

Faculty Strategies for Teaching Students with Intellectual Disabilities in Postsecondary Education.



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Acknowledging your Roles!

- K-12 Transition Specialist
- K-12 Educator
- State College Professor
- State University Professor
- Instructor in Career Tech
- Parent
- Student who participates in PSE program
- Mentor
- PSE Program Personnel
- Disability Services or Special Populations
- Administrator
- Vocational Rehabilitation Personnel
- Community or State Agency Personnel
- Other roles?



What questions do you need answered today about faculty strategies?





- **Inclusive** higher education opportunities for young adults with intellectual disabilities.
- **All aspects** of college experiences by their peers.
- Comprehensive Transition Programs, or CTPs, are degree, certificate, or non-degree programs for students with intellectual disabilities that meet specific criteria. If students with intellectual disabilities are attending a CTP, they are able to use federal financial aid to help pay for attendance (Think College.net).

CTPs

- CTPs are offered by a college or career school, and are approved by the U.S. Department of Education. They support students with intellectual disabilities who want to continue academic, career, and independent living instruction to prepare for gainful employment (Think College.net).
- CTPs offer academic advising and a structured curriculum. They require students with intellectual disabilities to participate, for at least half of the program, in one of the following: 1) regular enrollment in credit-bearing courses with "typical" college students (those who do not have disabilities), 2) auditing or participating (with typical college students) in courses for which the student does not receive regular academic credit, 3) enrollment in noncredit-bearing, non-degree courses with typical college students, or internships or work-based training with individuals who do not have disabilities (Think College.net).



Intellectual Disabilities:

- significant limitations in intellectual functioning and adaptive behavior as expressed in conceptual, social, and practical adaptive skills.
- originates before the age of 18.
- Intellectual disability is the appropriate term (previously referred to as "mental retardation")

(American Association on Intellectual and Developmental Disabilities).

Before 2000, individuals with ID had little or no access to postsecondary education. Only a handful of programs across the nation existed.

CTPs were initially described and defined in the Higher Education Opportunity Act of 2008 (Think College.net).

What do you believe are faculty members' ...

- ▶
- ✓ greatest concerns?
- ✓ most frequent questions?
- ✓ most frequent misconceptions

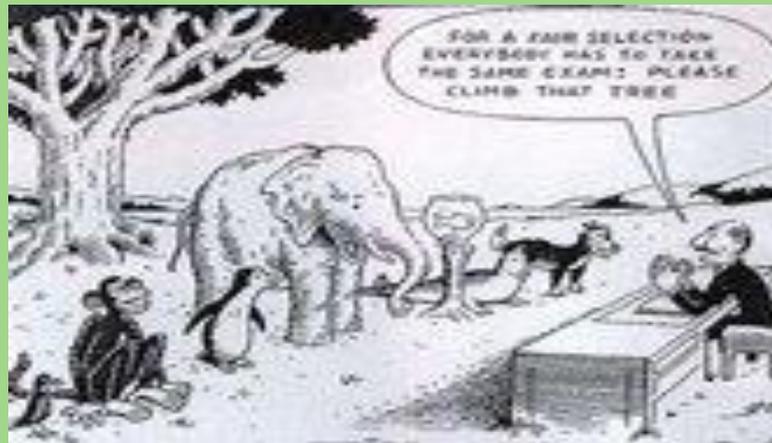
as they consider students with unique abilities in their classes?





- College faculty believed that the inclusion of students with ID made class preparation and activities more difficult but believed additional training would be helpful (Casebolt & Hodge, 2010)
- Griffin et al., (2012) found that faculty and students who had previous contact with persons with ID have more favorable perceptions about this population, and the participants in this study believed that interaction and exposure was favorable for everyone.
- Gibbon et al., (2015) reported that 64.7 % of faculty at a large university would agree to modifying their teaching to include students with ID.

Seriously?
From one extreme....

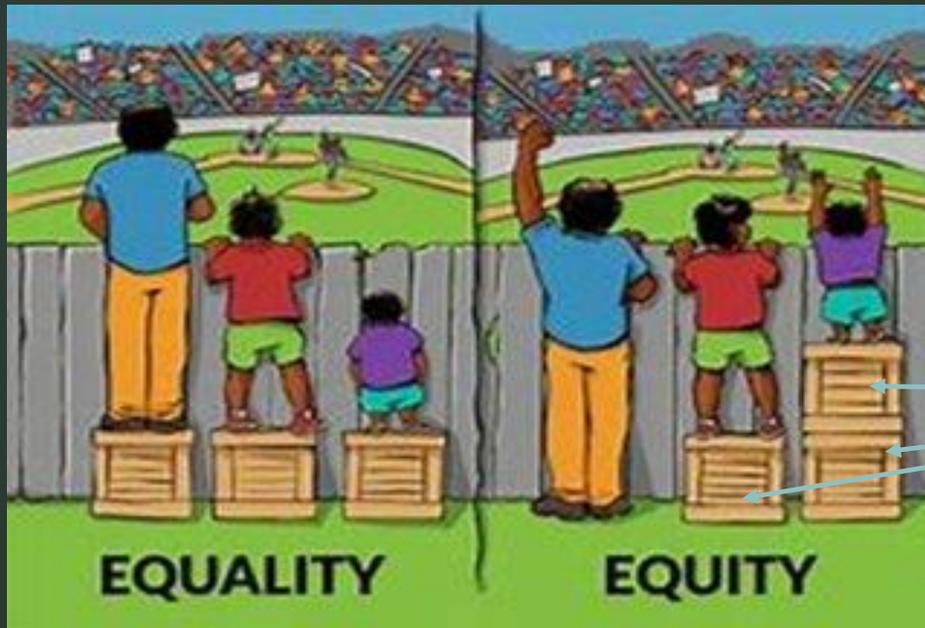


To another extreme...?



“As we start a new school year, Mr. Smith, I just want you to know that I’m an Abstract Sequential learner and trust that you’ll conduct yourself accordingly.”

What's the Big Deal?



What would you call these in an educational setting?

Faculty Strategies to Consider...

- “I genuinely believe in inclusive education for all students on a college campus, but I’m lost on where to start.”



Let's Start at the Very Beginning:
A Very Good Place to Start...

When you read, you begin with A, B, C,

When you teach, you begin with **UDL!**

Universal Design for Learning

If you have an opportunity to participate in UDL workshops or trainings, do so!

UDL defined!

- UDL is a framework based on scientific insight into how people learn. UDL is designed to improve and optimize teaching and learning for all people (udoncampus.CAST.org).
- UDL is an approach to teach that aims to meet the needs of every student in a class.
- Educators are accountable for designing and delivering curriculum for increasingly diverse groups of learners. Students learn in different manners and may benefit from a variety of learning structures, menus to choose learning options, variable assessments, a variety of learning tools.

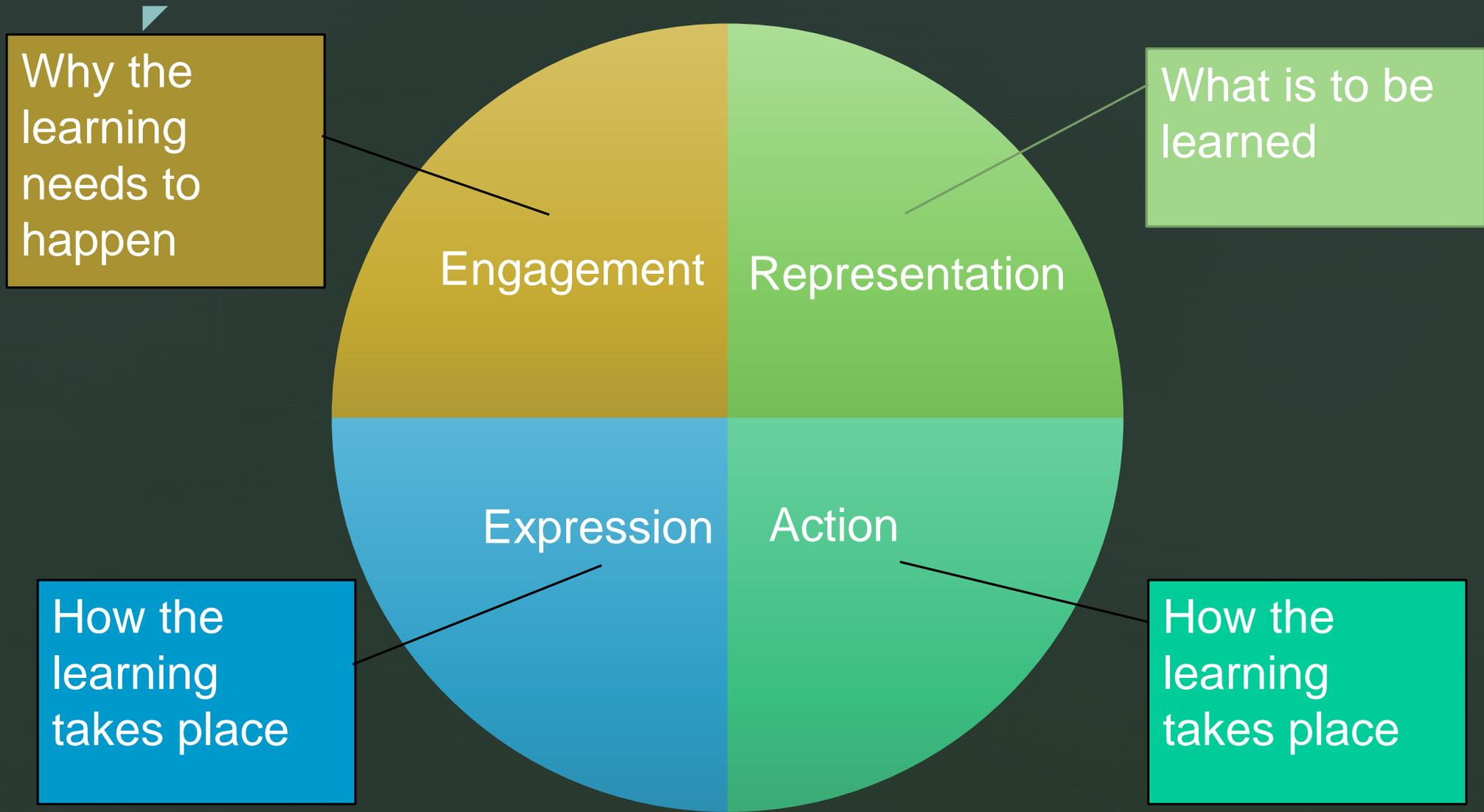


UDL in Postsecondary Education:



- ✓ highly values both **diversity** and **inclusion**.
- ✓ Is based on the definition and principles developed at The Center for Universal Design, www.ncsu.edu/project/design-projects/udi/.
- ✓ endeavors to make products and environments **welcoming, accessible, and usable** for ALL students.
- ✓ is both a **process** and a set of **guidelines and strategies** for specific applications.
- ✓ can be applied to **instruction, services, information, technology, and physical spaces**.

UDL components



I. Provide Multiple Means of Representation

1: Provide options for perception

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

II. Provide Multiple Means of Action and Expression

4: Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

III. Provide Multiple Means of Engagement

7: Provide options for recruiting interest

- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation

- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Purposeful, motivated learners



UDL Strategies for Faculty

(Hope, 2016)

In Instruction:

- ✓ A statement on a syllabus that invites students to meet with the instructor to discuss learning needs.
- ✓ Multiple delivery methods that motivate and engage all learners.
- ✓ Flexible curriculum that is accessible to all learners.
- ✓ Examples that appeal to students with a variety of characteristics with respect to race, ethnicity, gender, age, and interest.



And...

- ✓ Regular, accessible, and effective interactions between students and the instructor.
- ✓ Allowing students to turn in parts of a large project for feedback before the final project is due.
- ✓ Class outlines and notes that are on an accessible website.
- ✓ Assessing student learning using multiple methods.
- ✓ Faculty awareness of processes and resources for disability-related accommodations. (Hope, 2016)



In Florida K-12...

Accommodations:

Do not change class expectations or requirements for the student

May change the way in which instruction is delivered

May change the way the student responds or produces information

Have a history in postsecondary education; most faculty members are aware of them.

Modifications:

May change class expectations or requirements for the student,

May change the way in which instruction is delivered,

May change the way the student responds or produces information,

Have not been historically part of postsecondary education.



Do-IT U of Washington

Accommodations:

- Alteration of environment for students to gain access
- Alteration of curriculum for students to gain access
- Regular course of study

Adaptations:

- Individualized changes in curriculum
- Individualized changes in assessment
- Individualized to align with student goals
- Regular course of study

In past semesters of English I, your students were required to write in a journal at least four times per week. In the journal, they discuss their concerns about writing, their successes, feedback they received on their formal writings from peers, and new skills they are learning about writing.

- What is the objective of this assignment for all of your students?
- In what ways would you be able to measure and assess their learning of this objective?
- In what ways could students demonstrate their learning of this objective?
- Why would this objective be important to all of your students?
- In what ways could you adapt this assignment for students with ID?





Before the Semester begins:

(University of Kansas)

- ✓ Make your syllabus available to students; they can review it and decide if it meets their learning needs.
- ✓ Invite student(s) to meet with you.
- ✓ With program staff & student, review your course materials.
- ✓ Plan learning units with student & program staff.



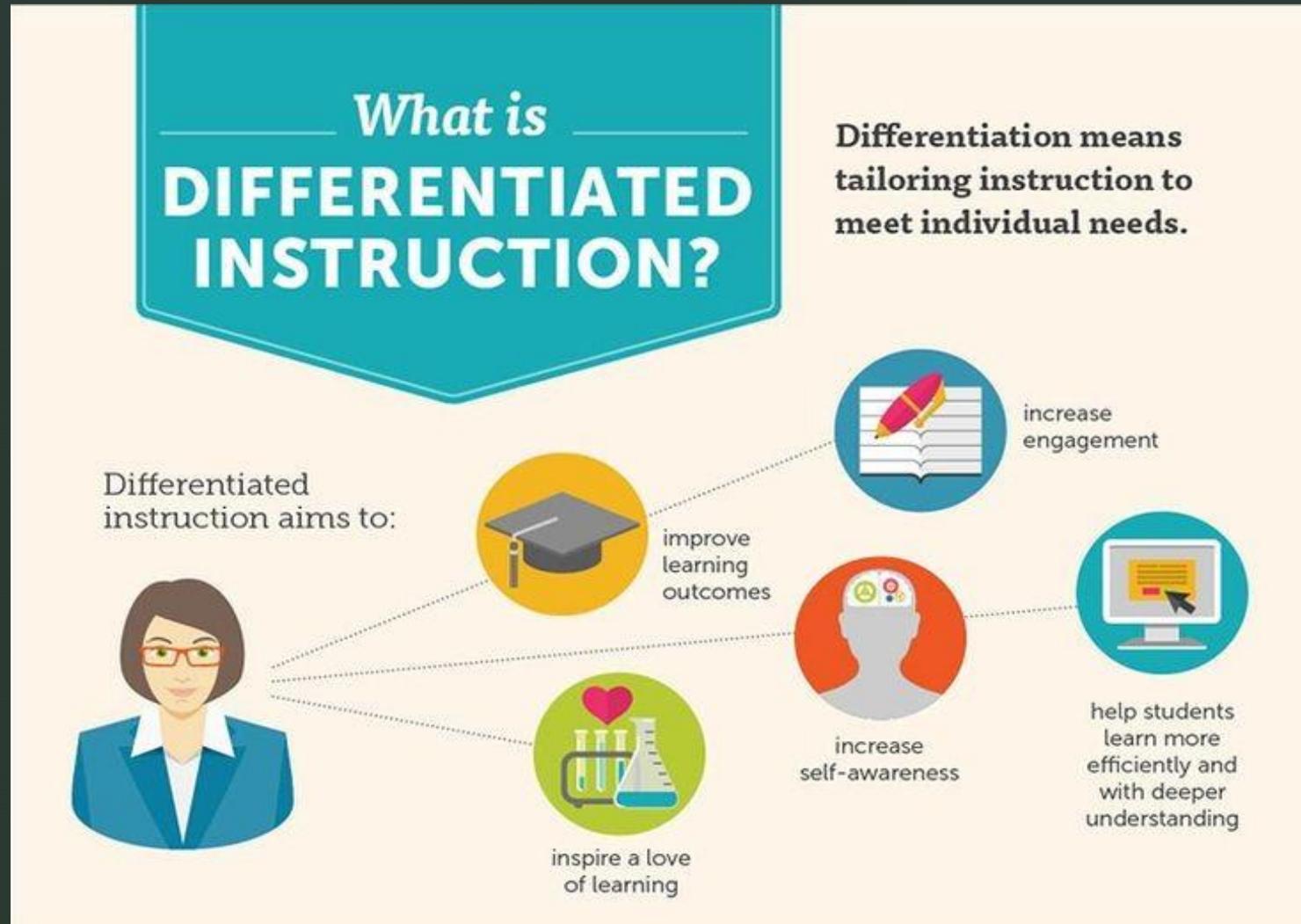
Plus...

- ✓ Invite staff to visit your class(es).
- ✓ Select potential mentors or tutors for students.
- ✓ Arrange a communication method among the student, program staff, and mentors/tutors to check progress.
- ✓ Designate office hours for assistance or support.

(University of Kansas)

Differentiated Instruction

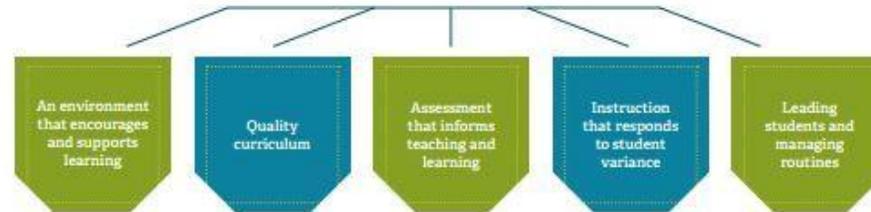
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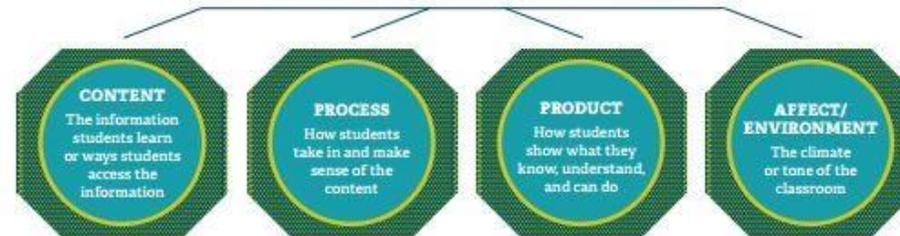
DIFFERENTIATION IS

A TEACHER'S PROACTIVE RESPONSE TO
LEARNER NEEDS SHAPED BY MINDSET

PRINCIPLES OF DIFFERENTIATION



TEACHERS CAN DIFFERENTIATE THROUGH...



TEACHERS CAN DIFFERENTIATE ACCORDING TO THE STUDENT'S...



Source: From *The Differentiated Classroom: Responding to the Needs of All Learners* (2nd ed., p. 20), by Tomlinson, C.A., 2014, Alexandria, VA: ASCD. © 2014 by ASCD. All rights reserved.

(retrieved from Rethink Ed)

Steps for Planning a Tiered Activity

KEY CONCEPT
Identify what the student will
KNOW
UNDERSTAND
DO?

Design common
experience for
whole class.
This is the
hook!

Pre-Assess
for readiness,
interest and
learning styles.

After creating an 'on
level' activity, adjust
up or down to create
parallel activities. You
can adjust pace,
materials, number of
steps, level of
dependency or
complexity.

Tier 1

Tier 2

Tier 3

<http://differentiatedkindergarten.blogspot.com>

(retrieved from Rethink Ed)



Share Your Thoughts



Ask Your Questions