

Family/Guardian Orientation



Think College Vermont Background

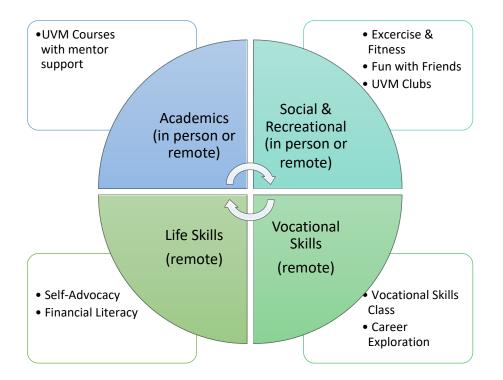
- Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID)
- US Department of Education
- To enable IHE to create or expand high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities.
- Create and offer a meaningful credential for students with intellectual disabilities upon the completion of the model program.
- National Coordinating Center, UMass Boston
- Grant Funded from 2010-2015
- Funded by program fees now

Admission Criteria

- Age 18-26
- Documentation of Disability or an Intellectual Disability
- Transportation Plan to get to and from campus (the program does <u>not</u> provide or coordinate transportation)
- Documentation of health insurance
- Student must demonstrate functional communication and basic literacy and math skills
- Financial plan for program fees and tuition

- Demonstrates moderate level of independence, motivation, and stability
- Moderate flexibility and ability to manage stress
- Student desires to continue learning
- Family/guardians will support the student's education and development of independence

Program Components



An Educational Journey

K-12 Experience for Students with Disabilities Mandatory and Free				
Teacher Responsibilities			Student	
Classroom Experience	Course Materials	Student Support	Responsibilities	
-Trained to teach -Adapts materials to student's learning style -Helps student learn and process information	-Always checks student's work -Reminds student of incomplete work -Reviews assignments and due dates		-Attends classes -Learns self-advocacy skills	

University Experience for Students with Disabilities Voluntary and Expensive				
Student ResponsibilitiesClassroomCourse MaterialsStudent SupportExperienceStudent Support			Teacher Responsibilities	
-Needs to think about and synthesize unrelated topics -Takes responsibility for self -Accepts consequences of	-Often gets homework assignments from syllabus	-Needs to ask for help sessions -Attends professor's office hours -Provides information to parents -Advocates for self	-Trained as an expert in subject, not as a teacher -Holds office hours -May only lecture nonstop -Waits for student to ask for help -Does not check homework or student's work -May not remind student of due dates	

Thanks to ACCESS, Disability Services at the University of Vermont for this chart.

Student Expectations

- Enrollment in Think College is a privilege, not an entitlement
- UVM students and are held to the student code of conduct
 - Behavior & Academic Integrity
- Accommodations, not modifications
- UVM Student Accessibility Services

FERPA

- FERPA: Family Educational Rights and Privacy Act
 - Federal law
 - Protects the privacy of student education records
 - FERPA gives parents certain rights with respect to their children's education records
 - These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level

Think College Finances

Program Fees

- \$8,000 per semester
- Program costs (staff, mentors, infrastructure)
- Paid to Think College
- Can be paid through
 - Medicaid
 - School contracts
 - Private pay

Tuition

- \$2,079 per course (\$683 per credit hour, in-state)
- Instructor's salaries, infrastructure
- Paid to UVM
- Can be paid through
 - VSAC Non-degree grant
 - Voc Rehab
 - Dual Enrollment Voucher (high school students only, limit 2)
 - Private pay

Think College Finances

- Financial notices go to student's UVM email account.
- Proxy for financial access <u>http://www.uvm.edu/~stdfinsv/</u>
- Late fees and registration holds
- Think College staff does not have access to student records
- Cat Scratch on Cat-Card

- Support (family initiates):
 - Vermont Student Assistance Corporation (VSAC) Non-Degree Grant
 - Division of Vocational Rehabilitation
 - Dual Enrollment for High School Students
 - PASS Plans

The Changing Role of Families

 <u>https://www.youtube.com/watch?v=Gb</u> <u>ghajidC74</u>

Letting go...

- "Your job is to know your child well enough to make a good call about whether he can manage a particular situation. Will you stay up worrying? Probably, but the child's job is to grow, yours is to control your anxiety so it doesn't get in the way of his reasonable moves toward autonomy."
- Psychologist Madeline Levine



Meet the Team

Meet the Team

- Bryan Dague
 - Program Director
- Stirling Peebles
 - Dissemination Assistant
- Lead Mentors
 - Gracie Butler
 - Grace Murphy
 - Hanna Buscher

- University of Vermont
 - College of Education & Social Services
 - Center on Disability & Community
 Inclusion
- University Center for Excellence in Developmental Disabilities (UCEDDs)
- 67 National UCEDDs
 - Association of University Centers on Disabilities



- Undergraduate & Graduate UVM students
- Variety of majors
- State DD training
- Federal background checks
- Paid student employees
- Peer support, not clinicians
- Weekly supervision meetings

UVM Mentors

UVM Mentors

- Mentors help students:
- Communicate with professors
- Prepare for class and plan assignments
- Study and review their coursework
- Develop relationships with their peers
- Support and encourage students with high expectations
- Navigate college life



Communication

- FERPA
- Contact List
- Google Sheets (shared schedules)
- Release Forms
- Facebook Group
- Support Logs
- Contact staff, not mentors
- What do you need from us?

Your Questions & Concerns?