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
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 Neeleeman, founder and CEO of Jet Blue
### College Life vs. High School

<table>
<thead>
<tr>
<th></th>
<th><strong>HIGH SCHOOL</strong></th>
<th><strong>COLLEGE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASS TIME:</strong></td>
<td>30 Hrs/Week</td>
<td>12 Hrs/Week</td>
</tr>
<tr>
<td><strong>STUDY TIME:</strong></td>
<td>Avg. 2 Hrs/Night</td>
<td>Avg. 4 Hrs/Night</td>
</tr>
<tr>
<td><strong>ASSIGNMENTS:</strong></td>
<td>Quizzes, Tests, HW, Projects</td>
<td>Minimal Tests/Quizzes, Papers, Lecture Style Classes</td>
</tr>
<tr>
<td><strong>LIVING ON CAMPUS:</strong></td>
<td>Parents/Siblings help with chores</td>
<td>Laundry, cleaning, etc.</td>
</tr>
<tr>
<td><strong>FREE TIME:</strong></td>
<td>Structured by parents/teachers</td>
<td>You manage your own time!</td>
</tr>
</tbody>
</table>
## Sample Accommodations at College vs. High School

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

<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA (Individuals with Disabilities Education Act)</td>
<td>ADA (Americans with Disabilities Act of 1990) as amended</td>
</tr>
<tr>
<td>Section 504, Rehabilitation Act of 1973</td>
<td>Section 504, Rehabilitation Act of 1973</td>
</tr>
<tr>
<td>IDEA Is about PROGRESS</td>
<td>ADA Is about ACCESS</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP (Individualized Education Plan) or 504 Plan</td>
<td>High School IEP or 504 Plan are not Sufficient; Documentation guidelines specify information needed for each category of disability</td>
</tr>
<tr>
<td>School provides necessary evaluations at no cost to student</td>
<td>Student must provide evaluations independently</td>
</tr>
<tr>
<td>Documentation focuses on determining eligibility and needs based upon specific disability categories in IDEA</td>
<td>Current Documentation must provide information on specific nature of condition or disability, functional limitations, and demonstrate the need for specific accommodations</td>
</tr>
</tbody>
</table>
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
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.
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?
How to maximize success as a college student with learning differences?
What makes a successful college student?

- Resilience - the ability to deal with setbacks
- Help Seeking Behaviors
- Stress Management
- Self-Awareness
# Self-Advocacy

<table>
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<th>College</th>
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<tbody>
<tr>
<td>Student is identified by families and school and is supported by family, teachers and support staff</td>
<td>Student must self-identify to Disability Services</td>
</tr>
<tr>
<td>Primary responsibility for arranging accommodations belongs to the school</td>
<td>Primary responsibility for self-advocacy and arranging accommodations belongs to the student</td>
</tr>
<tr>
<td>Teachers approach you if they believe you need assistance</td>
<td>Professors are usually open and helpful, but most expect you to initiate contact if you need assistance</td>
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## Parental Role

<table>
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<tr>
<th>High School</th>
<th>College</th>
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<tbody>
<tr>
<td>Parent has access to student records and can participate in the accommodation process</td>
<td>Parent does not have access to student records without student’s written consent</td>
</tr>
<tr>
<td>Parent advocates for student</td>
<td>Student advocates for self</td>
</tr>
</tbody>
</table>
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?

NOW!
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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Erin Pinto
Supervisor of Special Services
epinto@rbrhs.org
Resources

● Famous People with LD and/or ADHD

● Visiting Colleges and Learning Disability Offices


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 8 pm 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 your student attend with you.

Por favor contáctenos para solicitar traducción al español.