ALBERTA ASSOCIATION FOR COMMUNITY LIVING

The Story of Inclusive Post Secondary Education in Alberta

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Alberta Association for Community Living

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The Story of Inclusive Post Secondary Education in Alberta

SECTION I

Research purpose

In Alberta, inclusive post-secondary education initiatives began almost twenty years ago with a few Edmonton parents who had a vision for their sons and daughter with developmental disabilities. These dreams have become a reality for a growing, but still small number of adults in colleges and universities across the province and in few other places in Canada. More and more parents and their children are interested in pursuing a range of inclusive post-secondary education opportunities just like other young adults who begin to explore their career options and take their place as adults in the community.

Unique practical information and personal experience with inclusive post-secondary education has accumulated in Alberta. It is essential that this knowledge be captured, interpreted and disseminated to families and other advocates intent on pursuing and expanding inclusive learning and participation in community life. This project was designed to document and analyze the principles, models, experiences, successes and challenges as described by students, families, facilitators and post-secondary institutions. It is also an objective of the project to present this accumulated knowledge in other accessible formats.

In that these inclusive post-secondary education initiatives exemplify the vision, mission and values of inclusion as articulated by the PDD Provincial and Community Boards, their funding and support has afforded more students the opportunity to participate each year. When individuals with developmental disabilities are welcomed into the campus life of post-secondary institutions across the province, new pathways to inclusion are forged. The stories of young adults who have developed and pursued career interests, contributed to the learning environment of the post-secondary, formed friendships, continued their learning into adulthood, participated in recreational, social and cultural activities and increased their employment prospects, must be told. It is our hope that the qualitative, participatory research approach undertaken not only does justice to capturing the experiences, interpreting the findings and analyzing the phenomenon but also advances the availability of high quality inclusive education to many more individuals with developmental disabilities.

Significance

Almost twenty years of experience supporting individuals with developmental disabilities to be included in colleges and universities, has resulted in a substantial number of students, peers, faculty, facilitators, families and employers who can describe and explain the value of inclusive post-secondary education. In addition, there are now a significant number of students who have ‘graduated’ from both colleges and universities. Collecting

information about student employment, living arrangements, social life and other contributions to the community offers an important reflection on the impact of attending colleges and universities, as well as providing an in-depth guide to understanding what critical factors influence the experiences of students, families, faculty and employers in both small and larger communities. At the time of the implementation of this research, there were post-secondary initiatives in colleges and/or universities in Edmonton, Calgary, Red Deer, Lethbridge, and Olds. New post secondary institutions, including the first technical institute, were either under discussion or just beginning in Edmonton, Calgary, Grande Prairie, Lloydminster, and Fort McMurray.

Literature Review

Traditionally young adults with developmental disabilities have not been given the opportunity to participate in post-secondary education, even while most young adults today believe that post-secondary experience is essential to gaining reasonable employment with career potential. Post-secondary education is considered a highly valued pursuit in our culture. It is highly respectable for young adults to be seen as students in college or university, meeting new people, pursuing studies of interest, making relationships with those who offer employment potential, experimenting and maturing in an educational context. The proportion of students with disabilities enrolled in and graduating from Canadian universities and colleges, as well as the overall educational attainment of people with disabilities, increased throughout the 1990's (HRDC 2000). People with disabilities in Canada who graduate from universities and colleges are more likely to participate in the labor force and be employed than people with disabilities who have lower levels of education (Roeher, 1992; HRDC 2000; Statistics Canada 1993). However, the same educational opportunities and outcomes have not been realized for adults with developmental disabilities who are not academically eligible for colleges and universities.

Theories, Discourse and Findings

As most studies continue to report, the employment picture for students with developmental disabilities who graduate from high school (most often from segregated special education classes) is not optimistic. In general, follow up studies over the last 15 years indicate that high school graduates with developmentally disabilities experience are socially isolated, unemployed or earn wages well below the poverty line (Haring & Lovett, 1990; Blackorby & Wagner, 1996). The major disparity in outcomes and opportunities for adults with developmental disabilities has long been a focus of concern to students, families and advocacy organizations (Roeher, 1996; Uditsky, Frank, Hart & Jeffery, 1988).

One avenue for redress has been the exploration of inclusive post-secondary education at both colleges and universities. Some have argued that such an option is a logical extension of educational research that reports the benefits of inclusive education. The overall findings of several classic meta-analytic studies on the positive effects of

inclusive education in the primary and secondary grades (Wang, Anderson, & Bram, 1985; Carlberg & Kavale, 1989) point to the logical assumption that inclusion at the tertiary level also seems desirable and necessary. In fact for some time, those involved in initial efforts have argued that inclusive post-secondary education holds promise of a brighter future for young adults with developmental disabilities in the same way as it does for all young adults (Frank & Uditsky, 1988; Uditsky & Kappel, 1988; Mc Donald, MacPherson-Court, Frank, Uditsky & Symmons, 1996; Weinkauf, 2001).

A review of current literature gives rise to issues associated with the discourse. The language and terminology adopted by those reporting on inclusive post-secondary education for individuals with developmental disabilities is revealing. Closer inspection of documented projects/initiatives invites both a clarification of terms and challenges us to analyze the underlying beliefs, assumptions and principles reflected by the language of choice. First, it is clear that a number of different terms are used to describe the educational activities that adults with developmental (intellectual) disability engage in after exiting the secondary school system. The terms most frequently used in the literature include: adult education, further education, tertiary education and post-secondary education. "Post secondary education" in the American context, tends to refer to the education that young adults with an intellectual disability access during their final years of schooling still funded by the public education system and is usually used to describe education received between the ages of 18 and 21 in age-appropriate settings (community colleges, technical schools or universities). Post-secondary education, in this context, is often considered as part of transition planning and other transition related initiatives as a means to help adults with disabilities find meaningful day activities, homes and social recreational pursuits. Tertiary education commonly refers to education received within the university, technical institute or college environment. The term "further education" is commonly used in the British context to describe education that occurs in the university, polytechnic or college environment. "Adult education" is a broad term used to describe education accessed by adults with an intellectual disability during their adult lives, for example adult literacy programs. Generally, the use of the term 'inclusive post-secondary education' does not reflect any universal agreement amongst those who report projects in various countries or settings.

Another challenge to understanding published research relates to the discourse that describes students with disabilities in the post-secondary or adult education sector. In many studies, adults with an intellectual disability are included in the findings, often part of an ill-defined group of students with a range of labels including those with psychiatric disability, learning disability, physical disability and sensory disability. In Australia and New Zealand intellectual disability is the common term, mental retardation is used in the US and developmental disability is typically applied in Canada, while adults are commonly referred to as people with a learning disability in the British context. The term "learning disability" tends to have a different meaning in the tertiary education literature. Learning disability, in some countries, refers to people who do not (necessarily) have an intellectual disability but do have a specific difficulty with some aspects of learning and may need educational support as a result (for example students with dyslexia). Furthermore, many research articles (particularly in the area of tertiary education) were

described as including students with disabilities. This usually meant that the study included adults with physical or sensory disabilities.

In spite of the confusion of terms, an examination of reports on the development of inclusive post-secondary education initiatives often appears to follow the rather accepted line of reasoning that dominates special education practice for students with developmental disabilities, that is, the practice of segregation and congregation. The main findings indicate that inclusive post-secondary education efforts are usually predicated on the belief in adult-appropriate transitional planning and transitional related services as an extension of typical special education practice, re-created in a community college settings (Neubert, Moon, Grigal & Redd, 2001; Mirfin-Veitch, 2003). In some US based projects, some students (aged 18-21) are typically seen as eligible for support at community colleges in programs that provide some combination of "life-skills" training and community-based instruction along with employment training. In this model, the vision for including students with developmental disabilities into post-secondary settings appears to be most commonly addressed by creating working contracts between school systems and college (typically education) departments for groups of students rather than creating individual arrangements (Hart, Pasternack, Mele-McCarthy, Zimbrick & Parker, 2004; Hall, Kleiner &Kearns, 2000; Grigal, Neubert, & Moon, 2002).

In contrast to the tradition of special (segregated) education, advocates for post-secondary education in Canada, Australia and Finland applied the principles of full inclusion informed by a human rights perspective as well as an understanding of the 'social model of disability', a theory that locates the changing character of disability, viewed as an important dimension of inequality, within the social and economic structure and culture of the society in which it is found, rather than in individual limitations. In the few examples reported (Frank & Uditsky, 1988; Uditsky & Kappel, 1988; Mc Donald, McPherson-Court, Frank, Uditsky, & Symons, 1996; Weinkauf, 2001; Grantley, 2000; Saloviita, 2005), these theories guided early efforts of inclusive post secondary education for adults with developmental disabilities. Small groups of parents and advocates who appreciated the hopes of families with an informed recognition of the offensive nature of current conditions and relations and a belief that the possibilities of change were not foreclosed, coupled with insight into the socially constructed nature of disability and heartened by the promise of equality legislation recruited a few students with significant developmental disabilities into postsecondary education settings. Students were reported to be included in a wide range of academic courses and associational life with typical students on college and university campuses.

In summary, reported initiatives in some countries advocate for access and while a few projects have been situated in post-secondary settings, few have been fully inclusive. However, the desire for inclusive post-secondary education is growing. Clearly, the expectation for better futures increases and inspires the need for more knowledge and understanding about best practices in the provision of inclusive post secondary education for adults with developmental disabilities.

Legal Issues in Education

Some writers have taken up a vision for inclusive post-secondary education from a different perspective, arguing that tertiary education is a human rights issue and that for people with developmental disabilities, access must be created and expanded (Boxall, Carson & Docherty, 2004; Roeher, 1996). Such arguments center on the analysis of social structures, processes and ideologies that result in the marginalization and oppression of people identified as having cognitive impairments in contrast to adopting the impairment model (often called the medical model) of disability whereby a person's functional limitations (impairments) are the root cause of any disadvantages experienced and these disadvantages can therefore only be rectified by treatment or cure. These authors theorize that the historical awareness of social structures provides significant insights into the diversity of human existence over time. History, they contend, is both created and recreated by human action and as Giddens (1986) observed, this is 'the double involvement of individuals and institutions'. As such, critical insight derived from historical analysis of biographies of individuals with learning disabilities recognizes disability as a social construction and therefore it means different things in different historical periods and cultural contexts, as reflected in the shift of official categories and their meaning. Terms such as; 'moron' 'imbecile 'idiot', 'insane', 'feebleminded', 'mentally deficient', 'subnormal', 'mentally handicapped' and 'learning difficulties' have been invented, one replacing the other over time (Barton, 2003). These categories have been reflected in the legal, socio-economic and cultural developments and the differential educational policy and service provisions associated with the construction of disability. Historically, people with disabilities have experienced a range of responses in both official and everyday discourses, including fear, hatred, pity, over-protection and patronization. Today, individuals with disabilities, their families and their advocacy organizations are increasingly involved in providing alternative, empowering conceptions in contrast to those ideas that have supported and legitimated segregation in educational policy development, practice and everyday interactions.

The striking contrast between the responsiveness and welcoming accommodation of universities, colleges and technical institutes to fully include students with developmental disabilities and the continuing legal and pragmatic struggles to do so in primary and secondary classrooms raises fundamental questions as to why this remains the case. The 1997 Supreme Court of Canada decision in Eaton vs. Brant County Board of Education and the prior 1995 Ontario Court of Appeal decision in the same matter provide an opportunity for a critical analysis of what at lies at the heart of these contrasting experiences.

Writing for the Ontario Court of Appeal, Justice Louise Arbour, relied on a critical analysis of the historical devaluation, marginalization and exclusion of individuals with disabilities and the necessity to remedy the same on the basis of a presumption of inherent equality between individuals with and without disabilities. In effect, the Ontario Court of Appeal decision came close to establishing a right to an inclusive or integrated education, although it did not entirely preclude the possibility of involuntary segregation.

A decision that might be viewed as analogous to Brown vs. Board of Education, the classic 1954 US anti-segregated schooling decision on the basis of race.

It is an established fact that the history of schooling in Canada is marked by deeply held systemic prejudices, many of which continue to manifest themselves today under the same pragmatic guises of the past (Uditsky, 1993). As Skrtic (1995) and others have argued, schools are a reflection of societal and cultural prejudices. In jurisdictions like Alberta it was not until the 1980's that a right to an education was established for all children with disabilities, and this was strongly contested by those who believed some children with disabilities were uneducable and thus unworthy of any schooling investment. Educability was seen as a pragmatic argument but any such declaration quickly resulted in dehumanization justifying any multitude of discriminatory practices. Given decades of exclusion and segregation since the advent of formal schooling, it is not difficult to understand the challenges inclusive education may present to some schools, educators and publics.

The Supreme Court of Canada overturned the Ontario Court of Appeal essentially arguing that in an examination of equality rights and discrimination, disability is not analogous to race, gender or other enumerated grounds because one must take into account the personal characteristics of an individual's disability to distinguish stereotypical assumptions from fact or truth. Experts, assumed to be acting in the best interest of the child and obviously free of any prejudice, could simply determine which individuals, given the nature of their disabilities, deserved to be included. This pragmatic approach to selection allowed the Court to find that the imposition of involuntary segregation upon a child, and against parental wishes, could be of benefit irrespective of any proof.

Inclusive post-secondary education is succeeding and expanding as it relies upon the reasoning evidenced by Arbour while inclusive primary and secondary education remains a challenge because it parallels the reasoning of the Supreme Court. In the first instance, post-secondary institutions rely on the desire of the individual with developmental disabilities to be included and in deciding, often with the support of their family, as to what course of study they wish to pursue. The students are viewed as inherently equal, not in their abilities, but in their personhood – in their desire to learn, to belong, and to succeed. Students are viewed as learners who contribute to the classroom. The pragmatic questions focus on how to help each student succeed, how to best teach - not whether someone should be included or excluded on the basis of the nature of their disability.

When the Supreme Court ruled there was a qualitative distinction among some Canadians as to the consideration of their equality rights, it reinforced century old reasoning for the exclusion of students with developmental disabilities. To first consider a person's individual characteristics and whether as a function of that interpretation others can decide whether that person has equal rights, that is, in this instance whether one can impose segregation and exclusion, is to reaffirm the basis for all discrimination and consequent prejudicial practices. Inclusive post-secondary education, from a moral and pragmatic

perspective, supports the equality claims of individuals with developmental disabilities as persons first.

Summary of Literature Review

One universal historical truth is that many continue to underestimate what adults with developmental disabilities can achieve and where and in what circumstances they might be successfully included. Low expectations have always produced limited results and parents with dreams have often been accused of being unrealistic and/or irrational even in the face of evidence to the contrary. Another common misconception about inclusion is that progress needs to be made incrementally rather than leaping ahead. This has translated into the assumption that inclusive post-secondary education is unrealistic and not likely to succeed because we do not yet have universal strategies in place to implement quality inclusive education for all children. How can inclusive post-secondary education be successful when inclusion in high school remains an ongoing concern for the teaching profession and those who administer public education? In addition, the typical perception that post-secondary educational institutions are designed to accept only the brightest and the best, invites many to reject the notion that students with significant learning difficulties would be welcome let alone full participants in campus life.

Meanwhile, in today's world there is increasing recognition of the importance of a post-secondary education that encourages accessible, life-long learning as a means of achieving a better life in adulthood for most young people. In addition, many older and more mature adults are pursuing a variety of life-long learning avenues as a means of enhancing their career possibilities.

Post-secondary education provides the opportunity for adults to not only learn academic and practical knowledge but to learn more about themselves and their place in the world. Just as importantly, further education offers the context that can forge the social connections and friendships necessary to competing in the world of work and building lifelong, meaningful social networks. For example, the research is quite clear that more people find jobs through personal connections than any other means. Yet rather than focus on adults with developmental disabilities developing friendships and social networks as a powerful means to gaining employment, too often effort is placed on designing human service agencies that segregate young adults from their same-age peers and train service providers to apply weak job search strategies and implement developmental activities to address social and behavioral deficiencies, all of which produce limited employment outcomes. Adults who have had the opportunity for an inclusive post-secondary education typically find better jobs of their choosing at better pay require less human service support and keep their jobs longer than individuals who have sought employment through more traditional human service means.

Traditionally young adults with developmental disabilities have not been given the opportunity to participate in post-secondary education, even while most young adults today believe that a broad experience on post-secondary campuses offer a ‘leg up’ in gaining reasonable employment with career potential. Post-secondary education is

considered a highly valued pursuit in our culture. It is highly respectable for young adults to be seen as students in college or university, meeting new people, pursuing studies of interest, making relationships with those who offer employment potential, experimenting and maturing in an educational context. The proportion of students with disabilities enrolled in and graduating from Canadian universities and colleges, as well as the overall educational attainment of people with disabilities, increased throughout the 1990's (HRDC 2000). People with disabilities in Canada who graduate from universities and colleges are more likely to participate in the labor force and be employed than people with disabilities who have lower levels of education (Roeher, 1992; HRDC 2000; Statistics Canada 1993). We would argue that the same educational opportunities and outcomes could also be realized for adults with developmental disabilities who are not academically eligible for colleges and universities.

In summary, initiatives in some countries advocate for access and a few projects have been situated in post-secondary settings, however, deeper examination of the assumptions and practices that frame notion of inclusive post secondary education is required. The gaps in information are apparent and, in fact, there is a clear call for more in-depth documentation of the principles, models, practices, outcomes and sustainability of inclusive post-secondary education in various settings. Indeed, increased dialogue about those successful principles and practices that enhance inclusion seems vital to expanding the educational opportunities for adults who need valued roles in valued settings with their typical peers.

The findings from the literature review indicate that various approaches and models have been attempted in an effort to improve the educational opportunities for adults with developmental disabilities. The philosophies that guide the practices vary and, as yet, the outcomes are not far-reaching. Clearly the desire for inclusive post-secondary education is growing. The expectation for better futures inspires the need for more knowledge and understanding about best practices in the provision of inclusive post secondary education for adults with developmental disabilities.

This review supports the need for this project to describe the vision, policies, practices, models and outcomes in six of the post-secondary settings in Alberta, not only to account for our efforts but to provide a comparative framework that might contribute to continued dialogue amongst advocates, families, students and educators. We conclude that the findings from the project we have undertaken can contribute to the expansion of high quality inclusive educational opportunities for people who have most often been left out of further education.

SECTION II

Significance of the Project

Given the fact there has been almost twenty years of experience in supporting individuals with developmental disabilities to be included in colleges and universities, there were a substantial number of students, peers, faculty, facilitators, families and employers who could describe and explain the value of inclusive post-secondary education. In addition, there were a substantive number of students who had 'graduated' from both colleges and universities. Collecting information about their employment, living arrangements, social life and other contributions to the community was an important reflection of the impact of attending colleges and universities, as well as a guide to understanding what critical factors influence and shape inclusive living in both small and larger communities.

At the time of the study, there were post-secondary initiatives in colleges and/or universities in Edmonton, Calgary, Red Deer, Lethbridge and Olds. New initiatives were being discussed in Edmonton, Calgary, and in the northeast and northwest regions of the province, including possibilities at technical institutes. Articles have been written about inclusive post-secondary education which describe the purpose of inclusive post-secondary; some of the individual initiatives in Alberta and elsewhere and which illustrate some of the positive experiences of students with developmental disabilities. There is only one published research study (McDonald, McPherson, Frank, Uditsky & Symons, 1997) conducted with respect to one of the Alberta university initiatives, reporting very successful results with respect to the experiences of students with developmental disabilities, their parents, non-disabled peers and professors and post-school outcomes. At least two students have completed Master's thesis on inclusive education in Alberta, one of which is a qualitative study of student experiences at one university.

The current study was designed to provide a comprehensive overview and critical analysis of inclusive post-secondary education across all Alberta initiatives. In addition, Alberta has more of the longest running efforts of inclusive post-secondary options than anywhere else in the worlds. This fact highlighted the need to describe the experiences so that others might benefit from the findings.

Project Team

The Alberta Association for Community Living, Adult Education Network developed the idea for this research project. As the membership in this group has grown commensurate with the expansion in inclusive post-secondary initiatives, the accomplishments to date have inspired many important questions by all stakeholders as to how ensure the future success of inclusive post-secondary education. Given their commitment, the Network applied to the Provincial PDD for research funds under the auspices of AACL.

The members of the AACL Adult Education Network acted as a Steering Committee for the project, providing ongoing advice and actively participating as informants to the researcher, guiding the research methodology, providing sources of data and analyzing the

results. All the members were involved in some capacity in the inclusive post-secondary education initiatives. Members of the network had many roles, ranging from those who have initiated opportunities to those who either participated or facilitated the initiatives for students across colleges and universities. As representatives, these members came with a depth of experience stretching back almost 20 years. The AACL Education Network met on a regular basis overseeing the project to completion. Most members had more than one role in the project, acting as co-researchers and key informants in the data collection process as well as guiding the analysis and report of findings. They contributed as much as three or four hours per month over the duration of the project.

Research Design and Methods

Research Purpose and Scope

The overarching research design intended to accomplish two main purposes:

a) To comprehensively and reflectively describe, characterize and disseminate the history, purpose, nature and state of inclusive post-secondary education for adults with developmental disabilities in Alberta.

b) Provide a framework for a critical appraisal of current models in such a way that improvements to current and future initiatives can be imagined and implemented.

Research Questions

The major research questions were designed to:

a) Describe the current initiatives in terms of all elements of their operations.

b) Chronicle the personal experiences of students, peers, facilitators, family members, faculty, instructors and employers in order to better understand what leads to successful outcomes.

c) Develop a framework for those who support inclusive post secondary education initiatives to continue to accumulate the experiences, stories, and reflections so that such practical knowledge can be shared with other communities, families, advocates and potential students.

Given the participatory nature of the research method, additional research questions were determined by the Steering Committee as well as identified key informants from each post-secondary setting. This iterative and developmental approach was essential to determining relevant questions foundational to the participatory research approach favored by this project.

Research Method

The goals of this research were best addressed by a participatory action research design. Such an approach was both qualitative and descriptive. It is the tradition of such an approach to be inclusive of all voices relevant to the issues under study and to assume that a critical dialogue in both collecting and analyzing findings is essential to the desire to address issues of necessary social change.

There were representative participants from all of the inclusive post-secondary education initiatives in Alberta. Data was collected by various means, including interviews, focus groups and review of documentation. The researcher facilitated the collaboration of all stakeholders through visits to each of the initiatives. As this was this by this participatory process that participants not only generated research questions, also engaged in reviewing and interpreting the findings. Within the participatory action research framework, the analysis of findings and resulting recommendations was generated for the final research report.

Data Collection

The collection of data included interviews with students with and without disabilities, faculty, families, employers and facilitators who volunteer to participate from each of the post-secondary settings in Alberta. Individual consent forms explaining the purpose of the study were prepared (See Appendix). An interview protocol was designed by the AACL Adult Education Network Steering Committee (project team) to serve as guide for both individual and focus group conversations. Members of the project team and the project research assistant conducted individual and group interviews. All interviews were either audio taped or notes were taken and transcribed once individual permission was granted.

The review of policy, procedural, media and other program information documents were summarized in order to describe the common and unique practices, histories, processes and outcomes reported by each initiative. In addition, funding and operational information was gathered to provide further description and comparison of current practices.

Ethical Considerations

Given the chosen participatory action research design, all aspects of project involved multiple voluntary participants. Network meetings were arranged to ensure that the stakeholders could discuss all the details of the purpose of the research and every participant was invited to provide advice, feedback and information that allowed the study to achieve its goals. These meetings were held on a regular basis to guide the activities of the researcher. To begin this process the following considerations were addressed.

Once the research proposal was approved, a written summary of the purpose and method of the study in plain language was made available to all participants related to the

inclusive post-secondary initiatives. The document was used by the researcher as a guide to the discussions with the participants of the intention of the study and provided to all the participants recruited. All participants acknowledged their informed, voluntary agreement to participate by signing the consent form (See appendix). All participants were informed that the primary purpose of the study was to elicit further in–depth understanding of their experiences with the inclusive post-secondary education initiatives in their community. In addition, it was indicated that each person's participation in telling their stories, experiences, feelings, suggestions, and conclusions was helpful to achieving the goals of the research. Each participant was informed of their right and given the necessary information to access the final report. Participants were invited to discussions and presentations organized during the study and at the completion of the report.

The participants were informed of their right to withdraw at any time during the course of the study. This included stopping any audio recording of interviews and not commencing recording without the agreement of the participant.

The risk of harm to the participants was minimal, with the understanding that there may be some exception were the recalling of troubling emotional experiences that might distress a participant. This risk was not realized, however arrangements were made to have a supportive person available to the participants should it have been required.

Confidentiality was ensured, the identity of each participant was not revealed unless that person specifically expresses his/her agreement to be identified in the project. To ensure anonymity and confidentiality was maintained, all interviews were coded and any information that might potentially identify the participant was removed or changed in the report. Any reports including publications contain no information that could potentially identify participants without their expressed agreement.

Once participants agreed to participate in interview(s) and/or focus groups their signed consent forms were kept on file with the research assistant. All transcriptions, audio tapes, field notes and any other documents collected for the purpose of this study were kept in a locked cabinet accessible only to the research assistant. The raw data of a personal nature will be destroyed 6 months after the completion of the final report.

With regard to barriers to participation every effort was made to provide information in the necessary accessible formats, to find locations for meetings and interviews that were barrier free, and places for meeting were as comfortable and private as could be reasonably expected. Conflicts or disagreements within the focus groups, participant interviews and/or steering committee were discussed openly and immediately by those parties responsible for the interactions.

SECTION III

Research Activities

This section of the report describes the research activities with regard to data sources and methods of data collection conducted by the project team.

Data Types

Site visits and observations

- Researcher met with facilitators at college and university settings to observe the settings and gather an overview of daily operations and current student information.
- The researcher visited each of the six initiatives on at least two occasions each in addition to phone and email contact between visits.
- Also included attendance at 2 Annual General Meetings of initiatives, one summer gathering for the students and families of one initiative

Interviews

- Initial interview questions and themes were generated from conceptual framework and refined with successive waves of interview data.
- Detailed questions related to the experience and expertise of each cohort was developed. Additional questions were added throughout the research process to explore particular themes
- The researcher developed an interview protocol, which co-researchers used to guide their interviews.
- The key researcher carried out the majority of interviews. Others interviews were conducted by committee members. Two coordinators chose to be involved in the interview process with students and parents, combining the interviews with term or annual reviews.
- Semi-structured, followed the key questions or themes but also left room to explore particularities of experience in some detail.
- Majority of interviews were audio taped and transcribed. Where interviews were not audio taped, the researcher took extensive written notes.

Document and artifact review

- Includes publications on inclusive post-secondary students and initiatives since their inception (Summarized in Appendix D).
- Documents and artifacts submitted by members of the Steering Committee (Summarized in Appendix C).

Student and Alumni Surveys

Where information was not covered in interviews or site visits, the researcher sought out alumni and students through surveys.

- Where information was missing, surveys of student involvements were filled out by facilitators of each program.

- Surveys of alumni involvements were filled out by (a) alumni employment facilitators (21 surveys) or an initiative coordinator (5 surveys) (b) by the researcher during phone conversations with parents (3 surveys) and alumni (1 survey).

Methodology

Phenomenological, Participatory Action Research Design

A participatory action research (PAR) design best addressed the goals of this research. Such a design is both qualitative and descriptive. The tradition of such an approach is to include a range of voices relevant to the issues under study and to assume that a critical dialogue in collecting and analyzing findings is essential to fulfilling the desire to identify and address issues of necessary social change.

Phenomenology as a method is concerned with understanding the experiences of people directly involved with a phenomenon (Patton, 1990). Our interest was to get 'inside' information on the experiences of those people who were directly involved with inclusive post-secondary educational experiences. Research methods and questions were designed to understand the experiences of a wide range of people with experiences in the area of post-secondary education.

Members of the AACL Adult Education Network, all of who were involved in inclusive post-secondary education, became the steering committee for the research project. At the time of the study, members of the committee included long-term mentors of inclusive initiatives, coordinators of initiatives and a college graduate. Members of the committee acted as co-researchers and key informants in the data collection process as well as in the analysis and reporting findings.

The committee hired a researcher to coordinate, analyze and report the research efforts. The researcher's relevant experience included facilitation for inclusive college and university initiatives. These previous employment experiences were helpful in facilitating the participation of the research team as well as connecting with many of the participants.

Early in the research process, members of the steering committee met to cultivate a conceptual framework in order to clarify a focal point for the research. The conceptual framework included a web of knowledge about inclusive post-secondary education that was a means of recording group wisdom and experience with inclusive post-secondary education. The framework provided a starting point for the research process and served as a touchstone for the researcher and team members throughout the process. The process of working with a conceptual framework is based on the suggestions of Miles and Huberman (1994).

Members of the committee met on four occasions as a large group to direct and inform the researcher in carrying out the study. A smaller circle of committee members with extensive experience in inclusive post-secondary education and research met individually with the researcher throughout the project to advise on data collection and analysis. Results and draft reports were shared with the team members and suggested modifications were made.

Extent of the Study

The focus of this research project involved the two university and four college initiatives in Alberta that had been supporting students for one year or more at the time the research began in March 2004. **TABLE A** summarizes the initiatives that participated in this study, the year they began, and numbers of current students and alumni. In addition to these initiatives, several students were attending other institutions throughout the province with individual, short-term arrangements for their studies. During the year that the research was carried out, one institute of technology, three colleges and one additional university in Alberta began to offer inclusive post-secondary education. These initiatives were not included in this study.

Data Collection

Data for this study was collected from May 2004 to May 2005 by means of observations, semi-structured interviews and a review of documents and artifacts and student and alumni surveys. The researcher visited the college and university initiatives and met with coordinators and facilitators on at least two occasions per initiative. In addition to visiting college and university sites, the researcher attended several annual general meetings and one informal gathering for students and families. Visits served to inform the researcher about the settings and operation of initiatives within their respective institutions and local communities. Additional sharing of information on student demographics and document sharing also took place during the visits.

Documents and artifacts collected and reviewed included: promotional materials from each of the initiatives, publications on inclusive post-secondary students and initiatives since their inception, video footage from a National Inclusive Post-Secondary conference held in Calgary in 2002, written reflections from several initiatives about specific aspects of practice, copies of speeches given at inclusive post-secondary events and meetings, and samples of student assignments. A summary of the documents and artifacts is included in Appendix C. Samples of student assignments are displayed on the internet at www.aacl.org.

Interviews were carried out with a variety of students and alumni with developmental disabilities, their parents, classmates and peers without disabilities, faculty and instructors, facilitators, mentors and employers. Initial interview questions and themes for each subgroup were generated from the committee's initial conceptual framework and refined with successive waves of interview data. A protocol of questions and themes for respective subgroups was developed to guide the multiple researchers in carrying out the

interviews. Interviews were semi-structured, following key questions or themes but also leaving room to explore particular experiences in detail. Additional questions were added throughout the research process in order to explore particular themes as they emerged. The majority of interviews were audio taped with the informant's permission and later transcribed and summarized using an interview protocol form. When interviews were not audiotape, the researcher took extensive written notes.

Members of the research team had the option of conducting interviews with participants with whom they were in contact. The key researcher conducted the majority of interviews. Committee members facilitated nine interviews in total. Two coordinators chose to be involved in the interview process with students (3 interviews) and parents (4 interviews). These interviews took place in conjunction with their term or annual review process. One committee member, with experience coordinating inclusive post-secondary education initiatives, interviewed two mentors. Interviews were conducted at college and university campuses, private homes or in work-related offices at the convenience of participants. The length of interviews ranged from 30 minutes to 2 hours with most interviews lasting 1 hour. Employer interviews were the exception and ranged from 10-30 minutes.

To gain a more complete picture of student and alumni involvements, surveys were drafted and filled out in April-May 2005. Where information was not covered in interviews or site visits, the researcher sought out alumni and students through surveys. Sample Surveys can be found in Appendix E.

Student Surveys

- Facilitators of inclusive post-secondary initiatives completed surveys of student involvements.
- Through surveys, interviews and site visits, we were able to retrieve information on 42 out of 42 students.

Alumni Surveys

- Surveys of alumni involvements were filled out by (a) alumni employment facilitators (21 surveys), an initiative coordinator (5 surveys) or (b) by the researcher during phone conversations with parents (3 surveys) and alumni (1 survey).
- Several factors affected ability to gain complete information: (1) availability of contact information for alumni and their families and (2) availability of alumni and parents to speak with the researcher within the survey time frame (3) willingness of initiatives to complete the surveys.

Interview Sampling

A variety of students and alumni with developmental disabilities, their parents, classmates and peers without disabilities, faculty and instructors, facilitators, mentors and employers agreed to participate in interviews for the study. Coordinators of the six initiatives, acting as informants, advised the researcher about contacting participants from

each of the subgroups. Details of the participants are described by subgroup in the following section.

Criterion sampling involves the selection of critical cases or key voices in order to explore a particular aspect under consideration (Creswell, 1990). In inviting students and parents of current students, consideration was given to the educational year of student, their area of study and the college or university with which they were affiliated. The number of years since graduation, focus of studies and institutional affiliations were considered in inviting alumni of inclusive post-secondary programs and their parents to participate. Because this research was interested in exploring what makes employment successful over time, employers who had worked with students or graduates over an extended period (2 years or more) were invited to participate in interviews about their experiences. Interest in identifying and clarifying what leads to successful inclusive post-secondary experiences steered the researchers to instructors and classmates who had been identified by initiative coordinators as having had positive experiences. A selection of mentors that were identified by the research team as having played key roles in beginning and supporting initiatives were invited to participate as well.

Several unforeseen aspects contributed to informant participation. During the time of the study, three initiatives were involved with a government review process that also involved in-depth interviews with students and parents. Coordinators demonstrated sensitivity to family and student participation and their time commitments to the government review process when suggesting prospective research informants. An Inclusive Post-Secondary Video Project, also initiated by the AACL Inclusive Adult Education Committee, ran concurrently with the research project. The video project involved videotaped interviews about the experiences of students with developmental disabilities, their classmates, faculty, instructors, mentors and parents related to inclusive post-secondary education. An effort was made to invite participants into the research that had not been part of the video project.

Interview Participants

Students

- Fourteen students participated in interviews. Student demographics are summarized in Table C.
- All 6 institutions were represented as follows: Lethbridge Community College (2), MacEwan College (3), Olds College (2), University of Alberta (2) and University of Calgary (3).
- Three student interviews from one initiative were conducted by the coordinator of this initiative in conjunction with student term reviews. The remaining interviews (8) were conducted by the key researcher.
- One student was interviewed with his mother and another student with limited speaking abilities was interviewed with his mother and support worker. The remaining interviews took place with individual students.
- Most student interviews were conducted at college and university campuses although several took place at the students' homes and one took place at a hotel.

Alumni

- Eleven alumni were interviewed. Table D outlines the demographic information for alumni including area of study and years attending their respective post-secondary institutions.
- Alumni were from the four initiatives that had been in existence 7 years or more. Alumni represented MacEwan College (4) Lethbridge Community College (1) and University of Alberta (3) and University of Calgary (3).
- All alumni interviews were conducted by the key researcher.
- Five alumni were interviewed with a parent (all mothers) while the remaining interviews were conducted with individual graduates.
- Interviews took place at college campuses (4), university campus (1), place of employment (1) and parents' homes (5).

Parents of Students

- There were eight interviews with parents of currents students.
- Efforts were made to invite parent informants from a variety of institutions and with sons or daughters in varying years of study. Parents from 2 colleges (MacEwan and Red Deer College) and 2 universities (Universities of Alberta and Calgary) participated in interviews. There were no parents from Olds College or Lethbridge Community College that participated in the interviews. Parents had sons or daughters that were students in their first year (2), second year (1), third year (1) and fourth year (4) of studies.
- Four of the seven interviews were conducted by coordinators of initiatives acting as co-researchers. The remaining interviews were conducted by the key researcher.
- Of the eight interviews, six involved only the mothers and one involved both parents of a student. Two mothers completed interviews with their sons.
- Interviews took place at parents' residence (6) and a hotel (1).

Parents of Alumni

- Twelve parents of alumni participated in interviews.
- Parents of alumni represented the four initiatives that had been in existence 7 years or more. Parents of alumni from MacEwan College (3) Lethbridge Community College (1) and University of Alberta (4) and University of Calgary (3).
- The key researcher conducted all interviews.
- One interview involved both parents of a graduate while the remaining 10 interviews involved the mothers only.
- One interview was conducted over the phone due to distance and time considerations while the remaining interviews took place in person at parents' workplace (2), researchers' office (1), a college (2) and parents' homes (6).

Faculty and Instructors

- The perspectives of one university president, one college president, one college dean of student services, fourteen instructors of whom four were also department heads, and two coaches of university sporting teams are represented in this study.
- Instructors taught in a variety of fields and were selected from five of the inclusive initiatives. Instructors represent LCC (4), MacEwan (4), Olds College (1), University of Alberta (1) and University of Calgary (3). Coaches were from University of Alberta (1) and University of Calgary (1).
- Four interviews of instructors were conducted by the key researcher. The remaining interviews of faculty, instructors and coaches were videotaped and took place in conjunction with a concurrent initiative of the Inclusive Adult Education Committee, the Inclusive Post-Secondary Video Project. Video interviews were carried out by a co-researcher.
- One interview was conducted with two faculty members of a college. The remaining interviews were conducted with individual faculty, instructors or coaches.
- All interviews were conducted at faculty and instructor's respective institutions.

Facilitators

- In-depth interviews were conducted with seven senior facilitators from four of the six participating initiatives.
- Initiatives included LCC (1), MacEwan (1), University of Alberta (2), and University of Calgary (3). Participants had from 3 to 11 years experience working in the area of inclusive post-secondary education. Four of the seven facilitators had seven years or more of related experience. All facilitators had diplomas or undergraduate degrees in the area of Community Rehabilitation and Disability Studies. Six facilitators were female. One facilitator was male.
- Five interviews were conducted by the key researcher and a graduate student conducted one interview with parallel research interests.
- Two facilitators were interviewed together while the remaining five facilitators were interviewed individually.
- All interviews took place at their respective institutions.

Mentors

- Mentors included long-term supporters and advocates for inclusive post-secondary education that had been involved in various roles establishing and supporting initiatives over time.
- Four of the six mentors had experience as facilitators and coordinators of inclusive post-secondary initiatives. Two mentors were involved in establishing inclusive supports at colleges and presently held positions with the branch of government responsible for funding current initiatives. One mentors was college faculty, one mentor was a university faculty and one mentor had taught courses at both college and university.
- A member of the research team conducted two interviews and the remaining interviews (4) were carried out by the key researcher.
- Interviews took place at the mentors' place of employment.

Employers

- Six employers participated in interviews.
- Efforts were made to connect with employers of alumni that had long-term paid employment. Long-term employment was defined by positions that alumni had held for at least 2 years.
- Alumni had been at their jobs from 2 to 8 years.
- Employer interviews were conducted by the key researcher.
- Employer interviews were conducted over the phone with employers at their sites of employment.

Peers

- Peers included in the study included four students without disabilities from university (1) and college settings (3). Three of the students had been classmates with students with developmental disabilities and one student made connections while playing on a university sports team.
- All four interviews with peers were videotaped and took place in conjunction with the concurrent video project at the respective students' institutions.

Data Analysis

Data analysis and collection occurred simultaneously throughout the study. The key researcher made observational notes throughout the site visits, committee meetings and individual interviews. Audio taped interviews were transcribed and reviewed by the researcher after they took place. Additional notes and comments were added in the margins with sequential readings. All notes and interview responses were categorized according to codes or themes drawn from the interview protocol and conceptual framework. As new data were collected, the coding scheme was altered to include emerging themes and explore varied responses between and among members of subgroups. Throughout the data collection and analysis process the researcher wrote memos reflecting on emerging themes and connections between aspects of the data. Memos included phrases, ideas, patterns, questions and key concepts as suggested in research literature (Creswell, 1998; Charmaz, 1983). The researcher presented findings and drafts of the final documents to the research team. Feedback and suggestions for revision were incorporated into the final publications.

Research Validity and Credibility

Credibility in this study was improved by (Creswell, 1998):

- Multiple sources from each subgroup/criterion sample
- Triangulation of data. Comparing findings across subgroup and across settings and sources (interviews, observations, document and artifact reviews).
- Having key informants review findings and drafts of reports

Practical Aspects of a PAR Approach

Inclusion: Opportunity to Share Significant Stories

- A variety of students, alumni, parents, facilitators, mentors, employers, instructors and post-secondary faculty share their stories for the purpose of this research.
- Students' stories, in the form of their college and university class work, are shared publicly on the AACL website.

Relationships

- Success in contacting informants across subgroups was because of collaborative nature of the approach.
- Relationships between initiatives were arguably strengthened through the process of participating in research through communicating and inquiring into a common area of interest.
- Participants inquire about how inclusive post-secondary looks across the province during interviews and site visits. Researchers are able to share on-going findings with participants and the wider community.

Participation: Adding Richness to Practice

- Coordinators conduct interviews with students and parents that lend richer insight into student and parent experiences and into daily practice.
- Research information informs planning process for an inclusive post-secondary education retreat that is attended by representatives from throughout Alberta and guests from BC and Saskatchewan.
- Results of research shared with coordinators, facilitators, parents and students at Inclusive Post-Secondary Education Retreat, May 2005, Calgary, Alberta.
- Coordinators read and review research findings and return reflective comments to researcher.

Mobilization: Changes in Practice

- Facilitators beginning to keep records/basic stats that they had not paid attention to or recorded before. For example, details about student course/department information, extra-curricular involvement, and employment stats.
- Facilitators comment on the usefulness of site visits and ensuing discussion for personal reflection and discussion about practice.
- Results are shared with all participants and their networks.
- Results are incorporated into on-going reflection and planning for the expansion of inclusive post-secondary education.

Central Questions, Data Sources and Publications

Central Questions	Data Sources	Sharing Results
○ What are the experiences of students, peers, facilitators, family members, faculty, instructors and employers in relation to Inclusive Post-Secondary Education? ○ What do these experiences tell us about what leads to successful outcomes?	*Primary*: ○ Interviews with representatives of various cohorts *Secondary*: ○ Site visits and observations ○ Document and artifact review	○ Final Report ○ Power Point-Summary of Research and Findings ○ Samples of student artifacts
○ What do these experiences tell us about what leads to successful outcomes? ○ Description of current initiatives in terms of all elements of operations	○ Document and artifact review ○ Site visits and observations ○ Interviews	○ Final Report ○ Thematic Document that addresses aspects of operations and common and unique practices
○ How might practical knowledge be shared with other communities, families, advocates and potential students?	○ Interviews ○ Steering Committee meetings	○ Conference Presentations ○ IPSE Retreat ○ AACL website ○ Journal publications ○ Other publications

SECTION IV

Results

The in-depth interviews with students, family members, alumni, facilitators, mentors, faculty, instructors, coaches and classmates resulted in vast amount of information that has been aggregated by themes and by 'subgroups'. The decision to organize the themes from multiple sources into subgroups created a means for analyzing and interpreting the experiences of the participants across groups, across settings and across sources (interviews, observations, documents and other artifacts). As new data was collected, the thematic codes were modified to include emerging themes and to reflect varied responses between and among participants in each subgroup. Throughout the months of data collection, the researcher kept field notes reflecting on the themes and connections that emerged. These 'memos' were useful in determining the credibility of the themes and in drawing out interpretations that were supported by the evidence collected across setting and over time. Summarizing the themes by subgroups also provided a workable format for providing feedback to the key informants. The format was critical to ensuring that the Steering committee (AACL Adult Education Network) and other key informants were full participants in reviewing the findings and contributing to the drafts of the final report.

To provide a comprehensive overview of the vast amount of data, the Table below summarizes the key sub-themes identified within the major themes for each group of participants. What follows the Table represents a description of the sources of data and the collapsed raw data into the coded themes resulting by subgroups. The overarching major themes that emerged were coded as 'successes'; 'successes-contributing factors'; 'challenges'; 'possibilities/to watch for'. The sub-themes are expanded (with quotes from participants) under each major theme and presented in this document specifically for each group. The participants were grouped into the following categories: students; alumni; parents; mentors; facilitators; faculty, instructors and coaches; classmates. The unique nature of the information from employers required the results of the interviews to be organized and reported separately.

Subgroup	*Successes*	*Successes-Contributing Factors*	*Challenges*	*Possibilities/Watch For*
Students	○ Meeting People/ Relationships ○ Meaningful learning ○ New opportunities ○ Personal growth ○ Paid employment	○ Facilitator support ○ Learning adaptations ○ Instructor involvement ○ Post-secondary context ○ Other students	○ Most challenges—positive association ○ Academic work ○ Moving out ○ Relationships	○ Encouragement for other students to try out the experience
Alumni	○ Meeting People/ Relationships ○ Meaningful learning ○ New opportunities ○ Personal growth ○ Paid employment	○ Facilitator support ○ Learning adaptations ○ Instructor involvement ○ Post-secondary context ○ Other students	○ Minimal discussion compared to positive aspects ○ Academic work ○ Relationships ○ Finding paid work or finding work in area of interest	○ Encouragement for other students to try out the experience
Parents	○ Related to sons and daughters: ○ Independence and self-confidence ○ Improved communication ○ Finding and exploring personal identity ○ Opportunity for meaningful, authentic challenge ○ Learning and transferable skills & knowledge (academic & social) ○ Surpassing parents' expectations of what they thought possible	○ Individual attention and support ○ Unique and diverse opportunities of university and college contexts ○ Facilitator qualities and abilities: Respect for dignity and innate potential of adult students and graduates, responsiveness, open communication and listening, educational background and personal passion for the work, breadth of support (not just academic),	○ Limited student access ○ Finding facilitators (for initiatives and work places) that are a "right fit" ○ Facilitator changes during post-secondary experience or after graduation in some initiatives ○ Friendships and relationships—on-going challenges during and after post-secondary experience	○ Increase spaces made for supporting students with high needs ○ Becoming too large, loosing individual attention and anonymity ○ Importance of sharing experiences with other parents ○ Importance of expanding to other post-secondary institutions throughout the province

	○ Related to larger community: ○ Increased acceptance over time of diverse students and inclusive education ○ Community is improved by participation of all ○ Sets an example for what an inclusive society can look like ○ Other students learn tolerance, and how to invite diverse participation	○ willingness to face challenge. ○ High expectations of facilitators, faculty and peers ○ Supportiveness/openness of instructors and institutions ○ Normal and life-enriching learning environment for young people ○ Parent involvement in supporting students and the inclusive post-secondary initiative		

Facilitators	Student Specific Student Self-esteem, confidence, making friends ○ Students attending class, working together with other students, finding employment ○ Students developing skills and abilities Post-Secondary Contexts ○ Attracting international attention ○ Instructors reflections on how their teaching and evaluation of all students is improved ○ Program provides exemplary model for adult learning and inclusive education ○ Understanding of difference and consciousness-raising for other students and larger community Societal Contexts ○ Changing society by example ○ Hope for the future and continued change of what might be possible for inclusive communities	○ Openness of instructors ○ Courage of students who are included at post-secondary ○ Involvement and leadership of parents ○ Facilitators—importance of hiring people for their values ○ Student desire to be at post-secondary ○ Doing a job that you believe deeply in ○ Communication—across all relationships	○ Limited spaces, seats available ○ Finding and mentoring new facilitators ○ Change happens slowly ○ Confusion and potentially negative experiences among post-secondary staff about other groups that access the institution--at some initiatives ○ Maintaining an inclusive vision	○ Public recognition of Instructors and Institutions for their contributions ○ Supporting life-long learning and on-going relationships ○ Considerations for vulnerability of students with what happens in social life at post-secondary ○ Importance of mentorship for new staff, parents, coordinators ○ Importance and on-going challenge of keeping families involved in maintaining vision and leadership

Mentors	Students ○ Meaningful involvement in adult life ○ Personal growth ○ Paid Employment Initiatives ○ Support people to do something other adults do (without being a human service) ○ Room for expansion Institutions ○ Faculty interest and involvement in inclusive post-secondary has increased since it began Society ○ Has/Is changing perceptions around people with disabilities	Related to: ○ Post-secondary contexts ○ Academic adaptations ○ Value-based initiatives ○ Facilitator qualities ○ Relationships with families	○ Post-secondary contexts ○ Expansion ○ Vision and Leadership ○ Extending and maintaining as vision of inclusive education for all people, including those with more profound disabilities ○ Supporting students and graduates to make long-term friendships and connections ○ Maintaining an inclusive vision in light of a culture that has a history of segregating and marginalizing people with disabilities ○ Impacting society and elementary-secondary education systems to be more inclusive	

Faculty & Instructors & Coaches	Students with developmental disabilities ○ Belonging and participating in activities of same-age peers ○ Gain social, work and community contacts and personal skills Classmates ○ Opportunity to interact with people with diverse backgrounds/needs ○ Positive impact on class dynamics when students with developmental disabilities participate/are included ○ Respect and empathy understanding for all people Instructors ○ More sensitivity to diverse ways of learning for all students ○ Students provide perspective on the gifts of daily life and the aspects that really matter	○ Facilitator qualities: Creative problem solvers, self-directed, passionate about inclusive post-secondary, able to convince others ○ Student qualities: positive attitude, desire to be at post-secondary and to learn ○ Academic support from initiative facilitators ○ Instructors approaching inclusive learning environments as the "norm" ○ Instructors belief that everyone can learn ○ Community support for student involvement	○ Limited seats ○ Information gathered is limited because video interviews did not address this aspect	

Classmates	Students with developmental disabilities: Are positive additions to classes and on sports teams. Make social/personal connections essential for long-term success. Students without developmental disabilities: Report a change in perceptions about people who have disabilities Appreciate friendships they have made in and outside of classes with other students that have developmental disabilities.	Classmates attitudes that all students can and do learn Classmates that enjoy connecting with other people and looking beyond themselves	Information gathered is limited because video interviews did not address this aspect	

Students--Overview of Themes and Sub-themes including additional comments

Students Interviewed

- Fourteen students participated in interviews. Student demographics are summarized in Table C.
- All 6 institutions were represented as follows: Lethbridge Community College (2), MacEwan College (3), Olds College (2), University of Alberta (2) and University of Calgary (3).
- Three student interviews from one initiative were conducted by the coordinator of this initiative in conjunction with student term reviews. The remaining interviews (8) were conducted by the key researcher.
- One student was interviewed with his mother and another student with limited speaking abilities was interviewed with his mother and support worker. The remaining interviews took place with individual students.
- Most student interviews were conducted at college and university campuses although several took place at the students' homes and one took place at a hotel.

Successes (Identified by the students)

SUCC-REL (relationships) 2, 9, 19, 20, 22,29,28,3, 30,32, 41, 31

SUCC-ML (meaningful learning) 8, 2, 19, 20, 28, 29

- Learning to budget as part of video production project
- New knowledge relevant to work/career goals or personal interest
- English course to improve writing
- Computer course as part of college program

SUCC-NOP (new opportunities) 2, 9, 20, 29,28,31

- Recording music and having it performed
- Selling design/artwork
- Steps toward dreams
- "First" painting, essay written, test written—**See comments & quotes below under challenges**

SUCC-PERS (personal growth) 8,9,19, 20, 18, 41

- Confidence, maturity, communication

SUCC-EMP (paid employment) 20, 3, 18, 19

- Some had paid employment before beginning PS
- Some had paid employment but didn't see it being connected to college even though it began after they began post-secondary

Successes-Conditions for (Identified by the students)

SUCC-COND-INSTR (instructors) 2,19,28,30

- Knowing over time, relationships with
- High expectations from (i.e. hand back assignments to revise), getting feedback/grades from instructors

SUCC-COND-ADAPT (learning adaptations) 2,19,20,28

- Having help with notes, adapting readings, doing assignments in alternative medium or format

SUCC-COND-PSC (Post-secondary context) 2, 8, 9, 19, 3, 41

- 3 mentioned in comparison to high school where high school was limiting
- Being treated as an adult
- Food vendors, bar, coffee…hanging out…freedom to do adult things

SUCC-COND-FS (facilitator Support) 9, 19, 20, 29, 28,3, 41

- "Staff [of IPSE] doesn't hover like they do in other places." (9)
- Students set own goals/what assignments and how do them
- 1:1 support important
- Facilitator support for connecting with other students is helpful, especially when feel shy or when just begin post-secondary
- Personal support, having someone believe in your dreams

SUCC-COND-OS (other students) 19, 20

- Other students helping with notes, group projects, working out, help me study, talk with/answer questions

Challenges

Most students spoke minimally about challenges even when asked direct questions about this theme.

When students identified difficulties they were primarily identified as ***positive***, as something to be *overcome* or something *enjoyable because it was a challenge*. Academic challenges were put in this category.

CHAL-ACAD) (academic)

- Included comments like, "Some of the assignments were hard but also fun at the same time (20)." The same individual later explained that, " At first when I went to college it was stressful because I not used to it because my teacher at my high school at the Goal Program never fully assigned us assignment homework."

- 20—identified studying as a challenge but qualified her statement with, "It can't be easy or it would be boring. I like a challenge, trying, stepping out a bit."
- 32—Homework can be hard but it is part of university.
- 2--Some classes hard to understand. Reading can be hard.
- 30—"Sit down and learn classes can be hard to understand."
- 8—"I didn't have much homework in high school and in college I do."
- 9—"Some of the stuff in the books, new words. I have to have a dictionary. It's hard to read new words." But she was doing it!

CHAL-MO (moving out)

- 2--"I cried. Mom cried. There were difficulties with the first place. Now it is OK." (in the context of moving out for the first time, having to leave home town and move to another city to go to post-secondary)
- 3—admitted it was scary to move out for the first time but in terms of living on her own said, "I have come along way I have enjoyed and learned a lot."
- 8—"Leaving town to go to a new place. Leaving my friends."

CHAL-REL (meeting people and keeping friends)

- 2 of the male respondents (at university) indicated it was hard to meet women; they would like to meet more women.
- Another said she wishes she had more friends to call but explained that, "It is hard to meet friends anywhere, " and not just at university (32).

Students Speak about their Experiences

"People are trying to figure out what to do with my child who has a disability. There is not much out there. But with this kind of program there is hope for identity and dignity so they can feel accepted. And that is what this program gives. A sense of hope, a sense of confidence, a sense that this person can achieve anything they put their mind to."—Nathan, MacEwan College Student

"They are very accepting to a person in my position being in a wheelchair. I feel accepted in those classes because they see me as a regular person and they don't see the wheelchair, which is a confidence booster for me. They know that I can do it, that I came here to try it. The students have allowed me to be a part of their assignments and their experience. For me it is not just because of the marks, the grade. It is just being part of community of students or of other people and being allowed to explore what they are exploring. For me it has been a rollercoaster trying to figure out what to do with my lie and this program has opened up doors to let me or other students explore other options so they are not so confined to their chair or walker."—Nathan, MacEwan College Student

Has college made a difference to your life?

"If I wouldn't be in college, I would be in complete darkness. I would have no friends." –Avril, MacEwan College Student

On Becoming a Special Needs Teacher Assistant
"What other people have given me, I want to give back to them."—female college student

What's different about college than high school?
"People are all grown up at college. In (home town) they are all kids."(male college student)
"Nobody played with you at recess…They [students in high school] only saw that I was high needs…Nobody knows you have a disability at college. I like it when they don't know. Why would they need to know?" (female college student)

A college student, visibly upset, shared an account of the first time another girl in elementary school had told her she had a disability. "Now," she said, "It feels like I am just another student. I am an adult. I should be treated like one." (female college student)

Alumni--Overview of Themes and Sub-themes

Alumni Interviewed
- Eleven alumni were interviewed. Table D outlines the demographic information for alumni including area of study and years attending their respective post-secondary institutions.
- Alumni were from the four initiatives that had been in existence 7 years or more. Alumni represented MacEwan College (4) Lethbridge Community College (1) and University of Alberta (3) and University of Calgary (3).
- All alumni interviews were conducted by the key researcher.
- Five alumni were interviewed with a parent (all mothers) while the remaining interviews were conducted with individual graduates.
- Interviews took place at college campuses (4), university campus (1), place of employment (1) and parents' homes (5).

Successes

SUCC-REL (relationships) **7,** 27,42,43, 35,36,52,44,57,48

SUCC-ML (meaningful learning) 27, 35, 57, 48,33
- Able to use and names of construction equipment and give details. Hoping to use equipment in future work.
- 33—Describing experience at university said, "It's a great opportunity to learn more and do something you will remember for the rest of your life" Why going to university important to her: "I learned. I'm mature. I worked hard. I had fun."

SUCC-NOP (new opportunities) **7,** 27, 36, 44,57, 52

- 27—describes in detail how he made a gargoyle out of wood (?) After describing the process in detail he said, "I couldn't believe I did it."
- 52-made a movie about experiences at PS (Communications class)
- 44-told by instructor he could have passed the course for credit (drama course-affirmation of abilities)
- 57-trying to play the trumpet (and nearly "killing" the cat with the sound! Laughing about this) First opportunity to take a music class of this sort.

SUCC-PERS (personal) 52, 48, 33, 54

- "University made me who I am." (33)
- 52-lit up, Giant smile when talked about university experience (had been graduated 2.5 years at time of interview). Didn't light up quite like this with other conversation—"I love my life!" was his comment on a video he had made.
- 48-confidence, communication with people

SUCC-EMP (employment) 27, 35,36,52,43, 44,48,57,33,54

- Career change, connection to NOP, meaningful work, meeting people through work
- 33—In relation to work and why she has been at her job so long (8 years): "They really want to keep me. I'm valuable."

Successes-Conditions for

SUCC-COND-INSTR (instructors) 27,35,52,48,57

Individual attention and support, encouragement from instructors

SUCC-COND-ADAPT (academic adaptations) 43,35

SUCC-COND-PSC(Post-secondary contexts) 7, 36,33,27,43

- Picking courses, and activities
- Being treated as adult
- (36) University "rescued me from high school"

SUCC-COND-FS (facilitator support) 43,35,36,48, 44

SUCC-COND-OS (other students) 35

Challenges

What stands out overall when the alumni talked about their experiences at college or university:

- difference that college/university made to their lives
- for some the experience was distant, "a long time ago" but still had a couple people in their lives from that time (friends, facilitators)
- enthusiasm talking about and describing their experiences at PS was consistent through all interviews

36-mentioned an example of some interpersonal learning he did related to an experience at PS (hard to apologize)

CHAL-ACAD
35, 43-assignments hard but got help

CHAL-REL
When REL mentioned as something difficult, also had mentioned meeting people, making friends as something they like

- 35-Never part of a class for more than a year so hard to get to know people (student there for 4 years while credit program was 1 year long)
- 33-"Love the atmosphere of university. I didn't make a lot of friends though"

Parents—Overview of themes and sub-themes with additional comments

Parents of Students

- There were eight interviews with parents of currents students.
- Efforts were made to invite parent informants from a variety of institutions and with sons or daughters in varying years of study. Parents from 2 colleges (MacEwan and Red Deer College) and 2 universities (Universities of Alberta and Calgary) participated in interviews. There were no parents from Olds College or Lethbridge Community College that participated in the interviews. Parents had sons or daughters that were students in their first year (2), second year (1), third year (1) and fourth year (4) of studies.
- Four of the seven interviews were conducted by coordinators of initiatives acting as co-researchers. The remaining interviews were conducted by the key researcher.
- Of the eight interviews, six involved only the mothers and one involved both parents of a student. Two mothers completed interviews with their sons.
- Interviews took place at parents' residence (6) and a hotel (1).

Parents of Alumni

- Twelve parents of alumni participated in interviews.
- Parents of alumni represented the four initiatives that had been in existence 7 years or more. Parents of alumni from MacEwan College (3) Lethbridge Community College (1) and University of Alberta (4) and University of Calgary (3).
- The key researcher conducted all interviews.
- One interview involved both parents of a graduate while the remaining 10 interviews involved the mothers only.
- One interview was conducted over the phone due to distance and time considerations while the remaining interviews took place in person at parents' workplace (2), researchers' office (1), a college (2) and parents' homes (6).

Successes

Related to sons and daughters:

- Independence and self-confidence
- Improved communication
- Finding and exploring personal identity
- Opportunity for meaningful, authentic challenge
- Learning and transferable skills & knowledge (academic & social)
- Surpassing parents' expectations of what they thought possible

Related to larger community:

- Increased acceptance over time of diverse students and inclusive education
- Community is improved by participation of all
- Sets an example for what an inclusive society can look like
- Other students learn tolerance, & how to invite diverse participation

Conditions for Success

- Individual attention and support
- Unique and diverse opportunities of university and college contexts
- Facilitator qualities and abilities: Respect for dignity and innate potential of adult students and graduates, responsiveness, open communication and listening, educational background and personal passion for the work, breadth of support (not just academic), willingness to face challenge
- High expectations of facilitators, faculty and peers
- Supportiveness/openness of instructors and institutions
- Normal and life-enriching learning environment for young people
- Parent involvement in supporting students and the inclusive post-secondary initiative

Challenges

- Limited student access
- Finding facilitators (for initiatives and work places) that are a "right fit"
- Facilitator changes during post-secondary experience or after graduation in some initiatives
- Friendships and relationships—on-going challenges during and after post-secondary experience

Watch for/Add

- Increase spaces made for supporting students with high needs
- Becoming too large, loosing individual attention and anonymity
- Importance of sharing experiences with other parents
- Importance of expanding to other post-secondary institutions throughout the province

Parents' Comments on Various Issues

"We would have pushed more for inclusion all through schooling if we know what we know now."
parent of university alumni (41)

"Coming to college was like paradise. Because he was allowed to do everything." (their son was first person with Down Syndrome to go through community school. Wasn't taught basic skills in math and literacy. Mom taught him at home).

A mother speaks about letting go and the benefits of college experiences for her daughter—(21)
"I really had reservations about letting her go…. Was she going to feel good about what she's learning everyday? Was she going to come home and be frustrated because it was at a different level and would she feel good about herself in this College Connection program? Everything has been 100% plus! I can only state it is a wonderful thing for your child because they only grow and there self-esteem grows so much….
Give it a try and your child will love it. You will love it for your child. You will be so thrilled for your child. You'll say, "Gee, she's smart…she can graduate, she can walk down that aisle, and she can learn more than she has learned in those first eighteen years."

On commitment of parents one mother of a student at a college initiative said,
"I want to be involved I don't want my involvement to end after my daughter is done college. I wan to share about my experiences and help others in the process."(50)

A mother of a college student, on the possibilities of inclusive post-secondary:
"IPSE creates the space for possibilities to be explored. The importance of this is critical to everything…gaining confidence, making choices, and finding out who you are. I

remember my experience of [grade 12] graduation…one of excitement, the world is open! I wished I could feel this way for my daughter at her graduation. IPSE has created this possibility." (50)

Mother of a college student who had applied and explored both TVP and IPSE, on the difference between IPSE and TVP:
"IPSE is like (face opens into a wise smile as she moves her hands in a big circle). TVP I s like a box, like a line….(looks straight ahead with intent and moves hands in two, small parallel lines). (50)

Parent of university alumni who was involved in starting IPSE at one university, on keys to success and expanding initiatives:
"I don't think you can create a program for one person. You have to open this up to other people. I don't think you should make each program a large program because it compromises inclusion. We do need to expand to other institutions but we need someone to spearhead things—someone who is committed and willing to put some effort into it." (4).

Mentors--Overview of Themes and Sub themes

Mentors Interviewed

- Mentors included long-term supporters and advocates for inclusive post-secondary education that had been involved in various roles establishing and supporting initiatives over time.
- Four of the six mentors had experience as facilitators and coordinators of inclusive post-secondary initiatives. Two mentors were involved in establishing inclusive supports at colleges and presently held positions with the branch of government responsible for funding current initiatives. One mentors was college faculty, one mentor was a university faculty and one mentor had taught courses at both college and university.
- Two interviews were conducted by a member of the research team and the remaining interviews (4) were carried out by the key researcher.
- Interviews took place at the mentors' place of employment.

See ***Interview Findings-Subgroup Matrix*** for overview of findings by themes of Successes, Conditions for Success and Challenges.

Successes

Students
PERS- (personal change)
1, 11, 12-confidence, ability to make own decisions, going beyond theirs and others expectations

12-dignity, denying families access to info they would have shared in the past
1--resiliency (already a quality),
EMP- (employment)
1—getting jobs (college as given credibility)
NOP (new opportunities
11-discovering things about students that wouldn't have ever known in other contexts (i.e., degree of reading skills)
12-people are included, making friends, going to class, etc.

Initiatives
1-support people to do something adults to without being a "human service," facilitators do not provide sole support (also peers, context, instructors)
12- still room for conceptual expansion—haven't reached limit of opportunities

Institutional
11-university taking more interest/involvement than early years (u of A)
55-Changing the world by showing what is possible. Impacting 100's of lives.

Successes—contributions to

PSC (Post-Secondary Contexts)
1-having an internal ally at the institution who really understands inclusive post-secondary and is willing to present it/back it up with other faculty
11-*power of PS environment* including expectations for how people act (personally, academically
12-receptivity of PS context: struggle for inclusion is minimal compared to other contexts. PS supposed to be more competitive…?!
55-high expectations/academic expectations learning from college experiencing
55-agreement with institution. Can begin a program if institution is willing to try, even if institution doesn't "own" it (ie. GP Regional College)

ADAPT (academic adaptations)
15-higher degree of acceptance for students when they are involved in learning experiences, enabling to assume a student role
15-individualized
15, 39, 49 -**everyone can learn**. Need to be more creative for people with more intensive challenges (i.e. could be learning communication skills) or more informal
55- academics as a tool for meaningful inclusion, personal change/confidence

REL- (relationships)
1—facilitator relationship with ***families*** is absolutely essential. Pen communication, sharing knowledge
15-being able to engage others is critical to student success/acceptance

FS (facilitator support)
1-tenacity to ask instructors to "try" or present as opportunity
11-"I don't know how you describe the job to people because I think it is very difficult. A lot of work you do is invisible. If you are doing it well, it looks like you are not working at all. If it looks like you are working hard, you are not doing things well"
11-sharing inclusive vision, being visionaries, being passionate about their vision
12-individuality: passions, likes, dreams, friends, contributes to identity
12--minimizing "human service approach"
12-importance of personal connection/relationship/understanding between staff and student.
39-facilitator rapport with students, families, institutional staff is essential
39-individualized support so students can learn meaningfully in their classes
55-Families indicate they have never experienced the quality of support *part of IPS (is this true for all families? Most families? Differ with region/initiative?)*
55-listenting and learning from parents is essential, central to the work

Initiative Related
12-Value-driven initiatives
12-critical friends

Common agreement?
39-small number is essential for richer, individualize support. Potential to become systematized as numbers increase. Size/#'s have to worked out with institutions/course they offer, important not to be pressured by government to expand

Challenges

PSC (Post-Secondary Contexts)
1—being a lone staff person in a new initiative
1, 15—TVP and IPSE existing in same institution, particularly difficult when the TV program at the institution has been somewhat inclusive…. confusion!
1-changes in PS staff (especially losing allies)
1, 11-space/seats
12-"something about context lends itself to supporting each other"

VIS/LEAD
11, 55— **FS (facilitator)** leadership, passion, vision, people who are self-critical, willing to ask questions, can't stand to do a "bad job"
12—passionate centre critical to success--how maintain this?
39-keeping things fresh (always improving, not staying the same. Keeping a bigger picture of IPSE)
12—haven't had much impact on high school and secondary education. Families, not school counselors, are coming to us.

12—Leadership. Volunteer (including families, board members) and Facilitators. Who will invest in this? Efforts will be sporadic. AACL playing role.
39-complacency of staff, lacking vision of inclusive opportunities or lacking values to begin with
55-Board members-necessity of consciousness around investing in the staff, necessity of constant reflection so we don't slip into mediocrity. Challenge because not what most parents/boards are used to or what school system has encouraged
39,55-lip service to mentorship. Critical to maintain dialogue and discourse. Needed because it is so easy to loose values and become desensitized, swayed. Could do better
55—Families hold vision but families may need support to see the vision (previous experiences of wounding), Can't leave this to chance, need to make sure there is leadership…role of young families…BUT "Know we need parents to safeguard IPS because it will always be at risk by people with different values around people with disabilities. But also think it is great to have institution to have certain level of control and ownership. To get to a point where an institution says this is our culture and we have a commitment to it—this may be the revolution.

EXP (Expanding)
11-Conceptual expansion of the idea. "What made it a success originally was that it was built out of new ideas. When thinking about new places, let's just not rubber stamp it. How can we conceptually expand this? And not just number-wise expansion—are there new ways we can do this/"
15-when began; IPSE initiatives had tight working relationships. As expand, initiatives are operating more independently. Conversation about maintaining values, about not becoming "service providers"
15-expansion being driven by PDD and not families
55-need to gain access to all PS mechanisms in society and aspects of adult world
55-As an organization, if we are not evolving, then we are declining.
55-IPS is not well understood. The majority don't understand it *(backed up with literature examples !)*

FIPSD (facilitating inclusion of people with severe disabilities)
Interesting to note how infrequently this was mentioned.
12-Importance of beginning initiatives by doing this. If don't, difficult to move that direction even if progressive thinkers.
12-energy not going into employment for people with challenging needs
55-have to seek out these students because they will not tend to apply. Only one initiative had places reserved for students with multiple disabilities
55, 15-supporting students w/ profound disabilities may look different than other students, individualized (i.e. 1 class/semester and PT work) CREATIVITY is essential

REL (relationships)
12-need to maintain family and friends in people's lives even though this is not a typical PS function. Reality of our society/culture.
12-importance of staying small to maintain connections among people

12-for those interested initiating, connect to a larger initiative, sustainable over time and good for a larger number of individuals

Other:
11-funders requiring "evidence-based" measures for funding

Some of the mentors were asked specific questions about IPSE on direct themes (how things are individualized, what do you see as the role of a mentor or critical friend). As such these interviews had a different content than the earlier interviews that began with basic questions around successes and challenges.

Facilitators--Overview of Themes and Sub-themes

Facilitators Interviews

- In-depth interviews were conducted with seven senior facilitators from four of the six participating initiatives.
- Initiatives included LCC (1), MacEwan (1), University of Alberta (2), and University of Calgary (3). Participants had from 3 to 11 years experience working in the area of inclusive post-secondary education. Four of the seven facilitators had seven years or more of related experience. All facilitators had diplomas or undergraduate degrees in the area of Community Rehabilitation and Disability Studies. Six facilitators were female. One facilitator was male.
- Five interviews were conducted by the key researcher and one interview was conducted by a graduate student with parallel research interests.
- Two facilitators were interviewed together while the remaining five were interviewed individually.
- All interviews took place at their respective institutions.

Summary of Facilitator Titles
Facilitator (1)
Student Advisor (1)
Educational Assistant (1)
Coordinators (2)

Summary by Theme

See ***Interview Findings-Subgroup Matrix*** for overview of findings by themes of Successes, Conditions for Success and Challenges.

NOTES Addressing Operational Aspects

Supporting Relationships

Approaches to classroom introductions

- Present on initiative and supports and ask for phone numbers of interested students. Awareness of language, do not ask for volunteers but ask for students to help with specific things (i.e. sharing notes, photocopying)
- Introduce the student specifically in first class (student not there). Facilitator invites other students to volunteer as support, note taking, etc. Student comes to next class and facilitator arranges meeting between students.
- Students goes to class on own. See what natural connections arise. Do not introduce the initiative or student to whole class but instructor knows to let peers know to approach initiative with questions.
- Instructor looks for natural connections with students and then advises facilitators/passes on mutual contact information.

Documents related to introductions

- MacEwan (exemplary) & Calgary do have documents, other initiatives may do so more informally.

Approaches to Academic Supports

Exams, tests

- Facilitator requests them from instructor and then modifies them

Class Notes

- Students copy the notes (by hand) from their peers while sitting in class
- Peers photocopy their notes. Students copy notes (by hand or typing) after class.
- Facilitators make notes on textbook readings
- Students, sometimes with facilitator or peer support, access class notes from WebCT

Text Books/Readings

- Students buy the textbook.
- Initiative buys a textbook (for popular classes) and student borrows it.
- Student gets the book from the library.
- Students read the textbook.
- Facilitators make summary notes of the readings for students. Students read the notes and/or recopy or word-process them.

Class Work
Group Projects.

- EA's may be at group meetings to know what is happening, assist student to get work done and be meaningfully involved and to share info with classmates about what student might do. -47
- Sometimes instructors make up groups
- Sometimes students are in groups with students other than those helping with notes

Individual Supports

10—each student has own needs. Not just academic support. i.e. have given advice on safe sex, emotional environment, and appropriate behavior.

10—don't want students to be grouped. Find 1st year students have a "high school mentality, high school segregation" We address this right away. Students by second year "get it." Sometimes students who come to us can't believe we aren't going to all sit down and have lunch together."

Networking within the college/university
Coordinators/facilitators involved in campus activities:

- Committees -- department, conference related

Approaches to Employment
U of C Employment Specialist

- Used to be a part-time position combined with facilitation during school year but this year began with FT position
- Role is to be contact person for all PT employment during the school year
- Meets with each family in December to discuss summer work
- January—family networking meeting to discuss and share all possible contacts in the areas that students are looking for work
- February—Students fine-tuning resumes
- Feb—start making contacts with employer

What works? (Had 10 out of 10 students with paid PT summer employment)

- Persistence, networking, professionalism, have a key contact (Employment Specialist)
- Training in employment/support
- Introduction as connection to the university
- Confidently highlighting what students can do, capabilities (Believing in the students)
- Offer 1:1 job training and then phase off support in 4-6 weeks, return if learning a new job or part of job
- All staff involved in summer work support
- Knowing the students personally and well

- Students being somewhat flexible in their schedules about when they will work (i.e. not just 10 am-2pm. Weekdays)
- The questionnaire that she designed

PT-During school year

- During school year, help pay for tuition/expenses, if had previous job they like before starting university they may decide to continue it
- Typically don't encourage in first year

MacEwan-College

Field placements are a norm for college, typically have placements off campus & related to course of studies

- Talk to program chairs and instructors about ideas
- Set up independently
- Students' field placements may or may not be at the same time as the other students in the program (related to time of year, that students may take longer to complete same program—ie. Especially true at college)

Have had students apply for jobs completely on their own (and get work). Offer contact after the fact if students OK with this.

Comments from the U of A

- Employment important but no measure of success
- Employment is not the main goal. Volunteering is also valuable.
- Have found that students/families do not want a high paying position because of paperwork involved with AISH/taxes. Some have opted for staff discounts.
- Find career path a challenge, particularly because most students are in general studies
- Try for 2 different experiences every summer (May to August)
- Typically by graduation students will have some idea what they want to do long term
- Normative for students to try different jobs until they find something they like. A lot of university graduates don't know what they want to do.

Leadership

Mentors—important to have. Ask questions like, "Why are you doing that> What is this about? You have to know your history—how else to you prevent old mistakes> How do you move forward if you don't know what's been done?"—

Staff meetings—address hard questions, invite in guests to question

Retreats-one day with staff only. "Talked about what is so powerful about IPSE? What is important for other people to know? We know we have a role in that."-

Facilitated by initiative staff
Many parents do not know history and unique opportunity of inclusive post-secondary. Bring in guest speakers to AGM/Board meetings to speak to history—U of A

FIPSD (Facilitating Inclusion of Students with Severe Disabilities)
- Only 1 initiative spoke about this (U of A)
- Began initiative by reserving 2 places for people with profound disabilities
- Personal support (facilitator) is key in facilitating communication and inclusion
- Mentioned they would like to see other initiatives begin
- Same principles as supporting other students
- Have had to advocate for funding supports (1:1) to continue on several occasions. Presently facing threats to student's long-term 1:1 funding as student is graduating.

Long-Term Career--Why Stay/Sources of Inspiration

Facilitator—Personal
Length of Service because:
- Constant challenge & growth (self, individuals, initiative)

Family Role
- Compliment and enhance what goes on outside of a university in a student's life

Other
- Importance of students having expectations (work, academic, personal)-55

FS (Facilitator Support)
- Importance of person's core beliefs and values, can't just be "taught skills" of facilitation
- Important to have similar view of inclusion, defining and redefining what it looks like in general and specific contexts
- Reflection
- Personal growth & self-awareness
- Takes work and conscious effect
- Communication is key aspect
- Use of language
- Seeing role as "an extension of family with the staff and board"
- Facilitators might introduce people to their own passions and gifts as a starting point

Belonging—natural adult pathway
- Takes effort and hard work to support people in belonging, addressing barriers to inclusion

- Behind the scenes work…allows for a natural experiences…being allowed to "live one's life"
- "Could the aim of one's life be to be cared about and valued"

REL (Relationships)
- Come through involvement in areas of interest/shared passion
- Takes time to build
- Requires behind the scenes work—*What does this look like?*

Faculty, Instructors & Coaches – Overview of themes and sub themes

Faculty and Instructors Interviewed
- The perspectives of one university president, one college president, one college dean of student services, fourteen instructors of whom four were also department heads, and two coaches of university sporting teams are represented in this study.
- Instructors taught in a variety of fields and were selected from five of the inclusive initiatives. Instructors represent LCC (4), MacEwan (4), Olds College (1), University of Alberta (1) and University of Calgary (3). Coaches were from University of Alberta (1) and University of Calgary (1).
- Four interviews of instructors were conducted by the key researcher. The remaining thirteen of the interviews of faculty, instructors and coaches were videotaped and took place in conjunction with a concurrent initiative of the Inclusive Adult Education Committee, the Inclusive Post-Secondary Video Project. A co-researcher carried out video interviews.
- One interview was conducted with two faculty members of a college. The remaining interviews were conducted with individual faculty, instructors or coaches.
- All interviews were conducted at faculty and instructor's respective institutions.

Faculty: Video Interview Summaries
Interviews from Inclusive Post-Secondary Education Video Project
2004-2005

Harvey Weingarten (President)
U of C

Why U of C supports IPSE
We support IPSE because PS is important. Important that as many people that can benefit from PS have the opportunity to do so. Higher education provides opportunities and allows people to reach their potential…to grow, learn, prepare themselves for work ahead.

U of C benefits considerably. Have had occasion to speak to students and faculty members…. It has been a growing and maturing experience for everyone involved.

What I found striking is how the instructors talk about how this program has stimulated the learning experience for everyone in the classroom. That is why we can be such incredible supporters of a program like this. The students who are involved speak to the way this enriches the learning experience.

Learning outside the classroom is part of maturing as a learning student.

University is place of enormous diversity; part of the strength of university is its diversity.

Advice to an institution not yet offering these kinds of supports
Shouldn't be the least bit apprehensive about the impact of students who come in through this kind of program. Universities exist because we provide learning opportunities for students to learn, to become individuals. The more inclusive we are as an institution, the more powerful our learning experiences are. This is something the university values.

We are a public university. University exists to serve the public. Frankly, that means everyone who is in Alberta. We are here as a public institution…one of the pillars of the academic plan at the U of C is a return to community… We are interested in having the widest range of students who can study with us.

Ron Woodward (president)
Sean Kennedy (Dean of Student Services and International Education)
Red Deer College

How RDC got involved
President: About 4 years ago, Christine Becker, who was a spouse of faculty and worked with people with disabilities…several meetings…people from Edmonton and our region…agreed to participate and figured out how to participate.

How do college values fit with Inclusive Post-Secondary?
President: Success of program/good fit connects with core values of the college.
Particularly inclusiveness, offering services to a diverse range of learners.
In addition valuing our connections to the community, college values fit well with "IPSE Program."

Why do you think a service like this is important?
President: RDC is all about learning and community. All people have an interest and ability to learn and therefore they should have the opportunity to learn. All people should have access to learning available at the college

Benefits
Dean: Enriches learning environment

President: Have all grown and learned an immense amount from these people. Opportunity to visit in the hallway. Have learned about the courage and commitment it takes to be learners in a world that is dominated by people who appear to be "regular"…begin to understand the challenges that they have to overcome to be learners.

Dean: Wonderful additions that they bring to class…instructors say, "It is amazing how much I learn from students."

President: I almost can't imagine what it would be like to have learning going on without these people at RDC because they add so much to who we are.

President:
BREAK down our own barriers around people with disabilities. Students are part of mass of students that move up and down the hallways. (like every other student)

All people are learners.

Fully involved in day-to-day class activities, and out of class. Age appropriate. Their growth as people…growing as adults in new learning environment.

My hope would be that they benefit intellectually, socially and in personal achievement and confidence. Things that all of us as humans aspire to…If we are helping these people achieve individual greatness through college experience, that's wonderful…

What makes it successful?

Dean:
SUCC-COND Support from president, vice president and students' association. Key supporters early on and this support has continued.

President:
SUCC-COND
Staff, people like Cindy who make it ordinary, funders need to recognize the qualities of staff. PASSION for this is ESSENTIAL.

Dean:
SUCC COND-integrated with other services at the institution. not stand-alone.
Coordinator of IPSE is among colleagues.
100's of Students get support in different ways. Normal part of life here for college students to come into this center.

Other institution—why aren't you doing it?

President:
It is wonderful for colleges to be what they ought to be. We value taking risks…sure there were risks…would faculty go along? Costs to change facilities to accommodate? Would students be accepted by other students? All of these were "boogie men" because they don't have substance to them…Colleges are welcoming, warm places with enthusiastic people who will attract and include these kinds of individuals in the activities of the institution.

Dean:
The benefit to the institution outweighs benefit to individuals…
Go for it! Started as pilot project. PDD Board has been wonderful to work with.

Instructors and Coaches—Summaries

Summaries Overall

See ***Interview Findings-Subgroup Matrix*** for overview of findings by themes of Successes, Conditions for Success and Challenges.

Video Interview Summaries: Instructors and Coaches

Interviews from Inclusive Post-Secondary Education Video Project
2004-2005

Instructor: P.E., Activity class (hockey)
MacEwan
male

Student traits
Student had previous experience and skills
Personality of student
Very much part of group, stands out because he's such a great personality
Eager to learn
Volunteers with cleaning equipment.
Exercises regularly at facility
Outgoing

Adaptations
Haven't directly have to change to meet student needs
Where made small adjustments (i.e. showing drills step by step instead of just doing drill)

Other students
Good opportunity for class because they ended up teaching the student/review. Many of the students are hear to learn to become teachers.
Always different people helping student with drills
Treat student just like everyone else

Participation is big part of mark—gives them opportunity to interact in a different way

Benefit to Instructor
Not to take things for granted when teaching
Like somebody taking a subject for the first time. Have to adapt things conscious for this student but realized that I may need to do this for other students as well.
Being involved with people from the program (facilitators) made me think about what I teach and how.
When teach a class over and over, gives new sense of how to look at material.

"Everybody wins. Nothing but a positive experience to everyone in the class."

Instructor: P.E., Adapted Phys Ed., Science Department
MacEwan
female

Changes in PS
Have been here 15 years. Overall there are more students per class. Now attracting more academic students. 15 years ago students like _____ were not included.

CC project has made it more accessible. Also people trying it and working. It is not a big deal. Fits in well with students.

Benefits
To all.
Self--makes me think about my teaching. Different students learn in different ways. We know that but don't always implement. See students from CC—may need something different—but in reality there are many other students may need this too.

Student--natural environment that everybody else ages in. Gaining experience common to peers.

Other students—practice what you learn in class. Class is about adapting PE to people with disabilities. Getting to be a part of real process, not just talked about.

There is a sense of *belonging t*hat you don't often see in other classes. For example, _____ belongs so much to this group, throughout the course of the term they came up with a rap about the class…that goes way beyond what happens in the classroom. _____ is part of what happens in their free time…curling…students making sure he makes it, equipment, etc."

_____ Brings a smile to my face every single day. Always so happy and positive that you can't help be happy as well…gives answers to rhetorical questions. Usually students don't respond to these questions. The answers he gives are good answers and show he is listening and "getting it."

Facilitator Support
Adapting exams, works with instructors to take question to level appropriate for student. Student writes exam at same time as everybody else.

Advice
Not a lot TO give because it is a natural thing. It exemplifies what education is about. Individualizing education because someone has some different needs.
"Just another student with different needs."

Instructor: Concert Choir Conductor and Music
U of A
Female

Why is it important to you to have students who are disabled in your class?
We become jaded in our day to life and its purpose. It strikes me that people with disabilities appreciate life for what it is and what it offers. If they are interested in participating in class, I see no reason to deny them the opportunity.
Wonderful opportunity with students in class—because they/we have little opportunity to interact with people with disabilities. Have learned (from them) over the years that they appreciate it.
Including students is new to me as of about 10 years ago. Struck me as a wonderful opportunity to interact with people with disabilities.

So appreciative of music, everyday life, communication. Not jaded.

Have the students changed?
Students, who have experienced relationship with OC student, tend to bond easier with each other. Students in choir are from all over the campus. Group of people tend to bond toward that person and the barriers break down more quickly with that student.
Education students are often those who agree to be the contact within the group.

Don't change the *way I teach* at all.
Where I do have to make an adjustment, it is a matter of finding out where students will sit.

What I find lovely is that if there is a part of the music that the student likes, there is a direct response (sigh, smile, laugh—this is part of the freshness)…you know you are doing OK with music if you reach someone and they respond by showing how they've enjoyed it.

Big lessons learned
The respect for humanity and for people, whoever they may be. An appreciation for everyone, for what life offers, the gifts we have been given, all the blessing we have been

given, to more fully appreciate it, appreciation for the opportunities that are presented to us. Nature of personality in appreciating everything that life gives.

He communicated with us on a deep level. Became vocal in appreciating music. When speak with him before or after class, you knew he comprehended what he was saying because of his facial expressions, he was a terrific addition. He really made a lot of friends in the choir which is quite phenomenal when you think he could not communicate verbally.

Instructor: Psychology
LCC
male

Have been at LCC for 25 years.
Campus Connections—first heard about it when they were starting up. Didn't have any hesitation or questions other than—when can we get started?
Way it was presented, it seemed like a good thing to do.

Adds another dimension to the college—a lot of diversity within the college (of programs, of students)

Facilitator Support
Appreciate how set up. Student comes to class, then they are introduced so that other students know what is going on. Really not difficult to embrace student.
Asks other students re: help with student (i.e. note taking or other needs)
Correspondence between staff member and myself

Adaptations
Accommodation: modifies exams or assignments. Instructor does this himself.

OS (Other students)
-they do get involved but don't always know where this will go.
Have seen friendships developing.
Student who is included is involved in class, as any other student would be.
Other students' response: encouragement and support of students

Benefits/Learning
-More sensitive to student learning, individual difference of students, strategies for teaching and learning, college also has benefited overall.
-Adds another dimension to the campus
-These students want post-secondary experiences—not just academic learning but also social contacts, making connections to community

Movement in psychology: positivistic psych—roots in humanistic psychology—Maslow

-Need for belonging is one of greatest human needs. This is where is program matches what we know about psychology. Students in this program really get this sense of belonging from program leaders, instructors and students.
-When you do something philanthropic vs. for your own pleasure (Martin Seligman did research with college/uni students. Deliberately challenged them to do something philanthropic). Mainstream students benefit from doing something philanthropic…brings personal happiness. Help students who are included with a sense of belonging.

Long-term benefits
I would go as far to say that this movement permeates society. We take away our experiences on campus with us. If peers have this experience, could be something they take with them for the rest of their life.

Benefits to students who are included
As CC students experience a sense of belonging, it has to have impact on self-confidence…take it with them wherever they go...work, interpersonal relationships, etc….

Advice
Do it with conviction and confidence
Look/consult with existing programs to learn from them.

Instructor: English, Communications and Human relations (Human Services)
LCC
female

Background as elementary school teacher.

Benefits
CC students: learn what it is like to be a regular student, opportunity to take full part in society, not sidelined,
Taking responsibility for work, study, self, taking on work because it is important to them. Goals that some of them want to achieve are quite remarkable.

OS--other students:
Empathy, understanding, what it is like to have Down syndrome—seeing that they are regular students
Eager to support CC students—especially in human relations course
Have seen them light up at connections (with the students they are supporting)

College
Makes it a kinder place. Share hallway with all kinds of people. We are beginning to realize how important diversity is.

Adaptations

Try to make sure they have folks around them to explain a little more or support them
Don't do anything different. Isn't a great deal of extra work.

Future
Would love to see expansion across the campus—gift of 'happy outlook" that students who are included bring.

Used to seeing people together, this is a natural step for colleges and universities to move in this direction. Very enriching for everyone. Students take up the cause—at least in Human Service areas especially if teacher has attitude that this is a normal thing. Here's the situation…this is the norm (*references about teacher's involvement in inclusive education)*

Insist that teacher's move in these directions

Coach: Don Horwood, Basketball Coach and Faculty
U of A
male
20+ years at U of A

Benefits
For student
sense of belonging, being part of something
being around other young men, role models
feels part of the team (parents have indicated this)

Other students
see his enthusiasm and excitement, makes them feel they are doing something for someone outside themselves. Normally kids 18-22 (age group) don't look beyond themselves. They look out for him on road trips.
Makes players feel like there is more to life than them. With this age group this is not easy to do.

Other coaches
Chris and team get a lot out of it. For the amount of work we have to do is pretty minimal. Parents get him to and from games, for example. What we get is that we are helping someone else out. He helps with water bottles, shagging balls but it is the interactions with players..
Creates a better atmosphere about the team. Having someone we know cares about us and, in turn, we care about him.

What makes ii work
-emails parents to confirm practice time
-Chris has come on road trips but has never stayed with the team. has stayed with people in town that he knows. Next step would be for him to come along. Not sure how this would be because the guys are there to focus on the game.

Coach: Dan Vanhooren, Head Basketball Coach
U of C
male

Job role: Community relations, fundraising, coaching, mentoring young men (basketball players)

Change in president: university being more community-based. Have Jr. Dino program. Do community relations work, bring kids from community into practice, team members interact with other kids in community (mentor) and public speaking

Allen approached me 2 years ago. At that time we weren't sure how he might be involved. Thought it would be a good opportunity to help educated our kids (team) as well as win-win for Bill. To play a role that we find valuable.
Since then it's been great time overall.

Bill is pretty conscientious about what is going on. Allen educating him on how be helpful and how interruptions might be detrimental.

I think our kids have…didn't know how they would react. They've really approached Bill with a great deal of maturity. See him as a teammate. Talking in practices, meet for lunch, play air hockey, shoot around with him at the gym. Brought Bill into our community at U of C.

Travel. Guys excited to have Bill at Nationals. Brought him into the huddle. Would take more energy to generate funding to bring him on all trips. The basketball community came out in droves to give Bill money so he could come.

He brings so much energy. Half time YMCA dance.
Positive, great educational experience for our players.
Anybody involved in athletics…great opportunity to give kids an educational experience as well as provide a positive experience for someone like Bill.

People get involved with teams and clubs for all different reasons. Maybe meeting people/friends, being part of something bigger than you, competitive sport…

He has some good friendships with our kids. Bill is involved, plays basketball, is an athlete in his own right. Something that our guys appreciate and respect. His involvement is on all levels.

Offers up advice that is motivated by care for you and care for team. Lets you know that you need to step back and think about things…

Several times at practice he grounds us. i.e. coaches getting upset. Bill will write a note, send it along and let you know it was inappropriate, maybe how you could adjust what you did.

He passes on plays before or after practice, shows his effort in putting something together suggests his commitment to the team and his willingness to see us succeed.

I would love to have Bill around for our career. Would only become more valuable as he ages. Bill will always be part of our program; we will consider him an alumni if he decides to move on. We'll take somebody else on if he decides to move on.

Instructor: Dr Cinnappa – Science Prof, Botany class and lab
U of C
male

Has been at U of C 20+ years

Changes in students (overall) since began teaching—
more involved
range of students: degree of how serious and interest in their studies

Successes
student has excellent drawing skills
takes more time—i.e. learning terminology but have seen progress in weeks that she has been involved
very good experience for us and teaching assistants
Have to give a chance to all students

University system—measures intelligence in only one way…
in my lab, I have always accepted students who were average (i.e. graduate program). Feel it is important to give everyone a chance. Often these students have proven themselves to be successful researchers.

Successes-conditions
Other students support, answer questions

Arthur Nishimura, Dept of Art
U of C
male

Successes
Students from Varsity Education
Having a sense of visual—helps in interactions and class work. Have had several different students in my classes and notice that the ones who have more a visual sense have an easier time connecting with other art students.

Why important to come to university
Sense of being accepted on your own terms. Bias of "normality" in our culture. For someone like H, it is important for her own self-esteem. She is just as normal as anyone else. That is one of the places that she can be reaffirmed in that way.
Facilitator has made a point of not being in the class all the time—given a sense that she can operate independently. Other classmates have kept and eye on her but not hovered. Little by little that develops a sense of independence.

Other students
When you come to university you are usually surrounded by really bright and creative people. You get a sense that this is how the normal world operates. To have someone from Varsity, it gives people a reality check. There are people who don't have same skills or abilities to develop knowledge in the same way. This gives them a sense of grounding…

Other students have included her in projects…They have been very sensitive to students' involvement, will notice when student's attention is lagging and think of something to perk her up again. E.g. of a student who went over to pick up sketchbook and she proceeded to do a watercolor sketch while the class was taking notes.

Chance for students to develop a different kind of relationship, broadens educational experience. develops sensitivity (to a) …broad range of human experience…

Instructor preparation
-Don't have to prepare anything special. Don't make special accommodations. In workshop, keeping an eye out related to safety issues. Other than that, nothing special to prepare for.
-Key is to find students who are willing to make that little bit of extra time to accommodate and to make allowances for them. Might be that they (the students who are helping out) don't get assignments in one time.

What's wonderful for Varsity Ed students is they don't have to deal with intellectual content, the cooperating students will interpret that for them, will find a way of making a practical connection for them. Didn't have to worry about that much. I didn't have to create special lecture for that student.

Instructor Benefits
Different ranges of learning style—maintain sense of
Why choose to participate:
Satisfaction that there has been another opportunity for a group of students to experience a range of being human that they might not normally experience. In our culture we tend to separate and segregate people who have disabilities, who are not "normal" the more opportunity we have to integrate, the better.

One-ness should diffuse into the rest of our culture, shouldn't just be these programs. Range should be incorporated in range of human (adult) experiences.

Ronny Burkett, show. Went with friend who lip reads (can't hear). Seeing the energy and gesture (had difficulty reading lips) …gestures and energetic stuff…I know my friend who had hearing disability could see what it was about and enjoyed it immensely… he had other sensitivities…can read gesture and body language in a way that I can't…(relates to example of how students can get something out of the class even if they are not doing exactly the same thing as their peers)

Instructor: Dr. Mark Hopkins, Band Conductor Symphonic Band, Dept of Music U of C
male

2nd year teaching at U of C.
About a year and half ago, a really wonderful person called me. Let me know they were thinking about a student being involved…a student with a love of music. I was concerned initially because of expertise in this class. Concerned that his involvement would be meaningful. As soon as we started it turned out to be fantastic.

Student involvement
Percussion section in charge of B's playing. Know B enjoys it and enjoys being part of it. 2nd year having him as part of group.
A number of the other students are music education specialists—for them it is an extension of the kinds of situations they will encounter in teacher. Yes there is some responsibility, but not additional responsibility.

Instructor Involvement
Very pointedly decided not to change the way I teach. 55 other people in the class with expectations of how things will be run.

Challenges?
B figured out how to change the lights. One thing that has happened. But most of time he has been patient, listening, enthusiastic about what he does.

Sense of belonging—question of interviewer…

Both years we've had different players in the section. Both years there have been people who said they would help. Everyone has been very patient. Think there is an empathy connection that develops.

Benefits to student auditing
Deeper understanding of expertise in playing an instrument.

Benefits to all students
Mixed group—range of subject areas…one of its mandates of this course is that people will be active members of the community and subscribe to symphony, etc. He fits into that mandate very well.

What advice to you give others?
Encourage to get involved. In realm of professional music, this may be more challenging because 75-80 audition for 1 position.
The whole group is very proud of B. Whenever I mention something B has done well (in front of the class) other students in class clap or tap their feet.
They feel sense of ownership building community within the ensemble. I set up ground rules so it doesn't take away from ensemble.

Importance of support—Facilitator is excellent. Making sure that student gets the experience he is after.

All year have noticed sense of ethic, pride, warmth…no doubt that part of that is supporting B through this. Is a strong thing that they take this on in that way.

Instructor: Lynn McDonald, Carpentry Classes
Olds College
male

Benefits
"The (other) boys take him in. He is one of theirs."
Students work on projects for the community(Ag Mech club). J has been steadiest in attending.
Has been involved in group projects.
Everybody gains something from group work.
We all benefit—these kids all can grow along with the rest of us.

What makes it work
Student needs support doing mathematical calculations.
Student listens, understands the tools and things we use.
It works in this class because we spend a lot of time the lab and not in lectures.

Classmates/Peers—Overview of themes and sub-themes

Peers Interviewed

- Peers included in the study included four students without disabilities from university (1) and college settings (3). Three of the students had been classmates with students with developmental disabilities and one student made connections while playing on a university sports team.
- All four interviews with peers were videotaped and took place in conjunction with the concurrent video project at the respective students' institutions.

Summary of Interview Results

See ***Interview Findings-Subgroup Matrix*** for overview of findings by themes of Successes, Conditions for Success and Challenges.

Video Interview Summaries

Interviews from Inclusive Post-Secondary Education Video Project
2004-2005

1) Student in PE Department, Phys Ed/Bachelor of Education Transfer Program
MacEwan, 2nd Year
Male
Had just completed second year at time of interview
Met student from CC in high school. Got to know him and other students during this time. Student surprised to see (CC) student at college orientation camp. Went up to him and he recognized me.

Student contributions
Positive, vocal in opinions. Uplifts the class at key moments. Good presence in the class.
In HS classes were segregated, now this is a fresh experience for other students. Will help us outside of class, can talk to people like him freely and with more comfort now because we have the experience with him.
He's surprising—we need that. We need students that can uplift the class. E.g. wrote rap on way to (hockey) rink.

Peer drove student to rink every class (hockey)

Benefits
For Student supported by College Connections
Communication, Learning.

For Classmate
I have learned about pure enjoyment of life. He learns just like everybody else but he has got that positive aspect—everyone wants to be like that. Everyone strives for it and *He (*speakers' emphasis) is that guy. There has never been a negative comment about him. He is friends with everyone—everyone talks with him, he's not part of cliques (although there are cliques in the class).
POSITIVE INFLUENCE—a model.

Instructors—advice to them
Depends on the student. The student he knows listened, was involved in discussions. I could see progressions in his learning ability. Have to give everyone that chance.

2) Student in Political Science and International Relations, US Citizen
U of A Basketball Team, 2nd year on team
Male

Got to know student because he spent a year on the bench due to injury.
Student has great attitude, loves the guys, guys love him, it makes everyone's day seeing him.

What does he bring?
I would say he brings energy to the party. Never seen him in a bad mood. Just waiting for the next chance to smile. Team is highly competitive, sometimes dread working your butt off but _____ lightens the mood in practice and games and brings an open atmosphere.

Future for other initiatives
Has been a great thing in this school. Why shouldn't it be extended? Has been mutually beneficial. Every year has been a positive experience for both parties.

What do you get out of relationship?
Initially was a buddy with the guys but now we have become friends. Look forward to seeing him, comes to team functions, enjoy our conversations.

Future for student
Don't know his plans. See that he has made connections. No matter what he decides he has gained a vast network of connections that like him and want to see him succeed in his life. This has definitely given him opportunities to see in his life. Good impression on so many people. Has made social connections, job opportunities, improve anything he does.

Change of perceptions of people with disabilities?
Had opportunity to get to know people with disabilities in the past and I would have never though of this in the past. Now I see all that all that he offers…great personality…gaining a friend.

3) Student in Weightlifting Class
LCC
Male, 1st Year
Met when student asked him to be weight lifting partner.

Typical class looks like…in gym with partners lifting weights.

What kinds of activities did you do together?
Outside of class have hung out a couple times, gone for lunch, watched basketball games, played video games, and been to his house.
Friends—same as any friend. Laugh with, just a friendship. Have good times.
Enjoy spending time together. Go for lunch.
Haven't met too many friends here. B. is definitely one that I will remember.
Hope to keep in touch through email because I won't be here next year.

Benefits
Showing him how to do it (weightlifting) makes it more clear to me, advantage of teaching other people. I'm not in a teaching program. Just like being with him.
Seems like B is getting skills that are useful (computers)
Everyone should have opportunity to figure out what we want to do for work.

4) Student in Art Class-- Hopes to become an architect
U of C, 3-4th year
Male

Why would you help _____ out?
Idea of interacting with someone else, helping them understand. There was myself and another girl…if one is not here the other helps out.

What have you learned?
Working with _____, she has been pretty reclusive. Patience, getting to know someone better. Have come in after class to work with her. I found out she works in an art store, knows how to mix paints, I had no idea how to do this. Learned this from her.

Benefits
For her…(class is a) friendly, open environment. In this class, assignments are open to interpretation so she gets chance to do her own things.

Advice/Overall
Great thing, good experience. Whole idea of looking past yourself, helping someone else out.

Overview of Interviews with Employers

How information was gathered

- Other employment data includes: interviews with students, alumni, parents and facilitators, several written narratives on employment, summaries of employment from facilitators of each initiative.
- Approached facilitators to ask about graduates who had been at their jobs long-term (2 years or more)
- Developed a short interview protocol for interviews with input from one coordinator.
- All interviews were over the phone.

Participants

- 6 Employers of alumni from 3 of the 4 initiatives with alumni are represented.
- 4 alumni had been at their jobs for 2-3 years and 2 alumni had been at their jobs for 5 or more years.
- Employers had known the alumni from 6 months to 5 years.
- The 2 alumni who had been at their jobs for 5 or more years began their placements during/immediately after post-secondary. The other students found their work placements after trying one or more other jobs after graduation.
- 5 students had general courses of study and 1 student had a specific program focus.
- Places of employment included an office, a large bookstore, a fast food restaurant, a movie theatre, a pet store and a video rental store.

Results

What Supports Look Like

- For all 6 of the alumni, on-going support at their job came primarily from other employees at their workplace.
- The employment facilitators role is to check in regularly by phone and in person with employer and alumni, assist the alumni during times of management transition, provide support with problem solving in the workplace at the request of alumni or employers.
- In several cases, the employment facilitator came in to support the alumni in learning new parts of their job when the alumni needed more attention than co-workers could provide.
- Alumni who have multiple duties at their jobs usually start by learning one aspect and then adding more as time goes on.
- Having a facilitator who knows the alumni well has been critical to maintaining long-term employment. Facilitators have supported the alumni through changes in management, clarifying job role and skills, and holding pieces of alumni's history within their workplace that might otherwise be missed.

Alumni Contributions Mentioned by Employers

- Employee at movie theatre whose main duties include helping with cleaning: "She makes a full effort in everything. This is in contrast to many other

employees in the same position." This graduate had also been awarded, "Employee of the Month."
- " We hired her for her smile. That's what brings customers in."
- "Very reliable. Catches on quickly."
- "Pleasant and valuable."
- "Humour and added enjoyment for other employees."
- "Does job well (cleaning in retail)"
- "Fun, positive, reliable, hard working, & shows interest"

Indirect Benefits of Post-Secondary Attendance

- Employers did not say they hired alumni because of their post-secondary experience. Several employers were not aware that the alumni had attended post-secondary at all.
- In describing the contributions alumni made and the reasons they were hired, employers emphasized personal qualities that complemented the team or work environment.
- Arguably, based on interview responses from other participants in this study, being able to develop personal qualities (confidence, independence, etc.) through the experience of attending post-secondary contributes to prospects for long-term employment in an indirect way.

Limitations

- Several current students and alumni have paid work in their field of study. We did not speak with any of these employers but it would be beneficial to have employers input on how post-secondary experience has contributed to the student's workplace success.
- The students who have work in their area of study were not long-term employees (I year or less). This is an area that requires ongoing research.

SECTION V

Analysis & Interpretation

This section is divided into two parts; a) interpretation of themes and b) description of outcomes and impact.

A) Interpretation of Themes

The first part provides an interpretative analysis of results organized by the major themes and sub-themes and from the perspectives of the various groups of participants. The major themes have been organized in the following way:

Meaningful Learning
- A. For Students of Inclusive Post-secondary
- B. Factors that Contribute to Meaningful Learning
- C. A Place for all Students to Learn: Supporting Students with Profound Disabilities

Relationships
- A. Student and Alumni Comments
- B. Parent Comments
- C. Comments about Instructors
- D. Facilitator's Relationships within the Post-Secondary Context
- E. The Role of Relationships in Changing Perceptions of Disability

Career Development and Employment
- A. General Findings
- B. Approaches to Employment

Impact of Leadership
- A. Importance of Leadership in Sustaining Initiatives over Time
- B. Who is involved in leadership
  - Parents
  - Mentors
  - Coordinators
  - Institutions

Major Theme - Meaningful Learning

Meaningful Learning

Although parents, mentors, instructors and faculty touched on the learning that happens for all members of a community when people with developmental disabilities are included, this section focuses on the unique prospects for learning that post-secondary offers to students with developmental disabilities.

For Students of Inclusive Post-secondary

- Participants across all subgroups indicated that meaningful learning for students of inclusive post-secondary incorporates personal, social and academic facets.
- Parents, mentors and faculty acknowledge post-secondary context as normative place to continue learning, explore adult identity, and prepare for a career. Personal, social and academic learning are naturally integrated in this context.
- Alumni, parents and mentors commented on the unique circumstances that post-secondary environments offer. Parents and mentors connected these to students' personal, social and academic growth. Aspects unique to post-secondary environments included: (a) wider opportunity for varied social interactions and (b) in addition to classes there is a wide range of possibilities to explore and get involved with. Include appendix of extra-curricular involvements.
- Students and alumni expressed their value for learning about specific subjects that were interesting or important to them. Many students and alumni commented on the opportunities to learn or try new things for the first time (E.g. playing and

instrument, creating works of art that were acknowledged by instructors and classmates, learning about history or other subject-specific interests). Students and alumni, who began post-secondary with focused career aspirations, found long-term value in the knowledge and skills they learned in classes related to their chosen career.

- Most students and alumni also spoke about how they changed personally as a result of attending post-secondary. Speaking to the difference attending university had made in her life, one alumnus said, "It made me who I am."
- The place and importance of high expectations and the value of academic learning
- Parents addressed the personal and intellectual benefits of the learning that occurs at post-secondary. Several parents commented that inclusive post-secondary experiences brought a renewed passion for learning on the part of their sons and daughters. Low expectations on the part of teachers during elementary and secondary years were contrasted with the high expectations that instructors and facilitators held for students of inclusive post-secondary.
- Academic participation and learning and the connection to (a) having the opportunity to show what you can do, positive challenge and (b) changing perceptions of disability
- Parents, students and alumni commented on the significance of the opportunities for academic learning in contrast to educational experiences in junior high and high school
- The manner in which initiatives approach and value academic participation: (a) have changed over time (b) have varied between initiatives and students.
- Mentors and facilitators commented on the Importance of meaningful academic participation in being perceived as a legitimate student and being accepted by peers.

Factors that Contribute to Meaningful Learning

Participants from all subgroups identified aspects that were connected to meaningful learning and participation in post-secondary contexts. Additional information was gleaned from site visits. The following aspects stand out as key:

- Instructors, students, facilitators sharing the belief that everyone can and does learn.
- Instructor Involvement
    - Most instructors report there is not extra-work for them involved in including a student with developmental disability, typically facilitators work with instructors and students to adapt course work for the students supported through inclusive initiatives.
    - Some instructors have chosen to adapt exams and tests for students as well as provide feedback on assignments and progress of students.
    - Increasing and continued willingness of instructors to be involved over time.
- Connections with classmates. Facilitators from all initiatives give deliberate attention to fostering connections between students with developmental

disabilities and their classmates. Discuss various approaches to supporting students in making connections.
- Additional supports that facilitators provide
  - Range of academic adaptations
  - "Behind the scenes" support and examples.
  - Details on the above can be found in *Findings by Subgroup/Facilitators.doc*

A Place for all Students to Learn:
Supporting Students with Profound Disabilities

Of the approximately 100 students who are attending or have been supported by Inclusive post-secondary initiatives, only 5 have had limited or no ability to speak. Four of these five students also used a wheelchair for mobility. Early initiatives intentionally sought out and included students who would require more extensive supports to be meaningfully involved in post-secondary.

Mentors made the following comments and suggestions around including students with profound disabilities post-secondary education

- Typically adults that have more severe disabilities have had very little opportunity for individual exploration of their personal interests. Increasingly students that are supported through inclusive initiatives are demonstrating clear interests in a specific career or area of exploration. If the necessity of having a career goal or interest in mind becomes essential for acceptance into post-secondary, adults with profound disabilities may be at a disadvantage. This needs to be addressed in post-secondary application processes.
- If students with more profound disabilities are going to continue to attend inclusive post-secondary, they will need to be sought out. In most cases it can not be assumed that people with profound disabilities or the people that support them know have been presented with the possibility of attending post-secondary education.
- Possibility of extending trial periods—may take longer to know whether post-secondary is a good fit for the student
- Arranging schedules differently…focus on both work experience and campus involvements from the start.
- Possibility of part-time attendance (i.e. 1 class per semester or evening courses) to start.
- Requires more creativity on the part of communities, initiatives, and facilitators to envision how a student might be involved in classes, extra-curricular activities and employment.
- Importance of stating principles of inclusive education in carefully chosen language so as to include the possibility for all students to learn and be seen as learners

Examples of successes described by parents, mentors and facilitators for students with more profound disabilities:

- Instructor of a physical education class who is a specialist in movement continues to meet with a student for years after he no longer attended post-secondary. The two are involved in doing movement activities and research related to his physical development.
- Students with limited communication and mobility finding paid jobs and long-term community involvements.
- Students who began their lives living in institutions moved into community settings during or after their post-secondary experiences. Facilitators from inclusive initiatives have, in some situations, been involved in this process.
- Increase in family involvement and interest in the life of a student who had spent majority of his adult life living in an institutional setting and going to segregated activities. Mother attests that renewed family interest is related to ability of the family members to relate to their son/brother/uncle as a person with individual interests and abilities that have been highlighted and developed through his post-secondary experiences.

Major Theme - Relationships

Relationships

The opportunity for students with developmental disabilities to develop meaningful relationships is a central tenet of all the inclusive post-secondary initiatives. Brochures and publication materials from each initiative highlight the opportunities and importance that making contacts and friendships through post-secondary experiences can provide. Informants across all subgroups spoke to the significance of relationships during inclusive post-secondary experiences. Findings by subgroup are discussed below.

Students and Alumni Comments

> *Interviewer: "Has college made a difference to your life?"*
> *Student: "If I wasn't in college, I would be in complete darkness. I would have no friends." –Avril*

When talking about what they liked best about the university or college experiences, all students and alumni mentioned the opportunity to meet people (other students with and without disabilities, instructors and facilitators) and make friends.

Several students commented on the positive treatment they received from instructors, facilitators and other students at post-secondary. Being part of a community with other peers was connected to transformative experiences on various levels. Here are one student's comments on the meaning of this experience:

> They [people at college] are very accepting to a person in my position being in a wheelchair. I feel accepted in those classes because they see me as a regular person and they don't see the wheelchair, which is a confidence booster for me. They know that I can do it, that I came here to try it. The students have allowed me to be a part of their assignments and their experience. For me it is not just because of the marks, the grade. It is just being part of community of students or of other people and being allowed to explore what they are exploring. For me it has been a rollercoaster trying to figure out what to do with my life and this program has opened up doors to let me or other students explore other options so they are not so confined to their chair or walker.

Several students and alumni spoke about the value of being treated as an adult equal at post-secondary. The ones who comment on being treated as an adult tended to contrast this experience with previous experiences in junior high, high school or supported employment.

When talking about the friends they met at university, a majority of students and alumni mentioned other students with disabilities who had attended post-secondary at the same time. When students and alumni talked about friendships with peers without disabilities, typically the friendships developed out of meaningful class participation (group projects, study groups) in conjunction with similar interests. Students who had been involved with extra-curricular clubs or sports teams over an extended period of time (a year or more) also reported feeling more satisfied with the friendships they made through these involvements. Involvement in classes with activity and group work components or in extra-curricular commitments seems to hold the most promise for students with developmental disability to be "seen" and appreciated for who they are and their personal contributions.

Comments about Instructors

- The significance of relationships with instructors factored prominently in student, alumni, parent, facilitator and mentors' discussion about people who had been significant in post-secondary experiences.
- Where students and alumni mentioned instructors, they made profound comments about the degree of acceptance and affirmation they felt from instructors and the degree to which they valued receiving feedback from instructors about their class work and participation.
- Parents and facilitators spoke to the genuine interest and commitment to all students that many instructors demonstrated.
- Mentors spoke to the openness of instructors to including students from the beginning of inclusive post-secondary initiatives.

Parents

- Although the mention of making friends was not as vividly prominent as a benefit of post-secondary education, the importance of relationships in their sons and daughters' post secondary experience was implied through other statements.

- Many parents spoke about the challenge the sons and daughters faced in making and keeping friends during and after their post-secondary experiences. Many mentioned that although their children did meet many new people including other students, it was relatively rare that long-term friendships developed with other students who were not part of inclusive initiatives.
- Where students or alumni had maintained long-term friendships it was related to similar contexts as the students and alumni described (see above).
- Parents' willingness to encourage their sons' and daughters' social connections also positively impacted their ability to sustain friendships. Some ways that parents supported friendships included:
  - arranging for transportation to and from events/gatherings
  - a personal willingness to "let go" despite their fears involved with this, and allow their children to go places independently with other young adults
  - supporting their sons and daughter's involvement from "behind the scenes." (E.g. attending games, performances, etc. related to their son or daughter's involvements; making sure they had access to things other young people assume including appropriate clothing & accessories, and money.
  - having informal conversation/relationship with people who were important in their sons and daughters lives and/or knowing the names of people who were friends in sons and daughters lives.

- When parents spoke about what made their sons and daughters experience at post-secondary successful, the role of facilitators featured prominently.
  - The opportunity for their sons and daughters to have individualized support and attention in conjunction with choice and freedom was seen as contributing greatly to success in personal, academic and employment areas. The success of their children's inclusion was associated with long-term relationships with facilitators. Additionally, being connected with a facilitator that had a personal connection with their son or daughter was also of central importance.
  - Parents' comments:
    - "To have someone sit down and dare to dream as opposed to saying, "What do you want now?"—Donna
    - "The people you meet through IPSE are different, the kind you want to have a relationship with." (50)
    - "They don't see borders for what might be possible." (51)

Facilitator's Relationships within the Post-Secondary Context

Parents, mentors, faculty and instructors emphasized that facilitators are key in engendering acceptance for inclusive post-secondary initiatives and individual students within post-secondary institutions.

Qualities that participants associated with successful facilitation:

- Respect for students and parents
- Support often looks "invisible"/Behind the scenes
- Belief that every student can learn

- Responsiveness and listening to students and parents
- Passion for inclusion and post-secondary, "getting it"
- On-going training for facilitators
- Commitment of facilitators/coordinators over time to student, their families and inclusive communities
- Rapport with a wide range of people
- Ability to hold and share a vision for inclusive education/communities in the face of challenges
- Ability to adapt academic expectations based on creativity and knowledge of a student
- Networking and relationship-building within a wider community (especially post-secondary institutions)

Examples of networking within post-secondary institutions:

- Serving on department committees within an institution, attending department staff meetings, connecting with other student services and supports on campus, offering support for planning events and conferences of mutual interests, presenting and publishing papers in conjunction with post-secondary faculty and instructors, approaching and meeting with appropriate contacts related to registration, tuition fees, and convocation.
- Connect examples of networking to program acceptance within institution and discuss why this is important to normalizing the inclusion of students with developmental disabilities in post-secondary contexts. Also discuss how this has changed over time.

The Role of Relationships in Changing Perceptions of Disability

Instructors made significant comments about the importance of students with developmental disabilities being included in post-secondary classrooms. Several commented on the positive impact on group dynamics when students with developmental disabilities are part of the class. Social barriers among students were reported to dissolve more readily when a student with a developmental disability was part of a small group or classroom. Most instructors valued the opportunity for student diversity in their classrooms as it enriched learning experiences of all students. Several of the instructors spoke about the personal impact that getting to know a student with a developmental disability had made in their lives and lives of their students. The same participants mentioned the scarcity of opportunities in our culture to get to know people that have disabilities but that getting to know students with diverse abilities had shifted their previously limited views about disability. Additionally, relationships with students with developmental disabilities had added to their appreciation for the meaning of daily life that had formerly been taken for granted.

Classmates and fellow students talked about valuing their friendships with a student who has a developmental disability as they would any other friend. Several spoke to a

personal shift in perception of what people with developmental disabilities have to offer as well as an increasing comfort and openness they witnessed in their classmates around relating to people with disabilities.

- Relating and relationships are about connection. They are central to being seen for who you are as a person, being authentically known, and belonging… connection to meaningful learning and contributions

Major Theme - Career Development and Employment

Career Development and Employment
Career development and work experience were highlighted, primarily through interviews with facilitators and the promotional materials from each initiative, as a normative part of a post-secondary experience for all students. Surveys added more detailed information, where it was missing, about students and alumni's employment situations.

Overview of Results

- A third of current students and most of the alumni that were interviewed mentioned paid employment as a benefit of having attended post-secondary education.
- Instructors, classmates, faculty, parents and mentors commented the opportunities that participating in post-secondary education brings for making personal and social contacts that may lead to future employment.
- Just over 70% of alumni surveyed had permanent, paid work. In most circumstances, this was part-time.

Working During the School Semester

Some students at college and university worked during the school semester. Like other post-secondary students, many of them depended on the extra-money to help with tuition fees or living expenses. Unless students came to post-secondary with a job they wished to continue part-time, initiatives did not typically encourage students in their first year to work. Working while attending post-secondary was more likely for students in their 3rd of 4th year.

Work experience terms are common to college programs. College initiatives support students to plan for work experience or practicum as part of their college program. Whether the work experience contacts were established through college departments or initiated by inclusive education facilitators varied by department and college. Several initiatives emphasized the value of connecting with college staff that supervise student placements in specific areas of study as they have established extensive employment-related contacts in specific fields.

Changes in Rates of Paid Employment

Since inclusive post-secondary initiatives began, facilitators report that students have been increasingly involved in paid employment during the school year or in summer months. Facilitators and mentors provided the following reasons for this shift:

- Students with developmental disabilities are coming to post-secondary with higher expectations for themselves and their lives than similar students 10-15 years ago. For example, many students come to post-secondary (particularly college or technical institutes) with specific career goals in mind.
- More students with developmental disabilities are coming to post-secondary having had paid jobs. Sometimes students decide to continue their previously established positions on part-time basis while going to post-secondary.
- In Alberta, more adults with developmental disabilities are working at paid jobs now than when inclusive initiatives began 10 to 15 years ago.

Approaches to Employment

Common to all initiatives:

- Emphasis on the importance of networking and personal connections for finding employment.
- Willingness of facilitators and family members to connect students with their personal contacts for employment.
- Challenge and continued effort is required to connect students with paid positions. Efforts to connect students with more profound disabilities to paid employment need to be increased.
- Value for the place of work experience and volunteer placements in exploring personal and career related interests because this has led to finding paid work in an area of interest or study.

Variance between initiatives:

- One of the larger initiatives designated a full time position to coordinate employment efforts for all of the students throughout the year. That program reported the highest rate of success at finding paid work for students over the summer.
- Some initiatives encouraged students to return for more than one summer to positions they had worked at previously. In some cases, this led to volunteer positions becoming paid or to summer positions becoming long-term.

Suggestions related to supporting meaningful employment

Parents, facilitators and mentors highlight the following:

- There is an on-going need to explain the nature of inclusive post-secondary education to employers. Most employers are not familiar with inclusive post-secondary education. When employment facilitators mention a student's connection to inclusive post-secondary education, they may assume that students have advanced skills in a particular area.
- Importance of using the language of the workplace in connecting with employers.

- Creative approaches to long-term employment. (Could explain examples of self-employment/small business).

Major Theme - Impact of Leadership

Importance of Leadership in Sustaining Initiatives over Time

- Mentors and facilitators spoke at length about the connection of leadership to sustaining the quality of inclusive initiatives over time.
- Connection to (a) the history of segregation of people with developmental disabilities and (b) risk of becoming a "human service"
- Expansion of inclusive post-secondary brings related challenges—summarize these as named

Who is involved in leadership

Parents

- Mentors and parents emphasize how parents are/ have been involved in beginning and supporting initiatives and why this is important.
- How parents are involved in supporting and advising existing initiatives and why this is important
- Value and commitment to the collective good, to changing systems and not only creating opportunity for their individual sons and daughters.
- Challenges in maintaining parent leadership and AACL's involvement in encouraging and cultivating parent leadership.

Mentors

- Facilitators and mentors spoke to the value of the role that "critical friends" play in maintaining an inclusive vision for post-secondary initiatives.
- Examples of what this can look like (i.e. asking questions of how/why related to decisions, regular retreats to reflect on practice—within initiatives and across initiatives)
- Reflections and implications for the importance of mentorship in sustaining initiatives

Coordinators

- Parents, mentors, faculty and instructors emphasized the essential role of coordinators in sustaining initiatives over time - communicators and connectors.
- Effect how Inclusive initiatives are perceived within institutions
- Impact how families envision their role in their sons and daughters lives and as leaders within inclusive post-secondary initiatives

Institutions

- Faculty and instructors are demonstrating an increasing interest in being involved in supporting inclusion of students with developmental disabilities
- See faculty notes for examples from 2 college presidents (6-Faculty-Video.doc)
- Also have informal evidence from new initiatives at NAIT and Mt. Royal College

B) Analysis of Outcomes and Impacts

The second part of this section provides an analysis of the data related to the long-term outcomes and impact of inclusive education for students with developmental disabilities who have attended post-secondary institutions.

The first set of summaries is the compilation of employment themes and specific results across settings. The themes were gathered from students, alumni, parents and facilitators across colleges and universities. The employment summaries are detailed across settings for students attending college or university at the time of the study.

The second set of summaries is a description of the long-term impacts aspects identified for alumni (those who have graduated from colleges and universities) across settings. The long-term impacts of post-secondary attendance have been summarized for each institution by considering the following aspects:

Employment
Community Involvement
Continuing Education
Living Arrangements

1. First Set of Summaries

Summary of Employment Themes

Data Sources:

- Interviews with students, alumni, parents and facilitators
- Employment narratives submitted by facilitators and 1 student
- Site visit notes and informal conversations

Key Questions—Explored Further (with employers)

- What makes it work?
- How does it work? Why?
- Students' skills and workplace contributions

Interview and Narrative Themes:

Successes

- Graduates have long-term part-time jobs in a variety of areas
- Some graduates receive on-going training/in-service related to their employment
- Some graduates have sought out on-going training that would improve their employment prospects

Contributions to Success

- Ability to adapt to changes in management, learn new skills within a workplace (i.e. especially as technology changes)

- Importance of natural supports in maintaining employment. Most long-term jobs do not require extensive support from employment facilitators.
- Relationships between students/grads and facilitators. Importance of knowing a student well in order to support them in their search for employment.
- What approaches to job searching have been successful?
    - Persistence on the part of parents and facilitators to call back
    - Intensive job train in 1st 4-6 weeks of a job
    - Facilitator support on-the-job when management changes or when learning new aspects of the job
    - Importance of wording/language in cold calls ad introductions
    - Reference to the university/college in introductions of the student/alumni
    - Supporting students to prepare their own resumes and prepare for interviews
- Parent initiating contacts within large corporations
- Parents and facilitator willingness to assist students/alumni with transportation to/from work
- Flexibility in terms of hours available to work

Challenges

- Changes in management and in natural supports
- Office environments becoming more computerized (less photocopying, filing, shredding)
- Job search approaches and the importance of a business approach and use of language suited to the workplace.
- Employers refusing to have employees work at similar job in another location.
- At one initiative, researcher observed that students are being "fit" into pre-existing job placements (summer work only). May speak to the challenge of finding quality paid jobs for students.
- Employers being apprehensive about students/alumni working on their own (possibility of never having seen or worked with people with disabilities who are not accompanied by someone else all of the time)
- Families opting for their children either not to be paid in full for their hours or to work less hours because of complications with AISH/taxes.

Student Employment Summary
Employment During the School Year

- 45% (19 of 42) students had paid employment throughout the semester
- Most students worked from 4-12 hours/week
- Hourly wages ranges from $5.90-13.00/hour for the information we gather. Wage details are not complete so an average wage is not available.
- We do not have complete information about how jobs were found but personal contacts of students, families and facilitators appear to be the most common means of finding paid jobs.

- Nature of supports: Most students are supported naturally by staff from their respective places of employment. Facilitators from inclusive post-secondary initiatives have supported students in the first days/weeks at their job but typically phase out their support after several shifts or several weeks depending on the nature of the job, employers requests and students' needs for support. At this point, a facilitators' on-going support takes the shape of periodic phone calls or visits. Where an employer or student has difficulties or a student needs additional support to learn work related skills, facilitators may return to their workplace for several days/shifts.
- 14 of 19 students continued their jobs from throughout the school year into the summer.

Summer Employment

- 74 % (31 of 42) students had paid summer employment
- Students worked from 5 to 36 hours per week with most students working 12-16 hours at paid jobs (reported)
- Most jobs were paid hourly but at least 4 students (all from one initiative) are paid by a monthly honorarium.
- Hourly wages ranged from $5.90-13.00/hour.
- We do not have complete information about how jobs were found but personal contacts of students, families and facilitators appear to be the most common means of finding paid jobs.
- Nature of supports: Most students are supported naturally by staff from their respective workplace. Facilitators from inclusive post-secondary initiatives have supported students in the first days/weeks at their job but typically phase out their support after several shifts or several weeks depending on the nature of the job, employers requests and students' needs for support. At this point, a facilitators' on-going support takes the shape of periodic phone calls or visits. Where an employer or student has difficulties or a student needs additional support to learn work related skills, facilitators may return to their workplace for several days/shifts.
- We don't have complete information from each initiative on how students' work relates to their studies; however, for the initiatives that have this information complete it is interesting to compare the results (See Grant MacEwan College and University of Calgary). From the data we gathered, there is some indication that students with a specific course of studies have more success in finding employment in a particular area of interest than students who have taken general studies.

Student Employment Summaries
MacEwan College (College Connections)
Current Students Summer Work

Student #	# of jobs	Description	Hrs/wk	Pay	Relation to studies
1	2	Outreach worker	17	$12.50/hr.	Directly. Rehabilitation Practitioner
2	1	Kitchen assistant	PT	$6.00/hr.	General Studies
3	1	Retail	32	$5.90/hr.	General studies
4	2*	Retail & Athletic Facility	22-32	$5.90/hr. (16 hrs) & $8.50/hr (6-10 hrs)	Yes. PE major. Both jobs are related to athletics.
5	1*	Clerical	30-35	$8.00/hr.	Yes. Library Studies.
6	1*	Office assistant	16-25	$13.00/hr	Office in field of study (Nursing)
7	1	Lunchroom Assistant	5	$11-13/hr.	Yes. Special Needs TA
8	1	Usher for sporting events		Yes	Yes. Arts and Cultural management.
9	Unknown				

*Indicates the job was PT throughout the school year semester

Work Throughout School Semesters

- Student #9 worked during the semester but did not continue his job throughout the summer. His employment details are not available.
- 3 of the 4 students who worked during the school year continued their jobs into the summer. One student kept the same hours. Two students increased their hours.
- Students worked 4, 8, 12 hrs/wk during the year.
- Their wages were from $8-13.00/hr.
- The student with the highest wage was working in her field of study and found the jobs through connections with the Rotary Employment Partnership.

GMCC--How Jobs Were Found

Personal Contact	3
Internet/Newspaper	2
Rotary Partnership	1
Not Sure	4

Olds College (IPSE)

Student #	# of jobs	Description	Hrs/wk	Pay	Relation to studies
1	2	Restaurant/news paper delivery	12-15 (school year), 15-20 (summer)	$7.00/hr.	Had restaurant position prior to studies
2	0				

Summer and All Year

- 1 of 2 students has paid work. Both jobs go throughout the school year as well. The student who was working began his job at a restaurant prior to inclusive post-secondary education. The position delivering papers was found with support from his college facilitator

Lethbridge Community College (Campus Connections)
Current Student Summer Work

Student #	# of jobs	Description	Hrs /wk	Pay	Relation to studies/goals	How Found
1	1	Office assistant	20	$5.90/hr	Yes	Networking
2	1*	Grocery clerk	10	$7.00/hr	No	Supported employment (other supports)
3	1	Indoor/Outdoor maintenance	20	$5.90/hr	Not direct	Facilitator networking
4	1*	Fast Food Dining room attendant	9	$6.50/hr	No	Facilitator networking
5	0	Data entry	8	Volunteer	Yes. Office related.	Facilitator networking
6	0	Cat Groomer		Volunteer	Wants to own animal care company	Facilitator networking
7	**0**	Taking courses				

*Indicates the student worked at their job during the year.

- 4 of 7 have paid jobs summer jobs
- 2 of 7 students worked at these jobs during the school year. Hours and wages are the same.
- 3 of the 4 students who have paid work also have volunteer placements in their area of study/interest.
- 2 students are volunteering only and have no paid work
- One of the jobs (Red Cross Position) has been "filled" by a different student from Campus Connections for the past 3 summer.
-

University of Alberta (On Campus)
Current Student Summer Work

Student #	# of jobs	Description	Hrs/wk	Pay	Relation to studies
1	2	Summer camps & YMCA		Volunteer	PE/Education-yes.
2	1	Auto dealership		Honorarium	No
3	1	Grocery store		Honorarium	No
4	2	Retail (home) & arts centre		Volunteer	
5	1	Daycare		Volunteer	Education
6	1	Bookstore		Volunteer	
7	2(2*)	Hardware store and bar		Both paid	Had bar job before Uni
8	2 (1*)	Restaurant & auto shop		Paid & honorarium	Had Rest. Job before Uni
9	2 (2*)	School & grocery store		Volunteer & paid	
10	2 (1*)	Bookstore and grocery		Both paid	
11	1	Pet Store		Honorarium	

*Indicates the student worked at their job during the year

Summer Employment

- 7 students have paid summer jobs. 3 of these students have 2 paid positions. In total, students have 9 paid positions. Of these 9 jobs, 5 jobs are paid hourly and 4 are paid through a monthly honorarium.

- All 4 Honoraria are $200/month. Families requested honorarium rather than hourly pay because of how pay affects AISH/taxes.

Work Throughout School Semesters

- 4 students have paid, PT work during the semester
- All 4 students are continuing their work into the summer
- At least 2 of these students had/continued jobs prior to coming to university
- Hours per week: unknown
- Pay: Unknown

University of Calgary (Varsity Education)
Current Student Summer Work

Student #	# of jobs	Description	Hrs/wk	Pay	Relation to studies
1	2	Theatre & restaurant	20-36	5.90	No.
2	1	Office	12	8.00	Desired career/wk setting
3	1*	Theatre	12	Yes	No
4	1	Warehouse/Gardening	12	Yes	No
5	2*(both)	Retail & Grocery	12-16	Yes	No
6	2*	Flower shop/Art Store		Yes	Personal interest
7	1	Self-Employment Business Training	12	Yes	Long term goal
8	1	Grocery	12	Yes	No
9	2	Grocery clerk & nursery	17	7.00/hr	
10	1	Warehouse/retail	12	Yes	No
11	--	--	--	--	--

- 10 of 11 Students have paid work for the summer.
- 4 of students are volunteering in addition to working.
- Wages range from $5.90-8.00/hr for the 3 students we have info on
- Most students had paid work for 12 hours or more/week
- Hours ranged from 12-36 hours/week

Current Student Work During the Semester

8 of 11 students worked PT during the semester.

- 5 had their jobs prior to attending university or through other means of support
- 3 found work with support from university facilitators

- 4 continued their PT jobs into the summer
- Hours/week: 4-16 with most in the 4-12 hrs/week range
- Pay: $7.00-7.50 (reporte

Red Deer College (IPSE)

Student #	# of jobs	Description	Hrs/wk	Pay	Relation to studies/goals	How Found	Nature of Support
1	1						
2							
3	0	Began studies in January 2005					
4	0						
5	0						

- 1 student has paid work related to field of study/dream job.
- 3 of 5 students began in January and have volunteer placements for the summer and took spring session courses.

Note: updates not available as several students were waiting to hear from employers as of June 24, 2005.

2. Second Set of Summaries:

Long Term Impacts of Post-Secondary Education as reported by the Graduates/ Alumni

The following summaries provide a detailed account of the overall outcomes and the impact of the experience on the lives of young adults who have gone on to live and work in their communities.

Summary of # of Alumni and Parents Interviewed May 2005

Institution	Total Alumni	Alumni Info Available (including interviews)	Alumni interviewed	Parents of alumni interviewed
LCC	7	4	1	1
MacEwan	10	9	4	3
U of C	9	8	3	3
U of A	36	25	3	5
Totals	62	46	11	12

Alumni—Overall Summary Across Settings

Living Arrangements

Where alumni live independently:

- Some moved away from home out of necessity (E.g. family lived in an other area) or desire (E.g. Alumni indicated they wanted to try this).
- Typically moving out happened during the years of post-secondary attendance or within several years following. If alumni had not moved out within several years of graduating, it seemed to be less likely that they would move out on their own.

Employment

- 72% (33 of 46) alumni have paid work.
- Wages ranged from $5.90-13.00/hour. Hours ranged from 4-35 hours/week.
- Because many surveys are not complete, accurate hour and wage averages are not available.
- Where alumni found permanent employment in their field of study, they were related to some or all of the following factors:
  a) having several years of volunteer or work study/practicum experience prior to finding their paid employment
  b) initiative on the part of the alumni and/or their families to approach personal contacts or community members in their area of desired employment. One alumni who studies Police and Security at college, started his own business in the area of
  c) commitment of family members to support alumni to figure out transportation
  d) support of family members for the alumni to find and continue their work

Employer Interviews

- Employers that participated in interviews had employed alumni from 2 to 6 years. None of the six alumni they employed had work specific to their field of study. Alumni were from 2 universities and 1 college.

- Employers did not say they hired alumni because of their post-secondary experience. Several employers were not aware that the alumni had attended post-secondary at all.
- In describing the contributions alumni made and the reasons they were hired, employers emphasized personal qualities that complemented the team or work environment.
- Arguably, based on interview responses from other participants in this study, being able to develop personal qualities (confidence, independence, etc.) through the experience of attending post-secondary contributes to prospects for long-term employment in an indirect way.

Places of employment
See Table below for details.

Most common:
- Retail (nearly 1/2)
- Office/Admin (1/5)
- Hospitality/Food/Entertainment (1/5)

Remainder include:
- Community facilities/janitorial
- Schools
- Warehouse
- Self-Employed

Alumni #'s and Types of Employment

	U of A	MacEwan	U of C	LCC
Retail	5	1	4	1
Grocery	1	--	1	1
Hospitality/Entertainment	5	1	--	1
Office/Administration	3	2	1	--
Community Facility	2	1	--	--
School (lunchroom/preschool)	1	1	--	--
Warehouse	1	--	1	--
Self-Employed	--	1	--	--
Total Employed	18	7	5	3
Total alumni (of available data)	25	9	8	4
Total Alumni	36	10	9	7

Community Involvement

Alumni, except those who require support related to mobility and communication, tended to volunteer with minimal support from employment facilitators. Most long-term volunteer placements were sustained with natural supports.

Some reasons alumni opted for long-term volunteer placements included:

- It was difficult to find paid work in their specific area of interest or study.
- Some families found that paid work, beyond a certain amount per month, created difficulties in dealing with taxes and affected their sons or daughter's abilities to receive assured income supports.

Most long-term information on graduates is related to alumni from the U of A. Community involvement information is available for 9 of the 17 graduates from 1991-1996.

- 9 graduates continued to volunteer or work for 5 years or more with organizations they got connected with while attending university. Most of these graduates continued to volunteer for 8 years or more with the same organizations.

Continuing Education

- Has been explored by 8-10 graduates that we know of.
- When graduates have continued their education, it has been related to (1) on-going career goals and the need for further or more specific training and (2) personal interests.
- The 2 graduates that continued their education on a long-term basis (i.e. more than 2 terms of study) have had critical support from their families in this pursuit. Families have privately hired individuals for tutoring or coordinating practicum experiences. 1 of the students knows the staff at the institution in his hometown and they support him in finding appropriate courses.
- This is an area that could be further explored and encouraged by graduate facilitators and families of graduates.
- Where students have pursued further education, most have been supported naturally by other students, staff and instructors from the institutions. Previous experience with attending post-secondary is likely to have contributed to the ability to do this with ease.

Relationships

Families continue to be active and significant supports in the lives of most graduates. Relationships with post-secondary students or instructors who don't have a developmental disability tend to develop out of areas of personal interest and meaningful involvement.

Examples:

- Volunteering with college/university sports teams
- Volunteering with student associations
- Meaningful group work and academic involvement in courses that are of particular interest for a student.
- Having a long-term and valued position in a workplace

Organized Alumni Supports

- Initiatives varied in their commitment and approach to supporting alumni after graduation.
- 3 of 4 initiatives that have had graduates also have established on-going supports for alumni.
- Where parents had been instrumental in initiating inclusive post-secondary education, they were also involved in organizing supports for alumni.
- In the initiative that supports larger numbers of graduates, there is less personal attention for alumni as compared to the initiative that supports fewer alumni.

Alumni Summaries by Institution

LCC-Summary

The following is based on information from 4 of 7 graduates.
3 of the students had been out of college for 2 years.
1 student had been completed his studies 1 year previous.
The 3 students we did not receive information from had been out of college for 1 year.
To date there is no organized initiative in Lethbridge related to inclusive post-secondary education to support graduates after they finish their studies. Students who continued to have full lives after graduation had extensive support from their families.

Living Arrangements

- 1 of 4 students lives independently with support from roommates. This student own their home, moved out to go to college and decided to stay in the city although he grew up in a smaller town.
- 3 of 4 students live with their parents/family.
- 1 student moved out to go to college but did not have good experiences with roommates and decided to return home after her studies.

Employment

- 3 of 4 students had PT paid employment.
- Hours: Ranged from 4-6hrs/month to 4hrs/wk to 2 days/week.
- Wages: $5.90-12.00/hr.
- 2 of 3 students were working at jobs they found before or soon after graduation.
- 2 of 3 students had found work through personal/family connections.
- 1 of 3 students was working at a job her family supported her to try.

Challenges related to long-term paid employment/volunteering:

- getting bored with a job and losing motivation
- change in supervisors
- lack of supports that promote independent employment/volunteer opportunities

What worked:

- Private hire of staff to facilitate employment & volunteer work search
- Finding work/work experience in area of study

Community Involvement

4 of 4 students had volunteered weekly in a setting related to their area of study or long-term career interest. (cooking, teaching assistant (2), & P.E./Rec)

1 student who had returned to the small town she grew up in was very active volunteering in her community (i.e. settings included a school, library, hospital, church). Her mother was very involved in arranging and supporting these opportunities.

Continuing Education

- 1 student was pursuing an **on-line certificate as a Teacher's Assistant** and was volunteering in this area. This student did not yet have paid work.
- 1 student had taken a course for credit at the college and was planning to return to college for **upgrading** so that he could try to get into a focused college program for credit.
- 1 student had taken **dance classes** in her community. She would like to continue with other college classes but lives too far away.
- 1 student was not interested in further education.

Relationships

- All students were very involved with their parents and siblings. (primary social contact).
- 3 students said they still see people from college (2-friends, 1-instructors)

MacEwan—Summary

The following is based on information about 9 of 10 graduates of MacEwan, (College Connections).

Living Arrangements

9 of 10 students continue to live in Edmonton.
1 of 10 students returned to his hometown in Northern Alberta.

Parents	Supported roommate or group home	Independent (with minimal supports)	Don't Know
3	3	2	1

- 1 graduate who is living independently moved into his own apartment after completing college. The other graduate was living independently before he began college.
- Both graduates that live independently have:
  - Only several hours of paid support during the week
  - Long-term involvement/support from their families
  - Their own vehicle/Driver's License

Employment
Employment information was available for only 8 of 10 graduates.

- 7 of 9 graduates have at least 1 paid, permanent position
- 3 of 9 graduates have paid work in their field of study
- Wages range from $ 6.00-10.00/hour
- 8 to 30 hours/week

Community Involvement
Information in this area is not complete however here is what we know:
- 5 of 9 graduates volunteer weekly in an area related to their field of study.

Other on-going community involvements include:
- Church community (1)
- Working out (4)
- Serving on committees (1- college related; 1- non-profit organization)

Continuing Education
- 3 of 9 graduates have attended job-related professional development/conferences in their field of work
- 1 of 9 students has continued to audit courses at post-secondary at an institution in his hometown and is supported by community members to do so. Has a (paid) tutor to assist with the coursework.

Relationships
- 3 of 9 graduates have developed friendships through people from work
- 5 of 9 are primarily in contact with other graduates who were supported through College Connections
- 3 of 9—not sure

U of A—Summary

Information on **25 of 36** graduates was available.

Living Arrangements
- Know of 3 students moved into Edmonton from towns in surrounding areas to attend U of A. All 3 students continue to live in Edmonton.

- Do not have detailed information on living circumstances.

Employment & Community Involvements

Most graduates took a general course of studies. For this reason it is difficult to link their employment with their studies.

Year Graduated	1991	1992	1995	1996	1999	2000	2001	2003	2004
Number of alumni	4	4	5	4	4	4	2	4	4
Work (paid)	2	-	3	1	2	3	1	4	2
Volunteer	3	-	3	4	2	2	1	1	1
Not Sure	2	4	2	-	1	1	-	-	1

- 72 % (18 of 25) graduates have long-term paid employment
- 72% (18 of 25) graduates volunteer weekly

Continuing Education
Information not complete. Know of 1 student who took courses through continuing education (U of A and City of Edmonton).

Relationships
Information not complete. (Could be because facilitators who filled out the forms provide primarily employment-related supports).

- Know of 2 students who are married (to each other)
- Know of 2 students who are engaged to be married (to each other)

Info from interviews with parents and graduates:

- There is an indication that most long-term friendships have been with other students that have developmental disabilities who also attended university

U of C—Summary

The following is based on information gathered from 8 of 9 alumni.

Living Arrangements

- All alumni were from and continue to live in the city of Calgary.

With Parents	Independent (several hrs/wk of paid supports)
7	1

For the student who moved into his own apartment after grad
- Continues to have on-going family support/involvement
- Family indicates that experience at post-secondary made this move and degree of independence possible

For the students living at home
- Parents are the main support for transportation to and from work/volunteer/community involvements

Employment
- 5 of 8 students have paid jobs
- 2 of 5 students have 2 paid jobs
- Time: 3-20 hours/week
- Wages range from $5.90-13.00/hour

Community Involvements
- 5 of 8 volunteer weekly at community organizations
- Settings include gardens, non-profit organizations, nursing home
- Support provided for involvements ranges from natural to individual support from Graduate Support facilitators

Continuing Education (in inclusive settings)
- 4 of 8 graduates have taken 1 or more work-related courses.
- 3 of 8 have taken courses for personal interest (E.g. physical activity, arts)

Relationships
- 1 of 8 not in touch with anyone from university
- 5 of 8 in contact with other students who were supported through Varsity Education
- 3 of 8 are in on-going contact with former instructors or university staff they met while attending U of C

SECTION VI

Conclusions and Recommendations

Summary of Background

Alberta has more inclusive post-secondary education opportunities, over a longer period of time and in a wider range of post-secondary institutions than anywhere else in the world. Inclusive post-secondary education is currently expanding across Alberta. Up until this report there has been limited research and documentation of the experiences and outcomes related to this activity. Inclusive post-secondary education was first created almost 20 years ago in Alberta as the result of the vision and advocacy of a group of families and their allies. The first published articles on university inclusion (Uditsky & Frank and Uditsky & Kappel, 1988). The first published research study on university inclusion (McDonald, McPherson, Frank, Uditsky & Symons, 1997). The first Alberta studies reported very positive results across multiple dimensions - development of increased self-confidence and positive identity, significant employment outcomes, inclusion in a broad spectrum of experiences, very positive response from faculty and non-disabled peers. A recent review of the literature produced few examples of other research on fully inclusive post-secondary education. For example, *Education & Training in Developmental Disabilities, Special Topical Issue in Post-secondary Education, March, 2004* presented 7 peer reviewed articles on post-secondary education which looked at over 25 U.S. programs, with only one possibly being an example of a fully inclusive initiative. The vast majority of programs reviewed were delivered by secondary schools operating on college campuses as transition programs, some of which were segregated and most of which offered only some integration.

Inclusive post-secondary education in Canada is available at 3 other universities (University of Prince Edward Island, University of British Columbia, University of Victoria) and a number of colleges in Manitoba, Nova Scotia, & New Brunswick. While elsewhere, there have been previous efforts in Finland, interest from faculty in Japan and some states in Australia have initiatives for individuals and partial integration at universities and colleges.

Vision of Inclusive Post Secondary Initiatives

- It was commonly articulated that the vision for inclusive post secondary education in Alberta was guided by the following principles
- need to challenge assumptions about the very nature of developmental disabilities
- desire to test the perceived limits of inclusion (who can be successfully included and in what contexts)
- intention to advance inclusion and reduce marginalization
- necessity to extend existing knowledge and practice in supporting people with disabilities
- desire to explore radical change in contrast to incremental change

- to learn more about social change
- utilize natural supports already available in the community
- create possibilities for friendships to emerge
- facilitate inclusion where no history of special education practice or knowledge existed (at least outside of special education specialization in faculties of education) to innovate in a place where no human service infrastructure existed to provide therapeutic intervention
- to capitalize upon generic resources available to students who are not disabled
- to step outside existing policy frameworks regarding entitlement to advanced education
- to ensure family leadership guides the innovation
- to establish inclusive partnerships with faculty and post-secondary institutions

Inclusive post-secondary education in Alberta began without the benefit of inclusive K-12 public education in place for all students. Initially, all students who attended the post secondary initiatives studied had been segregated in separate schools or segregated classrooms with possibly some integration available. Some students had never had an education and had been institutionalized for decades, some confined to their beds for years. From inception, the initiatives have insisted on the inclusion of students with significant and multiple disabilities

At the time of this study, fully inclusive post-secondary education was available at 2 universities and 4 colleges. Since the completion of the study, 1 more university, 2 more colleges and 1 institute of technology now offer inclusive post secondary education across the province. Some students have been included as individuals in other colleges. All initiatives are deliberately kept small and 45 - 50 students are currently included across settings.

The study was undertaken to investigate the purpose of an inclusive post-secondary education and the experiences as well as the impacts of those experiences for students, alumni/graduates, parents, peers/classmates, facilitators, mentors, faculty and instructors and employers. Without exception all participants reflected common assumptions as to the purpose of the initiatives. They all agreed that increasing relationships, participating in life-enriching experiences, having opportunities for meaningful learning & knowledge, experiencing personal growth, enhancing ones' own identity and access to careers and getting and keeping employment were the critical reasons for daring to participate in college or university life. For too long, for too many, their current reality has meant limited dreams and career aspirations, limited choices, segregated and congregated educational placements, social isolation and threats of further impoverishment and marginalization

Common Aspects of "Operations" Across All Initiatives

- typically students attend for 3- 5 years (depending on college or university, part-time or full-time)
- almost all register as auditing students in a regular course of studies
- students pay tuition - entitled to all student services
- students individually choose a course of studies or program of studies, course load varies
- courses modified and adapted by professors, instructors, graduate teaching assistants, peers and/or facilitators
- students complete university/college work to degree possible – doing assignments, presentations, research projects
- in-class peer support is available for each student
- students participate in university/college social, cultural, political world
- students participate in practicum, field studies related to courses they choose students find summer jobs
- students engage in career planning with facilitators who also provide support to find employment after graduation
- students get supports that facilitate inclusion with classmates/peers
- personal support staff provided for students with severe, multiple developmental disabilities

Below is a sample of the departments, programs & courses that students have attended across colleges and universities.

Communication Studies
Music History & Literature
Geology
Music History and Appreciation
Music Performance
Political Science
Historical Studies
English
Geography
Anthropology
Sociology
Women's Studies
Classical Mythology
Physical education
Religious Studies
Canadian Studies
Zoology
Art Fundamentals
Physical Education Activity & Theory
Dance Ballet
Dance Jazz

Law
Botany
Open Choir
African Studies
Kinesiology
Russian, French, Spanish
Psychology
Archeology
Film studies
Early Childhood
Police and security
Teacher Assistant
Hotel management & hospitality
Fine Arts
Agriculture
Nursing
Forestry
Home Economics
Journalism
Graphic Arts
Equestrian
Outdoor education

Listed below are a sample of the activities that students have participated in across colleges and universities:

Student's Union Committees
Clubs (Communication Studies, Women's Centre, electronic games, faith groups,)
Toastmasters
Fitness Centre
Private tutoring
Literacy tutoring
Acting classes
Piano lessons
Basketball team member/support
Symphonic band, choral groups
Radio station, newspaper
Part-time Employment
Volunteering (student food bank, civil liberties society)
Wrestling
Rock Climbing, wall climbing, rappelling
Archeological digs
Sports trips with varsity teams
Figure skating
Canoeing
Skiing

Golf
Football
Baseball

All graduating students participated n convocation and graduate ceremonies and where acknowledged by presidents of universities and colleges.

Interpretive Summary of Findings

The research study was designed to capture the reflections and experiences of students with developmental disabilities attending university and college, examine the outcomes of being included in normative and life-enriching adult education experiences from many viewpoints and compile an overview of the history and an analysis of the models and daily operations of post-secondary initiatives by engaging in a research design that employed a participatory action research (PAR) methodology. The results were qualitative and descriptive and included a variety of relevant voices. The sources and type of data collected included:

- Interviews with students, families, facilitators, and mentors.
- Information gathered on the experience of faculty, non-disabled peers and employers
- Site visits and observations
- Document review
- Artifact collection and review

The overall interpretations of findings from the interviews by groups are outlined below:

Students and Alumni-- Successes they described

- Meeting new people
- Making friends (with and without disabilities)
- Doing and trying new things (e.g., courses, extra-curricular activities, campus life)
- Gaining Confidence (e.g., from academic work, assignments, tests, getting feedback)
- Independence
- Having a career/job and earning a salary
- Developing a personal identity

Parents -- Successes they described related to their sons and daughters

- Independence and confidence
- Improved communication
- Finding and exploring personal identity
- Opportunity for authentic challenges
- Learning transferable skills & knowledge (academic and social)
- • Surpassing parents' expectations of what was possible

Parents -- Successes they described related to the larger community:

- Sets an example for what an inclusive society can look like
- Community is improved by participation of all
- Increased acceptance over time of diverse students and of inclusive education
- Provides hope for other parents
- Other students learn tolerance and how to invite inclusive participation

Facilitators, Faculty, Mentors - Successes they described
Similar to parent perceptions, plus:

- Faculty value opportunity for reflection on how they teach and evaluate all students
- Exemplary model for adult learning
- Hope for the future of inclusive communities

Students- Contributions to Success

- Being treated like an adult
- Opportunity to make choices and decisions in an inclusive environment
- Support from facilitators in doing course work and meeting people
- Getting to know faculty
- Working and learning with peers

Parents--What Contributes to Success

- Individual attention and support
- Facilitator qualities and abilities
- Unique and diverse opportunities available at college and university
- Opportunities for independence related to post-secondary contexts (e.g., leaving home, using community resources)
- Parent involvement in supporting students and the inclusive post-secondary initiatives
- Facilitators, faculty and non-disabled peers had high expectations

Facilitators, Faculty and Mentors - Contributions to Success

- Openness of faculty
- Student desire to be at post-secondary institution
- Involvement and leadership of parents
- • Having a coordinator with strong leadership qualities and commitment to the initiative and related values
- Facilitators that are visionaries, creative problem solvers, convincing, skillful communicators
- Mentorship for new facilitators
- Role of “critical friends” and continual reflection on practice

Students--Challenges

- Meeting people
- Making and keeping friends
- Academic work (usually described as positive challenge)

- Difficulty finding work or finding work in their area of interest

Parents--Challenges

- Limited student access to colleges and universities
- Friendships and relationships--on-going challenge during and after inclusive post-secondary experience
- Finding facilitators (for initiatives and workplaces) that are a "right fit"
- Facilitator changes during post-secondary experience or after graduation in some initiatives

Facilitators, Faculties and Mentors--Challenges

- Limited access to college and university given number of interested students
- Finding and mentoring new facilitators
- Encouraging continued leadership of parents
- Existence of traditional transitional-vocational programs in the same institution
- Funding -- uncertainty of future funding and bureaucratic requirements
- Maintaining creativity and innovation
- Maintaining inclusive vision and parental influence when programs are not started by parents

Overview of Alumni Experiences

The key aspects summarized were categorized under the themes of employment, social inclusion and community involvement and living arrangements.

Employment

- Approximately 72 % of alumni are employed full or part-time
- Many are supported by natural/informal supports
- Some alumni also volunteer
- Salaries range from minimum wage to more than double minimum wage
- Some alumni are unemployed

Employment Choices

Type of employment or places of employment included: video store, recreation centre, university (physical education, archives), day care centers, school district offices, libraries, grocery store, restaurants, golf club, beauty salon, beverage company, software company, offices, gas stations, telecommunications, architectural firm, software development office, bookstore, sporting goods, clothing store, museum, movie theatre, computer training, transportation, hair salon, manufacturing, insurance, surgical office, data entry, independent business owners

Alumni—other comments on employment

Likelihood of long-term paid work positively related to:

- family involvement and support
- area of study/coursework (varies with area of study)

- having related previous summer work or practicum experiences
- responsiveness and flexibility of supports

Alumni--Social and Community Involvements

- Facilitators and faculty key among people graduates remember from post-secondary experience
- Graduates acting as alumni representatives on post-secondary related committees
- Long-term friendships tend to be with other students with developmental disabilities
- Students and parents indicate social connections are an area of challenge even after graduation

Alumni--Living Arrangements

- Several graduate indicated they moved out of their parents' homes as a direct or indirect result of their post-secondary experiences
- Several graduates made connections with facilitators who later offered voluntary support to move into their own home
- Several graduates own their own homes

Conclusions and Advice for Sustaining and Expanding Inclusive Post Secondary Initiatives

This study has afforded a wealth of information and has increased knowledge of current practices as well as provided specific data with regard to outcomes and impacts for students with developmental disabilities, their families, their peers and the broader community. In addition, the synthesis and analysis of information has resulted in general observations and comments with regard to the larger picture, including specific recommendations about the challenges facing all stakeholders invested in the continuation and expansion of inclusive post secondary opportunities.

To summarize, the following points reflect the essence of what has been learned from this study. These conclusions offer insights and advice around the significant features that are foundational to the innovative efforts to include young adults in colleges and universities. It is suggested that the following lessons must be safeguarded to sustain the initiatives. Some of the lessons point to the emerging issues that must be addressed to ensure successful expansion.

What We Have Learned

- It is necessary to keep initiatives small, individualized and personalized in order to achieve the degree of 'invisible' supports that are needed to resist 'programmatic' approaches and maximize individualized natural supports in each college and university
- There has been little or no resistance from elite academic institutions even while they maintain their exclusive practices within an educational system built on meritocracy
- The successes associated with inclusive post secondary education have a marginal impact on inclusive general education for students from grades K-12 across all school districts to date.
- There continues to be the oppression of dreams and possibilities from special education and special educators; these professionals act as gatekeepers to the possibilities of attending colleges or universities as it was commonly reported that teachers do not recommend or support students to further their education inclusively
- There is a necessity to safeguard students from being identified by faculty as the 'objects of the gaze' (research subjects, practicum sites) while attending universities and colleges
- Within post secondary institutions, resistance to including students with developmental disabilities rests with established student disability support services within post-secondary institutions
- Greatest challenge for all initiatives lies in learning more ways to foster and sustain relationships between students with severe and multiple disabilities and their classmates/peers
- Given the impressive outcomes and impacts reported by students and alumni, continuing research and publications offers one mechanism for systematically providing evidence that demonstrates the wisdom of sustaining and expanding inclusive post secondary education for more young adults with developmental disabilities
- All initiatives report the importance of reflective practice in staying true to the purpose of inclusive post secondary education - regular and intentional retreats and conferences with students, peers, parents, instructors/professors and facilitators must be preserved.
- Maintaining the established AACL provincial network across all inclusive post-secondary institutions is a critical mechanism for supporting and safeguarding the facilitators roles and it serves as a regular forum for reflection on current practices and strategies for planning and implementing future initiatives.
- Many examples of students, who go on to pursue life-long learning opportunities after graduation, inspire a strong belief in the power of inclusive educational experiences.
- The creation of a video that documents and demonstrates the benefits and potential for everyone involved in supporting inclusive post secondary education for adults with developmental disabilities has generated increased interest and

hope for families, individuals and community members. It is important to distribute the video widely.

- ❖ Limited staff turnover throughout the initiatives, in stark contrast to high turnover rates in adult disability-related services across Alberta, suggests that the staff are committed to the work because it is meaningful, relevant, challenging, coherent and liberating.
- ❖ Students commonly speak of the pride they feel - the dignity that comes with being challenged and the proper sense of self-respect that comes from succeeding; the students often offered insight by contrasting life on campus with their oppressive previous school experiences where they did not have homework, could not sit exams or write assignments, were not taught to read or write
- ❖ Demonstrating the possibility and impact of inclusive post secondary initiatives offers inspirations and realistic hope for young parents as they reflect on their dreams and vision for their young children. It opens their hearts and minds to many possibilities that might have been already been threatened or dampened by their experiences to date.
- ❖ Most graduates and their families reported that inclusive post-secondary education has significantly improved their options and life choices with regard to work, career planning, community involvement and living arrangements.
- ❖ Continuing to systematically collect more information from more graduates as the initiatives grow will provide the evidence needed for a richer understanding of long term impacts and benefits from the investments made by funders.
- ❖ Individualized and personalized inclusion (natural supports and as well as supports facilitated by staff) is key to student and graduate success and need to be maintained
- ❖ Parents have an essential role in the leadership of inclusive initiatives, safeguarding its continuation and expansion.
- ❖ Long-term facilitators of inclusive post secondary initiatives indicate they are attracted by the opportunities for creativity and innovation in creating inclusive communities and supporting individuals to live inclusive lives; impacting society through positive examples; and developing meaningful relationships with students, families, faculty and colleagues.
- ❖ Supporting students in developing and maintaining friendships continues to be a key area for learning – facilitators, mentors, families and students continuously reflect on the need to learn more about how to interpret, initiate and sustain friendships recognizing the process as complex, mysterious and unique.
- ❖ Currently there is limited accommodation for students with more intensive support needs. Maintaining and expanding the diversity of who benefits from post-secondary education requires intentional commitment on the part of initiative leaders.
- ❖ High expectations and creativity are required in looking for meaningful ways for students to be fully included in post-secondary education, particularly across all social aspects of campus life.
- ❖ Recognition of the importance of mentoring new staff and keeping vision alive calls for intentional communication and collaboration between new and existing initiatives.

- Inclusive post-secondary offers an example of a responsive, individualized approach to supporting people in having inclusive lives in many areas sustainable over time by more natural supports.
- Documented experiences of post secondary opportunities stands as clear indicator of the importance of high expectations and the need to hold a vision for developing partnerships that increase community capacity such that opportunities for inclusion and increased expectations are realistic and achievable.
- The expansion of opportunities for adults to have inclusive lives and education continues to demand committed and creative visionaries and allies in every community.
- The structure and funding options vary across initiatives – the implementation of these aspects has been highly influenced by regional histories and experiences with funders and post secondary institutions. The fact that different options appear to be equally viable across communities suggests that it is best to investigate local experience and work collaboratively with those allies who are open to making it work in the particular context.
- Funding mechanisms have been created in the following forms:
  - Individualized – PDD regional authorities
  - Block/contract – PDD regional authorities
  - Family funds
- Governance structures have been created in various forms including:
  - Operated by post-secondary institution with advisory committee
  - Family driven non-profit society
  - Family driven non-profit funder
- Student fees/tuition (audit fees) are collected by each institution, which in turn allows access to appropriate student services on campus (library, physical education facilities, lockers, student union activities, etc.). This is an equitable means for students to have access to opportunities to be fully included on campus.
- Initiatives should continue to ensure that some form of 'scholarships' are made available to students in need as there are no formal mechanisms to date that provide equitable access to student loans and scholarships available to students without developmental disabilities. Advocacy is needed to change student financial supports policies to ensure equity for students with developmental disabilities who do not meet academic entrance requirements.
- Advocacy is required to examine the changes needed to existing policies and practices in Advanced Education to make way for the appropriate government department to take responsibility for ensuring inclusive post-secondary educational access and support to adults with developmental disabilities.

TABLES

Table A **Summary of Participating Institutions and Initiatives**

Table B **Summary of Interview Activity**

Table C **Student Interviews-Demographic Summary**

Table D **Alumni Interviews-Demographic Summary**

Table E **Student Overview-Demographic Summary**

TABLE A

Institution	**Year Inclusive Post-Secondary Supports Began**	**Current Students** (September 2004)	**Alumni** (September 2004)
MacEwan College, *Edmonton, Alberta*	**1995**	**9**	**10**
Lethbridge Community College, *Lethbridge, Alberta*	**1998**	**7**	**7**
Olds College, *Olds, Alberta*	**2003**	**2**	**0**
Red Deer College, *Red Deer, Alberta*	**2003**	**2**	**0**
University of Alberta, *Edmonton, Alberta*	**1987**	**11**	**36**
University of Calgary, *Calgary, Alberta*	**1992**	**11**	**9**
Totals	**--**	**42 students**	**62 alumni**

TABLE B

Summary of # of Interviews 2004-2005

	Phase 1	Phase II	Totals
Students	8	6	14
Alumni	2	8	10
Parents-current	6	2	8
Parents-alumni	3	9	12
Coordinator/Facilitators	4	3	7
Originators	3	3	6
Faculty/Instructors	1	5 + 14 (video)	20
Employers	0	7	7
Classmates	0	4 (video)	4
Total-Video	0	18	18
Total-Research project	28	42	70
Total-Overall	28	60	88

TABLE C
Student Interviews – Demographic summary

Year	Gender	Age	Institution	Residence	Program/Field of Study	Student Description
3	M	20s	college	Group home	General and Fine Arts-various	Developmental disability
4	M	40s	university	Group home	General Arts	Profound multiple disabilities--limited speaking/physical abilities
3	M	22	college	Supportive Roommate	Digital Arts and Media	Developmental disability-cerebral palsy
4	F	24	college	Group home	Special Needs Educational Assistant	Developmental disability
2	F	21	college	Supported Independent	Library and Information Management	Developmental disability
1	M	21	college	Supported Independent	Landscaping/Greenhouse	Developmental disability
2	M	24	college	Supported Independent	Agricultural Mechanics	Developmental disability
3	F	20s	college	Group home	Special Needs Educational Assistant	Developmental disability-spinal bifida
2	M	25	university	Parents	General Arts	Down syndrome
2	M	23	university	Supportive Roommates	General Arts	Developmental disability
2	F	21	university	Parents	General Arts	Down syndrome
4	M	24	university	Parents	General Arts	Down syndrome
3	M	21	college	Supportive Roommates	General Arts/Communications	Down syndrome
3	F	23	college	Independent	General Arts	Developmental disability

TABLE D
ALUMNI INTERVIEWS

Gender	Age	Institution	Years Attended	Residence (present)	Program/Field of Study	Student Description
M	20s	College	2000-2003	Supportive Roommates	General Arts	Down Syndrome
M	32	College	1999-2003	Independent	Theatre Production	Developmental Disability
F	28	College	1995-1999	Parents	Teacher's Assistant/Early Childhood Development	Developmental Disability
F	27	College	1999-2003	Parents	Early Childhood Development	Developmental Disability
F	mid-20s	College	2001-2004	Parents	Office Assistant	Developmental Disability
M	25	University	1999-2003	Parents	General Arts	Down Syndrome
M	27	University	1998-2002	Independent	Communications/Arts	Developmental Disability
M	33	University	1992-1996	Parents	General Arts	Down Syndrome
M	28	University	1996-2000	Parents	General Arts	Developmental Disability
F	36	University	1995-1999	Parents	General Arts	Developmental Disability
F	37	University	1995-2000	Parents	General Arts	Developmental Disability

TABLE E

YR	Sex	Age	Inst	Residence	Student Description	Studies	Work	Extra-Curricular
1	F	27	LCC	Supportive roommates	Developmental Disability	Business, computers, communications	Volunteer with non-profit	Fitness classes
1	F	19	LCC	Supported roommates	Developmental Disability	Business	Kitchen, PT (Pd), non-profit, PT (pd)	Work out
3	F	27	LCC	Parents	Developmental Disability	Physical Education	Grocery store-16hrs/ek (pd)	Part of religious group on campus
1	F	24	LCC	Supportive roommates	Developmental Disability	Child and Youth Care	Volunteers with daycare and alumni (office work)	Aboriginal students association
1	M	20	LCC	Parents	Developmental Disability	General	Volunteer in bookstore and job shadowing	Work out, computers
3	F	23	LCC	Independ-ent	Developmental Disability	Special Needs T.A.	Restaurant (pd) 9hrs/wk	Too busy
3	M	21	LCC	Supportive roommates	Down Syndrome	Communications	Restaurant (pd) 6hrs/wk	Workout, volunteer at library, alumni association
3	M	20s	RDC	Group Home	Aspergers Syndrome	Arts, English, communications	Contract design work	Student Association volunteer
3	F	21	RDC	Group Home	Spinal Bifida	Early Childhood Development/Office Admin.	Public Library-children's programs (Volunteer)	Christian Student Group
1	M	21	Olds	Supported Independ-ent	Developmental Disability	Landscape Architecture and Cattle Production		Various student events
2	M	23	Olds	Supported Independ-ent	Developmental Disability	Agricultural Mechanics	Restaurant-12hr/wk(pd), Volunteer on farm	Ag Mech club
1	M	24	U of A	Supportive roommates	Developmental Disability	Education, Phys Ed.	YMCA and Children's summer camps (volunteer)	Student's union club, Board Rep
2	M	26	U of A	Group home	Developmental Disability	General Arts	Auto Dealership -FT pd (summer)	Evening functions at U of A
1	M	24	U of A	Parents	Developmental Disability	General Arts	Grocery store--summer PT (pd)	Not yet. 1st year.
3	F	29	U of A	Group home	Profound multiple disability-no formal means of communication	Dance, drama, music, education	PT summer/holidays --retail store and community arts centre (voluntary)	Dance.

2	F	41	U of A	Supportive roommates	Developmental Disability	Music, women's studies, education	Daycare -PT Volunteer	Volunteers with Choir class

4	M	47	U of A	Group home	Profound multiple disability-limited means of formal communicat-ion	Music, drama, recreation, library/info management	Gas station--summer PT (Pd), Bookstore--PT volunteer	University social events
1	M	27	U of A	Parents	Developmental Disability	Drama, psychology, human ecology	Bar-PT (pd), hardware retail store--PT (pd)	Church-no time for other U of A involveme nts
2	M	25	U of A	Parents	Down syndrome	rec/PE, history, anthro, math engin, sports/leader	Restaurant-PT (pd)	Not yet.
4	F	25	U of A	Parents	Developmental Disability	Education, family/women's studies, library/info	Grocery store--long-term PT (pd), school--long-term (volunteer)	Meets with classmates

2	M	22	U of A	Parents	Developmental Disability	Dance, drama English, anthro, astron, classics, He Ed	Bookstore (perm, PT, pd), grocery store (summer, PT, pd)	Astronomy club, meets friends from classes
1	F	31	U of A	Group home	Developmental Disability	Library/info, women's studies, sociology, psych	Pet Store-summer (honorarium)	Not yet
2	M	24	GMC C	Parents	Developmental Disability	Arts and Cultural Management	Summer, PT, pd as usher for sport events	Student Assoc volunteer, campus radio station volunteer
4	F	25	GMC C	Supported independe nt	Developmental Disability	Special Needs Educational Assistant	Perm, PT pd. As lunch supervisor	
2	F	23	GMC C	Parents	Developmental Disability	Nursing	Perm, PT, pd as medical office ass't	Volunteer on campus
2	F	21	GMC C	Supported independe nt	Developmental Disability	Info management and Library Technology	Perm, PT, pd as clerical support	Volunteer with Student Assoc.

3	M	24	GMC C	Parents	Developmental Disability	Phys Ed.	Bookstore--perm, PT Pd; athletic facility--summer, pd	Volunteer on campus
1	F	21	GMC C	Parents	Developmental Disability	General Studies	Summer-FT, pd in retail	

2	F	20	GMC C	Parents	Developmental Disability	Rehabilitation Practitioner	Summer, FT, pd.--outreach worker	Volunteer on campus
2	F	20	GMC C	Parents	Developmental Disability	General Studies	Summer-PT, PD--restaurant	Volunteer with Student Assoc.
3	M	23	GMC C	Supported independ-ent	Developmental Disability	Digital Arts and Media	Not sure	No formal involvem-ents
2	F	22	U of C	Parents	Down Syndrome	General		Not yet
2	M	24	U of C	Parents	Cerebral palsy	General		Not yet

1	M	27	U of C	Support-ive room-mates	Cerebral palsy	General		Not yet
4	M	25	U of C	Parents	Down Syndrome	General		Sports team and Campus rec volunteer

3	F	24	U of C	Parents	Developmental Disability	General		Research Centre volunteer
3	F	25	U of C	Parents	Down Syndrome	General-art interest		Private art lessons
3	M	30	U of C	Parents	Down Syndrome	General		Campus Rec Volunteer
2	M	23	U of C	Parents	Down Syndrome	General		None.
2	M	23	U of C	Supportive room-mates	Developmental Disability	General		None.
2	M	29	U of C	Supportive room-mates	Down Syndrome	General		Social events on campus
2	F	34	U of C	Supported Independ-ent	Developmental Disability	General		No comment.

APPENDICES

APPENDIX A

Central themes and ideas for the research

INITIAL CONCEPTUAL FRAMEWORK OF INCLUSIVE POST SECONDARY EDUCATION
The Story of Inclusive Post-secondary Education in Alberta

Central Themes and Ideas for the Research

IPSE addresses the need to broaden inclusive lives of adults with developmental disabilities because career, learning and social prospects are currently lacking.

BELONGING

IPSE education involves changing the social construction of disability. It is part of a bigger movement of people with disabilities participating in their communities.

Seeing some learn

Seeing SOMEONE for who they are

Safeguarding personal supports
- organizationally
- with individual students/grads
- size

Reflexivity, retreats, culture of critique

Power of relationships
i.e.,. of relationships that are built with support staff from the institutions

Risking resistance—a quality of people who have been involved in IPSE

Phenomenon of persistence and enthusiasm

Students of IPSE
- Students' desire for inclusive learning in all contexts and through relationships—how is this done?
- Diverse ways to participate
- Courage of students to try
  Individual experiences—in life, during/after school
  Which students go to university/college?—Zero rejection based on disability or support of family?

Post-secondary contexts

Multiple decision-makers –less rigid than elementary/high school

- No history of culture of special ed exists in PSE—except TVP
- What is the culture and location of services for students with disabilities—relationship to IPSE supports?

Collective vision, collective supports

- Collectivity of vision of original parents
- Belief in the importance of collective values
- Leadership and roles
- Commitment to students after graduation

APPENDIX B

INTERVIEW GUIDES BY SUBGROUPS:

AMINISTRATORS/FACULTY
EMPLOYERS
FACILITATORS
GRADUATES/ALUMNI
INSTRUCTORS
MENTORS
PARENTS OF GRADUATES/ALUMNI
PARENTS OF STUDENTS
STUDENTS

Sample Interview Questions for Post-Secondary Staff and Administrators

Inclusive Post-Secondary Education in Alberta
An AACL Research Project
Funded by Persons with Developmental Disabilities Provincial Board

Theme: History and Background Experiences

- What is your experience with inclusive post-secondary education or College Connections?
- How have you been involved with students or staff from College Connections?

Theme: Successes of Inclusive Post-Secondary

- What do you see as the successes or benefits of inclusive post-secondary at MacEwan College?
- What has contributed to these successes?
- How does the initiative fit with the mandate of the college and university?
- What do you see as the role of IPSE staff in the success of the program?
- What qualities are important for a coordinator in terms of skills set or aptitude?

Theme: Challenges of Inclusive Post-Secondary

- What challenges have arisen in the past and how have they been addressed?
- What are some the challenges you see facing inclusive post-secondary initiatives currently?
- What are some of the challenges that inclusive post-secondary initiatives may face in the future?

Theme: Sharing Information & Future Consideration

- What information do you consider essential to share with other post-secondary administrators or instructors who are considering the possibility of including students that have developmental disabilities?
- What do you think it is important for inclusive post-secondary initiatives to do in the future?

Employer Interview Protocol

Date: **Participant Number:** **Interviewer Name:**

1. How long have you known with the employee?

2. How long have you worked with this company/organization?

3. How long has the employees worked with your company/organization?

4. Did you hire _____? Did the fact that _____ attended college/university make a difference in deciding to hire him/her?

5. Can you describe _____'s job here?

6. What contributions do you think _____ makes to your workplace?

7. Are you aware of new skills that _____ has learned since working here? Who supports _____ to learn new work-related skills?

8. a) How has Graduate/Alumni Support

- supported you as an employer?
- supported the employee?

b) Are you satisfied with the support?

9. What has made this employee so successful?

10. Are there any challenges you have encountered in supporting _____ to work at _____? If so, how have you approached these?

11. Is there anything you might want to share with other employers who are considering hiring a student or alumni with a developmental disability?

Facilitators Interview Guide
AACL Inclusive Post-secondary Education Research Project

Demographic

Tape Number:
Full name of interviewer:
Date of interview:

Nature of Involvement with IPSE and Approximate Dates

	Nature of involvement/job title	Dates
1.		
2		
3.		

Educational Background:

Organizational

Role of relationships in sustaining inclusive post-secondary initiatives

- i.e., may wish to include discussion about staff-parent relationships, staff-university staff relationships, staff-PDD relationship, etc.

Place of employment during college/university experience

- viewpoints on the relative importance of employment, how it relates to program values

Safeguarding personal supports

- Individual and organizational examples. Why this is important.

Including students with profound or multiple disabilities.

- What has been your experience? If yes, what have you learned? What can you share about making this a possibility and a success?

What changes in inclusive post secondary education have you seen over the course of your involvement?

Expanding opportunities for inclusive post-secondary and **critical elements in developing new programs—your views and experience**

- Advice for other parents/families

Factors in attracting/keeping staff long-term—your thoughts and experience

Personal

- Education and employment background
- Challenges
- What sustains you in your work? Inspires? Motivates?

Graduate Interview Guide
AACL Inclusive Post-secondary Education Research Project

Graduate Demographics

Tape Number:	**Interview date:**
Age:	**Gender** M or F
What is your disability?	
Are you married or single?	
Before college or university did you attend regular or special education classes?	
Date started post-secondary:	
Date graduated from post-secondary:	

Living Arrangements
Who do you live with?
Who do you get help from at home when you need it?
Rent or own home?

Employment
What kinds of work or work experience have you done since graduating?
What do you like/dislike about this work?
What things have you learned at your work?
Do you think going to college/university made a difference to finding work and the kinds of work you are doing?
What kinds of help do you need to do your job? Who helps you when you have a question about your job or need help?

Nature of relationships, social Life and community involvement
Are you involved in other things besides working?
Did you meet new people at college or university?
Is there anyone you met at college or university that you are still in contact with?
What do you like/dislike about these relationships?
How are these relationships important to you?
Have these relationships changed your life in any way?

Continuing Education:
Have you taken any courses, workshops since graduation? Names and nature?
What made you decide to continue studying and learning?
What do you like/dislike about the courses/experiences you have had since graduating?

Campus Life: the experience of being at university/college
What did you study at university/college?
What did you like about being at college/university? (i.e., people, courses, etc.)
What was challenging/hard? (i.e., people, courses, travel)

What was fun?
What kinds of help or support did you need to come to college/university?

Experience Before College/University
Tell me about your experience at the last school you were at before you came to college/university.
What made you decide to come to college/university?
What did you do between high school and coming to college/university?
How did you feel about this experience? (i.e. work, volunteer, staying home, other)
If you worked, what kinds of jobs did you have?
How often did you work at these jobs?
Were you paid?

How would you compare your experience at university/college to other school experiences?

Other Interview Notes

- Record the interview with the intention to listen to it after it has been completed and record key themes and relevant quotes. This will save time in transcribing and in collecting key findings.
- There may be issues raised during the interview that will require your on-going attention. If this happens, try to acknowledge the issue and make plans to address it at another time outside of the interview.

Interview Questions for Instructors

AACL Inclusive Post-secondary Education Research Project

Theme: History and Background Experiences

- What is your experience with inclusive post-secondary education or College Connections?
- How have you been involved with students or staff from College Connections?

Theme: Successes of Inclusive Post-Secondary

- What do you see as the successes or benefits of inclusive post-secondary at MacEwan College for students from College Connections? Other students? The college community? Yourself as an instructor?
- What has contributed to these successes?
- What do you see as the role of IPSE staff in the success of the program?

Theme: Challenges of Inclusive Post-Secondary

- What challenges have arisen in the past and how have they been addressed?
- What are some the challenges you see facing inclusive post-secondary initiatives currently?

Theme: Sharing Information & Future Consideration

- What information do you consider essential to share with other instructors who are considering the possibility of including students that have developmental disabilities?
- What do you think it is important for inclusive post-secondary initiatives to do or consider in the future?

Interview Guide for Mentors
AACL Inclusive Post-secondary Education Research Project

Demographic

Tape Number:
Name of interviewer:
Date of interview:

Nature of Involvement with IPSE and Approximate Dates

	Nature of involvement/job title	Dates
1.		
2		
3.		

Educational Background :

Organizational

Role of relationships in sustaining inclusive post-secondary initiatives

- i.e., may wish to include discussion about staff-parent relationships, staff-university staff relationships, staff-PDD relationship, etc.

Place of employment during college/university experience

- viewpoints on the relative importance of employment, how it relates to program values

Safeguarding personal supports

- Individual and organizational examples. Why this is important.

Including students with profound or multiple disabilities.

- What has been your experience? If yes, what have you learned? What can you share about making this a possibility and a success?

What changes in inclusive post secondary education have you seen over the course of your involvement?

Expanding opportunities for inclusive post-secondary and **critical elements in developing new programs—your views and experience**

- Advice for other parents/families

Factors in attracting/keeping staff long-term—your thoughts and experience

Personal

- Education and employment background
- Challenges
- What sustains you in your work? Inspires? Motivates?

Parents of Graduates—Interview Guide
AACL Inclusive Post-secondary Education Research Project

Tape Number:
Interviewer's name:
Interview date:
Dates son/daughter attended college/university:

Theme: Nature of experiences and involvement with inclusive post-secondary education
When did you first hear about the inclusive post-secondary education?
What motivated you to get involved in making this a possibility for your son/daughter?
In what way are you still involved with inclusive post secondary?
What inspires you to continue your involvement?

Theme: History and practice
What was your son/daughter doing in the years before attending post-secondary?
What was their high school/other schooling experience like?
Are there any differences in the type or nature of support that your son or daughter received while attending post-secondary than supports they have had as an adult before or after that time?
What kinds of support did your son/daughter require to be included at college/university?
What changes in inclusive post secondary education have you seen over the course of your involvement?

Theme: Son/Daughters Involvements Since Graduation
What has your son/daughter's life looked like since graduation?
Employment—changes, challenges, supports? What has worked or not worked?
Additional courses/studies—What? How? Support?
Social Life—friendships, relationships, employment/other contacts?
Other community involvements?

Theme: Successes of inclusive post-secondary education
What do you see as the successes of IPSE for your son/daughter?
- Other students?
- The college/university community?
- Your family?
- Other?

What do you feel has contributed to these successes?
Do you believe your son/daughter was successful included at the college/university they attended?
What factors do you believe made their inclusion a success?
Are there factors you believe would have made their inclusion at college/university more successful?

Theme: Challenges related to inclusive post-secondary education

What are some of the challenges you believe your son/daughter faced in being involved with IPSE?

What are some of the challenges you faced/face as a family in being involved with IPSE?

What do you see as the challenges facing IPSE at the specific institution you son/daughter attended? In your city or region? In Alberta?

Are there things that you would do differently now based on your knowledge and experience?

Theme: Future directions

What wisdom or advice can you share with other parents who may be interested in inclusive post secondary opportunities for their sons/daughters?

What do you feel it is important to share about inclusive post-secondary initiatives?

Who do you think it is important to share this information with?

Interview Guide—Parents of students
AACL Inclusive Post-secondary Education Research Project

Introduction

- Offer a brief explanation of the research project if the parents are not already familiar with it. (i.e., Include: Research project is about IPSE in Alberta, funded by Provincial PDD, carried about by the AACL Adult Ed Committee, intent is to hear broadly about people's experiences with IPSE and to make inclusive opportunities more widely available to other adults with developmental disabilities. Parents may have heard/read about the research but may not recall all the details.)
- Have parents sign a consent form. Consent form has information about research process, risks, benefits, etc. You can outline these verbally before/while you give them a consent form.
- If they have granted permission, set up the tape recorder and start to record.

Theme: Nature of experiences and involvement with inclusive post-secondary education
When did your son/daughter begin attending college/university?
When did you first hear about the inclusive post-secondary education?
What motivated you to get involved in making this a possibility for your son/daughter?
In what way are you involved with inclusive post secondary?
Have you been/are you currently involved in other community initiatives that related to your son/daughter?

Theme: History and practice
What was your son/daughter doing in the years before attending post-secondary?
What was their high school/other schooling experience like?
Are there any differences in the type or nature of support that your son or daughter receives while attending post-secondary than supports they have had as an adult before or after that time?
What kinds of supports does your son/daughter require to be included at college/university?

Theme: Successes of inclusive post-secondary education
What do you see as the successes of IPSE for your son/daughter?
Other students?
The college/university community?
Your family?
Other?
What do you feel has contributed to these successes?
Do you believe your son/daughter is successfully included at the college/university they attend?

What factors do you believe make their inclusion a success?
Are there factors you believe would make their inclusion at college/university more successful?

Theme: Challenges related to inclusive post-secondary education
What are some of the challenges you believe your son/daughter faces in being involved with IPSE?
What are some of the challenges you faced/face as a family in being involved with IPSE?
What do you see as the challenges facing IPSE at the specific institution you son/daughter attended? In your city or region? In Alberta?
Are there things that you would do differently based on your knowledge and experience?

Theme: Future directions
What do you feel it is important to share about inclusive post-secondary initiatives or about your son/daughters experience at college/university?
Who do you think it is important to share this information with?

Students--Interview Guide
AACL Inclusive Post-secondary Education Research Project

Student Demographics

Student Interview Number:	**Interview date:**
Age:	**Gender** M or F
Disability:	
Married or single:	
Do you live by yourself or with someone else? If you live with others, who are they?	
What were the previous schools you attended?	
Did you attend regular or special education classes?	
When did you start your college/university program?	

Learner Diversity

How do you get to campus or to work? (i.e., means--walk, bus, gets a ride AND degree of independence)

_____
_____

How do you get around while at college/university? Is this different than when you first started college/university? (i.e. degree of independence in getting to classes, gym, meeting friends, etc. May wish to comment on how this has changed over time).

_____
_____

Can you read? If yes, what kinds of things do you read for college/university? (Note: interviewer can include approximate grade level or other related comments)

_____
_____

Can you write? What kinds of things do you write for college/university? (Note: interviewer can include approximate grade level if known or other related comments)

_____
_____

If the following aspects are not implied during conversation with a student, they may be best addressed with a facilitator or family member to ensure the students' comfort.

Personal Care Supports (i.e. invite comment on appearance, health, safety while at college/university)_____
_____

Emotional/Social Supports (i.e. aspects that help students manage with or benefit from the demands of being a student. May include encouragement or facilitation).
_____
_____

Student Interview Themes and Questions

Experience Prior to College/University

Tell me about your experience at the last school you were at before you came to college/university.
What made you decide to come to college/university?
What did you do between high school and coming to college/university?
How did you feel about this experience? (i.e. work, volunteer, staying home, other)
If you worked, what kinds of jobs did you have?
How often did you work at these jobs?
Were you paid?

How would you compare your experience at university/college to other school experiences?

Campus Life: the experience of being at university/college
What courses are you taking?
Do you have a focus or area of study that you are really interested in?
What do you like about being at college/university? (i.e. people, courses, etc.)
What's challenging/hard? (ie. people, courses, travel)

What is fun?
What does it mean to you to be a student at college/university?
What kinds of help or support do you need to come to college/university?

Employment
What kinds of work or work experience have you done since coming to college/university?
What do you like/dislike about this work?
What things have you learned at your work?
What kind of work or other involvements would you like to have after you are finished college/university?

Nature of relationships, social Life and community involvement
Are you involved in other things besides going to class?

Have you met many people since coming to college/university? What was that like for you?
Describe the types of relationships/friendships you've made since attending university/college.
What do you like/dislike about these relationships?
How are these relationships important to you?
Have these relationships changed your life in any way?

Possible discussion of portfolio's or student work
Can you tell me about your essay, picture, photograph, etc?

Other Interview Notes

- Record the interview with the intention to listen to it after it has been completed and record key themes and relevant quotes. This will save time in transcribing and in collecting key findings.
- There may be issues raised during the interview that will require your on-going attention. If this happens, try to acknowledge the issue and make plans to address it at another time outside of the interview.

APPENDIX C

DOCUMENTS AND ARTIFACTS

Documents and Artifacts

Description	Institution Affiliation	Retrieved From/Date	Other
Video proceedings of *Opening Plenary* to National Conference on IPSE	ALL 6	March 8, 2001	
Video of AGM proceedings with Varsity and St. Mary's	U of C		Asked Nancy, April 05.
Student Speeches	U of C/St. Mary's	March 2005 AGM	Hard Copies only. Varsity file.
Video interviews of key faculty, facilitator and PDD contact—Shoji's footage	RDC	Spring 2004	Viewed. See notes in RDC file.
Video interviews, Inclusive Post-Secondary Video Project	All 6	Spring 2005	Faculty-4 Instructors-11 Peers/Classmates-4
Video of On Campus Students at Convocation	U of A	Heard about at Inclusive PS Ed Network mtg-May 2005	
Video of graduate at her workplace	MacEwan		Viewed at AACL Family Conference, 2005. Example of student leading children's groups.
Power Point of Varsity Ed History	U of C	Ginger Bowes, hard copy only, Spring 2004	Hard copy, Varsity file.
Power Point on Community Capacity	MacEwan	**Error! Contact not defined.**, hard copy only, Spring 2004	Hard copy, MacEwan file.
Power Point Presentations-MacEwan students, AACL Conference	MacEwan		
Power Point -- Daniel Desjardins	MacEwan	Spring 2004, Bruce	Pictures only

Graduation *Speeches*--Lindon	U of A	Trish, Spring 2004	In U of A file. Mother and daughter speeches
Student Essay- "Fears"	RDC		
Student Cartoons and Artwork	RDC		
Student Video- On university experience (Mike Filmer)	U of C		
Employment Narratives	U of C (2), LCC (2)	2 facilitators, 1 student—summer 2004	Written on themes of employment at researcher's request
Promotional Materials	All 6	During site visits	General brochures & introductory literature, employer brochures
Summaries of Courses/Departments Accessed	All 6	Various times	Various formats. See master list.
Application Forms	LCC, RDC, Olds, MacEwan	Various	
Application Process –related documents	All	Various	U of C-included written reflections, MacEwan-includes new process as of this year
Initiative Updates	All	May 2005	Summary updates for AACL Adult Ed Committee Mtg, May 30th
Video Footage from Inclusive Post-Secondary Education Retreat	RDC-Jason Chapman	June 24-26, 2005	Jason Chapman's presentation/speech on relationships at college. Follow-up with Dale (mom).

APPENDIX D

CONSENT FORMS

CONSENT FOR RESEARCH PARTICIPANTS
(Students and Graduates)

I, _____ want to be part of the study called *The Story of Inclusive Post Secondary Education in Alberta.*

I say it is OK for someone to talk with me about my story of going to college/university.

I can pick which questions I want to answer. I know I can stop talking at any time. I know that nothing bad will happen to me if I do not want to answer a question or stop talking. I know I can say "NO" any time about being part of the study.

I know that no one except the person who is talking with me will know my name. Someone may write about what I say but no one will know it was me who said it.

If I say it is OK to tape me talking I know these things are true.

- I know the tape will not have my name on it.
- The tapes and anything written down will be locked up.
- Only the people doing the study will see them.
- The people doing the study will destroy the tapes when the study is over.

If I want to know more about the study I can phone Sheena Moodie (Research Coordinator) (403) 717-0361 or Anne Hughson (University of Calgary) (403) 220-6273.

Audio Taping
It is OK to audio-tape this interview. YES or NO

Copy of the final research report
I would like a copy of the written study when it is done. YES or NO

Name
I would like my name to be used in the written study. YES or NO

_____ _____
Participant's signature Date

_____ _____
Legal guardian's signature (if required) Date

_____ _____
Researcher's signature Date

Please sign **2 originals**. Copy 1-Student/Graduate; Copy 2- Researcher

CONSENT FOR RESEARCH PARTICIPANTS

This consent form, a copy of which has been given to you, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, please feel free to ask. Please take the time to read this form carefully or have someone read it to you.

I, _____ agree to participate in the research project entitled: *The Story of Inclusive Post Secondary Education in Alberta.*

I have been informed that the Alberta Association for Community Living has been granted funding from the Persons with Developmental Disabilities Provincial Board to carry out research on Inclusive Post Secondary Education in Alberta.

I understand that the primary purpose of the study is to elicit an in-depth understanding of individuals' experiences with the inclusive post-secondary initiatives in Alberta. Research findings are intended to offer evidence and analysis vital to others across the province and beyond who are interested in expanding the supports needed to enrich and broaden educational, career and personal options for adults with developmental disabilities. General research findings will be documented in a report that will be publicly available.

I agree to be interviewed about my experiences with inclusive post-secondary indication. My willingness to have the interview taped recorded or not is indicated below.

I know I am free to stop the interview at any time or withdraw my consent to be involved in the research. There will be no negative consequences for withdrawing from the research.

I know that if I agree to be audio taped, the data will be coded so that my name will not be on the tape. The tape may be transcribed in order to analyze the results. My identity will be protected in this process. The tapes and any notes that are written down will be locked up and only the researcher will have access to them. All tapes and notes will be destroyed six months after the final research report is completed.

I have been informed that information from the interviews will be saved on a computer hard drive or disk. All information stored on the hard drive or disk will be secured in the researchers' private offices. Publications on the results of this study will include information only on an anonymous basis unless I indicate below I wish to have my name attached to the report.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project, and agree to participate as a member of the study. In no way does this waive your legal rights nor release the investigators, sponsors or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information

throughout your participation. I f you have further questions concerning the matters related to the research please contact:

Sheena Moodie (Research Coordinator) at (403) 717-0361 or Anne Hughson (University of Calgary) at (403) 220-6273.

****

Audio Taping
I agree to having my interview(s) audio taped. YES or NO

Copy of the Final Research Report
I would like a copy of the final research report. YES or NO

Name/Identity
I would like my name included in the final research report YES or NO

_____
Participant's Signature Date

_____
Legal guardian's signature (if required) Date

_____ _____
Investigator and/or Delegate's Name Date

Please sign 2 originals. Copy 1—Participant; Copy 2-Researcher

APPENDIX E

SURVEY DATA FORMS

STUDENT DEMOGRAPHICS- EMPLOYMENT
STUDENT DEMOGRAPHIC FORM
ALUMNI DEMOGRAPHIC –EMPLYMENT
ALUMNI DEMONGRAPHIC FORM

Employment--*During School Year**

Job	Type of Work	Hours/ week	Pay (Approx.)	Start Date	How found job	Nature of support	Relation to practicum or coursework	Skills learned and workplace contributions
1								
2								

Employment—Summer*

Job	Type of Work	Hours/ week	Pay (Approx)	Start Date	How found job	Nature of support	Relation to practicum or coursework	Skills learned and workplace contributions
1								
2								

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Student Demographic Form

Student Number (for research purposes)**:**	**Post-Secondary Institution:**
Age:	**Gender** M or F
Disability:	**Married or single:**
Start date for inclusive post-secondary(or year of study): **Area of Study/Focus:** **Other Involvements**: (ie. Volunteer on/off campus, social clubs, sports, etc. that are in some way connected to post-secondary experience) **Living Arrangements:** a) With whom? Nature of support? Summertime**?** b) Has there been a change in living arrangement related to coming to college/university? **Nature of Students' Family or Home Involvement with Post-secondary**	
Transportation to campus or to work (i.e., walk, bus, gets a ride AND degree of independence)	
Reading Ability. (Note: can include approximate grade level or other related comments)	
Writing Ability. (Note: can include approximate grade level or other related comments)	
History Prior to Post-Secondary o **High School:** Inclusive or special education classes? o **Experience prior to post-secondary** (i.e. employment, home, education, other supports or involvements)	

Employment--*During School Year**

Job	Type of Work	Hours/ week	Pay (Approx.)	Start Date	How found job	Nature of support	Relation to practicum or coursework	Skills learned and workplace contributions
1								
2								

Employment—Summer*

Job	Type of Work	Hours/ week	Pay (Approx)	Start Date	How found job	Nature of support	Relation to practicum or coursework	Skills learned and workplace contributions
1								
2								

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2								

Employment—Summer*

Job	Type of Work	Hours/ week	Pay (Approx)	Start Date	How found job	Nature of support	Relation to practicum or coursework	Skills learned and workplace contributions
1								
2								

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1								
2								

Employment—Summer*

Job	Type of Work	Hours/ week	Pay (Approx)	Start Date	How found job	Nature of support	Relation to practicum or coursework	Skills learned and workplace contributions
1								
2								

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APPENDIX F

SUMMARY OF CODES

Summary of Codes and Abbreviations

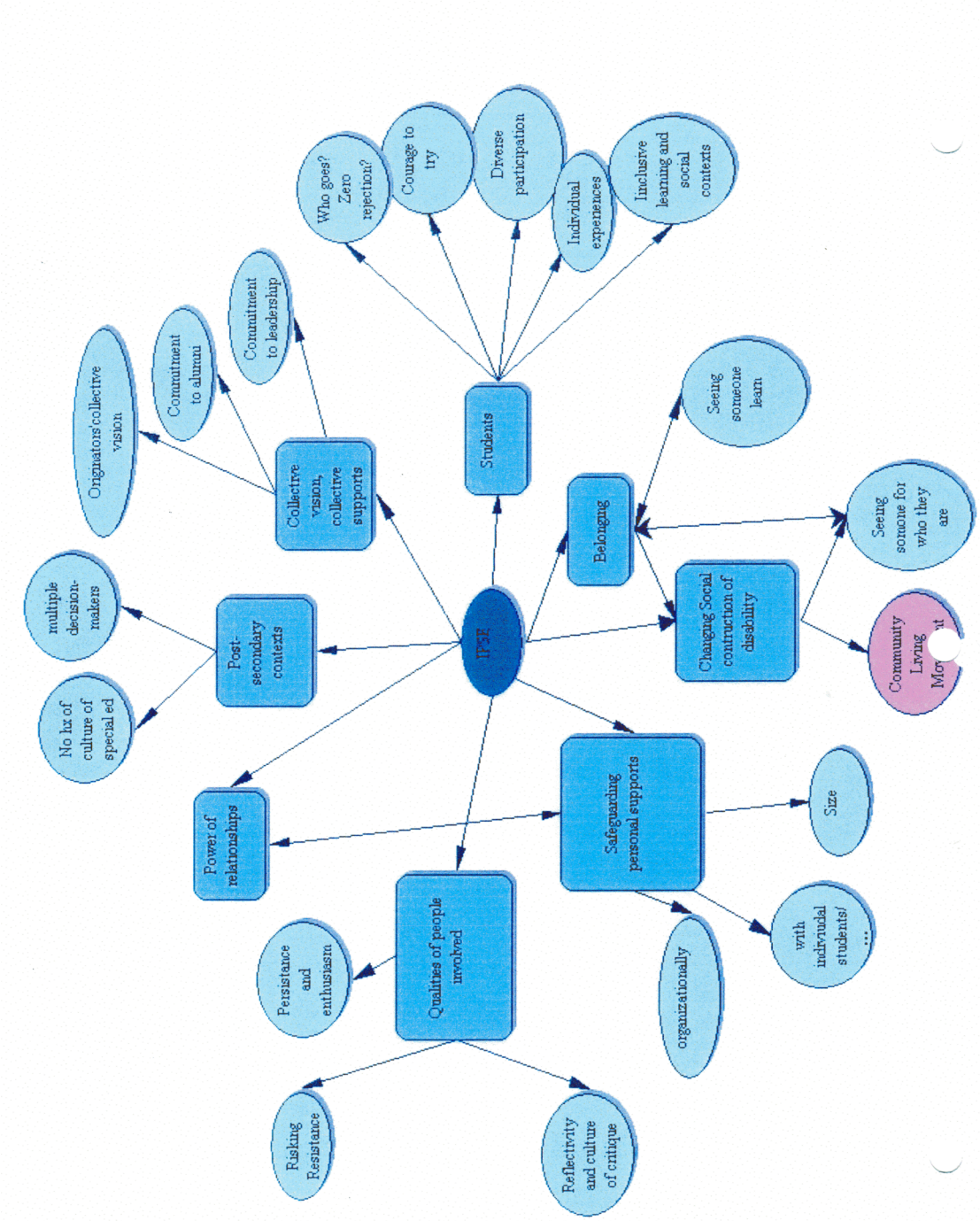
Codes--Samples

SUCC	**Successes**
REL	Relationships
ML	meaningful learning
NOP	new opportunities
PERS	Personal growth/change
EMP	Employment
SUCC-COND	**Conditions for Success**
INSTR	Instructor qualities/involvement
ADAPT	Academic adaptations
PSC	Post-Secondary Contexts
FS	Facilitator Support
OS	Other Students
CHAL	**Challenges**
ACAD	Related to academics
MO	Related to moving out of family home
REL	Relationships

Researcher's Shorthand

PS	Post-Secondary
PT	part-time
FT	full-time

APPENDIX G


IFTE
Students
Who goes? Zero rejection?
Courage to try
Diverse participation
Individual experiences
Inclusive learning and social contexts
Collective vision, collective supports
Originators collective vision
Commitment to alumni
Commitment to leadership
Belonging
Seeing someone learn
Seeing someone for who they are
Changing Social contruction of disability
Community Living
Post-secondary contexts
multiple decision-makers
No kx of culture of special ed
Power of relationships
Safeguarding personal supports
Size
with individual students/ ...
organizationally
Qualities of people involved
Persistance and enthusiasm
Risking Resistance
Reflectivity and culture of critique

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