

**Student Support Services in  
College Workshop  
(for students with IEPs and 504 Plans)**

**2026**

**Syosset Central School District  
Syosset, New York**



# **Student Support Services in College**

*The college exploration process and self-advocating in a post-secondary setting for students with IEPs and 504 Plans*

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# TRANSITION TEAM



**Student**

**Parents/Guardians**

**School Counselors**

**Special Education Teachers**

**Related Service Providers**

**Vocational Counselors**

**Job Coaches**

**Independent Living Resources**

**New York State Social Services**

**New York State Mental Health Resources**

## High School to College Time to Transition



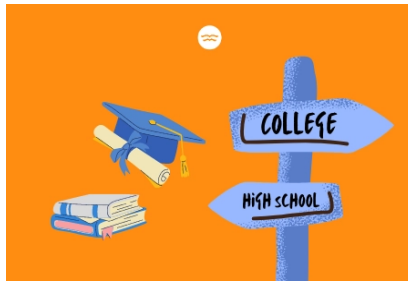
### ***THE TRANSITION TO COLLEGE***

Whether you are beginning college directly after high school, are leaving a full-time job to pursue an education, or are working and attending college at the same time, you will face some adjustments during your first semester there. Students with disabilities in two freshman level courses were asked to describe the transitional issues they faced in their first semester and to give advice to incoming students. Here's a sample of what they had to say:

#### **Top Ten Issues Identified by Students (in order of importance)**

1. **Personal responsibility** "In college you have freedom to do as you please... to go where you wish... to do as you wish. Unfortunately, this freedom is easily abused. The student carries 98% of the responsibility and control."
2. **Class attendance** "As a college student, you will decide whether you want to go to class or not. Being absent will hurt you in the long run."
3. **Teacher attitudes** "Your instructors will not hound you to do your work. It's entirely up to you." "Get to know your teachers. If your teachers know you, it will be easier for them to look out for you and help you if you're having trouble."
4. **Types of assignments** "In high school we were given a homework assignment every day. Now we have a large task assigned to be done at a certain time. No one tells you when to start or what to do each day. Once you get an assignment, start working on it right away. It takes a daily effort to keep up."

5. **Importance of performance** “Don’t take your courses or studies lightly. The decisions you make in college will decide your future, in some respects. Remember that you are here for an education.”
6. **Time management** “The amount of free time you have in college is much more than in high school. Always have a weekly study schedule to go by. Otherwise, time slips away and you will not be able to account for it.”
7. **Amount of study** “In high school I was a B student without studying. In college I was a C/D student without studying. To succeed, you have to study!”
8. **Size of institution/classes** “Lecture classes are much larger than high school classes. This can be scary for a new student.”
9. **Difficulty of college work** “College is probably going to be tougher than high school. Don’t let that stop you!”
10. **Social life** “Sometimes it seems harder to make friends because of the size of the school. But there are a variety of organizations and activities. Get involved and meet people!”



## ***BASIC DIFFERENCES BETWEEN HIGH SCHOOL AND POST-SECONDARY CLASSES***

### **High School**

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Follow a school-directed schedule and proceed from one class to another.

Class attendance is mandatory and monitored carefully.

Classes generally have no more than 30-35 students.

Students may be reminded of incomplete assignments.

Extra help may be available before or after class.

Frequent assessments covering small amounts of material.

Extra credit options may be available.

### **Post-Secondary**

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Individual students must manage their own time and schedules.

Attendance policies may vary with each instructor. (Lack of attendance may impact performance!)

Classes/ lectures may have 100 or more students.

Students may not be reminded of incomplete assignments.

Students are encouraged to attend scheduled office hours.

Infrequent assessments may be cumulative and cover large amounts of material. Some classes may require papers and/or projects instead of tests.

Generally speaking, extra credit options are not available to improve a grade.

# COMPARISON BETWEEN HIGH SCHOOL AND COLLEGE

## HIGH SCHOOL

## COLLEGE

<b>APPLICABLE LAWS</b>	
<b>SPECIAL EDUCATION LAW</b>	<b>CIVIL RIGHTS LAW</b>
The Individuals with Disabilities Education Act (IDEA) Section 504 of the Rehabilitation Act of 1973	Section 504 of the Rehabilitation Act of 1973 & Americans with Disabilities Act (ADA) Accessibility and reasonable accommodations.
Covers ages 3-21 or until regular high school diploma requirements are met.	Covers students with disabilities regardless of age; schools may not discriminate in recruitment, admission, or after admission, solely on the basis of a disability.
IDEA is to provide a free and appropriate public education (FAPE) in the least restrictive environment to eligible students with disabilities, including special education and related services. 504 is to ensure that no otherwise qualified person with a disability is denied access to, benefits of, or is subjected to discrimination in any program or activity provided by any public institution or entity.	504 / ADA is to ensure that no otherwise qualified person with a disability is denied access or is subjected to discrimination in any program or activity provided by any public school or entity.
Success for every student	Equal access and participation for all
<b>SERVICES</b>	
Student is identified by the school district. School districts are responsible for providing services and accommodations at no cost to students or parents.	To receive any accommodations, students are responsible for identifying themselves as disabled and supplying supporting documentation to their colleges.
School districts are responsible for gathering documentation.	You must provide "proof" of your disability. Colleges can set their own guidelines for documentation.
School districts are required to identify students with disabilities through the Individualized Education Program (IEP) process.	To receive any accommodations, students are responsible for identifying themselves as disabled and supplying supporting documentation to their colleges.
Schools conduct assessments to determine eligibility at no cost to students or parents.	Colleges do not have to assess the student. The student must pay for or find appropriate funding for assessments which provide documentation to prove his/her disability.
Students receive services through their Individualized Education Program (IEP) and/or 504 Plan.	Colleges are required only to offer reasonable accommodations & support services; not services of a personal nature.
Primary responsibility for arranging accommodations belongs to the school.	Primary responsibility for self-advocacy and arranging accommodations belongs to the student.
<b>PARENT ROLE</b>	
Parent has right to student records and are notified and required by law to give permission for any decisions regarding their son or daughter.	Parent does not have access to student records without their child's written consent in accordance to the Family Education Rights and Privacy Act (FERPA).
Parent advocates for the student.	Student advocates for self.

# BASIC INFORMATION & SKILLS CHECKLIST



The following is a checklist of skills and behaviors. Students will need to acquire these skills in order to make a successful transition to post-secondary placements. This could be helpful to review as a family

<b>Student Information</b>	YES	NO	Making progress	Don't know
Can I name and describe my disability?				
Can I describe my strengths?				
Do I know what accommodation services I need? (e.g., extended time, separate location, use of a word processor, note taker, audio books, e-files, etc.)				
Do I know what adaptive and/or assistive equipment I need to use? (e.g., screen reader, screen enlarger, etc.)				

## Academic Preparation Skills

Do I have, at least, basic keyboarding skills?				
Have I had at least two years of high school math, including algebra?				
Have I had at least two years of high school science including at least one lab science?				
Do I comprehend what I read?				
Can I write a well-developed essay?				
Have I taken a foreign language course?				

## Study Skills

Do I know how to use a library?				
Do I know when to seek assistance?				
Can I take notes from a lecture?				
Do I know how to take notes from a book?				
Do I know how to study?				
Do I know how to take different kinds of tests?				
Am I usually prepared for classes?				
Am I usually on time for classes?				
Do I skip classes often?				
Are my school notes and work neat?				
Am I good at organizing my work? (e.g. folders, binders)				
Are my assignments completed on time?				
Do I behave appropriately in class?				

# BASIC INFORMATION & SKILLS CHECKLIST



Continued

## Social Skills

	YES	NO	Making progress	Don't know
Do I communicate appropriately with adults and teachers?				
Do I interact appropriately with peers?				
Do I know how to interact appropriately with different kinds of people in social situations?				
Do I know how to let someone know I like them? (dating etiquette)				
Can I handle rejection appropriately?				
Do I know how to use communication devices effectively?				
Do I know when a conversation or discussion is over?				
Can I demonstrate problem-solving and decision-making skills?				
Do I know how to disagree with someone without losing my temper or getting angry?				

## Daily Living Skills

Do I know how to use transportation to go to and from campus, job and internships?				
Do I use leisure time effectively?				
Can I get myself up in the morning and get to classes or appointments on time, without parental guidance?				
Do I know how to locate appropriate assistance when needed?				
Do I have adequate knowledge of my medical needs in regard to medications and/or health problems and am I able to express these needs to others?				
Can I manage money appropriately?				
Do I have basic cooking skills?				
Can I do my own laundry?				
Do I know how to use an ATM or debit card?				
Can I do my own food and clothes shopping?				



## ***QUESTIONS TO ASK WHEN VISITING COLLEGES***

Once the general characteristics of appropriate colleges have been evaluated, serious choices should be identified. The colleges must then be contacted, interviews arranged, and family visits planned. Campus tours and the opportunity to sit in on classes must be given particular attention, since it is extremely important for a student who has a learning disability to personally judge the level of difficulty of the instruction, observe the interaction of the students, and gain for himself or herself a sense of the relationship between the students and the faculty.

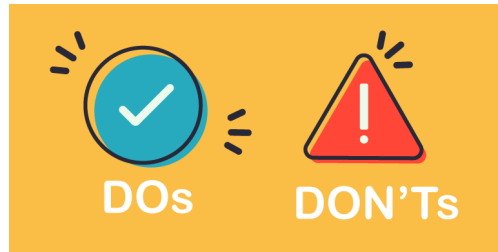
The admissions interview may not answer all the questions regarding programs for students with learning disabilities. If it does not, the student and parents must seek out and meet with a member of the learning disabilities program staff. A list of questions based on family concerns and perhaps stimulated by a review of college catalogs and websites or discussions with high school guidance personnel should be prepared prior to the visit. Questions might include the following:

- Is the program run by full-time trained personnel?
- What is the application process for students with disabilities?
- What services are available?
- What documentation is necessary for the specific program?
- Are there additional fees for services?
- How many students with learning disabilities are on campus?
- Who counsels students with needs during registration, orientation, and course selection?
- How does the school address a specific need?
- How well do faculty members accept students with needs?
- Is remediation and/or support provided on a one-to-one basis? In a group?  
    If in a group, how large is it?
- Are faculty and administrators aware of the needs of the students as well as their potential for success?
- Is outside tutoring available when necessary, and who does it – students or staff?
- Is tutoring automatic, or must the student request assistance?
- Are courses in study skills or writing skills offered?
- May students with special needs take a lighter load?
- Who should students contact if they have concerns during the academic year?
- How many students with learning disabilities have graduated from this program?  
    In what fields?
- What have they done since graduation?



## ***TEN STEPS TO ACADEMIC SUCCESS***

1. Set individual academic and personal goals.
2. Choose courses carefully, especially during your first year.
3. Know and use resources.
4. Meet and get to know faculty.
5. Learn actively.
6. Manage your time well.
7. Know and actively use reading skills.
8. Develop strong listening and note-taking skills.
9. Develop and improve your writing and speaking skills.
10. Get involved in co-curricular activities; learn skills and gain experience.



## ***SUGGESTIONS FOR TALKING TO PROFESSORS ABOUT ACCOMMODATIONS***

### **DO**

- ✓ state that you have a learning disability.
- ✓ explain how your learning disability affects you in their class.
- ✓ have suggestions in mind for what can be done to help you best demonstrate your master of the material.
- ✓ involve your professor in problem- solving with you if the solution to the situation is not obvious.
- ✓ be sure that the specific arrangements regarding your accommodations are clear.
- ✓ if you do not feel that the professors' suggestions meet your needs, tell them you will seek clarification and then get back to them.
- ✓ make it clear that you are a motivated, hard-working student who is not looking for an easy way out.

### **DON'T**

- ✓ play the demanding lawyer.
- ✓ tell them how to run their class.
- ✓ get angry or confrontational.
- ✓ make unreasonable or overly burdensome requests.
- ✓ leave without getting a clear response.



On every college campus there are many services beyond a program for SWD to which students may have access. Such as:

Counseling Centers: When you face problems that get in the way of your happiness or success.

Health Center: When you have a health problem, know where to go. A sick student may become a failing student.

Tutorial Centers: Beyond SWD Services, there are other sources of academic help.

Placement Center: If you are looking for a part-time job, here's the place to go.

Professor's Office: Most professors have office hours to assist students. Find out where the office is and what hours the a professor is available.

Financial Aid Office: Go there for financial advice.

Student Union Building: In this building you will find many of the above offices and information on clubs, entertainment, sporting events and more.

College Directory: Every college publishes a list of their services and their location. Let it be your guide.

## ***General Disability***

[www.ncd.gov](http://www.ncd.gov)

## ***Specific Disabilities***

[www.add.org](http://www.add.org)  
[www.autcom.org](http://www.autcom.org)

[www.ahany.org](http://www.ahany.org)  
[www.nclid.org](http://www.nclid.org)

## ***Grants & Scholarships***

[www.studentgrants.org/disability](http://www.studentgrants.org/disability)

[www.researchautism.org](http://www.researchautism.org)

## ***Career Planning***

[www.mapping-your-future.org](http://www.mapping-your-future.org)

***Children and Adults with Deficit/Hyperactivity Disorder (CHADD):*** CHADD works to improve the lives of people affected by AD/HD

[www.chadd.org](http://www.chadd.org)

***Council for Exceptional Children (CEC):*** The voice and vision of special education.  
[exceptionalchildren.org](http://exceptionalchildren.org)

***Council of Parent Attorneys and Advocates:*** A national voice for special education rights and advocacy.  
[www.copaa.org](http://www.copaa.org) (410) 372-0208

***US Department of Education:*** Promoting educational excellence for all Americans.  
[www.ed.gov](http://www.ed.gov)

***Recording for the Blind and Dyslexic:*** Learning through listening.  
<http://www.learningally.org> (800) 221-4792

***All Kinds of Minds:*** Mission is to help students who struggle with learning, measurably improve their success in school and life by providing programs that integrate educational, scientific, and clinical expertise.  
[www.allkindsofminds.org](http://www.allkindsofminds.org)

## **Disability General**

***Americans with Disabilities Act (ADA):*** Information and technical assistance on the Americans with Disabilities Act.

[www.ada.gov](http://www.ada.gov)

***The Disability Resources Monthly (DMR):*** Guide to disability resources on the internet. Includes links to topics, such as advocacy, assistive technology, awareness, education, employment, etc.

[www.disabilityresources.org](http://www.disabilityresources.org)

## **Disability Specific**

***ADDitude:*** A print magazine dedicated to improving academic, vocational, and social outcomes for people with Attention Deficit Disorder.

[www.additudemag.com](http://www.additudemag.com)

***American Printing House for the Blind:*** Resources for the blind including recording devices.

[www.aph.org](http://www.aph.org)

***LD Online:*** Topics of learning disability and ADHD. Website includes information, resources, advice, and multimedia. [www.ldonline.org](http://www.ldonline.org)

## **College Search**

***ACT*** – provides over a hundred assessment, research, information, and program management services in the broad areas of education and workforce development.

[www.act.org](http://www.act.org)

***College Board***

[www.collegeboard.com](http://www.collegeboard.com)

## **Transition Resources**

***Transition Services Website***

<http://www.acces.nysed.gov/vr/>

## **Career Resource**

***Job Accommodations Network (JAN):*** A service provided by the U.S. Department of Labor’s Office of Disability Employment Policy (ODEP). This website is a resource for workplace productivity, enhancements, and reasonable accommodations.

[www.jan.wvu.edu](http://www.jan.wvu.edu)

## **Student Tools**

***University of Minnesota Assignment Calculator*** – This is a tool that can help students with time management. This calculator allows students to calculate a timeline for working on any given assignment.

[www.lib.umn.edu/help/calculator](http://www.lib.umn.edu/help/calculator)

***Speech-to-Text Freeware:*** There are a number of free software programs (very basic) for speech-to-text.

*Essay Writing assistance found in Bellmore Memorial Library's E-Resources*

[www.tutor.com](http://www.tutor.com)

## **Financial Aid/Scholarships**

*The Smart Student Guide to Financial Aid*

[www.finaid.org](http://www.finaid.org)

*Fast Web*

[www.fastweb.com](http://www.fastweb.com)

*Sallie Mae*

[www.salliemae.com](http://www.salliemae.com)

*The National Association of Student Financial Aid Administrators (NASFAA)*

[www.nasfaa.org](http://www.nasfaa.org)

*Mitsubishi Electric America Foundation (Inclusion Champion Award)*

<http://meaf.org/grants-inclusion.php#incchamp>

## **College Preparation Resources**

*Think College: College options for people with disabilities*

[www.thinkcollege.net](http://www.thinkcollege.net)

Khan Academy

[Khanacademy.org](http://Khanacademy.org)