How can you be an advanced organizer:

- Understand the Transition Landscape
- Plan for Academic & Social Responsibilities
- Establish Strategies to Promote College Preparation
Transition Landscape

- At Graduation It All Changes!
  - The laws
  - Who is in charge
  - Expectations
  - Temptations
  - Consequences
  - Accommodations
# Transition Landscape: The Laws

<table>
<thead>
<tr>
<th>IDEA</th>
<th>ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Responsibility on <strong>PARENT/SCHOOL</strong> for provision of services</td>
<td>- Responsibility on the <strong>STUDENT</strong> to initiate provision of services</td>
</tr>
<tr>
<td>- Insures <strong>SUCCESS</strong></td>
<td>- Insures <strong>EQUAL ACCESS</strong></td>
</tr>
<tr>
<td>- IDEA: <strong>EDUCATION</strong> law</td>
<td>- ADA: <strong>CIVIL RIGHTS</strong> law</td>
</tr>
<tr>
<td>- <strong>ENTITLEMENT</strong></td>
<td>- <strong>ELIGIBILITY</strong></td>
</tr>
<tr>
<td>- <strong>SPECIAL</strong> accommodations</td>
<td>- <strong>REASONABLE</strong> accommodations</td>
</tr>
<tr>
<td>- Focus is on the <strong>DIAGNOSTIC LABEL</strong></td>
<td>- Focus is on the <strong>FUNCTIONAL IMPACT</strong></td>
</tr>
<tr>
<td>- Disability = One of 13 categories</td>
<td>- Disability = Impairment + Substantial Limitation + Major Life Activity</td>
</tr>
</tbody>
</table>
Students!

- Parent Concerns:
  - Who is going to wake him up?
  - Limited access (FERPA)
  - What about vulnerability?
  - But that course was waived in H.S.
  - Can’t you make her...
  - He CAN’T do a foreign Language
# Transition Landscape: Expectations

<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 5-6 hours/day of classes</td>
<td>• 4-5 classes, 3-4 hrs/wk</td>
</tr>
<tr>
<td>• 2-3 hrs/day HW</td>
<td>• 2 hrs/day/hrs in class</td>
</tr>
<tr>
<td>• Frequent quizzes, non-cumulative tests</td>
<td>• 2-3 cumulative exams/semester</td>
</tr>
<tr>
<td>• Teach content from textbooks</td>
<td>• Research and primary sources</td>
</tr>
<tr>
<td>• 20-25 students</td>
<td>• 10 – 300 students</td>
</tr>
<tr>
<td>• One building</td>
<td>• Entire campus</td>
</tr>
</tbody>
</table>
Transition Landscape: Temptations

- Peer relations
- School work vs. leisure activities
- Sleeping too much or too little
- Procrastination
- Junk food
- Hygiene
- Athletics
- Work
Transition Landscape: Possible Consequences

- Poor grades
- Isolation
- Lack of social/emotional development
- Connection with University
- Inappropriate balance between school work/leisure activities
- Falling behind in school work
- Poor health
Transition Landscape: Accommodations

- Students are required to submit documentation establishing their disability and need for accommodations. Services are only provided once a student self-identifies and provides appropriate information. Reasonable accommodations provide equal access, not success.

- Students are required to monitor their own progress and communicate their needs to appropriate personnel.
Academic Responsibilities

- Self-disclose to disability office to request accommodations
- Provide documentation of disability in compliance with policy
- Request accommodation & monitor effectiveness
- Meet academic & behavioral standards
- Appropriate study habits
- Preparation and adherence with timelines
- Understanding the “hidden curriculum” of classroom etiquette
  - Appropriate interactions (faculty, staff, students)
  - Dealing with criticism, feedback, rejections
  - Roommate communication
Social Responsibilities

- Independence in living environment
- Laundry, food prep, cleaning, roommate issues
- Time management & organization
- Managing free time
- Establishing friendships
- Negotiating and advocating for self
- Interacting appropriately in social situations
- Peer pressure (drugs, drinking, dating)
Disability Services Provider Transition Assistance

- Assist students in understanding and accepting disability

- Identify and develop realistic goals (SMART GOALS)
  - SPECIFIC; MEASURABLE; ACHIEVABLE; RELEVANT; TIME-BOUND

- Promote self-advocacy

- Encourage the use of resources

- Enhance academic readiness skills (time management, organization, study preparation)
Parent Transition Assistance

- Independent Living - Take care of your SELF (A parent’s prompt)
  - Sleep
  - Exercise
  - Liquid
  - Food
Strategies to Promote Preparation for College

Factors for College Success

- Resilience
- Social Communication/Interaction
- Executive Function
- Self Regulation
- Academic Ability

Thierfeld Brown, 2013
Factors for College Success: Resilience

- The capacity to recover quickly from difficulties; toughness

- Resilience is not a trait that people either have or do not have. It involves behaviors, thoughts and actions that can be learned and developed in anyone.  
  
  APA 2014
Factors for College Success: Resilience Strategies

- **Self-Awareness:** Review documentation with student and discuss their disability
- **Self-Management:** Promote student ownership or decisions. Provide consistent and clear expectations
- **Support Decision Making:** Encourage students to set realistic goals and support their academic decisions
- **Recognition:** Provide reinforcement
- **Communication:** Debrief with students after a decision they made did not go the way they would hope
Factors for College Success: Executive Function

- The ability to manage oneself and one’s resources in order to achieve a goal.

- Neurologically-based skills involving mental control, self-regulation and follow through.
Factors for College Success: Self Regulation

- The capacity to control one’s impulses, both to stop doing something or to start doing something.

- Understanding the potential consequences of one’s actions and delaying gratification, as needed.
DSO Campus Partners

- Siobhan Case (Disability Services Coordinator)
- Dr. Ian Wallace (CAPS)
- Kate Kimble (Housing Director)
- James Dalske (Dean of Students)
- Margaret Arroyo (Instructional Technologist)
- Louis Bones (Food Services Director)
Questions?