



Using the SECA & IDE Tool to Promote Independence

Spring 2020

Bristol Community College | MAICEI Partnership

Presented by Ty Hanson



Students and Educational Coaches: Developing a Support Plan for College

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INTRODUCTION

Nationally, there is an increase in the number of high school students with intellectual disabilities (ID) going to college (Getzel & Wehman, 2005; Hart, Grigal, Sax, Martinez, & Will, 2006). For these students, the move to college is as exciting and intimidating as it is for any other new college student (Getzel & Thoma, 2008; Paiewonsky et al., 2010). On top of all the usual adjustments, however, some of these students need to get acclimated to working with a wide range of college supports and with assistance from educational coaches, peer tutors, or mentors (Adreon & Derocher, 2007; Getzel & McManus, 2006; Grigal & Hart, 2010; Hamill, 2003; Paiewonsky & Ostergard, 2010). This brief provides an overview of the supported education model and some of the challenges associated with using educational coaches in college. A description of how one Massachusetts student and his educational coach used a Student-Educational Coach Agreement to plan for the support that the student needed to successfully attend college is provided. Potential support areas, examples from their working partnership, the benefits of using such an agreement, and recommendations for replication are highlighted.

Student expectations in college settings

When students with disabilities enroll in college, they are expected to assume responsibility for themselves and their education just as their peers without disabilities are learning to do. Like everyone else, college students with disabilities are expected to choose, register for, attend, and participate in courses, communicate with instructors, use academic support services as needed, and access campus facilities and resources. In addition, these students are expected to decide if they want to disclose their disability and, if so,

to seek support from disability services. In meetings with their disability services counselor, they must be prepared to discuss their learning challenges and strengths (Adreon & Derocher, 2007; Eisenmann & Mancini, 2010; Garrison-Wade & Lehmann, 2009; Getzel, 2005; Izzo, Hertzfeld, Simmons-Reed, & Aaron, 2001; Madaus, 2010; Stodden & Jones, 2002).

This brief provides an overview of the supported education model and some of the challenges associated with using educational coaches in college.

Learning to meet college expectations helps students to meet the ultimate goals of higher education. These include being prepared to join the workforce, assuming personal and social responsibility, and applying practical skills in decision-making, goal-setting, and problem-solving. These skills, identified by education, business, community and policy leaders, are core learning outcomes that employers believe should be emphasized with students if they are going to succeed in a 21st-century global economy (Association of American Colleges and Universities, 2007).

Self-determination and self-advocacy

One of the major differences between high school and college is the need to demonstrate self-determination skills in a postsecondary education setting (Garrison-Wade & Lehmann, 2009; Thoma & Wehmeyer, 2005). With skills in self-determination that help them regulate choices

Overview

Educational coaches can play a pivotal role in assisting students to not only attend college but also to successfully manage themselves in this new environment.



Partnership



Evolution of Roles & Responsibilities

Student-Educational Coach Agreement

Support	Student Responsibilities	Coach Responsibilities
Transportation to & from campus		
Mobility around campus		
Communication with course instructors		
Meeting with disability services/advisor		
Accommodations		
Academic support services		
Free time between classes & at lunch		
Evening & weekend campus activities		
Social connections		
Individual schedule		



Transportation



Mobility on Campus





Communication with Course Instructors



Meetings with DSO
—
Academic Advisor



Using Accommodations

Center for Academic Program Support "CAPS"

- * Learning Lab
- * Math Center
- * Tutoring Center
- Writing / ESL Center

Academic Support Services

SUBWAY

pepsi

Great symbols of wellness

LIFE
WTR

Great from

MOSBY OAK

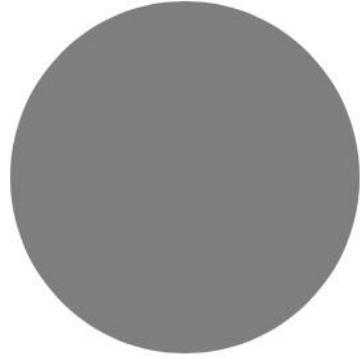
Free
time





Evening & Weekend Campus Activities





Social Connections





Managing a Schedule

Inclusive Dual Enrollment Student Evaluation Tool (IDE)

Student Name:	Reporter:
District:	Semester:

Timeframe for completion:
 1. During the first week of the semester
 2. At mid-term
 3. At the end of the semester

KEY: LEVEL OF ASSISTANCE*

HIGH 1. **PHYSICAL ASSISTANCE** – ed coach provides “hands-on” assistance to help a student complete a task or skill
 2. **VERBAL** – ed coach provides a spoken direction, reminder, or prompt (may be paired with a gesture)
 3. **GESTURAL** – ed coach points or uses facial expressions/body language (may be subtle or overt)
 4. **MONITOR** – ed coach observes student from a distance; able to jump in to assist if needed
LOW 5. **MASTERY/INDEPENDENT** – student completes skill or task on his/her own

**It is possible you may need to use two numbers to rate your student if he or she is progressing into a more independent mode. For example, “Student greets classmate” rated 2-3+++, means he/she performs when provided either a verbal or gestural cue to complete this skill. (Use the comment box to relate any specific circumstances where the student performs either higher or lower on the scale.)*

Date of completion: _____

Campus Navigation & Travel					
Able to navigate campus to get to a variety of places					
Able to travel to college via non-school based transportation					
Able to locate specific places on campus (bookstore, disabilities services, safety office, etc.) and use them for intended purpose					
Time Management & Organization					
Able to follow: class schedule, meeting schedule, internship schedule					
Demonstrates time-management skills: arrives to campus on time, arrives to class on time, gets to meetings/activities/on time, gets to internship on time, turns in assignments on time					
Effectively uses a planning tool such as an agenda book, calendar, e-calendar to keep track of activities, homework, and appointments					
Able to create a plan for completion of homework/projects, and follow it					
Demonstrates organizational skills by keeping class papers in designated folders (syllabus, handouts, etc.), having writing supplies in backpack, maintaining a schedule/agenda, having a lunch in backpack or money for food in wallet, having other necessities for the day					
Classroom & Campus					
Comes to class prepared with materials, books, homework, writing tool, etc.					
Greets classmates					
Makes or responds to small talk from classmates					
Participates in class by joining in discussions and/or answering or asking questions					
Takes notes					
Understands and uses syllabus					
Is observed to be attentive to the instructor					
Carries college ID card daily and uses it for necessary campus activities – library, use of gym, etc.					
Able to use the library effectively: checkout/return books; use computers; speak to librarian for info or assistance					
Self-Advocacy & Self-Awareness					
Able to request help or information from professor, ed coach, program staff, others					
Can express concerns, express success, make choices, set goals, identify strengths, identify challenges					
Uses self-reflection tool to self-evaluate work/classroom/social performance to determine personal areas of need for improvement					

When students participate in CBTS programs, they have built-in opportunities to further develop their foundation skills.

Changes in personal growth are often noted by family, friends, and support staff, but are rarely measured.

Education coaches are best suited to evaluate student skill progression while on campus.

When asked what it was like to go from having a 1:1 in high school, to transitioning to an educational coach as a dual enrollment student to now working with a learning specialist on campus, Nick stated, *“It was a gradual transition to being an adult, my new found independence is rewarding.”*

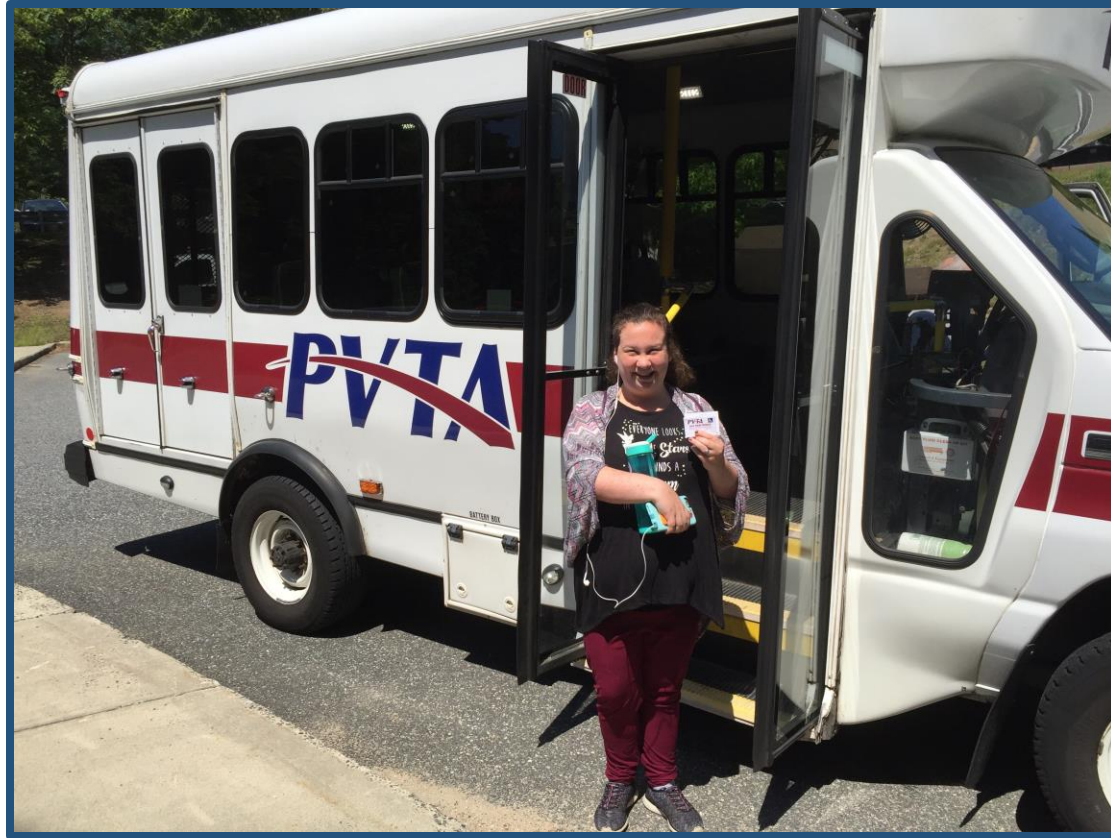


Campus navigation and travel

- Getting around campus can be scary at first for new students.
- Coach's job in the beginning weeks is to develop student confidence to navigate the campus.
- Make observations about the student's travel skills to promote long-term independence.



I take the PVRTA to HCC on Monday, Wednesday, and Fridays. Before the bus comes, I get my bus pass and tickets ready. - Tatum



Time management and organization

- What type of planning tool is a match for your student so it will be used regularly and effectively?
- It's important to encourage consistent use of the tool to promote student independence.



I like to meet my coach in the morning before class to get organized for the day. - Tricia



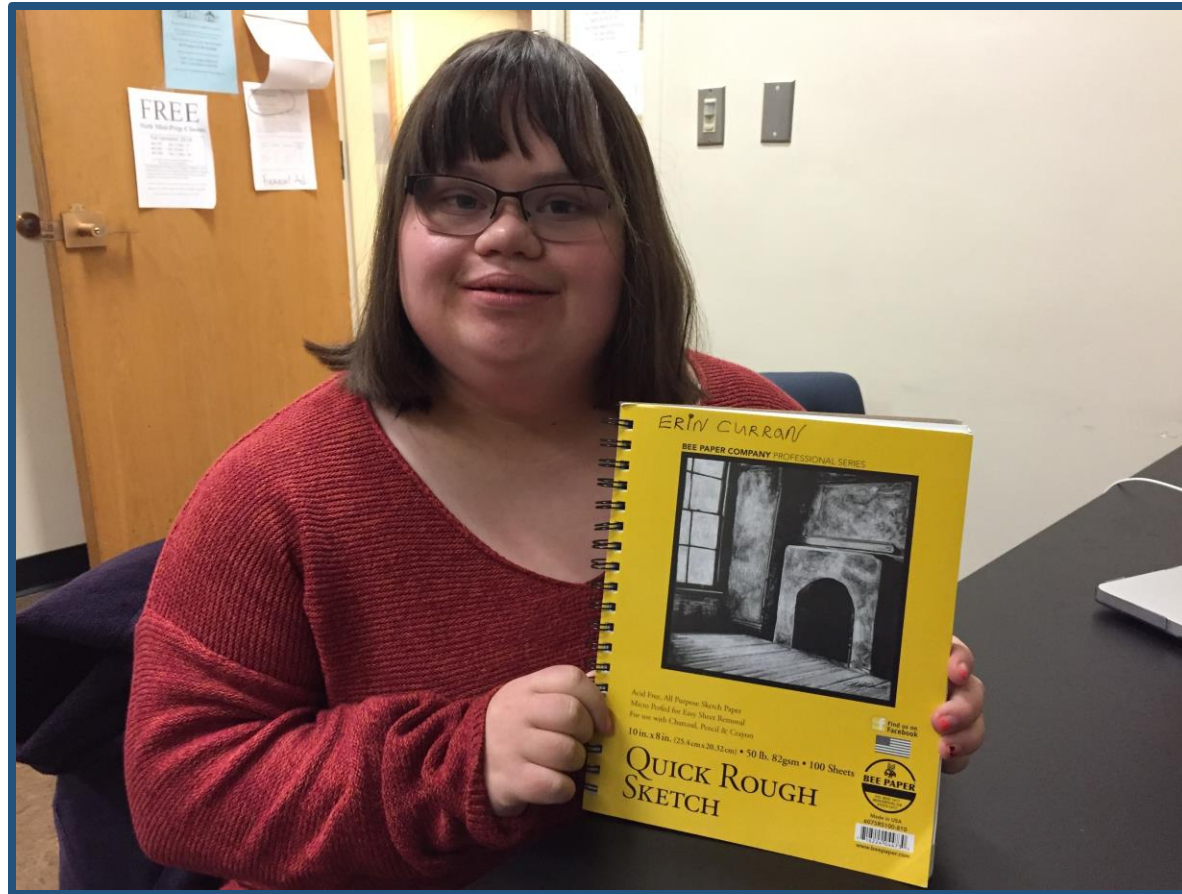
Classroom and campus

Provide reminders for being fully prepared for class:

- Carrying a college ID card
- Reviewing the syllabus for important dates
- Completing assignments on time
- Being prepared for class discussions



This is my sketch book. I use it to draw for practice. I looked at photos and then draw them. Sometimes I draw at home. - Erin



Self-advocacy and self-awareness

- Assist students with finding their voice and learning how to speak up for themselves.
- Strategies to use with students, include:
 - Written scripts
 - Role playing and modeling
- The goal is to instill confidence in the student for increasing independent self-expression.



Okay, so the expectations of college students. Well, there's less rules in college but there's more expectations. The expectations of being a college student is obviously to go to college every single day, show up and don't miss any days in your class. I did that once in theater, in my communications class. I fell asleep in class, I was tired. - Chris



Social skills and communication

- Encourage students to use technology to develop contacts of friends, family, and staff.
- Practice daily checks of their college email account with the goal of having the students build it into their routine.
- Encourage texting as a means to connect with friends socially on campus.



I like to do Internet research and check emails in the Assistive Tech Lab in Donahue and also the OSD lounge. - Tatum



Vocational skills and internships

- Encourage students to meet with their academic advisor to select courses that are related to their career interests.
- MA Work-Based Learning Plan provides useful feedback to the student, and pinpoints areas of strength and areas that require more practice.



My Food Safety & Sanitation class was a lot of work for me. My professor taught us all that we needed to know about working in a kitchen and being safe. During the last day of class we took an online test for our ServSafe certificate. You think I would not get my certificate but WRONG, I got it! It means a lot to me because I am only the 2nd person that has done that in the MAICEI Program. - Tricia



Life skills

What strategies can you use to support your students with:

- Coordinating their schedule?
- Travel to and from college?
- Navigate the campus?
- Manage money transactions?
- Develop healthy habits?
- Use digital apps?



I was really shy and nervous about going to college--it felt weird. But the more that I kept going, the more stuff I knew about college, and the more I knew how to get around the place, I started to feel comfortable. It took about a month. Working out at the athletic center was my favorite place to be. - Steve





Students are developing individual skills to successfully attend college;



Coaches are working with students to increase their reliance on existing college supports and services; and



Decreasing their reliance on the coach.

Outcomes of Supported Education

Thank you!

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