



Westchester Institute
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Welcome!

Community Support Network Transition Institute 2022



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Preparing for Inclusive Higher Ed for Students with IDD's

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- What's the difference between High School and College?
- Expectations of Students and Parents
- How to Prepare Students with IDD's for a College Experience Program
- The Changing Role of Families
- Letting go and allowing your student to become their own advocate

Parents discuss the differences between high school and college for their students.



What's the difference between High School and College?

POSTSECONDARY INSTITUTIONS ARE REQUIRED TO:	POSTSECONDARY INSTITUTIONS ARE <u>NOT</u> REQUIRED TO:
Make all programs and services physically accessible to all students.	Provide specific auxiliary aids
Provide auxiliary aids, notetakers, and appropriate equipment to ensure the participation of students with disabilities in college classes and activities.	Provide academic modifications if these modifications would fundamentally alter the nature of the course or program or place undue burden on the institution.
Accommodate the academic participation of qualified students with disabilities in college classes and activities.	Lower admissions criteria for applicants with disabilities.
	Diagnose a disability or conduct testing and assessment of learning difficulties, physical, or mental impairments.
	Provide personal attendants. personal or private tutors
	Prepare Individualized Education Programs (IEP's).

Expectations of Students and Parents

College students with IDD should be able to:

- Fully understand their disability
- Be highly motivated to achieve independent, social, academic, and career goals
- Have emotional and behavioral stability (pending on the specific program)
- Have basic safety skills such as crossing the street safely and navigating a campus on their own
- Manage their own medications and medical needs independently – especially if living in a residence hall
- Demonstrate basic safety skills in an unsupervised setting
- Take care of their own hygiene - such as showering, washing hair, brushing teeth, shaving, toileting
- Be able to communicate needs effectively either verbally or written form

Parents of college students with IDD should be able to:

- Understand the student voice comes first
- Recognize their student is an adult and allow them to be a self-advocate
- Understand and support program goals & college expectations
- Work with college support staff as a team to provide opportunities for my student to become more independent
- Reduce their student's dependency on family members
- Hold their student accountable for the decisions they make
- Allow their student to experience dignity-of-risk

How to Prepare Students with IDD's for a College Experience Program

- Teach self-advocacy skills
 - Teaching students to make their own decisions
 - Listening and respecting a student's wants and desires
 - Supporting students to ask for help only after they have thoroughly tried something on their own and were unsuccessful
 - Having students sign up for their own tutoring if needed
 - Having students have input into their schedules
 - Making choices about what to eat at school and buying their own lunches
- Learning to use public transportation, Uber etc.
- Teaching students the differences between high school and college services
- Having student use a daily planner or calendar
- Fading supports: aide support, homework support, solving students problems

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- Encouraging the use of peers as supports: tutoring, mentors, study groups
- Working on self-regulation behaviors
- Having students complete chores independently: making beds, simple cooking, laundry, room cleaning
- Teaching students to take and renew their own medications
- Teaching students to get up in the morning using an alarm
- Opening a bank account and learning to use an ATM, debit card etc.
- Developing a budget and staying within the budget
- Developing skills and interests that students can engage in during downtime
- Having students engage in inclusive classes and activities
- Having students involved and ultimately directing the IEP process
- Learning to use appropriate communication in all areas, especially when upset or angry
- Learning to use technology: school platforms, emails, etc.

The Changing Role of Families



Letting go and allowing your student to become their own advocate

The following are taken from “Preparing Your Son or Daughter for College: Suggestions for Parents of Children with Intellectual Disabilities. Westling, D. L., Kelley & Kelley, K. R. (2015). The University Participant Program Western Carolina University.

- Know that family is the key to success.
 - Parents must support positive outcomes that are established.
- Know the role of the parent must change during the child’s life.
 - “Your development as a parent must progress so your child can progress as much as possible.”
- Be future focused.
 - “Your child should be fully involved in all family activities and community organizations and be taught in inclusive schools and classrooms.”
- Have high expectations.
 - Parents must have high expectations for their child to engage in their interests, attend inclusive schools, and have a rewarding career.
- Let your child take chances and make mistakes.
 - Although safety and security is the number one concern of parents, parents need to let their children take risks. No matter how scary that seems.

Letting go and allowing your student to become their own advocate

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- Allow for student voice and choice.
 - All of us need to learn to make our own decisions, follow our own interests, and develop their own goals.
- Inclusion is essential.
 - Students must be comfortable living in the typical, heterogeneous world.
- When the time is right, get a job.
 - Students should work as much as is reasonable. Students in high school work part-time jobs to build independence, responsibility, and good-decision making.
- Take advantage of natural supports.
 - Students need to have non-professionals in their lives who can help them grow and develop.
- Share your success stories.
 - Share the many accomplishments of your son or daughter.

Q & A

Thank you for your time!