

## A Day in the Life: Technology for High School Students with Intellectual or Developmental Disabilities Dually Enrolled in Postsecondary Education

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This article describes a day in the life of Star, a student who is dually enrolled in high school and college, and highlights how she uses technology to support her activities throughout the day. Star attends high school in her hometown and is part of a program for students with intellectual and developmental disabilities (ID/DD) at a college 30 minutes away.

### 6:30 A.M. START THE DAY

Like most teenagers, Star would like to hit snooze a few times before getting out of bed, but she's also excited to start her full day of classes and activities. She sits down to breakfast and turns on her smartphone to review her daily schedule (see Figure 1). Her morning will be spent a few miles down the road at high school. Star will attend biology class there, then take the bus 30 miles north to the state college. The calendar shows that she will meet one of her college peer mentors at the bus stop, then review her coursework, grab some lunch, and head to her motion picture studies course. Before taking the bus back home, Star

will work on her homework schedule, meet with her transition coordinator, and go to the gym with a new friend.

After breakfast, Star opens her task app called Todoist, and chooses the list she titled "Things to Bring to School." The list helps her stay organized as she fills her backpack with everything she needs for the day (See Figure 2).

Figure 2. Todoist

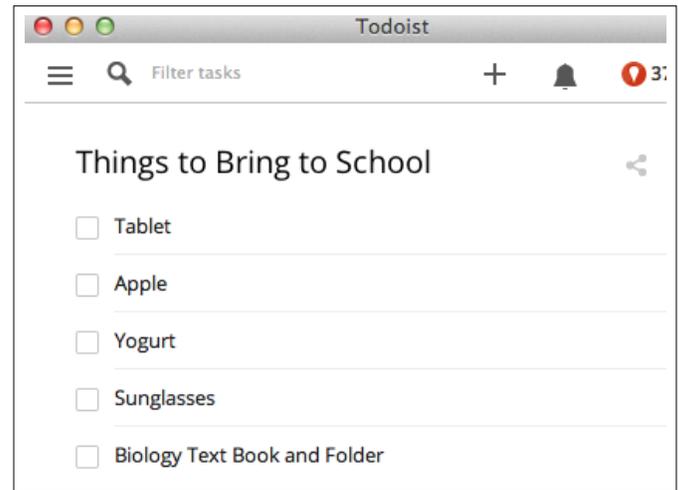


Figure 1. Daily Schedule

MONDAY 2/21		Support	Notes	
7:30:00 AM				
7:45:00 AM				
8:00:00 AM	Homeroom Rm. 316	Ind.		
8:15:00 AM				
8:30:00 AM	Biology Rm. 220	Para	Text Book	
8:45:00 AM			Tablet	
9:00:00 AM			Folder	
9:15:00 AM			Stylus	
9:30:00 AM			Pen	
9:45:00 AM				
10:00:00 AM				
10:15:00 AM				
10:30:00 AM	7 Bus from Elm St. Departs at 10:34	Ind.	Student ID	
10:45:00 AM			Head phones	
11:00:00 AM	Meet Mentor at U-Heights Bus Stop 11:37	Mentor Jill H.		
11:15:00 AM				
11:30:00 AM	Coursework and Lunch	JH	Lunch Money	
11:45:00 AM				
12:00:00 PM				
12:15:00 PM				
12:30:00 PM				
12:45:00 PM				
1:00:00 PM	FTS007A Dev Motion Pct Origin-1930	Metor Eric W.		
1:15:00 PM	12:40-1:50 Lafayette L 400			
1:30:00 PM				
1:45:00 PM				

MONDAY 2/21 (Continued)		Support	Notes	
4:00:00 PM			Gym	
4:15:00 PM			Phone	
4:30:00 PM	Gym with Heather	Heather K.	ID	
4:45:00 PM				
5:00:00 PM				
5:15:00 PM	Bus 7 Bus from U-Heights departing at 5:17PM to Elm	Ind.		
5:30:00 PM				
5:45:00 PM				
6:00:00 PM				
6:15:00 PM				
6:30:00 PM				
6:45:00 PM				
7:00:00 PM				
7:15:00 PM	Homework	Parent Support/Ind.	Read Short Essay	
7:30:00 PM				Post Response
7:45:00 PM				
8:00:00 PM				Video Caption
8:15:00 PM				
8:30:00 PM				
8:45:00 PM				
9:00:00 PM				
9:15:00 PM				
9:30:00 PM				
9:45:00 PM				
10:00:00 PM				

## 8:00 A.M. BIOLOGY CLASS AT HIGH SCHOOL

Star's biology class starts with a homework review. At the end of the last class, the teacher asked the students to read and take notes on a textbook chapter, as well as a newspaper article he sent them via email. Star used her family computer to write her notes from the textbook and then saved the document to a cloud device that can be accessed on her tablet at school. Since the article assigned to the class was a PDF attachment, Star was able to use the tablet to read it.

Star also downloaded an application called Note Anytime that lets her annotate PDFs on her tablet. The app allows the PDF to be marked by both typed and hand-written notes. Star prefers using a stylus pen to underline and take notes in the margins, as the tablet's keyboard is smaller than she is used to. Using the stylus pen was also an easier transition for Star from taking written notes when she was younger.

Next, Star works on a video report on the digestive system with some of her classmates. Today they are uploading and editing their footage and sound with video editing software (Figure 3) on a school desktop. Because Star has some difficulty with enunciation, she and the group have decided to add captioning to the video. By the end of class, Star's group has finished most of the editing, but still needs to work on the captioning. Star volunteers to finish it for homework. The group saves the project to a shared folder and Star adds this homework to her schedule using her tablet.

**Figure 3. Video Editing**



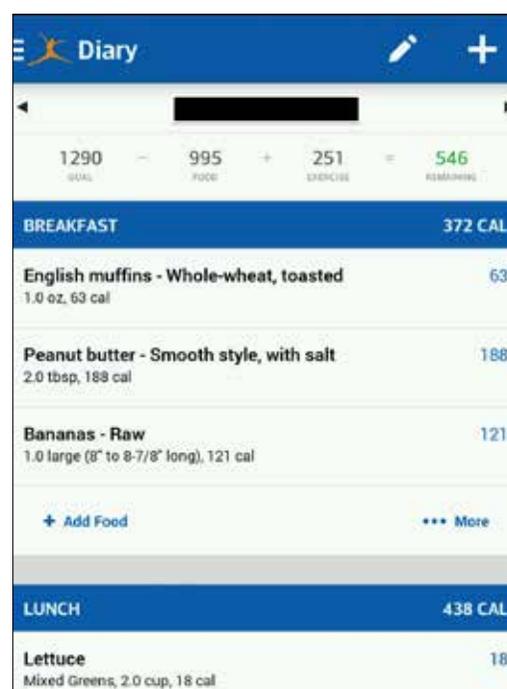
## 10:30 A.M. TRAVEL TO UNIVERSITY

Part of Star's decision to sign up for the dual enrollment program was to work on her self-determination and independence. Since starting the program, she has been learning the public transportation system and now takes the bus independently to campus. Her plan for the day is to meet Jill, a peer-mentor at her college, at the college bus stop so that the two of them can walk to the student center, go over homework, and eat lunch before class.

Star uses her smartphone to check the bus schedule, and sees that her bus is running 20 minutes late. Accessing her college program's Facebook group via her smartphone, Star posts a message saying she will be on campus at 11:20 instead of 11:00. Jill responds to the message, saying she'll meet Star at the appropriate time. For the rest of the bus trip, Star listens to a recording of last week's class lecture she recorded on her tablet and reviews her notes.

At 11:20, Jill and Star walk over to the student center and get a table in the cafeteria. Star pulls up Blackboard on her tablet, and she and Jill go over the assignment due for the day. After they are finished, Jill and Star buy their lunches. Star uses her MoneyWise budgeting app to record the transaction, and then uses MyFitnessPal, her fitness and calorie-counting app (Figure 4), to track her food.

**Figure 4. MyFitnessPal Food and Exercise Diary**



### 12:30 P.M. FILM COURSE

Jill and Star meet up with Eric, another peer mentor, and Eric and Star head into Star's film course. As the semester has gone on, Eric has played less and less of a formal mentor role. Star frequently opts to sit next to new friends that she has made, and is no longer reliant on speaking to Eric before saying something to her fellow students. Eric sits in the class and takes notes while Star records the audio of the professor's lecture on her tablet. The professor also uses PowerPoint during her lectures and provides the slides via the course's Blackboard page ahead of time. While Star records the class, she also pulls up the PowerPoint slides and takes notes with her stylus pen.

### 2:00 P.M. HOMEWORK AND SOCIAL TIME

When class is over, Star and Eric walk to the library to look over their notes. Star shares what she took away as the main points from class, and Eric helps guide her thoughts with his own notes. Next, they look at Star's homework assignments and go through her schedule to block off time to work on them. With her plan in place, Star and Eric work on homework for half an hour and then decide to meet up with some other students and hang out (Figure 5).

**Figure 5. Social Time**



### 3:15 P.M. TRANSITION MEETING

The high school transition coordinator works with both the high school and college instructors to support the students. Additionally, this coordinator works with the peer mentors and the students themselves to make sure each student is progressing. Today, Star and her coordinator are talking about Star's stress levels because of her homework assignments. They talk about how to prioritize and schedule homework assignments. Since Star really enjoys her Todoist app and calendar, the coordinator and mentors reinforce the idea of adding tasks and time to do the assignments into her schedule, and Star finds this practice helpful.

### 4:00 P.M. GYM WITH A FRIEND

One of Star's goals is to maintain a healthy lifestyle. After sharing a personal essay in her writing class last semester, Star found out that a classmate named Heather has a similar goal, and they decided to work out together at the university's gym twice a week. Together they walk around the indoor track and do some weight lifting, and they both track their workouts in MyFitnessPal. On her bus ride home, Star reviews her stats on the app and feels proud of the strides she has made in approaching her fitness goals.

### 7:00 P.M. HOMEWORK

After returning home and eating dinner with her family, Star starts her homework. She first reads a short essay on silent films assigned by her professor and then writes a response, and then she finishes captioning her video for her biology class.

### 9:30 P.M. PREP FOR NEXT DAY

After a very full but productive day, Star is ready for bed. Before powering down her tablet, she checks her schedule for tomorrow and enters items into her "Things to Bring" list. Star sets her alarm and falls asleep.

Technology	How to use in education	Things to consider
<b>Applications (Apps)</b>	Applications are a type of software that can be run on smartphones, tablets, and computers. Software can range from things like a word processor or PDF reader, to social media platforms like Twitter and Instagram.	While many apps are free to download, some have small, one-time fees to access full or “deluxe” versions. Make sure the student, especially if under 18, talks with a parent before downloading any app. Have a discussion about privacy and the settings associated with it when using apps, especially those designed for social media, like Facebook.
<b>Blackboard</b>	Hosting website for courses. Instructors can post materials including links and downloads for readings and assignments. Blackboard also hosts discussion threads that can be created by students or teachers, and it can also act as a virtual grade book, keeping track of assignments, test scores, etc.	Blackboard permits teachers to see what part of the website has been accessed and by whom, so they can see who in the class is prepared.
<b>Closed Captioning</b>	This process can be done in video editing or after a video is uploaded to a hosting websites (e.g. YouTube). It is used to make videos more accessible to those with hearing impairments, and can also be used to help individuals who have a hard time enunciating or speaking loudly.	Some video hosting sites will offer automated captioning. While this can sometimes be helpful, it is far from perfect. Captioning can be tedious, but it is worth the time to grant a wider audience access to the material.
<b>Cloud Computing</b>	The “cloud” allows access to a shared pool of resources online. It is commonly used to store files that can be accessed online via multiple devices. This helps keep students organized when working on projects from more than one place, like in a classroom, at the library, and at home.	Some applications that offer cloud storage are free up to a specific amount of data, and then require payment or subscription for more (e.g., Dropbox). Some products (e.g., those from Apple) come with free cloud storage with the purchase of a product.
<b>PowerPoint (Microsoft Office)</b>	PowerPoint is a useful tool for presenting information, or having students create presentations. It keeps thoughts organized, and students can take notes on these slides on a tablet, or by hand if printouts are available.	It is a Universal Design for Learning strategy to provide PowerPoint presentations ahead of time. Students come prepared with notes and a format (e.g., large print) that is helpful to them.
<b>Shared Folder</b>	Similar to a Cloud, this allows multiple individuals to access the same electronic information so they can work on one document or file instead of creating multiple copies. Educational institutions may have their own version of a shared drive, and many cloud services (Dropbox, Google) provide shared access, too.	With the convenience of one file that many can access and edit comes the risk of having someone make a mistake, like incorrectly editing a document, or accidentally deleting a file. If you have students using shared folders, inform them of these risks. Additionally, if some documents should not be altered, look into the settings of the folder to make sure that they cannot be edited or changed.
<b>Stylus Pen</b>	Stylus pens are used on tablets or any touch-screen surface (like many smartphones) to write, type, or draw. This makes using a device feel more like writing, can make it easier to select items on a screen since the pen is narrower than most fingers, and can help keep screens cleaner.	If a student has the habit of forgetting pens everywhere she goes, look into finding a stylus pen that can be clipped to her device.

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