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This guide can be used by institutions of higher education (IHE) interested in developing inclusive living opportunities for students with intellectual disability (ID) on college campuses. It offers suggestions on weighing potential benefits and risks, minimizing liability concerns for individuals with and without ID living and learning together, making connections with various campus partners, and conceptualizing how to proactively meet the individualized student support needs in college residence halls.

As IHEs move towards residential offerings, the table below provides some of the potential benefits and risks to be further considered.

Benefits and Risks

Benefits	Risks
Provides bonds with other students and greater gains in learning, development and campus engagement (NSSE, 2011)	Student worries of being away from home and behaviors that surface from these fears (e.g., homesickness, self-injurious behavior)
Increased independence and social maturity for students to have the full college experience living away from home (Hafner, 2008)	Vulnerable population of students living on a college campus with pre-existing conditions to accommodate (e.g., risk of exploitation, medication management, campus navigation/safety)
Increased collaboration among the college campus (Barnhill, 2016)	Families letting go and allowing independence for residential living opportunities (e.g., calling home frequently, guardianship/conservatorship, FERPA)
Increased service to students with diverse needs and retention beyond the program for students with ID (Barnhill, 2016; Caison, 2005)	On call staff and emergency system that must be coordinated 24/7 with minimal funding and coverage (e.g., behavior plans, transportation, preparing meals, social media usage, keeping up with keys/ID cards)
Overall attitudinal changes for "traditional" students (Westling, Kelley, Cain, & Prohn, 2013)	Alcohol and drug use (e.g., underage drinking, hazing, conflicts to medications taken, maturity and acceptance of consequences)

Liability

While there will always be liability concerns for ALL college students living and learning together, many can have additional reservations regarding students with ID living and learning alongside their peers; however, at this point, there are no noted legal differences for students with ID (Plotner & Marshall, 2015).

To overcome perceived reservations, the campus partnerships and formal support systems already offered to ALL students should be at the forefront of planning for students with ID. Campus housing, administrators and other involved in housing for all students should be connected to program staff so that they all talk "the same language" and plan together, with the program staff at the table offering their expertise. It is important to proactively support and know when to step back and allow natural consequences for growth and independence among ALL students, including those with ID. For additional information on promoting safety and security using a tiered approach for students with ID on a college campus, see Westling, Kelley, and Prohn (2016).

One person cannot be an expert in all residential services and needs for students with ID. It is truly a team effort. It is important to establish and invest in collaborative partnerships among college administration through existing support systems to balance the benefits and risks inherent in providing campus housing.

The table on the following page lists some key IHE partners, their general roles and responsibilities, and questions or discussion points that can be covered in initial planning meetings together.

Key Campus Partners

Person/Position	Roles/Responsibilities	General Questions/Discussion
Residential living personnel (residential directors and student assistants)	Contribute knowledge about college housing assignments and regulations	<p>Which residence halls are more centrally located?</p> <p>Which residence halls are quiet or might be more accommodating to students with sensitivity to noise?</p> <p>What is the protocol for supporting all students in the residence halls 24/7?</p>
Facilities management, university architect, and disability service personnel	Assistance with accommodations required through the Americans with Disabilities Act (ADA)	<p>Which existing residence halls are most accessible?</p> <p>What is the protocol for service or support animals in residence halls?</p> <p>How can we work together to alter the residence halls to improve accessibility?</p>
Campus police and community ethics personnel	Share campus Clery Act reports and ensures safety while enforcing or mediating the university or school code of conduct	<p>What are some safety tips for all college students?</p> <p>What happens if a student (with or without a disability) violates the student code of conduct?</p> <p>How can we accommodate a student with ID having a car on campus to allow them closer parking to their residence hall?</p>
Student engagement and/or Greek life personnel	Organize student campus activities university-wide and through various residential halls	<p>What are the requirements for participating in student governed organizations?</p> <p>How can Greek Life partner with our students living in the residence halls?</p> <p>Are students in our organization able to participate in fraternity and sorority activities and housing options?</p>
Counseling, health services, and nursing personnel	Help with emergency preparedness, health, and wellness for all students	<p>What is the protocol for requesting counseling or health services (e.g., with FERPA and guardianship considerations)?</p> <p>What health and wellness services are offered? How can all students access these services?</p> <p>What system is in place for all students with emergency alerts and notifications? (e.g., lockdown, tornado and fire drills, active shooter)</p>
Dining services staff	Assist with students who might have food allergies and need accommodation with meal plans	<p>What gluten, nut, or sugar-free options do you have available on campus?</p> <p>Do you offer alternative meal plans for varied dietary needs?</p> <p>How can we accommodate assistive eating equipment (e.g., cups with lids, cutting food into smaller pieces) in dining locations for students?</p>
Community agency personnel	Provide expertise as students qualify for necessary personal care assistance (e.g., hiring college students to help provide personal assistance and/or goal monitoring for greater consistency)	<p>What community support does the student bring with them to college?</p> <p>How can we hire and train college students through community service agencies?</p> <p>How can we work together on scheduling, person centered planning, and common goals achieved?</p>
Assistive technology specialists	Assess and provide potential activities of daily living (ADL) devices in residential settings for greater independence	<p>What assistive daily living devices would help the student with daily activities (e.g., hygiene routines, work tasks, cleaning)?</p> <p>How can the student access and/or purchase necessary ADL devices they can successfully use?</p> <p>How could we train students who support them in using these devices?</p>

Each campus will determine who from among these possible partners needs to be involved in their specific situation.

Once the team is established, it is important to maintain it, as needs of students change over time and this team will be needed to readily respond to changing needs. To promote healthy, ongoing campus partnerships, there should be an open door policy established based on mutual trust, with regular meetings (some more formal than others), regular communication, and a focus to use each partner's areas of expertise (e.g., campus activities, learning communities, professional development, technical assistance with other students) to support the development of rich, inclusive campus living experiences for all students.

Determining Support Needs

Beyond interviewing and assessing support needs through formal questionnaires, one additional way to determine residential support needs is to offer an orientation experience for potential students for several days or a week on the college campus. This orientation experience allows everyone the opportunity to "try on" their college experience before full admission decisions are made. Here are some examples of orientation activities that could be facilitated with programs planning to offer residential options.

Suggested Orientation Activities

- » Overnight stays in residence halls with host students
- » Attending college classes as a guest
- » On or off campus job sampling/shadowing
- » Explicit strategies for safety and emergency training (with campus police when possible)
- » "Getting to know you" activities and social campus events throughout the week
- » Family orientations and networking opportunities with other current families in the program or additional graduates who are living in the community
- » Benefits counseling for students and families on wages and benefits they can or do receive

This orientation allows everyone to get to know each other prior to move-in day, with students having the opportunity to live in a college dorm, away from their parents for a short time to see how it works. In fact, orientations are not

as innovative as one might think because they are typically offered to ALL college students in order to provide critical information and training to incoming students and families. As you plan your orientations, it is important to involve the orientation and admission staff of your college so you can share resources and existing infrastructures that might already be in place for ALL students.

Individualizing Support

Natural supports or peer mentors can provide various levels of support within the residence halls to foster greater naturally occurring learning opportunities in social and behavioral skills, executive functioning, as well as promoting safety training on the college campus. Once the orientation is complete, individualized goals for independent living can be developed and discussed for the upcoming first semester with the students. Many times after the initial orientation, friendships and commonalities among students with ID and other students are formed. These are the students who can provide natural support to students in the residence halls on an overnight basis since they plan to live in the residence halls as well. The level of support for each student will of course differ, and there may be a need for trained residence hall support, in addition to the natural supports from others who live in the dorm.

Selecting Residential Support Persons

Resident Assistants (RAs) are placed in various residence halls based on their previous experiences and strengths, and a very similar process can be used to gauge goodness of fit between a potential residential support person and the student with ID. RAs are interviewed, take interest inventories and assessments, participate in training, and are evaluated for their overall work performance to assist ALL students. This doesn't have to look vastly different for students interested in supporting students with ID in residence halls.

For students with more complex needs, your planning team may want to draft a "level of support guide" or written "roles and responsibilities checklist" for students providing residential support if the students with ID require additional personal assistance or accountability (e.g., hygiene, health concerns, medication and behavior management, homesickness).

If you use an interview process to solicit/select student residential supports, here are some sample interview questions and scenarios that could be considered:

- » Why do you want to be a residential support or suitemate?
- » What do you consider as your strengths and weaknesses when working with individuals with disabilities and your peers?
- » Describe your typical day and what it looks like. What do you enjoy most? Least?
- » How do you plan to grow in this experience?
- » In order to assess problem solving skills, give the interviewee some scenarios or situations and have them share steps they might take to handle the situations.

Ask the interviewee what they would do if:

- A parent accused you of not monitoring medication use
- Student is sick or you are sick living in close quarters
- Student becomes fearful during fire or tornado drills
- Student isn't cleaning their room and it is a health concern
- Student comes to their room smelling of alcohol and is underage
- There is a conflict with their roommate

There are also some responsibilities and jobs that might also be shared with potential student residential supports. Here are some responsibilities that the interviewer might consider discussing before, during, and/or after the interview.

- » Establishing a curfew to be in the residence halls in case of emergencies
- » Rehearsing monthly fire and tornado drills with students
- » Assisting and monitoring clean rooms or developing a checklist to help
- » Setting alarm clocks and helping with time management
- » Mediating living space issues with others
- » Providing personal care or hygiene support as needed
- » Assisting with room keys or ID cards when lost
- » Performing simple first aid procedures as needed
- » Helping complete maintenance reports as needed
- » Helping with move in and move out protocols
- » Providing updates or weekly progress on independent living goals during person centered planning meetings
- » Developing visual cues or task analysis resources for routines/complex tasks
- » Monitoring medication taken daily and weekly

While there are many other considerations for offering residential options (depending on individual campus structures and particular student needs), this is an initial guide to help facilitate initial conversations and planning. Inclusive residential opportunities offer many benefits for students with and without ID to have the full college experience away from home while promoting greater independence of living and learning together, that far outweigh the associated risks.

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