

Foundation for a Successful Transition

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Why are we here today?

Learn the differences between high school and college/employment in terms of available accommodations, legal protections, responsibilities, and support resources. This talk will discuss several elements that can be put in place to help ease the transition after an IEP or 504 plan no longer applies.



HIGH SCHOOL vs. COLLEGE/EMPLOYMENT

- a. Legal Differences
- b. Success
- c. Accommodations
- d. Support Services
- e. Confidentiality



Legal Differences



College

Americans with
Disabilities Act

Equal Access

Individual Responsibility

Self-Identification

NO MORE IEP/504

High School

Individuals with
Disabilities Education
Act

Success

School Identification

Personal Care

Free and Appropriate
Public Education



College

Students are responsible
for their own success

Additional services are
not legally required but
may be available

Self-Advocacy

High School

School plays a role in
ensuring success

Additional services are
provided

Advocates within the
school/family



Accommodations



College

"Level the playing field..."
without:

fundamentally altering the
nature of the program or
activity,

lower academic standards,

presenting an undue financial
or administrative burden on
the college/university,

pose a threat to personal or
public safety.

High School

Designed to maximize
students potential and
success

Many accommodations
in high school would be
a fundamental
alteration in a post-
secondary or
employment setting



Support Services



College

Not required by law.

Student must initiate and choose to access services.

College will not pay for services of a personal nature or for assistance outside of the scheduled course time .

High School

Designed to maximize students potential and success.

The IEP must contain a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child.



Confidentiality



College

FERPA!

In order for communication to occur the appropriate releases need to be signed.

Manage expectations about the amount of information you will receive.

High School

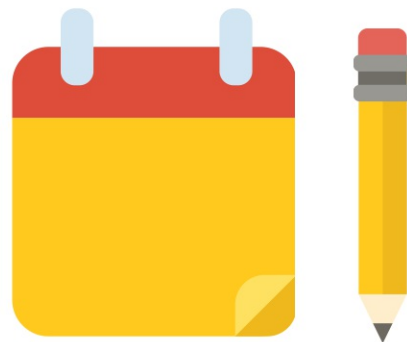
Designed to maximize students potential and success.

Communication to family members is required as part of an IEP.

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ELEMENTS OF A SUCCESSFUL TRANSITION

- a. Preparedness
- b. “Fit” of school/employment
- c. Financial Aid/Scholarships
- d. Disability Documentation
- e. Understanding Accommodations
- f. Assistive Technology





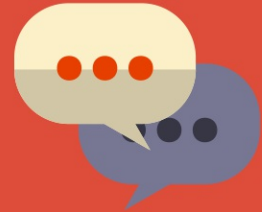
Preparedness



Study Skills



Time Management



Self-Advocacy



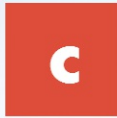
"Learning Outside the Lines"

David Cole and Jonathan Mooney



Finding a good "fit"





Financial Aid/Scholarships



d ALL ABOUT DOCUMENTATION



Self-Report regarding
your
disability and impacts



Reccomendations of
qualified professionals
familiar with your disability
and impacts

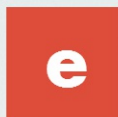


Documentation from
outside sources, such as
diagnosis, observations by
educators, past use of
services (IEP or Section 504
Plan)



Most students only need to submit documentation once

If your documentation is sufficient and your disability impacts or your accommodations are not expected to change documentation only needs to be submitted once.



Accommodations





f ASSISTIVE TECHNOLOGY



Notetaking



Speech to Text,
Magnification,
Amplification, etc.



Text to Speech



PCC offers a "try before you buy program"

We can't guarantee the availability of all equipment.
But we will always do our best. 😊