

P.A.S.S.I.O.N.

Personal, Academic, & Social Support In Our Neighborhood

Rutgers University, New Brunswick

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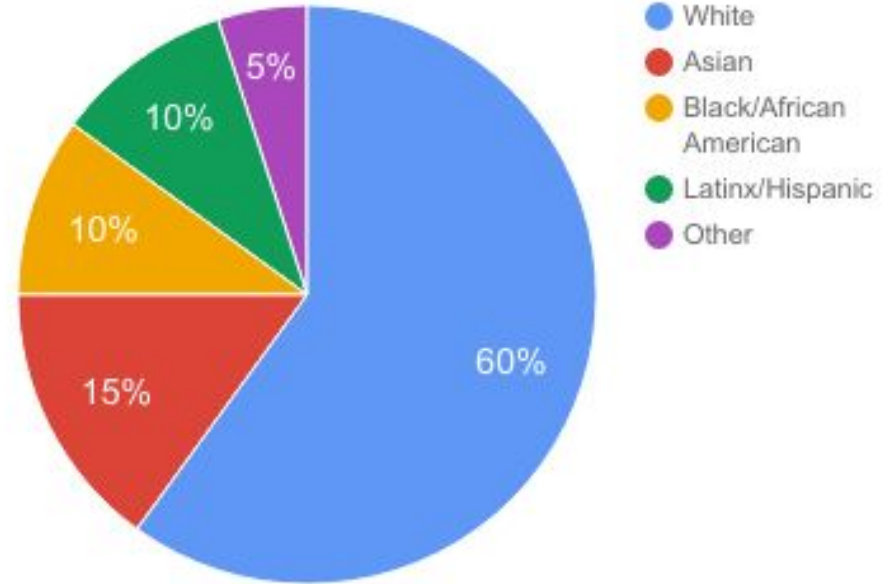
University of New Jersey

- Northern New Jersey
 - Bergen County
- Public University
 - Research focused
- Carnegie Classification: Master's University



Student Demographics

- Predominantly White Institution
 - 40% do not identify as white
- 25,000 Undergraduate Students
 - 8,000 on-campus residents
 - Statistically 250 students identified on the Autism Spectrum
- Affluent Population
 - 45% receive no federal aid



What is Autism Spectrum Disorder?

- “Autism, or autism spectrum disorder, refers to a range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication, as well as by unique strengths and differences.” (Autism Speaks Incorporated, 2012)
- A lifetime neurodevelopmental disorder characterized by impairments in social interaction, communication, and behavior. (Spectrum Support Program, 2017)
 - One in sixty eight students are diagnosed with autism (U.S. Department of Education, 2017)
 - Approximately 1% of the student population is diagnosed, whether or not they disclose is up to them

Disability Identity Development (Gibson, 2006)

Stage 1: Passive Awareness Age 0 - ? (Can continue into adulthood)

- No role model of disability
- Medical needs are met
- Taught to deny disability
- Disability becomes silent member of family
- Co-dependency/ “Good-Boy/Good-Girl”
- Shy away from attention
- Will not associate with others with disabilities

Stage 2: Realization Often occurs in adolescence/early adulthood

- Begin to see self as having a disability
- Self-Hate
- Anger: Why me?
- Concerned with how others perceive self
- Concerned with appearance
- “Superman/woman Complex”

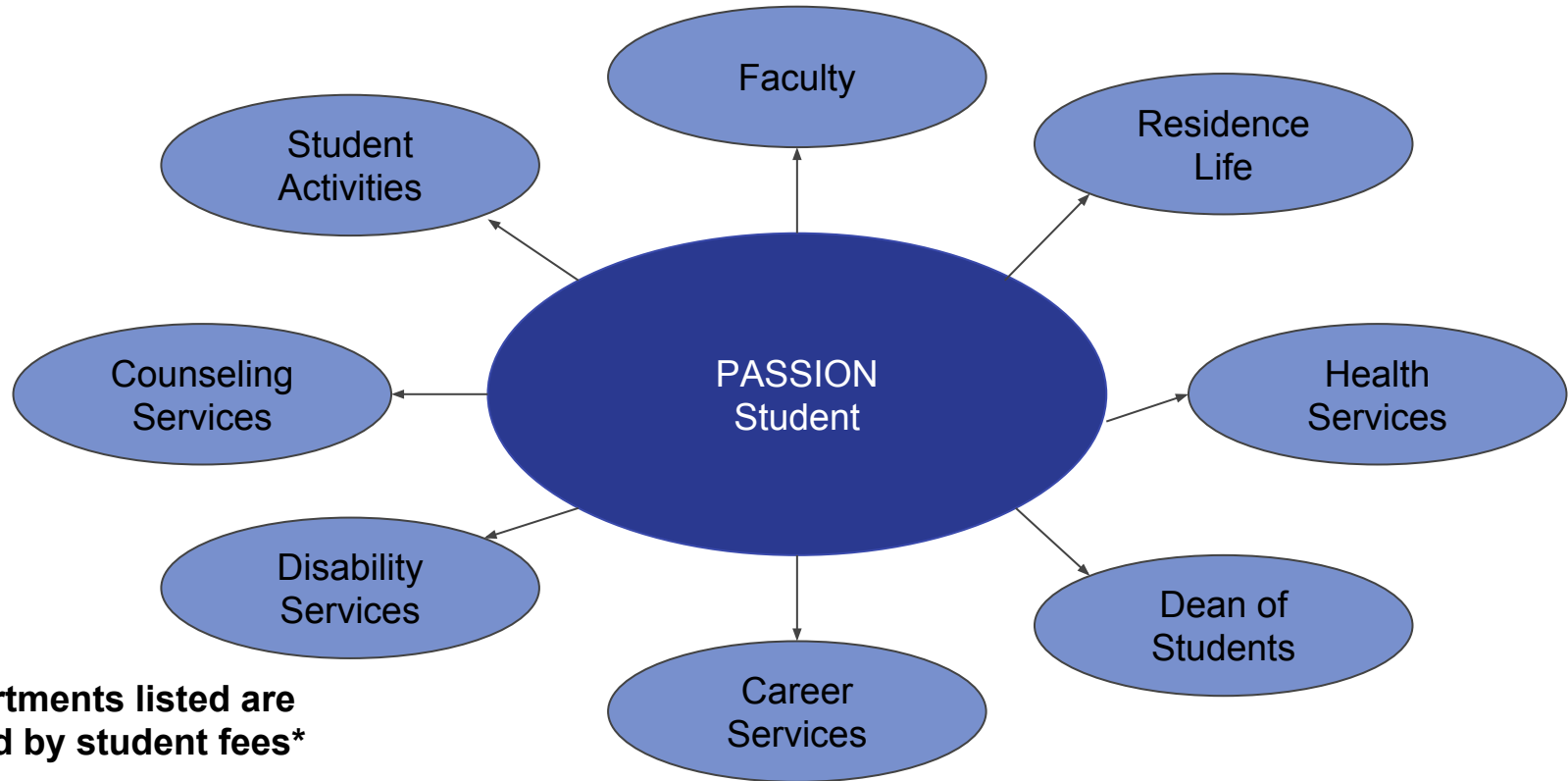
Stage 3: Acceptance Adulthood

- Shift focus from “being different” in a negative light to embracing self
- Begin to view self as relevant; no more/less than others
- Begin to incorporate others with disabilities into life
- Involves self in disability advocacy and activism
- Integrates self into majority (able-bodied) world

Current support for these students

- The Office of Disability Services does not have a specific professional staff assigned to work with the students on the autism spectrum.
- Assessments shows an opportunity for growth in supporting this population in regards to
 - Mental health
 - Physical health
 - Mentorship
 - Social engagement
 - Being independent/Communicating with family members
 - Being an active member on campus
 - Academic and Professional advising and support

Campus Stakeholders

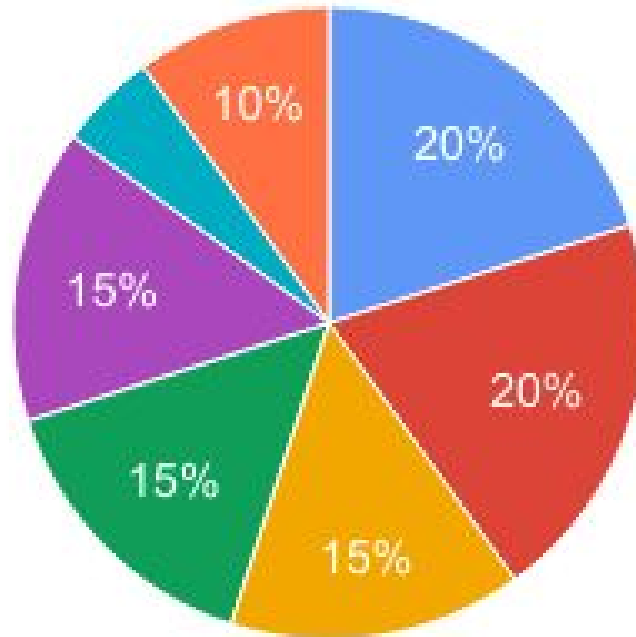


All departments listed are supported by student fees

Proposed Program

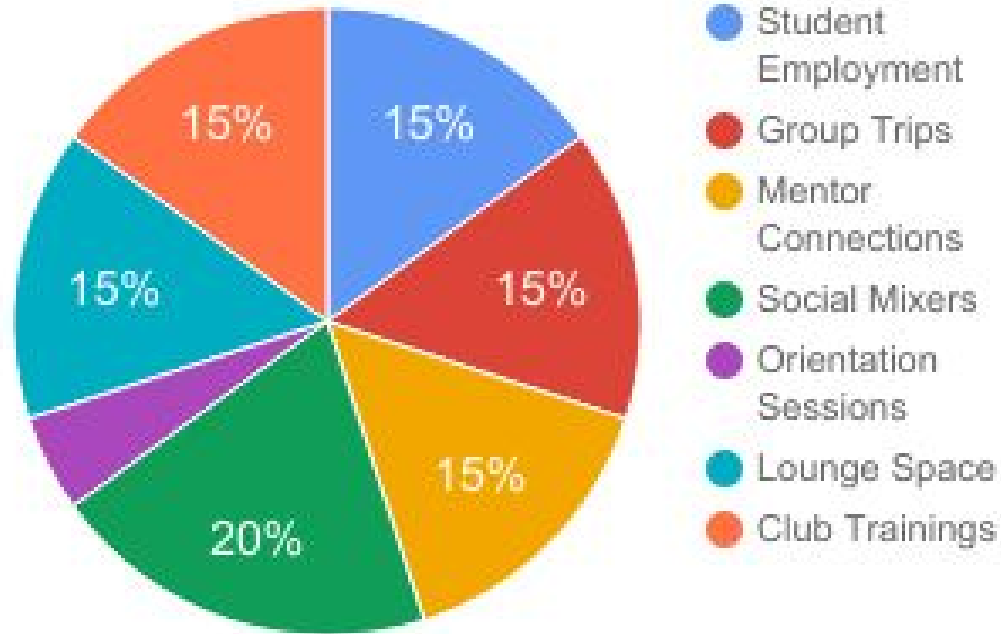
- **Personal Support**
 - Weekly meetings with PASSION Counselor (point person)
 - Initial Intake Appointment with Counseling Services (point person)
 - Students are paired with both live-in mentors and mentors outside of their apartment
 - Paired with a career counselor to determine future opportunities (point person)
 - Nutrition Counselor as necessary (point person)
- **Social Support**
 - Weekly meetings with non-residential mentor (point person)
 - Participation in monthly socials and bi-monthly trips
 - Introduced to a Dean of Students to serve as a resource (point person)
- **Academic Support**
 - Provided with a faculty member who is trained in the program (point person)
 - Mentors have scheduled study hours, which students are encouraged to attend

Personal Support



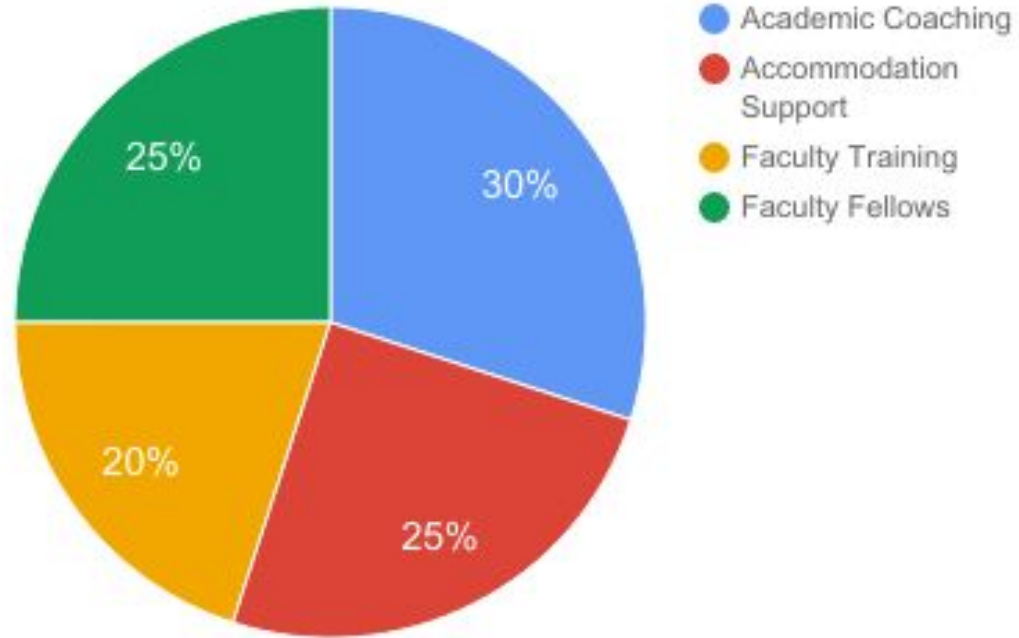
- Mentorship
- Campus Living Workshops
- Parent/Family Workshops
- Counseling/Referrals
- Goal Workshops
- Nutrition Counseling
- Conflict Workshops

Social Support



Academic Support

25. FAWWAC2021/2022/2023/2024



Organizations to Partner With

- [The Arc of the United States](#)
 - Community based group serving individuals with a disability, and their families
- [TASH](#)
 - Advocates for human rights and inclusion for those with disabilities and support needs
- [Autism Society of America](#)
 - Nation's leading grassroots Autism organization
- [SIBS NJ](#)
 - Provide support to siblings of individuals with a disability
- [American Autism Association](#)
 - Provide therapeutic, recreation, and educational services and scholarships/grants

3 Year Participation and Expenditure Plan

Year	Students Enrolled	Revenue From Year	Total Increase since year one
Year One	12 Students	\$74,400.00	XXX
Year Two	20 Students	\$100,000.00	\$40,000
Year Three	30 Students	\$150,000.00	\$90,000

Finances: Expenses (Year One)

Expense Description	Per Unit Expense	Net Total
Assistant Director Salary	\$45,000 salaried position	\$67,500.00
Graduate Intern Salary (1)	Unpaid internship site	--
Programming Budget	\$500 per trip, 4 per year \$250 per social, 8 per year	\$4,000.00
Student Workshop Budget	\$250 per workshop, 8 workshops per year	\$2,000.00
Parent, Family, Friends Programming	\$500 per program, 3 programs per year	\$1,500.00
Miscellaneous	\$400 per year for supplies	\$400
	Total Expenses	\$74,400.00

Finance Expenses (Year Two)

Expense Description	Per Unit Expense	Net Total
Assistant Director Salary	\$50,000 salaried position	\$75,000.00
Graduate Intern Salary (2)	Unpaid internship site	—
Programming Budget	\$1,000 per trip, 4 per year \$500 per social, 8 per year	\$8,000.00
Student Workshop Budget	\$500 per workshop, 8 workshops per year	\$4,000.00
Parent, Family, Friends Programming	\$700 per program, 3 programs per year	\$2,100.00
Miscellaneous	\$1,000 per year for supplies \$10,000 for institution training & programming expenses \$5,000 for stakeholder recognition	\$16,000
	Total Expenses	\$124,000.00

Finances Expenses (Year Three)

Line Item	Description	Year 1	Year 2	Year 3
Assistant Director Salary and benefits	\$45,000-\$50,000 salary	\$67,000.00	\$71,250.00	\$75,000.00
Coordinator Salary and benefits	\$40,000-42,500 salary	--	\$60,000	\$93,750.00
Graduate Intern Salary	Unpaid internship	\$0.00	\$0.00	\$0.00
Mentor Compensation	\$2,000 per mentor	\$0.00	\$0.00	\$30,000.00
Programming Budget	\$1,000 per trip, \$300 per social	\$6,000.00	\$8,000.00	\$10,000.00
Student Workshop Budget	\$150 per workshop	\$1,200.00	\$1,200.00	\$2,000.00
Family, and Friends Programming	\$500 per program	\$500.00	\$1,000.00	\$2,000.00
Miscellaneous	supplies	\$300.00	\$400.00	\$500.00
	Total Expenses	\$75,000.00	\$141,850.00	\$213,250.00

Finances: Revenues

Line Item	Description	Year 1	Year 2	Year 3
PASSION Fee	Enrollment Fee	\$84,000.00	\$145,000.00	\$217,500.00
Grants		\$0.00	\$0.00	\$0.00
	Total Revenues	\$84,000.00	\$145,000.00	\$21,000.00
	Total Expenses	\$75,000.00	\$141,850.00	\$213,250.00
	Net Total	\$9,000.00	\$3,150.00	\$4,250.00

We are actively seeking federal and state grants as an additional revenue stream to be able to reduce the overall cost per student.

Assessment

4 Fold

1. Parent Satisfaction (MY and EOY surveys, after program evaluations)
2. Student Satisfaction (MY and EOY surveys, after program evaluations)
3. Mentor Feedback (MY and EOY assessment)
 - a. Major issues to change programming/student needs
4. Housing Benchmark Assessment
 - a. Ask to include optional questions if in PASSION
 - b. Could make students more likely to respond
 - c. Acts as a data control

Potential Issues/Concerns

- Limits student participation via only providing on-campus abilities
- Determination of who is eligible for services
- Successfully expanding the program each year
- Utilization of outside resources and stakeholders
- Providing ample training for mentors, students, and faculty
- Follow through and assessment of inclusion efforts and training
- Buy in from faculty, staff, and students
- Utilizing assessment to further develop the future of the program
- Funding including grants and sponsorships by outside organizations
- Student transition after they graduate the institution
- Having graduate staff members due to turnover rate

Future of the Program

If the program is successful in the three year pilot, we will continue to expand by:

- Developing a component for non-residential students
- Increasing participation of stakeholders
- Increasing funding from outside organizations
- Identify and address additional needs of student population
- Further the integration of inclusivity through all aspects of the institution
- Creating a strong network of partner institutions
- Working to become a premier office for the support of students with autism

Mentor Position Description

Position Overview:

The PASSION Program seeks to match mentors with students of the Autism Spectrum to help support personal, academic, and social integration into the university. Additionally, mentors serve as a liaison for the Office of Disability Services and as a resource for PASSION enrolled students.

Responsibilities:

- Mentor 1-2 students enrolled in the PASSION Program
- Maintain weekly contact with the assigned group of students (face-to-face, email, phone, etc)
- Meet biweekly with Assistant Director
- Attend regular Passion Staff Meetings with Assistant Director
- Attend PASSION Training in August
- Plan 1 social program per year & attend 1 university sponsored programs per semester with mentees
- Assist in conflict mediation and crisis intervention as necessary
- Serve as a liaison between students and campus resources
- Other duties as assigned

Terms of Employment:

- Maintain good academic standing and be registered as a full-time undergraduate student as a sophomore, junior, or senior at the start of the Fall semester
- Cumulative GPA of 2.5 or higher at time of application. Mentors must maintain a cumulative GPA of 2.5 to continue in the position
- Mentors are required to live on-campus with residential mentees in an apartment or suite setting
- Employment extends for one academic year

Partner Institutions

- Boston University
- California State University, East Bay
- Drexel University
- Eastern Michigan University
- Fairleigh Dickinson University
- George Mason University
- Marshall University
- Mercyhurst University
- Midwestern State University
- Rutgers University
- St. Joseph's University
- University of Alabama
- University of Arkansas
- University of Connecticut

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