

Post-secondary Transition Tips

(from Service Providers Workshop at York University)


<https://beamsvilles.dsbm.org/student-services/learning-resource>

- Language changes (IEP's are LOA's or letters of accommodation; no "Special Education"). LOA's tell accommodations per course not the diagnosis. LOA's (electronic) are requested each year.
- Accessibility office/disability office instead of resource / guidance. Term used at College or University is specific to the institution. Support areas can be separate or grouped together depending on institution (ie. Disability services, Mental Health, Technology / Accessibility).
- Campus size increases
- Choose your program carefully (programs are not modified only accommodated if you qualify for accommodations); students need to "fit" into the "system".
- Register early with the accessibility office; there can be a wait for registration (2 weeks- 2 months).
- If a little below grade average required for your program (2-5%), you can apply for modified admission (this is done after you originally apply, around second round of admissions)
- Tiered approach to accommodations; based on documentation you present (Last IEP, physician letters, last psychological education assessment). An IEP without other documentation will result in no accommodations. Your institution will advise you on whether you require an updated psychological educational assessment.
- Consider a reduced course load to begin with. 2 courses is the minimum you have to take each semester if you have a permanent disability; 3 courses if you do not have a disability. Try 5 courses for first week and then drop down if needed. Varsity athletes - reduce their load and plan for their heavy semesters accordingly.
- Time Management/ expectations of study time
 - ❑ 1 class (1 hr) = 2-3 hrs of homework time (for students without disabilities)Ie. paper worth 10 % = 1 percentage point equals 1.25 hrs of work or 10% equals 12 hrs in total that you should be spending on that 10% paper.

What You Think it Looks Like


Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:30							
8:30	Class 1		Class 2				
9:30					Class 5		
10:30							
12:30							
1:30							
2:30	Class 3		Class 3		Class 3		
3:30							
4:30	Class 4		Class 4				
5:30							
6:30							
7:30							
8:30							
9:30							
10:30							



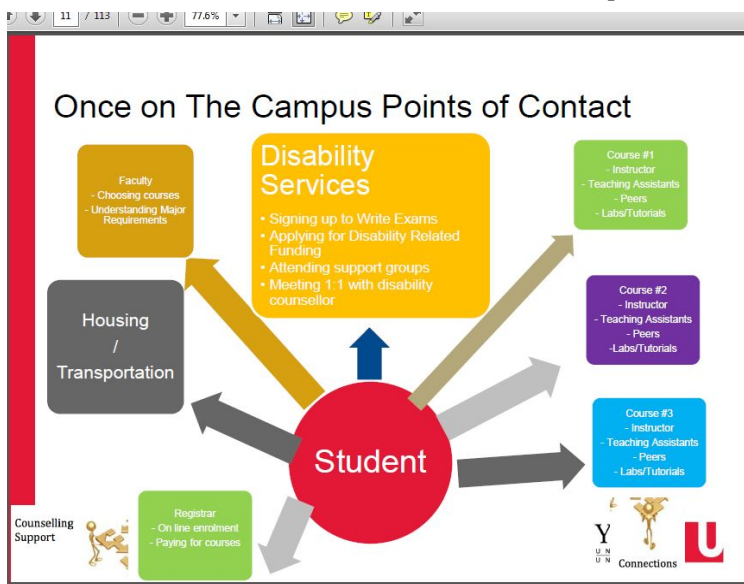
What It Actually Looks Like -

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:30							
8:30	Course 1		Course 2	Course 1		Course 1	
9:30		Course 5		Study	Course 5		
10:30		Study				Course 2	
12:30						Study	
1:30							
2:30	Course 3	Course 3	Course 3	Course 3	Course 3		
3:30						Course 3	
4:30	Course 4		Course 4	Course 4	Course 4		
5:30					Study		
6:30		Course 1	Course 5	Course 2			
7:30		Study	Study	Study			
8:30				Course 5		Course 4	
9:30				Study		Study	
10:30		Course 2					
		Study					



- ❑ Choose course timing- don't put all courses together on same day for exams with extra time accommodations exams would be too close together.
 - ❑ Lots of reading ! Break down assignment and chunk it.
- Accommodations are a “collaborative process” determined through students paperwork, students ability to understand their learning needs, counsellors, professor and their course's integrity (ie. nurse practitioner program- not allowed access to a calculator)
- Accommodations vary from institution to institution and are very student specific. The functional limitations of the disability is considered. There needs to be evidence of the need for an accommodation in the documentation. Types offered:
 - ❑ Additional time- not unlimited; could be 25-33% extra time which equates to 15 min per 1 hr exam and can also be specific to type of exam ie. math, essay questions only, multiple choice / heavy reading.
 - ❑ Separate space
 - ❑ Use of specific computers in testing rooms (no access to the internet)- doesn't include dictionary or thesaurus (only by permission of Professor)
 - ❑ Short breaks- usually within testing room itself
 - ❑ Scribe/reader- not often unless for specific disabilities like physical or vision. Software is expected to be used instead.
 - ❑ Text to voice software
 - ❑ Instructions / directions clarified- but content is not clarified (ie. use pencil, double space your work)
 - ❑ Spelling aids- self help, checked by proctor are very rare.
 - ❑ Use of calculator for math based courses or multiplication chart.
 - ❑ Extra time for assignments - possible but only around high course volume times and often specific to instructor (have conversation early on about the possible need)
 - ❑ Formula sheets
 - ❑ Memory aids - not common; often given for students with acquired brain injuries.
 - ❑ Access to electronic textbooks- through library; in specific cases
- Best predictor of student success is the student's connection to their campus.

- Students do it all ; not parents. Lots to navigate !



- **Self advocacy**- 3 parts:
 - Part 1: student based- ability to explain specific disabilities to others (strengths, functional limitations)
 - Part 2: understand how your disability intersects with the environment
 - Part 3: cope positively
- Grades drop a full letter grade from high school
- Always apply for OSAP even if you don't think you will use the loan. There are other monies available if you qualify for even just \$1.00 of OSAP.
- Laptops are typically a student cost
- Exams are often booked through the Registrar's office in advance; on-line 3 weeks in advance.
- Plagiarism a big issue. Not taken lightly !
- Supports available like tutoring are possible but again very specific. Skill based tutoring like time management and essay writing development versus content based tutoring when a course maybe is outside your "major". Peer mentors are also a support often.
- ADHD coaching available- Provincial funding available if you qualify up to \$2,000/year.
- Developing skills to cope with stress and accessing supports the key.
- 3 Factors that negatively impacts students academic performance: stress, sleep difficulties, and anxiety.