

The WCU University Participant (UP) Program: A Postsecondary Learning Model for Individuals with Intellectual Disabilities

TASH Conference
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Overview of UP Program

- Started as a pilot program in 2007
- Provides a two year, on-campus living and learning experience for individuals with developmental disabilities between the ages of 18 and 25
- Has served two participants since 2007, expanding to 4 participants per year in 2010, maximum of 8 participants attending in fall 2011

UP Admission Requirements

- Participants are between the ages of 18 and 25 at the time of admission
- Previously enrolled in a high school special education program that does not lead to completion of a regular high school diploma and that does not allow students to complete requirements necessary for regular admission to WCU
- Demonstrates adequate communication skills and socially acceptable behavior to interact with others on the WCU campus
- Motivated to learn and benefit from participation in the UP Program

What do UP Participants do at WCU?

- Live on campus and experience college life with same age peers
- Have an individual plan that would allow personal development for post-UP success
- Attend a limited number of classes
- Participate in social events and activities



Class Experiences



- **Aaron:** Intro to Social Work, Study Techniques, University Experience, Intro to Communications
- **Anna Grace:** Art, Dance, University Experience, Study Techniques, Theatre
- **Corey:** Parks and Rec, Intro to Communications, University Experience, Hiking
- **Elizabeth:** Positive Behavior Supports, The Exceptional Child, Teaching Elementary Students with Learning Problems

Vocational Training

Human Service Office Assistant



Vocational Training



Human Service Department/ Office Assistant

Task for Human Services

| | | % accuracy |
|------------------------------------|-------|------------|
| Following a Routine | 9/9 | 100% |
| Set-up laptop | 11/16 | 69% |
| Shredding | 42/52 | 81% |
| Following steps to Street Crossing | 6/8 | 75% |
| Steps for Catran | 12/14 | 86% |
| Library (organizing books) | 5/7 | 71% |
| Cleaning Table | 17/21 | 81% |
| Saving Documents | 2/10 | 20% |

Job Sampling



Mailroom



Clothing Store



Recreation Center

Mailroom Task Analysis

1. Find name on magazine/ letter
2. Find last name on magazine/letter
3. Underline last name on magazine/letter
4. Look for first letter of last name
5. Look for second letter of last name
6. Find last name on white book/don't find
7. Find first name/don't find
8. Place paper across to find the number/not there
9. Place the number on white tab magazine or if not find name
10. Place magazine in the redistribute pile or place in trash

Percentage Completed: 100% after 4 weeks

Interview Rating Form

Please rate the interviewee on:

1 = Needs Improvement 2 = Acceptable 3 = Very Good 4 = Exceptional

| | | | | |
|---|---|---|---|---|
| Professional appearance (dress, grooming, etc.) | 1 | 2 | 3 | 4 |
| Poise, self confidence | 1 | 2 | 3 | 4 |
| Verbal communication skills (articulation, clarity) | 1 | 2 | 3 | 4 |
| Listening ability and nonverbal behavior | 1 | 2 | 3 | 4 |
| Clarity of career interests and goals | 1 | 2 | 3 | 4 |
| Ability to link academic background with position | 1 | 2 | 3 | 4 |
| Ability to communicate value of prior work experience | 1 | 2 | 3 | 4 |
| Preparation for interview | 1 | 2 | 3 | 4 |
| Quality of questions | 1 | 2 | 3 | 4 |
| Interest in and enthusiasm toward work opportunity | 1 | 2 | 3 | 4 |
| Strength of competence/skills for position/work | 1 | 2 | 3 | 4 |
| Overall impression of candidate's interview performance | 1 | 2 | 3 | 4 |

Employment Rating Form

| | | |
|---------------|--------------------|--------------------|
| A1 Strength | B1 Change Headed | C1 Change Headed |
| A2 No Problem | B2 Change Doubtful | C2 Change Doubtful |

| | | | |
|-------------------------|-----------|-------|-------|
| PRE-REQUISITE BEHAVIORS | Aspirable | Minor | Major |
| | A1 A2 | B1 B2 | C1 C2 |

1. Hygiene & Grooming
2. Communication Skills
3. Personal Habits
4. Odd Behaviors

| | | | |
|----------------------------------|-----------|-------|-------|
| JOB PERFORMANCE AND PRODUCTIVITY | Aspirable | Minor | Major |
| | A1 A2 | B1 B2 | C1 C2 |

5. Motivation Level
6. Physical Capacity
7. Steadiness on Task
8. Quality
9. Production Rate

| | | | |
|---------------------------|-----------|-------|-------|
| WORK HABITS AND ATTITUDES | Aspirable | Minor | Major |
| | A1 A2 | B1 B2 | C1 C2 |

10. Absenteeism
11. Punctuality
12. Frustration Tolerance
13. Personal Complaints
14. Distractibility
15. Reactions to Change in Work Assignment
16. Reactions to Unpleasant or Monotonous Tasks

| | | | |
|---------------------|-----------|-------|-------|
| WORK RELATED SKILLS | Aspirable | Minor | Major |
| | A1 A2 | B1 B2 | C1 C2 |

17. Following Directions
18. Problem Solving
19. Rules and Safety
20. Efficiency of Work Methods
21. Care of Equipment/Waste of Materials
22. Cleanliness of Work Area

Vocational Training

We expanded the job sampling into internships for the 2010 UP participants.



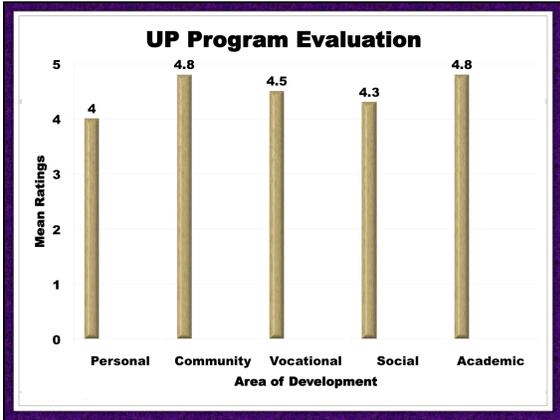
On Campus Job Internships

- **Anna Grace:** Catamount Clothing Store and Hunter Library
- **Corey:** Facilities Management for WCU
- **Aaron:** Clerical work for the Department of Human Services
- **Elizabeth:** The Kneedler Campus Daycare Center



Volunteer Supports

- Duties include:
 - Coordinating drop off and pick up with other supports
 - Job coaching
 - Communicate with family members
 - Natural support during campus activities
 - Suitemate care
- Challenges addressed with former participant:
 - Social skills
 - Cell phone use
 - Entering friends rooms



Personal Development

- “Michael is more expressive (if that is possible) than before his WCU experience. His speech is clearer, more easily understood. Michael’s maturity is noticeable – more independent in decision making yet appropriately dependent on his care givers and friends.” (Case manager)
- “His self-determination is out the roof! He never wanted to sit still. When I was with him at night, he was always doing homework, getting things ready for the next day, finishing up his work that he didn’t have time for that afternoon, etc. He always finished anything he started no matter how long it took.” (CAP worker)

Community Participation Skills

- “When I first started working with Michael we drove his van all the time. Now he takes the bus everyday and hardly ever uses his van unless he goes off campus” (CAP worker, WCU student)
- “While I did not observe everyday life, he appears to have increased skills in budgeting especially. I am aware that he has utilized public transportation and planned these trips according to scheduled bus runs.” (Case manager)



Vocational Preparation

- "I went to work with Michael in the 2007-2008 school year and he was very independent and willing to do whatever was asked of him." (CAP worker, WCU student)
- "Michael spent time with me on several occasions discussing vocational opportunities and working to find internship opportunities to match his interests." (Disability Services Director)
- "Michael learned several clerical jobs on campus. He seems to know which type he likes and which he does not. He likes the courier jobs and not table top clerical work. He requires lots of assistance with the table top jobs." (WCU faculty member)

Social Participation

- "Michael was part of the Resident Hall Council in Norton Rd. Hall. He was very eager to participate in every event that we planned. He attended every weekly meeting and provided helpful suggestions when needed. I believe that he really enjoyed himself and he was a great asset to RHC in Norton." (RHC President, WCU student)
- "I always had Michael at night so every time possible we would go to the basketball games. He enjoyed them very much. Other students took him to football games and other events." (CAP worker)

Academic Improvement

- "I believe that Michael is an asset to his classes. The students in the class seem to enjoy him and he voices his opinion when needed." (CAP worker, WCU student)
- "I would help Michael with his coursework and studying for tests. He is a very hard working student who takes pride in his studies." (Natural support)
- "Michael actively sought accommodations through my office to make the class experience more accessible for him; therefore, more fulfilling and worthwhile." (Disability Services Director)

Continued Challenges for the Program

- Sustainability
- Expenses for families with tuition and housing
- Social Security Income requirements competing with higher competitive employment wages
- Improved post-program outcomes



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