



**SERVICES FOR
STUDENTS WITH
DISABILITIES IN THE
POST-SECONDARY
SETTING**




**ARE THERE SERVICES
AVAILABLE TO
STUDENTS WITH
DISABILITIES AFTER
HIGH SCHOOL?**

Post-Secondary Services



- Section 504 of the Rehabilitation Act and the Americans with Disabilities Act
- Afford students with disabilities the right of equal access to post-secondary educational settings
- Students are otherwise qualified to attend the college or university and able to fulfill the essential requirements of the academic program with or without reasonable accommodation



**CAN THE SAME SERVICES
THAT MY STUDENT
RECEIVES IN HIGH SCHOOL
ALSO BE IMPLEMENTED IN
COLLEGE?**

Colleges and Universities



- Provide equal access to facilities, programs and activities to all students
- Offer reasonable academic accommodations
- Uphold student confidentiality
- Establish policies & procedures for students with disabilities, including grievance

Difference Between Services in K-12 and College



- At the K-12 level, the ARD (IEP team) determines appropriate accommodations and modifications in order to ensure that the student successfully completes High School
- In College, students are provided with accommodations based on a documented disability with the focus on equal access to programs and services



**WHAT DOES THAT
MEAN?**



- Students in K-12 may receive modifications to curriculum or assignments; course requirements, assignments, or tests cannot be modified or changed such that changes would fundamentally alter the course/program at the post-secondary level
- Supplemental and related services can be provided in the K-12 setting; college-level institutions are responsible for physical, academic, and program access-students are responsible for personal services

How do students get services?



- In the K-12 setting, the schools have a responsibility to identify students with a disability who need specially designed instruction (IEP)
- In college, the student must self-identify; meaning that the student must seek services by contacting appropriate personnel and providing documentation of a disability



**WHAT
ACCOMMODATIONS ARE
AVAILABLE?**

Accommodations



- Determined on individual basis; based on specific disability
- Examples: extended time for exam, reduced distraction environment for exams, texts converted to electronic/audio format, volunteer note-taker, preferential seating, scribe support, sign-language interpreter, etc.



WHAT DOCUMENTATION IS NEEDED?

Example of Documentation Guidelines for Disability Services



- It is the responsibility of the student to provide information that verifies that the student's condition meets the definition of a disability as defined by applicable laws (i.e., Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008). Federal Law requires that requests for services for students with disabilities be considered on an individual, case-by-case basis.
- Sources of information used for determining a disability and/or accommodations may include a student's self-report, direct observation and interaction with the student, and/or documentation from qualified evaluators or professionals.

Example of Documentation Guidelines (continued)



- **Student Self Report:** Students should complete the Application for Services, which provides students an opportunity to describe their disability and accommodations they are hoping to receive. Students may supplement the Application with an additional narrative by providing a letter that further describes their disability and/or accommodations they are requesting. Students may consider including information about their experiences related to their disability, barriers faced, and/or previous accommodations (effective or ineffective).

Example of Documentation Guidelines (continued)



- **Documentation:** Disability related documentation should provide information on the functional impact of the disability so that effective accommodations can be identified. Criteria for the source, scope and content of documentation differs by disability type. Documentation may include assessments, reports, and/or letters from qualified evaluators, professionals, or institutions. Common sources of documentation are health care providers, psychologists, diagnosticians, and/or information from a previous school (e.g., accommodation agreements/letters, 504, IEP, or ARD documents).

Suggested Documentation Elements:



- Typed on letterhead, dated, and signed by a qualified professional
- Diagnostic Statement with any related diagnostic methodology (diagnostic criteria and/or procedures)
- Functional limitations or symptoms
- Severity and/or expected progression
- Current medication(s) and any related side-effects
- Current and/or past accommodations
- Any recommended accommodations

Documentation



- Is a copy of the last ARD or Summary of Performance sufficient documentation?
- What if the last Full Individual Evaluation was completed several years ago?



**ARE THERE OTHER
RESOURCES AVAILABLE
FOR STUDENTS?**

Other Available Resources



- **On Campus:**
 - Tutoring/Writing Center
 - Counseling Center
 - Health Center
 - Student Support Services
 - Career Services
- **Department of Assistive and Rehabilitative Services**



HOW DO WE PREPARE FOR THE TRANSITION?

What can be done now?



- Help your student become aware and knowledgeable of the supports and services that are in place
- Include your student in the decision making process
- Stay informed and ask questions