

Families: A Growth Mindset for Your Adult Student

**SAIL: Student Advocacy and Independence in
Learning**

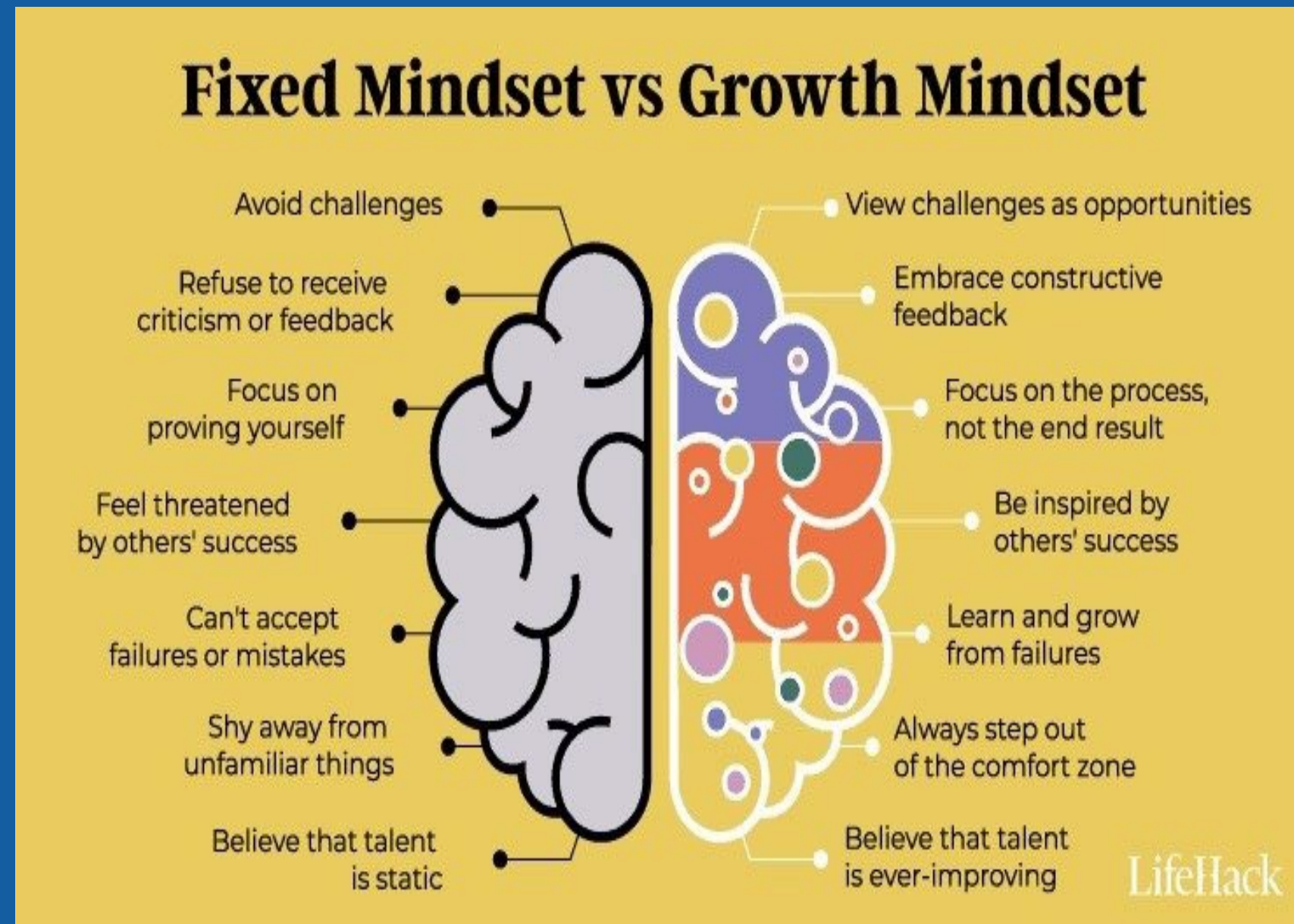
How “special education” looks different beyond high school.



UMass | Dartmouth

Office of Student Accessibility Services

Why is it important to step aside?



Source: Lifehack.org


- To help your student develop “soft skills” that employers want to see: time management, self-advocacy, interpersonal communication, and email management.
- To help your student feels like an adult now and no longer a child.
- To encourage a growth mindset. It is ok to fail, become stressed or feel uncertainty because that is how we learn and grow.

Why is it a necessity?

- **Colleges/ universities are bound by self-disclosure law. The student MUST be the one to share information about their disability or mental health conditions.**
- **The legal shift goes from following IDEA to following ADA guidelines. Colleges and universities are not providing modified curriculum as in high school but rather reasonable accommodations to allow access to education.**
- **A modification is a change in the format, content, or quantity of work required and are not mandated in higher education.**
- **An accommodation is a reasonable adjustment or auxiliary aid that ensures a student has access to educational opportunities without lowering the academic standards. Accommodations cannot fundamentally alter the course requirements.**

It will be difficult! WHY?

Because caregivers are:

- Used to being your students advocate in IEP/504 meetings.
 - Used to checking Google Classroom, Powerschool, etc and often knowing their grades even before them.
 - Used to having instant communication via text, cell phone, social media and email.
 - Students are less embarrassed about, and frankly used to, having their parent intervene on their behalf.
 - Invested! College is expensive and you want to make sure your student is getting the most out of it.
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Why is rapport building important?

- **We (the OSAS staff) want to hear from the student what it is like for them living with the disability and what they think would be helpful.**
- **We want to build a relationship with the student, so they have a safe place to ask for help.**
- **If family is present at intake meetings, students often don't speak for themselves or even speak at all. We want them to feel empowered.**
- **If family is present at an intake meeting, students may not give us the full picture. For example, a caregiver may say "Oh, they study all the time" the student alone may say "Well, I have trouble getting organized to study."**



What does an intake appointment look like?

We will meet only with the student for the reasons described in this presentation. We will:

- **Review student's documentation and ask them to describe how the "label" in the documentation affects them functionally. Discuss what accommodations will be most helpful and appropriate for the current semester.**
- **Ask the student to read and sign our Student Responsibility Agreement. This agreement outlines the policies and procedures of our office. If they will be using our testing room, they will read and sign the Student Responsibility and Testing Procedures Agreement**
- **We encourage your student to ask anything they may be unclear about. This is the perfect time!**
- **For the FIRST meeting with our office, the student may invite their family member in for the last few minutes to hear a summary of the accommodations that were put into effect, but this is at the discretion of the student. It is our hope that your student feels confident and supported to conduct all future meetings individually.**

What you CAN do to help?

- Review OSAS website with your student so they know where to find information.
- Review the required documents your student needs to submit and make sure they understand their disability/condition.
- Role play with your student on how to talk about their disability, their strengths, their challenges and barriers.
- Be available with questions as your student navigates the registration process and schedule appointments but have them do it.
- Assist your student with developing an action plan or list of questions for their meeting with us.
- Remind your student to regularly check UMASSD email and respond promptly.