KEY COMPONENTS OF AN EDUCATIONAL COACH INSTITUTE

WITHIN A UNIVERSAL DESIGN FOR LEARNING FRAMEWORK

SOTA 2019
Lyndsey Nunes
Sarah Lamb
Ty Hanson

Westfield STATE UNIVERSITY

ICI UMASS BOSTON

2018

2019

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2019 ECI

Weeks 1 & 2

Day 1

Supporting Life Skills Development

Fading Support in College

Using Apps & Technology to Support IDE

Day 2

Documenting Student Growth in IDE

Self-Determination & IDE

Day 3

Facilitating Social Connections on Campus

Putting it to Practice

Week 3

Day 1

Learning Styles – Multiple Intelligences & UDL

College-Based Transition Services

Best Practices Panel - transition specialists

Best Practices Panel – students

Day 2

The Call to Courage - Brené Brown

UDL GUIDELINES

	Provide multiple means of **Engagement** Affective Networks The "WHY" of Learning	Provide multiple means of **Representation** Recognition Networks The "WHAT" of Learning	Provide multiple means of **Action & Expression** Strategic Networks The "HOW" of Learning
Access	Provide options for **Recruiting Interest** Application to attend - not mandatory Food & fun swag provided Cohort 1	Provide options for **Perception** TCT Briefs & Supplemental Materials Videos Presentations w/slides Google Drive & Binder (digital/hard)	Provide options for **Physical Action** Poll Everywhere Google Drive & Binder Resources of apps & technology
Build	Provide options for **Sustaining Effort & Persistence** Breaks - clear schedule Small tables Independent & Group Work Fidgets and snacks	Provide options for **Language & Symbols** Images connected w/content on slides Vocab support Use of presentations, videos, audio, images	Provide options for **Expression & Communication** Poll Everywhere Group discussions w/scribe Table doodles & notes PUTTING IT TO PRACTICE
Internalize	Provide options for **Self Regulation** Pre & Post Survey Reflective practices PUTTING IT TO PRACTICE	Provide options for **Comprehension** TCT Briefs & Supplemental Materials Connecting materials to student specific stories & coach stories	Provide options for **Executive Functions** PUTTING IT TO PRACTICE Organized binders Google Drive
Goal	**Expert learners** who are... **Purposeful & Motivated**	**Resourceful & Knowledgeable**	**Strategic & Goal-Directed**

UNIVERSAL DESIGN FOR LEARNING

Digital instructional materials

    Google drive

    Email distro
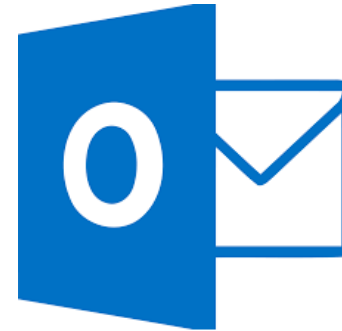
Multiple means of engagement

    PowerPoint

    Online polling

    YouTube

    Netflix

    Think College fact sheets

    Doodling & dining

DOODLING & DINING

"creating opportunities"   "changing lives"   "laughing"   "learning new things"

"making small differences that add up to big gains"   "thinking out of the box"

"see students become more independent"   "working with different students"

"helping student feel good about themselves"   "helping students reach their goals"

"time with students"   "seeing students exceed their own expectations"   "the students"

"learning from the students"   "mobility"   "bonding"   "growth"

WHAT DO YOU ENJOY MOST ABOUT YOUR JOB?

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GRAB AND GO PRACTICES

o Supporting Life Skills Development During a Typical College Day

o Fading Support in College: The Path to Independence

o Using Apps and Technology to Support Inclusive Dual Enrollment

o Facilitating Social Connections on Campus

o Documenting Student Growth in Inclusive Dual Enrollment Experiences

SELF-DETERMINATION

This study found that staff's knowledge of self-determination and perception of students' capabilities impacted the way in which staff promoted self-determination skills of their students.

Evaluating Self-Determination Skills of Individuals with Intellectual Disability in the Massachusetts Inclusive Concurrent Enrollment Initiative (MAICEI) Programs
Lyndsey M. Nunes, Ph.D.

Presentation materials for Think College Spring 2017 Research Summit

Federal laws such as Individual with Disabilities Education Improvement Act of 2004 (IDEA 2004) prohibit discrimination against individuals with disabilities and mandate appropriate educational opportunities and services. Despite numerous revisions to IDEA, students with disabilities continue to be underprepared or unprepared to go to college.

Compared to students without disabilities, students with disabilities are less likely to pursue postsecondary education (Grigal & Hart, 2010). Students with intellectual disability between the ages of 18 and 22 typically remain in high school because they have not met graduation requirements. Unfortunately, many of these students stay in the same high school during their last 3–4 years of special education entitlement. This means that they repeat a similar curriculum, rather than receiving community-based instruction. They also have limited interaction with same-age peers if their transition programs remain in their high schools, which widens the age discrepancy between these students and peers without disabilities (Grigal, Hart, & Paiewonsky, 2010).

This study provides evidence that the MAICEI programs include the components to promote self-determination skills of individuals with intellectual disability.

Over 10 years ago, Massachusetts piloted the Massachusetts Inclusive Concurrent Enrollment Initiative (MAICEI), a program to provide a fully inclusive dual-enrollment college experience to students with intellectual disability who are still receiving special education services. Now there are 15 MAICEI programs throughout the state, at both 2- and 4-year colleges and universities. Each program

This study found that staff's knowledge of self-determination and perception of students' capabilities impacted the way in which staff promoted self-determination skills of their students.

varies in its day-to-day planning, but all programs adhere to the mission of full inclusion of students with intellectual disability.

To date, there has been limited research on effective programs or practices for supporting young adults with intellectual disability or autism spectrum disorder (ASD) in dual-enrollment post-secondary education (PSE) settings. However, emerging research has suggested that providing individuals with intellectual disability and/or ASD opportunities to participate in PSE programs will greatly influence overall quality of life and self-determination (Hart, Grigal, & Weir, 2010).

There were three broad goals that guided this study to evaluate the self-determination skills of individuals with intellectual disability attending MAICEI programs: (1) to examine the self-determination of students in the MAICEI programs, (2) to examine and evaluate the current programing and staff preparedness to teach and enhance self-determination skills, and (3) to determine recommendations to promote self-determination skills of the students in the MAICEI programs.

Five research questions (see Figure 1) were developed to meet the overarching goals of the evaluation. These questions were designed to provide evidence to understand the functional components of a PSE program that promotes self-determination for students with intellectual disability, and to differentiate programs that do or do not include these components.

BEST PRACTICES PANEL

"Instead of telling us what we
shouldn't be doing,
tell us what we should be
doing …
use reverse psychology."
– John

THE CALL TO COURAGE
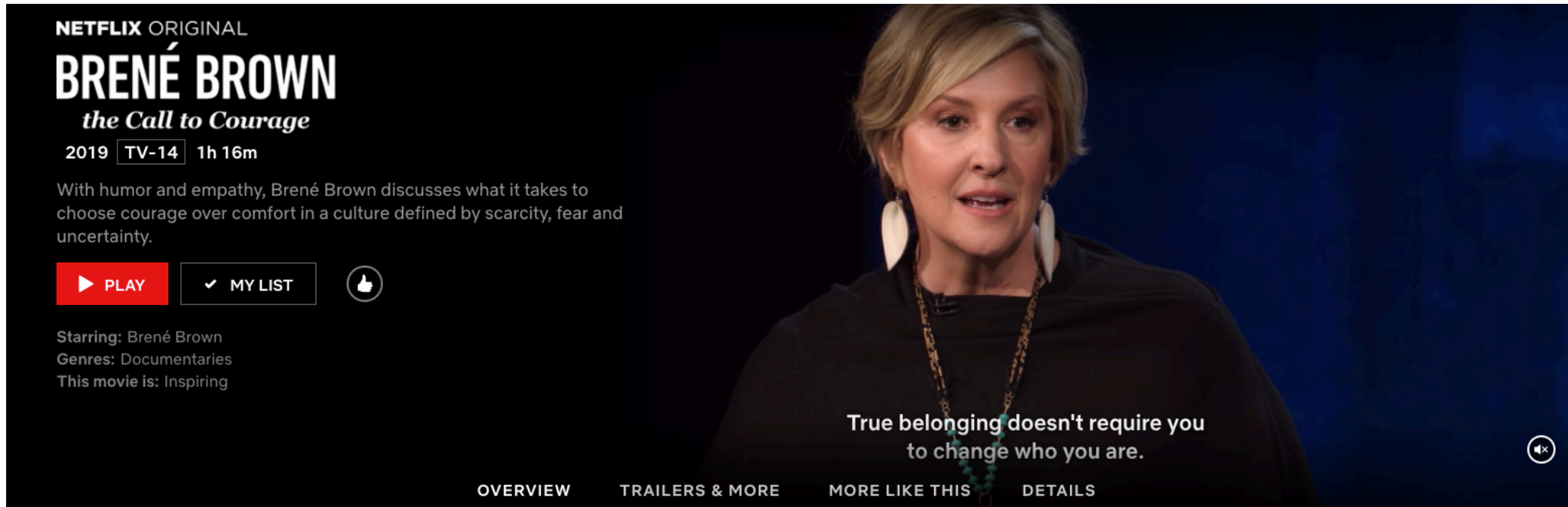
DARING GREATLY MEANS . . .

the courage to be vulnerable,

to show up when you don't know the outcomes,

to ask for what you need,

to talk about how you're feeling,

to have the hard conversations.

DARING GREATLY
Engaged Feedback Checklist

I know I'm ready to give feedback when:

01 I'm ready to sit next to you rather than across from you.

02 I'm willing to put the problem in front of us rather than between us (or sliding it toward you).

03 I'm ready to listen, ask questions, and accept that I may not fully understand the issue.

04 I want to acknowledge what you do well instead of picking apart your mistakes.

05 I recognize your strengths and how you can use them to address your challenges.

06 I can hold you accountable without shaming or blaming you.

07 I'm willing to own my part.

08 I can genuinely thank you for your efforts rather than criticize you for your failings.

09 I can talk about how resolving these challenges will lead to your growth and opportunity.

*10* I can model the vulnerability and openness that I expect to see from you.

from *Daring Greatly* by Brené Brown | Copyright © 2017 Brené Brown, LLC.

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Putting it to Practice

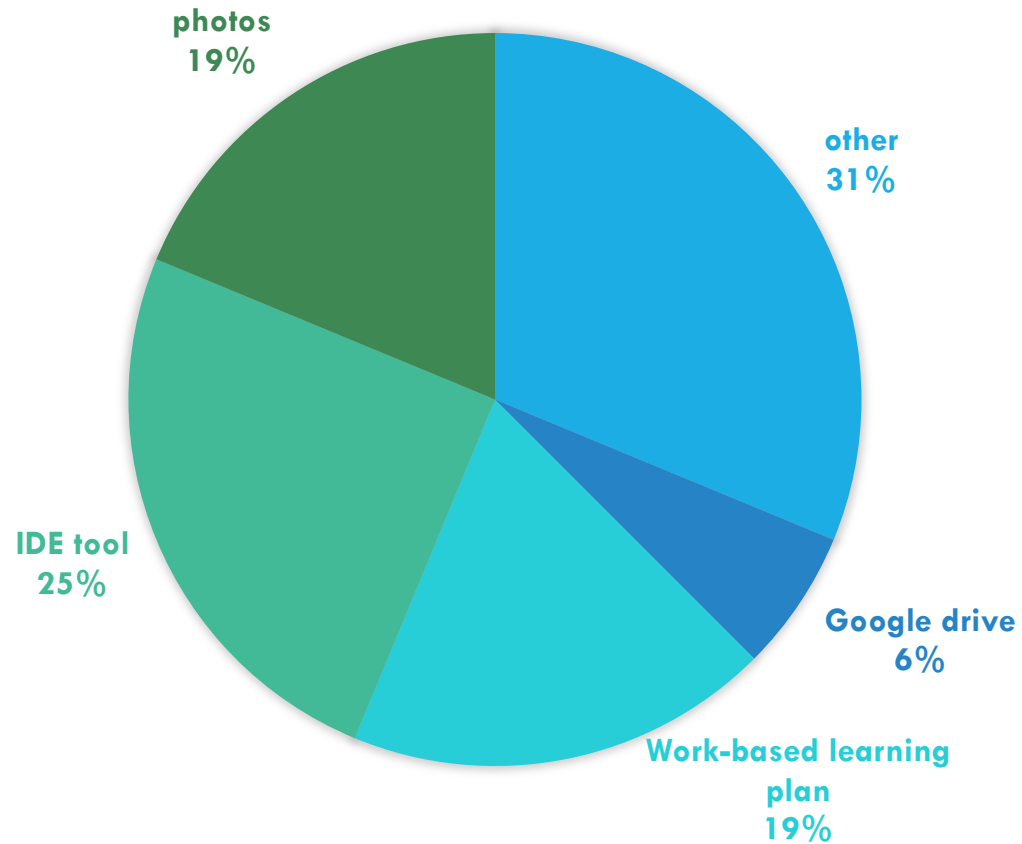| Topic	Best Practices *What can you share?*	Implementation *What can you add to your practice?*	Resources *What do you need?*	Timeline *By when?*
Life skills development	Building confidence with the use of a planner and digital apps to coordinate schedules.	Aiding students in navigating the college campus.	Trust and courage in myself to let the student go and possibly not succeed.	End of Fall 2019 semester
Fading support	Creating a script or dialogue that fosters greater student independence.	More frequent use of natural supports.	The best resources to start would be student clubs and peers.	October/end of Fall 2019 semester
Using apps and technology	Email and Moodle to communicate with professors, peers, parents, ed coaches, transition specialists, etc.	Snapchat and Instagram	District on board with social media and a tutorial to learn how to use each forum.	End of summer/before fall semester starts 2019
Documenting student growth	Use of a weekly update to collect data and a Work Behavior Rating Scale to collect data from job placements.	Individualized Dual Enrollment/IDE form	IDE form online	Sept/ Nov/Feb/Apr/June
Self-Determination	Present choices and forced decisions for required student tasks.	Recognizing student's rights to learn from their mistakes.	Permission from myself and my supervisor.	End of Fall semester 2019
Behavior	Self-reflection and self-awareness	Reasons for behavior	IRIS center website.	Aug/Summer 2019
Facilitating social connections	Encouraging students to text peers for lunch, studying or just hanging out.	Promote more self-awareness with the use of the Pyramid of Friendship.	Socialthinking.com website	Oct/Fall 2019

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FOUNDATIONAL SKILL DEVELOPMENT
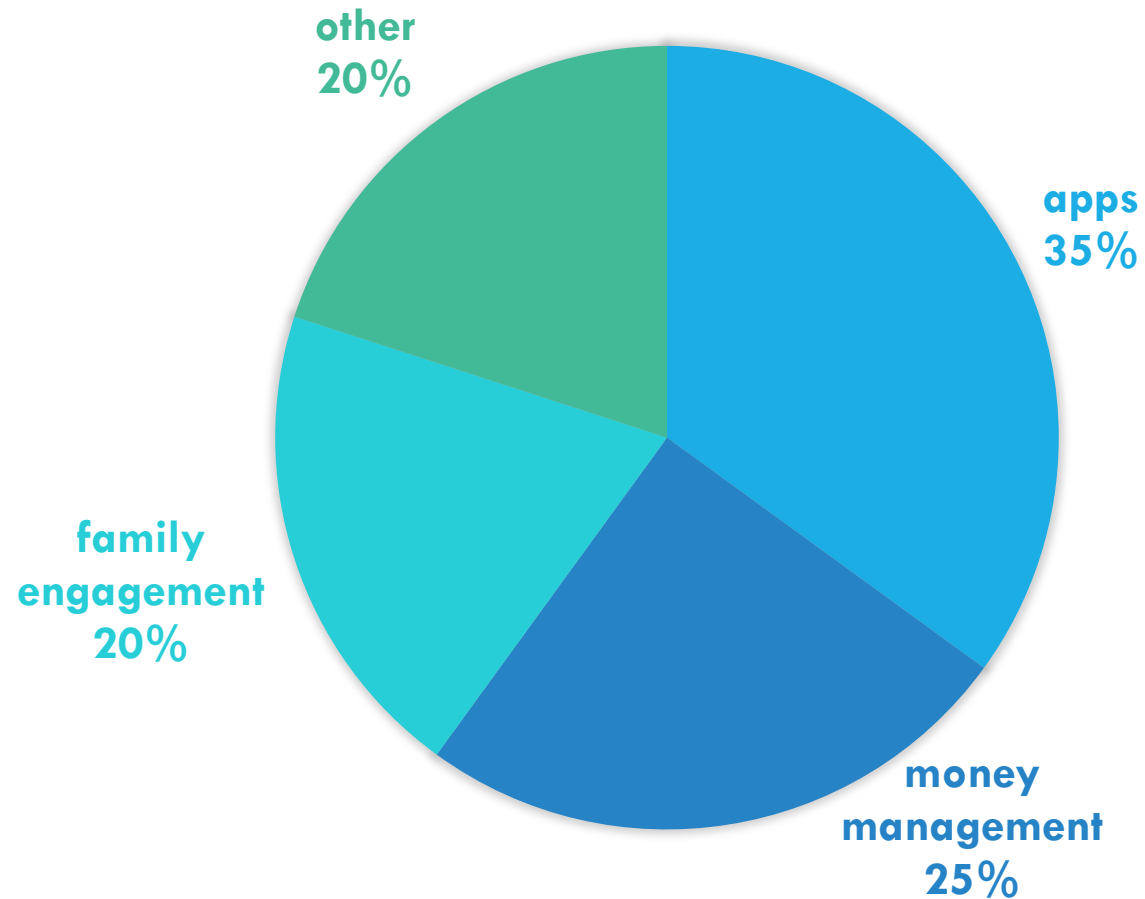
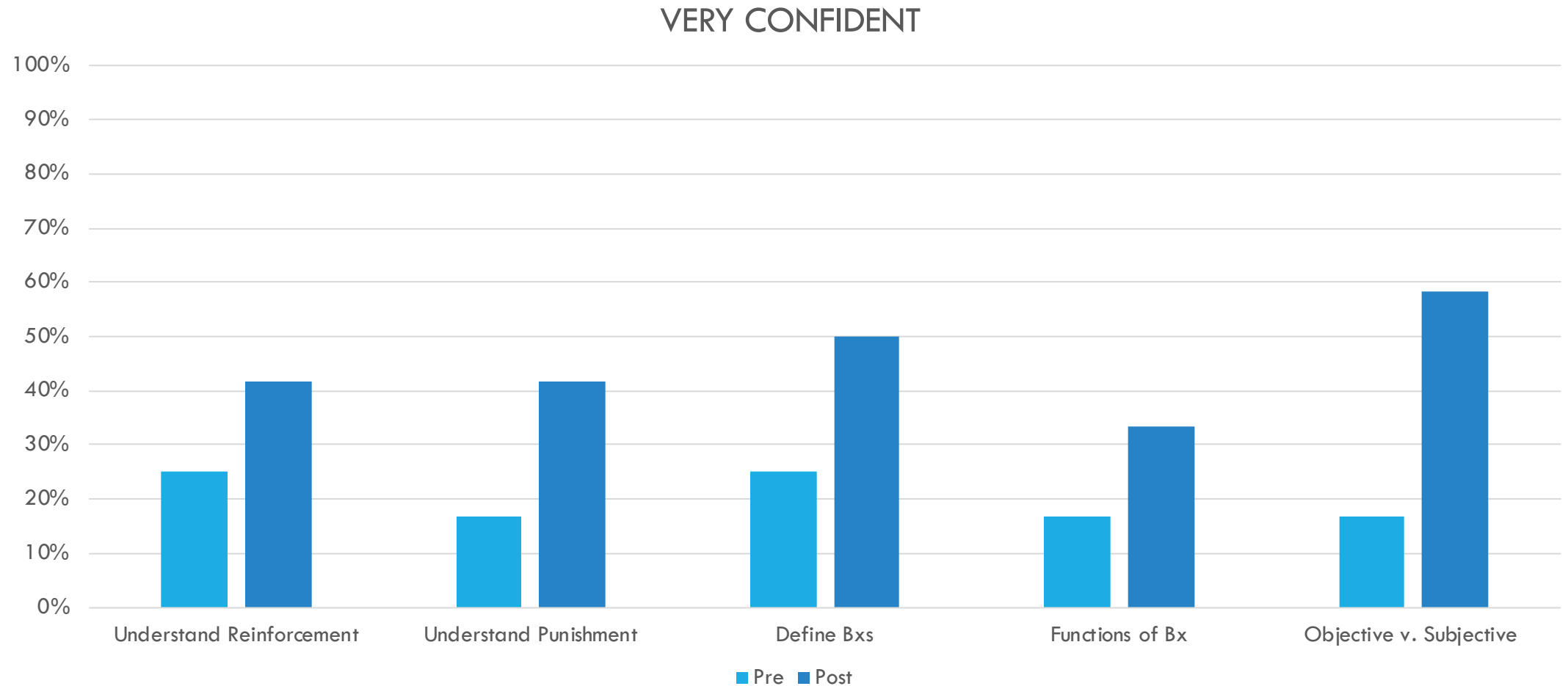# FADING SUPPORT TO BUILD INDEPENDENCE
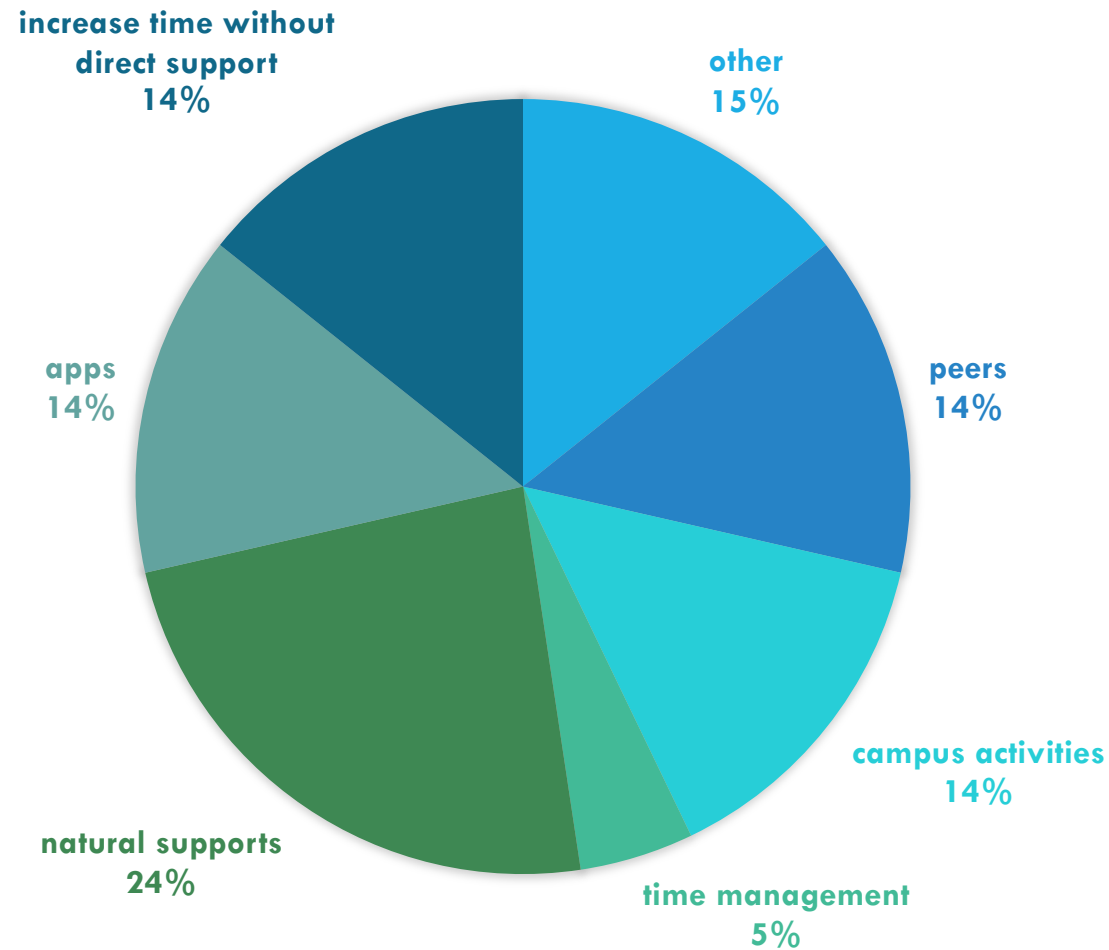
APPS & TECHNOLOGY
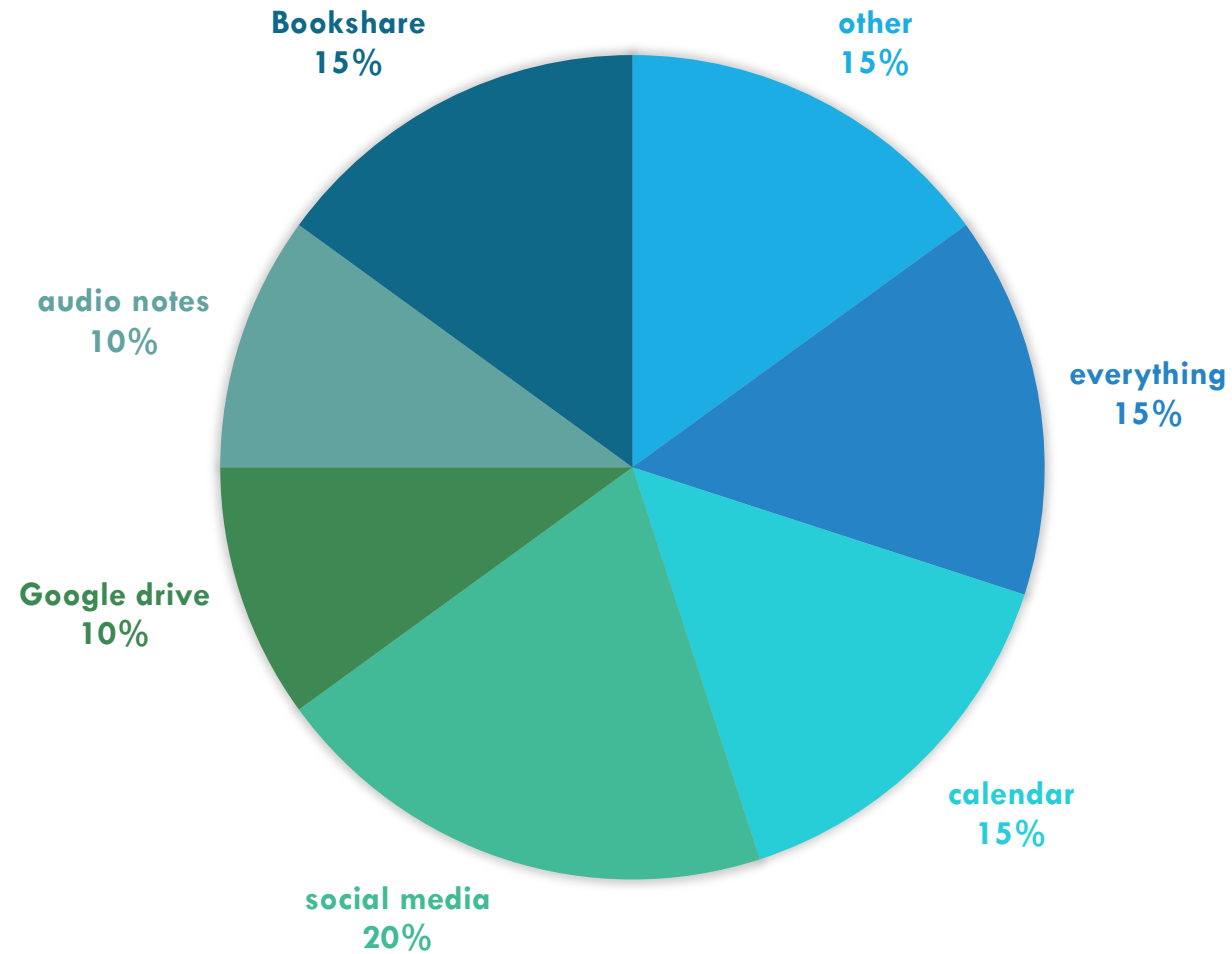
FACILITATING SOCIAL CONNECTIONS ON CAMPUS

fade
10%

create contact list
10%

clubs
16%

peer mentors
32%
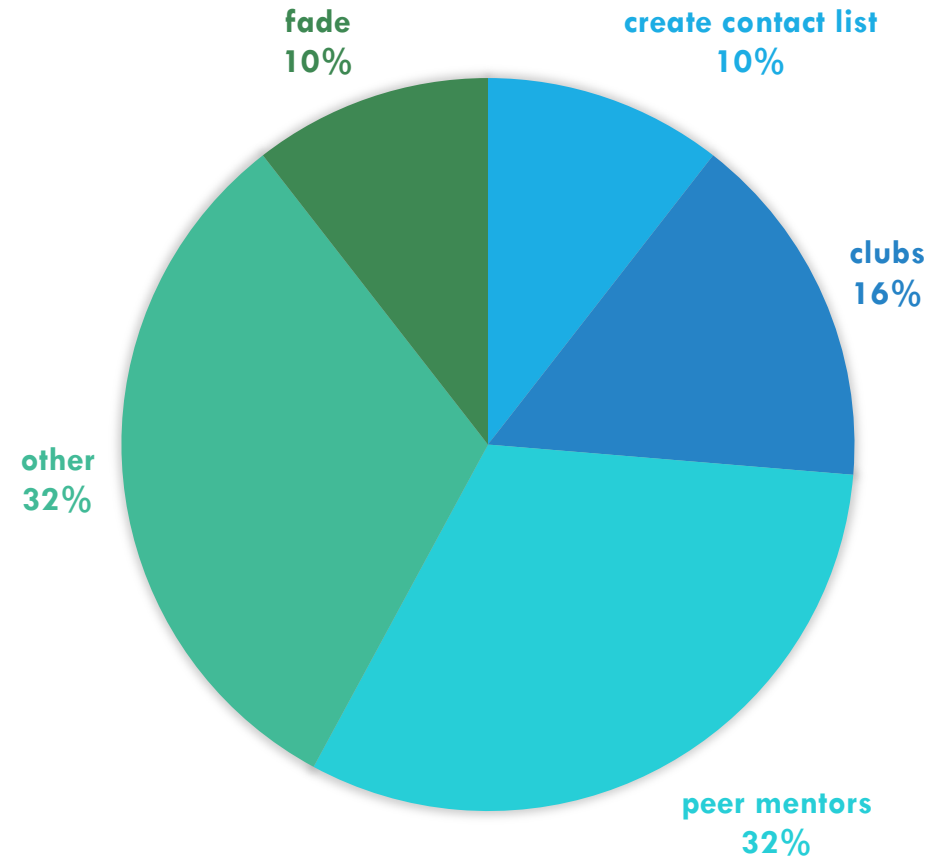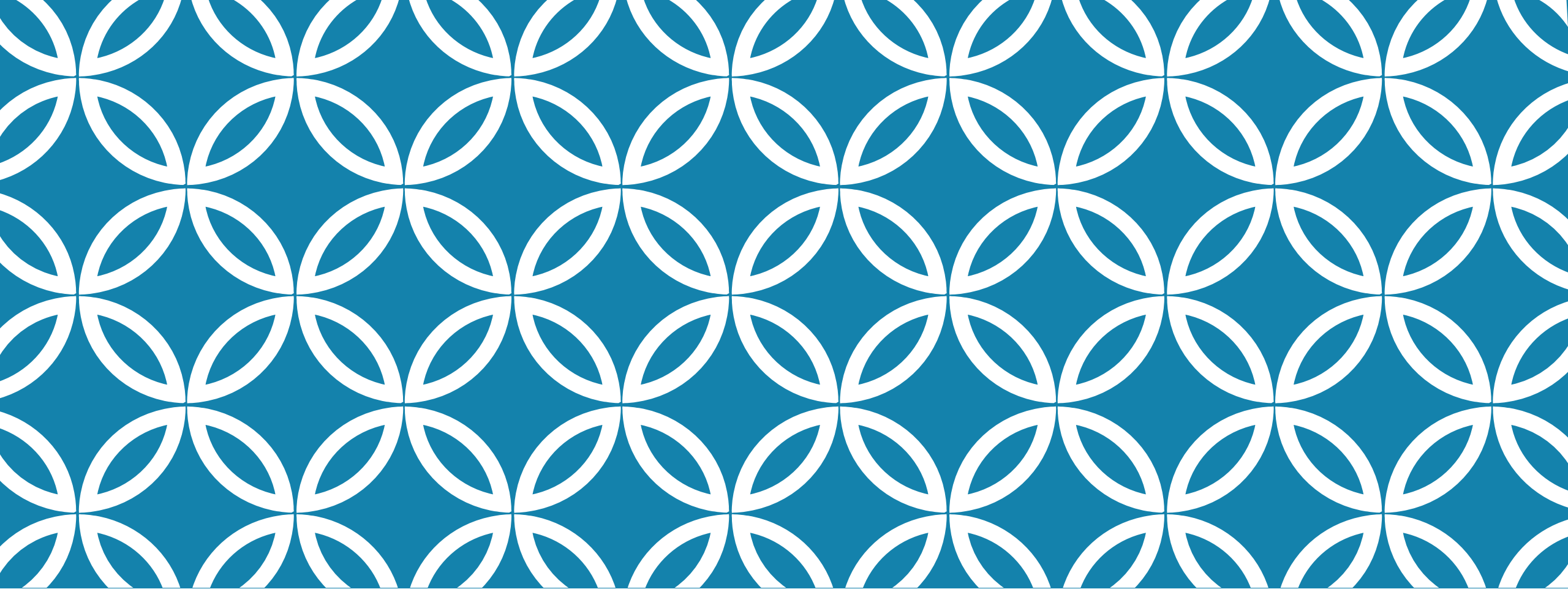
other
32%

	2018	2019
Coaches	6	20
Districts	4	8
Campus Representation	WSU	WSU HCC UMA
Length	4 days	5 days
Topic Coverage	Content	C1: Intensive TA C2: Content
Data Collection	Application Pre & Post Post Survey	Application Pre & Post Online Polling Post Survey

REFLECTIONS

"We need more of **this**!
Not just any training,
THIS TRAINING."

LYNDSEY NUNES, MAICEI PROGRAM COORDINATOR
LNUNES@WESTFIELD.MA.EDU

SARAH LAMB, MAICIEI ASSISTANT PROGRAM COORDINATOR
SLAMB@WESTFIELD.MA.EDU

TY HANSON, INCLUSIVE HIGHER EDUCATION SPECIALIST
TY.HANSON@UMB.EDU

THANK YOU!