



LTLDCOLLEGE PLANNING & TRANSITION CONFERENCE 2022

2022 Post-Secondary Transition Planning Institute for Transition Professionals (Virtual via Zoom+Vimeo)

Monday, September 26, 2022 – Friday, September 30, 2022

2022 Post-Secondary Planning & Transition Conference for Neurodivergent Youth and Young Adults (Live/In-Person and Select Sessions Livestreamed)

Saturday, October 1, 2022
Los Angeles Trade Technical College

**Conference and Institute Theme: Community Building and Activism to Strengthen Self-Determination:
Closing Equity, Opportunity, and Achievement Gaps for Neurodivergent Youth and Young Adults**

Conference Planning Committee

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Those of us working to advance social justice and equity for neurodivergent youth and young adults often consider what 'inclusive' educational settings and workplaces should look like. Understanding, honoring, and celebrating the lived experiences of neurodivergent individuals are important first steps in addressing the very real barriers that make it difficult for these learners to access experiences and opportunities that would improve post-secondary outcomes and create the conditions for the attainment of autonomy, competence, and relatedness which are so important to creating a life defined by self-sufficiency and independence.

– KD Harris, Co-Founder & Executive Director, Let's Talk LD

In 2004, the **Institute for Higher Education Policy** concluded:

The inclusion of students with disabilities in elementary and secondary education has not automatically transferred to their inclusion in higher education. However, the inclusion of these students in elementary and secondary education has created three strong forces to include these students in higher education as well.

- *First, inclusion of students with dis/abilities in elementary and secondary education is a clear precedent that creates an obvious expectation that they will be included at the next level of education.*
- *Second, in 1990, IDEA was amended explicitly to require that students with dis/abilities are provided with transition services to lead them to life beyond secondary school including higher education, independent living, and employment.*
- *Third, the inclusion of students with dis/abilities in elementary and secondary education has resulted in growing numbers of these students who have the appropriate secondary school diplomas and academic preparation to qualify for higher education* [Retrieved from [*Higher Education Opportunities for Students with Disabilities: a Primer for Policymakers*](#)].

However, according to the **National Center for Learning Disabilities** "[*Transitioning to Life After High School*](#)" Report (2017),

- Less than half of students 17 or older (41%) with SLD reported playing "at least an equal part" in developing goals for their transition plan and/or IEP
- 29% had not met with school staff to develop a transition plan
- About half (55%) had IEPs that identified the need for postsecondary education accommodations
- 45% of parents of students with all types of disabilities reported that most goal-setting decisions were made by school staff
- Of the 1 in 9 undergraduates (11.1%) who disclosed any kind of disability to their college in 2011-2012, only 1 in 20 (4.8%) reported having learning disabilities even though it is the largest disability category for K-12 students

Further, according to the **American Psychological Association's [Factsheet on Disability & Socioeconomic Status](#)** (2010),

Although the Americans with Disabilities Act assures equal opportunities in education and employment for people with disabilities and prohibits discrimination on the basis of disability, people with disabilities remain overrepresented among America's poor and undereducated. The **U.S. Department of Labor's** (2021) Office of Disability Employment Policy reflects that the labor force participation rate for people with disabilities (including physical, intellectual, and developmental, sensory, and other disability categories) aged 16 and over is 19.1 percent as compared to 63.7 percent for people without disabilities of the same age. Disabilities among children and adults may affect the socioeconomic standing of entire families. In 2015, 38,601,898 people in the United States had a disability (U.S. Census Bureau, 2015).

We must consider how to develop meaningful and impactful post-secondary planning and transition "best practices" for neurodivergent youth and young adults. It is only then that we can re-imagine the system in a way that allows us to fully appreciate the complexities of our challenge and, in a meaningful way, finally address the systemic inequities that have undermined efforts to advance social justice and educational equity for ALL people who are neurodiverse.

This year's Let's Talk LD **2022 Post-Secondary Planning & Transition Conference for Neurodivergent Youth and Young Adults** seeks to raise awareness about how to implement best practices that are designed to mitigate the barriers to postsecondary success. We have challenged our speakers and attendees to consider with great seriousness the kind of consciousness-raising and activism that must occur, both within and outside of the neurodiverse ecosystem, to create actionable means of addressing the complex issues faced by neurodivergent youth and young adults as they journey from college student access to college student success, from employment opportunity to career success, and to productive civic engagement.

As stakeholders in the Special Education ecosystem, we must engage in critical self-reflection and consider the role that we play in impeding the advancement of youth and young adults who are neurodiverse. If we are to fully consider the impact of these inequities, we must also consider how we might work collaboratively to identify and remedy educational and social injustices that undermine post-secondary success for neurodivergent youth and young adults.

About the Let's Talk LD 2022 Institute for Post-Secondary Transition Professionals and the Post-Secondary Planning & Transition Conference for Neurodivergent Youth and Young Adults

General Information and Policies

- On Monday, September 26, 2022 we will convene our **Virtual Post-Secondary Transition Planning Institute for Transition Professionals** which will run through Friday, September 30, 2022 via Vimeo + Zoom Livestream. A **Speakers' Virtual Reception**, to include the Beacon Award Ceremony, will occur on Friday, September 30, 2022 between 5:30 p.m. and 7:00 p.m. On Saturday, October 1, 2022 our all-attendee in-person full-day conference will convene at 8:00 a.m. Pacific at Los Angeles Trade Technical College, located at 400 W. Washington Blvd, Los Angeles, CA 90015. Select sessions of the conference will also be live-streamed.
- The **2022 full-day Post-Secondary Planning and Transition Conference** is a one-day Conference with a full day of programming designed for individuals who have been diagnosed with AD/HD, Autism Spectrum Disorder, and/or a Specific Learning Disability
- Information about the conference can be found [here](#).
- Our **Post-Secondary Planning and Transition Conference for Neurodivergent Youth and Young Adults** is one of only a few full-day college conferences in the nation that is designed and produced specifically for neurodivergent youth and young adults who are beginning or in the middle of their post-secondary transition planning journey. The conference also features programming specifically for the family members, allies, and transition professionals who support neurodivergent youth and young adults.

During this year's Conference, topics and discussions may include presentations compatible with our conference theme, **Community Building and Activism to Strengthen Self-Determination: Closing Equity, Opportunity, and Achievement Gaps for Neurodivergent Youth and Young Adults**, to include but not limited to:

- *Social-Emotional Learning and College/Career Success*
- *The Self-Determination Journey*
- *Activism and Community-Building to Improve Self-Determination*
- *The Connection Between Disability Identity Development and Post-Secondary Success*
- *The college search and admissions application planning nuts and bolts*
- *Evaluating available academic support and college success services in relation to need*
- *Assessing college fit*
- *Utilizing Assistive Technology and learning strategies to improve academic success*
- *Exploring accommodations in college (the legal and practical realities)*
- *Exploring college transition best practices at both the K-12 and the Post-Secondary Education (PSE) level*

Let's Talk LD 2022 Post-Secondary Planning & Transition Institute and Conference
#LTLDC2022, <https://www.letstalkld.org/2022-college-conference>

- *Addressing issues relating to a student's psychosocial readiness for the college transition and college success*
- *Discovering what can be learned from current college students and career professionals who are neurodiverse*
- *Developing the Independent Living Skills critical for managing college life and life after college*
- *Parent education and student advocacy strategies centered on improving postsecondary transition success (education, employment, and civic engagement)*
- *Engaging in career exploration and assessment*
- *Conducting research on which type of careers are a good fit for your strengths*
- *Exploring and selecting a career*
- *Developing a career action plan and searching for a job*
- *Why Civic Engagement Matters for Neurodivergent Youth and Young Adults*
- *Youth Activism and the Conditions for Becoming a More Effective Self Advocate*

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Session Requirements: As an attendee, you will have an opportunity to select sessions which will consist of a number of formats, to include:

- A session submission is a fully planned session consisting of one of the following formats: lecture; demonstration/performance; symposium; working group roundtable; panel discussion; or workshop
- A lecture is an oral presentation intended to convey information or educate an audience about a particular subject or topic
- A demonstration/performance includes using, showing, or illustrating a particular technique, tool, or method to convey the value of an approach, technique, methodology, research, or finding
- A symposium creates an opportunity for a small-group interaction or interactive discussion among presenter(s) and discussants. This could include a town hall meeting, or any other format designed to offer key points and stimulate vigorous conversation. Symposium presenters are expected to prepare a paper or commentary paper. There must be a minimum of four and no more than six participants. The symposium must be facilitated by a Chair and must include audience participation
- A working group roundtable is designed to bring individual researchers or practitioners together for discussions where there is a potential for new substantive gains and/or cooperation. The participants in the Symposium must be from different academic institutions or across different professional fields but working on a common set of issues, problems, or themes
- A workshop provides the presenter with an opportunity to share information or to discuss a problem, project, or shared interest.

Should you have any issues or questions regarding the Institute or general Conference, please email us at ltldcc2022@letstalkld.org or call us at 626.644.0740.

Thank you. We look forward to seeing you in the Fall.

2022 Conference Partners

Zavikon

