



Helping Students with Accommodations Transition to Higher Education

Webinar Presented to Positive Pathways Network

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Florida Department of Children
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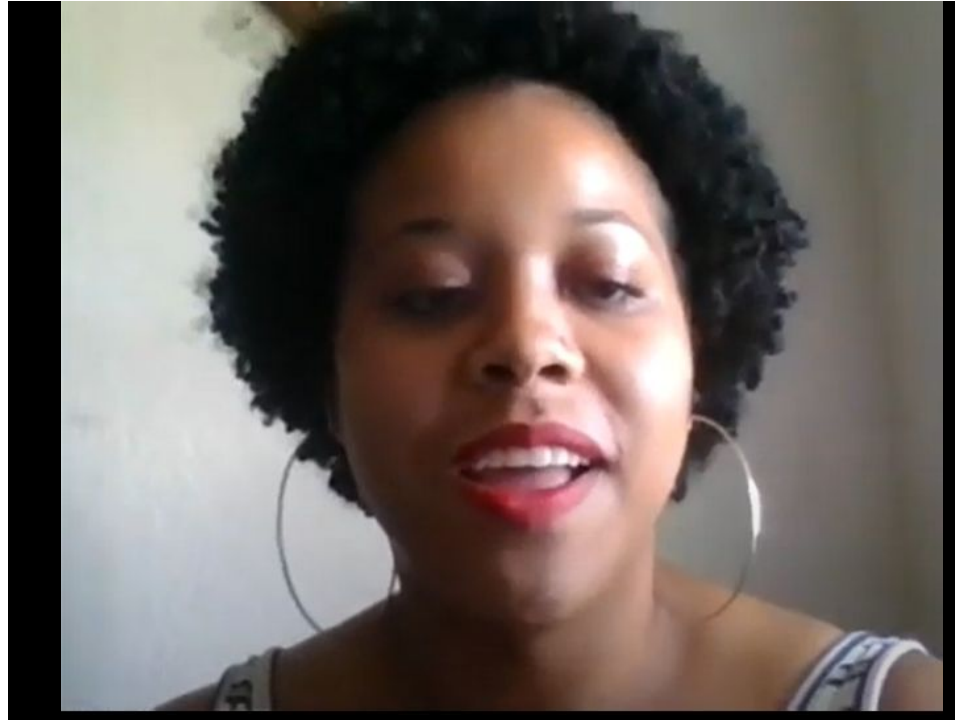


Shay Razaire

Director of Community Engagement
Alan Madden Foundation
Guardian ad Litem



Interview with a Student: Juliette Dell



**BROWARD
COLLEGE**



Senior studying social work at Florida Gulf Coast.
Used accessibility services through K-12 and into college.

Introduction of Session



Cal Walton, III, J.D.
Youth and Young Adult Transitions Specialist
Florida Department of Children and Families



Submit questions in chat or ask them during designated times during the session.

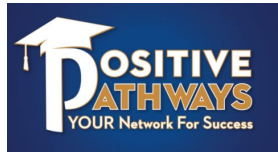
This webinar is being recording; all materials will be available in the near future.



Overview of Session / Facilitator



Dr. Steve J. Rios
Senior Director
Positive Pathways Program
Florida Department of Children and Families



Positive Pathways is a Florida DCF program that aims to increase positive postsecondary educational outcomes of students using the DCF tuition and fee exemption by developing and supporting a statewide network of campus and community-based professionals who serve these young people.

Background to the Topic / Research

National Council on Disabilities

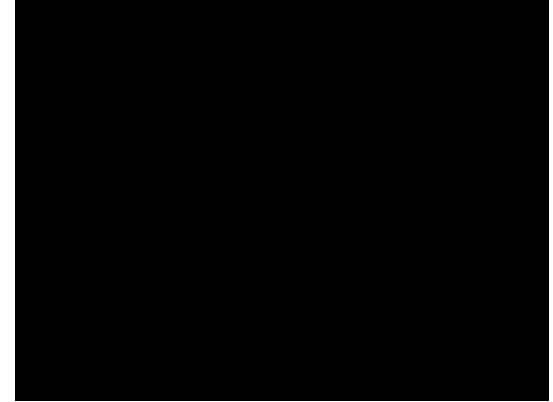
1. The number of students with disabilities attending college has nearly tripled since 1985
2. Nearly 300,000 (11%) of all college students are in need of disability services
3. The percent is higher among students from foster care
4. More than 80% of students with disabilities need some type of assistance and related services during the time they are earning their degrees.
5. The average time students with disabilities took to complete their college education was twice as the general population peers.
6. Many offices of Accessibility Resources are not familiar with the unique circumstances of young adults from homeless and foster care settings.

Source: National Council on Disabilities

Guest Speakers

- Juliette Dell: Student, Florida Gulf Coast University
- Dr. Anelle Moss: Broward College Seahawk Outreach Services
- Melanie Gilson: Broward College Seahawk Outreach Services
- Debbie Dietz: Disabilities Independence Group

Independent Living Leader Marquina Butts



Interview with High School / College Professor Dr. Bill Presswood



Section 504 of the Rehabilitation Act

▶ Section 504 is...

A federal civil rights law. It protects students from disability discrimination by public schools, and by any college, trade school, or private school that gets federal funding.

▶ Section 504 covers...

Students of all ages who have a physical or mental disability that substantially limits a major life activity. That can include reading, learning, and concentrating.

People with disabilities have the right to...

Reasonable accommodations giving them equal access to learning and school activities. Schools don't need to change their programs — just make sure they're accessible. Public K-12 schools may provide a written 504 plan when a disability gets in the way of a student's ability to learn the general education curriculum. A 504 plan may include:

Accommodations

Changes in the classroom to how the child learns the curriculum

Examples: extra time on tests, seating near the front of the class

Assistive technology

Tools that help the child work around barriers to learning

Examples: calculators, keyboards, graphic organizers

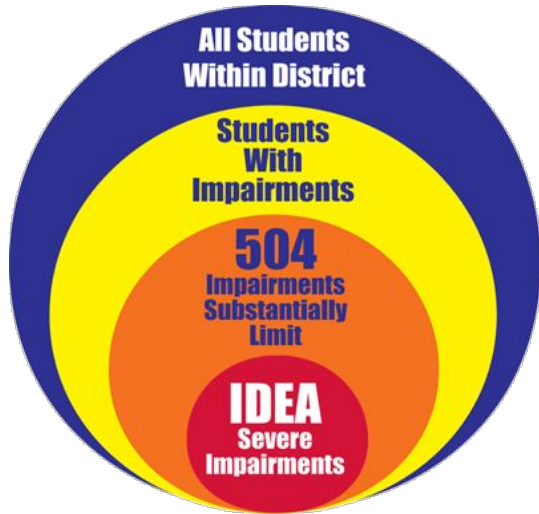
School services

Services that help the child get access to general education

Examples: speech therapy, transportation

Experienced disability discrimination?

K-12 public schools must provide a way for families to raise and resolve disputes. You can also visit ocrcas.ed.gov to learn how to file a complaint about disability discrimination by a school.



- The process of getting 504 accommodations in college or “postsecondary” education is very different from the process in the years before college.
- No 504 plan, no 504 plan team and usually, no parental involvement. Your 504 plan doesn’t transfer in any way, including any records.
- However, section 504 of the Rehabilitation Act does apply if the school receives any federal funding
- If they don’t receive federal funding, equal access to post-secondary institutions for those with disabilities is mandated under the ADA (Americans with Disabilities Act).
- This video covers 504 accommodations in college in general, along with a few tips on how to make the process go as smoothly as possible.

Five Recommendations



Deborah E. Dietz

Executive Director & CoFounder
Disability Independence Group, Inc.

1. Know that every school is required to have a disability services office.
2. Every school has policies and procedures in place for what they do.
3. Make sure that your IEP or 504 plan is up to date and complete before you leave high school.
4. Students must keep all paperwork, letters, and documents about accommodations.
5. Remember that accommodations do not only apply to academic classes and schoolwork.



**DISABILITY
INDEPENDENCE
GROUP**

Broward College Foster Care Liaisons



How to Obtain Accommodations: One College's Information

BROWARD COLLEGE



1. First you must self-disclose your disability to Accessibility Resources.
2. Provide your campus Accessibility Resources office with appropriate documentation of your disability from a qualified diagnostician or medical doctor that addresses your disability and its impact in an educational setting
3. If you have questions about your documentation please contact Accessibility Resources.
4. After your documentation has been reviewed, and it is determined you qualify for services, an appointment will be made for an interview with a coordinator to discuss the academic accommodations/ support services needed.
5. **It is important to understand that accommodations approved in high school do not necessarily carry over into college.**

Overview of Session / Facilitator



Aimee Stubbs, M.A., Ed.S.
Associate Director
Accessibility Resources
Broward College

BROWARDSM
COLLEGE

SOUTH CAMPUS

Send documentation to

Miriam Peden
7200 Pines Blvd.
Pembroke Pines, FL 33024
Building 71, Room 129
954-201-8913
mpeden@broward.edu

CENTRAL CAMPUS

Send documentation to

Erika Neff
3501 S.W. Davie Road
Davie, FL 33314
Building 19, Room 172
954-201-6527
eneff@broward.edu

NORTH CAMPUS

Christine Hopp
1000 Coconut Creek Blvd.
Coconut Creek, FL 33066
Building 46, Room 209
954-201-2313
chopp1@broward.edu

ACCESSIBILITY RESOURCES

Vision Statement - To embrace diversity and foster a welcoming, affirming, and empowering culture of respect and inclusion by ensuring seamless access to all Broward College programs, activities and services.

Mission Statement - To support the college's mission of transforming students' lives and enriching our diverse community, by providing direct services to students and promoting a college-wide shared responsibility approach to access that leads to an inclusive and equitable opportunity for students with disabilities.

Core Values

Accommodation & Access
Shared Responsibility
Communication & Collaboration
Awareness
Diversity & Inclusion
Empowerment



Documentation

Complete an Application for Services / Self-Report Form below and submit it with your disability documentation to the campus that you plan to attend.

If you do not already have documentation, please have your doctor, therapist, or another clinician complete the appropriate verification form below for the campus you are attending.

If you have multiple disabilities, please have your doctor complete the appropriate form for each.



Application for Services / Self-Report Form

Broward College students requesting accommodations must self-identify, submit qualifying documentation, and complete this application prior to meeting with the campus coordinator. Completion of this form does not guarantee services. We will contact you for an interview.

Date: _____ Name: _____ Date of Birth: _____

Cell Number: _____ Student ID Number: _____

Home/BC Email: _____

Emergency Contact Name: _____

Relationship: _____ Emergency Contact Cell Number: _____

Did you submit documentation of your disability including a diagnosis? Yes No

Please provide documentation for each disability requiring accommodations.

What is your disability or disabilities?

Based on your disability, which academic accommodations are you requesting, and why?

Classroom Accommodations:

Testing Accommodations:

What is your major/career pathway?

OFFICE USE ONLY

Documentation complete Interview appointment date and time: _____

Documentation incomplete – Student apprised of what is needed:

Student will contact Accessibility Resources for appointment

Dear Diagnostician:

Please be advised that this student is seeking reasonable accommodations to their academic program while attending Broward College (BC). Accommodations are modifications or adjustments that provide a student with a documented disability equal access to programs, services and learning in the post-secondary setting. The information you provide us will assist in determining what, if any, accommodations may be reasonable.

In order to document a **specific learning disability**, a comprehensive assessment battery and report should include:

- **Aptitude/Cognitive Ability:** A complete (**Adult normed**) intellectual assessment with subtests that result into **broad/composite/cluster standard scores** is needed. The Wechsler Adult Intelligence Scale-III (WAIS-III) is the preferred instrument. (see attached list for other suggestions).
- **Achievement:** A comprehensive academic achievement battery that shows current levels of academic functioning in all aspects of reading, mathematics, and written language are required, **unless** a student is requesting accommodations for one particular area of study. (see attached list for suggestions)
- **Areas of Cognitive and Information Processing** Based upon the nature of the referral, the applicant's clinical presentation, and prior test results, evaluators should investigate realms of cognitive/information processing. These domains include, but are not limited to: memory, processing speed and cognitive fluency, attention, sensory-perceptual functioning, motor functioning, and visual acuity.
- **Psychological Assessment/Personality Testing** Although not required, testing, such as the MMPI may be done in addition to the three domains already mentioned.
- **Neuropsychological Assessment.** Although not required, more extensive testing, such as the Halstead-Reitan Battery and the Luria-Nebraska Battery, may be done in addition to the domains already mentioned.
- **Documentation** should be in the form of a psychoeducational or neuropsychological report.
 1. A written summary or background information about the student's educational, pertinent medical and family histories that relate to a learning disability must be included.
 2. Relevant test scores must be included and interpreted within the body of the report.
 3. A specific learning disability must be clearly diagnosed and explained in writing. It would be most helpful if you could provide any specific suggestions for appropriate accommodations within an academic environment.

Accessibility Resources is responsible for holding all medical and psychological documentation regarding College students in a confidential manner. Your prompt attention to this request is appreciated.

Thank you for your assistance.

Tests for Assessing Adolescents and Adults with Learning Disabilities

The following list includes a variety of popular standardized measures for diagnosing LD. It is meant to be a helpful resource to evaluators but not a definitive or exhaustive listing. The professional judgment of an evaluator in choosing tests is important. Whenever feasible, the most recent version of the test should be used.

Tests of Intellectual Functioning

- Kaufman Adolescent and Adult Intelligence Test
- Reynolds Intellectual Assessment Scales (RIAS)
- Stanford-Binet 5 (SB5)
- Test of Non-Verbal Intelligence(TONI-4)
- Wechsler Adult Intelligence Scale – IV (WAIS-IV)
- Woodcock-Johnson – IV Tests of Cognitive Ability

The Slosson Intelligence Test - Revised, Wechsler Abbreviated Scale of Intelligence (WASI) and the Kaufman Brief Intelligence Test (K-BIT-2) are primarily screening devices which are not comprehensive enough to provide the kinds of information necessary to make accommodation(s) decisions.

Tests of Achievement

- Gray Oral Reading Test (GORT-5th Ed)
- Nelson-Denny Reading Test
- Scholastic Abilities Test for Adults (SATA)
- Stanford Diagnostic Mathematics Test
- Stanford Test of Academic Skills (TASK)
- Test of Adolescent and Adult Word Finding (TAWF)
- Test of Written Language -4 (TOWL-4)
- Wechsler Individual Achievement Test -III (WIAT-III) or specific achievement tests such as:
 - Woodcock-Johnson IV - Tests of Achievement
 - Woodcock Reading Mastery Tests – Revised

Specific achievement tests are useful instruments when administered under standardized conditions and when the results are interpreted within the context of other diagnostic information. The Wide Range Achievement Test - 4 (WRAT-4) is not a comprehensive measure of achievement and therefore should not be used as the sole measure of achievement.

Given that the differential diagnosis of LD often involves considering other co-occurring or comorbid conditions, there is a wide variety of other tests or measures that may be appropriate to include in a diagnostic report.

Psychological Testing Providers

The sites listed below are suggestions only. Broward College does not warrant or guarantee any of their services. Evaluations can be obtained by other licensed psychologists. You can also consult with your medical doctor regarding a referral to a qualified evaluator.

Independent Diagnosticians:

Please check with diagnostician to determine charges and with your insurance company to see if they will cover the cost of testing.

Nova Southeastern University

3301 College Avenue
Fort Lauderdale, FL 33314-7796
Phone: (954) 262-5730

They provide psychological evaluations on a sliding scale as well as counseling services. They offer a discounted rate for college students.

Dr. Gary Eisenberg

Glades Tower I
950 Glades Rd, Suite 1A
Boca Raton, FL 33431
Phone: (561) 392-1414
Fax: (561) 391-2722

Dr. Eisenberg provides testing evaluations and specializes in working with college students.

Child Provider Specialists

2900 S. Commerce Parkway
Weston, FL 33321
Phone: (954) 385-6292

They also have offices in Miami and Boca Raton. They provide comprehensive psychological evaluations. Payment plans are available.

Cary Frank Schwimmer, Psy.D.

1290 Weston Road Suite 203
Weston, FL 33326-1912
Phone: (954) 349-2777

Dr. Schwimmer provides comprehensive testing on a sliding scale. His fees are flexible and are determined on client needs and required testing.

Mental Health Verification Form

Student Name and ID Number: _____

Date of Birth: _____ Phone: _____ BC Email: _____

The following information is to be completed by a qualified health professional and either returned directly to Accessibility Resources or the student. This information will be used to assist Broward College in determining appropriate accommodations.

Specific Diagnosis _____

Diagnostic Code _____

Circle One: Mild Moderate Severe

Circle One: Acute Chronic

Date of Diagnosis _____

How long has the student been your patient? _____

Please attach any information that will assist Broward College with determining appropriate accommodations for this student, such as case notes, direct observations, psychological evaluations, or other test results.

Signature

Date

Print Name, Title, License Number



State College Liaisons and Coaches

State College Liaisons

Type something in the input field to search the table for first names, last names or emails:

The following is the list of State College Liaisons



Firstname	Lastname	University	City	position	Email	Phone
Anelle	Moss	Broward College (Central)	Davie	Coordinator, Student Success	amoss3@broward.edu	954-201-4859
Roslyn	Bailey-Oddman	Broward College	Davie	Coordinator, Student Success	rbailey2@broward.edu	954-201-8407
Melanie	Gnaizda-Gilson	Broward College (North)	Coconut Creek	Coordinator, Student Success	mgnaizda@broward.edu	954-201-2310
Melissa	Cauley	Chipola College	Marianna	Director of Student Services	cauleym@chipola.edu	850-526-2761 Ext. 2451
Maureen	Anderson	College of Central Florida	Ocala	Dean of Enrollment Management	andersom@cf.edu	352-873-5800, Ext. 1643
Beth	Hoodiman	Daytona State College	Daytona Beach	Associate Director of Admissions	hoodimb@daytonastate.edu	386-506-3619
Michelle	Loufek	Eastern Florida State College	Melbourne	Director of Collegewide Admissions	Loufekm@easternflorida.edu	321-433-7765

Map of Locations of State University System of Florida Institutions and Links to Offices of Accessibility / Disability Services



Source: SUS Board of Governors.

[CLICK FOR LINKED DOCUMENT](#)

Links to Disability / Accessibility Resources Departments within the Florida College System

1. [Broward College](#)
2. [College of Central Florida](#)
3. [Chipola College](#)
4. [Daytona State College](#)
5. [Eastern Florida State College](#)
6. [Florida Southwestern State University](#)
7. [College of the Florida Keys](#)
8. [Florida State College at Jacksonville](#)
9. [Gulf Coast State College](#)
10. [Hillsborough Community College](#)
11. [Indian River State College](#)
12. [Florida Gateway College](#)
13. [Lake Sumter State College](#)
14. [Miami Dade College](#)
15. [North Florida Community College](#)
16. [Northwest Florida State College](#)
17. [Palm Beach State College](#)
18. [Pasco-Hernando State College](#)
19. [Pensacola State College](#)
20. [Polk State College](#)
21. [Santa Fe College](#)
22. [Seminole State College](#)
23. [South Florida State College](#)
24. [St. Johns River State College](#)
25. [St. Petersburg College](#)
26. [State College Florida, Manatee-Sarasota](#)
27. [Tallahassee Community College](#)
28. [Valencia College](#)



How to Reach Us



(786) 223-7541



www.PositivePathwaysFlorida.org



Pathways@EducateTomorrow.org



[Facebook.com/Groups/FloridaReach](https://www.facebook.com/Groups/FloridaReach)

Join the
Positive
Pathways
Network
Today!

Questions and Answers

