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Paving Pathways for Success: The Role of Transition Models and Disability Services in Postsecondary Education for Students with Disabilities

Jillian Talley
University of Denver

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Abstract

Students have dreams and goals outside of school. School psychologists can play a vital role in helping students with disabilities reach their dreams, particularly when the dreams ask the question “What do I want to do after high school?” Often, the answer lies in postsecondary goals, which require transition planning while the student is still in school. Manuscript One (M1) explores how families, teachers and school psychologists can all play supportive and distinct roles in helping a student with disabilities reach their postsecondary goals. There have been several transition models proposed to help students with disabilities shift from PK-12 to postsecondary settings, however, there are gaps in application for the most important team members: student, family, teacher, and school psychologist. M1 proposes a new transition framework, Creating a Roadmap: Providing Opportunities for Optimal Living (CAR:POOL), that focuses specifically on the concrete steps a transition team needs to complete post-secondary goals. Manuscript Two (M2), subsequently, assumes that a student with disability has achieved their goal of entering postsecondary education. The next step would be to access Disability Services. M2 explores and summarizes the state of disability services across 18 colleges using a content analysis of disability service handbooks and websites. The study answers (a) how university disability services define disability (b) what common accommodations and ways to promote accessibility are available (c) what the impact if any disability cultural centers (DCCs) have on universities. Findings are reported and implications for school psychologists are discussed.

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First Advisor

Devadrita Talapatra

Second Advisor

Peter Organisciak

Third Advisor

Gloria Miller

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Advisor: Devadrita Talapatra, Ph.D.

Author: Jillian Talley
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Students have dreams and goals outside of school. School psychologists can play a vital role in helping students with disabilities reach their dreams, particularly when the dreams ask the question "What do I want to do after high school?" Often, the answer lies in postsecondary goals, which require transition planning while the student is still in school. Manuscript One (M1) explores how families, teachers and school psychologists can all play supportive and distinct roles in helping a student with disabilities reach their postsecondary goals. There have been several transition models proposed to help students with disabilities shift from PK-12 to postsecondary settings, however, there are gaps in application for the most important team members: student, family, teacher, and school psychologist. M1 proposes a new transition framework, *Creating a Roadmap: Providing Opportunities for Optimal Living* (CAR:POOL), that focuses specifically on the concrete steps a transition team needs to complete post-secondary goals. Manuscript Two (M2), subsequently, assumes that a student with disability has achieved their goal of entering postsecondary education. The next step would be to access Disability Services. M2 explores and summarizes the state of disability services across 18 colleges using a content analysis of disability service handbooks and websites. The study answers (a) how university disability services define disability (b) what common accommodations and ways to promote accessibility are available (c) what the impact if

any disability cultural centers (DCCs) have on universities. Findings are reported and implications for school psychologists are discussed.

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Abbreviations

AAIDD – American Association on Intellectual and Developmental Disabilities

ADA – Americans with Disabilities Act

AHEAD – Association on Higher Education And Disability

ASD – Autism Spectrum Disorder

APA – American Psychological Association

CBI - community-based instruction

CDE – Colorado Department of Education

CTP – Comprehensive Transition and Postsecondary

DCC – Disability Culture Center

ED – emotional disturbance

HEOA – Higher Education Opportunity Act

ID – Intellectual Disability

IDEA – Individuals with Disabilities Education Act

IEP – Individualized Education Program

LD – Learning disability

LRE – Least Restrictive Environment

NASP – National Association of School Psychologists

OCR – Office of Civil Rights

PSE – postsecondary education

SWAP – School to Work Alliance Program

US DOE – United States Department of Education

WIOA – Workforce Innovation and Opportunity Act

Opening Commentary

School psychology is an invaluable field for those who hope to impact the lives of children and families, especially those living with disabilities, for the better. By attending to their social, emotional, academic, behavioral, and adaptive needs, a school psychologist is able to support children with disabilities throughout their education journey (National Association of School Psychologists [NASP], 2020a). However, the purview of a school psychologist often only exists within schools (McNamara, 2019), and children will not be in school forever. Thus, it becomes critical that school psychologists prepare children with the skills they need to accomplish their post-secondary and lifelong goals (Walcott et. al., 2016).

This dissertation includes two manuscripts connected by the theme of supporting students with disabilities as they transition out from secondary education. The first manuscript provides an overview of transition services, the most common transition goals, and the current outcomes of major disability categories regarding their post-secondary outcomes (IDEA, 2004; Lipscomb et. al., 2017a; Newman et al., 2011). Reflecting upon this review of the current state of transition planning, services, and outcomes for students with disabilities, the manuscript also reviews current transition models in the literature: Taxonomy of Transition Planning 2.0, Your Complete Guide to Transition Planning and Services, Secondary transition: Helping students with disabilities

plan for post-high school settings, Transition Planning, Implementation, and Evaluation (Kohler, et. al., 2016; Morningstar & Clavenna-Deane, 2017; The IRIS Center, 2013; Talapatra et al., 2019a). Findings suggest there are gaps in application for the most important team members (student, family, teacher, school psychologist) needed to accomplish post-secondary goals.

Thus, the first manuscript proposes *Creating a Roadmap: Providing Opportunities for Optimal Living* (CAR:POOL), a tangible toolkit to be used by each member of the transition team in both the home and school setting to accomplish the three most identified common post-secondary goals: employment, education, independent living. Students with disabilities lead the way to their goal, and their family, teachers, and school psychologist play a supporting role. This transition to post-secondary life can be overwhelming to many students with disabilities, their families, their teachers, and even school psychologists (Krieg, et. al, 2014; Witte, 2014; Wehmeyer, & Lawrence, 1995). Thus, a transition model that creates a supportive framework to help support students, families, teachers, and school psychologists is vital. This toolkit is intended to not only bridge the research to practice gap by offering easy to use checklists and skill building activities, but also make the other transition models accessible and empower each member of the team to utilize their knowledge to best support the student as they all work towards the student's postsecondary goals.

The second manuscript takes a closer look at the types of services and supports offered to students with disabilities who transition to a 4-year university. Disability

services in higher education have a global goal is to make higher education accessible for students with disabilities (Shaw, & Dukes, 2001). This is done through a variety of ways including, but not limited to, consulting, collaborating, and raising awareness around issues people with disabilities face; ultimately, disability services want to increase the accessibility of potential resource and tools to better accommodate students with disabilities and help teach staff and faculty how to better support students with disabilities (O'Shea, & Kaplan, 2018; Shaw, & Dukes, 2001). Furthermore, the office of disability services plays a huge role in creating and ensuring policies and procedures that promote accessibility and a culture of inclusivity (Shaw & Dukes, 2001).

Thus, the second manuscript investigates disability services handbooks and websites to better understand the types of resources available and the accessibility of those resources. The study reviewed the disability service websites or handbooks of 18 universities using content analysis and thematic coding. This analysis addressed three research questions:

1. How do university disability service websites define disability?
2. What are the most common characteristics of university disability websites?
    a. What do websites use to promote accessibility (e.g., flexible user experience, reduced clicks, disability accommodations)?
    b. What support services for learning (e.g., accommodations, modifications, and services) are provided?

3. When comparing services being offered to students with documented disabilities at the university level, how do disability services at universities with disability culture centers differ from disability university centers without disability culture centers?

Understanding these questions can help school psychologists to better prepare students for the transition from high-school to higher education. By understanding the university system, the school psychologist, special educator, family, and student can work toward fostering goals of self-determination (advocacy, initiative, monitoring) needed at the post-secondary level and mimicking similar services (accommodations and modifications) found at the post-secondary level.

These two manuscripts combined hope to ultimately inform better practices to support transition planning for students with disabilities, their school support systems, and their families. Both manuscripts are focused on providing students, families, and school personnel easier access to already existing resources – but resources that are often mis- or underused by all members of the transition planning team. Whether it is through a constructed toolkit or deconstructed university disability services websites, these manuscripts hope to provide school psychologists with additional tools to best support students with disabilities as they plan for their transition out of high school and into postsecondary life. Creating a transition plan can make goals feel more reachable (Krieg, Stoebel, & Farrell, 2014). A plan can operationalize steps each member of the transition

team needs to take which will help to provide and school psychologists can support students, families, teachers, and the plan every step of the way.

Manuscript One

Creating a Toolkit to Support Postsecondary Transition Using the CAR:POOL Model

Preparing students for the future is a key component of education (Kessler Foundation, 2020). Educators, school psychologists, school counselors, and other school personnel work in concert to ensure students receive the correct academic, social-emotional, and adaptive skills necessary to be successful in their postsecondary endeavors, whether it be higher education, employment, or independent living. As with any goal, some students need more support than others to master the skills for life after high school. Students with disabilities are a group that has historically struggled with attaining positive postsecondary outcomes (Kessler Foundation, 2020; Lipscomb et al., 2018). Thus, this group needs more support prior to graduation to promote postsecondary success. In schools, students with disabilities are supported through their Individualized Education Program (IEP). Within the last reauthorization of the Individuals with Disabilities Education Act (IDEA), law makers required transition goals to be a part of the IEP by the student's 16th birthday (IDEA, 2004). The goals, IDEA (2004) stressed, should reflect the *student's* desired outcome because *they* are the driver in *their* own life. While the student prepares for this journey, family, teachers, school psychologists and other members of an IEP team should be essential supports.

This paper discusses the role of students, families, special educators, and school psychologists as they work together to navigate the transition process. School psychologists, specifically, should be present during all stages of schooling due to their unique set of skills that can make transition planning successful: they understand childhood development; know how to create interdisciplinary partnerships; and have a wealth of knowledge of disability-related interventions, goals, accommodations, and modifications (Gargiulo, & Bouck, 2018; Talapatra, et. al, 2019). School psychologists have the ability to make transition planning more successful, but are often underutilized (Talapatra, et. al, 2019; Talapatra, et. al., 2018). Consequently, this paper will present a roadmap that leads students with disabilities (along with their families and teachers) toward their transition goals. The school psychologist will act as a consultant throughout the entire transition planning journey.

Postsecondary Transition Planning

Transition planning was formalized as a concept with the enactment of IDEA in 1990. IDEA (1990) was the first national law that required IEPs to include transition services for students over the age of 16 (Yell, Rogers & Lodge Rogers, 2016). This included any activities or curriculum needed to help students in their postsecondary lives (Yell, et.al., 2016). This also legally required school personnel to create postsecondary goals within the IEP that are measurable and appropriate given a student's academic, social behavioral, vocational, and independent living skills (IDEA Sec. 1414 (d), 2004).

Transition Services

Transition services covers a wide umbrella of services and covers multiple disciplines. Just as students with disabilities have a vast range of possible needs, there is a complementary vast range of services to support them. In schools, there are a multitude of people who help students prepare for life after high school. Students can receive occupational services. Occupational Therapists are activity experts, and thus play a role with helping students learn to physically move in ways that can help them be successful after high school (American Occupational Therapy Association, 2020). Another important skill students may need support in is their ability to communicate. Speech and Language Pathologists can help students develop self-advocacy skills along with identifying the need for supports and any accommodations and/or assistive technologies in academic and vocational settings (American Speech-Language-Hearing Association, 2020). Mental health services are an area that everyone can benefit. It is particularly important when understanding how emotion regulation is required when learning any new task or dealing with a new situation. School psychologists, social workers, and counselors can all play a role in emotional regulation. School psychologists and social workers offer social emotional learning groups for students throughout high school. Additionally, school psychologists can help students better understand how their emotions can impact their performance in academics, all while problem solving novel situations. Some schools even offer transition coordinators to help with the transition process. But, in most cases, the special education teacher plays the most vital role in

transition. These teachers work with the students most often and constantly seek ways to improve their academic, adaptive, and social skills. One particularly useful way special education teachers prepared students is through community-based instruction (CBI). This type of instruction is a cornerstone of transition programming; it allows students to experience job sites based on their interests and abilities and helps them prepare to live and work independently (Dubberly, 2012). Since these programs allow for opportunities outside of the school, they have a host of benefits: teaching marketable skills, learning to live independently, applying study skills for postsecondary education (PSE), and much more. Each service or support should be tailored to the IEP goals a student has and their areas of strengths and weaknesses.

Transition Goals

Every high school student has a goal for what they hope to accomplish once they leave high school. Transition goals should reflect skills needed for the child to be their version of successful after high school graduation. Under IDEA (2004), students with IEPs are required to have these goals written into transition plans. Goals can include obtaining a job, attending a PSE institute – vocational school, community college, or 4-year college – increasing community participation, or living independently. These goals are discussed by the entire eligibility team. Then, based on the student's current ability and skills needed to achieve the goal a measurable postsecondary transition goal is written into the IEP.

Employment. A good transition planning meeting will include a conversation about what the student wants to accomplish. For most students, the ultimate goal of schooling is to prepare them for a career or job. Some careers may require additional school; others can start right after high school. To prepare to find a career, students will need to be exposed to different jobs. This is called "career awareness" which can occur throughout elementary school (US DOE, 2017). Then in middle school and early high school, students can start to explore career areas that may match interests and aptitudes (US DOE, 2017). This "career exploration" can continue into adulthood as the career fields shift and people learn more about what is out there and their capabilities.

During high school (and if applicable, in postsecondary school), students should earnestly prepare for their career and start to learn and practice the skills needed to be a successful candidate for a particular job. To be successful in a job, students will need to understand critical thinking, problem-solving, self-advocacy, time management, adaptability, communication, teamwork, career literacy and much more (Colorado Department of Education [CDE], 2019a). If a student hopes to obtain a job after high school, it will be imperative to create transition goals that focus on creating these skills to increase their job prospects. The "career preparation" could include apprenticeships, internships, vocational school, specialized classes in high school, community college, four-year college/university, professional certificate programs, or graduate programs. All of this will be dependent on the specific student's goal, and the type of employment they will be seeking.

Typically, students with disabilities aim for competitive, integrated employment. This captures both full or part-time work with wages and benefits similar to those without disabilities preforming the same work (Workforce Innovation and Opportunity Act [WIOA], 2014; Kamau & Timmons, 2018). This work is always fully integrated with coworkers without disabilities (Kamau & Timmons, 2018). Competitive, integrated employment allows for people with disabilities equal opportunity to be a part of the workforce. This includes two types of employment: Customized Employment and Supported Employment.

Customized employment is an opportunity for an employer to customize a job description based on what the employer needs accomplished and the individual with disabilities' strengths, needs and interests (Workforce Innovation Technical Assistance Center [WINTAC], 2016). This is an alternative allows for individuals with disabilities to negotiate job tasks with their employer, while allowing the employer to reassign basic job duties to improve workplace productivity (WINTAC, 2016).

Supported Employment is customized employment for a short-term basis (WINTAC, 2016). This can be beneficial when individuals with disabilities who need additional services after the school transition supports end (WINTAC, 2016). These opportunities will not be offered for longer than 12 months. If an individual is able to work for longer than 12 months they are shifted into the customized employment option (WINTAC, 2016).

Self-employment is an option where individuals with disabilities create their own business and are their own boss (Whitehouse, et. al., 2016). About 10% of individuals with disabilities who are employed are self-employed (Whitehouse, et. al., 2016). There are barriers and challenges that make it difficult to create a competitive business (Whitehouse, et. al., 2016). However, individuals manage to be profitable an on average make $365 a week being self-employed (Whitehouse, et. al., 2016).

There are also employment options where individuals with disabilities are not integrated with their neurotypical peers: Sheltered Employment. However, research has consistently shown that everyone (those with and without disabilities) benefits from an integrated workplace (Whitehouse, et. al., 2016). This is why this type of employment is being phased out across the U.S. (DePillis, 2016). Moreover, individuals who are in these are isolated settings, earn lower wages and rarely can move out of sheltered employment (DePillis, 2016). In the U.S., 35 states have policies and/or regulations that promote integrated employment over sheltered employment (Whitehouse, et. al., 2016).

Postsecondary Education. After high school, many students choose to attend PSE institutes. Obtaining PSE is one of the most popular goals identified in transition plans (US Department of Education [DOE], 2017). This can include attending a vocational school, 2-year (community) college, and/or 4-year college. While professional certificate programs are also considered PSE, there is limited research and no valid statistical data for students with disabilities in these programs (Seale, 2017). To be successful at each school, students need to have time management skills, problem-solving

abilities, perseverance, and some knowledge about how the school can support them (Witte, 2014).

For a student to receive additional support from a postsecondary school, the student will need to tell the school about their disability. Although PSE disability services do not have a specific accommodation they are required to provide, they *are* required to make education accessible for "qualified students" without changing the expectations required to pass a class (Oslund, 2014). The office of disability services at each respective PSE institution has the ability to determine what they define as "appropriate" (Oslund, 2014).

Despite typically needing support during PSE, there was a lower rate of students who were identified as having a disability in postsecondary school than high school (Newman, et. al., 2011). The reasons for this decrease vary. Some students did not consider themselves to have a disability, which was particularly true for students with speech/language impairment (Newman et.al., 2011). Other students considered themselves to have a disability but did not inform the school (Newman et. al., 2011); this group was predominately made up of students who were previously identified under emotional disturbance (Newman et. al., 2011). Other times, students might not know about disability services and the need to self-advocate (Oslund, 2014); the loss of IDEA (2004) support can be confusing to students with disabilities who have been used to annual reviews and regulated supports.

Of the young adults who completed PSE, 42% were employed (Newman, et. al., 2011). PSE increased the ability to obtain a job through creating new and different opportunities for students (Newman, et. al. 2011).

Vocational School. Vocational school is also referred to as a trade school or technical school. These schools tend to focus on a specific trade. Vocational school was defined in 1900 by the Perkins Act as:

> "organized education programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree" (National Center for Educational Statistics, 1995).

These schools are unique because classes students take directly relate to skills. This is a shift from high school where students may have taken classes that were more abstract and did not always have a direct correlation to later career goals. Vocational schools have higher percentages of students with disabilities than young adults without disabilities (Newman, et. al, 2011). Additionally, almost a third of students with disabilities who attended PSE attended a vocational, business, or technical school (Newman, et. al., 2011). These schools make wonderful goals for students who learn through practice rather than theory and hope to enter the workforce with tangible skills. However, students at these institutions still have a 57% graduation rate vocational school (Newman, et.al, 2011). This indicates that students still need support in vocational school to be able to graduate. Imagine if support started in high school with learning foundation trade skills

and time management skills; a transition plan is intended to do just that but is often under-used and mis-directed (Talapatra et. al., 2019b).

Two-Year or Community College. The term 2-year college is used synonymously with the term community college. Community colleges offer its students the ability to train for the workforce, remediate students in preparation for higher education, and community enrichment (Community College Research Center, 2020). The wide variety of options may be appealing to the 44% of students with disabilities who attend community college after high school (Newman, et. al., 2011). A closer look at why students with disabilities attend community college reveals about 50% are focusing on mostly academic course work, 30% are focusing on mostly vocational course work, 13% are focusing on both academic and vocational course work, and 6% are taking courses that are a personal interest which is neither academic nor vocational (Newman et. al., 2011). The group focusing on academics could be taking introductory level courses for a cheaper cost than attending a 4-year college, which requires the same introductory courses. This can help make college more accessible to students by reducing the cost barrier. Once enrolled, about 75% of students with disabilities have been enrolled continuously either full-time or part-time (Newman, et. al., 2011). Students who were full-time reported having more interaction with faculty, academic advisors, and other students (Newman, et. al., 2011). Another support that students indicated receiving in community college is schoolwork assistance – any type of accommodation or support. Forty-six percent of students with disabilities who received schoolwork assistance found

this support “very useful” and 42% found it “somewhat useful” (Newman, et. al, 2011). Students with disabilities have an average enrollment time of 7.3 months, which equates to a few months less than a full academic year (Newman, et. al., 2011). Therefore, the average student is not graduating from the community college with an associate degree. However, students with disabilities were more likely to complete their programs than students without disabilities (41% vs. 22%; Newman, et. al., 2011). This demonstrates that universal supports for community college needs could be expanded to all students to increase graduation rates or applied to other PSE institutes as a model of student support practices.

Four-Year College. Students who attend a 4-year college hope to obtain a bachelor’s degree. This degree makes its holders eligible for a wide variety of jobs, careers, and the possibility of more education. Although all colleges are required to follow Americans with Disabilities Act (ADA, 2008) guidelines and Section 504 of the Rehabilitation Act of 1973, not all colleges offer equal opportunity to students with disabilities. It is critical for students and families to investigate disability services before enrolling in any PSE institute, but especially a 4-year college or university.

This postsecondary option has the smallest number of students with disabilities. Only 19% of students with disabilities enrolled in PSE were enrolled in a 4-year college at some point up to 8 years after high school (Newman, et. al., 2011). Breaking that percentage down by disability category, the largest groups that attended 4-year college was young adults with visual impairments (40%), hearing impairments (34%), and

speech/language impairments (33%; Newman et. al., 2011). While the groups with the least representation are young adults with intellectual disabilities (7%) and young adults with multiple disabilities (7%; Newman et. al., 2011). Once enrolled, over 78% of students were full time and continuously enrolled, which is a higher percentage than students attending community college (Newman et. Al., 2011). Interestingly, the student groups with the highest continuous enrollment were not visual (77%) or hearing (62%) impaired but rather students with multiple disabilities (85%) and students with learning disabilities (82%; Newman et. al., 2011). This could reflect the supports required for students with multiple disabilities are best when the student is full time. Sadly, barely over a third of students with disabilities who attend 4-year college graduated. This demonstrates that it is imperative to ensure disability services are working with these students, so they graduate and are a step closer to achieving their dreams.

Concurrent Enrollment. Concurrent enrollment is an option for high school students, so they are enrolled in high school *and* taking academic or career and technical courses at a PSE institution (CDE, 2015). Not every school district has a partnership to allow this; however, advanced technology make increase partnerships in the future. Students with disabilities have access to any program offered by the school district if they meet all of the requirements (CDE, 2015). These programs require a great deal of foresight. Therefore, if students hope to enroll in these courses, they will need to be in contact with their guidance counselor, special education teachers, and families. This will help the students have a support system as they learn about the needed requirements to

enroll. Furthermore, the institution offering the course will be responsible for providing accommodations. However, the accommodations and modifications listed within an IEP do not automatically apply to the college classes (CDE, 2015). This is because IDEA (2004) does not apply at the postsecondary level; however, the Americans with Disabilities Act (ADA; 1990) does apply. Therefore, it will be important for the IEP team including the student to work with disability services at the college level to ensure the student has an equitable opportunity. Additionally, some states (e.g., Colorado) offer students who have taken at least 12 credit hours of postsecondary courses before they graduate high school to become eligible for programs where the high school will pay college tuition at the resident community college for a student (CDE, 2015). In this situation, a student could be enrolled as a 5th year high school student but also attend a community college. This could be a great opportunity for students who might have a financial barrier to attend college.

Concurrent enrollment can allow students to practice their planning and organization skills while still in high school. If a student is only taking one concurrent enrollment course the remaining courses would still be in high school. This would all the student to try a more rigorous course just one at a time allowing for more room to learn how to study for these courses. Transition goals involving concurrent enrollment would be helpful for students who may need more practice becoming better socially or academically prepared for PSE.

Comprehensive Transition and Postsecondary Programs. The Higher Education Opportunity Act (HEOA) in 2008 created greater access to college for students with intellectual disabilities (ID; Griffin and Papay, 2017). Additionally, programs like Think College! have created a greater awareness for PSE opportunities for students with ID. Between 2010 and 2015, over 2,200 students with ID attended classes at 57 colleges and universities (Griffin and Papay, 2017). Students with ID who have goals aimed for PSE can have access to funding through Comprehensive Transition and Postsecondary (CTP) programs (Papay, et. al., 2018). Some of these programs require applications, while other programs require families to discuss attending a transition program.

CTP has allowed students with ID to circumvent the requirement of a high school diploma to receive federal funding to attend PSE. Sadly, there is limited research describing how secondary education or transition programs can best prepare their students with ID to be successful in these programs. CTPs have a huge variety across the U.S.; some might offer specialized courses that provide instruction in life skills, career preparation or social skills (while other might offer courses that are aligned to the greater university or college student body – inclusive courses (Papay et. al., 2018). Emerging research indicates that students with ID who attend inclusive classes within these programs are five times more likely to earn minimum wage or higher compared to peers in specialized courses (Papay et. al., 2018). Inclusive courses require a different study skill set than specialized courses, and therefore, the IEP and transition plan goals would be different. Some CTPs also allow students with ID to stay in college dorms while

taking classes with peers who are neurotypical (University of Northern Colorado, 2019). This follows the idea of Least Restrictive Environment (LRE) of the Education for All Handicapped Children Act (1975). Although, students with ID who participate in academic classes with their neurotypical peers show greater academic, social, and adaptive gains than students with ID who were not in classes with neurotypical peers, this is not typical of most postsecondary programs (Montreal, et. al., 2014).

Community Participation. Community participation is the ability to engage in communal activities. This could be volunteering for community service, participating in an extracurricular or community group like chess at the local library or taking lessons, or classes that are not within a formal environment (Newman et. al., 2011). This also includes civil liberties like voting, and roughly 71% of young adults with disabilities were registered to vote, which is much higher than young adults without disabilities (59%; Newman et. al., 2011). Another aspect of community participation is obtaining a driver's license. Young adults with disabilities appear to get their driver's license later. When surveyed right out of high school to one year out, about 60% of these young adults had a driver's license while when surveyed between 5 to 8 years later 83% had obtained a driver's license. Therefore, an important skill that students must learn is how to take public transportation, so their independence is not limited. Increased community participation should be a goal on an IEP in conjunction with obtaining PSE or a job.

Independent Living. Independent living requires a variety of skills. These skills include financial literacy, ability to cook, take care of personal hygiene, go to places, and

any skill that would be needed to go about day to day life (i.e., adaptive skills; Dollar, et. al., 2012). Independent living as a goal reflects human rights created by the United Nations (1948) which state everyone deserves to be treated with dignity "without distinction of any kind." This includes the right to "life, liberty and security of person" or if the individual is living within the United States right to "life, liberty and the pursuit of happiness" (United Nations, 1948; Jefferson, 1776). Therefore, students with disabilities deserve a chance to live as independently as possible, and schools can help to support this goal.

Throughout the past few decades, students with disabilities have been given more access to education and access to independent living. However, there is still more to be done. Parents of youth with IEPs are less likely to believe their children will live independently (Lipscomb, et. al., 2017a). This could be because parents know the difficulty of living alone, are afraid their child will not be safe, know their child does not have the skills to live alone, or any myriad of other reasons. It is important for schools to infuse the IEP and transition plan with adaptive goals if the student has expressed a desire to love independently.

One important aspect of living independently is being financially independent. This would include the ability to manage bank accounts, credit cards, paychecks, and (if applicable) government benefits (Newman, et. al., 2011). However, after being out of high school for 8 years only 59% of young adults with disabilities stated they had a savings account and about the same percentage stated having a checking account

(Newman, et. al., 2011). Interestingly, youth were more likely to have a savings account or checking account if they had completed some or all postsecondary school (Newman, et. al., 2011). This could be because students who have only attended high school need more support around financial literacy versus those who have attended PSE due to coursework, experiences, or socialization opportunities. Thus, it may be beneficial to help students while they are still in high school to learn more about financial literacy. This will also enable them to apply for house that may be dependent on financial knowledge; for example, many individuals with disabilities can apply for Section 8 housing, which is government subsidized housing for people who receive social security income.

Another important aspect of living independently is having friends. A little over 62% of young adults with disabilities saw their friends on average 2 or more times a week (Newman, et. al., 2011). A little over 10% never see their friends (Newman, et. al., 2011). As the years out of high school increase, the more likely young adults with disabilities will be to use computers to connect with their friends (Newman, et. al. 2011). For schools, this means that IEP and transition plan goals should include technology familiarity, socialization online, cyberbullying awareness, and other ways to safely connect to old friends online. Community participation is incredibly important to living independently. Student goals around social connection should be honored, especially as they can work in concert with many other goals previously listed.

There are various ways to live independently, some may help with the financial burden, some help with adaptive skills, others help with medical needs, and some allow

for people to buy their own homes. Table 1 describes several house options available to students with disabilities who have more moderate to severe needs.

Table 1
Alternative Housing Options for Students with Disabilities

Housing option	Description	Population
Assisted Living	Skilled workers can aid with daily activities; typically has a medical focus	Individuals who have a moderate struggle with adaptive skills
Group Home	Some support for daily activity; someone is present 24/7	Individuals who have a mild struggle with adaptive skills
Shared Living Arrangement	Living at home; family creates an agreement on what is expected from the child	Individuals who have mild to profound struggle with adaptive skills but is dependent on what their family is comfortable with

Note: Sources from the Colorado Department of Public Health & Environment (2020) and McCarten (2016).

Need for Transition Planning

Under IDEA (2004), school psychologists work within a multidisciplinary team to determine eligibility category for students. In eligibility meetings, the school psychologist is responsible for illuminating the impacts a disability may have on mental health, cognitive processing, and social and emotional wellbeing. During the meeting the eligibility team made of professionals, the student, and family create an IEP. This document is a legally binding document that holds the specific accommodations, modifications, and services the student needs to succeed. Additionally, it contains measurable goals that the team uses to determine if the accommodations, modifications, and services are appropriate.

Research suggests that students who have an IEP are less likely to plan and take steps to obtain PSE and jobs (Lipscomb, et. al, 2017a). Students with IEPs are less likely to receive school supports and a third of parents of these students do not feel they have enough information about education and training options available after students graduate high school (Lipscomb, et. al., 2017a; 2017b). Furthermore, parents of students with an IEP are less optimistic that their children will live independently than parents of children with a 504 plan or neither (Lipscomb, et. al. 2017a).

In an effort to promote student postsecondary success, IDEA (2004) requires school staff to work with families to develop a transition plan by the time the student is 16 years old. Shockingly, from 2003 to 2012, students (17 to 18 years old) and parents' discussions for transition plans for after high school has decreased from 79% to 70% (Liu et al., 2018). Each disability category has themes that tend to impact students in similar ways. The following section will look at themes for the five most impacted disability areas when discussing transition, bearing in mind that suggested themes may not apply to all students but presents helpful patterns and starting points. Intellectual disability, emotional disturbance, multiple disabilities, autism spectrum disorder and specific learning disability categories were chosen because parents of children in any of these groups are the least optimistic, they will be successful in independent living, PSE, or employment (Lipscomb, 2017b).

Intellectual Disability

The American Association on Intellectual and Developmental Disabilities (AAIDD) offers that ID is characterized by significant limitations in intellectual functioning and adaptive behavior (AAID, 2019). Where intellectual function refers to how much support will be needed to learn, adaptive behavior refers to conceptual, social and practical skills (AAIDD, 2019). Conceptual skills would include understanding money, directions, or time. Social skills include making friends, gullibility and the ability to avoid being victimized, and problem solve social situations (AAID, 2019). Practical skills include personal hygiene, occupational skills, knowing how to make a doctor's appointment, and skills that help with daily living (AAIDD, 2019). These are all skills that should be grown and practiced from the start of school in early learning centers and continue to expand through high school. Moreover, these skills should be a part of an IEP and gradually increase in complexity as students advance in school. Individuals with ID have a vast range for postsecondary goals from learning to be independent, finding a career that matches their interest in higher education, and much more.

IEP goals should create a measurable path for students to reach their postsecondary goals. Students with ID are less likely to perform activities of daily living well, get together with friends on a weekly basis, participate in school sports or clubs, and have paid work experience (Lipscomb, et. al., 2017b). Furthermore, students with ID are among the groups most at risk for not successfully transitioning beyond high school (Lipscomb, et. al., 2017b). More specifically, this group has one of the lowest rates of

attending PSE (i.e., vocational, 2-year college or 4-year college/university) and finding a job after high school (Lipscomb, et. al., 2017b). In addition, only 25% of parents of individuals with ID believe their child can perform activities of daily living well. When looking to the future, only 46% of parents believe their child with an ID will be able to live independently by age 30.

Also, upsettingly, only 25% to 42% of students with ID have input at their own transition planning meeting, where the goal of the meeting is to discuss how the school and the family can support the student to reach their hopes for postsecondary life (Lipscomb, et.al., 2017). Only 67% have met with school staff to develop a transition plan (Lipscomb, et. al., 2017b). These students are not even given a chance to help shape where their life will go. Therefore, it is no surprise that the outcomes for these students look bleak. However, there is hope. Recent improvements in transition services (which will be discussed later) have increased the rate of successfully transitioning faster than the average student with a disability (Lipscomb, et. al., 2017b).

Emotional Disturbance

According to IDEA (2004), emotional disturbance (ED) refers to a student exhibition one or more of the following characteristics that negatively impact learning over a long period of time:

> "(a) an inability to learn that cannot be explained by intellectual, sensory or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behavior or feelings under normal circumstances; (d) a general pervasive mood of unhappiness or

> depression; (e) a tendency to develop physical symptoms or fears associated with personal or school problems."

Therefore, ED covers a wide array of disabilities and is somewhat difficult to name. IDEA (2004) refers to this category as ED and therefore this paper will as well. Depending on what state the reader is from they will know this category by a different name. It has been called emotional disorder, serious emotional disorder/disability, behavioral disorders, and many others. This is due to the lack of a universally accepted definition for emotional or behavioral disorders (Gargiulo, & Bouck, 2018). Students who have anxiety, depression, post-traumatic stress disorder, schizophrenia, attention-deficit/hyperactivity disorder and many more can call be categorized within this group. However, IDEA (2004) is clear this does not include social maladjustment disorder, which is a controversial stance and outside of the scope of this paper to discuss (Gargiulo, & Bouck, 2018). Some students within this ED category might be less engaged with friends and with school activities; many students with ED are more likely to violate school rules (Lipscomb, et. al., 2017b). This can lead to suspension and expulsion, which then limits access to education.

When looking at transition planning, students with ED also experience a gap in services. About 66% of students with ED have met with school staff to develop a transition plan and 65% of the youth provided at least some input in their IEP with transition planning (Lipscomb, et.al., 2017). This group has goals with 75% of students expecting to obtain PSE (Lipscomb, et.al., 2017). However, their parents may challenge

this belief because only 58% of them expect their students to obtain PSE (Lipscomb, et.al., 2017). When the parents were asked why they did not believe their student would obtain PSE, 50% of parents said it was because their child "is not academically or socially ready" (Lipscomb, et. al., 2017b). This is a great opportunity for school psychologists and special educators to collaborate with parents and students during transition planning. The student might be "smart" enough to obtain PSE, they but might need to work on the necessary study habits to ensure success. Only by working with the student and family and discussing the tangible steps needed to reach these goals will we truly know what the student is capable of and what supports they need to achieve their dreams.

Another barrier was parents of children with ED expected their student to work after high school at a higher rate (66%) than any other group (Lipscomb, et. al., 2017b). This could be related to this group (along with students with ID) likely facing higher economic disadvantage than any other group with disabilities (Lipscomb, 2018). When asked, students with ED are most likely to report (30%) that they have not received enough help around learning about different careers (Lipscomb, 2017). Lastly, one indicator of future job success is having a paid job during high school. Sadly, students with ED only report that 19% have paid jobs (Liu et al., 2018). This group clearly needs more support than they are receiving, which likely relates to poor postsecondary outcomes.

Multiple disabilities

Students with multiple disabilities cover a wide array of disabilities. IDEA (2004) refers to multiple disabilities as two or more co-occurrent impairments one of which must be an ID. For example, a student with multiple disabilities may have an ID and visual impairment or orthopedic impairment and ID. The combination results in a need for more intensive accommodations and modifications than a special education program would provide for a single impairment (IDEA, 2004). Students with multiple disabilities are in a unique situation because they need supports that span several disability groups. Sadly, this means that they experience the same gaps in service as all those disability groups (e.g., similar to students with ID, students with multiple disabilities have lower education expectations; like students with autism, deaf-blindness, ID, and orthopedic impairments, students with multiple disabilities are less likely to have a paid job during high school; Lipscomb, et.al., 2017).

Additionally, despite youth with multiple disabilities have the lowest rate of attending IEP for transition meetings, their parents have the highest IEP attendance rate (Lipscomb, et. al., 2017b). This may partially reflect the communication and cognitive challenges these students face (Lipscomb, et. al., 2017b). Also, about 44% of IEP meetings for students with multiple disabilities have a community service agent to support in ensuring the student receives the proper accommodations and modifications, which is a significantly higher percentage than the average community serve agent attendance at IEP meetings (Lipscomb, et. al., 2017b). However, only 60% of IEP

meeting for these students discuss information on education and living options after highs school (Lipscomb, et. al., 2017b). This is rather problematic. Considering that 93% of IEP meetings for students with multiple disabilities discuss students' interest strengths and preferences and there is very strong parental and community representative attendance, 93% or higher of these IEP meetings should be focused on transition planning. Through the interdisciplinary discussions *they are already having* about what interests and strengths the student has, a more individualized long-term plan can be created that includes goals for life after high school (e.g., education, career options or life skills).

Autism Spectrum Disorder

Autism Spectrum Disorder (ASD) has been widely popularized by Hollywood characters like Sheldon Cooper from the Big Bang Theory, Temperance Brennan on Bones and Raymond in Rain Man to name a few. However, Hollywood, glamorizes the symptoms and often only portrays people with ASD as a genius who has a quirky social demeanor that some extrovert helps them to make connections to the social realm. This is a possible story for some people with ASD; however, it is rarely the whole story and for many, it does not capture their life at all. IDEA (2004) defines ASD has a developmental disability that significantly impacts "verbal and nonverbal communication and social interaction" and is frequently "associated with repetitive activities, stereotype movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences." As the name suggests, a child with ASD can have a

range of symptoms. Some children may struggle incredibly when their schedules change and excel in one subject. While other children may need significant supports to make friends and learn in school.

Students with ASD also have struggled to participate in some of the indicators during high school for postsecondary success. About 63% of parents of children with ASD believe their child is not academically or socially ready (Lipscomb, et. al., 2017b). Only 39% of students with ASD report that school staff has helped them with the college application process (Lipscomb, et. al., 2017b). While the percent of students with ASD attending their transition IEP meeting is comparable to the average IEP student attendance percentage (77% vs 78%, respectively), fewer students with ASD feel they provide input in these meetings (41% vs 73%; Lipscomb, et. al., 2017). Student voice is incredibly important in an IEP meeting. If students are prepared ahead of time, they can leave a student led IEP meeting with stronger self-advocacy skills which in turn will help them to advocate for themselves in the future (Cavendish et. al., 2017).

When it comes to PSE, 75% of students with ASD believe they will achieve graduation from technical/trade school, two- or four-year college, or graduate school (Lipscomb, et. al., 2017b). Contrastingly, only 53% of their parents believe they will accomplish one of those degrees (Lipscomb, et. al. 2017). Through creating a family-school partnership where both the family and student's voice is heard would the school team be able to understand why there is this discrepancy. Then once the team has an understanding than can the whole team (school personnel, family and student) can create

a realistic transition plan with achievable goals that reflect the student's hopes and dreams. This is particularly important when considering that 49% of students with ASD do not know where to get help paying for PSE. Coupled with the fact that students with ASD are less likely to take steps to plan for college (e.g., participating in extracurriculars, writing application, taking entrance exams), have a network of supports early is critical (Lipscomb, et. al., 2017b).

When looking at early indicators of job success after high school, students with ASD are among the lowest rates. Only 23% of students with ASD have paid work experience during high school and only 18% report having a school-sponsored job that is either paid or unpaid (Lipscomb, et. al. , 2017). Sadly then, it is no surprise that many students with ASD (41%) report that high school staff did not provided enough information about career planning or job opportunities. Another barrier to postsecondary employment is that over a third of students with ASD are afraid to get a job because they do not want to lose their social security benefits (Lipscomb, et. al. 2017). Due to reduced financial power and poor adaptive skill attainment, only 49% of parents believe their child with ASD will live independently by the time they are 30 (Lipscomb, et. al., 2017b).

Specific Learning Disability

Specific Learning Disabilities (SLD) is the most prominent disability in our current school system. This group is by far the largest disability category designated under IDEA (2004). In fact, in 2015, The US Department of Education found that about

40% of students who were receiving special education services were under the category of SLD (Gargiulo & Bouck, 2018). An SLD means that the student struggles in a particular area: to listen, think, speak, read, write, spell, or do mathematical calculations due to a disorder in one or more psychological process(es) (IDEA, 2004). This does not include learning problems that are primarily due to visual, hearing, or motor disabilities, ID, ED, or environmental, cultural or economic disadvantage (IDEA, 2004). Students with an SLD might struggle in one academic area and feel strong in another academic area. This can lead to students feeling frustrated because they know they are capable but are struggling to circumvent a particular barrier.

Students with SLD are as likely as any student with an IEP to attend their transition IEP meeting (Lipscomb, et. al., 2017b). These students are also as likely (64%) to receive information on life after high school whether it be education career of living options (Lipscomb et. al., 2017). All students should be receiving this information. So, although students with SLD are as likely as any other student *with disabilities* to receive postsecondary information, almost half of students do not receive this information (Lipscomb, et. al., 2017b). There needs to be a shift to ensure that life after high school is discussed at their IEP meetings. These students are among the group that is more likely to have some input at their IEP and transition planning (Lipscomb, et. al. 2017).

Further, although only 33% of parents believe their child is not socially or academically ready to attend postsecondary school, only 39% of parents expect their child with SLD to obtain a four-year college degree; this is in contrast to students'

expectation to obtain PSE (79%) and a four-year college degree (53%; Lipscomb, et. al., 2017). This might indicate there is another factor that parents are concerned about when thinking if their child will attend postsecondary school. Despite this, almost half of students (47%) with an SLD have taken the college entrance or placement exam, showing a desire to attend college and taking steps towards achieving that goal (Lipscomb, et. al., 2017b). Further theses students have the highest percentage of receiving help from school staff with the college application process, demonstrating that this group might reach out more to get help or perceives PSE as a very possible goal (Lipscomb, et. al., 2017b).

In addition to making positive steps towards college almost half (45%) have a paying job during the last year of high school (Lipscomb, et. al., 2017b). They are more likely to have a paying job than other students with disabilities which could be due to a plethora of reasons anything from the stigma of disability to more opportunities. Whatever the case these students have shown they are taking steps to reach their goals but still need significant supports because there is still a significant number of students that are not accomplishing these goals.

Federal Considerations for Transition Planning

Many laws helped ensure the safety and security of students with disabilities after postsecondary transition. Most of these laws focused on PSE or the workforce. These services typically focus on a particular setting (e.g., secondary education, PSE, vocational schools); therefore, these will be categorized by the setting that utilizes the service.

Universal

Most services or laws focus on creating one particular setting more equitable for individuals with disabilities. However, ADA (1990) spans all settings as it applies to any organization operating throughout the United States. This is because the law was enacted in response to the discrimination individuals with disabilities faced in "mainstream American life (U.S. Department of Justice Civil Rights Division, 2020). Every organization within the United States is affected by ADA whether the organization is required to rethink how people access their services or how to provide equal opportunity for any potential employee or current employee (U.S. Department of Justice Civil Rights Division). In terms of the topic focused on this paper, the ADA plays a major role in ensuring rights for people with disabilities to access employment and education (Price, Gerber, & Mulligan, 2007).

One way ADA promotes equal access for employment is through Title I which requires companies with at least 15 employees to provide equal opportunities to qualified individuals with disabilities thus prohibiting discrimination in recruitment, hiring, training, promotions, pay, social activities and other benefits of employment (ADA, 1990). This will benefit the students with a disability that list a career or job as a part of their transition goal (Grigal, et.al., 2011; Price, et.al., 2007). The ADA also requires through Title III access to all business and non-profit service providers (U.S. Department of Justice Civil Rights Division, 2020). All education institutions fall under this category. Therefore, they all must provide accommodations, auxiliary aids and services to allow

individuals with disabilities to access their services (U.S. Department of Justice Civil Rights Division, 2020). More specific services and supports will be discussed as applicable in each setting.

Secondary Education

The right for individuals with disabilities to access education has been a civil rights battle in the U.S. for decades. Currently in secondary education, there are two works of legislation that support students with disabilities throughout high school: IDEA and 504.

Section 504. Before IDEA (2004), there was Section 504 of the Rehabilitation Act of 1973 that helped students with disability received access to education Section 504 is still a prominent feature in schools today. This was the first federal civil rights law that protected the rights of individuals with disabilities. The primary goal of the law was to prohibit discrimination against an individual with a disability by any agency receiving federal funds (Yell, Rogers & Lodge Rogers, 2016). To ensure schools continued to receive funding teachers, administration and support staff in public schools made and continue to make the appropriate accommodations to help a student with a disability learn. Additionally, in Subpart D of Section 504 it specifies that all children have a right to Free Appropriate Public Education (FAPE; Jacob, et.al., 2016). Unfortunately, when the Rehabilitation Act passed, it did not have any procedures on how the law should be implemented or enforced (Merrell, Ervin, & Peacock, 2012). A 1976 a lawsuit (*Cherry v. Matthews)* forced the courts to determine procedures for implementation of Section 504.

One year later guides on how to implement Section 504 were issued (Merrell, et.al., 2012). Today, the Office of Civil Rights (OCR) is the group responsible for investigating violations to Section 504 (Merrell, et.al., 2012). Unlike later legislation like IDEA(2004), Section 504 does not provide funds to ensure agencies are following the regulation. Despite the lack of funds Section 504 is a far reaching legislation and affects schools from preschool through graduate school.

Individualized Education Programs. IDEA (2004) requires transition planning goals to be incorporated into a child's IEP by age 16. The IEP is required to have

1. "appropriate measurable postsecondary goals based upon age-appropriate transition assessment related to training, education, employment, and, where appropriate, independent living skills; and
2. The transition services (included courses of study) needed to assist the student with a disability in reaching those goals."

Appropriate is an incredibly difficult word to define; however, it allows for the transition team to have a greater discussion around what the student's hopes and dreams are. A student may have a dream to become an NBA player, but if the student is 16 years-old and has never played basketball on a team this would not be an appropriate goal. It might be more appropriate to have a discussion on ways to use that interest to match career goals: does the student want to learn to be a sports broadcaster, a sports agent, work at a stadium, work at a gym the options are endless, but a conversation is imperative. This conversation can then allow family members to help illuminate more on what appropriate means for their student and the student can discuss what they see as appropriate. Further, the team can then create measurable goals to help the student reach their dreams.

Students with disabilities can be taught to lead their IEP meetings, which is called a Self-Directed IEP (National Technical Assistance Center on Transition, 2017). These meetings have led to feeling more involved and higher rates of self-advocacy (Kelley, et.al., 2011).

Postsecondary Education

Higher education has been a goal for many students. However, it has not always been financially reachable for all students. In recent years, institutions of higher education have worked on creating more equitable opportunities for students with disabilities.

Higher Education Act. One law specifically focused on higher education is the Higher Education Opportunity Act (HEOA, 2008). HEOA was a reauthorization of the Higher Education Act (HEA) which governed federal student aid, and grants (Oklahoma College Assistance Program, 2019). HEOA added additional regulations around ensuring students were able to sell back books and always provide cost-saving strategies for textbooks (California State University, 2019). ADA also considers PSE for students with disabilities. Additionally, Section 504 of the Rehabilitation Act (1973) requires higher education to provide accommodations for students with disabilities to access higher education. Therefore, students have to self-advocate for their accommodations, and often students with disabilities struggle with these skills (Krieg, et.al., 2014). Moreover, PSE institutions have to pay for these accommodations, which vary drastically across states as well as campus to campus (Stodden, et.al., 2010). These accommodations are not

typically well developed and focus more on remediation of content rather than training in how to live independently and be self-reliant (Stodden, et.al., 2010). Not only do four-year colleges have to follow ADA but also two-year or community college and vocational schools.

Rehabilitation Act. Unlike IDEA (2004), Section 504 can extend to PSE. Section 504 of the Rehabilitation Act requires higher education to provide the "appropriate auxiliary aids" so that students with disabilities are not "excluded from participation," "denied the benefits of", nor" subjected to discrimination" (US Department of Education, 2020). Further, institutions are required to pay for these aids and not require the student to pay any part (US Department of Education, 2020). However, students have a major role in receiving these aids. Unlike in previous years of education were the school team identified students, students must identify themselves as having a need and give the intuition time to prepare accommodations. Additionally, students are required to show documentation for diagnostic and professional prescriptions for auxiliary aids (US Department of Education, 2020). These aids vary depending on the school. Some could include having a notetaker, voice synthesizers, talking calculators, extended time on tests, or other ways to provide educational access.

Higher education has been rapidly changing to better support students with disabilities (Harbour, & Madaus, 2011). However, it has always revolved around students being self-advocates; this has created barriers for some students (Lightner et. al., 2012). A study conducted by Lightner et. al. (2012) found that students with disabilities often

allow an academic crisis to occur first and then, with the encouragement of parents, they seek out disability services at a college (Lightner, et. al., 2012). Many students did not know what disability services could provide, thus they waited until they failed, and someone informed them that they could have received support to prevent this situation from happening (Lightner, et. al., 2012). Students must be self-advocates to be able to access this information.

Employment

Some students decide they would like to work after high school. One of the best predictors of finding a job after high school is working while in high school (Lipscomb, et, al., 2017a). However, teens with an IEP are less likely than teens without an IEP to have a paid work experience (Lipscomb, et. al. 2017a). In fact, teens with an IEP are 10% less likely to have a paid job than their peers without IEPs or who have 504 plans (Lipscomb, et. al. 2017a). Parents of students with IEPs perceive additional challenges to their child's ability to secure a job including potential loss of Supplemental Security Income (19%) and lack of resources and information provided by the school (34%; Lipscomb, et. al. 2017a). Unsurprisingly, almost a third of students (with or without an IEP) perceive their lack of knowledge about different careers poses a major challenge to finding a job after high school (Lipscomb, et. al. 2017a).

School to Work. Another law that impacts students with disabilities interaction with the workforce is the School-to-Work Opportunity Act (1994). The passing of this act established relationships between secondary and PSE institutions, provided work

experience and planned programs of job training and utilized workplace mentoring (Krieg, Stoebel, & Farrell, 2014). Each state is responsible for enacting the law. Many states have created School to Work Alliance Programs (SWAP). For example, in Colorado, SWAP is a collaboration between the Division of Vocational Rehabilitation and local school districts (CDE, 2019b). These programs target moderate barriers to employment by providing employment-related assistance to young adults with disabilities (CDE, 2019b). This program can start helping students while they are in school, they must be at least 15 years old and need a mild to moderates amount of help to gain employments (CDE, 2019b). The program can also help individuals with disabilities who are no longer attending school as well (CDE, 2019b).

Workforce Innovation and Opportunity Act. Improving connections to employment and training opportunities was the goal of the Workforce Innovation and Opportunity Act (WIOA) signed in 2014. WIOA targeted four areas: to increase the focus on servicing the most vulnerable workers, expanding education and training options, to help disadvantage and unemployed adults and youth while they learn and align planning and accountability policy across core programs (Bird, et.al., 2014). The services offered by WIOA are administered by the U.S. Department of Labor, the U.S. Department of Education, and the U.S. Department of Health and Human Services (Employment and Training Administration, 2020). WIOA ensures that employment and training programs uses evidence-based practices and use date to make decisions (Employment and Training Administration, 2020). Further, WIOA strengths the ability for the American Job Center

(AJC) to better support employers and job seekers (Employment and Training Administration, 2020). Even more so WIOA has helped improve the overall U.S. economy by offering high-quality job training to jobseekers who might not otherwise have been offered a job, thus allowing them to access more jobs and decreasing the unemployment rate (Employment and Training Administration, 2020). Overall, it was a law that increased employers' desire to hire and accommodate individuals with disabilities (Employment and Training Administration, 2020).

Two additional laws focus solely on vocational schools. The. Carl D Perkins Vocational and Applied Technology Act; Carl D Perkins Career and Technical Education Act (2006) provide assistance for students with disabilities to enter vocational education, assessed their needs, supplemental services (e.g., academic counseling, registration assistance, etc.) and accommodations (e.g., notetakers, speech to text software, etc.) to better support students with disabilities and provided career counseling for students (Krieg, et.al, 2014).

Although many of the statistics look grim, in recent years more services have been offered to support students with disabilities These services have increased the rate of postsecondary transition success. This includes higher graduation rates, lower dropout rates increased PSE enrollment, higher rates of competitive employment and increased levels of independence (CDE, 2020).

Division of Vocational Rehabilitation. The Division of Vocational Rehabilitation (DVR) helps "individuals with disabilities prepare for, obtain, advance in,

and maintain employment by providing a range of services based on … employment needs and goals" (Colorado Department of Labor and Employment, 2020). DVR is run through the state government; although they all have a similar goal of helping individuals with disabilities navigate the workforce. Each department has a different way of applying for services; some require a meeting, others require an online application, while others require the individual to make an account using an online portal (New York State Education Department, 2019; Colorado Department of Labor and Employment, 2020; Indiana Family and Social Services Administration). From a review of a few departments, there appears to be a few similar eligibility requirements. The individual must have a documentable disability that makes getting, maintaining and/or advancing in a job difficult and these services are needed for the individual to go to work (New York State Education Department, 2019; Colorado Department of Labor and Employment, 2020; Indiana Family and Social Services Administration).

DVR helps individuals with disabilities through a variety of services. These services range from on-the-job training, providing basic academic training, job search and placement assistance, training in the use of public transportation and other services that are specific to a disability (Dutta, et. al., 2008). These services can be useful for students under any eligibility category. However, it was found that students with sensory/communicative disabilities had significantly higher successful employment rates (Dutta, et. al., 2008). Students with cognitive impairments and physical disabilities had the lowest employment but demonstrated the greatest need (Dutta, et. al., 2008). Within

the types of training, there were indicators related to successful employment: Job placement assistance, on-the-job support, and maintenance services were found to be universally better at increasing employment success (Dutta, et. al., 2008). Job placement refers to a DVR employee providing a referral to a specific job that resulted in an interview but was not a guaranteed job (Dutta, et. al., 2008). On-the-job support refers to providing support services to help an individual understand and complete the job this would include job coaching and meetings to follow up and follow along while the individual is working (Dutta, et. al., 2008). Maintenance refers to providing monetary support to help aid in paying for food, shelter, and clothing (Dutta, et. al., 2008). Each one of these services helps reduce stress and provides specific and concrete help to learn the job. Under DVR, each state has programs that can specifically match young adults' interests and needs. Some examples are Project Search, ASIRE, School to Work Alliance Program, and many more.

Financial Planning

Services can not only help to break down social barriers or physical barriers, but they can break down financial barriers as well.

Independent Living. One of the more known ways individuals with disabilities receive monetary support is through social security benefits and supplemental security income (SSI). If eligible individuals receive money based on their current income, living arrangement, disability, and age. To be eligible under the disability category an individual must prove their disability is documented and "results marked and severe

functional limitations" and either will last longer than a year, or could result in death (Social Security Administration, 2019). Another way to financially support independent living for individuals with developmental disabilities and or cognitive disabilities (Centers for Medicare & Medicaid Services, 2019). Some states even have a special waiver for individuals with ASD. (Centers for Medicare & Medicaid Services, 2019). These waivers can be used to pay for a variety of therapies, personal care, intensive support services, treatment evaluations, independent living skills training and much more dependent on the person's disability (Centers for Medicare & Medicaid Services, 2019). The application process varies by state and requires proof of a disability (Centers for Medicare & Medicaid Services, 2019).

Education. Individuals looking to attend higher education have a few funding opportunities available that are not loans (i.e., do not have to be paid back) through the U.S. Department of Education. The first is the Pell Grant. The Pell Grant is typically "awarded only to undergraduate students who display exceptional financial need and have not earned a bachelor's, graduate or professional degree" (Federal Student Aid, 2020). This grant can be awarded to students applying to vocational school and is based solely on financial status. Another grant that a student would apply for through the federal government but is paid by the school the student attends. This is called a Federal Supplemental Educational Opportunity Grant and again is based on financial need (Federal Student Aid, 2020). Federal Work-Study is another way for students to receive funding for undergraduate, graduate, and professional studies. When awarded this grant

the student is required to work for the university for a set number of hours for the current federal minimum wage (Federal Student Aid, 2020). There are private scholarships and funds that students can apply for, and students will have to conduct a search to find these opportunities.

Each transition goal has a myriad of supports that can be utilized and skills needed to make the transition successful. Students will need a plan to guide them to learn the right skills and find the best supports for them.

Current Models of Transition Planning

Currently, there are a smattering of transition models that consider the types of goals, disabilities, and services listed above to help students reach postsecondary success. Each model aspires to fill a need and support students to reach their dreams. The models vary in modalities, target audiences, and who they believe are essential to be on the transition team. This paper will discuss a sample of models that best represent the range in transition planning and that have impacted the author in developing her own framework.

One of the seminal transition models is the *Taxonomy for Transition Programming 2.0.* This model is a checklist for different areas that need to be involved within transition planning (Kohler, et. al., 2016). The checklists are completely free and found on the National Technical Assistance Center on Transition (NTACT) website. This checklist includes lists of skills needed, instructions context, student supports, program evaluation, resource development and much more (Kohler, et. al., 2016). These checklists

help to explicitly identify what is needed and can be a tailored to uniquely fit each school and student. It provides an important starting point for transition teams who are formulating how to plan a transition.

A book that is often referred to as a guide for transition coordinators is *Your Complete Guide to Transition Planning and Services* by Mary E Morningstar and Elizabeth Clavenna-Deanne. This model is written for an audience who have never transition planned before but are asked to be the transition coordinator (Morningstar & Clavenna-Deane, 2017). The guide walks though having the student direct the meeting, how to engage families, the roles of teachers, and how to prepare for either employment or PSE (Morningstar & Clavenna-Deane, 2017). The transition coordinator leads the assessment to determine a student's strengths and weaknesses (Morningstar & Clavenna-Deane, 2017). The assessment is also used to help the student understand and recognize their skills and areas of growth (Morningstar & Clavenna-Deane, 2017). Quality transition models are student directed and this guide is no different. The model defines self-determination so that the transition coordinator can ensure the student is making the decisions, problem solving and an active member of goal setting and attainment (Morningstar & Clavenna-Deane, 2017). Family involvement is also essential for a successful transition. The guide offers resources for the coordinator to offer families as they see fit. However, this guide does not go in depth explaining the other services within a school that a student may access. It is a perfect guide for someone who has worked in

schools, understands the systems within a school and now is learning to be a transition coordinator.

A more tech savvy guide is through The IRIS Center within Peabody College at Vanderbilt University. The IRIS Center's modules named *Secondary transition: Helping students with disabilities plan for post-high school settings* help teach teachers plan a successful transition. Each module is an interactive tool filled with experts discussing different pieces of the process (The IRIS Center , 2013). This model is broken down into five components: program structure, student-focused planning, student development, family engagement, and interagency collaboration – similar to the *Taxonomy for Transition Programming 2.0* (The IRIS Center , 2013; Kohler et al., 2016). Again, there is a shared importance of engaging families and encouraging students to have a major role in the plan. This model also mentions the need to incorporate program evaluation to make sure the school district's plan is best fitting the needs of their students (The IRIS Center , 2013). Lastly, this modules include a pre and posttest to show the transition planner understands the material. This increases the fidelity of their transition plan.

Some transition models focus on the population of students it is going to serve. The Transition Planning, Implementation, and Evaluation (TPIE) framework helps make transition planning easier for students with ID (Talapatra et al., 2019a). In the TPIE model, there are three proposed phases that are guided by a school psychologist and promote family-school collaboration (Talapatra et. al., 2019a). Additionally, the TPIE model gives explicit plans for how the school psychologist will guide the transition team

throughout the process, what activities the team should provide for the student, and what the transition team's responsibilities are through graduation (Talapatra et. al., 2019a; Talapatra et al., 2019b). Like the other models, this too empowers family participation as well as student participation (Talapatra et. al., 2019a). This model addresses lack of knowledge around transition planning for school personnel and families.

Current Role of School Psychologists in Transition Models

School psychologists are at every grade level from early childhood through 12th grade. They are able to support students with disabilities as they transition to each grade. This puts school psychologists in the unique position to support students as they look towards the future after they complete school. School is a place to cultivate student's hopes and dreams and the place to provide structured ways to teach the skills necessary to accomplish those dreams. This cultivation needs to begin as early as elementary school and at a universal level (Krieg, Stoebel, & Farrell, 2014). Transition planning falls within the National Association of School Psychologists (NASP) *Model for comprehensive and Integrative School Psychological Services* Domain 6: Services to Promote Safe and Supportive School and Domain 7: Family, School and Community Collaboration (NASP, 2020b). This is because when helping students plan for life after high school, they have to create goals around what academic, social and life skills they will need to be successful. This further touches on the role of a school psychologist because school psychologists can act as a liaison to bring families into transition planning further strengthening family-school partnerships and can act as consultants for the special education teachers and

whoever is the transition coordinator. However, the school psychologist is often not at transition planning meetings (Krieg, et.al., 2014; Talapatra et. al., 2019a; Witte, 2014).

One barrier for transition planning is a lack of time and knowledge (Tyre, et. al., 2018). When delving into the models above, however, rarely are school psychologists mentioned. In most models the school psychologist might receive a single line in the entire guidebook. This might be due to the shortage of school psychologists and other critical and mandatory roles that a school psychologist has assume taking priority (Krieg, et.al., 2014).

The *Taxonomy of Transition Planning 2.0* is sponsored by NTACT. NTACT provides links to best practices in transition planning. However, NTACT does not specify who will guide the transition team but rather responsibilities that can be given to any member of the team (Kohler, et. al., 2016). This could lead to confusion around whose responsibility is to do each part and puts additional work on the team to create ways to ensure the student is prepared for each meeting. This ambiguity of who is responsible for helping the student prepare and for other essential tasks like progress monitoring and intervention delivery.

Your Complete Guide to Transition Planning and Services by Mary E Morningstar and Elizabeth Clavenna-Deanne mentions school psychologist once in 234 pages. They only refer to a school psychologist as someone who typically will interpret evaluation results at an IEP meeting (Morningstar, and Clavenna-Deanne, 2017). This is a woeful representation of what a school psychologist can do.

The IRIS center's *Secondary transition: Helping students with disabilities plan for post-high school settings* does not mention a school psychologist at all in their modules. The closest to a school psychologist is one of their experts holds a doctorate in education psychology which is a related field (The IRIS Center, 2013).

TPIE offers school psychologists as playing a vital role in transition planning (Talapatra et. al., 2019a). This is because this framework is heavily focused on family collaboration throughout the transition planning (Talapatra et. al., 2019a). Further, the method proposed that school psychologists can act as consultants (Talapatra et. al., 2019a). School psychologists are able to consult about engaging families, impact of a disability, data-based systems, standards of performance, and assessments presented at the IEP meeting (Talapatra et. al., 2019a). This model also suggest school psychologists can be a part of data collection and determining if an intervention is working for a student (Talapatra et. al., 2019a). However, families still may need some scaffolding around preparing for meeting and helping their student reflect on their strengths, interests, and skills they need to cultivate.

There needs to be a model that lists the essential tasks, divides out the responsibilities, promotes student and family empowerment, utilizes the skill set of school psychologists and is time efficient for a team.

Proposed Model for Transition Guidance

Transition models vary from focusing on a particular disability category, utilizing family school partnerships, to the role of one member on the transition planning team. By

reviewing the history of transition services, discussing the ways disability categories impact goals, assessing the types of postsecondary goals, and identifying the various supports students need as they work to meet these goals, it was apparent a new conceptual model for transition assistance was needed. Based on the current status of postsecondary success, it is clear that students, families, and educators need directions to drive toward the future. These directions should be based in evidence-based practices and best fit the needs of the student. CAR:POOL or Creating a Roadmap: Providing Opportunities for Optimal Living, combines these ideas to create a tangible toolkit to be given to each member of the transition team.

This model is based on the frameworks of TPIE (Talapatra, et. al., 2019a) and *Taxonomy for Transition Programming 2.0* (Kohler, et. al, 2016). While these models identify what needs to be done and by whom for successful transition planning, CAR:POOL converts the frameworks into easy-to-use worksheets and explicit checklists that aid each essential member on the transition team in the planning process. This broad and universal model will give students, school personnel, and families a scaffolded guide for transition planning. Using CAR:POOL as a starting point, schools can create a tailored guide based on the services they offer, and families and students can determine how and where to start when discussing the future based on their needs.

CAR:POOL - Creating a Roadmap: Providing Opportunities for Optimal Living

CAR:POOL has four key components: (1) the map, (2) the driver, (3) the passengers, and (4) snacks. First, the **map** is the individualized education program [IEP]

plan might be one of the most crucial tools needed to get to the right destination. It delineates the route (long-term objectives), pit stops (short term goals), and detours (accommodations and modifications) that need to be considered (IDEA, 2004). Second, the **driver** is the student because they should be the main driver (Krieg, Stroebel, & Farrell, 2014). Their input and feedback should direct the IEP and help the rest of the educational team solidify the goals of independent living, continuing education and/or employment. Third, the **passengers** are teachers, families, transition coordinators, etc. who are essential passengers to help the student reach their destination. Under IDEA (2004), a multidisciplinary team reviews goals and implement interventions to actualize the goals for students. Dependent on the goal (e.g., career, continuing education, independent living) and what supports are needed, the team determines which skills need to be taught, refined, and generalized. Fourth, **snacks** are the sustenance providing the energy and support needed to keep the road trip going. A student cannot accomplish IEP transition goals alone; families, communities, and related service providers are crucial to achieving the end goal (Kohler et al., 2016; Krieg, Stroebel, & Farrell, 2014). In transition planning, community-based instruction, inter-agency supports, and family partnerships have long been touted as best practices in transition planning (Kohler et al., 2016). These are applied in the home and school settings for the areas of employment, PSE, and independent living. The toolkit is explained in detail below and a sample CAR:POOL for a student with ID can be found in Appendix A.

Home

The home packet offers check lists and direction on how a family can support a student preparing for postsecondary transition. The home packet also includes the checklists and roadmaps for the student.

Employment

Employment requirements have a huge variation. Preparing for employment should start in early elementary school. In the early years of schooling students can be exposed to a variety of careers. As they grow the more careers they will learn about. As a student learns more about a career or career field they will also learn about what they need to do. Some careers require PSE. For these careers, please refer to the PSE map.

Map. The employment map takes students through an exploration of their interests, strengths and weakness. The student will reflect on different aspects of a job and see how that match up with their life goals and strengths. The map also incorporates areas where students will have discussions with their families and teachers about what skills they need to be successful in that job. The skills will be imperative and unique to each student. Thus, the map will include checklists and reflection worksheets to help students and families work with teachers and support staff to pinpoint which skills are needed.

Driver. The driver will always be the student. When considering employment after school, the student will have to determine if they need to attend PSE or can learn the necessary skills in high school. This might require some reflection about which job the

student wants to obtain. It is important to note that whatever job the student choses can be changed or altered as the student learns more about themselves, the job, and other jobs. Their skills should focus on both general skills that are needed to be successful in most jobs e.g., social skills, time management and specific skills for that particular job.

Passengers. Family involvement will be crucial throughout all the processes. Families are involved when talking to their children about potential jobs that exist and what skills might be needed. While families do not need to know all the skills needed they can start the conversation. School personnel can help continue the conversations.

Snacks. Snacks for employment will refer to various services that can support and sustain students as they prepare for employment. Many of these services will be state and/or district dependent. Thus, it will be important for families to collaborate with the school to find out what is available. Families will then work to apply to the services with their students.

Postsecondary Education

PSE can be an essential step in reaching the dream career for a student. PSE refers to any education after high school. This could be CTP programs, vocational school, two-year or four-year college. Each education opportunity provides a different career path. It will be important for the student to reflect on their future hopes and dreams to determine which path fits best.

Map. This map will include time to reflect on future goals to determine which PSE fits best. In addition, the map will encourage students to use school activities such as

clubs and classes to help determine possible paths and what skills they may need. Students looking at PSE will need to gain additional study skills to help them be successful.

Driver. The student will have a cornucopia of decisions to make because often PSE includes thinking about possible future employment and potentially living independently. The driver will have to determine where they want to be in 10 years. This requires a significant amount of insight. This could be vague "I hope to be helping people" or specific "I hope to be finishing my doctorate in school psychology." Either way decisions have to made on which PSE will best suit that goal. The person who hopes to help people could discuss attending trade school to become a dental hygienist or a four-year college and receiving a Bachelor of Science in nursing. This student will have to reflect more on their strengths, weakness and interests to help make the decision. While the student who hopes to become a school psychologist may decide to save money by attending a two-year college first before transferring to a four-year college. There are multiple factors to consider, and the driver will be the final decision when they reach a fork in the road.

Passengers. Families will continue to play a crucial role. When considering PSE, students will have to think about not only which PSE will match their goals but how will they afford it and are they ready for the academic rigor. Families will be able to help guide students by having conversations about how the student's strengths and weakness may impact their choice. Additionally, families might be able to discuss the financial

responsibility PSE may require. Families can also discuss if the student will live with the family while studying at a PSE institution or if the student will move to attend the institution.

Snacks. PSE snacks will support students as they transition into their next institution of education. These snacks could be scholarships to help pay for school. They also include supports and accommodations to access the education at each institution. Through ADA students with disabilities are ensured appropriate accommodations and supports to access education.

Independent Living

Independent living requires skills in a variety of facets. Many of these skills, also known as adaptive skills, are learned in the home, and reinforced in school. To accomplish the goal to live independently, students will need to know their strengths and areas of growth.

Map. The map for independent living is based on the skills needed to be successful. Students must learn how to take care of themselves and their home to live independently.

Driver. The driver will be responsible for demonstrating the skills they do and do not possess. Additionally, the driver will practice the skills needed to become independent at both home and school.

Passengers. Families will have worksheets to help identify skills their student will need to be successful. The family will play an essential role in reporting how the student is learning and practicing the life skills at home.

Snacks. These snacks will include various ways to teach and support students skills needed to live independently. Some of these snacks are state specific e.g., the Division of Vocational Training. While other snacks might be school district specific e.g., district transition program.

School

The school packet will focus on how teachers and school psychologists can support transition planning. School personnel are the other essential passengers and roadside assistance on the road trip to the student's future goals.

Employment. Schools can introduce students to a variety of careers and teach students the necessary skills. Each teacher can add practical portions to their curriculum. An English teacher might add a cover letter workshop. While a math teacher might add a lesson where students pretend to be cashiers and practice returning change.

***Map*.** This map provides students with the questions to reflect. Teachers can help students along the way though providing valuable interventions that support the student's IEP transition goals. Teachers are often the person providing the academic interventions which can in turn promote skills essential to having a successful employment.

Driver. During this process students will look to teachers for help. Teachers can provide the necessary guidance so a student can reach his goal.

Passengers. Teachers can incorporate job exploration into lesson plans through a variety of different ways. For example, English teachers can dedicate time to discuss what jobs the characters in a book might have or careers people who enjoy writing can purse. While second language teachers can discuss ways that knowing a second language can become a career e.g., UN translator or can be an assets in any particular job e.g., able to communicate with clients who speak that language.

Snacks. School personnel should have a list that is updated on a regular basis to provide families with necessary supports. The supports will include their state's division of vocational rehab, local school to work programs, employers whom the school has partnered with that are known for being allies for students with disabilities and other applicable resources.

Postsecondary Education. Schools have the tools to prepare their students for PSE. This will require teachers not only teaching a topic but how to study for that topic. Students can take elective courses to explore their interests to help determine what PSE school to attend and what to study there.

***Map*.** This map focuses on reflection and exploration of strengths, weaknesses and interests. Teachers will aid in providing opportunities for these reflections.

Driver. Students will be asked to take various class, join clubs, find part-time jobs in the hopes they will start to find what they enjoy are can do well. Teachers can provide feedback on areas of strength and growth in addition to suggesting courses or clubs that may help the student on this journey.

Passengers. Teachers and other supportive staff can continue to support students as they look into options for PSE. The checklists should provide specific items for how teachers and support staff can aid in the process.

Snacks. Teachers can share valuable resources for students who are looking into PSE options. Some schools offer the ability to take courses at a local vocational school, or two-year college. Some even offer AP courses that can help students skip some introductory courses at 4-year colleges. Additionally, school counselors may know of scholarships that apply to particular students. All staff who help with transition planning should have documents that are regularly updated to provide families.

Independent Living. To achieve independent living, students will need ample opportunity to practice life skills. This opportunity can be provided in the classroom as well as at home.

***Map*.** The map for independent living is based on the skills needed to be successful. Students must learn how to take care of themselves and their home to live independently.

Driver. At school, the student will need to communicate areas they would like additional practice. Teachers can collaborate with the student and their family.

Passengers. Teachers can provide opportunities within their lesson to teach independent living. A lesson on fractions can turn into a cooking class; science class can incorporate lessons on cleanliness to prevent bacteria or mold in the home; history class

can teach students how to vote and how to research candidates; the possibilities are endless.

Snacks. Transition programs, assisted living, community living services are often done at a local level. These services would be important to have a list that is updated regularly to provide parents. This should include what is required to apply and how to apply to each local service. Additionally, social security income can be applicable to this goal. It will be helpful to provide families with a step list to applying for extra services.

School Psychology Implications

In the CAR:POOL, school psychologists serve as roadside assistance. School psychologists have been trained in consultation and intervention in academics, social skills, behavior and emotional regulation. This knowledge can help when monitoring a student's progress towards a goal. School psychologists can "run diagnostics" on a "flat tire" – in other words, school psychologists can use the collected data to see if a student is not progressing to their goal then problem solve with the interventionist to create a solution. Further, school psychologists stay with a student for their entire high school career while a teacher may only teach a child for one year; the continuity a school psychologist can provide is essential when understanding how a student is progressing toward their goal.

Consultation. In schools, consultation takes on a different meaning than in other contexts (Newman, & Rosenfield, 2019). School consultation is defined as "a method of providing preventively oriented psychological and educational services" (Newman, &

Rosenfield, 2019). This process involves cooperative partnerships engaging in systematic problem-solving with the goal to enhance and empower the consultee's systems and promote the student's wellbeing and performance (Newman, & Rosenfield, 2019). In the context of transition, this can be seen as the school psychologist consulting with members of the transition team to define transition goals, create an intervention plan, progress motioning, and evaluating the data. The school psychologist must take an eco-behavioral approach to ensure the student is being supported by the systems in which they interact particularly their family system and school system (Newman & Rosenfield, 2019).

One aspect a school psychologist can consult on is the Multi-Tiered Systems of Support (MTSS). Consultation is relevant at all tiers of MTSS (Newman & Rosenfield, 2019). Transition planning fits into the three-tiered model as it expands through all grades (Krieg, Stoebel, & Farrell, 2014). As a tier 1 service, elementary school students should be exposed to a variety of careers this is called "career awareness" (US Department of Education, 2017; Krieg, Stoebel, & Farrell, 2014). As students get older, they should continually be exposed to new career paths; in addition, students should start to learn what it might require for them to reach these career paths and "explore" what the career entails (US Department of Education, 2017; Krieg, Stoebel, & Farrell, 2014). For example, a student might believe he would like to be a nurse because he likes helping people. However, when he learns how much chemistry is involved in nursing, and he reflets on how much he despises chemistry, he might then start exploring other careers and discover reporting as his passion. Once a student is a junior in high school, they

should have a broad idea of where they would like to be in the future and a general idea of how to get there. In other words, a senior sitting in their IEP meeting should be well aware of their goals and not be shocked that their goal to become a doctor requires a four-year college followed by four years of medical school.

Intervention Planning. School psychologists are trained to use evidence-based practices and rely on data-based decision making (Kovaleski & Pederson, 2014). This is an important skill when creating an invention to meet transition goals. Transition goals are required to be in an IEP by the time the student is 16; however, best practices suggest starting earlier (Krieg, Stoebel, & Farrell, 2014). The only way to ensure planning for life after high school is successful is if the student is a key member of the transition team and contributes to developing their goals; success cannot be accomplished solely by the professional team members, and family involvement is crucial (Krieg, Stoebel, & Farrell, 2014). School psychologists can employ family-school partnering skills to coax out the goals the student has, the aspirations the families hold, and the expectations the teacher have. The school psychologists can then work with the team to narrow down the goals and develop interventions that are directly related to the skills needed to accomplish the goals.

Throughout this entire process, cultural factors should be considered to best set the student up for success. First, the student's strengths and weaknesses should be assessed. This should include looking at the academic, life, and career skills needed after leaving high school (Krieg, Stoebel, & Farrell, 2014). Interest surveys, vocational

aptitude tests, and interviews can help to better understand the whole person and not just them as a student. After an appropriate goal has been set, short-term objectives that focus on the skills needed to achieve the goal can be created and added to the IEP. These long-term transition goals and specific short-term objectives must be measurable and directly related.

Community partnerships are also important. As an example, if the student is hoping to transition into the workforce right after high school it will be important to work with community agencies to find ways to best support that goal (Krieg, Stoebel, & Farrell, 2014). School psychologists can develop a repository of community agencies and sites that are receptive to and helpful for students with disabilities. Another possible path is a student hoping to attend PSE. The school psychologists can liaise with local PSE institutes, create a list of the requirements needed to attend those institutions, develop related interventions, and ensure they are built into measurable goals.

Lastly, after the IEP is complete, schools are required by IDEA (2004) to complete a Summary of Performance (SOP). An SOP is a document the provides a summary of the student's performance and recommendations on how to best support the student to meet his/her/their postsecondary goals. The best SOPs are ones where the student describes what supports and accommodations would be helpful (Krieg, Stoebel, & Farrell, 2014). This is a wonderful tool that school psychologists can leverage to help bridge the gap between high school and community agencies. The school psychologist

can review the accommodations with the student and families and help them determine which ones are appropriate for postsecondary settings.

Progress Monitoring and Evaluation. School psychologists will need to meet with teachers on a regular basis once a plan has been created to discuss the data collected during the progress monitoring stage. The data collection and progress monitoring should best reflect the skill that is being targeted. This will allow for the transition team to better determine if the student is gaining the necessary skills needed for their transition and help the school psychologist engage in data-based decision making when determining if the intervention is ineffective, successful, or no longer needed. Additionally, school psychologists can help to monitor the fidelity of the interventions ties to the long-term goals and short-term objectives (Frey, et. al., 2014). This way, they are assured of whether or not the intervention is being implemented to achieve maximum results.

Conclusion

The CAR:POOL model relies on the frameworks put forth by TPIE (Talapatra et. al., 2019a) and *Taxonomy for Transition Programming 2.0* (Kohler et al., 2016). CAR:POOL takes these models an operationalizes them for each member of the transition team. This is done through creating worksheets and checklists to aid in creating a transition plan. It also allows for families to know what to prepare for their transition meeting. Other members of the team can also have readily available resources to use and provide families. This will cut down on the amount of time teachers, school psychologists and other transition team members will need to be prepared for transition meetings. By

making the transition planning more efficient, more time can be spent personalizing goals and lessons to best support the students in the school. This will prioritize the student as the driving force behind the transition plan.

The school psychologist will provide guidance, support, consultation, and progress monitoring. School psychologists support students from birth to 21 in hopes the students can achieve their dreams. Transition planning is an important part of that support, and school psychologists contain the knowledge and a skill set that are essential to setting a young adult up for success after they leave high school. Overall, CAR:POOL hopes to aid in transition planning by determining each transition team member's roles and responsibilities, creating efficient processes, and providing handout and worksheets to promote student voice and family-school collaboration.

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Manuscript Two

Deconstructing University Disability Services Through Content Analysis

Applying and attending college has been entrenched in American culture through movies, television shows and books. Increasingly, 16- to 24-year-old US high school graduates attend college within 9 months of finishing high school (2018: 69% attended, 2000: 62% attended; Hussar et al., 2020). However, college has not been an opportunity equally offered. For students with dis/abilities, in 2015, about 11% of 25 to 34 years had completed some college (5%) or had obtained an associates (3%), bachelors (2%) or masters (1%) degree (National Center for Education Statistics, 2017). Unfortunately, only a little over a third of these matriculated students graduated from college (Newman, et. al., 2011). As personnel involved in education and equity, school psychologists must be concerned about the disparity between students with and without dis/abilities attending postsecondary education (PSE; National Association of School Psychologists [NASP], 2020a).

This disparity gap in education access is unsurprising larger in higher education then in secondary education when comparing students with and without dis/abilities (Hussar et al., 2020). There are several theories as to why this might occur. Universities have different regulations and systems than high schools that may be confusing for new

college students and their families to navigate (Lalor et. al., 2020). In college, there is a greater onus on students with dis/abilities advocating for themselves and seeking our resources, as opposed to a federal mandate providing resources (Price, Gerber, & Mulligan, 2007; Abes & Darkow, 2020). Indeed, as students with dis/abilities and their families describe it, the sudden loss of the protections found in the Individuals with Disabilities Education Act (IDEA, 2004) often creates confusion and consternation when adapting to the adult world (Francis et. al., 2019). Furthermore, as the number of systems, agencies, and people involved increase, ableism creates implicit and explicit barriers to resource access (Hutcheon & Wolbring, 2012). Ableism is the belief that those with dis/abilities are less valuable, which leads to believing that being able to walk is better than rolling, speaking is better than signing, being able to spell independently is better than using spell check or other harmful thoughts that could limit a person with a disability's access (Hehir, 2002). Barriers arising from ablism can impact financial support, receiving timely and appropriate accommodations, faculty attitudes toward students with dis/abilities, knowledge and perception of dis/abilities, and university policies (Hutcheon & Wolbring, 2012). This is concerning as ineffective supports and services result in students with dis/abilities feeling higher levels of disempowerment and discouragement (Francis et. al., 2019). Consequently, this manuscript will focus on the dis/ability services offered at the university level and explore the accessibility and applicability of the services for students with dis/abilities. By utilizing a content analysis, the author hopes to expose current opportunities and inequities in university policies so

that school psychologists can better prepare secondary students with dis/abilities to ensure PSE success.

Current Landscape of Dis/ability Services

When a student with a dis/ability matriculates to a 4-year university, they will need to decide if they want to inform the university of their dis/ability. For some students, this is an obvious choice; they know they need accommodations to access education. Others may assume they do not need accommodations in college, may be ashamed of disclosing their dis/ability, may not know how to access services, or may not know that the responsibility of receiving services falls on them (Abes & Darkow, 2020). Either way, the first step for both of these categories of students is accessing the dis/ability service office website to understand more about applying for services and what services they may need.

Many universities in the United States have some office dedicated to dis/ability services. At some universities there is one person who works in the office while others may have over 30 people to help students. Offices change names depending on university policies and how the office views themselves. Some may house dis/ability services in the "Disability Resource Center" while others require their students to visit "Disability Services Program." Just as the names differ from university to university, so to do the support offerings, the accessibility, and the framework of services.

What Supports Do Dis/ability Services Offer?

Dis/ability services encompasses a broad range of supports which are referred to in the American with Disability Act (ADA, 1990), and the subsequent ADA Amendments Act (ADAAA, 2008), as "*auxiliary aids and services."* The examples of supports and accommodations can include classroom accommodations (e.g., preferential seating, notetakers), assistive technology (e.g., digital audio recorder, real-time computer-aided transcription services, telephone handset amplifiers), and exam accommodations (e.g., extended time, written materials, exchange of written notes,, tabled texts, large print materials), while auxiliary aids tend to include services like a qualified interpreter on-site or through video remote interpreting (VRI) services (Chiu et. al., 2019). Table 2 offers a list of potential supports, accommodations, and auxiliary aids that universities may offer.

Table 2

Examples of Auxiliary Aids and Services

Types of Supports	**Examples**
Classroom/Coursework Accommodations	alternative text modified attendance assistants/ attendants extended time on assignments captioning notetakers audio recorders preferential seating specialized furniture breaks during class, advanced access to PowerPoint slides access to food and drink during class, classroom relocation student is not called on in an impromptu fashion use of laptop

	written directions or explanation of assignments not included in course syllabus scribes removal of architectural barriers
Assistive Technology	communication boards audiobooks text to speech speech to text special purpose computers screen readers special keyboards
Exam Accommodations	extended time spell check for essay writing calculator reduced distraction environment alternative exam formats use of ear plugs, scantron exempt breaks during exams avoid back to back exams memory aid, scribes testing over several sessions
Auxiliary Aids	early registration service animals emotional support animals course substitutions full time status with reduced workload tutors writing center math center academic advising academic coaching peer support program

These aids are intended to help those that are visually impaired, blind, hard of hearing, and/or deaf (ADAAA, 2008). Further, Section 504 of The Rehabilitation Act of 1973 ensures that any agency that receives federal grants cannot exclude or prevent a

person with dis/abilities from participating or benefiting from their service. Given the vague nature of the definition, universities often charge dis/abilities service offices with the task of determining appropriate accommodations and which students receives said accommodations. Offices of dis/ability services have the freedom to provide unique accommodations based on what is appropriate for a student's needs. The Association on Higher Education And Disability (AHEAD) provides program standards for university dis/ability service offices in the United States and Canada (Shaw et. al., 2001). Although they do not provide an accreditation, AHEAD does offer these standards to promote equity and provide evidence-based practices to guide the dis/ability services offices (Shaw et. al., 2001). In 2020, about 66% of the respondents in the AHEAD survey stated they used these program standards when conducting program evaluations (Scott & Ashmore, 2020). It should be noted that only 312 universities responded of the 1572 recruited (Scott & Ashmore, 2020). The program standards provide vague recommendations when determining "appropriate accommodations." For example, AHEAD program standard states that universities must "[consult] with students about appropriate individualized accommodations based upon documentation; [assist] students in self-monitoring the effectiveness of accommodations" (AHEAD, 2021). The lack of concrete definitions increases the likelihood of variation between PSE setting in the quantity and quality of accommodations offered.

Furthermore, the dis/ability service office should be filled with "experts" who are knowledgeable about specific professional guidelines. Ideally, those who oversee

eligibility determination should have to have passed some coursework or have a licensure that indicates they have a strong understanding of how dis/abilities impact education access. However, the only recommendation provided about staff qualifications, as provided by AHEAD program standards, is to maintain up-to-date knowledge on emerging issues in dis/ability services; however, this not a requirement (AHEAD, 2021). This is concerning when compared to the team of professionals required to determine eligibility from early childhood education through high school (IDEA, 2004).

Emerging research suggests that the effectiveness of dis/ability services is mediated by the knowledge and administrative skills of individual service providers; considering that these are individual characteristics, it is unsurprising that they cause high rates of variability among dis/ability services (Harbour & Greenberg, 2017). The lack of trained knowledge possessed by the university eligibility team is particularly worrisome at the undergraduate level, given that many undergraduate majors do not have the same explicit standards as graduate school professionals. The dis/ability services staff member often has to rely on their judgement and understanding of the documentation to determine eligibility and related accommodations for students that seek out services (Lindstrom, 2007). Determining what is "appropriate" is a difficult endeavor because the research on accommodations has produced mixed results. For example, one of the most well-known accommodations, providing extra time, has inconsistent findings that make it

difficult to determine if it is indeed an effective accommodation (Jen Chiu, et. al., 2019; Pingry O'Neil, 2012). But some accommodations, like the ability to substitute a foreign language requirement, have led to increase graduation rates for students with dis/abilities (Pingry O'Neill, 2012). The accommodation that most researchers agree lead to full-time students with dis/abilities having the same graduation outcomes and grades as full-time students without dis/abilities is the ability to lighten a course load; however, this is not a widely used accommodation (Pingry O'Neill, 2012). The little research that has investigated how university staff members determine eligibility has shown that they often do not use evidence-based practice, nor do they have a strong foundation in using research to inform their decision (Lindstrom, 2007). This is incredibly concerning and sadly reflects why many students with dis/abilities do not graduate from PSE institutions. The variability in knowledge and administrative skills ensure that not all universities services may open the door to equitable practices (Pingry O'Neil, 2012).

How Accessible Are Dis/ability Services?

Dis/ability services only work if students with dis/abilities can access them. And only eligible students can access dis/ability services. Becoming eligible, typically, entails students showing proof of a dis/ability which varies depending on which college. Often, the office of dis/ability services will ask to see a psychoeducational report from a psychologists or a copy of the individualized education program (IEP) from the student's previous school (Witte, 2014).

Despite universities having a legal requirement to offer dis/ability services, almost 25% of students with dis/abilities report not receiving appropriate accommodations (NCES, 2003). This can be due to a myriad of reasons. One reason students might not be receiving services is the self-disclosure requirement. Students are required to self-disclose their dis/ability. Many individuals with "invisible dis/abilities" (e.g., learning disability) go undetected and unsupported because they are not required to report, and faculty are often unable to determine if a student has a dis/ability (Costello & Stone, 2012). This leads to students waiting to fail before reaching out for help (Lighter, et. al., 2012). When students do not seek initial services, it is often due to lack of time, lack of knowledge, stigma associated with a dis/ability status, or believing they were fine (Lightner et. al., 2012).

Additionally, many students who delay disclosing their dis/ability do so because they fear faculty will think they are incapable of pursing their intended major (Lightner et. al., 2012). Some students will disclose they have a dis/ability after they "fail" (either a single test or a course) or their (low) GPA prevents them from engaging in college activities or pursuing their major (Lightner et. al., 2012). Some students might need encouragement to seek services (Lightner et. al., 2012). A parent, friend, or professor might have to tell them retroactively to go to dis/ability services; some students are lucky and have a high school counselor, psychologist, or teacher encourage them to proactively seek services (Lightner et. al., 2012). Yet, faculty often feel they have a lack of training

and education to help determine when to prompt students with dis/abilities to reach out to dis/ability supports (Harbour & Greenberg, 2017).

Another possible reason for delaying dis/ability supports is a lack of knowledge around dis/ability services. University dis/ability services coordinators are often unsatisfied with the general information students receive both the about how high school and college differ, particularly around their dis/ability, and the strengths and weaknesses the student themselves possess (Lightner et. al., 2012). As an example, in one study, none of the 42 students surveyed at a competitive admissions state university were able to denote the difference between the IEP services in high school and section 504 services in college, other than stating they were different (Lightner et. al., 2012).

Another barrier that might cause dis/ability services to be less accessible is the overall culture in college. College students with dis/abilities frequently feel unwelcome and sometimes feel hostility and discrimination towards them while attending college (Harbour & Greenberg, 2017). Also, some students may have trouble navigating the website of dis/ability services. This can be for numerous reasons. Some students may struggle because the website is not screen reader compatible; while others might struggle to have strong fine motor skills to hover over a menu then click the link (Harper & DeWaters, 2008). Some websites could choose glitziness over functionality leaving some users the inability to see links because the color does not contrast enough or there is no text to describe an image (Harper & DeWaters, 2008). All of this can be fixed if the

website developer consults with a person who has expertise on ways dis/abilities can impact accessing information.

Finally, accessibility might be curtailed because there is typically only one center on campus, which limits the ability for professors and teaching staff to easily access an expert in dis/abilities (Harbour & Greenberg, 2017). Additionally, university budgets often cannot accommodate all the services needed (Harbour & Greenberg, 2017). Thus, as previously mentioned, not all colleges have the same services. Schools who are able to provide more complex accommodations centralize the budge to allow for bigger expenses like a sign language interpreter to support students with dis/abilities across departments (Harbour & Greenberg, 2017). Ultimately, if the university has a poor understanding of dis/abilities, dis/ability service offices will lack time, money, staff, and resources; this, in turn, prevents offices from conducting program evaluations to determine their efficacy and accessibility (Harbour & Greenberg, 2017; Scott & Ashmore, 2020). This must be seen as problematic because the purpose of dis/ability services is to create equity and give people with dis/abilities a chance to be successful in a 4 year college/university. Sadly, these barriers create the illusion that individuals with dis/abilities are receiving help when in reality individuals may need to advocate more.

What Frameworks Guide Dis/ability Services?

Currently, there is a dearth of research on effective frameworks that can guide accommodations and of dis/ability services (Lindstrom, 2007). However, it has been shown that students with dis/abilities who are *resourceful* in compensating for a

dis/ability, persistence and resilient tend to be successful with or without accommodations (Lindstrom, 2007). Consequently, some dis/ability service offices have viewed their role as leaders in increasing self-efficacy and promoting social change (Strauss & Sales, 2010). Recognizing that individuals with dis/abilities are often the some of the poorest, least employed, and least educated populations in the U.S., some dis/ability service offices incorporate a social justice framework and hope to make higher education more equitable (Strauss, & Sales, 2010). This can be done through a variety of ways including creating more accessible services, creating universal services, promoting inclusivity, and having a dis/ability culture center (Strauss, & Sales, 2010).

Dis/ability cultural centers (DCCs) are a relatively new phenomenon that creates spaces on campus where students with dis/ability are able to discuss their interactions with the university, show pride in their identity and take part in dis/ability culture (Chiang, 2020). The first DCC was established by students at University of Minnesota in 1991 in order "to share dis/ability culture and pride with each other and with the rest of the campus community" (Elmore et al., 2018). Thirty years later, there are only 9 DCCs in the United States. Therefore, research is rather limited when looking at the impact a DCC has on their campuses. Interestingly, students who participate in DCCs tend to have an interest in political activism (Elmore, et al., 2018). This could positively impact future dis/ability resources and opportunities for students with dis/abilities who wish to attain PSE. Furthermore, through seeing dis/ability identity in a positive lens it can affirm to

students with and without dis/abilities that students with dis/abilities are valued and important (Elmore, et al., 2018).

Similar to the first DCC, most current DCCs are created from student-led initiatives to improve the lives of students with dis/abilities while in college (Chiang, 2020). This pushes university administration to take a closer look at their policies to better serve students with dis/abilities (Elmore, et al., 2018; Chiang, 2020). In the Chancellor's climate survey (2020) at the University of Illinois-Chicago, both the majority of professors with dis/abilities and students with dis/abilities agreed that the cultural programming reflected dis/ability culture. This can lead to more students feeling capable about discussing their dis/ability identity and can help people to view their strengths rather than only their deficits (Waitoller, et. al., 2020).

What Legislation Impacts Dis/ability Services?

Legislation has played a huge role in fighting against discrimination of people with dis/abilities. The three major acts that impact PSE institutes and have had a major positive impact on people with dis/abilities in regard to accessing PSE include the Higher Education Opportunity Act (HEOA, 2008), Section 504 of the Rehabilitation Act (1973), and the original and reauthorized ADA (1990, 2008).

ADA sets forth regulations to ensure students have physical access to all places within a college campus. The original act was passed in 1990 and had been amended in 2008. ADA (2008) requires institutions of higher education that receive federal funding to abide by its rules. This includes providing "reasonable accommodations" to access

education (ADA, 2008). Although the Supreme Court of the U.S. determines what is considered reasonable, seminal cases like *Sutton v. United Airlines* and *Toyota Motor Manufacturing, Kentucky, Inc., v. Williams*, have raised the issue that the Supreme Court has erroneous interpretations that reduce the requirements of learning for individuals with dis/abilities in higher education (McDonald, 2010). The 2008 the amendment was written into law to rectify the arguments case laws put forth; consequently, there is no legal obligation to reduce PSE requirements *and* institutions are still required to provide accommodations to increase access to education (e.g., building ramps, providing sign language interpreters, etc.).

Section 504 of the Rehabilitation Act of 1973 requires higher education to provide the "appropriate auxiliary aids" so that students with dis/abilities are not "excluded from participation," denied benefits, or "subjected to discrimination" (U.S. Department of Education, 2020). This regulation is also utilized in elementary, middle, and high schools to provide students with "Section 504 accommodations." These accommodations vary depending on the setting and thus can change from what a student received in high school to what they may receive in college. Examples of accommodations include but are not limited to, having a notetaker, using voice synthesizers or talking calculators, receiving extended time on tests, and other ways to provide educational access.

HEOA was a reauthorization of the Higher Education Act (HEA, 1965) which governed federal student aid, and grants (Oklahoma College Assistance Program, 2019). HEOA (2008) added additional regulations around ensuring students were able to sell

back books and always provide cost-saving strategies for textbooks (California State University, 2019). It was done in an effort to make college more affordable for students. It also introduced the concept of Universal Design for Learning (UDL), which encourages teachers to create lessons and assignments that provide information in a way all students can respond, engage or demonstrate their knowledge (Kurtz, 2011). In this, it provides grant money for postsecondary faculty, staff, and administrators to enact UDL in their courses and for faculty to access professional development to keep up with the latest evidenced based practices (Kurtz, 2011). Lastly, HEOA (2008) helped students with intellectual dis/abilities receive federal funding to attend colleges and to attend comprehensive transition programs (Kurtz, 2011).

Although all colleges are required to follow ADA guidelines and Section 504, not all colleges offer equal opportunities to students with dis/abilities (Lightner et. al., 2012). The critical issue of investigating dis/ability services before enrolling is one more responsibility that falls upon students and families. It is particularly important because students with dis/ability encompasses a large range of student needs, and not all dis/ability supports are the same. Unless students and families explore the dis/ability services offered in advance, they could be at risk of receiving remedial services instead of proactive services (i.e., they might seek services only after they fail; Lightner, et. al., 2012). Students must self-advocate to be able to access this information.

Where do School Psychologists Fit?

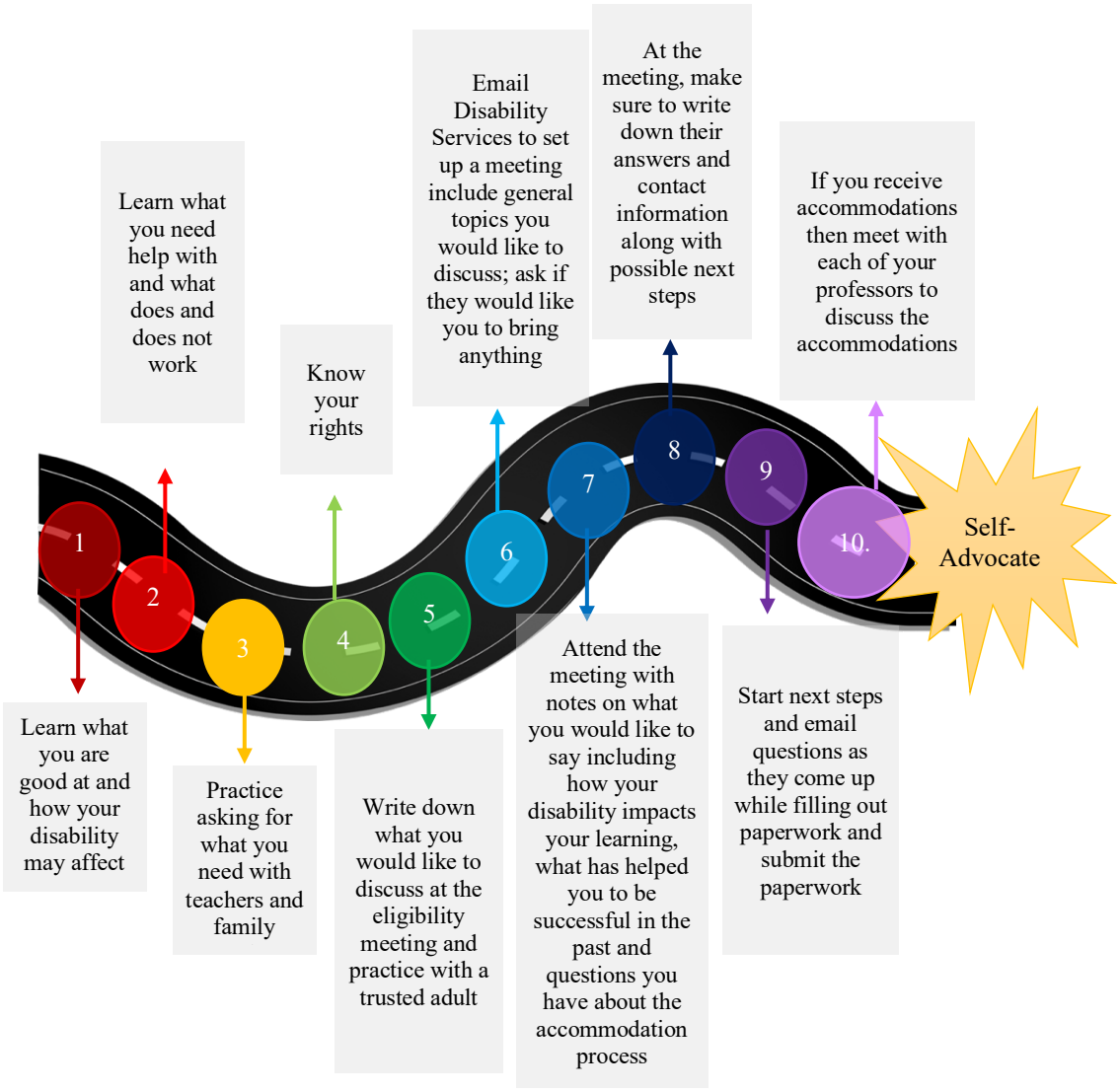
As evidenced above, to best utilize dis/ability services, students must access it quickly, early, and with intention. The student must be knowledgeable about their own dis/ability, be cognizant that IDEA (2004) supports will no longer be in play and be familiar with university policies regarding dis/abilities. The school psychologist can play a vital role in helping a student with all of these issues as they transition from high school to college (Witte, 2014).

All students with dis/abilities must have a transition plan as part of their Individualized Education Program (IEP) upon turning 16 (IDEA, 2004). The school psychologist can ensure that transition goals within a student's IEP are aligned with the skills they need to complete their college degree (Krieg et. al., 2014). This includes not only academic and social-emotional goals, but also adaptive goals. Student will need to have skills in math, reading and writing, but they also need skills on how to advocate, manage their time, and cope with higher levels of stress (Witte, 2014). A good portion of transition goals must focus on self-determination, of which a lack of has been shown to be a barrier to accessing dis/ability services (Lightner et. al., 2012). Self-determination, which encompasses self-advocacy, self-monitoring, and self-efficacy, is the ability to know yourself well enough to maintain or work towards improving your quality of life (Wehmeyer, 2005). This ability is what propels people to create goals and work towards those goals and ask for help to support them in achieving their goals. For students with dis/abilities in college this connects to their ability to self-advocate so that they can

access accommodations, self-monitor so that they can complete the requirements of their degree in a timely manner and be self-efficacious, so they believe in their ability to complete college.

Indeed, the first step in becoming an eligible to receive accommodations is the requirement to advocate for yourself that you need accommodations. This requirement is different from the previous schooling experiences. From elementary school through high schools, teachers, parents, social workers, and school psychologists identified students. Under IDEA (2004), others who were involved in the student's life were able to advocate for the student to receive essential services. In college, however, students are the primary ones advocating, and families play a supportive role while professors just respond to what the student identifies as their need. A school psychologist can work with families and students to help them learn and navigate how the student's dis/ability impacts their learning (Talley & Talapatra, 2021). Further, school psychologists can incorporate ways the student can prepared for college within the student's transition plan and giving the student the opportunity to practice advocating for their wants and needs (Talley & Talapatra, 2021). When learning how to self-advocate it is important for each step to be explicitly stated and provide an opportunity for students to practice communicating their needs (Disability Rights Florida, 2012). Figure 1 demonstrates some steps that may help a student to advocate for themselves while seeking accommodations.

Figure 1.
Possible Road Map for Self-Advocating during the Accommodation Eligibility process



It is important for students to understand their strengths and how their dis/ability impacts their learning. This knowledge can help students to feel confident when they are asking for help or questioning an authority figure. It will be important for the student to practice

asking questions along with having that better understand of why a particular accommodation may work better than others.

Finally, the school psychologist can help students and their families understand the systems and operating procedures for their prospective institutions (Witte, 2014). A savvy school psychologist can aid a student's transition by helping the student cultivate a list of accommodations, modifications, and recommendations that they can provide to their chosen college (Witte, 2014). Further, school psychologists have an understanding of legislation that can aid in their ability to prepared students for leaving high school (Talapatra & Snider, 2021). Pertinent and well-thought-out recommendations will give the student an advantage in advocating for their needs to access education in college (Witte, 2014). In some cases, or in an ideal case, the transition team can meet with the university-based dis/ability service office staff member to create a more successful transition (Talapatra & Snider, 2021). Collaboration with all key members: student, family, high school transition team and college dis/ability service staff would be incredibly beneficial in ensuring the student has the best access to education.

Although, there is no universal evaluation process to determine who receives dis/ability services; most universities use a copy of the psychoeducational evaluation completed during high school (Witte, 2014). Since school psychologists play a major role in psychoeducational evaluations and IEP development, it is important for school psychologists to understand what colleges look for to qualify students with dis/abilities to

access services, what barriers a student might face in accessing services, and what skills are needed to access and implement services.

Purpose of the Current Study

To help students with dis/abilities succeed in PSE, it is imperative that we as school psychologists proactively equip them with the skills they need to access and utilize dis/ability services. The purpose of this study is to better understand dis/ability services at a university level. This information will help school psychologists and other school personnel (special educators, transition coordinators, career counselors) and families better prepare their high school students with dis/abilities for college. This study explored not only what dis/ability services are offered, but how accessible these services are by examining the webpages for offices of dis/ability services at various universities. This study aimed to address the following research questions:

1. How do university dis/ability service websites define dis/ability?
2. What are the most common characteristics of university dis/ability websites?
    a. What do websites use to promote accessibility (e.g., flexible user experience, reduced clicks, dis/ability accommodations)?
    b. What support services for learning (e.g., accommodations, modifications, and services) are provided?
3. When comparing services being offered to students with documented dis/abilities at the university level, how do dis/ability services at universities with dis/ability

culture centers differ from dis/ability university centers without dis/ability culture centers?

It is hypothesized that for research question (RQ) 1 university dis/ability service websites will have a broad definition of dis/ability. The definition will have a consistent theme to incorporate students with physical, neurological, cognitive, and learning dis/abilities. For RQ 2, it is hypothesized the websites will promote accessibility through a flexible user experience. However, it is also hypothesized that websites will require too many hyperlinks to be fully accessible (Pickens, & Long, 2013). Additionally, it is hypothesized there will be some common accommodations. Lastly for RQ 3, it is hypothesized that universities with dis/ability culture centers will possess more targeted information to make accommodations accessible to students with dis/abilities and faculty.

Methods

This study used a content analysis following the definition put forth by Neuendorf (2017, p. 17):

> "Content analysis is a summarizing, quantitative analysis of messages that follows the standards of the scientific method (including attention to objectivity–intersubjectivity, a priori design, reliability, validity, generalizability, replicability, and hypothesis testing based on theory) and is not limited as to the types of variables that may be measured or the context in which the messages are created or presented."

More specifically, this study used the integrative model to investigate various university dis/ability service websites. Considering that content analysis is a systematic analysis of messages (Neuendorf, 2017), and university dis/ability service websites are

critical text that aid in providing information on eligibility and services offered to college students with dis/abilities to access education, this study focused on the "messages" the handbook and dis/ability services websites offer to college students. This analysis used an *a piori* design to aid with objectivity-intersubjectivity; that is, the code book that was used for analysis was developed prior to receiving handbooks or researching dis/ability service websites from the researched sample. The codebook was then compared to other universities that were not part of the study to ensure it encapsulated the accommodations and eligibility.

Procedures

A typical content analysis process includes (1) theory and rationale; (2) conceptualizations; (3) operationalizations; (4) coding schemes; (5) sampling; (6) training and pilot reliability; (7) coding; (8) final reliability; and (9) tabulation and reporting (Neuendorf, 2017).

Theory and rationale

As stated above, individuals with dis/abilities are often the some of the poorest, least employed, and least educated populations in the U.S. (Strauss, & Sales, 2010). Therefore, the author used DisCrit as the overarching theory. DisCrit incorporates a dual analysis of race and ability by drawing on concepts from both Dis/ability Studies and Critical Race Theory (Annamma et al., 2013). As noted by Annamma et al. (2013), "the legacy of historical beliefs about race and ability, which were clearly based on white supremacy, have become intertwined in complex ways that carry into the present day" (p.

2); this is true of all systems, including educational systems. The seven tenets of Dis/Crit will serve as guidelines for author will explore ways in which both race and ability are socially constructed and interdependent (Annamma et al., 2013, p. 11):

1. DisCrit focuses on ways that the forces of racism and ableism circulate interdependently, often in neutralized and invisible ways, to uphold notions of normality.
2. DisCrit values multidimensional identities and troubles singular notions of identity such as race or dis/ability or class or gender or sexuality, and so on.
3. DisCrit emphasizes the social constructions of race and ability and yet recognizes the material and psychological impacts of being labeled as raced or dis/abled, which sets one outside of the western cultural norms.
4. DisCrit privileges voices of marginalized populations, traditionally not acknowledged within research.
5. DisCrit considers legal and historical aspects of dis/ability and race and how both have been used separately and together to deny the rights of some citizens.
6. DisCrit recognizes Whiteness and Ability as Property, and that gains for people labeled with dis/abilities have largely been made as the result of interest convergence of White, middle-class citizens.
7. DisCrit requires activism and supports all forms of resistance.

DisCrit, combined with a dialectical pluralism worldview (where both the stakeholders' and researchers' values guide the project) is a beneficial lens to understand a subject matter that espouses an equity mission (Creswell & Plano Clark, 2018). When thinking about stakeholders, many who work within the field of dis/abilities hold a social justice lens (Mertens, 2007). Thus, it is important to incorporate and discuss how equity is addressed when reviewing dis/ability services.

Considering that the content examined is dis/ability services handbooks and websites, content analysis was deemed as the most appropriate method for this study because it allows for a systematic and quantitative analysis of *text,* so that the results

provide a better understanding the global implications of the phenomenon being studied, i.e., dis/ability centers (Neuendorf, 2017). Further, content analysis is the only empirically developed method of text analysis within social science field (Bauer, 2000). Content analysis also allows for coding, which allowed the research to capture the equity themes in an inductive and deductive manner. Inductive coding involves identifying codes based on the data; contrastingly, deductive coding involves using a preexisting theoretically or empirically created data (Nastasi, 2009). Through employing a deductive-inductive coding strategy, the researcher used the data that did not fit in the pre-existing codes to then modify and used deductive coding to explore the data (Nastasi, 2009). This allowed for a more in depth understanding of university dis/ability services.

Conceptualizations/ Operationalization

The variables that were used in the study are the dis/ability services offered at various universities. The definitions were created from reading other university handbooks (University of Denver, Boston College, University of Colorado-Boulder, and Howard University) that were not utilized in this study. This was done in order to gain a nonbiased and informed definition. It also helped to find generalized information. After reviewing the other websites, additional accommodations were added, and an "other" category was added to capture accommodations that were not found in the pilot universities. Additionally, the researcher used university dis/ability service websites when handbooks are not used at a particular university. Some universities have opted to not compile all of their dis/ability service information into a handbook, but rather use

their website to provide all of the necessary information. In these cases, the websites will be compared with the handbooks. Thus, the units of sampling and data collection will be dis/ability services handbooks or websites. While the units of analysis will be the services offered and definitions provided.

Operationalization

Operationalization looks at the measures in which the researcher is using (Neuendorf, 2017). These must reflect the conceptualizations put forth. Therefore, an *a piori* coding scheme was created to capture the services and definitions provided in each dis/ability service handbook (see Appendix B). To increase "face validity" the researcher used and compared the codebook with dis/ability services websites and handbooks outside of the scope of this study (Neuendorf, 2017). In an effort to promote a high level of measurement, the categories created have attempted to be exhaustive and mutually exclusive. This means that the codes are able to capture all themes and each code is finite and does not overlap in definition to other codes (Neuendorf, 2017). This should promote a higher interrater reliability (IRR; Creswell & Plano Clark, 2018).

Coding schemes

The codebook was developed to capture the research questions. The codebook is divided into 14 general categories to create an exhaustive and mutually exclusive list. For the interested reader, the codebook can be found in Appendix B. To better understand the coding schemes, the categories will be explained based on which research question they answer (see Table 3).

Table 3
Research Questions with Coding Categories

Research Question	Code Category
Question 1: How do university dis/ability service websites define dis/ability?	Category 5, 6, 11
Question 2: What are the most common characteristics of university dis/ability services websites?	Category 7, 8, 9, 10 12, 13, 14 Category 2, 3, 4
Question 3: Comparing dis/ability services between universities who do and do not have a DCCs	Category 1 - 14

Question 1: How do university dis/ability service websites define dis/ability? When determining dis/ability definition, it is important to reflect the laws and policies that have shaped the definition. This is captured by Category 5, 6 and 11. These categories capture ADA, section 504, the eligibility criteria required to receive services and dis/ability specific accommodations.

Question 2: What are the most common characteristics of university dis/ability services websites? This question hoped to gather information on ways that the sites promote accessibility and what supports services are offered to help students access learning.

Accessibility. Accessibility includes both access to information and access to services. Category 7, 8, 9, 10 12, 13, 14 examines how universities make their dis/ability services accessible. This includes how students can gain information about dis/ability

services and the ability for professors to appropriately provide accommodations and refer students to seek dis/ability services.

Supports offered. The second part of question 2 (common characteristics of dis/ability services) looks at supports that are offered. This is captured by Category 2, 3 and 4. This includes accommodations, modifications, and universal services. Accommodations are defined in the codebook as changes to how the material is learned, but the material is still required to be completed (e.g., notetakers). Modifications are supports that change to what is required to be learned (e.g., course substitutions). Universal service are services that all students may utilize and is beneficial for students who might need extra help in a particular area (e.g., a writing center).

Question 3: Comparing dis/ability services between universities who do and do not have a DCCs. This question compares the codes within the entire codebook. The codes used at universities with a DCCs will be compared against codes used for universities without a DCCs.

Sampling

The target population is universities within the United States. However, including all university would create a population that is larger than the scope of this current study. Therefore, cluster sampling will be utilized. The first cluster was every university (n = 9) that has a dis/ability culture center (see Table 4).

Table 4

List of Universities that have a Dis/ability Cultural Center with Descriptive Statistics

University with Dis/ability Culture Center	Public/Private	Total Student Enrollment	Rank[e]	Acceptance Rate
University of Arizona	Public	45,918	97	85%
Syracuse University	Private	22,850	5	44%
University of Illinois - Chicago	Public	33,390	112	73%
University of Washington	Public	47,554	58	52%
Miami University of Ohio	Public	19,716	103	80%
University of North Carolina-Asheville	Public	3,600	140[b]	84%
University of Minnesota – Twin Cities	Public	51,372	66	57%
Stanford University	Private	17,249	6	4%
Duke University	Private	16,766	12	8%

a. Rankings are according to *US News and World Report* National University Ranking
b. *US News and World Report* National Liberal Arts ranking used because these universities did not make the National rank list

The second cluster is nine universities that matched the population size, institution type (private or public), a similar ranking in the 2021 "Best National University Rankings" as reported by *US News and World Report*, and similar acceptance rate the nine university in cluster one (see Table 5). This was to gain an idea on how universities might differ based on having a DCC or not.

Table 5

List of Universities that have a Dis/ability Cultural Center with Descriptive Statistics

University without Dis/ability Culture Center	Public/Private	Total Student Enrollment	Rank[e]	Acceptance Rate
Purdue University – West Lafayette	Public	44,551	53	60%
Northeastern University	Private	22,207	49	18%
Colorado State University	Public	33,996	153	81%
University of Michigan – Ann Arbor	Public	48,090	24	23%
University of California – Santa Cruz	Public	19,494	97	52%
Purchase College – SUNY	Pubic	4,187	155 [b]	52%
University of Texas – Austin	Public	51,090	42	32%
Harvard University	Private	21,050	2	5%
Washington University in St Louis	Private	16,191	16	14%

a. Rankings are according to *US News and World Report* National University Ranking
b. *US News and World Report* National Liberal Arts ranking because these universities did not make the National rank list

Recruitment. Recruitment for this study was purposeful in order to provide rich data on the phenomenon of dis/ability centers (Stake , 2006). Purposeful sampling is defined as collection of open-ended data that provides rich information related to the phenomenon of interest (Palinkas et.al., 2015). An email requesting dis/ability services handbooks was to the selected 18 college dis/ability services centers. All universities

except for University of California-Santa Cruz solely use their website as a handbook and wrote that they do not have supplemental material.

Data Collection. The author reviewed both written policies (when available) and online policies of all universities. This involved reviewing the designated dis/ability service website for each university.

Analysis. The *a priori* codebook contains a coding scheme aimed at answering the previously stated research questions (Neuendorf, 2017). The scheme was divided into operationalized definitions to better understand information presented to potential students who may require dis/ability services (Neuendorf, 2017).

The researcher and an external auditor independently coded all 18 university dis/ability service websites or handbooks based on the identified themes. The auditor helped to increase the validity of the categories. In this case, the auditor is also a doctoral student who conducts qualitative research.

Only one of the universities, University of California – Santa Cruz, utilized a handbook. Instead of a handbook, the other 17 published the resources needed for students on their websites. During the training phase described later, the code book was updated to better operationalize definitions. This was done through discussions and coding various universities. Thus, this study used an inductive-deductive approach (Creswell, & Plano Clark, 2018).

Validity and Reliability

Validity. Validity in a content analysis is created through examining internal and external validity (Neuendorf, 2017). Internal validity is determined based on the match up of the conceptual definitions and the operationalized definitions (Neuendorf, 2017). To ensure this match up was as valid as possible the researcher will compare the codebook to university dis/ability services outside of the scope of this study to make sure the coding schema is exhaustive and mutually exclusive. Further, content analysis employs ecological validity when determine if it is generalizable (Neuendorf, 2017). This study used all universities with a DCCs therefore information can be drawn about universities with a DCCS.

Additionally, as previously mentions, the author used an "external auditor" to review all work (Creswell, & Creswell, 2018). This external auditor mimicked the validation received by using a second coder (Neuendorf, 2017). This further allowed for the researcher to determine intercoder reliability which is critical for establish validity (Neuendorf, 2017).

Training and reliability. A training period occurred to help strengthen the codebook and minimize the author's and auditor's bias. This included using a university (i.e., Howard University) not included in the study. This university was used because it was a medium sized school, with an emphasis on social justice (US News & World Report, 2021). Additionally, reliable often means replicable (Neuendorf, 2017). Thus, reliability was supported by clear codebook definitions to allow for the process to be

replicated, and evidence of reliability was demonstrated through IRR (Neuendorf, 2017). The 92 % IRR reported in this study used agreement verses covariation (Neuendorf, 2017). This looks at how often the author and auditor agree and have variations within codes. To determine agreement, a percent agreement was calculated by taking a thin number of agreements between the two coders and dividing it by the total number of cases (Neuendorf, 2017).

Krippendorff's alpha was also calculated to determine the likelihood of agreement by chance (Neuendorf, 2017). Krippendorff's alpha was used because the categories were nominal. Krippendorff's alpha – calculated by $Alpha = 1 - \frac{nm-1}{m-1}(\frac{\sum pfu}{\sum pmt})$ where pfu is product of any frequencies for a given case that are different pmt is each product of total marginals, n is the number of cases coded in common by coders, and m is the number of coders – was .827 (Freelon, 2010).

Further, the coders discussed the codebook and expanded the definitions to make them clearer (Nastasi, 2009). This discussion along with and IRR of 92% the .827 reliability was considered to be adequately reliable (Hayes & Krippendorff, 2007), and thus it was acceptable to start the coding process of the 18 universities. After the 18 universities were coded, Krippendorff's alpha was calculated again; due to the large number of messages, an SPSS (Freelon, 2010) macro was used. Krippendorff's alpha was found to be 0.745, which was also considered modest degree of reliability (Hayes & Krippendorff, 2007).

Results

This research study examined how university dis/ability services websites define dis/ability, common characteristics of dis/ability services, and if university dis/ability offices with dis/ability culture centers differ than university dis/ability offices without the culture centers.

Research Question 1: How do university dis/ability service websites define dis/ability?

To answer this question, quotes were pulled from each of the university when they defined dis/ability. Over half of the universities had some mention of ADA (1990; 61%) and Section 504 of the Rehabilitation Act (1973; 72%). The way the universities typically discussed the impact a dis/ability has on learning was a version of:

> "In accordance with the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, no qualified person will be denied access to, participation in, or the benefits of, any program or activity operated by the University because of disability. The University will not discriminate against qualified individuals with disabilities in employment practices and activities, including, but not limited to, application procedures, hiring, tenure, promotion, advancement, termination, training, compensation and benefits."

This quote illustrates how many universities define dis/ability by the letter of the law and does not adapt the language into vernacular easily understood by a prospective student or their family. The percentage of universities that mention ADA and section 504 can be found in Table 6.

Table 6

Comparison of Laws Mentioned by Universities

Laws	Universities with a DCC	Universities without a DCC	Total Universities
Mentioned ADA (1990)	44.4%	77.8%	61.1%
Mentioned Section 504	66.7%	77.8%	72.2%

Additionally, these university dis/ability service offices require paperwork to support a student that has a dis/ability. The paperwork can range from a letter to a multitude of pages. Table 7 provides a closer look at what is needed to determine eligibility.

Table 7

What is Needed to Determine Eligibility

Documents	Universities with a DCC	Universities without a DCC	Total Universities
Lists what documents are required	100%	100%	100%
Lists who needs to sign and date the documents	66.7%	66.7%	66.7%
Lists university specific forms required to fill out	77.8%	88.9%	83.3%
Lists where to find university specific forms	66.7%	100.0%	83.3%
Live links to relevant resources	66.7%	88.9%	77.8%

Fortunately, 100% of the universities with and without DCCs listed what students needed to submit to start the process of determining eligibility. While this demonstrated that each university had particular criteria for student eligibility that they made readily available, the documentation from university to university varied and who needed to sign the documentation was not always listed. Of the universities with and without a DCC, only 66.7% of them mentioned who the professional was that was needed to verify the documentation. This should be considered a barrier to accessing dis/ability services and indicates discrepancies for establishing dis/ability. For example, some universities might use a student's IEP paperwork as a verification, while other require signatures from a psychologist with a doctoral degree or a medical doctor who can discuss the impact of the dis/ability; but, again, the requirements for signatures are not stated on every website. The unevenness is not only a form of inequity, but also a source of confusion. This could lead to students feeling frustrated and underprepared for their accommodations' eligibility meeting.

Additionally, students may struggle to find the accommodation forms because they might not be listed. Only 66.7% of the universities with DCCs listed where to find these eligibility forms. However, all of the universities without a DCC listed the forms. This might indicate that the universities have operationalized a student's ability to reach out and ask for help differently. The universities that list where to find the forms or have a live link to the form (77.8% of total universities) might believe students need the form to be readily accessible or that can fill out the form themselves. On the other hand, the

other universities who do not list or provide a live link might believe it would be best to have the student meet with a staff member to get a better idea of what they need.

The last area that can illuminate how universities define dis/ability is the accommodations they post they offer. The accommodations a university mentions are what they believe can help create equal access for students with dis/abilities. Table 8 lists the frequency of which a university mentions an accommodation that works for individuals in various categories.

Table 8

Finding Dis/ability Specific Accommodations

Specific Accommodation Examples for Students with…	Universities with a DCC	Universities without a DCC	Total Universities
Hearing Loss	100.0%	66.7%	83.3%
Vision Loss	88.9%	66.7%	77.8%
Difficulty In Reading	88.9%	66.7%	77.8%
Difficulty In Math	22.2%	33.3%	27.8%
Difficulty In Writing	66.7%	66.7%	66.7%
Memory Loss	33.3%	0.0%	16.7%
Difficulty Paying Attention	66.7%	66.7%	66.7%
Difficulty In Executive Functioning	22.2%	22.2%	22.2%
Difficulty In Emotional Regulation	22.2%	0.0%	11.1%

The category the most universities mentioned an accommodation was students with hearing loss (83.3%). The least mentioned category was accommodations for students with difficulty regulating emotions (11.1%). It is also notable that accommodations for reading, math and writing were lower despite this group being the largest group receiving IDEA services in the 2019-2020 academic year (National Center for Education Statistics, 2020). Furthermore, individuals with intellectual dis/abilities were not even mentioned at any of the universities. This is despite research stating this population has expressed interest in PSE (Papay et. al., 2018).

Research Question 2: What are the most common characteristics of university dis/ability websites?

The dis/ability service websites were found using a Google search of the college name dis/ability services. In this way, the researcher mimicked a natural search that a parent or student might conduct. Each website had its unique ways of presenting information and shared some commonalities.

Accessibility

Accessibility encompasses the ability to access a website and dis/ability services. This would include website features as well as ways for students to find or learn about dis/ability services. Students will need to find documentation to apply for dis/ability services and understand the differences between services in high school and college. The other area of accessibility is making sure the professors who are providing the accommodations in class are able to properly provide the support. If professors are unable

to appropriately provide the accommodation, then the accommodation is no longer accessible.

When examining website accessibility, two areas are important to consider. One area is the ability for the website to be converted so those with low vision or difficulty reading can still access the website. In the 18 universities coded only 1 (University of Texas – Austin) had the ability to make the website high contrast or change the font size with a single click. This could allow their website to be more accessible to a wide range of people who have a dis/ability that affects vision or reading. The other area is the ease of accessing all the needed materials. Only 44% of the universities coded had all the information accessible. In some cases, it was the university-required forms that were not available; in other cases, the steps for how to access accommodations were not available. Table 9 provides further information.

Table 9

Website Accessibility

Overall Accessibility	Universities with a DCC	Universities without a DCC	Total Universities
A Low Vision Alternative Text Available	0.0%	11.1%	5.6%
Information Found Online/ Accessible To All	33.3%	55.6%	44.4%

In addition to having all of the information accessible, the ability to find the information is important to accessibility. There has been a long-held belief that everyone

must be able to find what they need on a website in 3 clicks (Laubheimer, 2019). This belief comes from the idea that after 3 click people will think it is too difficult to find this product; despite later studies debunking this (Laubheimer, 2019). Fortunately, this is something that 100% of the universities with and without DCCs did (Table 10). However, the 3-click theory falls apart if the website design is not intuitive (Laubheimer, 2019). Intuitiveness is difficult to measure; the researcher attempted to capture the construct by having each coder note the click map they would use to find the information. The two coders had the exact same click maps for 89% of the universities coded (Table 10).

Table 10

Finding the Registration Form

University	Number of Clicks from Homepage to Registration Form	The Click Map
University of Arizona*	3	homepage -> students -> connect with DRC -> Affiliation form
Syracuse University*	3	homepage -> student ->registration form
University of Illinois - Chicago*	1	homepage -> "register with DRC"
University of Washington*	2	Homepage->get started->application
Miami University of Ohio*	1	homepage -> registration
University of North Carolina-Asheville*	1	Homepage -> apply for accommodations
University of Minnesota – Twin Cities*	3	homepage->student access->current students ->how to register
Stanford University*	1	Homepage-> registering with OAE
Duke University*	2	home->request accommodations -> student accommodation request
Average for *Universities with a DCC	1.89	N/A

Purdue University – West Lafayette	1	home-> accommodation request form
Northeastern University	1	home->requesting accommodations -> email
Colorado State University	3	Homepage->accommodations->accommodation process -> email
University of Michigan – Ann Arbor	2	homepage -> register with SSD -> student intake form
University of California – Santa Cruz	3	homepage ->non-affiliated students -> getting affiliated -> student portal
Purchase College – SUNY	1	homepage_> registering with our office
University of Texas – Austin	1	Homepage -> How to register with SSD
Harvard University	3	homepage -> students ->register with AEO
Washington University in St Louis	3	homepage -> Requesting Academic Accommodations -> is this your first time?
Average for Universities without a DCC	2	N/A
Average for Total Universities	1.94	N/A

*denotes that the university has a DCC

Not only do students need access to all of the forms, but students also might need help navigating the differences between high school and college, or between two institutions, to better understand which forms they need to access. Table 11 demonstrates the percentages of universities that included advice, tips, or any discussion on the changes from high school to college.

Table 11

Guidance Offered by Universities

Guidance	Universities with a DCC	Universities without a DCC	Total Universities
States the difference between high school and college accommodations	77.8%	55.6%	66.7%
States the difference in accommodations among undergraduate institutions	22.2%	22.2%	22.2%
States the difference between graduate and undergraduate accommodations	0.0%	11.1%	5.6%
Gives specific guidance for how parents/guardians can support their child with dis/abilities	33.3%	22.2%	27.8%

About two-thirds of the universities stated the difference between accommodations received in high school and the accommodation received in college. This is interesting because while it is common knowledge for people in the field of education that the governing laws change, it is not common knowledge for students or their families (Kessler Foundation, 2020). Further, there are differences between each undergraduate institution's dis/ability services (e.g., Purdue has different requirements than University of Arizona), yet only 22% of the universities acknowledge differences among institutions. Even fewer (6%) acknowledge their might be differences between graduate and undergraduate settings. Finally, family members support students with dis/abilities as they learn to navigate college (Lindstrom & Beno, 2020); sadly, only 28%

of the universities coded specified how parents/guardians can support their children with dis/abilities.

Another consideration to accessibility is how easy dis/ability services make it for faculty to understand their supports. Considering that many students with dis/abilities "wait to fail" before reaching out for support, faculty can play a huge role in encouraging students to seek dis/ability services and utilize dis/ability services for their class rather than "waiting to fail" (Lightner et. al., 2012). Table 12 illustrates the types of faculty support dis/ability services offered across the universities, according to the university websites.

Table 12

Faculty Support Offered

Faculty Support	Universities with a DCC	Universities without a DCC	Total Universities
States how faculty should refer students to dis/ability services	77.8%	66.7%	72.2%
States how faculty can implement accommodations	77.8%	66.7%	72.2%
Provides Resources for faculty to better understand a dis/ability	33.3%	33.3%	33.3%
States how faculty should include dis/ability services into their syllabi	88.9%	44.4%	66.7%

Before students even meet their professor, they often are given a syllabus. Syllabi often include a statement about dis/ability services. The majority of universities with a DCC (89%) provide a statement for the professors to use on their syllabi. In contrast, less than half of the paired universities without a DCC (44%) gave their professors the same guidance. Additionally, professors may need guidance on how to implement accommodations for students who are eligible. About 72% of the universities have implementation guides or tips listed on their dis/ability service website. This is also the same number of universities (72%) that told faculty ways they could recommend a student see dis/ability services. Sadly, only a third of universities published ways for faculty to better understand how a dis/ability could impact a student's ability to access learning.

Once a student has been referred and deemed eligible to receive services, they need to request the accommodation. Thus, it is important to examine the ease of accessibility for requesting accommodations. Some accommodations require students to sign up in advanced (e.g., note-takers), while others might fall on a professor to provide (e.g., some alternative texts). Either way, students need to know how to request the accommodations they are eligible for. Table 13 highlights dis/ability services' methods to accessing accommodations.

Table 13

Accessing Accommodation forms

Accessing Accommodations	Universities with a DCC	Universities without a DCC	Total Universities
Step by Step directions to access accommodations	88.9%	66.7%	77.8%
Accommodations includes names of documents needed	88.9%	88.9%	88.9%
Live links to required forms or sign up	77.8%	88.9%	83.3%
Objective rules/regulations stating who does and does NOT get accommodations	22.2%	33.3%	27.8%
Lists accommodation specific directions	77.8%	44.4%	61.1%
States how students tell professors they receive accommodations	88.9%	66.7%	77.8%

Step-by-step directions to access accommodations were seen on 78% of the total coded university website pages. Fewer universities (61%) provided directions that were specific to a particular accommodation. Although a few more universities without a DCC did list the documents needed, thus 89% of the total coded universities had stated what the student needed to fill out. However, fewer universities with a DCCs provided live links to the required forms making the percentage of total universities with the live links (83%). Few universities (28%) listed rules or guidelines on who would be able to access particular accommodations. In other words, few schools linked accommodation to a specific need and rather left it to be discussed in eligibility meetings. Lastly, students are required to inform their professors that they have accommodations. This is different than PK-12 settings where teachers were told in an eligibility meeting or by a student's file or

case manager. Of the total universities coded, 78% gave students instructions on how to tell their professors. More of the universities with a DCC (89%) than universities without a DCC (67%) told their students how to inform their professors.

Lastly, if students feel their accommodations are not implemented correctly or that they disagree with the accommodations they do or do not qualify for, there is a process to file a grievance. All universities with a DCC state that students had a right to file a grievance (Table 14). Remarkably one university without a DCC did not state that right on their website. Additionally, most of the universities (78%) stated the specific process a student would follow to file a grievance.

Table 14

Grievance Policies

Grievance Policy	Universities with a DCC	Universities without a DCC	Total Universities
States student rights to file grievance	100.0%	88.9%	94.4%
Lists the specific grievance/appeal process	88.9%	66.7%	77.8%

Support offered. The supports available to students included accommodations, modifications, fee services and universal services. Possible accommodations was the largest category in the code book, and it examined the mention of 11 different accommodations. The accommodations and their frequencies can be found in Table 15. The most commonly mentioned accommodations, which were found at 94% of the universities, were alternative text and assistive technology. The least common

accommodation mentioned were assistants/ascendants and early registration only found at 28% of the universities coded.

Table 15

Comparison of Accommodations Offered

Accommodation	Universities with a DCC	Universities without a DCC	Total Universities
Additional Time	88.9%	77.8%	83.3%
Alternative Text	100.0%	88.9%	94.4%
Assistive Technology	100.0%	88.9%	94.4%
Reduced Distraction Environment	88.9%	77.8%	83.3%
Early registration	22.2%	33.3%	27.8%
Modified Attendance	77.8%	55.6%	66.7%
Assistants and Attendants	22.2%	33.3%	27.8%
Service Animals	55.6%	33.3%	44.4%
Emotional Support Animals	77.8%	22.2%	50.0%
Sign Language Interpreters/Captioning	100.0%	77.8%	88.9%
Note Takers/ Audio Recorders	66.7%	77.8%	72.2%

Modifications are when there is a change in what is learned by a student with dis/abilities. The two modifications that were seen was course substitutions and full-time status with reduced course load (see Table 16). Interestingly, the universities without a DCC had more modifications than the universities with a DCC. Sadly, the modification/accommodation with the most evidence for a successful graduation, full

time status with reduced course load, is only seen on one-third of all the coded universities websites.

Table 16

Comparison of Modifications Offered

Modification	Universities with a DCC	Universities without a DCC	Total Universities
Course Substitutions	44.4%	55.6%	50.0%
Full-time status with Reduced course load	22.2%	44.4%	33.3%

Lastly, some services mentioned on university dis/ability service websites are part of universal support. Universal supports might include additional fee services or supplementary services that are included within tuition. Although the services may be offered on other pages of the universities' websites, this study examined if they were mentioned on the dis/ability service website (see Table 17). Writing centers were the most commonly mentioned services, seen in two-thirds of the universities. Interestingly, over half of the universities with a DCC's also offered math centers and academic advisors without an additional fees. Curiously, 11% of universities without a DCC's mentioned a math center. While a third had academic advisors and none had a version of academic counselors that students could pay a fee for. Tutoring for an additional fee was the second most common for universities without a DCC while the least common for universities with a DCC.

Table 17

Comparison of Universal Supports

Universal Supports	**Universities with a DCC**	**Universities without a DCC**	**Total Universities**
Tutoring* (Y/N)	22.2%	44.4%	33.3%
Academic Counselors* (Y/N)	33.3%	0.0%	16.7%
Academic Advising (Y/N)	55.6%	33.3%	44.4%
Writing Center (Y/N)	66.7%	66.7%	66.7%
Math Center (Y/N)	55.6%	11.1%	33.3%

* denotes students must pay an additional fee to access this service.

Research Question 3: Comparing dis/ability services between universities who do and do not have a DCCs

Universities with a DCC were compared against similar universities in terms of population size, institution type (private or public), ranking in the 2021 "Best National University Rankings" as reported by *US News and World Report* and acceptance rate. These universities were then compared by their definition of dis/ability, accessibility, support offered.

Defining dis/ability

As previously mentioned, there are two laws that define dis/ability within the context of higher education: ADA and Section 504 of the Rehabilitation Act of 1973. Universities without a DCC mentioned both of these laws more often (78%) than universities with a DCC (see Table 6). Additionally, as illustrated in Table 7 the

documents and the steps required for eligibility were more easily accessible and found in universities without a DCCs than universities with a DCC. The universities with a DCC listed accommodations for a wider variety of dis/abilities than universities without a DCC as seen in Table 8. The exception was one more university without a DCC than with a DCC had accommodations listed for students with a difficulty in math. This creates an interesting picture because the universities without a DCC look at what is required and tend to focus more on eligibility. While universities without a DCC tended to have more information on what was supportive for a variety of students.

Accessibility

In terms of website accessibility (e.g., low vision alternatives, information was accessible to potential students), the universities without a DCC's were more often accessible. A little over half (55%) of the universities without a DCC had the information accessible to all; while a third of universities with a DCC had their information accessible (see Table 9). Further, only one university in the whole sample group had a low vision alternative text available (see Table 9). Table 10 displays that universities with and without a DCC had a similar number of average clicks (2) to access the registration for accommodations. Two areas of accessibility where universities with a DCC are more accessible than universities without a DCC are guidance offered during the transition and support offered to faculty. In Table 11, it can be seen that 78% of universities acknowledge the differences between high school and college while only 56% of universities without a DCC make the same acknowledgement. Two universities with a

DCC and two universities without a DCC stated accommodations may change between undergraduate institutions. While one university with a DCC and no universities with a DCC acknowledged a difference between undergraduate institutions and graduate institutions. Then one more university with a DCC provided guidance to guardians/parents to support their child during the transition. Table 12 shows universities with a DCC offered faculty support more often than universities without a DCC for referring student with dis/abilities, implementing accommodations and adding a statement about dis/abilities services into their syllabi. Only a third of any of the coded universities provided additional resources for faculty to better understand a dis/ability on their websites. Universities with a DCC provided more support when accessing individual accommodations than universities without a DCC as displayed in Table 13. The exception was more universities without a DCC offered live links to documentation. Lastly, when looking at accessibility more universities with a DCC told students that they had the right to file a grievance and gave a specific process listed than universities without a DCC (see Table 14).

Support offered

Supports are divided into three categories: accommodations, modifications, and universal supports. Table 15 shows the comparison between 11 common accommodations. For 8 out of the 11 accommodations, more universities with a DCC had that accommodation listed. The three that more universities without a DCC listed than universities with a DCC were (1) early registration, (2) assistants and attendants, and (3)

note takers/ audio recorders. While both common modifications were seen at more universities without a DCC than with a DCC (see Table 16). Lastly of the five universal supports listed in Table 17, four supports were listed at more universities with a DCC than without a DCC. Overall, more supports were at more universities with a DCC than without a DCC. Additionally, for this category a Chi-squared test was run comparing universities without a DCC and with a DCC. Chi-squared was calculated to be 54.8 with a p-value of 0.001(Preacher, 2001). This supports that more accommodations were offered at universities with a DCC.

When comparing across all three categories a possible pattern emerges. Universities with a DCC more often were likely to list operationalized dis/ability supports. In other words, more universities with a DCC discussed how a dis/ability might impact learning and discussed ways to mitigate that impact. In contrast, universities without a DCC were more likely to provide information to find who or what could support a student.

Discussion

Students with a dis/ability want to attend college. University dis/ability services hope to support students to successfully graduate. Looking at the results of the study, this might be a difficult goal to achieve with the current state of dis/ability services and the variability in definitions, access, and accommodations. School psychologists can play a vital role in working with students in a variety of areas, such as understanding legislation, navigating policies and procedures, and requesting appropriate accommodations. If the

student is able to better explain their needs and strengths, they can in turn use that to be successful in post-secondary education.

Legislation

The universities dis/ability services are dictated by the ADA and Section 504. Despite this, not every university mentioned both acts on their websites. However, a higher frequency of universities without DCC mentioned the laws, while less than half of the universities with a DCC mentioned ADA (1990). This could imply that universities with mention of the laws use the legislation to define dis/ability, while the universities that do not mention the laws define dis/ability through other means. Considering the mission of DCCs, it is not surprising that they use alternative means to define dis/ability; universities with a DCC recognize that dis/ability is a culture, and cultures are not defined by laws but by people (Elmore, et al., 2018).

School psychologists can use their knowledge of disability legislation to better prepare students. School psychologists have an extensive understanding about the differences between IDEA (2004), Section 504, and ADA (1990). School psychologists can use this knowledge to collaborate with the IEP team or the 504 team (depending on the student's needs) during the transition report writing process to connect the appropriate accommodations with the appropriate legislation. This will also help whoever receives the report at the university to determine accommodation eligibility. For example, a student with an anxiety disorder may experience extreme distress when singled out due to performance fears. A school psychologist could include in the student's IEP (1) a brief

description of an accommodation that allows the student to use a visual cue for a teacher that they are able to be called on or not, (2) the appropriate accommodation under Section 504 in the university setting, and (3) a brief comment explaining how a high school eligibility of emotional disturbance would fall under the definition of disability under 504.

School psychologists can work with the student to help students understand the changes from their IEP under IDEA to receiving accommodations under Section 504 and ADA. Notably, students will have to learn how their disability is defined and how to seek out necessary support. As a part of their IEP, students may have received time with a special education teacher where they were able to learn different strategies to tackle a variety of subjects. In college, students will have to self-advocate for many of the services that were afforded to them in public schools. As seen in Table 17, there are universal supports such as a writing center that may help to bridge that gap in support from high school to college. School psychologists and special education teachers can work together to help a student identify services they should seek out.

Families play an incredibly important role in a child's education from early childhood through 12th grade (Miller et. al., 2010). Therefore, it would only be logical to assume that they scaffold support for a student with dis/abilities after high school. Families often play a role in how students understand dis/ability culture and ways they would interact with dis/ability service offices. However, due to the Family Educational Rights and Privacy Act (FERPA,1974), families' ability to support is limited. This is

further demonstrated by the lack of information for guardians on how to support their child as they transition from high school to PSE. School psychologists can fill that gap by creating strong family advocates in high school. For example, school psychologists might work with families so they understand HEOA (2008). This law creates more opportunities for individuals with dis/abilities to attend PSE. In addition to incentivizing universities to provide high quality education to students with dis/abilities through various grants, HEOA also expanded scholarships, federal work-study and grants to students who were previously excluded such as individuals with intellectual dis/abilities (Madus et. al., 2012). The school psychologists can work with families so they understand how documentation can be used to leverage grants, work-studies and scholarships. By empowering families, school psychologists indirectly better support the student in PSE. Discussing legislation broadly can also help families to feel confident when finding the best supports for their child and to know if their child is not receiving what the law deems as appropriate accommodations.

Finally, school psychologists can reach out to dis/ability services (based on their student's PSE choices) to consult with the dis/ability service team. The school psychologist can discuss how the accommodation can help the student while the staff member who helps determine accommodation eligibility can look to see what accommodations at that particular institution would fill the need for the student. It could mimic a similar interaction that school psychologists from middle school consult with the

school psychologist in the high school. Through creating a warm handout students can feel more supported and both institutions could create more equitable practices.

Policies and Procedures

Dis/ability services in college look different than in high school. Universities do not always explicitly state this. In fact, only 67% of the total universities coded state the differences on their websites. Further, for universities without a DCC that percentage drops down to 56%. School psychologists can work with students in secondary settings to increase self-determination. High self-determination is what students will need to talk to all of their professors and advocate for their needs. High school is a critical time where students should start to learn how to explain their dis/ability. School psychologists can work with students as part of their social emotional minutes to have students gain confidence in explaining what they need and why they need it. If students are able to identify what they need to be successful they have a better chance of being able to receive it (Miller et. al., 2010). Some self-determination resources that a school psychologist might utilize include the Self-Determined Learning Model of Instruction (SDLMI) and Self-Directed IEPs. In SDLMI, students are asked to create a goal, take action to complete the goal and adjust the goal as needed (Lee, et. al., 2015). Everyone at all levels of self-determination ability could use scaffolding and help on setting goals when they arrive at the next more challenging obstacle. Further there have been multiple studies that have shown SDLMI effectiveness for students with a variety dis/abilities creating both academic and functional goals (Lee, et. al., 2015). Continuing into PSE, students will

need to create goals on both academic achievement (e.g., I would like to get above a B in Linear Algebra) and functional (e.g., I would like to make friends and a study group). School psychologists can help students create reasonable steps to making the goal helping the student use their strengths to support their areas of growth.

Self-Directed IEPs would be another area that school psychologists can help a student practice their self-determination and self-efficacy skills. In college, it falls on the students to know the changes and advocated for their needs. As evidenced by this study, every college was missing some information required for effective services. During the Self-Directed IEP, students begin the meeting, introduce everyone, review past goals and performance, ask for other's feedback, state their school and transition goals, ask questions about information or steps they do not understand, handle differences in opinion, state the support they need then summarize goals and close the meeting (Woods et. al., 2016). Students prepare for the meeting and have to understand their dis/ability. This is incredible practice for PSE because students will need to be able to present and explain this information with the accommodations eligibility staff member. Considering only two-thirds of the universities listed who was the appropriate person to sign the eligibility documents, students also need to know how to communicate with the appropriate contact person for their eligibility information.

A school psychologist is the only member on the team trained to interpret every assessment on an IEP; they can work with the student to provide student friendly language, so that the student feels confident explaining their strengths and where they

will need more supports. This is invaluable knowledge to a student as they embark on their next phase – by knowing their dis/ability, it helps them to decipher which accommodations are useful, which documents they might need, and what supports they need to request. If a student has the ability to practice and run their IEP meetings, they may learn that they are strong in pattern recognition and verbalizing their thoughts, but they struggle to gain all the information in the allotted time. They might recognize that using extra time on an exam does not mean that they are "dumber" than their peers, but rather their brain works differently. By running their own IEP meetings, the student might learn their best study patterns, and in college, they can then use this knowledge to attend the professor's office hours and ask specific questions to connect missing information and/or request access to a voice-to-text software to help them write an essay. Further this can also aid the student in deciding which university might fit their needs and opt for a school where teaching is favored. Teaching universities might offer professors more support in helping students with dis/abilities, which is only seen at a third of the coded universities (see Table 12).

Family is who will answer the phone when a student does not understand who to turn to or what form to fill. Often, families have historical records that can assist with documentation; however, less than 30% of the coded universities gave families explicit advice on how to best support their college-attending child. This reflects a lack of family-school-partnerships at the collegiate level. Although college is the appropriate time for students to be the lead advocate for themselves, families have spent the last 18-some

years supporting their child to reach their educational goals. The shift of the lead advocate, from caregivers to student, is often incredibly difficult. This leadership transition should be something the IEP team initiates in high school. The team can shift from directing their information to only the caregiver to both the parent and child. School psychologists can work as the liaison between families and school as they navigate power and leadership changes. Additionally, universities can create pathways for caregivers to help support their child. Depending on the university, it could be hosting an informational session during orientation for caregivers to attend that discusses what accommodations look like and how colleges support their students. It could also be an informational handout or website pages that address the skills that caregivers can work on with their student and what information their student should send to the accommodation eligibility staff member. Universities could even employ or consult school psychologists to help them to build better family-school-partnerships around dis/ability services.

At the university level, professors play a huge role in how a student receives an accommodation. Many professors might not feel prepared to accommodate students with dis/abilities. Some universities could see this as an opportunity to offer resources on implementing accommodations, referring students with dis/abilities to received services and to expand a professor's knowledge on dis/abilities. When examining the websites, often universities with a DCC had a blurb for professors to add to their syllabus about dis/abilities services. This is something all universities can adopt in order to help students with dis/abilities to learn about how to access the services and that their professor. This

can also be a helpful way to assist professors who want to be supportive to all their students. However, only 44% of the universities without a DCC offered this same assistance. This illustrates a policy discrepancy between the two groups of universities. School psychologists might use this fact as a basis of advocacy. This could be an area where school psychology graduate students or school psychology professors can help. Graduate students could host professional developments for faculty at various universities to help fill in the gap of knowledge. This can benefit both the graduate student and the faculty member in a field that does not study how to make education more accessible. Graduate students can benefit from learning how to explain ways to make education more accessible through accommodations and creating universal supports. While faculty gain a better sense of what would be equitable at the collegiate level and can adjust their courses accordingly.

Further, both universities with and without a DCC provided little to no resources for faculty to better understand a dis/ability. Only a third of the universities offered this knowledge. This might be due to two reasons: (1) faculty might not be using this page, or (2) universities place the onus on faculty to understand a dis/ability. Contrastingly, over two-thirds of the universities provided guidance for how faculty can implement accommodations. This might suggest that universities primarily focus on providing the accommodation then educating university faculty and staff about the reason for an accommodation. This might be closely linked to legislative edicts and punishments regarding provision of dis/ability services. However, universities should offer resources

to help increase faculties understanding of dis/ability since it is well established that knowledge improves service delivery (Talapatra et. al, 2018); this might reduce the number of students with dis/abilities who fail courses. School psychologists might offer to conduct professional development for university staff or write up white papers or position statements for the university website. They can offer to serve as consultants to local universities' dis/ability service office.

Accommodations and Supports

Universities appear prepared more for certain dis/ability categories than others. For example, the majority of universities had mentioned accommodations for students with hearing loss, vision loss, difficulty in reading and difficulty in paying attention. However less than a third of universities mentioned services for students with difficulty in math, memory loss and executive functioning. Only two universities mentioned accommodations to help students with emotion regulation difficulty. This demonstrates that universities have a limited scope on how a dis/ability might affect a students' ability to access education and have a limited view on their role to help these students.

School psychologists can work with students to help them understand the scope and nature of dis/abilities. For example, students with a learning dis/ability in reading, math or writing frequently also struggle with executive functioning tasks. Further one of the hallmark struggles for students with attention deficient hyperactive disordered (ADHD) inattentive, hyperactive or combined type is a struggle with executive functioning. By providing information about the various impacts on learning a dis/ability

might have, the school psychologist equips the student to better flourish in college. A school psychologist might have the student list all the ways their dis/ability impacts learning and the strategies they use to counter it. This could for the foundation for a list of accommodations the student will need to request when they are in college. Additionally, the group with the least accommodation mentioned are those who struggle with emotion regulation. This may be because universities assume these students have learned the appropriate coping skills to emotionally regulate in class and when doing homework. School psychologists can make emotional regulation a priority on transition plans. Some goals and strategies school psychologists might recommend, include grounding techniques, visualization, deep breathing, even some mindful practices. The key would be to find a strategy that temporarily gives a student a break from what is frustrating them without having to leave the classroom, miss instructional time, or disrupt the professor and peers. The school psychologists can work with the students to determine which strategies would work best for the type of university the student is attending.

School psychologists can also work with the family to help them understand different types of accommodations. For example, early registration was mentioned at less than a third of universities while additional time was at more than 80%. For a student to receive extra time on a test, the student will need to go to class early or stay late. This could affect whatever class is before or after the exam. Early registration would help these students to always schedule a break before or after each class to ensure they could utilize their extended time. Families who understand this difference might be able to

better advocate for this accommodation for their child. Another interesting finding was that emotional support animals were mentioned at 50% of universities, while service animals were mentioned at 44% of universities. This is interesting because service animals are rigorously trained (e.g., tested, certified) to help a person with a dis/ability and emotional support animals are not. Families need to understand the difference so they can prepare their child to either leave an emotional support animal at home, or begin the process of getting a service animal.

At the university level, independence in students is expected. Students are not required to ask their professor if they need a break, they can just get up and walk out. Many of the accommodations offered for students in high school (e.g., break cards) are not used in college. Universities instead have other accommodations the service coordinators deem fit. At most universities they offer additional time, alternative texts, assistive technology, reduced distraction environment, modified attendance, sign language interpreters/captioning and note takers/audio recorders. All of these accommodations are appropriate for many students accessing information from a lecture type format with exams and writing assignments. Considering only 67% universities list out differences between high school and college, school psychologists might work with universities to help them list out the differences between the two settings (see Table 11). They might also help provide definitions of the accommodations. For example, additional time refers to either receiving additional time on exams or additional time on

assignments. Students with dis/abilities are often unaware of the full potential of the accommodations they receive.

In summary, accommodations and supports a student receives in college can look incredibly different from what they received in high school. A transition team could look at the possible accommodations a student may receive in college and help to create scaffold so a student can get use to that accommodation and therefore better utilize it to best support them. Furthermore, the transition team can better write IEPs to incorporate how an accommodation my translate from high school to college. School psychologists are required to understand how legislation can change the way students receive services. Further, even the school psychologist who is spread between multiple schools and thousands of students is essential in writing a well thought out report. These school psychologists can ensure their reports include recommendations for college dis/ability services. This way when students take their IEP as part of documentation required to receive accommodations in PSE, the university dis/ability service office can easily interpret what accommodations the student needs. This can be a way to make receiving accommodations easier for students with IEPs in high school.

Dis/ability Culture Centers

Universities with a DCC did appear to have different frequencies of access to information supports. The universities with DCC do have separate dis/ability services. However, it is apparent based on the increased frequency of diverse accommodations and other free supports that these universities have been influenced by their DCC. Through

shifting from the idea that a dis/ability is limiting to a dis/ability adds a different and valued perspective these universities have approached their dis/ability services differently. The universities with DCC focus on finding ways to adapt the environment, such as having ways to support professors who want to learn more about an impact a dis/ability can have on accessing education in a traditional way. These universities also understood the importance of advocating for what a student might need which is why 100% of those universities stated that students had the right to file a grievance if they experienced issues with receiving accommodations.

For school psychologist, universities with DCCs provide a great opportunity to engage in social justice initiatives. For the student, school psychologists can introduce dis/ability as a culture (Barnes & Mercer, 2001). School psychologists often meet with their students in groups. School psychologists can use some of group time to discuss identity and experiences these students have because they have a dis/ability that their neurotypical peers may not have. Some students may never have had a time where they discussed their dis/ability as part of their identity and may need some scaffolding to hold a conversation (Barnes & Mercer, 2001). This could give the students the ability to discuss the difficulties they experience when advocating for their education. School psychologist could also help to include dis/ability culture when the school leaders want to include diversity training for school personnel. This can help to create a new way for school staff to understand their students with dis/abilities. Including dis/ability as a

culture can also help to dismantle the beliefs that people with a dis/ability are less than (Barnes & Mercer, 2001).

Families were provided specific guidance at 33% of the universities with a DCC. While this is better than the 22% of universities without a DCC, it is still not enough. Families could benefit from being included in some events hosted by a DCC. This could help families to feel they can better support their child and that there are people within the university who view their child as valuable. School psychologists can talk to families about DCCs when a student shows interest in PSE. A school psychologist can bring in dis/ability culture into the high school. When schools host culture nights, dis/ability culture can also be included. This can create educational opportunities to families who do not have children with dis/abilities. It can also create a way for a child to show off their strengths and allow them to feel confident explaining their dis/ability to a peer.

Universities with a DCC have different rates of accommodations, modifications, universal supports. Theses universities also have different policies and often provide more information on their websites about these policies. School psychologists can use this information to reflect on their own presence on their school's website. Given the COVID-19 pandemic, many school psychologists created their own google classrooms filled with resources for students. These resources could be shared to families and students who are not a part of the school psychologists case load to provide more support for everyone in the school. This could also allow caregivers who may suspect their child

has a dis/ability the opportunity to read some resources and try emotion regulation strategies at home.

Study Limitations and Future Directions

This study hoped to gain a better understanding of how DCC may impact what high school students see on a dis/ability service website. This study attempted to understand this through a content analysis of all nine universities with DCC and similar universities without a DCC. However, there are several limitations to the study that must be considered.

The first limitation was the initial pairing of universities. The universities without DCC were similar but not an identical control. This could impact the validity of generalizing about universities without a DCC. They differed in where in the country they were, the majors they offered, their funding and their university cultures. Additionally, the websites showed that some universities offered more accommodations and modifications than others, but this may not be entirely accurate. Many universities may off additional accommodations not listed on the website which can indicate that the universities are deciding which accommodations they believe to have more appeal than others. Examining accommodations beyond what is featured on the web is worthy of further study. Through talking to university dis/ability services, a researcher could gain more insight on the reasoning behind choices made for the website. This can be further complemented by interviewing students with dis/abilities and gaining their perspectives on the website and its usability.

Additional study could develop different qualitative categories to better examine and compare universities. The universities selected were all well-funded institutions and had a wide array of disability services. It may be beneficial if this study were to be replicated to create a variety of categories to understand how different variables such as population size, disability services endowments, and overall university funding. This can also allow for a better examination of the differences within universities with a DCC may possess when compared with each other. Further, expanding the selected universities can provide for a more diverse pool and can take a closer look at equitable practices across universities.

Another future direction, valuable to school psychologists, would be to examine how to teach self-efficacy and self-determination in high school. No matter which university a student attends they will be responsible for seeking accommodations and thus have to understand their needs and abilities. High school is a natural fit to teach students these skills. A helpful study would look at a high school student's ability to learn these skills and then use them when they attend a university. This can launch a further investigation in the ways high schools prepare their students with dis/abilities for college.

A further study would be to look at how students feel when they interact with dis/ability services. It would be interesting to see if the website accessibly reflects how accessible services feel to students. Moreover, it would be beneficial to investigate how prepared professors feel to teach students with dis/abilities and compare it to the supports offered to professors to learn about dis/ability's impact. The role of internalized biases

held by professors about dis/ability's accommodations is itself an area warranting further consideration. Professors in many fields debate where instances where an accommodation cannot be provided because it pertains to a necessary task in the profession. Other professions have different requirements that could limit a student with a dis/ability's ability to perform that profession. It would be an interesting study to learn more about how a professional identify and responsibility may lead to professors debating what is an appropriate accommodation and what is a limitation of their field. Even more so, a study could look at the training people who work at dis/ability service centers have compared to how satisfied students feel with the supports they receive. Another future study could focus on how guardians support their students with dis/abilities while in college. It would be helpful to know what limitations FERPA creates and if parents feel they can still find ways to better support their student. Although, the law sees these students as being able to function without family support, these students still need their family's support. This study could look at additional ways to better prepare students with the support of their families for the transition from high school to postsecondary education.

Lastly, this study could be repeated to determine the changes disability services may undergo. ADA has been around for just over 30 years when this study was completed and HEOA has been enacted for the past 12 years. These laws along with additional legislation can impact how disability services update and maintain their

website. Thus this study could yield interesting data as universities continue to grow and respond to their student bodies.

Conclusion

This study demonstrated that universities (with and without DCCs) have room to grow in thinking through their dis/ability services. They must continue to improve on their ability to support students with dis/abilities. Considering that attending a PSE improves a person's employability, financial standing, and independence (Lipscomb et al., 2017), students with dis/abilities will continue to seek out colleges and universities. In order to be successful, however, they need to start planning in high school. The author believes that school psychologists have the unique knowledge to be able to work with students, families, and universities to increase PSE success. School psychologists can play an integral role in helping students with disabilities prepare for college. While this study demonstrated how much onus is placed on the student to receive their accommodations, it also demonstrated the many ways a school psychologist can get involved. School psychologists in partnership with caregivers and the rest of the IEP team can help to support students by giving the students the power of knowledge to aid them on the next step of their educational journey.

Closing Commentary

This dissertation continues the movement to find better ways to support individuals with dis/abilities in achieving their life dreams. These dreams can include living independently, learning to be an active member of the community, going on to postsecondary education (PSE) and finding a career. Each goal requires different skills and preparation, but both primarily occur during PK-12 schooling for many students.

As you read, manuscript one described the current state of transition planning and offered an innovate toolkit students, families, and school personnel can use to concretely map out a plan for postsecondary success. Manuscript two focused on a content analysis of university dis/ability services' websites and handbooks. The investigation looked at answering how dis/ability was defined, what accommodations were offered, the levels of accessibility, and the impact of dis/ability cultural centers (DCCs). Both manuscripts raised important considerations regarding the role and responsibilities of school psychologists in postsecondary planning for students with dis/abilities.

As discussed, school psychologists are essential members of the students individualized education program (IEP) team, particularly when the team is planning

transition goals, objectives, and interventions. School psychologists have a vast knowledge of dis/abilities and their impact on education and are also excellent collaborators with families, all of which is essential in the transition process (Talapatra et. al., 2019a). Unfortunately, school psychologists are often absent in transition planning (Talapatra et. al., 2019b), and the postsecondary outcomes for students with dis/abilities continue to lag behind those of their peers without dis/abilities (Lipscomb et al, 2017).

Utilizing transition planning frameworks that better help prepare students as they look towards the future, such as the proposed *Creating a Roadmap: Providing Opportunities for Optimal Living* (CAR:POOL), understanding the state of PSE institutions, and fostering family-school-community partnerships are just some ways that school psychologists can increase their presence in transition planning. Other strategies, such as a well written IEP, empowering students to serve as self-advocates, and helping families navigate legislation offer alternative avenues for school psychologists to engage with students with dis/abilities other than testing and placing (Goforth et. al., 2021).

School psychologists, when given the opportunity, can play a larger role in helping students transition successfully out of high school. For example, school psychologists often have a great opportunity to build strong family-school partnerships (Miller et. al., 2012). This can be used to gain a better understanding of what the family's hopes and dreams are for their student in addition to the student's hopes and dreams. Not only will the team understand the child's hope more if they have a strong family-school

partnership but can gain a better sense of what ways the family can support the child and where the school can fill in potential gaps.

School psychologists also have a unique understanding of how a dis/ability may impact access to a career, independent living, PSE or community participation. The school psychologist can work with the entire transition team to find ways the school can support and build a student's skills and knowledge. For example, picture a school psychologist working with a student with an intellectual dis/ability, Sally, who aspires to live independently and loves to do hair and make-up. Sally's family loves to support her and have let her practice her make-up skills on everyone in the family; however, they are nervous about her ability to keep a savings account and emotionally regulate when she becomes frustrated. The school psychologist can work with the special education teacher to see if Sally could qualify to attend beauty school while in high school as a part of the concurrent enrollment program. In addition, the special education teacher could work on teaching the class how to open and maintain a savings account. While the school psychologist might work on emotion regulation strategies and ways to communicate with a potential boss that Sally might need a break. Sally's family can also partner with the special education teacher and school psychologist to help Sally practice the skills she learned at home. Further, the school psychologist can work with Sally to run a Self-Directed IEP. Sally can then gain knowledge on her cognitive abilities and be able to discuss that with a future employer to help problem solve ways to make new job training successful. The school psychologist can also work with Sally's family to help them

continue to advocate for Sally and let Sally practice more and more independence. A school psychologist has the ability to positively impact students with dis/abilities and create successful pathways with the student and their family to life after high school.

School psychologists can also help to create a pathway to PSE. This requires an in-depth knowledge of not only dis/ability but of legislation, particularly IDEA and Section 504. PSE follow section 504 and ADA. However, PSE utilize the IEP as a document to determine if a student receives accommodations in a university. A school psychologist with their knowledge of all three laws can ensure the IEP that the student will use has paralleled language between IDEA, Section 504 and ADA. This can then help the accommodations eligibility staff member to make a decision about what a student might need. Further, school psychologists as mentioned can help students to further understand their dis/ability and practice self-advocacy skills. This can in turn build up a student's self-determination and self-efficacy. If a student feels they have the knowledge and the skills to talk to the accommodations eligibility staff member, they will (Lightner et. al., 2012).

School psychologist have long asked for schools and families to recognize that the profession has more to offer than cognitive testing (NASP, 2021). The author hopes that the two manuscripts presented in this dissertation are merely the beginning of conceptual and empirical research examining role expansion of school psychologists interested in helping students with dis/abilities achieve their dreams.

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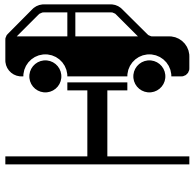
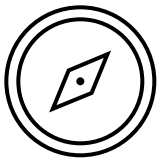
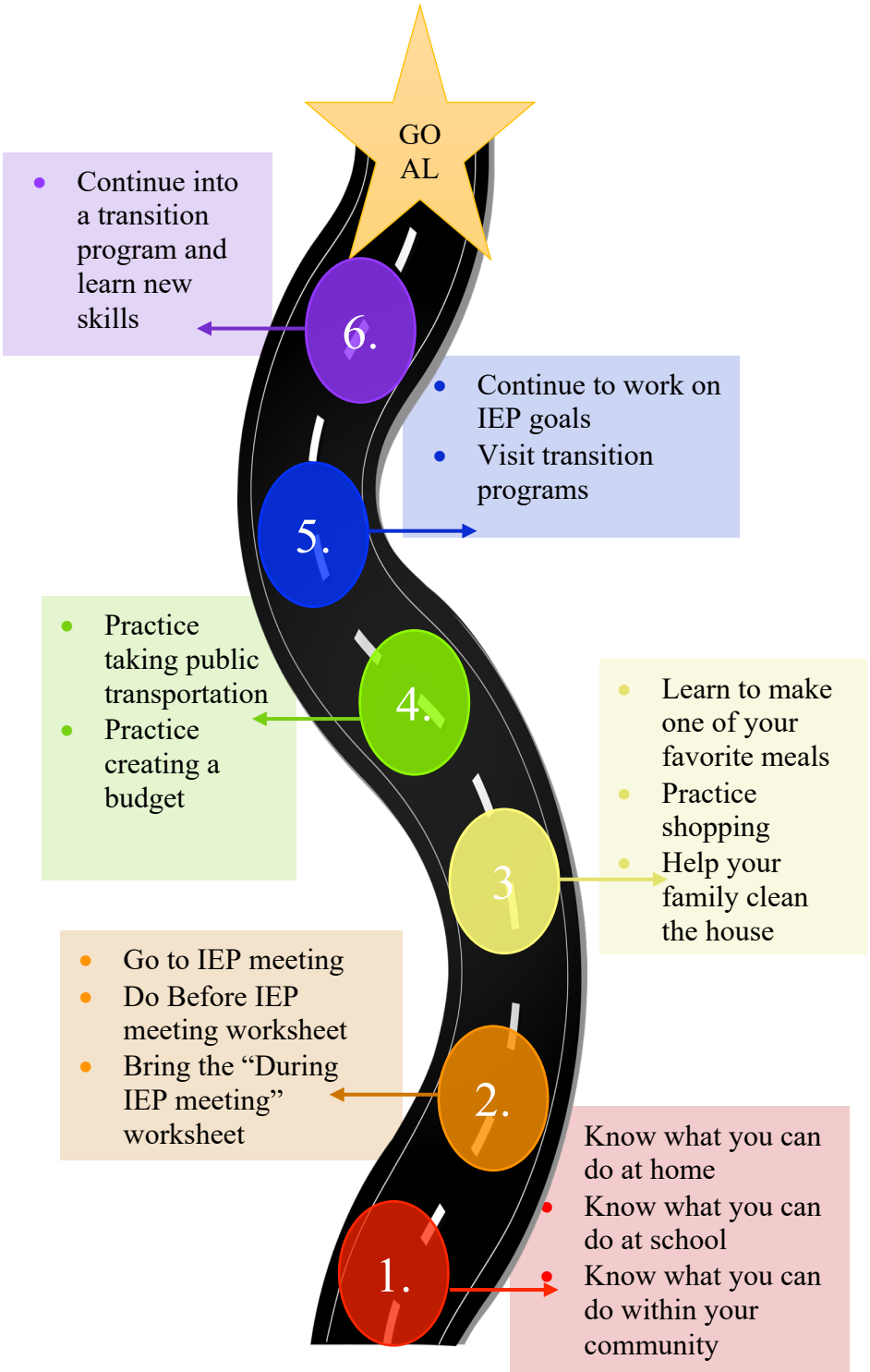
Appendix A

Sample CAR:POOL for a Student with Intellectual Disabilities.
Key

Picture	What it is	What it means
	Pit Stop	This is a check in point. Once you have finished the previous activities check in with the team. The next pit stop will tell you what to do next
	Packing List	Packing lists are check lists that are time dependent. It tells you what you need to work on based on the year
	Driver	This means the driver is involved in this task
	Family Passenger	This means the family is involved with these tasks
	Teacher Passenger	This means the teacher is involved with these tasks
	Roadside Assistance: School Psychologist	This means the school psychologist is involved

CAR:POOL to Independent Living
Driver Roadmap



IL Pit Stop 1

Let's figure out what you know and what you still need help with!

Home Skills – Personal Hygiene, Cooking, Cleaning

For each task, put an X in the box that best describes your independence (you can do it completely by yourself; you can do it with help from a family member; or a family member does it for you)

Task	By myself	With help from a family member	A family member does this for me
Personal Hygiene			
Showering			
Getting dressed			
Getting undressed			
Doing laundry			
Brushing teeth			
Using the bathroom			
Washing hands			
Cooking			
Prepare a meal without heating device e.g., salad, cereal, sandwich			
Prepare a meal in a microwave			
Prepare a meal in an oven			
Prepare a meal using a stove top			
Set the table			
Wash dishes			
Cleaning/ House Maintenance			
Changing sheet/Making bed			
Mopping the floor			
Sweeping the floor			
Dusting			
Cleaning the Kitchen			
Cleaning the bathroom			
Task	By myself	With help from a family member	A family member does this for me
Fixing minor repairs e.g., changing			

lightbulb, changing batteries in smoke detector
Calling a repairman
Community Skills
Take Public Transportation
Go Shopping
Can plan and do a fun activity (e.g., going to the movies, or park with friends)
Can vote
Can talk to members in the community safely
Can understand and follow multistep directions
Can understand and follow single step directions
Create a budget
Follow a budget

IL Pit Stop 2

Before IEP Meeting Worksheet

Finish the following sentences

I like: _____

I DO NOT like: _____

Examples:

Like….	*DO NOT like…*
Math	Reading
Animals	Bullies
Helping people	Playing flute

At Home I am good at: _____

At Home I need help with: _____

Examples:

Good at…	*Need help with….*
Doing the dishes	Laundry
Making my bed	Cleaning my room
Walking my dog	Saving money

At School I am good at: _____

At School I need help with: _____

Examples:

Good at…	*Need help with….*
Adding and subtracting	Writing a paragraph

After high school, I want to: _____

Examples:

Want to…	
Go to college	Work with people
Get a job	Own a house

During IEP Meeting Worksheet

During your IEP meeting, your team will talk about what to do after high school. Taking notes can help you remember what happened during the meeting.

1. I am good at …

2. I need help with ….

3. My goal for after high school is …

IL Pit Stop 3

(These are activities tailored for the student – the student, family, and teacher will modify them as needed)

Example 1.

Cook a meal

☐ List some of your favorite meals

(1)

(2)

(3)

(4)

☐ Talk with your family and decide which one you will learn

☐ Practice making it with your family!

(1) Go to the grocery store

(2)

(3)

(4)

☐ Keep learning how to cook by practicing new tasks.

Example 2.

Keep a clean space

☐ List some of your cleaning tasks at home

(1)

(2)

(3)

(4)

☐ Talk with your family and decide which is most important to do when you leave high school.

☐ Practice doing it independently! Write out the steps here.

(1)

(2)

(3)

(4)

☐ Keep learning how to keep a clean space by practicing new tasks.
☐ Ask your transition coordinator about places to live (community living, independent living, college campus) and create a plan for housing after high school

Example 3.
Make a budget

☐ Work with your family to figure out the budget you will need when you leave high school. List the (weekly/monthly) money amounts you will need for:

(1) Food

(2) Transportation

(3) Clothes

(4) Medicine

(5) Housing

(6) College materials

(7) Fun (movies, bowling….)

☐ Practice using a budget for one of the things listed above.
☐ Keep learning how to budget by practicing new tasks.

Example 4.

Using Public Transportation

☐ Make a list of public transportation option near you:

(1)

(2)

(3)

(4)

☐ With your teacher or family, practice taking public transportation

(1) Decide where you want to go

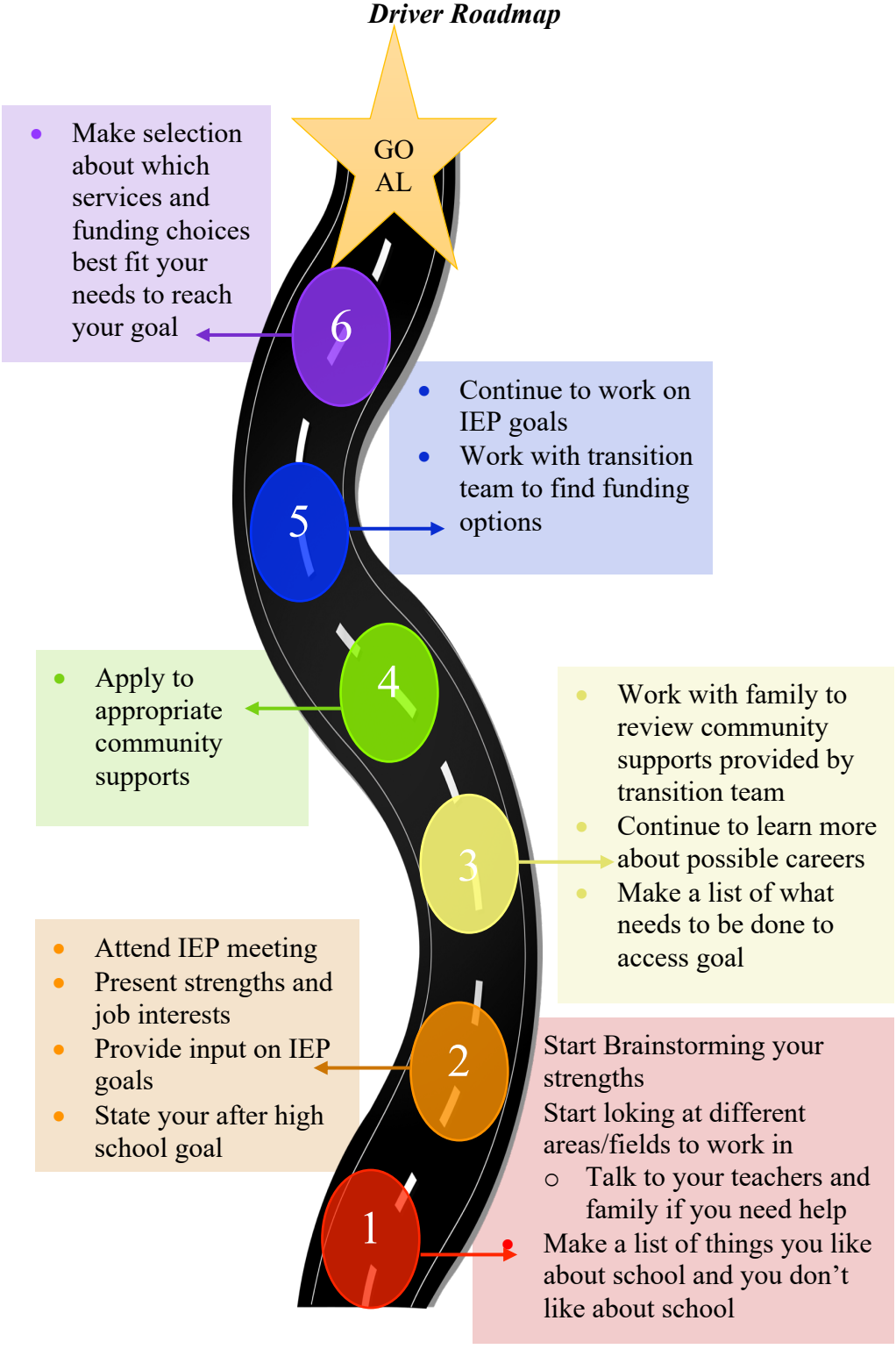
(2) Plan how to get there (use google maps to find out which buses, trains, taxis, biking paths, or walking path to take)

(3) Follow the directions

(4) Let someone know when you have arrived.

☐ Keep learning how to take different types of transportation by practicing new routes.

CAR:POOL to Employment
Driver Roadmap



EM Pit Stop 1

Brainstorming Strengths

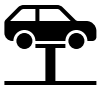
Strengths are things that you are good at. This could be throwing a ball, talking to people, math, baking cookies, finding delicious restaurants, writing songs and so much more. If you have some ideas write them down here:

If you need some help brainstorming, ask yourself these questions:

- ☐ What do I choose to spend a lot of my time doing?
- ☐ What have people complemented me on?
- ☐ What are my hobbies? Why do I like them?
- ☐ Is there anything I do to make myself feel energized?
- ☐ When I zone out/daydream what do I think about?
- ☐ What are my favorite things to learn/talk about in school?

If you need more help:

- ☐ Ask your favorite teacher, school psychologist, or social worker what are you good at?
- ☐ Talk to your family, and friends about times when they saw you at your happiest - what were you doing?



EM Pit Stop 2

Learn about career options!

☐ What things do you like to do? What jobs do these things?

☐ What things don't you like to do? What jobs do these things?

☐ If you need some help brainstorming job ideas, ask yourself these questions:

(1) What do I spend a lot of my time doing? What jobs do those same things?
(2) What are things I like to talk about or ask questions about? What jobs ask those same questions or talk about those topics?
(3) What have I learned in school that makes me want to learn more? What jobs are about those things I like to learn?

Is there any job that combines what you like to do, to talk about, and learn about? Write down different combinations of what you wrote above and see if any jobs have those combinations

☐ What jobs have you thought about?

(1)

(2)

(3)

(4)

☐ What things do you like about the jobs you listed?

☐ What things don't you like about the jobs you listed?

☐ Make a pros (why you want to do this) and cons (why you wouldn't want to do this) list for each job and have a discussion with your family and special education teacher on what would be best!

Pros	Cons

☐ Pick your favorite!

☐ Do you know a person with that job you picked?

(1) If yes – how did they get that job?

(2) If no, search how to get that job and write it down

☐ To help you get your job, brainstorm with your special education teacher, school psychologist (transition coordinator, career counselor), and your family organizations that have the job you want

(1)

(2)

(3)

(4)

☐ Fill out the table to make sure you know which job is best for you!

	Option 1 (example)	Option 2	Option 3
Job Title	City Mail Carrier		
Company	United States Post Office		
Location	My City		
Wages	$17.29 per hour paid bi-weekly		
Benefits	Paid leave, Health Care		
Skills	Ability to read names and numbers, read a		

	map, can move from house to house, follow multistep directions, use electronic scanner, reliable, able to drive
Application Requirements	18 years old, pass the virtual entry assessment, safe driving record, driver's license, pass background check
Why you like the job?	Can move all day, get to explore neighborhoods, will say hi to people,
Why don't you like the job?	Work outside when the weather is bad
Applied?	Yes - Nov 12th

- ☐ Write down all the deadlines for applications in your planner. Work with you school psychologist, special education teacher, and family to create a timeline when you need things done by.
- ☐ Think about organizations that can help you:
  - (1) Have you contacted the Division of Vocational Rehabilitation (DVR)?
  - (2) Have you explored the Workforce Innovation and Opportunity Act website?
  - (3) What other organizations can be helpful?

EM Pit Stop 3

IEP Meeting Prep

Presenting at an IEP meeting can feel scary, so remember everyone at that meeting wants to see you succeed and is there to help you do accomplish your goals.

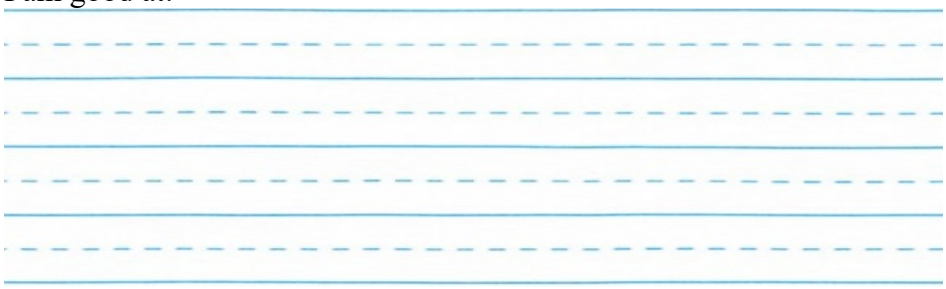
Preparing for the meeting

- Ask your special education teacher when you meeting is and write it down below and in your planner!
  - My IEP is on _____ at ___:_____ am/pm in room _____

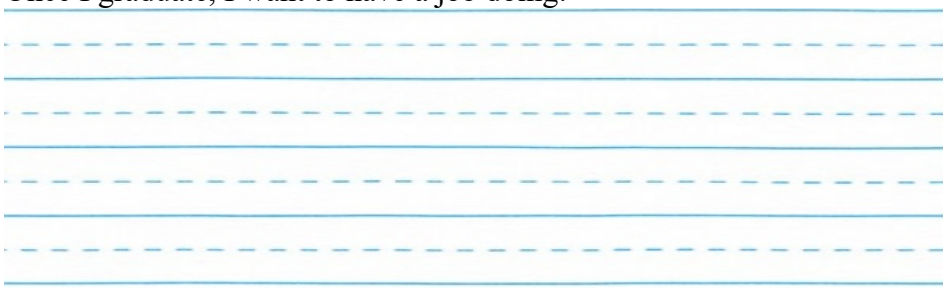
- Talk to your special education teacher or school psychologist about who will attend the meeting

- Talk to your special education teacher or school psychologist about what the meeting will look like

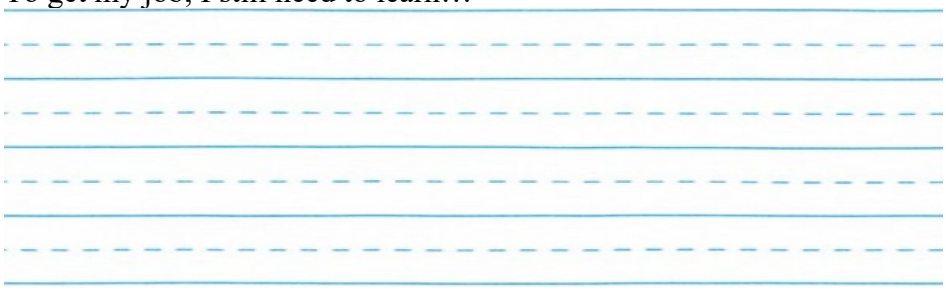
- Prepare the following:
  - I am good at:



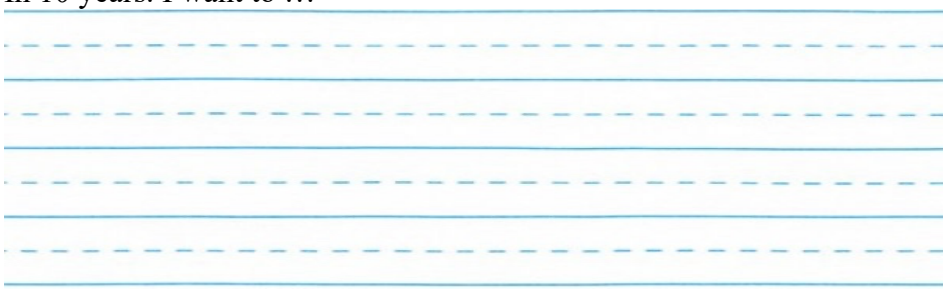
  - Once I graduate, I want to have a job doing:



  - To get my job, I still need to learn…



  - In 10 years. I want to …



Driver Checklist: Employment

9th grade

- ☐ Pay attention to what classes you like and what you want to learn more about
- ☐ Join clubs that seem interesting to you; find out about clubs offered at your school by talking to your teacher or counselor.
- ☐ Start practicing different study techniques to find what works for you (Quizlet, notecards, creating a study guide, practice problems).
- ☐ Use a planner to remember assignments .
- ☐ Contact Division of Vocation Rehabilitation in your state
    - Colorado visit https://dvr.colorado.gov/dvr-programs-and-services/dvr-process
    - Contact a local office

10th grade

- ☐ Continue to pay attention to what you like learning about
- ☐ Continue to participate in clubs that you like
- ☐ Open a savings account, if you don't already have one
- ☐ Start planning a budget
    - Talk to you teachers about how to budget software or worksheets
- ☐ Look into possible jobs work with your Vocational Rehabilitation Counselor
    - School to Work Alliance Program (SWAP) – for students who are 15-24 years old (https://dvr.colorado.gov/dvr-programs-and-services/youth-and-transition-services)
    - Look at local places around you that might be hiring
    - Talk to friends and family to see if they saw any jobs open
- ☐ Talk to neighbors and teachers about being able to recommend them for jobs
    - Some jobs require "references" which is a person who can talk about your ability to work; pick people who will say good things about you
- ☐ Reflect on studying techniques, which work which don't work for you?
- ☐ Use a planner to remember assignments

11th grade

- ☐ Talk to guidance counselor to about how to write a resume
- ☐ Continue taking courses that either help you graduate and/or you like
- ☐ Try to take a leadership role in clubs
- ☐ Start looking at the cost to live on your own
    - Look up apartment costs
    - Figure out weekly grocery costs
    - Transportation costs (public or buying a vehicle)
- ☐ Continue to work at your part-time job

- If you enjoy your current job ask about full-time opportunities there and what you will need to learn to get those jobs
- If there are not full time jobs at your current work, start looking at other places that are in the same field
- If you don't like your part-time job, write down what you like about it and don't like about it

12th Grade

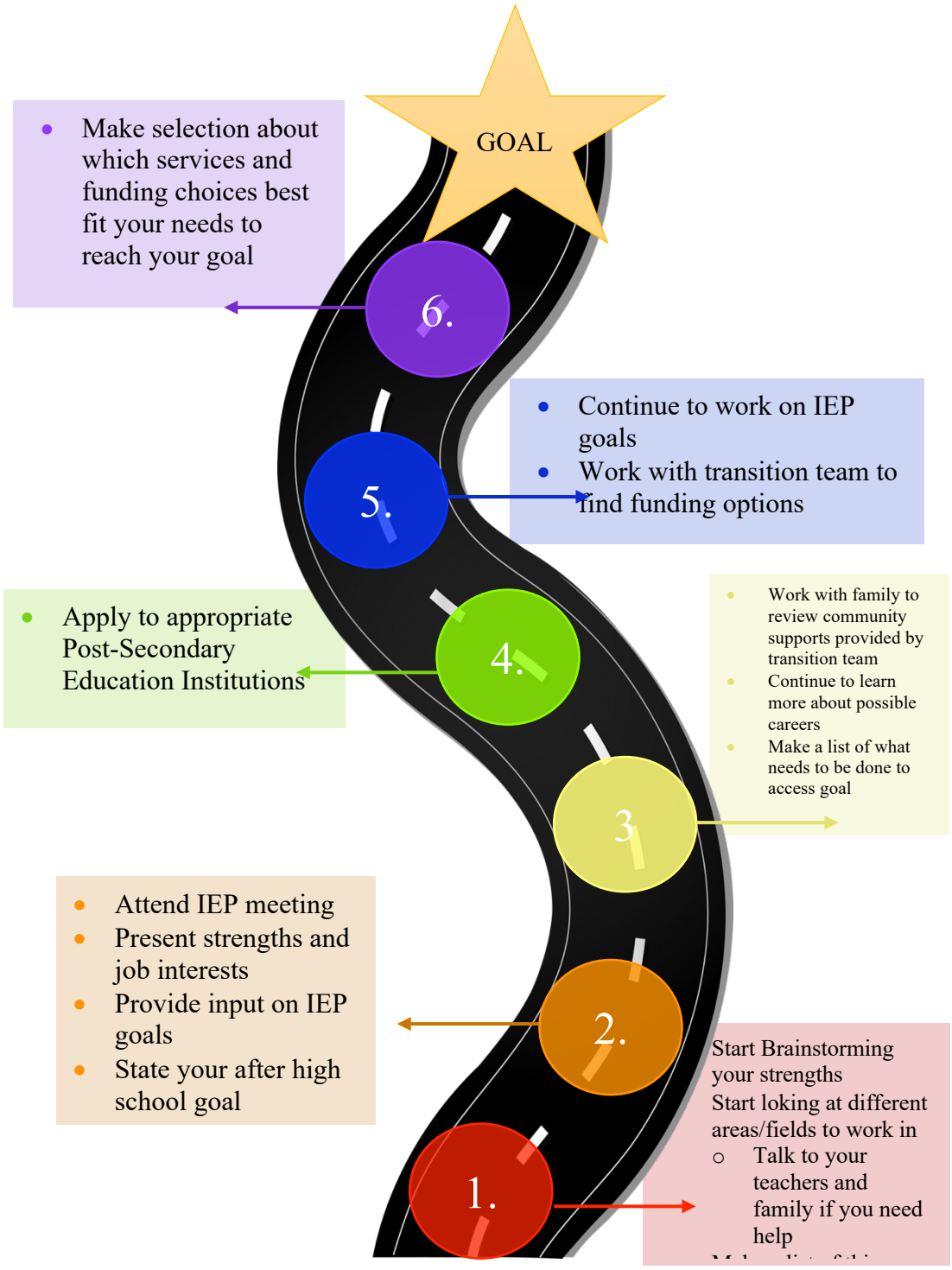
September to December

- ☐ Update your resume
- ☐ Appy to Project SEARCH
  - Must be 18 years old

December to May

- ☐ Apply to jobs
- ☐ Practice interview skills
- ☐ Discuss when you can start the job with your future boss (after graduation)

CAR:POOL to Postsecondary Education
Driver Roadmap



PSE Pit Stop 1

Brainstorming Strengths

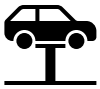
Strengths are things that you are good at. This could be talking to people, math, baking cookies, finding delicious restaurants, writing songs and so much more. If you have some ideas write them down here:

If you need some help brainstorming, ask yourself these questions:

- ☐ What do I choose to spend a lot of my time doing?
- ☐ What have people complemented me on?
- ☐ What are my hobbies? Why do I like them?
- ☐ When I zone out/daydream what do I think about?
- ☐ What are my favorite things to learn/talk about in school?

If you need more help:

- ☐ Ask your favorite teacher, school psychologist, or social worker what are you good at?
- ☐ Talk to your family, and friends about times when they saw you at your happiest - what were you doing?



PSE Pit Stop 2

Learn about college options!

☐ What things do you like to do? What colleges have these things?

☐ What things don't you like to do? What colleges do these things?

☐ If you need some help brainstorming colleges, ask yourself these questions:

(1) What do I spend a lot of my time doing? What colleges have similar activities?
(2) What are things I like to talk about or ask questions about? What colleges answer those same questions or talk about those topics?
(3) What have I learned in school that makes me want to learn more? What colleges will teach me the things I like to learn?
(4) Where do I like spending my time? What colleges are look like the spaces I like being?
(5) Who do I like spending time with? What colleges would let me spend time with those people?

☐ What will you do after college?

(1)
(2)
(3)
(4) .

☐ Which colleges will help you do those things?

(1)

(2)

(3)

(4)

☐ What things do you like about the colleges you listed?

☐ What things don't you like about the colleges you listed?

☐ Make a pros (why you want to do this) and cons (why you wouldn't want to do this) list for each college and have a discussion with your family and special education teacher on what would be best!

Pros	Cons

☐ Pick your favorite!

☐ Do you know a person at that college you picked?

(1) If yes – how did they get to that college?

(2) If no, search how to get to that college and write it down

☐ To help you get your college, brainstorm with your special education teacher, school psychologist (transition coordinator, career counselor), and your family organizations that will help you get into the college you want

(1)

(2)

(3)

(4)

☐ Fill out the table to make sure you know which college is best for you!

	Option 1	**Option 2**	**Option 3**	**Option 4**
College				
Location				
Housing				
Food				
Classes				

Supports
Education Pre-requirement
Application Requirements
Why you like the college?
Why don't you like the college?

- ☐ Write down all the deadlines for applications in your planner. Work with you school psychologist, special education teacher, and family to create a timeline when you need things done by.

- ☐ Think about organizations that can help you:
  (1) Have you considered FAFSA of the Pell Grant?
  (2) Have you visited ThinkCollege!(https://thinkcollege.net/)
  (3) Have you explored the Higher Education and Opportunities Act website?
  (4) What other organizations can be helpful?

Pit Stop 3

IEP Meeting Prep

Presenting at an IEP meeting can feel scary, so remember everyone at that meeting wants to see you succeed and is there to help you do accomplish your goals.

Preparing for the meeting

- Ask your special education teacher when you meeting is and write it down below and in your planner!
    - My IEP is on _____ at ___:_____ am/pm in room _____

- Talk to your special education teacher or school psychologist about who will attend the meeting

- Talk to your special education teacher or school psychologist about what the meeting will look like

- Prepare the following:
  - I am good at:

  - Once I graduate, I want to have a job doing:

  - To get my job, I still need to learn…

  - Where can I go to learn these skills?

  - In 10 years. I want to …

Driver Checklist: Vocational School and 2-year College

9th grade

- ☐ Join clubs that seem interesting to you;
- ☐ Start practicing different study techniques to find what works for you e.g., Quizlet, notecards, creating a study guide, practice problems
- ☐ Contact Division of Vocation Rehabilitation in your state
  - Colorado visit https://dvr.colorado.gov/dvr-programs-and-services/dvr-process
  - Contact a local office

10th grade

- ☐ Continue to take courses that are require and take courses that are interesting
- ☐ Continue to participate in clubs that are interesting to you and if they are not interesting quit and join a new club
- ☐ Start applying for part-time jobs that might be in the field you find interesting e.g., working in retail if you want to go into the fashion industry, working in the service industry if you want to work with people
- ☐ Reflect on studying techniques, which work which don't work for you?
- ☐ Use a planner to remember assignments

11th grade

- ☐ Talk to guidance counselor to see if the high school has connections to take courses at a vocational school or 2-year college
- ☐ Continue taking courses that either help you graduate or fit your interest
- ☐ Try to take a leadership role in clubs
- ☐ Research what schools have the training for the job you would like
- ☐ Make a list of potential financial aid options and scholarships
- ☐ Continue to use a planner, make sure to add application deadlines to your planner

Summer between 11th and 12th grade

- ☐ Make a list of schools that have the training you would like
- ☐ Put the schools in Vocational School table

	Option 1 (example)	**Option 2**	**Option 3**	**Option 4**
Name of Vocational School	Empire Beauty School			
Location	My City			

Program you will apply to	Esthetics
Application Due Date	Rolling
Cost of Tuition	$24,696.00 for the whole 9 months
Disability Services Website	Not listed https://www.empire.edu/pdf/catalogs/CO-Empire-2020-21.pdf I have to talk to Local Disability Compliance Coordinator
Why do you like the school?	They have a cool program and a friend liked it
Why do you like the school?	They are expensive

- ☐ Start/Create Application

12th grade

September to February

- ☐ Apply for financial aid and scholarships
- ☐ Appy for Free Application for Federal Student Aid (FAFSA).
- ☐ Submit Applications
- ☐ Once accepted email disability services about what they offer and how you would get services

March – June

- ☐ Make pros/cons lists of the schools you get accepted to (finances and majors should be considered)
- ☐ Speak to the disabilities services either via email or phone about what attending that school would look like
- ☐ Continue to apply for scholarships
- ☐ Select a school and send in the deposit
- ☐ Talk to transition coordinator to send IEP to future university's disability services

Driver Checklist: 4 year College

9th grade

- ☐ Find electives or core classes that are interesting
- ☐ Join clubs that seem interesting to you; find out about clubs offered at your school by talking to your teacher or counselor
- ☐ Take courses that are prerequisites for courses of interest e.g., biology is a prerequisite for forensic science.
- ☐ Contact Division of Vocation Rehabilitation in your state
  - Colorado visit https://dvr.colorado.gov/dvr-programs-and-services/dvr-process
  - Contact a local office

10th grade

- ☐ Continue to take courses that are required and take courses that are interesting
- ☐ Continue to participate in clubs that are interesting to you and if they are not interesting quit and join a new club

11th Grade

- ☐ Attend the college fairs in the community – ask the booth attendants about what the college/university offers to support people with disabilities
- ☐ Start thinking about which teachers may right your letters of recommendation

Summer between 11th and 12th

- ☐ Make a list of colleges using this table

	Option 1 (Example)	Option 2	Option 3
College Name	University of Northern Colorado		
Location	Greely, Colorado		
Program Name	GOAL – Go On and Learn		
Application Due Date	Jan 31st		
Tuition	$4200.00 per semester		

Will you live on campus? What will be the cost of living?	Room and board between $5010.00 and $6275.00 per semester (depending on plan and room chosen) room alone ($3325 per semester)
Disability Services Website	https://www.unco.edu/disability-resource-center/
Why you like the school?	I can live on campus; I can learn about health and wellness

- ☐ Save applications
    - Work on applications, one per week
- ☐ (August) Email/Talk to teachers asking them to write letters of recommendation

12th Grade

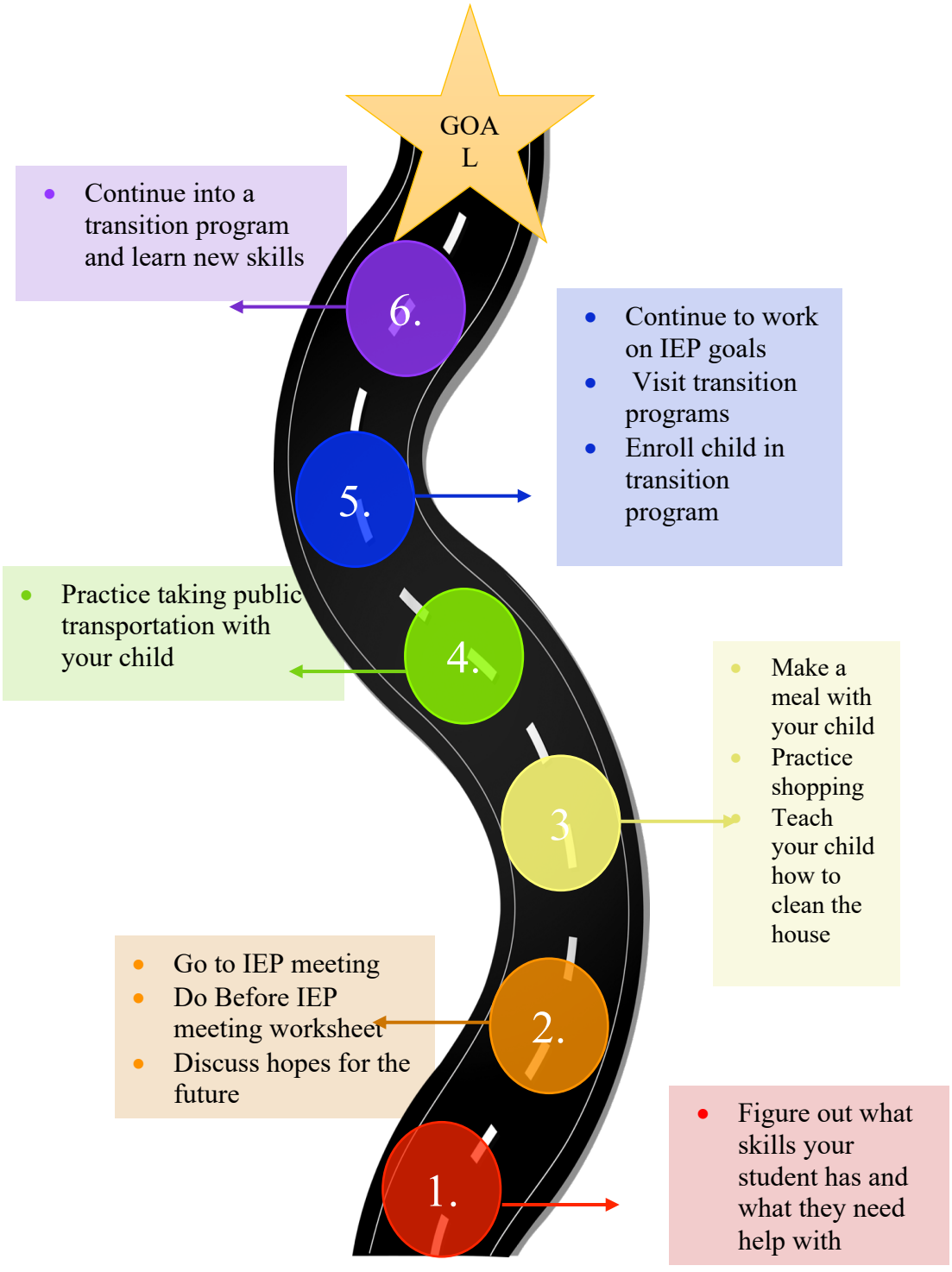
September to December 1st

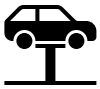
- ☐ Start sending in applications
- ☐ Appy for Free Application for Federal Student Aid (FAFSA).
- ☐ Start to look for scholarships, talk with school counselor about opportunities

March – June

- ☐ Make pros/cons lists of the universities you get accepted to (finances and majors should be considered)
- ☐ Speak to the disabilities services either via email or phone about what attending that school would look like
- ☐ Continue to apply for scholarships
- ☐ Select a school and send in the deposit
- ☐ Talk to transition coordinator to send IEP to future university's disability services

CAR:POOL to Independent Living
Family Roadmap






FAM IL Pit Stop 1

Planning Steps

What are your child's goals?

- ☐ Help your child fill out "Pit Stop 1 work sheet" for independent living
- ☐ Fill out the questionnaires given by the school psychologist (transition coordinator, career counselor)

Before the IEP meeting:

- ☐ The week before your transition IEP meeting check to see if your child filled out the "before IEP meeting worksheet"
- ☐ Brainstorm questions related to independent living, employment, and postsecondary education to ask the team during the meeting
  - What national organizations are useful?
  - What community supports do I have?
  - Can I get financial assistance?
  - Are their parent support groups?
  - Other
- ☐ I am able to teach my child …
  a. Budgeting
  b. Cleaning skills
  c. Personal Hygiene skills
  d. Personal safety skills (making a doctor's appointment, taking medicine)
  e. Cooking skills
  f. Public transportation skills
  g. Apply for government assistance (social security benefits, Medicare)
  h. Other

☐ I need support to teach my child …

a. Budgeting
b. Cleaning skills
c. Personal Hygiene skills
d. Personal safety skills (making a doctor's appointment, taking medicine)
e. Cooking skills
f. Public transportation skills
g. Apply for government assistance (social security benefits, Medicare)
h. Other

☐ Based on what you can help with and what you need help with, create a list of skills the school need to focus on teaching your child.

At the IEP meeting:

☐ Have a discussion how long your child will remain in the school system (some are ready at 18 years old, while others are need until they are reach the end of their 21st birthday)

☐ Determine whether your child's teacher and school psychologist are utilizing the National Transition Assistance Center on Transition (NTACT; https://transitionta.org/)

☐ Discuss ways homelife can support learning daily life skills

☐ Discuss what goals can be accomplished after high school and what skills are needed for those goals

☐ Discuss your role for ensuring your child's success

☐ Gather national, state, and local resources

☐ Determine if the district transition program would benefit your child or if there are other programs that would be helpful. Ask the IEP team about transition programs in the area.

☐ Create a timeline for applications and deadlines

FAM IL Pit Stop 2

Family Preparation for IEP Meeting Worksheet
Please fill this out to the best of your ability

1. What are your child's strengths?

2. What do you hope for your child after high school?

3. What support from the school would you need to accomplish these hopes?

4. What concerns do you have about your child's future?

5. What questions do you have about preparing for your child's future?

6. Who can help answer your questions at the school? (this can be filled out at the IEP meeting)

7. Who are additional supports you can research out to when you don't know next steps?

FAM IL Pit Stop 3

Developing a Home Skills Checklist

☐ Work with your child to pick one meal for them to learn
- (1) Write down the whole process
  - (a) Start with what to shop for
  - (b) Write down steps to make the meal or share the recipe
  - (c) Then prepare the meal together also have them set the table
- (2) Help them fill out the Independent Living Driver Roadmap Pit Stop 3 - Cooking
- (3) Keep practicing with new recipes

☐ Work with your child to help them learn how to keep a clean space
- (1) Make a list of areas you child needs to learn how to clean
- (2) Create a list of your expectations for each area
  - (a) Example: Clean Bedroom
    - (i) Bed
      1. Change the sheets
      2. Remove your current sheets and then put on clean sheets
      3. Put your blanket over you bed and the pillows at the top of your bed
    - (ii) Clothes
      1. Put away dirty clothes into the basket
      2. Put clean clothes into your dresser
    - (iii)Furniture and floor
      1. Dust dresser
      2. Sweep/Vacuum the floor
- (3) Help them fill out the Independent Living Driver Roadmap Pit Stop 3 - Cleaning
- (4) Keep practicing with new areas

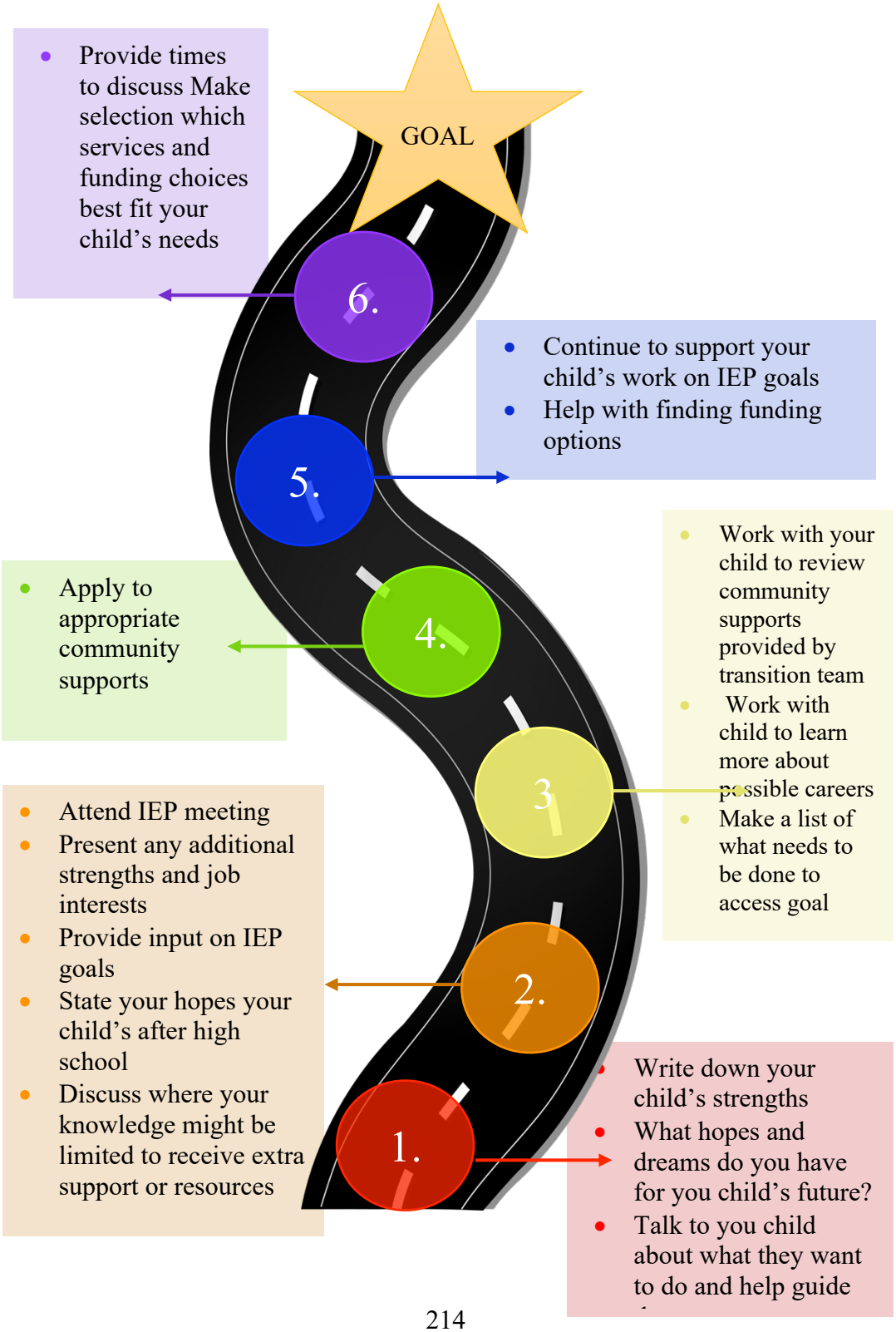
☐ Work with your child to help them learn how to navigate their surroundings
- Practice taking a trip using public transportation with your child
  - Have them plan where they want to go
  - Help them to use google maps to find out which buses or trains to take
  - Help them follow the directions
- Help them fill out the Independent Living Driver Roadmap Pit Stop 3 – Public Transportation
- Keep practicing with new destinations

☐ Work with your child to help them budget
- What areas will they have monetary expenses?
  - Food
  - Transportation
  - Clothes
  - Medicine
  - Housing
  - College materials
  - Fun/social activities
- Have expectations for their monthly expenses
  - Consider creating a trust or explore banking options
- Help them fill out the Independent Living Driver Roadmap Pit Stop 3 – Budget
- Keep practicing financial responsibility

☐ Start researching community living or potential places for your child to live
- Will they live with you? Independently? Assisted living? Group/community living? On a college campus?
- What resources are available in your community for housing?
- What organizations can direct you to reputable options and financial assistance (ARC, P2P)?

☐ The school psychologist and your child's teacher should serve as a resource throughout the ENTIRE process

CAR:POOL to Employment
Family Roadmap



FAM EM Pit Stop 1

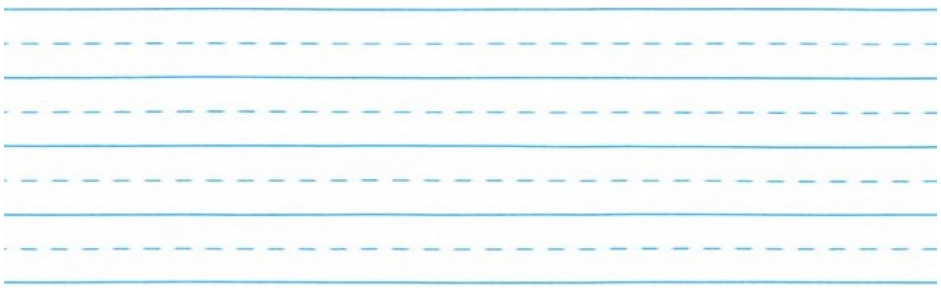
Learn about career options!

☐ What things have you noticed your child likes to do? What jobs do these things?

☐ What things have you noticed your child doesn't like to do? What jobs do these things?

☐ What chores/tasks have you seen your child able to complete independently?

☐ Which type of employment do you think best fits your child?

(1) 

(2) Reach out to the Division of Vocational Rehabilitation to find opportunities in your area for Customized Employment or Supported Employment!

(3) Review the table below:

What skill level do you think you child is at?	**Employment Type that might be helpful**	**What the employment entails**
Able to do most tasks like talking to others, counting money, problem solve independently	Typical employment	Able to perform everything in the job description
Able to do some tasks independently while needing support with other tasks	Customized Employment	Employer to customizes a job description based on what the employer needs accomplished and the individual with disabilities' strengths, needs and interest
Able to do some tasks independently while needing support with other tasks and still needs to grow in skill set before finding a permeant job	Supported Employment	Customized employment for a short-term basis

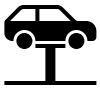
FAM EM Pit Stop 2

Preparing for Careers at Home Checklist

☐ Create a due date for your child to have researched 3 possible careers
- This can be anything from googling the career to asking someone who does it what they like or don't like about their job
- Help you child as necessary but allow them to initiate the search, and let them create their own opinions (do not add your own judgements) at this stage

☐ After your child has researched the careers have a discussion on why they looked at those careers and if they would or would not like those jobs
- Have a constructive conversation about what skills your child might need to do these jobs
- If the child creates an unrealistic job choice, discuss how the child's dislikes might make it difficult to accomplish the job or discuss all the step needed and some barriers that might prevent being able to achieve the job
  - Ex. The child says they want to be a nurse. However, they hate being dirty. It would be important to discuss part of being a nurse is helping people when they are sick, and this might lead to them having blood or vomit spilled on them.

☐ Think about organizations that can help:
- Have you contacted the Division of Vocational Rehabilitation (DVR)?
- Have you explored the Workforce Innovation and Opportunity Act website?
- What other organizations can be helpful?



FAM EM Pit Stop 4

Family Preparation for IEP Meeting Worksheet
Please fill this out to the best of your ability

1. What are your child's strengths?

2. What do you hope for your child after high school?

3. What support from the school would you need to accomplish these hopes?

4. What concerns do you have about your child's future?

5. What questions do you have about preparing for your child's future?

6. Who can help answer your questions at the school? (this can be filled out at the IEP meeting)

7. Who are additional supports you can research out to when you don't know next steps?

FAM EM Pit Stop 5

Bring this sheet to the IEP meeting

- ☐ Discuss what you wrote on your prepare for the IEP Meeting worksheet
- ☐ Have a discussion how long your child will remain in the school system some are done by 18 years old others are there until they are 22 years old
- ☐ Discuss ways homelife can support learning employable skills
- ☐ Discuss what goals can be accomplished after high school and what skills are needed for those goals
- ☐ Write down ways homelife can support learning employable skills
- ☐ What goals can be accomplished after high school?
- ☐ What skills are needed for those goals

FAM EM Pit Stop 6

General Community Resources (not all will apply to every child; additional spaces provided for school specific resources)

Name	Age Requirement	What does it do	Who does it apply to	Website
Social Security Income, Medical Assistance, SSI-Exceptional Expense Supplement	Child must be 18 years old	Pays benefits to disabled adults and children who have limited income and resources	People whose condition significantly limits their ability to do basic work	www.ssa.gov
Division of Vocational Rehabilitation (DVR)	Application and referral must be sent AT LEAST 18 months before graduation	Helps in vocational training, job training and support	People whose disability creates a problem when applying or getting a job	This is state dependent

Family Checklist: Career

9th grade

- ☐ Encourage your child to join clubs that seem interesting to them
- ☐ Contact Division of Vocation Rehabilitation in your state
  - Colorado visit https://dvr.colorado.gov/dvr-programs-and-services/dvr-process
  - Contact a local office

10th grade

- ☐ Continue to participate in clubs that you like
- ☐ Help your child open a savings account, if they don't already have one
- ☐ Encourage your child to plan a budget
- ☐ Look into possible jobs work with your Vocational Rehabilitation Counselor
  - School to Work Alliance Program (SWAP) – for students who are 15-24 years old (https://dvr.colorado.gov/dvr-programs-and-services/youth-and-transition-services)
  - Look at local places around you that might be hiring
  - Talk to friends and family to see if they saw any jobs open
- ☐ Encourage your child to talk to neighbors and teachers about being able to recommend them for jobs

11th grade

- ☐ Encourage your child to write a resume
- ☐ Start looking at the cost to live on your own
  - Look up apartment costs
  - Figure out weekly grocery costs
  - Transportation costs (public or buying a vehicle)
- ☐ Continue to work at your part-time job
  - If you enjoy your current job ask about full-time opportunities there and what you will need to learn to get those jobs
  - If there are not full time jobs at your current work, start looking at other places that are in the same field
  - If you don't like your part-time job, write down what you like about it and don't like about it

12th Grade

September to December

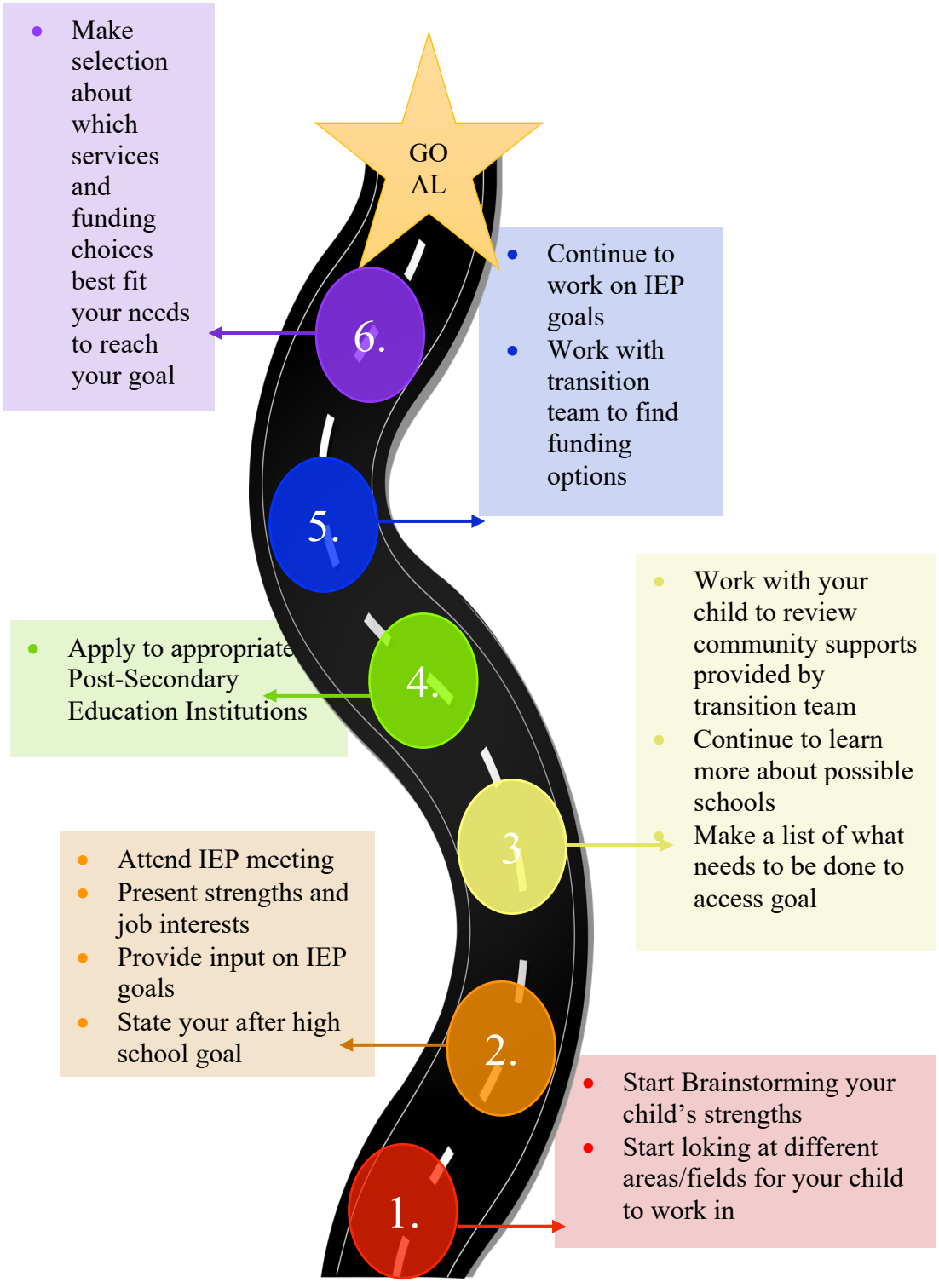
- ☐ Encourage your child to update their resume
- ☐ Look to see if they would want to apply to Project SEARCH
  - Must be 18 years old

December to May

- ☐ Encourage them to apply to jobs with vocational
- ☐ Practice interview skills
- ☐ Discuss when you can start the job with your future boss (after graduation)

CAR:POOL to Postsecondary Education

Family Roadmap



FAM PSE Pit Stop 1

Brainstorming Strengths

What are things your child is good at? This could be throwing a ball, talking to people, math, baking cookies, finding delicious restaurants, writing songs and so much more. If you have some ideas write them down here:

Learn about college options!

☐ What things have you noticed your child likes to do? What careers have these things?

☐ What things have you noticed your child doesn't like to do? What careers do these things?

☐ Would community colleges or vocational schools help them reach these careers? If so which programs?

☐ Visit ThinkCollege! to see if there are Comprehensive Transition Programs (CTP) or other options near you!

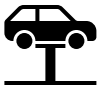
FAM PSE Pit Stop 2

Family Checklist for Preparing for College

☐ Create a due date for your child to have researched 3 possible colleges
- This can be anything from googling the college to asking someone who goes there what they like or don't like about the college
- Help you child as necessary but allow them to initiate the search, and let them create their own opinions (do not add your own judgements) at this stage

☐ After your child has researched the colleges have a discussion on why they looked at those colleges and if they would or would not like those colleges
- Have a constructive conversation about what skills your child might need to get into these colleges
- If the child creates an unrealistic college choice, discuss how the child's dislikes might make it difficult to go to the college or discuss all the step needed and some barriers that might prevent being able to get into the program
  - Ex. The child says they want to be a nurse. However, they hate science. It would be important to discuss part of being a nurse is taking biology classes.

☐ Think about organizations that can help:
- Have you contacted Disability Services at the colleges?
- Have you explored the ThinkCollege! website?
- Have you looked into the Higher Education and Opportunities Act, FAFSA, Pell Grants, and CTPs?
- What other organizations can be helpful?



FAM PSE Pit Stop 3

Family Preparation for IEP Meeting Worksheet
Please fill this out to the best of your ability

8. What are your child's strengths?

9. What do you hope for your child after high school?

10. What support from the school would you need to accomplish these hopes?

11. What concerns do you have about your child's future?

12. What questions do you have about preparing for your child's future?

13. Who can help answer your questions at the school? (this can be filled out at the IEP meeting)

14. Who are additional supports you can research out to when you don't know next steps?

FAM PSE Pit Stop 4

Bring this sheet to the IEP meeting

- ☐ Discuss what you wrote on your prepare for the IEP Meeting worksheet
- ☐ Have a discussion how long your child will remain in the school system some are done by 18 years old others are there until they are 22 years old
- ☐ Discuss ways homelife can support learning PSE skills
- ☐ Discuss what goals can be accomplished after high school and what skills are needed for those goals

FAM PSE Pit Stop 5

General Community Resources (not all will apply to every child; additional spaces provided for school specific resources)

Name	Age Requirement	What does it do	Who does it apply to	Website
Free Application for Federal Student Aid(FAFSA®)	None required	Application for federal scholarships, grants and loans	All students who are applying to Postsecondary Education including students with disabilities applying to Comprehensive Training Programs	https://studentaid.gov/

Family Passenger Checklist: Vocational School and 2-year College

9th grade

- ☐ Discuss what fields your child might find interesting
- ☐ Encourage your student to join clubs

10th grade

- ☐ Encourage your student to continue to take courses that are required and are interesting
- ☐ Encourage your student continue to participate in clubs that are interesting
- ☐ Help your child open a saving's account if they haven't already

11th grade

- ☐ Encourage your student to talk to guidance counselor to see if the high school has connections to take courses at a vocational school or 2-year college and share what they learned with you
- ☐ Encourage your student to continue taking courses that either help you graduate or fit their interest
- ☐ Help your student research what schools have the training for the job they would like
- ☐ Help your student make a list of potential financial aid options and scholarships

Summer between 11th and 12th grade

- ☐ Encourage your student to make a list of schools that have the training you would like
- ☐ Help your student apply for Free Application for Federal Student Aid (FAFSA).
- ☐ Encourage your student to put the potential schools in Vocational School table (see student checklist)
- ☐ Encourage your student to start Applications

12th grade

September to February

- ☐ Encourage your student to apply for financial aid and scholarships
- ☐ Encourage your student submit Applications
- ☐ Once accepted help your student email disability services about what the school offers and how they would get services

March – June

- ☐ Help your student make pros/cons lists of the universities they were accepted into (finances and majors should be considered)
- ☐ Encourage your student to speak to the disabilities services either via email or phone about what attending that school would look like
- ☐ Encourage your student continue to apply for scholarships
- ☐ Support your student as they select a school and send in the deposit
- ☐ Talk to transition coordinator to send IEP to future university's disability services

Family Passenger Checklist: 4-year College

9th grade

- ☐ Encourage your child to clubs that seem interesting to them
- ☐ Contact Division of Vocation Rehabilitation in your state
  - Colorado visit https://dvr.colorado.gov/dvr-programs-and-services/dvr-process
  - Contact a local office

10th grade

- ☐ Continue encourage your child to take courses that are required and interesting
- ☐ Continue to participate in clubs

11th Grade

- ☐ Bring your child to the college fairs in the community – have them ask the booth attendants about what the college/university offers to support people with disabilities
- ☐ Talk to them about which teachers may right your letters of recommendation
- ☐ Ask for a copy of your child's IEP you will need to send it to the various programs

Summer between 11th and 12th

- ☐ Help you child fill out the college table on Driver Checklist – 4 year College
  - Check out the colleges on Think College! https://thinkcollege.net/college-search
- ☐ Start parent applications, many programs require parent applications
  - Work on applications, one per week
- ☐ (August) Tell your child to email/talk to teachers about letters of recommendation

12th Grade

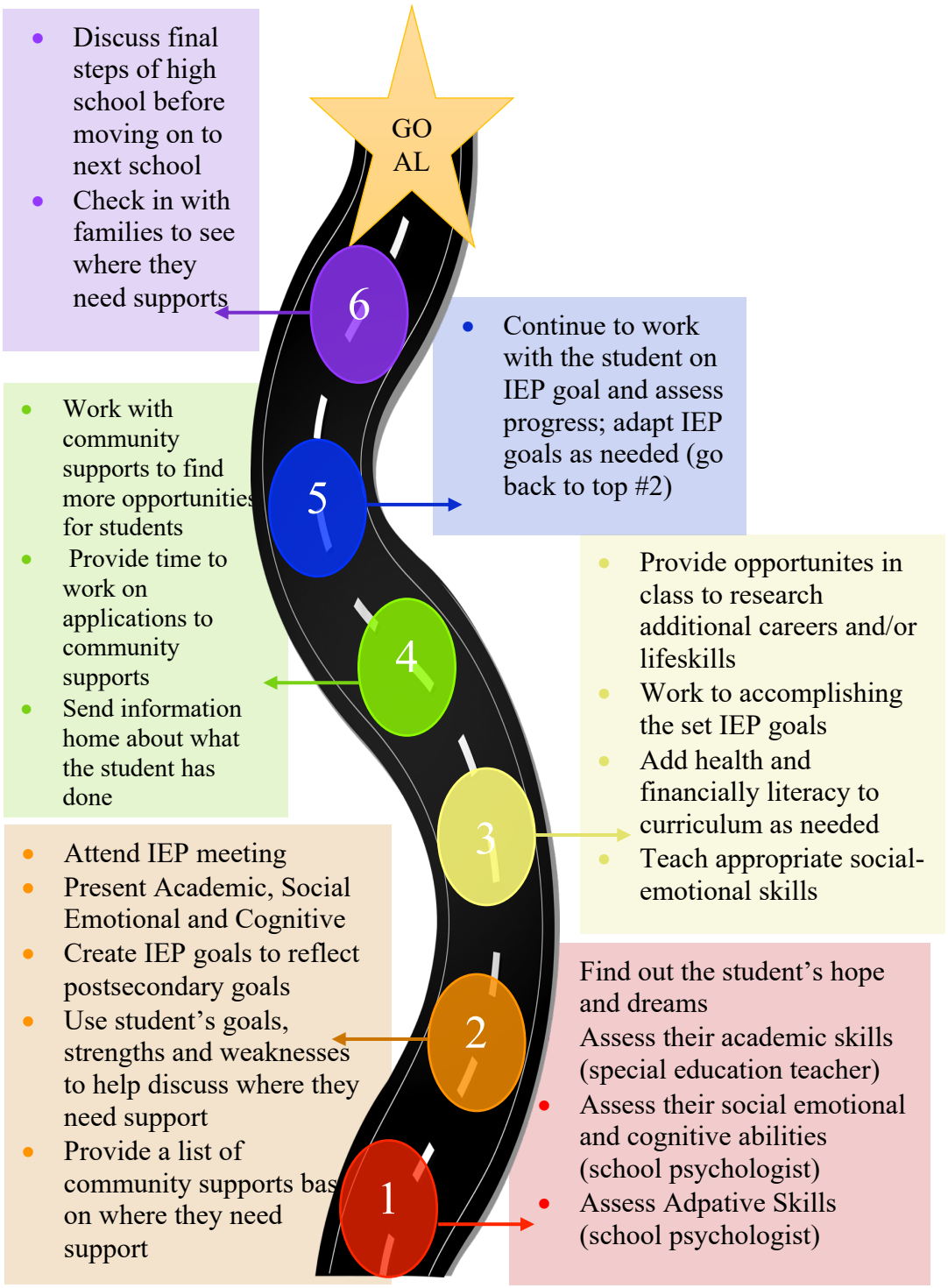
September to December 1st

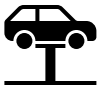
- ☐ Start sending in applications
- ☐ Help your child to apply for Free Application for Federal Student Aid (FAFSA).
- ☐ Start to look for scholarships, talk with school counselor about opportunities

March – June

- ☐ Make pros/cons lists of the universities you get accepted to (finances and majors should be considered)
- ☐ Speak to the disabilities services either via email or phone about what attending that school would look like
- ☐ Continue to apply for scholarships
- ☐ Select a school and send in the deposit
- ☐ Talk to transition coordinator to send IEP to future university's disability services

CAR:POOL for Collaboration
School Roadmap





SCH Pit Stop 1

Prep Family for First High School IEP Meeting

Special Education Teacher

- ☐ Assess students' academic skills
  - Records review
  - Academic Assessment
  - Curriculum Based Measures
  - Observations
- ☐ Ask student about their hopes and dreams for the future
- ☐ Communicate with family when the transition IEP meeting will take place and that the school psychologist will be calling them with some additional support paperwork

School Psychologist

- ☐ Call family, find best way to send them the IEP preparation worksheets (student and parent roadmaps)
- ☐ On phone call discuss their hopes and fears for their child's high school experience
- ☐ Meet with child and find out more about their hopes and dreams for high school and after school and what they are nervous about
  - Help them to fill out their IEP prep form, have them show their case manager when they are done with the form
- ☐ Assess the appropriate skills according to their disability: cognitive, adaptive, social-emotional, academic
- ☐ Collaborate with the student's case manager/special education teacher to determine what outside services may be beneficial to provide at student's IEP meeting

SCH Pit Stop 2

At the IEP Meeting

Special Education Teacher & School Psychologist

- ☐ Ask about the parent's "prepare for the IEP Meeting worksheet"
  - This might be a helpful way to start the meeting

- ☐ If applicable have a discussion how long the student will remain in the school system some are done by 18 years old others are there until they are 22 years old

- ☐ Discuss ways school and home can support learning daily life skills

- ☐ Discuss what goals can be accomplished after high school and what skills are needed for those goals

- ☐ Based on the child's strengths, limitations, and interests write measurable transition goals

Sample IEP Goals for Successful Employment (adapted from Krieg, Stoebel, & Farrell, 2014; White, 2014; NTACT, 2020)

Academic Skills	Life Skills	Career Skills
• Core Subjects • Language Arts • Math • Science • Art • History • Content • Civic Literacy • Global Awareness • Ecnomic Literacy • Buisness Literacy • Computer Literacy • Work Technology • Learning and Thinking • Critical Thinking • Problem Solving Collaboration • Time Management • Stress Management	• Personal • Self-Esteem • Interpersonal relations • self-responsiblity • Self-Adovcacy • Self-confidence • Daily Living • Appropriate Dress • Financial Literacy • Social Rules • Personal Productivity • Health and wellness awareness • Health Literacy • Social Skills • communication • flexibility • self-direction • People skills	• Career Fit • interests • limitations • ethics/values • accomodations • needs • Career planning • interest assessment • career exploration • vocational training • Transportation • Skills • leadership • self-management

Writing SMART Transition Goals (adapted from Szidon & Franzone, 2009)

1. Identifying the target skill (this should be a series of chained discrete steps)
    a. Example #1 – Life skill
        i. Learn how to wash dishes
            1. Too simple: Learn to turn on the faucet
            2. Too complex: prepping, servicing and cleaning up dinner
    b. Example # 2 – Academic Skill
        i. Recall main ideas and supporting details in a reading section
            1. Academic goals should reflect current skill level and where they are expected to be
    c. Example #3 – Career Skill
        i. Use D.I.R.T Problem Solving (Define the problem, Identify all choices, Reflect and Rate possible outcomes, Try it out)
            1. Too simple: see multiple solutions to one problem
            2. Too complex: Solves problems
2. Determine how to measure learning
    a. Example #1 – life skill
        i. Learn how to wash dishes **as measured by** watching student preform the task and seeing the clean dishes
    b. Example #2 – academic skill
        i. Recall main ideas and supporting details of a reading section **as measured by** performance assessment
    c. Example # 3 – Career skill
        i. Use D.I.R.T Problem Solving (Define the problem, Identify all choices, Reflect and Rate possible outcomes, Try it out) **as measured by** observations
3. Make the goal realistic
    a. Reflect what skills are needed for the child to reach their goal after high school
4. Create a reasonable time-frame (IEPs are annual so most goals should fit a yearlong time frame)
    a. Example #1 – life skill
        i. Learn how to wash dishes as measured by watching student preform the task and seeing the clean dishes
            1. This goal may be accomplished quickly, and thus might need follow up tasks
    b. Example #2 – academic skill
        i. Recall main ideas and supporting details of a reading section as measured by performance assessment
            1. This goal could be possible in a year but will need to be measured on a consistent basis and updated if the student reaches the goal
    c. Example # 3 – Career skill

i. Use D.I.R.T Problem Solving (Define the problem, Identify all choices, Reflect and Rate possible outcomes, Try it out) as measured by observation the student use this method 3 out of 5 times
    1. This goal may require a numerical value to the observations to fit the year time frame

5. Use databases to help learn ways to write goals but make sure you edit them to fit the student and make them SMART goals
    a. https://www.bridges4kids.org/IEP/iep.goal.bank.pdf

☐ Provide lists of applicable supports
- Use https://transitionta.org/effectivepractices to find resources

SCH Pit Stop 3

Post-school Goal Determination Worksheet

- ☐ Work with student to develop a list of careers/college
- ☐ Consider the prerequisites needed (skills and degree)
- ☐ Assist with the applicable Driver worksheet
- ☐ Consult with the family to ensure child and family are on the same page
- ☐ Ensure that there are goals, objectives, and interventions that are directly aligned with the identified career/college
- ☐ Gather national, state, and local resources to support the student and family
- ☐ Consult with other professionals as needed (transition coordinator, career counselor, social worker)

SCH Pit Stop 4

Developing Skills for Post-school Success

Special Education Teacher
General skills

- ☐ Create a lesson plan on how to budget
  - (1) Use budgeting software like "You need a budget" or Budgeting Guides to help create a step by step guide for students to create a budget
  - (2) It may be helpful to look up approximately the budget for someone living on social security income
  - (3) Budgeting will require practice, keep offering opportunities in class particularly if you are teaching sophomores, juniors and seniors
- ☐ Work on adaptive self-help skills
  - (1) Cleaning
  - (2) Cooking
  - (3) Safety (making doctor's appointments, taking medication)
  - (4) Using transportation
- ☐ Review the Independent Living - Driver Pit Stop 3 worksheet

Employment and PSE specific skills

- ☐ Create a lesson plan to research a possible careers/colleges
  - (1) This can be an informal presentation from students
  - (2) They can each select a possible career/college to research in during the class and fill out the career research worksheet
  - (3) Have discussions about the careers/college
- ☐ Review the Employment and PSE Driver Pit Stop 2 worksheets respectively
- ☐ Provide opportunities to practice skills
  - (1) Have an application day for jobs and schools (resume, cover letter, personal statement, application essays)
  - (2) Do mock interviews in class
  - (3) Have a day where students learn how to find jobs/college they can apply for
- ☐ Provide a list of clubs and extracurriculars students could get involved with that are applicable to their career/college
  - (1) Invite upper classmen to talk about their clubs to recruit students to join
- ☐ Talk to students and families about what skills the child still needs to learn to prepare for their chosen career/college
  - (1) Consult with the school psychologist to implement appropriate interventions

School Psychologist

- ☐ Check in with student about independent living, career, or college goals
  - If they are struggling where to start, ask them about their interests and strengths, then ask them if they know jobs that might utilize those or help them search for jobs
  - Review the Employment and PSE Driver Pit Stop 2 worksheets
- ☐ Consult with family
  - What are their specific goals?
  - How do they feel about the child's stated goals?
- ☐ Check in with teachers
  - Consult with teacher and gather input about the child's stated goals
  - Review student's progress towards goals and determine if the goal is still appropriate/applicable
  - Determine if additional interventions are needed to support the child toward the progress of their goals
  - Determine if new goals are needed to address skills the student will need for after high school
- ☐ Focus on developing student's non-academic skills
  - Work on self-determination skills
  - Possible curriculums to review: *Oregon Youth Transition Program: A Model for Teaching Self-determination and Transition Skill* or The NEXT S.T.E.P. Curriculum
  - Continue to work on social skills and emotion regulation
- ☐ Work with community agencies to create career/college opportunities for students
  - Determine what support and accommodations are needed at their job/college
  - Determine if additional evaluations are needed to get the necessary supports and benefits at the student's next destination
- ☐ Offer professional development or workshops to teachers and families to discuss the components of transition services and the rights and responsibilities of everyone involved

SCH Pit Stop 5

Family-School Collaboration

☐ Develop a list of resources to share with student and family (not all will apply to every child; additional spaces provided for school specific resources)

Name	Age Requirement	What does it do	Who does it apply to	Website
Social Security Income, Medical Assistance, SSI-Exceptional Expense Supplement	Child must be 18 years old	Pays benefits to disabled adults and children who have limited income and resources	People whose condition significantly limits their ability to do basic work	www.ssa.gov
Division of Vocational Rehabilitation (DVR)	Application and referral must be sent AT LEAST 18 months before graduation	Helps in vocational training, job training and support	People whose disability creates a problem when applying or getting a job	This is state dependent
Free Application for Federal Student Aid (FAFSA®)	None; typically done a year before attending postsecondary education	Helps you receive financial aid for college or graduate school	Anyone who applies to college	https://studentaid.gov/h/apply-for-aid/fafsa

APPENDIX B

Codebook:

1. Accommodations – changes to how the material is learned, but the material is still required to be completed
    a. Additional Time – ability to receive extra time without a grade penalty to finish assignments or tests
    b. Alternative text – ability to obtain readings in an altered format that allows for easier readability e.g., books on tape, high contrast pages, braille
    c. Assistive technology – any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities. E.g., communication boards, special purpose computers, screen readers, special keyboards
    d. Reduced distraction environment – ability to take tests/quizzes in an environment that is quiet, with less people, purposely made to have less distractions
    e. Early registration – ability to sign up/register for classes ahead of the majority of students
    f. Modified Attendance – ability to miss class without penalty due to a disability related need e.g., missed class because student with a seizure disorder had a seizure or a student needs to attend a chemotherapy or dialysis appointment

g. Assistants and Attendants – a person that provides assistance to do some of the physical work of class e.g., mixing chemicals in a chemistry lab
h. Service Animals – a specially trained animal that helps guide a person with visual and/or hearing impairments or aid persons with other disabilities
i. Emotional Support Animals - an animal that works, provides assistance, or performs tasks for the benefit of a person with a disability, or provides emotional support that alleviates one or more identified symptoms or effects of a person's disability. However, these animals are not trained as service dogs
j. Sign Language Interpreters/ Captioning – ability to utilize interpreters/captionists
k. Note Takers/ Audio recorders – use of someone else to take notes or being able to record
l. Other

2. Modifications – changes to what is learned
    a. Course substitutions – ability to substitute courses when the limitations of the disability will warrant it
    b. other
3. Fee Services – additional supports outside of the classroom to help access learning that cost an additional fee for students with disabilities
    a. Tutoring

b. Academic Counselors – helps manage time, adjust to university life and figure out their schedules

c. other

4. Universal services – services that are offered for all students not just students with disabilities

    a. Academic advising – matched with an advisor to help advise on what courses to take based on their major

    b. Writing Center – free tutors to help with writing assignments

    c. Math center - free tutors to help with math assignments

5. Definition of disability

    a. Discuss ADA

    b. Discuss section 504 of Rehabilitation Act

6. Define academic accommodations at the university

    a. defines the purpose of academic accommodations

    b. lists what office determines the accommodations

    c. Gives specific examples for individuals with hearing loss

    d. Gives specific examples for individuals with vision loss

    e. Gives specific examples for individuals with difficulty in reading

    f. Gives specific examples for individuals with difficulty in math

    g. Gives specific examples for individuals with difficulty in writing

    h. Gives specific examples for individuals with memory loss

    i. Gives specific examples for individuals with difficulty paying attention

    j. Gives specific examples for individuals with difficulty in executive functioning (e.g., Organizing, planning, time management)
    k. Gives specific examples for individuals with difficulty in emotion regulation
    l. Gives specific examples for individuals with physical difficulties
7. Directions to access accommodations
    a. step by step explanation with names of forms required
    b. timelines to request accommodations stated
    c. Live links to required forms or sign ups
    d. There are objective rules/regulations stating who does and does not get accommodations
    e. Lists accommodation specific directions
    f. List general accommodation directions
    g. States how to tell professors the student receives accommodations
8. Faculty Guidance
    a. States how faculty should refer students to disability services
    b. States how faculty can implement accommodations
    c. Provides resources for faculty to better understand a disability
    d. States how faculty should incorporate disability services into their syllabi
9. Transitions
    a. States the difference between high school accommodations and college accommodations

b. States the difference in accommodations offered between different undergraduate institutions
c. States the difference in accommodations offered between undergraduate and graduate institutions

10. Parents
    a. Gives guidance to how parents can best support their child with disabilities
11. Eligibility requirements – what is required for a student to be eligible to use accommodations, modifications or services in general
    a. Lists who to send the documentation to
    b. Lists what documents are required
    c. Lists who needs to sign and date the documents
    d. Lists if they may require additional documentation
    e. Lists how recent the documentation must be
    f. Lists the university specific forms required to be filled out
    g. Lists where to find university specific forms
    h. Are relevant resources linked to or just mentioned?
12. Student Grievances and Accommodation Appeals
    a. Provides student rights to file a grievance
    b. Lists the process of a grievance
    c. States who to submit the complaint to
13. Organization

a. Organized based on disability – all forms required to receive accommodations are listed under the disability categories
b. Organized based on accommodation - all forms required to receive accommodations are listed under the accommodation categories
c. Student section – a section that states student rights and responsibilities
d. Faculty section – a section that discusses how faculty can

14. Document accessibility
    a. Low vision alternative text format – contains "accessibility menu" that provides menus of ways to alter how you view the website
    b. Handbook/Information is found online and accessible to all
        i. Do you need to be a student to see disability services eligibility?
    c. How do you acquire the handbook?
        i. E.g., email office of disability services, found on website
    d. Steps to finding the eligibility requirements
        i. E.g., Homepage -> click "I want to…" -> click "Register with Disability Services" -> Scroll down to "Standard Registrations" -> Click "New Student Application"