

# 2016 Illinois 60 by 25 Network Meeting: Vision to Action

**Diversity, Inclusion, and Access:  
Maximizing Post-secondary  
Opportunities for Students with a  
Documented Disability in a  
60 by 25 World**

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- **Chairperson:** State of Illinois Attendance Commission
- **Vice President:** Illinois DEC: Division of Early Childhood
  
- ***U.S. Dept. of Ed. (Office of Special Education Programs) -***  
Results Driven Accountability Initiative
- **Coordinator:** ADA 25 Chicago- Faith Based Community Outreach
  
- **P-20 Council:** Family Youth Community and Engagement  
Committee
- Disability Rights Consortium Member
  
- ***President Emil Jones, Jr. 1st & 2<sup>nd</sup> Autism Community***  
**Seminar Coordinator**

**Maximizing Post-secondary  
Opportunities for Students with a  
Documented Disability in a  
60 by 25 World**

**IS**

**Everybody's Business**

## Individuals With Disabilities Education Act...IDEA

- IDEA is the federal law that guides all Special Education services for students birth to adulthood
- Law usually ends when a young adult reaches age or upon graduation from High School.
- Originally PL 94-142.... Passed in 1975

## Individuals With Disabilities Education Act... IDEA Re-authorized

- Individuals with Disabilities Education Act Amendments (IDEA) into law (P.L. 105-17) on Wednesday, June 4, 1997.  
And
- The Individuals with Disabilities Education Improvement Act (**IDEIA**) passed into Law 2004

# Main Components of IDEA

- **Free and Appropriate Education (FAPE)**

All students are entitled to receive a good education under the law

- **Zero Reject**

No student can be excluded from school because they have a disability

- **Evaluation**

All testing must be fair and given in the native language of the student

- **Protective Safe Guards**

There is a judicial process in place if parents or students feel they are not being treated fairly

## Individual Education Program (IEP)

Each student receiving special education services under IDEIA must have a plan outlining the goals of their education.

# Post-Secondary Planning

- **Transition Plan part of the IEP**

Each student over 14 must have a transition plan which is an outline of what the student is expected to do after high school. It includes education, vocational prep, Independent Living preparation.

- **Summary of Performance**

The summary of the students IEP goals, present level of academic achievement and functional performance and progress towards transition goals. It is completed the last year of high school due to graduation or aging out.



# Section 504 of the Rehabilitation Act

- A national law that protects qualified individuals from discrimination based on their disability. Under the law, individuals with Disabilities are defined as...
- *...persons with a physical or mental impairment which substantially limits one or more major life activities*

**Major life activities include but is not limited to:**

- Caring for one's self, walking, seeing, hearing, breathing, performing manual tasks, and **learning**

# Americans with Disabilities Act - 1990

- Enacted by US congress in 1990
- The ADA is a civil rights law that prohibits discrimination based on disability
- ADA definition:  
*“a physical or mental impairment that substantially limits major life activity”*
  - Areas covered include but is not limited to:
    - Employment
    - Education at all levels including Higher Ed
    - Telecommunications

# Americans with Disabilities Act Amended Act (ADAAA)

Amended 9-25-2008 took affect January 2009

- Revises the definition of “disability” to more broadly encompass impairments that substantially limit a major life activity.
- Changes also clarify coverage of impairments that are episodic or in remission that substantially limit a major life activity when active, such as epilepsy or post traumatic stress disorder.

# 504 Plan

- Students with a documented impairment such as ADHD, Epilepsy, Diabetes or Asthma may have a 504 Plan that describes accommodations and modifications needed for the student to have equal access and success at school or during any school related activity.
- It can be created for a permanent or temporary condition such as a broken arm or surgery.

# Higher Ed Transition

## High School

- IDEA (IEP)
- Not an Adult
- Given Support per the Individualized Education Program.

## College

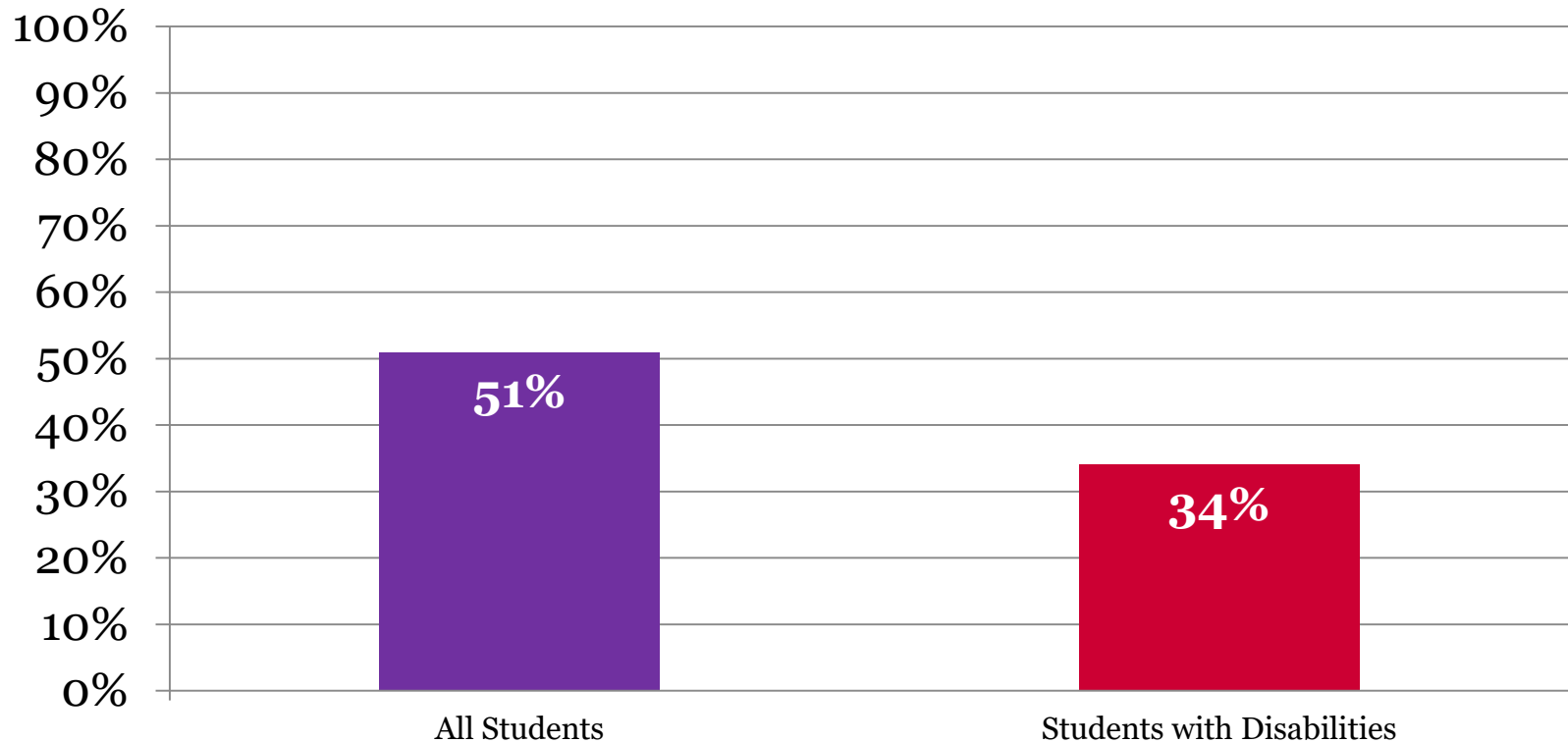
- ADA (No IEP)
- Independent!
- Self-Identification/Self Advocacy required to receive accommodations and modifications.

# The Laws: IDEA vs ADA

- **In High School:**
  - **IDEA (Individuals with Disabilities Education Act)**
  - This law enables you to receive free and appropriate education through high school
  - Includes providing : accommodations, educational services, therapies and curriculum modifications.
- **In College:**
  - **Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.**
  - These laws require that you be provided with reasonable accommodations if you disclose your disability to the institution.
  - Not required to provide special educational services, therapies or curriculum modifications that fundamentally alter the nature of the program or class.

# The Situation

## % Graduate from 4-year College



# Why aren't Students with Disabilities Graduating?

- Schools not providing the support needed by students
  - Lack of awareness?
  - Lack of resources?
- Students don't ask for support
  - Don't know what to do?
  - Don't define themselves as disabled
  - Stigma is greater than perceived value?
- Support mandated by law isn't sufficient



# High Schools

- High School College Counseling Departments and Special Education Departments work closely with each other to inform each others practice.
- Share transition plans with College Counselors.
- Hold Summary Of Performance meeting together
- Know who students are talking to.
- BEWARE of for-profit schools. Teach Accreditation to students

# Higher Ed.

- Move awareness of Accommodations and Modifications beyond the walls of the ADA Department at your school.
- On-going Professional Development for faculty and staff.
- Intentional and Explicit information during recruiting, orientation and on Web-site.
- Include information about services on EVERY syllabus and in EVERY office on Campus

# Students and Families

- Make speaking to Advisors at Colleges a priority when you are doing your college search to determine match and fit.
- Keep a record of all conversations.
- **TO BE COVERED BY THE LAW (ADA) YOU MUST BE ON RECORD WITH THE SPECIALIZED SERVICE/DISABILITY OFFICE AT THE COLLEGE/UNIVERSITY. Self-Identification is KEY to success.**

# Speed Brainstorming



# Discussion 1

Successes maximizing post-secondary opportunities for students with a documented disability.

## Discussion 2

Barriers to maximizing post-secondary opportunities for students with a documented disability.

## Discussion 3

Possible and/or needed next steps for the IL60by25 Network in regard to maximizing post-secondary opportunities for students with a documented disability.

# Share Out and Collective Impact





# Collective Impact Results from Discussion 1

- Wrap-around support improving
- Disclosure of student disability
- Internship at local High School
- Step grants
- Community service
- Accessibility to resources and “built-in” features...assistive technology
- Increased efforts w/self advocacy and communication
- Career Cruising
- Student input re: success getting better

# Collective Impact Results from Discussion 2

- Not enough student input re: their actual and perceived barriers
- TIME
- Preconceived notion
- Widespread awareness needed
- Knowledge
- Funding
- Lack of communication between ALL stakeholders
- Professional development, implementing new programs/initiatives
- Assessments

# Collective Impact Results from Discussion 3

- Get student input regarding next steps and current gaps to access, awareness and acceptance
- On-going conversations regarding documented disabilities not just a one-time meeting or discussion.
- Educating and awareness of individuals with documented disabilities within community/business partners
- “Can-do” opportunity and strength-based conversations not always what they “can’t do.
- Success stories regarding internships and business partners
- Awareness & integration of “Best-Innovative” practices
- Tapping into resources
- Data analysis/gap analysis

# Resources

- **Autism Speaks**

<http://www.autismspeaks.org/family-services/tool-kits>

- Request a hard copy by calling 1-888-288-4762  
Ask for the hard copy of the Asperger's Tool Kit, Transition Tool Kit, School Tool Kit and IEP Tool Kit.

Approved ISBE and Dept. of Ed Transition Resources

- **National Secondary Transition Technical Assistance Center**

<http://ncset.org/>

# Official ISBE Transition Modules and Resources

- Transition Outreach Training for Adult Living (TOTAL) Project

[http://www.isbe.net/spec-ed/html/transition\\_video.htm](http://www.isbe.net/spec-ed/html/transition_video.htm)

- Boston University Student Self Assessment – provides a list of challenges that a student may face, many mental health related issues, and different accommodations that you can get/use if you chose to disclose to your professor or not
  - <http://cpr.bu.edu/wp-content/uploads/2011/09/Higher-Education-Support-Toolkit.pdf>
    - Pages 9-16
- Learning Style Identifier Quiz – identify learning style to help increase learning in college and find effective study habits
  - <http://www.2learn.org/learningstyles.html>

# Remember: It's everybody's business

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