In a College Program for Youth with Intellectual Disabilities
The College of New Jersey
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- Approved CTP program

- Full time 4 year Certificate program

- Ages 18-24 at time of admission

- Cohort model

- Mentor supported

- Alumni activities and events

- Liberal Learning

- Career Exploration

- Socialization/Self Determination

- First cohort fall 2006

- Twelve graduates

- 34 currently enrolled

- 29 students in off campus housing

- Funding sources: DDD Real Life Choices; School Districts; FASA eligible Pell Grant; TCNJ Scholarship

- We discovered early in the development of our program that:

- most incoming freshman had little knowledge of their disability

- had engaged in few career development activities in High School and so,

- had little information upon which to development meaningful career goals.

- We adopted the career development stage framework articulated by Brolin (1997) in designing coursework and related experiences.

- These development stages include career awareness, exploration, preparation and assimilation

- We approach Career Awareness during Freshman year through self assessment and knowledge development activities.

- Through *Career Exploration* coursework, students are exposed to content that addresses why people work and the benefits of employment; types of careers people engage in; and work expectations, including education, training and skill requirements.

● Through self assessments, students begin to identify their abilities, interests and preferences.

● An important outcome of this self-assessment is the student's developing understanding of the types of accommodations and supports he/she needs to be successful.

Career Exploration

- In Sophomore year, students begin a series of brief on-campus work experiences in occupational "clusters"

- Sophomores choose experiences within these clusters based upon their individual interests and preferences

- Work experiences are task analyzed so that job coaching can be effectively provided by peer mentors, and students receive clear feedback on their performance

- These on-campus work experiences are generally the same offered other typically admitted undergraduates

- Conducted during Junior year with 1-2 on campus work experiences that reflect the student's emerging career goals, and represent a good match between abilities, skills and preferences.

- Career coursework focuses on resume development, interview skills and an exploration of available community based internships/employment opportunities

- Is accomplished during senior year through an intensive (12-15hr. per wk.) internship or paid employment experience.

- Workplace support is provided by trained peer mentors and supervised by CCS Faculty.

- Data is collected and reviewed with students to evaluate their performance, workplace accommodations, and the "match" between the student and job/career path
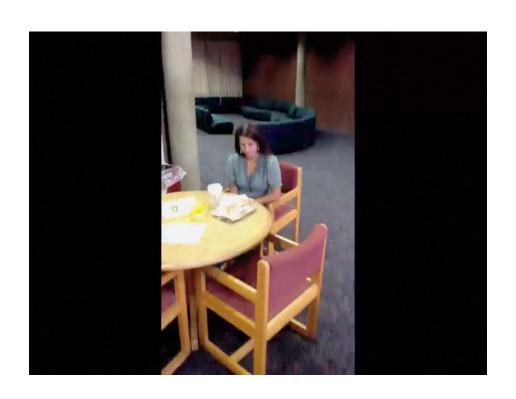
- Video modeling (VM) typically involves a person viewing a clip of someone performing the steps of a task/skill, and then performing that task themselves. It involves visual and auditory prompting

- Recent research suggests that VM can be used to successfully teach a variety of skills (academic, career, social, self care) to individuals with IDD. (Rehfelt at al, 2003; Mangiapello & Taylor, 2003; & Nikopolous & Keenan, 2003)

- VM appears to improve the pace of learning, improve task accuracy/quality, improve generalization, and increase independence (Van Laarhoven et al, 2009;

- Students may prefer VM to traditional forms of systematic instruction (Hume, Loftin & Lantz, 2009)

- It does not appear to matter if the student views him/herself or others modeling the task/skill

- To get some experience with VM and it's application to College students with IDD, we conducted a pilot demonstration in Fall 2001 semester

- We wanted to see how iPAD technology could be used to help students learn job skills and the social skills associated with them.

- Task analyze on-campus work experiences

- Demonstrate the tasks for students

- Direct students to perform the tasks

- Provide a hierarchy of prompts until students complete the task (gestural, verbal, physical w/ verbal direction, modeling w/verbal direction

- Take observational data on the types of prompts needed

- Create film clips of the task analysis using student models

- Provide visual and verbal directions within the video

- Have students view the video prior to performing the task

- Remind students that they can view the video as needed

- Take observational data on the number of times students view the video to independent task completion

- Did video modeling improve the pace and quality of learning and performance?

- Did the use of iPAD technology improve student independence?

- What worked and didn't work in the pilot?

- Next Steps

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