

## TIMELINE FROM HIGH SCHOOL TO COLLEGE ENTRANCE

### 9<sup>th</sup> to 10<sup>th</sup> grade:

1. Attendance and participation in IEP meetings in which the student articulates his disability, strengths, and needs.
2. Creation and use of time management system for class assignments and out of class activities
3. 3. Classroom accommodations to be negotiated directly with teachers rather than pull-outs to resource room/special education setting
4. Increasing independence at home, making student responsible for managing and being accountable for free time and academic demands

### 11<sup>th</sup> and 12<sup>th</sup> grade:

1. Work with guidance counselor to develop list of possible colleges. Begin to research online and make campus visits.
2. Finalize Transition IEP. Student should increase participation and initiation of all things related to their services
3. Participation in summer jobs or volunteer activities
4. Practice interviewing skills
5. Apply to college

### Admission Process

1. Family meets with school counselor to draw up list of schools that might be appropriate given the student's grades, class ranking, test scores (SAT or ACT), interests
2. Families visit campuses, look online to refine the choice
3. Application materials arrives, complete forms, requests for letters of recommendation, transcripts, and a form for the personal essay
4. Complete application materials and submit by the deadline.

### Interviewing

1. Consult the college counselor about the typical college interview and coach the student
2. Role play and rehearse in preparation of the interview
3. Prepare the script or narrative in advance of the interview- and stick to it as much as possible
4. Consider disclosing if there are any unusual speech or interaction features that would stand out to the interviewer
5. Dress neatly and comfortably. Do not dress in attire that would be a distraction for the student.
6. Practice handshakes and eye contact
7. Reduce anxiety by arriving early or checking out the environment in advance
8. Inquire about alternative arrangements to a group interview (if one is required) if this type of interview is not suitable to the student's abilities

### After receiving Acceptance Letter

1. Follow procedure outlined in the letter for confirming acceptance and sending in deposit to hold spot
2. Contact Disability Services Office to formally register with them for accommodations during the school year
3. Inquire about Open Houses through Disability Services
4. Inquire about any assistance needed during summer orientation (i.e. dorm accommodations, activities students must participate in)

### After attending Orientation

1. Create New Student Resource List with relevant support providers, on-and-off campus co-curricular resources (i.e., barber, ATMs, restaurants, etc.)

2. Contact Disability Services for possible housing accommodations,
3. Visit campus to walk schedule, visit pertinent offices
4. Get familiar with school email, online course management systems, etc.
5. Consider meeting with Disability Services in late August to set up schedule, create pre-semester checklist of professor contacts, purchasing books, etc.

#### Final Month prior to Living on Campus

1. Make sure meds are current, working and refill plan is outlined
2. Get into a good sleep/wake cycle. Buy and use an alarm clock
3. Practice all daily living skills independently
4. Practice using a time management schedule if not already
5. Contact Residential Life for look at room arrangement if possible
6. Contact new roommate if appropriate and establish basic preferences for living together. Can seek help from Residential Life or Disability Services
7. Use Stress Management Scale to identify triggers and strategies
8. Shop for room and study essentials
9. Meet with Disability Services to consider early contact with instructors, obtaining early syllabus and purchasing books