

EMERGING TRENDS: Conference on High-Impact Transition Practices
Westfield State University and The Massachusetts Inclusive Concurrent Enrollment Initiative – June 15, 2016

Annotated Agenda: Please click on the name of the presentation for a copy of the resources presented at the session. If you would like more information about the session, click on the name of the presenter for an email contact.

Session 1: [Inclusive Postsecondary Education: Progressive and Sustainable Models](#)

This presentation will provide an overview of different approaches to providing inclusive postsecondary education for students with intellectual and developmental disabilities. While different program designs and implementations may be necessary across different institutions, we will review some basic ingredients that have proven successful and important for student development. Topics will include support from college administration, collaboration with cross-campus stakeholders, faculty training, peer mentoring, employment, residential living, personal independence and self-determination.

Presenter: [Cindi May](#),
Professor of Psychology and Project Director for the TSPID grant, College of Charleston.

Session 2: [Cultivating Cross-Campus Collaborations](#)

One goal of programs that support students with ID should be to elevate the visibility and significance of disability across campus. Inclusion is not successful in a vacuum or as a niche program—you need collaborative neighbors. How can you get others on campus to understand the value and necessity of disability in every facet of life—from the classroom and athletic fields to the workplace and the community? This talk will discuss a number of initiatives designed to spark conversation, provide support and training, and promote inclusive practices across campus.

Presenter: [Cindi May](#),
Professor of Psychology and Project Director for the TSPID grant, College of Charleston.

Session 3: [Creating a Post-Secondary Vision](#)

This workshop helps parents and professionals think about how to build on a youth's strengths to develop a post-secondary vision. The workshop explains how vision is an important first step when it comes to transition planning. The session will provide tools and ideas for how to establish action steps to reach their goals.

Presenter: [Jennifer Stewart](#), Project Coordinator, LINK Center, Federation for Children with Special Needs.

Session 4: [Career Development & Employment Opportunities](#)

This session will cover how to create and develop interning opportunities on a college campus. The audience will gain an understanding of where to get started and some challenges that programs may come across while creating internships opportunities. The presentation will include information on how to develop and sustain relationships with campus internship locations, as well as discussing process and challenges faced in creating positive internship experiences for the MAICEI students at BSU.

Presenter: [Zack Chipman](#)

MAICEI program Career and Job Specialist, Bridgewater State University

Session 5: [Career Development & Employment Opportunities](#)

33% of Massachusetts residents with a disability are employed or seeking employment compared to the 80% of residents without a disability. These rates have remained virtually unchanged for decades, even 26 years after the passage of the Americans with Disabilities Act. This workshop focuses on the services and activities through which *Work Without Limits* is engaging employers, helping to build their capacity to employ people with disabilities, and connecting them to public and private resources and to qualified candidates with disabilities.

Presenter: [Kathy Petkauskos](#)

Director, Work without Limits and Senior Program Director of the Disability, Health and Employment Policy Unit at UMass Medical School

Session 6: The Role of the Education Collaborative in Supporting Inclusive Post-Secondary Opportunities

This workshop highlights design components of AVC's transition program and partnership with Framingham State University, discuss how student self-determination is being implemented to track student progress, and explore how seven years of inclusive practice have affected community partner collaboration.

Presenter: [Nancy Ahrabi-Nejad](#)

Director of Consultation Services, Assabet Valley Collaborative

[Karen Laskey](#)

Director of Satellite Programs for Assabet Valley Collaborative.

Session 7: The Role of the Education Collaborative in Supporting Inclusive Post-Secondary Opportunities

This presentation features the creative partnership between the LABBB Collaborative and Middlesex Community College's MAICEI work over the past three years. A long-time innovator in providing responsive programs and supports for students with disabilities in the metropolitan Boston area, LABBB has played a critical role in building the initial conceptual framework that has expanded to serve many students served at MCC. This presentation will describe how LABBB has reinforced its mission to support young adults in the inclusive learning environments through its MAICEI partnership.

Presenter: [Elaine Davey](#), Transition Specialist with the Assabet Valley Collaborative and [Patric Barbieri](#), Executive Director of LABBB Collaborative.

Session 8: Breaking Barriers: How to start a Successful Residence Life Program at a Public University

This workshop focuses on the process of developing a plan, breaking barriers, working with partner districts and university personnel to create a successful residence life program for students with intellectual disabilities. Bridgewater State University is the first four-year institute of public higher education in the Commonwealth to develop a fully inclusive residence life program for students with intellectual disabilities. Presenters will share their experiences in bringing the program from the planning to implementation stage. Topics for discussion will be: barriers broken, family engagement, district partner buy-in, university personnel approval, and establishing a dynamic Partnership Committee to ensure success.

Presenter: [Mary Price](#), Director for the Center for Pre-K to 12 Educational Outreach, Bridgewater State University and [Tina Raeke](#), MAICEI Program Coordinator at Bridgewater State University.

Session 9: [DDS Initiatives for Newly Eligible Individuals Diagnosed with Autism but No Intellectual Disability](#)

Since the Autism Omnibus Legislation was signed into law in 2014, the Massachusetts Department of Developmental Services (DDS) has developed and implemented a revised eligibility process and criteria for an expanded population of people with an autism without intellectual disabilities. This presentation provides an overview of the Autism Omnibus Legislation and DDS Eligibility, highlights the three types of DDS Service Delivery Models and describes how DDS is creating and maintaining collaborative partnerships with school districts, colleges and universities, and the provider community in the service of providing college and career planning. This presentation will also highlight new collaborative initiatives with the Department of Mental Health (DMH) to support young adults with comorbid diagnoses of ASD and Mental Illness.

[Lea Hill](#)

Regional Autism Program Coordinator for the Northeast Region of the Department of Developmental Services (DDS).

Session 10: [Building Networks of Friendships and Empowering Social Relationships](#)

When asked what three things we would want for ourselves and those we care about, happiness, health, and safety might be at the top of the list. While there are no guarantees, a critical safeguard to these desires are having friendships and relationships. This workshop looks at the power and importance of friendships and relationships for people with disabilities. How are friendships encouraged and supported on school campuses? What can we do to support those friendships? Strategies that we can use to promote friendships and how to be role models in developing and sustaining friendships between people with and without disabilities are also described.

Parties interested in You're With Us' work can find additional information in [several different YouTube videos](#).

[Mary Ann Brennan](#)

Co-coordinator of [Widening the Circle](#), The Arc of Massachusetts.

[Michael Plansky](#)

Founder and president of You're With Us!

Session 11: Think College Transition project: Establishing Multidisciplinary Collaborative Inquiry Workgroups to Enhance the Inclusive Dual-enrollment Transition Model

This workshop focuses on the action research model of professional development championed by staff from the Holyoke Community College, UMass Boston and Westfield State University with MAICEI partners aimed at enhancing the inclusive dual enrollment experience by focusing on 4 key areas including 1) Self-Determination/Self-Advocacy; 2) Employment; 3) Advising, Course of Study and Enrollment, and 4) Student Support for College Success. This session reviews the collaborative inquiry process used, highlights initial findings, and presents next steps in the action research process.

Carole Carlson

Training Associate for the Institute for Community Inclusion at UMass Boston

Maria Paiewonsky

Transition Specialist at the Institute for Community Inclusion and Director of the Massachusetts Transition Leadership Initiative at the University of Massachusetts-Boston.

Session 12: The Working Relationship between Special Educators, Educational Coaches, and the College Student

This presentation is designed to provide information, tips and strategies for teachers, educational coaches, and others who are interested in learning more about the Massachusetts Inclusive Concurrent Enrollment Initiative from the perspective of a special education teacher. Topics in this presentation include: IEP and Transition Plan development, scheduling for the campus setting, educational coach support, self-determination and self-advocacy practices, collaborative practices and strategies for moving towards independence.

Amy Galaska

Educational coach, Holyoke Community College MAICEI partnership.

Judi Bean

Special education teacher/transition specialist for the Southwick-Tolland Granville Regional School District.

Session 13: Strategies for Promoting Soft Skill Gain for Employability

Teen and young adult employment rates continue to be significantly lower than in past generations, and for young adults with cognitive/intellectual or other disabilities, securing employment presents even greater challenges. Direct instruction of employability skills is a key lever for promoting stronger transition and post-secondary outcomes for this population. This session explores the mechanics of soft skill acquisition, as well as the measurement of skills, both baseline and growth toward generalization. Participants are introduced to a model that articulates layered access points for key employability skills and will have the opportunity to explore specific strategies for overcoming both traditional employment barriers and those employment obstacles that have emerged in the wake of increasingly risk-averse hiring practices.

Jennifer Applebaum

Associate Director of Curriculum and Training at the Commonwealth Corporation.

David Veling

Instructional Coach with Commonwealth Corporation

Session 14: Krystal's Journey

This inspirational workshop highlights the steps that a recently turned 22-year-old young adult and her team put into place over the course of more than five years to ensure that a seamless transition based on her needs, strengths, and interests would be achieved. This session also highlights the resources, ideas, and individuals that enabled her to make continuous movement toward achieving her post-secondary vision.

Krystal Torres

MAICEI Student

Sherry Elander

Transition Specialist for the Westfield Public School district; High school liaison to the Holyoke Community College MAICEI program and Westfield State University MAICEI partnership.

Cecilia Brunelle

Educational Coach, MAICEI program at Holyoke Community College.

Session 15: Research and Best Practice in the Transition Process

This session focuses on research on Transition Services, on-site training, consultation services and the Transition Coaching Program. In addition, the Transition Process at the League School for students with ASD including examples of life skill curriculum, employment sites, coaching and student outcomes.

[Lisa Kerzner-Sirois](#)

Director for Youth and Transition Services, Easter Seals MA.

[Bill Mulcahy](#)

Assistant Principal at the League School of Greater Boston in Walpole, Massachusetts.

[Chris Wiklund](#)

Easter Seals

Session 16: Breaking the ICE with Enchanted Circle

This interactive workshop presents Enchanted Circle's award winning Arts Integration methods and showcases hands-on, replicable activities used with students with cognitive challenges to build confidence, increase awareness of self and others, and enhance communication skills.

[Celine Hamilton Quill](#)

Director of Administration and Programs and master of the day-to-day operations at Enchanted Circle Theater (ECT).

[Kate Carreiro](#)

Teaching Artist, Enchanted Circle Theater

Session 17: Educational Coach Roundtable

At this workshop, Educational coaches from around the state met to discuss helpful practices and policies that stem from their practical experiences on campus. The goal is to pool our collective insight in applicable ways. The discussion focused on strategies to improve independence, inclusion, and self-determination; as well as accommodation innovations and ways to support college faculty and family members.

R. Steven Pierce

Educational Coach, MAICEI program at Holyoke Community College and Westfield State University.

Carole Carlson

Training Associate for the Institute for Community Inclusion at the University of Massachusetts-Boston