



Preparing Students for the Social Demands of College

Dr. Misty Parsley
Lipscomb University
misty.parsley@lipscomb.edu

College Options for Students with Disabilities

- Regular admission with supports from the Office of Disability Services
- Postsecondary program with special admission requirements
- Community College



How is college different from high school?

- No more IEPs- Shift from IDEA to ADA legal rights
- Students are self-advocates
- Fewer accommodations available
- There are no modifications in credit.
- Not free and not a right
- Schedule changes according to class
- More independence and choice than high school

There is a great module on thinkcollege.net that helps families and students understand these changes.



IDEAL Students



IDEAL info

A two-year postsecondary certificate program at Lipscomb University

Includes:

- Eight special topics courses cover technology and employment skills
- Eight inclusive courses taken with Lipscomb undergraduate students
- Exercise, homework help, chapel, and lunch breaks with peers
- Four total work experiences (on and off-campus) by graduation



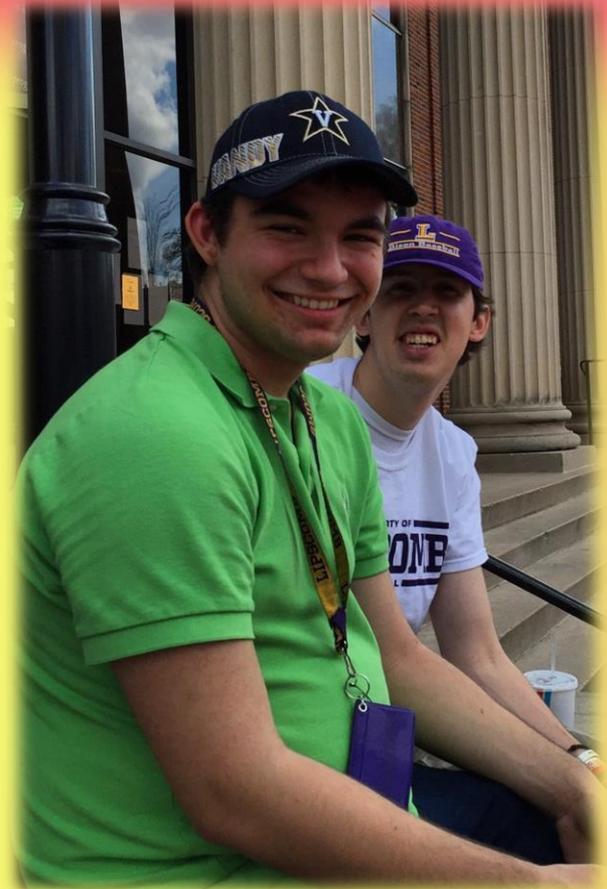
Admission requirements

- Applicants must be between the ages of 18-26 at the start of the program
- The applicant must have a documented intellectual and /or developmental disability
- The applicant should be able to sit through 50-75 minute courses and function independently for 2-hour blocks of time
- The applicant must demonstrate the ability to accept and follow reasonable rules and behave respectfully towards others
- The applicant must demonstrate the desire to attend IDEAL and adhere to the IDEAL policies.
- The applicant must have the potential to successfully achieve his/her goals within the context of the IDEAL program's content and setting



Why College?

- “To be with my friends”
- “To make new friends”
- “To learn new things”
- “To get a job”
- “To meet professors”
- “To get away from my parents”
- “Because that’s what you do after high school!”



The Facts...

- Research shows a correlation between postsecondary education and paid employment for people with disabilities.
- “Slightly over **half** of those who did not seek additional education after high school said they had been employed in the last two years.
- By comparison, roughly **9 in 10** of those who graduated from a postsecondary program reported that they had worked outside their home or former school in the same time period.”



Moore, Eric J., and Amy Schelling. "Postsecondary Inclusion for Individuals with an Intellectual Disability and Its Effects on Employment." *Journal of Intellectual Disabilities* (January 7, 2015): Web.

What are the social
and communication
demands of college?



Self-Determination

- What is it?
 - The ability to control your own life and express needs and desires to meet goals
- What does it involve?
 - Choice making
 - Risk taking
 - Problem solving
 - Communication
 - Self-awareness
 - Self-esteem
 - Self-advocacy



Problem Solving Skills

- What is it?
 - The ability to think through problems and make appropriate choices on a daily basis.
- What does it involve?
 - Making choices/decisions
 - Perspective taking
 - Seeing the big picture



Relationships

- What is it?
 - From friendships to dating, relationships are a constant on college campuses.
- What does it involve?
 - All aspects of social interaction
 - Conversational skills
 - Perspective taking skills
 - Emotions



Managing Free Time

- What is it?
 - Being productive with down time
- What does it involve?
 - Making choices
 - Managing time
 - Managing self
 - Prioritizing



Communicating with Professors

- What is it?
 - Clarifying/communicating about assignments, due dates, absences
- What does it involve?
 - Knowing when they need help
 - Self-advocacy
 - Emailing technique



**How do we
prepare students?**



Self-Determination

- Important to/important for
- What's working/not working
- Good day/bad day
- One page plans
- Goal setting
- Resource: <http://www.helensandersonassociates.co.uk/>



My Skills

- Strong organizational skills
- Experience in shredding documents
- Experience in scanning documents
- Ability to work multiple types of office equipment
- Reading skills
- Phone use and etiquette



My name is Shayla Osborne



Words that describe me

Positive Polite Hardworking

Determined Motivated

Current Work Experience

I am currently working as an intern
with Information Technology at
Lipscomb University

I work best when:

- I have a quiet environment.
- I have feedback on my tasks.
- I am free to ask questions.
- I am allowed to complete one task before being given the next.

Problem Solving

- Big problem/little problem
- Sorting
- Determining options
- Attribution- what caused the problem?
- Planning events- need to have/nice to have
- Mental flexibility



Social Interactions

- All aspects of conversation: starting, topics, ending, personal space, body language, responding, clarifying.
- Hidden curriculum
- Perspective Taking
- Emotions: regulating, recognizing, responding
- Social media



Self-Management

- Taking/analyzing their own data
- Monitoring their own behavior
- Making their own choices
- Managing their own time
- Choosing leisure activities



Communication

- Expressing need for help/clarification
- Advocating for their own needs
- Self-directed IEPs
- Asking for accommodations
- Sending emails and texts



Tips for Preparing for College: Parents

- Consider updating psychological/educational testing
- Open a case with regional Office of Vocational Rehabilitation
- Look into funding options
- Begin increasing student's responsibility at home
- Encourage your students to explore their interests by volunteering or working



Tips for Preparing for College: Students

- Research your college options
- Start exploring career options
- Identify what supports are helpful to you and ask for them
- Learn how to use a cell phone
- Work on keeping up with your belongings
- Take on more responsibility at home
- Volunteer



Tip for Parents and Students

- Start discussing the educational and medical needs of the student, *including the diagnosis*
- In medical terms, what does this diagnosis mean? In practical terms, what does this diagnosis mean?
- **Allow the student to take part in his/her own care**
- In order to self-advocate, students have to know what their needs are!
- By sheltering a student from their disability, it perpetuates the idea that the disability is something to be ashamed or embarrassed of.



Tips for Preparing for College: Teachers

- Discuss postsecondary and career choices with students
- Schedule college visits!
- Promote college readiness skills (navigation to familiar places, email, texting, writing papers, using a debit card, etc.)
- Provide inclusive opportunities when available
- Make use of each teaching opportunity!



Tips for Surviving College

- Make sure the student has a **dedicated “point person”** that they can go to with questions or concerns
- **Use campus resources!** Tutoring, academic support services, counseling center, etc.
- **Start slow**... try one or two classes at first
- Develop a **peer mentor group**/circle of support
- Get to know the professors!



Online Resources

- www.thinkcollege.net
- <http://www2.ed.gov/about/offices/list/ocr/transition.html>
- <http://www.going-to-college.org/>
- <https://studentaid.ed.gov/eligibility/intellectual-disabilities>
- Imdetermined.org
- www.socialthinking.net



Resources

- Aspy, R., & Grossman, B. (2007). *The ziggurat model: A framework for designing comprehensive interventions for individuals with high functioning autism and asperger syndrome*. Shawnee-Mission, KS: AAPC.
- Baker, J. (2001). *The social skills picture book: Teaching play, emotion, and communication to children with autism*. Arlington, TX: Future Horizons. (also a high school version)
- Baker, J. (2005). *Preparing for life: The complete guide for transitioning to adulthood for those with autism and asperger's syndrome*. Arlington, TX: Future Horizons.
- Bellini, S. (2006). *Building social relationships: A systematic approach to teaching social interaction skills to children and adolescents with autism spectrum disorders and other social difficulties*. Shawnee-Mission, KS: AAPC.
- Carter, M.A., & Santomauro, J. (2004). *Space travelers: An interactive program for developing social understanding, social competence, and social skills for students with asperger syndrome, autism, and other social cognitive challenges*. Shawnee-Mission, KS: Autism Asperger Publishing Co.



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- Dunn-Buron, K. (2003). *When my autism gets too big! A relaxation book for children with autism spectrum disorders*. Shawnee-Mission, KS: Autism Asperger Publishing Co.
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- Garcia-Winner, M. (2005). *Think social! A social thinking curriculum for school-age students for teaching social thinking* . San Jose, CA: Think Social Publishing Co.
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