

Differences Between High School and College Accommodations for Students with Disabilities

Applicable Laws

High School	College
<ul style="list-style-type: none"> • High School I.D.E.A. (Individuals with Disabilities Education Act) • Section 504, Rehabilitation Act of 1973 • I.D.E.A. is about SUCCESS 	<ul style="list-style-type: none"> • A.D.A. (Americans with Disabilities Act of 1990) • Section 504, Rehabilitation Act of 1973 • A.D.A. is about ACCESS

Self-Advocacy

High School	College
<ul style="list-style-type: none"> • Student is identified by the school and is supported by parents and teachers • Primary responsibility for arranging accommodations belongs to the school • Teachers approach the student if they believe he/she need assistance 	<ul style="list-style-type: none"> • Student must self-identify to the Accessible Education Center • Primary responsibility for self-advocacy and arranging accommodations belongs to the student • Professors are usually open and helpful, but most expect students to initiate contact if needing assistance

Parental Role

High School	College
<ul style="list-style-type: none"> • Parent has access to student records and can participate in the accommodation process • Parent advocates for student • Parents and teachers may closely monitor student's study habits 	<ul style="list-style-type: none"> • Parent does not have access to student records without student's written consent • Student advocates for self • Students are responsible for developing study habits that lead to their own success

Required Documentation

High School	College
<ul style="list-style-type: none"> • I.E.P. (Individualized Education Plan and/or 504 Plan) • School provides evaluation at no cost to student • Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A. 	<ul style="list-style-type: none"> • High School I.E.P. and 504 are not sufficient; student documentation may need to be updated. Documentation guidelines specify information needed for each category of disability. • Student must get evaluation at own expense • Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations

Instruction

High School	College
<ul style="list-style-type: none">• Teachers may modify curriculum and/or alter pace of assignments• Students are expected to read short assignments that are then discussed, and often re-taught, in class• Students are expected to read short assignments that are then discussed, and often re-taught, in class• Students are expected to read short assignments that are then discussed, and often re-taught, in class• Attendance is taken and reported	<ul style="list-style-type: none">• Professors are not required to modify curriculum design or alter assignment deadlines• Students are assigned substantial amounts of reading and writing which may not be directly addressed in class• Students need to review class notes and text material regularly• Professors expect students to meet syllabus requirements and are available for meetings with students during office hours.• Student is responsible for attending class

Grades and Tests

High School	College
<ul style="list-style-type: none">• I.E.P. or 504 plan may include modifications to test format and/or grading• Testing is frequent and covers small amounts of material• Makeup tests are often available• Teachers often take time to remind students of assignments and due date	<ul style="list-style-type: none">• Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, test proctors) are available when supported by disability documentation• Testing is usually infrequent and may be cumulative, covering large amounts of material• Makeup tests are seldom an option; if they are, students will need to request them• Professors expect students to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of students, when it is due, and how students will be graded

Study Responsibilities

High School	College
<ul style="list-style-type: none">• Tutoring and study support may be a service provided as part of an I.E.P. or 504 plan• Student's time and assignments are structured by others• Students may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation	<ul style="list-style-type: none">• Students with disabilities must seek out tutoring resources as they are available to all students.• Students manage their own time and complete assignments independently• Students need to study at least 2 to 3 hours outside of class for each hour in class

Adapted from ADHEAD guidelines 2010