



Building Inclusive Campuses

Grace McCormick, Kelly David, Kiera Anderson

Inclusive Education Services

College of Community Innovation & Education

Toni Jennings Exceptional Education Institute

Our program strives to deliver an immersive, innovative, and distinctive collegiate experience allowing students to discover and develop their passions and strengths enhancing their ability to facilitate long-term, paid, and meaningful employment after graduation.

LEARNING OUTCOMES

- 1** To summarize and analyze differences between volunteer organizations, student academic support, self-advocacy groups, and executive function coaching and how they all pertain to opening doors for an inclusive college campus.
- 2** To analyze the application of combining aspects of a variety of student support services to develop true inclusivity within a college campus.

Supporting the IES Students

- 1) Resource Facilitators
- 2) Knights Exemplar
 - Students reaching students
 - Social, emotional, and educational level
 - Providing not only support during the IES students' higher educational journey, but the mentors and guidance needed for success
 - Creating well rounded individuals
 - Prepared to take on the world after college
 - Ready and equipped to pursue future employment aspirations



What are Resource Facilitators?

- Resource Facilitators (RFs) provide **academic guidance** to IES students
- Weekly sessions with the students to:
 - Check-in and address any concerns
 - Monitor academic progress
 - Keep students on track
 - Develop plan to complete assignments/study
 - Support students in completing school work
 - Guide students in communication with Professors
 - Discover learning styles/techniques
- RFs wear many hats to ensure the students have the support they need
- Play a part in the light bulb moments
- A typical session looks like....



Resource Facilitator- Job Success

- Success as a Resource Facilitator looks like the students:
 - Taking initiative
 - Embracing their strengths/overcoming any academic obstacles
 - Developing a mindset of knowing that they are capable of accomplishing anything
 - Applying course concepts to their own lives
 - Striving to do their best
- Students develop a good work ethic and skills that translate to future careers
- We know we have been successful when the student no longer needs our help
 - Example: independently reaching out to a professor or coming into a session with a set plan



What is Knights Exemplar (KE)?

- A campus-wide volunteering program that is a high impact inclusive initiative
 - Student based (e.g., executive board, directors, involvement ambassadors)
- Overall goal is to provide support to the IES program
- Target Areas:

Academics



Health & Wellness



Campus Involvement



CAREER EXPLORATION



Knights Exemplar Events

- **Variety of events hosted each month**
 - Football games, tutoring, holiday events, mock interviews, volunteer events, and collaborations with other campus organizations
- **IES student led events**
 - Event planning experience, resume builder
- **Chit-Chat Series**
 - Run by the KE executive board
 - Topics including: anxiety, peer pressure, friendships, balancing school/work/life
- **Upcoming: Creating Alumni Group Communication Platform**
 - To highlight alumni achievements and provide mentorship



OCTOBER 2022						
SUN	MON	TUE	WED	THU	FRI	SAT
2	3	4 Academic Support @6:30	5 Active Listening/ Note-taking @5:30	6 General Body Meeting @6:30	7 Outdoor Basketball @5	8
9	10 Knights Pantry @5	11 Academic Support @6:30	12	13 Academic Support @6:30	14	15
16	17	18 Academic Support @6:30	19 Interview Prep/ Game Day @5:30	20 Academic Support @6:30	21 Yoga @5	22
23	24 Game Night @5	25 Academic Support @6:30	26	27 Academic Support @6:30	28	29
30	31					

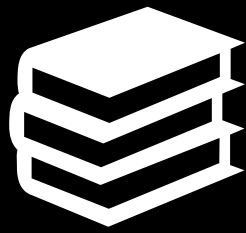


Knights Exemplar's Campus Impact

- KE influences not only the students and volunteers involved, but also the entire UCF community.
- Leading by example has power, and when other students see KE, our hope is that they are inspired to be more inclusive.
- We are the stepping stone for IES students to grow as independent and well rounded adults



Past Awards: *UCF Student Organization of the Year (May 2020) & UCF Student Organization of the Month (Dec. 2019).*



The College Experience

- Increased numbers of students with disabilities entering postsecondary institutions.
- **Drastic change from the secondary environment.**
 - Self-directed learning
 - Independence in managing schedules
 - Independence in managing due dates, completing projects, study time
 - Creating new social circles
 - Decreased oversight from caregivers and teachers
- Potential cause for stressors such as loneliness, sadness, and anxiety.
- All of which can negatively impact optimal functioning of executive function skills.





Executive Function Skills and Coaching

- Deficits are associated with many disabilities.
- Deficits are also associated with transient psychological events that ALL people may experience.
- Deficits may limit academic and social potential.



Executive Function Coaching

- Client-centered collaborative relationship.
- Designed to elicit self-awareness, self-directed learning, and encourage personal responsibility.
- Allows students to focus on the contextual, academic, and occupational needs for optimal performance.
- Provides supports students do not receive from typical accommodations.
- Addresses the WHOLE person.



Opening Doors

- Individualized coaching sessions with flexible formats.
- Focus on behavioral, emotional, and cognitive aspects.
- Challenges negative beliefs usually due to past failures.
- Facilitates understanding of individual cognitive processing and provides a setting to develop new skills and techniques.
- Guides students through development of individualized compensatory techniques, in doing so students are able to open doors and begin the journey of self-discovery maximizing success in the college environment.

UCF Communications Disorders Clinic

- Services offered:
 - Speech
 - Language
 - Pragmatic/Social
 - Assistive Technology
 - Audiological Services



Research

Self-Advocacy:

- Deficits in self-advocacy can result in
 - Lack of independence
 - Unemployment
 - Social isolation (Abery et al., 1995).
- Benefits of participating in self-advocacy groups can include:
 - Improved empowerment and increased confidence (Finn et al., 2019).
 - Forming positive social relationships within the group setting (Beart et al., 2004).

Research

Group:

- Benefits can include:
 - Learning from and teaching other group members (Clark et al. 2015)
 - Peer collaboration (Clark et al. 2015)
 - Multiple communication partners to ensure generalization of communication goals to daily life (Wood and Standen, 2021)

Research

Post-Secondary setting:

- Self-advocacy is a predictor of retention, adaptation, and graduation of autistic postsecondary students.

Research

SLP Role:

- Individual/Micro level supports:
 - Develop individualized S-A plan that benefits social, academic, and/or career goals
- Environmental/Macro Level Supports:
 - Collaborate with colleagues and faculty to work toward a more inclusive environment

(Sandaham and Bello-Harn, 2022)

What is Self-Advocacy?

- Hayden & Shoultz (1991) Self-advocacy is teaching people how to advocate for themselves and to learn how to speak out for what they believe in. It teaches us how to make decisions and choices that affect our lives so that we can become more independent. It also teaches us about our rights, but along with learning our rights, we learn our responsibilities.

Key components to self-advocacy

- **Knowledge of self**
 - Understanding preferences, strengths and needs
 - Students with knowledge of self will be more empowered to seek supports and advocate for themselves
- **Knowledge of rights**
 - Students are required to seek out their accommodations through self-disclosure at the university level
- **Communication**
 - Awareness of communication styles and preferences
- **Leadership**
 - Participation in the community
 - leadership/ownership of the group
(Sandaham and Bello-Harn, 2022)

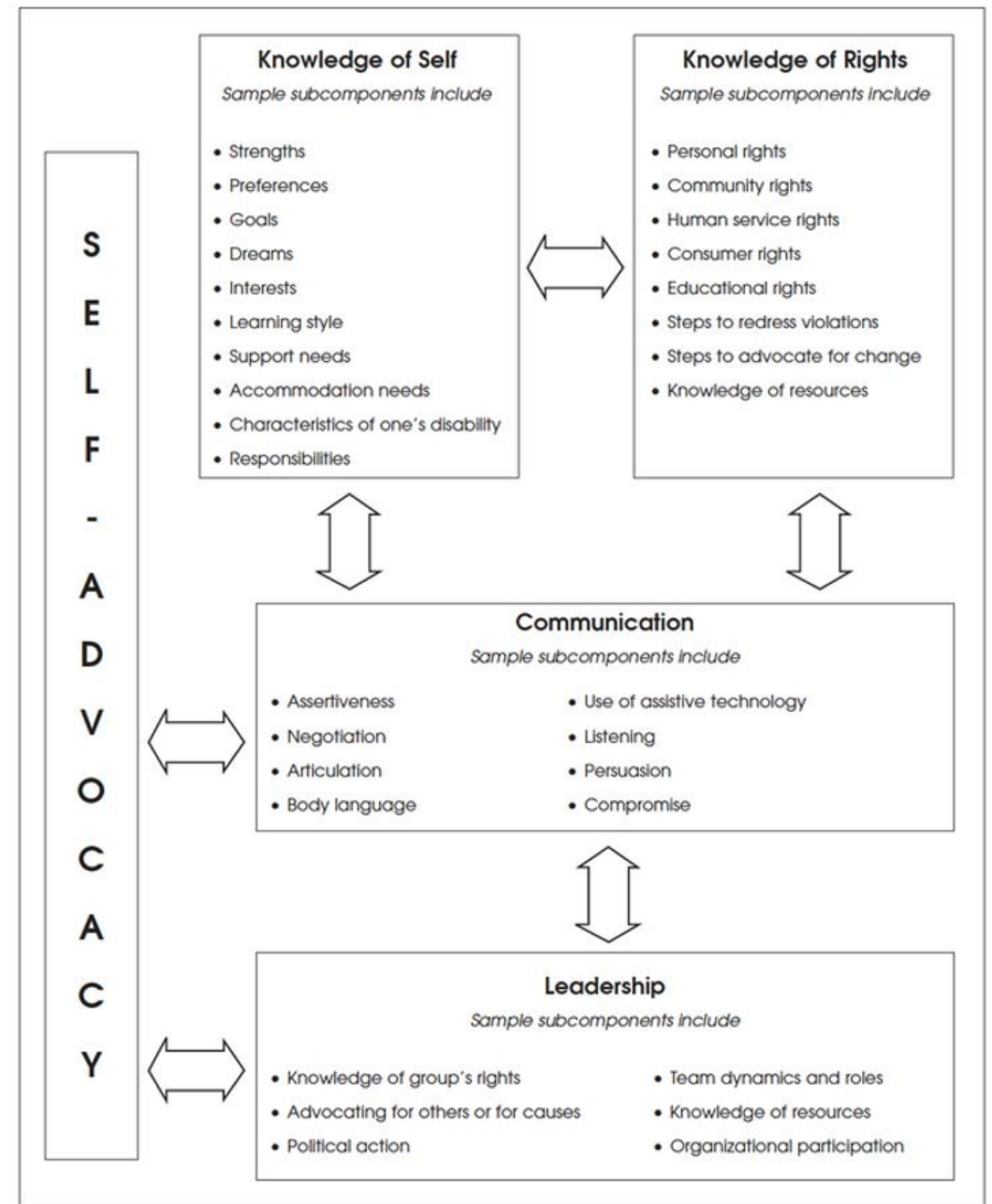


FIGURE 1. Conceptual framework of self-advocacy.

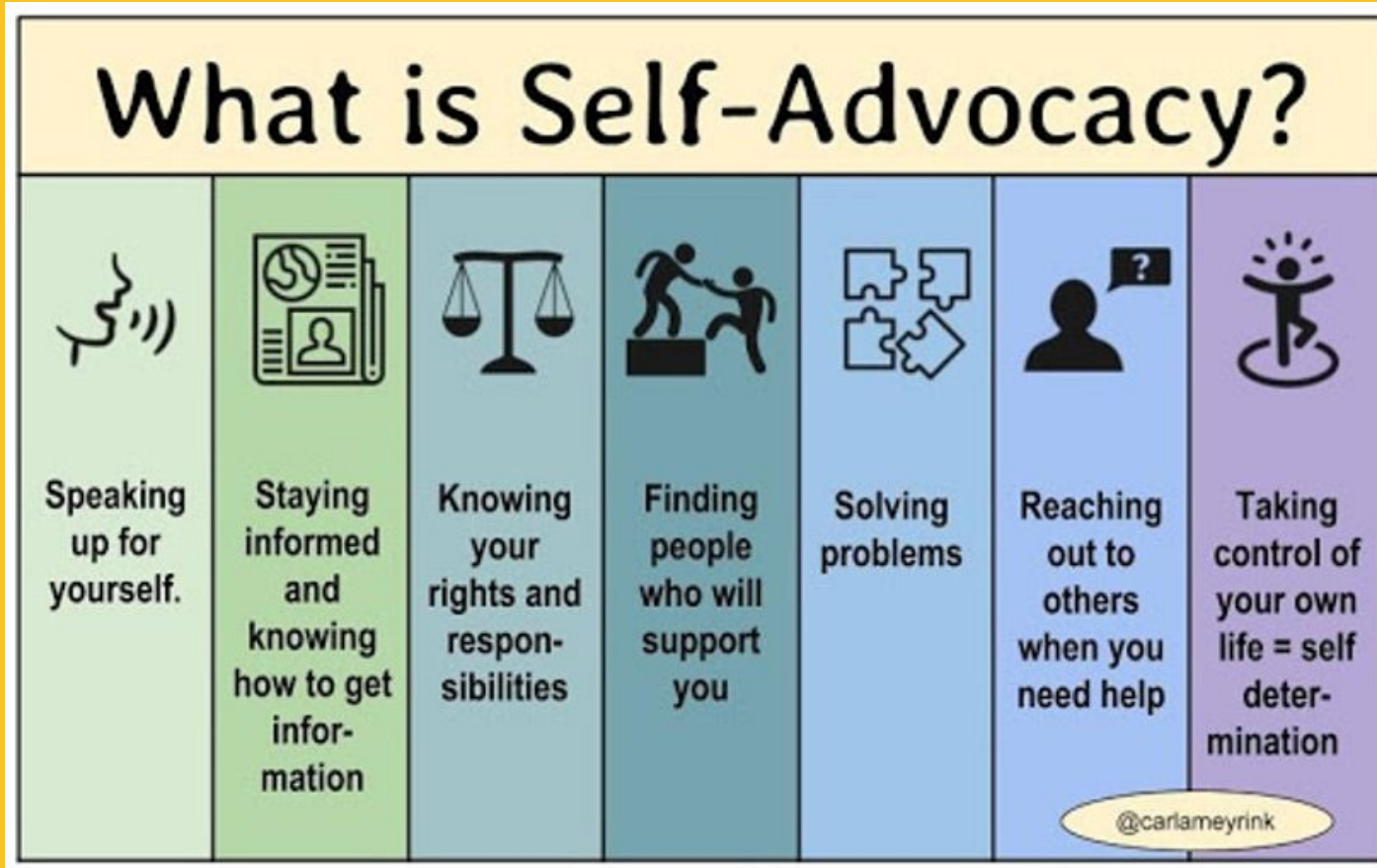
(Test, Fowler, Wood, et al., 2005)

What students can expect:

- Sessions run weekly throughout the semester
- 90 minute sessions
- Support from graduate students
- Supervised by a licensed SLP
- Individualized plan of care with goals focused on:
 - Communication repair strategies
 - Conflict resolution
 - Strategies for self-advocacy
 - Interoception/Sensory regulation



Curriculum Examples



What is Peer Pressure?

- **Peer Pressure:** "a feeling that one must do the same things as other people of one's age and social group in order to be liked or respected by them"

Curriculum Examples

What do you want to accomplish?



What are your goals?



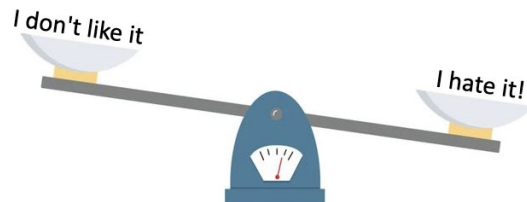
What do you want to be able to do?



How can we best support you?

The Weight of our Words

- Our words have different levels of weight to them
- Some words are lighter and carry less weight
- While some words are heavier and carry more weight



Types of Boundaries

Physical Boundaries	Emotional Boundaries	Verbal Boundaries	Time Boundaries
protect my personal space & body	protect my thoughts & feelings	protect how we speak & what we discuss	protect how I spend my time

Sample Goals

Goals were created in partnership with the students

Problem-Solving

- a) identify the problem
 - b) identify a solution
 - c) identify an outcome of above solution
- *daily problems and social situations

Strategy Use

- Use learned self-advocacy strategies (asking for clarification, asking for help)
- *in class and on campus

Assistive Technology

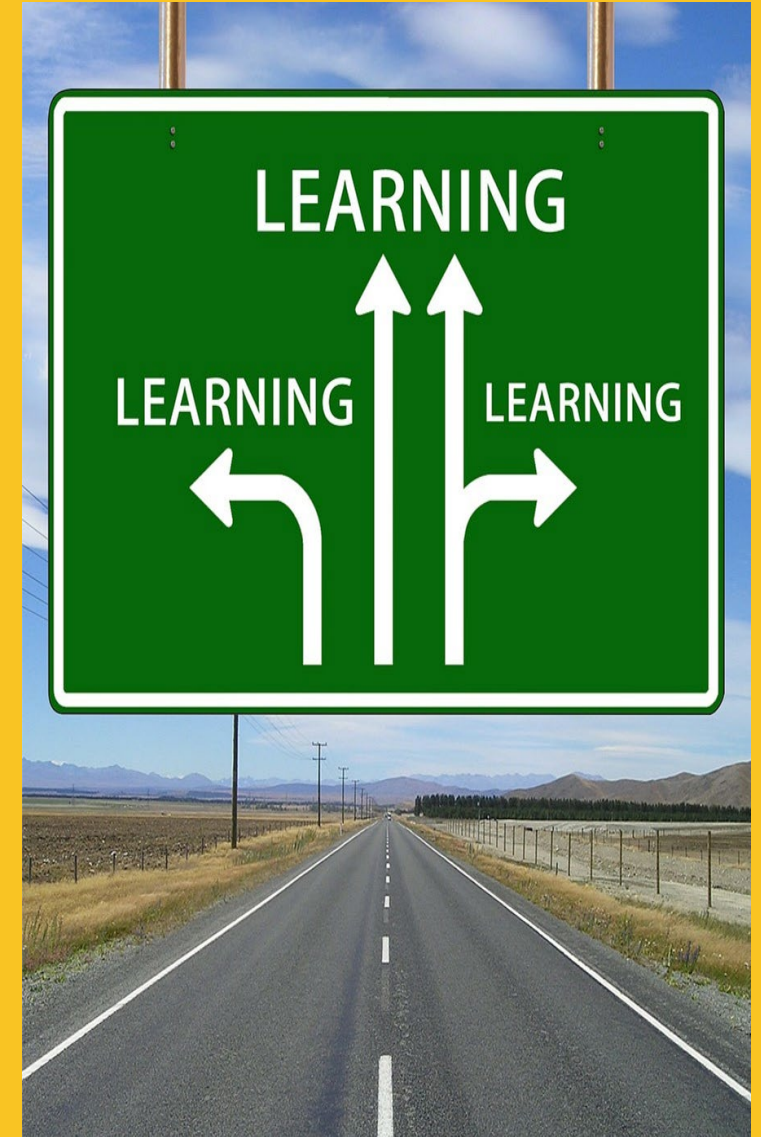
- Using AT to be more efficient and effective (calendars, note-taking apps)
- *daily needs and in class and internships

Pragmatics

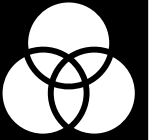
- Analyze non-verbal language in others (i.e. facial expression and body language)
- *understanding exaggerations, embellishments, lies from others

Lessons Learned

- Scheduling Challenges
- Topics
- Repetition of topics for increased exposure
- Ensuring a good understanding of each program (IES and CDC)
- Interprofessional opportunities for graduate student clinicians



Conclusion



The whole person **MUST** be considered in the quest for the optimal college experience

Consideration of diverse individual needs is essential because every human is made up of interdependent parts



CONTACT INFO

Grace McCormick

GraceMcCormick@knights.ucf.edu

Inclusive Education Services

ies@ucf.edu

Kelly David

kelly.david@ucf.edu

Kiera Anderson

kiera.anderson@ucf.edu

