

The College Experience for Individuals with Intellectual Disabilities

The THRIVE Program at the University of Central Missouri

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For most individuals with intellectual disabilities, that category of exceptionality once referred to as “mental retardation,” their years of formal education are concluded upon graduation from high school, or for some, when they reach age 21 and have not met all graduation requirements. And while transition from school to adult functioning is a requirement for all students with special needs according to the Individuals with Disabilities Education Act (IDEA), most of these young adults are relegated to a future of supported employment, sheltered workshops, or in some instances, a day-to-day life of mind-numbing sameness. Until recently, these young adults typically resided at home with their parents and were protected from society by families who had little choice in employment options, living arrangements or prospects for upward advancement. In some situations, where communities were large enough to provide options, group homes, work enclaves, and employment opportunities were made available so that these individuals could experience some semblance of being absorbed into the fabric of “normal society.”

Individuals with intellectual disabilities, while perhaps educationally and sociologically different in many respects from their typically-developing counterparts, are nonetheless not immune from the need to identify with their age peers, to experience intimacy, to feel acceptance, gain respect of others and knowledge of self-worth; things that are often denied them due to perceived notion that “these people” cannot achieve those ends. However, there is a growing movement nationally that these things can be accomplished if society simply gives these individuals a chance.

Attending post-secondary educational programs was nearly unheard of as recently as 20 years ago for this population. The obvious question was asked by those in academia and elsewhere: “What can a person with moderate intellectual disabilities possibly be expected to gain from such experiences as attending college?” Is it worth the time and financial costs of sending a person who can barely read and write to the hallowed halls of the university, and to what end for society? Seldom was the question asked: “Isn’t there something else in store for these people rather than a future where little is expected, little is offered, and little is achieved?”

Attending college or other post-secondary vocational programs greatly increases the likelihood of obtaining gainful employment, achieving independence, and generally experiencing success as an adult (Wagner, Newman, Cameto, Garza, & Levine, 2005). Individuals with

disabilities who obtain a post-secondary education--whether it be completing a technical training program, a community college's 2-year associate's degree, or a 4-year bachelor's degree -- enjoy increased vocational options and greater lifetime earnings (Madaus, 2006; Stodden, 2005). Overall, according to Madaus (2006), college graduates can expect to have better health, greater self-confidence, increased career options, higher-level problem-solving skills, improved interpersonal relationships, and a greater level of open-mindedness as well as more involvement in politics, community affairs, recreation, and leadership activities.

And yet, due to increasingly stringent standards for admission to most colleges and universities, just passing the required entrance examinations (i.e. ACT or SAT) poses enormous obstacles for nearly all students with disabilities, particularly those with moderate intellectual impairments. And even if students with intellectual disabilities are admitted to a college or vocational training program, there remain the problems of academic support, social acceptance, living independently in an apartment or dormitory, navigating the physical campus, and so forth, which pose novel challenges to most in-coming students at a college campus. Many young adults with intellectual disabilities have never been away from their homes and parents for longer than a few days or weeks at summer camps or sporting events such as Special Olympics. As such, for many young adults and their parents, college has generally not been a viable post-secondary option to consider. However, there has been a growing movement, led by the organization known as *Think College*, that is making earning a college degree for individuals with intellectual disabilities a reality.

Think College is an initiative of the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston, funded by federal grants focused on post-secondary education for people with intellectual disabilities. Numerous grants have been awarded through the *Think College Initiative* and the result is that hundreds of young adults with intellectual disabilities are going to college, completing degrees, and using those degrees in spite of the odds that have been stacked against them. One university in Missouri has established its own program of this type, and although not affiliated with the *Think College Initiative*, that program is growing and is rapidly gaining recognition as an innovative project designed to enhance the lives of people with intellectual disabilities who, just a few short years ago, would never have imagined that they could attend a university and have a college experience equal to what all people have if given the opportunity.

The THRIVE program at the University of Central Missouri was established in 2010, and is now in its third cohort of 12 students with intellectual disabilities (ID). THRIVE is an acronym for Transformation, Health, Responsibility, Independence, Vocation, Education and the students involved in this program learn to embody each of these traits as they learn, grow, and mature as

young adults. THRIVE students are carefully screened and selected by a panel of stakeholders including parents, university faculty members, community agency staff members, and university students who serve as mentors to the THRIVE students once they are selected and come to campus.

The purpose of this paper is to present timely information to the reader such that a similar program could be replicated on other university campuses. The THRIVE Program at UCM has been a resounding success. Several of the THRIVE Program graduates now reside in large metropolitan areas including New York and Washington, DC, and are gainfully employed and living independently. Mistakes have been made, but the program has learned from those mistakes and the program called THRIVE is, indeed, thriving.

THRIVE PROGRAM DESCRIPTION*

THRIVE is a post-secondary program for students ages 18-25 years with intellectual and developmental disabilities. THRIVE students have the opportunity to earn a 2-year certificate of success while living on campus and participating in courses and activities offered at University of Central Missouri. If successful in noncredit classes, THRIVE students may be recommended to take coursework in a degree-seeking program or pursue a vocation depending on interests and academic abilities. Students enrolled in the THRIVE program will experience:

- Baseline assessment in reading, language arts, math, and communication;
- Core classes that emphasize life and social skills, independent living, academic skill development and enrichment, and workplace and community skills;
- Residence hall living on campus supported by THRIVE student mentors;
- Person-centered planning, counseling, and internships based on the student's individual strengths allowing opportunities that match the student's skills and interests;
- Full integration into residential, social, and community life;
- Experienced instructors, advisors, and counselors to support each student;
- Collaborative partnerships with educational agencies and community businesses.

CANDIDATE DESCRIPTION

All candidates must have a strong desire to become an independent adult, possessing sufficient emotional stability and maturity to successfully participate in the program. The ideal candidate for the THRIVE Program will:

- be between 18 and 25 years of age at the time of admission;

- have been diagnosed with an intellectual or developmental disability consistent with eligibility for a free, appropriate public education;
- demonstrate basic skills in reading, writing, math, and communication;
- be able to administer any necessary medications independently;
- possess a desire and potential to benefit from a post-secondary educational experience, but be unlikely to meet the usual college admission criteria or to be successful in a traditional college degree program;
- be motivated to become an independent adult;
- possess sufficient emotional maturity and stability to participate in all aspects of a residential college-based program, with supports;
- demonstrate the ability to accept and follow rules and display respectful behavior;
- agree to attend and participate in classes and activities related to the THRIVE program.

All THRIVE students participate in the UCM Week of Welcome in August, beginning with Mule Haul on Sunday (move-in day) and including a formal Convocation on Monday, with faculty in academic regalia. This traditional series of events provide the student's first introduction to college and campus life. Throughout the week, many events and activities are offered to assist the student in learning his/her way around campus, making new friends, and getting a taste of campus activities. During the week, students will begin their ongoing interactions with typical college students, their new THRIVE classmates, and the THRIVE staff and mentors. A THRIVE-specific schedule is provided to all THRIVE students prior to move-in day.

PROGRAM PHILOSOPHY: SELF-DETERMINATION

The THRIVE Program is based on the tenets of self-determination, as expressed in the six strands of the program's philosophy and curriculum:

- **Transformation** – Students are provided with opportunities to increase their skills, abilities, and self-confidence, thus, helping them to become independent individuals in the job market and in their personal lives.
- **Health** – Students are presented with information, support, and opportunities to make good health choices.
- **Responsibility** – Students have opportunities to develop personal responsibility by maintaining a college regimen, working on individual and team projects and assignments, participating in campus community activities and service learning.

- **Independence** – Student participation in THRIVE offers opportunities to develop self-confidence and stronger skills in decision-making, problem-solving, and independent living.
- **Vocation** – Students participate in activities and classes that will allow them to increase and improve vocational skills and abilities.
- **Education** – Students build on existing academic skills to facilitate success in THRIVE and university courses, and in application to employment and daily life.

THRIVE STAFF

THRIVE students take courses with many different UCM faculty members, but their closest adult allies on campus are the THRIVE staff and mentors. The Coordinator of the THRIVE Program manages daily activities of the program and supervises the Peer Mentors. The Coordinator also manages outreach through public speaking and recruiting potential THRIVE students. The Case Manager and Graduate Counseling Intern work individually with each THRIVE student to develop a person-centered plan, select courses, and plan internship experiences. THRIVE Instructors teach the THRIVE seminars and courses each semester. Two additional UCM staff members have other full-time jobs on campus, and are assigned part-time to the THRIVE Program. They work primarily at an administrative level, making sure the program runs smoothly and keeping track of all the paperwork. Names and contact information for all THRIVE staff are provided at the parent meeting on Move In Day.

THRIVE PEER MENTORS

THRIVE peer mentors are full-time students and part-time employees of the university who live in the residence halls with the THRIVE students. Mentors provide guidance and support after class hours and on weekends, balancing their THRIVE responsibilities with their own academic demands. These upper class level students receive training and support from the THRIVE staff and are seeking academic majors in special education, social work, psychology, or education. They are hired specifically for the THRIVE program and have expressed a strong desire to support students in their campus experiences. Mentors are the foundation of our support network outside of class time. When on duty, they schedule and supervise the study hall, organize social activities, and are available to provide evening and weekend support.

VOLUNTEERS

Volunteers are UCM students, many of whom are majoring in education or other related fields of public service. Many faculty and staff also volunteer their time to work with THRIVE students. Volunteers may plan group activities in the residence halls, such as ice cream socials or game night, provide support in study hall, or go with students to campus activities as a buddy. Examples of past student/volunteer activities have included walking dogs on campus, playing one-on-one basketball, participating in physical activities at the UCM Student Activities Center, bowling, having meals together, or just hanging out and watching movies in the residence hall. Volunteers must complete an interview with THRIVE staff and pass a background check prior to working with students.

COURSEWORK

Like most freshmen at UCM, all THRIVE students are required to participate in an orientation seminar (THRIVE Seminar I). All THRIVE students are initially enrolled as a group and have a common first semester course schedule designed to provide opportunities to:

- become oriented to the campus;
- gain organizational skills;
- participate in assessment of student skills and interests in academic (reading, language arts, math, communication) and vocational areas;
- experience integrated academic and social activities with THRIVE and typical peers.

The course descriptions at the end of this document outline the two-year sequence of THRIVE courses and internship experiences. These vary somewhat after the first semester, based on student ability and interest, and on course schedules and availability. A semester schedule is provided prior to the beginning of each term. A syllabus for each course is also provided by the instructor, explaining course objectives, assignments, and due dates. Syllabi are usually posted online in Blackboard; students and their families can access them to view or print.

THRIVE COURSE ASSIGNMENTS

The following guidelines were created to assist our students in becoming responsible college students. These guidelines are followed in THRIVE courses to assist students in (a) understanding how college courses generally work, (b) requesting the help they need, and (c) completing their assignments on time. Instructors in regular UCM classes may have different expectations, which are explained in the course syllabus.

- All assignments are to be completed and submitted *at the beginning of class* on the due date. The instructor will specify *how* students are to submit the assignment—for example, on Blackboard, by email, or by handing in a paper. Most assignments must be typed.
- Students generally will receive support from the instructor and/or a mentor/volunteer prior to the due date of the assignment, but it is the student’s responsibility to ask for help if he/she does not understand the assignment or needs assistance completing it on time.
- All in-class work that is not turned in on time will become the responsibility of the student to complete as homework. It will be due at the beginning of the next class period.
- Points will be deducted for assignments that have been turned in after the due date.
- Assignments will not be accepted one week after the due date, and will be scored as zero.

Accommodations and modifications to regular course expectations will be arranged through the UCM Office of Accessibility.

PARTICIPATION IN OTHER UCM COURSES: NON-CREDIT

Initially, all THRIVE students take courses on a non-credit basis. During each semester of the program, students are enrolled in THRIVE courses (attended only by their cohort) as well as in typical courses from the UCM catalog. The first semester, these integrated courses are selected for them, and they attend as a group. For example, during the first semester, groups of six students will be enrolled in an eight-week session of Bowling, followed by an eight-week session of Valuing Differences in groups of six (six THRIVE students with 15-20 typical UCM students per section). Also during the first semester, students work in Person Centered Planning to identify courses they might like to take as electives during subsequent semesters. These courses may be chosen to develop academic skills, or based on recreational or vocational interests. Although these courses are not taken for college credit, students are expected to attend regularly, participate fully, and complete assignments and tests to the best of their ability.

PARTICIPATION IN OTHER UCM COURSES: FOR CREDIT

In addition, a goal of the THRIVE program is that highly-capable students may be offered the opportunity to receive credit in typical UCM courses, based upon the student’s interest, career goals, and ability. To be eligible for enrollment in typical UCM courses *for credit*, students must meet the following criteria during the first semester:

- Demonstrate success in THRIVE coursework. This is determined by the instructor, based on 80% or more of the possible points, good attendance, and a midterm grade of Progressing or Mastery.
- Demonstrate success in non-THRIVE (typical) courses. This is determined by the THRIVE staff, in consultation with UCM faculty, based on attendance, effort, and assignment completion that demonstrates they could achieve a grade of C in the class.
- Demonstrate overall accountability in working toward THRIVE program goals. This is determined by THRIVE staff, based on progress report data showing consistent 4s in all areas (see sample reports in Appendix B at the end of this paper).
- Academic skills and aspirations. Student expresses a desire to pursue a college degree; assessment results and coursework demonstrate the ability to function at the college level, with appropriate accommodations as needed.
- Behavior. Consistently follows rules and meets expectations of the program, with no major rule infractions or disruptive behaviors in class, the residence hall or in the community.

Students wishing to take classes for credit but not meeting these criteria by the end of the first semester may be re-evaluated at the midpoint of subsequent semesters.

CAREER GUIDANCE AND INTERNSHIPS

Providing career guidance, internships, and vocational experiences is a critical part of the mission and curriculum of the THRIVE program. During the first semester, students explore their skills interests in Person Centered Planning, and identify internship preferences. In the second semester, students begin working on “soft skills” in the THRIVE Workplace and Community Skills class. They develop a resume and practice mock interviewing. During the third semester students participate in on-campus internships (Internship I); some may participate in community-based vocational experiences, based on skill level as well as the interests and goals outlined in their person-centered plan. Generally, students are introduced to the internship site gradually, beginning with 8-10 hours per week and increasing to 20 hours per week by midsemester. During the fourth semester, students will either complete Internship II in a second site on campus, or in the community. Internship is individualized, although students with similar interests may be placed in the same site. It is critical that students regard their internships as an important component of their college education and a required part of completing the THRIVE Program. Maintaining a high level of punctuality and attendance is mandatory for an internship to be successful.

ORAL COMMUNICATION AND COUNSELING

Although coursework and internship are central components of the THRIVE Program, being able to communicate well with others and develop healthy social relationships also are critical to self-determination. Therefore, based on individual assessment results, all THRIVE students participate in activities designed to improve oral communication and interpersonal relations.

THRIVE students each receive a free hearing and oral communication screening through the Welch-Schmidt Communication Disorders Center on the UCM Campus. Along with other academic and social intake assessments, the communication evaluation allows us to assign THRIVE students—based on skills and needs—to individual and/or group activities designed to develop communication and self-advocacy skills. Some students may work on individual issues related to modulating voice tone and volume; others will work on building a functional vocabulary for workplace and community; many participate in pragmatic language groups focused on building interpersonal communication skills. The evaluations and sessions are conducted by graduate and upper-level undergraduate students studying Communication Disorders. They are supervised by a licensed speech-language pathologist.

THRIVE students also participate in individual counseling. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. THRIVE students may address issues most all new college students encounter, such as transition from home to college, independent living, career exploration and learning to deal with roommate concerns. Counseling is provided by graduate interns in the Counselor Education Program Training Center under the supervision of a member of the Counselor Education Program faculty. All faculty are Licensed Professional Counselors with extensive experience working with a variety of populations. Counseling sessions are confidential, and information is only shared with THRIVE staff and parents with student permission, or when there is a safety concern.

ACCOMMODATIONS/MODIFICATIONS

UCM has more than 12,000 students, and over 700 of them have self-reported a documented disability that affects their participation in classes. Each THRIVE student meets individually with the Office of Accessibility Services in the Student Union to review the accommodations and modifications they found helpful in high school and to determine what type of assistance may be needed at UCM. Common accommodations include: extra time to complete assignments or take tests, taking tests in the accessibility office, being paired with a nondisabled

student note-taker, and using audio textbooks. The Office of Accessibility Services will notify faculty of accommodations students will use, but it is the student's responsibility to self-advocate when necessary, and to follow through with picking up recorded materials and keeping appointments with tutors and proctors.

GRADING/REPORTING/RETENTION POLICY

The THRIVE staff reviews each student's progress toward academic and social goals within the context of the THRIVE coursework. Weekly progress information is collected in a variety of ways, from student's weekly progress sheet (sample attached in Appendix B), from the residence hall sign-out sheet, from study hall attendance, and by regular email contact with non-THRIVE faculty members. Formal reviews occur at the middle and end of each semester, or in response to significant concerns with student achievement or behaviors. Midterm and end-of-semester progress summaries are emailed to the student with copies to parents within two weeks of the end of the grading period. The progress reports include information from THRIVE classes, non-THRIVE classes, weekly progress sheets, and from all program activities (Person-Centered Planning, language and counseling appointments, internship evaluations).

A student may be placed on probation or dismissed from the THRIVE program if the following guidelines are not followed:

- Student regularly attends, displays active participation in, and seems to benefit from coursework.
- Student participates in social activities on campus.
- Student follows the UCM Code of Conduct as published in the UCM student planner, follows housing rules, and follows program rules and expectations.
- Student displays behavior that is respectful to staff and other students (does not bully, harass, threaten, or in any way endanger self or others).
- Student displays an acceptable level of emotional and behavioral stability to allow for increasing independence in academic, vocational, and social activities.
- Student makes acceptable progress toward program goals and appears to benefit from program participation.

Students who are dismissed from the THRIVE program or who leave the program voluntarily without completing may reapply for consideration with the next cohort. Students who leave the program due to illness or family emergency may also reapply. Each situation is considered individually, based on the student's performance in the program and availability of a slot.

RESIDENCE HALL LIVING

For the THRIVE program, residence hall living is a critical component. UCM Housing adapts to students' needs to ensure reasonable accommodations that might be necessary are handled effectively and in a timely manner. Living on campus is an integral part of the "complete" college experience. The student is part of a community where he/she can grow and experience life independently, yet have support needed to excel in THRIVE and on campus.

Student mentors live on the hall, share suites with the THRIVE students, and provide additional support to ensure that a beneficial level of social integration and success is experienced by each student. THRIVE students are assigned to a double room with a roommate. Students are expected to share in the cleaning and restocking of their bathrooms (e.g. toilet paper). As in all residence halls, THRIVE students live in a co-ed hall with roommates/suitemates of the same gender.

THRIVE students must abide by the rules established for freshmen residence halls. THRIVE students must sign in and out when leaving the halls at night and on weekends, and abide by the THRIVE curfew unless they are attending University events or with their parents. Students are expected to be on the floor in the residence hall by 10 p.m. Sunday – Thursday and by 11 p.m. on Friday and Saturday. We expect THRIVE students to respect—at all times—the needs of all students for quiet time to study and sleep.

RELEASE AND EXCHANGE OF INFORMATION

When young people reach 18 years of age, they have the rights and privileges of adults. The University of Central Missouri is legally prohibited from releasing the information contained in the student's educational files to anyone except the student, in accordance with the Family Educational Rights and Privacy Act (FERPA). University Health Center and Counseling Center are prohibited from releasing information regarding students' medical and counseling information, in accordance with the Health Information Privacy & Protection Act (HIPPA).

There are three ways in which confidential student information is released to persons other than the student:

1. In order for individuals other than the student to have access to student educational files such as financial aid information and student accounts, the student must complete the Authorization for Release of Information and return the form to the THRIVE office where it will be shared with the Office of Student Affairs. *THRIVE Students are required to sign this form as part of the admission*

process. This form does not apply to medical or psychological records in accordance with HIPPA regulations.

2. Students must contact the University Health Center or the University Counseling Center to obtain the necessary form for HIPPA release of medical or psychological information from their programs. UCMI provides an informed consent for THRIVE Counseling.
3. Some parents have legal guardianship of their adult age students. A copy of this legal document on file with THRIVE satisfies the above approval. The guardianship information is also shared with the Office of Student Affairs.

All students must complete the FERPA form which allows the THRIVE staff to share information with other faculty or staff, as well as with parents. This permission is given with the understanding that only information necessary for the purposes of accommodation and academic progress will be communicated on a need to know basis. THRIVE students or their guardians must also sign a Risk and Release form before the school year begins. The required forms are made available by the THRIVE Office after students have been admitted.

SUMMARY

The THRIVE Program at the University of Central Missouri continues to provide young adults with special needs an invaluable experience that would have been unheard of only a few short years ago. Now in its third cohort, THRIVE is providing an opportunity for these “special scholars” to graduate with an AA degree, join the workforce, live independently, and become valued members of their communities. THRIVE is, indeed thriving and hopes to do so for many years to come.

*The bulk of the remainder of the paper was taken largely from informational publications about the UCM THRIVE Program including the *University of Central Missouri THRIVE Handbook: Empowering students with intellectual and developmental disabilities to be independent, participating members of their communities*. The author acknowledges the contributions of Drs. Barbara Mayfield and Joyce Downing, co-directors of the UCM THRIVE Program for the use of those documents.

References

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- Wagner, M., Newman, L., Cameto., R., Garza, N., & Levine, P. (2005). *After high school: A first look at the post-secondary experiences of youth with disabilities. A report from the National Longitudinal Transition Study-2 (NLTS-2)*. Menlo Park, CA: SRI International.

APPENDIX A:

TYPICAL TWO-YEAR THRIVE COURSE SEQUENCE

Semester 1

THRIVE Seminar I: Freshman Seminar – Introduction to college life: expectations, campus orientation, campus activities; Independent living skills: managing time, staying organized, setting goals; Lifelong learning: introductory learning and study skills (5)

Person-Centered Planning – Identifying strengths, needs, and aspirations; setting individual learning, social, vocational, and independent living goals; developing a person-centered plan for THRIVE and beyond; completing individual and group activities based on person-centered plans (1)

Independence and Daily Living Skills – A series of weekly topical seminars featuring presentations by faculty representing student areas of interest as well as those related to self-determination goals. Topics will include: exercise, nutrition and wellness; personal hygiene, health, and sexuality; personal safety; workplace skills; and exploring careers (2)

Academic Skills – Assessing present level of performance in academic skill areas (reading, language arts, math, and communication); scheduling individualized prescriptive activities and assignments to be completed by the student. NOTE: *Some activities will involve face-to-face individual or group interaction; others will be completed online.* (Individualized, NC)

Beginning Bowling* – Fundamentals and participation in bowling (1)

Recreation/Fitness Course* – Varies, based on interest and course availability (3)

Valuing Differences: Discovering Common Ground* – Explores personal, experiential, and interactive issues relating to race, gender, class, and culture including ways that culturally diverse populations enrich society through differences and similarities (1)

Technology Literacy* – Basic computer skills needed for college including Microsoft Office; internet for research, communication, and social networking; introduction to Blackboard software; overview of assistive technology; individual technology skills assessment. (2)

Semester 2

THRIVE Seminar II: Learning Strategies – examines a variety of study skills that can prepare students for college- level learning and studying. Among the strategies presented are taking notes, reading textbooks, processing information, managing time, setting goals, taking tests, and understanding learning styles. (3)

Workplace and Community Skills – Students will learn about the process of career development and planning, which includes self-assessment, job search strategies, awareness of workplace issues, and decision-making. This course will also guide and assist a student’s exploration into their current self-concept, their abilities and strengths, their framework for accomplishment, and self-evaluation. It will explore the concepts and practices of self-determination and person centered planning as tools to help individuals recognize or identify their aspirations (goals) and the supports needed to attain these goals. Students will develop skills that, along with education, can lead to achieving personal goals and career success. (3)

Person-Centered Planning – Continues from Semester I (1)

Academic Skills – Continues from Semester I (NC)

Personal Math – Utilizes fundamental math in its application to everyday tasks such as check writing, record keeping, making change, purchasing, and measuring. (2)

Recreation/Fitness Course* – Varies, based on interest and course availability (3)

Additional non-credit course(s)* – In Person-Centered Planning, each THRIVE student will be assisted in choosing a course from the UCM catalog that matches his/her interests or career path. Generally these will be freshman or sophomore level courses with no prerequisites. Selection will also be affected by the student's performance in the previous semester courses. (Varies, typically 3)

Semester 3

THRIVE Seminar III: Transition Planning I – Examines the skills necessary to move from the classroom to employment and independent living. Topics include communication, making a good impression, punctuality, accountability, responsibility, self-advocacy, and workplace relationships. Specific situations/expectations that are presented in the student's internship will be discussed. (3)

Person-Centered Planning – Continues from Semester I (1)

Academic Skills – Continues from Semester I (NC)

Recreation/Fitness Course – Varies, based on interest and course availability (3)

Internship I – Based on student interest and skills, an appropriate internship site on the UCM campus will be selected and negotiated with the relevant department or program. Prior to placement (generally during the first two weeks of the semester) students will meet individually and as a group with the THRIVE case manager to update their resume, discuss job expectations, and practice mock interviews. After successfully interviewing for the internship position (usually in week three), students will negotiate their individual schedule with the site supervisor. Generally, we recommend students start with a schedule of 8-10 hours per week, increasing their load and responsibility to 20 hours per week by the middle of the semester. (5)

Additional non-credit course(s)* – In Person-Centered Planning, each THRIVE student will be assisted in choosing a course from the UCM catalog that matches his/her interests or career path. Generally, these will be freshman or sophomore level courses with no prerequisites. Selection will also be affected by the student's performance in the previous semester courses. (Varies, typically 3)

Semester 4

THRIVE Seminar IV: Transition Planning II – A continuation of the Transition Planning I course. Topics covered in the course will include employer and employee expectations, desired basic employment skills, business and job etiquette, and the responsibilities of independent living. Specific situations/expectations of the internships will be discussed. (3)

Person-Centered Planning – Continues from Semester I (1)

Academic Skills – Continues from Semester I (NC)

Recreation/Fitness Course – Varies, based on interest and course availability (3)

Internship II – Based on student interest and skills, an appropriate internship site will be selected at UCM or in the community. Specifics of the internship will be negotiated with the relevant department or program by THRIVE staff. Prior to placement (generally during the first two weeks of the semester) students will meet individually and as a group with the THRIVE case manager to update their resume, discuss job expectations, and practice mock interviews. After successfully interviewing for the internship position (usually in week three), students will negotiate their individual schedule with the site supervisor. Number of hours is expected to be no more than 20 hours per week. (5)

Additional non-credit course(s)* – In Person-Centered Planning, each THRIVE student will be assisted in choosing a course from the UCM catalog that matches his/her interests or career path. Generally these will be freshman or sophomore level courses with no prerequisites. Selection will also be affected by the student's performance in the previous semester courses. (Varies, typically 3)

THRIVE students will take their examinations in the Office of Accessibility Services, and will need to make arrangements to do so in advance. Students will return home on the last day of classes prior to finals week, unless they are taking a course for credit or have a performance-based final (e.g., passing CPR demonstration, giving oral presentation).

Course Alignment with ARC Self-Determination Scale Skill Areas

ARC 1a Independence – Milieu

1b Workplace and Community Skills, Seminar IV

1c-Milieu, Seminar I

1d-Seminar I, Valuing Differences, Milieu

1e-Seminars, Workplace and Community Skills

1f-Independence and Daily Living Skills, Personal Math, Milieu

2a-Workplace and Community Skills, Transition Planning I and II

2b-Transition Planning I and II

3-Independence and Daily Living Skills, Person-Centered Planning

4-Independence and Daily Living Skills, Person-Centered Planning

THRIVE BLACK TEAM Spring 2012

WEEKLY PROGRESS REPORT

	Accountability					Participation					Empathy					Cooperation					Self Care				
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THURSDAY	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
• Learning Strategies																									
• Work/Comm Skills																									
• Personal Math																									
• Residential Life																									
• PLATO																									

FRIDAY	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
• PE																									
• Learning Strategies																									
• Residential Life																									
• PLATO																									

SATURDAY	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
• Residential Life																									
• PLATO																									

SUNDAY	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
• Residential Life																									
• PLATO																									

MONDAY	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
• PE																									
• Learning Strategies																									
• Residential Life																									
• PLATO																									

TUESDAY	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
• Learning Strategies																									
• Work/Comm Skills																									
• Personal Math																									
• Residential Life																									
• PLATO																									

WEDNESDAY	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
• PE																									
• Learning Strategies																									
• Residential Life																									
• PLATO																									

TO DEPOSIT

Weekly TOTAL																									
<i>by Category</i>																									
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THRIVE PROGRAM EXPECTATIONS

- **First and foremost - be a successful student**
 - Be prepared for class
 - Be punctual; attend every class and appointment
 - Complete every assignment on time, and to the best of your ability
 - Attend study hall when you are assigned
 - Carry your weekly progress report and work on your own goals

- **Respect every individual**
 - No bullying
 - No gossiping
 - Mind your own business (MYOB)

- **Respect other people's space and privacy**
 - Be considerate of your roommate and suitemate when inviting visitors to your room
 - Always knock or look for signs indicating IN/OUT, Busy/Studying etc. before entering anyone's room
 - Only enter a room if the resident is present and gives permission for you to enter
 - Quiet Hours are from 9:00 P.M. until 10:00 A.M. Sunday - Thursday, midnight - 10:00 A.M. Friday and Saturday. "Quiet hours" means that you are out of the hallway, and that music and conversation from your room can't be heard three rooms away.

- **Keep yourself and others safe**
 - Absolutely no alcohol, drugs or weapons on the THRIVE floor
 - Always lock your door and keep your key with you
 - Sign in and sign out each time you leave the building during the evening or weekend
 - Observe the THRIVE curfew - Be back on the THRIVE floor by 10:00 pm Sunday-Thursday and 11:00 pm Friday-Saturday unless signed out appropriately. You may be on another floor of Ellis if attending an official event, but should still sign out.

- **Demonstrate respect for yourself**
 - Keep track of your own belongings. (No borrowing/lending of money, cell phones, or other items)
 - If you are sick, stay in your room. Use good hygiene. WHACK the FLU!

- **Respect the Mentors – They are students too**
 - Contact the mentor in case of any emergency or questions
 - Look at the 'Mentor on Duty' sign
 - Only call/text the mentor or CA who is on duty

- **Make sure your guests are aware of the THRIVE expectations;** visitors who do not follow the rules may be asked to leave the floor

Consequences for failure to follow expectations:

- 1st – Verbal warning
- 2nd – Write up. Staff and Mentors are notified; parents may be notified at staff discretion
- 3rd – Hearing with panel of Staff and Mentors; parents will be notified