

SENSES Program



Indiana State University

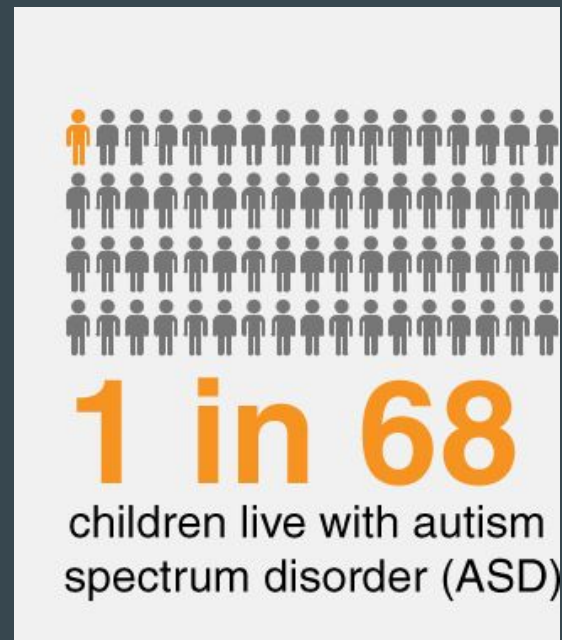
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Demographics and Important Information

- In 2013, the National Center for Education Statistics reported that roughly 2,563,000 undergraduate students in the U.S., approximately 11.1% of all undergraduates enrolled, had a disability in the 2011-2012 school year. (BestColleges.com)
- A recent survey concluded that even though 86% of universities enroll and educate students with disabilities, only 24% of the schools polled say they offer those students assistance “to a major extent”. (CollegeChoice.net)



Demographics and Important Information (continued)

- Organizations that receive federal funding, such as academic institutions and employers, are legally obligated to provide disabled students with equal benefits, services, and opportunities. (BestColleges.com)
- Students attending college must be provided with equal access to classrooms, and they may be deemed eligible for accommodations. (BestColleges.com)



Legal Rights and Responsibilities

- The Vocational Rehabilitation Act of 1973 (BestColleges.com)
 - Section 504 of the Rehabilitation Act of 1973 is one of the earliest federal pieces of disability rights legislation, and its roots can be traced backed to civil rights demonstrations by the American Coalition of Citizens with Disabilities (ACCD).
 - Protections under Section 504:
 - Neurological conditions
 - Sense organ impairments
 - Musculoskeletal impairments
 - Emotional or mental illnesses
 - Respiratory conditions
 - Digestive ailments
 - Learning disabilities
 - Organic brain syndromes

Legal Rights and Responsibilities (continued)

- Section 504 Limitations:
 - Some postsecondary academic institutions do not receive federal funding, making them exempt from complying with Section 504; the most common reasons a school would not receive funding are because it has declined funding or had it revoked.
 - Some private colleges choose to decline federal funding for a variety of political, religious, or ethical reasons.
 - Others may lose funding if they fail to comply with recent federal standards regarding gainful employment and loan amounts.
 - Even if a college is exempt from Section 504 requirements, the students at this academic institution are likely covered by other disability rights legislation, such as Title II of the Americans with Disabilities Act (ADA).

About the SENSES Program

- Our Charge and Goal:
 - To develop a Disability Services program that is geared towards helping, advising, and programming to promote social, personal, and academic integration of students on the autism spectrum into the campus community.
- Partnership:
 - Disabilities Services
 - Residential Life
 - Faculty
 - Office of Student Activities
 - Mental Health Services
- Three Step Approach
 - Developing a SENSE of belonging
 - Developing a SENSE of self
 - Developing a SENSE of understanding



Sense of Belonging

- Program:
 - Passive Programming Campaign Build Up
 - Publish posters around campus designed to increase awareness about Autism
 - SENSES Week
 - Each office with a representative will host a different awareness event
 - Week will culminate in a screening of a documentary about autistic comedians
 - Follow Up Assessment and Services
 - After SENSES Week the committee will send out an assessment survey to begin planning for the following year
- Objective: To create a culture that promotes social connections for students on the autism spectrum on campus

SENSES Week

- Week Events:
 - Programming efforts will be delegated to the different offices with a representative on the Disabilities Services program
 - Offices will promote each others events to their student populations/staff
 - Events will range in their structure based around the office hosting them
- Culminating Event:
 - Screening of Asperger's Are Us
 - Possibly bringing the comedians to campus



Follow Up

- Components:
 - Assessment
 - During the different events of SENSES Week each event will take attendance
 - Surveys will be sent out to determine what students liked and didn't like
 - How the program made them feel
 - Points students felt most knowledgeable about and areas they may like more information on
 - Student Involvement
 - Along with the assessment survey, the follow up will ask provide an opportunity to get involved as a student for anyone who is interested in supporting students on campus who are on the autism spectrum

Sense of Self (Personal)

- Program: Focus Groups
 - Representatives from the Office of Student Activities, Mental Health Services, and Disability Services will lead small focus groups across campus
 - Students will explore their personal interests with the focus groups; campus representatives will inform them of groups and clubs on campus they may feel connected based on interests
 - Campus representatives will facilitate conversations between students to promote social growth and development among students
- Objective: Build a sense of social competency among students
 - Students will learn about groups on campus they may feel connected to
 - Students will build relationships with the members of the focus group, as well as the campus representative
 - Students will gain a sense of social competency that they can navigate social interactions on campus more easily

Sense of Understanding (Academics)

- Program:
 - Educational Workshops
 - Representatives from various units across campus will be brought in
 - Discussion of how to maintain communication with instructors and fellow classmates
 - Role playing social situations that occur in class (group work, interaction with instructor, presentations, etc.)
 - Faculty Mentorship Program
 - Provides students with a faculty mentor to guide and support them through college
- Objective: Educate students on how to excel in the classroom
 - Workshops will provide students with contacts to resource units on campus
 - Workshops will provide students with a sense of social competency in the classroom
 - Workshops will engage students in the FMP, providing students direct support from a mentor

Faculty Mentorship Program

- Individual engagement with faculty is an important key to student success.
- The Faculty Mentorship Program allows students to have a person that they can come to for support throughout their time at the institution.
- The FMP Program will have three essential purposes:
 - Enhance the educational and university experience for students with disabilities
 - Provide the opportunity to understand the academic challenges and expectations of college
 - Educate students on student involvement opportunities within their occupational goals

Educational Workshop

- Workshop #1: Resources
 - In this workshop, students will be introduced to professionals from various resource centers across campus that provide services to students
 - Students will also role play social situations that occur frequently in classrooms to build social competency in an academic setting
- Workshop #2: People
 - Students will be introduced to the faculty mentorship program
 - Students will learn about how to maintain communication with instructors throughout the semester

Budget

Program Name	Anticipated Cost
Passive Poster Campaign	\$300 for high quality 11x20 inch posters
SENSES Week Programs	N/A- Each participating office will utilize their own funds for their specific program
Asperger's Are Us Screening	\$800 for rights to screen the movie
Focus Groups	\$50 for incentives for participation \$100 for food for the event
Academic Workshops	\$500 for resources
Faculty Mentor Program	\$400 for resources
Total:	\$2,150

“Literature Review”

- Modern service provision for college students with disabilities can largely trace its roots to programs that began as ad hoc supports for returning veterans with disabilities on college campuses, particularly those with physical or sensory difficulties (Gelber, 2005)
- While higher education put a large focus on physical disabilities in the beginning, overall students with disabilities make up 11% of all undergraduates (U.S. Department of Education, 2015), with services provided to individuals with a range of disabilities, most often mental illness/depression, 31%, and attention deficit disorder, 22% (U.S. Department of Education, 2014).
- College students with disabilities, especially first-year students, must adjust to new physical and academically challenging environments. University administrators and staff must understand the frequent and ongoing unique challenges that confront students with disabilities. It has been shown that faculty and staff who have negative attitudes towards programming and making classroom accommodations create a negative impact on a student's self-esteem and personal views on their place in a college environment (Stebnicki, M. A., Sibrava, M., & Rice-Mason, J., 1998).
- Through research, it is clear that campuses that offer programming, disability awareness months or weeks and ongoing faculty and staff training show a higher retention rate and overall happiness for students with disabilities. The programming, alone, shows that the institution is willing and able to make their campuses safe and inclusive for all (Koch, L., Hennessey, M., Ingram, A., Rumrill, P., & Roessler, R., 2006).

References

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