

Training Manual for Best Practices in Career and Technology Education

**Legal Issues, Transition Assessment and Evaluation Accommodations,
Instructional Modifications and Accommodations, and Behavior
Management
for students from special populations participating in Career and
Technology Education**



**Developed by:
Special Populations Career and Technology Education Resource Center
Funded by:
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Foreword

The Career Technology Special Populations Training and Resource Education Center (CT-SP-TREC) at Texas A&M University offers technical assistance and resources on a loan basis to assist Texas educators, support staff, community agencies, employers, and family members in the education of students with special needs to become productive and independent citizens.

The center has been operating since 1977. We have over 4,250 items, all related to providing career and technology education for students with special needs. We provide services free of charge to educators, teachers, parents across the state of Texas. On the basis of walk-ins or online inquiries materials are mailed or checked out. Check-out is usually for a two-week period beginning from the day on which the materials are received. The only cost incurred by users is the one for mailing the materials back to the Center. Our materials cover several domains including Assessment, Career & Technology, Exceptionality & Diversity, Instruction, Policy, Programming and Research/Resources. We also provide videos, journals and magazines pertinent to the domains.

Our website housed at <http://ctsp.tamu.edu> provides an up-to-date database of all materials in the library. It allows users to search by title, author, date, domain, or ISBN number. Once users have created a profile of materials they can use one of three options to contact the library;

1. An online inquiry form.
2. Send and receive information using a live chat engine.
3. Direct email.

The current funding from TEA envisioned the center as a special populations clearing house. One of the main requirements of the grant for the year 2005-2006 was to:

Create multimedia training modules and support materials addressing principles and strategies of accommodating a broad range of special population student learning needs in CTE.

This DVD and the accompanying training manual are the resulting products. They are also available online as streaming videos. The DVD and training materials address legal, classroom/behavior management, instruction, and assessment considerations of teaching common homogeneous and heterogeneous groupings of students from special populations such as: a) individuals with disabilities; b) individuals from economically disadvantaged families, including foster children, c) individuals preparing for nontraditional training and employment; d) single parents, including single pregnant women; e) displaced homemakers; f) individuals with other barriers to educational achievement, including individuals with limited English proficiency; and g) students who are gifted and talented placed in Career and Technology Education Classrooms.

Features of the DVD

- The DVD has been designed for optimal use by CTE teachers, special educators, administrators and other education personnel concerned with providing comprehensive services to their special education students placed in CTE classrooms.
- The DVD content is arranged into four modules in the following order:
 1. Legal Issues
 2. Transition Assessment and Evaluation Accommodations
 3. Instructional Modifications and Accommodations
 4. Behavior Management
- Each training module is designed to be stand-alone and can be viewed one at a time.
- Each module is further divided into several relevant topics and users can choose to view a topic in order to answer specific questions relating to it.
- The DVD content has been subtitled and can be turned on or off according to the user's needs.
- We intend for the DVDs to be used a train-the-trainer tool and we encourage users to make unlimited use of it in public forums such as classrooms, workshops etc.
- This training manual provides users with notes, application work sessions and handouts for each training module in addition to reference lists for trainers as well as workshop participants/DVD viewers.
- The DVD, accompanying training manual and reference material are available to teachers and other interested users in the state of Texas from several sources -
 - a. The Career Technology and Special Populations Training and Education Resource Center Website – <http://ctsp.tamu.edu>
 - b. Hard copies are available from
 - i. Your Region Service Center
 - ii. The CT-SP-TREC Center
 - iii. Texas Education Agency

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CHAPTER 1 Legal Issues

Overview of Laws

- CTE has a long and unique history that has supported the development of employability skills in our schools from the early 1900's.
- CTE professionals need to understand that these laws are evidence that students, families and schools need protections:
 - protections that students and their families are informed,
 - protections that due process is provided,
 - protections that students get appropriate educational opportunities, and,
 - protections for schools from frivolous accusations
- Knowledge of six significant laws will serve CTE professionals well.

The Individuals with Disabilities Education Act (2004)

- The Individuals with Disabilities Education Act (2004) is the law that most often gets quoted in "it's the law" type discussions.
 - It was originally passed in 1975 and it was called "P.L. 94-142."
 - Originally titled "The Education for all Handicapped Children's Act", it's title has changed in three significant ways:
 - a. "Handicapped" was replaced with "Disabilities".
 - b. People first language
 - c. "Individuals" replaced "Children"

Vocational Rehabilitation Act (1973)

- The Vocational Rehabilitation Act (1973 through current reauthorizations) is a nondiscriminatory entitlement act.
 - It provides for "Section 504" which ensures that a child not eligible to receive services under IDEA can receive remediation and help from regular and general education teachers.

Carl D Perkins Vocational and Technical Education Act (1998)

- The Carl D Perkins Vocational and Technical Education Act of 1998 (and subsequent reauthorizations) provides for skills based education in our public schools.
 - It deems that CTE teachers meet the needs of "special populations" which it defines as:
 - a. individuals with disabilities,
 - b. individuals from economically disadvantaged families, including foster children;
 - c. individuals preparing for nontraditional training and employment;
 - d. single parents, including single pregnant women,
 - e. displaced homemakers; and
 - f. individuals with other barriers to educational achievement, including individuals who are categorized as English Language Learners (ELLs), and academically disadvantaged.

The Americans with Disabilities Act (1990)

- The Americans with Disabilities Act (1990) is a different kind of act –
 - It doesn't allocate resources to provide education, but does prohibit discrimination in schools, places of employment, or public venues such as restaurants, libraries and movie theaters.
 - It provides for accommodations such as ramps and curb-cuts.
 - It is also very important for CTE teachers who prepare students to enter the world of work to realize that this act will assist in procuring employment for students with disabilities.

Family Educational Rights & Privacy Act (1974)

- The Family Educational Rights & Privacy Act or FERPA ensures that students and families are in "control" of their own records and that others have limited access to these records without the person's permission.
 - While this is useful in many cases, professional educators must be aware that if there is an "educational need to know" then access to the information might enhance their services.

Elementary and Secondary Education Act (1965)

- Elementary and Secondary Education Act (ESEA) provided Headstart and other successful programs as demonstrated by research.
- It has now been renamed as the No Child Left Behind Act (NCLB) of 2001
- It stresses accountability for all students, and,
- It requires testing and evaluation of schools based upon the students performance.

Basic principles of IDEA

- IDEA is known for five basic principles.
 1. Free and Appropriate Education (FAPE) -This principle assures that all children with disabilities are entitled to an educational experience that mirrors that of children without disabilities. The expenses that support this experience are the responsibility of the public. What is 'appropriate' is determined by a committee composed of school personnel, family members and, when appropriate, the student. This committee is often referred to as the IEP (Individual Education Program) committee, but in Texas we call it the ARD (Admission, Review and Dismissal) committee. The committee ensures that the student's FAPE reflects what is age-appropriate.
 2. Least Restrictive Environment (LRE) - This principle states that a student with disabilities shall be educated with students without disabilities to the maximum extent possible. Segregated settings should only be chosen when less restrictive options are not beneficial. The 'law' never mentions the words "inclusion" or "mainstreaming" but certainly LRE is a major tenet of its purpose.
 3. Individualized Education Plan (IEP) - An IEP is a document that is developed by a team that establishes educational practices based on meaningful assessment. It determines how the student will participate in the regular education environment and the related services and/or accommodations that a student might benefit from (assistive technology, extended time with assignments, etc.). It also states how the student will participate in statewide assessments.
 4. Appropriate assessment - IDEA calls for assessment from a multidisciplinary group and the employment of a variety of assessment instruments or techniques. Valid and reliable tests, including informal assessment such as student, teacher, and parent interviews and checklists, are essential for FAPE to be obtained.
 5. Due Process - Due process means that parents and students, as well as school personnel, are informed about every aspect of the student's educational experience. Procedural safeguards guarantee that parents are notified and asked for permission to assess, place, and educate their children in any way that differs from a child without disabilities. If, however, after all these processes are completed and one party is not

satisfied, there are very specific procedures to follow that will assure that mediation is available, and/or a fair and unbiased hearing can take place so that a mutually agreed upon resolution can occur. If that does not happen then there are further procedures that will show the families how to access the courts.

- Students must meet **two criteria** in order to receive services from Special Education.
 1. They must be evaluated and be diagnosed as having one of the IDEA defined categories: Autism, Deaf-blindness, Deafness, Hearing Impairment, Mental Retardation, Multiple disabilities, Orthopedic impairments, Emotional disturbance, Specific learning disability, Speech or language impairment, Traumatic brain injury and Visual impairment including blindness.
 2. The IDEA-defined disability must have an adverse impact on a student's education for him or her to be eligible to receive Special Education services.

Transition Services

- Transition from school to work services – IDEA defines transition as “a coordinated set of activitiesthat is focused on improving the academic and functional achievement of a child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, or community participation”.
- The 2004 version of IDEA states that this must be in effect when the child reaches the age of 16 and updated annually thereafter.

Key Questions to ask ARD Committees

1. What disability category qualified the student for Special Education services?
2. Within that category is the student considered mild, moderate, severe or profoundly affected?
3. How does this disability affect the student's:
 - a. academic performance (reading , writing, calculation)?
 - b. behavioral performance (defiant, respect for others, noncompliant)?
 - c. functional performance (following directions, communication)?
4. What student interest/aptitude measure was used to match him or her to my course?
5. What related services will be available to assist the student in order to make progress in my class and to, therefore, receive a free and appropriate education?
6. What documentation would you advise that I keep and how often should I keep it so that it will be helpful in our next meeting and to assure FAPE?
7. When is the next meeting scheduled to 'review' the progress?

Signing the IEP document

I've attended ARD/IEP meetings and have been asked to sign the documents in two places (one for the CTE representative and one as the General Education representative). I feel uneasy about this, what should I do?

Although it is certainly not devious to sign in two places we believe that it is best practice to have all necessary members at the meeting. The representative is assumed to know what skills are needed in a class and if that is the appropriate setting and what related services might be needed. They are also expecting to hear about what services might be available to assist them. Signing for another discipline does not, in my opinion, represent the best educational practice even if allowed. Expediency is not the purpose of the ARD/IEP meeting.

Can a CTE teacher be forced to sign an ARD document?

No one can be 'forced' to sign any document beyond their will. In point of fact I have advised new teachers, fearful of disobeying the administration, to sign on the back of the document endorsing as being present but not in agreement with the decision.

Instructional Aide

I really need a professional aide to assist in my class because of the diversity of learners. How do I get one?

Instructional aides or para-professionals are of great benefit to students and teachers. The need for these related service personnel are determined in the ARD/IEP meeting. If it is determined that an aide is needed in order for the child to receive FAPE then that is what will be recommended. There is no ratio. It's all individually done.

Content Mastery for CTE

At my school we have a program called Content Mastery, but they say that they only work with academic courses and teachers, not CTE. Why is this?

Content Mastery, a Special Education program option, could certainly assist with elective courses. Given our penchant for excelling on the TAKS test some districts are opting for using this resource as an assistance in the "tested" areas of that statewide assessment. This practice is a local policy and may sadly reflect a lack of understanding of the integration of academic and practical arts applicability.

Application Work Session I

Think about your role in the ARD meetings.

- **What has it been in the past?**
- **What should it be in the future?**
- **How can you better involve yourself in the process?**

ARD Committee and IEP

Why do CTE teachers have to attend ARD meetings for students they don't have in class?

You may be a "designated representative" of CTE teachers and therefore need to be a conduit for information both to the ARD members and also to the receiving CTE teachers. Go, learn, represent CTE, and get information to and from each group. Better still advocate that all CTE teachers attend an ARD when it is their class that is being discussed.

The IDEA legislated members of the IEP/ARD team are: the student, if appropriate, the parents, at least one general education teacher "if the child is, or may be participating in the general education" environment, a local education agency representative who is qualified to provide or supervise the provision of special education, an individual who can interpret the instructional implications of the evaluation results and other individuals who have knowledge or special expertise regarding the child. The CTE teacher could be considered the "general educator" in this definition. CTE is increasingly seen as less and less an area outside of general education.

Is there a limit as to how many times you can go to ARDs during a week?"

Unfortunately there is no limit. Sometimes a single ARD can last several days, so the number of ARDS is not always the issue, it might be the length of ARDs.

I get IEP modification sheets for me to sign during class without attending an ARD. Is this right?"

This is inappropriate. The legislation calls for a team and a meeting. I always think to myself, "How would I answer the questions if I were a witness in a trial and was asked, "Were you a participant in the ARD/IEP process?"

Application Work Session 2

Examine your past attendance at ARD and IEP meetings.

- **Do you attend every meeting for every student placed in your program?**
- **Do you and the student get better results when you attend than when you do not?**
- **What will be required for you to improve your attendance?**

CTED Classes

Our principal told us that CTE teachers will, next year, have one class each that is comprised of all students in Special Education. That way we can modify that one class. Is this legal?

That terminology alone is telling us that this, indeed, is not inclusionary. "Individual needs" are not often defined as "class needs." Remember to review the definition of LRE that was discussed earlier. In Texas we do have an option referred to as CTED (Career and Technology Education for the Disabled) that are self-contained classrooms and serve only identified students in Special Education. These courses may ONLY be used when the ARD committee determines that regular CTE courses, even with related services, are insufficient for the student to make satisfactory progress. This would certainly never be an appropriate educational setting for a student with mild or moderate disabilities. Documentation for placement of students in these classes should be extremely valid. "In order for a student with disabilities to be placed in a CTE program is it required that a CTE teacher be present at the ARD?"

ARD and CTE Placement

What is the formula for figuring ratios of SPED student to regular students in a regular classroom?

There is no formula or ratio. There is only the standard of providing 'appropriate education.

Students have been placed in my class but I have not been told about their behavioral backgrounds. What can I do about this?"

Attend the ARD meeting. Access to educational records, including IEP information, should be available to all who have an educational need to know. Education is a profession like any other. Creating low expectation by showing past records is often cited as a reason for nondisclosure, but this should not, in my opinion, be a professional rationale for this type of behavior.

I don't think that having student with disabilities in my class with other students without disabilities is "fair."

According to Richard LaVoie, "Fair is not treating everyone the same, but giving students what they need to be successful." When we recognize that fair is not equal (and anyone who is a parent of two or more children knows that the simplistic, fair = equal is bogus) then we will proceed with educating all children.

Application Work Session 3

Think about students who have been ARD'ed into your classes.

- **What questions could you have asked?**
- **What information could you have given that might have resulted in a better placement?**

Modifications and Accommodations

If a student who qualifies for Special Education does not do his/her work can he/she fail the CTE class?

- You can give students in special education grades. You must document that you provided the student IEP approved accommodations, modifications, services, and support. If, in spite of this the student does not take advantage of the opportunity to learn and you can document that he or has not met your criteria to pass the class due to lack of cooperation, participation or preparation, you can fail the student.
- You must be sure that the reason the student is failing the class is NOT because you failed to provide the IDEA mandated "free and appropriate public education." requirements (34 CFR 300.300, 34 CFR 300.347, Klor, p. 37, LRP, 2004).

Can I "opt out" of providing the accommodations listed on the IEP/ARD document if I feel the student doesn't need them?

Only at your own peril. In the case Doe v. Withers (W.Va. Cir Ct. 1993) \$15,000 was awarded a student with a Learning Disability from a public school History teacher who refused to implement the IEP. The teacher refused to allow the student to take his exams orally and untimed. This decision alerts teachers that they must be serious about the knowledge, understanding and implementation of the IEP. Students and their families often sue school districts or school boards, but this case highlights that an individual teacher may also be targeted. Ignorance of the law is no excuse.

Why do I have students, who are served in SPED included in my classes, with no modifications marked on their paperwork?

Perhaps they are expected to perform at the same standard for all students in your class or perhaps they have a disability that will not be apparent in your course (orthopedic impairment but no mental or emotional involvement). Ask at the ARD committee meeting for clarification.

Special Education Funding

Doesn't Special Education have money? Why can't we in CTE get more financial help?

IDEA does provide a funding stream to provide appropriate education for students with disabilities. Having said that I regret to inform you that when this law was first passed, in 1975, the Congress promised full funding (meaning 40% of the cost of the act). We have received between 7%-20% of the costs of these programs. Carl Perkins also funds CTE programs, although there are no 'set aside monies for students with disabilities.' Carl Perkins is in alignment with IDEA to meet the needs of ALL students.

Conclusion

CTE teachers have always been the ones to teach functional, practical, applicable content for students to succeed in life after school. Why should we want any less for any of the students exiting our schools?

When faced with a really tough question about education of students I always ask myself "What do I want for my child?" The answer should be the same for all children. We want appropriate education that will encourage productive citizens at whatever level is possible.

Application Work Session 4

Ask yourself

- **Why the laws presented in this program are important to you?**
- **Which laws have the most impact on you and your students?**
- **Which laws do you need to learn more about and where can you get additional information?**

References

Trainers

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2. The Law and Special Education - By Mitchell L. Yell – available at <http://vig.prenhall.com/>
3. What Do I Do When ... The Answer Book on Special Education Law - Fourth Edition - By John Norlin, Esq., and Susan Gorn, Esq. – available at <http://www.shoplrp.com/>
4. Special Education Law with Cases - By Joseph R. Boyle, Mary K. Weishaar – available at <http://www.ablongman.com/>
5. Students with Disabilities and Special Education Law – Published by Center for Education and Employment Law – available at <http://www.ceelonline.com/ceel/education.asp#3SE>
6. A Teacher's Guide to Education Law by Michael Imber and Tyll Van Geel – Third Edition – available at – <http://www.amazon.com>

Workshop Participants/DVD Viewers

Websites

1. Association for Career and Technical Education (ACTE) – Legislative issues
http://www.acteonline.org/policy/legislative_issues/
2. Career and Technical Education Coalition - Reauthorization of Carl Perkins Act for CTE <http://www.skillsusa.org/NATIE/DOCS/perkins.pdf>
3. Carl Perkins Information – TEA <http://www.tea.state.tx.us/Cate/perkins.html>
4. Council for Exceptional Children – IDEA 1997 law and resources
http://www.cec.sped.org/law_res/doc/law/index.php
5. Council for Exceptional Children – Public Policy Update – Reauthorization of Carl Perkins Act for CTE <http://www.cec.sped.org/pp/PerkinsAct.pdf>
6. Includes articles, cases, and free resources about dozens of special education topics. <http://www.wrightslaw.com/>
7. Information and technical assistance on the Americans with Disabilities Act 1994
<http://www.usdoj.gov/crt/ada/adahom1.htm>
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9. National Assessment of Vocational Education (NAVE) (congressionally mandated evaluation of the 1998 Carl D. Perkins Vocational and Technical Education Act and of the implementation and outcomes of vocational education in the United States) <http://www.ed.gov/rschstat/eval/sectech/nave/index.html>
10. National Dissemination Center for Children with Disabilities – Overview of IDEA -<http://www.nichcy.org/idea.htm>
11. Overview on advocating the legal rights of Texans with disabilities
<http://www.advocacyinc.org/>
12. Template summarizing state and federal legal requirements for special education by topic <http://framework.esc18.net/>
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14. US Department of Education – Overview of the Family Educational Rights and Privacy Act (FERPA) -<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
15. US Department of Education - Special Education and Rehabilitative Services Legislation -<http://www.ed.gov/policy/speced/leg/edpicks.jhtml?src=ln>
16. US Department of Education IDEA 2004 resources
<http://www.ed.gov/policy/speced/guid/idea/idea2004.html>
17. Wrightslaw – Overview of Section 504 -
<http://www.wrightslaw.com/info/sec504.index.htm>

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1. Getting Comfortable with Special Education Law: A Framework for Working with Children with Disabilities - Second Edition - By Dixie Snow Huefner – available at <http://www.christopher-gordon.com/Authors/huefner.shtml>
2. The Law and Special Education - By Mitchell L. Yell – available at <http://vig.prenhall.com/>
3. What Do I Do When ... The Answer Book on Special Education Law - Fourth Edition - By John Norlin, Esq., and Susan Gorn, Esq. – available at <http://www.shoplrp.com/>
4. Special Education Law with Cases - By Joseph R. Boyle, Mary K. Weishaar – available at <http://www.ablongman.com/>
5. Students with Disabilities and Special Education Law – Published by Center for Education and Employment Law – available at <http://www.ceelonline.com/ceel/education.asp#3SE>
6. A Teacher's Guide to Education Law by Michael Imber and Tyll Van Geel – Third Edition – available at – <http://www.amazon.com>

Videos

1. Americans with Disabilities Act: (2 Volume Video Set) - Part 1: Understanding the Law & Part 2: Common Sense Compliance – available at <http://www.business-marketing.com/store/ada.html>
2. Career and Technical Education Advisor – available at <http://www.shoplrp.com/>
3. FERPA Made Simple: Staff Training on Student Privacy Rights, School Responsibilities – available at <http://www.shoplrp.com/>
4. Individuals with Disabilities Education Improvement Act Video Training Series Presented by Melinda Baird, Esq. – available at <http://www.shoplrp.com/>
5. Keys to Compliance: A General Educator's Practical Guide to Meeting Special Ed Requirements - Presented by Melinda Baird, Esq. – available at <http://www.shoplrp.com/>
6. Online download - Overview of the Bush Administration's Proposed Legislation for The Carl D. Perkins Secondary and Technical Education Excellence Act of 2004 – available at <http://www.nccte.org/>
7. Online download - Perkins III, Implementation Successes and Challenges – available at <http://www.nccte.org/>
8. Online download - Reauthorization of Carl D. Perkins: Key Features Needed for Secondary and Postsecondary CTE – available at <http://www.nccte.org/>
9. The Dos and Don'ts of Section 504: Step-by-Step Training to Ensure Compliance Presented by David M. Richards, Esq. – available at <http://www.shoplrp.com/>

Handouts

LEGAL BINGO

Create “bingo” boards with the key terms from the Legal Issues module scattered around the board. Give the participants definitions of each term and ask them to mark their bingo sheets based on their guesses. When they have “bingo”, participants raise their hands and receive recognition/reward.

People 1st Language: Focuses on individuals rather than their disabilities.

Special Populations: All individuals with exceptional needs.

FAPE: Ensures appropriate education for all students.

Carl D. Perkins Vocational and Technical Education Act: Provides individuals with the academic and technical skills needed to succeed in a knowledge- and skills-based economy. Supports career and technical education and prepares students for both postsecondary education and the careers of their choice.

Family Education Rights and Privacy Act: Protects the privacy of student education records.

Due Process: A formal, contested, and often adversarial court hearing.

LRE: Mainstreaming.

No Child Left Behind: Reauthorization of the Elementary and Secondary Education Act.

ARD: Purpose is to review student’s eligibility, services required and IEP.

“Individuals” rather than “Children”: IDEA mandate.

IEP: includes a statement of measurable annual goals, including benchmarks and short- term objectives.

Spirit of the Law: Sums up the purpose of the Law

Vocational Rehabilitation Act/Section 504: Protects every school-aged child who meets the broad definition of a person with a disability, i.e., (1) has, or (2) has had a physical or mental impairment that substantially limits a major life activity, or (3) is regarded as disabled by others.

ADA: Provides physical accessibility guidelines.

IDEA: Law that works to improve results for infants, toddlers, children and youth with disabilities.

CTE: Contributes to the broad educational achievement of students, including basic skills such as reading, writing and mathematics as well as their ability to work independently and as part of a team, think creatively and solve problems and utilize technology.

LRE	FERPA	CTE	ARD
People 1 st Language	Vocational Rehabilitation Act/Section 504	Due Process	Special Populations
Carl D Perkins Vocational and Technical Education Act	FAPE	ADA	IDEA
No Child Left Behind	"Individuals" rather than "Children"	IEP	Spirit of the Law

CTE	People 1 st Language	FAPE	Spirit of the Law
IEP	Carl D Perkins Vocational and Technical Education Act	"Individuals" rather than "Children"	Due Process
ARD	No Child Left Behind	Vocational Rehabilitation Act/Section 504	Special Populations
IDEA	LRE	FERPA	ADA

CHAPTER 2

Transition Assessment and Evaluation Accommodations

Transition Assessment

- IDEA 2004 requires that a transition statement be included in a student's IEP when he or she reaches 16 years of age. The transition statement must identify:
 - Measurable post secondary goals based upon age appropriate transition assessments related to training, education, employment and if appropriate independent living skills
 - The transition services and the course of study needed to assist the student to reach those post secondary goals.
- The primary purposes of transition assessment are to identify appropriate post secondary goals related to training, education and employment as well as a course of study and related services necessary to reach those goals.

Formal Assessment

- Formal Assessment – standardized, commercially available assessments administered, scored and interpreted by a school psychologist.
 - Aptitude test – designed to measure a student's potential for success in an area of study with the key objective of helping the student and the IEP team to match the student's natural or acquired abilities with career choices.
 - Interest inventory – measures a student's interest across basic themes and then compares those interests across various occupations. Results will tell the students how their interest patterns match those of other individuals in specific occupations.
 - Employability skills – employability skills scales measure
 - Basic oral, reading, math and writing skills
 - Higher order thinking skills such as problem solving and decision-making.
 - Affective skills such as dependability, attitude, conscientiousness, punctuality, interpersonal skills, self-confidence, appropriate dress and grooming, honesty and integrity. –
 - Adaptive behavior – adaptive behavior skills' assessments measure
 - Receptive
 - Expressive
 - Written communication
 - Daily living skills
 - Interpersonal relationships
 - Coping skills, and
 - Motor skills

- Not all commercially available instruments are normed for students with disabilities.
- Results can be inaccurate because of student anxiety, motivation or other factors.
- For a more comprehensive picture of the students' transition status thorough informal assessments must be combined with formal methods.

Informal Assessment

- Informal assessment can take place in classrooms, the workplace and unstructured settings.
- Methods include
 - Interview with the family, the students, former employers and others who have significant experience with the student.
 - Classroom or workplace observations.
 - Tryouts, where the student has opportunities for hands-on experience on the job or in the CTE lab.
 - Reviews of
 - achievement and behavior records in school.
 - past assessment results.
 - medical records.
 - teacher-made test results (standards-based tests that measure how well the student is able to perform specific tasks within a course of study)

Transition Assessment Review

- Transition assessment provides the information that students, parents, educators and other IEP team members need to make effective decisions.
- To be an effective member of the IEP team CTE teachers should know what a good assessment looks like and how to make appropriate use of it.
- In order to establish their course of study and IEP goals every 16 year old student with a disability must participate in a transition assessment program that enables us to compile a comprehensive picture of their:
 - Interests
 - Aptitudes
 - Special needs
 - Learning style
 - Work habits and behaviors
 - Personal and social skills
 - Attitudes
 - Self-concept
- All students whose IEP team is considering CTE should be assessed prior to placement even if the student is under age 16.

Program Placement

Commissioner's Rules

- Currently students with disabilities in CTE classrooms number over 25%. We believe that this number will continue to rise in the future. There is therefore a recurring need to prepare these students effectively.
- In a perfect world these students will be interested in pursuing post secondary goals related to your program and will possess the aptitudes, skills, personality characteristics necessary for success.
- TEA's Commissioner rules' special provisions for CTE programs state that, "When determining placement in a CTE classroom the IEP committee shall consider the content of the individual transition plan, the IEP and the classroom supports. Enrollment numbers should not create a harmful effect on learning for a student with or without disabilities."
- Unless CTE teachers get actively involved in the IEP process we will be unable to achieve the perfect world even with the support of the Commissioner's rules.

How can I as a CTE teacher help the IEP committee improve placement for students?

- CTE teachers should educate the IEP committee about your program as well as involve yourself in writing IEP goals for students.
- Develop an entry-level basic skills inventory for your program. This is a checklist of the generalizable skills that students entering your program should possess in order to be successful.
- Using this checklist the IEP committee can compare the student's transition assessment results with your program's entry level basic skills set and identify strengths that can be built upon and weaknesses that may require coordination of services from general education, special education or other outside sources as well as necessary accommodations.

Entry-Level Basic Skills Inventory

- Comparing your curriculum to this list of skills will allow you to develop the entry-level basic skills inventory for your program. Please ensure that only those skills that a student needs to successfully begin your curriculum is included.
- Do not include skills that you will want your students to own when they complete your program nor those you do not want to teach.
- Distribute your inventory to counselors, school psychologists, regulars on IEP committees, prospective students and their parents.
- Greenan's Generalizable Skills Curriculum can be effectively used. However you know your program best.
- Generalizable skills are cognitive, affective and psychomotor skills that are basic to, necessary for success in and transferable with CTE programs. Specifically, the four skill areas include:
 - Mathematics

- Communication
- Interpersonal relations
- Reasoning

Will the IEP committee use this list so that I do not get so many students with disabilities?

Office of Civil Rights Rules prohibit the use of prerequisites to discriminate against students with disabilities. Furthermore, we should never set up artificial barriers to student entry into a program that they are interested in. The entry-level basic skills inventory is not a tool for exclusion. Its purpose is to give students and teachers a better a chance of success by identifying the modifications, accommodations and support services they will need. The inventory is also in line with a TEA Commissioner Rule – “planning for students with disabilities shall be coordinated among CTE, special education and state rehabilitation agencies and should include a coherent sequence of courses.”

Application Work Session 1

Write a list of the skills that you would include on your entry level basic skills inventory for your program.

Accommodations and Modifications

How can I make it fair for all students in my course to receive the same content without dropping the integrity of my program?

- In order to answer this question it is necessary to explain the difference between evaluation accommodations and evaluation modifications.
 - Accommodations change the method of testing but the student is expected to achieve the same level of competency as any other student enrolled in the program. Examples include:
 - Alternative testing methods
 - Extended testing time
 - Test readers
- Modifications typically require changes to the content of the standards of the exam that results in the student achieving fewer competencies or performing at a lower level.

Application Work Session 2

Think about your program.

- **What evaluation accommodations and modifications have been specified in the IEP goals for students in your classes?**
- **Were the accommodations clearly delineated clearly from modifications on the IEP?**

- **How successful were you in making those accommodations and modifications?**
- **What barriers were there to your being able to implement those accommodations and modifications? and,**
- **What steps can you take to eliminate those barriers in the future?**

By making modifications for special needs students – isn't that watering down the curriculum and isn't it unfair to the other students?

If our only evaluation method is in comparing students' performance to other students then modifications can reduce standards for students with disabilities. However, "standards-based evaluations" do not require modifications thus the potential for inequities or "watering down" the curriculum is reduced.

Standards-Based Evaluations

- Standards-based – students' achievement is measured against specific skill attainment or concept mastery.
- Norm-referenced – measures relative performance compared to other students.
 - With standards-based testing one student may require a longer period of time to reach the standard but ALL students are required to reach the same level of competency.

How can I establish standards for all my students and still use modifications for my students with disabilities?

- The comprehensive program skills inventory includes all skills and competencies a student must attain in order to successfully complete your program.
- Use of the inventory by the IEP committee as a guideline for individual student programming allows specific measurable goals for each individual student.
- The student's IEP may not include every standard on the inventory but they will have to achieve the same level of competency in each included standard in order to complete their goals.
- The IEP goals and objectives must represent some reasonable exit point, not just a combination of skills.

Comprehensive Program Skills Inventory

- By developing your program's standards into a comprehensive program skills inventory you establish:
 - Clear, relevant and high expectations for your students
 - Provide a basis for accountability for both teachers and students

- Promote equity because the standards apply equally to all students
- Facilitate effective curriculum and instructional strategies, and,
- Establish an objective method of evaluation

Are there existing comprehensive program skills inventories and are they available to me?

- Yes, an internet search with your program as and adding the words “competency profile” will bring you a multitude of results. These are a great starting point, but your inventory should represent:
 - Standards appropriate for tech prep and other postsecondary articulations.
 - Your role in TAKS skill development as specified or expected by your school, and,
 - Local industry validated competencies

Exit Points

- An exit point represents achievement of a group of standards that prepared the completer for realistic and available opportunities that include:
 - Continuation to additional training within your program, or
 - Transition into another secondary, post secondary school program and/or employment.

Application Work Session 3

Make a list of all possible exit points for your program.

How do I tell if my student has achieved the standard on my inventory, then how do I assign letter grades?

- The skills and standards we expect a student to achieve in order to successfully complete a program are called content standards.
- Performance standards specify how well we expect students to achieve that level of competence, for e.g. “Fair”, “Good” or “Excellent”. By establishing these performance levels for each content standard we create a criterion-level grading system.

Grading System

- For content standard – Diagnose and repair ignition problems in a jeep
 - ‘A’ = Completed task independently; used manuals and references effectively; demonstrated a systematic procedure of research to identify specific problems, applied basic and academic skills effectively and as necessary, evaluated progress and adjusted appropriately, correctly determined problem and accurately described repair procedures.
 - ‘B’ = Completed with minimal assistance
 - ‘C’ = Completed with moderate direction

- 'D' = Completed with extensive direction
- 'F' = Unable to complete

Application Work Session 4

- **Choose two content standards from your program.**
- **Establish performance standards for them, and**
- **Tie them to a letter grade.**

Components of an Effective Evaluation

- An effective evaluation system will
 - include a variety of methods and will be in line with the student's IEP.
 - accurately reflect performance against content standard.
 - be easily understood by students and support personnel.
 - provide timely information to students on their progress.
 - enhance a student's self-understanding, and
 - address both quality and quantity of work performed.

Input to IEP Committee

- An effective evaluation will provide ongoing input to the continuing IEP assessment.
 - Some students' performance will far exceed their IEP's initial expectations and without ongoing input students may not receive the advanced support necessary to achieve the maximum program exit point.
 - In other instances, IEP goals or expectations may be inappropriate with information from the evaluations the committee can change the exit point or provide additional assistance to the student and the teacher.

Application Work Session 5

Consider the evaluation methods that were discussed in this module

- **Which methods are you using now?**
- **Which can you add to your classroom evaluation system?**
- **What methods are you currently using that were not presented or that you might use in the future?**
- **List any question you may have or additional information you may need in order to implement a performance-based evaluation system.**

References

Trainers

1. Special Populations in Career and Technical Education - By Michelle Wircenski & John L. Scott – available at <http://www.go2atp.com/stores/>
2. Using Assessment Results for Career Development - Seventh Edition - By Debra S. Osborn and Vernon G. Zunker – available at <http://www.wadsworth.com>
3. Psychological Testing - Seventh Edition - By Anne Anastasi & Susana Urbina – available at <http://www.amazon.com>

Workshop Participants/DVD Viewers

Websites

1. Career Development Resources - TX Workforce Commission - <http://www.cdr.state.tx.us/>
2. Career planning based on personality type -<http://careers.typefocus.com/>
3. Council for Exceptional Children - Alternate Assessment for Students with Disabilities -<http://ericec.org/faq/altassess.html>
4. Information on MBTI Types - <http://typelogic.com/>
5. Kuder Career Planning System - Online lifelong career portfolio; Research-based interests, skills, and work values assessments; Education and career planning resources <http://www.kuder.com/>
6. Online Personality Inventory - Temperament Sorter - <http://keirseey.com/>
7. Online Test Reviews and Locator -<http://buros.unl.edu/buros/jsp/search.jsp>
8. PEER Information Brief - Statewide Assessment: Policy Issues, Questions, and Strategies -<http://www.fcsn.org/peer/ess/statewideassessmenttib.html>
9. Peer-Reviewed Online Journal - Practical Assessment, Research and Evaluation (PARE) - <http://pareonline.net/>
10. Resource for Transition of students with disabilities - <http://www.ncwd-youth.info/assets/guides/assessment/AssessGuideComplete.pdf>
11. Self-Directed Search Online Interest Inventory - <http://www.self-directed-search.com/>
12. Texas Education Agency – Student Assessment Division - <http://www.tea.state.tx.us/student.assessment/index.html>
13. U.S. Department of Labor - Statistics about people with disabilities and employment - <http://www.dol.gov/odep/pubs/ek01/stats.htm>

Books

1. Applied Educational Assessment (with CD-ROM) - Second Edition – By David Payne – available at <http://www.wadsworth.com>
2. Curriculum, Assessment and Instruction for Students with Disabilities - First Edition – By June L. Bigge; Colleen S. Stump; Michael E. Spagna & Rosanne K. Silberman – available at <http://www.wadsworth.com/>
3. Essentials of Testing and Assessment - A Practical Guide for Counselors, Social Workers, and Psychologists - First Edition - Edward S. Neukrug, R. Charles Fawcett – available at <http://www.wadsworth.com>
4. Special Populations in Career and Technical Education - By Michelle Wircenski & John L. Scott – available at <http://www.go2atp.com/>
5. Using Assessment Results for Career Development - Seventh Edition - By Debra S. Osborn and Vernon G. Zunker – available at <http://www.wadsworth.com>

Videos

1. Audio - Accommodations for Large-Scale Assessments: A Guide for IEP Teams – available at <http://www.shoplrp.com/>
2. Audio - Assessing and Accommodating Students under the New IDEA -Presented by Jeanne Kincaid, Esq. – available at <http://www.shoplrp.com/>
3. AYP and Assessment of Students with Disabilities: Understanding the Merger of IDEA and NCLB Requirements - Presented by Melinda Baird, Esq. – available at <http://www.shoplrp.com/>
4. Online download - Assessment in Career and Technical Education: Past, Present, and Possible – available at <http://www.nccte.org/webcasts/>
5. Online download - Next Steps in Technical Skills Assessment – available at <http://www.nccte.org/webcasts>

Handouts

GREENAN'S GENERALIZABLE SKILLS CURRICULUM

Mathematics Skills

WHOLE NUMBERS

- Read, write, and count single and multiple digit whole numbers
- Add and subtract single and multiple digit whole numbers
- Multiply and divide single and multiple digit whole numbers
- Use addition, subtraction, multiplication, and division to solve word problems with single and multiple digit whole numbers
- Round off single and multiple digit whole numbers

FRACTIONS

- Read and write common Fractions
- Add and subtract common fractions
- Multiply and divide common fractions
- Solve word problems with common fractions

DECIMALS

- Carry out arithmetic computations involving dollars and cents
- Read and write decimals in one or more places
- Round off decimals to one or more places
- Multiply and divide decimals in one or more places
- Add and subtract decimals in one or more places
- Solve word problems with decimals in one or more places

PERCENT

- Read and write percents
- Compute percents

MIXED OPERATIONS

- Convert fractions to decimals, percent to fractions, fractions to percents, percents to decimals, decimals to percents, common fractions or mixed numbers to decimal fractions, and decimal fractions to common fractions or mixed numbers
- Solve word problems by selecting and using correct order of operations
- Perform written calculations quickly
- Compute averages

MEASUREMENT AND CALCULATION

- Read numbers of symbols from time, weight, distance, and volume measuring scales
- Use a measuring device to determine an object's weight, distance, or volume in standard (English) units
- Use a measuring device to determine an object's weight, distance, or volume in metric units
- Perform basic metric conversions involving weight, distance, and volume
- Solve problems involving time, weight, distance, and volume
- Use a calculator to perform basic arithmetic operations to solve problems

ESTIMATION

- Determine if a solution to a mathematical problem is reasonable

Communications Skills

WORDS AND MEANINGS

- Use plural words appropriately in writing and speaking
- Use appropriate shortened forms of words by using an apostrophe when writing and contractions when speaking
- Use appropriate abbreviations of words in writing
- Use words correctly that sound the same as other words but have different meanings and spellings
- Use words appropriately that are opposite of one another
- Use appropriate word choices in writing and speaking
- Add appropriate beginnings and endings to words to change their meaning
- Punctuate one's own correspondence, directives, or reports

GREENAN'S GENERALIZABLE SKILLS CURRICULUM

READING

- Read, understand, and find information or gather data from books, manuals, directions, or other documents
- Restate or paraphrase a reading passage to confirm one's own understanding of what was read
- Read and understand forms
- Read and understand short notes, memos, and letters
- Read and understand graphs, charts, and tables to obtain factual information
- Understand the meanings of words in sentences
- Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words
- Use the telephone and look up names, telephone numbers, and other information in a telephone directory to make local and long distance calls

WRITING

- Review and edit another's correspondence, directives, or reports
- Compose logical and understandable statements, phrases, or sentences to fill out forms accurately

SPEAKING

- Speak fluently with individuals or groups
- Pronounce words correctly
- Speak effectively using appropriate behaviors such as eye contact, posture, and gestures

LISTENING

- Restate or paraphrase a conversation to confirm one's own understanding of what was said
- Ask appropriate questions to clarify another's written or oral communications
- Attend to nonverbal cues such as eye contact, posture, and gestures for meanings in others conversations
- Take accurate notes that summarize the material presented from spoken conversations

Interpersonal Relations Skills

WORK BEHAVIORS

- Work effectively under different kinds of supervision
- Work without the need for dose supervision
- Work cooperatively as a member of a team
- Get along and work effectively with people of different perspectives
- Show up regularly on lime for activities and appointments
- Work effectively when time tension or pressure are critical factors for successful performance
- See things from another's point of view
- Engage appropriately in social interaction and situations
- Take responsibility and be accountable for the effects or one's own judgments, decisions, and actions
- Plan, carry out, and complete activities at one's own initiation

INSTRUCTIONAL AND SUPERVISORY CONVERSATIONS

- Instruct or direct someone in the performance of a specific task
- Follow instructions or directions in the performance of a specific task
- Demonstrate to someone how to perform a specific task
- Assign others to carry out specific tasks
- Speak with others in a relaxed and self-confident manner
- Compliment and provide constructive feedback to others at appropriate times

CONVERSATIONS

- Be able to handle criticism, disagreement, or disappointment during a conversation
- Initiate and maintain task-focused or friendly conversations with another individual
- Initiate, maintain, and draw others into task-focused or friendly group conversations
- Join in task-focused or friendly group conversations

Source: Sarkees-Wircenski, M. & Scoff, J.L. (2003). *Special populations in career and technical education*. Homewood, IL: American Technical Publishers, Inc.

GREENAN'S GENERALIZABLE SKILLS CURRICULUM

Reasoning Skills

VERBAL REASONING

- Generate or conceive of new or innovative ideas
- Try out or consciously attempt to use previously learned knowledge and skills in a new situation
- Understand and explain the main ideas in another's written or oral communication
- Recall ideas, facts, theories, principles and other information accurately from memory
- Organize ideas and put them into words rapidly in oral and written conversations
- Interpret feelings, ideas, or facts in terms of one's own personal viewpoint or values
- State one's point of view, opinion, or position in written or oral communication
- Define one's point of view, opinion, or position written or oral communication
- Distinguish between fact and opinion in ones own and in others' written and oral communication
- Identify the conclusions in others' written or oral communication
- Identify the reasons offered by another and evaluate their relevance and strength of support for a conclusion
- Compile one's own notes taken on several written sources into a single report
- Compile ideas, notes, and materials supplied by others into a single report
- Carry out correctly written or oral instructions given by another
- Observe another's performance of a task to identify whether the performance is satisfactory or needs to be improved
- Ask questions about another's performance of a task to identify whether the performance is satisfactory or needs to be improved

PROBLEM SOLVING

- Recognize or identify the existence of a problem given a specific set of facts
- Ask appropriate questions to identify or verify the existence of a problem
- Enumerate the possible causes of a problem
- Use efficient methods for eliminating the causes of a problem
- Judge the credibility of a source of information
- Identify important Information needed to solve a problem
- Identify others' and one's own assumptions relating to a problem
- Describe the application and likely consequences of alternative problem solutions and select a solution that represents the best course of action to pursue

PLANNING

- Sort objects according to similar physical characteristics including shape, color, and size
- Estimate weight of various objects of different shapes, sizes, and makeup
- Estimate length, width, height, and distance between objects
- Use the sense of touch, sight, smell, taste, and hearing
- Set priorities or the order in which several tasks will be accomplished
- Set the goals or standards for accomplishing a specific task
- Determine how specific activities will assist in accomplishing a task
- Select activities to accomplish a specific task
- Determine the order of the activities or step-by-step process by which a specific task can be accomplished
- Estimate the time required to perform activities needed to accomplish a specific task
- Locate information about duties, methods, and procedures to perform the activities needed to accomplish a specific task
- Locate information and select the materials, tools, equipment, or locate resources to perform the activities needed to accomplish a specified task
- Periodically revise or update plans and activities for accomplishing a specific task

Adapted from: Greenan, J. (1986). Curriculum and Assessment in Generalizable Skills Instruction. *The Journal for Vocational Special Needs Education*, 9(1)

Source: Sarkees-Wircenski, M. & Scoff, J.L. (2003). *Special populations in career and technical education*. Homewood, IL: American Technical Publishers, Inc.

CHAPTER 3

Instructional Modifications and Accommodations

Blended Classrooms

- Every CTE teacher works in a “blended classroom.”
 - A blended class contains a mixture of learning styles, academic achievements and socialization skills.
 - Therefore when CTE teachers plan and deliver instruction they need to keep in mind, their students’ characteristics, abilities, learning styles and needs especially of students from special populations.

Curriculum Modifications

- Examples of curriculum modifications include:
 - Instructional pace is different.
 - Teaching strategies being matched to the learning needs of the student.
 - The student might require extended time in program or more time to practice.
 - Identifying appropriate instructional materials for the student or modifying existing instructional materials (e.g. print larger for students with visual impairments)
 - Relying on appropriate support services available through the school.
 - Examining the way the students’ performance is evaluated.

When I make modifications for students isn’t that unfair to the other students?

- Curriculum modifications is not watering down or lowering the standards of the CTE program.
- It does not involve deleting competencies necessary for employment or job retention.
- It is the process of tailoring experiences and activities for career and technical preparation to meet the unique needs of the individual learner.
- It implies that the method of delivering the curriculum may need to be modified for a specific learner.
- Examples of curriculum modifications include:
 - Instructional pace is different.
 - Teaching strategies being matched to the learning needs of the student.
 - The student might require extended time in program or more time to practice.
 - Identifying appropriate instructional materials for the student or modifying existing instructional materials (e.g. print larger for students with visual impairments)
 - Relying on appropriate support services available through the school.
 - Examining the way the students’ performance is evaluated.

Advantages of Curriculum Modifications

- Curriculum modification enables our students to:
 - Fully access curriculum and instructional materials.
 - Demonstrate what they have learned.
 - Experience success that will increase motivation levels.
 - Curriculum modification enables us to have improved student outcomes.

Application Work Session 1

- **What curriculum modifications have been specified in IEP goals for students in your classes?**
- **How successful were you in making those modifications?**
- **What barriers were there and what steps can you take to eliminate those barriers?**

Competency-Based Curriculum

Do I have to use different curriculum standards for students from special populations?

- CTE programs are “competency-based”. They are based on specific, precisely stated learner outcomes or competencies that have been established by business and industry as essential for successful employment in that student’s selected occupation.
- CTE instruction is high quality, carefully designed around business and industry standards and is very student centered.
- In a competency-based program such as those in CTE student performance is compared to an established standard based on business and industry requirements for employment and job retention.

Application Work Session 2

- **To what extent is your program competency-based?**
- **Are your competencies based on business and industry standards?**
- **Is your evaluation system competency-based?**
- **What steps will you need to take to move your curriculum and evaluations to competency-based?**

Instructional Strategies

What choices does a CTE teacher have in delivering instruction?

- Choice of instructional strategies may mean the difference between success and failure for many learners from special populations.
 - Best practices in instructional strategies include the use of three types:
 - Direct instruction used for the entire class
 - Small group instruction for a portion of the class
 - Differentiated instruction for an individual student

Direct Instruction

- Information is delivered to the entire class by the instructor.
- Direct instruction should be designed around multiple learning styles.

Learning Styles/Modalities

- In order for students to store and use information, information must have meaning and meaning is closely related to the way in which students take in information.
- A modality, therefore is a sensory channel through which an individual receives and retains information.
- Learning styles modalities differ from individual to individual. A modality involves preference for:
 - Reading
 - Listening and discussing
 - Note-taking
- From early childhood individuals will tend to favor one modality over another.
- In a blended classroom CTE teachers will have to teach to all three modalities.
- Overall there are three types of modalities.
 - Auditory
 - Visual
 - Kinesthetic (hands-on)

Visual

- Instructional strategies that incorporate the following tools work well with visual learners:
 - Bulletin boards
 - Computers
 - Transparencies
 - Slides
 - Videos
 - Graphs
 - Pictures
 - Demonstrations
 - Models
 - Reports
 - Magazines
 - Pamphlets
 - Manuals
 - Writing boards
 - Flip charts
 - DVDs

Auditory

- Instructional strategies that incorporate the following tools work well with auditory learners:
 - Tapes
 - Lectures
 - Discussions
 - Questions
 - Oral reports
 - Debates
 - Panel discussions
 - Peer tutoring
 - Interview
 - Brainstorming

Kinesthetic

- Instructional strategies that incorporate the following tools work well with kinesthetic learners:
 - Objects
 - Textures
 - Lengths/Distances
 - Experiments
 - Models
 - Drawings
 - Relief maps
 - Blueprints
 - Graphs

Application Work Session 3

- **Approximately how much of your teaching is direct instruction?**
- **What percentage is auditory-based? Visual? Hands-on?**
- **What steps will you need to take to incorporate all three modalities into your instructional strategies?**

Small Group Instruction

- Examples of small group strategies include:
 - Peer tutoring – where students are learning from one another
 - Flexible grouping – where groups are broken and changed constantly enabling the students to work with many different peers
 - Team-based projects
 - Brainstorming
 - Case studies
 - Debates

- Group discussion

Cooperative Learning

- One of the most effective small group strategies is cooperative learning.
 - Instructor divides the class into small groups.
 - Each group is given clearly stated goals or tasks.
 - Social networking takes place because students are learning from each other.
 - Every member has a role (e.g. note-taker, timekeeper, material-gatherer).
 - Students learn interdependence (depending on each other) as well as independence (responsibility for own learning). Refer to <http://www.stedwards.edu/cte/resources/cooperative.htm> for more information on cooperative learning.

Application Work Session 4

- **Approximately how much of your teaching is small group instruction?**
- **How can you use small group instruction to improve understanding and achievement of your students from special populations?**
- **What types of small group instruction strategies would best suit your program/students?**
- **How can you increase small group instruction in your teaching?**

Differentiated Instruction

- Material is specifically tailored for an individual student.
- Calls for the use of curriculum accommodations.
- Involves “scaffolding”.
 - Providing temporary support or guidance to students during initial learning.
 - Ultimate goal is for students to become self-directed learners.
 - Examples include: task statements broken into manageable “chunks”; task broken down into clearly identified steps; using models; using cues, prompts, hints or providing partial solutions to problems.
- Students are supported or guided through activities and provided “bridges” to take them to the next level of learning.
- Temporary supports are gradually removed as students make progress.

Application Work Session 5

- **Approximately how much of your teaching is differentiated group instruction?**
- **Do you have students who would make more progress if they received differentiated instruction?**
- **In what ways could you modify your curriculum into more manageable chunks?**
- **What would be required to increase differentiated instruction in your classes?**

Curriculum Accommodations

What can a career tech teacher do to help special needs' students in a mainstream environment?

- Use curriculum accommodations.
- Successful curriculum accommodations include:
 - Taped textbooks
 - Peer note takers
 - Cue cards for task steps
 - Study guides
 - Extended time for practice
 - Highlighted important facts in a text-book
 - Peer readers
 - Assistive devices
 - Providing instruction in chunks and allowing time for reflection
 - Frequent comprehension checks and illustrated instructions

Application Work Session 6

- **Think about how often you are required to make curriculum accommodations.**
- **What types of accommodations work well with your curriculum?**
- **What kinds cause you the most concern? Why?**
- **In what ways can you alleviate your concerns and still accommodate?**

CTE Teacher's Role in the IEP Process

What is the CTE teacher's role in the development and implementation of the IEP, how can he/she advocate for his/her program?

- Attend the ARD meeting.
- Bring to the meeting:
 - Program course descriptions
 - Admission requirements/prerequisites
 - Program/course outlines
 - Lesson plan notebooks, textbooks and manuals
 - Information on facilities and equipment
 - Information on methods used to teach course content in the classroom and lab
 - Samples of test and evaluation methods/materials

CTE Program Inventory

- In addition to the above-mentioned materials bring to the ARD meeting a CTE program inventory.
 - The CTE program inventory should include:
 - An overview of your program.
 - A complete list of competencies necessary to complete the program.
 - A complete list of your multiple exit points.
 - A complete list of competencies necessary for each exit point.
- Very useful at the ARD meeting for vocational assessment purposes.
 - Determines appropriateness of placement in your programs
 - Helps establish realistic occupational goals within your CTE program

ARD -Annual Goals

- Begin with the student's present level of performance so as to appropriately plan where the student needs to be at the end of the year.
- Use program standards, curriculum guides, current employment industry requirements to develop annual goals.
- Use competency-based checklists through the year to document what the student has accomplished and establish what remains to be taught.

Application Work Session 7

- **How involved are you in the ARD/IEP process for students in your classes?**
- **Based on the suggestions presented how prepared are you when you attend an ARD/IEP meeting?**
- **Which of the suggested items do you have to bring to meetings?**
- **Where could you get the items you do not currently have?**
- **Are there other items you think would be useful?**

Multiple Exit Points

- The only way a CTE program can be modified is by establishing exit points for the student.
- An exit point consists of a list of competencies that when acquired provide a student with a realistic, available opportunity to seek gainful employment.

Application Work Session 8

List as many exit points as you can think of for your program.

Student Services

Who will help me with the students from special populations in my classes?

- Look around your school and put together a team that can provide a variety of student services:
 - Administrators
 - Special Educators
 - Academic or general educators
 - Counselors
 - Psychologists
 - Technology specialists
 - Interpreters
 - Media specialists
 - Social workers
 - Curriculum coordinators
 - Bilingual specialists
 - Occupational therapists
 - Assessment specialists
- A team-based approach can help meet the specific needs of students from special population and help them make successful transitions through life.

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3. Differentiated Instruction: A Focus on Inclusion – available at http://addwarehouse.com/shopsite_sc/store/html/product593.html
4. Accommodations for Students with Psychiatric Disabilities in Higher Education: Complying with Section 504 and the ADA – available at <http://www.shoplrp.com>

Handouts

Cooperative Learning Activity –The Jigsaw

- _____ 1. John is a popular boys' name in the United States and many Spanish boys are called Jose. What is a boy commonly called in France?
- _____ 2. To enter the water, why do scuba divers sit on the edge of the boat and fall backwards?
- _____ 3. Is it legal to marry your widow's sister?
- _____ 4. If you started in Houston, Texas, to dig a hole through the center of the earth where would you come out?
- _____ 5. If "folk" is spelled F O L K and "joke" is spelled J O K E, how do you spell the word for the white of an egg?
- _____ 6. You have two notes in your wallet for a total of \$101. One of them is not a \$1 bill. What are they?
- _____ 7. What could you be sure to find right in the middle of Toronto?
- _____ 8. A daddy bull drinks 10 gallons of water per hour and a baby bull drinks 4 gallons. How much would a mommy bull drink?
- _____ 9. Who was the last man to box Joe Louis?
- _____ 10. Is it likely to unlikely that the next U.S. men's tennis champion will have more than the average number of arms?
- _____ 11. A man was walking across a bridge in Paris when he saw his wife on the other side of the bridge with her lover. The man drew a gun and shot his wife. The recoil from the gun caused him to fall off the bridge and drown. He was tried for murder. What was the jury's verdict?
- _____ 12. How many grooves are there on the average long-playing record?
- _____ 13. Some months have 30 days and some have 31 days. How many have 28 days?
- _____ 14. Farmer Giles has three black pigs, two brown pigs, and one pink pig. How many of Farmer Giles' pigs could say that they are the same color as another of Farmer Giles' pigs?
- _____ 15. A rope ladder over the side of a ship has rungs which are 1 foot (.3 meters) apart. Exactly 11 rungs are showing above the water level. The tide rose 8 feet (2.4 meters). How many rungs would now be showing?

STEPS FOR USING JIGSAW

Count the number of students in the class. Decide how many groups there are going to be (each group must have an even number). The size of the group is determined by how many “blocks of content” that the material you are using will be divided into.

Example: The “puzzle page” of 15 items will be broken down into “blocks of content”. In this case, it could be broken down into blocks of 3 questions or blocks of 5 questions.

Each evenly divided group will convene and then number off within the group from 1 to... (each group member having a different number). Once this is done you announce that these are the “Home Groups”.

The next step is to break the “Home Groups” into “Study Groups”. This is done by having all of the number 1s meet as a separate group, all the number 2s meet as a separate group...These “Study Groups” will each be given a different “block of content” to work on, come to agreement on, and prepare to bring back to the “Home Groups”.

Example: With this “puzzle page”, if you have it broken down into 5 “blocks of content”, you will have “Home Groups” of 5 members. Each of the “Study Groups” will have a different portion of the content to review and prepare to teach the “Home Groups”. So, the “Study Group” with the 1s will all work on puzzle numbers 1-3. The “Study Group with the 2s will work on puzzle numbers 4-6.....etc.

Once the “Study Groups” have had a chance to finish their assigned questions, all of the participants return to their “Home Groups”. Now there will be one person in each of the “Home Groups” who will have the answers to a portion of the whole puzzle page. Beginning with the number 1 person in each of the “Home Groups”, each person explains the answers their “Study Group” arrived at. Other members of the “Home Group” fill in these answers. The answer key can then be distributed to everyone.

Jigsaw is a strategy that makes every person participates and has a role in the final product.

Please refer to

**<http://www.stedwards.edu/cte/resources/cooperative.htm>
for an overview of cooperative learning and related activities.**

The Modality Preferences Instrument

Participants answer the 33 questions by indicating A (Agree) or D (Disagree) as the statements relate to themselves. They then use the box on the second page to “score” themselves and interpret their scores. The third page overviews the three sensory modality types. The fourth page lists the characteristics of the sensory modality types followed by learning tips for each of the modality types.

A blank copy of the Modality Preferences Instrument is included so that participants can use it with their students.

The Modality Preferences Instrument

Follow the directions below to get a score that will indicate your own modality (sense) preference(s). This instrument is just one of many available, and you should not rely on just one instrument for self-assessment. Keep in mind that sensory preferences are usually evident only during prolonged and complex learning tasks.

Identifying Sensory Preferences

Directions: For each item, circle "A" if you agree that the statement describes you most of the time. Circle "D" if you disagree that the statement describes you most of the time.

1. I would prefer reading a story rather than listening to someone tell it. A D
2. I would rather watch television than listen to the radio. A D
3. I remember names better than faces. A D
4. I like classrooms with lots of posters and pictures around me room. A D
5. The appearance of my handwriting is important to me. A D
6. I think more often in pictures. A D
7. I am distracted by visual disorder or movement. A D
8. I have difficulty remembering directions that were told to me. A D
9. I would rather watch athletic events than participate in them. A D
10. I tend to organize my thoughts by writing them down. A D
11. My facial expression is a good indicator of my emotions. A D
12. I tend to remember names better than faces. A D
13. I would enjoy taking part in dramatic events like plays. A D
14. I tend to subvocalize and think in sounds. A D
15. I am easily distracted by sounds. A D
16. I easily forget what I read unless I talk about it. A D
17. I would rather listen to the radio than watch television. A D
18. My handwriting is not very good. A D
19. When faced with a problem, I tend to talk it through. A D
20. I express my emotions verbally. A D
21. I would rather be in a group discussion than read about a topic. A D
22. I prefer talking on the phone rather than writing a letter to someone. A D
23. I would rather participate in athletic events than watch them. A D
24. I prefer going to museums where I can touch the exhibits. A D
25. My handwriting deteriorates when the space becomes smaller. A D
26. My mental pictures are usually accompanied by movement. A D
27. I like being outdoors and doing things like biking, camping, swimming, hiking, etc. A D
28. I remember best what was done rather what was seen or talked about. A D
29. When faced with a problem, I often select the solution involving the greatest activity. A D
30. I like to make models or other hand-crafted items. A D
31. I would rather do experiments rather than read about them. A D
32. My body language is a good indicator of my emotions. A D
33. I have difficulty remembering verbal directions if I have not done the activity before. A D

Interpreting the Instrument's Score

Total the number of "A" responses in items 1-11: _____
This is your visual score.

Total the number of "A" responses in items 12-22: _____
This is your auditory score.

Total the number of "A" responses in items 23-33: _____
This is your tactile/kinesthetic score.

If you scored a lot higher in any one area: This indicates that this modality is *very probably* your preference during a protracted and complex learning situation.

If you scored a lot lower in any one area: This indicates that this modality is *not likely to* be your preference(s) in a learning situation.

If you got similar scores in all three areas: This indicates that you can learn things in almost any way they are presented.

SENSORY MODALITY TYPES

A Brief Description

AUDITORY

Auditory learners learn best through hearing, using their ears and their voices as the primary way to learn. They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

VISUAL

Visual learners need to see the material to learn most effectively. They need to see the teacher's body language and facial expression to fully understand the content of a lesson. They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

KINESTHETIC

Kinesthetic learners are those who learn best by doing. Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

SENSORY MODALITY TYPES

CHARACTERISTICS

AUDITORY Learners Typically:

- Prefer to get information by listening-needs to hear it to know it.
- May have difficulty following written directions.
- May have difficulty with reading.
- May have problems with writing.
- Remember what they hear and their own verbal expressions.
- Remember by talking aloud and through verbal recognition.
- Desire to talk through a concept.
- Can remember verbal instructions without recording them.
- May have difficulty reading body language and facial expressions.
- Enjoy class discussions and talking with others.
- Are easily distracted by sound.
- Find it difficult to work quietly for extended periods of time.

VISUAL Learners Typically:

- Need to see it to know it.
- Have strong sense of color.
- May have artistic ability.
- Often have difficulty with spoken directions.
- May over-react to sounds.
- May have trouble following lectures.
- Often misinterprets words.
- Enjoy a picture of something being described.
- Prefer written instructions for assignments.
- Remember and understand through the use of diagrams, charts, and maps.
- Observe all the physical elements in a classroom.

KINESTHETIC Learners Typically:

- Prefer hands-on learning.
- Often can assemble parts without reading directions.
- Have difficulty sitting still.
- Learn better when physical activity is involved.
- May be very well coordinated and have athletic ability.
- Become physically involved in the subject being studied.
- Enjoy making a product or completing a project.
- Physically express enthusiasm by getting active and excited.

LEARNING TIPS

AUDITORY Learners Should:

- Use tapes for reading and for class and lecture notes.
- Learn by interviewing or by participating in discussions.
- Have test questions or directions read aloud or put on tape.

VISUAL Learners Should

- Use graphics to reinforce learning, films, slides, illustrations, diagrams and doodles.
- Color code to organize notes and possessions.
- Ask for written directions.
- Use flow charts and diagrams for note taking.
- Visualize spelling of words or facts to be memorized.

KINESTHETIC Learners Should

- Engage in experiential learning (making models, doing lab work, and role playing).
- Take frequent breaks in study periods.
- Trace letters and words to learn spelling and remember facts.
- Use computer to reinforce learning through sense of touch.
- Memorize or drill while walking or exercising.
- Express abilities through dance, drama or gymnastics.

CHAPTER 4 Behavior Management

Environmental Components

- In a given classroom there are three kinds of environments that impact behavior:
 - Academic
 - Physical
 - Relational

Academic Environment

- Questions to consider as you maximize the academic environment of your classroom.
 - Have I assessed my students' skill levels?
 - Am I using appropriate curricula?
 - Am I using appropriate teaching methods?
 - Do I have copies of each student's IEP?
 - Are my methods of assessment, instruction and curriculum selection sensitive to the individual student's cognitive and physical development?

Physical Environment

- Questions to consider as you maximize the physical environment of your classroom.
 - What does the physical environment of my class look like? Is it aesthetically pleasing?
 - Have I identified the essential functions of my classroom? Have I arranged my classroom to meet those essential functions?
 - Do I have a daily schedule posted? If I do, do I need a separate daily schedule for my students with special needs?
 - Am I using visual aids appropriately?
 - Am I minimizing the amount of free time that my students have on a daily basis?
 - It is important to have rules posted in the classroom.
- In addition, ask yourself the following questions:
 - Am I teaching my students the appropriate behavioral skills?
 - Am I offering my students specific descriptions of appropriate and inappropriate behavior?
 - Am I offering my students the opportunity to practice appropriate behavior?
 - Am I providing my student with frequent feedback regarding their behavior?

Relational Environment

- Even if we have an effective physical and academic environment, an ineffective relational environment will not enable us to empower our students success.
- Questions to consider as you maximize the relational environment of your classroom.
 - How do I want my students to treat each other?
 - How do I want my students to treat me?
 - How do I want my students to remember me on the last day of school?
 - Is the rule in practice that generally undesirable behavior equals undesirable consequences and desirable behavior equals desirable consequences?
 - Do I typically give my students a 3 to 1 ratio of positive reinforcers to negative reinforcers?

Intervention Levels

- In examining the student's academic environment interventions can be carried out at three levels.
 - Universal
 - Targeted
 - Selected

Universal Level

- These interventions apply to all students
 - Examples include every student will wear a name tag when they are on campus; no student will come without a tardy slip if they come late.
 - 80% of the student population will respond favorably to universal interventions. By September teachers will be able to identify the 80% of students who respond favorably and the 20% that will need additional support.

Selected Level

- About 15% of the student population (considered at-risk) will need selected interventions in addition to universal interventions.
- Examples include social skills group, academic training, content mastery class.
- By October/November teachers will be able to identify the 5% of the student population who need additional support.

Targeted/Intensive/Individual Level

- Examples include developing a behavioral contract for an individual student to help the student be academically or behaviorally successful i.e. generating a plan which states that if students can turn in a specific number of assignments in a week or refrain from using physical aggression for a week then they will receive a prize or reward at the end of the week.

- Very individualized, tailored intervention that theoretically only 5% of the student population require (considered high-risk).

Application Work Session 1

Think about student behaviors that you find troubling

- **How do you usually describe student behavior?**
- **How can you operationally define the behaviors so that they are easily understood by everyone?**

Directions for Interventions

- Individual Level
 - Consult with your counselors, licensed psychologist, licensed specialist in school psychology as you carry out an individual level intervention.
 - Step # 1: Define the problem behavior specifically. The definition should be specific enough so that anyone who is observing the student will agree that they are seeing the problem behavior.
 - Behavior should be operationalized so that occurrences or non-occurrences can be counted.
 - Specific definition will help determine how often the behavior happens and when it does happen how bad does it get?
 - Having a measurable, quantifiable behavior is critical in Step # 1 because as we measure it we collect baseline data that will then be compared to data collected after an intervention.

ABC Chain

- In addition – consider the ABC chain,
 - A – the antecedent, what happens immediately before the behavior?
 - B – the behavior, what is the behavior that we are trying to modify?
 - C – the consequence, what happens immediately after the behavior?
 - Key questions that will enable you collect information on the ABC chain:
 - Who is present when the behavior occurs?
 - When does the behavior occur?
 - Where does the behavior occur (cross-situationally or specifically confined to one location)?
- Step # 2: Collect information about the behavior.
 - Frequency: How often is the behavior occurring? (Once an hour, once a day, once a week?)
 - Intensity: How serious/bad does the behavior get?
 - Duration: How long does the behavior last?

Application Work Session 2

- **Choose one student behavior that you operationally defined in Step #1.**
- **Think about a plan to collect information about the students behavior using step 2**

- Step # 3: Identify the function of the behavior.
 - This step tells us why the student is doing what they are doing.
 - A behavior occurs usually for one of two reasons:
 - Gain access to a desirable activity.
 - Avoid an undesirable activity.
 - Desirable and undesirable activities can be external or internal .
 - Desirable external activity -increased computer time,
 - Internal desirable activity – feeling good stemming from acting out or getting a lot of attention as the class clown.
 - External undesirable activity – having to work at math
 - Internal undesirable activity – acting out to avoid the internal feeling of embarrassment.

Application Work Session 3

Think about the function of the student's behavior from step # 2

- **What might be a reasonable explanation for this behavior based on your answers to the step 2 questions?**

- Step # 4: Create a plan and put it into place.
 - Refer back to Step # 2 where information is collected with reference to the ABC plan.
 - In Step # 4 we can change the antecedent, behavior or the consequence.
 - If behavior continues over several weeks despite changing an antecedent, there may be a need to examine and change the consequences of the behavior.

Application Work Session 4

Think of a plan to change the behavior

- **How might you change the antecedent in order to change the behavior?**
- **How might you change the consequence in order to change the behavior?**

- Step # 5: Monitor the plan
 - Evaluate whether the intervention is effective.
 - Questions to consider of the plan is not working:
 - Am I providing positive reinforcement every time the student shows some indication of using the appropriate behavior? If I am not absolutely consistent I will have limited success.
 - Are the rewards meaningful for the student? Stickers of cartoon characters probably won't work for the average high school student.
 - Have I communicated well with other teachers so that they know the plan and are they applying the plan consistently and in the same way I am?
- Step # 5 looks a lot like Step # 2.
- Teachers will need to collect data regarding the frequency, intensity and duration of the behavior following intervention.
- Data for Step # 5 should be collected at least four weeks after intervention is put in place because of the possibility of an “extinction burst”
- Be aware of the possibility of an “extinction burst”. After a plan is put into place we can expect the behavior to get worse for up to three weeks. Student will be testing the teacher to determine his/her seriousness in implementing the intervention.
- Collect data and compare to data collected in Step # 1.
- If the data show that frequency, intensity and duration are decreasing then it is a good sign that the intervention is working.
- If the data show that behavior is at the same level, we will need to reevaluate,
- Shift focus from antecedent to consequence or vice versa. Make changes to the intervention and recollect data.

Individual interventions are an ongoing process.

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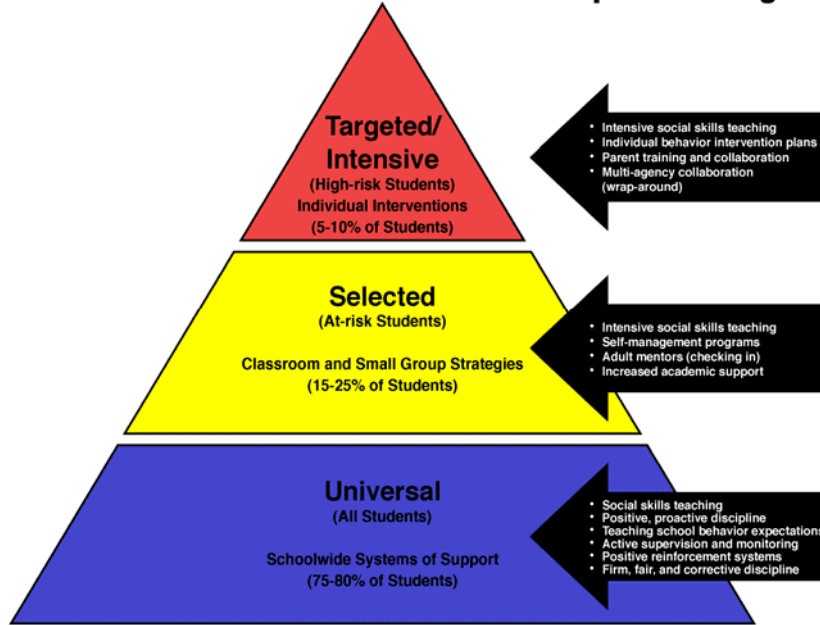
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Handouts

The following diagram illustrates examples of strategies, where they are implemented, and the percentage of students that are served at each level

Three-Tiered Model of Schoolwide Discipline Strategies



Source: Institute on Violence and Destructive Behavior