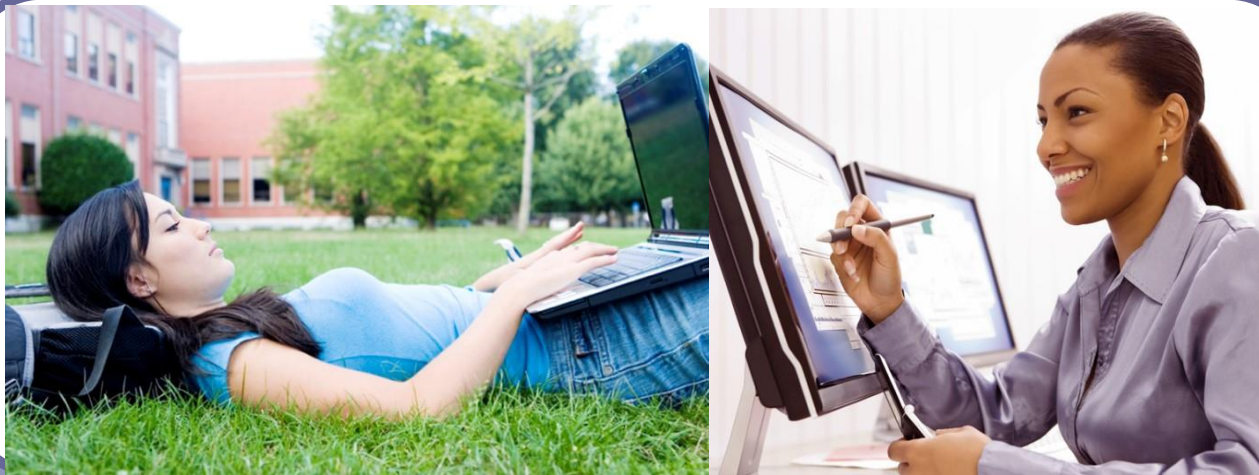


# ***Life After High School: Finding a Good Fit for Students who Learn Differently***



# Foundations

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- Consider student's academic, emotional, and social needs in selecting colleges
- A good overall fit is extremely important for students with learning differences
- The college search should be a student-driven process



# Are you concerned about...

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- Poor organization
- Procrastination
- Poor social skills
- Weak reading or math skills
- Impulsivity



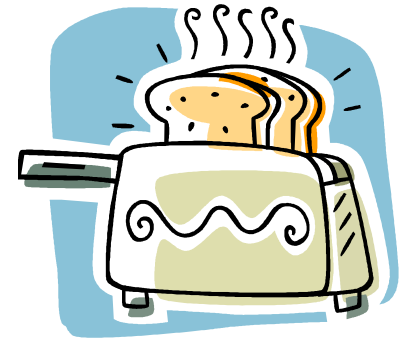
If so, you are in the right place!



# Life Skills

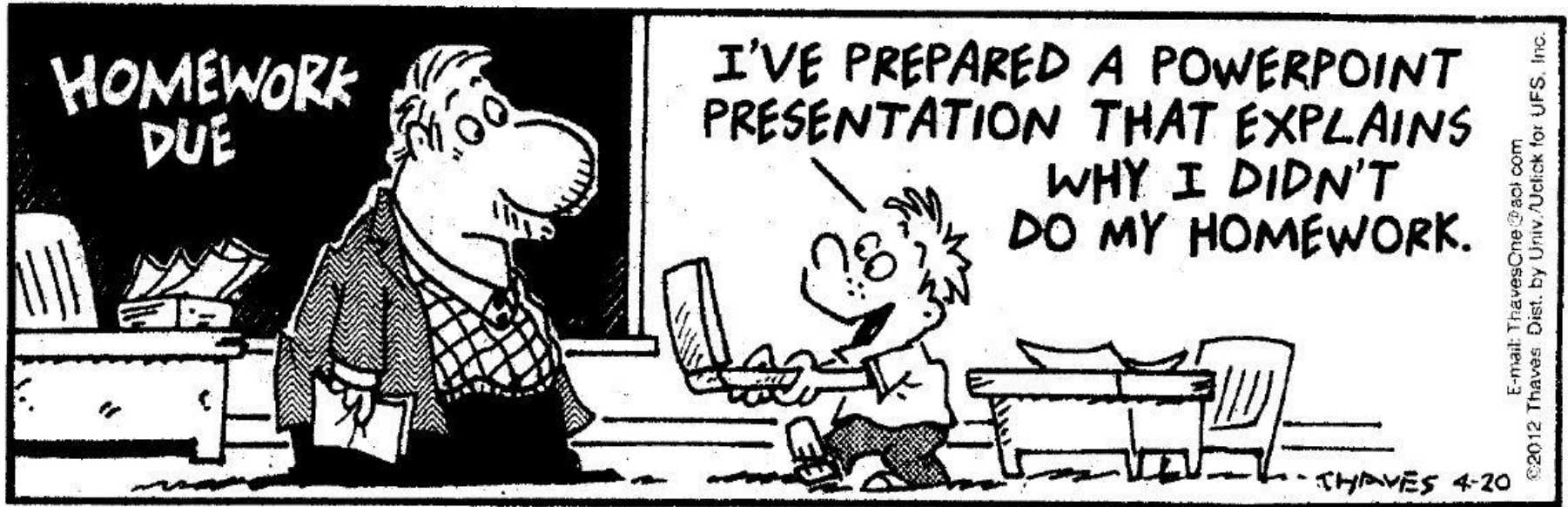
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- Waking up
- Laundry
- Meals
- Medications
- Money management



# College Ready?

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# **IDEA vs. ADA/Section 504**

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## **Individuals with Disabilities Education Act K–12 Education**

Children with disabilities have the right to a free appropriate public education  
(FAPE)

## **Americans with Disabilities Act Section 504 of the Rehabilitation Act (1973) Postsecondary Education and Workplace**

Protects qualified individuals from discrimination based on their disability  
(provides access)



## High School vs. College

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- IEP, 504 Plans and Accommodations Plans do NOT follow a student to college
- Need full psychoeducational testing to receive services and accommodations after high school
- Student must act as self-advocate; parents not involved beyond initial meeting



# Psychoeducational Testing

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- Documentation requirements
  - Full battery of testing
  - WAIS-IV (16+ years old)
  - Tests of Achievement
  - Specific rationale for math and foreign language exemption/substitution

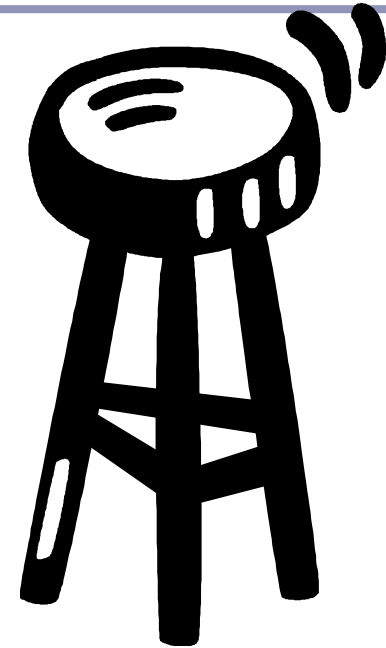




# College Readiness

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- **Academic** ability
- **Emotional** regulation
- **Social** skills



*Think: Three Legged Stool*



# Determining Priorities

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- What is important to the family? The student?
  - Size, Location of College
  - Type of Learning Environment
  - Type of Community
  - Level of Support and Structure
  - Specific Accommodations and Services



# Best Learning Environment

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- Hands-on, experiential learner
- Internship, co-op experiences
- Interactive classes (bored in lecture-style)
- Ability to have reduced course load
- Priority registration
- Benefit from carefully chosen professors



# Postsecondary /Transitional Programs

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- Independent Living Skills Programs
- Two Year Colleges
- One Year Transitional Programs
- Post-Graduate Year
- Summer Programs
- Gap Year



## Alternative “Next Steps” to College

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- Postsecondary Programs
  - College Internship Program (MA, FL, IN)
  - Mansfield Hall (VT, WI & OR)
  - Institute for Collegiate and Career Studies (NY)
- Two Year Colleges
  - Vermont Technical College
  - Penn College of Technology
- Summer Programs
  - Landmark College
  - Beacon College
  - College Internship Program





# Gap Year Programs

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- Travel/Community Service/Internships
- Goals of Gap Year
  - Leadership
  - Self-confidence
  - Social skills
  - Emotional growth
  - Independence



# Spectrum of Support in College

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Know what your child needs:

- Basic ADA compliance
- Moderate support services
- Comprehensive support programs
- Social/life skills support programs



# Colleges with Moderate Support

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Some examples are:

- McDaniel College (MD)
- Longwood University (VA)
- Lynchburg College (VA)
- Susquehanna University (PA)
- Guilford College (NC)
- Clark University (MA)





# Colleges with Comprehensive Programs

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Some examples are:

- Dean College (MA)
- Adelphi University (NY)
- Fairleigh Dickinson University (NJ)
- Mercyhurst University (PA)
- Lynn University (FL)
- McDaniel College (MD)



# Programs for Students with ASD

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These programs include a social skills development component:

- Rochester Institute of Technology (NY)
- University of Connecticut
- Adelphi University (NY)
- Fairleigh Dickinson University (NJ)
- Mercyhurst University (PA)
- Davis and Elkins College (WV)



## **Colleges Exclusively for Students who Learn Differently**

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- Landmark College (Putney, VT)
- Beacon College (Leesburg, FL)

**That's all!**



# **#1 Reason for Student Success**

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Meeting on a regular basis throughout the semester with a learning specialist who can help the student manage his/her workload and can reduce the likelihood of a downward spiral



# Summary

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- Question and Answer Period

