

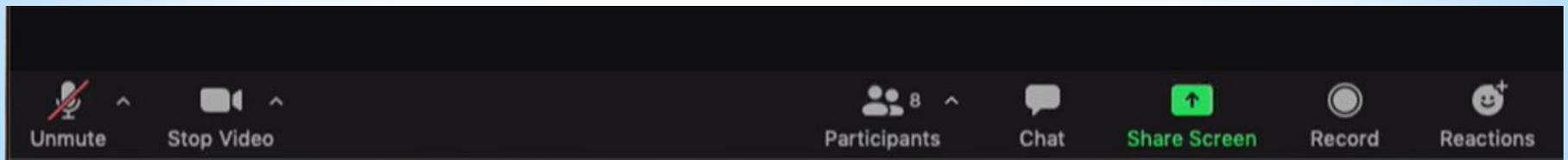
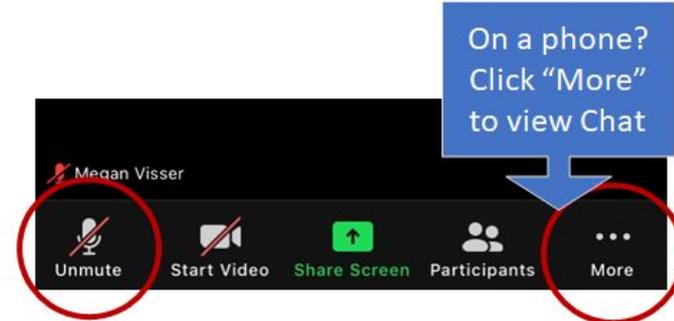
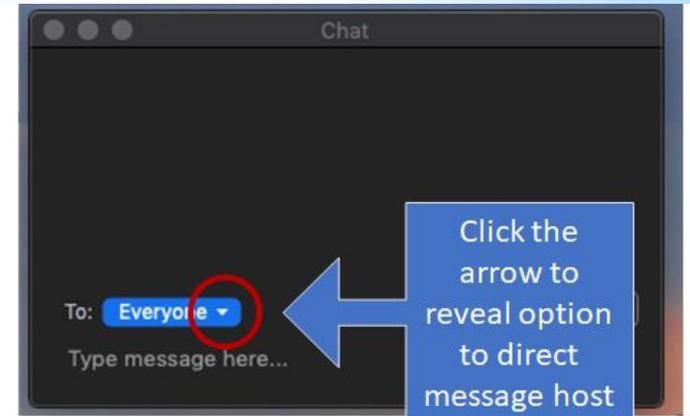


**Conversations
About
Transition:
*College-Bound
with
Challenges***

December 3, 2020

▶ Best Practices for Zoom

- ❑ Have the chat window visible to participate in the session. We'll use it to share information and questions.
- ❑ **Mute** your microphones to eliminate background noise on the call.
- ❑ Use the chat to direct message the tech host with any tech issues.
- ❑ ~~If you have trouble with sound quality,~~ you may need to stop your video to improve your internet connection.





Schools for Children's Mission

Schools for Children meets the unique learning needs of students through its schools and programs that value and respect each individual and implement effective approaches for them to learn, grow and achieve.

Our Schools and Programs

Dearborn Academy, Lesley Ellis School,
Seaport Academy, Dearborn STEP Program,
Winn Brook Extended Learning (WBExL)

Tonight's Transition Experts

- ❑ ***Joan Casey***, President, Educational Advocates College Consulting
 - ❑ ***Sheilah Gauch***, Principal, Dearborn Academy
 - ❑ ***Carol Kinlan***, Senior Educational Consultant, Matlack Educational Consulting
 - ❑ ***Theresa Peduto***, National College Advisor, Educational Consulting Services
-
- ❑ **Moderator:** Elon Fyfield



MOVING TOWARD COLLEGE

- Initiating study and homework sessions
- Reducing reliance on parents/teachers
 - *Trying it yourself first (editing, spell checking, memorizing)*
- Managing your own appointments and planning your time
 - *Using a planner, calendar, assignment book, smartphone*
- Asking for help and going to teacher's office hours
- Managing medical and health needs
 - *Medication, refills, physician contacts*
 - *Establish campus support before arrival*
 - *Conversations about personal safety, substance abuse, relationship issues*
- Finances
 - *Checking accounts, credit cards, budgets, part-time work*

By Joan Casey



PREPARING FOR TRANSITION

- Up-to-date educational assessment
- Apply for SAT, ACT Accommodations
- Identify strengths--academics, extracurricular activities, personal
- Areas of difficulty--academic, social
- Study skills assessment
- What needs work? (Your goals)



By Joan Casey

▶ How Schools Support

They are:

- ❑ Working to build self-advocacy and self-awareness skills.
- ❑ Working to build new skills and enhance existing skills.
- ❑ Raising the bar, while continuing to provide support.

By Sheilah Gauch





For Caregivers

Do not discount the stress caregivers feel walking through this process! Pay attention to this and look to

add in supports for yourself — and for your student.

The move to college for these students (and their caregivers) represents a large leap between safety, comfort and predictability to self-reliance and independence. *By Sheilah Gauch*





Tiers of Service

Tier One: Basic Service	Tier 2: Coordinated Service Program	Tier 3: Structured Comprehensive
These programs provide a minimum level of support	May have specialized counselor or disability specialist	May have a fee
Student must be able to self-advocate	Services include: learning strategies, instruction, counseling, tutoring from professionals	May have a separate admissions process
Tutors may be peers — not professionals		Staff trained in LD
		May involve curriculum modification and alternative programming



PREPARING FOR TRANSITION

- Do you know **WHAT** accommodations & services you receive?
- Do you know **WHY** you receive them?
- Do you know your rights under law change when **moving from high school to college**?
 - Individual Disabilities Education Act (IDEA)
 - Section 504, Americans with Disabilities Act (ADA)



By Joan Casey

LEVELS OF LD SUPPORT IN COLLEGE

COMMON ACCOMMODATION REQUESTS



Extended Time



Reduced distraction setting for exams



Reduced course load



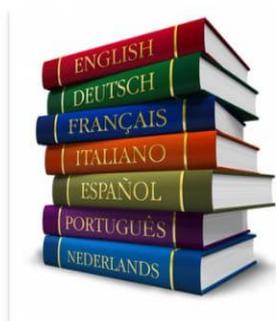
Note-taking services



Priority Registration



Assistive technology



Foreign language waiver or substitution



Using a laptop or calculator for exams



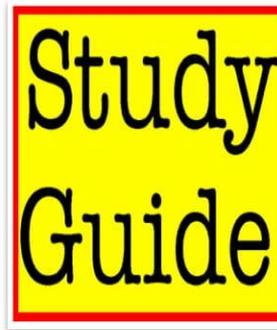
Private dorm room

LEVELS OF LD SUPPORT IN COLLEGE

ACCOMMODATIONS UNLIKELY TO BE APPROVED



Flexibility in attendance



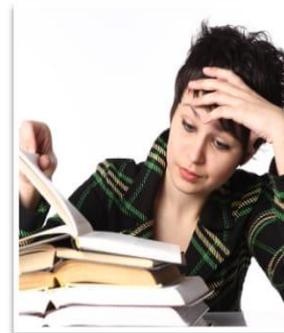
Study guides



Word Banks



Extended deadlines on assignments, papers, etc.



Alternative assignments



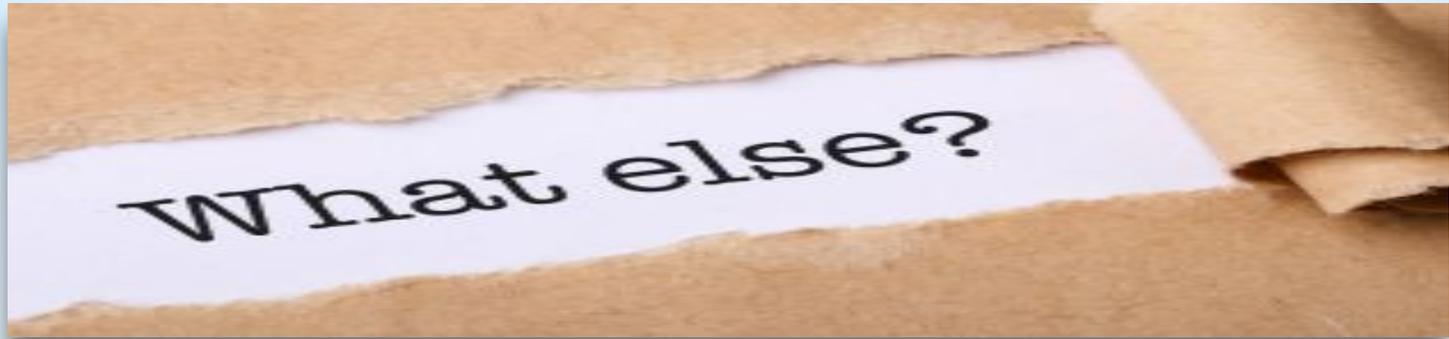
Alternative testing methods

▶ Qs for Student Disability Office



- ❑ What **types of services** do you offer?
- ❑ What **percentage of students** use services?
- ❑ What **AT services** do you offer? Do you have AT ppl on staff?
- ❑ What **accommodations** do you offer; what is the **procedure/timeline for getting them?**
- ❑ What is the **number of counselors?** Do they act as **liaisons?** *By Carol Kinlan*

▶ More Qs for Student Disability Office



- ❑ **Procedure for getting extra time?** Do students arrange that — or does the SDO?
- ❑ **Where do students take exams?**
- ❑ **Do students have an advisor** from SDO and an academic advisor; how do they work together?
- ❑ **What is the 4-year graduation rate** for students w/ LD? *By Carol Kinlan*

More on Transition Conversations

Session Three: Learning & Doing: When College Isn't Your First Next Step; Tues., Jan. 12, 2021, 7-8 p.m. EST
bit.ly/SFCTransitionSeriesCareer

Learn more at *bit.ly/HSTransitionSeries*

Please take our *Three-Minute Evaluation!*

<https://tinyurl.com/Dec3WebinarEval>

Learn more about Schools for Children and how we are transforming learning: www.schoolsforchildreninc.org