

A SUCCESSFUL TRANSITION TO POSTSECONDARY EDUCATION (PSE)

*An Inservice
Presentation*

Learn how we can promote the opportunity of postsecondary education and best prepare students with intellectual and developmental disabilities to reach their fullest potential once they get there.

Understand

WHAT IS AN INTELLECTUAL AND DEVELOPMENTAL DISABILITY (IDD)

Intellectual Disability is the most common Developmental Disability.

Intellectual disability starts any time before a child turns 18 and is characterized by challenges with both:

- Intellectual functioning or intelligence, which includes the ability to learn, reason, problem-solve, and other skills; and
- Adaptive behavior, which includes everyday social and life skills.

The term "developmental disability" is a broader category of often lifelong disability that can be intellectual, physical, or both.

PSE: An option for EVERY student

The start of the process is simple.

Step 1: Promote the message that every student can go to college.

The cookie cutter "college material" is a myth.

Did you know?

Students with disabilities that have higher expectations for academic and career success placed on them will accomplish more than students with lower expectations.

THE DIFFERENT TYPES OF POSTSECONDARY EDUCATION (PSE) PROGRAMS

AN OVERVIEW OF THE DIFFERENT PSE OPTIONS AVAILABLE FOR STUDENTS WITH DISABILITIES

CAREER AND TECHNOLOGY EDUCATION, VOCATIONAL AND TRADE COLLEGES

Students can earn one or two-year postsecondary certificates or Associate's degrees in a hands on, occupational based program where they learn job specific skills.

POSTGRADUATE YEAR PROGRAMS

Students attend a boarding school for a year after high school to address needed skills before pursuing a college program, essentially 13th grade.

COMMUNITY COLLEGES

Students can attend a college program closer to their home while living independently or still with their family. They offer a wide range of two-year degrees or certifications and can be a stepping stone to a four-year program.

DUAL ENROLLMENT PROGRAMS

Students with intellectual disabilities between 18-22 years old in their final years of high school can participate in dual enrollment programs which provide access to credit and non-credit college courses.

RESIDENTIAL VOCATIONAL AND CAREER COLLEGES

Students interested in a technical or trade skill that are ready to leave home.

SUMMER BRIDGE AND POSTSECONDARY TRANSITION PROGRAMS

Students are generally housed on a college campus and work on building the skills needed to be successful in a college program.

MODERATE SUPPORT PROGRAMS

Majority of college programs offer moderate support which offer services beyond the minimum ADA compliance and typically have a staff of professionals to assist students.

SOCIAL SUPPORT PROGRAMS

Students with ASD or other social communication disorders are paired with a neurotypical peer who accompanies them to different social experiences.

PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITIES

Programs specifically for students with intellectual disabilities that may have specific requirements, supports, and programs of study.

FOUR YEAR COLLEGES AND UNIVERSITIES

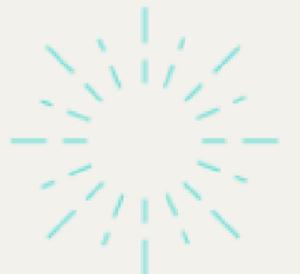
Students can earn a Bachelor of Arts or Bachelor of Science degree and will live on or near campus.

COMPREHENSIVE SUPPORT PROGRAMS

These programs are typically fee-based and include ongoing access to trained staff, assistance, monitoring, and counseling.

INDEPENDENT LIVING PROGRAMS

Students are provided with training and education to develop the skills needed to living independently while choosing to take college courses or not.



Financial Information

Ways to pay for postsecondary education for students with disabilities:

- Financial Aid
 - Students with intellectual disabilities that attend a Comprehensive Transition and Postsecondary (CTP) program, maintain satisfactory academic standing, and demonstrate a need for financial aid may be found eligible
- Medicaid Waivers
 - Each state is different, but in general medicaid waivers have been used to support participation in postsecondary education
 - "Even if a waiver doesn't specifically address PSE, it is likely that existing community-based services could be provided in a college setting"
 - I.e.: peer mentorship, tuition, technology, transportation, etc.
- Scholarships
 - Think College publishes scholarships for students with ID that are attending a non-degree program
(https://thinkcollege.net/sites/default/files/files/resources/HTTC11_Scholarships_R.pdf)

Financial Information

Ways to pay for postsecondary education for students with disabilities:

- Vocational rehabilitation
 - To be considered, the college program they are enrolled in needs to relate to an identified vocational goal that is part of an Individualized Plan for Employment (IPE)
 - May provide funding for tuition, fees, books, housing, and other education related services
- Loans
 - Not eligible for federal loan programs, such as Direct Student loans or Parent PLUS
 - Only some private student loan lenders have options for non-degree seeking students.
- Social Security
 - Going to college does not automatically make someone ineligible for social security benefits
 - Can often use their social security benefits to help pay for school-related expenses.
 - PASS

IMPROVE

Let's Make it Happen

01

Start the Conversation

Become educated on the opportunity of college for individuals with disabilities and set high expectations for your young adult's future. Begin to promote the message that any student merits the opportunity to choose college if they hold that aspiration.

02

Learn About the Options Available ASAP

Research the different college programs available to enhance awareness and start preparing.

03

Promote Coping Strategies and Mechanisms

Let students with disabilities fail. Let them experience hardships and obstacles and assist them in overcoming these failures.

04

Promote the Acquisition of Foundational Skills

Support students in gaining the skills needed to be successful at college. Let's take a look...

**Time
Management**

**Self-
Advocacy**

**Self-
Determination**

Study Skills

Persistence

Organization

**Problem
Solving**

**Technology
Skills**

Punctuality

Collaboration

Communication

Disability Awareness/Disclosure

Time Management

Help students work on managing their time between assignments, activities, transitions by encouraging the use of daily planners, alarms or timers, and monthly calendars with due dates.

Organization

Require students to keep their work areas organized and promote the utilization of color coded notebooks/folders for different classes.

Self-Advocacy

Encourage students to advocate for themselves. Discuss the importance of speaking up when they need help or something is not right.

Problem Solving

Before jumping in to help or fix something, facilitate problem-solving with students to allow them to develop their own strategies.

Self-Determination

Encourage students to make their own decisions regarding their future, set their own goals, and better understand their strengths and interests.

Technology Skills

Promote the use of technology when appropriate which may include note taking on a tablet, creating presentations on Google Slides, and utilizing email.

Study Skills

Help students develop study schedules, create study outlines as a class, and encourage students to seek additional sources based on their learning style (e.g, videos for visual learners).

Punctuality

Require students to be on time and present during their responsibilities. The process of achieving this may be different for students with disabilities, help them understand they may have to leave for class a little earlier if they have physical limitations.

Persistence

Encourage students to never give up and to keep trying even if they fail at first. Don't discourage them by completing the activity for them.

Collaboration

Promote group work or team work to reach a common goal when appropriate to facilitate the development of collaboration and social skills.

Communication

Encourage students to communicate their needs, interests, and ideas to not only staff but their peers. Too often, students are not participating in their own IEP process, it is mainly dominated by parents and professionals.

Disability Awareness/ Disclosure

When appropriate, support students in disclosing their disability and educating others on things that may be difficult for them and supports they may need.



QOL

Independence

Financial Stability

Employment

Postsecondary Education

Secondary Education

Promote the
acquisition of
these skills in any
setting

No matter your role, you play a part in helping students with disabilities build these skills throughout their education.

Encourage students to utilize these skills in the classroom, restaurant, home, community... anywhere!

The impact of secondary education experiences persists into adulthood.

Their paths should be determined by no one other than themselves, and it is our job to encourage them to reach their fullest potential.

SO WHAT CAN YOU DO?

Thank you!
Questions?

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To learn more about the transition to
postsecondary education for students with IDD
please visit,
[https://sites.google.com/view/sarahmillernyuotd/
/welcome](https://sites.google.com/view/sarahmillernyuotd/welcome)