



College students providing support
to local families.

From Campus to Community: Respite Care through Service Learning, Internship, & Employment Opportunities for College Students

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This program is currently funded through the **Association for Community Living** (U.S. Department of Health and Human Services) **Lifespan Respite Enhancement Grant** awarded to the Massachusetts **Department of Developmental Services** (2021-2026)

Audience Poll

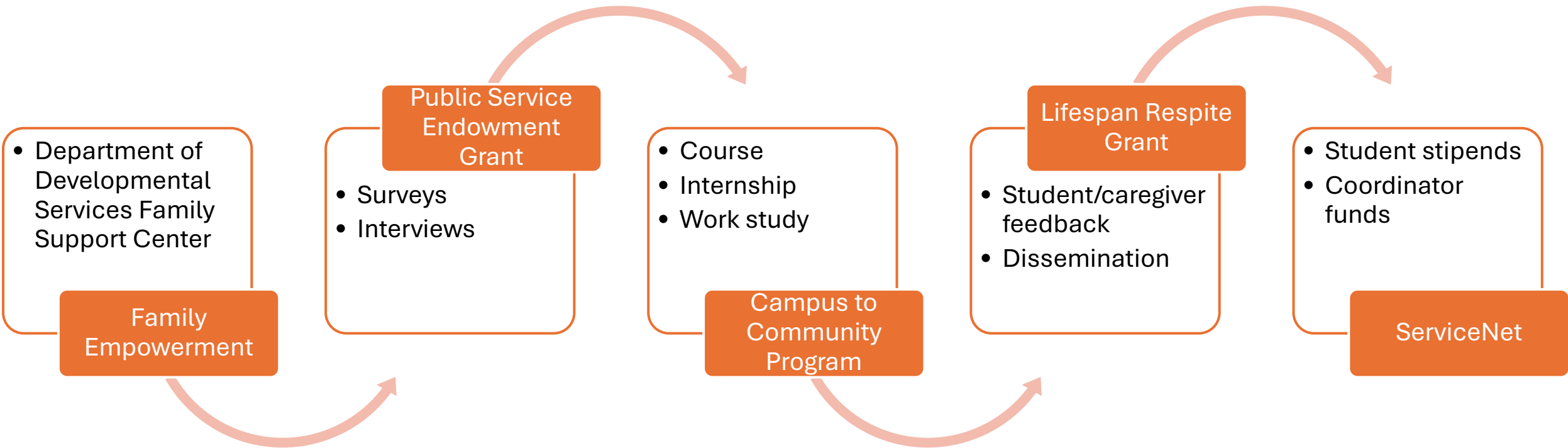


What are you most interested in taking away from this presentation?



Join at
slido.com
#1858 123

Timeline



Community Partnership

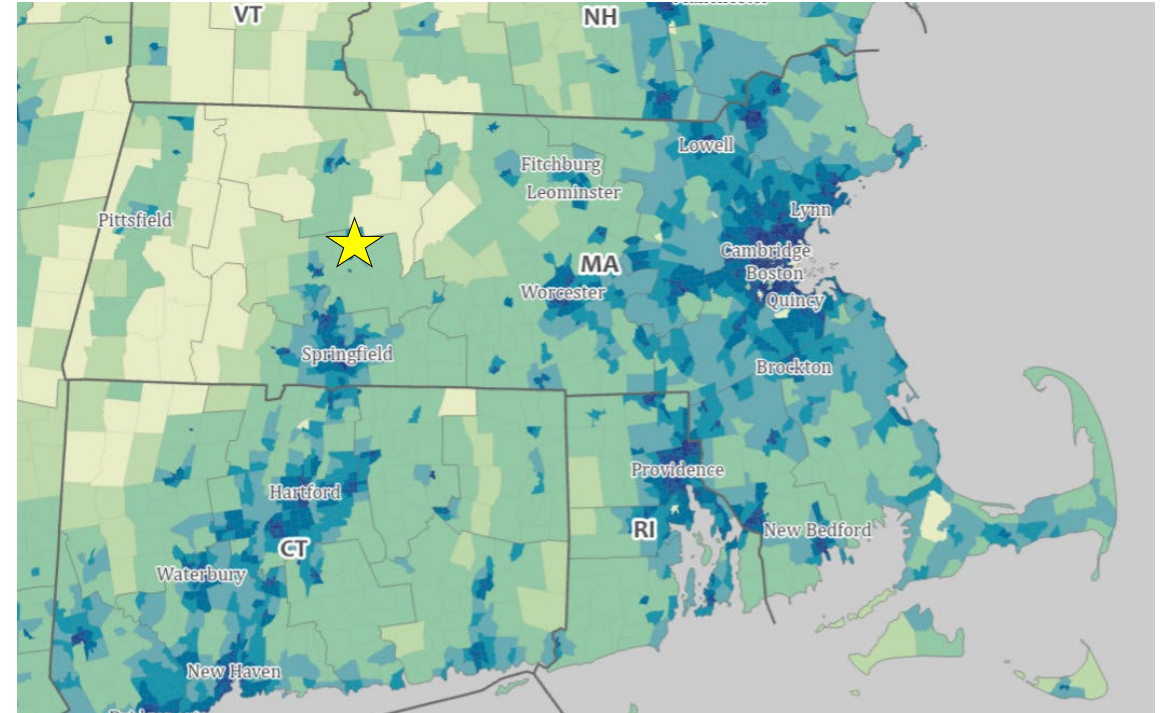


Community Partnership



The Need

- Family Empowerment
 - Department of Developmental Services (DDS) Family Support Center
 - Flex budget for respite, but difficulty finding providers



FAMILY
EMPOWERMENT

Community Partnership



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The Solution?

- Developmental Disabilities and Human Services
 - Undergraduate specialization at UMass Amherst
 - Students (n=200) need complete 120 hours of direct experience



Stakeholder Feedback



Stakeholder Feedback & Pilot



Step 1

- Parent interviews (n=20)

Step 2

- Parent survey (n = 81)
- Student survey (n = 189)

Step 3

- Standalone workshop (n = 20)
- Service-learning course (n = 12)

What have local parents' experiences been navigating respite care?

What have been students' experiences *providing* respite care?

What do parents and student respite care providers think is most important in a curriculum?

Funded by the Public Service Endowment Grant (UMass Amherst)

What barriers have you experienced?



#1: I do not know how to find a respite care provider (89%)

#2: I have had difficulty finding a respite care provider (75%)

#3: I cannot afford to pay for a respite care provider (71%)

Suggested Training Topics



Parents

- Promoting independence
- De-escalation techniques
- Behavior management
- Emergency response
- Working with parents
- Self-determination
- Basic information about disability

Student Respite Care Providers

- Safety
- Disability education
- Planning activities
- Communication
- Building character strengths
- Building relationships

Pilot



Pilot Workshop



- One day workshop (April 2017)
- 14 students participated (across majors)
- Additional guest speakers
 - Nurse/parent presentation on seizures
 - Family presentation and g-tube demonstration
- Free CPR, first aid, AED training
- Respite care provider profile
 - Database for Family Empowerment
 - Referred to Rewarding Work directory

Preparation for the Course



- Completed the Civic Engagement and Service-Learning Faculty Fellows Program (2017-2018)
 - Service-learning pedagogy
 - Logistics and liability
- Completed the CPR instructor training
 - Purchased manikins with grant funds
- Recruited and screened pilot families through Family Empowerment
 - Started with 5 families

Pilot Service-learning Course



- Piloted the service-learning course in Fall 2018
- 10 students from the Developmental Disabilities and Human Services specialization
- 5 families (students went in pairs)

Initial Feedback



As the parent of a child with special needs who has little to no childcare and who passes the torch back-and-forth between herself and her husband, having respite care regularly one day a week was incredible. I knew that when M and M were coming I could take care of things that were hanging over my head during the week and adding to my stress (clean the litter box, do some billing, put four tons of laundry away). Knowing they would be coming always gave me the ability to exhale a bit and when they were here I knew my little one was happy and tended to, which let me exhale even more. I wish they came over everyday lol.



Initial Feedback



And for my kid, he loved the attention and play. They followed his lead. He has tons of therapies in school, after school and is always being guided and shifted to behave in specific ways. When the girls came they followed his lead and played with flags and planets the entire time without making him shift to anything else. Pure happiness for any kid but especially an autistic kid who is in therapy a lot.

Campus to Community Program



Current Options



Service-learning course

Internships

Work-study program

Drop-in LEGO playgroup

Service-Learning Course Basics



- Enrollment 25-30 students
- Offered every semester (including summer)
- Open to all majors, all years
- Families raising children/adults with intellectual or developmental disabilities
- Course components
 - Weekly class
 - Weekly respite (3-hours)

Family Recruitment



- Family Empowerment
- Adoption Journeys
- Facebook groups
- Special Education Parent Advisory Councils (SEPACs)
- Pediatrician offices
- Schools

Campus to Community Respite Care Program

UMass Amherst students provide free weekly in-home respite care to families raising children, adolescents and adults with intellectual and developmental disabilities

About the program:

- Students can come in pairs, to give attention to siblings
- Students complete criminal background checks
- Students complete CPR and respite care training
- Families within 30 minutes from the UMass campus are eligible to participate
- Students leave UMass at 4pm and return by 7pm (arrival and departure times depending on your proximity to UMass)

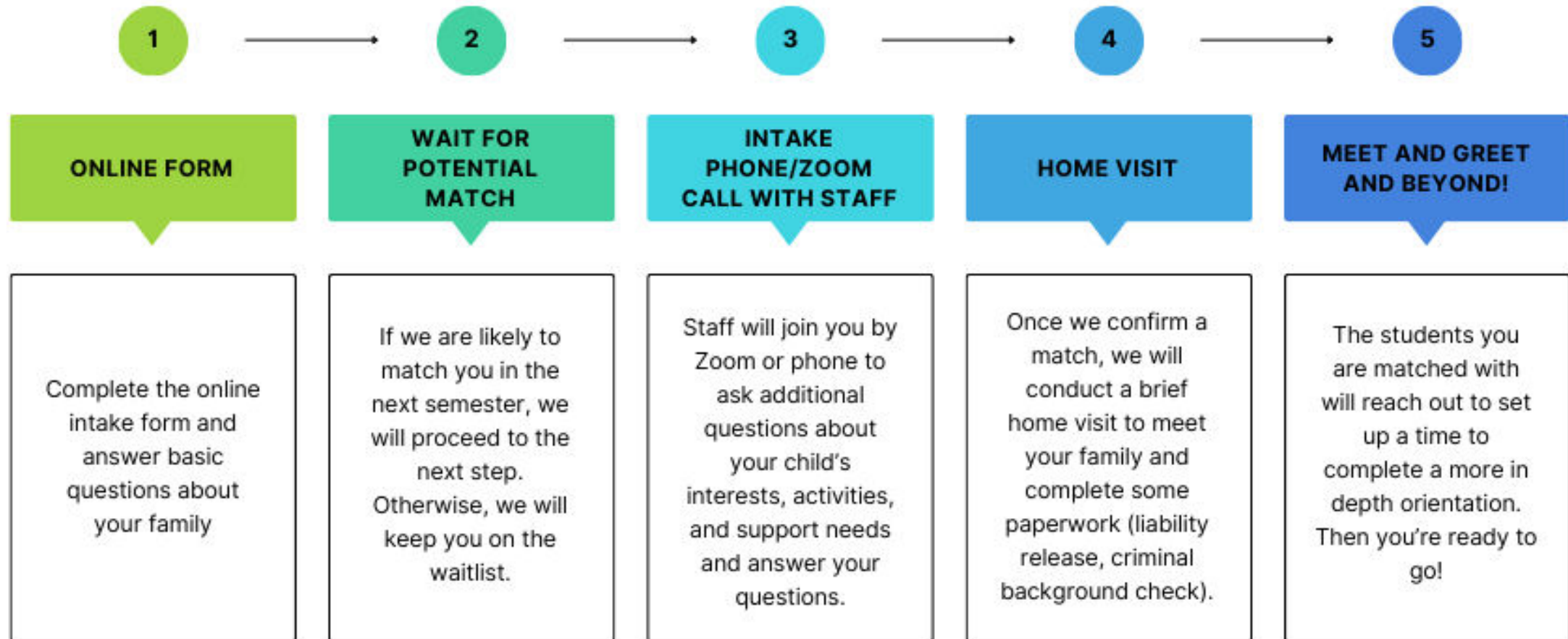
Placements available Monday through Thursday 4-7pm

Apply Online:

websites.umass.edu/campustocommunity



Family Intake Process



Student Recruitment



- Course listing
- Flyers
- Emails to Psychology majors
- Emails to relevant clubs
- Advising offices
 - Psychology
 - Speech, Language and Hearing Sciences
 - Education

Respite care providers needed!



Provide weekly in-home respite care to a family raising a child, adolescent or adult with an intellectual or developmental disability.



Service learning course:

- PSYCH 191M (2 Credits)
- Weekly discussion (50 min) and field experience with a partner (3-hour block)
- Open to all majors and years
- Free CPR training
- Free ARCH National Respite Care Training
- Transportation provided (or mileage on your own car reimbursed)

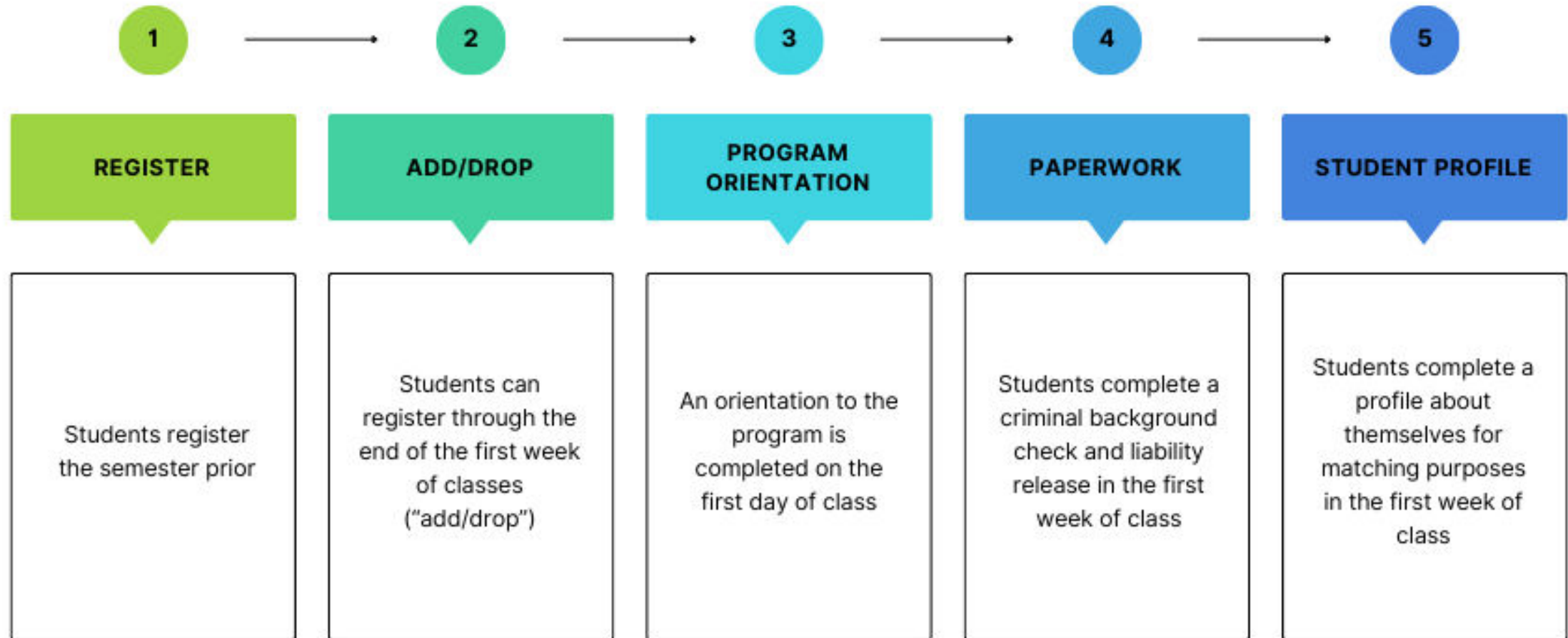
Fall 2024
Class Time:
Mondays
2:30-3:45

Register through Spire or email
awoodman@umass.edu

PAID EXPERIENCE (\$15/HOUR)



Student Intake Process



Matching Students & Families



Schedule

Allergies

Activity
Level

Hobbies/
interests

Back
ground

Partner
needs

Upfront Training



National Respite Care Provider Training

- Online, asynchronous
- First two weeks of class

First Aid Certifications

- CPR, first aid, AED
- Mental Health First Aid (optional)

Upfront Preparation



Family Profile

- General information about the family, child's support needs and interests
- Updated regularly

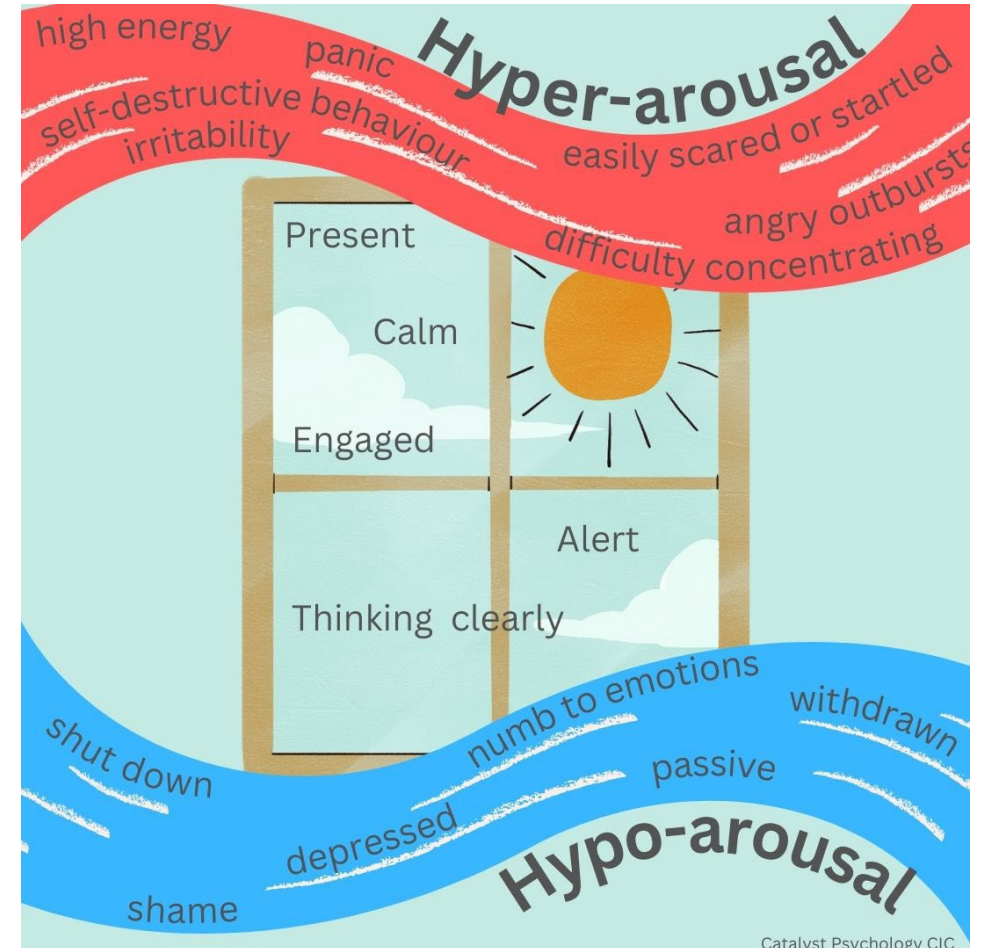
Meet and Greet

- Scaffold students to prepare questions
- Initial meet and greet by phone, Zoom or in person

Curriculum: Professional Skills



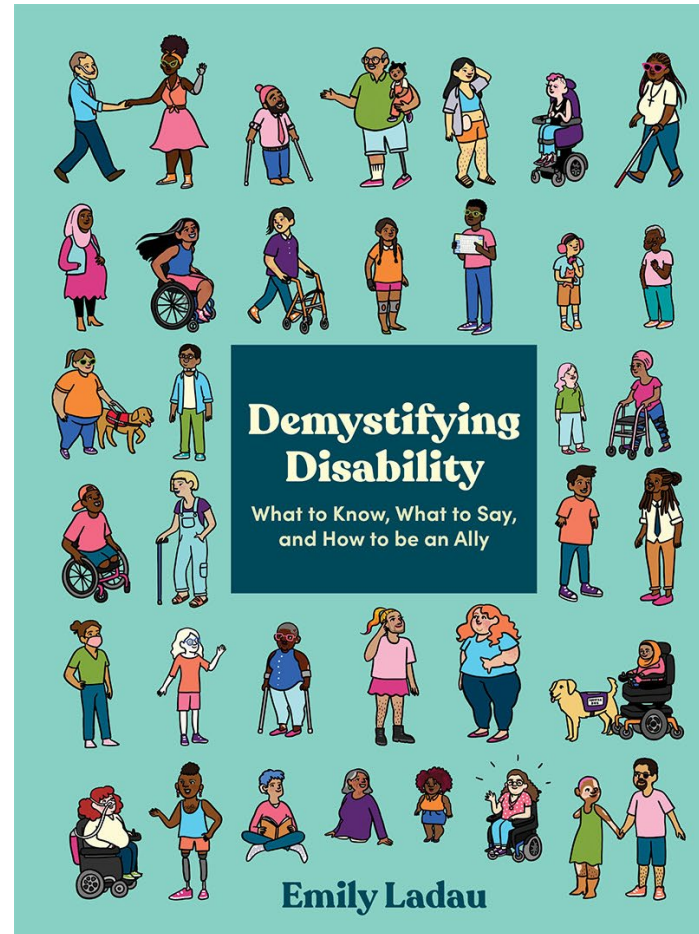
- Revisit RCPT topics
 - Managing challenging situations
 - Responding to emergencies
 - Communication with families
 - Boundaries
- Expanded content
 - Cultural humility
 - Trauma informed care
 - Supporting child-directed play
 - Expressive arts



Curriculum: Critical Understanding of Disability



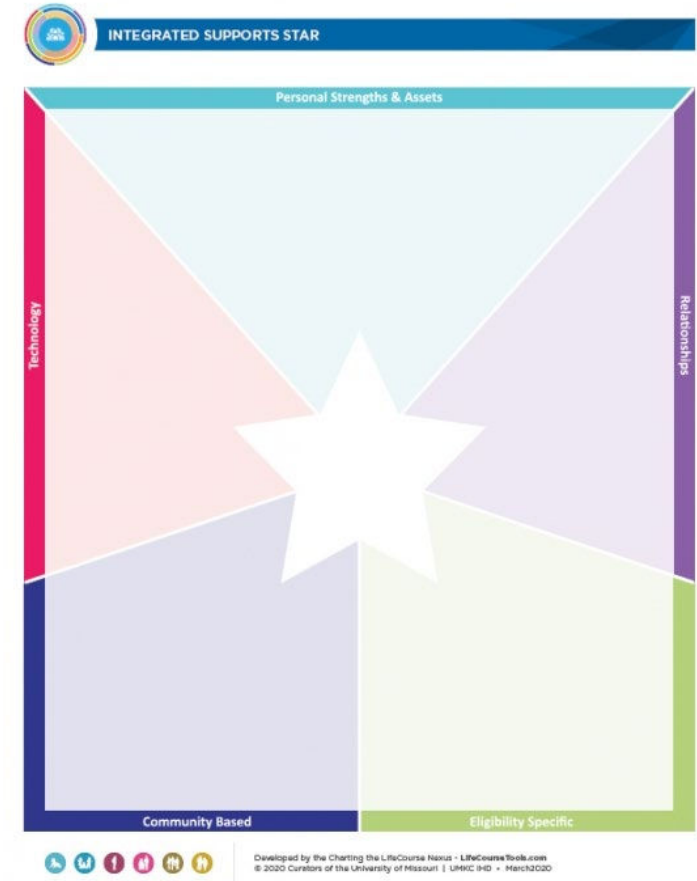
- Defining disability
- Models of disability
- Ableism
- Intersectionality
- Language
- Disability history
- Etiquette
- How to be an ally



Curriculum: Respite



- Why families need respite
- Definition and models of respite care
- Respite within broader systems of support
- Research on respite
- Respite care policy
- Finding work in respite



[Charting the LifeCourse Respite Guide](#)

Assignments



Weekly
journals

Timesheet

Mileage
tracker

Self-
assessments

Reflections

Participation

Evolution of the Course



- Expanded beyond DDHS students
- Broadened family recruitment
- Continuously revised curriculum
- Moved toward predictable schedule

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- Expanded support for mileage reimbursement, supplies



Evolution of the Course



- Expanded beyond DDHS students
- Broadened family recruitment
- Continuously revised curriculum
- Moved toward predictable schedule
- Expanded support for mileage reimbursement, supplies
- Student stipends



Current Options



Service-learning course

Internships

Work-study program

Drop-in LEGO playgroup

Internships



	Course	Internship
ARCH Respite Care Provider Training	Yes	Yes
Weekly journals	Yes	Yes
Weekly respite	Yes	Yes
Reflections	Yes	No
Self-assessment	Yes	No
Weekly class	Yes	No

Current Options



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Federal Work-Study Program



- Needs-based financial aid program
- Allows eligible students to earn money through part-time jobs, both on and off-campus (non-profits)
- Managed through Financial Aid office
- Paid through UMass HR
- We pay 25% of hourly wage (e.g., \$15/hr = \$5/hr)





Current Options



Service-learning course

Internships

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Drop-in LEGO playgroup

Drop-in LEGO Playgroup



- 2x month drop-in LEGO play groups
- Targeting pre-K through grade 8
- 12-15 families
- Volunteers from Autism Acceptance Club and Education Club
- Parent connections
- Guest speakers

Evaluation



Evaluation

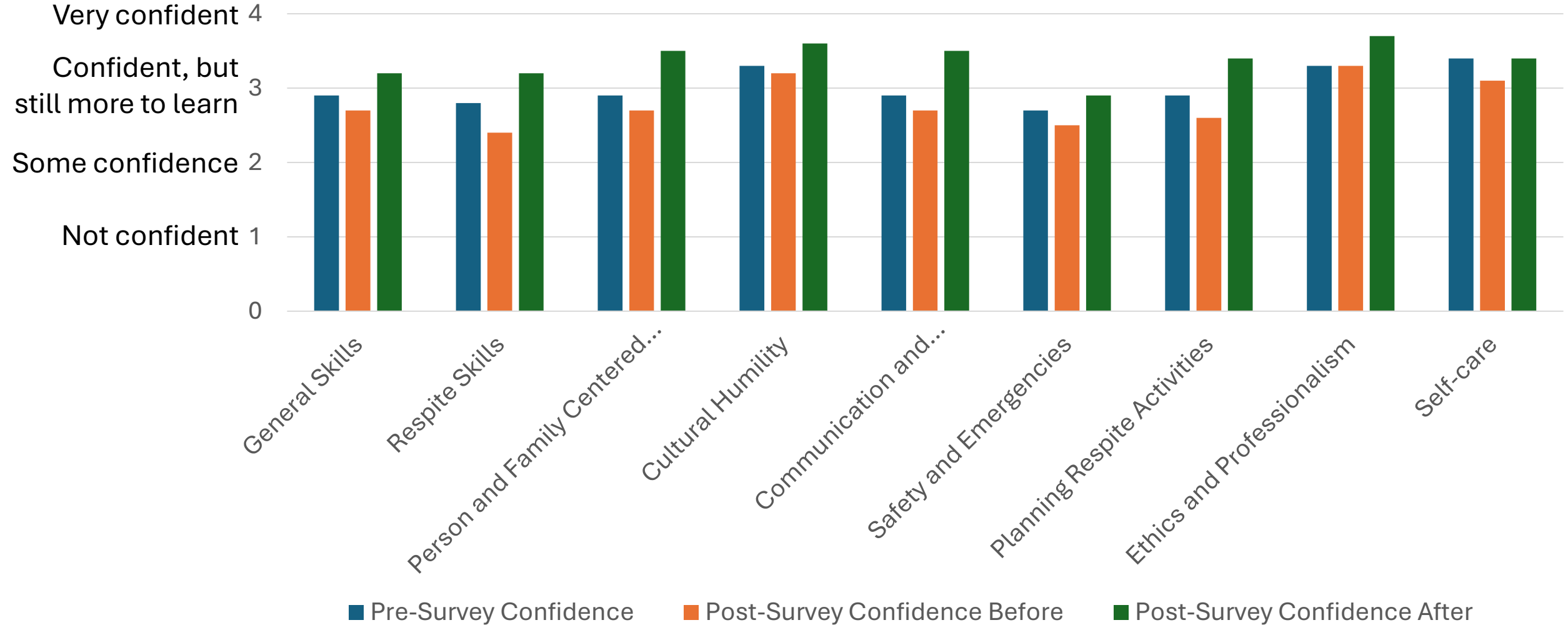


- Measure development
 - Respite care core competencies
- Course data
 - Self-assessments
 - Reflections
 - Journals
- Interviews
 - Caregivers
 - Students



Sarah Young
Christina Citino

Student Pre/Post Self-Assessment



Specific Items

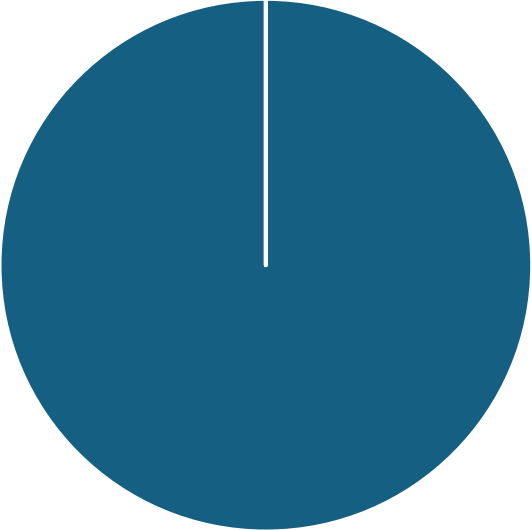


- Area of greatest growth
 - Connecting with the caregiver
 - Connecting with the participant
- Area of least growth
 - Being on-time for professional appointments
- Area of lowest confidence
 - Safety and emergencies

Adequacy of Support

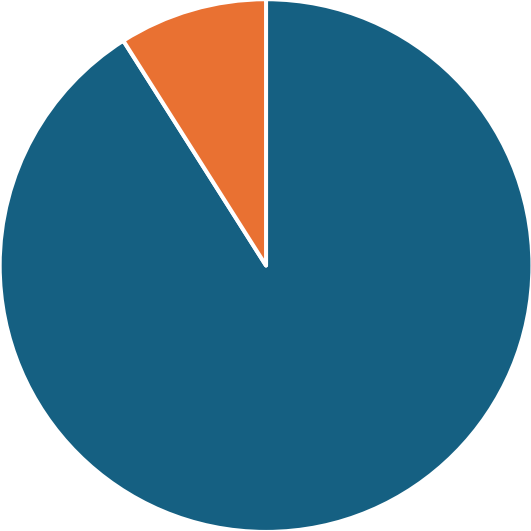


Logistic Support



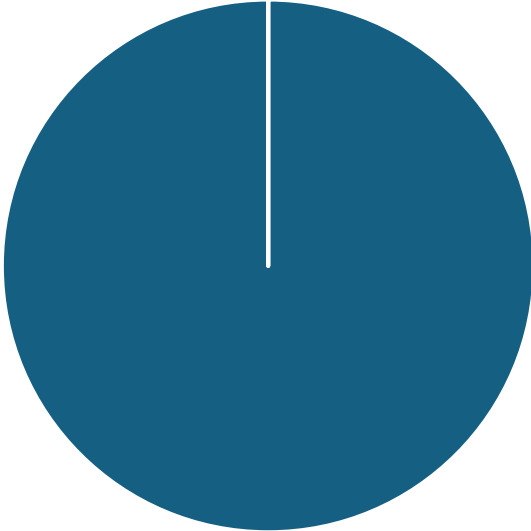
100%

Coaching Support from the Families



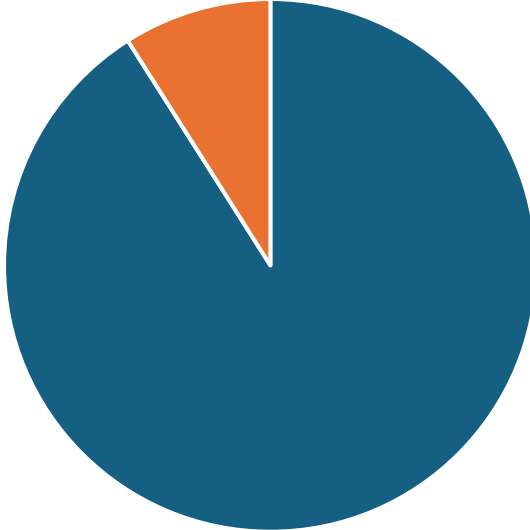
91%

Educational Support



100%

Emotional Support



96%

100% of Students Agreed



I have a greater understanding of the importance of providing meaningful short breaks for family caregivers

I have a greater understanding of the overall experience of caregivers and the impact of disability on the whole family

I have a better understanding of the unique needs of participants

I have a better understanding that each family will have a unique dynamic

I believe that the caregiver was able to benefit from the time I spent providing respite

I have a better understanding of what it is like to work with people with disabilities

Student Quotes: Impact on Future Career



I will be able to treat my future patients that have disabilities in a more informed, respectful way.

Learning about how disabilities affect the family dynamic is very important for my professional career. I will take all of the skills and strategies that I obtained from my respite visits and translate that into the school environment when I am a counselor one day.

I will apply what I learned in this experience not only to my future career plans, but also in my everyday life. I learned many important value able skills such as conflict resolution, compromise, time management, patience and empathy and so much more.

Caregiver Feedback



- Appreciation for reliable, predictable care that allows them to take a much-needed break, cook dinner or do laundry, or spend quality time with their other children
- Beneficial it is for their child to spend time with someone outside their immediate family, especially someone who is enthusiastic about spending time with them
- The respite care provided through this course is meeting a need that would not otherwise be met
- Caregivers wish that the respite care sessions could be longer, more frequent, and continue beyond the end of the semester.

Family Quotes



The mere existence of the program felt really impactful because it felt like somebody was acknowledging the needs of caregivers.

It couldn't have been better. I mean, it was just a delight to be around the energy and the ideas and ideals of young people. And they couldn't have been more responsible or engaged. I honestly can't say enough about this program.

They would kid around with [my adult child] and you know the beautiful thing I think is that they just treated her like person....there was no talking down to her.

LEGO Group Feedback



- Consistent place for social interaction without pressure of school
- Caregivers shared a sense that having this space specifically dedicated to the needs of neurodivergent children is especially significant and impactful
- LEGO makes space for their children in ways that other programs do not, with one parent sharing that they felt that the group also normalized certain things for their own children, such as the use of communication devices
- Appreciated the ability to connect and share resources with other parents in their community
- Caregivers shared feeling a sense of community at the LEGO group



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Contact

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campustocommunity.org



Complete the
interest form to get
program materials