



**The 5-Step Intake Process:
Navigating the Road to Self-Disclosure &
ADAAA Accommodations for People with
Disabilities in Workforce Education**

Presented by

**Meryl Eisenberg, Office of Disability Services
Atlantic Technical College
Broward County Public Schools**

Disclosing in Workforce Education

“Having a disability is nothing to be ashamed of. I’m not dumb and I’m not stupid.” I’ve learned that you must be an advocate for yourself, otherwise, you get trampled. It’s because of my disability that I’ve always had to work harder it seems, than anyone else.”



-Anonymous-

The Adult World is Different from High School

- The adult education system is very different from entering a system of entitlement in K-12
- Students are no longer **ENTITLED** to services and supports, but rather they need to become **ELIGIBLE** based on their ability to self-disclose
- Accommodations needed for HS will be needed for life
- Students don't realize that they will still receive legal protection against discrimination based on civil rights laws (ADAAA & Rehab Act)

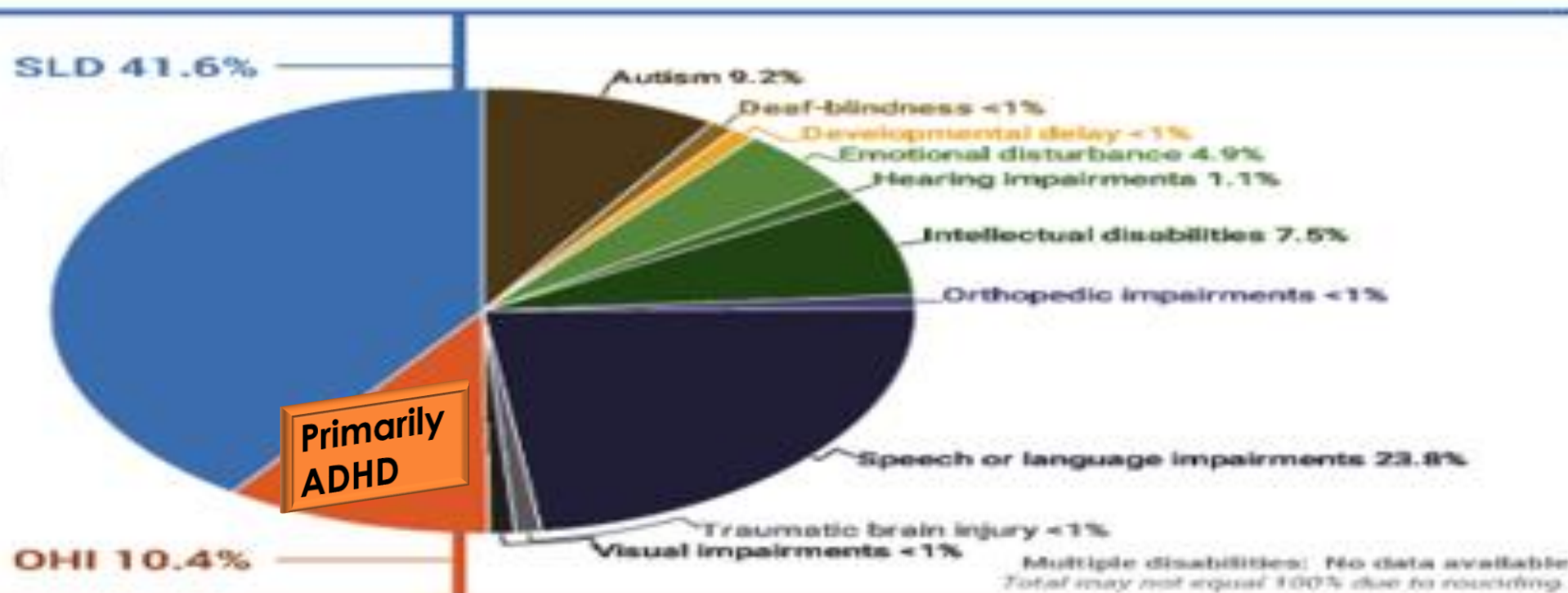




Florida State Snapshot

138,672 children

were identified in 2015-2016 with **specific learning disabilities (SLD)** in Florida, where they accounted for the largest of the 13 disability categories covered under special education law.



The Big Picture Nationally

- ¹After 12th grade, individuals with LD and attention issues **will only receive** accommodations in college or workplace **if** they disclose their disabilities
- But, many leave high school without self-awareness, self-advocacy skills or self-confidence to successfully navigate their new independence and seek out support when needed
- Stigma and other factors deter many incoming students from accessing key resources in college

¹Horowitz, S.H., Rawe, J., & Whitaker, M.C. (2017). *The State of Learning Disabilities: Understanding the 1 in 5*. New York: National Center for Learning Disabilities.

24% of students with learning disabilities informed their college they have a learning disability

7% did not inform their college even though they still considered themselves to have a learning disability

69% did not inform their college because they no longer considered themselves to have a learning disability (even though people don't "grow out" of learning disabilities)



National Center for Learning Disabilities
The power to hope, to learn, and to succeed

Under **Rehab Act** and **ADAAA**, a person is considered eligible if he or she has a mental or physical impairment, a record of impairment, or is regarded as having such an impairment; and is substantially limited in a major life activity, such as **caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working.**



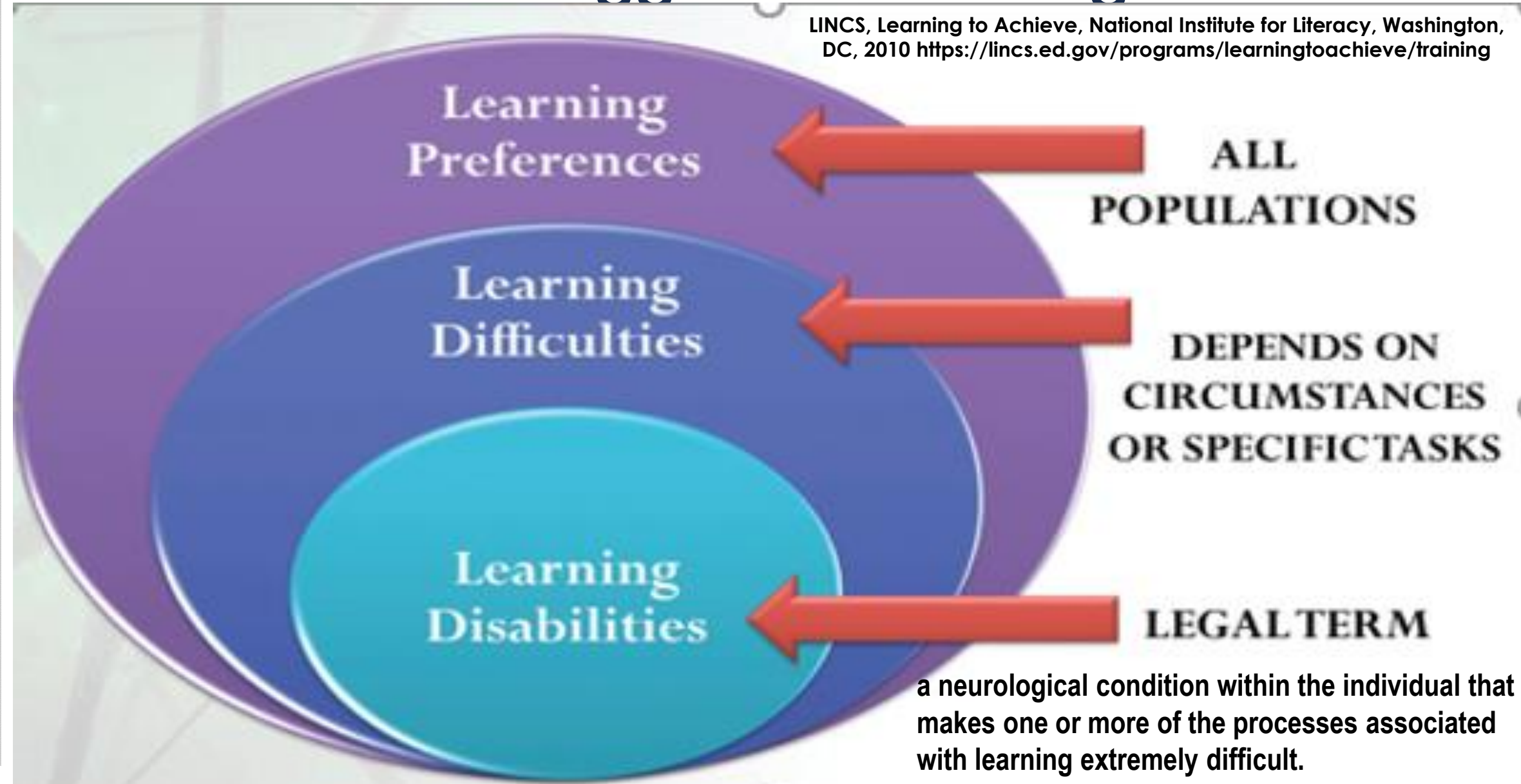
DEMYSTIFYING DISABILITIES

- Anyone can have a disability at some point in their life.
 - Blindness, deafness, mobility impairment, and speech impairments, temporary injuries, learning disabilities and mental illness
- The biggest obstacle to an individual with a disability is often not the disabling condition itself, but the misunderstanding associated with the condition
- **Take the LD Quiz**



What are some different ways we describe individuals who struggle with learning?

LINCS, Learning to Achieve, National Institute for Literacy, Washington, DC, 2010 <https://lincs.ed.gov/programs/learningtoachieve/training>



About Learning Disabilities (LD)



- Is based in the brain
- May occur with ADHD or depression but neither is the cause of LD
- Can run in families and persists throughout the lifespan
- More often occurs in males
- Does not respond to medication
- MRI brain scans shows a difference in brain functioning in people with LD but, is not used to diagnose LD
- Most people with learning disabilities have average to above average Intelligence



It's Impact on Academic Skills Strengths & Weaknesses

- Oral Expression
- Listening Comprehension
- Written Expression
- Basic reading skills
- Reading Fluency
- Reading Comprehension skills
- Mathematical calculation
- Mathematics problem solving



5 Step Intake Process for Serving Students

with Disabilities in Adult and Technical Education

Five Step Process has specific timelines involving school personnel in a variety of roles and responsibilities to assist the student from point of entry to placement



- Step 1-Initial Point of Entry Orientation on Learner Rights & Responsibilities
- Step 2-Intake (within 5 days from Point of Entry)
- Step 3-Advisement/Counseling Interview (within 10 days of Intake)
- Step 4-Accommodations Phase (within 30-45 days)
- Step 5-Testing & Program Placement with accommodations

Five Step Intake Process, TAP, Florida's Practitioners' Task Force on Adults with LD, FDOE, Division of Workforce Education, 2007-08

Step 1: Explain Learner Rights & Responsibilities

- Explain rights and responsibilities ideally prior to sending student for testing or registering for classes

- **Rationale**

Many persons who seek assistance are unaware of federal legislation that offers certain protections to persons with disabilities



In this section, you will be able to recognize the important aspects of learner rights and responsibilities as it relates to persons with disabilities, and its impact on their need for accommodations in the educational setting.

QUESTION 1: What federal laws affect people with disabilities?

An orange rectangular box with rounded corners containing the text 'QUESTION 1: What federal laws affect people with disabilities?'. A light orange arrow points downwards from the bottom center of the box.

QUESTION 2: What is important to know about self-disclosure and what kind of accommodations can be requested?

A reddish-brown rectangular box with rounded corners containing the text 'QUESTION 2: What is important to know about self-disclosure and what kind of accommodations can be requested?'. A light red arrow points downwards from the bottom center of the box.

QUESTION 3: How can information about your disability be kept confidential?

A gray rectangular box with rounded corners containing the text 'QUESTION 3: How can information about your disability be kept confidential?'. A light gray arrow points downwards from the bottom center of the box.

QUESTION 1: What federal laws affect people with disabilities?

- IDEA – 2004
- SECTION 504 - 1973
- ADAAA- 2008

DISABILITY RIGHTS
ARE CIVIL RIGHTS

Individuals with Disabilities Education Act

- Birth – 21 years of age
- Provides identification and diagnosis
- Establishes an entitlement through IEPs

Section 504-Rehabilitation Act

- Provides services under an order of selection
- Requires self disclosure and documentation
- May provide diagnostic assessment

Americans w. Disabilities Act as Amended

- Does not provide diagnostic services
- Requires self-disclosure and documentation
- Provides reasonable accommodations

Learner Rights & Responsibilities

Rights

- Opportunity to participate and benefit from educational programs
- To be advised of their rights under federal law
- Choose whether to disclose a disability without discrimination
- Receive reasonable accommodations and services upon request
- Meet with staff to discuss their needs
- Examine records
- File a grievance
- Have privacy and confidentiality maintained

Responsibilities

- Identify themselves as having a disability
- Provide documentation of disability and need for accommodations
- Request accommodations

RIGHTS and
RESPONSIBILITIES

Responsibility of Educational Programs

- Provide architectural access
- Cannot discriminate based on disability
 - ❑ Cannot have eligibility requirements that screen out people with physical or mental impairments
- Provide reasonable accommodations and services based on individual need
- Ensure that staff is knowledgeable about students' needs and rights
- Inform students of their rights and responsibilities with regard to accessing disability services to request accommodations



QUESTION 2:
**What should you know
about self-disclosure and
what kind of
accommodations can be
requested?**



SELF-DISCLOSURE REQUIREMENTS

- ☒ To receive accommodations, one must provide documentation about one's disability, such as an IEP, letter or report from a certifying professional, that includes the following:
 - Statement of the disability
 - How it affects school performance
 - A list of reasonable accommodations
- ☒ Documentation should be within 5 years for local use.
- ☒ Students must decide where, when, what, and how to disclose. (It's best to disclose prior to basic skills testing.)
- ☒ Some students fear that if they disclose, they'll be treated differently or not accepted by their peers.
- ☒ If eligible, a 504 accommodation plan will be written that describes what will be provided for the student in testing and instruction.



Scenario: Adult Education

Corey, 26, has struggled throughout his years in school because of depression, attention-deficit hyperactivity disorder, and diagnosed math learning disabilities. He dropped out of school in 10th grade, and has worked a variety of jobs in fast food, delivery services and construction. Cory is now enrolled in GED[®] prep classes with the goal of attaining his HS diploma. After the first few classes, he recognizes that he is still struggling with the same learning issues.

Q: What advice do we have for Corey on discussing his problems and needs?

He should discuss what has helped him in math instruction in the past, how he copes with his depression, ADHD, and his learning disability.

Q: What does Corey need to bring to the Office of Disability Services in order to get assistance?

He needs to bring current documentation of disability that describes his how it affects learning and testing, and what he needs because of it.



Step 2: Documented Intake

- Person completes **Accommodations/ Advisement Counseling Request Form** or is assisted by front office staff.
- Person is informed that they will be contacted within 5 days to schedule an appointment.
- Form provided to 504 Designee.



THE SCHOOL DISTRICT OF BROWARD COUNTY Career, Technical and Adult/Community Education

ACCOMMODATIONS ADVISEMENT/COUNSELING REQUEST FORM

TO THE STUDENT:

Please complete the information below if you need to speak to someone about your need for accommodations in the classroom or for test-taking purposes. You will be contacted within five (5) business days to arrange an appointment.

Today's Date: 3/28/17

Name: Paul Makra

Phone Number(s):

(WORK): _____

(HOME): 954-765-4321

(CELL): _____

Best time to call: M-F after 5 pm (Indicate AM or PM)

Briefly describe the reason you are requesting a meeting: _____

Has a vision impairment and needs help with getting his HS Diploma, Uses Jaws and screen magnification

Step 2: Documented Intake (continued)

Student contacted within 5 days and appointment set within 10 days. Told to bring documentation of disability that includes:

1. How the disability affects the person's ability to learn and perform effectively?

2. What assistance is needed to access and participate in the program?

* Documentation should be within 5 years for local use.

OFFICIAL USE ONLY

DOCUMENTED INTAKE:

- Follow-up call must occur within 5 business days from the date the student called or came in to request an appointment.

3/29/17

FOLLOW-UP CALL(S):
(indicate date/time)

- Appointment must be scheduled within 10 business days from the follow-up call. (Inform the student to bring documents supporting the need for accommodations to the meeting.)

4/3/17

APPOINTMENT DATE SCHEDULED: _____ (indicate date/time)

Meryl Eisenberg

PERSON SCHEDULING APPOINTMENT: _____

Q & A on Self-Disclosure



Question 1

When is it best to self-disclose?

Ideally, prior to Basic Skills testing or Orientation



Question 2

Why might a person choose to not self-disclose?

Afraid of being treated differently by peers or that it can affect program entry



Question 3

Where do you self-disclose in a postsecondary adult or technical education program?

Disability Advisor, Building 10, Office of Student Affairs



Question 4

What information is needed to self-disclose?

Documentation of disability, including how it affects ability to learn and test, and what is needed

Step 3: Advisement Counseling Interview

Program Designee or Disabilities Advisor meets with student to discuss needs and review documentation of disability.

ADVISEMENT/COUNSELING INTERVIEW:

- *Meet with student to discuss needs and review documents. If there is sufficient evidence of need for accommodations, follow 504 Process and complete Disability Data Reporting Form.*

NOTES TAKEN AT INTERVIEW: _____ Paul provided documentation form DBS

Uses white cane. Has own laptop with JAWS and Magic

installed (screen magnification)- Spoke to case manager at

DBS to get subscription to Learning Ally,

Order GED Talking Sci. Cal, and research digital GED books,

PERSON CONDUCTING INTERVIEW: _____ Meryl Eisenberg

Teacher/Counselor/504 Liaison/Disability Services Designee

SCHOOL: _____ Atlantic Technical College

Step 3: Advisement Counseling Interview (continued)

Tips!

- Remind learner that all documentation is voluntary and will be kept confidential.
- Make a copy of all documents.
- Focus on the educational implications of the disability.
- Don't delay providing assistance to a person in wheelchair, or someone who is visually or hearing impaired.
- People with hidden disabilities, such as psychiatric, learning disability or chronic health impairments need documentation to establish validity and to identify what accommodations are needed.

Getting Started

- Build rapport with the learner.
- Record your notes on the Interview section of the Advisement form.
- Note: Disability confirmation is very different from reviewing the records or test results of a comprehensive psychological or educational evaluation.
 - The intent is to record information about a disability someone else assessed, not you
- *Functional Needs Protocol*, University of Kansas-is helpful when you lack sufficient information to assess needs.

Accommodations



PRESENTATION

Digital, audio, large print, Braille, class notes, written directions, sign language



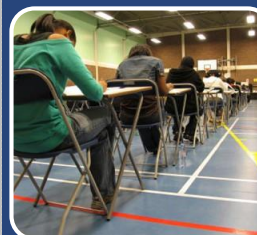
TIMING/ SCHEDULING

Breaks during testing, extra time for assignments/tests, One test a day



RESPONSE/ EQUIPMENT

Dictates responses to a scribe, Use of a computer, talking/large keys calculator, digital player, video magnifier



SETTING

Small group, private room, preferential seating, study carrel

Step 4: Accommodations Phase

- 504 plan is developed based on discussion of needs and documentation received during Step 3: Advisement/Counseling Interview.
- Advisor completes Broward Workforce Education Section 504/ADAAA Plan in **FOCUS** and obtains signatures.
- Copies of plan are provided to instructor and student.
- Funding Matrix **504** populates overnight. (see next slide)

Broward Workforce Education 504/ADAAA Plan For Adults with Disabilities Career, Technical, Adult and Community Education Programs

504

STUDENT NAME: MAKRA, PAUL DATE OF BIRTH: Mar 2, 1987
PLAN DATE: Apr 3, 2017 FL EDUCATIONAL ID: 0616518583 SCHOOL: Atlantic Technical College

A physical impairment is any physiological or neurological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the body systems. A mental impairment is any mental or psychological disorder.

A person is substantially limited to the condition, manner or duration under which the individual can perform a major life activity as compared to the condition, manner or duration under which the average person in the general population can perform the same major life activity.

- Does the student have a physical or mental impairment which substantially limits a major life activity? **Yes**
(a) Describe the physical or mental impairment(s):
Based on documentation from South Florida Laser Eye Center, Paul has significant macular degeneration and glaucoma in both of his eyes. His vision is 20/400 in both eyes and he is legally blind. He uses JAWS screen reader and Windows Screen Magnification. He uses a white cane to navigate around school and his community.
(b) Describe the major life activities that are substantially limited:
sight, reading print, writing, mobility, computing math, recording responses
- Is written verification of the disability on file?
If YES to questions 1 and 2, student meets Section 504/ADAAA eligibility criteria. **Yes**
- Does the student's disability require any instructional accommodations, and/or related aids and/or services in order for the student to benefit from his/ her educational program? **Yes**

The student's specific needs are:

screen magnification, video magnifier, reader to describe information unable to be understood with the screen reader, digital books, (Subscription to Learning Ally, Books, Open Bookshare account), talking calculator (Basic Four Function and Scientific Talking Calculator, large key keyboard

PROVISION OF SERVICES

The intent of Section 504/ADAAA is to guarantee all qualified students with disabilities access to programs, services, and activities.

Outside agency providing supports and auxiliary services/aids

Yes

The following auxiliary aids and/or services will be provided and/or funded by an outside agency:

| Auxiliary Aids/Services | Provider | Comments |
|---|------------------------------------|----------------------------|
| JAWS screen reading software, Learning Ally book subscription, Victor Stream digital player, Scientific Talking Calculator) | Division of Vocational Rehab (DVR) | Suzy Johnson, Case manager |

Workforce Education 504/ADAAA will fund and provide the following accommodations and/or related auxiliary aids and/or services in order to meet the student's needs:

FLEXIBLE SCHEDULE

| Accommodation | Frequency | Setting |
|---|-----------|---------------|
| Lessons broken into smaller segments | Daily | Instructional |
| One-to-one testing or testing in a private room | Monthly | Testing |
| Testing broken into multiple sessions | Monthly | Testing |
| Additional time for testing/assignments 200% | Daily | Instructional |

Workforce Education 504/ADAAA Funding Level Classification Matrix

504

Student Name: MAKRA, PAUL

Florida Ed. ID: 0616518583

Plan Date: Apr 3, 2017

Completed by: Eisenberg, Meryl

WFE 504/ADAAA Overall Funding Level: Level C

Instructions:

1. Identify and check off any auxillary aids and/ or services that are supported by Workforce Funding and have been documented on the Workforce Education 504/ADAAA Plan for each of the 5 accommadation areas.
2. Within each of the 5 accommodation areas, check only the highest WFE 504/ADAAA funding level.
3. Record the funding level number in the box below each accommodation area.

Flexible Schedule

| Auxilliary Aids or Services | | WFE 504/ ADAAA Funding Level |
|------------------------------------|---|------------------------------|
| No | Requires no auxiliary aids and/or services beyond what is typically available to all students | Level 0 |
| Yes | Testing broken into multiple sessions | Level 1 |
| No | Testing at an alternative time or location | |
| No | Seat away from distractions | |
| No | Additional time for testing/assignments 150% | |
| Yes | Additional time for testing/assignments 200% | Level 2 |
| No | Breaks within the testing session | |
| No | Tests broken into multiple sessions | |
| No | Small group testing | |
| Yes | Lessons broken into smaller segments | Level 3 |
| No | One-to-one testing at a specific time of day | |
| Yes | One-to-one testing or testing in a private room | |
| No | Sign language interpreter services | |
| Flexible Schedule Funding Level: 3 | | |

Funding Level Totals

| | |
|--|----|
| Flexible Schedule Funding Level | 3 |
| Flexible Response Funding Level | 3 |
| Flexible Presentation Funding Level | 3 |
| Assistive Technology Funding Level | 3 |
| Direct Support Services Funding Level | 1 |
| Sum of 5 Accomodation Areas | 13 |
| Special Consideration to Funding Level (Add 5 points for a DHH student requiring a Sign Language Interpreter) | 0 |
| Funding Level Grand Total | 13 |

Overall Funding Level- Please Mark

| | | |
|---------|-------------|-----|
| Level 0 | 0 points | No |
| Level A | 1-4 points | No |
| Level B | 5-10 points | No |
| Level C | 11+ points | Yes |

Workforce ADAAA Funding Values 2017-18

- Based on 2015-16 ADAAA/504 reporting data, \$804,000 will be distributed to FL's workforce education stakeholders

| Overall Funding Levels | Funding Values |
|---|----------------|
| Level A - Minimal Support Provide academic, behavioral, emotional and organizational support needed to follow rules, etc. | \$250 |
| Level B-Moderate Support Students with autism and learning disabilities who face problems with housing, financial assistance, transportation, and instruction. | \$750 |
| Level C-Intensive Support Students with sensory or physical impairments who require individualized instruction to interpret, process and respond to information | \$1250 |

Step 5: Program Placement

with Testing/Instructional Accommodations

- ☒ Accommodations are approved.
- ☒ Tester is notified of testing accommodations.
- ☒ Student takes placement test with approved accommodations.
- ☒ Student obtains scores, receives advisement, and registers for program.
- ☒ Instructor(s) implement classroom 504/ADAAA Accommodation Plan.
- ❖ Accommodations shall be provided pursuant to Section 504, ADAAA, IDEA, and the Florida Educational Equity Act within 30-45 days.
- ❖ Should additional time be needed to provide the approved accommodations, the school will advise through written communication to the student, the progress made to date on securing them.
- ❖ It is the school's responsibility to determine if the requested accommodation(s) are reasonable based on the State Board Rule 6A-1.0943, FAC.
- ❖ It's the students' responsibility to communicate with the instructor about the accommodations provided, and advise whether there is a need to modify it. The plans are reviewed annually, although updates can be made at any time.

QUESTION 3:

How can information about one's disability be kept confidential?

Student Information



Confidentiality

- ❑ It's illegal to ask individuals if they have a disability.
- ❑ Confidentiality begins when the person self-discloses.
- ❑ The post-secondary educational setting is responsible for confidentiality.
- ❑ The school will not release any part of the documentation without the individual's informed and written consent.





Check Your Knowledge About LD & ADHD



1. ADHD is a learning disability. **FALSE**
2. Learning and attention issues can run in families. **TRUE**
3. Learning and attention issues are brain-based. **TRUE**
4. People with learning and attention issues have low IQ. **FALSE**
5. The NCLD's 2015-16 LD study showed that the highest number of ESE services were in the categories of LD and ADHD. **FALSE**
6. More boys than girls are diagnosed with learning and attention issues. **TRUE**
7. People outgrow learning and attention issues. **FALSE**
8. Learning disabilities and ADHD often co-occur. **TRUE**
9. Learning disabilities can be treated with medication. **FALSE**
10. Brain scans can often diagnose learning disabilities. **FALSE**