



Best Practices:

***Post-Secondary Education Programs
for People with Developmental Disabilities***



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Thanks & Considerations

A special thanks & consideration goes out to the following post-secondary institutions that offered up their time, personal experiences, and resources for us to be able to compile these best practices.



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Models of Education

Three Different Models for Post-Secondary Education for People with Developmental Disabilities

Segregated Model:

- Made up of only separate specialized classes
- Focus on life skills and vocational training
- Leaves very little opportunity for relationships with students outside of the specialized program

Mixed/Hybrid Model:

- Combination of both specialized classes and integrated classes
- Focus on social and communication skills
- Presents some opportunity for relationships with students outside of the specialized program

Integrated Model:

- Made up of only integrated classes
- Focus on academic skills and self-determination
- Provides the greatest opportunity for relationships with students outside of the specialized program

(Alqazlan, Alallawi, & Totsika, 2019)

Models of Education

Reasons Why We Need a Fully Inclusive Education System:

- “Typical” students in post-secondary education are unique individuals, fully present and visible with distinct passions and interests, who belong with others who seek the same things in life. A post-secondary education provides the opportunity to pursue specific interests in a course of study, which may become part of a defining characteristic of one’s identity (may even be lifelong) and is often associated with future dreams and career interests. We think this is a universal reality that should be equally applied to students with intellectual disabilities who seek a “good life.” (O'Brien et al., 2019)
- “An inclusive life offers people with developmental disabilities the best chances to experience the good things bringing with it: (a) the resilience, the resources, the pleasures and the challenges that come with belonging; (b) learning that develops one’s capacities; (c) a personal identity that includes a sense that one can achieve meaningful goals through hard work and the support of others; and (d) the opportunities for meaningful contribution.” (O'Brien et al., 2019)
- When part of a segregated program, people tend to end up in supported employment, whereas if they have been integrated, they tend to gain typical employment.
- Being in integrative post-secondary education considers people's right to live an adult life, whereas segregated post-secondary education gives the false impression of living an adult life.
- When people get to know people with disabilities, they become interested in them and care about them, no differently than they do for others.
- Segregated education continues to marginalize an already devalued group of people.
- Integrated education helps the person gain inclusion in every aspect of their life, including improving their social position in society. It is also more likely to lead to meaningful relationships that are mutually beneficial.

Common Barriers

Physical:

- Some bathrooms that are supposed to be accessible do not have room to maneuver a large wheelchair. Having to go across campus to find a bathroom that is properly accessible can be a big problem for these students.
- Some ramps are steep or end right in front of a wall, which is a hazard for students with mobility needs.

Academic:

- Some students get into a field that they later decide isn't for them, and then decide to change over to a different program of study.
- Students audit classes and get specialized credits rather than credits for the actual class.

Employment:

- A lot of students do not gain meaningful, paid employment after graduation.
- There are situations where employers have students work for less than minimum wage for under three months (because that amount of time can be funded by the government). When this employment does not continue, this can be very harmful to the student, as this rejection can have a negative impact on their self-esteem and confidence.

Technology:

- Most technology that students require must be purchased by themselves.
- Learning how to use new technology can be a challenge.
- Some helpful technology is not advertised or even utilized in some post-secondary schools.

Common Barriers

Social:

- The biggest social barrier is other people's negative mindsets.
- Students aren't always encouraged to be involved in typical campus activities.
- If a student is often segregated, they won't feel like they belong with people outside those segregated settings which can make inclusive settings nerve-racking. Additionally, lack of experience in inclusive settings can lead to a lack of social skills.

Transportation:

- Some students have a hard time getting to campus for classes, events, etc.
- Some students that live in residence have difficulties getting to other places in the community, including placement sites.
- Navigating public transit for the first time can be overwhelming and can cost the student extra funds that they may not have access to.

Navigating Campus:

- Students are often overwhelmed when learning to navigate campus.
- Getting lost on their way to class makes them late or absent for classes.

Mindsets

Damaging mindsets about students with intellectual disabilities that we need to be aware of, as they make integration hard to implement:

- The student won't be able to learn like everyone else.
- They will take up too much of the professor's time, and in turn take away from everyone else's learning experience.
- If they gain a credit/diploma for their electives while receiving modifications and adaptations, they will be diminishing the value of the other student's credit/diploma.
- Typical professors cannot provide what the students need to succeed, and trying to provide what they need will be too much additional work.
- They have nothing meaningful to contribute to post-secondary schools and other students.
- They are completely "different," relationships with them are not normal, and can only happen when facilitated by a specialized service.
- They are only capable of having entry-level jobs and will have very few options for employment after graduation.
- They are not individuals with varying wants, needs, interests, goals, and dreams.
- They require specialized, separate services with a curriculum based on low expectations.

Application

Best Practices:

- The Destination Loyalist Map is a beneficial tool for all new students joining Loyalist College. Destination Loyalist helps anyone with step-by-step instructions in a typical, visually appealing format that can be followed by all students when applying to post-secondary education programs.



1. Decide on Loyalist College
2. Attend a CICE information session
3. Apply to CICE program
4. Application form, references
5. Attend a meeting with the CICE team
6. Attend an interview with the CICE team (intake)
7. Receive an offer of admissions from Loyalist College
8. Confirm your offer of admissions
9. Watch for an email with an appointment from *Student Services*
10. Attend the CICE program orientation
11. Attend the college-wide Fall orientation
12. Attend classes at Loyalist College in September

Orientation

Best Practices:

- Pre-orientation day is open to all students at the school. This will ease the initial shock of the post-secondary school transition. This could be a time to find out about tools that can help students settle into post-secondary campus life, as well as how to navigate the school campus.
- Orientation day presents students with the ability to access their classrooms before the start date so they can familiarize themselves with the rooms and how to navigate finding them on campus.
- Schedule is given out during orientation to ensure that students have the time to learn their schedule and location of classes, while having peer mentors/recent graduates present to assist with any areas of concerns.
- During orientation, students can meet their professors, get school swag, think of groups/clubs they may be able to start/join, and meet with peers in their program of interest.
- Orientation day presents the best opportunity for students to get to know their peers that they will attend classes within their program of interest. First impressions are so important, and attendance will allow a student to be seen as a student of that said program.

First Week of Classes

Best Practices:

It's important to recognize that the first week on campus is always the hardest, as students are making their personal schedule and trying to navigate the chaos of the campus.

- Faculty take the time to find out about the student and their interests. The faculty can use this to assist the student to learn about clubs, events, and peer groups occurring and what else the college has to offer.
- Getting to know the student also lets faculty know what kind of support is wanted and needed by the student.
- Faculty help students navigate the school as the students are learning how busy and fast-paced the halls can be, how much time they need to get to each class, and where to go (*Example: bookstore to get course textbooks*).
- Faculty support students to learn about school resources and how to access valuable resources online (*Current Students > Library > Canvas > Student Forms > Wellness Locker Registration*).
- Faculty help students learn about classroom expectations and how to present any questions if there's any confusion or concerns.
- Faculty encourage students to get out of their comfort zone (introduce themselves to peers in their program and connect over their shared program of interest).

Academics

Best Practices:

- Students are all fully integrated into their program of interest and supported to be successful. There are no segregated classes. Most schools have the option to take courses part-time, so a student could take fewer classes each semester, over a longer period of time.
- Additional options to audit classes and to receive credits: students are given the option to do the assignments/tests for marks and if they are successful, they get the credit for the integrated class.
- When auditing classes, the credits are listed as an audited class, not as a specialized program credit.
- Ensure that students are selecting a program of study that is the best fit for them and that will allow them to utilize the knowledge they gain in their future. Students are encouraged to learn about the program, so they can determine if it is an area that they have a passion to pursue.
- Circle of support meetings are held: students are encouraged to manage their own support through the circle and know how to ask for help when needed. These include professional and natural supports available to the student.
- The learning management system is personalized to the student's needs. Provide a universal calendar on their phone/app that sends alerts/alarms when class will be starting, break times, study periods, end of day reminders, etc.
- Educational coaches are provided to the students. The coaches are previous undergraduate and graduate students who assist with classes, tutoring, independent living, socializing, and accessing additional support in school.
- Tutoring time is set aside each week for each class. Integration facilitators present the student with information in a different way, if they didn't understand how the professor was teaching it.

Academics

Best Practices:

- Make scribes available to take notes in each class.
- Colour code different courses to help with organization (would help provide visual cues for students). (Example: ECE courses would be “red.” All binders and handouts would be bordered with red; tests would have a red box/legend on them, on the learning management system the link to the program would be red).
- Extend time on exams/tests/assignments when completing work for marks.
- During tests/exams there could be a break in the middle of it. (We understand that it can be worrisome for professors because of cheating, but students could be required to leave their bags/devices at the front of the room and just be allowed to take a bathroom/drink/snack break).
- Limit the amount of testing that occurs in one day.
- Break down assignments into smaller parts (Example: 30% assignment can be broken into 3 assignments worth 10% each).
- Allow students to record lectures (just voice recordings, not videos) so they can listen to them later if any review is required.
- Structure assignments in multiple ways for students to demonstrate their learning. For example, rather than strictly requiring a 4-page essay, the assignments can be given the option for a presentation or some kind of visual representation to be handed in.
- Allow students to complete tests verbally rather than in writing; the questions could be read/explained to the student and their answers recorded/written down for them.

Social Life

Best Practices:

- Students should be encouraged to attend as many social events as possible to get the most out of the student experience.
- Utilize the Events & Calendar @ www.loyalistlife.com

Social Groups on Campus:

During our research, we have come to find that this is the best way for students to build relationships and to get involved on campus.

Currently, at Loyalist College, the only clubs offered are:

- Enactus: *Helping to shape generations of entrepreneurial leaders*
- Gaming: *For the game lover*
- Jack.org: *Changing stigma on mental health*
- Let's Talk Science: *Love of science and or working with children*
- Loyalist Pride on Campus: *LGBTQ2S+*
- Rotaract-Rotary Club: *Network of young adults*
- Loyalist Military: *Military connected students*
- Loyalist Music Club: *For the music lover*

<https://www.loyalistlife.com/join-a-club>

Social Life

Best Practices:

Sports & Recreational Activities:

- There are many sports and recreational activities (see Appendix) that take place on campus each week that present a great opportunity for students to develop relationships, while working on their health and wellness. If a student is not interested in sports, there are other ways to be involved with school athletics. This can be done by going to games and cheering on the sports teams or taking on volunteer roles.

Pub Life:

- The on-campus pub is a location where many student events take place on a consistent basis, each week. This allows for students to socialize with other students on campus in a fun atmosphere of music, games, etc.

Hygiene:

- Given that personal hygiene can be a barrier to social life for students, support could be provided to access hygiene items from campus resources. Another benefit of full integration is students learn by imitation from one another (how to act, how to dress, how to maintain personal hygiene, etc.).

Allow for Natural Consequences:

- It is typical for all students to learn from interactions in their social life. It may be a positive or a negative experience, but in life we all learn from natural consequences. This is a typical college/university experience in both social and academic settings.

The best practice we have learned for social life is for students to be involved in as many things as possible and to attend these events on an individual basis. This will help students to have the most fulfilled college/university social life experience.

Think typical!

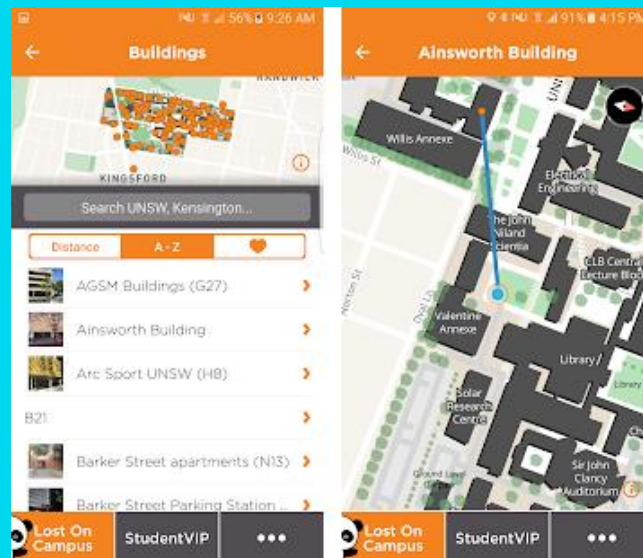
Technology

Best Practices:

Students should be supported to use whatever assistive technologies are available to help them reach their full potential as a successful college student. The following resources have worked well for college students at other post-secondary institutions in Canada and internationally.

Lost on Campus App:

- This app helps students to navigate the entire college campus, via their mobile device or tablet (an application like *Google Maps*).
- The application shows where the student is currently located and provides information/direction on how to find their next classes, the campus library, fitness centre, bookstore, hours of operations, all while tracking the distance to and from their destination.



Technology

Best Practices:

Read & Write:

An application-based resource that helps students to research, read, write, and edit their assignments. It has a series of features like:

- **Text-to-speech:** Reads aloud anything the person is typing (individual words, sentences, and documents)
- **Text & Picture Dictionary:** Images are displayed to help assist with word comprehension
- **Vocabulary List:** Creates a list instantly into a new document, including selected words, the dictionary definitions, images from *Widget Symbols*, and an editable notes column
- **Check It:** Acts as a spell check and grammar review (alerts about spelling, punctuation, capitalization, and verb tense)
- **Audio Maker:** Converts selected text into an audio file, and automatically downloads
- **Talk & Type:** Turns spoken word into text



Technology

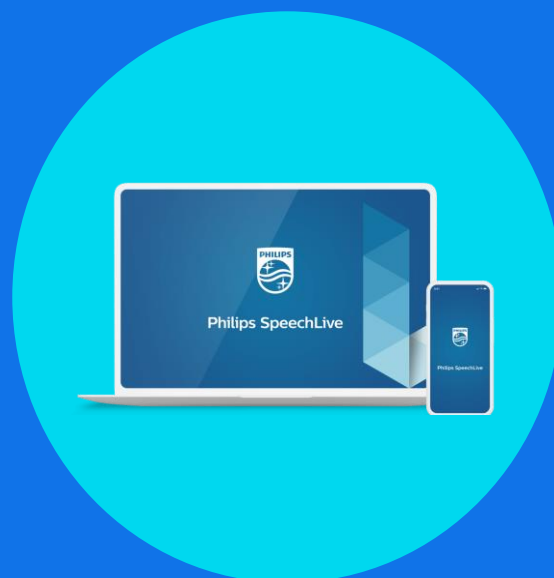
Best Practices:

Philips Recorder: SpeechLive

An excellent assistive device that will provide the student with the ability to record lectures on their desktop app, on their phone, or by utilizing the portable voice recorder device. It is a subscription-based resource that multiple college institutions rely on each month for the success of their students.

Uses/Features (*what's included*):

- Speech-to-text
- In-house transcription
- Create documents with voice
- Foot pedal compatibility
- In browser playlist with playback options & worklist dictator
- Cloud-based backup of your work can be stored and used anywhere



Transportation

Best Practices:

- A bus pass is included in the tuition fees for every semester at a discounted price for students.
- Assist students to learn how to take public transit, if necessary.
- Encourage and inform students on how to download the *Transit App* for real-time bus information, on time arrivals, notices, and delays, etc.
- Show students how to use on demand buses and where they are available on campus.
- Carpool options are available for all students via website/mobile app.
- Students carpool with their peers that they have met through integrated classes in their program of interest.



Navigating Campus

Best Practices:

Faculty Support:

- Students are given tours to show where the important places on campus are. Places like their main classrooms, library, and cafeteria (to be completed during orientation).
- The student receives a step-by-step route including pictures of the landmarks on campus to find where they need to go. An application or website could also be created to do this.
- Meetings and check-ins with students are done in different places on campus to assist them to get comfortable navigating different areas of the campus. A checklist could be utilized to tick off areas on campus that have been explored prior to ensure that each new check-in is being done somewhere new.



Mentorship Programs

Best Practices:

Peer Tutoring:

- Despite being already offered and encouraged at Loyalist College, students should continue to be encouraged to utilize tutoring that is provided by someone who is in the same program of study. This peer may be ahead of students by a semester and have already successfully completed the course they are seeking further assistance in.

Peer-to-Peer:

- A peer-to-peer mentorship program developed to support anyone on campus to make connections can have many benefits. It would not be mandatory, but offered up to students if they need a hand in getting out and involved within their college community. Schools that we contacted found this style of program the most beneficial. Students who participated were much more involved in campus life than before they started the peer-to-peer support programs. Additionally, many of the students developed meaningful relationships with the peers that they were matched up with and gained more through the peers' group of friends.



Mentorship Programs

Best Practices:

Academic Peer Mentor:

- Academic mentors are also students enrolled in the same program of interest, so they are not standing out, and they're learning the curriculum at the same time. They can provide support for studying, tutoring, scribing, etc. (*used alongside facilitators*).

Transportation Peer Mentor:

- This mentor helps the student learn how to navigate any kind of transportation barrier they experience. This relationship can be ongoing as the student enters into employment. They can teach the student how to take public transit, carpool, and help them find resources regarding transportation.

Residence Peer Mentor:

- This mentor is someone who also resides in the residence facilities on campus, and they would assist with teaching independent living skills. The mentor can show the importance of keeping living spaces clean, being a good roommate, cooking safely, and the promote healthy eating habits.

Faculty Support

Best Practices: How to support professors who have CICE students in their classes

- Provide faculty with resources to review before having a student in their class.
- Encourage faculty to bring up any worries beforehand, so their concerns are not bottled up. Emphasize an “*open door*” policy, with continued access to integration facilitators so that faculty can ask questions and bring up any concerns.
- Identify assistive technology needed by students that could make the professors workload easier, as well. Being shown how easy and helpful assistive technology can be for students may reduce concerns professors have about supporting students.
- Share a “*mapped expectancies*” document with the professor if a student has completed one (*not mandatory but could be deemed helpful to the professor if the student consents to it*).
- There are additional resources included in the *Appendix* at the end of this booklet.



Faculty Support

Best Practices: How to support professors who have CICE students in their classes

Professors that have had CICE students complete courses in their programs are an asset, having the ability to offer other faculty (who have had little to no experience supporting a student in their program with an intellectual disability) some insight on their experiences/tips and tricks to success. This can be achieved by:

- The promotion of open conversations between professors that have previously had students from the CICE program and professors that have not.
- Shared testimonial videos from professors who have had students in their class before, explaining why they enjoyed having the students, what they learned from it, what the students contributed to the class.
- Provide any resources that professors have used in their classes to promote universal design (sharing any tools, best practices, etc.).
- Use statistics (often can be the most effective) – Example: the time that was allocated for making assignments remained the same across the board when CICE students were in class; success rates of students in CICE program in their elective classes, etc.
- Share downfalls, in addition to success stories. Sharing lessons learned from one's own experience can support other faculty to know what may not have worked in their time teaching a student.
- Recognize faculty who integrate students into their classes well with an inclusion-based award.
- In the *Appendix*, there are *Empirical Rationales for Inclusion* that can be very helpful in promoting the inclusion of students.

Employment

Best Practices: During College

- Match students with courses/electives that are based off their interests & career goal(s).
- Continually check in with students to determine if they are still interested in pursuing that potential employment vision (*it's important to recognize that it is typical for college students to shift programs during their schooling*).
- Students attend a career preparation course within their program of interest (ECE Career Preparation, etc.).

Job Fairs:

- It would be beneficial for students to be provided with the opportunity to attend multiple job fairs on campus to explore potential employment and network with employers in the local community.

Placements:

- Guidelines are laid out that when students meet the outcomes for that placement role, that they will be able to transition to work there upon graduation. This could avoid pairing students up with placement sites that will let them go within the three-month probation period if onboarded.

Employment

Best Practices: During College

The Power of Networking: Community Partnerships

- Developing mutually beneficial relationships with local employers can ensure that these partnerships are long lasting.

Benefits to Loyalist College	Benefits to Community Partners
<ul style="list-style-type: none"> • Students are able to secure employment, before graduation • Ability to have real-current statistics showing the rate of employment CICE students have (more recognized in Ontario/Canada). <i>"Our Grads Get Jobs!"</i> = accurate for all programs • Community partners may offer up bursaries/funding to Loyalist College to help students with tuition if they will be joining their workforce upon graduation (an investment agreement) • Bridges the gap between worker supply and employee demand 	<ul style="list-style-type: none"> • First chance at new graduates who have the job skills/requirements to fulfill the employment role • Less time spent training, as most new hires would have the skills/training to fulfill that employment role on day one of being hired • Less time/resources spent seeking out new employees (college facilitates the role of pairing student up with employer & they conduct the interview and have the final say) • Bridges the gap between worker supply and employee demand

Employment

Best Practices: After College

- Have a designated member of the team who facilitates post-graduation employment prospects for students.
- Call and reach out to recent graduates on a regular basis to see if any employment support(s) or strategies can be offered.
- Colleges have stated that following up with their graduates has been crucial for their students' success and allowed for the tracking of employment statistics for the college.

Career Centre:

- Faculty in the *Career Centre* on campus remain available for alumni for at least one year to help connect former graduates with a safeguard to find employment. This would be a more practical approach, as reliance on local employment agencies tends to have a history of high turnover with staffing and issues surrounding supporting graduates with intellectual disabilities.
- When support staff at these local job agencies have little to no experience supporting people with intellectual disabilities, less investment in helping the person seek employment is likely, which hinders the chance of recent graduates gaining employment, despite having worked so hard to complete their schooling.

Employment

Best Practices: After College

School Email:

- Allow students to continue to use their Loyalist College email address (for at least 1-3 years as they transition out of college). A college email address is more professional and looks more appealing to potential employers.
- Example: Johndoe@loyalistcollege.com holds more professional weight compared to johny_doe_4757@hotmail.com. The Loyalist email would provide a familiar template of important contacts and help to allow faculty to connect with former graduates if need be.

Resource Booklet:

- Provide a booklet that has a solid network of local businesses who have stated that they like to network with students and hire recent graduates (for employment or volunteer roles).
- Seeking employment on web forums can be overwhelming and not everyone may have access to reliable internet. Recent graduates would have their portfolio, transcripts, college email address account, and mock interviews under their belt to prepare them for contacting these potential employers in their local employment booklet.
- This would be beneficial because it also promotes recent graduates to self-advocate when reaching out to contacts to seek employment or volunteer opportunities.

Residence Living

Best Practices:

- Students are fully integrated into residence to avoid image/grouping issues.
- *Residence Advisors* are available for support (if required) to teach students skills related to independent living and to answer any questions regarding residence.
- Encourage attendance at social events hosted for all students living in residence which will help create a context for relationships to develop.
- Assist the students to find rooms to rent off-campus with groups of other students (this role could be completed by a *Residence Assistant*).



Positive Representation

Best Practices:

- Include photos on the school website of students integrated into elective courses. These photos should be visible throughout the website and on social channels.
- School posters, promotions, etc. that have pictures of students integrated into their program of interest and involved in campus life.
- Support students to run for student government positions or help to develop an inclusion-based position.
- Support students on an individual basis to be a part of sports teams, clubs, and events. Additionally, being included in any photos/videos promoting or acknowledging these clubs/events.



Graduation

Best Practices:

- All students graduate with their program of interest, wearing the typical graduation uniform of cap, gown, and program colours.
- Have students graduate with their peers from the program that they completed their electives within, or ideally got their credits and diploma in. (Example: if the student audited *Culinary* and that was their program of interest, they are graduating and walking across the stage with their *Culinary* peers).
- After the student has graduated, follow up with them at least for the first year. This would be the time to see if any support was required around work-related language, obstacles, promotion of additional courses they could take, or just encouragement about the success they have had and where they could go next.



The Vision

Best Practices: Near Future

- Students are provided the opportunity to participate in more electives from their program of interest.
- Students are encouraged and fully supported to take classes for grades more often than auditing.
- All programs are open to integrating students from the program providing students with an opportunity to pursue a wide range of electives.
- Credits for audited classes are labelled as such, rather than as a specialized credit.
- Diploma is listed as “*audited*” or “*assistant*” for the student’s program of interest.
- Peer mentoring/tutoring is utilized, with students who are ahead in the program available to assist their peers with assignments, studying, and tutoring.
- Students have the opportunity and are encouraged to participate fully in campus life; sports teams, student government, clubs, events, and residence.



The Vision

Best Practices: Near Future

- Inclusive clubs and events become more common during the universal lunch period, so more students are on campus and available to participate (Example: *Wednesday at noon*).
- Peer-to-peer program created for all students to connect with others and go to club/events together, being paired based on their shared interest in the event.
- Additional support given that will help the students gain paid employment in their field of interest. Meaningful employment where there is room to grow and move up in the field is ideal.
- Campus navigation application is created and used to assist all students who need support getting around campus.
- Bus pass included in tuition (Loyalist students simply present their recent student ID and they can ride the local bus with the complete ease of not having to worry about getting additional change/funds to ride).
- Carpool application for all students to use so they can connect with peers to travel to and from the campus at certain periods of the day.
- Have any new Loyalist College employees do a small SRV training as part of their new hire onboarding.
- Share a video from past professors explaining the benefits of having an inclusive classroom.

The Vision

Best Practices: Long-Term Future

- No segregated classes: everyone is in their program of interest and is being supported to succeed. *Almost all barriers could be addressed or lessened through integration.*
- Students are accepted based on their interest in attending post-secondary education, not based on their disability.
- *Universal Design for Learning* is utilized. Focus is placed on the fact that all students have different learning styles and needs, with less focus on diagnosis.
- ALL potential students who wish to attend college/university should be able to utilize the same application process across the board. When going through the application on the website, there could be a box to check off if you are someone that will require additional support(s) throughout your duration as a student on campus. If the box is checked, the student could be connected to AccessAbility. There would be a clear layout of all the courses that would be available to them with their prerequisites. The students would go through the process of submitting their interests prior to applying, and support can be provided to help align their interests with course content availability.
- Minimize modifications, instead find accommodations that are in harmony with other students to help promote belonging. *“Discovering the least difference-making approach to whatever limits student participation”* (O’Brien et al., 2019).

Appendix

Useful Resources:

- 10 Themes of Social Role Valorization Theory to Improve your Inclusive Postsecondary Education Initiative Presented by Darcy Elks & Guy Caruso YouTube. (n.d.). *10 Themes of Social Role Valorization Theory to Improve your Inclusive Postsecondary Education Initiative*. Retrieved March 20, 2023, from <https://www.youtube.com/playlist?list=PLs23o012GXglH-ciA4QiOwfKl3UmqQkEF>
- History of Inclusive Post-Secondary Education, and Personal Experiences: *People with Intellectual Disability Experiencing University Life: Theoretical underpinnings, evidence and lived experience*.
 - 1.) Login to *myLoyalist*.
 - 2.) From MyApps, select *myLibrary* account.
 - 3.) Search for "*People with Intellectual Disability Experiencing University Life*".
 - 4.) View the online book.
- Barriers and Benefits to Inclusive Post-Secondary Education, Models of Post-Secondary Education: *Post-secondary education for young people with intellectual disabilities: A systematic review of stakeholders' experiences*. <https://doi.org/10.1016/j.edurev.2019.100295>
https://discovery.ucl.ac.uk/id/eprint/10084665/3/Totsika_Alqazlan%20et%20al%20ACCEPTED%20Educational%20research%20Review.pdf
- A Conceptual Framework for Enabling Risk in Inclusive Post Secondary Education Programs
<https://journals.sagepub.com/doi/full/10.1177/27324745221078599>

Appendix

Useful Resources: Sports & Recreational Activities

Winter 2023 Rec Activities Schedule		
Sundays	Badminton	6PM-8PM In the Gym
	Cricket	8PM-10PM In the Dome (Courts)
Mondays	Extramural Cricket Practice	4PM-6PM In the Dome (Courts)
	Volleyball	10PM In the Gym
Tuesdays	Badminton, Boccia Pickleball	4PM-6PM In the Dome (Courts)
	Basketball	10PM In the Gym
Wednesdays	Badminton	12PM-1PM In the Gym
	Soccer	4PM-6PM In the Dome (Turf)
Thursdays	Soccer	3PM-5PM In the Dome (Turf)
Fridays	Floor Hockey	8PM-10PM In the Dome (Courts)

student
LIFE

WINTER 2023				
Monday	Tuesday	Wednesday	Thursday	
Meditation Class 12pm-1pm 3N9 Yoga Class 4pm-5pm 1L26	Martial Arts Class 1pm-2:30pm 1L26	Yoga 7-8pm Residence Commons	Wellness Coffee Chats 9:00am-10:30pm Residence Commons Art Therapy 11:30am-1:30pm Shark Tank Pub	
				

student
LIFE

Appendix

Useful Resources: Empirical Rationales for “Real Inclusion”

Benefits to the Person:

1. Protects welfare/safety of devalued people.
2. Services in integrative settings are more likely to be of higher quality.
3. Integrative Settings are likely to be typical & therefore elicit typical behaviour which builds competencies.
4. People in integrative settings are likely to hold typical expectations which helps people learn to conduct themselves.
5. People respond positively to typical behaviour, which is reinforced & strengthened (creates a feedback loop for competency enhancement).
6. Greater access to valued models/appropriate imitation enhances competencies.
7. Integrative setting offer a greater variety of typical, valued experiences.
8. People in integrative settings can exercise autonomy, choice, freedom & citizenship.
9. Increased chance to meet a wider range of people & form relationships in integrative settings.
10. People can fill valued roles in integrative settings.
11. Image enhancement will occur because the image of valued people will transfer/generalize to devalued person.
12. Integrative services will be based on “rights” models, which provides a better image than “pity/charity” models.
13. Self-image of the devalued person will be enhanced in an integrative setting.

Appendix

Useful Resources: Empirical Rationales for “Real Inclusion”

Benefits to Others:

14. Family and friends of a devalued person will feel less embarrassed/ashamed if the person spends time in integrative settings.
15. Since image and competencies are enhanced in integrative settings (as described in previous points), the devalued person is more likely to be included in typical family events.
16. When person is in integrative settings, there's a better chance families will develop typical contacts & relationships, not just with other parents of disabled family members.
17. Broader society benefits because the devalued person can contribute to society.
18. Having interactions with devalued people “gentles” others, makes them kinder, more compassionate.
19. Integration broadens tolerance to differentness
20. Integrative services/settings are cheaper than segregated ones

(Wolfensberger, 1999)

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