Get Ready for College Accommodations –
Making the Transition from High School to College

Know the Differences!

High School	College
Top-Down Process ● Districts are responsible for identifying students with disabilities and educating/supporting accordingly ● Students passively receive wraparound accommodations/modifications suited to their needs	Student-Up Process ● Students choose whether to disclose a disability, provide proof, and request specific accommodations with a designated office ● Students must self-advocate and ensure that any approved accommodations are communicated and implemented
How are supports/services coordinated? ● Typically, a team is formed to develop an IEP/504 plan which will direct all aspects of a student's support system ● Widespread involvement is required of family and district staff	How are supports/services coordinated? ● Students bear full responsibility to request accommodations - family involvement is not expected and may not be permitted - staff/faculty involvement is need-to-know ● Non-accommodation supports are available for all students, and must be accessed separately
Disability Documentation: ● Schools employ psychologists to conduct evaluations and make recommendations	Disability Documentation: ● Student must provide external documentation to confirm their disability and support their requests
Education Law – IDEA (Individuals with Disabilities Education Act) ● Ensures students receive a "free and appropriate education" - tailored to a student's individual needs ● Governs K-12 school systems	Civil Rights Law - Americans with Disabilities Act (ADA) & Section 504 of the Rehabilitation Act of 1973 ● Ensures "equal access" to programs, facilities, benefits and coursework ● Governs most of American society (including higher education and the workplace)
Some examples of accommodations: ● Untimed exams ● Tests read aloud ● Advance copies of class notes ● Private test-taking space	Some examples of accommodations: ● Extended time on exams (1.5x, 2x) ● Screen reader ● Note-taking assistance ● Distraction-reduced environment

Knowing Your Options – Support Services VS. Support Programs

Support Services	Programs
Disability 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.	Programs are specifically designed for students with disabilities and provide more in-depth services and accommodations. The most common types 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 support with a learning disability specialist.
All colleges are required by law to provide accommodations to students with documented disabilities.	Not all colleges have extra support programs.
At Adelphi, the disability support office is called the Student Access Office.	Adelphi has two support programs: Bridges to Adelphi, and The Learning Resource Program

Transition Prep To-Do List

While you're still in high school:

- ☐ Develop a good understanding of your disability and the ways it impacts you
- ☐ Familiarize yourself with all the ways you can self-accommodate with strategies, assistive technology, personal services/devices, etc.
- ☐ Consider college options that are right for you (find a major that is a good fit for you and your goals, consider full-time/part-time attendance, etc.)
- ☐ Request information from the disability support offices at your colleges of interest
- ☐ Research other information about these colleges (physical accessibility, mental health support, medical support, meal plan options, tutoring services, residential life offerings, fee-for-service extra support programs such as the Learning Resource Program or Bridges to Adelphi)
- ☐ Speak with your high school support staff about how to navigate employment with a disability (whether before, during or after college)
- ☐ Read and understand your psychoeducational evaluation and store paper and digital copies
- ☐ Request an updated evaluation as late as possible in your high school career (so that when you exit, it is as current as possible)
- ☐ Actively participate in all transition-related meetings (IEP, 504, etc.) and any meetings/information sessions/open houses with colleges of interest

After you commit to a college:

- ☐ Make contact with the disability support office and learn about the process for requesting an accommodation (documentation requirements, etc.) - this process is designed to be interactive, so you should expect to be an active participant!
- ☐ Consider whether or not to self-identify as having a disability - this choice can be made at any time, and accommodations can be requested at any time, but sooner is better so that you can use your approved accommodations ASAP
- ☐ Complete all "onboarding" activities step by step (class registration, housing application, counseling intake, etc.)
- ☐ Make connections around campus and learn how departments are structured
- ☐ Start practicing self advocacy and independence skills
- ☐ Get familiar with using your student email account and student portal

Common accommodations

Housing Accommodations:
- Accessible room/facilities (including ramp, elevator, and/or 1st floor room)
- Dietary modifications
- Double residence hall room
- Emotional support animal
- Single residence hall room

Academic Accommodations:
- Accessible classroom/facilities (including ramp, elevator, and/or 1st floor classroom)
- Accessible Desk
- Allowance for food/water during exam time
- Classes in close proximity when back to back
- Communication access real-time translation (CART)
- Distraction reduced environment for exams
- Exam materials in enlarged print format
- Extended time for testing (1.5x or 2x the allotted amount)
- Note-taking assistance for lecture-based courses (unless notes provided by instructor through electronic format/Moodle platform)
- Priority Registration
- Required textbooks in alternative format
- Screen reader for exams
- Short interim breaks during class/exam time to attend to medical necessity
- Speech-to-text technology
- Use of assistive listening devices
- Use of calculator when appropriate
- Use of word processor for exams

Self - Advocacy

What is Self-Advocacy?
- Self-advocacy means speaking or acting for yourself
- It means standing up for your rights as a person.
- It 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, and prepare us for future employment

When will I use it (at college)?
- When you need to apply for accommodations and plan to use them
- 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
- Learn about how your approved accommodations are implemented
- Communicate with Professors and staff members on your own behalf

Student Access Office

The Student Access Office (SAO) is Adelphi University's resource for evaluating student accommodation requests and assisting campus partners with implementing appropriate, reasonable accommodations. Current or incoming students seeking accommodations based on a diagnosed disability must complete a Petition for Reasonable Accommodations (either Academic and/or Housing) and submit appropriate supporting documentation. You will find the form on the Adelphi University Student Access Office webpage (https://www.adelphi.edu/access-office/).

What does the Student Access Office do to support students with disabilities?
- Provides cost-free assistance and services that are tailored to meet the needs of individuals based on their specific, appropriately documented needs, while preserving Adelphi's academic integrity and high standards of academic expectations and performance.
- Encourages independence through the training of students with disabilities to effectively advocate for themselves within the University community.
- Serves as a liaison and resource for University faculty, staff and administrators to foster a greater awareness and appreciation of issues of concern to people with different needs.

How can you interact with the Student Access Office?
- Schedule an intake meeting with the SAO if you want to learn more about what accommodations can benefit you.
- Attend the New Student Orientation and join the Student Access Office session to learn more about how to request accommodations and use accommodations in college.
- Once approved for accommodations, complete the mandatory SAO Online Orientation (on Moodle) to learn about the accommodations you are approved for and schedule the training meeting with SAO, if you are not sure how to use your accommodations.
- Email us at sao@adelphi.edu or stop by the office located at University Center 3rd floor room 314, if you have any questions regarding your accommodations or making a new request.