



# 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



Unemployed

Not independent





# 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:

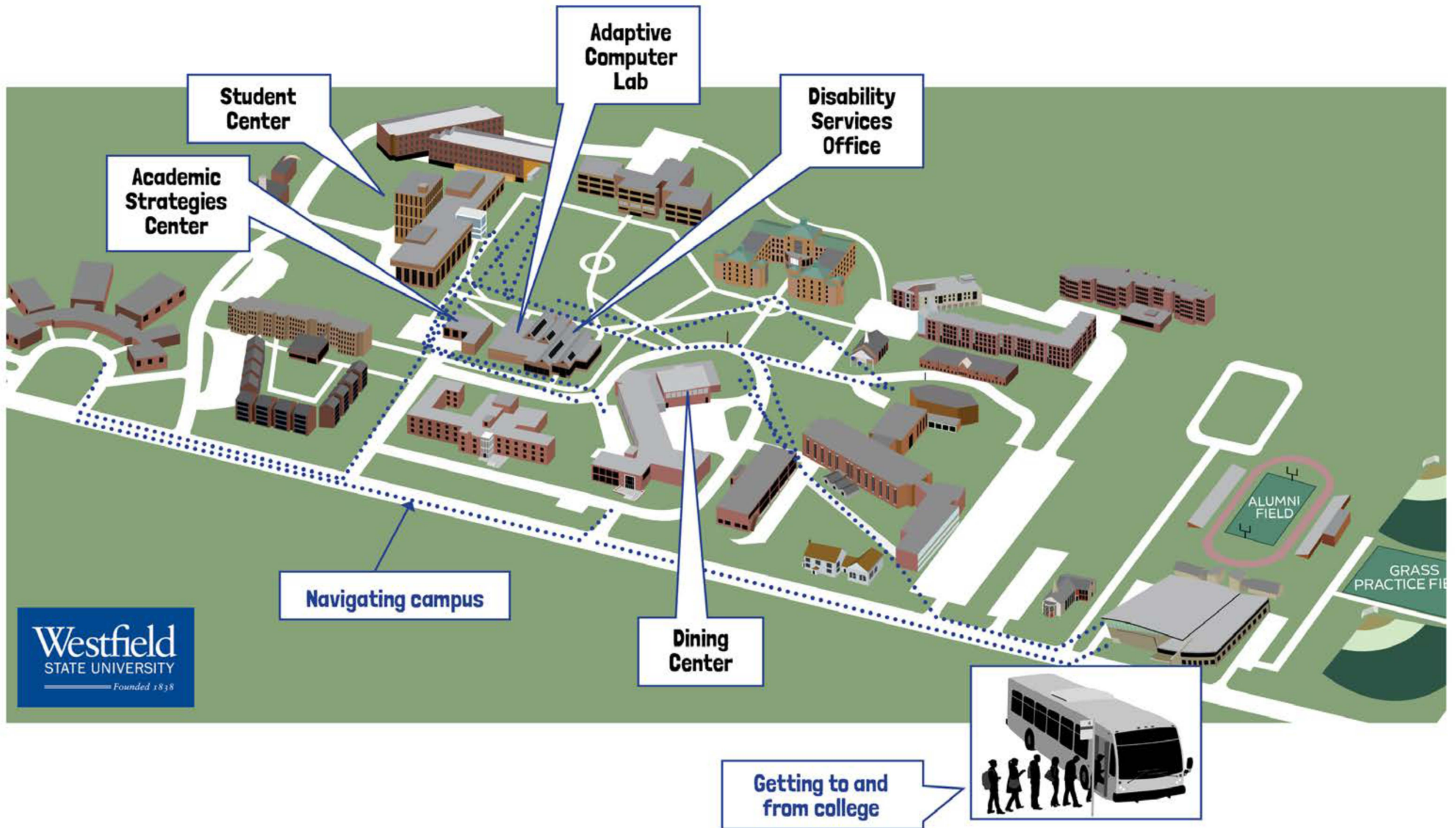
Good Day	Now	Action	Support
<p><b>What happens on a Good Day?</b></p>	<p><b>Does it happen now?</b></p>	<p><b>What needs to happen to make it a Good Day?</b></p>	<p><b>Who can help me?</b></p>
<p>What do I need to Do to have a good day?</p> <p>What are my strengths?</p> <p>What makes me happy?</p> <p>What 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



# 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

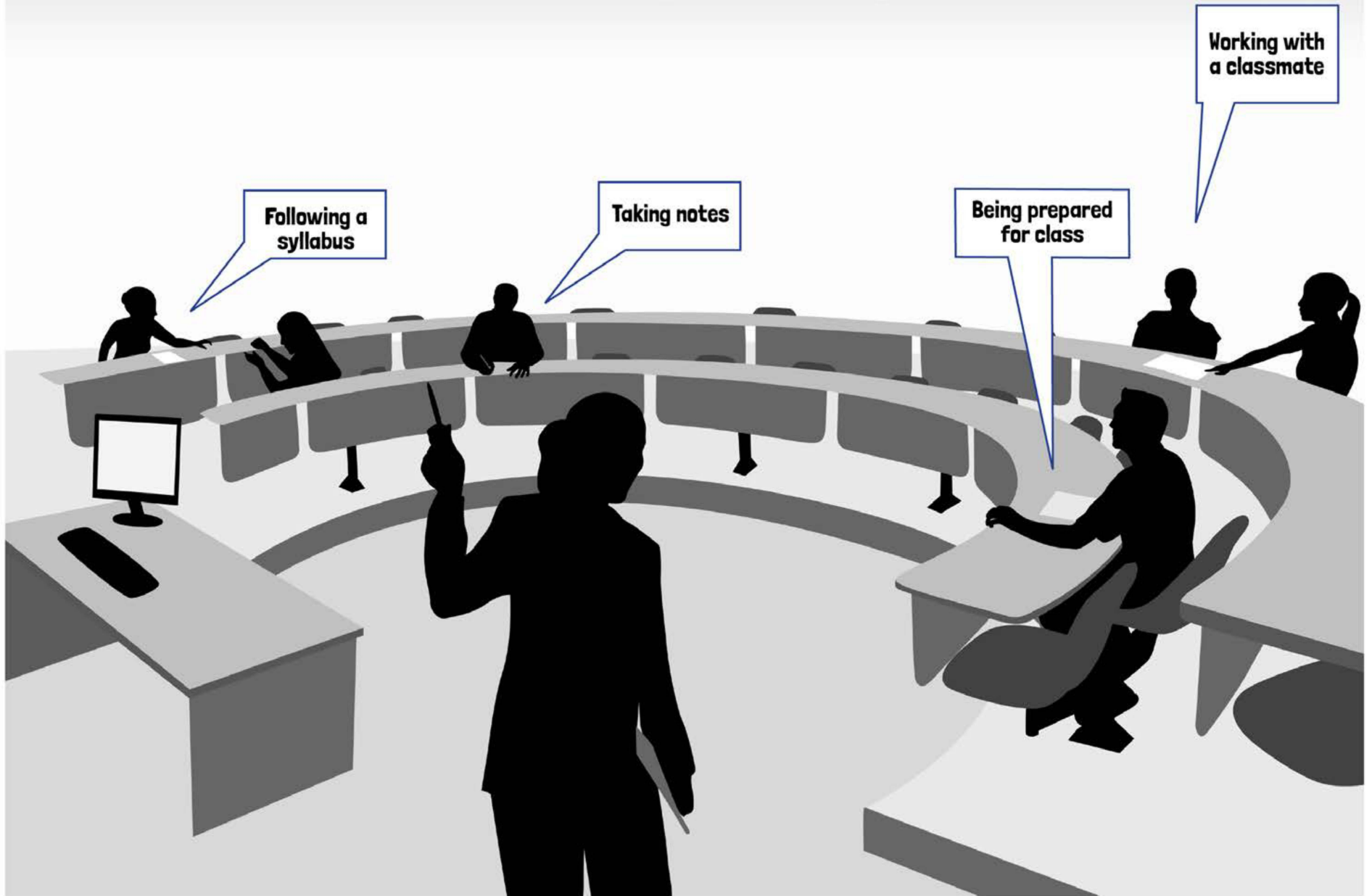


# What parents can do

- 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)
Being prepared for class	Following checklist to complete prep: readings, notes, anticipated topics for discussion
Taking notes	
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	
Instructor's contact information	
Required and optional texts	
Course description	
Grading and evaluation	
Academic honesty	



# Managing academic responsibilities

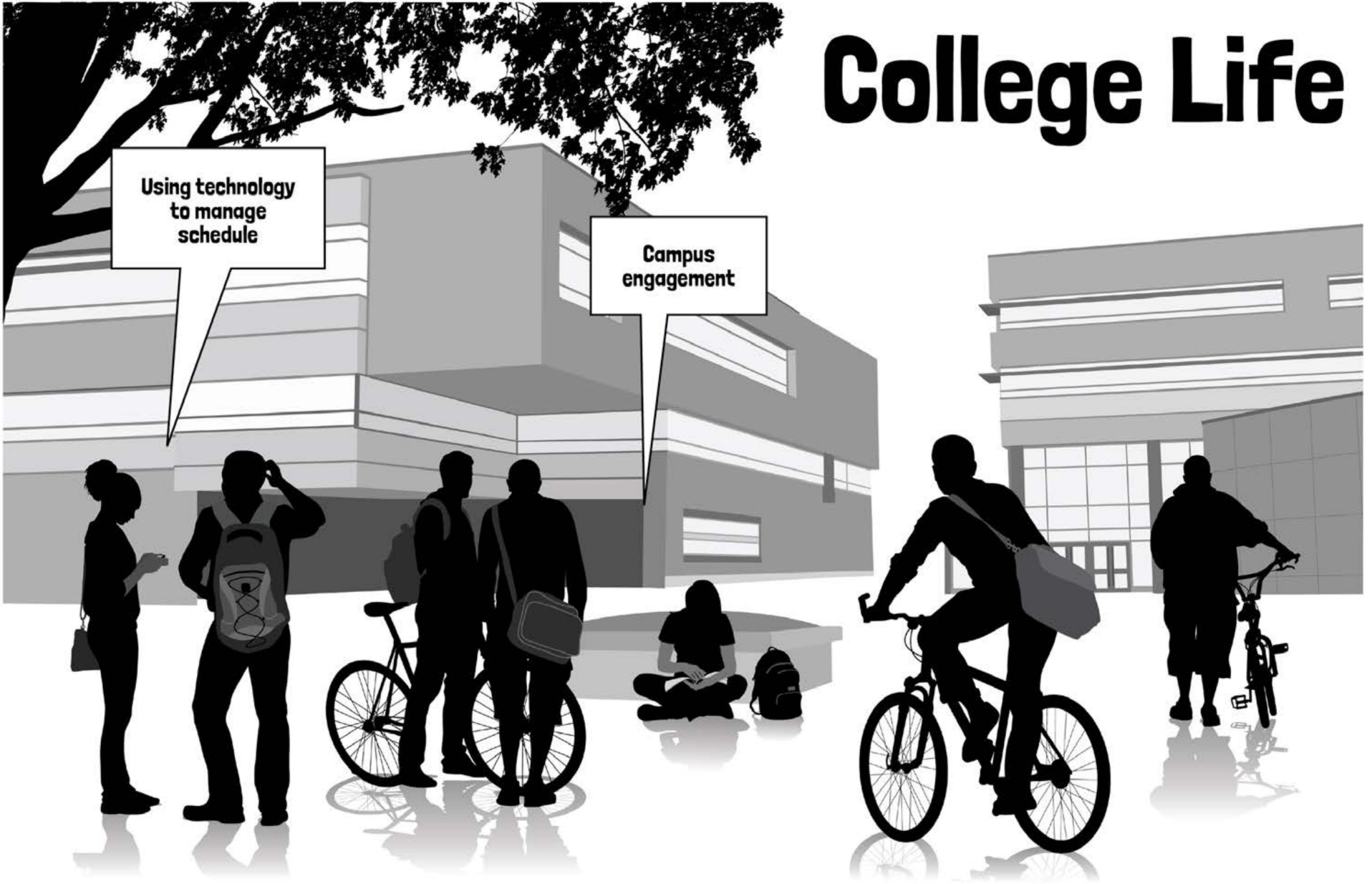
- Break long-term assignments into short term goals
- Maintain a weekly study schedule
- Modify the schedule as needed
- Identify strategies for advocating for assistance when a challenging academic situation arises



# 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

The screenshot shows the Think College website's 'College-Based Transition Services' page. The navigation bar includes Home, Family Resources, Technical Assistance, Training, Resources, About, and TPSID. The breadcrumb trail is Home / Resources / Innovation Exchange / College-Based Transition Services. The main heading is 'College-Based Transition Services'. On the left, there are sections for 'ON THIS PAGE' (with links to Featured Resources, Quick Links, Join the Conversation, Frequently Asked Questions, and News & Features), 'FEATURED RESOURCES' (with links to Administrators Can Think College webinar resources, 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, and Getting Accommodations to Succeed at College), and a pagination control (1, 2, 3, next, last). The main content area includes an introductory paragraph, a paragraph about the benefits of CBTS, a paragraph about the commitment required, and a paragraph about the tasks of school-college partnerships. Below this is a 'NEWS & FEATURES' section with three featured articles: 'Special Topics Course: College-Based Transition Services Policy and Practice', 'Creating New Pathways to College for Transitioning Youth', and 'Student Support for College Success: Grab and Go Practices Series'. At the bottom, there is a 'FREQUENTLY ASKED QUESTIONS' section with two questions.

**Think College** Home Family Resources Technical Assistance Training Resources About TPSID

Home / Resources / Innovation Exchange / College-Based Transition Services

## College-Based Transition Services

**ON THIS PAGE**

- Featured Resources
- Quick Links
- 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

1 2 3 next »  
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

1 2 next » last »

### 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



**What is Think College?**

**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 ABL 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 \[video\]](#)



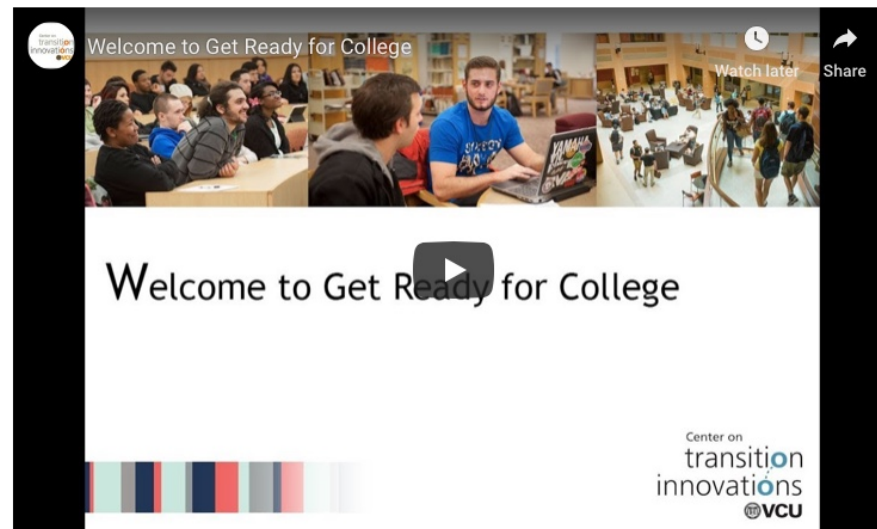
# Get Ready for College



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
 <b>Attendance and punctuality</b>	Maintains current course and work schedules Gets to class and work on time
 <b>Use of resources</b>	Is aware of college supports (e.g., counseling, career, library) Uses tutoring, coaching, mentoring, disability services as needed
 <b>Communication</b>	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.
 <b>Quality of work</b>	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
 <b>Acceptance of direction and constructive criticism</b>	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
 <b>Technological know-how</b>	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:

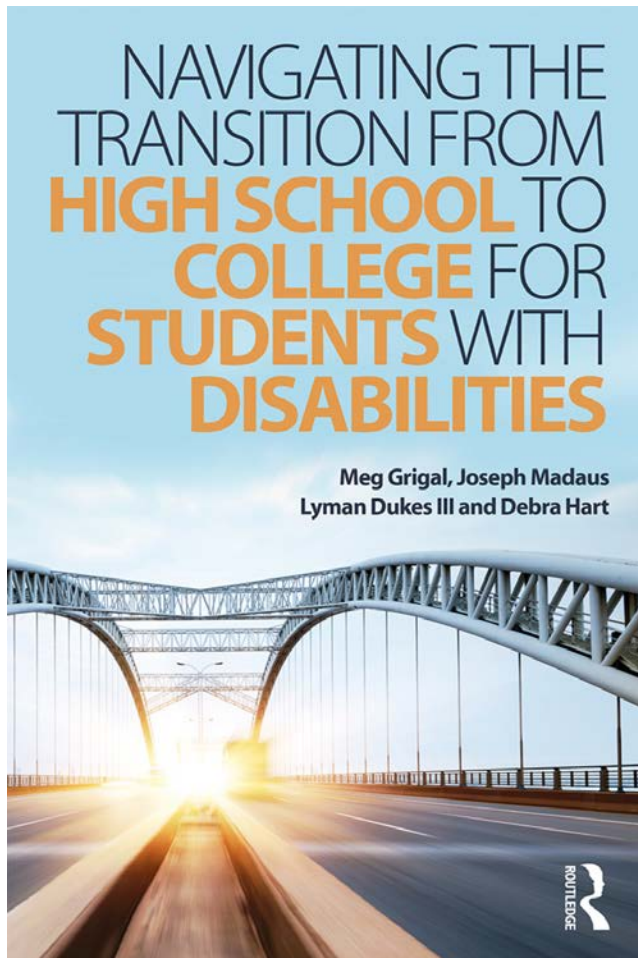
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FREE

<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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**LET'S KEEP  
IN TOUCH**

**NEED ADVICE?**

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