



# **Red Bank Regional High School**

**Guidance Department and Special Services**  
**Transitioning to College with Learning Differences**

**March 12**  
**7 pm**



# Agenda



**1** Developing a Plan

**2** College Life vs. High School

**3** Legal Information

**4** Services at the college level

**5** Learning Disability Offices

**6** Maximizing Success

A man with short brown hair and a light beard is sitting on wide stone steps. He is wearing a white long-sleeved button-down shirt. He is in a thoughtful pose, with his right hand resting on his chin and cheek, looking upwards and to the left. In his left hand, he holds a yellow pencil over an open spiral-bound notebook. The background consists of the stone steps and a blurred outdoor setting. The image is decorated with abstract graphic elements: yellow and pink brushstrokes with dots in the top right, and pink and yellow brushstrokes with dots in the bottom left.

**What is  
MY plan?**

# Me and My Plan

## 1. Questions I Need to Know How to Answer

- ❖ Do I have an Individual Educational Plan (IEP) or 504 Plan?
- ❖ What is my classification?
- ❖ What are my academic strengths? What are the academic areas I find difficult? How is this reflected in my transcript?
- ❖ What accommodations help me learn? How do I get these accommodations?
- ❖ What accommodations will I have on the SATs or ACTs?



# Where Do I Go from Here?



1. **Work**– How will your learning difference impact you in the workplace? Will you need to learn skills to help you stay organized, complete written reports, solve problems, etc.?
2. **Military**– Some positions require academic classes in which accommodations can be made, while other positions are hands-on and do not involve academic training.
3. **Technical Schools**– Will you need to pass a test to receive certification in your field? Will you be able to use accommodations for this test?
4. **Community College**– Associates Degree
5. **Four-Year College**– Bachelor's Degree
6. **Masters Degrees and Beyond**– Receiving accommodations on standardized tests and in school.



# Why we Recommend Disclosing:

## Learning Differences on the College Level:

- **19% of undergraduate students** report having a disability, including learning disabilities, ADHD, autism, orthopedic, psychiatric, and health conditions.
- Among college students with disabilities, **37% disclose their disability** to their institution.
- Of students with disabilities in college, **69% attend four-year institutions**, while **28% attend two-year colleges**.

## Graduation Rates:

- In 2020, the overall **six-year graduation rate** for first-time, full-time undergraduate students pursuing a bachelor's degree was **64%**.
- **Less than 35% of students with disabilities** graduate from four-year institutions within **eight years**; outcomes are similar for two-year institutions.

# College Life vs. High School

	HIGH SCHOOL	COLLEGE
CLASS TIME:	30 Hrs/Week	12 Hrs/Week
STUDY TIME:	Avg. 2 Hrs/Night	Avg. 4 Hrs/Night
ASSIGNMENTS:	Quizzes, Tests, HW, Projects	Minimal Tests/Quizzes, Papers, Lecture Style Classes
LIVING ON CAMPUS:	Parents/Siblings help with chores	Laundry, cleaning, etc.
FREE TIME:	Structured by parents/teachers	You manage your own time!

# Sample Accommodations at College vs. High School

*Need to show functional impact*

Potentially Approved in HS	Potentially Approved in College
Extended time to complete projects and exams	Extended time for exams only
Exams or questions read aloud	Access to text-to-speech technology
No penalty for spelling errors	Use handheld spell checker on exams
Laptop for exams	Reduced-distraction sites for exams
Modified Exams and/or Study Guides	Tutoring Services
Exemptions from classes and/or standardized tests	Very few course exemptions, some course replacements
	Dorm room accommodations





# Applicable Laws

High School	College
IDEA (Individuals with Disabilities Education Act)	ADA (Americans with Disabilities Act of 1990) as amended
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
IDEA is about <b>PROGRESS</b>	ADA is about <b>ACCESS</b>






# Changes in the LAW

- Your IEP will expire once you graduate high school. A 504 Plan or an Accommodations Plan may be implemented once approved by the institution.
- Colleges are only required to provide accommodations, not do everything to promote student success.  
Accommodations not modifications.
- Colleges are not required to create a comprehensive plan to help students with disabilities.



# Required Documentation

High School	College (Varies)
IEP (Individualized Education Plan) or 504 Plan	High School IEP or 504 Plan are not sufficient; documentation guidelines specify information needed for each category of disability
School provides necessary evaluations at no cost to student	Student must provide evaluations independently
Documentation focuses on determining eligibility and needs based upon specific disability categories in IDEA	Documentation must provide information on specific nature of condition or disability, functional limitations, and demonstrate the need for specific accommodations



# Myths in Notifying College about Learning Difference

**Myth 1** – Colleges only approve accommodations if students had an IEP in high school. They won't approve students who had a 504 plan

**Myth 2**– Students with ADHD and/or autism won't get accommodations at college if they haven't had any testing for a learning disability

**Myth 3**– If the student was tested by their public school district, colleges have to accept the testing report



# Myths in Notifying College about Learning Difference

**Myth 4** – If students' documentation shows they've received certain accommodations in high school, their college has to provide the same accommodations

**Myth 5** – Even if their learning disabilities testing meets the colleges' requirements, students will get better/more accommodations if they are tested privately (rather than by the public school district)

**Myth 6** – Students with learning disabilities need to have a full neuro-psychological evaluation in order to get accommodations at college



# Timeline for Notifying College about Learning Difference

- The student (with parental guidance) decides when to report their learning difference to the college either during the application process or after acceptance. (example situations)
- Benefits of reporting during the application process
  - Explain transcript
  - Demonstrate resilience and growth
  - Explain standardized testing scores
- Apply for accommodations early; do not wait to see if the accommodations are needed.



# Services for Students with Learning Differences at College

- The services that the college provides will vary from school to school.
- Non-degree programs are also available which help students with living and social skills.

There is a spectrum of support provided by colleges

**ADA Only**

**Limited to More Significant Services**

**Specialized Programs\***

(tutoring, writing, academic coaching, first year experience, mental health)

Tier 1

Tier 2

Tier 3

Students might also need private support  
beyond what is offered by colleges



# Tier 1: Enhanced Mandated Services

- Accommodations with some services or extra tutoring.
- Services are decentralized; referrals to other on-campus resources.
- Emphasis on student-advocacy to reduce responsibility of office.





# Enhanced Mandated Services (Continued)

- Instructors tend to be knowledgeable and cooperative regarding special needs.
- Coordinator usually has experience, background or expertise in disability matters.
- Coordinator is willing to meet with students on a somewhat regular basis.
- Most colleges that receive federal funding.





## **Tier 2: Centrally Coordinated, Comprehensive Support**

- Well-designed accommodations, extensive services and/or tutoring.
- Student self-advocacy is encouraged to benefit student.
- Designated office for services for students with disabilities.



## **Centrally Coordinated, Comprehensive Support**

- Full-time coordinator with assistant(s) with experience, background, and expertise.
- Students attend as needed; no required attendance and no limit.
- Established policies on delivery of services.
- Examples: Syracuse, UMass Amherst, University of Rhode Island

# Comprehensive Programs

- Well-designed intensive academic assistance, services, and support.
- Additional tutoring by trained professionals or graduate assistants.
- Dedicated departments: full-time director/coordinator and staff with experience/expertise.
- Students receive training in self-advocacy.



# Comprehensive Programs

## (Continued)

- May have summer transition program or special orientation.
- Students are scheduled and expected to attend program on a regular basis.
- Number of students is usually limited.
- May have a separate application form or program.
- May have an additional fee for the services provided.
- SALT (U of Arizona), Pathways (St. Thomas), Marist, FDU, Ramapo (Enhance), Landmark, American



# What kind of services are best for you?

- Determine your academic strengths and weaknesses and what accommodations help you succeed in classes.
- Talk to your parents, teachers, case managers, and guidance counselors about the resources they feel will be beneficial to you.
- Visit college campuses and Office of Disability Services to research the best fit for you!



# Visiting Colleges and Learning Disability Offices

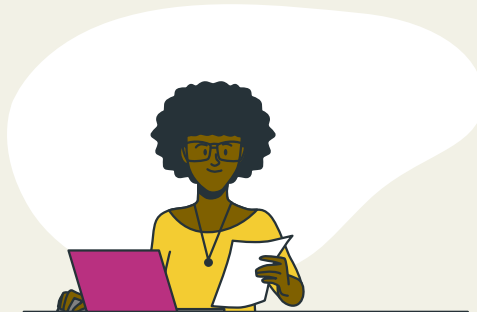
## 1. Questions to ask...

- a. How long has the program been in existence?
- b. How many students are admitted into the program each year?
- c. How many staff members work for the program?
- d. How many students are presently in the program?
- e. What types of students are presently in the program?



# Visiting Colleges and Learning Disability Offices

- Questions to ask (continued)...
  - What types of support services are offered?
  - What curriculum modifications are available, if any?
  - What is the success rate of the program or the percentage of students that graduate?





An abstract graphic featuring two stylized hands, one yellow and one olive green, reaching upwards. The hands are surrounded by various colorful shapes including circles and teardrops in shades of teal, magenta, and yellow. A white speech bubble is centered in the image, containing the text.

**How to maximize success as a college student with learning differences?**



# What makes a successful college student?

**Self-Awareness**

**Resilience**

the ability to deal with setbacks

**Help Seeking Behaviors**

**Stress Management**


# Self-Advocacy

High School	College
Student is identified by families and school and is supported by family, teachers and support staff	Student must self-identify to Disability Services
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student
Teachers approach you if they believe you need assistance	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance



# Parental Role

High School	College
Parent has access to student records and can participate in the accommodation process	Parent does not have access to student records without student's written consent
Parent advocates for student	Student advocates for self



# What can you do to support your student in the transition to college?

- Have the conversation about changing roles
  - Direct/Indirect support
- Share Disability related information once committed to a college
- Take care of yourself– get support
- Setbacks/Adversity
- Allow your child to navigate struggles independently to build confidence
- “What do you think you should do?”

An abstract graphic on the left side of the slide. It features several overlapping shapes in shades of purple and pink. A large, white, rounded speech bubble is positioned in the center of these shapes. Inside the speech bubble, the text "What Can Parents Expect?" is written in a bold, dark purple font.

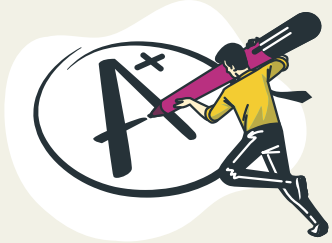
## **What Can Parents Expect?**

- Your role will shift to adapt to your student's emerging adulthood.
- The Disability Services office will work with your student to get college appropriate accommodations.
- FERPA law allows access to records only.

# Just a Reminder!

Transitions can be exciting and scary...  
your child will always need you!





# Resources



- [Essential Tips For Students with Learning Differences When Applying to College](#)
- [Colleges with Learning Disabilities Programs](#)
- [Campus Disability Resource Database](#)
- The K&W Guide to Colleges for Students with Learning Disabilities or Attention Deficit Disorder (8<sup>th</sup> ed.). New York: Random House, Inc.
- [7 Things You Should Know about College Disability Services](#)







# Thank you!

Do you have any questions?

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