

# Working with Students with Disabilities

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UW-WHITewater CENTER FOR STUDENTS WITH DISABILITIES

## Who could be eligible for disability services?

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- Students with physical disabilities
- Students with visual or hearing impairments
- Students with learning disabilities
- Students with attention deficit disorders
- Students with mental health disorders
- Students with traumatic brain injuries or concussions
- Students with autism spectrum disorders
- Students with chronic health conditions
- Students with temporary disabilities

## Is college right for this student?

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- There are a variety of options
  - Technical College
  - Associate's Degree
  - 4-Year Public
  - 4-Year Private
  - Combination
  
- Who wants the student to go to college?
  - Parents
  - Relatives
  - Student
  
- Is the student ready for college?
  - How much do the parents do for the student?
  - Could they use more transition time?

## Questions to ask prospective schools

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### ALL STUDENTS SHOULD ASK ABOUT

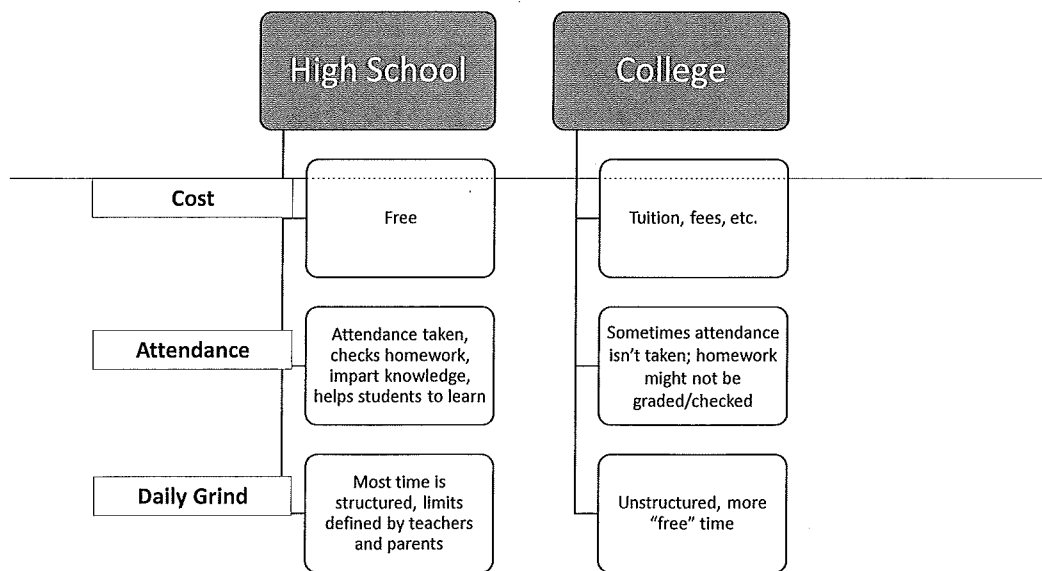
- Cost of attendance
- Location
- Available majors
- Size (big fish/small fish)
- Reputation

### STUDENTS WITH DISABILITIES SHOULD ASK ABOUT

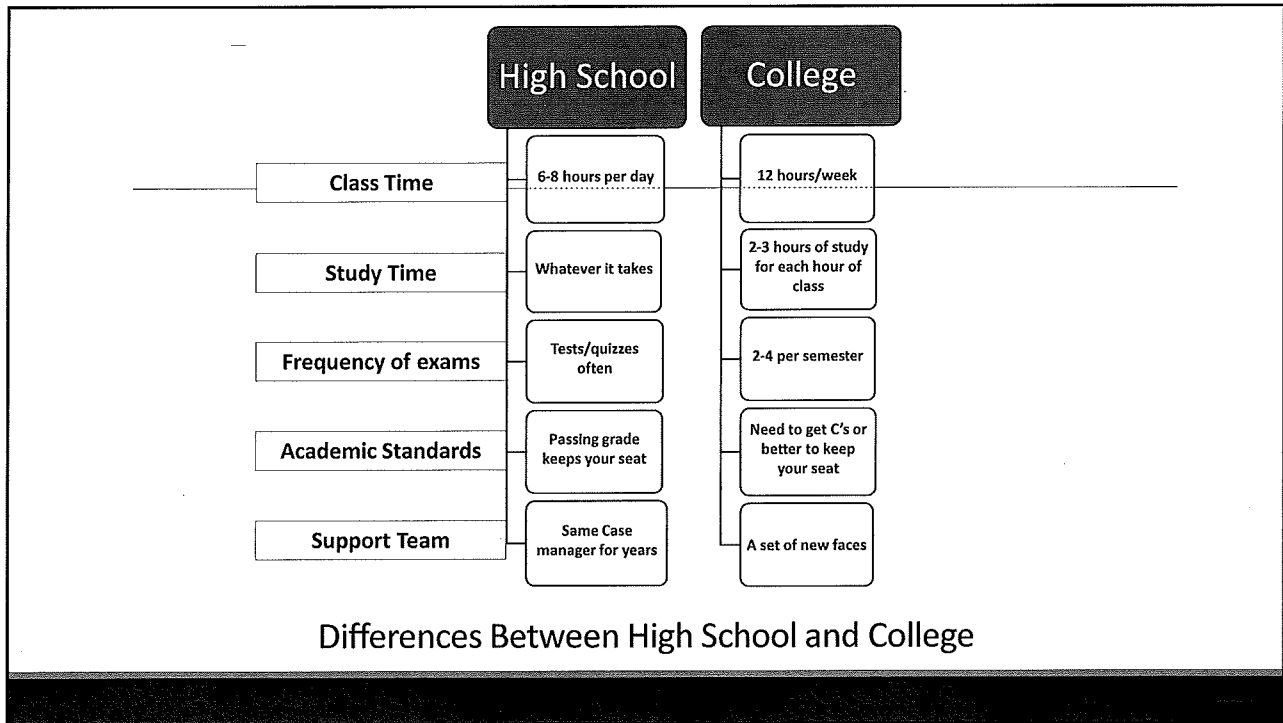
- Alternate (optional) admissions process for students with disabilities
- Disability service
- General Education and major requirements
- Class size
- Tutoring options
- Placement tests
- Accessibility
- Personal care options
- Adaptive/assistive technology

## Visit campus

- Encourage students to visit the campus
- Try out accessibility features
- Meet with Disability Services staff
- Many campuses offer options specifically for students with disabilities
- Some schools have transition programs or camps
- Some of the variables will be more important than others for different students
- Student needs to choose a school that is the RIGHT FIT
- School counselors can help students/parents ask the right questions



Differences Between High School & College



## Differences between HS and College

- Students don't have an IEP or 504 Plan in College
  - Every college is different
- Students do not always have access to the same accommodations provided in high school
  - Modified tests
  - Extended time on assignments
  - Notes on exams
  - Etc.
- FERPA
- Must request services and disclose disability in order to receive accommodations

## Documentation

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- ADA and Section 504
- IEP, SOP, or 504 Plan is helpful but not sufficient
- Student is responsible to provide your documentation to the disability services office
- Each college or university will have their own documentation guidelines, so go to the website of that school to find out the requirements and call/email with questions

## Documentation must...

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- Be completed by the appropriate licensed professional
- Be appropriate to verify eligibility
- Demonstrate a current, substantial impact of one or more major life activities
- Support the request for accommodations, academic adjustments, and/or auxiliary aids

## Accommodations vs. Modifications

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### Accommodations (allowed)

- Extended time on exams/quizzes
- Low distraction room for testing
- Sign language interpreting
- Note taking assistance
- In-class aides
- Assistive technology, etc.

### Modifications (Not allowed)

- Changes to course curriculum or requirements
- Using notes or a notecard on test
- Exam retakes
- Extra time for assignments
- Altered assignments

## How can you help a student prepare?

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- Which accommodations is the student using?
  - Will those accommodations be offered in college? If not, have them gradually decrease the use of those accommodations.
- Does the student struggle with test anxiety?
  - Offer the student suggestions on how to cope with test anxiety or refer them to someone who can.
- How are the student's study skills?
- Is the student organized?
  - What types of tools could you or teachers give the student that could translate to college?
- What type of learner is the student?

## How can you help a student prepare?

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- Is the student knowledgeable about their disability and how it affects academics?
- Does the student have a full-time aide?
  - Are there things the aide helps with that the student could do on their own?
- Does the student ask for help?
  - If not, encourage them to!
- Encourage self-advocacy
  - Student could run IEP meetings senior year.
- Is the student connected to vocational rehab?
- Call or email the disability services office or the admissions office (have the student do it).

## Other considerations

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- How does the student handle stress?
- Does the student hand in homework on time and without prompting?
- Does the student manage their own personal hygiene?
- Does the student have sensory issues that could impact them on a college campus?
- What is the student's current support system and what might they need in college?

Questions?

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