

Improving the Postsecondary Transition:

A Conversation about how best to Support Neurodiverse Students

Conversation Session

Background Information:

- Navigating the complex world of postsecondary education (PSE) can be challenging for all students and especially for neurodiverse students.
 - We focus here on students with learning disabilities (LD) and/or attention deficit hyperactivity disorder (ADHD).
- According to the DSM-5TR (2022)

LD	ADHD
Inaccurate or slow & effortful word reading	Challenges with attention to detail
Understanding meaning from what is read	Sustaining attention on tasks
Spelling	Difficulties in organizing tasks
Written expression	Often loses things (e.g., keys)
Number sense, number facts	Often blurts out answers, interrupting
Mathematical reasoning	Often fidgets, leaves seat unexpectedly

- Currently, students receive information about the transition to PSE through high school guidance counselors or by accessing documents scattered across various websites, making the process largely inaccessible and cumbersome for many.
- This conversation session is designed to encourage participants to share ideas and explore:
 - (a) what professionals think neurodiverse students need to be successful in PSE
 - (b) ways to support them.



GEARS (Gearing up for Education, Achieving Real-world Success), is an online game designed to help students with LD and ADHD transition to postsecondary education.

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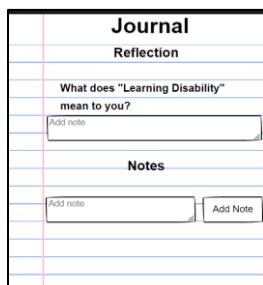
- The number of neurodiverse students attending PSE is increasing, yet these students require additional support to aid their transition.
- Nevertheless, students with LD and ADHD are less likely to complete their PSE when compared to their peers.

GEARS (Gearing up for Education, Achieving Real-world Success):

- To support these students with LD and/or ADHD, we have developed an online game.
- The GEARS game has various components to the story including:
 - Setting up a meeting with a guidance counselor and school psychologist.
 - Attending an open-house to get more information about postsecondary options.
 - Meeting with Student Accessibility Services.
 - Connecting with peers to provide advice along the way.
- The game design involves:



Player choice
and agency!



Space for the
student to reflect.



Dictionary for
unfamiliar terms



Badges to
collect.

Group Discussion:

- What types of information or resources do you think neurodiverse students need most during the transition period?
- What gaps do you think exist in current transition processes or supports for neurodiverse students? How might we address them?