

# 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



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*Working Together for Student Success*

# Agenda

- Why CTE Matters
- CTE Director Survey 2018
  - Results
- Article 7 Overview
- Hints/Questions for Consideration
- What's Next?



# Why CTE Matters So Much

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



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# 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



# Building Relationships

**The IDOE/OSE and the Indiana Secondary Transition Resource Center are committed to building relationships with CTE centers**

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



# 2018 CTE Directors Survey

To better understand  
the dynamics and  
logistics of CTE



Wanted to see what  
current enrollment  
numbers and status  
looks like in CTE  
centers across Indiana

Interested in the  
collaboration between  
CTE teachers and  
special education  
teachers



# What we found out from the survey

7 Stand Alone Centers

14 Comprehensive Centers

22 Respondents (36%)

- 17 Open Enrollment
- 3 Slot System
- 2 Alternative System

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



# 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



# Exit by Diploma Types

Graduation Rate: 73.1%

Dropout Rate: 3.2%

2015-2016

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

Graduation Rate: 71.7%

Dropout Rate: 4.9%

2016-2017

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



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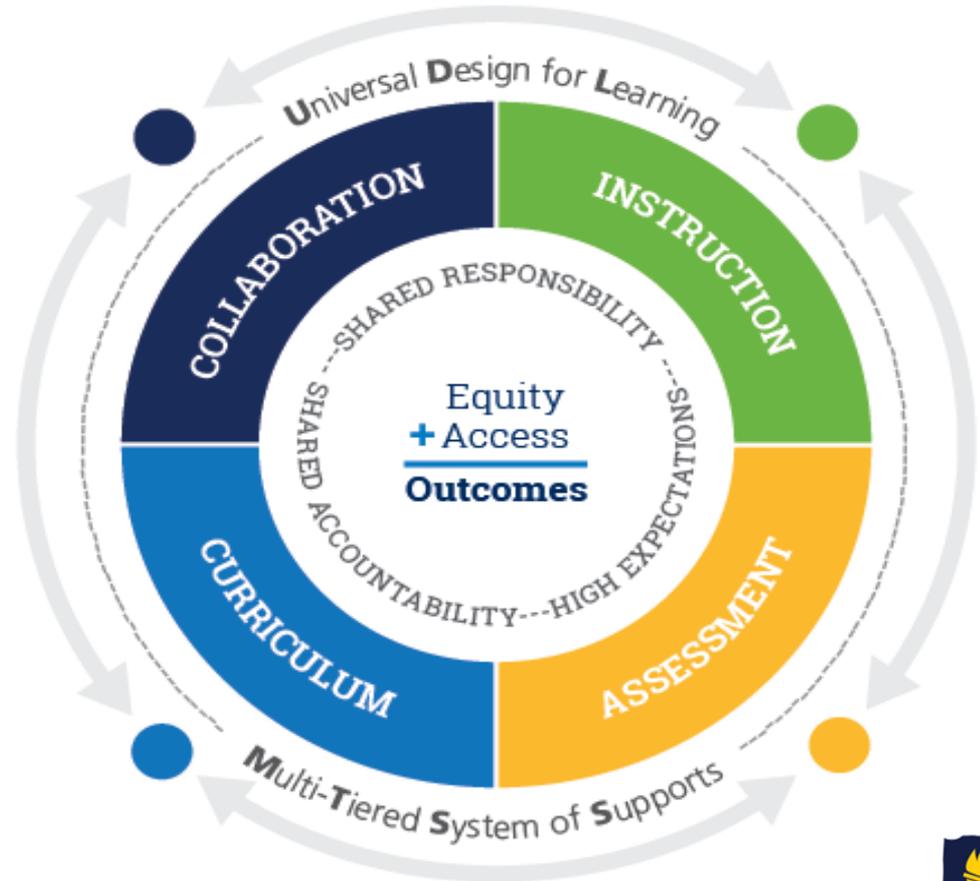
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EVERY STUDENT SUCCEEDS

# *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.*



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# 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.

## **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:**

**Address the unique needs of the student that result from the student's disability**

**Ensure students access to the general curriculum so that students can meet educational standards**



# Key Terms

## **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.*



# Key Terms

## **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.*



# IEP Implementation

## 511 IAC 7-42-8

(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

Indiana IEP Training School Corporation  
 IEP at a Glance

Date of Report: 02/02/2019  
 Individualized Education Program

Student: Pilot School  
 STN: 00009

Date of Birth: 10/05/1995  
 Age: 19  
 Current Grade: 10  
 Gender: M  
 Case Manager: Alisa For IEP  
 Primary Disability: Emotional/Behavioral  
 School: Test School  
 School Year: 2018  
 IEP Prepared/Initiation Date: 11/20/2018

**Transition Services and Activities:**

Description	Frequency	By Whom	Date of Completion	To Support (if select)
-------------	-----------	---------	--------------------	------------------------

Student office campus internship  
 4 per month  
 Career Pathways teacher, career mentor, and TOR  
 11/19/2019  
 Employment Skills Education Training 5

**Notes:**  
 Pilot will have an opportunity to spend one day a week (for four weeks) with a sports psychologist in the area to learn more about the field. He will be required to complete a presentation on his internship to faculty and students in the interim program.

employment counseling  
 1 per year (services only)  
 counselor  
 11/19/2019  
 Employment Skills Education Training 5

**Notes:**  
 complete career inventory and discuss results with general education teacher, teacher of record and parents.

**Special Education Services:**

Description	Proposed Initiation (Date)	Frequency	Length (Time)	Duration (Annual Review Date)	Location	To Support
-------------	----------------------------	-----------	---------------	-------------------------------	----------	------------

Individual Support  
 11/19/2018  
 1 per day  
 35 minutes  
 11/19/2019  
 General Education Setting  
 Education Training 5

**Notes:**  
 Small group re-teach of content covered during class instruction. This is during the last 35 minutes of the block per day.

Direct Services  
 11/19/2012  
 12 per month  
 40 minutes  
 11/19/2013  
 Special Education Setting  
 Employment Skills Education Training 5

**Notes:**  
 The organizational skills instruction will occur during the bi-monthly all school Archer Advisory periods. Social skills strategies that were learned last year will be monitored and any skill maintenance instruction will be part of this time period as well.

**Positive Strategies/Instructional Experiences:**

Intensive early and 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 School 1 Pg

Direct Services  
 11/19/2014  
 1 per day  
 40 minutes  
 11/19/2013  
 Special Education Setting  
 Employment Skills Education Training 5

**Notes:**  
 Pilot will receive instruction in specific verbal cues to use for acknowledging he has heard a request, and also a task ending routine. These skills will be practiced and generalized to settings around the school.

Individual Support  
 11/20/2018  
 1 per day  
 40 minutes  
 11/19/2014

**Notes:**  
 Pilot will learn to work with no more than one missed deadline per week.

Direct Services  
 11/19/2012  
 5 per week  
 40 minutes  
 11/19/2013  
 Special Education Setting  
 Employment Skills Education Training 5

**Notes:**  
 Direct instruction in learning coping/relaxation techniques.

**Related Services:**

Description	Proposed Initiation (Date)	Frequency	Length (Time)	Duration (Annual Review Date)	Location	To Support
-------------	----------------------------	-----------	---------------	-------------------------------	----------	------------

Counseling services  
 11/19/2012  
 2 per week  
 40 minutes  
 11/19/2013  
 Special Education Setting  
 Employment Skills Education Training 5

**Notes:**  
 Pilot will work with the district Mental Health Therapist with a focus on identifying anxiety triggers.

**Behavioral Concerns:**

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

**Functions of Behavior:** Pilot's behavior 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 | Observation Notes - Classroom

**Goal Title:** Copying/Calling Strategies  
**Present Level:** Pilot becomes extremely anxious in the school setting, the triggers are still unpredictable, however Pilot is beginning to recognize when the anxiety starts. He will plan, talk to himself, however, it can quickly escalate to leaving his furniture, throwing on tables/traveling objects, clearing off desks. While none of this behavior is directed at any person, Pilot appears to be self-focused. There is low level anxiety on a daily basis (restless/fidgeting, pacing, talking to himself). The escalated incidents have occurred once every 3-4 weeks in the school setting. They are more often subtle or avoidant.

**Goal Statement:** When in the school setting, Pilot will identify when he is becoming anxious/overwhelmed and use a learned coping strategy with no more than two redirections from staff.

**Progress Monitoring Design:** Single Rubric  
**Method:** Instrumentation for Measuring Progress: Student-Maintained Checklist  
**Standards:** (E)manually Aligned to Goal:  
 - Demonstrates self-awareness and respect  
 - Expresses a variety of emotions appropriate in context and intensity

**Goal Title:** Organizational Skills: Description 5  
**Present Level:** Pilot currently has no effective organizational strategies for managing daily work. Papers and materials are often misplaced, though assignments are completed. He has not been turned in and she has lost papers for his 8 out grades. It is a two week period. Pilot did not turn in completed homework 7 days. Each time the finished work was later found in his book bag or locker.  
**Need:** Pilot needs to organize his daily materials to be able to turn work that has been completed.  
**Goal Statement:** By the next annual case review, using a planner to track weekly homework assignments in English, social studies or math. Pilot will learn to work with no more than one missed deadline per week.  
**Progress Monitoring Design:** Single Rubric  
**Method:** Instrumentation for Measuring Progress: Review of recorded homework assignment entries in teacher grade book  
**Standards:** (E)manually Aligned to Goal:  
 - Demonstrates organization: plans, arranges and implements in an orderly way.  
 - Participates in opportunities to learn.

Pilot School 2 Page 2

Direct Services  
 11/19/2012  
 5 per week  
 40 minutes  
 11/19/2013  
 Special Education Setting  
 Employment Skills Education Training 5

**Notes:**  
 Direct instruction in learning coping/relaxation techniques.

Individual Support  
 11/20/2018  
 1 per day  
 40 minutes  
 11/19/2014

**Notes:**  
 Pilot will learn to work with no more than one missed deadline per week.

Direct Services  
 11/19/2012  
 5 per week  
 40 minutes  
 11/19/2013  
 Special Education Setting  
 Employment Skills Education Training 5

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Counseling services  
 11/19/2012  
 2 per week  
 40 minutes  
 11/19/2013  
 Special Education Setting  
 Employment Skills Education Training 5

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Pilot School 3 Page 3

Direct Services  
 11/19/2012  
 5 per week  
 40 minutes  
 11/19/2013  
 Special Education Setting  
 Employment Skills Education Training 5

**Notes:**  
 Direct instruction in learning coping/relaxation techniques.

Individual Support  
 11/20/2018  
 1 per day  
 40 minutes  
 11/19/2014

**Notes:**  
 Pilot will learn to work with no more than one missed deadline per week.

Direct Services  
 11/19/2012  
 5 per week  
 40 minutes  
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Pilot School 4 Page 4

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 40 minutes  
 11/19/2013  
 Special Education Setting  
 Employment Skills Education Training 5

**Notes:**  
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Individual Support  
 11/20/2018  
 1 per day  
 40 minutes  
 11/19/2014

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Pilot School 5 Page 5



# IEP Review

Indiana IEP Training School  
Corporation



## IEP at a Glance

Date of Report: 02/10/2017  
Individualized Education Program

**Student:** Pilot Stovall

**STN:** 000039

**Date of Birth:** 10/05/1995

**Age:** 18

**Current Grade:** 10

**Gender:** M

**Case Manager:** Alisa Tor

**Primary Disability:** Emotional Disability

**IEP Proposed Initiation Date:**  
11/20/2013

**School:** Test School

**School Year:** 2016

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# IEP Review

## 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



# 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.

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# Communication

Director of  
Special Education  
&  
Director of CTE

Case  
Conference  
Committee

Teacher(s)  
&  
Teacher of Record

Special  
education  
– Special  
education  
Share  
What is  
Working

CTE – CTE  
Share What  
is Working

CTE and special education directors should sit together to discuss questions and ask for clarification wherever needed.



# Helpful Hints

- 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.



# Helpful Hints

## 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
- 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



# Helpful Hints

- 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.

**COMMUNICATION OF PROCEDURES IS PARAMOUNT**



# Future - Questions

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

Can a student be restricted in participation if he/she does not demonstrate mastery safety standards?

(Example: A student whose medical issues cause shaky hands being restricted from welding equipment)

What if the CTE certification exams have non-modification/non-accommodation rules?

What is the difference between an accommodation in a course/program and a modification of a course/program?



# Future - Questions

Who makes the final decision regarding the placement of a student?

What are we to do with students who cannot pass certification modules?

If a student is on a Certificate of Completion course of study, how do the applied units fit in?



# What's Next?

How can the  
Department  
support you?



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# Thank You

## Feel Free to Contact Us

Joni Schmalzried



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Nancy Zemaitis



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