



# Closing the Gaps – Strategies for Supporting Students with Disabilities in CTE

# Introduction

- Students with disabilities (SWD) are not achieving positive post school outcomes in employment and postsecondary education at the same rate as their non-disabled peers (Harvey et al., 2020)
- SWD have shown to be less ready for college and careers than their non-disabled peers (Lombardi et al., 2017).



# Rationale

Career and Technical Education (CTE) pathway concentration and completion show clear benefits for SWD in postsecondary education and employment outcomes (Lee et al., 2016, Mazzotti et al., 2020)

The most recent authorizations of postsecondary transition-related legislation have sought to improve supports for secondary-age SWD while encouraging collaboration across professional disciplines (Harvey et al., 2020)

Harvey et al. (2020) concluded that more intense collaboration was needed between Special Education (SPED) and CTE professionals to improve participation in CTE for SWD in secondary settings.



# Predictors of Proportion of SWD in CTE Pathways in Utah

(Emery, 2022)

SWD were more likely to be underrepresented as CTE concentrators in charter schools than in districts.

A formal interdisciplinary transition team in the LEA predicted better representation of SWD as CTE completers.

High levels of attendance by a variety of professionals at student IEP meetings predicted better representation of SWD as CTE completers.

The practice of co-teaching in the LEA predicted better representation of SWD as CTE concentrators and completers.

# Learning Intentions & Success Criteria

I will be able to explain engagement in CTE pathways as a predictor of positive post school outcomes.

I will be able to implement best practices in supporting students with disabilities in CTE.



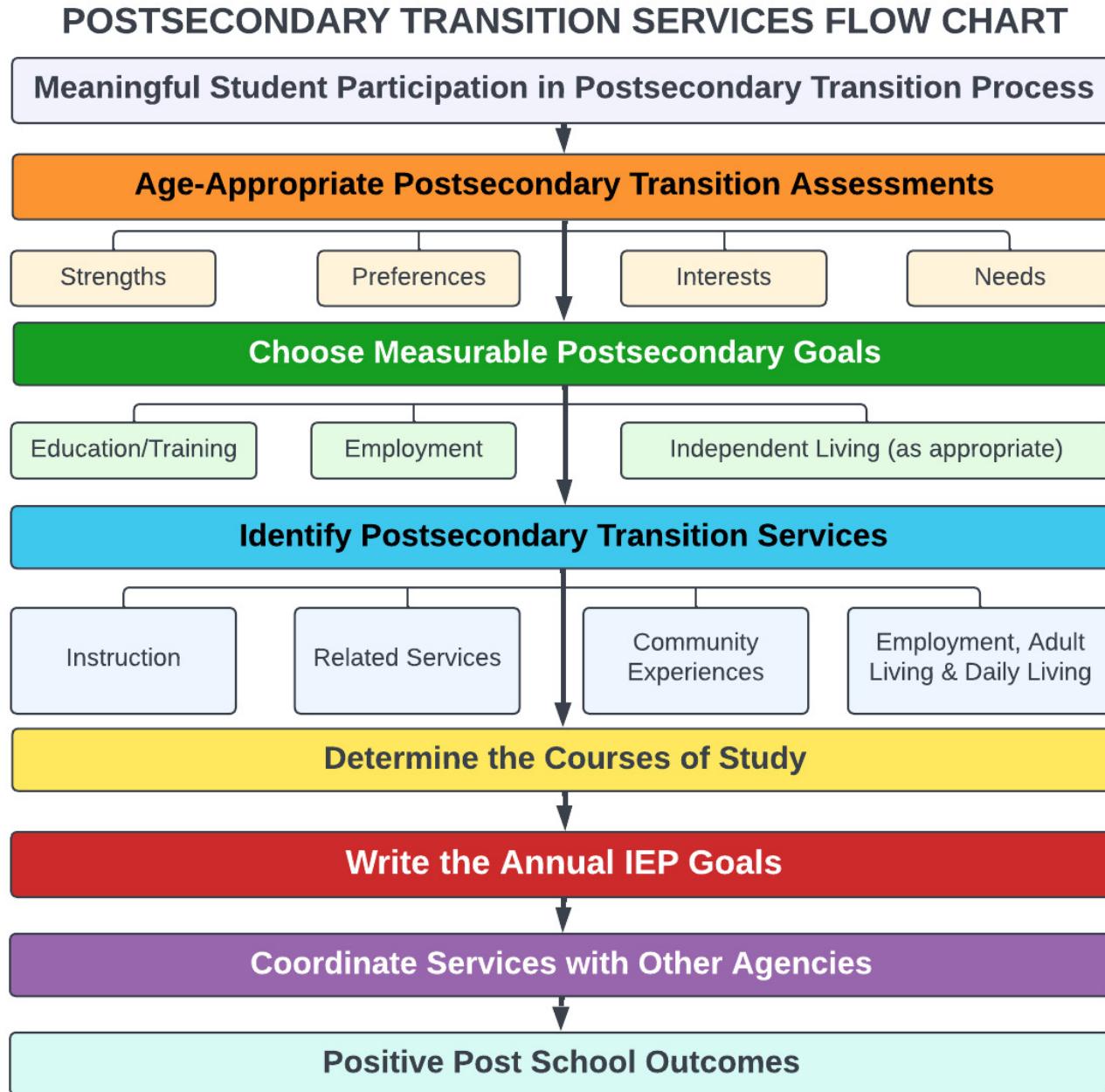
# Postsecondary Transition Planning for Students with Disabilities

# College and Career Readiness (CCR) Plan

- Monitor student progress toward **graduation requirements**
- Postsecondary education and career **exploration and awareness**
- Set **long-term** education and career **goals**
- Identify **necessary courses, grades, activities, skills, etc.** to meet those goals
- Identify strategies for success now and in the future



# Post-Secondary Transition Planning Process



Adapted from Johnson, C. E. (2012). Transition Services Flowchart.  
Center for Change in Transition Services, Seattle University, Seattle, WA



# Pre-Employment Transition Services (Pre-ETS)

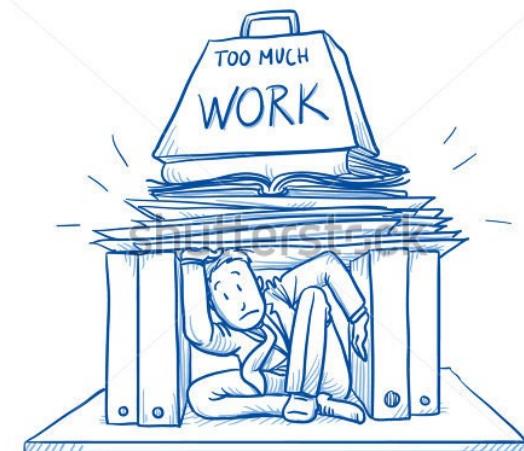
- **What are Pre-Employment Transition Services?**
  - Pre-employment transition services are a set of services designed to prepare individuals with disabilities, ages 14 to 21 years, for higher education, employment, and transition to their desired level of independence.
  - Pre-ETS are funded and provided by Vocational Rehabilitation (VR) in Utah



# Pre-ETS Required Activities

- Job exploration counseling
- Workplace readiness training
- Work-based learning experiences
- Counseling on opportunities for postsecondary education
- Instruction in self-advocacy

# Importance of Teaming



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This is a **BIG** job...

Too big for just one person...

It takes a team.



# Activities that Positively Affect Postsecondary Employment Outcomes

Students with disabilities are far more likely to achieve their aspirations for life after high school if provided the right combination of **opportunities, instruction, services, and supports** [in high school]. (Trainor et. al., 2019)

The Predictors of Postschool Success (Mazzotti et. al., 2020) are part of that “right combination”.



# What are Predictors of Postschool Success?

In-school experiences (e.g., programs, skill development, and activities) that help prepare students for further education, employment, and independent living after high school.

The predictors increase the likelihood of improved outcomes, but do not guarantee these outcomes.



# Predictors of Postschool Success

(Mazzotti et. al., 2020)

- Career Awareness
- **Career and Technical Education**
- Community Experiences
- Exit exam requirements / High School Diploma Status
- **Goal Setting**
- **Inclusion in General Education**
- ***Interagency Collaboration***
- Occupational Courses
- **Paid Employment / Work Experiences**
- **Parent Expectations**
- Parental Involvement
- Program of Study
- Psychological Empowerment
- **Self-Advocacy / Self-Determination**
- ***Self-Care / Independent Living Skills***
- Self-Realization
- Social Skills
- Student Support
- Technology Skills
- Transition Program
- Travel Skills
- Work Study
- **Youth Autonomy / Decision-Making**



# Why is CTE Important for Students with Disabilities?

- CTE Provides Real-world Applicability
- CTE Helps SWD Stay in School
- To Accommodate SWD is the Law
- CTE is Inherently Inclusive
- CTE Helps Provide Valuable Input for Transition Goals

ACTE Article: [How CTE Can Help Prepare Students With Disabilities For The Future](#) (p.50)



# In Short...

Concentration and completion in a CTE pathway changes the lives of students with disabilities.

# Best Practices for Supporting Students with Disabilities in CTE Pathways

# How Can We Prepare Students for Post School Success?

- Inclusion in general education helps maintain high expectations and leads to positive post school outcomes
- Compliant and quality postsecondary transition plans
- Targeted focus on services that align with the predictors for post school success
- Skill building: Competencies for Post-school success (Utah specific tool)
- Implement and support needed accommodations
- Interdisciplinary and interagency collaboration



# Competencies for Post-School Success

- Self-advocacy
- Social interactions
- Time management/organization
- Problem solving
- Emotional regulation
- Adult living skills
- Safety and wellness
- Community navigation
- Career development
- Technology skills



# Postsecondary Transition Skills Mapping Tool

Postsecondary Transition Skills Mapping Tool				
Domain Area	Pre-K	K-5	6-8	9-12+
<b>Self-advocacy</b>	Pointing to show or <u>request</u> Verbal requesting Saying "No" to refuse Expressing preferences	Making choices Knows name, address, <u>phone number</u> Communicating wants and <u>needs</u> Awareness of own disability Asking for help	Knowing when to ask for help when <u>needed</u> Declining assistance when appropriate Describing own strengths and support needs Explaining own disability Describing own interests and preferences <u>Actively participating in IEP</u>	Advocating for own needs Incorporating own strengths in decision making Discussing own disability Communicating & using accommodations Leading own IEP and postsecondary transition planning
<b>Social interactions</b>	Participating in conversations Responding to questions Sharing items of interest Turn-taking with <u>peers</u> Initiating basic pretend play Playing alongside peers	Showing empathy and perspective taking Remaining quiet when others are <u>talking</u> Using basic manners Asking questions to show interest in <u>others</u> Playing cooperatively with peers Incorporating others' ideas into play	Understanding social cues when joining a group Introducing oneself in new situations Respecting others' space and property Responding to specific topics without getting off track Waiting to interject in a <u>conversation</u> Maintaining appropriate proximity in a conversation Politely refusing ("no thanks") among peers	Demonstrating personal vs professional communication Navigating social media responsibly Using text messaging appropriately Receiving feedback without getting upset Using supporting comments to remain engaged in <u>conversations</u> Engaging in appropriate non-verbal communication
<b>Time management / Organization</b>	Following simple routines & schedules Sorting objects Putting away toys/materials Recognizing different activities for different days of the week Verbally articulating what <u>day</u> it is	Staying on task to complete an assignment/ <u>activity</u> Turning assignments in on time Telling time Setting simple goals Keeping track of events on a calendar Following a classroom schedule	Using graphic organizers Using spellcheck Following a daily schedule independently Organizing school materials in backpack/desk Using a planner and/or Learning Management System to track assignments & <u>activities</u> Arriving to class on time	Using online calendar for scheduling Using time management reminders (phone/Apps) Using task lists Prioritizing tasks



# Resource Padlet



Padlet

Postsecondary Transition in Utah + 1 + 4d

## Preparing Students with Disabilities for Success in Postsecondary Programs

A skills timeline and resources for practitioners

**About & Resources**

- Utah's Portrait of a Graduate
- Portrait of Meaningful Inclusion
- Meaningful Inclusion for Students with Disabilities Implementation Guide
- USBE Meaningful Inclusion for Students with Disabilities PRINT (2023)
- Predictors of Post School Success
- FAQs about College Programs for Students with Intellectual Disabilities

**Utah Programs**

- utahparentcenter.org
- Disability Resource Centers at Institutes of Higher Learning - Utah Parent Center
- UVU Passages Program
- Weber State University CATT Program
- CATT Peer Mentoring

**Postsecondary Transition Skill Mapping Tool**

Postsecondary Transition Mapping Skills Tool (to download this document, click on the document, then go to the 3 dots on the right side and select "download attachment")

Postsecondary Transition Skills Mapping Tool

**College Readiness: Assessments**

Wolverines Elevated Readiness Scale

PDF

Preparing Students with Disabilities for Success in Postsecondary Programs

**Aggies Elevated Educator Questionnaire**

PDF

Aggies Elevated Educator Questionnaire

**Aggies Elevated Student Questionnaire**

PDF

Aggies Elevated Student Questionnaire



# Benefits of Interdisciplinary Collaboration

- Share and increase expertise
- Less duplication of services
- Braided funding opportunities
- More robust services for students
- No one has to go it alone



# CTE and SPED Collaboration

- CTE and SPED collaboration is critical to the success of students with disabilities in CTE
- CTE teachers often come from industry or general education with little to no training on supporting students with disabilities in the classroom
- When Pre-ETS and transition planning were shared with CTE teachers they commented, “This is CTE!” (Emery, 2019)



# Clearly Identify Roles and Responsibilities

- Clear expectations are foundational to successful relationships
- What does each stakeholder contribute to the collaboration?
- Who does what and when?

# Role of Special Education Teachers

- Provide, support, and coordinate services specified in the IEP
- Bring knowledge and training in the education of individuals with disabilities
- Offer input on embedding transition-related instruction into general education settings – including accommodations and modifications to instruction
- Offer needed special instruction to meet the student's "unique needs and prepare them for further education, employment, and independent living" (IDEA, 2004)



# Role of General Education Teachers (Including CTE)

- Provide instruction in the general education core curriculum in area of expertise (Da Fonte & Barton-Arwood, 2017)
- Provide feedback on how the student is performing in general education settings (i.e. for present levels on IEP)
- Collaborate with SPED teachers to devise accommodations to support the student in general education settings
- Implement accommodations and modifications for students with disabilities in their classroom.
- Aid in maintaining high student expectations (Morgan, 2015)



# How can you help improve student outcomes?

- Hold **high expectations** for students with disabilities
- Align the student's **transition IEP** with their CCR plan and IPE
- Invite a variety of team members to transition IEP meetings for students 14 and older
- Share **transition assessment results** among relevant team members
- Collaboratively implement needed accommodations and modifications
- Become familiar with **disability resources** such as Pre-ETS, Vocational Rehabilitation (VR), and college disability services and programs
- Encourage students to explore CTE pathways including **work-based learning internships**



# Takeaways

Take a moment to write down one thing you would like to take with you back to your setting.

- New ideas to try
- Aha's
- Questions for your team

# Thank You!!

For questions, please contact us.

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