

PRESENTED BY:
BRITTANY BOSTON,
ILLINOIS CENTER FOR
SPECIALIZED
PROFESSIONAL SUPPORT

STRATEGIES TO SUPPORT STUDENTS WITH PHYSICAL AND COGNITIVE DISABILITIES

ILLINOIS CENTER FOR SPECIALIZED PROFESSIONAL SUPPORT

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



Illinois Center for Specialized Professional Support,
Illinois State University, College of Education

BE SURE TO GRAB THE HANDOUTS

- Presentation Slides

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- FY 21 Professional Development

ICSPS Upcoming Professional Development

icsps Impacting educational equity
Illinois Center for Specialized Professional Support
Illinois State University College of Education

ICSPS is dedicated to providing CTE administrators, coordinators, and faculty with authentic, engaging, and dynamic professional development.

We invite you to explore the professional development opportunities that are planned for this winter and spring. To learn more about the sessions listed here, visit icsps.illinoisstate.edu.

Super Strategies to Support Special Populations Webinar Series
Join ICSPS as we take a deeper dive into our Super Strategies for Perkins V Special Populations. Each webinar will share support strategies and services that can be utilized by secondary and postsecondary systems. Methods for recruiting and informing students about CTE programs will also be discussed. Each webinar will focus on a specific special population. Webinars will be held twice monthly through February, with the final webinar being held on March 10, 2021.

Super Strategies for Economically Disadvantaged Students
Tuesday, December 15, 2020 2:30 pm - 3:30 pm
[Learn more about Super Strategies for Economically Disadvantaged Students and register.](#)

Super Strategies for English Learners
Wednesday, January 13, 2021 2:30 pm - 3:30 pm
[Learn more about Super Strategies for English Learners and register.](#)

Super Strategies for Students with Disabilities Both Cognitive and Physical
Wednesday, January 27, 2021 2:30 pm - 3:30 pm
[Learn more about Super Strategies Students with Disabilities Both Cognitive and Physical](#)

Super Strategies for Students Interested in Nontraditional Fields
Wednesday, February 10, 2021 2:30 pm - 3:30 pm
[Learn more about Super Strategies for Students Interested in Nontraditional Fields and register.](#)

Super Strategies for Parenting Teens, Single Parents, and Pregnant Mothers
Wednesday, February 24, 2021 2:30 pm - 3:30 pm
[Learn more about Super Strategies for Parenting Teens, Single Parents, and Pregnant Mothers and register.](#)

Super Strategies for Out-of-Workforce Individuals
Wednesday, March 10, 2021 2:30 pm - 3:30 pm
[Learn more about Super Strategies for Out-of-Work Individuals and register.](#)



DEFINE



CONSIDERATIONS



INFORMING AND
RECRUITING



SUPPORTS AND
SERVICES



DISCUSSION AND
QUESTIONS



ADDITIONAL
RESOURCES

AGENDA

WHO ARE STUDENTS WITH DISABILITIES?



- The Americans with Disabilities Act of 1990 defines the term ‘disability,’ with respect to an individual as –
 - a physical or mental impairment that substantially limits one or more major life activities of such individual;
 - a record of such an impairment; or
 - being regarded as having such an impairment.

TAKE INTO CONSIDERATION

wide range of students

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unique barriers

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tailored supports & services

- design content that reinforces that students with disabilities belong in CTE
 - encourage all students to explore CTE fields and make decisions separate from stereotypes or preconceived notions
- present a realistic picture of the skills involved to work in a field
 - assumptions about skills needed for a career can act as a barrier even if they are untrue
- use media that potential students are most likely to access when disseminating marketing that supports CTE programs
 - social media, email, and website marketing can be very effective with this audience but ensure that content is designed in *accessible formats*.
- include images of individuals with disabilities engaging in CTE programs and activities in recruitment content whenever possible
 - quotes from CTE participants and personal testimonials can also be very effective

INFORMING & RECRUITING

- publicize support services and presence of disability resource centers
- include parents in recruitment and career exploration activities to encourage word-of-mouth recruitment
 - help inform parents on their child's rights as a student and on available supports and services
- participate in professional conferences for secondary, postsecondary, and special education professionals in order to engage with industry professionals with access to students during their decision-making and transition periods

INFORMING & RECRUITING

SUPPORTS & SERVICES

- examine the possibility of using alternative instructional strategies to increase learner persistence in the program
 - Direct Instruction:
 - ensure equitable standards and accessible options for all students
 - Universal Design:
 - uses multiple means of representation to provide varied means of acquiring knowledge
 - uses multiple means of expression to allow students to demonstrate their knowledge in various ways and formats
 - uses multiple means of engagement to make use of student's interests
 - Strategy Instruction:
 - a method that teaches students about learning strategies and increases their ability to self-regulate, self monitor, and self-evaluate
- build structures to increase collaboration among teaching staff
 - provide common planning time each week for general education, special education, and CTE teachers
 - include special education and CTE teachers in training on standards, curriculum, and assessments
 - provide training for general education and CTE teachers on interpreting IEPs and implementing instructional accommodations
- teach students strategies on self-advocacy to assist them in asking for needed accommodations in coursework

SUPPORTS & SERVICES

- identify and implement specially designed supports and services based on the academic and functional needs of each student, not just their diagnosis
- monitor student progress and adjust intensity and frequency of supports and services for students accordingly
- create and promote an inclusive school environment
 - ensure that all areas of the school are accessible to students with physical disabilities
 - ensure students with disabilities have equal access to and are encouraged to participate in all extracurricular activities, field trips, and social activities
- inform staff and students on the importance of people-first language
 - recognize the student first, and the disability as a component or aspect of the student's personality
- inform students about the different career options within career and technical education (CTE) and how they can get started during high school
 - partner with your local community college for CTE career exploration days
 - inform students of supports and services available at the college for students with disabilities
 - emphasize potential earnings and timelines for completion

SUPPORTS & SERVICES

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

How is your institution currently supporting students with disabilities?

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

Where are you seeing gaps?

LET'S
DISCUSS...

SPECIAL POPULATION WEBINAR SERIES

Nontraditional Fields

- Wednesday, February 10th at 2:30 PM
- <https://attendee.gotowebinar.com/register/8835311913035044368>

Teen Parents, Single Parents, & Pregnant Mothers

- Wednesday, February 24th at 2:30 PM
- <https://attendee.gotowebinar.com/register/789630079226172944>

Out-of-workforce Individuals

- Wednesday, March 10th at 2:30 PM
- <https://attendee.gotowebinar.com/register/2906558299090316560>

ADDITIONAL RESOURCES

Special Populations Super Strategies & Webinar Series:

<https://icsps.illinoisstate.edu/cte/special-populations/76-super-strategies>



Recruitment, Engagement, and Retention Webinar Series:

<https://icsps.illinoisstate.edu/adult-education>



Universal Design For Learning Webinar Series:

<https://icsps.illinoisstate.edu/cte/universal-design-learning/2-home/68-universal-design-learning-series>

CONTACT INFORMATION

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