



Neurodiversity: Reframing College Access for First-Generation Students with Learning Disabilities

March 27th 2019

Who Are We?



DCP

DOWNTOWN COLLEGE PREP



**EDGAR
CHÁVEZ**

Director of College
Success



**HEATHER
FERGUSON**

Special Education
Manager



**MICHELLE
ICENOGL**

Director of Student
Services



Our Mission



Downtown College Prep prepares first-generation students for college success. We believe every student has the potential to succeed.

1707

*Students in
grades 5-12*

4

*MS and HS
Campuses*

85%

*Low-
Income*

96%

*Matriculate
to college*



Agenda

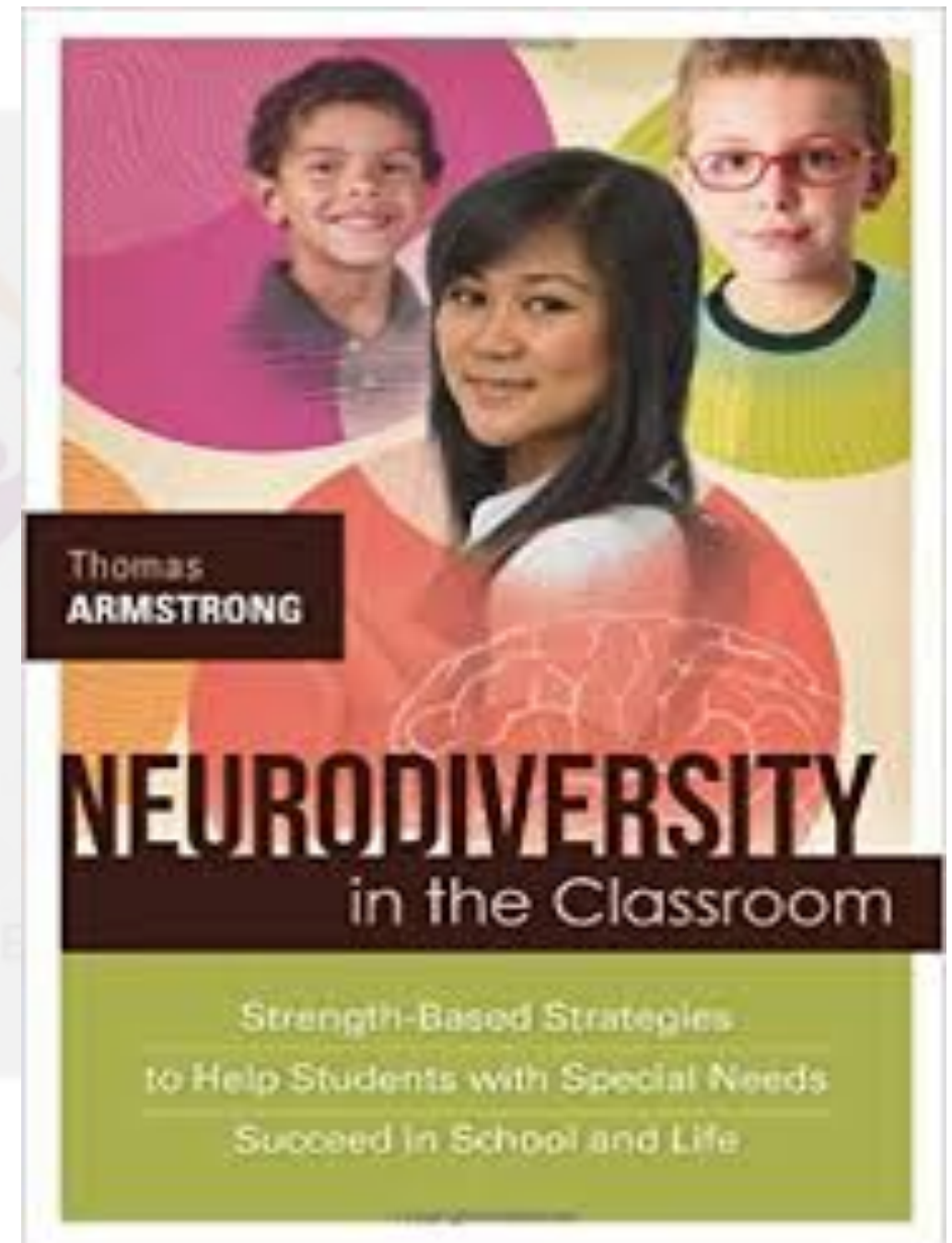
- **Defining Neurodiversity**
- **The Similarities and Differences Between IEP vs. 504**
- **Our College Success Program**
- **The Journey To-Through**
 - **Preparation**
 - **Connection**
 - **Post Secondary Support**
- **Key Takeaways**



What Is Neurodiversity?

The basic premise of neurodiversity is that there is no “typical” mental capacity—no “normal” brain to which all other brains are compared. There are just different brains and different ways in which they function.

It is what we at DCP believe our students are not special education students, but are Neurodiverse.



Neurodiversity Means Considering the specific brain needs of ALL students



ELL and Bilingual Students

Research shows being bilingual causes the brain to work more efficiently and may help promote brain health as people age. How are we supporting our ELs in becoming bilingual and creating stronger brain architecture for themselves?

ALL Students

The more you understand about adolescent brain development, the better you can differentiate in ways that positively support positive brain development. How can you not only integrate what you are learning this week, but continue to grow in this area as you grow in your teaching practice?

Homeless and Foster Youth

Maslow's hierarchy of needs places physiological needs and safety needs at the first two levels. Students who are homeless or in foster situation may struggle with having these needs met. How can you create a classroom space that helps meet these needs, freeing up their brains to learn?

First Gen College Going Students

As we learned yesterday, the cognitive load students hold and can impact how our students' brains manage multiple priorities. How are we helping grow their natural ability to hold multiple needs as priorities?

Defining Terms

- **Individualized Education Plan (IEP)- A written legal document that maps out the needs and supports for students who qualify for supports under IDEA, an educational law. This plan supports access AND achievement**
- **504 Plan - A written legal plan that maps out the needs and supports of students (or parents) with a disability that impacts their access. Qualifications are based on Americans with Disabilities Act.**

Understanding the Differences

IEP vs 504

	Individualized Education Plan (IEP)	Section 504 Plan
Type of law	Special Education - Individuals with Disabilities Act (IDEA)	Civil Rights - Rehabilitation Act of 1973
Department	Department of Education	Office of Civil Rights
Requirements for eligibility	Has a disability that: a) meets criteria under IDEA, b) significantly impacts educational performance, and c) requires specialized services	Has a disability that significantly impacts a major life function.
What is included?	Specialized education services, accommodations, related services.	Accommodations, modifications.
Age limits	IEP offered through 12th grade.	No age limits with a 504 plan.
Where is the plan used?	Educationally, through the 12th grade. Does not transfer to college.	School, work, and college. 504 Plans will transfer to college.
Discipline	A Manifestation Determination meeting must be held to determine if the offense is a manifestation of the disability by the 10th day of suspension. Services are required during long-term suspension.	A Manifestation Determination meeting must be held to determine if the offense is a manifestation of the disability by the 10th day of suspension. May require reevaluation.

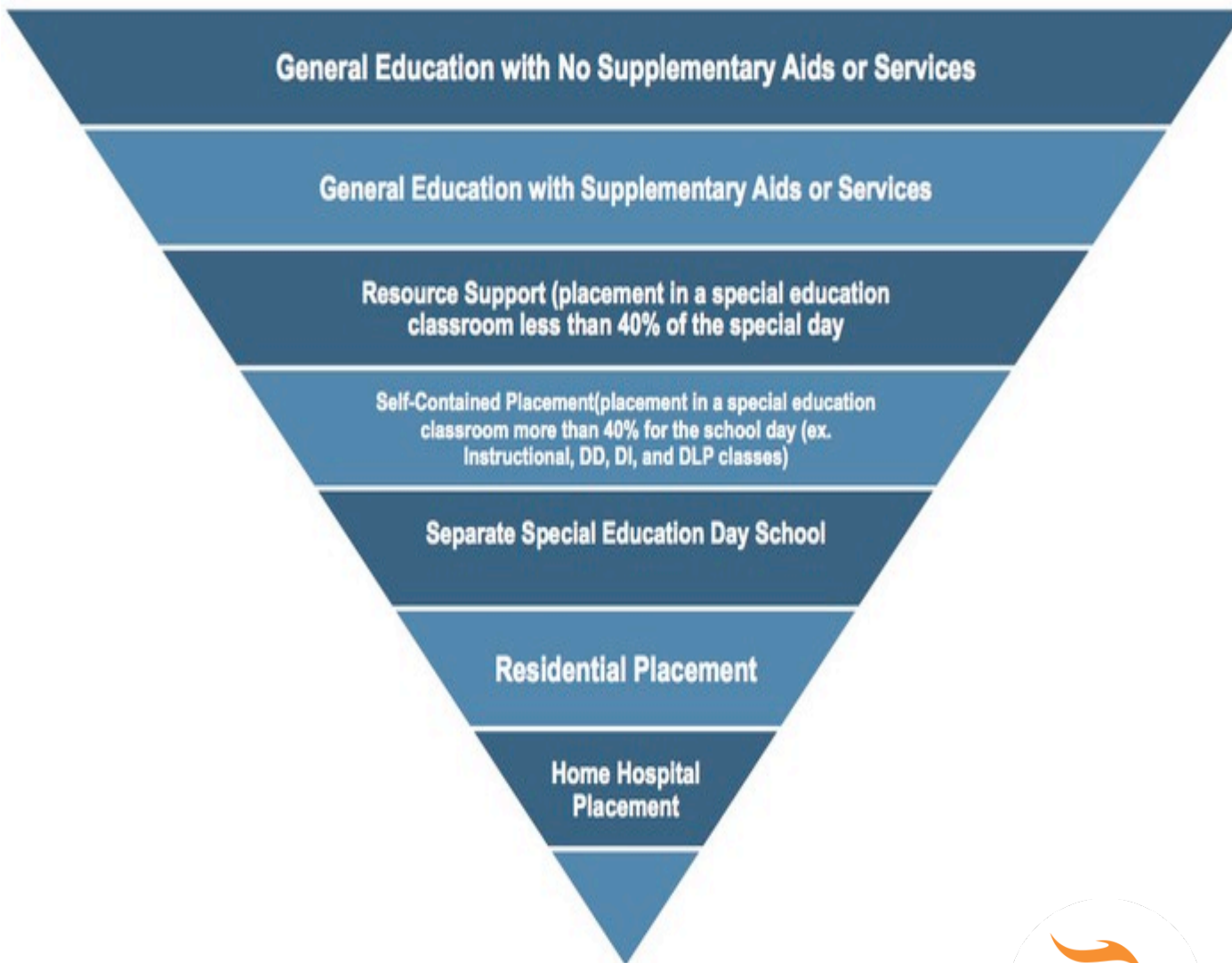
Our Students



DCP serves about a 10% Neurodiverse population in our schools.

Our Students

The Placement Continuum



Downtown College Prep is a fully inclusive program that offers a range of supports to meet the students' needs. All students enrolled at DCP are in general education for all or most of the time. Students are predominately serviced academically and/or behaviorally in a push-in modality so that they don't miss classroom instruction.

However, we provide support dependent on the needs of the student.



Neurodiverse Student's Graduation Data

El Primero High School

La Prepa El Primero

Class/Clase	Students w/ 504 Estudiantes con 504	Students w/ IEPs Estudiantes con IEP	Total # of Graduates Total de Graduados
2012	0	0	0
2013	0	2	2
2014	1	6	7
2015	6	3	8
2016	5	4	8
2017	9	8	16
2018	4	7	11
2019	6	9	TBD



Neurodiverse Student's Graduation Data

Alum Rock High School

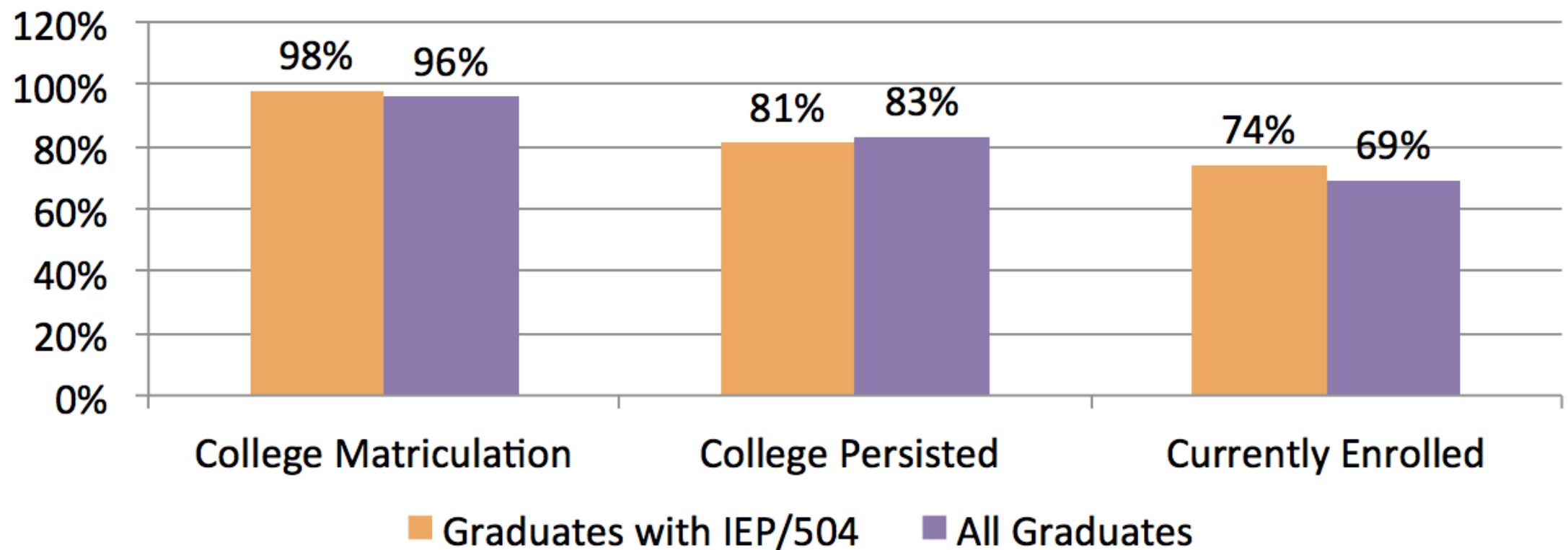
La prepa Alum Rock (Primera generación)

Class/Clase	Students w/ 504 Estudiantes con 504	Students w/ IEPs Estudiantes con IEP	Total # of Graduates Total de Graduados
2017	0	1	1
2018	3	4	4
2019	3	8	TBD

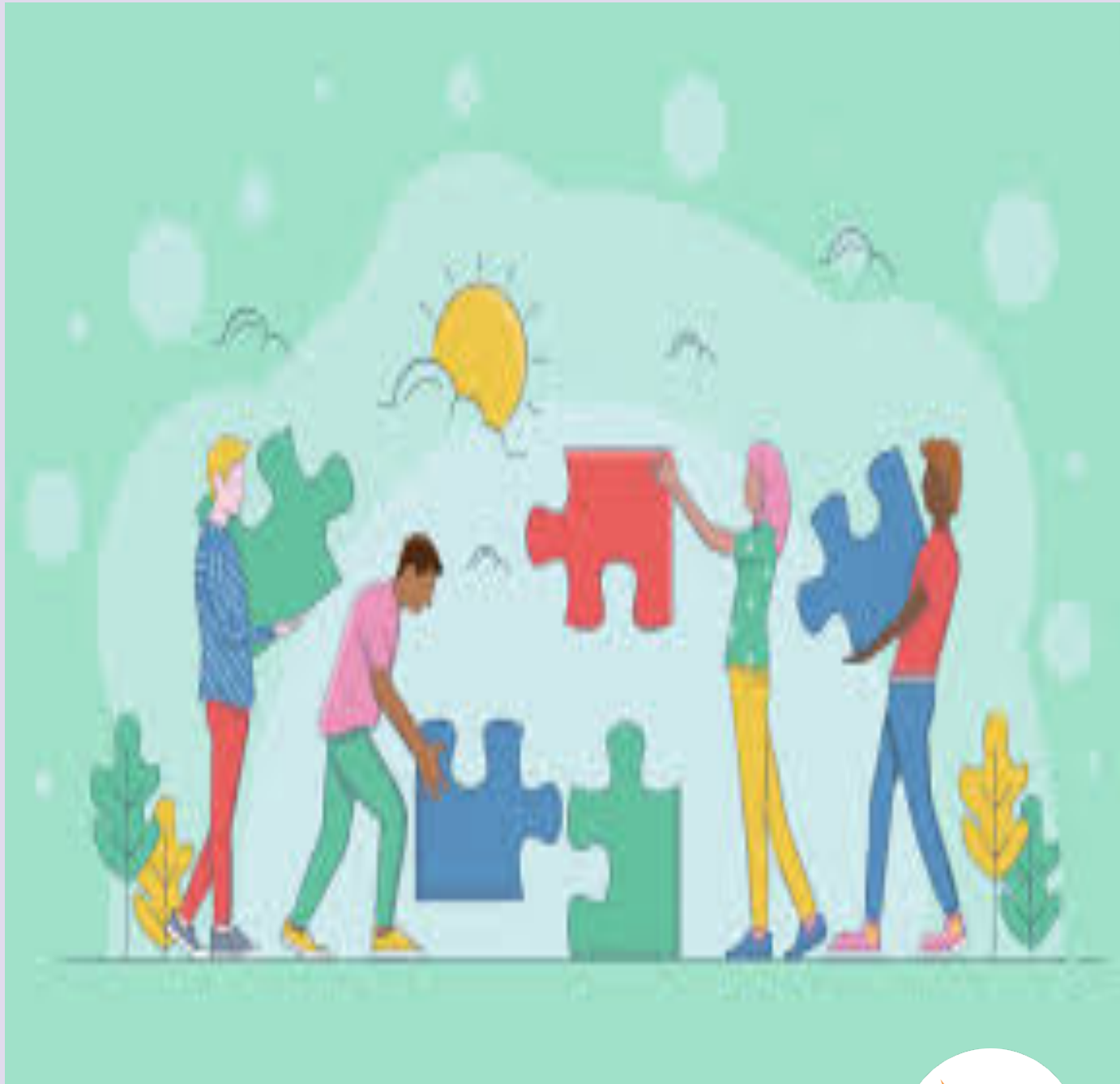


College Persistence as of Winter 2018-19

College Outcomes Comparison for DCP Graduates with IEP/504 and all Graduates (2013-2017 Classes)



Journey To-Through



There are many pieces to this puzzle!

We have categorized our student's journey into three phases

Preparation

Generally 10th-12th Grade

Connection

12th Grade

Post Secondary

Beyond 12th Grade



Preparation

be in the know disability services @ college



HS = Individuals with Disabilities Education Act & Free & Appropriate Public Education

College = 504 of the Rehabilitation Act of 1973 & Americans with Disabilities Act



HS:
covers students from birth to 21, or when a HS diploma is attained

College:
Covers students regardless of age



In high school, student receive special education based on individual needs.

In college, formal special education services are not available.

-College and Career Readiness Program (CCR)

-College Tours

-Building Self Awareness and Advocacy

Dear Teacher

-Student Led IEPs

-Transitional Assessments



Connection



-College Trips (Sophomore, Junior, and Senior Year)

-Casemanagers Support with Communication Between Student and College Disability Support Program

-Trips to local DSP to start registration process.



Post-Secondary Support



Alumni Success Counselor

- College Education Plans (transfer and grad planning)
- Access accommodations
- Financial Aid Support and Scholarships
- Fall Campus Visits
- Office Hours with Alumni Peer Mentors
- Career and Graduate School Advising



Key Take-Aways

- Neurodiversity is a term used to celebrate the diversity in how brains function. The term suggests that there is no “typical” mental capacity—no “normal” brain to which all other brains are compared. There are just different brains and different ways in which they function.
- **COLLEGE IS POSSIBLE FOR NEURODIVERSE STUDENTS**
- Preparing students with Neurodiversities happens long before their 12th grade year of high school.
- **IEPs expire once the student graduates with a high school diploma (or ages out); however 504 Plans can be transferred to post-secondary institutions and the workplace.**
- There are programs at the post-secondary level to support Neurodiverse students with access to college curriculum.
- **Each college’s Disability Resource Support is different, and students should be supported with registration.**
- Students require continued support throughout post-secondary education experience.



Resources

- [7 Things to Know About College Disability Services for Parents](#)
- [Types of College Accommodations and Services](#)
- [A College Student's Guide to Disability Accommodations](#)
- [ADA Guide to Disability Rights Law](#)
- [Department of Ed Site for Students with Disabilities in PostSecondary](#)



References

Armstrong, Thomas. *Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences*. Accessible Pub. Systems, 2010.

“Which Is Better, a 504 Plan or an IEP?” *School Psychologist Files*, 7 Sept. 2016, schoolpsychologistfiles.com/which-is-better-a-504-plan-or-an-iep/.



Questions





Additional Resources:

<https://dcp.org/wacac/>

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