



California State
University

**DISABILITY
ACCOMMODATIONS
& SUPPORT SERVICES**

C H A N N E L
I S L A N D S

K-12 vs HIGHER ED

As you embark upon your college career, it's important to understand how the role of an institute of higher learning differs from the role of high school in assisting students with disabilities.

Aspect	K-12 IEP Plan	K-12 504 Plan	Higher Education Disability Support
Law	IDEA (Individuals with Disabilities Educational Act)	Section 504 Subpart D of the Rehabilitation Act of 1973 & the Americans with Disabilities Act of 1990 (ADA)	Section 504 Subpart E of the Rehabilitation Act of 1973 & the Americans with Disabilities Act of 1990 (ADA)
Focused on	Success	Equal access	Equal access
Required by	All K-12 schools that receive federal funds	All K-12 schools that receive federal funds	All institutions that receive federal funds
Who is responsible	Parent & School create and implement plans	School oversees implementation of plan	Student must self-advocate for support
Identifying	School is required to identify students with disabilities	Parent can provide documentation or school can assess and identify	Student must self-identify to DASS and must provide documentation of diagnosis
Modifications	Changes to quantity and type of curriculum are allowed	Changes to quantity of curriculum allowed. Changes to type of curriculum are not	Modifications cannot alter learning outcomes for a course
Record access	Parent has access	Parent has access	Student over 18 has access. No parent access without permission from student
Notification	Parents are notified	Parents are notified	Students are notified
Services	Assessment, remediation, accommodations & modifications	Accommodations & modifications	Accommodations & modifications
Assessment	School is required to provide and pay for	School may provide and pay for assessments but parents may also provide	Student is required to provide and pay for assessments
Planning	Parents and school personnel	School personnel, although parent may be involved	Student and DASS personnel
Personal services	Aides, transportation, tutors or other personal services may be provided	No personal services provided	No personal services provided
Placement	Special classes may be provided as part of an IEP	Student stays in general education class	Colleges are not required to provide special classes or programs

www.csuci.edu/dass

ACCESSIBILITY · ADVOCACY · INCLUSIVITY

Ensuring the CSUCI educational experience is accessible to all students.

TIPS for TRANSITION

K-12 TO HIGHER EDUCATION

The following skills are important factors in determining success for students in higher education. It is never too early to start learning! Here are some suggestions on how to incorporate skill building into your daily life!

SELF-ADVOCACY

Learn how to ask for the support you need is a key skill for success in higher ed.

Make sure you understand why you receive extra support in school and how it helps you. That will make it easier to remember when to speak up and ask for what you need. Practice asking for your accommodations. Ask your teachers and parents to help you.

TIME MANAGEMENT

Learn how to plan study time and fun time to make sure your schedule is balanced.

Start using a timer to measure homework sessions so you become good at estimating the time needed. Use a planner to map out your daily schedule. Set reminders on your phone so you know when you need to stop and move on to the next task.

INDEPENDENCE

Learn how to manage finances, appointments, transportation, and living quarters.

It's important to realize how much your parents do when you are home. You need to take over those skills in college. Be proactive about basic living skills so you can be successful whether it is caring for your living space, budgeting your money, or getting yourself to class.

SELF CARE

Know how to take care of hygiene, medical appointments, relaxation and fun time.

Understand what your body needs to stay healthy and calm. Learn how to make day-to-day decisions so you can access resources such as toiletries, doctor appointments, and quiet time.

STUDY SKILLS

Learn how to complete assignments and prepare for exams so you can avoid all-nighters and get good results.

Ask teachers and friends about learning and studying strategies, and figure out what works best for you.

ORGANIZATION

It is important to have a system to organize class notes, assignments, test prep and your schedule.

One of the key components to educational success is to know where all your information can be found. Create a system that you can use to store and retrieve classwork and resources. If you are not sure how to create a system, ask a teacher to help you develop one.

PROBLEM SOLVING

It is important to have ways to resolve unexpected issues that come up.

The key to managing unexpected situations is to problem solve options. Come up with solutions then check with trusted adults for feedback and other ideas. Learn from past experience so you can hone your resiliency skills.

RESILIENCE

The ability to get up and keep going after something challenging happens.

Things happen in life that can cause intense emotions and this can make it very hard to maintain a positive attitude. Learn what resources are available to help you in times of emotional stress. Develop tools you can use to help you move beyond the difficult events.



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