

Integrated Education and Training for Accelerated Pathways

ABOUT STUDENTS Annual Consortium Conference
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The PowerPoint presentation and handout for this workshop can be found at:
<http://www.quia.com/pages/donna/workshops>

Agenda

- Define IET and explore its relevance in today's educational environment
- Identify two IET models:
 - Alternating Teaching
 - Co-teaching
- Determine which model fits best in different programs
- Share additional resources

IET Classroom Activity Example

NUMBERED HEADS ACTIVITY: Using a Gait Belt *

- 1) Sit in a group with 4 people.
- 2) Number in your group 1, 2, 3, 4.
- 3) Your teacher will give you a team number.
- 4) Answer all the questions (1-7) alone or with your group.
- 5) After you answer the questions, be sure you all agree on the answers.
- 6) The teacher will roll the dice. If she rolls your number, you must answer the question.
- 7) Work together to be sure all your answers are accurate!

Comprehension questions: **

1. What is this passage about? _____
2. How many sections are there in the passage? _____
3. What do some of the sections have to help you understand the concepts? _____
4. According to the article, what are three reasons to use a gait belt?

5. If your patient loses his balance and starts to fall, what should you do? Why? Give evidence from the reading. _____

6. In the fourth section, which word means *hold tightly*? _____
7. Describe your hand position during ambulating with a gait belt.

8. In the second sentence, the article gives an example of a weakened person as a patient in a hospital. What are two other examples of a weakened person who is at risk for falls? ***

*informational text as suggested in the College and Career Readiness Standards (CCRS)

**text dependent questions as suggested in the CCRS & academic language to cite evidence

***not a text-dependent question

Using a Gait Belt

Adapted from Michigan Medicine University of Michigan

<http://www.med.umich.edu/1libr/FallsPreventionCommittee/UsingAGaitBelt.pdf>



Figure 1

What is a Gait Belt?

A gait belt is a device that helps to prevent falls. (Figure 1) A weakened person, such as a patient in a hospital, is at risk for falls while walking or moving from a bed to a chair or from sitting to standing. Gait belts can also help the person get into or out of a car. The belt provides a “handle” that allows someone who is walking with the weakened person to easily hold and help them get back their balance if they start to fall.

Why should I use a gait belt?

Gait belts prevent falls. That’s why we use them in health care settings. They are also very beneficial at home, when your elderly or weakened loved one requires extra support.



Figure 2

How tight should the gait belt be?

The gait belt goes around the patient’s waist snugly, but not too tight. (Figure 2)

Hand position while assisting one to walk:

From behind the patient, hold the strap from underneath with your fingers pointing up. (Figure 3)

Grasp the belt securely. If the patient needs more assistance, hold the belt from the front with your second hand. (Figure 4)



Figure 3



Figure 4

How do I prevent a fall with the gait belt?

Keep close to the patient, and if they begin to lose balance, pull them close to your body. (Figure 5) If a person starts to fall, do not try to stop the fall. Stopping the fall is likely to cause injury. If they cannot regain balance, lower them slowly down your leg holding on to the belt.



Figure 5

IET Scenario

Directions: In your group, read the scenario. Then discuss the following questions about the scenario. This is a true story.

Maria worked as a secretary in her country. She has been living in San Diego for about three years. She's studying in ESL Level 5 (Intermediate). She decided to quit her ESL class and take the Front Desk/Office Assistant course full time at a non-credit community college so she could learn work-related skills faster and get a job. After only two weeks, she dropped the Front Desk/Office Assistant program and returned to her previous ESL class.

Discuss in your group.

1. What are some possible reasons why Maria dropped the Career Technical Education class after two weeks?
2. How would an IET model address the needs of this student?
3. What are the advantages of co-teaching? What are the advantages of alternating teaching?
4. What would the challenges of the two models be?
5. Would an IET course meet students' needs in your institution?



Integrated Education and Training for Accelerated Pathways Resources

All resources retrieved in October 2018

Association of American Colleges and Universities. (2018) Fulfilling the American Dream: Liberal Education and the Future of Work.

<https://www.aacu.org/sites/default/files/files/LEAP/2018EmployerResearchReport.pdf>

Bergson-Shilcock, A. (2017). Foundational Skills in the Service Sector.

<https://www.nationalskillscoalition.org/resources/publications/file/NSC-foundational-skills-FINAL.pdf>

Bergson-Shilcock, A. (2016) Integrated Education and Training Policy 50 State Scan.

<https://www.nationalskillscoalition.org/resources/publications/file/Integrated-Education-Training-Scan.pdf>

California Adult Literacy Professional Development Project (CALPRO).

Facilitated professional learning for agency teams to plan an IET program. <https://www.calpro-online.org/default.asp>

- Online only: [calpro-online.org/onlinecourseschedule.asp](https://www.calpro-online.org/onlinecourseschedule.asp)
- Hybrid of F2F and online: [calpro-online.org/communitiesofpractice.asp](https://www.calpro-online.org/communitiesofpractice.asp)

Interviews with practitioners of IET (Integrated Education and Training) programs in CA.

<https://www.calpro-online.org/onlinevideolibrary/iet.asp>

Archived Webinars. <http://www.calproonline.org/ecopwebinars.asp>

- Developing ESL Students' Communication and Workplace Skills through Cooperative Learning Activities
- Integrating Basic Skills Instruction with Vocational Training: Four Models of IET, and Developing ESL Students' Workforce Skills in the Multilevel Classroom.

Research Brief No. 14 Integrated Education and Training (IET)

<https://calpro-online.org/documents/CALPRO2017Brief-IET-508.pdf>

Virtual Workroom on Workforce Readiness.

<https://www.calpro-online.org/VirtualWorkroom/default.asp>

Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program. (2017).

https://sites.psu.edu/pathwaystoemployment/files/2017/09/IET-Guide_FINAL_U.ED-EDU-17-48-no-page-on-tools-p7rrm7.pdf

Employability Skills Framework – Lesson Planning Checklist

https://s3.amazonaws.com/PCRN/docs/EmployabilitySkills_Lesson_Planning_Checklist.pdf

IBEST team teaching models. (2018). Washington State Board for Community and Technical Programs.

<https://www.sbctc.edu/colleges-staff/programs-services/i-best/team-teaching-models.aspx>

Implementation of Accelerating Opportunity. (2017)

<http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000791-Implementation-of-Accelerating-Opportunity-Final-Implementation-Findings-with-Lessons-from-the-Field.pdf>

Integrated Education and Training (IET) Guide, 34 CFR Part 463 Subpart D. (2016)

https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf and
https://www.govregs.com/regulations/expand/title34_chapterIV_part463_subpartD_section463.35

Integrating Basic Skills Remediation in Career Technical Education.

<https://www.skillscommons.org/bitstream/handle/taaccct/2667/OERBasicSkillsHandbook7.8.16-1.pdf?sequence=3&isAllowed=y>

Literacy Information and Communication System (LINCS).

Career Pathways Group. <http://lincs.ed.gov/>

Pimental, S. (2013) *College and Career Readiness Standards for Adult Education*.

<https://lincs.ed.gov/professional-development/resource-collections/profile-521>

Price, D. (2018). Alternating teacher model video.

<https://www.youtube.com/watch?v=KSXr2xwZ56A&feature=youtu.be>

Price, D. (2014). Co-teaching model video.

https://www.youtube.com/watch?v=CdGcrct_y8E

Robertson, B., Price, K. (2016). *Nursing Assistants: A Basic Study Guide 11th edition*. First Class Books, Inc.

Strawn, J. (2011). *Farther, Faster*. Center for Postsecondary and Economic Success.

<https://www.clasp.org/sites/default/files/publications/2017/04/Farther-Faster.pdf>

The Breaking Through Practice Guide, Tools for Helping Low-Skilled Adults Earn Postsecondary Certificates and Degrees. https://jfforg-prod-prime.s3.amazonaws.com/media/documents/BT_Documentation_June7.pdf

The Breaking Through Contextualization Toolkit https://jfforg-prod-prime.s3.amazonaws.com/media/documents/BT_toolkit_June7.pdf

Zafft, C., Kallenbach, S., Spohn, J. (2006). *Transitioning Adult Learners: Five Adult Education Program Models to Consider*. National Center for the Study of Adult Learning and Literacy.

http://www.ncsall.net/fileadmin/resources/research/op_collegetransitions.pdf

Possible books to use in cluster VESL classes:

Career Paths: English for Specific Purposes

<https://www.careerpaths-esp.com/>

866-518-4170 ext 34

Over 40 career specific textbooks

Contact: Calin Stefan, salesandmarketing@englishcentral.net

1) English for Child Care: http://sunburstmedia.com/ECC_flyer.pdf

2) Take Care (medical professionals):

https://www.press.umich.edu/1954760/take_care