

Finding a Good Learning Style Match: Post Secondary Planning for Students with Disabilities

Presenters:

Matthew Rudmann, School Counselor

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Today's Agenda

- Post Secondary Options for Students with Disabilities
- Legal Definitions Between High School & College
- The Continuum of Services Available at Colleges and Universities
- Finding the Right Fit: The College Search



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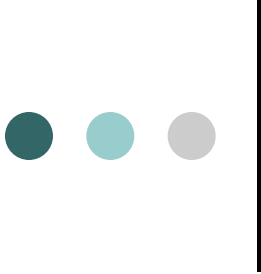
- College Entrance Testing and Accommodations
- To Disclose or Not to Disclose a Disability
- Transitioning from HS to College: Self Determination
- Questions





Post-Secondary Options:

- Four year college or university
- Two year college (private or community college)
- Learning Disability College
- Schools or Programs w/Specialized Focus
- Post graduate year at a Prep School
- Gap Year
- Employment
- Military



How is College Different from High School?

Legal Aspects

(Adapted from Colby-Sawyer College, Learning Services)

Public High School

- IDEA & Free and Appropriate Public Education (FAPE)
- Ensures entitlement to all a student can learn
- **School** responsible for identifying students with disabilities and ensuring equal and appropriate educational services for them.
- **School** provides free testing and assessments
- IEP or 504 Plan – implemented by staff
- Parents in charge of educational decisions for students

College/University

- Section 504 & Americans w/Disabilities Act (ADA) Education not a right. Student must be otherwise qualified for admission to the college and particular program
- Ensures access and non-discrimination
- **Student** is responsible for disclosing disability to disabilities office and requesting accommodations
- **Student** provides documentation of disability at the student's expense (not the high school's or college's)
- No specific learning plan
- Student is responsible for their educational decisions



How is College Different from High School?

Legal Aspects, continued...

(Adapted from Colby-Sawyer College, Learning Services)

PUBLIC HIGH SCHOOL

- Instruction designed to meet student's needs.
- Curriculum, materials, program requirements may be modified, based on student's disability and performance
- IEP students have a case manager
- Specialized instruction is provided, as needed
- Personal services provided (i.e., for medical disabilities)

College/University

- Curricula not altered or modified
- Once disability is documented and qualified, college only responsible for reasonable and appropriate accommodations
- Colleges do not have to waive or modify coursework or program requirements
- Students do not have individual case managers
- Tutorial assistance not required
- Personal services not provided by the college



College vs. High School Comparison

Continuum of Services at Colleges & Universities

Minimal Federal Compliance

- ADA Coordinator
- Basic Accommodations only (e.g., extended time)
- No additional cost

Coordinated Services

- Disabilities Services Office
- Accommodations PLUS Tutorials, advocacy training, etc
- Services – drop-in or on request
- No additional cost

Comprehensive Program

- Special Advisor
- Specialized services and courses
- Separate admissions process
- Additional Cost for Program



BOSTON COLLEGE

DISABILITY SERVICES

PERSONAL AND CONFIDENTIAL

To: Professors

From: Disability Services Office, Student Outreach & Support Services

Date: February 16, 2021

Re:

At the request of the above named student, I am confirming that the student has a disability that requires special accommodations in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The student has provided documentation from a qualified health professional which confirms the need for the following accommodations:

Negotiated Extensions on Papers and Assignments
Reduced Distraction Testing Area
Time and a Half for Exams

The Disability Services Office and the Connors Family Learning Center are responsible for providing academic support services to Boston College students with disabilities. Since one of the goals of this office is to assist the students in becoming independent learners and articulate self-advocates, I have encouraged the student to speak to you directly about their needs, and to discuss the accommodations that may be required.

Please note that during this time, faculty members are responsible for administering exams with extended time for classes that are online only-please adjust the allotted time in Canvas for these exams.

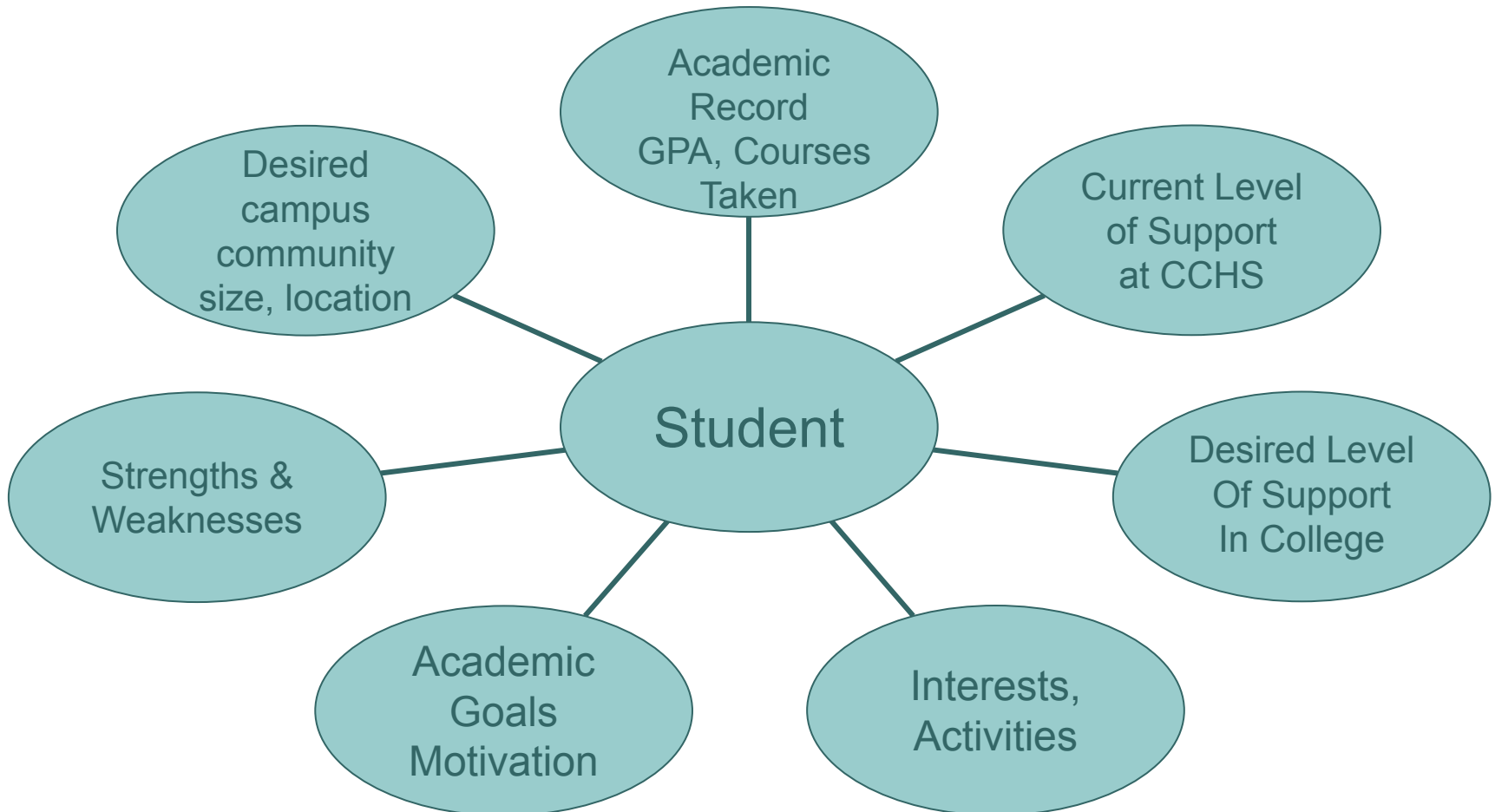
The Connors Family Learning Center will still provide testing services for in person exams. If you have any questions about these accommodations, please contact our office at 617-552-3434, or at disabsrv@bc.edu. Thank you for your assistance, I look forward to working with you.

Rory Stein
Associate Director for Students with Disabilities

CC: Student
Elia Anghel
Joan Siskind
Julie MacEvoy
Thomas E Keane



Finding the Right Fit: The College Search





Preparing for the College Search

- Take as many college prep, mainstream classes as possible
- Engage in non-academic skills (clubs, etc.)
- Learn to articulate your strengths and weaknesses
- Practice self-advocacy
- Use Scoir
- Visit College Campuses, including the Office of Disability Services
- Check on-line resources for LD/ADHD students
- Meet w/your counselor and case manager



College Entrance Testing & Accommodations

Students with a documented disability may request accommodations for their college entrance exams (e.g., extra time, large type testing booklet, testing over multiple days, alternative format, etc.)

Eligibility for accommodations is determined by the testing service, not the school. Possession of a 504 plan or IEP does not guarantee eligibility for accommodations on college entrance exams.

Contact your student's guidance counselor for more information on this process.



College Entrance Testing & Accommodations, continued

There are two major testing services in the US:

- College Board (PSAT, SAT, AP)
- ACT Inc. (ACT)

The process for requesting accommodations is different for each testing service. But we now use the same [Google Doc](#) to begin the process.

Students should talk with their counselor or case manager about which tests to take, and whether accommodations (e.g., extra time) would be beneficial.



To Disclose or Not to Disclose a Disability...

At the time of application...

...is completely up to the student, *unless* the student is applying to a comprehensive LD/ADHD program, where disability documentation will be required as part of the process.

However, it can be very helpful for families to contact the Disabilities Services office during the college search to learn more about what accommodations, resources, supports are available to insure the school has what the student will need to be successful.

Students should talk with their counselor about what strategy makes the most sense for them.



To Disclose or Not to Disclose a Disability...

After acceptance...

...is required for students, who plan to access accommodations at the college.

However, if a student does not intend to request accommodations in college, then disclosure of the disability is not required or necessary.



Transitioning from HS to College: Self Determination

Understand one's disability

Know one's strengths & weaknesses

Learn to succeed despite the impact of the disability

Set goals & determine how others can help one achieve them

Develop/possess problem solving, self-management, and self-advocacy skills



FYI

U.S. Department of Education
Students with Disabilities Preparing for
Postsecondary Education

[http://www2.ed.gov/about/offices/list/ocr/
transition.html](http://www2.ed.gov/about/offices/list/ocr/transition.html)



Questions?

Thank you for attending this event!

Enjoy the rest of your evening!