

Preparing My Child for Post Secondary Education Programs ...

Introductions

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Differences Between High School & College

Documentation

- **High School:** Documentation focuses on determining whether a student is eligible for services.
- **College:** Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations.

IEP & 504 Plans

- IEPs & 504 Plans expire upon high school graduation and do not transfer to the post-secondary setting.
- Colleges follow the Americans with Disabilities Act & Section 504 of the Rehabilitation Act.
- K-12 schools follow the Individuals with Disabilities Education Act.

Requesting Accommodations

Identification

- **High School:** Student is identified by the school and is supported by parents and teachers.
- **College:** Student must self-identify to the Disability Resource Center.

Responsibility

- **High School:** Primary responsibility for advocacy typically belongs to the parent or school.
- **College:** Primary responsibility for self-advocacy and arranging accommodations belongs to the student.

Building Self-Advocacy Skills

Access

- **High School:** Parent has access to student's records and can participate in the accommodations process.
- **College:** Parent does not have access to student's records without the student's written consent.

Advocacy

- **High School:** Parent advocates for student.
- **College:** Student advocates for self.

Instructor Approach

- **High School:** Teachers approach you if they believe you need assistance.
- **College:** Professors are typically open and helpful, but most expect you to initiate contact if you need assistance.

Reasonable Accommodations

Modifications

- **High School:** Teachers may modify curriculum and/or alter curriculum pace of assignments.
- **College:** Professors are not required to modify instruction or alter assignment deadlines.

Format and Grading Changes

- **High School:** IEP and 504 Plan may include modifications to test format and/or grading.
- **College:** Grading and exam format changes are not generally available.
 - Accommodations for HOW exams are given are available and supported by disability documentation.

Commonly Used Accommodations In College

- Accommodations in college are designed to reduce or eliminate the disability-related barriers to access.
- Determining reasonable accommodations is done by the interactive process and considers the complex circumstances that present for each course or setting.
- Decisions are made on a case-by-case basis, instead of a disability-category basis.

Commonly Used Accommodations In College

- Exam accommodations (quiet location, extended time)
- Note taking supports
- Reading accommodations (text-to-speech software, alternative format texts)
- ASL interpreting
- Assistive technology
- Housing & dining accommodations

Accommodations That Are Generally Not Reasonable

- Reduced assignment length
- Reduced choices on multiple choice exams
- Exam retakes
- Waiving assignments
- Waiving course requirements
- Retroactive accommodations
- Paraprofessional support
- Open-ended deadlines

Admission Requirements

FDLTCC:

High school transcript or GED

High school GPA, Accuplacer, ACT, SAT, or MCA test scores used only for class placement, not for acceptance to the college

LSC:

High School transcript or GED

High school GPA, Accuplacer, ACT, SAT, or MCA test scores used only for class placement, not for acceptance to the college

Admission Requirements

UMD:

High school transcript

High school preps:

- 4 years English
- 4 years math, including 1 year of geometry and 2 years of algebra (one of which must be intermediate or advanced)
- 3 years science
- 3 years social studies
- 2 years world language
- 1 year art

Test optional

CSS:

- High School transcript (GED also accepted)
- ACT, SAT or a written essay describing overall academic accomplishments.
- Participation in leadership, extracurricular activities, community services, church and other personal enrichment activities.

Links to articles about kids, teens, and college students developing self- advocacy & executive functioning skills:

<https://www.understood.org/en/friends-feelings/empowering-your-child/self-advocacy/the-importance-of-self-advocacy>

*Be sure to click on the links at the end of this article to read the story and watch the video about a college student with a disability who successfully advocated for her rights and is succeeding in college

<https://childmind.org/article/helping-kids-who-struggle-with-executive-functions/>

<https://www.iecaonline.com/executive-functions-for-college-students-dont-leave-home-without-them/>

Questions?

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