

Differences Between High School and College for Students with Learning Disabilities/ADHD

<i>High School</i>	<i>College</i>
Applicable Laws	
<ul style="list-style-type: none"> • <i>IDEA 2004 (Individuals with Disabilities Education Act)</i> • <i>Section 504, Rehabilitation Act of 1973</i> • <i>Intention of IDEA is educational SUCCESS</i> 	<ul style="list-style-type: none"> • <i>ADA (Americans with Disabilities Act of 1990, Title II)</i> • <i>Section 504, Rehabilitation Act of 1973</i> • <i>Intention of ADA is equal ACCESS</i>
Documentation	
<ul style="list-style-type: none"> • <i>IEP (Individualized Education Program) and/or 504 Plan</i> • <i>School division pays evaluation expenses</i> • <i>Eligibility by IDEA category</i> 	<ul style="list-style-type: none"> • <i>Documentation should include complete diagnostic testing results</i> • <i>Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations</i> • <i>Student pays evaluation expenses</i>
Student Role	
<ul style="list-style-type: none"> • <i>Student is identified by the school</i> • <i>Primary responsibility for arranging accommodations belongs to the school</i> • <i>Teachers approach you if they believe you need assistance</i> 	<ul style="list-style-type: none"> • <i>Student self-identifies</i> • <i>Student has primary responsibility for self-advocacy and arranging accommodations</i> • <i>Professors expect students to seek help if needed</i>
Parental Role	
<ul style="list-style-type: none"> • <i>Parent has access to student records and can participate in accommodation process</i> • <i>Parent advocates for student</i> 	<ul style="list-style-type: none"> • <i>Parent does not have access to student records without written consent from student</i> • <i>Student advocates for self</i>
Instruction	
<ul style="list-style-type: none"> • <i>25-30 hours a week in the classroom</i> • <i>Emphasis on in class learning is primary, while independent reading and study is limited</i> • <i>Learning is teacher focused</i> • <i>Teachers may modify or alter curriculum and/or pace of assignments</i> • <i>Reading assignments are short</i> • <i>Teachers direct students step by step with frequent reminders</i> • <i>Expectation of limited volume of writing while still learning the writing process</i> 	<ul style="list-style-type: none"> • <i>12-15 hours a week in the classroom</i> • <i>Emphasis on independent reading and study time</i> • <i>Learning is student centered</i> • <i>Instructors are not required to modify, design or alter assignment deadlines</i> • <i>Substantial reading assignments and out of class research/study</i> • <i>Expectation of frequent independent review of class notes, text, and research</i> • <i>Expectation of substantial volume of proficient writing</i>
Tests	
<ul style="list-style-type: none"> • <i>IEP or 504 plan may include modifications to test format and/or grading</i> • <i>Testing is frequent and covers a small quantity of material</i> • <i>Teachers often take time to remind you of due dates and assignments</i> 	<ul style="list-style-type: none"> • <i>Grading and test format changes are generally not available; Accommodations to HOW tests are given are available (extended time, reader, scribe, etc.)</i> • <i>Testing, often infrequent, covers large amounts of material and may be cumulative</i> • <i>Makeup tests frequently are not an option</i>

Grades	
<ul style="list-style-type: none"> • <i>Many assignments and tests are offered and no one assignment carries major course weight</i> • <i>Teachers frequently go over grades, due dates, and expectations</i> 	<ul style="list-style-type: none"> • There may be very few assignments and each assignment may carry significant weight in the final grade • Long term assignments are common • Students are expected to read, save, and consult the course syllabus; Faculty give very little in the way of reminders
Study Responsibilities and Student Expectations	
<ul style="list-style-type: none"> • <i>Tutoring and study support may be a service provided as part of an IEP or 504 plan</i> • <i>Time and assignments are structured by others</i> • <i>Daily schedule generally follows a consistent routine</i> • <i>Study expectations may be as little as 0-2 hours a week and is generally last minute test preparation</i> • <i>Students are not expected to learn or study information beyond what is covered in class and assigned</i> • <i>Assimilation of information is generally provided by the teacher and often provided in a consolidated review or study guide</i> • <i>Function with tremendous structure, guidance, and specific prescribed direction</i> 	<ul style="list-style-type: none"> • Tutoring DOES NOT fall under Disability Services • Students must manage their own time and complete assignments independently • Daily schedule is not consistent and may have large blocks of time with no classes/labs • Study expectations are 2 to 3 hours outside of class for each hour spent in class • Pursuit of inquiry and research is expected • Assimilation of information (notes, reading, research) is the student's responsibility • Function autonomously (independence and self-sufficiency is expected)