

High School Mentoring

Module 1.0

Where Do We Begin???



High School Mentoring Program

Statement of Purpose:

To provide learning experiences that assist high school students in acquiring the knowledge and skills needed to effectively transition into a post-secondary institution.



Goals of Module 1.0

At the end of this module, the student will:

- Increase knowledge of his/her abilities, areas where assistance is needed and how it correlates with transition.
 - Grooming
 - Health/Hygiene
 - Mobility
 - Nutrition
 - Household
 - Miscellaneous
- Increase understanding of disability specific attributes.
- Understand the intent and content of the rest of the modules.



Discussion of Self-Assessment

- How does your disability impact you?
- What surprised you about yourself as you went through each section?
- Which areas do you think you should prioritize improving first?
- What do you think will be the easiest for you to adjust to next year?
- What do you think will be the most difficult?



Self-Assessment

- You've already completed the self-assessment of the type of assistance you will need and the amount of time you will need assistance based on your expected schedule.



Click Here to go to [Self-Assessment](#)



Why mention disability specific attributes?

- It's important for you:
 - to understand and be able to discuss aspects of your disability with others.
 - for you to understand/be aware of potential complications
 - for you to anticipate ways to manage all aspects of your disability.
 - to plan for the worst case scenario.



Disability Specific Attributes

- Cerebral Palsy-What you know already
 - lack of muscle coordination when performing voluntary movements (*ataxia*);
 - stiff or tight muscles and exaggerated reflexes (*spasticity*);
 - walking with one foot or leg dragging;
 - walking on the toes, a crouched gait, or a “scissored” gait;
 - variations in muscle tone, either too stiff or too floppy;
 - excessive drooling or difficulties swallowing or speaking;
 - shaking (*tremor*) or random involuntary movements; and
 - difficulty with precise motions, such as writing or buttoning a shirt.



Disability Specific Attributes

- Cerebral Palsy-What you may or may not know
 - **Seizure disorder.** As many as half of all individuals with cerebral palsy have seizures.
 - **Delayed growth and development.** A syndrome called *failure to thrive* is common in individuals with moderate-to-severe cerebral palsy.
 - **Spinal deformities.** Deformities of the spine -- curvature (scoliosis), humpback (*kyphosis*), and saddle back (*lordosis*) -- are associated with cerebral palsy. Spinal deformities can make sitting, standing, and walking difficult and cause chronic back pain.
 - **Drooling.** Some individuals with cerebral palsy drool because they have poor control of the muscles of the throat, mouth, and tongue.
 - **Incontinence.** A common complication of cerebral palsy is incontinence, caused by poor control of the muscles that keep the bladder closed.
 - **Abnormal sensations and perceptions.** Some individuals with cerebral palsy have difficulty feeling simple sensations, such as touch.



Disability Specific Attributes

- **Cerebral Palsy-What you may or may not know**
 - **Impaired vision, hearing, or speech.** A large number of individuals with cerebral palsy have *strabismus*, commonly called “cross eyes,” in which the eyes are misaligned because of differences between the left and right eye muscles.
 - Some individuals may have a vision deficit or blindness that blurs the normal field of vision in one or both eyes.
 - Impaired hearing is also more frequent among those with cerebral palsy than in the general population.
 - Speech and language disorders, such as difficulty forming words and speaking clearly, are present in more than a third of those with cerebral palsy.



What Attributes Make Me Who I Am?

- **Consider these factors:**
 - *your mobility*
 - *how you communicate with others*
 - *how you eat*
 - *how you complete your ADL's*
 - *miscellaneous*



Some ways to manage Cerebral Palsy in college?

- Physical Therapy- Teach PAs how to stretch you.
- Speech Therapy- Check to see availability if beneficial.
- Counseling and Behavioral Therapy- Check for availability.
- Drugs-. Don't start anything new or change treatment right before coming to campus.
- Surgery, Braces and other Orthotic Devices- Don't do anything new within 2 months of heading to college.
- Mechanical Aids- If you're getting something new, try to get it ordered sooner than later.
- Communication Aids- Identify now and see if you can gain access before arriving on campus to work out the bugs.



Increasing Independence... What You Can Do Right Now!

Step 1: Where can you take on more responsibility?

– Activities of Daily Living:

- **Establishing a schedule** (when to get up, go to bed, washroom, eating...)
 - **Providing feedback/describing needs to staff** (*are you comfortable, do you need to be repositioned, are your clothes bunched???*)
- **Current care givers explain to student how things are done (personal care) so that the student can explain to future personal care assistants easier.**



Increasing Independence... What You Can Do Right Now!

Step 1: Where can you take on more responsibility for self?

- **If family members are the only caregivers, begin transitioning and hiring others to provide care** (or pretend that they are not your parents and teach them how to care for you)
- **Decrease the amount of time an aide is with the student 1:1 throughout the day in school or how they assist you each day** (messing with supplies, coats... what could you see asking others to help you with?)



Barriers

- self-advocacy
- personal safety
- disability management
- executive skills
- health and wellness
- work experience

Transitional Success



• speak up for yourself



• cell phone, learn street smarts



• PAs, stretching, w/c maintenance, meds



• able to manage finances, social situations



• gets enough rest, proper nutrition



• volunteers, or gets involved in a club



Topics of other modules

- Module 2: Decisions, Decisions, Decisions: Making the Best Choices
 - Learn about GOLDEN
 - Gather Information
 - *Outline Possible Choices*
 - *Look into the Possible Outcomes and Consequences*
 - *Decide*
 - *Evaluate the Outcome to Plan for*
 - *Next Time*
 - Homework: Think of scenarios that may be problematic and use the method taught to work through them.



Topics of other modules

- Module 3: PA Management

- How to effectively communicate my needs while hiring and training new PAs.
- Adjusting to having to be flexible with PA staff and scheduling.

-- Homework: Create "Me Book" everything that someone else needs to know about me (allergies, medications, see sample...)



Topics of other modules

- **Module 4: Self-Advocacy, and the Next Step**
 - Advocating for myself to make sure my needs were met academically and personally.
 - Develop time management strategies to encompass academics, extra-curricular activities and socializing.
 - Develop stress management strategies to deal with transition and other stressful situations.
- Homework: Practice skills in being more assertive, and advocating for yourself. Write down your extra-curricular interests and research if there is 1 or more clubs on campus in that area. Think about how you deal with stress now.



Conclusion



- The purpose of this module was to provide learning experiences that assist students in understanding more about their disability and the importance of managing all aspects of it.
- Gain a better understanding of your abilities and areas where you'll need assistance.
- Develop a basic understanding of what the other modules will be.
- Begin initial discussion of what you can do now to ease the transition over the next several months.



From Halloween, to blizzards, camaraderie and beyond...

College Daze... You'll Never Forget Them

