# IN! Module 2 Video Transcript

Hey there and welcome to module 2 of IN!’s self paced module series. I’m your host, Shelby, the Education and Outreach Coordinator for IN!. As part of these series, I want to make sure you have the chance to hear from college students with disabilities. So, we’ll kick it off with a short clip.

## Student Video

Shelby: What do you think is the biggest change for you from when you were a freshman to now when you’re a senior?

Mia: My biggest change is actually me living independently in an apartment. And I do have a boyfriend. I never had one until this year.

Nick: So look, I’m making new friends and I have all of my friends, friends from work, and I know know people everywhere.

Ashley: I tried out different activities to figure out what’s really important to me and the road that I want.

Nick: I know all the mentors helping me out a lot a lot. They’re helping me to to get my things organized and help do my homework.

Ashley: Now in my senior year, I have been able to reassess things and figure out how to go into situations the proper way and I am just so happy that I could do that.

Mia: My freshman year, like, I didn’t really have confidence. Cause now I am.

## IntroJust like a student’s journey from freshman to senior year, Colorado had its own journey towards offering inclusive higher education options in our state. In this module, “History and Comparison of Disability Services in Colorado” we’ll be reviewing the history of legislation related to inclusion of people with disabilities in higher ed and how that differs from high school to college. Then we will look at developments in services available to students with disabilities over the past few decades, including those with autism, traumatic brain injury, physical disabilities, ADD/ADHD, specific learning disability, and more, in addition to those with intellectual disabilities. In most teacher preparation programs and parent training programs we spend a lot of time learning about laws in high school and rarely talk about college options, so if you find yourself unfamiliar with the terms and structures discussed in this section, you’re not alone! There’s a lot of information in this module, and taking notes might be helpful.

By the end of the section, however, you will be able to do the following:

* Identify three important milestones and legislation that have led to individuals with disabilities enrolling in colleges across our country
* Highlight one difference between disability supports available in college versus those available and required in high school
* Name support services on college campuses for students with disabilities, including those with intellectual disabilities and those with other disabilities
* Identify which support services are best suited to students in your life

If you would like to receive continuing education credit for this section, you’ll complete two quizzes which are linked below. A score of 80% or higher is needed to receive credit. Feel free to click on the quiz links below to preview the questions before continuing with the section.

One last piece of housekeeping before we dig in. This video is one of a five part series. Each section can be accessed in the order of your interest or need. Section one of this series introduces the concept of college for students with intellectual disabilities and provides some national context for the options we now have in our state. If you missed section one and you are a teacher, we highly recommend starting there. If you’d like to jump ahead to an in-depth description of the current college options in our state for students with ID, head to section three. If you are eager to learn strategies to help your students or child prepare for inclusive higher education, you can view section four. In section five we cover community based resources that can be accessed by adults with disabilities, including those in college. Links to each video can be found in the video description, typically located below the video.

## History

With the housekeeping taken care of, let’s get into talking about the development of greater inclusion of students with disabilities in college over the past decades. Over the past century, inclusion of students with disabilities in higher education has drastically changed. We have moved from segregated universities specializing in deaf or blind students, to students with disabilities being represented across college campuses throughout the nation. It wasn’t until the past decade that we really started to see students with intellectual disabilities enrolling in higher education. So how did we get here and why is this significant?

To start, in the late 1800s there were colleges that specialized in serving deaf and blind students, for example Gallaudet University. A movement took place in the late 1800s to ensure colleges specializing in these disabilities were able to confer college degrees. This might be considered one of the first actions towards more inclusive practices for students with disabilities in higher education.

Fast forward to the mid 1900s, there’s still a large population of people with disabilities not included in higher education, many of whom were in specialized schools growing up. In the 1960s, around the time of the disability rights movement, a man named Ed Roberts enrolled at UC Berkeley. Due to having polio as a child, he relied on a wheelchair and respirator. The university was hesitant to admit him. Ed and other students with physical disabilities at Berkley began to call for changes on the college campus to allow them to live independently and attend school like their peers: curb cuts are installed, personal attendant services are called for. This college campus movement eventually moved into Berkeley as a whole and the first Independent Living Center was born. The student movement at Berkeley really started to change the conversation across the country about who could attend college, especially for students with disabilities perceived to be, what was once labeled, “too severe for employment”.

Shortly thereafter, federal pieces of legislation furthered the rights of college students with disabilities. Section 504 of the 1973 Rehabilitation Act made it so that postsecondary institutions could not discriminate against students solely on the basis of disability. It also required that accommodations be made to increase access individuals with disabilities have to communities, including college campuses.

The rights of college students were furthered under Title II of the Americans with Disabilities Act in 1990, which furthered the non-discrimination policies outlined in Section 504. Out of these pieces of legislation we see the rise of Disability Service Offices on college campuses, charged with serving students with disabilities to access accommodations in college, and meet the federal requirements laid out in the noted legislation. These accommodations might include extended time, having a scribe, priority seating in class, access to a sign language interpreter, a note taker, audio recordings of classes, a variety of assistive technology, and more.

Throughout the late 1900s and early 2000s, more and more students with disabilities are being included in general education in the K-12 setting. Some have suggested this led to more and more students with disabilities enrolling in college. During that time, we see an increasing number of students with intellectual disabilities with a desire to be included in college as well, but many were still unable to pursue that dream. Neither the Rehabilitation Act or The Americans with Disabilities Act required post secondary institutions to provide any sort of modification or accommodation that would alter the college curriculum. While modifications, which might alter the curriculum, assignments, or requirements of a course, are a provision of the Individuals with Disabilities Education Act that students might access in K-12 schooling, these were not covered in legislation pertaining to colleges. For students who utilized modifications in high school, lack of access to these supports meant college classes could be very challenging. In addition, simply getting into college had barriers. While colleges cannot discriminate based on disability alone, they can put in entry criteria that are very hard to meet, such as a specific SAT or ACT score, requiring a high school diploma, prerequisite classes, specific GPA requirements and more. While the legislation of the 1900s led to many more students with disabilities being included in higher education, those with intellectual disabilities were still left out.

This changed in 2008 when the Higher Education Opportunity Act was reauthorized. Within the Higher Education Opportunity Act, a national coordinating center, called Think College, was created to study and promote demonstration programs that would serve college students with intellectual disabilities. These initial pilot programs are called Transition and Postsecondary Programs for Students with Intellectual Disabilities, or TPSID. In addition, the act outlines Comprehensive Transition Programs which outlines some best practices for inclusive services and allows students with ID to access financial aid. We’ll go more in depth in module 3 about what that means for Colorado. For now, it is important to know that a big difference from other legislation is that these programs are not mandatory to comply with any non-discrimination clauses. Colleges must choose to offer these services.

As these services are optional for colleges, it wasn’t until 2016 that Colorado became a state offering inclusive higher education options. Here’s the brief history of our state. In 2014, a group of parents, many of whom had students with ID interested in going to college or who had attempted college but really struggled, realized that there were options for their children to go to college in other states and receive the supports they needed, but not within their own state. These parents, with the support of others in the disability community, created the Colorado Initiative for Inclusive Higher Education, today known just as IN!. We are a non-profit that advocates for college inclusion of students with ID in our state. After talking to many institutes of higher ed in our state, IN! identified three schools that were willing to offer inclusive services, thus opening their doors to students with ID.

We then worked with a statewide coalition of folks in the disability community to pass Senate Bill 196 - The Inclusive Higher Education Act*.* Some of the key facets of this bill were: Providing an alternative route to college enrollment for people with ID in Colorado, providing pilot funding to three institutes of higher education in Colorado to open their doors to serve students with ID, outlining best practices for inclusive higher education service offices in Colorado, which included students taking courses for credit and having the same rights and responsibilities as other students on campus. The bill also established a statewide consortium on inclusive higher education, which includes IN!, the schools offering inclusive higher education, JFK Partners, the Colorado Department of Higher Education, and others. Above all else, the Senate Bill allowed students with ID to have the chance to attend college in our state. It’s important to note, IN! does not provide services to students on college campuses; we encourage colleges to start offering those services on their own campuses. The original three schools to open their doors to students with intellectual disabilities in Colorado are Arapahoe Community College, University of Northern Colorado, and University of Colorado at Colorado Springs. IN! exists today to raise awareness of these college options and support more colleges to open their doors to students with ID.

As you can see from this history, many advocates paved the way for students of all abilities to begin receiving supports at the college level. In 2020, Colorado witnessed our first students with intellectual disabilities to graduate from inclusive higher education pathways in our state. That same year, there were 70 students with ID enrolled across the three colleges offering services.

We do not expect that you will have memorized all of this legislation, but hope that it has given you a sense as to why college access for students with ID is so new and unique. If you would like to receive credit for this module, before moving on, please take quiz 2A, the link to which is located in the notes section of this video. This quiz is required to receive a certificate for professional development hours for this module. We ask that you obtain 80% before moving on. You may repeat the quiz as many times as needed. After taking the quiz, please return to this video to watch the second half.

A Comparison of Supports

Now that you’ve learned some of the history around supports in higher education, let’s examine what that looks like in practice. We’ll be comparing disability services to inclusive services. In addition, we’ll be sharing about one more type of office that we will call comprehensive services. Each college in the country is required to have a disability service office, but only a few colleges offer inclusive services or comprehensive services. Quick side note: Many inclusive service and comprehensive service offices have names specific to them. There is a link in the notes section for this video that lists specific office names for those located in Colorado. Keep in mind that while these offices are all different, all three models are valuable. While some students will only need support from the Disability Service Office, some students may require additional supports, especially in social and vocational domains, which is often where comprehensive or inclusive service offices come into play.

Let’s start with disability services. All colleges who receive federal funding are required to offer what are called “reasonable accommodations” to people with disabilities. This is achieved through disability service offices, which are available at all institutes of higher education, including community colleges, universities, and trade and technical colleges. The name of the office may vary by school, but generally will be called something like Disability Services, Student Access Services, or Student Achievement Services.  Students accessing traditional disability services have been admitted through the traditional route, whatever that might be for that school.

To access disability services, a student must first be admitted, then disclose their disability to the disability service office. In general, the student must be the one to advocate for their own needs, which can be a big shift from high school. If the student does not disclose their disability, there is not a case manager or anyone who will follow up with them. Thus, it is really important to prepare students to be ready to disclose their disability when they start college.

The disability service office serves students with a wide range of disabilities, including those with mental health disorders, physical disabilities, chronic illnesses, Autism, ADD/ADHD, and more. The documentation to enroll for services may differ slightly by school. It is useful for students to have records of any past testing, diagnoses, and educational plans so they can provide these to the disability service office. Some students may be hesitant to do so. If that is the case, it may be helpful to talk to the student about their reservations and debunk any myths behind them. For example, some students worry they will be rejected from the school if they provide documentation about their disability; that is not the case.

The final thing to know about disability service offices is they only offer accommodations. These might be things like extra time on a test, quiet testing location, preferential seating in class, wheelchair compatible desks, and so forth. This also includes assistive technology, such as a speech-to-text software, access to audiobooks, pens to record lectures and that help with notetaking, and more. Depending on the size of the disability service office, there may be a staff person specifically designated to working with students to access assistive technology.

When thinking about Disability Services and which of your students may benefit from their supports, it’s helpful to remember that these offices provide accessibility and support for students who can complete the course requirements, but need materials and physical space adjustments. They have met the college admission requirements and can complete a typical test and other college assignments but might need extra time or tools to do so. Before moving on, it is important to make one note about community colleges. Community colleges in Colorado are open enrollment. This means that students are automatically accepted. If you have a student that you think would be successful with just disability services, but might not meet the admissions criteria for a university or has already applied and not been accepted to university, a community college could be a great option. It allows students time to adjust to college and still allows students the option to transfer to a four year college later in their college career.

Inclusive services go beyond disability services with the supports they offer. They are intentionally designed for students with intellectual disabilities, a group of students who have historically not been accepted to college or not received the support on campus that they needed to be successful. Inclusive higher education offers an alternate pathway to enrollment. If a student can complete admission requirements and course requirements at the college level, they wouldn’t apply to inclusive services or utilize these supports as students. Students who use inclusive services apply directly to the inclusive service office and do not complete the traditional college application. Instead, they complete an application that asks about their interest in attending college and their needs. Generally they’ll also submit letters of recommendation and engage in an interview process. More on that later, but for now know that inclusive services offers an alternate pathway to enrollment.

Inclusive services are not mandatory and thus offered at only certain colleges. At the time of this recording, three colleges in Colorado are offering inclusive services. We will dive more into those in the next module.

The other hallmark of inclusive services is that students can access both accommodations and modifications. Modifications might include things like having less questions on an assignment, taking a multiple choice exam instead of a written final, lessening the length of a paper, rewording questions, alternative books/materials at a different grade level, and more. The modifications are really customized to each individual student. Students accessing inclusive services need their course requirements altered. The reading level, length of assignments or exams, and how assignments are completed may be different from the standard course requirements. Because of these changes, we are often asked if students are taking separate college courses. It is worth noting that even with these changes, students are still taking the regular college class and graded based on the same criteria as other students in the course. After all, it isinclusive higher education. Once enrolled on the college campus, you can say that inclusive higher ed services act as a wraparound service for all elements of a student’s college experience. In addition to academic support, they offer support for vocational development, tools for independence, additional support and/or classes for socialization, and more. Inclusive services also offer peer mentorship and access/support for students to navigate transportation, social activities, and extracurricular events. As you can see, these newly established inclusive service offices serve students in significantly different ways than disability services.

Finally, students accessing inclusive services take courses that align with their career goals and work towards a certificate with a concentration in their area of interest. This certificate is awarded by the institute of higher education that they attend. Due to the modifications, students are not working towards a Bachelor’s degree, a key contrast from disability services where students can work towards any degree. We will talk more about the certificate in the next module.

When it comes to inclusive services, here are your key take aways: A variety of factors are considered when students apply to inclusive services. Academic performance and reading/writing abilities vary widely by student. Students will generally require some support with social or vocational goals, in addition to academic supports. But the most important factor is whether the student has a personal desire to go to college. This is by far the biggest indicator of success. Inclusive higher education is truly about meeting the needs of students with intellectual disabilities and fostering their success in higher education.

Now, you might be wondering about the students who fall somewhere in between. For example, what about a student with Autism or a Traumatic Brain Injury who can complete the required coursework independently, meets the school entry criteria, but needs some extra supports in terms of social skills and vocational skills? Can they apply for inclusive higher education services? No, but that’s where Comprehensive Services come in!

Comprehensive service offices serve students in this middle area. Many of the social and vocational supports included with Comprehensive Services look similar to inclusive higher education - with a focus on using peer mentors and developing skills for the workplace. The big difference is these offices are for students who have met the general criteria for entry to the school. These services provide a great support to students who need a little more than just academic accommodations, but who do not qualify for inclusive higher education.

Similar to inclusive services, it is not required for colleges to provide these supports, thus they are not available at all schools. A list of schools in Colorado providing inclusive services and comprehensive services can be found in the supporting documents for this module as linked in the video description. Students who use comprehensive or inclusive services may also be receiving services from the disability service office to help get their academic accommodations in place.

Examples

To help with differentiating who offers what services for students with disabilities on college campuses, let’s go through some examples. These examples are meant to provide help with differentiating program types. The actual services will differ based on the school and the student needs.

For each of the following examples, think of which type of service it is: disability services, inclusive services, or comprehensive services.

Adjustments to deadlines or additional absences due to disability.

This is disability services.

Preferential seating in the classroom.

This is disability services. An example would be a student who prefers to sit at the front of the room to limit side distractions.

Peer mentors who support students to get involved on campus.

This is offered by both comprehensive and inclusive service offices. A hallmark of these offerings is supporting students in and out of the classroom.

Separate room with fewer distractions to take exams.

This is disability services. Many colleges offer a testing center for this purpose.

Additional classes or meetings for students to develop time-management and organizational skills.

This is comprehensive and inclusive services.

Use of a scribe or technology to dictate answers for essays.

This is disability services. Remember, they help with all sorts of assistive technology.

Shorter assignment than the required length for course requirements.

This is inclusive services. This is the only one that can provide modifications to assignments.

Weekly check-in sessions with support staff.

This is offered by both comprehensive and inclusive services.

Permission to be accompanied by a service animal.

This is handled by disability services.

Completion of a graphic organizer instead of a 10 page research paper.

This is another example of a modification, meaning this is something offered by an inclusive service office.

Course materials presented in a larger text.

This is a standard accommodation offered by disability services.

Multiple choice exam instead of a short answer exam.

This is another modification, so it’s inclusive services.

Access to mental health centers, writing center, tutoring center, and other on-campus supports.

Regardless of the office students access, there should be supports in place to help students get connected to other resources for success on campus.

## Case Studies

Before we end this section, let’s imagine three students who might typically use these supports.

Mohamed is 19 and has Down syndrome. He received most of his special education services in high school in a separate classroom. He went to choir and PE with his peers without disabilities. He does not read or write at the high school level. He had an IEP in high school which addressed his academics, communication, social, and some fine motor development skills. Mohamed wants to live independently and hopes to attend college and learn about becoming a journalist. His school district has a transition program which he hasn’t yet decided if he’ll participate in, although he does qualify for that route. He has never taken the SAT or ACT and has always completed alternative assessments in place of state standardized tests. He is excited for college but because he hasn’t been included in typical classes and hasn’t been independently getting to and from school or going to social activities, he is nervous and could benefit from supports in these areas, as well as academics.

Chris is 17 and has autism. He is currently a junior in high school, thinking about going to college to become a journalist. He had an IEP for most of school, but has switched to a 504 plan the past couple of years. Chris follows the standard high school curriculum and has taken a couple advanced classes in writing. Chris takes most of his tests in the school testing center so that he may have access to extra time and a quiet testing location. Chris meets with the school counselor and a group of other students once a week to work on developing his social skills. Chris has expressed a goal to be able to meet new people at an upcoming conference he is attending. Having looked at a few schools, he thinks he meets the criteria for some of the state colleges and universities in his area.

Tanisha is 18 and has a visual impairment. In high school, she was served by a 504 plan which allowed her tests and class materials to either be converted to Braille or be read aloud to her. She also was allowed to leave class a few minutes early to get a headstart in the crowded hallways. She has a decent GPA and has always taken challenging classes with her peers without disabilities. She took all the state standardized tests as well as the SATs. She wants to attend college and learn about becoming a journalist as well. She is excited to attend college, but is nervous about navigating a new area and wants to make sure her materials are available in Braille or are recorded for her to listen to.

Which of these students would apply directly to the university admissions office and receive traditional disability services? Which student might be interested in looking at a comprehensive service office? Which student would apply directly to the inclusive service office on campus? Please hit pause and visit Quiz 2B, link in video description, to complete a brief quiz before continuing the video.

## Conclusion

Now, you might still be feeling a bit confused on where a student falls - sometimes it is hard to tell. Our recommendation is to support students in connecting with various types of support offices on college campuses to see which might be the best fit. In the video description, we have provided a link to a college search guide from Think College. It provides many ideas for questions to ask schools when assessing the services they provide. As part of the college search process a student can meet with staff from disability service offices, comprehensive service offices, inclusive service offices, or all three! They can even meet with other departments on campus to get a full sense of how students are supported, disability or not, at their school of interest.

Now that we’ve learned about the differences between these offices, we’re ready to learn more about the colleges in Colorado that have expanded their supports to include inclusive service offices, which we will cover in Module 3. If at this point you feel your needs would be better served learning more about comprehensive service offices, there is a link in the comments for a recorded webinar with some of those offices. If you’d like to learn more about disability service offices, you can generally find contacts for those offices by visiting the college’s website and searching for disability services. The office might be called the Disability Service Office, Student Access Services, Student Success Center, or something similar. If you can’t find it, you can always reach out to the college’s admissions department for guidance and they should be able to get you connected. Whichever path you take, I wish you the best in finding the best fit for you or your student to be successful in college!