Goals for Today’s Session

- University Participant (UP) Program overview
- Postsecondary education (PSE) and evaluating outcomes
- A process for increasing ‘independence’
- Assessing support, support needs, and adaptive behavior

Programs

- Growth and programs continue to increase
- 34% of PSE Programs focus on students’ abilities to live independently
- Little know about programs’ impacts on students

Monitoring and Measuring Emergent Independence in PSE

Seb M. Prohn
Kelly R. Kelley
UNIVERSITY PARTICIPANT PROGRAM
Post secondary education program for students with intellectual disability
Overview of the UP Program

What is the UP Program?

• A two year, inclusive transition program for college-aged individuals with intellectual disability
• Supports up to 8 selected participants per year; 4 in each graduating cohort
• Serves as a model demonstration site for the state by providing support to satellite programs in NC and technical assistance to programs across the nation

<table>
<thead>
<tr>
<th>Year</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/2008</td>
<td>2</td>
</tr>
<tr>
<td>2010</td>
<td>4</td>
</tr>
<tr>
<td>2011</td>
<td>8</td>
</tr>
<tr>
<td>2012</td>
<td>7</td>
</tr>
<tr>
<td>2013</td>
<td>8</td>
</tr>
<tr>
<td>2014</td>
<td>8</td>
</tr>
</tbody>
</table>

Guiding Frameworks

Think College

UP Program Framework
What do UP Students do at WCU?

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

PSE and Evaluating Outcomes

College is a good thing - Why do outcomes matter?

- What type of student development can be expected for the investment?
- Stakeholders
  - Students
  - Families
  - Adult service agencies
  - Strategies

PSE Costs in NC $300 $30,000
Outcome Studies

- Evidence of better employment outcomes compared to peers with no postsecondary education experiences
  - More employment
  - Less required support
  - Higher earnings


Evaluation Questions

- Does participating in a full inclusion PSE program affect personal skill development of persons with ID?
- Can changes in on-campus supports be observed over time?
Independence: The Process

Vision

Goals

PCPs

Entrance video

Academic road map

Summer immersion

Schedule

Personal
Social
Vocational
Academic
Community

Example Academic Roadmap

Who will I be? Future me.

Future me.

• I'll be good at childcare, have lots of friends, go to concerts and sporting events where I’ll tailgate

• I'll live in Georgia in community housing

Skills Desired

• Painting

• Public speaking

• Money management

• Cooking skills

• Camping skills

• Reading skills

Back

By the time I leave college...

• I want to know/ be able to... childcare

• I want to prove to others... That people like me and I can think like people without disabilities.

• How will people remember me? As a regular person

http://www.youtube.com/watch?v=lyFz6lRDnVA&feature=youtu.be

Creating and Assessing IPCP Goals

1. prepares and participates in public speaking opportunities about his college experience.
   - Yes
   - No
   - Please explain

2. Independently follows recipes, sets the oven temperature, timers, and uses kitchen safety in order to cook meals.
   - Yes
   - No
   - Please explain
I want to keep working on my budgeting.

**Weekly Activity Schedules**

- **Strengths**
  - Practical tool for students, program and others
  - Hours as a unit of measure
  - The Method is an intervention
  - Positive research

- **Limitations**
  - Quantity vs Quality
  - Time consuming
The page contains a table titled "Demographics". It lists participants' names, ages, ethnicities, disabilities, and information about their year in the program and high school completion.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Age/Ethnicity</th>
<th>Disability</th>
<th>Year in Program/High School Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerri</td>
<td>20/Multiracial</td>
<td>Borderline IQ (IQ = 75), 18p chromosome abnormality</td>
<td>Second year - graduated with vocational track diploma</td>
</tr>
<tr>
<td>Joy</td>
<td>20/Caucasian</td>
<td>ID (IQ = 53), Waardenburg syndrome, epilepsy</td>
<td>Second year - graduated with certificate of completion</td>
</tr>
<tr>
<td>Holly</td>
<td>23/Caucasian</td>
<td>Borderline IQ (IQ = 70), Myotonic dystrophy, asthma</td>
<td>First year - graduated with certificate of completion</td>
</tr>
<tr>
<td>Emmanuel</td>
<td>21/Caucasian</td>
<td>ID (IQ = 69), Down syndrome</td>
<td>First year - graduated with vocational track diploma</td>
</tr>
<tr>
<td>Gilbert</td>
<td>19/African American</td>
<td>Borderline IQ (IQ = 75), Cerebral Palsy</td>
<td>First year - graduated with vocational track diploma</td>
</tr>
<tr>
<td>Zeko</td>
<td>22/Caucasian</td>
<td>ID (IQ = 55), Down syndrome</td>
<td>First year - graduated with vocational track diploma</td>
</tr>
</tbody>
</table>
Assessing Support Needs

- Assess where support can be implemented to improving human functioning across environments
- SupportIntensity Scale (SIS; Thompson et al., 2004) as a dependent variable
- Needs assessed by two family members at the beginning and end of the academic year

Assessing Adaptive Behavior

- Conceptual, social, and practical skills that are learned and performed by people in their everyday lives (AAIDD, 2013)
- Scale of Independent Behaviors-Revised (SIB-R; Bruininks, Woodcock, Weatherman, & Hill, 1996) as dependent variable. Pretest/posttest
- Development is crucial for independent community living

Assessing Receptive Vocabulary

- The words one can comprehend and respond to
- Development is an indicator of education and can impact social interaction.
Results: Hours Supported

Time is Money*

The Trend Continues
Are Support Plateaus Bad?

- Inclusive environments and shifting demand landscapes
  - Constant demands: dining, campus navigation, leisure
  - Changing demands: social inclusion, work, problem solving
- ‘Independence’
- Challenge/demand
- Support

Summary of Results

<table>
<thead>
<tr>
<th>SIB-R</th>
<th>SIS</th>
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<tbody>
<tr>
<td>Nonparametric analysis</td>
<td>Nonparametric analysis</td>
</tr>
<tr>
<td>Wilcoxon sign-ranked test</td>
<td>Wilcoxon sign-ranked test</td>
</tr>
<tr>
<td>Scores closer to 100 indicate more adaptive skills</td>
<td>Lower Support Needs Index scores = fewer support needs</td>
</tr>
<tr>
<td>Median drops: 89 to 86.5</td>
<td>Median increases: 66.8-71</td>
</tr>
<tr>
<td>z=2.21, p&lt;.05, r=.63</td>
<td>z=-1.997, p&lt;.05, r=.58</td>
</tr>
<tr>
<td>Meaningful?</td>
<td>Meaningful?</td>
</tr>
</tbody>
</table>

PPVT-4 Growth Value Scale Scores

- GVS- indicator of absolute performance
- Recommended measure for statistical comparisons
- Wilcoxon Signed Ranks Test (related samples)
- z= - .53, p>.05
- Changes in receptive vocabulary are non-significant
Limitations

- Failed control group recruitment
- Maturation or program related? What parts of program?

Measurement sensitivity
- SIS & SIBR
- College context

Program selection
- Restriction of range
- Support needs
- Adaptive skills

Future Research

- Program structure and PSE short/long-term outcomes
- On-campus residency?
- Inclusive courses?
- Occupational preparation?
- Classes
- Internships
- Paid employment
- Support structure?

Implications for Practice

- Natural support
  - Aware of ability IN environment
  - Provide peer-level recommendations about support need
- Monitoring performance is necessary to understand support needs
- Support needs/environmental demands vary by context
- More independence can increase support needs
- Student and family voices are essential
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