



Viewers Guide

PREPARING STUDENTS WITH LDS **TO TRANSITION FROM SECONDARY TO POST-SECONDARY**





Preparing Students with LDs to Transition from Secondary to Post-Secondary

Viewer's Guide

The transition from secondary to post-secondary can be a challenging time for students with learning disabilities (LDs). In order to mitigate this, there are a range of resources and support available both before and after the transition. The Peel District School Board takes a proactive approach to helping students with LDs prepare for their move into post-secondary education, by working with students to create detailed transition portfolios, and hosting a transition fair where students can speak directly to representatives from colleges and universities.

This guide provides viewers with the opportunity to develop an understanding of the key role educators play in preparing students with LDs for the transition from secondary school to a post-secondary institution. In order to ensure a successful transition, educators must help students understand their own learning strengths and needs, the possible pathways they can take following secondary school, and how to access supports in the future.

Through the various activities in this guide, viewers will be able to reflect on their thoughts and practices related to supporting students with LDs in their transitions.

The viewers guide includes the following sections:

- **True or False: Statements about the Transition to Post-Secondary for Students with LDs** is an activity that tests individuals' knowledge on learning disabilities and the transition to post-secondary prior to watching the video, and allows viewers to reconsider their responses after watching the video.
- **Transition Responsibilities** is a viewing activity that allows viewers to record the concepts discussed in the video that are related to transitioning from Secondary to Post-Secondary.
- **Post-Secondary Transition Planning Checklist** is a takeaway activity that can be used with students to plan, track, and execute a successful transition to post-secondary education.
- **Appendix A** identifies key messages from the video that a facilitator may use to initiate additional discussions and to ensure that all key concepts are understood.
- **Appendix B** includes the answer key to the pre/post-viewing activity *True or False: Statements about the Transition to Post-Secondary for Students with LDs*.
- **Appendix C** includes the answer key to the viewing activity *Transition Responsibilities*.
- **Appendix D** provides a list of related resources on the LD@school website and the Internet.



Pre-viewing Activity/Post-Viewing Activity

True or False: Statements about the Transition to Post-Secondary for Students with LDs

Prior to watching the video, read each of the 9 statements about the transition to post-secondary for students with LDs, then in the first column circle either “true” or “false”. Once you have viewed the video, return to this activity and read each statement again. Reflecting on the content of the video, circle either “true” or “false” in the last column.

Pre-viewing	Statement	Post-viewing
True False	Students with LDs cannot succeed in post-secondary education.	True False
True False	Colleges and universities care about students being successful.	True False
True False	Students with LDs can access transition resources and support through BOTH their secondary school and their future post-secondary institution.	True False
True False	Students with LDs enrolled in post-secondary institutions can rely on parents and instructors to advocate on their behalf.	True False
True False	There are fewer supports and accommodations available to students with LDs at the post-secondary level.	True False
True False	Post-secondary institutions automatically offer accommodations and support to all students with LDs.	True False
True False	In order to access supports and accommodations at a post-secondary institution, a student with LDs must contact the institution’s accessibility office.	True False
True False	Students transitioning to a post-secondary institution must understand their strengths and needs in order to ask for appropriate accommodations.	True False
True False	It is important that students with LDs and the educators that support them start planning for transition early.	True False



How did your answers compare after watching the video?

Did any of the answers surprise you?

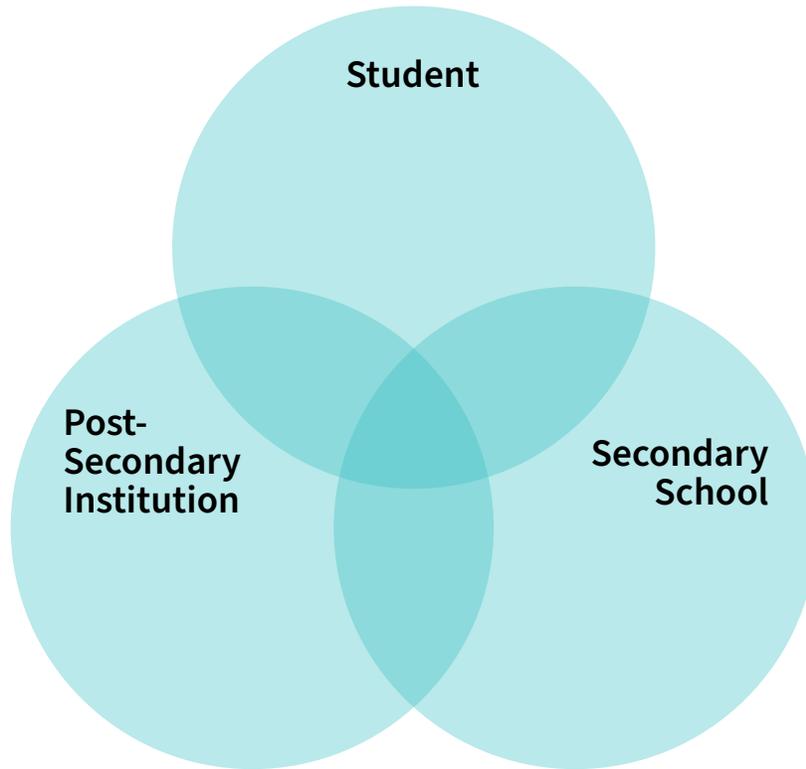
Share your thoughts with a partner or the group.



Viewing Activity:

Transition Responsibilities

While watching the video, use the graphic organizer below to assign each of the tasks to the person or organization responsible for completing that task.



Tasks:

1. Research future possible pathways that match the student's strengths and interests
2. Attend an open house and ask questions
3. Provide a list of accommodations available at the post-secondary level
4. Create an individualized transition plan
5. Contact the accessibility office of the post-secondary institution
6. Speak with students about their concerns
7. Understand the student's strengths and needs
8. Make sure student understands their IEP and the accommodations they are currently receiving
9. Attend an IEP transition session
10. Speak to professors or instructors if the student needs extra help

If you can think of any tasks that were not mentioned in the video write them in the blank spaces provided below and add them to the appropriate areas of the graphic organizer.

11. _____
12. _____
13. _____



Application Activity:

Post-Secondary Transition Planning Checklist

Preparing for the transition to post-secondary requires forward planning and persistence from students. Use the checklist below to guide your discussion with students with LDs as they prepare for the transition to post-secondary and track their progress as they advance through the transition process.

	Task:	How educators can offer support:
<input type="checkbox"/>	<ul style="list-style-type: none">Understand your Individual Education Plan (IEP) and the accommodations you are currently receiving. 	<p>Regulation 181/98 requires students 16 years of age or older to be consulted in the development and review of their IEP, so students should already have an understanding of their IEP, prior to starting their transition planning. However, new questions may come up as students prepare for their future.</p> <p>Review the student's IEP with him or her and answer any questions.</p> <p>If a student is struggling to develop strong self-advocacy skills, you may want view our learning module <i>Fostering Advocacy for Students with LDs</i> (https://www.ldatschool.ca/learning-modules/fostering-advocacy/overview/) to learn more about what you can do to support the student.</p>
<input type="checkbox"/>	<ul style="list-style-type: none">Decide on a career path. Will you need to enroll in a college or university program to achieve your goals? 	<p>Students should already have considered their future career goals as part of their Individual Pathway Planning (IPP), Learning Strategies course(s), Career Studies course, and/or Discovering the Workplace course.</p> <p>Encourage students to think about their strengths and needs in all areas including academic, social, and physical. Which type of post-secondary institution will better engage their strengths, support their needs, and help them reach their career goals?</p>
<input type="checkbox"/>	<ul style="list-style-type: none">Research costs associated with post-secondary education and possible funding options. 	<p>Make sure students know about funding options including OSAP, and the Bursary for Students with Disabilities. Additional funding may also be available for living expenses through the Ontario Disability Support Program for those who qualify for ODSP income support.</p> <p>Encourage students to apply for bursaries and scholarships for students with disabilities. Find more information at http://www.ldao.ca/scholarships-and-bursaries/</p>

<input type="checkbox"/>	<ul style="list-style-type: none"> ◦ Attend an open house or book a campus tour of the post-secondary institution(s) to which you wish to apply. 	<p>Encourage students to prepare questions in advance. Prompt the student to think about questions they may have related to:</p> <ul style="list-style-type: none"> • Admission requirements • Costs • Academic expectations in the program of their choice • Student life and extracurricular activities • Residence • Career prospects after graduation • Additional support for students with LDs
<input type="checkbox"/>	<ul style="list-style-type: none"> ◦ Apply to the program(s) of your choice. <ul style="list-style-type: none"> • Apply to Ontario universities through the Ontario Universities Application Centre (OUAC) – www.ouac.on.ca • Apply to Ontario colleges through www.ontariocolleges.ca 	
<input type="checkbox"/>	<ul style="list-style-type: none"> ◦ Decide whether or when you wish to disclose your learning disability.  <p>You will not automatically receive the same accommodations at college or university that you received in high school. In order to receive accommodations you must contact the accessibility services office and self-identify as a student with a disability.</p>	<p>In secondary school it is up to the student’s parent or guardian to decide whether to disclose a disability; once students turn 18 they must make this choice for themselves.</p> <p>To help in this decision, LDAO has created a chart to assist students with determining when the appropriate time is to share that they have a learning disability with the post-secondary institution(s) (https://www.ldatschool.ca/wp-content/uploads/2015/07/lDs_disclosure_chart_access.pdf).</p> <p>If students decide to disclose, a sample letter, which will help students inform their professors of their disability, is available on the Transition Resource Guide website.</p>

<input type="checkbox"/>	<ul style="list-style-type: none"> ◦ Contact the accessibility service office at your post-secondary institution(s) of choice. Ask about: <ul style="list-style-type: none"> • The kind of documentation needed to confirm your diagnosis • Whether the institution runs a summer transition or orientation program. • Whether the institution offers tutoring or mentoring programs 	<p>Students can find contact information for accessibility services offices for Ontario colleges here: https://www.transitionresourceguide.ca/colleges and for Ontario universities here: https://www.transitionresourceguide.ca/universities</p> <p>Documentation: Make sure students understand that an IEP is not considered proof of a disability. Most post-secondary institutions require a recent psychoeducational assessment (conducted within the last 3-5 years) in order to access accommodations.</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> ◦ Accept the offer of admission from the post-secondary institution you wish to attend. 	
<input type="checkbox"/>	<ul style="list-style-type: none"> ◦ Book your intake meeting with the accessibility services office.  <p>It can take several weeks for accommodations to be arranged, so book your appointment before the start of your first semester!</p>	



Appendix A: Key Messages

- The transition from secondary to post-secondary is a challenging time for all students, those with LDs may require extra support and guidance.
- Students with learning disabilities (LDs) can succeed in post-secondary institutions.
- Encouraging students to start early and ask questions, both in their secondary school and chosen post-secondary institution, can help with transitions.
- Transition fairs, open houses and meetings with representatives from the post-secondary institutions' accessibility offices give students with LDs a chance to explore their options for post-secondary education and have their questions answered.
- Students enrolled in post-secondary institutions are expected to advocate on their own behalf, therefore it is important to teach students with LDs self-advocacy skills early and allow time and opportunities for students to practice these skills.
- Students with LDs need to have a strong understanding of their strengths and needs and their IEP in order to advocate for accommodations in post-secondary.
- Students with LDs can receive the same level of accommodation and support in post-secondary that they have been receiving in secondary school.
- The Transition Resource Guide website (<https://www.transitionresourceguide.ca/>) can help provide students with disabilities with the knowledge they need to access resources at college and university and to make a successful transition from secondary to post-secondary school.





Appendix B: Answer Key

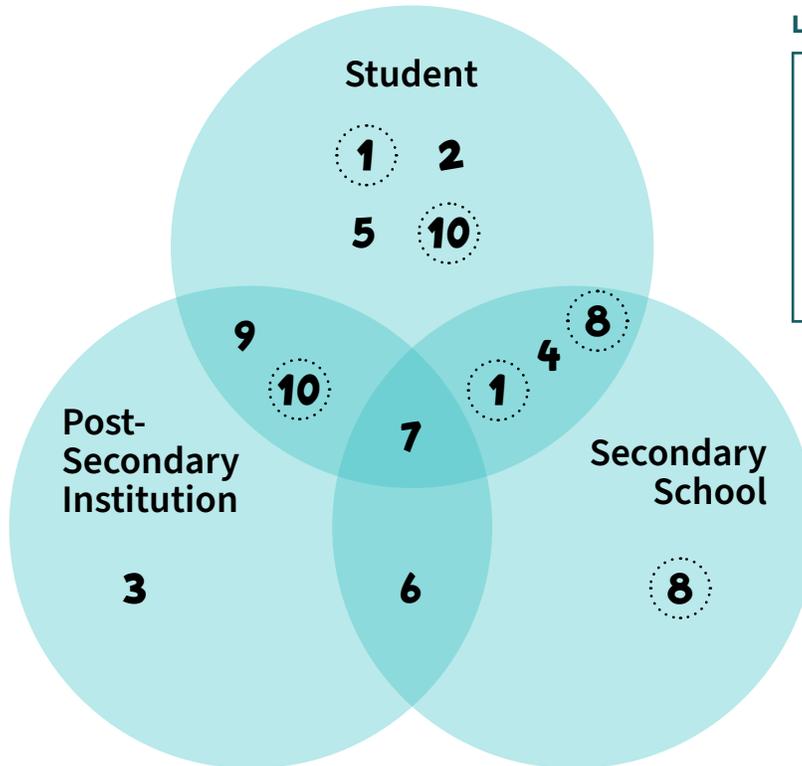
True or False: Statements about the Transition to Post-Secondary for Students with LDs

Statement	Correct Answer
Students with LDs cannot succeed in post-secondary education.	True <input checked="" type="radio"/> False
Colleges and universities care about students being successful.	<input checked="" type="radio"/> True False
Students with LDs can access transition resources and support through BOTH their secondary school and their future post-secondary institution.	<input checked="" type="radio"/> True False
Students with LDs enrolled in post-secondary institutions can rely on parents and instructors to advocate on their behalf.	True <input checked="" type="radio"/> False
There are fewer supports and accommodations available to students with LDs at the post-secondary level.	True <input checked="" type="radio"/> False
Post-secondary institutions automatically offer accommodations and support to all students with LDs.	True <input checked="" type="radio"/> False
In order to access supports and accommodations at a post-secondary institution, a student with LDs must contact the institution's accessibility office.	<input checked="" type="radio"/> True False
Students transitioning to a post-secondary institution must understand their strengths and needs in order to ask for appropriate accommodations.	<input checked="" type="radio"/> True False
It is important that students with LDs and the educators that support them start planning for transition early.	<input checked="" type="radio"/> True False



Appendix C: Answer Key

Transition Responsibilities



LEGEND:

 Where more than one answer would be appropriate, all possible answers have been indicated with this circle.

Tasks:

-  Research future possible pathways that match the student's strengths and interests
[Student; or Student and Secondary School]
- Attend an open house and ask questions
[Student]
- Provide a list of accommodations available at the post-secondary level
[Post-Secondary Institution]
- Create an individualized transition plan
[Student and Secondary School]
- Contact the accessibility office of the post-secondary institution
[Student]
- Speak with students about their concerns
[Secondary School and Post-Secondary Institution]
- Understand the student's strength and needs
[Student and Secondary School and Post-Secondary Institution]
-  Make sure student understands their IEP and the accommodations they are currently receiving
[Secondary School; or Student and Secondary School]
- Attend an IEP transition session
[Student and Post-Secondary Institution]
-  Speak to professors or instructors if the student needs extra help
[Student; or Student and Post-Secondary Institution]



Appendix C: Resources



Related Resources on the LD@school Website

[Click here to access the article,](#)
"Introduction to Transition Planning for Students with LDs".

[Click here to access the article,](#)
"Post-Secondary Transition Planning for Students with LDs".

[Click here to watch the webinar,](#)
"Transition Planning and Pathways for Students Transitioning to Post-Secondary", presented by Ryan Machete.



Relevant Resources on the Internet

[Click here to access the Transition Resource Guide website,](#)
created by the Regional Assessment and Resource Centre (RARC)
at Queen's University.

[Click here to open the Ontario Ministry of Education's document,](#)
"Creating Pathways to Success".

[Click here to open LDAO's chart entitled,](#)
"Students with Learning Disabilities: Disclosure Chart for Post-Secondary Settings".



Thank You

Thank you for watching *Preparing Students with LDs to Transition from Secondary to Post-Secondary* and for using this viewers' guide.

At this time, we invite you to share your thoughts and comments relating to this video; the feedback we receive will assist in the development of future videos and future content for the LD@school website. Please click the link below to share your thoughts and comments by completing our short survey:



<https://www.surveymonkey.com/r/TransitionPostSec>

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