



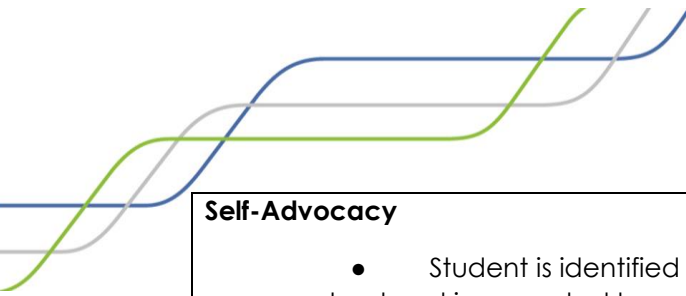
*Assistive and Instructional Technology
Supporting Learners with Disabilities*

Differences Between High School and College for Students with Disabilities

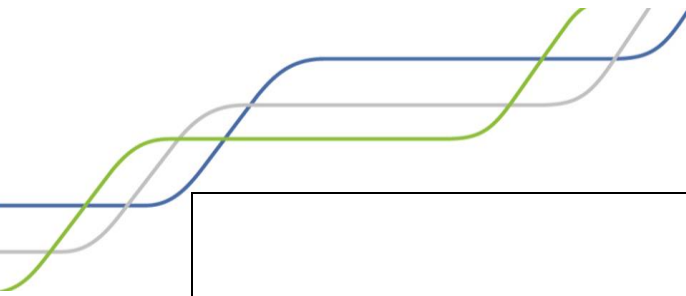
Differences Between High School and College Students with Disabilities- Hand out

Transitioning from high school to post-secondary educational institutions can be intimidating and stressful. For students with disabilities and their families, the transition process requires extra attention to legal requirements and required documentation. Designed by AT Specialists Diana Petschauer and Alyssa Marinaccio and used as hand out for their webinar on **AT and Accommodations in Post-Secondary Education, Supporting Successful Transition**, the table below gives parents and students great perspective into the transition process.

High School	College
<p>Applicable Laws</p> <ul style="list-style-type: none"> ● I.D.E.A. (Individuals with Disabilities Education Act) ● Section 504, Rehabilitation Act of 1973 ● I.D.E.A. is about Success 	<p>Applicable Laws</p> <ul style="list-style-type: none"> ● A.D.A (Americans with Disabilities Act of 1990, Title 11) ● Section 504, Rehabilitation Act ● A.D.A. is about Access
<p>Required Documentation</p> <ul style="list-style-type: none"> ● I.E.P. (Individual Education Plan) and/or 504 Plan ● School provides evaluation at no cost ● Documentation focuses on determining whether student is eligible for services based specific disability categories in I.D.E.A. ● School is required to seek out and identify students with a disability, and acquire testing for documentation. 	<p>Required Documentation</p> <ul style="list-style-type: none"> ● High school I.E.P. and 504 are not sufficient. Documentation guidelines specify information needed for each category of disability. ● Student must get evaluation at own expense. ● Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations. ● Up to student to self-identify and seek services and testing for documentation.



<p>Self-Advocacy</p> <ul style="list-style-type: none"> • Student is identified by the school and is supported by parents and teachers. • Primary responsibility for arranging accommodations belongs to the school. • Teachers approach you if they believe you need assistance. 	<p>Self-Advocacy</p> <ul style="list-style-type: none"> • Student must self-identify to the Office of Disability Services. • Primary responsibility for self-advocacy and arranging accommodations belongs to the student. • Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.
<p>Parent Role</p> <ul style="list-style-type: none"> • Parent has access to student records and can participate in the accommodation process. • Parent advocates for student. 	<p>Parent Role</p> <ul style="list-style-type: none"> • Parent does not have access to student records without student's consent. • Student advocates for self.
<p>Instruction</p> <ul style="list-style-type: none"> • Teachers may modify curriculum and/alter curriculum pace of assignments. • You are expected to read short assignments that are then discussed and often re-taught in class. • You seldom need to read anything more than once, sometimes listening in class is enough. 	<p>Instruction</p> <ul style="list-style-type: none"> • Professors are not required to modify design or alter assignment deadlines. • You are assigned substantial amounts of reading and writing which may not be directly addressed in class. • You need to review class notes and text and material regularly.
<p>Grades and Tests</p> <ul style="list-style-type: none"> • IEP or 504 plan may include modifications to test format and/or grading. • Testing is frequent and covers small amounts of material. • Makeup tests are often available. • Teachers often take time to remind you of assignments and due dates. 	<p>Grades and Tests</p> <ul style="list-style-type: none"> • Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, test proctors) are available when supported by disability documentation • Testing is usually infrequent and may be cumulative, covering large amounts of material. • Makeup tests are seldom an option; if they are, you need to request them.



	<ul style="list-style-type: none"> Professors expect you to read, save, and calculate exactly what is expected of you, when it is due, and how you will be graded.
<p>Study Responsibilities</p> <ul style="list-style-type: none"> Tutoring and study support may be a service provided as part of an IEP or 504 plan. Your time and assignments are structured by others. You may study outside class as little as 0 to 2 hours a week, but this may be mostly last-minute test preparation. 	<p>Study Responsibilities</p> <ul style="list-style-type: none"> Tutoring DOES NOT fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to all students. You manage your own time and complete assignments independently. You need to study at least 2 to 3 hours outside of class for each hour in class.



