDEA

All students are **entitled** to a free and appropriate public education in the least restrictive environment

Only qualification is age



ADA/504

No **otherwise qualified** person shall solely by reason of disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity (receiving federal funds- Section 504 of the Rehab Act)



The Medical Model versus the Social Model



The person with disability:

- Is the problem
- Needs to be fixed
- Is dependent
- Relies on society to help
- Is defective, ill, less than...And depends on help
- Underestimates the
- potential to contribute to society

The disability results from:

- Barriers in the environment
- Negative attitudes
- Discrimination
- Is an aspect of diversity
- Impairment and functional limitation are more accurate terms
- Ableism



Implications



- If a student doesn't request (or refuses) an accommodation, the consequences of that action belong to the student.
- DS offices do not ensure that a student requests accommodation.
- Typically, DS offices or employers do not determine or provide accommodation without student involvement.

Implications



- Civil rights laws do not mandate a safety net.
- There is no guarantee of success.
- Students with disabilities must perform at the same level that is expected of all students in academic & professional programs.
- It is legal for a student with a disability to flunk out of college or be fired.

Considerations:



- ✓ Does the student indicate desire to go to college?
- ✓ Does the student have a realistic educational goal?
- ✓ Does the student understand their disability and the types of support needed?
- ✓ Does the college of choice have the appropriate support?
- ✓ Does the student have the necessary independent living skills for the chosen college? (mobility, print access, medication)
- ✓ Does the student's academic skills match the college's expectations?

Postsecondary



- ✓ Consider community college, vo-tech, and others
- ✓ Plan early: include guidance counselors/others for accommodations on ACT/SAT
- ✓ Visit, visit , visit
- ✓ Disclosure for services
- ✓ Social skills
- ✓ Organization & study skills



Prepare Them **NOW**



Great resource !

Planning Guide for Students Entering Post-
Secondary Education Programs

[http://education.state.mn.us/mdeprod/groups/
SpecialEd/documents](http://education.state.mn.us/mdeprod/groups/SpecialEd/documents)

Reality check for student



- Another AP credit does NOT make up for poor hygiene
- Fast food or astrophysics, you still have to be on time
- College is NOT about studying your special interest
- If you didn't do it at home, you won't at college
- Students considered adults, even if developmental disability
- You CAN fail at college
- The smartest people do ask for help
- Guess what! You do have to work in a group

Major Skills expected from Beginning College Students



- Classroom Preparation
 - Study habits/ test taking skills
 - Self advocate
 - Organized
- Social Skills
 - Interact according to social norms
 - Deal with criticism, peer pressure
 - Use telephone and email effectively
- Independent Living Skills
 - Locate help when needed
 - Use leisure time effectively
 - Carry out basic skills: laundry, shopping, cooking, managing money



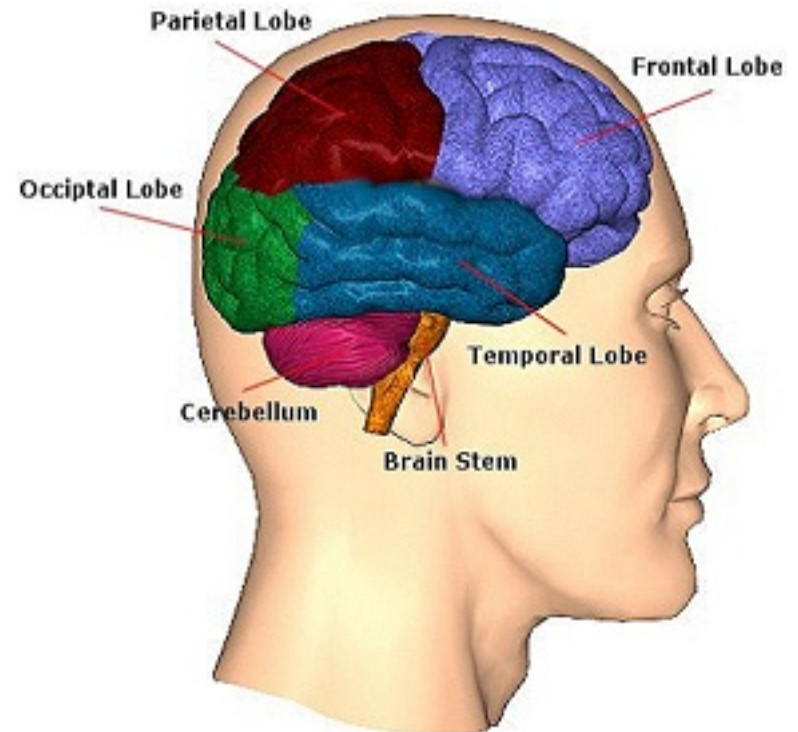
“Can he **PASS** the course?
He could have **written**
the textbook!

But...it doesn't matter if he can't get to class!”

Quote from physics professor, U of M

Executive Function

- Frontal lobe functions:
 - Emotional-Regulation
 - Inhibition of Impulsive Responding
 - Planning & Organization
 - Goal Directed Behavior
 - Attention
 - Problem Solving
 - Working Memory
 - Shifting Set



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“How do they expect us to learn time management when every hour here feels like three hours, a week feels like a year, and the weekends fly by like ten minutes?”

Reality Check for Parents



- Who is going to wake him up?
- Limited access (FERPA)
- What about vulnerability?
- But that course was waived in H.S.
- He is still smarter than everyone else

Learned Helplessness:

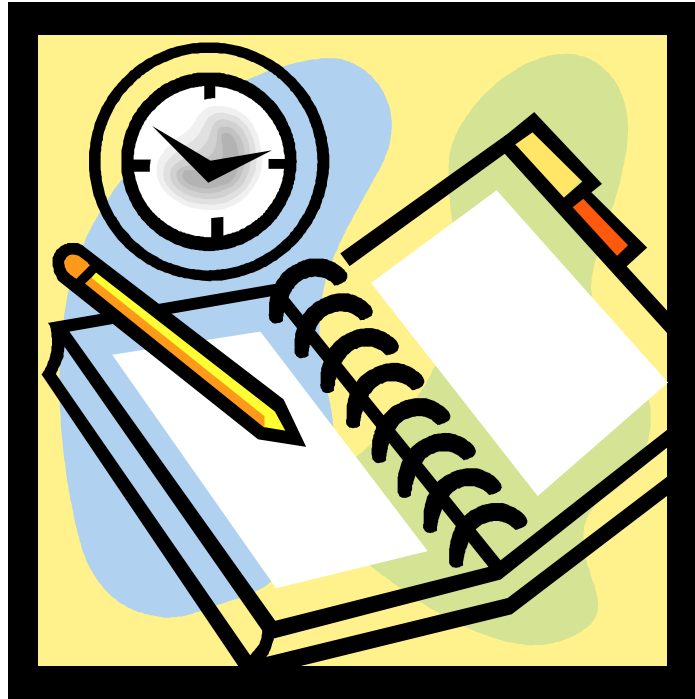


Learned helplessness as a conditioning system results in the view that power resides in the system not the individual and creates dependence on the system for survival.

If humans feel as though they can not control their environment this lack of control will impair learning in certain situations. The effect of learned helplessness is a lack of self-confidence, poor problem solving, wandering attention and feelings of hopelessness. It results in lagging social skill development and academic mastery.

Children become extrinsically rather than intrinsically motivated due to their failures. A child suffering from learned helplessness will ultimately give up gaining respect through academic performance and turn to other domains for solace.

The Importance of schedules



Partial Schedule for Christopher

From the curious incident of the dog in the night-time

7:20 a.m.	Wake up
7:25 a.m.	Clean teeth and wash face
7:30 a.m.	Give Toby food and water
7:40 a.m.	Have breakfast
8:00 a.m.	Put school clothes on
8:05 a.m.	Pack schoolbag
8:10 a.m.	Read book or watch video
8:32 a.m.	Catch bus to school
8:43 a.m.	Go past tropical fish store
8:51 a.m.	Arrive at school
9:00 a.m.	School assembly
9:15 a.m.	First morning class
10:30 a.m.	Break
10:50 a.m.	Art class with Mrs. Peters
12:30 p.m.	Lunch
1:00 p.m.	First afternoon class
2:15 p.m.	Second afternoon class

Reality Check for Teachers And Parents



- Can't you make him
- But he was the smartest in H.S
- College won't assign a buddy?
- He CAN'T do a foreign language
- Maybe we shouldn't have taken the diploma

STRESS



Stress Reduction Kit



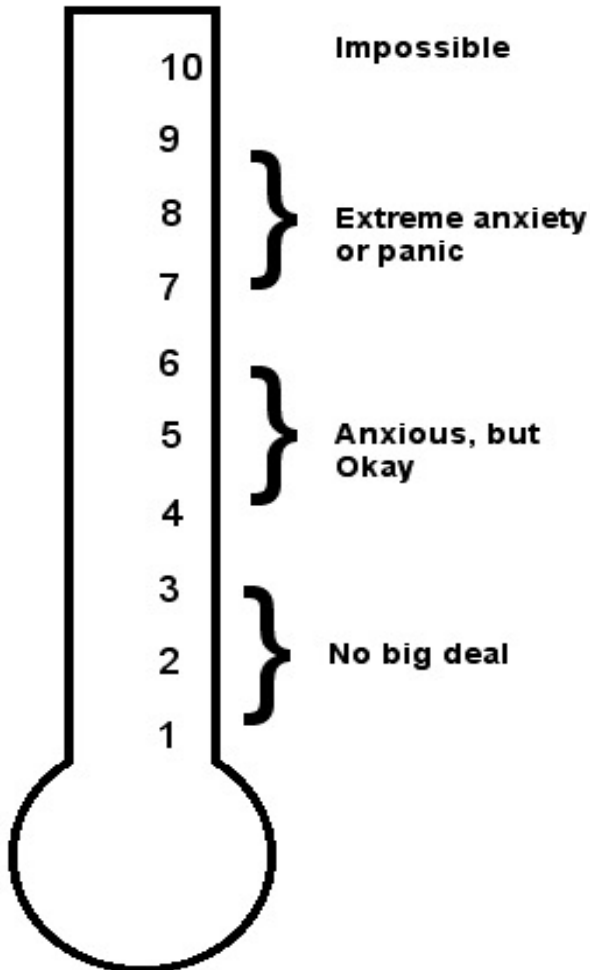
Directions:

1. Place kit on FIRM surface.
2. Follow directions in circle of kit.
3. Repeat step 2 as necessary, or until unconscious.
4. If unconscious, cease stress reduction activity.

NEW + Change = STRESS!!!



Stress Thermometer



- Lack of clarity
- Being misunderstood
- Social situations
- Confusion/chaos
- Unstructured time
- Having to rush
- Change/novelty
- Having things not go the way you wanted

$$c = a + b + d$$

$$c = (\pi \cdot 8 \cdot (\Omega - 10^\circ) + 3\alpha + 2 \cdot 3 \ln 11)^2$$

$$c = (\pi \cdot 8 \cdot \log \frac{1}{2} + 3\alpha + 6 \ln 11)^2$$

$$c = \left[\int_{x_1}^{x_2} \sum_{i=1}^{\infty} \alpha dx + \frac{3[(3+7x)^2 + 6 + 3\pi]}{(5+y)(8+z)+1} + 6 \ln 11 \right]^2$$

$$c = \left[\int_{x_1}^{x_2} \sum_{i=1}^{\infty} \frac{(3+7x)^2 + 6 + 3\pi}{(5+y)(8+z)+1} dx + \frac{3[(3+7x)^2 + 6 + 3\pi]}{(5+y)(8+z)+1} + 6 \ln 11 \right]^2$$

$$c = \left[\int_{x_1}^{x_2} \sum_{i=1}^{\infty} \frac{(3+7x)^2 + (\beta - 180^\circ) + 3\pi}{(5+y)(8+z)+1} dx + \frac{3[(3+7x)^2 + (\beta - 180^\circ) + 3\pi]}{(5+y)(8+z)+1} + 6 \ln 11 \right]^2$$

$$c = \left[\int_{x_1}^{x_2} \sum_{i=1}^{\infty} \frac{\sqrt{3+7x} + (\beta - 180^\circ) + 3\pi}{\frac{(5+y)(8+z) + \log 8}{10\Omega - 6\pi - 1}} dx + \frac{3[\sqrt{3+7x} + (\beta - 180^\circ) + 3\pi + 6 \ln 11]}{\frac{(5+y)(8+z)}{10\Omega - 6\pi - 1} + \log 8} \right]^2$$

$$c = \sqrt{\left[\int_{x_1}^{x_2} \sum_{i=1}^{\infty} \alpha dx + \frac{3[\sqrt{3+7x} + (\beta - 180^\circ) + 3\pi]}{\frac{(5+y)(8+z)}{10\Omega - 6\pi - 1} + \log 8} + 6 \ln 11 \right]^2}$$

$$c = \sqrt{\left[\int_{x_1}^{x_2} \sum_{i=1}^{\infty} \alpha dx + \frac{3[\sqrt{3+7x} + (\beta - 180^\circ) + 3\pi]}{\frac{(5+y)(8+z)}{10\Omega - 6\pi - 1} + \log 8} + 6 \ln 11 \right]^2}$$

$$c = \sqrt{\left[\int_{x_1}^{x_2} \sum_{i=1}^{\infty} \alpha dx + \frac{3[\sqrt{3+7x} + (\beta - 180^\circ) + 3\pi]}{\frac{(5+y)(8+z)}{10\Omega - 6\pi - 1} + \log 8} + 6 \ln 11 \right]^2}$$

Prepare Them **NOW!**



Adults should:

- ✓ Quit being the snooze alarm
- ✓ Help student make own appointments, refill own meds
- ✓ Force using a time management system
- ✓ Increase responsibilities at home
- ✓ Use of timers rather than Mom
- ✓ Allow natural consequences
- ✓ Family must realistically assess readiness vs. demands of given job or college

The Incredible 5 Point Scale



Social narrative that teaches a student about :

- How to manage Stress
- Determine appropriate social Behaviors

**** See A 5 is Against the Law**

Author: Kari Dunn Buron



The Incredible 5 Point Scale

	Looks Like	Feels Like	I Can Try To
5	Yelling	My head will probably explode	Go to my safe place, call the boss
4	Making fun of me	Nervous	Go see my boss
3	Asking lots of questions I can't answer	Bad mood, grumpy	Stay away from this guy
2	Talking a little	Okay	I'm alright
1	Quiet	I'm doing a really good job	Enjoy being happy

Prepare Them **NOW!**



- ✓ Taper off use of aides
- ✓ Use timed testing
- ✓ Ask teachers for clarification
- ✓ Use assistive technology

Student Support Systems



- ✓ To build support systems, students should be encouraged early in the process to become socially involved in their school of choice.
- ✓ The more socially involved a student is, the more academically committed they tend to be.
- ✓ Support departments are located throughout college campuses. Students should locate and learn about all departments.

*Disabilities Offices *Math Labs *Writing Lab
*Tutoring *Counseling
*Computer Labs *Mentor Programs
*Extra-curricular clubs

Documentation



- Accommodations based on **CURRENT** impact of condition (8th grade eval is NOT current)
- IEPs and 504 are plans, not documentation
- Prescription pads not accepted
- Diagnosis coded in DSM IV
- Recommendations are suggestions only
- Psychologists, psychiatrists, speech path., OT
- Neuropsychological eval is best

Reasonable Accommodations



A **reasonable** accommodation is a modification or adjustment to a course, program, service, job, facility, or activity that enables a **qualified** person with a disability to have an **equal** opportunity to participate.



Possible Accommodations at High School	High School	Postsecondary Education
46. Highlighted texts or study guides	P	
47. Reduced number of assignments	P	
48. May leave class to control own behavior	P	
49. Spelling/grammar not graded on assignments	P	
50. Re-take tests without penalty	P	
51. Extra set of texts at home	P	
52. Free typing	P	
53. Classroom aide/Personal Care	P	
54. Unlimited excused absences (due to disability)	P	
55. Waiver from group work	P	

Fundamental Requirements



- Academic requirements that are essential to programs of instruction (e.g. spelling for teacher education, math for engineering major)
- Modifications should not fundamentally alter educational programs or compromise academic standards

What are **NOT** Reasonable Accommodations



- ✓ Fundamentally altering a requirement (examples: attendance, group projects, oral speaking, etc)
- ✓ Code of Conduct versus manifest Determination
- ✓ Accepting violent or abusive behaviors
- ✓ Personal services such as toileting, clothing management, feeding, medications, etc.
- ✓ Aides or paras to keep student on task or monitor behaviors

Prepare Them **NOW**



- ✓ Get current, comprehensive assessment
- ✓ Make sure all areas impacted are addressed (depression, anxiety, OCD, ADHD)
- ✓ Include all relevant medical providers
- ✓ Connect with DVR for funding
- ✓ Practice reading and understanding your assessment
- ✓ Know strengths and weaknesses
- ✓ Practice disclosing to teachers

Prepare Them **NOW!**



Students with disabilities **MUST** be able to describe the impact on:

- Academics
- Housing issues
- Hygiene or self care
- Dietary issues
- Sensory overload issues
- Stress tolerance in general
- Transportation issues
- Behavior and conduct issues
- Secondary conditions

How to Prepare **NOW!**



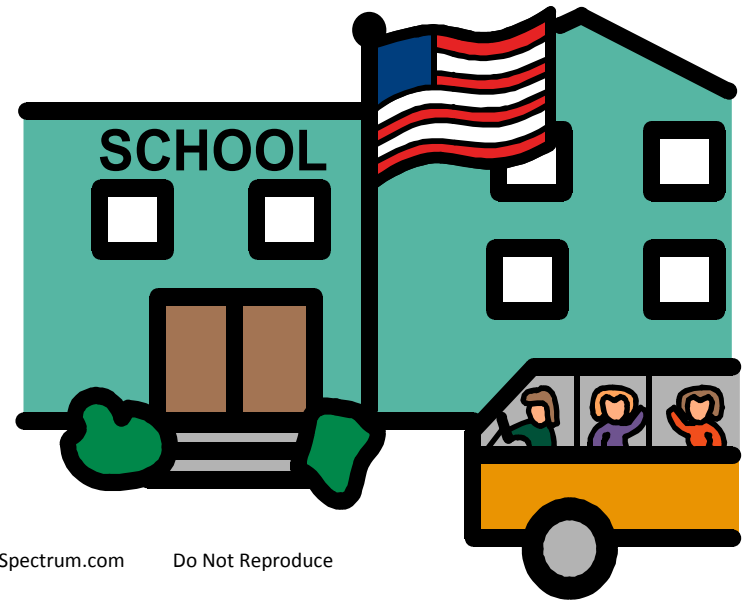
The Student should:

- ✓ Run own IEP meetings
- ✓ Schedule own appointments
- ✓ Refill own meds
- ✓ Use a time management system
- ✓ Volunteer experience or job
- ✓ Take independent living skills class
- ✓ Get help with social skills

School Age Programming for Transition Success



- ✓ Embed social skills to solve academics vs. social skills dilemma
- ✓ Community based work experience
- ✓ Daily living skills
- ✓ Self determination skills



Electronic Resources on Transition Planning



- ✓ Project C3MN-identifies local services and training available to youth in transition
- ✓ [The 411 on Disability Disclosure: A Workbook for Youth with Disabilities](http://www.ncwdyouth.info/resources_&_Publications/411.html)-http://www.ncwdyouth.info/resources_&_Publications/411.html
- ✓ eFolio-assists students in creating an electronic portfolio of their work
- ✓ Ten Sigma- targets transition, prepares SWD for higher education
- ✓ ISEEK- MN. website for career, education and employment exploration
- ✓ Youthhood.org-helps teens plan their futures
- ✓ Mntransfer.org-outlines articulation agreement for transferring credits
- ✓ www.swsc.org/programsservices/- transition resource guide
- ✓ <http://www.autism-center.com/asd/autism-and-transition-and-adolescents.php>
- ✓ www.heath.gwu.org- online resource for educators

Division of Vocational Rehabilitation



The DVR assists individuals with physical or mental disabilities in becoming employable. Services include diagnostic and evaluation services to help establish eligibility, guidance, counseling, education and training.

<http://www.deed.state.mn.us/rehab/college.htm>

Contact at age 16.

Every high school has a VR counselor.

Metropolitan Center for Independent Living



MCIL is a Twin Cities metro-based, non-profit 501.c.3 consumer-directed organization founded in 1981. MCIL is dedicated to the full promotion of the Independent Living (IL) philosophy by supporting individuals with disabilities in their personal efforts to pursue self-directed lives. Core services include: Information and Referral • Independent Living Skills Training • Peer Counseling and Support • Advocacy: Systemic and Individual •

Other Services: Recreation, equipment repair, housing modifications

www.mcil-mn.org

Gaining Readiness:



Alternative ways to begin college for students with

EF

- ✓ Take generals at Community College
- ✓ Consider 18-21 programs (Vector, Transition Plus, etc)
- ✓ Enroll in summer bridge program
- ✓ Live at home first year
- ✓ Access additional community resources
- ✓ Gain assistance with independent living skills
- ✓ Consider fee for service programs



Questions and Comments

Thank you for coming.

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