

Disability Services

Wake Technical
Community College

“Self-determination refers to the *characteristics of a person* that leads them to *make choices* and *decisions* based on their own *preferences* and *interests*, to monitor and regulate their own actions and to be *goal-oriented* and *self-directing*.”

- **Characteristics** (*understanding your needs, abilities, strengths, limitations and values*)
- **Making choices and decisions** (*information gathering; implementing one's plan*)
- **Goal oriented & Self directing** (*developing a plan of action*)

Self-Determination

The Law

IDEA (Individuals with Disability Education Act)

- ❖ The responsibility to provide a Free, Appropriate Public Education (FAPE) that is geared towards "specially designed instruction, at no cost to the parents, to meet the unique needs of the child with a disability".

Section 504 of the Rehabilitation Act of 1973

- ❖ Mandates "equal access" to education programs that receive federal dollars.

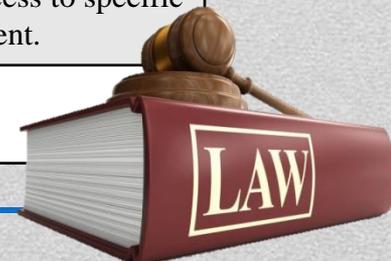
Americans with Disabilities Act Amendments Act of 2008 (ADAAA)

- ❖ Prohibits discrimination based on disability.



Comparison

IDEA	ADA/504
Every Child is entitled to a Free and Appropriate Public Education (FAPE) in the "least restrictive environment" possible.	Students compete for admission and must be "otherwise qualified" to enter college, without consideration of disability. Students participate in the general curriculum of the college. No continuum of placement exists.
Focused on creation of an Individualized Education Plan (IEP) that will help the student participate in the general curriculum as much as possible.	Colleges provide accommodations to students with documented disabilities without regard to goals and objectives.
Requires yearly team meetings to discuss progress and set goals.	The student is responsible for meeting with disability services and with instructors to discuss needs and concerns.
Often involves significant modification of the curriculum and of assessment.	Instructors are NOT required nor encouraged to fundamentally alter the content or goals of their courses or the types of tests that are given, though they may be required to make changes that do not affect essential content or goals.
Classroom teachers receive copy of the IEP and should have a thorough understanding of the disability and the plan	Instructors receive a brief summary of the disability in an accommodation letter, but are not given access to specific diagnostic data unless provided by the student.
<p style="text-align: center;">Law of Entitlement Guarantees SUCCESS</p>	<p style="text-align: center;">Civil Rights Law Guarantees ACCESS</p>



Know his/her rights under the ADA and Section 504 of the Rehabilitation Act

Know how to ask for help and how to ask questions

Feel comfortable talking about his/her disability

Know how to approach instructors for requested accommodations

Self-Advocacy is learning how to speak up for yourself, making informed choices about your own life, accessing information to make decisions, building support, knowing your rights and responsibilities, reaching out to others when you need help and friendship, and being determined to reach goals you developed.

In college, students are expected to manage their own paperwork and time. While a student's high school IEP might include extra time for assignments, a student in college would be expected to just take fewer classes per semester. And all students are expected to seek out support services on their own.

Self-Advocacy

Transitioning

- Start the process early and work simultaneously (*Application, Registering with DSS & Placement Testing*).
- Contact the college and gather information about available services and resources.
- Get involved on campus.
- Accept responsibility for your own success.

Process

- Make contact with the Disability Services office by submitting documentation promptly.
- Meet with a coordinator to determine appropriate accommodations.
- Speak up when barriers are in the way.
- Determine. Advocate. Prepare

Keys to Success



Empowerment
