

Differences Between High School and College

For Students with Disabilities

High School

- Schools must guarantee the academic success of the student with disabilities. In high school, students have little or no responsibility for identifying their needs and seeking help.
- Schools provide testing for disabilities.

Who is responsible

College

- Students are responsible for all aspects of identifying their needs, seeking help, and monitoring the effectiveness of their accommodations. School must guarantee equal access, but academic success is up to the student.
- Students are responsible for obtaining and providing the results of testing that documents their disabilities (documentation).

- Academic services determined yearly by IEP (a plan made by parents, professionals, and teachers).
- Parent, professionals and teachers determine when services aren't effective, and make adjustments.
- Teachers and other professionals typically provide services in the classroom setting.
- School specialists and parents inform teachers of specific services or adjustments.

Services

- Academic services determined each semester by a meeting between student and a ODS representative.
- Student must decide if their accommodations are effective and if not, must contact the Office of Disability Services to discuss concerns.
- Services may be provided at various campus locations.
- After meeting with an ODS representative and agreeing upon accommodations, students must communicate and arrange their accommodations directly with their instructors.

- Teachers monitor and follow up on classroom absences.
- School schedules student classes back-to-back during regular school hours.
- Class size usually is under 35 students.
- Extracurricular participation dependent upon academic performance.

Classes

- Students must know and follow each instructor's absence policy or pay the consequences.
- Students may choose to schedule classes at a variety of times throughout the day and evening.
- A variety of class sizes, some much larger than 35.
- Extracurricular participation not contingent upon grades.

- Teachers are responsible for students' academic success.
- Teachers monitor homework (a big part of grades).
- Teachers are responsible for identifying and working with students in academic difficulty.
- Teachers give assignments daily, offer frequent reminders, and often permit students extra time to complete their work.
- School personnel and parents alert teachers to students with disabilities in their classrooms and how to work with them.

Role of Instructors

- Students are responsible for their own academic success.
- Instructors rarely monitor homework (rarely counts in grading).
- Students must recognize when they need additional help and find the resources that provide that assistance.
- Students must read and follow the deadlines established by the syllabus (extensions on deadlines are rare).
- Students must self identify their disabilities directly with their instructors, provide the instructors disability verification information from an ODS representative, and work with each instructor to make accommodations arrangements.

- Grades may be based on many homework, tests, quizzes, papers and extra credit projects
- Teachers may use any class work or effort to determine final grade and may use different criteria for different students.

Grading

- Grades generally based upon a few exams or papers with little to no extra credit.
- Instructors' syllabi establish how grades will be assigned, including how each test, paper, etc. will count toward the final grade (in most cases, students with disabilities are graded on the same pre-determined scale).

THINGS TO PROCESS AND PRACTICE

Self Advocate

- Know what your accommodations are prior to class starting.
- Ask for a meeting with your professor. Explain what accommodations you have.
- Know your strengths and weaknesses. See what needs you have and ask for help.
- Don't assume things will be changed on their own. Be proactive!

Conflict Resolution

- Compromise – A compromise is a way for both people to get a little bit of what they want. Sometimes we have to give a little as well.
- Listen to what the other person is saying. Do not demand that only your voice be heard.
- Wait to talk until your emotions have calmed down. Do not avoid the conversation.
- Take responsibility for your actions.

Student Etiquette

- Do not barge in yelling, "I'm here!" or abruptly leave class before dismissed.
- Wait your turn to talk. Do not interrupt the professor.
- Reciprocate questions: "I'm well. How are you?"
- Arrive to class on time.

Problem Solving

- Identify the problem.
- What do you think happened & what does the other person think happened?
- What can you do to fix the problem? (Think of 3 solutions)
- What might happen if you try the solutions?
- Which solution is best?
- Try it! IF it fails try another solution that you thought of.
- What did you learn from it?

THINGS TO WORK ON FOR HOUSING

Do

Introduce yourself to your suite mate

Give personal space

Be aware of quiet hours

Be a good suite mate

Communicate with suite mate when you have an issue

Don't

Ignore your suite mate. Take some time to get to know them (potential conversation starters at the bottom)

Walk into their room without their permission

Expect silence. Others can be in room and can still be talking.

Forget to clean up after yourself (dishes, shower, laundry, etc.)

Assume your suite mate knows your frustrations. You must talk, even if you don't want to

Conversation Starters:

- My name is ... Where are you from?
- What do you like to do in your free time?
- What your favorite movie?
- What's your major?

Follow up statements:

- How long have you lived there?
- That's awesome! I like to ...
- My favorite movie is...
- My major is...



NIGHT BEFORE 1ST CLASSES CHECK LIST

- Log onto **MyGrizzlyDen** and check schedule for classroom location and class time.
- Log into your **Grizzly Student** email. There might be updates or changes you need to be aware of.
- Check **Blackboard**: See if the syllabus is posted – if so, read through the syllabus and see what is needed for the first day.
- Make sure you have all your supplies needed for class (e.g., laptop, charger, notebook/writing, book for class, planner, pencil/pen etc.).
- Set alarm(s) to wake up on time for class.
- Go to bed at least 8 hours before you need to wake up.

FIRST DAY OF CLASS

WHAT TO EXPECT



- The people sitting around you will likely be engaging in small talk. You may choose to participate or not, but if you are addressed directly, it is best to respond. (You may need to whisper if super quiet room.)
- Class may not take the whole scheduled time. It is likely your professor will simply go over the syllabus, and outline course/classroom expectations. You may have to participate in an icebreaker activity, you may be assigned a partner or a group for that course. Classmates may ask for contact information on this day as well.

Potential First Day Conversation Topics:

- Where are you from?
- What's your major?
- What dorm are you in?
- Have you gotten books/supplies for whatever class you are in?
- What other classes are you taking?
- Have you heard anything about this class? Easy/hard/lots of work/professor?

Do's and Don'ts

- Do get your materials ready as soon as you sit down.
- Do not interrupt the professor. Wait until he/she asks for questions to speak.
- Do write down your questions as the professor will likely have time at the end for questions.
- Do wait for the professor to officially end class before leaving.
- Do introduce yourself to your professor after class and disclose your diagnosis as you feel comfortable or ensure your professor received your letter of accommodations.
- Don't ask more than three questions – if you have more questions, email your questions or wait to talk with the professor after class or during his/her office hours.

FIRST DAY OF CLASS

CHECK LIST



- Wake up on time.
- Complete your morning personal care routine (e.g., shower, medications, breakfast etc.).
- Leave your room with enough time to make it to class 5 min. early.
 - If you have a strong preference for where you sit in class, aim to be there 10-15 minutes early.
 - If there is a class in your assigned classroom before your class starts, wait patiently for the class to end, and everyone to exit the room.
- Turn volume off on phone/laptop.
- Bring water bottle to class.
- You may want to use the bathroom before class or figure out where the closest bathroom is if it is a long class, and you'll need to get up quickly.
- Pull up Glean and get ready to record.