

# Accessing Support at the College/University Level

## Choices College Fair

October 25, 2017

Jimmie Smith, Director

Learning Effectiveness Program

University of Denver



# High School

## Structure

## Involvement

## Integration of Supports



- \* Schedules provide structure in a student's day
- \* Parents, teachers, and school systems maybe in charge of the day to day structure
- \* Students may have several extra curricular activities after school that provide additional structure



- \* **Consistent guidance from parents and teacher assist students with questions, struggle areas, time management and work completion**
- \* **IEPs outline additional supports or accommodations that a student may need**



- \* Teachers are informed by information on the IEP and accommodations and supports are woven into the school day and week
- \* Students may not technically “need” to advocate for themselves to receive services



# COLLEGE

**Time Management**  
**Growing Independence**  
**Self-Advocacy**



**\* Schedules provide “free time” in a student’s day. Time management is key to success in college**

**\* Students may or may not choose to continue with extra curricular activities. In choosing not to they may lose structure, connection to peers, activity level and involvement**



- \* Students are given a syllabus and are accountable for the content. There may also be an online component of the class
- \* Students are expected to speak up if they are struggling with a class.
- \* Parents and teachers are no longer a day to day “safety net” or “pre-frontal cortex” to help students identify when they need to ask for help





- \* Students submit documentation to the Disability Services Office and have to specifically request accommodations**
- \* Students are responsible for using their accommodations and advocating for themselves if they have concerns**



# What Support Exists at the College/University Level?

**Disability Services Offices**

**Comprehensive Support  
Programs**

**Institutional and Departmental  
Resources**



# Disability Services Offices

- \* Office you will find on any campus receiving federal funding
- \* Provide reasonable accommodations
- \* Students submit their documentation and a request for specific accommodations, this is reviewed and request is either granted or denied



# Disability Services Offices

\* Possible accommodations (not all) :

Extended time for testing

Note takers

Early registration

Assistive technology

Foreign Language Substitution



# Disability Services Offices

- \* **Serve students with a variety of needs**
- \* **Services in addition to accommodations vary**
- \* **Number of staff varies**
- \* **One-on-one time spent with a student varies**



# Comprehensive Support Programs

- \* Usually fee based
- \* There are a limited number in the nation
- \* One-on-one weekly meeting with a professional
- \* Academic support



# Comprehensive Support Programs

- \* Assistance with developing self-awareness, self-advocacy, self-determination, and accountability
- \* Executive functioning assistance
- \* Tutoring services
- \* Social skills building



# Students who can benefit from a comprehensive support program

- \* Students with a diagnosis that causes difficulty with learning
- \* Have a positive attitude and a desire to learn
- \* Willing to work hard and spend the time needed to learn





# Students who can benefit from a comprehensive support program

- \* Eager/motivated to build skills and self awareness
- \* Time management and self advocacy skills are still developing
- \* Benefits from one-on-one interaction



# Is the institution a good fit?

- \* Does the institution offer the program major and areas of interest that the student is interested in studying?
- \* Are there required “core” classes?
- \* Is the institution on a quarter or semester system?



# Is the institution a good fit?

- \* What other support or activities does the institution provide to encourage connection and social engagement?
- \* Is the size of the institution right for the student?



# Is the institution a good fit?

- \* How receptive is the institution to students with learning differences?
- \* Whenever feasible, the student should visit the campus – take a tour, talk to people, make an appointment with the disability services office and with the comprehensive support program.



# Questions?

