



Research on Postsecondary Education for Students with Intellectual Disability: Current Status and Future Directions

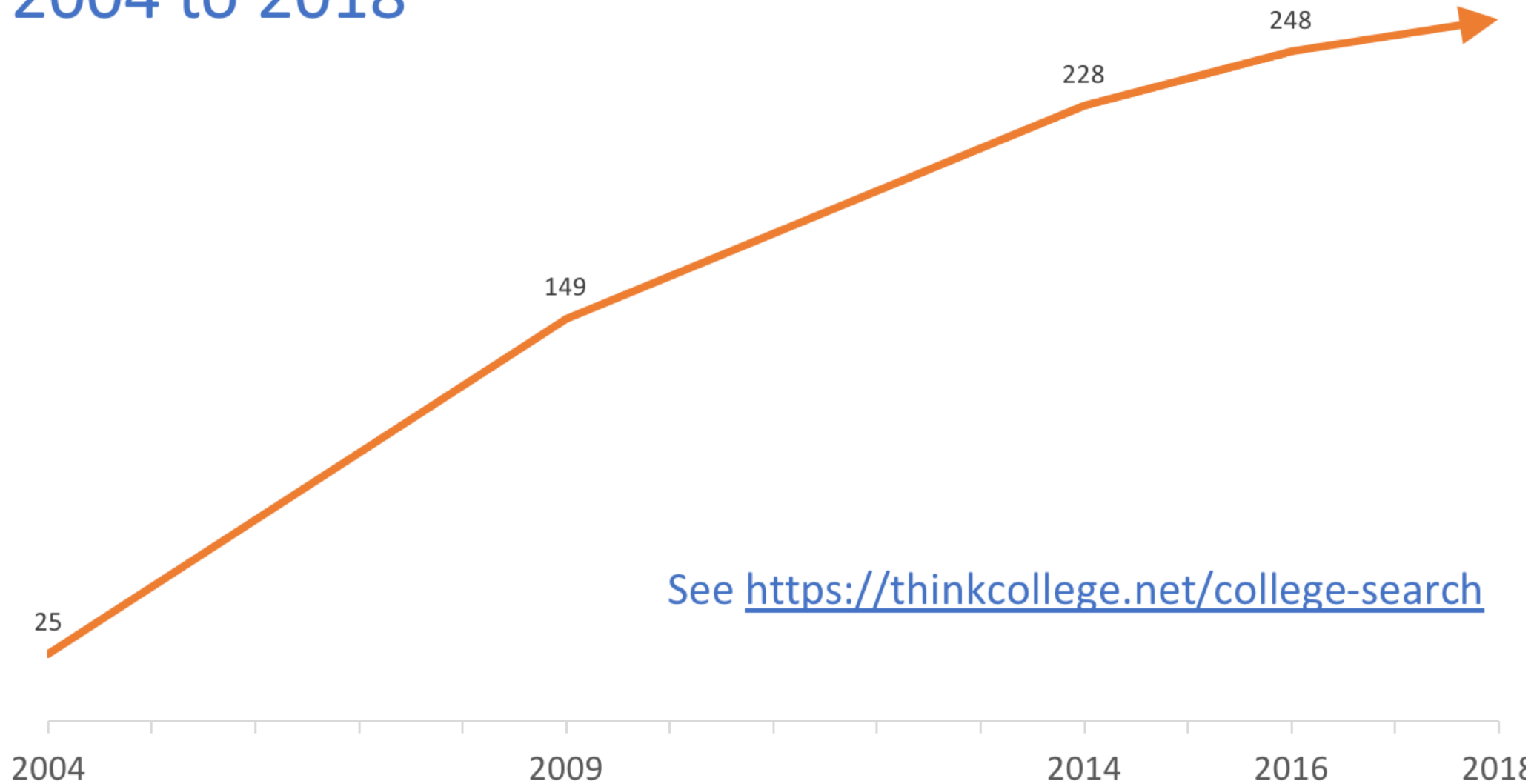
Clare Papay and Meg Grigal



NATIONAL COORDINATING CENTER

Higher education programs for students with intellectual disability in the U.S. 2004 to 2018

260



See <https://thinkcollege.net/college-search>



Creates the Comprehensive Transition Program

Provides access to Federal Financial Aid

Provides funding for model demonstration projects and a coordinating center

Requires development of model accreditation standards

Requires collection of program level and student level data

**Higher
Education
Opportunity
Act, 2008**

Since **2010**

TPSID PROGRAMS HAVE EDUCATED

3,350 STUDENTS

ON

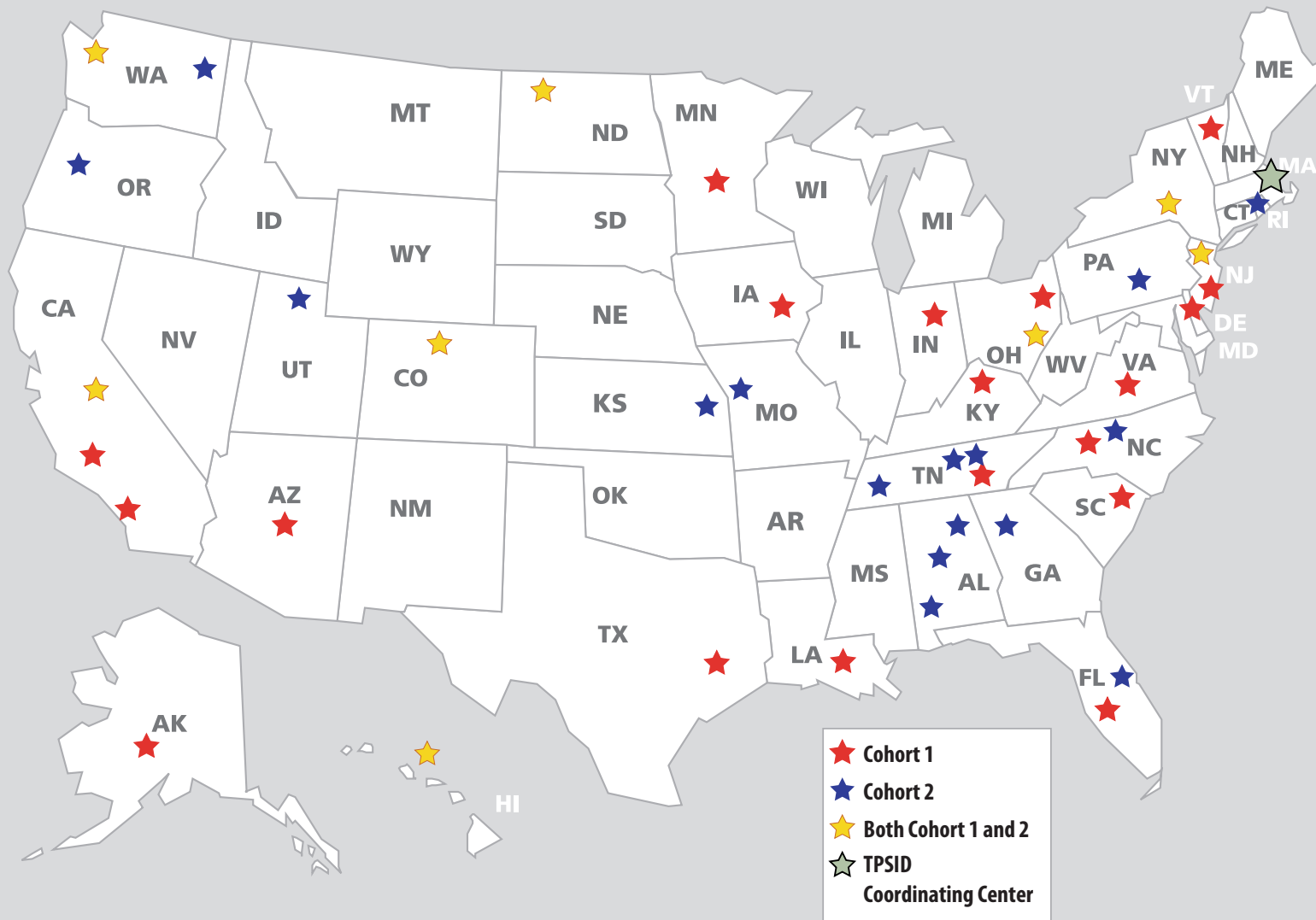
88 CAMPUSES

IN

31 STATES



TPSID 2010-2020 GRANTEES



TPSID Cohort 1 & 2 Trend Data (2010-2016)

Changing Expectations. Increasing Opportunities.



Positive Impact of TPSIDs

- General public awareness
- Engagement with new institutions of higher education
- Generation of new state policies, funding, legislation
- Data verifying that students with ID *can* go to college



1998

Few programs

Low demand for higher education

No legislative support

No funding

Little research

No data

2018

Federal Legislation

269 IHE programs

Close to 100 TPSID sites

\$40+ million in funding

Focus on outcomes

Data on 3350+ students

Growing research base

Previous literature reviews

on postsecondary education for students with intellectual disability (PSEID)

Neubert, Moon,
Grigal, and Redd
(2001)

- 1966 to 2000
- Peer-reviewed literature
- 23 articles specific to the U.S.

Thoma, Lakin,
Carlson, Domzal,
Austin, and Boyd
(2011)


- 2001 to 2010
- Peer-reviewed literature and dissertations
- 24 articles specific to the U.S.



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.





Increase in
postsecondary
education (PSE)
options for
students with
intellectual
disability (ID)

Increase in
opportunity to
gather data on
student
experiences and
program outcomes

PASS Taxonomy

Postsecondary Access and Student Success (PASS)
taxonomy for PSE and students with disabilities
(Dukes, Madaus, Faggella-Luby, Lombardi, & Gelbar, 2017)

- A tool for organizing and examining the extant and future literature base on postsecondary level students with disabilities.
- Four domains:
 - Student-Focused Support
 - Program and Institutional-Focused Support
 - Faculty and Staff-Focused Support
 - Concept and Systems Development



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Terminology

- PSEID
 - Postsecondary education for students with intellectual disability (SWID)
- PSED
 - Postsecondary education for students with disabilities



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Purpose of review

Describe

- peer-reviewed literature on PSEID from 2010 to 2016

Determine

- the impact of federal funding via the TPSID and other programs on peer-reviewed literature on PSEID.

Compare

- the domains and methodologies used in peer-reviewed literature on PSEID with those in literature on PSED using the PASS taxonomy



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Inclusion criteria

1. Published in a peer-reviewed journal between 2010 and 2016,
2. Focus on students with ID or ID plus other disabilities, and
3. Focus on higher education or dual enrollment*

*a practice used to support high school students with intellectual disability typically between the ages of 18-22 to access college as a transition experience during their final years of special education services.

Exclusion criteria

1. Published prior to 2010 or after 2016,
2. Published in a format other than a peer-reviewed journal, for example dissertations, books or book chapters, or other non-peer-reviewed source,
3. Conducted an intervention study with college SWID as a convenient sample but did not focus on any aspect specific to including SWID in PSE,
4. Descriptive article that mentioned PSE for SWID but these students were not a primary focus of the article, or
5. Conducted an analysis of secondary data with results that included PSEID but SWID were not a primary focus of the analysis.

Method

- 60 articles
- Pilot coding of 5 articles to develop form
- All articles coded by first author
- Second author coded 30% for interrater agreement
- Articles coded on 40+ variables
- Coding: Google Form
- Analysis: Microsoft Excel



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Purpose 1:
Description of
Articles

| Journal | n | % |
|--|----------|----------|
| Journal of Postsecondary Education and Disability | 11 | 18.3% |
| Journal of Policy and Practice in Intellectual Disabilities | 7 | 11.7% |
| Journal of Vocational Rehabilitation | 5 | 8.3% |
| Inclusion | 4 | 6.7% |
| Education and Training in Autism and Developmental Disabilities | 3 | 5.0% |
| Focus on Autism and Other Developmental Disabilities | 2 | 3.3% |
| Career Development for Exceptional Individuals | 2 | 3.3% |
| Teaching Exceptional Children | 2 | 3.3% |
| Remedial and Special Education | 2 | 3.3% |
| Journal of Intellectual Disabilities | 2 | 3.3% |
| Intellectual and Developmental Disabilities | 2 | 3.3% |
| Journal of Autism and Developmental Disorders | 2 | 3.3% |
| Other^a | 16 | 26.7% |

Finding a “home” for PSEID research

- Articles distributed across 28 journals
- Mostly disability or special education-focused journals
- Quandary of specialization
- Need for greater attention in higher education literature

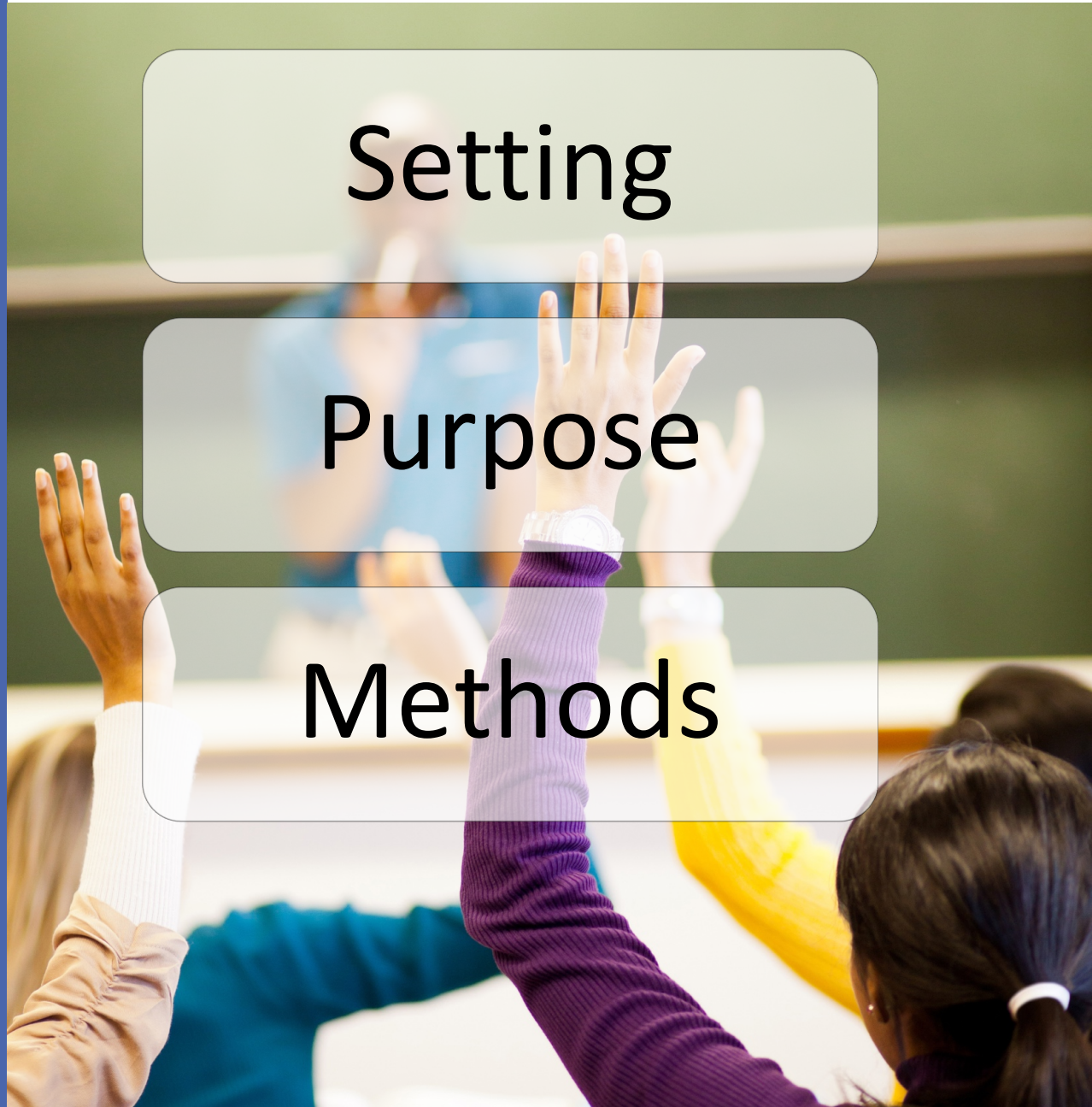


Description
of articles

Setting

Purpose

Methods





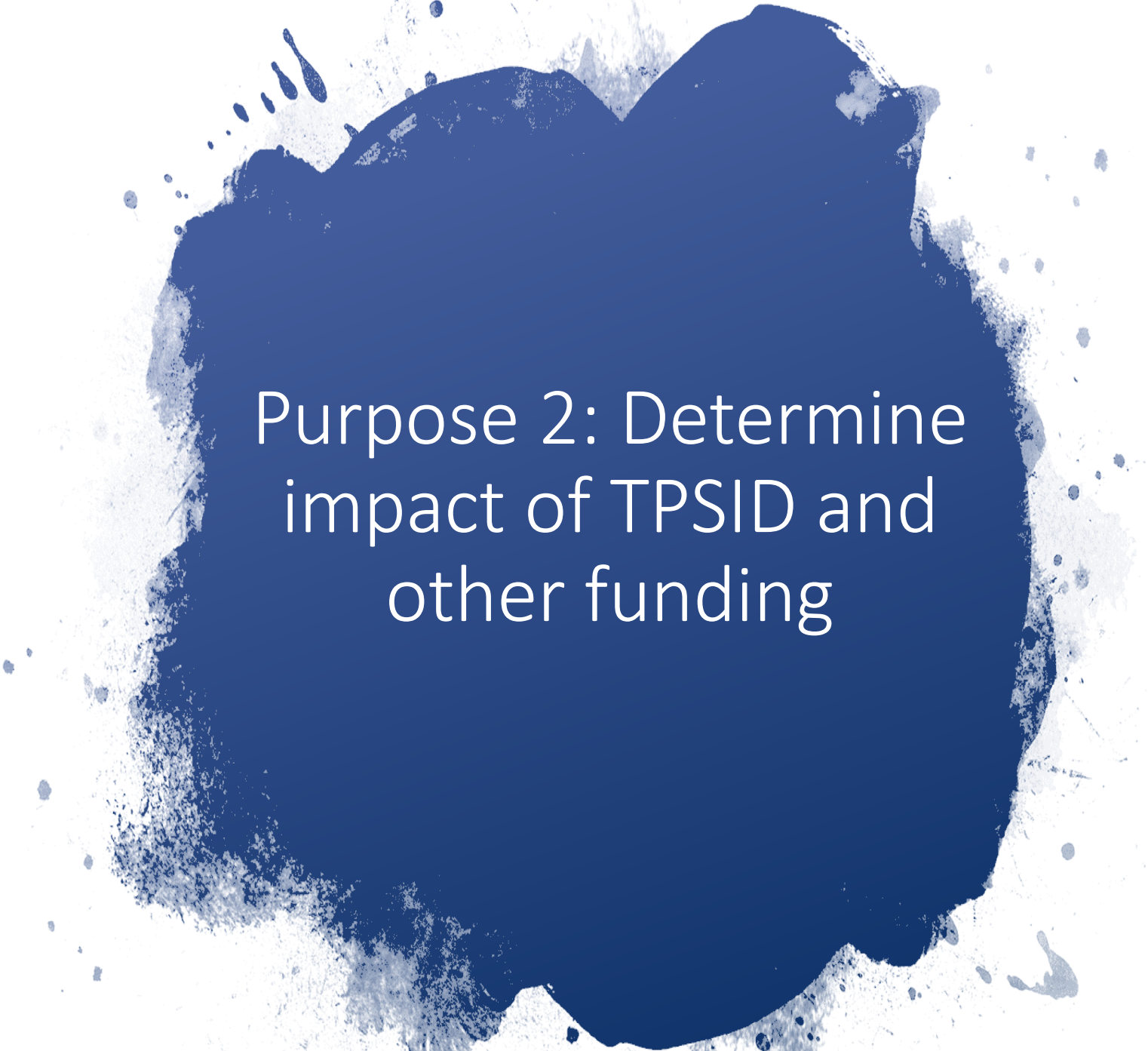
Improve
descriptions
of context

- We suggest, at a minimum, program descriptions contain:
 - type and location of institution,
 - name of program (unless anonymity is a concern),
 - length of program,
 - type of students served, and
 - basic program components (i.e., the presence or absence of inclusive classes, specialized classes, employment opportunities, housing, and credential).

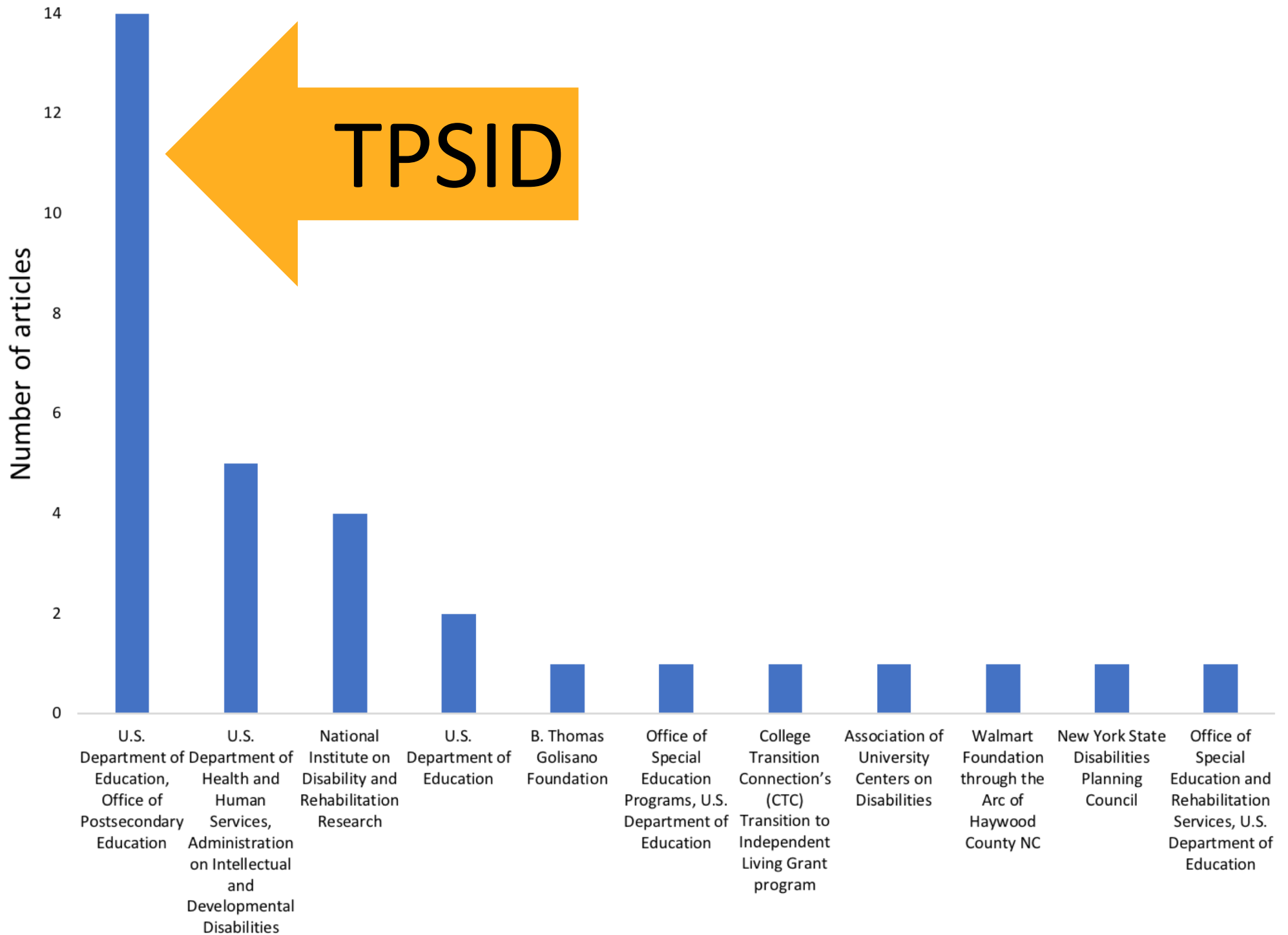


Improve descriptions of students

- Disabilities of participants,
 - including how many students had ID, had autism (but not an ID) or autism and an ID,
- Any particular criteria used for admitting students into the PSE program (e.g., academic skills, functional abilities, safety or life skills, self-determination, etc.).



Purpose 2: Determine
impact of TPSID and
other funding



Impact of TPSID funding



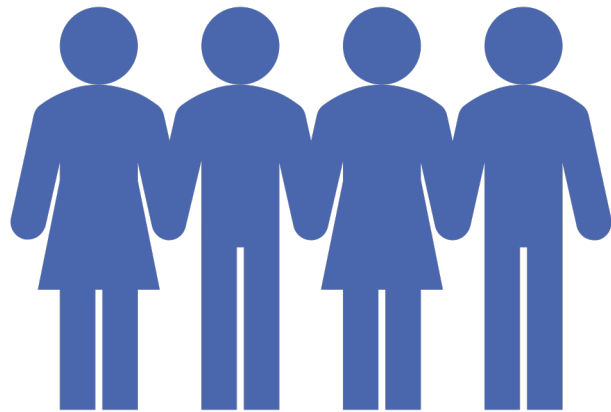
- For 41 studies (67.2%), at least one author was affiliated with a site that received TPSID Cohort One funds.
- The TPSID model demonstration program, either directly through increased staffing or indirectly through increased attention or desire to seek evidence-based practice, has benefitted the field of PSEID in terms of research as well as practice.

Offer funding for research

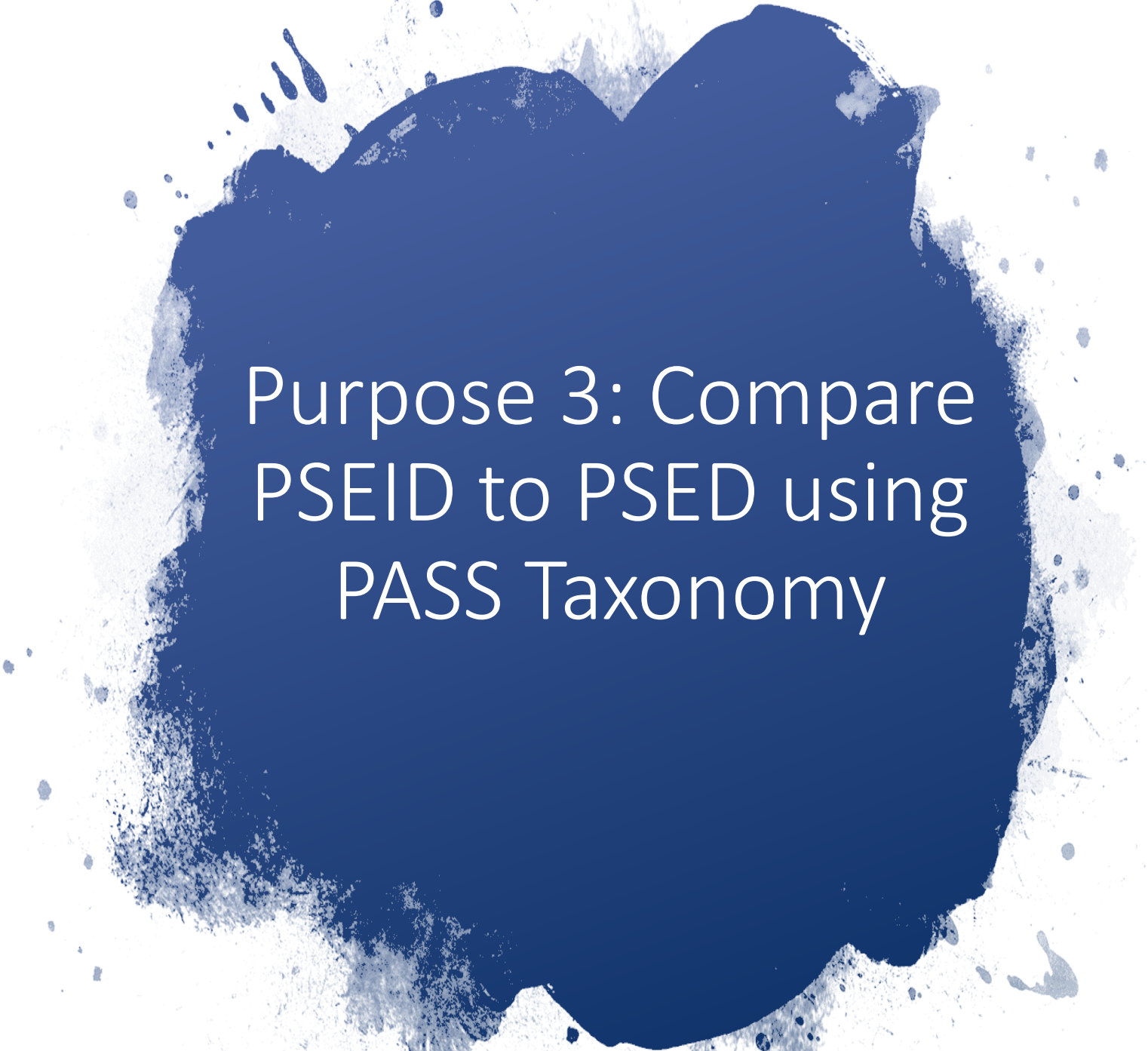


- Other agencies could address the issue of higher education in future research priorities:
 - Rehabilitative Services Administration
 - National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR)
 - Administration on Intellectual and Developmental Disabilities

Need to hear from a range of voices



- TPSID programs have a strong presence in peer-reviewed literature
- But TPSIDs represent only a fraction of all PSE programs for SWID and operate under conditions not typical of most other programs
- We need to hear about practices used and outcomes achieved by graduates at programs that do not receive TPSID funds.



Purpose 3: Compare
PSEID to PSED using
PASS Taxonomy

PASS Domains

Program and institutional-focused support = 37.3%

Student-focused support = 27.9%

Concept and systems development = 14.8%

Faculty and staff-focused support = 3.3%

No domain fit = 16.4%



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PSEID vs. PSED

More studies on program and institutional-focused support in PSEID

- 37.7% of PSEID vs. 29% PSED
- PSEID is a newly developed field that requires a paradigm shift → descriptions of programs and program development guidance

Fewer studies on student-focused support in PSEID

- 27.9% PSEID vs. 42.4% PSED
- This domain includes accessing the disability supports office (DSO)
- Access of students with ID to this office is variable



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PSEID “outliers”

Perspectives of stakeholders (8 articles)

- e.g., adult service providers, parent/family members, other college students
- Reflects complex nature of supporting students with ID to go to college

Statewide development (2 articles)

- Reflects need for policy development and alignment of state and local systems

PASS Methodologies

Original data =
66.7%

Not original
data = 33.3%

Descriptive
quantitative
55%

Qualitative
25%

Mixed
methods
12.5%

Single subject
7.5%



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PSEID vs. PSED

- Similar percentage of studies used original data
 - 66% of PSEID vs. 60% of PSED
- Similarity in methodologies used
- Could be encouraging, but both fields of study need more rigorous empirical studies

Revise PASS to include PSEID

- Examine the few studies to which the PASS taxonomy could not be applied to consider adding or revising domain and subdomain descriptions to be inclusive of all research on PSEID.



Include PSEID in research guidelines

- DCDT Research Subcommittee on Postsecondary Education has convened people across organizations to draft research guidelines
- PSEID must be included in these guidelines

Limitations of this review

- Possible studies were missed
- Likely that more studies from TPSID 2010-2015 will be published
- Author affiliation may not mean paid through TPSID funds
- Excluded dissertations and intervention studies
- Comparison period for PSED was 2007-2012 (Madaus et al., 2016) and included studies outside of the U.S.
- No coding of results due to wide range of study types



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So what?



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Increase in the amount of PSEID research



2010-2016

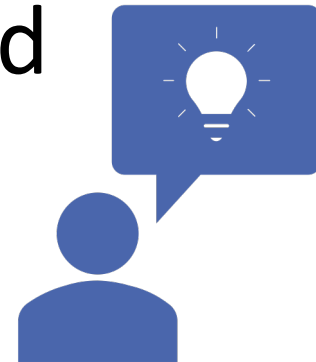
- 60 articles = average of 8.6 per year

2001-2010 (Thoma et al., 2011)

- 24 articles = average of 2.4 per year

More than 300% increase,
but.....

Research on PSEID has, for many years now, been describing “what is” and must now progress to exploring “what works”, and then “what works with whom.”



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Research needed



- Outcomes of students with ID who go to college
 - Greater number of participants
 - Across sites
 - Longitudinal follow-up

Work on this has commenced

65% students who completed a TPSID program had a **PAID JOB** one year after exit



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Let's get to work!



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