Students in Transition: What you need to know about the Americans with Disabilities Act

About this module

Goal: To clarify how the ADA applies to students transitioning to college and/or employment.
Format: PowerPoint presentation; guided discussion with handout
Time: 20 minutes
Potential audience: Educators, individuals with disabilities, family members
Materials needed: PPT Slides and Facilitator’s guide

Facilitator’s Tips for this Module

This module offers an overview of the difference between how services are provided to youth with disabilities within a school system versus the provision of adult services to individuals who are no longer receiving services through a school system. It highlights the role of the individual in requesting adult services and how the ADA applies to post-secondary training and employment.

This module does not specifically address questions or concerns related to the Individuals with Disabilities Education Act (IDEA). Trainers should not get side-tracked by specific scenarios and should not comment on special education law. Audience members who have questions pertaining to special education and/or IDEA, may wish to contact their local school system or the U.S. Department of Education at http://www2.ed.gov/about/contacts/gen/index.html?src=ft.
Facilitator’s Notes for this Module

Students in Transition:

What you need to know about the Americans with Disabilities Act

Facilitator’s Notes (Slide 1)

Title Slide.
Disclaimer

Information, materials, and/or technical assistance are intended solely as informal guidance, and are neither a determination of your legal rights or responsibilities under the ADA, nor binding on any agency with enforcement responsibility under the ADA.

The Northeast ADA Center is authorized by the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) to provide information, materials, and technical assistance to individuals and entities that are covered by the ADA. The contents of this presentation were developed under a grant from NIDILRR, grant number 90DP0071-01-00. NIDILRR is a Center within the Administration for Community Living (ACL), Department of Health and Human Services (HHS). The contents of this presentation do not necessarily represent the policy of NIDILRR, ACL, HHS, and you should not assume endorsement by the Federal Government.

Facilitator’s Notes (Slide 2)

None.
Civil Rights and Disability

- The ADA is a civil rights law for people with disabilities
- The law came about because people with disabilities fought for equal treatment
- Asks society to think differently about disability

Facilitator’s Notes (Slide 3)

The Americans with Disabilities Act (ADA) gives civil rights protections to individuals with disabilities that are like those provided to individuals on the basis of race, sex, national origin, and religion. It guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, State and local government services, and telecommunications.

Before this law was passed, people with disabilities were excluded from participation in their communities. Often children with disabilities were taken from their families and placed in institutions, people couldn’t vote, go to school, or go shopping or to a restaurant in their neighborhood. There was no requirement to have ramps on buildings or accessible bathrooms. It was OK for an employer to say you can’t have the job because you have a disability. Much like African-Americans had to fight for the right to equal treatment, people with disabilities had to fight for their rights. They used many of the strategies that other groups fighting for civil rights used. The Disability Rights Education and Defense Fund provides an excellent history of the ADA as a civil rights movement. Read more at http://dredf.org/publications/ada_history.shtml. People with disabilities still engage in this advocacy every day.

Goal was to change the way that society thought about disability. Before the ADA and the civil rights movement that accompanied it, society believed that segregation was a natural consequence of disability. It was believed that because people with disability had “physical or mental limitation” associated with the disability, they couldn’t work or go to school. Now we know that people with disabilities, while they all are different, contribute to our communities in meaningful ways every day. That it was never disability that created barriers, but instead it was prejudice and attitudes that prevented people from contributing to their communities. In other words, there is nothing wrong with the person...the problem lies with inaccessible communities and negative attitudes of others in the community.
What is the ADA?

“The ADA is the civil rights act of the future.”
Justin Dart, Jr., A founder of the ADA

“...The world’s first comprehensive declaration of equality for people with disabilities.”
President George Bush, upon signing the ADA into law on July 26, 1990

Facilitator’s Notes (Slide 4)

It is important to understand that the ADA is a civil rights law for people with disabilities. People with disabilities fought for the ADA in much the same way that other minorities fought to have their rights recognized. This slide focuses on the “spirit” of the ADA by including two quotes.

The first quote is from Justin Dart, Jr., one of the leaders of the disability rights movement and the passing of the ADA. For more information on Justin Dart, go to http://www.cdrnys.org/wordpress/?p=503.

The quote from Justin Dart illustrates that the ADA came about from a civil rights perspective, not just a human service perspective. That is, at the core of the ADA is the recognition that people with disabilities have been held back more by the attitudes of others and by the barriers created by society rather than by the disability itself. The ADA, in essence, is a law against discrimination.

The second quote is from Pres. George Bush at the signing of the ADA in 1990. This quote shows that, at the time of its signing, the ADA was truly a groundbreaking piece of legislation, both within our country as well as globally. Though other countries may have had disability discrimination legislation “on the books,” the ADA legislation was unique in that it was more comprehensive and had a clear plan for enforcement. As Americans, we were truly breaking new ground.
Facilitator’s Notes (Slide 5)

This slide provides an overview of the ADA. The ADA expanded Section 504 of the Rehabilitation Act, which was passed before the ADA and applied only to programs that received money from the federal government. The ADA protects people with disabilities from discrimination in a variety of settings, not just those that are federally funded.

Title I protects qualified individuals with a disability from discrimination throughout the employment process. Title II is designed to enable the inclusion of people with disabilities in all services, programs and activities provided or made available by state or local governments and their affiliate agencies (i.e. public schools, government meetings, transportation services, and public recreation facilities). Title III requires owners of public business/accommodation facilities to remove physical barriers for accessibility when it is readily achievable to do so. Title IV mandates accessibility in telecommunications such as relay services, TDD, and closed captioning services. Title V includes miscellaneous provisions and covers items such as state immunity from suits for damages and paying attorney’s fees. It further states that the federal government can sue states and assess financial penalties for non-compliance with the ADA. It protects people with disabilities from retaliation when an ADA complaint is filed and protects coworkers or others who may support their claims from retaliation, too. In this way, the ADA provides protection to people with and without disabilities. Also, it requires that stricter non-discrimination laws will always apply in states that have state laws that are stricter than the ADA.
Do you have a disability under the law?

What is a disability?

...A physical or mental impairment that substantially limits one or more major life activities.

Facilitator’s Notes (Slide 6)

Under the ADA, a disability is a physical or mental impairment that substantially limits one or more major life activities. It applies to people who have a disability, who have a record of a disability (e.g., they may have received treatment for a psychiatric disability in the past, but may not be experiencing symptoms at this time), or who are regarded as having a disability (e.g., they may have burn scars that make them look different from other people, but the scars do not affect their ability to function but people treat them as if they are less able to function because of the scars).

The ADA uses a functional definition of disability instead of a medical definition of disability. So...just because a medical professional tells you that you have a diagnosable medical condition, this does not automatically mean that you have a disability, under the ADA. The medical condition has to impact the way that you live or the way that your body or mind functions to be considered a disability.

What do we mean by substantially limits? The ADA Amendment Act (ADAAA) clearly states that “substantially limits" should be considered broadly, which means that many conditions and functional limitations for which the courts denied ADA protection in the past, are now covered. It also states that the impairment does not need to prevent or severely limit a major life activity. To have an actual disability or a record of a disability, under the ADA, the person must be or have been substantially limited in performing a major life activity as compared to most people in the general population. So if my disability affects my ability to walk, I must have a harder time walking than a person in the general public. For instance, maybe I can only walk 25 feet before my breathing or muscles are affected.
Facilitator’s Notes (Slide 6 Continued…)

What are Major Life Activities?
Major life activities are things like caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. They also include major bodily functions such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. By adding the list of major bodily functions, the ADAAA helps to ensure that conditions such as diabetes, cancer, and HIV-AIDS will almost always be covered under the law.

If your audience wants to understand more about the definition of disability or the ADA Amendments Act, pair this module with another module that discusses those topics.
High School and after High School: What’s the Difference?

- Change from entitlement to eligibility
- Increased responsibility for individual with a disability
- Learn as much as you can about:
  - Your strengths and limitations
  - What accommodations have worked for you in the past
  - How to talk about your disability in a positive way

Facilitator’s Notes (Slide 7)

In high school, students with disabilities are entitled to services that will help you get a free and appropriate education. You get services that help you to go to and succeed in school because you have a disability. The world of adult services is a little different. You have to apply for or ask for something different because you have a disability; for example, if you want help finding a job or getting accommodations in college you have to tell people you have a disability, sometimes you will have to provide documentation of that disability and then they have to determine if you are eligible for that service. Eligible means that you qualify for a certain service (based on need), but you don’t get it unless you seek it out. What makes you eligible for services? It really depends on what you are asking for. In college, you may have to prove that you have a disability to get accommodations in the classroom. At work, you have to prove that you are both qualified and a person with a disability to get accommodations on the job. Eligibility in the adult services world does not mean you get exactly what you ask for or want. For example, under the ADA an employer has to give you an accommodation that will work, but it does not have to be the specific thing that you ask for.

Another difference between HS and college is that you have to do the work to get what you need. In HS, you might have an aid assigned to you who collects your homework assignments, or the school might let your teacher know that you need extra time on a test. After HS, you have to let your teachers know if you need something different, you have to tell your professors or employer that you have a disability or that you need to do something differently at school or work because of it.
Because a lot of the responsibility for talking about your disability and asking for what you need falls on you after high school, it’s very important that you learn about yourself and also learn how and when to talk about your disability.

### Disclosing your Disability

- Disclosure is a legally protected choice
- Think it through...what are the pros and cons?
- If you need a change at work or school to meet the requirements, you have to disclose your disability.
- Don’t wait until it’s too late!

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**Facilitator’s Notes (Slide 8)**

**Note to Facilitator:** This module focuses on disability disclosure in post-secondary education settings. If the audience you are presenting to is headed to work, please use this module in conjunction with Module 3i. Talking to Employers about Disability: Legal & Practical Considerations.

The ADA does not require that people disclose their disability unless they are requesting a reasonable modification (Title II and Title III) or a reasonable accommodation (Title I). For people with disabilities that others can see, this choice may be easier. For those with hidden disabilities, a few issues are discussed below.

In high school, often whether or not a student has a disability is relatively well known. The student might work with a special education teacher, or have an aid, or other students might know because they have grown up with the student. This may still happen in college. For example, if you need a note taker for a class, people might notice that the person is there assisting you and assume you have a disability. For the most part, when a student leaves high school for college, there is an opportunity to leave that assistance and indications of disability behind. As a result, many students may choose to keep their disability to themselves. This is
especially true of students who feel that they have developed ways to address their disability in the classroom. This is a legitimate choice, though there are some possible consequences you may want to consider in making your decision.

When a student is deciding whether or not to disclose, it is helpful if they can think through the pros and cons of this decision. Some students may choose to have either a parent or a professional assist them with this process. Here are a few considerations:

• Students must be able to meet the essential course requirements for each class that they take. If you need something different to happen (a reasonable modification at school) to do this because of your disability, you will have to disclose. This might include extra time for tests, a note taker, or any other accommodation. If you choose not to disclose, you cannot expect that the change will happen.

• Disclosure allows you to talk about your disability in a positive way and ask for what you need to be successful. Also, choosing to disclose your disability to your school allows you think about when and who you want to tell about your disability and how. Waiting is fine, but if you disclose after you have trouble in a class, it becomes more difficult to talk about your strengths and more difficult to catch up with the work.

• Fear of being discriminated against is one of the most common reasons why people choose not to disclose their disability. If this is a concern, find someone at the school to talk about this with (such as a student disability services officer or your advisor) then make the choice that is right for you.

• If you feel that your disability will have no bearing on your success in a class, there is no reason to disclose. Make sure you are willing to reconsider this decision if problems arise during the course of your education.

• Students with disabilities must also uphold the schools code of conduct. Disability cannot be used as an “excuse” for not living up to this code of conduct.

There is an excellent handout in module 3i, entitled Making Choices, Getting Ready that can help students think through some of these issues for those moving into work. The handout is included in this module to use with students going on to post-secondary education.

Remind students and those who support them that it is important not to wait until it is too late to disclose. What does this mean? If you have failed a course, an instructor does not have to give you a better grade because you have a disability. If you fail a test, you don’t automatically get to retake it because you disclose a disability. You will likely have to make up the work or retake the class to improve your grade.
Talking about Disability

- Talk about the positives
- Let people know what you need to succeed.
- Facing questions...

Facilitator’s Notes (Slide 9)

People with disabilities often have to develop and use critical skills to help them succeed in life. When you talk to people about your disability, think about how this might be true for you. For example, if you grew up having trouble writing on paper, you may have developed excellent computer skills. Talk about what your skills are, what you love to do and what you are really good at.

In many situations, an accommodation or modification is something that allows you to succeed at a task or in a class. Don’t be afraid to let people know how an accommodation will help you to do that. For example, if you need extra time to take a test, tell the professor that the extra time allows you to focus on giving them the best possible answer to a test question versus worrying about running out of time to show what you know.

Human beings are naturally curious, and not everyone is comfortable with disability. If you have a disability, you probably know this already. Think about how you will address these challenges in a way that you are comfortable with in the college environment. Questions about how someone can support you or what might work for you in a given situation might be very welcome. While questions about your disability will be harder to address, it’s important to be yourself! If someone makes inappropriate comments or you feel bullied by your classmates, notify school personnel for help in addressing these challenges.
Facilitator’s Notes (Slide 10)

One major difference between high school and life after high school is that it is now up to you to ask if you need a reasonable accommodation or modification to be successful in your college or at work. It is not your parents’ responsibility or your teacher’s job, it is yours. That means if you don’t ask, you will not get the accommodations you may need.

**Note to Facilitator: Use these notes with students headed to college:**

Also, as we discussed in the previous slides, you have to tell people why you are asking for something different. You do not have to share all of the details about your disability, but the fact that you have a disability and as a result you need to do something differently. If your disability is not obvious, you may be asked to get some proof of your disability from a doctor or other licensed professional. Proof of this disability is usually includes a diagnosis of the student’s disability, limitations associated with the disability, and current substantial limitations to learning. If you are asking for an accommodation for your classes, you usually have to share this with the school’s disability resources staff or department for students with disabilities, often called Disability Student Services. If you need an accommodation for admissions or to participate in an interview, you may have to talk to an admissions officer. Your academic advisor can support you if you aren’t sure who to talk to about your disability.

An essential question to ask yourself when considering accommodations for your transition from high school is, what worked for me in school? Did you get extra time for assignments? Did someone take notes for you? How did people communicate with you that worked well for you? Take the lessons that you have learned from high school and apply them to your life after high school. Chances are, what worked for you then, will work for you in the future. If it won’t, it is likely still a good place to start thinking about what you might need to succeed.
If you need help to start the process of getting an accommodation, there are a couple of places to start.

At college, you can usually visit an office that offers services for students with disabilities. They can help you get things like diagnostic testing, remediation; tutoring; counseling; advocacy; advisement; and auxiliary aids and services.

Note to Facilitator: Use these notes for students headed to work:

Also, as we discussed in the previous slides, you have to tell people why you are asking for something different. You do not have to share all of the details about your disability, but the fact that you have a disability and as a result you need to do something differently. If your disability is not obvious, you may be asked to get some proof of your disability from a doctor or other licensed professional. Proof of this disability is usually includes a summary of the limitations associated with the disability, and the impact that it would have on the job.

An essential question to ask yourself when considering accommodations for your transition from high school is, what worked for me in school? Did you get extra time for assignments? Did someone take notes for you? How did people communicate with you that worked well for you? Take the lessons that you have learned from high school and apply them to your life after high school. Chances are, what worked for you then, will work for you in the future. If it won’t, it is likely still a good place to start thinking about what you might need to succeed.

If you need help to start the process of getting an accommodation, there are a couple of places to start.

Many workplaces offer Employee Assistance Programs if you want coaching on how to disclose a disability before speaking to your manager or to human resources. They can support you in how to have this conversation and on where to start.
Think it through...

• What environment will you be your best in?
• What kind of teacher or manager do you need?
• What support do you need to be successful?

Facilitator’s Notes (Slide 11)

Think through your choice of career or college before making a decision. What kind of environment will help you to succeed?

Note to Facilitator: Use these notes if you are working with students headed to college:
When considering colleges, look at what services they offer to students with disabilities. Are there support systems or clubs that would help you to succeed? Do you have family or other support nearby?

Talk to other students or an advisor about the professors and classes you are considering. Find out their teaching style and think about how it meshes with your learning style. If there is a choice between professors for a required course, you might take the time to talk to each of them, before enrolling, to see where you will learn best.

Note to Facilitator: Use these notes if you are working with students headed to work:
When looking at the best career, look at the work culture of the employer you might work for. Are they welcoming to people with disabilities? Do they have an employee resource group for people with disabilities? Does the culture fit your needs? Do they appreciate diversity?

Visit the employer for an informational interview to ask questions about the work culture. Find out what you can about the kinds of jobs that interest you, there. What is the workload like? What kinds of deadlines need to be met? How are expectations communicated? If you do some investigating through the internet and talking with people at a particular company or similar workplaces, you will be better able to decide if a particular company or type of work is likely to be a good match for your skills, interests, and needs.
Title II of the ADA covers public schools including universities, community colleges and vocational schools. Title II covers private schools in all of those categories. In many cases, schools are also covered by Section 504 of the Rehabilitation Act as many schools get federal money in some way. We won’t talk a lot about Section 504 as its non-discrimination requirements are similar to those provided in the ADA, but it is good to know that it requires schools to make their programs accessible to students with disabilities. Title II and Title III of the ADA offer a lot of the same protections, but there are some differences. This slide will provide some very basic information. If you have specific questions about the titles, you should reach out to the ADA National Network at 800-949-4232 and speak to a technical assistance specialist. All calls are toll-free and confidential.

The ADA prohibits schools from barring people with disabilities from entering their programs solely on the basis of disability. They cannot ask about disability on the admissions forms or in admission interviews, nor should your professors or other professionals at the college ask about it unless and until you choose to disclose your disability. Keep in mind that a disability label also does not grant you any special consideration for admission.

Much like Section 504, the ADA requires that all students have equal access to programs and services offered by the university. This means that they have to modify their policies (e.g., allowing a service animal to live in a dorm with a student with a disability), classes must be offered in accessible locations, their websites and other electronic media (e.g., online courses)
have to be accessible. Parents and members of the community also have rights under the ADA. For example, when a college hosts events that are open to the community, these events must be accessible.

There is a big difference between access in high school and access in post-secondary institutions (like colleges or training programs). In high school (under IDEA) schools seek out and identify students with disabilities to make sure that they participate in educational activities. In Post-secondary institutions, the student has to disclose a disability and request a change to get access.

When you needed documentation of disability in high school, the school district is responsible for providing a professional and paying for the services. After high school, this responsibility falls on the student. They are both financially responsible and they also have to find a suitable expert to do the testing. Schools usually decide how recent your test results need to be in order to be considered valid. The ADA only requires that it be a “reasonable” time frame. A Post-secondary school might ask for documentation of any disability. It should talk about how the disability effects the person’s ability to function in school, it should also let people know that your disability is still happening, that it is current. If you have a transition plan with your high school, you should ask that it include assistance in identifying and obtaining documentation that is required by your post-secondary institution.

The important thing to remember is that after high school, you have a lot more responsibility for making things happen in school. If you want an accommodation, you have to ask. If you want help with school work, you find a tutor or make an appointment at a learning center. You do all of the paperwork that might come with disclosure or an accommodation request. If you need something different, you have to ask for it. You can’t expect special treatment, even after you disclose. Accommodations at the post-secondary level or intended to level the playing field. In order to ensure you are ready for this, you should start taking responsibility for your assignments and your accommodations. Learn how to talk about your disability, your strengths and your support needs in HS so you can do it effectively in post-secondary school.
**Facilitator’s Notes (Slide 13)**

Employers cannot ask you about your disability in the application, during your interview or even after you get a job. The employer can require a medical exam after you are offered a job (if it is related to the job and necessary to ensure you can perform it safely). However, they can’t take away the job offer unless your disability prevents you from being able to safely do the essential functions of the job with or without reasonable accommodation. For example, if a medical exam reveals you have *uncontrolled* epilepsy, the employer could take away the job offer for you to be a bus driver with the company. An employer might ask all the people who interview for a job if they need accommodations to participate in the interview. Also, if your disability is obvious (like someone who uses a wheelchair), an employer can ask how you would perform a task.

Under Title I, employers only have to accommodate disability that they know about. So, if you need something to do your job or want to perform your job in a different way – you have to tell your employer about your disability. Usually, you (as the employee with a disability) would let your employer know about the disability and need for an accommodation – but in some cases a service provider, family member, or friend can disclose on behalf of the person with a disability.

After you let the employer know about a disability, you have to participate in the “interactive process” of reasonable accommodation discussion. Your employer may ask for documentation of your disability, which you are responsible for providing to them. Then they will likely ask you what kind of accommodation you need. You then have to negotiate a solution that works for both you and for your company.

Presenters – there is a lot more information about this topic in Module 3i if your audience needs more detail.
Facilitator’s Notes (Slide 14)

Give each participant a copy of the handout from module 3i, *Talking to Your School About Disability: Making Choices, Getting Ready*.

Make sure that each participant has a partner to work with. If you have an uneven number of participants, some with have more than 1 partner. If possible keep the size to no more than 3 per group so that each person has a chance to engage in the activity.

Any points stand out for you?

In what areas do you feel well-prepared?

In what areas do you feel you need more thought or preparation?

*Job Accommodation Network: [www.askjan.org](http://www.askjan.org) or call 800 526 7234; TTY: 877 781 9403

**ADA Centers: Call 800 949 4232

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Facilitator’s Notes (Slide 15)

National Network: Please insert your centers contact information into this slide.

Conclude by reminding participants that the training materials were produced by the Northeast ADA Center in collaboration with the National ADA Network. Remind them of the free and confidential technical assistance and other services available from your local ADA Center and from the ADA Centers throughout the country. Mention the ADA TA line: 800-949-4232.
Handout:
Making Choices, Getting Ready

People with disabilities have rights and choices about disclosing or discussing a disability during the application process and after enrolled in any form of post-secondary education. Use this checklist to prepare for a disability-related conversation with faculty or staff at your school by thinking through the legal, practical and human aspects of this conversation.

You can work through this checklist alone, or with others who know about your situation and educational goals such as a disability service professional or family member.

If you have questions about any of the items on this checklist, contact:
• Your regional ADA Center at 800-949-4232

For each of the items on the following list, give yourself a score:
1 = I can do this
2 = I think I can do this, but may need support
3 = I need more preparation before I can do this
Before the conversation, I will...

___ Understand my choices, rights and responsibilities around disclosing my disability in this situation.

___ Understand that I am not alone in this situation. (The number of people with disabilities in post-secondary schools might surprise you! There are probably other people with disability study at the school you would like to attend).

___ Know how much information I would/would not like to share during this conversation. (You are only obligated to tell your school that you have a disability when you request an accommodation to participate in campus life or to perform the essential course requirements in the classes you are taking. Even in these instances, you do not need to share every detail of your situation).

___ Understand how my disability might impact my ability to learn and perform in the classroom.

___ Understand the type of support that will help me to perform well in the classroom and the college environment.

___ Know how to talk about my disability in a way that is clear, concise, unapologetic, and related to my performance at school.

___ Have an idea about what concerns/questions the school might have about my disability and thought through possible responses.

___ Have suggestions about possible reasonable modifications(s) I might need to meet course requirements.

___ Know about how much each of these accommodation(s) might cost and what supports/resources might be available.

___ Know how I can keep the conversation focused on my desire to do the best job I can.

___ Have someone I trust who I can practice this conversation with.
During the conversation, I will...

___ Focus on a clear and specific discussion of the accommodations/modifications I need instead of on a vague, general discussion of my disability.

___ Talk about how my disability may give me a valuable and unique perspective. (Having a disability might give you a unique way of seeing and doing things, make you a flexible, adaptable problem-solver, or make you more empathetic to others.)

___ Cooperate with legitimate requests to provide medical information that will help the school make decisions about modifications I need to be successful.

___ Gently but firmly challenge myths or misperceptions about my disability if they are brought up during the conversation.

___ Be open to addressing the school’s legitimate questions/concerns about how I would meet essential course requirements with my disability. (If you have an obvious disability or disclose a non-obvious disability that the school legitimately thinks would affect your ability to compete the essential course functions, you may be asked to describe or demonstrate how you would do essential course functions).

___ Emphasize what I can do.

___ If needed, discuss who else (if anyone) will be told about my disability. Stress to the school that even if a fellow student (e.g., a teaching assistant needs to be told you will do things differently), you do not want the school to tell others about your disability.

___ Ask about how the school can help you to manage possible negative reaction from any modification I will be using among students or faculty at the school.

___ Leave the conversation with a concrete plan of next steps to make sure the modification is effective in helping me complete the essential course requirements.