

FOR COUNSELORS & EDUCATORS

10 MUST HAVE

COLLEGE READINESS TOOLS

**To Support Your Students
Who Learn Differently**



**BEACON
COLLEGE**

For Students with
**ADHD, DYSLEXIA and OTHER
LEARNING DIFFERENCES**



Dear Counselor,

For students with learning differences (LD) like dyslexia, ADHD, executive function issues and autism, the transition to college is an especially critical part of their academic journey.

I'm pleased to share our new compilation of **10 Must-Have College Readiness Tools for Counselors & Educators working with students who learn differently**. The enclosed pages provide real, hands-on worksheets and tools for you and the families you serve. These tools are developed by our team of experts and have proven results in transition planning for students with learning differences.

Beacon is committed to sharing its expertise and experience to help support students and their families at every stage of the transition to college and college search — **regardless of the college or university they plan to attend**.

After you have a chance to review our resources, please know that I'm available to respond to any questions you may have. I'm also available to speak with you and parents at your school about the transition-to-college process.



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This booklet was put together as a specific reference guide. If you would like to download any resource or worksheet to print individually, you can access them on our dedicated digital bookshelf.

ACCESS THESE TOOLS ONLINE AT:
beaconcollege.edu/tools



COLLEGE SEARCH & APPLICATION TIMELINE

for students with ADHD, dyslexia, and other learning differences

9TH GRADE: SETTING THE STAGE

FALL

- Student is entering high school with a recent educational evaluation (within two years) and/or a summary of performance from middle school.
- If provided an IEP, goals are related to meeting close-to-grade-level benchmarks in reading, writing, mathematics, and executive functioning skills. If provided a 504 Plan or other student success plans, similar goals assessing student ability based on grade-level academic and executive functioning skills should be implemented.
- Build awareness of the key terminology, including accommodations and modifications, in order to understand the support given within their current school environment.
- Establish the priorities of post-secondary planning early! Ensure all members of the student's team have a similar understanding of long-term goals.
- Student should become part of school or community-based social activity, whether that be interest- or volunteer-based.

SPRING

- Begin to assess the student's executive functioning skills at home to monitor reliance on adults for daily skills including: following a daily living routine, initiating work, and organizing materials.
- As 9th grade comes to an end, prepare for annual review by evaluating the student's current accommodations and modifications, performance across all classes, and the student's awareness of needs.
- Student begins to prepare for 10th grade year (transition year) by researching colleges that work with students who learn differently or have programs geared towards those with ADHD, learning disabilities, or other related conditions. This will help build their awareness of the type of support available in higher education prior to a transition meeting.
- Create a summer plan for the student to work on holistic skill development through an age-appropriate program or work experience.

SUMMER

- Research disability services at various institutions (small, medium and large colleges/universities) to get an understanding of the processes and resources available to students.
- Have a pre-10th grade meeting with student, family, and any external service provider to create goals for the year and reflect on skill-based strengths and weaknesses.
- Student creates an account with CollegeBoard.



COLLEGE SEARCH & APPLICATION TIMELINE

for students with ADHD, dyslexia, and other learning differences

10TH GRADE: GETTING AHEAD

FALL

- Student is participating in IEP, 504 Planning, or other student success meetings in order to build their self-awareness and self-monitoring skills.
- Student can label their accommodations and some of their modifications, with support, in each of their academic courses.
- Student is or will be signed up for standardized testing, either the PSAT or Pre-ACT, to practice essential skills related to longer examinations.
- If necessary, the family has contacted local Department of Rehabilitation Services and/or Vocational Rehabilitation Offices to learn about potential programs and support options.
- Student is now part of at least one school-based activity as well as an external activity or volunteer opportunity.

SPRING

- Schedule updated psychoeducational, educational, or neuropsychological evaluations for the student's 11th grade year (prior to standardized testing and after the student is sixteen years old).
- A clear transition plan should be developed with the student support team that identifies likely post-secondary tracks, college options, and potential supports needed to increase readiness skills.
- Student academic skills (reading, writing, mathematic, and conceptual thinking) should be evaluated to determine pathway to meeting age-based norms and benchmarks.
- A summer action plan is created that identifies structured programming for the student and college search/visit process.
- Student takes the PSAT or the Pre-ACT, with accommodations.

SUMMER

- Student visits 2-3 colleges to get an idea of how a college visit works. Students should not be worried about if this is the "right" college for them; but instead, they should visit a variety of schools to get a feel for variables of interest (size, location, residence life, etc.)
- Student practices independent living skills related to college independence, such as creating and implementing a cleaning routine, practicing laundry, and beginning to develop budgeting skills.
- Student continues to focus on academic and executive functioning skill development through tutoring, test preparation, or other pre-college program options.



COLLEGE SEARCH & APPLICATION TIMELINE

for students with ADHD, dyslexia, and other learning differences

11TH GRADE: GO TIME!

FALL

- Student signs up for the SAT and/or ACT, with accommodations, for the spring.
- Student meets with their college counselor to review summer progress, performance, and eleventh grade goals.
- Once 16, student should be re-evaluated to determine updated diagnosis and future recommendations. These evaluations should include cognitive and academic achievement testing or other related batteries to demonstrate disability, functional limitation, and future accommodations.
- Student begins to develop a list of potential colleges of interest based on size, location, support services, housing/residence life, and other factors. Student should store this data in two locations (CollegeBoard, as one).
- Student volunteers consistently with a local organization.
- Student and family begin visiting colleges of interest and begin tracking their data and observations to determine a long list of potential colleges.

SPRING

- Student takes the SAT and/or ACT, with accommodations, and begins to identify strengths and weaknesses.
- Student is introduced to the Common Application and chunks the application process into various smaller steps (background information, high school resume, identifying recommenders, college essay, etc.).
- Student meets with their support team to get feedback on academic, executive functioning, social, and emotional regulation skills.
- Student explores dual enrollment opportunities to help assess college readiness skills.
- Student creates a long list of potential colleges of interest (between 12-15) to explore during summer break. This will include active research, visits, and assessment of fit (using Beacon College's Match Scale).
- The student has a summer action plan that provides experiential learning opportunities, pre-application preparation, and college visits.
- Student signs up for fall ACT and/or SAT.

SUMMER

- Student begins to collect relevant information for the college application (biographic, educational history) and completes their high school resume.
- Student attends a brief, short-term program that helps them practice the independent living and self-advocacy skills needed to manage college life.
- Student visits colleges of interest and evaluates the colleges on this long list.
- Student prepares for fall by preparing a final application list of 7-9 colleges/universities.



COLLEGE SEARCH & APPLICATION TIMELINE

for students with ADHD, dyslexia, and other learning differences

12TH GRADE: PREPARATION & TRANSITION

FALL

- Student meets with their college counselor to review their final college list, application deadlines, and goals for completion.
- Student begins to draft their college essay and receives consistent feedback from instructors or counselors.
- Student takes the ACT and/or SAT and identifies which schools will receive their scores.
- Student explores dual enrollment options to practice academic skills and exposure to various assignments and texts.
- Student attends various open houses and/or college tours to continue to explore fit.
- When visiting college campuses, student and family tries to meet with disability services to begin exploring the process of applying and getting accommodations.

SPRING

- Student begins to create a binder to store and organize essential documentation for the transition to college (documentation, transcripts, resumes, contact information, etc.)
- As student is accepted to colleges, meetings with their “team” occur to determine best college fit given the student’s academic, social, emotional, and executive functioning needs.
- Student makes their final decision of college before May 1st.
- Student applies to auxiliary programs, if applicable, to receive more wrap-around support.
- Student begins to collect documentation necessary to register for disability services.
- Student and family attends Admitted Student events to focus on early registration and determination of academic or social support needs.
- Student and family create a list of potential services required outside of college offerings to ensure all needs are met.

SUMMER

- Student and family actively review and monitor the college’s portal to ensure all documentation, registration, and forms are submitted.
- Student registers with disability services for accommodations.
- Student and family create a chunked schedule that identifies weekly goals and projects to manage transition.
- Student develops a problem-solving chart that identifies common pitfalls/setbacks and available resources at the College.
- Student and family finalizes their support team at the College or local environment, including a mental health plan, additional academic or executive functioning support, and/or social skill assistance.



COLLEGE MATCH TO

Target Area	Level 1: <i>Standard</i>	Level 2: <i>Supplemental</i> All needs from Level 1 PLUS
<p>Depth of Academic Services</p>	<ul style="list-style-type: none"> • Accommodations Provided • Academic Centers for Writing and Math • Peer-Based Tutoring (Introductory Courses) • Services Available During Academic Hours 	<ul style="list-style-type: none"> • Peer-based and Professional Academic Centers • Robust Academic Centers (Foreign Language, Science, Business) • Campus Workshops for Study Strategies • Resources Available During Academic Hours and Some Evenings • Support Offered Through Group-Based Learning
<p>Accessibility of Accommodations</p>	<ul style="list-style-type: none"> • Students Engage in Accommodation Process Independently • Students Request Use of Accommodations Every Time of Need • Third-Party Agencies Used for Assistive Technology & Audiobooks • Students Re-Request Accommodations Each Year 	<ul style="list-style-type: none"> • Check-Ins Provided with Office of Disability Services • Centralized System Used for Requesting and Accessing Accommodations
<p>Mental Health Services</p>	<ul style="list-style-type: none"> • Primarily Emergency-Based Counseling • Limited Number of Sessions Per Semester (4-6) • Students Seek External Support for Consistent Needs 	<ul style="list-style-type: none"> • Students Can Sign-Up For Individual Counseling • Limited Number of Sessions For Individual Counseling (6-8) • Unlimited Access to Group Therapy • Campus-Based Services for Clinical Support
<p>Student Life & Campus Connectedness</p>	<ul style="list-style-type: none"> • Standard Orientation Events • Campus-Wide Social Events Based on Greek Life, Sports, or Student-Led Interests • Students May Go Home on Weekends, Limiting Options for Residential Students 	<ul style="list-style-type: none"> • Ongoing Programming for First-Year Students in Dorm or In First-Year Experience Centers • Residential Programming Focuses on Student Experience & Events Take Place To Promote Socialization • Most Students Stay On Campus or in Residential Centers



	Level 3: <i>Moderate</i> All needs from previous Levels PLUS	Level 4: <i>Comprehensive</i> All needs from previous Levels PLUS
Academic Services Language, Strategies Academic Day and Peer Support Workshops	<ul style="list-style-type: none"> • Academic Support Programs (at-cost) • Weekly Academic Support by Professionals • Streamlined Referral Process to Support Services • Drop-in Hours are Available or are Part of Learning Support Program • Weekend Hours for Support Available 	<ul style="list-style-type: none"> • Comprehensive Support Program (Academic, Social, Residential) • Individual and group-based support by professionals • Professional Monitoring of Academic Performance • Support Program Classes (1st Year Only) • Reduced Course Load • Structured Study Support Provided • Program & Support in One Centralized Location
Disability & Learning &	<ul style="list-style-type: none"> • Students Work with Support Program to Set-Up Accommodations • Students Receive Assistance in Scripting Conversations About How To Self-Disclose to Professors & Staff 	<ul style="list-style-type: none"> • Program Works with Students Prior to Entrance to Ensure Accommodation Process is Complete • Documentation & Paperwork is Completed with Direct Assistance • Program Works in Tandem with Disability Office • Program Prompts Students to Set-Up Accommodations
Individual or Group Counseling Emergencies	<ul style="list-style-type: none"> • Mental Health Center is Well-Staffed With Limited Individual Counseling (8-10 Sessions) • Group Counseling Provided & Is Well Attended • College Has Relationship With Outside Providers for Significant Mental Health Needs & Medication 	<ul style="list-style-type: none"> • Comprehensive Programs Have Consistent Weekly Meetings • College Provides Counseling For Students (8-10 Sessions) • Consulting Psychologists or Psychiatrists Available • Medication Management Program Offered
New Students In Program Encourage Peer Support Weekends	<ul style="list-style-type: none"> • Optional Summer Program for New Students • Students Can Work with Peer Mentors or Campus Leaders After Orientation to help with the continued. 	<ul style="list-style-type: none"> • Early Orientation for Students in Program or with Diagnosed Learning Differences • Students Participate in Scheduled Activities Within the Comprehensive Program • Students Work With a Peer Mentor

AWARENESS SURVEY

for college-bound students

This survey is designed for students to begin to think about the areas they know — or may not know — related to college expectations and readiness. There are just 10 yes or no questions below. If not sure, please select "no."

Do you know what general education courses are required in college?

- Yes No

Do you regularly advocate for yourself in high school by seeking out your own accommodations and modifications?

- Yes No

Are you aware the role and responsibilities of disability services in college?

- Yes No

Do you know how many classes you would have to take each semester?

- Yes No

Are you aware of the amount of time you should study per class, each week?

- Yes No

Do you know what FERPA is?

- Yes No

Do you have your own method of tracking assignments, setting reminders, and monitoring your grades?

- Yes No

Are you aware of the rules and regulations of meeting Satisfactory Academic Progress?

- Yes No

Do you know the steps of joining a student club or organization?

- Yes No

Are you comfortable discussing your feelings with new professionals?

- Yes No



10 QUESTIONS TO ASK *when visiting colleges*

This worksheet is designed to help you identify the level of support available to students with learning differences and identify their rates of success in this environment. While visiting a college for a tour or meeting an admissions representative, be sure to ask the following questions.

1. What is the retention rate for students with learning differences? _____

2. What are the four- and six-year graduation rates for students with learning differences?

Four-year: _____ Six-year: _____

3. What are the career or graduate school outcomes for students with learning differences?

Career placement: _____ Graduate school placement: _____

4. Do students have access to a professional learning specialist or academic coach?

Yes

No

Notes: _____

5. Can a student set-up consistent, scheduled appointments with professionals such as a learning specialist or academic coach?

Yes

No

Notes: _____

6. If your college has a Learning Center, how does it work with the Office of Disability Services?

7. How does the college's Office of Disability Services help students monitor the efficacy of the accommodations they receive?



8. How do students implement specific accommodations such as separate testing, note-taking support, or receive access to assistive technology?

9. How does professional support differ within each year of college?

10. How does the college focus on the inclusion and emotional well-being of students with learning differences?



COLLEGE INDEPENDENCE SCALE: STUDENT SELF-ASSESSMENT



College readiness is often determined based on how much direct support is needed for students to perform both academic and daily living tasks. **Direct Support** can be defined as when professionals, parents, or other support resources provide individualized assistance to guide the student in starting, continuing, or completing a task. It is critical to evaluate the student's level of direct support in preparation for reduced access to support systems in college. The **College Independence Scale Student Self-Assessment** allows the student to evaluate their own level of functioning across important skill areas that impact post-secondary success.

STUDENT NAME: _____

INSTRUCTIONS:

After reading each statement below, please select the number on the Student Rating Scale which reflects the level of support you feel is required to complete the task.

STUDENT RATING SCALE:

1. I can perform the task independently, with minimal assistance from supportive resources such as teachers, coaches, parents or counselors.
2. I need verbal prompts, cues, or reminders to start, continue, or complete the task.
3. I require significant support to complete the task, including modeling, frequent check-ins, or step-by-step verbal/visual assistance.
4. I struggle to complete the task with support / I have not been introduced to the task demand.

Academic Readiness	4	3	2	1
I write an organized five-paragraph essay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I identify main ideas and details when reading both academic texts (textbooks, articles or journals) as well as novels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I extract important information when researching or when completing papers or projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I create a study plan to prepare for different types of exams, tests, or quizzes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I seek clarification when struggling to understand a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Executive Functioning Skills				
I create and follow a plan to complete homework assignments outside of school hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I record and monitor all short and long-term tasks without reliance on school-based systems such as Google Classroom, Blackboard, or other tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use a consistent system to organize school materials both in terms of digital and paper files.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I problem-solve when faced with difficulties in understanding course material or completing a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I review teacher feedback given to me on assignments and tests and make changes when completing future tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INSTRUCTIONS:

After reading each statement below, please select the number on the below rating scale which reflects the level of support you feel is required to complete the task.

STUDENT RATING SCALE:

- 1.** I can perform the task independently, with minimal assistance from supportive resources such as teachers, coaches, parents or counselors.
- 2.** I need verbal prompts, cues, or reminders to start, continue, or complete the task.
- 3.** I require significant support to complete the task, including modeling, frequent check-ins, or step-by-step verbal/visual assistance.
- 4.** I struggle to complete the task with support / I have not been introduced to the task demand.

Social Skills	4	3	2	1
I am comfortable starting social conversations with new people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I behave appropriately in different environments, including school, home, or in social events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can see situations from different perspectives, even when there is conflict between myself and another individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I follow a process of building relationships, and share private information with only close friends and family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will join social groups or activities regardless of levels of interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Independent Living Executive Functioning Skills	4	3	2	1
I implement a consistent living schedule including waking up on my own, following a hygiene routine, and attending required appointments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I keep my personal space organized, including clothes, personal materials, and academic supplies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I monitor my financial spending and refrain from impulsive spending.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I manage my time effectively when completing independent living and academic tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I engage in a routine to enhance my overall self-care, including exercising, managing my medication (if applicable), and ensuring a well-balanced diet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Emotional Regulation Skills	4	3	2	1
I can identify common situations or experiences that lead me to become upset, anxious, or frustrated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I recognize in the moment when I am struggling to manage my emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can label how my emotions impact my behaviors or choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I reach out to appropriate resources when feeling upset, anxious, or stressed in order to get my needs met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use a range of coping strategies (listening to music, journaling, meditation) in order to meet my individual goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COLLEGE INDEPENDENCE SCALE: TEACHER'S ASSESSMENT



College readiness is often determined based on how much direct support is needed for students to perform both academic and daily living tasks. **Direct Support** can be defined as when professionals, parents, or other support resources provide individualized assistance to guide the student in starting, continuing, or completing a task. It is critical to evaluate a student's level of direct support in preparation for reduced access to support systems in college. The **College Independence Scale Teacher's Assessment** is designed for their teacher to evaluate the student's level of functioning across important skill areas that impact post-secondary success.

YOUR NAME: _____ **STUDENT NAME:** _____

INSTRUCTIONS:

After reading each statement below, please select the number on the Teacher Rating Scale which reflects the level of support you feel the student requires to complete the given task.

TEACHER RATING SCALE:

1. The student can perform the task independently, with minimal assistance from supportive resources.
2. The student needs verbal prompts, cues, or reminders to start, continue, or complete the task.
3. The student requires significant support to complete the task, including modeling, frequent check-ins, or step-by-step verbal/visual assistance.
4. The student struggles to complete the task with support or has not been introduced to the task demand.

Academic Readiness

4 3 2 1

The student writes an organized five-paragraph essay.

— — —

They can identify main ideas and details when reading both academic texts as well as novels.

— — —

The student extracts important information when researching or when completing papers or projects.

— — —

They create a study plan to prepare for different types of exams, tests, or quizzes.

— — —

The student seeks clarification when struggling to understand a task.

— — —

Academic Executive Functioning Skills

The student creates and follows a plan to complete homework assignments outside of school hours.

— — —

They record and monitor all short and long-term tasks without reliance on school-based systems such as Google Classroom, Blackboard, or other tools.

— — —

The student uses a consistent system to organize school materials both in terms of digital and paper files.

— — —

The student problem-solves when faced with difficulties in understanding course material or completing a task.

— — —

The student reviews teacher feedback and makes changes when completing future tasks.

— — —

INSTRUCTIONS:

After reading each statement below, please select the number on the Teacher Rating Scale which reflects the level of support you feel the student requires to complete the given task.

TEACHER RATING SCALE:

- 1.** The student can perform the task independently, with minimal assistance from supportive resources.
- 2.** The student needs verbal prompts, cues, or reminders to start, continue, or complete the task.
- 3.** The student requires significant support to complete the task, including modeling, frequent check-ins, or step-by-step verbal/visual assistance.
- 4.** The student struggles to complete the task with support or has not been introduced to the task demand.

Social Skills	4	3	2	1
The student starts social conversations with new people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They behave appropriately in different environments, including school, home, or in social events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student sees situations from different perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They follow a process of building relationships, and shares private information with only close friends and family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They join social groups or activities regardless of levels of interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Emotional Regulation Skills				
The student identifies common situations or experiences that lead them to become upset, anxious, or frustrated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They recognize in the moment when they are struggling to manage their emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student can label how their emotions impact their behaviors or choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They reach out to appropriate resources when feeling upset, anxious, or stressed in order to get their needs met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student uses a range of coping strategies (listening to music, journaling, meditation) in order to meet their individual goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ACCESSING ACCESSIBILITY: *setting yourself up for success*

Receiving accommodations in college can be a tricky process. In fact, less than 20% of students eligible to receive accommodations under the American with Disabilities Act actually register with their office of disability services. It takes self-awareness, flexibly thinking, and knowledge of the process to ensure services are received. This framework can help you access rightful accommodations as you transition to life under ADA. It uses common language seen in college environments and a universal process that can help streamline access and utilization of accommodations.

Part 1: My Disability

Identify your diagnosed disability (learning, cognitive, neurodevelopmental, psychiatric) using exact language from a formal assessment.

Part 2: Documentation of Disability

Label the type of documentation (educational evaluation, neuropsychological evaluation, medical assessment, etc.) you have that provides an overview of your diagnosis. Include the year and provider name.

Part 3: My Functional Limitation

For each of your diagnoses, identify how your daily activities or learning is impacted. You should be able to concretely connect areas of impairment with your diagnosed disability.

Diagnosed Disability:

Functional Limitation:



Part 4: My Prior Accommodations & Modifications

Identify accommodations and modifications (academic or environmental) that you received in high school or other post-secondary environments. To help, use an IEP or 504 Plan to label them accurately.

Part 5: My Future Accommodations

Remember, colleges will not modify expectations. Therefore, you must label what accommodations you will need now that you are entering a new environment. Using the chart in Part 3, expand by identifying what accommodation specifically connects to your functional limitation and disability.

Diagnosed Disability:

Functional Limitation Accommodation(s):

Part 6: How Will I Use My Accommodations

Using accommodations can just be as hard as requesting them. This chart can help you sequence out the steps required to access your rights. Working with disability services can help you navigate self-advocacy steps, processes, and troubleshooting.

Accommodation

What Am I Responsible To Do?

What Are My Professors / School Responsible To Do?

COLLEGE FACE SHEET: *evaluating options & preferences*

The College Face Sheet is an organizational tool to help students determine their preferences and streamline their post-secondary search and application process. Each student should cover the following information with a brief explanation for each factor:

Post-Secondary Option

Choose a post-secondary option (college, community college, transitional program, gap year, etc.).
If college, public or private?

Support Services

What support services will you require?
Will you need tutoring on site?
What would the ideal environment look like?

Geographical Region

What region would you like to go to school in?
How far from home would you like to be?

Campus Offerings

What extra offerings should the school have (study abroad, honors programs, internships, etc.)?

Campus Type

What should dormitory life look like?
Should most students live on campus?
Should there be special housing available?



Degree / Major / Academics

What academic degree programs are you interested in?

What type of academic programs should you avoid?

What are the general education requirements that would be suitable for my strengths and weaknesses?

Rigor / Selectivity

What should the acceptance rate be?

Are standardized test scores important?

What is the average workload for a student and how does that compare to my current workload?

Student Life

What are some organizations and clubs are you hoping the environment has?

What social experiences are you hoping the school does not have?

Financial Support

What financial services must the school have?

Will you have to work?

Career Services

How does the environment prepare you for your future? What structured support or offerings do they have to support gainful employment?



The Morris-Wood Four-Stage Adjustment Model to College for Students with Learning & Attention Issues:

Essential Questions to Prepare for A New Environment



Authentic Awareness

- What is the student's current accommodations?
- How have the learning environment and/or instructional methods been modified?
- Has the student's social environment been developed & supported by external resources?
- Does the student know the role and boundaries of disability services?
- What will be the major changes from current support models to a siloed one?
- Does the student know what courses are required through general education?
- Does the student understand the bounds of FERPA, HIPAA, and any additional at-cost programs?



Implementing Executive Functioning Systems

- Can the student independently track assignments, deadlines, and daily tasks without the reliance on external tools (school-based technology, parent system, etc.)?
- Can the student monitor their academic performance, social demands, independent living requirements, and emotional state?
- Can the student recognize the need to problem-solve and sequence a plan of attack?
- Can the student identify what prevents them from initiating without direct prompting or cuing?
- Can the student recognize urgent situations that cannot be avoided?
- Can the student regulate impulses to prioritize immediate and future tasks?
- Can the student create and implement an organizational system that works for them and the environment?



Experiencing & Managing Setbacks

- Has the student experienced setbacks without the safety net of the school and family?
- Have barriers been modified or removed to decrease emotional responses by students and parents?
- Has the student had consistent support systems throughout their education?
- Can the student identify triggers that lead to upset?
- Can the student connect how their thoughts and feelings impact their behavior and choices?
- Can the student express their emotions to appropriate resources?
- Is the student capable of tolerating distress and discomfort without avoiding requirements?
- Can the student label 3-5 healthy coping strategies that are college appropriate?



Autonomy & Advocacy

- Is the student able to label why they want to attend college?
- Can the student identify appropriate resources to seek assistance from given the specific problem?
- Is the student able to ask for help from a peer and a professional?
- Can the student provide a specific example of where the breakdown is occurring?
- Can the student create contingency plans to offset disruptions to self-advocacy steps?
- Is the student able to communicate appropriately with parents/family members as needed?



Healthy Adjustment



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STEPS TO PREPARE

for social & relationship success

These checklists are designed to help students self-assess their social readiness in preparation for the independence of college. Each category represents key skills, knowledge or intentions that will help you prepare for social and relationship success.

I CAN...

- Identify various stages of relationships
- Alter my behaviors and language based on the environment
- See other people's perspectives
- Meet age-based expectations including dress, hygiene, and social interactions
- Implement a cleaning routine that makes my living space hygienic and welcoming
- Attend events and programs that do not spark my interest
- Label my social strengths and weaknesses

I KNOW...

- Appropriate boundaries when developing friendships and romantic relationships
- How to ask for and listen for consent
- How to recognize my emotions and the impact it has on my relationship
- That conflict is normal, healthy, and expected, and ways to manage it in a college environment
- The boundaries of FERPA and HIPAA and what will and will not be communicated
- The steps to join clubs/organizations on my college campus
- The resources on campus that can help me outside of the classroom

I WILL...

- Attend all Orientation activities, regardless of interest
- Identify social resources on campus if I am struggling to know how to get involved with campus life
- Spend time outside of my living space, especially during unstructured times
- Communicate with my parents if I am having social successes
- Stay on campus during evenings and weekends and not avoid discomfort
- Eat meals in the dining hall or other on-campus eateries
- Engage in community events within my residency hall and meet new people outside of my living space



HISTORICAL SCREENING DOMAINS

to increase proactive support in college

Educational History

Secondary School Environment	Academic Rigor & Expectations	Support Services
What type of high school did the student attend? Did they have consistent enrollment?	What courses did the student take? How much work was provided? Did the student do work outside of the school environment?	Did the student have an IEP or 504 Plan? What academic resources did the student have access to?

Social History

Previous School Involvement	Interests	Appeared Motivation
What were the student's prior experiences in clubs, organizations, athletics, and structured activities? How long did they participate in these activities?	What are their interest areas in relation to available institution offerings or nearby events? Do their interests align with the general population of students?	Does the student openly discuss social interests and methods of integration? Do they appear interested in getting involved on campus? Is the student appearing anxious about being accepted?

Coping Skills

Emotional Awareness	Distractions	Distress Tolerance & Problem-Solving
Can the student identify triggers that cause upset? Are they aware of how their emotions impact their choices? Can they self-reflect on the intersection of the two?	What are some healthy distracting coping strategies the student can use when dysregulated? Can the student shift distracting techniques based on the environment?	Can the student manage setbacks and identify resources? Are they able to continue to meet expectations while in distress?

Self-Concept & Support Network

Positive Self-Beliefs	Identity Development	Family Support
Can the student identify their strengths? Have they demonstrated resiliency in their life? Do they verbalize purpose to their education?	How does the student self-identify? Do they feel part of any community? Does the student speak positively about themselves and their abilities?	Does the student speak of their family network? Do they have a sense of emotional support at home?





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