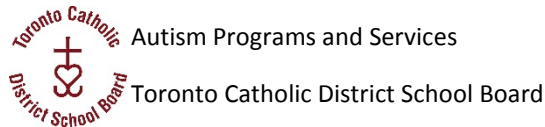


# Transition to College/University

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Skills for Postsecondary Pathways

*Student Edition*



## Introduction

Do you remember how you felt when you started your first year of high school? There is a good chance that starting college/university (C/U) will feel similar. Starting C/U is a time to show your skills and independence. You will be treated like an adult and will be required to meet certain expectations.

Colleges and universities follow the Human Rights Code rather than the Education Act. This means that you will no longer have an IEP, access to specialized services such as the Autism team, or a resource monitoring teacher. You will need to discuss your diagnosis independently with the Accessibility Services Office and with each professor in order to receive accommodations. Accommodations in C/U will likely be different from those received in high school.

## About This Document

There are certain skills that will help you succeed in C/U. Once you fill out this checklist, you will gain a better understanding of the skills that you already have and the ones that require practice throughout the year. Discuss these items with your family and/or teachers. This document has been broken down into the following categories and subcategories;

Executive Functioning	Independent Living Skills	Social Interactions
Organization Skills Time Management Skills Note Taking Skills Study Skills Test Taking Skills Self-Management Skills	Navigating a New Environment Life Skills Library Skills	Interacting within a Group Assignment Interacting with Teachers

## Using the Checklists

This document focuses on transition goals to set in high school so that skills are practiced and developed by C/U. Each checklist starts with a **Transition goal** to work on while in high school (**HS**), followed by a list of steps to help achieve it. It ends with **C/U** which is when you can apply all the things you've practiced. There may be many skills that you need to continue working on and that's okay, they will develop over time. The box labeled **Next Step** is what you need to work on next. This document would be a good tool to use regularly and to determine progress towards your goals.

### Follow this legend as you complete each checklist.

**Y- Yes I do this**

**N- No, I need to do this**

**S- Someone does this for me**

**N/A- Not applicable to me**

These are suggested minimum skills required for success in college/university

- Sustained attention during class
- Maintain satisfactory notes
- Develop organizational skills
- Understand and complete assignments
- Successfully complete tests and exams
- Gain information from written material
- Produce quality written work

## Executive Functioning Checklists

Our brains control our executive functioning. Executive functions include skills such as “maintaining attention, controlling impulses, keeping free of distractions, engaging in mental planning, problem solving, maintaining flexibility, time management, setting priorities, organizing, and executing a task” (Geffner, 2007). Difficulty with any of these abilities can cause challenges with academics and everyday life tasks.

When managing your time, think about this:

**In C/U, for every 1 hour of lecture, there is 2-3 hours of independent work outside of the class.**

This can include, studying, making notes, reading etc.

### 1. Organization Skills

<b>HS Transition Goal: Organize myself daily for classes.</b>				
Do I...	Y	N	S	N/A
Arrive to class on time?				
If I'm late for class, do I still make an effort to attend?				
Attend classes on a regular basis?				
Know when there is a change in regular schedule?				
Use course syllabus to know what class topics are?				
Use agenda to organize my day and week?				
Use strategies/tools to plan for my assignments and activities?(graphic organizers, “to do” lists, calendars, apps, etc)				
Bring necessary materials to class?				
Do I keep my binders organized?				
Follow verbal and/or written instructions?				
Begin tasks/assignments without prompting?				
Ask relevant questions during class?				
Take notes while in class?				
Gather materials needed for projects/assignments?				
Break down or chunk large assignments?				
Keep track of my belongings?				
Maintain order and cleanliness of locker/desk?				
Attend class even when I am not prepared?				
<b>C/U: Self organization skills will be in place to prepare for lecture/labs/tutorials independently.</b>				
<b>Next Step:</b>				

Y- Yes I do this, N- No, I need to do this, S- Someone does this for me, N/A- Not applicable to me.

## 2. Time Management Skills

<b>HS Transition Goal: Submit completed homework &amp; assignments on time to teachers.</b>				
Do I...	Y	N	S	N/A
Keep track of due dates?				
Break down large tasks into smaller parts?				
Prioritize assignments and tests in order to meet deadlines?				
Prioritize assignments and tests based on what percentage of the grade its worth?				
Schedule time for work and leisure each week?				
Limit my use of preferred activities, such as computer or cellphone, so that I can get my get my work done?				
Accurately estimate the amount of time required for completing work assignments and/or tests?				
Complete homework/assignments on time?				
<b>C/U: I will be able to submit completed homework and assignments to professors, as specified in course syllabi, independently.</b>				
<b>Next Step:</b>				

## 3. Note Taking Skills

<b>HS Transition Goal: Create useful notes for learning and studying.</b>				
Do I...	Y	N	S	N/A
Understand the importance of note taking?				
Understand the importance of outlining/summarizing?				
Date my notes?				
Understand the content of my notes?				
Write clear, easy to read notes?				
Record essential information?				
Develop organized outlines?				
Use headings/subheadings appropriately?				
Merge information from teacher and text into one set of notes?				
Use assistive technology to take notes?				
Have contact information for 1 or 2 classmates that can take notes for me?				
Ask someone for notes if I am absent from class?				
<b>C/U: I will be able to independently write notes from lectures/tutorials/assigned readings for study purposes.</b>				
<b>Next Step:</b>				

Y- Yes I do this, N- No, I need to do this, S- Someone does this for me, N/A- Not applicable to me.

#### 4. Study Skills

<b>HS Transition Goal: Develop effective strategies for studying.</b>				
Do I...	Y	N	S	N/A
Study for tests in an organized way?				
Spend appropriate amounts of time studying all topics covered on a test?				
Know how to study for various types of exams and test questions? (Math, English, long answer, short answer, multiple choice, etc.)				
Avoid cramming for tests?				
Ask questions regarding what information will be assessed?				
Schedule time for studying?				
Study when I am most alert? (morning, evening etc.)				
Have a study routine? (location, time of day etc.)				
Read over notes and handouts?				
Use strategies to study eg. Flashcards, mnemonics etc.?				
High light text or make study notes?				
Practice questions from textbook or teacher to assess my understanding?				
<b>C/U: I will be able to implement effective strategies for studying.</b>				
<b>Next Step:</b>				

#### 5. Test Taking Skills

<b>HS Transition Goal: Develop and apply test taking skills in my courses.</b>				
Do I...	Y	N	S	N/A
Read and understand directions before answering questions?				
Spend appropriate amounts of time per question?				
Proofread responses and check for errors?				
Identify and use clue words (list, compare/contrast etc.) in questions?				
Respond to questions accurately?				
Fill out Scantron sheets correctly?				
Save difficult items until last?				
Eliminate obvious wrong answers from multiple choice & word banks?				
Review previous quizzes?				
Correct past test taking errors?				
Answer every question?				
Practice test taking by completing chapter quizzes in textbooks?				
Know what accommodations I need for writing tests?				
<b>C/U: I will be able to independently apply test taking skills in all of my classes.</b>				
<b>Next Step:</b>				

Y- Yes I do this, N- No, I need to do this, S- Someone does this for me, N/A- Not applicable to me.

## 6. Self-Management Skills/Self-Regulation Skills

The ability to remain in control of one's thoughts and feelings and management of oneself. It is also, the taking of responsibility for one's own behaviour and well-being.

<b>HS Transition Goal: I will develop skills to maintain cognitive and behavioural expectations within the classroom.</b>				
Do I...	Y	N	S	N/A
Maintain focus and attention while in class?				
Tolerate distractions while in the classroom?				
Appropriately answer questions while in class?				
Ask for help from the professor/lecturer?				
Process new information easily?				
Think about consequences before making a decision so that I don't act impulsively?				
Control my anger/emotions in socially appropriate ways?				
Do I have strategies in place to calm myself down?				
Recognize when I'm becoming stressed?				
Identify behaviours that interfere with others learning?				
Change my behaviour as necessary for success?				
Recognize when I'm feeling overwhelmed/stress?				
Know who to reach out to during times of stress for help?				
Know how well I'm doing in my classes? (grade average, learning skills)				
<b>C/U: I will be able to independently perform cognitive and behavioural expectations while in C/U.</b>				
<b>Next Step:</b>				

Y- Yes I do this, N- No, I need to do this, S- Someone does this for me, N/A- Not applicable to me.

# Independent Living Skills

## 1. Navigating a New Environment

<b>HS Transition Goal: I will be able to navigate my high school and community.</b>				
Do I...	Y	N	S	N/A
Know how to get to and from school?				
Know an alternative route to and from school?				
Use public transportation to get around the community?				
Know how to navigate around the hallways of the school?				
Locate areas of the school designated for eating?				
Locate areas of the school designated for work/study?				
Locate areas of the school designated for hanging out with peers?				
Locate student services when I am having difficulty with a course?				
<b>C/U: I will be able to independently get to school and navigate the campus, with and without transportation.</b>				
<b>Next Step:</b>				

## 2. Life Skills

<b>HS Transition Goal: I will develop the necessary life skills required of a student.</b>				
Do I...	Y	N	S	N/A
Buy food from the cafeteria/community?				
Locate restrooms in school/community?				
Display coping strategies for minor day to day frustrations?				
Dress appropriately for school?				
Dress appropriately for school functions?				
Wear appropriate footwear?				
Maintain oral hygiene?				
Maintain physical hygiene/grooming?				
<b>C/U: I will be able to successfully navigate C/U campus while residing independently in residence.</b>				
<b>Next Step:</b>				

Y- Yes I do this, N- No, I need to do this, S- Someone does this for me, N/A- Not applicable to me.

### 3. Library Skills

<b>HS Transition Goal: I will become comfortable with the many uses of the high school library.</b>				
Do I...	Y	N	S	N/A
Know the expectations and rules of the various areas in the library?				
Know my computer login information?				
Have a library card?				
Understand the organizational layout of the library (study rooms, carrels, group work tables, computer labs)?				
Use the library to study for tests/exams?				
Use the library with a group of people to complete assignments?				
Meet with study groups in the library?				
Use the library to gather resources for assignments/essays?				
Use the computer labs to gather information?				
Use the library when I have free time between classes?				
Understand how to get help from library personnel?				
Know how to locate library materials?				
Know how to sign out materials?				
Know about due dates and return materials on time?				
Understand there are library fees for overdue items?				
Know how to put materials on hold?				
Know how to use the library for studying?				
Use alternate libraries when my school library does not have the materials I need?				
Understand that in C/U there may be more than one library on campus?				
<b>C/U: I will be able to independently use the library for multiple purposes in the postsecondary setting.</b>				
<b>Next Step:</b>				

Y- Yes I do this, N- No, I need to do this, S- Someone does this for me, N/A- Not applicable to me.



## Social Interactions Checklist

### 1. Interacting within a Group Assignment

<b>HS Transition Goal: I will develop skills to conduct myself appropriately within group work expectations</b>				
Do I...	Y	N	S	N/A
Accept the task of a group assignment?				
Accept the assigning of group members by teacher?				
Acknowledge people who are speaking?				
Sit next to group members?				
Share opinions regarding assignment with group members?				
Listen to suggestions/opinions of group members during discussions?				
Adhere to group deadlines for work completion?				
Ask group members/teacher for clarification on group assignment?				
<b>C/U: I am able to engage and complete group work expectations independently.</b>				
<b>Next Step:</b>				

- Not all university programs will have a group work component.
- Many college courses do entail a group work component.
- If group work is a struggle for you ask your C/U accessibility office which courses/programs have the least amount of group work.

### 2. Interacting with Teachers

<b>HS Transition Goal: I will develop skills in communicating appropriately with teaching staff.</b>				
Do I...	Y	N	S	N/A
Use an appropriate tone of voice when interacting?				
Use appropriate language when interacting?				
Maintain an appropriate distance when interacting?				
Ask questions when unsure of class lesson?				
Raise my hand and wait to be chosen before speaking?				
Wait for my turn to speak when the teacher is speaking?				
<b>C/U: I will be able to independently engage in socially appropriate ways when interacting with C/U personnel.</b>				
<b>Next Step:</b>				

Y- Yes I do this, N- No, I need to do this, S- Someone does this for me, N/A- Not applicable to me.