



The Role of the Education Coach in Promoting Self-Determination - *Fading support and promoting independence in a virtual college experience*

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For Bristol Community College MAICEI Partners

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Overview

- Resources for current education status
- Educational Coaches and Students
- Supporting students to assume college responsibilities



Existing guidance



Strengthening Our Remote Learning Experience

Guidance for Massachusetts districts and schools

Jeffrey C. Riley
Commissioner

April 2020



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Submitted by Rebecca on Thu, 2020-04-09 14:59



Staff at the National Coordinating Center are aware that our diverse community is in need of a wide range of supports at this time. College staff and faculty migrated from classroom-based learning to virtual environments. Internships are being done remotely. Learning opportunities are being embedded in the home environment. There is a lot of uncertainty about the future.

Below are some resources we believe may be helpful as we all cope with this ongoing reality brought on by the COVID pandemic. We will be updating this page with new resources regularly. If you have a resource to share, please send us the information at ThinkCollegeTA@gmail.com.

PLAIN LANGUAGE RESOURCES on COVID-19: A listing of over a dozen videos, documents and presentations that explain a variety of issues related to COVID 19. They may be useful to assist students who are preparing to return to campus in learning more about how to stay safe, as well as being helpful to those students that continue with distance education.

Teaching & Learning Online: Strategies for Supporting Students with ID is a webpage with tips for educators to support students with intellectual disability as they move to online learning environments, (physically) away from their peers and established schedules. This page shares lots of resources, including videos you can use to teach students how to use Zoom.



Students
and
coaches



Role of educational coaches

**Promoting Student Self
Determination through
Instruction and Faded Support**



Bristol Community College Bayhawks



BRISTOL
BAYHAWKS

Supporting students to be Bristol Community College Bayhawks

B- Balanced

A- Assertive

Y-Young adult

H-Hardworking

A-Adaptable

W-Worthy

K-Knowledgeable

S- Self-Determined



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B- Balanced



Supporting students to experience full campus engagement



Using resources



Joining clubs



Managing academic schedule

Developing friendships



How similar college programs are promoting social engagement at their colleges

Activities

- Game Nights
- Virtual Calendar of Events
- Sports Talk
- Movie Nights
- Fitness classes
- Painting nights

Apps

- Houseparty
- Group Meet
- Flipgrid
- Private Facebook groups



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A- Assertive



Self-advocacy

- Students advocate for themselves (e.g., classes, free time, studying)
- Identifying the accommodations they need to participate in class
- Communicating with professors



Assist students to advocate for themselves

- Point out strategies that help the student learn better (from your observations working with them)
- Ask the student how they learn best and work with them to incorporate those strategies into their studies
- Strategize with the student how to communicate with the professor

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Y-Young adult



Students supported to:

- Pursue their individual goals through classes and work experiences
- Experience college as independently as possible with increasingly natural supports



Kelly Kavka

Introduction

My name is Kelly Kavka and I am 20 years old. I live in Pembroke MA. I have one brother Nathan and he is 18 years old. He goes to URI for college. I have pets. I got chickens for the first time and love them. I love to get ice cream, hang out with my friends, and stay in contact with my friends at work. I also work at North Pembroke Stop and Shop as a bagger. I am a college student at Bridgewater State University.



Vision for the Future

I would like to live in an apartment get my own car. I would like to work as a hostess and a bartender in a pub in Bridgewater. I'd like to get a drink at my own bar with my friends and go to the Juice Mill and other restaurants. I'd like to get my nails done and go out for dinner. I want to get my driver's license.

Accommodations I Use

- » Extra time on exams and tests
- » Testing outside of the classroom
- » Laptop in class
- » Extended time on tests and assignments
- » Take photos of class notes on my phone
- » Educational Coach

Talents

- » I am very social, independent, outgoing, and have excellent customer service.
- » I'm flexible
- » I'm good at using a computer

Career Goals

- » I want to work at my own pub as a manager
- » I plan to do research online about bartending classes
- » I plan to practice mixing some drinks
- » I would also like to hostess

Skills I have learned at college

- » I learned how to build a resume and a cover letter.
- » I learned how to navigate the campus
- » I met new people
- » I learned about dorm life.
- » I learned how to be more independent.

Skills I have learned through dorm life

- » Time management
- » laundry
- » cleaning room
- » setting alarms
- » scheduling meetings
- » going out for events with friends
- » communication skills
- » being responsible for keys
- » knowing who and what to ask if a problem happened like losing keys

- Supporting student vision
- Determining accommodations
- Understanding career goals
- Individualizing instruction based on needs



Sarah Kupris

Introduction

My name is Sarah and I am 21 years old. My hometown is Weymouth, MA and I live there with my mom. I have two older brothers. My oldest brother Brian lives in Las Vegas and my brother Sean is in the Air Force and is stationed in California. I enjoy spending time with my family and friends, going to the beach, taking walks and going to the gym.



Vision for the Future

My vision for the future is to have a job working with young children at a daycare center or at a public school as a teaching assistant. I would like to continue to live at home while I am in college taking classes. Eventually when I get a full-time job, I would like to get an apartment with my friends. After I finish the MAICEI program, I would like to get my teaching certificate at Massasoit. In my free time, I would like to hang out with my friends and family. The next steps for me are to get my driver's license so that I can be more independent, get a summer job working with young children and return to BSU in the fall to continue to take classes.

Talents and Personality Profile

One of my best talents is dancing. I started dancing when I was 7 years old. I received my 10-year trophy in 2016 from Performance Dance in Weymouth. I continued to dance until 2017 when I graduated high school. I really have a passion for dancing and miss taking classes and performing. Some of my personality traits are that I am respectful, honest, cheerful, brave, positive, hardworking, adventurous and confident.

Career goals

- » My career goals are to continue to take classes toward a teaching certificate
- » Get a job working with young children.
- » I would like to apply to Massasoit
- » Get my ECED certificate at Massasoit.

Accommodations I use

- » Quiet testing room without distractions for my exams
- » Extended time on quizzes and exams
- » Use of a computer in class for taking note
- » I was also allowed to take photos of the notes on my phone.
- » Educational coach

Skills I have learned at college

- » Being more independent and advocating for myself
- » Learning social skills by being involved in campus life and Best Buddies
- » Being responsible by attending required meetings
- » Learning job skills by working at my internships and learning resume writing and interview techniques
- » Independent living skills by living on campus as a Residence Life student for two years.
- » I learned how to live with a roommate
- » I learned a lot of about conflict resolution.
- » I also learned how to do my own laundry, how to cook, and I even took classes for credit in my 3rd year

- Supporting student vision
- Determining accommodations
- Understanding career goals
- Individualizing instruction based on needs



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H-Hardworking



Promoting study skills

In person



Remote Learning



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BRISTOL
BAYHAWKS

A-Adaptable



Grace: Goal to pursue Interior Design

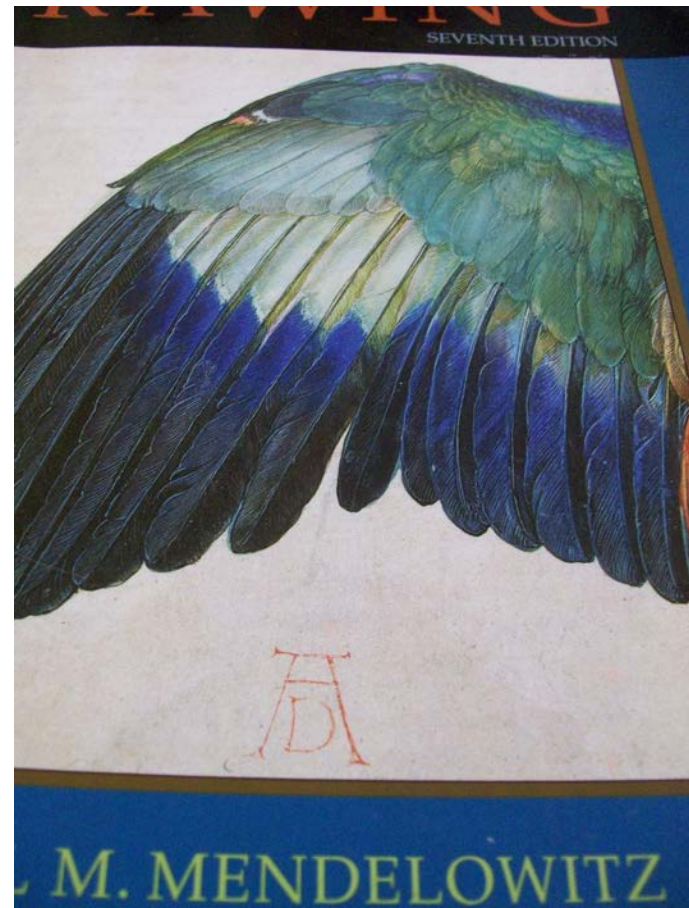


Career Assessment research through O*NET indicates that interior designers have to have some basic skills in describing ideas through drawing



Grace: Intro to Drawing

“This is the third class I have taken. It’s called Introduction to drawing. Basically, we are learning about art history. Every Monday the instructor lectures about art. She teaches us how to draw. She told us we need to learn to see with our eyes before we can learn how to draw”.



Supporting perseverance



“I like the class but I’m learning that I’m not really a good artist”.



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W-Worthy



Developing college behaviors



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BRISTOL
BAYHAWKS

K-Knowledgeable



PATRICK'S COURSE OF STUDY

	PLAN	LEARN	WORK	SUPPORT
High School	Initiated enrolling in class after suggestion from guidance counselor.	TV/Video Production class	Recording high school meetings; sports events. Assisted with studio's social media channel	Project support: instructor
Fall 1	Developed person-centered plan with transition team. Class selection finalized with coordinator.	Radio production	Internship at college radio station; volunteered to record promos for other DJs.	Received 1:1 support from educational coach in class and internship. Quickly became independent navigating campus.
Spring 1	Reviewed short-term academic, social, and vocational goals with program coordinator and career development specialist.	Computer science	Awarded DJ certification. Continued internship on campus.	Received extra support in class. Support provided at radio station internship. Independent in other radio station activities.
Fall 2	Class selection aligned with career goal.	Television studio production and American sign language	Has his own radio show. Appointed station technician and director of audio promotions.	Continued support in class. Independent in radio station activities.



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S- Self-Determined



What is Self-Determination?

We understand self-determination to refer to a ***characteristic of a person*** that leads them to ***make choices*** and ***decisions*** based on their own ***preferences*** and ***interests***, to monitor and regulate their own actions and to be ***goal-oriented*** and ***self-directing***.

The DD Act definition of self-determined actions, as noted below, suggests that both the abilities of the person and the opportunities presented by the environment contribute to the degree of self-determination that can be expressed.

DD Act Self-Determined Actions:

An individual with developmental disabilities, with assistance:

- has the ability and opportunity to make choices and decisions;
- has the ability and opportunity to exercise control over services, supports, and other assistance;
- has the authority to control resources and obtain needed services;
- has the opportunity to participate in and contribute to their communities;
- has the support, including financial, to advocate, develop leadership skills, become trained as a self-advocate, and participate in coalitions and policy-making.

Examples

- Travel to and from college campus
- Managing own schedule
- Getting to/Logging classes on times
- Completing assignments
- Using accommodations
- Speaking up when there is a problem
- Finding supports



Supporting students remotely

Access to computer (ACCESS)	Familiarity with Blackboard/Zoom (ACCESS)	Engagement (RETENTION; OUTCOMES)	Support (RETENTION; OUTCOMES)
Access to computer/Chromebook/phone Preprogramming with tabs; passwords	IT Services: Tutorials YouTube tutorials	Reviewing synchronous and asynchronous classes Reviewing class schedule for remaining weeks via weekly phone call	Working with partners to identify support/ routines Capitalize on peer supports Home supports- place to sit, use computer, for appropriate length of time Campus student engagement

Emmanuel 2nd semester, HIST - Comic Books in America



Access to computer (ACCESS)	Familiarity with Blackboard/Zoom (ACCESS)	Engagement (RETENTION; OUTCOMES)	Support (RETENTION; OUTCOMES)
Meeting with Emmanuel and parents by phone to confirm access to laptop/headset/webcam	Accustomed to Friday class online (other two were in-person) Needs orientation to Zoom. Instructor sent tutorial.	Schedule time and place at home to maintain schedule	Email to transition teacher: Can school coach continue to support Emmanuel by phone or Zoom



Paco: 2nd year, 4th course: Music and Culture



Access to computer (ACCESS)	Familiarity with Blackboard/Zoom (ACCESS)	Engagement (RETENTION; OUTCOMES)	Support (RETENTION; OUTCOMES)
<p>Home computer not allowing access</p> <p>Coordinator found Chromebook. Organized tabs for access to Blackboard, Zoom.</p> <p>Preprogrammed email to get cc'd on instructions from instructor</p>	<p>Used Blackboard in class.</p> <p>Will need tutorial on Zoom (posted by IT Services at University)</p>	<p>Will need support to follow class schedule- logging on when instructor starts synchronous classes</p>	<p>Educational coach added to online class to support Paco</p>



Francis, 1st semester: Freshman English Literature



Access to computer (ACCESS)	Familiarity with Blackboard/Zoom (ACCESS)	Engagement (RETENTION; OUTCOMES)	Support (RETENTION; OUTCOMES)
<p>Call to Francis and parents to confirm access to computer & workstation</p>	<p>Course was a blended course with threaded discussion and assignment Dropbox</p>	<p>Coordinate tips for scheduling time 3x/week for class.</p> <p>Is it possible for mentor to be added to class for support?</p>	<p>Will need support to complete and submit reaction papers</p> <p>Peer mentor to check in at least 1-2 times a week via phone or Zoom</p>



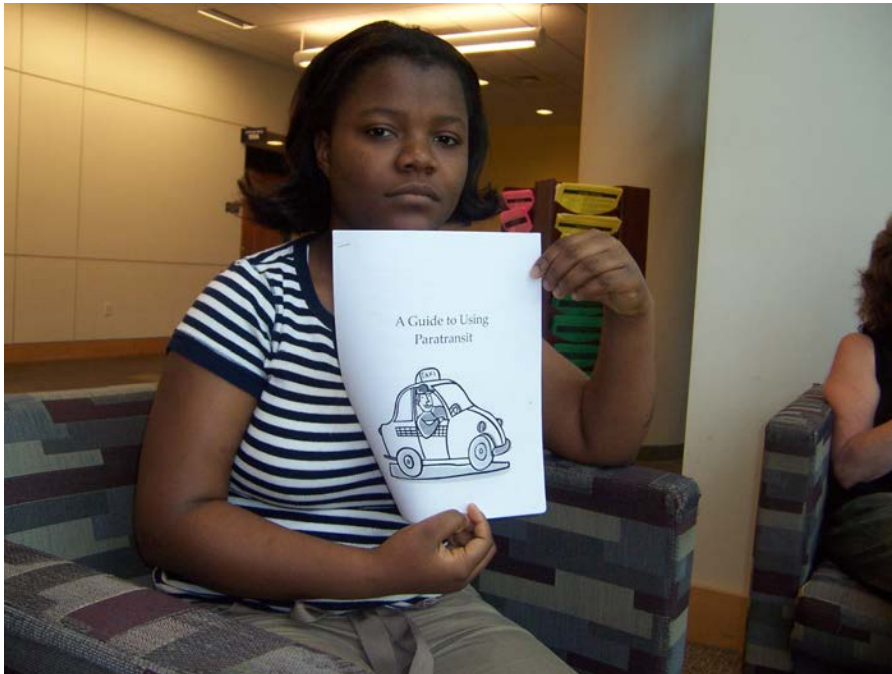
DiLeo, D. Fading: Tips for coaches



#1. Convey your role to instructors and college staff as a consultant and resource; not the person who will take care of everything.



Tips for coaches



#2. Teach students problem-solving skills

#3. Support students to assume problem-solving



Tips for coaches



#4. Find ways to connect students to natural supports



Tips for coaches

#5. Change, decrease your support so that its not expected you are in close proximity to student, and available to jump in with support



Coaches are always looking for natural supports

- Available to all students--from faculty, support staff, etc.
- Resources built into courses- tutors, online resources such as tutorials
- Coach support built into college experience
- Class design- group projects, synchronous discussions, demonstrations



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Thank you

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promoting the inclusion of people with disabilities

