

The Integration of Strategies and Adaptations for Diverse Learners in Adult Correctional Education

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Dr. Sujata Ives, PhD, OWDSI, GCDFI

- Certified Teacher, Mediator, Coach, and Psychologist
- BA Biology – Goucher College
- MA Educational Communications and Technology – New York University,
- PhD Educational Cognitive Psychology – Walden University
- Post-graduate Certificate in School Administration and Supervision – Johns Hopkins University
- Post-graduate Certificate in Mediation from Harvard University School of Law
- Research focus: The Limbic System, anxiety, self-efficacy, and the Impostor Phenomenon.
- Published: Dissertation at BarnesandNoble.com, “Career Development and Adult Learning Journal Winter 2016”
- Humanistic Philosophy and Worldview: Man can change given the chance.
- Despite a condition where her vocal cords do not close, Sujata enthusiastically models that you do not need to be perfect to inspire people and do the work you love.

The Starting Point

is always the law

- Workforce Investment Opportunity Act (WIOA)
 - What does it tell us to do?
 - Prepare people for the workplace!

HOW do we prepare people for the workplace?

What does it mean to PREPARE people for the workplace?



Who are the people that I need to prepare for the workplace?

My students tell me they have:

- Addictions
- Traumatic Brain Injuries
- Mental Health Disorders
 - Personality Disorders



My students tell me they have difficulty in:

- Learning new information
- Retrieving information from memory
- Multi-step directions
- Multitasking

My observations of students

- Abilities vary
 - Multiple intelligences
 - Mental processing
 - Focus
- Personality affects self-efficacy & performance
- Motivation and mood varies

Challenges with Executive Functions

- Impulsiveness
- Poor social judgment
- Social disinhibition
- Egocentrism
- Low situational awareness
- Poorly regulated attention
- Disorganized thinking
- Weak goal formulation
- Low planning
- Decreased flexibility/ shifting
- Slowed processing
- Low divergent thinking
- Weak problem solving
- Low self-monitoring
- Inappropriate reactions
- High emotional responses

Be attentive

Know each one by name

- Early warning signs
 - Fidgeting, excessive talking with peers, decreased attention, muttering, raised voice
- Identify reinforcing consequences (what happens after the behavior)
 - Positive reinforcement: attention, praise
 - Negative reinforcement: removal of undesired task, avoidance, attention

Barriers

Things that get in the way of the learning

- Biology:
 - Detox meds make them sleepy
 - Have to leave class for Med calls
 - Have to leave class for appts
- Psychological:
 - Low self-esteem, impulse control, anxiety, low motivation
 - Beliefs – “I need drugs”
 - Negative Self-talk – “I can’t do this”
 - Immaturity
- Social:
 - Drug friends –feel only drug crowd understands them
 - Fight for independence - adolescents feel grown-ups do not understand them
 - Toxic relationships - trapped with girlfriends & toxic people
 - No support system

Remembering information involves memory

- Remembering what was learned
- Remembering what to do next
- Remembering what to ask
- Remembering how to apply

Where is memory?
In the Brain!

Short Term memory
(STM)



Long Term memory
(LTM)

Learning environment

- Short directions
- Minimize distractions in the classroom (see the barriers slide – sometimes this is difficult due to external stimuli)
- Create a quiet space
- Minimize bright lights
- Short tasks
- Short breaks

Learning Styles

- Capitalize on learning styles
 - Can impact ability to process verbal, visual, spatial & motor information
 - Mix it up – drawings, PowerPoint, pictures
 - Did you ever think of cartoons?
 - My favorite -The Peanuts

What can you do better?

- Ask open-ended questions
- Provide written as well as verbal instructions/info
- Introduce new material in the context of familiar material
- Have the student repeat, mnemonics, chunking...
- Break tasks down into steps & check off when completed
- Provide extra time for completion
- Provide specific feedback

Problem-solve

With the student

- State problem/issue
- List possible solutions
 - 1) _____
 - 2) _____
- What are the pros & cons
 - Solution 1 - pros and cons
 - Solution 2 – pros and cons
- Why did you choose that solution.
- Did that solution work out? Why or why not?

Adaptations

Classroom	Assignments	Assessments	Other
___ Preferential Seating	___ Handouts, explanation,	___ Extended time	___ Verbal check points during lecture time
___ Handouts with explanation	___ Abbreviated assign	___ Aural Testing	___ Written check points during lecture
___ Inventories	___ Additional Time	___ Repeating instructions	___ Providing materials on color
___ Validation learning	___ Study Guide/notes	___ Adapted grading	___ Extra instruction
___ Behavior/Perform contract	___ Compacting	___ Adapted Format	___ Reminders for impulse control
___ pencil, paper, folder, journal	___ Additional Handouts	___ Abbreviated concepts	___ Reminder for academic integrity
___ Opportunities for independent	___ How to study	___ Word bank	___ Classroom Helper
___ Coaching	___ Peer tutoring	___ Quiz review	___ Computers for instructional delivery

The Personality Factor

- In P.A.C.E. class we read “Follow your true colors to the work you love”
By Carolyn Kalil
 - Pg. 15 Inner Hero personalities
 - Thinker – problem-solver; has ideas; has questions
 - Planner – organizes, schedules, coagulates
 - Helper – concerned with peers, classroom environment
 - Doer – hands-on; tactile; takes risks

Get comfortable with data so you can integrate & conceptualize

- In order to Integrate and Conceptualize, you must be comfortable with data
 - Individual data
 - Class data

Don't let data intimidate your students

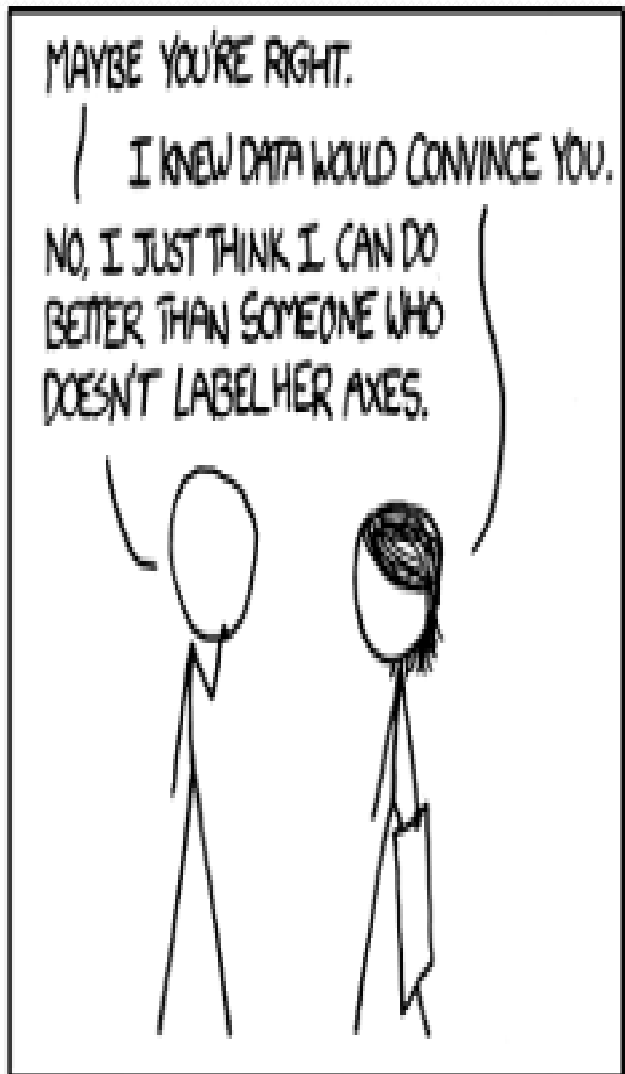
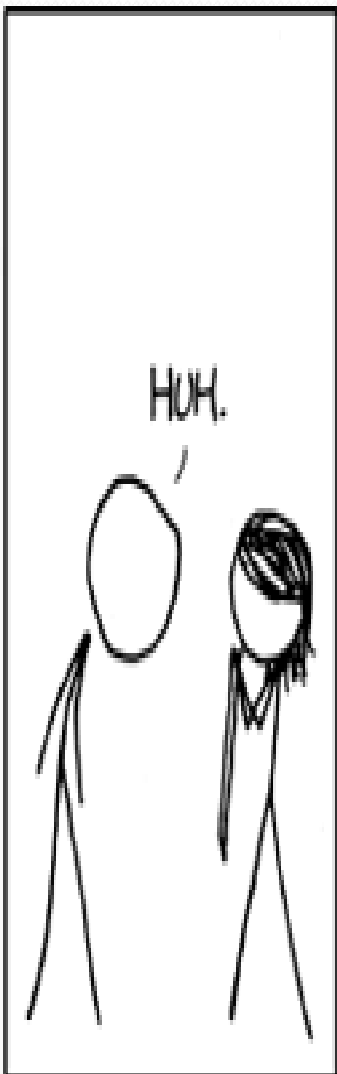
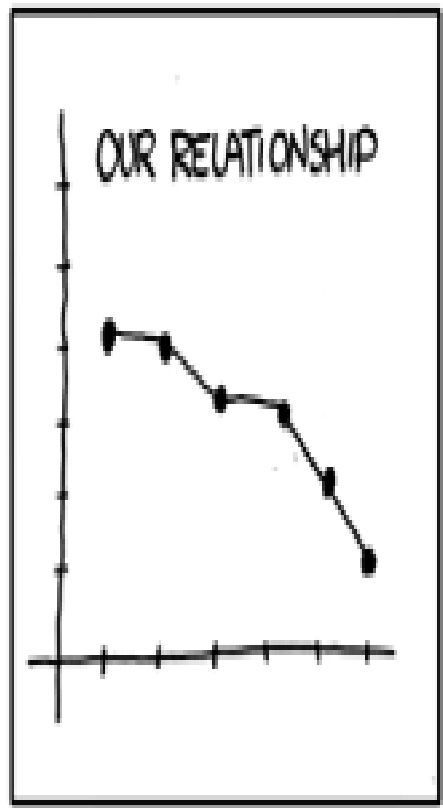
Use their personalities to your advantage so they gain skills to compare, interpret, analyze, and predict.

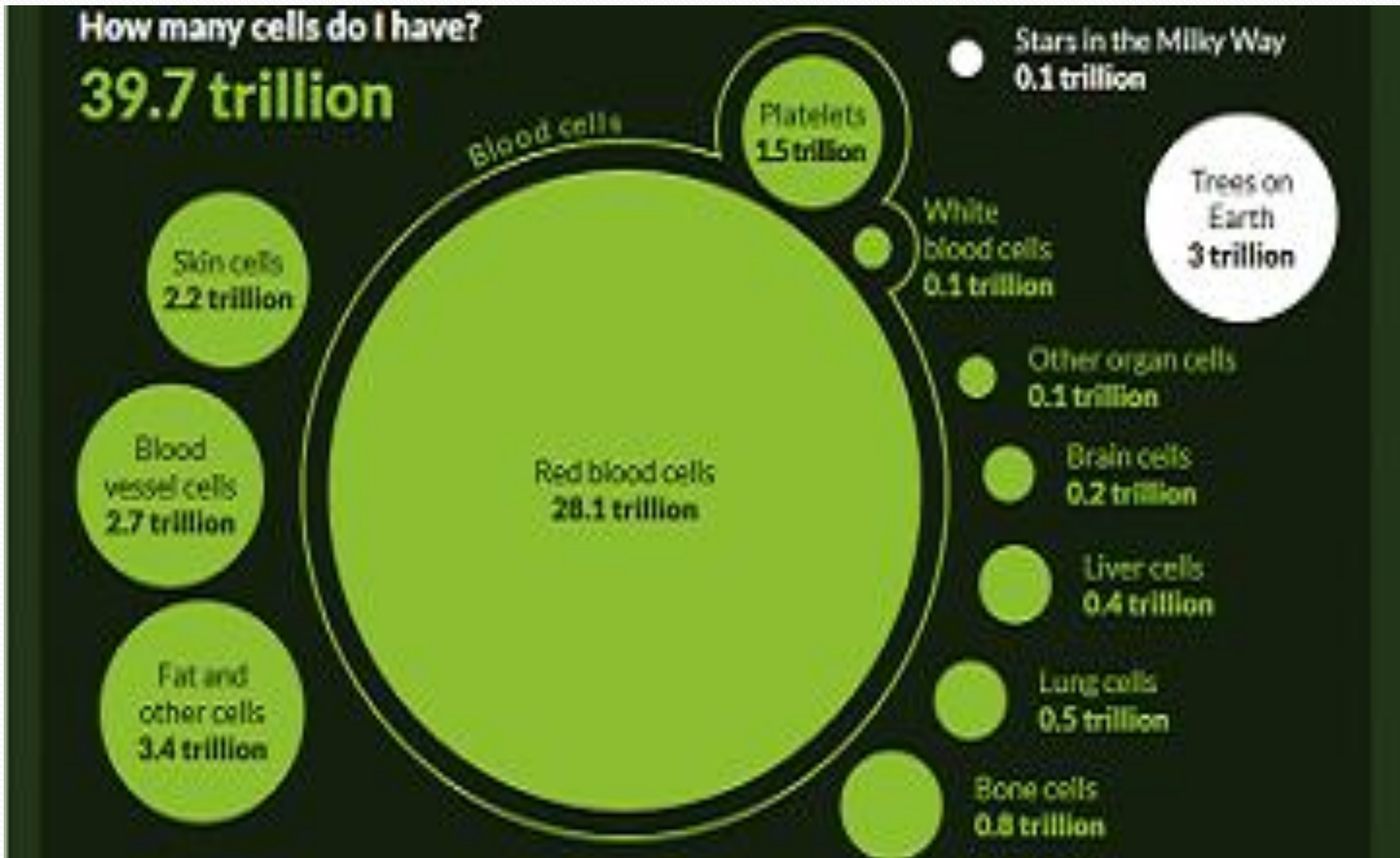
- The Thinker – has a lot of questions and perspectives
- The Planner – is organized and can keep track of data
- The Helper – helps the other three heroes
- The Doer – is the cheerleader & works to motivate; is creative and likes activities



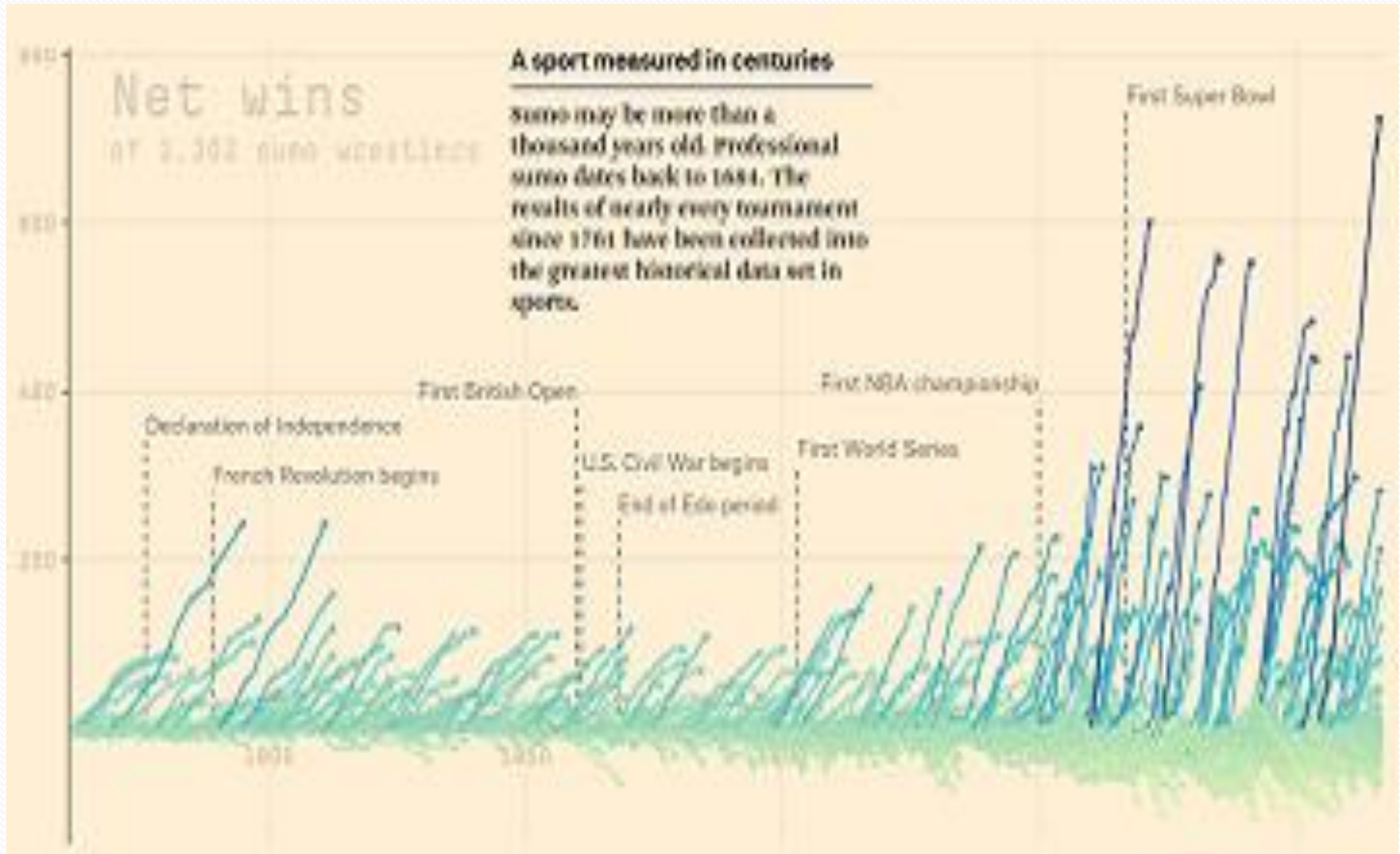
An average person today processes **more data** in a single day than a person in the **1500s** did in an entire lifetime

Source: The Human Face of Big data I



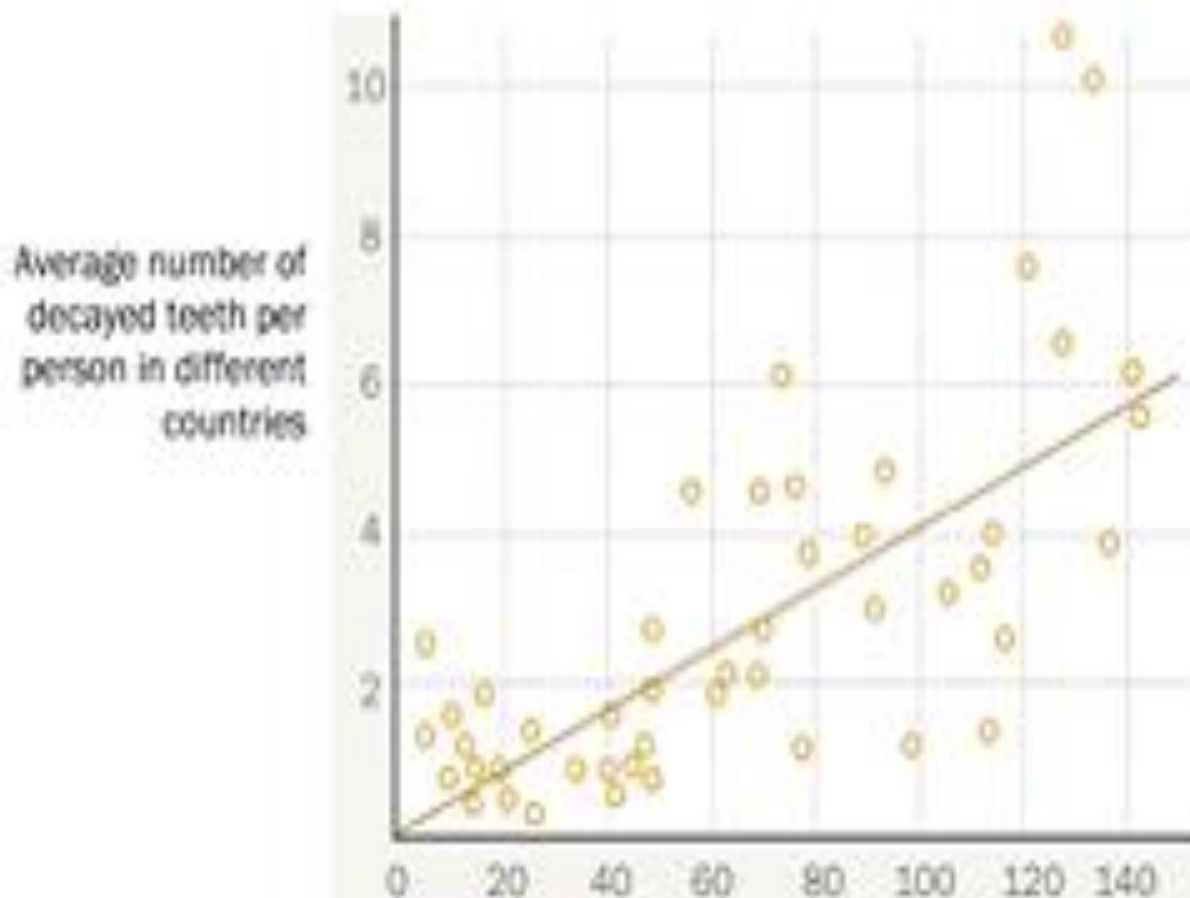


<https://projects.fivethirtyeight.com/sumo/>

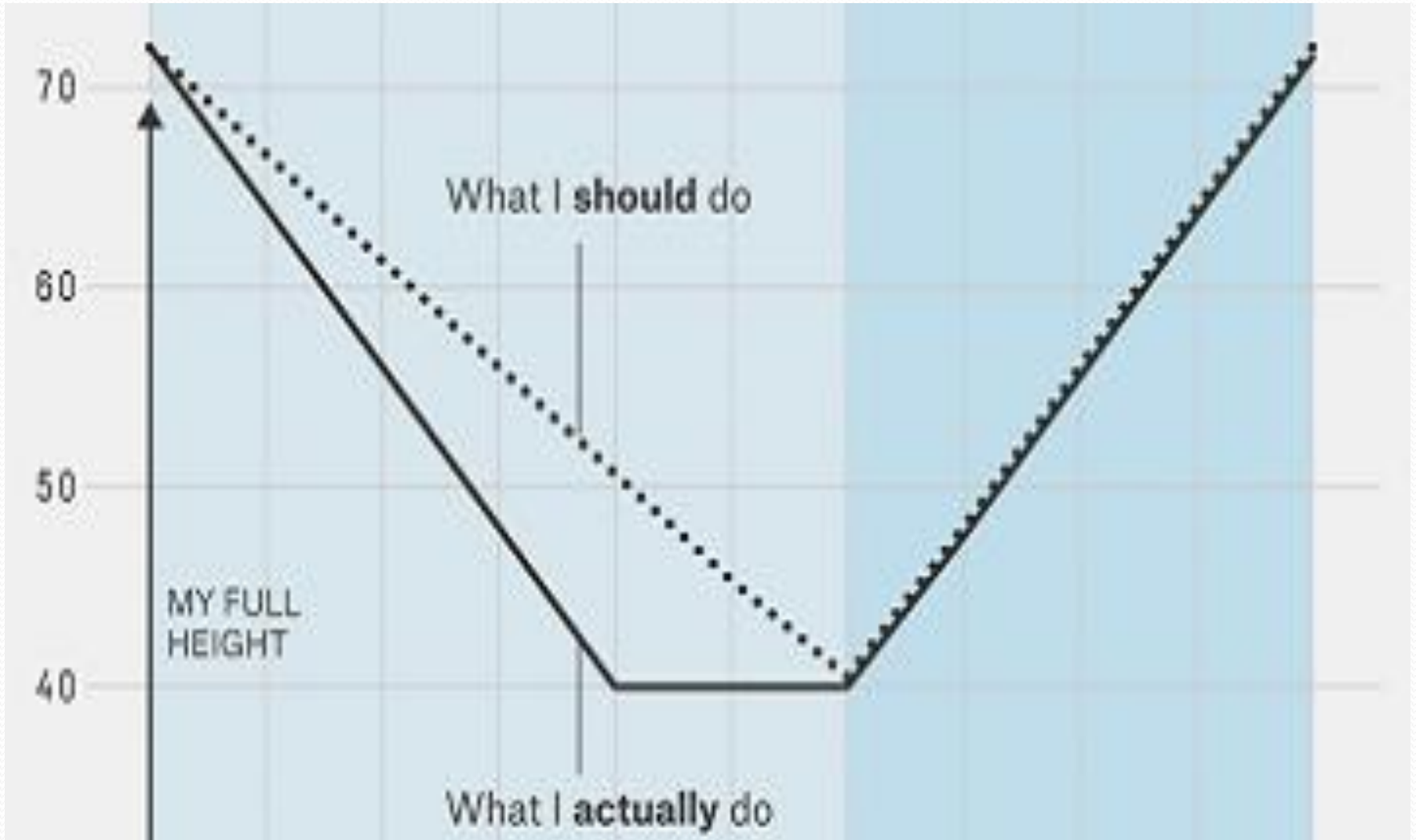


<http://www.pewresearch.org/quiz/science-knowledge/>

Which of the following statements best describes the data in the graph below?

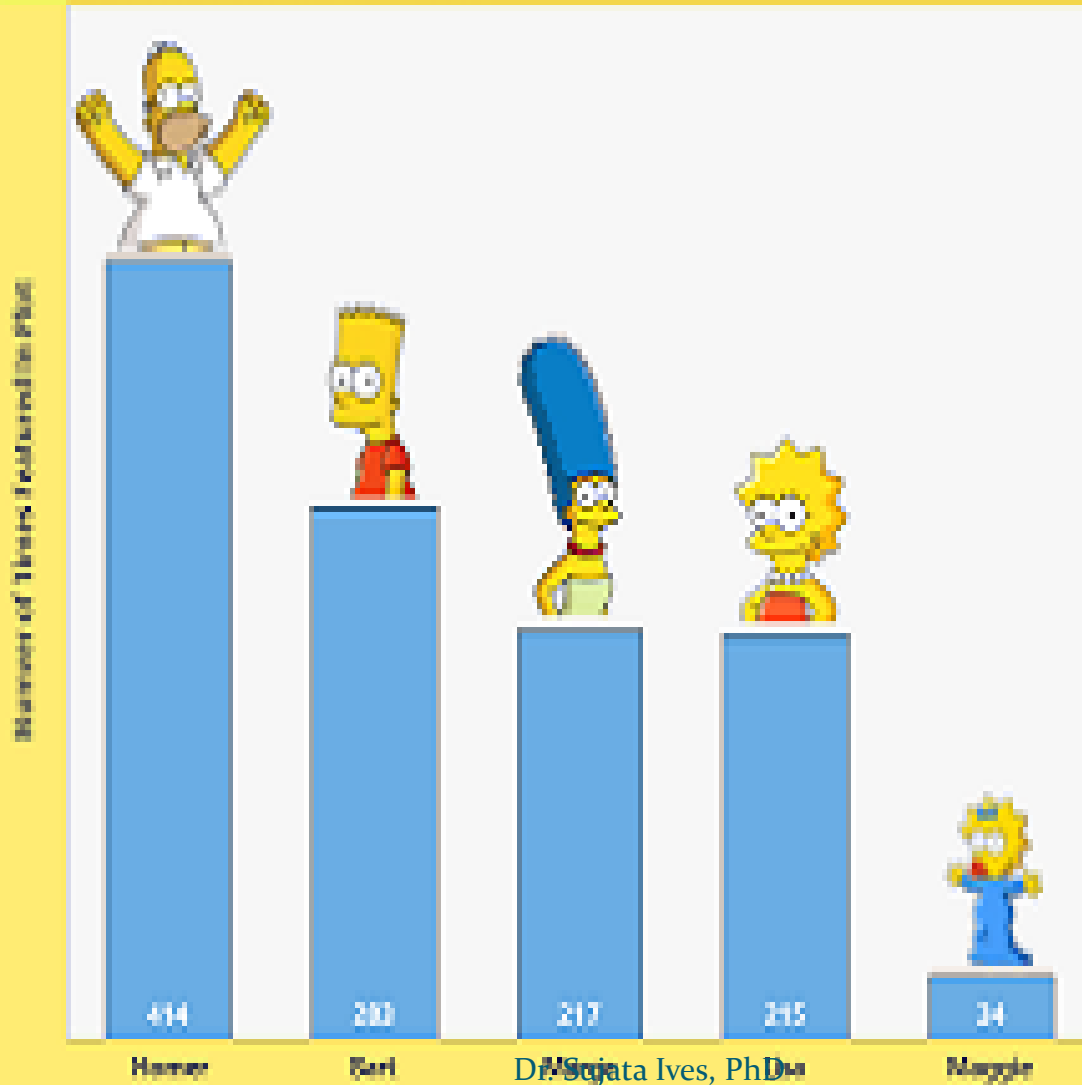


<https://fivethirtyeight.com/datalab/shout-isley-brothers/>

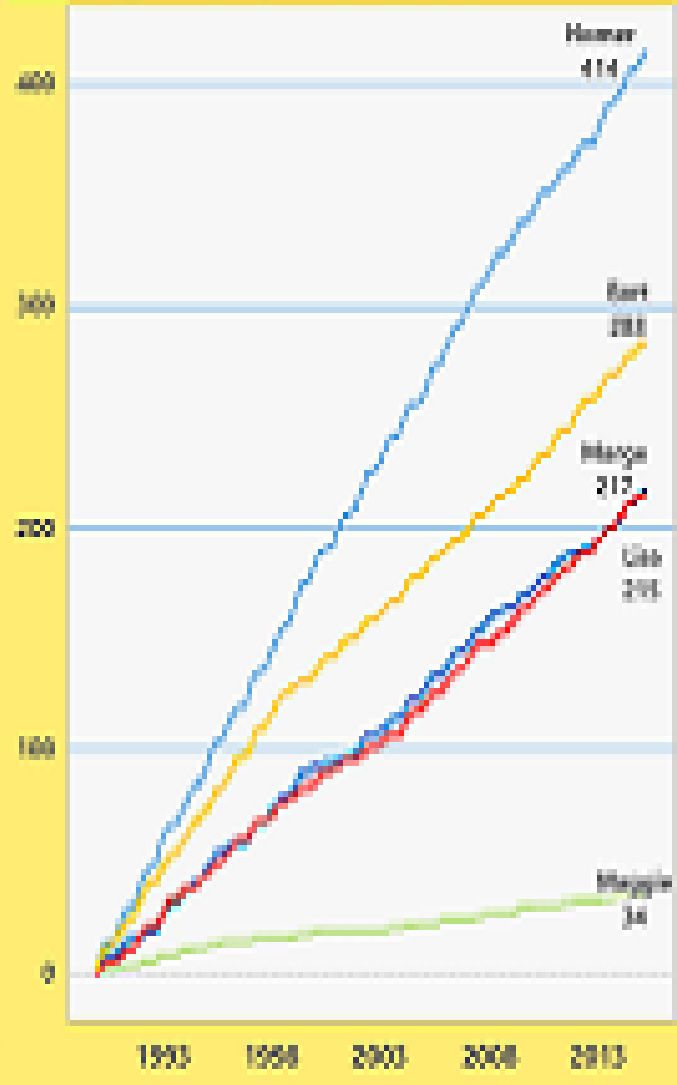


<https://public.tableau.com/profile/david.newman#!/vizhome/TheSimpsonsVizipedia/VisualizingTheSimpsons>

Most Featured Main Characters

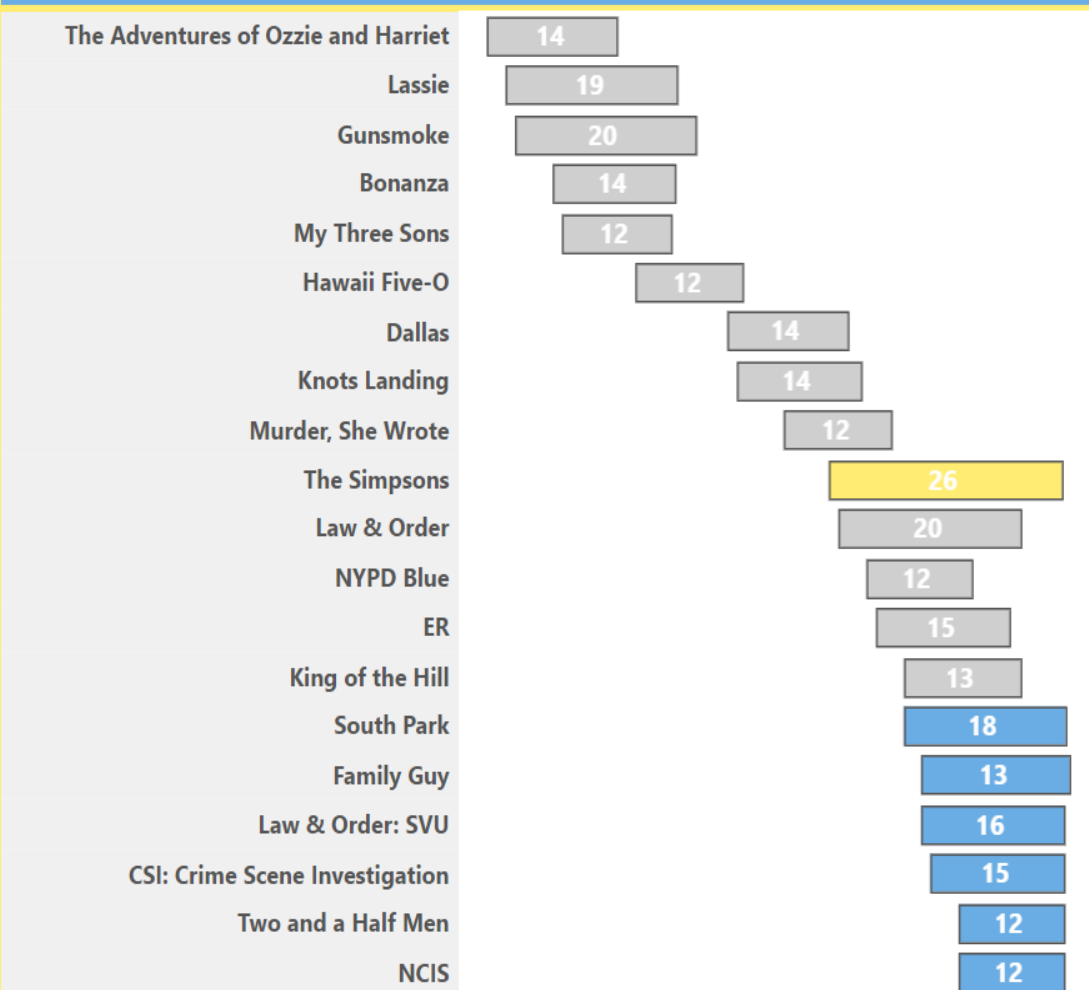


Running Total of Plot Features

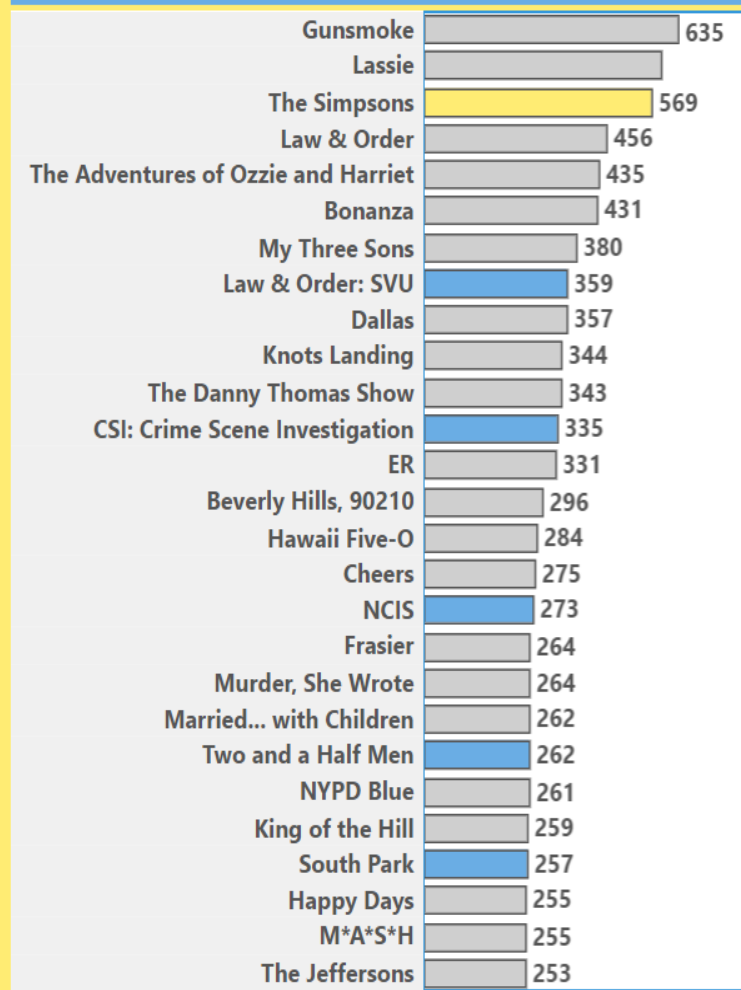


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Primetime Series Running Length



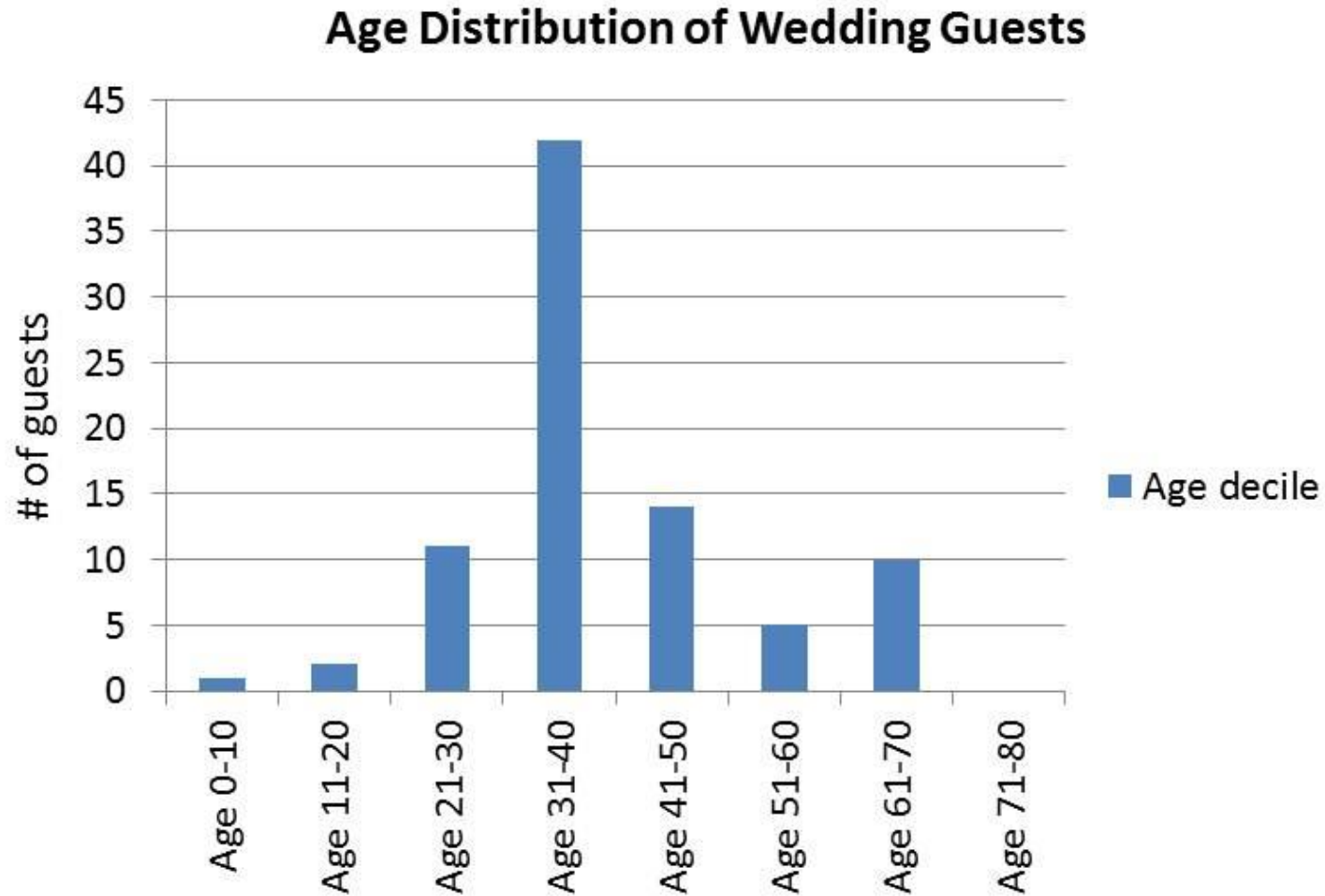
Episodes Per Series



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Completed
 In Production
 The Simpsons

Age distribution of wedding guests follow a bimodal curve rather than a standard bell curve.





Hours Per Week of "Fun" Computing

	All	Europe	USA	Prodigy	Male	Female
under 5	4488	601	3402	1053	3640	748
6 to 10	4533	426	3681	1364	3705	724
11 to 25	2550	165	2169	703	2146	346
21 to 30	901	56	762	263	725	142
31 to 40	282	16	241	83	241	31
41 to 50	92	4	83	23	76	13
over 50	160	8	144	43	135	16

Source: GVU's Third WWW User Survey

<URL:http://www.cc.gatech.edu/gvu/user_surveys>

Contact: www-survey@cc.gatech.edu

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Analyzing the Class Results

Which part of a chocolate bunny do you like to eat first?

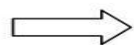
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
	ears	nose	belly	feet	tail	back

Directions: As a class, vote for your favorite flavor of puppy chow, then use tally marks to show how many people liked each flavor. When finished, graph the data.

Chocolate Peanut Butter	Pumpkin	Candy Corn

OUR CLASS GRAPH

14			
13			
12			
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
	Chocolate Peanut Butter	Pumpkin	Candy Corn



Use the data from the tally chart to complete the graph.

Samoas	
Thin Mints	
Shortbread	
Thanks-A-Lot	
Lemonades	

Favorite Girl Scout Cookie

12
11
10
9
8
7
6
5
4
3
2
1

12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	Samoas	Thin Mints	Shortbread	Thanks-A-Lot	Lemonades

Cookie

I used the The Offender Reintegration Scale to improve student scores, learning, and motivation

- The Offender Reintegration Scale (ORS) is used in the career exploration class at the Maryland Correctional Institute for Women where a Pre/Post study shows needs and progress.
- This past rotation data revealed barriers in five sectors:
 - Basic needs, job search, life skills, health, career planning
 - How the rotation could be structured, and how career planning could be improved to meet the needs of the students.

Offender Reintegration Scale™



John J. Lipinski, D.D.S.



NAME _____
DATE _____ AGE _____ GENDER _____

About the ORS

The Offender Reintegration Scale (ORS) will help you think about the steps necessary to successfully reenter society. To be successful upon release, you must meet your basic needs, become employed, develop good life skills, strengthen your relationships with family members, and develop a career plan. The ORS can help you identify potential barriers to these goals and then help you to overcome them.

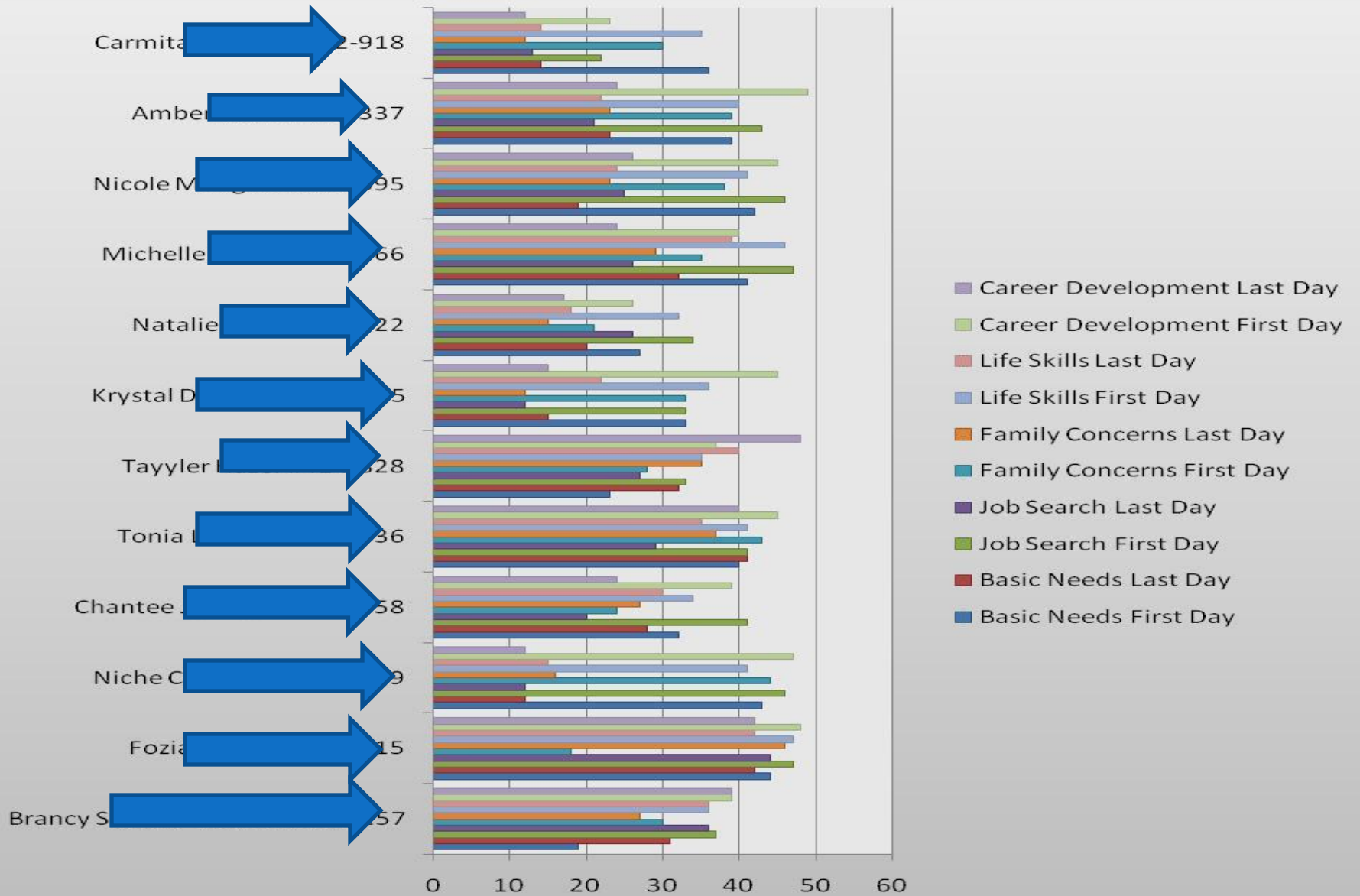
The ORS is arranged in steps. Follow the directions for each step before going to the next step. This is not a test. There are no right or wrong answers, so do not spend too much time thinking about your responses. Be sure to respond to every statement.

When you are ready, open the booklet and begin with Step 1.

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ORS data from a past rotation



So, how do we ensure success for ALL students?

- Use teaching strategies
- Use adaptations
- Recognize & use personality to your advantage
- Get them on board with data!
- Make data fun
 - It works for me and I hope it works for you!!

The process of personal assessment career exploration and preparation for the world begins with *self-discovery* and follows an adventurous path towards realization.

Thank you!



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