

# DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE FOR STUDENTS WITH DISABILITIES



## High School



## College

### APPLICABLE LAWS

- I.D.E.A. - Individuals with Disabilities Education Act
- Section 504, Rehabilitation Act of 1973
- **I.D.E.A. is about SUCCESS**



- A.D.A. - Americans with Disabilities Act
- Section 504, Rehabilitation Act of 1973
- **A.D.A. is about ACCESS**

### REQUIRED DOCUMENTATION

- Individualized Education Plan (IEP) and/or 504 Plan
- School provides evaluation (No cost to student).
- Documentation used to determine eligibility for services based on specific disability categories.



- **High School I.E.P. and 504 are not sufficient.** Documentation guidelines specify information needed for specific disabilities.
- Student gets evaluation at **own expense**.
- **Current Documentation** must provide information on the nature and limitations of disability and demonstrate the need for specific accommodations.

### SELF-ADVOCACY

- Student is identified by the school and is supported by parents and teachers.
- School is primarily responsible for arranging accommodations.
- Teachers approach student if they believe they need help.



- Student must **self-identify** to the Disability Resources Office.
- Student is **primarily responsible** for self-advocacy and arranging accommodations.
- Professors expect students to **initiate contact** if they need assistance.

### PARENTAL ROLE

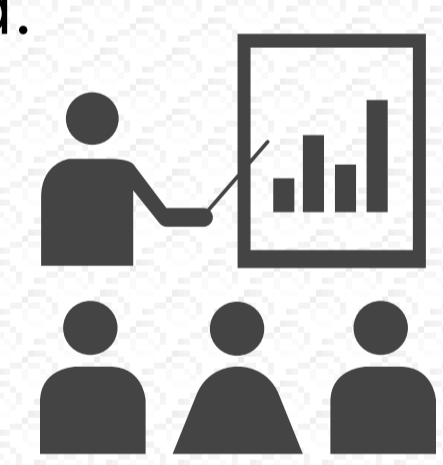
- Parent has access of student records and can participate in the accommodation process.
- Parent advocates for student.



- Parent **does not have access** to student records without student's written consent.
- Student advocates for self.

### INSTRUCTION

- Curriculum and/or assignments may be modified.
- Short assignments may be assigned outside of class and then discussed, and often re-taught, in class.
- Students seldom need to review class notes, sometimes listening in class is enough.



- Curriculum design and assignment deadlines are **typically NOT modified**.
- **Substantial** amounts of reading and writing which may not be directly addressed in class is assigned.
- Students need to review class notes and text materials **regularly**.

### GRADES AND TESTS

- I.E.P. 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 remind students of assignments and due dates.



- Grading and test format changes are generally **NOT available**. **HOW** tests are given (i.e. extended time) are available with disability documentation.
- Testing is usually **infrequent** and may cover large amounts of material.
- Makeup tests are **rarely** an option.
- Students are expected consult the course syllabus to know what is expected and due dates.

### STUDY RESPONSIBILITIES

- Tutoring and study support may be a service provided as part of an I.E.P. of 504 plan.
- Student's time and assignments are structured by others.
- Time spent studying outside of class is minimal, and this may be mostly for tests.



- Tutoring **DOES NOT** fall under Disability Services and is not considered an academic adjustment. **Tutoring resources are available to all students.**
- Students manage their own time and complete assignments independently.
- Students typically study at least **2 to 3 hours** outside of class for each hour in class.