

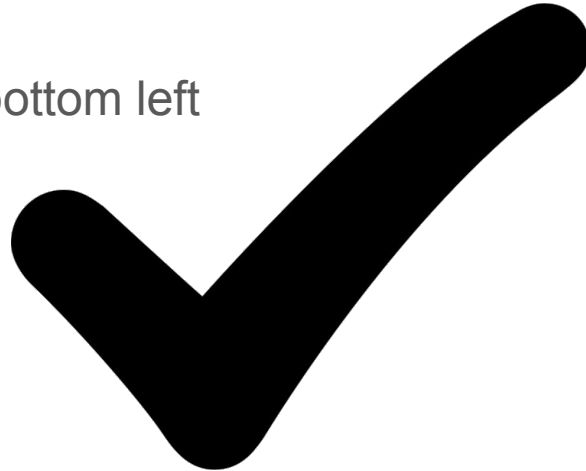
# College Preparation for Students with Health Conditions and Physical Disabilities

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# Tech Check

- Participant audio is muted
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# Agenda

- Introductions
- Background
- Considerations
- Accommodations
- Self-advocacy
- Finding the right path
- Questions



# Who We Are



# Who is Lighthouse Guidance

- Adrienne N. Frumberg, M.A.
- 14 years of experience as college counselor in various independent schools in NYC area
- Expertise in working with students with atypical paths to completing their education, mental health/addictions issues, learning disabilities and special needs
- Master's in Counseling from NYU and Bachelor's in Psychology from Lafayette College



# Who is Accessible College

- Annie Tulkin
- 10 years in disability field
- Over 5 years as the Associate Director of the Academic Resource Center at Georgetown University (Georgetown's Disability Support Services Office)
- Fulbright Fellow
- Peace Corps Volunteer
- Masters in Special Education from the University of Wisconsin and Bachelors in Secondary Education from DePaul University.



# Background

# The Facts

Data from the [National Center for College Students with Disabilities \(NCCSD\)](#) indicates that:

- Approx. 20% of undergraduate college students report having a disability (Includes: LD, ADD, Mobility, Psychiatric and Health Conditions).
- Some studies suggest that it often takes students with disabilities longer than 4 years to complete college.
- Students with disabilities drop-out at a much higher rate than their non-disabled peers

**FACTS**



# Facts Continued

- Roughly 30% (of college students) struggled with schoolwork due mental illness
- 2012 NAMI survey titled "College Students Speak" noted that:
  - 27% of all respondents (male and female) said they lived with depression
  - 24% said they lived with bipolar disorder
  - 12% said they lived with "other conditions"; these include dysthymia, eating disorders, OCD and ASD
  - 11% said they lived with anxiety
  - 5% said they lived with ADHD
  - 1% said they lived with substance abuse

# College Considerations

# Important Considerations When Applying to College

- Distance of college from home
- Urban vs. suburban vs. rural
- Number of counseling sessions included with tuition
- Group counseling available
- Living at home vs. dorming
- Care team set up prior to move-in day
- Sober Dorms/AA or NA meetings available



# Support Levels Options College

- Traditional Disability/Accessibility Services Office
- Academic support program on campus (some have an additional fee)
  - Ex: Pace University: OASIS Program
  - Mitchell College: Bentsen Learning Center
- Colleges exclusively for students with LDs/special needs
  - Beacon College
  - Landmark College



# Steps to Promote a Successful Transition in College

## Step 1: Identify Support Needed for Success

- Ensure your child is aware of what supports need to be in place for success; transition planning
- Self-advocacy/awareness is key

## Step 2: Research colleges and available support services

- Fee for service support programs
- Mental health services
- Dorm options

# Steps to Promote a Successful Transition in College

## Step 3: Update testing (if applicable)

- Adult testing is required within three years of start of college to receive accommodations.

## Step 4: Be realistic

- All students take time to adjust to this new learning and living environment.
- Set up accommodations and services BEFORE arriving on campus.
- Be proactive, not reactive!

# General Timeline for Applications

- 9th grade:
  - Get involved in extracurriculars; maintain activity list/resume; do something engaging over the summer
  - Schedule plenty of time to study and do well in courses
- 10th grade:
  - Take a strong course load; meet with guidance counselor to discuss goals
  - Keep building activity list/resume, plan something engaging over the summer
  - Take a practice standardized test
  - Begin college visits over the summer

# General Timeline for Applications Cont...

- 11th grade:
  - Take a rigorous course load and do your best
  - Continue involvement in activities during the year and summer
  - Take standardized tests in spring (if not taking standardized tests check [fairtest.org](http://fairtest.org) for test optional schools)
  - Start working on college essay in spring
  - Ask for recommendation letters
  - More college visits
- 12th grade:
  - Finish up standardized tests if applicable
  - Complete and submit applications for early action, early decision or regular decision deadlines
  - Visit colleges, alumni interviews



# Additional Information Essay Considerations

- Educational interruption due to health condition, mental health treatment or drug treatment
- Appropriate level of disclosure on an application
- Attending a therapeutic boarding school
- Completing the TASC (formerly known as GED) instead of HS diploma

# Evaluating Mental Health Services On Campus

- Check websites of colleges you are considering enrolling in terms of:
  - Types of mental health diagnoses treated at the counseling center
  - Types of counseling professionals on staff
  - # of sessions included in tuition
- Make phone calls to counseling centers and appointments for when you're touring colleges to narrow decision down
- Notable Mental Health Programs on College Campuses:
  - Duke University: DuWell - center for mental health & wellness
  - University of Michigan - counseling center offers counseling, workshops, a 24-hour phone service and a wellness zone.
  - Ithaca College - multiple panels focused on mental health + Let's Talk initiative

# Accommodations and the Law

# IDEA vs. ADA

HIGH SCHOOL	COLLEGE
IDEA (Individuals with Disabilities Education Act) <ul style="list-style-type: none"><li>• Does not apply to private schools</li></ul>	ADA (Americans with Disabilities Act)
Section 504, Rehabilitation Act of 1973 <ul style="list-style-type: none"><li>• Does apply to private schools</li></ul>	Section 504, Rehabilitation Act of 1973



# Expectations

<b>HIGH SCHOOL</b>	<b>COLLEGE</b>
Student is identified by the school and is supported by parents and teachers	Student must self-identify to the Office of Disability Services
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student.
Teachers approach you if they believe you need assistance	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance



# Documentation

## Establishing Disability:

- Neuropsychological evaluation
- Psychological Evaluation
- Healthcare Provider Letter (diagnosis, outline of functional limitations, recommendation of accommodations)

Contact the College to determine what type of documentation your student will need to submit.



# Documentation

## Supplementary Documentation:

- IEP
- 504 Plan
- Letter from high school outlining accommodations
- Letter from the College Board (ACT/SAT accommodations).

None of these are typically accepted as documentation of a disability. However, they provide a history of accommodations.



# Examples of College Accommodations



# LD/ADD/Mental Health

Examples of Accommodation (vary by school):

- Academic Accommodations
  - Extra time for tests
  - Notetaker/ability to record lecture
  - Permission to use computer
  - Distraction reduced testing environment
- Housing Accommodations (typically for students with mental health conditions)
  - Single room
  - Emotional support animal

# Health Conditions/Physical Disabilities

Students with health conditions and physical disabilities should consider:

- Academic Accommodations
  - Priority registration, classroom location
- Housing accommodations
  - Single room, bathroom, Personal Care Attendant
- Campus accessibility
  - Accessible transport, classroom relocation
- Programmatic accommodations
  - Preferential seating, interpreters/CART

# Self-Advocacy Skills

# Self Advocacy

In order to be a good self-advocate Students must be able to:

- Talk about their disability
- Know their needs
- Use their tools



# Self Advocacy

**Talk about their disability:** The key here is for the students to be able to discuss their disability in a way that you are comfortable with. The more the student talks about it, the easier it gets.

**Know their needs:** Take the time to look at all areas of the students life (eating, sleeping, school and social activities). What are the need in order to make those things work smoothly? Make a list and share it with someone to talk through it.

**Use their tools:** Things may not always work out perfectly. Work on plans and strategies so that when things don't go as planned, you can react effectively.



# Finding the Right Path

# Is College The Right Path?

- Content knowledge
- College level writing, math
- Academic behaviors
- Study skills
- Time management & Executive functioning skills
- Independent Living skills
- Understanding social norms
- Life skills
- Attendance at school

# Ways to Further Prepare

- Summer programs or sleep-away camps
- College programs on campus for HS students
- Summer job
- Volunteer work
- Increase responsibility in the home
- Attend college fairs & Visit colleges/Accessibility offices



# Alternative Options

- Non-Matriculated Student Status
- Part-time Student Status
- Gap year Options
- Deferred Admission
- Associate's Degree
- Tech school



# Questions



# Questions Submitted with Registration

1. Tips for preparing a college app when a student is coming from a therapeutic boarding school?
2. What questions to ask the college OSD to determine if the college can appropriately accommodate a student with a physical disability?
3. How would you prepare students that have a visual disability to attend large out of state campuses?
4. What specific resources do you recommend for low-income students of color?
5. How can students arrange for Personal Care Attendants (PCA's)?
6. How does one identify colleges with the best support systems for students with mental health challenges?





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