

Moving on from High School

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What are your options after high school?

- Community College/Technical School (e.g. Trident Tech; ACBA)
- Public College/University (e.g. Winthrop)
- Private College/University (e.g. Anderson)
- Military Service
- Employment
- [Gap Year](#)

See pages 8-11 of [Hitting the Open Road After High School](#)

Who can assist you in becoming more independent?

- Teachers
- Guidance Counselors
- Family Members
- Counselors (e.g. therapist)
- Organizations:
 - [Vocational Rehabilitation](#)
 - [Commission for the Blind](#)
 - [MUSC Project REX](#)
 - [ABLE SC](#)
 - [AccessAbility](#)
 - [Assistive Technology Program](#)

General questions you should start thinking about.

- What are your strengths (academic and non-academic)?
- What are your difficulties (academic and non-academic)?
- What interests do you have?
- What skills can you improve upon?
- Can you name and describe your disability?
- Do you know how you learn best?
- Do you seek assistance when you need it?
- Do you think you're college-ready? (we'll address this a little more in slide 6)

College-related questions you should start thinking about.

- Do you want to go to a college that has a small, medium, or large student population?
- Do you want to go to a school close to home or far away?
- Do you have disability-related documentation from a professional that describes your disability?
- What kinds of accommodations might you request in college and why?

Accommodation	Rationale
Extended time for tests and quizzes	Difficulty processing information quickly

- Do you use any kind of accessible/assistive technology (e.g. Livescribe Pen; Kurzweil)?
- What might you like to study in college?
 - Have you volunteered in that field while in high school?

Major Skills Needed by Beginning College Students

Classroom Preparation

- Study habits & other academic skills
- Organized
- Understands classroom etiquette

Social Skills

- Interacting appropriately with teachers, staff, and students
- Dealing with criticism, feedback, rejection
- Peer Pressure

Independent Living Skills

- Structuring environment
- Use of leisure time
- Basic ADLs (e.g. transportation, laundry)

[Adapted from Technology for Transition: College Planning SUNY at Buffalo \(1979\) /
Life After High School – College Autism Spectrum \(YouTube Video – Jane Thierfeld Brown\)](#)
(location in video: 21.55)

Factors for College Success

1. Resilience
2. Social Communication/Interaction
3. Executive Function
4. Self Regulation
5. Academic Ability

[Life After High School – YouTube video](#) (same link from slide 6, location in video 24:48)

Differences within the Postsecondary Level

Landmark College / Beacon College	University of CT / Clemson University **	College of Charleston ** / Furman University	Coastal Carolina ** / College of St. Rose** (NY)
<p>College that enrolls only students with disabilities (LD, AD/HD, ASD).</p>	<p>Office designated by College to ensure access for students with disabilities (like any other public or private institution).</p> <p>Other campus supports available for all students (e.g. Tutoring Center).</p> <p>Additional program(s) through Disability Services that goes beyond the legislative mandates (e.g. providing equal access). The program(s) may or may not be fee based.</p>	<p>Office designated by College to ensure access for students with disabilities (like any other public or private institution).</p> <p>Other campus supports available for all students (e.g. Tutoring).</p> <p>No additional program(s) through Disability Services.</p>	<p>Office designated by College to ensure access for students with disabilities (like any public or private institution).</p> <p>Other campus supports available for all students (e.g. Tutoring).</p>

**Program (separate from DS) available for students with intellectual disabilities.

[Think College](#)

Q&A with Students

1. True or False: I must disclose my disability during the Application/Admissions process.
2. True or False: When I am exploring colleges, I should visit the Disability Services office.
3. True or False: I must register with Disability Services because I have a disability.
4. True or False: It is important to know all the campus resources available at the college I'm hoping to attend.
5. True or False: I should try to get involved in a campus club or organization when I go to College.
6. True or False: The use of accommodations has been associated with higher GPA's and higher graduation rates.

Q&A for all (with rationale included) begin on slide 16

[Transferring to Another College or University \(applicable for high school students – on this page look for the links under “Transfer Guides” section\)](#)

[Transition to College Resources](#)

Q&A with Students and Family

1. True or False: It is important to review the Disability Services website, or inquire in-person, phone, or email about what kind of disability-related documentation is required of admitted students who are requesting accommodations.
2. True or False: It is important to learn about course substitutions (e.g. foreign language).
3. True or False: A disability services staff member can always talk with a current student's family member (or other designee) when they call about their student.
4. True or False: Special education laws (e.g. IDEA) continue to apply for students when they are in college.
5. True or False: Accommodations received in college will likely differ from those received in high school.
6. True or False: Family members should be aware of all the campus resources available.

Q&A for all (with rationale included) begin on slide 16

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[Transition to College Resources](#)

Who is the Driver?



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In high school...

- **Teachers**
- **Family members**
- **Counselors**
- **Coaches**
 - In coordination with the student

In college...

- **The Student**
 - In coordination with:
 - Professors
 - Disability Services professional
 - College staff (e.g. Academic Advisor)
 - Peers
 - Family
 - Treatment provider (if applicable)

What is an important take away (or 2) for you from this presentation?

Resources Identified Throughout Presentation

[Gap Year](#)

[Hitting the Open Road After High School](#)

[Vocational Rehabilitation](#)

[Commission for the Blind](#)

[MUSC Project REX](#)

[ABLE SC](#)

[AccessAbility](#)

[Assistive Technology Program](#)

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Additional Resources

[National Center for College Students with Disabilities \(NCCSD\)](#)

[Making the Transition from High School to College for Students with Disabilities](#)

[IDEA v Section 504/ADA](#)

[High School v College](#)

[Children's Resource Group \(Educational Resources section of website\)](#)

Contact Information

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Answers/Rationale for Q&A for Students

- **I must disclose my disability during the Application/Admissions Process.**

Answer: False

Rationale: Disclosure of disability is a personal decision and a prospective student is not obligated to self-identify prior to admission. Although you are not required to disclose your disability, it may be helpful to do so if it explains other material in your application.

For more information: [Protection & Advocacy for People with Disabilities: The Rights of College Students with Disabilities](#)

Answers/Rationale Continued - Student

- **When I am exploring colleges, I should visit the Disability Services office.**

Answer: True

Rationale: Visiting the Disability Services office will provide you with the opportunity to familiarize yourself with where the department is located, the individuals who you'll be working with, and most importantly how they can assist you as a student.

For more information: [7 Things to Know about College Disability Services](#)

Answers/Rationale Continued - Student

- **I must register with Disability Services because I have a disability.**

Answer: False

Rationale: Self-identifying as a student with a disability is a personal choice. If you anticipate needing accommodations due to your disability (e.g. academic-related; housing), you should consider connecting with the Disability Services office.

For more information: [Choosing whether or not to register with Disability Services](#)

Answers/Rationale Continued - Student

- **It is important to know all the campus resources available at the college I'm hoping to attend.**

Answer: True

Rationale: While the Disability Services office may be one office you use, it's not the ONLY resource you should use. Knowing the resources available will hopefully allow you to navigate many aspects of the campus more confidently.

For more information: [The most underutilized campus resources you should use](#)

Answers/Rationale Continued - Student

- **I should try to get involved in a campus club or organization when I go to college.**

Answer: True

Rationale: Participating in clubs/organizations is a big part of college life, and it can serve many purposes: social opportunities; personal development; enhancement of leadership skills.

For more information: [Campus Life: Joining clubs and organizations](#)

Answers/Rationale Continued - Student

- **The use of accommodations has been associated with higher GPA's and higher graduation rates.**

Answer: True

Rationale: Students who access the resources available, such as accommodations, are likely good self-advocates. These students likely use other resources to ensure they are successful (tutoring; professor office hours; career center; study groups; academic advising, etc.).

For more information: [Transitioning to Life After High School](#)

Answers/Rationale for Q&A - Students & Family

- **It is important to review the Disability Services website, or inquire in-person, phone, or email about what kind of disability-related documentation is required of admitted students who are requesting accommodations.**

Answer: True

Rationale: This is important because each college's disability services office you're exploring might have slightly different disability-related documentation guidelines. Don't assume that the documentation your high school has provided will suffice. Also, while you might submit an IEP or 504 Plan it might not suffice in regard to documentation because that is a K-12 documentation and no longer relevant once a student moves onto college.

For more information: [College Planning for Students with Disabilities](#)

(specifically page 21)

Answers/Rationale Continued - S&F

- **It is important to learn about course substitutions/alternatives (e.g. foreign language).**

Answer: True

Rationale: Colleges have a right to set their own standards. If you/your student cannot do foreign language or cannot do math, for example, you need to talk with the Disability Services office about this and see if they offer substitutions/alternatives and what the process is of requesting/obtaining them.

For more information: [Advice on Math and Foreign Language Requirements for Students with Disabilities](#)

Answers/Rationale Continued - S&F

- **A disability services staff member can always talk with a student's family member (or other designee) when they call about their student.**

Answer: False

Rationale: The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that affords students certain rights regarding their education records. Education records are broadly defined as those records, files, documents and other materials that contain information directly related to a student and are maintained by the college. For the purposes of FERPA, the college considers all students to be independent. Students can sign and submit a FERPA release specific to DS, for example, and designate an individual whose contact might be appropriate in regard to collaboration (e.g. therapist; family member).

For more information: [FERPA](#)

Answers/Rationale Continued - S&F

- **Special education laws (e.g. IDEA) continue to apply for students when they are in college.**

Answer: False

Rationale: Special education laws (ensuring success) do not apply once a student enters college. The laws protecting individuals with disabilities, such as the Americans with Disabilities Act and Section 504 of the Rehabilitation Act ensure access.

For more information: [Preparing for college](#); [Differences between K-12 and College](#)

Answers/Rationale Continued - S&F

- **Accommodations received in college will likely differ from those received in high school.**

Answer: True

Rationale: In high school students might have modified assignments (e.g. complete 2 papers instead of 3) or the ability to turn in assignments late. Students with disabilities must meet and maintain the same standards like every other student so accommodations such as these are very likely inappropriate.

For more information: [Modifications v Accommodations](#)

Answers/Rationale Continued - S&F

- **Family members should be aware of all the campus resources available.**

Answer: True

Rationale: At many orientations for new students, a separate program dedicated for family members is available. When family members are aware of the resources available they can more easily/confidently direct their students to what is available. A family member can explore with the student what steps they can take in receiving assistance and what resources might be appropriate to use.

For more information: [Impact of Family Involvement](#)