STEPS Forward: Inclusive Post-secondary Education for Young Adults with Intellectual Disabilities

Joe Greenholtz
University of British Columbia

Judith Mosoff
University of British Columbia

Tamara Hurtado
Executive Director
STEPS-Forward Inclusive Post-secondary Education Society

Abstract

In Canada, the struggle for people with intellectual disabilities to gain recognition as citizens and to be included in the mainstream has gone on for more than 30 years (Wolfsenberger, 1980; Brown & Smith, 1992). For the past 10 years, the Canadian government and advocates for persons with intellectual disabilities have shifted their efforts from appeals and legislation on the basis of human rights in favour of an emphasis on full citizenship for members of this systemically excluded segment of the population.

Higher education and the workplace are two key entry points into full inclusion in civil society. Barriers to entering the post-secondary system reinforce the othering of persons with disabilities (Slee, 2000) as to artificial, segregated post-secondary programmes that deny people with intellectual disabilities the normal transitions into adulthood and participation as citizens taken for granted by most (Uditsky et al, 1988).

Unlike its neighbouring province, Alberta, which has inclusive post-secondary education (IPSE) in place for nearly 20 years, British Columbia is a relative latecomer. The first IPSE initiative was started in 2002 and in 2005 only a dozen or so students have been permitted access to post-secondary education, under the auspices of the STEPS Forward Inclusive Post-secondary Education Society (STEPS).

This paper will briefly report on existing research into the inclusion of young adults with intellectual disabilities into the campus mainstream, including the experience of Alberta and other jurisdictions.

STEPS' philosophy of inclusion and its academic and co-op work components will be described as background.

Research conducted by STEPS Forward into the experience of students, families, support staff, and faculty, with respect to the inclusion of 10 young adults with intellectual disabilities in 3 post-secondary institutions in British Columbia, Canada, since 2002 will be presented.

Following the presentation of research, the floor will be opened for discussion on the policy and practical implications of inclusion for students, faculty, university administrators, ministries of education, and society at large.

Introduction

The idea that people with intellectual disabilities could and should receive mainstream post-secondary education in universities and colleges is still most often met with a great deal of scepticism. However, in the past three decades there has been a recognition of the importance of community living and full participation for persons with disabilities (Wolfsenberger, 1980; Brown & Smith, 1992). Within this context, universities and colleges are particular communities, among many other communities, where people with intellectual disabilities can and should participate. To maintain barriers to inclusion is to deny usual transitions to adulthood and to continue the "othering" of this group of citizens (Uditsky et al, 1988; Slee, 2000). Although advocates of inclusive post-secondary education are passionate about its importance, formulating an appropriate assessment of such programs, particularly in a way that resonates with policy makers at both the institutional and governmental levels, is fraught with difficulties.

This paper has two objectives. The first is to outline an initiative in British Columbia, Canada where young adults with moderate to severe intellectual disabilities are included in regular classes and participate in mainstream campus life at the post-secondary level. Our second objective relates to the challenges of developing an appropriate assessment of this initiative. While one aim of post-secondary inclusion is coherence with the typical undergraduate experience, we will argue that assessment criteria are more complex because the objectives of inclusion for this population are more multi-faceted. As a result, we have been forced to discard the instruments usually used to evaluate outcomes for people with intellectual disabilities. Typically such measures concentrate on observable or measurable changes in behaviour or skills development. Evaluating the effects of post-secondary inclusion requires a wide range of measures: quantitative and qualitative, long-term and short-term.

This paper is divided into five parts. In Part A we will describe the background, rationale, evolution, and programmatic elements of inclusive post-secondary education in British Columbia. Part B reviews past research conducted on post-secondary inclusion. Following this review, in Part C we begin to describe the complexities involved in the design of assessment tools for programs of post-secondary inclusion. Part D outlines the process we

have begun, and the successes and difficulties we have encountered, in an attempt to create a meaningful assessment process for this initiative. Finally, Part E describes the directions and challenges for further research.

A. Background

STEPS Forward Inclusive Post-secondary Education Society was incorporated in 2001 in response to the historical and systemic lack of opportunity for persons with intellectual disabilities to access inclusive post-secondary education, to access meaningful employment, or to participate as citizens in democratic society. The mandate of STEPS Forward is to promote inclusive post-secondary education for persons with intellectual disabilities, to increase the willingness and capacity of post-secondary educational institutions to accommodate them by providing appropriate supports for students, families, faculty, and teaching staff, and to support the establishment and growth of similar initiatives.

Students with intellectual disabilities provide unique benefits to college or university life. We have collected a large amount of anecdotal evidence of how a class has been changed because of the presence of a student with an intellectual disability. For example, in a typical, highly competitive commerce class, the professor noted that by the end of term not only were students supportive of the student with the intellectual disability, but also supportive of each other. In another class the professor constantly strove to get students to perceive society in unique ways and to use that perception as a prism for the creation of art. He found that a majority of students discover the same ways to perceive society, but that the student with the intellectual disability, who had been in segregated programs and had worked for 5 years in a sheltered workshop, naturally had a very unique perception of society which pushed the other students into a higher level of discussion and analysis. When students with intellectual disabilities participate in lectures, or interact with other students in a yoga class, typical students recognize the common ground they share. Perhaps most significantly, typical students will notice that people with intellectual disabilities are their peers in a relatively prestigious community, not shut out and undervalued because of their disability. Non-disabled post-secondary students are the future leaders of our communities. There can be no doubt that our future doctors, teachers, and politicians would have a different orientation to people with disabilities if they routinely took English 100 together.

For faculty members, the presence of a student with an intellectual disability is an opportunity for creative pedagogy and a sharper analysis of the subject. Teaching a student with an intellectual disability takes the idea that different learners learn through different methods out of the realm of rhetoric; a reminder that benefits all students.

STEPS Forward began supporting students in 2002, (STEPS Campus) first at the Emily Carr Institute of Art + Design and then at the University of British Columbia

(September 2003). Students are expected to spend approximately 4-5 years at college or university, the typical length of an undergraduate degree, with the support of STEPS Campus. They normally audit one to four courses per term and engage in extracurricular activities on campus. After their July 2005 annual general meeting, VOICES (Victoria Opportunity for Independent Campus Education Society), asked STEPS Forward to take over the management of staff and student support of a similar initiative they had started and run for the previous eight months at the University of Victoria. In August, STEPS Forward assisted VOICES in hiring new staff and held training sessions for staff and Board members.

In January 2004, STEPS Forward created an employment component called STEPS Co-op to complement STEPS Campus. Under STEPS Co-op students engage in meaningful, paid (i.e., unsubsidised) employment over the summer, consistent with the experience of their peers. The cycles of work and employment are meant to facilitate the transition for young adult with intellectual disabilities from campus to a permanent place in the workforce. Based notionally on the co-operative education model, students are placed with employers in fields that mesh with their personal interests and their fields of study. Placements are cultivated and supported by the STEPS Rotary Employment Network, a partnership between STEPS Forward and local clubs of Rotary International. The objective of the STEPS Forward Rotary Employment network is to increase the capacity of businesses to employ young adults with intellectual disabilities in paid employment that is both meaningful to the employee and useful to employers. STEPS Forward and Rotary International Clubs have set up a joint Steering Committee comprised of Rotarians, STEPS Forward board members and a STEPS Forward staff person. The role of the Steering Committee is to produce and disseminate information through presentations and newsletters to provincial Rotary clubs and Rotary International conventions, to build a databank of Rotarian employers interested in employing a young adult with an intellectual disability, and to support those employers after the employee begins working for them.

With repeated exposure to young adults with intellectual disabilities, employers and co-workers learn ways to naturally accommodate and support an employee with an intellectual disability. Probably most importantly, Co-op education fosters a culture of inclusion and a community of interest encompassing the student with the intellectual disability, their families and supporters, co-workers, and employers. Wages are fully paid by the employer, not by government subsidy. In order to sustain momentum for this valuable employment service, and to expand the potential to any young adult with an intellectual disability, STEPS Co-op was expanded in 2004 to run year round, and to seek employment for non students with an intellectual disability (clients of community living service providers), over the winter months.

Some examples of the types of co-op positions STEPS Co-op and its partners have been able to secure are the Law Foundation of BC, an accounting firm, the Office of the

Public Trustee and Guardian, Famous Players Theatres and Silver City (local movie theatre chains), an art gallery, some grocery chains,. Research in other jurisdictions, indicates that the combination of inclusive post-secondary education and co-op work experiences results in a post-graduation employment retention rate of over 70% (Hughson et al., in press) or even in excess of 80% (Uditsky, personal correspondence). These results underlie STEPS Co-op program premise that inclusive education leads to greater attachment to the workforce.

The establishment of the co-op component and the emphasis on employment are products of STEPS' evolving understanding of inclusion and the fuller implications of inclusion. The term itself is not clearly defined with interpretations ranging from segregated groups co-located with mainstream classes – typical of post-secondary vocational training programmes available to young adults with intellectual disabilities - to complete immersion in the mainstream (with varying types and degrees of support). Although there can be substantial benefit to any individual from being in an intellectually and socially stimulating environment, inclusive post-secondary education is not a goal in and of itself. It is a necessary, but insufficient stage on the continuum that leads to the meaningful participation of young adults with intellectual disabilities in civil society; as citizens, as employees, as members of the community – the ultimate goals of inclusion. The primary and secondary education systems in British Columbia have been almost completely integrated (with respect to students with intellectual disabilities) for more than ten years. It is only logical that the social skills and personal relationships that have been nurtured in an integrated K-12 system should continue into the post-secondary system. Going on to college and university with high school friends is a natural and seamless means of entering and participating in the adult world.

Further to and beyond the critical benefit to self-esteem, sense of belonging, and citizenship, inclusive post-secondary education provides a real basis for a better chance to keep a paid job.

The evaluation of the initiative that is the subject of this research was undertaken for two reasons. The first is a desire on the part of STEPS Forward to evaluate our activities against our goals and objectives, in our own political and educational context. The second, more pragmatic reason, is that funders demand periodic evaluations. There is no publiclymandated funding for inclusive post-secondary education in Canada. STEPS Forward has sustained itself to date by cobbling together a number of grants from various funders. Major funders, including BC's Ministry of Advanced Education (the first in Canada to fund inclusive post-secondary education), are primarily interested in outcomes. And the outcome they are most interested in is a long-term gain in employability and participation in society. These concerns shaped the piloting of the evaluation measure.

B. Review of research

Most of the research in the literature concerning young adults with intellectual disabilities catalogues 'lacks': lack of opportunity, lack of participation, lack of meaningful employment, lack of independence, lack of a way forward.

After high school there are few social or economic opportunities for an adult with an intellectual disability and long-term paid employment is unlikely (Government of Canada, 2002; Centre for Educational Research and Innovation, 1997; The Roeher Institute, 1994). Pre-employment programs exist, but they demonstrably and emphatically do not lead to any form of stable, unsubsidised employment. Even where legislation mandates *supported* employment, the majority of this population is unemployed (Huang & Rubin, 1997). The simple act of labelling an individual with a developmental disability may limit vocational opportunities because of perceived work incompetence and desired optimal social distance (Bowman, 1987) .

While research has tended to focus on employer attitudes as a key factor in the unemployment and underemployment of persons with disabilities (Ravaud et al., 1992; Gooding, 1994), an emphasis on attitudes hides the role of institutional and structural conditions that disadvantage persons with disabilities in the workforce (Bickenbach, 1999).

One critical shortcoming of available models of employment for people with intellectual disabilities is that these do not emerge from, and move into, inclusive environments. Students with disabilities marginalized in the education system are disadvantaged entering the labour market (Barnes et al., 1999). Moreover, students are fearful of entering the workplace because they expect discrimination (National Centre for the Study of Post-secondary Education Supports, 2000). The largest difficulty for long-term employment for people with developmental disabilities is the lack of social relationships in the workplace. Since young adults with intellectual disabilities are often placed in segregated environments for school and recreation, social failures in the workplace can be attributed to their limited experience of typical environments.

C. Evaluating inclusive post-secondary education

The research on what is lacking in opportunities for young adults with intellectual disabilities strongly reinforces the notion that the experience, development, and socialisation characteristic of participation in post-secondary education is a critical part of the way forward. This, in turn, guided the (ongoing) evolution of the evaluation instruments. We recognised that the evaluation had to be multi-faceted and had to tap multiple sources of information. We wanted to evaluate the students' experience both on campus and in the

workplace. We also wanted to assess the experiences of staff, faculty, employers, and peers. In addition, we wanted to evaluate the initiative against the beliefs, goals, and objectives that had originally occasioned the creation of STEPS Forward.

For example, inclusive post-secondary education is not possible without staff support in facilitating the inclusion of the students. The objective is to support students in continuing their academic learning, forming relationships, pursuing their interests in a post-secondary setting and also to support peers and teaching staff in creating inclusive environments. The support is directed at getting the students to have "bigger" thoughts and to engage in more challenging interactions and environments. It is not about spelling, writing or life skills.

However, facilitation and intervention in the inclusive post-secondary environment is also an evolving dynamic. It is still unclear, after two and a half years of campus experience, how course modifications, for example should be structured. The purpose of course modification is to enable STEPS students to discuss and interact with their peers about course content, but the act of modifying content sets up a dynamic tension. Some students feel they must compete academically with their peers and as such are ambivalent towards course modification. Other students are happy simply to be in a university environment and do not pay that much attention to course materials. The picture is further clouded when the personalities and orientations of facilitators are factored in. An academically-oriented facilitator pushes students to stretch themselves academically while a more socially-oriented facilitator steered students more towards different types of interactions with their fellow students. An evaluation instrument needs to capture this dynamic in order to provide feedback to staff on how to refine their approach to facilitation.

Another facet of facilitation that is difficult to effect, much less evaluate, is the setting up of interactions with peers. One of the principles guiding STEPS Forward's approach to structuring inclusive post-secondary environments is that the students' disabilities not be their defining characteristic. For this reason we have refused to allow STEPS students to participate as practicum subjects for students in special education programmes despite repeated requests. We have also not sought out students to volunteer to be 'buddies' in a prearranged relationship whose *raison d'etre* is the STEPS student's disability. This has made it very difficult to fulfil our goal of facilitating social relationships, the very relationships that are critical to workplace success, according to the research literature, for example.

D. Evaluating the success of STEPS Forward and inclusive post-secondary education in British Columbia: A work in progress

A true evaluation of inclusion can only be undertaken after at least one group of students has completed 4-5 years of studies coherent with the experience of a typical undergraduate, and gone on to whatever will follow their post-secondary experience.

However, we did not find an instrument in the disability literature that had been used in another inclusive setting and could be adapted, even with modifications, for our purposes. Unfortunately, we also did not have any direct organisational expertise in programme evaluation to draw on and the necessity to draft terms of reference for an evaluation in our search for outside expertise forced us to the realisation that we did not have a concrete parameters beyond what we anticipated, perhaps hoped, the benefits of inclusive postsecondary to be. The following section, coupled with Appendix 1, provides some insight into the thinking that shaped how the evaluation was framed.

Our first attempt involved engaging an academic with experience and expertise in programme evaluation to create an evaluation instrument (Appendix 2). The results were less than satisfactory because, as is so often the case with young people with intellectual disabilities, the evaluation was oblique, reflecting a distrust of students' abilities to articulate their experience. First, the questionnaire was addressed to family members, caregivers, and STEPS staff, but not the students themselves. Second, the instrument attempted to ascertain the effectiveness and value of attending a post-secondary institution by measuring changes in behaviour assumed to indicate positive changes, for example in self esteem, The questionnaire included such items as:

any changes in his/her <u>behaviour</u> with regard to:

> **attending to activities of daily living?**   **Yes [ ]   No [ ]**
> Comment
> _____
>
> **attending to hygiene and self-care?**   **Yes [ ]   No [ ]**
> Comment _____
> **eating habits?**   **Yes [ ]   No [ ]**
> Comment _____
> **sleeping habits?**   **Yes [ ]   No [ ]**
> Comment _____

any changes in his/her <u>interest</u> in:

 his/her physical appearance?   **Yes [ ]   No [ ]**

Comment _____

The accompanying student interview also dealt somewhat obliquely with matters related to attending a post-secondary institution, e.g.,
Do you like getting up in the morning to go to class? (explain)
Does being a student make you feel different about yourself? (if so, how?)

Do you find it easier to meet with new people now that you are going to classes?

Has being a student changed your expectations about what you can do? (if so, how?)

Has going to school helped you (e.g. be more confident)?

The full first questionnaire can be found in Appendix 2.

These data were not uninteresting, but they seemed one step removed from what we were really trying to find out about students' experience of and evaluation of their inclusive, post-secondary experience. Because STEPS' mission and mandate is to facilitate an experience as congruent as possible with an ordinary student's post-secondary experience we wanted an instrument that would enable us to assess STEPS students' responses against their peers'. We decided to use the National Survey of Student Engagement (NSSE, 2004) as a point of departure. The NSSE (Appendix 3) attempts to directly tap into students' perception of their own personal development, unlike our first instrument that attempted to measure personal growth as a function of increased attention to personal hygiene or improved life skills.

National Survey of Student Engagement

The NSSE has been administered since 1999 through an annually increasing number of post-secondary institutions, including eleven in Canada, one of which was the University of British Columbia where the largest cohort of students supported by STEPS Forward is located. According to the NSSE website, (Indiana University, 2005) the goals of the survey are as follows:

> The National Survey of Student Engagement (NSSE) is designed to obtain, on an annual basis, information from scores of colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. The results will provide an estimate of how undergraduates spend their time and what they gain from attending college. Survey items on The National Survey of Student Engagement represent empirically confirmed "good practices" in undergraduate education. That is, they reflect behaviours by students and institutions that are associated with desired outcomes of college. Institutions will use their data to identify aspects of the undergraduate experience inside and outside the classroom that can be improved through changes in policies and practices more consistent with good practices in undergraduate education. This information is also intended for use by prospective college students, their parents, college counsellors, academic

advisers, institutional research officers, and researchers in learning more about
how students spend their time at different colleges and universities and what
they gain from their experiences NSSE Colleges and Universities: In the first 6 years,
over 970 different colleges and universities have participated in NSSE . . .
NSSE 2004: 473 colleges and universities participated in the spring 2004
administration.

The NSSE survey could not be administered in the normal fashion, however. There
were challenges associated with getting information from students. Many students have
difficulty with conceptions of time, frequency, relative frequency (sometimes, often, etc.) and
duration. That meant that we could not simply administer a questionnaire, even one with
syntactically simplified questions. The questionnaire had to be administered in the form of an
interview, with responses triangulated against input from instructors, STEPS facilitators, and
family members.

Decisions on whether to modify items were made on an ad hoc content-validity basis;
the expert opinion of those who had worked longest and most intensely with the students.
The primary considerations in decisions about modifying items were:
- the difficulty of the language/concepts in the item
- the likelihood of an item being applicable (e.g., how often have you tutored or
- taught other students)
- the overall length of the instrument.

Other considerations that weighed concerned the section on academic challenge, for
example. The process of course modification confounded the concept of academic challenge
because the modifications sought basically to eliminate differences in the level of challenge –
i.e., to bring the material to a level that was comfortable for each student.
The modified instrument can be found in Appendix 4.

Working with the results has presented its own unique challenges. The responses from
faculty, STEPS staff, families, employers, and peers, were fairly straightforward (and are
summarised below). What is unclear are the results from STEPS students. It is difficult to
disentangle interpretations from methodology. We are unsure whether we chose the most
appropriate items from the NSSE, whether we modified the items that required it or whether
those modifications were the most appropriate.

Experience in working with students over the past three years has shown that the
phrasing of a question has a profound impact on the answer. It is unclear whether this is what
psychologists refer to as 'social desirability', the desire of the respondent to supply the
questioner with what is perceived to be the desired or expected answer, or whether what on

the face of it seem to be minor syntactic or vocabulary changes alter the question in ways that are difficult to understand. For this reason we chose to triangulate students' responses against responses from staff, faculty, and families – and even against students' own responses in different circumstances.

For example, students report, when asked by staff, that they do not really read more than the first page of modified course materials. However, in response to the item 'How often do you complete the reading assignments during the week?' 70% of students responded 'very often' and a further 20%, often. 30% of students reported that they 'very often' discussed ideas from the readings with faculty members, outside of class, a further 30% reported that they 'often' did so, and 20% reported that they 'sometimes' did.. No student reported that they 'never' discussed ideas from the readings with faculty members, outside of class. Yet, instructors report that they had little interaction with STEPS students outside of class. It could be that the students were discussing these ideas with members of faculty other than the course instructor. We really do not know how best to interpret these results because we do not really know how the students have interpreted the question. However, given the principles of inclusion that anchor STEPS philosophy and activities, it is exactly these questions that are of the greatest importance to the project.

The results of this evaluation that we are more confident in interpreting have confirmed for us the significance of facilitation in the inclusion process. Faculty, students, families, and peers felt that facilitators were critical to achieving successful outcomes for all the participants. However, as we anticipated, the research also indicated a need to clarify the roles of the facilitators in student engagement in class, on campus, in peer relationships, and in the modification of course curriculum and materials. Given the unique ways in which the underlying principles of inclusive education apply to the individual needs of the students, peers, faculty, and families, facilitators require initial education and training as well as follow-up workshops about various aspects of their roles.

On the whole, faculty and teaching staff responded enthusiastically and felt that the experience of having a student with an intellectual disability in their classes was a positive one. The majority of respondents expressed some frustration in not knowing enough about their role or the level of preparedness of the student for the smaller, interactive classes or tutorials, and wanted greater contact with facilitators. They also wanted more information about STEPS Forward and about the history and implementation of inclusive post-secondary education.

D. Questions for further research

Our experience with evaluation thus far has left no doubt about the complexity of the

assessment process. We are left with important questions for the next stage of the research. At the most fundamental level, we need to address the meaning of inclusion in the college and university environment. While inclusion may be related to the notion of student engagement (the concept borrowed from the instrument used) engagement stems from an analysis of individual experience, while inclusion is a broader and more reciprocal idea. Engagement tries to find out how well a particular student is doing within the usual definitions of college or university life. Assessing the engagement of students with intellectual disabilities in a meaningful and dignified way is, itself a challenge. However, true inclusion of this population of students necessitates some shift in the mandate of the university itself.

At the same time that we work out a principled meaning and measurement of inclusion, the funders and policymakers clamour for an outcome measure largely based in employability and skill development. Finally, the assessment process occurs in a particular historical moment. In the past people with intellectual disabilities were patronized, infantilised or worse. Their participation in the life of higher education was in the role of research subjects or practicum sites. In designing an assessment tool for post-secondary inclusion, we are cognisant of the legacy of charity or instrumentality that has characterized previous contacts of institutions of higher learning and people with intellectual disabilities. We are determined not to make those mistakes.

Appendix 1

STEPS-Forward

Inclusive Post-Secondary Education Society

Goals and Evaluation Procedures

<u>Objective:</u>

Provide quality educational and employment opportunities for students with developmental disabilities through inclusion in post-secondary education.

1. **Goals:**
    a. assist students in regular independent participation in classes, campus activities, workplace and volunteer placements.
    b. provide opportunities for interaction of the student with campus activities that include the student in a large population of their peers.
    c. ensure exposure to the same variety of lifestyle choices as others at university or college.
    d. facilitate interactions with peers by encouraging partnerships with student volunteers and on-campus friends.
    e. facilitate responsible decision making to develop independence and self-determination. (guardians/families must be involved in decisions regarding health and safety).
    f. assist the students to develop the skills and relationships necessary to work and live in the community.
    g. endeavour to give the students and graduates a sense of control in their lives to the degree that each student is able.
    h. orient students and guardians with respect to their human rights and freedoms (i.e., right to privacy, employment, health care, protection from discrimination, abuse and harassment).
    i. provide opportunities for developing job skills and job contacts during the summer.
    j. encourage volunteer position choices during the academic year.
    k. assist the student in choosing appropriate employment settings following graduation.

2. **Student responsibilities:**
    a. commitment to remain in the project for 4-5 years unless:
        i. goals have been met and employment or like alternatives have been explored
        ii. inability to attend e.g., illness
        iii. after consultation with staff, parent or guardian the student desires to transfer to another program.

b. commitment of at least 20 hours involvement per week at the university or college.

c. involvement of guardian/families in the process.

d. pay the costs of auditing 1 or 2 courses per term.

e. commitment to be a part of the evaluation and decision making process carried out at least twice per term

3. **Staff Responsibilities:**

   a. **Project Coordinator**

      i. is responsible to the STEPS Forward Board

      ii. the Project Coordinator shall ensure that the principles of STEPS Forward continue to underlie and drive the ongoing development of the project.

      iii. coordinate the planning and development of the students' courses of study.

      iv. serve as liaison with campus community and maintain a list of current resources, organizations, and their activities.

      v. organize and manage, under the direction of the Steps Forward Board, the operation of the project.

      vi. ensure the safe, efficient, and responsible operation of day-to-day activities.

      vii. serve as a liaison among secondary schools, institution, STEPS Forward Board, staff, and students.

      viii. conduct community-outreach activities.

      ix. organize application and selection process for prospective students.

      x. identify potential sites of employment for students.

      xi. conduct evaluations of the project as directed by the STEPS Forward Board.

      xii. ensure that all administrative and government documentation is up to date and submitted in due time.

      xiii. ensure that students and families are kept informed and involved.

      xiv. establish an administrative format and system for planning, implementation, and evaluation of the project.

      xv. ensure that the individual programs of study are reviewed on a regular basis.

      xvi. ensure that staff evaluations occur as required and include personal-competency goals and student-oriented goals.

      xvii. be responsible for volunteer recruitment.

      xviii. ensure that regular staff meetings take place, both formally and informally.

      xix. ensure staff job satisfaction and that all staff concerns are brought to the attention of the Board.

      xx. ensure that appropriate professional development is available to the staff whenever possible.

b. **Facilitator**
   i. is responsible to the Project Coordinator.
   ii. ensure that his/her job is carried out in a manner consistent with the principles of STEPS Forward.
   iii. assist students to orient themselves and access the campus and its facilities.
   iv. help students to identify his/her interests and make the best use of the educational and extracurricular activities offered by the university.
   v. meet on a regular basis with the student, support people and professor(s) to modify curriculum, adapt assignments, and identify meaningful educational goals for the student.
   vi. facilitate the development of personal relationships between the student and the larger student body.
   vii. document objectives outlined in the student's program of study and make appropriate modifications and adaptations to facilitate the achievement of these goals.
   viii. maintain confidentiality of the students' personal information.
   ix. ensure that reasonable safeguards are in place to support the student's involvement with the university community and the changing nature thereof.
   x. facilitate support from volunteer university students through recruitment and selection.
   xi. meet with the volunteers and students on a regular basis and give counsel on issues and concerns that arise. These meetings will be documented in student logs.
   xii. act as a positive role model at all times for the student.
   xiii. assist students in identifying areas of interest of study and potential work areas.
   xiv. assist the student in obtaining work that enhances self-esteem and in culturally valued places of employment.
   xv. assist students in developing a comprehensive vocational profile including a resume.
   xvi. support students in using effective telephone and person-to-person techniques to obtain appointments with employers.
   xvii. identify any job modifications that may be required for the student.
   xviii. support each student in the job of his/her choice by setting up natural supports in the work place (i.e. co-workers) and meet with the employer on a regular basis.
   xix. document all necessary information from the student to the employer.

4. **Project Evaluation:**
   a. conduct a longitudinal study, at one-year intervals, that compares STEPS Forward students to a group of peers on:
      i. the daily number of hours engaged in meaningful activity
      ii. job placement quality and job satisfaction

       iii.   the range of social and behavioural development, and friendships

       iv.   level of independence

       v.   level of involvement in community

       vi.   what the participants think about their lives, hopes and ambitions

     .

b.   maintain a dialogue with on-going projects in Alberta and Prince Edward Island for the purpose of evaluating the direction of the project from the perspective of other students' experiences.

c.   monitor the direction of the project so that its goals remain consistent over time with its stated objectives.

d.   Annual open house for the campus community to learn more about and give feedback on the project.

Appendix 2   Evaluation Instrument (first attempt, 2004)

Name of Respondent: _____ (parent, faculty, staff, other _____)
Based on your knowledge of the above student, please answer the following questions. Since the beginning of the Student's participation in STEPS Forward, have you observed:

1. **any changes in his/her <u>attitude</u> with regard to**

   interacting with family members?   Yes [ ]   No [ ]

   Comment _____

   making connections/relationships?   Yes [ ]   No [ ]

   Comment _____

   working with others, e.g. study buddies? Yes [ ]   No [ ]

   Comment _____

   things Student thinks s/he cannot do?   Yes [ ]   No [ ]

   Comment _____

   meeting new people (e.g. at university)? Yes [ ]   No [ ]

   Comment _____

2. **any changes in his/her <u>behaviour</u> with regard to**

   watching TV/playing video games?   Yes [ ]   No [ ]

   Comment _____

   attending to activities of daily living?   Yes [ ]   No [ ]

   Comment _____

   attending to hygiene and self-care?   Yes [ ]   No [ ]

   Comment _____

   eating habits?   Yes [ ]   No [ ]

   Comment _____

   sleeping habits?   Yes [ ]   No [ ]

   Comment _____

3. **any changes in his/her <u>interest</u> in**

   his/her physical appearance?   Yes [ ]   No [ ]

Comment _____

talking/conversation?   **Yes [ ]   No [ ]**

Comment _____

family or community events?   **Yes [ ]   No [ ]**

Comment _____

relevant future events, plans?   **Yes [ ]   No [ ]**

Comment _____

doing new things?   **Yes [ ]   No [ ]**

Comment _____

4. **any changes in his/her <u>willingness/ability</u> to discuss**

   what s/he can accomplish?   **Yes [ ]   No [ ]**

Comment _____

   changes in his/her environment?   **Yes [ ]   No [ ]**

Comment _____

   events in the larger community?   **Yes [ ]   No [ ]**

Comment _____

   future career/employment?   **Yes [ ]   No [ ]**

Comment _____

   his/her expectations?   **Yes [ ]   No [ ]**

Comment _____

5.   **any changes in his/her <u>behaviour</u> with regard to**

   smiling, laughing, 'engaging'?   **Yes [ ]   No [ ]**

Comment _____

   reaching out for contact?   **Yes [ ]   No [ ]**

Comment _____

   commenting on his/her 'lot in life'? **Yes [ ]   No [ ]**

Comment _____

commenting on the STEPS program?   **Yes [ ]   No [ ]**

Comment _____

rejection, withdrawal, intransigence?   Yes [ ]   No [ ]

Comment _____

6. **Can you make any other observations about the impact of STEPS on the Student?**

_____

_____

7. **Some more general comments on inclusive education at the university level would be appreciated?**

_____

_____

                              Signature:_____

                                        (Respondent)

The College Student Report 2004
National Survey of Student Engagement

1 In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: ☒ or ◼

	Very often	Often	Some-times	Never
a. Asked questions in class or contributed to class discussions	☐	☐	☐	☐
b. Made a class presentation	☐	☐	☐	☐
c. Prepared two or more drafts of a paper or assignment before turning it in	☐	☐	☐	☐
d. Worked on a paper or project that required integrating ideas or information from various sources	☐	☐	☐	☐
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	☐	☐	☐	☐
f. Come to class without completing readings or assignments	☐	☐	☐	☐
g. Worked with other students on projects **during class**	☐	☐	☐	☐
h. Worked with classmates **outside of class** to prepare class assignments	☐	☐	☐	☐
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	☐	☐	☐	☐
j. Tutored or taught other students (paid or voluntary)	☐	☐	☐	☐
k. Participated in a community-based project (e.g., service learning) as part of a regular course	☐	☐	☐	☐
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	☐	☐	☐	☐
m. Used e-mail to communicate with an instructor	☐	☐	☐	☐
n. Discussed grades or assignments with an instructor	☐	☐	☐	☐
o. Talked about career plans with a faculty member or advisor	☐	☐	☐	☐
p. Discussed ideas from your readings or classes with faculty members outside of class	☐	☐	☐	☐
q. Received prompt feedback from faculty on your academic performance (written or oral)	☐	☐	☐	☐
r. Worked harder than you thought you could to meet an instructor's standards or expectations	☐	☐	☐	☐
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	☐	☐	☐	☐
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	☐	☐	☐	☐
u. Had serious conversations with students of a different race or ethnicity than your own	☐	☐	☐	☐
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	☐	☐	☐	☐

2 During the current school year, how much has your coursework emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
a. **Memorizing** facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	☐	☐	☐	☐
b. **Analyzing** the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	☐	☐	☐	☐
c. **Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships	☐	☐	☐	☐
d. **Making judgments** about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	☐	☐	☐	☐
e. **Applying** theories or concepts to practical problems or in new situations	☐	☐	☐	☐

3 Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work.

Very little ▼   Very much ▼

□	□	□	□	□	□	□
1	2	3	4	5	6	7

4 During the current *school year,* about how much reading and writing have you done?

Column headers (stepped):
None | Between 1 and 4 | Between 5 and 10 | Between 11 and 20 | More than 20

a. Number of assigned textbooks, books, or book-length packs of course readings
□ □ □ □ □

b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
□ □ □ □ □

c. Number of written papers or reports of **20 pages or more**
□ □ □ □ □

d. Number of written papers or reports **between 5 and 19 pages**
□ □ □ □ □

e. Number of written papers or reports of **fewer than 5 pages**
□ □ □ □ □

5 In a *typical week,* how many homework problem sets do you complete?

	None	1-2	3-4	5-6	More than 6
a. Number of problem sets that take you **more** than an hour to complete	□	□	□	□	□
b. Number of problem sets that take you **less** than an hour to complete	□	□	□	□	□

6 In your experience at your institution during the current *school year,* about how often have you done each of the following?
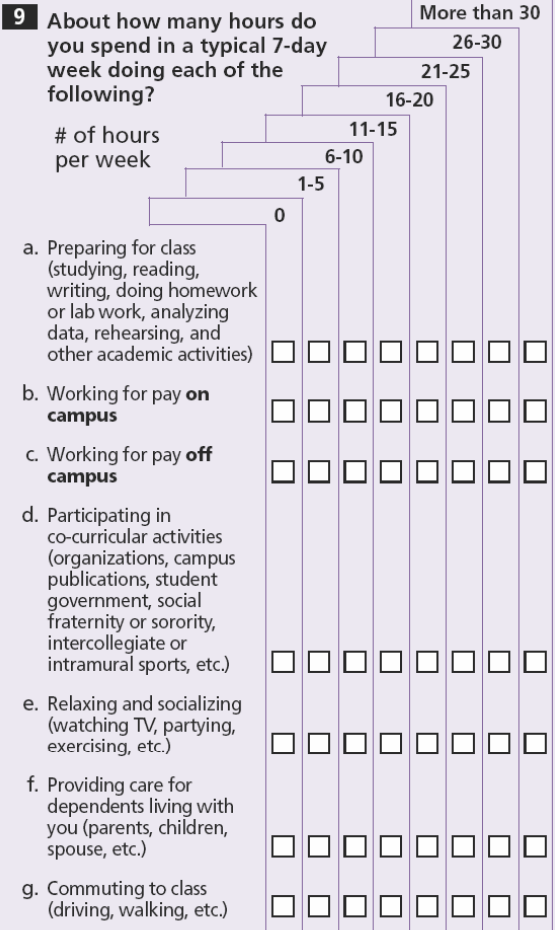
	Very often	Often	Some-times	Never
a. Attended an art exhibit, gallery, play, dance, or other theater performance	□	□	□	□
b. Exercised or participated in physical fitness activities	□	□	□	□
c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	□	□	□	□

7 Which of the following have you done or do you plan to do before you graduate from your institution?

	Done	Plan to do	Do not plan to do	Have not decided
a. Practicum, internship, field experience, co-op experience, or clinical assignment	□	□	□	□
b. Community service or volunteer work	□	□	□	□
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	□	□	□	□
d. Work on a research project with a faculty member outside of course or program requirements	□	□	□	□
e. Foreign language coursework	□	□	□	□
f. Study abroad	□	□	□	□
g. Independent study or self-designed major	□	□	□	□
h. Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	□	□	□	□

8 Mark the box that best represents the quality of your relationships with people at your institution.

Relationships with:

a. Other Students	b. Faculty Members	c. Administrative Personnel and Offices
Friendly, Supportive, Sense of Belonging ▼	Available, Helpful, Sympathetic ▼	Helpful, Considerate, Flexible ▼
7 □	7 □	7 □
6 □	6 □	6 □
5 □	5 □	5 □
4 □	4 □	4 □
3 □	3 □	3 □
2 □	2 □	2 □
1 □	1 □	1 □
▲ Unfriendly, Unsupportive, Sense of Alienation	▲ Unavailable, Unhelpful, Unsympathetic	▲ Unhelpful, Inconsiderate, Rigid

9 About how many hours do you spend in a typical 7-day week doing each of the following?

# of hours per week

	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	☐	☐	☐	☐	☐	☐	☐	☐
b. Working for pay **on campus**	☐	☐	☐	☐	☐	☐	☐	☐
c. Working for pay **off campus**	☐	☐	☐	☐	☐	☐	☐	☐
d. Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	☐	☐	☐	☐	☐	☐	☐	☐
e. Relaxing and socializing (watching TV, partying, exercising, etc.)	☐	☐	☐	☐	☐	☐	☐	☐
f. Providing care for dependents living with you (parents, children, spouse, etc.)	☐	☐	☐	☐	☐	☐	☐	☐
g. Commuting to class (driving, walking, etc.)	☐	☐	☐	☐	☐	☐	☐	☐

10 To what extent does your institution emphasize each of the following?

	Very much	Quite a bit	Some	Very little
a. Spending significant amounts of time studying and on academic work	☐	☐	☐	☐
b. Providing the support you need to help you succeed academically	☐	☐	☐	☐
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	☐	☐	☐	☐
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	☐	☐	☐	☐
e. Providing the support you need to thrive socially	☐	☐	☐	☐
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	☐	☐	☐	☐
g. Using computers in academic work	☐	☐	☐	☐

11 To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad general education	☐	☐	☐	☐
b. Acquiring job or work-related knowledge and skills	☐	☐	☐	☐
c. Writing clearly and effectively	☐	☐	☐	☐
d. Speaking clearly and effectively	☐	☐	☐	☐
e. Thinking critically and analytically	☐	☐	☐	☐
f. Analyzing quantitative problems	☐	☐	☐	☐
g. Using computing and information technology	☐	☐	☐	☐
h. Working effectively with others	☐	☐	☐	☐
i. Voting in local, state, or national elections	☐	☐	☐	☐
j. Learning effectively on your own	☐	☐	☐	☐
k. Understanding yourself	☐	☐	☐	☐
l. Understanding people of other racial and ethnic backgrounds	☐	☐	☐	☐
m. Solving complex real-world problems	☐	☐	☐	☐
n. Developing a personal code of values and ethics	☐	☐	☐	☐
o. Contributing to the welfare of your community	☐	☐	☐	☐
p. Developing a deepened sense of spirituality	☐	☐	☐	☐

12 Overall, how would you evaluate the quality of academic advising you have received at your institution?

☐ Excellent
☐ Good
☐ Fair
☐ Poor

13 How would you evaluate your entire educational experience at this institution?

☐ Excellent
☐ Good
☐ Fair
☐ Poor

14 If you could start over again, would you go to the *same institution* you are now attending?

☐ Definitely yes
☐ Probably yes
☐ Probably no
☐ Definitely no

15 Write in your year of birth: **1 9 ☐ ☐**

16 Your sex
☐ Male ☐ Female

17 Are you an international student or foreign national?
☐ Yes ☐ No

18 Are you of Hispanic, Latino, or Spanish origin?
☐ Yes ☐ No

19 What is your racial or ethnic identification? (Mark all that apply.)
☐ American Indian or other Native American
☐ Asian American or Pacific Islander
☐ Black or African American
☐ White
☐ Other, specify: _____

20 What is your current classification in college?
☐ Freshman/first-year ☐ Senior
☐ Sophomore ☐ Unclassified
☐ Junior

21 Did you begin college at your current institution or elsewhere?
☐ Started here ☐ Started elsewhere

22 Since high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)
☐ Vocational or technical school
☐ Community or junior college
☐ 4-year college other than this one
☐ None
☐ Other, specify: _____

23 Thinking about this current academic term, how would you characterize your enrollment?
☐ Full-time ☐ Less than full-time

24 Are you a member of a social fraternity or sorority?
☐ Yes ☐ No

25 Are you a student-athlete on a team sponsored by your institution's athletics department?
☐ Yes ☐ No (go to question 26)

On what team(s) are you an athlete (e.g., football, swimming)? Please answer below:
_____

26 What have most of your grades been up to now at this institution?
☐ A ☐ B ☐ C
☐ A- ☐ B- ☐ C- or lower
☐ B+ ☐ C+

27 Which of the following best describes where you are living now while attending college?
☐ Dormitory or other campus housing (not fraternity/sorority house)
☐ Residence (house, apartment, etc.) within **walking distance** of the institution
☐ Residence (house, apartment, etc.) within **driving distance**
☐ Fraternity or sorority house

28 What is the highest level of education that your parent(s) completed? (Mark one box per column.)

Father	Mother	
☐	☐	Did not finish high school
☐	☐	Graduated from high school
☐	☐	Attended college but did not complete degree
☐	☐	Completed an associate's degree (A.A., A.S., etc.)
☐	☐	Completed a bachelor's degree (B.A., B.S., etc.)
☐	☐	Completed a master's degree (M.A., M.S., etc.)
☐	☐	Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

29 Please print your primary major or your expected primary major.
_____

30 If applicable, please print your second major or your expected second major (*not* minor, concentration, etc.).
_____

THANKS FOR SHARING YOUR VIEWS!

After completing *The Report*, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, 1900 East Tenth Street, Eigenmann Hall Suite 419, Bloomington IN 47406-7512 or nsse@indiana.edu or www.iub.edu/~nsse. Copyright © 2003 Indiana University.

Appendix 4 - STEPS Forward Student Survey (with results in percentages)

dn = do not know

In your experience at UBC or ECI during the current school year, about how often have you done each of the following?		Very Often	Often	Sometimes	Never
a.	Asked questions in class	0	0	60	40
b.	Made a class presentation	0	0	50	50
c.	Prepared two or more drafts of a paper or assignment before turning it in	0	10	70	20
d.	Used more than one source of information to complete an assignment	0	0	10	90
e.	Come to class without completing an assignment	0	30	30	40
f	Worked with classmates outside of class to prepare class assignment	0	0	20	80
g.	Worked harder than you thought contributed to class discussions	20	30	50	10
h.	Put together other ideas or concepts from different courses when completing assignments or during class discussions	0	0	20	dn
i.	Participated in a class field trip	0	0	20	80
J.	Used the computer to access information	0	0	20	80
k.	Used email to communicate with a staff	0	40	40	20
l.	Discussed assignments with an instructor	0	40	40	20
m	Talked with staff about career plans	30	30	30	10
n.	Discussed ideas from your readings with faculty members outside of class.	30	30	30	10
o.	Discussed ideas from your class with other students, family members, co-workers, etc. outside of class.	30	30	30	10
p.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.	30	40	30	0
q.	How often do you complete the reading assignments during the week	70	20	10	0
r.	Taken information you learned in class to understand a different situation	30	40	30	0
s.	Made judgments about the value of the information you receive.	30	30	30	10
t.	Attended an art exhibit, play, theatre performance or event related to your studies	0	0	20	SO
u.	Exercised or participated in physical fitness activities	0	0	25	75
v.	Participated in activities to enhance your spirituality(worship, meditation, prayer, etc.)	0	0	10	90

Which of the following have you done or do you plan to do before you complete your campus experience:

		Very Often	Often	Sometimes	Never
a.	Practicum, co-op experience or field experience	0	60	10	30
b.	Community service or volunteer work	0	0	0	100
c.	Participate in a group learning experience such a study group	0	20	30	50
d.	Participate in an exchange program	0	0	20	dn
e.	Participate in a large final project or assignment during your final year	0	40	50	10

Mark the box that best represents the quality of your relationships with people at campus:

		Very Friendly	Helpful	Can talk to	Not Friendly
a.	Other students	0	8O	10	0
b.	Faculty Members	70	30	0	0
c.	Staff	50	40	10	0
d.	Co-workers	0	0	0	0

About how many hours do you spend in a typical 7-day week doing each of the following:

		<1	I>x<3	3>x<5	More than 5
a.	Preparing for class (studying, reading, etc.)	0	0	80	20
b.	Working for pay on campus	100	0	0	0
c.	Participating in extracurricular activities	60	40	0	0
d.	Relaxing and socializing (watching TV, partying, hanging out with friends)	0	0	0	100
e.	Getting to and from class.	40	60	0	0

To what extent does staff help you do each of the following:

		Very Often	Often	Sometimes	Never
a.	Spend time on studying and academic work	90	0	0	0
b.	Encourage contact among other students from different backgrounds	20	10	20	50
c.	Help you cope with non-academic responsibilities I.e. work	60	20	10	10
d.	Provide the support you need to thrive socially	10	10	60	20
e.	Attend campus events and activities (special speakers, sports events, etc.)	0	0	0	100

f.	Use computers	0	0	30	dn

To what extent has your experience at UBC or Emily Carr contributed to your knowledge skills and personal development in the following areas:

		Very Often	Often	Sometimes	Never
a.	Gain a broad general education	75	15	10	0
b.	Get a job or work-related knowledge or skills	20	50	10	20
c.	Improve your writing	0	60	30	10
d.	Improve your speaking	0	60	30	10
e.	Improve using computers and other technology to learn	0	0	30	dn
f.	Working with others	0	50	40	10
g.	Voting in local or Canadian elections	0	0	0	100
h.	Learning on your own	0	30	20	dn
i.	Understanding yourself	0	20	0	dn
j.	Understanding people of other racial or ethnic backgrounds	0	0	0	0
k.	Solving problems	0	60	20	20
l.	Develop ideas about right and wrong	0	0	0	dn
m.	Contribute to improving your community	0	30	30	40
n.	Develop a deepened sense of spirituality	0	30	20	dn

Overall, what do you think about the quality of education you are getting:

Excellent	0	90
Good	0	10
OK	0	0
Not Good	0	0

If you could start over, would you go to UBC or Emily Carr again:

Definitely yes	0	80
Probably yes	0	10
Probably no	0	0
Definitely no	0	10

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