

Life After High School



**Students with Disabilities in
Postsecondary Settings**

Presenters

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19%

... of undergraduates in 2015-16 reported having a disability.

***U.S. Department of Education, National Center for Education Statistics. (2019).
Digest of Education Statistics, 2017 (2018-070), Ch 3***

STATE AND FEDERAL LAWS

- **Americans with Disabilities Act Amendments Act (ADAAA)**
 - **Minnesota Human Rights Act (MHRA)**
 - **Section 504 of the Rehabilitation Act**
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ADAAA

(1) DISABILITY—The term ‘disability’ means, with respect to an individual—

(A) a physical or mental impairment that substantially limits one or more major life activities of such individual;

(B) a record of such an impairment; or

(C) being regarded as having such an impairment

What is a Disability

ADHD

Deaf &
Hard of
Hearing

Learning
Disabilities

Blind &
Low
Vision

Mental
Health

Chronic
Health

Autism
Spectrum

Mobility
&
Physical

Brain
Injuries

STATE AND FEDERAL LAWS

Key Differences at the Postsecondary Level

- **The IDEA has no application**
- **There is no child find obligation for colleges**
- **The student must produce documentation of the disability**
- **The emphasis is on access, not services**
- **Schools are not required to fundamentally alter programs or endure an undue burden, but must provide reasonable accommodations determined through an interactive process**
- **The grievance process is limited**

Medical Model

Social Model

Social Model



Medical Model

Disability is a deficiency or abnormality.

Being disabled is negative.

Disability resides in the individual.

The remedy is cure or normalization of the individual.

The agent of remedy is the professional.



Social Model

Disability is a difference.

Being disabled, in itself, is neutral.

Disability derives from the interaction between the individual and society.

The remedy is a change in the interaction between the individual and society.

The agent of remedy can be the individual, an advocate, or anyone who creates change.

Carol Gill, Director
Chicago Institute of Disability Research



Equality

doesn't mean



Equity

THE ADMISSION PROCESS *

BARRIERS

Admission standards may be limiting to some applicants

NCAA eligibility requirements may present challenges for some students

Note: Applications for admission may not inquire whether an applicant has a disability. Disclosure of a disability is not required, but may sometimes be useful to explain some aspects of secondary school performance

ACCOMMODATIONS

Reasonable accommodations are available in the admission process

The ADA requires websites to be accessible, including the common app

NCAA accommodations are available for “education impacting disabilities”

Accommodations are available for the ACT & SAT

Self Reported Barriers on Campus

Work with the Disability Resource Office	Classroom and Instructional Environment	Campus Access and Support	Campus Climate
<ul style="list-style-type: none">• Unaware of office and services• Difficulty navigating procedures• Inadequate accommodations• Lacking support for self-advocacy and disclosure skills	<ul style="list-style-type: none">• Uninformed faculty• Instructor pushback• Non-responsive instructors	<ul style="list-style-type: none">• Physical barriers• Gaps in programs and services	<ul style="list-style-type: none">• Negative interaction with peers• Stigma of disability• Added work of disability management

Scott, Sally. (2019) Access and Participation in Higher Education: Perspectives of College Students with Disabilities NCCSD Research Brief, 2(2).

CURRICULUM AND CLASSES

BARRIERS

- **Uninformed instructors**
- **Overwhelming course expectations**
- **inaccessible course materials**

ACCOMMODATIONS

- **Testing related accommodations (extra time, readers, testing center)**
- **Priority registration**
- **Reduced course load**
- **Access assistance (readers, notetakers, recorders)**
- **Captioning and Interpreting**
- **Document conversion**
- **Adaptive technology**
- **Digital accessibility**

COLLEGE LIVING

BARRIERS

- **Inaccessible housing - *Note buildings must meet accessibility standards that vary based upon the age of the building (1977/1992)***
- **Extracurricular activities and special programs may be difficult or intimidating to access**
- **Meals may not be allergen free**
- **Students may feel stigmatized**

ACCOMMODATIONS

- **Reasonable accommodations in various forms**
- **Comparable housing**
- **Transportation**
- **Physical access consultation**
- **Service animals**
- **Parking accommodations**
- **Support groups and clubs**
- **Access abroad programs**

The Interactive Process

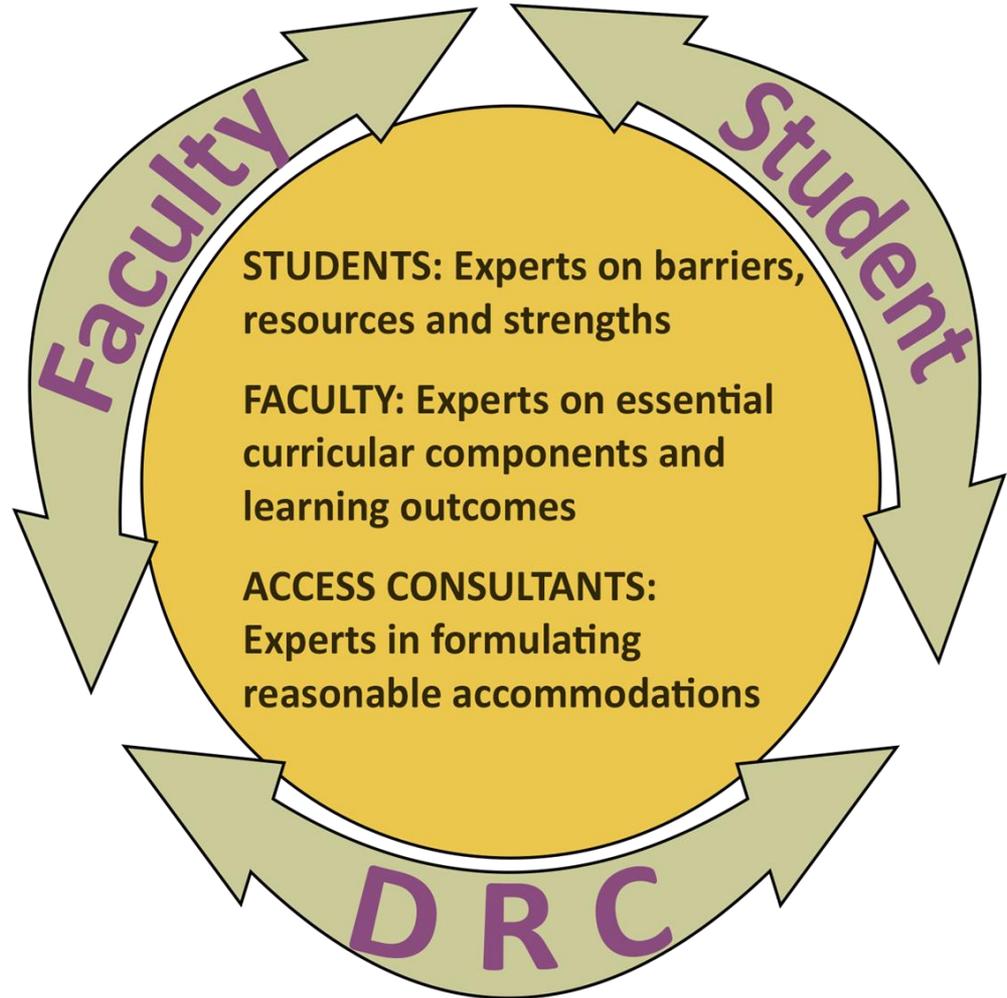
Who

What

Where

When

Determining Accommodations



INTELLECTUAL DISABILITIES

“Individuals with ID who had postsecondary education were more than twice as likely to be employed than their counterparts who did not have postsecondary education.”

Sannicandro, T. (2019). The effect of postsecondary education on employment, income, and SSI for people with intellectual disabilities. Think College Fast Facts, Issue No. 24. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

Programming for students with ID

- **There are more than 250 programs that offer some kind of college experience for students with intellectual disabilities**
- **Admission processes vary - typically no SAT/ACT, essay or standard high school diploma required**
- **Programs offer varying levels of inclusion and housing**

“In the United States, 15% to 20% of PSSs reported being treated for some form of mental disorder, while 17% screened positive for depression and 15% for nonsuicidal self-injuries.”

Jaworska, Natalia, et al, Mental Health Services for Students at Postsecondary Institutions: A National Survey. Can J Psychiatry. 2016 Dec; 61(12): 766–775.

MENTAL HEALTH

People with mental illness are the largest and fastest growing group of Supplemental Security Income (SSI) and Social Security Disability Income (SSDI) beneficiaries.

National Alliance for the Mentally Ill (NAMI). (2014). Road to recovery: Employment and mental illness.

Supports and Resources

- The college's disability resource center
- Disability based scholarships
- Tuition waivers and assistance (vision and hearing impaired students)
- [State Vocational Rehabilitation Services](#)
- Student clubs and support groups
- Grievance processes and administrative charges
- [U.S. Department of Education](#)

Advocacy & Research Organizations

- **PACER's National Parent Center on Transition and Employment**
- **AHEAD (Association on Higher Education and Disability)**
- **HEATH Resource Center**
- **Think College**
- **National Center for Learning Disabilities**
- **National Alliance on Mental Illness**
- **The Autistic Self Advocacy Network - Navigating College**

	People with Disabilities (Percent Employed)	People without Disabilities (Percent Employed)	Difference in Percent
Total, 25 years and over	19.8	71.0	51.2
Less than a high school diploma	9.9	57.0	47.1
High school graduates, no college	16.7	65.9	49.2
Some college or associate's degree	24.3	72.3	48.0
Bachelor's degree or higher	29.4	77.3	47.9

Feldman, J. (2019). Career Development for College Students with Mental Health Disabilities. NCCSD Research Brief, 2(4).

PARENT RIGHTS

- **FERPA rights pass to the student upon reaching age 18 or enrollment in postsecondary education.**
- **Student consent is generally required for parent involvement**
- **Parents of dependent students may still access student records if permitted by the school**
- **Exceptions exist for some drug/alcohol offenses and health and safety emergencies**

The College Perspective

**How could K-12 schools better
prepare students with disabilities
for life in college?**

MILITARY ENLISTMENT

**Initial Eligibility Requirements
include:**

Waivers may be possible

- **Aptitude (ASVAB test)**
 - **No accommodations permitted**
- **Physical evaluation**
 - **Many disqualifying conditions**

QUESTIONS?