

Recommendations for Students with Learning Disabilities

1. Find out what documentation is required at the IHE(s) you wish to attend. Ask your teachers, guidance counselor, or school psychologist to help you with this process.
2. Communicate with the disability services coordinators at the schools you are considering.
3. Make certain you understand your disability.
4. Be able to identify your learning strengths and weaknesses as well as what accommodations are needed, reasonable, and effective. Learn how to advocate for what you need to succeed in school.
5. Obtain a complete psychoeducational evaluation (with IQ and achievement testing using adult norms) prior to exiting high school. If needed, connect with the Department of Vocational Rehabilitation or other community agencies to get the testing completed.
6. Obtain documentation of current functional impact, history of accommodations, and justification for accommodations both in k-12 and at the IHE.
7. Obtain copies of:
 - a. any Rtl documents
 - b. your most recent IEP
 - c. your SoP document
 - d. any written documentation of eligibility for accommodations, such as on the ACT or SAT
 - e. previous psychoeducational evaluations and reports from "outside" medical professionals

Advice from one participant:

"Speak up! Practice using accommodations so you will know what works and what doesn't before you get to college!"

Adapted from a research study titled
Documentation of Learning Disabilities for Transition to Post-Secondary Education:
K-12 School Personnel, and Institutions of Higher Education
by
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Recommendations for K-12 School Personnel

1. Help students identify what specific institutions require. Communicate with the disability services coordinators at the schools your students are considering to learn about documentation requirements.
2. Prepare students and parents to understand IHE requirements. Explain that having accommodations in k-12 does not automatically guarantee accommodations in higher education.
3. When identifying a student with a specific learning disability, provide clear and valid reasoning regarding how Rtl shows there is a disability.
4. Regarding Rtl documents:
 - a. Document students' increasingly intensive, multi-tiered instruction and intervention matched to their individual needs. Identify how and why interventions were provided.
 - b. Document the measures for evaluating the impact of instructional changes and report outcomes. Explain how these translate to accommodations at the IHE.
 - c. Documentation must be thorough and specific.
5. Keep a portfolio of all interventions and assessment measures used with each student.
6. Conduct complete psychoeducational evaluations (including full IQ and achievement tests using adult norms) prior to students exiting high school. Partner with the Department of Vocational Rehabilitation to get testing completed if needed.
7. Ensure your students understand and can explain their disability, strengths, weaknesses, and need for specific accommodations.
8. Provide students with copies of all necessary documentation, including: the SoP, most recent IEP, any Rtl documents, history of accommodations, justification for accommodations, need for post-secondary accommodations, evidence of current functional impact, previous psychoeducational evaluations, evaluations from outside medical providers, etc.

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Resources

National Center on Response to Intervention: What is RtI?

<http://www.rti4success.org/whatisrti>

RTI Action Network

<http://www.rtinetwork.org/?gclid=CLrfoI7DvrMCFelDMgodxWgAxA>

RtI Action Network: What is RtI?

<http://www.rtinetwork.org/learn/what/whatisrti>

National Center on Response to Intervention: Training Modules

http://www.rti4success.org/subcategorycontents/training_modules

National Dissemination Center on Children with Disabilities

<http://nichcv.org/schools-administrators/rti>

National Joint Committee on Learning Disabilities Paper

<http://www.ahead.org/resources/articles/njclld-paper>

Gormley, S., Hughes, C., Block, L., & Lendmann, C. (2005). Eligibility assessment requirements at the postsecondary level for students with learning disabilities: A disconnect with secondary schools? *Journal of Postsecondary Education & Disability*, 18(1), 63-70.

<http://www.ahead.Org/publications/jped/winter-2005#6>

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Documentation of Learning Disabilities for Transition to Post-Secondary Education:
Recommendations for Students, K-12 School Personnel, and Institutions of Higher
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