



Winter 2018 Research Summit

Evaluating the Impact of College-based Transition Services for Students with Intellectual Disability



Think College National Coordinating Center is a project of the Institute for Community Inclusion at UMass Boston, and is funded by the Office of Postsecondary Education, US Dept. of Education. Grant # P407B100002

Today's presentations

Self-Determination in the Think College Transition Model: Results from a Quasi-Experimental Study.

Caroline E. Parker and Rebecca Schillaci



Put Yourself on the Map: Exploring Student Perceptions of College Using Drawings and Digital Mapping Strategies

Maria Paiewonsky, Ty Hanson, and Odgerel Dashzeveg



Some terminology

- ID = intellectual disability
- Dual enrollment or concurrent enrollment or college-based transition services
- TCT = Think College Transition
- MAICEI = Massachusetts Inclusive Concurrent Enrollment Initiative



SELF-DETERMINATION IN THE THINK COLLEGE TRANSITION MODEL

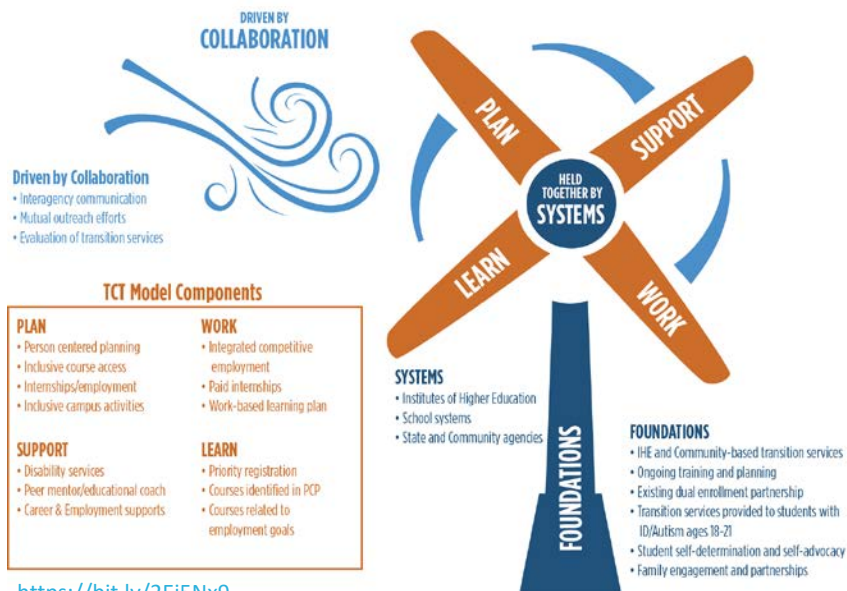
Results from a quasi-experimental study

Rebecca Schillaci & Caroline E. Parker

Outline

- 1 TCT Model Overview
- 2 Evaluation Scope
- 3 Methods & Challenges
- 4 Results
- 5 Conclusions

Think College Transition Model for Inclusive Dual Enrollment



TCT Model Components

<p>PLAN</p> <ul style="list-style-type: none"> • Person centered planning • Inclusive course access • Internships/employment • Inclusive campus activities <p>SUPPORT</p> <ul style="list-style-type: none"> • Disability services • Peer mentor/educational coach • Career & Employment supports 	<p>WORK</p> <ul style="list-style-type: none"> • Integrated competitive employment • Paid internships • Work-based learning plan <p>LEARN</p> <ul style="list-style-type: none"> • Priority registration • Courses identified in PCP • Courses related to employment goals
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Think College Transition Model for Inclusive Dual Enrollment

DRIVEN BY
COLLABORATION

Driven by Collaboration

- Interagency communication
- Mutual outreach efforts
- Evaluation of transition services

SYSTEMS

- Institutes of Higher Education
- School systems
- State and Community agencies

FOUNDATIONS

- IHE and Community-based transition services
- Ongoing training and planning
- Existing dual enrollment partnership
- Transition services provided to students with ID/Autism ages 18-21
- Student self-determination and self-advocacy
- Family engagement and partnerships

TCT Model Components

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<https://bit.ly/2Ei5Nx9>

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Evaluation

Examined the effect of the TCT Model on students' **self-determination** as an appropriate proxy for future success

One of the **first quantitative** studies to **rigorously** examine dual enrollment programs

Research Participants

Eligibility

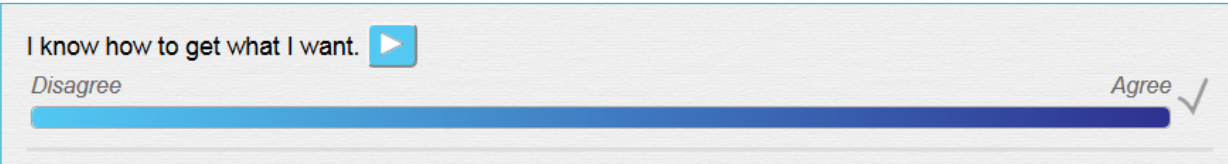
- Intellectual disability
- No prior college experience
- 18-22 years old
- Engaged in district transition services

Final Sample

- **36** Intervention students:
Enrolled in MAICEI program
- **31** Comparison students:
Eligible for MAICEI program
Not enrolled in MAICEI program

Data Collection

Self-Determination Inventory



Shogren, K. A., Little, T. D., Grandfield, E., Raley, S., Wehmeyer, M. L., Lang, K. M., & Shaw, L. A. (2018). The Self-Determination Inventory–Student Report: Confirming the Factor Structure of a New Measure. *Assessment for Effective Intervention*. <https://doi.org/10.1177/1534508418788168>

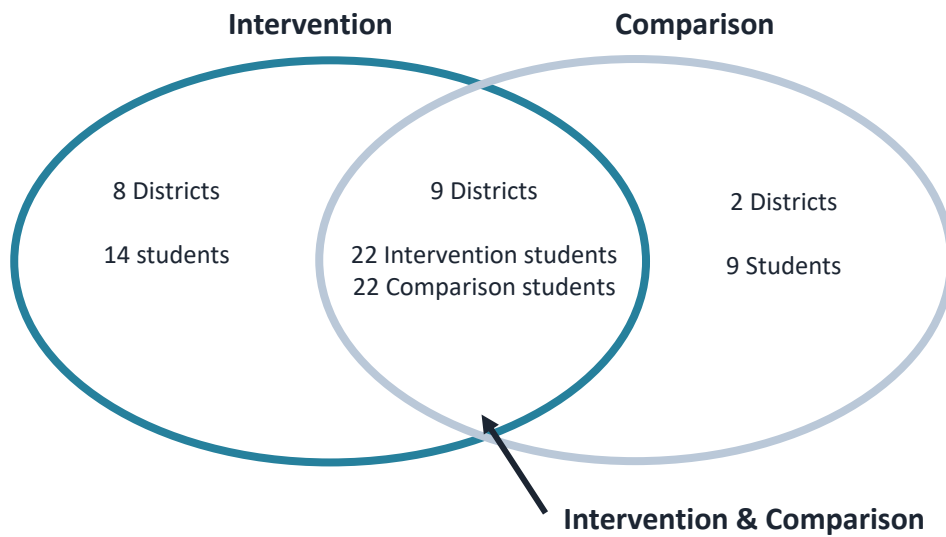
Self-Determination Inventory

Sub-domain	Sample Item
Autonomy	I choose what my room looks like.
Self-initiation	I look for new experiences I think I will like.
Self-direction	I make my own decisions.
Pathways thinking	I think more than one way to solve a problem.
Psychological empowerment	I know how to get what I want.
Self-realization	I am confident in my abilities.
Control expectancy	I pay attention to get what I want.

Research Challenges

- 1 Contamination
- 2 Sample size

Research Challenges: Contamination



Research Challenges: Sample Size



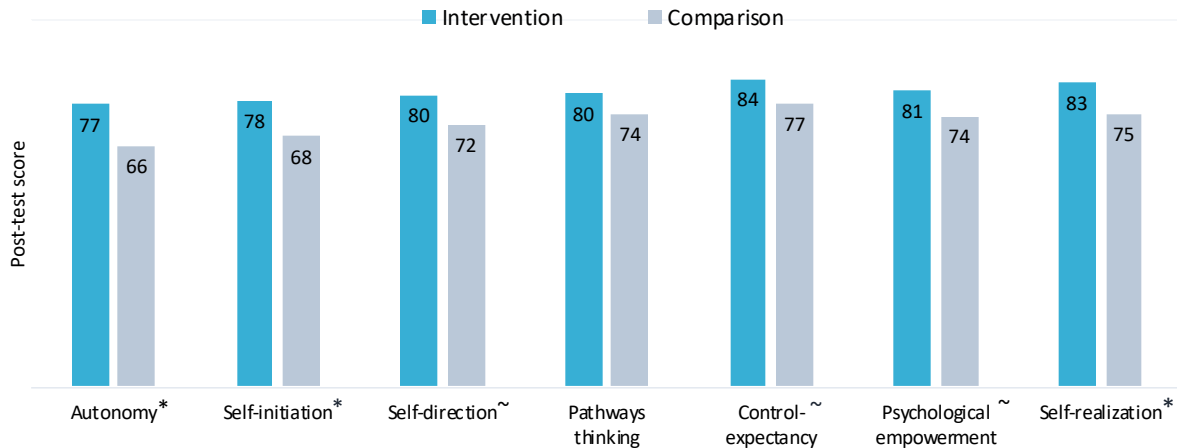
$p < .05$

→ Statistically significant

Effect size $> .25$

→ Substantively important

Results



*effect size $> .25$; $p < .05$ ~effect size $> .25$; p =not significant

Results

Participation in **one year** of the **TCT Model** had a **positive impact** on students' assessment of their **self-determination** as compared to comparison students.

Discussion



Next Steps

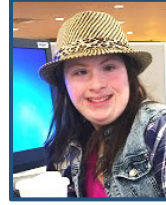
- What elements of the TCT Model improve students' self-determination?
- Does the positive impact lead to improved postsecondary employment?
- Continue to conduct rigorous research to improve the lives of students with intellectual disabilities!



THANK YOU

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Put Yourself on the Map:

Exploring Student Experiences of College Using Drawings and Digital Mapping Strategies

Maria Paiewonsky, Ty Hanson, Odgerel Dashzeveg

Institute for Community Inclusion
University of Massachusetts Boston

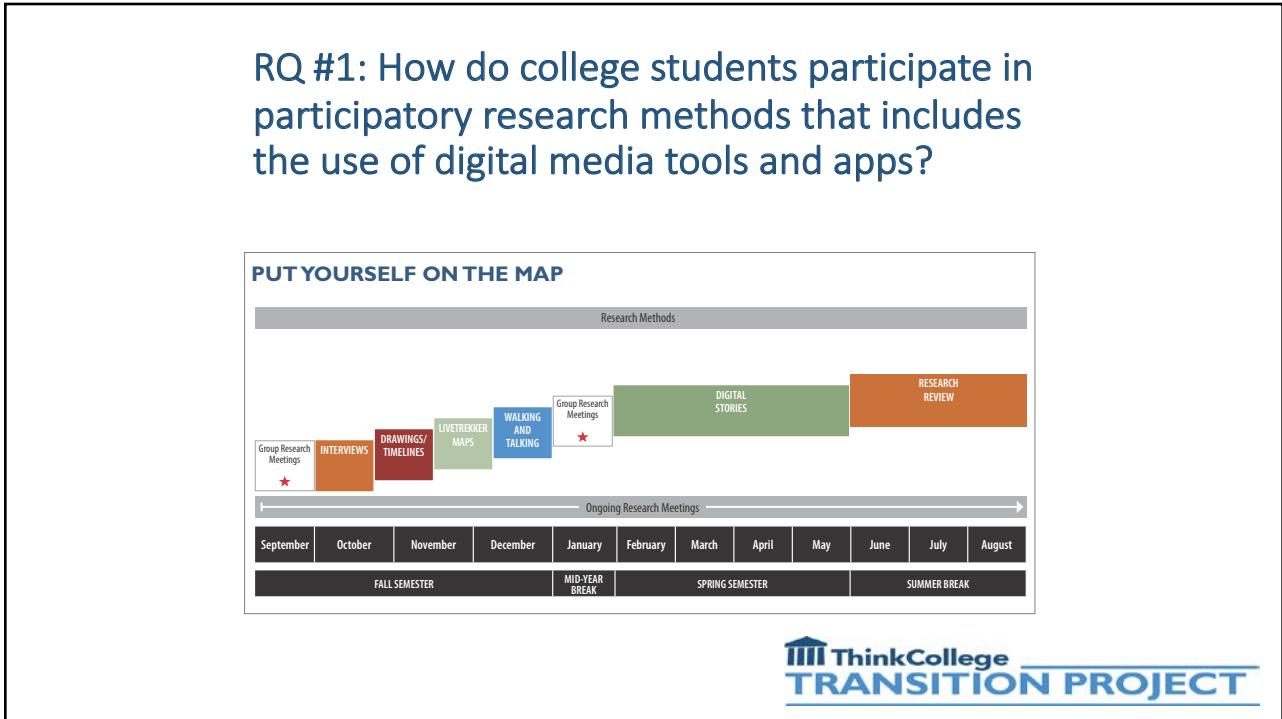
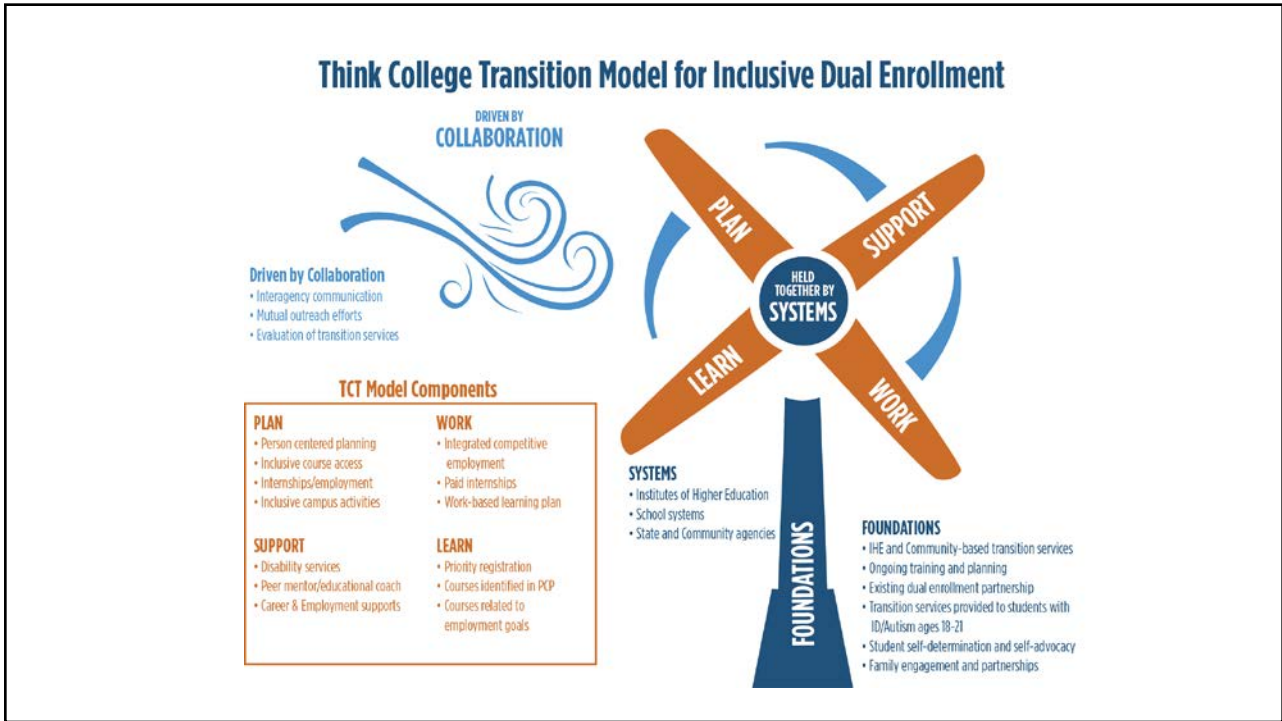
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Research Questions

- How do college students participate in participatory research methods that includes the use of digital media tools and apps?
- How do college students who have taken at least one college class through an inclusive dual enrollment initiative describe their place and experiences in inclusive college activities?





GROUP RESEARCH MEETINGS



- Recruited and oriented students to the research project
- Built trust amongst researchers
- Reviewed data and confirmed themes
- Took advantage of time before and after semesters to meet



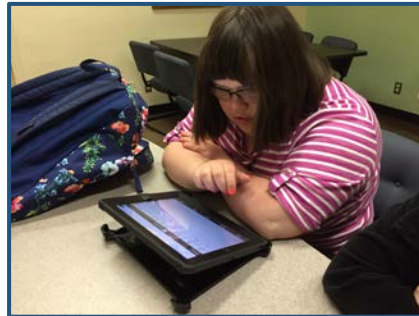
Featured reference:

Bigby, C., Frawley, P. & Ramcharan, P. (2014). **Conceptualizing inclusive research with people with intellectual disabilities.** *Journal of Applied Research in Intellectual Disabilities*, 27, 3–12



INTERVIEWS

- Served as a relationship building opportunity & ice breaker to a 1 year partnership
- Questions helped students to anticipate what to expect and what we would be asking them to share
- Set the stage that this was a partnership between facilitator and student, not support staff/coaches



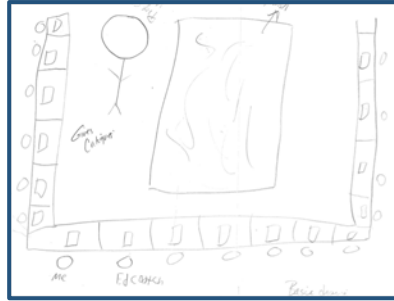
Featured reference:

Tassé, M. J., Schalock, R., Thompson, J. R., & Wehmeyer, M. (2005). **Guidelines for interviewing people with disabilities: Supports Intensity Scale.** Washington, DC: American Association on Intellectual and Developmental Disabilities.



DRAWINGS AND TIMELINES

- Intention was to serve as mini-mapping warm-up
- Level of detail was surprising and important
- Drawings illustrated barriers that we might not have learned otherwise



Featured reference:

Theron, L., Mitchell, C., Smith, A., & Stuart, J (Eds.) (2011). *Picturing research: Drawing as visual methodology*. Boston, MA: Sense Publishers.



LIVETREKKER MAPS

- Students enjoyed using mobile devices and LiveTrekker app
- Proud to show facilitator where to go
- Very comfortable navigating the campus and taking the lead
- Wondered why they needed so much support
- Great opportunity to follow and observe - walk in their shoes



Featured reference:

Sandy, M. G., & Franco, Z. E. (2014). *Grounding service-learning in the digital age: Exploring a virtual sense of geographic space through online collaborative mapping and mixed media*. *Journal of Higher Education Outreach and Engagement*, 18(4), 201–232.



WALKING AND TALKING

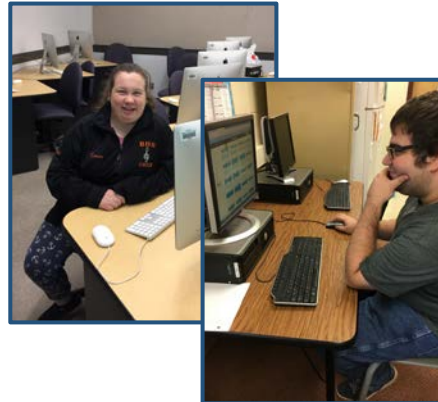
Featured reference:

Clark, A., & Emmel, N. (2010). *Using walking interviews. The methods used in connected lives: Investigating networks, neighbourhoods, and communities.* Research toolkit #13. ESCR: National Centre for Research Methods, NCRM Working Paper Series 06/09.



DIGITAL STORIES

- Gave students the opportunity to develop a story from their drawings and digital data
- Used PowerPoint to create storyboards
- Enjoyed selecting soundtrack based on genres to convey a mood
- Lesson learned: We need to devote more time to teaching the elements of storytelling



Featured references:

Kress, G. (2003). *Literacy in the new media age.* London, UK: Routledge.

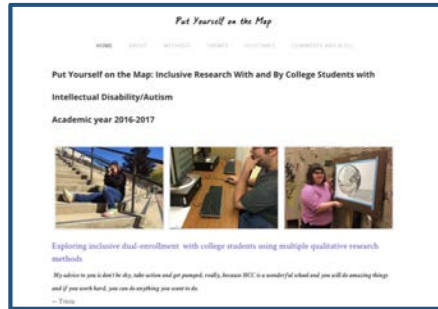
Kress, G., & van Leeuwen, T. (2000). *Multimodal discourse.* London, UK: Arnold.



RESEARCH REVIEW

- Used Weebly, a free website builder, to organize photos and captions
- Printed themes as collages for discussion and analysis
- Brought students together to review and discuss each others' work, themes, and next steps

<https://pyotm.weebly.com/>

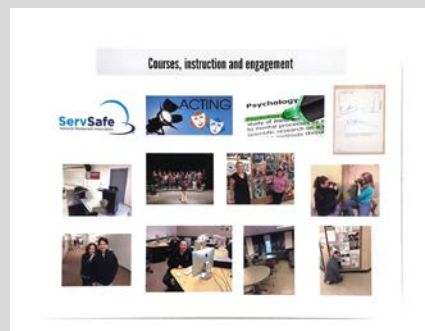
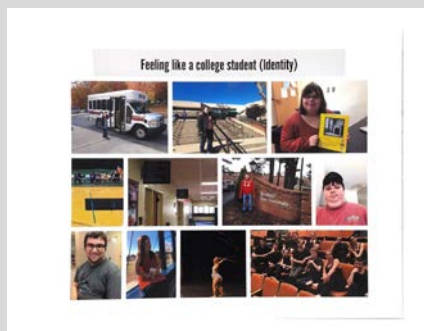


Featured reference:

Stevenson, M. (2014). **Participatory data analysis alongside co-researchers who have Down Syndrome.** *Journal of Applied Research in Intellectual Disabilities*, 27, 23-33.



Reviewing themes in photo collages



RQ#2: How students describe their place and experiences at college

Self-Determination

- Identity
- Social connections

Place and Space

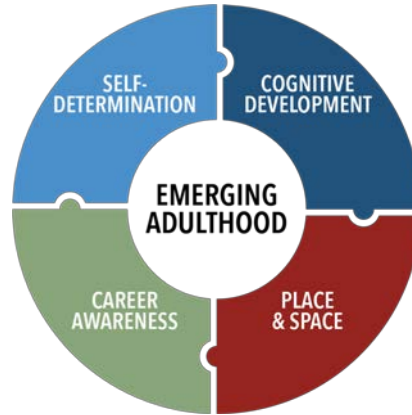
- Campus navigation
- Supports

Cognitive Development

- Course access

Career Awareness

- Campus engagement



Emerging Adulthood

Age of identity exploration
Deciding who you are/what you want

Age of instability
Making changes, places and spaces

Age of self-focus
Freed from school, focus on choices

Age of feeling in between
Push/pull of family and independence

Age of possibilities:
Optimism reigns



Self-determination

Volitional Action

- Autonomy
- Self-Initiation

Agentic Action

- Self-Direction
- Pathways Thinking

Action-Control Beliefs

- Psychological Empowerment
- Self-Realization
- Control-Expectancy

Shogren, K. A. & Wehmeyer, M. L. (2017). *Self-Determination Inventory: Student-Report*. Lawrence, KS: Kansas University Center on Developmental Disabilities.



I used the CAPS Center for both of my communications classes. The work in college is challenging but there are lots of people to support you. - Ned



Place and Space

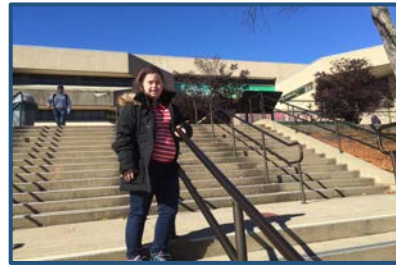
“People are shaped by their location; their actions are both constrained and supported by the constellation of people, resources, and opportunities that exist in a particular area.”

Stahl, G.D. & Baars, S.(2015). How ‘space’ and ‘place’ contribute to occupational aspiration as a value-constituting practice.

I took my friend Gina on a tour [of HCC]. She really likes it. I think she wants to go to college. It made me feel happy and proud. I am a college student. I could help my friend out. - April

Pretty much everything is happening at Ely. This is where students hang out. – Kyle

This is where all of the sporting events go on. It is more of a walk from the main campus. This is where the team practices and has games. - Alec

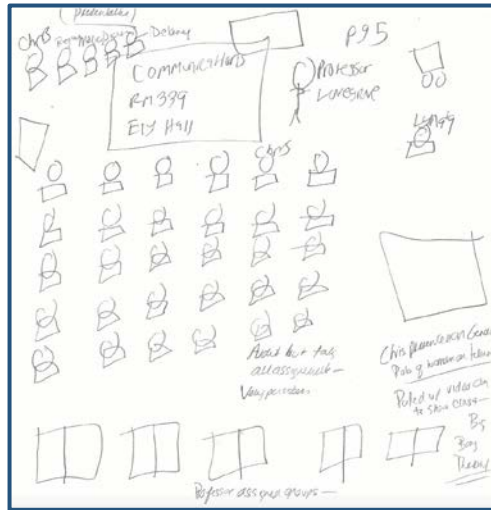


Cognitive development:

Reflective and critical thinking

Instruction: Show me what your Communications class is like.

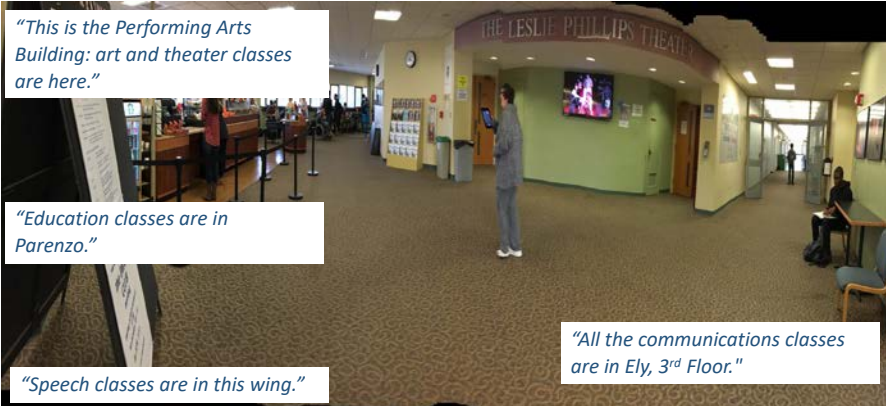
- Chris and 4 classmates had to use media to highlight gender roles in television.
- He was responsible for finding a video example from The Big Bang Theory.
- His group presented their project to class.
- Classmates and professor critiqued presentation.



This is where we talk about democracy, and understanding the world better. - Chris



Career Awareness



Thank you!



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The Think College Transition Project is funded by an Investing in Innovation Development Grant # U411C130149 from the Office of Innovation and Improvement with matching funds provided by the Peter and Elizabeth C. Tower Foundation.



Have you joined our Affinity Group on Research?

- Learn about research that is happening in the field of inclusive higher education
- Connect with other researchers and explore possible collaborations
- Share tools and resources

Next meeting: Tuesday January 22nd at 12:30pm Eastern

Interested in joining the Affinity Group on Research?

Visit www.thinkcollege.net to learn more

Click on Technical Assistance → Affinity Groups → Research Affinity Group

Have you joined the Conversation?

Think College has opened a forum to encourage the exchange of ideas, problem-solving, and resource sharing between individuals interested in inclusive post-secondary education. Using the Slack platform, we are able to categorize conversations by topic, share files and other information, and talk in groups or with individuals.



Join Think College Conversations at www.thinkcollege.net/convos

And once you're logged in, be sure to join the #research channel!



Spring 2019 Research Summit

Thursday April 25th 2019

1:00-2:30pm EST



Thank you for joining us today!

- Handouts: www.thinkcollege.net → Training → Research Summits
- Please make sure to complete the evaluation questions (in Zoom)
- Join us on Slack to continue the conversation in the #research channel
- Interested in presenting at a future Research Summit?
 - Send an email to clare.papay@umb.edu
- Don't miss our next webinar:
 - How One University does Inclusive Coursework: Strategies and Examples from University of Kansas, Dana Lattin and Georgia Campbell. January 9th, 2019 2-3pm EST