

[Kahoot Link](#)



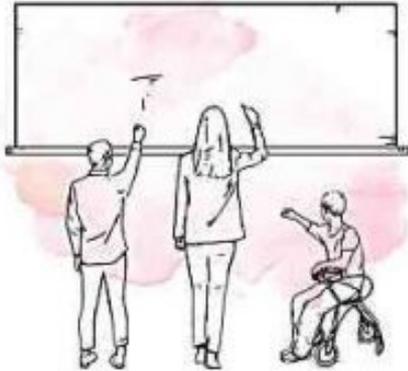
OF COURSE HE HAD A MELTDOWN!

YOU'RE NOT FOLLOWING THE IEP!

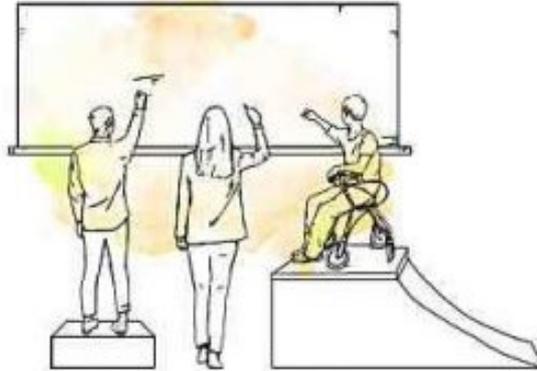
FBI/Autism Odysseys

Tips and Tools for Working with Students with Disabilities in a CTAE Classroom

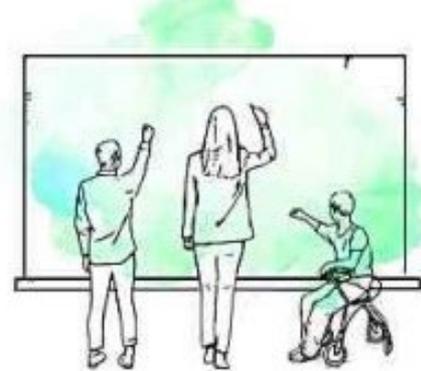
Equality



Accommodation



Accessibility



How does a student qualify for Special Education?

- ❖ A student is not developing at the same rate as other children or a student is experiencing unusual or prolonged difficulties with the general education curriculum and instruction.
- ❖ The student is evaluated using a variety of assessment tools.
- ❖ Based on the results, the determination is made whether the child meets the federal definition of a child with a disability.

Link to the GA DOE Special Education Services and Supports page:

<http://tiny.cc/hmd47y>

There are 12 eligibility categories:

- ❖ Autism
- ❖ Deaf / Hard of Hearing (DHH)
- ❖ Deafblind (DB)
- ❖ Emotional & Behavioral Disorder (EBD)
- ❖ Intellectual Disabilities (Mild, Moderate, Severe, Profound)
- ❖ Other Health Impaired (OHI)
- ❖ Orthopedically Impaired (OI)
- ❖ Significant Developmental Delay (SDD)
- ❖ Specific Learning Disabled (SLD)
- ❖ Speech Language Impairment (SL)
- ❖ Traumatic Brain Injury (TBI)
- ❖ Visual Impairment & Blindness

After assessment and identification, then what?

- ❖ Students with a special education eligibility are to be provided a free & appropriate education in the least restrictive environment.
- ❖ Students will have an Individualized Education Program (IEP) that is reviewed annually and contains a WEALTH of information:
 - *Present Levels of Performance
 - *Accommodations
 - *Annual Goals and Objectives
 - *Transition Services
 - *Student Supports
 - *Related Services
- ❖ YOU the CTAE instructor is an integral member of the IEP Team



Common disabilities

- ❖ Other Health Impairment
- ❖ Specific Learning Disabilities
- ❖ Autism
- ❖ Emotional Behavior Disorders
- ❖ Intellectually Disabled
- ❖ Deaf or Hard of Hearing

Struggles students may face

- Processing Sounds and information appropriately
- Memory, Planning & Organizing work
- Completing multi-step tasks
- Group work, Social interactions
- Understanding inferences
- Processing language – reading comprehension/fluency
- Math calculations/Math Reasoning
- Interacting with peers
- Hearing auditory information
- Communication

Activity	Particular Student Characteristics	Barriers For This Particular Student
Lecture and note-taking	Limited attention span; difficulty assimilating basic information Difficulty with fine motor	Lecture is fast paces and does not always clearly identify major points; Note taking requires sophisticated paper/pencil skills
Cooperative learning groups	Inconsistent communication skills	Sharing of ideas quickly; augmentative communication system is not easily nor quickly adaptable and does not always have vocabulary related to the topic; social interaction skills
Research	Non-reader; taking whole to part	Research information is primarily in print; important information is not always clearly identified; Breaking information down from whole to part
Practice activities and homework	Requires assistive technology/Support to participate in activities and complete work	Assistive technology/Support needed may not be available at home
Culminating projects	Difficulty with fine motor Inconsistent communication skills	Project requires written information Project must be presented to class

Why CTE for SWDs?

Increased **postsecondary education engagement**, even when taking remedial academic (ES = .47 to .53)

2.6 percentage point **lower dropout rate**

Increased **attendance**

20% more likely to be employed after graduation

Supports high-quality **individualized education program transition plan development**

Increased community participation

Source: Adams, 2016; Hehir, Dougherty, & Grindal, 2013; Theobald, Goldhaber, Gratz, & Holden, 2018; Wagner et al., 1993, 2015, 2017; Wagner, 1991.

Where are the SWD in the CTAE courses?

- ❖ Agriculture—794
- ❖ Architecture/Construction---554
- ❖ Arts/AV Tech. & Communication—205
- ❖ Business Management & Administration—245
- ❖ Education and Training—108
- ❖ Energy—96
- ❖ Finance—139
- ❖ Government & Public Admin.—249
- ❖ Health Science—791
- ❖ Human Services—334
- ❖ Hospitality & Tourism—148
- ❖ IT—432
- ❖ Law/Public Safety—471
- ❖ Manufacturing—192
- ❖ Marketing—143
- ❖ STEM—155
- ❖ Transportation, Distribution & Logistics—382

As reported in May 2019 by the statewide Cumulative Performance Review for CTI coordinators

Instructional strategies in a CTAE classroom

Differentiated Instruction:

is tailoring instruction to meet Individual Student Needs.

SO QUIET AND WELL BEHAVED!

I TOLD THEM THE GLUE STICKS WERE LIP BALM.



- ❖ Group Students with Similar Learning Styles
- ❖ Choice Boards
- ❖ Chunking
- ❖ Graphic Organizers
- ❖ Hands on work
- ❖ Songs/Skits/Dance
- ❖ Visualization
- ❖ Art/Video
- ❖ Modeling
- ❖ Verbal Presentations over Powerpoint Presentations
- ❖ Role Play
- ❖ Student Portfolios
- ❖ Learning Contracts
- ❖ Student-Led Classroom
- ❖ Create Learning Stations

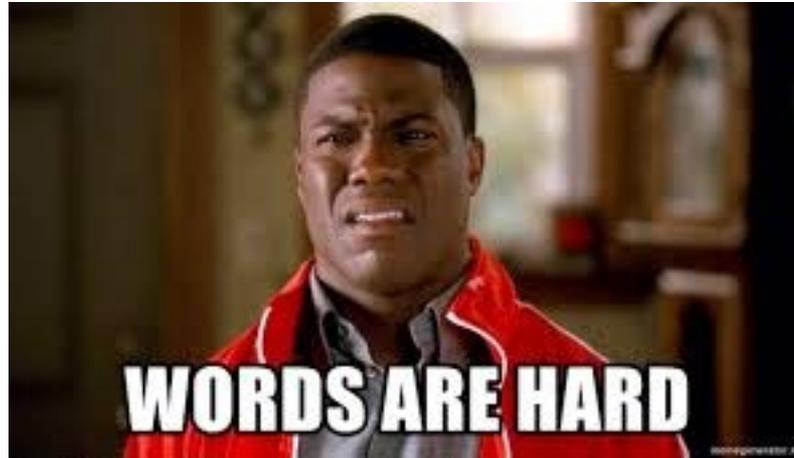


Teaching strategies

Rewordify.com

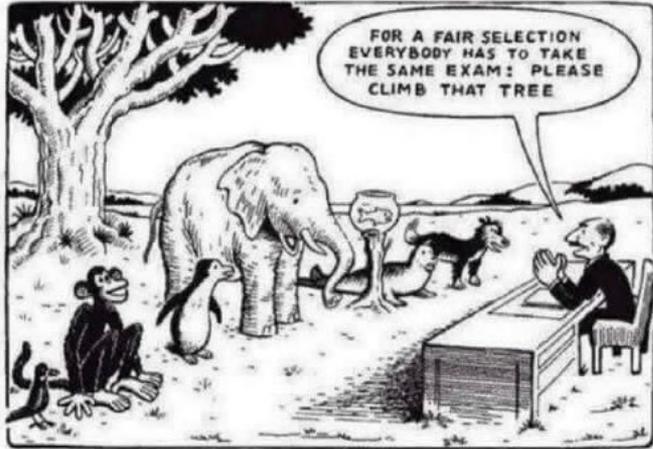
This site will convert and simplify difficult English words/text into an easy to understand format. It shows the original text to the simplified version. This is a great way to build vocabulary. Additional reinforcement activities are provided. Documents can be saved online for access later. And...this site is FREE.

<https://rewordify.com/index.php>



Formative Assessments:

Evaluate how students are learning the material throughout the lesson.



Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein

- ❖ Venn Diagram
- ❖ Entry and Exit Slips
- ❖ Traffic Lights
- ❖ Think-Pair-Share
- ❖ Clickers (Poll Anywhere, Kahoot)
- ❖ Hands on--Project-based
- ❖ Tiered Lessons
- ❖ Cooperative Learning
- ❖ Self-Assessment
- ❖ Four Corners
- ❖ Metacognition Sheets
- ❖ One Minute Papers
- ❖ Chunking
- ❖ Check off Skills Assessments

QUESTIONS?



ANYONE? ANYONE?

Online Resources--Where to go for ideas, help, etc.

Specific Learning Disability

http://www.ascd.org/publications/curriculum_handbook/413/chapters/Instructing_Students_With_High-Incidence_Disabilities_in_the_General_Education_Classroom.aspx

<https://www.adcet.edu.au/inclusive-teaching/specific-disabilities/specific-learning-disability/>

ADHD

<http://www.ldonline.org/article/5911/>

https://childdevelopmentinfo.com/learning/learning_disabilities/teacher/#.XP_A2VxKhPY

Emotional Behavior Disorder

<https://education.cu-portland.edu/blog/classroom-resources/5-tips-for-handling-ebd-kids-emotional-behavior-disorder-in-an-inclusive-classroom/>

<https://www.sess.ie/categories/emotional-disturbance-andor-behavioural-problems/conduct-disorder/tips-learning-and-teach>

https://do2learn.com/disabilities/CharacteristicsAndStrategies/EmotionalDisturbance_Strategies.html

Online Resources cont'd.

Autism

https://www.researchgate.net/publication/238722156_Individualized_Educational_Support_Strategies_for_Students_with_Autism_in_Inclusive_Classroom_Settings_Effective_Practices_Brief

<https://www.scholastic.com/teachers/articles/teaching-content/teaching-students-autism-spectrum-disorder/>

Intellectual Disabilities

<https://www.mentalhelp.net/articles/effective-teaching-methods-for-people-with-intellectual-disabilities/>

<https://ttaonline.org/instructional-strategies-students-with-cognitive-disabilities>

Formative Assessments and Interventions

<https://www.rti4success.org/>

Differentiated Instruction

<https://iris.peabody.vanderbilt.edu/module/di/>

Online Resources cont'd.

Metro RESA: http://www.ciclt.net/sn/lib/l_list.aspx?ClientCode=mresa&LC_Code=special

<https://www.apple.com/healthcare/>

Differentiation Central: <http://differentiationcentral.com/model/>

CAST: www.cast.org

