

Further Support

Beyond taking care of paperwork, consider these steps:

- 1) Encourage the development and use of self-advocacy skills;
- 2) Help your son/daughter understand his/her disability;
- 3) Talk about it comfortably. Once your son/daughter has a class schedule, discuss how his/her strengths and weaknesses will be affected by each class and what kinds of services he/she might need in order to be successful;
- 4) Once the semester is underway, ask questions about progress, but remember that your son/daughter is ultimately responsible for his/her success;
- 5) Listen and ask questions when you sense a problem is occurring;
- 6) Realize that the course work will be more difficult and time consuming than during high school;
- 7) If your son/daughter is living at home, make sure he/she has a quiet place to study and ample time to finish assignments.

Parents' Rights

Your son or daughter is considered an adult at the age of 18. You will no longer have access to their records, unless your son or daughter chooses to share information with you or completes a Release of Information form. You cannot call the college and get updates on your them.



Lake Superior College

2101 Trinity Road
Duluth, MN 55811
(218) 733-7600
1-800-432-2884
www.lsc.edu

An Equal Opportunity Educator/Employer

Lake Superior College is an equal opportunity educator. All persons are eligible for enrollment regardless of race, creed, color, gender, sexual orientation, national origin, age, marital status, status with regard to public assistance, religion, or disability

This document can be made available in alternative format by calling 733-7650 or 733-7705/TTY.

A Parents Guide to College

A short guide to help you understand the transition process from high school to college for your son or daughter with a disability.



Lake Superior College

Disability Services

Georgia Robillard 733-7650

Disability Coordinator
g.robillard@lsc.edu

Neva Swanson 733-7702

Disability Services Assistant
neva.swanson@lsc.edu

TTY 733-7705

FAX 723-4658

About College

College life poses different challenges for students with disabilities. When students enroll in college, they are considered responsible adults by faculty and staff. The expectations are that they will assume responsibilities for meeting their class requirements.

This added responsibility is coupled with a change in environment. Whereas the high school was a very structured environment with a set schedule, college schedules can vary dramatically. For the first time students may have considerable time between classes and frequently do not use this time wisely. Students must enforce their own attendance policies and prepare to realize personal consequences if they choose not to attend class.

Is my son or daughter ready to assume responsibilities? If not, how will he/she learn these responsibilities?

Self-Advocacy

Another student responsibility have is that of self advocate. Students must become adept at realistically assessing and understanding their strengths, weaknesses, needs, and preferences. Also, they must become experts at communicating these to other adults including instructors and service providers. Although services will be available to them through the Disability Services office, students will be responsible for seeking these

services and supports. Good communication skills and knowledge about oneself become crucial to success in college.

How well does my son or daughter describe disability information? How well does my son or daughter self advocate?



Comparison of Services

High School and college are very different. Consider these differences and the importance of these differences to your son or daughter.

High School

- Services are delivered to the student
- Services are based on an agreed upon time allotment and menu of choices
- Case manager acts as advocate
- Annual review & IEP
- Regular parent contact
- Entitlement law (IDEA)
- Education and psychology testing is provided

Two-year College

- Student must seek out services
- Services are based on situational/individual needs
- Student acts as advocate
- No annual review or IEP
- No parent contact
- Anti-discrimination law (ADA)

Setting Demands

Keep in mind that the college demands will be different and often greater than in high school. These demands include the need for greater organizational skills, assertiveness, and use of self-advocacy skills. Students must be prepared to handle a complicated course schedule and make more time for studying and completing assignments. Mastering learning strategies and study techniques will make college course work more manageable. Because adults will not be seeking the students out to offer assistance, students can not be shy about asking for help. How good are my son or daughter's study and test taking skills?



How to Lend Support

You can support your son or daughter entering the college setting in a number of ways. First, be knowledgeable about the rights and responsibilities your son/daughter has under the Americans with Disabilities Act (ADA). Your son/daughter is responsible for using the information. Prior to enrollment, make sure that your son/daughter has all the paperwork needed to obtain services. Once you have gathered the necessary paperwork, make copies and turn it over to your son/daughter as the first step toward he/she assuming responsibility (make sure that you keep a copy in a safe place).