Use CTSP Recommended inventories to inform the IEP committees about your classes. Also, consider showing them videos or invite them to the classroom so that a truly informed decision can be made about curriculum accessibility. This inventory can be found on the CTSP website, http://ctsp.tamu.edu/instructional-videos/transition-assessment/create-a-comprehensive-program-skills-inventory/

A question was asked: “Why don’t you use small or large group discussions in your classes? What is it that is impeding that, or is it just something that doesn’t work given the curriculum?”

Students usually have to learn the techniques of how to operate a program, so it’s not necessarily a conversation piece. The reason I say this is that an accommodation usually includes working in groups, but you want to mention that in specific classroom there are specific techniques required. If a student is willing and willing to participate, you can video tape the back of a student of them doing what they are supposed to do for a ten minute period and show that in the committee meeting of what is expected, or better still, have them visit our classrooms and just observe. This way the committee will get to know that the course is focused on technique and they really cannot do a discussion or a peer tutor in this classroom the way we understand it, but we could pair two students up on the same computer. However, each one needs to understand the techniques individually even if they work together on it.

Since ARD meetings are data driven, it would be helpful for CTE Teachers to provide pertinent information about the course and course-work in order to solve problems, address issues, goals and objectives.

If discussion is part of the classroom, then it may be helpful to encourage classroom participation and grade the student on that. However, ask for an operational definition what is meant by participation in the classroom. CTE participation may include moving around, producing a product, staying on task, and discussing. However, special education or ARD committees might be thinking that student’s attendance will equate to participation, so it is something to learn by understanding how students will be graded in specific courses. For developing language, looking at language domains requires listening, reading, and writing. Their proficiency will not develop unless they are able to verbalize. One of the techniques used in high school includes students having appointments with each other every twenty or thirty minutes to interact.