

NEWS & VIEWS

Tips. Research. Best Practices. Community.

SUCCESSFUL CAREER
EXPLORATION IN

***SENSORY
MULTI-DISABLED
POPULATIONS***



Students across the country must be equipped for life beyond the classroom. It's essential that every educational setting incorporates career exploration and life skills into their curriculum. This is particularly crucial for classrooms that include students with multi-sensory disabilities. In this month's Webinar Wednesday, we had the privilege of hearing from experts at the South Carolina School for the Deaf and the Blind, who provided invaluable insights on effectively preparing their students for the real-world using Project Discovery.

[LEARN ABOUT PROJECT DISCOVERY](#)

MEET OUR SPEAKERS:

Elizabeth Baird received her Master's of Art in



Special Education Rehabilitation with an emphasis in Teacher of the Visually Impaired from The University of Arizona in 2001. Elizabeth began working as a Teacher of the Visually Impaired in 2002 at the South Carolina School for the Deaf and the Blind. She taught middle school and high school visually-impaired students with mild cognitive disabilities at the School for the Blind.

She moved to Cedar Springs Academy in 2009 where she taught for two years with visually-impaired students with multiple disabilities. In 2011 she became the Lead Teacher, similar to an assistant principal at Cedar Springs Academy where she worked closely with the principal and teachers with Individualized Education Plans, classroom management, etc. In May of 2024 she became the Principal of Cedar Springs Academy.

Bridget Sitarski received her Master's in Multi-Categorical Special Education from Grand Canyon University in 2006. She obtained her add-on certification in Deaf/Hard of Hearing from Converse University in 2007.

In 2004, while obtaining her Master's, Bridget worked as a residential teacher at the School for the Deaf and the Blind where she assisted both visually impaired and deaf students with academics in an after-school tutoring program.



Bridget has taught various ages of Deaf/Hard of Hearing students with multiple disabilities at SCSDB-Cedar Springs Academy since 2006.

Since 2013, Bridget has worked with transition-aged students and in the past 4 years the focus has been on preparing students with career opportunities providing them with the skills they will need to either enter the workforce or a post-secondary experience for students with intellectual disabilities.

[WATCH THE WEBINAR](#)

HAVE A CLOSER LOOK AT OUR EVIDENCE-BASED SOLUTIONS!



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GETTING STARTED

One of the hardest parts of trying out a new curriculum is knowing where to start! What curriculum should you get? How does it work with what you are currently doing? Here's a list of things to consider when looking at a new curriculum:

- **Career clusters & student interest:** What kind of career clusters can you present to your students for career exploration? Project Discovery has so many career clusters to choose from, you're bound to find one that aligns with student interest and is available in your local community!



We realized that
our students needed to be
able to explore different
career paths.

-E. Baird

on why they purchased Project Discovery



- **Integration with existing programs:** What is your goal with a career exploration curriculum? Consider what other programs your organization offers. It may make sense to implement a program like Project Discovery that will provide students with foundational skills that could be tied into other programming.
- **Fitting the needs of students:** Will this curriculum meet my students where they are? Project Discovery is a curriculum that can work with the population of students that you serve.

LEARN HOW WE SUPPORT STUDENTS WITH SENSORY DISABILITIES

[CLICK HERE](#)



ADAPTING FOR SENSORY DISABILITIES

It can be challenging to find classroom materials that are adapted to fit the needs of students with sensory disabilities. Here are some ideas of ways you can make learning more sensory-friendly:

- **Braille laminated paper:** If you have manipulatives or visual representations of real-world items, like the ones in Project Discovery, you can make laminated copies and have students label the items in braille as they learn vocabulary. This makes a more tactile representation for student interaction.
- **Connect concepts to real items:** Students may have difficulty connecting concepts they learn from class with the real world. Where possible, use hands-on, real experiences to connect learning about the concept with actually doing it.
- **Include pictures and visuals:** Organizing information visually may make it more accessible for students who are struggling to learn a concept. Real-life photos can also help them more easily see themselves doing a task.



Student uses a brailier to label manipulatives from Project Discovery to learn vocabulary.

WE'VE DONE THE WORK FOR YOU!

Our Adapted series comes with differentiated instruction!



Project Discovery provides dynamic resources to support learners with sensory disabilities! Features of the curriculum that support student learning include:

- Hands-on experiences
- Real tools for the jobs students are exploring
- Real life photography instead of icons

CHECK OUT ADAPTED CURRICULUM



EMBRACING TECHNOLOGY

Technology can provide accommodation options for students that enhance their learning. Here are a few that might be helpful in a classroom of students with sensory disabilities:

- **Seeing AI:** This free app scans and verbally identifies objects placed in front of the camera.
- **Enlargement technology:** Zooming in, changing font sizes, or increasing visual contrast can help maintain student autonomy in learning.
- **Closed captioning:** Giving the option to read content that is presented in an audio format can be beneficial to everyone.



Student using an enlarging program to read vocabulary words.



Need Ideas for **FUNDING?**



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