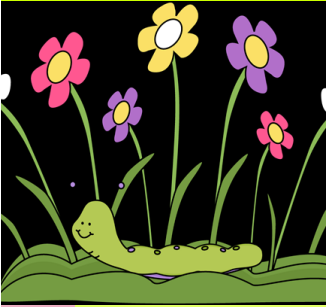


Spring  
2018



QUARTERLY MEETING UPDATES

## North Carolina Postsecondary Education Alliance

# Assistive Technology and Transition to Postsecondary Education

Guest Speakers Sue Porr, Occupational Therapist, CIDD and Pat Byers, AT Director, Alamance-Burlington Schools

Sue Porr and Pat Byers shared about useful assistive technology (AT) resources for students with intellectual and developmental disabilities as they transition to postsecondary education. For context, they shared some major differences between high school and postsecondary education from the Quality Indicators of Assistive Technology (QIAT) postsecondary survey. This survey was distributed to postsecondary students with disabilities nationally, and examines AT use in postsecondary education. QIAT also developed a self-evaluation tool for students that can be used to help students evaluate their skills with AT.

From the QIAT, students revealed the most helpful AT tools for postsecondary education, including reading and writing pens, voice-to-text and voice recognition programs, computer use and access to apps, mobility aids, text-to-speech features, and material adaptations. Students most frequently noted that keyboarding was a positive skill acquired in a secondary school setting that helped them succeed in postsecondary education.

Other differences in postsecondary education that appear once students exit high school include need for students to self-advocate, different resources available, less knowledge by postsecondary program staff, and ways to determine the AT needs of students.

Advocacy by the individual student becomes more important and necessary in college settings, thus it is important that schools begin teaching self-advocacy early. This involves looking at skills and preferences in high school and middle school, using tools to promote independence, and student participation in Individualized Education Program (IEP) meetings.

They provided various resources and AT tools for students in college. One important strategy is the use of Universal Design for Learning. See <http://www.udlcenter.org/> for more information. To increase group engagement, Kahoot, Plickers, and Mentimeter are helpful tools. Tools for reading and writing include text-to-speech options such as Kurzweil, Read and Write for Google, Snap and Read, Learning Ally, Book Share, and voice recognition options, which are now included in most operating systems. There are also typing supports, and word prediction tools, such as Word Q, Co:Writer Universal, and Spell Better. These reading and writing tools must be taught to students and take time to learn.

Additional tools include editing supports such as Grammarly and Rewordify. Scheduling supports include Visual Schedule Planning, My Study Life, and Wunderlist. Audio recording is also beneficial, through apps Sonocent and tools such as Live Scribe. Communication tools for outside the classroom include interactive online boards such as Moodle, Sakai, Study Island, and Blackboard. The website do2learn.com has many resources for self-advocacy as students begin using these tools and resources.



## Member Updates

The PSEA web site includes a grid with NC programs. It has been updated and is available at [www.cidd.unc.edu/psea](http://www.cidd.unc.edu/psea)

If you notice changes are needed, please email **Kalin Stewart** [kalin.stewart@cidd.unc.edu](mailto:kalin.stewart@cidd.unc.edu).

Several PSEA members attended the Southeastern PSEA conference in April in Memphis, Tennessee. CIDD Leadership (LEND) trainee in advocacy **Robert Evans** shared information he learned. For example, Lipscomb University uses Google docs and group chats of students to communicate and keep the program focused. Robert presented a session, *Having a Plan for Your Future: Live Your Dream*. He copresented on panels for two other breakout sessions.

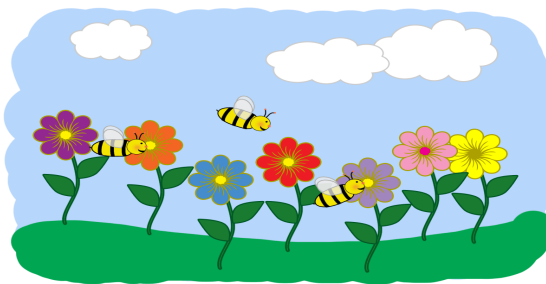
**Deb Zuver** shared updates on Florida's funded bill for inclusive PSE. This bill is focused on students with unique abilities; the purpose is to increase independent living and PSE participation with meaningful campus experiences, disseminating information, and providing training. The bill also funds

**The 2019 Southeastern PSEA conference will be held at the College of Charleston in Charleston, South Carolina May 16 and 17.**

**Alamance Community College** recently hosted a national horticulture competition. Career College students in the horticulture program participated. Businesses that participated in this competition have stepped up to send their students to this competition next year in Colorado.

Additionally, Career College staff wants all pathways have an industry recognized credential. Staff is also looking into a new hospitality pathway.

**Appalachian State University's Scholars with Diverse Abilities Program** has partnered with the business school and created a platform for students to sell their artwork through *Creative Unbound*. There is a small business class where students are creating business plans for microenterprises. They have partnered with Beans to Brew with students working at the coffee shop. They are looking at expanding for next year's enrollment.



**Dana Hanson-Baldauf**, a post doc student in the School of Information and Library Sciences at UNC-Chapel Hill, has obtained a research grant examining how academic libraries can support inclusive postsecondary education programs. She will keep us updated on her findings.

**Deb Zuver** reports that the steering team for HEELS UP (Higher Education, Employment, Living Success-University Participant) at UNC-Chapel Hill has obtained funding to continue planning the program and launch in fall of 2019. This program plans to use a collaborative course with TEACCH; **Glenna Osborne** will adapt her transition training program, T-STEP to serve HEELS UP students.

**Cape Fear Community College Essentials Program** just began a fourth career pathway in pet care retail. It is looking positive so far: a brand new opportunity. Students will get hands-on experience in this class.

**Lorrie Marro**, transition coordinator at Carrboro High School, announced that the school has their first student accepted to Appalachian State University's Students with Diverse Abilities Program.

**Bryan Dooley** shared progress on NC Empowerment Network, a new self-advocacy group. They had their first public event at the Arc Self-Advocacy Conference in Winston-Salem in March. The group has established officers and will create a policy and procedures manual to move forward with 501c status. If you know students who may be a good fit for this self-advocacy group, please let Bryan know!

**Deb Zuver** facilitated a panel of IPSE students and grads at the Arc Self-Advocacy Conference. Participants were **Conner Burlson** and **Will McGuire** from SDAP at ASU; **Kenneth Kelty** from UP at WCU and LEND at UNC-CH; **Rebecca DiSandro** from BA at UNCG; **Jacob Vazquez** from Davidson College. Thanks to **Stephanie Antkowiak** for the opportunity.

## Member Updates continued

**Duncan Munn** shared updates from the Disability Policy seminar in Washington, DC. The NC delegation spent over an hour with **Senator Richard Burr's** staff, with one of the main topics discussed being the successes of inclusive postsecondary education and the importance of reauthorizing the Higher Education Act and model demonstration sites (Transition and Postsecondary Programs for Students with Intellectual Disabilities). All staff members expressed support.

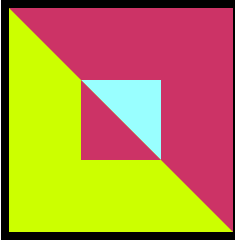
**Trudie Hughes** has a new position within the community college as Associate Director of Professional Development and Disability Services. Additionally, the College and Career Readiness program is in the final process of reviewing grant requests for federal funding to the colleges and community-based organizations. Grant award notifications will occur in July 2018.

### Next Steps: Recommendations to the NC General Assembly Presented at the South Eastern Postsecondary Education Alliance Conference

**Holly Riddle** presented key recommendations that the NC PSEA can support. Personal favorites include:

- Keep talking up specific recommendations: With so many recommendations, it is important to discuss specific recommendations that are considered most important and will serve students best.
- Nurture partnerships
  - Bring the stakeholders back to the table
  - Remember the importance of advocacy and continue to advocate for funding and support
- Remember why this matters
  - Keep the students and families front and center
  - Have confidence in supporting students and promote student self-determination
- Consider how this alliance can support these recommendations!





# Public Awareness Campaign Next Steps

Spring Meeting

*We invite you to be involved in one of these interest groups! Please email to let us know and we will direct you to the contact person.*

## Resources and Data

- **Duncan Munn, contact person**
- What information needs to be widely available?
- What resources do you need?
- What has made a difference and should continue?

## Capture Stories

### Bryan Dooley, contact person

- What stories about inclusive postsecondary education students and families do you know?
- What is the best way to capture more stories?
- How should these stories be shared for a wider impact?
- It is important to share these personal stories and have a little data to back it up, but the stories make the data real.

## NC PSEA Website

### Trudie Hughes, contact person

- What needs to change to make the website more useful?
- What should be added to the website?
- Does the design and layout need to be improved?
- How is the website currently being used? What can make it better?

## Social Media

### Glenna Osbourne, contact person

- How can the NC PSEA make effective use of social media? What do you suggest?
- Which platforms, such as Facebook or Twitter?
- What is the optimal plan when staffing is limited?
- Glenna Osbourne is learning from CIDD's staff about social media options.

***SAVE THE DATE! Summer quarterly meeting—***

***Tuesdays don't work for you?.....***

**Join us FRIDAY, JULY 27!**

**CIDD :: Noon - 3pm :: *light lunch provided***

**Questions or comments? [Deborah.zuver@cidd.unc.edu](mailto:Deborah.zuver@cidd.unc.edu)**

**Find information and resources at [www.cidd.unc.edu/PSEA](http://www.cidd.unc.edu/PSEA)**

