

Special Populations Operations Manual Career and Technology Education



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OF EDUCATION

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Part 1: Special Populations Coordination ... The Historical Aspect

Four significant laws govern special populations coordination:

- The Carl Perkins Vocational and Technical Education Act of 1984,
- The Carl Perkins Vocational and Technical Education Act of 1990,
- The Carl Perkins Vocational and Technical Education Act of 1998, and
- The Carl Perkins Career and Technical Education Improvement Act of 2006.

Prior to the Act of 1984:

Students receiving supplementary services were considered to be “disadvantaged” or “handicapped.” **Disadvantaged** students were not enrolled in exceptional education but needed support services to assist them in completing their vocational education programs. **Handicapped** students were enrolled in exceptional education and needed additional support services to assist them in completing their vocational education programs.

Teachers providing support services to these students were certified as being Disadvantaged/Handicapped teachers. The types of support services identified students received were often left to the discretion of the Disadvantaged/Handicapped teachers.

Act of 1984 Results:

The definition of students receiving support services changed from Disadvantaged and Handicapped to **Special Populations**. The title of teachers serving this population of students changed from Disadvantaged/Handicapped teachers to Special Populations coordinators. This act specified the types of support services members of special populations would receive.

Act of 1990 Results:

Under this act, States had to develop and implement a statewide system of core standards and measures of performance for secondary and postsecondary vocational education programs. Other mandates were that States would develop incentives and adjustment services to targeted groups of special populations students. Targeted groups were program areas with the highest concentration of identified special populations students.

States under this Act were required to:

- describe how they would comply with criteria required for programs for special populations.
- describe how they would comply with equal access and other requirements for special populations.
- assure they would develop measurable goals and accountability measures for meeting the needs of special populations.
- assure how they would monitor local programs to ensure that programs were meeting goals for special populations.

Accountability: Core Indicators of Performance -

States accepting Perkins funds were required to develop a system of core standards and measures of performance for secondary and postsecondary programs that included:

- measures of learning and competency gains, including student progress in achievement of basic and advanced academic skills.
- incentives or adjustments that were designed to encourage service to targeted groups of special populations.

Under Perkins, States had to provide assurances that:

- individuals who were members of special populations would be provided with equal access to recruitment, enrollment, and placement activities and the full range of vocational education programs available to individuals who were not members of special populations.
- vocational education programs for individuals with disabilities would be provided in the least restrictive environment in accordance with the Individual with Disabilities Education Act of 1997 (IDEA) and, whenever appropriate, included as a component of the Individual Education Plan (IEP).
- under IDEA, individuals with disabilities who had IEPs would be afforded all the rights and protections established by IDEA.
- individuals with disabilities who did not have IEPs would be afforded the rights and protections established by Section 504 of the Rehabilitation Act, including by making programs accessible through supplementary services.
- vocational education planning for individuals with disabilities would be coordinated between representatives of vocational education, special education, and State rehabilitation agencies.
- provision of vocational education to individuals with disabilities would be monitored to determine if such education was consistent with the students' IEPs.
- provision of vocational education would be monitored to ensure that disadvantaged students and students with limited English proficiency would have access to such programs in the most integrated setting possible.

Local Requirements -

Each local agency had to provide information concerning opportunities in vocational education to students who were members of special populations and their parents by no later than the student's entry in to grade 9.

Local agencies had to provide assurances that they would:

- assist students who were members of special populations to enter vocational education and assist in fulfilling transition requirements of IDEA for students with disabilities.
- assess special needs of students participating in assisted programs with respect to their successful completion of the program in the most integrated possible setting.
- provide supplementary services to students who are members of special populations, including, with respect to students with disabilities, modifications to curriculum, equipment, classroom, supportive personnel, instructional aids, and devices.
- provide guidance, counseling, and career development.

- provide counseling and instructional services to facilitate transition to employment.

Act of 1998 Results:

Under this act, States had to promote continuous improvements in vocational and technical education to ensure that students acquired the skills and knowledge that they would need to meet the challenging academic standards and industry-recognized skill standards to prepare for postsecondary education, further learning, and a wide range of opportunities in high-skill, high wage careers.

Focus of Federal funds under this act was in programs that:

- supported the alignment of vocational and technical education with State and local efforts to reform secondary schools and improve postsecondary education.
- promoted the integration of academic and vocational education.
- promoted student attainment of challenging academic and vocational and technical standards.
- offered assistance to students in understanding all aspects of an industry.
- met the needs of individuals of special populations.
- provided strong linkage between secondary and postsecondary education.
- developed, improved, and expanded the use of technology.
- provided professional development for teachers, counselors, and administrators.

Implications for States -

The United States Secretary of Education and States had to agree on annual levels of performance for a number of core indicators for students enrolled in vocational and technical education.

The core indicators were:

- attainment of challenging State established academic and vocational and technical skill proficiencies;
- attainment of a secondary school diploma;
- placement in, retention in and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment; and
- participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.

State plans had to include how individuals who are members of special populations:

- would be provided with equal access to activities;
- would not be discriminated against on the basis of their status; and
- would be provided with programs designed to enable the special populations students to meet or exceed State adjusted levels of performance and prepare special populations students for further learning and for high skill, high wage careers.

Local Requirements -

Local agencies had to provide assurances that they would:

- review, identify, and adopt strategies to overcome barriers to access and success for members of special populations;
- provide programs designed to enable members of special populations to meet State adjusted levels of performance;
- assure how members of special populations would not be discriminated against in the provision of services;
- use funds to promote preparation for non-traditional employment; and
- evaluate the needs of members of special populations (a required use of local funds).

Act of 2006:

The most fundamental changes in Perkins IV are in the area of accountability. Under Perkins III, the accountability system only applied to states. Under Perkins IV, the accountability system extends to local programs as well.

Under Perkins IV, states and local programs will be required to report on separate core performance indicators for secondary and postsecondary students. Measures for each core performance indicator must be valid and reliable.

Secondary Student Indicators -

- Attainment of challenging academic content standards and academic achievement standards adopted by a State under No Child Left Behind and measured by the State's academic assessments used for No Child Left Behind.
- Attainment of career and technical skill proficiencies, including achievement on technical assessments that are aligned with industry recognized standards, if available and appropriate.
- Rates of attainment in each of the following:
 - secondary school diploma;
 - GED credential or other State recognized equivalent including recognized alternative standards for individuals with disabilities; and
 - proficiency credential, certificate, or degree in conjunction with a secondary school diploma.
- Graduation rate as defined by No Child Left Behind.
- Placement in postsecondary education or advanced training, in military service, or in employment.
- Participation in and completion of career and technical education programs that lead to non-traditional careers.

Disaggregation of Performance Data -

Perkins IV requires State and local programs to annually report the performance of career and technical education students. Data collected must be disaggregated by special populations and subgroups defined under the No Child Left Behind Act.

All data reported must be disaggregated by the following:

- race/ethnicity;
- gender;
- individuals with disabilities;
- migrants;
- individuals with limited English proficiency;
- individuals from economically disadvantaged families, including foster children;
- single parents, including single pregnant women;
- displaced homemakers; and
- individuals preparing for nontraditional fields.

The disaggregation of data will not be required for any population that is insufficient in size to yield reliable significant information or if the data could reveal the identity of an individual student.

The disaggregation report must also indicate any disparities or gaps in performance between any of the groups named and the performance of all students in career and technical education, as well as disparities and gaps on each of the core performance indicators.

Improvement Plans -

States and local programs that fail to meet at least 90 percent of any adjusted level of performance for any core performance indicator must develop a program improvement plan. The Improvement Plan must be developed during the program year immediately following the year that the State or local program failed to meet its target.

Sanctions -

Under Perkins IV, all or a portion of State and local Perkins funds may be withheld if the state or local programs:

- fail to implement an Improvement Plan;
- fail to make any improvement in meeting any of the State adjusted levels of performance for the core indicators of performance identified within the first year of implementation of its Improvement Plan; or
- fail to meet at least 90 percent of an agreed-upon State adjusted level of performance for the same core indicator of performance for three consecutive years.

Local Plans under Perkins IV must include:

- how local programs will meet their own negotiated levels of performance.
- how local programs will offer the appropriate courses for at least one program of study.
- how local programs will encourage career and technical education students to enroll in rigorous and challenging core academic subjects.

- how professional development will promote the integration of academic and technical education.
- how activities will be provided to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, high demand occupations that will lead to self-sufficiency.
- how career guidance and academic counseling will be provided to career and technical education students, including linkage to future education and training opportunities.
- local efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and, transition to teaching from business and industry.

Use of Funds -

Required use of local funds:

- Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations what will lead to self-sufficiency.

Permissive use of local funds:

- Develop initiatives to overcome barriers to enrollment in and completion of baccalaureate degree programs for special populations students.
- Develop new career and technical education programs of study in high skill, high wage, or high demand occupations and dual credit.

Part 2: Who Are Members of Special Populations?

Prior to the Act of 1984:

Students enrolled in vocational education who needed additional support services in order to be successful in their chosen vocational education programs were classified as being:

- disadvantaged—students not enrolled in exceptional education; and
- handicapped—students enrolled in exceptional education.

Support services included:

- identification of students and
- individualized support services.

The focus of the individualized support services was left to the discretion of the Disadvantaged/Handicapped teacher and the student's vocational education teacher.

Act of 1984:

The definition of students enrolled in vocational education who needed additional support services in order to be successful in their chosen vocational education programs changed from Disadvantaged and Handicapped to Special Populations.

Students were identified as being:

- academically disadvantaged,
- economically disadvantaged, and
- handicapped.

Support services included:

- identification of students,
- assessment of students' special needs,
- development of the four-year career plan, and
- individualized support services based upon assessment results.

Act of 1990:

The term "special populations" continued to be used for students enrolled in vocational education. The definition of special populations included:

- individuals with disabilities,
- educationally disadvantaged individuals,
- economically disadvantaged individuals (including foster children),
- individuals with limited English language proficiency,
- individuals who participated in programs designed to eliminate sex bias, and
- individuals in correctional institutions.

Support services under Perkins II meant services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

Act of 1998:

The definition of special populations included:

- individuals with disabilities,
- economically disadvantaged individuals (including foster children),
- individuals preparing for nontraditional employment,
- single parents (including single pregnant women),
- displaced homemakers,
- individuals with other barriers to education achievement, and
- individuals with limited English language proficiency.

Support services under Perkins III meant services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

Act of 2006:

The definition of special populations includes:

- individuals with disabilities,
- economically disadvantaged individuals (including foster children),
- individuals preparing for nontraditional fields,
- single parents (including single pregnant women),
- displaced homemakers, and
- individuals with limited English language proficiency.

Support services under Perkins IV means services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

Part 3: Serving Special Populations in Career and Technology Education

Members of Special Populations -

1. **Individuals with disabilities are individuals who have been certified under IDEA as being one or more of the following.**

- Autistic,
- Emotionally Disabled,
- Deaf-Blind,
- Hearing Impaired,
- Mentally Disabled,
- Multi-handicapped,
- Orthopedically Impaired,
- Other Health Impaired,
- Pregnant Students,
- Developmentally Delayed,
- Specific Learning Disabled,
- Speech-Language Impaired,
- Students with Traumatic Brain Injury, and
- Visually Impaired.

Definitions of Disabling Conditions -

- **Autistic.** Autism is a developmental disorder that is characterized by significant and pervasive impairment in several areas of development: reciprocal social interaction skills, communication skills, and the presence of restricted and/or repetitive behavior, interests, and activities. This impairment, sometimes called Autism Spectrum Disorder, may include Autistic Disorder, Atypical Autism (Pervasive Developmental Disorder – Not otherwise Specified), Asperger’s Disorder, Rett’s Disorder, Childhood Disintegrative Disorder, or all Pervasive Developmental Disorders. These disorders can coexist with other disorders such as mental retardation, learning disabilities, attention deficit disorder, Down Syndrome, or Tourette’s Disorder.
- **Emotionally Disabled.** Emotionally disabled students are students who, after receiving specially designed educational support services and intervention strategies in the regular educational setting, still exhibit patterns of situationally inappropriate interpersonal or intrapersonal behavior. The inappropriate behaviors must be long-standing patterns of behavior which occur regularly and often enough as to interfere consistently with the student’s own learning process. An emotional disability is evidenced by one or more of the following characteristics, which cannot be attributed primarily to physical, sensory, or intellectual deficits:
 - inability to achieve adequate academic progress not due to a learning disability;
 - inability to maintain satisfactory interpersonal and/or intrapersonal relationships;
 - inappropriate or immature types of behavior or feelings under normal conditions;
 - general pervasive mood of unhappiness or depression; and
 - a tendency to develop physical symptoms, pains, or fears associated with personal or school problems.

The term does not include socially maladjusted students unless it is determined that they are also emotionally disabled.

- **Deaf-blind.** Deaf-blind students have concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.
- **Hearing Impaired.** Hearing impaired children are those with hearing losses which are disabling educationally and developmentally and who, with or without amplification, may require various instructional modifications and related services in order to make full use of their learning opportunities. Hearing impaired is a generic term, which includes deafness and all hearing losses ranging from mild to profound.
- **Mentally Disabled.** Mentally disabled individuals refer to significantly subaverage general cognitive functioning and a reduced rate of learning. This condition exists concurrently with deficits in adaptive behavior, is manifested during the developmental period, and adversely affects the student's educational performance.
- **Multi-handicapped.** Multi-handicapped students have a pervasive primary disability that is cognitive and/or behavioral in combination with one or more other disabilities, the combination of which causes such development and educational problems that the children cannot be accommodated in special programs that primarily serve one area of disability.
- **Orthopedically Impaired.** An orthopedically impaired child possesses a severe orthopedic impairment, which adversely affects his or her educational performance. The term includes impairments caused by congenital abnormalities and impairments from other causes. Preschool children who are orthopedically impaired have an orthopedic impairment that adversely affects physical and motor development and that interferes with the acquisition of skills. The term includes impairments caused by congenital abnormalities and impairments from other causes.
- **Other Health Impaired.** Other health impaired students have chronic or acute health problems, which cause limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, to such an extent that special educational services are necessary. The health problems may include heart conditions, chronic lung disease, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder, genetic impairments, or some other illness which may cause a student to have limited strength, vitality, or alertness, adversely affecting educational performance or developmental progress.
- **Pregnant Students.** Pregnant students with special educational needs are those who, because of their pregnancy, require special education and/or related services other than those which can be provided through regular education services.
- **Developmentally Delayed.** Children identified in this area are those ages three through seven whose development and/or behavior is so significantly delayed or atypical that special education and related services are required.
- **Specific Learning Disabilities.** Specific learning disabilities is an inclusive term used to denote various processing disorders presumed to be intrinsic to an individual (e.g., acquisition, organization, retrieval, or expression of information). For the purpose of special educational services, students

classified as learning disabled are those who, after receiving instructional intervention in the regular education setting, have a substantial discrepancy between ability and achievement. The disability is manifested by substantial difficulties in the acquisition and use of skills in listening comprehension, oral expression, written expression, basic reading, reading comprehension, mathematics calculation, and mathematics reasoning. A learning disability may occur concomitantly with, but is not the primary result of, other disabilities and/or environmental, cultural, and/or economic influences.

- **Speech and Language Impaired.** A pupil who has a speech-language impairment has a disorder in articulation, language, voice, and/or fluency. A speech-language impairment may range in severity from mild to severe. It may be developmental or acquired, and pupils may demonstrate one or any combination of the four parameters listed above. A speech-language impairment may result in a primary disability or it may be secondary to other disabilities.

Types of Speech and Language Impairments:

- **Articulation**—An articulation disorder is an abnormal, nondevelopmental production of phonemes (speech sounds). Types of misarticulations include omissions, substitutions, and distortions.
 - **Language**—A language disorder is the impairment of comprehension and/or production of an oral communication system. The disorder may involve the form of language (phonologic, morphologic, and syntactic systems), the content of language (semantic systemic), the function of language (pragmatic system), and/or any combination of the above.
 - **Form of language**—Phonology is the sound system of a language and the linguistic rules that govern it; morphology is the rule system that governs the structure of words and the elements of meaning used in their construction; syntax is the linguistic rule governing the order and combination of words to form sentences and the relationships among the elements within a sentence.
 - **Content of language**—Semantics refers to the content or meaning of words and utterances.
 - **Function of language**—Pragmatics refers to the social use of language and its appropriateness in a given situation.
 - **Voice**—A voice disorder is an abnormal production of pitch (e.g., range inflection or appropriateness), intensity (loudness), resonance (e.g., excessive nasality), and quality (e.g., breathiness, hoarseness, and harshness).
 - **Fluency**—A fluency disorder is a disruption in the normal rhythmic flow of speech that interferes with communication. The disorder may include, but not be limited to, frequency of dysfluencies, duration of dysfluencies, struggle and avoidance characteristics, and types of dysfluencies (repetition – phrases, whole words, syllables, and phonemes; prolongations; and blocks).
- **Students with Traumatic Brain Injury.** Traumatic brain injury is an acquired open or closed head injury caused by an external physical force that impairs a student’s cognitive, communicative, perceptual, behavioral, social-emotional, and/or physical abilities to the extent that the student requires special education. Congenital, degenerative, or brain injuries induced by birth trauma are not included in this definition.
- **Visually Impaired.**
 - Functionally blind children have so little remaining vision that they must use Braille as their reading medium. Preschool children who are functionally blind use predominantly tactile or auditory mediums in order to learn. In children for whom formal vision measures are not appropriate, sufficient documentation for low vision will include diagnosed pathology and

functional assessment that describes visual deficits significant enough to interfere with learning.

- Partially seeing children have a loss of vision but are able to use regular or large type as their reading medium. These will generally be children who have a visual acuity between 20/70 and 20/200 in the better eye after correction. Preschool children with low vision have a loss of vision but are able to use the visual medium as their predominant means of learning. These generally will be children who have an actual or estimated visual acuity between 20/70 and 20/200 in the better eye after correction or whose visual impairment impedes the acquisition of developmental milestones.
- Children who are legally blind have a visual acuity of 20/200 or less in the better eye after correction or a peripheral field so contracted that the wider diameter subtends an arc no greater than 20 degrees.

2. Individuals from economically disadvantaged families are individuals who are economically disadvantaged or from an economically disadvantaged family and qualify for any of the following:

- Aid to Families with Dependent Children,
- food stamps,
- free or reduced-price meals; and/or
- services for those of low-income status according to the latest available data from the Department of Commerce or the Department of Health and Human Services Poverty Guidelines.

Foster Children are students served by the South Carolina Department of Social Services. They have lost their families due to problems such as neglect, abuse, desertion, poverty, divorce, and physical and emotional illness and are placed in foster care.

3. Individuals preparing for nontraditional fields are individuals who are enrolled in Career and Technology Education program areas that are linked to nontraditional/under-represented fields.

Nontraditional fields means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

- 4. Single parents, including single pregnant women, are unmarried single individuals with children and those expecting a child.**
- 5. Displaced homemakers are individuals who have worked primarily without remuneration to care for homes and families and for that reason have diminished marketable skills or have been dependent on the income of other family members but are no longer supported by that income or are parents whose youngest dependent child will become ineligible to receive assistance under part A of Title IV of the Social Security Act no later than 2 years after the date on which the parents apply for assistance under such title; are unemployed or underemployed; and are experiencing difficulty in obtaining or upgrading employment.**

6. Individuals with limited English proficiency are individuals who:

- were not born in the United States or whose native language is a language other than English;
- come from environments where a language other than English is dominant;

- are American Indian and Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and
- by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language which denies those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society (Section 400.4 Final Regulations - Perkins 1990).

Purpose of Perkins IV -

The purpose of Perkins IV is to develop more fully the academic, career, and technical skills of students who elect to enroll in career and technical education by building on the efforts of States and local programs to develop challenging academic and technical standards to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions. The language of Perkins IV supports a stronger assessment of the performance of special populations students in career and technical education, as well as the impact of core performance indicators.

Under the mandates of Perkins IV, each member of special populations is identified. This approach allows districts to not only meet the board assurances under Perkins which are to develop challenging academic and technical standards and to assist students in meeting those standards, but also to prepare students for high skill, high wage, or high demand occupations in current or emerging professions.

Criteria for Services -

Required services and activities needed for members of special populations to complete career and technology education programs successfully are specified. It is the primary responsibility of each local district to provide support for ensuring that special populations students are receiving adequate services and job training. Coordination of these services and activities with other federal programs is the key to producing well-prepared special populations students with marketable skills.

Services and activities for special populations coordination should include:

- equal access to recruitment, enrollment, and placement activities for members of special populations.
- equal access to career and technology education programs available to individuals who are not members of special populations.
- programs/services for increasing academic performance for members of special populations students.
- career guidance and counseling strategies for special populations students enrolled in career and technology education.
- effective instruction methods to ensure a positive classroom environment for special populations students.
- career and technology education programs and activities provided in the least restrictive environment and when appropriate included as a component of the IEP.

Career Development Services -

Under Perkins IV, career guidance and academic counseling means activities that will:

- provide access for students and parents to information regarding career awareness and planning with respect to an individual's occupational and academic future.
- provide information with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs.

Occupational and Employment Information -

Perkins IV strengthens the language under this section on career guidance, counseling programs, and services for students pursuing nontraditional fields. In order for States to receive grants under Section 118, Occupational and Employment Information, the eligible agency and Governor must jointly designate an entity in the State to:

- provide support for career guidance and academic counseling programs designed to promote improved career and education decision making by student and parents, as appropriate, regarding education (including postsecondary) and training options and preparation for high skill, high wage, or high demand occupations and nontraditional fields;
- make available to students, parents, teachers, administrators, faculty, and career guidance and academic counselors, and to improve accessibility with respect to, information and planning resources that relate academic and career and technology education preparation to career goals and expectations; and,
- provide academic and career and technology education teachers, faculty, administrators, and career guidance and academic counselors with the knowledge, skills, and occupational information needed to assist parents and students, especially special populations, with career exploration, educational opportunities, education financing, and exposure to high skill, high wage, or high demand occupations and nontraditional fields, including occupations and fields requiring baccalaureate degrees.

Program Evaluation -

Local districts are responsible for assessing the needs of special populations students. Assessing the needs of special populations involves identifying those areas that may require support to overcome barriers impeding the success of special populations students enrolled in career and technology education programs.

In conducting a program evaluation, the following must be accomplished.

- Analyze performance core indicators yearly reports to assess the success of special populations students.
- Analyze student enrollment reports to determine the percent of special populations students enrolled in career and technology education programs by each identification: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women; displaced homemakers; and, individuals with limited English proficiency.

- Compare the information received by the previous year to determine improvements in
 - access—the percent of special populations students enrolled in entry-level courses.
 - progress—the percent of special populations students progressing to upper-level courses.
 - Success—the percent of special populations students completing upper-level courses and followed-up completer courses.
- Analyze annual core indicator performance reports to determine the percent of special populations students meeting:
 - attainment of challenging academic content standards and academic achievement standards adopted under No Child Left Behind and measured by the academic assessments used for No Child Left Behind.
 - attainment of career and technology skill proficiencies, including achievement on technical assessments that are aligned with industry recognized standards, if available and appropriate.
- Determine rates of attainment in each of the following:
 - secondary school diploma;
 - GED credential or other State recognized equivalent including recognized alternative standards for individuals with disabilities; and
 - proficiency credential, certificate, or degree in conjunction with a secondary school diploma.
- Determine graduation rate as defined by No Child Left Behind.
- Determine placement in postsecondary education or advanced training, in military service, or in employment.
- Determine participation in and completion of career and technology education programs that lead to nontraditional fields.

Supplementary Services -

Members of special populations may need supplementary services to assist them in becoming successful in their chosen career and technology education programs and the core performance indicators.

These services may include:

- curriculum modification,
- equipment modification,
- classroom modification,
- supportive personnel, and
- instructional aids and devices.

Serving Individuals with Disabilities -

Consideration of the need for modifications in career and technology education must be addressed for each identified student with disabilities. Career and technology education teachers and exceptional education teachers should work cooperatively when planning career and technology education services provided to students with disabilities.

Perkins IV and IDEA of 1997 mandate equal access to career and technology education programs and services for students with disabilities. The Individualized Education Program Team is responsible for making decisions concerning the educational needs of students with disabilities. When students with

disabilities enter a career and technology education program, the Individualized Education Program Team should meet to determine:

- initial evaluation and reevaluation of students with disabilities,
- the Individual Education Plan (IEP),
- placement, including alternative education settings
- the relationship between the disability and behavior in disciplinary action when the behavior will result in a suspension of more than ten consecutive days

Students with disabilities enrolled in career and technology education programs who lack the essential grade level skills in reading, grammar usage, spelling, punctuation, mathematics, etc., may benefit from a career and technology education component to the IEP.

The regular career and technology education teacher should participate jointly with members of the Individualized Education Program Team to develop the career and technology education component to the IEP. This team approach should consider the student's career needs and modifications needed to be successful in his or her career and technology education program and core performance indicators.

Monitoring the IEP -

Under Perkins IV, career and technology education for each student with a disability must be monitored to determine if such education is consistent with the IEP developed for the student under **IDEA**.

In order to monitor the IEP for a disabled student enrolled in career and technology education programs, support service providers should:

- coordinate support services needed to accomplish the goals and objectives of the career and technology education component to the IEP.
- follow-up with the career and technology education teacher during each grading period to assess program and support services needs.
- meet with the exceptional education teacher to gain a perspective on the student's progress on the career and technology education component to the IEP.
- review the IEP for timelines and assist the Individualized Education Program Team in modifying them, if necessary.
- encourage career and technology education teachers to meet with the Individualized Education Program Team for students enrolled in their classes.

Individualized Education Program Team -

The Individualized Education Program Team is responsible for making decisions about initial evaluations/reevaluations, individual education plan, placement, and the relationship between the disability and behavior in disciplinary actions of disabled students. In providing services for disabled students enrolled in career and technology education programs, the support service provider should:

- serve as a member of the Individualized Education Program Team.
- monitor the career and technology education component to the IEP.
- provide input about career and technology education programs.
- assist in determining modifications, if needed, in the career and technology education program.

- assist in determining modifications, if needed, in meeting the core performance indicators.

Coordination of Services for Disabled Students -

Developing quality career and technology education programs for students with disabilities requires appropriate planning and expertise. With the coordinated efforts of career and technology education, exceptional education, and vocational rehabilitation personnel, it is possible to provide disabled students with the skills, attitudes, knowledge, and safe work habits needed for successful employment.

In coordinating services for disabled students, the support service provider should:

- become an active member of the Individualized Education Program Team.
- monitor the progress of the student to determine if such services are consistent with the IEP.
- share any vocational assessment results with the Individualized Education Program Team for use in registering and placing students in the most appropriate career and technology education program.
- collaborate with the exceptional education teacher and the career and technology education teacher to ensure that students with disabilities receive career and technology education programs and activities in the least restrictive environment.

Discipline for Disabled Students -

Discipline of disabled students has been very controversial over the years. The Education for All Handicapped Children Act of 1975 (EAHCA) was authorized to ensure the educational rights of students with disabilities. This Act, however, did not address discipline. Over the years, EAHCA has been amended several times. In 1990, EAHCA was renamed the Individuals with Disabilities Education Act.

Individuals with Disabilities Education Act of 1990 -

The Individuals with Disabilities Education Act of 1990 contains six components that affected discipline of students with disabilities. Those components follow.

- Zero Reject - free and appropriate education to all students with disabilities and prohibiting the cessation of the right to be educated.
- Nondiscriminatory Evaluation - fair evaluation of abilities to determine the presence of disabilities for special education and related services.
- Appropriate Education - development of the Individualized Education Plan (IEP) as the framework for providing individualized instructional special education and related services.
- Least Restrictive Environment - education of students with disabilities with nondisabled students in the general curriculum to the maximum extent.
- Procedural Safeguards - system in place to ensure that parents or guardians can obtain an impartial review of evaluation and placement procedures.
- Student/Parent Involvement - system in place to ensure the involvement of the student and his or her parents or guardian in the decision-making relating to educational planning.

Individuals with Disabilities Education Act of 1997 -

The Individuals with Disabilities Education Act of 1997 (IDEA) recognized the fact that all children, including those with disabilities, deserved safe and orderly schools. For the first time, IDEA outlined how school disciplinary rules and obligations, to provide a free appropriate public education to disabled children, fit together. It explicitly required appropriate help for children who need instruction in and services for following rules and getting along in school. If a child's behavior impedes his learning or the learning of others, strategies, including positive behavioral supports, are to be considered to address the behavior.

IDEA 97 also recognized that if a student with disabilities brings a weapon or illegal drugs to school, the school has the right to remove him or her to an alternate educational setting for up to forty-five days. During that time, the child must be allowed to participate in the general curriculum, to receive services and appropriate modifications, including those in the IEP, and to receive help for addressing behaviors and preventing further problems.

In providing services for disabled students moved to an alternate educational setting and enrolled in career and technology education programs, the support service provider should:

- serve as a member of the Individualized Education Program Team.
- monitor the career and technology education component of the IEP.
- assist in determining modifications, if needed, in the career and technology education program.
- assist in determining modifications, if needed, in meeting the core performance indicators.

Individuals with Disabilities Education Act of 2004 -

The Individuals with Disabilities Education Act of 2004 requires schools to provide effective transition services designed to promote successful transition from high school to employment, independent living, or postsecondary education for students with disabilities.

The IEP, under IDEA 2004, must include transition services by the sixteenth birthday of the student. However, the IEP Team may begin transition planning at an earlier age if the team deems it necessary.

Transition services under 2004 must include:

- the development of appropriate measurable postsecondary goals that are based upon age-appropriate assessments that are related to training, education, employment, and independent living skills (if appropriate).
- the development of a statement of transition services needed for the student to reach his or her goals.

Transition goals for students with disabilities should reflect their strengths, preferences, and interests.

Serving Limited English Proficiency Students -

Public Law 100- 297 requires all states to collect and report data on national origin minority students who are of limited English proficiency. Information collected includes:

- number of limited English proficient students,
- methods used by districts to identify these students,
- their educational status; and,
- types of programs that are in place to meet the needs of these students.

Public Law 94-142 of the Educational for All Handicapped Act of 1975 raised several concerns about districts' legal requirements concerning identification, placement, and services for this population. Two stipulations in place to eliminate misplacement of national origin minority students into Exceptional Education Programs solely on the basis of language are:

- testing and evaluation materials and procedures used in the assessment must be administered so as not to be racially or culturally discriminatory and
- testing materials or procedures must be provided and administered in the child's Primary Language.

Frequently Used Terminology -

English Language Proficiency Level Descriptions - English Proficiency Level Descriptions are a recognized method of describing a person's proficiency in listening, speaking, reading, and writing.

The proficiency levels are Novice Low, Novice High, Intermediate Low, Intermediate High, Advanced, and Superior.

ESL - English as a Second Language is a common instructional program model in which the primary language of instruction is English.

Language Minority - A language minority or national origin minority student is one who speaks a language other than English as his or her first or native language and who may or may not be proficient in English.

National Origin Minority - Language minority/national origin minority students must have their English proficiency assessed before they can be identified as being limited English proficient.

Exceptions - Students who are excluded from a state-mandated test, according to test guidelines, are exceptions.

Steps in Determining Whether or Not a Student Is Limited English Proficient -

Initial Screening Process - All students' language backgrounds shall be determined at the time of enrollment through the use of a Home (Primary) Language Survey.

- If the answer to all four questions on a Home (Primary) Language Survey is "English," the student should be considered English language proficient and no further action is needed.
- If the answer to **any one** of the four questions on the survey is a language other than English, the student should be considered to be a language minority student and should be referred for further

English language assessment in listening, speaking, reading, and writing to determine if he or she is limited English proficient.

Language Program Participation – A student who has a current English proficiency rating lower than Intermediate/High, e.g., Novice/Low to Intermediate/Low, is clearly a candidate for participation in an alternative language service program (English as a Second Language program, bilingual program models, etc.). Students scoring Intermediate/High or Advanced may also need English language assistance in some areas.

Testing Recommendations -

Novice/Low to Intermediate/Low - A student whose documented English language proficiency has been assessed as Novice/Low to Intermediate/Low in listening, reading, and writing may be exempted from statewide standardized testing by the same school system for up to two years from the time of enrollment in the school system.

However, if there is a test or tests on which the student would be able to perform, such as mathematics, the student may be tested. All completed tests must be scored and included with the other tests at the appropriate grade level. Test results should be identified and coded on the student record as those of a student with limited English proficiency.

Although a student may be exempted because of limited English proficiency, the school system will need to assess the progress of these students using other assessment methods in order to show that the students are progressing in English as well as in their other subject areas. After two years, limited English proficient students must be included in all administrations of required state tests, regardless of their level of English language proficiency.

Intermediate/High or Advanced English Proficiency - A student whose documented English language proficiency has been assessed as Intermediate/High or Advanced will often be able to be appropriately tested on all subjects, although he or she may need to be exempted from tests in which he or she writes responses. A school system may exempt a student for up to two years. All completed tests must be scored and included with the other tests at the appropriate grade level. Test results should be identified and coded as those of a student with limited English proficiency.

Superior English Proficiency - A student whose documented English language proficiency has been assessed as Superior shall participate in all administrations of required state tests and will not be coded as limited English proficient for state tests.

Testing Modifications -

All students should have equal opportunity when taking tests. This includes instruction in becoming test-wise. Students' preparation for testing includes but is not limited to:

- being taught the state-mandated curriculum,
- being taught test-taking skills, and
- being informed about the purposes and possible consequences of tests that will be administered (e.g., passing the competency test is a graduation requirement).

In addition to becoming “test-wise,” students who are limited English proficient may need to have special modifications. Any special arrangements or modifications must be in accordance with rules and procedures that protect test standardization procedures and validity of the assessment. Special arrangements or modifications must never be used for score enhancement.

In determining appropriate testing modifications, a fundamental principle is to follow the types of instructional modifications used in the classroom. Modifications that are not routinely used during the instructional day and during classroom testing are not appropriate during state-mandated testing.

Testing Program Procedural Modifications -

Procedural Modifications for certain limited English proficient students on certain tests may include:

- testing in a separate room,
- scheduled extended time,
- multiple test sessions,
- test administrator reading test aloud in English,
- student marking in test book, and
- English/native language dictionary or English/native language electronic translator.

Part 4: What Are Supportive Services?

Supportive services were not defined in Perkins III and are not defined in Perkins IV. Current practice under Perkins III, supported by the United States Department of Education, has been to allow States and local programs to determine whether or not Perkins funds are to be spent on supportive services. In the past, many States and local programs have relied on Perkins funds to provide supportive services to those special populations students who are not eligible or able to receive these services through other programs to ensure their full participation and success in career and technical education.

Perkins IV defines support services as being

- curriculum modification,
- equipment modification,
- classroom modification,
- supportive personnel,
- instructional aids and devices.

Curriculum and Instructional Modifications -

Modifications and adaptations of curriculum and materials may be required to enable special needs students to succeed in their regular career and technical education programs.

What Is the Difference Between Curriculum and Instructional Modification?

- The curriculum is the content that the learner must master to reach the desired occupational goals.
- Career and technology education and academic competencies must be integrated in the curriculum content.

Curriculum modification takes place when goals and competencies are selected, changed, and met and when there are choices in the method of presenting those goals and competencies.

The following is a list of some types of curriculum modifications:

- analysis of instructional materials for academic levels;
- development of competency-based materials related to specific job requirements;
- analysis of curriculum for the purpose of determining student potential for success;
- specially designed workbooks and textbooks; and

- task analysis of occupations to identify possible modifications in curriculum, instruction, and material.

Instructional environments may need altering to foster learning for each student's unique needs. The following is a list of some types of instructional modifications:

- development of curriculum materials written on lower reading levels,
- development of materials that are consistent with the student's learning style,
- written instruction in Braille,
- use of large print materials,
- printed rather than verbal instructions for the hearing impaired,
- language instruction to make language of the curriculum more accessible to limited English proficient students, and
- use of native language-English dictionaries.

Other instructional modifications may include:

- grading,
- peer tutoring,
- oral tests,
- abbreviated assignments,
- alternative materials,
- extended test time, and
- interpreter.

Equipment Modifications -

Technological advances in electronics have improved the participation by special populations students in career and technology education programs. Equipment modification is required when the student needs it to successfully participate in career and technology education.

Some appropriate equipment modifications may include the following:

- signals which use sound rather than sight for the visually impaired,
- signals which use sight rather than sound for the hearing impaired,
- special safety devices, such as guardrails around moving parts of machinery,
- sensory devices,
- sound amputation devices,
- note taking systems,
- teletypewriter,
- adaptations of regular equipment such as hand controls added to machines usually operated by foot controls or vice versa, and
- special desks and work tables for students in wheelchairs.

Supportive Personnel -

Supportive Personnel may be the form of Special Populations Coordinators who are employed to support and assist special populations students in becoming successful in their chosen career and technology education programs and the core performance indicators.

Special Populations Coordinators may also serve as liaisons between other services to nurture progress and promote the success of identified students with special needs.

Instructional Aids and Devices -

Instructional aids and devices are essential to the successful participation of some members of special populations enrolled in career and technology education programs. The need for instructional aids and devices must be determined by an assessment of the student's special needs.

PART 5: Suggestions for Working with Special Populations Students

Classroom Management -

A significant factor in the teaching-learning process is the management of the learning environment by the teacher. Classroom management is a sequence of activities used by the teacher to establish and maintain an effective learning environment. When effective classroom management is implemented, effective learning can take place.

Understanding the behavior of students involves behavior management. Behavior management is based on the belief that all behaviors, appropriate and inappropriate, are learned and that reinforcement, positive or negative, will increase the behavior being observed. It is imperative that teachers use appropriate positive reinforcements that will produce a conducive environment for learning.

Classroom Management Guidelines

- Always Be Prepared - have notes and materials ready before class begins.
- Take Control of the Learning Environment - control the learning experience at the beginning of class.
- Be Positive - stress the positive in each situation.
- Be Consistent - from the beginning, establish rules, regulations, or program standards and consequences. Most importantly, keep to your rules.
- Know Attention Spans - learn to judge the attention spans of students.
- Know Work Levels - determine work levels that match the ability levels of students. Provide examples and demonstrate procedures of assigned tasks so students will know exactly what is expected to be learned.
- Keep Students Occupied - to control behavior.
- Do Task Analysis - break down assignments into tasks that are manageable by students. Use a variety of activities. Do not use only decision-making activities.
- Teach in Steps - steps will allow for learner success.
- Reinforce - after every correct response when teaching a new concept. Frequent praise helps students to feel confident and successful.

Instructional Modifications

Steps for Rewriting Materials:

- Read what needs to be rewritten and highlight main ideas and concepts.
- Check your list of main ideas and concepts.
- Select the main ideas and concepts you want students to learn from reading the article.
- Prepare a list of special vocabulary words and essential concepts.
- Prepare a study guide of special vocabulary words and essential concepts.
- Provide students the study guide prior to revising the reading material.
- In revising the written material:
 1. use simple words, as much as possible,
 2. use common nouns,
 3. underline proper names and main concepts,

4. as much as possible, use sentence construction in the present tense, and
 5. use short paragraphs.
- Print the rewritten material in a large font and leave space for students to take notes.

Steps for Adapting Materials

- Check the reading levels of materials to be learned.
- Prepare a vocabulary list of essential terms and rewrite the meanings in a lower reading level.
- Develop smaller units of instruction.
- Divide important tasks into a step-by-step progression of instruction.
- Reorganize tasks into logical order.
- Translate essential information into graphic aids such as charts, graphs, maps, and models.
- Create taped version of written materials for auditory learners.
- Create a printed version of the cassette to increase learning.
- Highlight or underline main ideas and concepts.
- Make available large print versions of the regular study material.
- Have pretests, outlines, study guides, and summaries prepared for students to use as materials to review.

Steps for Modifying Readability Level

- Use shorter sentences.
- Simplify reading vocabulary.
- Provide outlines or study guides with text to students.
- Highlight essential information to be learned.
- Limit amount of information to be learned on each page.
- Make topic sentence the initial sentence in each paragraph.

Steps for Modifying Vocabulary

- Write terms and definitions in margin of the paper.
- Underline and highlight key vocabulary terms.
- Locate boldface, italicized, and new concepts words from text and review with students.
- Record essential terms with meanings on cassette for students who are auditory learners.
- Provide essential terms with simplified definitions and have students use them in sentences.

Steps for Modifying Concepts

- Present concepts one at a time to students.
- Supplement print material with showing example of what is to be learned.
- Provide visual aids as much as possible.
- Demonstrate what is to be learned for clarification.
- Use hands-on activities for reinforcing what is to be learned.
- Let students use their cultural backgrounds and experiences to relate concepts to be learned.

Steps for Increasing Understanding of Materials

- Include end-of-text summaries.
- Provide study guides or outlines to students.
- Insert stop points in text and have students summarize what has been learned.
- Include reviews in form of statements and questions.
- Have students develop their own questions on materials to be learned.
- Highlight main ideas in one color and supporting details in another color.
- Give frequent quizzes rather than one major exam on materials covered.
- Provide summaries on tape for auditory learners.

Steps for Clarifying Written Directions

- Simplify directions for learning new materials.
- Develop step-by-step directions.
- Make a list of common direction words.
- Highlight key words in each set of directions.

Steps for Providing Adequate Practice

- Practice each level of materials to be learned before moving to another.
- Practice on printed material with hands-on-activities.
- Allow for repetition and review before requiring final competence of material.

Steps for Adapting Printed Material

- Shorten assignments to be completed within a timeframe.
- Highlight specific information to be learned.
- Color code new material, major concepts, or materials to be memorized.

Steps for Organizing Printed Materials in a Clear and Concise Method

- Give students an outline or set of questions at the beginning of lesson.
- Provide a summary and have students use for review at the end of the lesson.
- Provide objectives of materials to be learned.
- Allow for practice activities.
- Use easy-to-follow layouts and formats.
- Use graphics such as charts that are clear and understandable.

Steps for Increasing Correct Responses

- Allow students to record their responses.
- Allow students to work in groups to respond to printed materials.
- Allow students to test orally.
- Provide an opportunity for role-playing and discussion of content to be learned.

Steps to Modifying End-of-Chapter Questions

- Limit the number of end-of-chapter questions.
- Rewrite end-of-chapter questions using simpler terms.
- Increase response time to complete end-of-chapter questions.
- Indicate answers or page numbers on which answer may be found.
- Have students match answers to questions.
- Provide page number where answer can be found next to each question.

Test-Taking Tips

- Read test to students.
- Reduce the number of test items.
- Develop a read-a-long test.
- Record the read-a-long test and allow non-readers to use the tape during testing.
- Allow students to record answers on cassette.
- When giving an unannounced quiz, allow students to use their individual notes or textbooks during the last ten minutes of the test.
- Repeat, repeat, repeat information to be learned when preparing student for a test.
- Use a variety of test formats such as multiple choice, matching, essay, open book, and fill-in-the-blank questions.
- Reduce choices for multiple choice questions.
- Provide students with a word list for fill-in-the-blank questions.

Understanding Learning Styles

Understanding how students learn is one of the keys to educational improvement. Individuals have learning styles that they use to concentrate, absorb, process, and retain new or difficult information and skills. Accommodating individual learning styles in the classroom can result in positive attitudes about learning, which will improve academic achievement.

Assessing the way students prefer to learn can be achieved by administering a learning styles inventory. The results can be used to determine ways in which new information or skills should be introduced and reinforced in the learning environment. Research has proven that teaching to individual learning styles is more effective than using one method to teach all students.

Learning Style Characteristics

The Auditory Learner -

Area:	Action:
Reading	May enjoy dialogue and plays. Often avoids lengthy description and may become unaware of illustrations. While reading, may move lips or subvocalize.
Spelling	Often uses a phonic approach to spelling words.
Handwriting	May have more difficulty learning in initial stages. May make light stroke when writing.
Memory	May remember names but may forget faces. May learn best by auditory repetition.
Imagery	May subvocalize and think in sounds. Details may not be important.
Distractibility	May become easily distracted by sound.
Problem Solving	May try to solve problems verbally by way of talking self through problem.
Period of Inactivity	May hum or talk to self.
New Situations	May verbalize the pros and cons before acting.
Emotionality	May shout with joy or anger or blow up verbally. May express emotions verbally through change in tone, volume, or pitch of voice.
Communication	May enjoy listening but cannot wait to talk. When giving descriptions, student is long and repetitive. May like to hear self and others talk.

Visual Learner -

Area:	Action:
Reading	May enjoy reading descriptions. Tries to imagine what has been read.
Spelling	Spells by recognizing (remembering) how words are spelled.
Handwriting	May have good handwriting skills.
Memory	May remember faces but may forget names. Learns by repetition (writing what is to be learned down); takes notes.
Imagery	May have vivid imagination.
Distractibility	May become easily distracted by visual movement.
Problem Solving	May try to solve problems by listing pros and cons. May plan in advance; organizes thoughts by writing them out.
Period of Inactivity	May doodle or daydream.
New Situations	May observe total situation prior to taking action.
Emotionality	May cry easily. May stare when angry. Facial expressions often may reveal emotion.
Communication	May often be quiet. May become impatient when extensive listening is required.

Kinesthetic Learner

Area:	Action:
Reading	May prefer reading stories where there is action. May not sit still while reading; may fidget.
Spelling	May be a poor speller.
Handwriting	May have good handwriting skills.
Memory	May remember best from modeling what has been learned.
Imagery	Details may not be important.
Distractibility	May become easily distracted by sound or visual presentations.
Problem Solving	May try to solve problems by selecting solutions that require activity.
Period of Inactivity	May become fidgety; always has to be involved in action.
New Situations	May try out situations.
Emotionality	May shout with joy; hugs when happy; may jump or shout when angry.
Communication	May gesture when speaking. May not listen well.

Analyzing Teaching Style

In order to identify appropriate teaching strategies to meet the needs of students, teachers should analyze the teaching style they most often use to introduce, reinforce, and conclude what has been learned.

In analyzing teaching style, do the following:

- Consider your educational philosophy.
- Consider the way you design and organize your classroom.
- Consider the type of teaching environment you enforce, e.g., rigid, flexible.
- Consider the way you group your students.
- Consider the amount of auditory devices used.
- Consider the amount of visual devices used.
- Consider the amount of printed materials used.
- Consider the amount of directions given.
- Consider the method(s) used in giving directions.
- Consider the amount of learner interaction allowed.
- Consider the amount of time that is allocated for various attention spans.

Suggestions for Working with Students with Special Needs

Learning Disabled Students:

- Communicate to students class rules and expectations.
- Establish regular routines in an organized structure.
- Maintain an organized atmosphere.
- Provide a classroom climate of warmth, attention and emotional support.
- Demonstrate how something is to be done alone with verbal directions.
- Plan activities in which students cannot fail.
- Identify the strong learning mode for each student (visual, auditory, kinesthetic, or tactile).
- Allow students to take test orally, if needed.
- Present new information in small amounts.
- List assignments in steps.
- Use task analysis to lower the frustration level.
- During lectures, write on the board or use transparencies.

Mentally Disabled Students:

- Introduce new material in small amounts.
- Use a step-by-step approach while introducing new material to be learned.
- Demonstrate in a hands-on manner.
- Consider the reading levels of the student before assigning textbook work or handouts.
- Develop a task analysis for each main objective to be learned.
- Allow learners to progress at own pace.
- Provide adequate time for the completion of assignments.
- Provide positive reinforcements upon the completion of a task.

Emotionally Disabled Students:

- Be consistent in classroom standards and expectations.
- Firmly establish class rules and consequences for inappropriate conduct.
- Be consistent and immediate in dealing with discipline problems.
- Plan behavior modification techniques for the classroom setting.
- Provide positive reinforcement for positive behavior.
- Seat students away from visual or auditory distractions when possible.
- Reduce the length of assignments.
- Demonstrate the procedures of assigned tasks.
- Give oral as well as written directions.

Hearing Impaired Students:

- Stand, when possible, in close proximity of the student.
- Maintain eye contact.
- Seat student to ensure the best visual input.
- Seat student in the best lighting conditions.
- Arrange for note taker.
- Use concrete examples whenever possible.
- Encourage the buddy system.
- Give positive reinforcement.
- Constantly check for understanding.
- Write key words, expressions, etc., prior to a lesson.

LEP Students:

The LEP student in the regular classroom presents a challenge to the classroom teacher.

- Assign a peer tutor to the student.
- Label regularly used items in the classroom.
- Have the LEP student make flashcards using pictures or his own native language.
- Use a hands-on approach as much as possible.
- Identify the main concepts of a lesson.
- Identify essential vocabulary in the lesson.
- Rewrite main ideas.
- Use visuals as often as possible.
- Introduce the student to the SQ3R method: skimming, questioning, reading, reciting, and reviewing.
- Prepare test that reflects the new vocabulary taught.
- Give shorter assignments.
- Give oral and written directions.
- Constantly check for the understanding of directions.

PART 6: Perkins IV Implementation Questions and Answers

Programs and Services for Special Population Students

1. Can Perkins funds be spent only on special populations if they are enrolled in Career and Technical Education?

Section 2 of the Act requires that activities supported with federal funds benefit “students who elect to enroll in career and technical education programs.” Historically, the U.S. Department of Education has interpreted this provision to permit outreach, recruitment and other informational types of services on career technical education to students, including special population students, that might consider participation in career technical education.

2. Can Perkins funds be used for remedial educational services for special populations?

Perkins IV redefines career and technical education in Section 3(5) as “organized educational activities that- (A) offer a sequence of courses that- (iii) may include prerequisite courses (other than remedial course) that meet the requirements of this subparagraph; and...”

However, the legislative history of the Act indicates that funds may be used for supportive services (e.g. transportation, child care, tutoring) that would be necessary for special populations to succeed in the program (See Question #4). Academically disadvantaged students are no longer defined as special populations.

3. Are Local Education Agencies required to provide services to special populations enrolled in career and technical education?

Yes, Section 135(b)(9) requires Local Education Agencies to “provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs for high skill, high wage, or high demand occupations

that will lead to self-sufficiency.” All nine elements of the required uses of funds must be fulfilled before a LEA can use Perkins funds for any of the permissive uses of funds in Perkins IV. These nine required uses of funds can be supported by local, state or federal funds to meet this requirement.

4. Can Perkins funds be used to provide supportive services (child care, transportation, tuition assistance, books, materials, uniforms and other financial assistance) to special populations who are enrolled in career and technical education?

Yes, although supportive services were not defined or mentioned in Perkins III and are again not defined in Perkins IV, current practice under Perkins III as supported by U.S. Dept. of Education, Office of Vocational and Adult Education Program Memorandum 99-13 (available at <http://www.ed.gov/about/offices/list/ovae/pi/cte/vocnontrad13.html>) is to allow states and locals to determine if Perkins funds are to be spent on supportive services.

Many local programs rely on Perkins funds to provide these supportive services to those special population students who are not eligible or able to receive these services through other programs to ensure their full participation in career and technical education.

Additional supporting statements to continue this practice can also be found in the congressional conference report available at http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=2006_record&docid=cr25jy06-138.pdf.

“The Conferees recognize that special populations, including single parents and displaced homemakers, may need direct assistance to be able to participate successfully in career and technical education. These supportive services include such services as transportation, child care, dependent care, tuition, books, and supplies and other services necessary to enable an individual to participate in career and technical education activities. Consistent with administrative guidance and prior interpretations of the Perkins Act, the Conferees believe that eligible agencies and eligible recipients should retain the flexibility to provide direct assistance to special populations under certain, limited conditions. In providing direct assistance, recipients of the assistance must be individuals who are members of special populations who are participating in career and technical education activities that are consistent with the goals and purposes of the Perkins Act. Funds must be used to supplement, not supplant, assistance that is otherwise available from non-Federal sources, and assistance may only be provided to an individual to the extent that it is needed to address barriers to the individual’s successful participation in career and technical education.”

In addition, Perkins IV under Section 324(b) refers to the use of Perkins funds for student assistance and financial aid and specifically identifies these attendance costs as “(b) Attendance Costs.—The attendance costs described in this subsection are— (1) tuition and fees normally assessed a student carrying an academic workload as determined by the institution, and including costs for rental or purchase of any equipment, materials, or supplies required of all students in that course of study; and (2) an allowance for books, supplies, transportation, dependent care, and miscellaneous personal expenses for a student attending the institution on at least a half-time basis, as determined by the institution.” Direct Services payments may be made to a provider of the support services (vendor) on behalf of a student who is a member of a special population. Direct cash payments to students are not encouraged.