

Real Talk: What I Wish I Knew Before Transition To Post Secondary

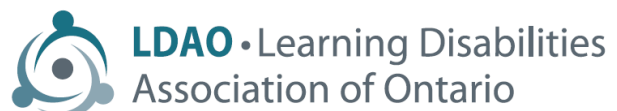
[Heather] Okay, let's get started. Thanks so much, everyone, for joining us for today's webinar. We're really excited that you're here with us.

We know that any transition can bring both excitement and uncertainty, and transitioning from high school to post-secondary is an important milestone. And for students with learning disabilities, this transition often involves increased independence, new expectations around self-advocacy and navigating accommodations in unfamiliar environments. Today's webinar will provide you with information and practical strategies like understanding your IEP beyond secondary school, tips for self-advocacy, and how to access supports on campus.

Before I introduce our presenter, I have a couple of LD@School highlights that I'd like to share with you. First, this webinar will be posted on LD@School's website and we welcome your feedback to inform our future planning. After this session, we'll send you a short survey link and you have some time - When people say it's short, it's not really short, but it really is short. Only two minutes. And when you complete the survey, you'll be entered into a draw to win a \$450 gift card. In fact, you can complete a short survey about any of the LD@School resources you access and use. To share feedback, simply visit any LD@School resource on the website and click the share feedback and resource button. You can submit feedback on multiple LD@School resources. And we really do value your input and thank you in advance.

We also wanted to share information about this year's Educators Institute entitled Unique Minds, Remarkable Potential. The Institute brings together educators, leaders and partners to share strategies to support students with learning disabilities, ADHD, and struggling learners so they are able to thrive.

At this point, I have the pleasure of introducing our presenter, Michayla Del Guidice. Michayla is the founder of AlignHER Consulting, Real Queen's United, and is an international public speaker who has presented at mental health conferences and campuses across the country. She's worked as a student affairs professional at Mohawk College, and is also the host of The Real Queen Revolution podcast, a globally recognized platform built around confidence, identity and living authentically. The



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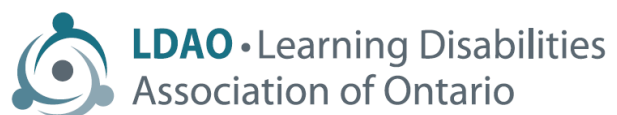
current Canadian national Ms Brantford and a proud new girl mom to her four month old daughter, Michayla shows up to every event with the same mission to be the person she needed when she was the eight year old girl who was told she wasn't enough. Michayla will be answering questions at the end of the presentation, so feel free to place your questions in the chat box if you'd like to record them as you listen. We're so pleased to have you here with us Michayla.

[Michayla] So, hi everybody! My name is Michayla Del Guidice. I am so excited to be back here at the Learning Disabilities Association of Ontario. And this is... This presentation is really all about my journey. But also what I've learned across the way. So welcome to Real Talk: What I wish I Knew About the Transition to Post-Secondary. So before we get started, I loved that that bio encompasses a lot of who I am, but I would like to just kind of touch upon a few things as well. I am a, the... One of the biggest learning disability advocates. I've been an advocate since I was about eight years old. I am a three time post-secondary graduate, so I graduated from Humber College in 2017, with a social service worker diploma. 2020 I graduated with my Bachelor of Arts from the University of Guelph. And then in 2023, I graduated from Wilfrid Laurier University with my Masters of Education with a concentration in Student affairs. And with that, I've been a student affairs professional at Mohawk College.

So what that means is I've been in student support, so I've worked as a student success advisor, where it's kind of like an academic advisor or a guidance counselor at the college level. I've done scholarships. I've done retention initiatives. And then most recently, I've actually stepped into a new role in student development and leadership on campus.

I am the proud founder of a few different side things that I love, and they're like my little passion projects. But one is Real Queen's United. I am their main speaker and founder. It's all about, amplifying the voices of women across the country and internationally. I am a podcast host, so I've actually reached all the way into Europe now. It's The Real Queen Revolution. Again, it's all about confidence and living your life as your most authentic self. I am a career consultant and the founder of AlignHER Consulting, which is a business I actually just launched in January.

I'm a five time national title holder, and the current Canadian national Ms Brantford and vying for the title in July for the title of Canadian National Ms. And my proudest title that I will forever be so grateful for is I am a proud girl mom to my four month old baby girl. She is my absolute pride and joy.



Now, with all that, there is my origin story. I was not always all of those qualifications, all of those titles. I actually grew up in a world where I was very confident at first, but then my confidence very quickly took a detour. So the best story I can give you on how much it shifted was when I was a little girl before I went to school, I had this abundance of confidence where I was taken to a photoshoot where my mom wanted to get some pictures of us, and they put this little block where kids can sit on, and I thought it was a stage, and I threw the biggest temper tantrum because the stage was not big enough. And I was... I just had this over exude of confidence as a little girl and then I started going to school and very quickly I noticed that I struggled a lot more than my peers. I was not on the same, like, level of learning as some of them. And I started to really notice that I was different. And I was actually, like, quite bullied for it growing up.

I even remember on a few occasions, I was told that I was a waste of space in the classroom because I couldn't learn to the same level as my peers. Now, at the age of eight years old, I was finally diagnosed with several forms of learning disabilities. So if you can imagine every subject in school, I had a learning disability attached to it. So reading, writing, math, science, you name all, I had a learning disability for it. And I went through from, you know, grade one all the way till grade eight. I was getting C's and D's. I was not progressing like my peers. I went to a specialized school for students with learning disabilities. And that's where I started to really shift my confidence a little bit more. But I remember even, like, before I went to the special school, I tried out for the school talent show, and I was, you know, I was a North American athlete at the time, and I was denied going into the talent show because an educator told me that because I had a learning disability, I wouldn't be able to remember my routines, and the entire talent show was going to go to waste. It was going to be ruined. So I was denied going into the talent show just because I had a learning disability.

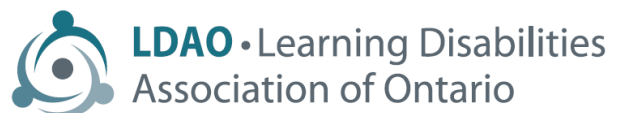
So going into this specialized program, it really helped me to learn how to advocate for myself, and stand up for who I was. So going through that, like period, I was like about three years from grade seven to about grade, I want to say grade and sorry, grade six to about grade eight. I was going to the specialized school and through that again, I learned advocacy and all these different skills about my IEP that I knew that I wanted to change my life. I knew I wanted to make a difference in people's lives, and knew that I wanted to be a part of a movement to really help people with learning disabilities find their voices, and to see that they are successful. One of the... My biggest pet peeves growing up was that, you know, going through school I was told that all these celebrities had different learning disabilities like Brad Pitt, and Keira Knightley and all of these

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people. But I couldn't relate to these people because they were all famous. They weren't people that I knew and when I was in grade eight going to the school, I wanted to be that face. I wanted people to be like, you know what? You know, I can see myself in this person.

And so I worked incredibly hard. And I remember having that transition meeting from grade eight to grade 12, and I said that I wanted to go into... My biggest dream was going to college, or university. I wanted to get my education so that I could eventually go on, have a fulfilling career, but also be able to make a difference in this world. And I had an educator tell me that because I had a learning disability, I was not allowed to go into the college level stream. So back then there were three different streams you could go to university stream, college stream, and locally developed. They wanted to put me in the locally developed stream, and I wanted to be put into the college stream. And I fought for it very, very hard. And I even told them like, this is my dream. I want to be able to go to college and university. I want to get an education. I want to be successful in my career. And one of the educators, you know, looked at me and looked at my mom and said, you know, they looked at my mom first and they said, you need to stop encouraging your daughter to go to college or university because that dream is never going to happen. That, and they looked at me and they said, you're never going to go to college or university. You're not smart enough to do that. You don't have the skill set. Your learning disability will not allow you to do that.

Needless to say that I graduated high school with honor roll every single year, so I was placed in college - the college stream, because I told them I refused to be put into any other stream, and I went into the college stream. I was on honor roll, so I obtained an 85% average every single year. So I went from, you know, elementary school and getting C's and D's to getting on honor roll every single year in high school. And I actually graduated with the highest overall average in my entire school for the college stream. So I ended up graduating. I was an overall average of 98.2% in the college stream. So I went from being this little girl who was constantly struggling with confidence, constantly, like, doubting herself and not applying myself because I really struggled. Because I had all of these people telling me that because of a learning disability, I couldn't be successful. To now I'm getting some of the biggest awards at my... at my, high school. And I ended up going on and going to college. And then I remember the day that I got into university was like the biggest relief ever. And then I ended up getting into my master's degree. And the day that I got my acceptance for my master's degree was by far like - separate from my daughter being born - was probably one of the happiest days of my life because it was finally like an "I made it" moment of



proving them wrong.

And plot twist - that one of the educators that told me that I was never going to go to college or university because I was not smart enough to do so, from that transition from grade eight to grade nine. She actually came to my work, two years ago and watched me do a talk. So it was a full circle moment. And it was kind of like, you know, I've made it. So with that, with all of my struggles, from low self-confidence to all of a sudden having this confidence and having... Knowing my abilities, going through school, I've developed some key things that I think are really important for when you're doing that, going in doing that transition to post-secondary. I'm going to be completely candid with all of you. I am a first generation college graduate, so both my parents did not attend college or university. So I actually had to navigate this whole system by myself. And now I do it as a career. But it was actually very, very hard because I never knew where to start. So I'm going to take you along on how you're going to start and how to make this as easy as possible of a transition for all of you.

So the first thing, and I didn't learn this until I was in university so well into my education, was really understanding your IEP and your diagnosis. That... I can't stress this enough on how important it is to know what your strengths are, to know what your challenge areas are, and to know exactly what accommodations have worked for you in the past. And just as a reminder, like, your diagnosis is a tool for your self-advocacy, it's not necessarily a label that limits you. So what I actually learned in university, from a professor is... And I encourage you, all of you, to do this as well - is I took... You take your diagnosis. So your psychoeducational assessment, if you have a mental health diagnosis, you also take that and you take your most recent IEP, print them out and you read them and you highlight, you know, you go through strengths and you highlight all the, all of your strengths. Because typically on your psychoeducational assessment they talk about your strengths. So you're going to highlight all of those. You're going to highlight all of your challenge areas. So for me after, you know, going through the college system, I obviously got a re-diagnosis as an adult. And it did change. So I ended up getting diagnosed with just a mild specific learning disability in math and science, and being on the autism spectrum.

So what I did and I do this quite frequently now is, you know, highlighting your strengths, highlighting your challenge areas, marking up those documents with what's working for you, what's not working for you. And then what I do is I put that into a simpler form, because those documentations are so hard to read and they have so much scientific jargon that it makes it really hard to understand. So when you take those chunks of

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information, put it into a completely different document, it just crunches the information a little bit more. You get to know yourself, and you really get to know, like, what it is that makes you you and how to really succeed. One of the things that as a student affairs professional working with students in college, I tell my students, make it look pretty, make it look cool, like, go on to Canva, make an infographic if you must. Make it a really cool document that you can print out and put in your binder. Put it as, like, your screensaver on your phone or your laptop, just as a daily reminder of like, this is who I am and this is how... This is what I need to be successful. So that's the first thing I want you all to do is really understanding your IEP and your diagnosis and what that means for you, and what accommodations are going... That you need to be successful.

So the next super, super important thing is choosing the right path for you. And this is something I wish I knew. And that's why I put it like capital letters on this PowerPoint slide is... Ok I'll tell you a story - So when I was in my social service worker diploma, I did super well because it was something really aligned with me. I'm, you know, a public speaker. I'm a very strong writer. And then I decided, like, when I was in my social, like, my last semester, I wanted to go and do something really cool. Like, I wanted a really cool degree. And I love true crime, and I love psychology. So I decided I was going to go into psychology at university. Well, I didn't realize that psychology is entirely all math. It's entirely all science. And I have a learning disability in math and science. So you can imagine that I went from having a very high average in my social work diploma to having super low marks in my psychology degree, because it wasn't aligned with who I was and it wasn't aligned with my IEP and my diagnosis. So even with accommodations, I was struggling because it obviously did not work for me. So the biggest thing is knowing your learning style, knowing, you know, again, your IEP, your diagnosis, accommodations and how that's going to translate into the right career path for you. Because like me, like, I spent three years getting a degree that I struggled in so bad. And I really didn't... I actually, like, lost my love of education until I got back into my master's, where I was finally again in an a program that really was aligned with me.

Now, I know this is a really, like, hard time of transition. And like me, I still sometimes, I'm like, what do I want to be when I grow up? I took full advantage of like, free career quizzes. And like, I remember being in grade ten in that mandatory careers course, taking career quizzes all the time. But I decided to take them at colleges and universities. It's completely free on their career... Their career support services website, and taking as many of those, as possible because they'll actually tell you programs that align with your personality style, your strengths and your weaknesses. And then what I did is I took multiple of those and like, took in all of that information was like, okay, this is

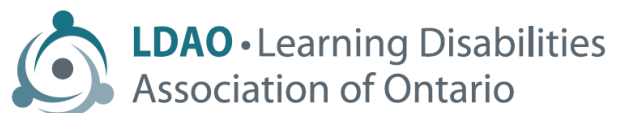
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where this is where I need to go. And all of them were pointing to social work. They were pointing into education. They were pointing into student affairs. So obviously that is the avenue that I took. So take full, full advantage of those career quizzes.

And the next thing is tour campus. I'm not going to stress this enough. If you don't like the vibe or the look of the campus or the culture of campus, you're not going to have a good time. So what I highly recommend is go and book those tours, like when you're, you know... I know my break just happened, but, you know, if you could do like a weekend tour, or like an after school tour, like. Tour the campuses or even like one day, like just walk around to see what the vibe is like, because I found that the more I enjoyed campus life, the more I was willing to succeed in my education. So a prime example of this is, yes, I absolutely hated and I use hate as a very strong word. I hated my Bachelor of Arts because I did not like the program, because obviously it didn't align with my learning disability whatsoever. But I loved campus, so that is the reason why I stayed in the program is because I love the campus culture. You know, if you've ever been to the University of Guelph, it is by far one of the best campuses. I'm pretty biased, but I loved it. I love the culture. And I loved the culture so much that I actually wanted to make a career out of it. So highly recommend touring campus.

And connect with professionals in your field when you're starting to make those decisions on where you want to go. So, like, the biggest one you can go to is like LinkedIn. I remember, like, I was in my university degree. I was, you know, I did not want to go into my masters for psychology. I knew that right off the bat. And I was like, what can I... I want to work at a college. Like, that's all I want to do. I want to work at a college or university. This is what I want to do. And I ended up just messaging a bunch of people on LinkedIn. I went to like, support professionals on campus, talk to them about what they do for a living. And that actually opened my eyes to student affairs and student support at a college and university. So really start building those professional connections now, that way it's... You actually get a little taste of like, what it is that you like and what it is you don't like.

And as a reminder, you've probably all heard about this too, is just the pathway options. There are so many different pathways that you can take; university college, apprenticeships, trades, like... And don't be afraid to try a bunch of them. A prime example is my partner, David. We've been together since high school. He ended up going to university for accounting, lasted a month, hated it. And now he's an electrician and is now teaching, like, safety courses. Because he was willing to try different things. So, you know, if you're not... If you go to university and you're like, "I really don't like



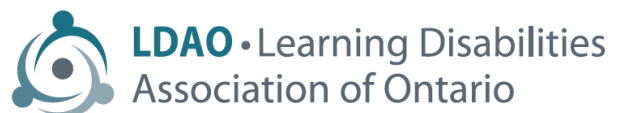
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this”, try college. If you, you know, don’t like college, try apprenticeship, try trade. Like try as much as possible to get an idea of what you want to do, and look for, like, if you’re a hands on person, look for programs that have a co-op option that you can take. So that way you’re delving into a field and getting that practice. You’re getting that practical for your resume, but you’re also seeing what you like and dislike.

Now, one of the biggest things in my professional career, and something that not a lot of people talk about, 70% of my students, and I’ve worked with thousands of students at my college, are on a reduced course load. So it is okay to not take like... I know college right now you take, like, anywhere from 6 to 8 courses at a time. University, it’s typically about five courses a semester. It’s okay not to take that many courses. Like, I remember I took, I think when I was in college, I took a full course load, but then in university I went down at one point to two classes a semester, or even three classes a semester. And then in my master’s degree, I went down to one class a semester. And yes, it does... It takes you longer, but at the end of the day, your diploma is not going to say or your degree is not going to say that you took a reduced course load. Like, I know school, it prolongs it, but it actually allows you to have time for yourself and to do the things you want to do, but also focusing on school. If you need to get a job, it gives you so much more free time. So don’t stress on having to do that 100% course load. And know that like 70% of my students are on a reduced course load and these are like... I work with a very wide range of students. I work with students that are fresh out of high school and I work... My oldest student was 62 years old, working... Like coming back to school. And all of them, like a bunch of them, are on a reduced course load because it’s just easier and it gives you more time for you.

So the next thing that... The biggest thing that I have to stress is advocacy, especially with having a learning disability, is going to be the best skill you’re going to have. When I was in, you know, that specialized program, that’s when advocacy started getting introduced to me. And I really didn’t master this skill until my first semester into post-secondary, because it does... It is such a big transition because in high school, a lot of the times your parents, your teachers, your educators are your advocates. But then what happens is, once you turn 18 and you go off to college and university, college and universities can no longer talk to parents, guardians, teachers like, it’s... You’re in control of your pathway now. So learning how to advocate for yourself, and how to like, really advocate for your learning disability and what it is you need is super, super important not only for you in the college setting, but also in the work setting.

So like even for me now, when I go and get a new job, I always open up with like, hey, I

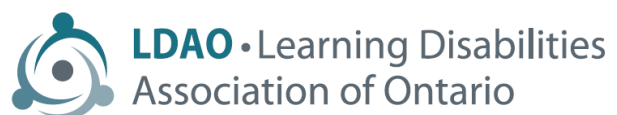


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have a learning disability. These are some things I can't do. So like for example, I cannot do math. When I look at my IEP, my IEP literally tells me that I have the same cognitive ability as somebody in grade three for math level. Like it's so low. And so I tell them, do not give me anything to do with math because I will mess it up nine times out of ten. Give me something in written. Written form that's really good for me. Auditory is not. I have difficulty with auditory processing. So I know that, you know, I need to take notes. I have to have an AI note taker, during meetings because I can't take my own notes. But the biggest thing is like learning to advocate right off the bat, learning to, like, practice that skill, and really start honing in on it because it's going to take you so far, not just in your education, but for life.

So these are just some of the things that like, can help with advocacy or just some reminders. So the biggest thing is know your rights. So under the Ontario Human Rights Code, post-secondary institutions are legally required to provide you accommodations when you have a learning disability. That... So it's really important that you, like, you know that because nobody can sit there and say like, "Oh, you can't have, you know, extra time on your tests." when it's literally in writing that this is an accommodation you'll need. And another one is to communicate with your professors. So one thing that I would always do the first day of class, when everybody's kind of leaving the class, I would go up to the professor and just be like "Hey, my name is Michayla I have an accommodation, you know, like, my accessible learning advisor has sent over at a letter. I would love to set up some time with you to talk about, like, what this looks like in your course." And usually, like, it's not long. Usually they're like, "Oh, I have some time now. Like, what are some of the accommodations? Like, how can I be of help?" Majority of your professors, they want to see you succeed. They're there to help you get into your field.

Another one is practice the language. So I would all the time, like, stare in the mirror and I'd tell myself, like, "I have a registered accommodation through Accessible Learning Services. I wanted to connect with you early in the semester about how that will work in your course." So I always practice it. I practice it with myself, with my partner, with my parents, my siblings, to make sure that I was confident in the words that I'm saying. The next thing is seek help early. So if you having assignments coming up, it says due tomorrow and you message the professor tonight, they cannot accommodate in that time frame. So as soon as you start to feel like you are needing support, go in, go and reach out to your professors. Go and reach out to those supports on campus. Because it's better to seek help early and get the help and the accommodations and the support you need versus it being way too late and you're



struggling even more.

And this is just a note for some parents or guardians who are listening, support your student in advocating for themselves, rather than stepping in all the time. You know, I am... My parents were like this as well, like really wanting to be active role models. But let your student like, thrive. Let them practice these skills. And just know that, you know, once they turn 18, colleges and universities legally cannot talk to you anymore. Without the student's permission. And a lot of them, it's no longer like written consent. It is like verbal consent at every single meeting. So just to note that, like, this is a big change that happens with college and universities, and I see it all the time that a lot of parents and students struggle with is that, you know, it is such a big transition that it goes from, you know, a lot of times, our parents want to like, you know, dive in and they want to help us, but at the same time, it's now in our control. And now the colleges and universities are now wanting to help us understand, like, how we can be independent and help us prepare for the job field.

So I wanted to cover as well some supports on campus. This is not even half of the supports that are offered typically at a college or university, but I just wanted to like highlight a few of them. I'm not going to read all of these to you. There... I do have a slide where I go through the top five and how you're going to access them, but these are just an example of things that can actually like help you succeed in college. So you have your academic ones, the ones that are going to help you. You know, with your schoolwork. But then you also have ones that are going to help you overall. One of the ones I will point out is co-curri... Co-curricular record. That's like student leadership on campus. So really, you know, ask. Like when you, when you need help, don't be afraid to ask. Don't be afraid to approach staff because ultimately, like, we're here to help. This is our job and we want to be there and we want to see you succeed. And just a reminder, like, the system will not come to you. So it's like when you have an academic advisor, we won't come to you. Right? We have thousands of students that we're taking care of. So you have to approach us. But know that once you do, it is just such the genuine support. We want to be there, we want to support. And we are partners in your education.

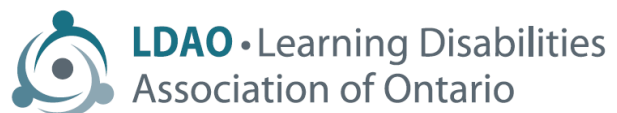
So with that, these are kind of my top five, like go tos, for success. And like, if I was redoing my education over again, these are the supports that I would be accessing on like a monthly basis. So the first one, definitely Accessible Learning Services. My biggest tidbit, as soon as you get a student number and you accept your offer. So like, say, if you get an offer right now to Mohawk College, you're going to register with

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Accessible Learning Services now even though you haven't started classes yet, because everybody realizes in September that they might need an accommodation. So what happens is, is you have all that, like thousands of students wanting to get in to see their advisors, to get their accommodations set up when... And then it causes waitlists. So then you might go a couple weeks without receiving your accommodations. So my biggest advice is as soon as you get that student number, reach out to Accessible Learning Services and start the process to registering. All you really need is your IEP, the most recent one. And if you have a diagnosis, like a psychoeducational assessment or a mental health diagnosis, and then basically like you'll get an accessibility advisor and they will walk you through on what accommodations do you need. And they'll actually write an accessible learning letter that is distributed to all of your professors. And they do it all for you. They can also be your number one advocate for anything you need.

Learning Support Centre. This is something that is different. It's called something different at every college, every university. But essentially this is free tutoring. Even if you're doing really well in the course, I always recommend free tutoring because it's great to just like, bounce ideas off. If college, your college or university has what's called PASS - P A S S - it's like peer assisted study sessions. These are upper year students who actually meet with a group, like a group of like, I think it's like 20 of you in one class. And just like bounce ideas with the material. Those are so helpful. And those are also run through, typically like Learning Support Centres. Your library will have writing services. So, if you have to do like, APA writing or Chicago type writing, certain referencing, you can actually go to your library and they can help you with the formatting. They can help proofread your essays, your projects, they can help brainstorm with you. It is fantastic. And it's not used enough.

Now, the next one is I'm a little biased because I did work as a Student Success Advisor / Academic Advisor. But these people are ... Like, so incredible they are... They can help you navigate, like, if you're on a reduced course load, they can tell you what courses you need to be taking every semester. They can help you when you're struggling. They can help be, transition like bridge into different services on campus. And similarly, your program coordinators, these are the head of your program. So think of like your main teacher. They run your entire program. This person, if you have any concerns whatsoever with a, with a course or how things are going, you can go to your program coordinators and they can help you or they can advocate for you, or they can even make changes to the program to help make it more of a better learning experience for all students.



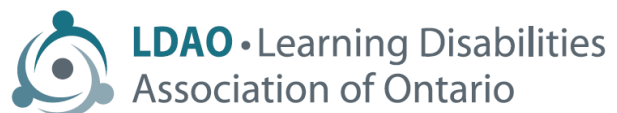
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So now the biggest thing, as well, that I struggle with is executive functioning. So getting started on tasks and staying on task, so I really wanted to just highlight like it's just some of the tips that I've learned, throughout my, like, my professional life, but also my education life. Just some things that I've taken in. So, get everything into one place. So the first day, all your courses open, I spend that day plugging in all your assignments. I call it, like a semester at a glance. So I input every assignment, every reading, everything from prep goes into one agenda that I use. So that way, it's an easy, comprehensive whole thing. I prefer, like, a physical format. You can also do, like, digital. But I just find having everything in one place is super helpful.

Use alarms and visual cues, you know, and, reminding you of certain assignments. Normalize your struggle early. So again, like, if you are struggling, just like, you know, reach out, talk to your accessibility advisor. And identify your best hours. I am not a morning person. I am a night owl. So I... My best study sessions were from like 10 to 2 a.m.. And that's where I would be studying from. So identify what hours of the day work best for you for studying.

So I know that's a lot of information that I kind of just threw at you. So but these are just some of like the key takeaways that, I want to leave you all, if you remember anything from this presentation, is know your diagnosis and what it means to you. Register with Accessible Learning Services very early. Advocate for yourself before a problem arises. Know that there is no, single, like, right pace to finishing a program and then make connections, get involved, you know, meet peers, be active on campus, go to events. Because this is not just about getting your education. This is also a huge identity development phase where you're going to make so many friends. And it's supposed to be a really great time. So really make those connections. Some of my best friends are from, university. So really, like, make those connections, get involved.

And then I wanted to just provide you all with some, like, frequently asked questions that I typically get from when I'm doing, some speaking engagements. So what is the most common mistake students make in the first year? Not seeking support early, that is the biggest one is waiting until it's too late to get support. What if a student doesn't have an updated psychoeducational assessment? So when I was going into college, my psychoeducational assessment was about to expire, because I got it at eight years old and I entered college at 18, I had to get a new one. So you can use your old documentation. They do sometimes prefer updated documentation.



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If you are OSAP eligible. So that's the Ontario financial assistance program. You can actually get a bursary. It's called the bursary for Ontarians with disabilities. I think it's... The acronym is like BSWD. You can actually use that funding to get a new psychoeducational assessment done. So if you do qualify for OSAP I highly recommend using that money, to go and do, a new assessment. They can also use a recent IEP as well.

Another thing about Accessible Learning Services, you don't have to have a learning disability to access their service. So a lot of students just simply cannot do a full course load. So they'll register with the service or they've gotten into like a car accident and they'll use the service. So it's open to anybody. It's not just, students with learning disabilities or other diagnoses.

How do you handle a professor who doesn't seem to take accommodation seriously? Depending on the program, sometimes there are... That one professor who gives you a hard time. Just know that there are supports available. Your Student Success advisor will be able to help you and your Accessibility Advisor through accessible learning services can actually have a conversation with them like, on your behalf.

And with that, I'm just recognizing the time, and I wanted to leave some time for some Q&A. But thank you all so much. I hope this was, like, really informative. And if you have any questions, feel free to put them in the chat. And then we can kind of go through a few of them.