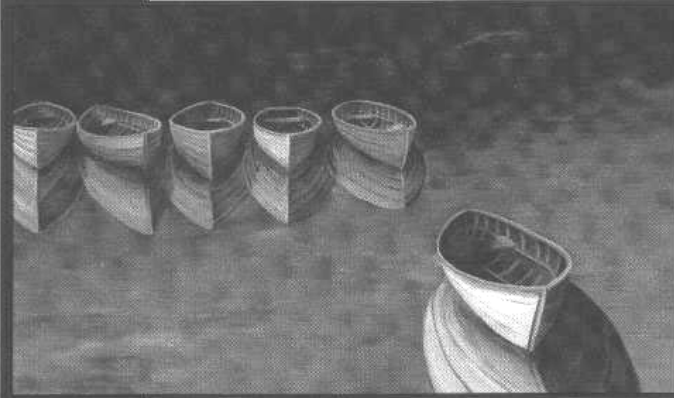


# Post-Secondary Education Transition Planner



*It's about  
belonging*

Spencer J. Harrison, 1999

Virtual Centre Of Excellence  
In Learning Disability Integration

Name

Careful planning for post-secondary education is important for all students who want to continue their studies after high school. For students with a specific learning disability, this planning process is particularly important. The colleges and universities belonging to the Virtual Centre of Excellence in Learning Disability Integration offer this Transition Planner to help students who have specific learning disabilities to plan and prepare for the next step on their education path. We hope that you will find this guide useful as you research and decide where you wish to continue your education after secondary school.

The main areas to consider when making the decision to continue your studies at the post-secondary level of study are:

- **Know your own unique learning style, strengths, and weaknesses.**

This understanding often begins with a clear diagnosis of your learning disability. Such a diagnosis can only be gained through a complete psycho-educational assessment at an age when your current cognitive and academic levels can be measured. Through this process you can gain insight into your learning style, and you are given recommendations for developing and/or adapting strategies to improve your learning ability.

- **Identify the supports which you will need to obtain at the post-secondary level in order to adapt your style to that educational system.**

It is important that you contact the colleges or universities that you are considering in order to ask questions about the support systems that you need to help you with your academic and lifestyle needs. Knowing what they offer is important to you, the student with the learning disability, because it is at this point in your life that you are changing your support system for the first time. Often this change reduces the support available to you.

- **Prepare for the increased academic demands of the post-secondary environment.**

There are more demands in reading, writing, and thinking at the post-secondary level than at the high school level. Some students become overwhelmed when they find that the strategies, which served them so well during their high school studies, are no longer as effective with their college or university studies. Understanding these increased academic demands and possible adaptations to your existing strategies will provide you with a better opportunity for you to be successful at the post-secondary level.

## THE PSYCHO-EDUCATIONAL ASSESSMENT

A learning disability is diagnosed under current Ontario regulations by a Registered Psychologist or a Psychological Associate. Diagnosis is achieved using a formal battery of tests generally refined to as a psycho-educational assessment. This formal assessment and the result summarized in report form are the foundation upon which support services are put into place at the post-secondary level.

Please provide the following information regarding the psycho-educational assessment of your learning disability.

**Date of last formal assessment:** \_\_\_\_\_

**Name of assessing Psychologist/ Psychological Associate:**

\_\_\_\_\_

**Include the diagnostic statement from your assessment and reports (if you cannot identify a diagnostic statement, please leave this blank):**

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\* If possible, please attach a copy of the latest assessment report.

## DESCRIPTION OF YOUR INDIVIDUAL LEARNING STYLE

(To be completed by the student)

Please use this page to describe, in your own words, your own individual learning style. You can do this by listing your learning strengths and weaknesses. Your learning strategies can then be identified according to how you apply your strengths or by what adaptation or accommodations you use to compensate for your weaknesses.

**My strengths:**

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**How I use my strengths:**

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**My weaknesses:**

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**Adaptations / Accommodations that work for me:**

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## QUESTIONS I NEED TO ASK

Use this page to list questions you will want to ask your college or university contacts about the support and services you will need.

**Person I should contact:**

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**Questions I need to ask:**

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**Person I should contact:**

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**Questions I need to ask:**

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**Person I should contact:**

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**Questions I need to ask:**

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**Person I should contact:**

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**Questions I need to ask:**

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## STUDENT'S INDIVIDUAL ACADEMIC PROFILE

Pages 6 and 7 should be completed by a high school teacher and/or resource person who is most familiar with your academic history and any accommodations or interventions that work for you.

**Date of Last IPRC:** \_\_\_\_\_

**Student's learning strengths and aptitudes:**

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**Teaching and learning strategies that work well for this student:**

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**Specific areas of difficulty:**

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**Teaching and learning strategies that do not work well for this student:**

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**Academic Accommodations Provided:**

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**Has this student had instruction in any of the following academic techniques?**

- Notetaking
- Time Management
- Test Taking Strategies
- Effective Reading and Listening
- Essay Research and Writing Techniques
- Use of Computers
- Use of Adaptive Technology (tape recorders, spell checker, organizer)
- Other (specify):

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**School name and address:**

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**Phone:** \_\_\_\_\_

**Special education designate(s):**

\_\_\_\_\_ (name) \_\_\_\_\_ (signature)

\_\_\_\_\_ (name) \_\_\_\_\_ (signature)

**Date:** \_\_\_\_\_

## TRANSITION PLANNING CHECKLIST

- Do I have a copy of my most recent IPRC report?
- Do I have a copy of my most recent Individualized Education Plan (IEP)?
- Do I have a copy of my psycho-educational assessment?
- Do I have a copy of my transcript?
- Do I have the medical information I need to share (e.g. medications I am taking)?
- Have I made contact with the Special Needs Office of the institutions I am considering?

School Name: \_\_\_\_\_ Contact Person: \_\_\_\_\_

Phone #: \_\_\_\_\_

School Name: \_\_\_\_\_ Contact Person: \_\_\_\_\_

Phone #: \_\_\_\_\_

School Name: \_\_\_\_\_ Contact Person: \_\_\_\_\_

Phone #: \_\_\_\_\_

- Do I have a prepared set of questions to ask regarding accommodations for my specific learning disability at these institutions?
- Have I visited campuses I wish to attend (either electronically or in person)?
- Have I completed the Individual Learning Style page of this transition planner?
- Have I asked someone at my school to complete the Individual Academic Profile page of this planner?

Your Transition experience will be made easier if you complete all sections of this planner and bring it (and the supporting documents) with you as you meet with the resource person(s) at the college or university of your choice.



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