Today’s presentations

Self-Determination in the Think College Transition Model: Results from a Quasi-Experimental Study.
   Caroline E. Parker and Rebecca Schillaci

Put Yourself on the Map: Exploring Student Perceptions of College Using Drawings and Digital Mapping Strategies
   Maria Paiewonsky, Ty Hanson, and Odgerel Dashzeveg
Some terminology

- ID = intellectual disability
- Dual enrollment or concurrent enrollment or college-based transition services
- TCT = Think College Transition
- MAICEI = Massachusetts Inclusive Concurrent Enrollment Initiative

SELF-DETERMINATION IN THE THINK COLLEGE TRANSITION MODEL

Results from a quasi-experimental study

Rebecca Schillaci & Caroline E. Parker
Outline

1. TCT Model Overview
2. Evaluation Scope
3. Methods & Challenges
4. Results
5. Conclusions

Think College Transition Model for Inclusive Dual Enrollment

Driven by Collaboration
- Integrity in communication
- Mutual research efforts
- Evaluation of transition services

TCT Model Components

PLAN
- Person-centered planning
- Inclusive course access
- Internships/structured
- Inclusive campus activities

WORK
- Integrated competitive employment
- Paid internships
- Work-based training plan

LEARN
- Prioritizing real-world outcomes
- Transition supports to students

SUPPORT
- Disability services
- Peer mentors/educational coach
- Career & Employment supports

SYSTEMS
- Institutions of Higher Education
- School systems
- State and Community agencies

FOUNDATIONS
- Inclusive and Community-based transition services
- Developmental training and planning
- Enabling transition partnerships
- Transition services coordinated to students with IDEA and/or ages 18-21
- Student self-determination and self-advocacy
- Family engagement and partnerships

**TCT Model Components**

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- Person centered planning
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- Integrated competitive employment
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**SUPPORT**
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- Career & Employment supports

**LEARN**
- Priority registration
- Courses identified in PCP
- Courses related to employment goals

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**Think College Transition Model for Inclusive Dual Enrollment**

**DRIVEN BY**
- Collaboration
  - Interorganizational communication
  - Mutual network efforts
  - Evaluation of transition services

**TCT Model Components**

**PLAN**
- Person centered planning
- Inclusive course access
- Internships/employment
- Inclusive campus activities

**WORK**
- Integrated competitive employment
- Paid internships
- Work-based learning plan

**SUPPORT**
- Disability services
- Peer mentor/educational coach
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**LEARN**
- Priority registration
- Courses identified in PCP
- Courses related to employment goals

**SYSTEMS**
- Institutions of Higher Education
- School systems
- State and Community agencies

**FOUNDATIONS**
- BI and Community-based transition services
- Program training and planning
- Enabling dual enrollment partnerships
- Transition services provided to students with IDEA (ages 16-21)
- Student self-advocacy and self-advocacy
- Family engagement and partnerships

Evaluation

Examined the effect of the TCT Model on students’ self-determination as an appropriate proxy for future success

One of the first quantitative studies to rigorously examine dual enrollment programs

Research Participants

Eligibility

- Intellectual disability
- No prior college experience
- 18-22 years old
- Engaged in district transition services

Final Sample

- **36** Intervention students: Enrolled in MAICEI program
- **31** Comparison students: Eligible for MAICEI program Not enrolled in MAICEI program
### Self-Determination Inventory

#### Sub-domain | Sample Item
---|---
Autonomy | I choose what my room looks like.
Self-initiation | I look for new experiences I think I will like.
Self-direction | I make my own decisions.
Pathways thinking | I think more than one way to solve a problem.
Psychological empowerment | I know how to get what I want.
Self-realization | I am confident in my abilities.
Control expectancy | I pay attention to get what I want.

Research Challenges

1. Contamination
2. Sample size

Research Challenges: Contamination

- Intervention:
  - 8 Districts
  - 14 students
  - 9 Districts
  - 22 Intervention students
  - 22 Comparison students

- Comparison:
  - 2 Districts
  - 9 Students

Intervention & Comparison
Research Challenges: Sample Size

- $p < .05$ → Statistically significant
- Effect size $> .25$ → Substantively important

Results

- Intervention vs. Comparison
- Post-test scores:
  - Autonomy: 77 vs. 66
  - Self-initiation: 78 vs. 68
  - Self-direction: 80 vs. 72
  - Pathways thinking: 80 vs. 74
  - Control-expectancy: 84 vs. 77
  - Psychological empowerment: 81 vs. 74
  - Self-realization: 83 vs. 75

*effect size $> .25$; $p < .05$  ~ effect size $> .25$; $p$ not significant
Results

Participation in one year of the TCT Model had a positive impact on students' assessment of their self-determination as compared to comparison students.

Discussion
Next Steps

• What elements of the TCT Model improve students’ self-determination?
• Does the positive impact lead to improved postsecondary employment?
• Continue to conduct rigorous research to improve the lives of students with intellectual disabilities!

THANK YOU

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Put Yourself on the Map:
Exploring Student Experiences of College Using Drawings and Digital Mapping Strategies

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Winter Research Summit 2018

Research Questions

• How do college students participate in participatory research methods that includes the use of digital media tools and apps?

• How do college students who have taken at least one college class through an inclusive dual enrollment initiative describe their place and experiences in inclusive college activities?
RQ #1: How do college students participate in participatory research methods that includes the use of digital media tools and apps?
GROUP RESEARCH MEETINGS

- Recruited and oriented students to the research project
- Built trust amongst researchers
- Reviewed data and confirmed themes
- Took advantage of time before and after semesters to meet

Featured reference:

INTERVIEWS

- Served as a relationship building opportunity & ice breaker to a 1 year partnership
- Questions helped students to anticipate what to expect and what we would be asking them to share
- Set the stage that this was a partnership between facilitator and student, not support staff/coaches

Featured reference:
**DRAWINGS AND TIMELINES**

- Intention was to serve as mini-mapping warm-up
- Level of detail was surprising and important
- Drawings illustrated barriers that we might not have learned otherwise

**Featured reference:**

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**LIVETREKKER MAPS**

- Students enjoyed using mobile devices and LiveTrekker app
- Proud to show facilitator where to go
- Very comfortable navigating the campus and taking the lead
- Wondered why they needed so much support
- Great opportunity to follow and observe - walk in their shoes

**Featured reference:**
WALKING AND TALKING

Featured reference:

DIGITAL STORIES

- Gave students the opportunity to develop a story from their drawings and digital data
- Used PowerPoint to create storyboards
- Enjoyed selecting soundtrack based on genres to convey a mood
- Lesson learned: We need to devote more time to teaching the elements of storytelling

Featured references:

RESEARCH REVIEW

- Used Weebly, a free website builder, to organize photos and captions
- Printed themes as collages for discussion and analysis
- Brought students together to review and discuss each others’ work, themes, and next steps

Featured reference:

https://pyotm.weebly.com/

Reviewing themes in photo collages
RQ#2: How students describe their place and experiences at college

Self-Determination
- Identity
- Social connections

Place and Space
- Campus navigation
- Supports

Cognitive Development
- Course access

Career Awareness
- Campus engagement

Emerging Adulthood

Age of identity exploration
Deciding who you are/what you want

Age of instability
Making changes, places and spaces

Age of self-focus
Freed from school, focus on choices

Age of feeling in between
Push/pull of family and independence

Age of possibilities:
Optimism reigns
Self-determination

Volitional Action
- Autonomy
- Self-initiation

Agentic Action
- Self-DIRECTION
- Pathways Thinking

Action-Control Beliefs
- Psychological Empowerment
- Self-Realization
- Control-Expectancy


I used the CAPS Center for both of my communications classes. The work in college is challenging but there are lots of people to support you. - Ned

Place and Space

“People are shaped by their location; their actions are both constrained and supported by the constellation of people, resources, and opportunities that exist in a particular area.”


I took my friend Gina on a tour [of HCC]. She really likes it. I think she wants to go to college. It made me feel happy and proud. I am a college student. I could help my friend out. - April

Pretty much everything is happening at Ely. This is where students hang out. - Kyle

This is where all of the sporting events go on. It is more of a walk from the main campus. This is where the team practices and has games. - Alec
Cognitive development:
Reflective and critical thinking

Instruction: Show me what your Communications class is like.
• Chris and 4 classmates had to use media to highlight gender roles in television.
• He was responsible for finding a video example from The Big Bang Theory.
• His group presented their project to class.
• Classmates and professor critiqued presentation.

This is where we talk about democracy, and understanding the world better. - Chris

Career Awareness

“This is the Performing Arts Building: art and theater classes are here.”

“Education classes are in Parenzo.”

“Speech classes are in this wing.”

“All the communications classes are in Ely, 3rd Floor.”
Thank you!

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The Think College Transition Project is funded by an Investing In Innovation Development Grant # U411C130149 from the Office of Innovation and Improvement with matching funds provided by the Peter and Elizabeth C. Tower Foundation.
Have you joined our Affinity Group on Research?

- Learn about research that is happening in the field of inclusive higher education
- Connect with other researchers and explore possible collaborations
- Share tools and resources

Next meeting: Tuesday January 22\(^{nd}\) at 12:30pm Eastern

Interested in joining the Affinity Group on Research?
Visit www.thinkcollege.net to learn more
Click on Technical Assistance \(\rightarrow\) Affinity Groups \(\rightarrow\) Research Affinity Group

Have you joined the Conversation?

Think College has opened a forum to encourage the exchange of ideas, problem-solving, and resource sharing between individuals interested in inclusive post-secondary education. Using the Slack platform, we are able to categorize conversations by topic, share files and other information, and talk in groups or with individuals.

Join Think College Conversations at www.thinkcollege.net/convos

And once you’re logged in, be sure to join the #research channel!
Thank you for joining us today!

• Handouts: [www.thinkcollege.net](http://www.thinkcollege.net) → Training → Research Summits

• Please make sure to complete the evaluation questions (in Zoom)

• Join us on Slack to continue the conversation in the #research channel

• Interested in presenting at a future Research Summit?
  • Send an email to clare.papay@umb.edu

• Don’t miss our next webinar:
  • How One University does Inclusive Coursework: Strategies and Examples from University of Kansas, Dana Lattin and Georgia Campbell. January 9th, 2019 2-3pm EST