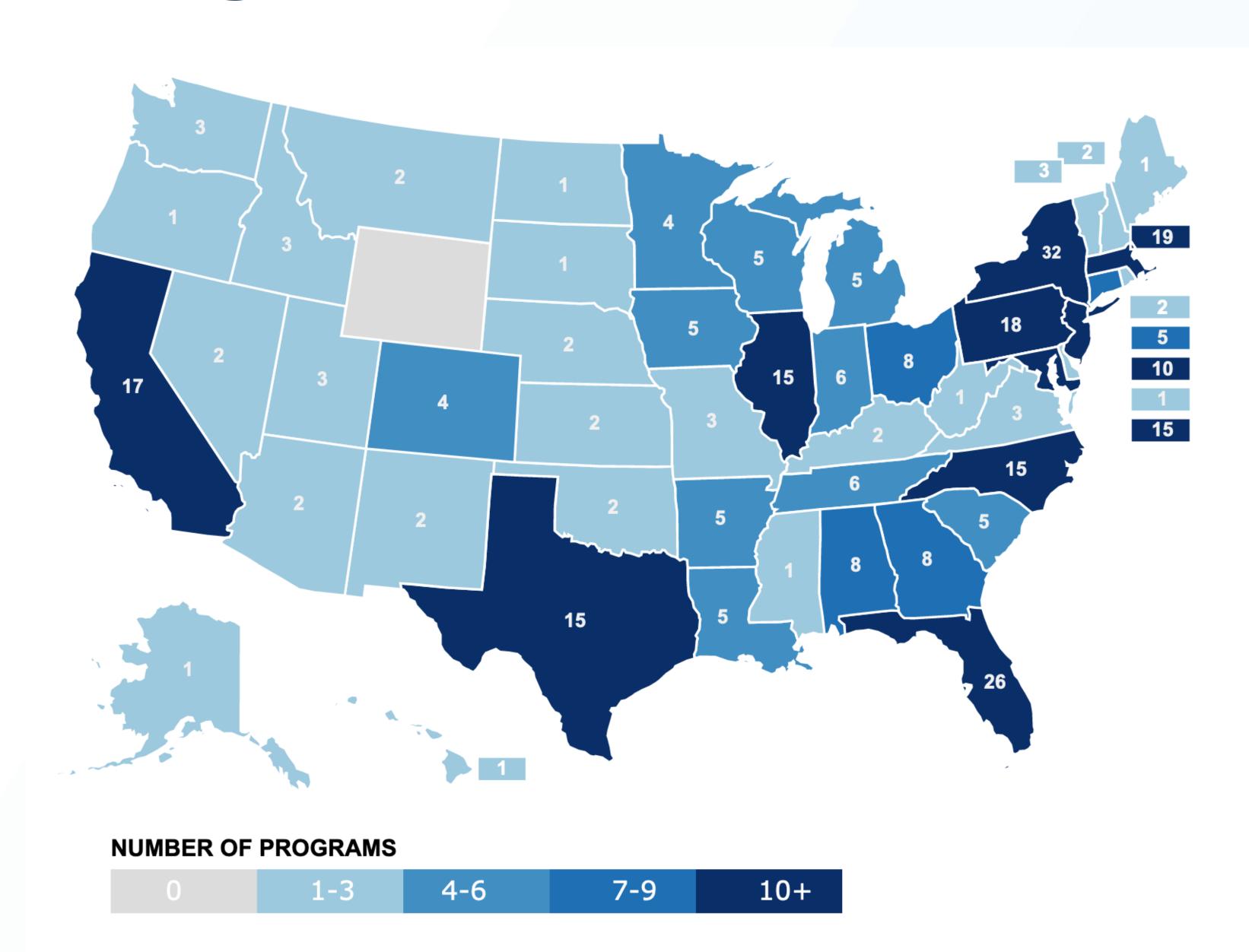
WYU Country Roads: Wrap-Around Approach to Cur

Wrap-Around Approach to Curriculum

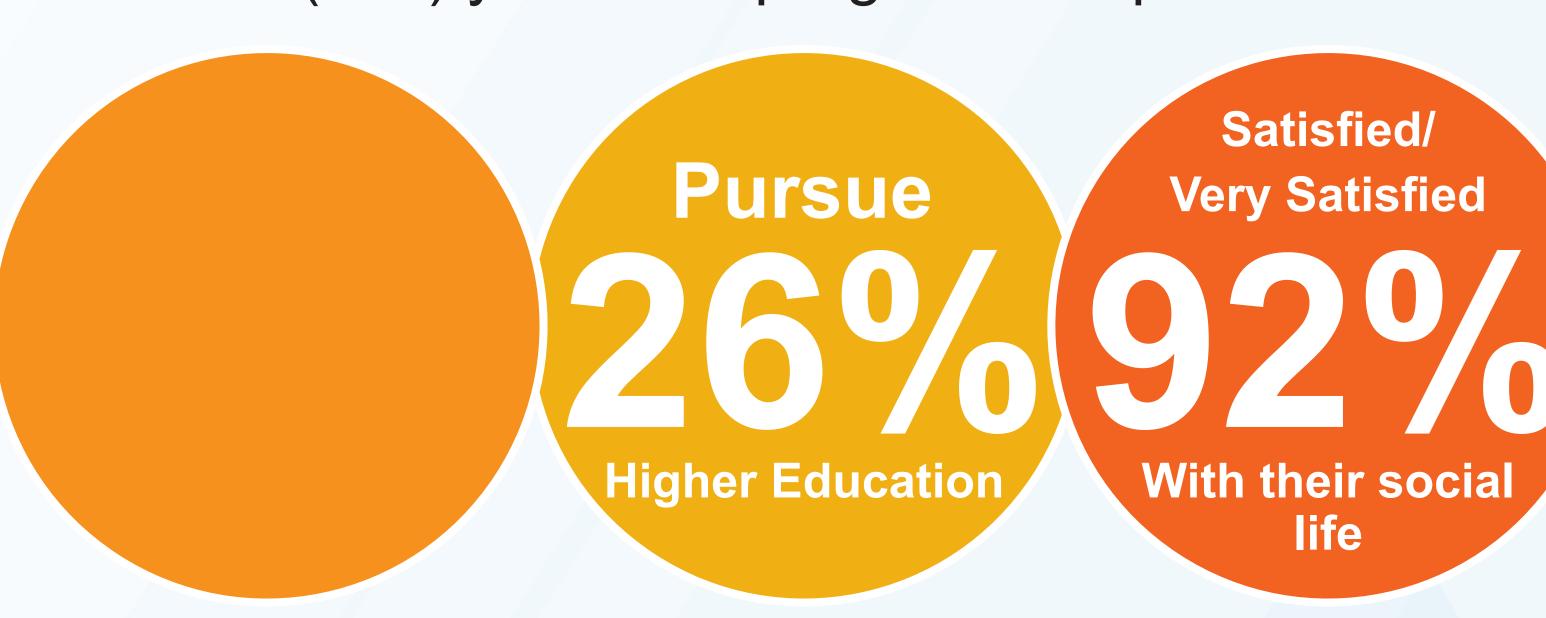
Amanda Filippelli, BA, West Virginia University Center for Excellence in Disabilities

Background:



Think College recently released data related to a subset of 52 college transition programs that have been participating in a model demonstration project1. The study focused on outcomes achieved upon exiting the program surrounding gainful employment, continuing education, and overall satisfaction with community participation and ability to engage in a social life.

Positive student outcomes were demonstrated for students 1 (one) year after program completion.

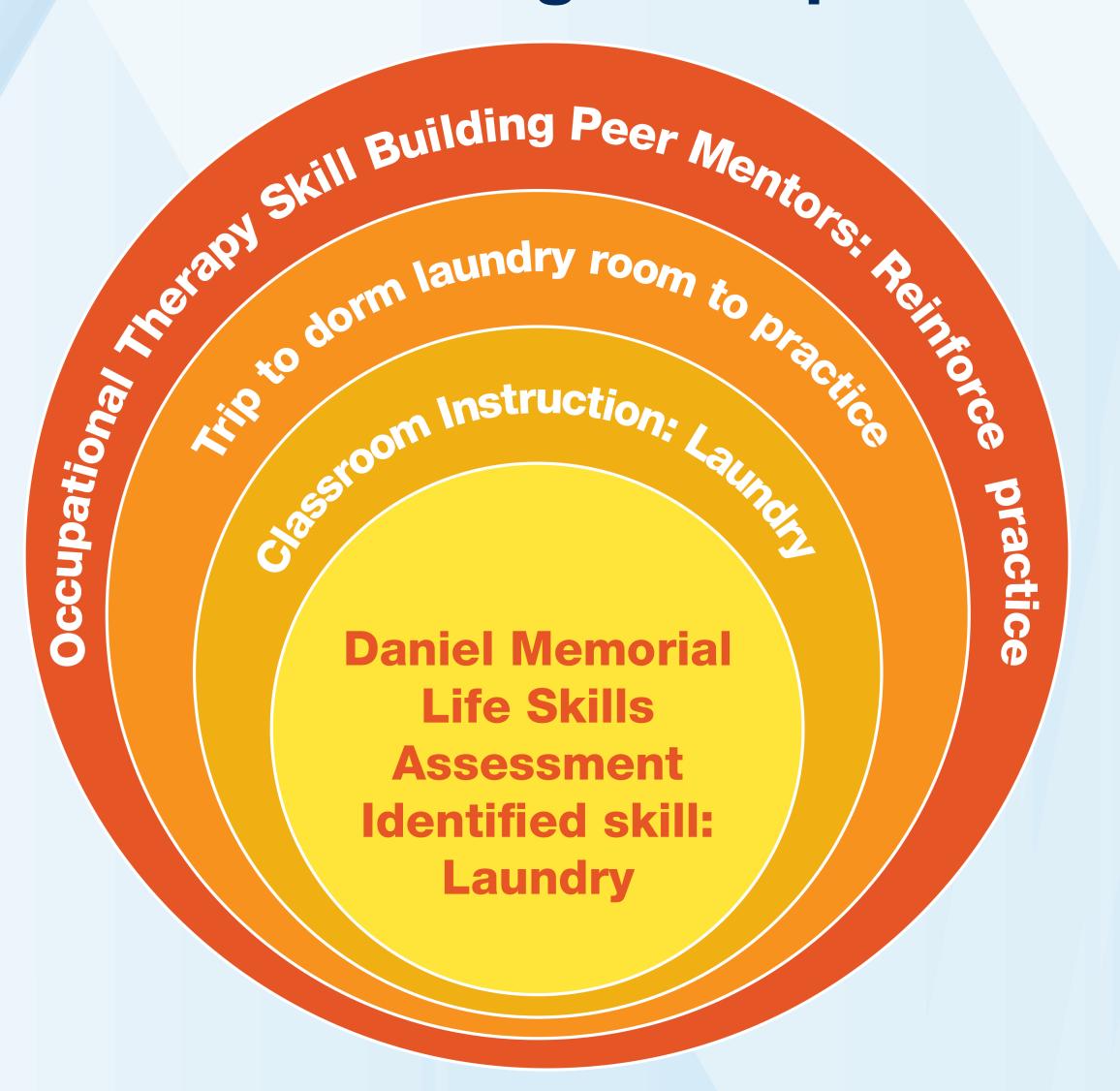


Description of the Program:

The Country Roads Program at West Virginia University (WVU) is a new oncampus program designed for individuals with intellectual/developmental disabilities. The goal of the program is to prepare students with disabilities for independence by providing academic courses, social engagement and real-world work experiences. The program's first year launched virtually due to COVID-19. The focus remained on approaches that lead to increased skills in the occupational preparation, social, and daily living domains.



Wraparound Approach Life Skills Training Example:



- Individualized
- Strength-based
- Outcome oriented

This experience must be built on a foundation of community-based and natural supports. The Country Roads Program strives to meet this need through a system of referrals based on each individual student. Referrals may include services and supports within the university that students may benefit from, as well as community resources that exist.

Internal Supports	External Supports
Occupational Therapy	Division of Rehabilitation Services
Office of Accessibility Services	Disability Rights of West Virginia
Student Mental Health Referrals	Lion's Club for eyeglasses

References

Grigal, M., Hart, D., Papay, C., Wu, X., Lazo, R., Smith, F., & Domin, D. (2021). Executive Summary of the Annual Report of the TPSID Model Demonstration Projects (Year Five, 2019-2020). Think College Fast Facts, Issue No. 30. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

Paiewonsky, M.& Shahrzad, S. (2020). Transition Leadership: Special Education Administrators Support College-Based Transition Services. Think College Insight Brief, Issue No. 46, Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

Goldsmith, A., Stone, J., Williams, C. (2021) Evaluation of Country Roads.

West Virginia University. CENTER FOR EXCELLENCE IN DISABILITIES

Findings/Results:

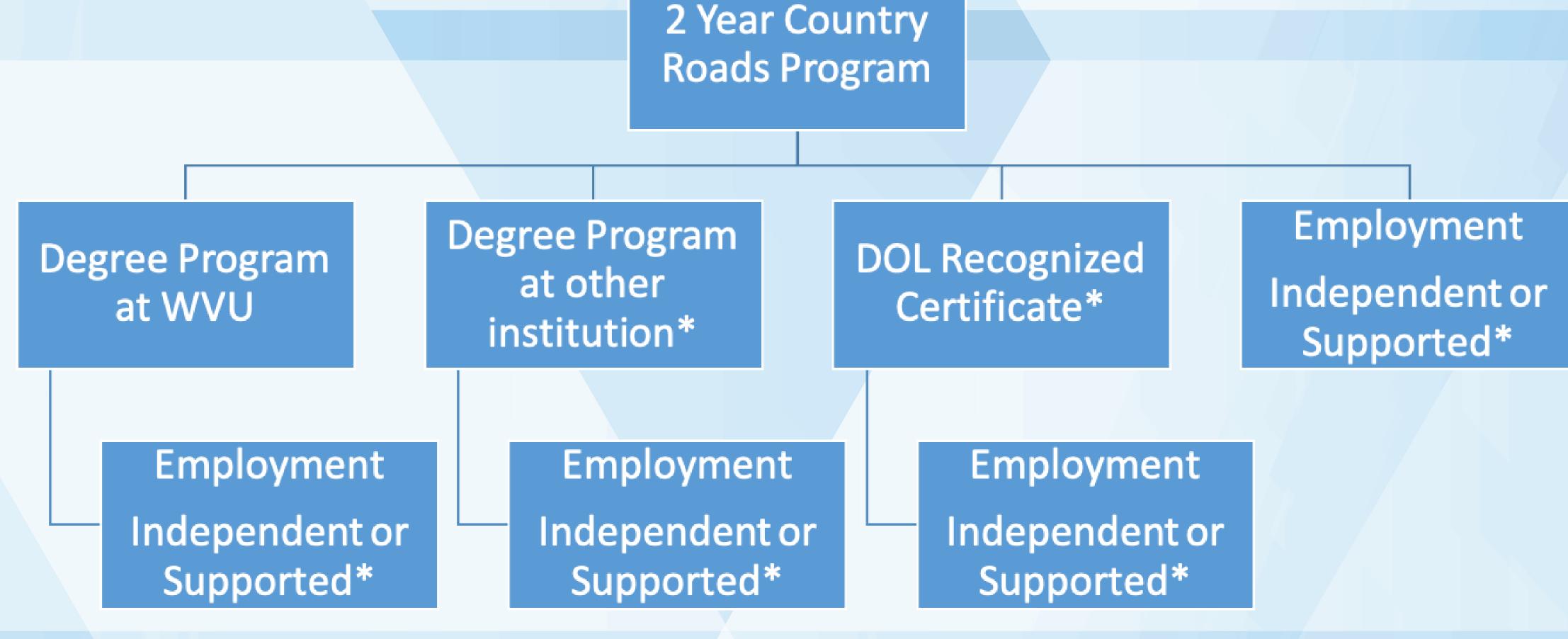
Current Educational Experience	Previous Educational Experience
Interactive	Hopeless
Effective	Disengaged
Motivating	Decreased expectations

Work readiness activities are also an integral piece to program success. Within the aforementioned model demonstration sites, employment services and workrelated direct supports were provided, with the majority of students 89% (eightynine percent) participating in at least one employment or career development activity, such as work-based learning, job-seeking, and career awareness/ exploration. (Grigal, et al., 2021) This leads directly to the positive placement outcomes achieved. Opportunities

SOCIAL INTERACTIONS CLASSROOMS CLUBS

to engage in real life work experiences will assist students in not only determining an eventual career goal, but to develop necessary soft skills to succeed in the workplace for years to come.

Students, families, and service agencies have all responded positively to the content that has been presented thus far in the WVU Country Roads curriculum. All parties are interested in an expansion of content as it relates to individual career pathways.



*These options beyond completion of the 2 year Country Roads Program or Degreed Program at WVU exist outside the supports of the Country Roads Program. Every effort will be made to make appropriate referrals for the student to be successful upon exiting the program.