

FROM **HIGH SCHOOL** TO **POST-SECONDARY**
FOR **STUDENTS WITH ASPERGER'S SYNDROME**

Ten Key Factors

1. Explore career interests early in high school to determine best possible fit between interests, skills, and abilities.

2. Seriously consider slowing down the post-secondary school process.

- At university, take 5 years rather than 4.
- College programs can also be completed on a reduced course load.

3. Build up your resumé. Find a summer job and/or do a co-op placement

4. Gradually increase independence throughout high school years. If you have worked with an Educational Assistant in high school, consider phasing this support out by grade 10 or 11.

5. After being accepted at a college or university, take an individual guided tour of the campus. If familiarity is important or if spatial processing is difficult, take digital photos:

- College/University buildings.
- Classrooms where classes are to be held.
- Office for students with disabilities.
- Your coordinator or counselor office.
- Other locations you might be useful (eating places, library, labs, computer lab, etc.)

6. Register early with the Centre (in the summer before beginning your program, for example). Book a follow-up meeting with just you and your coordinator/counselor some time during the first week of classes.

7. Plan on taking a reduced course load, especially during the first year (2 to 4 courses only). Meet with an academic advisor once school has started to work out a plan of progress so that prerequisite course requirements are met.

8. Schedule weekly or bi-weekly meetings with someone in the Centre for ongoing support (e.g., learning assistant, counselor, peer mentor).



9. Understand the importance of talking with each course teaching assistant or faculty member. You may speak with your disabilities counselor to plan this.

10. Ensure that accommodations are in place at the beginning of each term. This may include:

- Notetaking support, either asking for assistance from the Centre with an in-class notetaker or recording lectures later to integrate with your own note
- Extended time.
- Separate location, and so on.
- If academic accommodations are required, a current psychoeducational assessment.

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