Are We Placing or “Dumping” Students with Disabilities into CTE Programs?
SECONDARY TRANSITION
Objectives

Identify
Identify current factors that influence course selection for all students

Review
Review cognitive characteristics and distribution of IDEA disability categories

Compare
Compare postsecondary preparation plans

Implement
Using this information, determine the difference between appropriate placement in a course and “dumping” a student into a course
Determining Appropriate Course Placement

Special Education (for recommendations)
- Interests
- Preferences
- Strengths
- Educational Needs
- Graduation Requirements
- Postsecondary Expectations

School Counselors
- Graduation Requirements
- Grade Level
- ??
Disability 411

INFORMATION EVERYONE SHOULD KNOW
# Edit Student Test: TCRWP Narrative Writing Rubric Pre

**A, Brandon 4 3 A AGHS1**

<table>
<thead>
<tr>
<th>Test</th>
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<td>Term</td>
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Which disability categories have the highest incidence?
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<td>VI</td>
<td>Visual Impairment</td>
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Disability or Limitation

WHAT’S THE DIFFERENCE AND WHAT’S IMPORTANT?
Definitions of Disability

- IDEA - a child: "with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services"

- ADA - a person who has a physical or mental impairment that substantially limits one or more major life activity
Definitions of Limitation

- Major life activities include, but are not limited to:
  - caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working
  - the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions
The Grand Plans

Compare
ECAP and IEP

ECAP

- An ECAP (Education and Career Action Plan) reflects a student’s current plan of
  - coursework,
  - career aspirations, and
  - extended learning opportunities in order to develop the student’s individual academic, career goals and postsecondary plans.

IEP Transition Services

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

- The transition services (including courses of study) needed to assist the student with a disability in reaching those goals.)
IEP & ECAP

IEP
- Independent Living
- Annual IEP Goals

ECAP
- Academic
- Career
- Extracurricular Activities
  - Postsecondary

Student
Postsecondary Goals based on IPS
So, Are We Placing or Dumping?

WHAT'S RIGHT FOR ALL STUDENTS?
Students with disabilities are STUDENTS first.

The post-secondary goals from the ECAP and IEP should be considered when identifying appropriate courses:

| Graduation requirements set by school district | Postsecondary education entrance requirements | Career introductory skills, knowledge, and tools |
Let’s meet Bob!

**Strengths**
- Participates in class discussions
- Behaviorally appropriate (most of the time)
- Works well 1 to 1
- Verbally demonstrates good ideas and stays on topic
- Enjoys teaching others
- Good site word vocabulary
- Listening Comprehension
- Good attendance and always on time

**Areas of Need**
- Demonstrating knowledge in writing
- Decoding unknown words of 2 or more syllables
- Comprehending material he reads on his own
- Managing assignments, papers, materials
- Staying on-task with paper-pencil assignments
- Note taking
Bob’s Postsecondary Goals

After graduation, Bob will be employed as a ________________.

After graduation, Bob will attend ________________ to obtain a ______ in ________________.

After graduation, Bob will independently use a preferred method to organize his assignments and responsibilities.
Bob’s Courses of Study

**Employment**
Graduation Requirements

**Education**
Graduation Requirements

**Independent Living**
Graduation Requirements
Something to think about... If every student needs to learn to cook, culinary arts should be a graduation requirement.

How does the CTE class relate to those postsecondary goals in the ECAP and IEP?

What strengths does the student have? How can they be used to help the student?

What limitations (not label) does the student have? How can they be accommodated?
What’s your biggest kitchen fail?
What is the most embarrassing thing that happened to you in school?
What is your signature dance move?

If you could make a rule for a day and everyone had to follow it, what would it be?

What mythical creature would improve the world the most if it existed?

What’s a holiday that doesn’t exist that you’d like to create?
If you were a pair of shoes, what kind would you be?
What is the most hilarious childhood memory you can think of?

What is one thing you refuse to share?
If you could only eat one thing for the rest of your life, what would it be?

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IF YOU THINK OF ANY MORE QUESTIONS...