

Section of Pediatrics - APTA
Combined Sections Meeting
San Diego, California, February 4, 2006
Adolescents and Adults with Developmental Disabilities SIG

**Preparing for the High School to College Transition:
Are We Supporting What is Needed?**

Nancy A. Cicirello, PT, MPH, EdD.

Legislation History
PL 94-142 and Subsequent Reauthorizations
Least Restrictive Environments
Full Inclusion
Transition Planning IDEIA 2004 begin no later than 16 years-old
(training, education, employment, and independent living skills)

Some Students with Disabilities, like their peers, complete K-12 educational experience with the intention of attending colleges and universities

Enrollment of Students with Disabilities Increasing

Rothstein, 1991; Albert & Fairweather, 1990; Fairweather & Shaver, 1990; Rothstein, 1997

Thomas (2000) cites 1998 HEATH Resource Center
140,142 documented college freshman in 1996 self-identified as disabled
9% of all freshman compared to 2.6% in 1978

Paul (2000) citing 1996 National Council for Education
1.4 million students (10.3%) of 14.5 million enrolled students
reported at least one disability 40% orthopedic and neurologic origin
17% (National Council on Disability and Social Security Administration, 2000)

Legislative Support for Post-Secondary Students

1990 Americans with Disabilities Act (ADA, PL 101-336)
Section 504 of the Rehabilitation Act of 1973
Provide equal education for “otherwise qualified handicapped individuals”
“affirmative action obligation” on part of higher education institutions
Paul, 2000

College Entrance/Admission

Disability is defined according to ADA
FAPE does not extend to higher education
College students must meet a program’s admission, academic, and technical standards with or without accommodations (Thomas, 2000)

Barrier-free Design; Academic modifications; Disability Services
Transfer of Responsibility from school to individual to self identify and seek services

Campus Access

Having Students On Campus is Most Significant Impetus for Access
(Misquez, McCarthy, Powell, & Chu 1997)

What To Do to Promote and Support High School Students Transition?

Students request to sit in on a college class

Travel across campus grounds

Visit university centers, libraries, and dormitories

IEP Goal: Student will critically assess accessibility of two college campuses via different means that could include web page searches, telephone inquiries, and on-site visitations by end of fall term.

Students with Disabilities Preparation

Success in taking courses

Finding the supports they needed

Advocating for their rights

Self-Determination Skills

Problem-solving

Understanding one's disability, awareness of strengths and weaknesses

Goal setting

Self management

Ability to discuss accommodation needs with faculty and staff

Ability to access information, services, or supports when needed

(Thoma, C. & Getzel, E. 2005)

College Dormitory Living Arrangements

Room accessibility, Sleeping, Bathroom, Dining, Social Interaction

IEP Goal: Student will independently transfer between wheelchair and bed 3 times/day.

IEP Goal: Student will direct an attendant in her/his physical management of bathroom routine.

IEP Goal: Student will advertise, interview, and hire a personal attendant during mock role-play scenario in her/his communication class.

Confidentiality

Policies of who

can be informed; should be informed; must be informed; should not be informed; and when and how related waivers should be obtained. (Rothstein, 1991)

80% of Higher Education Disability Service Providers < 10 years experience
(Dukes, 1998)

!00% of students have lived entire life with disability

University Faculty Interactions

Comparison of students, disabled and nondisabled, with faculty (Amsel & Fichten, 1990)

Students should initiate contact re: accommodations

Professors have decreased comfort level with students with disabilities

Students with disabilities less likely to request assistance

Likely to know the law, minimal to no knowledge or skills to accommodate

No requirement for higher education faculty to know about disabilities

IEP Goal: Student will schedule her/his fall IEP meeting, making contacts, and set date and location.

IEP Goal: Student will generate list of accommodations needed to complete IEP document.

IEP Goal: Student will list criteria that will indicate goal attainment.

IEP Goal: Student will create an information packet to distribute to perspective faculty that includes an autobiographical sketch.

College Campus Disability Services

Association on Higher Education and Disability (AHEAD)

32 members in 1978 grown to 1,900 in 1999 (Dukes & Shaw, 1999)

Professional Background

counseling, law, social work, special education, higher education

Universities actively involved in improving their Offices of Disability Services

PT/OT not listed, could be an new professional niche or consultation opportunity

Education is a Liberating Force

“We know that equality of individual ability has never existed and never will, but we do insist that equality of opportunity still must be sought.”

Rosemarie Garland-Thomson (2001, January 26). The FDR memorial: Who speaks from the wheelchair? The Chronicle of Higher Education, pp. B11-12.

As physical therapists serving young men and women as they transition to college campuses, we need to support client/student centered goals that increase the equality of all opportunities that can lead to higher education matriculation and graduation.

Afford secondary students with disabilities the opportunity to meet college students with disabilities

References

Albert, J. & Fairweather, J. (1990). Effective organization of postsecondary services for students with disabilities. Journal of College Student Development, 31, 445-453.

Amsel, R. & Fichten, C. (1990). Interaction between disabled and nondisabled college students and their professors: A comparison. Journal of Postsecondary Education and Disability, 8, 125-140.

Beilke, J. & Yssel, N. (1998). Personalizing disability. Journal for a Just & Caring Education, 4 (2), 212-224.

Cole, B., Christ, C., & Light, T. (1995). Social work education and students with disabilities: Implication of section 504 and the ADA. Journal of Social Work Education, 31 (2), 261-268.

Davidson, S. (1994). The Americans with Disabilities Act and essential functions in nursing programs. Nursing Education, 19, 31-34.

Dukes, L. & Shaw, S. (1999). Postsecondary disability personnel: Professional standards and staff development. Journal of Developmental Education, 23,(1), 26-31.

Eckes, S. & Ochoa, T. (2005). Students with disabilities: Transitioning from high school to higher education. American Secondary Education, 33, (3), 6-20.

Fairweather, J. & Shaver, D. (1990). A troubled future? Participation in postsecondary education by youth with disabilities. Journal of Higher Education, 61, 332-348.

Garland-Thomson, R. (2001, January 26). The FDR memorial: Who speaks from the wheelchair? The Chronicle of Higher Education, pp. B11-12.

Helms, L. & Weiler, K. (1993). Disability discrimination in nursing education: An evaluation of legislation and litigation. Journal of Professional Nursing, 9 (6), 358-366.

Hendricks, S., Lynden, S., Tarter, C., Banaitis, D., & Cicirello, N. (1998). Implementation of the Americans with Disabilities Act into physical therapy programs. Journal of Physical Therapy Education, 12 (2), 9-15.

Misquesz, E., McCarthy, B., Powell, B., & Chu, L. (1997). University students with disabilities are the chief on-campus accommodation ingredient. Paper presented at the Annual California State University, Northridge, Conference.

Paul, S. (2000). Students with disabilities in higher education: A review of the literature. College Student Journal, 34 (2), 200-211.

Reeser, L. (1992). Students with disabilities in practicum: What is reasonable accommodation? Journal of Social Work Education, 28 (1), 98-109.

Rothstein, L. (1991). Students, staff, and faculty with disabilities: Current issues for colleges and universities. Journal of College and University Law, 17, 471-482.

Thoma, C. & Getzel, E. (2005). What post-secondary students with disabilities tell us are important considerations for success. Education and Training in Developmental Disabilities, 40 (3), 234-242.

Thomas, S. (2000). College students and disability law. Journal of Special Education, 33 (4), 248-258.

Student Activity Accessibility Checklist: Developed by Smith, R., Warnke, J., Edyburn, D. and Mellard, D., Kurth, N., and Berry, G. The document was supported by the US Department of Education, Office of Special Education Programs, (Cooperative Agreement # H324M980109). <http://das.kucrl.org/iam.html>