

**2020  
COLLEGE CHANGES EVERYTHING®  
CONFERENCE**

# Addressing the growing disparity towards College Readiness and the Significant Impact on Students with Disabilities

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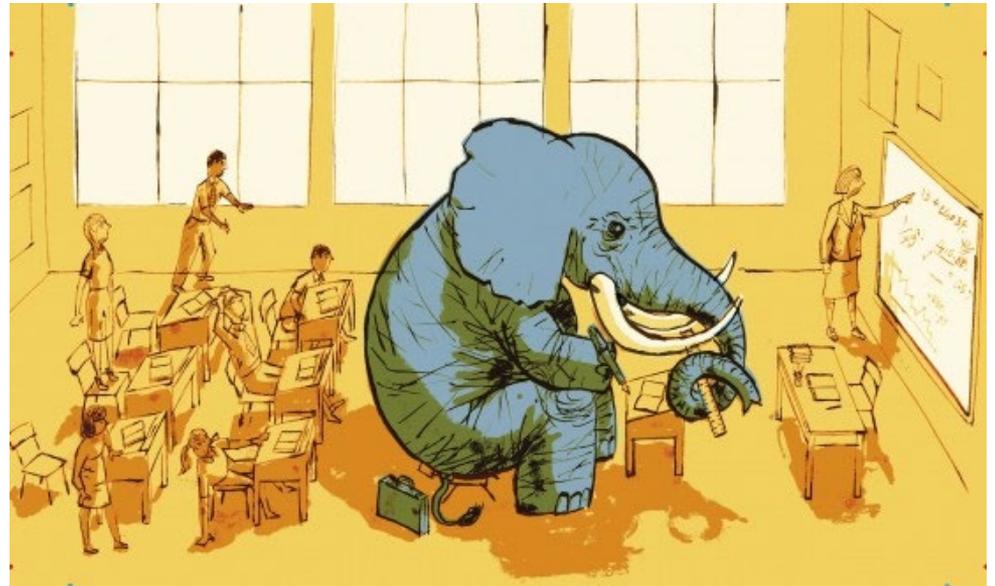
# Session Goals

- ✓ Discussing the elephant in the room.
- ✓ How we can make a difference and begin to make a change.
- ✓ Highlight two strategies to address the issues
- ✓ Describe why these programs are necessary?
- ✓ Discuss what we learned from holding these program.



# The elephant in the room...

- Students with disabilities (SWD) do not feel prepared for post-secondary pursuits.
- Parents are not sure of their role with supporting their student.
- Many educators are not able to make the changes they think are needed to impact the disparity.



[www.ldatschool.ca/self-advocacy/](http://www.ldatschool.ca/self-advocacy/)

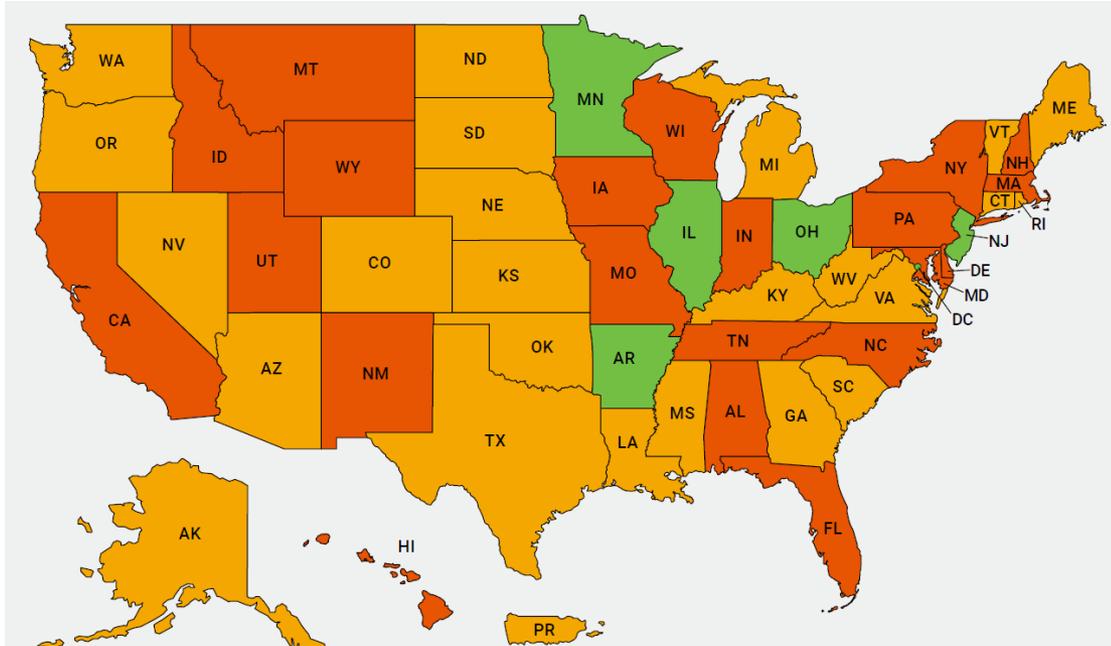
# State by state ratings for holding districts and schools accountable

The ratings system is color-coded based upon success of the plan, policies or systems implemented:

Green: Earning 75% or > points demonstrates robust support directed to students with disabilities.

Yellow: Achieving 50–74% points demonstrates only partial support directed to students with disabilities.

Red: 49% or < points indicates a deficit of support directed to students with disabilities.



Turner, M., Kubatzky, L., Jones, L.E., (2018). Assessing ESSA: Missed Opportunities for Students with Disabilities.

National Center for Learning Disabilities, Inc.. [www.ncl.org/wp-content/uploads/2018/10/AssessingESSA\\_2018.pdf](http://www.ncl.org/wp-content/uploads/2018/10/AssessingESSA_2018.pdf)

# A bit about SWD and High School statistical trends...

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- Although there has been a steady increase, 65.5% of students with disabilities compared to 84% of students without a disability graduate from high school (US Department of Education, 2017).
- Comprising the largest sub-group, SWLD constitute 34% of all SWDs.
  - SWLD account for 4.5% of all registered students across the US (National Center for Education Statistics [NCES], 2018).
  - The majority of SWLD spend 80% or > of their day in general education classes (NCES, 2018).

# According to the National Center for Learning Disabilities (NCLD)...

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“The critical transition after high school can be a daunting experience for many young adults with learning and attention issues. Many find themselves asking where they should go to college, what career path they should choose, or wonder how to find support and resources.”

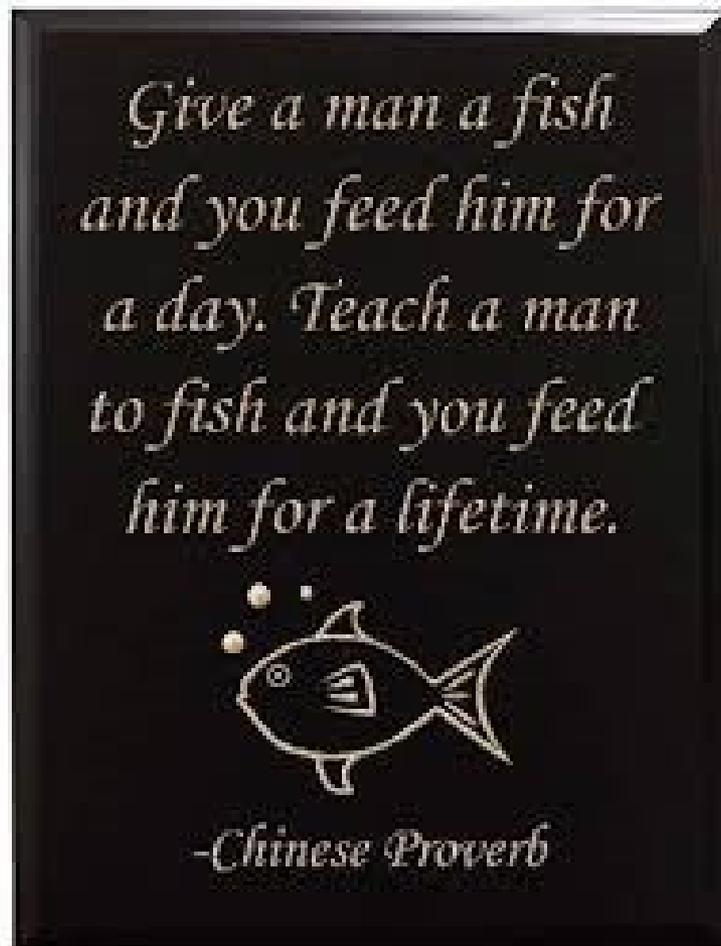
# A bit about SWD and Post-Secondary statistical trends...

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- 1000's of students with disabilities (SWD's) aspire, and ultimately adapt, to higher education institutions annually (Patton et al., 2016)
- Since 2004, SWD's consistently represent about 11% of students enrolled in the nation's post-secondary institutions (GAO-10-33, 2009, US Department of Education, 2017).
- SWLD represent the largest group of SWD enrolled in colleges and universities (NCES, 2018).
- SWD's are 50% less likely to attend or graduate from a post-secondary institution than students without a disability (Dowrick et al., 2005).

# How we can make a difference...

## Setting students up for success



[www.youtube.com/watch?v=UGqzYdysVSc](http://www.youtube.com/watch?v=UGqzYdysVSc)

[www.amazon.com/Give-fish-feed-Teach-lifetime/dp/B00KNIRMJG](http://www.amazon.com/Give-fish-feed-Teach-lifetime/dp/B00KNIRMJG)

# Why transition programs are important for SWD transition to college

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- Help address the disparity that is growing regarding college readiness.
- Opportunity to focus learning on specific content area that hasn't been addressed.
- Cater content to specific deficit areas.
- Build/improve relationships with secondary & post-secondary institutions.

# How change can happen...

## two examples

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- Champaign County College Transition Conference for HS Students with Disabilities = ½ day format for students, teachers, guidance counselors & parents utilizing college ambassadors as mentors.
- BRSS Summer Immersion Program = 3 ½ day residential format for first year students, parents, BRSS admin and personal assistant staff.

# Champaign County College Planning Conference

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## Schedule of Events:

8:30-9:00am Registration & Welcome (Informational Booths)

9:00-9:45am Opening Keynote – Discovering Your Voice, Finding Yourself

9:45-10:45am Concurrent Sessions:

- College Info Panel: Admissions, Financial Aid, Services, etc.
- College Student Input: Advice for high school students

10:45-11:45am College Readiness Survey & Discussion (Small Groups)  
(Work Groups: Forming an action plan for going to college)

11:45-12:00 Closing Comments, Evaluations & Door Prizes

12:00-1:30pm Lunch & Tours (SDRP & tours of Nugent Hall & SDRP)

# BRSS needed a Summer Immersion Program because:

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- Original Summer Orientation = Too much information in short amount of time
- Perceived hands-on experiential learning would help with retention.
- Structure would enable listening, discussion, answering questions, and review.
- Discuss coping strategies – BOTH students & parents
- Experience the “Big Picture”
- Foster trust in the BRSS process, parents trusting students and students trusting themselves.

# BRSS Summer Immersion Program (SIP) Day 1 & Day 2

## DAY 1: Friday June 21

9-11a: Check – in/room assessment

11a-12p: Move-in

12-1p: Lunch/bathroom shift (IKE Dining Hall)

1-2p: Combined - Welcome

2:00-2:45p: Combined - Understanding the BRSS “Why”

2:45-3:15p: Break - out Session #1: BRSS “Why” as it pertains to me

3:15-3:30p: Break

3:30-4p: Combined – Turning routine into words

4-4:45p: Break-out Session #2: Shifting to the PA Mindset –

4:45-6p: Dinner/bathroom break (IKE Dining Hall)

6-8:30p: Evening Program

8:30p-?: Break until PA shifts

PA shifts: Parents & students complete shift, PAs observe & take notes.



## DAY 2: Saturday June 22... Parents & students complete shift, PAs observe & take notes.

\*\*\* Morning shifts done by 9a, then eat Breakfast in (Nugent 1101B - BRSS Instructional Kitchen) \*\*\*

9:30a – Combined - Brene Brown TED Talk

10-11a Combined - BIG Debrief... How did the 1<sup>st</sup> shifts go? Observations/feedback from everyone requested.

11a-12p: Combined - Intro. To PA Shift Responsibilities/PA Expectations (Lead = Jason)

12-1p: Lunch/bathroom break (IKE Dining Hall)

1-1:45p: Combined - Draft PA shift responsibilities

1:45-2:30p: Combined - Role of Effective Communication and its role with PA Shift Responsibilities

2:30-3:00p: Combined: Intro to Hiring

3-3:15p: Break

3:15-3:45p: Draft PA Interview Questions & PA Expectations (Students/staff)

Draft your perception of PA shift responsibilities (Parents)

3:45-4:15p: Break-out Session #3: Accountability and Personal Responsibility

4:15-5p: Break-out Session #4: Processing how this applies to me - Observations/feedback from everyone requested.

5-6:30p: Dinner/bathroom break (Nugent 1101B - BRSS Instructional Kitchen)

(Parents eat separately from your student and enjoy a night on the town – be back for PA shift)

6:30p-9p: Evening activity - (Students/staff only) (i.e. bowling or mini-scavenger hunts)

PA shifts: PAs & students complete shift, Parents observe & take notes

# BRSS Summer Immersion Program (SIP) Day 3 & Day 4

**DAY 3: Sunday June 23... PAs & students complete shift, Parents observe & take notes. Parents – OBSERVE/TAKE NOTES/CRITIQUE**

**\*\*\* Morning shifts done by 9a, then eat Breakfast in (Nugent 1101B - BRSS Instructional Kitchen) \*\*\***

9:30-10a: Combined - Mini-Debriefs (Parents, PAs & student... share observations/critiques/comments from each person's perspective and discuss any other notes or concerns.)

10-11a: Parent Break-out #5: Ways parents can support from afar

10a-10:30a: Student Break-out #5A: Complete three mock interviews with PAs & debrief

10:30-11a: Student Break-out #5B: Mock interview debrief

11-11:30a: Combined - Putting it all together- the complete hiring process...

11:30a-12:30p: Lunch/bathroom break (Nugent 1101B - BRSS Instructional Kitchen)

12:30-1:15p: Combined - Review/tweak PA shift responsibilities and PA expectations

1:15-2p: Combined - Watch & discuss TED Talk: Struggling is Growth

2-3p: Combined – A student's experiences & perception of transition as a first year and as a mentors

3-3:15p – Break

3:15-4p: Combined – Making your Preparations for College over the Summer

4-5p: Break-out Session: Processing how this applies to me - Observations/feedback from everyone requested.

5-6:30p: Dinner/bathroom break (IKE Dining Hall)

(Parents eat separately from your student and enjoy a night on the town – be back for PA shift)

6:30-9p: Evening activity (Students/staff only) (i.e. Coldstone Creamery, Jarlings, Illini Union...)

Night PA shifts: **DO THE FULL INDEPENDENT RUN \*\*\* (PA/student only) \*\*\***



**DAY 4: Monday June 24... BRINGING IT ALL TOGETHER**

**AM PA SHIFT: DO THE FULL INDEPENDENT RUN \*\*\* (PA/Student only) \*\*\***

**\*\*\* Morning shifts need to be done early... Breakfast served from 7-8:30a (IKE Dining Hall) \*\*\***

9:30-10a: Combined - Mini-Debriefs (Parents, PAs & student... share critiques/comments from each student & PAs perspective and discuss any other notes or concerns to work on over the summer.)

10-11a: Combined – The Big Debrief

11-11:30a: Combined - Closing Message

11:30a-1p: Scheduled debrief with all of the BRSS Admin to discuss next steps. Each family will meet for 30 min. When your family isn't meeting with us, you can be packing your vehicles.

As you're driving home – Think of this conversation and your experiences... While it's all Fresh... jot down any final notes/follow-up questions.

# Consider utilizing transition programs for:

- Secondary transition skill focus
  - Academic
  - Non-academic
- Post-secondary college readiness focus
  - Academic
  - Non-academic
- Importance of including disability identity development
  - Academic
  - Non-academic

# What has been learned from COVID - 19?

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- What have we learned about ourselves and society?
  - When pushed to the limit, we respond creatively and empathically.
  - That it requires listening to what others need and creating a solution to help.
- What have we learned about teaching?
  - That it is challenging to keep students engaged.
  - Relating new content to something that the student can relate to is effective.
  - There are more effective ways to teach students than what is commonly utilized.

# Goes back to Dr Nugent's and CCE's quest for change...

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- **Dr. Nugent perspective...**

- He never intended to create a legacy, just felt that it was the right thing to do...

- **CCE's vision...**

- students will have a better chance for achieving their goal of a quality post-secondary education.

- **So I ask you to consider**

- What is your legacy going to be in pursuit of shifting the direction of learning for students with and without a disability?

# Key Takeaways...

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- Our perception is affected by our assumption and our own experiences.
- Trying to understand a situation/a person carefully and comprehensively requires empathy.
- When we look at everything through the lens of empathy, we can interact with others with more

**Thank you for attending! If you have  
any questions, please contact me at:**

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*"Making important choices...  
Leading empowered lives."*



**BECKWITH RESIDENTIAL  
SUPPORT SERVICES**

# References

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Kimball, E., Friedensen, R., & Silva, E. (2017) "Engaging Disability: Trajectories of Involvement for College Students with Disabilities" . *Disability as diversity in higher education: Policies and practices to enhance student success*. Retrieved from [https://scholarworks.umass.edu/cfsr\\_publishedwork/7](https://scholarworks.umass.edu/cfsr_publishedwork/7)

Turner, M., Kubatzky, L., Jones, L.E., (2018). Assessing ESSA: Missed Opportunities for Students with Disabilities. National Center for Learning Disabilities, Inc.. [www.nclد.org/wp-content/uploads/2018/10/AssessingESSA\\_2018.pdf](http://www.nclد.org/wp-content/uploads/2018/10/AssessingESSA_2018.pdf)