

Postsecondary Transition to Education

Presented by:

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AUTISM TRAINING AND TECHNICAL
ASSISTANCE PROJECT



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ASSISTANCE PROJECT



Illinois
State Board of Education

icsps impacting
educational
equity

Illinois Center for Specialized Professional Support,
Illinois State University, College of Education

TRANSITION TO COLLEGE: A PROGRAM FOR SUCCESS

**Lewis & Clark Community College
Godfrey, Illinois**

Emily DeGrand, Roselyn Ellington, and Jill Lorschach

February 2021



LEWIS AND CLARK'S MISSION STATEMENT:

“Empowering people by raising aspirations and fostering achievements through dynamic, compassionate and responsible learning experiences.”

HISTORICAL PERSPECTIVE

Through the advocacy and efforts of several faculty members and counselors, students, parents and administrators, Lewis & Clark Community College began serving students with intellectual and developmental disabilities in 1991.

PROGRAMS COORDINATED THROUGH OUR STUDENT DEVELOPMENT OFFICE:

Primary Programs for Students Who Have ID/DD:

- College for Life
- Supported College Transition
- Workplace Readiness

Our Goal: To help students successfully transition from high school to college or employment

COLLEGE FOR LIFE

College for Life Courses are

- Continuing education is not state/federal financial aid grant eligible.
- Student interest driven.
- Flexible with course requirements and learning outcomes.
- Designed to be repeatable and challenging.
- Other than the classes, the students are fully included in all campus events, activities, resources, etc., in the exact same way all credit-bearing students are.

2 Campuses, M/W or T/TH, 9:00-3:00pm, \$475 minimum

SELF ADVOCACY CLASS

- Is a 30 minute class, required for all students every semester
 - Allows for case management, planning for special events, and CFL Activities
 - Provides a structured time for students to express themselves in regards to the variety of topics discussed, such as relationships, healthy lifestyles, safety, etc.
- Students learn to assert themselves, listen to others, find useful information, fill out forms, ask questions, and use community based services for assistance.

	<i>Classroom</i>	TUESDAY/THURSDAY	<i>Instructor</i>	<i>Educational Aides</i>	<i>Cost Per Class</i>
9:00 – 9:25	FO 1520 FO 1505 FO 1503	<ul style="list-style-type: none"> • Computers-CECE-830A-11 • Math-CECE-810A-11 • Basic Exercise-CECE-814A-11 	Katie D. Kay W. Katelyn B.		\$95.00 \$95.00 \$95.00
9:30 – 10:20	FO 1500 FO 1505 FO 3505 FO 1520 FO 1503	<ul style="list-style-type: none"> • Art-CECE-815-11 • Basic Foreign Language-CECE 824-11 • Literature -CECE 820-11 • Computers-CECE 830-12 • Music -CECE-817-11 	Katie D. Katelyn B. Kay W. Rosie E. Regina E.		\$190 \$190 \$190 \$190 \$190
10:30 – 10:55	Same instructors, aides, and classrooms as 11:00	LCCC-880 Self-Advocacy: Required			\$95.00
11:00– 11:50	FO 3505 FO 3520 FO 1503 FO 1520 FO 1500 FO 1505	<ul style="list-style-type: none"> • Mad Science Lab-CECE-826-20 • Geography-CECE-846-21 • Drama-CECE 816-22 • Digital Photography-CECE 829-23 • Art-CECE-815-24 • Healthy Snacking-CECE-899-25 	Katelyn Baahlmann Regina Edwards Kim Boyd Rosie Ellington Suzanne Cogan Katie Dixon		\$190.00 \$190.00 \$190.00 \$190.00 \$190.00 \$190.00
11:50 – 12:40		LUNCH			
12:40 – 1:30	FO 1500 FO 1505 FO 3520 FO 1503 FO 1520	<ul style="list-style-type: none"> • Art-CECE-815-12 • Sewing- CECE-822-11 • Music--CECE-817-12 • Math-CECE 810-12 • Pop Culture-CECE-821-11 	Kim B. Kay W. Regina E. Katelyn B. Rosie E.		\$190.00 \$190.00 \$190.00 \$190.00 \$190.00
1:35 – 2:25	FO 1503 FO 1520 FO 1505	<ul style="list-style-type: none"> • Science- CECE 855-11 • Computers-CECE 830-13 • Healthy Living-CECE-825-11 	Kay W. Kim B. Regina E.		\$190.00 \$190.00 \$190.00
2:30 – 2:55	FO 1503 FO 1505	<ul style="list-style-type: none"> • Basic Exercise-CECE-814A-12 • Current Events-CECE-890A-11 	Kay W. Kim B.		\$95.00 \$95.00

SUPPORTED COLLEGE TRANSITION PROGRAM

- Uses ICCB approved syllabi
Available at www.lc.edu/disability
- Is Pell Grant eligible and DRS funding eligible
- Requires co-enrollment in an SCT course with an additional \$995 fee (plus regular tuition)
- Small class sizes

TYPICAL SCHEDULE FOR SCT STUDENT FALL SEMESTER 2017

STSK 132
Study Skills

9:00 – 9:50 AM

M W

READ 120*
Developmental Reading

10:00 – 10:50 AM

M W F

SCT 111
Supported College Transition

11:00 - 11:50 AM

M W F

COLL 131*
New Student Experience

9:50 – 10:40 AM

T TH

MATH 11A*
Pre-Algebra

10:50 – 11:40 AM

T TH

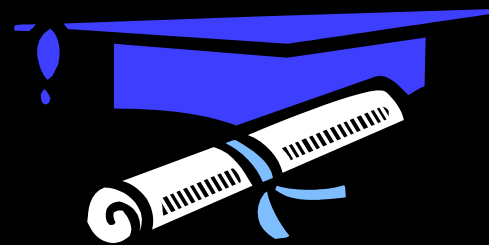
This course is taught over two semesters instead of one.

SOME SCT STUDENTS WILL EVENTUALLY...



Earn a certificate or applied associates degree in a specific vocational program

or



Graduate with an associates degree to transfer

or



Pathway to Workplace Readiness

COMPREHENSIVE TRANSITION PROGRAM (CTP)

- Our CTP, Certificate in Workplace Readiness, was approved in July 2016
- The Supported College Transition Program is the foundation of our CTP.
- Four approved programs in Illinois and 68 approved programs nationally.
- Students with intellectual disabilities may be able to get certain types of federal student aid

SCT
Supported College Transition

SCT Semester One
SCT 111, Basic Skills and
coursework that aides in
transition

SCT Semester Two
SCT 112, Basic Skills, and
Career Development
coursework

SCT Semester Three
STSK 132
Begin Credential Courses
Continue Pre-Requisite
Courses needed for
Credential Program

Decision Time

**Pathway to College
Credential**
Credential Program
courses until
Certificate/Degree is
completed

**CTP: Pathway to
Workplace Readiness**
SCT Semester Four
JOBS 100 and
Basic Skills Courses
SCT Semester Five
SCT 113 and CU Internship
SCT Semester Six
SCT 114 and CU Internship

Student Name Kayla Student Student Number 0101010

Certificate of Achievement in Workplace Readiness

Requirements for the Certificate of Achievement in Workplace Readiness: Students must complete at least 60 credits hours in the areas listed below in order to earn the Certificate of Achievement in Workplace Readiness.

Core Requirements	Semester Hours	Hours Completed
SCT 111: Supported College Transition I	3	3
SCT 112: Supported College Transition II	3	3
SCT 113: Supported College Transition III	3	FALL 2017
SCT 114: Supported College Transition IV	3	
READ 120: Reading	3	3
ENGL 120: Basic English (with non-disabled peers)	3	3
MATH 11a: Pre-Algebra I	2	2
COLL 131: New Student Experience	2	2
STSK 132: Study Skills	6	2,2
Total	28	

Work Based Training Requirements	Semester Hours	Hours Completed
CDEV 130: Career Development	3	3
JOBS 100: Jobs Seeking Skills	1	FALL 2017
COOP 131: Cooperative Education Experience I **	1	
COOP 132: Cooperative Education Experience II **	1	
Total	6	

SCT and General Electives	Semester Hours	Hours Completed
Electives can be taken for credit or audit. Whenever possible, electives should be taken in a fully integrated classroom setting with non-disabled peers. Electives completed:	26	
MATH 11b	2	2
MATH 129	3	3
ENGL 108	3	3
ENGL 137	3	3
SPCH 145	3	3
CIS 135	3	3
CRMJ 131		FALL 2017
SIGN 135		FALL 2017
Total Hours for Certificate	60	

** COOP course internships are at fully integrated, community based settings. Although 1 semester hour (80 internship/clock hours) is required, students can choose to increase their internship hours and earn between 1 and 4 credits each semester with the corresponding range of 80 to 320 clock hours.

Signature of Student _____ Date _____

Signature of Advisor _____ Date _____

Signature of VPAA _____ Date _____

HOW MANY STUDENTS DO WE SERVE?

- College for Life: 105 Students
- Supported College Transition: 60 Students
- Student Accessibility Services: 250 Students



QUESTIONS?

CONTACT INFORMATION

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Student Development
Lewis and Clark Community College
5800 Godfrey Road
Godfrey, IL 62035
www.lc.edu/disability

*Thank
you*

L **LEWIS & CLARK**
COMMUNITY COLLEGE

AGENDA

What is ASD

ATTA Documents

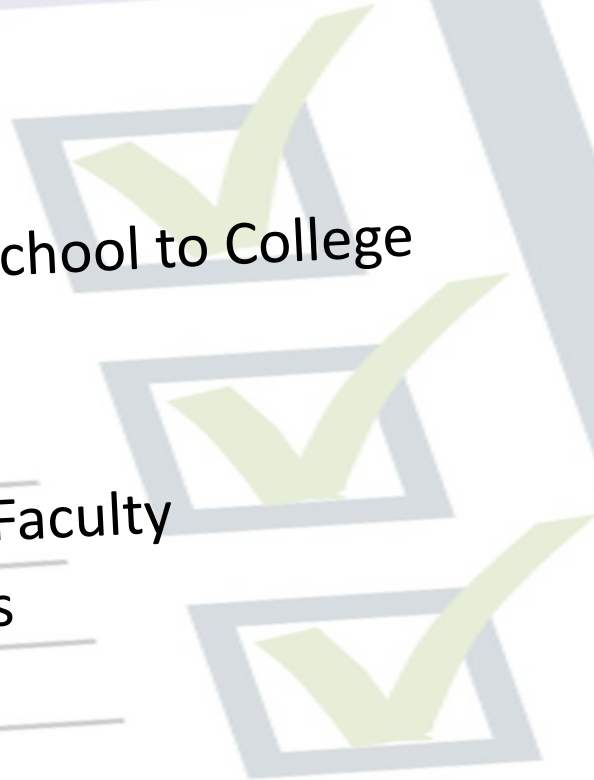
Changes from High School to College

Tips for Students

Tips for Parents

Tips for College Faculty

College Choices



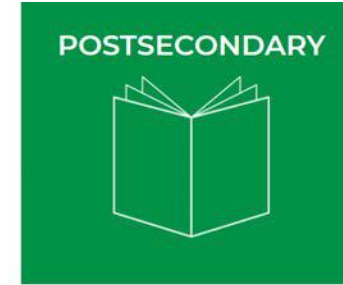
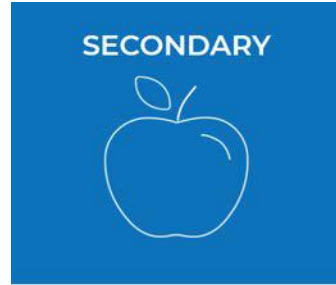
Autism Spectrum Disorder Overview

Developmental Disability

- Social
 - Communication
 - Behavioral
-
- 1 in 54 identified w/ ASD
 - 44% average to above average IQ
 - Over 500,000 graduate high school 2021

Reported by CDC & ADDM March 2020

Autism Training and Technical Assistance (ATTA)



autismcollegeandcareer.com

SUPPORT CHANGES: FROM HIGH SCHOOL TO COLLEGE

- More w/ ASD entering college
- College differences
 - Laws
 - Supports – who is in charge
 - Services
 - Accommodations



ATTA Document: Support Changes from High School to College

High School

- The Right to Education
- Governed by IDEA (Individuals with Disabilities Education Act) & Section 504
- “entitlement” law: guaranteed access to free and appropriate education (FAPE)
- Disability categorized
- Special accommodations (ensures success)

College

- A Privilege
- Governed by Section 504 and ADA (Americans w/ Disabilities Act)
- “non-discrimination” law: colleges may not discriminate based on disability
- Disability = impairment + substantial limitation
- Reasonable accommodations

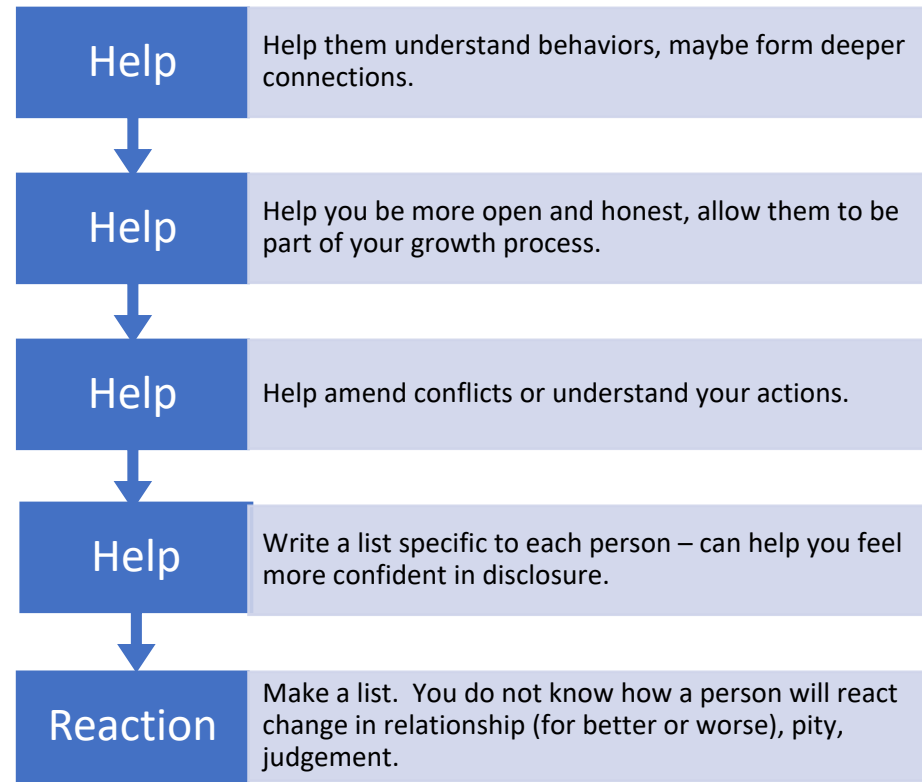
Should I Disclose my Disability?

~successful advocacy begins with a firm foundation of what autism means to you

Questions

- **Why do you want the person to know about your disability?**
- **How will it improve your interactions with this person?**
- **Will it allow more or different support?**
- **What are the benefits of disclosing to this person?**
- **What are the risks of disclosing to this person?**

Possible Outcomes



Dr. Stephen Shore is an excellent resource. He is a professor at Adelphi University. He has autism. He has written several books and has numerous videos on autism, college, advocacy, disclosure, & the lifelong impact.

DrStephenShore.com

College

Attendance is Not Mandatory

Reasonable Accommodations


Students Advocate for
Themselves

No IEP (Individual Education Plan)

Changes to Fundamental
Requirements - Not Allowed

Helpful ATTA Docs:

- Timeline for Transition from High School to College
- Student Self-Assessment Tool
- Syllabus Review
- Sample Intake Questionnaire

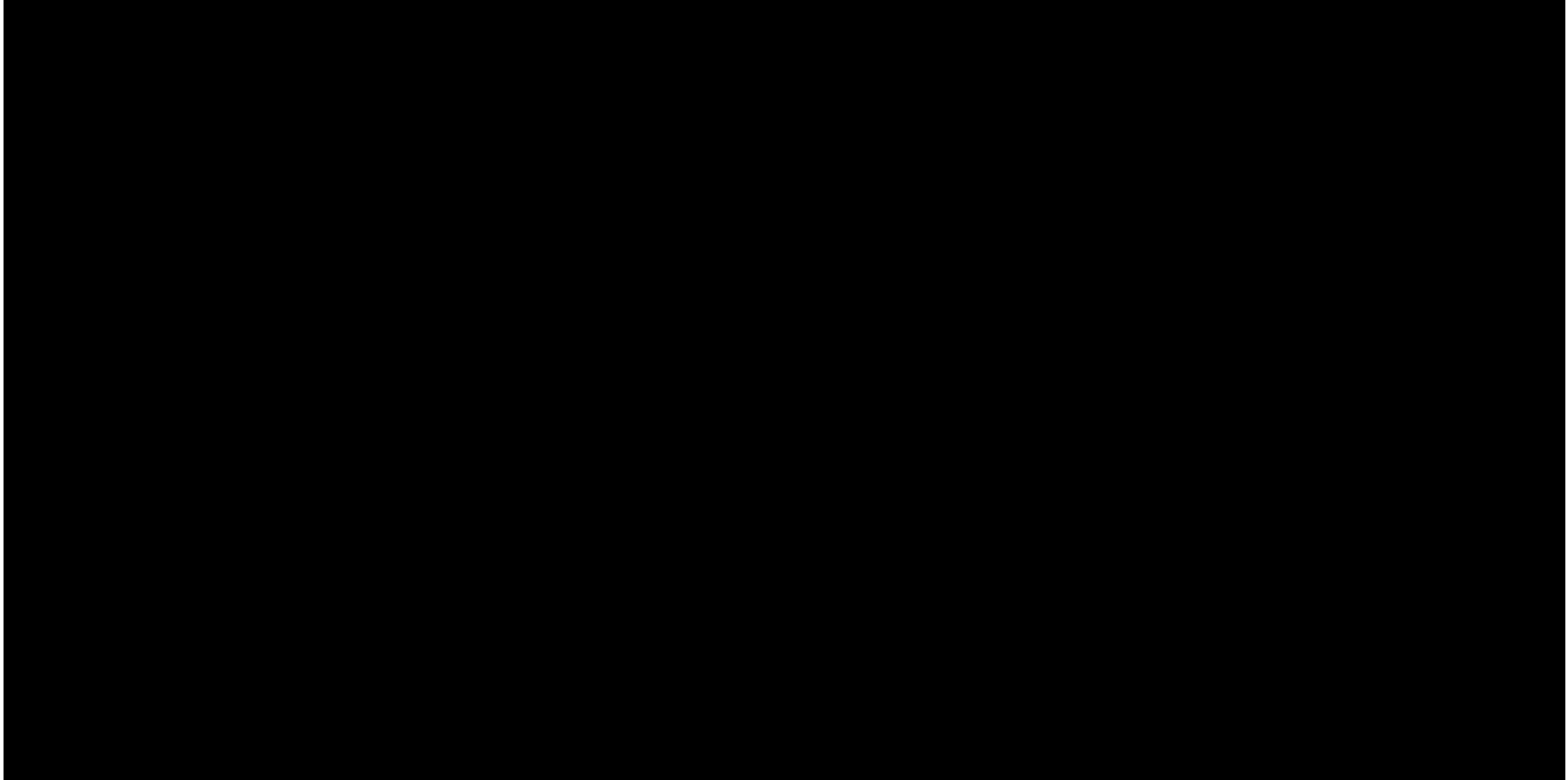
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Tips for Students

- **Self-Awareness**
 - Interests, abilities, challenges, learning style, values, decision making, behavior
- **Communication**
 - Gray areas, directions, engagement, social, interaction
- **Independence (self-management)**
 - Self-advocacy, social skills, safety, meals, hygiene, household, financial, mobility
- **Executive Function Skills**
 - planning, organization, time management, task initiation, working memory, metacognition, self-control, sustained attention
- **Self Regulation**
 - Resilience to bounce back, positive attitude, & strategies to overcome challenges
- **Research to alleviate anxiety**
 - Get to know campus before you arrive, answer questions
 - Support systems: Family, other students, professors, tutors, campus accessibility services


Characteristics of Successful Postsecondary Education Students:

- Understand diagnosis, take pride in it
- Ability to self advocate
- Have outside work experience
- Desire to continue education beyond high school
- Manage time and do homework with success and independence
- Require minimal parent involvement in homework completion
- Ability to control or monitor video game and technology use
- Parent/s with a realistic understanding of abilities, strengths, and deficits
- Parent/s open to continue to be involved: with limits

Adapted from Michael W. Duggan, CRC, LCPC

- Author and Counselor for Students with Disabilities at College of DuPage, Illinois
- Creator of Autismerica:

Duggan, M. W. (2018). *First class support for college students on the autism spectrum: Practical advice for college counselors and educators*. London: Jessica Kingsley.

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What Can Parents Do?

- **Do not accommodate every need**
 - Be supportive, but give space
- **Check in regularly with the student**
- **Ask specific questions**
 - Have you made any friends? (names, how, etc.)
 - Are you eating meals with other people?
 - Are you getting enough sleep? If not, what is keeping you awake?
 - Are you going to class and getting your work done? (is the workload manageable)
 - What assignments are you working on now?
 - What do you do with your free time?
- **Positive input regarding abilities, interests, long term goals**
- **Brainstorm helpful past strategies to overcome challenges**
 - Help with problem solving by asking how questions



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Things Faculty Might Notice

- Oddities in pitch, intonation, and volume
- Literal interpretation of words
- May appear rude
- May misunderstand voice tone, jokes, or non-verbal language
- May have trouble staying on topic
- Difficulty with sudden changes
- Difficulty with group work

Strategies for Faculty

- Break large assignments into smaller units
- Give direct feedback, set clear boundaries
- Give ample response time when asking questions
- Keep your routine predictable
- Allow alternative technology such as a laptop for note taking
- Allow for extra transition time
- Assist with organizational supports
- Reminders of assignments
- Avoid idioms, metaphors, sarcasm, and jokes
- Consider assigning roles for group projects
- Pair oral instruction with visuals



Options

Community College – 2-year vocational and academic with option to transfer to a university
(visit https://www.iccb.org/iccb/wp-content/pdfs/IL_Community_Colleges_Map.pdf)

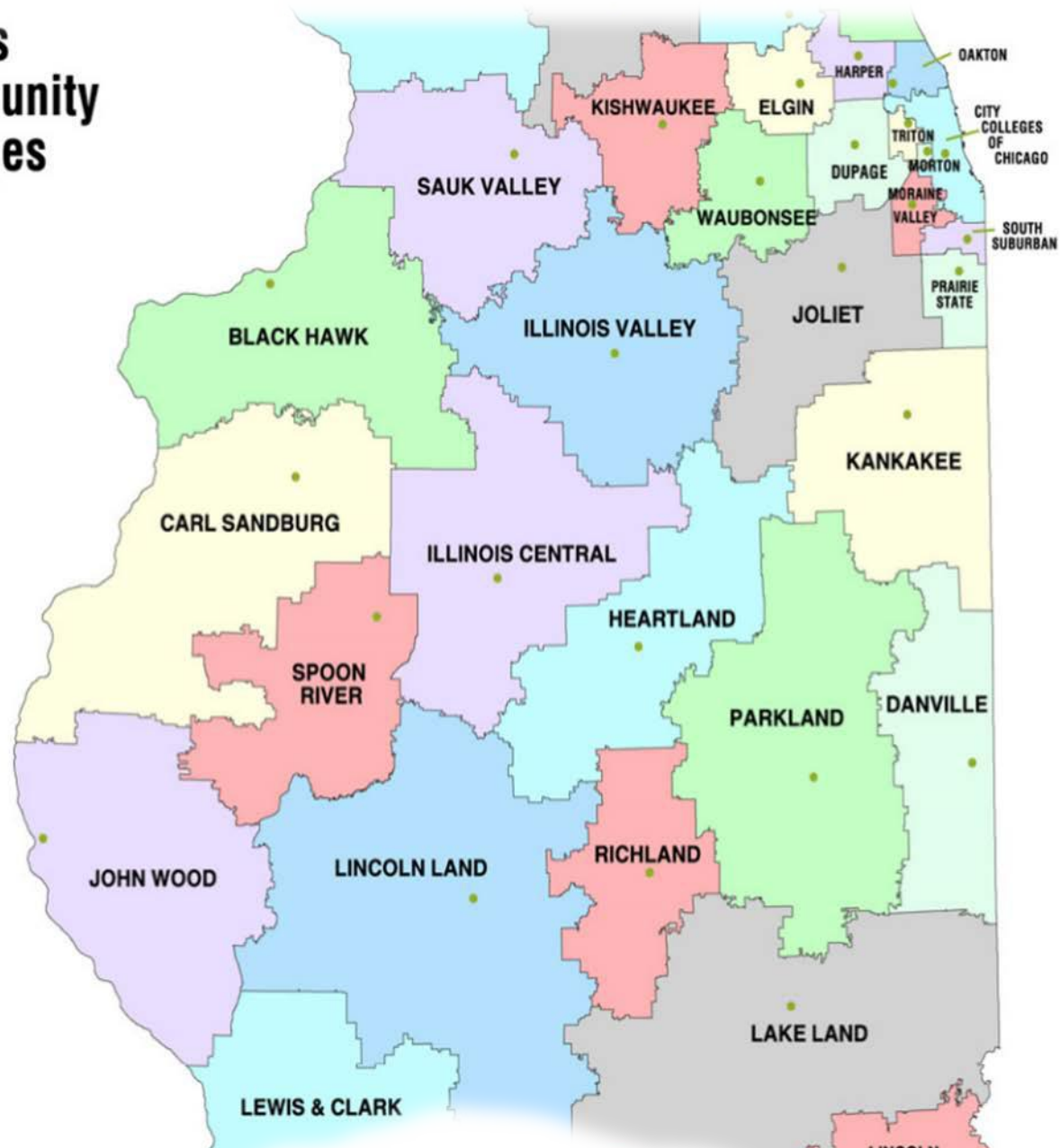
University – offers undergraduate and graduate degrees in a variety of fields

Engineering or Technological College – 4-year training program in engineering or physical sciences

Technical School – 2-year offering occupational programs for immediate employment


Alternative Postsecondary Program – self-contained facilities on traditional college campus to serve students with disabilities not quite ready for traditional college coursework
(visit <https://thinkcollege.net/college-search>)

Illinois Community Colleges

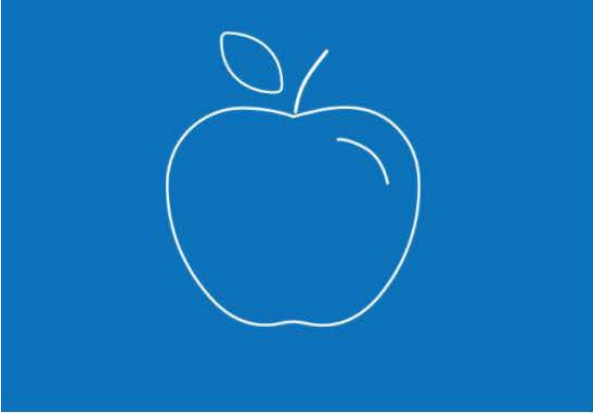


Illinois Community Colleges Map

https://www.iccb.org/iccb/wp-content/pdfs/IL_Community_Colleges_Map.pdf

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- YOU ARE NOT ALONE!
- Disability Services Office
- Tutoring Center
- Professors Care
- Special Classes for “doing college”



ATTA Resources

autismcollegeandcareer.com

- Support Changes from High School to College
- When Should I Disclose My Autism
- Student Self-Assessment
- Autism Spectrum Disorder: Tips for Faculty
- Transition to College Timeline
- Syllabus Review

Summary

- Lewis & Clark Presentation
- What is ASD
- ATTA Documents Overview
- Tips for
 - Students
 - Parents
 - Faculty



Other resources:

- *Students with Asperger Syndrome: A guide for College Personnel* by Lorraine E. Wolf, Ph.D., and G. Ruth Kukiela Bork, M.Ed.
- *A Student's Guide to College for Students on the Autism Spectrum* by Jane Thierfeld Brown, EdD, Lisa King, Med, and G. Ruth Kukiela Bork Med
- CAS (collegeautismspectrum.com) website

Thank you!

Please visit:

autismcollegeandcareer.com

For more information contact Carissa

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