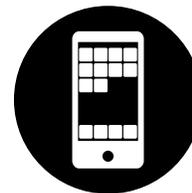


## INTRODUCTION

Students who

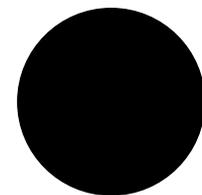
## LEARNING LIFE SKILLS ON CAMPUS

TRAVELING AND  
ON COLLEGE



USING DIGITAL APPS

COORDINATING  
SCHEDULE



MANAGING MONEY  
TRANSACTIONS

### Inclusive Dual Enrollment Student Support for College Success

These fact sheets summarize best practices for coaches and mentors who support dually enrolled students with intellectual disabilities and autism on college campuses. A list of related items for an educational coach professional portfolio is included.

## COORDINATING A SCHEDULE

Students starting college are often not used to coordinating their own appointments with disability services counselors, faculty, tutors, peer mentors, and educational coaches. They also must learn to keep track of class schedules and assignment deadlines.



Introducing students to a paper or digital planner before and throughout the first semester helps them to manage their own day. Coaches and mentors can help students learn to make and keep appointments, record deadlines, and refer to their schedules daily and weekly.

## TRAVEL TO AND FROM COLLEGE

Students are encouraged to use public transportation to get to college and work. They may need support to choose the best mode: bus, car pool, ride-sharing service, or public transportation. In some cases, students may need support to apply for and confirm their eligibility for accessible transportation.

Once transportation options are identified, support staff assist students to arrange pick-ups and drop-offs, and to read schedules on their phones or on paper. Staff can instruct students to learn their route, stay safe and aware while traveling, and be ready to problem-solve.

## NAVIGATING THE CAMPUS

Once on campus, students need to navigate their way to classes, as well as to the dining centers, student lounge, library, and fitness center. The better students understand the campus, the more opportunities they will have to establish themselves as a college student.



Staff can support students' independence by assisting them to participate in campus tours, the student orientation, and campus clubs. Staff also can teach students to use campus maps to travel to and from classes and around the campus independently.

## MANAGING MONEY TRANSACTIONS

Students can use cash or campus money cards to build money management skills. These transactions create natural opportunities to buy lunch, coffee, textbooks, course supplies, etc." . Staff can instruct students to budget and plan for purchases, and to make deposits into their campus money card account.

## DEVELOPING HEALTHY HABITS

Many dining centers are set up like food courts, with multiple stations. All these options can be tempting, and the array of choices can lead to unhealthy eating habits. Support staff can help students plan their meal purchases, use apps to check nutritional value and calories, or find ways to treat themselves once a week.



## USING DIGITAL APPS

Digital apps help students in their life skills development. With a smartphone or tablet, students can become more independent with digital cues and support. Staff can teach students to use an alarm app to get to class on time or to catch a bus, a scheduling app to record a daily or weekly agenda, or an audio or video app to record an instructor's directions for an assignment.