

Enhancing University Participation for Young Adults with Intellectual and Developmental disabilities



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

MASONLIFE



Kind Home | Model Programs



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Objectives

- Overview-Mason LIFE Program (MLP)
 - Exploration Component
- Promoting University Participation
 - Planning , Implementation
 - Accommodations and Strategies
- Evaluating University Participation
 - Faculty, Students, Mentors
- Outcomes, Challenges, Implications for Research

Overview- Mason LIFE Program

- The Mason LIFE Program is a supportive academic university experience for young adults, age 18-23 years, who have intellectual and developmental disabilities.
- The program follows a four year curriculum of study for post-secondary education.
- Students graduate with a certificate of completion.
- Some students gain employment, some return for internship, and others continue their

MLP Exploration Components

- Goals
 - Integrate MLP students in Mason diverse community including athletic/sports management , student organizations, or clubs.
 - Develop partnership between Mason LIFE students and Mason schools, colleges, and departments.
 - Motivate students to participate in University courses and explore career opportunities.
 - Evaluate effectiveness of University Participation for young adults in a four-year college experience

MLP Exploration Components

- Person Centered Planning
 - Meet with student and family to develop a program of study that matches student's interest
 - Define goals/create objectives
 - Develop individualized curriculum when necessary
 - Implement strategies for success
 - Evaluate progress
 - Redefine or create new and challenging goals

Sample Person-Centered Plan

Sample Person-Centered Plan [Compatibility Mode] - Microsoft Word

Home Insert Page Layout References Mailings Review View Acrobat

Clipboard Font Paragraph Styles

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Student Name Person-Centered Planning Meeting Notes

Academic <ul style="list-style-type: none">• Mason LIFE Program (MLP) Classes<ul style="list-style-type: none">◦ More challenged in Math• Special Topics Courses/Support<ul style="list-style-type: none">◦ Chorale◦ Developmental Psychology (Childcare work)◦ Education (Teaching Assistant work)◦ Marketing (Running a childcare center)◦ Tennis (Recreation)	Independent Living <ul style="list-style-type: none">• Metro Access (schedule trips online)• Laundry• Alarm Clock• Meal Planning (make own lunch)• Live on campus or townhouse near campus• Organize closet and room• Manage money and budget
Social Life <ul style="list-style-type: none">• Clubs or sororities• Special Olympics• Tennis for leisure (summer)• Best Buddies (student leader)• Entertain and meet with friends	Employment <ul style="list-style-type: none">• New York & Company (cashier job on the weekends)• TJ Maxx (cashier job on the weekends)• Daycare Center (while at school)• Elementary School teacher's assistant (after graduation)
Comments <ul style="list-style-type: none">• Need more assistance with comprehension	

Page: 1 of 1 Words: 147

80%

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Promoting University Participation-

Planning Phase

- MLP Faculty review Person-Centered Planning goals and objectives
- MLP Faculty advise and recommend courses to students
- Students select from available courses
- MLP faculty collaborate with Mason Department Chairs and/or professor
 - review course goals/objectives and choose the best matches in course professor/instructor
 - Joint agreement between the professor/instructor of record and MLP faculty about course work modification

Promoting University Participation- Implementation Phase

- Students placed in selected course(s)
 - University courses that closely match students academic level and career/job interest
 - Students placed in classes with available seating for audit students
 - Some students perform tasks independently or with minimal support
 - Significant number of students require additional support in varied areas to enhance their participation/learning

Sample Student Schedule

Mason LIFE Student Schedule

Fall 2011

Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:45 Basic Reading: Romance Novel AT Lab/Aquia 219	8:45-9:45 Fundamentals of Applied Math Finley 114	8:45-9:45 Basic Reading: Romance Novel AT Lab/Aquia 219	8:45-9:45 Fundamentals of Applied Math Finley 114	8:45-9:45 Basic Reading: Romance Novel AT Lab/Aquia 219
Special Topics Support – check in Aquia 213 10:30-11:20 Public Speaking COMM 100-005 Innovation 137	Basic Writing: Poetry AT Lab/Aquia 219	Public Speaking COMM 100-005 Innovation 137	Basic Writing: Poetry AT Lab/Aquia 219	Public Speaking COMM 100-005 Innovation 137
11:30-12:30 LUNCH	11:00-12:00 LUNCH	11:30-12:30 LUNCH	11:00-12:00 LUNCH	11:30-12:30 LUNCH
12:40-2:50 Basic Employment Skills Aquia 213 ↓	12:00-12:30 Basics of Blackboard Learning Technology AT Lab 12:40-1:40 Residential Housing I Science & Tech II, Room 019 1:50-2:50 Basic Social Skills AT Lab/Aquia 219 2:50-3:00 Wrap-Up AT Lab/Aquia 219	12:40-2:50 Special Topics Course Assignment ↓	12:40-2:50 Independent Living- Nutrition AT Lab ↓	12:40-2:50 Special Topics Course Assignment ↓
2:50-3:00 Wrap-up Aquia 213			2:50-3:00 Wrap Up AT Lab	12:40 Wrap-up Aquia 213/AFC Pool
3:00-4:30 Homework Help	3:00-4:30 Homework Help	3:00-4:30 Homework Help	3:00-4:30 Homework Help	3:00-4:30 Homework Help
4:30-6:00 Social Group	No Program	4:30-6:00 Book Club	4:30-6:00 Art Stream	4:30-6:00 First Aid

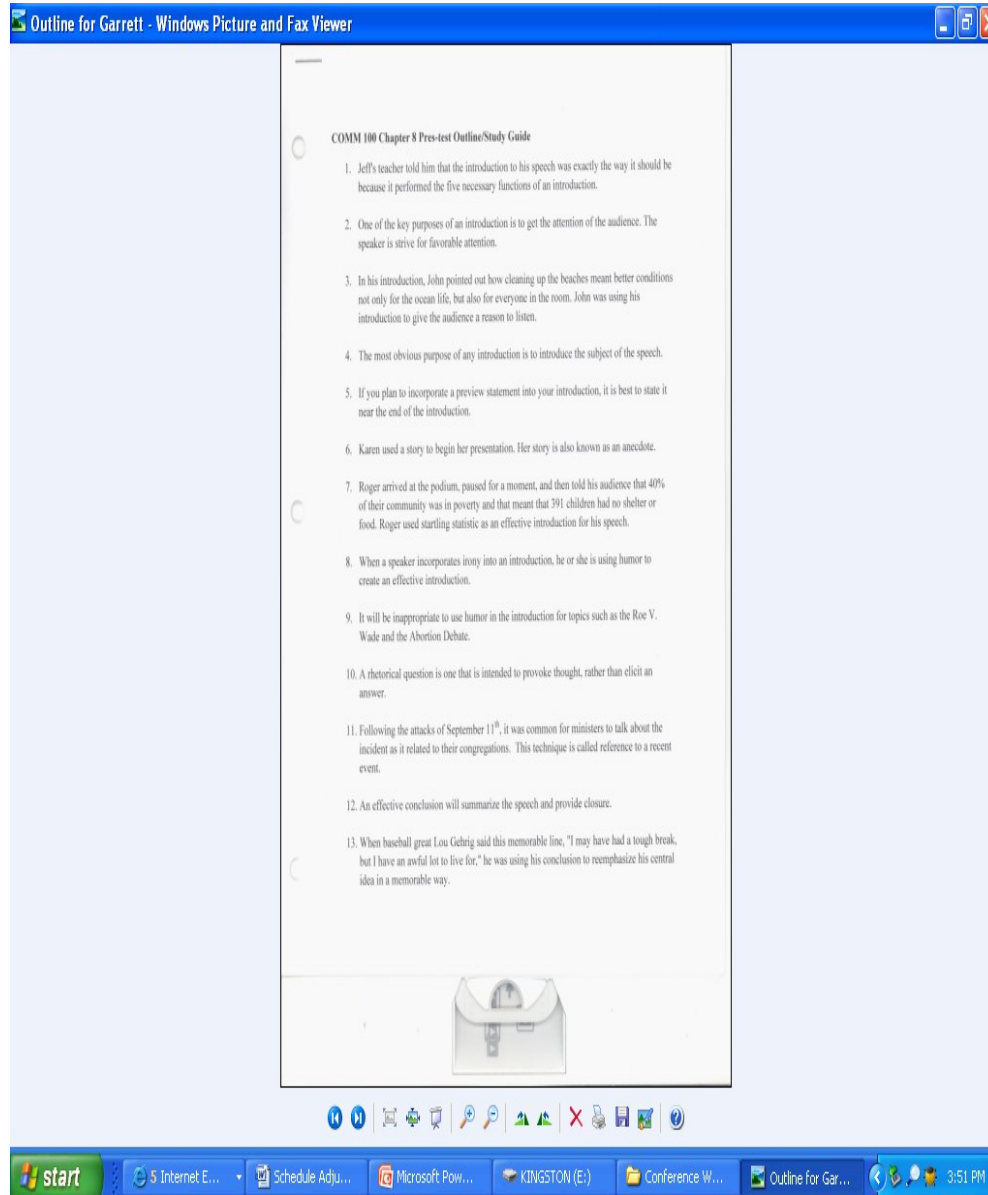
Promoting University Participation- Implementation Phase

- Academic support provided (Special Topics Support Class)
 - MLP faculty and staff support
 - Strategies, Accommodations
- Natural Supports
 - Students involved in non-academic participation
 - Personnel in environment provides support
 - Students' preferences were embedded into individual goals and expectations

Accommodations and Strategies

- Mason professors provides prepared outlines before class
- MLP faculty assist MLP students to simplify tasks
- Peer mentors
 - sit close to MLP students in class
 - share notes with MLP students
 - paired with MLP students for group projects
 - Meet with MLP students outside of class to complete assignments and projects
- Individual Supports (IS) take notes, prepare outlines, and assist MLP students to complete assignments.

Outline Notes from Individual



Student Work Sample

Test-Garrett 001 - Windows Picture and Fax Viewer

Region Assessment: Chapter 8 Post-Test <http://cp02.coursecompass.com/webapps/assessment/review/review.j...>

COURSES > COMM 1045 > CHAPTER CONTENTS > CHAPTER 8: INTRODUCING AND CONCLUDING YOUR SPEECH > REVIEW ASSESSMENT: CHAPTER 8 POST-TEST

Review Assessment: Chapter 8 Post-Test

Name: Chapter 8 Post-Test
Status: Completed
Score: 95 out of 100 points
Instructions: Please answer each question to the best of your ability.

Question 1 Multiple Choice 0 of 5 points
For a typical ten-minute speech, an introduction should last no more than _____ minute(s).
Selected Answer: ☒ one-half
Correct Answer: ☒ one and a half
Feedback: Purposes of Introductions - p. 184

Question 2 Multiple Choice 5 of 5 points
Which of the following is NOT a function of the introduction?
Selected Answer: ☒ to summarize
Correct Answer: ☒ to summarize
Feedback: Correct!

Question 3 Multiple Choice 5 of 5 points
Which of the following opening lines for a speech will be least likely to gain the attention of the audience?
Selected Answer: ☒ Today I am going to talk to you about ...
Correct Answer: ☒ Today I am going to talk to you about ...
Feedback: Correct!

Question 4 Multiple Choice 5 of 5 points
The degree to which information affects your listeners directly is known as _____.
Selected Answer: ☒ proximity
Correct Answer: ☒ proximity
Feedback: Correct!

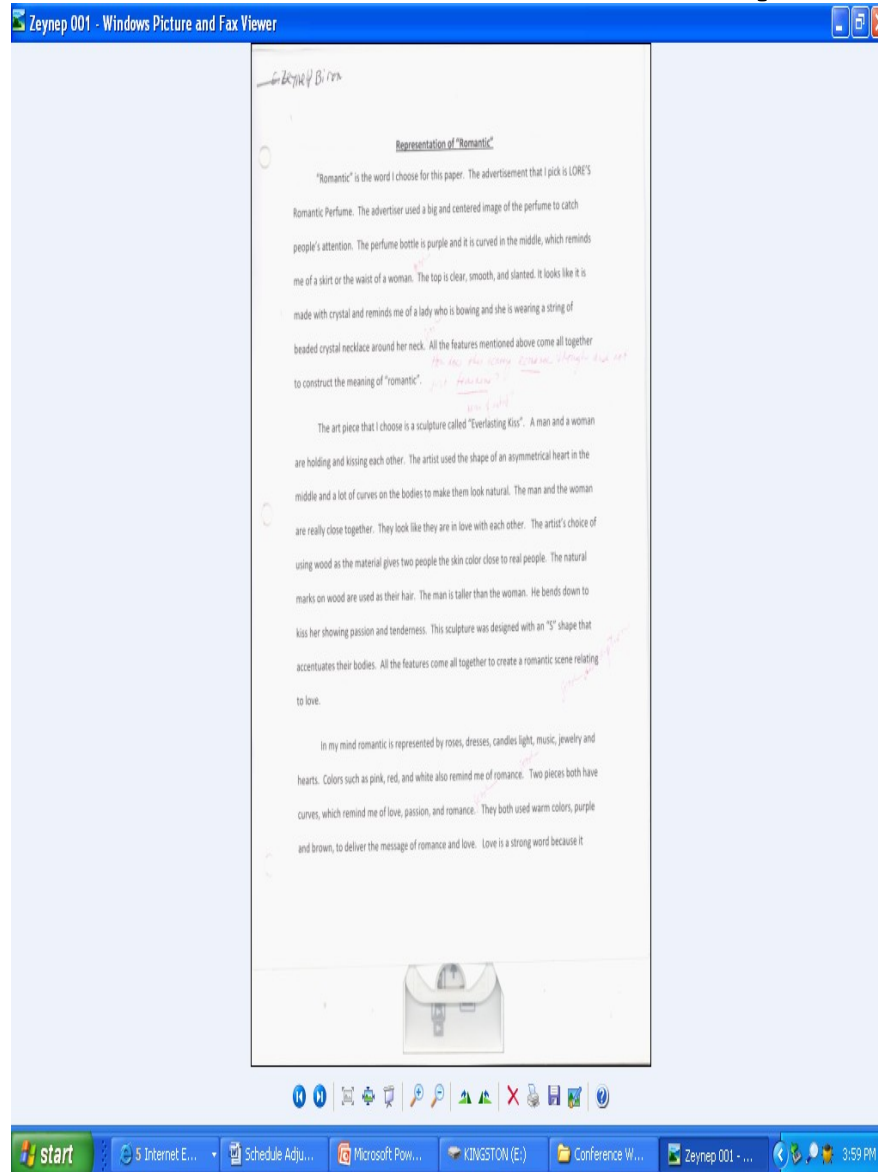
Question 5 Multiple Choice 5 of 5 points
When an audience judges a speaker to be a believable authority and a competent speaker, they are assessing the speaker's _____.
Selected Answer: ☒ credibility
Correct Answer: ☒ credibility
Feedback: Correct!

Question 6 Multiple Choice 5 of 5 points

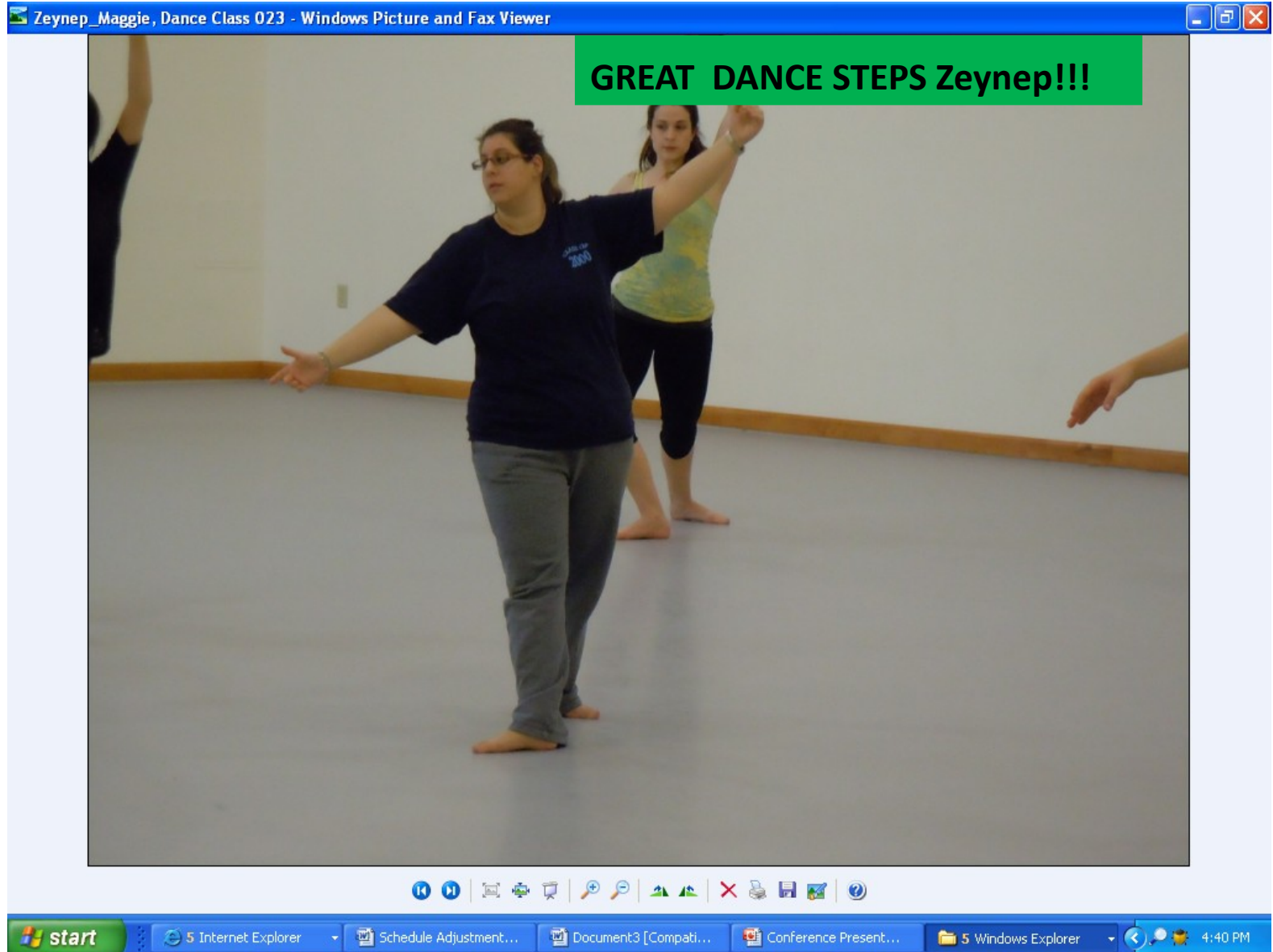
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Student Work Sample



Student Work Sample



Student Work Samples

Adrian 001 - Windows Picture and Fax Viewer

Adrian Forsythe
10/12/2011

Text Analysis 3

Georg tries to persuade to everybody in various things. Persuading to Mr. Webb into marrying his daughter. Persuading to Emily in being worthy of her. Persuading to his junior class in being president.

In the scene that I'm doing is where George is trying to charm ~~Emily~~ ^{Emily} ~~into liking him~~ ^{into liking him}. ^{if 2 girls not} ^{from any} ^{for a girl}

It's as if to get a girl that I know very well into being my girlfriend. Charming Emily into liking him.

god, adrian-

#1 should only pertain to your scene.

#2 should be able to fit many others - for example,
Renee tries to charm Juliet
Maggie tries to charm Brock.

A-

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Student Work Samples



Student Work Samples

Austin2 001 - Windows Picture and Fax Viewer

GEORGE MASON UNIVERSITY
Department of Modern and Classical Languages
JAPA 110 Fall 2011 Chapter 3 GRAMMAR TEST

Your name: オーズティン Section: 001 Score: 51 /52
(full name in katakana)

Write hiragana correctly and neatly

A. Listen to the numbers and times your teacher says. Write them in Arabic numerals (1, 2, 3...) and in hiragana. You will hear each number and time TWICE. (number 1x6; hiragana 2x6; total=18)

Arabic numeral	Hiragana
1) 47	よんじゅうしち
2) 28	にじゅうはち
3) 93	きゅうじゅうさん
4) 11	じゅういち
5) 6:17	ろくじゅうなな
6) 8:10	はちじゅう

B. Read the following exchanges, and fill in the parentheses with the appropriate particles. If no particle is appropriate, put an X. (0.5x6=2.5)

A: あした さいが () ありますよ。 There will be a movie tomorrow.
B: どこ () ありますか。 Where will it be?
A: だいがく () あります。 It's at the university.
B: なんじ () ありますか。 What time will it be?
A: 6じ () ありますよ。 It's at 6:00.

C. Complete the table by writing the past affirmative and negative forms of the verbs given in the present affirmative form. Also, write the English meaning for each verb in the parentheses. (1x4 meaning 0.5x2; total= 5)

Present Affirmative (English meaning)	Past Affirmative	Past Negative
きます (to buy)	きました	きませんでした
あります (to be/has to be)	ありました	ありませんでした

Student members of the George Mason University community pledge not to cheat, plagiarize, and/or lie in matters related to academic work

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Student Work Samples

Austin 001 - Windows Picture and Fax Viewer

George Mason University
Department of Modern and Classical Languages
JAPA 110-Fall 2011 Mid-term Exam #1 Part I

NAME: Justin Austin Section: 1015 TOTAL SCORE: 10/15
(full name in Katakana) Part I Score: 10/15

If your hiragana and katakana writing in any part of this exam is inappropriate, you will be penalized for it. Write correctly and neatly in the handwritten style of hiragana and katakana.

A. Indicate the stroke order of each hiragana and katakana by adding each stroke in one box in order as shown in the example. Also indicate the directions by arrows as shown in the example. (stroke order 0.5 x 8, directions 0.5 x 8; total = 8)

(Example) い

1) か

2) ま

3) せ

4) な

5) せ

6) ね

7) い

8) け

B. Transcribe the following words with voiced consonants, long vowels, double consonants, and glides into HIRAGANA. (1 x 8 = 8)

1) edamame (soy beans)

2) youtime (famous)

3) chival (small)

4) koocha (black tea)

5) torio (dragonfly)

6) shokki (tableware)

7) kippu (ticket)

8) kyuri (cucumber)

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Student Work Samples

Chris G 001 - Windows Picture and Fax Viewer

Instructor Evaluation Sheet: Short Speech # 5

Content (5pts) 5 pts
Clearly stated central idea
Provided two (2) different examples to support CI
Examples are fully developed
(Good question! asked... Nervous but both excellent! 5/10/06)

Eye Contact (10pts) 9 pts
Scanned audience before speaking
Maintained direct eye contact
Scanned audience after speaking
(looked smiling! added eye contact)

Body (10pts) 9 pts
Established position
Used gestures for emphasis
Moved from point to point
(add more hand/arm gestures)

Voice (10pts) 9 pts
Spoke with enough volume
Varied speaking tone for emphasis
Had appropriate speaking rate
Used appropriate enunciation and diction
(add more VV)

Enthusiasm (15pts) 13 pts
Had energy
Showed passion for subject
Showed interest in the audience
(ok!)

Time Limits -2 pts
Speech was within time allowed, 1:45-2:00 minutes 4 times
2:27 too long (practice w/ 4 times)

Total Points 43 pts

Evaluation form adapted from "Instructor's Manual and Test Bank with Teacher Training" for Public Speaking: Prepare, Present, Participate, Retaining, Simons & Hart (2010).

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Student Work Samples



Evaluating University Participation

- MLP Student Evaluation
 - Feedback comments from course professors with recommendations for areas of improvement
 - grades based on approved coursework modification
- Mason Faculty, Mentors, and IS Evaluation
 - MLP students complete University course evaluations with assistants from mentors, IS, and MLP faculty
 - MLP faculty conducts mentor evaluations

Evaluating University Participation Outcome

- Twenty students are placed in different participation environments.
- Some students are placed in multiple participation model
- One student is placed in student leadership organization.
- Eight students are placed in sports team management.
- Five students are placed in recreational classes.
- Seven students are placed in classrooms with peer mentors.
- Two students are placed in classrooms with natural supports (professor or coach).
- Six students are involved in student clubs-Japanese and Running.
- Eight students are placed in professional/career path activities.

Diversity of Participation Outcomes

Special Topics	Team Managers	Clubs/Groups	Career/Job Track
Acting II	Basketball	Arabic	Child Development
Beginning Judo	(Men's and	GMU Players	Information Services
Self Defense	Women's)	Japanese	Library Services
Beginning Modern Dance	Football	Running Team	Performing Arts
Elementary Arabic	Men's Soccer	Sorority	Speaker/Advocate
Elementary Japanese	Rugby	Student Government	Sports Management
Interpersonal & Group Interaction			Teaching Assistant
Introduction to Pilates			Technology Technician
Introduction to Teaching			Visual Arts
Introduction to Visual Arts			
Introduction to Yoga			
Intermediate Yoga			
Music Instruction in Piano			
Music Instruction in Viola			
Painting I			
Public Speaking			
Tai Chi			

Evaluating University Participation Outcome

- Students who worked with peer-mentors performed considerably well in classroom participation, task completion, and sustained interest level.
- Students placed in environments with natural supports performed extremely well (completed all course work, engaged in discussions/activities, participated in external events, able to generalize learning to other environments, and eager to do more than

Mason LIFE Student Diversity Outcomes

<i>Diversity Outcomes</i>	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Mason LIFE Students	3	13	12	16	18	16	24	29	37	42
Geographic	1	4	4	4	4	4	6	8	10	12
Special Topics Class	0	0	0	1	1	4	9	14	15	30
Team Management	0	0	0	0	1	1	3	5	5	7
Employment Practicum	0	0	0	0	0	2	2	3	5	7
Groups/Clubs	0	0	0	0	0	0	1	2	4	7

University Participation Challenges

- Course Challenges
 - Placing 1st year students
 - Getting approval for advanced level courses
 - Finding available seating for audit students
 - Placing students in second sections of a course
 - Getting mentors to volunteer
 - Assisting/supporting students without distraction
- MLP Students Challenges

University Participation Research Implications

- Effectiveness of alternating MLP classes and special topics courses in 2nd semester of first year.
- Effectiveness of all MLP students required participation.
- Is it enough to encourage, empower, motivate, and inspire students to succeed?
- Usefulness of three years of college courses participation experience.