Increasing Inclusion for College Students with Intellectual Disability

Jeanine Coleman



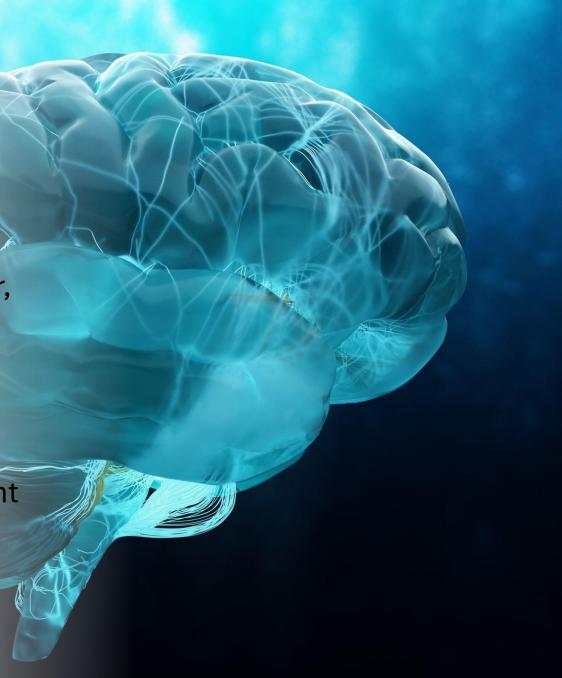


Learning Objectives

Participants will consider key principles for college educators Consider working with students with intellectual disability. Participants will understand inclusive instructional strategies to Understand implement while teaching and course materials. Participants will learn about strategies for inclusion in the Learn about classroom, and on the campus more broadly.

Importance of Early Intervention

- New experiences = brain development
- Foundation for future learning, behavior, and health
- Positive outcomes
 - Higher reading proficiency
 - High school graduation rates
 - Postsecondary education enrollment
 - Employment
 - Physical and mental wellness





The Problem: The Cliff

One Solution: Inclusive Postsecondary Education(IPSE)

327 IPSE programs across the country.

Purpose: to provide opportunities for students with intellectual disabilities that lead to positive outcomes—employment, social engagement, and recreation.





Inclusive Higher Education Programs

Students learn and participate in college life alongside students without intellectual disabilities.



What is inclusion?

Access

Meaningful Participation

Support



We presume competence of our students

We believe in the dignity of risk

We model and support the release to independence

We have high expectations for our students



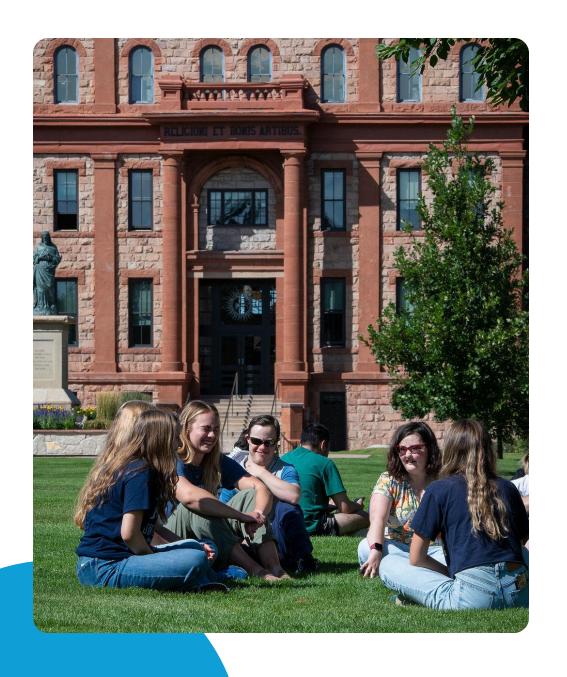
Presume competence

The belief is that the student is capable and has the potential to develop skills with support.



Dignity of Risk

- Implies respect for individuals' right to make their own decisions.
- To participate in a broad range of desired activities, even with risks.
- To expose themselves to potential consequences or learning opportunities.
- Supported decision-making helps with the balance of safety and the dignity of autonomy.



GLOBAL Inclusive Program Pillars

Academics

Emotional and Physical Wellness

Social Engagement

Career Development

Self-Determination & Independent Living



Academics

Supports: Univeral Design for Learning (UDL) Framework, Accommodations, Modifications, Tutoring

Academic Supports

For	Stu	de	nts
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Peer mentors

Tutoring

Model

Scaffold

Release to independence

For Instructors/Professors

- Training
- Community of Practice
- Peer mentors
- Syllabus guide
- Modifications
- Accommodations

Strategies



Consistent routine in class

Agenda

Check-in poll

Movement breaks



Clear syllabus

Clear expectations

Clear directions

Guiding questions

Strategies



Break complex tasks into manageable chunks



Write out step-by-step instructions with checklists

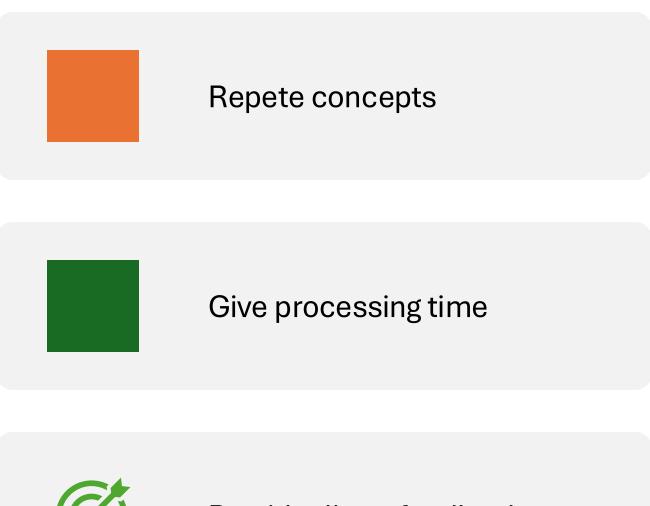


Use pictures for visual support



Minimize distractions

More Strategies





Provide direct feedback

This is how the class will go



Check-in—10 minutes



Lecture and teaching—15 minutes



Movement break—5 minutes



Small group or independent work—15 minutes

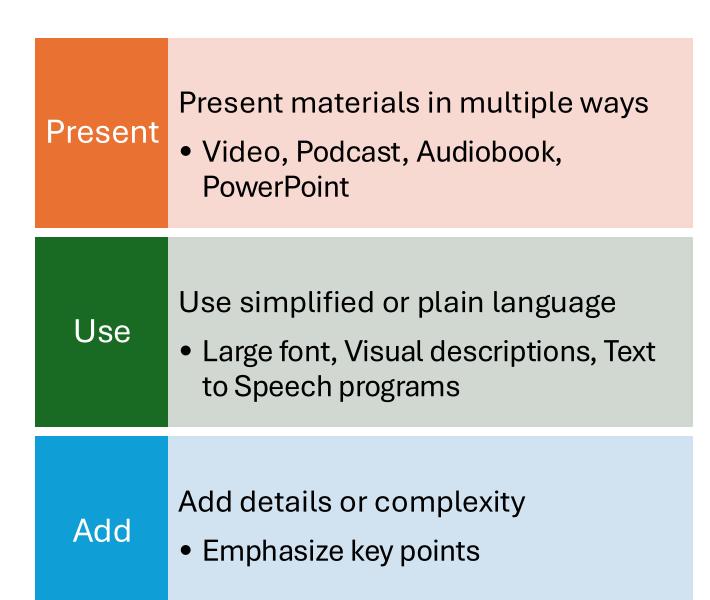


Movement break—5 minutes



Reflection & Connection—15 minutes

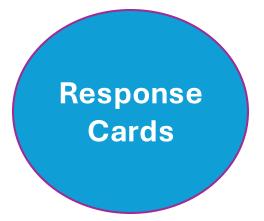
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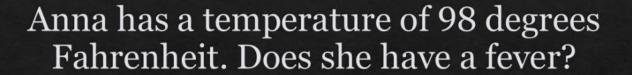


Tools for Engagement

- Graphic organizers
- Guiding questions
- Guided notes
- Sentence starters
- Gamify
- Knowledge checks
- Movement breaks
- Constructive feedback
- Response cards











Participation Rubric

Student: Course: Date: Participation Check-In: □#1 □#2 I arrive at class on time. □YES □SOMETIMES \square NO I listen and share during class discussions. \square YES □SOMETIMES \square NO I stay awake during class. \square YES □ SOMETIMES \square NO \square YES I use technology appropriately. □SOMETIMES \square NO I raise my hand before speaking. \square YES □SOMETIMES \square NO TOTAL POINTS: /5 points

YES = 1 Point, SOMETIMES = .5 Points, NO = 0 Points

To date, how many class periods has this student missed?

Comments:

YES, SOMETIMES, NO



Emotional and Physical Wellness

Physical fitness program, emotional wellness workshops

Emotional and Behavioral Strategies

- Model
- Scaffold
- Social Stories about social problem solving and emotional regulation
- Deep breathing (flower & candle breathing)
- Identifying emotions (emotion wheel/fidgets)
- Consistent schedules
- Visual schedules
- Less talk, less emotion
- Ignoring
- Emotional check-in through email, Slack, or polls

Gentle ways to redirect students

Positive reinforce ment

Sticky note method

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Social engagement

Supported social events on and off-campus



Social Engagement Strategies

- Peer mentors
- Social stories
- Role-play
- Modeling
- Scaffold
- Release to Independence









Career Development

On and off-campus internships

Career Development Strategies

- Consistent routines and tasks during shifts
- Agenda at the start of shift
- Transportation training
- Career development task cards
- Plain language explanations of career development terminology
- 1:1 training from supervisor
- Task breakdown sheets with visuals and words
- Videos explaining how to complete tasks
- Emotional check-ins during shift
- Breaks during shifts
- Assistive technology in completing tasks



Self-Determination & Independence

Living on campus, eating in the Dining Hall

Independent Living Strategies

Model

Scaffold

Social Stories about how to care for self

Consistent schedules

Visual schedules

Prompting and visual aides to clean bedrooms and bathrooms

Campus Inclusion

- Support from leadership
- Start small
- Collaborating with all offices on campus
- Presentations to departments
- Make it a part of the institution's diversity, equity, and inclusion policy
- Consistent message of inclusion
- Students are integrated into all parts of campus—classrooms, dining hall, library, dorms, fitness center, social events, etc.
- Benefits all students, faculty, and staff



Skills needed to get to college

Basic personal information for self and parents/caregivers

Literacy—reading, writing, discussing

Use of technology—computer, mobile devices

Paying attention and listening

Following directions

Communicating needs and wants

Taking care of personal needs—physical wellness, hygiene

Managing emotions and behaviors

Skills needed to get to college Spending some time alone

Getting along with peers

Understanding and using money/debit card

Managing medicine or medical devices

Cleaning own spaces

How to Prepare for College

- Read/listen or look at books 15 minutes a day
- Write 2-3 sentences about your day in a journal
- Make a video or voice note about what your read or did that day
- Do chores at home—clean your room, bathroom, laundry, put away dishes, run the vacuum
- Exercise regularly—walk, hike, dance, swim, bike

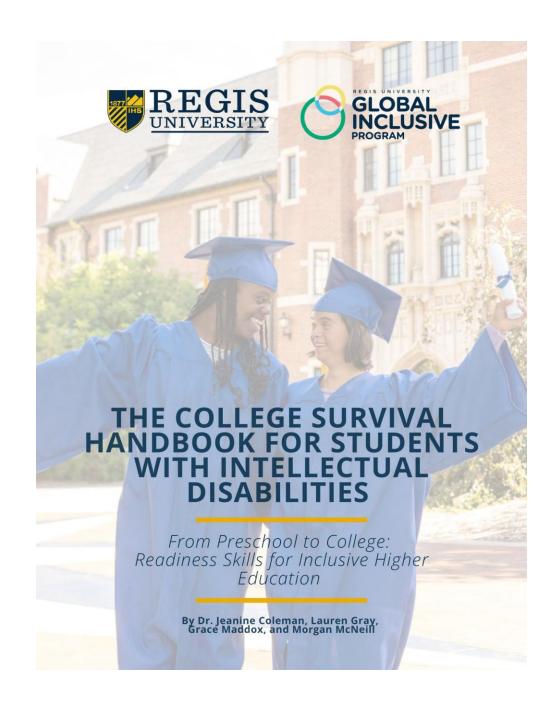
How to Prepare for College

- Eat healthy meals—make healthy meals and snacks
- Calm yourself during times of stress—deep breathing, mindfulness
- Ask a friend to hang out—plan social events with friends or family
- Volunteer in the community or find a parttime job
- Work with your Department of Vocational Rehabilitation

College Survival Skills



Download the survival handbook



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