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# Clearing the Path:

## **Support for Students with Disabilities**

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# Agenda

- What is a Disability?
- What is an Accommodation?
- Assisting Students with Disabilities throughout the College Transition Process
- General Overview of the College Board Request Process
- Appendix - Best Practices
  - When should accommodations be requested?
  - What documentation is most helpful?

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What is a  
Disability?

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## Disability

- Definition: A physical or mental impairment that substantially interferes with a major life activity.
  - Major life activity: E.g., Walking, seeing, learning
  - Physical or mental impairment: Blind, dyslexic, wheel-chair user
- Often diagnosed when students are young, but not always
- Not all impairments are a disability:
  - What is the impact?
  - Strengths and weaknesses

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## Examples of Disabilities

\*List is not exhaustive – it is only a sample of disabilities we see.

- Specific Learning Disorder
- Attention-Deficit/Hyperactivity Disorder
- Blind/Visually Impaired
- Deaf/Hard of Hearing
- Traumatic Brain Injury
- Motor Disorders (i.e., Tourette's disorder)
- Physical Impairments
- Psychiatric Disorders
- Autism Spectrum Disorder
- Diabetes

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## How are disabilities diagnosed?

- Professionals:
  - Usually diagnosed by a medical or other relevant professional
  - Examples: doctor, psychologist, visual expert
- Schools
  - Public schools have a responsibility to provide a free, appropriate public education (FAPE)
  - Speak to school's Child Study Team, Special Education Department, or School Counselor regarding concerns or to find out process for evaluation.

## Examples of College Board Accommodations

\*List is not exhaustive.

\*Many of these accommodations are also given in schools.

- Extended Time
- Extra & Extended Breaks
- Recording Responses Accommodations
  - Computer
  - Scribe
  - Write in test booklet
  - Large block answer sheet
- Preferential Seating
- Change of setting (Small group setting, 1:1 testing, school-based)
- Reading & Seeing Accommodations
  - Braille
  - Audio test forms (MP3 Audio, Assistive Technology Compatible)
  - Reader
  - Large print test
- Permission to take medication/food/drinks during test
- Assistive Technology

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## Accommodations

- Many different types!
- Classroom accommodations may differ from testing accommodations
- Goal of testing accommodations: To ensure that test measures what it is supposed to measure, and is not measuring the student's disability
- Accommodation needs may change over time
- Not all disabilities require accommodations



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# Supporting Student in College Transition

**Changing Needs throughout  
Educational Process**

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## Differences between High School and College

- Students needs differ in elementary school, high school, testing, and college settings.
- In College:
  - Students need to request accommodations.
  - Not just academics to consider – Dorms, cafeteria, access, etc.
  - Students will need to advocate for themselves.
- Needs and concerns are impacted by age, setting, demands, and how accommodations/services are provided.



## Before the Senior Year

- Confirm that students are getting/using accommodations and services in school. What is most helpful?
- Help student to ensure that documentation is current and complete. Make sure that schools have all relevant documents.
- Remind students to submit accommodations requests for standardized tests well ahead of test date.
- Foster student advocating for themselves, including understanding their needs and limitations.

# College Application Process

Key considerations that make the admission process unique for SSD students

- Help students to research colleges that best meet their needs:
  - What services are offered? (Counseling/tutoring/accommodations)
  - If needed, are special housing or meals offered?
  - What setting are they most comfortable in?
- Encourage them to meet with disability office personnel
- **Will they disclose their disability during the application process?** How? How will they respond to questions?



## After Admission

- Encourage student to contact the Disability Office before school starts.
- Encourage student to contact/arrange for other service providers, e.g., counseling, medical, tutoring.
- Make sure that student has the documentation that they need, and that they know how to provide it to their college.
- Advise the student to explore their new town/city and its available resources (i.e, clinics, hospitals, etc).

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# Overview – College Board Accommodation Request Process



## **College Board Services for Students with Disabilities (SSD)**

- Accommodations are available for all College Board tests.
- SSD reviews requests for accommodations for students with documented disabilities taking SAT, SAT Subject Tests, PSAT 10, PSAT/NMSQT, and Advanced Placement (AP tests).
- Once approved for accommodations, with limited exceptions, student remains approved for all College Board tests.

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## Who is Eligible?

- Student should have a documented disability (“What”)
- Functional impact should be demonstrated. (“How”)   
The mere presence of a disability does not necessarily mean a student requires testing accommodations on College Board tests.
- The student’s documentation must show the need for the specific accommodation being requested. (“Why”)

*“Access,” not guarantee of success*





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Accommodations must be  
requested and approved by  
SSD prior to use.

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## Accommodation Requests

- Most students work with their schools to submit accommodation requests.
  - Most efficient way to request accommodations!
  - Schools submit online requests using SSD Online
- Families can submit a request without their school, by requesting a paper Student Eligibility form from SSD.
- In some cases, documentation may be requested, to demonstrate the disability and the need for accommodation

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## Parent/Guardian Submissions

- Process most efficient when parents/guardians work with school to submit accommodations request
- However, parents/guardians can submit an accommodations request without their school
- Request paper Student Eligibility Form by contacting SSD
- Documentation must be provided
- SSD staff are available to speak to parents/schools

# Submit Requests Early!

- 7-week turn-around when documentation is required
- August SAT deadline is July 6<sup>th</sup>
- October SAT and October PSAT have SSD deadlines in late August (August 17<sup>th</sup> and August 21<sup>st</sup>)

2018-2019 Test Dates	Accommodations Request and Documentation (Where Required) Must Be Received by:
SAT® and SAT Subject Tests™ August 25, 2018	July 6, 2018
SAT and SAT Subject Tests October 6, 2018*	August 17, 2018
PSAT/NMSQT® October 10, 13 and 24, 2018	August 21, 2018
SAT and SAT Subject Tests November 3, 2018**	September 14, 2018
SAT and SAT Subject Tests December 1, 2018*	October 12, 2018
PSAT 10 Testing Window February 225 - March 29, 2018	December 14, 2018
SAT March 9, 2019*	January 18, 2019

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# Accommodations

Only request accommodations that are needed for College Board tests


- Many different types of accommodations
- Differences between College Board tests and the classroom– Not all accommodations on the student’s received in school may be needed for the SAT.
- College Board accommodations may be given differently than classroom accommodations
- Students should only request accommodations that they actually needs and uses.

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Documentation may be requested for College Board review if:

## When Must Documentation be Provided?

- The request is submitted using a paper Student Eligibility Form
- The requested accommodation is not included in the student's plan or is not being used for school tests
- The student is requesting uncommon accommodations.
- The student is requesting certain accommodations, such as 100 percent extended time or accommodations that require a one-to-one setting, and does not have current documentation on file at the school.
- The student does not have a diagnosed disability, or disability is listed as "other".
- The student does not have a qualified formal plan that meets College Board criteria.




Documentation which includes the following is most helpful in the review process:

## Documentation Guidelines

When documentation is requested, recommendations *vary* depending on the disability and the accommodation requested.

- State the specific disability as diagnosed
- Be current (varies based on disability/documentation)
- Provide relevant educational, developmental and medical history
- Describe the comprehensive testing techniques
- Describe the functional limitations
- Describe the specific accommodations
- Establish the professional credentials of the evaluator



## What if Documentation is NOT available?

- Provide detailed description of student's disability, it's impact, and need for specific accommodations requested.
- If outdated evaluations are available, provide old evaluation and description of current impact.
- Descriptions from teachers of impact in class, including frequency, duration and intensity.
- Information used by school to determine that accommodations are needed for school-based tests.




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## Keep in Mind

- What are the student's individual needs, based on disability, functional impact, and setting?
- How does the disability impact the student across settings – high school, standardized testing and preparation for college.
- Foster independence to enable students to understand their needs advocate for themselves.
- Encourage students to request testing accommodations early.

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For More  
Information



## Contacting SSD Customer Service

- **Phone :**
  - Parents/Schools: 212-713-8333
  - SSD Coordinators: 844-255-7728
- **Email:** [ssd@info.collegeboard.org](mailto:ssd@info.collegeboard.org)
- **Fax:** 866-360-0114
- **Mail:**

College Board SSD Program  
P.O. Box 7504  
London, KY  
40742-7504
- **Website:**

Services for Students with Disabilities  
[collegeboard.org/ssd](http://collegeboard.org/ssd)

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Thank  
You.

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# Appendix

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Best Practices:  
When should  
accommodations  
be requested?



## Keep in Mind

- Differences between College Board tests and the classroom– Not all accommodations on the student’s IEP or 504 Plan may be needed for the SAT.
- Only request accommodations that the student actually needs and uses.
- Only request accommodations that are needed for College Board tests
- College Board accommodations may be given differently than classroom accommodations - If a student is requesting extended time solely for the purpose of taking a break, request “extra breaks” and not extended time.
- Student should have a documented disability, demonstrate functional impact, and show the need for the specific accommodation being requested.

## Extended time

- Appropriate where disability impacts the need for *time*.
- For SAT and PSAT, students testing with extended time also get extra breaks.
- Keep in mind:
  - No self-pacing
  - Length of test
    - SAT with essay:
      - 50% extended time is 5.8 hours
      - 100% extended time is 7.7 hours
    - Is student using the extended time for classroom tests?
- Consider other accommodations, such as extra breaks or large block answer sheet.
- When documentation review is needed, include documentation to demonstrate that time is impacted.





# Computer

- Appropriate where there is an impact on written expression skills or motor output problems.
- Keep in mind:
  - Computer is generally available for essays only.
  - Word processor only -All special equipment must be requested separately.
  - NOTE: Most College Board tests are paper-based tests.
- When documentation review is needed, and an applicant requests a computer because of dysgraphia, the student should include documentation of a fine motor problem and a standardized test of written language.

# Reading and Seeing Accommodations

- Reader
  - Reader reads the entire test in a 1:1 setting
- Large Print
  - Generally 14 point or 20 point font
  - Larger fonts available with documentation review
- MP3 Audio
  - Audio recording delivered on flash drive (student *listens* to the test)
  - Keep in mind length of test (100% extended time, plus additional time for Section 2)
  - Available for the SAT Suite of Assessments (SAT, PSAT, PSAT 10, PSAT 8-9).
- Assistive Technology Compatible (ATC)
  - For use with screen readers and other technology
  - Accessible word format, delivered on a flash drive
  - Remember to also request the specific screen reader/assistive technology that will be used
  - See College Board website for accessible practice tests
  - **In 2018, available for the SAT Suite of Assessments and most AP tests. When requesting this accommodation for AP, it would be most helpful to specify which AP test student will be taking. Once approved, the ATC can be ordered online through the AP Ordering System.**

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- Beginning in August 2017, Braille tests for the SAT, SAT Subject Tests, PSAT/NMSQT, PSAT 10, PSAT 8/9, and Advanced Placement tests are in Unified English Braille (UEB), with Nemeth Code for math
  - Math continues to be in Nemeth Code

## Braille



## Four-function calculator

- Four-function calculator for non-calculator sections
  - For non-calculator sections, only basic, four-function calculator would be approved (not scientific or graphing calculator).
  - Percent and square root functions are permitted.
- Appropriate where a student has a deficit in math calculation skills.
- When documentation is requested, include documentation of an impact on math calculation.

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Best Practices –  
What  
Documentation is  
Most Helpful?




# Documentation Guidelines

When documentation is requested, recommendations *vary* depending on the disability and the accommodation requested.

Documentation which includes the following is most helpful in the review process:

- State the specific disability as diagnosed
- Be current (varies based on disability/documentation)
- Provide relevant educational, developmental and medical history
- Describe the comprehensive testing techniques
- Describe the functional limitations
- Describe the specific accommodations
- Establish the professional credentials of the evaluator



## When documentation is needed...

### Documentation for Learning Disabilities/ADHD

- Scores from nationally-normed, individually administered testing and report from psycho-educational evaluation should be included.
- College Board does not require a specific test.
- Where a student has been approved for accommodations through a Response to Intervention (RTI) process, without comprehensive testing, supporting documentation is required and the request will be evaluated through the documentation review process.
- Submit request early! Seven week review process.

## When documentation is needed....

### Physical/Medical, Visual and Psychiatric disorders

*Most Helpful: "Doctor to Doctor"*

#### Documentation for Physical/Medical Disabilities

- A summary of assessment procedures and evaluation instruments used to make the diagnosis.
- A narrative summary of the evaluation results, and
- A rationale for each accommodation recommended by the evaluator.
- Temporary medical conditions are not disabilities and have a separate process. See website for details.

#### Documentation for Visual Disabilities

- Include the student's visual measurements and results from the most recent eye examination.
- If the diagnosis is based on a visual motor dysfunction, phorias, fusional ranges, depth perception and visual accommodation measurements should be included. Justification for the request of all accommodations should be provided.

#### Documentation of Psychiatric Disorders

- Provide qualitative information regarding disability and its impact on student's ability to take College Board tests.
- Include frequency, duration and intensity of symptoms