

Transition to College

+ What Every Parent Needs to Know +



How to Help Your Child Succeed

Maximize Opportunities and Minimize Challenges

From Label



To Learning about Self

- Learning Disability
- Attention (Hyperactivity) Deficit Disorder
- Mental Illness (Anxiety, Depression)
- Autism Spectrum Disorder
- Chronic Health Disability
- Traumatic Brain Injury

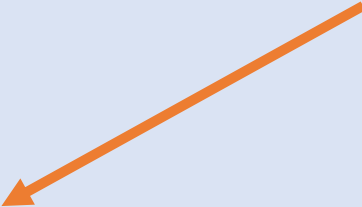
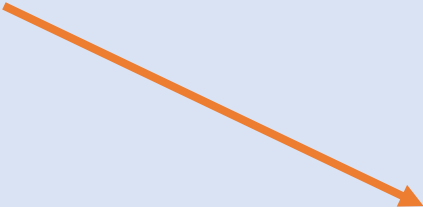
- Strengths and Weaknesses
- Seeking Help
- Managing Stress
- Managing Setbacks



Accommodations/Access



Self-Awareness



Success

Differences between High School and College For Students with Disabilities

Applicable Laws

HIGH SCHOOL	COLLEGE
<ul style="list-style-type: none">• IDEA (Individuals with Disabilities Education Act)	<ul style="list-style-type: none">• ADA (Americans with Disabilities Act of 1990) as amended
<ul style="list-style-type: none">• Section 504, Rehabilitation Act of 1973	<ul style="list-style-type: none">• Section 504, Rehabilitation Act of 1973
<ul style="list-style-type: none">• IDEA is about SUCCESS	<ul style="list-style-type: none">• ADA is about ACCESS

Required Documentation

HIGH SCHOOL	COLLEGE
<ul style="list-style-type: none">• IEP (Individualized Education Plan and/or 504 Plan)	<ul style="list-style-type: none">• High School IEP and 504 plans are not sufficient• Documentation guidelines specify information needed for each category of disability
<ul style="list-style-type: none">• School provides evaluation at no cost to student	<ul style="list-style-type: none">• Student must get evaluation at own expense
<ul style="list-style-type: none">• Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA	<ul style="list-style-type: none">• Current Documentation must provide information on specific nature of condition or disability, functional limitations, and demonstrate the need for specific accommodations

Self-Advocacy

HIGH SCHOOL	COLLEGE
<ul style="list-style-type: none">• Student is identified by the school and is supported by parents and teachers	<ul style="list-style-type: none">• Student must self-identify to Disability Services
<ul style="list-style-type: none">• Primary responsibility for arranging accommodations belongs to the school	<ul style="list-style-type: none">• Primary responsibility for self-advocacy and arranging accommodations belongs to the student
<ul style="list-style-type: none">• Teachers approach you if they believe you need assistance	<ul style="list-style-type: none">• Professors are usually open and helpful, but most expect you to initiate contact if you need assistance

Parental Role

HIGH SCHOOL	COLLEGE
<ul style="list-style-type: none">• Parent has access to student records and can participate in the accommodation process	<ul style="list-style-type: none">• Parent does not have access to student records without student's written consent
<ul style="list-style-type: none">• Parent advocates for student	<ul style="list-style-type: none">• Student advocates for self

Instruction


HIGH SCHOOL	COLLEGE
<ul style="list-style-type: none">• Teachers may modify curriculum and alter pace of instruction	<ul style="list-style-type: none">• Professors are not expected nor required by law to modify curriculum and pace of instruction
<ul style="list-style-type: none">• Students are expected to read short assignments that are then discussed, and often re-taught, in class	<ul style="list-style-type: none">• Students are assigned substantial amounts of reading and writing which may not be directly addressed in class
<ul style="list-style-type: none">• Students seldom need to read anything more than once, and sometimes listening in class is enough	<ul style="list-style-type: none">• Students need to review class notes and text material regularly

Grades and Tests


HIGH SCHOOL	COLLEGE
<ul style="list-style-type: none">• The IEP or 504 plan may include modifications to test format and/or grading	<ul style="list-style-type: none">• Grading and test format modifications are not available, although reasonable test accommodations may be provided when supported by disability documentation
<ul style="list-style-type: none">• Testing is frequent and covers small amounts of material	<ul style="list-style-type: none">• Testing is usually infrequent and may be cumulative, covering large amounts of material
<ul style="list-style-type: none">• Makeup tests are often available	<ul style="list-style-type: none">• Makeup tests are not considered a reasonable accommodation
<ul style="list-style-type: none">• Teachers often take time to remind you of assignments and due dates	<ul style="list-style-type: none">• Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded

Study Responsibilities

HIGH SCHOOL	COLLEGE
<ul style="list-style-type: none">• Tutoring and study support may be a service provided as part of an IEP or 504 plan	<ul style="list-style-type: none">• Tutoring is not considered an academic accommodation• Students with disabilities must seek out tutoring resources as they are available to all students
<ul style="list-style-type: none">• Teachers structure study time and monitor assignment completion	<ul style="list-style-type: none">• Students manage their own time and complete assignments independently
<ul style="list-style-type: none">• Students may study outside of class as little as 1 to 2 hours a week, and this may be mostly last minute test preparation	<ul style="list-style-type: none">• Students need to study at least 2-3 hours per week for each hour of class



What
makes a
successful
student?

- **Self-Awareness**
 - **Help-Seeking Behaviors**
 - **Stress Management**
 - **Resilience/Grit – the ability to deal with setbacks**
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What can you
do to
support your
student in the
transition to
college?

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- **Take care of yourself- get your own support**
 - **Have the conversation about changing roles**
 - **Soft support**
 - **Hard support**
 - **Partnership support**
 - **Share disability related information**
 - **Setbacks/Adversity**
 - **Allow your child to struggle**
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What can
your
student
expect?

Higher Ed Disability Services

- Student self-identifies to the DS office.
- Documentation is requested for disability as defined by law
- Each school determines documentation requirements
- Confidentiality is maintained; faculty and staff are NOT allowed to ask about a disability
- Disability does not equal accommodations – focus on functional limitations – context driven
- Student may be able to receive academic support services without sufficient documentation

Accommodations:

- DS office is legally responsible to ensure that student gets accommodations.
- Interactive process- student has responsibility-Disability Services can't fix a problem they don't know about.
- Accommodations must be reasonable. The professor can refuse an accommodation *only* if it affects the academic integrity or curricular requirements of the course.

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What
can you
expect?

- **Your role will shift to adapt to your student's emerging adulthood.**
- **The Disability Services office will work with your student to get college-appropriate accommodations.**
- **FERPA laws allow access to records only**

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◦ Your child
will
always
need you.

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