

# Maximizing Access and Success for Special Populations: Instructional Supports

ACTE & Advance CTE  
September 17, 2024

# Agenda

Introduction to the series

Considerations and examples of instructional supports

Case studies from CAST and Washington I-BEST

Q&A

# Guest Panelists



**Amanda Bastoni**

Director of Career, Technical & Adult  
Education  
CAST



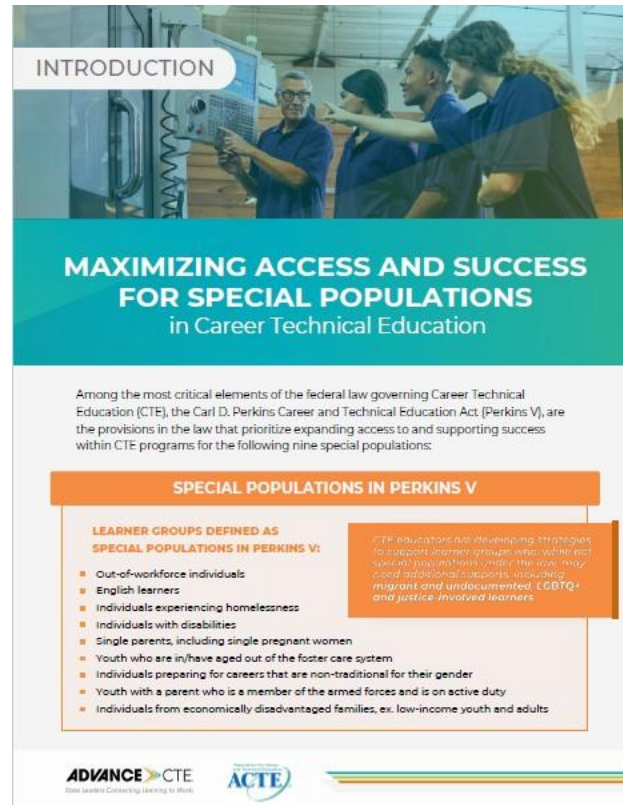
**Nicole Daughtry**

Policy Associate, Basic Education for  
Adults (I-BEST)  
Washington State Board for Community  
and Technical Colleges

# Communicating During Today's Webinar

- **Q&A:** Please ask questions of the panelists or requests for tech support using the Q&A feature
- **Chat:** Please share your strategies and successes and network with your colleagues using the Chat feature

# Brief Series



- Introduction
- 13 briefs on special populations and other underserved learner groups
- Definitions, strategies and examples

# Webinar Series

Webinar Topic	Date/Time
Data	<a href="#">View recording</a>
Collaboration	<a href="#">View recording</a>
Wraparound supports	<a href="#">View recording</a>
Accelerated and flexible learning	October 8, 2pm ET
Career exploration and planning	November 12, 2pm ET

## Special Populations

Individuals with disabilities

Individuals from economically disadvantaged families, including low-income youth and adults

Individuals preparing for non-traditional fields

Single parents, including single pregnant women

Out-of-workforce individuals

English learners

Individuals experiencing homelessness

Youth who are in, or have aged out of, the foster care system

Youth with a parent who is a member of the armed forces and is on active duty

## Other Learner Groups

Justice-involved learners

LGBTQ+ learners

Migrant and undocumented learners

Tribal learners and communities

# Foundational Factors

- Collaboration across departments and agencies
  - Perkins V comprehensive local needs assessment
  - Career and academic planning
  - IEP meetings
  - In the classroom
- Educator and staff development
  - Preparation
  - Professional development
- Understanding applicable laws



# In the Classroom

Paraprofessionals

Co-teaching

Culturally responsive curriculum

Inclusive materials and equipment

Positive behavioral interventions and supports

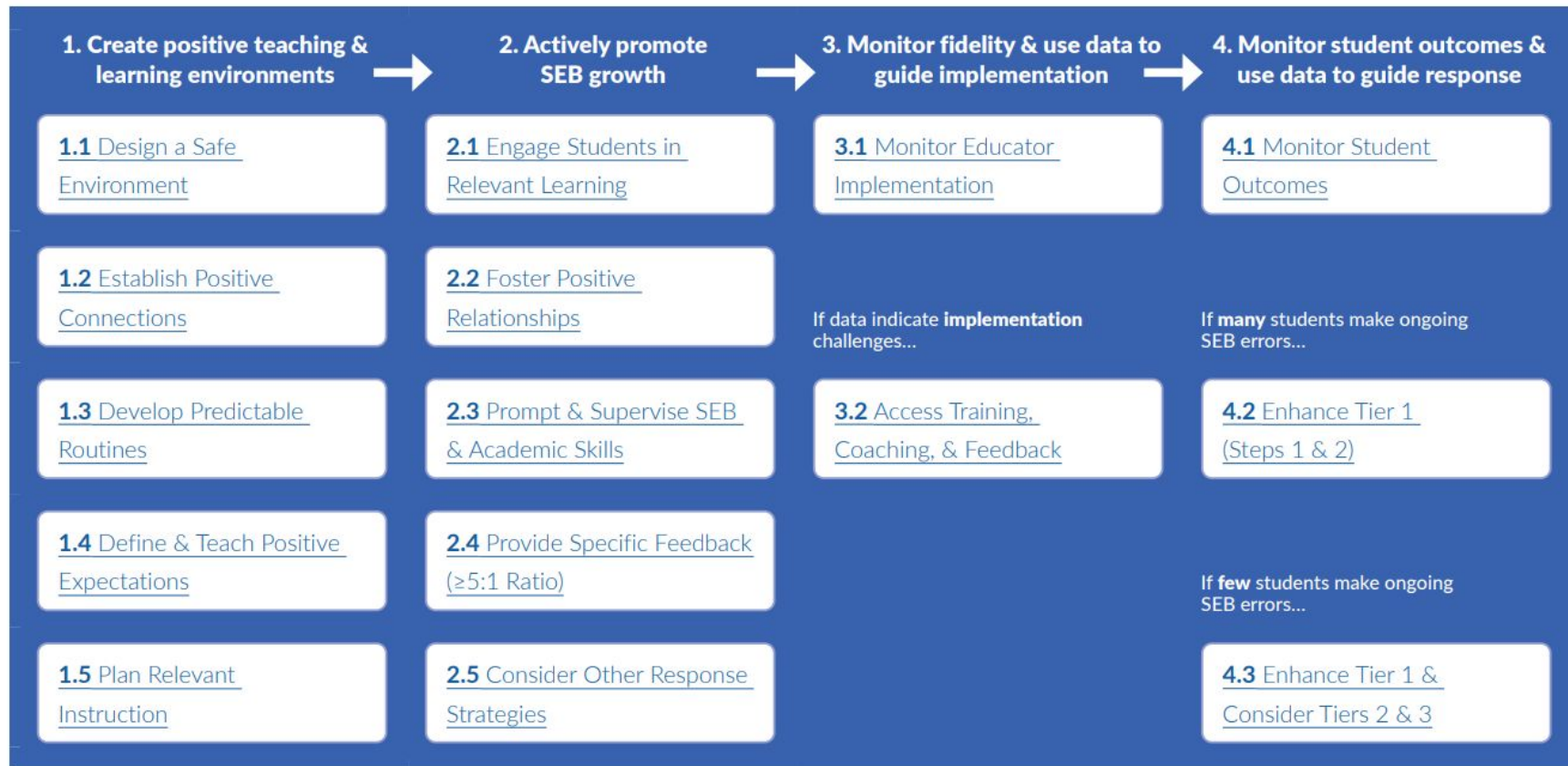
Differentiated and personalized teaching techniques

Accommodations and modifications

Tutoring

# Classroom PBIS

**Figure 2. Steps to Support and Respond to Students' SEB Needs**



Supporting and Responding to Students' SEB Needs: Evidence-Based Practices for Educators

# Accommodation Examples

- Extended time
- Oral administration
- Use of a calculator
- Preferential seating
- Physical accommodations and modifications (table height, etc.)
- Assistive technology use
- Peer assistant
- Copy of teacher notes
- Small group testing
- Individual testing
- Frequent breaks
- Speech to text

[Hire Me SC: A Guide for Educators How to Include Students with Disabilities in Career and Technology Education \(CTE\)](#)

# Job Accommodation Network

## Accommodation Ideas:

By Limitation

By Work-Related Function

> Attentiveness/Concentration

> Executive Functioning Deficits

▼ Managing Time

- Products
  - Applications (apps)
  - Apps for Organization/ Time Management
  - Electronic Organizers
  - Fitness Trackers
  - PDAs, Notetakers, and Laptops
  - Smart Watches
  - Timers and Watches
  - Calendars and Planners

Job Accommodation Network

# Considerations

Building a team

Deploying a strengths-based approach

Personalizing teaching and learning

Engaging learner voice

Committing to inclusivity

Asking for help

# Resources

- [Supporting and Responding to Students' SEB Needs: Evidence-Based Practices for Educators](#) (Center on PBIS)
- [Frequently Asked Questions: CTE and Special Education](#) (Texas)
- [CTE Accommodations Manual](#) (Humble ISD TX)
- [Hire Me SC: A Guide for Educators How to Include Students with Disabilities in Career and Technology Education \(CTE\)](#) (SC)
- [Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education](#) (FL)
- [Job Accommodation Network](#)
- [PIPEline to Career Success for Students with Disabilities: Root Causes & Strategies](#) (NAPE)
- [National Technical Assistance Center on Transition: The Collaborative](#) (NTACT:C)

# Universal Design for Learning

Using UDL to Support Special Populations

# My Goal

To showcase how UDL can help CTE educators, administrators, and systems improve access, retention and student success.

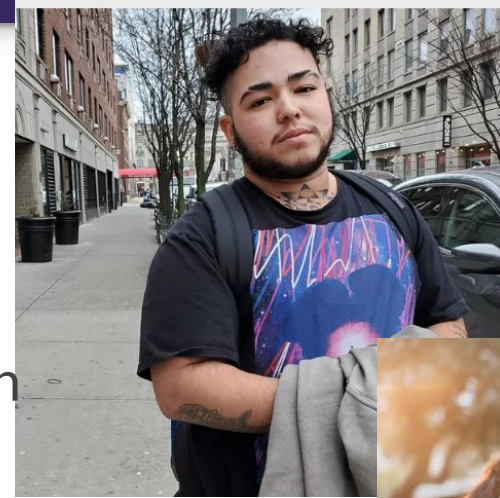


# UDL Move: Guide Goal Setting



# Special Populations

- Individuals with disabilities
- Individuals from economically disadvantaged families
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- English learners
- *Homeless individuals*
- Youth who are in, or have aged out of the foster care system
- *Youth with a parent who: is a member of the armed forces, is on active duty*



# UDL Move: Clarify Vocabulary



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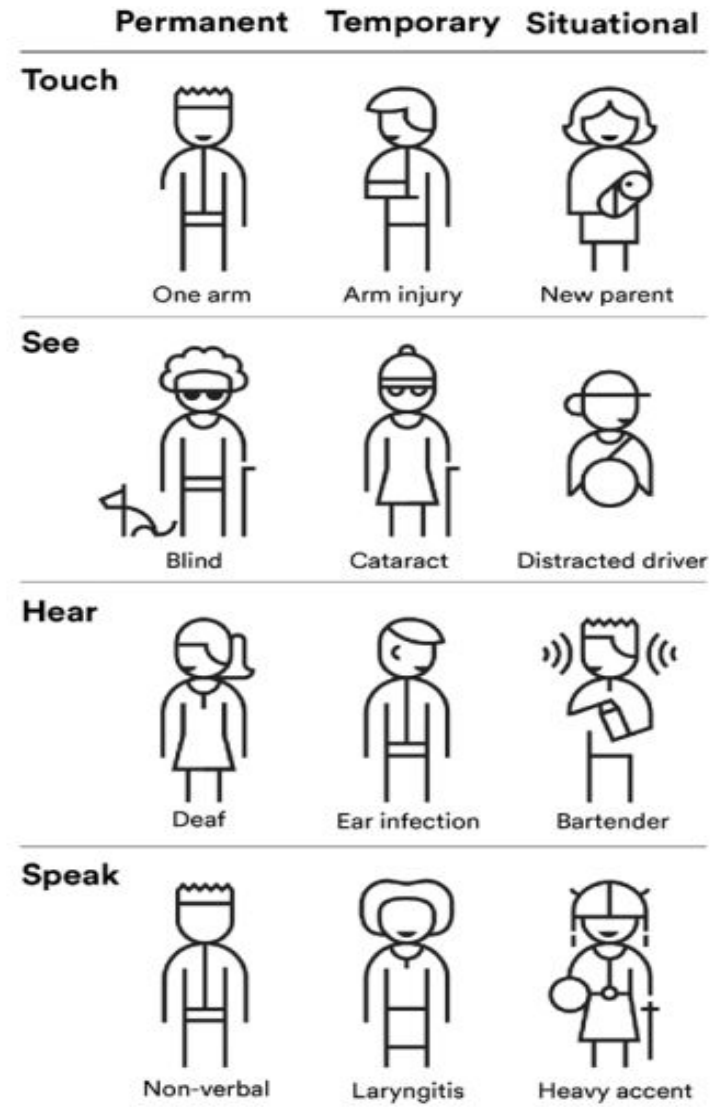
# Who Else?

- Black students: Protected by Civil Rights Laws
- LGBTQ+ students: Protected by Title 9 Legislation
- Students with non-apparent disabilities:
  - ADHD = 16-20%
  - Trauma and/or Adverse Childhood Experiences (ACE) = 60%
  - COVID = 100%

# Who experiences barriers?

“Average” is a myth

Microsoft illustrates this concept using three persons to describe different types of disabilities and difficulties experienced by everyone



Source: Inclusive Design Toolkit, Microsoft

# Review

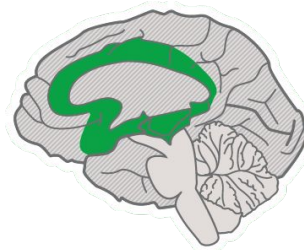
## 5 Session Series

1. Universal Design for Learning: Mindset Matters
2. Who You Include Matters
3. How you Design Matters
4. What you Care About Matters
5. Panel of Learners/End Users

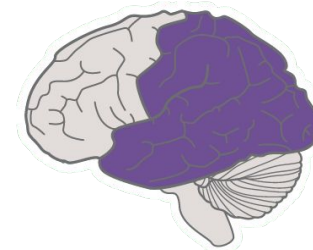
WE  
ARE  
HERE

## Universal Design for Learning

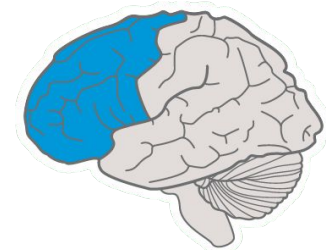
Learners differ in the ways they engage with, perceive, and express learning. Providing options and choice is essential.



**Engage**



**Perceive**



**Express**

# How Can UDL Help?

# 1) UDL Provides Tangible Strategies to Support a Wide Range of Learners

Interactive UDL Guidelines  
[udlguidelines.cast.org](http://udlguidelines.cast.org)

**UDL Guidelines** ✕

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

	<b>Design Multiple Means of Engagement</b> →	<b>Design Multiple Means of Representation</b> →	<b>Design Multiple Means of Action &amp; Expression</b> →
<b>Access</b>	<b>Design Options for Welcoming Interests &amp; Identities (7)</b> ↻ <ul style="list-style-type: none"><li>• Optimize choice and autonomy (7.1) &gt;</li><li>• Optimize relevance, value, and authenticity (7.2) &gt;</li><li>• Nurture joy and play (7.3) &gt;</li><li>• Address biases, threats, and distractions (7.4) &gt;</li></ul>	<b>Design Options for Perception (1)</b> ↻ <ul style="list-style-type: none"><li>• Support opportunities to customize the display of information (1.1) &gt;</li><li>• Support multiple ways to perceive information (1.2) &gt;</li><li>• Represent a diversity of perspectives and identities in authentic ways (1.3) &gt;</li></ul>	<b>Design Options for Interaction (4)</b> ↻ <ul style="list-style-type: none"><li>• Vary and honor the methods for response, navigation, and movement (4.1) &gt;</li><li>• Optimize access to accessible materials and assistive and accessible technologies and tools (4.2) &gt;</li></ul>
<b>Support</b>	<b>Design Options for Sustaining Effort &amp; Persistence (8)</b> ↻ <ul style="list-style-type: none"><li>• Clarify the meaning and purpose of goals (8.1) &gt;</li><li>• Optimize challenge and support (8.2) &gt;</li><li>• Foster collaboration, interdependence, and collective learning (8.3) &gt;</li><li>• Foster belonging and community (8.4) &gt;</li><li>• Offer action-oriented feedback (8.5) &gt;</li></ul>	<b>Design Options for Language &amp; Symbols (2)</b> ↻ <ul style="list-style-type: none"><li>• Clarify vocabulary, symbols, and language structures (2.1) &gt;</li><li>• Support decoding of text, mathematical notation, and symbols (2.2) &gt;</li><li>• Cultivate understanding and respect across languages and dialects (2.3) &gt;</li><li>• Address biases in the use of language and symbols (2.4) &gt;</li><li>• Illustrate through multiple media (2.5) &gt;</li></ul>	<b>Design Options for Expression &amp; Communication (5)</b> ↻ <ul style="list-style-type: none"><li>• Use multiple media for communication (5.1) &gt;</li><li>• Use multiple tools for construction, composition, and creativity (5.2) &gt;</li><li>• Build fluencies with graduated support for practice and performance (5.3) &gt;</li><li>• Address biases related to modes of expression and communication (5.4) &gt;</li></ul>
<b>Executive Function</b>	<b>Design Options for Emotional Capacity (9)</b> ↻ <ul style="list-style-type: none"><li>• Recognize expectations, beliefs, and motivations (9.1) &gt;</li><li>• Develop awareness of self and others (9.2) &gt;</li><li>• Promote individual and collective reflection (9.3) &gt;</li><li>• Cultivate empathy and restorative practices (9.4) &gt;</li></ul>	<b>Design Options for Building Knowledge (3)</b> ↻ <ul style="list-style-type: none"><li>• Connect prior knowledge to new learning (3.1) &gt;</li><li>• Highlight and explore patterns, critical features, big ideas, and relationships (3.2) &gt;</li><li>• Cultivate multiple ways of knowing and making meaning (3.3) &gt;</li><li>• Maximize transfer and generalization (3.4) &gt;</li></ul>	<b>Design Options for Strategy Development (6)</b> ↻ <ul style="list-style-type: none"><li>• Set meaningful goals (6.1) &gt;</li><li>• Anticipate and plan for challenges (6.2) &gt;</li><li>• Organize information and resources (6.3) &gt;</li><li>• Enhance capacity for monitoring progress (6.4) &gt;</li><li>• Challenge exclusionary practices (6.5) &gt;</li></ul>



# UDL Move: Make Learning Relevant



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## 2) UDL Creates a Common Language for Teachers to Discuss and Improve Curriculum, Practices, and Lessons



### UDL-Based Changes

- UDL specific PD for CTE educators through the NH UDL implementation project
- [Brochure translated into Spanish](#)
- Safety protocol translated in Spanish and Swahili
- [Created a course - Intro to CTE for ELL & other special population students \(technology credit\)](#)
- CTE Night for ELL Parents with food and teacher participation
- Presented to ELL Parents and Community Members off Campus (Boys & Girls Club, local church, etc.)
- Presentations about CTE in ELL classes
- Met with auto industry work-based learning partners to explain the trends student demographics and identify ways we could support Hispanic student interns
- Worked with EL and non-ELL students to create shop specific [safety videos](#) in Spanish

### 3) UDL Improves Classroom Management/Safety in Labs



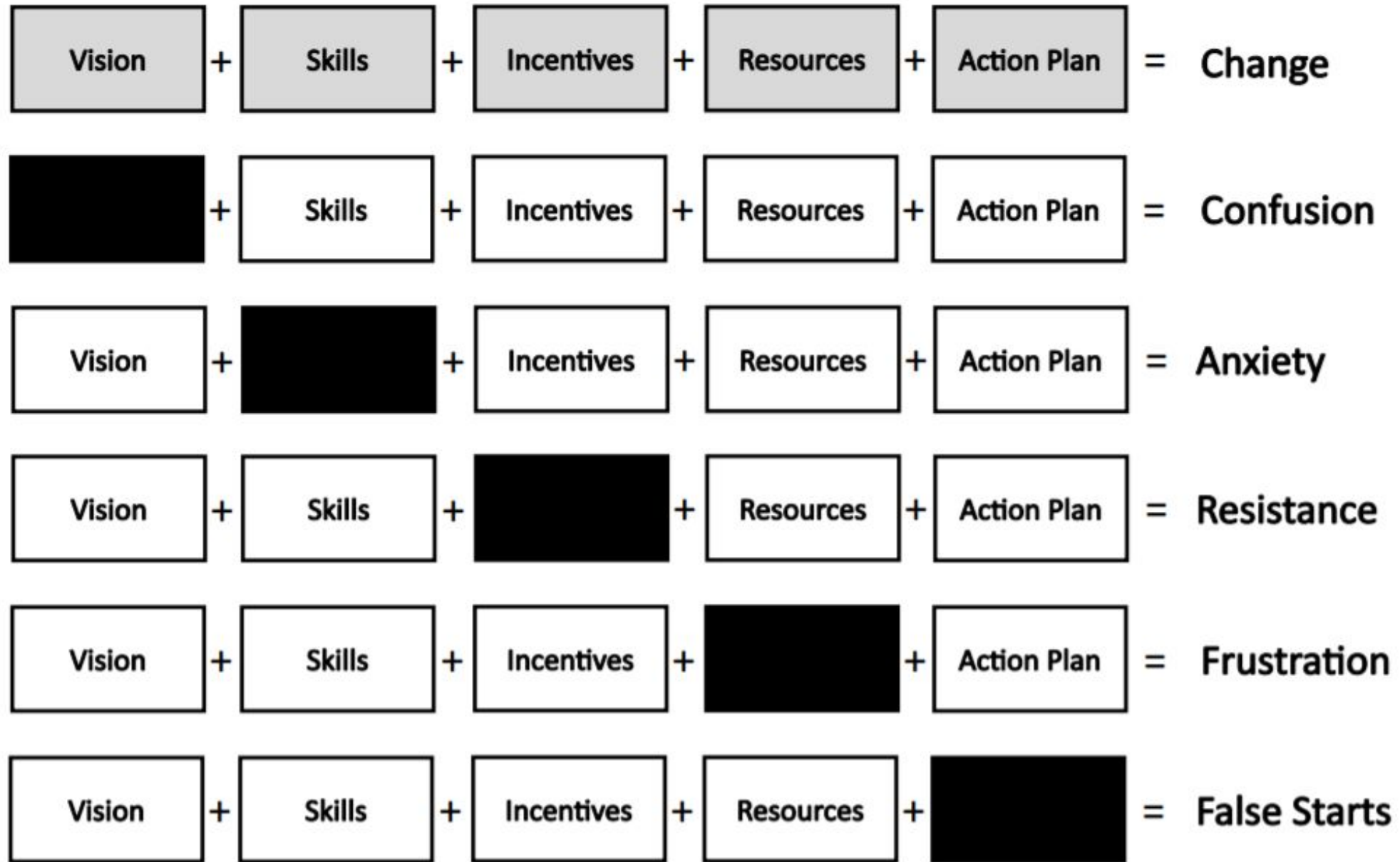
- Allowed me to reflect on how I was teaching
- Increasing engagement (nontraditional students)
- Frees me to focus on learning not just content
- Empowers the students to own the learning





**But Remember...**  
**Teachers can't do it alone!**

# Knoster Model for Managing Complex Change



*Adapted from Knoster, T., Villa, R., & Thousand, J., (2000). A framework for thinking about systems change. In R. Villa & J. Thousand (Eds.). Restructuring for caring and effective education: Piecing the puzzle together (pp.93-128): Paul H. Brookes Publishing Co.*

# Reflection

In the chat or verbally share your response to one of the following prompts:

- I would like to know more about...
- This does/does not resonate with me because...
- This makes me wonder...
- This makes me feel



# UDL Move: Use Prompts



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# Resources

# #UDL Moves

1. [Use Prompts](#)
2. [Clarify Vocabulary](#)
3. [Make Learning Relevant](#)
4. [Guide Goal Setting](#)

Each Goal is hyperlinked to the corresponding UDL Guideline so you can learn more about the move and how to integrate it into your classroom or learning environment



# CTE Resources

- [Webinars](#)
- In-person trainings (VISION - 2022)
- [Articles](#)
- [Intro to Assessment Video Series](#)
- Become part of the [ACTE](#) Inclusion, Access, Equity, and Diversity Advisory Group

**Intro to Assessments**

▶ PLAY ALL

**UDL Assessment Video Modules**

6 videos • 1,555 views • Last updated on Jan 19, 2021

Developed by CAST, this video series focuses on assessments in K–12 learning environments. Each video is designed to support educators in planning and implementing effective assessments that inform the design of instruction.

CAST SUBSCRIBE

- 1 **Intro to Assessments** CAST 19:19
- 2 **Evaluating Assessments** CAST 12:49
- 3 **Assessments for Grades K–2** CAST 11:56
- 4 **Assessments for Grades 3–5** CAST 13:11
- 5 **Assessments for Grades 6–8** CAST 11:40
- 6 **Assessments for Grades 9–12** CAST 13:25

# Universal Design for Learning (UDL)

Provide multiple means of  
**Engagement**



Affective Networks  
The "WHY" of Learning

Provide multiple means of  
**Representation**



Recognition Networks  
The "WHAT" of Learning

Provide multiple means of  
**Action & Expression**



Strategic Networks  
The "HOW" of Learning

<http://udlguidelines.cast.org/>



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# Washington State I-BEST

September 17, 2024

Nicole Daughtry

*The content of this slide presentation builds from previous slide presentations by William S. Durden (SBCTC), Matt Scammell (SVC), Gretchen Robertson (SVC), and Jason Lind (SVC).*



**COMMUNITY AND  
TECHNICAL COLLEGES**  
*Washington State Board*



# WASHINGTON STATE COMMUNITY & TECHNICAL COLLEGES & COMMUNITY BASED ORGANIZATIONS



# Who We Serve

I-BEST Serves Adult Learners who are:

- Learning the English language
- Seeking both a secondary and postsecondary credential
- Historically underserved students of color
- Low-income

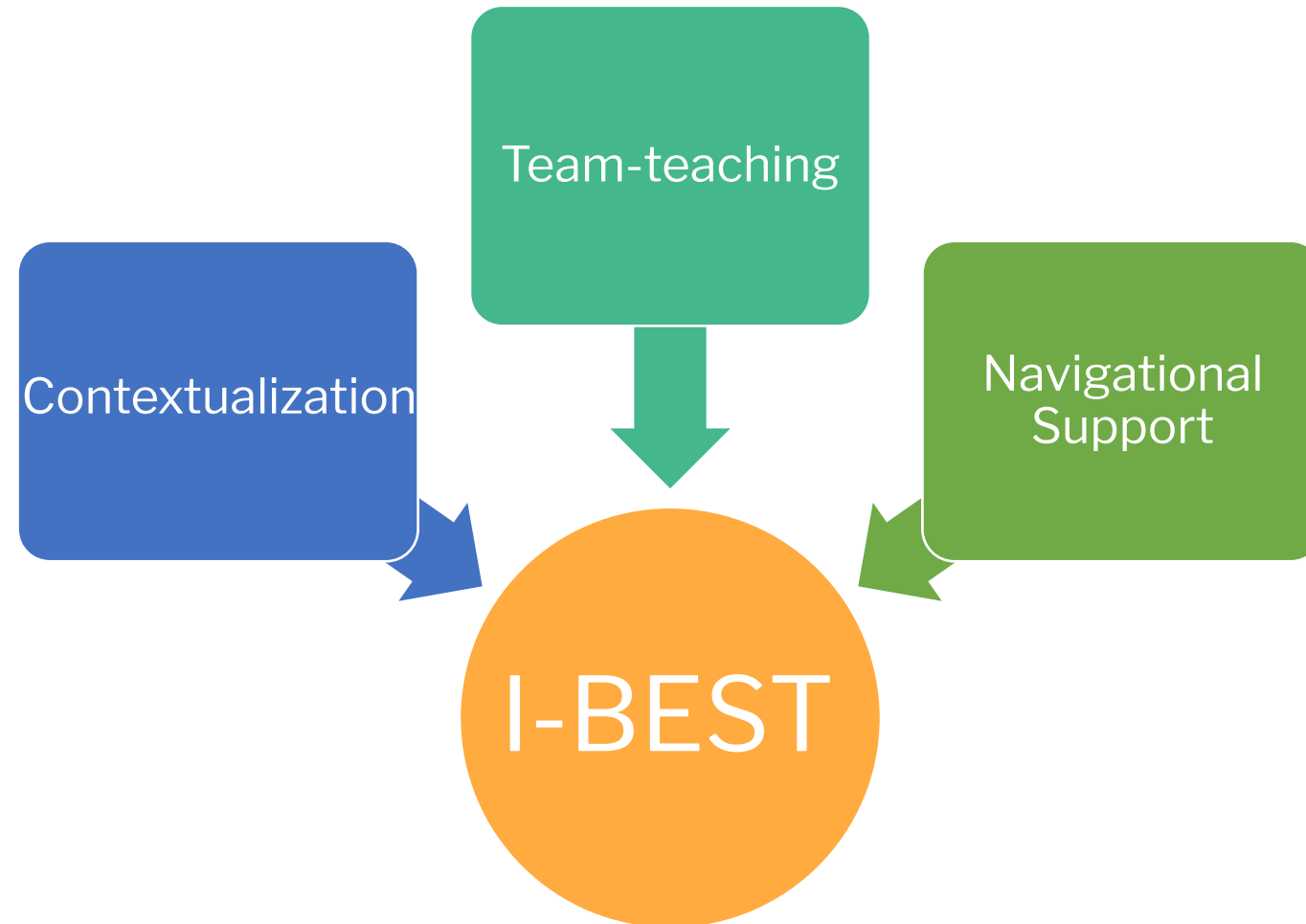
# BASIC EDUCATION FOR ADULTS (BEDA)

- Administers federal and state funds to support adults seeking secondary and postsecondary credentials.
- Includes native speakers and English language learners.
- Works to implement and scale equity-focused, comprehensive, and innovative college and career pathways.
- Fundamental skills are taught “alongside, not before” a college program of study.
- Students can co-enroll in both high school completion and college and qualify for federal (Pell Grant) and state (Washington Grant) financial aid.
- All students are served in a guided pathways model.

# Washington State's Adult Education Plan

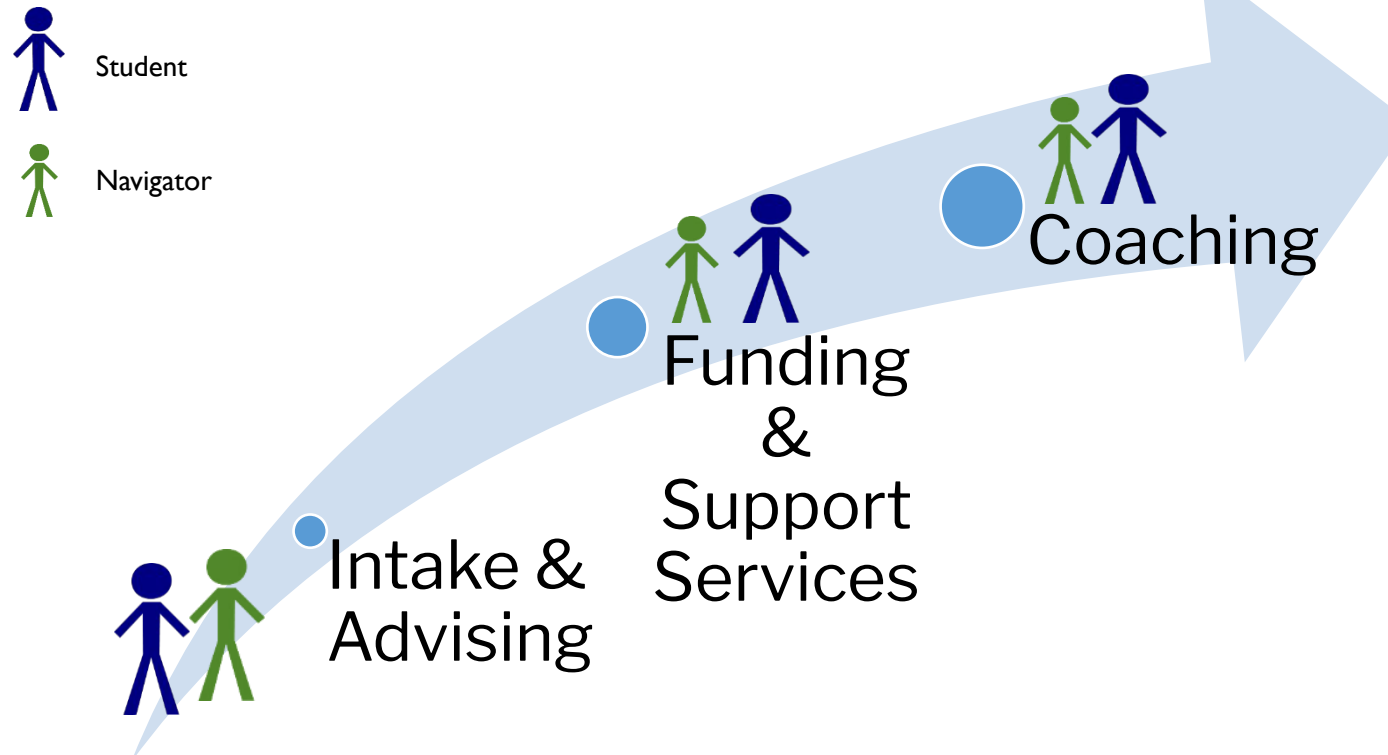
- After 17+ years of success, I-BEST remains our most successful delivery model for moving under-skilled adults to living wage jobs.
  - I-BEST transforms the world of adult education through contextualization
  - I-BEST taps the combined expertise of faculty through integrated team teaching
  - I-BEST provides wraparound support and navigational services to promote student retention and completion

# The Components of I-BEST



# Navigational Services

- Wraparound support and navigational services keep students in the game and guide them to completion.





# Navigation Services

- Navigators provide connections to support services both on and off campus that will meet students' academic and basic needs.
- They provide referrals and connections to the Department of Social and Health Services, housing authority, counseling and mental health services and financial wellness coaches.
- They also provide on campus support by assisting students with registration, financial aid, academic advising, campus technology and career services.



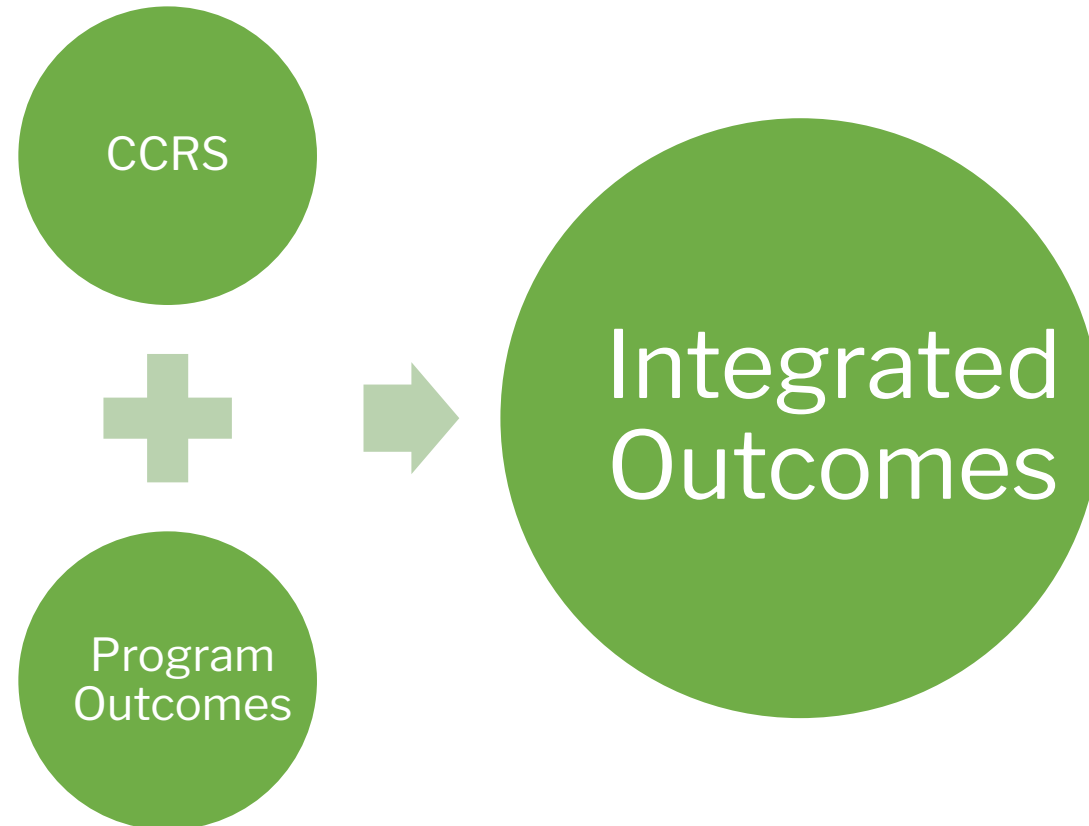
# Navigating Pathways

- Break out of the silos intentionally
- Consider a case management model
- Get Skilled Up



# Contextualization

- Contextualization makes basic education relevant for students.





# Aligning and Integrating Outcomes

1. Identify Pathway Course Outcomes
2. Analyze how English/Math/Adult Education Outcomes relate to Pathway Course Outcomes
3. Select appropriate English/Math Outcomes or Adult Education Standards for contextualization to Pathway Course Outcomes
4. Revise wording as appropriate to match Pathway Course Outcomes

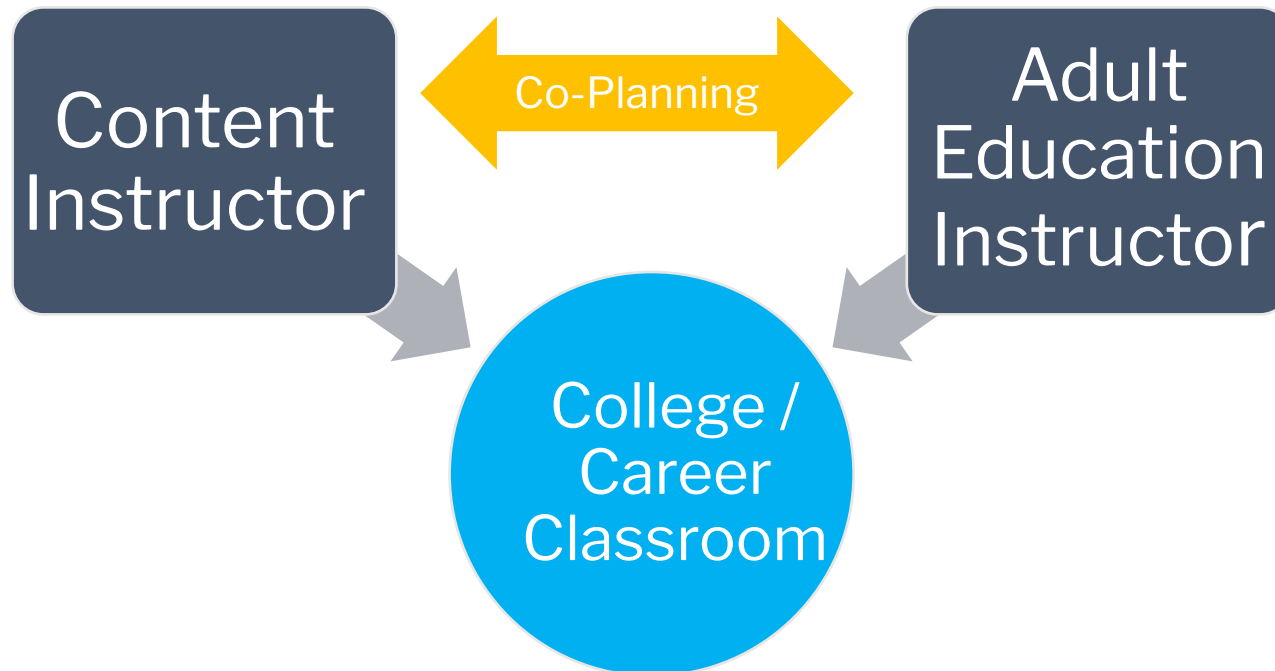


# Planning to Teach

1. Create syllabus
2. Schedule planning time
3. Share goals and learning outcomes
4. Analyze individual strengths/weaknesses
5. Review assignments
6. Discuss where contextualization could be added

# Team Teaching

- Team teaching brings the Tipping point within reach for students.





# Collaboration is Key

The process requires reflection, a stretch of your pedagogical ‘muscles,’ a willingness to think in new ways and take risks, and an appreciation for the great educational diversity that makes up all institutions of learning.

-- Amy Muia

Skagit Valley College, 2005



# The Value of Each Instructor

- Both instructors are vital for student success:
  - Without content instruction in a career pathway, students cannot reach their career goals.
  - Without contextualized instruction in adult education, the content remains out of reach.

## SIX MODELS OF TEAM TEACHING

- Traditional Team Teaching
- Collaborative Team Teaching
- Parallel Team Teaching
- Split-Differentiated Team Teaching
- Complementary Team Teaching
- Monitoring Team Teaching

## The First Pair of Team Teaching Models: INTEGRATED CO-TEACHING

- Traditional Team Teaching
  - Team teachers actively share the instruction of the content and skills to all students.
  - One teacher takes a verbal instructional lead (explaining a concept), while the other teacher takes a written instructional lead (documenting key points or constructing a visual.)
- Collaborative Team Teaching
  - Team teachers deliver material not by monologue, but by exchanging and discussing ideas and theories with students.
  - Teachers can engage in a discussion that models asking questions, active listening, and paraphrasing.



# The Second Pair of Team Teaching Models: SMALL GROUP SUCCESS

- Parallel Team Teaching
  - The class is divided into two or more groups and each teacher is responsible for teaching the same material to their group.
  - Each teacher can coach one or more groups in a project-based learning activity.
- Split-Differentiated Team Teaching
  - The class is divided into smaller groups, each with a unique focus. <sup>49</sup>
  - The Split-Differentiated Model is often used in lab or competency-based classroom spaces.

# The Third Pair of Team Teaching Models: SUPPORTING EACH OTHER

- Complementary Team Teaching
  - Teachers take turns reinforcing the skills or content taught by the other instructor with mini-lectures and group activities.
  - This can happen at the beginning, middle, or end of class.
- Monitoring Team Teaching
  - One teacher takes instructional lead in the classroom, while the other circulates the room and monitors understanding.
  - In a computer lab, one teacher lectures or demos an activity, while the other teacher offers individualized support to students and feedback as needed for the presenting teacher.
  - The Monitoring Model often combines with other models, such as the Parallel Model.

# Communication is Key

1. Communicate clearly with your team teacher. Effective listening and participation on the part of both members of the team is essential.
2. Establish a procedure for discussing conflicts and differences.
3. Talk through each step of a lesson. Define individual roles.
4. Divide and conquer. Utilize the fact that there are 2 teachers and discuss individual student progress to help determine who needs additional support.
5. **Model strong interpersonal communication skills**

Thank you for what you do for students!

## Questions?

### Contact Info:

Nicole Daughtry

Policy Associate, I-BEST, ATB, IELCE

Washington State Board for Community and Technical Colleges

[ndaughtry@sbctc.edu](mailto:ndaughtry@sbctc.edu) | 360.704.4368

# Q&A

## Next Webinar

*Maximizing Access and Success for Special  
Populations: Accelerated and Flexible Learning*

October 8 at 2pm ET/1pm CT/  
12pm MT/11am PT

[https://acte.zoom.us/webinar/register/WN\\_pFFOQ\\_oESL63rOzVXZMC0g#/registration](https://acte.zoom.us/webinar/register/WN_pFFOQ_oESL63rOzVXZMC0g#/registration)

# Contact Us

- Amanda Bastoni  
[abastoni@cast.org](mailto:abastoni@cast.org)
- Nicole Daughtry  
[ndaughtry@sbctc.edu](mailto:ndaughtry@sbctc.edu)
- Catherine Imperatore  
[cimperatore@acteonline.org](mailto:cimperatore@acteonline.org)