



PIPELine to Career Success for Students with Disabilities

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“I skate to where the puck is going to be,
not to where it has been.”

Wayne Gretzky

Today's Goals

- Major Challenges in Supporting Students with Disabilities in CTE
- Update on Strategies to Address these Challenges
- Review the PIPELINE to Career Success for SWD initiative.



**Wah wa-wah wa-wah wah wah wah wa-wah wa-wa wah wah
wah wah wa-wah wa-wah wah wa-wah wa-wah wah wa-wah wa-
wah wah wa-wah wa-wah wah wa wah wa-wah wah wa wah ...**



**Psst ...
so are you
getting any
of this?**

Major challenges for SWD

__may lack the pre-requisite academic skills to succeed in CTE courses

__may exhibit distracting or inappropriate behaviors

__may lack sufficient interest in the course (or motivation in general)

__students and their parents may have unrealistic expectations (or are unaware of the demands of CTE courses)

Counselors and Teachers

- __ “misdirecting” students with disabilities (either into or away from) CTE courses**
- __ not adequately informed that a student has a disability and needs accommodations**
- __ do not receive sufficient supports/ resources/time to provide effective instruction to youth with special needs.**
- __ may have misperceptions of various disabilities**

Continued...

__ may feel uncomfortable or unsure of how to provide effective and appropriate learning accommodations or instructional modifications

__ may be reluctant to take on students who may be able to achieve some, but not all of the course competencies

__ may not believe it is appropriate to “customize” course expectations for students (in other words, all students are expected to master all of the certification requirements)

DOE Activities since May 2017

DACCTE Meeting

- Developed and Delivered (via DSEA) two new courses for CTE teachers and colleagues
- Conceptualized new capacity-building initiative called *PIPELINE to Career Success for Students with Disabilities*
- Leveraged our resources from the National Technical Assistance Center on Transition to evaluate our efforts



Supporting Diverse Learners, including Students with Disabilities,
in Career and Technical Education Coursework:
Course 1: Getting to Know these Students

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With **Dale Matusевич, DE Department of Education** and other guests



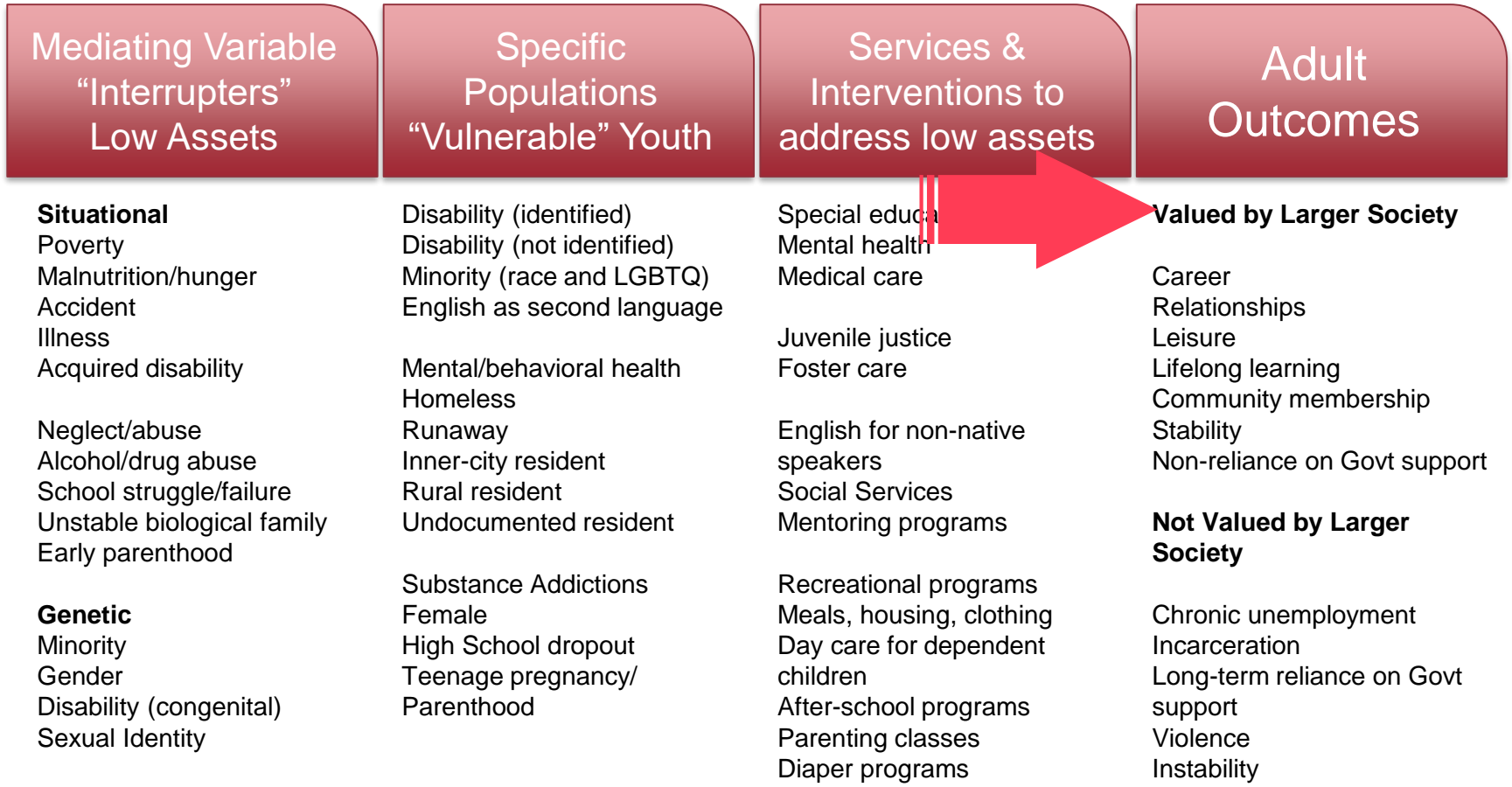
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CTE, General Education, and Special Education: A shared mission

To know our Diverse Learners, including those with Disabilities. How can we serve them through a Career Development Framework Kindergarten-Adulthood?



neurological development





What we
are required
to teach

Diverse
Learners

PONDER THIS....

What are some things we may be doing in our schools that can inadvertently make it difficult for “at-risk” youth to be successful?



Positive Personal Profile



Ability: Skills and Knowledge



- ✓ Academic
- ✓ Manual/Physical
- ✓ Artistic
- ✓ Technical
- ✓ Logical
- ✓ Mechanical
- ✓ People
- ✓ Organizing
- ✓ Daily living
- ✓ Transferable skills
- ✓ Other?



Supporting Diverse Learners, including Students with Disabilities, in Career and Technical Education Coursework: Course 2: Creating a “Universal Design for Learning” Classroom

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Topics

- The basics of universal design for learning: Incorporating **effective accommodations and appropriate modifications** in our classroom instruction and assessment, so that all students achieve to their greatest potential.
- Creative collaboration and **strategies for effective cross-disciplinary co-teaching; and partnerships** with other workforce development professionals, the business community, and families. What each partner brings to the table, and how to “crowd-source” the considerable talents and resources we have.

Student Inventory



Things that stick in our minds...

Tend to be those that “were experienced in a state of emotional excitement. This is because excitement, by definition, is brought about by a surge of specific neuro-transmitters that increase the firing rate of neurons in certain parts of the brain.”

Lots of implications for educators and others working with children and youth!



Universal Design for Learning (UDL)

The design of instructional materials and activities that **allow the learning goals to be achieved by learners with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember.**

The greater the flexibility built into the materials, the greater the number of learners who can be reached with a single curriculum.

Customized learner supports are built into UDL!

- **Provide alternatives for learners with disparities and abilities and backgrounds**
- By using UDL principles, curriculum developers can create classroom tools that are successful for learners who have disabilities, or have no identified disabilities, or who have extraordinary abilities.
- **UDL does not mean that the instructional materials and activities accommodate the learners by lowering the standards.***
- UDL does not mean dumbing down the curriculum

*Stay tuned for more on “modifications”

Universal Design for Learning (UDL)

- Center for Applied Special Technology (CAST) came up with a framework:
- Multiple means of....
- Engagement
- Representation
- Action and Expression

www.cast.org



**It makes perfect sense for
CTE and special education
teachers to collaborate.**

PIPELINE to Career Success Support for SWD

- GOAL: Increase the enrollment, matriculation, graduation, and transition to postsecondary education and competitive employment of SWD through CTE.
- Collaborative Effort
- Program Model
- Timeline
 - January, 2018 – Proposal & Concept
 - January - March, 2018 – Pilot School Identification
 - January - May, 2018 – Product & Tool Development
 - School Year 2018-19 – Pilot Implementation & Evaluation



Questions & Feedback



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