## Janell Lovig Special Education Teacher

092 Intermediate Administration and Supervision 165 Special Education: Comprehensive Grades Pre K - 12 013 Elementary, Kindergarten - Grade 6

# 

with IEPs

**Transition to Higher Education** 

**UCONN** Aspiring Leaders

**Cohort 3**, Capstone Presentation

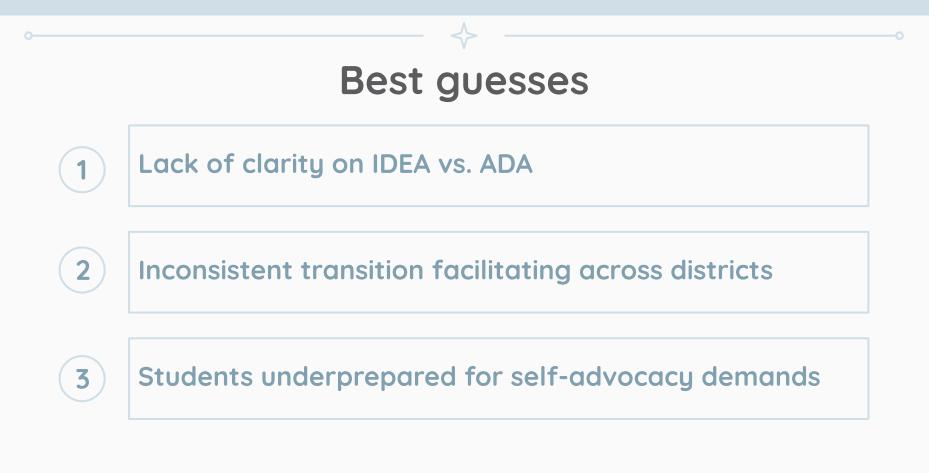
June 2025

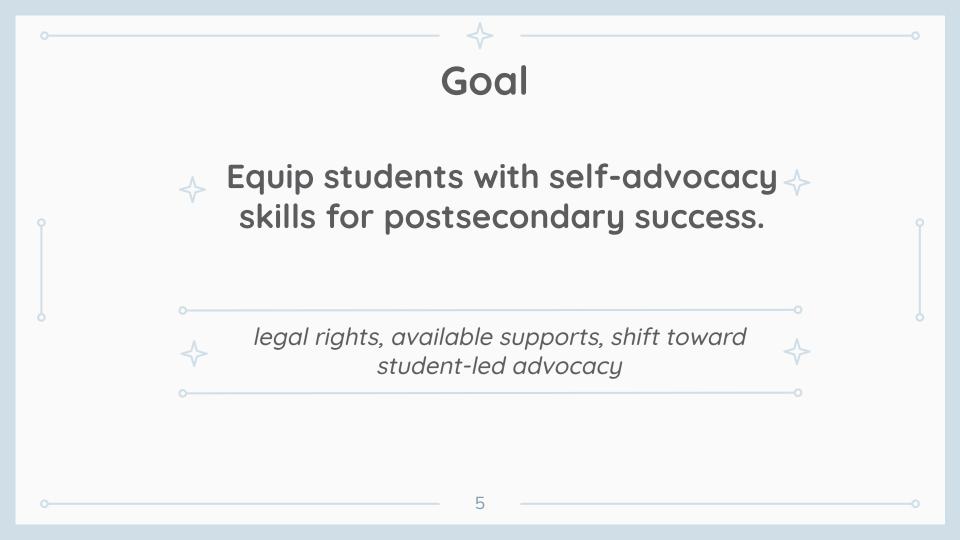
#### Vision

A modern day where all students with disabilities transition confidently and successfully from K-12 special education to post-secondary education, equipped with the knowledge, skills, and support systems they deserve to thrive in an advocacy-driven environment.

Mission

To ensure students graduate informed, and connected prepared to advocate for their needs and access the support systems that foster independence and academic success.





#### **5 Step Process**

Early Identification & Outreach Educate Students & Families

5

Skills Building

4 Mock Interviews & Real-Life Scenarios

2

Warm Handoff

3

#### **Stage 1: Early Identification & Outreach**

Goal: Identify and engage seniors with IEPs early in the school year

Key Activities (Spring of Junior year, early Fall of Senior year):

- Identify college-bound seniors with IEPs
- Use interest forms to determine postsecondary plans
- Information about the transition from IDEA to ADA

#### **Stage 2: Educate Students & Families**

Goal: Build awareness of how Disability Services work in college.

Key Activities (November, March, May):

- Evening Information sessions & School Workshops
  The role of a Disability Services Office
  - Differences in legal protections (IDEA vs. ADA/504)
  - The importance of self-advocacy and student-led communication

### **Stage 3: Skills Building**

Goal: Equip students with tools to manage the transition independently.

Key Activities (Semester Long Courses or Workshop Model):

- Self-advocacy and communication skill
- Understanding their disability and how it impacts learning
- How to talk about accommodations and needs clearly

#### Stage 4: Mock Interviews

Goal: Build confidence through practice and real-world simulation.

Key Activities (By April, May, June):

- Partner with local colleges
  - Practice self-disclosure
  - Describe needed accommodations
  - Ask questions about the support available
- Provide feedback and coaching

#### **Stage 5 - Warm Handoffs**

Goal: Support students connection to their college DSO before graduation.

Key Activities (June):

- Support contact the Disabilities Office at their future college
- Provide electronic copies of required SOPs, IEPs, evaluations, etc.
- Invite collaboration

#### **5 Step Process - Recap**

1 Early Identification &	2 Educate Students &	3 Skills Building
Outreach	Families	

4 Mock Interviews & Real-Life Scenarios



