

## Differences Between High School and Post-Secondary Education

	High School	Post-Secondary Education
<b>Personal Freedom</b>	<ul style="list-style-type: none"> <li>• Less freedom</li> </ul>	<ul style="list-style-type: none"> <li>• More freedom</li> </ul>
<b>Structure and Time-Management</b>	<ul style="list-style-type: none"> <li>• More structure – have classes all day long</li> <li>• Parents and teachers help students break down projects and plan time</li> </ul>	<ul style="list-style-type: none"> <li>• Less structure – student sets own schedule</li> <li>• Student must judge how long it will take to complete work</li> </ul>
<b>Classes</b>	<ul style="list-style-type: none"> <li>• Smaller size (less than 30)</li> </ul>	<ul style="list-style-type: none"> <li>• Class sizes range depending on program, but could be large (50-100+)</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>• Frequent contact – see teachers every day</li> </ul>	<ul style="list-style-type: none"> <li>• Less frequent contact – may only see teachers 1-3 times per week</li> </ul>
<b>Study Time</b>	<ul style="list-style-type: none"> <li>• May be able to get studying done with minimal work outside of school (could complete in class or at lunch)</li> <li>• May not need to study to earn A's</li> </ul>	<ul style="list-style-type: none"> <li>• More rigorous demands with reading and independent work. May need to study 2-4 hours per day.</li> </ul>
<b>Tests and Assignments</b>	<ul style="list-style-type: none"> <li>• More frequent tests and assignments on less material</li> <li>• Teachers assign in class each day</li> <li>• Students can sometimes complete assignments with little work (night before)</li> <li>• Students often have choice in assignment topic</li> </ul>	<ul style="list-style-type: none"> <li>• Depending on the course, you may only have a few tests and assignments per semester</li> <li>• The student is expected to follow daily work on the semester syllabus or online</li> <li>• Student must plan ahead to complete long assignments</li> <li>• There may not be as much flexibility with assignments</li> </ul>
<b>Grades</b>	<ul style="list-style-type: none"> <li>• Total grade for the course may be based on many assignments</li> <li>• Grades are given in class by teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Total grade for the course may be based on only a few assignments</li> <li>• Students must check own grades online</li> </ul>
<b>Physical Environment</b>	<ul style="list-style-type: none"> <li>• All classes are in one building</li> </ul>	<ul style="list-style-type: none"> <li>• Classes are spread throughout campus</li> </ul>
<b>Resource Room</b>	<ul style="list-style-type: none"> <li>• Resource room available if you need a quiet place to work or extra help</li> </ul>	<ul style="list-style-type: none"> <li>• No resource room available – you need to find a suitable place to work and know where to find help</li> </ul>
<b>Documentation</b>	<ul style="list-style-type: none"> <li>• School evaluates the student and often provides the student with documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Student must bring recent documentation into the Disabilities Services Office</li> </ul>

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		(DSO) in order to receive accommodations
<b>Advocacy (asking for what you need)</b>	<ul style="list-style-type: none"> <li>Teachers and parents will often help you advocate for what you need</li> </ul>	<ul style="list-style-type: none"> <li>The student must advocate for accommodations and services</li> </ul>
<b>Receiving Accommodations</b>	<ul style="list-style-type: none"> <li>Teachers and parents will figure out what you need to be successful</li> <li>Accommodations set up through IEP process (sometimes without your input) based on student's strengths and needs</li> <li>Teachers modify as necessary</li> <li>The school will do whatever it takes to help the student succeed</li> </ul>	<ul style="list-style-type: none"> <li>Student must initiate contact with the DSO</li> <li>Accommodations set up through DSO, but student is responsible for deciding how the Letter of Accommodation (or similar) is shared with professors (i.e. they provide it independently or receive assistance from the DSO).</li> <li>The institution is not allowed to change requirements or make substitutions for courses</li> <li>The student is responsible for own success</li> </ul>
<b>Routines</b>	<ul style="list-style-type: none"> <li>Students are likely to follow the same schedule every day for the entire semester.</li> </ul>	<ul style="list-style-type: none"> <li>Each day the student will have a different schedule.</li> <li>Class location might change at the last minute.</li> </ul>
<b>Instruction</b>	<p>Teachers may . . .</p> <ul style="list-style-type: none"> <li>Check notes</li> <li>Simplify assignments</li> <li>Remind students of deadlines</li> <li>Allow time to work during class</li> <li>Tell students what to study for tests</li> </ul>	<ul style="list-style-type: none"> <li>Student is responsible for notes</li> <li>Work must be completed as assigned)</li> <li>Few (sometimes no) reminders of deadlines</li> <li>Class time is often only for instruction – all other work must be done on student's own time</li> </ul>
<b>Classroom behavior</b>	<ul style="list-style-type: none"> <li>Inappropriate behavior is often accepted as part of the disability</li> </ul>	<ul style="list-style-type: none"> <li>Must be able to abide by the conduct code and be respectful</li> </ul>
<b>Stress</b>	<ul style="list-style-type: none"> <li>Students are able to go to the resource room or other safe place whenever needed. Someone will help the student to get caught up as needed</li> </ul>	<ul style="list-style-type: none"> <li>Students need to find their own safe places close to each classroom. They are expected to keep caught up on work.</li> <li>There may be unexpected / novel situations each day</li> </ul>

## Impact:

The impact of the differences in these two settings will be different for every student. Consider ways you can provide support at home to help your family work with student's strengths and cope with any challenges the post-secondary environment and expectations may present.

## Some examples:

- Establish a consistent time to “check-in” about how school is going. Outline in advance what information would be important to include in these check-ins
- Assure that preferred ways to de-stress are available in the home/ family time schedule
- Anticipate moments of frustration and make a plan on how you can support and handle these times
- Discuss what tracking system would work best for the student ( i.e. White board, smartphone app, binder) to keep track of assignments and encourage them to access resources available to them in the services provided at their college or university ( Learning Strategist/Learning Skills Counsellor or Specialist)
- Outline everyone's expectations for the year
- Identify/facilitate connections to ally adults