Post-Secondary Disability Services and Self Determination

274 Networking Meeting
April 15th
Marlborough, MA
Introduction

• Andrew Cioffi
  – Assistant Director of Disability Services, Suffolk University
  – Instructor, NEAG School of Education, UConn
Overview

• Disability Support: H.S. v. College
• Process for Access and Accommodation
• Considerations and beyond
• How can your students prepare
# H.S. v. College

<table>
<thead>
<tr>
<th>High School</th>
<th>Postsecondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA</td>
<td>ADA (A.A.)</td>
</tr>
<tr>
<td>• Is about success</td>
<td>• Is about access</td>
</tr>
<tr>
<td>• Modifications are possible</td>
<td>• Modifications are not required</td>
</tr>
<tr>
<td>• District responsible for identifying</td>
<td>• Student must disclose</td>
</tr>
<tr>
<td>Parent have rights under FERPA</td>
<td>FERPA rights transfer to student at 18</td>
</tr>
<tr>
<td>Accommodations, Curriculum Modifications, Policy modifications</td>
<td>Accommodations only</td>
</tr>
<tr>
<td>IEP, 504 Plan</td>
<td>Accommodation letter</td>
</tr>
</tbody>
</table>
Process for Access and Accommodations

• **Student driven process**
  – Submit documentation (not just IEP/504 plan)
  – Schedule and attend intake with DS provider
  – Request accommodations
  – Participate in interactive process (intake) to determine reasonable accommodations
  – Follow the guidelines for making use of accommodations
Process for Access and Accommodations, cont.

• Family involvement
  – Varies greatly by institution
  – FERPA, “FERPA waiver”, etc.

• Additional considerations
  – Paradox – the intake constitutes disclosure to the institution, but not to everyone at that institution (i.e. res life staff, faculty, etc.)
  – DS grants reasonable accommodations and the student drives the advocacy for their use
Documentation Guidelines

Determining Eligibility

- Primary source: Student/family self report
- Secondary sources: Qualified evaluations
- Tertiary sources: School reports (such as IEP/504 Plan)

*All three sources are considered in determining eligibility*
Documentation Should

• Be issued by a qualified evaluator
• Contain a clear diagnostic statement with recommendations (and evidence) for specific accommodations
• Present an overview of accommodation history
• Be recent relevant
“Typical” Accommodations *may* Include

- Extended test time/Distraction-reduced
- Exam proctoring
- Assistance with note-taking
- Assistive technology
- Alternative format materials
- Priority registration
- Housing, meal plan accommodations
Considerations and Beyond

• To disclose or not to disclose during application/admissions process? *(Admissions cannot review docs)*

• Request accommodations early
  – Housing accommodations
  – Meal plan accommodations
  – Assistive tech and alternative format materials
How can your students prepare

• Self Determination and Self Advocacy
  – Training, coaching, practice, etc.
  – Have a plan

• Engage the DS office early
  – Student driven process

• Define their expectations