

College Night for Parents and Students with Learning Differences

Slides Developed from the NCLD handout by
Colleen Lewis, Director Office of Disability
Services, Columbia University

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High School	College
<p>Special Education Model School personnel “find you” and decide what eligibility for services and supports</p>	<p>Accommodations Model You must request help; no one will come to find you.</p>
<p>Where you receive services Special Education classroom, Resource Room, related service provider room (e.g. speech)</p>	<p>Where you receive services Differs from one to another (“Office of Disability Support Services,” “Disabled Student Services,” “Special Services”)</p>

High School	College
<p>Documentation</p> <ul style="list-style-type: none"> • Coordinated by school psychologist or CSE appointed staff person • School develops IEP from documentation and test results • Paid for by school 	<p>Documentation</p> <ul style="list-style-type: none"> • You must provide “proof” of your disability (e.g. HS records, independent reports e.g. medical, mental health, educational) • Colleges can set their own guidelines for documentation (e.g. no more than 3 years old, adult assessment measures,) • High schools are not required to do a comprehensive evaluation before graduation • After HS, you are responsible for paying for new evaluations

High School	College
<p>Special Education Law</p> <ul style="list-style-type: none"> • The Individuals with Disabilities Education Act (IDEA) provides the mandate and funding to schools for in-school special education services as well as transportation/ buses to school, physical, occupational, speech therapy, and tutoring 	<p>Civil Rights Law</p> <ul style="list-style-type: none"> • American with Disabilities Act (ADA) and Section 504 of the Rehabilitation • Colleges are required only to offer accommodations & support services; not services of a personal nature. • Tutoring is not required under ADA. Some colleges offer tutoring through disability services and some colleges have tutoring centers for all students. • Foreign Language waivers & other course substitutions are not automatic

While still in high school you need to:

Find out about your disability:

- Talk to your parents, high school special education teacher, or guidance counselor to learn about your specific disabilities
- Understand the academic impact of your disability
- Understand your areas of strength and weakness
- Make sure that you have current documentation (request updated testing or a re-evaluation before you leave HS)
- Read your disability documentation and understand it.
- Learn to express your current and future needs, concerns, interests, and preferences

While still in high school you need to:

Do your homework! Consider:

- What services/programs each prospective college provides through their disability support office or other office that handles disability accommodations
- How often are services available? Are the service providers on campus and available on as as-needed basis?
- Are there restrictions (e.g. times per week) or additional costs for using these services?

Programs vs. Support Services

- **Programs** are specifically designed for students with disabilities and provide more in-depth services and accommodations. Not all colleges have these types of programs. When offered, the most common types are designed for students with learning disabilities and/or ADHD. These programs usually have costs in addition to tuition. These programs often provide one-on-one tutoring and sessions with a learning disability specialist.
- **Support Services** are the resources available at no cost for students with disabilities. Support services include reasonable accommodations, such as extended time for assignment and testing, note-takers, the use of a calculator, and preferential seating in classrooms.

YOU'VE BEEN ACCEPTED TO A COLLEGE! NOW WHAT?

Register with the college's disability services office or program. Remember you need to:

- Contact that campus office—they will not find you.
- Provide disability documentation that is current & meets college guidelines.
- Request that accommodations you will need (note-takers, assistive listening devices, testing modifications, textbooks on tape, etc.).
- Request those accommodations before scheduled placement tests or you will not receive accommodations for those tests.

YOU'VE BEEN ACCEPTED TO A COLLEGE! NOW WHAT?

Arrange other supports not provided by the school:

- Do you need things like counseling, medication management, or other supports? Who will provide them for you & how will they affect your schedule?
- Develop back up plans for these supports.