

## **ADVISOR FAQ's from QUEST and Student Accessibility Services**

**1. *What if the student mentions they had a 504 or IEP plan in high school and they would like one here?***

Both Individualized Education Programs (IEPs) and 504 plans can offer formal help for K–12 students with learning and attention issues. ... Provides services and changes to the learning environment to meet the needs of the child as adequately as other students.

Once you reach higher education, you **will** no longer **have an IEP**; the laws of IDEA 2004 do not apply once the **student** is in **college**. However, under Section 504 of the Rehabilitation Act and in the Americans with Disabilities Act (ADA), **colleges** must provide “reasonable accommodations” to those in need.

They should seek out the Student Accessibility Service office, specifically Director Patty Klug, in QUEST to identify what those reasonable accommodations might be.

**2. *What if the student mentions that they went to a learning center, academic coach or a tutor all through high school and they ask if that is available here?***

It is not unusual if students had the economic means to do so, to get extra help from tutors, learning centers and academic coaches without identified learning disabilities or learning differences; however, they also could have sought these resources out because they do have a learning difference (identified or not). Although you should not ask students if they have a learning disability or difference, you could ask the student how the service helped them and how they have implemented what they learned with those services into their studying and learning strategies.

They may mention at that time that they sought out that service because of a learning difference, and then you would want to make them aware of all the resources we have in QUEST (academic coaching, tutoring, and disability accommodative service).

**3. *What if a student says they had classroom accommodations in high school, but they plan not to do that in college?***

Affirm their independence in making that choice and make them aware that at any time they change their mind, they can visit Student Accessibility Services about attaining needed classroom accommodations. Explain that accommodations are not retroactive, so they are better to utilize accommodations at first, and then if they find they do not need them, they can quit using them. Also, mention that they can discuss accommodations with me, attain a letter, but they are ultimately decide to whom the letter is sent.

**4. *What if the student mentions that they use medicines for focus or sleep?***

Even though you cannot ask why they take these medicines, this may be an opening to mention resources available for them to support their management of needed medicine as it pertains to both their overall health and wellbeing and the impact on academics. This includes both the Counseling services, Health and Wellness, and QUEST academic resources. You can also mention that managing time and health can become a different challenge than high school because of inconsistent schedules and academic and co-curricular demands.

**FYI:** Students with attention deficit disorders frequently can use these medicines as well as those struggling with sleeping disorders or diagnosed anxiety.

**5. *What if a student mentions they had a concussion or several concussions in high school?***

Students may have had some issues in the past with concussions and are concerned that this might become an issue again for them. Make them aware that if any symptoms return, they should seek out our health services and a physician. If they need temporary accommodations, they can be granted through either the Dean's office or Student Accessibility Services office if the symptoms persist for a longer period.

**6. *What if a student mentions that they have or still do struggle with anxiety?***

Again, review the resources available here on campus including Counseling, Health and Wellness, and QUEST. If they have opened up to you about this challenge (do not pry, but provide resources), make them aware if they have a diagnosis of anxiety from a physician, they can seek out accommodations from Student Accessibility Services if needed.

**FYI:** These accommodations can be comprised of classroom accommodations, testing, housing accommodations (medical singles) or emotional support animals.

**7. *What if a student is interested in finding out more about an emotional support animal?***

Students can check out the policies surrounding emotional support animals at <https://www.juniata.edu/academics/quest/student-accessibility-services/animals.php> Students should be directed to contact Patty Klug (klugp@juniata.edu), Director of Student Accessibility Services about obtaining an ESA.

**FYI:** A mental health professional must complete the "Request for Information Regarding an Emotional Support Animal" 60 days prior to the start of a semester.