



Exploring Resources for Students with Disabilities

College & Career Pathways 2019

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Differences — high school vs college

High school: Individuals with Disabilities Education Act

- Ensures that all children with disabilities have available to them a free/appropriate public education.
- School district responsible for identifying and evaluating children.

Differences — high school vs college

College: Americans with Disabilities Act

- Student must self-identify.
- Student has responsibility for advocacy, negotiating, accommodation plan.
- Protects all persons with disabilities from discrimination in educational setting.

Student Support Services

- Student self-identifies.
- Student provides current documentation.
- Student meets with Learning Specialist/Disability Coordinator.
- Learning Specialist/Disability Coordinator develops accommodation plan.
- Student is mainstreamed in all courses with accommodations.

Federal laws & accommodations

College level

- Definition of disability same as Section 504.
- Protects all persons with disability from discrimination.
- Eliminates barriers that prevent students from full participation.
- Requires that schools not discriminate based on student's disability.

Documentation requirements

All documentation must be:

- Current
- On professional letterhead
- Typed
- Dated
- Signed off by appropriate professional qualified to make the disability determination

Documentation requirements

Students with ADD/ADHD

- Verification from a psychologist, psychiatrist, school psychologists, or special educator
- Must include:
 - Specific diagnosis
 - Functional limitations
 - Recommended accommodations

Documentation requirements

Students with psychological disabilities

- Verification from an appropriate practitioner
- Documentation must include:
 - Specific diagnosis listed in DSM IV
 - Information that details interference with major life activity/recommended accommodations

Documentation requirements

Students with learning disabilities

- Verification from appropriate practitioner qualified to work with adolescents/adults
- Documentation must include:
 - Summary of diagnostic interview/specific diagnosis
 - Neuro-psychological or psycho-educational test results
 - Clinical summary regarding accommodation

Documentation requirements

Examples of tests:

- Wechsler Adult Intelligence Scale
- Woodcock Johnson Psycho-educational Battery
- Kaufman Adolescent/Adult Intelligence Test
- Stanford-Binet Intelligence Scale
- Scholastic Abilities Test for Adults
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test

Documentation requirements

Students with physical disabilities

- Verification from appropriate professional
- Formal diagnosis
- Functional limitations
- Reasonable accommodations