



Regional Assessment Resource Centre:

Lunch and Learn Winter Series 2024



Screening for Neurodevelopmental Disorders

Thursday, January 25th | 12pm to 1pm

Transition Supports for Incoming Students

Thursday, February 29th | 12pm to 1pm

Tricky Accommodations Issues

Thursday, March 28th | 12pm to 1pm



Transition Supports for Incoming Students

Alison Parker, Clinical Manager, RARC

Alexandra Bosco, Transition Team Member, RARC

Winter Lunch and Learn Series

February 29, 2024



Regional Assessment Resource Centre (RARC)

Our vision is to enable students with neurodevelopmental disabilities to thrive in post-secondary education.

Services provided under 4 pillars:



Transition



Research



Training



Assessment

HIDC²⁰²⁴

Join us at HIDC!

3rd High Incidence Disabilities Conference

MAY 2 & 3, 2024

Toronto, Ontario

**Navigating Assessment, Academic Accommodations,
and Post-Secondary Supports in a Changing World**



**Scan to go to the
HIDC website and
learn more**

**Registration is
open !**

What are the transition related challenges for incoming students?



Secondary to Post-secondary Changes

- Accommodations for SUCCESS vs ACCESS
- Different procedures for getting accommodations/IEP (level of impairment, paperwork, documentation)
- Learning/study skills of students (impact of COVID)
- Students (and families) don't know what they don't know - they may not realize and appreciate the changes
- Overall number of students requesting accommodations at post-secondary

What does transition readiness look like?

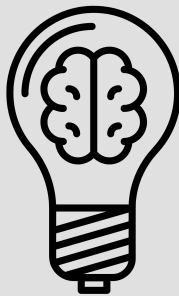
Knowledge on what's going to change



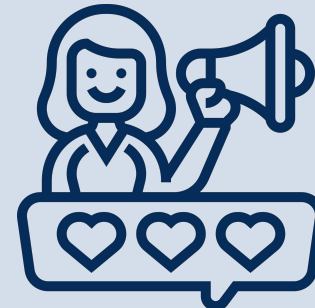
Learning and study skills



Independence skills



Self-knowledge and self-advocacy



Secondary to post-secondary transition skills



Knowledge on what's going to change

- New buildings, city, etc.
- Different learning/class model (schedule, pre-readings, seminars, labs, etc.)
- Accessibility Services, accommodations, documentation



Learning and study skills

- Reading, writing, note taking
- Exam taking
- Essay writing
- Organization, planning, time management, etc.



Independence

- Taking ownership of journey - post-secondary goals
- Independent living skills (getting to class, making appointments, etc.)
- Healthy eating, sleeping, relationships



Self-knowledge and self-advocacy

- Understand and communicate about their disability
- Register with Accessibility Services
- Know when they're struggling and how/who to ask for help

Transition Support

- Getting your information out there
- Preparing our students



Getting your information out there

Clear process + communicated on your website:

- When do new students register?
- What is the registration process?
- What is the process for returning students?
- Any other relevant information:
 - Paperwork
 - Drop-in sessions
 - Transition support
 - Policies on extra time or memory aids, etc.

Getting your information out there

Include accessibility services information with general college/university information:

- Recruiting
- Campus tours
- Social media
- Orientation programs, etc.



Getting your information out there

What **community connection** points are available in local schools:

- High school visits (recruitment team)
- Connect with special education or guidance departments at school to train staff / provide resources and handouts
- High school transition nights (come as a guest speaker)
- Get involved in already existing programs (dual credit, student for a day, etc.)

Getting your information out there

What **community connection** points are available on your campus:

- Host open houses / info nights on campus for students with disabilities
- Parent night / resources - how to navigate the transition from a parent's perspective (including how/when to step back!)

Preparing our students

- Does your school have transition/orientation programs?
- Is it appropriate for your students' needs?
- Do students participate?



Preparing our students: Transition program content



**Accessibility
Services
information**



**Learning/study
strategies**



**Introduction to
campus programs**

Preparing our students: Participation

Can you incentivize participation?

- Gift cards/draws
- Early connection or access to staff/services
- Food and/or social events
- Co-curricular record
- Mandatory modules (like consent modules)



What have you done that works?



Sharing Transition Resources

If you are looking to find/build transition program content, we can help!



TRG & TRG Next

Accessibility at PSE
Free, online transition
modules open to all



EYES-ON-PSE

Online transition program that
can be imported into your LMS
and tailored to your school



TRANSITION RESOURCE GUIDE

[About](#) [Blog](#) [FAQ](#) [Documents](#) [Contact Us](#)

[English](#) [Français](#)

Transition Resource Guide for Students with Disabilities

Transition to Post-Secondary Education

Search

Connect with Us

[Learn About Accessibility](#) [Plan Your Journey](#) [Research Schools](#)

- Transition Resource Guide (TRG): website covering everything you need to know about accessibility and supports across all colleges and universities in Ontario.
 - Accessibility Services and accommodations
 - Student supports and resources
 - School specific information and links
 - Built-in online transition course: TRG Next

www.transitionsresourceguide.ca

TRANSITION RESOURCE GUIDE

www.transitionresourceguide.ca

FOR STUDENTS WITH DISABILITIES



Learn About Accessibility

Rights and Responsibilities

Accessibility Services

Advocacy & Disclosure

Support Services at Post-Secondary

Specific Disability info



Plan Your Journey

Getting Started

Choosing College or University

Financial Aid

Transition Stories

Checklists



Research Schools

Colleges

Universities



TRANSITION RESOURCE GUIDE

[About](#) [Blog](#) [FAQ](#) [Documents](#) [Contact Us](#)

[English](#) [Français](#)

Transition Resource Guide for Students with Disabilities

Transition to Post-Secondary Education

Search

Connect with Us [f](#) [t](#) [i](#)

[Learn About Accessibility](#) [Plan Your Journey](#) [Research Schools](#)

Financial Aid Services

Paying for school is expensive, especially when you have additional costs such as specialized equipment or services. However, there is a lot of funding out there - from government loans and grants to scholarships and bursaries specifically for students with disabilities based on the documentation of the student's disability.

[Learn More](#)

[Learn More](#)



Learn about Accessibility
at Post Secondary



Plan your Post
Secondary Journey



Research your College or
University



Everything you need to know about accessibility and other

Rights & Responsibilities

- Rights & Responsibilities >
- Accessibility Services >
- Advocacy & Disclosure >
- Residence & Campus Accessibility >
- Support Services Available at Post-Secondary >
- Specific Disability Information >
- FAQ >



The regulations governing special education and accommodations for students with disabilities are different in post-secondary than they are in high school. Because access to education is regulated in different ways, future post-secondary students need to be aware that the process for accessing accommodations will be different.

Collapse All

Legal Rights

Students in Ontario are guaranteed the right to equal treatment in post-secondary education, without discrimination on the grounds of disability. Several pieces of federal and provincial legislation ensure that post-secondary students with disabilities are entitled to appropriate accommodations, services, and

George Brown College

Algonquin College >

Cambrian College >

Canadore College >

Centennial College >

Collège Boréal >

Conestoga College >

Confederation College >

Durham College >

Fanshawe College >

Fleming College >

George Brown College >

Georgian College >

Humber College >

La Cité Collégiale >

Lambton College >



Learn about services for students at George Brown College, including their accessibility services, peer and academic support programs, financial aid, campus accessibility, and more.

Expand All

General Information



Accessibility Services

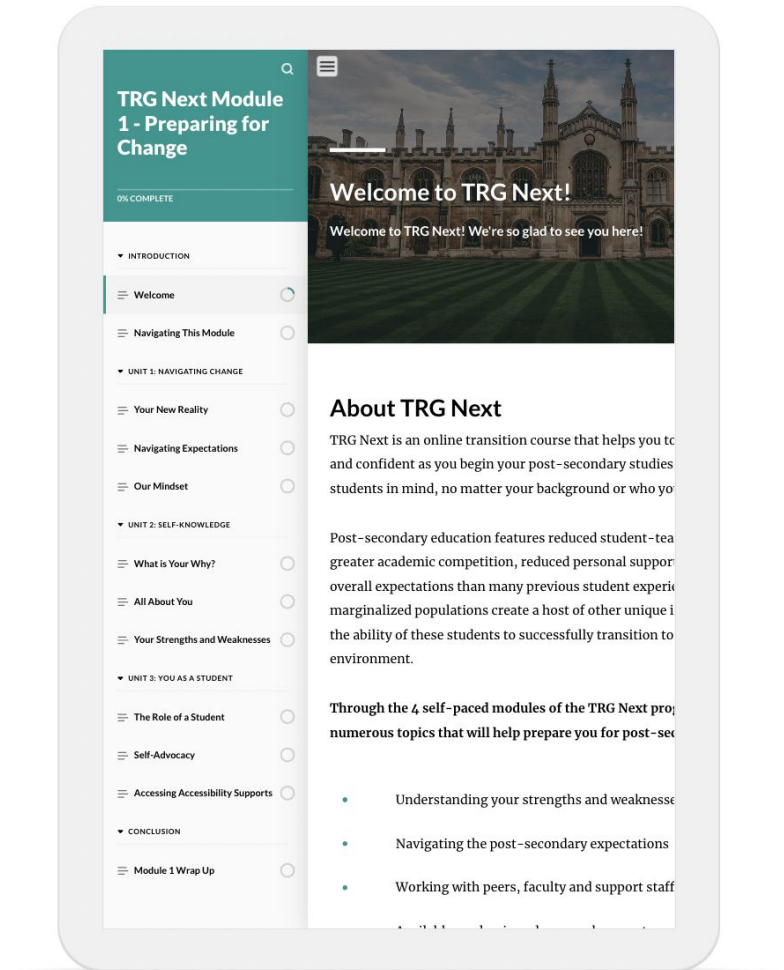


Documentation Requirements



TRG Next

- Online modules for any student (without or without disabilities) to prep for post-secondary
- Self-directed and asynchronous
- Companion workbook
- Embedded on the Transition Resource Guide



www.transitionresourceguide.ca/plan-your-journey/trg-next

AB Alexandra Bosco

TRG Next Module 2 - Academics at Post-Secondary

START MODULE

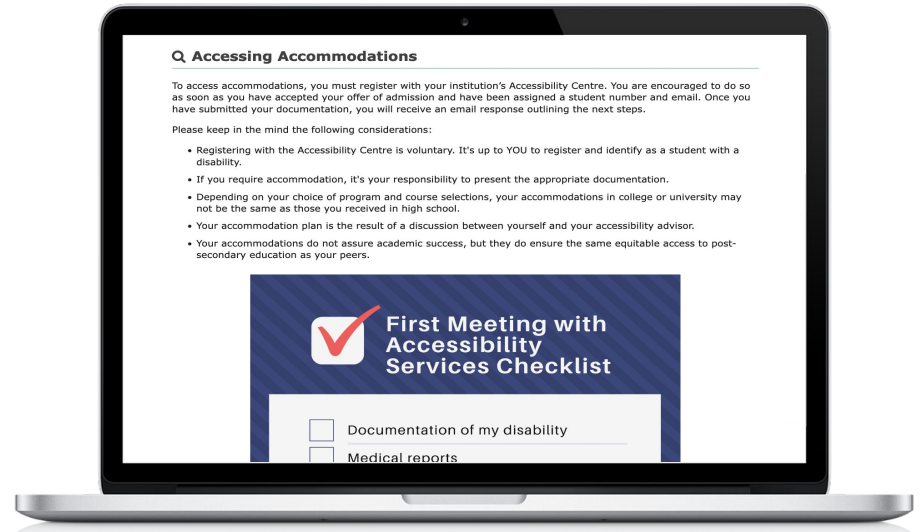


Welcome to TRG Next Module 2: "Academics at Post-Secondary "

As you work through this module, feel free to send us an email at transitionresourceguide@queensu.ca if you have any questions, comments, or find any broken links!

EYES-ON-PSE

- Six self-paced, LMS based modules
- Learning materials and short activities
- Content for diverse student groups (ex. Mature students, international students, students with disabilities)



***Tech support required**

Learning Materials

Written content, videos, infographics, downloadable templates, and links to external articles, blogs, and quizzes

Q Asking for Help

When you are in college/university, your professors likely won't check in on you very much, and it is really important for you to identify areas that you are struggling in and take the step to ask for support. Figuring out when you need help and where to ask for it is not always a straightforward process. It can be difficult to determine where, how, and why you are struggling with something. Allow yourself time for introspection and take healthy breaks from the areas that are upsetting or frustrating you.

It is important to understand what supports and resources are available to you so that you know who to seek out to help you overcome your struggles and to achieve your goals. Whether it is help with learning strategies, academic courses, your mental health, financial aid, or anything else, asking for help is a sign of strength! We will be talking about campus supports in [Module 6](#), but encourage you to look up specific supports available at your college/university.

Michele L. Sullivan talks about how asking for help is a strength in this TED Talk.

Asking for help is a strength, not a weakness



Activities

Quick H5P activities embedded within course pages, can be downloaded after completion

Self Advocacy

Goals

Download

Goals

Think of three ways you can practice self-advocacy as you transition into post-secondary. For each, consider how your peers (family, friends, partner(s), counsellors, etc.) can help you achieve these goals.

1

2

3

<

>

Reuse

Embed

H5P

How to Access Accommodations at Post-Secondary

Q Accessing Accommodations

To access accommodations, you must register with your institution's Accessibility Centre. You are encouraged to do so as soon as you have accepted your offer of admission and have been assigned a student number and email. Once you have submitted your documentation, you will receive an email response outlining the next steps.

Please keep in the mind the following considerations:

- Registering with the Accessibility Centre is voluntary. It's up to YOU to register and identify as a student with a disability.
- If you require accommodation, it's your responsibility to present the appropriate documentation.
- Depending on your choice of program and course selections, your accommodations in college or university may not be the same as those you received in high school.
- Your accommodation plan is the result of a discussion between yourself and your accessibility advisor.
- Your accommodations do not assure academic success, but they do ensure the same equitable access to post-secondary education as your peers.



First Meeting with Accessibility Services Checklist

- ☐ Documentation of my disability
- ☐ Medical reports
- ☐ Psycho-educational assessments
- ☐ IEP
- ☐ Course outlines for all my classes
- ☐ Agenda/calendar/daytimer
- ☐ Note-taking materials

Understanding yourself as a student, including strengths, interests, and needs

A SWOT analysis is a method used to identify internal strengths and weaknesses as well as external opportunities and threats (Corporate Finance Institute, 2015). The method is commonly used in business practices; however, applying the SWOT analysis method to one's own life can be very helpful for introspection and planning for the future.

Personal SWOT

Strengths

Weaknesses

Opportunities

Threats

Download

Strengths

What positive character traits do I have? What skills do I possess? What unique experiences do I have? What are my most rewarding achievements? What do others ask me for help with? What makes me happy and fulfilled? What would others say my strengths are?

Choose from the quizzes and videos below to learn more about your own strengths, challenges, personality styles, etc.

Quizzes and Videos	
Interests	Careers that match your interests (Quiz)
Strengths	Careers that match your strengths (Quiz)
Personality	DISC personality (Quiz)
	16 personalities (Quiz)
Multiple Intelligences	8 intelligences (video)
	Multiple intelligences (Quiz)
Preferred Work Activities	How you work with data, people, and things (Quiz)
Work Values	Work values (Quiz)

In addition to engaging in introspection, there are also external sources that you may consult to learn more about yourself for the benefit of your education and for your future.

Via external quizzes and embedded H5P activities

Tips for and practice communicating with peers, and faculty

Post Secondary Learning

Q Discover & Learn

Email has become one of the most common ways we communicate with others. This makes it even more important to do it well. Have you ever sent an email or text that was completely misunderstood? When we write, we lose the non-linguistic elements of communication. Things like body language, tone of voice, and expression are all lost in writing. It is very important to keep that in mind when writing.

Let's practice. In the text box below write an email to a professor asking a question about an upcoming assignment. Then compare your email to the sample.

Practice Email

☒ Draft Email

Draft Email

Write an email to a professor asking a question about an upcoming assignment.

<

>

Reuse

Embed

H-P

SAMPLE

To Shannon Webb X

Bcc

Cc

ENGL-100 Poem Analysis Question

Concise & applicable subject

Hello Professor Webb,

Greeting with the person's name

I hope you're doing well. I'm currently in your ENGL-100 class and have a question about our upcoming analysis of one of Drew Smith's poems. Is it acceptable to include direct quotations of Smith's writing in our analysis, or do you advise that we leave out quotes?

Explanation of how the student knows them

Thank you,

Closing

Jacquie Sandler (student #40160598)

Sender's full name & student number

*politeness and professionalism throughout

*correct spelling and grammar

What do you notice about the sample? What did you forget in your email?

Here is a list of things to remember when sending an email (select to download):

EYES Adaptations

Course Modules & Schedules

- Keep 6 module format or combine into 3-4.
- Release all modules at once, or one per week.

Discussions & Assignments

- Add discussions forums.
- Add submitted assignments that receive feedback.
- Those that have done this felt these resulted in beneficial engagement.

Synchronous Sessions

- Hosting interactive online sessions periodically during courses.
- Session topics chosen to supplement the course content.

In-person Programming

- Incorporate in-person workshops and social gatherings.
- Run at the start, midway and/or end of the course.
- Provide food, prizes, campus tours etc.

OLTS Ontario

Free, online transition program for Grade 12 (or doing extra year) with learning disabilities, ADHD, ASD, and/or mental health disorders who plan to attend college or university.

When: Opening day (full day, virtual): June 27, 2024

Online modules: June 27 - August 2024

Registration Opens: March 18, 2024

Registration Closes: May 10, 2024*

* there can be some flexibility here

Go to www.queensu.ca/rarc/olts-ontario for more info or email olts.ontario@queensu.ca

Questions?



Thank You!

Regional Assessment and Resource Center (RARC): www.queensu.ca/rarc

Queen's University, Kingston, Ontario Canada

Alison Parker, Clinical Manager, RARC alison.parker@queensu.ca

Alexandra Bosco, Transition Team Member, RARC alexandra.bosco@queensu.ca

Connect with RARC:



rarc@queensu.ca



www.queensu.ca/rarc



613-533-6311



Mackintosh-Corry Hall, B100
68 University Avenue
Kingston, Ontario, Canada
K7L 3N6

