

**MYTHS, TRUTHS, and
RECOMMENDATIONS for
COLLEGE-BOUND STUDENTS
with
IEPs or 504s**

**Staples High School
Westport, Connecticut**

February 24, 2021

**Allen F. Tinkler, MS Ed., LDTC
(732) 656-1718 ~ (516) 770-3226
CollegeForYou@gmail.com**

When we describe
people by their labels
or diagnoses, we
devalue and
disrespect them as
individuals.

STAPLES HIGH SCHOOL
Myths, Truths, and Recommendations for
College-Bound Students with IEPs or 504s

Allen F. Tinkler, MS Ed., Educational Consultant
CollegeForYou@gmail.com ~ (732) 656-1718 ~ February 24, 2021

AGENDA

- I. General information – background information – preparing your child for college
 - A. *Attitude/Mind-set: Use of “person-first” terminology and its significance*
 - B. *Legal differences between high school and college and responsibility based on law: high school = success vs. college = access*
 - C. Leveling the playing field during matriculation and the application process but no advantages
 - D. Awareness of accommodations available in college that are not available, needed or used in K-12
 - E. Exposure to and familiarity of technology such as Kurzweil 3000, Inspiration, Read and Write Gold, Livescribe Smart Pen, etc.
 - F. Preparation for college: self-advocacy, study skills, note-taking skills, independence, responsibilities, time management, etc.
- II. Disclosure, special considerations, the REAL TRUTH
 - A. Disclosure of disability: why, where, what, IQ scores and risks
 - B. Self-disclosure by student
 - C. Special considerations for students with anxiety, depression, or emotional issues
 - D. Foreign language exemptions – impact, strategies and long-term planning
 - E. How colleges and programs review and interpret high school reports and documentation and what they look for, relevance and what may be potentially harmful
 - F. The REAL TRUTH about the legality of admissions counselors considering disability information to make an admissions decision
- III. Common myths parents and students are exposed to

- IV. Implications of classifying, declassifying, changing to/from IEP/504
- V. Documentation expected by colleges: traditional guidelines or requirements and new “guidance” resulting from ADA
- VI. Levels of special support available including differences between programs and accommodative services with specific colleges as examples
 - A. List of colleges with fee-for-service programs for students with learning disabilities
 - B. List of colleges with fee-for-service programs for students with autism spectrum disorder
 - C. External programs
 - D. Determination of the level of support needed for your child

STAPLES HIGH SCHOOL
Myths, Truths, and Recommendations for
College-Bound Students with IEPs or 504s

Allen F. Tinkler, MS Ed., Educational Consultant
CollegeForYou@gmail.com ~ (732) 656-1718 ~ February 24, 2021

HIGH SCHOOL vs. COLLEGE

HIGH SCHOOL

High Schools function under the education law, IDEIA (IDEA), and the civil rights laws, Section 504 (subpart D) and the Americans with Disabilities Act (ADA/ADAAA).

Success is anticipated for the student with special needs. Non-success is not palatable in the high school model. Success is expected and school personnel with parents' or guardians' assistance, are there to promote success.

COLLEGE

Colleges only function under the civil rights laws, Section 504 (subpart E) and the Americans with Disabilities Act (ADA/ADAAA).

Colleges set up a playing field that makes success possible. There are no guarantees except equal access. Success can be had only if the person with the disability works for it within the boundaries of the setting.

STAPLES HIGH SCHOOL
Myths, Truths, and Recommendations for
College-Bound Students with IEPs or 504s

Allen F. Tinkler, MS Ed., Educational Consultant
CollegeForYou@gmail.com ~ (732) 656-1718 ~ February 24, 2021

¿HABLA ESPAÑOL? PARLEZ-VOUS FRANCAIS?

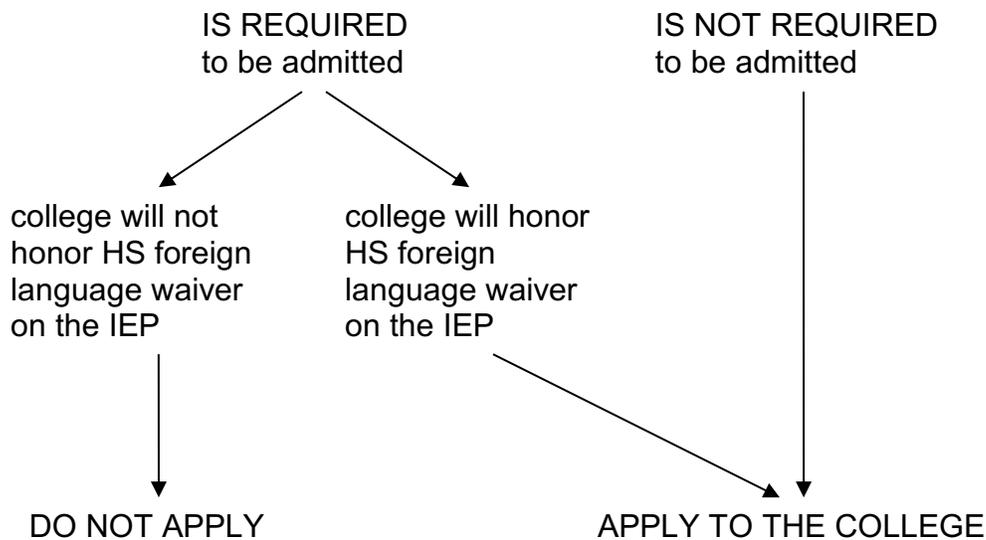
Should we encourage or discourage foreign language waivers or exemptions for high school students with special needs? Serious consideration must be given to exactly how the student is affected by his/her disability. Parents and students depend upon the opinion of their guidance counselors. This issue is easier to understand if it is divided into two separate questions:

QUESTION ONE:

Does the college applicant (with special needs such as learning disabilities) need two or more years of a foreign language to be admitted? OR – “Do I need a foreign language to get in?”

ANSWER:

If the general college policy is that a foreign language:



STAPLES HIGH SCHOOL
Myths, Truths, and Recommendations for
College-Bound Students with IEPs or 504s

Allen F. Tinkler, MS Ed., Educational Consultant
CollegeForYou@gmail.com ~ (732) 656-1718 ~ February 24, 2021

The Big Myth: It is Illegal for a College to Consider Disability Information

Many high school guidance and college admissions counselors believe it is illegal for a college to use disability information (IEP, 504 Plans, psycho-educational reports, doctor's reports, etc.) during the application process to decide if they should accept a student.

The truth is that colleges may not use a student's disability to deny the applicant if the applicant DOES meet the standard criteria, but it is not illegal to use information about the student's disability to ACCEPT a student who would otherwise be rejected. Many colleges are willing to walk this fine line; some are not.

A college is within its rights to deny an applicant if their matriculation presents a financial burden on the institution. Assuming an institution would not suffer an "undue hardship" by providing accommodations to a student with a disability, using disability information as a reason to deny admission would be discriminatory and therefore illegal. In fact, the law forbids an institution from requesting that applicants disclose disability information. However, many students with disabilities choose to identify themselves as having a disability and disclose information about their disabilities to explain seeming inconsistencies in their academic record, failure to take a foreign language or because they believe that their disability has been character building. Where a disability has been disclosed on a truly voluntary basis, an institution may consider that disability information as it would use any information about an applicant (death in the family, recent divorce, hospitalization, etc.) to ASSIST in UNDERSTANDING that student better when making an admissions decision. There are many colleges that consider disability information as they would any other information, which could shed light on a student's candidacy, allowing for an acceptance. This depends upon advice of counsel and the institution's policy.

Some institutions' attorneys will advise their clients [colleges] not to use disability information in the admissions decision because if they deny, they may be targets of lawsuits for discrimination. So, to be on the safe side they advise their colleges not to consider disability information, because they reason, by doing so they could not be accused of using disability information in a discriminatory way. Some institutions' attorneys *imply* it is illegal to consider disability information when advising the institution to set a policy. As a result, many college personnel in admissions and disability services are under the false belief that it is illegal, when in fact it is permissible.

STAPLES HIGH SCHOOL
Myths, Truths, and Recommendations for
College-Bound Students with IEPs or 504s

Allen F. Tinkler, MS Ed., Educational Consultant
CollegeForYou@gmail.com ~ (732) 656-1718 ~ February 24, 2021

Myths Regarding your Students with Disabilities Transitioning to College

1. Colleges today provide programs for students with LD, ASD or other special needs.

There are only about 80 colleges in the country that actually have PROGRAMS for students with LD and another approximate 100 colleges with programs for students with ASD. Don't fall into the trap of thinking that every student with a disability must be in a program!

2. Colleges with programs for students with LD or other special needs have special classes.

There typically are no special classes in college. An exception is a small handful of colleges that may offer special foreign language classes for students with LD.

3. Landmark College is the only college in the US that is exclusively for students with LD.

There are two colleges in the country that are exclusively for students with LD, ASD or other cognitive disabilities: Landmark College in Vermont and Beacon College in Florida. You can add D'Avolio Culinary Institute in NY.

4. Colleges have quotas and must admit a certain number of students with LD or other disabilities

There are no quotas for accepting or matriculating students with disabilities.

5. Documentation is the IEP.

Documentation is typically the IEP or 504 Plan AND other information. For learning disabilities, a comprehensive psycho-educational evaluation, which includes IQ and achievement testing, is needed. For other disabilities different information may be necessary. Documentation must be current and from a qualified professional.

6. If a student has a triennial evaluation in the junior or senior year, everything will be updated thereby meeting the documentation requirements of colleges.

Triennial evaluations no longer require new testing. Test evaluations are more important to colleges than a triennial evaluation that may only be a narrative comment on the present functioning of the student.

7. A student with Section 504 status (no IEP) will be at a disadvantage when applying to college, to a fee-for-service program or to request accommodations.

The IEP may carry a little more weight but not enough to consider it an advantage over a 504 Plan. Fee-for-service programs expect to see IEPs but they are not a requirement.

8. Colleges requiring a foreign language for admission must honor the exemption given to students in high school.

A college has the right to deny admission to an applicant who doesn't meet admissions requirements. The high school foreign language exemption does not have to be honored by a college. Most colleges will overlook that entrance requirement if they see the exemption, but they have no legal or moral obligation to do so.

9. Waivers for completing foreign languages requirements for *graduation from the college* are given to students who have been foreign language exempt in high school.

Colleges do not give waivers or exemptions for foreign language. Most colleges do give course substitutions or academic adjustments if warranted. It is not the foreign language, *per se*. It is the foreign language REQUIREMENT, which can be satisfied in various ways.

10. After receiving an acceptance and deciding to attend a specific college, the documentation should be sent to the college.

Sending documentation to admissions will result in either it being returned to the student with no action taken or it being shredded without reading the information or *possibly* forwarding it on to the accessibility/disability office. No action will be taken even if it is sent to the accessibility/disability office.

11. Upon receipt of documentation by the appropriate college office the college will design appropriate services and accommodations.

Colleges will arrange for reasonable and appropriate services and accommodations ONLY when the *student* contacts the office of disability services and provides documentation to the coordinator/director to discuss what is needed.

12. Staples High School will send your documentation to the college you plan to attend.

This is not the responsibility of Staples or any high school. It is the student's responsibility to follow through by getting the documentation to the correct personnel at the college. Staples will provide the student/family with copies of the paperwork on file.

STAPLES HIGH SCHOOL
Myths, Truths, and Recommendations for
College-Bound Students with IEPs or 504s

Allen F. Tinkler, MS Ed., Educational Consultant
CollegeForYou@gmail.com ~ (732) 656-1718 ~ February 24, 2021

To Declassify or Not to Declassify ... That is the Question

This is a frequently asked question. For some students we see declassification to be appropriate. Parents may oppose this because they are under the impression that by doing so, their child will *not* be entitled to services or accommodations at the post-secondary level. The use of 504 status is sometimes (mistakenly) used as a means of assuring post-secondary services or accommodations. Colleges have seen an increase in 504 students as a result of high schools trying to assure post-secondary services and accommodations. The thinking behind this is that if colleges operate under Section 504 then they must follow the 504 Plan generated by the high school. Colleges are not required to follow any service or accommodation provided by high schools. Section 504 has seven subparts (A through G). Subpart D applies to pre-school through high school. Subpart E applies to college or any postsecondary education subject to federal law. Each section is independent of the other.

The truth is that college students do not need an IEP (current or old) or a 504 Plan in order to get what they are entitled to at college. Here are four related scenarios:

- Stacey, a 45-year-old woman, had great difficulty when she was in high school. She attempted college but failed and dropped out. As a parent, she sees her children having the same learning challenges she displayed and begins to think, "I have a learning disability." She decides to return to college to complete her coursework for her degree but does not have any IEP or 504 Plan. Does this mean she is not entitled to services and accommodations in college?
- Kristina is a senior at St. Mary's. She is applying to college. Since kindergarten she has been in Catholic schools. With extra support and tutoring she has done satisfactory work. It is suspected that she is on the autism spectrum. She is tested by a psychologist and is identified as having ASD. She does not have an IEP or 504 Plan because the schools she attended never required it and her parents never requested it. Does this mean she is not entitled to services and accommodations in college?

- Jake is a very bright kid. He was never given an IQ test – there was never any reason for it. He gets mostly A's and occasional B's. He did great on his SAT. He is also a strong lacrosse player. He gets admitted to a highly competitive college and learns college is a different matter. He was able to do superior work in high school but not at college. He failed one course and barely passed his others. He is not able to manage his time properly. If he continues this way he will be placed on probation. The dean suspects he has a disability. He gets tested and discovers he has ADHD. He never had an IEP or 504 Plan. Does this mean he is not entitled to services and accommodations in college?
- Tom, a member of the armed services, was stationed in Afghanistan. He got seriously injured in the line of duty and returned to the states with traumatic brain injury (TBI). He decides to attend his local community college but requires accommodations. He never had an IEP or 504 Plan when in high school. Does this mean he is not entitled to services and accommodations in college?

There are other situations when students with disabilities may not have documentation, e.g., a home-schooled student or a student with parents that refused testing and classification. Would having an IEP or 504 Plan be helpful? Yes. It would make it less likely for a college to challenge the claim of a disability. However, it is not required. As a matter of fact, at the post-secondary level IEPs and 504 Plans are the least important documents.

In conclusion, a document giving a classification or status is not the important factor. What is important is if there is a disability, which substantially limits this student's major life activity (in this case, education). The college then decides if they can level the playing field by providing the student equal access to an education with accommodations that are reasonable and justified.

STAPLES HIGH SCHOOL
Myths, Truths, and Recommendations for
College-Bound Students with IEPs or 504s

Allen F. Tinkler, MS Ed., Educational Consultant
CollegeForYou@gmail.com ~ (732) 656-1718 ~ February 24, 2021

Levels of Special Services/Programs

- I. MINIMUM MANDATED SERVICES (approximately 15%)
Accommodations primarily, with very few services
Services are decentralized; referrals to other on-campus resources
Student is dependent on generic support services available to all students
Very strong emphasis on student self-advocacy to reduce responsibility of office
Instructors tend to be less knowledgeable regarding special needs
Coordinator usually has other responsibilities and not likely to have experience or background in disability matters

- II. ENHANCED MANDATED SERVICES (approximately 67%)
Accommodations with some services or extra tutoring
Services are decentralized; referrals to other on-campus resources
Emphasis on student self-advocacy to reduce responsibility of office
Instructors tend to be knowledgeable and cooperative regarding special needs
Coordinator usually has experience or expertise in disability matters
Coordinator is willing to meet with students on a somewhat regular basis

- III. CENTRALLY COORDINATED, COMPREHENSIVE SUPPORT SERVICES (approx. 15%)
Well-designed accommodations, extensive services and/or extra tutoring
Specially trained peer tutors or graduate students or learning specialists
Student self-advocacy is encouraged to benefit student
Designated disability services office
Full time coordinator with assistant(s) with experience and expertise
Students attend as needed – no required attendance and no limit
Established policies on delivery of services

- IV. COMPREHENSIVE PROGRAM (approximately 3%)
Well-designed intensive academic assistance, services and support
Additional tutoring by trained professionals or graduate assistants
Dedicated department: full time director/coordinator with experience and expertise
Staff of professionally certified special education specialists with experience/expertise
Student receives training in self-advocacy
May have summer transition program or special orientation
Student is scheduled and expected to work with specialist on a regular basis
Number of students is usually limited
May have a separate application form for program
May have an additional fee (“fee for service program”)

- V. UNIVERSAL DESIGN (zero %)
A new concept whereby instruction and learning will be available to almost all students because the environment will be usable, equitable and accessible without any special accommodation.

STAPLES HIGH SCHOOL

Myths, Truths, and Recommendations for College-Bound Students with IEPs or 504s

Allen F. Tinkler, MS Ed., Educational Consultant ~ CollegeForYou@gmail.com ~ (732) 656-1718 ~ February 24, 2021

Colleges with Internal Fee-For-Service or Fee-Based Learning Disability Programs

Adelphi University (NY)	Fayetteville State University (NC)	Muskingum University (OH)
American International College (MA)	Front Range Community College (CO)	New England College (NH)
American University (DC)	Gateway Community Col – North Haven (CT)	Northeastern University (MA)
Anderson University (IN)	Georgian Court University (NJ)	Notre Dame College (OH)
Appalachian State University (NC)	High Point University (NC)	Ozarks, University of the (AR)
Arizona, University of	Hofstra University (NY)	Rochester Institute of Technology (NY)
Augsburg College (MN)	Indianapolis, University of (IN)	Roosevelt University (IL)
Barry University (FL)	Iona College (NY)	Schreiner University (TX)
Beacon College (FL) *	King’s College (PA)	South Plains College (TX)
Becker College (MA)	Landmark College (VT) *	Southern Illinois University – Carbondale
Bethany College (WV)	Limestone College (SC)	Southern Oregon University
Centenary University (NJ)	Lincaln College (IL)	St. Thomas Aquinas College (NY)
College of New Jersey, The	Loras College (IA)	SUNY Farmingdale State College (NY)
Colorado State University	Louisburg College (NC)	SUNY Nassau Community College (NY)
Concordia College (NY)	Louisiana College (LA)	Texas Tech University (TX)
Connecticut, University of	Lynn University (FL)	Ursuline College (OH)
Curry College (MA)	Manhattanville College (NY)	Villa Maria College (NY)
C.W. Post Campus of Long Island Univ (NY)	Marist College (NY)	Vincennes University (IN)
Davis & Elkins College (WV)	Marshall University (WV)	Waldorf University (IA)
D’Avolio Culinary Institute (NY) *	Marymount Manhattan College (NY)	Westfield State University (MA)
Dean College (MA)	McDaniel College (MD)	Westminster College (MO)
Denver, University of (CO)	Mercyhurst University (PA)	West Virginia University
DePaul University (IL)	Misericordia University (PA)	West Virginia Wesleyan College
East Carolina University (NC)	Missouri State University	Wisconsin - Oshkosh, University of
Edinboro University of Pennsylvania	Mitchell College (CT)	Wisconsin at Whitewater, University of
Endicott College (MA)	Mount St. Joseph University (OH)	
Fairleigh Dickinson University (NJ)	Murray State University (KY)	

* Exclusively for students with LD, ADHD, ASD or possibly other disabilities. D’Avolio: all disabilities. (student must have a diagnosis/documentation to be admitted)

STAPLES HIGH SCHOOL

Myths, Truths, and Recommendations for College-Bound Students with IEPs or 504s

Allen F. Tinkler, MS Ed., Educational Consultant ~ CollegeForYou@gmail.com ~ (732) 656-1718 ~ February 24, 2021

Colleges with Internal Fee-For-Service or Fee-Based Autism Spectrum Disorder Programs

Adelphi University (NY)	Endicott College (MA)	Ramapo College of New Jersey
Alabama (Tuscaloosa), University of	Fairleigh Dickinson University (NJ)	Rochester Institute of Technology (NY)
American International College (MA)	Five Towns College (NY) (Gersh affiliation)	Rutgers University (NJ)
Ancilla College (IN)	Front Range Community College (CO)	Salem State University (MA)
Appalachian State University (NC)	Gateway Community College (AZ)	Seattle Central College (WA)
Arkansas, University of (Fayetteville)	Gateway Community Col – North Haven (CT)	Seneca College (CA)
Austin Peay State University (TN)	George Mason University (VA)	Slippery Rock University of Pennsylvania
Beacon College (FL) *	Hofstra University (NY)	South Florida, University of
Becker College (MA)	Houston – Clear Lake, University of (TX)	South Plains College (TX)
Bellevue College (WA)	Idaho, University of	Southern Illinois University – Carbondale
California State University, East Bay	Indiana, University of Pennsylvania	Southern Oregon University
Centenary University (NJ)	Indianapolis, University of (IN)	St. Joseph's Col – Patchogue (NY) (Gersh)
Clemson University (SC)	Iona College (NY)	St. Joseph's University (PA)
College of New Jersey, The	Kutztown University of Pennsylvania	St. Norbert College (WI)
Colorado State University	Landmark College (VT) *	SUNY Farmingdale State College (NY)
Connecticut, University of	Loras College (IA)	SUNY Nassau Community College (NY)
CUNY Borough of Manhattan Comm Col (NY)	Manhattanville College (NY)	SUNY Purchase College (NY)
CUNY Brooklyn College (NY)	Marquette University (WI)	SUNY Suffolk Community Col (NY) (Gersh)
CUNY College of Staten Island (NY)	Marshall University (WV)	Tarrant County College (TX)
CUNY Kingsborough Community College (NY)	Mercyhurst University (PA)	Tennessee at Chattanooga, University of
CUNY Laguardia Community College (NY)	Michigan State University	Tennessee, University of (Knoxville)
Daemen College (NY)	Mitchell College (CT)	Texas Tech University
D'Avolio Culinary Institute (NY) *	Montana, University of	Towson University (MD)
Dean College (MA)	Murray State University (KY)	Villa Maria College (NY)
Defiance College (OH)	Muskingum University (OH)	Washington, University of (WA)
Delaware, University of	New England College (NH)	West Chester University of Pennsylvania
Denver, University of (CO)	Nicholls State University (LA)	Western Kentucky University
DePaul University (IL)	Northwestern State University (MA)	Western Michigan University
Drexel University (PA)	North Florida, University of	Western New England University (MA)
Eastern Illinois University	Notre Dame College (OH)	West Florida, University of
Eastern Michigan University	Nova Southeastern University (FL)	Westminster College (MO)
Eastern University (PA)	Ohio State University	West Virginia University
Edinboro University of Pennsylvania	Ozarks, University of the (MO)	Wright State University (OH)
	Pace University (NY) (NYC Campus only)	Xavier University (OH)

* Exclusively for students with ASD or possibly other disabilities. D'Avolio: all disabilities. (student must have a diagnosis/documentation to be admitted)

**STAPLES HIGH SCHOOL
Myths, Truths, and Recommendations for College-Bound Students with IEPs or 504s**

Allen F. Tinkler, MS Ed., Educational Consultant ~ CollegeForYou@gmail.com ~ (732) 656-1718 ~ February 24, 2021

Comparison of Major External Fee-For-Service Programs

Since the early 1960's many colleges have created fee-for-service programs for students predominantly with learning disabilities and ADHD. In more recent years we have seen similar programs for students with autism spectrum disorder. These may be referred to as internal programs because they are housed, staffed, and supported by the specific college where they exist.

We now have a number of innovative special programs not operated entirely or partially by the college where they exist. These may be referred to as external programs. These are programs that have been created by an outside agency and associated fees are paid directly from student to agency. Colleges are generally very supportive of these programs because assistance is provided to the students enrolled, resulting in improved retention and improved graduation rates, while not increasing operating costs for the college. Most of these programs are available only in specific geographic areas.

PROGRAM NAME	Disability	% in degree or certificate programs	Goal is independent living/social skills	One goal is vocational skills	Will work toward college readiness	Personnel to handle more complex presentations	Support services	Housing
COLLEGE STEPS	LD, ADHD, ASD, any disability	100% (priority)	Yes	Yes	No	No	By CS in CS office at college, use of peer mentors and college support	College housing if residential
COLLEGE LIVING EXPERIENCE	LD, ADHD, ASD, DD/ID (high functioning) any disability	90%	Yes (priority)	Yes	Yes	Yes (moderately)	By CLE in CLE office and college support	Rental by student in one rental location apart from college
COLLEGE INTERNSHIP PROGRAM	ASD (majority), LD, ADHD any disability but must have at least low average IQ with some exceptions	95+%	Yes	YES, especially for career track students	To a small degree	Yes	By CIP in CIP office and minimum college support	In CIP-owned or leased housing apart from college
MANSFIELD HALL	LD, ADHD, ASD, any disability	100%	Yes	Yes	No	No	By MH in MH office and college support	In Mansfield-owned housing apart from college
OPTIONS FOR COLLEGE SUCCESS	ASD (majority), LD, ADHD any disability	70%	Yes	Yes	Yes	Yes	By Options in Options office and college support	College housing or one rental location