Why Are Accommodations Different After High School?

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Who am I?

- Husband
- Father
- Accessibility Analyst
- Assistive Technology Specialist
- Teacher
- Coach
- Individual with disabilities
<table>
<thead>
<tr>
<th>PreK-12:</th>
<th>Post HS:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENTITLEMENT</strong></td>
<td><strong>ELIGIBILITY</strong></td>
</tr>
<tr>
<td>• IDEA</td>
<td>• Title II of ADA</td>
</tr>
<tr>
<td>• Title II of ADA</td>
<td>• 504 of the Rehabilitation Act of 1973</td>
</tr>
</tbody>
</table>
Guarantees

• PreK-12:
  • Guaranteed **Success**
    • Modifications
    • Accommodations
    • Open Book/Open Note
    • Moved along

• Post HS:
  • Guaranteed **Access**
    • Remove barriers created by a disability
    • Student succeeds or fails on own merit
    • Entitled to rigor
<table>
<thead>
<tr>
<th>Modifications</th>
<th>Accommodations</th>
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<tbody>
<tr>
<td>Change to curriculum</td>
<td>“Cannot fundamentally alter the nature of the service, program, or activity, or</td>
</tr>
<tr>
<td>or assignment</td>
<td>that would result in an undue financial or administrative burden”</td>
</tr>
<tr>
<td>Reduced workload</td>
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</table>
Individual Accommodations

- Determination based
  - Per individual
    - Their disability
    - Their individual needs
NO required availability of

• Personal attendants
• Individually prescribed devices
• Readers for personal use or study
• Other devices of a personal nature
  • Tutoring
  • Typing
Example Accommodations

- Priority registration
- Reducing a course load
- Substituting one course for another
- Sign language interpreters
- Assistive Technology
Poll

- How did you get here today?
A.T. or tools

• Screen reader
• Text reader
• Speech to text
• Note taking software
• Audio recorder
• Organizational software
THE TESTING CENTER AT NAU’S DISABILITY RESOURCES
Responsibilities

• PreK-12:
  • **Schools** Responsibility
  • Assessment
  • Information/Documentation
  • Accommodations
  • Modifications

• Post HS:
  • **Your** Responsibility
  • Provide Documentation
  • Request Accommodations
  • **NO** modifications possible
  • Work with you
Documentation

- Must identify disability
- Must be from an appropriate professional
- Helpful information
  - **Effective** past accommodations
  - IEP or 504 plan
<table>
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<th>PreK-12:</th>
<th>Post HS:</th>
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<tbody>
<tr>
<td><strong>Free</strong></td>
<td><strong>Costs</strong></td>
</tr>
<tr>
<td>• FAPE</td>
<td>• Tuition</td>
</tr>
<tr>
<td></td>
<td>• Fees</td>
</tr>
<tr>
<td></td>
<td>• Books</td>
</tr>
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Money

NORTHERN ARIZONA UNIVERSITY
Money Post HS

• “appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability.”

• Cannot be charge a different price for housing than students without disabilities
Admission

- PreK-12:
  - Cannot be denied to public school

- Post HS:
  - As long as you meet essential requirements, disability not a factor
Discovery

PreK-12:
• **They investigate**
  • Evaluate your work
  • Student Study Teams
  • Evaluate you

Post HS:
• **You disclose**
  • Cannot identify
  • Voluntary to disclose
## Who Helps

### PreK-12:
- Teachers
- School Counselor
- Principal
- Exceptional student services
- Grievance Process

### Post HS:
- Teachers
- Disability services counselor
- 504, ADA, or Disability Services Coordinator
- Diversity Officer
- Grievance Process
### Keys

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<th>PreK-12:</th>
<th>Post HS:</th>
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<tr>
<td>• Be honest</td>
<td>• Be honest with yourself</td>
</tr>
<tr>
<td>• Accept help</td>
<td>• Self-determination</td>
</tr>
<tr>
<td>• Use accommodations and modifications as needed</td>
<td>• Self-advocate as needed</td>
</tr>
<tr>
<td>• communication</td>
<td>• Use accommodations as needed</td>
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Why to not disclose

- **It is not anyone else’s business**
- Does not affect what person is doing
- Not the right time or place
- No tools needed
Advantages (411)

• Reasonable accommodations
• Legal protection under ADA established
• **Reduces stress of keeping a secret**
• Clearer impression of expectations people have of you and your abilities
• Makes sure you are getting what you need
More Advantages

• Allows you to examine and question health insurance and other benefits
• Easier to talk about challenges
• Improve self-image through self-advocacy
• Allows you to bring in service providers to help
• Increases your comfort level (???)
Disadvantages

• **Having to relive negative past experiences (???)**
• Can lead to the experience of exclusion
• Can cause you to become an object of curiosity
• Can lead to you being blamed
• Can lead to you being treated differently
More Disadvantages

• Can bring conflicting feelings about your self-image
• Can lead to you being viewed as needy, not self-sufficient, or unable to perform at the same level as peers
• Could cause you to be overlooked for job, team, group, or organization
• Can be difficult and embarrassing
Enforcers

- Office of Federal Contract Compliance Programs (OFCCP)
- Office of Civil Rights (OCR)
- Attorney General (AG)
- U.S. Equal Employment Opportunity Commission (EEOC)

- Not an Enforcer: Job Accessibility Network (JAN)
Visible

- Visible puts pressure to disclose earlier
- Talking about how your disability affects you, can create the instructors belief in you
- Hard to know what to share
- Be concise and to the point
- Answer questions about you and your disability
- Discuss strengths
- Explain how your accommodations work for you
- Address how you plan to accomplish tasks required by the class or program
Invisible

- Invisible causes indecisiveness
- Talking about how your disability effects you, can create the employers belief in you
- Hard to know what to share
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- Answer questions about you and your disability
- Discuss strengths
- Explain how your accommodations work for you
- Address how you plan to accomplish tasks required by the job
Visible Vs. Invisible

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Discussion

Let’s talk...
References

- Office of Civil Rights (OCR):
  https://www2.ed.gov/about/offices/list/ocr/transition.html

- Stanford:

- ADA:  https://www.ada.gov/ta-pubs-pg2.htm
More References


- Job Accessibility Network (JAN): [https://askjan.org/](https://askjan.org/)


Even More References

- ODEP: https://www.dol.gov/odep/pubs/fact/ ydw.htm
- National Collaborative on Workforce and Disability (NCWD): http://www.ncwd-youth.info/411-on-disability-disclosure -- Amazing Guide that is downloadable in Word and PDF
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