College versus High School

What parents and students need to be aware of:

- Difference in Laws
- Parental Support
- Difference in Requirements
How the Laws are Different

- Individuals With Disabilities in Education Act
  - IDEA is an Education Entitlement Law

- The Americans With Disabilities Act Section 504 of the Rehabilitation Act
  - ADA is a Civil Rights Law
High School and IDEA

- Students Entitled to an Education Until Age 21 or Graduation
- Parents Have Rights and May Access Information
- School District Responsibilities: Interventions, Evaluations, Identifications, Cost and Advocacy
- Interventions May Include Individual Educational Plan (IEP), Goals and Objectives, and Modifications to the Curriculum
- All Professionals and Family Have Access to Students Records
College: A.D.A & Section 504

- Equal Opportunity in All Settings
- Parents Have No Rights and Cannot Access Information
- Accommodations: No IEP, Colleges are not obligated to waive courses or other academic requirements
- Student Must Self-Advocate and Disclose
- Student Responsible for Costs
- Records Are Available to Support Services Staff and All Others Must Have Signed Permission From Student
Testing with SAT or ACT

Eligibility
- IEP
- 504 Plan
- Plan based on current Psycho-Educational Evaluation
- Accommodations Must Already Take Place in School
- School Testing Required for Some Accommodations
- Accommodations Available Once During Testing Period for School Testing
SAT Accommodations

- Evaluation Within the Last 5 Years Verifying the Disability
- When Appropriate, a Reading Evaluation Must Be Included
- Computers May Be Approved for Writing Section
- School Testing: Have 4 Day window to Administer Test
- SSD Students Register on Line
SAT Accommodations continued

- Variable section eliminated for extended-time students
- All 100% extended-time students will be tested over 2 (long) days
- All 50% extended-time students will test in 1 (long) day
- Two-page limit for computer typed essays; no spell check or other aids allowed
- Streamlined application process
- Students register only once in high school. Do it early!
ACT Accommodations

- Evaluation Verifying the Disability Within Last 3 Years
- Request Must Include: Evaluation Dates, Subtest Scores and %ile Scores, Functional Limitations Affecting Learning, & Specific Recommendations
- Students Apply online for each test date then counselor submits documentation
- Some accommodations require school based testing and some allow multiple day testing
- National Test Centers Will Offer Extended Time on Each Test Date
Determining When a Student is Ready for a 4-Year College

Has he or she taken standard college prep curriculum?

- 4 years of English
- 3 years of math (Algebra 1 & 2 and Geom)
- 2 years of history/social science
- 2 years of lab science
- 2 years of foreign language
- 1 year of visual or performing art
Can the student achieve academic success independently?

- Modified classes necessary?
- Any areas of subject deficiencies?
- Grade point average of 2.4 or above?
- Upward trend in grade point average?
- Executive Function?
- Self advocacy skills?
Executive Function Skills Required to Succeed in College

Executive Function Skills:

- Planning
- Organization
- Self-regulation (sleep, personal hygiene, nutrition, time management)
- Reasonably independent and mature
Executive Function and College Life Cont.

- Unstructured Schedule
- Long Term Assignments
- Social Life
- Food Choices
- Roommate

*College is a Test of Executive Function for All Students!*
Types of College Support Programs

- Structured Programs
- Coordinated Services
- Basic Service Programs
Structured Programs

- Comprehensive – significant support
- Students may be required to sign contract
- Usually, substantial program participation fee
- Some programs have a separate admission process
Services may include:

- Staff Trained in Learning Disabilities
- Special Orientation Programs
- Curriculum Modifications
- Assistance with Advocacy
- Academic Monitoring and Counseling
Some Colleges With Structured Programs

- Curry College
- American University
- Landmark College
- Marist College
- Lynn University
- Fairleigh Dickinson University
- University of Arizona
- Rochester Institute of Technology
- Mitchell College, CT
- University of Denver
Coordinated Services

Moderate levels of Support provided with access to a Learning Disabilities Specialist (at Least part-time) who assists students in coordinating academic adjustments. Faculty trained to be receptive to accommodations.

Services May Include:

- Learning Strategies Instruction
- Counseling
- Tutoring
- Assistance With Advocacy
Colleges With Coordinated Services

- All UC and CSU and CC Campuses (if staffing is preserved)
- Boston College
- Brown University
- Cornell University
- University of San Francisco
- Santa Clara University
- Stanford University
Basic Service Programs

These Programs Provide the Minimum Amount of Support Necessary in Order to Comply With the Law.
Colleges With Basic Service Programs

- Oregon State University
- University of Redlands
- Loyola Marymount University
- University of the Pacific
- Emory University
- Marquette University
- Oberlin College
- Whittier College
A Sampling of Types of Services:

- Adaptive Technology Lab
- Extended time on quizzes and exams
- Exams administered in distraction-free room
- Alternative Testing formats (e.g. oral exams in lieu of written exams)
- Early Registration and Reduced Course load
- Text to Speech

- Books on tape and enlarged handouts
- Use of a tape recorder to record lectures**
- Talking calculators**
- Spell checkers**
- Note-taking services
- Advocacy Seminars
- Learning Disability Support Group

** Students might be required to provide their own equipment.
Structured Programs Work Best for Students Who Need Close Monitoring and High Levels of Support.

Coordinated Programs Work Best for Students Who Want to Be “Mainstreamed” but Know They Will Need Support.

Basic Service Programs Work Best for the Highly Motivated, Independent Self-Advocators.
College Selection Cont.

- *Find the Right Match*
- Family needs to Visit College Campuses
- Meet With the Disabled Students Services Office During Campus Visits
- Be realistic About the Level of Support Needed and Be Certain the Level of Support Provided Meets Students Needs
Disclosure of LD is not required, but....

- Can help to explain relative weaknesses
- Can help to explain low test scores
- Can show persistence in overcoming adversity
- Should not be the defining part of the application.
Special Application Issues

If college has a PROGRAM to which LD students must apply:

- A separate application may be required, in addition to regular application
- Documentation must be sent to program
- Program director MAY be involved in admission of student to college & program
Preparing Students for Transition to College

- Realistic Assessment of Current Support at Home and at School
- Step-by-Step Program to Reduce Support and Build Independence
- Student needs to attend and understand IEP meeting
- Realize that Learning Programs will Communicate only with Students, Not Parents
- Students Must Understand and be Prepared to Advocate for the Support They Need
- Appropriate, Timely Documentation is Essential
- Accommodations should be requested before beginning of school
Prepare Student to Access Support

 Students should practice self disclosure, the elevator speech

 Student should set up meeting with service coordinator before or during orientation

 Student should be able to read and understand documentation and must provide documentation before or during this meeting, to see if adequate

 Students need to know what services & accommodations they will need
Remind Students to
Use all Campus Resources

- Tutoring/Learning Centers
- Career Counseling Centers
- Counseling Centers
- Writing Centers
- Peer Mentoring Programs
- Academic Advising Centers
- Health Centers
Which LD Students are Successful?

- Understand and can articulate their LD
- Began advocating for self in high school
- Can study on their own
- Know how to get help when they need it
- Resourceful-can figure ways to get around problems
- Resilience-know how to recover from failure
Resources

- www.Collegeboard.com
- *The K & W Guide to Colleges for Students with Learning Disabilities* by Kravets and Wax
- *College Guide for Students with Learning Disabilities* by Sclafani and Lynch
- *Colleges That Change Lives* by Loren Pope
- *Where You Go Is Not Who You’ll Be* by Frank Bruni
Final Thoughts

- Make Sure Students Have Appropriate, Timely Testing
- Students and Parents Need to Understand Test Results
- Encourage Self-Advocacy
- During application process students should communicate With College Learning Support Programs As Well As With Admission Offices