

IECA Fall Conference

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Cutting the Apron Strings: How to Shift from Enabling to Empowering

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Today's Focus

1. Generation Z
2. Independence
3. Executive Functions
4. Strategies



Exhibit 12: ... and they have several defining characteristics
Commonly identified attributes of Generation Z



Note: Throughout our research process we identified several key words and phrases that were commonly used to describe Gen-Z. The image above is an amalgamation of these findings.

Source: *Wordle, Goldman Sachs Global Investment Research.*

Who are they:

- 1995 - 2010
- Gen Z are gen X'ers kids
 - Pragmatic and cynical. The silent generation
- identify as loyal and responsible as well as thoughtful and compassionate.
- Can Access anything anytime
- Gig Economy (Create their own jobs)
- Bullying: face to face and online
- Passionately cares about equality and Justice
- "I don't want to be in charge"
- Most racially diverse * Diversity is who they are!!
- Much more realistic and Grounded
- Not Risk takers - More attentive to Authority
- Political:
 - Disenfranchised with the political process
 - Socially Liberal, Fiscally moderate.
 - Don't feel they fit in. They will bring about a new party

Learning:

- ▶ 81 % believe obtaining a college degree is necessary to achieve career goals (NE University Survey)
- ▶ Experiential - has to connect to something that they care about. Create their own case studies.
- ▶ Like to see a model of something before they do it themselves (can you show me how it's done). Like to watch others before applying leaning themselves.
- ▶ Hands on Learners
- ▶ Want their professors to help them engage with and apply the content.
- ▶ Intrapersonal learners - Think first. Want to know what the need to know before they talk.
- ▶ Prefer to watch how things are done (YouTube)
- ▶ DO NOT LIKE GROUP WORK
 - ▶ But: work in a google doc together
 - ▶ Like to be near or next to one another



- 2/3 of students think that universities should teach them the skills to run a business
- Want happiness and enjoyment in their careers, even at the expense of money.
- 75% believe Practical experiences, like internships are essential in college education.

Communication

- ▶ Prefer face to face (in person), but skype will suffice
- ▶ Don't like email at all
- ▶ Don't like to talk on the phone. Don't want to be trapped. (long conversations, just broke up with Girlfriend)
- ▶ 1) in Person
- ▶ 2) Text
- ▶ 3) Email/Phone (only if they must)
- ▶ They have access to more information than any other generation at their age



Relationships

- Parents are co-pilots (moving away from helicopters)
69% say "Parents are Role models"
- They want their parents to help them with their decisions.
- Don't Like to start or end Relationships online.

7. DIY



Gen Z (and their parents) are in the center of the "maker movement":

*Challenge them
to invent,
to create,
to build.*

Motivation

- Passions
- What is your destiny
- What is your calling
- Incentivized by milestones (badges)

Concerns:

- ▶ Cost of Higher Education
- ▶ Financial security
- ▶ Violence
- ▶ Political Dysfunction
- ▶ Racial Equality
- ▶ Economic Equality
- ▶ Limitations of personal freedom

Independence

- ▶ Creating individual goals
- ▶ Self-advocating
- ▶ Decision making skills
- ▶ Being self-sufficient



Executive functions

“Self-regulation across time for the attainment of one’s goals, often in the context of others.”

Russell Barkley



Executive Function skill set desired for college

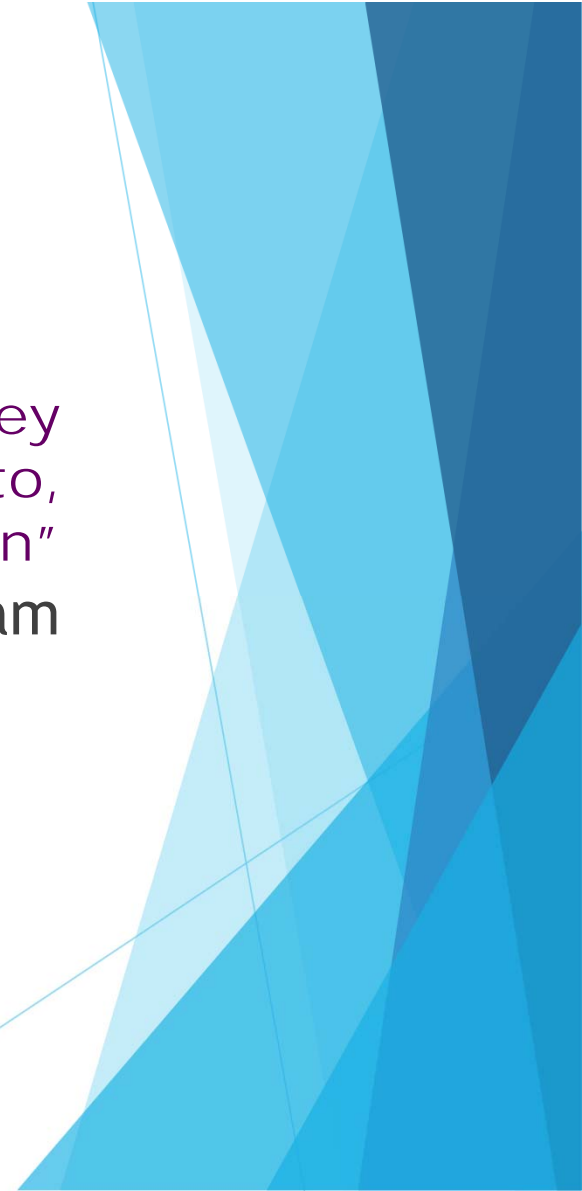
- ▶ Goal Setting
- ▶ Flexibility
- ▶ Emotional Regulation
- ▶ Task Initiation
- ▶ Sustained Attention
- ▶ Time Management
- ▶ Organization
- ▶ Planning
- ▶ Prioritizing
- ▶ Metacognition

Peg Dawson, EdD and Richard Guare, PhD



Enabling

“Some men have thousands of reasons why they cannot do what they want to, when all they need is one reason why they can”
— Martha Graham



What does it look like?

Enabling

- ▶ Telling how
- ▶ Developing a plan for

Empowering

- ▶ Questioning how
- ▶ Developing a plan with



Strategies

- ▶ Begin with a Check-list to increase awareness
- ▶ Help them create goals
 - ▶ Create long term and short term goals
 - ▶ Have them identify action steps to achieve goals
 - ▶ Have them create a system to monitor progress
 - ▶ How to handle slow progress or failure



Strategies

- ▶ Educate on the disability and accommodations
 - ▶ Understand their psychoeducational testing
 - ▶ Encourage them to be an active participant in the IEP team meetings
 - ▶ Becky Wilson Hawbaker 2007, *Student-Led IEP Meetings: Planning & Implementing Strategies*
 - ▶ Builds self-awareness, self-monitoring, metacognition, self-advocacy, ownership
 - ▶ Discuss the differences between modifications and accommodations
- ▶ Identify Learning Style

Strategies

- ▶ Help them to begin Self-Advocating
 - ▶ Initiate contact with instructors about grades
 - ▶ Discuss with tutor what he/she needs help doing
 - ▶ Initiating questions and concerns on college visits



Empower
yourself

Strategies

- ▶ Being in charge of getting ready to leave for college
 - ▶ Have them checking all email and sharing important information
 - ▶ Have them making a list of what will be needed
 - ▶ Dorm room, school supplies, personal items
 - ▶ Have them in contact with their academic advisor and scheduling classes
 - ▶ Ask them about their schedule
- ▶ Allow for consequences - **PROGRESS NOT PERFECTION**

Motivational Interviewing

- ▶ How to facilitate change through conversation
- ▶ A method that is strength based to support students in finding their own way for change
 - ▶ Avoid being the “fixer”
- ▶ Skills needed
 - ▶ Active listener
 - ▶ Ask powerful questions
 - ▶ Patience

References

- ▶ Barkley, R. (2011). *Barkley Deficits in Executive Functioning Scale (BDEFS for Adults)*. New York: Guilford Press.
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- ▶ Hamblet, E. (2014). Nine Strategies to Improve College Transition Planning for Students with Disabilities. *Teaching Exceptional Children (Jan/Feb) pg. 53-59*.
- ▶ Seemiller, C., & Grace, M. (2016). *Generation Z goes to college*. John Wiley & Sons.

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