Skills & Strategies to Prepare Students with Disabilities for Postsecondary Education Success

Capacity Building Virtual Institute • State-to-State Sharing Session
Wednesday, June 17, 2020
Welcome & Introductions - Who’s on the call?

• NTACT staff
• Use the Chat feature to tell us your name, role/agency/department, state
FEATURES OF ZOOM

- Mute mic when not speaking
- Use the Raise Hand icon
- Select CC for captioning
- Use Chat to engage with facilitators and participants

Find Recording here by 6/26 [https://transitionta.org/cbi/2020](https://transitionta.org/cbi/2020)
Purpose

Share challenges and solutions for providing students with disabilities with strategies and skills needed for success in postsecondary education settings.

Considerations:

- improving what exists/making enhancements
- leveraging partnerships
- building capacity – state, region, local levels
2020 Capacity Building Virtual Institute: Notetaking Framework

Considerations for capacity building

Notes

- Use of evidence-based practices
- Student and family engagement
- Systems alignment and cross-agency/department collaboration and coordination
- Data-based decision making

1. What goal or current initiative does this content support?

2. What questions do you have for your team members? External experts/consultants? What do you want to know more about?

3. What partners are needed to do the work? Existing or new?

4. What barriers/challenges and actions need to be addressed to do this work?

*Based on Cornell Note Taking Strategy, Walter Pauk, Cornell University.

Unanswered questions and Aha's:

<table>
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<tr>
<th>Notes</th>
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Summary:

Moving from content to state-to-state sharing groups

After viewing and interacting with the content for this presentation, reflect on your notes (and conversations with your team during team planning times), to determine areas of focus for: (1) additional team planning times; (2) focused state-to-state discussion opportunities; (3) planning for professional development and technical assistance with LEAs; (4) evaluation efforts and program development for LEAs; and (5) state-to-local capacity building.
Types of PSE

- 4 year college/universities
- 2 year community colleges/technical schools
- Other Postsecondary Ed/Training
  - CBTPs/community-based 18-21 programs/bridge programs
  - Military service
  - Vocational/career programs (e.g. CNA, barber, )
  - Job training programs (employer-based or Project Search)
  - Pre-Apprenticeship programs (e.g. Job Corps)
  - Apprenticeships
The Data Says......

↑ PSE enrollment among students w/disabilities

Postsecondary education participation = $↑$

BUT......

People w/disabilities obtain bachelor’s degree
16.4%

People without disabilities 34.6%
### Academic Engagement
- Content knowledge
- Knowledge structures
- Work habits
- Attendance
- Classroom Behaviors

### Ownership of Learning
- Sense of belonging
- Growth mind-set
- Ownership of Learning
- Perseverance
- Self-determination

### Process-oriented Skills
- Learning strategies
- Critical thinking skills
- Creativity
- Accessing Information
- Group communication skills

### Interpersonal Engagement
- Responsibility of self
- Flexibility with others
- Leadership skills
- Collaboration
- Respect for diversity

### Transition Competencies
- Early planning
- Differences b/t hs & PSE environments
- Career culture
- College culture
- Adult roles & responsibilities

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Morningstar, Lombardi & Test (2018)
### CCR4T Expanded

#### CCR4T Assessment Framework: Five Domains

<table>
<thead>
<tr>
<th>Domain</th>
<th>Definition</th>
<th>Evidence-Based Practices &amp; Systems Supports</th>
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</thead>
</table>
| Academic Engagement (AE) | AE is the acquisition of academic content through interacting and engaging with the material, including cognitive and behavioral skills that students need to successfully engage with academics. These skills may include attendance, homework completion, active participation in class and less observable skills like making connections between content in different courses.  
- Content area knowledge (i.e., science, social studies, English language arts, math, electives)  
- Knowledge structures  
- Organizing concepts  
- Factual understanding  
- Challenge levels  
- CTE course enrollment  
- Classroom behaviors (e.g., student behavior towards class work; on-task, active engagement, passive engagement)  
- work habits (e.g., completing homework, in-class activities, productivity)  
- attendance (regular attendance)  
- course completion  
- Other (open ended) | Evidence-based Practices  
- Check in/Check out  
- Check and Connect  

Systems-level supports  
- Co-teaching  
- Inclusive instruction (Universal Design)  
- Attendance initiatives |
| Process-oriented skills (PS) | These skills may include test taking, studying, and time management, as well as critical thinking skills such as formulating problems, hypothesize solutions, collect evidence, analyze the evidence, and communicate findings. These skills span across content areas.  
- Learning strategies (e.g., strategy instruction,  
  critical thinking skills (e.g., formulating problems, hypothesizing solutions, collect evidence, analyze the evidence, communicate findings)  
- Other (open ended) | Evidence-based Practices  
- Digital and blended learning  
- Self-regulated strategy development (SRSD)  
- Peer supports  

Systems-level supports  
- Information Technology Literacy  
- Credit recovery  
- Attendance initiatives |
### School-wide College and Career Readiness

**Who is included? Are students with disabilities included?**

<table>
<thead>
<tr>
<th>Disability</th>
<th>Non-responders</th>
<th>SPED responders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Disability</td>
<td>23%</td>
<td>44%</td>
</tr>
<tr>
<td>Other Health Impairment</td>
<td>33%</td>
<td>36%</td>
</tr>
<tr>
<td>Emotional Disturbance</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>Autism Spectrum Disorder</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>25%</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>

State to State Sharing

• Discussion Prompt

• 10 minutes each
  – "Raise Hand"
  – Share resources and questions in the chat, too
  – Share enthusiastically and "shorten the runway"

• Determine Next Steps
S2S: Broad Perspective on PSE’s

• Consider your current status
• How to ensure a continuum of PSE opportunities for ALL students with disabilities?
• Partners?
• Challenges?
• Possible solutions?
• Examples & Resources?
POLL: Which PSE’s readily available to students with disabilities in your state?

- 4 year colleges & universities
- 2 year community colleges & tech schools
- Vocational Career/Certificate programs (Barber, nail tech, CAN)
- Job Training Programs (Job Corps, military)
- CBTPs/18+
- Apprentice
Maryland Department of Disabilities PSE

https://mdtransitions.org/postsecondary-education/
Getting Started
S2S: Social Preparation for PSE

Interpersonal Engagement

Ownership of Learning

• Consider your current common practice
• How can Interpersonal Engagement and Ownership of Learning skills & strategies be supported locally? Statewide?
• Partnerships?
• Challenges?
• Solutions? Resources?
Ownership of Learning

• Sense of belonging
• Growth mind-set
• Ownership of Learning
• Perseverance
• Self-determination

Interpersonal Engagement

• Responsibility of self
• Flexibility with others
• Leadership skills
• Collaboration
• Respect for diversity

Morningstar, Lombardi & Test (2018)
S2S: Transition Preparation for PSE

Transition Competencies
Ownership of Learning

• Consider your current common practice
• How can the Transition competencies skills & strategies be supported locally? Statewide?
• Partnerships?
• Challenges?
• Solutions? Resources?
Transition

Transition Competencies
• Early planning
• Differences b/t hs & PSE environments
• Career culture
• College culture
• Adult roles & responsibilities

Ownership of Learning
• Sense of belonging
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Morningstar, Lombardi & Test (2018)
# Differences Between Secondary and Postsecondary Education

<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Legal Differences</strong></td>
<td><strong>Documentation</strong></td>
</tr>
<tr>
<td>IDEA (Individuals with Disabilities Education Act)</td>
<td>ADA (Americans with Disabilities Act 1990)</td>
</tr>
<tr>
<td>Section 504, Rehabilitation Act of 1973</td>
<td>Section 504, Rehabilitation Act of 1973</td>
</tr>
<tr>
<td>IDEA is about facilitating SUCCESS</td>
<td>ADA is about facilitating ACCESS</td>
</tr>
</tbody>
</table>

**Documentation**

- IEP and/or Section 504 Plan
- Evaluation provided at the school's expense
- Documentation intended to determine eligibility for services based on specific categories in IDEA

**Self-Advocacy**

- Student identified by the school; supported by parents and teachers
- School is responsible for arranging accommodations
- Teachers may approach the student if they feel they are in need of help

**Parental Rights**

- Parent has access to the student's records
- Attends IEP or Section 504 meetings

**THE DISABILITY DISCLOSURE**

A WORKBOOK FOR YOUTH WITH DISABILITIES

THE 411 ON
S2S: Academic Preparation for PSE?

Academic Engagement
Process-oriented Skills

• Consider your current common practice
• How can the Transition competencies skills & strategies be supported locally? Statewide?
• Partnerships?
• Challenges?
• Solutions? Resources?
# Academic Preparation for PSE

## Academic Engagement
- Content knowledge
- Knowledge structures
- Work habits
- Attendance
- Classroom Behaviors

## Process-oriented Skills
- Learning strategies
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*Morningstar, Lombardi & Test (2018)*
What Else? What's Next?

• Incorporate ideas into your state's plan
• Incorporate into your professional development
• Connect with others focused on this topic
• Continue to share solutions and challenges through NTACT?
College and Career Readiness for Transition (CCR4T)
Development and Validation of a Student Measure

Seeking school partners in ‘20-‘21 or ‘21-‘22:
• Field-test the measure in schools. Administer the CCR4T to students school-wide in an online survey format, which will take about 30-60 minutes (potentially a class period or as a distance learning activity)
• Provide feedback on usefulness of scores, data reports. Data reports will be provided to all school partners.

Benefits include:
• The opportunity to provide direct feedback so that the CCR4T fits their school context
• Online administration allows for use as a distance learning and/or re-entry tool to better understand student perceptions across the 5-domains
Schools who partner in the field-test phase (20-21) will be offered a stipend of $5000 that can be used toward any college and career readiness efforts.
• Visit http://ccr4t.education.uconn.edu
• Questions? Email allison.lombardi@uconn.edu
Contact information

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Find us, follow us, like and share us on Facebook, Pinterest, Teachers Pay Teachers, Twitter, and Medium

Facebook  Pinterest  Teachers Pay Teachers  Twitter  Medium

#transitionta

www.transitionta.org
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Graphic of word collage of “thank you” in numerous languages