Inclusive travel: Making study abroad attainable for ALL college students

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LITERATURE
- When responding to semi-structured methods, adults with intellectual disability (ID) expressed a desire to travel domestically and abroad (Dykens, Schwerk, Maxwell, & Metz, 2006).
- After traveling without family, adults with ID were rated by their guardians as more self-confident, better decision makers, more independent, and better at handling money (McConkey & McCullough, 2006).
- Reading maps, paying for transport, time management, literacy, and problem solving have been shown to be barriers to travel for adults with ID (Davies, Stock, Hollinsay, & Wilmot, 2010).

SUPPORT
Daily Activity Schedules

Natural Student Support
Same-aged peers without disabilities provided assistance when needed. The assisted with:
- Travel: Airport security, customs, accessing plane, bus, train, or subway tickets, selecting correct buses and trains.
- Leisure: UP Students and supports co-created site seeing and recreation agendas.
- Academics: Film or transcribe daily journals; assist with course readings and assignments; co-present at organizations.
- Daily routines: Choosing food options; morning/night routine; packing suitcases; arriving/departing on schedule.

SUCCESSES
- Direct interaction with English and Irish adults with ID.
- Inclusion and group cohesion.
- Collaboration, connection, and future opportunity with NUI Maynooth.
- Students became more experienced with regard to appropriate areas of public transportation.
- Students directly observed the UP Programs components in action.

CHALLENGES
- Staff turnover in UP International Studies office increased faculty workload.
- Greater travel expenses than anticipated.
- Visa and study abroad deposits were due at approximately the same time.
- Family member anxiety and fear.
- Financial aid eligibility required more credit hours than course offered.
- Students misunderstood security regulations.
- Finding suitable class times.

FUN
1. Enjoyable experiences
2. Positive affect

DEVELOPMENT
1. Public speaking
2. Critical thinking
3. Community skills

LIFE EXPERIENCES OF PEOPLE WITH DISABILITIES
1. Intellectual Disabilities
2. Organization Programs

TRANSPORTATION
Exploring many types of transport:
- airports
- trains
- subways
- boats
- taxis
- buses
- finding suitable class times.

INCLUSION
1. Enhanced the experience
2. Benefits everyone
3. Everyone needs support

BARRIERS
1. Inaccessibility in physical environment
2. Exclusion
3. Negative attitudes and behaviors
4. Lack of resources

STUDENT SUPPORT
Reflection Themes*

1. Improved
2. Benefits everyone
3. Everyone needs support

SOCIAL INCLUSION
1. Sharing activities
2. Making friends
3. Identifying with others

A couple of days ago I was doubting myself and wondering if working with the Special Needs population was what I really needed to be doing, but after our visit today, I’m quite convinced I’m right where I need to be.

*Themes were derived through open coding (initial & axial coding) of student journals. Approximately 8 journal entries per student.

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- University Participant Program
- Kelly R. Kelley, Ph.D.
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DISABILITIES
- SPED (Special Education) 493
- University Participant Program
- SPED (Special Education) 493
- Program Consultant

LITERATURE

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