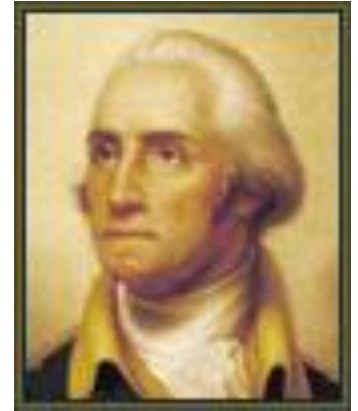


**POSTSECONDARY EDUCATION FOR
STUDENTS WITH
INTELLECTUAL DISABILITIES**



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Many young adults with intellectual disabilities (ID) leaving high school are preparing to take on adult roles that establish personal and social relationships that enable them to participate actively and independently in the community, their careers, and help define their quality of life. Today one of those roles includes becoming a college student. What began through the efforts of a few individuals and institutes of higher education (IHE) has now grown into a movement of many who share the conviction that *all* students should have access to postsecondary education that leads to employment and independent living opportunities. Postsecondary education has evolved and expanded since the beginning of the 21st Century with as many as 250 (Personal Communication, D. Hart, May 10, 2010) institutes of higher education providing an opportunity for students with ID to continue their education in traditional postsecondary settings. The number of colleges continues to expand spurred on by the recent changes in the Higher Education Opportunity Act of 2008 (HEOA) coupled with changes in attitudes that redefine and support people with ID as competent, capable, independent and productive citizens.

Transitioning students with ID are emerging with a desire to continue their learning and with the expectation that their path to lifelong learning will take them to college. Though many of the students with ID may not have benefit of a high school diploma or anticipate receiving a college degree, these young adults are accessing college experiences that include course work, dorm life, college social life and many more experiences similar to other adults attending community colleges and four-year universities. Presented here is a brief overview to answer what are some of the changes taking place that promote transition of youth with ID into college and to provide a better understanding of the processes involved to prepare for and access a postsecondary education for students with ID.

What are some of the characteristics of students with ID who desire and attend college or university programs?

Increasingly, young adults with ID are transitioning into lives like everyone else's. This is made possible with changes in laws, policies, and advanced understanding that encourage individuals with ID to break with the societal limitations based upon old paradigms, perceptions, and stereotypes.

As today's young adults with ID transition into adulthood many desire to meet the same adult and college goals inherent in postsecondary education:

- To advance their intellectual and academic knowledge that lead to life long learning,
- To increase their work experiences that lead to a career, and
- To continue their emotional and social growth leading to meaningful relationships, greater self determination and confidence (Blatt, 1979; Causton-Theoharis, Ashby, & DeCloutte, 2009; Dolyniuk, et al., 2002; Grigal & Hart, 2010; Jordan & Dunlap, 2001; Kingsley & Levitz, 1994; Migliore, Mank, Grossi, & Rogan, 2007).

Today's young adults with ID considering and pursuing postsecondary education are those students who, during their years of public education may have been eligible to have a free appropriate education in a public school (FAPE) and was educated in either a non-public program or attended public school and received special education supports and services through Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004, PL 108-446). Students with disabilities may receive special education services when they are determined to be eligible based on education and/or medical evaluations.

The Higher Education Opportunity Act of 2008 (HEOA) defines the postsecondary student with ID as a person (1) with mental retardation or a cognitive impairment, characterized by significant limitations in intellectual and cognitive functioning, and adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and (2) who is currently, or was formerly, eligible for FAPE under IDEA 2004. The Act was further clarified in the accompanying conference report, H.R. 4137, to include students who are eligible for FAPE under IDEA but who chose not to enroll in public school or chose to not receive special education services (Lee, 2009).

What are the various models for students with ID who desire Post-Secondary Education?

Colleges and universities today are more cognizant of the rights and needs of students with disabilities enrolled in higher education (Rumrill, 2001). There are currently over 250 (Personal Communication, D. Hart, May 10, 2010) postsecondary education programs for transitioning students with ID nationwide with this number growing steadily since its nascent beginnings in the late 1970's (Grigal & Hart, 2010; Hurley, 2009; Neubert, Moon, Grigal, & Redd, 2001). However, due to disqualifying factors including the absence of a high school diploma or enrollment in non-degree education programs students with significant ID typically are unable to fully matriculate into college and enroll in degree programs in institutes of higher education.

Research continues to indicate improved postsecondary options for students with ID. Early research showed that despite efforts to provide a "seamless" transition from secondary to postsecondary schooling, post school outcomes indicated that only 15 % of

youth in special education actually moved onto postsecondary educational options. Students with ID more often moved from segregated high school programs into segregated adult programs (Hart, Mele-McCarthy, Pasternack, Zimbich, & Parker, 2004). However, recent statistical trends indicate improving conditions with a serious underestimation of the actual scope of formal programs available and accessed by students with ID (Grigal & Hart, 2010).

“The overall goal for providing education services in postsecondary settings is to give older students with disabilities age-appropriate settings for their final public education and transition experiences” (Grigal, Neubert, & Moon, 2002, p. 68). Postsecondary education options at colleges and universities vary widely in support and services provided to their students with ID, especially those institutes of higher education that take into consideration the student’s needs and are mindful of avoiding prescriptive or limiting approaches when developing postsecondary education programs. In Conference Report H.R. 1437 for the HEOA conferees encouraged those developing postsecondary education programs to “integrate students with ID into inclusive activities, coursework and campus settings with nondisabled postsecondary students” (Lee, 2009). Despite their many variations, postsecondary programs may be described by three broad categories. These descriptive groupings are presented below in greater detail and in the order of prevalence (Grigal & Hart, 2010; Hart, Grigal, Sax, Martinez, & Will, 2006):

Mixed/hybrid model: Students participate in social activities and/or academic classes with students without disabilities (for audit or credit) and also participate in classes with other students with disabilities (sometimes referred to as "life skills" or "transition" classes). This model typically provides students with employment experience on- or off-campus.

Substantially separate model: Students participate only in classes with other students with disabilities (sometimes referred to as a "life skills" or "transition" program). Students may have the opportunity to participate in generic social activities on campus and may be offered employment experience, often through a rotation of pre-established employment slots on- or off-campus.

Inclusive individual support model: Students receive individualized services (e.g., educational coach, tutor, technology, natural supports) in college courses, certificate programs, and/or degree programs, for audit or credit. The individual student's vision and career goals drive services. There is no program base on campus. The focus is on establishing a student-identified career goal that directs the course of study and employment experiences (e.g., internships, apprenticeships, work-based learning). Built on a collaborative approach via an interagency team (adult service agencies, generic community services, and the college's disability support office), agencies identify a flexible range of services and share costs.

Think College (www.ThinkCollege.net), a project of the Institute for Community Inclusion at the University of Massachusetts Boston funded by grants from the National Institute on Disability and Rehabilitation Research, the Administration on Developmental Disabilities, and the Office of Special Education Programs provides a searchable database of postsecondary education programs. The table below is a partial list of post-secondary programs, cost, and possible scholarships that the university might offer to students and families. Table A is frequently updated on the Think College website.

Table A: Post-Secondary Education Programs

Post Secondary Education Programs for Students with Intellectual Disabilities http://thinkcollege.net/searchadd-programs/search-for-programs <i>[Note: Inclusion of these examples does not indicate a recommendation by HEATH Resource Center, they serve only as example]</i>		
<i>PSE ID Program</i>	<i>Cost</i>	<i>Scholarships</i>
Next Step at Vanderbilt University Nashville, TN	Academic fee: \$5,000 semester; \$10,000 per year	
Horizons School Birmingham, Alabama	Academic Fees: \$21,000 Living Fees: \$10,000	Partial scholarships available
Pathway—UCLA Extension Los Angeles, CA	Annual Fee: \$25,700 Housing Fee: \$10,130 Meal Plan: \$4,184 Books: \$500 Personal: \$1,518 Total: \$42,032	Limited scholarship opportunities available
Chapel Haven Reach New Haven, CT	Total: \$55,700	Some scholarships available
Kennesaw State University Kennesaw, Georgia	Academic Fee and Meals: \$3,548 per semester	
Elmhurst Life Skills Academy Elmhurst, Illinois	Tuition and program fees: \$26,000	Limited number of grants per year; up to \$5,000 per year
Pace Program—National- Louis University Skokie, Illinois	Annual Tuition: \$24,000 Room and Board \$8,325 Student Budget: \$1,700	

REACH Program—University of Iowa Iowa City, Iowa	Tuition: Residents: \$23,299 Non-Residents: \$37,451	Need based scholarships available
STRIVE U Program—University of Southern Maine South Portland, Maine	Tuition: Residents: \$11,717 Non-Residents: \$60,492	
Learning Opportunities Program-- Mount Ida College Newton, Massachusetts	Tuition: \$3,750	Merit and need based scholarships available
Shepards College Union Grove, Wisconsin	Tuition: \$30,125 includes instruction, room & board, textbooks, and residential care	Limited need based scholarships available

Could a student with ID attend a college or university campus while still in high school?

Once limited to high-achieving students, *dual enrollment* programs are increasingly seen as a means to support the postsecondary preparation of all students with an increasing number of career and technical education (CTE) programs provided (Karp, Calcagno, Hughes, Jeong, & Bailey, 2007). Dual enrollment was originally created to allow students identified as advanced placement, talented, and/or gifted to begin working on their college degree earlier in their academic careers to complete their degree in a shorter period of time. The programs are developed and supported by high school districts that have partnered with private and public 2- and 4-year colleges to offer learning opportunities during the final years of a general education student’s public education high school program. High school students are enrolled in public secondary education programs and college programs simultaneously under a collaborative agreement between high schools and colleges that permits students, usually juniors and seniors, to earn college credit for selected courses in their high schools.

Some dual enrollment programs now provide added choices for students with ID previously unavailable to them. In some cases, school district resources are used to fund and provide support services for the postsecondary education program for students with ID.

More recently, dual enrollment has been adapted as a method to provide students with ID ages 18-21 years who continue to receive education and transition services from their public school system under IDEA 2004 an opportunity to participate in a wide range of college activities that relate to their goals outlined in their transition and individual education plans (IEP) (Hart, et al., 2005). Dual enrollment or concurrent enrollment is frequently initiated by parents and local school systems as a means of meeting the student’s IEP goals and is coordinated by the local school’s support services personnel. Students usually remain in the program until the student with ID ages out of public school, most often at age of 21 or 22 years (Hart, et al., 2005).

Students who access college through a dual enrollment or concurrent method may participate and experience age appropriate transition-related activities such as:

- Academic courses,
- Job shadowing,
- Internships,
- Learning self-determination skills,
- Learning how to use public transportation or para-transit,
- Competitive employment,
- Social activities or events that occur on college campus, and
- Other skills needed for adult living (Grigal & Hart, 2010).

What benefits to attending a dual enrollment program are there for the student with ID?

Benefits of dual enrollment programs on a college campus for *all* students including students with ID include:

- Enriches the course opportunities for districts struggling to fund programs
- Advances course rigor of the high school curriculum
- Helps low-achieving students obtain academic standards
- Increases students' aspirations
- Acclimates the student to college life
- Incorporates grades earned through dual enrollment as part of the students' permanent high school and college transcripts (Karp, et al., 2007)

Specific benefits to students with ID whose dual enrollment programs are linked to research-based transition programs include:

- Students gain skills needed as an adult
- Skills are used in the environments they will be used
- Students without disabilities provide an opportunity for natural supports and same-age peer role models
- School districts meet the requirements of IDEA 2004 by educating students in the least restrictive environment
- Students with ID have the same choices as their siblings and peers (Grigal & Hart, 2010)

Do adult services agencies or organizations partner with colleges to create options and supports for postsecondary education for students with ID?

Adult agencies or organizations that partner with an institute of higher education (IHE) may also initiate postsecondary education programs. Adult programs offered by adult services provide the same programs and service for the same students as IHEs. Adult agency programs do not include supports or funding by the local education agency.

Those programs initiated by colleges or universities most often are tuition based and funded by the student's families (Grigal & Hart, 2010). Examples of federal and state initiatives include:

- AmeriCorp Service: Segal AmeriCorp Education Award
http://www.americorps.gov/for_individuals/benefits/benefits_ed_award.asp
- Social Security Work Incentives: Plans for Achieving Self-Support (PASS) when related to a future career goal
<http://www.ssa.gov/disabilityresearch/wi/pass.htm>
See also: <http://www.passplan.org/>

What if there are no programs available?

Research shows families may incorporate processes of advocacy and political action as they attempt to be effective change agents to bring about a normal life for their children (Martinez, 2008). Where no postsecondary programs exist for students with ID some students and their families independently have taken the initiative to seek access and needed supports for the student to enroll in a college or university without an intermediary agency (public school or adult agency). Grigal and Hart (2010) acknowledge a lack of research on these independent and isolated practices as they often are unreported or undocumented. Little is known of the effectiveness of programs that develop through the arrangements made of families directly with institutes of higher education. Grigal and Hart (2010) describe various independent results in the creation of individualized options and supports for the student with ID on a college campus without formal supports. They include:

- Services for students 18+ are coordinated by various agents, including the family
- Classes the student may enroll in may occur during or after high school
- Courses may be typical courses, specially designed courses, or a combination
- No formal support system is provided by the school or the college

How do students with ID and their families prepare for college?

Parents and their children often envision the possibility of continued learning in a college. For many families with children with ID this dream has changed from a longed for hope to an expectation often made real through combined efforts of educational agencies, adult agencies and higher education agencies (Martinez, 2008). “Longitudinal research, empirical studies, and research to practice reports demonstrate the benefits of transition services, interagency and cross-agency collaboration, and the need for post school outcomes to mirror the new paradigms of disability” (Martinez, 2008, p. 218). The first step in preparing for college is to *start early and have high expectations*. Early planning for education in the least restrictive environment with the hope and expectation of college or a career in the student's future helps assure the student has the needed academic, social, and career goals with supports and services throughout the primary and secondary years. When families and students begin planning for college and/or a career as a post school outcome for their students with ID (*even as early as preschool*) they may avoid

the historic lowered expectations, achieve the needed accommodations and skills set, and receive the needed exposure and expectations to be successful in their future college and competitive work environments (Blue-Banning, Turnbull, & Pereira, 2002; Cameto, Levine, & Wagner, 2004; Getzel & deFur, 1997; Hanson, 2003; Hoover-Dempsey & Sandler, 1995; Martinez, 2008, 2009)

The George Washington University HEATH Resource Center (www.heath.gwu.edu) provides excellent modules that assist students and their parents in planning for transition to college (<http://tinyurl.com/y6a8vnw>). Of special interest is the module **Parents' Guide to the Transition of Their Adult Child to College, Career, and Community** (<http://tinyurl.com/peefow>) that includes examples of transition plans with measurable postsecondary goals and a discussion of the differences between high school and college.

What are the some recommendations for students, families, schools, and institutes of higher education to prepare for postsecondary experiences of adults with ID?

Recommendations to be better prepared for postsecondary experiences are presented below for students and their families, school services, and postsecondary agents. They include:

For Students and Families:

- Maintain high expectations for the future of the student with ID
- Plan early (starting as early as preschool) with the public school IEP team for a postschool outcome of college and/or career.
- Assure the student has access to the general education curriculum and instruction utilizing best practices in the least restrictive environment
- Provide continued opportunities at all throughout all grade levels to develop independence, self-advocacy, self-determination skills.
- Include development of life skills in communication, building social relationships, as well as managing everyday life activities
- Pursue academic and career goals that prepare the student for college and employment expectations
- Understand the differences between high school and college
- Understand education rights and responsibilities under IDEA 2004 differ from the Family Educational Rights and Privacy Act (FERPA)
- Become informed about college options available or being created regionally and nationally
- Expect to encounter course content and work and be graded with the same expectations as classmates
- Investigate the school district's policies regarding graduation and participation in the school's graduation ceremonies and social activities such as prom
- Investigate the school district's policies and programs regarding dual enrollment

on college campuses

- Visit a number of sites that offer services and programs for students with disabilities
- Develop transition plans that have clear connection between college and future employment opportunities that provide the student with targeted meaningful paid job experiences as an integral feature.

For School Personnel:

- Maintain high expectations for the future of the student with ID
- Become informed about college options available or being created regionally and nationally
- Understand the expectations and requirements for transition to a postsecondary education option for students with ID
- Coordinate the transition and referral processes with families, students, teachers, colleges, employment agencies and adult agencies focusing on postsecondary education as an option or outcome
- Investigate the feasibility of providing information and resources for students and their families through formal and informal means
- Develop transition plans that have clear connection between college and future employment opportunities that provide the student with targeted meaningful paid job experiences as an integral feature

For Colleges and Universities:

- Maintain high expectations for the future of the student with ID
- Inform and instruct staff, professors and other employees about Universal Design methods of instruction and access
- Assure the campus grounds, technological resources, classrooms, and curriculum are compliant to the Americans with Disabilities Act
- Investigate options for alternative or nontraditional methods of admissions (e.g. open-admissions), and course load
- Consider collaboration with researchers involved in investigations in postsecondary education for students with ID and consider applying for privately and/or publicly funded research and demonstration projects
- Assure faculty and staff are aware of resources already embedded on campus through Disability Support Services offices
- Seek to engage peers without disabilities to serve not only as class coaches, mentors, or supporters but also as friends (e.g. service clubs, students in professional preservice programs)

- Consider collaboration with public schools and/or support agencies as a means of service to the community, especially as a means to alleviate issues of limited space options on campus
- Incorporate students with ID in work study programs or other paid work experiences

What are existing legislation and policies that apply TO postsecondary education for students with intellectual disabilities?

There are several landmark laws that affect or impact students with ID at the postsecondary level. Table B below describes the law, provides a short overview or summary, and its relationship to the postsecondary education for people with intellectual disabilities. The table is adapted from recently published *Think College!* (Grigal & Hart, 2010, p. 42-43). Additional laws are listed that also impact students with intellectual disabilities not included in the *Think College!* Table.

Table B: Landmark Legislations

Acts/initiatives and their relationship to PSE for students with intellectual disabilities		
<i>Act/initiative</i>	<i>Overview</i>	<i>Relationship to PSE</i>
Higher Education Opportunity Act 2008	<p>The Higher Education Opportunity Act (P.L. 110-315) (HEOA) was enacted on August 14, 2008 and reauthorizes the Higher Education Act of 1965, as amended (the HEA). The HEOA created opportunities for students with intellectual disabilities in post-secondary settings by:</p> <ol style="list-style-type: none"> 1. Eligibility for Federal Financial Aid by waiving certain criteria (e.g. regular high school diploma) <ol style="list-style-type: none"> a. Pell Grants b. Supplemental Educational Opportunity Grants c. Federal Work-Study Program 2. Model Demonstration Programs Awards to IHE’s to create to expand high quality, inclusive comprehensive transition and postsecondary programs for students with intellectual disabilities 3. Coordinating Center Designed to coordinate model 	<p>Accessing Federal Financial Aid for students with Intellectual Disabilities</p> <p>Student must go to an “approved program” under federal guidelines to access Financial Aid</p> <p>Student must provide documentation and definition of “intellectual disability” before receiving Federal Financial Aid.</p>

	<p>programs and provide technical assistance, evaluation, and develop accreditation standards.</p> <p>4. National Center Dissemination center to the public on support services for all students with disabilities, including students with intellectual disabilities.</p>	
Workforce Investment Act of 1998 Title I—Youth	<p>WIA Title I offer: tutoring, study skills training and instruction leading to completion of secondary school and alternative secondary services. Programs vary greatly among local areas and among providers of programs. Preparation for employment is an integral part of WIA youth programs. WIA also supports summer employment, paid and unpaid internships, work experiences, and occupational skills training. Supportive services are specifically authorized. Leadership development opportunities and adult mentoring are also offered.</p>	<p>Postschool supports through structured arrangements in postsecondary institutions and adult service agencies Employment supports</p>
Assistive Technology Act 2004	<p>Administered through Office of Special Education and Rehabilitative Services, Rehabilitation Services Administration. States receive grants through federal appropriations for</p> <ul style="list-style-type: none"> • A state finance program to increase access to and funding for assistive technology devices and assistive technology services • A device utilization program that provides for the exchange, repair, recycling, or other reutilization of assistive technology devices • A device loan program that provides for short-term loans of assistive technology devices • Device demonstrations • Training and technical awareness • Public awareness 	<p>Resources to support acquisition of assistive technology needed for successful participation in PSE</p>
Carl D. Perkins Career and Technical Education Improvement Act of 2006	<ul style="list-style-type: none"> • Assists students in meeting academic achievement standards, especially in preparation for high-demand occupations in emerging or established professions • Supports student achievement in core academic subjects, as defined by the No Child Left Behind Act of 2001, and 	<p>Potential pathway to PSE opportunities that include high-quality career and technical education</p>

	<p>emphasizes math and science for special populations, including students with disabilities.</p> <ul style="list-style-type: none"> • Supports innovative programs and activities that contribute to the development of a statewide system of high-quality career and technical education pathways, including enhancement of services to special populations that include students with disabilities • Enhances coordination between secondary and postsecondary programs and establishes a new provision for state development of model sequences of courses for vocational and technical programs: Funds: Career and technical education Tech-prep 	
The National and Community Trust Act of 1993	<p>The Corporation for National and Community Service administers grants that provide service opportunities, training, a living allowance, and educational awards to persons participating in service. For more information see: http://www.americorps.org/for_individuals/benefits/benefits_ed_award.asp</p> <p>The new Heroes Earnings Assistance and Relief Tax (HEART) Act of 2008 (PL 110-245), effective August 18, 2008, directs the Social Security Administration to ignore an individual’s receipt of AmeriCorps benefits (living allowance, health insurance, child care, and the education award) for purposes of SSI eligibility</p> <p>AmeriCorps is open to U.S. citizens, U.S. nationals, and lawful permanent resident aliens age 17 and older. Members serve full time or part time over a 9- to12-month period, or during summer</p>	<p>Upon completion, members receive an Education Award, \$4,725 for a year of full-time or prorated for part-time service, to pay education costs at qualified institutions of higher education. Seventy-eight IHEs match the Education Award.</p>
Social Security Administration Work Incentives	<p>Social Security has several programs that reduce the impact of work on disability benefits. These work incentives allow individuals to subtract certain work-related expenses from their income</p>	<p>Can be used to support students in PSE as long as it relates to an</p>

	<p>in order to maintain SSI/SSDI eligibility and/or reduce the amount of money taken out of their benefit check. The two main programs are:</p> <ol style="list-style-type: none"> 1. Impairment-Related Work Expenses (IRWE): a work incentive that can be used to help reduce the impact of earnings on Social Security disability benefits. IRWEs include the reasonable cost of items and services (e.g., attendant care, medical or prosthetic devices, drugs and medical services, residential modifications, special transportation) that, because of a disability, a person needs and uses in order to work. 2. Plan for Achieving Self-Support (PASS): a work incentive that allows an individual with a disability to set aside income and/or resources toward a work goal for a specified period of time (e.g., a person could set aside money for education, vocational training, or business start-up expenses). A PASS can be used to help reduce the amount that the Social Security Administration (SSA) deducts from an SSI check because of a person's earned income. SSA must approve PASS plans. <p>For further information and/or updates on any changes, contact the Social Security Administration and/or the local Work Incentives Planning and Assistance program. Resources can be found at http://www.ssa.gov/redbook or http://tinyurl.com/25vtboa</p>	employment goal
<p>Individuals with Education Improvement Act of 2004</p>	<p>The Individual with Disabilities Improvement Act of 2004 was designed to streamline and improve transition services for student with disabilities, including students with intellectual disabilities. IDEA 2004 allows Local Education Authorities (LEAs) through the IEP process to have students with intellectual disabilities (18-21) to access postsecondary education through dual enrollment to either a vocational program</p>	<p>Allows Dual Enrollment through Vocational programs or University/College Enrollment</p>

	<p>or college/university program while the student is registered at their high school.</p> <p>Principles of IDEA, Part B:</p> <ol style="list-style-type: none"> 1. Zero Reject 2. Identification and Evaluation 3. Free Appropriate Public Education 4. Least Restrictive Environment 5. Procedural Safeguards 6. Technology-Related Assistance 7. Personnel Development 8. Parent Participation 	
No Child Left Behind Act 2001	<p>No Child Left Behind 2001 created an environment in which high expectations were placed on ALL children, including children with disabilities. ALL students were had the expectations of passing state tests in order to receive their high school diploma. Primary goals of NCLB are:</p> <ul style="list-style-type: none"> • All students attain proficiency in reading and mathematics by 2013-2014 school year. • Highly qualified teachers teach all students. • Safe and drug free schools and classrooms for all students to create an environment for learning. • Students with limited English will become proficient. • ALL students will graduate from high school. 	<p>High standards created a push towards the thinking of that ALL students, including students with intellectual disabilities should have opportunities in higher education.</p>
Developmental Disabilities Assistance and Bill of Rights Act of 2000	<p>DD Act was originally authorized in 1963, last reauthorized in 2000, Public Law 106-402, focuses on meeting the needs of people with intellectual disabilities. The guiding principle of this act enforced states and communities to strive for full integration and access of services for people with intellectual disabilities. The DD Act oversees:</p> <ul style="list-style-type: none"> • State and Territorial Councils on Developmental Disabilities • University Centers for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD) • Protection and Advocacy Systems 	<p>UCEDD and State Developmental Councils can work together to create model initiatives with state and private universities to help in creating opportunities for higher education for students with intellectual disabilities.(e.g. Vanderbilt University)</p>
Rehab Act Amendments of 1992	<p>The Rehab Act Amendments, P.L. 102-569, was signed into law in October 1992. The Rehab Act became consistent, in terms of the language</p>	<p>VR can assist students with intellectual</p>

	<p>of the law, with ADA legislation as well as IDEA. The guiding principle of this legislation was the “presumption of ability” for ALL people with intellectual disabilities in terms of employment. The Act outlined the guiding principles for vocational rehabilitation agencies and counselors towards clients of intellectual disabilities:</p> <ul style="list-style-type: none"> • Assist the individual with a disability to make informed choices about potential employment outcomes that result in integration and inclusion in the community. • Develop an individualized rehabilitation program with the full participation of the person with a disability. • Match the needs and interests reflected in the individualized programs with the appropriate services and supports including rehabilitation technology, supported employment and others. • Proactively foster cooperative working relationships with other agencies and programs, including LEAs, to unify the service system. • Emphasize the quality of services and the accountability that service representatives have to honor the dignity. • Participation and growth of persons with disabilities as their employment interests develop over time. <p>(Source: Revell, 1992)</p>	<p>disabilities in higher education (e.g. tuition benefits) as long as it works towards the student’s employment goals.</p>
<p>ADA Amendments Act of 2008 (ADAAA)</p>	<p>The ADAAA provides protections for people with disabilities against discrimination within the public and private sector. This includes protections at institutes of higher education through the office of disability services on college campuses.</p> <p>*ADAAA has no effect on the ability of higher education institutions to set academic standards. This means that higher education institutions are not required to make modifications that would alter the essential requirements of the course.</p> <p>(Source: AAPD, 2008)</p>	<p>Accommodations for PSE programs through the university’s office of disability services</p>

(American Association of People with Disabilities, 2008; Lee, S., & Will, M. (2010). The Role of Legislation, Advocacy, and Systems Change in Promoting Postsecondary Opportunities for Students with Intellectual Disabilities. In M. Grigal, & D. Hart, *Think College Postsecondary Education Options for Students with Intellectual Disabilities* (pp. 29-48). Baltimore: Paul H. Brookes Publishing Co., Inc. Adapted with permission.; Revell, 1992; Yell, 2006)

What are the differences between high school and college for a student with intellectual disabilities?

The following chart is adapted from the HEATH Resource Center module for parents (Martinez, 2009)

Table C: The Differences between high school and college

THE DIFFERENCES BETWEEN: HIGH SCHOOL & COLLEGE	
<p>Applicable laws: IDEA 2004 mandates eligible students shall receive free appropriate public education in the least restrictive environment. Some students may also receive accommodations under Section 504 and 508 of the Rehabilitation Act of 1973. Parent or some other adult is considered the student's guardian. The goal under IDEA is to assure successful postsecondary outcomes.</p>	<p>Applicable laws: Higher Education Opportunity Act of 2008, Americans with Disabilities Act 1990 (ADA), ADA Amendments Act of 2008 (ADAAA) and Section 504 and 508 of the Rehabilitation Act of 1973. "No otherwise qualified individual with a disability shall, solely by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity." Student is considered his/her own legal guardian unless there is a court order to the contrary. FERPA transfers privacy rights to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Parents do not have the right to review their child's college records without the written permission of the student. The goal under ADA is to assure the civil right to equal access.</p>
<p>Parents are required to make sure child attends school to age 16. Appropriate public education is a right and is free to the family, paid by local and state taxes.</p>	<p>Parents are under no legal mandate to send child to college at any age. IHEs are not legally required to allow participation of students that are not deemed "otherwise qualified" to take a course. Postsecondary education is not a right - students must meet certain admission criteria. Some IHEs provide special programs. Students with ID taking college classes may need to negotiate with the college on a case-by-case basis. Students are responsible for applying for financial aid, scholarships or arranging other types of payment, often difficult to secure and offers small amounts for students with ID. Eligibility for funding assistance may require students to attend full-time.</p>

<p>School districts must identify and provide appropriate special education supports and services to eligible students.</p>	<p>Students must self-identify. Colleges have no legal responsibility to identify students with disabilities or involve parents in decision-making.</p>
<p>Parents and their children are collaborative team members involved in the decision process of determining eligibility, IEP, placement, supports, fundamental accommodations, and services. The IEP team meets regularly.</p>	<p>For students participating in accredited courses, no fundamental modifications are required - only accommodations. Students must identify needs and request services. No IEP exists and is not considered sufficient documentation. Some specialized programs provide alternative curriculum with modifications. Some IHEs are employing Universal Design in curriculum and instruction as well.</p>
<p>School District provides and funds evaluations.</p>	<p>Students are responsible to obtain and pay for own evaluations.</p>
<p>Students may receive specialized transportation services or take the general education bus to school.</p>	<p>There are no “Little Yellow Buses” at college. Students must make their own arrangements to arrive on time at school. Some dual enrollment programs may provide transportation as part of the student’s transition IEP.</p>
<p>Under IDEA 2004, support and education services are funded through the public school.</p>	<p>Under Section 504 and the ADA, colleges must provide – at no cost to the student — “reasonable accommodations” to make their programs accessible to students with disabilities. Section 504 and the ADA use the term “auxiliary aids and services” to refer to devices and services that make programs and materials available to people with disabilities. Some students may receive added supports if their public school’s transition IEP include placement and services on a college campus.</p>
<p>Students do homework. Parents, teachers, counselors, therapists, classroom aids, administrators and many others support students and encourage them to get their class assignments and homework completed.</p>	<p>Students study. Students are responsible for seeking assistance from the Disability Services Office or their class coach. Professors expect students to independently read, save, and consult the course syllabus (outline) throughout the course. The syllabus informs the student exactly what is expected of him/her, when it is due, and how it will be graded.</p>
<p>Provision of personal services for medical and physical disabilities are required (i.e., Personal Care Attendant).</p>	<p>Provision of personal services are not required - however, the Disability Services Office or Special Program Director may assist the student in advertising for such services or securing them through other social services.</p>

Parents may advocate for their child. Teachers and parents may directly assist the student and guide their course selections.	The student must be a self-advocate. They are expected to be independent. Parents are mentors or coaches. This highlights the importance of students with ID to be able to speak for themselves; develop skills of independence and self-advocacy. This is especially important for students to self select courses of interest.
School year generally runs September to June with holiday breaks in spring and winter. Summer sessions may be for remediation or enrichment.	School year may be divided into 2 semesters: from September to December and from January to May, and may include shorten summer or intercessions for full course credit. This fact may impact students who attend college campuses while receiving public school supports and services through IDEA.
Classes meet daily, are mandatory by law, and require notes from parent to be excused.	Classes may meet 1, 2, 3, or 4 times a week. Missed classes may affect grade without prior arrangements made between student and professor.
The average length of a class is 35-45 minutes.	Classes vary in length from 50 minutes to 3 hours. Some may be on weekends.
Students meet daily with teachers.	Classes meet less frequently, students must make arrangements to meet with teachers outside of class.
Class size is generally 30 students all the same grade.	Class size may vary from 8 -100 students. Students may be from different majors, levels, and ages.
Counselors advise, fill in, and submit students' course schedules. The school determines when the student will take the course.	Counselors advise, fill in, and submit students' course schedules. The school determines when the student will take the course. When accepted and tuition has been paid, students self- select courses, manage course conflicts, determine if they have prerequisites or alternates if the classes are closed. Students seek help from academic advisor.
Parents and students may find information at the main office building.	Students are responsible for seeking out information and knowing where to go for it.
The school is responsible to inform you and your child about graduation requirements and various diploma options available	Graduation requirements are complex, and differ from year to year. Students are expected to know those that apply. Many students attending specialized programs may receive a certificate of vocational training or certificate of completion, rather than an accredited degree.

What funding opportunities are provided students with ID to attend college in the Higher Education Opportunities Act Reauthorization?

In 2008, the Federal Higher Education Opportunities Act Reauthorization (HEOA) recognizes the importance of higher education for students with intellectual disabilities by allowing them to have access to Pell Grants, Supplemental Educational Opportunity Grants, and Federal Work-Study Program at a postsecondary institution. The Federal Regulations for HEOA 2008 became final in November 2009. Students with ID are eligible for financial aid for the 2010-2011 school year. However, students must qualify as having an intellectual disability first before accessing financial aid funds for higher education. Students and families can only use this money towards a comprehensive transition and postsecondary program as defined by the federal government outlined in the HEOA as mentioned above.

What is a “comprehensive transition and postsecondary program for students with intellectual disabilities”?

The HEOA defines a comprehensive transition and postsecondary program for students intellectual disabilities to mean a degree, certificate, or nondegree program that

- Is offered by an institution of higher education
- Is designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction in order to prepare for gainful employment
- Includes an advising and curriculum structure; and
- Requires students with intellectual disabilities to participate on not less than half-time basis with nondisabled students in (1) regular enrollment in credit-bearing courses, (2) auditing and participating in courses for which the student receive regular academic credit, (3) enrollment in noncredit-bearing, nondegree courses, or (4) participation in internships or work-based training. (Office of Postsecondary Education, 2008)

What are the types of financial aid for students with ID?

Students with ID for the first time, with the support of the federal government will be able to have an opportunity, if accepted into postsecondary institution to receive:

Pell Grants: a grant that is need-based that does not need to be repaid, available mostly to undergraduates with an annual maximum amount of \$5,500 (for the fiscal year of July 1, 2020 to June 30, 2011).

Supplemental Educational Opportunity Grants (SEOG): a grant that is need-based that does not need to be repaid. It is for undergraduates with demonstrated financial need. Recipients of the Pell Grant take priority in accessing the SEOG funds. However, funds are dependent on the availability of the school.

Federal Work-Study: University employment that assists students in paying towards a portion of their school's costs during or between periods of enrollment. The money students earn during Federal Work-Study does not need to be repaid.

This is available for undergraduate students and the jobs can be located on or off campus.

Other types of aid that support students in postsecondary transition:

National Service: Students can be selected to serve in a national service program, such as AmeriCorps, in which the students earn educational awards in exchange for part-time or full-time service up to two years in an approved program of community service.

Tuition Waivers: If a student with intellectual disability is a vocational rehabilitation (VR) client, the tuition for the postsecondary program might be waived as long as the courses can directly impact the student's employment outcomes. However, VR typically is not giving money towards transition and postsecondary education programs.

Resource Mapping: This is a way of blending resources (funds) from different federal and state agencies to find ways to share costs of sending the student to a transition and postsecondary education program. Federal and State agencies such as Vocational Rehabilitation, Administration of Developmental Disabilities, Department of Education, Institutes of Higher Education, and Department of Health and Human Services might be able to provide cost-sharing funds to families of individuals with intellectual disabilities.

PASS: The Social Security Administration can administer a Plan for Achieving Self Support (PASS) that provides the student an opportunity to set aside money for college while continuing to receive SSI payments.

Dual Enrollment: Students with ID receiving supports and services through IDEA may participate in postsecondary program at a college setting while still enrolled at their local high school as a transition plan option. Funds from the IDEA through the free appropriate public education clause (FAPE) pays for the program costs until the student either completes the postsecondary program or ages out of the high school program while transitioning to adult life.

Financial Security Accounts: Many families can invest or save money for their children's college through financial security accounts. However, families of children with ID cannot use these accounts to invest and save money for college. Bills submitted to the United States Congress have sought equal access to this program by parents of children with ID. To date the Senate and House versions of this bill have died in committee.

Scholarship awards: Gifts and awards based on student's academic merit, talent, achievement, background or other criteria. It is aid that generally does not have to be repaid. Unfortunately very few scholarships are offered specifically for students with ID and often the sums of money provided are small. Many disability specific support organizations such as the National Down Syndrome Society or its state and local affiliate organizations offer small scholarships to their members. However, students with ID or any other disability are encouraged to apply for scholarships not related specifically to their disability.

What are some scholarships applicable for students with intellectual disabilities?

Joshua O'Neill and Zeshan Tabani Scholarship—National Down Syndrome Society (NDSS)

This scholarship provides financial assistance to young adults with Down syndrome who want to enroll in postsecondary programs that will help them meet their employment, independent living and life skills goals. There have been over thirty students who have received grants to help cover the costs of pursuing their postsecondary education and enrichment goals.

Contact the Website: <http://tinyurl.com/2bcmghw> to download the 2010 Joshua O'Neill and Zeshan Tabani Enrichment Fund application.

The Ralph E. Waltenbaugh Scholarship Fund

This scholarship provides for post-high school education for people with Down syndrome. This fund was first established in 1996 and is managed through the Greater Rochester Area Community Foundation. Each year Band of Angels contributes a significant percentage of profits to sustain this fund. This fund is named for the founder's paternal grandfather, a strong believer that education can transform each of us.

Contact the Website: <http://www.bandofangels.com/Outreach/Scholarships/> for more information.

Foundation for Exceptional Children Awards

Scholarship awards \$500 to be used towards any field of study. It is open to entering freshmen who are persons with a disability. There are several scholarships given to persons with disabilities who are also members of a minority group.

Contact the Foundation for Exceptional Children. ATTN: Scholarship Award. 1920 Association Dr., Reston, VA. 22091, (703) 264-9450; or <http://www.cec.sped.org> for more information.

Jean Kennedy Smith Playwriting Award

This unique award is given to a person with disability that writes an outstanding play about the human experience of living with disability. The cash award is \$ 2,500 and the winner will be automatically become a member of the Dramatist Guild. The winner might be offered to publish their manuscript as well as market their play. Go to the website for more information:

Contact the Website: <http://kennedy-center.org/education/actf/actfjks.html> for more information.

Ridley Scholarship--University of Michigan

Every year, this scholarship is awarded to about seven students at the University of Michigan who have documented permanent disability. The award ranges from \$200-2,000 based on financial need, parental income, type of disability, and funding received from Michigan Rehabilitation Services. Contact for more information:

Contact by email: sswdoffice@umich.edu; telephone (734)763-3000 or Website: http://www.umich.edu/~sswd/resources/schol_funding/ridley.html for more information.

Samuel Lemberg Scholarship Loan Fund, Inc.

These awards are from \$1,000–\$5,000 and are interest–free loans. This is open to Jewish men and women in the United States. The selection of winners is based on academic ability, financial need, family problems, physical and mental disability and potential for leadership in the Jewish Community.

Contact Myron Schoen, Secretary, Lemberg Scholarship Fund, 60East 42nd. Street–Suite 1814, New York, NY 10165 for more information.

Medallion Fund

This scholarship provides residents of New Hampshire of any age interested in attending accredited vocational or technical programs for the purpose of improving their workforce skills, especially in areas of need in New Hampshire. The applicant must be a legal resident of New Hampshire and have a keen desire to work in a vocational/technical career.

Contact the Website: <http://www.nhcf.org/Page.aspx?pid=484> for more information.

Lucent Pioneer Organization Scholarship

These scholarships assist with tuition for physically and intellectually challenged students in pursuit of education. Students may apply each January and applications should be mailed to the nearest Lucent Technologies Pioneer office.

Contact the telephone number (888) 999-5877 for more information.

McKay Scholarship Program

The McKay Scholarships for Students with Disabilities Program is based in Florida. It expands statewide the school choice program originally created in 1999 as a pilot program. The scholarships are available for eligible students with disabilities to attend an eligible public or private school of their choice. Students with disabilities include K-12 students who are documented as having an intellectual disability are eligible for this scholarship.

Contact Laura Harrison 1-800-447-1636 or visit the Website: <http://www.floridaschoolchoice.org/Information/McKay/faqs.asp> for more information.

Connecticut Down Syndrome Congress Scholarships

Connecticut Down Syndrome Congress offers educational scholarships to students with Down syndrome who are pursuing post-secondary education opportunities.

Contact the Website: <http://tinyurl.com/26wpcmd> for more information

What are self-advocacy and self-determination and why are they so important for students with ID? Not just for college — important across the board!

ALL students have a right to a free and an appropriate public education to become productive members of our society. It is critical that students are self-determined and self-advocates not only in college, but also in all they do throughout their lives. For people with intellectual disabilities self-determination also refers to having the right to manage their own fiscal matters (<http://www.centerforself-determination.com/>).

In 1975, Congress passed the Education for All Handicapped Children Act, later renamed the Individuals with Disabilities Education Act (IDEA), which included an important philosophy statement about children and education. This philosophy statement shaped our national policy regarding students with disabilities in public education for the next 30 years. The philosophy statement: “Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to our society. Improving educational results for children with disabilities is an essential element of our national policy ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities (20 U.S.C. §1401 (c) (1)).” Now, with the passing of HEOA 2008, students with intellectual disabilities have a right to an opportunity to receive higher education by making financial aid available to students with ID.

Ideally, the process of becoming a self-determined person starts on the first day of school in kindergarten. Unfortunately, as students’ transition from high school to college, Disability Support Services on college campuses find that students with disabilities do not advocate for their accommodations to their professors or to Disability Support Services (DSS) in assisting them in talking to their professors with regards to accommodations in the course. Duffy and Gugerty (2005) cited a study by Henderson (2001) that “...approximately 6% of first time, full-time freshman attending 4-year institutions in fall 2000 self-reported a disability” (p. 105). If students do not self-disclose their disability to their professor or to DSS the chances of students with disabilities leaving or dropping out of school is significantly higher. In discussing the need and challenges associated with going to college, Wehman and Yasuda (2005) cite from previous research that “...students with disabilities who participate in postsecondary education are more likely to engage in competitive employment than students with disabilities who do not” (p. 11). Therefore, it is critical that education must be student driven or self-directed by the student in the high school environment to better prepare our students for transitioning to college environment. In higher education, all students must drive their own learning.

Higher education is about developing an appreciation for lifelong learning as well as learning about yourself. For many people, learning about self-determination (who you are) and self-advocacy (how do you think?) begins at college. However, the need for students with disabilities to learn about their disability and how to be their own advocate is critical towards their success within the college environment and their daily lives. Research studies suggest that students with disabilities that are more aware of their strengths and weaknesses in the college environment and able to discuss them are more likely to finish college than those that are not as self-aware (Thoma and Wehmeyer, 2005). Thoma's research study in which college students with disabilities were asked to identify self-determination skills that were essential for success at college (Thoma and Wehmeyer, 2005) knowing your disability

- understanding your strengths and weaknesses,
- learning about supports you need to be successful
- setting goals
- problem-solving skills
- self-management skills

Encouragingly, there are several public school systems across the country that are teaching students with disabilities about self-determination and self-advocacy within the IEP process by leading their own IEP meetings as they transition from high school to college. In IDEA 2004, it was stipulated in the final regulations that schools

In accordance with 34 CFR 300.321(a)(7), the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under 34 CFR 300.320(b). [34 CFR 300.321(a) and (b)(1)] [20 U.S.C. 1414(d)(1)(B)] (U.S. Department of Education, Office of Special Education Programs, 2006)

In order for students to become full contributing members of our society, we must give them the tools to direct themselves to get what they want and need to be successful in life.

The process of becoming a self-determined person and a self-advocate begins with the student. It is a collective process that involves the student as well as their families, teachers, support service therapists, doctors, and/or psychologists. Everyone is involved in assisting the student in helping him or her learn to advocate for himself. As students with ID gain the right to go to college to determine what they want to achieve in life—they need to be able to understand themselves and their disability as well as advocate their wants and needs.

What is self-determination?

Self-Determination is the process of getting to know yourself—your strengths, preferences, and interests as well as your disability. According to the Center for Self-Determination, there are five principles to self-determination: Freedom, Authority, Support, Responsibility and Confirmation. For one to be self-determined, they should be embraced in these five principles for a self-determined life.

Freedom: To make your own decisions and choices in how you want to live

Authority: To have control over your own life decisions

Support: To have the right to pick your own support networks

Responsibility: To have the right to be in control of your own responsibilities

Confirmation: Acknowledgement of your successes and challenges has you
make your own choices and decisions

Wehmeyer and Thoma (2005) cited Wehmeyer's and Wehman's essential components of self-determined behavior (p. 52). The essential components or skills for self-determined behavior is choice-making skills, decision-making skills, problem-solving skills, goal-setting and attainment skills, self-observation skills, self-instruction skills, self-advocacy and leadership skills, internal locus of control, efficacy skills, self-awareness, and self-knowledge skills (Thoma and Wehmeyer, 2005). For students and families of students with intellectual disabilities, a person centered planning tool such as PATH (Planning Alternative Tomorrows with Hope) could be incorporated to drive the student's educational, independent living, and employment goals. PATH plans are developed through a PATH facilitator in which important people in the student's life come together with the student to develop pathway in which the student can reach their dreams. To learn more about person centered planning and PATH Plans visit:

- <http://www.ilr.cornell.edu/edi/pcp/>
- <http://www.communityworks.info/>
- <http://www.inclusive-solutions.com/pcplanning.asp>
- *A Manual for Person-Centered Planning- A Guide for Facilitators* (PDF)
<http://rtc.umn.edu/docs/pcpmanual1.pdf>

What is self-advocacy?

Self-Advocacy is having the ability to speak up for yourself. One of the hardest things to do is to ask for help when it is needed. At a college campus, students with Intellectual Disabilities will need to self-identify themselves to Disability Support Services (DSS) in order to receive accommodations in the classrooms. DSS will do everything they can to help the student receive accommodations in the classroom setting or in the dorms. However, it is important to remember and to acknowledge that even as students self-identify themselves to DSS, they are responsible for advocating for themselves in class to the professor or to another student if they don't understand the lecture.

Why is self-determination and self-advocacy important in college?

Self-Determination (knowing who are and your disability) and self-advocacy (speaking up for yourself) is important in college because you are on your own. You might have people that will assist you in helping to get to class or to receive accommodations in the college setting. However, for all intents and purposes, you are viewed as an adult, as someone who knows their needs and how to get them. Before you even walk on to a college campus, you need to identify your likes and dislikes about possible areas of study. To give you an idea of questions, here is a list below:

- What I do I want to do when I leave college?
- What college programs fit my wants and needs?
- What do you want to study?
- Where do you want to college?
- What is accommodations do I need to be successful in the classroom?
- Do I want to live by myself or with a roommate?
- Do I want to live on campus or off?
- Do I want a college that has a social aspect to it? Like clubs?
- Who can help me succeed on a college campus?

Table D: College Expectations

College Expectations	
Parental Role	
Once you turn 18, you are considered an adult in the eyes of the legal system. Therefore, in college, you are responsible for your records and documentation of your disability in receiving accommodations.	You can have your parents represent you if you put it in writing that they can advocate for you.
Instruction	
In college, professors are not required to modify, adapt, or alter assignments or tests.	However, more and more colleges and universities are requiring their professors to utilize Universal Design for Learning (UDL).

You will find that you receive significant amount of assignments that requires reading and writing in most of course work.	You will need to advocate for yourself to your professor and DSS if you need assistance with the reading and writing assignments.
You are responsible in finding time to study and set up your study area. You might need to review your notes and readings more often than you did in high school.	You and you alone are responsible for your learning.
Grades and Exams	
Typically, professors will not change the format of their exams for students. As in exchanging an essay exam for a multiple choice exam. Professors are not required to change their exams for students with disabilities.	However, if you require extended time on tests or test proctors or someone to read the test to you—you can receive these accommodations as long you have proved to DSS that you have a documented disability.
Exams in college are cumulative. That means that exams usually cover the material from the entire semester.	Again, the importance of being able to self-advocate cannot be understated here. You need to be able to go to your professor if you do not understand the material in class or to your classmates to form a study group.
It's important to attend all classes and to take all exams on the day they are given. Rarely are you given an opportunity to make up an exam.	If you do miss an exam, you are responsible for contacting the professor to set up a date and time to make up the exam.
You are expected to follow the syllabus for all readings, assignments, materials, and exams. Your professors will not remind you when your assignments, quizzes, and exams are due.	You are expected to manage your time and to turn in all assignments and exams on the expected due date.
You keep track of your grades. Your professor will not give you feedback unless you request it.	
Responsibilities for Studying	
You are responsible for obtaining your own tutors to help you with your assignments and studying for tests.	However, some postsecondary education programs for students with ID will offer peer mentors to assist students with readings, assignments, and exams as part of the services to support students with ID in college.
You have to bring your own structure for your study time. You decide how long you need and what subjects to study each night.	Effective time management is the key to surviving college. You need to use your time wisely!

You usually earn 3 credits per college class. That means you need to study at least 1 hour per credit. Each course will require at 1-2 hours of studying per week.

As a student with disability, you might need more than 2-3 hours per week to study for a course. You might not want to take too many courses your first semester in college until you see how many hours per week you need study per course. However, some courses will require study more than others. Again, being able to self-advocate for yourself to your advisor not overload you with a heavy course load will be important. You will want some lighter courses mixed in with the harder courses so that you can have a life outside of school!

(Source: Adapted from the Self-Advocacy Module with Permission. HEATH Resource Center, 2009)

Self-Determination and Self-Advocacy Resources

My Future My Plan—Guide and Video www.nea.org to order the workbook

Youthhood—www.youthhood.org

A Student's Guide to the IEP—Workbook www.nichcy.org

The Choicemaker Self-Determination Series

Self-Directed IEP-Workbook and Video <http://www.sopriswest.com/>

Choosing Education Goals-workbook <http://www.sopriswest.com/>

Choosing Personal Goals-workbook <http://www.sopriswest.com/>

Choosing Employment Goals-<http://www.sopriswest.com>

National Center on Secondary Education and Transition—website <http://www.ncset.org/>

Career Planning Begins with Assessment—National Collaborative on Workforce & Disability for Youth, IEL (2004) <http://www.ncwd-youth.info/assets/guides/assessment/AssessGuideComplete.pdf>

What is a day in the life of a community college student with a disability like?

To learn what it is like for a student with an intellectual disability HEATH Resource Center asked Erin Thompson, a student attending George Mason University's LIFE Program to share what a day in her life is like.

Below is Erin's own story:

My name is Erin Thompson. I am graduating from college this year in the class of 2010. I cannot believe that I started in the Mason LIFE Program four years ago as a freshman.

This year I am living on campus full time in the residential Program in the Mason LIFE Program in Fairfax, Virginia. I have two roommates Caitlin and Claire and a RA in my dorm apartment.

When I wake up in the morning I usually spent time on my computer after I take my thyroid pill with orange juice. Then I wait for a few minutes and figure out what I want for breakfast. I usually eat English muffins or cereal for breakfast. In the morning I pick out my clothes for the day and get washed up and ready.

I usually take my time and get ready for classes and leave the dorm at 8:20 for the shuttle bus. Sometime Caitlin, Tommy, Tony and me go to Starbucks and relax until school starts.

Usually on Monday we have Literature Non Fiction 3 involving history from 9:00 to 10:00 then we have an Audit class to help with any regular audit classes we are taking on campus. I am taking Journalism now and I work at the campus newspaper The Broadside. I really enjoy working at the newspaper and I have had three articles published in the last year. I love working with people on campus and learning how newspapers work.

Then we have lunch from 11:10 to 12:30. We usually go to Sub One or the Johnson Center to find good food. I like that we can go wherever we want on campus with anyone we want to have lunch, as long as we are not late for afternoon classes.

After lunch I go back to the AT Lab and take Yearbook 2 from 12:30 to 1:30 and we work on creating a yearbook for all the students in the Program.

The last class is Constitutional Development. It is from 1:40 to 2:40 and we are focusing on government policies versus writing articles about constitutional development. Then we have a wrap-up session and talk about important information and announcements for the next day of classes.

On Tuesday and Thursdays I have mathematics and personal finances from 9:00 to 10:00 and we are creating a personal budget plan. I sometimes work on other math skills like geometry and equations.

The next class is Writing Journals and letters. Now we are focusing on thank you letters and learning the tools for writing good letters.

On Wednesdays we have Independent Living and Home maintenance. We learn about skills to live independently and getting along with roommates. We are using different materials and learning new tools and creating a final project with a cover page.

The last class of the day is Community Access and we use transportation including Cue buses, Metro Access and the Mason Shuttle buses to get to stores and restaurants. We learn about different ways to travel in the community and how to budget our money. Then we wrap up at the end of the day like every day after classes.

On Thursdays, sophomores, juniors and seniors work at job placements on campus. That is when I go to work at The Broadside Newspaper. I do editing work and work on research and writing articles.

After lunch I have the Dorm Residential Living Skills and Adaptations. The RAs usually have lessons plans and discuss our concerns with the RAs and students. The Residential program manager tells us important information about the dorms or dorm life. My final class of the day is Meteorology. We learn about the weather and temperature and how it is important in our lives.

Here are some other classes I take at Mason LIFE: Advanced Music (Composers and Appreciation), Fitness and Self-Defense, and Technology-Music Production.

I am so proud that I am going to be a college graduate. I have worked very hard but it has been a lot of fun too. I like that I can be independent living on campus away from my parents. I feel good that I can decide what I want to do and I have learned to be a good advocate for myself. I do my own laundry and I get my own meals and plan for shopping by myself. I also get around campus by myself, I get to all my classes on time and get all my assignments done on my own. I can also hang out with my friends and do things on campus and take Zumba classes in my free time.

I want to say that I am pretty independent and I would like to live in an apartment with a friend when I get out of college. College has taught me to be more independent and taught me skills for learning and work. I love taking classes and I hope to continue my education by taking more college classes even after I graduate and start working.

ONLINE RESOURCES FOR FURTHER LEARNING ABOUT POSTSECONDARY EDUCATION FOR STUDENTS WITH ID:

- ThinkCollege! College Options for People with ID <http://thinkcollege.net/>
- State of the Science Conference on Postsecondary Education and Individuals with ID. Held on November 6, 2009, Sponsored by The National Institute on Disability and Rehabilitation Research (NIDRR) <http://tinyurl.com/ye7dypz>
- Preparing for Postsecondary Education–dot-gov: <http://tinyurl.com/yz9gyuy>
- Postsecondary Education for Individuals with ID: Tips and Resources (PDF) http://kc.vanderbilt.edu/kennedy_files/PostSecondaryEducation.pdf
- [Transitioning to College: Tips for Parents to Help Students with ID Think About College](#) Information to help parents prepare their children for higher education, including the difference between high school and college and other types of adult learning opportunities, such as community colleges, continuing education and training/classes offered through local businesses. This link opens a PDF document.
http://www.transitiontocollege.net/percpubs/parent_tips_reformatted.pdf

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