STRATEGIES TO SUPPORT STUDENTS WITH PHYSICAL AND COGNITIVE DISABILITIES

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- creates, supports, and delivers professional development for career and technical education professionals across Illinois
- provides technical assistance, develops publications, and facilitates program improvement strategies for our partners
- focuses on transition, recruitment, retention, and completion—encouraging achievement of special populations learners
- founded in 1977 at Illinois State University
BE SURE TO GRAB THE HANDOUTS

- Presentation Slides
- FY 21 Professional Development
AGENDA

- DEFINE
- CONSIDERATIONS
- INFORMING AND RECRUITING
- SUPPORTS AND SERVICES
- DISCUSSION AND QUESTIONS
- ADDITIONAL RESOURCES
WHO ARE STUDENTS WITH DISABILITIES?

The Americans with Disabilities Act of 1990 defines the term ‘disability,’ with respect to an individual as –

- a physical or mental impairment that substantially limits one or more major life activities of such individual;
- a record of such an impairment; or
- being regarded as having such an impairment.
TAKE INTO CONSIDERATION

wide range of students

unique barriers

tailored supports & services
- design content that reinforces that students with disabilities belong in CTE
  - encourage all students to explore CTE fields and make decisions separate from stereotypes or preconceived notions

- present a realistic picture of the skills involved to work in a field
  - assumptions about skills needed for a career can act as a barrier even if they are untrue

- use media that potential students are most likely to access when disseminating marketing that supports CTE programs
  - social media, email, and website marketing can be very effective with this audience but ensure that content is designed in accessible formats.

- include images of individuals with disabilities engaging in CTE programs and activities in recruitment content whenever possible
  - quotes from CTE participants and personal testimonials can also be very effective
- publicize support services and presence of disability resource centers
- include parents in recruitment and career exploration activities to encourage word-of-mouth recruitment
  - help inform parents on their child's rights as a student and on available supports and services
- participate in professional conferences for secondary, postsecondary, and special education professionals in order to engage with industry professionals with access to students during their decision-making and transition periods
- examine the possibility of using alternative instructional strategies to increase learner persistence in the program
  - Direct Instruction:
    - ensure equitable standards and accessible options for all students
  - Universal Design:
    - uses multiple means of representation to provide varied means of acquiring knowledge
    - uses multiple means of expression to allow students to demonstrate their knowledge in various ways and formats
    - uses multiple means of engagement to make use of student's interests
  - Strategy Instruction:
    - a method that teaches students about learning strategies and increases their ability to self-regulate, self-monitor, and self-evaluate
- build structures to increase collaboration among teaching staff
  - provide common planning time each week for general education, special education, and CTE teachers
  - include special education and CTE teachers in training on standards, curriculum, and assessments
  - provide training for general education and CTE teachers on interpreting IEPs and implementing instructional accommodations
- teach students strategies on self-advocacy to assist them in asking for needed accommodations in coursework
identify and implement specially designed supports and services based on the academic and functional needs of each student, not just their diagnosis

monitor student progress and adjust intensity and frequency of supports and services for students accordingly

create and promote an inclusive school environment

- ensure that all areas of the school are accessible to students with physical disabilities
- ensure students with disabilities have equal access to and are encouraged to participate in all extracurricular activities, field trips, and social activities

inform staff and students on the importance of people-first language

- recognize the student first, and the disability as a component or aspect of the student’s personality

inform students about the different career options within career and technical education (CTE) and how they can get started during high school

- partner with your local community college for CTE career exploration days
- inform students of supports and services available at the college for students with disabilities
- emphasize potential earnings and timelines for completion
- help inform parents and students on their rights as a student and on available supports and services
  - send introductory letters to all learners and inform them of available support services (i.e., childcare, transportation, and disability services)
- provide learner support programs such as group discussions, individual meetings, active mentoring, core academic support, and other community service activities
- develop partnerships with local service providers to cover gaps in services that the school does not or cannot provide
- implement comprehensive retention initiatives including orientation and peer-mentoring programs to target at-risk CTE learners
- engage in the interactive process of determining what other accommodations are needed to achieve successful retention
How is your institution currently supporting students with disabilities?

What takeaways do you plan to implement or upgrade at your institution?

Where are you seeing gaps?
## SPECIAL POPULATION WEBINAR SERIES

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ADDITIONAL RESOURCES

Special Populations Super Strategies & Webinar Series:
https://icsps.illinoisstate.edu/cte/special-populations/76-super-strategies

Recruitment, Engagement, and Retention Webinar Series:
https://icsps.illinoisstate.edu/adult-education

Universal Design For Learning Webinar Series:
https://icsps.illinoisstate.edu/cte/universal-design-learning/2-home/68-universal-design-learning-series
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