INCLUSIVE TRANSITIONS

SINGAPORE AMERICAN SCHOOL

2025-26

Helping Students Who Access Learning Support and Accommodations Navigate the College Process

INTRODUCTIONS



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College Counselor



Ashley Quark

HS Learning Support
Department Coordinator
& PLC Coach



Stephanie Jackson

HS Psychologist

NEURODIVERSITY WEEK: MANY WAYS TO BE

Expert Insights & Coffee

Wednesday, March 11th

8:30 AM – 10:00 AM | West Theater

- **Sensory Needs & Regulation:** Insights from Sarah Neville (OT)
- **Understanding Autism:** Insights from Stephanie Jackson (School Psychologist)
- **Social Communication:** Insights from Alison Cannon (SLP)

PTA Neurodiversity Celebration

Wednesday, March 11th

11:00 AM – 1:00 PM | West Theater

Connect with parents and try hands-on **Many-Ways-To-Be** activities.

ND Week Website

THIS IS EXCITING!...AND SCARY?



WELCOME AND AGENDA

- Pre-application
- Researching colleges
- Applying to colleges
- Transitioning to college

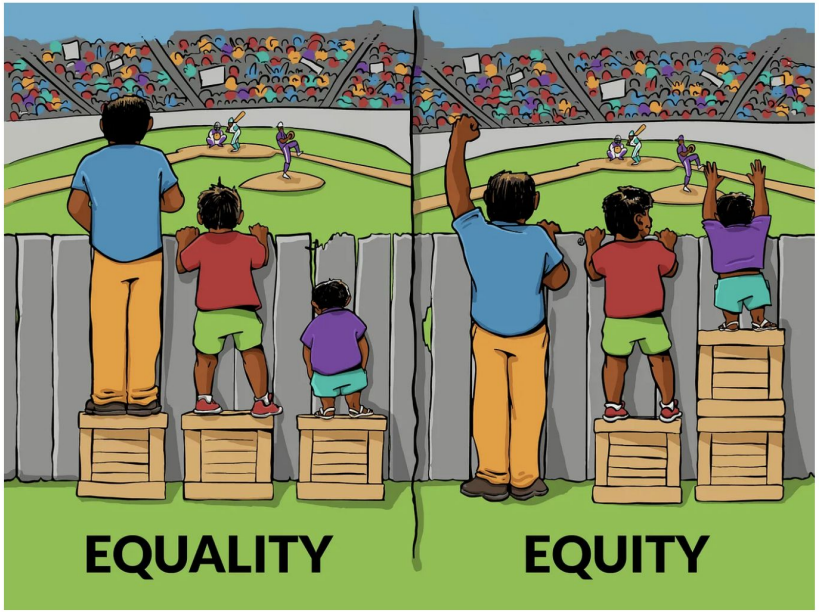


SUPPORTS AT SAS



- Case Manager & Learning Support Teachers
- School Psychologists
- PAC Counselor
- College Counselor (starting March of grade 10)

PURPOSE OF ACCOMMODATIONS



Equality - Everyone gets the same thing.

Equity - Everyone gets what they need.

HIGH SCHOOL VS. COLLEGE

High School

- School is responsible for identifying students with disabilities
- IESP/IAP is developed by supporting team and appropriate classes are arranged for student
- Student accommodations determined on a yearly basis
- Parental involvement is mandatory
- Students attend classes 5 days/ week, 6 hours/day

College

- Students must self-identify and provide documentation of a disability
- The IESP/IAP is K-12 only; students develop own academic goals and self-advocate
- Students must request accommodations each semester
- Parental involvement is limited, as students are recognized as adults
- Students spend 12-16 hours per week in class

HEAR FROM A RECENT SAS GRAD



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PRE-APPLICATION: KNOW YOURSELF

FINDING FIT: BEYOND ADMISSION

Where can your child...

- Be happy?
- Feel supported?
- Feel belonging?
- Be successful?
- Pursue their goals?
- Graduate?



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HAVE CONVERSATIONS WITH YOUR CHILD



STRENGTHS ASSESSMENT

- What are your passions and interests?
- What are your favorite classes?
- How do you like to learn?
- In what areas do you excel personally and academically?
- What feedback have you received from others about your strengths?
- What motivates you to learn?



NEEDS ASSESSMENT

How much support will your child need in college — and what kind?

Consider support for:

- Academics
- Time management
- Practicing self-advocacy
- Mental health
- Social skills and connections
- Independent living



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PRE-APPLICATION: LOGISTICS

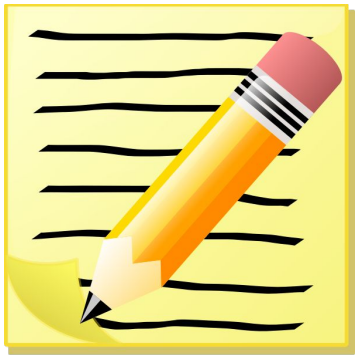
COURSE CHOICES



STANDARDIZED TESTING: IT VARIES...

The admissions testing situation is constantly changing and varies across countries. We can help your family understand.

Talk to your College Counselor in Grade 10 about admissions testing.



STANDARDIZED TESTING ACCOMMODATIONS IN HIGH SCHOOL

To seek College Board (SAT & AP) and/or ACT approval:

- Have a diagnosed learning need and supporting documentation
- The student must be currently accessing the specific accommodation(s) being requested, and have done so for at least the past 4 months
- The student must be working with case manager
- Check the strict deadlines for approval

The Seven Basic Criteria

1. The diagnosis is clearly stated.
2. The information is current (ex: generally within the past 5 years).
3. The student's educational, developmental, and medical history is presented.
4. The diagnosis is supported.
5. The functional limitation is described.
6. The recommended accommodations are justified.
7. The evaluators' professional credentials are established.

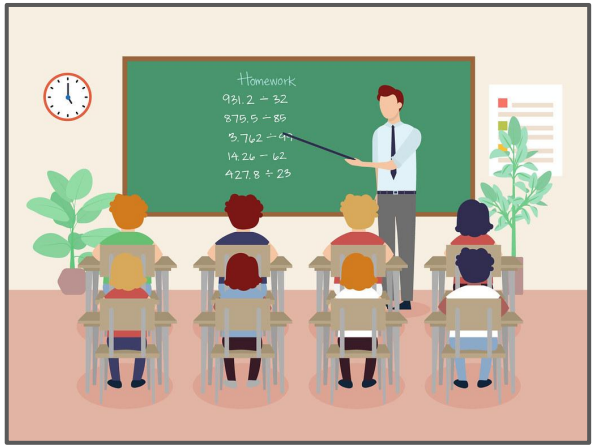
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RESEARCHING COLLEGE OPTIONS

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Grade 11 & 12

AN ADDITIONAL LENS ON THE PROCESS











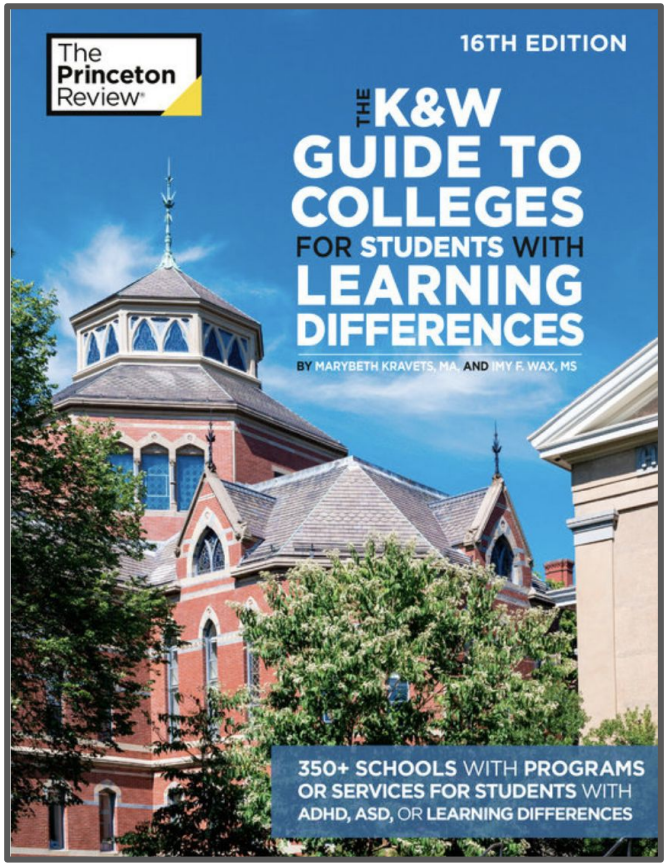
AN ADDITIONAL LENS ON THE PROCESS







RECOMMENDED RESOURCE



THREE CATEGORIES OF COLLEGE SERVICES

Every college will provide different services and programs, but you can think of colleges as broadly grouped into 3 categories based on their offerings:

- **Federally Mandated Services**
- **Coordinated Services**
- **Structured, Fee-based Programs**

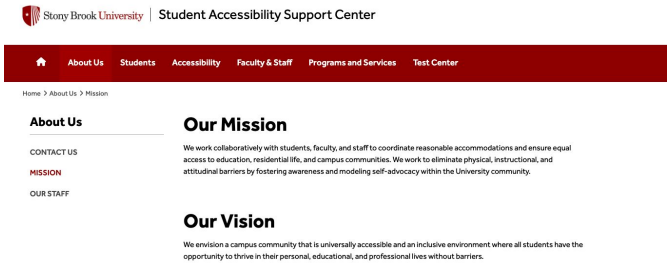
FEDERALLY MANDATED SERVICES

“Reasonable accommodation” is required for any college receiving federal funds

Common examples include:

- Extra time on exams
- Note-taking assistance
- Sign language interpreters
- Assistive technology
- Alternative testing arrangements
- Priority registration
- Adapted equipment or materials

FEDERALLY MANDATED SERVICES: EXAMPLE



Stony Brook University

Registering for Services

Services are provided to all eligible Stony Brook students covered under the Americans with Disabilities Act Amendment Act (ADAA). Services can only be initiated when students self-disclose their disabilities and request some type of assistance.

Registering for accommodations is an interactive processes that requires students to speak with a member of SASC's staff and to provide appropriate documentaiton. Documentation is requested to verify disability and to assist in determining reasonable accommodations.

All information and documentation related to a disability is confidential, not part of the academic transcript and is not released without the student's written consent.

Step 1 Student Intake Form:

Students who require accommodations should start by completing the Online Student Intake Form. It is strongly suggested that students submit this form along with their documentation in order to expedite the registration process.

The Online Student Intake Form requires an SBU NetID login. Students who do not have a NetID should complete the PDF or DOC Student Intake Form which they can download below.

Download: Intake Form PDF | Intake Form Word Doc

Step 2 Documentation:

In addition to the Student Intake Form, students should read the descriptions of the documentation forms available below and submit the appropriate form(s). Students will need to work with a treating professional in order to complete the documentation forms. Any questions about documentation should be directed to the SASC at SASC@stonybrook.edu or at 631-632-6748.

All forms should be submitted to the SASC by email (SASC@stonybrook.edu) or by fax (631-632-6747). In order to process forms, **students should be sure to include their SBU ID Number and requested contact information on each form**.

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- Classroom, Testing, Accessibility, and Mobility Accommodations +
- Residence Hall Accommodations +
- Accessible Parking Pass +
- Paratransportation +
- Accommodations for temporary conditions or injuries +

Step 3 Meet with an Accessibility Counselor:

Once SASC receives your Intake and Documentation, you will need with a **SASC Accessibility Counselor**. The counselor will discuss your request for acccommodations with you one-on-one to help put reasonable accommodations in place. The Accessibility Counselor will help communicate the accommodations with appropriate members of the campus community to implement the accommodations (e.g. instructors, Campus Residences, Parking and Transportation).

SASC does not disclose students' disabilities when communicating with campus parteners. They only provide information directly required to implement reasonable accommodaitons.

- Renewing Accommodations +
- Changing or updating accommodations +
- Registering without documentation +
- Additional information about documentation +

- **Notice the language of the website: “reasonable accommodations” and “covered under ADAA”**
- **The focus is on compliance and documentation**

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Stony Brook University

COORDINATED SERVICES

Colleges with a coordinated set of services go beyond federal mandates. They will vary in what they offer, but might include:

- Additional tutorial support
- Study skills workshops
- Service or support animals
- Peer mentoring programs
- Visible advocacy for students with disabilities

These programs may or may not be staffed by professionals trained and certified in learning disabilities.

COORDINATED SERVICES: EXAMPLE

Accommodations & Supports

New to the Disability Center?

If you are an MU student and you have a documented disability, the Disability Center can help you get what you need to have an equal educational opportunity at Mizzou. First you will want to establish an accommodation plan. Freshmen usually establish accommodations during Summer Welcome. You can do this at at any time during the semester, however.

To establish accommodations, you will need to complete the following steps:

- Fill out the new student application. You will be asked to login using your MU username and password. If you need to upload any documentation, you will be able to do so when filling out the application.
- Schedule an Access Planning Meeting (APM) with an access advisor in the Disability Center by calling the Disability Center at 573-882-4696.

Third-party documentation

You may be asked to submit third-party documentation to apply for an accommodation plan. However, if you already have documentation, we encourage you to upload it with your application or bring it with you for your Access Planning Meeting. If you need to submit documentation and you have already completed the new student application, you can send the files by email or fax.

Returning Student?

If you have already established accommodations with the Disability Center and need to renew them for the upcoming semester, please log in to myAccess. If you have any questions please feel free to contact the office at 573-882-4696 or via email disabilitycenter@missouri.edu.

Accommodations and Supports

Course substitution +
Emotional support and service animals +
Flexible attendance +
Housing +
Parking +
Reduced course load +
Transportation +

Peer Mentor Program

The Disability Center's Peer Mentor Program pairs incoming and current students together — empowering students by connecting them with resources, services and a supportive community. Mentees gain access to Mizzou's supportive disabled community through workshops, networking opportunities and meetings with mentors.

Disability Center

The Disability Center serves as a leader in advocating for equal access and inclusion of Mizzou's students with disabilities. Through collaboration, the Disability Center facilitates the provision of accommodations to students, offers educational programming, and provides consultation to the University community.

Accommodations, auxiliary aids and support services include, but are not exclusive to the following:

- Alternative formats
- Classroom/lab assistants or readers
- Course substitutions
- Exam accommodations
- Interpreters/captioning
- Note-taking assistance
- On-campus transportation
- Reduced course load

University of Missouri

- **More expansive language; a focus on "access"**
- **Peer mentoring, consultations**
- **An emphasis on "community" and "support"**

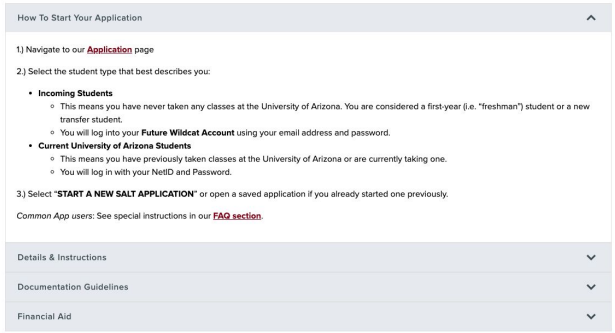
STRUCTURED PROGRAMS

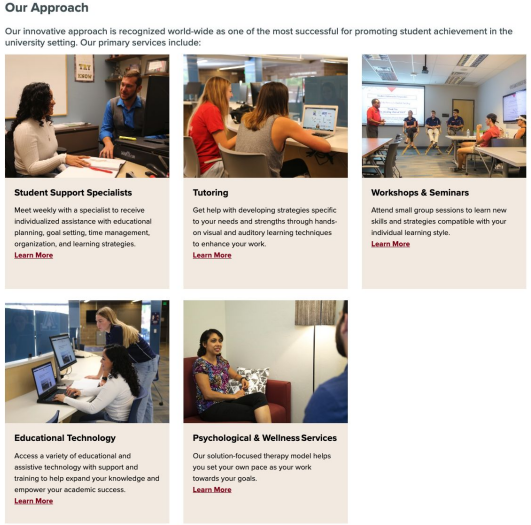
Some programs are highly structured, with individualized plans to meet each student's learning needs. These programs could include:

- **Academic monitoring**
- **Skills classes**
- **Support/supplemental classes**
- **Note-taking/dictation**
- **Personalized coaching**
- **Modified or individualized coursework**

Structured programs usually involve additional fees and are staffed with professionals trained and certified in learning disabilities or related areas. Admission to structured programs is typically separate from admission to the college.

FEE-BASED PROGRAMS: EXAMPLE





THE UNIVERSITY OF ARIZONA
SALT Center

- Separate application process
- Robust team of student support specialists
- Focus on learning differences/disabilities (not on executive functioning or independent living)

Our Student Support Specialists are dedicated to supporting students' academic success.

They provide individualized assistance with educational planning, goal setting, time management, organization, and learning strategies. They offer guidance with transition to the collegiate environment, in addition to improving skills in communication, self-advocacy, and learning.

RESEARCH: SOME QUESTIONS TO ASK EACH COLLEGE

- **What support services, accommodations, or programs do you offer?**
  - Are there supports/accommodations for students with ADHD/ASD/a specific LD?
  - Are there specialists in these areas?
  - Is there a coaching or mentorship program?
- **Are there extra fees for support services or programs?**
- **Is there an additional application process to access support?**
- **What are the procedures for accessing those programs?**
  - What kind of documentation is needed?
- **How does your office of disability services work with students?**
- **Is there support around independent living?**

HEAR FROM A RECENT SAS GRAD



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APPLYING TO COLLEGE

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YOUR COLLEGE COUNSELORS



DEAN OF COLLEGE COUNSELING

Elisha Anderson



COLLEGE COUNSELING PROGRAM MANAGER

Wilson Lee



COLLEGE COUNSELOR

Robert Hardin



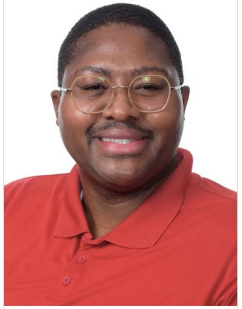
COLLEGE COUNSELOR

Kristen Kurowski



COLLEGE COUNSELOR

Candice MacLusky



COLLEGE COUNSELOR

Harvey Miller



COLLEGE COUNSELOR

Charles Wester



COLLEGE COUNSELOR

Chelsea Rybak

SELF-REPORTING A LEARNING DISABILITY



PROTECTION BY LAW

US: Americans with Disabilities Act, Title II; Rehabilitation Act, Section 504

UK: Equality Act 2010

Canada: Education Act; Ontario Human Rights Code

Netherlands: Article 1 of the Dutch Constitution

Singapore: Supportive language, but no clear legal protections



THINKING OUTSIDE OF THE BOX



SOME GREAT OPTIONS WITH SIGNIFICANT SUPPORTS

- Adelphi University
- Bath University (UK)
- Barry University
- Beacon College
- Brunel U. London (UK)
- Curry College
- Hofstra University
- Landmark College, Vermont
- Lynn University
- Marist College
- Mitchell College
- Rider University
- Rochester Institute of Technology
- University of Alabama - Autism program
- University of Arizona, SALT program
- University of Connecticut
- University of Denver
- University of the Ozarks

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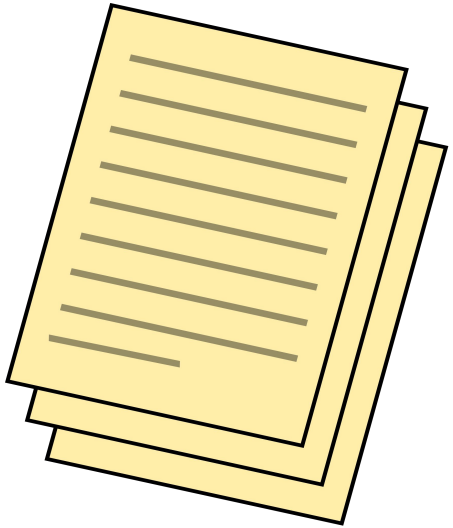
TRANSITIONING TO COLLEGE



Office of Disability Services

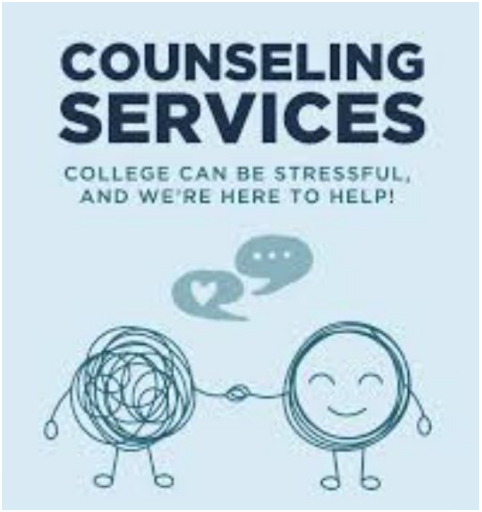
OBTAINING ACCOMMODATIONS: POSSIBLE DOCUMENTATION

- **Recent psycho-educational evaluation**
- **A copy of the most recent accommodation or support plan**
  - USA: Support plan may be either:
    - They ask for a 504 - you submit SAS's Individual Accommodation Plan (IAP)
    - They ask for an IEP - you submit SAS's Individual Education Support Plan (IESP)
  - UK: They ask for a "Strategies Report" - you submit SAS's IAP or IESP document
- **Copies of previous accommodation or support plans and any older testing**
- **College Board approval, if relevant**



OTHER SUPPORTS







HEAR FROM A RECENT SAS GRAD



NEXT STEPS

- Encourage reflection about which supports your student may need in college
- Continue having family conversations
- Grade 11 & 12: research colleges
- Review recent & historical documentation (accommodation/support plans & evaluations)
- Understand the role of diagnosis and ensure there is updated testing
- Ensure most recent IAP/IESP reflects accommodations being accessed in school regularly

KEY POINTS TO REMEMBER

- Focus is on your child's happiness, sense of belonging, and continued educational growth on a college campus.
- Learning Support is another lens to put on the college process; it should not dictate or define the process.
- Students take the lead in advocating for themselves with admission officers and disability programming.
- The college application process looks different for everyone.

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QUESTIONS