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Think, Hear, See, Believe... College: Developing Protocol with Young Advocates to Prepare and Disseminate Accessible and Usable Information

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INTRODUCTION

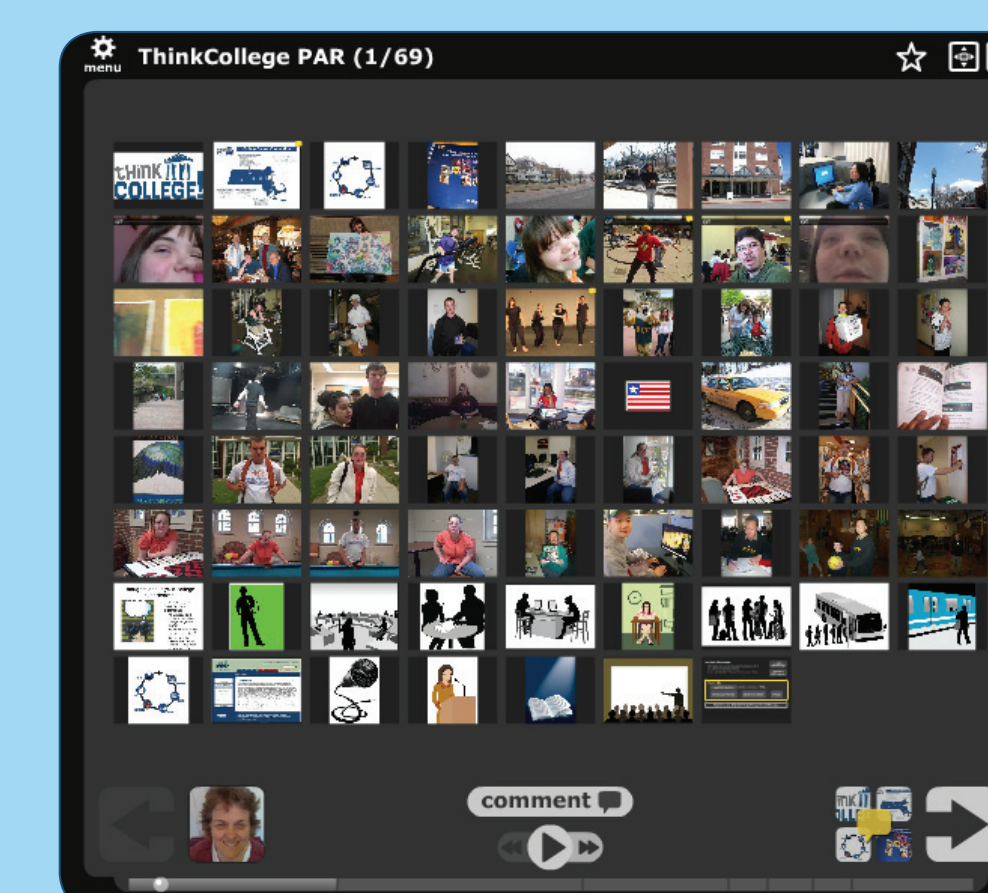
The Consortium for Postsecondary Education for Individuals with Developmental Disabilities is committed to engaging students with IDD in all inclusive research, training and technical assistance, and dissemination activities. Fulfilling this commitment has meant exploring accessible formats and appropriate content with and for students with IDD so they can actively participate in Think College research, website development, writing, discussions and advocacy.



Students present at state and local conferences about the impact college is having on their lives



Student participation in Participatory Action Research for Think College



RESEARCH QUESTIONS

The following research questions guided three separate research projects with secondary and postsecondary students with IDD:

- (1) How do students with IDD use digital media tools to engage in research? (Participatory Action Research)
- (2) Which features of print and web-based resources do students with IDD identify as being the most accessible, engaging, and important? (Accessible and Usable Information research)
- (3) What recommendations do students with IDD have to improve the Think College database? (Usable Database Redesign research)



Students co-author Think College briefs



SPEAKING AT CONFERENCES



DOING RESEARCH



DESIGNING WEBSITE



ADVISING OTHERS



CREATING VIDEOS



College students with ID compare notes with each other about their college experiences



Students create videos about college



Students advise Think College staff on website as well as contribute their own content



Students provide testimony to Massachusetts legislators in support of the Inclusive Concurrent Enrollment initiative



EMERGING PROTOCOL

As a result of research done by Think College and other researchers, a protocol for promoting student engagement in all aspects of the work is emerging. Recommendations include:

- (1) Facilitate PAR with digital media tools to promote accessible & inclusive research
- (2) Use plain, direct, accessible language
- (3) Create websites with graphics to direct navigation
- (4) Develop materials that promotes readers to engage in content
- (5) Integrate student-developed content as much as possible
- (6) Use short video clips to explain college
- (7) Lay out work simply
- (8) Select some key images to use in training materials
- (9) Identify student advisors for feedback & edits on all student-related content
- (10) Plan 3-5 meetings with students to prepare presentations, testimonies
- (11) Give students multiple opportunities to rehearse public presentations
- (12) Rehearse Q & A opportunities that may follow presentations

CONTACT INFORMATION

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