



**Association on
Higher Education and
Disability in Texas**
www.txahead.org

***THE 5 I'S TOOLKIT:
BUILDING A COMPREHENSIVE
STUDENT ACCESS & SUCCESS TEAM***



***Session
MATERIALS***





EAST TEXAS A&M
UNIVERSITY

The 5 I's Toolkit: Building a Comprehensive Student Access and Success Team



Meet Your Presenters



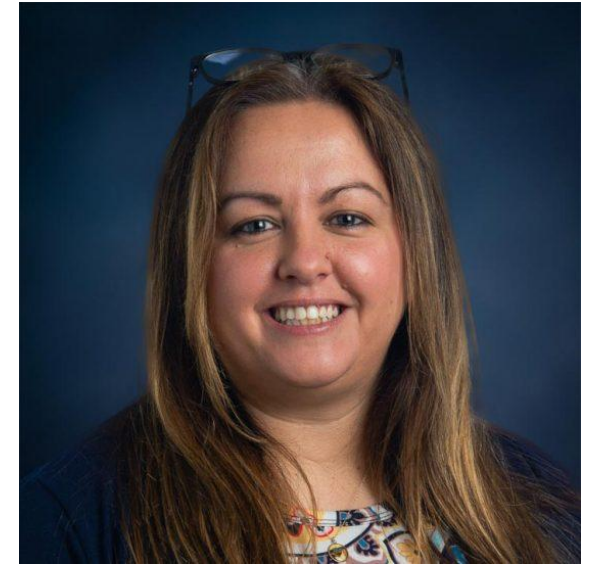
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— A&M —



Heaven Dunn
Student Disability Services
Case manager



Carrie Williams
Student Disability Services Director



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Student Disability Services
Case manager

East Texas A&M University



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- Located in Commerce, Texas
~80 miles east of Dallas
- Locations:
Commerce
Dallas
Corsicana
Mesquite
Collin County
RELLIS in Bryan
- Over 11,500 students
- 3rd largest A&M System school



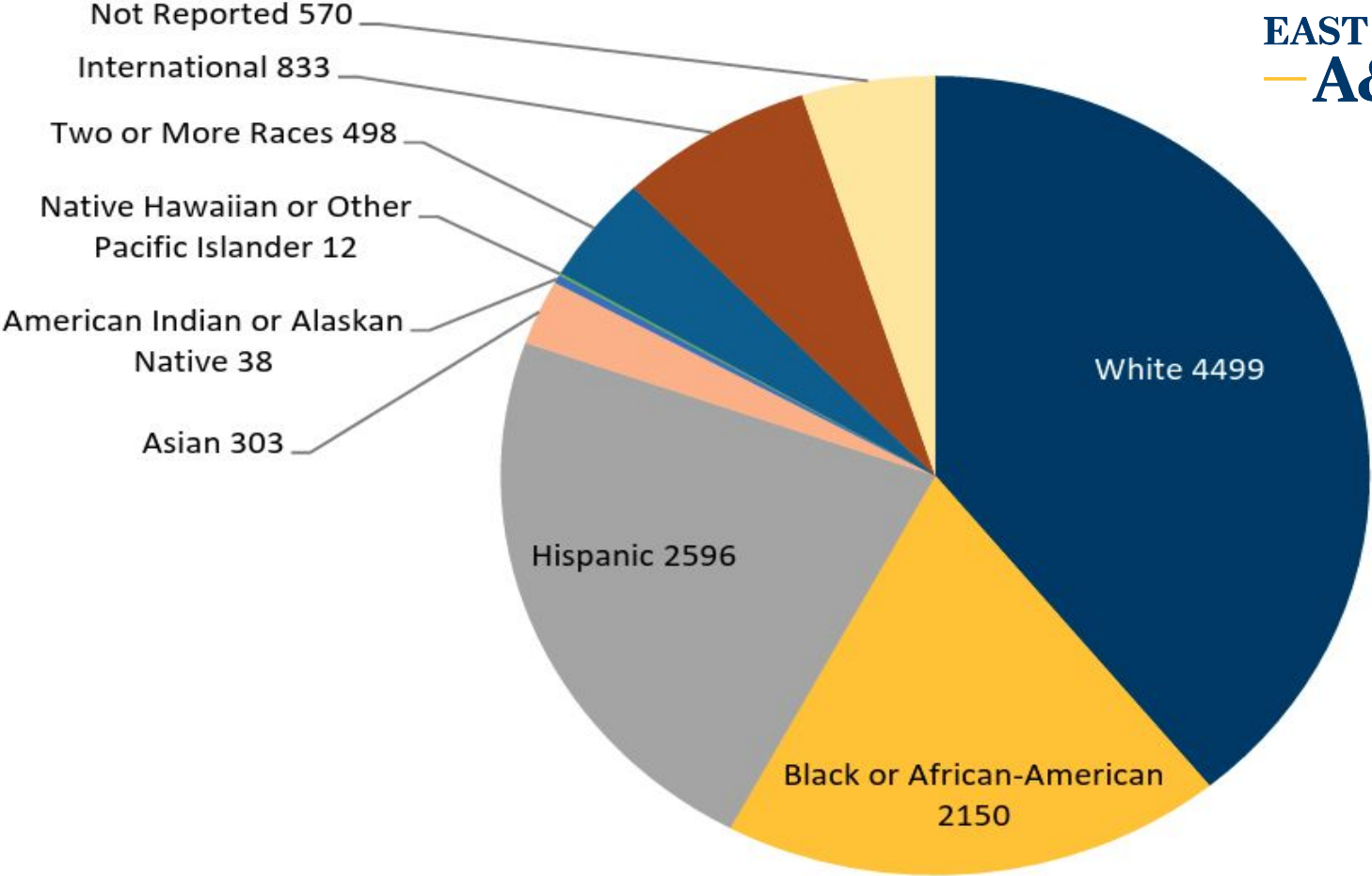
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Student Demographics Fall 2023

67% 1st Gen
74% Pell Grant



Learning Outcomes



- Learn the process to create a student access and success team (interdisciplinary/multidisciplinary student services team)
- Catalog institution resources and structures
- Use 5 I's toolkit to analyze case studies
- Establish a larger network of professionals to successfully navigate critical barriers at the institutional level

What is the 5 I's Framework?



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Intentional



Innovative



Integrative



Intervening



Implementing

What is the 5 I's Framework?



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A Holistic Approach to Student Success

Intentional



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Know Your Purpose

- Opening door to higher education for all and supporting student success towards graduation and beyond
- Success looks different for every student (Varying degrees of success)
 - Success may not be linear; rather it may be circular (Piaget)
- Connecting resources

Intentional

Who has a seat at the table and why?

What are the collective goals?

“People who work together will win, whether it be against complex football defenses, or the problems of modern society.” – Vince Lombardi

Roadblocks

- Understanding campus landscape—knowing particular situation

Innovative



Not duplicating services

- work collaboratively and not in silos

Work across disciplines

- multidisciplinary, interdisciplinary approaches

Responsibility of people to create and design

Have staff that support the collective vision

Empower mid-level leaders

Innovative



Thinking outside the box

Release of Information—Coordination of Care (Thinking in the grey areas)

Are we being too concrete in our boundaries?

Not being confined to history

- Willing to experience—not using rearview mirror as measurement of success

Integrative



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Overlap—We all work with special populations

- How we cross our lines to reach more
- Also identifying gaps—a desire to increase access (both sides of the coin)
- Knowing exactly what every area does for referral purposes and supporting student needs

Have all team members understand they are part of the wider student access and success team.

Intentionally put members in different places/ spaces

Integrative



Campus expectations

Consistent meeting days and times

Community involvement

What is the role of trust?

- What do those relationships look like? Reciprocal. Past history of disfunction

“You did not wake up to be mediocre.” —Peloton instructor Robin Arzón

Intervening



Collaboration

- Go beyond your Division

Vested interested in each other's work

- Understanding the intersections of a student and where the professional services meet

Coordination of care

Intervening



Assessment of barriers to progress

BIT

Referrals

- Using each other as bridges to get increased access to student services and resources

Implementing



Leadership buy-in/ Fidelity

- Consistency overtime. Always committed to the cause/ the departments/ the teams. Despite challenges and controversy. It's not personal.

Have confidence in your process and people

Implementing



Look at other teams

Consistent System member meetings

Get involved in associations

Check Yourself

Don't wreck yourself (or your department/division)

Be willing to adapt

“Intelligence is the ability to adapt to change.” – Stephen Hawking

Case Studies



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Balancing Barriers and Building Bridges

Case Study 1



Case Study 2



Resources



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Balancing Barriers and Building Bridges

Coordination of Care



Declaration of Disability





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Coordination of Care Release of Information Form

The care coordination among key departments is essential for safe and effective care for students. To share identifying personal or confidential information regarding your care, please complete applicable sections of this document and include your signature for releasing information, as appropriate. Please note that you are not required to sign this form to receive services on campus, and your services will not be affected.

***This form is for inter-departmental communication only and does not necessitate follow-up with the student.**

Student Information

Student Name: _____ Date of Birth: _____
(First, Middle, Last)

Student/CWID: _____ Phone Number: _____ Mobile Home Work

Referral Reason (coordination of care reasons; other significant information affecting physical or mental health):

Recent self-injurious behaviors Recent suicidal thoughts Recent thoughts of physically harming others

Other: _____

Enter your initial next to all departments with which you'd like the information to be exchanged:

- _____ Community Psychology Clinic; Dr. Shauna Richards (Phone: 903-886-5660)
- _____ Counseling Center (Phone: 903-886-5145; Fax: 903-468-3118)
- _____ Senior Registered Dietitian; Kara Nemethy, RD, LD (Phone: 903-468-3195; Kara.Nemethy@tamuc.edu)
- _____ Sports Medicine; Brian White & Athletic Trainers (Phone: 903-468-3193; Fax: 903-468-8679)
- _____ Student Advocacy & Support (Phone: 903-886-5736; CARE@tamuc.edu)
- _____ Student Disability Services (Phone: 903-886-5150; Fax: 903-468-8148)
- _____ Student Health Services (Phone: 903-886-5853; Fax: 903-886-5854)

Enter your initial to indicate the type(s) of information to be disclosed (mark all that apply):

- _____ Schedule an appointment on behalf of the student during their presence
- _____ Verify appointment(s) scheduled
- _____ Verify appointment(s) attended
- _____ Release and/or discuss psychological evaluation report
- _____ Exchange relevant information to maintain the student's safety
- _____ Exchange relevant information for coordination of care

Authorization Period & Expiration Date

You may revoke this consent *in writing* at any time, except to the extent that information has already been released.

This consent expires automatically in one of the following designated periods starting from the date signed below (**enter your initial**, mark one only):

_____ One week; _____ One month; _____ Current semester; _____ Current academic year

Student Signature

Date Signed

Referral Staff/Witness Signature

Date Signed

Signature of Legal representative*

Representative's Relationship to Student

*To be used in special circumstances which necessitate signature other than the student's signature. When the student is under the age of 18, this signature AND the student's signature are required.

Revised 12/18/2024



When and How to Use Coordination of Care Release of Information Form

The Coordination of Care Release of Information Form allows the sharing of a student's health and/or behavioral health information in special circumstances with on-campus services including the Community Psychology Clinic, Counseling Center, Nutrition from Campus Recreation, Sports Medicine, Student Advocacy & Support, Student Disability Services, and Student Health Services.

These special circumstances typically arise when a student may be at high-risk or experiencing thoughts of self-harm or harm of others. Using this form may help:

- Facilitate communication and coordinate care across multiple departments
- Ensure a smooth transition between on-campus services and prevent disruptions in care
- Expedite the provision of appropriate services by exchanging critical information
- Support and advocate for students during stressful times
- Ensure the safety and well-being of the student

****Important Note:**

- The purpose of the referral form is to enhance communication between or among different departments and is not designed for direct communication with the student.
- Only the departments and/or staff member(s) specified on the Coordination of Care Release of Information form are authorized to access and share the information students wish to disclose.
- Information shared beyond the originally listed staff should adhere to your respective department's established policies and procedures.

Use this form in three easy steps:

1. **Complete** the Coordination of Care Release of Information Form
2. **Transmit** the form electronically via fax or the shared drive (protect doc with a password)
 - If using the shared drive, **email** document password to the receiving department
3. **Notify** the receiving department that the form has been sent and via what method.



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Revocation of Authorization for Coordination of Care Release of Information Form

On _____, I, _____
(Date: MM/DD/YY) (Full Name)

signed an Authorization to Release Information to (check all that apply):

- Community Psychology Clinic; Dr. Shauna Richards (Phone: 903-886-5660)
- Counseling Center (Phone: 903-886-5145; Fax: 903-468-3118)
- Senior Registered Dietitian; Kara Nemethy, RD, LD (Phone: 903-468-3195; Kara.Nemethy@tamuc.edu)
- Sports Medicine; Brian White & Athletic Trainers (Phone: 903-468-3193; Fax: 903-468-8679)
- Student Advocacy & Support (Phone: 903-886-5736; CARE@tamuc.edu)
- Student Disability Services (Phone: 903-886-5150; Fax: 903-468-8148)
- Student Health Services (Phone: 903-886-5853; Fax: 903-886-5854)

I hereby revoke such Authorization effective immediately.

I understand that this revocation of my authorization will only apply to further disclosure regarding my personal or confidential information and cannot cancel actions or disclosures made before receiving this written notice of my revocation.

In addition, I understand that information will no longer be exchanged between/among the above departments unless I complete and sign another Release of Information form.

This revocation of authorization must be signed and dated below by the student to be valid.

Student Signature

Date Signed

Staff/Witness Signature

Date Signed

Signature of Legal representative*

Representative's Relationship to Student

*To be used in special circumstances which necessitate signature other than the student's signature. When the student is under the age of 18, this signature AND the student's signature are required.

Case Study 1

Case Scenario: Beyond the Finish Line: Supporting Alex's Journey

Background:

Alex is an international student from Nigeria in their junior year, majoring in engineering. As a first-generation college student, Alex is determined to make their family proud and succeed both academically and athletically. Alex is a student-athlete on the track and field team, dedicating 20 hours per week to training and competitions. In addition to their athletic commitments, Alex works 15 hours a week at a local coffee shop to help cover living expenses.

Alex also has a documented physical disability due to a congenital condition, requiring accommodations such as extended test-taking time and access to specialized equipment. While Alex has registered with the disability services office, they have expressed frustration that some professors are not consistently implementing their accommodations.

Recently, Alex has been skipping meals and losing weight, and a teammate shared concerns that Alex may be experiencing food insecurity. Alex admitted they struggle to afford enough food each month, relying on the small campus food pantry and occasional meals provided during athletic travel. Additionally, they feel isolated, as cultural differences and the demands of their schedule leave little time to connect with peers or participate in campus activities.

Alex's coach, academic advisor, and the disability services coordinator have referred their case to your Student Access & Success Team. Your task is to develop a holistic approach to supporting Alex, applying the **5 I's framework** (Intentional, Innovative, Integrative, Intervening, Implementing).

Your Challenge:

Develop a comprehensive plan to address Alex's intersecting challenges: food insecurity, academic struggles, inconsistent disability accommodations, isolation, and balancing their multiple roles as an international student, athlete, worker, and person with a disability.

Goals:

1. **Intentional:** Address Alex's immediate needs (e.g., food insecurity, accommodations) while planning for long-term success.
2. **Innovative:** Explore creative, culturally relevant, and accessible solutions to support Alex holistically.

3. **Integrative:** Collaborate with athletics, academic departments, disability services, and other campus resources to ensure a coordinated approach.
4. **Intervening:** Identify early interventions to prevent burnout, malnutrition, and academic probation.
5. **Implementing:** Develop and execute a practical, sustainable support plan for Alex, with clear follow-ups and measurable outcomes.

Guiding Questions:

1. How can your team intentionally prioritize Alex's most urgent needs (e.g., food security, accommodations) while balancing their longer-term goals?
2. What innovative strategies could be used to address Alex's food insecurity, given their busy schedule and limited income?
3. How can your team integrate services across athletics, international programs, disability services, and academic advising to ensure Alex's holistic support?
4. What early interventions can be implemented to mitigate Alex's sense of isolation and prevent academic or personal burnout?
5. How will your team measure success and ensure Alex feels empowered throughout this process?

Deliverable:

During the session, your group will develop:

1. A **personalized support plan** for Alex based on the 5-I framework, including immediate and long-term strategies.
2. A **resource map** of campus and community services tailored to Alex's intersecting identities and needs.
3. A **timeline for interventions and follow-up actions**, with clear roles and responsibilities for your team members.

Be prepared to share your plan and discuss how this approach could be adapted for other students facing complex, intersecting challenges.

Case Study 2

Case Scenario: The Struggling Scholar: A Holistic Approach to Supporting Jamie

Background:

Jamie, a sophomore at your university, has been referred to your Student Access & Success Team due to academic struggles and concerns raised by their professors and peers. Jamie is a first-generation college student majoring in biology with aspirations of becoming a doctor. Recently, their GPA has dropped below 2.0, and they are on academic probation. Additionally, Jamie has disclosed to a faculty advisor that they are experiencing anxiety, financial difficulties, and challenges with time management.

Jamie works 30 hours a week at a part-time job to support their family and struggles to balance work, academics, and personal well-being. They also revealed that they feel disconnected from campus life and unsure about accessing university resources. Jamie's situation has been brought to your attention as a critical test case for the newly implemented 5-I Student Access & Success Team approach.

Your Challenge:

Your team has been tasked with creating a holistic support plan for Jamie, using the **5 I's framework** (Intentional, Innovative, Integrative, Intervening, Implementing). During the session, you will develop a strategy and action plan to help Jamie succeed, keeping the following goals in mind:

1. **Intentional:** Ensure all interventions are intentional and address Jamie's academic, personal, and social needs.
2. **Innovative:** Design creative solutions to engage Jamie and meet their unique circumstances.
3. **Integrative:** Collaborate across departments and break down silos to provide seamless support.
4. **Intervening:** Identify early interventions to address current challenges and prevent future obstacles.
5. **Implementing:** Develop and execute a comprehensive plan that supports Jamie holistically, ensuring follow-up and accountability.

Guiding Questions:

1. How will your team intentionally assess and prioritize Jamie's needs?

2. What innovative solutions can you use to reduce Jamie's financial burden while balancing academic success?
3. How will you integrate resources (e.g., counseling, financial aid, tutoring, student organizations) to create a support system for Jamie?
4. What early interventions can you implement to address Jamie's academic probation and mental health concerns?
5. How will you ensure the plan is implemented successfully, and how will you measure its impact?

Deliverable:

During the session, your group will develop:

1. A **timeline of action items** guided by the 5-I framework.
2. A **list of cross-departmental resources** and how they will be coordinated to support Jamie.
3. A **follow-up and accountability strategy** to ensure Jamie's progress is tracked.