



LORAS
COLLEGE

BE MORE. BE LORAS.

Just say YES to College!

Presentation to New Trier High School

March 14, 2019

Dr. Lynn Gallagher

Loras College



20.6% of students with disabilities
enroll in a four year post secondary
institution vs 40.2% of students
without disabilities



LORAS
COLLEGE

BE MORE. BE LORAS.

Why is that?



Students, and their families,
often lack knowledge about
post-secondary options and the
differences between high school
and college.



Assisting students with the tools necessary for post-secondary success should be a district wide plan that ensures no area of skill development required for success in college is overlooked.



LORAS
COLLEGE

BE MORE. BE LORAS.

Where do we begin?



What is the difference between high school and college?

High School

The school district is responsible for “finding” you and determining what supports you need.

College

You must seek help and know what accommodations you need. No one will find you.



Where you receive services

High School

In a resource room, a general education classroom, a self contained classroom, etc.

College

In the disability services office or the classroom (depending upon the actual accommodation)

Documentation



LORAS
COLLEGE

BE MORE. BE LORAS.

High School

- The school district is responsible for providing testing (paid for by the school).
- IEP's and 504 plans are developed based on testing results.

College

- You must provide “proof” of your disability
- Colleges can set their own guidelines for documentation.
- High schools are not required to do a comprehensive evaluation before graduation.
- After HS, you are responsible for paying for new evaluations.



High School

Special Education Law

- 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

College

Civil Rights Law

- 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



Common Questions of first year students...

1. Does my IEP/504 plan go with me to college?
2. Are professors required to teach to my learning style?
3. I'm not good at math (reading, English, whatever), may I opt out of those classes?
4. I didn't have to do all of the homework required in high school, will I have that option in college?
5. My teacher gives me notes and study guides, will college professors do the same?
6. I am given extra time for assignments, will I have the same option in college?
7. I don't take notes in class now, will someone take notes for me in college?
8. I need a tutor in my classes, will one be provided in college?
9. I've never been a good test taker, will there be tests in college?
10. May I retake tests if I do poorly on one?



LORAS
COLLEGE

BE MORE. BE LORAS.

What students need to do while still in high school



Find out about your disability

- Talk to your parents, teachers and/or guidance counselor to learn about your specific disabilities.
- Understand the academic impact of your disability.
- Know your strengths and areas of need
- Know how your disability might impact your future career.
- Make sure you have current documentation before you leave high school.
- Read and understand your documentation.



Actively participate in all IEP and/or 504 meetings

- These meetings are about YOU! You should be present and direct the meetings if you are so inclined.
- Participate in self-advocacy training
- Learn to express your needs, strengths, concerns, interests and goals.
- Know what your rights and your responsibilities are.



Create a personal file

Your file should include the following:

- Disability documentation
- Current high school records
(transcripts, results of standardized testing, etc.)
- Medical records (if they are relevant to your education)
- Copies of current IEP or 504 plans
- Results of college entrance exams (ACT or SAT)
- Copies of all psycho-educational testing (most recent on top)



Self Advocacy

- Self-advocacy means speaking or acting for yourself
- It means deciding what is best for you and making sure you receive what you need
- It means knowing your rights and responsibilities and teaching others about your rights and responsibilities.



Why is self-advocacy important?

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



When will students use it?

- When they need additional accommodations.
- When they don't have access to some activity on the campus and they need to have that barrier removed.
- When they are having disability-related difficulty in a class and need some extra assistance.



How can students practice self-advocacy?

- Understand what their disability is and how it affects them
- Understand their rights and responsibilities under the Section 504 of the Rehab Act and the ADA
- Use this information to achieve goals



Choosing a college, 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.



LORAS
COLLEGE

BE MORE. BE LORAS.

Programs vs. Support Services



Programs

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

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.



The Two Week Challenge!

- Get up on your own
- Prepare your own breakfast and lunch (if you bring it to school)
- Get to school on your own
- No help with homework (due dates, etc.)
- Do your own laundry
- Get to bed at a reasonable time
- Monitor your screen time 😊
- Keep track of extracurricular activities (sports, music, drama, employment, etc.)



After the two weeks make an honest assessment of your self reliance and choose one or two things to work on each week until you are completely (or as close as possible) independent. Believe us, it will make a HUGE difference when you get to college!



- The most successful students demonstrate well-disciplined study techniques.
- They develop strict study schedules, routines, and networks.
- These students prepare, perform, and ask
- questions when necessary.
- They have found a comfortable place to study with
- sufficient light and few interruptions.
- They know when to say "no."
- With each success, these students build self-confidence.



LORAS
COLLEGE

BE MORE. BE LORAS.

Contact Information

Lynch Learning Center

Loras College

1450 Alta Vista

Dubuque IA 52001

563 588 7134