



Post-Secondary Readiness Worksheet

Understanding Myself

1. I know my learning strengths.

Examples: I'm good at hands-on learning, group discussions, or creative projects

2. I know the types of learning tasks that are difficult for me.

Examples: I have a hard time with reading, spelling words, or taking notes

3. I can identify learning situations/environments that are challenging for me.

Example: Crowded lecture rooms, heavy reading loads, tight deadlines, or unstructured time



Understanding Post-Secondary Education

1. I understand the main academic demands of my chosen post-secondary program.

Examples: A lot of assigned readings, writing tests, or doing presentations

2. I can identify the main differences between high school and post-secondary learning.

Examples: More independent work, fewer reminders, and self-managed deadlines

3. I know which tasks/demands may be more difficult for me.

Examples: Managing the workload, getting to classes on time, or writing tests



Addressing the Gaps: Skill-Building and Growth

1. Knowing my strengths and challenges as well as the learning demands in the post-secondary environment, I can identify skills I want to improve.

Example: Time management, communication, organization, or stress management

2. I have identified some strategies that might help me strengthen my learning and independence skills.

Example: Using phone reminders, planners, or breaking tasks into steps

3. I have identified people and resources that I can access to help me build my learning and independence skills.

Examples: Parents, resource teacher, transition program, or websites



Addressing the Gaps: Accommodations and Supports

1. I know what accommodations/supports might help me learn more effectively.

Example: Assistive technology, note taking support or a reduced course load

2. I understand that accommodations are not automatic and must be requested. I know that I need documentation of my disability and need to share this information with Accessibility Services at my post-secondary school.

Example: Sharing my psychoeducational assessment with the Accessibility Services office.

3. I know how to ask for accommodations/supports clearly and respectfully.

Example: "I have difficulty with sustained attention which affects my ability to take notes. Am I able to use a recording device during lectures?"