

Great Expectations for Parents: High School to College for Young Adults with Specific Disabilities

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Great Expectations: For Transition to College

- Do you expect your child to be able to live independently? Or independently with support?
- What is your student doing independently now?
- What do you expect your student will be capable of doing?

Great Expectations: For Transition to College

- What are you doing with your child now that demonstrates your expectation of some level of independence?
- Do you have guardianship of your child?
- If so, what type of guardianship do you have?

The Role of K-12 Parents: Advocate

- Active Role in advocating for appropriate services and supports for their children
- Coordinate their child's educational services
- Schools reach out to parents
- Parent participation is required
- Parents talk directly to their child's teachers on a regular basis

Expectations that lead to successful transition outcomes

- Including your high school students as active participant in their own IEP meetings
- Parents helping their daughter learn to speak for herself
- Parents holding their children accountable for their own decisions

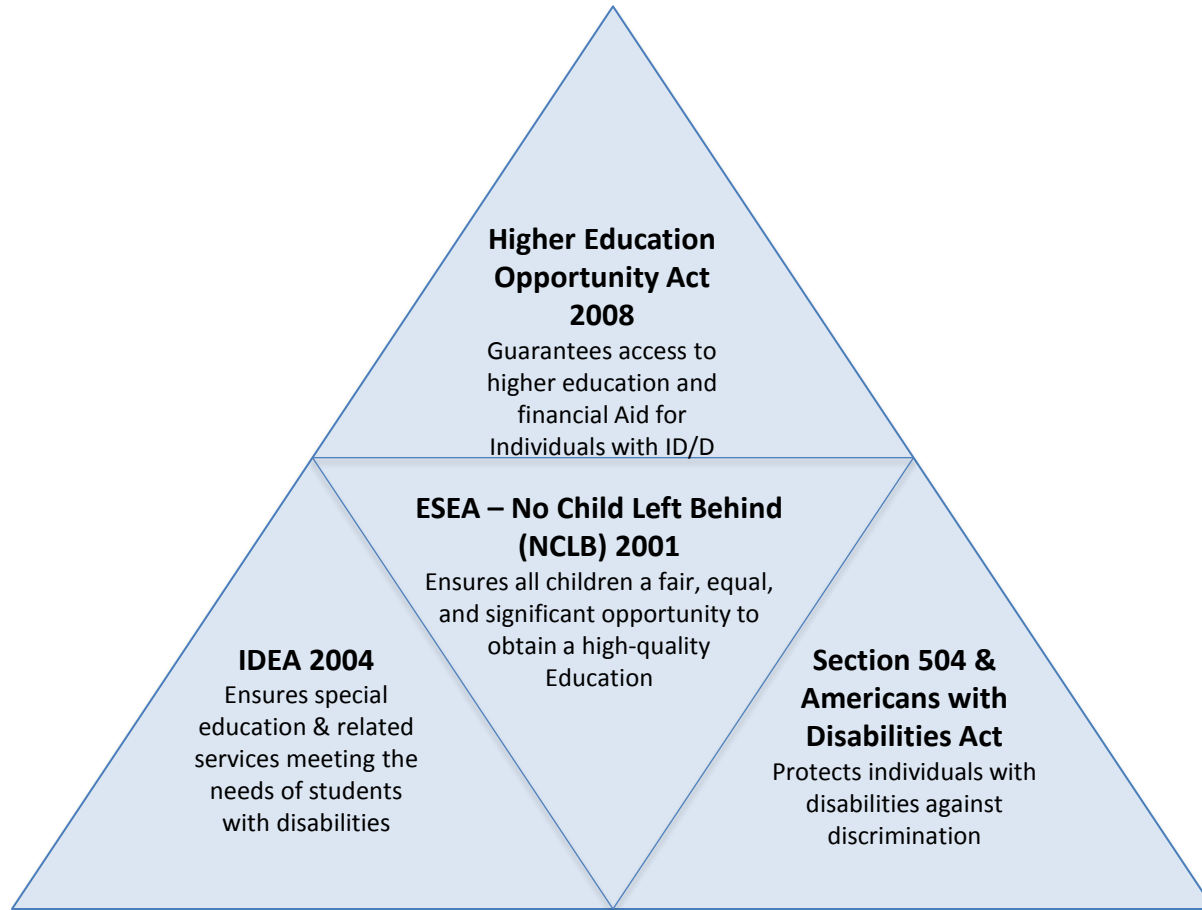
Expectations that lead to successful transition outcomes

- Parents helping their sons advocate for their own needs
- Parents providing opportunities for their son or daughter to practice independence
- Parents teaching their students how to do their own laundry
- Or how to cook simple meals

Laws Governing K-12 and Post-secondary Education

- Special Education Law: ensures special education and related services to meet the needs of students with disabilities
- Higher Education Law: guarantees access to higher education

Building Blocks of Disability Education Law



Accommodations and Services in Higher Education for Individuals with Disabilities

Instructional	Academic	Test Accommodations	Skill Building, Strategies & Services
Note taker	Counseling referral	Setting: Separate room for tests	Skills: Study
Scribe	Special advising	Minimal distractions	Memory
Reader		Priority Seating	Organizational
Tutor			Time management
			Technology equipment and software
Tape-recorded lecture	Early registration	Time/Schedule Changes: Extended time (50%, 150%)	Strategies: Meta-cognitive
Advanced receipt of syllabus & course handouts	Course substitution for "required" courses	Breaks during testing	Self-advocacy
Priority registration		Administer tests in several sessions	Career/Vocational
Course materials available in alternative format	Class relocation	Format Changes: Reader to read directions & questions or oral test	Services: Job placement, Internship opportunities
Screen Reader (CCTV)		Dictate answers to scribe or tape recorder	Transfer of supports to work placement
Screen Enlarger			
TextHELP: read/write software		Allow student to mark responses on test rather than on Scantron answer sheet	
Spell/grammar checker		Increase size of Answer Sheet bubbles	
Textbooks on tape		Larger type	
		Use of word processor for written responses	
Hafner, Moffatt, & Risa (2011); Hart et al., (2010); Stodden, Whelley, Chang, & Harding (2001); Wilson, Getzel, & Brown (2000); Zafft et al., (2004).			
Note: CCTV = closed circuit television			

FERPA: Access to Student Information

- In college, parents are not able to get information regarding their student from the institution (Federal Education Rights and Privacy Act)
- Unless your student signs a waiver allowing you to receive the information you would like to know

Expectations for Parents of Students with Intellectual Disabilities

- Understand who is going to college
- Your child should be the driving force in decision making
- As parents we want the best for our sons and daughters. We must remember that the goals for which they strive must be their own
- You still need to be involved, but don't take over

Expectations of Parents: Coach

- Let your student take the lead
- Colleges have protocols in place to help students with roommate issues, bad professors, etc.
- The best way to deal with college administrators is to take yourself out of the situation
- Only call on behalf of your student when it is truly needed

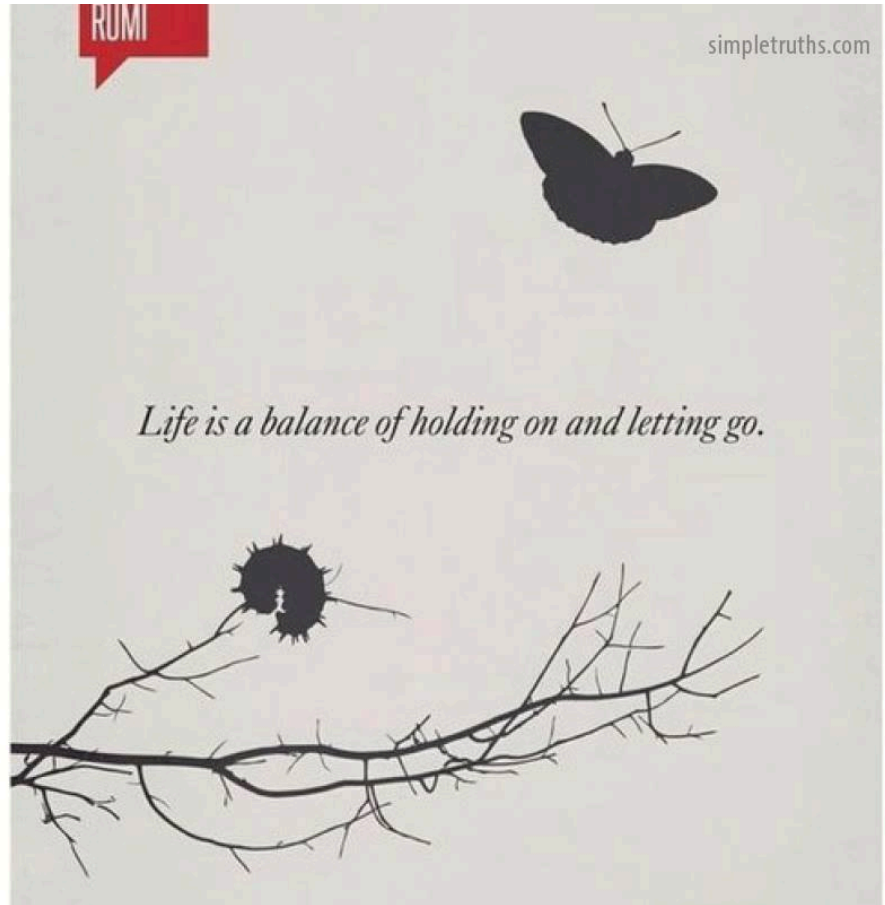
Role of College Parents: Coach

- When your student calls you crying it can be tempting to try to solve the problem for him
- Instead: Listen to your student and the details of the situation
- *“Probably my best quality as a coach is that I ask a lot of challenging questions and let the person come up with the answer” (Phil Dixon, Director, Hoops Skool)*

Conclusions

- Failure in a task or class doesn't mean failure for life. Setbacks can be great learning moments
- Transition to college is a challenge for parents and their students adjusting to a new stage of life
- With great expectations you and your student can survive the transition to college

Parenting through transition to postsecondary education



References

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