

HIRE ME SC

**A Guide for Educators
How to Include Students with Disabilities in Career and
Technology Education (CTE)**

In collaboration with:



I. Getting Started

- ❖ The Special Education directors initiated the idea of CTE/SPED collaboration. A meeting between the two district special education directors and the CTE center director was scheduled to discuss the success of students with disabilities in CTE programs. Data collected from past programming was reviewed and three areas of improvement were identified so students with disabilities could have success in a CTE program. These three areas were:
 - Students needed early access to programming.
 - Onsite special education staff could be used more effectively.
 - CTE staff needed to be better trained in implementing accommodations and modifications.
- ❖ Two subsequent planning meetings included CTE special education teachers, the transition coordinator, curriculum specialists, and SPED and CTE directors. At these meetings, they:
 - Created a plan to offer SC Credential Employability Ed courses to give SC High School Credential 9th graders with disabilities early access to the career center. (Only 10th through 12th-grade students are allowed to enroll in CTE programs).
 - Planned trainings for CTE teachers.
 - Determined how student recommendations would be made.
 - Identified how student success would be tracked.
 - Formulated a plan for early intervention for students with conduct and attendance concerns.

I. Training for CTE and SPED teachers

- ❖ Staff training is critical to student success. The list below is just a sampling of the training that has proven successful for CTE and SPED teachers.
- ❖ Training to CTE teachers included:
 - BIP implementation at the CTE center.
 - How to implement accommodations and modifications.
 - How to work with support agencies such as SC Vocational Rehabilitation.
- ❖ Training to SPED teachers included:
 - CTE course competencies and sequencing.
 - Safety and Hazard trainings.
 - Industry Credential trainings.
 - [Marilyn Friend co-teaching method](#) (this may be beneficial to CTE teachers as well).

SPED teacher's role in CTE classes

- ❖ Help CTE instructors to implement accommodations and modifications
- ❖ Attend all IEP meetings as the CTE representative
- ❖ Co-Teach safety exams and certain classroom competencies
- ❖ Attend weekly grade, attendance, and behavior meetings for SPED students
- ❖ Collaborate with the Co-Op coordinator to place students in work experiences
- ❖ Collaborate with Vocational Rehabilitation

II. Sample of Accommodations Provided

Note: While this list is not extensive of all the accommodations that could be provided, it is a sampling of the accommodations that Swofford Career Center provides to students with disabilities. Keep in mind that students with disabilities are unique and an accommodation that worked for one student may not be appropriate for another.

- ❖ Extended time for assignments and assessments
- ❖ Oral administration
- ❖ Use of a calculator
- ❖ Preferential seating
- ❖ Physical accommodations and modifications that alter height requirements (e.g., culinary arts prep table), weight requirements (e.g., 50 lb. weight requirements for the protective services), etc.
- ❖ Assistive technology use
- ❖ Peer assistant
- ❖ Copy of teacher notes
- ❖ Small group testing
- ❖ Individual testing
- ❖ Frequent breaks
- ❖ Speech to text

III. Overcoming barriers for the inclusion of students with disabilities (attendance, behavior, basic academic skills)

- Mandatory attendance meetings are held when a student reaches 5 unexcused absences in a semester. Barriers to attendance are identified and an attendance intervention plan is formulated during this meeting. It is signed by the student, parent, and school staff.
- CTE staff are trained in implementing behavior intervention plans.
- Behavior contracts are utilized for students with a significant number of behavior incidents which means students aren't automatically turned away from programs if they have infractions.

- Establish student interests with a quality interest profile, student interest inventory, and discussion with teachers and families.
- Interest in CTE programs is established early and IEP goals are tailored to increase basic academic skills needed for specific programs.

IV. How to navigate safety concerns

- ❖ Student interest alone should not drive program placement and neither should the schedule.
- ❖ The IEP team must consider a student's strengths and limitations, both academic and physical, as well as their ability to pass an unmodified safety exam.
- ❖ Collected data should include a combination of academic performance, soft skills, behavior, and attendance.
- ❖ Although there should not be a defined image of a CTE student with a disability, certain aspects should be considered when successfully placing a student. Student placement should always be a team decision and the team should always contain a member of the CTE staff.
- ❖ SPED and CTE staff co-teach safety lessons and exams.
- ❖ Safety of the student and classmates should always be the first consideration.

V. Student Success Stories

- ❖ Non-diploma track students have earned completer status in these programs at Swofford Career Center:
 - Auto Collision
 - Carpentry
 - Culinary Arts
 - Electricity
 - Graphic Communications
 - Horticulture
 - Protective Services
 - Welding

This guide is meant to be a how-to for you to start incorporating students with disabilities into your own CTE program. We are fortunate to have two local school districts and a CTE program share their experience; however, note that due to school districts operating independently, some items may not translate or be feasible in your district. For additional resources on this topic, reach out to Hire Me SC at hiremesc@able-sc.org

For Educator resources and a link to a brief, report, and videos that were made related to CTE/SPED collaboration, check out the [Educators page on the Hire Me SC website](#).