NOT IN KANSAS ANYMORE?
UNDERSTANDING POSTSECONDARY TRANSITION FOR STUDENTS WITH DISABILITIES

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• Past positions include mental health therapist, psychometrist, K-12 teacher, K-12 guidance counselor, postsecondary disability support services coordinator and counselor
National Longitudinal Transition Study-2 (NLTS2)

- The Post-High School Outcomes of Young Adults With Disabilities up to 8 Years After High School
- 10-year period - Started in 2001
- Telephone interviews or self-administered mail survey completed by over 4,000 students or parents
- Population is students with disabilities ages 13-16 receiving special education services in grade 7 or above, under the Individuals With Disabilities Education Act (IDEA) in the 2000–01 school year
NLTS2-PSE FINDINGS

- 60% continued on to PSE within 8 years of leaving high school
- More likely to have enrolled in 2-year colleges (44%) than in vocational, business, or technical schools (32%) or 4-year colleges or universities (19%)
- Average time between leaving high school and enrolling in a postsecondary school was 7 months
- 63% who were identified by their secondary schools as having a disability did not consider themselves to have a disability by the time they transitioned to PSE
- Only 28% identified themselves as having a disability and informed their postsecondary schools
- 19% who were identified as having a disability by their secondary schools were reported to receive accommodations or supports from their PSE institution
The transition is like a roller coaster

Must tame the new freedom

Must discover oneself

Must overcome obstacles

Supportive vs. Threatening Environment
What is the Breakdown?

Figure 1. Percentage distribution of students ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), by disability type: School year 2019–20

Disability type

- Specific learning disability: 33%
- Speech or language impairment: 19%
- Other health impairment: 15%
- Autism: 11%
- Developmental delay: 7%
- Intellectual disability: 6%
- Emotional disturbance: 5%
- Multiple disabilities: 2%
- Hearing impairment: 1%
- Orthopedic impairment: 1%

Percent

0 10 20 30 40 50
Where are they placed?

Figure 3. Among students ages 6–21 served under the Individuals with Disabilities Education Act (IDEA), percentage who spent various amounts of time inside general classes: Fall 2009 through fall 2019
How do they finish?

Figure 4. Among students ages 14–21 served under the Individuals with Disabilities Education Act (IDEA) who exited school, percentage who exited for selected reasons, by race/ethnicity: School year 2018–19
Characteristics and Outcomes of Undergraduates With Disabilities
Table 6.
MAIN TYPE OF CONDITION: Among undergraduates reporting disabilities, percentage distribution of main type of condition or impairment, by selected demographic and enrollment characteristics: 2011–12

<table>
<thead>
<tr>
<th>Selected demographic and enrollment characteristics</th>
<th>Attention deficit disorder (ADD)</th>
<th>Depression</th>
<th>Other Mental, emotional, psychiatric condition</th>
<th>Orthopedic or mobility impairment</th>
<th>Hearing impairment</th>
<th>Specific learning disability or dyslexia</th>
<th>Blindness or visual impairment</th>
<th>Health impairment or problem</th>
<th>Brain Injury</th>
<th>Developmental disability</th>
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<td>3.6</td>
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<td>0.9</td>
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See notes at end of table.
| Selected student characteristic | Undergraduate | | | | | Postbaccalaureate | | | |
|:-------------------------------|:-------------|:-----|:-----|:-----|:-----|:-------------|:-----|:-----|:-----|:-----|
|                                | Students with disabilities | 19.4 | 80.6 | 11.9 | 88.1 | | | | | |
|                                | Students without disabilities | 80.6 | 11.9 | 88.1 |       | | | | | |
| Sex                            | Male         | 19.2 | 80.8 | 9.9  | 90.1 | | | | | |
|                                | Female       | 19.6 | 80.4 | 13.3 | 85.7 | | | | | |
| Race/ethnicity                 | White        | 20.8 | 79.2 | 13.0 | 87.0 | | | | | |
|                                | Black        | 17.2 | 82.8 | 10.3 | 89.7 | | | | | |
|                                | Hispanic     | 18.3 | 81.7 | 14.3 | 85.7 | | | | | |
|                                | Asian        | 15.2 | 84.8 | 6.2  | 93.8 | | | | | |
|                                | Pacific Islander | 23.5 | 76.4 | 14.9 | 85.1 | | | | | |
|                                | American Indian/Alaska Native | 27.8 | 72.2 | 11.8 | 88.2 | | | | | |
|                                | Two or more races | 22.1 | 77.9 | 19.7 | 80.3 | | | | | |
| Age                            | 15 to 23     | 17.6 | 82.4 | 8.1  | 91.9 | | | | | |
|                                | 24 to 29     | 21.5 | 78.4 | 11.3 | 88.7 | | | | | |
|                                | 30 or older  | 22.6 | 77.4 | 13.5 | 85.5 | | | | | |
| Dependency status              | Dependent    | 17.2 | 82.8 | —    | —    | | | | | |
|                                | Independent, unmarried | 23.9 | 76.1 | 11.5 | 88.5 | | | | | |
|                                | Independent, married | 20.5 | 79.5 | 10.3 | 89.7 | | | | | |
|                                | Independent with dependents | 20.3 | 79.7 | 13.4 | 86.6 | | | | | |
| Veteran status                 | Veteran      | 25.8 | 74.2 | 17.1 | 82.9 | | | | | |
|                                | Not veteran  | 19.1 | 80.9 | 11.6 | 88.4 | | | | | |
Differences in Environments

In high school
• Time and schedule is structured by others.
• Told what to learn and often how to learn it. Learning was teacher-focused.
• Needed parents’ permission to participate in extracurricular activities.
• Could count on parents and teachers to remind of responsibilities and to give regular guidance in setting priorities.
• Attended classes five days a week and proceeded from one class directly to another.
• Most classes were determined by school counselors.
• Students are not responsible for knowing what is required to graduate or for tracking their own progress.

Summary: Students are told what to do and corrected if their behavior is not in line with expectations.

In college
• Must manage time and choose how to spend it.
• Must figure out what to learn and how to learn it. Learning is student-focused.
• Must choose whether to participate in co-curricular activities, and which fit best with academic, personal, and other goals.
• Must set own priorities and take responsibility for achieving them.
• Often have hours between classes and may not attend classes every day. Much of the work will happen outside of class time.
• Must choose which classes to take in consultation with faculty and academic advisers.
• Expected to select own majors and/or minors and expected to learn graduation requirements for programs of study.

Summary: Students are expected to take responsibility for their path and academic success, as well as the consequences and rewards of their actions.
Differences in Instruction

K-12 Teacher
• Professionally-trained educator with certification
• Often takes attendance
• May check over notes or for mastery informally within the class
• Often writes notes on the board
• Introduces most or all subject matter
• Often provide study guides
• Hopes to teach critical thinking skills

College Instructor
• Subject matter expert
• Skipping class can result in failure
• Does not rely on the textbook or prescribed curriculum, develops own lessons
• If often lecture heavy
• Requires students to be independent learned and use other resources besides textbook
• Expects critical thinking skills
Laws that apply to SWD in HS

Individuals with Disabilities Education Act – IDEA (2006)

Section 504 (subpart D) of the Rehabilitation Act of 1973 (2009)
LAWS THAT APPLY TO SWD IN PSE

Americans with Disabilities Act (1990)

Americans with Disabilities Act Amendments Act (2008)

Section 504 (subpart E) of the Rehabilitation Act of 1973 (2009)
NAVIGATION CHALLENGES SPECIFIC FOR SWD FROM HS

Personal
- Lack of self-advocacy skills
- Lack of self-knowledge about one's disability
- Exclusion from social organizations on campus
- Lack of social network

Content
- Unprepared for the rigor of the curriculum
- Sympathetic teachers who pass SWD along without true mastery of skill out of feelings of compassion or frustration
- HS accommodation and PSE accommodations are not always the same

Organizational
- Difference in laws which regulate services
- IEP team makes the decisions and dictates what will be done
- IEP team leans heavily on accommodations rather than having students learn strategies
- Lack of information about available support services in PSE
OBSTACLES FOR SWD IN PSE

- Must self-identify to receive services
- Lack of information about available support services
- Negative attitude from academic faculty, staff & peers who do not understand the challenges
- Lack ability to advocate for self
- Transitioning from trained educators to subject-matter experts who may not be trained to teach and may use ineffective teaching practices
- Lack of appropriate facilities and equipment on campus
- Ineffective accommodations
NEEDED TO NAVIGATE A SUCCESSFUL TRANSITION

1. Comprehensive knowledge of the disability
2. Ability to advocate for oneself
3. Updated documentation
4. Critical thinking skills
5. Effective study strategies and time management skills
STRATEGIES FOR ACADEMIC ADVISORS

- Ask probing and open-ended questions...then listen
- Include info on your Campus’ Office of Accessibility often
- Identify strengths and weaknesses
- Develop a personal and trusting relationship
- Provide them with a summary of all appointments
- Draft a plan
- Make yourself and your office accessible – Have you considered UDL?
- Check my “temperature”
IDENTIFYING THOSE STRUGGLING STUDENTS?

• Frustration
• Fatigue
• Failure
QUESTIONS