EDUCATION COACH TO SUPPORT STUDENTS WITH INTELLECTUAL DISABILITIES IN A COMMUNITY COLLEGE COURSE

by

Marci Anne Zeppegno

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EDUCATION COACH TO SUPPORT STUDENTS WITH INTELLECTUAL
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By

Marci Anne Zeppegno

Approved by the Master’s Thesis Committee:

David Ellerd, Major Professor

Jayne McGuire, Committee Member

Eric Van Duzer, Graduate Coordinator

Chris A. Hopper, Interim Dean for Research and Graduate Studies
ABSTRACT

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The purpose of this study was to develop a model that would provide more options for individuals with intellectual disabilities in a postsecondary setting. Surveys of special education teachers and administrators who work with students with intellectual disabilities revealed that options are limited for these students after high school. A model was developed using an education coach to support students with intellectual disabilities in a community college course, and an example of how this model can be applied in a course is also included.
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CHAPTER ONE
INTRODUCTION

Over the past two decades, post school opportunities and outcomes for students with disabilities have increased significantly. Despite this growth, participation of individuals with disabilities in postsecondary education is still well below the national average (California Department of Education, 2007). Moreover, little is known about the participation and success rates of students with more significant disabilities (Palombi, 2000). In addition, once students with intellectual disabilities complete high school, options available to them are limited.

The purpose of this study was to explore what postsecondary educational options are currently available to students with intellectual disabilities after high school and to develop a model that would provide more options for students with intellectual disabilities in a postsecondary education setting. After researching the literature and surveying teachers and administrators who work with students with disabilities, a model was created using an education coach to support students with intellectual disabilities. This model was developed in the form of a handbook that outlines the steps of how an education coach would support students with intellectual disabilities in a community college course.

Chapter Two offers a synopsis of relevant literature as it relates to students with intellectual disabilities in a postsecondary setting. It includes an overview of special education and addresses inclusion, the transition planning process, and
methods to increase postsecondary education. Chapter Three discusses the process of developing the education coach model utilizing the Research and Development Cycle (Borg, 1989). The education coach model and an example of how this model can be applied in a course are presented in Chapter Four. Chapter Five finishes with conclusions and future implications for research.
CHAPTER TWO
LITERATURE REVIEW

Introduction

This literature review examines the history of special education and the ways in which it has evolved and changed over time. Inclusion is addressed and accommodations and modifications that support inclusion are examined. Transition planning for students with intellectual disabilities to postsecondary education is explored. Methods to increase postsecondary education for students with intellectual disabilities are also examined. In addition, this literature review explores strategies for postsecondary course modification and models of postsecondary inclusion for students with intellectual disabilities.

History of Special Education

According to Pierangelo & Giuliani (2004), special education has undergone many changes over the years, resulting in expanded rights for individuals with disabilities. Prior to World War II, a limited number of federal laws were passed authorizing special benefits for persons with disabilities. Laws that did exist focused primarily on the needs of war veterans with service-related disabilities. Schools were allowed to exclude students based on their disabilities and often did. However, since the 1960s, several different forms of federal legislation have been passed to assist individuals with disabilities. Since the 1960s, numerous state and federal laws have been passed to protect the rights of those with disabilities. In 1975, The Education for All Handicapped
Children Act, (Public Law, 94-142) was passed that guaranteed that all children and youth with disabilities receive a free and appropriate, publicly supported education (Education for All Handicapped Children Act, 1975). This law guaranteed that rights of children and youth with disabilities and their parents or guardians are protected, that all levels of the government continually evaluate special education programs to ensure their effectiveness, and that state and local governments financially assist individuals with disabilities by providing full educational opportunities through the use of federal funds.

In 1990, Congress passed the Education of the Handicapped Act Amendments (Public Law, 101-476), which further expanded rights and services to children and youth with disabilities. These new amendments resulted in significant changes, including the change of name to the Individuals with Disabilities Education Act (IDEA).

In 1997, IDEA was amended to emphasize that special education and related services are to be designed to meet students’ unique needs and prepare them for employment and independent living. In addition, the revisions to IDEA strengthened the least restrictive environment mandate (IDEA, 1997). For example, it must be documented how individuals who receive special education services access the general education curriculum. Furthermore, IDEA 1997 strengthened parents’ roles, added types of services to be provided for transition, emphasized assistive technology, and strengthened the obligations of other agencies to provide services to students while they are in school.
IDEA defines children with disabilities as

(a) General. (1) Child with a disability means a child evaluated in accordance with Sec. 300.304 through 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services (IDEA, 2004, Sec. 300.8).

In addition to having one or more of these disabilities, in order to qualify for special education services, individuals must also show evidence that the disability adversely affects their educational performance (IDEA, 2004).

Once individuals meet the eligibility criteria for special education, they are provided with an Individualized Education Program (IEP) that outlines an appropriate education in the least restrictive environment (IDEA, 2004). Main components of an IEP consist of a statement of the child’s present levels of educational performance, measurable annual goals, specific special educational services to be provided, the extent to which the child will participate in regular education programs, and, beginning no later than when the child turns 16, transition services to be provided such as participation in work experience and planning from high school to postsecondary education (IDEA, 2004).
One model that appears to be both successful and controversial is inclusion (Bear, Minke, & Thomas, 1997). The philosophy behind inclusion is that students with disabilities should be provided the same educational opportunities as their peers without disabilities (Ryndak, Jackson & Billingsley, 2000). In other words, they have the right to fully participate in a general education setting. The term inclusion is often used but poorly understood. What some refer to as inclusion, others label as mainstreaming, integration, or heterogeneous schooling (Epstein & Elias, 1996). A popular definition of inclusion is a system that serves all students within a general education setting (Ryndak et al., 2000). Inclusion can be defined as the least restrictive environment mandate contained in IDEA (2004) which states,

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature and severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (IDEA, 2004, p. 22).

Prior to the passage of this law, children with special needs, regardless of their disabilities, were for the most part educated separately from their general education peers (Brown, 1997). IDEA requires that students with disabilities be taught within general education settings to the maximum extent appropriate (IDEA, 2004).
The practice of including students with disabilities in general education classrooms has been gaining momentum for more than 15 years (Andrews, 2000). In 1998-1999, 47% of students with disabilities were educated for 79% or more of the school day in general education settings (Burstein, Sears, Wilcoxen, Cabello & Spagna, 2004). This is almost double the percentage served in the 1984-1985 school year (Burstein et al., 2004). Studies suggest that students with disabilities, who are educated in inclusive settings, make significantly more progress on a curriculum-based measure of reading than do students who are educated in noninclusive settings (Waldron & Mcleskey, 1998). They are also more likely to acquire varying academic skills that are aligned with district ant state standards than students in noninclusive settings (Agran, Cavin, Wehmeyer & Palmer, 2006; Wehmeyer, Lattin, Lapp-Rincker, & Agran, 2003). Furthermore, inclusion of students with disabilities did not lead to lower achievement by general education students, and they did not have a significant effect on general education students’ reading achievement (Huber, Rosenfeld, & Fiorello, 2001).

Students with disabilities included in general education classrooms achieved higher outcomes than their peers in pullout programs (Rea, McLaughlin & Walther-Thomas, 2002). Those served in inclusive classrooms achieved higher course grades in language arts, mathematics, science, and social studies than students with disabilities in pullout program. In addition, students with disabilities in inclusive settings experienced less in-school and out-of-school suspensions than did students in pullout programs and they attended more days of school than those in pullout programs (Rea et al., 2002).
Proponents of inclusion state that the reason separate classes have often failed is because high standards have not been set, higher level cognitive skills are not promoted, and separate classes lack the richness of the general education curriculum (Pugach & Wagner, 1993). Furthermore, studies suggest that inclusion is justified because all children share a basic need for belonging (Knight & Wadsworth, 1993). Evidence suggests that segregation of special education students in separate classrooms is detrimental to their academic success and that students with special needs perform better in general education classrooms (Brown, 1997). In addition, segregation promotes dependence and limits interactions between special education students and their general education peers (Brown, 1997; Hall & McGregor, 2000). Furthermore, social connection is more difficult for children with disabilities (Vaughn, Elbaum, Schumm, & Hughes, 1998); therefore, placing them with non-disabled peers gives them more of an opportunity to develop friendships. Finally, inclusion provides opportunities for all students to interact in a more natural and realistic setting (Cozzuol & Freeze, 2004; Ryndak, et al., 2000).

Although research supports inclusion, initial investigations of attitudes towards inclusion tended to signify strong teacher opposition to these programs (Semmel, Abernathy, Butera, & Lesar, 1991). The researchers noted that teacher survey responses indicated that teachers did not believe that the instructional needs of students with disabilities could be met in the general education classroom. Thus, teachers believed that students with disabilities would benefit from separate special education programs. In addition, evidence has suggested that general education teachers feel unprepared to serve
students with disabilities, have limited time for collaboration, and make few accommodations for students with special needs (Manset & Semmel, 1997; Pivik, McComas, & LaFlamme, 2002).

As the movement towards more inclusive programs for students with disabilities continues to evolve, so does the resistance to them (Manset & Semmel, 1997). Although students with disabilities have increasingly had access to general education settings, reports concerning the effectiveness of practices associated with inclusion have been mixed (Kavale & Forness, 2000). A study by Minke and Bear (2004), noted that some teachers do not see traditional classrooms as appropriate for meeting the needs of students with disabilities. Regular classroom teachers without access to resources to assist students with disabilities tend to hold more negative beliefs towards inclusion than do other teachers who are provided with resources. In addition, teachers who hold negative beliefs about inclusion may feel that teaching students with disabilities is too much to ask of them and beyond what they should be required to do.

To address negative perceptions regarding inclusion, teachers first need to examine their own attitudes and beliefs concerning the process. (Burstein et al., 2004; Minke & Bear, 1996). It has been shown that when teachers are approached about inclusive settings, their attitudes are often negative (Manset & Semmel, 1997; Minke & Bear, 1996; Pivik et al., 2002). However, according to Minke and Bear, teacher attitudes have a tendency to change over time as more information is provided to them. For example, a survey was conducted in a school district that has had inclusive programs for children with mild disabilities for over twenty years. Results indicated that teachers had
more positive views of inclusion and had higher success ratings of their own competence than teachers in traditional classes (Minke & Bear, 1996). In addition, it is noted by Burstein and colleagues, (2004) and Minke and Bear, (1996) that teacher’s attitudes tend to shift toward a more positive view of inclusion when they are involved in the development of inclusive programs, and when they are given support and resources in working with students with disabilities. Furthermore, it is important to consider the need to continually evaluate and adapt inclusive school programs. For example, refining curriculum and instructional approaches in response to student needs, and participation in ongoing professional development activities will help to strengthen these programs (Burstein et al., 2004; Minke & Bear, 1996; Pivik et al., 2002). Finally, the success of inclusion reflects the commitment of the school’s teachers, parents, and administrators. “It is only through the combined efforts of general and special educators in collaboration with parents that schools move toward inclusive practices and ultimately strengthen teaching and learning for all students” (Burstein et al., 2004, p. 114).

Accommodations and Modifications that Support Inclusion

Students with disabilities may need appropriate accommodations and/or modifications for them to be successful in the general education setting (Fisher & Frey, 2001). Accommodations do not alter what is being measured but provide the necessary supports for students with disabilities to be successful (California Department of Education, 2003). For example, a student may be given the option to answer an essay question orally versus submitting it in writing. Other accommodations may consist of
preferential seating, use of a peer partner for note taking, and/or extended time as needed to complete tests/assignments. An accommodation that has shown to be successful is providing peer support, for example, having students with disabilities work in pairs or groups with general education students (Fisher & Frey, 2001). Collaboration between general education and special education teachers in developing curriculum has also shown to be beneficial (Fisher & Frey, 2001).

Modifications fundamentally alter what is being measured (California Department of Education, 2003). A student receiving the modification of using a calculator to complete a mathematics exam, that fundamentally assesses calculation ability, would be an example of a modification. Depending on the nature of the disability, some additional modifications may include shortened assignments, modified reading, and/or use of a supplemental text (California Department of Education, 2003; Fisher & Frey, 2001). Students with disabilities, who struggle in reading and are in a general education course that requires a great deal of reading, may need support from the above mentioned modifications. For example, if the text is too difficult to understand, a supplemental book could be used at the student’s reading level, and a reduction of the amount of required reading may also be necessary (McCarney, Wunderlich, & Bauer, 1998). Under IDEA, the IEPs for students with disabilities in grades K-12 should address whether accommodations and/or modifications are necessary (IDEA, 1997).
Although there has been controversy over including students with disabilities in a general education setting, evidence has also shown that with appropriate accommodations and modifications, students with disabilities can be successful (Fisher & Frey, 2001). In addition to inclusion another important piece to the success of individuals with disabilities is in the transition planning process.

Transition planning is fundamental in preparing students with disabilities for life outside of the high school experience (California Department of Education, 2003). The rules and regulations under IDEA define transition services as

A coordinated set of activities for a student, designed within an outcome-oriented process that promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supportive employment), continuing and adult education, adult services, independent living, or community participation. (Pierangelo & Giuliani, 2004, p. 3)

Transition planning is designed to aid students and their families with the practical skills and knowledge needed to assist them in making a successful transition to adult life (Pierangelo & Giulian, 2004). According to Kohler (1994), an example of five practices in transition include student-focused planning; student development, which includes school-based and work-based learning; interagency and interdisciplinary collaboration; family involvement; and program structure and attributes that include a range of curricular options based on post-school goals. Student focused planning is based
on the student's interests and preferences. It incorporates individualized education program (IEP) development, student participation, and accommodations and planning strategies. Critical skills in the areas of self-determination and advocacy are essential in ensuring student-focused planning and implementation. Furthermore, both teachers and families need to assist students in identifying postsecondary goals and steps needed to achieve their goals through assessment, instruction, conversations, and experiences.

The student development domain includes instruction in life skills, employment skills, career and vocational curricula, structured work experience, vocational assessment, and accommodations and support. School-based learning includes access to the core curriculum with accommodations or a life skills curriculum with appropriate modifications (California Department of Education, 2003). However, it is important that transition activities for students with disabilities be closely aligned with California State Standards. Work-based learning integrates academic standards into real life work situations. For example, paid work experience, career exploration, structured training, and mentoring at job sites all support the transition process for individuals with disabilities (California Department of Education, 2003).

Another area supporting transition is interagency and interdisciplinary collaboration which contains an inter-organizational framework and collaborative service delivery (Kohler, 1994). The purpose of this domain is to involve multiple personnel, agencies, programs, and services to assist students with disabilities in making a successful transition from school to adult life (California Department of Education, 2003). These partnerships provide additional resources for learning employability and
independent living skills. In addition, they provide a wider array of access to local businesses and promote greater awareness of additional community services.

A further component of transition planning is family involvement which includes family training and family empowerment (Kohler, 1994). Family involvement recognizes parents as equal members and relies on them to provide the most pertinent information about the student (California Department of Education, 2003). IDEA '97 strengthened the role of parents in the educational planning and decision-making process on behalf of their child (IDEA, 1997; Storms, O'Leary, & Williams, 2000). Parents are important advocates for their children in making sure they have access to a free and appropriate education in the least restrictive environment (Davis, Lenz, & Grossen, 2002; Schumaker, Deshler, & Bulgren, 2002).

Other factors that contribute to successful transition planning are program structure and attributes (California Department of Education, 2003; Kohler, 1994). This domain details program philosophy, strategic planning, program evaluation, and human resource development. Program structure and attributes include a range of curricular options that are based on postsecondary goals (California Department of Education, 2003; Kohler, 1994).

Best practices in transition are reflective in model programs and includes inclusive schools, classrooms, and employment; functional, life skills curriculum and community-based instruction; social skills and personal skills development and training; career/vocational assessment and education; and business and industry linkages with schools (California Department of Education, 2003). Transition planning helps students
with disabilities to prepare for life beyond high school. One option available to students within the transition planning process is to assist them in seeking out postsecondary experiences.

*Methods to Increase Postsecondary Education*

The move toward including students with disabilities in general education settings has increased (Andrews, 2000). However, along with the curricular component of involving students with disabilities, it is also important to address how successful students with disabilities will be in their transition to postsecondary education. One route in the transition process is to prepare students with disabilities to become involved in postsecondary education.

A law that provides support to individuals with disabilities is Section 504 of the Rehabilitation Act of 1973 which states “no otherwise qualified individual with a disability in the United States shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal assistance.” (Rehabilitation Act of 1973, § 104.4) Under the Rehabilitation Act of 1973, students with disabilities who graduate from high school and/or turn 22, if services are still required in their postsecondary pursuits, have the right to request a Section 504 Plan. Section 504 plans are developed for students who have a specific physical or mental impairment which substantially limits one or more life activities. Section 504 plans are designed to provide accommodations
within the general education setting that will allow students to continue to receive a free and appropriate public education (Rehabilitation Act of 1973).

Since the 1980s, the number of students with disabilities in higher education dramatically increased (Vogel, Leyser, Wyland, & Brulle, 1999). The most noticeable increase in college enrollment between 1988 and 1994 among students with disabilities was students with learning disabilities (Leyser, Vogel, & Wyland, 1998). Much of the current literature surrounding postsecondary education focuses on students with learning disabilities (Fairweather & Shaver, 1990). Little is known about the participation and success rates of students with intellectual disabilities (Palombi, 2000). Intellectual disability is often referred to as severely handicapped. It can be defined as “…significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance” (IDEA, 2004).

After almost 25 years of inclusion, access to college for students with intellectual disabilities remains limited (Weir, C., 2004). Young adults with disabilities between the ages of 18 and 21 often remain in a high school settings, while their non-disabled peers go on to college (Casale-Giannola & Kamens, 2006). According to the National Longitudinal Transition Study-2 (2005), youth with disabilities are less than half as likely as their general education peers to attend postsecondary school. This may be occurring because of a lack of training and education in postsecondary educational settings, inaccessibility to college preparatory programs, limited connections between secondary
and postsecondary educational institutions, and/or a lack of transition-oriented programs for individuals with disabilities (Fairweather & Shaver, 1990).

In a study by Neubert, Moon and Grigal, (2004), concerning postsecondary experiences for students with significant disabilities, found that although inclusion at the college level is uncommon, students have shown to be successful. Some successes have included improving in social, vocational and academic skills. In some cases, students were able to fulfill their “dreams” of a college experience. However, challenges also emerged which included limited support structures, lack of compensation, and academic demands such as grading and assessment for students with significant disabilities.

Although this lack of training and participation is seen at the postsecondary level, where there has been increased success for students with intellectual disabilities has been in the employment field (Wehman, Revell, & Kregel, 1998). This is largely due to supported employment programs that assist students with severe disabilities in acquiring and learning job skills (Wehman, 1998).

Supported employment was initiated through the Rehabilitation Act Amendments of 1986 specifically to assist persons with the most significant disabilities to successfully achieve and retain competitive employment. The Rehabilitation Act Amendments of 1992 mandated that ongoing support services be provided for individuals in supported employment placement at least twice monthly and that support include comprehensive assessment. The goal of support services is the continuation of employment, with possible additional supports consisting of skilled job coaches. The role of a job coach is to accompany the individual for skill training at the job site; assist in job development
and placement; aid in social skills training; have follow-up contact with family, friends, and employers; and supervise and observe the employee at the job site (29 USCA, Sec. 706(33)).

According to Powell, Panesofar, Steere, Butterworth, Itzkowitz and Rainforth, (1991), supported employment consists of four phases: career planning, job development, instruction, and on-going support. Career planning identifies the desired outcomes of employment. For example, earning money, developing relationships, or increasing one’s self esteem are all possible employment outcomes. Once outcomes have been identified, the supported employment team brainstorms potential jobs that will best meet the individual needs of the worker. Then an employment site is identified, and the worker is placed on the job and receives instruction. Finally, the worker receives on-going support for as long as it takes to be successful on the job.

Supported employment has shown to be highly effective in individuals with more severe disabilities in acquiring and retaining employment. However, there can be problems in the success rates of these individuals if employers are unwilling to participate in job training, supervision, and monitoring activities at a level necessary to sustain employment (West & Kregel, 1997). A successful supported employment program involves staff that is well trained and demonstrates strong collaboration and teamwork (West & Kregel, 1997). In addition, organizations that use natural supports have shown a higher retention rate of supported employees (West & Kregel, 1997). An example of a natural support is the integration of the supported employee into the workplace as close to the way nondisabled employees are integrated. Another option is
having a job coach teach the supported employee the necessary skills, with the goal of the worker being able to be successful independently (Rogan, Banks & Howard, 2000).

Strategies for Postsecondary Course Modification

In light of supported employment programs showing high success rates, one way to possibly increase postsecondary education for students with more severe disabilities is to provide a model similar to supported employment (Rogan et al., 2000). Instead of a job coach, an education coach could be hired through the community college’s Disabled Student Services to assist the student in learning the necessary skills to be successful in a course. Other ways to increase postsecondary success for students with disabilities is in the recruitment and admission process (Palombi, 2000). Students with disabilities should be provided with sufficient information about two-year and four-year colleges by exposing them to college representatives, arranging on-campus visitations, and discussing what disabled student services may be available to them (Palombi, 2000). Some critics of the admission policies that postsecondary institutions use believe that they need to be modify more for students with disabilities (Brinckerhoff, Shaw, & McGuire, 1992; Stolowitz, 1995). Suggested modifications include modified admissions requirements, alternative courses or academic requirements, and a reduction of academic course loads. Section 504 does not require institutions to lower their admission standards; however, it does require them to apply those standards equally to all applicants with or without disabilities (Spillane, McGuire & Norlander, 1992).
Once students with disabilities enter into a college setting, many feel isolated and have lower expectations about their future than their non-disabled peers (Wilson, 2004). Sitlington, (2003) notes that although they can be given support through a Section 504 Plan, the rate of individuals graduating from college is lower than that of their general education peers. Furthermore, the more severe their disabilities, the fewer options they have for success. A limited number of college courses are modified to the degree that students with more profound disabilities can take and be successful (Vogel et al., 1999). For example, a computer and/or P.E. class may be all that is available to students with more profound disabilities. It may be helpful to look at what skills are essential for students to gain in order to be successful participants in a college setting. College and postsecondary vocational programs are positively related to success for both disabled and nondisabled individuals (Fairweather & Shaver, 1990).

One option is to move away from a strictly core academic schedule and incorporate a vocational component to the educational program for students with disabilities. Postsecondary institutions may enlist the support of Disabled Student Services to assist in examining what vocational classes are offered and how they can be modified to meet student needs (Disabled Students Program and Services, 2004). Another option is to focus on the transition planning process. By incorporating the five practices in transition (student-focused planning, student development, interagency collaboration, family involvement, and program structure and attributes) students with disabilities may be better served on a college campus (California Department of Education, 2003; Kohler, 1994). In addition, such an approach may also help to prepare
college professors to address individual needs of students with disabilities if they are aware of what their strengths and weaknesses are and what accommodations and modifications are needed for them to be successful (Fisher & Frey, 2001).

Models of Postsecondary Inclusion

Many college campuses offer support for students with disabilities through Disabled Student Service Centers. However, the supports offered through these programs are often not extensive enough to include students with intellectual disabilities (Vogel et al., 1999). For example, at Salt Lake Community College in Utah, services that are provided include such aids as interpreters, readers, scribes, note takers, test proctors, adaptive equipment, furniture, and assistive technology (Salt Lake Community College). These services are typical of what is provided at other college campuses as well. However, postsecondary options, although limited, do exist for individuals with severe disabilities. Taft Community College, in Kern County California, runs a Transition to Independent Living Program. Adults with developmental disabilities are housed in one of two residence halls on the Taft Community College campus. The college provides special classes and programs designed to offer the students with a postsecondary experience while teaching them independent living skills. (Taft Community College). Shasta College, in Shasta California, offers a Transition Services Program for students with intellectual disabilities. The primary focus is to offer an integrated educational program that provides students with more meaningful participation in vocational, recreational, independent living and community settings. Students choose from a variety
of adaptive educational options such as life skills, reading and math, computer training, career development and human awareness. When students complete the program, they earn a Transition Skills certificate that is awarded at commencement (Shasta College).

Middlesex Community College in Massachusetts offers a Transition Program for students with severe disabilities. It is a two year non-credit certificate program designed to teach students in the areas of basic and applied office practice, computer training, interpersonal skills, and consumer education. Students are enrolled in a sheltered program while having opportunities to be apart of the campus community (Middlesex Community College).

Mason LIFE is another program serving students with severe disabilities at George Mason University in Virginia. It is a university-based program; however, students are not admitted to George Mason University, but specifically to the Mason LIFE Program. Students receive a certificate upon completion of the program. The program focuses on three areas of learning, literacy, independent living, and employability (Mason life). University of California Los Angeles offers a Pathway Program through UCLA Extension. Upon completion of the program students earn a Pathway certificate. The program is designed for students with intellectual disabilities and the curriculum focuses on four skill building areas: educational enrichment, career exploration and work readiness, life skills and transition to independent living. Students enrolled in the Pathway Program do not earn college credit. However, students may enroll in UCLA Extension courses if they are able to meet the prerequisites (UCLA Extension).
These aforementioned programs are evidence that students with intellectual disabilities can be successfully included on a college campus. A common theme that emerges is that students are integrated on a college campus while being educated in a sheltered program. The focus tends to be teaching students with intellectual disabilities vocational training, independent living and life skills. Many of the programs also award students with certificates upon completion of their program.

However, what appears to be missing in these college programs is direct access for students with intellectual disabilities to the general education curriculum. Success in postsecondary education can be improved by greater student support on a one to one basis with the guidance of an education coach. By providing an education coach to students with intellectual disabilities would enable them to access college courses like those of their non-disabled peers.

Summary

Over the years, many legislative changes have occurred that expanded rights to individuals with disabilities and their parents. These rights have benefited students with disabilities by providing them with the same educational opportunities as their general education peers. The process of inclusion, although controversial, has shown to be beneficial for special education students. In order for students to be successful in the general education setting, appropriate accommodations and/or modifications may be necessary. In addition, providing them with support through the transition planning process can also better prepare them in their postsecondary pursuits. Currently there are
postsecondary programs that offer services to students with intellectual disabilities. Students have exposure to the “college experience” by being a part of the college community while, for the most part, their classes are taught in an autonomous setting. The focus is generally on learning self-help and independent living skills. However, what is lacking for students with intellectual disabilities is having opportunities to be fully integrated into academic classes with general education peers.

The following education coach model makes a unique contribution by providing students with intellectual disabilities opportunities to participate in general education courses, at a community college, with the assistance of an education coach. Furthermore, students are fully exposed to the general education curriculum while being provided appropriate accommodations and/or modifications for them to be successful in the course. As the movement toward increased involvement of students with disabilities in inclusive setting continues, inclusion may help bridge the gap between failure and success rates for students with disabilities in both high school and postsecondary educational settings. The next chapter outlines the development of the education coach model using the Research and Development Cycle (Gall, J.P., Gall, M.D., & Borg, 1989).
CHAPTER THREE
METHODOLOGY

The Research and Development Cycle

An Education Coach model was developed using the Research and Development Cycle (Gall, J.P., et al. 1989). The following steps were used: (1) planning, research and data collecting, (2) developing preliminary form of product, (3) preliminary field testing, (4) main product revision, (5) main field testing, and (6) final product revision.

Planning, Research and Data Collecting

Initial Questionnaire. I began my research by administering a survey to find out what options are currently available to students with intellectual disabilities once they complete their high school education. Survey respondents were selected who were currently employed in a teaching or administrative position serving students with intellectual disabilities in a high school setting. I researched, via the internet, high schools in California that offered classes for students with intellectual disabilities. I found through the Special Education Local Plan Area (SELPA) that 116 counties offered services to special education students. I surveyed teachers and administrators in five counties based on the criteria that the counties were in California, they were in rural areas, they served high school students with intellectual disabilities and the survey respondents were currently employed and working with students with intellectual
disabilities. This gave me a sample range throughout California to be able to analyze similarities and differences amongst the various districts.

I sent out a total of 15 surveys, 10 to special education teachers and 5 to administrators (appendix A). Questions that were included in the survey were based upon the review of supported employment literature (Powell, et. al., 1991; Rogan et. al., 2000), and the transition requirements of the Individuals with Disabilities Education Act of 2004 (IDEA, 2004). I received surveys back from six teachers and three administrators in the counties surveyed. This resulted in a return rate of sixty percent for special education teachers and administrators respectively. The survey consisted of seven questions addressing what vocational opportunities are available to students with intellectual disabilities while they are in high school, what types of postsecondary education goals are included in their IEPs (Individual Education Programs), what options are available to them when they complete high school, and if the participants thought this population of students would benefit from participating in vocational courses that were offered a community college.

In the survey I use the term severely handicapped because this is the language commonly used by teachers and administrators. However, although severely handicapped and intellectual disabilities are often interchanged, I use intellectual disability throughout the rest of my project to reflect terminology currently being used in the literature. The survey opened with questions regarding survey respondent’s contact information and place of employment. The survey also asked for the number of students with intellectual disabilities who graduate from the respondents’ programs each year. Respondents
reported that on average they had one to four students graduate each year. However in one county, one respondent said their graduates ranged from 12 to 40, and in another the respondent reported that on average ten graduate each year.

In addition, the survey asked what types of vocational programs are currently offered to students with intellectual disabilities at their school. Respondents reported that students participate in Workability, a program that places students in private sector or public sector jobs in the community and pays them minimum wage. Employment ranged from gardening, shredding paper, filling vending machines, assisting in food service with stocking shelves, and recycling. On average students worked 8 to 12 hours per week.

The next question on the survey addressed what types of postsecondary transition goals are included in the students’ Individual Education Program. Survey respondents had similar answers again. They reported that students work on functional, independent, social, and vocational skills. In addition, two respondents reported that students explore postsecondary options such as independent or supported living and preparing for college.

Question six focused on the options that are available to students with intellectual disabilities when they complete high school. Responses varied from very few options to participation in day programs, supported living, vocational training programs, vocational employment through Workability, enrollment in adaptive P.E. or computer classes at the local community college, or participation in Community Based Instruction Classes (CBIC), a transition program that emphasizes student self-advocacy and the development of needed transition skills or part-time employment.
The last question on the survey asked if the respondents felt that students with intellectual disabilities would benefit from taking vocational courses that were offered at a community college. The responses were a unanimous yes. One teacher summed it up by saying, “YES! Such a program is really needed…My students want to go to college just like their non-disabled peers.”

In conclusion, the results of the surveys indicated that, while in high school, students with intellectual disabilities have exposure to some vocational training (i.e. gardening, shredding paper, and doing recycling). They are also provided with vocational support through Workability. However, once they graduate from high school, their options are limited to local life skills centers, vocational training programs, enrolling in a sheltered program at a local community college or taking a P.E. class or a computer course at a community college (see table 1). Based upon the survey results, I concluded that being able to access a broader range of community college courses, students with intellectual disabilities would have further options available to them after high school.
Table 1.
Survey Results of Opportunities Available to Students with Intellectual Disabilities

<table>
<thead>
<tr>
<th>Teachers/Admin.</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
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<td>A3</td>
<td>12-40</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Note. T denotes a response from special education teachers. A denotes response from administrators. aHow many students graduate from your program each year? bAre vocational opportunities currently offered to students at your school? cWas postsecondary mentioned as an option available to students with intellectual disabilities when they complete high school? dWould students with intellectual disabilities benefit from taking vocational courses at a community college?
In addition to the surveys, I contacted a Disabled Student Programs at a rural community college to find out how students with disabilities are served. The information I received was that at the community college level accommodations for students with disabilities are based on educational limitations, not on their particular diagnosis. For example, students with disabilities are assessed on a case by case basis and provided with accommodations that will help them be more successful in a course. Students can be provided with a note taker, have extended time on tests, or receive group tutoring. The curriculum at the community college level cannot be altered. Therefore, accommodations are tools that help students with disabilities be more successful in a course without modifying the curriculum.

After acquiring this information, I concluded that what was lacking for students with intellectual disabilities was access to courses in a community college setting. In addition, accommodations that are typically provided for students with intellectual disabilities are not always substantial enough for students with intellectual disabilities to be successful (Vogel et. al., 1999). This led to the development of the Education Coach Handbook aimed at helping students with intellectual disabilities gain access to courses at a community college.

*Developing Preliminary Form of Product*

*Development of the Education Coach Handbook.* In my research, I found information in the literature on students with intellectual disabilities receiving support in the workforce through supportive employment programs but limited information in
regard to assisting students with intellectual disabilities in a postsecondary setting. I looked at supportive employment models that have shown to be successful, and then, using them as a guide, I developed a handbook using an education coach to support students with intellectual disabilities in a community college course.

**Preliminary Field Testing**

The next step in the research and development cycle involved receiving feedback. Two special education teachers and one administrator were given a copy of the Education Coach Handbook and asked for general feedback as it related to effectiveness, clarity, validity, etc. It was recommended that the focus of the education coach model should be student driven whenever possible. For example, the meetings should be student led, and the student should facilitate the development of educational goals. Recommendations also included making sure to include support agencies in the initial student support team meeting and to change the term “weaknesses” to “areas of need” in the Personal Profile. It was also suggested to add in the Personal Profile “hopes and dreams for the future” (i.e. living situation, job, recreation). In the sample Weekly Instructional Plan, it was recommended to add activities in the Instructional Sequence that the student could do independently, such as research topics on the internet and use computer programs such as the Kurzweil that reads material aloud to the student. Another suggestion was to add a visual flow chart of the steps in the Education Coach Handbook.
Main Product Revision

The Education Coach Handbook was revised using the feedback collected. I reworked the outline of the model to make sure that it was student driven. This included adding that the student will facilitate the student support team meeting and be a key participant in the whole education planning process. In addition, in the Personal Profile, I changed the term “weaknesses” to “areas of need” to provide for more positive terminology. I also included a section for “hopes and dreams for the future.” By including this piece will further help to define the students’ education goals. In the Weekly Instructional Plan, I included activities that the student could do independently. Finally, I added in a visual flow chart of the steps in the Education Coach Handbook.

Main Field Testing

After revising the education coach model, a copy was given back to the two special education teachers and one administrator who originally reviewed it. The purpose of the second review was to see if they felt the model was clear, useful and complete. One suggestion was to change the word “weaknesses” to “needs” in Step II: Orientation: Education Coach establishes Student Support Team (SST) members. Another suggestion was to add an ending step in the visual “Steps in the Education Planning Process.”

Final Product Revision

Using the input from the teachers and administrator, the Education Coach Handbook was revised a final time. This included changing the term “weaknesses to
“needs” and adding Successful Completion of Course” in the visual “Steps in the Education Planning Process.” In the following chapter I outline the steps the Education Coach would follow in order to successfully support students with intellectual disabilities in a community college course.
CHAPTER FOUR

CONTENT

Introduction

After surveying special education teachers and administrators and reviewing the literature, it became clear that students with intellectual disabilities have limited options once they complete high school. Through my research, it also became apparent that students with severe disabilities, when given help through programs such as supportive employment, are more successful. However, at the postsecondary level, there are limited supports for students with intellectual disabilities. This led me to develop a model where students with intellectual disabilities are provided more options in a postsecondary setting by participating in a community college course with the assistance of an education coach.

The core of this model is the use of an education coach. The role of an education coach is to assist students with intellectual disabilities in supporting student driven educational goals, implementing appropriate accommodations and/or modifications for the student to be successful and working with the student to develop a weekly instructional plan. The following are the steps the education coach would follow in the education planning process.
Steps in Education Planning Process

I. Orientation
   • Student Support Team

II. Develop Personal Profile

III. Identify Individual Education Goals

IV. SST Wrap-Up, On-Going Planning with Student and Education Coach

I. Orientation

The first step is for the education coach to establish who will be involved in working with the student and to orient them to the education planning process. The members will assist the education coach in developing a personal profile and identifying educational goals so the student can be successful. The education coach will be responsible for getting the team formed. However, when possible the student should be an active participant in helping to set up the meeting. Team members should include people who have worked with the student in an educational setting and who know background information about the student. It should be a small working group of no more than six to eight people in most cases. Members required to attend are education coach, student, and community college instructor. Other important participants may include parent, individuals from the students’ prior school such as school psychologist, teacher and case carrier. Also, any outside support agencies should also be invited.
The team meets in a place that is convenient and comfortable for each member. Once the team meets, the education coach begins the meeting with introductions and has an agenda prepared outlining the major steps that will be followed.

II. Develop a Personal Profile

During the team meeting, the student, with the assistance of the education coach and the other team members, develops a personal profile of the student. It includes any pertinent medical information, the student’s school history, strengths and weaknesses, and any previous accommodations and/or modifications that helped the student be successful in school. It would be helpful to use large sheets of paper, write the above headings at the top, and as a team brainstorm each topic. Add any additional information that seems important to the educational success of the student. The personal profile sets the groundwork for the rest of the education planning process. The more time and energy focused on developing a comprehensive profile will further aide in the educational success of the student.

III. Identify Individual Education Goals

Once the personal profile has been developed, the team uses the information gathered to assist the student in developing educational goals. The goals can be identified by using the information from the personal profile as a guide. Outcomes may include that the student will complete course requirements with appropriate modifications and/or accommodations and receive credit for course, will complete labs with assistance of education coach, etc.
The next step is to compare the education goals to specific expectations and requirements of the course. In this step the education coach has a copy of the course syllabus which the team uses to identify specific course requirements that the student needs to pass. Once course requirements are identified, the team uses the goals (i.e. receiving credit for course, exposure to the class, participating in labs etc.) and identifies the accommodations and/or modifications that would be necessary for the student to be successful in the course. The team should brainstorm and record how the student is to meet the identified goals. The following gives an example of this process: Goal: John will receive credit for Organic Farming and Gardening course.

Requirement: Students will write a three page report on organic gardening.

Met by: The education coach will find books at a level the student can understand on the topic of organic gardening. The education coach will read the information to or with the student. Together they will pull out the pertinent information and make an outline. Using the outline the education coach will work with the student to write the paper.

The team works with the syllabus until they have outlined all the goals and requirements and the ways in which the student will meet them. Once this is accomplished, the education coach and the team will have a clear idea of what assistance the student needs in order to be successful in the course.
IV. SST Wrap-Up, On-Going Planning with Student and Education Coach

The student, with the aid of the education coach, closes the meeting by summarizing key points and asking if any of the participants have any further questions or comments.

The team receives a copy of the personal profile and the goals and requirements for the student. The education coach and student meet prior to class starting to review the goals. The education coach then assists the student in class and outside of class to work on the outlined goals. The student and education coach fill out a weekly instructional plan to help assist the student in the course. The instructional plan includes the goals agreed upon by the team and the requirements of the course. The student and education coach discuss the instructional plan throughout the duration of the semester until the student has met the identified goals for the course. The Education Coach Handbook can be referenced in Appendix B.
CHAPTER FIVE
CONCLUSION

For this project, a survey was given to special education teachers and administrators to assess what postsecondary options are currently available to individuals with intellectual disabilities. The survey was used as part of a Research and Development Cycle (Borg, 1989) and included seven questions ranging from how many students graduate from their program each year to what options are available to their students when they complete high school. Teachers and administrators were surveyed from five counties based on the criteria that the counties were in California, they were in rural areas, they served high school students with intellectual disabilities and the participants were currently employed and working with students with intellectual disabilities. From the results obtained, it was clear that there are limited opportunities available for individuals with intellectual disabilities in a postsecondary setting.

After gathering the results and researching the literature, I concluded that a model that had been successful for individuals with intellectual disabilities was in the area of supported employment (Wehman, Revell, & Kregel, 1998). However, in a postsecondary setting, this type of service is generally not available to students with intellectual disabilities. This led me to develop a model using an education coach to assist students with intellectual disabilities in a community college course. The model was created using the steps in the Research and Development Cycle (Borg, 1989):
Planning, research and data collecting.

Developing preliminary form of product.

Preliminary field testing.

Main product revision.

Main field testing.

Final product revision.

The model was developed into a handbook that details how an education coach can best support a student with intellectual disabilities in a community college course. The original survey was developed to use with vocational courses but the model can be applied to any community college course.

Recommendations for Building on the Current Work

This project could be built upon by expanding it to serve a greater population of individuals with disabilities. It may be beneficial for community colleges to provide information to local area high schools informing them of this service of offering an education coach to assist individuals with intellectual disabilities in a community college course. Upon completion of specified courses, a certificate of completion could be issued which may make these students more marketable in the employment field.

Limitations of the Work

In this study, qualitative methods were employed in order to foster understanding of the perspectives of special education teachers and administrators regarding services
that are currently offered to students with intellectual disabilities. The research emphasized people’s own perspectives and their individual experiences concerning students with intellectual disabilities.

Several limitations inherent in the method, however, must be recognized. First, findings reflect the perspectives of only 9 individuals. With 15 people surveyed and only 9 responding, it did not provide for a broad representation of services provided to students with intellectual disabilities across a larger population. Second, surveys were limited to special education teachers and administrators that worked with students with intellectual disabilities in rural settings. Therefore, results cannot be generalized to students who live in urban areas. Third, the model was designed to aid individuals with intellectual disabilities who can cognitively function in a community college setting (e.g., individuals who can comprehend material that is read aloud and who can write papers with the assistance of an education coach). Therefore, it may not be applicable to students with more serious cognitive deficits. Fourth, the model was designed for the education coach to work one-on-one with a student. This limited the availability of offering this service to a wider spectrum of students. Finally, the model was restricted to how much funding community colleges have to provide the service of an education coach.

Implications for Future Research

The implications for further research that have arisen from this project have been how effective an education coach model would serve students with intellectual
disabilities. If a community college adopted this model, it would be beneficial to follow up with a study to determine how many students with intellectual disabilities were being served and to analyze the success rates of the program.

This project helped me to identify that there are limited options for students with intellectual disabilities in postsecondary settings. This led me to develop an education coach model to assist students with intellectual disabilities in a community college course. It is my hope that this model will be implemented at the community college level in order to expand options for students with intellectual disabilities and to allow them to further their education beyond the high school setting.
REFERENCES


Rehabilitation Amendments of 1992, Pub. L. No. 29 USCA § 706(33)).


Hello, my name is Marci Zeppegno and I am a special education teacher at Eureka High School. I am currently working on getting my master’s degree in education with emphasis in special education. My plan for my project is to look at what vocational opportunities there are for severely handicapped students when they complete high school. I know it is an incredibly busy time of year but if you could take a few minutes to answer these questions and send your responses back to me, I would greatly appreciate it. Your personal information will not be linked to your survey. Furthermore, this survey will be kept confidential and stored in a locked cabinet for the duration of the study and thereafter destroyed.

If you have any questions or need further information you can contact me at (707) 825-1111 or via email at mzeppegno@yahoo.com. Or you can also speak with David Ellerd, my faculty advisor at (707) 826-5851, dae1@humboldt.edu. Thank you.

1. What is your name?
2. What school do you work at and what is your position?
3. On average how many SH students graduate from your program each year?
4. What vocational programs are currently offered to SH students at your school?
5. What types of postsecondary transition goals are included in their Individual Education Program?
6. What options are currently available to SH students when they complete high school?
7. Do you think SH students would benefit from taking vocational courses that were offered at a local community college?
APPENDIX B

EDUCATION COACH HANDBOOK
EDUCATION COACH HANDBOOK

A GUIDE TO SUPPORTING STUDENTS WITH INTELLECTUAL DISABILITIES IN A COMMUNITY COLLEGE COURSE

By

Marci Zeppegno

Masters of Arts in Education
Humboldt State University

May 2008
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Steps in Education Planning Process

Step I: Introduction

Provide “Education Coach” with background information that clearly describes the education coach model to support students with intellectual disabilities in a community college course.

- Introduction

Step II: Orientation: Student and Education Coach establishes Student Support Team (SST) members.

- Members should be familiar with the students’ background information and needs such as nature of disability, strengths and needs, education goals etc.
- Ideal SST member size ranges from 6-8 participants.
- Members required to attend are education coach, student, and community college instructor. Other important participants may include parent, individuals from the students’ prior school such as school psychologist, teacher and case carrier. Also any outside support agencies should also be invited such as group homes, Department of Rehabilitation, Occupational Therapist, Physical Therapist, etc.
- SST should convene in a convenient, comfortable location (consider relevant accessibility issues).
- Education coach must obtain copies of the course syllabus from the attending community college instructor.
- Student and Education Coach prepares agenda and facilitates SST meeting.

Step III: Student Support Team develops a Personal Profile of the student.

- SST fills out Personal Profile
- Include copy of previous Individualized Education Program (IEP) or 504 Plan.
- Include pertinent information about the student such as medical issues, nature of disability, school history, strengths and weaknesses, etc.
- Appendix 2: Personal Profile

Step IV. Student Support Team sets education goals for the student.

- Identify and list individual education goals relative to information gathered on Personal Profile.
• Team reviews course syllabus and identifies and lists specific requirements of the course.
• Team identifies the modifications and/or accommodations that will be necessary for the student to experience success in the class relative to the stated goals.
• Team brainstorms and records how the student is to meet the identified goals.
• Appendix 3: Setting Education Goals

Step VI: SST Wrap-Up

• The Education Coach closes the meeting by summarizing key points and asking if any of the participants have any further questions or comments.
• The team receives a copy of the personal profile and the goals and requirements for the student.

Step VII: On Going Education Coach/Student Planning

• Education Coach and student meet prior to class starting to review goals.
• Student and Education Coach fills out a Weekly Instructional Plan.
• An instructional plan is filled out weekly and discussed with the student for the duration of the semester until the student has met the identified goals for the course.
• Appendix 4: Weekly instructional plan
• Appendix 5: Sample of a course syllabus

Step VIII: Successful Completion of Course

• Education Coach works with student until course is complete. At the end of the semester, student has met his or her education goals and has successfully completed the course.
Introduction

After surveying special education teachers and administrators and reviewing the literature, it became clear that students with intellectual disabilities have limited options once they complete high school. Through researching, it also became apparent that students with severe disabilities, when given help through programs such as supportive employment, are more successful. However, at the postsecondary level, there are limited supports for students with severe disabilities. This led to the development of a model where students with intellectual disabilities are provided more options in a postsecondary setting by participating in a community college course with the assistance of an education coach.

The core of this model is the use of an education coach. The role of an education coach is to assist students with intellectual disabilities in supporting student driven educational goals, implementing appropriate modifications and/or accommodations for the student to be successful and working with the student to develop a weekly instructional plan. The following are the steps the education coach would follow in the education planning process.
Personal Profile

Student Information

Name: __________________________ Social Security Number: _________________

Date of Birth: __________ Course: ____________________________________________

Nature of Disability: _______________________________________________________

__________________________________________________________________________

School History: ____________________________________________________________

Medical Information: _______________________________________________________

__________________________________________________________________________

Strengths: (include interests, hobbies, etc.) ____________________________________

__________________________________________________________________________

Areas of Need: (include level of functioning, areas of difficulty for student etc.)____

__________________________________________________________________________

Academic Accommodations/Modifications: ________________________________

__________________________________________________________________________

Hopes and Dreams for the Future: (i.e. living situation, job, recreation etc.)_______

__________________________________________________________________________
Personal Profile

Sample

Student Information

Name: John Doe    Social Security Number: 555555555  Date of Birth: 3/6/88

Course: Organic Farming and Gardening

Nature of Disability: Down syndrome

School History: John has attended No Name High School for the past five years. He was in a self-contained severely disabled class for five periods a day and participated in a general education PE class for one period a day. He has no record of any behavior issues. Teachers report that John is a quiet, cooperative student who is eager to learn and tries hard in all subject areas.

Medical Information: Seizure disorder takes dilatin 200 mg twice a day

Strengths: (include interests, hobbies, etc.)
John enjoys listening to books on tape, listening to music, art and collecting model planes. He also loves the outdoors and enjoys helping out at home with yard work and in the garden.

Weaknesses: (include level of functioning, disability, areas of difficulty for student etc.)
John is a nineteen year-old student with Down syndrome. He is currently at the third grade reading level. He has difficulty understanding texts that he reads to himself. He also has difficulty focusing on a task when there are distractions around him, i.e., peers talking, people walking past him etc.

Accommodations/Modifications: John comprehends information that is read aloud to him. He can dictate what he wants to say while someone writes down the information. He has an easier time focusing when he is not distracted by peers. Sitting toward the back of the room helps to maintain his attention.

Hopes and Dreams for the Future: (i.e. living situation, job, recreation etc.)
John is interested in getting a job as a gardener. He would like to live in an apartment and continue to play basketball, which is his favorite sport.
Setting Education Goals

1. Identify and List Education Goals

2. Review Course Syllabus and identify specific course requirements:

3. List the modifications/accommodations necessary for student to be successful in the course.

4. Record how student is to meet the identified goals.
Setting Educational Goals

Sample

1. Identify and List Education Goals

To have exposure to a college course
To receive credit for the course
To participate in the labs
To receive training gardening
To complete assignments with appropriate modifications

2. Review Course Syllabus and identify specific course requirements:

Students will write a three page report on organic gardening.

3. List the modifications/accommodations necessary for student to be successful in the course.

John will write a one page paper on organic farming instead of three. Supplementary books will be used at John’s reading level to increase his understanding of the material. Material will be read-a-loud to John.

4. Record how student is to meet the identified goals.

The education coach will find books at a level John can understand on the topic of organic gardening. The education coach will read the information to the student. Together they will pull out the pertinent information and make an outline. Using the outline the education coach will work with the student to write a one page paper on organic farming.
<table>
<thead>
<tr>
<th>Weekly Instructional Plan</th>
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<td>Student: ________________</td>
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<td></td>
</tr>
<tr>
<td>Comments/Observations:</td>
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Sample

Student: John Doe

Objective: John will complete the assigned weekly textbook readings: Notes on Organic Farming and Gardening, chapter 1 and Guide to Fertilizing Crops, chapter 7.

Criterion: With the assistance of an Education Coach, John will complete the assigned readings.

Instructional Sequence: The education coach will read aloud the assigned readings one paragraph at a time, and then it will be discussed with John. John will also use a computer reading program such as the Kurzweil so that he has the opportunity to work independently. The education coach will also supplement the readings with other books at his level which provides simpler language and pictures to increase John’s understanding of the material. The Education Coach will assist John in taking notes on the readings. John will also be encouraged to do internet research on the assigned topic.

Reinforcement Procedure: Verbal praise

Data to be collected: Notes from the assigned readings

Comments/Observations: John had difficulty understanding the required texts. When the supplemental texts were provided, it increased John’s understanding of the topic. He had difficulty sustaining long periods of focused concentration so ten to fifteen minute breaks were given between readings.
Sample of Course Syllabus

PLSOIL 120 ORGANIC FARMING AND GARDENING

Lecture: Monday, Wednesday

Grading:

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<thead>
<tr>
<th>Activity</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Lecture (6 or 7 quizzes)</td>
<td>66 pts</td>
</tr>
<tr>
<td>Laboratory (5 reports)</td>
<td>34 pts</td>
</tr>
</tbody>
</table>

Letter Grade Corresponding to Points Earned:

- A = 93 to 100
- A- = 90 to 92
- B+ = 88 to 89
- B = 83 to 87
- B-= 80-82
- C+ = 77 to 79
- C = 73 to 76
- C-= 70 to 72
- D+ = 68 to 69
- D = 60 to 67
- F or no grade = <60

Textbooks:

1. *Notes on Organic Farming and Gardening* (Required)

2. *Laboratory Manual* (Required)

3. *Guide to Fertilizing Crops* (Optional)

The Notes and the Laboratory Manual are for sale at Campus Design and Copy, Room 403 Student Union.

The Guide and the Laboratory Manual are available on this website.

The Notes require User Name and Password for access.
## LIST OF LABORATORY TOPICS --2005

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TITLE</th>
<th>DATE 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reference Materials</td>
<td>January 26</td>
</tr>
<tr>
<td>2.</td>
<td>Soil Texture</td>
<td>February 2</td>
</tr>
<tr>
<td>3.</td>
<td>Soil Testing</td>
<td>February 9</td>
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<tr>
<td>4.</td>
<td>Nitrogen Fertilizers</td>
<td>February 16 (February 23 Monday Schedule)</td>
</tr>
<tr>
<td>5.</td>
<td>Phosphorus and Potassium Fertilizers</td>
<td>March 2</td>
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<tr>
<td>6.</td>
<td>Decomposition of Plant and Residues</td>
<td>March 9</td>
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<td></td>
<td>Spring Recess (No Laboratory)</td>
<td>March 16</td>
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<tr>
<td>7.</td>
<td>Plant Nutrient Deficiencies and Pests</td>
<td>March 23</td>
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<tr>
<td>8.</td>
<td>Garden Planning</td>
<td>March 30</td>
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<tr>
<td>9.</td>
<td>Seeding</td>
<td>April 6</td>
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<tr>
<td>10.</td>
<td>Indoor Lighting for Plant Growth</td>
<td>April 13</td>
</tr>
<tr>
<td>11.</td>
<td>Transplanting</td>
<td>April 20</td>
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<td>12.</td>
<td>Gardening</td>
<td>April 27</td>
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<td>13.</td>
<td>Gardening</td>
<td>May 4</td>
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<td>14.</td>
<td>Gardening</td>
<td>May 11</td>
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<td></td>
<td>Clean out greenhouse</td>
<td>May 20 (Friday)</td>
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<tr>
<td>TOPIC</td>
<td>READING</td>
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<tr>
<td>I. Introduction</td>
<td>Notes, Chapter 1; Guide, Chapter 7</td>
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<tr>
<td>A. Definitions</td>
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<tr>
<td>B. Training of organic farmer</td>
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<td>C. Soil fertility and plant nutrition</td>
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<td>D. Mineralization of organic matter</td>
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<td>E. Advantages of agricultural systems</td>
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<td>F. Fertilizer analysis</td>
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<tr>
<td>II. Nutritional requirement of plants</td>
<td>Notes, Chapter 2; Guide, Chapter 6 &amp; 7</td>
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<tr>
<td>A. Essential elements</td>
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<tr>
<td>1. Function in plants</td>
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<td>2. Effects on plant growth and quality</td>
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<td>3. Deficiency symptoms</td>
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<td>4. How to supply the nutrients</td>
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<td>B. Liming</td>
<td>Notes, Chapter 7; Guide, Chapter 8</td>
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<tr>
<td>III. Management of organic wastes and green manures</td>
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<tr>
<td>A. Farm manures and sewage sludges</td>
<td>Notes, Chapter 4; Guide, Chapter 3</td>
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<tr>
<td>B. Composts</td>
<td>Notes, Chapter 5; Guide, Chapter 4</td>
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<tr>
<td>C. Green manures</td>
<td>Notes, Chapter 6; Guide, Chapter 2</td>
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<td>IV. Mulches</td>
<td>Notes, Chapter 8; Guide, Chapter 5</td>
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<tr>
<td>V. Tillage</td>
<td>Notes, Chapter 9</td>
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<tr>
<td>VI. Pest control</td>
<td>Notes, Chapters 10, 11, &amp; 12</td>
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</tbody>
</table>
Flow Chart of the Steps in the Education Planning Process
STEPS IN EDUCATION PLANNING PROCESS

Education Coach Establishes Student Support Team Members

Student Support Team Develops a Personal Profile of the Student

Student Support Team Sets Education Goals for the Student

Student Support Team Wrap-Up

On Going Education Coach/Student Planning

Successful Completion of Course