



Transition to Postsecondary Settings

An Overview



Check-in Question

In the chat, rate your comfort level and/or understanding of accessing resources in a transition from P-12 to Postsecondary for SWD.

Use a scale of **1** (know nothing) to **5** (expert).





Session Agenda

- Introductions
- Overview
- Entitlement vs Qualifications
- Tales of two GSUs
- Application
- Resources
- Q&A





Introductions

Karin Fisher, Ph.D.

Associate Professor,

Georgia Southern University

Parent of an autistic 18yo - started college on 8/10!



DaShaunda Patterson, Ph.D.

Associate Dean, Georgia State

University





Entitlement vs. Qualifications

High School

Accommodations ensured success

- Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act of 1973

Postsecondary and College

Accommodations will ensure equal access

- Americans with Disabilities Act (ADA), Title II
- Americans with Disabilities Act Amendments Act of 2008 (ADAAA)



Postsecondary Education Tracks

- Inclusive Post Secondary Education (IPSE)
 - 9 programs in Georgia
 - Additional cost
 - Assisted through individual programs
- Certificate seeking
 - Must meet minimum entry requirements (i.e., Age, Accuplacer, GED scores, SAT scores, etc.)
- Degree seeking
 - SWD who earned regular diploma or GED.

Tale of Two GSUs



**GEORGIA
STATE**[®]



**GEORGIA
SOUTHERN
UNIVERSITY**



Documentation Requirements

University System of Georgia (USG) Board of Regents (BOR) Guidelines

- Licensed evaluator
 - Attests to the presence of a disabling condition defined by ADA
- Evaluations
 - Shows student has substantial limitations impacting academic performance
 - States how the assessment results meet diagnostic criteria.
 - Recent
 - Provides identifying information of evaluator
- Accommodation recommendations must provide a rationale




GSU and GS Processes

1. Register for services at the postsecondary institution
2. Provide up-to-date documentation or request necessary evaluation
3. Outline the courses for which accommodations will be required.
4. Clarify the accommodations requested.
5. Meet with instructors to review accommodations.
6. Maintain records of accommodations



Sample Documents



Accommodation Notification

Date: Aug 12, 2022
Student ID: [REDACTED]
Student Name: [REDACTED]

This student has documentation of a disability. The following accommodations are approved:

Accommodation	Accommodation Description
Extended-Time	Extra time for tests.
Distraction Reduced Environment	Student is allowed to take tests in a quiet room with limited distractions.
Audio Recorder	Student is allowed to use an audio recorder to record lectures and other classroom activities.
Use of Laptop in Class	Student is allowed to use a laptop during class.
Word Processing Software with Spelling/Grammar Check	Student is allowed to use word processing software that includes the ability to check grammar and spelling.
Priority Seating	Student should be given priority when assigning seating for class.
Other Classroom Accommodation	Use of noise cancelling headphones during independent class work.
Note Taker	Student is allowed to have someone else taking notes during lectures and other classroom activities.


Additional Details

Extended time for all tests, quizzes, exams and in-class timed assignments (double time). Specific arrangements for testing accommodations are to be made between faculty and the student.

Accommodations are required under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The purpose is to provide the student with an environment to obtain information and demonstrate mastery of information being tested by minimizing or eliminating the impact of the disability.

If any of the above academic adjustments result in a fundamental alteration of this course, please contact

All information regarding a disability is confidential. Each student is encouraged to explain any accommodation that is needed; however, the student has the option not to disclose the specific disability

Service Provider: 
Student: [REDACTED]

Name: Faculty Notification Letter
From: access@gsu.edu
Email Subject: [NAME] - [CLASS] - Notification of Approved Accommodations [TERM]
Email Type: Registration
CCs: Not Specified
Email Logo Header: 

Top Body: (NAME)
(SCHOOLID)
(EMAIL)
(TERM) - (CLASS)
(NAME) is registered with the Access & Accommodations Center (AAEC) and enrolled in your class. Due to a documented disability, the student is eligible for the specific accommodations outlined below. The purpose of accommodations is to create equal educational access in accordance with federal regulations. Accommodations should not fundamentally alter the course. If you have questions about whether the accommodations listed below would fundamentally alter the course, please contact AAEC.

To facilitate the smooth implementation of the student's accommodations, AAEC recommends that you and the student meet to discuss the information outlined below as it relates to provision of accommodations.

Important Notice: The information in this letter is strictly confidential

Accommodations the student is eligible to receive:

Automated Content: **This section will be automatically generated by the system. Please refer to our manual (DSAIM Manual) for sample content and approved tags.**

Bottom Body: **Important Link:** Faculty Resources for Accommodating Students with Disabilities
GSU Faculty Resources are available on the [AAEC Website](#). If you have any questions or concerns, please feel free to contact the AAEC Office.
Thank you for your time and assistance.
AAEC
Signature: Not Specified

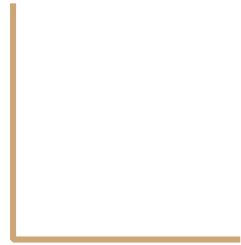


Types of Accommodations Available

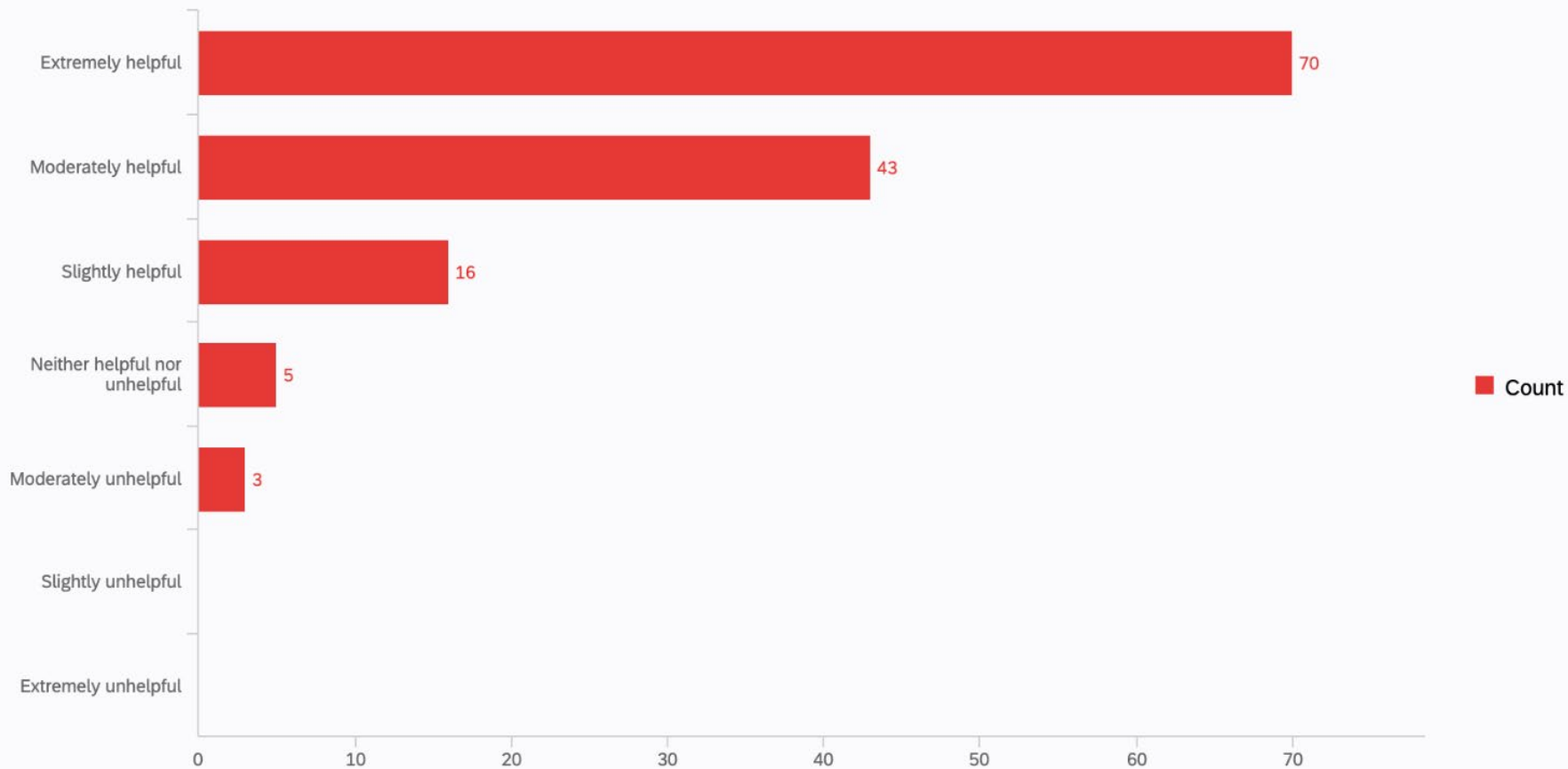
- Assistive Technology
- Captioning
- Interpreting for class
- Captioning/Interpreting for campus events
- Note Taking
- Accommodated testing in center
- Assistance with Title IX
- Housing and parking accommodations



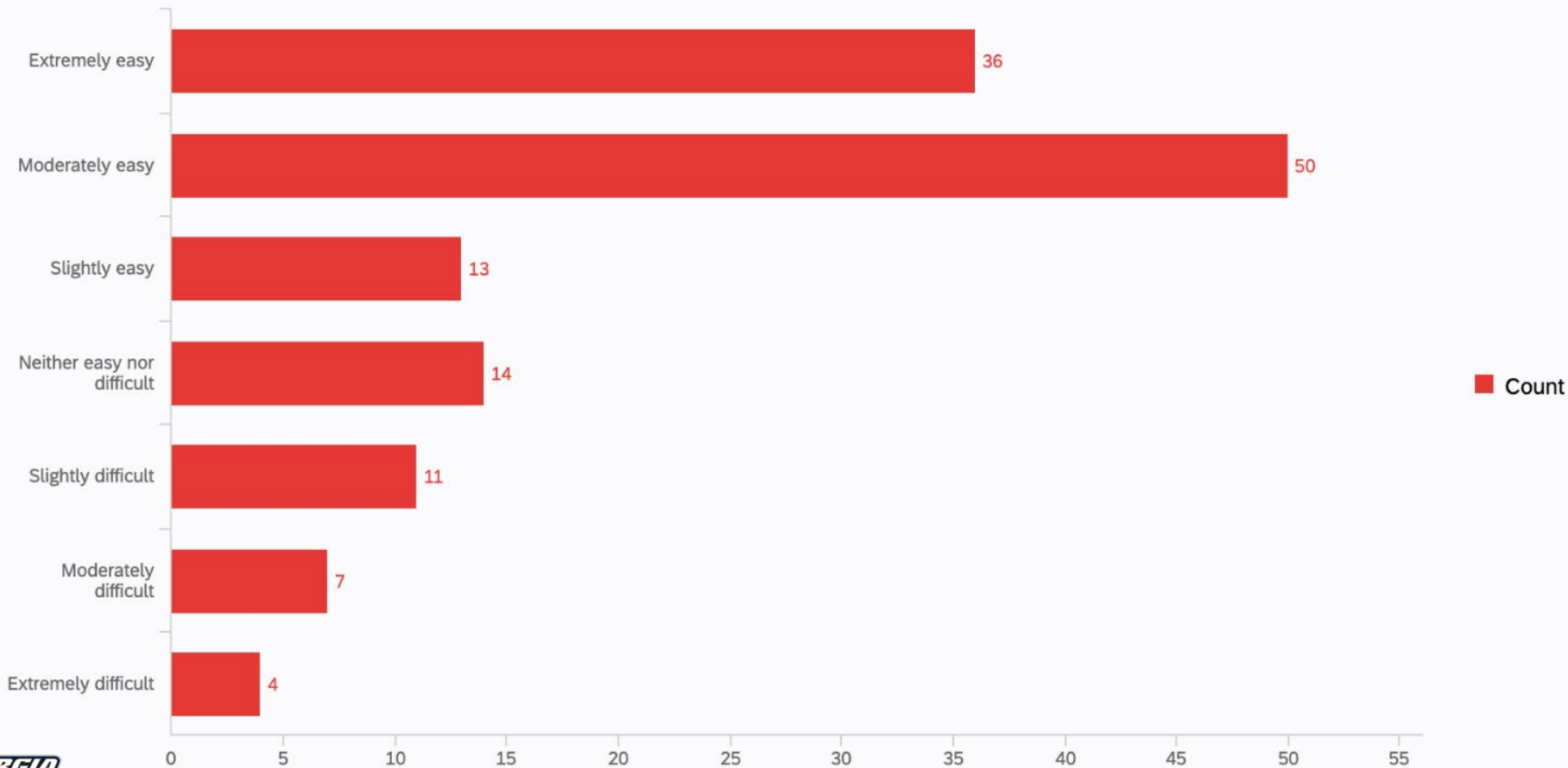
Preliminary Results of Study on GS College Students with Disabilities



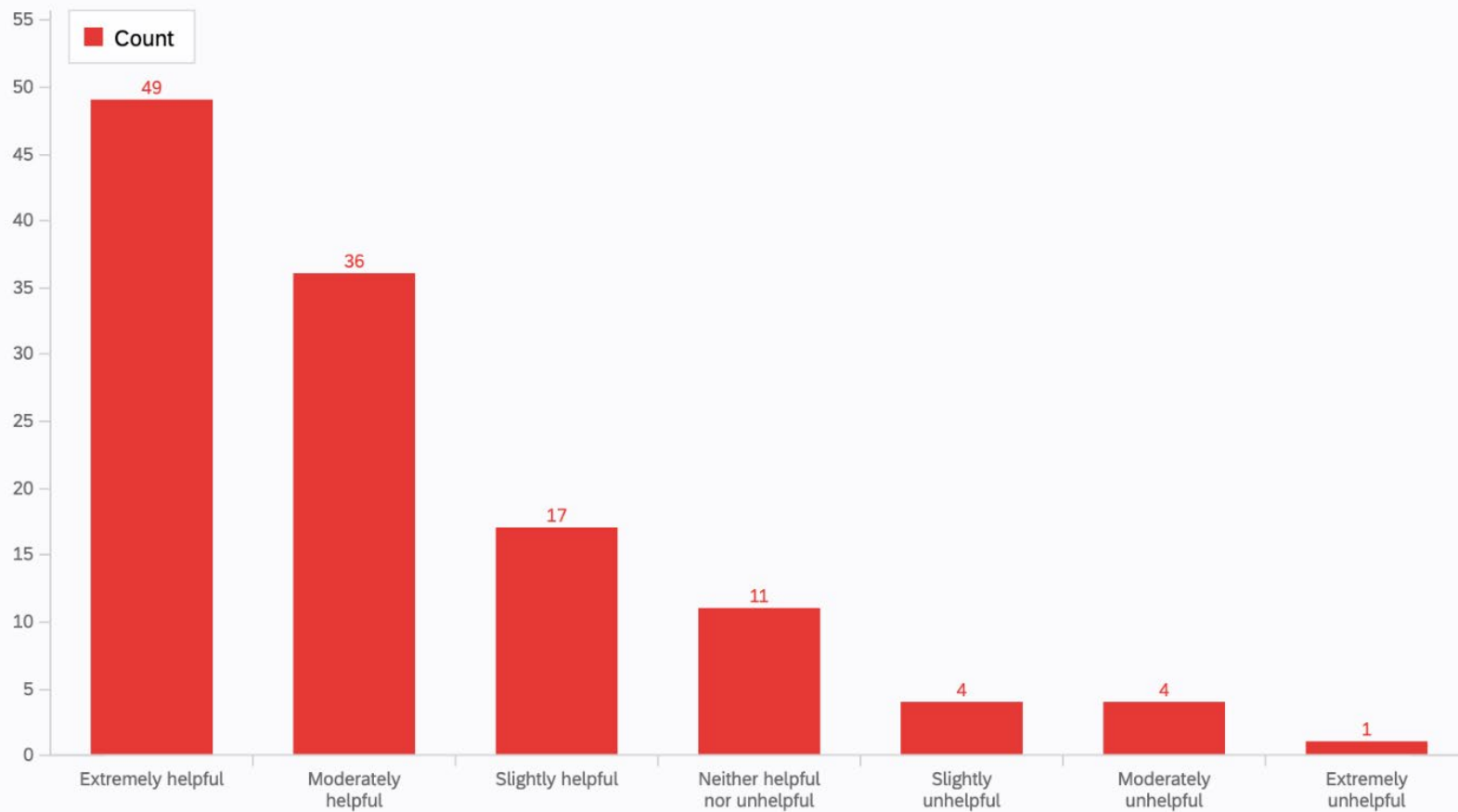
SARC Helpfulness



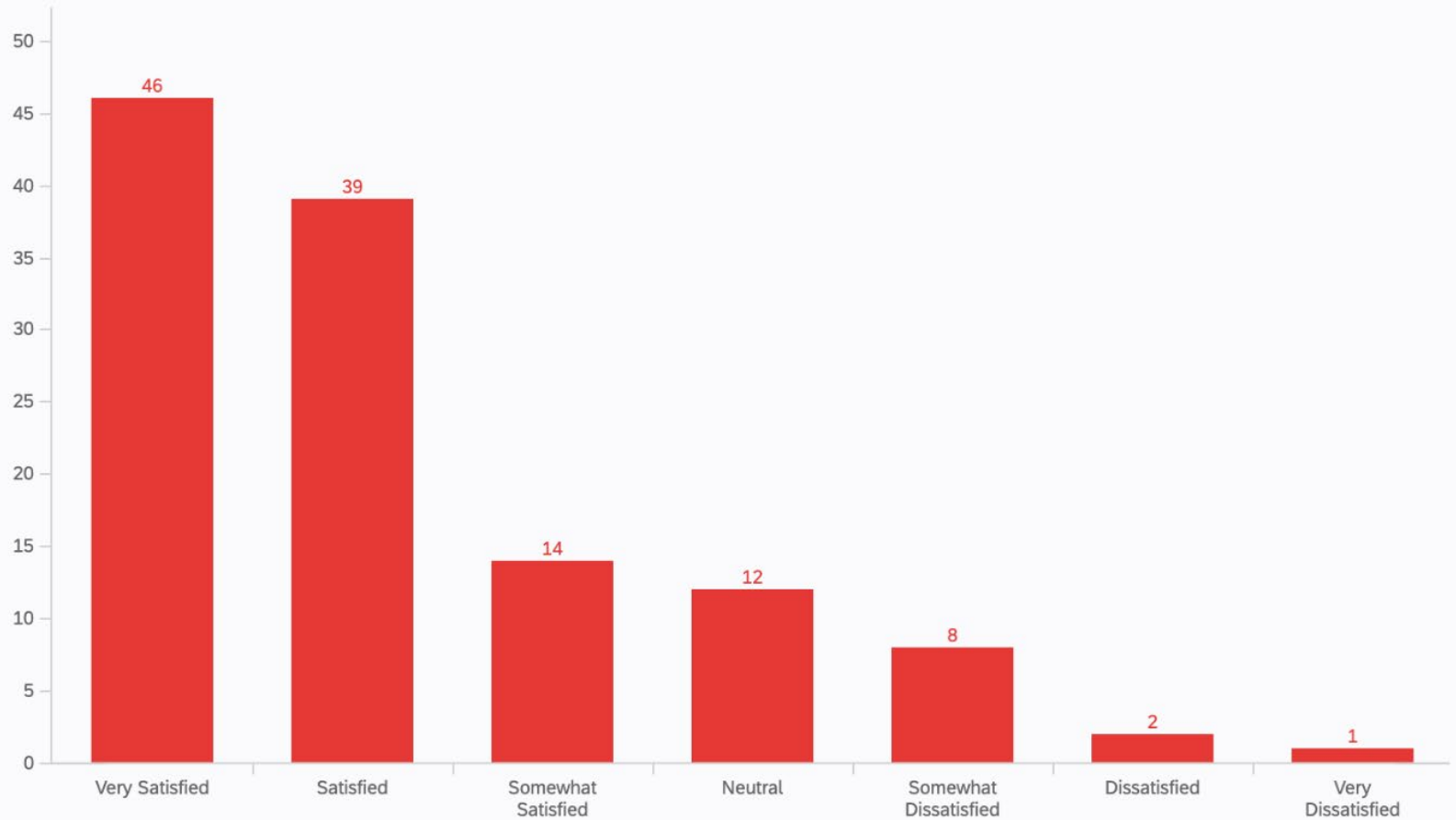
Obtaining Accommodations



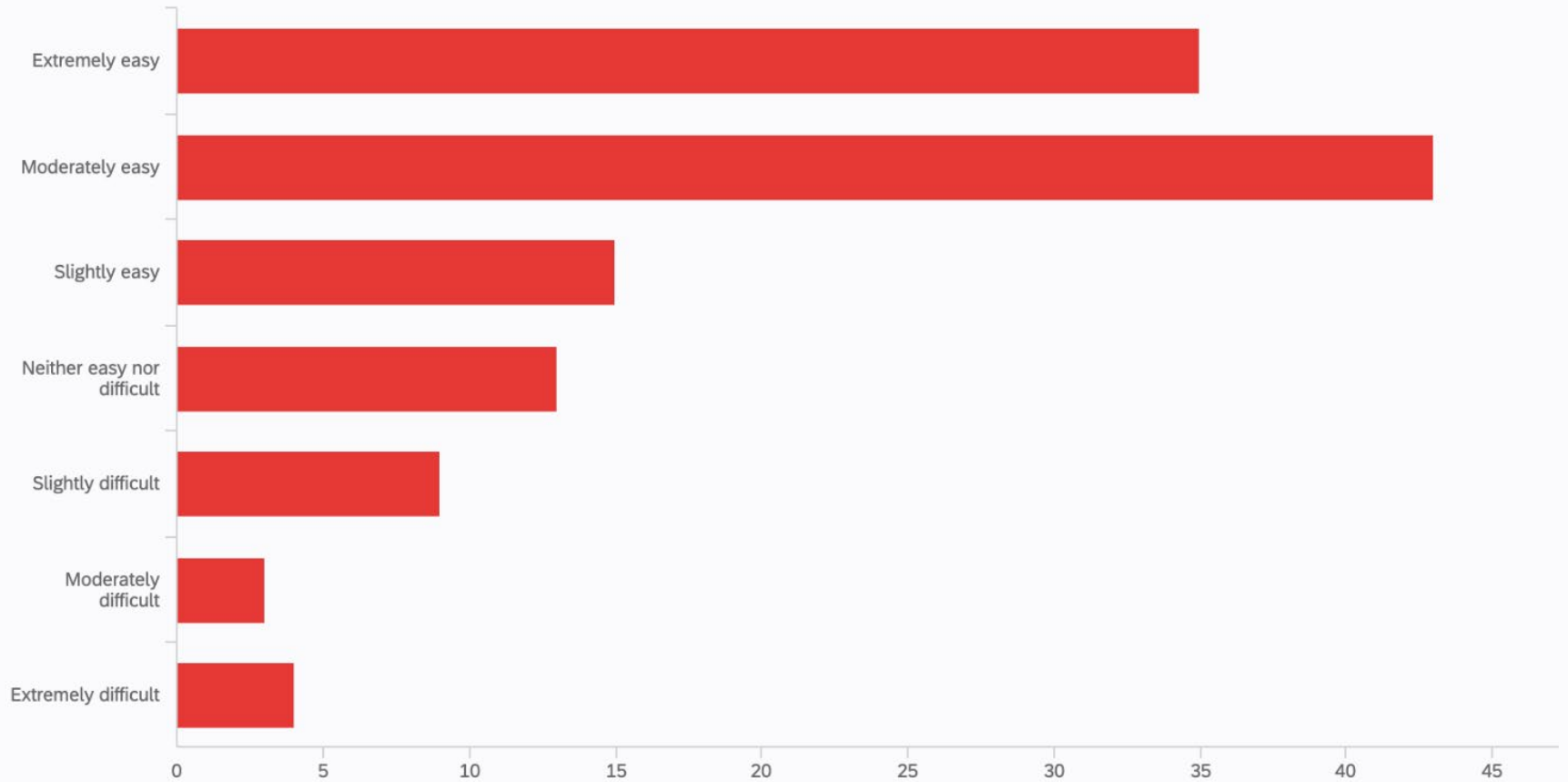
Professor Helpfulness



Accommodation Satisfaction

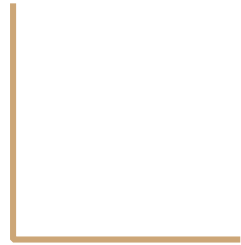


Disability Registration Process





Recommendations during High School





Recommendations - Junior Year

1. Ensure 3-year evaluations (psych, speech, etc.) < 3 years old and **save** all documents.

2. Understand/Explain difference between **postsecondary programs**

3. Explore postsecondary **transition summer programs**
 - a. [Beacon College](#)
 - b. [Landmark College](#)

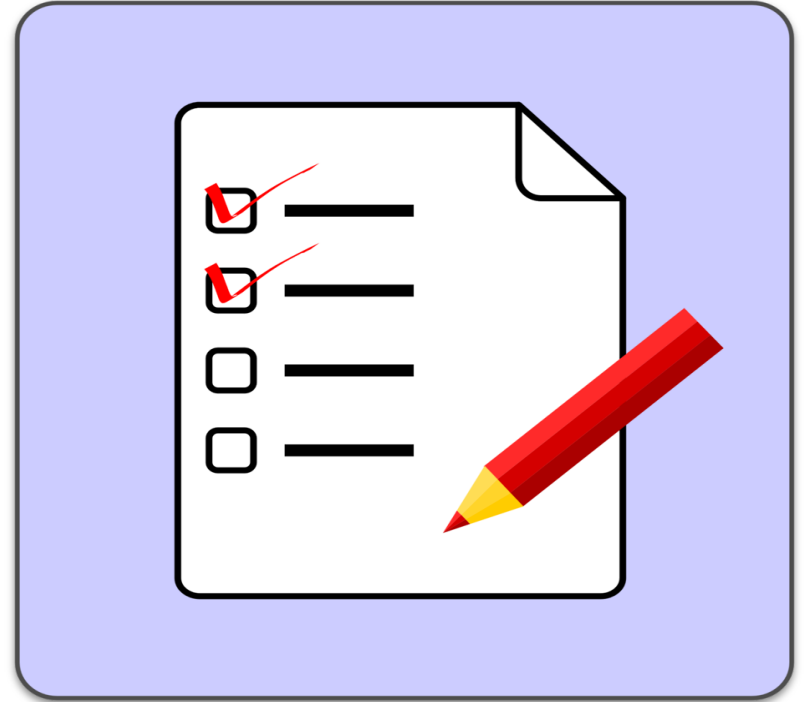


Recommendations - Fall of the Senior Year

1. Align **interests/strengths**
2. Determine desirable attributes (i.e., small class sizes, transportation needs, etc.).
3. Apply for Vocational Rehabilitation (VR) and FAFSA (on 10/1 for 23 -24 AY).
 - a. VR will assess cognitive ability - **save assessment.**
4. Apply to several institutions that offer selected concentrations/majors **and** desirable attributes.

Recommendations - Spring of Senior Year

1. **ALL** needed accommodations on Summary of Performance (SOP).
2. Save documents
3. Request official transcripts





After Admission Advice for Families

1. **Discuss** plans for managing post -secondary requirements.
2. Remind students to **self-identify** .
3. Identify **accommodations** needed and be able to support with documentation.
4. Seek out and request other services for marginalized students



Application and Take -aways

- Show empathy, patience, and understanding
- Encourage
 - a. Students to let **parents** guide them through this transition
 - b. Application for accommodations even if decide not to use
 - i. Accommodations are **NOT** retroactive - do not wait to fail
 - c. **Persistence**
 - d. Start application process early
- Guidance counselors should include parents in **ALL** communications



Application and Take -aways

- Secondary fact sheets
 - a. IPSE programs
 - b. VR services
- Fact sheets
 - a. Family Support Funds (currently \$2k a year until 18 yo)
 - b. Katie Beckett Deeming Waiver and Champions for Kids funding (currently \$3k a year until 26 yo).
- Checklists



GS and GSUResources

<https://students.georgiasouthern.edu/sarc/resources/new-students/>

<https://students.georgiasouthern.edu/sarc/resources/faculty/>

<https://students.georgiasouthern.edu/sarc/community-resources/> -

<https://access.gsu.edu>

https://mediaspace.gsu.edu/media/Student+AIM+TutorialA+How+to+Request+Faculty+Notification+Letters/1_1wnwswqf



Final Reflections

- Develop a plan that answers the question: “What does support look like for you?”
- Access the resources that are available
- Remain as organized and proactive as possible
- Create realistic timelines
- Share your experiences

SAP Public Comment Request

Make your voices heard. Share your public comment with the State Advisory Panel for Special Education.

[https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/State-Advisory-Panel-\(SAP\).aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/State-Advisory-Panel-(SAP).aspx)