Effective Practices in College Classrooms for Students with Autism and Intellectual Disabilities

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Session Objectives

➢ Understand inclusion in the context of post secondary classrooms

➢ Understand the importance of promoting inclusion from research and personal experience

➢ Identify potential evidence-based practices to measure and promote inclusion in post secondary classrooms

➢ Identify core components of a successful college program for students with I/DD

Inclusive PSE

➢ What is inclusion? How do you define?

– the action or state of including or of being included within a group or structure.

(https://www.merriam-webster.com/dictionary/inclusion)

Accessibility Resources

- We are dedicated to empowering students with disabilities through the delivery of reasonable accommodations and support services, and bridging post-secondary education with future real-world experiences.

- We are strongly committed to maintaining an environment that guarantees students with disabilities full access to educational programs, activities, and facilities.

https://www.uc.edu/aess/disability.html

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Accessibility Resources

- For some students this is not enough

Inclusion in PSE

- Societal ideology
- Providing students with disabilities *access* to opportunities to learn alongside peers who are typically developing
- Creating a *successful* inclusive class is complex

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Inclusion in PSE

➢ Highly inclusive PSE programs for students with ID/DD have demonstrated strong outcomes related to employment (Grigal, 2018)

➢ Individuals with ID/DD who have extensive academic support needs are a diverse group with unique learning needs and strengths (Papay & Griffin, 2013)

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Inclusion in PSE

➢ Practices that address these unique needs and promote academic success are often not included or used as the foundation for instruction at the collegiate level (Papay & Bambara, 2011).

➢ Implementing inclusion can be challenging and even confusing for professors and staff in IHEs.

Advancement and Transition Services (ATS)

CEES

Collaboration for Education and Employment Synergy

➢ Secondary
➢ Serve 16 local districts
➢ Students with I/DD
➢ Mon-Fri 10a-1pm
➢ 12 week sessions
➢ Academic Calendar
➢ Vocational and Social Skills Instruction

TAP

Transition and Access Program

➢ Post-Secondary
➢ 4 Year Certificate
➢ Students around nation
➢ Students with I/DD
➢ Academic Calendar
➢ Vocational, Academic, Social Competency, Campus Life (residential)

IMPACT

➢ Day service provider
➢ Adults with ASD
➢ Mon-Fri 9a-3p
➢ 12 Months
➢ Vocational skills, Social skills, health and wellness, lifelong learning

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Current Study

➢ case study

➢ investigated the use of teacher proximity and cue card with a student with significant disabilities enrolled in an inclusive post-secondary classroom management class

Student

- Pseudonym: Stu
- Senior in 4 year PSE program
- Male, 24 years old
- Diagnosis: multiple disabilities
- Use of AAC device, cell phone, computer as well as other gestures to communicate

Setting

- University behavior management class
- 34 students
- Class time 130 min
- Intervention occurred during first half of class and lasted for 12 weeks

Lesson Structure

➢ (a) initial review of previous content,

➢ (b) explicit statements of lesson goals,

➢ (c) teacher lecture,

➢ (d) teacher questioning to assess student understanding

Data Collection

- operational definition of on-task behavior
- momentary time sampling by 3 peers who trained and also enrolled in the class
- direct sequential recording of the teachers' use of proximity and use of cue card during first 30 min of class
- Classroom peers on-task behavior was collected by randomly choosing five targeted students per session
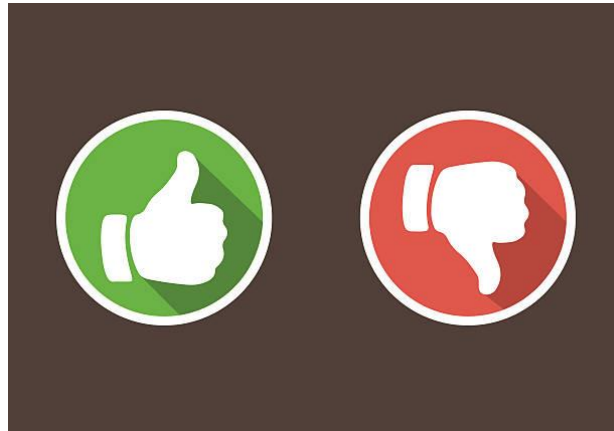
Intervention

Teacher Proximity

Cue Card Strategy

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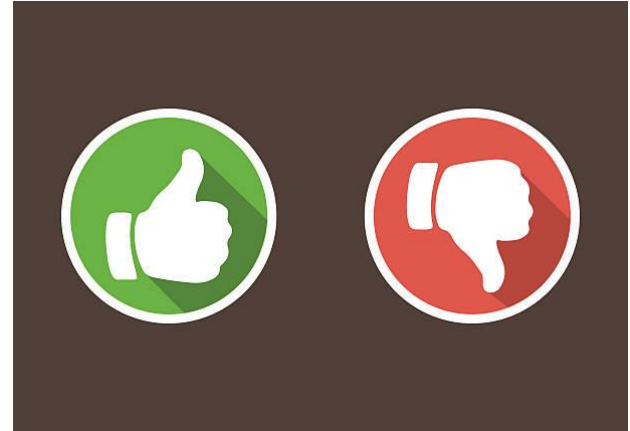
Intervention

Every 5 minutes instructor walked over to student and indicated (gesturally) if on task or not

On Task Behavior

- appropriately engaging in the task, such as using the AAC device

- eyes on the required assignment,

- facing peers while discussing academic material,

- facing the teacher when instructions, directions, and feedback were given.

- Comments or questions related to material being covered in class.

- Generalization setting (Internship at Pharmacy stocking items): eyes and hands on the task (i.e., stocking shelves, picking up boxes).

Results

➢ Student had a higher percentage of intervals of on-task behavior during the use of teacher proximity and cue card

➢ Student satisfaction ratings suggested that the intervention was an acceptable strategy

Results

On-Task
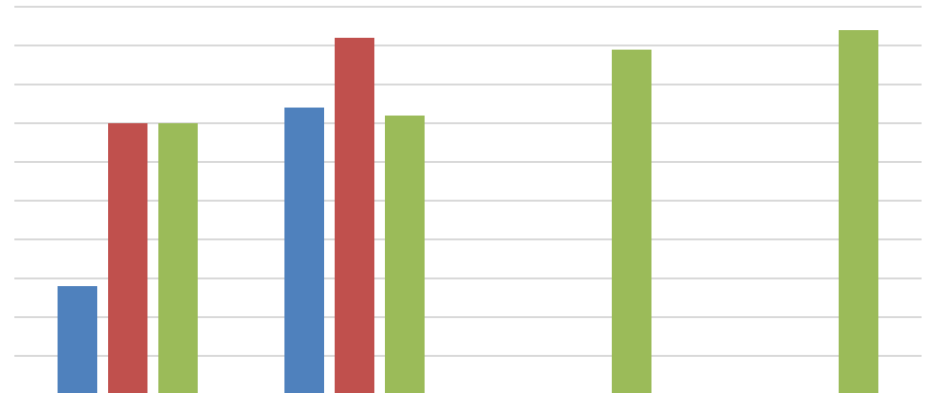
	Baseline	Treatment	Pre Test	Post Test
Stu	28%	74%	0%	0%
Generalization setting (Stu Only)	70%	92%		
Peers	70%	72%	89%	94%

Stu   Generalization setting (Stu Only)   Peers

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Limitations and Implications

➢ Results may not extend beyond the characteristics of this one participant in this specific setting

➢ Replicate and implement with more participants with various disabilities.

➢ Peer students were randomly selected for classroom on-task behavior.

➢ Novelty effect of using the cue card may not have been maintained

➢ Not sure if intervention was effective because of proximity or cue card.

➢ Future designs: extend length of the study could be extended, include a maintenance phase and/or an alternating treatments design

Lessons Learned/Key Factors for Success

- Flexibility and dedication of faculty
- Relationship and proximity (offices) of course faculty and program staff
- Relationship with peers and size of program
- Skill of peers
- Interest and motivation of Stu

How Do We Support Inclusion In PSE Programs?

- Clear vision and strategic plan
- Share the Vision, Establish Urgency
- Embed in University systems and Campus Culture
- Plan for sustainability
- Dedicated faculty/staff with needed expertise
- Accept/Expect challenges and fail forward
- Share your stories
- Mutually Beneficial
- Establish your niche
- Advisory committees

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Questions?

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