Beginning 07:30 am	**Registration in Foyer**
07:30 am – 08:30 am	**Breakfast**
08:30 am – 09:15 am	**Ballroom** Welcome by **Michael Behrmann**, Ed.D, Director of GMU's Helen A. Kellar Institute for Human disAbilities **Max Orland**, University of Delaware
09:15 am – 09:30 am	**Break**
09:30 am – 10:30 am	**Session I presentations: See page 1 for details**
10:30 am – 10:45 am	**Break**
10:45 am – 11:45 pm	**Session II presentations: See page 2 for details**
11:45 pm – 12:45 pm	**Networking Lunch**
12:45 pm – 01:15 pm	**Ballroom** **Sue Swenson**, Deputy Assistant Secretary for the Office of Special Education and Rehabilitative Services at the U.S. Department of Education *Introduction by Madeleine Will, Chair Emeritus, Collaboration to Promote Self-Determination*
01:15 pm – 01:30 pm	**Break**
01:30 pm – 02:30 pm	**Session III presentations: See page 3 for details**
02:30 pm – 02:45 pm	**Break**
02:45 pm – 03:45 pm	**Session IV presentations: See page 4 for details**
03:45 pm – 04:00 pm	**Break**
04:00 pm – 05:00 pm	**Ballroom** **Keynote Administrators' Panel** **P. George Benson**, Ph.D., President Emeritus of the College of Charleston **Sharon Shields**, Ph.D., Associate Dean at Vanderbilt University **Terri Shelton**, Ph.D., Vice Chancellor of Research and Economic Development at the University of North Carolina at Greensboro *Moderated by* **Lynne Ford**, Ph.D., Associate Vice President for the Academic Experience at the College of Charleston *Introduction by Cindi May, Ph.D., College of Charleston*
05:00 pm – 07:00 pm	**Reception in Lobby**

★ Visit our online information
www.georgemasonlife.com

Beginning 07:30 am	**Registration in Foyer**
07:30 am – 08:45 am	**Breakfast**
08:45 am – 09:30 am	**Ballroom** **Leadership Awards: Dr. Alan Merten & Donald Bailey** **Stephanie Smith Lee**, Chair of the Think College Accreditation Workgroup *Introduction by Dee Katovitch, Assistant Director of the Taishoff Center*
09:30 am – 09:45 am	**Break**
09:45 am – 10:45 am	**Session I presentations: See page 5 for details**
10:45 am – 11:00 am	**Break**
11:00 am – 12:00 pm	**Session II presentations: See page 6 for details**
12:00 pm – 01:00 pm	**Networking Lunch**
01:00 pm – 02:00 pm	**Ballroom** **Keynote Student Employment Panel** **Kristen Thatcher**, Melissa Riggio Higher Education Program at the College of Staten Island **Ian Singer**, Pleasantville Lab School at Pace University **Caitlin Bernstein**, Next Steps at Vanderbilt University Moderated by **Sean Roy**, PACER Center *Introduction by Heidi Graff, Ph.D., Director of the Mason LIFE Program*
02:00pm – 02:15 pm	**Break**
02:15 pm – 03:15 pm	**Session III presentations: See page 7 for details**
03:15 pm – 03:30 pm	**Break**
03:30 pm – 04:30 pm	**Session IV presentations: See page 8 for details**
04:30 pm – 04:45 pm	**Break**
04:45 pm – 05:15 pm	**Ballroom** Closing Remarks **Dr. Michael Behrmann**, Director of GMU's Helen A. Kellar Institute for Human disAbilities **Madeleine Will**, Chair Emeritus, Collaboration to Promote Self-Determination

★ Visit our online information
www.georgemasonlife.com

SHENANDOAH

Sarah Bodily, Anna Ward

Service Learning: Viable Supports for Inclusion

This presentation will focus on the benefits of utilizing service learning volunteers as a crucial support for students with intellectual disabilities in PSE programs. Many instructors on campus require service learning hours within their syllabus. We will discuss ways we have utilized this resource to improve our base of natural supports and integrate among the campus population.

BLUE RIDGE

Lisa Pluff, Ryan Milligan, Emily Nanna

Building Community and Quality of Life through Inclusive On-Campus Housing

UNCG will detail the collaboration of the Comprehensive Transition Program Office, Housing and Residence Life Division, and Beyond Academics, the non-profit partner organization of the university in providing on-campus inclusive residential living experience. Participants will learn how the partnership developed, the shared practices in supporting students and how the experience is leading to independent living for students with I/DD.

POTOMAC

Lindsay Krech, Caitlin Bernstein, Jamie Galvin

From Classroom to Career: Employment Strategies for Transition-Aged Students with Disabilities

This presentation will highlight the career development process used by Vanderbilt's Post-Secondary Education Program, Next Steps. We will demonstrate how curriculum and internships develop job and employability skills, as well as successful tools for finding employment. These straggles and tools can be implemented in other classrooms and organizations across the country.

FAIRFAX

Interactive social and reflection activities for participants and guests

The Coaches of Abilities at Work LLC will be facilitating different activities during the conference; please come visit to take a break and change your pace a little! We will be facilitating social activities like ice breakers and games, as well as providing some independent activities and opportunities for reflection. Participants can use this resource to meet new people or to focus on their own goals for the Conference.

BALLROOM

Barbara Smith, Kimberly Gilroy

Mental Health Services for Post-Secondary Students with Intellectual Disabilities: Evolving Practices

At the Mason LIFE program, mental health service provision for our students is evolving in order to support development of independence. This follow-up to our 2012 conference session will include discussion of: outcomes from quantitative and qualitative studies; examples of successes and failures with lessons learned, ways life experiences may predispose students with intellectual disabilities to problems like depression and anxiety; approaches that support personal goal-directed communication and behavior; benefits of including staff and family to support of interventions; support of independence through respect of rights of privacy and confidentiality. Samples of current forms will be provided.

🟡 Academic 🔵 Social/Independent Living 🟢 Employment
🟠 Family/Community Supports 🔴 Invited Speakers

SHENANDOAH

Robin Moyher,
Molly Elizabeth Gorden, Katie Hanley

Effectiveness of a Relationship and Sexuality Program for Young Adults with Intellectual Disabilities

Knowledge is power! Education around relationships and sexual health can help keep vulnerable students safe from abuse, and will help students establish as well as maintain healthy relationships. A new curriculum introduced into the Human Growth and Sexuality course was implemented to increase critical judgment about relationships and sexuality. Recently initiated in the Mason LIFE Program, this curriculum was compared with previous lessons. This presentation will provide an overview of the curriculum, what implementation looked like, and the preliminary research findings confirming efficacy as well as social validity through participant interviews.

BLUE RIDGE

Deborah Bain, Wendy Claiser
Jessica Kleinman , Cara Yerman
Tayair Blake, Albert Wilson

"Nothing About Us, Without Us": Mentees as Equal Partners in Mentoring Dynamic

Mentoring, a course offered at the University of Delaware, provides a unique experiential opportunity where undergraduate students are matched with peers from the CLSC Program, a TPSID project. Students set goals, forge reciprocal relationships and establish natural support mechanisms. Mentees build social capital, increase IL skills, and realize inclusion, while Mentors practice putting person- centered philosophy into action. The course design promotes Mentees as equal partners - participating in lectures, discussions, and completing assignments. Instructors' will provide specifics on course content/design, Mentors and Mentees will share their perspectives on mutual benefits and unexpected outcomes achieved by this inclusive course.

POTOMAC

JoAnne DelAngelo

Creating Bright Futures through Person-Centered Planning

Person centered planning (PCP) creates a future filled with personal choice, possibilities, collective wisdom and obtainable and meaningful college or career pathways. Participants will acquire knowledge about PCP processes and how they enhance post-secondary choices, create achievable work readiness and skill building goals, and identify stakeholders to strategically plan for employment or college success.

FAIRFAX

Interactive social and reflection activities for participants and guests

The Coaches of Abilities at Work LLC will be facilitating different activities during the conference; please come visit to take a break and change your pace a little! We will be facilitating social activities like ice breakers and games, as well as providing some independent activities and opportunities for reflection. Participants can use this resource to meet new people or to focus on their own goals for the Conference.

BALLROOM

Sara Weir, Stuart Spielman
Christopher Rodriguez

New Tool for Independence: Achieving a Better Life Experience (ABLE) Accounts

The Stephen Beck, Jr. Achieving a Better Life Experience (ABLE) Act was passed in December 2014 and is widely considered to be one of the most important pieces of legislation affecting the disability community since the Americans with Disabilities Act. Since its passage, over 30 states have enacted state ABLE bills and are in the process of setting up ABLE programs to enable people with disabilities to save money without jeopardizing their eligibility for means-tested benefits such as Medicaid and Social Security Income. This presentation will explore how this revolutionary savings tool can be used to promote independence and enhance the quality of life of individuals with disabilities.

Academic   Social/Independent Living   Employment
Family/Community Supports   Invited Speakers

🏠 SHENANDOAH

👤 **Kelly R. Kelley**, Ali Hale
Lizzie King, Paige Soderman

Nuts and Bolts of Facilitating Successful Person Centered Planning Meetings

This presentation will share effective practices of person-centered planning (PCP) used within one PSE program including (a) the types of structured resources that can facilitate student focused planning meetings, (b) the importance and value of gaining student input in pre-planning, (c) a suggested timeline of when PCP should occur in a Postsecondary Education (PSE) Program, (d) what PCP looks like when students lead meetings, (e) lessons learned within a PSE for students with intellectual disabilities, and (f) a suggested meeting format with resources given to audience members that enhance student voice and choice.

🏠 BLUE RIDGE

👤 **Michelle Kogel**

Student Alternative Vocational Education - Opportunities for IEP students to be successful at a community college

We are a secondary transitional preparatory program for students on an Individualized Education Plan (IEP). The purpose of our program is to provide employability and independent life skills training. All students in the SAVE program are enrolled in a college credit program. Students are allowed accommodations, but not modifications. The SAVE Program supports these students academically and socially while they are attending Iowa Lakes Community College. They receive individualized instruction and are included in the general education setting. Students live in the college dorms and receive additional instruction in social and soft skills. The SAVE Program assists with internships and looks for on-the-job training opportunities within the college setting.

🏠 POTOMAC

👤 **Jean Updike**, Barry Whaley

Inclusive Postsecondary Education and Vocational Rehabilitation

This session will explore the importance of postsecondary programs for individuals with intellectual disabilities to link with Vocational Rehabilitation Services. Information will be shared on expectations from VR services. Changes to the Workforce Innovation and Opportunity Act that address transition and postsecondary services will also be discussed.

🏠 FAIRFAX

👤 **Tammy Day**, Caitlin Bernstein, Jamie Galvin

Answering the Higher Call - Activities that Build Self-Determination

All who support youth with IDD in higher education hope our students gain increased self-determination skills. This session will walk self-advocates and practitioners through three different types of community service activities that serve as practice arenas for self-determination and self-discovery. These activities are largely student driven, use minimal funds, yet yield high interest and gained insights by all participants, including typically-developing university partners. Employment insights are also gained. Students develop a greater awareness of career domains, their preferences of these domains, and actual employability skills. When one adds the team-building skills that are developed when serving as volunteers, these activities should be mined for their riches.

🏠 BALLROOM

👤 Matthew Weiler, Evan Yankey, Carole Gothelf, Kristin Thatcher, Dana Johnson

The Journey from Advocacy to Activism

Self Advocacy of New York State (SANYS), AHRC NYC, and City University of New York (CUNY), are collaborating to give college students, students with ID, high school students, direct support professionals, families and community members a platform for self-advocacy and community activism. "Advocacy Unlimited" is a course offered through Continuing Education on CUNY college campuses to develop future leaders in the self-advocacy movement.

🟡 Academic 🔵 Social/Independent Living 🟢 Employment
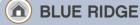
🟠 Family/Community Supports 🔴 Invited Speakers

SHENANDOAH

Misty Vetter Parsley
Mallory Whitmore

Engaging curricula strategies for teaching real life skills

Students enrolled in PSE programs often need ongoing assistance with employment-related skills such as social interaction, communication, and technology, as well as assistance with math and reading. Because of the various activities on campus, time to work on these skills is limited. This session will explore how to present engaging lessons for teaching these skills in an efficient and effective manner. Participants will also learn about age-appropriate curricula materials and how to include peer mentors in reinforcing academic and social skill development.

BLUE RIDGE

Betsy Harper

Establishing a Mentoring Program: A How-To Through the REACH Program

This presentation will outline the Mentoring Program as part of the socialization component of the REACH Program at College of Charleston. It will include the theory behind using mentoring for teaching social skills, as well as the process of recruiting, training, and retaining of mentors. It will include best practices to operating a mentoring program.

POTOMAC

Margo Vreeburg Izzo
Heidi Brett Mendez, Bill Bauer
Patricia Devlin, Darlene Unger

Ohio's Statewide Consortia: Enhancing Employment Outcomes through Postsecondary Education

The goal of the TPSID program is to deliver inclusive postsecondary services to enhance employment outcomes. Gain an overview and highlights of employment services and outcomes from five programs in

Ohio located in Columbus, Cincinnati, Marietta, Toledo and Youngstown. Gain lists of campus worksites used for internships and resources from Ohio's Employment First initiative that include evidence based practices and predictors. Also, view video resumes and archived webinars that provide an overview of how you can conduct career discovery, worksite analysis and match students to the best internship sites.

FAIRFAX

Grace Francis,
Andrew D. Johnson, Elizabeth Fuchs

The Post-secondary Cliff: Jumping Together

This presentation describes the development and implementation of parent partnership methods from SUCCEED, a post-secondary education (PSE) program at the University of Missouri-St. Louis. Presenters will provide strategies and materials on how to support parents of students in PSE programs, as well as gain their support to achieve positive student outcomes. We will also discuss areas for future research, including partnering with families to support transition to and from college.

BALLROOM

Francesca Munda

Developing an Inclusive Postsecondary Education Program at Anahuac University

Only a handful of Mexican universities have postsecondary education programs for students with intellectual disabilities (ID). Anahuac University developed its program in 2010, taking as a model the experiences of college students without disabilities, ensuring it gave students with ID equal access and opportunities in all areas of campus life. The aim of the program is to improve the self-determination of students with ID and provide them with the skills needed for future employment, as well as promote an inclusive culture within the university. This presentation focuses on how the program was developed and is currently evaluated.

🟡 Academic 🔵 Social/Independent Living 🟢 Employment
🟠 Family/Community Supports 🔴 Invited Speakers

SHENANDOAH

Jordan T Knab, Danielle Roberts-Dahm

The Evolution of Statewide Support for Inclusive Postsecondary Education for Students with Intellectual Disabilities

This session will detail how Florida has grown from a pilot inclusive postsecondary program to proposed statewide legislation in six years, beginning with Project STING RAY in 2009 with FLDOE support. The presenters will describe how the federal TPSID grant was utilized to support program development statewide and engage stakeholder advocacy.

BLUE RIDGE

David R. Johnson, Jean K. Echternacht

Check & Connect: Enhancing Student Participation and Persistence in Community and Technical Colleges in Minnesota

Check & Connect, a research-based student engagement and mentoring model has been systematically implemented in two rural Minnesota community and technical colleges. Check & Connect is based on a 25-year research program at the Institute on Community Integration at the University of Minnesota, and has been researched in multiple postsecondary education sites in several states to enhance student participation and persistence. This presentation will share specific information on: (1) the model design, (2) progress and outcome data collected on more than 200 students enrolled, (3) organizational and administrative changes made to ensure the project success, and (4) system impact and sustainability challenges and accomplishments.

POTOMAC

Renee Bullano, Judy Averill, Lisa Holland

Predictors of Success for College Students with Intellectual/Developmental Disabilities

This session will discuss the use of evidence-based predictors of post school success for college students with intellectual disabilities or other developmental disabilities. Session participants will learn about an inclusive on-campus program and the use of evidence based predictors beyond secondary education. The presenters will discuss essential predictors for success in college. The session will also provide information that can assist middle and secondary educators to better prepare students with intellectual disabilities or other developmental disabilities for the transition into a college setting.

BALLROOM C-D

Donna Carlson Yerby, Deborah Zuver Kelly R. Kelley, Seb M. Prohn

Action research: A formative evaluation for postsecondary education program development and sustainability

Postsecondary education (PSE) opportunities for students with intellectual disabilities are increasing. As colleges and universities launch and sustain programs, primary questions relate to the impact of evidence-based practices and outcomes. This presentation will share outcomes of an iterative process between one model demonstration site and the state University Center for Excellence in Developmental Disabilities in Education, Research, and Service (UCEDD). Evaluative results examining the impact of the PSE program will also be shared from individual student interviews, family and student focus groups, and surveys. Establishing evaluative measures helps inform program development and refinement, while generating outcomes relevant to all involved.

FAIRFAX

Interactive social and reflection activities for participants and guests

The Coaches of Abilities at Work LLC will be facilitating different activities during the conference; please come visit to take a break and change your pace a little! We will be facilitating social activities like ice breakers and games, as well as providing some independent activities and opportunities for reflection. Participants can use this resource to meet new people or to focus on their own goals for the Conference.

BALLROOM A-B

Cate Weir, Debra Hart, Meg Grigal

Trends and Outcomes in Inclusive Higher Education: Data from National Coordinating Center

Think College at the Institute for Community Inclusion at UMass Boston is the National Coordinating Center for the US Department of Education funded Transition and Postsecondary Education Programs for Students with Intellectual Disability (TPSID) programs. They have collected five years of data from 27 model demonstration projects on 50 campuses through its comprehensive data network. This session will share key data points from these five years of data, and share what is emerging in terms of promising practices and student outcomes. The presentation will also include the voices of college students with intellectual disabilities through photos and quotes.

🟡 Systems Change   🔵 Program Development & Evaluation   🟡 Transition to College

🟢 Research and Evaluation   🟠 Family/Community Supports   🔴 Invited Speakers

SHENANDOAH

Joan Johnson, Terri Shelton

Sustaining, Supporting and Capitalizing: Building a Program of Study and a Comprehensive NC System through Strategic Collaboration

Session will outline how related state agency education and coordination have impacted the success of the Comprehensive Transition Program (CTP) at The University of North Carolina at Greensboro (UNCG).

BLUE RIDGE

Jerry G. Petroff, Amy K. Schuler

Lessons and Critical Considerations in Developing a College Student and Residential Life Program

The College of New Jersey's Career and Community Studies Program (CCS) has spent the past several years developing a college residential life program that would offer college owned residences and supported within the overall college student life program. This process involved addressing somewhat complicated factors and issues that required consideration from a wide range of college administrators. This session will delineate the processes, considerations and program development parameters that resulted in a college sanctioned program within the larger college student life community.

POTOMAC

L. Danielle Roberts-Dahm

STAR GAZING: How The STAR PCP Guides Students in STING RAY

This presentation will detail how Project 10 STING RAY employs the STAR (Students Transitioning into Adult Roles) PCP (Person Center Planning) to facilitate an efficient and interactive process for students transitioning into and out of an inclusive postsecondary education program. Using the STAR PCP as a framework and starting point, the presenters will describe the unique aspects of the student experience with STING RAY. Using information gathered by students, peers, family, and staff, the STAR PCP supports in guiding students through many aspects and expectations of being a college student.

BALLROOM C-D

Erica R. Kaldenberg, Pam Ries
Jo Hendrickson

Internship Support for Students with Intellectual Disabilities Attending a Postsecondary Education Program

Career development is a critical component of postsecondary education (PSE) programs for students with an intellectual disability (ID). With many PSE programs ranging in length from two to four years, the career support that students receive must be of high quality (Carter, Ditchman, et al., 2010; Certo et al., 2008). However, little research and data have been collected to highlight effective career support practices. This presentation will summarize how career support data was collected and analyzed to inform our practices. Results from the analyses will be discussed.

FAIRFAX

Interactive social and reflection activities for participants and guests

The Coaches of Abilities at Work LLC will be facilitating different activities during the conference; please come visit to take a break and change your pace a little! We will be facilitating social activities like ice breakers and games, as well as providing some independent activities and opportunities for reflection. Participants can use this resource to meet new people or to focus on their own goals for the Conference.

BALLROOM A-B

Sherri Landis, Donna Partin, Jordan Knab

Dreams to Reality: Pennsylvania's Statewide Collaboration Creating Inclusive Postsecondary Options

The D.R.E.A.M. Partnership was formed by parents and professionals in Central Pennsylvania seeking to create inclusive postsecondary options for student with intellectual disabilities. In 2014, D.R.E.A.M. was awarded a three year grant by the Pennsylvania Office of Vocational Rehabilitation (OVR). With the support of the award, D.R.E.A.M. and OVR are establishing a network of colleges and universities in the state of Pennsylvania to provide certificate programs that lead to competitive employment and independent living for individuals with ID.

● Systems Change ● Program Development & Evaluation ● Transition to College
● Research and Evaluation ● Family/Community Supports ● Invited Speakers

SHENANDOAH

Tammy Day, Susanna Miller, Jordan Knab
Barry Whaley, Donald Bailey

Legislative Advocacy for Inclusive Postsecondary Education: Lessons from the Southeast

This session will highlight advocacy for inclusive higher education that has been undertaken in Florida, Georgia, Kentucky, South Carolina, and Tennessee. Participants can expect to learn effective strategies for advocating with state legislators for both funding and recognition for inclusive higher education as they hear what approaches worked in several states. Georgia, Kentucky, Tennessee, South Carolina and Florida are all working as part of coalitions with various state agencies and other organizations to advocate to their legislatures for support and funding. The coalitions educate their policymakers and find champions to support the work they are doing throughout the state with IPSE.

BLUE RIDGE

Tyler Gehman, Thomas Neuville

The Culturally Valued Analogue (CVA) and Inclusivity at Millersville University

Career & Life Studies at Millersville University has employed the use of the Culturally Valued Analogue (CVA), which uses valued means to create space within the valued university culture for students with an intellectual disability. CLS staff have looked at the valued contexts around them to organize the CLS program, only using typical, valued means to bring about a completely inclusive program. This includes the use of Educational Support Coaches, who work with students with an intellectual disability in and out of the classroom, offering supports that fade over time in order to create an experience that fosters independence.

POTOMAC

Nicole DeFlorio, Kerry McKenna

Postsecondary Readiness Rubric v3: Overview and follow-up

This presentation will provide an overview of the Postsecondary Readiness Rubric v3 and review the feedback from a follow up survey conducted with users. Did the Rubric measure the skills identified as leading to success in college? What were the the outcomes from using the tool? For example: were postsecondary plans altered? Was it useful in the IEP process (MPSG's, Accommodations, PLPs)? Did it impact the accommodations discussion at the postsecondary level?

BALLROOM C-D

Joseph B. Ryan, Dan Traylor

Assessing the Health and Fitness of Individuals with Intellectual Disabilities

The session provides information and training for parents, educators and individuals with disabilities on how to properly assess the health and fitness of individuals with intellectual disabilities. We provide easy to follow guidelines for implementing a physical fitness assessment to measure body mass index, flexibility, strength, and aerobic capacity.

FAIRFAX

Martha Mock, Meg Grigal

Points of View: Using film and media to shift community expectations

Learn how to shift community expectations about who goes to college through the use of film, radio, and other media. Transition-aged students base their desired future plans largely upon what they have been told is and is not possible by their family, their teachers, and community. Find out how to shift expectations about college options for students in your community by utilizing the existing film "Rethinking College" and short films from "The Opportunity Project," to create media partnerships and an outreach plan.

BALLROOM A-B

Stephanie Smith Lee, Madeleine C. Will, Kim Musheno

Current Federal Policy Impacting Postsecondary Education and Students with Intellectual Disabilities

In this interactive session, national experts will provide an update on key federal legislation and regulations impacting students with intellectual disabilities and postsecondary programs. Federal and state implementation of the ABLE Act and changes to the Workforce Innovation and Opportunities Act (WIOA) and Vocational Rehabilitation rules will be highlighted. The status of changes to the Higher Education Act affecting students with intellectual disabilities and model programs, recommendations for improvements in the reauthorization, and appropriations will be described. Next steps for the Think College Accreditation Workgroup and the accreditation process will be discussed.

🟡 Systems Change 🔵 Program Development & Evaluation 🟡 Transition to College

🟢 Research and Evaluation 🟠 Family/Community Supports 🔴 Invited Speakers

SHENANDOAH

Susanna Miller, Maurice Williams
Jordan Knab, Barry Whaley

Getting Vocational Rehabilitation Onboard with Inclusive Postsecondary Education

This session will highlight the various partnerships between inclusive postsecondary education and vocational rehabilitation agencies in Florida, Georgia, Kentucky, and Tennessee. Participants can expect to learn effective strategies for working with vocational rehabilitation for both funding and recognition for inclusive postsecondary education as they hear what approaches worked in several states.

BLUE RIDGE

Mary Anne Huband, Jaclyn Allen

"Making it Real" with ACE-IT in College

ACE-It in College is a comprehensive and inclusive transition program at Virginia Commonwealth University in Richmond, Virginia, which focuses on the college experience for young adults with intellectual disabilities. This presentation will provide an overview of the program and discuss how a plan of one is developed for each student through collaboration. The process which includes participating in inclusive academic courses, person centered planning, service learning opportunities that blend campus and community life, work experiences, and campus social activities will provide the basis of the success of this program. Come hear from an education coach, mentor, and business liaison how this process works.

POTOMAC

Bernadette M Gismonde, Erin G. Leuthold

Self Determination From Cradle to College and Beyond

Does our upbringing impact our self-determination? Do role models, family values and morals affect our transition to life's daily challenges? These issues and impacts will be reviewed, discussed and regurgitated! Transition to adulthood is a natural process, yet for students with special educational needs, transitions are hindered by external forces out of their own control. How does one overcome these obstacles in order to transition to life? Postsecondary options allow the student to interact with peers of their age while expected to conform to a "typical" life transition. Presenters will discuss evidence

from current programs showing success stories as well as some dignity of risk failures.

BALLROOM C-D

Jo Hendrickson, Pam Ries, Erica Kaldenberg, Derek Rodgers

Family Perceptions of the College Transition for Students with Intellectual Disabilities

We examined the perceptions of families of students with intellectual disabilities on five dimensions: student life, emotional adjustment, independent living, interpersonal relationships, self-advocacy using the College Adjustment and Program Evaluation Survey (CAPES)(Hendrickson & Woods-Groves, 2012). Family ratings were positive with most concerns related to the dimension of Student Life and residence hall living. Challenges and support strategies are discussed.

FAIRFAX

Eric Marshburn, Fran Sandridge, Anna Till

Student-led outcomes: How to leverage family involvement

How can parents and families support their students in post-secondary education as they become more self-determined towards planning their life and choosing a career path? This session will share methods used by The University of North Carolina at Greensboro and Beyond Academics, which supports students with intellectual and developmental disabilities (IDD). Hear the perspectives of a current student at UNCG and their family, who will join this session via video conference.

BALLROOM A-B

Rene Reese, Cindi May

Enhancing Transition to Employment for Graduating Students

Employment is a key element of the college experience, and one of the most central goals for students with intellectual disabilities who complete postsecondary programs. While many students gain valuable work experience while enrolled in postsecondary education, employment after graduation can remain a challenge. Adults with IDD need to be prepared not only to succeed as employees, but also with the tools to acquire jobs. To that end, we have developed a Job Search Toolkit aimed at supporting people with IDD as they initiate a job search. We will share our toolkit and its developmental process in this session.

🟡 Systems Change 🔵 Program Development & Evaluation 🟡 Transition to College

🟢 Research and Evaluation 🟠 Family/Community Supports 🔴 Invited Speakers