



**Association on
Higher Education and
Disability in Texas**
www.txahead.org

***REDEFINING ROLES:
CULTIVATING POSITIVE PARENTAL
PARTICIPATION IN STUDENT'S
TRANSITION TO COLLEGE***



***Session
MATERIALS***





Redefining Roles:

Cultivating Positive Parental Participation
in Student's
Transition to College

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Learning Outcomes

Understanding Parental Involvement:
Expectations vs. Reality



Empowering Student
Independence



Navigating Parental Involvement



Collaborative Insights:
Roadmap for Parent Involvement



<https://PollEv.com/brendaaviles714>



Game QR Code



This is NOT legal advice- you may want to check with your institution's...

- Mission, values and leadership goals
- Parental involvement expectations
- **Legislation changes**

I am the parent/guardian of a student with a disability. Can I be involved in the process of requesting services?

The transition to college shifts responsibility for success to the student, making it challenging for both students and parents. FERPA and ACCESS consent forms permit parents to inquire basic information about policies and procedures for requesting accommodations. However, they cannot request accommodations or services on behalf of the student, as the disability office works directly with students.

Students are expected to initiate and be **active participants** in the accommodation process, maintaining **direct interaction** with the ACCESS office. These policies apply to all Collin College students, **including dual credit** and early college high school students enrolled in college-level courses.

For additional Office of Civil Rights (OCR) guidance, please visit the following link:
Transition of Students With Disabilities To Postsecondary
Education: <https://www2.ed.gov/about/offices/list/ocr/transitionguide.html>



Fact OR Fiction ?

Untrue: false statement, misleading beliefs, inaccurate information, incorrect interpretation...



Let's be realistic...



- Gap Between Special Education and College Accommodations
 - differences in dual enrollment, workforce programs, etc
- Parent Involvement Impacts a Student's Progress

 Poll Everywhere

<https://PollEv.com/brendaaviles714>

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Fact or Fiction ?

Win up to 1,000 points per answer

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Parental Roles in Higher Education

Navigating the Balance Between Legal Rights and Student Autonomy

FERPA "Eligible students"

- ◆ gives parents certain rights with respect to education records. These transfer to the student when they turn 18 or attend college.

AIM DS Release Form- Collin College Example:

"This form represents your written consent for the ACCESS office to disclose information and/or to release documents pertaining to your disability. This form is different from a FERPA (Family Educational Rights and Privacy Act) release which allows Collin College to release a student's education records. Disability information is considered Individually Identifiable Health Information (IIHI) and is therefore, not covered by a FERPA release. Disability information falls under HIPAA (Health Information Portability and Accountability Act) guidelines and requires a higher level of privacy than FERPA provides."

Other Parental Legal Appointments

Power of Attorney: an individual chooses who will act for them.

Guardianship: court-appointed role for someone deemed unable to make decisions for themselves.

- These do not pertain to taking away student's rights when dealing with FERPA regulations.
- If a court determines a student is incompetent and does award a guardian due to the student's inability to make decisions...

Can an individual who is considered incapable of making decisions be otherwise qualified to participate in a college program?

Type of Parents



Overly Involved

(aka: Authoritarian, Helicopter, Lawnmower, Snowplow, Bulldozer, etc.)

*Highly involved- tend to hover over to monitor their student's academic life and **intervene on their behalf***

Empowering Supporters

*Balanced involvement- provide guidance that **encourages academic progress** and student **independence***

Hands-Off Detached Supporters

***Minimal**, no interference, ambivalent or unsupportive⁸*

Parent Involvement: What changed?

Cultural and Generational Shifts

- Higher Tuition: Expectations of Entitlement (financial, time and resource investment)
- Family Dynamics (student-parent communications, attachment, emotional support)
- Intrusive Parenting Styles (dominating decisions, accessing the student's college email, demanding individualized treatment, and more!)

Institutional Challenges

- *Impact of Caselaw on the doctrine of *in loco parentis**
- *Inclusion of Parents and Family Engagement Programming in Student Affairs*
AHEPPP ([Association of Higher Education Parent/Family Programming Professionals](#))

Increase of Students with Disabilities Attending College

- Complex cases involving autism spectrum disorders, mental health conditions, behavior-related difficulties, non-verbal students, and other disabilities

Transition Changes

- Dual credit population, gap in transition programs from HS
- Post-Covid: K-12 involvement levels, disability advocacy, social networking

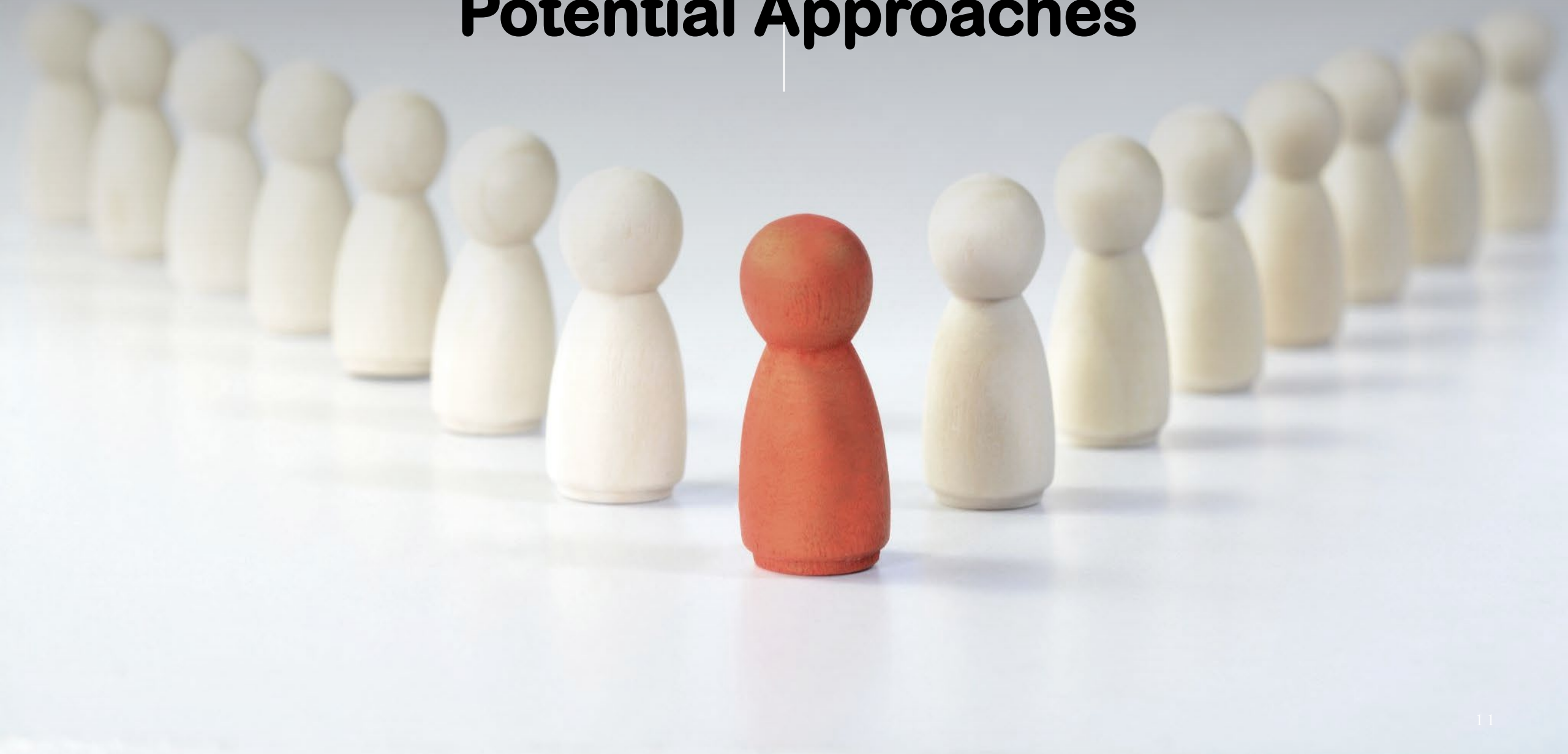
Messy Web of Interactions

(Goodall & Montgomery, 2014, p. 400)



"Good news mom! I was accepted to the college of your choice."

From Challenges to Strategies: Potential Approaches





»» Set the Boundaries

Tone and Expectations

»» Incorporate your policy

... could you clarify if this meeting is an **informational request**? If the purpose is to review [student's name] **ACCESS application**, they need to be present. According to departmental policy, "**FERPA and ACCESS consent forms**"



<https://www.collin.edu/studentresources/disabilityservices/>



ACCESSIBLE
INFORMATION MANAGEMENT



Please note that a Review Committee may review our meeting, third-party documentation, and any other information when needed. Additionally, it is important to understand that **accommodations provided at the college level may differ from those received in high school.** * For a better understanding of these differences, please review:

- [Differences Between IDEA and ADAAA](#)
- [U.S. Department of Education: Transition of Students with Disabilities to Postsecondary Education](#)
- [Think College: Preparing for College](#)

* This also applies to dual credit students.

Guiding the Path with Resources

Differences Between High School & College

There are many differences between how disability services are provided at the K-12 level and at the post-secondary level. While it is not practical to list them all, there are some key points to understand. The changes reflect the fact that the student taking college coursework is responsible for making decisions as to his or her education.

When students take college level coursework, the law that follows them is the ADAAA (Americans with Disabilities Act and the Amendments Act of 2008). When students are in high school the law that follows them is IDEA (Individuals with Disabilities Education Act). IDEA states that student with disabilities must be successful in class. Under ADAAA, we provide access and success is up to the student.

Applicable Laws

HIGH SCHOOL	COLLEGE
I.D.E.A. (Individuals with Disabilities Education Act)	A.D.A.A.A. (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
I.D.E.A. is about SUCCESS.	A.D.A.A.A. is about ACCESS.

Required Documentation

HIGH SCHOOL	COLLEGE
I.E.P. (Individualized Education Plan and/or 504 Plan.	High School I.E.P. and 504 are not sufficient. Documentation guidelines specify information needed for each category of disability.
School provides evaluation at no cost to student.	Student must get evaluation at own expense.
Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations.

<https://www.collin.edu/studentresources/disabilityservices/accesspdf/DifferencesBetweenHSandCollege.pdf>

The screenshot shows the U.S. Department of Education website. The main navigation bar includes links for Higher Ed, Adult Programs, Birth to Grade 12 Education, Teaching & Admin, Grants & Programs, and Laws & P. The page title is "Transition of Students With Disabilities To Postsecondary Education: A Guide for High School Educators". Below the title, there is a link for "Reproduction and ordering information". The author information lists Arne Duncan as Secretary and Russlynn Ali as Assistant Secretary, Office for Civil Rights. The page is dated "First published March 2007. Reprinted March 2011." There is a small image of a light source at the bottom of the page.

[Transition of Students With Disabilities To Postsecondary Education: A Guide for High School Educators | U.S. Department of Education](https://www.ed.gov/transition-of-students-with-disabilities-to-postsecondary-education)

The screenshot shows the ThinkCollege website. The header includes the ThinkCollege logo and a search bar. The main navigation bar includes links for HOME, STUDENTS & FAMILIES, PROJECTS, TA & TRAINING, RESOURCES, and ABOUT. The page title is "Preparing for College". Below the title, there is a section for "FEATURED RESOURCES" with links to "Transition to Postsecondary Education", "College is For You!", "A Resource Guide for Inclusive Postsecondary Education for Students with Intellectual Disability", "Transition to College Resources", and "Individualized Education Program (IEP) Goal Ideas to Support College Readiness". There is also a "NEWS & FEATURES" section with three featured articles: "Preparing for College", "College Search 101", and "Foundational Skills for College and Career".

[Preparing for College | Think College](https://www.thinkcollege.org/preparing-for-college)

Building Trust from the Start



Office Space: Room Layout, Handouts for Campus Resources, Uplifting Artwork/Quotes

Preventive Dialogue: Acknowledge Concerns, Review Expectations, Encourage Autonomy, Build Confidence

Resources: Apps Flyer, Campus Student Support Services, Assistive Technology

Instructional Guides: Parent's Guide, Handouts for AIM/DS Processes, Links and Videos

Self-advocacy Tools: Faculty Email Template, Key Campus Supports or External Partners, Relevant Institutional Policies

Expectations vs. Reality:

Bridging the Gap Between Special Education and College Accommodations

Disconnect in Dual Credit programming and transition programs. Parents can be active advocates but at other times have unrealistic expectations of ADA/AA, faculty, staff, and their own students.

- ❖ **COMMUNICATION:** Parents having direct communication with faculty instead of students independently advocate for themselves.
- ❖ **MODIFICATIONS:** Let the parents understand the difference between modifications instead of providing accommodations (instruction format, assessment options, course expectations). Understanding that we need to follow the syllabus we are not able to change the professor's content of the class. The goal is for the student to have an education experience with equivalent access.
- ❖ **SELF-ADVOCACY:** Student's role, responsibilities, and expectations. Students need to be otherwise qualified to do the work and if they need resources to help them with the class-work they need to be able to seek out these resources themselves.

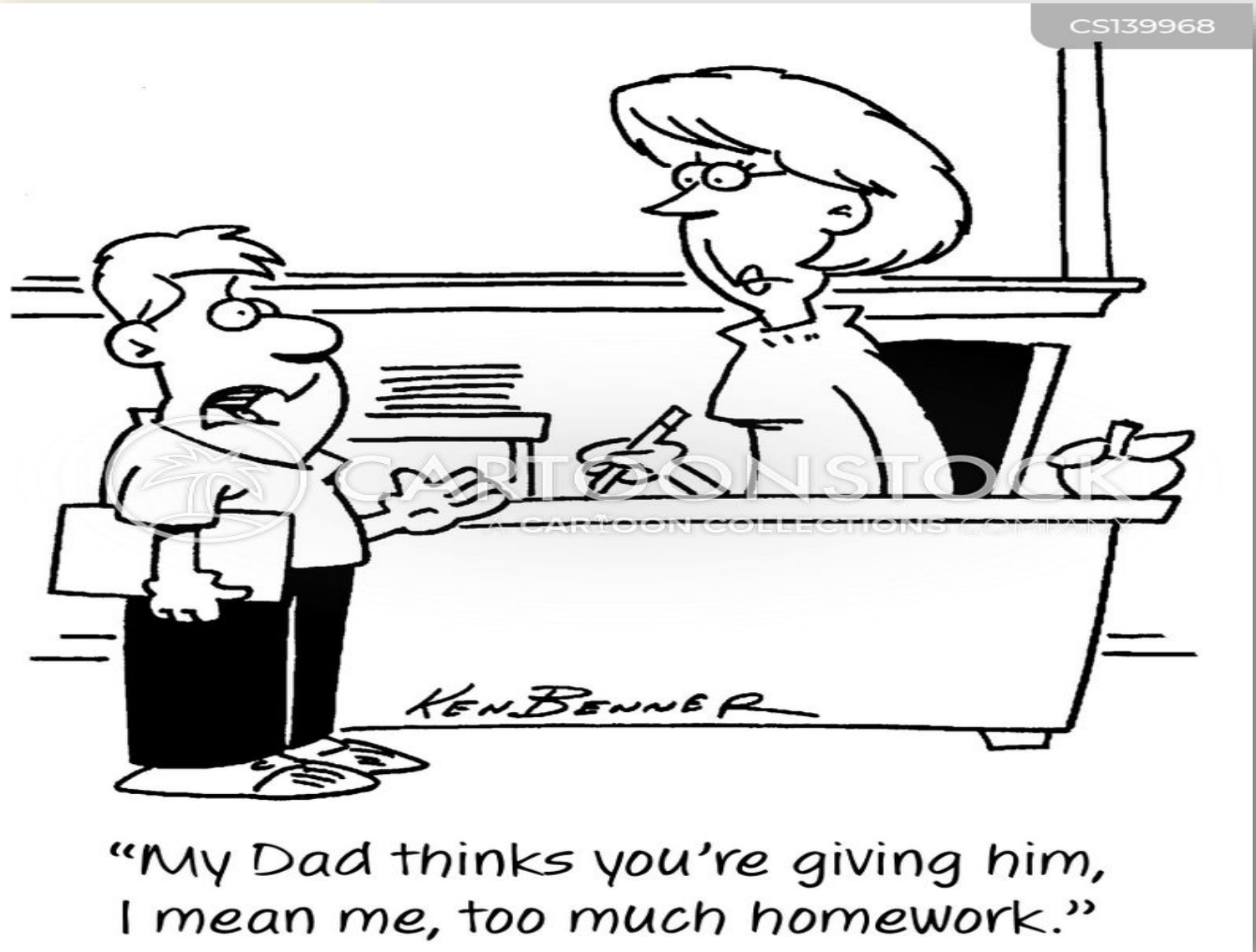
Empowering Independence:

Navigating Parental Involvement in College Transitions for Students with Disabilities

- ◆ **ADDRESSING PARENTAL INVOLVEMENT:** Discuss the challenges of excessive parental involvement that limits student independence, particularly for those with disabilities that involve functional limitations related to behavioral, communication, and social issues.
- ◆ **EMPOWERING STUDENTS AND PARENTS:** Identify strategies to shift parental perceptions of disability services and increase student participation in decision-making, aiming to empower both students and parents to embrace the new educational journey. Establish rapport and develop a meaningful relationship of trust.
- ◆ **COLLABORATIVE DYNAMICS:** Redefine roles and interactions among students, parents, disability services (DS), dean of students (DOS), faculty, and staff to outline a comprehensive approach for supporting successful transitions.

Parental Influence:

Who's Really Doing the Work?



Student Resources

- **Effective Communication:** Tips for Discussing Accommodations in Faculty-Student Meetings
- **Tech Tools for Success:** Exploring Assistive Technology and Apps for College Students with Disabilities
- **Campus Support:** Exploring Tutoring, Counseling, and Other Essential Resources for Students
- **Bridging Opportunities:** Referrals to Specialized Programs and Agencies for Enhanced Educational Support (Think College, Vocational Rehabilitation, Texas Workforce Commission).

Roadmap for Enhanced Parent Involvement



Have you developed creative solutions or protocols to effectively interact with parents?

Contact Information

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