



Introducing the *Innovations* Training Plan Coordinator

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What is the purpose of a Training Plan Coordinator?

Goals of the Training Plan Coordinator:

- Individualize instruction
- Support Imagine! and Innovations staff and contractors
- Support the goals of the people we serve
- Improve organization, time management, and communication
- Increase the individual's resiliency and self-esteem, opportunity to learn something new, support his/her learning, and foster success

The Training Plan Coordinator supports the mission of Innovations by helping to promote a culture of choice and integration through creative solutions. Specifically, the Training Plan Coordinator works with individuals with disabilities and their coordination teams to identify, develop, and implement teaching plans and strategies.

The Training Plan Coordinator integrates Person-Centered goals — including the learning of new skills — with an individual's training needs. Through assessment, differentiated instruction, and Interdisciplinary team recommendations, the Training Plan Coordinator develops a strategic plan based on the best teaching practices. The majority of the individual's training needs are identified in the Service and Support Plan (ISSP). The Training Plan Coordinator:

- Assists with identifying the individual's training needs.
- Makes recommendations to the IDT regarding opportune training plans.
- Develops a training plan with measurable objectives.
- Trains staff and contractors in the implementation of Individual training plans.



Coming together is a beginning.

Keeping together is progress.

Working together is success.

- Henry Ford

A successful training program is one that is efficient, effective, and consistent. It should be Person-Centered so that the learning experiences are engaging, relevant, and interesting. It should be easy to understand and somewhat easy to implement.

The key to developing a quality plan of learning is to balance the Individual's interests with their support needs. Working with you, the Training Plan Coordinator will help improve the lives of the people. Innovations serves by contributing their support, opportunities, and independence.

Meet the Training Plan Coordinator, Lou Ella Price

Lou Ella has professionally worked with individuals with developmental disabilities for over ten years. She has worked within various aspects of the field from day program management, vocational management, SLS care, residential services, individual finances, training and development, and advocacy. Lou Ella is also a Host Home Provider and a sibling to an individual with developmental disabilities. Lou Ella's current position within Innovations is to train and support staff to ensure Innovations' services continue to be the best supports available and she acts as the Advocacy Council Liaison to the Innovations Advocacy Council.

In her spare time, Lou Ella participates in Special Olympics and works with various advocacy groups. Lou Ella enjoys writing and spending time with her family.



Tell me and I forget.
Teach me and I remember.
Involve me and I learn.
- Benjamin Franklin

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Strategies for involvement and retention

The following strategies are appropriate for all learners, especially those who have learning difficulties.

- ⇒ Get their attention
- ⇒ Make learning relevant
- ⇒ Model, model, model
- ⇒ Use cooperative teamwork
- ⇒ Set goals
- ⇒ Find out what they already know
- ⇒ Use visuals
- ⇒ Point out patterns
- ⇒ Think and talk aloud
- ⇒ Suggest mnemonic devices
- ⇒ Use a variety of practice formats
- ⇒ Encourage note-taking
- ⇒ Use closure strategies

“ALONE WE CAN DO SO LITTLE; TOGETHER WE CAN DO SO MUCH.”

-HELEN KELLER

Scaffolded Instruction Helps Optimize Instruction

Learners of all abilities are challenged to (a) know how to learn, (b) access changing information, (c) apply what is learned, and (d) address complex real-world problems in order to be successful. The ultimate goal is for the learner to become independent lifetime learners so as that they can interact with the world around them and continue to learn on their own or with limited support. Scaffolded instruction assists learning by providing a supportive environment while facilitating independence.

What is Scaffolded instruction?

The concept of scaffolding is based on the work of Lev Vygotsky, who proposed that with an adult's assistance, children could accomplish tasks that they ordinarily could not perform. Independently.

Scaffolding is a process in which the learner is given support until he or she can apply new skills and strategies independently. Scaffolded instruction is systematic sequencing of prompted content, materials, tasks, and teacher/peer support to optimize learning.

When learners are attempting new or difficult tasks, the tasks are first modeled by the teacher for them. As they perform these tasks on their own in incremental steps, they are given support through verbal feedback and physical assistance. As they begin to demonstrate task mastery, the assistance or support is decreased gradually in order to shift the responsibility for learning from the teacher to the learner. As the learner assumes more responsibility for their learning of the task, the teacher provides less support.

For example, a child with a learning disability likely would need assistance when learning how to use a playground slide. At first, an adult (the teacher) might carry the child up the steps and slide with him several times. Then some of the scaffolding or support would be removed when the adult places the child on the lower portion of the slide and allows him to slide with little guidance. The adult would continue to remove scaffolding as the child demonstrated that he could slide longer distances successfully without support.



Scaffolding Throughout a Lesson

In order to apply scaffolding throughout a lesson or in the teaching of a new task, follow these guidelines.

1. The teacher does it—In other words, the teacher models how to perform a new or difficult task first, such as how to use a graphic organizer. For example, the teacher may have a partially completed graphic organizer on an overhead transparency and “thinks aloud” as he/she describes how the graphic organizer will be used and then demonstrates it.
2. The teacher and learner do it—The teacher and learner work together to perform the task. For example, the learner may suggest information to be added to the graphic organizer (with prompting if necessary). As the teacher writes the suggestions on the transparency, the learner fills in his own copy of the organizer with the suggestions.
3. The learner does it—The learner may work with a partner or in a small group to complete the graphic organizer (i.e., either a partially completed or blank one).
4. The learner does it individually—This is the independent practice stage where the learner can demonstrate his task mastery (e.g., successfully completing a graphic organizer) and receive the necessary practice to help him perform the task automatically, with accuracy, and quickly.

Scaffolding Challenges & Cautions

Although scaffolding can be used to optimize learning for all learners, it is a very demanding form of instruction. The following are some challenges and cautions for scaffolding instruction.

Use scaffolding when appropriate. Keep in mind that all learners may not need scaffolding for all tasks and materials. Provide scaffolding to those who need it only when they need it.

Be knowledgeable of what is to be learned. This will enable you to determine the difficulty level of particular materials and tasks, as well as the time needed and supports necessary to benefit the learner.



Practice generating possible prompts to help the learner. The first prompt you give to a person may fail, so be prepared to give another prompt or think of a different wording to help the person give an appropriate response.

Sometimes it is important to remember to “show” how to do something, rather than just “telling” how to do something. Most learners will benefit from being shown how to do a task, as not everyone is an auditory learner.

Provide positive feedback. Verbally praise the learner for anything that you observe that is a successful step in completing the task. Be descriptive when delivering praise, telling the learner exactly what was done.

Be positive, patient, and caring. You may become discouraged if the learner does not respond or is not successful as a result of your initial scaffolding efforts. Continue to convey a positive tone of voice in a caring manner, along with continued scaffolding efforts, and the learner's success soon may be evident.

“Education is not the learning of many facts, but the training of the mind to think”

— Albert Einstein