

TRANSITIONING OUR PATIENTS TO COLLEGE

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LEAVING THE NEST WITHOUT CRASHING

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Disclosure

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- No commercial conflicts of interest
- Off label use of medications will not be discussed

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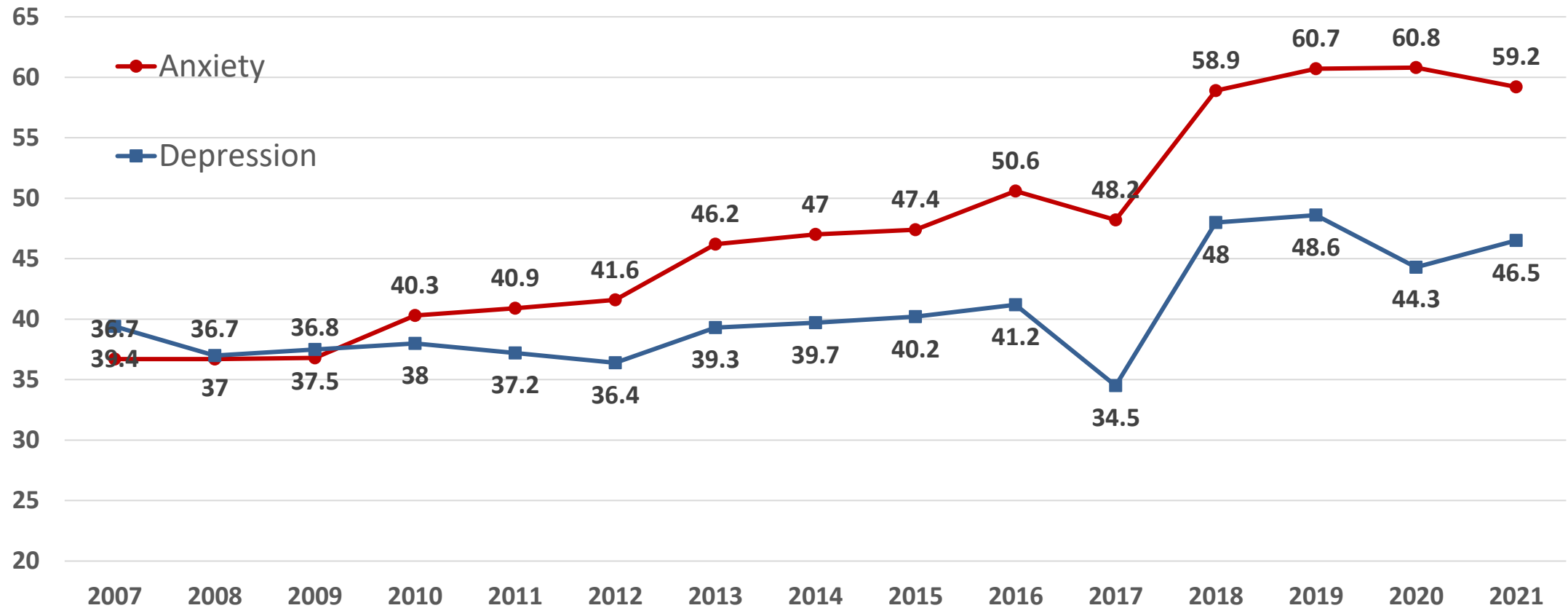
- No commercial conflicts of interest

Learning Objectives

At the conclusion of this continuing medical education activity, the participant will be able to:

- Advise and assist youth with mental health challenges and their families with preparing for and transitioning to college.
- Be aware of factors to consider when deciding to continue to treat/prescribe or to refer and transition to college based services.
- Understand the scope and variation of medical and mental health services available at universities.
- Be able to inform and advise patients and families of the type of assistance available.

National Student Mental Health Trends: 2007-2021



Mean % Client Presenting Problems; Association for University & College Counseling Center, Annual Survey 2007-2021

HEALTHY MINDS SURVEY STATISTICS

73% of students reported severe or moderate distress
>60% of College students reported one or more mental health challenges

Anxiety disorder (positive GAD-7 screen)	37%
Eating disorder (positive SCOFF screen)	14%
Non-suicidal self-injury (past year)	28%
Suicidal ideation (past year)	15%
Lifetime diagnoses of mental disorders	47%
Psychiatric medication (past year)	29%
Mental health therapy/counseling (past year)	37%
Any mental health therapy/counseling and/or psychiatric medication among students with positive depression or anxiety screens (past year)	60%
Personal stigma: agrees with "I would think less of someone who has received mental health treatment."	6%

Leaving The Nest:

The Transition from Adolescence to Young Adulthood

Many challenges confront transitional age youth while entering the world of work or post-secondary school education.

This could include:

- Moving away from family.
- Becoming independent.
- Developing their own goals and identity as they move into the larger world.
- Developing and managing new and more complex relationships in and outside of the family.

Providers and families can be proactive in talking to youth about the importance of prioritizing their mental health and well-being.

Other Options Besides College

While we are focusing on the transition to college, There are many postsecondary school options for patients and families to consider:

- Working
- Vocational/Technical School
- Gap Year
- Community College
 - Full time
 - Part time
- 4-year College
 - Commuting:
 - May be beneficial for students that require higher level of support
 - Boarding (you can rent out their room).
- *Transitional/ College Program*
 - *Landmark etc.*
 - *Mitchell College*

The Transition from High School to College:

How We Can Help

- Making the transition to college with mental health or developmental issues may present challenges and may lead to an existing problem getting worse or triggering new problems.
 - Both youth and parents often underestimate the additional support and structure they get at home.
 - Patients will not necessarily function better at school than they did at home. (At least, not initially).
- Primary care providers, along with mental health professionals, and schools can assist patients, and their families to help find the mental health resources on college campuses, workplace, or in their community.
- With the right support, treatment, and preparation. Transitional age youth with mental health challenges can succeed at becoming healthy, productive, successful, and independent adults.



Start the Discussion

PCPs are in a unique position to identify and advise youth and families on the challenges ahead and how to prepare.

- Assess the following areas and share your assessment of patient's level of functioning, and what continued supports are recommended.
- If not in therapy, the PCP may also consider providing additional counseling and support.
 - Self-Care & independent functioning
 - Physical Health & Mental Health
 - Management needs for medical and mental health conditions
 - Medication management
 - Behavioral health support
 - Academic support, accommodations and transitional planning

Self-Care and Wellness/ Pre College Boot Camp

Recommend to families that patient observe, develop and practice basic skills and routines, without (or with decreasing) supervision and reminders prior to leaving for school including:

- **Basic Hygiene:**

- Routines for washing, brushing, dressing

- **Laundry and Cleaning:**

- Practice selecting their own clothes, doing and putting away laundry
- Basic bedmaking, cleaning & organizing (esp. given sharing space in a dorm room)

- **Sleep:**

- Review importance of Sleep, quantity and hygiene, anticipating challenges in a dormitory.
- Use of alarms and healthy bedtime routine.

- **Managing Screen Time & Gaming**

Self-Care and Wellness, Continued

- **Basic Money Management**

- Student should practice managing their finances including, budgeting, balancing accounts, responsible use of debit or credit cards.

- **Shopping & Healthy Eating:**

- Reinforce the importance of a balanced diet and routine meals.
- Have youth practice skills including, shopping, preparing simple meals and cleaning.
- May need to scaffold and practice some of these skills.

- **Scheduling and Keeping Appointments**

- **Taking, Refilling and Picking Up Prescriptions**

Peer and Social Relationships - Counseling

Maintaining positive peer connections can be challenging and key to success when transitioning to a new environment.

Parents and providers may review with youth needed skills including:

- Establishing new friendships, maintain healthy relationships.
- Identify and constructively resolve conflict with peers.
- Encourage patient to discuss how they would handle typical scenarios such as sloppy roommate, differences in study or sleep habits, room visitors, cleanliness or any issues with peers of different social, race, ethnicity, religion or gender.

Peer and Social Relationships > Substance Use

In addition to screening for substance use, additional counseling is recommended before transitioning to college.

- Review patient's history and attitude about recreational substances.
- Past and planned substance use.
- Remind them as to risks and reasons to avoid various substances (Vapes, nicotine, cannabis, alcohol, opiates, pills, etc.).
 - Potential interactions with their medications.
- Recommend they practice scenarios as how to handle being with people using and how to refuse when offered.
- If needed, recovery resources may be part of the decision process when considering enrollment and may vary between schools.

Mental Health and Medical Needs

Review patients' current level of functioning and treatment needs. Consider:

- **Diagnosis**, as well as ongoing treatment & support needs, including risk management.
- **Emotional stability** and pattern of treatment compliance.
- **Presence of high-risk behaviors.**
 - Substance misuse, impulse control, self-injury, suicide risk, and other safety concerns.
 - Risk management issues?
- **Physical health:** Functioning, treatment needs and ability to manage their condition.

Self-Care Assessment Tools

- [Specialized Transition Readiness Assessment and Action Plan for Youth Heading to College with a Mental Health Condition](#)
 - Available at AACAP.org Practice Resource Center>Moving into Adulthood
- <http://www.GotTransition.org>
 - Comprehensive pediatric to adult healthcare transition resource including readiness assessments.
- [GotTransitions Health Care TransitionReadiness Assessment for Students](#)
 - <https://gottransition.org › resource › tra-iep-english>

Pediatric to Adult Health Care Transition Tool

Health Care Transition Readiness Assessment for Students

This health care transition readiness assessment is intended for students and their family/caregivers to compete as part of IEP transition planning meetings. If a student is unable to fill out this form, the student can complete it with the help of their family/caregiver.

Directions: Please check the box next to the answer that best applies to you right now. This helps us see what you already know about your health and using health care and areas that you need to learn more about.

Student Name:

Student Date of Birth:

Completed By:

Date Completed:

Personal Care (related to dressing, eating, bathing, and moving)

- ☐ I am able to care for all my needs
- ☐ I need a little bit of help to care for my needs
- ☐ I need a lot of help to care for my needs
- ☐ I need help to care for all my needs

Use of Communication Supports

- ☐ Text-to-speech technology
- ☐ Assistive Listening Systems
- ☐ ASL/Interpretation technology
- ☐ Other technology:
- ☐ I do not use communication supports

Transition Importance & Confidence *On a scale of 0 to 10, please circle the number that best describes how you feel right now.*
**The transition to a doctor who cares for adults usually occurs between ages 18-22.*

How important is it to you to move to a doctor who cares for adults by age 22*?

0 (not)	1	2	3	4	5 (neutral)	6	7	8	9	10 (very)
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How confident do you feel about your ability move to a doctor who cares for adults by age 22*?

0 (not)	1	2	3	4	5 (neutral)	6	7	8	9	10 (very)
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My Health

Please check the box that applies to you right now.

Yes I want to learn No

- I can name my learning differences, disability, medical, or mental health diagnosis (e.g. diabetes, depression). ☐ Yes ☐ I want to learn ☐ No
- I can name 2-3 people who can help me with my learning differences, disability, medical, or mental health needs in an emergency. ☐ Yes ☐ I want to learn ☐ No
- Before a doctor's visit, I prepare questions to ask. ☐ Yes ☐ I want to learn ☐ No
- I know to ask the doctor's office for accommodations, if needed. ☐ Yes ☐ I want to learn ☐ No
- I have a way to get to my doctor's office. ☐ Yes ☐ I want to learn ☐ No
- I know the name(s) of my doctor(s). ☐ Yes ☐ I want to learn ☐ No
- I know or I can find my doctor's phone number. ☐ Yes ☐ I want to learn ☐ No
- I know how to make my doctor's appointments. ☐ Yes ☐ I want to learn ☐ No
- I carry my health information with me every day (e.g. insurance card, emergency phone numbers). ☐ Yes ☐ I want to learn ☐ No
- I know my food allergies. ☐ Yes ☐ I want to learn ☐ No

My Medicines

Please check the box that applies to you right now.

Yes I want to learn No

- I know the name of the medicines I take. ☐ Yes ☐ I want to learn ☐ No
- I know the amount of the medicines I take. ☐ Yes ☐ I want to learn ☐ No
- I know when I need to take my medicines. ☐ Yes ☐ I want to learn ☐ No
- I know how to read and follow the direction labels on my medicines. ☐ Yes ☐ I want to learn ☐ No
- I know what to do when I run out of my medicines. ☐ Yes ☐ I want to learn ☐ No
- I know my medicine allergies. ☐ Yes ☐ I want to learn ☐ No

Mental Health – Therapy

- Recommend patient confer with their therapist about service/support needs during and after their transition (and collaborate with you).
 - Type, frequency and intensity of services recommended while at the university?
 - Will the current therapist be able to provide recommended services?
 - In person vs virtual?
 - Licensing and virtual therapy rules across state lines vary by state and specialty
 - Will they need to arrange for services at college?
 - Ask patient to research (with clinician & family) what services are available, and how and when they can be obtained?
 - What steps can be taken to facilitate a safe and effective transition?
 - *Written permission from patient is needed for all providers, caregivers and school to communicate and provide effective treatment.

Transfer Care or Continue to Treat?

Should you continue to treat/prescribe?

Consider:

- How stable is the patient and stage of treatment?
- Will you be able to see them as frequently as needed?
- Will it be better to transition to services on campus or local community providers?
- Will your appointments be in-person vs virtual?

Considering Telehealth?

- Will it be legal? (state by state variation as to prohibition on interstate treatment, telemedicine, prescribing).
 - **When telehealth is used, it is considered to be rendered at the current physical location of the patient, and therefore a provider typically needs to be licensed in the patient's state.**
- The Drug Enforcement Administration (DEA) & (HHS), has extended telemedicine flexibilities regarding the prescribing of controlled medications as were in place during the COVID-19 public health emergency (PHE), through December 31, 2025.
 - However, this is a changing situation and the in the future physicians may be required to be registered in the same state that the patient resides or the pharmacy filling the prescription.
- Proposed Special Registration Rule, for prescribing controlled substances...TBD
- **Center for Connected Health Policy:** site can be used to look up current interstate telehealth and prescribing regulations by state.
 - <https://www.cchpca.org/all-telehealth-policies/>

If Transferring Care...

- What services are available at their school and how to access them?
 - Suggest patient and family research this as soon as they know where they are headed. Check out what services are available. How many appointments are allowed per semester/year?
 - Can their psychiatric needs be managed on campus or are additional community services needed?
 - How and when to set up local medication management or therapy services if needed. (Sooner the better!)

Prescribing Tips.

- If stable, avoid making medication changes over the summer, or the first months of school.
- **Start the new term at the new school on the medication regimen that worked senior year.**
- **Adjust meds only after they have adjusted to the school, completed one term and established a support system.**
- Give 30 day prescriptions, if possible.
 - Easier to monitor compliance.
 - Mail order meds, may require signature
- **May need to adjust ADHD medications to new college schedule and demands.**
- **Universities may have different policies for prescribing stimulant medications.** Be familiar with resources prior to transitioning. Many universities will want copies of any standardized testing before prescribing.

Psychotropic Medication: Review with Patient

- Educate the patient on their medications, such that they can manage their medication safely:
 - **Know all their medications**, doses, schedule, benefits, and adverse effects.
 - AACAP Medication Guides?
 - **How and why to take them as prescribed.**
 - **Not to stop or make changes or take medication other than how prescribed, without first discussing with prescribing provider!!**
 - What happens, and what they should do if they miss a dose, take an extra or lose their medication.
 - **Get a lock box** for medication and valuables.
 - **Diversion** - Giving someone else their prescription medication (or taking someone else's) is illegal, and a felony if it's a controlled medication.
 - **Discuss interactions of medications with recreational drugs and EtOH**
 - **Know their past medication and treatment history.** What medications they took in the past and if there were adverse effects or allergies.

Preparing the Patient for Self-Management of Their Physical and Mental Health

- **Help your patient learn and understand their mental health, medical or academic challenges and treatment needs, and be able to explain it to others when needed**
 - Practice their "elevator talk" with you, their family and current supports
- **Help them to know their health history**, including being able to fill out a health form, including past medications pertinent family history
 - **Make and keep a list (in their phone)** of their diagnoses/conditions, **allergies**, current medications, providers, emergency contacts and contact information in their smartphones, for quick reference.
- **Review how to schedule and take their medications properly, and what to do if they miss a dose**
- **How to read Rx bottles, get refills and pick up medications when at school**
- **Be able to contact providers, make, and keep appointments**
- **Review how and when to contact you, family, and other supports**
- *** Make, review or update a Safety Plan**, including 988 and other emergency resources (at school and elsewhere), and who, how and when to contact.

In\$urance

- **Encourage family to understand their insurance policies before making plans.**
 - Is the university (or contracted service provider) in network.
 - Is there a mental health carve out?
 - Is there an out of network benefit?
 - Explore if the university-offered insurance would provide more comprehensive coverage.

Academic Factors to Consider Before They Go

- **Academic Functioning and Educational Accommodations**
(Presence of 504, IEP and Transitional Planning).
 - What current supports and accommodations are present, will be needed, and will they be available?
- Ability to organize and balance workload.
 - With medical, mental health and self-care needs.
- Ability to self-advocate and work with faculty, advisors independently.

EDUCATIONAL TRANSITIONAL PLANNING

- Transitional Planning **Prior to Graduation.**
 - The **IEP** shall include (A) Appropriate measurable post secondary goals based upon age-appropriate transition assessments related to training/education, employment, and, where appropriate, independent living skills; and (B) the transition services, including courses of study, needed to assist such student in reaching those goals.
 - When appropriate, a student's program should include both instruction (school-based activities) and community experiences (community-based activities).
- **However, IEPs, including Transitional Plans, do not transition to post-secondary school, but may be considered in determining accommodations.**



ACCOMMODATIONS: High School vs College

HIGH SCHOOL	COLLEGE
Structured	Unstructured
The school and parents/caregivers direct disability-related needs	Each student directs their disability-related needs
The school is obliged to meet most student needs	“Reasonable” accommodations are provided
The student’s IEP or 504 plan outlines accommodations	The documentation provided by the student outlines reasonable accommodations
High parent/caregiver involvement	Limited parent/caregiver involvement
Frequent school-to-parent/caregiver communication	Limited/no school-to-parent communication
High teacher involvement and responsibility	High student involvement and responsibility
May provide tutors, attendants, and/or paraprofessionals	Not required to provide tutors, attendants, and paraprofessionals (unless provided for all students)

EDUCATIONAL ACCOMMODATIONS

- The process to obtain accommodations in college changes from the process students may have experienced in high school.
- NO IEPs:
 - Colleges do not fall under the [Individuals with Disabilities Education Act](#).
- If they had an IEP or 504 plan in high school and/or have a diagnosed disability, they may be eligible for accommodations at the college. **However, each college is different.**
- **The student must register as a student with disabilities to get accommodations.** Applying for accommodations happens separately from the college application process.
 - Most universities will require documentation of any prior specialized testing to substantiate a diagnosis applicable to the requested accommodation.
- **When applying for accommodations, student will need to have up to date testing and copies of IEP and 504 and transition plans from high school.**
- It is important that students develop their self-advocacy skills and understand which accommodations best support their learning.

Educational Accommodations - Laws and Rights

IEPs and 504 Plans End with Graduation

- IDEA (Individual with Disabilities and Education Act) End and American's With Disabilities (ADA) definition of disabilities differ
- Each school determines the accommodations on a case-by-case basis
- Students, not parents are responsible for disclosing and requesting accommodations through the school's Disabilities Service Office.

FERPA (Family Educational Rights and Privacy Act)

- Relates to confidentiality relating to educational records.
 - Ownership of switches to youth at age 18. Parent's no longer have access without permission in writing from student.
- **There may be variations in how schools manage the boundary between educational and medical data (such as diagnoses)

HIPAA

- Relates to the confidentiality of medical and mental health record.
- Parents do not have access to this information without a specific release of information from the Student

Special Considerations

Students may benefit from additional support in specific areas such as:

- ADHD
- Learning Disabilities
- Autism Spectrum Disorders
- Eating Disorders
- Substance Mis-use
- ADLs relating to managing a condition
 - Securing medication refills
 - Food allergies
- Gender Identity/Transitions

The good news is that most universities have systems in place to support them!

Common Campus Resources

Medical and Mental Health

- University embedded services
- Contracted through an outside provider
- In-person/Telehealth/Hybrid
- Each service model will have a different fee structure: It is important to know fees and insurance coverage.
 - Services often free of charge with tuition
 - Wellness programs
 - Early intervention
 - Crisis intervention
 - Some universities will bill insurance and related co-pays for clinical services

Common Campus Resources

Academic Supports: Varies by University

- **Academic advising**: Assist students plan and shape their experiences and engage in a broader dialogue to help clarify their academic and personal goals.
- **Learning achievement centers**: may include academic coaching, tutoring (free/fee based), writing assistance, peer assisted learning supports, and workshops specifically designed to support academic success.
- **Centers for Students with Disabilities/Accessibility Centers**: designed to assist students with reasonable accommodations with documented disabilities in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 and their amendments, as well as state law.
- Examples of accommodations include but not limited to:
 - Academic Accommodations: Access to note takers, extended deadlines, exam accommodations, reduced courseloads.
 - Residential accommodations.
 - Campus Access Accommodations.
 - Temporary injuries or conditions.

Accommodation Documentation Requirements:

(The example below is from University of Connecticut, will vary from school to school)

The disability service provider uses documentation to better understand the student's experience of the condition(s), identify impacts in an academic, residential, or dining setting, and make informed decisions to determine reasonable and appropriate accommodations.

Documentation from External or Third Parties should include:

- Documentation from a qualified medical, psychological, or educational professional should provide information on the current impact/limitations of the condition in a postsecondary environment.

Documentation serves three purposes:

1. To establish that a student can be considered a person with a disability, and therefore eligible for protection against discrimination based on disability.
2. To supplement information from the student regarding the impact of the condition.
3. To inform the development of reasonable accommodations and/or academic adjustments

Examples of documentation may include:

- Formal assessments, or reports
- Letters from qualified evaluators or health care providers
- High school documentation (IEP, 504 Plan, Summary of Performance, neuro-psych evals), etc.



Accommodation Documentation Requirements

Additional Considerations

- **Evidence should be current and relevant to the requested accommodations.**
- Reasonable accommodations are determined based on the nature of the condition(s) and resulting impact in the postsecondary environment. A student's program of study and the courses a student is enrolled in will also inform the types of accommodations that are appropriate.
- Prior receipt of accommodations (e.g., in high school or in another University setting) will inform the process of determining appropriate accommodations; however, they do not guarantee receipt of the same accommodations.
- Please note that the documentation you provide may not be sufficient to receive accommodations at other postsecondary institutions, or for certain high stakes assessments (i.e., GRE, LSAT, etc.).
- While the law requires that priority consideration be given to the specific methods requested, it does not imply that a particular accommodation must be granted if it is deemed not reasonable or other suitable methods are available.
- Professionals (e.g., physicians or other medical professionals) conducting assessment, rendering diagnoses of specific conditions, and making recommendations for appropriate accommodations must be qualified to do so.

Examples of other common Campus Resources

- Recovery supports and communities.
- Cultural Centers.
- LGBTQ+ Centers.
- Faith Based Community Centers.
- Sexual Assault Services/Victim Advocacy.
- Title IX supports: Relating to sex-based discrimination in education at universities that receive federal financial assistance.
- Food Pantries.
- Emergency financial assistance programs.

Student Support Services on Campus Resources

Behavior Intervention Teams (BIT) or Campus Assessment Response and Education (CARE): is a multi-disciplinary group that assesses concerns about an individual's threat of violence to self, others or the university community. These teams work to initiate interventions to avert the threat if it exist.

- BIT/CARE Teams are generally comprised of dedicated case managers, mental health professionals, public safety, residential life, dean of students and other student facing departments that warranted, assess, and design warranted, supportive intervention plan.
- **Referrals can be made by anyone concerned about a potential risk** (e.g., faculty, advisors, resident assistants, peers, and even parents). Each university will have instructions for filing reports and their intervention practices.
- Assessment are confidential and protected by FERPA/HIPAA.
- Care managers will review the concern and determine if an outreach to a student is warranted, and a risk assessment completed.
- Students are provided with resources and supported until their individualized needs are addressed.

A String of Pearls

- Help patient to "own their diagnosis" and be able to describe and advocate for their own treatment needs
- Gradually have student take over managing their self-care, prescriptions and manage their appointments
- Patients, providers, caregivers collaborate on the transition to self-advocacy and management starting senior year
- Explore, plan and set up support as much as possible before school starts
- Start the new school with the treatments that worked in the previous year, avoid "fresh start" or summer breaks from treatment
- Avoid medication changes at least 2-3 months prior to and after starting school. (Last semester HS = First Semester College)

A String of Pearls

- Each university has a different process of support students with accommodations.
- Reasonable accommodations are determined based on the nature of the condition(s) and resulting impact in the postsecondary environment.
- The process of establishing accommodations should be initiated while in high school to include prior testing, evaluation and prior accommodations.
- When writing letters requesting accommodation.
 - Letters must be relevant to a specific need and reference how the accommodation with support that need.
 - Accommodation letters must be completed within the scope of the requested accommodation.
- Families/Students would benefit from having earlier assessments available prior to requesting accommodations.

Transition To College Practice Resources for Practitioners

[AACAP Moving Into Adulthood – Resource Center -](https://www.aacap.org/AACAP/Families_Youth/Resource_Centers/AACAP/Families_and_Youth/Resource_Centers/Moving_Into_Adulthood_Resource_Center/Home.aspx)

https://www.aacap.org/AACAP/Families_Youth/Resource_Centers/AACAP/Families_and_Youth/Resource_Centers/Moving_Into_Adulthood_Resource_Center/Home.aspx

- College Readiness Assessment and Plan- (a thorough checklist of skills and goals)
 - https://www.aacap.org/app_themes/aacap/docs/families_and_youth/Readiness_Assessment_Action_Plan_College.pdf
- Medical Care Transition guide
 - [www.gottransition.org](http://www.GotTransition.org)
 - <http://www.GotTransition.org>
 - Comprehensive pediatric to adult healthcare transition resource including readiness assessments.
 - ❖ [Health Care Transition Readiness Assessment for Students](#)
 - <https://gottransition.org/resource/tra-iep-english>
 - also
 - <https://gottransition.org/resource/?hct-family-toolkit>
 - <https://gottransition.org/6ce/?leaving-readiness-assessment-youth>
- Martel A, Derenne J, and Leebens PK (Eds.) 2018. *Promoting Safe and Effective Transitions to College Mental Health Services: A Case Based Guide to Best Practices*. Springer Nature.
- <https://childmind.org/topics/teens-young-adults/#College>
 - Several resources and pamphlets for patients, families and practitioners

Transition to College

Some Resources for Families

- **AACAP Facts for Families & Resource Guides:** <https://www.aacap.org/> >Families and Youth Tab>Facts for Families. (Many pamphlets for parents and patients)
- **Starting College With A Psychiatric Illness** https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Starting-College-with-a-Psychiatric-Illness-115.aspx
 - [Transitioning from High School to College with a Psychiatric Illness. tranhttps://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Transitioning-From-High-School-to-College-With-A-Psychiatric-Illness-Preparation-114.aspx](https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Transitioning-From-High-School-to-College-With-A-Psychiatric-Illness-Preparation-114.aspx)
 - College Students with ADHD
- **Child Mind** <https://childmind.org/topics/college/>
 - Several Guides on Preparing for and going to college with mental health issues.
- **Autism Self Advocacy Network**, <https://autisticadvocacy.org>
- **Autism Speaks:** www.autismspeaks.org
 - <https://www.autismspeaks.org/tool-kit/transition-tool-kit>
- **PACER: National Parent Center on Transition and Employment**
 - <https://www.pacer.org/transition>
- **Set To Go. Preparing For Life After High School.** Jed Foundation Resource Center (Other mental health and college life in resource section)
 - <https://jedfoundation.org/preparing-for-life-after-high-school/>
- **Center for Connected Health Policy Finding Tool: Tool to look up federal and state telehealth and prescribing policies**
 - <https://www.cchpca.org/all-telehealth-policies/>
- **Got Transition-** Guides for Youth and Caregivers about healthcare transition
<https://www.gottransition.org/resource/?hct-and-college-years>

Books & Guides

- **Navigating College: A Handbook for Self Advocacy for Autistic Adults** By Autistic Adults, The Autistic Press, 2013
- **Taking Flight: The Guide for College for Diverse Learners and Non-Traditional Learners.** Perry LaRoque, PhD. Morgan James Publishing, 2020
- **Finding Your way: A College Guide for Students on the Spectrum**
 - <https://researchautism.org/product/finding-your-way-a-college-guide-for-students>



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Call us with any questions, need for resources, assistance with referrals

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