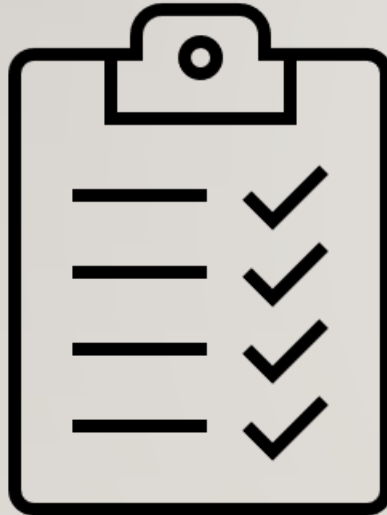


**NAVIGATING THE
TRANSITION TO
COLLEGE FOR
STUDENTS WHO LEARN
DIFFERENTLY**

CARIN HOROWITZ
TRANSITION SPECIALIST
BEDFORD CENTRAL SCHOOL DISTRICT

AGENDA



- High School vs. College
- What's Out There?
- Getting Set up with Accommodations at College
- What Can I Do to Get Ready?
- Resource Links and Handouts

HIGH SCHOOL VS. COLLEGE – *LAWS AND REGULATIONS*



HIGH SCHOOL

- IDEA & Section 504 of the Rehabilitation Act
 - **F**ree and **A**ppropriate **P**ublic **E**ducation
 - District must identify students and evaluate (IDEA)
 - Team determines plan annually
 - Parents are included in planning team
 - IEP has a transition plan, 504 does not

COLLEGE

- Americans with Disabilities Act (ADA) & 504
 - Prohibits discrimination on the basis of disability
- Must meet admissions criteria
- Student must self identify/disclose disability and provide their own evaluations
- Parents not included (FERPA)

HIGH SCHOOL VS. COLLEGE – *RESPONSIBILITIES & EXPECTATIONS*

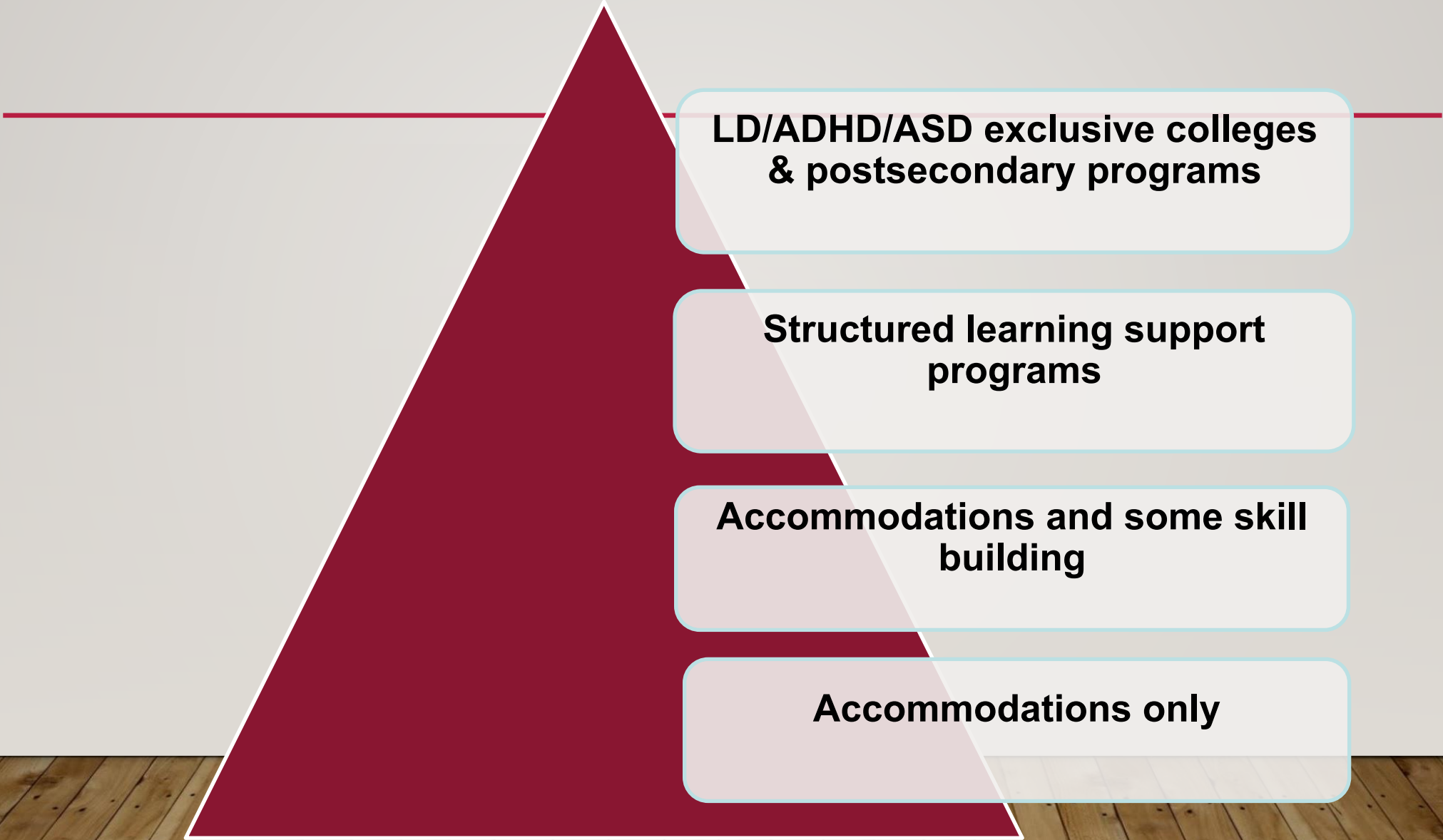
HIGH SCHOOL

- Curriculum may be modified for student success
- Student time is structured by others
- Teachers will offer help and reminders if they see a student needs it
- Accommodations and supports arranged by school team
- Inappropriate behavior due to disability results in modifications of program
- School team aware of support needs & classification

COLLEGE

- Student must meet the standard without modification
- Student must manage own time
- Professors expect student to initiate contact if help is needed
- Student chooses to use accommodations and must arrange them
- Student is responsible for their behavior and may face disciplinary consequences
- Status remains confidential until student initiates and indicates with whom information can be shared

THE COLLEGE SUPPORT LANDSCAPE



**LD/ADHD/ASD exclusive colleges
& postsecondary programs**

**Structured learning support
programs**

**Accommodations and some skill
building**

Accommodations only



WHAT TO CONSIDER AND WHAT TO ASK

01

Level of academic support needed/available

- Do you have supports above and beyond accommodations? Fee for service? Who delivers those services? Is it just academic or executive function as well? Group or 1:1 support?

02

Accessibility of accommodations

- How do you implement accommodations?

03

Mental health supports

- Is there a counseling center and what is the training of the staff? Do you offer more than short term services? What if I have a home therapist? Do you have a crisis line?

04

Student life and campus connectedness

- Are their clubs and activities of interest? Are there any social supports for students with ASD or similar?

05

Curriculum - rigor and requirements

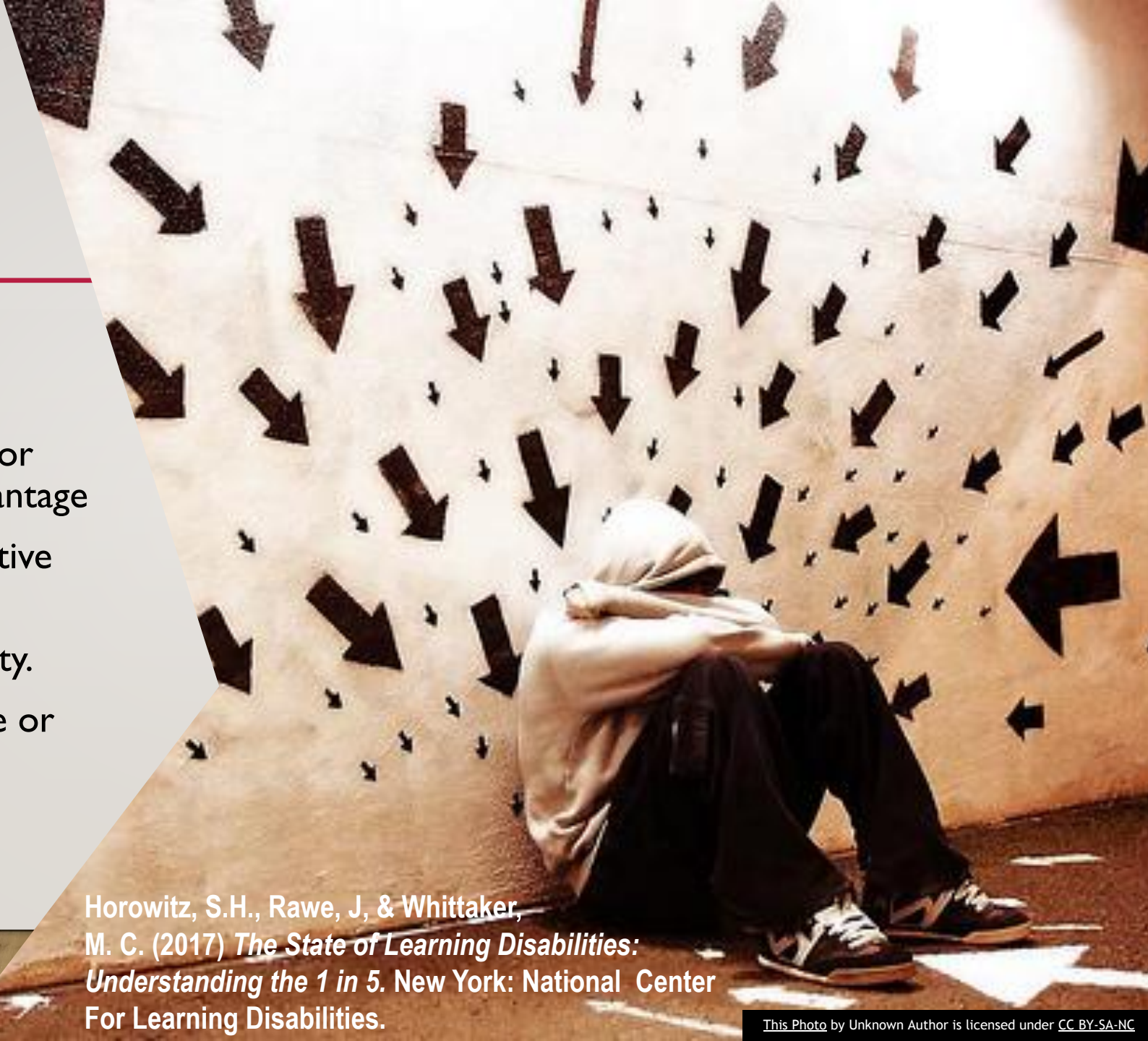
- What are the core requirements? Do you offer foreign language and/or math substitution? Reduced course load? Priority registration?

**DISCLOSE
OR
DON'T
DISCLOSE?**



WHY STUDENTS DON'T DISCLOSE

- To establish an identity independent of disability status
- Shame or fear - being perceived as lazy or unintelligent, or of getting an unfair advantage
- Fear of receiving no response or a negative response from faculty
- Believing they've outgrown their disability.
- Not knowing what services are available or how to access them
- Underestimating how important accommodations are to their success.



Horowitz, S.H., Rawe, J, & Whittaker, M. C. (2017) *The State of Learning Disabilities: Understanding the 1 in 5*. New York: National Center For Learning Disabilities.

GETTING SET UP WITH SERVICES IN COLLEGE

- Student voluntarily self identify/disclose a disability at the college Office of Disability/Accessibility Services
 - Recommended prior to the start of classes but may be done at any point in college career
- Student must provide documentation of disability
 - IEP and 504 plans alone will not suffice
- Disability services staff will review and meet with student to determine accommodations
 - Importance of self-advocacy
 - May see a decrease in accommodations from high school

DOCUMENTATION



- Must be completed by a qualified professional
- Documents should be evaluative and have a diagnostic statement, adult norms preferred
- Should describe how disability impacts functioning/limits one or more life activities
- Should be “current”
- For students with mental health, physical and/or health related disabilities, documents may need to be submitted annually
- Recommendation on your documents are not a guarantee of accommodation

GETTING READY

- Transition planning with your high school
 - In IEP starting at age 15
 - Making it meaningful
- Assessments – informal
 - Can be done on our own
- Skill building at home
- Transition programs, gap year, work/volunteering
 - While in high school, summer or post high school



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THE IMPORTANCE OF SELF KNOWLEDGE

- Who am I and what do I want from my college experience?
- What type of learner am I?
- In what environment do I learn best?
- What are my strengths & challenges?
- Why do I want to go to college?
- **What accommodations and supports do I need?**



BECOME A SELF-ADVOCATE



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- Attend and **PARTICIPATE** in your IEP meetings.
- Understand and report strengths and challenges.
- Ask for help!
- Be aware of your time management and organizational skills.
- Understand your accommodations and how they work for you.
- Develop coping and problem-solving skills

WHEN COLLEGE ISN'T THE BEST NEXT STEP

Transition Programs

GAP Year

Travel

Volunteer

Job
Internships
Training

RESOURCES

Links and handouts in the chat



And Here: [Navigating College Resources](#)

QUESTIONS?



Thank you for coming!

Carin Horowitz
Transition Specialist
Bedford Central School District
chorowitz4689@bcsdny.org