

## The Chapter after High School: Stories from three Students with Learning Disabilities



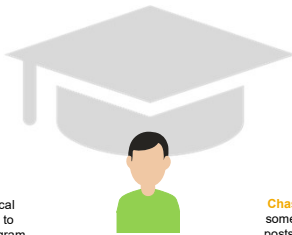
Lauren D. Goegan, University of Manitoba  
Devon J. Chazan, University of Alberta  
Abiola Olowolagba, University of Manitoba  
Lia M. Daniels, University of Alberta

## Life After High School

Once students with LD finish high school, there are many different paths they can take. As such, we were interested in following three students with LD as they navigate the first year after high school.



## The Participants

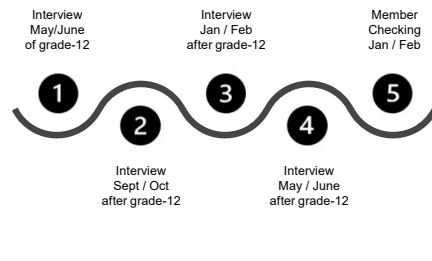


**Adam** was headed to a local university and was hoping to transfer into his desired program after his first year of studies.

**Brian** started a two-year technical program as going to school for too long didn't seem appealing.

**Chase** was working on retaking some classes before applying to postsecondary the following year and working part-time.

## Timeline for Interviews



## Adam's Journey



### May - June 2021

- Feeling confident in self-advocacy abilities
- Aiming to attain a 3.7 GPA upon completion of first year to transfer into Psychology

### September - October 2021

- Taking a liking to the online learning environment
- Navigating benefits and costs of newfound independence

## Adam's Journey



### January - February 2022

- Recounting challenges from first semester and shift into the Business program
- Redefining success from GPA to learning attainment

### May - June 2022

- Regretful of not having activated his accommodations
- Feeling proud of his personal growth throughout the year

## Brian's Journey

### May - June 2021

- Inherent/autonomous interest in studying computers
- Feeling both solemn and excitement about upcoming transition

### September - October 2021

- Actively enjoying subject matter
- Disappointed with COVID-19 mandated online learning and associated social costs



## Brian's Journey

### January - February 2022

- Adjusting to new/increased demands brought on difficulties
- Accommodations and attempting various strategies have been beneficial

### May - June 2022

- Sharing frustrations with school
- Obtaining full-time summer job in his field has sparked questions about the necessity of postsecondary



## Chase's Journey

### May - June 2021

- Accessing transitional supports
- Aiming to do well in chemistry courses and improve his overall wellbeing

### September - October 2021

- Balancing part-time job with online class
- Feeling lonely and lacking social connection



## Chase's Journey

### January - February 2022

- Disliking current subject matter and switching gears for university application program planning
- Struggling with mental health

### May - June 2022

- Reflecting on beneficial supports in his challenging first year postsecondary
- Remaining hopeful for what lies ahead



## Overall Themes



## The Next Chapter

**Social connections** are important no matter the specific next steps for the individual.

**Accessing supports** needs to be an ongoing process.

- More options for **online learning** and supports to aid accessibility.

How do we support **readiness** when **change** is unpredictable?

- **Coping** strategies
- Attribution training or attribution re-training
- Growth mindsets

Important to acknowledge the **emotional** elements of this transition for individuals.

<p><b>Contacts:</b></p> <p><b>Lauren D. Goegan</b> Lauren.Goegan@umanitoba.ca University of Manitoba</p> <p><b>Devon J. Chazan</b> chazan@ualberta.ca University of Alberta</p> <p><b>Abiola Olowolagba</b> olowolaa@myumanitoba.ca University of Manitoba</p> <p><b>Lia M. Daniels</b> lia.daniels@ualberta.ca University of Alberta</p> <p><small>Canada Research Chairs Program</small></p> <p><small>Canad</small></p>	 <p>Thank you!</p>
--	---