



Setting Students Up for Success in Higher Education

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Objectives

- ▶ **Participants will understand:**
- ▶ what students should do before going to college
- ▶ common errors made by many Freshman
- ▶ questions parents/students should ask the DSO
- ▶ the differences between HS and College.

Self- Determination

- ▶ “Self- determination is a combination of skills, knowledge and beliefs that enables a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one’s strengths and limitations together with a belief in oneself as capable and effective is essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society.” – (Field, Martin, Miller, Ward, Wehmeyer, - *A Practical Guide for teaching self-determination*. 1998)



Executive Functions and Metacognitive Skills

E.F.

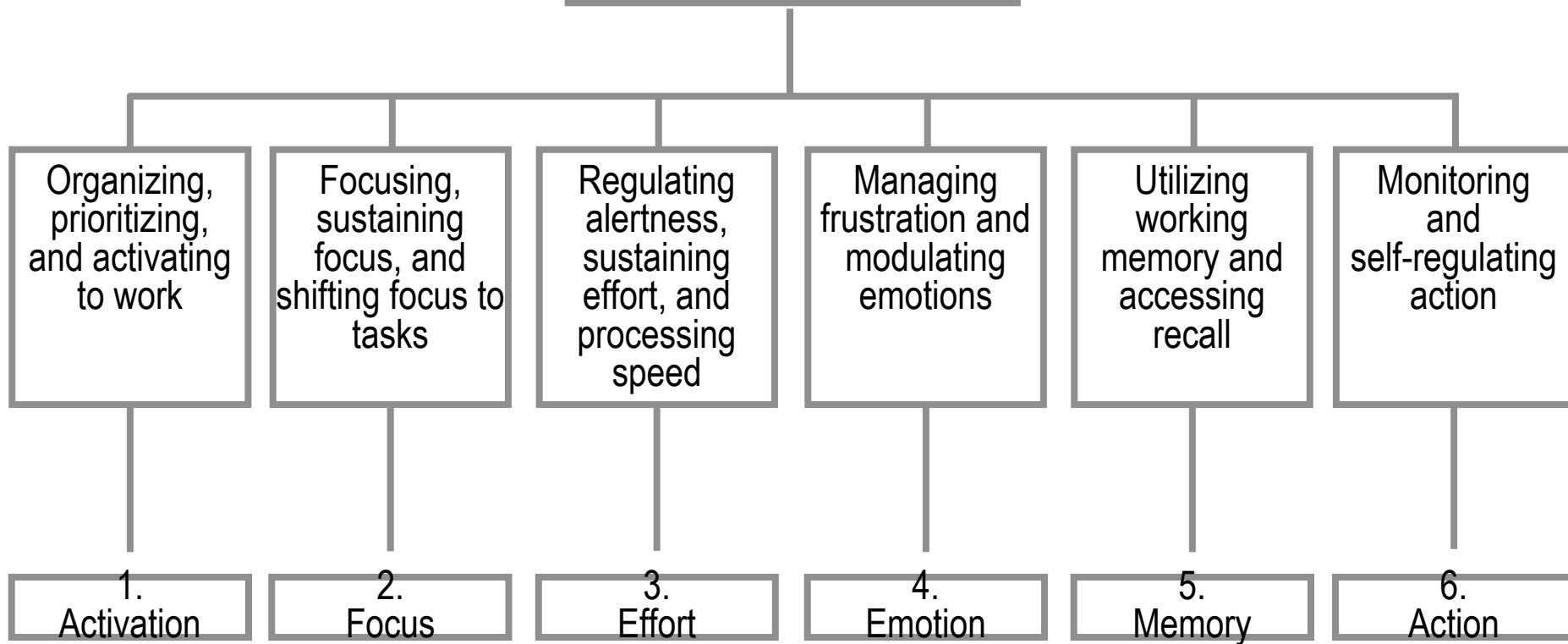
- ▶ Brain processes required to plan and organize activities, make good decisions, manage time, pay attention, and control impulses, create and work toward goals, initiate tasks and follow-through on them.

M.C.

- ▶ Literally, thinking about thinking, students' understanding of how they learn and what strategies will work best for them.

Brown's Model of Executive Functions Impaired in ADHD

Executive Functions



Brown TE. *Manual for Attention Deficit Disorder Scales for Children and Adolescents*; 2001.

Time Management

- ▶ “Effective time management involves getting organized, setting goals, understanding what is required to achieve your goals, establishing priorities, planning activities, avoiding distractions, staying on track, maintaining balance, and following through with your plan. It is as simple as this: you must plan your work and then work your plan. Strickland and Strickland, 2015. p. 29

Study Resources

- ▶ www.samford.edu/how-to-study/ How to get the most out of studying – a video series (5 short videos)

10-24-7 Strategy “Time and Repetition”

- ▶ When you learn something new you should review it several times within about
10 minutes... and again within
24 hours... and again in
7 days

StudentLingo.com/Desales

What to do before going to college

- ▶ **Practice independent living skills** – cooking, laundry, cleaning, grocery shopping, hygiene, getting up on their own, manage budget
- ▶ **Connect on social media** with other students, and learn about the dangers of posting too much/personal information
- ▶ Learn how to **manage any medication** you take
- ▶ If you have a **therapist, talk to him/her about transition and stress management** and a referral to practitioners in the college area.
- ▶ **Practice explaining your disability and challenges**
- ▶ **Walk your schedule**, decide which groups/organizations you might want to join
- ▶ **Make a list** of common dept. locations and phone numbers (DSO, parking, registrar, Financial aid, etc)
- ▶ **Know what plagiarism is**

Common Errors made by Freshman

- ▶ Don't read the syllabus
- ▶ Don't ask questions for clarification
- ▶ Don't read the textbook
- ▶ **Don't check email/D2L /blackboard regularly**
- ▶ Don't fully read questions on an exam
- ▶ Don't study effectively
- ▶ Don't take good notes
- ▶ Work too many hours

Questions to Ask DSO

- What type of documentation do I need to receive accommodations? When should I submit it?
- What are the procedures to use the testing center? Is there a testing center?
- How do I deal with scheduling conflicts? Is there priority registration?
- If I need a note taker, how does that occur? Is it free?
- What if I have special housing needs?
- What special supports do you offer to help students with disabilities in securing employment/internships?

Questions to Ask DSO

- ▶ Are there extra services for students on the spectrum? Free?
- ▶ How does your campus support students with mobility issues?
- ▶ How can my dietary needs be met?
- ▶ Do students who are approved for accommodations have to notify professors themselves?
- ▶ What types of assistive technology are available? How many people are on the staff? What are their roles?
- ▶ What other resources are available to help **all** students?
- ▶ When/how do you train faculty/staff about disabilities?

High School vs. College Classes

H.S.

College

- ▶ 6 hours/day or 30 hrs./week
- ▶ Average class length is 35-45 mins.
- ▶ School year – 180 days
- ▶ Teacher and parents monitor attendance
- ▶ Classes are usually less than 30 students
- ▶ Textbooks are provided
- ▶ 12-15 hrs. a week; may include evening and/or Saturday classes
- ▶ Classes vary from 50 mins. to 3 hrs.
- ▶ School year is divided into two or more semesters
- ▶ Professors may or may not monitor attendance
- ▶ Some classes may have 100+ students
- ▶ Student pays for textbook (typically \$700.00 per semester)

High School vs. College Tests

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H.S.

- ▶ Given frequently and cover small amount of material
- ▶ Retests available
- ▶ May emphasize memorization of factual info
- ▶ Test dates may be coordinated to avoid conflicts with other test or more than 3 tests a day

College

- ▶ Infrequent and cover large amounts of material
- ▶ Retests are unlikely
- ▶ Often includes inferential reasoning and analysis/synthesis of material
- ▶ Modifications = access to tests
- ▶ Tests are scheduled without regard to other courses or events

High School vs. College Instructors

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H.S.

College

- ▶ Teachers and students check for completed homework and remind students to turn in assignments
 - ▶ Teachers approach students if they believe assistance is needed
 - ▶ Outside sources are required occasionally
- ▶ Professors distribute course syllabus and expect students to complete assignments on time and prepare for assignments as noted on syllabus
 - ▶ Professors expect students to approach them if assistance is needed
 - ▶ Professors frequently require research

High School vs. College Instructors

H.S.

College

- ▶ Teachers are certified and have been trained in teaching methods
- ▶ Teachers present material to help the student understand the text
- ▶ Teachers often put important information on the board
- ▶ Professors are often “experts” in their field; may not be trained as teachers
- ▶ Professors may not follow the text; may supplement with additional material
- ▶ Professors lecture freestyle, leaving student to identify important points and take notes

High School vs. College Grades

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H.S.- College Prep

- ▶ Grades are given for most assigned work
- ▶ Homework grades often help when test grades are low
- ▶ Graduation occurs when all required courses are passed with a “D” and maintaining a 2.0 or higher GPA
- ▶ Final Exams might just cover everything from the mid-term forward or entire year

College

- ▶ Grades may not be given for all assigned work
- ▶ Homework grades are rarely used to compensate for low grades
- ▶ Graduation will only occur if the student has met the standards of the program and of the postsecondary school
- ▶ Final exams might cover the entire semester

High School Vs. College

Personal Freedom

H.S.

College

- ▶ Time is structured by others
- ▶ Student is dependent on parents to inform them of responsibilities
- ▶ Parents manage medication and appointments
- ▶ Parents may provide one to one tutoring privately or students may access tutoring services on campus

- ▶ Time management is the responsibility of the student
- ▶ Student is responsible for actions and must adhere to postsecondary school code of conduct
- ▶ Student manages medications and appointments
- ▶ Do not provide attendant care/personal aide or private services for tutoring

High School vs. College Disability Issues

H.S.

- ▶ A team of professionals work with student, parent, guardian, and advocate to create an IEP or Formal Plan
- ▶ The teacher and student monitors the student's progress and recommends adjustments as needed
- ▶ Parent/guardian has access to records

College

- ▶ Student works with the disability service office to identify accommodations based on appropriate documentation
- ▶ Student must monitor his or her own academic progress and request assistance if problems occur
- ▶ Parents are not privy to student information. Student is treated as an adult

Interacting with Professors

- ▶ If you have a problem with a grade, speak to the professor **first**
- ▶ Remember Professors are people too
- ▶ We want you to be successful in college and graduate
- ▶ Save your work – you may need it for other classes (prerequisites)
- ▶ Future Letters of Recommendations

Emails to Professor

- ▶ Avoid emotionally charged words
- ▶ “Please don’t think I’m lazy
- ▶ “I know you must be upset”
- ▶ “I know it’s a real pain for you to make these arrangements...”
- ▶ “I feel horrible asking you this...”

Students are entitled to accommodations, thus they should not apologize for using them.

Good email tips

- ▶ Take a neutral, objective and assertive tone in your communication
- ▶ Use a succinct, but specific subject line “ENG-101-02”
- ▶ Use a formal greeting such as “Dear Prof. Jones”
- ▶ Use a simple closing such as “Thank you or Sincerely”
- ▶ Type your full name
- ▶ Allow adequate time for your professor to respond, typically 1-2 business days

Sample Syllabus overview

- ▶ **C. GRADING: All assignment grades will be placed in D2L**
- ▶ 45 points – Homework (articles/videos, discussions, IRIS modules)
- ▶ 50 points – Two Exams @ 25 points each
- ▶ 20 points – Inclusion Interview or Field Experience
- ▶ 25 points – Accommodations Menu
- ▶ 15 points – Assistive Technology Group Presentation
- ▶ 5 points – Attendance and Participation
- ▶ **160 points - Total *All late assignments will lose 3 points**

Participation – You are expected to be on time, prepared, and participate in all activities and classes, and submit all assignments on time. Once you have exceeded two (unexcused) absences, this includes missing classes to do observation hours; you may begin to lose points. If you have an excused absence, you need to bring the written excuse to the next class. If you are late to class frequently, you may lose points. If you miss a class, it is your responsibility to find out what you missed from a classmate.

Sample Syllabus (continued)

- ▶ **Electronic Devices-** Use of cell phone (including texting), laptops, and other such electronic devices during class for other than note-taking or class-related tasks are considered a class distraction and will result in a loss of two points. Research has shown that the distraction of laptops and other electronic devices in class lowers the grades of not only the students using those devices but also those sitting around them. In addition, the subject of this course requires that you engage in active conversation throughout the class period. You are encouraged to take notes on paper and if a classmates' electronic device is distracting you, you are free to change your seat assignment, or to inform me of the disruption to your learning. It is everyone's responsibility to contribute to a positive learning environment.
- ▶ **Please inform me ahead of class of any emergency calls you may be expecting.**
- ▶ ***Check D2L NEWS section frequently for reminders and information, as well as your email. Also, please review syllabus and rubrics/scoring guides prior to submitting any assignments.**

Resources

Pennsylvania Department of Health

Transition Health Care Checklist: Transition to Adult Living in Pennsylvania.

www.health.state.pa.us/transitionchecklist

- ▶ www.secondarytransition.org
- ▶ www.berkstransition.org (Berks County Transition Coordinating Council)
- ▶ <http://transitionparentengagement.wikispaces.com/>
- ▶ www.pattan.net Pennsylvania Training and Technical Assistance Network
- ▶ Pogatchnik, S. and Kroh, M. (2007). How to graduate from college the easy way...and other popular fairy tales. York, PA: Campus Toolkit
- ▶ Barrows, M., Newton, J., & Estep, E. (2012). Beyond Accommodations: Strategies for College Students with LD and ADHD. Huntersville, NC: AHEAD
- ▶ www.academicsuccess.com
- ▶ www.khanacademy.com
- ▶ www.ThinkCollege.net

Resources

- Johnson, K & Hines, T.N. (2014). 100 Things *every* college student with a disability ought to know.
- Family Center on Technology and Disability www.fctd.info
- www.IMDetermined.org
- **Building the Team: Faculty, Staff, and Students Working Together**
<http://www.washington.edu/doit/Video/index.php?vid=3>
- www.JVIS.com- self assessment inventory- excellent information- cost is \$10
- <https://www.ncld.org/>
- **College Info Geek Podcast- YouTube (91 videos)**
- www.tamingyourgremlin.com

Resources

- ▶ http://kidshealth.org/teen/school_jobs/college/roommate.html?tracking=T_RelatedArticle
- ▶ E.C. Hamblet (2011) 7 Steps for Success: High school to college transition strategies for students with disabilities. CEC: Arlington, VA
- ▶ D.L. Strickland and C.J. Strickland (2015) College success: A concise practical guide. 6th edition.
- ▶ <http://www.landmark.edu/m/uploads/16721%20Guide%20to%20Readiness%20v5pgs%281%29.pdf>
A Guide to Assessing College Readiness- by The Landmark College
- ▶ C. Kochhar-Bryant, D. S. Bassett and K. W. Webb(2009)
Transition to Postsecondary Education for Students with Disabilities

RESOURCES

- ▶ Scholarships for students with disabilities
- ▶ My Place program at Kutztown University
- ▶ RIT- Spectrum Support Program
- ▶ College Autism Spectrum