

Using Peer Mentors: Prospective from two Programs in Nevada

Ryan Wennerlind- UNLV Project FOCUS
Jessica Keefhaver-UNR P2I

Agenda

- Introductions
- Collaboration
- Program Structure
- Importance
- Funding for Mentors
- Hiring/Recruiting
- Training
- Cognitopia/Data Collection
- Evaluation
- Resources
- Questions
- Contact Info

Objectives

- After this session, participants will be able to identify effective examples of recruiting/hiring peer mentors/coaches.
- After this session, participants will be able to identify effective practices related to training of peer mentors.
- After this session, participants will be able to identify effective practices of how to use peer mentors/coaches.
- After this session, participants will be able to identify effective data tracking self-determination software (i.e., Cognitopia) and strategies to incorporate peer mentoring.

Introductions

Ryan Wennerlind

University of Nevada, Las Vegas

Associate Director-Center for Autism Spectrum
Disorders & Project FOCUS

Former Teacher



Project Forming Occupational and Community
Understanding for Success (FOCUS)

- 2-Year or 4-Year Occupational Career and Life Studies Certificate (OCLSC) Program
- Person-Centered Program of Study
 - Person-Centered Plan (PCP)
- 2-Year 42 Credit Certificate
 - 21 General Credits
 - 15 Career Credits
 - 6 Internship Credits
- 3 FOCUS Specific Courses
 - FOCUS Daily Living
 - FOCUS Career Development
 - FOCUS Internship Seminar
- All other Coursework is Inclusive
- Paid and Unpaid Internships in Inclusive Settings
- On and Off Campus Living

Introductions

Jessica Keefhaver, M.S.Ed

University of Nevada, Reno

Academic Coordinator

Former Special Education Teacher

P2I



Path to Independence
Nevada Center for Excellence
in Disabilities

Path to Independence (P2I)

- 2-Year Certificate College and Community Studies (CCS) Program
- Person-Centered Program of Study
 - Person-Centered Plan (PCP)
 - Helps guide course selection
- 3 Specific Areas of Study
 - Academics (At least one class in each of three areas)
 - Math, Science & Environmental
 - Literature, Art & Language
 - Social Studies & Civilization
 - Independent Living (non-credit inclusive courses held on campus)
 - Career Development Activities with Employment Coordinator
- All UNR Courses are Inclusive
- Paid and Unpaid Internships in Inclusive Settings on Campus and in the Community
- Off Campus Living arranged by Family and Regional Center

Introductions

Who are you?

- Program staff
- Students
- Family



Collaboration: Project FOCUS–P2I

- Transition Programs for Students with Intellectual Disabilities (TPSID)
 - Although we received a qualifying score and were not funded, we wrote together for funding to improve resources within our respective programs but also create other opportunities throughout the state
- Think College Strategic Planning
 - Program Structure
 - State Resources
 - Vocational Rehabilitation
 - Regional Centers
 - Leadership

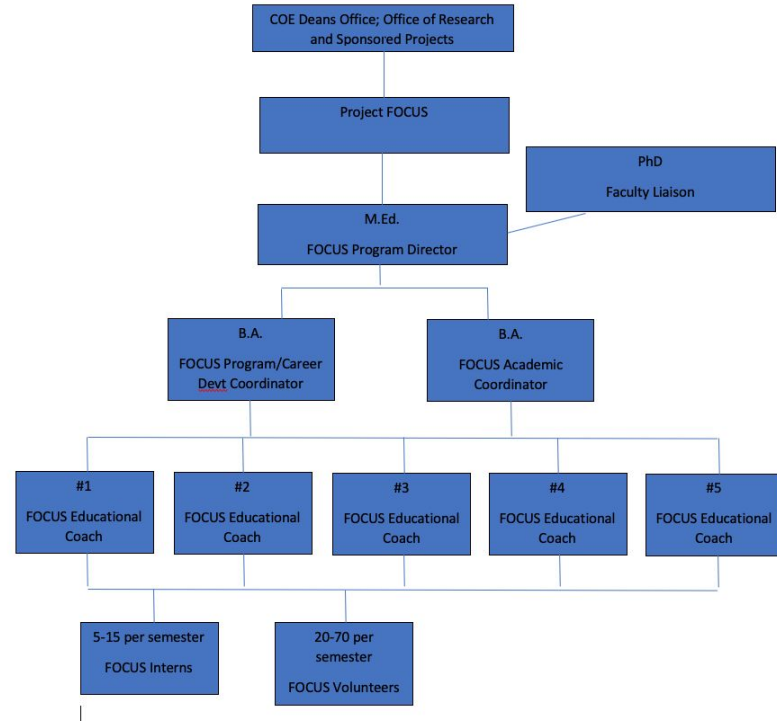


Program Structure

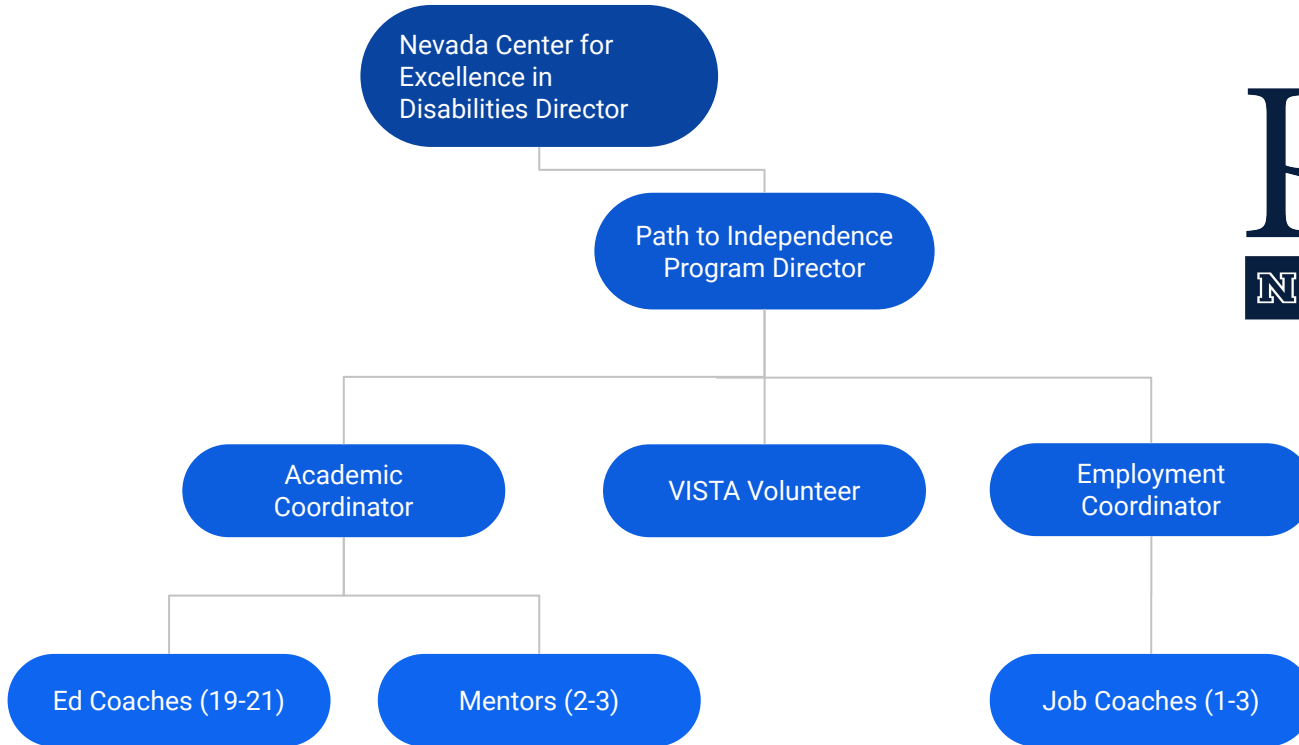


Project FOCUS

- Director
- Associate Director
- Program/Career Coordinator
- Academic Coordinator
- Educational Coach
- Intern
- Volunteer



Program Structure



Importance

- Student
 - Support (fade support!)
 - Peer model
- Family
 - Safety
- Peer Mentor/Ed Coach
 - Additional supports for academics and social skills on campus
 - DD Minors (UNR-P2I)
- Program
 - Provide direct support
 - Goal guidance
 - Data collection



Funding for Mentors

Braided Funding

- **UCED Funding**
- **Fundraising**
 - Local Charities
 - Poker
 - Golf
 - Crowdfunders
- Program Fee
- Grant Funding
 - Local
 - Federal
- **Dual-Enrollment**
 - Local School Districts
- **Vocational Rehabilitation**
- **Regional Center - JDT Status**
- **Pending Medicaid Waiver**

Hiring/Recruiting

Project FOCUS

- Reputation
 - Present the Program
 - Elevator Pitch
- Word of Mouth
 - Special Education
 - Professors/Instructors
 - Clubs/Organizations
 - Frats, sororities, organizations focused on inclusion
- Departments Across Campus
 - Human Services
 - Social Work
 - Honors College
- Service Learning Opportunities

P2I

- UNR Student Employees
 - Student job board in Workday
 - Job fairs on campus
 - JDT criteria must also be met (18+ and Background Check - UNR PD Fingerprinting)
- Word of Mouth
 - Current Ed coaches recruit friends
 - Talk to students around campus/community
- Interns/Volunteers for Service Learning
 - Community Health Science Majors
 - Developmental Disabilities Minors
 - Human Development & Family Studies Majors

Training

Project FOCUS

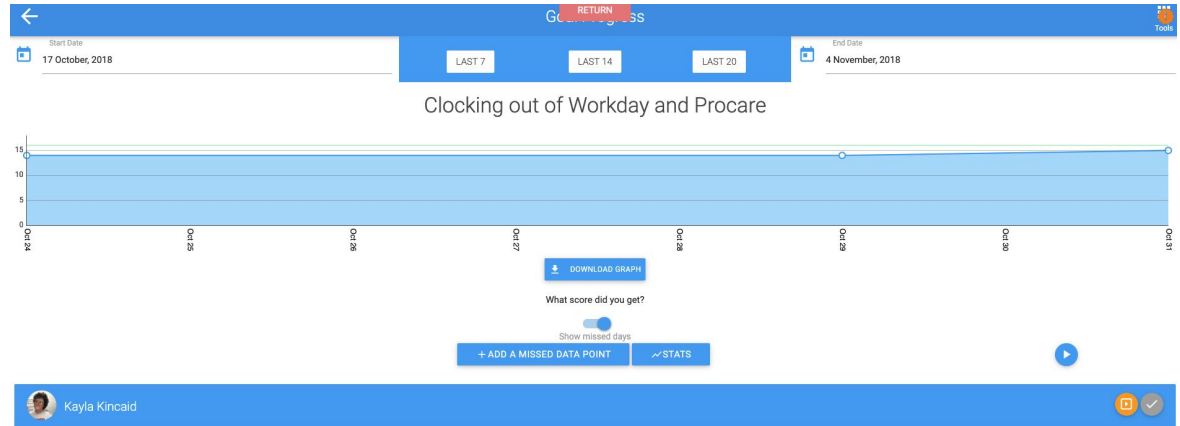
- Campus Trainings
 - Academic Success Center
- Semester Training
 - Prior to semester start
 - Weekly trainings
 - Semester outlined
- Course Specific Training
 - Sexuality Instruction
 - Pre-ETS
 - VR
- Program Handbook
 - Roles defined
- Syllabus
 - Interns

P2I

- Semester Training
 - Program Handbook for all ECs/Mentors
 - Roles & Responsibilities
 - People First Language
 - In-class supports & strategies
 - Prompting Hierarchies
- JDT Funding requires specific training protocol in addition to student employment criteria
 - Orientation
 - Annual training for returning employees
 - CPR/First Aid Certification
 - HIPPA/FERPA

Cognitopia/Data Collection

- Students-Individual Accounts
- One FOCUS Program Account
- PCP-MyLIFE
- Routines
- Goal Guide
- Training Staff to Implement Goals
- Collecting Data
- Academic Progress Reports (P2I)



Step 1: Click Icon on Desktop

Step 2: Click on Workday Sign In Tab

Evaluation



Annual Program Evaluation

Annual Staff Evaluations

- Director
- Career Coordinator
- Academic Coordinator

Semester Staff Evaluations

- Educational Coaches
- Interns
- Bi-weekly meetings
- Mid-term and Final Evaluations

Natural Support's Name: _____ Date: _____

Rating Scale:

- 5 Exceeds expectations
- 4 Meets expectations - no improvement needed
- 3 Some improvement needed
- 2 Substantial improvement needed
- 1 Unresponsive to this expectation

DEPENDABILITY

The paid natural support worked hours scheduled each week for the entire semester, found a substitute if needed notifying UP personnel of schedule changes, arranged drop off and pick up times appropriately, and was accessible to the UP Coordinator as needed.

LEADERSHIP/ENGAGEMENT/INITIATIVE

The paid support was engaged in person-centered planning meetings/goals, provided academic, vocational, and social skills instruction opportunities with appropriate documentation, and attended extracurricular events with UP Participants.

JUDGMENT/PROFESSIONALISM/INTEGRITY

The paid support exercised good reasoning, made good decisions to support or benefit UP Participants, and demonstrated honesty and respect in the work environment.

INNOVATION/COMMUNICATION/TEAMWORK

The paid support communicated new ideas or concerns to the team and understood and/or applied teamwork/communication strategies to actively contribute to the success of the program, other UP Program volunteers, UP Participants, and families.

PROFESSIONAL DEVELOPMENT/CREATIVITY

The paid support attended volunteer trainings for professional development and implemented strategies learned from these trainings to improve work performance while collecting data on UP Participant performance.

PROBLEM SOLVING/ORGANIZATION

The paid support understands the goals and outcomes of the University Participant Program and was able to help in developing any alternative solutions when needed in a timely manner. Follow through with suggestions were conducted in order to address the problem.

OVERALL PERFORMANCE RATING

Paid Support Self Evaluation Rating _____

Comments:

Coordinator Evaluation Rating _____

Comments:

Fig. 3. Paid natural support evaluation and growth plan.

A focus on natural supports in postsecondary education for students with intellectual disabilities at Western Carolina University

Evaluation

Annual Program Evaluation

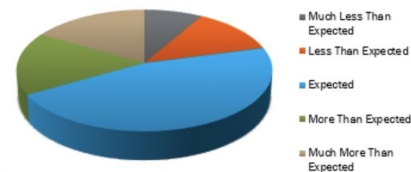
Annual Staff Evaluations

- Director
- Employment Coordinator
- Academic Coordinator

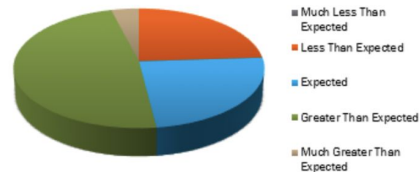
Semester Evaluations: Survey

- Educational Coaches
- Students
- Instructors
- Parents

FOUR SEMESTER RESULTS: P2I ACADEMICS PARTICIPATION



FOUR SEMESTER RESULTS: P2I ACADEMICS OVERALL PROGRESS



Resources

Think College!

- Thinkcollege.net
 - Resource Library
 - Training
 - Think College Learn

The screenshot shows the Think College website's Resource Library page. At the top, there is a navigation bar with the Think College logo and links for Home, Family Resources, Technical Assistance, Training, Resources, About, and TPSID. A search bar and a 'Donate' button are also present. Below the navigation bar, the breadcrumb trail reads 'Home / Resource Search / Resources / Mentoring'. The main content area is titled 'Resource Library' and displays 'Displaying 1 - 10 of 27' results. On the left side, there are filters for 'SORT BY' (set to 'Publication Date'), a search box, and a list of 'TOPICS'. The 'Mentoring' topic is selected. A blue 'ADVANCED FILTERS' button is at the bottom of the filter section. The main content area shows three resource cards, each with a title, a brief description, and a 'Read more' link. The first card is 'Perspectives of Peer Mentors Supporting Inclusive Higher Education', the second is 'Establishing a Peer Mentor Program', and the third is 'Peer Mentoring Training videos'.

Think College

Home Family Resources Technical Assistance Training Resources About TPSID

Donate Search Entire Site

Home / Resource Search / Resources / Mentoring

Resource Library

Displaying 1 - 10 of 27

Student Supports > Mentoring

Perspectives of Peer Mentors Supporting Inclusive Higher Education

Questions remain about how best to support the involvement of students with intellectual and developmental disabilities (IDD) in all aspects of campus life—both within and beyond the college ...[Read more](#)

Student Supports > Mentoring

Establishing a Peer Mentor Program

To create inclusive campuses, the use of peer mentors is integral in providing supports to students with intellectual disability (ID). This guide will provide institutions of higher education (...[Read more](#)

Student Supports > Mentoring

Peer Mentoring Training videos

Think College has developed resources that can be used in training peers who provide support to their fellow students with intellectual disability. The first four videos were designed to provide ...[Read more](#)

TOPICS

- ▶ Academic Access
- ▶ Campus Membership
- ▶ Employment
- ▶ Paying for College
- ▶ Policy and Legislation
- ▶ Program Operations
- ▶ Program Planning
- ▶ Student Supports
- Select all
- Disability Services (12)
- Mentoring
- Person-Centered Planning (9)
- Technology (10)
- ▶ Transition

ADVANCED FILTERS

Questions

Contact Info

K. Ryan Wennerlind-UNLV

Project FOCUS

unlvcoe.org/focus

702-895-1749

karl.wennerlind@unlv.edu

focus@unlv.edu

Jessica Keefhaver-UNR

Path to Independence (P2I)

775-682-9074

jkeefhaver@unr.edu

https://www.unr.edu/nced/projects/nced_p2i