

They Made It to Campus. Are They Actually Ready for Life There?

10 Signs Your Students Are Missing Critical Life and Executive Function Skills.

Your students worked hard to get here. They passed all the classes, did the applications, and showed up on campus. But college doesn't just require academic readiness—it demands a whole set of life skills: managing time and money, navigating relationships and housing, using accommodations, and handling basic “adulting” without constant reminders.

For many neurodivergent and “bright but overwhelmed” students, this is where things quietly fall apart.

Check the boxes that sound familiar.

Your students may be underprepared if...

- ☐ They miss deadlines, appointments, or key dates (advising, financial aid, housing) because there's no external structure keeping them on track.
- ☐ They can't reliably keep up with basic adult tasks like laundry, cleaning, or managing their meal plan/ groceries.
- ☐ They miss deadlines consistently but never reach out to a professor or advisor beforehand.
- ☐ They struggle to initiate contact with campus support staff, roommates, or professors until there is a crisis.
- ☐ They're overwhelmed by unstructured time — no bells, no parent reminders, no one telling them what to do next.
- ☐ They don't know how to ask for help early, so problems show up as probation, withdrawals, or quiet disappearances.
- ☐ They registered for accommodations but they don't actually use them or can't explain what they need.
- ☐ They are aware of campus resources — tutoring, counseling, disability services — but consistently fail to access them.
- ☐ They're swiping cards and Door Dashing with no real sense of a budget, then panicking when funds are low.
- ☐ They withdraw or transfer without ever asking for help.

This Isn't a Motivation Problem

If you checked 3 or more boxes, your students aren't failing because they don't care or don't belong here. They're failing because no one taught them how manage life, learning, and independence in an unstructured environment.

Executive function and life skills—time management, organization, budgeting, self-advocacy, emotional regulation, independent living— are teachable. They just weren't taught.

Your campus doesn't have a retention problem. It has a preparation gap — and that's fixable.

Introducing Life 101

Life 101 is a 12-lesson post-secondary life readiness curriculum built specifically for neurodivergent and “bright but overwhelmed” students. It bridges the gap between high school supports and full college independence, covering:

- ☐ Time, task, and schedule management in a no-bells environment.
- ☐ Organization systems for dorm, backpack, devices, and digital life.
- ☐ Core “adulting” skills: bills, banking basics, forms, and everyday responsibilities.
- ☐ Budgeting, money decisions, and managing meal plans/ groceries
- ☐ Communication skills for emailing professors, talking with staff, and navigating group work
- ☐ Self-advocacy: understanding rights, requesting accommodations, and following through.
- ☐ Coping skills, stress management, and emotional regulation away from home.
- ☐ Roommate and relationship skills: boundaries, conflict, and safety.
- ☐ Health and safety basic for campus living.
- ☐ Step-by-step planning for “what’s next”- from semesters to life after graduation.

Designed to integrate into orientation, disability services programming, first-year experience courses, or transition workshops. Can be delivered by campus staff or facilitated directly by Amitié coaching.

Let's talk about bringing Life 101 to your campus.

Book a discovery call at amitiécoaching.com