

Making the Transition from High School to College for Students with Disabilities:

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Transition Checklist

High School	College
Special Education Model <ul style="list-style-type: none"> School personnel "find you" and decide what eligibility for services and supports 	Accommodations Model <ul style="list-style-type: none"> You must request help; no one will come to find you.
Where you receive services <ul style="list-style-type: none"> Special Education classroom, Resource Room, related service provider room (e.g. speech) 	Where you receive services <ul style="list-style-type: none"> Differs from one every to another ("Office of Disability Support Services," "Disabled Student Services," "Special Services",...)
Documentation <ul style="list-style-type: none"> Coordinated by school psychologist or CSE appointed staff person School develops IEP from documentation and test results Paid for by school 	Documentation <ul style="list-style-type: none"> You must provide "proof" of your disability (e.g. HS records, independent reports e.g. medical, mental health, educational) Colleges can set their own guidelines for documentation (e.g. no more than 3 years old, adult assessment measures,...) High schools are not required to do a comprehensive evaluation before graduation After HS, you re responsible for paying for new evaluations
Special Education Law <ul style="list-style-type: none"> The Individuals with Disabilities Education Act (IDEA) provides the mandate and funding to schools for in-school special education services as well as transportation/ buses to school, physical, occupational, speech therapy, and tutoring 	Civil Rights Law <ul style="list-style-type: none"> American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Colleges are required only to offer accommodations & support services; 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

KNOWING YOUR OPTIONS

All colleges are required by law to provide accommodations to students with documented disabilities. Some colleges offer specialized programs that are highly structured and include a wide range of academic and behavioral supports. Other colleges offer support services that are less intensive and that require students to 'take the lead' in monitoring their progress and managing their special needs on campus.

Programs vs. Support Services

- **Programs** are specifically designed for students with disabilities and provide more in-depth services and accommodations. Not all colleges have these types of programs. When offered, the most common types are designed for students with learning disabilities and/or ADHD. These programs usually have costs in addition to tuition. These programs often provide one-on-one tutoring and sessions with a learning disability specialist.
- **Support Services** are the resources available at no cost for students with disabilities. Support services include reasonable accommodations, such as extended time for assignment and testing, note-takers, the use of a calculator, and preferential seating in classrooms.

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 & meets college guidelines.
 - ☐ Request that accommodations you will need (note-takers, assistive listening devices, testing modifications, textbooks on tape, etc.).
 - ☐ Request those accommodations **before** scheduled placement tests or you will not receive accommodations for those tests.
2. **Arrange other supports not provided by the school.**
 - ☐ Do you need things like counseling, medication management, or other supports? Who will provide them for you & how will they affect your schedule?
 - ☐ Develop back up plans for these supports.