

DIFFERENCES BETWEEN HIGH SCHOOL & COLLEGE FOR STUDENTS WITH DISABILITIES

HIGH SCHOOLS	COLLEGE
LEGAL	
<ul style="list-style-type: none"> ❖ Services provided under IDEA or Section 504 ❖ School district responsible for identifying and evaluating disability at no cost to student or family ❖ School district/state responsible for costs involved in accommodations ❖ School district required to provide comprehensive program 	<ul style="list-style-type: none"> ❖ Services provided under Section 504 and the ADA ❖ Self-identification and documentation are required ❖ Student must pay cost of evaluation ❖ Post-secondary institution responsible for costs involved in providing accommodations and/or essential auxiliary aids based on documentation of disability ❖ Post-secondary institution not legally required to provide special programs with comprehensive support services
ACADEMIC ENVIRONMENT	
<ul style="list-style-type: none"> ❖ Instruction more experimental ❖ Student learns by doing and experiencing ❖ Teachers adapt based on students population and individualized attention is given ❖ Teacher/Parents monitor progress of student ❖ IDEA's "Least Restrictive Environment" ❖ Mainstreaming 	<ul style="list-style-type: none"> ❖ Instruction often provided via lecture ❖ Lecture may cover different information than textbook ❖ Instructors rarely suggest ways to learn material ❖ Effective reading comprehension skills more important ❖ Few visual and study aids provided ❖ Identifying main ideas more important ❖ Effective communication skills more important ❖ Student must independently seek additional and supplementary sources or information ❖ Student needs to self-monitor progress ❖ Paying attention in class more important ❖ Studying more important
<ul style="list-style-type: none"> ❖ Most classes meet every day ❖ Most classes have 25-30 students 	<ul style="list-style-type: none"> ❖ Classes meet less often ❖ Much less direct teacher contact ❖ Less time in the classroom ❖ Classes have from 20-500 students (at most colleges)
<ul style="list-style-type: none"> ❖ IEPs completed by teacher, therapist, & parents ❖ Student relies on external motivators 	<ul style="list-style-type: none"> ❖ Self-evaluation of progress ❖ Motivation must be internalized
<ul style="list-style-type: none"> ❖ Tasks more structured ❖ Step by step instructions given ❖ An Aide is sometimes provided (when parents ask) ❖ Grades based on a variety of activities 	<ul style="list-style-type: none"> ❖ Tasks less structured ❖ Student held responsible for developing a method to complete tasks ❖ Grades based on fewer tasks or larger projects ❖ Harder work required for earning a grade of A or B ❖ Simple completion of an assignment often earns a grade of C or lower ❖ Semester grades sometimes based on two or three test scores ❖ More major writing assignments ❖ Student must be flexible and learn at pace established by instructors
<ul style="list-style-type: none"> ❖ Teachers more readily prepare students for exams ❖ Exams tend to be objective ❖ Just memorizing facts may be sufficient to pass test 	<ul style="list-style-type: none"> ❖ Exam questions more difficult to predict ❖ Exams require more writing and essay exams more common ❖ Less frequent exams cover more information
<ul style="list-style-type: none"> ❖ Teachers trained in teacher education programs ❖ Homework requires limited time ❖ Homework assigned on a day to day basis 	<ul style="list-style-type: none"> ❖ Instructors trained in content/skill areas ❖ Student spends two to four hours doing homework for every hour spent in class ❖ Long-range comprehensive assignments given