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Preparing for the Post-Secondary Transition

Understanding What “*Transition*” Really Means...*and what to do about it!*



What does “transition” even mean?

The process or a period of changing from
one state to another



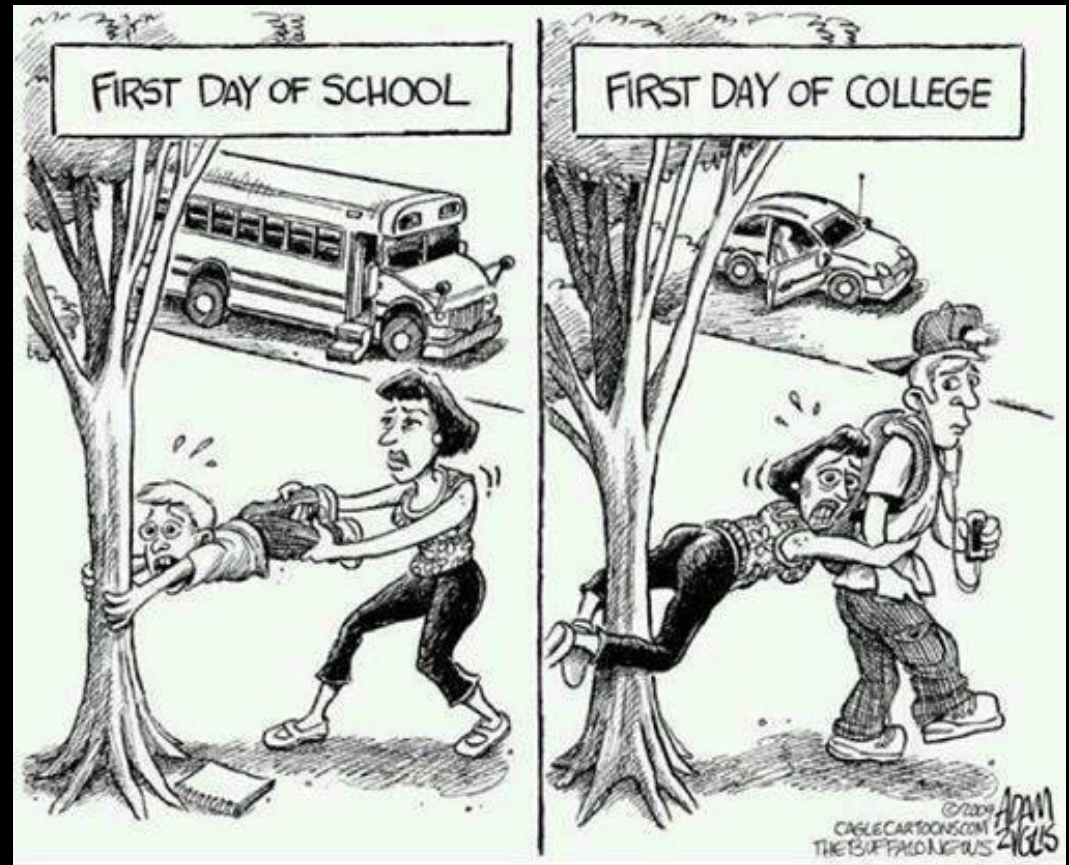
What are transition issues?

Transition issues are the challenges people encounter as they change into this new state, and how well they adapt to these new conditions



Why are they important?

Because they will be the biggest hurdles preventing most high school students from becoming successful, independent college students



Things will change dramatically for your family as you transition to post-secondary education

No IDEA, so no IEP

No RTI framework for interventions at different levels

ADA accommodations are specific and limited

Students are required to be strong self-advocates

In other words, in precisely those areas in which many students struggle, they must now competently master to secure their opportunities for the accommodations that can be provided at the post-secondary institution they choose to attend.

Risks:

Heightened risk for academic and personal failure

Decreased rates of graduation and employment

More likely to develop psychopathological disorders

Challenges frequently reported:

Organizational and time management difficulties

Lack of self-advocacy skills

Meeting academic demands

Students Report that They Struggle:

With new situations and unexpected changes

With establishing a new social network

With processing information and time management

With greater expectations and harder workload

With how to disclose information about their needs

With mental health issues—anxiety, depression****

THERE IS HOPE!!!



Actions to Take NOW:

Develop a strong transitional IEP or plan for your student

Access resources and personnel to advise you on your options

Communicate with the appropriate staff at your school and at the institutions you have chosen, and ask them the key questions

Visit those institutions you have chosen, and sit down and bluntly discuss concerns and how that institution will address them

Continue to communicate and coordinate with your chosen institution's programs or services, to ensure they meet the expectations previously discussed.

Transitional Challenges

1. Post-secondary options
2. Disability support options
3. Independent living
4. Curriculum challenges
5. Physical organization
6. Time management
7. Resource management
8. Self-regulation

Transitional Challenges

• Post-secondary Options for YOU

Life skills training programs

College living experience programs

Trade or technical schools

Junior colleges

Four year colleges or universities

Specialized schools or programs

Other (work, apprenticeship, volunteer corps, military, seminary, etc.)

Transitional Challenges

Disability Support Options

Disability Support Services
Comprehensive Support Programs
Counseling Services
Support Groups
Volunteer and Service Programs
Registered Student Organizations
Organized Events and Activities
Caring Faculty and Staff

Program Types Available to YOU

There are a variety of options for disability support at two and four year institutions:

Mandated services

- Typical disability office
- Required by ADA
- Reasonable accommodations standard
- Different at each institution
- No additional cost

Comprehensive services

- Exceeds required services
- Best practices model
 - Exclusive to inclusive models
 - Center-based to campus-based models
 - Independent service to integrated service models
 - Publically-funded to privately-funded models
- Different at each institution
- Additional fees for specialized services

Support Recommendations

(Anderson et al. 2018; Burgstahler et al. 2015; Cox et al. 2017; Elias et al. 2017; Hees et al. 2015)

Recommendation 1: A Personalized Approach

**Recommendation 2: A Safe and Transparent Environment
with Sufficient Planning and Clear
Communication**

Recommendation 3: Academic Accommodation

**Recommendation 4: Support in Education, Student Life, and
Daily Living**

Recommendation 5: Adequate Psychosocial Support

Recommendation 6: Leisure Activities and Rest

***KEY QUESTIONS**

What are we doing right now to prepare for the transition to post-secondary education?

What can I do, myself, personally, now, to ready myself for this transition?

What are my options for post-secondary education?

Why, how, when, and with whom should I schedule a visit?

What is the application process like for most colleges? Is it different for students with disabilities? What information will they need?

What are admission criteria?

What kinds of services/programs are offered for students with disabilities? Are there fee for service programs?

How many students are served by your disability office or program? How many students with my diagnosis?

How many full-time staff are employed at this office or program?

How do YOU provide (list the services and accommodations: test proctoring, tutoring, audiobooks, notetaking, remediation, supervision or case management, computer resources, advocacy, organizational assistance, resource management, counseling, medical and/or psychological services, other services)?

What is your average class size?

What are my choices for housing and roommates?

***KEY QUESTIONS**

How does my student access accommodations (or more specialized services)?

What exactly do they have to do get test proctoring (or whatever accommodation or services you are interested in knowing about)?

If an accommodation or service is requested or accessed, what options are available to deliver it?

Who follows up with students if they do not access accommodations or services?

Will parents be informed of progress or concerns about their student?

Do students have to advocate and be primarily responsible to access accommodations and services?

If students do not advocate for themselves or insist upon accommodations, what happens?

Is there a system on campus for mental health or medical referrals?

What emergency or crisis services are available on campus, and how might a student access them?

How does a student initiate a mental health or other medical appointment on campus?

If a student has problems with food at the meal hall, or has a dietary restriction, what are their options?

What do you do to actively engage students to encourage student involvement in on campus activities?

Transitional Challenges

Independent Living

Sleeping and waking

Hygiene

Monitoring medication

Laundry

Budgeting and accounts

Meal planning

Alarms

Take a shower!

Med minders

Learn how

Balance your books

Cook for yourself

Transitional Challenges

Curriculum Challenges

12-15 credit hours

Outside study time

Heavy work load

Less flexibility

Required independence

Fewer Assignments

More complex assignments

Approach school like a job; plan 40 hours a week to work; follow the 8/8/8 plan; use an organizer

Transitional Challenges

Physical Organization

Managing your space

Backpack or bag

Dorm room

Losing or misplacing

assignments

Where to work?

**Prioritize and set
time aside each
week to clean and
organize your
physical space; use
a simple system to
keep things in order**

Transitional Challenges

Time Management

Procrastination

Do something daily

Prioritization

Assess priorities

Planning

Use best tools

Scheduling

Calendar, checklist

Focus and attention

Break tasks down

Follow through

Develop a habit

Transitional Challenges

Resource Management

**Do you ask for help?
How do you access it?
Do you recognize when
you are in trouble?
Do you spend the right
amount of time and
energy on what's important?**

**Find what is available
Find out in advance
Be aware of your own
warning signs
Adopt a plan that you
commit to. 8/8/8.**

Transitional Challenges

Self-Regulation

Skipping classes
Missing assignments
Not participating
Not using services
Losing focus
Losing motivation
Getting overwhelmed
Not caring
Dropping out

Internal controls;
Setting and sticking to
a regular schedule, like
a job; committing to a
plan, with built in
goals and recognition;
Seeking help and
keeping yourself
connected to school

SIU Southern Illinois University
CARBONDALE



ACHIEVE PROGRAM

Supporting Neurodiverse Learners

COVID-19 Response

We have committed to provide intensive supports while safeguarding our students and staff. Our facility remains open following the University and Public Health Guidelines for safety. We continue to provide case management, tutorial, and test proctoring support via remote learning channels, such as zoom, and through controlled in-person meetings. Such meetings follow social distancing and limited gathering restrictions. Masks are required for in-person meetings, and masks and sanitizer are provided to all who enter.

Specialized Services at Achieve

Model: Center-based inclusive

Scope of Program

Mission

Model of fee-for-service

Expansion

Larger facilities

More full-time professional staff

Student body

Success

Data collection

Measured by student retention

Academic progress

Graduation rates

Reasons for attrition

Student and parent satisfaction

Long term institutionalization of more specialized services

Development of similar programs

Addressing Core Needs

- **Transitional Challenges**

(before, during and after the move from high school to the University)

Independent Living

Curriculum Challenges

Physical Organization

Time Management

Resource Management

Self-Regulation

Coordination of Care

Addressing Core Needs

- **University-Specific Challenges**
 - Advisement**
 - Academic Counseling**
 - Academic Services**
 - University Involvement**
 - On and Off Campus Living**
 - Student Employment**
 - Career Counseling**
 - Job Fairs**
 - Graduation Checks**

Addressing Core Needs

- **Non-academic Student Challenges**
 - Student Well-being**
 - Physical**
 - Mental**
 - Social**
 - Emotional**
 - Professional Counseling Referrals**
 - Medical and Prescription Issues**
 - Dietary Needs**
 - Continued Focus on Transitional Issues**
 - Family, Health, or Other Emergencies**
 - Communication**

Two-Prong Approach

- **Intensively Address Current Service Needs**
- **Reinforce Models for Independence**

Services

- **Case Management**
- **Time Management**
- **Academic Guidance**
- **Monitoring Progress**
- **Tutorial Support**
- **Test Proctoring**
- **Notetaking**
- **Audiobooks**
- **Private Computer Labs and Individual Rooms**
- **Structure**
- **Prioritization**
- **Curriculum Planning**
- **Specialized Sections of Core Curriculum Classes**
- **Learning Strategies**
- **Task Organization**
- **Resource Management**
- **Spatial Organization**
- **Supportive Technologies**
- **Faculty Communication**
- **Stakeholder Communication**
- **Accountability**
- **Advocacy**
- **Self-Regulation Strategies**
- **Coordination of Care**
- **Mental Health Referrals**
- **Medical Referrals**
- **Unique Social Activities**

Services

Additional Supports for Student on the Autism Spectrum

- **More Intensive case management**
- **Executive skills development**
- **Organization, scheduling, planning initiation of tasks, follow-through**
- **Rubrics for planning, rehearsals of interactions**
- **Coordinated with departments and other services**
- **Counseling**
- **Shadowing**
- **Role-playing**
- **Social pragmatics**

Application Process

Apply specifically to SIU (and also apply to the Achieve Program)

Deadline for SIU application is rolling. Applications for SIU are accepted up to the beginning of the semester for which you apply.

SIU no longer requires, but still accepts, ACT and SAT.

Go to <https://siu.edu/admissions/> to apply!

For application to Achieve, go to:

<https://achieve.siu.edu/application-form/>

Application Process For Both SIU and Achieve

- **Easy to Follow Online/Downloadable Applications**
- **Different Processes, but Same End Result**

For Achieve

- **Require Application; Previous Documentation**
- **Interview with the Director of the Program**
- **Final Decision post interview**
- **Formal Acceptance offered to final candidates**
- **Early Advisement and Registration Opportunity**
- **Early Move-in and Orientation**

Application Fees

- For SIU, a \$40 non-refundable application fee (currently waived for all students)
- The fee may be waived for students of certain income levels
- For Achieve, no application fee
- For Achieve, a \$150 non-refundable fee for the scheduled Interview

Achieve Program What We Do:

Comprehensive Program

Support for Neurodiverse Learners

Best Practices model versus a legal compliance model

Human-centered services

Case management

Coaching

Support Specialists

Mentoring

Organization

Transition

Individualized, high staff to student ratio

Integrated social support within the academic model

Campus-wide services in a center-based model

Coordination with other service providers

Feedback among parents and other stakeholders

Systems for accountability

Achieve Program What We Don't:

Our Comprehensive Program Does Not Provide:

Independent living skills training

Specialized life skills training

Specialized living arrangements

Medication monitoring and prescription maintenance

Restricted or “special” classes

Intensive behavioral/remedial therapy

Professional counseling for mental health issues

Regular organized recreational activities

Continuous supervision

Contact Us

Please call or email for more information, or schedule a visit!

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Thank you!