

# **ZOOMING IN ON TRANSITION**

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# TRANSITION PROCESS

**Goal:** To identify and provide students with opportunities and necessary supports while they are in school that will lead the student to achieve his/her postsecondary goals for employment, education/training and independent living

**Process:** Requires partnership involving the student, family and school, and, as appropriate, other agencies that can provide transition activities for the student; collaborative effort; on-going process over multiple school years

Zoom Moment – Is my mic working?

# COMPONENTS OF TRANSITION

- Coach students and families to think about LONG-RANGE goals
  - Help parents transition as well
- Design high school experience to ensure the student *stays in school and is prepared* for post-school goals
  - Begin no later than age 16 or earlier when appropriate
- IDENTIFY and LINK students to any needed post-school services, supports or programs while they're still in school
  - Partners may include Vocational Rehabilitation Services (DRS/SBVI), Dakota Link, Independent Living Center, Postsecondary Disability Coordinators, Family Support 360 Coordinators, etc.

# HAVE STUDENT –

- Learn about his/her disability and take ownership
- Become a self-advocate
- Complete assistive technology assessment and learn to use AT
- Attend transition forums, Catch the Wave, YLF, other transition events as possible
- Consider having student take dual credit courses to “get feet wet”
  - Check to see whose protocol/paperwork is used for dual credit – high school or postsecondary school?

Zoom Moment – Can everyone see my screen?

# K-12 VS POSTSECONDARY DIFFERENCES

## APPLICABLE LAWS

- Americans with Disabilities Act (ADA)
- Section 504 Rehabilitation Act of 1973
- These are about access to facilities, programs & services

## REQUIRED DOCUMENT

- IEP & 504 Plan are generally not sufficient
- Need current evaluations
- Students must get evaluation often at their own expense
- Must provide information on specific functional limitations
- Must demonstrate need for specific services or accommodations

## SELF-ADVOCACY

- Student must self-identify to Disability Services Office
- Student has responsibility for self-advocacy and arranging for accommodations
- Professors can be open and helpful, but most expect students to initiate contact at the start of the semester

## PARENTAL ROLE

- Parent does not have access to student records (FERPA)
- Parent cannot represent the student without student's written consent

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## INSTRUCTION

- Professors are not required to modify design or alter assignment deadline
- Students are assigned substantial amounts of reading and writing which may not be directly addressed in class
- Students need to regularly review class notes and text material

Zoom Moment – Can everyone please go on mute?

## GRADES & TESTS

- Grading and test format changes are generally not available
- Testing is periodic and may be cumulative covering large amounts of material
- Makeup tests are seldom an option; if they are, students are responsible for requesting them
- Professors expect students to read, save and consult the course syllabus that describes course expectations, assignments and grading scale

# SOME OTHER THINGS TO KNOW

Student and family should know -

- Student must self-disclose disability if requesting services
- Student must be “otherwise qualified” (meet admission standards)
- Postsecondary does not provide personal care assistants, etc.
- 504 does not automatically carry over to postsecondary setting
- Accommodations vs. modifications (accommodations are allowed, modifications not)

Miscellaneous -

- Have student visit campus to determine comfort level, support services, etc.
- Meet with PSDS staff as early as possible
- ESAs are a thing

Zoom Moment – Can everyone please go on mute?



# TEAM WORK

## What can you do to help Postsecondary Disability Services?

- Make students as independent as possible
- Get students familiar with assistive technology devices, if needed
- Encourage students to take classes so prepared for college courses
- ‘Wean’ students off modifications during at least their senior year
- Have students talk with their high school teachers re: accommodations to get used to self-advocating

## What can Postsecondary Disability Services do to help you?

- Attend IEP meetings (usually via phone)
- Visit with students and parents when on campus
- Be available via email or phone to answer questions

Zoom Moment – Cat walks across screen

# HELPFUL GENERAL INFORMATION

- Transition Services Liaison Project: [www.tslp.org](http://www.tslp.org)
- Division of Rehabilitation Services (Contact the Voc Rehab agency in your area)
- National Clearinghouse on Postsecondary Education for Individuals with Disabilities:  
<http://www.heath.gwu.edu>
- Association on Higher Education And Disability: <http://www.ahead.org/>
- Financial Aid for Students through the US Department of Education Office:  
<http://www.ed.gov/index.jsp>
- The Financial Aid Information Page: <http://www.finaid.org>

Zoom Moment – Everyone waving goodbye