

Life Skills Learned in the H.O.W.L. Transition Program

The H.O.W.L. (Helping Our Wolves Learn) Transition Program provides supports to students with intellectual and developmental disabilities (IDD) and/or autism including mentoring, social skills, career planning, independent living skills, and academic support. Students engage in experiences that enrich and enhance educational, social and interpersonal skills to achieve their individual aspirations.

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Mentoring

The H.O.W.L. Transition Program may provide mentoring for academic success in the classroom, in daily life, or independent skills. The student may have more than one mentor based on the student's interests or desired level of support. In addition, the prospective student may have a staff/faculty mentor they meet with on a weekly basis.

The transition programs will use a peer and/or community member mentoring system to enhance the student's classroom and social experiences. A peer mentor is another student who can assist a student who may still be developing the skills for independence, such as a student with a disability.

A community mentor from the student's chosen area of interest will be utilized to help students during the internship process. Students in the transition programs will receive academic counseling from A-State advisors along with staff members from the transition programs who are trained to address the educational needs of people with intellectual disabilities.

The curriculum for each student will be individualized to incorporate the approved core classes of the transition programs, as well as approved elective classes that are in the student's area of interest.

Social Skills

Each student will have access to trained professionals for social, emotional and behavioral goals he or she seeks to achieve. These services are provided in a private but comprehensive manner that may be planned, or impromptu.

Career Planning

A-State Career Services Center and the H.O.W.L. Transition Program partner to achieve each student's career aspirations during his or her internship. The students may have supported internships to assist in achieving employment in their desired field.

Students will compile a portfolio of work, videos and resumé-building skills. In addition, our mentors and graduate students will help bridge the skills needed to achieve each student's success.

Independent Living

Our mentors will aid the H.O.W.L. students with the transition from home to A-State by enhancing the tools needed to be independent, such as finances, budgeting and daily living skills.

Student Life

Courses offered to audit in this program are part of the A-State regular course offerings and are open to all A-State students. As participants in campus life, transition program students will have the opportunity to be a part of the A-State experience- academically and socially.

Whenever possible, natural supports through voluntary peer mentors and Americans with Disabilities (ADA) classroom accommodations will be used, changing the college culture to one of inclusiveness where diversity is valued. Independent living skills and self-advocacy will be explicitly supported to enrich each student's experience and improve individual achievement.

Academics

The components of the program include an individually determined program of study for each student, based on that student's career goals, peer and natural supports, and the involvement of students in more than just academic classes, especially in extracurricular and other campus activities to facilitate social relationships and friendships on campus.

Great attention is given to providing academic coaches and mentors on campus to coordinate individualized supports and to assist students applying for financial support. Faculty and staff members who will work with the transition program students will be supported by the transition program coordinator and A-State's Office of Access and Accommodations.

Professors will be provided with the training and resources they will need to track student progress. A modified syllabi will be offered to students with IDD who are participating in an audit status, but syllabi will not be modified for ASD students taking courses for credit.

Mentoring System

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