

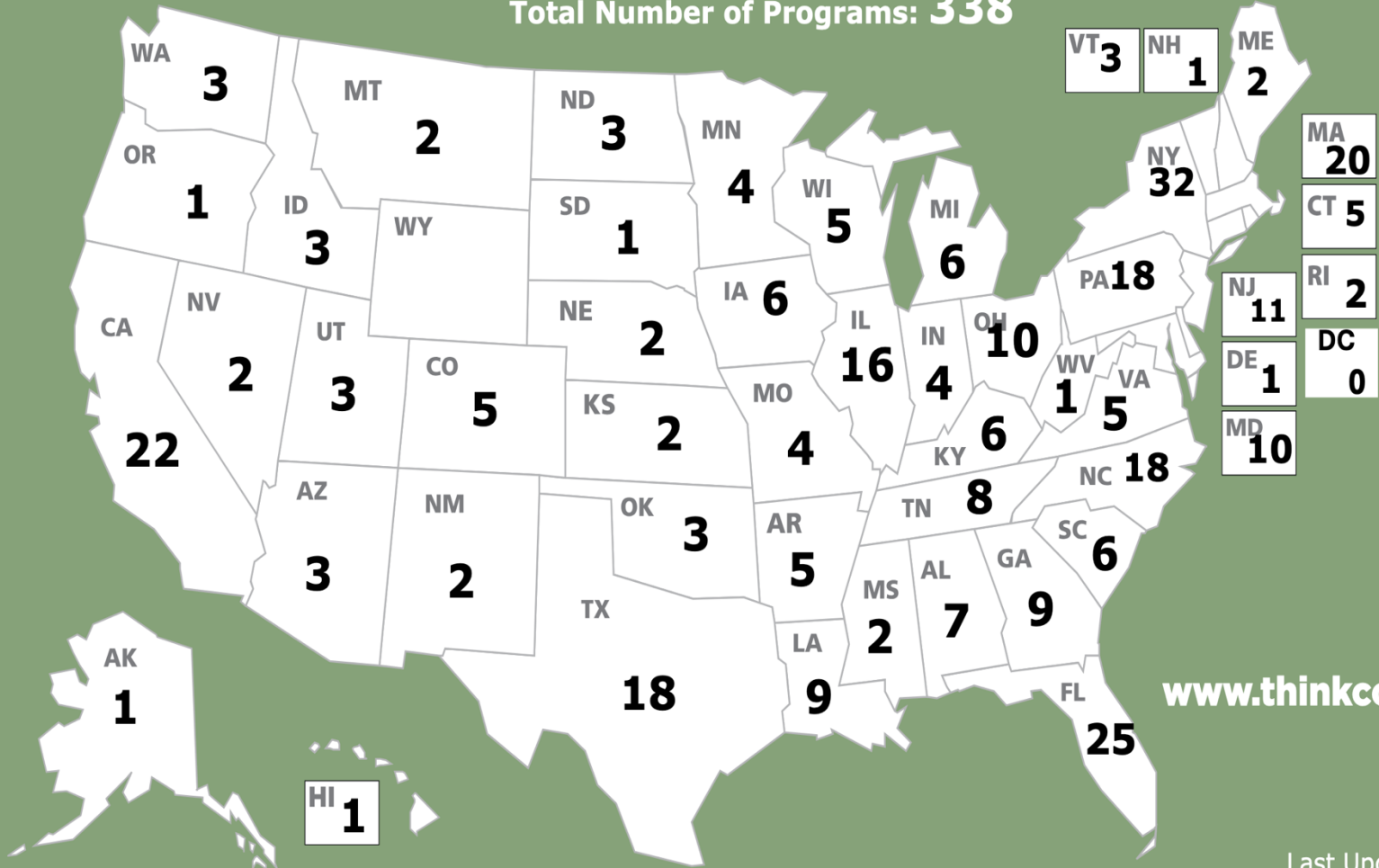


Inclusive Postsecondary Education: Trends and Opportunities in Massachusetts for Students with Intellectual and Developmental Disabilities.

Ashley Luce, Program Manager
Institute for Community Inclusion
University of Massachusetts
Boston

College Options for Students with Intellectual Disability, August 2024

Total Number of Programs: **338**



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Last Updated: 7/31/24



Agenda

1. Overview of MA Inclusive Postsecondary Education
2. New Higher Education Bill
3. Supported Education Model
4. Differences in accommodations
5. Student examples
6. Discussion



Pathways to College

Traditional/Matriculated	Alternate/ Non-matriculated
Application process	Application process
Placement tests, entry essays	Program criteria
Reasonable accommodations	Individual supports and plans Employment goals Peer mentors
Degree seeking	Person-centered planning Alternative credential (certificate) Goal-based learning (audit courses) Degree-seeking potential





**Massachusetts Inclusive
Postsecondary Education**

MAIPSE

College

Develop
Fundamental
Skills

Employment
Outcomes



Pathways to MAIPSE (*previously MAICEI*)

Students 18-22 years old, enrolled in K-12, receiving transition services

Students 22 and over, who receive services provided by adult-serving agencies



Overview of MAIPSE (2007-PRESENT)

Person-
centered
planning

Academics

Social
activities

Paid work and
internships

Independent
living

Travel



Skills Practiced on Campus

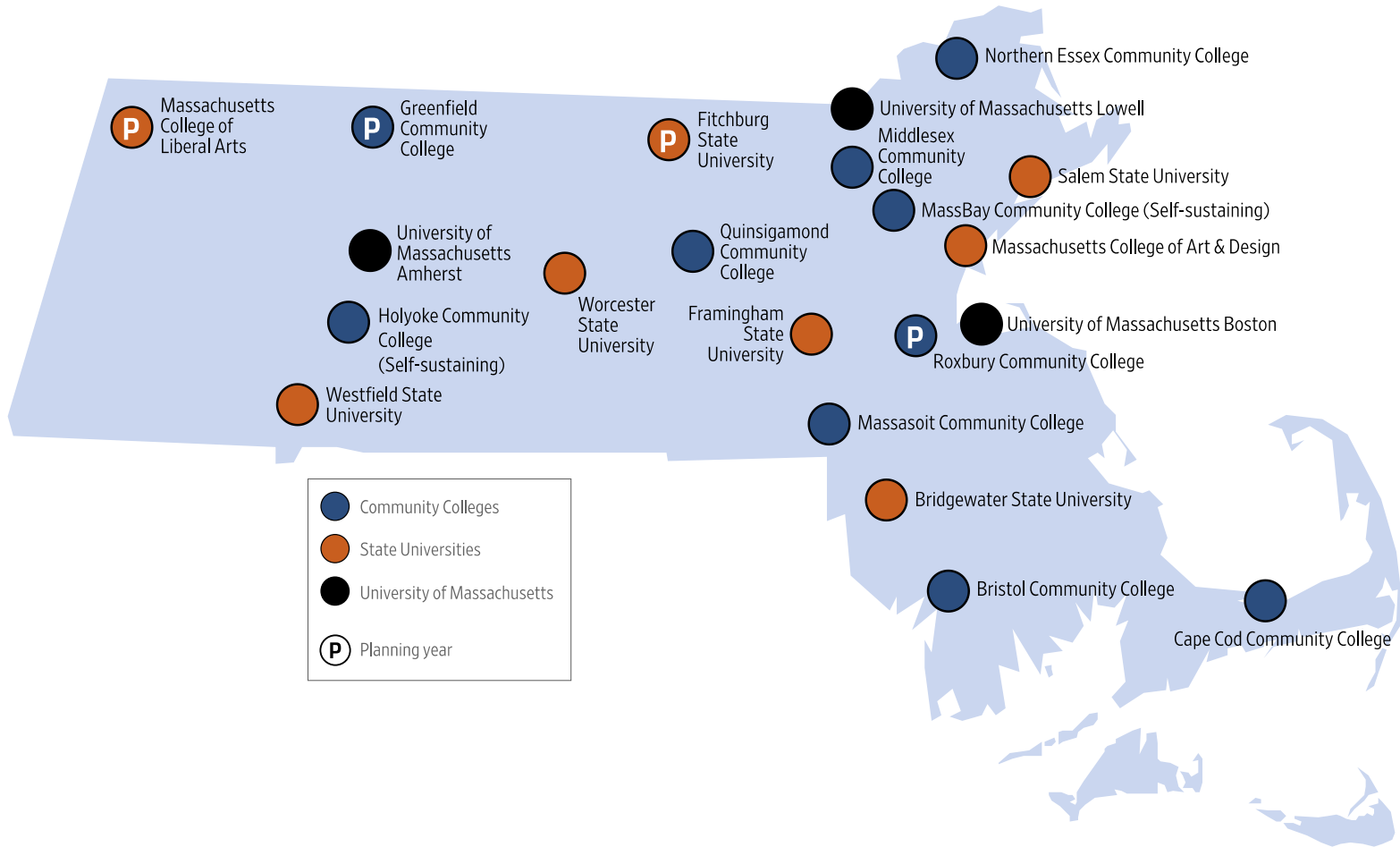
- Following a schedule
- Staying organized
- Using technology (email/phone)
- Communicating
- Budgeting
- Self-advocacy
- Responsibility
- Decision-making
- Flexible thinking
- Traveling
- Collaborating with classmates
- Networking





Massachusetts Inclusive
Postsecondary Education
MAIPSE

2024-2025 COLLEGE PARTNERSHIPS



	Community Colleges
	State Universities
	University of Massachusetts
	Planning year



Landmark Legislation-July 2022

Higher Education Bill in Massachusetts Advances Inclusive Postsecondary Education

First-of-its-kind law improves college access for students with autism, intellectual disabilities

By Jenna Russell Globe Staff, Updated August 7, 2022, 4:26 p.m.



- All public colleges and universities in MA must be prepared to help students participate in college
- Students out of high school can also go to college
- Students do not have a high school diploma
- Students want to continue to learn in an inclusive environment



What is supported education?

Supported education is the process of helping students with disabilities reach their personal educational goals.

Supported education programs provide encouragement and connect students to resources at their school and in their community.

Temple University Collaborative. (2014). *Education goals: A factsheet for providers.*



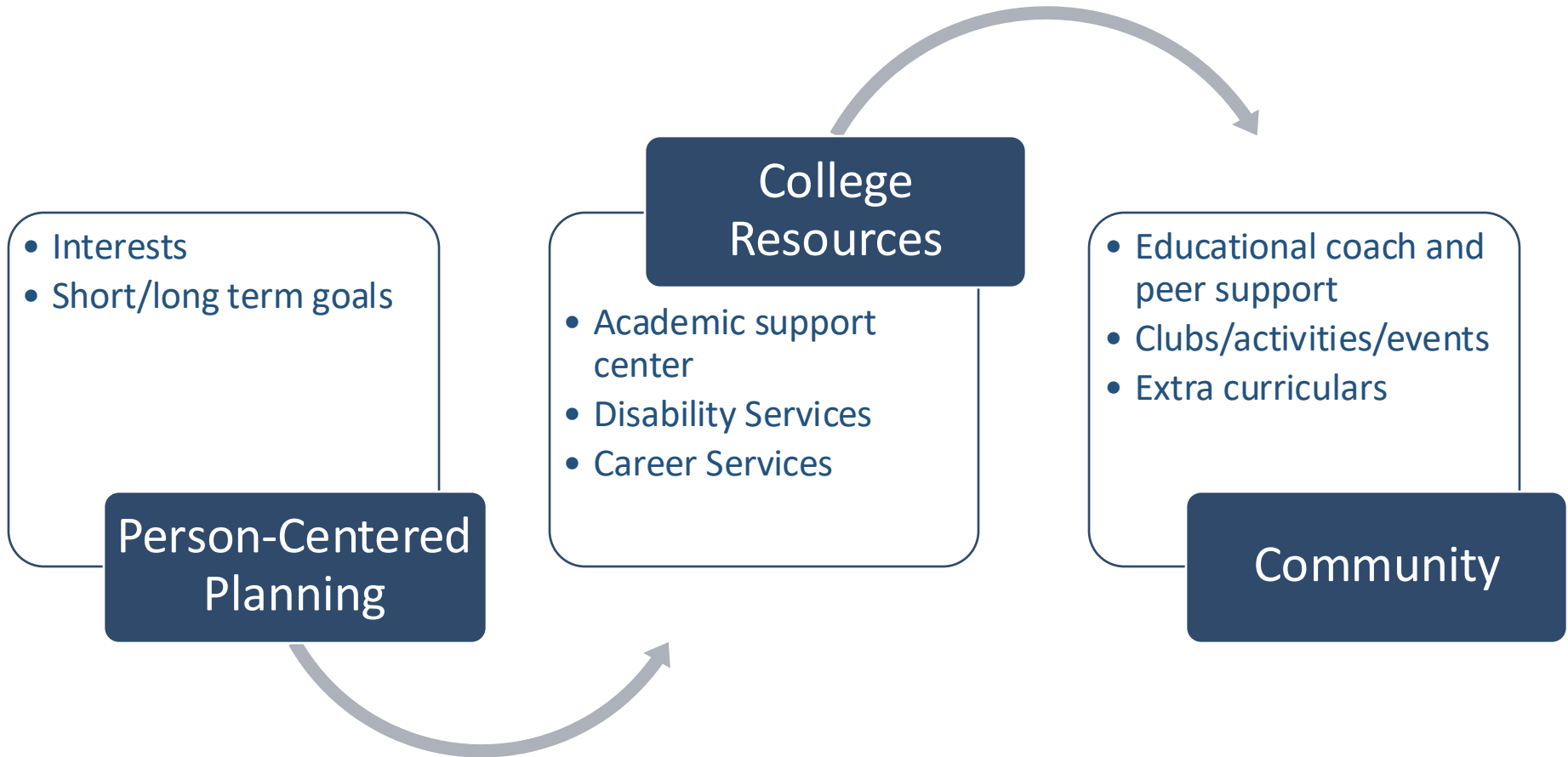
Three principles of supported education:



- 1) Increasing individual skills
- 2) Increasing support from the environment
- 3) Maximizing the fit between the individual and environment



Supported Education



Person-Centered Planning



Differences between High school vs College

AREA OF DIFFERENCE	HIGH SCHOOL	COLLEGE
Personal freedom	Less freedom: living at home with parents	More freedom, especially if students live in a dorm or in an off-campus apartment
Structure	More structure: school sets schedule	Less structure: student sets schedule
Class sizes	Predictable: typically 15 to 35 students	Less predictable: some classes can have 100 to 200 students or more
Teacher contact	Frequent: may see teachers every day	Less frequent: may only see professors one to three times a week
Study time	May be able to get studying done in a study hall or spend minimal time outside of class studying	Significant reading and independent work demands which may require an additional two to four hours a day
Tests	More frequent tests on less information	May have only a few tests a semester and assessments may cover many chapters or be cumulative
Grades	Course grade often based on many assignments	Course grade may be based on only a few assignments
Physical environment	Classes often held in one building	Classes may be held across campus in many different buildings
Legal protection	IDEA: students are entitled to a free appropriate public education	ADA & 504: students must be found eligible for services and reasonable accommodations
Special education classes	Specialized instruction, classes, and resource room services for students with disabilities	Special education classes do not exist at the postsecondary level, but supports do exist
Documentation	The school district evaluates the student and develops the individualized education program (IEP)	Student must provide disability documentation to receive accommodations Student's IEP or Summary of Performance (SOP) may not be considered sufficient documentation
Accommodations	Determined as part of the IEP process	Student must contact the person/office on campus responsible for providing accommodations
Advocating	Teachers and parents advocate for services	Student must advocate for accommodations and services
Communication	Parents notify school when student is going to be late or absent from school	Student must notify professor if they are going to be late or absent from class
Parents' role	Parents can see student records and are notified and must sign permission for any changes or decisions for the student	Students are protected under the Family Educational Rights and Privacy Act Parents do not communicate with professors or have access to grades and student information



Campus Supports

Course Accommodations

Accessibility Services

Academic Support Center

Ed Coach/ Peer Support



Typical Course Accommodations



- Office hours with instructor
- Check-in with a teacher's assistant
- Classroom specific support
- Study group with classmates



Student Accessibility Services

HOW TO
 **ThinkCollege**
 By Think College Transition Project





GETTING ACCOMMODATIONS TO SUCCEED AT COLLEGE
 ISSUE NO. 4, 2018





Accommodations are supports and services provided at no cost to eligible students with disabilities to have equal access and opportunity to benefit from classes, programs, and activities.

Accommodations are different for every student, because every student has unique needs. To request an accommodation, you have to register with the Disability Services Office, or DSO. This office may have a different name on your campus, such as Student Support Services or Office of Accessibility. Your admissions representative or college advisor can help you find the office and make an intake appointment.

In addition to accommodations, talk with a DSO staff member about getting training in assistive technology, or accessing the academic learning center on campus to connect with a learning coach. You can also look for a peer mentoring program or student support group to join. Each campus may be a bit different, but staff can recommend the many supports available to students.

COMMON COLLEGE ACCOMMODATIONS

EXAM MODIFICATIONS			
Extended time	Reader	Scribe	Testing in a quiet room with no distractions
			

Note-taking services	Interpreters	Textbooks in an alternate format	Preferential seating
			

Use of laptops for tests and exams	Use of calculators for tests and exams	Priority registration for courses	Permission to make audio recordings of classes	Access to audiobooks, voice recognition software, and text-to-speech programs
				

- Request accommodations
- If approved, learn how to use your accommodations
- Discuss accommodations with instructor as needed
- Consider academic coaching



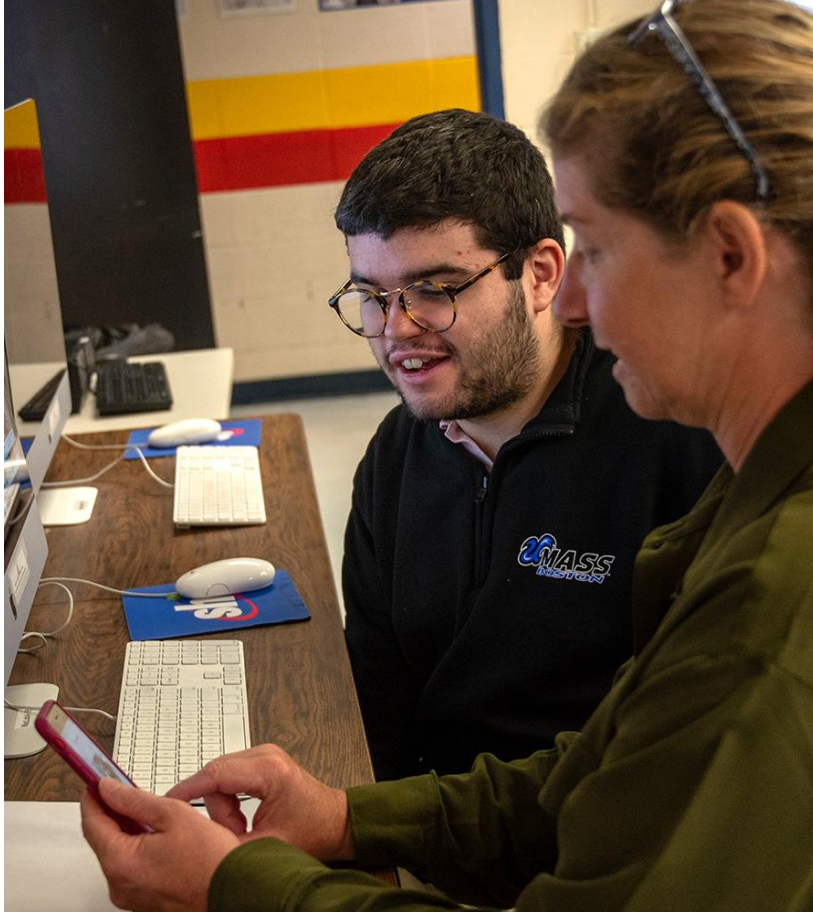
Academic Support Center



- Academic coaching
 - Time management, organization, study/ test taking strategies, and note taking skills
- Subject tutoring



Educational Coach/ Peer Support

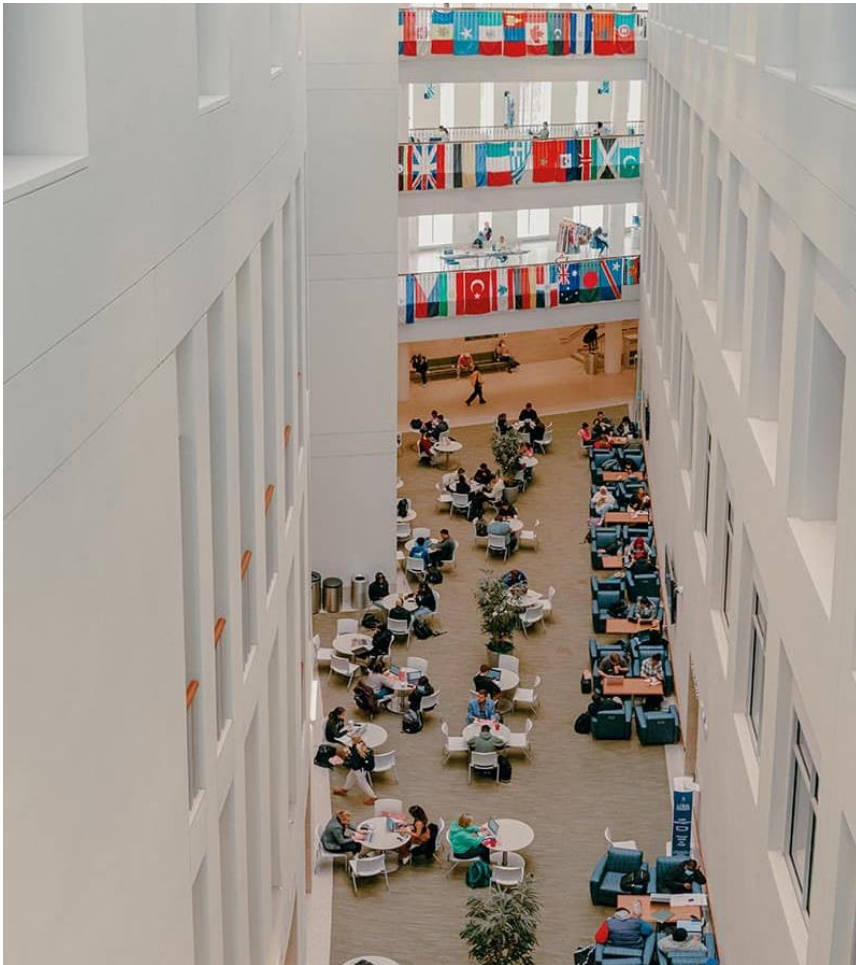


Additional support to:

- Develop college skills
- Follow syllabus/ plan for accommodations
- Check in with instructor as needed
- Check in with Student Accessibility Services, Academic Support Centers



Courses of Study



- Anthropology
- Art history
- Nutrition
- Communication
- Dance
- Environmental Science
- Cinema
- Music
- Political Science
- Women studies
- Philosophy



Academics

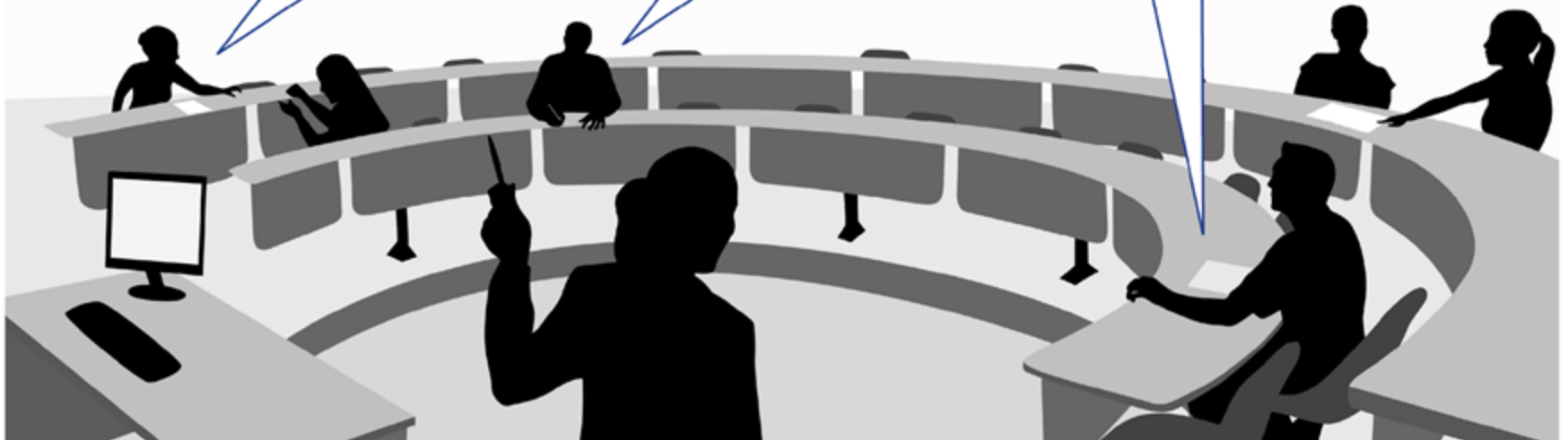
Predominant format of college classes: Lecture

Following a syllabus

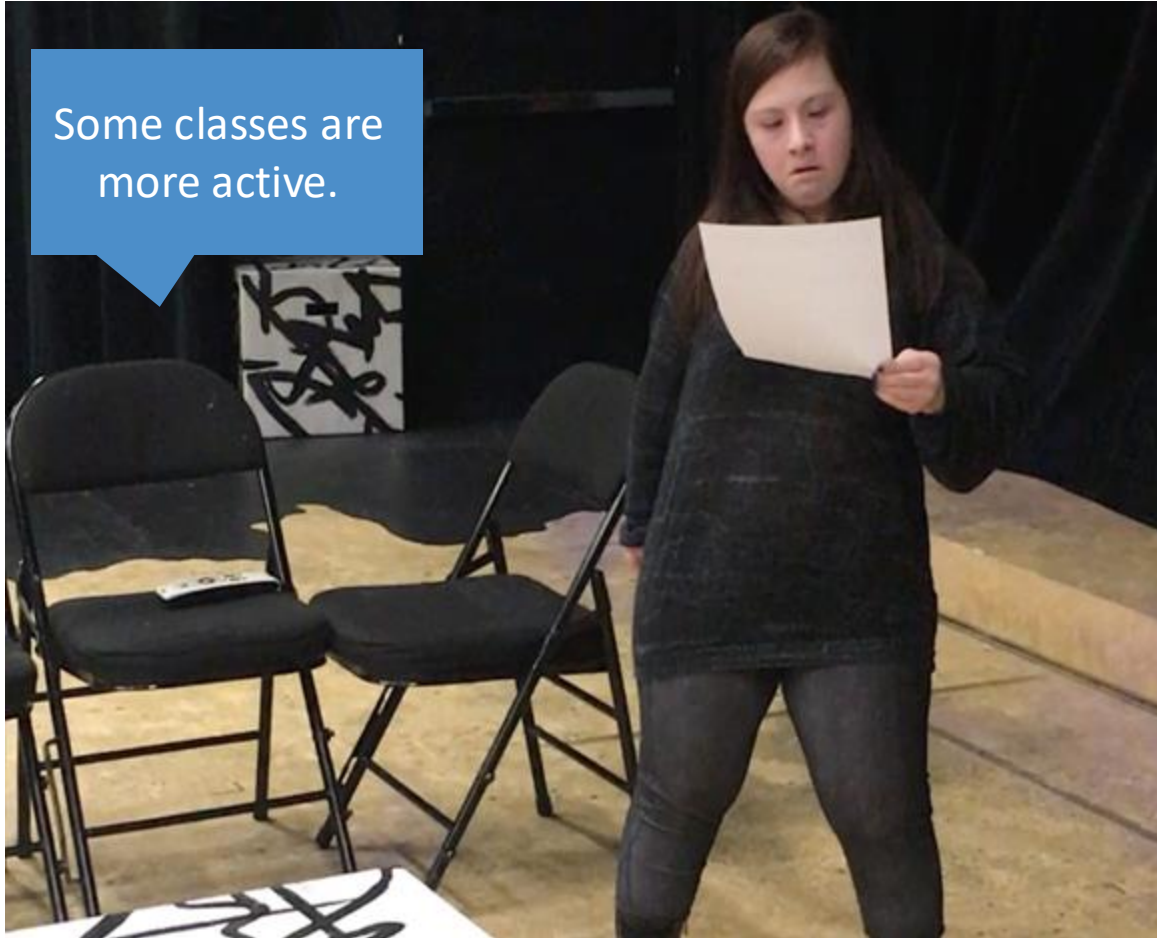
Taking notes

Being prepared for class

Working with a classmate



Some classes are more active.



In this class from Westfield State University, the student was required to act out a scene from a play.





Some college classes also include group discussions and group projects



Students take classes related to a personal interest



This student's ceramics class at Holyoke Community College requires hands-on work



In this movement class, the student and her classmates asked the audience for feedback-not a grade.



In college, students learn to take feedback about their assignments. It is meant to improve their work.



Kathy Schedule

Tuesday	Thursday
<i>Travel to Campus</i>	<i>Travel to Campus</i>
COMM 230 Intercultural Communication 9:30AM-10:45AM	COMM 230 Intercultural Communication 9:30AM-10:45AM
Internship Office of Student Leadership	Internship Office of Student Leadership
<i>Time to work on homework/ grab lunch</i>	<i>Free time</i>
<i>Writing tutor appt.</i>	<i>Attend on-campus club meeting</i>



Alex Schedule

Monday	Wednesday	Friday
<i>Travel to Campus</i>	<i>Travel to Campus</i>	<i>Travel to Campus</i>
THRART 136 Intro to Acting 9:00AM-9:40AM	THRART 136 Intro to Acting 9:00AM-9:40AM	THRART 136 Intro to Acting 9:00AM-9:40AM
<i>Check student email/ review class notes</i>	Residence Hall Internship	<i>Attend professor office hours</i>
<i>Read Ch.3 in textbook</i>	<i>Grab lunch</i>	<i>Walk the Harbor walk</i>
<i>Free time</i>	<i>Go to the game room</i>	<i>Career Services Appt.</i>



ThinkCollege NATIONAL COORDINATING CENTER

Federally funded since 2010 to provide coordination, training and technical assistance to any college or university who wants to establish or improve postsecondary education opportunities to students with intellectual disability on their campus.

www.thinkcollege.net

*College
options for
people with
intellectual
disability*

 ThinkCollege
CHANGING EXPECTATIONS. INCREASING OPPORTUNITIES.

 COLLEGE SEARCH

 RESOURCE LIBRARY

 INNOVATION EXCHANGE

 WHAT'S HAPPENING IN YOUR STATE



Think College National Coordinating Center is a project of the Institute for Community Inclusion at UMass Boston, and is funded by the Office of Postsecondary Education, US Dept. of Education. Grant # P407B100002



Thank you

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