

Abstract

This study sought to determine the impacts of quality of life for students with intellectual disabilities who attend an inclusive post-secondary program using a person-centered approach. The purpose of this study was to explore the potential effect of quality of life for students with intellectual disabilities who have attended a post-secondary institution. Specifically, this was a qualitative study that included an auto-ethnographic component. Information was gathered by means of interviews conducted with post-secondary institutions in British Columbia that use a person-centered approach to offer inclusive educational experiences for diverse learners. Results suggest that inclusive programs may have positive influence in improving quality of life.