

# Navigating New Waters

## Planning for Transition into Inclusive Postsecondary Education Programs

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GAIPSEC Parent Liaison

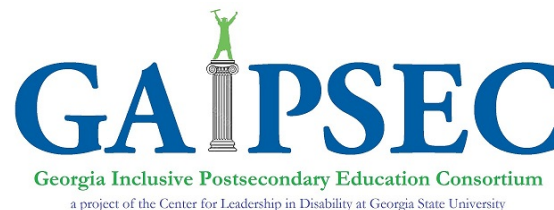
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Postsecondary education is a most important key to shaping a new reality for people with disabilities. It has the exciting potential to create a future based *not* on low expectations, the cant's and shouldn'ts, but on the high expectations of productivity and personal and economic freedom.

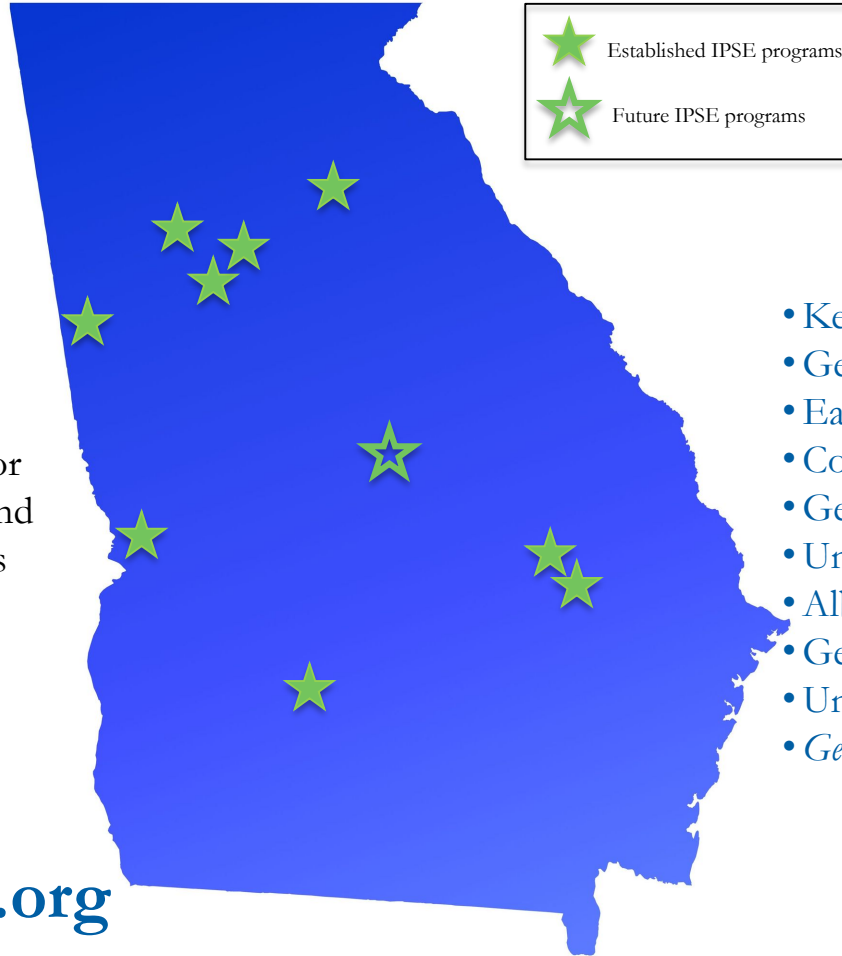
*-Madeleine Will*



**2019-2020  
School Year**

Georgia college options for  
students with intellectual and  
developmental disabilities

[www.gaipsec.org](http://www.gaipsec.org)



**Current and *future*  
Georgia IPSE Programs**

- Kennesaw State University (KSU)
- Georgia State University (GSU)
- East Georgia State College (EGSC)
- Columbus State University (CSU)
- Georgia Institute of Technology (GT)
- University of Georgia (UGA)
- Albany Technical College (ATC)
- Georgia Southern University (GSU)
- University of West Georgia (UWG)
- *Georgia College (GC)*

# Eligibility Criteria for IPSE

- A documented diagnosis of an intellectual and developmental disability as defined by the American Association on Intellectual and Developmental Disabilities.
- Knowledge of basic mathematics/use calculator
- Ability to use a computer or tablet
- Ability to function independently for a sustained period of time
- No significant behavioral or emotional problems that would impact school performance

# Eligibility Continued

- Must have sufficient emotional and independent living skills necessary to participate in coursework and campus life
- Be able to sit through a class period (1.5 hours)
- Be responsible for understanding and adhering to College Code of Conduct
- Be independent in handling his/her own medication, specialized dietary and/or medical needs
- Desire and motivation to complete a postsecondary program
- ❖ Natural Supports are available for academic and social
- ❖ Note: Applicants will have typically received extensive special education services in their secondary schools, graduate (or graduated) with a special education diploma, certificate of attendance or alternative diploma and would be denied access to a traditional college degree program.

# WHAT MAKES A SUCCESSFUL COLLEGE STUDENT?



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# What makes a successful college student?

- Self-awareness
- Decision-making skills
- Goal-setting and planning skills
- Self-advocacy skills
- Communication skills
- Problem-solving skills
- Self-management skills
- Leadership skills
- Ability to seek out and use assistance
- Ability to develop supportive relationships
- Confidence in one's abilities
- Perseverance

# Disability-Specific Competencies

- Knowledge of one's rights and responsibilities as an individual with a disability.
- Ability to determine whether, when, and how to disclose one's disability in different situations.
- Ability to find, request, and secure supports and accommodations along with an understanding of their use, not only in academics, but also in a work environment.



# Transition Service Plans

*A Student's Resume to postsecondary settings*

- Education
- Employment
- Community Participation
- Adult Living/Post School Outcomes
- Related Services
- Daily Living Skills

# Navigating Relationships

Family members, peers, Adults outside of the family, & significant others

Skills Involved include:

## Interpersonal Skills

Verbal Communication Skills

Social Awareness  
Skills

Self-Management

Responsibility/Accountability

Assertiveness

Problem Solving

Non-Verbal Communication  
Listening

Questioning

Manners

# SUPPORTS OFFERED IN IPSE PROGRAMS



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# Person Centered Planning

Person-Centered Planning is a process used to help families, friends and others assist students with disabilities in preparing for their future. This process can help students share their own interests and dreams and develop a plan to turn them into reality.

- It is a process that takes place over time. It is not a one-time event.
- It is based on the values of community involvement and inclusion.
- It focuses on the individual's strengths and not his or her deficits.
- It challenges participants to think creatively and outside of the box.
- It works in collaboration with traditional service providers.
- It focuses on the goals and desires of the student and not what others think he or she should do.
- It involves all aspects of the student's life and not just school.
- It is intended to create new opportunities for the future

# TRANSITION PLANS



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# Transition Plans

- Should be developed as part of IEP meeting
  - Utilize Individual Graduation Plan
- Students and parents need to be involved
  - ASPIRE (Active Student Participation Inspires Real Engagement)
- Assistive technology **MUST** be considered as an integral part of supporting students
- Need to begin **EARLY**... emphasis is middle school

# Transition Plans

- GVRA & school counselors are essential partners
- Collaborate rather than duplicate career assessments
- Georgia DOE focusing now on Best Practices!
  - Compliance is under control
  - Are results really 98.4%?

“

For people without  
disabilities, technology  
makes things easier. For  
people with disabilities,  
technology makes things  
possible.

ibm training manual 1991



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# TRANSITION GOAL EXAMPLE



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# Education

## Goal Example:

Demonstrate improvement in independence level of electronic communication through \_\_ activity (ies)

### Activities:

- Responds to \_\_ emails per (week/month/semester)
- Initiates \_\_ emails per (week/month/semester)
- Attaches documents to email (\_\_ per week/month/semester)
- Explores \_\_ types of adaptive software to assist in communication/writing/composition needs.
- Utilizes adaptive software to assist in communication/writing/composition needs
- Makes \_\_ electronic journal entries per (week/month/semester)

# Employment

## Goal Example:

Explores \_\_ career options and makes choices based on interest and ability

### Activities:

- Completes \_\_ interest assessment(s)
- Completes \_\_ aptitude assessment(s)
- Reviews interest and aptitude results, and applies information to make \_\_ career selection(s)
- Creates \_\_ career goals based on career selection & requirements
- Re-visits interest and aptitude assessments \_\_time per year and revises options as necessary

# Community Participation

## Goal Example:

Joins \_\_\_\_ clubs/organizations per (week/month/semester)

## Activities:

- Reviews list of club/organization possibilities
- Selects \_ club/organization(s) of interest base on sport or hobby preference or career choice
- Contacts organizer
- Attends at least two meetings

# Adult Living/Post School Options

## Goal Example:

Advocates for assistance appropriately by completing \_\_\_ activity(ies)

### Activities

- Makes and keeps \_\_\_ appointment(s) with counselor to review course schedule
- Makes and keeps \_\_\_ appointment(s) with teacher(s) to review academic accommodations/assess effectiveness per (week/month/semester)
- Makes and keeps \_\_\_ appointment(s) with employer to discuss job accommodations.

# Adult Living/Post School Options

## Goal Example:

Demonstrates understanding of daily schedule, class routines, and discourse by completing \_\_\_ activity(ies)

## Activities:

- Follows schedule and arrives promptly to class \_\_\_\_% of the time
- Follows \_\_\_ step class routine
- Follows \_\_\_ rules of classroom discourse
- Makes entry on electronic calendar/software to manage schedule and assignments \_\_\_ times per (week/month/semester)

# Related Services

## Goal Example:

Apply for Vocational Rehabilitation assistance

## Activities:

- Contact Vocational Rehabilitation office for case manager assignment
- Obtain, complete, and return application for services
- Make and keep \_\_ appointment with VR counselor for intake, planning
- Make and keep appointment for VR assessment
- Keep appointment for VR assessment review

# Daily Living Skills

## Goal Example:

Manages time schedule for activities/medications

## Activities:

- Uses electronic device to prompt medication dosage time
- Uses calendar (paper or electronic) to record & schedule appointments, classes, activities
- Takes into account travel time or preparation time when scheduling classes or appointments



# Resources



The screenshot shows a web browser window with the address bar displaying "www.gaipsec.org/resources.html". The page features a large GAIPSEC logo with a green figure on a pedestal. Below the logo, the word "Resources" is displayed. Underneath, there is a section titled "Print Materials from GAIPSEC" with a link to find printable information. A section titled "Websites & Other helpful links" lists a book titled "Life Learning Is For Everyone: The True Story of How South Carolina Came to be a Leader in Providing Opportunities for Postsecondary Education to Young Adults with Intellectual Disabilities (Book)". The Windows taskbar at the bottom shows various application icons and the system clock indicating 1:19 PM on 9/6/2016.

Resources - Georgia Incl... x

Susanna

www.gaipsec.org/resources.html

## GAIPSEC

### Resources

#### Print Materials from GAIPSEC

[Click here](#) to find printable information and resource pages by the GAIPSEC.

#### Websites & Other helpful links

- Life Learning Is For Everyone: The True Story of How South Carolina Came to be a Leader in Providing Opportunities for Postsecondary Education to Young Adults with Intellectual Disabilities (Book)

# Resources



[www.sepsea.org](http://www.sepsea.org)



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# Resources



[www.thinkcollege.net](http://www.thinkcollege.net)



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# QUESTIONS?



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# Thank You!

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