Gearing Up For College:
“You’re Not in High School Anymore...”
High School vs. College Life

NOW SHOWING:
Fast Times at Transition High

COMING SOON:
The Freshman
Top Ten Ways to Prepare for the College Transition

1. Actively use assistive technology.
2. Always use organizational strategies.
3. Each day, use time management strategies.
4. Use learning strategies and accommodations.
5. Effectively use test preparation and test-taking strategies.
6. Effectively self-advocate [understand and describe your learning strengths and weaknesses (including areas of disability)].
7. Understand and describe your legal rights and responsibilities as a student with a disability.
8. Seek help when necessary, including utilizing appropriate disability services.
9. Effectively advocate for yourself and your needs.
10. Take responsibility for your own learning.
Self-Advocacy

Independence

Future Planning

Assistive Technology
Opening Doors to Postsecondary Education and Training
Planning for Life After High School
<table>
<thead>
<tr>
<th><strong>LAWS AND RESPONSIBILITIES</strong></th>
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<tbody>
<tr>
<td><strong>HIGH SCHOOL</strong></td>
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<tr>
<td>1. Students receive special education and related services to address needs based on an identified disability.</td>
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<td>2. Individuals with Disabilities Education Act (IDEA), Free Appropriate Public Education (FAPE).</td>
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<table>
<thead>
<tr>
<th><strong>STUDYING</strong></th>
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<td><strong>HIGH SCHOOL</strong></td>
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<tr>
<td>1. Study time outside of class may vary (may be as little as 1-3 hours per week).</td>
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<tr>
<td>2. Instructors may review class notes and text material regularly for classes.</td>
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<td>3. Students are expected to read short assignments that are discussed and retaught.</td>
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## Testing

<table>
<thead>
<tr>
<th><strong>High School</strong></th>
<th><strong>Postsecondary</strong></th>
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<tbody>
<tr>
<td>1. Testing is frequent and small amounts of material are covered.</td>
<td>1. Testing is usually infrequent (2-3 times a semester). Tests may be cumulative and cover large amounts of material. Hint: you need to organize material to prepare for tests. Some classes may require only papers and/or projects instead of tests.</td>
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<tr>
<td>2. Make-up tests may be available.</td>
<td>2. Make-up tests are seldom an option and may have to be requested.</td>
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<td>3. Test dates can be arranged to avoid conflicts with other events.</td>
<td>3. Usually, scheduled tests are without regard to other demands.</td>
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<td>4. Teachers frequently conduct review sessions emphasizing important concepts prior to tests.</td>
<td>4. Faculty rarely offer review sessions; if so, students are expected to be prepared and to be active participants, or find study groups.</td>
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## Grades

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<th><strong>High School</strong></th>
<th><strong>Postsecondary</strong></th>
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<tr>
<td>1. Grades are given for most assigned work.</td>
<td>1. Grades may not be given for all assigned work.</td>
</tr>
<tr>
<td>2. Good homework grades may assist in raising your overall grade when test grades are lower.</td>
<td>2. Tests and major papers make up the majority of your grade.</td>
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<td>3. Extra credit options are often available.</td>
<td>3. Generally speaking, extra-credit options are not used to raise a grade.</td>
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<tr>
<td>4. Initial test grades, especially when low, may not have adverse effect on overall grade.</td>
<td>4. First tests are often “wake up” calls to let you know what is expected. Hint: watch out! They may account for a substantial part of your final grade. Contact the instructor, academic advisor, or student accessibility personnel if you do poorly.</td>
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<tr>
<td>5. Graduation requirements may be met with a grade of D or higher.</td>
<td>5. Requirements may be met only if the student’s average meets departmental standards. Hint: generally a 2.0 (C) or higher. Specific degrees may have higher minimum GPA requirements.</td>
</tr>
</tbody>
</table>
Some other **BIG** Differences Between High School and College

- You spend less time in class
- You spend more time studying outside of class (hopefully)
- You have more reading
- You have fewer tests
- You might not be reminded of due dates and exams
- You might live and study in the same place
- Classes are bigger
- Instructors don’t tell you exactly what’s on the test
More **BIG** Differences Between High School and College

- More team/group assignments with meetings outside of class
- Attendance may/may not be required
- No extensions on due dates
- Participation affects grades
- Fewer reasons for excused absences
- You are responsible for your own learning & behavior
- You only have a certain instructor for a few months
- Instructors don’t tell you exactly what notes to take
- You can drop a class
WHAT DID WE COVER IN CLASS LAST WEEK?
IT'S IN THE SYLLABUS.

WHAT'S YOUR LATE HOMEWORK POLICY?
IT'S IN THE SYLLABUS.

WHEN ARE YOUR OFFICE HOURS?
IT'S IN THE SYLLABUS.

HOW WILL MY GRADE BE COMPUTED?
IT'S IN THE SYLLABUS.

IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.
WWW.PHDCOMICS.COM
Reasonable Accommodations

Exams/Quizzes
- Extended Time (1.5x)
- Low distraction room
- Computer for essay questions

Sign Language Interpreting
- Media Captioning

Note-taking
- Volunteer or paid note-takers
- Technology ex: Smart Pen, digital recorder, or laptop

Classroom Accommodations
- Preferential seating
- Chair/Table/Desk adjustments
- In class Aids (case by case)

Alternative media
- Kurzweil 3000/Firefly
- Large Print
- Braille
- E-text

Assistive Technology
- Adaptive Computer Lab
  - Dragon Naturally Speaking
  - ZoomText
  - Adaptive workstations
## What’s Not Allowed

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Modified curriculum</td>
<td>Modified grading</td>
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<tr>
<td></td>
<td>Notes for tests</td>
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<tr>
<td>Retaking exams</td>
<td>Extended time on assignments</td>
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<tr>
<td>Modified assignments</td>
<td>Provision of one-to-one out of class aides</td>
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Parents and Teachers...This is for you!

- Educate the student about his/her strengths as well as weaknesses or areas of disability.
- Provide opportunities for the student to effectively self-advocate by being able to explain his/her accommodation needs to teachers and others.
- If accommodation needs are being taken care of by parents and teachers, begin to consider other options, including assistive technology.
- Student should take a college preparatory curriculum.
Parent and Teachers... Ways to Help (cont.)

1. Student should be involved in at least one extra-curricular activity
2. Student should take advantage of mentorship, internship or other work experiences
3. Review the requirements for admission into the college(s) that the student is interested in with the student.
4. Review the documentation requirements and procedures to apply for disability services at the college(s) the student is interested in with the student.
5. Look at the college as a whole to ensure the best fit for the student (not just at disability services).
Other major changes

- You may be living on your own for the first time...Dorm life!
- You may have a job
- You may be making new friends
- You may be in a relationship
- You may be in a new setting/city
- You may be involved in lots of extra activities
- You may be managing your own finances for the first time
Next Steps for Success

Identify your particular strengths. And the stuff that is hard too...

- Time management
- Procrastination
- Reading skills
- Note-taking skills
- Test-taking skills
- Motivation
- Test anxiety
- Comprehension issues

Develop a plan for attacking each area!
What is the Right Fit For You?

1. Talk with people who know you best and who have graduated from a college or university (e.g., parents, siblings, teachers).
2. Meet with your guidance counselor to help you explore options and review college/university information online.
3. Attend college and university fairs at your high school or in the community.
4. Visit the college and university campuses you are most interested in or take a virtual tour on their Web sites if you aren’t able to visit all of your choices.
5. Contact the admissions office of the college or university you are interested in attending.
6. Talk to students with disabilities who are currently enrolled in a college or university.
Questions?