



# DISABILITY SUPPORT SERVICES

## MONTANA STATE UNIVERSITY BILLINGS

### *Differences Between High School and College for Students with Disabilities*

*High School*

*College*

#### **Applicable Laws**

- IDEA 2004 (Individuals with Disabilities Education Act)
- Section 504, Rehabilitation Act of 1973

**Intention of IDEA is educational success.**

- ADA (Americans with Disabilities Act of 1990, Title II)
- Section 504, Rehabilitation Act of 1973

**Intention of ADA is equal access.**

#### **Documentation**

- IEP (Individual Education Plan) and/or 504 Plan.
- School pays evaluation expenses.
- Eligibility by IDEA category

- Documentation should include complete diagnostic testing results.
- Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations.
- Student pays evaluation expenses

#### **Student Role**

- Student identified by the school.
- Primary responsibility for arranging accommodations belongs to school.
- Teachers approach you if they believe you need assistance.

- Student self identifies.
- Student has primary responsibility for self-advocacy and arranging accommodations.
- Professors expect students to seek help if needed.

#### **Parental Role**

- Parent has access to student records.
- Parent participates in the process.
- Parent advocates for student.

- Parent does not have access to student records without written consent from student.
- Student advocates for self.

#### **Instruction**

- 25---30 hours a week in the classroom
- Emphasis on in class learning is primary.
- Independent reading and study are limited.
- Learning is teacher focused.
- Teachers may modify or alter curriculum and/or pace of assignments.
- Reading assignments are short.
- Teachers direct students step by step with frequent reminders.
- Expectation of limited volume of writing while still learning writing process.

- 12---15 hours a week in the classroom
- Emphasis on independent reading and study time.
- Learning is student centered.
- Instructors not required to modify design or alter assignment deadlines.
- Substantial reading assignments and out of class research/study.
- Expectation of frequent independent review of class notes, text, and research.
- Expectation of substantial volume of proficient writing.

### **Tests**

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| <ul style="list-style-type: none"><li>➤ IEP or 504 plan may include modifications to test format and/or grading.</li><li>➤ Testing is frequent and covers small quantity of material.</li><li>➤ Teachers often take time to remind you of due dates and assignments.</li></ul> | <ul style="list-style-type: none"><li>➤ Grading and test format changes are generally not available.</li><li>➤ Accommodations to HOW tests are given are available (extended time, reader, breaks w/o study).</li><li>➤ Testing often infrequent, covers large amounts of material, and may be cumulative.</li><li>➤ Makeup tests frequently not an option.</li></ul> |
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### **Grades**

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| <ul style="list-style-type: none"><li>➤ Many assignments and tests are offered.</li><li>➤ No assignment carries major course weight.</li><li>➤ Teachers frequently go over grades, due dates, and expectations.</li></ul> | <ul style="list-style-type: none"><li>➤ There may be very few assignments.</li><li>➤ Each assignment may carry significant weight in the final grade.</li><li>➤ Long term assignments are common.</li><li>➤ Students expected to read, save, and consult the course syllabus.</li><li>➤ Faculty give very little in the way of reminders.</li></ul> |
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### **Study Responsibilities and Student Expectations**

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| <ul style="list-style-type: none"><li>➤ Tutoring and study support may be a service provided as part of an IEP or 504 plan.</li><li>➤ Time and assignments are structured by others. Daily schedule generally follows a consistent routine.</li><li>➤ Study expectations may be as little as 0---2 hours a week and is generally last-minute test preparation.</li><li>➤ Students are not expected to learn or study information beyond what is covered in class and assigned.</li><li>➤ Assimilation of information is generally provided by the teacher and often provided in a consolidated review or study guide.</li><li>➤ Function with tremendous structure, guidance, and specific proscribed direction</li></ul> | <ul style="list-style-type: none"><li>➤ Tutoring DOES NOT fall under Disability Services. Students have a variety of academic tutoring opportunities available.</li><li>➤ Students must manage their own time and complete assignments independently.</li><li>➤ Daily schedule is not consistent and may have large blocks of time with no classes/labs.</li><li>➤ Study expectations are 2---3 hours outside of class for each hour spent in class.</li><li>➤ Pursuit of inquiry and research is expected.</li><li>➤ Assimilation of information (notes, reading, research) is the student's responsibility.</li><li>➤ Function autonomously (independence and self-sufficiency expected)</li></ul> |
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*Source: Julia Timmons, University of Lynchburg*