



Preparing students with intellectual disability for college: Recommendations for educators and families

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Disability prevents students with ID
from accessing higher education



Student access to
higher education is
impacted by

Family Expectations



Family Expectations
are influenced by professional



All of which are influenced by their past experiences



Which usually is not higher education



So where do students end up?



Sheltered workshops



Not independent



Unemployed



The POWER of EXPECTATIONS



Parent expectations about graduating with a diploma (LD), getting a paid job, and/or attending PSE was associated with student outcomes reflecting those expectations.

- Doren, Gau, Lindstrom (2012). The relationship between parent expectations and postschool outcomes of adolescents with disabilities, *Exceptional Children*, 79, 7-23.



Impact on Postsecondary Education

Youth with IDD whose parents expected they would be employed **were 28 times** more likely to have enrolled in postsecondary education after leaving high school than youth whose parents did not expect employment (Papay, 2011).



What do you believe?





Do you BELIEVE your
students can go to
college?



Your beliefs and expectations
have a *greater* impact on a
student going to college than
that student's skills or
disability



What is our current level of knowledge?

- Do we know current college options for students with ID?
- Do we share it with parents/students in a meaningful way?
- Are ALL students and families included in college search and preparation activities?
- Do ALL students with disability get access to the HS counselor?



Who gets what information?

Transition Fair

- Community Rehabilitation Providers
- Employment Supports
- Social service agencies
- Vocational Rehabilitation
- Special education staff
- Transition Staff

College Fair

- Community colleges
- Universities
- Career and technical colleges
- Certificate programs
- For profit universities
- Online colleges
- Financial Aid info Sessions



Goals for learning in college

- Acclimation and exposure-how to navigate adult learning
- Content/Interest-interested in art history, computers, theater and want to know more
- Applied content- I want to become a certified vet tech and need to pass this class



Explore local options

- Sign up for a evening or weekend class in your community
- Topic of INTEREST -Not Academic
- Local, low cost, low risk
- Identify
 - instructional setting preferences
 - Learning and behavioral support needs
 - Time management issues
 - Assess motivation and future interest



Ensure College is evident in IEP

Measurable postsecondary goal: Education and training

After graduation, Juan will attend a college or university to pursue education in support of his chosen career path.

IEP goals

Using online resources, Juan will identify a minimum of 3 potential careers that match his interests and strengths, and will be able to state the educational requirements for those careers.

Transition services and activities

- Self-advocacy skills instruction
- Research and visit colleges and universities that have programs in areas that match potential careers
- Attend college fair
- Participate in extra-curricular activities
- Provide information on financial support for college
- Make a plan for paying for college





Good Day Plan

Name:

Today's Date:

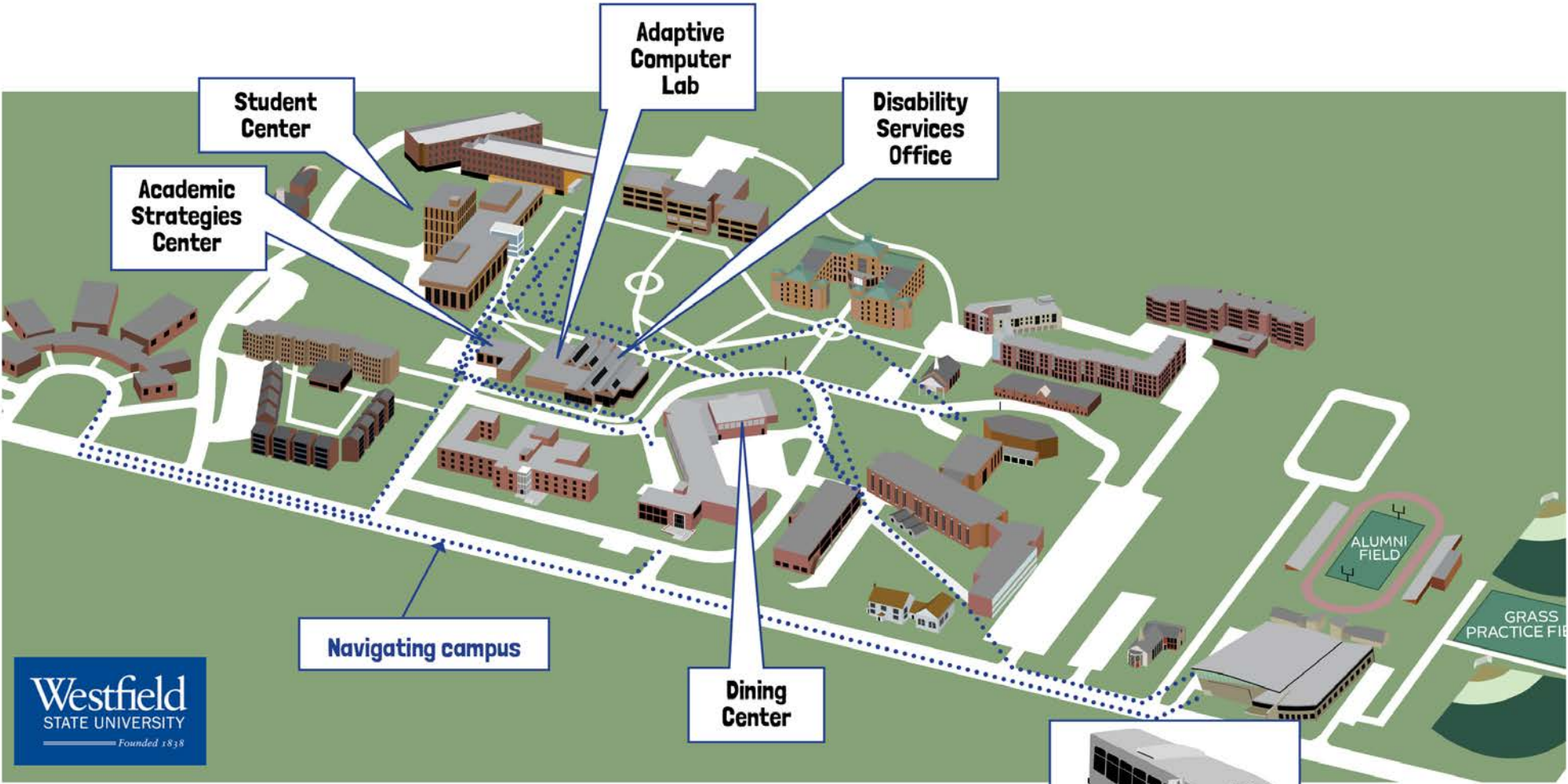
Good Day	Now	Action	Support
<p>What happens on a Good Day?</p>	<p>Does it happen now?</p>	<p>What needs to happen to make it a Good Day?</p>	<p>Who can help me?</p>
<p>What do I need to Do to have a good day?</p> <p>What are my strengths?</p> <p>What makes me happy?</p> <p>What things are always present on good days?</p>	<p>Am I getting what I need during the day?</p> <p>If yes, GREAT! Keep it up</p> <p>If not, move to next column to think of options and alternatives</p>	<p>What do I need to make this happen?</p> <p>What strategies should I create?</p> <p>What goals should I set for myself?</p> <p>What do others do to make this happen?</p> <p>Is there a reasonable alternative?</p>	<p>What people can help me have a good day?</p> <p>What people do I need in order to increase the chance of good things happening?</p> <p>Who is my network of support?</p> <p>Can I be the support person for this?</p>

Resource provided by I'm Determined, a state-directed project funded by the Virginia Department of Education. © 2006–2018 I'm Determined. All rights reserved. Last updated 01/2018

<https://www.imdetermined.org/quick-links/good-day-plan/>



College Campus



Westfield
STATE UNIVERSITY
Founded 1838

Getting to and from college



College Campus Participation

College expectation	Secondary preparation
Getting to and from college	Early use of alternative public transport; apply for ADA/regional transit options. Build opportunities to plan travel to/from school
Navigating the campus	Build in opportunities to move about independently- increase duration, locations, time limits
Student Center	Create opportunities for students to plan their free time (e.g., meet friends, buy beverage/snack, managing campus card)
Disability Services	Review IEP for successful learning accommodation strategies/ self-identify disability
Academic Strategies Center/Adaptive Computer Lab	Build in opportunities to use accommodations rather than modifications/ review technology used in IHEs
Dining Center	Encourage students to buy lunch/ consider healthy choices/ socializing

The Importance of Smart Phones



ALL students need to know how to:

- Make a phone call
- Charge their phone
- Add a contact
- Make a note
- Get directions to walk somewhere
- Use a search engine to answer a question
- Set up a calendar
- Create deadlines and reminders
- Create favorite contacts
- Send a text
- Send a picture



Accessibility features on phones

Mobile devices, such as smartphones and tablets, contain multiple built-in features that are useful to students. These features can generally be accessed utilizing the “Settings” menu.

- text-to-speech transcription
- dictation
- large typeface settings
- captioning
- motion reduction tools
- voice memos



What can teachers do

- provide opportunities for responsible use of mobile devices in the classroom.
- encourage use of reminder apps that send text messages about assignment due dates,
- help students review course content for upcoming exams using apps
- help students record class lectures and retrieve and use recordings for notes or studying

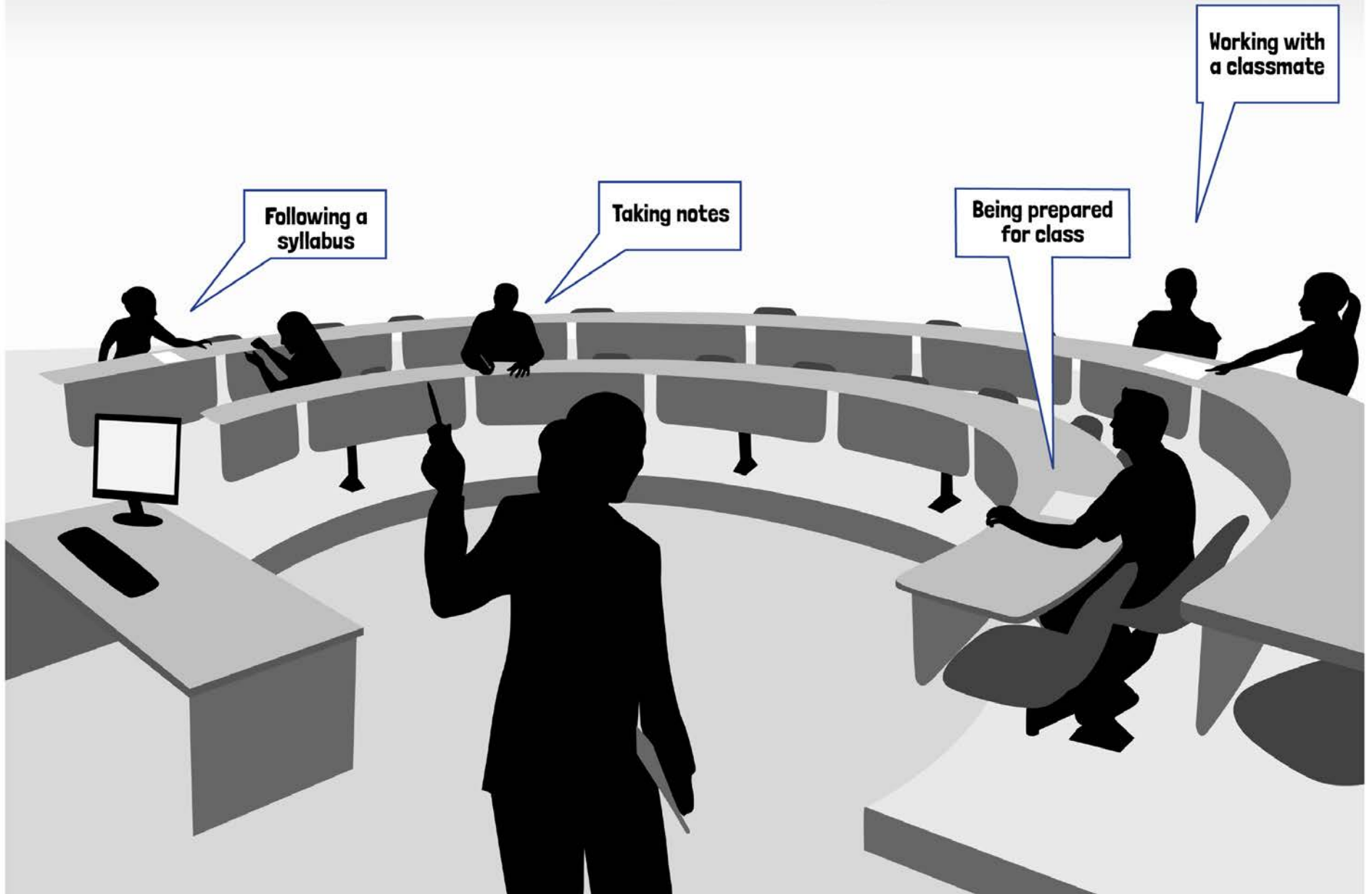


What parents can do

- Ask students to practice texting them or siblings when not together
- Practice using apps in daily life (find a restaurant for dinner, check the weather, see what movies are playing)
- Review contacts to ensure up to date
- Navigate to local places using GPS apps



Academics



Academic preparation

College expectation	Secondary preparation
Communicating with instructor	Discussing accommodations with teachers; discussing support; communication with teacher (e.g., absence, running late, set up meeting)
Following a syllabus	Reading and following a high school syllabus
Being prepared for class	Following checklist to complete prep: readings, notes, anticipated topics for discussion
Taking notes	Practice using Smartpen (e.g., Livescribe), following and summarizing class discussions
Working with a classmate	Complete class projects with a partner; work in groups
Using learning management system (e.g. Blackboard, eLearning, PLATO)	Practice navigating with free tool such as Schoology



Sample syllabus review

Syllabus section	Reviewed
Course name	
Course information- days and time	
Instructor's contact information	
Office hours (to meet with instructor)	
Required and optional texts	
Course requirements- readings and assignments	
Course description	
Course schedule – topics for each class	
Grading and evaluation	
Disability statement	
Academic honesty	



Managing academic responsibilities

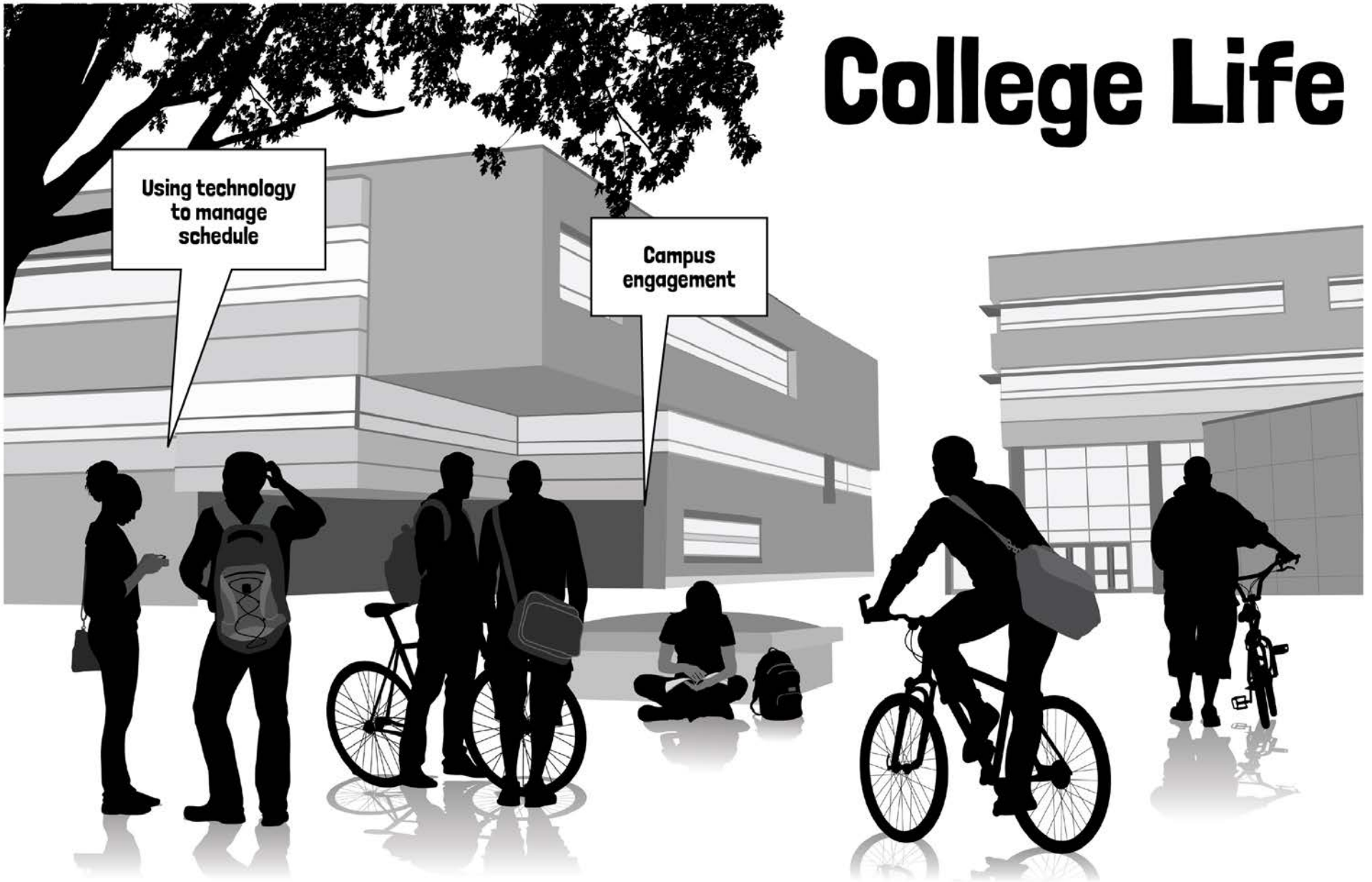
- Break long-term assignments into short term goals
- Maintain a weekly study schedule
- Modify the schedule as needed
- Identify strategies for advocating for assistance when a challenging academic situation arises



College Life

Using technology
to manage
schedule

Campus
engagement




College Life Participation

College expectation	Secondary preparation
Using technology to manage schedule	Build in opportunities for students to develop their own weekly schedule, make and record appts
Campus engagement: fitness center	Support students to build in fitness and sports as preferred and with a partner
Campus engagement: clubs	Support students to explore interests in high school or community clubs
Campus engagement: socializing/campus events	Assist students to engage in inclusive social activities in and out of school



Think College Innovation Exchange on college-based transition services

[Home](#) [Family Resources](#) [Technical Assistance](#) [Training](#) [Resources](#) [About](#) [TPSID](#)

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College-Based Transition Services

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- [Join the Conversation](#)
- [Frequently Asked Questions](#)
- [News & Features](#)

FEATURED RESOURCES

- NEW** [Administrators Can Think College webinar resources](#)
- NEW** [Clarifying the Roles & Responsibilities of College-Based Transition Services](#)
- [Think College Transition: Final Evaluation Report](#)
- [Think College Transition: Developing Effective College-Based Transition Services webinar](#)
- [Pulling it All Together! Developing Student-centered IEP Goals Based on College ... webinar](#)
- [Getting Accommodations to Succeed at College](#)

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last »

[View more](#)


College-based transition services (CBTS), also know as dual enrollment or concurrent enrollment, provides students with intellectual disability during their final two to three years of secondary education access to college courses, internships, and employment, as well as access to other campus activities.

When designed well, these experiences enable students to participate in career planning with a person-centered planning approach, enroll in college classes for educational and personal enrichment, engage in social activities alongside their college peers, and participate in community-based, paid work experiences that align with their employment goals.

Developing CBTS opportunities takes a commitment from K-12 school systems and college partners. This means understanding the roles of each stakeholder group, sharing the responsibility of communicating the partnership to key educational personnel, and determining what policies and practices need to be developed or enhanced to create this new model for inclusive college-career options.


Among the tasks that school-college partnerships assume are establishing a memorandum of agreement that articulates the roles and responsibilities of each member, developing a timeline for college preparation and enrollment, designing individualized student schedules, and accessing college and community resources.

NEWS & FEATURES




Special Topics Course: College-Based Transition Services Policy and Practice
For more info: <https://tinyurl.com/y5tovlmy>

First of its kind: Special Topics Course on College-Based Transition Services
Think College and the Transition Leadership Program at the Institute for Community Inclusion at the University of Massachusetts Boston are excited to announce a new special topics course for transi ...Read more



Creating New Pathways to College for Transitioning Youth
Many high school students with intellectual disability (ID), aged 18-22, are accessing college experiences via their transition services. ...Read more



Student Support for College Success: Grab and Go Practices Series
For educational coaches, training is often hard to schedule in their very busy calendars. ...Read more

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FREQUENTLY ASKED QUESTIONS

- ▶ [What are college-based transition services for students with intellectual disability \(ID\)?](#)
- ▶ [What's an example of a CBTS schedule?](#)



Think College Family Resources

Family Resources



As the parent or family member of a young adult with intellectual disability, you may have heard a bit about Think College or seen videos or articles describing how students with Down syndrome and other intellectual disabilities are attending colleges and universities all over the United States.

We put this page together to respond to the most frequently asked questions that families have about college options. [Let us know](#) if you have more questions after reviewing these resources.



Is College Possible?

These resources illustrate students with ID accessing college.

- Read some [Think College Stories](#) that share the perspectives of successful college students with intellectual disability.
- Share info about college options for students with ID with teachers, parents and students with our [We Can](#) series.
- This [Think College Learn module](#) shares resources and videos that help families and students learn more about college options.



How to Prepare

Students in middle school and high school can be working on preparing for college!

- [Suggested IEP Goals](#) that help students get ready for college
- [Suggestions for Parents](#) to help students prepare for college
- [Twenty Powerful Strategies to prepare for college](#)
- Use this [Foundation Skills for College and Career Learning Plan](#) to help your son or daughter to prepare for college.



How to Apply

When students are applying to attend a college program for students with ID, there is typically a different admissions process than the one used by degree-seeking students.

Unlike students who are applying to college through the standard admissions process, students will **NOT** need a regular high school diploma or SAT or ACT scores. They **WILL** need documentation of disability and support needs. Check the website of programs you are interested in to learn more about specific requirements.



Can I afford it?

College is expensive, and paying for it is never easy. The good news is that students with intellectual disability can be eligible for financial aid even if they don't have a HS diploma. Students can also now save for college through the use of an ABLÉ account. Others may get support from a community agency such as Vocational Rehabilitation, or receive scholarships to help cover costs.

Learn more about these and other strategies to pay for college on our [Paying for College](#) page.



How do we find the right college?

- Review program details in the [College Search](#) listings.
- Once you have a list of possibilities, contact the program to ask questions/schedule a campus visit.
- Use our [How To Guide on Conducting a College Search](#) and this [Self-Advocates Guide to Selecting a College](#) to learn more about programs you are interested in.
- [Contact us](#) if you need more information or help deciding on the best fit.



Differences Between High School and College

The transition to college is a big one – here are some resources to help understand the most important differences.

- [Supports for Students with Disabilities: High School vs. College](#)
- [Understanding Family Educational Rights and Privacy Act for College Students](#)
- [Transitioning to College: Tips for Parents \[PDF\]](#)
- [Parents Discuss the Differences between HS and College \[video\]](#)



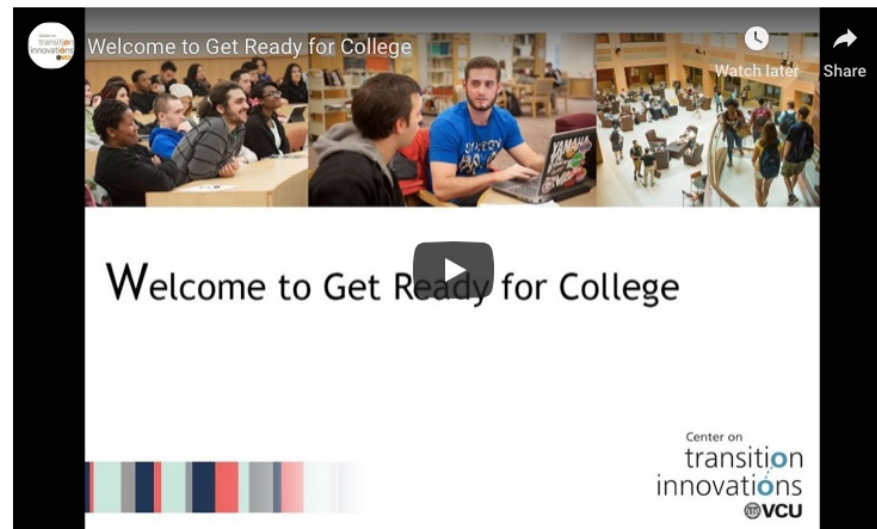
Get Ready for College



GET READY FOR COLLEGE
Center on
transition
innovations
VCU

- ▼ Introduction
 - ▶ Introduction Video
 - ▶ Directions
 - ▶ Portfolio Assignment: Pre-Test
- ▶ Lesson 1: The Differences between High School and College
- ▶ Lesson 2: Postsecondary Education and Training
- ▶ Lesson 3: Knowing Myself
- ▶ Lesson 4: Goal Setting and Action Planning
- ▶ Lesson 5: Applying and Paying for College
- ▶ Lesson 6: Selecting a College
- ▶ Lesson 7: Disability Support Services in College
- ▶ Lesson 8: Exploring Technology
- ▶ Conclusion

Introduction Video



Transcript

- <https://centerontransition.org/training/getready.cfm>

Free series of online lessons, each focusing on a different aspect in the college preparation, selection, and disability services process



Foundational Skills for College and Career Learning Plan





SAMPLE FOUNDATIONAL SKILLS FOR COLLEGE AND CAREER LEARNING PLAN

Name: _____ Advisor Name: _____

Coach/Mentor Name: _____ Start Date: _____

SECTION 1: SPECIFIC COLLEGE AND CAREER SKILLS

Instructions: Review the College and Career Skills that you want to focus on this semester, concentrating on skill areas that relate to your specific course of study and academic or career goals. With the assistance of a coach, mentor, advisor, select at least 2 goals that you want to work on this semester. You may also add an additional skill.

Academic and Career Habits

	Skill	Characteristics
	Attendance and punctuality	Maintains current course and work schedules Gets to class and work on time
	Use of resources	Is aware of college supports (e.g., counseling, career, library) Uses tutoring, coaching, mentoring, disability services as needed
	Communication	Communicates clearly and can make others understand their meaning Checks for understanding such as asking clarifying questions Communicates with college faculty, supervisors, co-workers, residence hall staff, peers and classmates. When engaged in class or a conversation, talks on topic. Initiates greetings and conversations with peers and classmates.
	Quality of work	Plans ahead to manage assignments Takes or knows how to get class notes Organizes class or work materials Maintains good study and work habits such as completing assignments, and asking for help if needed
	Acceptance of direction and constructive criticism	Responds to valid requests. Listens to and evaluates feedback from peers, instructors, coaches, co-workers, and supervisors Changes behavior as a result of assessments or feedback, if necessary Accepts (OR understands) work performance assessments
	Technological know-how	Follows email etiquette Uses office software (e.g., word processing, spreadsheets, slideshows) Uses cell phone to make calls, text and/or leave messages, as appropriate. Uses mobile device to manage and monitor course schedule, assignments and social activities Maintains social media accounts responsibly Uses on-campus learning management systems

SECTION 1: Skill Identification

SECTION 2: College & Career Characteristics Goal Setting

SECTION 3: Progress and Performance Review



Student Resource Guide



STUDENT COLLEGE RESOURCE GUIDE

Thinking about college can be overwhelming. There are so many decisions and so many options. It can feel like the biggest decision of your life. But it's really just a lot of little choices. This student guide pulls together some information that we hope will help. Remember, you have to do what's right for you. Trust yourself!!

Here's what's inside:

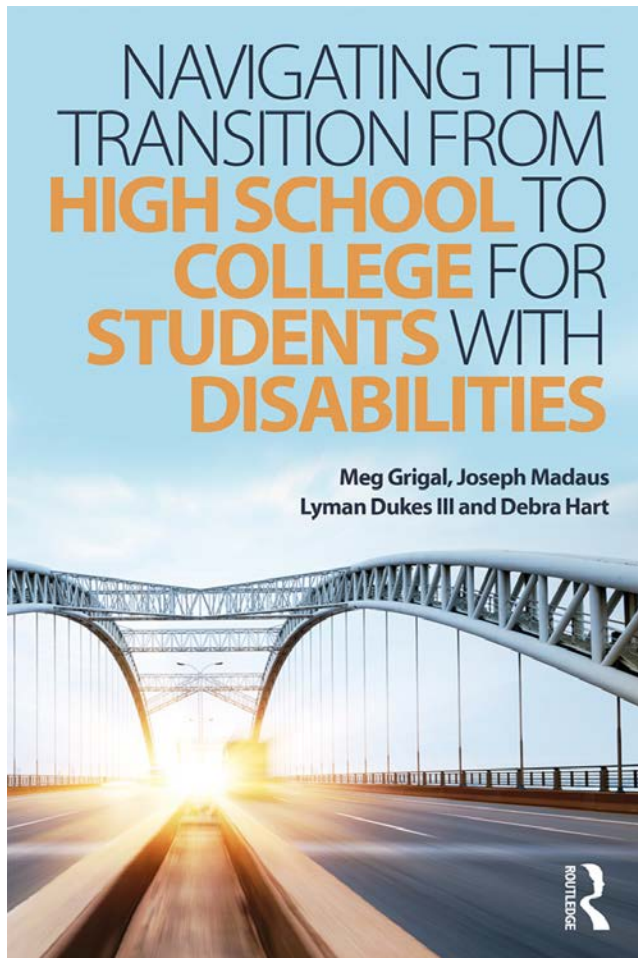
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FREE

<https://thinkcollege.net/sites/default/files/files/resources/FinalStudentResourceGuide.pdf>



For more information on transitioning to college for students with disabilities



Facebook:

Transition to College for
Student with Disabilities

<https://www.routledge.com/>



Expect that students with intellectual disability will:

- Learn after they leave high school
- Have some non-traditional college goals
- Be dissatisfied when they have a crummy job
- Grow and change in their desires and skills
- Believe what you say about their potential



The Ultimate College Outcomes

- Being a consumer of your education instead of a passive recipient
- Viewing the acquisition of knowledge as a desirable experience
- Connecting learning to real outcomes





ThinkCollege

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