Transitioning from school to college/university

Professor Amanda Kirby

Moving to college or university
Preparation Prioritisation Practice

“By failing to prepare, you are preparing to fail.” ...
Have to meet a certain level to 'count' and get a diagnosis for challenges or meet the criteria for services.

Different colours indicate different types of challenge, e.g., reading, attention, social, motor, home life, behaviours.

Number of balls indicates the severity of the challenge in that area. So more are easier to see!
Who are you/your child?
You may be someone:

• with a diagnosis e.g., Dyslexia/ADHD/DCD/Dyspraxia/ASC/DLD/Tourette’s
• who may have a diagnosis
• with some traits
• not sure
• don’t want to be defined

Scaffolding in place before transition

At home At school/college Support network of friends
May be concerned about

- Emotions around potential identification (grief, relief, anger, way forward)
- What to disclose and to whom
- Time taken for trialling different support strategies
- Organising self and work, money

4 phases of transition

- Preparation
- Transfer
- Induction
- Consolidation
What’s changed?

Outcome

Individual

Environment

Task

What’s new?

Environment
• Home environment – living with others
• Learning/Study environment/Sounds
• New town/city
• Using different transportation/Commute

People
• Lecturers
• Students on course
• Friends
• Meeting places

Tasks
• Listening, understanding, recording on the course
• New skills and new concepts
• Independent skills
• Driving
• Managing finances/budgeting
• Balancing relationships

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Transitioning

The demands on executive functioning skills, and social interaction increase exponentially..

Where are you gaps?

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Why does ‘drop out’ happen?

- Cumulative risk factors - greater the variability the greater the risk
- Socially isolated
- Living away from home and increased demands
- Parental /friendship support less available
- Balancing part time job and study and other jobs
- Debt
- Filling in forms, learning new skills e.g., library
- First 2 weeks are too scary

Capacity Theory: it’s worth “sweating the small stuff”

‘Accumulation of marginal gains’
Start by understanding yourself ... and how you (your child) manages in a changing situation

What has/is flowing into your bucket?

**Drips**
- Today events: lose your keys, forget assignment

**Dribbles**
- Every-day life occurrences: sickness, work related, home concerns, money concerns; exam failings

**Gushes**
- Major life events: death, relationship break up; serious illness in others or self
What happens when the bucket overflows?

Where have most challenges occurred before?
Write down what is going to be new/more e.g.

- New people
- New place to go
- New place to live
- New people to meet
- New learning approaches
- New skills e.g., cooking, driving, IT
- Planning demands
- Financial management
- More choices

Why is it worth preparing?

- Reduces anxiety
- Increases chances of success
- Stop cycle of 'burn out'
- Maintains your wellbeing
- Stops 'inertia' and creates momentum
Home related

- Planning short and medium term
- Driving/transport
- Clothes
- Hair and makeup
- Shopping and making meals
- Budgeting
- Living with others
- Sex, drink etc
- Changing beds
- Sleep
- Managing noise
- New friends
- Missing family support
- Physical fitness
- Keys, phones
Study related

- Navigating a campus
- Driving/transport
- Taking notes
- Filing systems
- Planning work
- Online lectures
- Group work
- Preparing for exams
- IT skills

Prioritise

What is important for now?
Put together a plan and establish routines

Be realistic

Ask for help

Use scaffolding

- We all use scaffolding
- May need more at some times of life
  - Shopping Lists
  - Reminders
  - Coaching
  - Student support
  - Taking clothing to launderette
  - Spare keys
Keeping mentally well

Managing anxiety and rumination
Coping with times of change
Asking for help
Sleep
Drug/alcohol use

Try before

- Create some meals that are easy to make
- Setting up a budget plan
- Doing washing, ironing, changing bed Use diary reminders and to-do lists
- Try out software e.g. One Note /Immersive reader/Speech to text and Text to Speech/Grammar /spellchecker
Prior to arrival

- Disability Student Allowance?
- Accommodation options/WFH
- Contact Student Support Services
- Visit place/virtual or real
- Medication needs
- Are there training needs e.g., keyboarding
- Gather background information about the course e.g., Terminology/reading list
- Transport choices if away from home
- Understand course requirements

Plan finances

- [https://www.moneysavingexpert.com/students/student-budgeting-planner/](https://www.moneysavingexpert.com/students/student-budgeting-planner/)
- Set up budgeting account e.g., Monzo or Chip – sets aside money each month
- Borrow rather than buy books
Prepare for first days

– What happens on enrolment?
  • Application forms
  • Orientation around campus
  • Handbooks
  • Contracts
– How do you find out about support services?
– Introductory lectures/timetables
– Halls of residence – where is the room

Social choices

“Life sentences”

Interests

Relationships
Study setting

- Orientation around campus
- Independent study
- Speed of recording
- Change of lecturers
- Participation in groups
- Digital skills
- Planning work
- Working to time limits
- Assignments
- Examinations
- Referencing

Lecture settings

- Online
- In person
- Taking notes
- Storing notes
- Setting times
Organisational study tips

- Consider a study buddy
- Create assignment templates
- See examples of what ‘good’ looks like
- When is the best time for you to work in the day?
- Set up colour coded folders for different topic areas
- Use One Note to store information and sort it easily

Organisational room tips

- Boxes/baskets help you organise items and throw them in e.g., clean/dirty clothes
- Have a place you always put your keys/phone into
- Hang clothes up- crease less
• [https://www.amazon.co.uk/Succeed-Specific-Learning-Difficulties-University/dp/028564243X](https://www.amazon.co.uk/Succeed-Specific-Learning-Difficulties-University/dp/028564243X)

We provide information and advice designed by and for disabled people and people living with long term health conditions
• Factsheets on our website
• Our advisors can advise and support disabled people who are studying or wish to study at any level on full-time or part-time education or training courses

[https://www.disabilityrightsuk.org/](https://www.disabilityrightsuk.org/)
Further resources

Into Apprenticeship Guide

Short video of apprentices

https://www.youtube.com/user/DisabilityRightsUK1

Get Ahead resource and toolkit

https://www.disabilityrightsuk.org/get-ahead

What is an apprenticeship?
An apprenticeship is a real job with lasting benefits. It is an excellent way to gain skills, experience and qualifications. Most types of apprenticeships can be made accessible and adapted to meet your needs.

What is included in your apprenticeship?
• Work experience placement
• National Minimum Wage
• Training
• Employee benefits
• Support from a work mentor
• Support from the apprenticeship provider

Useful experience has included the following but could be more or less depending on your chosen job role. Apprenticeships can last for up to four years depending on which apprenticeship you choose. The level and your experience in that job will vary.

Who can apply?
Apprenticeships are open to everyone:
• To be 16 or over
• To have a place with a training provider

Get Ahead newsletter

What is the Kickstart scheme?
The Kickstart scheme is a government job creation programme. Funded by the European Social Fund, Kickstart provides six-month vacancies for 16-24 year olds who are not in work, education or training. The government will pay employers to create job opportunities for young people who are furthest from the labour market.

Email me about your Kickstart vacancy

getahead@disabilityrightsuk.org

https://www.disabilityrightsuk.org/get-ahead