Preparing for College *together*

A worksheet for young adults and families to discuss needs, feelings, and practical agreements before the move.

YOUNG ADULT _____ FAMILY MEMBERS _____ DATE _____

How to use it

1. Complete your sections separately.
2. Compare answers in a calm conversation.
3. Revisit the agreements after the first few weeks.

PART ONE

Young adult reflection

What I need and what I am feeling

What feels exciting about leaving for college? What feels sad, stressful, uncertain, or complicated?

When I am having a hard day, what helps me feel supported? What tends to make it harder?

What do I want more of in my life this year? What do I want to learn about myself?

Social life

What kind of connection do I crave: close friends, casual company, community, quiet time, or something else?

What first steps could help me build that life (clubs, invitations, routines, familiar places)?

Everyday life and weather

What weather, wardrobe, sleep, food, health, transportation, or money needs should I plan for?

Education and free time

How do I learn best? What academic help might I seek, and how will I know I need it?

How do I want to spend free time when I have energy? What is a gentle option when I do not?

Self care and moving forward

What small daily or weekly routines help me feel steady? What is my plan for the first two weeks?

What decisions do I want to make independently, and where would I welcome family input?

Three things I want my family to understand as I begin this chapter:

1

2

3

PART TWO

Family reflection and protocols *our plan*

Each person can answer before discussing. Aim for agreements that respect the student's growing independence and make support easy to ask for.

Family patterns and feelings

What patterns show up in our family when someone is anxious, needs help, or wants more independence?

What feelings does this transition bring up for each of us? How can we speak about them without placing responsibility on one person?

Communication and healthy support

How often would we like to check in, and by what method? When is a good time to revisit that rhythm?

When the student shares a problem, should family listen, offer advice, or help solve it? How will we ask first?

What privacy and boundaries matter around location sharing, grades, friends, visits, and response times?

Physical and emotional safety: if this, then what

If the student feels unsafe or has an urgent health concern, what immediate steps and local campus resources will they use?

If the student feels emotionally overwhelmed or isolated, what coping steps, campus supports, and trusted people can they contact?

If family cannot reach the student and is concerned, how long will they wait, whom will they contact, and what warrants an urgent response?

Practical agreements

What have we agreed about money, travel home, weather supplies, academic support, and seeking care?

What is still undecided? Who will take the next step, and when will we review our agreements?