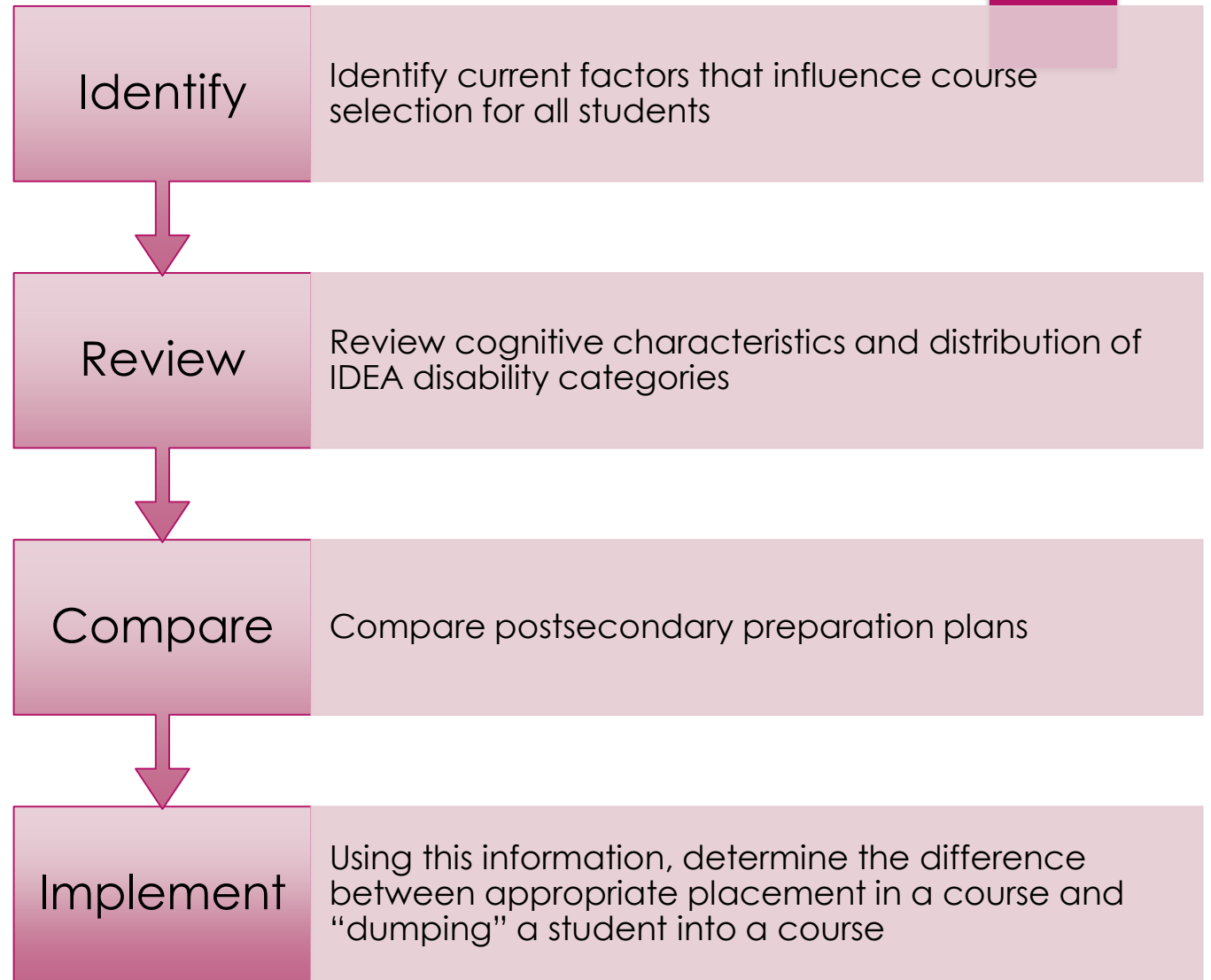


Are We Placing or “Dumping” Students with Disabilities into CTE Programs?

SECONDARY TRANSITION



Objectives



Placing or Dumping

Identify



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

Review



Edit Student Test: TCRWP Narrative Writing Rubric Pre

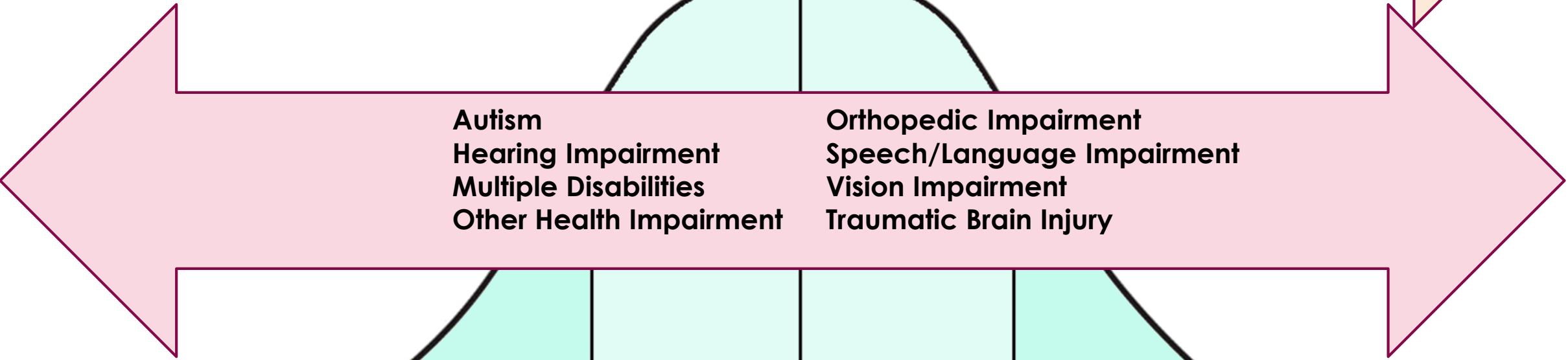
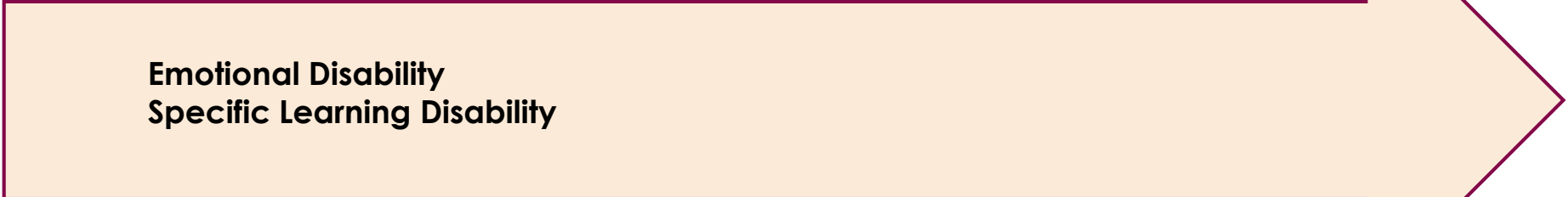


A, Brandon 4 3 A AGHS1

Test	TCRWP Narrative Writing Rubric Pre		
Date	<input type="text" value="3/12/2015"/>	<input type="button" value="Calendar icon"/>	(MM/DD/YYYY)
Term	<input type="text" value="14-15 2014-2015"/> <input type="button" value="Dropdown arrow"/>		
Grade Level	<input type="text" value="4"/>		

Score	Number	Percent	Alpha
Elaboration	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text"/>
Organization	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text"/>
Overall	<input type="text" value="3.5"/>	<input type="text" value="0"/>	<input type="text"/>
Transitions	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text"/>
Lead	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text"/>

Primary Eligibility



standard score	55	70	85	100	115	130	145
percentile	.1	2.3	15.9	50	84.1	97.7	99.9



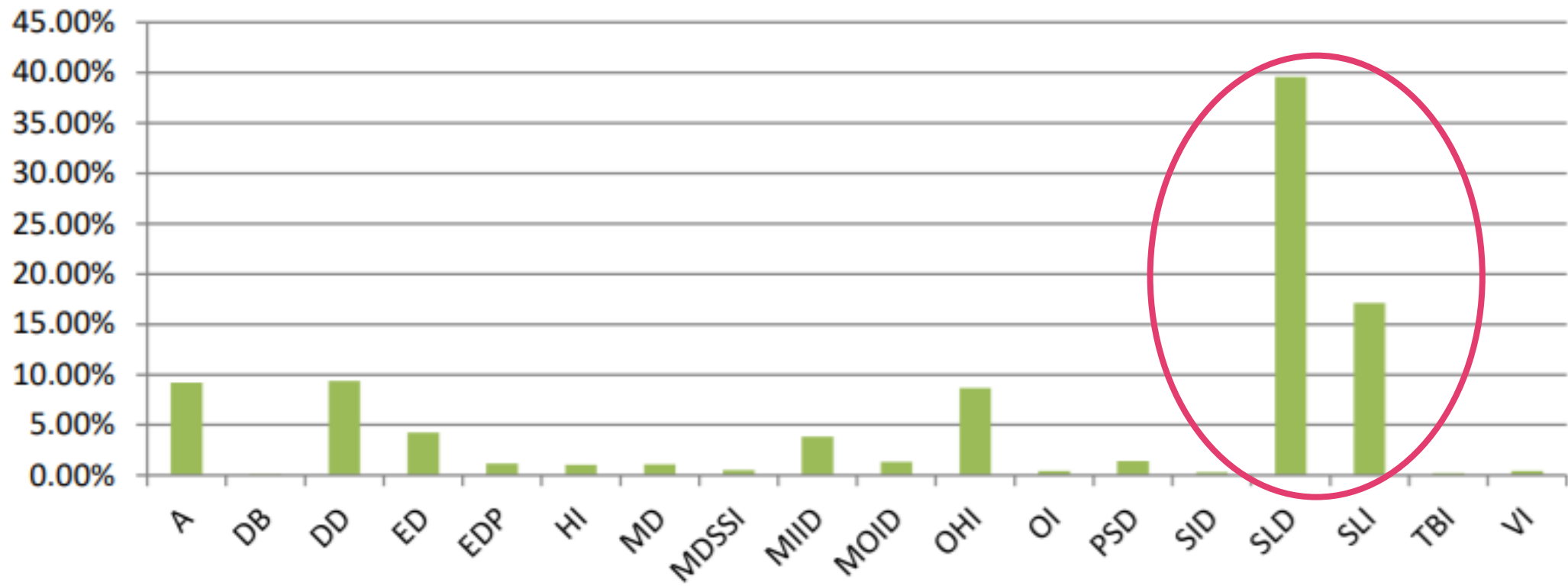
Which disability categories have the
highest incidence?

October 1, 2017 Count/Percentage by Disability

Code	Description	Count	Percentage
A	Autism	12963	9.21%
DB	Deaf-Blind	133	0.09%
DD	Developmental Delay	13165	9.36%
ED	Emotional Disability	5973	4.25%
EDP	Emotional Disability - Private	1625	1.15%
HI	Hearing Impairment	1453	1.03%
MD	Multiple Disability	1537	1.09%
MDSSI	Multiple Disability - Severe Sensory Impairment	721	0.51%
MIID	Mild Intellectual Disability	5364	3.81%
MOID	Moderate Intellectual Disability	1894	1.35%
OHI	Other Health Impairment	12212	8.68%
OI	Orhopedic Impairment	581	0.41%
PSD	Preschool Severe Delay	2009	1.43%
SID	Severe Intellectual Disability	403	0.29%
SLD	Specific Learning Disability	55684	39.58%
SLI	Speech Language Impairment	24065	17.10%
TBI	Traumatic Brain Injury	317	0.23%
VI	Visual Impairment	603	0.43%



Percentage



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

13
Labels



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

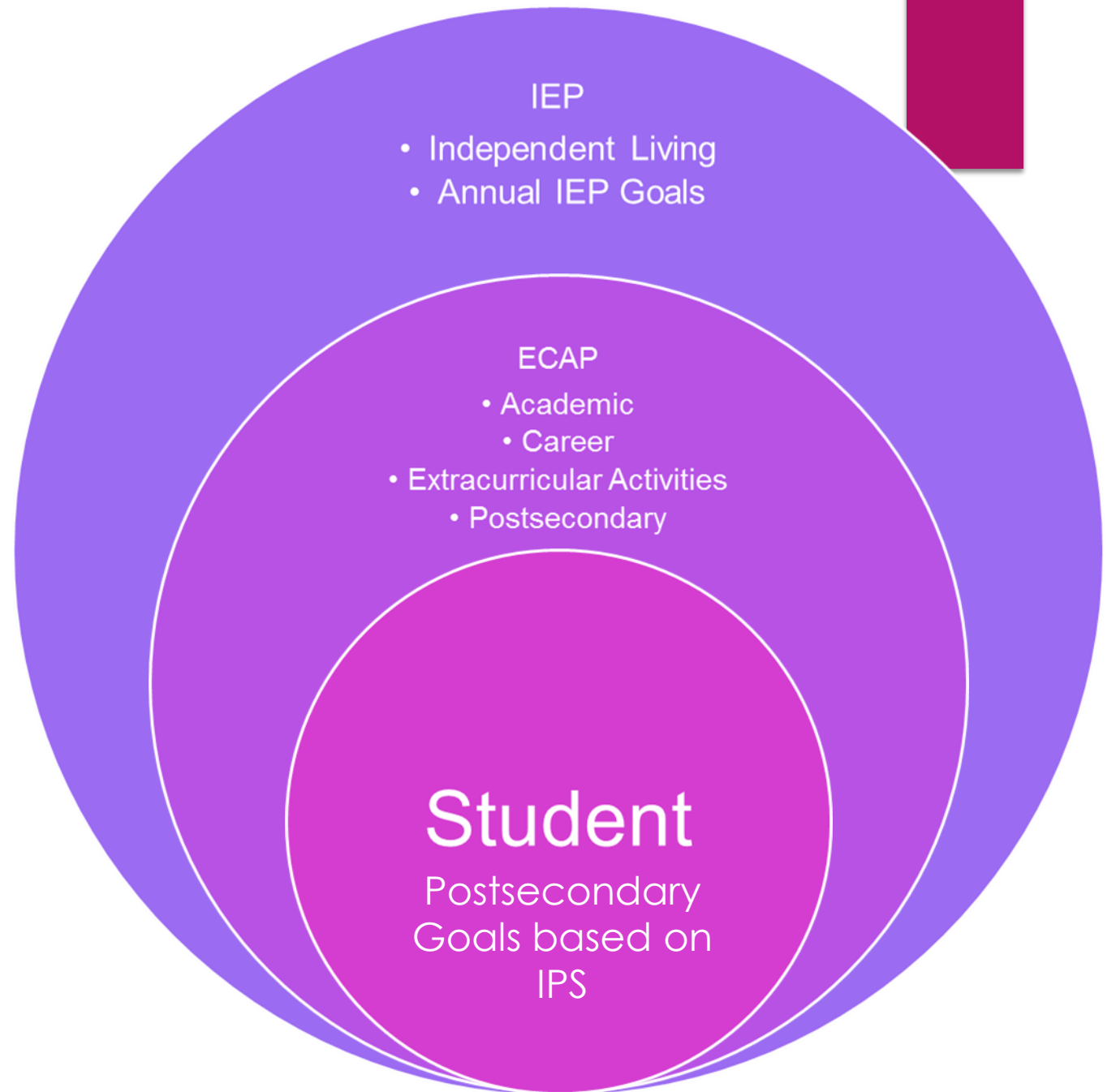
ECAP

- ▶ 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

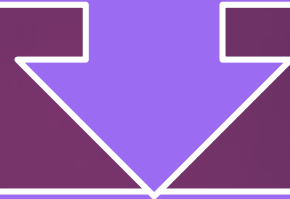


WHAT'S RIGHT FOR
ALL STUDENTS?

So, Are We Placing or Dumping?

Implement

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

How can this information be used on your campus?

- ▶ 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?

What is one thing you refuse to share?

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



If you could only eat one thing for the rest of your life, 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?

IF YOU THINK OF ANY
MORE QUESTIONS...

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