

DOES AN INCLUSIVE COLLEGE EXPERIENCE MAKE A DIFFERENCE?

Using a Collaborative Inquiry Process, Inclusive Research and Ongoing Evaluation Methods to Improve Dual Enrollment Outcomes for College Students With Intellectual Disability or Autism.

The Think College Transition Model: Developing inclusive college-based transition services for students with intellectual disabilities and autism.

The Think College Transition (TCT) Model Project is a project aimed at developing, implementing, and evaluating an inclusive dual-enrollment transition model designed to improve achievement and post-school outcomes for youth with intellectual disabilities and autism. The project is being implemented by the Think College team at UMass Boston's Institute for Community Inclusion (ICI), in partnership with a 2-year public community college and two 4-year universities in Massachusetts.



DELPHI STUDY LEADS TO DRAFT KEY COMPONENTS

The draft key components of an inclusive dual enrollment model serve as a framework for professional development.

KEY COMPONENTS	
Community - based transition services	Self-Determination & Self-Advocacy
Student Support for College Success	Dual Enrollment Staff Development
Family Engagement and Partnerships	Advising, Course of Study and Enrollment
Integrated Paid Employment	Evaluation

THINK COLLEGE WORKGROUPS

Using a collaborative inquiry process to determine the blueprint for implementing four of the primary components.

Self-determination and Self-advocacy Enhancing the Student-Coach agreement 1.	Advising, Course of Study and Enrollment Step by step guide from person-centered planning to course enrollment 2.
Student Support for College Success Developing Grab and Go Practice fact sheets to support training by and for ed coaches 3.	Integrated Employment Using an action research model to implement customized employment strategies 4.

EVALUATION TOOLS

Student Career Construction Inventory (SCCI)

(Savickas & Porfeli, 2011)
 SCCI is used to help answer the question "Does enrollment in the inclusive transition initiative lead to higher levels of job-seeking skills for students with ID/A after one year compared to control students with ID/A in the business as usual condition?"

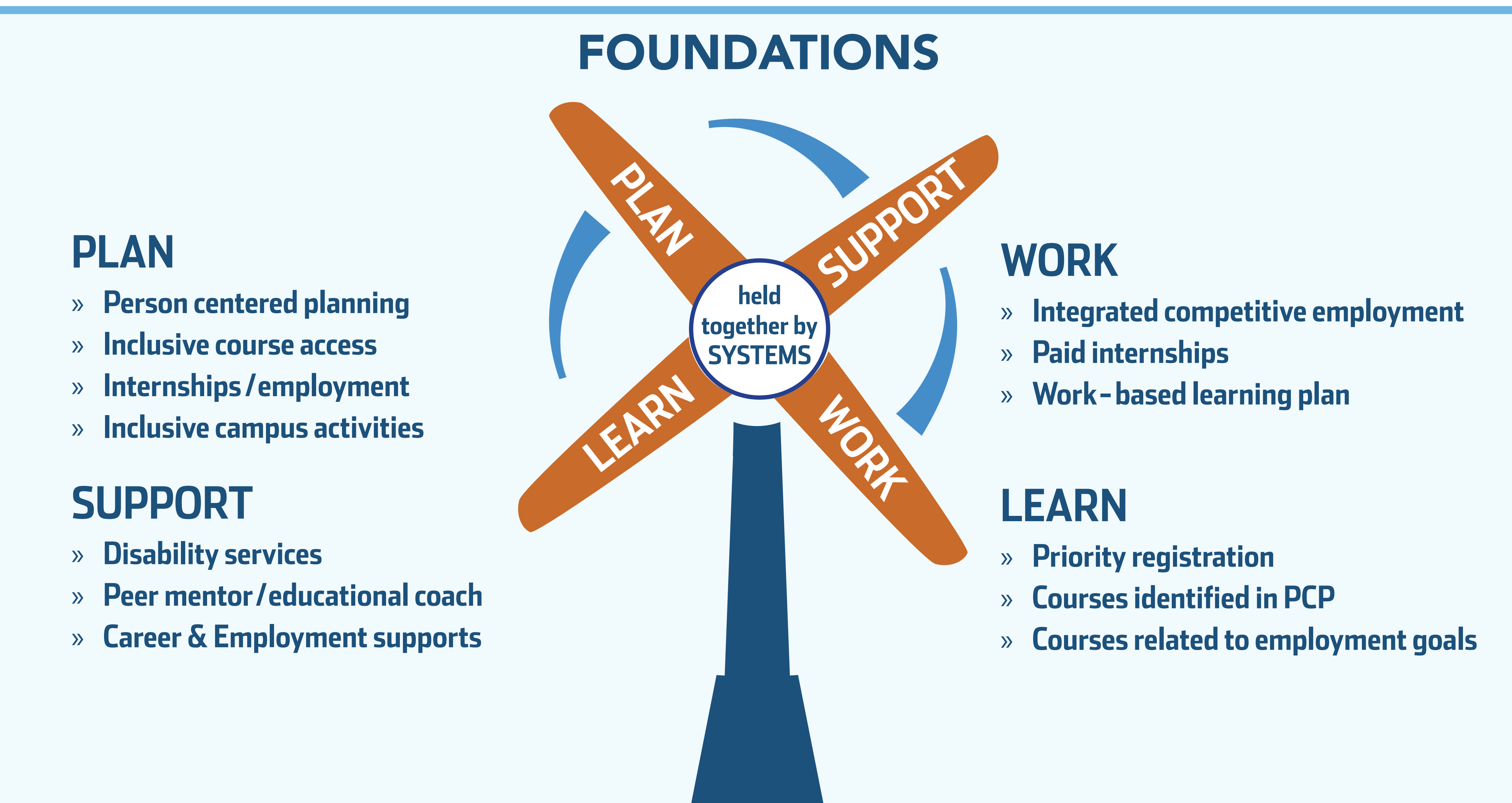
The Career Readiness Maturity (CMI). Form C

(Crites & Savickas, 2011; Savickas & Porfeli, 2011)
 CMI is used to help answer the question "Does enrollment in the inclusive transition initiative lead to higher levels of career readiness for students with ID/A after one year compared to control students with ID/A in the business as usual condition?"

Self Determination Inventory

Student Report Shogren, K. A. & Wehmeyer, M. L. (2017). *Self-Determination Inventory: Student-Report*. Lawrence, KS: Kansas Univ. Center on Developmental Disabilities.

This tool is used to help answer the question "Does enrollment in the inclusive transition initiative lead to higher levels of self-determination for students with ID/A after one year compared to control students with ID/A in the business as usual condition?"



PROJECT STAFF

- Meg Grigal, PhD**, Principal Investigator
- Debra Hart, MS**, Co-Principal Investigator
- Maria Paiewonsky, EdD**, Project Coordinator
- Carole Carlson, MEd**, Inclusive Higher Education Specialist
- Ty Hanson, MEd**, Inclusive Higher Education Specialist
- Ross Hooley, BA**, Transition Specialist
- Carrie Parker, EdD**, Principal Research Scientist
- Becca Schillaci, MA**, Evaluator