

STAGES OF LEARNING DEVELOPMENT FOR ADULTS WITH DOWN
SYNDROME WHEN PURSUING HIGHER EDUCATION

REPORT AND ACTION PLAN
PRESENTED BY

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Dedication:

*This project is dedicate to those striving to be their best, to life a life of humble service to others,
and to make a positive contribution to the world in which we live.*

Abstract:

Human beings are living social entities who are constantly changing their feelings, identities and perceptions of the world. In the same way communities are a growing “living” organism that are constantly transforming or changing its way of interacting with the environment. As the size and complexity of today’s most human systems increase, new approaches must be developed to effectively design and create solutions that seek to create a positive impact in our society. The purpose of my project was to model the importance of encouraging adults with Down syndrome to pursuing higher education in a university by highlighting people’s capacities as community builders. For this project, a new type of teaching and learning is created. This project highlights that adults with Down syndrome can learn new ways of thinking and behaving towards future goals and dreams as professionals in the workforce. I strongly believe that it is important to have the learning principles to back up your opinion, but also it is essential to know how to apply those principles into facts. In order to understand how these learning principles apply to facts, a person needs to be encouraged to be part of the decision-making so we can accomplish creative solutions. Being there as a facilitator and coach by asking questions which will promote a deeper understanding about the subject. My project uses a cycling questioning (continuous feedback with the student), which applies positive reinforcement in an optimistic environment where family, professor and classmates work together. This type of learning can transform even the direst conditions. There is no absolute solution to, and certainly no justification for, denying accessible education for adults with Down syndrome, but it is important that nations, authorities, universities, high schools and leaders of a community play their own small roles in bringing people with disabilities into society and the workforce.

The importance of parent’s input about the autonomy and quality of life in adults with Down syndrome is a key component for making inclusion work. It is important to take in consideration that as the world have become globally interdependent nations, authorities, communities and most of all people, are embracing a holistic and open perspective about accessible education which will enable an effective dialogue. Making connections between people and their community’s authorities can be accomplished by understanding and appreciating

differences between both groups. Choosing to work together by respecting our differences is a critical choice that will shift an individualist view into a more collective one. It is important to highlight that there is the need of legitimate authorities in order to have a more effective force. People's conflict resolution cannot be taken alone or separated from each other's social environment nor the institutions that represent them. As mentioned by Thomas Hobbes (XVII-8, 108), "to a man nothing is so please in his own goods as that they are greater than those of others." Conflict resolutions need to take in consideration the whole society; including those adults with Down syndrome who are hoping to have a brighter future through education.

Introduction:

To commit to being a facilitator, one must create time to reflect in order to understand the big picture when facilitating university students with Down syndrome. The project's mission is to encourage a safe and welcoming environment in a university, where participants can feel comfortable to flourish without judgement. In addition to discussing the foundations of accessible education in Canadian universities, I also introduce a new method of learning which highlights the importance of self-discovering when trying to attain a deeper understanding about specific issues. Important elements include understanding what it means to be part of community (i.e university) as well as defining what makes a university student- university's code of rights and duties, accreditations, tuitions fees and certification.

Having a shared vision and a common purpose will make participants active agents of change. In fulfilling this role, participants will learned the importance of autonomy, perseverance and hard work which will boost hi or her sense of security. This is a tremendous responsibility, as well as an opportunity to reinforce self-reflecting values such confidence, self-acceptance and skills in problem-solving. Gaining a sense of control and recognition by others can also make the participant feel more comfortable when facing daily challenges as a university student, which can encourage you to take on more difficult tasks in order to learn from them.

The project's goal is to envision a community that will leave any stereotypes towards adults with Down syndrome at the door and embrace the opportunity for them to get involved. Paving the way for string minded and self-confident adults through cognitive, physical and emotional growth learning techniques will bring both individual and societal benefits. Introducing adults with Down syndrome to the workforce will boost Canada's social capital which is a benefit for all constituents. Moreover, adults with Down syndrome have several capabilities that are being misused. We need a shift of focus in order to show the world the joy and benefits they can bring to our society. It is important to highlight that adults with intellectual disabilities, such as Down syndrome, have the right to participate fully in the society and to have

an independent living. This project will argue that an account of right of higher education is an essential principle of full integration. Rights and freedoms are key themes related to inclusion and quality of life. Well-being is restricted if individuals do not have freedom, rights and responsibilities within society. This applies clearly to adults with Down syndrome. As with the general population, people can exercise rights if they have basic abilities and opportunities.

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A. PROGRAMING PROFILE:

There is a need for a new type of leadership and programing model when designing opportunities for adults with Down syndrome when pursuing higher education. Facilitating the learning process of participants can be done in a variety of ways and requires a holistic perspective from both the individual and the environment (i.e. universities.) With assistance from family and caretakers, many adults with Down syndrome have developed the skills required to hold jobs, to live semi-independently and pursue higher education.

Education is an important factor for a person sense of self-esteem and control over their lives. We seek to encouraging adults with Down syndrome to achieve a high level of autonomy in their community by promoting a deeper understanding about specific issues. It is important to highlight that a person with an intellectual disability encounters two types of difficulties when moving towards a state of autonomy. On the one hand there is the difficulty represented by the person with disability and on the other, attitudes of fear and the ambivalence of the environment (i.e. universities, the student body) This last could interfere with the attainment of the level of a person's potential for success. This project seeks to decrease a protective and solicitous attitude towards future university students with Down syndrome in order to encourage a high level of autonomy and independence. Understanding the different level of support offered by a facilitator requires a shift in focus from "you can't be part of it" to "you can't do it now but we will work together so you can be a part of it."

Principle, Philosophy and Values:

Principles serve as foundational centers of a person or entity (i.e. university.) Often unstated, values and principles are important underlying assumptions that give structure to a specific institution or social system. Community integration and attitudes from administrative employees in a university are perhaps the most important factor when facilitating the inclusion of students with Down syndrome. Indeed, attitude can be, and has been, the most troublesome barrier encountered. Often this negative exclusionary attitude extends from good intentions to excessive

claims such “they must always have a shadow or tutor.” This statement can be true when experiencing the environment for the first time but it does not apply in future experiences. Some claims are often based on assumption, and not on research or facts. Thus, by determining the project’s intrinsic nature (i.e. what’s the purpose), principles and value guide our behaviours and practices as facilitators. Moreover, each individual, regardless of age, sex or disability has philosophy (ies) about life, love, leisure, emotional intelligence and other abstract concepts. Factors that shape a person’s philosophy are the people, events and circumstances that form her or his values and beliefs. These factors include family, teachers, friends and potential classmates.

<p>Project’s Principle, Values and Philosophy:</p> <ol style="list-style-type: none"> 1. Equality 2. Accessible education 3. Social acceptance 4. Diversity <p>Target population’s Principle, Values and Philosophy</p> <ol style="list-style-type: none"> 1. Patience 2. Hard working 3. Positive attitude 4. Compassion 5. Passion 6. Creativity 7. Desired to keep learning 8. Acceptance 9. Diversity 10. Community Spirit 	<ol style="list-style-type: none"> 11. Making a difference 12. Respect 13. Personal growth <p>Facilitators’ Expected Principle, Values and Philosophy:</p> <ol style="list-style-type: none"> 1. Patience 2. Hard working 3. Positive attitude 4. Compassion 5. Caring for others 6. Passion 7. Community Sprit 8. Respect 9. Personal growth 10. Cognitive and emotional support
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B. A HUMAN RIGHT TO EDUCATION

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood¹. The life expectancy for people with Down syndrome has increased substantially. In 1929, the average life span of a person with Down syndrome was nine years. Today, it is common for a person with Down syndrome to live to age fifty five, with many living into their sixties and seventies. In addition to living longer, people with Down syndrome are now living fuller, richer lives than ever before as family members and contributors to their community. Many people with Down syndrome form meaningful relationships and eventually getting married. Now that people with Down syndrome are living longer, the needs of adults with Down syndrome are receiving greater attention.

The Council for Canadians with Disabilities (CCD) which was formerly known as the Coalition of Provincial Organizations of the Handicapped (COPOH), was created by people with disabilities in 1976, to provide support for all people with disabilities who seek the opportunity to go to school, work and have a family². The CCD is a national human rights organization of people with disabilities working for an accessible and inclusive Canada. In the 1970's, the CCD became a permanent part of the disability rights movement which, is a fluid entity that includes people with a range of different disabilities. Since the spring of 2009, the CCD Human Rights Committee has been involved in legal cases involving the interpretation of equality and people with disabilities³. The committee tries to achieve equality through encouraging more fair rules or laws for people with disabilities.

Accessible Education in Universities:

Adults with Down syndrome have developed are able to develop new the skills required to hold

¹ Universal Declaration of Human Rights, Art 1

² Conseil de Canadiens avec déficiences. *A Notre Sujet*, "Histoire." Canada. 2013.

³ Wikipedia. Council for Canadians with Disabilities. Wikimedia. Wikimedia Foundation Inc. Retrieved from en.wikipedia.org/wiki/Council_for_Canadians_with_Disabilities

jobs, to live independently and to succeed in a university. University students are exposed to different disciplines regardless their vocation. In fact, people can be exposed to the greatest works of fiction, history, biography, philosophy and science. This “exposure” will help a person think about “what kind of people they want to be”. It is important to highlight that many people have difficulty in discerning the difference between a need and a want or desire. A want or desire is typically something that people perceived as being needed. However does not necessarily address the physical, psychological emotional, spiritual or social needs of a human being. Wants and desires are culturally learned and are influenced by social experiences or trends⁴. In addition, they are based on previous experiences and knowledge. Having the need for achievement will serve as an internal drive for action which will encourage the participant's desire for significant accomplishment, mastering of skills, control, or high standards.

Why studying in a University? There are many reasons why study at a university, but I would like to highlight a basic human principal: “self preservation” in a global community. The development of social capital is one common outcome or benefit of including adults with Down syndrome in the workforce. It is important to highlight that social capital emphasizes a wide variety of quite specific benefits that flow from the trust, reciprocity, information, and cooperation associated with social networks. Social capital creates valuable opportunities for the people who are connected. This project seeks to create an equal and fair environment where people with Down syndrome can learn to give and receive feedback about social issues, job equality and useful information which are designed to help them achieve academic success. It is important to know that an inclusive education for people with Down syndrome allows continual access to:

- A. The richness of real life experience;
- B. Authentic problem solving opportunities;
- C. A wider curriculum;
- D. A naturally increased social network
- E. Developing a wide range of vocabulary and background knowledge.

⁴ Donald G. DeGraaf, Debra J. Jordan, and Kathy H. DeGraaf. (2010.) Programming for Parks, Recreation, and Leisure Services: A Servant Leadership Approach. Edition 3: Venture Publisher, p. 81-82.

Adults with Down syndrome Right to Learn

Higher education plays an essential role in the cognitive development of all adults. Adults with Down syndrome who choose to take this path will find very useful tools, which can enhance their participation as active constituents.

Education is a “Service” under the Charter:

The Charter of Human Rights and Freedoms secure the right of people with disabilities in the exercise of their rights to achieve social, school and workplace integration⁵. Moreover, section 1 of the Human Rights Code Amendment Act, 2006 guarantees the right to equal treatment in services, without discrimination on the ground of disability. Education, in its broadest sense, is a “service” within the meaning of the Code. The scope of educational services will include the mastery of knowledge, academic standards, evaluation and accreditation. It may also encompass the development of a student’s personality, talents and mental and physical abilities to their fullest potential⁶. It is important to highlight that at higher levels of education, formal educational services will be defined more narrowly and will focus increasingly on academic standards and accreditation such finishing all required courses.

Support Systems and Legislations

People with Down syndrome are entitled to exercise their civil, political, social, economic and educational expression rights on an equal basis with others. Disability summarizes a great number of different functional limitations occurring in any population in any country of the world. People may be disabled by physical, intellectual or sensory impairment, medical conditions or mental illness. Such impairments, conditions or illnesses may be permanent or transitory in nature⁷. Nevertheless, people with intellectual disabilities, such as Down syndrome, have the right to participate fully in the society and to have an independent living. This program

⁵ Charter of Human Rights and Freedoms, art 86, PART III Affirmative Action Programs

⁶ Commission ontarienne des droits de la personne (2004). L’éducation est un service selon la Lettre du Code. < Guidelines_on_accessible_education.pdf >

⁷ Nations Unies (1994.) *Standards rules on the Equalization of Opportunities for Persons with Disabilities*. Introduction. <United Nations-Enable>

planning will argue that an account of right of higher education is an essential principle of full integration.

Educational authorities in Canada affirmed that education is essential to enable a person with disability to function in society and that all people, regardless of their handicap, should benefit from it. All people with physical, intellectual and mental disability are capable of benefits from program of education and training; they are capable of achieving self-sufficiency. The mission of the National Action Plan for People with disabilities is to realize that society should be required to meet every educational need of a handicapped person and how public and private organization can best carry out this responsibility (federal, state or local). To most disability rights movement “disability” is not an inherent trait of the “disable” person. Rather it is a condition that results from the interaction between physical or mental characteristic labeled “impairment”⁸. The World Health Organization issued a widely definition that distinguishes among *impairment* (“any loss of psychological, physiological, or anatomical function”), *disability* (“any restriction of ability to perform an activity within the range considered normal for a human being”), and *handicap* (“a disadvantage for a given individual, resulting from an impairment that limits the fulfillment of a role that is normal for that individual”⁹.)

Having the presence of authority is crucial when trying to implement a positive change in society: “if there no be no power erected...every man will, and may lawfully rely on his own strength and art.” (XVII-2, 106.) Giving this argument, the presence of an authority figure will facilitate the process of safeguarding the peace and stability in society: “he that voted for it as he that voted against it, shall authorize all the actions and judgments of that man...to the end, to live peaceably amongst themselves and be protected against other men.” (XVIII-2, 110.) This passage talks about the importance of respecting an elected politician but also, it could be interpret it as if institutional authorities will enable the development of self organization, collaboration and a deeper understanding of self and others.

It is important to highlight that the provincial government is responsible for education in Quebec through the Ministry of Education, Recreation and Sport. Higher education in Quebec is available

⁸ Bagenstos, Samuel, R. (2009) Law and the Contradictions of the Disability Rights Movement. Yale University Press. P. 6.

⁹ Townsend, E. Ryan, B. Law, M. (1990) Using the World Health Organization’s International Classification of Impairments, Disabilities, and Handicaps in Occupational Therapy. Vol 57: No 1. P. 17.

in both English and French at all levels. Moreover, Canadian constitutional law is the area of Canadian law relating to the interpretation and application of the Constitution of Canada by the Courts.¹⁰ All laws of Canada, both provincial and federal, must conform to the Constitution and any laws inconsistent with the Constitution have no force or effect. The system can be illustrated as follows:

1. Constitutional law
 - a. Provincial law in Quebec (Art. 15.1 *Equality Rights* Canadian Charter of Rights and Freedoms and people with disabilities)
 - b. State Constitution (especially provisions about accommodation mandate)
 - c. Local Charter (especially provisions creation schools and job opportunities)
2. Legislature (legislative body)
 - a. Canadian Parliament (e.g., The Federal Disabilities Act)
 - b. State (e.g., equal job opportunities legislation)
 - c. Local (e.g., companies policies establishing job opportunities for people with disabilities or/and universities authorities such Deans, professor and administrative staff that promotes diversity among the campus.)
 - d. Regulations
 - i. Provincial (especial education programs such as disability related team: family doctors, associations such the Council for Canadians with Disabilities which have participated in many researches.)
 - ii. Local (e.g., informational workshops, symposiums, a specific community supporting a liable cause)

¹⁰ Walker, Julian (2011). Government of Canada Responsibilities for Domestic and International Human Rights. Canada: Library of Parliament. P-2 <<http://www.parl.gc.ca>>

C. PROGRAMING FOR ADULTS WITH DOWN SYNDROME

Objective and Subjective Components:

Learning is an essential part of being human. Different objective and subjective components in human beings can have a large impact on individual perception of others. These components include elements of identity we notice upon seeing and meeting people. For instance: cognitive capabilities are elements that may provide useful information about a person. Other secondary dimensions could be information related to the person family status, religion or socioeconomic status. It is important to highlight that a facilitator should be aware of these elements in order to implement an accurate action plan. It is important to understand that physical and cognitive ability issues cannot be ignored. Inclusion represents an approval and an advancement of the social value of equity where inclusive education is enlightenment. Having an inclusive society seek to have a united society, confident and strong where all people, regardless of their disability, gender, ethnicity and socioeconomic status must be equally valued members of society.

Defining Intellectual Disability

Down syndrome is caused by the presence of an extra chromosome 21 in either the sperm or the egg cell. Chromosome 21 is the smallest of the human chromosomes and contains about 225 genes. The majority of people with Down syndrome (95%) have trisomy 21 (an extra chromosome 21 in all their cells), some 3-4% have a translocation form of the extra chromosome (where the extra chromosome 21 is attached to one of a different chromosome pair) and about 1-2% are mosaic (only some cells are trisomic, the rest are not trisomic)¹¹ However, the type of chromosome pattern does not significantly alter the pattern of learning difficulties that usually accompany Down syndrome. Adults with the mosaic form (only some cells are trisomic, the rest are not trisomic) may be less delayed in some areas of development but seem to experience a similar profile of language and learning difficulties. In the past, the intellectual or mental development of adults with Down syndrome has often been described in terms of IQ (Intelligence Quotient) calculated on the basis of the individual's performance on an IQ test. The

¹¹ Down syndrome WA (2009). *What is Down Syndrome?* <<http://dsawa.asn.au>>

majority of research studies into the mental development of individuals with Down syndrome have used this type of measure. However, IQ tests have limited practical value. They tell us little, if anything, about the speech and language skills of an individual, whether or not he or she can read to a level that is useful, make a meal, use public transport or behave in a kind and socially appropriate way¹².

Defining Sources of Support

Defining the source of support prepares us for the future. Clues to understand an organization purpose can be found in its founder's aspirations, and in the reason why an institution or a human system exists. So, researching the University's purpose was helpful when implementing the project. Following some core values listed on the University website and personal experiences, I found that this institution seeks to transform the individual, strengthen society and enrich the world. The purpose of defining the sources of support when implementing the project is crucial for its success. Facilitators must be aware of cultural differences in the system¹³. For instance the University provides students with different and original ways of exploring their interests. Following this principle we can interpret it as if the "cultural" system of the organization is flexible. One step of facilitation was to identify cultural differences between the university system and its sub systems (sub cultures.) This strategy seeks to determine how those differences may affect change implementation. As a facilitator, I used both an emic (account comes from a person within the culture) and etic (analysis of cultural phenomena without participation in the culture) distinction of cultural difference and change implementation to explain deviation from planned change. For instance: the participant requested to take a in-class mid term exam at home, this request was accepted only in case of emergencies (physical injury) but could not be used repetitively. There was a deviation of the Project by the participant from what was initially intended. Therefore, a facilitator must know to distinguish the variation in climate and expected roles. And, it is this new "discovery" that ultimately helped the participant to see deeper concepts in the organization culture (rules of the university.) It is important to highlight that organizations may never fully know the purpose, just as people never fully discover their purpose in life. But

¹² Buckley, Sue. (2000). Living with Down syndrome. United Kingdom: The Down syndrome Educational Trust. <www.kentwideds.org>

¹³ Schein, E. H. (1990). Organizational culture. *American Psychologist*, 45(2), 109-119

choosing to work together by embracing relationships and using role maintenance is a critical choice that shifts an individualistic view into a more collective (being part of the group.)

4. **Workshops, Centre for students with disabilities in universities, Advocacy centres, counselling & development drop-in centers:** The project was implemented with the help of the Access Centre for Students with Disabilities (ACSD) at Concordia University. The ACSD is responsible for providing assistance to students with disabilities to facilitate their right of access to educational opportunities and services as well as their integration into university life. It provides this service in collaboration with students, faculty, and staff. The ACSD is an incredible centre that raises necessary social awareness about what needs to be done to better the lives of students at Concordia University. Moreover, it encourage students to reach their full potential by becoming productive members of the student body. Therefore, their contribution help ensuring the success of the project in reaching equal rights for adults with Down syndrome who are pursuing higher education. Free-university's workshops can help creating a safe environment where a participant can feel part of a group. Adults with Down syndrome can improve their social skills and reinforce their trust towards the unknown by participating in university's workshops. This will enhance the chances to feel part of a bigger community. Moreover, face-to-face workshops and positive reinforcement will show adults how to communicate effectively as well as the significance of teamwork, cooperation, goal-setting, self-discipline, respect for others, and the importance of rules. Workshop will also enable participants to take risks and learn how to manage failure and success in a safe and supportive environment.

Defining the sources of support in the university will help the facilitator open his or her mind to opportunities. As mentioned by Helen Keller, "often we look so long at the closed door that we do not see the one which has been opened." It is important to highlight that this Project aims to allow student with Down syndrome developing skills they can apply in other aspects of their lives. I strongly believe it is important to focus on the present but we must also look for positive outcomes in the future. This project seeks to make a substantial impact on the community and future generations. The facilitator must work together with different source of support. Some community roles adopted by the facilitators are as follows:

- A. Undertaking planning, research, and development

- B. Establishing infrastructure
- C. Delivering programs and services to the participants
- D. Collaborating and establishing positive reinforcement
- E. Advocating and secure external contributions that will ensure their success
- F. Engaging and empowering community by interviewing volunteers (university students).

Accessible education extends over a lifetime. It involves much more than books, workshops and self-determination. Indeed, one way to secure equal access to higher education is through the support of different organization and institutions. Working towards increasing the chances of success for adults with Down syndrome in a university can be done by implementing better programs, providing bursaries, fundraisers, and awareness campaigns. As mentioned by Frederick Douglas, “Without struggle there is no progress.”

2. **Family and Social systems: The importance of parent’s perceptions:** Identify future social as interaction between the participant and classmates, professors or family members are key components when facilitating. Social planning helps directing the project’s goals in a very rational and logical distribution of resources. It is important to highlight that parents must let the adult with Down syndrome to do as much as they can for themselves. People who manage conflict well at school, work and home have an advantage. The issue is not where a person with Down syndrome will experience conflict or stress (as many other students) but how she or he decides to process it. Parent’s support is both necessary and acceptable. I recommend parents to see the “unknown” as an opportunity to learn with their child. Working together towards managing situations will help us finding a common ground. *All* are capable of learning and achieving things in life. From learning how to walk to achieving professional success. This project highlights that people with Down syndrome have existing strengths and weaknesses which will help them excelling in some task but not in others: but again what does success mean to you as a parent? The facilitator must provide as much information as possible to their parents so, we can answer questions and concerns that they may have about his or her relative. It is important to know that we need parents to support our work in order to ensure their progress at home.

3. **Autonomy and self-determination in current participants:** Respecting the ideas and feelings of the participant will help creating an open, supportive environment that allows him or her to feel comfortable and express herself uniquely. It is important to highlight that this Project seeks to promote the autonomy in adults with Down syndrome. Facilitators must be aware that adults with Down syndrome could show lowered motivation when performing a difficult task but, we must not give up on them. By doing this, facilitators will help adult with Down syndrome taking pride of their own work. The ability to manage conflict effectively and to build their own success through hard work will encourage them to deliver more than it is expected. Education is an important factor for a person sense of self-esteem and control over their lives. Therefore, I strongly believe that adults with Down syndrome can achieve a high level of autonomy through education.

Because people process information in different ways, it is important to utilize a variety of communication styles. Expressing one's needs, desires, and thoughts will promote self-awareness, level of analysis and social skills. Regardless of the social arena, people value good communication skills. It often happens that adults with Down syndrome are used to be guided by their parents or by others in order to accomplish some tasks. In addition, the social development in adults with Down syndrome can be influenced by their temperament, past experiences, family, school and community. Human beings are purposeful in that they display the capacity and freedom to make conscious choices. Facilitators, parents, universities, schools and the whole community need to understand that adults with Down syndrome have purpose of their own, and which are nested within a system (i.e. a university) that has its own dynamic and properties. Adults with Down syndrome can make their choices regarding ends and means relevant to the requirements of a university. As mentioned by Russell Lincoln Ackoff, "if parts of a system are to be treated as purposeful, they must be given the freedom to choose, to act."

4. **Assessments from Medical Practitioners:** Changes in the approach to people with Down syndrome in the latter part of the 20th century has resulted in a threefold increase in their life expectancy. Fortunately, it is only in the last few decades that people with Down's syndrome could reasonably expect to reach adulthood. Visual deficits can have a major impact on learning, cognitive functioning, communication and language as well as the development of social skills.

Research by Ability and the RNIB suggests that adults with learning disabilities are ten times more likely to be blind or partially sighted than the rest of the population. If they have severe or profound learning disabilities, then they are likely to have serious sight problems¹⁴. One of project's goals is to facilitate the right "way" that will allow each student to develop learning skills.

Furthermore, hearing loss can hinder the chance of academic success if it is not managed effectively by the sources of support (i.e. Centre for student with disability at a university or facilitators.) In the last ten years, a number of studies report a high incidence of significant hearing loss in young adults with Down syndrome, which may be affecting the language development of as many as 80% of infants and toddlers¹⁵. Adults with Down syndrome could have a range of physical problems and difficulties that may affect their learning development. Adaptability includes major sets of relations: between a person with a physical impairment and the university; between the university and its departments; and between department and extended social fields concentrating on more than just the physical expression of skill will enables us to present and develop exciting challenges and problems. These can be presented in an enjoyable way which will assist not only the physical impairment, but also the social, emotional and cognitive growth of the individual.

Policies, Procedures, and Rules

These rules are mostly based on guiding the person's behaviour as well as instructing the facilitators there will be more rules enforced but these are a few we felt would really be directed towards the safety of the person participating in our program which is one of our most important concerns. We want our participants to have fun, and get the most out of our program and to do this they must feel safe and comfortable in our environment. Therefore any risky, dangerous behaviour must be addressed.

1. Policies:

- Safety- at all times all participants must feel safe and comfortable in our facility, this involves physical safety as well as emotional safety.

¹⁴ Northfield, John (2014). Visual deficits in adults with Down syndrome explored. <visual-deficits-in-adults-with-down-syndrome-explored>

¹⁵ Cunningham, C. McArthur, K. (1988) Human cognitive neuropsychology. Hove: Lawrence Erlbaum Associates.

- Confidentiality- Programmers may never give out information regarding participants in the program to anyone other than their own parents.

2. **Procedures:**

- Safety: To ensure safety any equipment or supplies that may cause harm to a person must be kept out of their reach and handled by the instructor until time of use.
- If any adult is being bullied, threatened or physically or emotionally abused by another person their actions must be stopped immediately and be reported to an authority immediately.
- Serious unmanageable problems may require a person to be advised to quit an specific activity such as gym training or other physical activity.
- Confidentiality: All information regarding each person whether it be their registration, physical information or medical information must be kept in files only accessible to participants, facilitators, family members and other authorities.

3. **Rules in the Classroom:**

- be as respectful as possible in your questions and comments.
- Be on time. If you have to enter or leave after class starts, do so with a minimum of disruption.
- Turn off your cell phone or pager and use your computers for note-taking only.
- True learning is based on mutual respect, and others have the right to expect a classroom environment which is free from undue disruption.
- Follow *all* the University ground rules.

D. MAKING INCLUSION WORK

Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means.¹⁶ Facilitators need to be aware with the competing forces of globalization, diversity and multiculturalism when creating the actual program design. It is important to highlight that a program is a design structure containing a set of experiential learning opportunities which includes: goals (what you want to achieve), objective (how you will get there) and evaluation (see the effectiveness of program.) I strongly believe that a well-designed program will produce long lasting changes in people's life by improving conditions in which they live. Consequently, a program is defined as a sequence of intentional actions and events organized in a manner that they result in positive outcomes for a target audience.

Actual Program Design:

The ideal of belonging means that people want to be with other people, to associate with one another. This Project seeks to reinforce self-awareness, building trust and managing boundaries in adults with Down syndrome when pursuing higher education. These goals have being achieved throughout several meetings at the university's library where a facilitator implemented the Action plan. It is important to highlight that program design is both a product and a process. The overall program design should offer both socialization and participation. Facilitators are expected to give their moral and intellectual support in all university activities which participants will take part in during his or her first year. It is important to highlight that applying a theoretical approach will guide the facilitation process. Facilitators are encouraged to use the four style of Situational Leadership II Model by Ken Blanchard¹⁷. This can be briefly described as follow:

¹⁶ The International Covenant on Economic, Social and Cultural Rights, ART 13.

¹⁷ Hersey and Blanchard K. (2001). *Situational Leadership II Developing Competence, Gaining Commitment, Retaining Talent*.

Style S1: High Directive Behaviour + Supportive Behaviour (DIRECTING)

This style consists on High Directive and Low Supportive Behaviour. This style should be used only when participants need specific direction. I used this style throughout the first semester because the participant needed very specific instructions. Description for S1 are:

- Defining
- Orienting
- Showing and telling how
- Checking and monitoring
- Giving feedback.

Style S2: High Directive Behaviour/ High Supportive Behaviour (COACHING)

This style consists in High Directive behaviour and High Supportive Behaviour. This style should be used when the participant feels confident enough to provide his or her own inputs. Input from the participant is considered although final decisions are made by the facilitator. It is important to highlight that during the project implementation the participant stayed in this style during her first 3 semesters at the university. Descriptions for S2 are:

- Exploring
- Clarifying
- Encouraging
- Praising
- Sharing feedback

Style S3: Low Directive Behaviour + High Supportive Behaviour (SUPPORTING)

This style provides low Directive Behaviour and High Supportive Behaviour. It should be used when a facilitator only encourages self-reliant decision-making. The participant can be trusted when implementing a decision making or problem solving. The participant proved to make reasonable and intelligent decision so, this style was used during the second year at the university.

Descriptions for S3 are:

- Asking/listening
- Reassuring
- Collaborating
- Facilitating self-reliant problem

- Encouraging feedback

Style S4 Low Directive Behaviour + Supportive Behaviour (DELEGATING)

This style combines Low Directive Behaviour and Low Supportive Behaviour. The facilitator empowers the individual to act independently by providing *all* resources to get the job done. It is important to notice that the participant has reached this level of style by proving she can manage the workload and meetings with current classmates. Presently, all decisions related to a university course are being made by her during the winter semester of 2015. Descriptions for S4 are:

- Allowing/trusting
- Confirming
- Acknowledging
- Empowering
- Challenging

The process results in a theoretical framework for describing the effects and consequences of a program as they are related to its development and implementation. Two specific unifying factors in the project:

- A. All adults in our program are between the ages of 25-35
- B. All people participating in our program have Down syndrome.

Factors to Consider in Program Design

Rights and freedoms are key themes related to inclusion and quality of life in people with Down syndrome. Their rights as active constituents can be restricted if individuals do not have freedom, rights and responsibilities within society. Clarifying the level of empowerment is a key component when working with adults with Down syndrome in a university level. It is the role of the facilitator to help the person determine the extent of his or her empowerment in each decision-making. This is ideally done by designing a specific action plan that will promote mutual problem solving.

Situational leadership It refers to the idea that there is no single “best” style of leadership but it depends on the person level of development. The article Situational Leadership II talks about leadership styles: Directing, coaching supporting and delegating¹⁸. All these styles seek to match an individual’s development during a specific task (see page 23-24.) Moreover these four styles are used in combination with different behaviours such High or low Directive and Supportive behaviour. It is important to highlight that a facilitators can switch their leadership and behavioural style by observing individuals level of commitment during a specific task. There were different types of level of leadership during the facilitation process with the participant. The first year at Concordia was High Directive because the participant was not familiar with the university so, facilitators need to be very directive and specific. On the second year of university it was Low Directive and High Supportive because the participant was already familiar with the university and what was expected:

My Notes: Sharing specific information such as their expectations about a specific university course help her (i.e. Stephanie) realize the importance of trust. In fact, one interesting insight I had during several meetings is that Stephanie takes more time to have a productive conversation about a specific subject (ex. her future expectations for this course) when she does not trust the person (ex. a person she just met). This particular activity (sharing her expectations) made me realized that she tend to stay in her comfort-zone in order to have more productive results (ex. working only with people that I am familiar with). Throughout our meetings, I noticed that going to Concordia every week she is challenging that assumption by working with new people (strangers.) For instance: a student congratulated her for her remarkable inputs she delivered in class. This student was a complete stranger. I can interpret it as if she learned to have some level of trust by receiving and giving positive feedback or positive reinforcement. I realize that trust is a key factor in communication.

¹⁸ Hersey. and Blanchard K. (2001). *Situational Leadership II Developing Competence, Gaining Commitment, Retaining Talent*.

Problem Solving: It refers to the idea of engaging the participant in identifying and resolving issues together with the facilitator¹⁹. I used a new method of learning called Reciprocal Learning which it will be explained in details later on. The core of mutual problem solving involves gathering information, identifying the problem, analyzing current information, using both the participant and the facilitator criteria to sort potential solutions and planning for action. Developing control and empowering the person to seek his or her own solution fall into this category because these types of discussions results in actions that create change. Problem solving can be used along with Reciprocal Learning method (see p. 28.)

My Notes: I felt very connected to the participant's struggle to overcome university pressure during her first assignment. I found it hard to facilitate when she was emotional so I decided to shift her attention from the task and remind her why she was there: to follow her dreams. I also shared a past experience as a first year student by telling her I also was stress out my first year. So she identified herself with another person or group (i.e. Concordia's first year students.) This experience helped her be aware that other people went through the same experience and they made it trough. One insight I had was that she can relate faster to people rather than a task. As a facilitator, I think this is a major insight because it help me understand how the participant interrelate or interact with others.

Dimensions of diversity: life stages, age, physical strength, gender and level of cognitive abilities: Facilitators and other sources of social support (i.e. family or other social systems) will work hard to help building strong-minded adults with Down syndrome by acknowledging their physical capabilities and their psychosocial stage. It is important to take in consideration the person's physical abilities for safety purposes in order to avoid injuries. The development of motor skill proficiency through childhood is slower for those with Down syndrome so, facilitators must be aware of every requirement participants might need. Having a Medical

¹⁹ Bens, Ingrid (2012). Facilitating with Easy! *Core Skills for Facilitators, Team Leaders and Members, Managers, Consultants and Trainers*. Third Ed. United States of America: Library of Congress Cataloging-in-Publication Data. P-98

assessment form a practitioner will help creating a specific Action Plan for each participant. Most Canadian universities encourage living a healthy life style by explain that healthy behaviours are link to academic performance. Physical activities such training at the gym promotes body awareness, space awareness, balance, time and muscle strength. As mentioned by Thomas Jefferson “A strong body makes the mind strong.” Too often people with disabilities are discriminated to equal access to recreation and leisure services so, we will guide them every step to ensure that their rights are being respected. Benefits of fine motor development:

- A. Stability (using stability ball exercise)
- B. Coordination
- C. Full arm and hand control.
- D. Facilitates movement

Erik Erikson proposed a lifespan model of development called Erikson’s Psychosocial Stages of Development.²⁰ This theory takes five stages up to the age of 18 years and three further stages beyond, well into adulthood. Erikson suggests that there is still plenty of room for continued growth and development throughout one’s life. It is important to highlight that few adults with Down syndrome have any behaviour difficulties. I strongly believe that personality and parent management styles influence people’s behaviours. As mentioned by Sue Buckley, “over 1,000 adults in Chicago USA indicates that some 9% of adults have some behaviour difficulties.”²¹ This information reinforces the view that adults with Down syndrome maintain good social behaviour. A person has an abstract and concrete way of thinking. Erikson psychosocial stage helps facilitators to identify the participant’s psychosocial stage. This Theory can be described as follow²²:

Psychosocial “crisis”	Appropriate Age	Significant Events	Positive Outcome	Negative Outcome
Identity vs. Role Confusion	12 to 20 years	Adolescent must move toward adulthood by	Fidelity	Inability to establish sense of self

²⁰ Development Through Life: A Psychosocial Approach by Erikson

²¹ Chicoine B. (2000) Health issues in adults with Down syndrome. Paper presented at New York directions in Down Syndrome Research: Biennial Scientific Conference. October 2000, Toronto, Canada.

²² Berk. Laura E (2010) Exploring lifespan development. 2nd Ed. Boston, MA: Allyn & Bacon.

		making choices about values, vocational goals, etc.		
Intimacy vs. Isolation	Young Adulthood	Adult becomes willing to share identity with other and to commit to affiliations and partnerships	Love	Fear of intimacy, distantiation
Generativity vs. Stagnation	Middle Adulthood	Adult wished to make a contribution to the next generation	Care	Self-absorption
Ego Integrity vs. Despair	Late Adulthood	Adult comes to term with life's successes, missed opportunities and realizes the dignity of won life	Wisdom	Regret

My Reciprocal Learning Method This new method help achieving the desire goals during the implementation of the project. This method highlights that each person possess a unique way of recording and processing information regardless of her or his intellectual disability. It is important to highlight that human beings are social systems who are constantly changing their attitude, view of life and opinions. We are constantly learning new things in life. This learning method works through a model of Input, Process and Output. Input refers to the idea of gathering information by receiving information through processing questions:

- A. What does that mean to you?
- B. What struck you about?
- C. What were you aware of?
- D. What does that suggest to you about yourself?
- E. How could you apply or transfer that?

Process is considered to be a set of actions or steps taken in order to achieve a particular end. Its purpose is to help facilitators become aware of the impact of their behaviour on others. Moreover, it gives the opportunity to empower participants to have a deeper understanding, its practical principles include:

- A. Listening to the person’s stated perceptions and other non-verbal behaviours
- B. Listening and Responding
- C. Providing opportunities for individual choices
- D. Considering how activities, experiences and behaviours are linked together
- E. Considering the lifespan implications (see Erikson’s Psychosocial stages)
- F. Taking into account how situations or actions may promote positive self-image
- G. Recognizing that adults with Down syndrome are individuals with specific interests and abilities
- H. Recognizing that their interest can vary over quite short time intervals

The Output would be the actual program itself, it would be creating a program that meet the participant’s standards and hopefully achieves their goals. It is important to highlight that participants are on the way to “discover” their new skills and capabilities when studying in a university. Facilitators are aware that each person have a special skill regardless of his or her disability. As mentioned by Brendon Burchad, “everyone has something they are good at and can teach others.” The Reciprocal Learning method implies that facilitators will go through the same learning process in order to achieve the student’s goals. This method encourages facilitators and participants to feel happy of benefiting from the same success. Skill-based competencies will help implementing the actual project. Descriptions are:

- A. Researching (having some knowledge of the field: history, science, philosophy, etc.)
- B. Working with the participant to develop new ideas
- C. Modifying old ideas to meet needs of particular participant
- D. Brainstorming

- E. Bringing you talents to the table
- F. Implementing an organized Agenda or Action Plan.

Conducting a “capability” assessment

Focusing on a person’s capabilities and assets rather than deficits will help us shifting attitudes in our society. This ideology advocates for equal rights and responsibilities by supporting adults with Down syndrome to have a life similar to other members of the wider community as possible. These ways of thinking require the application of inclusive practices.

First Interview collecting information from families and participants about social activities and expectations. Getting to know the participant is an essential first steep in designing any effective Action Plan. It is important to highlight that experience facilitators never take a person or situation for granted. Facilitators need to do a background research and design a first meeting that matches the person’s actual circumstance. Conducting a “capability” assessment will show as participant’s expectations and career orientation. Also, facilitators can determine direct sources of family support. First interview can be done using one or more of the following techniques:

1. **One-on-one interview (See Appendix 1)** : this will allow the facilitators to have a direct input about the state of mind and a person interaction²³. Also facilitators will have a chance to explain what books and course material are needed for a particular semester. For example explaining the course outline of a specific course at the university by highlighting the advantages and disadvantages of choosing that course. Facilitators might also (if needed) show university class scenarios in order to clarify assumptions. During the one-on-one interview, facilitators need to highlight university’s ground rules and what will be required of them when going to class.

²³ Bens, Ingrid (2012). *Facilitating with Easy! Core Skills for Facilitators, Team Leaders and Members, Managers, Consultants and Trainers*. Third Ed. United States of America: Library of Congress Cataloging-in-Publication Data. p-59.

2. **Group interviews or focus groups:** This is an effective strategy to let facilitators have a general idea of a person's sensitivity toward a large group of people. Also it can be used when there are too many people to interview²⁴.
3. **Self-assessment Questioners (See appendix 2):** This will generate quantitative and qualitative data when creating an Action plan. This type of assessment is fill out by parents and participants. This kind of technique can be used along with One-on-One interview.

Finally, gathering reliable data is a very important asset during the implementation of the needs assessment. In fact, an efficient need assessment allow us to make important changes in order to improve outcomes. We also learned that information gathering also provides data that can be used to support our program continuation, enhancement or expansion. Getting to know future participants will help facilitators accomplish several important task, including:

1. Helping facilitators understand what is working, what is not working, and why
2. Providing facilitators, volunteers and member of the student body with information that enables them to make program adjustments
3. Permitting periodic evaluations of program activities and progress
4. Determining whether the program is reaching target audience. If it is not, revise outreach efforts.
5. Continuing our search for better ways to assist adults with Down syndrome.
6. Determining whether the program is meeting its goals and participant's needs
7. Helping to ensure support from funding entities in order to create Academic Excellence Scholarships.
8. Verifying whether the program is achieving desired results.

Assessing Information

²⁴ Bens, Ingrid (2012). *Facilitating with Easy! Core Skills for Facilitators, Team Leaders and Members, Managers, Consultants and Trainers*. Third Ed. United States of America: Library of Congress Cataloging-in-Publication Data. p-59.

Learning takes place within contexts that promote the integrated use of a variety of skills, and involves the socialization and sharing of learned concepts. People need to have both the skills and the knowledge to make responsible choices. As mentioned by Michael Josephson “the choices you make in life will make your life.”

Needs Assessment The implementation of the need assessment helps us achieving a more realistic goal by validating the components and resources that we might need during the implementation of the program. It is important to highlight that the question is not whether the needs assessment is useful but rather how to use it. Information that reveals whether the program is achieving intended results is essential because it help us to measuring if we are reaching our goal. Moreover, it will help us identifying performance requirements and the "gap" between what kind of performance is required and what presently exists. Program implementation is run by appointment. The project will have a set registration period where all participants can sign up. We are seeking sponsors that can provide support for all participant during: Registration’s cost, purchasing books and other school supplies, clubs registration fees and opportunities of granting scholarships.

Furthermore, it is important to identify potential partnership within the university and other networks such agencies, association or non-profits. Acknowledging potential partnership will help us have a realistic view about sources of support. For all of these reasons facilitators will use a guide format, which is a tool that will help facilitators to be informed and prepared for every question a sponsor might have. Facilitators will take on the leadership role of guiding the activities by encouraging participants to discover their preferences when choosing a specific course or activity. We are hoping to learn:

- A. People attitudes and perceptions in order to see their skills and commitment with the program.
- B. To identify the challenges that we might encounter implementing the program
- C. To have better in-depth information and more realistic view of our resources (i.e. comparative inventory.)
- D. To clarify people’s needs (i.e. University requirement, or student’s financial capacity.)

E. Needs of the community.

Moreover, facilitators need to know the equipment, facilities and supplies: Part of our internal review will include an objective inventory of the supplies and equipment that we will need during our program. It is important to know if the facility has the amount of space that we need. We will collect the internal data by using the following methods: (1) Conducting an unbiased self-audit (2) Keeping training files in one location for all facilitators to utilize. (3) Having an objective inventory of the supplies, equipment and facilities before beginning our program. Facilitators can use the following questions in order to begin data collection:

1. What kind of information we want to collect?
2. How are we going to collect this information, what kind of methods are we going to use?
3. When are we planning to collect the information?
4. From whom will we get the information?
5. Who can provide meaningful and relevant information?
6. What methods will we used?
7. What resources and time will be required to collect and analyze data?
8. Who might be involved in planning, gathering and/or analyzing this information?
9. How will confidentiality be maintained?
10. How will the summary of results be shared with those involved?
11. What concerns might people have about the process and use of this information?

Gathering and interpreting Information The best approach to conducting assessments are asking members involved in the process (see Sources of Support.) Programming is a process that includes far more than scheduling specific activities. Program includes the interaction of the organization’s philosophy, the needs of prospective students or the overall program mix offered by the organization. There are some factors to consider in program design in order to succeed implementing the programs to a community. This project is a learning program related to literacy, social skills and art. I strongly believe that social isolation and educational deprivation will have a negative effect on people with Down syndrome so, we would like to complement

education (read, write) by encouraging social cooperation between parents, classmate and professors.

Creating an individualized Action Plan based on the participants capacities and future

capabilities: This Project encourage a non-judgemental environment for every adult with Down syndrome pursuing higher education at a university. We plan to do so by making our program as inclusive as possible, our participants will be interacting with each other and us in the majority of activities. They will all be participating in every activity to the best of their ability. The participants will have meetings with a facilitator at the beginning of the semester and throughout the Academic Year in order to encourage the participant to feel comfortable in his or her surroundings (i.e. university and classroom's location.) To work towards achieving these goals adults will participate in many activities such conferences, study groups and outdoor activities. It is important to highlight that interaction amongst peers and group study discussions will encourage participants to improve social and learning skills needed in everyday life. Facilitators should not despair in failure if strategies planned turn out to be ineffective. Inclusion is an ongoing problem-solving process and mistakes will surely be made along the way. Very effective methods can evolve through analyzing mistakes, learning from them and trying not to repeat them. The main goals of creating a individualized Action Plan are:

1. To ensure the well-being and self-sufficiency for adults with Down syndrome.
2. Promoting awareness about their learning process
3. Become more physically active and, health conscious
4. Improve speech and language if necessary
5. Become more socially interactive
6. Work on self- acceptance and confidence
7. Improve behaviours, knowledge and reactions needed in everyday life experiences
8. Develop more behavioural and social skills
9. Become more socially interactive
10. Work on self- acceptance and confidence

Creating a safe environment where adults can express themselves without being judge is one of the most important components in the project. Having a communication workshop with a

strong positive reinforcement will help adults with disabilities to acquire social skills they may be lacking. Every workshop will have a routine and when the participants know the routine this will help them improve their self-esteem and confidence. Moreover, positive reinforcement will teach adults how to communicate effectively as well as the significance of teamwork and cooperation, goal-setting, self-discipline, respect for others, and the importance of rules. The communication workshop will also enable adults with Down syndrome to take risks and learn how to manage failure and success in a safe and supportive environment. Facilitators' role will be to provide important role models by encouraging an open, fun and non-judgemental environment. We hope that our task as programmer can help adults with disabilities to develop skills they can apply in other aspects of their lives. The project focuses on a present environment but looking for a positive future outcome. It is important to identify future social planning priorities such interactions between the person and his classmates or their family. We realize that social planning will help us guiding our role as programmers by directing our goals in a very rational and logical distribution of resources.

Risk Management

Risk Management is the way Programmers face, and deal with inherent risks and heightened risks that are part of their program. Some program activities can be very dangerous and risky so programmers must take all necessary precautions to keep participants safe all while maintaining the quality of the program. Ways of doing this are through; being informed as well as informing participants of all risks involved, having all necessary equipment, working with professionals, and the use of insurance forms if necessary. People are often drawn to programs and activities that involve some sort of risk because they are fun and can bring out one's inner daredevil. Therefore it is important to manage these risks rather than try to eliminate all potential risks. Programmers must also be aware of the inherent risks that happen in everyday life, which can be seen as accidents or can create a lawsuit if caused by carelessness in a place of business. Therefore when creating an activity or program even with minimal risks a programmer must be prepared for any risks that may occur.

The Project specifically does not have any serious risks as would extreme sports but there are everyday inherent risks involved. Some of these risks would be when they cross the streets. Facilitators will highly encourage participants to ask for instructions whenever is needed. We

will do our best to make sure that the person gets on the right bus or knows how to come back to the campus.

Other risks that may be involved in our program are:

- ☞ Potential injury while playing team sports (optional)
- ☞ Adults having specific medical needs, allergies, or asthma etc.
- ☞ Possible injury due his or her participation in activities that might be higher than their ability level.

To manage these risks we will make sure we have all necessary safety equipment for team sports and physical activities, and that all our equipment is functioning and safe to use. We will clearly determine all of our participant's abilities and skill levels in the activities and make the activities based on what they are capable of doing. Finally the participant must mention any allergies upon registration. Necessary medication will be kept in the facility (optional.) Facilitators will remind participants to bring their medicine such asthma pumps or other daily medications to every meeting. These are some of the foreseeable risks involved in the Project and any risks that may come up while the program is running will be managed appropriately. Our risks will mainly be managed by accepting the risk and reducing the risk.

Appendix 1

<u>First Interview</u>
Topic: Skill determination
Goal(s) of session One: Have the person and his or her parents get to know who we are (names, contact information, etc.) Secondly we want to know a little bit about him or her. Thirdly we will explain the location of every classroom and libraries so they can feel comfortable in the setting and with the facility. Finally if there is enough time we would like to get an intro to the skill levels the person has in performing some of the activities we will be doing throughout the semester (i.e. writing, reading and processing questions.)
Physical setting: Open concept room at the university or other establishment.
Procedure (for reference only) :
4:00- 4:10 - The person will come into the university, we will introduce ourselves and get to know their names. He or She will get to look around the facility and see the space they will be coming to every week to partake in the semester.
4:10- 4:40 – We will explain them about the program and what they will be doing throughout the course of the program.
4:40- 5:30 –We will help them to choose the right course
5:30- 5:40 – In the last ten minutes will ask his or her opinion and, will request a second appointment for the registration day

Appendix 2

Questionnaire # 1

(For future students to fill out)

Pick two sports you enjoy from the list.

- Soccer
- Baseball
- Dodge ball
- Touch football
- Basketball
- Volleyball

What kind of activities do you like best?

- Reading
 - Writing (a review, personal diary, poetry)
 - Discussing about subjects you are interested
-

• Volunteer

Pick a few of your hobbies from the list.

Reading

Sports

Spending time with friends

Watching movies

Conferences

Dancing

Please add to this box if you have hobbies not listed

Do you like better,

• Spending time with friends and getting to know people your age, or

• Spending time alone

What kinds of activities do you like doing with your parents? Please list below,

If you were able to go on a field trip, what would you like to do? You can pick more than one.

• Go to the movies

- Visit a museum
- Go to the park
- Learn about people's behavior
- Learn about nature
- Learn about art

What is something you would like to learn about, learn how to do, or feel like you would like to improve? It can be about school, something you do for fun or something you want to do with your family or friends. The answer is up to you, please give an example below.

Questionnaire # 2

For parents to fill out!

Has your son or daughter ever been in an after school program or had volunteers work with him or her at home? If so please briefly explain the context.

Did your son or daughter

- Go to public school
- Private school

- **Have an integration aid**
- **Go to school for children with special needs**

What kind of activities do you think your son or daughter enjoys?

- **Sports**
- **Reading**
- **Conferences**
- **Volunteer**
- **Free play time**
- **Social time**
- **Arts and crafts**

What would you say your child needs to improve?

- **Fine motor skills**
- **Reading and language skills**
- **Social skills**
- **Speech development**
- **Behavioral skills**

Does your son or daughter have any health problems, vision or hearing impairments that should be known about to help us create a safe environment for him or her.

Does your son or daughter a) need help with or b) can do on his/her own

- **Holding a pencil / marker / paint brush A B**
- **Basic reading and writing A B**
- **Following written or verbal instruction A B**

What kinds of activities do you and your child enjoy doing together? Please list below,

What is a skill, activity, behavior you would really like to see your child improve upon? Please explain.

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