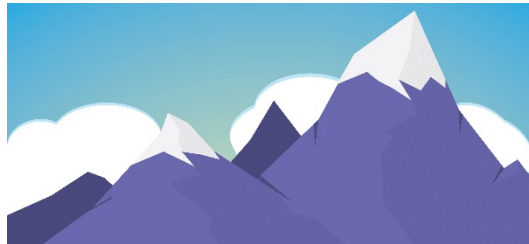




Transition to college.....

Preparing students to navigate the Post-Secondary terrain



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Susan B. Woods 1.16.24 ATTA Project
Illinois Center for Specialized Professional
Support

What this workshop is all about....

Description:

As students who have received services on IEP's and 504 plan to enter the post-secondary arena, the need for clarity and information on the process for this successful transition is needed.

Workshop attendees will gain an understanding of the difference between services and accommodations for students from K-12 to college/post-secondary settings and how best to prepare their students for success through fostering independence, metacognition and self-advocacy skills, particularly for students identified on the Autism Spectrum.

Learning Outcomes

Workshop attendees will:

- **Gain an understanding of applicable laws in post-secondary settings under the Americans with Disabilities Act and 504 of the Rehab Act, including: the process, documentation needed for determining eligibility, and requesting accommodations.**
- **Describe and discuss the concept of “reasonable accommodations” in post-secondary settings and distinguish between reasonable accommodations in a college setting and services provided under IDEA.**
- **Identify some of the unique characteristics (both strengths and challenges) that Autistic students bring to the higher education arena.**
- **Learn about essential skills and how to assist students in the transition to college/post-secondary environments, including: what to expect, how to prepare for the next step in their academic career and questions to ask the College/University Disability Services Office.**

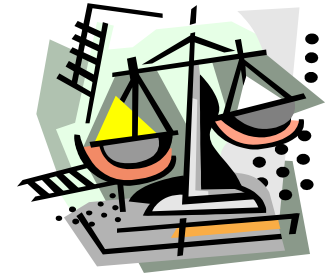
What are the laws and standards governing accommodations in higher ed?

- Title II of the ADA - reauthorized)

<https://www.ada.gov/pubs/ada.htm>

- Section 504 & 508 of the Rehabilitation Act

<https://www.law.cornell.edu/uscode/text/29/701>



Eligibility – DISABILITY HAS A **CURRENT** IMPACT ON A MAJOR LIFE ACTIVITY

.....including *LEARNING & THINKING*

Source: <https://www.higheredcompliance.org/compliance-matrix/>

Disability Defined

According to the Americans with Disabilities Act Amendments Act (ADAAA)

- “A physical or mental impairment that substantially limits one or more major life activities”
- “Major life activities” (i.e. caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, lifting, bending, reading, concentrating, thinking and communicating
- Major life activities also include major bodily functions, such as the immune system, normal cell growth and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Categories of Disabilities

(most often encountered in higher education)

- ❑ Autism Spectrum Disorders
- ❑ Learning Disabilities (including NVLD)
- ❑ Attention-Deficit Hyperactivity Disorder (ADHD/ADD)
- ❑ Psychiatric Disabilities (bipolar, depression, OCD, schizophrenia)
- ❑ Physical/Mobility Disabilities
- ❑ Sensory Disabilities (hearing, vision)
- ❑ Neurological Disabilities
- ❑ Chronic illness (Crohn's disease, Lupus, Diabetes, Epilepsy)

Legal Obligations of the College:

- May not discriminate based on disability
- Must provide equal access for all qualified applicants to all programs and activities
- Must provide auxiliary aids and services to afford equal access

Office of Civil Rights

Website for Students with Disabilities Preparing for Postsecondary Education:

<https://www2.ed.gov/about/offices/list/ocr/transition.html>

- ✓ Check out....Guckenberger vs. Boston University case:
<https://dralegal.org/case/guckenberger-v-boston-university>



Legal Differences

High School	College
Education is a RIGHT and must be accessible	LEGAL PROTECTIONS
The Individuals with Disabilities Education Act (IDEA) entitles or guarantees disabilities services and accommodations to students with disabilities	The applicable laws are the Americans with Disabilities Act Amendments Act (ADAAA) and Sections 504 and 508 of the Rehabilitation Act
IDEA is about SUCCESS in the least restrictive environment (LRE)	ADAAA/504 & 508 is about ACCESS
Fundamental modifications of curricula and programs are possible	Modifications are <u>not</u> required
The school district is responsible for identifying the disability and developing an IEP	Students must self-disclose disability and request accommodations. An IEP is not recognized.
Personal services (i.e. personal care attendant, OT, SPL, aide) are required and funded by the school	Personal services are not required
The school district is responsible the evaluation process leading to the development of an IEP	Students are responsible for providing their own evaluations/documentation

Advocacy Differences

ADVOCACY AND ACCESS

High School	College
Students are supported by the IEP team, which includes parents, teachers and administrators	Students must request accommodations from the Disability Services (DS) Office
School is responsible for arranging accommodations and modifications in order to provide LRE	Student must self-advocate for and request accommodations from DS provider
Parents have access to students' records/grades until age 18	Parents have no access to students records without written consent beginning at age 18* https://www2.ed.gov/policy/gen/guid/fpco/erpa/index.html
IEP advocates for students	Students advocate for themselves with support as needed from DS provider
Team meets periodically with teachers and parents to discuss students' educational progress	Faculty members, seldom, if ever, interact with parents. Students are expected to address issues with them directly. 9

Logistical Differences

ACADEMIC ENVIRONMENT

High School	College
Classes meet every day and are usually 45-90 minutes	Classes may meet 1-5 times per week and range from 50 minutes – 3 hours
Class size is approximately 25-30 students	Class size may range from 20-300+ students
Teachers will remind students of assignments and due dates	Professors will expect students to read, save and consult the syllabus
Assignments may be shortened or modified	Assignments are not modified or shortened
Memorizing facts may be sufficient to pass exams	Harder work required for earning good grades; more major writing assignments
Lighter workload; slower pace; less stress	Increased workload; faster pace; higher stakes; course completed in 16 weeks
Schedule set by school	Students are responsible for designing a schedule of courses (type of course, time of day, number of courses etc.)
Daily contact with teachers	Access to professors only on day of classes, during office hours or by appointment
Many opportunities for grades	Fewer tests/graded opportunities and more information to recall
Monitoring of progress done by others	Student progress may not be monitored; student needs to self-monitor progress
Teachers recognize the need to help students and provide support	Students must independently seek additional and supplementary sources of information and seek academic support services
Classes meet in 1 or 2 buildings	Classes meet in many different buildings; mobility is responsibility of student

Differences between HS and College

In High School

- **Special Education Model**
- **School personnel find you and decide on supports**
- **Where you receive services**
- **Special Education classroom, Resource, Room, related service provider room**
- **Documentation**
- **Coordinated by school psychologist or other staff**
- **School develops IEP from documentation & test results**
- **Paid for by school**

In College

- **Accommodations Model**
- **Students must request help**
- **Where you receive services**
- **Differs in each college/university (Office of Disability Services, Special Services)**
- **Documentation**
- **You must provide “proof” of your disability (typically no more than 3 years old)**
- **Colleges set documentation guidelines**
- **After HS, you are responsible for paying for new evaluations**



Responsibility



In High School

- **Parents assist students in balancing academic and social responsibilities.**
- **Parents wake students.**
- **Parents monitor student spending.**
- **Parents and/or school nurses administer meds (or remind students to take them).**
- **Daily schedule is highly structured.**

In College

- **Students recognize priorities.**
- **Students wake themselves.**
- **Students budget their own money.**
- **Students take medications.**
- **Daily schedule is unstructured; students must manage their time.**
- **Lots of distractions.**



“Typical” process to request accommodations and support in higher education

- After student has been accepted to the college/university - student **declares disability** and **provides documentation** – (not just the IEP or 504 plan, but the testing/evaluations/assessments that got the student the IEP/504 plan).
- Documentation is reviewed to determine eligibility, then **the student is contacted** by the Disability Services Office - **interactive process.**
- Accommodations are developed **with** the student.
- Student provides Faculty (Instructors) with Accommodation Plan/letter/Forms at the start of school.

Documentation Guidelines

- Eligibility is established through a variety of sources:
 - the student's self report;
 - observation and interaction with the student;
 - documentation from external sources including health care providers and educational professionals.

Documentation should be.....

- ❑ From a medical or other qualified/credentialed professional, unrelated to the student, and whose credentials match the disability being evaluated.
- ❑ Clear, and contains a specific diagnostic statement*.
- ❑ Sufficiently comprehensive to establish clear evidence of a substantial impact on one or more major life activities.
- ❑ Detailed, and offers a historically-relevant description of prior accommodations and mitigating measures.
- ❑ Recent enough to assess the current impact and functional limitations posed in a post-secondary academic setting.

*DSM Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR)

<https://www.psychiatry.org/psychiatrists/practice/dsm>

Types of Documentation

Types of documentation that may be helpful include, but are not limited to, the following:

- Educational, psychological, or medical records;
- Reports and assessments created by healthcare providers, psychologists, or the educational system (e.g. a neuropsychological evaluation);
- Documents that reflect education and accommodation history, such as an Individual Education Program (IEP), Summary of Performance (SOP), and teacher observations.

Typical Accommodations

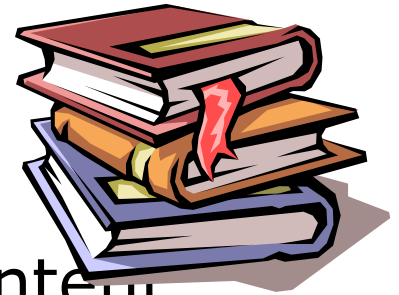
- Extended time for tests and exams;
- Distraction reduced area for testing;
- Note-takers, preferential seating;
- Accessible facilities and equipment;
- Assistive Technologies (Kurzweil, Read and Write Gold, Smartpen, Zoomtext etc...)



As well as “some” schools also provide **Support Services**.....some fee-based, some no cost – this is not a required accommodation under ADA/sec 504 Rehab Act:

- Tutoring/Strategies - metacognitive approaches to learning;
- study skills, organization skills, time management, academic support;
- test-taking strategies;
- course selection, and advocacy.

What is NOT an Accommodation



- Changes or modifications of course content,
- Adjustment of Academic Expectations: including attendance requirements, assignment deadlines/due dates, alternative assignments*
- Course or assignment waivers;
- Adjustment of behavioral expectations;**

*Resource:

https://ldadvisory.com/are-assignment-deadline-extensions-a-commonly-approved-disability-accommodation-at-college/?utm_source=LDadvisory.com&utm_medium=website

** refer to College/University Student Handbook – Code of Conduct

Accommodations don't.....



- Lower academic standards, water down curricula or compromise academic integrity.
- Substantially change any essential elements of the curriculum or academic program.
- Ensure that all students with disabilities are successful. Rather, students should be given the opportunity to determine their own level of success.
- Consume extra personal time from the instructor to re-teach or tutor the student.
- Accommodations provide ACCESS, do not guarantee SUCCESS*.

**NOTE: Accessing Support Services ALWAYS recommended. Looks different from institution to institution...eg: TRIO, DS Support Services, Academic Support, Supplemental Instruction, Counseling, Academic success coaches, etc....*

What can be done in HS to prepare students for the world of higher ed?

Students should be able to:

Identify and understand their disability.....

- Describe how it affects their learning;
- Understand their academic strengths;
- Describe learning preferences;
- Describe effective learning strategies;
- Learn and know how to self-advocate;
- Discuss what accommodations do you need....& why?
- **METACOGNITION***

"thinking about thinking", "knowing about knowing", becoming "aware of one's awareness" and higher-order thinking skills.



Students coming from HS should.....

- take college prep classes, whenever possible;
- develop time-management, test-taking, note-taking, reading and studying strategies;
- update psycho-educational testing and other evaluations;
- Discuss “readiness” with school and parents:
ASK: AM I?
 - College capable = Can handle academic demands AND.....
 - College Ready = Can handle independence.



Students should become “self aware”

- Know and be able to articulate your strengths and challenges;
- Know and practice when and how to ask for help;
- Know your optimal study conditions;
- Explore how to deal with conflict (roommate issues) and disappointment (Poor grade, negative feedback);
- Work on developing healthy relationships;
- Identify when you might need medical help and how to access it.



Students should consider.....



- Who am I as a student?
- Why do I want to go to college?
- What are my strengths and areas I can do better in?
- How is my: Stamina, sleep and waking patterns?
- What academic accommodations do I need?
- What other types of support do I need.....
Social-emotional, physical environment, weather, distance from home?
- In what environment do I learn best.....
 - Campus: Big, little, medium?
 - Noisy, quiet?
 - Urban, suburban, Rural?

Students should know how to “self manage”....

- Waking up and getting to class;
- How to manage free time;
- Healthy lifestyle patterns – getting enough sleep, having a good diet;
- Have identified strategies for “staying on track” and know who you can go to for help;
- Are aware of addictive temptations and strategies to avoid – eg: alcohol and substance abuse, gaming, etc.....

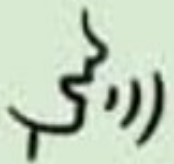


Students should know how to self-advocate....

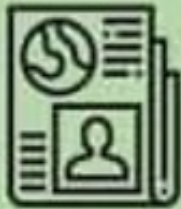


- Understand their disability and how it impacts their learning;
- Communicate their academic strengths and needs and understand how strategies and accommodations support their learning;
- Recommend that they begin the process of self-advocacy by taking an active role in their High School IEP meetings;
- Have a support network and “go to” person (therapist, pragmatics coach, counselor).

What is Self-Advocacy?



Speaking up for yourself.



Staying informed and knowing how to get information



Knowing your rights and responsibilities



Finding people who will support you



Solving problems



Reaching out to others when you need help



Taking control of your own life = self determination

@carlameyrink

Students should learn about Assistive Technology



Before heading to college.....

Assistive Technology supports learning, as well as access to accommodations, such as.....

literacy software, smart pen, tablets and apps, magnification, screen readers, voice recognition, adaptive equipment, etc).

<http://www.educatorstechnology.com/2016/01/a-handly-chart-featuring-over-30-ipad.html>

Keene State College Clip

<https://www.youtube.com/watch?v=NaEp5aWN3ik>

What to “try to” STOP doing... and what to do instead.....

What to STOP doing for your college student (and what to do instead)

College students need to develop their self-management skills in order to be confident and independent adults. But how can parents sometimes undermine this growth process?

According to...
GROWN & FLOWN



Being your college student's alarm clock

Making appointments for your college student



Contacting professors on your college student's behalf

Replacing your college student's lost or broken items



Managing your college student's schedule

According to...
BEYOND BOOKSMART

INSTEAD...

Time management is an Executive Function skill that takes practice. Ask your student, "What time do you think you'll need to get going? How will you manage that?"

Students need to learn the skills of initiating tasks and planning for future needs. Ask your student, "What services will you need to plan for in the next couple of weeks? When will you arrange for them?"

Learning self-advocacy skills will help your student become responsible for their learning. Ask your student, "Who can you reach out to when you're stuck? How will you contact them?"

When students have established systems of staying organized, they help reduce their stress. Ask your student, "How will you keep track of your keys/wallet/phone? What steps will you need to take to replace them, if lost?"

Balancing priorities and maintaining a schedule are skills that often develop through trial and error. Build these skills by asking your student, "How will you fit in your classes and your club meetings this week? Are there any commitments you need to keep track of?"

Executive Function skills such as time management, planning, prioritizing, organization, and problem-solving are coachable skills that students can learn with the right support and expertise.

Reference

Grown and Flown article [14 Overprotective Things To Stop Doing Immediately For Your College Student](#) by Michelle Newman



What are ?'s from parents.....

Questions I have been asked:

- What is diff btwn HS IEP/504 plan and what to expect in higher ed? Will there be a “special ed liaison”?
- What will the faculty know about the student’s disability and who will tell faculty?
- Do kids with disabilities get financial assistance for college because of their disability?
- Are college applications from students with disabilities treated or viewed in the context of achieving college diversity aims during the admissions process?
- Is there an advantage to disclosing upon application to the college/university?
- Is there “in classroom” assistance/coaching provided?

Possible questions for you and your student to ask the college.....?



- Are services geared specifically towards learning and other disabilities or is it a general academic support program?
- Is the program monitored and staffed by full or part-time personnel – how many staff are there?
- What academic accommodations are typically provided?
- What training do the faculty and staff have to support students with disabilities, particularly students on the spectrum?
- Is professional development/in-service on learning and other disabilities provided on a regular basis?
- Is professional development/in-service provided to all campus employees, including campus safety?
- Is support provided one-to-one or in a group?
- Are Universal Design* for Instruction practices encouraged?

<http://www.washington.edu/doit/programs/center-universal-design-education/overview>

And.....?



- What is the student-to-support specialist ratio?
- Does the program have student or professional tutors?
- Is tutoring provided in all subjects?
- How well do faculty accept students with disabilities?
- Can students with disabilities take a reduced course load?
- Who does the academic advising for students with disabilities?
- Does the college offer academic course waivers or substitutions (e.g. for foreign language)*?

What may be unique about our students “on the spectrum” in higher ed?

What it “might” look like in the classroom?

Possibly.....

- Difficulty w change;
- Easily overwhelmed; anxious when unable to predict what happens next; May be worse in the beginnings of semesters;
- Challenged Social Communication Skills:
 - Talk “at” instead of “to”;
 - Difficulty with turn-taking;
 - Group projects can be difficult;

And Possibly.....

- Special Interests with focus conversations and assignments around that interest;
- Sensory Sensitivity - sensitivity to lights, sounds, and/ or textures;
- Abstract Language Difficulties - can be quite literal; Open-ended questions can be challenging;

What to work on and know....*

**Advice from Lorraine Wolf, Director of Disability Services at Boston University, a professor of psychiatry and of rehabilitation sciences, and a specialist in college transition for students on the autism spectrum. Wolf co-founded the College Autism Spectrum consulting group and is a co-author of "The Parents Guide to College for Students on the Autism Spectrum and Students with Asperger Syndrome: A Guide for College Personnel." with Jane Theirfield Brown, Ruth Borg and Lisa King.*

- Be Realistic;
- Look at current accommodations and support – if appropriate, pare down level of in-classroom support, content modifications, extensions on due dates and untimed tests and exams;
- Familiarize yourself with college code of conduct and behavioral expectations;
- Increase level of responsibility and independent living skills – making own appointments, adhering to schedules, managing health needs, etc....
- Develops and access stress management support and techniques;
- Evaluate college choices based on academics, environment and goals.

Why Community College “may” be a great starting point.....

“Scaffolded” experience from a community college to a 4-year college or university often:

- May foster a smooth transition;
- May offer a smaller and supportive learning environment;
- May help lead to the student achieving their academic and career goals and potentially experiencing SUCCESS;
- May equip students to move on to the next level of higher education;
- May provide access to robust and comprehensive support such as: case management, specialized 1:1 tutoring focusing on student success strategies, specialized advising and orientations and special interest clubs and organizations;
- May offer support services will focus on “navigating” the institution, developing self-advocacy skills and metacognition and “connecting” the student to professionals and peers to help them in their journey;
- May have “Dual Enrollment” opportunities;

Resource: <https://www.stairwaytostem.org/community-college-can-be-a-good-fit-for-students-on-the-spectrum/>

Residential Life Questions

Consider:

- Is the student ready live away?
- What residential arrangement will be best?
 - roommate or requesting a “single” as an accommodation? This will vary significantly from school to school.
- What are the reasons for requesting an accommodation? Stress? Sensory challenges? Anxiety?
- Downside of a single – potential for isolation. Perhaps not having the full college experience.
- How are rooms arranged? A “suite” with rooms around a central shared lounge space, long corridors with large shared bathrooms, co-ed?
- Variations from college to college of who handles residential life accommodations – Start with Disability Series/Accommodations/Access Center
- Most residential life (dorms) are staffed by students who have been selected to be the RA (Residential Assistant). There WILL be a College or university Administrator who makes final decisions and interventions.
- Some say: “The most exciting, but also one of the most difficult aspects of going off to college may well be the Residential piece”
- Roommate issue can be challenging for many, but especially for some students on the Spectrum. This “may” be due to: limited experience and practice with negotiation, interpersonal interaction skills, need for order and privacy and cleanliness, limited experience sharing space and belongings and certainly the unpredictability of sharing a room with someone you don’t know.

More Questions from participants.....

- Reduced course load –Are there issues transitioning from taking a few courses to full-time;
- Online/remote format – what to consider?
- Resources to provide support when juggling responsibilities while being homesick (deadlines, socializing, commuting);
- Transitioning from a community college to a 4 year college;
- The student loan process - different with a documented disability (collecting SSI etc)?

MYTHS ABOUT DISABILITY ACCOMMODATIONS IN HIGHER EDUCATION

MYTH #1:

- ❑ **Students should be moved from an IEP to a 504 plan because 504 plans are valid in college.**

MYTH #2:

- ❑ **High School students should be taken off an IEP/504 plan in their senior year because accommodations for learning, attentional and neurological disabilities/challenges will not occur in college.**

MYTH #3:

- ❑ **If a student received accommodations in high school, the college or university must provide the same accommodations.**

MYTH #4:

- ❑ **High Schools should add lots of accommodations to the student's HS plan so that they can receive these in college.**

MYTH #5:

- ❑ **Students will receive more/better accommodations if they attend a private college.**

Where do we go from here?

- ❑ Help your son/daughter to understand their strengths, challenges and how their disability impacts them in a learning environment;
- ❑ Anticipate Expectations.... Identify what is different, what is similar between HS/College;
- ❑ Practice self-advocacy and communication:
 - Role plays and scripts
 - College Visits/Tours/Open Houses/Info Sessions
- ❑ Learn the language of College – Syllabus, Registrar, Bursar, etc.....
- ❑ Practice effective Email communication;
- ❑ Work on time management, organization strategies, independence;
- ❑ Referral to adult human service agencies (eg: Vocational Rehab and/or state DD agency) for support, programs and funding.

Key “Take Aways”

- Assess readiness - BOTH.....
 - College capable = Can handle academic demands
 - College Ready = Can handle independence
- Work on self-advocacy, self- awareness and self-management skills while in high school;
- Develop a post secondary plan;
- Remember.....it’s not a race to finish....it’s finishing with success!

Parents/Family members: MORE QUESTIONS???????

READ: Jane Jarrow’s Open Letter to parents*:

<file:///C:/Users/Susan/Documents/Jane.Jarrow.Letter.to.Parents.pdf>

Resources.....

<http://www.affordablecollegesonline.org/college-resource-center/resources-for-students-with-disabilities/> -

College Resource for Students with Disabilities

<https://www.cedardatabase.org/> Campus Disability Resource Database

<http://www.bestcolleges.com/resources/disabled-students/>

Overview of College Resources for Students with Disabilities

<http://www.washington.edu/doit/> - Disabilities, Opportunities, Internetworking and Technology

<http://www.finaid.org/educators/otherresources.phtml> - Easy Access for Students and Institutions

<https://www.jedfoundation.org/mental-health-concerns-not-focus-preparing-high-school-students-college-despite-increased-risks/> Jed Foundation

https://www.ldadvisory.com/college_students/ LD Advisory.com Elizabeth Hamblet blog

<https://www.topcollegeconsultants.com/> Top College Consultants – Dr. Eric Endlich

<https://www.topcollegeconsultants.com/autism-in-college/> Listing of nationwide college models which provide support models for students on the Autism Spectrum

<https://www.topcollegeconsultants.com/are-you-ready-for-college/>

<https://www.collegeparentcentral.com/> College Parents Central

www.stairwaytostem.org Resources for students on the autism spectrum transitioning from high school to college, particularly in Science, Technology, Engineering, and Math (STEM) fields.

<https://www.nclد.org/what-we-do/scholarships/> National Center for Learning Disabilities Scholarships

<https://med.stanford.edu/neurodiversity/SNP-REACH2024.html>

Stanford Neurodiversity project: Research, Education, and Advocacy Camp for High Schoolers (SNP-REACH)

Susan B. Woods 1.16.24 ATTA Project Illinois Center for

Specialized Professional Support

And more Resources.....

<https://www.ahead.org/about-ahead/about-overview>

Association on Higher ed and Disabilities

<https://collegeautismspectrum.com/>

College and career resources and training for students, parents and professionals in the autism community.

<https://www.beyondbooksmart.com/>

Beyond Booksmart – Executive Functioning Coaching

<https://cipworldwide.org/>

College Internship Program

<https://thecollegespy.com/>

The College Spy – College Consultants

<https://vestedacademics.com/>

Vested Academics – Educational consultants and coaching

<https://www.uml.edu/Research/Autism/services/Horizons.aspx>

U Mass Lowell Horizons Program

FACEBOOK GROUPS:

- College Transition and Accommodations Information for Parents - Eliz Hamblet

This group's goal is to empower parents/guardians to prepare their student for college, and support them once they get there. (LDAdvisory.com) (bit.ly/LDblogbook) on accommodations, documentation, & more.

<https://www.facebook.com/groups/337012037088722>

- Parents of College Bound Students with Learning Disabilities, ADHD and ASD –

This group is for parents of college bound students with learning disabilities, attention deficit hyperactivity disorder (ADHD) and autism (ASD). It is a supportive and informative group designed to share information and ideas on post secondary options for our students. Hosted by The College Spy and Top College Consultants

<https://www.facebook.com/groups/1808842799137600>

- National Association for College Admission Counseling (NACAC)

<http://admitted.nacacnet.org/wordpress/index.php/2021/04/14/the-college-transition-tips-for-students-with-disabilities/>

PODCASTS/VIDEOS

https://m.youtube.com/watch?v=yWG_U9IQkC0&feature=youtu.be
College readiness for current HS seniors and juniors w learning differences

<https://www.collegeparentcentral.com/2021/02/034-a-discussion-about-college-students-and-mental-health-an-interview-with-dr-eric-endlich/>

<https://www.stairwaytostem.org/spectrum-q-a-with-college-transition-consultant-susan-woods-declaring-a-disability/>

<https://www.stairwaytostem.org/spectrum-q-a-with-college-transition-consultant-susan-woods-self-assessment/>

<https://www.stairwaytostem.org/spectrum-q-a-with-college-transition-consultant-susan-woods-activating-accommodations/>

<https://ldadvisory.com/videos-podcasts/>

<https://www.topcollegeconsultants.com/media-news/>

Recommended reading

- The Parent's Guide to College for Students on the Autism Spectrum, by Jane Thierfield Brown, Lorraine Wolf, Lisa King and G. Ruth Kukiela Bork

<https://www.aane.org/parents-guide-college-student-autism-spectrum/>

<https://ldadvisory.com/high-school-preparation-college-students-autism/>

- Talking College™ College-Ready Card Deck

<https://talkingcollege.com/products/talking-college%E2%84%A2-college-ready>

- From High School to College: Steps to Success for Students with Disabilities by Elizabeth Hamblet

<https://ldadvisory.com/best-college-for-students-with-learning-disability-dyslexia-or-adhd/>

<https://ldadvisory.com/blog/>

- Supporting Neurodivergent and Autistic People for Their Transition into Adulthood-Blueprints for Education, Training, and Employment

<https://www.routledge.com/Supporting-Neurodivergent-and-Autistic-People-for-Their-Transition-into-Combs/p/book/9781032394916>

- Understood.org

<https://www.understood.org/en/school-learning/choosing-starting-school/leaving-high-school/types-of-college-accommodations-and-services>

- Preparing Students with Disabilities for College Success, by Stan F Shaw, Joseph Madaus, Lyman L. Dukes, III

<https://products.brookespublishing.com/Preparing-Students-with-Disabilities-for-College-Success-P294.aspx>

- Mental Health Guide for Autistic college students

<https://www.newswise.com/articles/new-resource-mental-health-guide-for-autistic-college-students>

- US News and World Report article

<https://www.usnews.com/education/best-colleges/articles/how-to-navigate-college-admissions-with-a-learning-disability>

Some examples to check out.....

College Disability Sites:

Examples and Disability Services Research Form

<https://hood.accessiblelearning.com/Oregonstate/>

<https://hood.accessiblelearning.com/Oregonstate/ApplicationStudent.aspx>

<https://ldadvisory.com/wp-content/uploads/2021/02/College-Disability-Services-Research-Form.pdf>

Tools:

<https://goblin.tools/About> A collection of small, simple, single-task tools, mostly designed to help neurodivergent people with tasks they find overwhelming or difficult.

<https://digital.utsc.utoronto.ca/assignment-planner> Assignment Planner

<https://sonocent.com/audio-notetaker/> Audio Note-taker

<https://www.youtube.com/watch?v=1r5CCTeyqJA> Q and A with Assistive Technology Coordinator – with LD Advisory – Elizabeth Hamblet

<https://talkingcollege.com/>

Discussion prompts and insider tips for college-bound students, their parents/guardians, and those helping them when they arrive on campus. They were created to empower students through curated conversations that help ease the transition to college.

Closing remarks*

*from Laura Di Galbo, an adjunct professor in the Department of Counseling Education and Family Therapy at Central Connecticut State University and a consultant providing support to students with Autism and Mental Health challenges.

SOMETIMES, ADULTS AND PARENTS SUPPORTING STUDENTS MAY THINK THAT THEIR INTELLIGENCE WILL CARRY THEM THROUGH COLLEGE. BUT THEY HAVE TO LOOK AT THEIR “SOFT SKILLS” – HOW WELL THEY ORGANIZE, PLAN, GET WORK DONE IN TIME, ETC. SCHOOLS, PARENTS, AND OUTSIDE PROFESSIONALS SHOULD WORK TOGETHER TO MAKE A PLAN TO TEACH STUDENTS THESE SKILLS.

–LAURA DIGALBO
SPECIALIZED CONSULTANT



**Preparing Students with Mental Health
Disabilities for Successful College Transition**

Blogpost on LDAdvisory.com

My thanks.....

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