# Differences between High School and College Accommodations for Students with Disabilities

## **Applicable Laws**

HIGH SCHOOL COLLEGE	
I.D.E.A. (Individuals with Disabilities Education Act)	A.D.A. (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973 Section 504, Rehabilitation Act of 1973	
I.D.E.A. is about SUCCESS	A.D.A. is about ACCESS

# **Required Documentation**

HIGH SCHOOL	COLLEGE		
I.E.P. (Individualized Education Plan and/or 504 Plan  High School I.E.P. and 504 are not sur Documentation guidelines specify inf needed for each category of disability			
School provides evaluation at no cost to student	Student must get evaluation at own expense		
Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations		

# **Self-Advocacy**

HIGH SCHOOL	COLLEGE		
Student is identified by the school and is	Student must self-identify to the Office of		
supported by parents and teachers	Disability Services		
Primary responsibility for arranging	Primary responsibility for self-advocacy and		
accommodations belongs to the school arranging accommodations belongs to t			
Teachers approach you if they believe you need	Professors are usually open and helpful, but most		
assistance	expect you to initiate contact if you need		
	assistance		

#### **Parental Role**

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

## Instruction

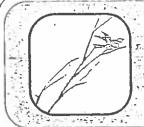
HIGH SCHOOL	COLLEGE	
Teachers may modify curriculum and/or alter pace	Professors are not required to modify curriculum	
of assignments	design or alter assignment deadlines	
You are expected to read short assignments that are then discussed, and often re-taught, in class	You are assigned substantial amounts of reading and writing which may not be directly addressed class	
You seldom need to read anything more than once, and sometimes listening in class is enough	You need to review class notes and text material regularly	

### **Grades and Tests**

HIGH SCHOOL	COLLEGE		
I.E.P. or 504 plan may include modifications to test format and/or grading	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 frequent and covers small amounts of material	Testing is usually infrequent and may be cumulative, covering large amounts of material		
Makeup tests are often available	Makeup tests are seldom an option; if they are, you need to request them		
Teachers often take time to remind you of assignments and due dates	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  Tutoring DOES NOT fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to all students.		
Tutoring and study support may be a service provided as part of an I.E.P. or 504 plan			
Your time and assignments are structured by others	You manage your own time and complete assignments independently		
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation	You need to study at least 2 to 3 hours outside of class for each hour in class		



# College Discussion Worksheet

Instructions: Think about the student's strengths and challenges and help the student and parent look realistically at their options. How have they prepared for college? Have the student fill this out or help him or her fill it out, answering "Yes" or "No" to each of the following.

Ask the student the following questions:		Yes	No
Can you successfully make it is with accommodations and mo	n your inclusion or general education classes odifications?		
Have you taken Algebra I, Ge	ometry, Algebra II?		
Have you taken a foreign lang	uage or an approved program in American Sign Language?		
Do you have good study habits?			×
Have you taken or do you plan on taking the SAT or ACT?			
Do you need to request testi	ng accommodations?		
Are you willing to put forth t	he effort to realize your dreams and goals of completing college?		
Where do you want to atten	d college? A 2-year college?		
	A 4-year college?		
	A vocational or technical program?		
What do you plan on majorio	ng in once you go to college?		
List five colleges you would like to research to help make your decision. Write their names and whether they have a program for students with disabilities.	ι.		
	2.		
	3.		
	4.		
	5.		

Essentials of Transition Planning, by Paul Wehman Copyright © 2011 Paul H. Brookes Publishing Co., Inc. All rights reserved. and the state of the second state of the second second second second second second second second second second