

Facilitating Transitions from High School to College through Engagement with Disability Services

Lori Smith
Accommodations Coordinator
Student Disability Services



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

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What we'll cover

- Scope of disability services (and how it is different than high school)
- How to receive accommodations in college
- Examples of accommodations
- How you can help students engage disability services

Facilitating the transition

- Understand the scope and purpose of disability services in college
- Refer students to disability services early (i.e. prior to application)

Purpose of disability services offices

- To provide equitable access to educational opportunities
- Advocate for access to campus programs and spaces

**Services in high school are intended to ensure a free and appropriate education*

Disability laws and college

- Americans with Disabilities Act
 - Title II – State-funded entities
- Rehabilitation Act
 - Section 504, subpart E – schools that receive federal funding
- Fair Housing Act
 - Residence halls are covered

**IDEA does not apply.*

Types of disabilities

- **Attention Deficit/Hyperactivity Disorder**
- **Learning Disabilities**
- **Autism Spectrum Disorder**
- **Psychological/Emotional Health Disabilities**
- **Mobility Disabilities**
- **Deaf/Hard of Hearing**
- **Acquired/Traumatic Brain Injuries**
- **Blind/Low Vision**
- **Chronic Health Disabilities**
- **Temporary Injuries and Medical Conditions**

Registering with disability services

In *general*:

- Contact the DS office
- Meet with DS office to develop accommodation plan
- Provide documentation
 - Short-term accommodations may be provided if more documentation is needed

**Students are responsible for:*

- *self-identifying*
- *requesting accommodations as needed*

**University staff, professors, and family members cannot do these things for students*

Documentation

Purpose is only to establish:

- disability
- impact of disability
- needed accommodations

Arbitrary rules that exclude documentation by type and age are not permitted.

See UTK SDS guidelines for an example:

<http://sds.utk.edu/documentation-guidelines/>

Interactive process

- Required by federal law
- What does it mean?
 - Highly individualized
 - Listening to the student
 - Considering every request
 - Engaging in a conversation about each request
 - Don't stop at no

Accommodations

- Any adjustment or auxiliary aid needed to provide equitable access
- Students must meet essential eligibility requirements

**Access...not guaranteed success*

Determining accommodations through the interactive process

- Is the accommodation necessary due to disability?
If yes, does it:
 - fundamentally alter the nature of the program?
 - ex: calculator in a basic math course
 - it cause an undue administrative or financial hardship?
 - rarely defensible
 - pose an actual health or safety risk?
 - ex: having a service animal on a surgical rotation
 - constitute a service or aid of a personal nature?
 - ex: personal assistant; tutoring

Examples of accommodations

- Extended testing time
- Reduced distraction testing environment
- Note taker
- Printed materials in alternate format
- Interpreters/transcribers
- Accessible furniture
- Endless possibilities

What you can do

At the high school level

- Help students articulate how their disability impacts them and what accommodations are helpful
- Emphasize the importance of asking for help...and practice it with them
- Encourage student participation in IEP meetings
- Encourage students and families to contact DS office early

What you can do

At the college level

- Include disability statement in syllabi
- Encourage accommodation use and make it as barrier free as possible
- Adopt materials that are accessible
- Contact DS office for guidance

Questions