Post Secondary Readiness Rubric and Emotional Well Being as an Indicator of College Success

Nicole DeFlorio
NicoleD@pbsfa.org

Kerry McKenna
K3Transition@gmail.com
Who and Why?

• Developed by a team including college disability services reps, regional transition staff and school counselors to address:
  • Why do some kids “make it” and others fail?
  • What student qualities make for strong and successful transitions?
Activity 1

• Identify what is measured for college acceptance. (3 minutes)
What does the research tell us?

- People with disabilities complete college at a statistically significant lower rate than people without disabilities and those who do complete college have a persistently lower rate of employment irrespective of the level of degree attainment (Associates, BA, +) (Bureau of Labor Statistics, 2012)
In 2014, Sen. Tom Harkin (D-Iowa), who chairs the Senate Health, Education, Labor and Pensions Committee stated:

- “more than 80 percent of high school students with disabilities list post-secondary education as a goal, but only 60 percent of them enroll, compared to 67 percent of their peers. Fewer students with disabilities complete college once they start — 41 percent compared to 52 percent of the general population.”
What else did the research tell us?

- The key factors helpful to college completion identified by participants in one study include access to a mentoring relationship while at college, perseverance and determination, a positive attitude in addition to work experience, and legally mandated accommodations.

  (Disability and Work; Sept. 2012; Barber)
Skill Ranking Activity

Think:

- What leads to success?
- Order of importance...

★★ 3 Minutes
★★ Report out
Ranking of Skills for Postsecondary Success

• Self-Awareness
• Resiliency
• Connections
• Social Skills – Personal
• Social Skills- Academic

• Motivation
• Study Skills: Acquiring & Manipulating Information
• Study Skills: Using & Producing Information
• Literacy
• Students’ knowledge of their place in a legal framework
How did we get here?

3 main influences put us on this track

1. PSRR v3 feedback from users and feedback from those we presented to
2. Presentation for parents about Mental Health Supports for the College Bound Student
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Once we started getting focused discussion on Emotional Well Being we surveyed college disability support counselors and asked them one question:

- Based on your experience and the culture of your campus what are the top 3 indicators of emotional well being that communicate to you that a student will do fine academically, socially and emotionally (they will make it despite the challenges).
**Survey Responses**

- Resilience
- Using resources
- Getting to class
- Executive function
- Friends, relationships
- Self advocacy
Solid Indicator

Based on a Review of research, discussions with MH professionals and college staff, emotional well-being (EWB) is a solid indicator of success in college.
Some Research

National Institute for Health and Care Excellence (NICE, UK)

- Social and emotional wellbeing creates the foundations for healthy behaviours and educational attainment. It also helps prevent behavioural problems (including substance misuse) and mental health problems.

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What does EWB look like?

There is no sole determinant of individual well-being, but in general, well-being is dependent upon **good health, positive social relationships, and availability and access to basic resources** (e.g., shelter, income).  
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Broadly, social and emotional wellbeing refers to the way a person thinks and feels about themselves and others. It includes being able to adapt and deal with daily challenges (resilience and coping skills) while leading a fulfilling life.

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Focusing on EWB: Impact on transition Planning

• Focus on **success in college**, not admission

• Use of tools that measure EWB can put a sharper focus on setting non-academic goals that support EWB, connection to supports that foster EWB and **remind us again that transition planning is not just a “school” thing. Everyone in that student’s life can play a role**

• These skills are critical in **all environments**, not just college.
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- A tool that school personnel, families and students could use to help clarify “where a student was at” in skill areas that have been identified as key for success in either a 2 or 4 year college setting (applies to the workplace too).

We used a rubric structure because:
- The numbers and clear language identifies areas to focus on; helps to target interventions (where to target resources)
- Stimulates discussion
Resiliency: noun: ability to recover readily from illness, depression, adversity, or the like

**Indicators**

Positive coping skills: manage stress
Talks to others when experiencing difficulties
Accepts positive guidance from others
Has a routine/method to address stress and anxiety
Plans ahead and makes choices
Ability to function independently from parents
Ability to manage negative outcomes and experiences effectively

**Rating Scale**

1. Student requires consistent external support to perform these indicators (totally dependent upon others)
2. Student requires direction and guidance to perform these indicators (outside support is necessary for success)
3. Student may require advice or direction occasionally to perform these indicators (self management is primary)
4. Student’s abilities in this area are a role model for others

Resiliency Rating: 1 2 3 4
Profile Sheet

Chart your profile. Indicate the rating for each category and connect the dots

4

3

2

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Please note:

- It is not expected that any student would rate 4 in every category. A “wavy” line would be what is expected.

- Students whose skill set is in the 3, 4 range would seem to be very well prepared to attend college and have an increased probability to graduate college. Dips into the 1, 2 range will identify skills that require focused attention. If the dip is due to a disability, it indicates the area(s) where supports and accommodations will need to be focused.

Students whose profile stays primarily in the 1, 2 range should talk with their parents and guidance counselor about strategies to improve their skill set and alternate paths to achieve their goals.
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- Provide positive reinforcement for strong skill areas
- Identify areas for improvement, use next level up to identify appropriate goals
- Can be used to promote positive, directed communication with families and students
- Help to increase self-awareness
Using the PSRR as a Transition Planning Tool

• Have the student assess themselves
• Have a parent complete a PSRR (If possible, ask a school staff to complete)
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• Suggested time: beginning and end of Junior year
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- Openness to emotional experience
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Self-Awareness  Social Skills: Personal  Social Skills: Academic  Motivation  Resiliency  Connections  Study Skills: Acquiring and manipulating information  Study Skills: Using and producing information  Literacy  Documentation of disability and support needs  Student's knowledge of their place in a legal framework

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- Order of importance...

★ 3 Minutes
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**Resiliency: noun: ability to recover readily from illness, depression, adversity, or the like**

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**Resiliency Rating: 1 2 3 4**
Profile Sheet

Chart your profile. Indicate the rating for each category and connect the dots

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Please note:

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Think:

- What leads to success?
- Order of importance...

★ 3 Minutes
★ Report out
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- Self-Awareness
- Resiliency
- Connections
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**Resiliency Rating:** 1 2 3 4
Profile Sheet

Chart your profile. Indicate the rating for each category and connect the dots

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| Self-Awareness | Social Skills: Personal | Social Skills: Academic | Motivation | Resiliency | Connections | Study Skills: Acquiring and manipulating information | Study Skills: Using and producing information | Literacy | Documentation of disability and support needs | Student’s knowledge of their place in a legal framework |

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Think:

- What leads to success?
- Order of importance...

★ 3 Minutes
★ Report out
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- Self-Awareness
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Skill Ranking Activity

Think:

- What leads to success?
- Order of importance...

★ 3 Minutes
★ Report out
# Ranking of Skills for Postsecondary Success

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Resiliency Rating: 1 2 3 4
Profile Sheet

Chart your profile. Indicate the rating for each category and connect the dots

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• Developed by a team including college disability services reps, regional transition staff and school counselors to address:
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Activity 1

- Identify what is measured for college acceptance. (3 minutes)
What does the research tell us?

- People with disabilities complete college at a statistically significant lower rate than people without disabilities and those who do complete college have a persistently lower rate of employment irrespective of the level of degree attainment (Associates, BA, +) (Bureau of Labor Statistics, 2012)
In 2014, Sen. Tom Harkin (D-Iowa), who chairs the Senate Health, Education, Labor and Pensions Committee stated:

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What else did the research tell us?

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  (Disability and Work; Sept. 2012; Barber)
Skill Ranking Activity

Think:

- What leads to success?
- Order of importance...

★ 3 Minutes
★ Report out
Ranking of Skills for Postsecondary Success

- Self-Awareness
- Resiliency
- Connections
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Survey

Once we started getting focused discussion on Emotional Well Being we surveyed college disability support counselors and asked them one question:

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- Resilience
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**Resiliency Rating:** 1  2  3  4
Profile Sheet

Chart your profile. Indicate the rating for each category and connect the dots

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Think:

- What leads to success?
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★ 3 Minutes
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- Self-Awareness
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**Resiliency Rating**: 1 2 3 4

- **1**: Student requires consistent external support to perform these indicators (totally dependent upon others)
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Profile Sheet

Chart your profile. Indicate the rating for each category and connect the dots

4

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Self - Awareness  Social Skills: Personal  Social Skills: Academic  Motivation  Resiliency  Connections  Study Skills: Acquiring and manipulating information  Study Skills: Using and producing Information  Literacy  Documentation of disability and support needs  Student’s knowledge of their place in a legal framework

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• Identify what is measured for college acceptance. (3 minutes)
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Skill Ranking Activity

Think:

- What leads to success?
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★ 3 Minutes
★ Report out
Ranking of Skills for Postsecondary Success

- Self-Awareness
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- Connections
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- Meaning & purpose in life
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Resiliency Rating: 1 2 3 4
Profile Sheet

Chart your profile. Indicate the rating for each category and connect the dots

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| Self-Awareness | Social Skills: Personal | Social Skills: Academic | Motivation | Resiliency | Connections | Study Skills: Acquiring and manipulating information | Study Skills: Using and producing information | Literacy | Documentation of disability and support needs | Student’s knowledge of their place in a legal framework |

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Skill Ranking Activity

Think:

● What leads to success?
● Order of importance...

★ 3 Minutes
★ Report out
Ranking of Skills for Postsecondary Success

- Self-Awareness
- Resiliency
- Connections
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- Motivation
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Chart your profile. Indicate the rating for each category and connect the dots

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Please note:

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- What leads to success?
- Order of importance...

★ 3 Minutes
★ Report out
Ranking of Skills for Postsecondary Success

- Self-Awareness
- Resiliency
- Connections
- Social Skills – Personal
- Social Skills – Academic
- Motivation
- Study Skills: Acquiring & Manipulating Information
- Study Skills: Using & Producing Information
- Literacy
- Students’ knowledge of their place in a legal framework
How did we get here?

3 main influences put us on this track

1. PSRR v3 feedback from users and feedback from those we presented to
2. Presentation for parents about Mental Health Supports for the College Bound Student
3. Survey of college disability support coordinators
Survey

Once we started getting focused discussion on Emotional Well Being we surveyed college disability support counselors and asked them one question:

- Based on your experience and the culture of your campus what are the top 3 indicators of emotional well being that communicate to you that a student will do fine academically, socially and emotionally (they will make it despite the challenges).
Survey Responses

- Resilience
- Using resources
- Getting to class
- Executive function
- Friends, relationships
- Self advocacy
Solid Indicator

Based on a Review of research, discussions with MH professionals and college staff, emotional well-being (EWB) is a solid indicator of success in college.
Some Research

National Institute for Health and Care Excellence (NICE, UK)

• Social and emotional wellbeing creates the foundations for healthy behaviours and educational attainment. It also helps prevent behavioural problems (including substance misuse) and mental health problems.

*Social and Emotional Wellbeing for Children and Young People, NICE, Sept 2013*
What does EWB look like?

There is no sole determinant of individual well-being, but in general, well-being is dependent upon good health, positive social relationships, and availability and access to basic resources (e.g., shelter, income).  

CDC, Nov. 2000
What Does EWB Look Like?

Broadly, social and emotional wellbeing refers to the way a person thinks and feels about themselves and others. It includes being able to adapt and deal with daily challenges (resilience and coping skills) while leading a fulfilling life.

Australian Institute of Health and Welfare 2012
Emotional Wellbeing

- Meaning & purpose in life
- Happiness & Joy
- Lower levels of stress & anxiety
- Ability to grow & learn from trauma & adversity
- Openness to emotional experience
- Clear values & strong character
- Positive & long-lasting relationships
- Optimism
- Low levels of defensiveness
- Playing to ones strengths
- Self-esteem
- Self-realization
- Autonomy, mastery, & competence
- Passionate engagement
- Lack of depression
Focusing on EWB: Impact on transition Planning

• Focus on **success in college**, not admission

• Use of tools that measure EWB can put a sharper focus on setting non-academic goals that support EWB, connection to supports that foster EWB and **remind us again that transition planning is not just a “school” thing. Everyone in that student’s life can play a role**

• These skills are critical in **all environments**, not just college.
Resources for Measuring EWB

Social-Emotional Learning Assessment Measures for Middle School Youth
Social Development Research Group, University of Washington: Commissioned by the Raikes Foundation
Kevin Haggerty, MSW
Jenna Elgin, M.Ed.
Andrew Wooley

http://www.searchinstitute.org/sites/default/files/a/DA P-Raikes-Foundation-Review.pdf
Resources for Measuring EWB

Center for Disease Control

CDC HRQOL-14 “Healthy Days Measure

https://www.cdc.gov/hrqol/hrqol14_measure.htm
What is the PSRR and what does it measure?

- A tool that school personnel, families and students could use to help clarify “where a student was at” in skill areas that have been identified as key for success in either a 2 or 4 year college setting (applies to the workplace too).

We used a rubric structure because:

- The numbers and clear language identifies areas to focus on; helps to target interventions (where to target resources)
- Stimulates discussion
Resiliency: noun: ability to recover readily from illness, depression, adversity, or the like

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<tr>
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Resiliency Rating: 1 2 3 4
Chart your profile. Indicate the rating for each category and connect the dots

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Self-Awareness | Social Skills: Personal | Social Skills: Academic | Motivation | Resiliency | Connections | Study Skills: Acquiring and manipulating information | Study Skills: Using and producing information | Literacy | Documentation of disability and support needs | Student’s knowledge of their place in a legal framework |

Please note:

- It is not expected that any student would rate 4 in every category. A “wavy” line would be what is expected.

- Students whose skill set is in the 3, 4 range would seem to be very well prepared to attend college and have an increased probability to graduate college. Dips into the 1, 2 range will identify skills that require focused attention. If the dip is due to a disability, it indicates the area(s) where supports and accommodations will need to be focused.

Students whose profile stays primarily in the 1, 2 range should talk with their parents and guidance counselor about strategies to improve their skill set and alternate paths to achieve their goals.
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Interpreting the Profile Sheet

- It is expected that students will have strengths and weaknesses
- Help to identify current skills
- Provide positive reinforcement for strong skill areas
- Identify areas for improvement, use next level up to identify appropriate goals
- Can be used to promote positive, directed communication with families and students
- Help to increase self-awareness
Using the PSRR as a Transition Planning Tool

- Have the student assess themselves
- Have a parent complete a PSRR (If possible, ask a school staff to complete)
- Incorporate information in the student’s IEP
- Suggested time: beginning and end of Junior year
  - May want to also complete during sophomore year
Activity

PSRR Rating Pages and Discussion
How to Access the Latest Version of the PSRR

To download the latest version of the Post Secondary Readiness Rubric send an email to:

postsecondaryrubric@gmail.com

Enter Rubric in the Subject line.

You will be sent the link to download the rubric and related documents.
Contacts

Nicole DeFlorio
Palm Beach School for Autism
NicoleD@pbsfa.org

Kerry McKenna
K3 transition resources LLC
k3transition@gmail.com
Post Secondary Readiness Rubric and Emotional Well Being as an Indicator of College Success

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Who and Why?

- Developed by a team including college disability services reps, regional transition staff and school counselors to address:
  - Why do some kids “make it” and others fail?
  - What student qualities make for strong and successful transitions?
Activity 1

- Identify what is measured for college acceptance. (3 minutes)
What does the research tell us?

- People with disabilities complete college at a statistically significant lower rate than people without disabilities and those who do complete college have a persistently lower rate of employment irrespective of the level of degree attainment (Associates, BA, +) (Bureau of Labor Statistics, 2012)
In 2014, Sen. Tom Harkin (D-Iowa), who chairs the Senate Health, Education, Labor and Pensions Committee stated:

- “more than 80 percent of high school students with disabilities list post-secondary education as a goal, but only 60 percent of them enroll, compared to 67 percent of their peers. Fewer students with disabilities complete college once they start — 41 percent compared to 52 percent of the general population.”
What else did the research tell us?

- The key factors helpful to college completion identified by participants in one study include **access to a mentoring relationship** while at college, **perseverance and determination**, a **positive attitude** in addition to **work experience**, and legally mandated accommodations.

  (Disability and Work; Sept. 2012; Barber)
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- Plans ahead and makes choices
- Ability to function independently from parents
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**Rating Scale**

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<td>1</td>
<td>Student requires consistent external support to perform these indicators (totally dependent upon others)</td>
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<td>Student requires direction and guidance to perform these indicators (outside support is necessary for success)</td>
</tr>
<tr>
<td>3</td>
<td>Student may require advice or direction occasionally to perform these indicators (self management is primary)</td>
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<td>Student’s abilities in this area are a role model for others</td>
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