ICLife: Tools for inclusion

How to make life on a campus for higher education more inclusive.

Assessment cards - general

What's in the name?

You are about to assess activities related to advancing an inclusive campus life for people with intellectual disabilities. The IC Life assessment cards help you structure the assessment. These assessment cards be tailored to any IC Life related topic, for instance physical accessibility of the campus, accessibility of information at the campus, social accessibility, implementing Blue Assist, buddy systems, work placement, involving persons with intellectual disabilities in teaching activities. Before you start consider the following:

1) The cards have a sequence, however, you can use the cards in any order. The sequence comprises: Targets, Pathways, Enabling conditions, Impeding conditions, Opportunities. Decide how you will apply the cards: in the suggested sequence or randomly.
2) Start with general experiences and then elaborate on a few subjects. Don't go into detail too quickly and too much.
3) Avoid long discussion or debate, it is an assessment. Purpose is to draw up a state of affairs in the process and to learn.
4) The questions serve as a guide. Feel free to add other questions.
5) Before proceeding to the next questions of one card formulate a conclusion.
6) There is a suggestions card included: that is not part of any order. It mainly offers ideas to make the assessment accessible and interactive.

Who is the target group?

In principle, the IC Life assessment cards can be used by anyone be it students, teachers, co-teachers, persons with an intellectual disability in the role of student, co-researcher or employee, management staff, policy makers, trainers. In short, everyone who is involved in some part of the project that you want to evaluate. If, for example, you want to assess the involvement of people with an intellectual disability in learning activities, it is highly recommended that you do this with the teachers, co-teachers, coaches and students involved.

What is needed?

You need the assessment cards provided in the tool. We offer a unspecified set of IC Life assessment cards and a set of IC Life assessment cards specified to social accessibility.

You can easily view how the unspecified assessment cards have been slightly adjusted to questions about social accessibility. You can adjust the questions of the unspecified assessment cards to any other inclusive campus life goal to your liking. To determine what else is needed (materials), read below the section called suggestions.

What budget is needed?

To use the assessment cards no budget is needed. You can simply use the structure offered here.

Who gets what out of it?

In fact, everyone involved in the project that is being assessed benefits. Moreover, the assessment is meant to make further improvements to projects that have been initiated, that have completed a first timeline, that have achieved a first milestone and that require follow-up.

IC Life Assessment cards
Targets
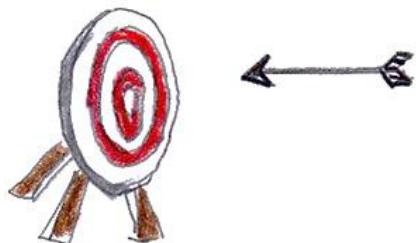
1) How many goals did you set to advance inclusion of persons with intellectual disabilities at the campus?
2) With regard to what topics did you set goals?
a. e.g. accessibility, buddy systems, involvement in teaching activities, work placement, communication and dissemination, other.
3) Did you prioritize goals?
4) What goals did you want to achieve?
5) Which goals do you reckon achieved?
6) Which goals do you reckon not achieved?

Conclusion
In summary, what can you say about the targets you set?

Pathways
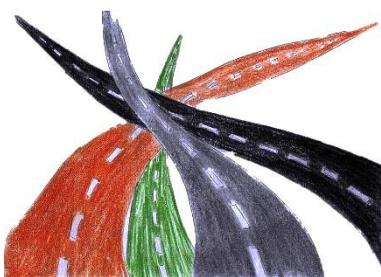
1) What were major actions undertaken to achieve your goals?

2) In what order were actions undertaken?
3) In what timeline were major actions undertaken?
4) By whom were these actions undertaken?

Conclusion
In summary, what can you say about the pathways you have taken?

Enabling conditions
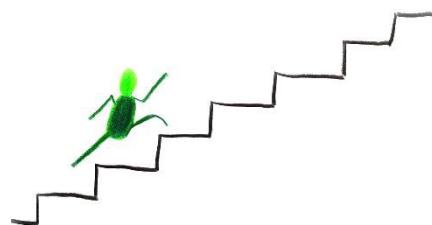
What conditions facilitated the accomplishment of your goals?

1) Financial resources?
2) Legislation?
3) Organizational structure and culture?
4) Logistics and administration?
5) Commitment of staff, students, experts by experience?
6) Availability of staff, students, experts by experience?
7) Other …

Conclusion
In summary, what can you say about the enabling conditions?

Impeding conditions
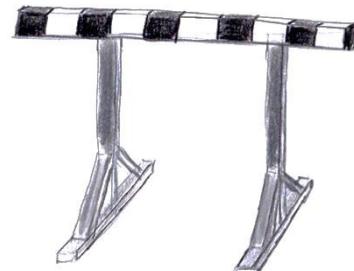
What conditions impede the accomplishment of your goals?

1) Financial resources?
2) Legislation?

3) Organizational structure and culture?
4) Logistics and administration?
5) Commitment of staff, students, experts by experience?
6) Availability of staff, students, experts by experience?
7) Other …

Conclusion

In summary, what can you say about the impeding conditions?

Opportunities

1) What could you do different in achieving your goals or furthering your endeavour? What else could work?
2) In what fashion could you achieve that?
3) What do you need to make that happen?
4) Who do you need to make that happen?
5) What impeding condition can you change into opportunities?
6) How can you change these impeding conditions into opportunities?

Conclusion

In summary, what can you say about opportunities?

Suggestions

Targets

Show the targets on screen or on paper

Pathways

Draw a project timeline and insert major steps and milestones. Use large sized paper,

markers and post-its or something similar. Draw the timeline and notes large and visible to everyone taking part in the assessment.

Enabling conditions

To list facilitating factors distribute green colored papers among the assessors. Ask them to write down on separate green colored papers facilitating factors they have come across in the pursuit an inclusive campus. Collect the green colored papers, discuss the input and attempt to put them in categories. This This helps you keep an overview on enabling conditions.

Impeding conditions

To list impeding conditions distribute red colored papers among the assessors. Ask them to write down on separate red colored papers impeding conditions they have come across in endeavoring an inclusive campus life. Collect the red colored papers, discuss the input and attempt to put them in categories. This helps you keep an overview on impeding conditions.

Opportunities

To list opportunities, distribute blue colored papers among the assessors. Ask them to write down on separate blue colored papers new and unused opportunities they see to achieve inclusive campus life goals. Collect the blue colored papers, discuss the input and attempt to put them in categories. This helps you keep an overview on impeding conditions.

Brainstorming

Some brainstorming techniques might come in handy when finding new opportunities.

1) The one second brainstorm chain: one person starts the 'one second brainstorm chain' by saying aloud one word or by showing a prop (for example banana, flower, horror). The person on the left continues by saying aloud one word that pops up into his or her mind. This can be any word. Keep going until everyone has said a word. Three rules are paramount: (1) you have one second to say a word, (2) any word is good, (3) it is about quantity not quality. If someone says "Oh no, I cannot think of anything" or "Oh f***", then the others say: "that's good" and time has passed and it is the next person's turn. Also seemingly nonsensical or non-existing words are good. Repeat this one second brainstorm chain a few times and perform this activity clockwise, counter clockwise and randomly. This brainstorm exercise generates a flow and reduces the feeling of shame or embarrassment which is detrimental to any successful brainstorm session.
2) Negative brainstorming: a two-step brainstorm process, that consists of first generating the worst solutions to the problem. Later transforming them into good solutions.

There are many more techniques available on the Internet.