

Spring 2024 Webinar Series

Levels of Support for College

Students with Disabilities



**PATHWAYS TO INCLUSIVE
HIGHER EDUCATION**

Welcome!

- [Full Spring 2024 Webinar Series](#)
- Q&A time allotted throughout
- Brief feedback survey directly following
- Video recording & resources will be available



Who We Are

IN! exists to create **inclusive** college opportunities in Colorado for students with intellectual disability (ID) to foster **academic growth, social development, career advancement, & independence.**

What We Do:

EDUCATION

OUTREACH

EXPANSION

OUTCOMES

*IN! does not provide direct services on campus

Meet Our Staff



Executive Director:

Tracy Murphy

tracy@inclusivehighered.org

720-629-0196



Community Engagement Manager:

Shayna Laing

shayna@inclusivehighered.org

720-485-9922



Program Coordinator:

Elise Kramer

elise@inclusivehighered.org

720-675-9139



Webinar Objectives



- Understand the history of disability services in higher education and the three available levels of support
- Discuss what makes inclusive higher education services “beyond compliance”
- Identify which services you or the students you serve would require

History & Levels At a Glance

History of Disability Services

1973



Section 504
of the
Rehabilitation
Act

Required for all
institutions of
higher ed

Non-
discrimination for
students that meet
entry criteria

1990



Section II of
Americans w/
Disabilities Act
(ADA)

Required for all
institutions of
higher ed

Appropriate
accommodations
and equal access
for admitted
students

2008



Federal
Reauthorization of
Higher Education
Opportunity Act

Select institutions

Think College
established

Inclusive services
for students with
ID or that don't
traditionally meet
entry criteria

2016



Colorado Senate
Bill 196:
Inclusive Higher
Education Act

CO to join the
inclusive higher
education
movement

3 pilot schools
established

2022



Colorado House
Bill 22-1107:
Inclusive Higher
Education
Opportunities

Expanding
pathways and
equitable access
to inclusive higher
education in CO

2-4 more
programs launch
by 2025

Traditional Disability Services

- I meet traditional college entry criteria
- I want an Associate's degree or higher
- I can meet course essential functions/standards
- I only need accommodations to be successful

*Available at all colleges
*No fees

Supplemental Disability Services

- I meet traditional college entry criteria
- I want an Associate's degree or higher
- I can meet course essential functions/standards
- I only need accommodations to be successful academically
- I may need more support with social, vocational, or organizational skills to be successful

*Available at select colleges
*Must apply to college & apply to participate in program
*Fees may apply

Inclusive Higher Education Services

- I don't meet traditional college entry criteria
- I have an intellectual or developmental disability
- I want to receive a certificate credential
- I need both accommodations & modifications to be successful academically
- I will need more intensive staff and peer mentor support in
 - Academic participation
 - Social engagement
 - Vocational development
 - Independence

*Available at select colleges
*Must apply to program to be admitted to college
*Fees apply

Traditional Disability Services

The Basics

- Legally mandated for all higher education institutions
- Office or key personnel
- Students are traditionally admitted, degree seeking
- Serving a variety of documented disabilities
 - physical, chronic health, ASD, ADHD/ADD, mental health, etc.
- Must meet essential functions/standards of all courses and programs
- Accommodations only



Understanding Accommodations

- No alterations to WHAT learning occurs
- Only alterations to HOW learning occurs or is shown
- Preparation for workforce expectations

- Common Examples:
 - Classroom: note taker, assistive technology, alternate format textbooks (audio, large print, Braille, etc.)
 - Testing: extended time, quiet test location, text to speech
 - Housing: ESA, single room, approval of personal care attendant

Accessing Disability Services

Once student is admitted to institution:

- Self-advocate/request for accommodation form
- Engage in an interactive process
- Self-disclose disability to Disability Services Office
- Provide documentation of disability
 - Regulations might differ across offices
 - Clearly stated diagnosis, IEP/504 not automatically accepted
- Discuss educational/disability-related needs
- Interactively determine appropriate accommodations
- Receive new accommodation letter
- Provide accommodation letter to professors

Important to Note

- Length of time to receive accommodations
- Maintain open communication with disability office staff
- Continual advocacy for approved accommodations
- Follow accommodation procedures
 - testing center requests
 - appropriate time in advance



Key Differences

High School

- IDEA - success
- Accommodations/modifications provided by IEP team
- Lots of structure
- Less student choice
- Specialized instruction
- Parents as primary advocate
- High levels of family involvement

College

- ADA & 504 - access
- Appropriate accommodations requested to disability services
- Less structure, more downtime
- Decision making and consequences
- Use of campus wide support services
- Student as primary advocate
- Nothing about student without student
- Student records not provided to parents without consent (FERPA/ROI)

Rights & Responsibilities

Student Rights:

- Confidentiality of diagnosis
- Equal treatment
- Choice of when/if you use approved accommodations
- Speak up for needs
- Grievance

Student Responsibilities:

- Follow code of conduct
- Meet essential requirements
- Provide update accommodation letter to professors/staff as needed

Faculty/Staff Rights:

- Receive accommodation letter from student before implementation
- Discuss use of accommodations with student interactively
- Only provide approved accommodations
- Contact disability office if accommodations alter essential functions of course
- Grade fairly

Faculty/Staff Responsibilities:

- Implement approved accommodations
- Maintain confidentiality

Supplemental Disability Services

The Basics

Same procedures and supports provided by disability services

Additional supports provided by program:

- Academic coaching
- Peer mentoring
- Supported skill development
 - social engagement
 - executive functioning
 - independent living
 - career readiness
 - goal setting
 - emotional regulation

*varies greatly depending on program



Colorado Examples

Institutional

- [CSU Opportunities for Postsecondary Success \(OPS\)](#)
- [DU Learning Effectiveness Program \(LEP\)](#)
- [MSU Integrated Supports for Students with ASD in College \(ISAAC\)](#)

External

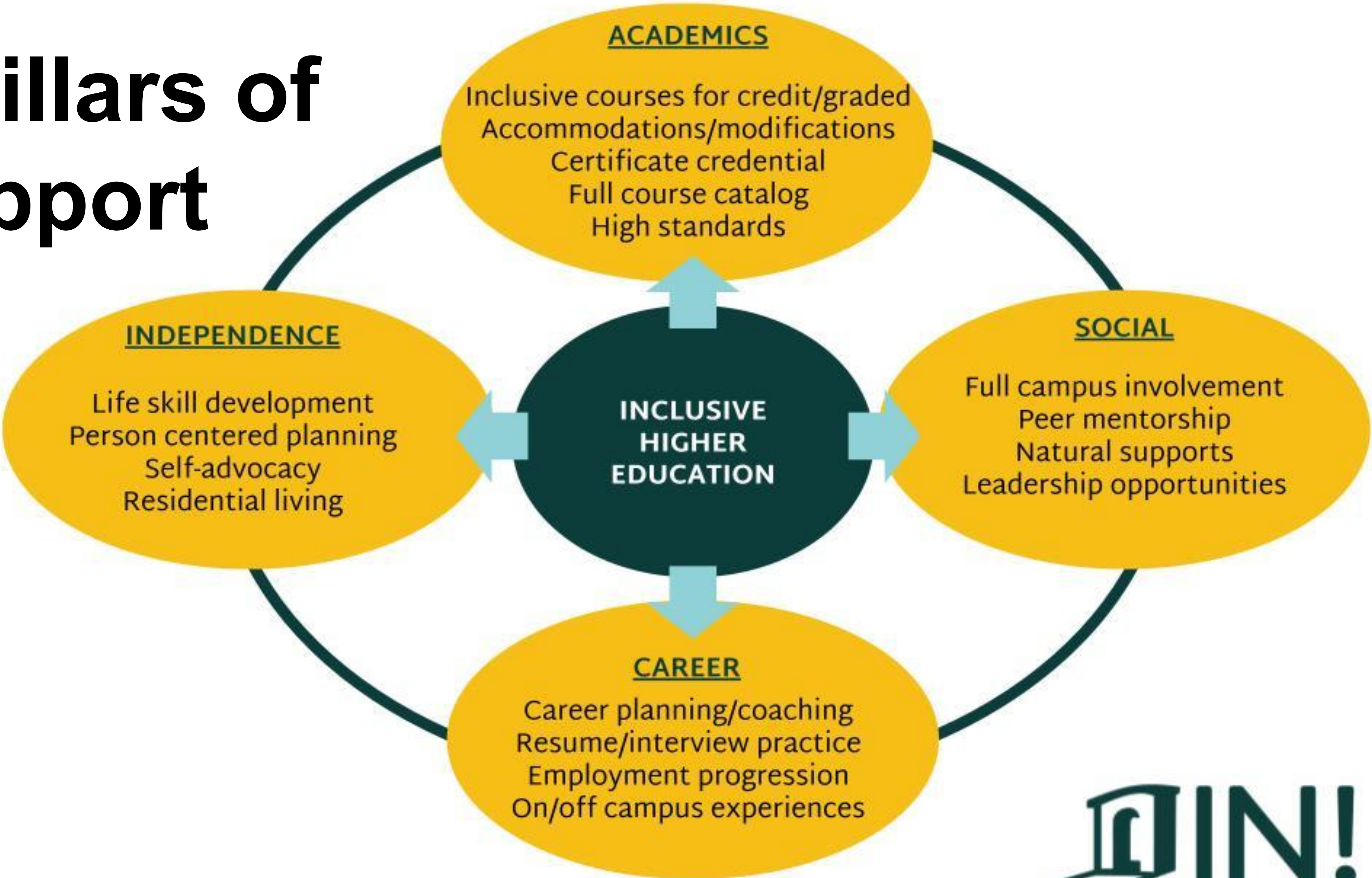
- [Untapped Learning](#)
- [College Living Experience](#)

Inclusive Higher Education

The Basics

- Beyond compliance
- Alternative admission pathway for students with intellectual disability*
- Access accommodations & modifications
- Earn certificate credential
- Inclusive & normative
- Staff and peer mentor support in 4 domains:
 - Academics
 - Social
 - Career
 - Independence

4 Pillars of Support



Accessing Inclusive Services

Once student is admitted to inclusive program:

- Orientation process
- Person-centered planning with program staff
 - career goal
 - area of study
 - appropriate courses
- Coordinate peer mentor support and recommended schedule
 - before, during, and after classes
 - social events
 - housing
- Engage in an interactive process to determinate accommodations & modifications

Understanding Modifications

Accommodations


- Only alterations to HOW learning occurs or is shown

Modifications

- Alterations to WHAT learning occurs
- Adapting course expectations to meet cognitive level
- Coordinated by program staff
- Common Examples
 - Classroom: limited length of assignment, graphic organizer
 - Testing: fewer questions, simplified wording, alternate format
 - Housing: additional RA support

Example of Modification

 : Main Idea Graphic Organizer/Guided Reflection Support

 : Lessoned Length of Assignment

Arapahoe Community College

CCR092

Reading Comprehension Quiz (60 points)

Reading Covered: “Presenting the Self: Communication as Identity Management”
(Adler, Rosenfeld, and Proctor)

Open Book, Open Notes, Closed Neighbors

Instructions:  Answer 1 of the questions below  with the support of the provided graphic organizer.

Minimum length is one well-developed paragraph. Be sure your response shows your understanding of the concepts in the article and demonstrates critical thinking.

1. In your own words, **explain** how Public and Private Selves differ. In developing your response, refer to **specific** information from the course readings in addition to your own examples, experiences, and explanation.
2. Give at least **5 reasons** why individuals strive to construct multiple identities. In developing your response, refer to **specific** information from the course readings in addition to your own examples, experiences, and explanation.
3. One characteristic of identity management is that it is a **collaborative process**. In your own words, explain what this means. In developing your response, refer to **specific** information from the course readings in addition to your own examples, experiences, and explanation.

Example of Certificate



Academic Plan
Certificate

Comprehensive Higher Education

36 Credits

Catalog Year: 2021/2022

RECOMMENDED COURSE SEQUENCE PART-TIME TRACK

Year 1: Summer	Credits	Course
	1	AAA 101 - College 101: The Student Experience (1 Cr.)
Year 1: Fall	Credits	Course
	3	AAA 109 - Advanced Academic Achievement (3 Cr.)
	3	Area of Study Course
Year 1: Spring	Credits	Course
	3	Area of Study Course
	5	CCR 092 - College Composition and Reading (5 Cr.)
Year 2: Fall	Credits	Course
	3	Area of Study Course
	3	CIS 118 - Intro to PC Applications (3 Cr.)
Year 2: Spring	Credits	Course
	3	Area of Study Course
	3	COM 125 - Interpersonal Communication (3 Cr.)
Year 3: Fall	Credits	Course
	3	Area of Study Course
	3	MAR 106 - Marketing Your Image (3 Cr.)
Year 3: Spring	Credits	Course
	3	Area of Study Course

- Transcripts note modified course content and/or enrollment in modified program
- Area of study specified
- Courses taken from across course catalog
- Employment outcome as focus
- Modified courses only transferable to other IHE programs

Important to Note

- Increased responsibility from K-12
- Student-driven
- High expectations
- Faded support models
- Begin preparation early



Vince, ACC

Theatre Arts and
Music

“Going to college is actually a really fun thing. It’s like freedom. I’ve learned how to be independent.”



- Elevate
- Arapahoe Community College
- Littleton, Colorado & Castle Rock, CO
- **Commuter Campus**
- 3 year program
- arapahoe.edu/elevate-acc



- Office of Inclusive Services (OIS)
- University of Colorado
- Colorado Springs, Colorado
- **On campus living**
- 4 year program
- inclusiveservices.uccs.edu



- GOAL – Go On And Learn
- University of Northern Colorado
- Greeley, Colorado
- **On campus living**
- 4 year program
- unco.edu/unc-goal



- GLOBAL Inclusive Program
- Regis University
- Denver, Colorado
- **On campus living**
- 1-2 year program
- regis.edu/global

→ Comprehensive Transition & Postsecondary Program (CTP) = Financial Aid
→ Statewide Comprehensive Higher Education Certificate = Meaningful Outcome





- CSU RAM Scholars
- Colorado State University
- Fort Collins, Colorado
- Experiential learning and agriculture focus
- <https://www.chhs.colostate.edu/ramsolars/>



Inclusive Higher Education Solutions
School of Education

- Inclusive Higher Education Solutions
- Metropolitan State University of Denver
- Denver, CO
- msudenver.edu/IHES



- Rural university



- Community College

Coming Fall 2024

Coming Fall 2025

Questions

Where Do You Fit?

Traditional Disability Services

- 504 plan throughout k-12
- Visual impairment
- Required materials converted to braille and/or read aloud
- Use of exam accommodations, such as additional time and reader/scribe
- Included in grade level courses with peers without disabilities
- Wants to become a teacher for visually impaired

Supplemental Disability Services

- Transitioned to 504 plan junior year of high school
- Autism Spectrum Disorder
- Requires additional time on exams and use of dictation technology
- Utilizes tutoring regularly
- Meets with special educators for social groups
- Included in grade level courses with para support
- Wants to be a CNA

Inclusive Higher Education Services

- IEP throughout k-12
- Down Syndrome
- Accesses curriculum via special education classroom primarily
- IEP addresses academics, communication, social skills, and motor skills
- Does not read/write at high school level
- Eligible for transition services
- Does not meet most colleges' entrance criteria
- Wants to learn business strategies and live independently

Collaborative Model



Resources

Learn More & Get Involved

IN! works to raise awareness of the inclusive college options available throughout Colorado via webinars, informational sessions, mentorship opportunities, college prep resources, and more.

Helpful Links

- [IN! website](#)
- [Levels of Support Document](#)
- [IN! College Mentorship Program](#)
- [Self-Paced Modules: A deep dive into inclusive higher ed](#)
- [Spring Webinar Series](#)
- [Monthly Newsletter](#)
- [Join our BOD!](#)

National Resources

- [Going to College Preparation Page](#)
- [ThinkCollege Program Search Page](#)
- [ThinkCollege Family Resources](#)



THANK YOU

**Thank you for attending the Meeting.
Please click Continue to participate in a short survey.**

you will be leaving zoom.us to access the external URL below

[https:// forms.gle/EhAhhR5gWrEpyRzp9](https://forms.gle/EhAhhR5gWrEpyRzp9)

Are you sure you want to continue?

Continue

Stay on zoom.us