Preparing for life after high school
Focusing on college and career readiness for students with significant disabilities

by Beth Miller Harrison, Ph.D.

The Human Development Institute (HDI) is collaborating with the Kentucky Department of Education (KDE) to develop an assessment and accountability model of College and Career Readiness (CCR) for youth with low incidence disabilities who participate in Kentucky’s alternate assessment. The work is funded through the KDE’s State Personnel Development Grant (SPDG), a five year federal grant from the Office of Special Education Programs.

The national focus on College and Career Readiness (CCR) and the subsequent development of a set of Common Core State Standards (CCSS) to support that vision will greatly affect the transition of youth with significant cognitive disabilities. States have begun to define what CCR means for the general population of high school students through adoption of CCSS. Although KY was the first state to adopt the CCSS, the standards are just the first step in a process that will require looking at other parts of the system (Professional Development, Curriculum, Teacher Supports, etc.). The Council for Exceptional Children (2011) notes three key questions left to be answered: (1) Will the CCSS change what special educators need to know, continued on page 6
Greetings from the Human Development Institute!

We have focused our Summer 2013 Newsletter on just a small sample of our work with local school districts across our state, our training for UK graduate students here on campus, and our work related to new Kentucky legislation to improve life opportunities for individuals and families. Our cover article, “Preparing for Life After High School” describes our new initiative, as a part of the KY Department of Education’s State Personnel Development Grant (SPDG), to define college and career readiness for students with significant disabilities, and most importantly, to help local school districts implement evidence-based programs that enable students to graduate with a clear path for attaining those outcomes.

In this issue, on page 3, read of how for the first time, students working towards Kentucky’s Alternate Diploma will be eligible for Kentucky Educational Excellence Scholarship (KEES) college funds, as a result of House Bill 45 sponsored by Representative Carl Rollins. HDI staff provided key consultation to legislative staff on the drafting of the bill’s provisions. Students who graduate with an Alternate Diploma will now be eligible for KEES money if they attend a Kentucky college or university that has been certified by the U.S. Department of Education as a Comprehensive Transition Program (CTP).

Also, learn of how a new Kentucky law, the Down Syndrome Information Act, will insure that parents and prospective parents who receive a prenatal or postnatal diagnosis of Down syndrome are provided with balanced, accurate, and up-to-date information about what Down syndrome means in today’s world – and the impact of having Down syndrome for the child and the family. HDI’s National Center for Prenatal and Postnatal Down Syndrome Resources is designed to provide that essential information. And on page 5, read an article by HDI Graduate Certificate Student Shelley Sellwood-Davis on the importance of teaching (and learning) health and wellness.

This newsletter also includes our just announced HDI Fall Seminar Series, and registration information about the Annual KY Infant Toddler Conference, to be hosted by HDI on July 25th through the 27th at the Lexington Convention Center downtown.

Finally, read about the breadth of achievements of this year’s Kevin Burberry Award winner, Emily Hogston, as well as the exciting work of our Consumer Advisory Council, and its continuing impact upon our services!

Harold Kleinert
Director, Human Development Institute
Improving opportunities
New Kentucky legislation improves life opportunities for individuals and families

During this past Session (Spring 2013), the Kentucky General Assembly passed, and the Governor signed, two new pieces of legislation that will improve life opportunities for individuals with disabilities and their families. Both of these bills are directly related to HDI’s work.

**House Bill 45: New Funding for Students with Significant Disabilities to Attend College**

Due to a bill sponsored by Representative Carl Rollins (House Bill 45), students who are working towards an Alternate Diploma in KY (mainly students with moderate and severe intellectual disabilities) will be eligible for Kentucky Educational Excellence Scholarship (KEES) funds for the first time! To access these funds, students must in enroll in a KY college or university with a U.S. Department of Education approved Comprehensive Transition Program. Currently several KY universities and colleges are in the process of developing their CTP applications – with Murray State University now the first KY college or university to receive that recognition.

This past fall, HDI staff had invited Representative Rollins to a Supported Higher Education Project (SHEP) meeting that included families of students attending college through SHEP. These families noted that though their son or daughter was attending college, they were not eligible for KEES funds, because they had not graduated with a regular diploma. In response to this need, Representative Rollins subsequently introduced House Bill 45. HDI staff assisted the KY Legislative Research Commission in estimating the fiscal impact of the potential legislation (approximate number of students who would initially be eligible and who might participate). We also advised how the language of the bill could best be written to insure that students would receive an individualized post-secondary education program, leading to the career of their choice.

Support for the legislation was overwhelming: House Bill 45 passed the KY House 95-0 and the KY Senate 38-0, and was signed into law by Governor Brashear. Learn more about post-secondary education opportunities for students with intellectual disabilities at our Supported Higher Education Project (http://www.shepky.org/).

**Senate Bill 34: The Down Syndrome Information Act**

Senate Bill 34, the Down Syndrome Information Act, was introduced by Sen. Julie Denton to require health care professionals to provide scientifically accurate, balanced, and up-to-date information about Down syndrome upon either a prenatal or postnatal diagnosis. At this critical moment in their lives, parents and prospective parents need to understand what Down syndrome is, and what the latest research tells us about how Down syndrome impacts the life of the child and the family – especially given the very significant advances in what we now know is possible for individuals with Down syndrome. HDI’s National Center for Prenatal and Postnatal Down Syndrome Resources (www.downsyndromediagnosis.org) is designed to provide that essential information, as we currently also do for the state of Massachusetts in its implementation of similar legislation (Kentucky’s bill was modeled after the Massachusetts legislation).

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New Kentucky Legislation (continued)

Again, this bill received unanimous, bi-partisan support, passing the KY Senate 37-0, the House 99-0, and it was signed into law by Governor Brashear on March 14, 2013. HDI intends to work with the Kentucky Cabinet for Health and Family Services in making the resources of the National Center available statewide to health care practitioners and to parents and prospective parents receiving a Down syndrome diagnosis. All of the resources of the Center are available as free downloads, and several are also available in Spanish. The value of our resources has been recently recognized by the National Institutes of Health http://downsyndrome.nih.gov/resources/Pages/default.aspx, as well as by the newly released prenatal testing guidelines of the American College of Medical Geneticists and Genomics (ACMG). Along with the American Academy of Pediatrics Down Syndrome Health Care Guidelines, our Center’s “Understanding a Down Syndrome Diagnosis” booklet and our Brighter Tomorrows website (www.brightertomorrows.org) are the only materials so recognized by the ACMG. HDI is proud to be serving as an important state and national resources for families at a critical juncture in their lives.

Infant-Toddler Institute July 25-27
Annual Institute focusing on early childhood returns to the Lexington Center

Each summer, the Training Into Practice Project (TIPP) welcomes approximately 400+ participants to the Infant-Toddler Institute at the Lexington Convention Center. The Infant-Toddler Institute is designed to bring families, professionals, and paraprofessionals together to learn about quality services for infants and toddlers with and without special needs. The 3 day program also includes a full day session for Early Care and Education Credentialed trainers on Thursday, July 25 and a Director’s Track for Child Care Directors on Saturday, July 27.

Eight concurrent sessions will be offered at the Institute including, but not limited to these popular topics: Developing Behavioral Teaching Programs for Young Children with Autism, Emotional Health of Young Children and their Caregivers, Assistive Technology, Cultural Diversity, Engaging Fathers, Home Visiting, Developmental Surveillance, Reaching Developmental Milestones through Music, Neurobiology and Brain Development and more! Visit the Infant-Toddler Institute website to view session descriptions and outcomes for each of 57 scheduled sessions.

New for 2013! Sessions will be offered on Saturday that focus on the interests of child care providers and directors. These two hour sessions will address: Literacy Development in Infants & Toddlers, Importance of Play, Outdoor Activities, The Way We Learn & Play: Lesson Planning for Infants, Room Arrangement, Taming that Toddler and more! A special track of sessions for Directors include: Supporting and Observing Staff, Background Checks 101 and How to Determine Professional Development Needs. By hosting these sessions on Saturday, the Institute hopes to draw more child care staff who may not be able to get coverage at their centers Monday-Friday.

David Lawrence of the Children’s Movement of Florida will provide the keynote address. His session, “Early Learning and the Future of our Country” is sure to inspire and empower all who attend.

The Infant-Toddler Institute has been approved by the Cabinet for Health and Family Services. Applications for CEU approval have been submitted to the Boards of Physical Therapy, Occupational Therapy, Social Work, Speech-Language Pathology, Psychology and CDA credits. Eighteen (18) clock hours are available at the Institute upon completion of all three days.

A limited number of family scholarships will be available. For additional information on the scholarship application process contact Connie Coovert at (859)257-6427 or cccoo2@uky.edu.

The Infant-Toddler Institute is jointly sponsored by the Human Development Institute, Cabinet for Health and Family Services, Divisions of Child Care and Public Health, plus Kentucky System to Enhance Early Development (KY SEED). Additional partners include Kentucky Head Start Collaboration Office, Kentucky Division for Early Childhood (KY-DEC), Kentucky Partnership for Families and Children and Prevent Child Abuse Kentucky.

Registration for the Institute is open through July 1. For more information on the Infant-Toddler Institute visit their website at www.kentuckypartnership.org/infanttoddler or contact Christine Hausman, Director, Training Into Practice Project (TIPP) at 859-257-2078 or christine.hausman@uky.edu.
Teaching health and wellness
Peer-to-peer health coaching initiative offers leadership opportunities for individuals

Submitted by Shelley Sellwood-Davis, HDI Graduate Certificate Student

The University of Illinois at Chicago and the University of Kentucky began a project in the fall of 2012 entitled, Peer to Peer Health Messages Project. The project trains people with developmental disabilities to become health coaches (with supports) responsible for the education and dissemination of health messages to other people with developmental disabilities through participation in a 12 week curriculum. The impact of this project was shared by the participants at a conference at the conclusion of the project. The conference was attended by 29 people and 11 provider agencies.

Health coaches reported that they felt an increase in their confidence and, ultimately, pride that they completed teaching the course to their peers. They reported that instructing the class was the first time that they had the opportunity to serve as a teacher and, for some, as a leader. They also reported that the students in the classes felt a sense of pride at completing the coursework, applying the lessons they learned, attending each weekly class, and completing the curriculum. Coaches also noted that the class provided the opportunity to socialize in the community. Weaknesses of the program were discussed, such as difficulties related to participation.

One of the over-arching results that most of the coaches expressed was self-determination. The coaches were asked to decide if they wanted to teach the course and then were responsible for each detail involved in teaching the class. All of these opportunities enabled the coach to make decisions independently. While this project set out to achieve goals in health and wellness, the most common achievement and result was that of increasing self-esteem and self-confidence of the coaches. The importance of this is far-reaching, and does help people with developmental disabilities take one step closer to reaching independent lives.

2013 Burberry Award Winner
Emily Hogston works to create more inclusive positive educational experiences

Each year, the Human Development Institute honors one exemplary student who has demonstrated a strong commitment to people with disabilities and academic excellence. On June 21, 2013, Emily Hogston received the HDI’s Paul Kevin Burberry Award. Her experiences have exemplified her choice in working with individuals with disabilities. As a practicum student, she has been engrossed in the Response to Intervention process. She has worked to create a more inclusive and positive setting for all students within the schools. She has administered small group social skills interventions and helped implement a Girls on the Run program to promote self-esteem for 3rd-5th grade girls with and without disabilities. Emily also served as president of the University of Kentucky chapter of the Student Association of School Psychologists.

Emily’s research assistantship has provided ample experiences for professional development, allowing for her to attend many presentations pertaining to the education of individuals with developmental disabilities. Additionally, as a research assistant for the Supported Higher Education Project, she has been able to work one on one with young adults with developmental disabilities and really understand differing approaches to enhance their strengths to promote learning and advocate for their future in the community. She has provided individualized tutoring and goal setting assistance for several SHEP students, helping them in the endeavors to be successful in postsecondary education. As an example, she has been tutoring one student twice a week for the past two semesters to prepare him for his online coursework through Eastern Kentucky University. The student has received high marks in both of these classes. Emily’s work and progress with this student is nothing less than remarkable. When he first entered SHEP, he was unable to remember even how to turn on the computer. He is now an avid user of PowerPoint, Word and soon he will be learning Excel. He plans on taking a class on BCTC’s Leestown campus the Fall of 2013.

Former SHEP project director, Jeff Bradford, says, “Emily has a passion for helping and empowering others. She is always in a good mood and smiling. Her optimism and work ethic are an inspiration to all those who meet her. I cannot think of a better candidate to honor Kevin Burberry. I met Kevin on several occasions and I think he would be very proud to have his award associated with Emily Hogston.” The Burberry Award Committee congratulates Emily on this achievement amongst a field of truly outstanding nominated students.
(2) Will the CCSS lend themselves to modifications for learning profiles without minimizing expectations?, and (3) How will important access and transition skills be integrated into the teaching schedule? In KY, an additional impact will be felt from the recent passage of KY Senate Bill 43 (2012 KY General Assembly) which provides students who cannot participate in the general assessment with an Alternate High School Diploma in place of a Certificate of Attainment. The ramifications of this change have yet to be felt.

More recently, KY was one of 27 states to receive a Model Comprehensive Transition and Postsecondary Program for Students with Intellectual Disabilities (TPSID) grants in 2010 to create and expand high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities. Through the Supported Higher Education Project (SHEP), Kentucky is working with four different institutes of higher education (IHEs) to develop and implement Comprehensive Transition Programs (CTPs).

It is within this context that Kentucky is implementing its CCR Initiative, the purpose of which is to define and operationalize what CCR means for students with low incidence disabilities. The CCR Initiative will:

- Study how the CCSS impacts the curricular needs of these students and what additional professional development/support teachers may need to implement the Kentucky Core Academic Standards (KCAS)
- Recommend how CCR will be measured
- Collaborate with IHEs to determine how the new Alternate High School Diploma and Comprehensive Transition Programs (CTPs) can increase access to postsecondary education for students with low incidence disabilities
- Collaborate with the Office of Vocational Rehabilitation (OVR) to develop, test, and implement model CCR demonstration sites within each educational cooperative region.

Model CCR sites will build upon existing KDE and OVR collaboration at the local district level to incorporate college readiness within community-based transition. The vision is a curriculum that provides a mix of academic and experiential secondary education that will prepare students for both post-secondary education (e.g., College) and/or employment (e.g., Career). The model will be implemented via Kentucky’s statewide Educational Cooperative network through the involvement and capacity building of the cooperative consultants. Principles of Implementation Science will be utilized to effect systems change.

For more information about the CCR Initiative, contact Jill Griffiths, Project Director at jill.griffiths@uky.edu and/or Beth Harrison, Principal Investigator at b.harrison@uky.edu.

**Autism Case Training**

**A Developmental-Behavioral Pediatrics Curriculum**

**Autism Case Training (ACT): A Developmental-Behavioral Pediatrics Curriculum** is designed to educate healthcare providers on fundamental components of identifying, diagnosing, and managing autism spectrum disorders through real-life scenarios. ACT is endorsed by the American Academy of Pediatrics and the Society of Developmental and Behavioral Pediatrics, and was developed in partnership with the Health Resources and Services Administration, and Maternal and Child Health Bureau.

**July 19, 2013**

**Dr. Scott Tomchek**
Barren River Lake State Resort Park
1149 State Park Rd., Lucas, KY 42156

**July 20, 2013**

**Dr. Myra Beth Bundy**
Eastern Kentucky University
Carl D. Perkins Building, Richmond, KY 40475

Each training session is from 8:00am - 5:00 pm local time. To register, visit [http://louisville.edu/autism](http://louisville.edu/autism).

For questions, email rebecca.grau@louisville.edu.
Hello everyone - here is an update from our CAC! We are moving forward with HDI in implementing our new Kentucky Department of Education College and Career Readiness Project (see page 1). At our recent CAC meeting, it was decided that the CAC would become a sounding board for this new project in giving the project feedback as it moves forward in working with school districts across our state. What a wonderful way for self-advocates and family members to be directly involved in the life of HDI’s work. Also, this project will have a great impact on students using Alternate Assessments to gain access to skills for adult life that lead to college and careers. We will be asking our self-advocates and family members what college and career readiness means to them and what they think should be considered in being college or career ready.

Also, work continues on transportation issues. I participated in a webinar about transportation, where I was able to share the work that our CAC has done in developing an ADA Driver training video that other states may adapt for their own states. Also on the webinar were Rhode Island’s UCEDD folks who work with Easter Seals, Rhode Island’s local transportation provider and advocates, as well as myself and Dawn Olson from the AUCD Council on Community Advocacy (COCA), our national network of Consumer Advisory Councils. We shared ideas on how to improve the provision of transportation and on the continuing blog that COCA is conducting to collect stories on para-transit use to create a universal ID card for para-transit eligibility nationwide.

Work is also continuing to pass the CRPD Convention on the Rights of Persons with Disabilities International Treaty, so America has a seat at the table on International Disability rights, in hope that the US Senate will ratify it this time around. Our next meeting will be our Joint Developmental Disabilities Network meeting to be held on August 9th at the Embassy Suites with all three Councils: HDI, our state DD Council, and Protection & Advocacy’s Developmental Disabilities Advisory Board all present.

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**Human Development Institute**

**Fall 2013 Seminar Series**

*Unless otherwise noted, all seminars will be held from 1:00pm - 3:00pm at the HDI Coldstream training room located at 1525 Bull Lea Rd. in Lexington and will be teleconferenced to other approved sites. For more information, updates, or to register, visit [www.hdi.uky.edu](http://www.hdi.uky.edu).*

**September 20, 2013**

**Social-Emotional Health and Self-Regulation Strategies for Young Children**

*This seminar includes a foundational introduction to children’s social-emotional development with practical suggestions for assisting the development of self-regulation for young children aged birth to five years.*

**October 18, 2013**

**Updates to Universal Applications for the iPhone and iPad for Persons with Communication Disorders and Developmental Disabilities**

*Participants will learn about the use of IOS technology (iPad, iPhone) for persons with disabilities.*

**November 15, 2013**

**What Good Transition Planning Looks Like: Empowering Parents and Professionals with Evidence-Based Practice Information**

*Participants will learn about proven strategies that help students with significant intellectual disabilities successfully transition from high school to the post-school outcomes they choose.*
The Human Development Institute (HDI), a University Center for Excellence in Developmental Disabilities Education, Research and Service, is about people and the belief that we all deserve the opportunity to be valued, active members of our communities. The Institute's mission is to promote the independence, productivity, and integration of people with disabilities and their families throughout the life span.

HDI is a unit of the Office of the Vice President for Research at the University of Kentucky and part of a nationwide network of University Centers for Excellence. The Centers were established by federal legislation to promote team-based approaches to providing services for individuals with disabilities and their families.

The Institute operates projects in areas such as:

- Technology development and training
- Early identification of children at risk of disabilities
- Promotion and development of school programs that meet the needs of all children in primary through secondary levels
- Employment and living opportunities for individuals with disabilities
- Life-span educational opportunities for individuals with disabilities
- Personal futures planning to identify individual interests and goals for individuals with disabilities
- Training programs to improve the provision of human services for individuals with disabilities and their families.