



HEATH

The Heath Resource Center
at the National Youth Transitions Center

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Since 2000, the **HEATH Resource Center** has served as a national clearinghouse on postsecondary education for individuals with disabilities, managed by **The George Washington University Graduate School of Education and Human Development**. Now, **The HSC Foundation** has partnered with the George Washington University to expand the content of this resource and to designate it as the official site of The HSC Foundation's **National Youth Transitions Center**.

<http://www.hscfoundation.org/aboutus/publications/NYTCbrochure.pdf>

What Students with ADHD and Their Parents Should Know About College

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When most of today's parents were in school, ADHD wasn't a term that was commonly used. Students who had difficulty paying attention in high school sometimes managed to make it through by working extra hard and self-accommodating (often without recognizing what they were doing). Others were funneled into technical programs where the hands-on nature of the education suited them or, in a worse scenario, they may have dropped out. Improvements in understanding and accommodating students with ADHD over the past few decades and the passage of disability protections have coalesced to dramatically increase the expectation that they will earn a college degree.

Yet still myths abound, because there are no formal mechanisms to disseminate information about the services available at college. Some believe students with ADHD cannot go to college because colleges do not have to make accommodations to help them account for their difficulties. Some who think that accommodations are available at college may think that this is only true of some schools, not the more competitive ones. The encouraging truth is that all colleges—from community colleges through Ivy League schools—have to provide some accommodations for students with ADHD.

The college environment is different from the K-12 environment, however, both with respect to the disability services model and the overall academic expectations and environment. These changes can make the postsecondary environment seem scary, since there are some significant changes there. The good news is that with some basic knowledge and preparation, students can plan to achieve success in college. But it is helpful to have an overview of what students should expect to encounter at

the postsecondary level. Here are the answers to some commonly asked questions about college, and suggestions to help families respond to these issues.

Note that the suggestions that follow put the student in the center of action. This is because they should be the ones driving these procedures as part of their development of the self-advocacy skills they will need in college.

Parents of students with disabilities rightly worry about their ability to be successful outside of the structure and support of home. But what may get lost in these concerns is that all parents have these worries. The best way for parents and students to feel confident about the college experience is to give students the best preparation possible, as outlined in these suggestions.

Can students with ADHD go to college?

As with typical students, any students with ADHD who are ready to handle the academic and self-management responsibilities of the postsecondary environment should be good college candidates. College has not changed in certain respects since their parents' time. College students are considered adults in the eye of the law (even if they are not yet eighteen), and they are responsible for themselves in this atmosphere that lacks structure and supervision. Students are responsible for meeting academic expectations while also managing administrative deadlines for most aspects of college life, such as registering for housing and courses by the deadline.

Some things have changed in the pedagogical style at college. Some professors integrate technology and use teaching methods to make their classes more interactive and accessible to various kinds of learners. Others do not, so their classes take the form of long lectures where professors may not provide visuals to reach students who benefit from multiple modalities. While some classes may evaluate student performance through group projects, many still use two exams or two papers per semester. Professors may assign PDFs of articles or book chapters instead of one large textbook, but the volume of college reading remains the same as when parents were in college. This shift from the high school environment is challenging for most students, but may be even more so for students with ADHD because of their deficits in executive functioning, organization, and impulse control.

What is not actually different, but may seem new to parents, is that colleges have to provide services and accommodations to students with disabilities. Colleges all along the competitive spectrum—community colleges through Ivy Leagues schools—have to make certain basic accommodations. So students who feel prepared to handle the college environment with some basic accommodations in place should know that any college they wish to attend will likely offer certain basic accommodations, such as extended time to take texts, testing in a room where distractions are reduced, and permission to record lectures.

Suggestion: Once students enter high school, parents should increase the amount of responsibility they take for themselves at home. College students have to get up for and get to classes on their own, do their laundry, make their own appointments, and handle a number of day-to-day items. Parents should gradually appoint such responsibilities to their student as they move through their

high school years so that they can build their capacity for self-management before they leave for college.

With regard to the academic demands they will face, this is another opportunity for capacity-building. Students with ADHD should get assistance in learning how to break down long-term assignments into chunks and setting interim deadlines to meet them, take some data on how long they can read in one sitting before they lose focus, and other skills to help them cope in the college setting.

Do students with ADHD have to meet special requirements for college admissions?

No, students with ADHD apply through the same channels as typical students, and they are expected to meet the same requirements for admission. This is positive, in that it means there are no additional burdens on them to prove their suitability for admission. It also means that students and their families should not expect that colleges will make any special considerations in their admissions process for students with ADHD. The reasons for this are twofold.

First, colleges are not allowed to ask any disability-related questions on their applications or in their interviews, so they do not actually know who among their applicants has ADHD or any other disability unless these students indicate their disability on their application, in their essay, or in their discussions with an admissions representative. (Students who want to disclose their ADHD in some way during the application process can do so

voluntarily, though it is a good idea for them to talk to their college advisor about why and how they want to make the disclosure.) Therefore, it makes no sense for them to have different standards if they don't know which of their applying students have disabilities.

The other reason why colleges do not have special admissions standards is that the same laws that require schools to provide accommodations also allow colleges some exceptions in the accommodations they make. One of these concerns schools' essential requirements (including those for admission). Colleges do not have to have separate entrance requirements for students with disabilities; they are allowed to hold all applying students to the same standards. So if a college requires that all students applying for admission have four years of foreign language and four years of math in high school, this is true for all students who hope to get in.

Suggestion: Before students enter high school, they and their parents should use the Internet and college guides to see what kinds of courses are required for admission at a number of colleges that might be of interest in the future. They should make sure that high school course selections provide them with the classes they will need to apply for admission at a variety of colleges.

If they don't tell colleges that they have ADHD during their admissions process, how do students get their accommodations?

Even when students put something on their application or write their essay about their disability, this information is unlikely to be sent to the disability services office. Instead, students who wish to receive accommodations have to apply for accommodations once they enroll at college. They

do this by submitting documentation of their ADHD (such as evaluation reports or letters that show that they have been diagnosed by a qualified professional), often by completing a form specifying what accommodations they want, and sometimes by meeting with a member of the college's disability service staff. It's not a time-consuming or difficult process. Students can do this as soon as they send in their enrollment deposit, which is a good idea because it will start the review process and give them their best chance at having accommodations in place when school starts.

Suggestion: Once students decide which college they want to attend, they should look up the disability services office page on the school's website. There they should be able to find the procedures for applying for services. Students and their parents should review these together. If students have questions, they should call the office to ask questions.

What kind of documentation do students have to provide to prove that they have ADHD and need services?

Parents may be surprised to hear this, but there is no federal regulation that tells colleges what kind of documentation they have to accept. Postsecondary institutions have the freedom to decide what kind of proof of disability students have to submit in order to be considered eligible. At some colleges, this may mean that a diagnosis described in a detailed letter from a pediatrician or psychologist or an IEP or 504 plan will be sufficient. Some schools might ask that the student's treating professional complete a form instead of providing a letter.

Parents should be aware that some colleges require students with ADHD to undergo a full evaluation involving a variety of tests. These schools remain in the minority, however, so I suggest that parents not schedule their student for such an evaluation until s/he has been accepted to and enrolls in a college that requires such testing, which is costly, time-consuming, and can be exhausting. It is not worth doing this testing until families are absolutely sure the student needs it. And if the report isn't ready by the time school starts, many colleges will grant temporary accommodations to students who are waiting for their paperwork. Students should not be reluctant to ask for this if they find themselves in that position.

Suggestion: During their college search, students and their parents can learn what documentation is required. Go to the college's home page and type "disability services" into the search window. If those words don't work, try terms such as "access office" or "academic resource center" (some schools have removed the word "disability" from the name of the office). If you still can't find it, call the college's main number and ask to be connected. Once you reach the right office, get the name and plug that into the website's search feature. When you get to the office's page, you will be able to find the documentation requirements. If you still can't find them, call the office to ask about this.

Students should take notes and check with their parents to see what documentation they currently have, so that they can be aware of what they might need to get if they get accepted to and decide to attend a school that requires more documentation than they have. If some of the schools

that interest them require a full evaluation, students and their parents can start the search for a good evaluator (see http://www.ldadvisory.com/educated_consumer_hs on my website for advice on how to find someone who will provide a high-quality report).

Can't students just submit their high school IEP or 504 plan?

Colleges want to know how ADHD affects a student's academic functioning, and these high school plans do not typically provide this information. If parents go through their student's IEP or 504 plan, they'll notice that a lot of the information centers on high school services, including items such as transportation, state testing, etc. Most of what is there will be irrelevant to colleges, so don't spend time photocopying the plan unless the college's documentation requirements require students to submit it.

What kinds of accommodations can students with ADHD expect at college?

Colleges offer many of the same accommodations students receive in high school—extended (but not unlimited) time to take exams, testing in a setting where distractions are reduced, and preferential seating. Students may be eligible for copies of a classmates' notes and priority registration (so they can select classes that occur when their medication will be in effect and are not too late so that they don't have to take a late dose of their stimulant that might interfere with sleep onset). In addition, colleges may offer students accommodations that they have not previously tried—use of a smartpen or digital recorder to supplement their notes, or electronic texts and software so that students can have their texts and handouts read aloud by the computer. All these accommodations are provided free of charge, though students typically have to give a deposit for any technology tools they borrow in case they lose or break them.

Although colleges often do offer students many of the accommodations they received at high school, they are not *obligated* to do so. Students who attend college are protected by Section 504 of the Rehabilitation Act of 1973 and subsection E of the Americans with Disabilities Act (ADA). Since IDEA and Section 504, Subsection D (which is the section that applies to K-12) are not in effect at college, the plans that are written under them (IEPs and 504 plans) expire when students graduate from high school, and they therefore have no legal bearing afterward. This doesn't mean that students won't receive the same accommodations in college; it just means that there is no guarantee that they will.

Suggestion: Students should try to utilize in high school only the kinds of accommodations they are likely to have access to in college. If students, their parents, and the IEP team or case manager think that this may be risky when students first transition to high school, they can start freshman students with the supports they used in middle school, but they should plan to start scaling these back as students move up through the grades.

It is important that while their services are scaled back, teachers, coaches, or tutors also teach them strategies they can use to compensate for their weaknesses. For students to be able to work independently, which is what they will have to do at college, they have to know techniques to help them organize their materials, take effective notes from lectures and readings, organize notes from

sources into papers, etc. They should work consistently with someone, in or out of school, to learn strategies that help them to approach their work without assistance. This will be the best preparation for the changes in the academic environment at college.

In addition, parents and teachers can make sure that students know how classes and assignments are likely to be different at college. Ask siblings or friends who are already at college what kinds of difficulties they have had, and how they handle them. Or contact the disability services office at local colleges to ask whether a student who utilizes their services who might be willing to speak with them about what things are like at college and what strategies or technology tools they find helpful.

Investigate the kinds of technological tools that might be useful at college. Call the disability services office of a local college or the school the student hopes to attend and ask what kinds of software and other devices their students with ADHD find helpful. Consider purchasing these tools (if students' high school does not have them) so the student can get accustomed to using them before they transition to college.

What about other accommodations, such as extended deadlines for assignments or someone to help students with ADHD refocus. Are these available?

Some accommodations may not be available because of the exceptions the law allows colleges to make if a student's request would constitute a fundamental alteration to their programs. This applies to admission as well as graduation requirements. Just as colleges do not have to waive foreign language requirements for admission, they may require a foreign language for completion of the college degree. If schools require students to take a certain number of credits in a subject in order for students to graduate, this holds true for all students regardless of their disability. Colleges can *choose* to allow students to take substitute courses (such as logic instead of calculus or a Spanish culture course instead of Spanish), but they do not *have* to do so.

Within some programs or majors, accommodations may not be available depending upon the skills being measured. An engineering major may be allowed use of a calculator in her classes but be required to pass calculus. A political science major may not be allowed a calculator if he's taking a developmental math class where calculation is a skill being measured, but he might not have to pass calculus. Students who can't meet their department's requirements risk not completing their degree in that field, and those who can't complete their school's core requirements risk not completing their degree at that college (meaning they'll have to transfer elsewhere in order to finish school).

It is important to keep this in mind as students choose their college and their major. For these reasons, students should research the graduation requirements of colleges they are considering and the requirements for any major they want to choose.

While some accommodations don't rise to the level of being a fundamental alteration, they may not be granted because they are imply considered inappropriate at the college level, where students are expected to be independent, or they may simply be unrealistic. Extended time for assignments is one request I often see that can be hard to get at many schools. The argument disability services

providers often give for rejecting this accommodation is that extending deadlines leads to students getting behind in their classes, as they are still trying to finish up work on old topics while the class moves forward. After working with students for almost two decades, my experience is that students who do get their deadlines extended—either by official approval from disability services or by asking the professors themselves—often fail to meet that extended deadline, too, because the pace of work does not stop, and they simply have more to do after the initial deadline passes. Then their anxiety increases, which makes completing the work even more difficult. This is why some schools will instead recommend that students take fewer classes at a time, so that they have more time to handle assignments from fewer classes.

Some students request copies of professors' notes in advance. Schools cannot guarantee that professors will plan their lectures in enough time for disability services to get copies, so this is not a realistic accommodation schools can make. Also, professors' notes may be very informal (or illegible to others), and colleges are not required to make professors prepare notes to be used by anyone else. Some professors post notes or outlines before class so that student can see what will be discussed before class. When students have this opportunity, they should print the documents and bring them to class.

Personal services (such as tutoring and aides) and aids (technology) are another category of accommodations that colleges do not have to make. Parents and students may find it surprising that colleges do not have to provide any kind of specialized help at all for students with ADHD or other disabilities. Students simply have access to the same tutoring that is available to all students at the college, often provided by other undergraduates. While high schools must have qualified special educators on staff to help students with disabilities

learn strategies and other skills, colleges do not have such an obligation and most do not offer such help. Colleges do not typically modify the conditions of their tutoring services—either allowing students with ADHD or other disabilities to have more tutoring sessions than other students, specifying that students get tutored one-on-one if tutoring is typically done in small groups, or requiring that it be done by someone majoring or specializing in that subject.

In essence, colleges do not have to provide students with any extra assistance, and this includes in-class aides. Students who cannot focus in class without someone to help them with this can be granted permission to have such a person accompany them to class, but colleges do not hire or pay these people. Instead, students have to find such help on their own (typically through the Division of Vocational Rehabilitation). A parent or family member can take this role, as long as the interaction between the student and the relative does not become a distraction in the class and no questions are raised about who is doing the student's work.

Colleges do not have to provide students with their own copies of software or certain devices for their personal study. If students find it helpful to use Inspiration software to plan their papers, their college does not have to provide them a copy of that software for their personal computer (though some colleges have licenses that allow them to do so). Instead, students will have to use the software

while the disability services office is open (and they do not have to stay open later or allow access earlier to accommodate student schedules).

Suggestion: Again, the best preparation for the college setting is for high-school students to utilize only those accommodations and supports that they are likely to find there, and making sure students have skills and strategies to help them work independently. For a student whose attention wanes in long lectures, use of medication or a special vibrating watch may be appropriate.

What if students want to have more support than might be offered in schools' basic services?

Students who hope to receive ADHD coaching or specialized help will find that some colleges have special programs designed for them. The fees can run from \$1,000 to \$3,000 a semester. Students who want to apply to such a program typically have to get in to the college first and then apply separately to the program once they enroll. Unlike in elementary or secondary schools, there are no legal requirements regarding who can be employed by such programs, and wise consumers will ask some questions to make sure that the specialists or coaches have the qualifications they would expect them to have.

Suggestion: When looking at these programs, students should ask probing questions about their staff and their educational and professional background requirements. They should ask whether the fee will be refunded if students decide at some point during the semester that they do not want to continue with the program. Parents may also wish to ask whether a member of the staff will follow up with students if students stop coming in for their scheduled sessions without formally withdrawing from the program (if mid-semester cancellation is allowed). Parents should also ask how many sessions students receive every week and whether students can scale back if they need fewer meetings or can have more sessions if they want additional help (and what this would cost).

Students and parents might decide that hiring an independent ADHD coach or tutor is a better idea. Ask the disability services office whether it keeps a list of referrals, or ask the local CHADD chapter whether it maintains a list of professionals in the area.

What if students don't apply for accommodations when they get to college? Can parents complete the paperwork for them?

It is not uncommon for students to either delay applying for accommodations or not apply at all. There may be several reasons why students make these choices. The research shows that some students do not apply for accommodations because they wish to "shed" their disability identity when they get to college. Some students do not believe they have ADHD because no one has ever explained it to them. And some do not have a sufficient understanding of the impact of ADHD on their academic functioning or recognize how the changes in the college environment may stress their areas of weakness.

Students who don't apply for accommodations don't receive them. As already noted, they must apply for services they want. If students do not ask for accommodations and do poorly on their first set of exams or papers, they can apply for accommodations at that point (or any time during their education), but they have to keep in mind that colleges are not required to expunge those bad grades from their records or let them retake exams or resubmit the papers. If they don't apply for accommodations upon entering, but panic just before their first exams, they can apply for services at the time, but the reality is that—even if they are approved for accommodations right away—disability services staff will likely be unable to accommodate them on those exams because it takes a number of days to make all the necessary arrangements.

Parents nervous about the choices their student will make will also find that they are not allowed to complete the application for services for their student. To be very technical, no one at a college is allowed to talk to anyone but the student (not parents, doctors, therapists, etc.) until the student sign a waiver giving them permission to do. Parents will find that disability services staff cannot even communicate with them unless their student allows it. And even then, if students won't ask for accommodations, colleges will not arrange them on the basis of parents' requests. This makes sense—why would they make arrangements for students to take their exams in a separate room with extra time if they students have made no indication that they want this and will show up?

Suggestion: Knowledge is the key to all of these worries.

First, students must have a good understanding of their ADHD—what their particular symptoms are, how these affect their academic functioning, and how the accommodations and supports they receive are intended to help level the playing field for them. It is very important that students are aware of what their accommodations are. (Research shows that some students did not realize when they were in high school that they were being given extra time for tests or that this adjustment was an accommodation given only to students with a disability.) Case managers, special education teachers, diagnosing professionals, tutors, and others should help to educate students about these topics.

I strongly recommend that, when students are high-school seniors, they sit down with their case manager and compose a list of accommodations they hope to request in college. These should focus on those accommodations they are likely to receive at college. If students want to ask for accommodations that they are not likely to get (such as having someone create study guides for them), they can certainly ask for them, as they may be pleasantly surprised. The case manager should discuss such a likelihood and also ask what image they would like to project to their new school, and whether asking for certain supports will show disability services staff that they are prepared for the college environment. It is important that the case manager also makes sure that students know how to explain to someone what particular area of weakness the accommodations are meant to help. Students need this self-knowledge in order to self-advocate.

A discussion of the disability services system should also be part of the college search and application process. Students should be informed that they can wait to apply for accommodations, but they face the real-life possibilities—the risk of not receiving the accommodations if they apply right before exams or having to live with their poor grades if they apply after exams occur. Parents should tell students that they can register for services

when they first enroll but that they are not *obligated* to use the accommodations they are granted. They might want to consider offering students a reward for registering (students can alert parents to their registration by signing a release with disability services and then alerting their parents that they can call the office and speak with someone there). If students don't want to sign the release, they can ask for an extra copy of the letter that disability services writes outlining their approved accommodations so that they can send it to their parents.

ADDITIONAL RESOURCES

7 Steps for Success: High School to College Transition Strategies for Students with Disabilities - published by the Council for Exceptional Children

HEATH Resource Center at the National Youth Transitions Center - <http://www.heath.gwu.edu/>

Information from Patricia Quinn and Kathleen Nadeau for college students - http://www.addvance.com/help/young_adults/index.html

Information from the U.S. Department of Education - <http://www2.ed.gov/about/offices/list/ocr/transition.html> (for students)
<http://www2.ed.gov/about/offices/list/ocr/letters/parent-20070316.html> (for parents)

An open letter to a college disability services professional (and mother of a child disability) to other parents - <http://www.ahead.org/affiliates/ohio/lettertoparents>

Guides listing special programs - Peterson's Colleges for Students with Learning Disabilities or AD/HD or *The K&W Guide to College Programs & Services for Students with Learning Disabilities or Attention Deficit/Hyperactivity Disorder, 11th Edition*

About the Author

Elizabeth C. Hamblet, a learning specialist at Columbia University, has worked in college disability services offices for over fifteen years. Her published works include her book, *7 Steps for Success: High School to College Transition Strategies for Students with Disabilities*, her laminated guide, *Transitioning to College: A Guide for Students with Disabilities*, and her contributions to various journals. She offers information and advice on her website, www.LDadvisory.com.

“What Students with ADHD and Their Parents Should Know About College”, by Elizabeth Hamblet, originally published in *Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD) magazine*, *Attention*, at www.chadd.org. Copyright © [December/2013]. Reprinted with permission.

Don't Forget About Transportation!

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Meet Kevin!

Kevin's IEP reflected measureable goals and included services to support his attainment of these goals. Kevin was going to college – and was accepted in a higher education program for students with intellectual disabilities in a neighboring community. As Kevin, his mother, a representative of the college, and the rest of the IEP team talked about the kinds of academic supports that Kevin needed, the transition coordinator, asked, *how will Kevin get to college every day?*

Kevin's IEP did not include information about transportation and mobility and his teachers and other service providers never had education or professional development in the subject, thus, never thought to include this topic in discussions about Kevin's future. His family was always reliant upon using their cars, but knew that driving Kevin to college everyday was unrealistic. They also knew that driving Kevin to school every day wouldn't give Kevin independence to travel in the community. Kevin recognized that a first-discussion about transportation and mobility at this late stage of his transition planning was overwhelming. He expressed *that he wished that he had opportunities to learn about transportation options and ways to get around the community throughout his education.*

Transportation education creates a culture, accompanied by a coordinated set of practices, to connect students, families, educators, pupil transporters, and public transportation professionals. The purpose of transportation education is to ensure students have knowledge, access, and choice regarding a continuum of accessible transportation options across grade levels, and especially as they transition from school to postsecondary settings (Shanley, Easter Seals, 2012). Easter Seals Project ACTION developed a free, [online curriculum](#), with content, tools, and recommendations for implementing transportation education in schools. Learning from this curriculum and the work that Easter Seals has done around transportation education over the years is summarized in the following.

- Educators at all levels need tools and materials to provide instruction to students about transportation and mobility. The better aligned this content is with school reforms, such as common core standards, the better integrated this content can be in classroom instruction.
- Students and their families should be fully engaged in transportation decision-making to assure that transportation options are aligned with student needs and social and sensory preferences.
- Strategies to build connections across educators, pupil transporters, and public transporters help to create transportation support systems for students as they transition from high school to postschool settings.
- Community transportation councils and forums (sometimes called mobility management systems) are an important opportunity to learn about community transportation resources and identify the needs of particular rider groups. These forums are a venue for creating transportation solutions – across high schools and higher education.
- As transition professionals and higher education disability service providers work together to ensure that high quality recruitment and application processes are in place, discussion about transportation options, and the mobility needs of students is important.

Easter Seals Project ACTION (ESPA) is funded through a cooperative agreement with the U.S. Department of Transportation, Federal Transit Administration, and is administered by Easter Seals, Inc.
www.projectaction.org

About the Author

Judy Shanley, Ph.D. is the Director, Student Engagement & Mobility Management at Easter Seals and provides technical assistance, manages Federal grants, and develops products regarding accessible transportation. Shanley developed a curriculum for educators, families, human services, and transit to facilitate knowledge and skill around transportation education. Her work focuses on ensuring that students with disabilities are able to use a range of transportation options to support their access to employment, higher education, and community living. She serves as Project Director of national centers, funded by the US Department of Transportation, Federal Transit Administration, and the US Department of Health and Human Services, Administration for Community Living – which address inclusive coordinated transportation systems and mobility management. Prior to Easter Seals, Shanley worked at the U.S Department of Education. She earned her Ph.D. in Special Education from the University of Florida and an M.B.A. and a Master's in Rehabilitation Counseling, both from Syracuse University.

A Non-Diploma Track Transition Program for Students who are Deaf and Hard-of-Hearing

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Introduction

Transition to independent adult living has been noted as a challenge for many adolescents who are Deaf and Hard of Hearing (D/HOH). Childhood hearing loss may impact literacy and cause academic difficulties which in turn impact difficulties with literacy based adult living activities such as contracts, registrations, and using text-based resources (Luft, 2013). This difficulty with literacy has an impact on post-secondary training, employment, and earnings (Bullis, Bull, Johnson, & Peters, 1995). Luft & Huff (2011) studied children who are D/HOH using the Transition Competence Battery (TCB). The TCB assesses six areas of transition including: job-seeking skills, work adjustment, job-related social-interpersonal, money management, health and home, and community awareness. They discovered a need for unique programs to address transition.

Transition and Deafness

The difficulty with transition skills is further impacted for adolescents and young adults who have additional disabilities or difficulties that cause them to demonstrate significantly limited communication through sign, reading, writing or spoken communication language, and/or limited achievement in literacy or math. Bowe (2003) calls for a paradigm shift in the way schools provide services to adolescents with these difficulties. He suggests individualized support by providing job-specific skills on site would support transition to post-secondary settings. A major barrier to developing skills in the areas of employment and independent living is inclusion in college prep coursework at the exclusion of other opportunities. A more appropriate curriculum may incorporate literacy and math academics that directly relate to employment and independent living outcomes. A feeling of dependency has been reported in interviews of people who are deaf and receive vocational rehabilitation even when they report being happy with their jobs (Wheeler-Scruggs, 2002).

Significantly limited communication may also be the result of late immigration to the United States (US). Aud, KewalRamani, and Frolich (2011) reported that almost 7% of the population between the ages of 15-19 were born outside of the US. Hearing students who immigrate to the US between those ages are expected to have a developed first language, which may support their acquisition of English and provide resilience for transition. In the case of a child who is deaf, they may use an international signed language, or have no formal language at all. When a child has an international signed language, they will be expected to learn both American Sign Language (ASL) and written English in order to access the US curriculum. Many students, however, arrive with no developed first language. They may have a gestural or home sign system, which is useful for basic needs communication, but serves limited additional function. This lack of any formal language, developing adequate language skills to a degree that a diploma is attainable is unlikely. The adolescent needs to learn sign language for face-to-face communication as well as develop basic written English skills to participate in literacy-based adult activities. Although students may not have formal language, it does

not mean they have intellectual difficulties, so the approach to transition services needs to be different than typically used with children who have moderate-severe intellectual involvement.

Two programs have been reported that support transition needs in students who are D/HOH with promising results. Angerth (2009) discusses a program focusing on skills in the areas of self-advocacy, finances, working with interpreters, social interaction, and independent living. These personal and career development (PCD) courses are required for all high school (9-12) students who are D/HOH at a state residential school. In addition, the students focus on academic coursework as well as community-based experiences to implement the skills learned in the classroom. The author reported positive outcomes in increased vocational awareness and enhanced knowledge and skills including better self-awareness. The other report by Smale (2010) identified positive outcomes for a transition program based in a residential setting that includes an education and career/trade component. Independent living skills such as budget planning, household management, and community resources among others are taught as part of the program. Given the need for transition programming for students who struggle with communication and literacy and the success seen in other programs, the D/HOH Program staff decided they needed to approach the Prince George's County Maryland Public Schools' (PGCPS) administration to update services provided in this setting.

Response to the Challenge

In 2013, PGCPS experienced a growth in the number of students who were deaf and hard of hearing but needed an alternate program that incorporated more intensive focus on transition and independent living skills, but also included instruction within the context of a D/HOH program in order to meet their language and social-emotional needs. In the past, students who needed this type of program due to additional disabilities or lack of previous language or education were referred to the state residential program. Those students with more significant intellectual disabilities whose parents elected to keep them in the local education agency were provided services through non-categorical programs that focused on community-referenced instruction. Specialized instruction was provided by teachers who were familiar with the needs of students with significant disabilities, but without explicit knowledge of the needs of students who were D/HOH. The Office for Civil Rights under the Department of Education (1992) identifies access to peers and educators who can communicate proficiently with the student as a consideration of free appropriate public education (FAPE) in the case of students who are deaf and use sign. As the presence of students who are D/HOH who require additional transition needs in PGCPS has increased and more parents requested placement in the local education agency, it was evident that the D/HOH program needed to expand to include the non-diploma track option that not only met the academic and transition needs of this population, but also allowed for full access to communication with educators and peers. The Certificate Track Program (CTP) is not designed for students with severe-profound intellectual disabilities. These students continue to receive services from the non-categorical community referenced instruction programs. Their needs are different from their peers who are D/HOH who only demonstrate difficulty with communication and literacy.

Program Need

In response to this need for change, the CTP was created in January 2013. The CTP is center-based and is located in the same high school as the comprehensive D/HOH program for students who are pursuing a diploma. Teachers of the D/HOH provide specialized instruction in academics, employment, and independent living. In addition, the CTP has related service providers who are fluent in sign and familiar with the needs of adolescents who are D/HOH. Students in the CTP access mainstream classes such as physical education through the use of interpreters. The CTP staff collaborates with the Maryland Division of Rehabilitation Services (DORS) to support the transition from school-based to state agency services. The goal of the program is to prepare students to become active participants in society after high school. The program supports Prince George's County Public Schools' mission of preparing all students to be college and/or career ready following graduation.

The students enrolled in this program are adolescents who are D/HOH. Some participants have additional cognitive, learning, or communication disabilities while others have immigrated to the US without formal language or without adequate preparation for developing the ASL and English skills necessary to complete the general education requirements for a high school diploma. Instruction includes exposure to Maryland state curriculum; however, specific goals are modified to meet individual needs and focus on skills that are needed for increased independence in current and future settings. The determination to pursue a diploma or a certificate of attendance is made by the IEP team. The CTP program develops student capacities in the areas of:

- Academics - Students participate in functional academics to improve their basic skills in the areas of language and literacy, math, and science. Although concepts from the general education curriculum are presented, the primary focus is on skills needed for improved communication and independent living.
- Career - Students participate in a two block class devoted to developing job readiness, acquisition, and maintenance skills. In addition, work-based experiences are provided through our partner organizations.
- Self - A positive self-image and self-awareness are important outcomes of the program. Monthly social-emotional support workshops are held to focus on student initiated topics. Often, the students propose issues related to communication access. An example of a student workshop topic was "communication with the family." The workshops provide an opportunity for students to talk in a safe accessible environment, but it also allows the staff to identify students who may need some additional individualized support in the area of social-emotional well-being. Self-awareness is incorporated throughout the day. For example, students self-evaluate their on-site employment behaviors through the use of a checklist.
- Independent Living - Independent living concepts are infused throughout academic and career coursework. Functional math instruction supports a student's ability to understand a paycheck, budget, and other finances. Students participate in a health curriculum, which covers self-care and health services.

Due to the nature of deafness, receptive language, expressive language, vocabulary development, and functional literacy difficulties are the primary barriers for transition to independence. Therefore, these skills are purposefully addressed in all classroom and community based experiences. In addition to academic experiences, the students gain work experience at an employment site in the community two days per week. The teacher of the D/HOH provides job coaching as needed. The students receive feedback from the site supervisor and receive mock paychecks to connect academic skills with independent living applications. In addition, the students participate in community-based instructional opportunities. The CTP has fostered collaborative relationships with community businesses such as banks to provide real-life use of skills presented in the academic and career classrooms.

Resources for Curriculum Development

When PGCPs administrators approved the CTP in 2013, neither a curriculum, or materials had been developed. Limited resources were available that specifically addressed the needs of D/HOH adolescents. Many of the available resources depended on a level of language and literacy that was above that of our students. Materials were modified for language levels, the following resources were valuable for informing our framework and material development:

Resources to Inspire Guide

<http://touchstoneyouth.org/docs/ResourcestoInspire.pdf>

Gateway to the World: A Toolkit and Curriculum

Module 1: Money, Home and Food Management

<http://www.dshs.wa.gov/pdf/dbhr/mhtg/Module%201%20MONEY,%20HOME%20AND%20FOOD%20oMANAGEMENT.pdf>

Module 2: Personal Health, Social and Safety Skills

<http://www.dshs.wa.gov/pdf/dbhr/mhtg/Module%202%20PERSONAL,%20HEALTH,%20SOCIAL%20AND%20SAFETY%20SKILLS.pdf>

Module 3: Education/Employment/Career Tools, Skills, and Strategies

<http://www.dshs.wa.gov/pdf/dbhr/mhtg/Module%203%20EDUCATION%20EMPLOYMENT%20CAREER%20TOOLS,%20SKILLS%20AND%20STRATEGIES.pdf>

Module 4: Housing, Transportation and Community Resources

<http://www.dshs.wa.gov/pdf/dbhr/mhtg/Module%204%20HOUSING,%20TRANSPORTATION%20AND%20COMMUNITY%20RESOURCES.pdf>

Module 5: Young Parents Guide

<http://www.dshs.wa.gov/pdf/dbhr/mhtg/Module%205%20YOUNG%20PARENTS%20GUIDE.pdf>

Conclusion

Students who are D/HOH who experience additional significant needs in the areas of communication and achievement in literacy and math may not have the skills needed to meet the requirements of the high school diploma. They need a program with an employment and independent living focus, but also need direct communication opportunities with peers and educators. A program should incorporate academic and community-based learning opportunities and focus on language and literacy throughout all learning experiences. The CTP is one example of a program that was created to assist students who are D/HOH in transitioning from school to postsecondary life.

About the Author

James McCann is a doctoral student in the Applied Neuroscience in Special Education Program at The George Washington University in Washington, D.C. In addition to pursuing the doctoral degree, he works as a speech-language pathologist with the Deaf and Hard of Hearing (D/HOH) Program in the Prince George's County Maryland Public Schools. He has been a participant in the creation of the curriculum and resources for the certificate track program since its inception. Individuals can contact him at james.mccann@pgcps.org.

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HEATH Resource Center at the National Youth Transitions Center (NYTC) Collaborative Announcements!!

NOW ACCEPTING APPLICATIONS FOR THE ADVOCATES IN DISABILITY AWARD (ADA) PROGRAM

Applications Due: April 11, 2014 (by 5:00pm ET)

The [Advocates in Disability Award \(ADA\) program](#) awards and encourages a young adult with a disability between the ages of 14 and 26 who is dedicated to positively affecting the lives of individuals with disabilities and their families. The program also supports an innovative project developed by the recipient to serve and empower individuals with disabilities.

Funded by both The HSC Foundation and the Sarah Beth Coyote Foundation, the selected recipient is awarded \$3,000 in recognition of his or her disability advocacy and will receive up to an additional \$7,000 in funding support for a project to benefit the disability community. Applicants must be a citizen or permanent resident of the United States at the time of application submission and recipient selection.

The Advocates in Disability Award Program is part of The HSC Foundation's [National Youth Transitions Initiative](#).

To apply, please see the attached guidelines and application. You may also apply online at: www.hscfoundation.org/2014ADA.php.

Applications must be received by **April 11, 2014 (by 5:00pm ET)**.

The AAPD Robert J. Dole Leadership Series

The AAPD Robert J. Dole Leadership Series will honor Senator Dole's lifetime of leadership to encourage people with disabilities how to effectively and fully participate in public service. This program is designed to provide participants with comprehensive and long-term leadership skills. In addition, this series is designed to train people with disabilities on what it takes to run for and win elected office at every level of government.

Program:

The training is ideal for campaign staff, community leaders and anyone with a disability considering a future run for office. In addition, the leadership series will educate participants on all aspects of building and winning campaigns. Using real-to-life campaign simulations, participants will learn the nuts and bolts of running for office; from knowing the right questions to ask at the start, to building messages, timelines and budgets.

Schedule:

The program will take place **Tuesday – March 18, 2014 from 3:30 – 5:30 pm** at the **Walter E. Washington Convention Center**.

Walter E. Washington Convention Center
801 Mt. Vernon Place NW
Washington, DC 20001

Presentations, discussions and workshops will run throughout the allotted time with a brief 10-minute break.

To Apply:

- Please submit resume or expression of interest in attending *the Robert J. Dole Leadership Series* to Zeenia Irani – zirani@aapd.com
- Application deadline – **March 8, 2014**

I'm pleased and honored that AAPD is launching the Robert J. Dole Leadership Series. The new initiative will educate Americans with disabilities on the importance for running for public office and will encourage them to seek out leadership positions. As a disabled American and former legislator, I understand the wide spread impact our community can have by holding public office. I wish the AAPD board and staff all the best as they take on this important initiative." Senator Robert J. Dole

National Youth Transitions Resume Database

The Youth Transitions Collaborative is developing a resume database. We are seeking the resumes of young people and young veterans with disabilities, who are looking for work (full-time or part-time) in the private sector. These resumes will be incorporated into a database that will help employers connect with qualified young candidates with disabilities. The National Youth Transitions Resume Database will be national in scope and will be open to young people and employers from across the country.

If you are, or know of someone, interested in submitting a resume, please submit it at ytf@aapd.com. Once a resume is received individuals will be asked to complete a short form, which details their occupational and geographic preferences, etc.

Resume Guidelines

All resumes should include the following:

- Objective statement (a 1-2 sentence statement regarding your skills, interests, or career aspirations to give employers a better sense of the type of employment you are seeking)
- Contact information (Name, Address, Phone Number, and Email Address)
- Education history
- Work history
- Volunteer experience
- Professional skills
- Font size no smaller than 11 pt.
- Word or PDF format
- Maximum of 2 pages

Follow the National Youth Transitions Center Facebook and Twitter Page!

The National Youth Transitions Center officially has a Facebook page (at www.facebook.com/thenytc)! If you or your organization has a Facebook account, please "Like" the NYTC page. The NYTC has a Twitter account (at https://twitter.com/The_NYTC). Please check out their information and resources for youth and veterans with disabilities!! Please "Like" and "Follow" their Facebook and Twitter pages!!

Follow the HEATH Resource Center at the Facebook and Twitter Page!

The HEATH Resource Center at the National Youth Transitions Center has a Facebook page (at <https://www.facebook.com/pages/Heath-Resource-Center>). We have a Twitter account (at <https://twitter.com/#!/heathcenter>). Please check out both of our social media sites for the latest updates, resources, and scholarship information for students with disabilities!! Please "Like" our Facebook page and "Follow" us on Twitter!

Educational Opportunities at The George Washington University

Transition Special Education Distance Education Certificate Program

There is still time for candidates to enroll in the Summer '14 cohort for our 12-credit Transition Special Education Certificate Program. Students who have enrolled in this program will be given priority when being considered for admission to the Master's program and all credits earned will be easily transferred. Candidates who decide to apply to this program using ApplyYourself, the on-line application system, can use the link:

<https://app.applyyourself.com/AYApplicantLogin/ApplicantConnectLogin.asp?id=GWUGRAD>.

Please list only official degree transcripts that indicate completion of a Bachelors and/or Masters. Listing all colleges attended may delay approval of your application. This will allow sufficient time for your application to be reviewed and approved, which must take place before they can register for class. **Deadline: Rolling Admissions.** For further information or additional questions, please contact Dr. Michael Ward, Program Coordinator, by e-mailing mjward@gwu.edu.

Secondary Special Education and Transition Services: Distance Education, Master's of Arts (Non-teacher Licensure)

This 39 credit, on-line Youth Transition, Career, and Vocational Services Master's degree program prepares professionals as change agents in teaching, leadership and support roles that assist youth with disabilities and youth at-risk to make successful transitions through high school to post-secondary education, employment and independent adulthood. Students will build knowledge and skills for performing the roles and functions of transition specialists through assessment, interdisciplinary planning, collaboration, and implementation of services for individuals with disabilities. The program encourages student involvement in research, scholarship, publishing and leadership activities as adjuncts to their program of study. Candidates who decide to apply to this program using ApplyYourself, the on-line application system, can use the link:

<https://app.applyyourself.com/AYApplicantLogin/ApplicantConnectLogin.asp?id=GWUGRAD>. For more information about the program, please email Dr. Michael Ward at mjward@gwu.edu.

Deadline: May 1, 2014

Secondary Special Education and Transition Services: Acquired Brain Injury Master's Degree Program with Teacher Licensure

Prepare to become a special education teacher to serving school age children and youth with traumatic and acquired brain injuries. The program includes on-campus and on-line coursework, and is possible to complete within two years.

The George Washington University was the first post-secondary institution in the nation to have developed and implemented a specialized graduate degree program, geared toward training professionals in the field of special education and brain injury. The brain injury special educator may work directly with children with acquired brain injury (ABI) or with the school teams and families who support them.

The curriculum is focused on training teachers to work in high need school districts and high poverty schools where the incidence of pediatric brain injury is very high. Students are offered the opportunity of specialized coursework, high quality supervised practica and internships, as well as ongoing school and community-based mentorship opportunities.

Already a licensed teacher? Become a recognized brain injury professional by completing the Master's Degree in two years! Professionals interested in the content may also apply for the 15-Credit Graduate Certificate Program, all 5 courses are offered through distance learning! For more information on the ABI focus, please contact Theresa Sacchi Armstrong at tjsacchi@gwu.edu. **Deadline: Rolling Admissions.**

Transition Headliners

DOL Office of Disability Employment Policy (ODEP) Releases New Study on Health-care Transition and Employment

Due to the ability to manage one's health is critical to going to school, learning, and transitioning into employment, ODEP commissioned this study in 2012 to better understand the relationship between disability (including chronic health conditions); health and wellness; and transition and employment outcomes for youth with disabilities. In addition, the study examined the role health-care providers play in establishing employment expectations.

Despite growing recognition of the importance of health-care transition as youth move from school to work and independent living within the health-care community, the study revealed that youth with chronic health conditions and other disabilities face a number of challenges in accessing health-care transition services. The challenges include low expectations, lack of time, inadequate payment and training related to employment among providers; systems with distinct and disparate outcomes and goals; and the use of biological/physiological versus bio-psychosocial treatment approaches. In addition to explaining how a number of provisions in the Affordable Care Act (ACA) have significant potential to transform health-care transition planning, the study addresses the need to

- underscore the interdependence between health, wellness and employment through education and outreach to youth and their parents and other caring adults; and
- provide health-care providers and other youth service professionals with professional development opportunities to gain the knowledge, skills and abilities needed to guide youth through a coordinated self-determined, cross-discipline transition planning process.

To learn more about the challenges and opportunities associated with implementing purposeful planned health-care transition planning and its impact on employment for youth with chronic health conditions and other disabilities, view the full policy brief online at:

<http://www.dol.gov/odep/pdf/2013ODEPHealthyReport.pdf>.

New Kick Start Your ILP Toolkit Helps Students Plotting a Roadmap to Success

The Department of Labor's Office of Disability Employment Policy (ODEP) has released a new "Kick Start Your ILP" toolkit that guides students through the individualized learning plans process with tips and a checklist to get them started on their way. Access the toolkit online at

<http://www.dol.gov/odep/ilp/Kickstart.htm> and read a recent blog on ILPs by ODEP at <http://social.dol.gov/blog/plotting-a-roadmap-to-success/>.

New Financial Aid Toolkit, U.S. Department of Education

The U.S. Department of Education has released an online Financial Aid Toolkit to improve efforts to improve college access and affordability. The Financial Aid Toolkit provides step-by-step information about applying for financial aid as well as information about repaying student loan debt. The Toolkit is designed to be a resource to guidance counselors and teachers by providing financial aid night materials, presentations, brochures, videos, and sample social media posts. The online Toolkit will post professional development opportunities for parents and educators. To review the toolkit, go to:

<http://financialaidtoolkit.ed.gov/tk/>.

College & Career Readiness & Success Center (CCRS) Interactive State Map

The CCRS developed an Interactive State Map to highlight to parents and educators on the different college and career initiatives in each state. The State Map can inform parents and educators on the following college and career readiness initiatives: Advanced Placement (AP) Incentive program; career and technical education (CTE) and CTE programs of study; dual enrollment and early college high schools; state longitudinal data systems (SLDS); national

policy landscape and secondary and postsecondary alignment. Each state will highlight additional resources and information about college and career readiness. It is interesting to note that the CCRS Interactive State Map will allow individuals to compare states across one or more initiatives identified. To review the interactive state map, go to: <http://www.ccrscenter.org/ccrs-landscape/state-profile>

Friends: Connecting People with Disabilities and Community Members

The Institute on Community Integration (ICI) recently released a manual entitled, "Friends: Connecting People with Disabilities and Community Members". The manual focuses on the social aspects of independent living that enhances the quality of life. The manual highlights the need for people with disabilities to develop friendships and build relationships with members of the community. Activities are included in the manual for agency staff to develop a plan to engage people with disabilities and community members. The manual can be a resource to parents, support coordinators, educators, and people with disabilities. To download a copy of the manual, please go to:

http://ici.umn.edu/index.php?products/view_part/579/

Advancing Health Care Transition: Multi-Stakeholder Roundtable Report

The report highlights the need for supports in advancing health care transition for youth with disabilities. Youth with chronic conditions and disabilities will have to transition from pediatric to adult health care system. They will need to acquire skills to navigate the adult health system to manage their health. During the summer 2012, The HSC Foundation, in partnership with Physician-Parent Caregivers (PPC), and the Institute for Education Leadership (IEL), facilitated a roundtable discussion with 42 national experts that focused: (1) Meeting the health care needs of youth and young adults with chronic conditions and

disabilities; (2) Transformations of primary care in health care transition; and, (3) Improving health care workforce for health care transition. For the results of the roundtable discussions highlighted in the report, please go to: <http://www.ncwd-youth.info/sites/default/files/HCT-Roundtable-Report-2012.pdf>.

Wisconsin Technical College System (WTCS) Accommodations for Students with Disabilities Guidelines (2013)

The guide is a revised version from the 1996 and 2006 Guidelines and developed by an excellent WTCS Workgroup of Disability Services Coordinators and Staff. The guide provides information to faculty and instructors on instructional accommodations for classroom activities and student learning in the postsecondary setting. The 2013 WTCS Accommodations for Students with Disabilities Guidelines include the following sections:

1. Introduction
2. Legislation and Definitions
3. Policies and Procedures for Disability-related Accommodations
4. Strategies and Accommodations for Instructors and Faculty, including Universal Design of Instruction (UDI), Instructional Strategies, Possible Accommodations, Examples of Assistive Technology, and Possible Accommodations for the Admissions Process.
5. FAQ About Accommodations
6. Resources/Websites
7. Appendices
 - Examples of Instructor/Faculty Notification and Accommodation Forms
 - Examples of State of Accommodations for Class Syllabus
 - Examples of Educational Contract or Syllabus Quiz
 - EASI: "Ten Tips for Online Teachers" 2011 by Norman Coombs
 - Helpful Tips for Instructors/Faculty Sign Language Interpreting Services Compiled by Milwaukee Area Technical College Staff

To download a copy of the guide, please go to:

http://www.heath.gwu.edu/assets/192/2013_disability_accommodations_guide_final.pdf

HEATH Resource Center at the National Youth Transitions Center 2014 Summer Pre-College Programs for Students with Disabilities

Each year, HEATH staff members compile a list of summer pre-college for students with disabilities for families and educators. All programs listed in the publication are designed for high school students, usually rising juniors and seniors, and high school graduates who are planning to attend college. Campus disability support providers report that students with disabilities who receive some preview of the college experience can manage the first year with fewer adjustment problems than others. Pre-college programs are usually held on the campus residence halls or as day training, leisure, and recreational activities, and typically include some computer training. To review the publication, please go to:

http://www.heath.gwu.edu/assets/199/summer_pre_college_programs_for_students_with_disabilities.pdf

Youth in Action! Tip Sheets for Transitioning Youth

The National Collaborative on Workforce and Disability (NCWD) for Youth recently published 6 tip sheets for youth with disabilities transitioning from high school to adult life. The tip sheets focus on enhancing self-advocacy and self-determination skills. The 6 tip sheets focus on the following topics: [Becoming a Stronger Self-Advocate](#); [Leading Youth Transition Planning](#); [Learning Disability History](#); [Getting Involved in Volunteering](#); [Serving on Decision-Making Boards](#); and, [Participating in Internships and Work-Based Experiences](#). To obtain and download more NCWD/Youth resources, please go to: <http://www.ncwd-youth.info/youth-development>.

Conference, Webinar and Forum Opportunities

March 12, 2014

Youth and Adult Pathways OVAE project webinar on Data & Continuous Improvement Webinar

Easter Seals is leading a one-month online community related to using data for continuous program improvement. This work is part of our participation in the Office of Vocational and Adult Education, Youth and Adult Pathways Microgroup. Join this free Webinar on Wednesday, March 12th at 2:00 EST.

Dr. Bernstein and Mr. Burkhardt of Westat will introduce key performance measurement, performance management, and evaluation concepts, methods, and strategies for developing systems for continuous improvement. Discussion topics will include:

- 1) Performance 3Ms: Measurement, Monitoring, Management
- 2) Logic Models and Evaluation
- 3) Gathering Information
- 4) Good Performance Measures/Management
- 5) Continuous Improvement Models

Register for this webinar at <https://attendee.gotowebinar.com/register/157308584989944577>

For more information about the Data online community:

<https://community.lincs.ed.gov/event/introduction-using-data-continuous-improvement>

March 13-14, 2014

**Southeastern “Across the Spectrum” Autism/Asperger Conference and Expo
Atlanta, GA**

The 3rd annual Southeastern “Across the Spectrum” Autism/Asperger and Expo will be held at the Cobb Galleria in Atlanta, GA. The conference focuses on best practices and research relating to children and youth with Autism/Asperger. For more information regarding the conference, please go to: <http://www.autismavenue.com/index.php/10-frontpage/92-atlanta-conference>.

March 26-28, 2014

**Native American Conference on Special Education
Albuquerque, NM**

The Native American Conference on Special Education theme is “Honoring our Voices, Our Stories, and our Journey”. The conference focuses on highlighting best practices and research for educators and families of Indian children with disabilities. For more information about the conference and registration, please go to: <http://www.epicsproject.org>.

March 2014

**National Community of Practice on Transition
Youth Webinars—Youth Role in Transition Planning**

The IDEA Partnership’s National Community of Practice on Transition is facilitating the development of a series of webinars on Youth Role in Transition Planning. Youth from across the nation will produce and organize the webinars. The webinars will focus on leadership development and self-determination. Youth webinars will address the following topics:

March: Get In The Picture—Who is doing what to support youth leadership and self-determination?

April: Change The Picture—Based on information presented in the previous two webinars, from a youth perspective what do we need more of and what do we need less of.

To sign up for the Youth Series Webinars, please contact Mariola Rosser at mariola.rosser@nasdse.org.

April 8-9, 2014

**The Institute for Educational Leadership: National Family Engagement Conference
Cincinnati, Ohio**

The Institute for Educational Leadership will host the National Family Engagement Conference. The theme of the conference is “Engaging Parents & Expanding Opportunities” to encourage the collaboration between schools and families. The conference sessions will be focused on the following for families: parent leadership for school improvement, parent-teacher partnerships, families and inclusion, and family engagement in early learning and literacy. To learn more about the conference and registration, please go to: <http://www.fcenetwork.iel.org>.

April 9-12, 2014
CEC 2014 Convention & Expo
Philadelphia, PA

Registration for CEC 2014 is open! The CEC Convention and Expo is the largest conference for special educators and professionals who serve students with disabilities. For more information about the conference, please go to: <http://www.cec.sped.org/convention>.

May 13-16, 2014
The 8th Annual Capacity Building Institute
Charlotte, NC

The 8th Annual Capacity Building Institute co-hosted by NSTTAC, the IDEA Partnership, the National Dropout Prevention Center for Students with Disabilities (NDPC-SD), and National Post-School Outcomes Center (NPSO) for state teams will be hosted the week of May 12, 2014. For more information, please go to: <http://annual2014.cbi.events.tadnet.org/>.

May 19-20, 2014
30th Pacific Rim Conference on Disability and Diversity
Honolulu, Hawaii

The 30th Pacific Rim International Conference on Disability and Diversity will take place at the Hawaii Convention Center, Honolulu, Hawaii on May 19 & 20, 2014. For more information email prinfo@hawaii.edu, or call 808 956-7539. Please visit www.pacrim.hawaii.edu. The Pacific Rim International Forum on the Rights of Persons with Disabilities will take place on May 17, 2014, at the Hilton Hawaiian Village, Honolulu, Hawaii. Email prinfo@hawaii.edu, or call 808 956-7539. Visit our website at www.pacrim.hawaii.edu.

Disability Disclosure Webinar Available Online

In December, the National Collaborative on Workforce and Disability for Youth, the Office of Disability Employment Policy, the Job Accommodation Network, and the Higher Education Recruitment Consortium cosponsored the webinar, *Disclosing Disability: What You Need to Know*. This webinar targeted to young adult job seekers with disabilities is now available online at: <http://askearn.org/m-archive.cfm>.

Money, Money, Money! Who's got the money?

Joe Cleres Scholarships for Students with Disabilities

The Joe Cleres Memorial Scholarships invites applicants with physical or intellectual disabilities to apply for the financial award. The scholarship is to be used towards tuition support. Applicants must be residents of the U.S. and be attending a postsecondary institution in the U.S. Applications must be **postmarked by March 11, 2014**. To apply for the scholarship, please go to: <http://www.newoutlookpioneers.org>.

Kohl's Cares Scholarship Program

The Kohl's Cares Scholarship Program invites applicants between the ages of 6 and 18. The applicant must not be a high school graduate. The application must include volunteer efforts that have taken place within the last year. Applicants must be nominated by someone who is 21 years old or older. The store winners will receive a \$50.00 Kohl's Gift Card, regional winners will receive a \$1,000 scholarship towards higher education, and national winners will received up to \$10,000 in scholarships. **Deadline: March 14, 2014**. For more information and application, please go to: <http://www.kohlscorporation.com/CommunityRelations/scholarship/program-information.asp>.

disAbleperson Inc. Spring National Scholarship Competition

The disAbleperson Inc. and eQuest are seeking applicants for the disAbleperson's Spring 2014 National Scholarship competition. The scholarship is for college students with disabilities. The award is \$1,000 and applicants must submit an essay. Applicants must be in enrolled in a 2 or 4 year postsecondary institution and be a full-time student. **Deadline: March 15, 2014**. For more information and application, please go to: <https://www.disabledperson.com/scholarships/16>.

2014 THROUGH THE LOOKING GLASS SCHOLARSHIP ANNOUNCEMENT AND APPLICATION

Through the [Looking Glass and its National Center for Parents with Disabilities and their Families](#) are pleased to announce new scholarships specifically for high school seniors or college students who have parents with disabilities. A total of fifteen \$1000 scholarships will be given out Fall 2014. There are separate eligibility requirements for high school seniors and for college students.

1. **High School Seniors.** To be eligible, a student must be a high school graduate (or graduating senior) by Summer 2014, have at least one parent with a disability, and be planning to attend an accredited technical or vocational school or a two- or four-year college in Fall 2014. Those planning to attend a two- or four-year college should be pursuing an AA, AS, BA or BS degree.

2. **College Students.** To be eligible, a student must be currently enrolled in an accredited technical or vocational school or a two- or four-year college with continued enrollment through Fall 2014, have at least one parent with a disability, and be 21 years of age or younger as of March 17, 2014. Those enrolled in a two- or four-year college should be pursuing an AA, AS, BA or BS degree.

All application materials must be postmarked by **March 17, 2014**. Individuals may submit only one application per award period.

Selection criteria for all scholarships include academic performance, community activities and service, letter of recommendation and an essay describing the experience of growing up with a parent with a disability. Five of the fifteen scholarships will also consider financial hardship and academic potential in addition to the other selection criteria.

Please go to the website: <http://www.lookingglass.org> for more information, including the application form, complete application directions and an FAQ page that answers many common questions as well as offers helpful suggestions.

AG Bell College Scholarship Program

The AG Bell College Scholarship invites applicants who have pre-lingual hearing loss in the moderately-severe to profound range and uses listening and spoken language. Applicants must be full-time college or graduate student enrolled in a mainstream college or university. Applicants must be able to meet the eligibility criteria. **Deadline: March 20, 2014.** To learn more about the scholarship and receive the college scholarship application packet, please go to: <http://www.listeningandspokenlanguage.org/Document.aspx?id=266>.

Salvatore E. Quinci Foundation Scholarship

The Salvatore E. Quinci Foundation Scholarship are seeking applicants who are diagnosed with hemophilia or other type of bleeding disorder. Applicants need to be high school students who have been accepted into a university, college, or vocational/technical school. The scholarship award of \$1,500 is to be used towards tuition, books, housing, and/or other related costs. **Deadline: March 21, 2014.** To learn more about the scholarship and to access the application, please go to: <http://www.seqfoundation.org/index.php>.

P. Buckley Moss Endowed Scholarship

The P. Buckley Moss Endowed Scholarship awards high school students with learning disabilities who desires to have career in visual arts. The scholarships can potentially be renewed for up to three additional years.

Deadline: March 31, 2014. For more information and application requirements, please go to:

<http://mossfoundation.org/scholarships-awards-and-grants/p-buckley-moss-endowed-scholarship>.

Anne & Matt Harbison Scholarship

Students with learning disabilities are invited to submit an application for the Anne & Matt Harbison Scholarship. Applicants can receive a \$1500 scholarship to use towards their education. The scholarship is renewable for up to three years. Applicants must be nominated by someone from the P. Buckley Moss Society. **All applications must be postmarked by March 31, 2014.** For additional information on the application requirements, please go to: <http://mossfoundation.org/scholarships-awards-and-grants/anne-matt-harbison-scholarship>.

Federation of the Blind Scholarship Program

The National Federation of the Blind Scholarship Program invites applicants who are legally blind in both eyes. The applicants must be planning to enroll or enrolled in a postsecondary institution in the U.S. The scholarships awards range from \$3,000-\$12,000. Applicants are selected based on academic excellence, community service, and leadership. All applications are **due March 31, 2014.** For more information on the application process, please go to: <https://nfb.org/scholarships>.

IDF Scholarship Program

The IDF Scholarship Program is awarded to applicants diagnosed with primary immunodeficiency diseases. The scholarship is given to applicants who are enrolled or planning to enroll to a college or technical training school. **Deadline: March 31, 2014.** For more information on eligibility and application requirements, please go to: <http://primaryimmune.org/services/idf-academic-scholarship-programs/>.

Elizabeth Nash Foundation Scholarship Program

The Elizabeth Nash Foundation Scholarship Program awards scholarships to students with Cystic Fibrosis planning to enroll or enrolled in an undergraduate or graduate program. The scholarship awards range from \$1,000 to \$2,500 to be used towards tuition costs. **Deadline: April 1, 2014.** For more information about eligibility requirements and application process, please go to:

<http://www.elizabethnashfoundation.org/scholarshipprogram.html/>.

Hydrocephalus Association Scholarships

The Hydrocephalus Association Scholarships invites applicants who are diagnosed with hydrocephalus. Applicants will have an opportunity to be awarded one of eight scholarships being offered at \$1,000 each.

Deadline: April 1, 2014. For more information on the eligibility requirements, please go to:

<http://www.hydroassoc.org/hydrocephalus-education-and-support/hydrocephalus-scholarships/>.

Christian Record Services

Christian Record Services offers scholarships to students who are legally blind with plans to seek a college degree. The amount of the scholarship award varies from year to year. **Deadline: April 1, 2014.** For more information about the eligibility requirements and application, please go to:

<http://services.christianrecord.org/scholarships/index.php>.

Little People of America (LPA) Scholarship

The LPA Scholarship provides scholarships to young adults who are members of LPA. Scholarships are awarded to high school students and college students who plan or are enrolled in college or vocational school in the U.S. The award amount is from \$250 to \$1,000. The awards will be given to two undergraduate students and one graduate student. **Deadline: April 22, 2014.** To learn more about this scholarship opportunity, please go to:

http://www.lpaonline.org/index.php?option=com_content&view=article&id=184.

Organization for Autism Research (OAR): Schwallie Family Scholarship Program

The OAR Scholarship Program are seeking students with an autism diagnosis (DSM-IV or later criteria) to apply for the award. Applicants need to be planning to be or enrolled as a full-time student at a university, college, or vocational-technical training. **Deadline: April 25, 2014.** To learn more about the application process, please go to: <http://researchautism.org/news/otherevents/Scholarship.asp>.

Mike Hylton & Ron Niederman Memorial Scholarship

The Mike and Ron Scholarship award offers men with bleeding disorders to apply for a \$1,000 scholarship. Ten scholarships are being offered for the 2014-2015 academic year. **Deadline: April 30, 2014.** For more information about the scholarship opportunity, please go to:

<http://factorsupportnetwork.com/english/what-we-offer/scholarship-program/>.

Millie Gonzalaz Memorial Scholarship

The Millie Scholarship award offers women with hemophilia or von Willebrand Disease to apply for a \$1,000 scholarship. Five scholarships are being offered for the 2014-2015 academic year. **Deadline: April 30, 2014.** For more information about the scholarship opportunity, please go to:

<http://factorsupportnetwork.com/english/what-we-offer/scholarship-program/>.

Sertoma: Hard of Hearing or Deaf Scholarship

The Sertoma Scholarship invites applicants who have bilateral hearing loss. The scholarship amount is \$1,000 and is to be used towards tuition, books, and supplies. Applicants must be pursuing or enrolled as a full-time college student at a U.S. institute of higher education. Applicants must be able to meet the eligibility criteria. **Deadline: May 1, 2014.** To learn more about the scholarship and receive the college scholarship application packet, please go to: <http://www.sertoma.org/document.doc?id=356>.

Education is Power Scholarship Program

The Education is Power award offers individuals with hemophilia or von Willebrand Disease to apply for a \$500-2,500 scholarship. Twenty scholarships are being offered for the 2014-2015 academic year. **Deadline: May 1, 2014.** For more information about the scholarship opportunity, please go to:

<http://factorsupportnetwork.com/english/what-we-offer/scholarship-program/>.

Friends in Art Scholarships

The Friends in Art Scholarships awards high school seniors who are blind or visually impaired who desires to have career in the arts field (e.g., music, art, drama, or creative writing). The scholarship amount is \$1,500.

Deadline: May 15, 2014. For more information and application requirements, please go to:

<http://www.friendsinart.com/drupal/scholarship-application>.

Possibilities: A Financial Resource for Parents of Children and Youth with Disabilities

"Possibilities: A Financial Resource for Parents of Children with Disabilities," first published in 2004 by the National Endowment for Financial Education (NEFE) and PACER, updates this financial planning guide to an online format, and includes more content relevant to parenting transition-age youth with disabilities. The guide offers tips and information on many financial issues and concerns of families raising children with disabilities from infancy to young adulthood. Topics include organizing financial records, managing money, preparing income taxes, health insurance options, dealing with debt, saving for college, preparing youth for adult employment, etc.

<http://www.pacer.org/publications/possibilities/>

2014-15 Do You Need Money for College? Federal Student Aid at a Glance Federal Student Aid has created a fact sheet that provides an overview of the major federal student aid loan and grant programs. The federal government provides federal funds for students attending colleges, including career colleges and universities. Students can find more information about federal student aid programs at www.studentaid.gov. To receive a copy of the fact sheet, please go to: <http://studentaid.ed.gov/sites/default/files/2014-15-do-you-need-money.pdf>. In Spanish, please go to: <http://studentaid.ed.gov/sites/default/files/2014-15-do-you-need-money-spanish.pdf>.

The Washington Center Scholarship

The Washington Center Scholarship for Students with Disabilities funded by the AT&T Foundation and HSC Foundation, these awards provide housing assistance in varying amounts (up to a full housing scholarship) to competitively selected students who self-identify as having a disability, as defined by the Americans with Disabilities Act (ADA). Priority consideration is given to undergraduate students; however, Postgraduate Program applicants may be considered. <http://www.twc.edu>

Add to your Favorites! (Websites)

Transitions RTC

Transitions RTC provides information and resources on transitioning youth and young adults (14-30 year olds) with mental health conditions. Transitions RTC recently published, *Promise for the Future: A Compendium of Fact Sheets on Federal Programs for Transition-Age Youth with Serious Mental Health Conditions*, prepared by Chris Koyanagi and Elaine Alfano with the Judge David L. Bazelon Center for Mental Health Law. The publication highlights 34 federal programs that assist transitioning youth and young adults into postsecondary life (e.g., education, employment, and independent living). To download a copy of the publication, please go to: http://labs.umassmed.edu/transitionsrtc/Resources/publications/PromiseForTheFuture_FactSheets.pdf.

The Center on Secondary Education for Students with Autism Spectrum Disorder (CSESA)

The Center on Secondary Education for Students with Autism Spectrum Disorder provides information and materials to educators, families, and professionals who serve youth with autism. The CSESA will be funded for 5 years by the U.S. Department of Education. The CSESA is tasked with developing, piloting, and reporting on individual model components at 6 to 30 sites across the country. The results will hopefully provide information and resources to educators, families, and professionals who serve youth with autism. <http://csefa.fpg.unc.edu>

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Submissions

We welcome submissions from transition-related organizations and entities to post resources and information in our quarterly newsletter. Please email us at askheath@gwu.edu to include your submission in our next newsletter.