

Excerpted from *Universal Design for Transition: A Roadmap for Planning and Instruction* by Colleen A. Thoma, Ph.D., Christina C. Bartholomew, Ph.D., & LaRon A. Scott, M.Ed.

- *Seek out campus resources (e.g., writing centers, library resources, online supports, tutoring, transportation options, social organizations).* Investigate the range of resources available to students with and without disabilities, especially those available for first-year students.
- *When generic resources do not meet your needs, be ready to ask for additional supports from the office for students with disabilities.* These resources will require that you demonstrate the need for the resources as well as understand why resources will meet your needs. It is important to have background knowledge beyond what services you used in high school, as you will need to provide justification for each specific service, accommodation, or modification.
- *Prepare to advocate for what you need. It is a much different process for determining accommodations or modifications in college.* While in high school, it was the responsibility of school personnel to identify your disability and provide the supports and services you required to receive a free and appropriate public education. In college, it is now your responsibility to know what to advocate for in the way of accommodations.
- *Organize your records.* You will be asked to provide evidence of disability and support needs. You will need to start this process prior to leaving high school; talk with your guidance counselor, special education teachers, and the postsecondary schools about what documentations are required.
- *Think about the accommodations and/or modifications you'll need beyond the academic ones.* You will also need to communicate about any physical accommodations needed for access in dorms or buildings and possibly for the recreation/leisure and job options that are critical components of postsecondary success. A summary of performance (created as part of your transition IEP) might also help you communicate important information with college/university personnel.
- *Talk personally with your professors and explain what accommodations you need and why.* It is important to not just ask for something that you had in high school just because you have a disability. Link your request for supports and accommodations with the impact of the disability on you.
- *Know your rights, the law, and campus policies.* In Example 6.1, Mary, a senior in high school with multiple disabilities, used a modified version of the

Example 6.1



Planning to Receive Postsecondary Support Services

Transition Goal: *To receive support services at college.*

Actions—three things I can do this semester:

- 1. Contact the colleges that accepted me and find out what they need for documentation.*
- 2. Work with my teachers on my summary of performance.*
- 3. Have my mom help me talk with the school psychologist, guidance counselor, and department of rehabilitative services about how I can provide evidence of my disability.*

Barriers

- 1. I don't know where to begin.*
- 2. I am overwhelmed.*
- 3. I am not sure if I will be able to receive all of the services I receive now (e.g., Scribe, voice-activated computer system, extended time).*
- 4. I don't know what I want to study or if I really need support services.*

Remove Barriers and Actions

- 1. I can start by bringing my mom in to help me understand what I need to do to receive services in college.*
- 2. I can talk with my guidance counselor.*
- 3. I can have my teacher help me.*

Action Plan

- 1. Talk with my mom tonight to decide where to begin.*
- 2. Ask my teacher during study hall if I can go to the guidance center and set up a time to talk.*

Example 6.1. Sample approach for planning to receive postsecondary support services. (Source: Wehmeyer, Sands, Knowlton, & Kozleski, 2002.)

Example 6.1. (continued)

3. *Make a list of the things we need to find out (talk with my mom this week and make the list together).*
4. *Talk about these things with my teacher next week before my IEP meeting.*

Things I Have Accomplished this Year

1. *I worked with my resource teacher to contact the colleges about the paperwork I need.*
2. *I met with my doctor about referrals.*
3. *My mom and I started to gather more information about my disability.*
4. *I talked with guidance counselor about the paperwork needed.*
5. *When I visited a college, I went to its DSS office to see what I thought about it.*
6. *I got accepted to three colleges.*
7. *I am working with my teacher to prepare for my transition meeting (working on PowerPoint presentation and my summary of performance).*
8. *I talked with a case worker about getting my computer software for college.*
- 9.
- 10.

SDLMI (Wehmeyer et al., 2002) to set a plan for meeting her goal of going to college and receiving support services. Mary's resource teacher worked with her throughout the semester to help her understand and collect the information she needed to get support services in college. The model in the example was completed over the course of the year.

CONCLUSION

Professionals need to begin planning early for postsecondary education for students with disabilities. Many options are not readily available; they depend on the professionals involved in the students' transition planning to seek out or create options after school. Professionals can consider the available supports in a postsecondary education setting and then work to create opportunities for indi-

viduals with disabilities that include utilizing these supports. It is important for professionals to understand legislation such as the ADA, Section 504 of the Rehabilitation Act, and IDEA and their impacts on postsecondary options. In addition, it is important to begin developing partnerships with community and adult agencies, colleges, community colleges, and vocational training programs so that programs and options can be universally available for students.

Postsecondary education is becoming increasingly important for successful employment and community living. It is crucial to create postsecondary options for individuals with disabilities and to prepare all individuals to be successful in postsecondary education. Students exiting high school must understand their rights and options regarding postsecondary education, the needed documentation for services, and also expectations in postsecondary education. Students should be prepared to use common technology and should be aware of how to ask for accommodations and modifications. Furthermore, talking with students who have experienced success in postsecondary education can allow professionals to understand the expectations and skills needed for the successful accomplishment of this goal.

Here are some final tips to consider as you use UDT to help your students prepare for postsecondary education.

Tips



• **Build relationships with the colleges and universities in your area.** Adult and community agencies should also be included in the process. Postsecondary options will not occur unless you plan for them starting in high school. Many times the carving out of these plans must be done by the professionals working with the students during high school.

• **Help students identify their learning needs and advocate for the supports they need.** It is important for students to understand that in college, supports only exist if you ask for them. Students need a clear understanding of what works and why it works for them. Students with and without disabilities may need additional supports to succeed in college; students without disabilities might need the services such as those offered by the writing center.

• **Remind students that not all colleges and universities provide the same supports or have the same resources.** They will need to take the supports and services into consideration when making a decision about the best postsecondary option for them. They should pay attention to the resources available to students with disabilities, as well as resources that are available to everyone (e.g., writing centers, graduate student office, off-campus student services).

• **Keep in touch with alumni, with and without disabilities.** In addition to offering insights into daily life in postsecondary education settings, alumni can tell you firsthand what your current students can expect in terms of general accessibility, as well as special services and supports.

RESOURCES

Print Resources



Getzel, E.E., & Wehman, P. (Eds.). (2005). *Going to college: Expanding opportunities for people with disabilities*. Baltimore: Paul H. Brookes Publishing Co.

Multimedia Resources



A+ Guide to Transitions From High School to College for Special Education

<http://www.edvantagemedia.com>

With personal advice and guidance from teachers, students, parents, school administrators, and counselors, this video helps high school students prepare for college by covering topics such as identifying transition and IEP goals, testing, preparing a portfolio, and seeking support.

Internet Resources



AccessIT

<http://www.washington.edu/accessit>

This web site, produced by the National Center on Accessible Information Technology in Education (AccessIT), discusses ways to enhance learning environments with technology to make them more accessible. It also provides links to additional resources to assist in planning accessible computer laboratories.

Association on Higher Education and Disability (AHEAD)

<http://www.ahead.org>

AHEAD is an international, multicultural organization of professionals committed to full participation in higher education for people with disabilities. The organization produces many training programs, workshops, publications, and conferences.

College Preparation Resources for Students

http://www.washington.edu/doi/Resources/college_prep.html

These DO-IT resources can help students with disabilities prepare for college, succeed in college, and successfully make the transition from 2-year to 4-year postsecondary institutions.

**College Students with Disabilities and Assistive Technology:
A Desk Reference Guide**

<http://www.msprojectstart.org/deskref.html>

This resource is designed to provide a quick reference for professionals who work with college students with disabilities in postsecondary education and employment. The guide

.....
.....
..... suggests ways that assistive technology may improve and expand the academic, career, and employment opportunities of students with disabilities.

.....
.....
..... **LDOnline's Guide to Postsecondary Education Information**

..... *<http://www.ldonline.org/indepth/college>*

..... This guide includes sections on getting ready and transition, planning and selection, community colleges, advisors and faculty, self-advocacy, success strategies, financial assistance, and technology, as well as a discussion board and lists of other resources.

.....
.....
..... **Missouri Association on Higher Education and Disability**

..... *<http://www.moahead.org>*

..... This web site provides information that students, teachers, and parents must know for students with disabilities to be successful in postsecondary education. It includes sections on documentation, laws, transition, preparation, financial aid, resources, and much more. Although some information is specific to Missouri, many of the ideas and concepts apply to all states.

.....
.....
..... **National Center for the Study of Postsecondary Educational Supports**

..... *<http://www.rrtc.hawaii.edu>*

..... This is an organization for professionals, faculty, and staff who are working to produce systemic policy and practice toward higher education for people with disabilities.

.....
.....
..... **Self-Determination for Postsecondary Students**

..... *<http://www.ncset.org/topics/sdpse/default.asp?topic=7>*

..... This article provides information about the role of self-determination in promoting access to and success in postsecondary educational settings.

.....
.....
..... **Student Aid on the Web**

..... *<http://studentaid.ed.gov>*

..... This web site provides resources on student financial aid.

.....
.....
..... **Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities**

..... *<http://www.ed.gov/about/offices/list/ocr/transition.html>*

..... Published by the U.S. Department of Education, this article answers frequently asked questions in regard to disability, accommodations, and legislation.

.....
.....
..... **U.S. Department of Education**

..... *<http://www.ed.gov/students/prep/collegetconsumerinfo/index.html>*

..... This web site provides information to help students choose whether going to a career college or technical school is right for them. It includes information about admissions, financial aid, and other considerations unique to this option.

Order Form

BROOKES PUBLISHING • P.O. Box 10624, Baltimore, MD 21285-0624

ABOUT YOU (write in your specialty and check one field that best applies)

Specialty

Birth to Five K-12 Clinical/Medical Personnel 4-year College/Grad. Comm. College/Vocational Association/Foundation Comm. Services

Name

Address

residential

commercial

City

State

ZIP

Country

E-mail

Yes! I want to receive e-mail about new titles and special offers. (Your e-mail address will not be shared with any other party.)

We auto-confirm all orders by mail; please provide an email address to receive confirmation of order and shipping.

| Qty | Stock # | Title | Price |
|---|---------|-------|---------------------------------|
| | | | |
| | | | |
| | | | |
| PAYMENT METHOD | | | Subtotal |
| <input type="radio"/> Check enclosed (payable to Brookes Publishing Co.) | | | 6% sales tax, MD only |
| <input type="radio"/> Purchase Order attached (bill my institution) *Add 2% to product total for P.O. handling fee | | | 5% business tax (GST), CAN only |
| <input type="radio"/> American Express (15 digits) | | | P.O. customers: 2% of subtotal |
| <input type="radio"/> Discover (16 digits) | | | Shipping (see chart below) |
| <input type="radio"/> MasterCard (16 digits) | | | Total (in U.S. dollars) |
| <input type="radio"/> Visa (13 or 16 digits) | | | |

Credit card account number _____

Security code (3 or 4 digit code on back of card): _____

Expiration date __ / __ / __ Signature _____

Convenient ways to order:

CALL toll-free 1-800-638-3775 M-F, 9 a.m. to 5 p.m. ET.; **FAX** 410-337-8539;

MAIL order form to: Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624:

ON-LINE www.brookespublishing.com

Money-back guarantee! Ordering with Brookes is risk-free. If you are not completely satisfied, you may return books and videotapes within 30 days for a full credit of the purchase price (unless otherwise indicated). Refunds will be issued for prepaid orders. Items must be returned in resalable condition. All prices in U.S.A. dollars. Policies and prices subject to change without notice. Prices may be higher outside the U.S.A.

STANDARD GROUND SHIPPING & HANDLING

(For other shipping options and rates, call 1-800-638-3775, in the U.S.A. and Canada, and 410-337-9580, worldwide.)

Continental U.S.A.** territories & protectorates†; AK, HI & PR‡

For subtotal of Add*

US\$55.00 and under \$6.49

US\$55.01 and over 12%

**Continental U.S.A. orders ship via UPS Ground Delivery.

†U.S.A. territories & protectorates orders ship via USPS.

‡AK, HI, and PR please add an additional US\$12.00. Orders ship via UPS Air.

Please call or email for expedited shipping options and rates.

Canada

For subtotal of Add*

US\$67.00 and under \$9.99

US\$67.01 and over 15%

Orders for Canada are consolidated for shipping twice each month.

For minimum shipping time, please place your orders by the 9th or 24th of each month.

*calculate percentage on subtotal