



BEACON COLLEGE

Success for Students Who Learn Differently

Transition Programs: Ensuring a Successful Launch to College for Students who Learn Differently

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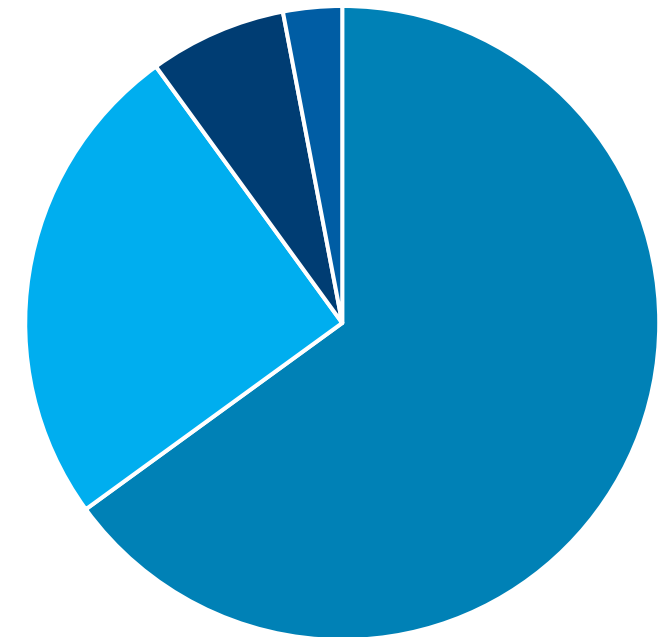
Beacon College Overview



- Regionally accredited, liberal arts institution of higher education established in 1989
- Uniquely serving the educational needs of students with learning disabilities, ADHD and other learning differences
- Ranked nationally several times as the **#1 college for students who learn differently**

In the past 7 years, the College has grown 140% in enrollment, while maintaining incredibly high retention, graduation, and career placement rates.

Primary Conditions



■ AD/HD ■ SLD ■ ASD ■ OHI

Transition Programs: Recognized Needs & Prior Implementations



US Department of Education identifies transition programs as necessary to prompt early awareness of continuing education

College Transition Programs & Other Related Services Focus on Four Main Areas:

1. Academic enrichment
2. Information sharing
3. Mentoring
4. Social Enrichment

Historical studies conducted (1998), students who participate in transition programs have been seen as twice as effective as their counterparts

Review: Domains of Transition Programs

Bridge

Summer programs, dual enrollment, and early college experiences

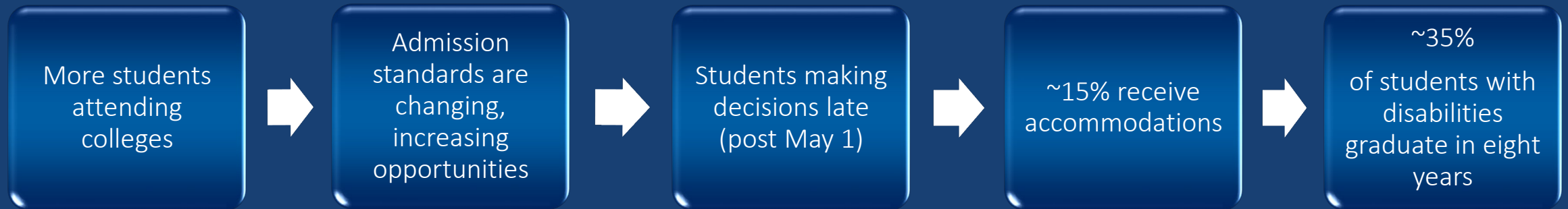
Orientation

Head start programs

Ongoing

First-year experience, peer mentoring, at-cost programs, and specialized services for niche groupings

The Student Experience: What May Happen to Students with Learning Differences

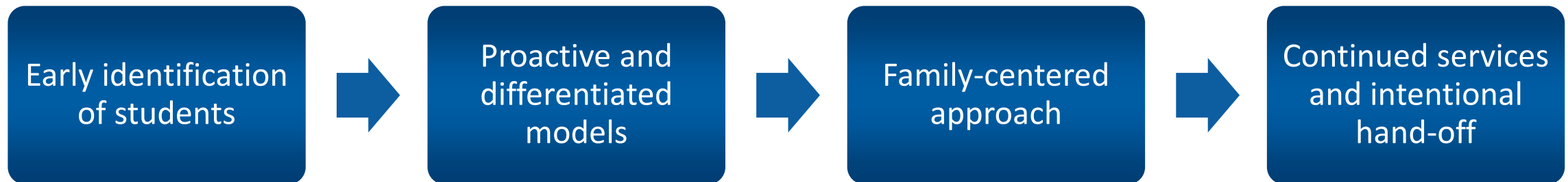


A New Approach to Transition Programs



How Students Present	Data Collected	Potential Impact
Above 3.3 GPA	30% do 1+ hours of homework per night and more than 50% do not regularly receive out-of-school homework assignments.	Lack of practice with intense work and ability to plan, initiate, and manage stress
Reporting understanding of their learning profile	Under 20% label their accommodations and modification	Struggles with awareness; Will not receive appropriate support in college academic settings
Students manage workload and materials given	More than 80% use a school-based learning management system to manage work	Change in LMS and requirements from professionals, leading students to have to implement a system
Working with a team of excellent professionals to support social-emotional and academic needs.	Most parents manage student support team, many who have been a constant for 3+ years	Shift in structure of support and responsibility of support, leading students to not proactively obtain resources.

A New Approach to Transition Programs



Beacon College: Historical Implementation of Transition Programs



2015



2018



2020



2020



2022

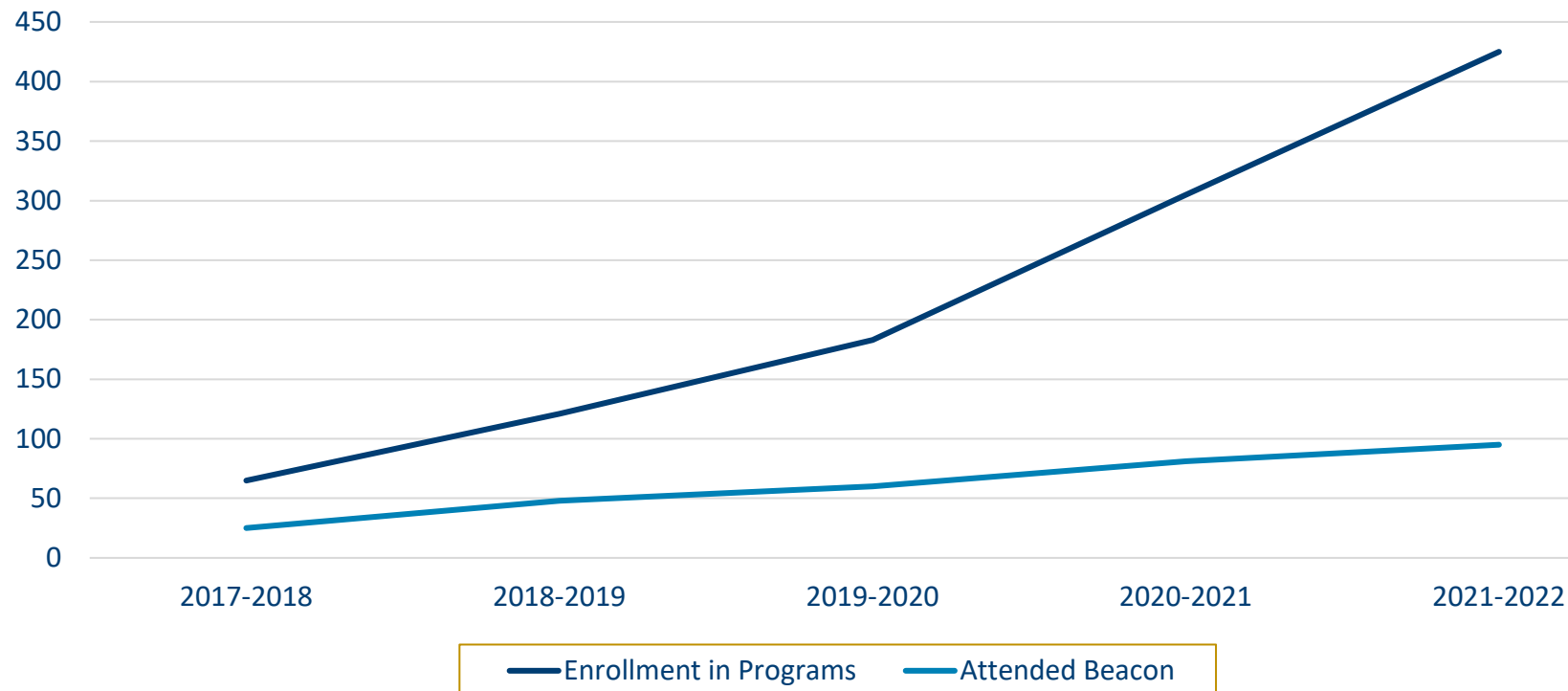


Beacon College's Transition to College Programs help students and their parents proactively plan for college or other post-secondary programs through the development of executive functioning, social integration, and emotional regulation skills.

Enrollment in Transition Programs



Enrollment History: Transition Programs (2017-2022)



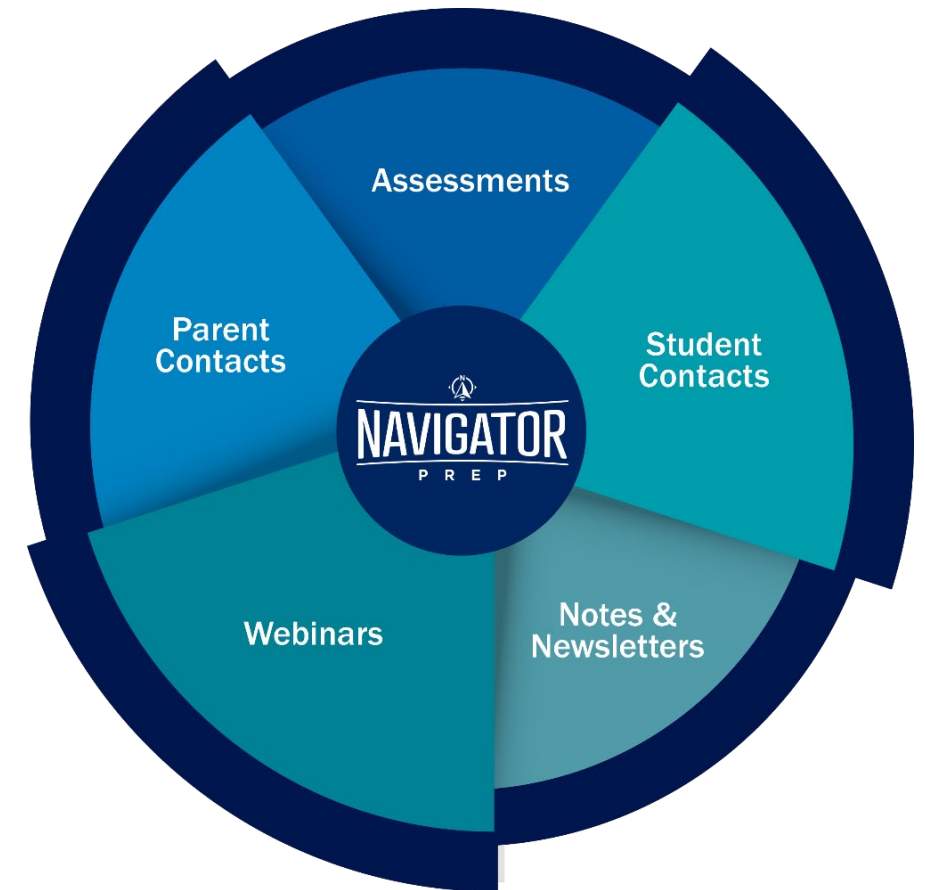
We have worked with 1,000+ students with learning differences, applying and attending nearly 200 colleges and universities

Since its launch, retention increased by 16% (89%). In 2022, 80% of Beacon students will have enrolled in transition programs.

Navigator PREP: Nine Months of Proactive Transition Programming



- **Proactively** identifying, intervening, and planning for skill-based barriers that impede on the transition to college
- Specific focus on the development of strategies to address **social, emotional, and executive functioning** skills
- **Individual** and **group-based** instruction delivered virtually
- **Students and parents** receive a unique and **individualized** curriculum
- Each holistic transition plan focuses on optimal engagement in their anticipated community



Distinct Aspects of Beacon College's Transition Programs



Universal and
multi-perspective
assessment tools

Consistent evaluations
of holistic college
readiness skills beyond
academics

Intentional involvement
of parents to introduce
the separation process

Individualized
consultations with
Beacon College to
proactively determine
services

Ongoing data collection
on issues related to
performance, attrition,
persistence, and
engagement

A New Model Focused on Healthy Adjustments



**Authentic
Awareness**



**Implementing
Executive
Functioning
Systems**



**Experiencing
& Managing
Setbacks**



**Autonomy &
Advocacy**



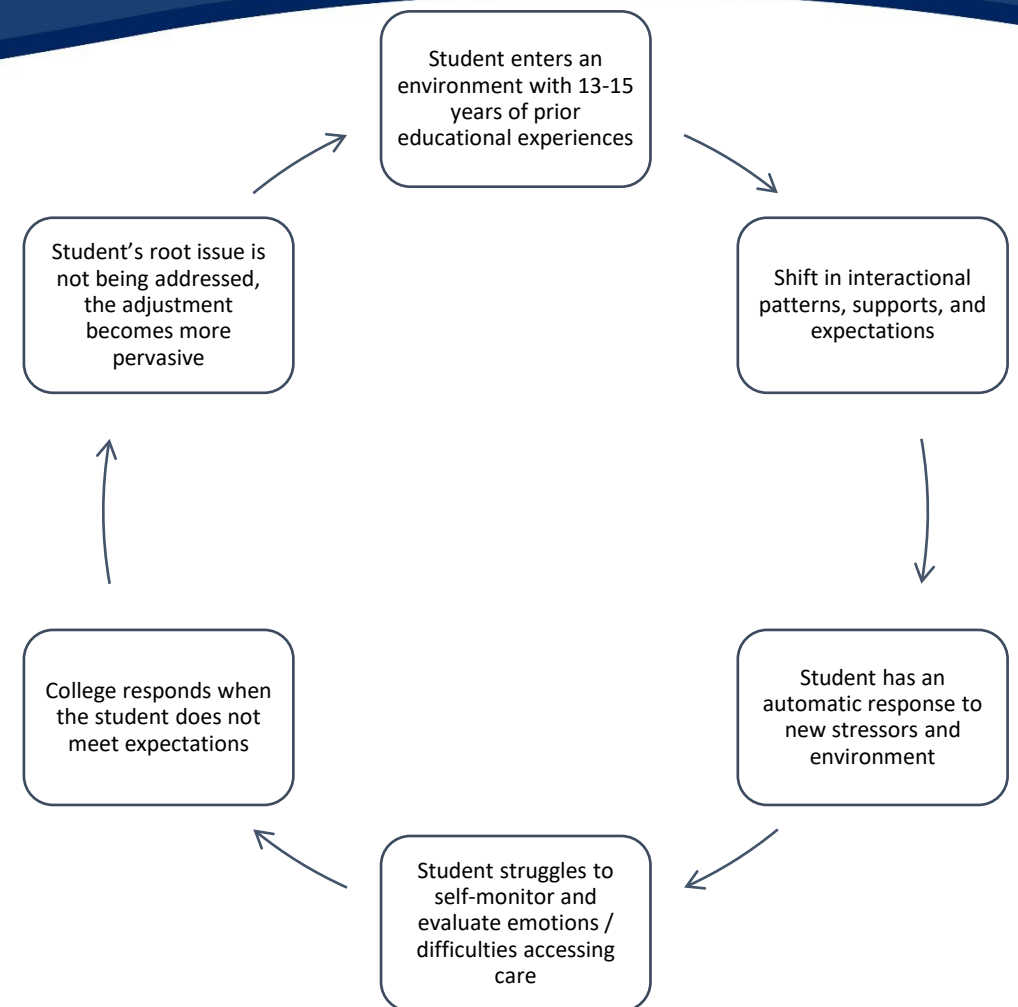
**Healthy
Adjustment**

The Impact: Issues Related to Adjustment & Eventual Attrition



For students with diagnosed learning difficulties, a study showed that nearly 80% have potential or diagnosed comorbid conditions including both internalized or externalized disorders.

The most frequently seen was an **adjustment disorder**.



The Global Impact of Awareness: Why It Is The Starting Point



If you are not aware it impacts your ...

Ability to start the college research process

Ability to evaluate colleges and their support programs

Ability to connect student need with college limitations

Ability to ascertain what additional resources are available for students

Ability to proactively prepare for typical pitfalls that occur

Awareness of Current Educational Program & Realities of College Barriers



Essential Questions To Consider During Awareness Assessment:

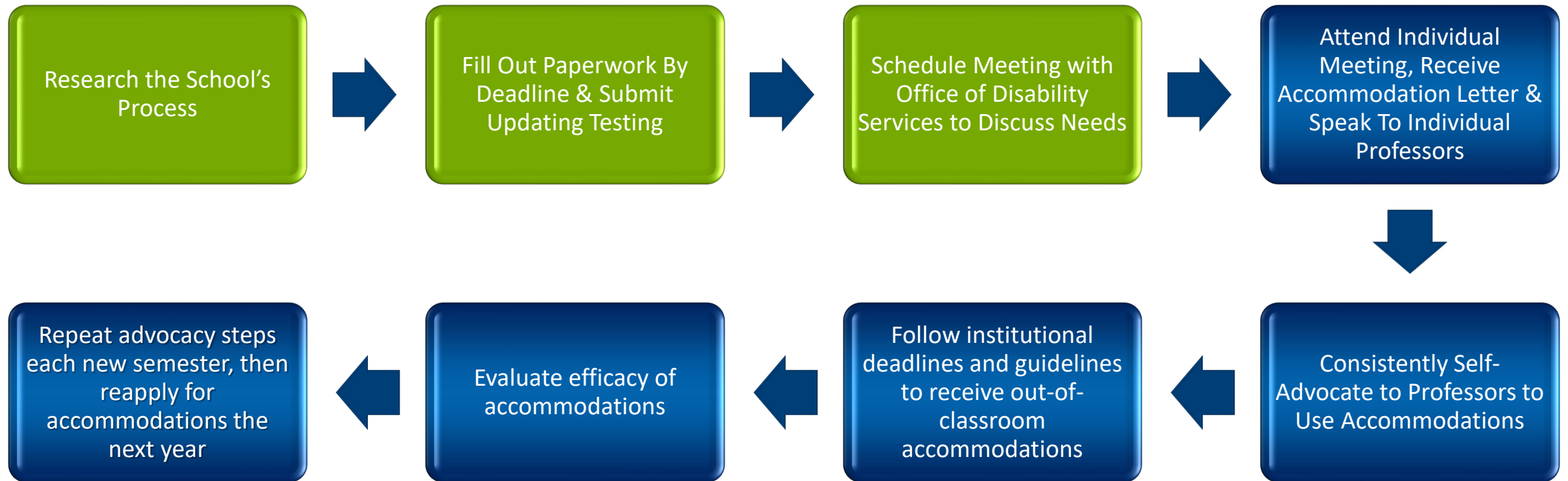
Current Schooling:

1. What is the student's current accommodations?
2. How has the learning environment and instructional methods been modified?
3. Has the school's program created embedded services that may be more covert?
4. Has the student's social environment been developed and supported by external resources?

College Awareness:

1. Do you know the role and boundaries of disability services?
2. Do programs support the student holistically?
3. What will be the major changes from current support models to a siloed one?
4. Do you know what courses you will be required to take through general education?
5. Do you understand the bounds of FERPA, HIPAA, and any additional at-cost programs?
6. Is there a social-emotional plan for students?

Obtaining Accommodations: The Entire Transition Model Rolled Up into One Process



Reliance on External Executive Functioning Systems



- Hyper-reliance on school's technology platform to track assignments, monitor work, set reminders, and retrieve materials.
- Difficulties managing time and practice prioritizing during COVID due to increase in unstructured time, non-competing social demands, and lack of homework
- Difficulties monitoring impulses due to the ease of utilizing technology as a “toy” and not a “tool”
- Lack of direct practice in task initiation without instruction or intervention around breaking down assignments, having set schedules to complete, or modifying expectations

Shift to Self-Reliance In Inconsistent Settings – Remaining Flexible!



Can the student independently track assignments, deadlines, and daily tasks without the reliance on external tools?

Colleges often are not required to upload robust information nor do offices provide multiple prompts to complete necessary paperwork. Communication often is delivered through email.

Can the student monitor their academics, social demands, independent living, and emotions?

Most programs will only look at the student in a one-dimensional lens

Can the student recognize the need to problem-solve and sequence a plan of attack?

Each department may have different resources or processes related to accessing support

Can the student identify what prevents them from initiating without direct prompting or cuing?

Students often have to complete work after retaining immense amount of verbal and visual information

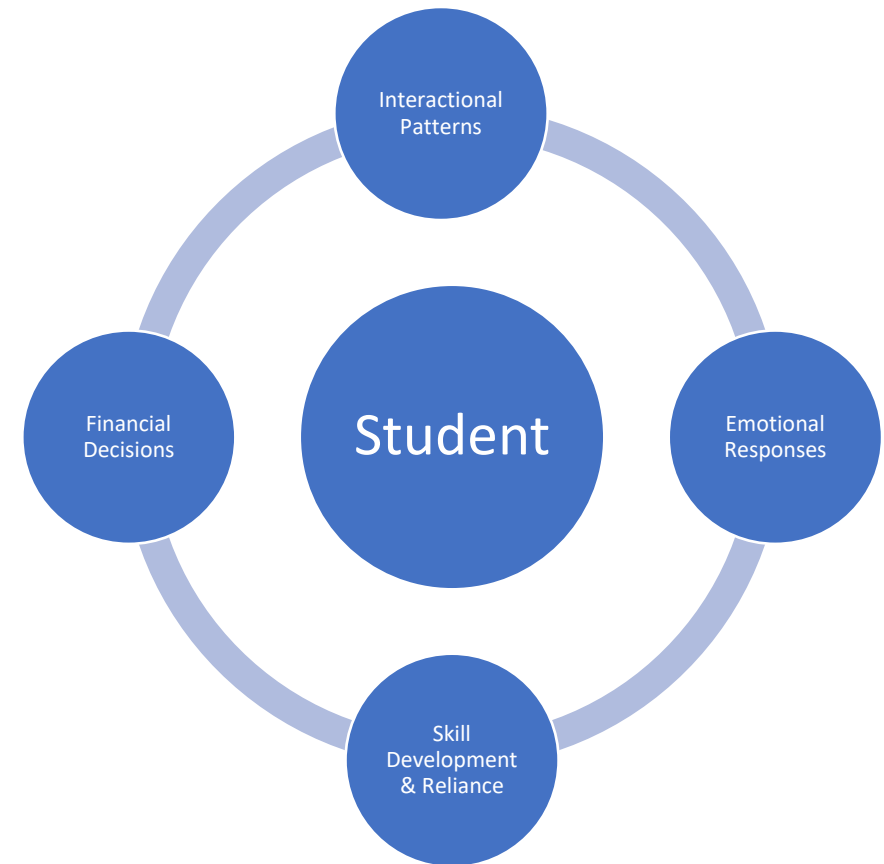
Can the student recognize urgent situations that cannot be avoided?

Consequences in college are more severe and cannot be modified due to a student's skill-based deficits

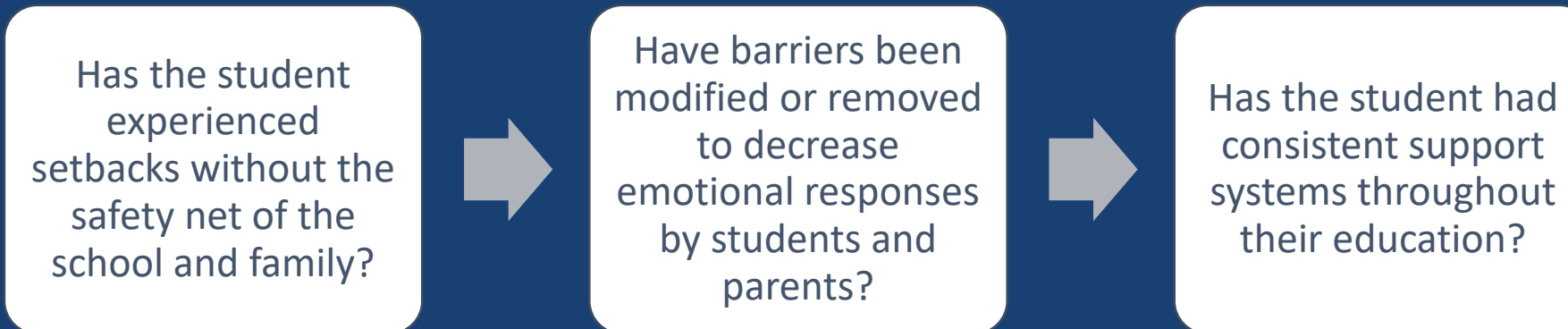
The Identifiable Patient Model – Where Systems Impacts Executive Functioning Development



- ✓ Parents often become central role in student intervention plan, yet are forced to switch roles rather swiftly – impacting the student's ability to problem-solve
- ✓ Student takes a backseat to planning, often lacking an understanding of their needs or due to the magnitude of intervention, does not connect interventions with later resource requirements
- ✓ Student struggles to form well-rounded, reciprocal relationships with professionals
- ✓ Self-efficacy and reliance reduces, reverting to continued outreach to parents
- ✓ Difficulties appropriately identifying and expressing emotions
- ✓ This dynamic can become replicated in the secondary school model



Managing Setbacks & Problem-Solving: Essential Questions

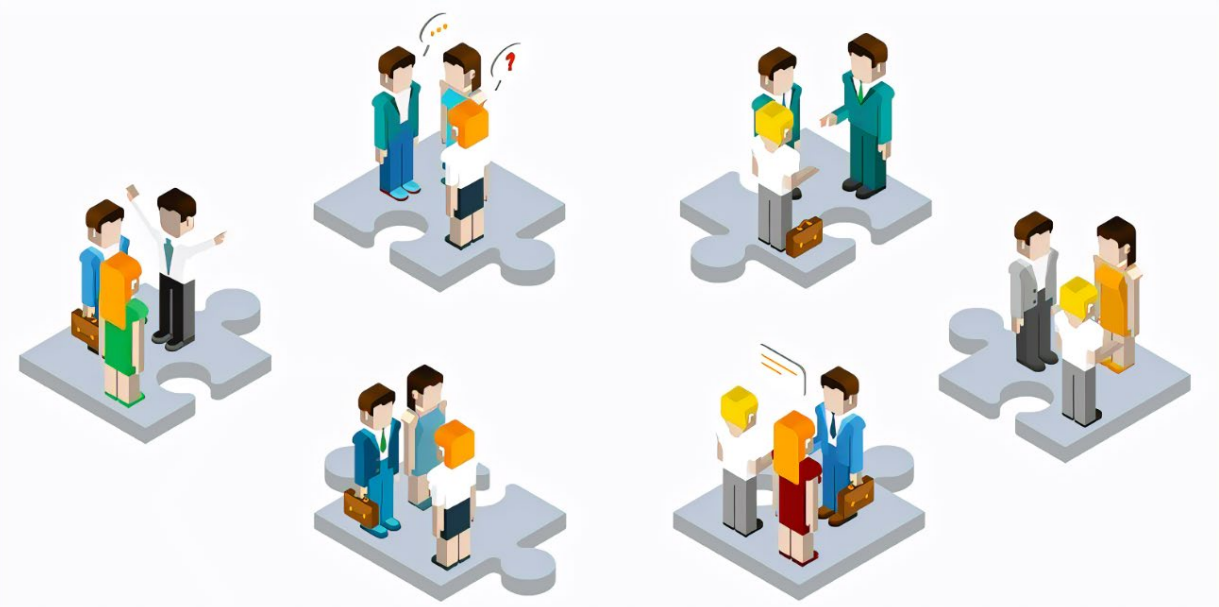


Shift to Siloed Learning Environments



Student-centric and
supportive model
with experts in the
field

Siloed offices with
various systems who
may not be aware of the
student profile



Developing Distress Tolerance: Beyond Emotional Coping



Identifying Triggers

Connecting thoughts and feelings to behaviors/choices

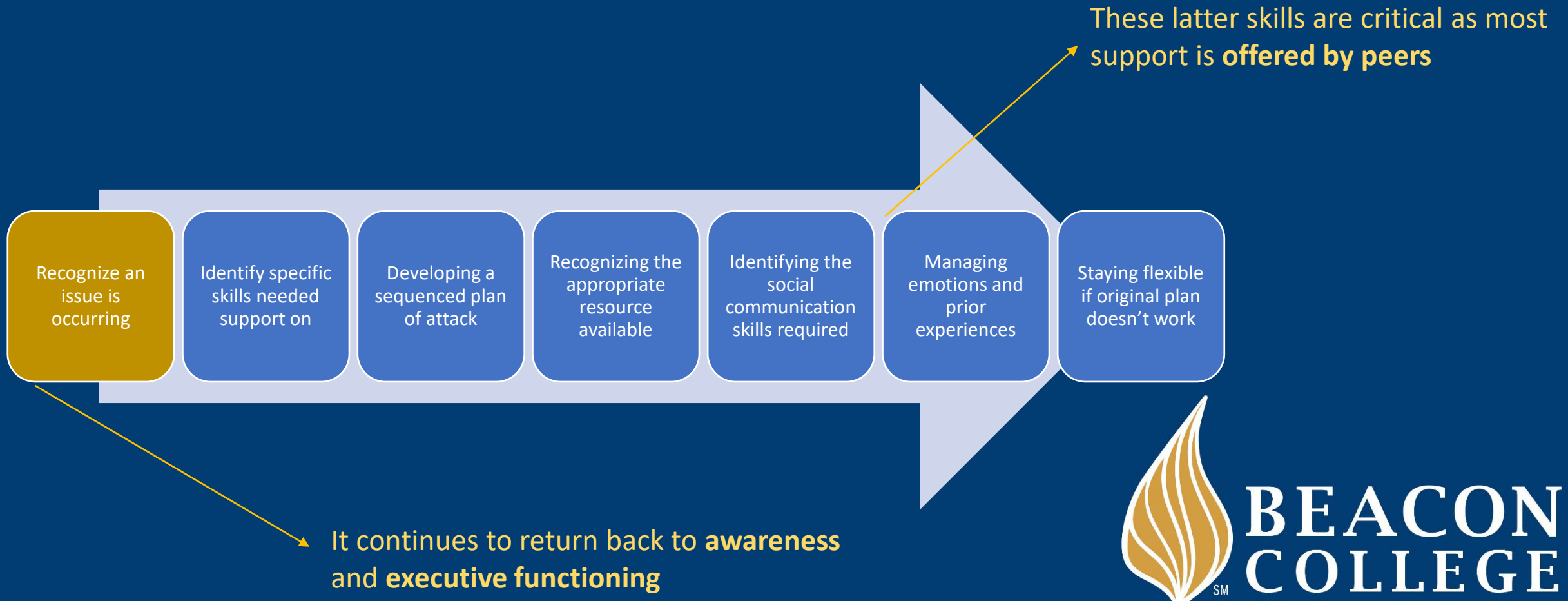
Expressing emotions to the appropriate resource

Tolerating distress/discomfort without avoidance

Recognizing the use of coping prior to entry

At most colleges/universities, there is a wait list to receive clinical support. It is essential that families have a **mental health transition plan** that matches current student functioning.

Self-Advocacy: Realizing the Steps Required



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Outcomes



Increased first-year retention and supportive back-up plans at other universities

Students and parents reporting an understanding of policies, procedures, and ideal engagement

Professionals reporting increased abilities to problem-solve, utilize resources, and engage quickly at the College

A new culture of college readiness and awareness of needs, limiting reactive interventions and guess-work

Outcomes



80% of students can independently label their accommodations and modifications

63% are aware of college policies including SAP, FERPA, and general education

Over 50% are attempting to implement their own organizational systems apart from their LMS

71% can identify their emotional triggers and 1+ ways to cope

Beacon's Expansion of Services

International
Programming and
Partnerships

Navigator PREP at
Other Institutions

Training Programs
with Advisors &
Resource
Specialists

College Counseling
& Transition
Programs at High
Schools

Curriculum Design
for State
Department of
Education



BEACON COLLEGE

Stay Connected!

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Strategic Outreach*

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