



Red Bank Regional High School

Guidance Department and Special Services
Transitioning to College with Learning Differences

March 29, 2022
7 pm

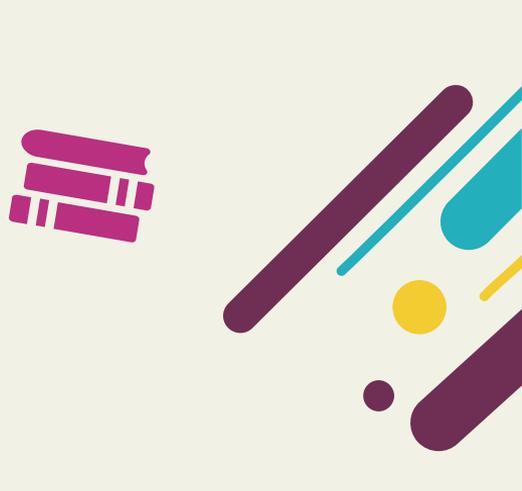
Agenda



1 Developing a Plan

2 College Life vs. High School

3 Legal Information



4 Services at the college level

5 Learning Disability Offices

6 Maximizing Success

A man with a beard, wearing a white button-down shirt, is sitting on stone steps. He is looking upwards and to the right with a thoughtful expression, his hand resting on his chin. In front of him is a spiral-bound notebook and a pencil. The background consists of several stone steps leading up. The image is decorated with colorful abstract shapes: yellow and blue brushstrokes in the top right, and purple and yellow brushstrokes in the bottom left. A white speech bubble is positioned on the left side of the image.

**What is
MY plan?**

Me and My Plan

1. Questions I Need to Know How to Answer

- ❖ Do I have an Individual Educational Plan (IEP) or 504 Plan?
- ❖ What is my classification?
- ❖ What are my academic strengths? What are the academic areas I find difficult? How is this reflected in my transcript?
- ❖ What accommodations help me learn? How do I get these accommodations?
- ❖ What accommodations will I have on the SATs or ACTs?



Where Do I Go from Here?



1. **Work**- How will your learning difference impact you at your job? Will you need to learn skills to help you stay organized, complete written reports, solve math problems, etc.?
2. **Military**- some positions require academic classes in which accommodations can be made, while other positions are hands-on and do not involve academic training.
3. **Technical Schools**- will you need to pass a test to receive certification in your field? Will you be able to use accommodations for this test?
4. **Community College**- Associates Degree
5. **Four-Year College**- Bachelor's Degree
6. **Masters Degrees and Beyond**- receiving accommodations on standardized tests and in school.

Successful People with Learning Differences and/or ADHD

Tommy Hilfiger, fashion designer

Charles Schwab, founder /CEO of US's largest brokerage firm

Michael Phelps, Olympic swimmer

Patrick Dempsey, Whoopi Goldberg, Woody Harrelson, Salma Hayek, Vince Vaughn

Nelson Rockefeller, past governor of NY and Vice President of the United States

Helen Taussig, MD successful cardiologist who graduated from Johns Hopkins Medical School

David Neeleman, founder and CEO of Jet Blue

College Life vs. High School

	HIGH SCHOOL	COLLEGE
CLASS TIME:	30 Hrs/Week	12 Hrs/Week
STUDY TIME:	Avg. 2 Hrs/Night	Avg. 4 Hrs/Night
ASSIGNMENTS:	Quizzes, Tests, HW, Projects	Minimal Tests/Quizzes, Papers, Lecture Style Classes
LIVING ON CAMPUS:	Parents/Siblings help with chores	Laundry, cleaning, etc.
FREE TIME:	Structured by parents/teachers	You manage your own time!

Sample Accommodations at College vs. High School

Potentially Approved in HS	Potentially Approved in College
Extended time to complete projects and exams	Extended time for exams only
Exams or questions read aloud	Access to text-to-speech technology
No penalty for spelling errors	Use handheld spell checker on exams
Laptop for exams	Reduced-distraction sites for exams
Modified Exams and/or Study Guides	Tutoring Services
Exemption from classes and/or standardized tests	Very few course exemptions, some course replacements

Applicable Laws

High School	College
IDEA (Individuals with Disabilities Education Act)	ADA (Americans with Disabilities Act of 1990) as amended
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
IDEA Is about PROGRESS	ADA Is about ACCESS





Changes in the LAW

- Your IEP will expire once you graduate high school and will be transitioned to a 504 Plan once approved by the institution.
- Colleges are only required to provide accommodations, not do everything to promote student success.
Accommodations not modifications.
- Colleges are not required to create a comprehensive plan to help students with disabilities.

Required Documentation

High School	College
IEP (Individualized Education Plan) or 504 Plan	High School IEP or 504 Plan are not Sufficient; Documentation guidelines specify information needed for each category of disability
School provides necessary evaluations at no cost to student	Student must provide evaluations independently
Documentation focuses on determining eligibility and needs based upon specific disability categories in IDEA	Current Documentation must provide information on specific nature of condition or disability, functional limitations, and demonstrate the need for specific accommodations

Timeline for Notifying College about Learning Difference

- The student (with parental guidance) decides when to report their learning difference to the college either during the application process or after acceptance.
- Benefits of reporting during the application process
 - Explain transcript
 - Demonstrate resilience and growth
 - Explain standardized testing scores
- Apply for accommodations early; do not wait to see if the accommodations are needed.



Services for Students with Learning Differences at College

- The services that the college provides will vary from school to school.
 - Comprehensive Programs– about 2% of colleges
 - Centrally Coordinated, Comprehensive Support– About 15% of colleges
 - Enhanced Mandated Services– about 68% of colleges
 - Minimum Mandated Services– about 15% of colleges
- Non-degree programs are also available which help students with living and social skills.



Comprehensive Programs

- Well-designed intensive academic assistance, services, and support.
- Additional tutoring by trained professionals or graduate assistants.
- Dedicated departments: full-time director/coordinator and staff with experience/expertise.
- Students receive training in self-advocacy.



Comprehensive Programs (Continued)

- May have summer transition program or special orientation.
- Students are scheduled and expected to attend program on a regular basis.
- Number of students is usually limited.
- May have a separate application form or program.
- May have an additional fee for the services provided.
- SALT (U of Arizona), Pathways (St. Thomas), Marist, FDU, Ramapo (Enhance), Landmark, American



The graphic features three gears (two in the top corners and one in the bottom left) and several overlapping, abstract shapes in shades of purple and magenta. A large white circle is centered on the page, containing the main text.

Centrally Coordinated, Comprehensive Support

- Well-designed accommodations, extensive services and/or tutoring.
- Student self-advocacy is encouraged to benefit student.
- Designated office for services for students with disabilities.

A decorative graphic on the left side of the slide. It features three gears (two white with black outlines and one solid black) arranged around a central white speech bubble. The speech bubble contains the text 'Centrally Coordinated, Comprehensive Support'. The background of the graphic consists of several overlapping, abstract shapes in shades of purple and magenta.

Centrally Coordinated, Comprehensive Support

- Full-time coordinator with assistant(s) with experience, background, and expertise.
- Students attend as needed; no required attendance and no limit.
- Established policies on delivery of services.
- Examples: Syracuse, UMass Amherst, University of Rhode Island

Enhanced Mandated Services

- Accommodations with some services or extra tutoring.
- Services are decentralized; referrals to other on-campus resources.
- Emphasis on student-advocacy to reduce responsibility of office.



Enhanced Mandated Services (Continued)

- Instructors tend to be knowledgeable and cooperative regarding special needs.
- Coordinator usually has experience, background or expertise in disability matters.
- Coordinator is willing to meet with students on a somewhat regular basis.
- Most colleges that receive federal funding.



What kind of services are best for you?

- Determine your academic strengths and weaknesses and what accommodations help you succeed in classes.
- Talk to your parents, teachers, case managers, and guidance counselors about the resources they feel will be beneficial to you.
- Visit college campuses and Office of Disability Services to research the best fit for you!



Visiting Colleges and Learning Disability Offices

1. Questions to ask...
 - a. How long has the program been in existence?
 - b. How many students are admitted into the program each year?
 - c. How many students are presently in the program?
 - d. What types of students are presently in the program?



Visiting Colleges and Learning Disability Offices

- Questions to ask (continued)...
 - What types of support services are offered?
 - What curriculum modifications are available, if any?
 - What is the success rate of the program or the percentage of students that graduate?



An abstract graphic featuring a central white speech bubble containing text. The background is a light beige color. Above and below the speech bubble are various colorful shapes, including hands in yellow and olive green, and circles in teal, yellow, and magenta. The overall style is modern and illustrative.

How to maximize success as a college student with learning differences?



What makes a successful college student?

Self-Awareness

Resilience - the ability to deal with setbacks

Help Seeking Behaviors

Stress Management

Self-Advocacy

High School	College
Student is identified by families and school and is supported by family, teachers and support staff	Student must self-identify to Disability Services
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student
Teachers approach you if they believe you need assistance	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance

Parental Role

High School	College
Parent has access to student records and can participate in the accommodation process	Parent does not have access to student records without student's written consent
Parent advocates for student	Student advocates for self

What can you do to support your student in the transition to college?

- Have the conversation about changing roles
 - Soft support
 - Hard support
- Share Disability related information once committed to a college
- Take care of yourself– get support
- Setbacks/Adversity
- Allow your child to struggle



What Can Parents 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 law allows access to records only.

**When Should
I Begin my
College
Search?**



Just a Reminder!

Transitions can be exciting and scary...
your child will always need you!





Thank you!

Do you have any questions?

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Resources

- Famous People with LD and/or ADHD
<http://www.greatschools.org/special-education/health/famous-people-dyslexia-ld-or-ad-hd.gs?content=696>
- Visiting Colleges and Learning Disability Offices
- Sciafani, A. J. & Lynch, M. (2003). College Guide for Students with Learning Disabilities (15th ed.). Long Island: Laurel Publications.
- Kravets, M. & Wax, I. (2005). The K&W Guide to Colleges for Students with Learning Disabilities or Attention Deficit Disorder (8th ed.). New York: Random House, Inc.

INVITATION

Red Bank Regional High School's Guidance and Special Services Department invite you to attend a virtual presentation on March 29th from 7 pm to 8pm entitled **"Transitioning to College with Learning Differences."**

This session will focus on a range of topics to assist parents and students with IEP's or 504 Plans to prepare for college. It will include: identifying needs and plans for college, how services differ at the high school and college level, working with learning disability offices as well as tips to maximize success.

Open to families of all grades. Please be sure to have you student attend with you.

Por favor contáctenos para solicitar traducción al español.

