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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** |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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) |