

Transition to College for Students with a Disability

OR

“Whatever happened to my IEP??”

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The Story of the Electrical Engineer





Let's Role Play Graduation

- It was a very hot day in June.....

- What to do with the diploma?

- What to do with the IEP?
 - WHY????????????????????

 - What happens to Special Education?



Civil Rights Legislation vs. Educational Legislation.

- IDEA: ages 3-21 or high school graduation
- F.A.P.E. Free and Appropriate Public Education
- Section 504: Civil Rights legislation The Rehabilitation Act of 1973.



What does Section 504 say?

1. A “person with a disability”...
2. Who is “otherwise qualified”...
3. Is entitled to “reasonable accommodations”.



Differences between IDEA & 504

□ IDEA = SUCCESS

□ Section 504 = ACCESS



NOTES:



Examples of Section 504 at the Post Secondary Level

- ❑ I am a person in a Wheel Chair
- ❑ I am a person with limited sight
- ❑ I am a person with A.S.
- ❑ I am a person with Dyslexia



The # 1 Answer in New Jersey

□ What's the Question?

“Let's step into my office.”



DOCUMENTATION

DON'T LEAVE HOME WITHOUT IT!!

- KNOW WHAT IT IS!
- KNOW WHAT IT SAYS!
- KNOW WHAT IT MEANS!
- And KNOW YOUR LEGAL RIGHTS and the resources available to you at college!



Notes:

Some differences between High School and College to consider

□ High School

- 6 hours/day 35/week
- Course length is 20 weeks or 40 weeks
- Class size 20-28
- Weekly/Chapter quizzes
- Highly Structured
- Teachers follow the text book



□ College

- 12-15 hours/week
- Course length is 14-15 weeks
- Depends on school
- Mid Term/final and a paper
- Try to find structure!
- Student needs to integrate material from text, readings, lectures



Differences continued

- Pass a course you can move on
- Academic Requirements can be modified by IEP
- Every teacher informed about social/academic issues
- Behavior emanating from disability not punished
- Teachers & parents constantly remind you of assignments
- Grades sometimes based on effort
- Must maintain academic standing to remain (2.0)
- There is no IEP. Curriculum requirements NOT modified
- Student must inform/disclose (NOT PARENT)
- Behavior can get you in trouble and/or removed (504 v IDEA)
- Professor gives you the syllabus at start of semester
- Grades based on course completion

Differences, continued

1. Live at home with family

2. Mom is your alarm clock



3. Family and long standing relationships exist

4. The norms of the home dominate



5. Accommodations guaranteed by an IEP

1. Live in dorm with strangers/new friends

2. An alarm clock is your alarm clock



3. Need to be able to form new relationships

4. The norms of a dorm and peers dominate



5. Accommodations may reflect school/professors' preferences & requirements "integral" to department/degree



Some Characteristics of Asperger Syndrome

1. Anxiety/obsessive behaviors
2. Poor social skills
3. Poor communication skills
4. Lack of eye contact
5. Poor Executive function
6. Problems with Sensory Integration/Stimulation
7. Need for literal/clearly defined rules (I suggest you read chapter four....)
8. Desire for friendships/relationships can ...



WHAT ARE THE IMPLICATIONS?

How can parents & schools prepare the students?

1. For the parent:
 - Foster independence
 - Become aware of college requirements
2. For the student: Time to know who you are.
3. For the high school: counselors, CST
4. For the college experience

How do you know who you are?

- Why do you need to know?
- What do you want to know?
 - Strengths
 - “Gifts”
 - Interests
 - Areas that are not so strong



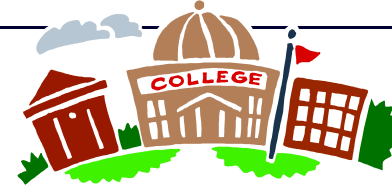
How do we get this information?

- “test the mettle”
 - Planning a course of study-
 - Planning for the experience
 - Planning for environment
- The 12th grade IEP meeting
 - Who needs to be in charge?
 - Why?
 - What happens if he/she can't



Using the Information to plan the next step

- How do I pick a college?



- DO NOT just think in terms of the disability
 - Considerations: Just like every other kid plus something else
 - How did I do in high school?
 - What did I do in High School?
 - Am I ready for 2 yr, 4 yr, vocational ?



NOTES

- The College Visit!



How do I plan the next step??

□ How do I apply?



■ What do I say?: The power of the word

“despite”

■ What do I do?

■ What do I ask?



DEALING WITH E.T.S. and Accommodations.

- ❑ YOU CANNOT “IEP” a student into accommodations!
- ❑ The Testing Question.
- ❑ Available Assistance.



NOTES:

Do they have to let me in?

- NO!!!!!!
- No quota
- No affirmative action
- No determination of accommodations before you are accepted and enrolled
 - Accommodations are “Major Sensitive”
 - The E.R.
 - The Skiing incident

NO!!!!!!





Suggested Websites

- Podcast on transition for the NCLD
 - www.vincentvarrassi.com see Resources Page
- On line live discussion on Transition
 - <http://www.ncldtalks.org/content/interview/detail/3116/>
- Article on Transition for parents and students
 - <http://www.nclld.org/content/view/1096>
- On line resources on transition to college
 - <http://view.fdu.edu/default.aspx?id=3650>



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