

Exploring Inclusion of College Students with IDD in Campus Recreation and Sports Through the Lens of IPSE Programs' Organizational Level Stakeholders

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Participation in recreation and sports can produce health benefits for all college students and open pathways to inclusion for individuals with intellectual and/or developmental disabilities (IDD). Despite the growing number of college students with IDD on over 260 college campuses across the United States, there is a dearth of literature exploring their inclusion within campus recreation and sports. This study examined how organizational culture of campus recreation and sports departments and inclusive postsecondary education (IPSE) programs support and inhibit inclusion of college students with IDD, along with placements of IPSE programs on an academic-specific and broader continuum of inclusion.

Keywords: inclusion; campus recreation and sports; intellectual and/or developmental disability; organizational culture; inclusive postsecondary education programs

Participation in recreation and sports can produce physical and social health benefits for all college students, including provision of a comfortable, engaging, and motivating environment that supports social interaction (e.g., Bryant et al., 1994) and development of authentic and meaningful social relationships (Logan et al., 1995). Participation in leisure and recreation are an important part of people's lives and can open pathways to inclusion for people with varying abilities in the community, including people with intellectual and/or developmental disabilities (IDD; Buttiner & Tierney, 2005).

In 2016, there were 7.5 million Americans with IDD (Karimi, 2018). Given that this population continually experiences exclusion, segregation, and physical and social inactivity (Zijlstra & Vlaskamp, 2005), it is possible that college students with IDD are also experiencing low levels of inclusion in campus recreation and sports. For the growing number of college students with IDD on over 260 college campuses across the U.S. (Think College, 2017), limited access to recreational opportunities not only further

decreases the likelihood for physical activity, but also makes it challenging for them to reap the social benefits of recreation and leisure activities while attending college. Pilot data collected prior to the development of this study revealed over a dozen barriers to inclusion of students with IDD within campus recreation and sports (Milroy et al., 2018). Some of these barriers related to the recreation and sports departments' organizational decision making and culture (e.g., lack of collaboration with support staff at the IPSE program, lack of formal training of all recreation and sports staff to serve students with IDD; overall need for increased awareness, attitudinal change, and inclusion training among campus recreation and sports staff). What is specifically telling about these findings is that they were generated from an inclusive postsecondary education (IPSE) program considered to be very integrated and inclusive within their campus community (Milroy et al., 2018). The importance of organizational culture was revealed within this pilot data.

Organizational culture is the shared beliefs and assumptions about the organization's expectations and values, and these "unwritten rules" and expectations drive behavior within organizations (Human Synergistics, 2015). Intervening at the organizational level (i.e., with IPSE program administrative staff; frontline and administrative recreation and sports staff) holds the greatest power for change that supports the inclusion of students with IDD. Stakeholders at the organizational level have the power to impact the social and physical environment (McLeroy et al., 1988). Efforts are needed to explore the organizational culture of IPSE programs, along with campus recreation and sports departments, to better understand how these factors facilitate or impede meaningful social inclusion of college students with IDD. Perspectives of organizational-level stakeholders can increase our understanding of these factors and be used to inform systems-level change. Without such information and efforts, inclusion of college students with IDD within campus recreation and sports will likely remain limited.

Literature Review

Social Health of Individuals with IDD

Individuals with IDD make up a significant portion of our nation's largest marginalized population: people with disabilities, with approximately 7.5 million Americans with IDD in 2016 (Karimi, 2018). The World Health Organization (2001) estimated that almost 3% of the world's population has some form of IDD. Historically, individuals with IDD have been excluded from full community participation and continue to make up one of the most physically and socially inactive and segregated groups in our communities (Zijlstra & Vlaskamp, 2005). When compared to individuals without IDD, they are at higher risk for lower-than-average levels of participation in leisure and recreation activities (Badia et al., 2013), and have few opportunities to make decisions about involvement and participation that affect their lives (Jurkowski, 2008).

Health is socially patterned. People with more extensive social networks and who report feeling connected to their communities tend to have better health (Health and Medicine, 2005). Participatory research demonstrates social and emotional aspects of health that are frequently highlighted by people with IDD as being important determinants of overall

health and wellbeing (Jurkowski et al., 2009). People with IDD are frequently exposed to social conditions associated with poor health outcomes (Graham, 2005). Community participation is an important goal for national policies involving people with IDD (e.g., Verdonschot et al., 2009), and it is necessary to consider social determinants of health and availability of social opportunities for individuals with IDD (e.g., Fiorati & Elui, 2015).

Benefits of Social Inclusion in Recreation and Physical Activity

Social inclusion within recreation and leisure benefits everyone and can contribute to holistic health and wellbeing of individuals and communities (e.g., Logan et al., 1995). There are multiple benefits experienced by individuals with and without disabilities when meaningful social inclusion is accomplished (Logan et al., 1995). Recreation and leisure provide a comfortable, engaging, and motivating environment for development of authentic and meaningful social relationships (Logan et al., 1995). Furthermore, leisure and recreation exist as an important part of people's lives and can open pathways to inclusion for people in the community (Buttimer & Tierney, 2005).

Along with recreation and leisure, social inclusion of individuals with IDD through physical activity also produces important benefits for individuals with IDD, such as: increased physical activity, increased fitness, better health, improved quality of life, and greater community participation (Heller et al., 2011). Increasing physical activity among individuals with IDD can lower the presence of secondary health conditions (Traci et al., 2002). The inclusion of college students with IDD in other college opportunities and activities other than recreation and sports has produced benefits for students without IDD (e.g., decreased anxiety and increased comfort, increased positive attitudes towards disability, and increased supportive feelings toward peers with disability; Carroll et al., 2009).

Inclusive Postsecondary Education (IPSE) Programs for College Students with IDD

Although there is a dearth of empirical research focused on the inclusion of college students with IDD within campus recreation and sports environments, there are a variety of effective efforts outside of research focused on increasing inclusive opportunities for individuals with IDD in college environments. One effective effort aims to provide opportunities for individuals with IDD to be able to attend college. There are a large number of IPSE programs nationwide that are attempting to create, expand, and/or enhance high-quality, inclusive higher-education experiences to support positive and holistic outcomes for individuals with IDD. The total number of programs in the United States increased by approximately 67.5% between 2010 and 2016 (Think College, 2017), and it is believed that this new population of college students will continue to grow. According to a college database by Think College (2017), current estimates show more than 260 IPSE programs for students with IDD across the United States that provide varying levels and combinations of person-centered planning, access to academic advising, residential support, employment services, specialized support for families of students, and/or student support from peer mentors in the areas of academics, socialization, employment, independent living, and transportation (Think College, 2017).

The level of integration and inclusion the IPSE program experiences within the larger university reveals important information about the culture and philosophy of the IPSE program itself. Levels of inclusion within IPSE programs are described in one main continuum in the literature. This continuum focuses on academic life (e.g., Hart et al. 2004; referred to as “*academic continuum of inclusion*” for the purposes of this study). Another continuum of inclusion (Schleien et al., 1997; referred to as the “*broader continuum of inclusion*” for the purposes of this study) has been developed and described in the literature based on social inclusion in communities at large, and will be used within this study to explore the levels of inclusion within IPSE programs. There are important conceptual differences between the academic-specific and broader continuums of inclusion. The academic-specific continuum of inclusion was developed specifically for the academic component of IPSE programs, while the broader continuum was developed for a variety of programs that exist within the community. While the academic-specific continuum is mainly focused on the structure of the IPSE program in terms of the degree to which students with and without IDD have opportunities to participate in classes and other activities together, the broader continuum of inclusion focuses on specific barriers and facilitators to social inclusion within community-based programs. It is helpful to understand IPSE programs in terms of their positions on both continuums because the college experience of a student with IDD goes well beyond just academics. The programs’ positions on both continuums will provide a more comprehensive view of inclusion of students with IDD within the larger university.

Inclusion of College Students with IDD in Campus Recreation and Sports

Despite the increasing numbers of IPSE programs for individuals with IDD, research on these students’ inclusion in recreation and sports is limited. Only one study to date has investigated health and wellness needs of college students with IDD (Milroy et al., 2018), and findings revealed that opportunities for physical activity, campus recreation, and intramural participation were of importance to students with IDD. Additionally, increased awareness, attitudinal change, and inclusion training among campus recreation and sports staff is needed (Milroy et al., 2018). The same researchers conducted a follow-up study to examine facilitators of and barriers to participation in recreation and sports among college students with IDD. Findings underscored multiple interpersonal, structural, and systemic barriers to inclusive participation of students with IDD (e.g., required travel and/or fees for equipment, feelings of not fitting in, and feeling unwelcome). Additionally, recreation and sports staff identified multiple barriers to inclusion of students with IDD (e.g., lack of collaboration with support staff at the IPSE program, and lack of formal training of all recreation and sports staff to serve students with IDD).

Theoretical Framework

Two theoretical frameworks were used to view the problem within this study: the *social model of disability* (Union of the Physically Impaired Against Segregation, 1975) and *Tierney’s individual institutional culture framework* (Tierney, 1988). The social model of disability expresses disability as an outcome of societal processes, rather than an outcome of a diagnosis, label, or disability in and of itself. Within this model, societal structures, political power, organizational attitudes, and social relations all play an

important role in having, experiencing, or being labeled as having a disability (e.g., Fiorati & Elui, 2015). The aim of the model is to accomplish social change in structural relationships between people with and without disabilities (Gilbert, 2004), and this model supported the necessity of this study to focus on organizational change and key stakeholders at the organizational level. In regard to the issue of a lack of inclusion of students with IDD in campus recreation and sports, the social model of disability framed this study by shifting the focus of observation away from students' disabilities and towards physical and social barriers that may be inhibiting inclusion.

Tierney's individual institutional culture framework has been used to explore ways in which culture affects change processes within unique institutions, and it provides a sophisticated tool for understanding complexities of organizations within unique institutions (Tierney, 1988). Tierney's framework includes six categories: environment, mission, socialization, information, strategy, and leadership (Tierney, 1988). By focusing on and examining these key elements, this study was able to generate a clearer picture of the organizational culture (Kezar & Eckel, 2002) of IPSE programs as it relates to inclusion of college students with IDD within campus recreation and sports.

Purpose of Study and Research Questions

This study's purpose was to understand the organizational culture of IPSE programs that facilitates or impedes meaningful social inclusion of college students with IDD. There were seven elements of organizational culture for the IPSE programs that were particularly relevant for this study: (1) formal and informal mission, (2) strategy, (3) leadership, (4) environment, (5) socialization, and (6) information from Tierney's framework (Tierney, 1988), as well as (7) each program's placement on the academic-specific vs. broader continuums of inclusion.

This study explored the following main research question, with sub-questions listed in italics: How does organizational culture of IPSE programs support and inhibit inclusion of college students with IDD? *What is the organizational culture of IPSE programs in regard to inclusion of college students with IDD within three different universities? How does the IPSE program's placement differ on the academic-specific versus broader continuums of inclusion?*

Methods

A constructivist qualitative case study design, which was instrumental and collective, was used within this study (Stake, 1995). This design was specifically selected for this study because it allowed for an exploration and increased understanding of organizational level factors that support and inhibit inclusion, which was integral to the purpose of this study. Additionally, this design aided in identifying criteria to help place each IPSE program on the academic-specific vs. broader continuums of inclusion. Lastly, within this design, both qualitative and quantitative data was collected and used to describe and compare the cases (Creswell, 2014).

Setting

This study included two universities located in the Eastern time zone and one university located in the Central time zone of the United States. The three participating universities were identified by exploring descriptions of IPSE programs on Think College's website within the Eastern and Central time zones, and by using purposeful sampling for heterogeneity to select three universities with IPSE programs (see Table 1 for a description of each university and their IPSE program). A loose description of each IPSE program's structure and philosophy was determined through a telephone conversation with an administrative staff member at each program. Ultimately, it was predicted that each of the three participating programs would fall within one of the three levels of the academic-specific continuum of inclusion: (a) substantially separate programs, (b) mixed programs, and (c) inclusive individualized services (e.g., Hart et al., 2004). Prediction of a position on the academic-specific continuum was made based on descriptions of the amount of time students spend engaging in various academic and student life activities among students without disabilities, descriptions of the amount of supervised time versus free time, as well as the student's residence (i.e., on- and/or off-campus, segregated housing, integrated housing). Purposeful sampling for heterogeneity allowed for a combination of cases that provided maximum heterogeneity on a certain attribute (i.e., IPSE programs' predicted placements on the academic-specific continuum of inclusion; Tashakkori & Teddlie, 1998). Each of the three participating university's IPSE programs participated in study procedures. Pseudonyms that represent the size of each university and whether each university was private or public have been used to ensure anonymity.

Table 1.

Description of Each Case

Pseudonym of University	Estimated Number of Students at University	Comparison of Number of Students in IPSE Program Across Cases	IPSE Program's Predicted Placement on Academic-Specific Continuum of Inclusion
Small State University	19,500	Most number of students across cases	Inclusive individualized services
Large State University	35,000	Number of students falls between number of students in Small State University's IPSE program and Private University's IPSE program	Mixed program
Private University	12,500	Least number of students across cases	Substantially separate program

Sample and Participants

Once three universities agreed to participate, each with their respective IPSE program, purposeful recruitment was used to select administrative staff at the IPSE program to serve as the participants of the study. The criteria for selection of administrative staff at the IPSE program included full-time employment status and a job title with duties that reflected an administrative leadership position with decision-making responsibilities within the IPSE program. While the administrative staff within the IPSE program did not represent the majority of staff within the program, they were able to provide accurate information about their program as a whole. For this reason, frontline staff who provided direct support to students within the IPSE program were not asked to complete the Qualtrics survey.

The goal of recruitment was to select two administrative staff at each IPSE program ($n = 6$). A gatekeeper within each of the three IPSE programs was established and assisted with recruitment of two administrative staff within their respective IPSE program via an email recruitment.

Data Collection and Instrumentation

All data was collected in a specific order, with two distinct phases of data collection. In the first phase of data collection, a Qualtrics survey was administered to IPSE program staff. During the second phase of data collection, a member of the research team conducted a site visit at each IPSE program. Data collected during the first phase of data collection informed data collection during the second phase of data collection. For example, information provided by an IPSE program through the Qualtrics survey informed the specific focus of the observations and conversations during that same IPSE program's site visit.

In phase one of data collection, a Qualtrics survey with a combination of closed-ended and open-ended questions was used with each IPSE program to explore and capture the participation rates of college students with IDD within recreation and sports within the last semester, as well as demographic information about the IPSE program, the philosophy and structure of the IPSE program in regard to integration and inclusion, and the administrative staff member's perceived placement of the IPSE program on the academic-specific continuum of inclusion. Two participants who were administrative staff at each IPSE program were asked to work together to complete the Qualtrics survey. It was ideal for two administrative staff members to work together, rather than just one administrative staff member completing the Qualtrics survey on their own, because the responses were more likely to be comprehensive and holistically representative of the IPSE program.

In phase two of data collection, a site visit was completed with each IPSE program to observe the structure, philosophy, and overall organizational culture of each program in regard to their level of inclusion within the university. Results from the Qualtrics survey in phase one of data collection were used to further guide and refine the observation guide for each site visit. Each IPSE program was visited for a half day, and the visit included a meeting with administrative and other staff to receive a description and "tour" of the IPSE

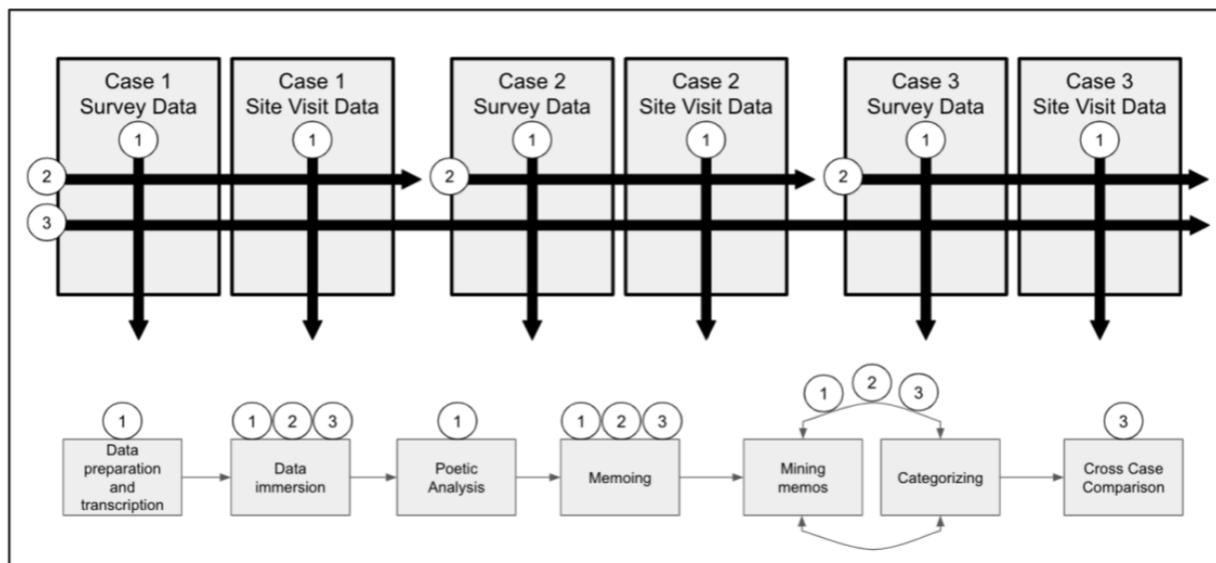
program, and informal conversations with IPSE program staff and students with IDD. Each site visit also included an observation of a student or students with IDD participating in some aspect of recreation and sports. Field notes were taken during each site visit and a more comprehensive and finalized field note was recorded at the end of each site visit.

Additionally, the academic-specific and broader continuums of inclusion were used as an instrument to determine where each IPSE program fell on each continuum and to compare each program's placement on both continuums. Definitions of each level of the academic-specific and broader continuums of inclusion can be seen at the bottom of Figure 2.

Data Analysis

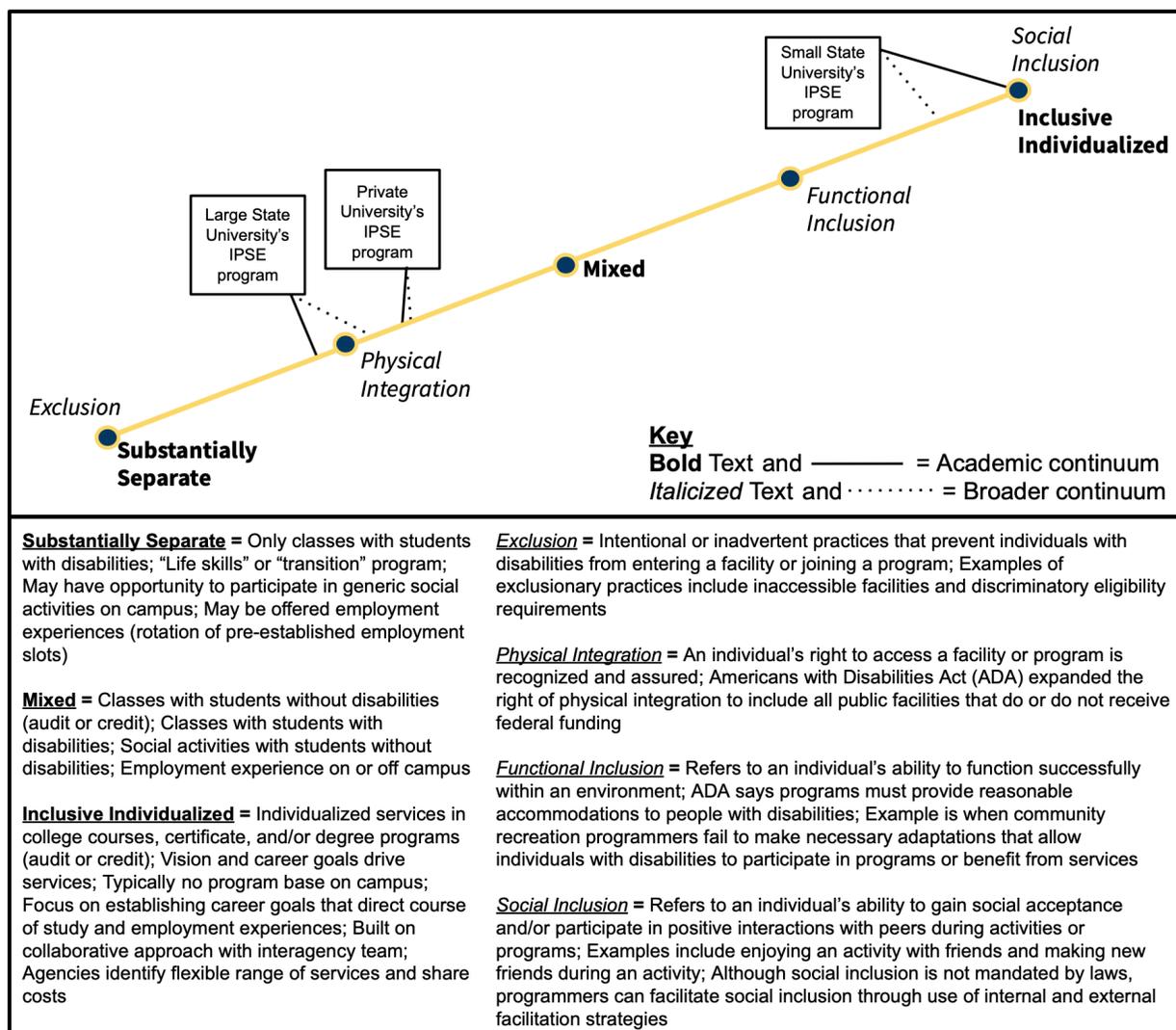
As data were collected, an iterative and comparative process of analysis began (Hesse-Biber & Leavy, 2010; see Figure 1). The following activities were completed for each of the two types of data: (a) data preparation and transcription, (b) data immersion, (c) poetic analysis, (d) memoing, (e) mining memos, (f) categorizing, and (g) case comparisons. Since poetic analysis was used as an analytic technique, all quotes presented within the results section of this article are in the format of *in vivo* poems that were generated during analysis. Overall, the analysis procedures included a process of vertical and horizontal analysis (Hesse-Biber & Leavy, 2010). Vertical analysis included a separate analysis process for each type of data. The two types of data within each case were then horizontally analyzed, which included a process of analysis that spanned across the two types of data within each case. A final horizontal analysis process was completed to make comparisons across the three cases. Thematic ideas that emanated from vertical analysis and horizontal analysis across the two types of data within each case were placed within a matrix to aid in cross-case comparison, and a process of "mining" the horizontal analysis matrix to identify the most prominent thematic ideas across cases was completed. The most prominent thematic ideas across cases were organized within a visual diagram and visual connections were made between thematic ideas. Additionally, horizontal analysis within each case informed each program's placement on the academic-specific and broader continuums of inclusion. Multiple researchers assisted with the interpretation of data to capture varying interpretations and to reduce bias within thematic findings. Throughout data collection and analysis, a living journal for each case was developed by the lead investigator. The purpose of having a living journal for each case was to create an audit trail, which increased the trustworthiness of the findings and assisted with developing a thick and rich narrative description of each case (Stake, 2000).

Figure 1.

Qualitative Analysis Process for IPSE Program Data**Results**

The placement of each IPSE program on the academic-specific and broader continuums of inclusion provided a valuable description of each case (see Figure 2). The Small State University's IPSE program fell as inclusive individualized on the academic-specific continuum. This was determined due to opportunities to take university classes for audit or credit, presence of some degree-seeking students, opportunities to take part in naturally occurring social activities, and encouraged access to employment experiences. Furthermore, there was no base or "hub" on campus, and there was a collaborative approach with an interagency team who provided college life supports. This program fell between functional and social inclusion on the broader continuum. This was determined due to students being supported to function successfully in various environments at the Small State University, provision of reasonable accommodations on campus, and opportunities for students to gain social acceptance and/or participate in positive interactions with peers during activities or programs. There were some entities on campus (e.g., some recreation and sports programming, mental health programming, counseling services, and sexual health programming) where this level of social inclusion did not yet exist or was not experienced by all students with IDD, which supported this program's placement between functional and social inclusion.

Figure 2.

IPSE Programs' Placements on Academic-Specific and Broader Continuums of Inclusion

The Large State University's IPSE program fell between substantially separate and mixed on the academic-specific continuum. This was determined due to opportunities to take classes with students without IDD, a lack of options to take classes for credit; possible opportunities to participate in generic social activities on campus, and that participation mainly occurred in specialized, segregated programming offered by the IPSE program. Furthermore, there were pre-established employment spots on campus, and limited choices for employment experiences. This program fell between physical integration and functional inclusion on the broader continuum. This was determined due to students being supported to function successfully in recreation academic courses, participation in recreation and sports was based on belief that students just had the right to access a facility or program, no provision of reasonable accommodations, and no provision of necessary adaptations.

The Private University's IPSE program fell between substantially separate and mixed on the academic-specific continuum. This was determined due to the majority of classes being with students with IDD, no opportunities to audit or take classes for credit, some opportunities to participate in generic social activities on campus with students without disabilities, pre-established employment spots on campus, and limited choices for employment experiences. This program fell between physical integration and functional inclusion on the broader continuum. This was determined due to students having the right to access most facilities and programs, and most students were able to function successfully in most environments they were accessing. Furthermore, there were some entities (e.g., recreation and sports programming, and residential life) on campus that were not providing reasonable accommodations and necessary adaptations.

Beyond these descriptive results for each case, a total of two main thematic findings were discovered: (1) influence of values: fear vs. risk and (2) type of programming produces multiple outcomes.

Influence of Values: Fear vs. Risk

Examining the values embedded within the programs highlighted the role that fear played in each program. When fear was present within the organizational culture of the program, it revolved around concerns of students with IDD messing up or making mistakes. The Large State University's and Private University's IPSE programs revealed influential values of safety first and trying their best not to "rock the boat" at their respective universities, which was demonstrated when administrative staff at the Private University's IPSE program explained:

To go to main rec
First year student has to be
Accompanied by [support staff]
Once student has proven their self
Have to let advisor know
When going to main rec center
Rec center has no rule
This is our program's rule

Both IPSE programs at the Large State University and Private University presented a sense of fear. For example, the Large State University's IPSE program seemed fearful that their students might "rock the boat" or make mistakes in their on-campus residences without the presence of around-the-clock supports (see Poem 1). Similarly, the Private University's IPSE program also seemed fearful and emphasized the presence of around-the-clock supports within their desired model for on- and off-campus residences (see Poem 2)

Poem 1

Program assesses adult living
 To see if students need
 In-room or in-building
 Around the clock support

Poem 2

Program wants
 A model where
 Students live with graduate students
 Live-in graduate students

The presence or absence of a sense of fear within these two programs impacted the amount of structure/support provided. The Large State University's (see Poem 3) and Private University's (see Poem 4) IPSE programs both presented a sense of fear that was connected to the support they provided. During site visits, administrative staff revealed higher levels of support and more structure for all students:

Poem 3

Group assistance during activities
 Level one, structured program provided
 Level two, supports in group settings
 Level three, students supported
 individually
 There are staff available
 From 4-9pm on weekdays
 From 11-9pm on weekends

Poem 4

Students average 32 hours/week on
 campus
 6 hours per week with [support staff]
 6 hours per week in class
 Up to 20 hour per week service or
 internship
 Not much free time
 If free time is available
 [Support staff] help with planning

Subsequently, the amount of structure and support provided by these two programs also aligned with the program's provision of specialized/segregated programming. Both the Large State University's (see Poem 5) and Private University's (see Poem 6) IPSE programs revealed higher levels of supports and more structure for students, which aligned with the fact that they provided specialized, segregated programming for students with IDD:

Poem 5

Activities provided by program
 Book club
 Friday fitness at rec center
 Weekly trips and game nights
 Tailgates and potlucks
 Lanes at pool just for students with IDD

Poem 6

Special Olympics Unified Sports
 Flag football, basketball
 [Student supports] play with students
 IPSE Program offers programming
 [Student supports]
 Attend with students

The Small State University's IPSE program served as a comparison, where a culture of fear wasn't present. Instead, risk was valued, and support and structure became individualized and student-centered. This program revealed that one of their most influential values was a foundational belief in the dignity of risk. During a site visit, administrative staff explained:

Students buy into programs more
When it is their choice
Students might think
"This might not go well,
But I am going to try it out"
Dignity of risk
Foundational to how we work

The Small State University's IPSE program did not display a sense of fear. They displayed a bold sense of advocacy on behalf of meaningful inclusion. Administrative staff explained:

Conversations with campus recreation
To challenge their perception of
Inclusive programming
Why have Special Olympics Unified Sports?
If already have intramurals that can be inclusive?

The Small State University's IPSE program revealed lower levels of structure and support that were individualized and person-centered, which aligned with the fact that they did not provide any specialized, segregated programming for students with IDD:

Type of Programming Produces Multiple Outcomes

The presence or absence of specialized, segregated programming that was provided by the IPSE program and just for students with IDD seemed to connect to multiple outcomes. At the Large State University's IPSE program, the presence of high amounts of specialized, segregated programming appeared to produce lower levels of independence and fewer opportunities for independence among students with IDD:

Programs or activities offered every week
Bowling, mall, movie, physical fitness, game night
We found they need
Need a spot to hang their hat
Something that would consistently happen

As a college student, it can be argued that there is a lack of opportunity to experience and gain skills related to independently making choices, navigating the community, and planning free time when opportunities are already structured and presented every week.

At the Large State University's IPSE program, high amounts of specialized, segregated programming seemed to lessen the degree to which students with IDD were perceived as

university students. Greater evidence of “othering” of students with IDD was found at the Large State University and the Private University. The fact that students with IDD were frequently seen at these universities participating in specialized, segregated opportunities could have impacted the “othering” perspectives of students with IDD that emanated from these two universities:

These are university students
They are part of the university
Certain aspects of the university
Might need education
What “part of” really means

At the Private University’s IPSE program, the presence of specialized, segregated programming seemed to produce less authentic or contrived attempts at inclusion within the specialized programming that was offered by the program:

Special Olympics Unified Sports
Flag football, basketball
Same structure as university’s Best Buddies chapter
[Support staff] play alongside students with IDD

While the presence of support staff within this specialized sports programming was indeed an attempt to accomplish integration of individuals with and without IDD, the individuals without IDD were support staff. This produced an unnatural and contrived attempt at inclusion. These support staff played a paraprofessional role within the lives of these students with IDD and were assigned to work with and support these students. The very nature of this student and support staff relationship interfered with the potential for the development of meaningful social relationships and the experience of true social inclusion.

Lastly, at the Large State University’s IPSE program, the presence of high amounts of specialized, segregated programming seemed to produce lower levels of understanding of the differences between integration and inclusion among support staff:

Community *integration* supports
Modeling of *inclusive* practices
For me [community integration support], it is all about *integration*
Within the university community
It is all about *inclusion*
Activities like the program’s bowling are very good

This quote from an analytic poem demonstrates how integration and inclusion were terms that were utilized interchangeably within the title and job description of support staff, as well as among the support staff themselves as they described their provision of support. Simply training support staff on the differences between integration and inclusion may not be enough. Support staff need to live it in order to understand it. In the case of the Large State University’s IPSE program, the support staff were living the experience of

specialized, segregated programming that was provided by the program. Therefore, their understanding of the differences between integration and inclusion were limited.

Discussion

Based on the results of this study, components of the IPSE programs' organizational culture that supported inclusion of college students with IDD included (a) foundational belief in the dignity of risk, (b) absence of a sense of fear, (c) lower levels of structure, (d) supports that are individualized and person-centered, and (e) absence of specialized, segregated programming that is provided by the IPSE program. According to Tierney's framework, these components fall within the essential concepts of informal mission, strategy, and environment, that each play a uniquely important role in the organization's culture (Tierney, 1988). When supports for individuals with disabilities are individualized and person-centered, the individual is less restricted and experiences greater outcomes that are supportive of meaningful inclusion (O'Brien & Lovett, 1993).

Components of the IPSE programs' organizational culture that inhibited inclusion of college students with IDD included (a) values of safety first and trying not to "rock the boat," (b) presence of a sense of fear, (c) higher levels of structure and support, and (d) presence of specialized, segregated programming that is provided by the IPSE program. These components fall within the essential concepts of informal mission, strategy, and environment, that each play a uniquely important role in the organization's culture (Tierney, 1988). Within the broader literature of marginalization, fear is very potent and serves as an influential expression of vulnerability (Hyndman, 2007). Within this context of marginalization, fear literally contributes to marginalization as it serves as a rationale for safety and security measures (Hyndman, 2007).

Additionally, when an IPSE program provides specialized, segregated programming for their students with IDD, this produces a variety of outcomes that further inhibit inclusion of these students. Students within IPSE programs that provide specialized, segregated programming may experience lower levels of independence and fewer opportunities for independence, increased "othering" and lower chances of being viewed as university students, more contrived inclusion attempts with less potential for development of meaningful and authentic social relationships, and lower levels of understanding of differences between integration and inclusion among support staff. The presence of consistent specialized, segregated programming as the main choices for students with IDD to participate in recreational and/or leisure activities inhibits inclusion, since inclusion always allows for choice (Schleien et al., 1997). When IPSE programs are setting up contrived inclusion attempts that involve paid support staff (i.e., paid with money or service hours), this lack of authenticity is also inhibiting inclusion. Inclusion allows for opportunities of socialization and development of meaningful social relationships (Schleien et al., 1997), which cannot be accomplished when students are participating alongside support staff. The lack of understanding of differences between integration and inclusion among support staff aligns with Tierney's essential concept of mission, which breaks down to informal and formal concepts of mission (Tierney & Lanford, 2018), along with Tierney's essential concepts of environment, information, and socialization. In this case of support staffs' understanding of the differences between integration and inclusion,

the informal concept of mission includes staffs' perceptions, experiences, and beliefs. Since support staffs' informal mission (i.e., not fully understanding differences between integration and inclusion) are not aligned with the larger formal mission of the IPSE program (i.e., inclusion of students with IDD within the university), the likelihood of inclusion occurring and being successful is very low (Tierney & Lanford, 2018).

Results related to the organizational culture of these three IPSE programs produces important implications for IPSE programs nationwide. While ensuring the safety of students with IDD is of utmost importance, it is equally as important to embrace the concept of dignity of risk, which dates back as an essential construct within the Disability Rights Movement (Perske, 1972). While a sense of fear can certainly be influenced by external factors (e.g., university structures and policies), it is important for IPSE programs to monitor this sense of fear and how it influences the type and amount of structure and support that is provided to students with IDD. When decisions are being made within an IPSE program, decision makers should examine what is informing their decision making and specifically search for the presence of fear. Identifying the presence of fear will then allow an IPSE program to parse out and address these fears. With the presence or absence of specialized, segregated programming that is provided by the IPSE program producing important outcomes for students with IDD, it is important for IPSE programs to critically assess the types of programming that they are providing and/or supporting within the larger university. The broader continuum of inclusion could be used as a valuable assessment instrument for IPSE programs to strive to ensure that any programming they offer is aligned with social inclusion. Ensuring that programming is aligned with social inclusion will produce myriad positive benefits for college students with and without IDD (Logan et al., 1995; Buttiner & Tierney, 2005; Heller et al., 2011; Traci et al., 2002; Carroll et al., 2009). IPSE programs should consider the type of message about students with IDD that the programming sends to students without IDD and the university at large. In order to accomplish sustainability of these efforts, IPSE programs need to ensure commitment among all staff for these recommended adjustments to their program's organizational culture. IPSE programs also need to secure support from their board of directors and the university at large as a means of increasing sustainability. Lastly, it is necessary for IPSE programs to develop a "community of practice" to serve as a vehicle to share best practices among varying IPSE programs.

When juxtaposing the academic-specific and broader continuums of inclusion, the positioning of each IPSE program aligns with itself and is not drastically different from one continuum to another. This alignment relates back to Tierney's essential concept of strategy. An organization's strategy in one segment of the organization can infiltrate into their larger organizational processes (Christens et al., 2007). The strategy for inclusion that an IPSE program is living out within academic settings can infiltrate and reveal itself within non-academic settings. Therefore, it is expected for an IPSE program's placement on the academic-specific vs. broader continuums of inclusion to approximately align. When thinking about an IPSE program's placement on the academic and broader continuums of inclusion, it is also important to consider how state-based administrative policy might impact the level to which full academic inclusion is possible within the IPSE program, which can then produce resulting ramifications that can impact the IPSE program's placement on the broader continuum of inclusion. While the academic

continuum of inclusion has been researched and established within the IPSE literature (e.g., Hart et al., 2004), it's also essential for IPSE researchers and scholars to widen their lens beyond academics to incorporate and place a more weighted emphasis on life of students outside of the classroom. There is a need for more research that is focused on the non-academic, college life of students with IDD within IPSE programs, and the broader continuum of inclusion (Schleien et al., 1997) could serve as a powerful tool for future research.

If the field moves beyond the academic-specific continuum of inclusion and incorporates the broader continuum of inclusion, organizational culture should be taken into account. Tierney's individual institutional culture framework (Tierney, 1988) would serve as a useful tool. Within this study, Tierney's framework allowed for a deeper exploration of the ways in which an IPSE program's culture can affect inclusion within unique institutions of higher education (Tierney, 1988). By focusing on and examining essential concepts within Tierney's framework (i.e., environment, mission, socialization, information, strategy, and leadership; Tierney, 1988), this study was able to generate a clearer picture of the organizational culture (Kezar & Eckel, 2002) of IPSE programs. Not only is the organizational culture of the three IPSE programs in this study apparent throughout the findings, the use of Tierney's framework produced a more sophisticated understanding of complexities of IPSE programs as unique organizations within unique institutions of higher education (Tierney, 1988). This study is unique in its use of a theoretical framework that exists outside of and spans well beyond the field of IPSE programs. However, the relevancy and appropriateness of Tierney's framework is apparent due to the framework's placement within the field of higher education, which is the broader context in which IPSE programs are situated. By examining the organizational culture of the three IPSE programs in this study through the use of Tierney's framework, more was uncovered than if just the academic-specific and broader continuums of inclusion were applied.

Limitations

Despite the significant contributions to science this study makes, there are also limitations. Within collective case studies, there is no real limit to the number of cases that could potentially be studied (Mills et al., 2010). However, the scope of this study was limited by both the timeline for the study and available resources. Although a collection of cases could include many more cases, this study was limited to include a selection of three cases. Additionally, some argue that because collective case studies are bound by time and space, and the very nature of case study involves researching in a current context, it is more likely that resources, rather than space, limit a collective case study (Mills et al., 2010). This collective case study was investigated in multiple locations, but the range of locations was limited to the Eastern and Central time zones due to limited resources. While transferability of findings within this study can be upheld, other universities' IPSE programs, campus recreation, and sports departments could have experiences that are significantly different than this study's findings.

Conclusion

With there being over 260 IPSE programs in the United States, students with IDD are a rapidly growing population on college campuses nationwide. The time has come to begin to critically assess and examine the inclusion of these students within campus life at large, as well as the organizational culture of the IPSE programs and other entities within the larger institution. Since recreation and leisure is arguably the most prime and rich environment for the development of meaningful social relationships, the inclusion of college students with IDD within campus recreation and sports is a prudent place to start. If the goal of IPSE programs is to create, expand, and/or enhance high-quality, inclusive higher-education experiences that support positive and holistic outcomes for individuals with IDD (Think College, 2017), it is time for the field to move beyond the academic classroom and into the broader authentic college life experiences of students with IDD. Tierney's individual institutional culture framework could serve as a useful tool to accompany the broader continuum of inclusion in exploring, understanding, and promoting inclusion of college students with IDD within campus life at large.

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