

CUTTING THE APRON STRINGS:

HOW TO SHIFT FROM ENABLING TO
EMPOWERING

MELISSA KNIGHT MA, BCC, MCC

DIRECTOR OF ACADEMIC COACHING, LYNN UNIVERSITY



TODAY'S FOCUS

1. What are Executive Functions and how are they important for college?
2. Challenges experienced when transitioning into college.
3. Enabling vs. Empowering
4. Strategies
5. How YOU can survive your young adult's transition into college.



EXECUTIVE FUNCTIONS

“It is an umbrella term for the neurologically – based skills involving mental control and self-regulation.”

Cooper – Kahn & Dietzel



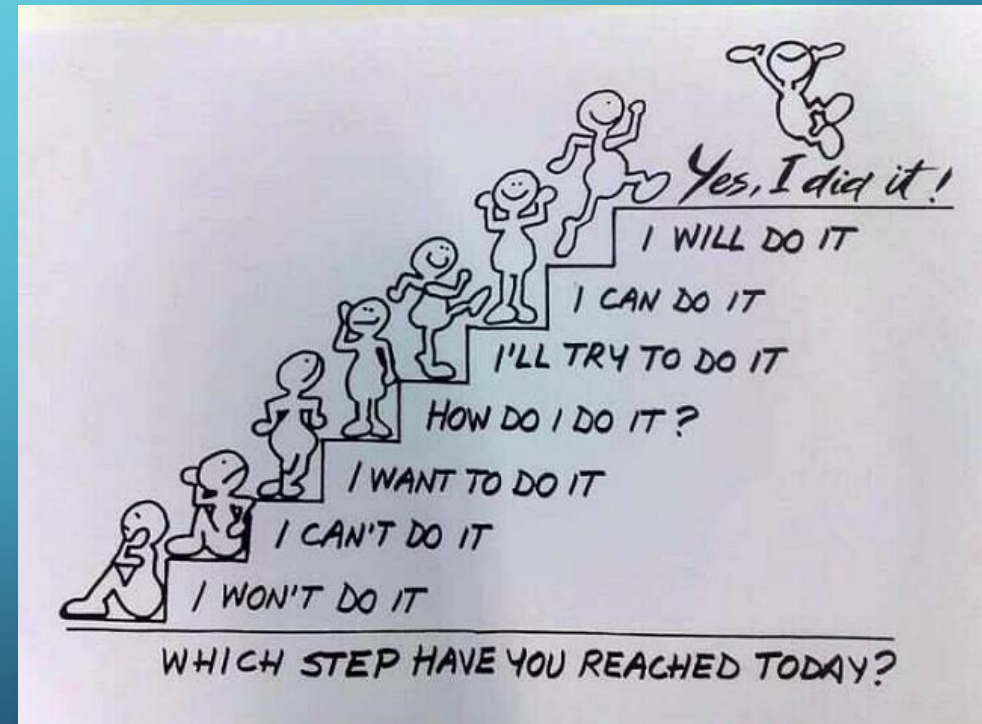
EXECUTIVE FUNCTION SKILL SET DESIRED FOR COLLEGE

- Goal Setting
- Flexibility
- Emotional Regulation
- Task Initiation
- Sustained Attention
- Time Management
- Organization
- Planning
- Prioritizing
- Metacognition

Peg Dawson, EdD and Richard Guare, PhD

PROGRESSION OF EF THROUGH HIGH SCHOOL

- **9th grade**
 - Time management and organization
- **10th grade**
 - Goal setting and prioritizing
- **11th grade**
 - Metacognition
- **12th grade**
 - Self-advocate



CHALLENGES

- Articulating their disability and requesting accommodations
- Independent living that promotes success
 - Keeping a schedule
 - Making appointments
 - Balance
- How to find information
- Self-advocacy

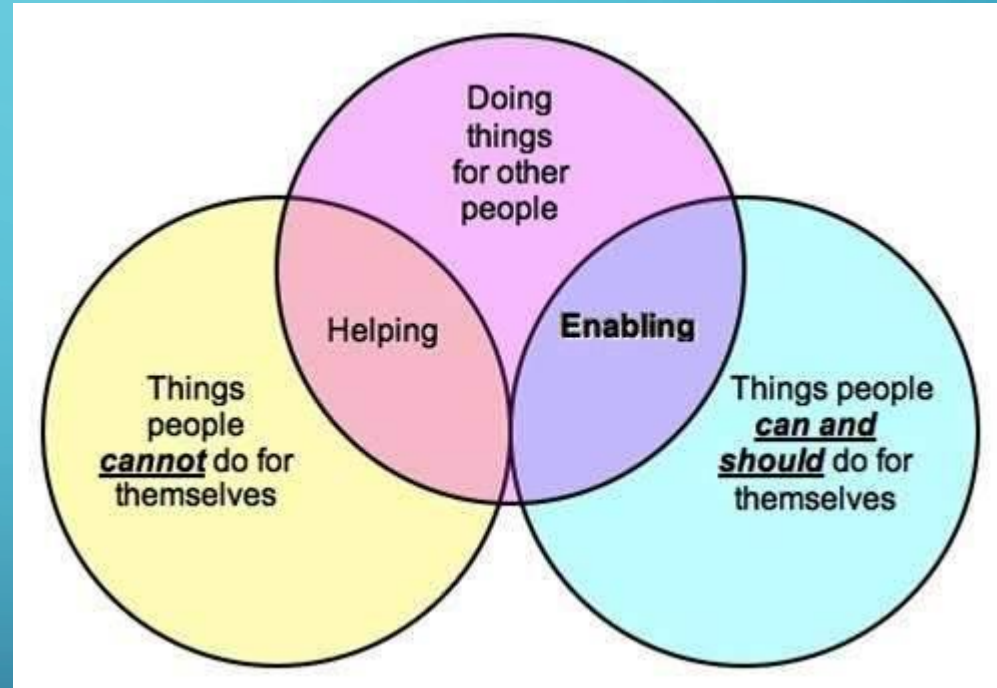
ENABLING

“Some men have thousands of reasons why they cannot do what they
want to,
when all they need is one reason why they can”

— Martha Graham

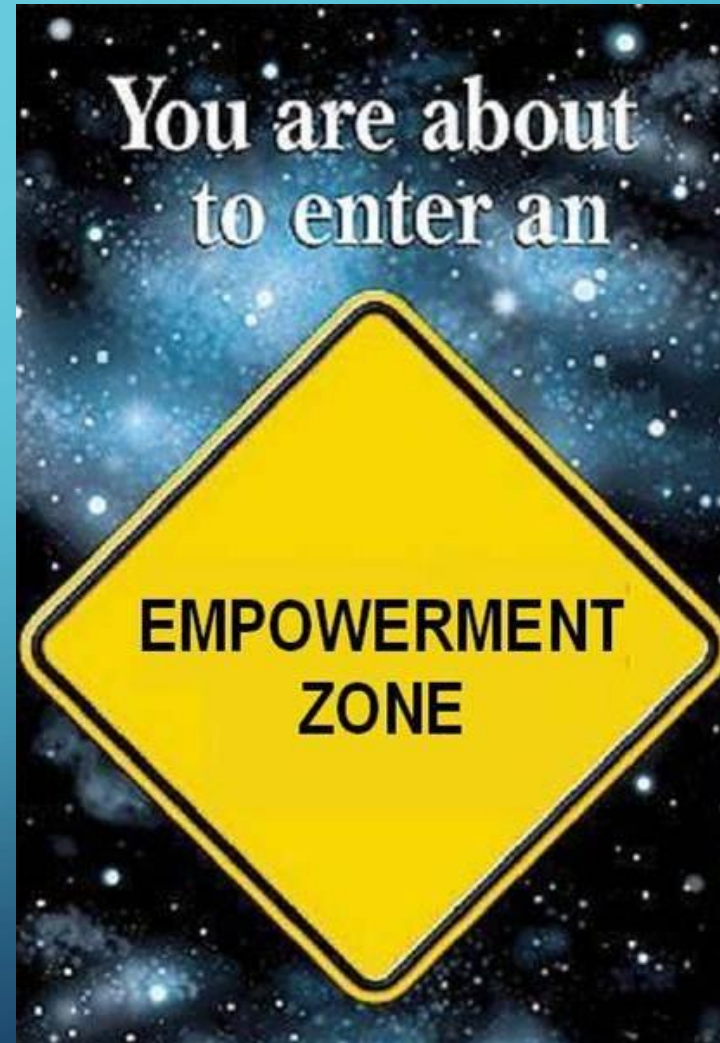
ENABLING

- Creates dependency
- False pride
- Gives power, false competence, false ability
- Makes it “easier” for the student/self



EMPOWERING

- Inspires independence
- Invests power & authority
- Equips or supplies with ability & confidence
- Produces ownership
- Moves towards autonomy



WHAT DOES IT LOOK LIKE?

ENABLING

- Telling how
- Developing a plan for

EMPOWERING

- Questioning how
- Developing a plan with

STRATEGIES

- Begin with a Check-list to increase awareness
- Help them create goals
 - Create long term and short term goals
 - Have them identify action steps to achieve goals
 - Have them create a system to monitor progress
 - How to handle slow progress or failure

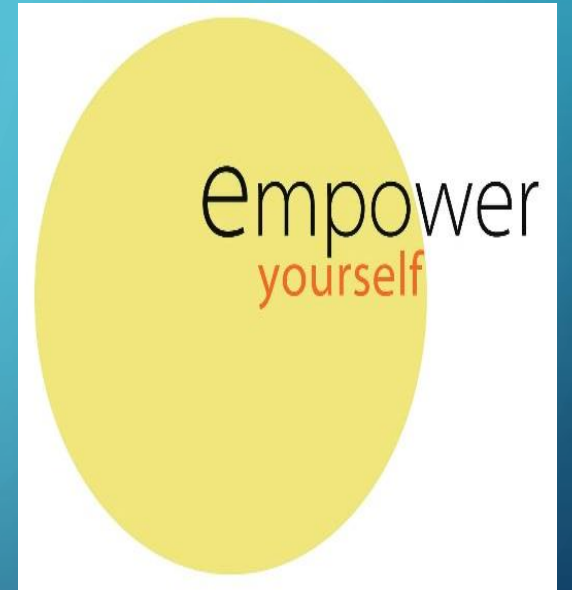


STRATEGIES

- Educate on the disability and accommodations
 - Understand their psychoeducational testing
 - Encourage them to be an active participant in the IEP team meetings
 - Becky Wilson Hawbaker 2007, *Student-Led IEP Meetings: Planning & Implementing Strategies*
 - Builds self-awareness, self-monitoring, metacognition, self-advocacy, ownership
 - Discuss the differences between modifications and accommodations
- Identify Learning Style

STRATEGIES

- Help them to begin Self-Advocating
 - Initiate contact with instructors about grades
 - Discuss with tutor what he/she needs help doing
 - Being an active participant in IEP team meetings
 - Initiating questions and concerns on college visits
 - Being in charge of getting ready to leave for college
 - Checking all email and sharing important information



STRATEGIES

- Increase their responsibilities
 - Responsibility for creating an AM and PM routine
 - Start the earlier the better
 - Start them making their own appointments – tutoring
 - Create own system for being organized
 - Appointments/schedule
 - Homework
 - Medication



STRATEGIES

- Increase responsibilities continued
 - Being in charge of getting ready to leave for college
 - Have them checking all email and sharing important information
 - Have them making a list of what will be needed
 - Dorm room, school supplies, personal items
 - Have them in contact with **their** academic advisor and scheduling classes
 - Ask them about **their** schedule
 - Allow for consequences - **PROGRESS NOT PERFECTION**

HOW DO YOU SURVIVE?

- Preparation, Preparation, Preparation
- Begin supporting your son/daughter in creating these habits in high school
- Work towards removing yourself from the “Fixer” role
- Remember – PROGRESS NOT PERFECTION

The background is a gradient of blue, darker at the bottom. In the corners, there are white line-art graphics resembling circuit boards or neural networks, with lines connecting to small circles.

MELISSA KNIGHT

mknight@lynn.edu

www.cascocoaching.com

REFERENCES

- Cooper- Kahn, J., & Dietzel, L. (2008). *Late, Lost, and Unprepared: A Parent's Guide to Helping Children with Executive Functioning.*
- Dawson, P., & Guare, R. (2009). *Smart but Scattered.* New York: Guilford Press.
- Hamblet, E. (2014). *Nine Strategies to Improve College Transition Planning for Students with Disabilities. Teaching Exceptional Children (Jan/Feb) pg. 53-59.*