

# Students with Disabilities in Career and Technical Education

The screenshot shows the EssayPro website. At the top, there is a navigation bar with the EssayPro logo, links for 'How To Order', 'Reviews', 'About Us', and 'Write My Essay', and user options for 'DBA: EPRO', 'Log In', and 'Sign Up'. The main banner features a student sleeping at a desk with a pen holder. Text on the banner includes 'WRITING SERVICE AT YOUR CONVENIENCE', 'You - Send us your homework We - Do it all for you', and 'Grab your original paper for just \$10 per page with a free plagiarism report included'. A 'Write My Essay!' button is present. A 'Calculate the price' widget is overlaid on the right, showing options for 'Writing', 'Rewriting', and 'Editing', a dropdown for 'Essay (any type)', a dropdown for 'College', a dropdown for '2 weeks', a word count of '1 page / 275 words', and radio buttons for 'Double spaces' (selected) and 'Single spaces'. The price is '\$11.4' with a flame icon, and a 'Write My Paper' button is at the bottom. Below the banner, there are three rating sections: 'EssayPro Reviews' with a 4.9 rating and five stars, 'ResellerRatings' with a 4.9 rating and five stars, and 'Sitejabber' with a 4.8 rating and five stars.

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## Students with Disabilities in Career and Technical Education

Career and technical education (CTE) can provide significant benefits to students with disabilities. CTE teachers need to be aware of the rights of students with disabilities and of the planning process involved in meeting their needs. In addition, CTE teachers must know what role they play both in planning and in providing instruction. CTE teachers often need background information on the details of [disabilities](#) and the accommodations required. This Digest provides information on students with disabilities for secondary CTE teachers.

### Benefits of CTE

Research shows that students with disabilities in secondary CTE programs were less likely to drop out and more likely to be employed, to have paid competitive jobs, and to work full time after high school ([Cobb](#) et al. 1999; Colley and Jamison 1998). However, CTE that included only simulated work experience in classroom settings did not appear to lead to

optimal employment outcomes. Students with disabilities who had paid or unpaid work experience in high school had better employment outcomes—higher wages, more hours, more continuous employment. Furthermore, students with disabilities mainstreamed into regular CTE or academic classrooms obtained paid competitive jobs more often and felt better prepared to keep their jobs. Qualitative studies reviewed by Eisenmann (2000) imply that integration of academic and vocational curricula promoted meaningful engagement and inclusion of students with disabilities by increasing persistence, academic achievement, and postsecondary engagement.

## Rights of Students with Disabilities

Four key federal laws define the rights of students with disabilities (Ordovery and Annexstei...

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...own to Business: A Blueprint for Creating and Supporting Entrepreneurial Opportunities for Individuals with Disabilities. Washington, DC: PCEPD, 2000. (ED 450 525)

Rutkowski, S., and Riehle, E. "My Daughter Probably Won't Get a Football Scholarship...Now What Can We Do?" National Dissemination Center for Career and [Technical](#) Education, Professional Development Speaker Series Webcast, Columbus, OH, October 10, 2001. <http://www.nccte.org/events/profdevseries/20011010/index.asp>

Smith, S. W. Creating Useful Individualized Education Programs (IEPs). ERIC Digest E600. Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education. (ED 449 636)

Vail, A., and Mandiloff, V. Cultivating Our Garden: Serving Students with Learning Disabilities in Family and Consumer Sciences. Ellenburg, WA: Family and Consumer Sciences Education Association, 1996. (ED 419 346)

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