

2022

SOUTHEAST ACT CONFERENCE

BRYANT CONFERENCE CENTER

8:30 AM-4:45 PM CT | December 7

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Session Title: The Transition to Post Secondary Life: Self-Advocacy Skills for Students with Disabilities

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*“Education is the process in which we discover that learning adds quality to our lives. Learning must be experienced.
If everyone could learn that what is right for me does not make it right for anyone else, the world would be a much happier place”*

~William Glasser

Students with Disabilities

- The Individuals with Disabilities Education Act defined special education as instruction that is designed specifically to respond to the learning needs of an individual with disabilities regardless of environment, whether in a classroom, home, or hospital (Streett, 2004)
- A “qualified student with a disability” at the elementary and secondary level to refer to a student with a disability, a student to whom the state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA)."



Self Advocacy Skills

- Self-Advocacy refers to an individual's ability to make decisions, communicate, and negotiate their own needs and aspirations that fits their capabilities and skills.
- Hartman's (1993) definition states "that the student understands his/her disability, is aware of the strengths and the weaknesses resulting from the functional limitation imposed by the disability, and is able to articulate reasonable need to academic or physical accommodation"



Understanding the Rights of Post Secondary Exceptional Students

- There is a shift between legislation when students shift from high school to post-secondary institutions (Cawthon and Cole, 2010).
- The Individual with Disabilities Education Act did not apply to students in college or universities (Hadely, 2006).
- The Rehabilitation Act (Section 504) pertains to both settings, high school and post-secondary.



Understanding the Rights of Post Secondary Exceptional Students

- Students with learning disabilities in post-secondary institutions have the option to be protected under ADA.
- Under ADA, the student must initiate the process.
- ADA states that students with disabilities are not entitled to services if they do not inform the college or university.



Understanding the Exceptional Student

- Faculty of students with learning disabilities should know how to handle this type of student.
- The student is often fragile. This means the student feels like an outcaste, alone, and feels uncomfortable in class.
- Instructors should promote a sense of caring, respect, and personal accessibility (Orr and Hammig, 2009).



High School to Post Secondary Tips

- Students should be familiar with their IEP or 504 Plan
- They should attend their meetings
- They should know their accommodations
- Let them have copies and know how to read their documents
- Explain the transition process
- Show students how to locate student services at post-secondary institutions



Accommodations We Might See

The common accommodations provided are:

1. Note taking
2. Extended time on tests
3. Adaptive technology
4. Preferential classroom seating
5. Public transportation



References

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- Hartman, R.C. (1993). Transition to higher education in S. Kroeger, and J. Schuck (Eds), *Responding to Disability Issues in Students Affairs* (p. 31-44). San Francisco: Jossey Bass.
- Orr, A.C. and Hammig, S.B. (2009). Inclusive postsecondary strategies for teaching students with learning disabilities: A review of literature. *Learning Disability Quarterly*. 32, 181-196.
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Questions? Comments?



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