

*Spring 2023 Webinar Series - EDU 101*



# Teaching Techniques to Incorporate College Prep For Your Students with ID

# Intros & Housekeeping

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- Q&A time allotted throughout webinar
- Use chat to ask questions as needed
- Recording

# Webinar Objectives

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- Review college options for students with intellectual disabilities in Colorado.
- Understand universally designed teaching strategies and their mutual benefit for all learners in your classroom.
- Provide example teaching techniques and recommendations to begin implementing today.

# Meet Our Staff

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## Executive Director:

*Tracy Murphy*  
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## Community Engagement Coordinator:

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# Who We Are:

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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)

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# 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

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- 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:



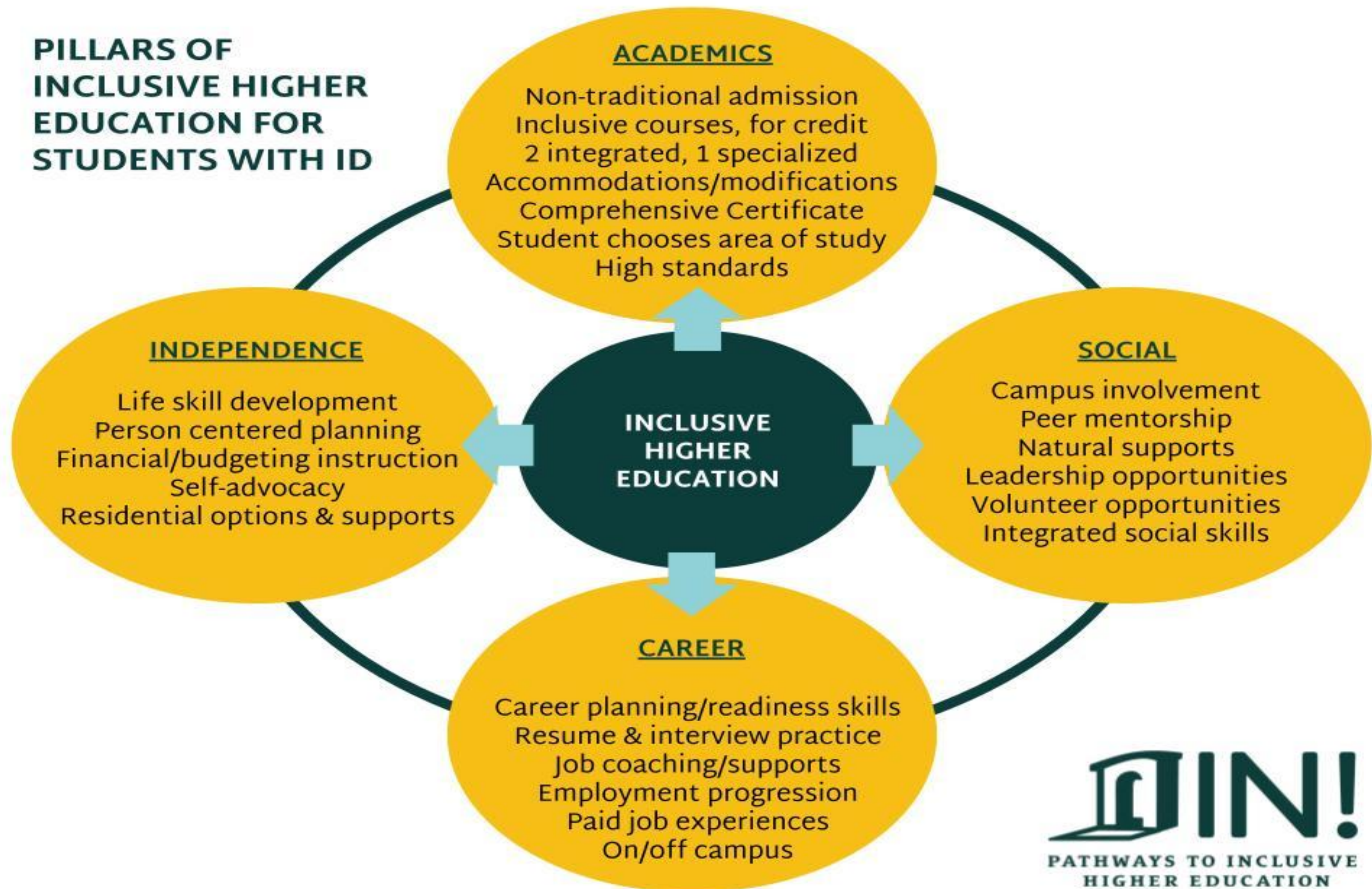
**Vince, ACC**

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
- 3 year program

- <https://www.arapahoe.edu/elevate-acc>



- Office of Inclusive Services at
- University of Colorado
- Colorado Springs, Colorado
- On Campus Apartments
- 4 year program

- <https://inclusiveservices.uccs.edu/>



- GOAL – Go On And Learn
- University of Northern Colorado
- Greeley, Colorado
- On Campus Dorms
- 4 year program

- [www.unco.edu/unc-goal](http://www.unco.edu/unc-goal)



- GLOBAL Inclusive Program
- Regis University
- Denver, Colorado
- On Campus Dorms
- 1-2 year program

- <https://www.regis.edu/global>

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



# What are students studying?

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- 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 - Paraeducator
- 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
- 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?

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# Universal Design for Learning (UDL) as Teaching Strategy for College Prep

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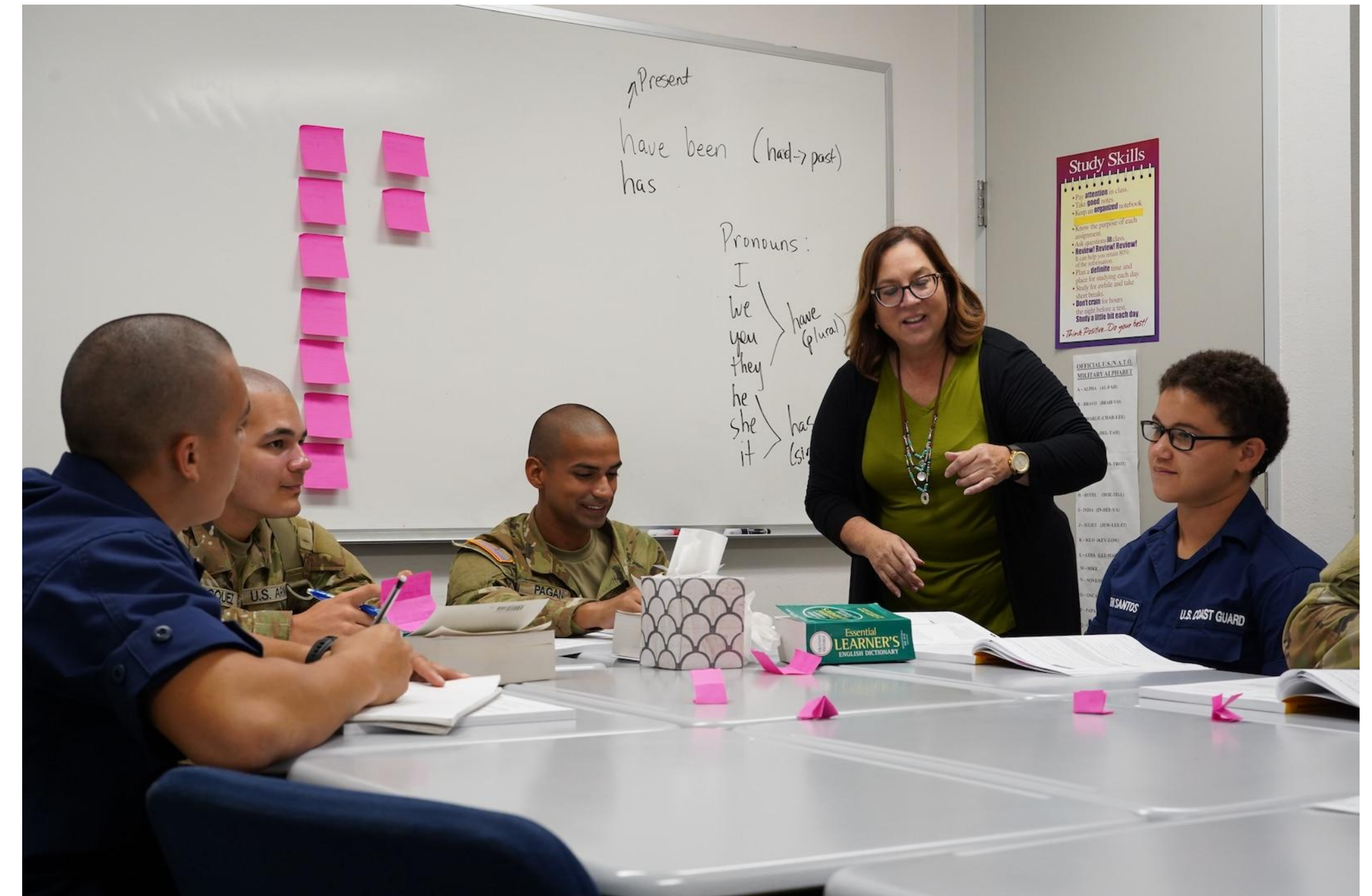


# College Class Culture

## COMMON ASSUMPTION



## GROWING REALITY





# What is Universal Design

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- “Universal Design for Learning (UDL) provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.” (UDLoncampus.org)
- Changes made for those with disabilities or higher needs mutually benefits all students. Examples:
  - ADA door openers
  - Visual cues on handouts
- Use of multiple means of
  - Engagement
  - Representation
  - Expression

## Provide multiple means of **Engagement**



Affective Networks  
The "WHY" of Learning

### Provide options for **Recruiting Interest**

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

### Provide options for **Sustaining Effort & Persistence**

- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

### Provide options for **Self Regulation**

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

# The WHY

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- Clearly communicate/show objective and relevance
- Prompt students to clearly communicate/reflect on why they are learning said skill
- Create space for student choice
- Provide option of resources as natural learning support
- Allow for collective and collaborative learning
- Provide progression of benchmarks to help with regulation

[udlguidelines.cast.org](http://udlguidelines.cast.org) | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.



Provide multiple means of  
**Representation**



Recognition Networks  
The "WHAT" of Learning

Provide options for  
**Perception**

- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

Provide options for  
**Language & Symbols**

- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding of text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

Provide options for  
**Comprehension**

- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing and visualization
- Maximize transfer and generalization

# The WHAT

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- Vary format of information for all students to include:
  - auditory - assistive technology/screen reader
  - visual - image support
  - experiential - activity
  - social - discussion/group work
  - written - sentence, song, email
- Offer background information for preview/review
- Restate the WHY as you teach the WHAT

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## Provide multiple means of **Action & Expression**

Strategic Networks  
The "HOW" of Learning



### Provide options for **Physical Action**

- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

### Provide options for **Expression & Communication**

- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

### Provide options for **Executive Functions**

- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

# The HOW

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- Provide varying options for completion/mastery:
  - auditory - student interview
  - visual - graphic organizer
  - experiential - observation/presentation
  - social - group work
  - written - paragraph with format guide/prompted questions
- Guide students to self-assess their HOW

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|                              |  |
|------------------------------|--|
| <b>Traditional/Repeating</b> | <ol style="list-style-type: none"> <li>1. <b>Read</b> a paragraph introducing a topic</li> <li>2. <b>Read</b> a paragraph to learn more</li> <li>3. <b>Read</b> a paragraph to learn more</li> <li>4. <b>Read</b> a paragraph to learn more</li> <li>5. <b>Read</b> a paragraph to review</li> <li>6. <b>Read/write</b> to assess</li> </ol>   |
| <b>UDL/Enriching</b>         | <ol style="list-style-type: none"> <li>1. <b>Read</b> a paragraph introducing a topic</li> <li>2. <b>Study</b> a diagram enriching the same topic</li> <li>3. <b>Look</b> at an imaginative illustration enriching the same topic</li> <li>4. <b>Read</b> additional text and/or <b>watch/listen</b> to a video enriching the same topic</li> <li>5. <b>Draw/write</b> to enrich the same topic</li> <li>6. <b>Read/write/look/watch/listen</b> to assess the topic</li> </ol> |



# Universal Design in K-12

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- A shift from differentiated instruction to diversified instruction
- High expectations amongst academic goals and/or Extended Evidence Outcomes (EEOs) despite student level
- Presume competence & instill growth mindset
- Create a classroom environment of choice
- Establish self-aware learners
  - strengths/limitations
  - learning preferences



# Additional College Prep Needs

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# General Techniques

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- Teach *chunking* when many steps are involved
- Provide a gradual release of responsibility:
  - ✓ I do it: establish an objective and a relatable purpose
  - ✓ We do it: teacher/tutor modeling, visual and audible examples
  - ✓ You do it together: collaborative learning
  - ✓ You do it independently: homework, assessments, etc.
- Use guided instruction techniques:
  - ✓ Ask **open ended questions** to elicit as much information as possible
  - ✓ **Prompt** student to recall background information
  - ✓ Provide **cues** to shift student attention to sources of information (gestural, environmental, verbal)



| COLLEGE SKILL                  | PREPARATION STRATEGIES   |
|--------------------------------|--|
| Following a Syllabus           | <ul style="list-style-type: none"> <li>● Provide unit outlines or class syllabus, refer to schedule of assignments often</li> </ul>  |
| Note Taking                    | <ul style="list-style-type: none"> <li>● Offer note taking templates to summarize key information</li> <li>● Prompt students to identity important information to note</li> <li>● Help students establish preferred note taking system (electronic folders, spiral notebooks, recording, etc)</li> </ul> |
| Study Skills                   | <ul style="list-style-type: none"> <li>● Include preview &amp; review time for each unit</li> <li>● Create interactive quizlet or review game for each unit</li> </ul>   |
| Class Discussion               | <ul style="list-style-type: none"> <li>● Guide students through think &gt; pair &gt; share exercises</li> </ul>  |
| Class Preparation              | <ul style="list-style-type: none"> <li>● Provide and use a class preparation checklist before instruction begins: handouts, notes, books, questions, possible discussion topics.</li> </ul>  |
| Communication with Instructors | <ul style="list-style-type: none"> <li>● Schedule 1:1 meetings for students to talk with paraeducators and other teachers about their assignments &amp; approved accommodations/modifications</li> <li>● Offer weekly email practice</li> </ul>  |
| Quality of Work                | <ul style="list-style-type: none"> <li>● Incorporate use of grammarly or proofreading support</li> <li>● Provide assignment rubrics to be reviewed prior to submitting</li> </ul>  |
| Technology Know How            | <ul style="list-style-type: none"> <li>● Complete assignments with office software as able</li> <li>● Promote the research and use of audio books, google dictation, etc.</li> </ul>   |

# Non-Academic Skills

|   |                         |   |  |   |                |
|---|-------------------------|---|--|---|----------------|
|   | Communicates needs      |    | Respect                                  |    | Persistence    |
|   | Anticipates needs       |    | Flexible attitude (or flexible thinking) |    | Responsibility |
|  | Advocates for own needs |    | Responsible risk-taking                  |   | Collaboration  |
|   |                         |  | Interpersonal skills                     |  | Independence   |
|   |                         |  | Curiosity                                |  | Engagement     |

Self Awareness:  
discuss disability, define career interest

Self-advocacy & decision  
making on daily basis

Self-management:  
schedule & personal regulation

Self-determination:  
goal setting & planning

# Questions?

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# How to Learn More

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- **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/](https://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%200Intentional%20College%20%26%20Career%20Learning\\_R.pdf](https://thinkcollege.net/sites/default/files/files/resources/IB55_A%20Model%20for%200Intentional%20College%20%26%20Career%20Learning_R.pdf)
- Tech Tools for College:  
<https://thinkcollege.net/think-college-news/tech-tools-for-college>
- Foundational Skills for College and Career Learning Plan:  
[https://thinkcollege.net/sites/default/files/files/resources/foundation%20skills%207\\_6\\_17mbdt.pdf](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](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](https://thinkcollege.net/sites/default/files/files/resources/TCPub_Tips%20for%20IEP%20Teams_Pacer_Nov2021_R.pdf)



# Other Resources

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- Key Questions to Consider When Planning Lessons:  
<https://www.cast.org/binaries/content/assets/common/publications/articles/cast-udl-planning-a11y.pdf>
- Going to college high school checklist:  
<http://going-to-college.org/planning/list.html#get>
- 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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<https://forms.gle/j3ELTncGQYgbjdiK8>