COLLEGE & UNIVERSITY PREP

Setting Up Accommodations

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TABLE OF CONTENTS

03
WHEN YOU APPLY TO POST-SECONDARY

04
WHEN YOU ACCEPT AN OFFER

05
GENERAL REMINDERS

07
TIME MANAGEMENT

08
WHAT TO ASK FOR

10
MORE SUPPORT

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WHEN YOU APPLY TO POST-SECONDARY

You don't need to disclose anything.

In your college and university applications, you DO NOT need to disclose anything about your individual education plan (IEP) and accommodations.

Gather your documents.

Gather the relevant documents you'll need:

- current IEP
- most recent Psycho-Educational assessment

For Ontario university-bound students, check out this website.
For some universities, they may require a psycho-educational assessment that is NOT older than three years.

Take advantage of the optional supplementary essays / documents in applications.

In every application, you will have the opportunity to provide a supplementary document/essay where you can share and explain 'Extenuating Circumstances' if you feel it would strengthen your application.

Book a call today to discuss whether this is a good strategy for you.

If you need to update your psycho-educational assessment, set up a consultation as soon as possible.

Ask me for referrals if you need some.

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WHEN YOU ACCEPT AN OFFER

Contact campus services.

Contact Student Support Services on campus as soon as you've accepted an offer of admission.

Make an appointment (ideally in early June!) to discuss your individual education plan (IEP) and/or accommodations.

Get familiar with the support available to you.

Find out about the support services available on campus, such as a Writing Support Centre, Student Academic Advising, Transition/Academic Bridging Support, Peer Tutoring, and so on.

Learn how to access these services.

Find out what the process is.

Find out the steps involved in setting up the accommodations you need and want.

This process can take up to two months, so make sure you get it all set up BEFORE you arrive on campus in September! The sooner you start the process, the better!

Set up a Technology Consultation.

Request a Technology Consultation from Student Support Services.

Find out about the products, devices, and systems that are available at your school.

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GENERAL REMINDERS

be prepared for many distractions in your dorm and from new friends in new friend groups.

focus on your own abilities, workload, goals, and needs.

- your new peers may have different high school preparation and may not need accommodations
- your new peers have different strengths and experiences
- your friends may have attended different programs such as. IB or AP, which means their preparation is different than yours if you completed OSSD with no AP/IB

don't skip classes or avoid studying because your friends have bad habits.

- quietly go about your own business with respect to preparation for classes and studying

choose your seat in class strategically.

- in a large auditorium, small lecture room, or tutorial
- sit near the instructor
- sit with people who will complement your focus and learning

connect with your professors/instructors privately so they know who you are.

- establish a relationship so they can help when/if needed
- self-advocate from the beginning of your courses

find your special study spots early on: libraries, stacks, coffee shops.

- go to these places when you need a change of scenery

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GENERAL REMINDERS

- if you learn better with friends, incorporate group learning and study groups into your daily routine

- on Day One of school: get into your study routine
  - prepare for your daily classes by doing the readings
  - re-write your own study notes (in your own words!) after completing readings and attending classes
  - try to stay on top of the content and workload

- prepare for the reality that you will not receive feedback on your progress very often

- get involved in activities at your post-secondary institution, especially activities in which you excel
  - you will develop skills and expand your social network
  - you will maintain confidence in things you do well

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TIME MANAGEMENT

Use a BIG MONTH CALENDAR

Use a "big calendar" to set up your whole semester.
Take note of important dates like deadlines or exams.
Fill out your weekly schedules & TO DO LISTS at least once a week, to get organized.

Keep your tools visible

Post your time management tools in your workspace or personal space so you can see them regularly.
This will help keep you motivated and on track.

Be aware of the structure shift

Your life and time in post-secondary will be much more unstructured compared to high school.
It's up to you to keep yourself on track!

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POSSIBLE ACCOMMODATIONS TO ASK FOR

- extra time for all timed tests/exams
  - with breaks if needed, for re-focussing and/or anxiety management
- access to class notes and computer resources
  - if you have a keyboarding issue due to fine motor challenges
- executive function support for organizational demands: routines, time management, self-advocacy
  - best done on an individual basis, at least once a week
- one exam per day in an exam week
- accessible software such as a tablet and laptop
- no 'handwritten' evaluation
  - ask for access to a computer/keyboard in all situations
  - ask for access to a computer with spell check
- support in essay-writing for some or all of the proccess: planning, first draft, edits, final revision
- individual work instead of group work

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POSSIBLE ACCOMMODATIONS TO ASK FOR

- readings in audio format where available while also reading it
  - visual and audio sources
- seminar classes are preferred over large auditorium lectures when there is an option
- morning and mid-day classes are preferred over late afternoon and evenings

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MORE SUPPORT

- if you need a tutor, get one
  - there's no shame in asking for help!

- use the Writing Centre resources for essays
  - seek help as soon as you're assigned a writing assignment/essay

- find support for executive function if needed, through the Student Services or someone outside of campus (an ADHD coach, for example)
  - get help with post-secondary's demands: new independence, major reading quantities, time management
  - executive function support for organizational demands: routines, time management
  - self-advocacy: best done on an idividual basis, at least once a week
  - self-advocacy encouragement: be confident asking for help!
    - students must initiate relationships and interactions with professors and instructors

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