



Integrating students
in program
development:
Accessing community
resources to support
students participating
in FL CTPs

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Agenda

- Linking program goals with coursework and activities
 - Independence
 - Self Determination
 - Employment Opportunities



FL CTP Program Goals

- Legislative directive
- Title XLVIII: FL CTPs and FCSUA
 - increase independent living, inclusive and experiential postsecondary education, and employment opportunities for students with intellectual disabilities through degree, certificate, or non-degree programs.....



Example Goals from FL CTPs

Project Access: FL Keys CC

- The mission of Project ACCESS is to support students who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education in order to prepare them for gainful employment.

Academy for Community Inclusion: FAU

- ...to increase overall independence in employment, self-determination, and community experiences for individuals with intellectual and developmental disabilities.

Connecting course to goals

- What does _____ look like?
 - Self-determination
 - Satisfactory Employment options
 - Independent Living
- Introduce, Practice, Master>>>presentation learning continuum
 - Find opportunities to Intro, Practice, Demo Mastery
- Course activities build on themselves



Self Determination

- Introduction to strengths, challenges, goals
- Review/revise strengths, challenges; add strategies
- Look beyond FAU and home for community support
- Practice sharing strengths, challenges, and goals with others
- Build a planning resource file for your future

Certificates and Courses

The following 28 courses for the three certificates are offered through the Academy for Community Inclusion.

Supported Employment (20 Credits)	Supported Community Access (20 Credits)	Supported Community Living (20 Credits)
SLS 1305: Professional Career Development	SLS 1201: Personal Development	SLS 1571: Learning with Technology 2
SLS 1350: Employability Skills	SLS 1601: Being Safe, Staying Safe	SLS 1602: Living with Roommates
SLS 1354: Workplace Relationships	SLS 1251: Social Skills	SLS 1250: Residential Experience
SLS 1266: Getting around in the Community	ISS 1121: Community Citizenship	REA 1105: Reading for Life
SLS 1392: Business Technology for Community Living	SLS 1281: Diverse Communities	HSC 2400: Basic First Aid
SLS 2340: Professional Portfolio	SLS 1603: Community Resources	SLS 1605: Personal Finance for Community Living
SLS 2930: Career Seminar	SLS 1224: Recreation and Leisure Skills	SLS 2222: Personal Wellbeing
SLS 2943 Career Internship	SLS 2225: Life Planning	SLS 2604: Effective Living
Electives (2 classes; 1 must be outside the Academy)	Electives (2 classes; 1 must be outside the Academy)	Electives (2 classes; 1 must be outside the Academy)

SLS 1603: Community Resources

- Agencies that support individuals with disabilities
- Agencies that support you
- Agency speakers (VR, APD, Palm Tran, PBCO Library System, Therapeutic Rec)
- Agency interview with question sheet.
- Share findings in class and with Dr. D for *In the Community* booklet

Supported Community Access (20 Credits)

SLS 1201: Personal Development

SLS 1601: Being Safe, Staying Safe

SLS 1251: Social Skills

ISS 1121: Community Citizenship

SLS 1281: Diverse Communities

SLS 1603: Community Resources

SLS 1224: Recreation and Leisure Skills

SLS 2225: Life Planning

Electives (2 classes; 1 must be outside the Academy)

SLS 1601: Be Safe, Stay Safe

Course Objectives

Upon completion of this course, the successful student will be able to demonstrate:

1. Demonstrate an awareness of personal feelings (i.e. safe, unsafe).
2. Demonstrate an understanding of personal rights
3. Demonstrate an understanding of personal safety
4. Demonstrate an understanding of abuse and strategies to avoid abuse.
5. Identify a circle of trusted individuals.
6. Demonstrate an understanding regarding the roles of first responders

Course Activities

Introduce:

Practice:

Mastery: Safety plan guide for Home, College, Job, and Community



Summary

Students with IDD learn best when doing it....

Teaching effectively requires scaffolding (Intro, Practice, Mastery)

Model in class; structure out of class activities

Demonstrate mastery with an “overt” activity.

Thanks for your participation

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