Can College Reduce Support Needs & Increase Independence?

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VISION
• Academic Road Map
• Class and job selection

Based on career interests, participants choose individualized and inclusive work experiences in various on and off campus internships

RESULTS

Demographics
Participants were college students labeled with Intellectual disability. 4 were in their first year of college and 3 were in their second year. All students were between the ages of 18 and 23 years. 3 were women and 2 were men. One student opted out of the SIS and SIB-R segment.

Hours Supported (t-test)
On average, 7 students in the UP Program needed fewer hours of support per week in the last 6 weeks of the academic year (M=41.2, SE=.91) than they did in the first 8 weeks of the academic year (M=52.9; SE=.91). This difference in hours of support was significant (t(98)=8.10, p<.001, r=.40).

Support Needs (Wilcoxon signed-rank test)
6 Students’ SIS-SNI was significantly lower at the end of the 2012-13 academic year (Mdn: 71.0) than at the beginning of the academic year (Mdn: 66.8), z=-1.997, p=.05, r=.58. Lower SNI scores represent fewer support needs.

Adaptive Behavior (Wilcoxon signed-rank test)
For 6 UP students, SIB-R support scores were significantly higher at the end of the 2012-13 academic year (Mdn:89.00) than at the beginning of the 2012-13 academic year (Mdn:86.5), z=-2.21, p<.05, r=.63. Higher support scores represent fewer adaptive skills support needs.

SUPPORT NEEDS
• SIS
• SIB-R
• Summer Orientation

Participants have individualized and inclusive opportunities within natural settings to learn skills such as navigating campus, cooking in residence halls, and collaborating at work.