



STEP
SUCCESSFUL TRANSITION TO EMPLOYMENT PROGRAM

Adversity, Advocacy and Accessibility at UNB

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UNB Statement of Intent

- UNB is committed to the equitable treatment of students with disabilities
- All students are expected to satisfy the requirements for courses and programs
- UNB provides *reasonable accommodation* to meet the needs of students with disabilities
 - the use of originality and flexibility in adjusting to particular needs
 - NOT the lowering of academic standards.

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Trends

- Statistics Canada (2007) reports 4.4 million Canadians have a disability (14.3% of the population)
- Number of university students with disabilities will continue to grow
- Education will maximize future productivity and independence
- Universities must be innovative in responding to this responsibility

The Challenge...

“It is nothing short of a miracle that modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry.”

Albert Einstein

Embracing New Models

- Universally-designed programs:
 - Consider the potential needs of all learners when designing and delivering educational programs and supports
 - Identify and eliminate *unnecessary* barriers to learning while maintaining academic rigour
 - Create conditions conducive for learning
 - Enhance learning for all students
 - Help us meet the spirit of emerging legislation on accessibility
 - Reduce the need for special accommodations for our learners

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“...The only true picture of student achievement is one that reflects the achievement of all students.”

(NBDōE, 2006)

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Successful Transition to Employment Program (STEP)

- Traditional services were insufficient in scope and practice
- Identify pockets of expertise on campus
- Draw together campus and community resources – the whole is greater than the sum of its parts....
- Transition services focus on both the university experience (academic and social) and progression toward employability

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Encouraging Self-Advocacy

- Transition from *having* advocates to *being* advocates
- Must be sensitive to the boundary between lending a hand and doing too much
- Respect confidentiality and personal boundaries
- We never have all of the answers, we can only provide support where needed – and wanted.

People First!

- Make reference to the person first, then the disability
- Avoid the use of nouns as adjectives
- Avoid negative connotations or attitudes
- Stress an individual's ability rather than the disability
- Be aware that a disability doesn't always imply illness – just a different way of accomplishing tasks

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Barbara Myles

The highest form of praise is to
acknowledge a person's interest
and to explore the world together.

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