

Supporting English Learners with IEPs for Life After High School



D. Nicole Deschene, MEd

PhD Student in Bilingual Education

Rachel Elizabeth Traxler, MA

PhD Student in Special Education

What is your role in
supporting
dually-identified students?

Think. Pair. Share.

Overview

Research Team

Project

High School English Learners with IEPs

Parent & Student Education Expectations

Parent & Student Transition Planning Experiences

Support: Career Planning

Support: College Planning

Support: College Planning and Student Disability Services

Questions

Research Team



Audrey
Trainor,
PhD



Lynn
Newman,
EdD



Heather
Woodley,
PhD



Lilly
Padía,
MS



Elisa
Garcia,
PhD

Project

Exploratory study seeking to fill a gap in our knowledge about the postschool outcomes of adolescent ELs with disabilities

- How do families and schools help guide dually identified ELs with disabilities toward employment, postsecondary school, and community engagement?
- What are some of the in-school and postschool experiences of this population?
- How do these adolescents and young adults plan for the future, achieve their goals, and re-adjust as necessary?

Project

Funded by the Institute of Education Sciences, U.S. Department of Education through Grant R305A170259 to New York University and SRI International



Post-School Success *for*
English Learners with IEPs

High School English Learners with IEPs

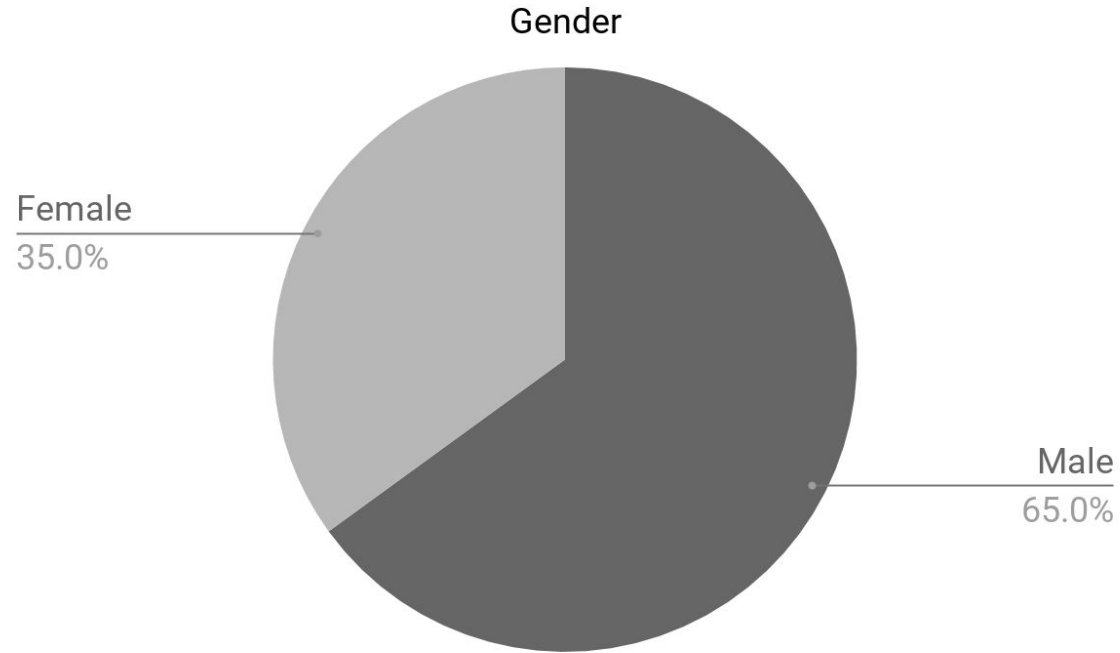
Who are we talking about?

- Dually identified students
- Transition-aged students
- Nationally, 10% of secondary students with IEPs need both SpEd and EL services
- In urban contexts these percentages may be higher because there are higher concentrations of English Learners

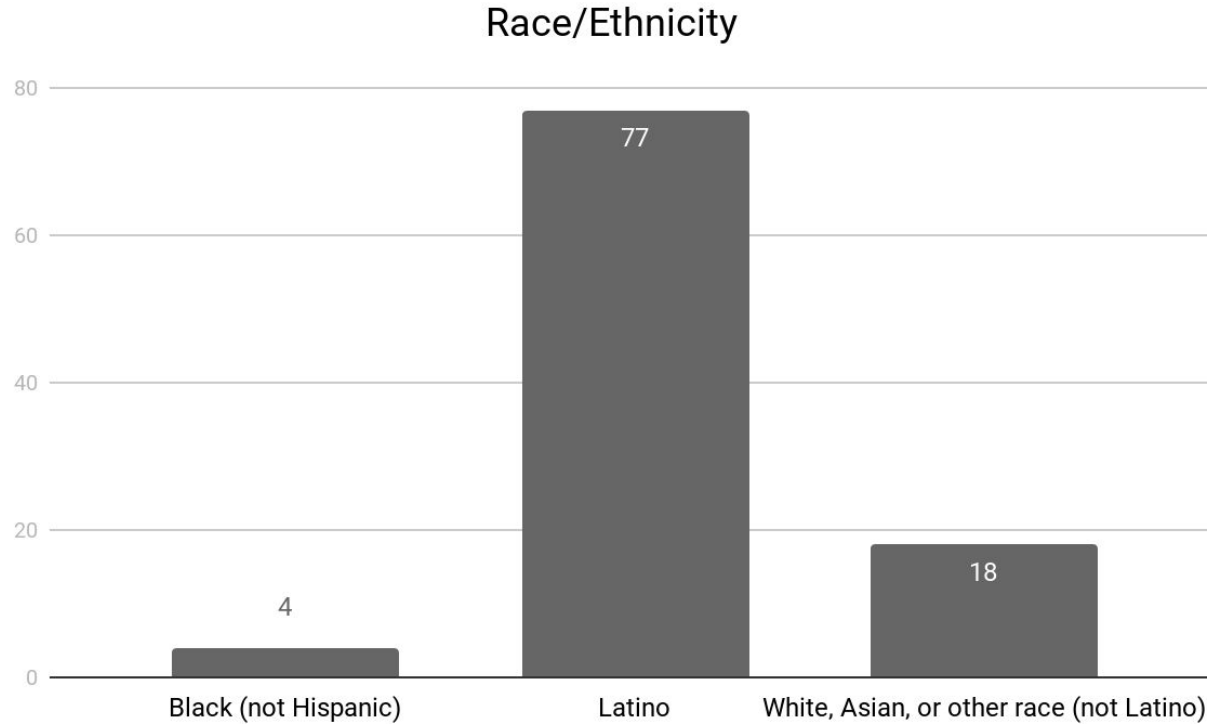
High School English Learners with IEPs

Findings based on data from the National Longitudinal Transition Study 2012 (NLTS 2012)

High School English Learners with IEPs

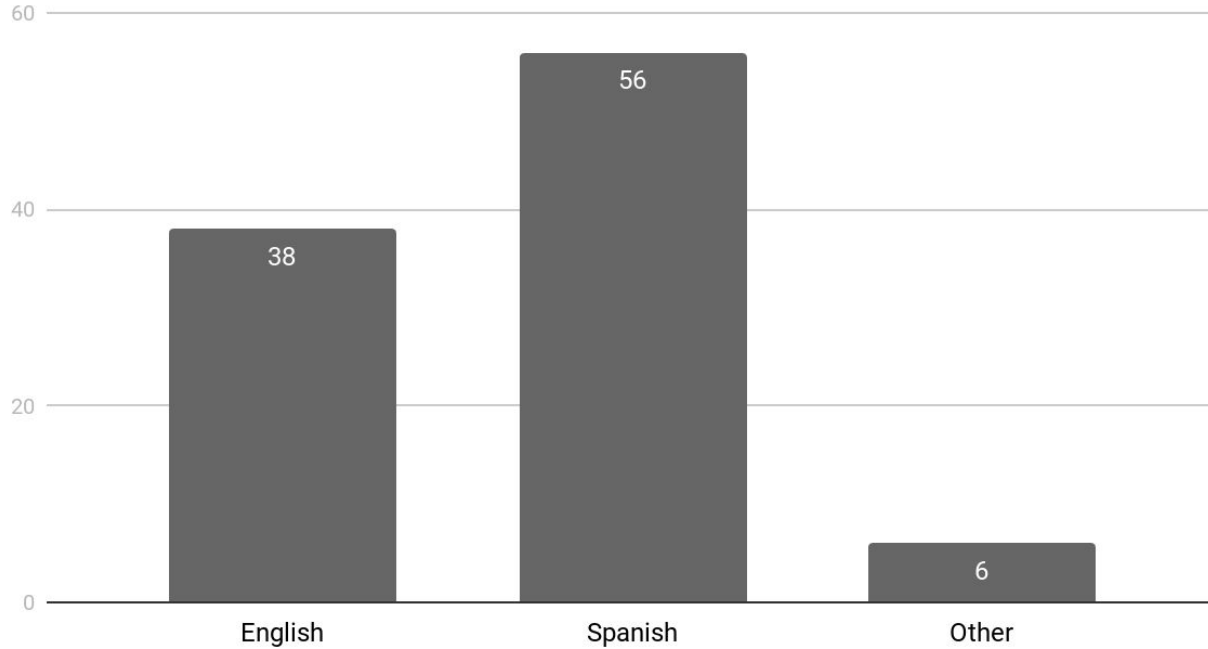


High School English Learners with IEPs



High School English Learners with IEPs

Primary Language Spoken by Student in the Home

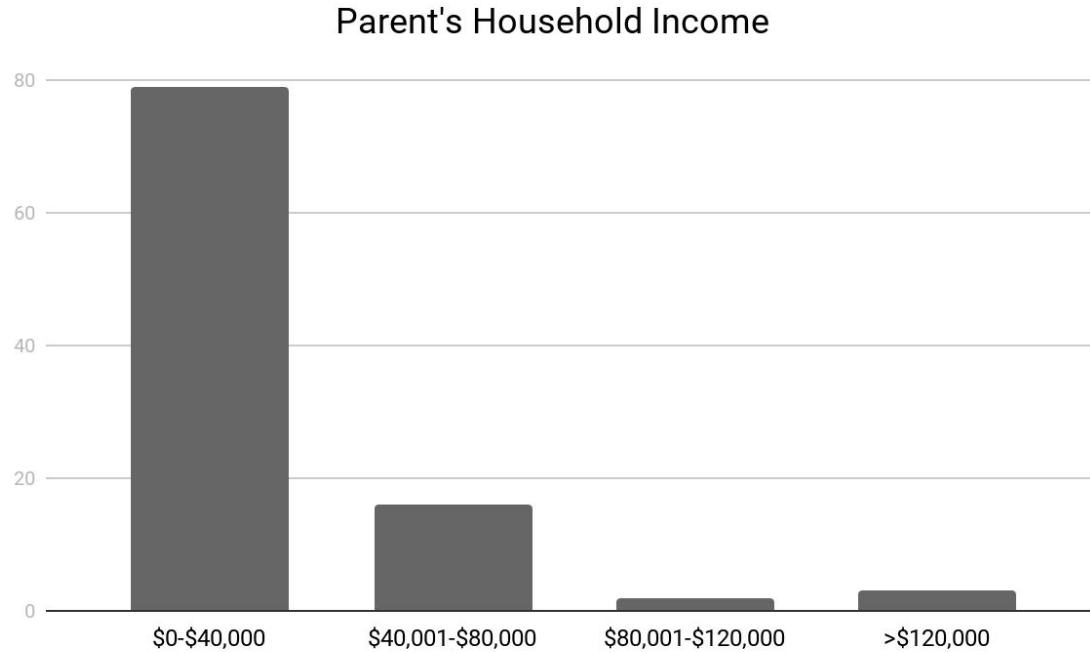


High School English Learners with IEPs

84%

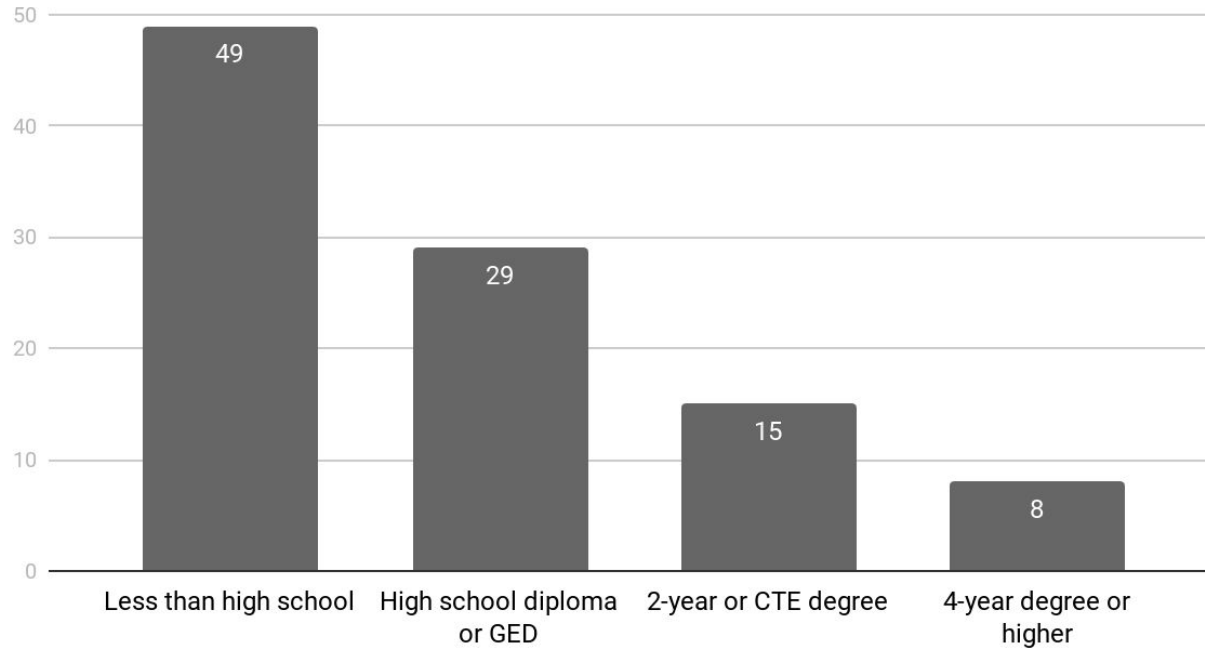
Household income below 185% of the poverty level

High School English Learners with IEPs

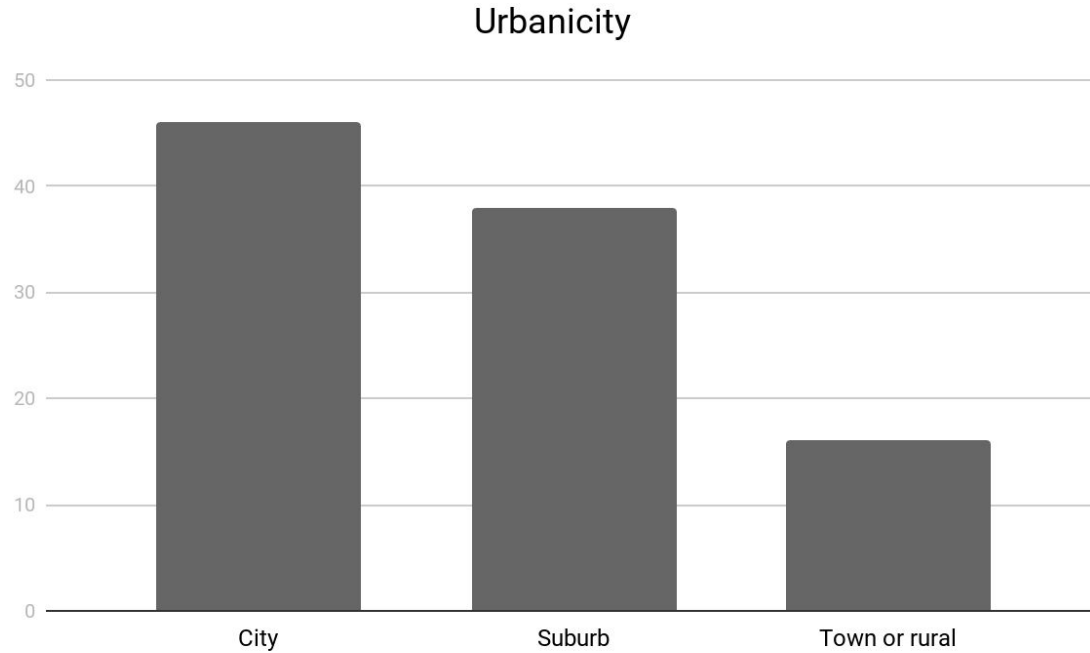


High School English Learners with IEPs

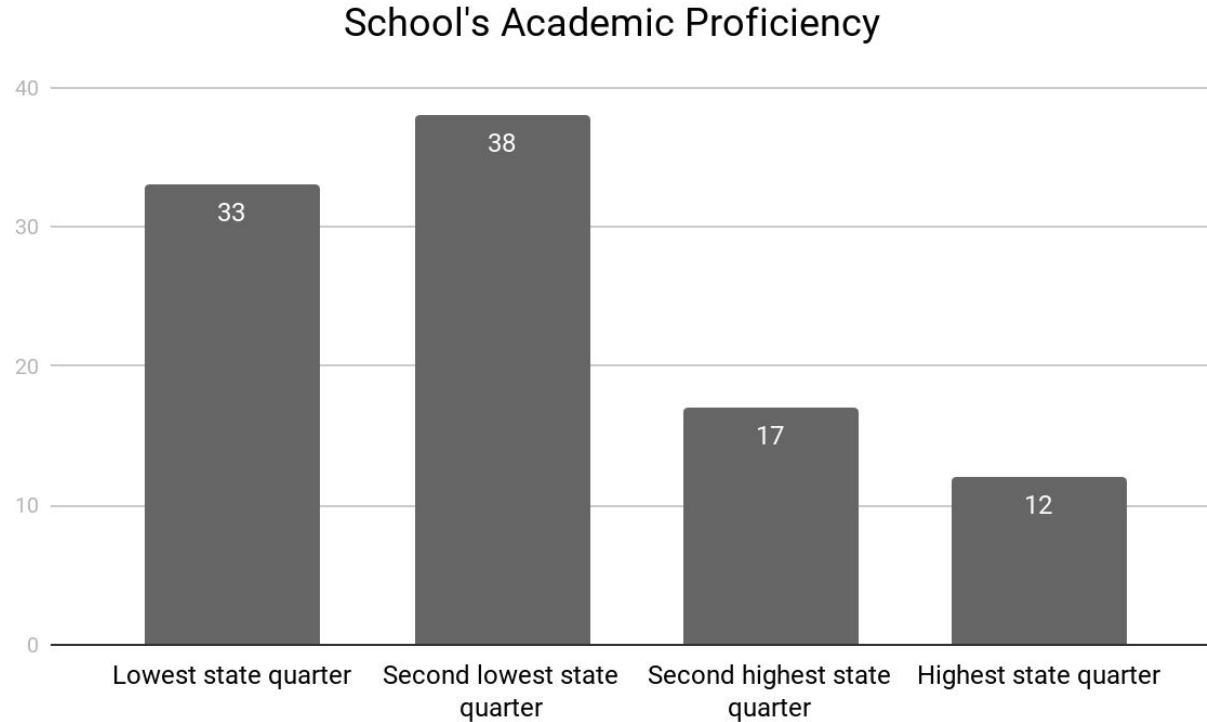
Parent's Educational Attainment



High School English Learners with IEPs



High School English Learners with IEPs



High School English Learners with IEPs

12 disability categories are represented in this sample

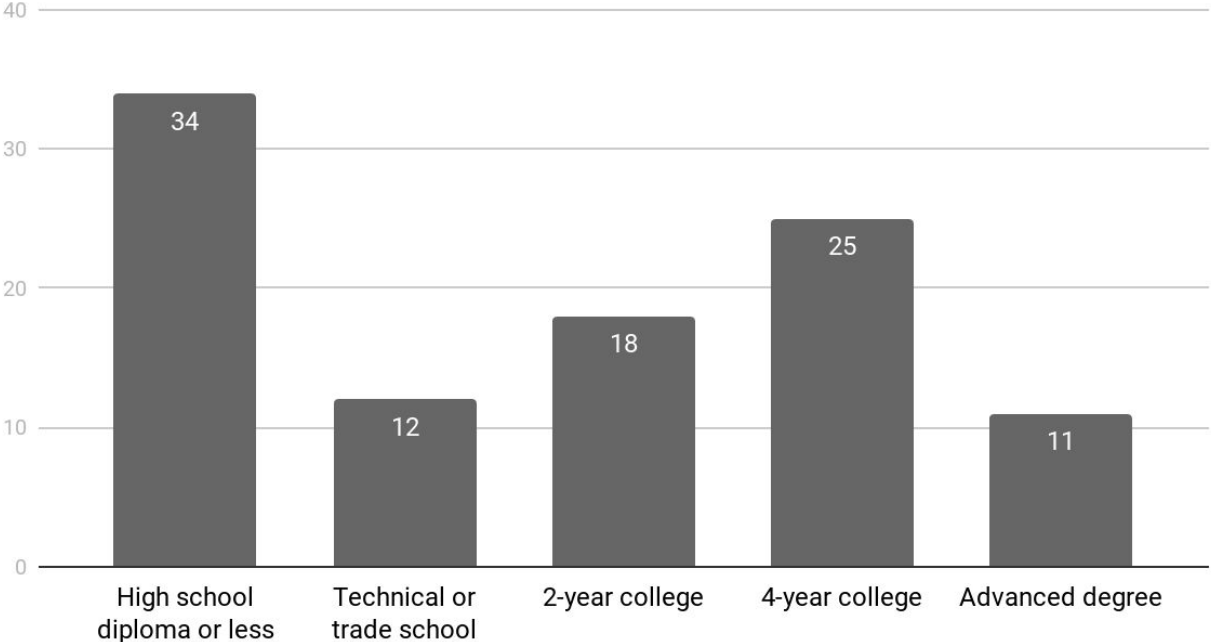
Autism	Deaf-blindness	Emotional disturbance	Hearing impairment
Intellectual disability	Multiple disabilities	Orthopedic impairment	Other health impairment
Specific learning disability	Speech or language impairment	Traumatic brain injury	Visual impairment

Dually-identified students are:

- More likely to be diagnosed with a specific learning disability
- Less likely to be diagnosed with autism, multiple disabilities, other health impairment, and traumatic brain injury

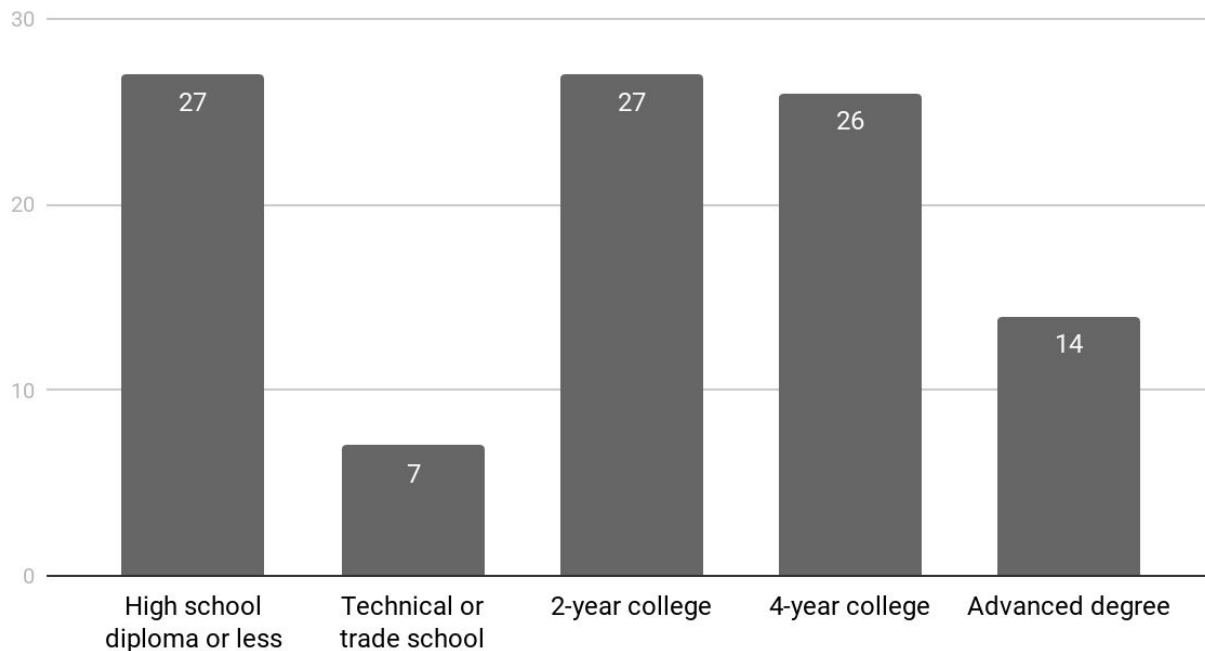
Parent & Student Education Expectations

Parent Expects Students Will Attain

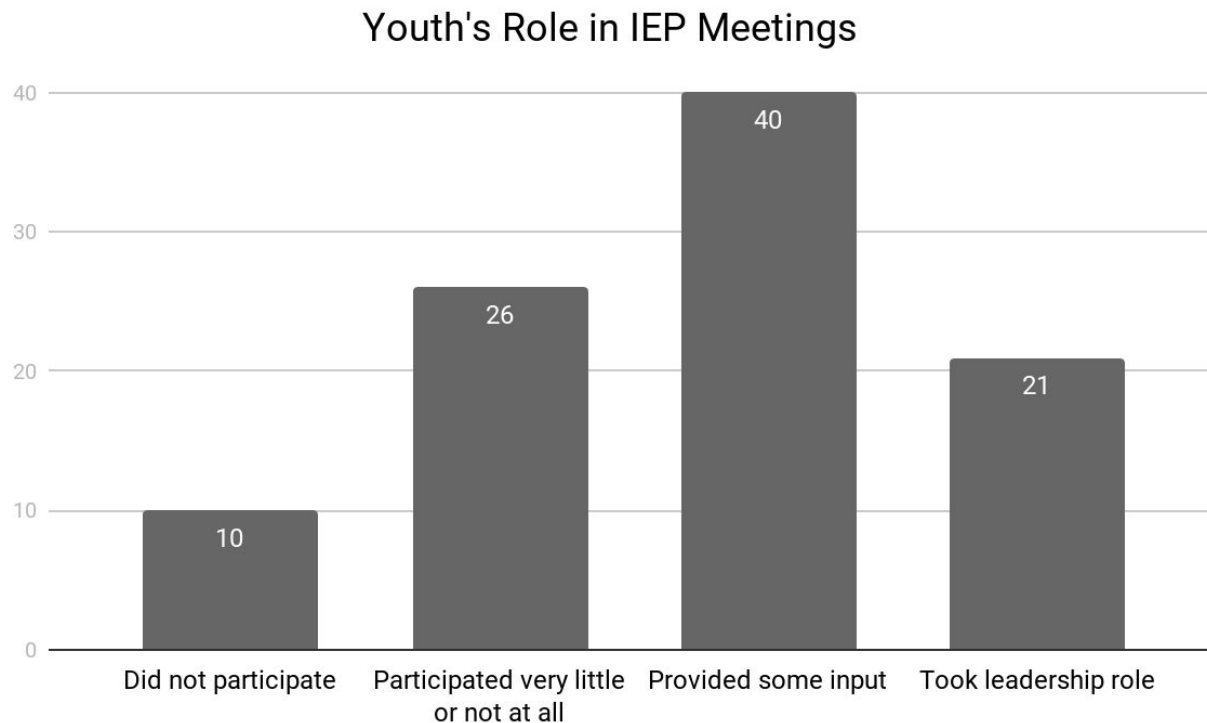


Parent & Student Education Expectations

Student Expects He or She Will Attain

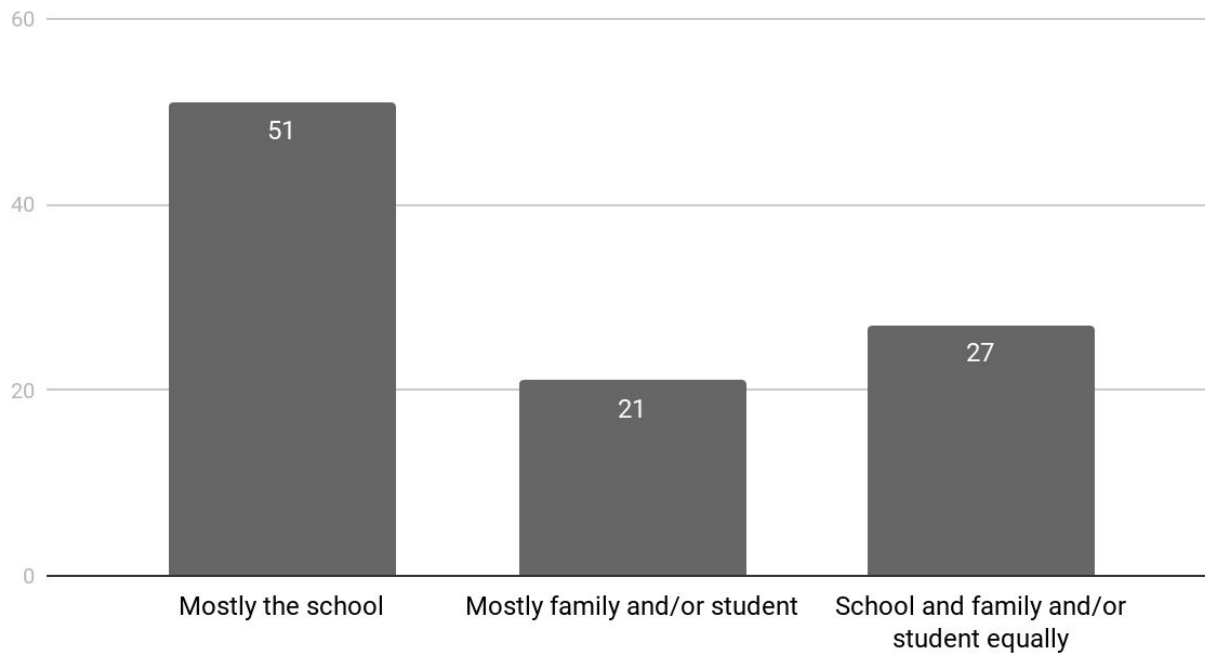


Parent & Student Transition Planning Experiences



Parent & Student Transition Planning Experiences

Who Came Up with the Goals



Student Transition Planning Experiences

24% got help signing up for standardized college entrance tests.

38% got help completing college applications.

35% got help arranging/taking visits to colleges or college fairs

11% got help with financial aid forms or comparing aid packages

Student Transition Planning Experiences

18%

took the PSATs

compared to 53% of students in general population

Parent Transition Planning Experiences

36%

Parents reported not having enough information about education or training options for student

Parent Transition Planning Experiences

40%

Parents reported not knowing how to get financial aid or help paying for school

Parent Transition Planning Experiences

34%

Parents reported that high school staff did not provide enough information about career planning or job opportunities

Support: Career Planning

You could demonstrate how to explore careers.

[Bureau of Labor Statistics Occupational Outlook Handbook](#)

Support: College Planning

You could demonstrate how to explore majors and the colleges that offer them.

[College Board Big Future](#)

Support: College Planning

You could demonstrate how to navigate a college website.

[William Paterson University](#)

Support: College Planning

You could explain the application process.

Students could complete The Common Application form.

[The Common Application First Year Application PDFs](#)

Activity

Support: College Planning

You could discuss SAT Accommodations.

[Understood How to Apply for SAT and ACT Accommodations](#)

[College Board Services for Students with Disabilities](#)


Support: College Planning and Student Disability Services

Discuss the process for getting accommodations through Student Disability Services

Important language: documentation, register, diagnosis, access, accommodation

Name _____
College _____

Postsecondary Education Support Services

 Keep track of the following important information.

Office of Disability Support Services

- Name of person contacted _____
- Phone number _____
- What is the current system of support?
 Contact person supports include _____

- As-needed basic supports include _____

- Comprehensive program providing consistent support includes _____

- What documentation is required, and how recent does it need to be? _____

- What services are available?
 _____ LD specialist _____ Tutoring _____ Group study sessions _____ Peer support groups
 _____ Computer labs _____ Agency referrals _____ Other _____
- What curricular program modifications are available?
 _____ Language waivers _____ Math waivers _____ Other _____
- What course accommodations are available?
 _____ Untimed tests _____ Oral tests _____ Test readers _____ Extended time for reading
 _____ Remedial work _____ Note takers _____ Course assignments _____ Books on tape
 _____ Early access to syllabi _____ Lectures on tape _____ Other _____
- How many service providers are there? _____

Source: *Unlocking Potential: College and Other Choices for People with LD and AD/HD* (pp. 185–187), by J. M. Taymans, L. L. West, and M. Sullivan (Eds.), 2000, Bethesda, MD: Woodbine House. Copyright 2000 by J. M. Taymans, L. L. West, B. Scheiber, and J. Talpers. Adapted with permission.

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Academic Support Resource Center

- Name of person contacted _____
- Phone number _____
- What is the current system of support?
 As-needed basic supports include _____

- Comprehensive program providing consistent support includes _____

- What types of counseling are available?
 _____ Academic counseling _____ Study-skills instruction _____ Career counseling _____ Tutoring
- Is there a limit to the number of visits allotted? _____
- Does it cost additional money? _____
- How many professionals are there? _____
- Are there work programs established within the community?
 _____ Job placement _____ Internship programs _____ School credit

Counseling Center

- Name of person contacted _____
- Phone number _____
- What is the current system of support?
 As-needed basic supports include _____

- Comprehensive program providing consistent support includes _____

for readings

Source: *Unlocking Potential: College and Other Choices for People with LD and AD/HD* (pp. 185–187), by J. M. Taymans, L. L. West, and M. Sullivan (Eds.), 2000, Bethesda, MD: Woodbine House. Copyright 2000 by J. M. Taymans, L. L. West, B. Scheiber, and J. Talpers. Adapted with permission.

Support: College Planning and Student Disability Services

Date _____

Name _____

Explaining My Difficulties

Place a check mark in the column that matches your opinion.

	Easy for Me	Hard for Me
1. I can explain my difficulties to my teachers.	<input type="checkbox"/>	<input type="checkbox"/>
2. I can explain my difficulties to my employer.	<input type="checkbox"/>	<input type="checkbox"/>
3. I can explain to an employer why I would need a reasonable accommodation for my job.	<input type="checkbox"/>	<input type="checkbox"/>
4. I am comfortable asking an employer to make a reasonable accommodation for my job.	<input type="checkbox"/>	<input type="checkbox"/>
5. I can explain my legal rights that help me in high school.	<input type="checkbox"/>	<input type="checkbox"/>
6. I can explain the laws that will protect my rights when I go to college.	<input type="checkbox"/>	<input type="checkbox"/>
7. I can explain the laws that will protect my rights when I get a job.	<input type="checkbox"/>	<input type="checkbox"/>

Summary

- 1 Learning to be a self-advocate takes time and practice.
- 1 Practicing personal and interpersonal skills with a strong knowledge base will help in developing confidence and in achieving goals.

Homework

Create a Self-Advocacy File with the following items:

- 1 High school transcripts (or a school address to request copies after graduation)
- 1 Copies of standardized tests (SATs, etc.)
- 1 Résumé
- 1 Copies of medical records and phone numbers/addresses of physicians, audiologists, and others
- 1 Samples of academic work (essays, art, science projects)

Ask a parent for other ideas on important papers and re-

Support: College Planning and Student Disability Services

Use sentence-starters to help students think about and communicate their needs:

- I have difficulty with _____. In your class _____ is difficult for me. This is difficult for me because _____.
- I have difficulty with _____. I need help with _____. I've done _____ in the past and it really helped.
- I struggle with _____. It would help me to do better at this job if _____ because _____.
- I have a disability which makes it challenging for me to _____.

Support: Financial Aid

You could share FAFSA instructions that are available in different languages.

[Understanding FAFSA A How-To Guide for High School Students](#)

[Fill out FAFSA on phone](#)

Our Project Moving Forward

Goals: qualitative inquiring into the experiences of students

- How do families and schools help guide dually identified ELs with disabilities toward employment, postsecondary school, and community engagement?
- What are some of the in-school and postschool experiences of this population?
- How do these adolescents and young adults plan for the future, achieve their goals, and re-adjust as necessary?

Think. Pair. Share.

What would you like to know about this population?

What questions do you have about the IEP/Transition Planning process?

Questions

What strategies do you use that help students transition to life after high school?

What resources do you know that could help students transition to life after high school?

What other suggestions do you have that could help to support students with their transition to life after high school?

Contact Information

PostSchoolSuccessIEPBilingual.org

Rachel Elizabeth Traxler
ret315@nyu.edu

D. Nicole Deschene
nicole.deschene@nyu.edu