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| ***Differences Between High School and College for Students with Learning Disabilities/ADHD***  |
| ***High School*** | **College** |
|  **Applicable Laws** |
| * *IDEA 2004 (Individuals with Disabilities Education Act)*
* *Section 504, Rehabilitation Act of 1973*
* *Intention of IDEA is educational* ***SUCCESS***
 | * ADA (Americans with Disabilities Act of 1990, Title II)
* Section 504, Rehabilitation Act of 1973
* Intention of ADA is equal **ACCESS**
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|  **Documentation** |
| * *IEP (Individualized Education Program) and/or 504 Plan*
* *School division pays evaluation expenses*
* *Eligibility by IDEA category*
 | * Documentation should include complete diagnostic testing results
* Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations
* Student pays evaluation expenses
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|  **Student Role** |
| * *Student is identified by the school*
* *Primary responsibility for arranging accommodations belongs to the school*
* *Teachers approach you if they believe you need assistance*
 | * Student self-identifies
* Student has primary responsibility for self-­‐ advocacy and arranging accommodations
* Professors expect students to seek help if needed
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|  **Parental Role** |
| * *Parent has access to student records and can participate in accommodation process*
* *Parent advocates for student*
 | * Parent does not have access to student records without written consent from student
* Student advocates for self
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|  **Instruction** |
| * *25-­‐30 hours a week in the classroom*
* *Emphasis on in class learning is primary, while independent reading and study is limited*
* *Learning is teacher focused*
* *Teachers may modify or alter curriculum and/or pace of assignments*
* *Reading assignments are short*
* *Teachers direct students step by step with frequent reminders*
* *Expectation of limited volume of writing while still learning the writing process*
 | * 12-­‐15 hours a week in the classroom
* Emphasis on independent reading and study time
* Learning is student centered
* Instructors are not required to modify, design or alter assignment deadlines
* Substantial reading assignments and out of class research/study
* Expectation of frequent independent review of class notes, text, and research
* Expectation of substantial volume of proficient writing
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|  **Tests** |
| * *IEP or 504 plan may include modifications to test format and/or grading*
* *Testing is frequent and covers a small quantity of material*
* *Teachers often take time to remind you of due dates and assignments*
 | * Grading and test format changes are generally not available; Accommodations to HOW tests are given are available (extended time, reader, scribe, etc.)
* Testing, often infrequent, covers large amounts of material and may be cumulative
* Makeup tests frequently are not an option
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|  **Grades** |
| * *Many assignments and tests are offered and no one assignment carries major course weight*
* *Teachers frequently go over grades, due dates, and expectations*
 | * There may be very few assignments and each assignment may carry significant weight in the final grade
* Long term assignments are common
* Students are expected to read, save, and consult the course syllabus; Faculty give very little in the way of reminders
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|  **Study Responsibilities and Student Expectations** |
| * *Tutoring and study support may be a service provided as part of an IEP or 504 plan*
* *Time and assignments are structured by others*
* *Daily schedule generally follows a consistent routine*
* *Study expectations may be as little as 0-­‐2 hours a week and is generally last minute test preparation*
* *Students are not expected to learn or study information beyond what is covered in class and assigned*
* *Assimilation of information is generally provided by the teacher and often provided in a consolidated review or study guide*
* *Function with tremendous structure, guidance, and specific prescribed direction*
 | * Tutoring DOES NOT fall under Disability Services
* Students must manage their own time and complete assignments independently
* Daily schedule is not consistent and may have large blocks of time with no classes/labs
* Study expectations are 2 to 3 hours outside of class for each hour spent in class
* Pursuit of inquiry and research is expected
* Assimilation of information (notes, reading, research) is the student’s responsibility
* Function autonomously (independence and self-sufficiency is expected)
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