



Helping Your Student Transition

WHAT YOU CAN SAY:

- Convey to the student that transition stress is normal and often brings a temporary decline in performance (“Making the transition to college can be difficult and so what you are experiencing can simply be a normal reaction, but let’s watch it to make sure it doesn’t last too long”).
- Encourage that student to use positive coping strategies to manage transition stress including: regular exercise, use of social support, a reasonable eating and sleeping regimen, and scheduling pleasurable activities (“Tell me what you have done in the past that worked when things have been tough”).
- Refer the student to Counseling Center (203-837-8690) if performance problems persist beyond a reasonable amount of time, or if the symptoms are acute, or if the student feels he/she could benefit by talking with someone about it.

WHAT YOU CAN DO:

- Discuss with student a reasonable number of classes to take. For every one class, the student will have 5 to 8 hours of outside homework, reading, writing, assignment completion, studying requirements.
- Encourage your student to find their own reason for attending college.
- Discuss grade tracking – AAS has an Excel Grade Tracker students can request to download.
- For Residential students who take medication, where will they store it?
- Assignment Tracking Ideas: use white boards, smartphones, hard copy planners, monthly desk-top planners.

AVOID:

- Assuming that the student understands the impact of transitions and is aware of the source of stress.
- Minimizing or trivializing the student’s feelings and reactions (“This is perfectly okay and will pass. I wouldn’t worry about it”).
- Discounting or overlooking factors that put the student at risk of more serious problems (“Everyone goes through this and I am sure it is nothing to worry about”).