

Supporting Families Through Post-Secondary Education: Learning to “Hold On Differently”

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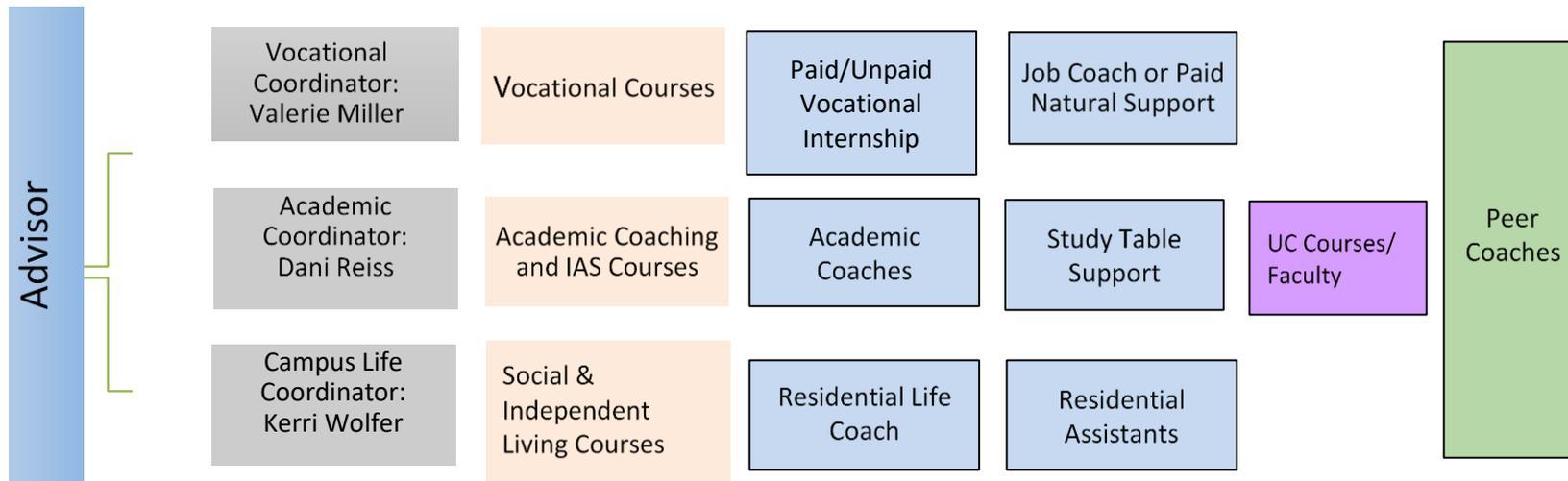
Agenda

- Introduction
- Transition and Access Program (TAP)
- Key Supports for “Holding On Differently”
- Question and Answer

Transition and Access Program (TAP)

- Inclusive Post-Secondary, Residential 4 Year Certificate Program
- Students with I/DD
- 96 Credit Hours
- 6 Vocational Experiences
- Follows Academic Calendar
- Vocational, Academic, Social Competence and Independent Living Skills

ATS Resources



UC Student Services/Resources (Academic Advising, CAPS, DSO, Learning Assistance Center, Title IX, IT, Judicial Affairs, Campus Link, Experienced-Based Learning & Career Education, RED, Housing)

Community Based Services/Resources (VR/OOD, DDS, other resources)

Recruitment ----- **Graduation**

- Changing the IEP Discourse on Transition Planning
- Informational/Recruiting Sessions
- Admissions Interviews
- Student Handbook and Monthly Communication
- FERPA
- Summer Workshops
- Transition Webinar Series
- Connecting Families and Resources
- Parent/Student Conferences
- Charting the Life Course & Post-Graduation Transition Plan
- Graduation Celebration & Senior Capstones

**Holding
On
Differently**

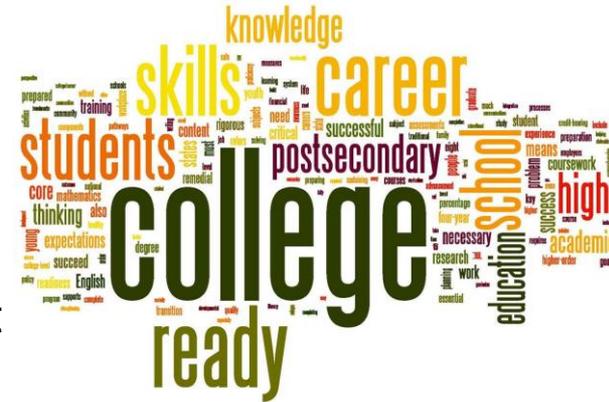
Changing the IEP Discourse

- Introduces the option of post-secondary education which impacts vision of the future.
- Helps families align IEP goals to meet admission criteria for post-secondary programs.
- Offers opportunity for parents and students to begin to look at each other through a different lens.



Recruiting and Informational Sessions

- Establish expectations for participation in a post-secondary program.
- Introduces the concept of decision maker transitioning to trusted advisor.
- Fosters communication between parent and student on vision for a good life.
- Gives parent and student permission to fail on journey to self-determination and personal growth.



Admissions Interviews

- Opportunity to manage expectations- (program details, communication, participation, services we provide and services we do not provide).
- “Whole Person” mindset for accurate assessment of strengths and areas for growth and support.
- Student in the driver seat- (practice makes perfect).
- Permits parents to discuss safety concerns and protocols.
- Creates the vision of student in the university environment.

Thus every
matter, if it is to be
done well, calls for
the attention of
the whole person.

-Martin
Luther

Handbook & Monthly Communication

- Receive same handbook as students
- Parent contract for their expected involvement and role in the program
- Sway communication of important dates, program news, learning highlights, and pictures of students in action.



FERPA (Family Educational Rights and Privacy Act)

- Federal law that protects the privacy of student education records also facilitates conversation between student and parent on the family plan for communication.
- FERPA Education- Proactive and Reactive



Summer Workshops

- 2 one-week sessions held in June and July for incoming freshman.
- Glimpse of what college will be like and challenges that might occur.
- Establishes connection to supportive parent network
- University Bearcat Bound orientation
- Parent sessions on Code of Conduct, Title 9 and FERPA
- 1:1 parent/student work on co-development of vision of a good life.
- Introduction to program tools and common language



Transition Webinars

- Monthly webinar to provide transition support to parents.

Freshman Year Parent Webinar Series	
September	The First Weeks of College
October	Supporting Your Student's Growth
November	Components of College Success
February	Addressing Executive Functioning - GRDD- Get Ready, Do, Done, Get Done
March	PEERS curriculum as Framework for Social Skills Development
April	Successfully Navigating Summer Break

Connecting Families and Resources

- Summer Workshop
- Family Weekend
- Introduce and help families connect with local and national resources. Continue to work with community based resources on transition planning.



Student Conferences

- Student directed.
- Held at end of first semester and end of second semester.
- Opportunity to hear about student success and growth and address parental concerns.
- Evaluate/adjust vision as needed.



Charting the Life Course

- The Charting the LifeCourse framework is housed within Missouri's University Center for Excellence in Developmental Disabilities Education, Research and Services (UCEDD) at the University of Missouri-Kansas city Institute for Human Development.
- Focuses on the strengths, capacity and diversity of the person within the context of their family and helps the student and their families envision and plan for future possibilities and their vision for a good life.
- Implemented throughout the 4 academic years and facilitates regular transition conversations and planning between the student and parents .

Graduation Celebration & Senior Capstones

- End of academic year celebration for seniors.
- Fosters continued family connections.
- Senior Capstones tell the story of possibility and allow parents to envision their own student's possibilities when they learn to "hold on differently".



Questions?

