

## From Compliance to Results: Postsecondary Transition Strategies That Work for Students with Disabilities

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***Ok! I'M Off to "College".***

*What do I need to Know to Succeed?*



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## TOPICS

- Transition Issues
- Preparing the student for Post High School
  - Why do it-Why do students fail after high school?
  - How do we do it-Teaching Self Advocacy AND Self RELIANCE!!!---Resiliency!
  - How to we get the kids there: to college
    - The SAT/ACT/Documentation Questions
  - What must they be able to do when they arrive at college.

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## Postsecondary Transition Strategies for Students with Disabilities

- For 'What' are we preparing high school students with disabilities?
  - TO SUCCEED!
    - To have a plan for their future
      - The traditional college option
      - The community college option
      - Trade, professional, vocational education
    - To be successful in that plan
      - To be resilient
      - To problem-solve
      - To cope with issues and problems they will confront
      - To have control over their lives and be independent

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## Why do students with learning disabilities fail in college?

- "Whatever happened to my IEP?"
- Issues of executive functioning
- Are our "efforts" helping or hindering?
- Do they know and understand the differences between high school and college?
- Do we (*really*) know and understand the differences between high school and college?

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## Differences Between IDEA and Section 504/ADA

IDEA = SUCCESS

~~504~~ = ~~SUCCESS~~

504/ADA = ACCESS

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## Some differences between high school and college (post secondary).

### High School

- 6 hours/day-35hrs/week
- Course length 20 or 40 weeks
- Class size: 20-28
- Weekly quizzes, tests
- Highly Structured
- Teachers follow and review text books, give notes

### College

- 12-15 hours/week
- Course length 15 weeks
- Varies with the school
- Mid Term/Final/ Paper??
- Try to find structure!
- Student needs to integrate material from texts, readings, lectures.

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## IN Other Words.....




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## A Few More Differences to Consider

- |   |  |
|---|--|
| <input type="checkbox"/> Pass a course you can move on                              | <input type="checkbox"/> Must maintain academic standing to remain (2.0)   |
| <input type="checkbox"/> Academic Requirements can be modified by <u>IEP</u>        | <input type="checkbox"/> There is <u>no</u> IEP. Curriculum requirements NOT modified  |
| <input type="checkbox"/> <u>Every teacher informed about social/academic issues</u> | <input type="checkbox"/> Student must inform/disclose (NOT PARENT)   |
| <input type="checkbox"/> <u>Behavior emanating from disability not punished</u>     | <input type="checkbox"/> Behavior can get you in trouble and/or removed (504 v IDEA)   |
| <input type="checkbox"/> Teachers & parents constantly remind you of assignments    | <input type="checkbox"/> Professor gives you the syllabus  |
| <input type="checkbox"/> Grades sometimes based on effort                           | <input type="checkbox"/> Grades based on course completion   |
| <input type="checkbox"/> Accommodations guaranteed by an IEP. ("Shall")             | <input type="checkbox"/> Accommodations <u>may</u> reflect school/professors' preferences & requirements "integral" to department/degree |

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## And let's not forget the "social side" of college

- Adjust from the "norms" of home to the "norms" of campus, residence halls, etc.
- Form new relationships/friendships
- Reach out for help on one's own
  - Professors' office hours
  - The disability service office
  - The tutoring center
- Attend to one's personal needs
- Upkeep: dorm, laundry, dealing with "own" money

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## Consider Some Characteristics of Asperger Syndrome

1. Anxiety/obsessive behaviors
2. Poor social skills
3. Poor communication skills
4. Lack of eye contact
5. Poor Executive function
6. Problems with Sensory Integration/Stimulation
7. Need for literal/clearly defined rules (I suggest you read chapter four....)
8. Desire for friendships/relationships can ...

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## What are the implications?

How can parents and high schools prepare the student for these differences?

### Parents:

The time to start fostering independence is in high school — NOT after graduation.

### School IEP teams, counselors, teachers:

Students don't "become" independent or resilient! How are we helping?

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## Implications

### Students:

#### It is time to know:

who you are, what you are capable of, and in what areas you are competent and not competent (at least not yet)

#### It is time to own:

your assignments, your interactions with others, your responsibility to know what you have to do and to SEEK HELP when you DON'T!!

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## Self-advocacy is *TWO* words

- How can a student advocate for himself if there is no real understanding of "SELF"?
- How can a student know what things he needs in order to be successful if he has not participated in a conversation about strengths, gifts, areas of deficits?
- How can a student discuss his "documentation" with personnel at the postsecondary level if he does not know what it is or what it says?

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## How do you know who you are?

□ Why do you need to know?

□ What do you want to know?

- Strengths
- “Gifts”
- Interests
- Areas that are not so strong




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## Self-Advocacy Skills

Teaching self-advocacy skills and helping the student describe the supports he/she needs to be successful are important factors in the transition process.

It is useful for the student to learn about laws protecting people with disabilities from discrimination, such as the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

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## **NO SURPRISES** at the Fall of 12th Grade Meeting!!

- Mom: ***“So what colleges are you thinking about for my Johnny?”***
- School: “Oh, but he hasn’t taken all the required courses and never took the SAT/ACT.”
- Mom: ***“But I thought we were always planning for him to go to college?”***
- School: “But you didn’t want him to \_\_\_\_\_ or \_\_\_\_\_. And he still isn’t turning in assignments, and going for help with teachers.”
- School: *(When mom is gone.)* When are these people going to get realistic?
- Me: “And what have ‘we’ done to help them?”

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## Steps to Take and Things to Consider in Transition

- Turning 14 or entering freshman year does not bestow judgment and independence.
- Saying that Johnny has to be more independent doesn't make it so. We need to "take" him to that point.
- If Johnny doesn't understand why he needs extended time (*it's embarrassing mom!*), or assistive technology (*nobody else does it*) he is not going to request it or use it at college! (just 2 examples)

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## Think of High School as the AUDITION!!

### □ "test the mettle"

- Planning a course of study-
- Planning for the experience
- Planning for environment

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## The 12th grade IEP meeting

or the 11<sup>th</sup>, or even the 10<sup>th</sup>!!!!

- Who needs to be in charge?
- Why?
- At What Level?
- What happens if he/she can't




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## Spring of Junior Year

Johnny is in charge of the IEP for senior year.

### HOW??

#### The structured Interview:

- with the Case Manager
- with the school counselor
- with the Special Education Teacher
- with the General Education Teacher



#### The essay-

- Who I am! What I need to be successful?
- What I don't need? WHY?




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## Let Johnny sit at the Head of the Table (literally or figuratively!)



- All steps in this process are to the student's level of ability!
- Have the "essay" become the current educational status report.
- Help the student guide the conversation-Rehearse with him if necessary!
- Have tissues ready and handy at the table (for mom, dad, teachers etc.)

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## The No. 1 question in my disability service office at FDU

So please tell me a little about your learning disability and the ways in which it impacts you in school, in your classes, and on tests.

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## The No. 1 answer



Anyone here care to guess?

I DON'T KNOW!!!!

There is a No. 2 and 3 answer also.

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## How do we help with the application process?

- One word of advice:

**“DESPITE”**

The power of the word despite:

- Despite my learning disability ...
- Despite my issues with organization ...
- Despite my social disability ...

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## What are the needs for those going to work?

### • School

- Supportive
- Structured
- Discipline is defined
- Behavior need be appropriate to the situation –school
- Lateness gets you detention
- You may get YET another chance

### • Work

- Competitive
- New type of structure
- Assume you know how to behave-Need to judge your behavior and that of others
- Lateness gets you fired
- Get your work done “or else” ! You may get fired.

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## How to Discover Student's Needs for transitioning to work

- How to determine who needs what assessment
  - **If only it were that easy!**
  - What are the goals and aspirations of the student, the family?
  - What have been the educational accomplishments of the student?
  - Did you test the "METTLE"? How did they do?

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## THANK YOU!

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## Additional Information

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## Best Practices for Documentation

- Established by AHEAD (Assoc. on Higher Education and Disabilities)
- Very similar to that of ETS.
  - Documentation must include:
    - Credentials of evaluator
    - A diagnostic statement identifying the disability (cannot just say "Learning Disability")
    - Description of the diagnostic methodology used

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## Best Practices continued...

- Evidence of early impairment
- Description of the functional limitations
- Description of the expected progression or stability of the disability
- Description of current and past accommodations, services and medications
- Recommendations for accommodations, adaptive devices, assisted services etc. EACH must contain a rationale!

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## SAT vs ACT

- How each is structured.
- SAT, which can be broken up into 3 "mini" tests which focus on different elements.
- The first part of the SAT is the math assessment test, which consists of a combination of multiple choice and "grid-in" questions that span various math principles.

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- These include numbers and operations, algebra and functions, geometry and measurement, and finally data analysis, statistics, and probability. The math section of the SAT is designed to be standard with that of a tenth grade student..

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- The second part of the SAT is the critical reading assessment, which includes sentence completion multiple choice questions along with longer passage type questions.
- The third installment of the SAT that was introduced several years ago is the writing section. This involves writing a short essay based on an assigned topic.
- The essay is being eliminated in 2015.

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## THE ACT (Range is 1-36)

- The ACT is divided into four multiple choice tests, with an optional fifth writing essay (which was added after the SAT's addition of an essay). The first section is reserved for 'English', focusing on mechanics and rhetoric skills. The mathematics test focuses on beginning algebra skills through more advanced trigonometry questions not found on the SAT.

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- The reading section asks questions related to arts and literature and finally the science section deals with evaluation and problem solving. The optional essay is very similar to the SAT in terms of length and writing ability. The ACT acts to ask for more information about different topics while the SAT is more focused on more specific areas.

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## SCORING examples

SAT Composite	ACT Composite
• 2200-2400 99%ile	• 32-36
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• 1910-1920 89%ile	• 27
• 1370 33%ile	• 18

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