

Preparing Young Adults with Disabilities for College and Career Opportunities Using Person-Centered Planning: UNH 4U Bridges Program



NH-ME LEND PROGRAM

Bayli Royal, B.S., Social Work

NH-ME LEND Institute on Disability, University of New Hampshire

What is UNH 4U Bridges?

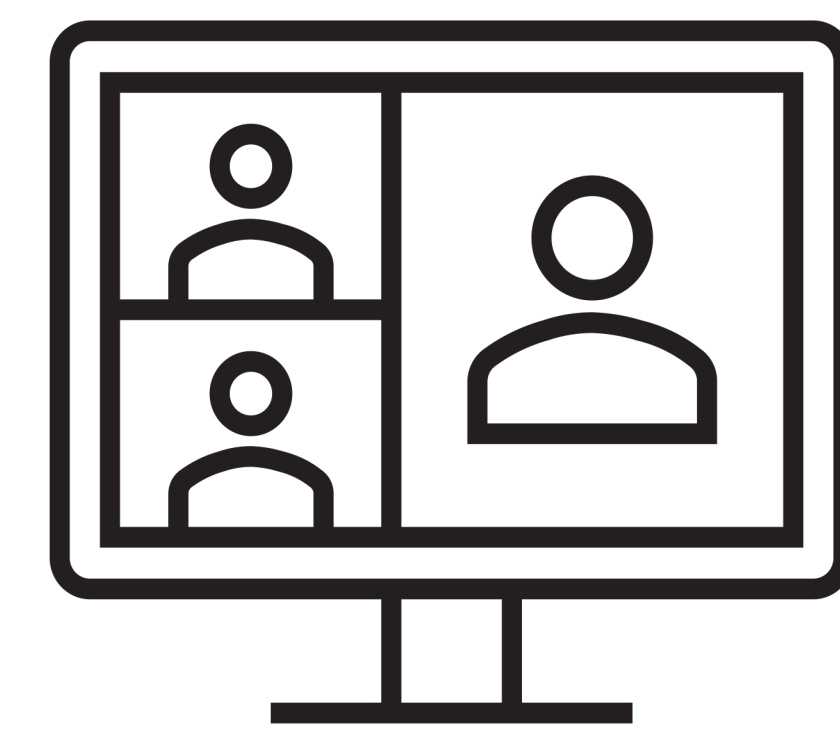
UNH-4U Bridges to College and Career Webinar Training Series is a virtual series that is designed to prepare young adults, ages 18-24, with intellectual disabilities who are currently or previously eligible for the Individual Education Opportunity Act (IDEA) in pursuit of college and career (5).

Trainings Offered:

- Setting and Realizing Goals Using Person-Centered Planning and AT
- Academic and Assistive Technology
- Healthy and Social Aspects of College
- Next Steps in Person-Centered Planning

Learning Goals:

- ✓ Self-discovery
- ✓ Occupational/academic direction
- ✓ Advocacy
- ✓ Confidence with technology
- ✓ Social connections



What is Person-Centered Planning?

In this training, person-centered planning was introduced as a strategy for goal setting, identifying support needs, and exploring the role assistive technology can play in reaching goals (5).

Topics:

- Community living
- Civic engagement
- Health & Wellness
- Education
- Training
- Social development
- Assistive technology
- Mentor connections



Cohort 1:

- Peer Mentor Module
- Advisor for 2 participants
- TA for Person-Centered Planning training
- Facilitating breakout rooms
- Collaborative work with staff
- Lists of UNH resources
- 2 Accessibility Webinar Series
- Assist participants in navigating Canvas

Cohort 2:

- TA for PCP training
- Creating rubrics
- Grading assignments
- Staff meetings
- Holding office hours
- Zoom breakout rooms
- Debriefing sessions
- Help participants stay on task

Why is this important?

- Lack of inclusive higher education
- “39% of adults with cognitive disabilities in NH are employed, compared to NH adults without disabilities who are employed at (84.4%)” (2).
- “Individuals with ID who participate in person-centered planning experience better quality of life outcomes such as increased independence in decision-making (a key characteristic of self-determination), self-advocacy, social engagement, and overall satisfaction” (1,3,4,6).

Summary:

I was able to learn understand and implement best practices in post-secondary transition for students with intellectual disabilities. I was able to learn how to take a person-centered approach when it came to future planning with students in order to understand them better and what supports they may need to be successful.

Next Steps:

The UNH-Institute on Disability (IOD), in partnership with numerous UNH academic and administrative partners is working to provide inclusive higher education opportunities for young adults with intellectual and developmental disabilities (IDD). Planning efforts are well underway on the Durham campus to provide a 2- year day and/or residential Community Transition Program (CTP) which would begin in the Fall of 2021 (5).

References:

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- (2) Lauer, E.A., Boege, S.L., & Houtenville, A.J., (2020). Annual disability statistics compendium: 2019. Institute on Disability. https://disabilitycompendium.org/sites/default/files/iod/reports/2019-annual-disability-statistics-compendium-pdfs/2019_Annual_Disability_Statistics_Compndium_ALL.pdf?ts=1580831674
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- (5) UNH-4U bridges. (2021). Retrieved from <https://iod.unh.edu/unh-4u-bridges>
- (6) Wehmeyer, M. & Shogren, K. A., Eds. (2017). *Handbook of research-based practices for educating students with intellectual disability*. Routledge. <https://www.routledgehandbooks.com/doi/10.4324/9781315736198.ch3>

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Learn more at iod.unh.edu/nh-me-lead

