








Objectives:	Notes:	Important information for me to remember...	How this relates to me...
<p>Alternative Employment options...</p> 	<ul style="list-style-type: none"> • Competitive Integrated Employment • Customized Employment • Entrepreneurship • Subminimum wage <ul style="list-style-type: none"> -GSE -ISE 		
<p>...and the need to discuss accommodations vs modifications in class today and work tomorrow</p>	<p>Accommodation</p> <p>How  What</p> <p>Vs. modification?</p>	<p>facilitate access to content and demonstration of skills vs change the content and performance expectations?</p>	
	<p>Universal Test Administration Conditions and Accommodations Guide (2/18) for CTE (TSA's)</p>	<ol style="list-style-type: none"> 1) 2) 3) 4) *5) *6) 	
<p>Utilize built in accessibility features and AT</p> 	<p>Textbook online features</p> <p>Windows Accessibility</p> <p>Apple Accessibility</p> <p>Test Prep</p> <p>College & Career Competency Framework</p> <p>Chrome Extensions</p> <p>ADE AT Supports</p>		

<p>Recognize your role in the transition planning process and helping students advocate on the job</p> 	<p>Barrier to employment means:</p> <p>How is this different than how I understood accommodations before this training?</p>	<p>S- E- T- T-</p>	
<p>Facilitate connections to industry standard options to use within IEP plans today</p> 	<p>(JAN) This resource is for: 1) 2) 3) I can reach them by: The link I saw today was titled:</p>	<p>We clicked on: "By Limitation" We chose: Solutions:</p>	
<p>Recognize your role in the transition planning process and helping students advocate on the job</p> 	<p>MPG: 3 Kinds of MPG's 1) 2) 3) I P S</p>	<p>My contribution to the planning process... My "Assessment data" My "Activities" My input to an annual goal to support employment MPG</p>	