

# How to get your ASD kid into college - WEBINAR

Holly Bortfeld



*Families with autism  
helping families with autism.*

# Webinar Disclaimer

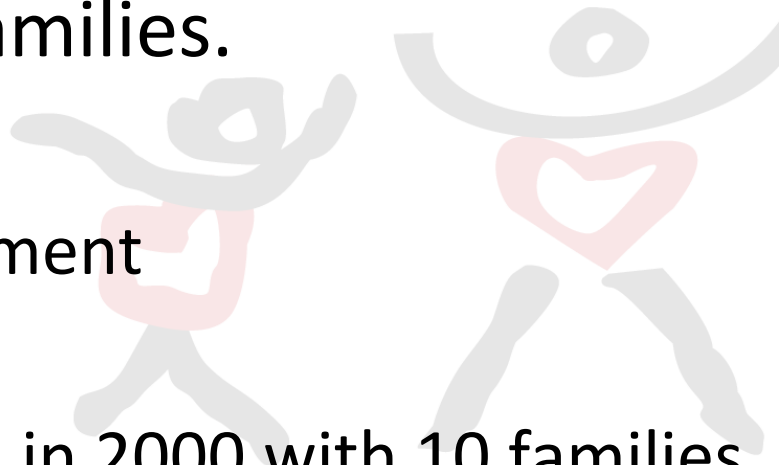
The information contained in this presentation applies to the USA only and is current as of the date of this live webinar, May 1, 2013.

Other countries have different laws, services and resources. To find information and help outside the USA, please go to <http://www.tacanow.org/family-resources/international-resources/>

# Who is TACA?

A United States 501(c)(3) non profit organization

- TACA is Real Help Now for children with autism and their families.
  - ✓ Education
  - ✓ Empowerment
  - ✓ Support
- TACA started in 2000 with 10 families.
- We're now providing services to more than 31,000 families across the country.



# TACA Programs

- TACA provides support and education for families affected by autism through the following efforts:
- Outreach & Support: Chapters in 19 states via meetings & Coffee Talks
- Social family events
- Autism Youth Ambassadors in high school and college campuses
- Support via Chapters, Parent Mentor Program, LiveChat, email and phone.
- Keep informed with our enews and social media
- Our extensive website, available free 24/7
- Conferences
- Journey Guides
- Scholarship Programs
- Spanish Outreach and more!

# About the presenter

Holly Bortfeld is a single mother of 2 teenagers with ASD. A long time homeschooler living in PA, Holly has been doing biomedical treatments since 1998. Holly is the National Parent Support Manager and lead author for TACA.





Most importantly for this presentation, I am the mom of Greta, who has Asperger's, and who's just completed her sophomore year in college with the highest grades in the College of Engineering. Please forgive my bragging. 😊

# Agenda

- Transition IEPs
- Vocational Aptitude Testing & Interests
- Job shadowing
- SAT and ACT accommodations
- Scholarships and Funding
- ADA after IEP and 504
- OVR
- SSI and PASS Plans
- College Co-Op Programs
- Skills needed to live in dorm

## Abbreviations You Will Need

- **FAFSA** – A tax-return like form ALL students must complete, not ASD-specific
- **ACT & SAT** – Standardized tests that ALL students must take, not ASD-specific
- **ODS** – Office of Disability Services, on the college campus
- **OVR** – Office of Vocational Rehabilitation
- **ADA** – Americans with Disabilities Act



# College?

- Yes, college is a real possibility for many with ASD.
- Don't wait until your child is a senior in high school when to begin the hunt for schools and scholarships. Start when your child is in 10th grade (if not before)!
- Get to know the school guidance counselors and find out when the deadlines are for tests, clubs (like National Honor Society) and all the other things that makes a child look "well-rounded" on their college applications.
- Most of the same stuff you'd need for a child without ASD is the same stuff you will need for a child with ASD – grades, letters of recommendations, SAT and ACT results, admissions essays, clubs and leadership experience and money – lots of money!

# What does “transition services” mean?

- The term “transition services” means a coordinated set of activities for a child with a disability that:
- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

# What is a “Transition IEP”?

- A transition IEP is a regular IEP but includes expected outcomes and the goals for those outcomes for the child after high school ends. It will include information about your child’s interests and skills and what needs to be done to get him/her ready for the post-school world or work or college, whichever is appropriate. It will also include which route to graduation, diploma or certificate of completion, your child will take.
- One big difference is the shift from teacher-developed goals and activities to student-driven plans for the future. Transition IEPs are to include and emphasize the child’s self-advocacy and self-directed vision for his/her future.
- Preparing for the transition IEP starts with the parent, and child if able, to create a vision of the child’s future. What would your child like to do? What would he be able to do? What skills would he need to develop between now and the end of school to attain those skills?

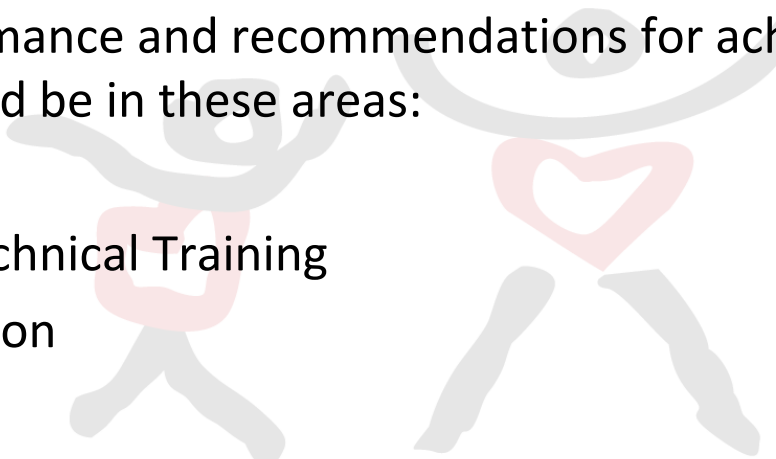
# When do you do a Transition IEP?

- IDEA says “Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team” but in many states it’s done when the child turns 14.
- Some districts hold a transition IEP meeting separate from a regular IEP meeting, and some do not.
- The full legal wording can be found here:  
[http://www.ideapartnership.org/index.php?option=com\\_content&view=article&id=853&oseppage=1](http://www.ideapartnership.org/index.php?option=com_content&view=article&id=853&oseppage=1)

# What should be included in a Transition IEP?

The IEP should include a student profile with a statement of current functioning (also known as a PLOP – Present Level of Performance) covering all areas of performance including current academic achievement, current functional performance and recommendations for achieving post-secondary goals. Goals should be in these areas:

- Employment
- Vocational/Technical Training
- Higher Education
- Residential
- Transportation/mobility
- Financial/income
- Self-determination
- Social competence
- Health/safety



# More on Transition IEPs

## What happens if a participating agency fails to provide the needed transition services?

- The IEP team must reconvene the meeting to figure out alternative strategies on how to make sure the student receives the service. Ultimately the burden falls on the district to act as both a liaison between agencies and the student, and to ensure that proper services are being given.

## What is the law governing Transition IEPs?

- IDEA mandates transition IEPs but the 2004 revision places a stronger emphasis on improving student outcomes for life after high school. (34 CFR 300.43) (20 U.S.C. 1401 [34])

## Who else should be included at Transition IEP meetings that haven't been included previously?

- Your child, who is generally not present before this age, will be invited to attend the transition IEP.
- A Vocational Rehabilitation counselor should be included in all transition IEP meetings, if appropriate.
- Career counselors should be included, if appropriate.

# What else is a part of the transition process?

## What is a SOP?

- The Summary of Performance is designed to assist the students as they transition from high school to post-high-school life and includes summative information prior to graduation such as services that have been provided thus far and goals for the future along with necessary contact information for the next steps.

## If your child has a 504 plan rather than an IEP, is there a Transition 504?

- No, this only applies to IEP plans.

# Recommended Transition Reading

- **Preparing for Life: The Complete Guide for Transitioning to Adulthood for those with Autism and Asperger's Syndrome** by Dr. Jed Baker
- **Transition IEPs: A Curriculum Guide for Teachers and Transition Specialists** by Paul Wehman (this book has 300 pages of sample transition IEPs for autism, LD, ED, ID and physical disabilities. A great read!)
- **Autism & the Transition to Adulthood: Success beyond the classroom** by Paul Wehman, Marcia Datlow Smith and Carol Schall
- **Growing up on the Spectrum** by Lynn Kern Koegel and Claire LaZebnik
- **Transition Planning: Setting Lifelong Goals**  
[www.wrightslaw.com/info/trans.plan.graham.htm](http://www.wrightslaw.com/info/trans.plan.graham.htm)
- **Wright's Law Transition Info** <http://www.wrightslaw.com/info/trans.index.htm>
- **PEATC's Essential Transition Guide**  
[http://www.nextsteps.peatc.org/resources\\_peatc/Transition%20IEP%20Essentials.pdf](http://www.nextsteps.peatc.org/resources_peatc/Transition%20IEP%20Essentials.pdf)
- **OCALI's Transition Website**, includes Webcasts [http://www.ocali.org/view.php?nav\\_id=5](http://www.ocali.org/view.php?nav_id=5)
- **George Washington University HEATH Resource Center's Transition Guide**  
<http://www.heath.gwu.edu/assets/33/toolkit.pdf>
- **Transition: Stacking the Deck In Your Favor** [http://www.autism.com/video\\_gassner.asp](http://www.autism.com/video_gassner.asp)



# Post Secondary Education questions your child should be asking

In relation to college, during the transition IEP meeting, your child should be asking:

- Am I going to go to college?
- What are my strengths?
- Given my strengths, what are the logical fields of study for me to go to school for?
- What are my weak areas?
- How do we address my weak areas given my learning style? What modifications are needed?
- Is there an Office of Disabilities on campus at my local/chosen schools? What disability-related services will they offer, if any, to help me be successful?
- If I would live in a dorm, what skills do I need that I don't currently have?

# What do you want to be when you grow up?

- Your child's skills, strengths, interests and weaknesses will all be important in this process. Work with your team and write them all down.
- Use vocational aptitude tests to assess your child's abilities and what fields s/he would likely excel in given their strengths. There are a number of vocational aptitude tests like the ASVAB, General Aptitude Test Battery (GABT) and Wechsler Adult Intelligence Scale-Revised.
- While these tests are not perfect, at least they will give you a place to start. Then your child can target classes and clubs during their junior and senior years to the types of skills they will need for that career/major.
- For the specialty classes, sit down with your child's teachers alone after each semester and have a frank discussion with them to ask "Is my child really geared for this field?" "What else might s/he be geared for, given what you've seen when working with them?" And "What classes should s/he take next if this is the right field for her/him?"

# Knowledge is Power!

Parents of HFA or Asperger's kids often ask if they should tell their kids about their diagnosis, and the resounding answer is YES!!!

Your kids are going to face challenges related to their diagnosis and they need to understand how their diagnosis affects them so they can build the skills necessary for them to succeed.

Life, and especially not employers, will not give your kid a pass or make accommodations for them after school so your child needs to know what deficits they have, and how to cope and bypass them in whatever way works best for them.

As a matter of fact, your kids are going to have to work even harder than a non-disabled peer to get through college, employment and life, especially since your child doesn't "look" different. You cannot shield your child forever, so remember, knowledge is power. Give them the tools to overcome their challenges, and start early.

# Start a “Self-Inventory”

- One of the key things you will need is a list of your child’s strengths and challenges. You will use those for scholarships and to formulate accommodations. These are also key to self-advocacy and self-esteem. Be able to answer these questions:
- What adversity have you had to overcome and how did you deal with it?
- What are your biggest challenges and how will they affect your ability to participate in college or career?
- How has living with a chronic disorder has impacted your life?
- Discuss an academically or socially challenging situation you have dealt with. What advice you can share with the world on how you overcame it?
- Can you articulate about your learning disability? Do you understand how LD affects your life, and recognize the importance of self-advocacy?
- Give examples of barriers you have experienced as a result of your disability. Describe what you have done or will do to overcome them.

# Guidance Counselors

- High school guidance counselors have access to a program that contains details about every college in the USA, all searchable and sortable by major, program, state, co-op and a gazillion other criteria that will make your college search much easier!
- Guidance counselors will also have all of the information about ACTs, SATs, scholarships, job shadowing and much more.

# SATs and ACTs

- SAT and ACT tests are necessary for most colleges in the US today but if your child has either an IEP or 504 plan that state he or she can have extra time for test taking in school, you can apply for extended time for the SAT or ACT. Each company has an application and information online to explain the process.
- Know that just having a diagnosis is NOT enough to qualify. ACT and SAT are not under IDEA so your child has to meet the much stricter criteria of ADA laws – Does your child need accommodations to access the test? Longer test times to get a higher score are not the same thing. Their criteria is meant only to allow the test taker access to take the test, regardless of their score.

# Job Shadowing

- Not all kids know what they want to be when they grow up, I know I still don't! One helpful, free, way to help find out is called job shadowing. Your high school guidance office should have someone on staff to help you find opportunities, but you can find many just by searching online or even by walking around town. And more often, one job shadowing can lead you to another one, referred by one of the people your child just shadowed so that's always an important thing to ask before you leave.
- Your child can later use this learning experience in their college essays, make valuable contacts for future internships and letters of recommendation, and even learn about scholarships aimed at that profession.
- Please remember that these professionals, who often bill out at \$100 per hour or more, took valuable time out of their day to help your child so always send thank you notes after your visit. It's also a great idea to bring donuts if coming in the morning, or pizza if coming in the afternoon.

# How to ask and what to expect

- Even if you have no referrals, you can call up companies and ask for their Human Resources department, or with small companies, just ask for the owner.
- As an example, if your child is potentially interested in becoming an engineer, explain that your child is interested in engineering, but with so many fields of engineering, you need to narrow them down to make an informed decision. Ask if your child could come and spend an hour or two with each type of engineer they have at their firm to see what they do.
- Each type of engineer will spend about 1-2 hours with your child, showing the projects they are working on, samples of what they normally do, what systems they use, and maybe even go out to see a current project in the field.
- For larger companies, your child may spend a full day there and shadow 4-6 types of engineers throughout the day. For smaller companies, maybe only shadow 1-3 engineers over 2-3 hours.



# Shadowing questionnaire

**These are some sample questions you may want to ask each person your child shadows:**

- Name of occupation
- What are your duties and responsibilities?
- What are the responsibilities of your department?
- How are computers used in this career?
- What type of training or education will I need to get a job in this career?
- Why did you decide to do this type of work?
- What do you like most about your job?
- What do you like least about your job?
- Will there be many jobs like yours in the future? Why?
- What is the typical salary range for someone in your job? Entry level; mid-level; top level
- What are the typical benefits offered in this occupation?
- What physical demands does this occupation require? (long periods of sitting/standing, lifting, climbing, stoop/bend/kneel regularly, regularly lift 50+ pounds, etc.)
- What are the working conditions in this occupation? (indoor, outdoor, cold/heat, wet/humid; noisy; hazards, other)

# College scholarships and funding for kids with ASD

**The main places you will find autism/disability-specific college scholarships and funding are:**

- Vocational Rehabilitation is a national governmental program that can cover education and related costs.
- SSI's PASS Plan - <http://www.ssa.gov/disabilityresearch/wi/pass.htm>
- Google and other search engines will net you the most results
- The college your child gets accepted to will also give you a list of available scholarships based on your criteria through the financial aid office
- The college's Office of Disability Services will have separate scholarships
- Your regional autism support and referral organizations
- Your high school guidance counselor's office library
- The public library
- Some states have funding for higher education within their department of disability
- <http://www.tacanow.org/family-resources/college-programs-funding/>

# No IEP? No Problem.

- Whether your child didn't have an IEP or was homeschooled, protections are still available.
- When your child leaves the public school system, the Americans with Disabilities (ADA) law takes over. Be warned, ADA offers MUCH less protection, safety nets and has little guarantee to be followed.
- Remember, under ADA, you, as the parent, have no standing. Without a Power of Attorney, no one at the college can or will speak to you about ANYTHING. Even with Power of Attorney, the professors still don't have to speak to you, only the admin and ODS staff. Don't expect notes home.
- If your child qualifies for OVR, OVR has the legal authority to intervene with the college to make sure they follow the needed accommodations.
- **TIP!** Some colleges have more protected housing options, but they are hard to get into and have limited spots. Apply early!

# Path to Services - IEP

## IEP > Transition IEP > OVR > ODS at College.

- If your child has an IEP, at age 14-16, you would begin a Transition IEP, which would include OVR at age 16.
- OVR will pay for full evaluations near graduation which will list all accommodations needed in college. OVR has the legal standing to force the college to comply with accommodations.
- After your child is accepted to a college, bring OVR reports to ODS.
- ODS will conduct an interview with the student about accommodations and give a determination of what they believe is needed on campus. If you do not agree, call OVR.
- Student disseminates “letters of accommodations” to professors.
- A note: if you do not feel your child is capable of advocating for their rights with ODS, parents can get a Power of Attorney so you can attend meetings and sign legal documents.

# Path to Services – 504 or nothing

## 504 (or nothing) > OVR > ODS at College.

- All people with ASD should qualify for OVR. Apply at age 16 (or ASAP).
- OVR will pay for full evaluations near graduation which will list all accommodations needed in college. OVR has the legal standing to force the college to comply with accommodations.
- After your child is accepted to a college, bring OVR reports to ODS.
- ODS will conduct an interview with the student about accommodations and give a determination of what they believe is needed on campus. If you do not agree, call OVR.
- Student disseminates “letters of accommodations” to professors.
- A note: if you do not feel your child is capable of advocating for their rights with ODS, parents can get a Power of Attorney so you can attend meetings and sign legal documents.

# Office of Vocational Rehabilitation

- OVR is federally funded through the U.S. Department of Education's Rehabilitation Services Administration. OVR can pay for education and training programs, driving evaluations and training, therapies, job counseling and searching, assistive technology and many more programs or services as needed on an individual basis to obtain meaningful employment.
- A parent and/or a person with a disability can fill out the referral form online in some states, or contact the local VR office for information on how to apply. Once your application is received, you will be given an appointment with a counselor to complete an intake interview which includes a Financial Needs Test. Individuals whose income exceeds the Financial Needs test may have to pay a small portion out of their pockets for the services rendered. If the applicant has been found disabled by the Social Security Administration, they will be "presumed" to be eligible. Services for individuals receiving Social Security disability are provided at no charge. A person-centered plan is developed to list all the things they need for them to accomplish the plan. The OVR counselor will explain what programs are available in the specific geographic area that address the person's needs and may include many funding streams.

# Office of Vocational Rehabilitation (cont.)

- If the applicant is under 18 and does not have SSI and the parents income exceeds the cutoff (which varies by state), the parent would pay a fraction of the cost for OVR's services. The cost will depend on what services are provided.
- OVR is the payer of last resort, so if the applicant has insurance, any therapy would have to be billed through insurance first. It's the same with college funding – a parent completes the FAFSA, then the state determines how much the state and federal government would pay, then the scholarships or grants would be deducted and what is left is what OVR could cover.
- Eligibility criteria vary by state. Some states are called “order of selection” states and they have a higher eligibility criteria than others. In these states an applicant would need to meet 3 or more, rather than 2 or more, of the 7 eligibility criteria to receive services. You can call your local OVR office and ask if your state is an “order of selection state”.

# Office of Vocational Rehabilitation (cont.)

## OVR links

- [http://www.workworld.org/wwwwebhelp/state\\_vocational\\_rehabilitation\\_vr\\_agencies.htm](http://www.workworld.org/wwwwebhelp/state_vocational_rehabilitation_vr_agencies.htm)
- <http://www.tacanow.org/family-resources/vocational-rehabilitation/>
- <http://www.tacanow.org/family-resources/teens-with-asd-college/>
- [http://www.landmark.edu/downloads/vocational\\_rehab.pdf](http://www.landmark.edu/downloads/vocational_rehab.pdf)



# SSI's PASS Plan

- A PASS Plan is a temporary plan to help people get training or education to begin or go back to work. SSI's PASS Plan is similar to an IEP in that it's person-driven to their goals. To apply for a PASS Plan, two things must be in place – the person must be eligible for SSI and have either assets or income which will fund the PASS Plan. Basically, the PASS Plan acts as an income/asset waiver during education or training and can allow a limited time for job searching. The person's own income or assets fund the PASS Plan while still keeping the person eligible for full SSI payments, rather than having their payments lowered or removed during the education/training.
- As an example, a person with ASD who wants to go to college can use a PASS Plan to waive income earned, or assets owned, during the training or education time and possibly during the job search after training. Without a PASS Plan, the new income or assets would either disqualify or reduce the amount of SSI payments the person would receive, so the PASS Plan would waive those and the person would receive full SSI benefits during the length of the PASS Plan and use the income or assets to fund it. The PASS Plan can be used to cover the cost of transportation, living expenses, tuition and many other things related to the training or education.

# SSI and working

## A word about SSI and rules about working while receiving benefits for people with ASD:

- SSI is not guaranteed for all people with a diagnosis of autism or Asperger's. The criteria say "If the person is able to work at "substantial gainful activity" s/he will not be able to qualify for SSI". A medical determination that their disability prevents substantial gainful work would need to be made first.
- If the person does qualify to receive SSI and is working, even part-time, there is a "student earned income exclusion" that could apply to earnings – with or without a PASS plan. A PASS plan could help if the earnings exceed the student exclusion as well. You may also consider using a Special Needs Trust to hold earnings to be exempted from SSI where possible.

# College co-op programs

- Since many ASD kids learn better doing than reading, there is a program called a Cooperative Jobs Program that you may want to look into. About 500 colleges and universities in this country now offer co-op programs, involving 300,000 students in real-world job experiences. Generally beginning in the sophomore year, students work part-time and go to school part-time. Participating colleges will have a program office to help students find and secure in-field co-op jobs, and the hours they work count as credits toward their degree. The student maintains full-time status benefits, gets paid and gains invaluable real-world work experience in their field. Because the student also gets paid, unlike a post-graduation internship, that money can be used to pay tuition – helping the student leave college in less debt, or debt-free.
- “The average co-op student graduates with 18 months of experience from time spent in five to seven paid positions. That’s more than impressive to potential employers, and it’s the reason why more than 60 percent of co-op students nationally accept permanent jobs from their co-op employers. Perhaps even more impressive is the fact that 95 percent of co-op students find jobs immediately upon graduation.” National Commission for Cooperative Education

# A note about SSI and co-op earnings

- If the co-op job is considered “substantial gainful activity,” your child may not be approved for SSI. The case could be made that a co-op position is not sustainable, at least during college, because you have to quit it when the semester ends.
- However if the person is already getting SSI at the time she starts the co-op job, whether that work is “SGA” is not material. Therefore, the person must be getting SSI prior to the co-op job starting. Since the eligibility criteria are different for SSI than it is for Medicaid or school-based services, the child may not even be medically eligible for SSI.

# Colleges with on-campus support for children with ASD

- All colleges have some sort of on-campus support or programs for people with disabilities. This is usually called the Office of Disability Services (ODS). Like most formal programs, some are great and some are not.
- The ODS provides support, accommodations and much more. If ODS isn't doing its job, call in your OVR caseworker to intervene.
- There are stand-alone colleges that actually take medical insurance like Landmark College in Vermont. [www.landmark.edu](http://www.landmark.edu)
- There are programs connected to campus that offer autism-specific supports like College Living Experience. [www.cleinc.net](http://www.cleinc.net)
- Many more options are listed here: <http://www.tacanow.org/family-resources/college-programs-funding/>
- <http://www.disabilityfriendlycolleges.com> has a lot of good info on disability-friendly campuses.

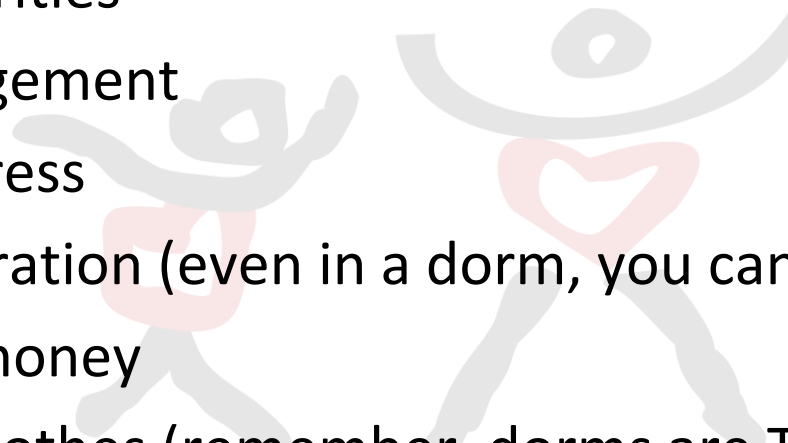
# Transitioning to Campus

- Life at home where mom and dad shelter the kids is very different than living on campus in a dorm. Independence is a huge change for most children. Yes, there are RA's but mostly, they are on their own.
- Your kids will need new skills to get ready for all of this independence. Use IEPs to work on skills that will be needed, starting from the first Transition IEP.
- [http://www.outreach.psu.edu/programs/autism/files/10presentation\\_in\\_6\\_slide\\_format.pdf](http://www.outreach.psu.edu/programs/autism/files/10presentation_in_6_slide_format.pdf)

# Some basic lifeskills are needed

To live on campus, your child will need these lifeskills first. Work them into IEPs, starting with your Transition IEP.

- Setting priorities
- Time management
- Handling stress
- Food preparation (even in a dorm, you can cook a little)
- Managing money
- Caring for clothes (remember, dorms are TINY and you will be bringing a fraction of what you own)
- Being responsible for your own health
- Navigating the campus and surrounding area
- Conflict resolution



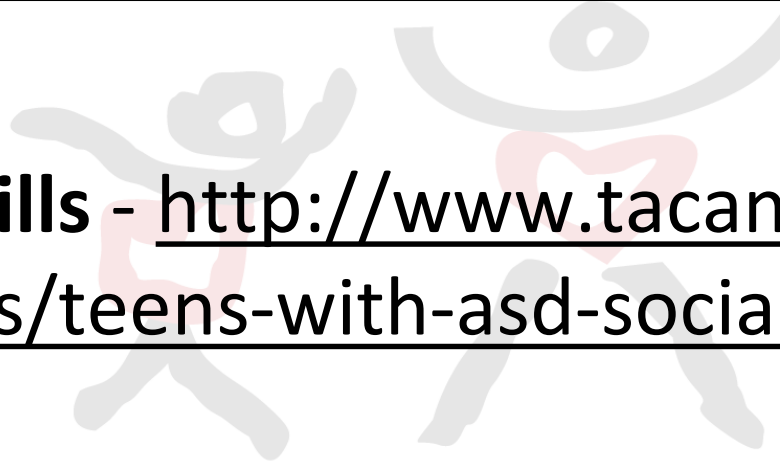
# Suggested reading for college skills

- **Developing College Skills in Students With Autism and Asperger's Syndrome**, by Sarita Freedman
- **Realizing the College Dream with Autism or Asperger Syndrome**, by Ann Palmer
- **Preparing for Life: The Complete Guide for Transitioning to Adulthood for Those with Autism and Asperger's Syndrome**, by Jed Baker
- **Career Training and Personal Planning for Students with Autism Spectrum Disorders: A Practical Resource for Schools**, by Vicki Lundine and Catherine Smith  
*This is a book for educators but may also be beneficial to parents who want to help facilitate their child's program*
- **My Future My Plan**  
*A curriculum designed to motivate and guide students with disabilities and their families as they begin early transition planning for life after high school.*
- **Adolescents on the Autism Spectrum: A Parent's Guide to the Cognitive, Social, Physical, and Transition Needs of Teenagers with Autism Spectrum Disorders**, by Chantal Sicile-Kira
- **Aquamarine Blue 5: Personal Stories Of College Students With Autism** by Dawn Prince-Hughes
- **Transition: Stacking the Deck In Your Favor**, by Dena L Gassner (*This presentation is aimed primarily at parents of teens with Aspergers and covers transition IEPs, OVR and applying for, and appealing denials for SSI.* [http://www.autism.com/video\\_gassner.asp](http://www.autism.com/video_gassner.asp))



# Important Teen Skills

- **Lifeskills** - <http://www.tacanow.org/family-resources/teens-with-asd-life-skills/>
- **Social Skills** - <http://www.tacanow.org/family-resources/teens-with-asd-social-skills/>
- **Safety** - <http://www.tacanow.org/family-resources/teens-with-asd-safety/>



# A Case Study: Jane

- Jane is a child diagnosed with Asperger's Syndrome, Autism, Anxiety and CAPD.
- Jane did not have an IEP, just a 504.
- Jane's mom applied at OVR when Jane was 17.
- OVR provided for Jane: full evaluations to determine accommodations needed, a laptop that had immediate-on for ease of recording lectures, a Livescribe pen to record classes, special software to take and analyze notes and lectures, a printer and a driving evaluation to see if she is competent to drive.
- OVR, which is based on parent's income, agrees to pay partial tuition to college.

# Jane goes to college

- Jane and her parents go through the same college process as all kids – narrowing down schools, applying, getting accepted.
- Jane gets accepted to college! YAY!
- Jane takes OVR reports to ODS at college to determine needed accommodations.
- Jane chooses classes and applies for scholarships, just like everyone else.
- On Jane's 18<sup>th</sup> birthday, Jane applies for SSI. If Jane gets SSI, she will get a monthly check to help with books, car/gas/insurance and tuition. OVR will also increase amount of tuition help, based on getting SSI.
- Jane gets a drivers license after having private lessons.

# Jane, at college

- Due to Jane's lack of safety awareness, Jane applies for a handicapped parking permit so she doesn't have to walk across campus in the dark alone after class and can park next to the classroom building.
- ODS denies some of Jane's accommodations. Parents acquire a Power of Attorney. Parents, Jane and OVR caseworker meet with ODS and get accommodations included.
- Jane takes all tests in the ODS office, which is a quiet place without distractions, using her extended time accommodations.
- Jane makes new friends and does well in class.
- Jane makes Dean's List. Jane ROCKS!
- Jane's parents breathe easier and celebrate!

# The next step

- College is a major milestone in any child's life. Parents of kids with ASD know how much work went into this – and how much work it will continue to take to succeed.
- Preparation is key, so start young.
- Spend years working on independence and self-reliance. It will pay off. Big time.
- Don't forget to enjoy your child's accomplishments!

# Your Homework!

- TACA offers a lot for families. Be sure to:
  - ✓ Attend a meeting, Coffee Talk or conference
  - ✓ Come to a family event
  - ✓ Apply for a free Parent Mentor
  - ✓ There is so much we offer – be sure to plug into your community
- Don't have a chapter in your area? Learn how to develop your community to bring TACA to you. <http://www.tacanow.org/local-chapters/>
- Until then, you can access all of our programs, webinars, the immense TACA website, Live Chat and parent support via phone and email.
- Feedback: Tell us what you need if we don't already have it.

# Questions?



# Contact me

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- Follow me on Twitter: @TACANOW
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<http://www.facebook.com/talkaboutcuringautism>
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