

Spring 2023 Webinar Series - EDU 101

IEP Planning & Goal Setting for Post Secondary Success



PATHWAYS TO INCLUSIVE
HIGHER EDUCATION

Intros & Housekeeping

- Q&A time allotted throughout webinar
- Use chat to ask questions as needed
- Video & audio mute during presentation
- Recording

Webinar Objectives

- Review college options for students with intellectual disabilities in Colorado.
- Identify valuable skills for college success within inclusive higher education programming and discuss secondary preparation strategies.
- Provide example IEP goals and strategies for goal implementation.

*Note: K-12 IEP does not transfer to college

Meet Our Staff

Executive Director:

Tracy Murphy
tracy@inclusivehighered.org
720-629-0196



Community Engagement Coordinator:

Shayna Laing
shayna@inclusivehighered.org
720-485-9922



Who We Are:

IN! exists to create **inclusive** college opportunities in Colorado for students with intellectual disabilities to foster

- **academic growth - learning**
- **social development - connecting**
- **career advancement - working**
- **independence - thriving**

Note: IN! encourages colleges to open their doors to students with intellectual disabilities. The colleges then provide all direct supports.



College Options for Students with Intellectual Disabilities (ID)

History of College Pathways in CO

1880's



Degrees from specialty universities across the US

1973



Section 504 of the Rehabilitation Act required for all institutions of higher ed

1990



Section II Americans with Disabilities Act

2008



Federal Reauthorization of Higher Education Opportunity Act & Think College established

2016



Colorado Senate Bill 196: Inclusive Higher Education Act allowed CO to join the movement

2020



First students with ID graduate from college in Colorado; currently 70 students in 3 schools

2022



House Bill 22-1107: Inclusive Higher Education Opportunities Passed to expand pathways to higher education for students with ID in CO

2023-2024



2-4 more colleges/universities across the state will develop inclusive higher education programs and welcome students with ID on their campuses

Inclusive Programs

- Only offered at select institutions
- Alternative acceptance criteria
- Certificate credential
- Primarily serving students with ID or those proving need of additional supports
- Receive accommodations & modifications
- More intensive staff and peer mentor support
- Fully included in courses that align with career goal
- Support in four domains:

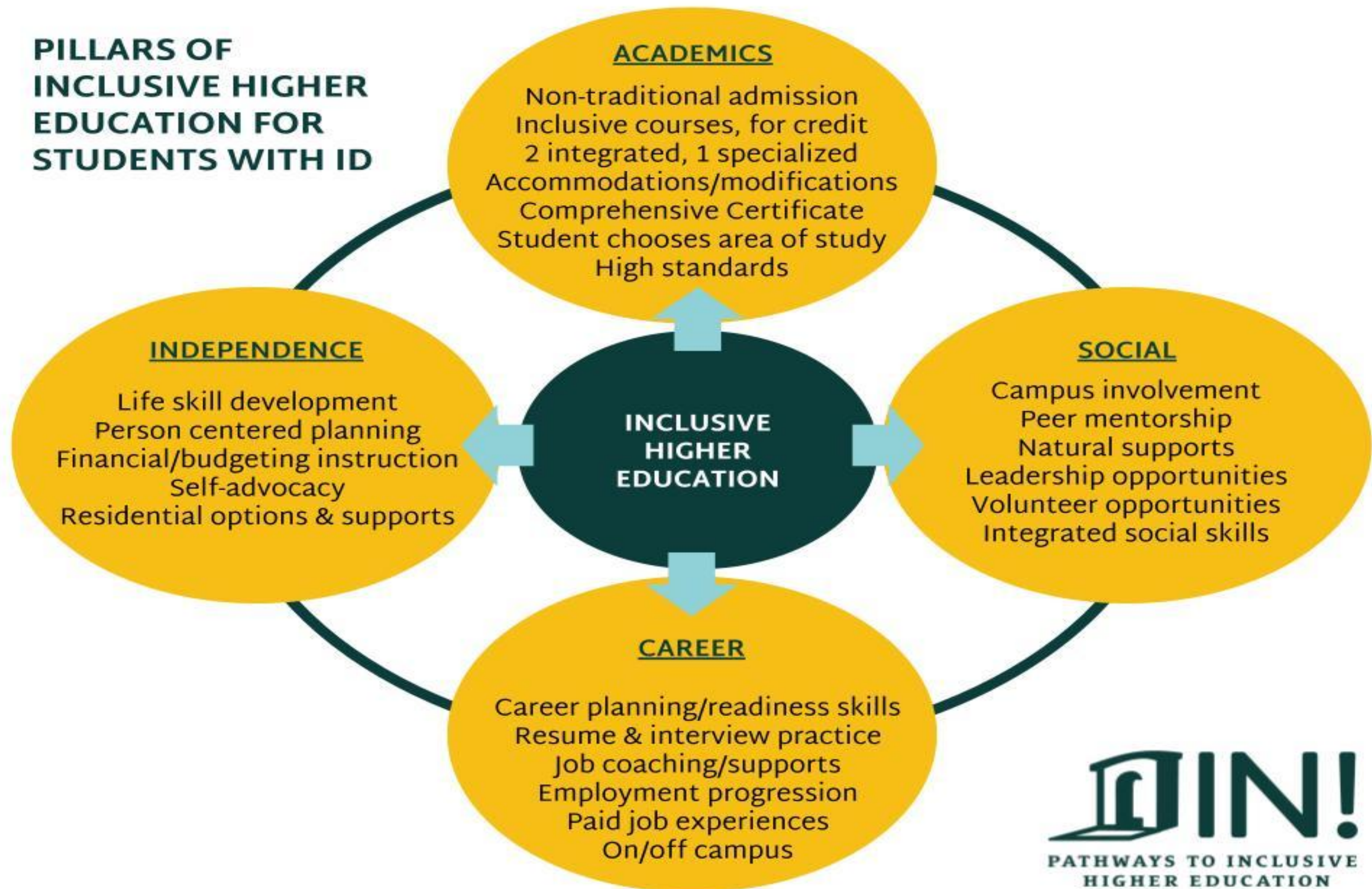


Vince, ACC

Theatre Arts and
Music

“Going to college is actually a really fun thing. It’s like freedom. I’ve learned how to be independent.”

PILLARS OF INCLUSIVE HIGHER EDUCATION FOR STUDENTS WITH ID





- Elevate at Arapahoe Community College
- Littleton, Colorado
- Commuter Campus
- <https://www.arapahoe.edu/elevate-acc>



- Office of Inclusive Services at
- University of Colorado
- Colorado Springs, Colorado
- On Campus Apartments
- <https://inclusiveservices.uccs.edu/>



- GOAL – Go On And Learn
- University of Northern Colorado
- Greeley, Colorado
- On Campus Dorms
- www.unco.edu/unc-goal



- GLOBAL Inclusive Program
- Regis University
- Denver, Colorado
- On Campus Dorms
- <https://www.regis.edu/global>

→ Comprehensive Transition & Postsecondary Program (CTP)
→ Statewide Comprehensive Higher Education Certificate

In Progress

What are students studying?

- Graphic design
- Communications
- Early Childhood Education
- Dance, Performing Arts
- Government
- Healthcare
- Human Services
- Photojournalism
- Sports Management
- Exercise Science
- And more!



What are the outcomes?


- Shannon - Social Work
- Elnaz - Administrative Assistant
- Darius - Graphic Designer
- Caitlin & Paige - Teacher Assistant
- Jazmine - CNA, Nutrition Department
- Ashley - Self Advocate, Arc of Pikes Peak
- Mia - Teaching ASL lessons, Interpreter
- Reilly - Local PBS Station
- Mark - Metro Athletic Department
- Vince, Noah, Nick - IHE ambassadors




With college, people with IDD are
3x more likely to be employed



AND COLLEGE OFFERS...

 lifelong learning

 community engagement

 a fulfilling future

Questions?

Skills for Postsecondary Preparation

Purpose of Preparation

- Normative pathways
- Informed choice
- “Even If” mentality
- Transferable Skills
- Link between student goals and communicated teacher expectation
- High expectations lead to positive transition outcomes



"The bar has been set high, and the students have risen and reached it! They have been presumed competent and their lives changed."
-Graduate Parent

Link to CDE's SOS 6 Core Outcomes

SELF DETERMINATION

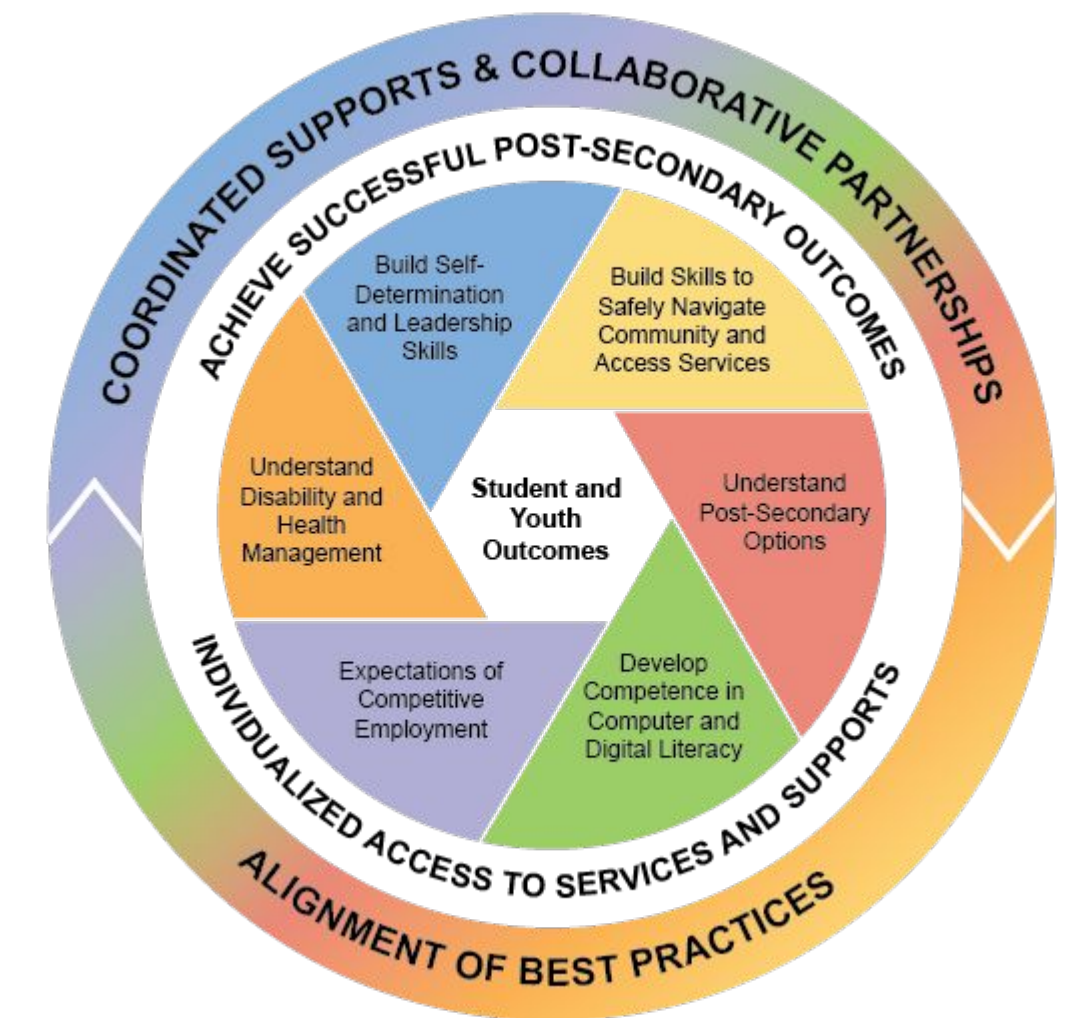
DIGITAL LITERACY

NAVIGATE COMMUNITY

COMPETITIVE
EMPLOYMENT

UNDERSTAND
POST-SECONDARY
OPTIONS

DISABILITY & HEALTH
MANAGEMENT



<https://www.cde.state.co.us/sequencingofservices>

Academic Domain

SKILL	PREPARATION STRATEGIES
Attendance & Punctuality	Identify calendar tracking app with reminders, practice recording appointments/reminders throughout the day, schedule margin time
Use of Resources	Connect students with cross campus support: library, tutoring, counseling
Technology Know How	Complete assignments with office software, complete regularly-scheduled email checks in class, research common learning management systems
Assistive Technology	Promote the research and use of audio books, google dictation, etc.
Basic Writing	Provide sentence/paragraph structure guides, discuss proper email etiquette
Basic Reading Comprehension	Teach strategies for identifying core information in texts (use of headings, chapter outlines, etc.), practice annotation, access college readiness websites as reading practice: thinkcollege.net, imdetermined.org
Knowledge of Learning Style	Review common learning styles and study strategies for each, create 1 page snapshot from IEP of needed accommodations/modifications
Explore academic interests	Practice with students to identify, find, and register for events/activities of interest to them, guide the KNOW-WANT-LEARN method, internet research

Academic Domain Cont.

SKILL	PREPARATION STRATEGIES
Following a Syllabus	Provide unit outlines or class syllabus, refer to schedule of assignments often
Note Taking	Offer note taking templates to summarize key information, establish preferred note taking system (electronic folders, spiral notebooks, etc), use recording devices
Study Skills	Create quizlet.com review options, have students re-teach content to peers
Class Discussion Participation	Guide students to stay on topic, prompt students to check for understanding or ask clarifying questions, offer strategies for appropriate engagement
Preparation	Peer preview & review sessions before and after classes, prompt students to follow a class preparation checklist: readings, notes, assignments, questions, possible discussion topics.
Communication with Instructors	Schedule 1:1 meetings for students to talk with paraeducators and other teachers about their approved accommodations/modifications, practice email correspondence for absences/tardiness/questions, write feedback on assignments
Quality of Work	Incorporate use of grammarly or proofreading support, provide assignment rubrics to be reviewed prior to submitting

Social / Community Domain



SKILL	PREPARATION STRATEGIES
Professional Relationship Awareness	Students identify varying levels of relationships and differences of expectations
Conflict Resolution	Students follow conflict resolution guidelines with natural supports
Planning a Gathering/Outing	Students practice selecting locations, researching cost, coordinating transportation, etc.
Adaptability	Create a classroom culture of choice, encourage curiosity and finding answers with independence, allow for natural consequences
Responsible Risk Taking	Create a classroom culture of choice, encourage curiosity and finding answers with independence, allow for natural consequences
Use of Resources	Routinely access information desks or call centers for guidance
Use of Amenities (gym, library, counseling)	Schedule time to participate in healthy habits across campus or in community
Participation in Clubs	Register for a school club or social event, invite peers to participate

Career Domain

SKILL	PREPARATION STRATEGIES
Career Awareness	Research a variety of fields (onetonline.org), job shadow/informational interviews
Self-Awareness	Create personal portfolio identifying strengths, limitations, personal interests, accomplishments, and disability related needs
Self-Advocacy	Understand the types of needed supports on the job, role play asking for them
Problem Solving	Follow a problem solving process chart, implement I do>we do>you do process of instruction
Persistence	Practice learning from mistakes and identifying intrinsic motivation
Takes Initiative	Provide a menu of classroom tasks for meaningful downtime, practice creating a task list each day
Anticipates Needs	Reflect on past experiences, identify possible challenges, and establish proactive coping skills
Responsibility	Independently follow daily/weekly schedule, wake up to an alarm

Independence Domain

SKILL	PREPARATION STRATEGIES
Navigating Campus	Fade supports to allow for independent navigation from each class, practice leaving early to arrive on time
Use of Down Time	Students brainstorm productive tasks to complete during down time
Self-Awareness & Personal Regulation	Students create a list of coping skills for various settings (classes, lunchroom, job, community), students identify triggers and natural supports
Self-Care & Cleanliness	Students learn to cook one staple meal, practice classroom cleaning such as taking out garbage, wiping down services, etc.
Community Access/Travel	Offer public transportation training, allow for supported mistakes and problem solving in community
Interagency Connections	Connect families early and often to CCBs, Advocacy Groups, and DVR
Self-determination	Prompt students to set personal/professional goals with small attainable action steps, use graphic organizer to show transition from big to small goals
Growth Mindset	Allow for natural consequences and failure to occur in variety of settings

Annual Goals

- Based upon measurable Postsecondary Goals
 - Updated annually
 - Specify student's plans for life after high school in all domains

By the end of 2023-2024 school year, student will:

DOMAIN	EXAMPLE GOAL
Academics	Have developed reading comprehension skills by implementing annotation strategies.
Social/Community	Initiate participation in 1-3 community events with natural support.
Career	Determine 1-3 career interests based upon research from reliable sources.
Independence	Navigate campus independently to attend her classes, eat lunch in the cafeteria and attend one club meeting each week.

Benchmark Goals



- Tracking student progress
- Focused on the skills students need to acquire in order to reach the annual goals set
- Actionable, observable and measurable terms
- Consider including ABCs
 - Audience - students/context
 - Behavior - specific strategy
 - Conditions - timeframe, degree

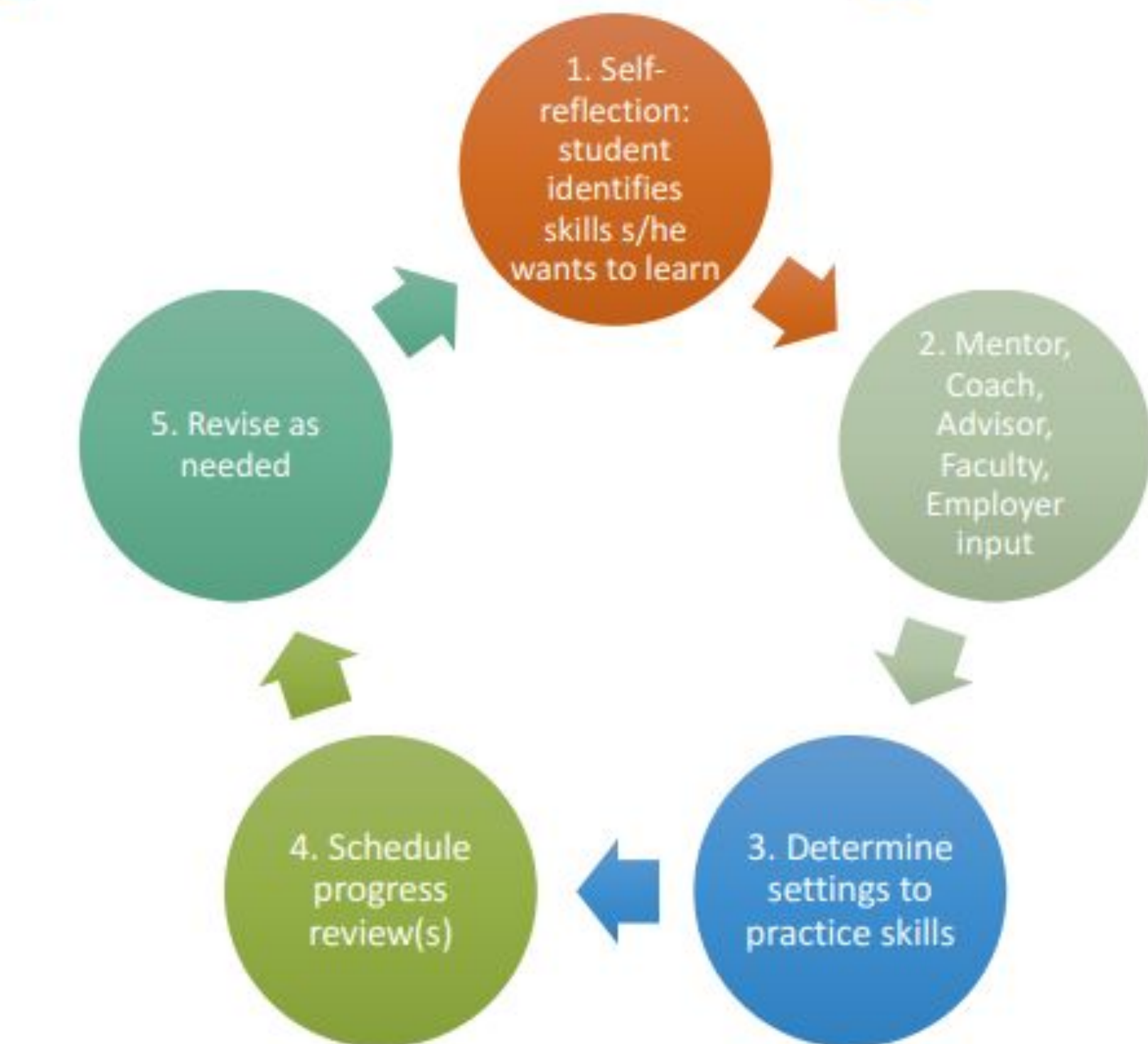
DOMAIN	EXAMPLE GOAL
Academics	Student will demonstrate use of highlighters and margin notes to emphasize important information from texts for 75% of weekly reading assignments.
Social/Community	By _____, student will identify 2-5 community club/organization(s) of interest based on personal preference or career choice.
Career	By _____, student will document 2 appointment(s) with Counselor to discuss career options.
Independence	Student will travel to classes with peer mentor support for 90% of classes.

Goal Implementation Strategies

Implementation Strategies

- Presume competence & instill growth mindset
- Promote high expectations amongst your classroom supports
- Use coordinated/braided supports
- Creatively access inclusive settings for skill development
 - Use of natural supports & fading services

College & Career Learning Plan Process



The Center is funded by the US Department of Education, Office of Postsecondary Education, Grant #P407B15002.

FIGURE 2: PERSON-CENTERED PLANNING ONE-PAGE SUMMARY

PERSON-CENTERED PLANNING
ONE-PAGE SUMMARY

Instructions: Use the information from your person-centered planning meeting to complete the three main areas of this summary: interests, goals, and supports.

Name: _____ Date: _____

MY INTERESTS: What I like and what I am good at

MY BIG GOALS: From my person-centered plan

ACADEMIC:

CAREER/EMPLOYMENT:

SOCIAL:

INDEPENDENCE:

MY SUPPORTS: What I need to achieve my goals

10 • A Model for Intentional College and Career Learning Inside and Outside the Classroom

Student Involvement

Routinely ask about post secondary goals and thoughts on college

Student led IEPs & goal writing

Use of strength-based transition assessments

Student Choice:
electives, social groups, etc.

Goal Assessment

- Formal & informal assessments
 - task analysis - observable over time in variety of settings
 - grades & assignments - quantitative & qualitative data
 - surveys & tests - quantitative
- Student self-reporting
- Natural support/peer reporting





Closing Remarks

- You are not alone!
- Collaborate with community agencies:
 - DVR/SWAP
 - the Arc
 - Community Centered Boards
 - PEAK Parents
 - etc.
- You don't have to take on every skill at once
- Pick those that will contribute most to the student's independence and current progression of development



Questions?

How to Learn More

- **IN! website:** <https://inclusivehighered.org>
- **Self-Paced Teacher Modules:**
(5 modules for professional development credit)
<https://inclusivehighered.org/college-options/self-paced-modules.html>
- **Upcoming events and recorded webinars:**
inclusivehighered.org/news-events/
- **Monthly newsletter:**
<https://inclusivehighered.org/contact-us/join-us.html>



Resources



- College & Career Skills List:
https://thinkcollege.net/sites/default/files/files/resources/IB55_A%20Model%20for%20Intentional%20College%20%26%20Career%20Learning_R.pdf
- Foundational Skills for College and Career Learning Plan:
https://thinkcollege.net/sites/default/files/files/resources/foundation%20skills%207_6_17mbdt.pdf
- IEP Goal Ideas to Support College Readiness:
https://thinkcollege.net/sites/default/files/files/resources/TCResource_IEP%20goal%20ideas%202023_R_0.pdf
- Tips for IEP Teams to Help Students and Families Prepare for Inclusive Postsecondary Education:
https://thinkcollege.net/sites/default/files/files/resources/TCPub_Tips%20for%20IEP%20Teams_Pacer_Nov2021_R.pdf

Resources

- Going to college high school checklist:
<http://going-to-college.org/planning/list.html#get>
- UCCS' Top 10 Actions to Take While in High School:
https://inclusivehighered.org/file_download/0f8e4fba-6d07-45d0-8288-cab639d222cb
- Self Determination Lessons:
<http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy>
- College Readiness Rubric:
<https://thinkcollege.net/resource/transition-planning/postsecondary-readiness-rubric-v-4>
- National Technical Assistance Center on Transition:
<https://www.transitionta.org/>

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