

# **STUDENT ACCESS OFFICE**

**Adelphi University**  
**1 South Avenue**  
**Garden City, NY 11530**



**Making the Transition from High  
School to College**

# Making the Transition from High School to College: Know the Differences!!

## High School

### Special Education Model:

- Your special education teacher or other high school personnel will seek you out for services and let you know what you are eligible for

### Where you get services:

- Special Education, Resource Room

### Documentation:

- Coordinated by school psychologist
- School develops IEP from documentation and test results

### Special Ed Law:

#### IDEA

- Covers services of personal nature; i.e. transportation/ buses to school, physical, occupational, and speech therapy
- Covers tutoring

## College

### Accommodations Model:

- You must request accommodations
- No one will come to you!
- You are required to self-identify

### Where you get services:

- Different on every campus
- "Office of Disability Support Services," "Disabled Student Services," "Special Services"

### Documentation:

- You must provide "proof" of a disability
- Colleges set guidelines for documentation- know what they are
- Get documentation while still in high school

### College Laws:

#### Americans with Disabilities Act (ADA) & Section 504

- Colleges are required only to offer accommodations & support services and not services of a personal nature
- Tutoring is not required under ADA. Some colleges offer tutoring through disability services and some colleges have tutoring centers for all students
- Foreign Language waivers & other course substitutions are not automatic

# **Making the Transition from High School to College:**

## **Knowing Your Options**

### **Programs vs. Support Services**

- **Support Services** are the resources available at no cost for students with disabilities. Support services include core accommodations, such as extending testing time. Accommodations are required by law. Other examples of accommodations include sign language interpreters, course materials in accessible formats, accessible parking and classrooms.

**All colleges are required by law to provide accommodations to students with documented disabilities.**

- **Programs** are specifically designed for students with disabilities and provide more in-depth services and accommodations. The most common type are programs for students with Learning Disabilities and ADD/ADHD. These programs usually have costs in addition to tuition. These programs often provide one-on-one tutoring and advisement with a learning disability specialist.

**Not all colleges have programs.**

# **Making the Transition from High School to College:**

## **While still in high school you need to:**

### **1. Find out about your disability:**

- ❑ Talk to you parents, high school special education teacher, or guidance counselor to learn about your specific disabilities
- ❑ Understand how your disability might affect you in college
- ❑ Understand how your disability might affect future employment and/or career choices
- ❑ Make sure that you have current documentation. Make sure that you get re-evaluated for a learning disability (psychological testing) during your senior year.

### **2. Actively participate in all transition related meetings (i.e. IEP, 504, IPE)**

- ❑ Participate in self-advocacy training
- ❑ Learn to express your current and future needs, concerns, interests, and preferences
- ❑ Remember that it's okay to ask questions about anything that you don't understand
- ❑ Know what your rights & responsibilities are and what due processes are available to you

### **3. Develop a personal information file which contains:**

- ❑ DISABILITY DOCUMENTATION
- ❑ Current high school records
- ❑ Medical records
- ❑ Immunization records
- ❑ Copy of current IEP or 504 plan
- ❑ College Entrance Exam results/ info (SAT, ACT)
- ❑ Psychological Records
- ❑ Materials from colleges that interest you

**4. Contact ACCES (Adult Career and Continuing Education Services-VR) or CBVH (Commission for the Blind & Visually Handicapped)**

**Office of Vocational and Educational Services for Individuals with Disabilities**

**Garden City District Office  
711 Stewart Avenue, Suite 4  
Garden City, NY 11530  
(516) 227-6858  
(516) 542-2012**

**What can ACCES or CBVH offer if you meet their eligibility requirements?**

- An assessment for vocational rehabilitation
- A written plan for reaching your career goals (IPE)
- Counseling, guidance, and work-related placement
- Vocational training & education that improves your chances for employment upon graduation. This may include payment for tuition, books, transportation costs, etc
- Interpreter & reader services
- Orientation and mobility training for those who are blind or low vision
- Occupation licenses, tools, equipment, and initial stocks and supplies
- Computer software & hardware
- Personal assistance services
- Telecommunications, sensory, and other aids and devices

**5. Select and Plan College Choices**

- Select the colleges you'd consider attending and plan a visit.
- Investigate what services each college provides through their disability support office or other office that handles disability accommodations.
- Match your academic interests (major) with colleges in which you are interested.
- Apply—Good luck!

# **Making the Transition from High School to College:**

## **Congratulations! You've been accepted to a college! Now what?**

### **1. Register with the college's disability services office or program.**

#### **Remember you need to:**

- Contact that campus office- they will not find you.
- Provide disability documentation that is current & relevant
- Help decide what accommodations you will need (note-takers, assistive listening devices, testing modifications, etc)
- Apply for accommodations **before** scheduled placement tests or you will not receive accommodations for those tests.

### **2. Make sure that you have transportation.**

- How are you going to get to school? Is this mode of transportation reliable?
- Have a back-up plan for emergencies.
- Consider living on or near campus.
- Is public transportation to & from the college accessible? Does its schedule fit with your classes?

### **3. Arrange other supports not provided by the school.**

- Do you need things like attendant services, counseling, or other supports? Who will provide them for you & how will they affect your schedule?
- Develop back up plans for these supports.

### **4. Make sure that your classes and materials are accessible to you.**

- Make sure that the locations of your classrooms are accessible.
- If you need textbooks on tape, make sure that you know how you get them and order them early.
- Let the Disability Office on campus know of any difficulties you are having with these things.

# **Making the Transition from High School to College: Self-Advocacy**

## **What is Self-Advocacy?**

- Self-advocacy means speaking or acting for yourself
- It means deciding what is best for you and taking charge of getting it.
- It means standing up for your rights as a person.
- Its teaches us about our rights and responsibilities.

## **Why is it important?**

- It helps us to develop assertiveness skills & good communication skills
- It teaches us to make decisions and choices that affect our lives so that we can be more independent.
- It helps us to develop confidence about our abilities.

## **When will I use it (at college)?**

- When you need additional accommodations.
- When you don't have access to some part of the campus and you need to have that barrier removed.
- When you are having difficulty in a class and need some extra assistance.

## **How can I practice being a self-advocate?**

- Understand what your disability is and how it affects you
- Understand your rights and responsibilities under the Section 504 of the Rehab Act and the ADA
- Use this information to achieve your goals and advocate for yourself