

High School and College for Students with Disabilities: Key Differences

HIGH SCHOOL

COLLEGE

Applicable Laws

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| <ul style="list-style-type: none">❖ Individuals with Disabilities Improvement Act (IDEIA)❖ Section 504, Rehabilitation Act of 1973❖ IDEIA is about <i>Success</i> in school | <p>A.D.A. (Americans with Disabilities Act of 1990, Title II)</p> <p>Section 504, Rehabilitation Act of 1973 & ADA are about <i>Access</i> to facilities, programs & services</p> |
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Required Documentation

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| <ul style="list-style-type: none">❖ Individual Education Program (IEP), 504 Plan, and Summary of Performance (SOP)❖ School provides evaluation at no cost❖ Documentation focuses on determining If student is eligible for services under one or more disability categories in IDEIA | <p>High school IEP and 504 Plans generally are not sufficient. Documentation guidelines specify information needed for documentation</p> <p>Students must get evaluation often at their own expense</p> <p>Documentation must provide information on specific functional limitations and demonstrate the need for specific services or accommodations.</p> |
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Self-Advocacy

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| <ul style="list-style-type: none">❖ School staff identify the student as having a disability❖ School staff have responsibility for arranging accommodations❖ Teachers approach you if they believe you need assistance and might have a disability | <p>Student must self-identify to Disability Support Services staff, Learning Assistance Program (LAP) staff, or ADA/504 coordinator</p> <p>Student has responsibility for self-advocacy and arranging accommodations</p> <p>Professors can be open and helpful, but most expect students to initiate contact at the start of the semester</p> |
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Parental Role

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| <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 does not have access to student records and can not represent the student without student's written consent</p> <p>Students advocate for themselves</p> |
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Instruction

- ❖ Teachers modify curriculum and alter assignments as outlined in IEP
- ❖ Students are expected to read short assignments that are discussed in class
- ❖ Students may need to read assignments more than once, often listening in class is enough

Professors are not required to modify design or alter assignment deadlines
Students are assigned substantial amounts of reading and writing which may not be directly addressed in class
Students need to regularly review class notes and text material

Grades and Tests

- ❖ IEP or 504 plan may include modifications to test format or grading
- ❖ Testing is frequent covering small amounts of material
- ❖ Makeup tests are usually available
- ❖ Teachers often take time to remind students of assignments and due dates

Grading and test format changes (e.g., multiple choice vs. essay) are generally not available. Accommodations in HOW tests are given (e.g., extended time, test proctors) available when supported by disability documentation.
Testing is generally periodic and may be cumulative, covering large amounts of material
Makeup tests are seldom an option; if they are, students are responsible for requesting them
Professors expect students to read, save, and consult the course syllabus that describes course expectations, assignments and grading scale

Responsibilities for Studying

- ❖ Tutoring and study support may be a service provided as part of an IEP or 504 plan
- ❖ School staff often structure students' time and expected assignments

Students may study outside class for as little as 0 to 2 hours a week and this may be mostly last-minute test preparation

Tutoring generally DOES NOT fall under Disability Services' accommodation requirements. Students with disabilities must seek out tutoring resources available to all college students.
Students structure their own time and assignments

Students usually need to study at least 2 to 3 hours for each hour in class

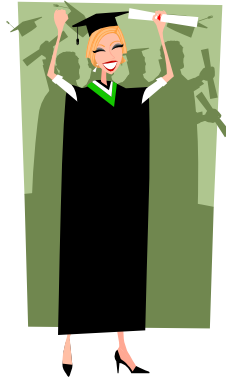
Helpful General Information

- ❖ National Clearinghouse on Postsecondary Education for Individuals with Disabilities: <http://www.heath.gwu.edu>
- ❖ Vocational Rehabilitation (Contact the Voc Rehab agency in your county or state for information and assistance)
- ❖ Association on Higher Education and Disability: <http://www.ahead.org/>
- ❖ National Secondary Transition Technical Assistance Center: www.nsttac.org



Helpful General Financial Aid Information

- ❖ Financial Aid for Students through the US Department of Education's Office <http://www.ed.gov/index.jsp>
- ❖ The Financial Aid Information Page <http://www.finaid.org>



Source: Some of the text for this flyer courtesy of the University of North Carolina at Pembroke