

Educational Planning for students projected to attend post-secondary education

(College, Trade School or Military)

Accommodations vs Modifications

Accommodation: Accommodation refers to the support given to a child that helps him to access the curriculum and demonstrate learning. The person learns the same curriculum as others using a supportive method. In testing situations, the student is provided with technological assistance but completes the same test. In some instances, an accommodation can be extra time to complete the test.

Modification: Modification refers to the changes made in the curriculum content to match the student and make it easier for the student to understand. In the testing situation the child is given much simpler test materials. An example of a modification might be where the class is asked to write an essay. The student with a modification may ask the student to talk about a subject. The student would not need to be responsible for the same expectations of spelling, sentence structure, etc.

Post-secondary programs are only required to provide accommodations through Section 504 of the Rehabilitation Act of 1973. Section 404 states: “No otherwise qualified individual with a disability in the United States, as defined in section 706(8) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...” [29 U.S.C. §794(a), 34 C.F.R. §104.4(a)].

Post-secondary education programs do not provide an IEP and only provide accommodations through 504. There is confusion between a 504 plan and an Individualized Education Plan (IEP). The similarity is they both have the goal of helping students with disabilities learn with accommodations to meet their needs.

A 504 plan is intended for students with a wide range of disabilities who are, nevertheless, able to participate and succeed in a general education classroom. An IEP, on the other hand, is intended for school age children with a specific set of diagnoses who require special education services.

Section 504 supports at College:

Title II of the Americans with Disabilities Act (“Title II”) and Section 504 of the Rehabilitation Act of 1973 (“Section 504”) prohibit colleges, universities, and postsecondary education institutions from discriminating against students on the basis of their disabilities. While Title II’s reach extends only to State and local government activities, which includes public colleges, universities, and graduate schools, section 504 covers all programs receiving Federal financial assistance. Any private school that receives Federal funds must follow Section 504

Section 504 states that a postsecondary school must take necessary steps to ensure that students with disabilities are not denied the benefit of, excluded from participation in, or subjected to discrimination under the education program because of the absence of educational auxiliary aids. Title II takes it even further, stating that a public entity must furnish appropriate auxiliary aids and services to provide disabled individuals with an equal opportunity to participate in a school program.

In order to receive services, the student has certain responsibilities. Planning for this responsibility begins in elementary school and continues throughout high school.

College Responsibility	Transition Activities in Elementary School	Transition Activities in Middle School	Transition Activities in High School
In order to obtain necessary auxiliary aids,	<ul style="list-style-type: none">Parents can talk openly with their student about the necessary	<ul style="list-style-type: none">Explain to the student the difference between	<ul style="list-style-type: none">Students self-identify their disability and request accommodations from teachers

College Responsibility	Transition Activities in Elementary School	Transition Activities in Middle School	Transition Activities in High School
postsecondary students with disabilities must identify his /her need for the aid	<ul style="list-style-type: none"> accommodation and or modifications. Visit the Think College website for parents of student with IDD 	<ul style="list-style-type: none"> accommodations and modifications Students know the accommodations and modifications that are on their IEP Students should attend the ARD meetings and provide input <u>during the meeting</u> 	<ul style="list-style-type: none"> Participate in student-led ARD meetings
In response to a request for auxiliary aids, a postsecondary institution may make reasonable requests that the student provide supporting diagnostic test results and professional prescriptions for the auxiliary aids. An institution may also obtain a professional determination of whether requested auxiliary aids are necessary.		<ul style="list-style-type: none"> Students should be able to identify their disability and be aware of their reading level base on the Lexile. 	<ul style="list-style-type: none"> When applying for college students should review the specific services that are provided at post-secondary institutions and meet with Student Special Services staff Contact Texas Workforce Commission to learn how the agency can support postsecondary education Students should review the Full Individual Assessment (FIE) Obtain a copy of the FIE to share at the postsecondary school (The IEP will not provide adequate information)
Academic Preparation includes meeting the eligibility requirements of course completion, class rank and standardized test scores (SAT and/or ACT)	<ul style="list-style-type: none"> Recognize that modifications are not allowed at postsecondary programming Ask for help and identify where assistance is needed 	<ul style="list-style-type: none"> Review the course requirements for post-secondary programming of interest and establish a course of study to meet the entrance requirements Attend tutoring sessions Consider accommodations that are available at postsecondary programming Participate in career exploration to determine interests in postsecondary education Review graduation options to determine course of study 	<ul style="list-style-type: none"> Take PSAT and then SAT and ACT Students should continue with Reading instruction to meet the requirements for college. 11th and 12th graders who plan on attending college should be reading a 1185 to 1385. More information about Lexile levels can be found through this Link Attend tutoring sessions Use accommodations that are accepted at postsecondary programming Take responsibility to self-monitor work and request help from SPED staff
Instructional Environment: Instructional time is decreased and there is an increase for independent work. Assessment of student performance is decreased to as few as 2 times a semester. Attendance may not be addressed. Students can fail and no longer attend the institution	<ul style="list-style-type: none"> Increase student's self-awareness of academic success and failures Allow student to complete homework assignments independently or with minimal support Establish a study schedule for your student 	<ul style="list-style-type: none"> Help student set a scheduled study time Use a watch, phone or other device to maintain schedule Keep a calendar with class assignments With support, break down larger assignments to meet deadlines 	<p>Follow a study schedule Example of how to create a study schedule</p> <ul style="list-style-type: none"> Use a calendar to meet academic deadlines Use a rubric to complete and evaluate assignments

Auxiliary Aids and Services

There are several various types of auxiliary aids and services available depending on the student's disability. Some of these aids and services include:

- Taped texts
- Voice synthesizers
- Note takers
- Readers

- Specialized gym
- Video-text displays equipment
- Television enlargers
- Calculators or keyboards
- Talking calculators with large buttons
- Electronic readers
- Reaching device for Braille calculators, library use printers, or typewriters
- Raised-line drawing kits
- Telephone handset
- Assistive listening devices amplifiers
- Assistive listening systems - closed caption decoders
- Telecommunications devices
- Open and closed captioning for deaf persons
- Arranging for priority registration
- Reducing of a course load
- Substituting one course for another
- Providing notes
- Sign language interpreters

Institutions that must comply with either Section 504 or Title II are responsible for the cost of effective auxiliary aids for students with disabilities. If an aid is necessary for classroom or other appropriate use, the institution must make it available, unless provision of the aid causes undue burden.

Examples of accommodations that are **not** typically allowed in postsecondary education:

- Untimed tests
- Word banks for multiple choice test
- Reduced homework
- Personal attendants
- Individually prescribed devices, readers for personal use or study