

## Parent's Role

1. Work with your child's high school teachers and support staff to understand the transition process and the differences between services in high school and in college.
2. Ensure that your child has the appropriate and required testing that a college requires to document a disability. Encourage the high school transition team to conduct updated testing prior to the student graduating from high school.
3. Learn the process for requesting accommodations on entrance exams such as the ACT or SAT. If accommodations are needed, the documentation must meet the guidelines for the testing service and should be supported by high school staff and reports.
4. Contact the admissions office of several colleges. Request information that describes the admissions process for students with disabilities (if it is different) and what services the college offers to students with disabilities. (Do not send the student's documentation to the Admissions Office.) This will give you a comparison of what other colleges offer and their requirements.
5. Have your child referred to Vocational Rehabilitation Services to determine if they meet the rehabilitation's disability guidelines. Rehabilitation Services can help with financial and equipment support for students with disabilities.
6. Work with your child to develop self-advocacy skills. Help them to articulate what their disability is and how it affects them in their life. They should be able to talk about their strengths and difficulties in a clear manner, and have an in-depth understanding of their needs.
7. Remember that it is your child's responsibility to notify the college of their disability and the need for accommodations. (It is also important to note that having received services in high school does not guarantee eligibility in college.)

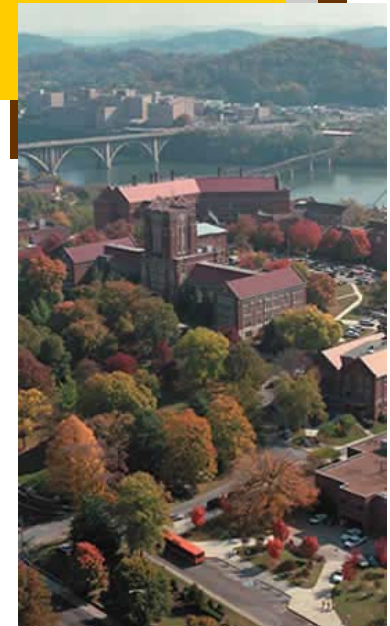
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Office of Disability Services

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## Parent's Guide: Transitioning from High School to College



## About College



Although the transition from high school to college is a challenge for any student, college life poses different challenges for students with disabilities. These students have often times received varying levels of support throughout high school, and are now expected to navigate the university on their own. In order to be successful at the post-secondary level, students with disabilities must be able to advocate for their needs, take on responsibility for their learning, and understand the requirements that they must meet in order to be successful in their educational endeavors.

As parents, it is important to understand the challenges that your child faces with transition and to support them throughout the process. The best way in which you can help your child to succeed is to help them to understand their disability, as well as their strengths, interests, and preferences. Additionally, encourage them to work closely with faculty, staff, and administrators who are here to help them succeed.

## The Importance of Self-Advocacy

Students must become proficient at realistically assessing and understanding their weaknesses, strengths, needs, and preferences. They must also become experts at communicating this information to others, including instructors and service providers. Although services will be available to them through the Office of Disability Services, students will be responsible for seeking these services as well as other support services on campus.

## Student Expectations

- Develop effective time management skills
- Develop routines and structure their environment so that they can be successful
- Know and follow attendance policies and understand the consequences if they choose not to attend class
- Work closely with academic advisors to determine an appropriate course load
- Seek out resources and assistance to manage disability and coursework

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## Quick Comparison

### Disability Laws

#### High School

- Individuals with Disabilities Education Act
- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act

#### Post Secondary

- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act

### Services

#### High School

- Services delivered to the student
- Annual review & IEP
- Regular parent contact
- Entitlement law (IDEA)
- Educational and psychological testing provided by school system

#### Post Secondary

- Eligibility for services determined after admission to the institution
- Student must seek out services
- Services based on individual needs
- No annual review or IEP
- No parent contact
- Anti-discrimination law (ADA) and Section 504

### Responsibilities

#### High School

- Identify students with disabilities
- Provide a free and appropriate education
- Modify educational programs as needed

#### Post Secondary

- Inform students of office location and procedures for requesting accommodations
- Accept and evaluate verifying documentation.
- Protect student's privacy and confidentiality
- Provide equal access to programs and services