

ANDOVER HIGH SCHOOL COUNSELING DEPARTMENT



**COLLEGE ADMISSION PROCESS
Information for Students with Disabilities**

Information for Students with Disabilities

The College Search Process

Most students don't start the search process in earnest until junior year. But there is work to be done before that even if you are not ready to look at specific schools. By freshman year, students should make the basic decision about going to college or not (or at least keeping options open.) Make sure to work with your guidance counselor to plan appropriate courses, pay attention to prerequisites and any course sequencing unique to your schedule.

Begin thinking about the basic issues like size, location, liberal arts or more professional focus.

- 1 Making good decisions involves lots of thinking and reevaluation as you move through your high school career. You need to continually think about:
- 2 What courses you like and don't like and why?
- 3 What you want to study, what you would rather avoid?
- 4 Strengths and weaknesses and what this means about choice of academic program. If you hate math you will probably not succeed in an engineering program.
- 5 How you learn best? Will you be better off in a big school or a small school, living at home or away, etc.?

It is important to get feedback from people who know your academic performance like teachers, guidance counselors and parents.

A question unique to students with disabilities is what type of accommodations and how much support will you need in college. Colleges are obliged not to discriminate against students with disabilities. Colleges must provide reasonable classroom and testing accommodations. They are not obligated to provide special programs for students with disabilities, although some may choose to do so.

Students and their families need to make a realistic needs-assessment that balances the student's preferences, needs, and cost. There are colleges that focus on attracting and serving students with learning disabilities by providing special classes, support groups and auxiliary services. Some schools offer extra services for students with mobility impairments like curbside wheel chair repair. How important are such services to your comfort and success? Is there a college with these services that also has the academic program you want?

Most colleges do not have special programs. They provide classroom and testing accommodations for students with documented disabilities. Typical services include: extended test-taking time, note-takers, readers, scribes. Some colleges provide tutoring services in basic writing, math and other content areas. Some provide assistance with time management and study skills.

Which model—specialized support programs for students with disabilities or classroom and testing accommodations—is right for you?

Getting Ready for College

An Interactive Worksheet for Parents and Students

1. Putting yourself in the driver's seat.

Make a list of the things that your parents have helped you with regarding your learning disability:

1. _____
2. _____
3. _____
4. _____

Are you ready to take over these responsibilities? Yes or No

What do you need to know to take over?

What habits will you need to develop to take them over?

2. What school accommodations do you receive now? What's in your IEP or 504 Plan?

1. _____
2. _____
3. _____
4. _____

3. What accommodations do you think you'll need in college?

1. _____
2. _____
3. _____
4. _____

Do you know what kinds of accommodations are available in college?

What is and is not the responsibility of the college?

4. Are you prepared to advocate for what you need?

Can you explain, clearly, how you are affected by your learning disability?

Do you know the best way that you can demonstrate your knowledge?

- 1—Written essay exam
- 2—Multiple-choice exam
- 3—Oral exam
- 4—Take home exam (more common in college is an open book essay exam)

What should your professor know about you in order to help you?

5. Effective self-advocacy.

- 1 Take responsibility for your ADD or LD -don't use it as an excuse.
- 2 Engage in creative problem solving with your professor.
- 3 Explain, in advance, the types of difficulties you encounter.
 - Such as "going blank" during tests
 - Such as having difficulty putting your thoughts in writing
- 4 Form a working relationship with your professor at the beginning of the semester—don't wait until you're in trouble.
- 5 Use email to communicate. Keep your professor up to date if you're having trouble with an assignment.

6. Making the choice that's right for YOU.

It is essential that you research colleges to find the school that is the right match for you. The "name brand" of the school or the success of the football team will not provide the accommodations you need. It is also difficult to resist the temptation to go where your friends are going. Make sure the school you choose provides for your specific needs.

Most Common Pitfalls of Entering College Students with ADD/LD

1. Instant cure—I don't need any help any more.
2. Unrealistic Expectations—take a load that's too heavy
3. Poor Time Management—"crash and burn" syndrome
4. Up all night, sleep until noon
5. Partying and its aftermath
6. Not taking meds or running out of meds

Assessing Services At A College

By Kathleen G. Nadeau, Ph.D.

Questions to Ask:

- 1 Is the director of the Office of Disabled Student Services (DSS) a specialist in ADD and/or LD?
- 2 *How* many students with ADD or LD are registered with the DSS office?
- 3 How long has the support program for students with ADD and LD existed on campus?
- 4 *How* long has the current director been in place?
- 5 Is there a formal LD program available for students on campus?
 - Does the student have to make a separate application to this program?
 - Are there additional costs associated with this program?
- 1 Is there an ADD specialist or special services for ADD students? Is there an ADD student support group on campus?
- 2 Is there a faculty education program to familiarize the faculty with the needs of students with ADD or LD?
- 3 What kind of accommodations does the school offer students with special needs?
- 4 Is specialized tutoring available for students with LD?
- 5 Are there seminars or courses for students with ADD and LD that teach study skills or self-advocacy skills?
- 6 Does the DSS office facilitate documentation and communication of the student's disability and needs to each professor?
- 7 How complicated is the procedure a student must follow to obtain alternative testing (extended time or on a computer)?
- 8 Is there a specialist on campus who teaches planning, organizational and study skills?
- 9 Is ADD coaching available through the student disability office?
- 10 Are there experienced professionals in the community who can provide ongoing treatment—medication and psychotherapy for ADD?
- 11 Does the school offer specialized academic advising through the DSS office for students with ADD and LD?
- 12 Does the DSS office help students to identify faculty members who are knowledgeable about and sympathetic toward the needs of students with ADD and LD?
- 13 Does the DSS office help to mediate disputes between student and professor regarding rights and accommodations?
- 14 What is the school's policy toward course substitution when a student's disability prevents him from fulfilling a particular requirement toward graduation such as a math or foreign language course? Are requirements ever waived? Under what circumstances?
- 15 Are students required to fail math or foreign language before they can qualify for a waiver? Do these failing grades become part of the student's GPA?
- 16 Are students who are currently receiving services through the DSS office available for prospective students to talk with?
- 17 Are counselors available on an ongoing basis for ADD/LD counseling and support?
- 18 What types of writing supports are available for students with ADD and LD?
 - Are these different or more intense than supports available to all students?

Interview Questions

The following chart is designed to take with you on a college interview. The five spaces to the right are columns for five different colleges. If you ask the same questions at each school, you will be able to compare apples to apples when deciding which school is a match for you.

1. Does the college waive any course requirements due to a documented disability?					
2. Can a student take a reduced course load?					
3. Are there special academic advisors for students with disabilities?					
4. Can students with documented disabilities get preferential registration?					
5. Is there a specially trained professional who reads the documentation of the disability and makes recommendations for accommodations?					
6. Are tutorials provided by professional learning specialists or peer tutors?					
7. Are there additional fees for services?					
8. Can a student with a documented disability request special dorm assignments?					
9. Is there an individual or office which will assist me in self-advocacy?					
10. What percentage of your students have a disclosed disability?					
11. Does this college require standardized college admission test scores?					
12. What are your major fields of study?					
13. What types of academic accommodations are typically provided to students with learning disabilities on your campus?					
14. Will your college provide the specific accommodations I need?					
15. What records or documentation of a learning disability are necessary to arrange academic accommodations for admitted students?					
16. How is the confidentiality of applicants' records, as well as those of enrolled students, protected?					
17. What academic and personal characteristics have been found important for students with learning disabilities to succeed at this college?					
18. Is there a major in which students with learning disabilities have been more successful at this college? Less successful at this college?					

Standardized Testing

College Board Services for Students with Disabilities

The College Board is committed to serving students with disabilities by providing services and reasonable accommodations appropriate to the student's disability and the purpose of the exam. **Services for Students with Disabilities (SSD)** provides Advanced Placement (AP), PSAT/NMSQT, and SAT testing accommodations for students who have documented disabilities.

How to request testing accommodations on College Board tests

To take a College Board test with testing accommodations, a student must:

- Have a disability that requires testing accommodation
- Submit a complete request for accommodations, before the stated deadline (submitted by the student's school, using SSD Online)
- If required, submit complete documentation of a disability, describing the need for the requested accommodation

Initial requests for accommodations

Every student requesting accommodations must submit a request to the College Board and provide detailed information relating to the student's name and address, disability, past testing, and accommodations received at school.

- In most cases, students work with their school to request accommodations. The student or parent must complete a consent form and forward it to the school. The SSD Coordinator requests accommodations online, through SSD Online, and submits it to the College Board.
- In some cases, documentation will be requested for the College Board's review. SSD Online and the Student Eligibility Form will indicate when documentation is required.

ACT Services for Students with Disabilities

ACT is committed to serving students with disabilities by providing reasonable accommodations appropriate to the student's diagnosis. ACT has established policies regarding documentation of an applicant's disability and the process for requesting accommodations. The timely submission of proper documentation will help avoid delays in decisions related to providing accommodations and other services for candidates with disabilities.

If you currently receive accommodations in school due to a professionally diagnosed and documented disability, you may submit documentation to support a request for one of the following:

- **Center Testing #1**: Standard Time National Testing with Accommodations
- **Center Testing #2**: Extended Time National Testing (50% time extension). Approved students taking the ACT (No Writing) have up to 5 hours total to work on all four multiple-choice tests at their own pace. Approved students taking the ACT Plus Writing have up to 5 hours and 45 minutes to complete all five tests. Both options include time for breaks between tests.
- **Special Testing**: Testing at school with extended time and alternate formats available—**not** as part of national or international testing at a test center.

ACT will treat all information you provide to support your request as confidential and will use it solely to determine your eligibility for accommodations. Details about your test accommodations will be shared only with the testing staff and will not be released to anyone else, including your chosen score report recipients.

Where Do I Go to Receive Help?

Work closely with your counselor and the Special Education Office. They have all the information and forms necessary to complete the process. Your parents also need to be involved. Be sure to talk to each other about what's best for you and how to meet deadlines efficiently.

Where Do I Go to Receive Help?

Ask your counselor about this process. He or she should have all the information and forms necessary to complete the process. Your parents also need to be involved. Be sure to talk to each other about what's best for you and how to meet deadlines efficiently. Parents also need to sign the SSD Student Eligibility Form.

RESOURCES

Books

Bramer, Jennifer. *Succeeding in College with Attention Deficit Disorders*. Plantation, FL: Specialty Press, 1996 (800-233-9273)

Cummings, Rhoda, and Gary Fisher. *The Survival Guide for Teenagers with LD*. Minneapolis: Free Spirit Publishing. (800-735-7323)

Litt, Ann. *The College Student's Guide to Eating Well on Campus*. Bethesda, MD: Tulip Hill Press, 2000. (301-229-1070)

Nadeau, Kathleen. *Help4ADD@ High School*. Silver Spring, MD: Advantage Books, 1999. (888-238-8588)

Nadeau, Kathleen. *Survival Guide for College Students with ADD and LD*. Washington, DC: Magination Press, 1994. (800-374-2721)

Nadeau, Kathleen, Ellen Littman, and Patricia Quinn. *Understanding Girls with ADHD*. Silver Spring, MD: Advantage Books, 1999. (888-238-8588)

Quinn, Patricia. *ADD and the College Student -REVISED*. Washington, DC: Magination Press, 2001. (800-374- 2721)

Quinn, Patricia. *Adolescents and ADD*. Washington, DC: Magination Press, 1995. ; (800-374-2721)

Quinn, Patricia, and Anne McCormick. *Re-Thinking ADHD: A Guide to Foster Success in Students with ADHD at the College Level*. Silver Spring, MD: Advantage Books, 1998. (888-238-8588)

Quinn, Patricia, Nancy Ratey, and Theresa Maitland. *Coaching College Students with ADHD*. Silver Spring, MD: Advantage Books, 2000. (888-238-8588)

Scheiber, Barbara, and Jeanne Talpers. *Unlocking Potential: College and Other Choices for Learning Disabled People. A Step-by-Step Guide*. Chevy Chase, MD: Adler & Adler, 1987.

Weiss, G., and L. Hechtman. *Hyperactive Children Grown Up* (2nd ed.). New York: Guilford Press, 1993. (800-365-7006)

Wender, Paul H. *The Hyperactive Child, Adolescent, and Adult. Attention Deficit Disorder Through the Lifespan*. New York: Oxford University Press, 1987.

College Guides

Kravets, Marybeth and Imy F. Wax (Eds.). *The K & W Guide to Colleges: For Students with Learning Disabilities or Attention Deficit Disorder (Princeton Review)*. New York: Harper Collins, 2001.

Mangrum III, Charles T., and Stephen S. Strichart (Eds.). *Peterson's Colleges with Programs for Students with Learning Disabilities or Attention Deficit Disorders*. Princeton, NJ: Peterson's Guides. 2001.

Newsletters and Magazines

Attention!

The Magazine for Families and Adults with Attention-Deficit/Hyperactivity Disorder, published bi-monthly by Children and Adults with Attention Deficit Disorder (CHADD), Landover, MD.
For subscription information, call: 301-306-7070.

Focus Magazine

The National ADDA publishes this Magazine quarterly. For more information see www.add.org.

ADDvance: A Magazine for Women with ADD

Published 6 times a year by Advantage Books. Silver Spring, MD.
For subscription information call: 888-238-8588. or visit : www.addvance.com.

Organizations

ADDA

National Attention Deficit Disorder Association
1788 Second St., Suite 200, Highland Park, IL 60035.

This nonprofit organization prints a newsletter and brochures, holds conferences and maintains a website at www.add.org. Dues: \$35/year.

Write to the above address. Call 847-432-5874 or e-mail to mail@add.org.

CHADD

Children and Adults With Attention Deficit Disorder

8181 Professional Place

Suite 201, Landover, MD 20785.

CHADD is an international group providing information and support to parents, adults, teachers and professionals. The organization's website address is

www.chadd.org. Write to the above address or call: 800-233-4050.