As Assistant Director for Student Accessibility Services at Trinity University, Myeshia consults and facilitates the interactive process for exploring reasonable accommodations for students with disabilities. Additionally, she assists with the University’s efforts to ensure an accessible, hospitable learning environment for persons with disabilities. Her previous professional experiences include serving as a school psychologist and Director of Pupil Appraisal at a New Orleans charter school network. Prior to those roles, she served as a rehabilitation clinician at The Harris Center (Houston, TX), and as an emergency shelter grant coordinator at Gulf Coast Trades Center (New Waverly, TX). She is a recently earned her Ph.D. in Guidance and Psychological Services with a specialization in School Psychology.

To download this handout go to: www.winston-sa.org/symposium/
STUDENT ACCESSIBILITY SERVICES: TRANSITIONING FROM HIGH SCHOOL TO HIGHER EDUCATION

Presented By: Talia Sims and Myeshia Smith | 01-24-2020

OVERVIEW

Meet the Presenters

Learning Outcomes

A Definition

High School to Higher Education

Preparation

Accommodations

Process

Important Information

Trends

Tips

Questions

Student Accessibility Services

Staff at Trinity University

JESSICA REYES, MA.: SAS SPECIALIST
TALIA SIMS, BA: GRADUATE ASSISTANT
MYESHIA SMITH, PH.D: SAS ASSISTANT DIRECTOR
**LEARNING OUTCOMES**

**Learning Outcome 1**: Participants will have a general understanding of the function of Student Accessibility Services on a college campus and will understand how to initiate these services.

**Learning Outcome 2**: Participants will be able to identify the different types of accommodations (e.g. academic, housing, dining, temporary) and their functioning.

**Learning Outcome 3**: Participants will understand legal differences between being a student with a disability in high school (IDEA) and college (ADA).

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**WHY THIS WORK IS IMPORTANT**

"This has really motivated me to get through the semester, even when I wanted to quit.

I truly appreciate your support through the process. It made navigating this situation while in school much easier.

I wanted to thank you for the appointment and for being a great listener. I still have sensitivities to noise, and I’m growing continuously and learning, but the thing that makes the most difference is having that other person through the process. Thank you for sharing your experience with me."

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**A DEFINITION**

How do you define the term disability?

Student Accessibility Services vs Student Disability Services
“I wish for a world that views disability, mental or physical, not as a hindrance but as unique attributes that can be seen as powerful assets if given the right opportunities.”

- Oliver Sacks

HIGH SCHOOL VS HIGHER EDUCATION

<table>
<thead>
<tr>
<th>High School</th>
<th>Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.D.E.A. is about SUCCESS.</td>
<td>ADA is about ACCESS.</td>
</tr>
<tr>
<td>Students identified by the school and admin supported by parents, teachers, and student.</td>
<td>Students must self-identify to Student Accessibility Services.</td>
</tr>
<tr>
<td>Parents/Guardians have access to student records.</td>
<td>Parents/Guardians do not have access to student records unless student written consent.</td>
</tr>
<tr>
<td>IEP or 504 Plan may include modifications to test format and/or grading.</td>
<td>Grading and test format changes are generally not available.</td>
</tr>
</tbody>
</table>

PREPARING TO LEAVE HIGH SCHOOL

- Dream: How do I want to best serve the world?
- Research: Visit university websites, specifically Student Accessibility Services.
- Visit: Schedule tours and independent meetings with Student Accessibility Services.
HIGH SCHOOL CHECKLIST

Recent Evaluation | IEP or 504 Plan

PURPOSE

Guided by both the office's mission and federal law, Student Accessibility Services (SAS) is dedicated to ensuring that students with disabilities have equitable access to all aspects of campus by providing them reasonable accommodations.

GOALS

Self-Awareness

Inclusivity

Self-Advocacy
TYPES OF ACCOMMODATIONS

- Academic
- Housing
- Dining
- Temporary

STEPS TO SERVICES

2. Provide Documentation of the condition.
3. Complete an intake interview with SAS staff.

COMMON ACCOMMODATIONS

- Extended Time for Tests and Quizzes
- Testing in a Reduced Distraction Environment
- Audio Recording
- Laptop Usage
ACCOMMODATIONS

ACCOMMODATIONS ARE NOT LIMITED TO THE LIST PREVIOUSLY SHOWN. ACCOMMODATIONS SHOULD BE INDIVIDUALIZED BASED ON THE STUDENTS' CURRENT FUNCTIONING.

ACCOMMODATED TESTING CENTER

IMPORTANT INFORMATION

High school accommodations do NOT automatically transfer to college. Students must register with student accessibility services in order to receive accommodations. This process is self-initiated.

Accommodations offered in high school differ than those offered in higher education.

Faculty and Advisors do NOT have the right to ask about the nature of the disability.
TRENDS IN STUDENT ACCESSIBILITY SERVICES @ TRINITY UNIVERSITY

<table>
<thead>
<tr>
<th>Category of Disabling Condition</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADHD</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Learning</td>
<td>23%</td>
<td>22%</td>
</tr>
<tr>
<td>Medical</td>
<td>16%</td>
<td>15%</td>
</tr>
<tr>
<td>Mental Health</td>
<td>40%</td>
<td>41%</td>
</tr>
<tr>
<td>Communication</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>ASD</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Vision Impairment</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Neurological</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Mobility Impairment</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Temporary</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Accommodated Testing Center Usage Fall 2015 - Spring 2019

HELPFUL TIPS:
- Manage Expectations
- Ask Questions
- Gather Documentation

RIGHTS RESPONSIBILITIES

30th Annual Learning Symposium