



Student & Education Coach Agreement (SECA): *A Tool for Goal Attainment Towards Independence*

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Workshop Objectives

- Provide information about SECA, goal attainment, independence, self-determination
- Provide case study example of SECA
- Provide working time of using SECA and tools for own program
- Participants will demonstrate use of at least one of the discussion cues in the Student and Education Coach Agreement to support their participant partner in creating a portion of a self-determined agreement.
- Participants will demonstrate use of at least one of the goal attainment tools with a partner.
- Participants will provide an example to a partner participant of a goal setting and attainment support strategy.

Audience?



Let's Get Started....

What is one of the biggest barriers on your campus if your students are supported by adults or others?



Let's Get Started....

What is one of the biggest barriers on your campus if your students are supported by adults or others?

Support staff and students are confused about exactly when & how individuals with ID should be supported in college

Confusions may center on the level of support needed across the span of a day, a week, or the entire semester.

College faculty may have varying views about the role of support staff in their classes

Why & How Can We Break Through?



Self Determination

- “Volitional actions that enable one to act as the primary causal agent in one’s life and to maintain or improve one’s quality of life” (Shogren, 2013, p.5).
- Individuals with disabilities are causal agents when they act with *intent* to *cause* the things they want to *happen* in their lives to shape their futures and destiny (Shogren, 2013, Wehmeyer, 2005; Wehmeyer, 1999).
- **NOT:** One specific, measurable and observable behavior. It is a multifaceted construct that is observable through many different behaviors and non-behaviors.

4 Essential Components of Self-Determination

The person acted autonomously

The behavior was self-regulated

Psychological empowerment

Self-realization

How do these 4 components intersect with what we are talking about today?



IDEA v. ADA



- Due to the differences between the 2 students with disabilities are underprepared to use self-advocacy & self-determination
- Students do not have sufficient self-knowledge to discuss their disability or how to advocate for support (Paiewonsky et al., 2010)

Goal Setting

- The probability of attaining a goal increases if a person is the one who sets the goal based on their wants and needs.
- Goals identify what a person wants to achieve and how they will act as regulators of human behavior.



Goal Setting Requires

Identifying and defining a goal

Developing a plan to achieve the goal

Identifying the actions necessary to progress towards achievement of the goal.



Goal Setting

- Several studies have shown the importance of goal-setting and attainment for improvement of outcomes for people with disabilities (Algozzine, Browder, Karvonen, Test, & Wood, 2001; Field, Sarver, & Shaw, 2003; Getzel & Thoma, 2008; Wehmeyer & Schalock, 2001).
- Goal-setting and attainment is a strong indicator of self-determination and increased quality of life for people with disabilities (Algozzine, Browder, Karvonen, Test, & Wood, 2001; Field, Sarver, & Shaw, 2003; Getzel & Thoma, 2008; Wehmeyer & Schalock, 2001)

Goal Setting & Attainment

- Instructional efforts to promote goal setting and attainment should focus on:
- Goal identification and enunciation
- Developing objectives to meet goals;
- Identifying actions necessary to achieve goals;
- Tracking and following progress on goals.
- Participation in educational planning and decision-making as ideal generalization mechanism.

Goal Setting & Attainment Tools

- Self-assessing goal sheets
- Goal Setting for students
- Pre-planning Brainstorm

Self Management

- Highly developed self-management skills are linked to attainment of positive adult outcomes (Wehmeyer, 2007).
- Self-management is comprised of self-monitoring, self-evaluation, self-instruction, and self-reinforcement.
- Self-monitoring is an extremely effective strategy for modifying behavior (Cooper, Heron, & Heward, 2004).

Self Management

- Self-monitoring involves teaching students to observe the occurrence or nonoccurrence of their own targeted behaviors.
- Self-reinforcement interrelates to self-management because it is teaching individuals to provide consequences to them when they exhibit targeted behaviors or refrain from exhibiting targeted behaviors (Wehman, 2006).
- Self-regulation is a process of setting goals, developing plans to achieve goals, implementing and following the action plans, evaluating the outcomes of the action plans and adjusting accordingly (Wehman, 2006).

Self Awareness

- Students develop an understanding of their abilities, strengths, limitations, and needed accommodations through their interactions with the world.
- An unfortunate theme is that students with disabilities and their teachers are often more aware of things they cannot do verse the things that they can do (Wehman, 2006).
- Teachers need to provide opportunities for students to be able to not only understand their abilities, strengths, limitations, and needed accommodations but also be able to express them.

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Person-Centered Plan

A person centered plan can help those involved with the focus person see the total person, recognize his or her desires and interests, and discover completely new ways of thinking about the future of the person." — *Beth Mount & Kay Zwernik, 1988*

Purpose

- *To look at an individual in a different way.*
- *To assist the focus person in gaining control over their own life.*
- *To increase opportunities for participation in the community.*
- *To recognize individual desires, interests, and dreams.*
- *Through team effort, develop a plan to turn dreams into reality.*

Reach for Your Dreams



Person-Centered Plan
for

Today's date

Big Picture Goals

At WSU

what I want to do
something about music
inspired me what I really
want to do to be a
music arts who records
an album

In the FUTURE

I want to get marry with
my boyfriend

I want a band and the
band name is The
Dreams

I want my childhood
home to be my dream
future house and I want
my dad add some more
things to the house

Goals at WSU

*don't need 1 for every area but areas to think about...

- Transportation I get a van every morning and afternoon.
- Mobility around sometimes I will go on my cell phone.
- Communication with professor to tell them I will not be there in class or I am not feel will or I have a doctor permit.
- Campus sometimes I will hung out with my sister Haley.
- Free times I will go on the compute to do a power point or YouTube to see a music video.

Goals at WSU

*don't need 1 for every area but areas to think about...

- Communication with my helper Abby about things what you what to do.
Accommodations I like computer's better to do note's for my homework not writer notes .
- Friendships with your friends in the ICEI. Campus activities the ICEI program has activities sometimes they do have activities.
- Emergencies my mom or my dad.

Models of Supported Education

Three Principles:

1. increasing individual skills
2. increasing support from the environment
3. maximizing the fit between the individual & environment

(Mowbray, Collins, Bellamy, Megivern, Bybee, & Szilvagy, 2005)

Supported Education Strategies

- Peer Mentors (formally/informally trained) (Weilkowitz & Baker, 2008)
- Peer Coaches (Casale-Gainnole & Kamens, 2006)
- Study Buddies (Hamill, 2003)
- E-mentors (Burgstahler & Crawford, 2007)
- Educational Coaches (Hart, Grigal, & Weir, 2010)

All of the above are offering encouragement, providing academic assistance, giving corrective feedback, prompting organizational skill-building and social skill awareness

Educational Coaches aka Ed Coaches

- Complex relationship between coach & student
 - requires careful consideration when pairing especially regarding SD
- Staff's knowledge of SD and perceptions of students abilities impact the way in which staff promote Sd skills of students (Nunes, 2017)
- Coaches who are more 'laid back', have had a recent college experience and understand the importance of independence, social experiences, and some components of SD skills tend to have the most positive impacts on the students experiences (Nunes, 2017).
- Developing a prescribed ratio for fading support with the SECA and data collection enhance the students' experiences, independence, & SD skills
- If a coach is responsible for recording data there is a likelihood of great adherence to the plan because of self-monitoring.

“A good educational coach is always looking for ways to help students take responsibility for themselves and looking for opportunities to fade support as soon as possible.”

-(Paiewonsky et al., 2010)

Student-Educational Coach Agreement (SECA)

- A tool designed to help organize the educational coach's role at the college.
- Aligned with goals identified during Person-Centered Plan meetings
- Aligned with goals identified during SECA meeting
- Should be student led, use of discussion prompts to ask questions to start discussions

AREA OF FOCUS	Student Goal What is the student working towards? Can be short or long term. Think about time (by when), behavior skills (what will I do), performance criteria (how will I know I've achieved it), measuring (how will I check on my progress?)	Student Responsibilities What will the student do?	Coach Responsibilities What will the coach do?
Example: Transportation	<i>By the end of the semester I will arrange my ADA PUTA rides each week by calling and scheduling them with or without a script.</i>	<i>What is currently happening?</i> <i>student doesn't call PUTA, waits for coach or parents to confirm ride times</i>	<i>What is currently happening?</i> <i>Calls every Friday to reserve rides for student for following week</i>
		<i>Be with the coach when scheduling rides</i> <i>Develop a script with coach to order rides</i> <i>Practice calling with coach</i>	<i>Be with the student when scheduling rides</i> <i>Develop a script with student to order rides</i> <i>Arrange opportunities for student to practice calling</i>
Transportation To and From Campus (discussion points: If it is late? If a bus is missed? Arranging rides. Canceling rides.)		What is currently happening?	What is currently happening?
AREA OF FOCUS	Student Goal What is the student working towards? Can be short or long term. Think about time (by when), behavior skills (what will I do), performance criteria (how will I know I've achieved it), measuring (how	Student Responsibilities What will the student do?	Coach Responsibilities What will the coach do?

SECA Example

Student-Educational Coach Agreement (SECA)

SECA Working Time

Let's Practice!

Brainstorming & Questions

- How could you use these tools in your settings?
- Feedback on the tools?
- Next steps...

Contributors

Lyndsey Nunes, Ph.D., BCBA , has served as the Inclusive Concurrent Enrollment Initiative Program at Westfield State University for 5 years. Lyndsey has 10 years of experience working with students with disabilities ages 8-22 in a variety of settings such as public schools, private schools, home consultations, and inclusive postsecondary education. She earned her Ph.D. from the University of Massachusetts Amherst focusing her dissertation research on the development and enhancement of self-determination skills of students in inclusive postsecondary education programs in Massachusetts. She has presented at local and national conferences on stimulus equivalence, computer-assisted instruction, and inclusive postsecondary education.

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Contributors

Andrea Hojnacki, M.A., is the Inclusive Concurrent Enrollment Program Coordinator at Holyoke Community College, in Holyoke, MA. She holds a Master's degree in Special Education from Fairfield University. Prior to her work at HCC, Andrea established the first Office of Accessibility Services at Charter Oak State College in Connecticut. She also served as the Assistant Dean of Students at Franklin Academy, a college preparatory school for students with ASD and Non-Verbal Learning Disorder, and as the Coordinator of Post-Secondary and Career Education at the Asperger's Syndrome Adult Transition (ASAT) Program in New Haven, CT. Andrea has presented to college faculty and instructional designers on Universal Design for Learning, and supporting students with hidden disabilities in college settings.

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Contributors

Carole provides training and technical assistance to educators and staff involved with the Massachusetts Inclusive Concurrent Enrollment Initiative. In particular, she is working with college and school district partners on the [Think College Transition Model Project](#). Carole will also be providing training and technical assistance to college programs starting residential supports for their students. Previously, she worked as a Program Assistant at the Cutting-Edge Program at Edgewood College in Madison, WI and developed the first inclusive college housing program in WI there. Her experience is grounded in community-based residential and employment supports, natural supports – including peer mentorship, and advocacy work. Carole has a Master of Arts in Education with an Adult Learning focus.

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Evaluation Survey

<http://sgiz.mobi/s3/SOTA-2017-SECA>

Optionally, if you have a code reader on your phone you can scan the QR code here and do the survey on your phone.



References

Paiewonsky, M., Mecca, K., Daniels, T., Katz, C., Nash, J., Hanson, T., & Gragoudas, S. (2010). Students and educational coaches: Developing a support plan for college. Think College Insight Brief, Issue No. 4. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.