

Post-secondary Transition Planning for Students with Learning Disabilities

October 13, 2016

Livingston High School- Media Center - 6:00 p.m.

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Post-secondary Transition Planning for Students with Learning Disabilities

- 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?
- Have you started having those conversations at home with your child?

Post- secondary Transition Planning for Students with Learning Disabilities- Overview

- Understanding the differences between IDEA and ADA.
- Understanding the various services that a college/ university may offer:
 - Specific programs including Office of Disability Services, Structured Support programs, and LD colleges.
- How to apply for student support services through the Office of Disability Services or to a specific LD program.

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

	IDEA (K-12)	ADA (COLLEGE)
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 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.
DETERMINING SERVICES	Individualized Education Plan (IEP) developed by team. Curriculum modifications and special programs are common.	Reasonable accommodations include auxiliary aids and services must be requested by student and evaluated by personnel.
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.

THE DIFFERENCE BETWEEN HIGH SCHOOL AND COLLEGE

SUCCESS

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

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

ACCESS

Colleges function under the 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.

Three Tiers of Support

Basic Support	Coordinated Support	Structured Support/ LD Programs
Must comply with the law to provide equal access to students.	Must comply with the law to provide equal access to students, but may provide additional accommodations.	Significant services for students with Learning Disabilities
<p>Students must be admitted to the college/ university before they apply for services.</p> <p>Independent and students must advocate for themselves</p>	Students may be allowed to apply simultaneously to the LD program addition to acceptance to the college/university. Students are still required to request services and must advocate for themselves.	Students may be required to apply directly to the LD program or can apply simultaneously to the admissions office and LD program
No fee required	A fee may be required for additional services.	Fees are required. They are either part of the tuition or a separate fee.
<p>Accommodations may include:</p> <ul style="list-style-type: none"> ● Extended time ● Readers ● Note takers ● Small group testing ● Calculators ● Small room testing 	<p>Accommodations may include:</p> <p>Extended time Readers Note Takers Small group testing Calculators Priority registration Peer tutoring</p>	<p>Accommodations/ Services may include:</p> <p>Extended time Readers, Note Takers Small group testing Support centers, tutoring and meeting with faculty members Priority registration One to one counseling Academic coaching Academic advising as part of the program.</p>

What To Do and When To Do It:

Grade 9	Grade 10	Grade 11	Grade 12
Complete SSD forms to register for accommodations SAT/ ACT	Continue to participate in IEP meetings.	Register for PSAT, SAT, ACT	Register for Fall SAT/ ACT
Develop Self Advocacy Skills	Continue to develop self advocacy skills	Start the process of discussing your disability and how it impacts you in school.	Complete Applications.
Begin to Identify your strengths and weaknesses	Begin to think about college/ career options.	Make College visits and interviews with staff from the office of disability services.	Continue to attend college information sessions and open houses.
Explore interests and preferences through your coursework, clubs, activities, and discussion with staff.	Continue to explore your interests and preferences through your coursework, clubs, activities, and discussion with staff.	Continue to explore your interests and start volunteering or completing interest inventories.	Make a decision and release CST records to the college you have chosen to attend.
Participate in IEP meetings and learn about your own learning disability	Attend upcoming workshops with your parents.	Become familiar with the college application process and how each school differs for students with disabilities.	
Create a four year planning guide with your case manager and school counselor.		Connect with a teacher that you feel can write a letter of recommendation on your behalf.	

Where do I start?

Start having conversations at home? Ask yourself...

- Can you self advocate?
- Are you motivated and organized?
- Should I attend a Two year college, Four year college, technical school or start working?
- Do I need to apply to college AND a special needs program? What kind of accommodations/ support will I need in college?
- What level of support, or what type of program, is available for students with LD?
- What documentation does the college require to receive services? Is there an additional fee for services?

Where do I start?

Work with your case manager and school counselor to determine which schools are appropriate for you. Keep an open- mind.

- Some programs will require you to be apply and receive acceptance from the college/university before you apply to their office of disabilities or structured support program.
- Other LD Colleges will have you apply directly to the admissions office and support services simultaneously.

Where do I start?

How do I apply and what documentation should I provide?

- The college/ university will ask for a diagnosis, date of diagnosis, and how the disability affects a major life function.
- Most colleges/universities require testing within three years (Cognitive and Achievement). Please visit the school's website for detailed information.

The College of New Jersey:

<https://differingabilities.pages.tcnj.edu/students/general-info/>

Fairleigh Dickinson University: Regional Center for Learning Disabilities:

<http://view2.fdu.edu/campuses-and-centers/rcsld/>

Recommendations

- Speak with your case manager and school counselor to discuss your options.
 - Speak with your case manager about the different supports /accommodations you will need in college.
 - Create a list of colleges/universities you would like to visit including what support services they offer.
 - Develop a timeline- Remember most support programs will ask you to apply early.
- Schedule a time to visit an open house or information session.
 - Best time to visit is when school is in session.
- Develop a list of questions to ask a Program Director.

What's Coming Up at LHS?

- October 13th Overview of the College Process - 7 p.m.- Auditorium
- October 27th Financial Aid Presentation by Kimber Decker- 7 p.m.- Auditorium
- January 26th Transition to Life- 6 p.m. - Media Center
- March 30th Vocational/ Technical Panel- 6 p.m.- LHS Cafeteria
College Admissions Panel - 7 p.m.- Auditorium
- April 20th LHS College and Career Fair
- May 18th Overview of DVR services- 6 p.m.- Media Center
Applying to College - 7 p.m.- Auditorium
- June 12th Managing Expectation of the Junior year - 6 p.m. - Media Center

Resources

Websites:

- Collegeboard: www.collegeboard.org
- ACT: www.actstudent.org
- Ruggs: <https://www.ruggsrecommendations.com>
- LHS School Counseling Department: <http://www.livingston.org/Domain/1011>
- US Department of Education:
<http://www2.ed.gov/about/offices/list/ocr/transition.html>

Recommended Readings:

- The K&W Guide to Colleges for Students with Learning Disabilities
- Colleges that Change Lives by Loren Pope

Resources

- Bergen County Community College- Turning Point-
<http://bergen.edu/current-students/student-services-departments/disability-services-office-of-specialized-services/turning-point-program/>
- County College of Morris- <http://www.ccm.edu/disability>
- Fairleigh Dickinson University- Regional Center-
<http://view2.fdu.edu/campuses-and-centers/rcsld/>
- Hofstra University- PAL - http://www.hofstra.edu/studentaffairs/std/dis/std_dis_pals.html
- Landmark College- <http://www.landmark.edu/admissions>
- Middlesex Project Connections:
<http://www.middlesexcc.edu/disability-services/project-connections/>
- NYIT- VIP- <http://www.nyit.edu/vip>

Questions?

Thank you for coming!