

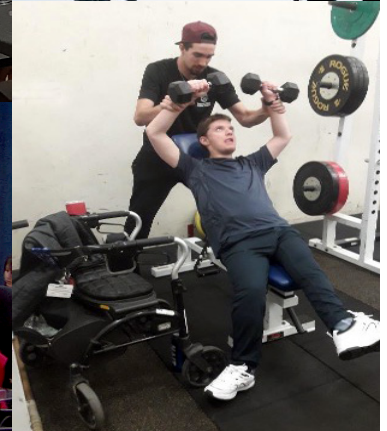


Reflecting on Inclusive Post-Secondary Education Second Edition

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Inclusion Alberta

The first edition of this Reflection Tool, *Inclusive Post Secondary Education: Measuring Quality and Improving Practice* by John O'Brien, Trish Bowman, Billie Chesley, E. Anne Hughson, and Bruce Uditsky, was published in 2009.



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How to study the Reflection Tool

Inclusion Alberta has more than 30 years of experience with Inclusive Post-Secondary Education in a wide variety of university, college, and technical institute settings. While the numbers of students supported on a campus are small at any point in time, the personal, institutional, and cultural impact is large and the work is complex and demanding.

This Reflection Tool offers a coherent statement of the commitments that define Inclusion Alberta's approach and the benchmarks its affiliated Initiatives strive to meet. It is primarily intended to guide thoughtful conversation among people who seek to learn how to do the work better. Facilitators, coordinators, and critical friends among allies and family leaders join to consider fidelity to the Commitments, capture learning about how to better reach for the Benchmarks, and set an agenda for continuing development.

There are several ways to use this tool. Join a Reflection Team and visit and reflect with an initiative on the whole of the work. Use it conversationally. Invite a partner—perhaps a student, family member, or instructor—to explore one of the Considerations or discuss one of the Commitments. Organize a small group to consider a Benchmark.

Key words have been used in so many ways that they have become blurry and confused, including the idea of inclusion itself. Inclusion Alberta has a clear and distinctive understanding of three essential terms:

- **Inclusion** as life-long immersion in normative life paths.
- **Family leadership** as the animator of a social movement for inclusion.
- **Inclusive Post-Secondary Education** as support to an authentic student experience through partnership with institutions and their faculty and staff.

Study of resources like these that develop these terms as Inclusion Alberta defines them will make this Reflection Tool easier to understand.

Inclusion

Inclusion Canada: Clearly defining an inclusive life. Bruce Uditsky, Janet Klees, & Robin Acton.

Inclusion Alberta. [*Natural routes to a good life in community.*](#)

Inclusion Alberta. [*Immersion in community pathways.*](#)

Family Leadership

Inclusion Canada. [*The family lens.*](#)

Inclusion Alberta. [*Family vision.*](#)

Inclusive Post-Secondary Education

Bruce Uditsky & E. Anne Hughson. *Inclusive Post-Secondary Education—An evidence-based moral imperative.*

E. Anne Hughson & Bruce Uditsky. *Inclusive Post-Secondary Education: 30 years of learning.*

Bruce Uditsky & E. Anne Hughson. *Inclusive-post secondary education for adults with developmental disabilities: A promising path to an inclusive life.*

John O'Brien. *Exploring the growing edges of inclusion.*

Reflection process

Focus

Authentic student experience is determined by the mutual efforts of students, fellow students, faculty members, administrators, family members and allies, and Initiative staff. This process guides reflection on an Initiative's contribution to shaping the conditions under which students, fellow students, and faculty members can learn and belong together. The process assesses the performance of the Initiative from the perspective of critical friends. It does not attempt to appraise students, fellow students, or faculty—though their accounts of their experiences with one another form a very important measure of the Initiative's effectiveness.

This approach to reflection takes a definite perspective. Its lenses are shaped by an understanding of inclusion and the practices that are most likely to lead to an authentic student experience which has been refined over more than 30 years of experience with post-secondary inclusion. So while the level of student, faculty, administrative, or family satisfaction with an Initiative is important to note, generating satisfaction is not necessarily the same as rigorously promoting inclusion. It is the level of rigorous and coherent promotion of inclusion that this process intends to bring into focus.

Team Purpose

The reflection team wants to be a critical friend to the Initiative, safeguarding the integrity of its commitment to inclusion, indicating opportunities for improved quality, and noting potential threats to the Initiative's future. Team members want to listen respectfully and understand the Initiative in the context of its history and situation before forming conclusions about notable achievements, areas for improvement, and areas of concern. They want to be thoughtful in framing questions that will engage the Initiative with critical opportunities for learning. They want to be honest in acknowledging any differences in values, differences in understanding of inclusion, and differences in judgements of what will be most effective. They want Initiative staff to recognize them as allies for their success.

Terminology

students refers to students with developmental disabilities.

family includes siblings, extended, & chosen members.

fellow students refers to those who are registered for classes in typical ways.

class refers to all of the learning activities encompassed by a particular course: lectures, discussions, lab work, homework, projects, field trips, internships or field placements, etc.

campus refers to all of the aspects of student life outside class.

institution refers to the university, college, or technical institute that hosts the Initiative.

initiative refers to an organized effort to support students with developmental disabilities to have an authentic student experience in a university, college, or technical institute.

coordinator or facilitator refers to Initiative staff.

governance refers to the structure that provides direction to the Initiative and supervision to facilitators.

Structure

This manual outlines the reflection process, identifies the commitments that assure the integrity of post-secondary inclusive education, defines the perspective on Inclusive Post-Secondary Education that will guide the team's inquiry and judgements, and identifies eight benchmarks for learning to continually improve the ability to make good on the Initiative's commitments.

I. Preparation

Key people in the Initiative work with the team liaison. They review the manual and think about how the team can get the best understanding of the Initiative possible in the time available.

They choose students whose experiences reflect the Initiative's current reality. If possible this includes students in different years of their program, students whose experience reflects post-secondary inclusive education at its best, and students whose experiences raise important questions for the Initiative. They invite these students to spend some time telling one or two team members about their experience. With the student's permission, they also invite at least one instructor, family member(s), and, if possible, fellow student(s) to offer one or two team members their perspective on the student's experience.

They invite key allies among faculty, staff, administration, family members, critical friends, and past students to meet with the team to discuss the place of the Initiative in the institution, the most important issues they see facing the Initiative, and the Initiative's plans for the future.

They gather materials that will inform the team about individual students (e.g. term-end reports, and coursework) and about the Initiative (e.g. policies the Initiative follows, samples of facilitator work, publicity or recruitment materials).

Facilitators spend some time thinking about the benchmarks and their related questions and consider how best to inform the team about what the Initiative has tried, what has worked, what has not worked, ideas for future action and lessons learned. For many questions, well presented examples will give the team the best understanding.

They schedule interviews and locate places for the team and its sub-groups to meet.

II. The team gathers information

Following the principle of seeking to understand before seeking to be understood, team members learn as much as possible from interviews and reviewing materials and documents.

III. The team constructs its assessment of the Initiative

The team considers the questions related to each benchmark, noting evidence of achievement, opportunities for improved quality, and areas of concern.

The team then identifies what its members think are the most important determinants of the Initiative's capacity to offer the conditions for an authentic student experience.

IV. The team reports to the Initiative

Commitments of Inclusive Post-Secondary Education Initiatives

By supporting universities, colleges, and technical institutes to include and educate students with developmental disabilities, we intend to generate a new understanding of developmental disability that opens fresh possibilities for life-long belonging, learning, and contribution, and strengthens family confidence in inclusion.

We demonstrate through our actions our confidence in the positive possibilities of life-long inclusion by immersion in normative pathways and patterns.

We actively and persistently support an authentic student experience through our work with individual students and by influencing class and campus life.

We minimize difference by creatively promoting valued experiences and resisting the forces that pull students away from ordinary student experience and toward human service clienthood.

We embed the student's experience in the relationships, activities, routines, and rhythms of the campus by building alliances that encourage fellow students, faculty, and administrators to include students and support the Initiative.

We build strong and respectful relationships with students' families to encourage commitment to life-long inclusion.

We practice reflectively so that we can build our knowledge and continually improve our ability to honour our commitments.

We safeguard the integrity of our work by inviting regular assessment of our practice from critical friends.

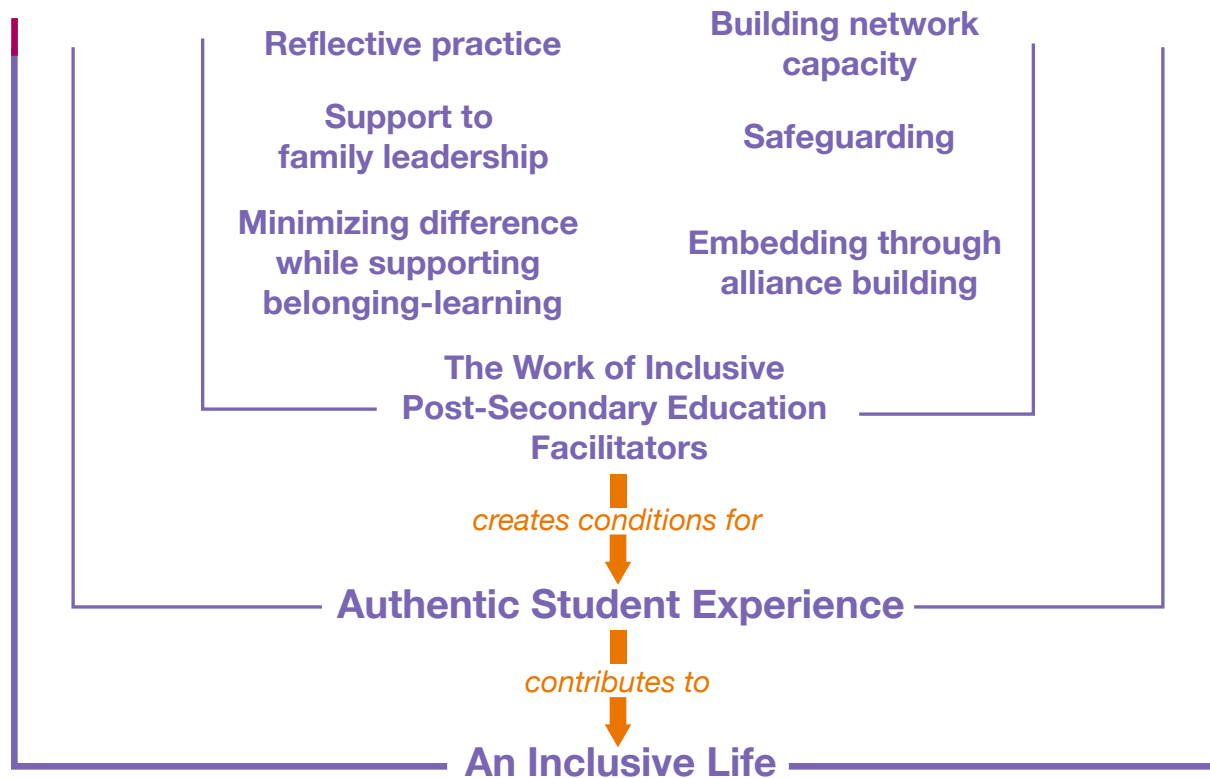
We actively promote the development of Inclusive Post-Secondary Education through our participation in the network convened by Inclusion Alberta.

What is Inclusion?

Think about the lives of most people who live in Canada. Life starts with family, growing up at home, being loved and wanted, going to playschool, childcare and/or kindergarten and school, having and making friends throughout the journey, having friends and family who support you and your dreams, developing a career identity, participating in community activities, being a teenager, developing a positive sense of self over time, having dreams, playing sports, possibly involved in music/dance/art, going to college/university, traveling, falling in love, getting a job, pursuing a career, perhaps owning a business, finding a soulmate, owning/renting a home of your own, having friends over for dinner, looking after your parents, growing older and continuing to contribute at every step of the way. It is assumed and expected that you will grow, relate, adapt, contribute and be included in the fullness of community life amidst your family, friends, and colleagues.

Inclusion happens when the lives of children and adults with an intellectual disability unfold no differently; immersed together with their peers without a disability in the same pathways and experience of life common to us all.

— Inclusion Canada



The work of facilitating post-secondary inclusion

The benefits of inclusion flow from the student's active engagement in the opportunities and relationships available in normative post-secondary settings. The facilitator is responsible to discern the opportunities and arrange the means necessary for full and fruitful student engagement and the emergence of good relationships.

Facilitation is relational and complex

The work of facilitating post-secondary is relational and complex. When they work artfully, facilitators establish the conditions that offer a student the best chance of engaging in normative opportunities and building relationships. These conditions develop over time, through collaborative, facilitative relationships. Effective facilitators build working relationships with all of the different actors necessary to support the student on a normative pathway through and beyond their post-secondary years.

- A relationship that the student experiences as having an ally who hears them; believes in their ability to learn and grow from their post-secondary experience; and is a trustworthy source of assistance and guidance.
- A respectful and productive relationship with the student's family, including siblings and extended family. The desire for an inclusive life that they hold in their hearts is the student's greatest asset; offering a pathway to express that desire is a primary reason for Inclusive Post-Secondary Education. A relationship that honours the desire for a good life offers the facilitator knowledge of the student, guidance in decision making, understanding of family concerns, and collaboration in problem solving. As trust grows in this relationship, the facilitator earns the privilege of encouraging the family to engage more deeply with family-led organizations and work toward an inclusive life after the completion of studies.
- Constructive relationships with the various groups a student belongs to: classrooms including fellow students and instructors, their

residence, friendship groups, workplaces including employers and co-workers, campus and community associations. A constructive relationship gives the facilitator access to what they need to ensure that the student is engaged rather than isolated and that necessary accommodations are in place. It offers a basis for shared problem solving when that becomes necessary, and the influence to enlist what is necessary for student success.

- Effective relationships with the institution's administration, student services, and others. These relationships provide credibility and influence as well as strengthening ties that embed the Initiative in the institution.
- Generative relationships with the facilitator's own supports. When they are trusted, supervisors, mentors, supportive co-workers, and critical friends encourage renewal of the values of inclusion and the practices distinctive to post-secondary inclusion, deeper reflection on their practice, refinement of discernment, and development of knowledge and skill.

Facilitative relationships are complex for at least six reasons.

They require **engaging just enough**, avoiding either getting so close as to crowd out the student and the people and groups whose interactions define the inclusive pathway, or being so distant as to have no real influence when the facilitator's involvement could make a difference.

The forces of social exclusion are subtle, strong, and relentless.

People vary in their understanding of inclusion and what they are prepared to invest. Students vary in their confidence and the extent of accommodation they require. Instructors and administrators vary in their investment in inclusion. Families vary in their expectations of post-secondary education. Cultural differences may vary expectations. Some students live with intersecting disadvantages imposed by racism, classism, sexism, and gender discrimination.

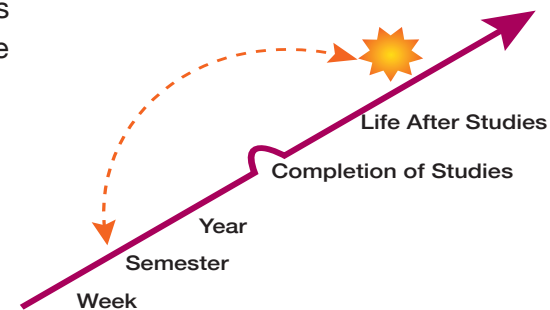
Places vary. An Initiative within a vibrant campus life provides a mix of opportunities unlike a campus structured more simply for efficient student access to classes.

Inclusive Post-Secondary Education has a well defined identity and clear limits. Facilitators can be flexible and creative, but within definite limits. They are not indifferent to the ways problems are framed and solved. They stand for a well defined and very challenging understanding of inclusion and a tradition of expertise by a generation of practice in many settings. What they stand for purposely disrupts much assumed common sense about people with developmental disabilities. Their influence often depends on how firmly, respectfully, and gracefully they can negotiate the tensions and conflicts that arise from their values and expertise.

Given the desire not to repeat many families' experience with impersonal and unresponsive services, productively resolving differences with families is especially important. Families close to the beginning of their inclusion journey can find their expectations unmet if they chose the Initiative with the expectation that it will fill the student's day. Some families are unaccustomed to the idea that university years lay the foundation for an inclusive life after the completion of studies. Some families don't see the relevance of involvement with family-led organizations committed to inclusion. Developing the capacity to have difficult conversations that build trust and result in rewarding action over time is central to the facilitator's purpose, assisting an authentic, normative student experience.

Facilitators act across multiple time frames. They allocate most of their attention among three concerns: supporting authentic student experiences in formal learning settings and campus life; strengthening family advocacy capability; and supporting progress on a student's pathway to sustained, meaningful employment and community involvement after the completion of studies. On a given day the amount of attention to each concern will depend on what might be urgent at the time and what needs tending for longer term benefits.

Each time frame has a rhythm and fits into longer rhythms, weeks into semesters, semesters into years. Consciousness of time span is especially important in considering employment. Purposely incorporating a couple of hours attention to employment into the rhythm of early weeks in the first semester brings the year's future opportunities into present conversation. This prepares the ground to allocate more time to networking for job leads well before long breaks that offer the best work opportunities. Likewise, bringing the vision of employment after the completion of studies, supported by family advocacy and engagement, into focus early in the post-secondary experience and regularly updating the future story guides development and reduces the risk that a student will be left idle after the completion of studies.



Interpreting the Commitments

This reflection tool supports those involved in an initiative to join critical friends in reflection on the ways they currently express the values of inclusion through Inclusive Post-Secondary Education. It asserts and underlines the distinct identity and practices that define this work. The reflection is framed by declarations of commitment: “We demonstrate...”; “We actively and persistently support...” These statements might be misunderstood as obscuring the work students do themselves to engage in normative experiences and the many contributions that others make to student success.

These declarations are best read as what facilitators stand for as they collaborate to establish the conditions for students, and those they interact with, to move through post-secondary education on an inclusive pathway.

We demonstrate confidence in the positive possibilities of life-long inclusion

An **inclusive life** offers people with developmental disabilities the best chance to experience good things: the resilience, resources, pleasures, and challenges that come with **belonging**; **learning** that develops one's capacities; an **identity** that includes a sense that one can set and achieve meaningful goals through hard work and the support of others; and opportunities for meaningful **contribution**. As ordinary as it may seem, an inclusive life is by no means assured for a person with a developmental disability who simply follows the path currently laid down by most disability services. The usual life-path leads people with developmental disabilities into a parallel world of specialized settings shaped by professional-bureaucratic images of therapy and protection. Despite recent efforts to reform this specialized world from within, the scope for belonging almost always remains limited to those congregated at the social margins; learning is typically restricted by either a focus on remedying skill deficiencies or avoidance of intentional instruction; identity is too often undermined by either paternalistic control or, as a reaction to paternalism, a refusal to offer robust support and guidance; and contribution is usually constrained to the opportunities originated by staff in specialized settings.

People with developmental disabilities who lead inclusive lives most often do so because their deep desires to belong, to learn, and to contribute have been acknowledged and actively encouraged by those they love, admire, and rely on: their parents and family members in the first place, joined by their friends and allies as they grow up. Clear recognition of the truth that a person has capacities that will not flourish if they follow the path laid down by a locality's available sequence of specialized settings mobilizes courage to step out of the parallel world of disability services and immerse in the pathways and patterns of ordinary life.

Inclusive post-secondary education is one such pathway. Generated from the commitment of parents and their allies, its intention is to offer

The meaning: to disturb typical understandings of developmental disability in ways that open new possibilities for belonging, learning, and contributing.

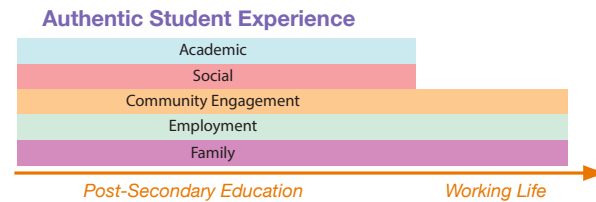
people with developmental disabilities an **authentic student experience** in universities, colleges, and technical institutes. Though established and largely successful on some campuses for up to 30 years, it has substantial unrealized potential in these places. It requires careful development on each new campus. And everywhere it must continually adapt to changes that threaten to degrade its effectiveness and pull it into the parallel world of developmental disability services. This means that those who choose the work of supporting people with developmental disabilities to open and expand this pathway need to actively cultivate these qualities:

- **Clarity** about the realities of life for people with developmental disabilities, about what contributes to their flourishing, and about the distinctive contribution that Inclusive Post-Secondary Education can make.
- **Commitment** to the hard work of developing support for an authentic student experience and laying the foundation for continuing on normative pathways after the completion of studies.
- **Willingness to learn** how to do the work better and how to safeguard its potential to benefit people.

Confidence in the positive possibilities of inclusion motivates Initiatives to stretch themselves by actively recruiting students with significant or complex needs for assistance. An Initiative that is homogeneous in its students or timid or passive in its selection process unnecessarily limits the impact of inclusion.

Realizing inclusion is hard work. On top of the typical problems of student life—managing time and assignments, figuring out when and how to get help with classwork, balancing social and academic life, dealing with the pressures and emotions of young adult life—students have to overcome the pull of widely, though mostly unconsciously held, assumptions about the competencies and appropriate social position of people with developmental disabilities. These beliefs, which are

An Inclusive Life
 Belonging · Learning · Identity · Contribution



reinforced by common practice in most human service settings, include these...

- ... students, because they are cognitively impaired, cannot learn, especially not the material covered in post-secondary courses.
- ... students will drain time and energy that instructors and other staff should be investing in properly registered students.
- ... students will degrade the value of others' certificates or diplomas if they are seen as accepted participants in an academic program (post-secondary inclusion is simply an excess of political correctness).
- ... if an exceptionally talented student could learn some post-secondary material, it would only be because a specialist professional adapted the material or guided the process; typical instructors lack capacity to teach the student because they have not been trained in special education or because motivation to accept the student would collapse if the student made any demand on the instructor.
- ... students have no interests in common with others who attend post-secondary institutions, especially not in academic subjects.
- ... some programs—such as hospitality or perhaps disability studies—might have some meaningful offerings for students, but other subjects are beyond their reach or outside the tolerance of instructors.
- ... students have nothing meaningful to contribute to campus life; at best they might be adopted by some charitable informal or formal groups as a sort of a mascot.
- ... friendships and social contacts with typical students are somehow unnatural and at any rate unlikely and must be mediated by special

programs, like Best Buddies.

... graduates have very limited employment prospects outside sheltered settings; at best, the most capable of them will hold entry level jobs in a very narrow range of workplaces and job roles.

These assumptions shape a mindset that makes difference-making practices seem reasonable. In this mindset, which some students and families may share, inclusion can seem unrealistic, precarious or dangerous and the lack of common disability service routines can seem risky or foolish. This can distort the design of an inclusive initiative by holding special classes in life-skills, classes designed for students with disabilities that “reverse integrates” by recruiting non-disabled students, or special group residential arrangements. It can be imagined as generating a sort of self-reinforcing magnetic field that distorts the authentic student experience by pulling students into activities which reinforce separation justified by low expectations of students, their fellow students, their instructors and their employers.



Meaning in the work of Inclusive Post-Secondary Education lies in creating situations in which students, fellow students, instructors, and employers and co-workers surprise themselves by discovering new capacities in themselves and others. These capacities disturb typical understandings of developmental disability in ways that open new possibilities for belonging, learning, and contributing.

We support an authentic student experience

The standard: the experience of those fellow students who are gaining the greatest benefit from their post-secondary experience.

The **purpose** of Inclusive Post-Secondary Education is to offer people with developmental disabilities an authentic student experience in a university, college, or technical institute. The **standard** for deciding on authenticity is the experience of those fellow students who are gaining the greatest benefit from their post-secondary education.

Authentic student experience unfolds from the admissions process to convocation and beyond to alumni status in at least five contexts that weave together to promote belonging, learning, identity, and contribution:

- **Academic:** students pursue a coherent program of courses and related activities that develop their capacities and often reveal new interests and new priorities.
- **Social:** students make friends, connect with social networks, and pursue a social life in company with fellow students.
- **Community:** students join and participate in campus and community organizations and activities that reflect their interests and concerns.
- **Employment:** students explore their options for work through Co-op, work integrated learning, field placements, career guidance, and part-time and summer jobs.
- **Family:** students assume a new place in their families as their competence, confidence, and autonomy grow and new possibilities emerge.

The multiple contexts of authentic student experience allow access to many **roles**, each of which carries different expectations, demands for competence, and status. Students' careers can be charted and differentiated by tracking the roles each person takes up and puts down through their years of Inclusive Post-Secondary Education.

The authentic student experience offers the opportunity to express membership in the distinctive **culture** of a particular field of study: those pursuing agriculture or hospitality studies typically distinguish themselves from students of music or engineering in dress, activities of interest, and language.

The authentic student experience shapes the **rhythms and routines** of...
...the day and week, with patterns of class time, study, employment, recreation, socializing, and activities
...the month and term, with work on longer term academic projects, plays, art shows, concerts, sport seasons, etc.
...the year, with ordinary time, intense study periods, holidays, summer employment

The authentic student experience takes students into different academic, social and physical **spaces** on the campus and in community workplaces.

What place does online learning have?

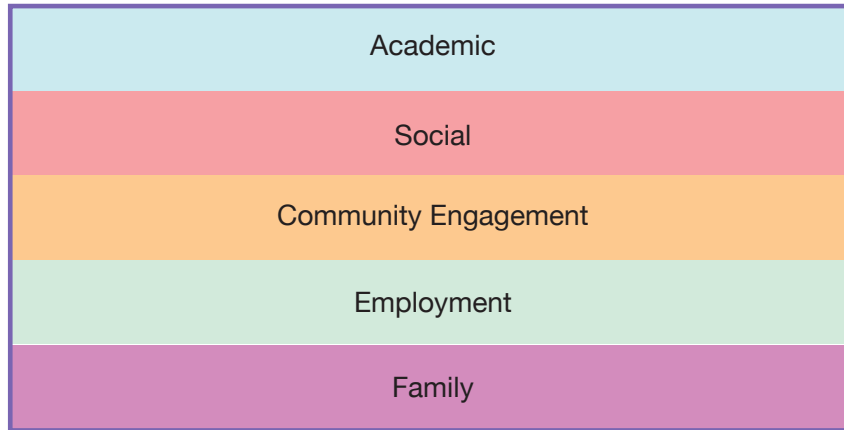
A growing trend sees more and more fellow students taking classes—and sometimes entire programs of study—online.

Some instructors have developed ways to build relationships in online classes, but even the best of these two-dimensional experiences severely limit relationship opportunities. So far, the medium is too shallow to support the immersion that yields the full benefits of inclusion.

While there could be individual reasons for a student to take an online class—reasons that this form of learning works for many fellow students—there are significant trade-offs to consider with care.

The extra attention to immersion in workplace and community life necessary to make up for lost opportunities shift the facilitator's attention away from the campus.

Authentic Student Experience → **Builds**



- Friends, memberships & contacts
- Greater knowledge of interests & capacities; a clearer answer to “Who am I?”
- Greater confidence that “I can reach ambitious goals if I work hard & ask for the help I need.”
- Skills & knowledge
- Higher expectations
- A record of achievement

* Student is taking a smattering of courses, perhaps based on ease of availability & expressions of immediate interest.

From the point of admission, student clearly identifies as a member of a particular faculty & program of study

Student’s jobs are random, selected for convenience.

Student’s jobs reflect & reinforce their program of study

Student’s social relationships are few & mostly confined to people directly involved in the Initiative & family.

Student’s social relationships include acquaintances and friends from their program of study, their memberships in campus associations, & their employment.

Student is not involved in any campus association.

Student is an active member of at least one campus association & participates in a way that brings them into personal contact & collaboration with other members.

*In this section, polarities illustrate some of the differences between not realizing a commitment and realizing it more fully.

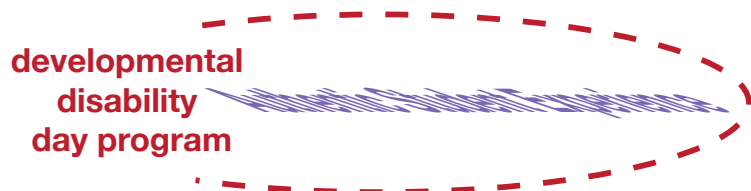
We minimize difference

The task: to discover the least difference-making approach to whatever limits student participation.

The success of many students shows that an authentic student experience, which substantially benefits the student and contributes to the quality of their fellow students' and instructors' experience, can be expected if there are **conscious, systematic (even relentless), creative, collaborative efforts to minimize the differences** that can pull students toward the social distancing "special" services expected for most people with developmental disabilities. Programs such as Alberta's Transitional Vocational Programs typically adopt difference making practices such as life skills classes by design. These concerns arise both on campus and in a student's employment and community engagement.

Three differences may be inherent in an Initiative's design:

1. Students are not matriculated. Their formal status is that of an auditor, present with the instructor's permission when room is available in the class. They do not earn the same certificate or diploma as their classmates.
2. When an Initiative is (partially) funded by the human service system, some human service expectations fall on the Initiative and may invite family members and educational administrators to mistakenly perceive it as a developmental disabilities day program.
3. Students are likely to require some adaptations, assistance, or support because of their impairments and, perhaps, their history.



Differences can be minimized: auditors participate in class work, some campuses seek a student status that more accurately reflects their role; there is a growing variety of ways that student achievements are recognized and that students participate in Convocation; many campuses own the Initiative, some to the extent of employing the facilitator as a staff member. It may be possible to negotiate support with employers and co-workers. Assistance and adaptations can be provided in ways that respect the dignity of the student's status and are harmonious with the ways that fellow students and co-workers accomplish similar tasks, sometimes to the point that adaptations are almost invisible.

Other differences arise...

- ...as compromises are made to permit a student access to a particular class or activity.
- ...to accommodate family concerns for a student's safety, comfort, or schedule.
- ...to accommodate student concerns that arise from the student underestimating their capacity to learn or the capacity of fellow students and instructors to provide necessary help.
- ...to deal with a student's requirements for personal assistance.
- ...as a result of accepting suggestions from well-meaning people who have low expectations of the capacities of students, fellow students, or instructors.
- ...as unintended results of good tries to learn better ways to facilitate deeper participation.
- ...when temporary compromises become unquestioned habits.

At the individual level, the task is to discover and refine the least difference-making approaches to whatever limits the student's participation. At the level of the institution, the task is to make the least possible



adaptation that students can manage, with assistance when it is necessary. Applying these criteria for solutions calls for discernment:

- How would this happen for the students here who gain the most benefit from their post-secondary experience?
- How close can we come to what is typical for fellow students while meeting this particular student's real need for support?

- How can the support the student needs be harmonious with the setting in which they need it?

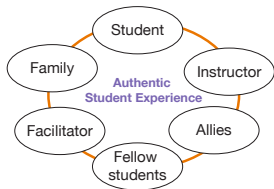
Student relationship to normative pathway	Same as fellow students	Harmonious adaptations	Noticeable difference
Admission forms & process			
Orientation			
Student records			
Student identification			
Program of study			
Class selection & registration			
Financial transactions: Paying course, activity fees			
Verification of student achievement			
Convocation			
Student life resources			
Alumni services & experiences			
Student residence			
Employment			

Student relationship to typical class practices	Same as fellow students	Harmonious adaptations	Noticeable difference
Seating & in-class participation			
Discussion sections & tutorials			
Social media & technology			
Lab work			
Homework			
Individual projects & major assignments			
Quizzes & exams			
Texts, materials, tools			
Group projects			
Study groups			
Field placements			
Co-op/ Work Integrated Learning			

We build alliances that embed the student's experience in the relationships, activities, routines, and rhythms of the campus

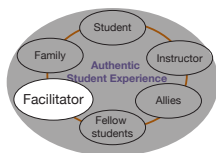
Facilitators use their assets—relationships, commitment, focus, confidence in others' capacities, creativity—to weave individual students and the Initiative into the classroom and campus.

By design, the scale of inclusive post-secondary Initiatives is very small relative to the size of the universities, colleges, and technical institutes that host them. Small numbers pose the host institution a real but limited demand for flexibility. They also make very high levels of individualization possible, especially when facilitators build alliances that embed the student in the class and program of study, among fellow students in student life, and with employers and co-workers. In a successful Initiative the number of allies will grow: instructors and staff will persuade and assist their colleagues to welcome students and act as ambassadors to their departments, faculties, services available to



fellow students, and the institution as a whole; students will develop a wider network of support among their fellow students; experienced family members will be able to challenge and support both less connected families and the Initiative as a whole.

Possibilities shrink when students' success comes to depend primarily on the Initiative and particularly the assistance they and their assistants get from the facilitator. This generates a negative spiral: instructor and student increase demand on the facilitator, the facilitator assumes more and more responsibility and has less and less time and energy for alliance building, so the Initiative has fewer allies and is more vulnerable to

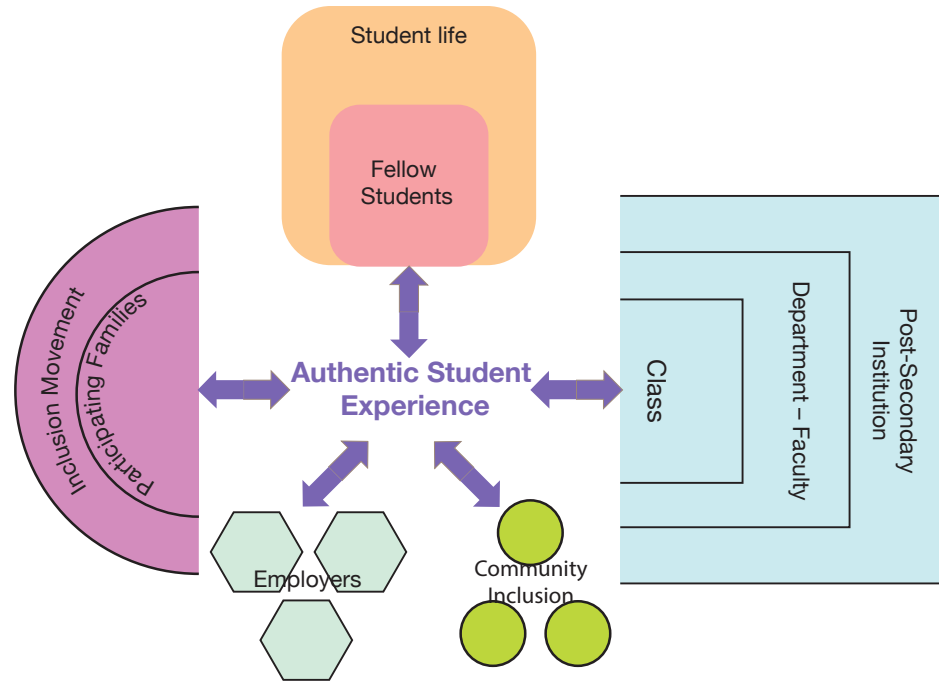


the pull of difference-making.

Effective facilitators do not see themselves as isolated helpers offering special attention. They support students to do their share of the work of inclusion. They act purposely to engage students, fellow students, and instructors in problem solving, but only when their intervention is necessary. They encourage students to make use of services available to their fellow students. They recruit and develop allies and encourage allies to actively assist in improving the Initiative and weaving it into the fabric of the host institution.

Facilitators are themselves in somewhat marginal roles. They cannot command authentic student experiences. They cannot demand authentic student experiences as a right—inclusion is the right thing to do, but students have no enforceable right to participate in classes if they do not meet matriculation requirements. They use their assets—their relationships with students and with family and faculty allies, their commitment to realize inclusion, their ability to focus their time, their confidence in others' capacities, their creativity—to embed individual students and the Initiative in the life of the institution.

Effective facilitators work at multiple levels. They support instructors, fellow students, and employers to include individual students so that they learn, belong, and contribute in class, in student life, and at work. And they purposely influence the beliefs and practices that shape student life, programs of study, and the institution as a whole.



Facilitator “does it all”; has minimal expectations that instructor or fellow students will invest in student success.

Facilitator has effectively engaged instructor and fellow students in actively supporting student success. Students use the same available services as their fellow students do.

Marginal; insiders see it as a special program, an outpost of the human services or a charitable enterprise located on campus.

Deeply embedded in the life & structure of the institution: seen by many insiders as “belonging to us”.

Facilitator sees self as disability specialist with responsibility for assuring appropriate student behavior & providing solutions to instructional problems.

Facilitator sees self primarily as developing & supporting alliances: student-fellow students; student-instructor; experienced instructor-new instructor, etc. Assists in identifying & realizing opportunities for greater inclusion and naming & solving problems that threaten inclusion without taking over.

No strong faculty, administration & staff allies engaged in guiding & promoting the Initiative.

Strong & well organized faculty, administration & staff allies who guide & promote the Initiative.

Employers identify Initiative as a disability service providing them with workers that the Initiative is primarily responsible to support.

Employers see students in the same way that they regard fellow students who work; employers share responsibility for worker’s success.

We build relationships with students' families that encourage their commitment to life-long inclusion.

Encouraging family leadership is the way to life-long inclusion.

The desire for an inclusive life that families hold in their hearts is a student's greatest asset. Offering a pathway to express that desire is a primary reason for Inclusive Post-Secondary Education.

Life long inclusion can't be assured without continual family effort. The best support for this work is active engagement with a family-led organization that encourages the development of family leadership. This happens through active engagement with other families committed to inclusion.

Family leadership is multi-dimensional and includes...

- ... holding a vision of life unfolding, immersed with peers without disabilities in the pathways and life experiences common to all.
- ... communicating belief that the student can belong, learn, and contribute in a way that encourages the student to set ambitious personal goals and work hard to achieve them. Sometimes this involves stepping back to give the student room to try on their own and seek assistance when necessary.
- ... growing in knowledge of the student's gifts and capacities.
- ... increasing knowledge of what best assists the student.
- ... learning more about how to gain the benefits and meet the challenges of life-long inclusion.
- ... investing in developing and guiding access to inclusive pathways like inclusive post secondary education, employment and career support, and inclusive housing.
- ... building relationships, alliances, and networks that support the student's movement along an inclusive life path after the completion of studies.
- ... advocating for inclusion.
- ... joining with other families to strengthen the inclusion movement.

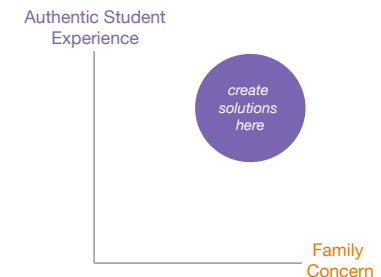
The Initiative contributes to family leadership by...

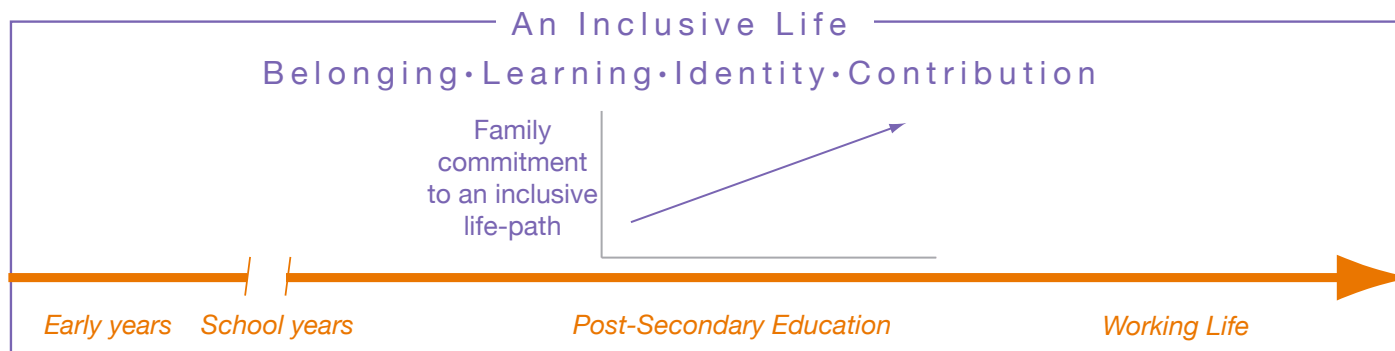
- ... encouraging connections to the family-led inclusion movement: participation in family leadership education, involvement in local association activities, seeking mentors among more experienced families.
- ... engaging experienced family leaders in recruiting, orienting, and advising student's families.

Inclusive post-secondary education was created and is sustained through collaboration between family leaders and allies with relevant expertise in program development and influencing campus life.

Some families who have not had opportunities to develop their understanding of inclusion may see the Initiative as the best alternative among available day programs. They may see busy presence on campus under the direct supervision of Initiative staff as meeting their highest expectations. They may not see the relevance in making time for participation.

Initiative staff have a double responsibility in their relationship with these families. They listen with respect to family concerns and ideas *and* they promote an authentic student experience. When this leads to conflict they engage in honest conversation and creative problem solving with the family, seeking a solution that both honours the family's concern and promotes an authentic student experience. Encouraging families to keep updating their sense of the student's identity and capacities in light of their experiences of inclusion is helpful.





Family primarily seeking a day program. For the family, inclusion is secondary to activity & supervision.

Family strongly committed to inclusion. Shares willingly in dealing with risks, costs, & difficulties.

No effective ties between Initiative & the inclusion movement

The Initiative is strongly linked to the inclusion movement.

Family has little or no connection to the inclusion movement.

Family has strong ties to other families and family organizations committed to inclusion.

Experienced families are not engaged with Initiative families or staff.

Experienced families involved in recruiting, orienting, advising & mentoring Initiative families. Staff seek advice from experienced families.

The Family Lens: Principles

1. Families are the very threads of our social fabric and as such are the cornerstone to an inclusive community life and inclusive communities.
2. Supporting and strengthening diverse families contributes to the community's well being as a whole.
3. Families provide us with a sense of belonging, are a real lasting source of support, and offer the greatest degree of continuity in the lives of family members with intellectual disabilities. This connection should be honoured and supported.
4. All families need different supports and at different times. However, families who have a family member with a disability need additional supports that strengthen the family, respect and honour the family, and facilitate inclusion in all aspects of family and community life.
5. Given that families are the driving force in advancing inclusion for their family member, policies, initiatives, processes and actions must be designed to acknowledge that fact.

—Inclusion Canada

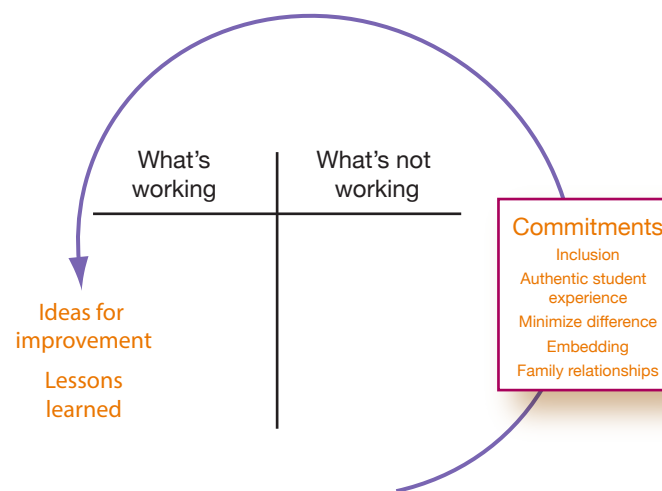
We practice reflection

The commitments and methods that support authentic student experience can be clearly stated. Making them real in practice calls for mindful and creative action. This is true in supporting individual students: diverse and developing people from unique families encounter different instructors in a variety of programs, meet their fellow students and co-workers in various activities, events, associations, and work in a range of jobs. Each person needs support that links them productively with their setting, strengthens alliances, and leaves room for autonomy while responding to changing needs and possibilities. It is also true in establishing the Initiative on campus: learning the patterns of campus, program, and classroom life; building alliances that embed the Initiative in the post-secondary institution; and catalyzing the invention of ways that students can have an even more extensive and authentic student experience.

Facilitation can be emotionally demanding. A student's desire for new experience may encounter parental disapproval and that disapproval may tempt a facilitator to react by siding with one against the other. A faculty critic may attack the Initiative. A student may get in difficulty that doesn't have an easy resolution. An important decision may involve reconciling conflicting values. Criticism from colleagues may invoke defensiveness. Reflection, especially when it includes conversation with a trusted advisor, can help the facilitator move from reaction to the curiosity, compassion, and courage necessary in the search for a better way.

To increase mindfulness and creativity, facilitators build their capacity for reflective practice, thoughtfully testing possible actions against the facilitator commitments, choosing actions that move into the commitments, checking results, and stating lessons learned. They invest their attention in learning at three moments, through...

- ... **reflection-in-action**—the facilitator is thinking while doing as a particular situation unfolds.
- ... **reflection-after-action**—the facilitator takes time after an important moment and engages in conversation with those involved, allies and critical friends to identify what worked and what did not, generate ideas for next steps, and articulate lessons learned.
- ... **reflection-on-patterns-over-time**—the facilitator takes time out and steps back to consider the way that the whole Initiative is developing.



Reflection-in-action (up close in real time)

Commitment	How can our response to this situation...
Demonstrate confidence in inclusion	<ul style="list-style-type: none"> ... go beyond our current assumptions about what is possible to seek richness and challenge for students. ... deepen commitment to life-long inclusion. ... raise awareness of threats to inclusion.
Support authentic student experience	<ul style="list-style-type: none"> ... support students as engaged and responsible participants in the ordinary routines of classroom, campus & workplace. ... strengthen and safeguard the students' sense of belonging within and outside the classroom & workplace. ... build student confidence in their capacity and support to deal with difficult problems & seek ambitious goals. ... promote student learning, both formal and informal. ... deepen our understanding of student vulnerabilities in ways that make us more effective in providing support.
Embed student experience in typical relationships, activities, routines & rhythms	<ul style="list-style-type: none"> ... increase the investment of fellow students, faculty, and administration in individual student success & in the Initiative. ... strengthen both student and Initiative alliances with faculty, administration, and fellow students. ... increase knowledge of the culture, politics, social networks and workings of the class, the program of study and the campus.
Build strong & respectful alliances with families	<ul style="list-style-type: none"> ... increase the positive effects of family investment in Inclusive Post-Secondary Education. ... strengthen our relationship with the student's families in a way that encourages high expectations and commitment to the work of continuing on an inclusive life pathway.
Minimize difference	<ul style="list-style-type: none"> ... compromise an authentic student experience as little as possible and be clear on any compromises that appear necessary. ... offer any necessary adaptations or assistance in ways that respect student dignity & harmonize with typical class & campus ways of doing things.

Reflection-after-action (up close in review)

What we intended

What happened

What moved us closer to our commitments

What moved us away from our commitments

Ideas for next steps

What we learned

We safeguard the integrity of our work

Inclusive post-secondary education, like other intentional efforts to overcome the power of exclusion, needs its practitioners to consciously and systematically invest in safeguards. There are several points of vulnerability and related safeguards, including these:

- There is confusion in society about what inclusion means. Many human services pledge allegiance to inclusion while congregating the people they serve away from normative pathways. Some say inclusion is whatever a person with a developmental disability says it is, whatever degree of participation a person chooses with whomever a person chooses. On this misunderstanding a person who stayed at the margins of class and campus life, associating only with the facilitator, might be said to be included as long as they said this suited them. As a safeguard, facilitators and Initiative allies can continually strengthen their ties to family-led organizations committed to inclusion and deepen their understanding of inclusion by study and by taking relevant training and guidance to heart.
- It takes discernment to determine when to offer a student guidance aimed at supporting them in an authentic student experience or keeping them from slipping into a devalued position. It also takes skill to offer effective guidance or a positive confrontation. As a safeguard, facilitators and allies can seek coaching from those with more experience, build their skill in describing difficult situations and their likely consequences, and seeking other's insight and advice.
- Facilitators work alone or in pairs and they are sometimes the most knowledgeable people about inclusion on the local scene (especially in early days before allies have emerged on campus and among families). There is a risk that practices that limit possibilities for inclusion will become normative on a particular campus. As a safeguard, facilitators invite regular evaluation of the Initiative and strive to be open in considering their critical friend's perceptions and suggestions.
- Facilitators have no formal power over instructors and may see themselves as of lower status than many of the people they want to influence. It is understandable that they might react to this situation by assuming the role of disability expert, position themselves as the wizard of curriculum adaptation, or diagnose disability related causes and remedies for "behaviours" rather than looking first to instructors and other staff to discover their ways of understanding and dealing with difficulties and then joining in whatever problem solving might be necessary. Facilitators and allies can make these issues a matter for reflection with critical friends and mentors.
- Facilitators must deal constructively with expectations that could draw them away from supporting students, instructors, and fellow students from doing their share of the work of inclusion. Many people want quick fixes, guaranteed results at no cost, and simple solutions. As a safeguard, facilitators can undertake a program of personal development that will build the grounding and skills necessary to facilitate the work of inclusion rather than taking it on themselves or diverting their energies to activities of low relevance to inclusion.
- Active involvement with family-led organizations committed to inclusion is a foundational safeguard. If those who offer guidance or provide governance are not strongly aligned with the facilitator's commitments, they can distract or steer the Initiative away from its

mission. Campus allies among faculty, administrators, and staff can be engaged in conversation and even through study to develop their understanding of the principles and practice of inclusion.

- If the Initiative uses and is accountable for developmental disability services money and is subject to certain of the human service system's rules, the Initiative must enact safeguards to maintain its identity. As a safeguard, the Initiative meets requirements competently, maintains strong connections to advocates for inclusion, joins other Initiatives in seeking changes when system requirements threaten effectiveness, and works to diversify its funding.

Vulnerability	Potential safeguard
Inclusion defined in ways that minimize challenge.	Facilitators, families & allies study inclusion rigorously.
Everyday decisions call for discernment.	Facilitators have coaches & active support for reflection.
Limiting practices become habits.	Regular external review by others committed to Inclusive Post-Secondary Education.
Expectations draw facilitators into behaving like developmental disability service workers.	Intensive orientation by knowledgeable mentor. Regular reflection on daily routines with critical friends.
Expectations draw facilitators into doing rather than facilitating the work of instructors or fellow students.	Investment in regular reflection with critical friends. Investment in personal development of skills & attitudes of facilitation.
Governors or advisors misdirect Initiative because they are not aligned themselves with the commitments of post-secondary inclusion.	Strong links to family-led organizations committed to inclusion. Faculty & administration have multiple opportunities for learning.
Human service related funding can pull the Initiative away from its identification with post-secondary education.	Meet requirements competently. Seek changes in requirements that have negative effects. Diversify funding.

Imitating structures compromises integrity

Looking at and imitating the structures of post-secondary education construct a parallel pathway that simulates the post-secondary experience. On campus programs imitate the structures of post-secondary education. There will be classroom experiences, but in courses designed around the assumed needs of students with disabilities. Non-disabled students may be present, but for different purposes such as earning professional preparation credits. Some typical courses may be pre-selected as appropriate for special students. Certificates simulate diplomas.

Inclusive post-secondary education attends to student experience, taking cues from fellow students who gain the greatest benefit from their education. This finely detailed view takes the whole of class and campus life as the field of potential and necessary opportunities for inclusion and creates needed accommodations based on individual student interests.

We promote the development of Inclusive Post-Secondary Education

Knowledge of the meaning and benefits of an authentic student experiences, and invention of practical ways to support those experiences, grows when involved people form a community of practice through which they choose to share the problems they encounter and the solutions they create, explore what it means to live up to the commitments that define Inclusive Post-Secondary Education, and develop more and better ways to communicate their experience.

It is important that this community of practice develop ground rules and norms that focus significant amounts of their time on critical reflection rather than becoming entirely consumed with shared sympathy for common complaints, figuring out practical ways to address resource difficulties, or working on responses to external demands.

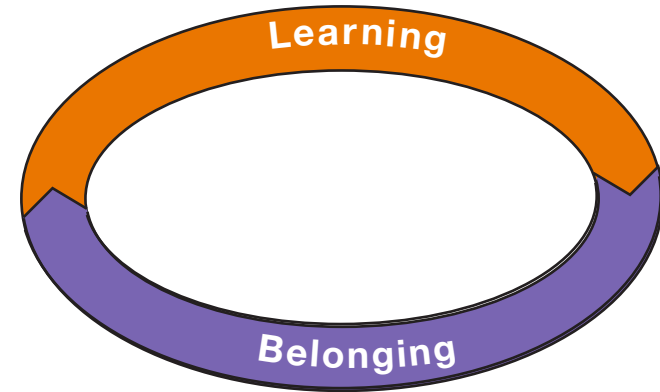
Members of the community of practice share what they are learning, offer perspective on stuck situations, coach and advise one another, and problem solve together. They meet face to face from time to time. They also connect through digital media.

Benchmarks

An Initiative makes good on its commitments by continually improving its ability to support authentic student experiences and energize life on inclusive pathways after the completion of studies. Eight benchmarks define the capacities that increase the chances that students will have authentic experiences and realize the benefits of inclusion.

- Students are fully engaged in class learning experiences.
- Students belong to their classes.
- Students pursue a coherent course of study.
- Students benefit from and contribute to campus life.
- Students pursue an inclusive life-path after the completion of studies.
- The Initiative has strong leadership committed to life-long inclusion.
- The Initiative is embedded.
- The Initiative is safeguarded.

Post-secondary inclusive education joins actions that promote learning with actions that promote belonging in ways that each reinforces the other. Students engaged in learning have a wider basis for belonging. Students who belong have a deeper foundation for learning.



Students are fully engaged in class learning experiences

The standard: the experience of those fellow students who are gaining the greatest benefit from their post-secondary experience.

Benchmark

Effective Initiatives continually improve their ability to assure students the same learning experience in class as their fellow students.

When modifications or assistance are necessary, they are effective in engaging the student in class learning experiences, as harmonious as possible with typical practices in the class, and draw the least possible attention to the student.

When a student is left out of any class related learning activity, facilitators accept responsibility to search for ways to engage them more fully.

Consider

How does the Initiative support student engagement in all of the learning experiences the class offers?

- Seating & in-class participation
- Discussion sections & tutorials
- Lab work
- Homework
- Individual projects & major assignments
- Quizzes & exams
- Extra credit work
- Texts, materials, tools
- Group projects
- Study groups
- Field placements
- Work-integrated learning
- Tutoring
- Others

Is the student left out of any of the learning experiences the class offers? If so, which learning experiences have been dropped and why? (This may have happened as part of a plan to accommodate an instructor or a student or it may have “just happened” through class interaction or student withdrawal.)

What adjustments or modifications does the student experience? These may be negotiated by the facilitator or adopted informally by the instructor, by fellow students, or by the student.

In what ways do these adjustments affect the student’s engagement with class work?

In what ways do these adjustments affect the way the student is seen and treated by the instructor and fellow students?

If the student requires a personal assistant in class, in what ways does the assistant’s work influence student engagement with class work?

How is the Initiative addressing any ways that the student is disengaged from class learning experiences?

Remember

High expectations and engagement in valued experiences have great instructional power.

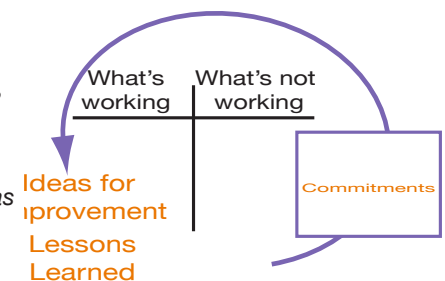
Students build a sense of self-efficacy by working hard to overcome obstacles and achieve ambitious goals.

Families hold essential knowledge of a student’s story, including their educational journey.

Greater instructor engagement results in greater student involvement.

When inquiring about Initiative action, ask...

- ... What has worked?
- ... What has not worked?
- ... What are your ideas for improvement?
- ... What have you learned?



Evidence of achievement	Evidence of opportunity for improved quality	Evidence of cause for concern

Student belong to their class

The standard: the experience of those fellow students who are gaining the greatest benefit from their post-secondary experience.

Benchmark

Effective Initiatives continually improve their ability to support faculty and fellow students to include the student in the life of the class.

Instructors take responsibility for the student as they would for any other member of their class. They draw on the experience of other faculty members or on the facilitator to improve the student's chances of learning, but they do not delegate faculty responsibilities to facilitators.

Fellow students recognize the student as one of their own. They involve them in group work and include them in informal conversations and activities.

Consider

How does the Initiative influence the instructor and fellow students to see the student as a full member of the class?

How does the Initiative influence the instructor to assume responsibility for supporting the student's engagement in class learning activities? This includes not only issues related to course material, but also setting positive class norms for including the diversity introduced to the class by a student with a developmental disability, and dealing positively with issues on which an instructor would typically offer advice, counseling, or problem solving with a fellow student.

How does the Initiative encourage instructors and fellow students to accept greater responsibility if the facilitator has been delegated teaching or problem solving responsibilities that instructors or fellow students would typically perform?

How does the Initiative build and maintain productive connections between the instructor and other faculty and administrative allies?

How does the Initiative encourage positive connections between the student and fellow students? This may include problem solving with the instructor and fellow students as well as coaching the student on ways that they might increase their chances of positive belonging.

How does the Initiative recognize and minimize in class interpretations of students as "special", as human service clients, or as objects of benevolence or charity?

Remember

Belonging is essential to learning.

Belonging leads to positive relationships.

Alliance building is the facilitator's most powerful way of embedding the Initiative.

Dealing with problems together is a powerful way to build alliances.

A student's past instructors can be a valuable resource to their colleagues.

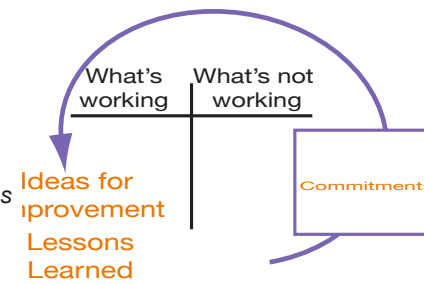
When inquiring about Initiative action, ask...

... What has worked?

... What has not worked?

... What are your ideas for improvement?

... What have you learned?



Evidence of achievement	Evidence of opportunity for improved quality	Evidence of cause for concern

Students pursue a coherent course of study

The standard: the experience of those fellow students who are gaining the greatest benefit from their post-secondary experience.

Benchmark

Effective Initiatives continually improve their ability to influence their host university, college, or technical institute to offer students a typical pathway through their post-secondary experience and a coherent course of study.

Students enroll in faculties and programs that reflect their interests and form their identities, competencies, and social networks for work and citizenship after the completion of studies.

Consider

How does the Initiative reduce any differences between the student and fellow students in terms of the campus pathways defined by typical milestones and regular routines:

- Admission forms & process
- Official status
- Orientation
- Selection of a program of study
- Documentation of student achievement
- Convocation
- Student records
- Student identification
- Class selection & registration
- Financial transactions: Paying course, activity fees
- Program specific student portals, social media platforms, WIL opportunities, & employment resources
- Other milestones or routines

How does the Initiative support students to select and enroll in a program of study? Enrollment can occur at admission or, in case a student can't identify a program interest on application, as soon as possible. Support can come from facilitators and from allies among faculty, administrators, or fellow students, especially those involved in the program of study of interest to the student.

How does the Initiative support students to move through their course of study in a coherent way?

How does the Initiative assure that there are productive links between the student's program of study and the jobs that the Initiative supports them to find? These links should grow stronger as the student progresses.

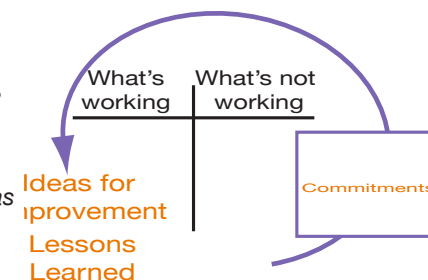
Remember

Inclusion means sharing fully in the same activities, routines, and rhythms as fellow students.

Necessary modifications should increase engagement, not pull the student away from a typical activity.

When inquiring about Initiative action, ask...

- ... What has worked?
- ... What has not worked?
- ... What are your ideas for improvement?
- ... What have you learned?



Evidence of achievement	Evidence of opportunity for improved quality	Evidence of cause for concern

Students benefit from and contribute to campus life

The standard: the experience of those fellow students who are gaining the greatest benefit from their post-secondary experience.

Benchmark

Effective Initiatives continually improve their ability to support students to belong to the life of their campus.

Students belong when they take part in the campus activities that mark the way through a term and academic year, take an active role in formal and informal campus associations, build friendships and social connections, and communicate their belonging to their campus and their program of study in their choice of activities, dress, and language.

Consider

How does the Initiative support students to participate in the events that mark the rhythm of the campus week, term, and year? Think of campus traditions, celebrations, athletic events, social gatherings, plays, concerts, lectures etc. Some of these events are campus wide, others may be specific to a program of study.

How does the Initiative support involvement in events of interest and encourage students to try new experiences that might prove interesting if sampled? In this and every dimension of campus involvement, support might come from fellow students, faculty members, and family who are allies of the Initiative as well as from facilitators.

How does the Initiative support students to join and contribute to campus and program associations that reflect and strengthen their interests and concerns?

How does the Initiative support students to pursue a social life on campus, extend their social networks, and make new friends?

How does the Initiative recognize and minimize the threats to inclusion that are posed by gathering students as a group?

How does the Initiative recognize and minimize on campus interpretations of students as “special”, as human service clients, or as objects of benevolence or charity?

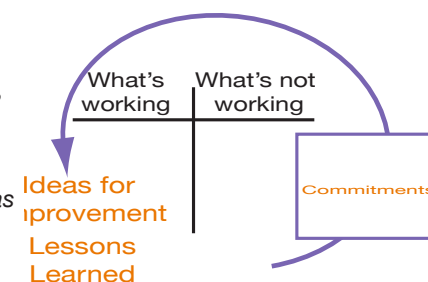
Remember

Inclusion means sharing fully in the culture of program, faculty, and campus.

Students are vulnerable to interpretations that set them apart and devalue them. These interpretations can be internalized by students or adopted by family members. Consciousness is essential to minimize this risk.

When inquiring about Initiative action, ask...

- ... What has worked?
- ... What has not worked?
- ... What are your ideas for improvement?
- ... What have you learned?



Evidence of achievement	Evidence of opportunity for improved quality	Evidence of cause for concern

Students pursue inclusive life-paths after the completion of studies

The standard: the experiences of fellow graduates who are experiencing a good life

Benchmark

Effective Initiatives continually improve their ability to support students to continue on inclusive life-paths after they graduate and move on from the Initiative's support. While inclusive employment is a key, there are a spectrum of pathways to consider in establishing roles after the completion of studies.

- While explicit discussion of next steps along the pathways a community offers will occupy more attention as the completion of studies approaches, thinking ahead to consider the long-term future begins with earliest reflections on student experiences and strengthening the family vision of inclusion in light of experience.
- It is never too soon for intentional efforts to build a network that can encourage and support next steps after the completion of studies.
- Family capacity to identify and mobilize available resources, such as Individualized funding, in service of their vision of life-long inclusion.

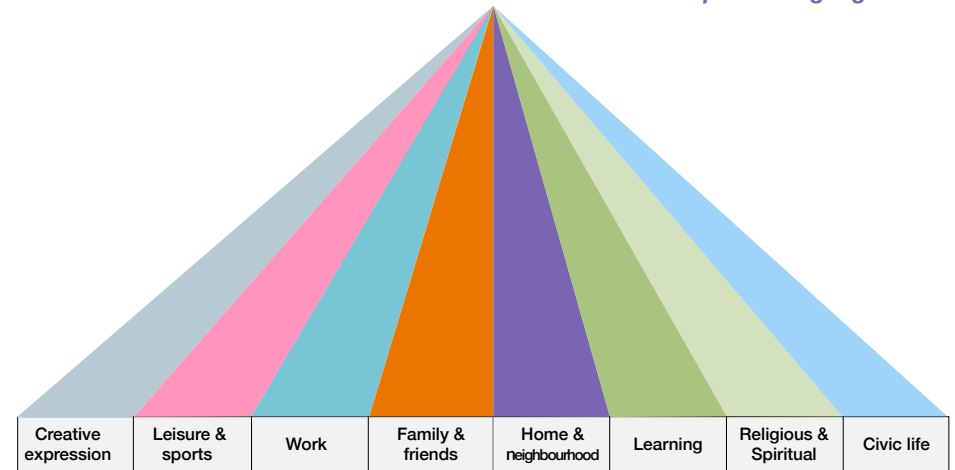
Consider

How does the Initiative assist families to gain the knowledge and strengthen the relationships they will need to support post-graduate immersion in normative pathways ?

How does the Initiative support the student and family to build up and sustain a diverse social network and personal relationships that have a good chance of lasting past the completion of studies?

How does the Initiative support the student to create a career relevant work history and bridge that history into a career path after the completion of studies?

How does the Initiative support bridging class and campus interests and experiences into life on normative pathways after the completion of studies?



How does the Initiative promote student employability by documenting student accomplishment in their program of study, in campus life, and in community life?

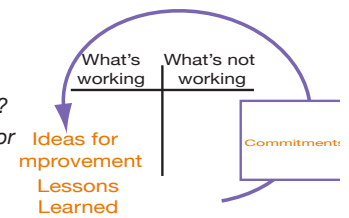
How does the Initiative encourage assistance for employment after the completion of studies from campus job placement resources: the student's instructors, program of study, and placement programs?

How does the Initiative support families to make the best use of available resources, focusing on immersion on normative pathways and experiences?

How does the Initiative balance attention to on campus experiences, employment, and community connections from semester to semester?

When inquiring about Initiative action, ask...

- ... What has worked?
- ... What has not worked?
- ... What are your ideas for improvement?
- ... What have you learned?



Evidence of achievement	Evidence of opportunity for improved quality	Evidence of cause for concern

The Initiative has strong leadership committed to life-long inclusion

Benchmark

All those most involved in an Initiative see themselves as belonging to the family-led inclusion movement and continually improve their ability to act from that role.

Consider

How are facilitators and key allies themselves involved in the inclusion movement, both in their Initiative roles and in their civic and personal life?

How does the Initiative encourage families to strengthen their ties to the inclusion movement?

- Deep and sustained relationships with families committed to life long inclusion who offer one another mutual support, encouragement, help in problem solving, practical assistance, and alliance.
- Participation in Family Leadership and other inclusion focused opportunities to gain relevant knowledge, sharpen critical thinking and clarify family vision.
- Taking roles in local and provincial family-led associations, and promoting the association's advocacy agenda.
- Connecting to relevant resources after the completion of studies, such as employment supports and local associations.

How do families active in the inclusion movement contribute to the work of the Initiative?

- Orienting families who are considering Inclusive Post-Secondary Education.
- Supporting families who are adapting to a new understanding of their family member's capacities and interests, and assisting families in problem solving.

- Educating faculty or administrators about the family perspective on the worth of inclusion.
- Representing the Initiative to campus administration or Initiative funders.
- Assuming a role in advising or governing the Initiative itself.

How do facilitators learn family stories and family images of the student's future?

How does the Initiative gain understanding of cultural differences and respond to those differences with respect?

How are families who are considering application for Inclusive Post-Secondary Education informed and advised about its possibilities, requirements, and limitations?

How do facilitators offer family opportunities to update their stories with accounts of student accomplishment and learning about effective support?

How do facilitators respond in situations where they believe that family concerns limit student belonging and learning?

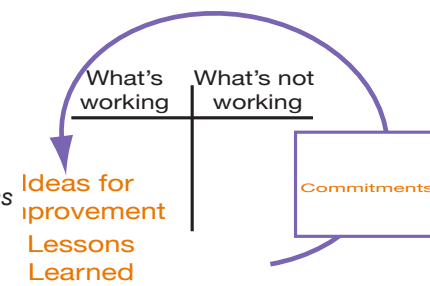
When inquiring about Initiative action, ask...

... What has worked?

... What has not worked?

... What are your ideas for improvement?

... What have you learned?



Evidence of achievement	Evidence of opportunity for improved quality	Evidence of cause for concern

The Initiative is embedded

Benchmark

Effective Initiatives continually improve their position in the post-secondary institution that they serve. They purposely and systematically build alliances and networks that include faculty, staff, and administration. These alliances are primary resources for recruiting and orienting instructors, opening new programs of study to students, developing strategies for instruction, problem solving, making necessary changes in campus practices, and advocating for the Initiative. Along with a network of connections with fellow students, these alliances provide the contacts and knowledge about campus life and culture that facilitators need in order to promote an authentic student experience.

Consider

How does the Initiative involve faculty, staff, and administrators in its work?

Which programs of study include students and how does the Initiative open a new program of study to students?

How are faculty, staff, and administrators involved in advising or governing the Initiative?

How do facilitators provide service to the institution? This might involve serving on committees, working on campus events, etc.

How does the Initiative increase a sense of institutional ownership of its work?

How does the Initiative increase institutional investment in inclusion?

How does the Initiative assure the recruitment and success of students with substantial needs for assistance?

How does the Initiative detect and reduce or eliminate any practice, language, or imagery that interprets the Initiative as separate from ordinary

post-secondary education? Such interpretations might include any suggestion that the Initiative is a human service program, or that students are the objects of their fellow students' benevolence or charity, or that the Initiative does its work by congregating students.

How does the Initiative keep its office from becoming a place students congregate?

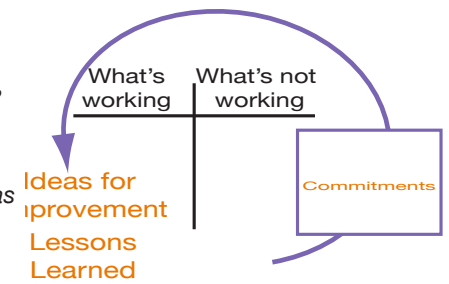
When inquiring about Initiative action, ask...

... What has worked?

... What has not worked?

... What are your ideas for improvement?

... What have you learned?



Evidence of achievement	Evidence of opportunity for improved quality	Evidence of cause for concern

The Initiative is safeguarded

Benchmark

Effective Initiatives continually improve their safeguards. They are aware of their vulnerabilities and rigorous in strengthening themselves.

Consider

How is the Initiative connected to other post-secondary inclusive education Initiatives and to the wider inclusion movement?

How do facilitators and key members of governance or advisory groups educate themselves to develop and deepen their understanding of inclusion and their ability to discern alternatives that best promote inclusion in the long run when they are confronted with difficult and ambiguous situations?

How does the Initiative encourage and strengthen reflective practice? This includes educating new facilitators and key allies in how to work reflectively and coaching experienced facilitators and allies to improve their ability to learn from their action.

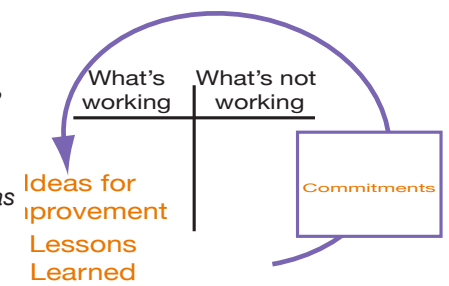
How does the Initiative engage critical friends, including experienced families committed to inclusion?

How does the Initiative detect and correct or minimize the negative effects of compromises of the commitment to provide an authentic student experience?

How does the Initiative meet human service system requirements and minimize their effects on the Initiative's identification with post-secondary education and the focus of facilitator time on meeting their commitments?

When inquiring about Initiative action, ask...

- ... What has worked?
- ... What has not worked?
- ... What are your ideas for improvement?
- ... What have you learned?



Evidence of achievement	Evidence of opportunity for improved quality	Evidence of cause for concern

The Initiative supports an authentic student experience

To summarize your understanding of the Initiative's capacity to support authentic student experiences and immersion in a normative pathway after the completion of studies, review what you learned from your inquiry into each Benchmark and select the current practices and conditions that you think will, over time, have the most impact.

- Use the left column to identify innovative ideas and practices that other initiatives could learn from.
- Use the middle column to identify assets that the Initiative should protect and build on.
- Use the right column to identify threats that the Initiative should respond to.

The Initiative has committed leadership

Evidence of achievement	Evidence of opportunity for improved quality	Evidence of cause for concern

The Initiative is embedded

Evidence of achievement	Evidence of opportunity for improved quality	Evidence of cause for concern

The Initiative is safeguarded

Evidence of achievement	Evidence of opportunity for improved quality	Evidence of cause for concern

Students are fully engaged in class learning experiences

Evidence of achievement	Evidence of opportunity for improved quality	Evidence of cause for concern

Students belong to their class

Evidence of achievement	Evidence of opportunity for improved quality	Evidence of cause for concern

Students pursue a coherent course of study

Evidence of achievement	Evidence of opportunity for improved quality	Evidence of cause for concern

Students benefit from and contribute to campus life

Evidence of achievement	Evidence of opportunity for improved quality	Evidence of cause for concern

Students pursue an inclusive life-path

Evidence of achievement	Evidence of opportunity for improved quality	Evidence of cause for concern

The standard: the experience of those fellow students who are gaining the greatest benefit from their post-secondary experience.

Authentic Student Experience & Life on Inclusive Pathways after the completion of studies

Contributes to learning at the growing edge of Inclusive Post-Secondary Education	Increases chances for authentic student experience & life on inclusive pathways after the completion of studies	Decreases chances for authentic student experience & life on Inclusive pathways after the completion of studies

Agenda for Improvement

Team representatives present the Team's account of the Initiative's performance on the eight benchmarks to the people responsible for doing and guiding its work.

This report informs the development of a written **Agenda for Improvement** which specifies the steps the Initiative will take to deal with each area of concern the Team identified, important milestones and anticipated completion dates, and the person responsible.

The **Agenda for Improvement** may also include...

- ... specification of assistance the Initiative will use to deal with areas of concern or development.
- ... descriptions of any disagreements with the Team's account of the Initiative's performance.
- ... intentions for improvement in areas of strength.
- ... identification of the contributions the Initiative can make to the growing edge of Inclusive Post-Secondary Education.

The Team's responsibility is fulfilled when its representatives agree to the written **Agenda for Improvement**.

Appendix: Guides for information gathering & reflection

The pages following include forms that give the Team an overview of the post-secondary career and current weekly schedule for selected individual students and a summary of a coordinator/facilitator's thinking about the Initiative's current performance on the eight benchmarks.

These forms are available in a form that can be distributed and filled in electronically.

Post-secondary career

Student's name:

Program of study

Year of completion

	Year 1	Year 2	Year 3	Year 4
Classes & placements				
Campus life identify roles & organizations				
Employment note if volunteer				
Community engagement identify roles & settings				

Weekly Schedule arranged or supported by the Initiative

Student's name:

Year of completion

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

Consider the Benchmarks and identify current strengths and opportunities for improvement.

	Current Strengths	Opportunities for Improvement
1 Students are engaged in learning		
2 Students belong		
3 Students pursue a coherent course of study		
4 Students contribute to & benefit from campus life		

	Current Strengths	Opportunities for Improvement
5 Students follow an inclusive pathway after completion of studies		
6 The Initiative has strong leadership committed to inclusion		
3 The Initiative is embedded		
4 The Initiative is safeguarded		