



THE UNIVERSITY OF  
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# University of Memphis Institute on Disability

## Perspectives on Inclusion



### ❖ *Career Development & Transition Programs & Research.*

- Inclusive Higher Education Programs Nationally
- TigerLIFE at the University of Memphis – Inclusive Higher Education Program (IHE) – Hybrid
- Systems Approach to Placement (SAP)
- Developing partnerships with Vocational Rehabilitation (VR) Counselors and IHE

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## Perspectives on Inclusion

### ❖ *Career Development & Transition Programs & Research.*

#### ➤ Inclusive Higher Education Programs Nationally

#### 1998 – 2020 Snapshot

1998

- ❖ No Legislative support few Programs.
- ❖ No funding.
- ❖ Little research.
- ❖ No data

2023

Federal Legislation:

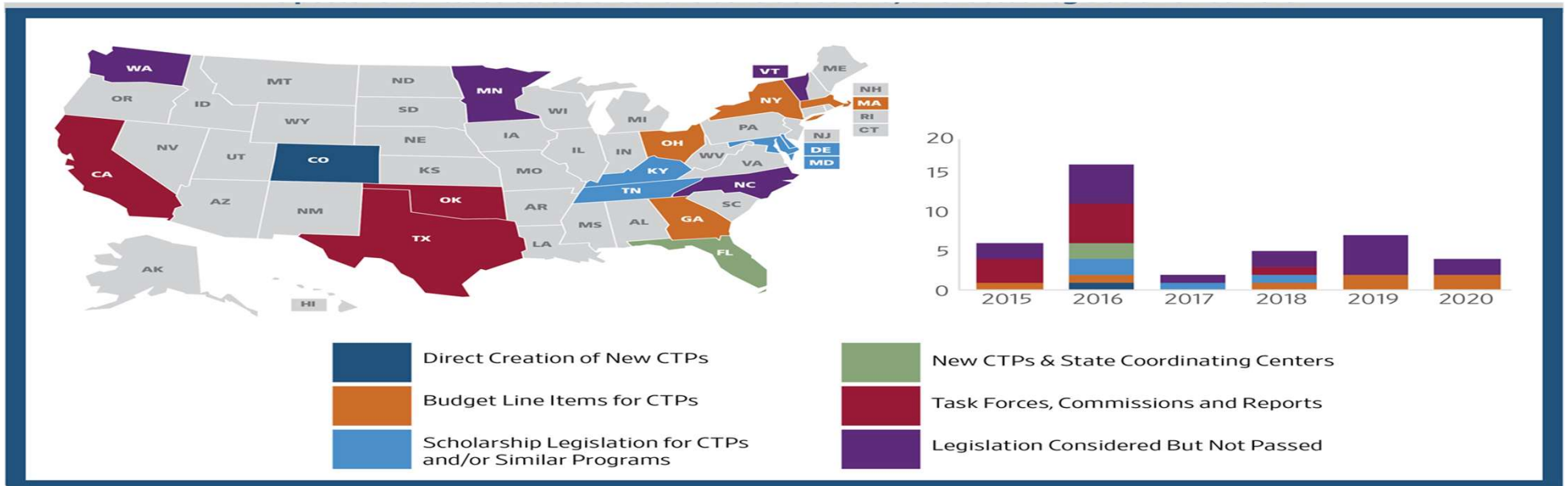
- ❖ 300+ IHE Programs
- ❖ 40 Million+ in funding.
- ❖ Growing Research base

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### National Comprehensive Transition Programs



The higher Education Act has made it possible for eligible students with intellectual disabilities to receive federal financial aid when they are attending an approved Comprehensive Transition and Postsecondary Program or CTP ~ IHE



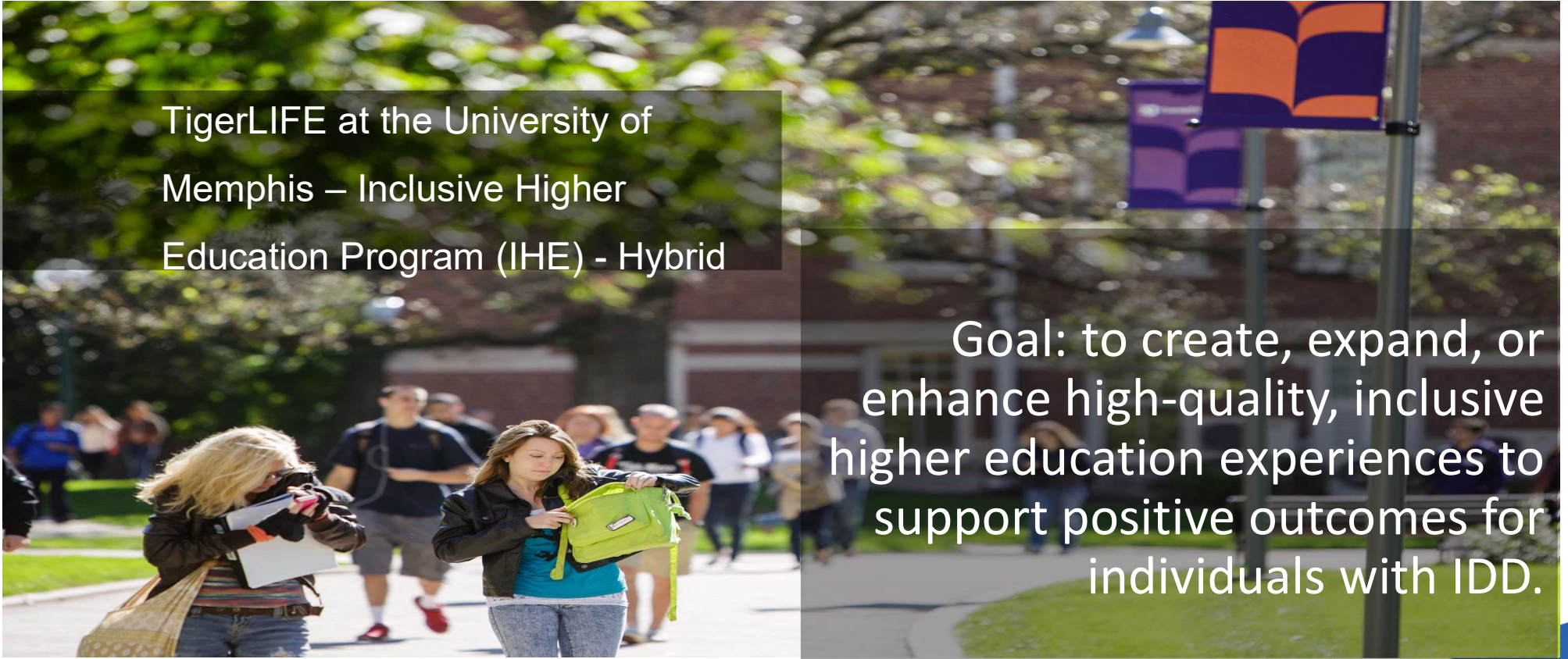
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## Perspectives on Inclusion



TigerLIFE at the University of  
Memphis – Inclusive Higher  
Education Program (IHE) - Hybrid

Goal: to create, expand, or  
enhance high-quality, inclusive  
higher education experiences to  
support positive outcomes for  
individuals with IDD.



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### *Career Development & Transition Programs*

- The University of Memphis offers TigerLIFE, an innovative and open post-secondary education program.
- Students with intellectual and developmental disabilities get the chance to experience college life and pick up valuable skills to help them in the future with their careers and personal development.
- The program offers individualized academic and career assistance while emphasizing the promotion of independence, self-advocacy, and social integration.
- TigerLIFE students attend classes like regular university students, participate in extracurricular activities, and work with professors and staff as mentors.
- The program has a proven track record of success and has assisted numerous students in realizing their potential and achieving their objectives.

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## Perspectives on Inclusion

### *Career Development & Transition Programs*



### **TigerLIFE Transition Programs**



- Workforce assessment, training, and career exploration
- 60 hours (4 semesters)
- Completion Certificate (non-degree program)
- Classroom, campus, community, audit U of M classes
- University activities and events
- On-campus internships
- Community-based externships
- Post-program job placement services



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### Benefits of Learning in Career Development and Transition Programs

- Academic / Intellectual Development
- Traditional College Experiences
- Independent Living Skills
- On-campus Internship
- Community-based Externship Opportunities
- Sustainable Employment
- Computer literacy
- Advocate for self
- Independence





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## Perspectives on Inclusion *Career Development & Transition Programs*



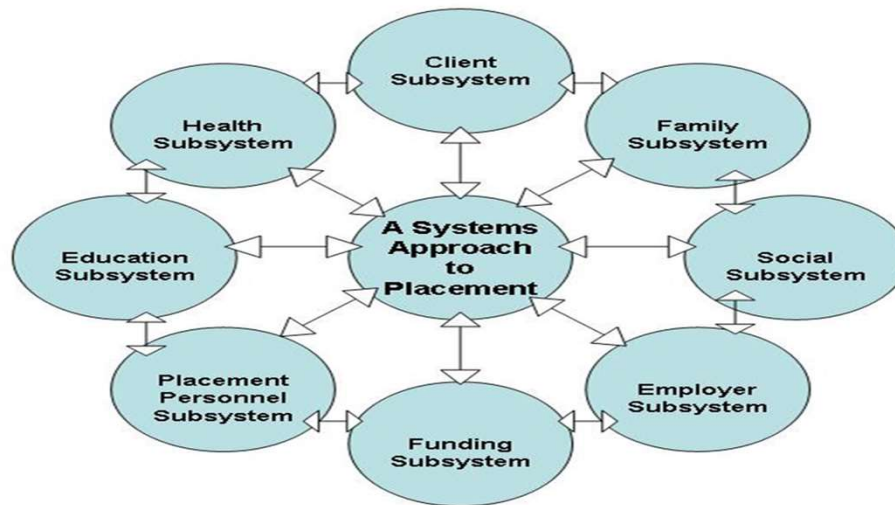
- IHEs provide education and career skill development opportunities to students.
- Vocational Rehabilitation Services for Career Development
- IHEs promote research and innovation.
- Contribute to economic growth and development.
- Offer a diverse range of courses and programs.
- Resources and support to students, including career services and counseling.



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## Perspectives on Inclusion

### *Use of Systems Approach to Placement*



A systems approach to placement (SAP) is a *diagnostic* and *therapeutic* framework.

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### *Use of Systems Approach to Placement*

- ❖ It incorporates systems theory and human, organizational, and socio-environmental factors for the long-term career development of persons with disabilities.
- ❖ The SAP identifies the placement process as a system, i.e., a dynamic network of interconnecting elements, with two parts:
  - *Internal System*, which is comprised of the interactional subsystems/patterns of the placement process, i.e., client preparation for the world of work, counselors' qualifications and competence, resources, and reputation of the agency in placement.
  - *External System* that contains in its environment the labor market, dynamics of labor unions, global economy, and geographical location of available jobs.

The concept of placement is divided into eight subsystems: client, health, education, family, social, employer, placement personnel, and funding.

Source: Kundu, Dutta, & Chan, 2010; Kundu, Dutta, & Schiro-Geist, 2005

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### *Use of Systems Approach to Placement*

- ❖ *Client subsystem* consists of variables related to the manner in which a person with a disability relates to the internal (e.g., interest, aptitude, motivation, etc.) factors and external (e.g., transportation, child care, etc.) environment.
- ❖ *Health subsystem* contains factors relating of a client's general health and assessment of his/her disabling condition(s).
- ❖ *Education subsystem* includes both formal and informal training (e.g., traditional art and crafts, etc.) and skills enhancement (e.g., job shadowing, on-the-job training, etc.) opportunities for the client.
- ❖ *Family subsystem* encompasses client's and family's adjustment to disability and patterns of their interaction.

Source: Kundu, Dutta, & Chan, 2010; Kundu, Dutta, & Schiro-Geist, 2005



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### *Use of Systems Approach to Placement*

- ❖ ***Social subsystem*** focuses on the impact of culture, ethnicity, language, religious and social barriers or facilitators external to the family.
- ❖ ***Employer subsystem*** consists of organizational factors, labor market forces (e.g., globalization), impact of labor unions, and physical and attitudinal ambiance (e.g., accessibility) of the workplace.
- ❖ ***Placement personnel subsystem*** consists of variables related to the professionals who do job placement (e.g., professional training of rehabilitation counselors and agency resources/policies).
- ❖ ***Funding subsystem*** consists of sources of financial aid (e.g., PELL grant, vocational/tribal rehabilitation, SSI, and SSDI) that assists a client in receiving needed services leading to employment and independence

❖ Source: Kundu, Dutta, & Chan, 2010; Kundu, Dutta, & Schiro-Geist, 2005



VISIONS

FOR THE FUTURE

Vocational Rehabilitation & Career Development  
& IHE Programs

# University of Memphis Institute on Disability

## Perspectives on Inclusion



Developing partnerships with Vocational Rehabilitation (VR) Counselors and IHE

### ❖ Develop Better Understanding for Rehabilitation Counselors in TN

Keys to success:

- Open and regular communication
- Collaborative planning
- Active participation

***VR must be an active partner when a customer is attending an IHE program. VR is not just a funding source.***



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Developing partnerships with Vocational Rehabilitation (VR) Counselors and IHE



### Better Joint Goal Planning

- ❖ If an IPE has already been written, share this with the IHE program
- ❖ If an IPE has not been completed, work with the IHE program to ensure goals are the same



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### Understand Progress Reports

Throughout the year, the Counselor should be involved in the student's progress.

They should know:

- ❖ Concerns about the student's progress (Behavioral concerns)
- ❖ Updates to their employment goal, including additional services that may be needed



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Developing partnerships with Vocational Rehabilitation (VR) Counselors and IHE

### Better Referral Process

- ❖ The IHE program will assist with a referral to VR. Program staff will reach out to the point of contact for that region.
- ❖ If the individual already has an open VR case and would like to attend an IHE program, the Counselor will make contact with IHE staff.



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### Better Referral Process

- ❖ VR Counselor should refer the client is a good candidate for acceptance into the IHE
  - If the Counselor is unknown, the program staff will notify the Regional Supervisor.
  - The referral will then come from the proper Counselor to assist with the transition into the IHE program.



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Developing partnerships with Vocational Rehabilitation (VR) Counselors and IHE

Better Communication

Engagement of VR from the beginning is important  
College Interview/Preview Days

- ❖ IHE staff will invite VR Counselors to interview days
- ❖ If Counselor is unknown, they will reach out to the Regional Supervisor



***VR must be an active partner when a customer is attending an IHE program. VR is not just a funding source.***





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# Thank you

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Key contributor



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