

# Student Transition Challenges, Techniques, and Strategies

Steve Fadden, Ph.D.

Landmark College Institute for Research and Training

Email: [stevefadden@landmark.edu](mailto:stevefadden@landmark.edu)

Web: <http://www.landmark.edu/institute>

“anyone can learn anything, under the right conditions – faculty members alone should not be expected to create those conditions... If colleges are going to change teaching, **they must change their entire culture.**”

-Sanford Shugart, Valencia Community College

March 14, 2008: *Chronicle of Higher Education*, This Week: Teaching and College Culture, page A3.

# Agenda

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- ▶ **Issues that Influence Learning**
- ▶ **Student Development**
- ▶ **Techniques and Support Strategies**



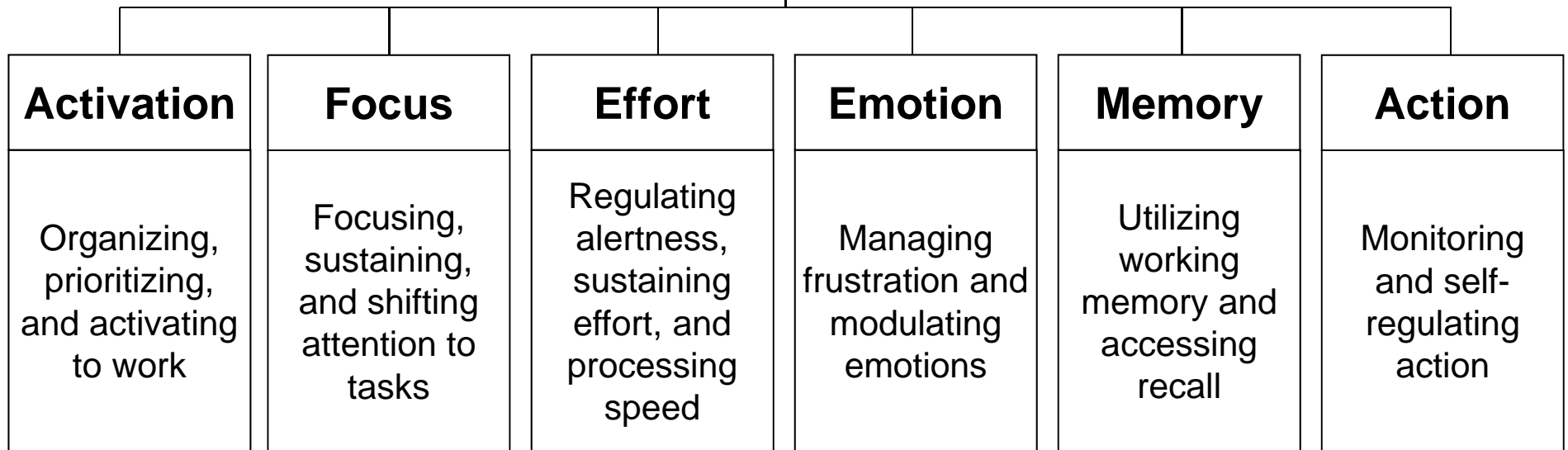
# Issues that Influence Learning

## Transition Challenges

# Executive Functioning Challenges

Brown, T.E. (2001). *Manual for Attention Deficit Disorder Scales for Children and Adolescents*.

**Executive functions**  
(work together in various combinations)



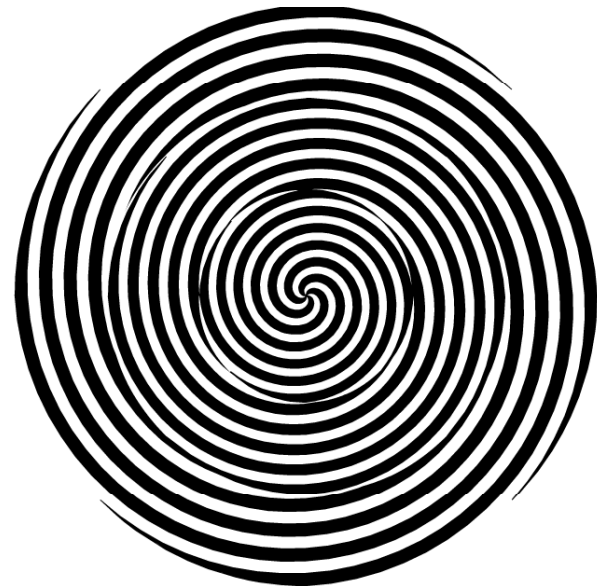
# Perception

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▶ Can we trust our senses?

[ Example can be retrieved from:

[http://www.michaelbach.de/ot/mot\\_adaptSpiral/index.html](http://www.michaelbach.de/ot/mot_adaptSpiral/index.html) ]



# Is She Happy?

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[ Upside-down face image removed to reduce file size. Illusion is typically called the “Thatcher Illusion”. Example can be retrieved from:

[http://www.scientificamerican.com/slideshow.cfm?id=illusions-whats-in-a-face&photo\\_id=2B3571EF-0EE0-DC63-B0448D1DA9BAC70C](http://www.scientificamerican.com/slideshow.cfm?id=illusions-whats-in-a-face&photo_id=2B3571EF-0EE0-DC63-B0448D1DA9BAC70C) ]



# Background Knowledge

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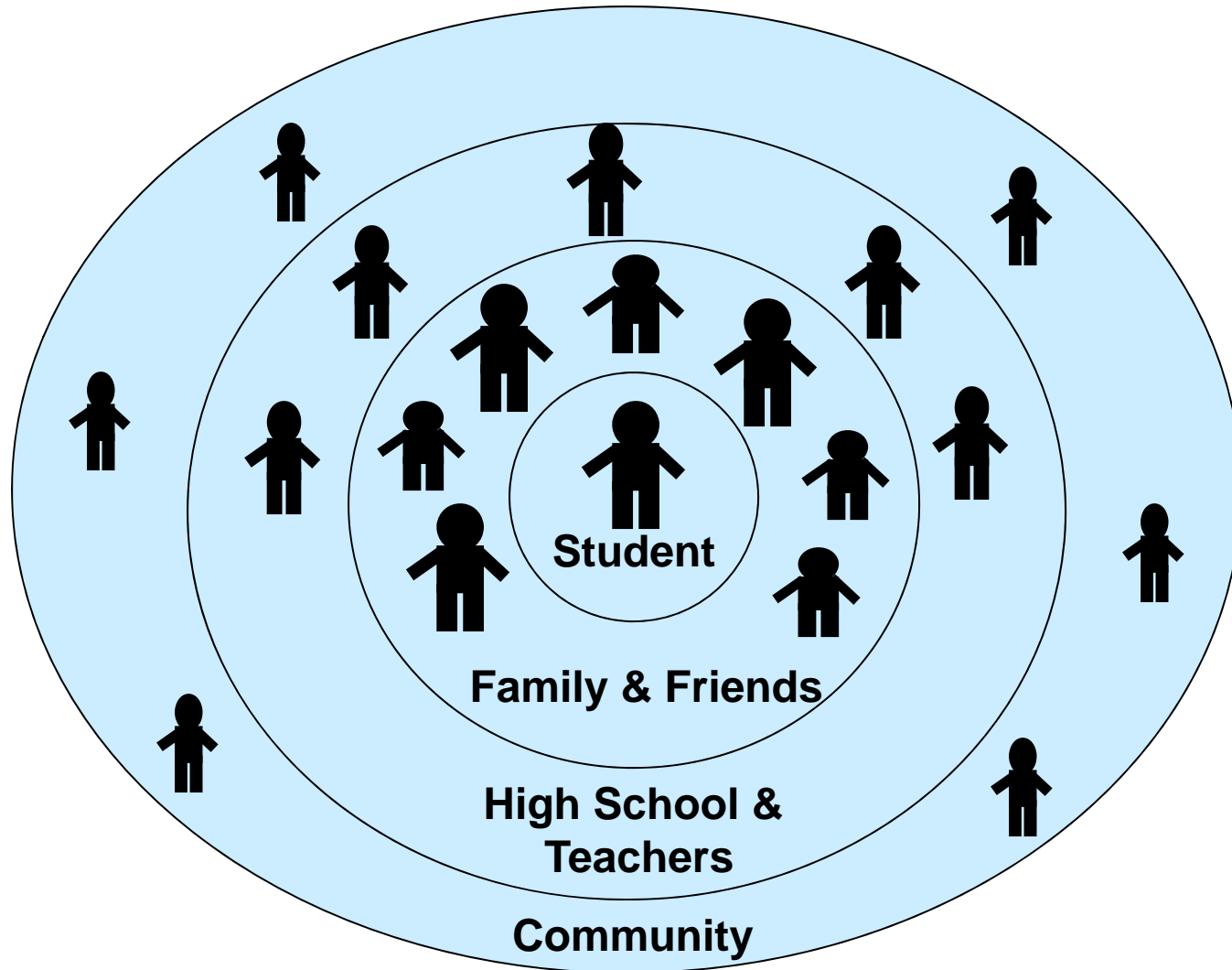
[ Ambiguous image removed to reduce file size. Many illusions like this exist. This is a link to a version called the “Dalmation Illusion”:

<http://www.gifford.co.uk/~principia/Illusions/dalmatian.htm> ]

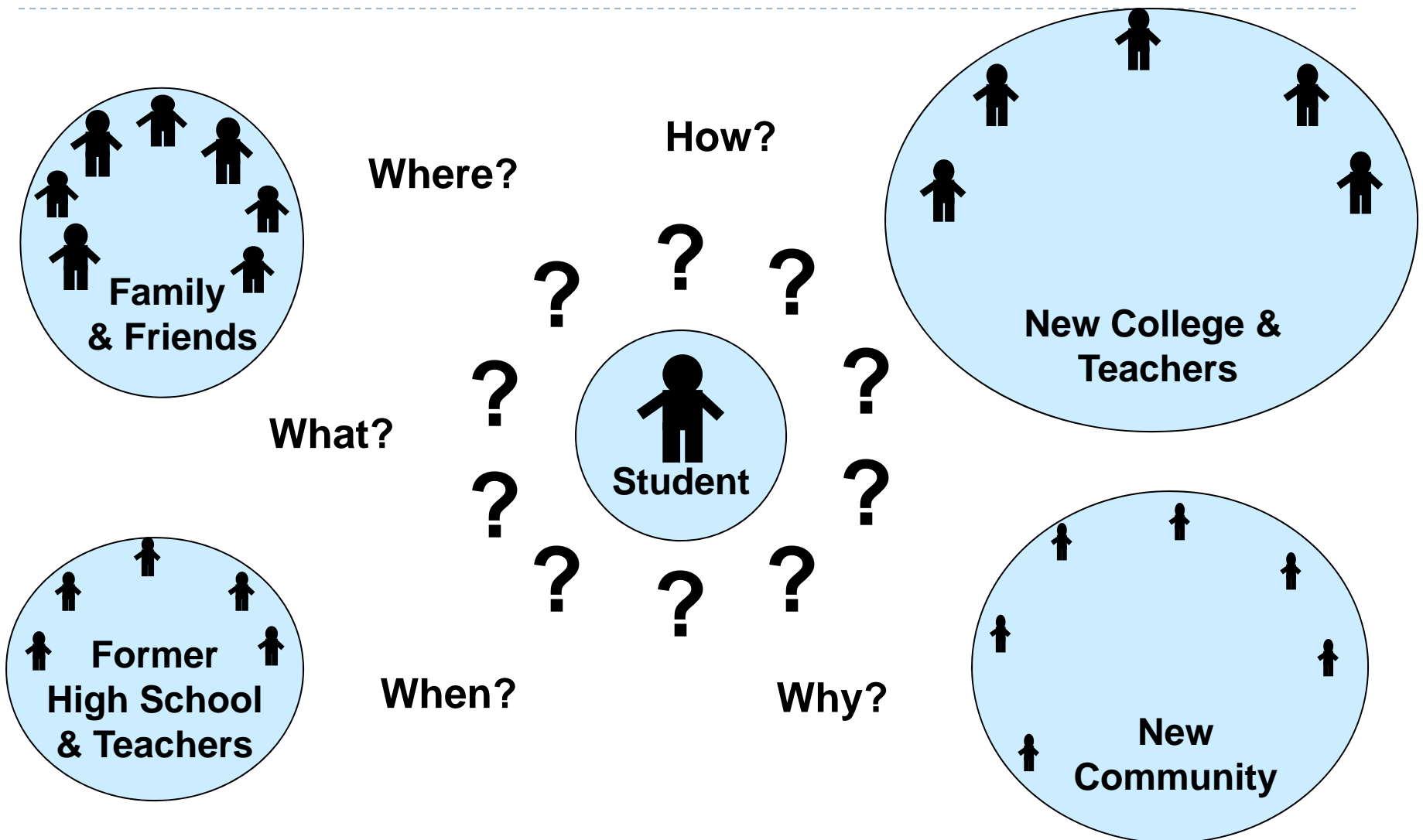


# Previous Environment

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# New Environment

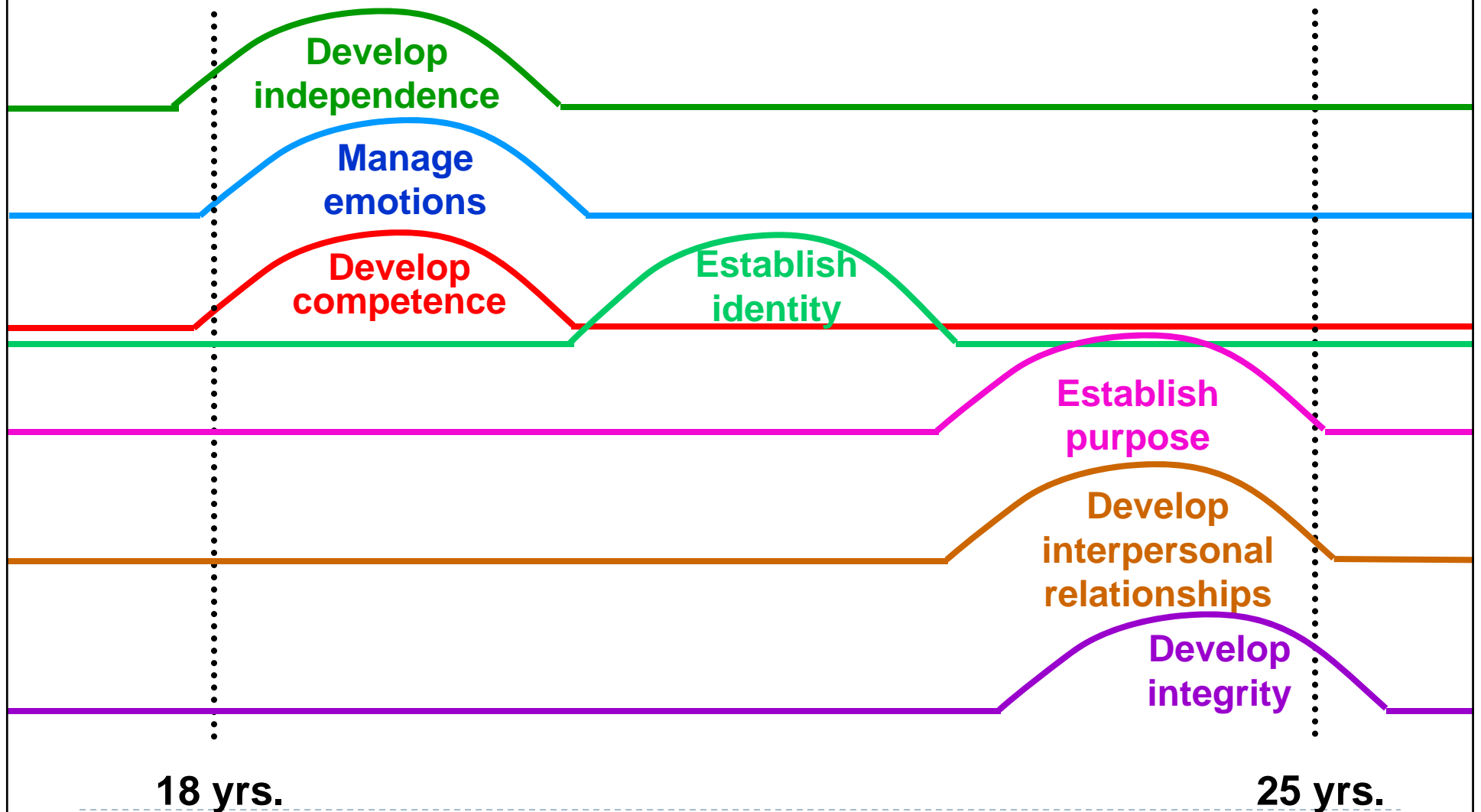


# Student Development

## Challenges and Opportunities

# Identity Development

Adapted from Chickering, A.W. & Reisser, L. (1993). *Education and Identity*, second edition. San Francisco, CA: Jossey-Bass Publishers.



# Factors that Impede Success

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- ▶ **Limited knowledge**
  - ▶ Rights, responsibilities
  - ▶ Ability profile, learning style
  - ▶ Problem-solving, communication skills
- ▶ **Unsupportive environment**
  - ▶ Resistance toward accommodations
  - ▶ Marginalization, stigma
  - ▶ Loss of control, responsibility
  - ▶ Low expectations

## References:

- Alper, S., Schloss, P.J., & Schloss, C.N. (1995, Dec.). Families of children with disabilities in elementary and middle school: advocacy models and strategies. *Exceptional Children*, 62(3)
- Palmer, C., & Roessler, R. (2000). Requesting classroom accommodations: Self-advocacy and conflict resolution training for college students with disabilities. *Journal of Rehabilitation*, 66(3), 38–43
- Reis, S.M., McGuire, J.M., & Neu, T.W. (2000). Compensation strategies used by high-ability students with learning disabilities who succeed in college. *Gifted Child Quarterly*, 44(2), 123-134
- Stage, F. & Milne, N. (1996). Invisible scholars. *Journal of Higher Education*. 67, (4), 426-445.

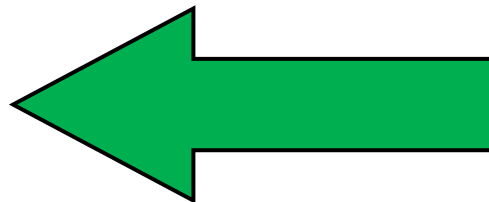
# Pop Quiz

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- ▶ What percentage of students diagnosed with a learning disability rely on others to advocate for them in their learning and school programs?

- a. 10%
- b. 30%
- c. 50%
- d. 70%

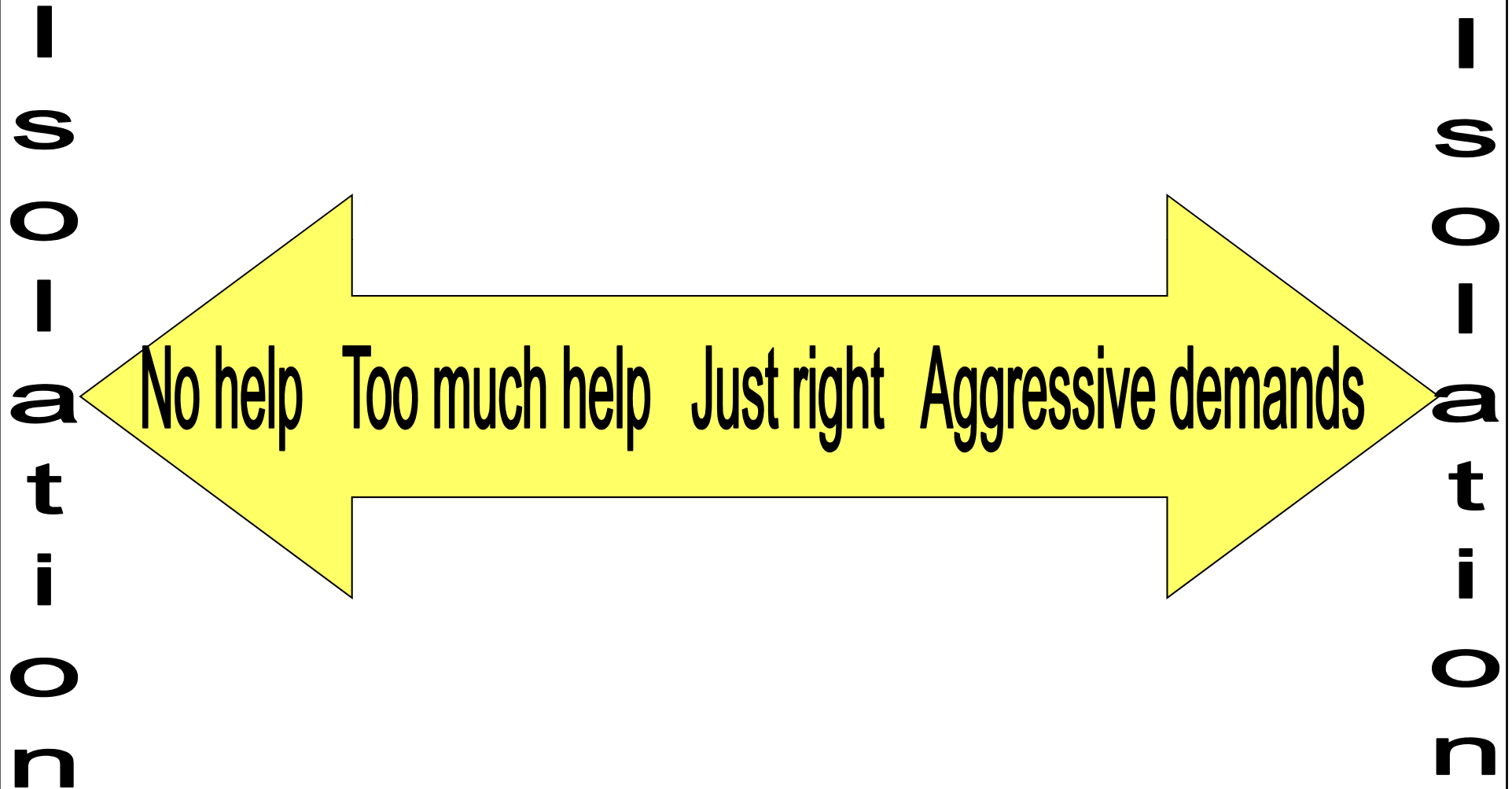
Reported in Lancaster, P.E., Schumaker, J.B., & Deshler, D.D. (2002). The development and validation of an interactive hypermedia program for teaching a self-advocacy strategy to students with disabilities. *Learning Disabilities Quarterly*, 25, 227-302.



Lancaster, Schumaker, & Deshler (2002)

# Advocacy and Communication

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# Foundations for Success

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- ▶ Self-understanding
- ▶ Self-assessment
- ▶ Self-regulation
- ▶ Self-advocacy
- ▶ Rights and responsibilities
- ▶ Resources

# Factors that Promote Success

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- ▶ Develop skills, strategies
- ▶ Understand development process and learning demands
- ▶ Self-motivate, seek help, plan for future barriers and accommodations
- ▶ Mentoring and counseling

# Support Self-Regulation

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- ▶ Agendas, routines, predictable structures
- ▶ Develop personal/academic goals
- ▶ Systems to create/track action items
- ▶ Opportunities to explore
  - ▶ ...self-expression and identity
  - ▶ ...reasonableness of expectations

# Factors that Promote Success

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- ▶ Develop skills, strategies
- ▶ Accept profile with positive attitudes
- ▶ Understand development and learning demands
- ▶ Self-motivate, seek help, plan for future barriers and accommodations
- ▶ Mentoring and counseling

## References:

- Alper, S., Schloss, P.J., & Schloss, C.N. (1995, Dec.). Families of children with disabilities in elementary and middle school: advocacy models and strategies. *Exceptional Children*, 62(3)
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- Stage, F. & Milne, N. (1996). Invisible scholars. *Journal of Higher Education*. 67, (4), 426-445.

# Factors that Promote Success

Gerber, P.J., Ginsberg, R., & Reiff, H.B. (1992). Identifying alterable patterns of vocational success in highly successful adults with learning disabilities, *Journal of Learning Disabilities*, 25, 475-487.

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- ▶ **Positive and proactive outlook**
  - ▶ Feelings of control over goals and circumstances
- ▶ **Proactive internal decision-making**
  - ▶ Goal orientation, desire to succeed, reframing
- ▶ **Effective external manifestations**
  - ▶ Systems to promote persistence
  - ▶ Goodness of fit

# Understand Reframing Process

Gerber, P. J., Reiff, H. B., & Ginsberg, R. (1996). Reframing the learning disabilities experience. *Journal of Learning Disabilities*. 29, 98-101.

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- ▶ Recognize LD and associated issues
- ▶ Understand how LD affects functioning
- ▶ Accept LD and impact on life
- ▶ Develop plan to discover passion, set goals, take action

# Compare This Pattern...(Not Raw Data, But Representative of Typical Reader)

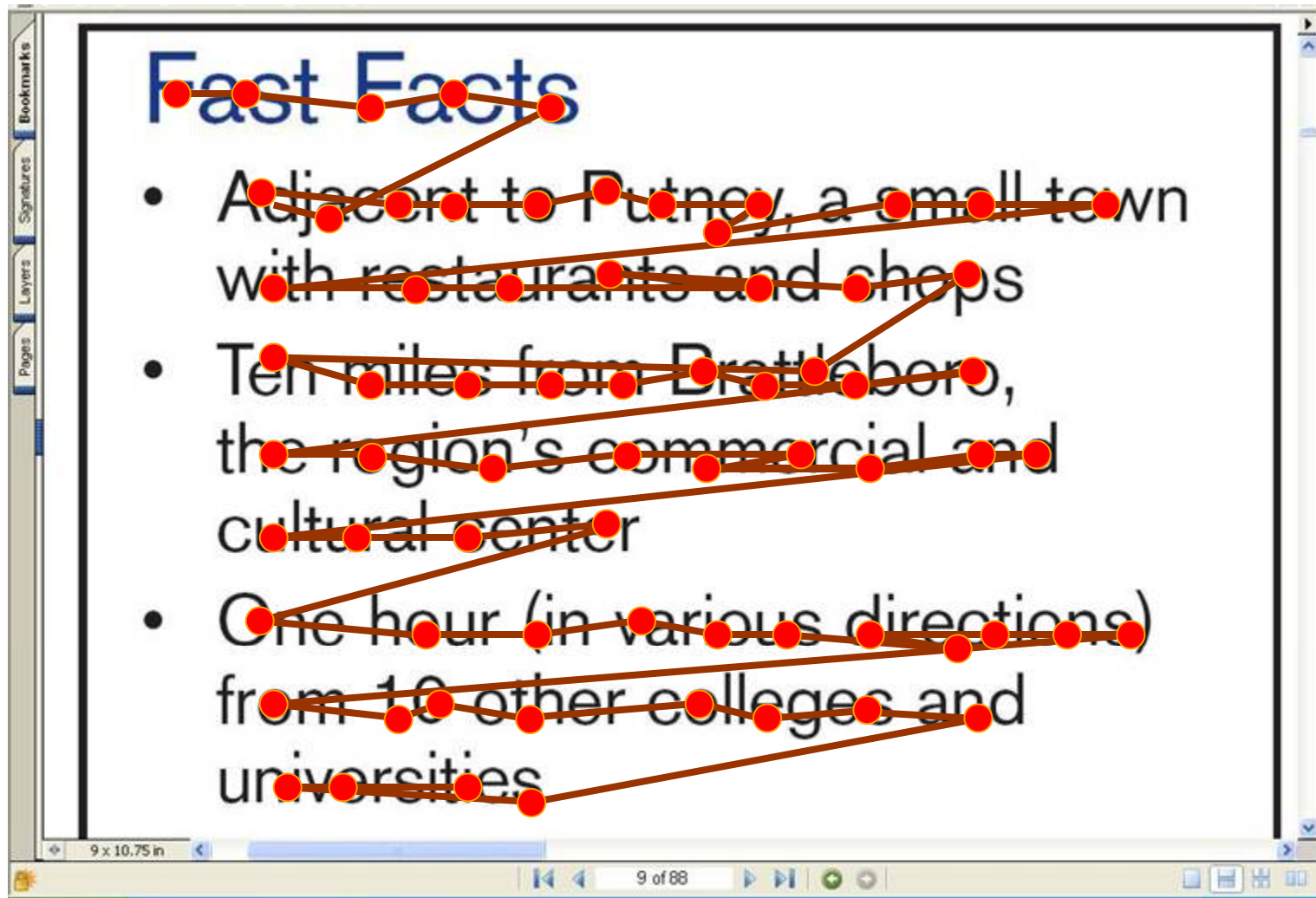
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The image shows a screenshot of a presentation slide titled "Fast Facts". The slide contains three bullet points. A red dot pattern is overlaid on the text, consisting of red dots connected by lines. The dots are placed at the beginning and end of various words and phrases, creating a path that highlights specific parts of the text. The slide is displayed in a window with a sidebar on the left containing "Bookmarks", "Signatures", "Layers", and "Pages". The bottom of the window shows a status bar with "9 x 10.75 in", "9 of 88", and navigation icons.

## Fast Facts

- Adjacent to Putney, a small town with restaurants and shops
- Ten miles from Brattleboro, the region's commercial and cultural center
- One hour (in various directions) from 10 other colleges and universities

...With This Eye Movement Pattern (Not Raw Data, But Representative of Reader with Language LD)



# Techniques and Strategies

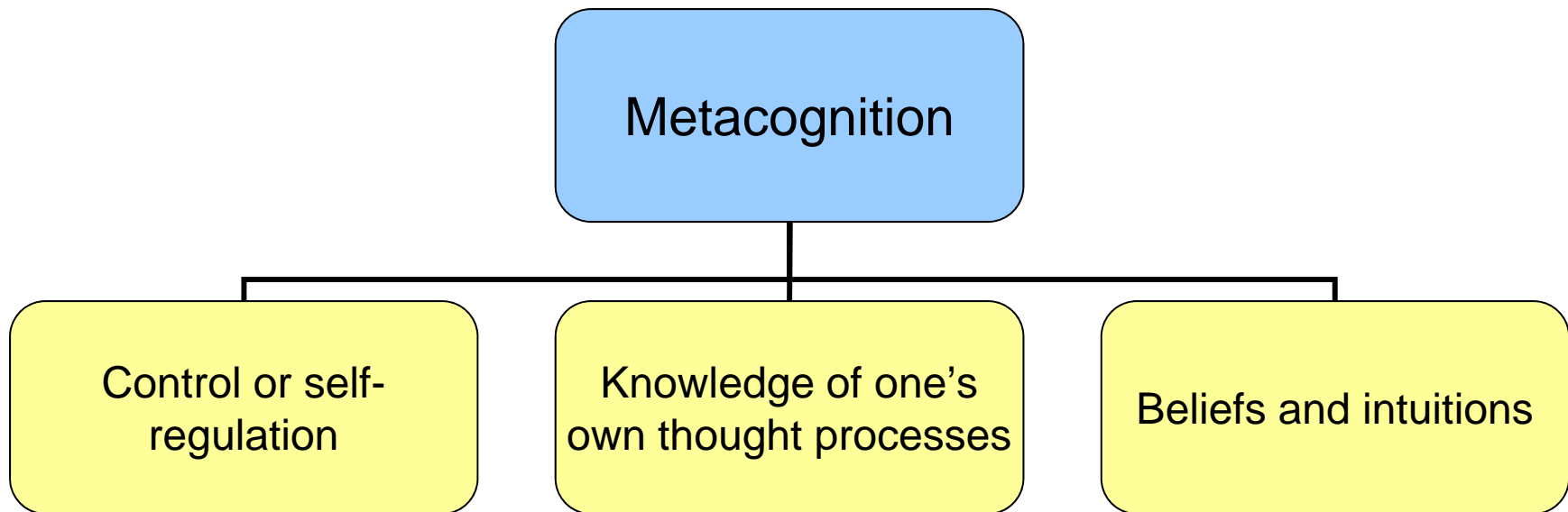
## Best Practices and Supportive Systems

# Metacognition

White, B. & Frederiksen, J. (2005). "A theoretical framework and approach for fostering metacognitive development", *Educational Psychologist*, Vol. 40 No.4, pp.211-23.

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- ▶ Knowledge through inquiry
- ▶ Take charge of learning
- ▶ Transfer of learning to new domains



# Develop Metacognition

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- ▶ Active questioning
- ▶ Evaluate own understanding
- ▶ Self-reflection and self-assessment opportunities
- ▶ Discuss 'hidden curriculum'
- ▶ Develop and apply rubrics to own/peer's work

# Practice Goal Development

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- ▶ **Create goals and tracking systems**
  - ▶ Classroom behaviors
  - ▶ Academic performance
  - ▶ Social situations
- ▶ **Students must identify own goals**
- ▶ **Goal attributes**
  - ▶ Positive
  - ▶ Precise
  - ▶ Realistic
  - ▶ Behavior based
  - ▶ Relevant
  - ▶ Measurable
  - ▶ Written and posted
  - ▶ Prioritized
  - ▶ Monitored

# Identify & Assess Connections

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- ▶ Small groups
- ▶ Real-world problems
- ▶ Graded discussions
- ▶ Group activities
- ▶ Active lessons
- ▶ Variety
- ▶ Feedback about time expectations
- ▶ Micro-unit with discrete steps
- ▶ False deadlines for long-term projects

# Multimodal Instruction & Graphic Organizers

Allen, J. (2007). *Tools for Teaching Academic Vocabulary, Grades 4-12*. Portland, Maine: Stenhouse Publishers.

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- ▶ Explore content using different senses
- ▶ Visually depict concepts and relationships
- ▶ Highlight critical conceptual differences
- ▶ Use alternatives to text
- ▶ Associate examples with explanations

# Assistive Technology: Rationale

- ▶ Bridges gap between abilities and performance
- ▶ Reduces effort associated with access (perception) to promote effort for learning
- ▶ Students need to understand
  - ▶ Why technology is important
  - ▶ How technology can be used for learning

The War of the Worlds, by H. G. Wells, 1898  
Chapter Fourteen, "In London"

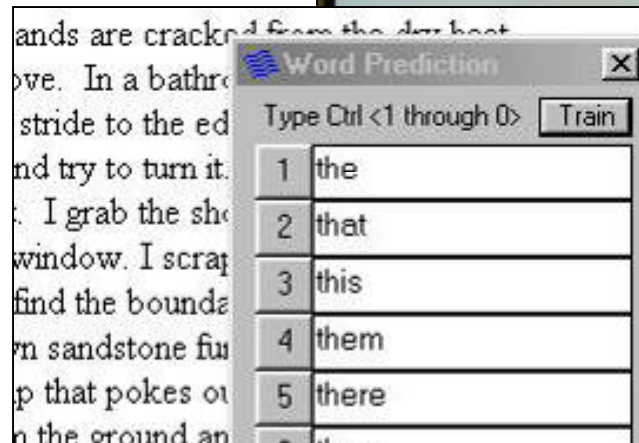
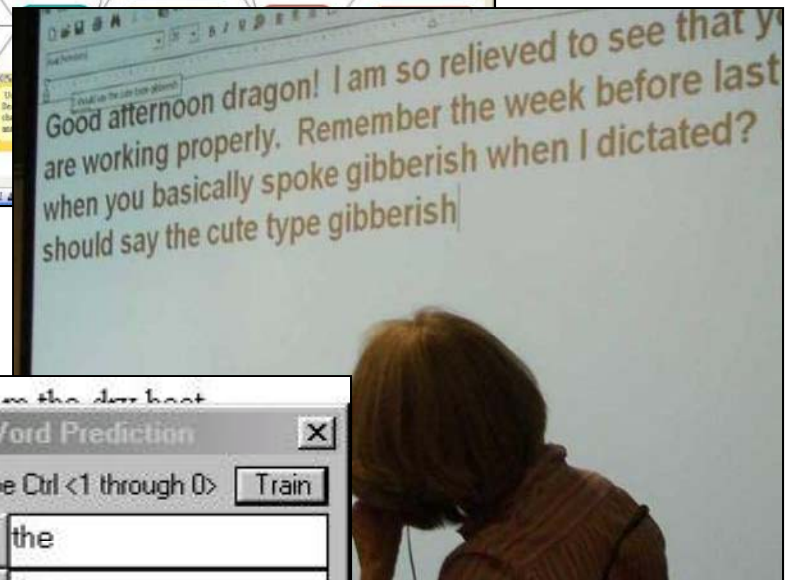
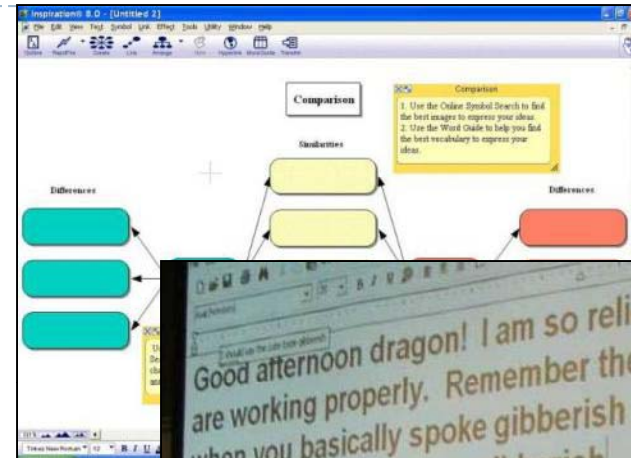
~~They were described as "vast spiderlike machines, nearly a hundred feet high, capable of the speed of an express train, and able to shoot out a beam of intense heat." Masked batteries, chiefly of field guns, had been planted in the~~

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# Resource: Assistive Technology

- ▶ Concept mapping
- ▶ Speech recognition
- ▶ Text-to-speech
- ▶ Reading systems
- ▶ Annotation and commenting systems
- ▶ Electronic organizers



# Integrate Strategy Instruction

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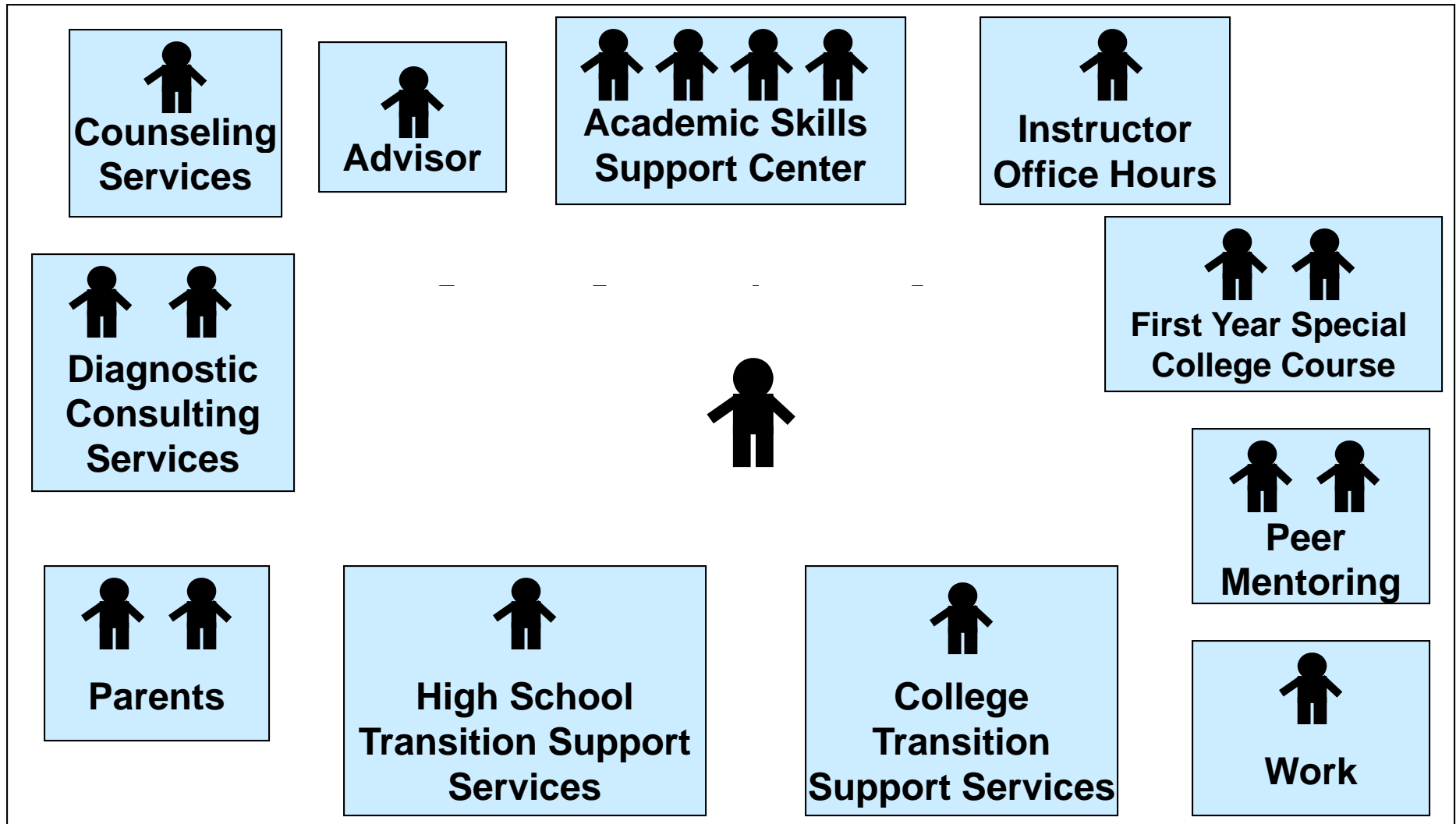
- ▶ Technology is most powerful when integrated as part of strategy instruction

- ▶ Reduces barriers
- ▶ Opens up new ways of understanding, thinking, and expressing

- ▶ Examples

- ▶ Active reading
- ▶ Textbook note-taking
- ▶ Test preparation
- ▶ Process writing
- ▶ Task planning, sequencing, and execution
- ▶ Time and materials management

# Student-centered Support Systems



# Build Intentional Connections

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- ▶ Create relationships in new communities
  - ▶ Personal connections with peers, faculty, other adults
  - ▶ Go beyond clique
  - ▶ Diverse activities and opportunities
- ▶ Examples
    - ▶ Clustered classes
    - ▶ First year seminars
    - ▶ Learning communities
    - ▶ Formal tutors and mentors
    - ▶ Peer tutors and mentors
    - ▶ Shadowing
    - ▶ Informational interviewing

# Facilitate Communication

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- ▶ Provide clear instructions and expectations based on context
- ▶ Review and practice how to communicate with personnel
- ▶ Self-monitoring of affective state
- ▶ Discuss warning signs and coping strategies for emotions

# Closing Thoughts

# General Guidelines

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- ▶ Help anticipate challenges of transition
- ▶ Practice self-advocacy and communication
- ▶ Foster self-assessment of progress
- ▶ Opportunities for identity development
- ▶ Maintain a record of resources, strategies, and effectiveness