



Making Successful Transitions ... Life After High School



What to expect

Changes in Academic, Social, and Physical environment

Environment	Elementary / High School	Post-secondary
Academic	<ul style="list-style-type: none"> • Common curriculum • Small classrooms • Student/teacher interaction • Structured • "success" oriented • Parental supports 	<ul style="list-style-type: none"> • No common curriculum • Large lecture halls • Minimal student/professor interaction • Unstructured • "performance" oriented • Minimal parental input
Social	<ul style="list-style-type: none"> • "closed" social group (shared hx, interests, experience) • Local / regional • Individual living space (home) • Limited responsibilities • Familiar 	<ul style="list-style-type: none"> • "open" social group (varied age, interests, hx) • National / international • Forced living proximity (res) • Functional Independence • Unfamiliar
Physical	<ul style="list-style-type: none"> • Contained spaces • Enclosed • Central administration • Closely monitored, supervised 	<ul style="list-style-type: none"> • Wide open spaces • Multiple buildings • Decentralized admin • Minimal supervision, monitoring

ACADEMIC:

Success vs Performance; the role of accommodation (success vs access)

School:

- Attending school is *NOT* a choice; it is legally mandated until a student reaches the age of 16 yrs.
- Elem / High School is a highly supported environment where the common goal is to foster student success.
- As the legal guardians of minors, parental involvement is encouraged and welcomed.
- Accommodations are provided on the basis of student exceptionality, and need for additional supports in order to be successful. They target areas of *relative weakness* that inhibit achievement of specific educational goals or skill development. Guiding legislation - Education Act (Bill 82)

Post-secondary:

- Attending university or college *IS* a choice; post-secondary education is not legally mandated

- The primary focus is on student performance, not student success (although the two are often related)
- As young adults, students are expected to function independently, without overt parental involvement.
- Shift in support systems – academic, social, emotional
 - Parents → friends, peers
 - Teachers → peers, Teaching Assistants, Mentors
 - Academic resources (Peer Mentors, Accessibility Services, Counselling, etc)
- Accommodations are provided on the basis of *functional limitations* usually associated with a disability as a means of reducing barriers to accessing post-secondary education. Guiding legislation – Ontario Human Rights Code & Canadian Charter of Rights & Freedoms

SOCIAL:

School:

- Schools contain small, familiar age-based social groupings of peers that advance together over time with shared histories and common interests
- Social interactions occur within a supervised, monitored, and sanctioned environment
- Key elements of independent living remain the responsibility of parents, guardians, teachers, not the individual student.

Post-secondary:

- Social groupings are not defined by age, nationality, or shared experiences.
- Social interactions occur within a wide range of loosely monitored, unsupervised environments.
- Shift from dependent to independent living, assuming primary responsibility for
 - Money management (budgeting)
 - Time management (academic, social, physical)
 - Course management (program & course selection)
 - Self-management (health, personal care)

PHYSICAL:

School:

- The physical school environment is closed with a centralized administration. Figures of authority are present and clearly identified
- Most academic / social / physical activities occur in a relatively small, secured physical space with easy access to resources
- Class sizes are limited with easy access to the teacher (< 35)

- Boundaries between school & residence are clearly established by separate physical spaces; minimal enforced, prolonged close proximity to peers.

Post-secondary:

- The physical environment is wide open and decentralized, sometimes across several campuses.
- Academic / social / physical activities may occur across a wide range of locations across campus; resources are available, but often decentralized or not generally known.
- Class size may be overwhelmingly large (< 1,000+) with minimal access to the instructor
- School & residence may share the same physical space, with extended periods of close living / working proximity to peers (residence, lecture halls, campus facilities, libraries, etc)

How to Prepare

- *What to pack to experience “successful trip”*
 - Information
 - What do I know about myself & how I learn?
 - What do I need to do to be successful?
 - What resources are available?
 - How will I know if I am on track? (self monitoring)
 - Map / compass
 - Where are the resources I need?
 - What important places should I be aware of?
 - How do get back on track if I need to? (self monitoring)
 - Tool kit
 - What important documents must I have?
 - What important information must I have?

- What skills do I have to have when I arrive on campus?
 - What skills do I need to develop / get while on campus?

- *What to expect once you arrive on campus – Roles & Responsibilities*
 - Of yourself -
 - What am I responsible for? (physically, academically, socially, emotionally)
 - What are my strengths? Limitations? Supports?
 - What do I have control over? (academic / emotional / social / behavioral)
 - Of others (peers, instructors, parents)
 - What do I expect others to do for me?
 - What do I expect others to do for themselves?
 - How much influence do others have over me? (academic / social / emotional)
 - Others' of you (peers, instructors, parents)
 - What do others expect me to do for/by myself?
 - What do others expect me to do for/with them?
 - Of themselves (instructors, peers, parents)
 - What do others expect to do for / by themselves?
 - What do others expect me to do for them?

- *What documentation do you need?*
 - For accommodation of a learning disability (LD)
 - Full psychoeducational assessment completed within the past **3 years**
 - Statement summarizing specific functional limitations
 - Recommended accommodations appropriate for a post-secondary environment
 - For accommodation of a disability other than LD (mental health, physical / mobility, ADHD, etc)
 - Letter / report from a health care professional confirming a disability and outlining functional limitations associated with the disability
 - Recommended accommodations appropriate for a post-secondary environment
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