CTE AND SPECIAL EDUCATION: MAKING THE CONNECTION

2018 Indiana All CTE State Conference – AMP UP CTE!

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Office of Special Education

September 22, 2018
Agenda

- Why CTE Matters
- CTE Director Survey 2018
  - Results
- Article 7 Overview
- Hints/Questions for Consideration
- What’s Next?
Students with Individualized Education Programs who are enrolled in a concentration of CTE courses:

- Have fewer absences
- Are more likely to graduate on time
- Are more likely to be employed after graduation

Theobald, et al, 2017
Why CTE Matters So Much

• Research shows the important role Career and Technical Education plays for students with disabilities

• All major education laws now address preparation for students with disabilities for postsecondary employment and/or education/training
  • Every Student Succeeds Act (ESSA)
  • Individuals with Disabilities Education Act (IDEA)
  • Indiana Article 7
  • Carl D. Perkins Career and Technical Education Act
Recognizing better communication needs to take place between CTE and special education.

Realizing special education programs need to better understand the CTE program and program needs.

Looking at collaborative professional development and supports.

The IDOE/OSE and the Indiana Secondary Transition Resource Center are committed to building relationships with CTE centers.
To better understand the dynamics and logistics of CTE

Interested in the collaboration between CTE teachers and special education teachers

Wanted to see what current enrollment numbers and status looks like in CTE centers across Indiana
What we found out from the survey

- 7 Stand Alone Centers
- 14 Comprehensive Centers
- 22 Respondents (36%)
- Highest Enrollment by Program:
  - Culinary Arts
  - Building/Construction Trades
  - Automotive (some area)
- 17 out of 21 Centers Have On-Site Supports for Students with IEPs
- 17 Open Enrollment
  - 3 Slot System
  - 2 Alternative System
What we found out from the survey

9 of 21 Representative from the CTE center attends case conferences

11 of 21 Have regular communication with home school

19 of 21 CTE Centers feel accommodations are made regularly

19: Enrollment of Students w/IEPS (10%-40.6%) 3: said none

Prevalence of Students with IEPs Who Attend Programs (Ranked)

#1: Students with learning disabilities
#2: Students with mild cognitive disabilities
#3: Students with autism
#4: Students who have other health impairments
#5: Students with moderate/severe cognitive disabilities

@EducateIN

Indiana Department of Education
## Exit by Diploma Types

<table>
<thead>
<tr>
<th>Exiting Type</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Honors</td>
<td>268</td>
<td>3.3%</td>
</tr>
<tr>
<td>Academic/Technical Honors</td>
<td>46</td>
<td>0.6%</td>
</tr>
<tr>
<td>Certificate of Completion</td>
<td>1,336</td>
<td>16.5%</td>
</tr>
<tr>
<td>Core 40</td>
<td>3,591</td>
<td>44.3%</td>
</tr>
<tr>
<td>Course Completion</td>
<td>47</td>
<td>0.6%</td>
</tr>
<tr>
<td>General</td>
<td>2,717</td>
<td>33.5%</td>
</tr>
<tr>
<td>Technical</td>
<td>97</td>
<td>1.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8,102</strong></td>
<td></td>
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</table>

### 2016-2017

<table>
<thead>
<tr>
<th>Exiting Type</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Honors</td>
<td>309</td>
<td>3.8%</td>
</tr>
<tr>
<td>Academic/Technical Honors</td>
<td>52</td>
<td>0.6%</td>
</tr>
<tr>
<td>Certificate of Completion</td>
<td>1,348</td>
<td>16.4%</td>
</tr>
<tr>
<td>Core 40</td>
<td>3,658</td>
<td>44.6%</td>
</tr>
<tr>
<td>Course Completion</td>
<td>46</td>
<td>0.6%</td>
</tr>
<tr>
<td>General</td>
<td>2,693</td>
<td>32.8%</td>
</tr>
<tr>
<td>IB</td>
<td>4</td>
<td>0.0%</td>
</tr>
<tr>
<td>Technical Honors</td>
<td>97</td>
<td>1.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8,207</strong></td>
<td></td>
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</table>

Graduation Rate: 73.1%  
Dropout Rate: 3.2%

Graduation Rate: 71.7%  
Dropout Rate: 4.9%
IDOE Office of Special Education

Vision

All students, including those with disabilities, are held to high expectations and have equitable access to educational opportunities that enrich their lives and prepare them for future success.
Special Education Defined

...Specially designed instruction, at no cost to the parent, designed to meet the unique needs of a student eligible for special education and related services.

<table>
<thead>
<tr>
<th>Specially Designed Instruction: Adapting, as appropriate to the needs of a student who is eligible for special education, the content, methodology, or delivery of instruction to:</th>
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<tbody>
<tr>
<td>Address the unique needs of the student that result from the student’s disability</td>
<td>Ensure students access to the general curriculum so that students can meet educational standards</td>
</tr>
</tbody>
</table>
Article 7 (511 IAC 7):

Is the part of the Indiana Administrative Code (IAC) that contains Indiana’s special education rules. These rules have been adopted by the State Board of Education in order to implement the requirements of the Federal Individuals with Disabilities Education Act (IDEA).

Free and Appropriate Public Education (FAPE):

Includes special education and related services that are provided at public expense, and in accordance with an IEP.
Individualized Education Program (IEP):

The written plan that describes how the student will participate in the general education curriculum (if appropriate) and identifies the special education and related services the school will provide to the student.
(b) An IEP must be implemented as it is written.

(c) The student's teacher of record must do the following:
   1. Monitor the implementation of the student's IEP.
   2. Ensure that each of the student's teachers, related service providers, paraprofessionals, and any other service providers, who are responsible for implementing the student's IEP:
      A. have access to a copy of the IEP;
      B. are informed of their specific responsibilities related to implementing the IEP; and
      C. are informed of the specific accommodations, modifications, and supports that must be provided for the student in accordance with the student's IEP.
   3. Ensure that the CCC is informed of any modifications made to the student's IEP in accordance with section 9(e)(2) and 9(g) of this rule.
   4. Be responsible for all other activities identified in 511 IAC 7-32-97.
IEP Review
IEP Review

Student: Pilot Stovall

Date of Birth: 10/05/1995

Case Manager: Alisa Tor

IEP Proposed Initiation Date: 11/20/2013

Age: 18  Current Grade: 10

Primary Disability: Emotional Disability

School: Test School

School Year: 2016

STN: 000039

Date of Report: 02/10/2017

Individualized Education Program
Behavioral Concerns

Behaviors of Concern: Jace becomes extremely anxious in the school setting, the triggers are still unpredictable, however Jace is beginning to recognize when the anxiety starts. He will pace, talk to himself, however, it can quickly escalate to tipping over furniture, pounding on tables, throwing objects, clearing off desks. While none of this behavior is directed at any person and Jace appears to be self-focused, once he is in an anxious state, if staff give him a directive he responds with verbal aggression (screams back at them) before withdrawing. There is low level anxiety on a daily basis (isolating himself, pacing, talking to himself). The escalated incidents have occurred once every two weeks in the school setting. The low level anxiety incidents remove Jace from instruction and disrupt his educational process. The escalated incidents result in Jace being away from his classes and instruction for 1-2 days depending upon the intensity of the incident.

Functions of Behavior: Jace's behaviors when anxious create an opportunity for escape and avoidance of the immediate situation, peer or staff interactions. Functional Behavioral Assessment supportive documentation: Student interview- Social/Emotional assessment data- Parent Checklist data- Observation Notes- Classroom 1 Observation Notes- Classroom 2

Positive Strategies/Instructional Experiences:
- Intervene early to avoid escalation
- Provide opportunities for calming activities
- Provide opportunities to remove himself to the ED classroom, TOR, or significant staff member (previously identified by student)
- Teach and model use of positive self-statements
- Provide behavioral counseling with district Mental Health counselor to focus on identifying triggers to anxiety. Create supportive crisis intervention plan

Pilot Stovall
IEP Review

**Accommodations:**

- **Accommodations for Science**
  - Setting and Environment: Student is allowed to use headphones to block out distractions - no music, headphones are sound dampening only
  - Presentation Format: Student provided access to a talking/screen reading device (can NOT be used for reading comprehension portion of test)

**Description of additional accommodations that will be provided:**

(Goal 2)

Jace will have an academic planner available for each quarter of the school year.
CTE and special education directors should sit together to discuss questions and ask for clarification wherever needed.

CTE – CTE
Share What is Working

Special education – Special education
Share What is Working
• Communicate About the Student
  • Enrollment - it is about considering students as individuals and being intentional in planning and implementing supports.

• Can/Should CTE staff be invited to the CCC meeting at the sending school?
  • Yes, for already enrolled students, the CTE staff can offer valuable Present Level Of Performance information.
  • For students considering enrolling, CTE staff can help determine which CTE offerings are a good fit for the student.
  • CTE staff may have additional accommodations / modification concerns for consideration.
    • Considerations may include whether any additional assistive technology/physical environment supports are needed to support student in the CTE course.
Tips on Classroom Management

• Posting daily schedules
• Displaying classroom rules and expectations
• Encouraging peer-to-peer instruction and leadership
• Using signals to quiet down, start working, and putting away materials
• Giving students folders, labels, and containers to organize supplies

Helpful Hints

• Checking in with students while they work
• Utilizing proactive rather than reactive interventions as needed
• Speaking to students privately about any concerns
• Employing specific targeted positive reinforcement when a student meets a behavioral or academic goal
• Is it fair to ask the sending school not to write in the IEP that a student will be attending a particular CTE course where:
  • the assignments have not been made; and
  • there are more students interested and many (perhaps including this student) will not get in – assuming equal opportunity for getting in?

• Yes it is fair. The Transition IEP may have a transition service/activity that the student apply to a particular program, take a tour, meet with the instructor, etc. If admission cannot be guaranteed, the CCC should not write in IEP that the student will participate in a particular course.
### Future - Questions

As we have been talking about strengthening the relationship between CTE and Sped some questions that have arisen that require consideration:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>Can a student be restricted in participation if he/she does not demonstrate mastery safety standards?</td>
<td>(Example: A student whose medical issues cause shaky hands being restricted from welding equipment)</td>
</tr>
<tr>
<td>What if the CTE certification exams have non-modification/non-accommodation rules?</td>
<td></td>
</tr>
<tr>
<td>What is the difference between an accommodation in a course/program and a modification of a course/program?</td>
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</tbody>
</table>
### Future - Questions

<table>
<thead>
<tr>
<th>Question</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Who makes the final decision regarding the placement of a student?</td>
<td>What are we to do with students who cannot pass certification modules?</td>
<td>If a student is on a Certificate of Completion course of study, how do the applied units fit in?</td>
</tr>
</tbody>
</table>
What’s Next?

How can the Department support you?
Thank You
Feel Free to Contact Us

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