

College For All: Building Inclusive Academics at Portland State University



Megan McFarland, M.Ed - Academic Inclusion Coordinator

Agenda

- Intros + Opening Pair-Share
- Regional Program Overview
- Expanding Existing Capacity: Academic Supports at PSU
- Building New Capacities: Individual Learning Plans
- Student Perspectives: What Works
- Q+A

Intros: Who's here?

- Students?
- Self advocates?
- K-12 Educators?
- Family members?
- Transition or Post-Secondary Educators?
- Adult service professionals?
- Advocates?
- Others?

Think - Pair - Share

In one sentence, what is the purpose of college?

What makes a good college student?

What does academic inclusion look like in your setting?

Regional Overview: Portland State University + Think College Inclusion Oregon Career and Community Studies Certificate



comes to **Portland State University**

In October 2015, the U.S. Office of Postsecondary

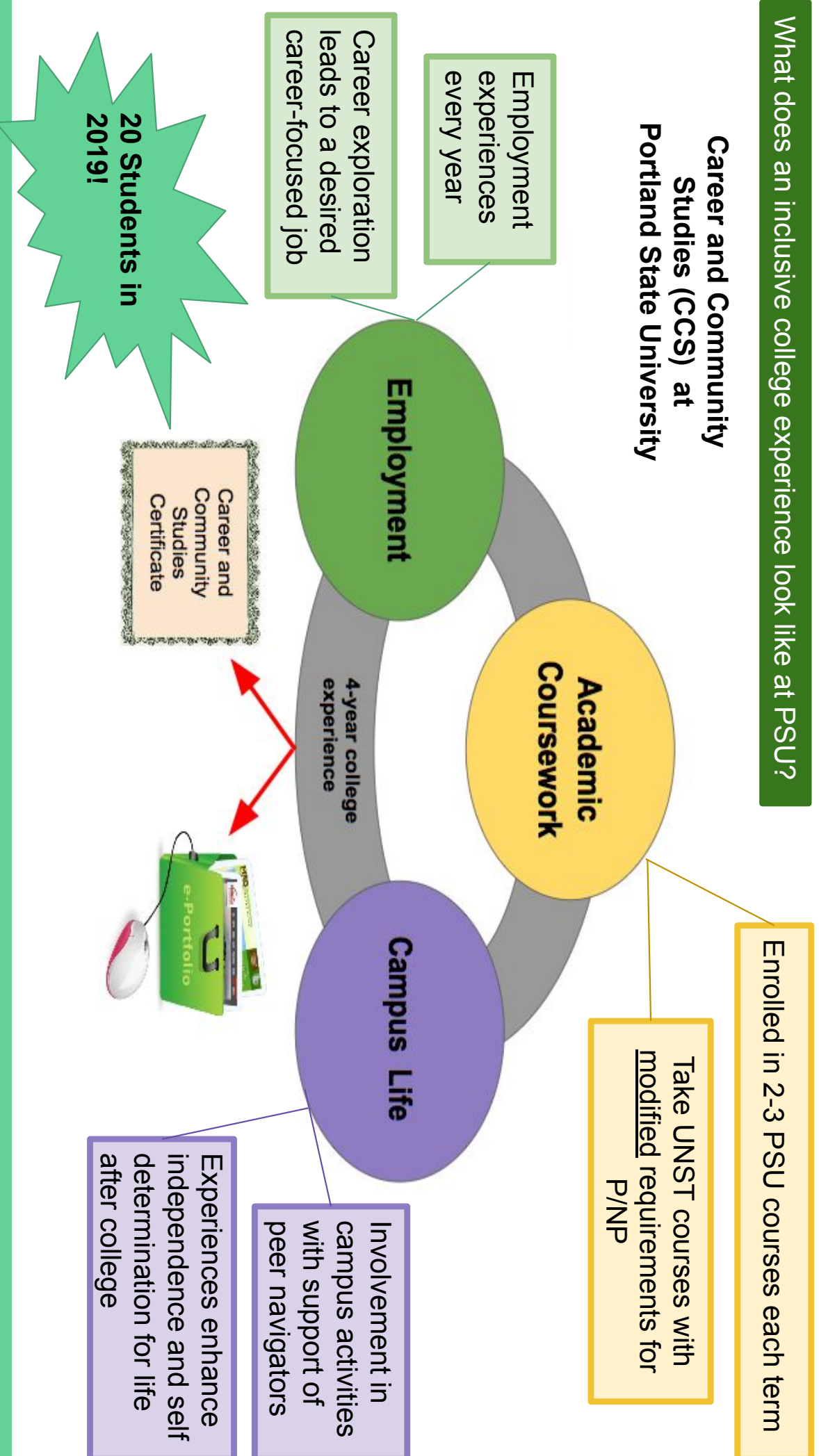
*Education awarded Portland State University a 5-year
grant to create an inclusive college experience for
students with intellectual disabilities.*

Key Community Partners

- Portland Public Schools - Community Transition Programs
- Oregon Vocational Rehabilitation
- Oregon Developmental Disabilities Services
 - Employment First Initiative
 - Case management and Brokerage services
- Northwest Disability Support Association/All Born In
- Community Vision, Inc.(Supported Living)

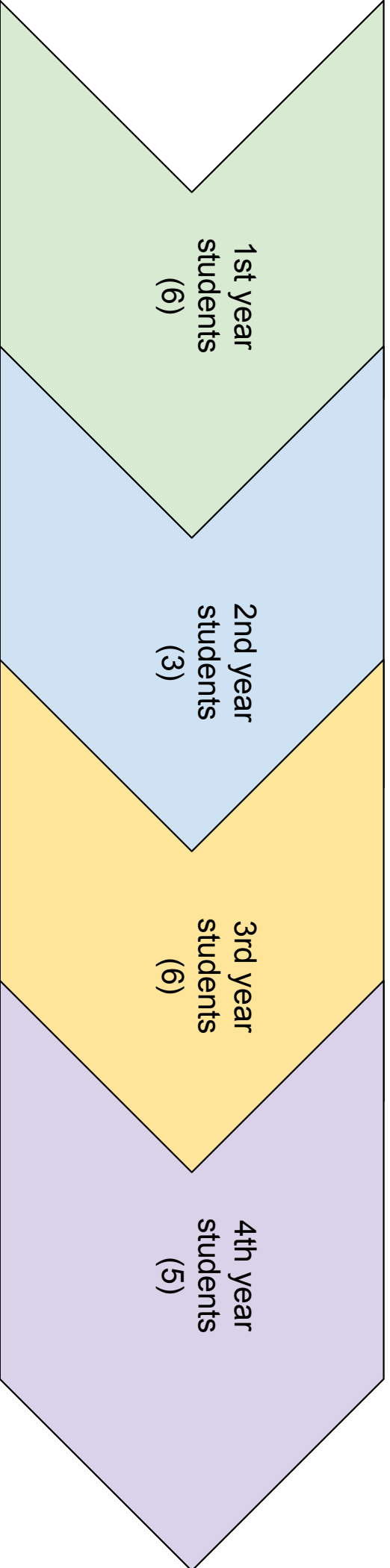
What does an inclusive college experience look like at PSU?

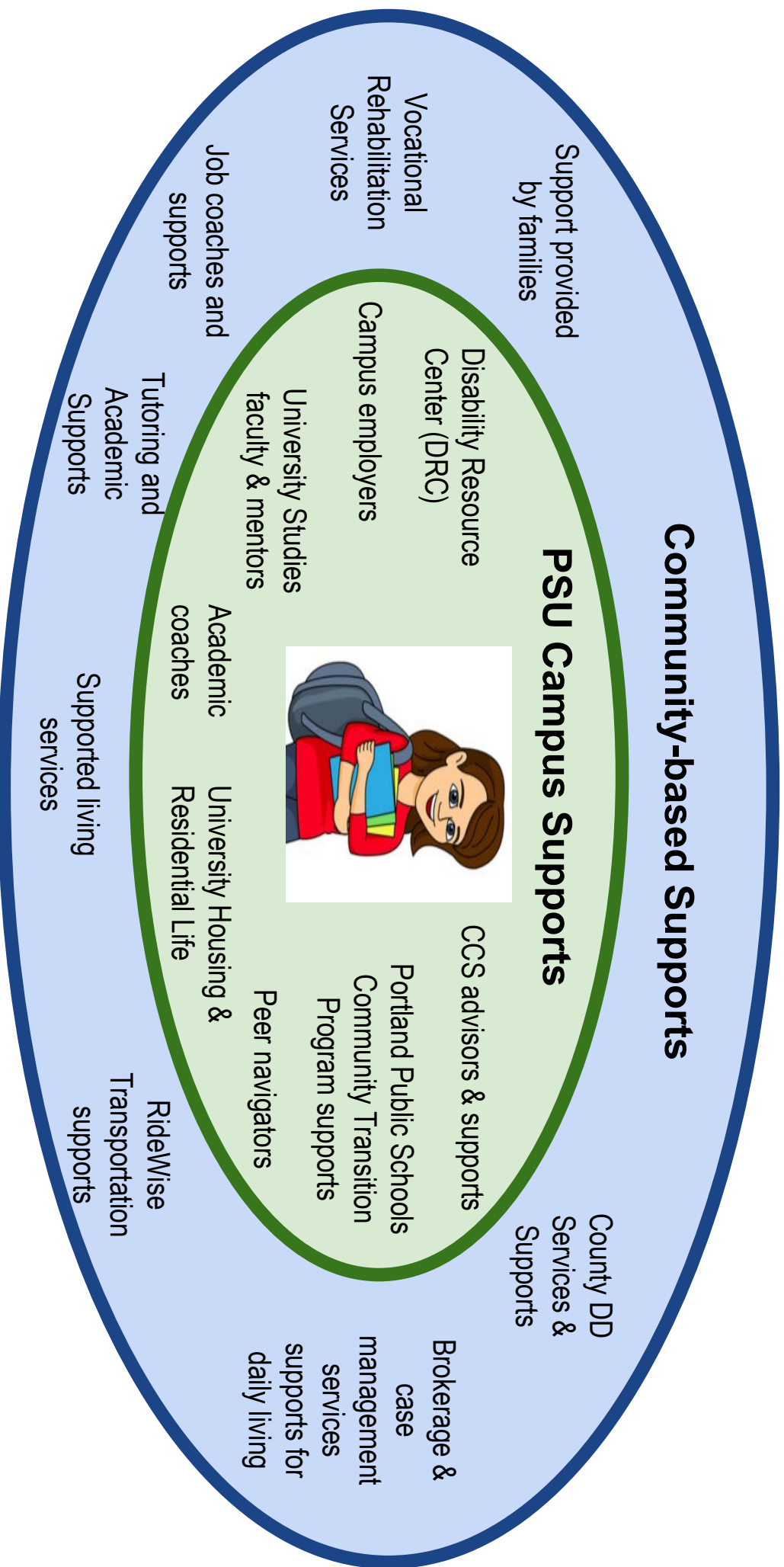
Career and Community Studies (CCS) at Portland State University



NOW

Fall 2019 - serving 20 students





Key Strategy:
Expanding Existing Capacities &
Academic Supports at PSU

	March	April	May	June	July	August	September
Student	Submit App	Interview	Admitted Prep PCP	PCP Course Choice		-Attend PSU Orientation -Attend Cohort Orientation -Attend DRC Meetings	-Attend Follow-Ups as Needed
TCIO	Provide Mentor Training	-Interview -Provide Mentor Training	Prep PCP	PCP	UNST Consult	-Support Orientations -Support DRC Appointments	-Draft ILP -Assign AC
UNST	Mentor Training	Mentor Training	Mentor Training		Professor Consult	-Mentor Assigned -Meet n Greet	Syllabus Review
DRC				Receive disability documentation		-Initial Acc. and AT Needs Assessments -Initiate Accs.	-Assign tech -Follow-ups as Needed
Orientation						-PSU Orientation	

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Orientation: PSU Freshmen

Students	Families	
8:30 am: Meet TCIO staff in front of the PSU Library in the Park Blocks (1875 SW Park Ave)	8:30 am: Meet TCIO staff in front of the PSU Library in the Park Blocks (1875 SW Park Ave)	
9:00-9:15 am: Orientation Kick-Off and Overview (Smith Memorial Student Union Ballroom)	9:00-9:15 am: Orientation Kick-Off and Overview (Smith Memorial Student Union Ballroom)	
9:15-9:30 am: Meet the Orientation Leadership team of PSU students (SMSU Ballroom)	9:15-9:30 am: Meet the Orientation Leadership team of PSU Students (SMSU Ballroom)	
9:30-10:15 am: Meet and Talk with your Orientation Leader and Small Group	9:30-9:45 am: (Families split off for Family Presentations)	
10:25-10:55 am: Campus Tour with your Orientation Leader and Small Group	9:45-11:15 am: PSU+Families as Partners (Hoffman Hall)	
11:00-11:30 am: "New 2 PSU" Panel: How to Get Involved On Campus with your Orientation Leader and Small Group (SMSU 101)	11:15-11:45 am: Sexual+Relationship safety and consent on campus presentation (Hoffman Hall)	
11:30-12:00 pm: PLAY at Campus Rec: Lunch with the Campus Rec Team (SMSU 238) (lunch provided)	11:45-12:30: Lunch in Hoffman Hall (provided)	

Orientation: PSU Freshmen

Existing Content Includes:

- Campus Tour
- Clubs and Activities
- Rec Center



Added Supports

- Prior collaboration
- TCIO Staff “shadow”
- Student + Family Content

Orientation: Cohort-Specific

Specialized Curriculum + Whole-Group Instruction

- Tech Skills
- Campus Navigation
- Classroom Skills

Individualized + Braided Support

- Follow-Ups
- Involving PSWs and
Other Brokerage Support

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DRC				Receive disability documentation		-Initial Acc. and AT Needs Assessments -Initiate Accs.	-Assign tech Follow-ups as Needed
Orientation						-PSU Orientation	



Disability Resource Center

Existing Supports Include:

- Initial Accommodation and AT Needs Assessment
- Follow-Ups



Added Supports:

- TCIO-created Tech Guides
- Ongoing Collaboration

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Direct Academic Support

University Studies Mentors



Secondary Dual Educator
Program Academic Coaches

Direct Academic Support: University Studies Mentors

What is University Studies?

- Theme-based and interactive courses
- Freshmen take year-long course capped at 36
- Interdisciplinary General Education for all PSU students
- Students work in small review groups with a peer mentor
- Peer mentor facilitates community building

Direct Academic Support: University Studies Mentors

Existing Supports Include:

- Bi-Weekly Review Sessions
- Small group instruction
- Direct knowledge of course



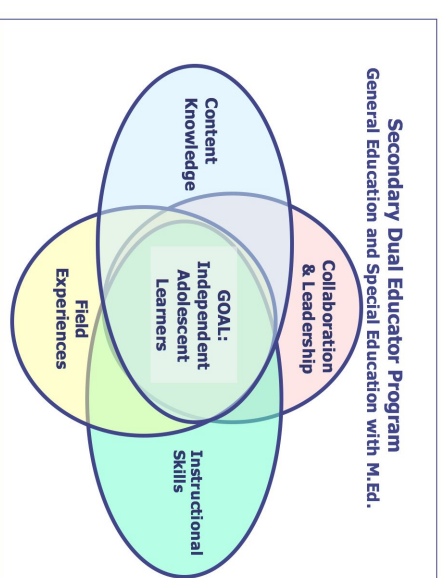
Added Supports:

- Pre-Service and On-Going Training from TCIO
- Pre-Term Student Meet n Greet

Direct Academic Support: SDEP Academic Coaches

What is SDEP?

A Partnership with PSU's Secondary Dual Educator Program (SDEP) & Career and Community Studies (CCS)



SDEP Teacher
Candidates take
on the role of
Academic Coach

Direct Academic Support: Academic Coaches

Existing Model Includes:

- Inclusive Ed Courses + Field Placement
- Instruction on Pedagogy Related to Transition



Added Supports:

- On-Going CCS Training + Scaffolds
- Weekly Communication Log + Problem Solving

Mutually Beneficial Partnership



- ★ Clarify and breakdown information
- ★ Differentiate, modify, adapt content/assignments
- ★ Organization, study skills, etc.
- ★ Scaffold supports to complete tasks
- ★ Teach learning strategies to maximize academic success and independence
- ★ Prepare students to actively participate in group assignments and projects
- ★ Plan communication with professor and mentor
- ★ Problem solve issues
- ★ Plan together

Impact on Academic Coaches -- Impacting Education

I think that it was so unique as an **emerging teacher** to be able to experience how you can make **rigorous challenging complex college level academics accessible for students...** with pretty significant disabilities... There's **no excuse** for not trying to make your content accessible. If a kid with pretty significant autism, can participate and understand what's going on in a college level class, you can't tell me that you can't make art 101 in high school accessible for a kid

[Being] an academic coach really gave me that **tool box of how to be creative**, how to be a **problem solver** and how to make things as **accessible... for a wide range of learners**. I can bring that **into my own teaching** experience and I can use to **educate other teachers**. Because that's general education teachers, "Okay, well, we're being inclusive, but we don't have strategies. We don't have that tool box to be inclusive. What should we be doing?" And being an academic coach, really gave me the **opportunity to build that tool box** so that I can do it and help other people do it too. And so, if you're trying to **produce inclusive teachers**, academic coaching is like one of the **biggest light bulbs** that I think you can have.

[I can say] I was able to work with kids with significant needs at the college level, and whenever teachers tell me, "[**that student**] **can't handle this curriculum**," I don't know if I can cuss on this thing, but I'm like, "**That's B.S**" That's you as a teacher having a fixed mindset about a kid based on probably not all that much information really.

Holistic Support

Weekly meetings with Advisors

Advisors offer support in:

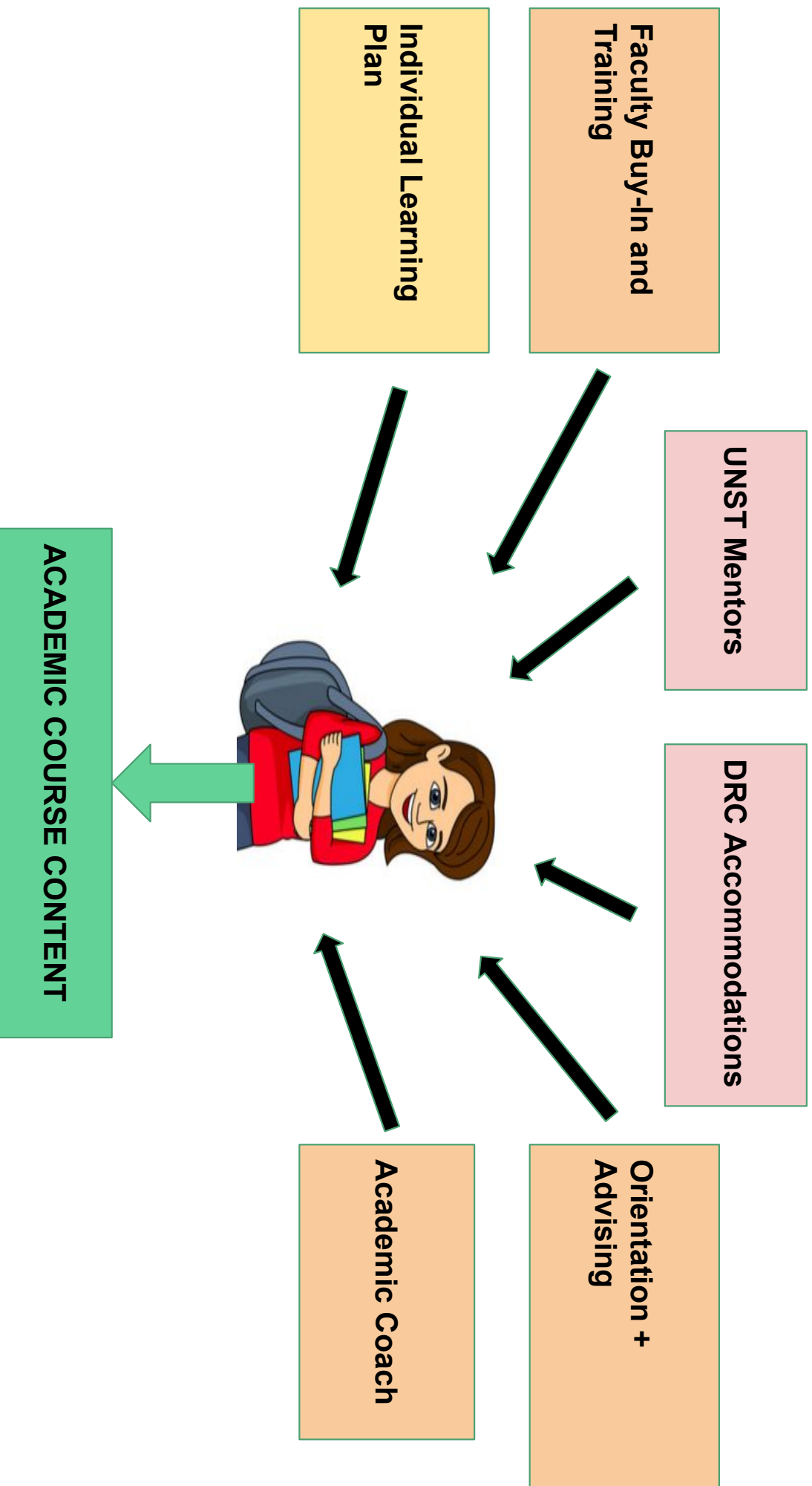
- Decision making (e.g., course selection, job preferences)
- Setting and tracking college goals
- Teaching and practicing new skills (e.g., arrive on time to appointments using Google calendar, using email)
- Problem solving issues
- Supporting development of reflection presentations each term

CCS Seminars (3x each term)

Seminar content includes:

- Learn about assistive technology and supports available on campus
- Set goals
- Prepare for and present end-of-term reflection presentations
- Prepare for person-centered planning meetings
- Self-rate progress toward goals and meeting college expectations

The Result?
Access to Fully-Inclusive Academic
Courses in a High-Interest Area



Key Strategy:
Building New Capacities, Proxy Courses,
and Individual Learning Plans

	June	July	August	September	October
Student	-PCP -Choose Course		-Attend PSU Orientation -Attend Cohort Orientation -Meet n Greet	-Attend Follow-Ups as Needed	-Attend Class -Meet with AC -Meet with Advisor -Complete Assignments
TCIO	-PCP -Facilitate Course Choice	-Inform Professor -Liaison Consult	-Support Orientations -Support Meet n Greet	-Draft LLP with Professor -Assign AC	-LLP Finalized -Monitor Student Work -Support ACs and Mentors
UNST	-Co-Plan Menu of Courses	-Inform Professor -Professor + Liaison Consult	-Mentor Assigned -Meet n Greet -Professor Drafts Syllabus	-Syllabus Review	-Manage Class -Communicate with TCIO as Needed
SDEP				-ACs Matched with Students	-Meet with Student Weekly -Communicate Weekly

Step 1:

Registrar Collaboration & Proxy Courses

- Old method (Audit vs. Credit; admissions status restricted access)
- New method (A5 status, proxy courses)
- UNST 101 (Work of Art) vs. CCS 199: Work of Art
- Allows for modified course requirements **and** earned credit

Same Content, Same Objective,
Individual Expression of Learning

Step 2: Supporting Student Course Choice

- Partnership with UNST = Shared Goals + Shared Motivation
- Professor and Liaison Consultation = Menu of Course Options (FRINQs, SINQs, and more)
- Pre-Planning Meetings + Student Led PCP Meeting = **Student Course Choice**

Courses this term:

Portland	Nutrition for Health
Work of Art	International Sustainability
Health, Happiness & Human Rights	Gender & Sexualities
Race and Social Justice	Intro to SPED
Screenwriting	Leading Social Change

[Student Profile](#)

We're In the Class...Now What?

Step 3: Individual Learning Plan

1. Consultation with Professor (Student Profiles from PCPs) and Syllabus Overview
2. Establish Course Objectives
3. Draft modified course assignments
4. Finalize plan + Student/Professor Revision Requests
5. Approval
6. Monitoring [ILP Schedule Sample](#) [Course Schedule Sample](#)

Same Content, Same Objective,
Individual Expression of Learning

Individual Learning Plan



INDIVIDUAL LEARNING PLAN

Student: SV	Instructor: Mychel Estevez	UNST Mentor: KJ
Academic Coach: JV	CCS Academic Coordinator: Megan McFarland	
Course: CCS 299: Families & Society		

DRC Accommodations
<ul style="list-style-type: none"> - eText and/or Text-to-Speech - Slides in advance - Lecture recording - Notetaker - Human Scribe for Written Assignments

What Works:	What Doesn't Work:
<ul style="list-style-type: none"> • Checklists and schedules • Clear, step-by-step instructions • Demos and examples of assignments • Using a human scribe or other writing assistance • Knowing the purpose of assignments, how they fit into the larger course themes • Advance notice of changes 	<ul style="list-style-type: none"> • Needing to write too fast • Unclear tasks or directions • Lots of talking all at once • Questions or prompts that are too vague or abstract • Sudden schedule changes

Assignment	Due Date	Description	Done?
Reading: Read 10 New US Demographic Trends Watch Income Inequality	January 11th	*No Response Due* Come to class ready to discuss the reading/videos	Done!
Reading: Read Historical Perspectives on Family Reading Guide Watch Overview of Historical Perspectives	January 16th	See "Weekly Reading Response" assignment below	Done!
Reading: Read	January 18th	*No Response Due*	Done!

Family Traditions Project (due 1/25)

- 1.) Using what you have learned in class about **family traditions** (patterns, behaviors, habits, interactions, rituals, and beliefs) and **family structures** (how the combination of relatives and members live and interact), you will be creating a slideshow that examines **two of your family traditions**.
- 2.) You will be examining these traditions like a **social scientist**. It will be important to be **neutral and detailed**, just like a **scientist**.
- 3.) First, choose **two** traditions you want to examine in your project. A tradition can be as big a special party you host every year or as small as how your family watches TV together. These traditions should be
 - a.) Specific to your family
 - b.) Meaningful
 - c.) Explained in detail
 - d.) At least one should **not** be based around a major holiday (like Thanksgiving or Christmas)
- 4.) For each tradition, take notes answering the following questions:
 - a.) What is the tradition? Describe the Who, What, When, Where, Why, and How
 - b.) When did this tradition start? Why has it continued?
 - c.) What purpose does it serve?
 - d.) What happens when this tradition *doesn't* happen? What are the consequences?
 - e.) What are the benefits and drawbacks of this tradition?
- 5.) Now that you have notes on your traditions, create a slideshow that answers the following questions/prompts:
 - a.) Describe your family. Who is in it? What is the **structure** (e.g. nuclear, extended, blended, etc)?
 - b.) Describe each tradition, its details, and its purpose
 - c.) Describe what each family member does for each tradition.
 - d.) Your personal reflection: How do you feel about each tradition? What do you feel is positive and negative? How has your opinion about each tradition changed over time? Will you continue these traditions in the future?
 - e.) Choose a family **structure** that is *different* from your own (e.g. nuclear, extended, cohabitating, etc). How would your traditions be different if your family **structure** was different? How would they be the same?

Research Project

[This project has **four** parts: a **topic paragraph**, an **annotated bibliography**, a **comparative conversation**, and a **final project**]
Topic Paragraph (due Feb 1st)

CONTENT

Read *Oranges Are Not the Only Fruit*

Use Kurzweil

STUDENT WORK

Make a text-to-self, text-to-text, and text-to-world connection, focusing on race. Write each on a slide

COURSE OBJECTIVE

Understand different racial perspectives.
Communicate in a variety of ways.

STUDENT WORK

Write a literary analysis essay about how racial politics informed the creation of this text.

Individual Learning Plan: Same Content, Same Objective, Individual Expression of Learning

Modification Example: Readings

Readings: Supplemental vs. Modified

- Supplemental: One-Page Reading Guides (Theme, Summary, Tier-3 Vocab, Discussion Questions)
- Modified: Same Content/Theme, Differentiated Reading Level

Modification Example: Readings

Original Course Text

Cornell Journal of Law and Public Policy

Volume 21
Issue 3 Spring 2012

Article 7

Work-Family Policy in the United States

Naashta Bhushan

Supplemental =
Original Text + Reading Guide

Summary

- This is a look at the flaws of the work-family policies that exist in the U.S. and how they further gender stereotypes that hurt both men and women.

Main Ideas

- The author details policies such as The Pregnancy Discrimination Act and The Family Medical Leave Act and points out where they fail to help American families.
- Policies in the U.S. have not changed as our workforce has changed. Our policies are still based on the idea that men work outside of the home and women work at home taking care of the home and family.

Themes

- Inadequate paid parental leave in the U.S.
- Work-family conflicts
- Need for policy reform

OR

Modified =
Different Text + Same Theme

She The People

The U.S. ranks last in every measure when it comes to family policy, in 10 charts

Modification Example: Traditional Essays

Essays: Task Analyzed Instructions vs. Modified Length vs. Representation

- Task Analyzed Instructions: Broken down into discrete, concrete steps
- Modified Length: Shorter pages or number of sentences
- Representation: Show learning in a slideshow, oral interview, portfolio, etc

[Course Assignment Sample](#) [ILP Assignment Sample](#) [Student Work Sample](#)

Modification Example:

Task-Analyzed Instructions + Representation

Instructions:

Choose two examples of tradition from your own family and critically examine their nuances. How are these patterns or habits or beliefs demonstrated? Why are they upheld? How did they develop? What purpose or function do they serve? What roles do people play? For example, traditions can be as simple as a strict bedtime ritual, Friday night family dinners, patterns of communication when angry, beliefs about strangers, ideas shared about the role of children, how pets are treated, feelings about grandparents, etc. You may not have positive feelings about some of the traditions or customs in your family—this is okay.

It is important to examine how the structure and organization of your family impacts you, your beliefs, and your traditions and to examine how you formed your perceptions and assumptions as you begin a study of families and society. Increased awareness of your assumptions will help you develop critical thinking skills beyond this course in families. In your paper, be sure to include:

VS

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Growth Example: Reflective Writing (Fall 2017)

10/2/17 PAPQ

The quote I choose from the ted talk was "listening is an active generosity" what it means to me we can do a lot of stuff when we just listen to other people. And listening to other people's stories makes us think more about their experiences. It shares a common interest in my FRNQ immigration and migration and belonging course.

Short, General, Shows Basic Knowledge of
Content

Growth Example: Reflective Writing (Winter 2018)

If The conservation of the races” tires to argue for the important of intercultural exchange and the need to have intellectual spaces in which African Americans can gather to articulate and express a unique cultural perspective.” Pg. 58 Toppling the Melting Pot

This quote relates to a real life resource we have here at Portland State University. We have a safe space for students who are African American to gather and share their feelings and know that others are there supporting them. In America there is a lot of intercultural exchange and exchange programs where you get to meet different people of color. You get to study abroad in a different country and you get to learn about immigration and how they see immigration in their home countries.

How would you improve safe spaces for African American students to share their feelings and experiences while in high school and also in the University ?

How would you evaluate the cultural resource centers and how you have been helped in a way that meets your needs?

Detailed, Variety of Text/World Connections, Application of Knowledge

Growth Example: Professor Feedback

“...I am so happy to welcome TCIO students in my classroom. I am having many ‘come to Jesus’ conversations with myself about who I am as an educator. Also I am reflecting on my personal life...” and experiences of a family member with disabilities. “...I hope I can continue to make the classroom radically inclusive!”

Families reflect on the college experience...

- “And it hasn’t just been an experiment, **it’s been a genuine college experience.** In the past we thought maybe community college or some classes, and it’s kind of a mind-blower that she’s here at PSU. It shouldn’t be, but it is. It’s been a genuine college experience.”

- “...**it’s broadening his scope of the world.** I think it’s improved his thinking, about maybe experiencing something else going on and questioning it. **I think he’s relating a lot going on in the outside world back to the college experience.**”

- “**We talk a lot about his class.** He has very adult-like interactions.”

- “**She’s been more independent, advocating for herself...** She makes her own appointments. She gets paid by check in the mail. She wouldn’t let me check her banweb, so that’s good. She finally made a mistake and didn’t submit her hours properly and didn’t get her check. But, she wanted to check it herself, so she did, and found out she didn’t submit her hours.”

Growth Example: Student Feedback

“Learned how animal testing can affect animals negatively. Learned about how health and happiness can affect me positively. When I move out on my own, I can take what I learned and share it with other people. Learned how to get along with co-workers and how to be professional in the workplace. There are people you will like and people you won’t like, but you just put a smile on your face and “put on an act” when you need to.”

Key Strategy: Student Advice for Transition

What Helped me Transition

- Inclusive English classes with support helped to improve my writing skills (LB)
- Wilson HS I took: Freshman & Sophomore English, Acting, Psychology, Forensics, Foundations of Physics and Chemistry (good on quizzes), Choir (LB)
- Cleveland HS I took: Choir, Journalism, Math, Drama, English, Science, Art (RE)
- Study Hall - homework, had para to support, improved academic skills (LB)
- Learning Strategies - getting to class on time, taking tests, (RE)
- Dance class senior year - choreographed a dance - talent I enjoy, helped when I got to PSU - Latin Dance (LB)
- Student run cafe - making coffee drinks, handling money, (budgeting now), to be on time (RE)
- Unified Friends Club, Unified Basketball, Traditional Chinese Dance (LB)
- Friends, social activities (LB & RE!)

What I wish I'd learned

- Needed more specific feedback on skills (not just “good job”, pat on the back)
- Work experiences in real work settings (not just PPS coffee cart)
- How to write a paper - longer, more complicated papers
- Prepare to advocate for Accommodations
- Decision making & Self-advocacy - how to speak up for myself, advocate for equal issues (family taught me how)
- More Person-centered planning to guide ideas for my future
- More career assessments and jobs that fit my interests. Needs to start in Freshman year of high school
- DreamBuilders Alliance - mentor and took a cooking class

Your Advice to Teachers....

- Share resources with students, don't hold anything back. Let us see what we want to do and teach us to make decisions
- Start EARLY!! Don't wait until high school
- Have high expectations for all students and believe in student dreams for going to college
- Make sure you include students in general education
 - I Had to fight to be included and not just in special Ed classrooms
- Make IEP Meetings about future plans and dreams
 - I liked that they were positive - but wanted to have the IEP focus on what works and doesn't work for me
- Make IEPs like a Person-Centered Plan - I had no voice during IEP planning or transition planning
- Lets Students Take Risks - make mistakes and learn from them, be on their own

$$Q+A$$

More Questions? Contact Me!

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