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Post-secondary Transition Planning for Students with Learning Disabilities

October 23, 2014

Livingston High School

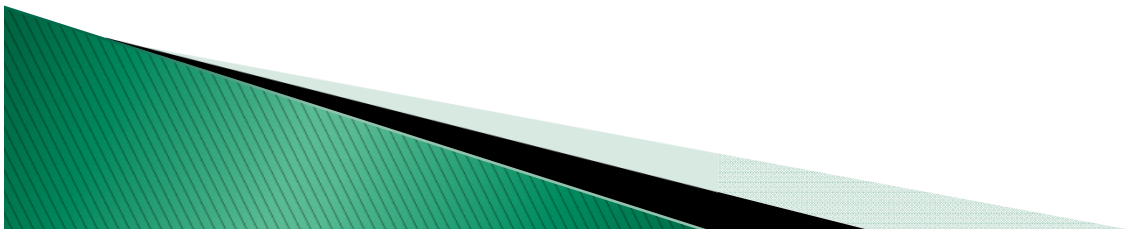
6:00–7:00 PM

Presented by Terry Santora



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- ▶ Welcome
- ▶ What do you remember about the college process?
- ▶ Did you go away to college or commute to a local college or university?
- ▶ Did your parents help you with the process?

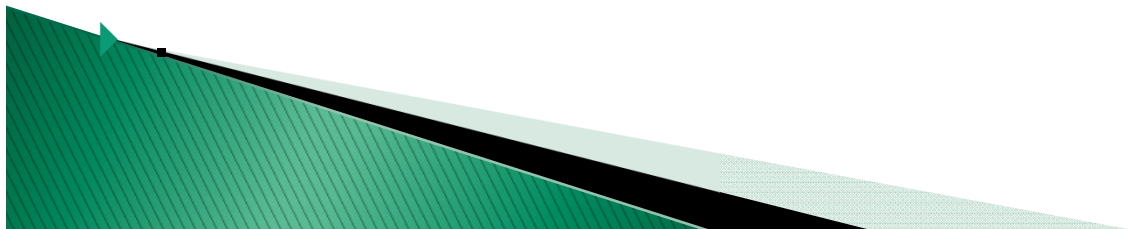




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- ▶ Parents and students should start thinking about visiting colleges toward the end of the junior year and start of the senior year.
- ▶ Best way to see a college is to visit.
- ▶ Visit while college is in session. Call ahead to schedule tours. Ask questions of everyone—students, professors, advisors, coaches, etc the start of the senior year. Don't be shy!





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- ▶ Ask your son/daughter to compile a list of potential colleges/universities.
- ▶ Where are they located? How far away, car ride, plane ride?
Are they in or near a large city?
- ▶ What aspects of college life—sports, extracurricular, campus/enrollment size, dorm life, religious affiliations, academic strengths and offerings are important to them.

Americans with Disabilities Act

COMPARISON OF THE REQUIREMENTS AND PROCEDURES OF THE AMERICANS WITH DISABILITIES ACT (ADA) AND THE INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT (IDEIA)

	IDEIA (K-12)-2004	ADA(COLLEGE)-1990
RIGHTS GUARANTEED BY THE LAW	Free, appropriate, public education (FAPE)	Prohibits discrimination on the basis of disability
WHO IS COVERED	Students that are found eligible for Special Education and related services	Students who are “otherwise qualified” (physical/mental impairment that substantially limits one or more of his major life activities)
IDENTIFICATION AND EVALUATION OF STUDENTS DISABILITIES	District is responsible for identifying students with disabilities, evaluating them, and covering the costs.	College has no such responsibility. Students must self-identify and provide appropriate documentation. If an evaluation is needed, the expense is the student’s responsibility.
DETERMINING SERVICES	Individualized Education Plan (IEP) developed by team Curriculum modifications and special programs are common.	Reasonable accommodations, including auxiliary aids and services, must be requested by student and are evaluated by appropriate personnel. Academic adjustments that equalize opportunity for participation are required; substantial modifications to curriculum are not required.
PERSONAL DEVICES AND SERVICES	Provided by district if determined to be necessary (and included in IEP)	Colleges are not required to provide personal devices.
ROLE OF PARENTS	Parents must be included in decision-making	College students are over 18 and are considered adults. No parent consultation is required.
APPEALS PROCESS	Right to due process as spelled out in the law	College grievance procedure, then file a complaint with USDOE Office of Civil Rights

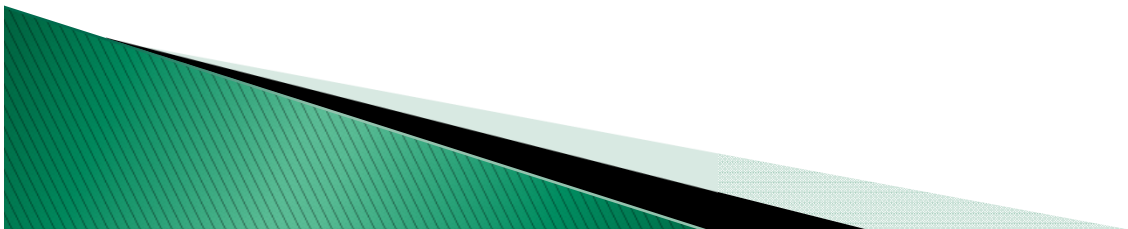


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Examples of Supports

Some of the various types of supports and services may include:

- ▶ taped texts
- ▶ note takers
- ▶ interpreters
- ▶ readers
- ▶ videotext displays
- ▶ television enlargers
- ▶ talking calculators
- ▶ electronic readers
- ▶ Braille calculators, printers, or typewriters

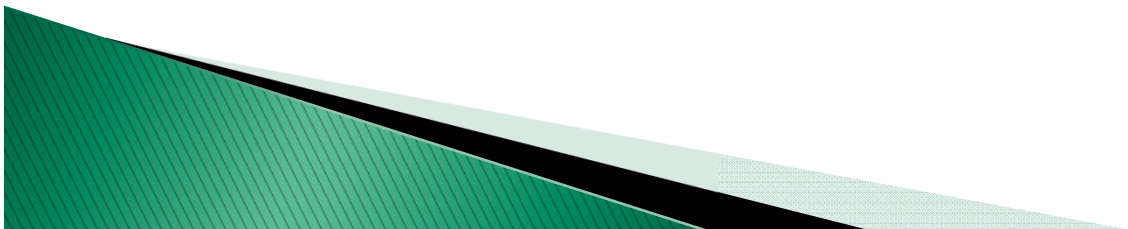




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Examples of Supports

- closed caption decoders
- open and closed captioning
- telephone handset amplifiers
- voice synthesizers
- specialized gym equipment
- calculators or keyboards with large buttons
- reaching device for library use
- raised-line drawing kits
- assistive listening devices
- assistive listening systems
- telecommunications devices for deaf persons.

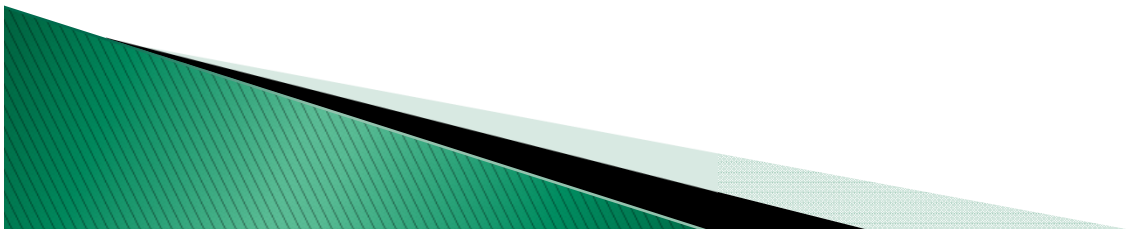




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- Technological advances in electronics have improved(I pad, Kindle, Nook etc.)participation by students with/without disabilities in educational settings.
- Colleges are **not required** to provide the most sophisticated auxiliary aids available; however, the aids provided must effectively meet the needs of a student with a disability.
- An institution has flexibility in choosing the specific aid or service it provides to the student, as long as the aid or service selected is effective. These aids should be selected after consultation with the student who will use them.



The Difference Between High School and College

SUCCESS

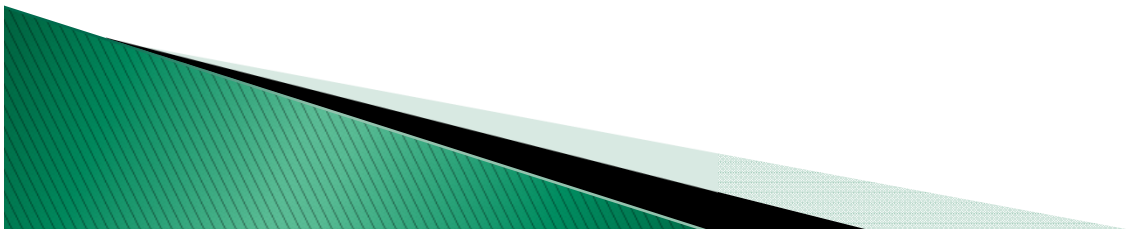
High schools function under IDEIA and civil rights laws, Section 504 and ADA.

Personnel are there to promote success. It is anticipated and expected.

ACCESS

Colleges function under civil rights laws, Section 504 and ADA.

Personnel are there to provide access. Success is hoped for but there are no guarantees except equal access.



Choosing the Right Program

Structured Programs (Most comprehensive)	Coordinated Services (Less comprehensive)	Services (Least comprehensive)
1–Staff is certified in learning disabilities and special services.	1–Some staff members may be certified in learning disabilities and special services.	1–Comply with federal regulations for reasonable accommodations and basic services.
2–Staff and student structure plans to meet learning needs.	2–Student must request accommodations and services.	2–Number and qualifications of staff vary.
3–Contracts detailing student participation and responsibilities may be required.	3–Skill/remedial courses may be offered or required.	3–Student requests accommodations and services.
4–Specific remedial courses may be required.		
5–A separate application may be required.		
6–Additional fees for services may be required.		

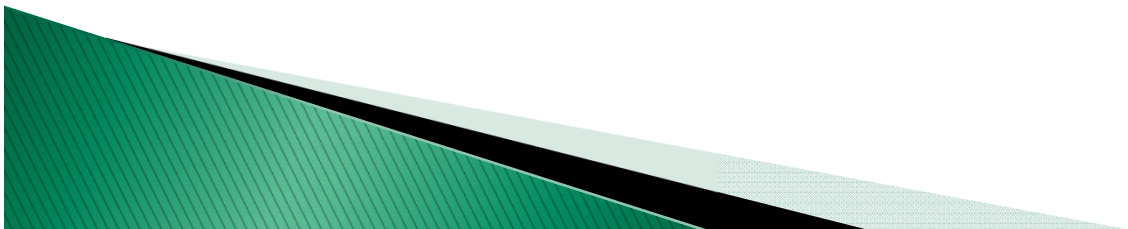
What To Do and When To Do It:

(in addition to those things that all students are doing)

Grade 9	Grade 10	Grade 11	Grade 12
Complete SSD forms to register as a student with disabilities through College Board	Continue to participate in IEP meetings	Register for the PSAT–October SAT–Spring ACT–Spring	Register for Fall SAT
Develop self-advocacy skills	Continue developing self-advocacy skills	Start the process of discussing your specific disability and how it impacts you in school (see attached questions for reflection)	Complete application process: Early is better!!!
Begin to identify your strengths and weaknesses	Begin to think about college options : size, location, program options...get your own copy of the K&W Guide	Make college visits, interview staff from the office for students with disabilities	Continue college visits
Explore interests and preferences through coursework, clubs, discussion with staff, completion of interests inventories	Continue to explore interests and preferences through coursework, clubs, discussions with staff, completion of interests inventories, volunteerism	Continue to explore interests and preferences through coursework, clubs, discussions with staff, completion of interest inventories, volunteerism	Make your decision and release CST records to the college you have chosen ,if necessary.
Participate in IEP meetings and learn about your own learning disability		Become familiar with the college application process and how each school differs for students with disabilities	
Plan a course schedule that includes college preparatory classes and electives that allow you to explore your interests and preferences		Connect with any teacher that you feel can write a letter of recommendation for you. Be sure that they can speak to your learning style, degree of motivation, level of achievement, attitude, self discipline, determination, creativity, master of subject matter, and growth	
Explore careers associated with your interests and preferences		Discuss with case manager, school counselor, and parents whether or not to self-disclose information regarding your	

Questions to ask yourself before you make a college visit...

- What kind of accommodations will I need in college?
- Can you describe your learning differences, your strengths and your weaknesses?
- How has your learning disability affected your ability to learn?
- Can you self-advocate?
- Are you self-motivated?
- Are you organized?



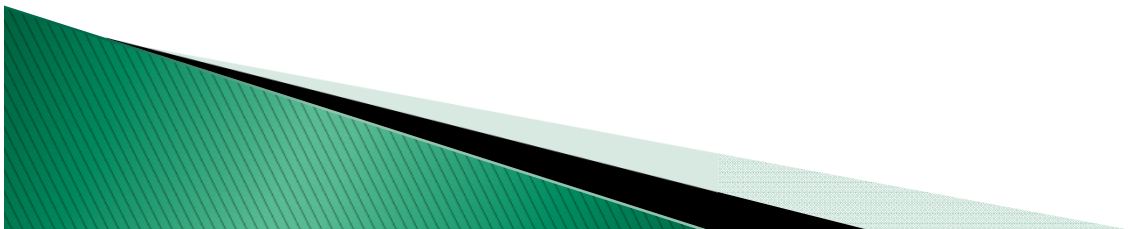
Questions to Ask College/University Program Directors

- What documentation should I provide?—*schools set reasonable standards...diagnosis, date of diagnosis, how the disability affects a major life activity.*
- What academic adjustments must a postsecondary school provide? *Based on disability and individual need.*
- What type of support is available for students with learning disabilities?
- Which courses provide tutoring? What kind of tutoring is available, and who does it--- peers or professional staff? Is tutoring automatic, or must the student request assistance?
- When was your learning disability first diagnosed?
- *If asked, be prepared to answer...When was your learning disability first diagnosed? What type of assistance have you been receiving in high school?*



Questions to Ask College/University Program Directors

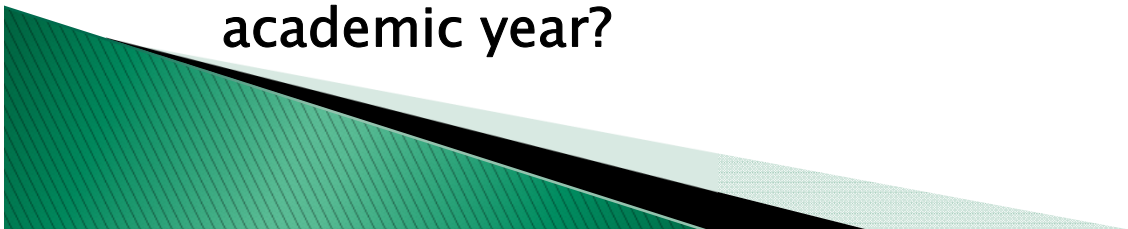
- Is the program monitored by a full-time professional staff?
- Are there any concerns for the program's future?
- Who counsels students with learning disabilities during registration, orientation, course selection, school issues?
- How does the school propose to help with the specific disability?



Personal thoughts and questions to remember:

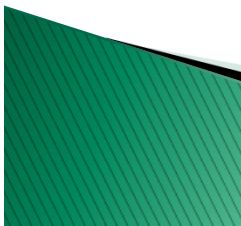
- How well do faculty members accept students with learning disabilities?
- Can students with learning disabilities take less credits?
- Are courses in study skills or writing skills offered?
- Have the counselors who work with students with learning disabilities received any type of special training?
- How do students on campus spend their free time?
- Can students with learning disabilities take more than 4 years to graduate?

Whom can parents contact if they have concerns during the academic year?



Sample Accommodations and Reasonable Services

Personnel	Adaptive Technology/Assistive Technology	Testing Arrangements	Workshops	Priority Registration	Community Resources
LD Certified Staff	Calculator	Extended Time	To enhance Study Skills	Early registration	
Professional Counselors	Laptop	Setting		Assistance selecting faculty	
Faculty Liaisons	Portable Tape Recorder/Digital Tape Recorder				
Tutors	Portable CD Player/MP3 Player, Nook, Ipad, etc.				
Readers	Audio Books/Books on CD/Downloadable books				
Mentors	Computer Software				
Note-takers					
Career Advisors					



Myths vs. Realities

Myths	Truths
Many colleges are providing programs for students with LD or other special needs.	There are colleges in the country that have PROGRAMS...not every student with a disability must be in a program to be successful in college
Colleges with programs for students with LD or special needs have special classes.	Colleges do not offer special classes
Landmark College is the only college in the country that is exclusively for students with LD.	Landmark in Vermont and Beacon College in Florida both offer an entirely LD college program
Colleges have quotas and must admit a certain number of students with LD or other disabilities.	There are NO QUOTAS for accepting students with disabilities
Always inform a college about a student's disability because it will increase the chances of acceptance.	Some colleges may consider disability information to better understand a student. Some colleges do not consider this information. The benefit is providing information about the student's disability, with their permission, is to explain a student's strengths.
Documentation should never be sent a college with an application.	Never say never...check with colleges individually to determine what documentation they need.
Applicants need to be able to explain their disability to admissions.	Disability information is confidential. A student can choose to self disclose but admissions should not ask for that information
Documentation is an IEP.	Documentation is typically the IEP or the 504 Plan AND OTHER INFORMATION. Documentation must be current and may include other information.
If the student has a triennial evaluation in high school, everything will be updated thereby meeting the documentation requirements of the college.	Triennial evaluations no longer require new testing. Public schools test students to gather new information for placement while they are enrolled in public school.
A student without an IEP (but with a 504 plan) is at a disadvantage when applying to college or when a college student	An IEP may carry some weight but not enough to be considered a distinct advantage. Fee for service programs expect IEP's.

Myths vs. Realities (continued)

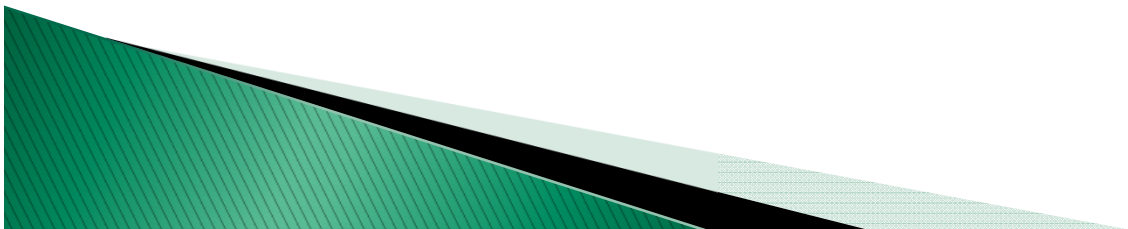
Myths	Realities
If a student was never classified and never received an IEP or 504 plan, that student would not be entitled to accommodations.	Receiving accommodations in college depends on whether a student can establish the presence of a physical or mental impairment that substantially limits one or more major life activities such as learning.
A student must have a current IEP and if declassified will not be eligible to receive accommodations in college.	An IEP is not essential to receive accommodations in college, though it could make the process a bit easier.
Colleges have a responsibility to students with special needs for them to be successful.	Colleges have no responsibility for students to be <i>successful</i> . Colleges are only responsible to provide <i>equal access</i> to an education.
The IEP is the MOST important document to a college's office for students with disabilities.	At the college level the IEP is the LEAST important document. Documentation of the student's ability is the most important document.
A college student should be prepared to discuss with professors how the disability affects him/her.	Disability information is confidential but a student may wish to self-disclose information or explain any needed academic adjustments with their professor.



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Here are some college preparation tips:

- 1. Be pro-active with the college. Work closely with the school counselor of your top choice(s) of colleges and find out how their process works.**
- 2. What services are available through college disability support services (additional fee).**
- 3. Make sure your child gets their application in early to the college. (When the college has more opening for new students.)**





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After your student has been accepted:

4. Make a separate appointment with the disability support services.

5. Have your child sign a letter giving you permission to discuss their progress and grades with the school personal (they are considered adults and you no longer have any right to any information (even if you are paying the bill)).



Resources

www.ldonline.org

www.collegeboard.com

<http://www.actstudent.org/>

www.livingston-hs.org

<http://adaptivetech.tcnj.edu/directory.html>

<http://www.ruggsrecommendations.com/>

www.nacacnet.org/knowledgecenter

“The K&W Guide to Colleges for Students with Learning Disabilities or Attention Deficit Disorder”

