COLLEGE SUCCESS FOR STUDENTS WITH LEARNING NEEDS
SPECIAL NEEDS ADMISSIONS

PREPARING FOR COLLEGE
SUPPORT AVAILABLE IN COLLEGES

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High School Checklist

9th Grade

• Enroll in college prep courses

• Develop a four year course plan that will prepare you for college

• Practice explaining your strengths and challenges

• Start identifying and documenting the accommodations and supports needed

• Apply for accommodations for ACT and/or SAT with counselor/case manager

• Begin to study class concepts when not assigned homework (see study checklist)
10TH GRADE

• Attend college fairs and see college reps
• Continue to practice advocating for self
• Acquire and expand on specific study skills
• Master effective study techniques
• Explore ACT and SAT

11TH GRADE

• Identify colleges that fit interests, goals, and needs
• Use college websites and catalogs to research admissions, disability services, and campus life
• Plan campus visits
• Start on college application essay
• Request letters of recommendations
12TH GRADE

• MEET WITH GUIDANCE COUNSELOR TO REVIEW MATERIALS YOU NEED FOR COLLEGE APP
• CONTINUE TO DEVELOP SELF ADVOCACY SKILLS AND STUDY STRATEGIES
• CONTACT DISABILITY SERVICES AT THE COLLEGES OF INTEREST
• REVIEW AND COMPLETE COLLEGE APPLICATION FORMS
• ASK COUNSELOR TO REVIEW COMPLETED APPS TO ENSURE ALL STEPS ARE FOLLOWED 2 TO 3 WEEKS BEFORE APPLICATION DEADLINE
• AFTER ACCEPTED, CONTACT THE DISABILITIES OFFICE AT THE COLLEGE CHOSEN. PROVIDE DOCUMENTATION TO THE COLLEGE
CHARACTERISTICS OF COLLEGE BOUND STUDENT

• SELF ADVOCATE

• SELF AWARE

• PERSEVERES

• DEMONSTRATES EFFECTIVE AND INDEPENDENT STUDY HABITS
AS A SELF ADVOCATE

BE ABLE TO DESCRIBE YOUR CURRENT LIMITATIONS CAUSED BY YOUR DISABILITY:

IN THE CLASSROOM, THIS AFFECTS MY ABILITY TO....

WHEN STUDYING, IT AFFECTS MY ABILITY TO....

IN OUTSIDE ACTIVITIES OR WORK, IT AFFECTS MY ABILITY TO....
DISABILITY SERVICES IN COLLEGE

IN HIGH SCHOOL:

- Parents play a major role in developing IEPs and/or 504 plans.
- Parents have access to people who provide supports and services.
- Parents can monitor the supports implemented.

COLLEGE IS DIFFERENT!
COLLEGES DON’T HAVE THE SAME LEGAL OBLIGATIONS

THEY DON’T HAVE TO

PROVIDE OR IMPLEMENT IEPS

PROVIDE SPECIALIZED INSTRUCTION OR TUTORING

PROVIDE THE SAME ACADEMIC SUPPORTS PROVIDED IN HIGH SCHOOL
LEGAL OBLIGATIONS OF COLLEGES

THE FEDERAL CIVIL RIGHTS LAWS AND AMERICANS WITH DISABILITIES ACTS (ADA)

ENSURE EQUAL ACCESS FOR PEOPLE WITH DISABILITIES

PROTECT PEOPLE FROM DISCRIMINATION

THUS, COLLEGES PROVIDE ACCOMMODATIONS.

SOME COLLEGE MAY PROVIDE ADDITIONAL SUPPORT (TUTORING OR COACHING) FOR A FEE.

MORE PERSONALIZED SUPPORT OR HELP (MAKING A STUDY GUIDE, REFRAMING STUDY QUESTIONS, HELPING WITH A HOMEWORK/STUDY SCHEDULE) IS NOT LIKELY.
THE STUDENT MUST REGISTER AS A STUDENT WITH A DISABILITY

APPLYING FOR ACCOMMODATIONS IS SEPARATE FOR THE COLLEGE APP PROCESS.

(IT USUALLY BEGINS AFTER THE STUDENT HAS BEEN ACCEPTED BY THE COLLEGE.)

THE STUDENT MUST SELF-IDENTIFY AS HAVING A DISABILITY.

TO DO THIS, LOOK FOR THE INSTRUCTIONS ON HOW TO REGISTER FOR SERVICES ON THE COLLEGE’S WEBSITE.

DIFFERENT COLLEGES HAVE DIFFERENT NAMES FOR THE DISABILITIES SERVICES. YOU MAY NEED TO LOOK FOR WORDS LIKE ACCESS, EQUITY OR ACCOMMODATIONS
PROVIDE DOCUMENTATION

• THE STUDENT MUST PROVIDE EVIDENCE OF THE DISABILITY.

• BEFORE GRADUATING FROM HIGH SCHOOL, CONTACT THE COLLEGE’S DISABILITY OFFICE TO IDENTIFY THE DOCUMENTATION REQUIRED.

• THE IEP OR 504 PLAN IS GENERALLY NOT ENOUGH DOCUMENTATION.

• A SCHOOL EVALUATION FOR 504 OR SPECIAL EDUCATION (IEP) SERVICES IS GENERALLY SUFFICIENT IF DONE WITHIN THE LAST 3 YEARS

• A COMPLETE PSYCHIATRIC OR MEDICAL REPORT IS GENERALLY SUFFICIENT IF DONE WITHIN THE LAST 3 YEARS
THERE ARE NO CASE MANAGERS IN COLLEGE

THE STUDENT IS RESPONSIBLE FOR COORDINATING SERVICES.

THE CONTACT PERSON AT THE DISABILITIES SERVICES OFFICE WILL

• WORK WITH THE STUDENT TO DETERMINE REASONABLE ACCOMMODATIONS

• WRITE AN ACCOMMODATION LETTER ADDRESSED TO THE STUDENT’S INSTRUCTORS FOR THAT SEMESTER
DIFFERENT COLLEGES OFFER DIFFERENT LEVELS OF SUPPORT

COLLEGES PROVIDE ACCOMMODATIONS, NOT MODIFICATIONS. 

**ACCOMMODATIONS** CHANGE HOW A STUDENT LEARNS THE MATERIAL.

A **MODIFICATION** CHANGES WHAT A STUDENT IS TAUGHT OR EXPECTED TO LEARN.
KINDS OF ACCOMMODATIONS

• **PRESENTATION**: A change in the way information is presented. Example: Listen to audiobooks instead of reading printed text.

• **RESPONSE**: A change in the way a child completes assignments or tests. Example: Providing a keyboard to a child who struggles with handwriting when she’s writing an essay.

• **SETTING**: A change in the environment where a child learns. Example: Allowing a child with ADHD to take a test in a separate room with fewer distractions.

• **TIMING AND SCHEDULING**: A change to the time a child has for a task. Example: Providing preferential registration
TYPICAL COLLEGE ACCOMMODATIONS

• USE OF NOTE TAKERS FOR CLASS LECTURES
• PROVISION OF AUDIO RECORDINGS FOR LECTURES
• USE OF A LAPTOP IN THE CLASS
• TAKING EXAMS IN DISTRACTION REDUCED ROOM
• PREFERENTIAL REGISTRATION
• EXTENDED TIME ON TESTS
SOME COLLEGES PROVIDE MORE SUPPORTS

PROFESSIONAL TUTORS

STUDY SKILLS OR TIME MANAGEMENT WORKSHOPS

WRITING OR MATH LABS

THESE MAY INVOLVE ADDITIONAL FEES
ACCESS THE PROFESSORS

PROFESSORS AND TA’S HAVE OFFICE HOURS.

UTILIZE THOSE FOR SUPPORT WHEN YOU HAVE QUESTIONS OR CONCERNS.

EXPLAIN YOUR DISABILITY AND NEEDS IN PERSON.
SAVVY QUESTIONS TO ASK THE DISABILITIES OFFICE

• DO YOU PROVIDE TUTORING? IF SO, IS THERE A LIMIT TO THE NUMBER OF HOURS?
• WHAT SUPPORTS DO THE WRITING AND MATH LABS PROVIDE? CAN ANYONE USE THE MATH AND WRITING LABS?
• IS MY ADVISOR FOR THE DISABILITIES OFFICE THE SAME ADVISOR I WILL HAVE FOR TRACKING PROGRESS TOWARDS GRADUATION?
• ARE THERE ADDITIONAL COSTS FOR SERVICES I NEED?
• HOW ARE THE PROFESSORS NOTIFIED OF MY ACCOMMODATIONS?
MORE QUESTIONS TO ASK

• WHEN DO I NEED TO COME TO THE DISABILITIES OFFICE? How do I arrange appointments with you?

• ARE COURSE SUBSTITUTIONS ALLOWED?

• IS THERE ANY OTHER ASSISTIVE TECH OR HUMAN PROFESSIONAL HELP AVAILABLE THAT WE DID NOT DISCUSS?

• WHEN AND HOW SHOULD I CONTACT YOU TO GET SERVICES?
ADDITIONAL RESOURCES

• HTTPS://WWW.BESTVALUESCHOOLS.COM/RANKINGS/STUDENTS-WITH-LEARNING-DISABILITIES/

• HTTPS://WWW.ACCREDITEDSCHOOLSONLINE.ORG/RESOURCES/BEST-ACCREDITED-COLLEGES-SCHOOLS-FOR-STUDENTS-WITH-DISABILITIES/

• HTTPS://WWW.WASHINGTON.EDU/DOIT/COLLEGE-FUNDING-STUDENTS-DISABILITIES

• HTTP://WWW.LDONLINE.ORG/ARTICLE/6132

• HTTPS://WWW.PETERSONS.COM/ARTICLES/COLLEGE-ADMISSIONS/COLLEGE-ADMISSION-STUDENTS-DISABILITIES

• HTTPS://WWW.PETERSONS.COM/ARTICLES/COLLEGE-ADMISSIONS/COLLEGE-ADMISSION-STUDENTS-DISABILITIES

• HTTPS://WWW.UNDERSTOOD.ORG/EN/SCHOOL-LEARNING/CHOOSING-STARTING-SCHOOL/LEAVING-HIGH-SCHOOL/7-THINGS-TO-KNOW-ABOUT-COLLEGE-DISABILITY-SERVICES
MORE RESOURCES

• HTTPS://WWW2.ED.GOV/ABOUT/OFFICES/LIST/OCR/TRANSITIONGUIDE.HTML
• HTTP://THECONVERSATION.COM/HELPING-YOUR-STUDENT-WITH-DISABILITIES-PREPARE-FOR-THE-FUTURE-79625
• HTTPS://WWW.BESTCOLLEGEREVIEWS.ORG/COLLEGE-GUIDE-FOR-STUDENTS-WITH-DISABILITIES/
• HTTPS://WWW.BESTCOLLEGEREVIEWS.ORG/COLLEGE-GUIDE-FOR-STUDENTS-WITH-DISABILITIES/
• HTTPS://WWW.USNEWS.COM/EDUCATION/ARTICLES/2010/12/02/8-STEPS-FOR-LEARNING-DISABLED-STUDENTS-WHO-WANT-TO-GO-TO-COLLEGE
• HTTPS://WWW.WASHINGTON.EDU/DOIT/COLLEGE-FUNDING-STUDENTS-DISABILITIES
• HTTPS://WWW.SEATTLEU.EDU/CCTS/RESOURCES/