

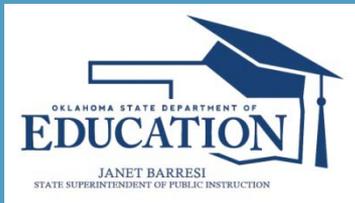
*career*tech

# Special Education Paraprofessional 2014 Update

Presented by

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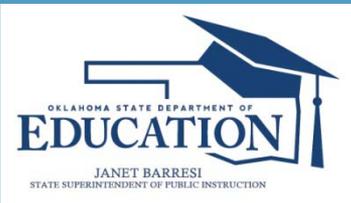
# Overview

- New content from state and national sources
- Framework and expert review from OSDE staff
- Integrated online resources
- Full-color design
- Wraparound *Facilitator Guide*



# So, What Did We Do?

1. Meeting with Dr. Axtell at the OSDE
2. Agreeing on general approach to the work
3. Drafting modules based on new frameworks
4. Reviewing new drafts by subject matter experts
5. Completing final drafts for OSDE approval
6. Organizing the statewide roll-out sessions



## Workbook Features by the numbers

- 6 modules
- 126 pages
- 53 objectives
- 13 video links
- 42 website links
- 32 activities



Special Education  
Paraprofessional  
Workbook

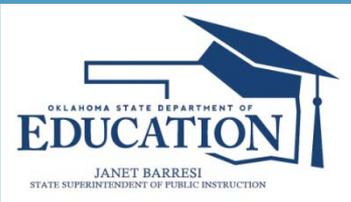


Oklahoma Department of  
Career and Technology Education

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Student Edition  
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## 4

### Disability Awareness & Instructional Strategies

This module addresses the general IDEA and recognized by the state (Learning and Assistive Technology) Restrictive Environment.

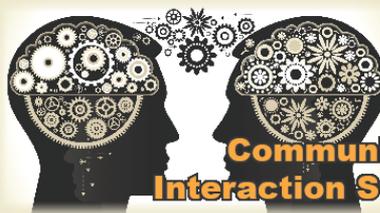
To effectively assist in the delivery of students learn in different ways and learn in a safe environment. Paraprofessionals among students and desire to focus.

While it is important to be aware of each, the information provides. It is important to get to know each weakness. Paraprofessionals cannot

#### Objectives

By the end of this module, the paraprofessional will be able to:

1. Have a basic knowledge and understanding of the Oklahoma Restrictive Environment.
2. Be prepared to support student learning in a safe environment.
3. Demonstrate the ability to differentiate instruction for students with disabilities.
4. Have the basic ability and understand the materials to support learning for students with disabilities.
5. Demonstrate an understanding of the state's role in providing services to students with disabilities.



### Communication & Interaction Strategies

## 5

Communication is the key to understanding. Having effective communication skills helps resolve conflicts—and can prevent them from occurring. Paraprofessionals must communicate with students, teachers, parents and others.

There are many ways to actively improve your ability to engage in communication, in verbal form. Good communicators are assertive, attentive listeners, able to articulate and tactful. They also display a positive attitude, communicate negative feelings, and use appropriate nonverbal signals.

#### Objectives

By the end of this module, the paraprofessional will be able to:

1. Identify common causes of communication breakdowns.
2. Distinguish among types of approaches to communication.
3. Respond to scenarios about communication methods.
4. List strategies for effective communication.
5. Respond to "you" messages using "I" messages.
6. Explain how to handle negative feelings in a positive way.
7. List skills for effective listening.
8. Compare positive and negative forms of nonverbal communication.
9. Give strategies for interacting with teachers and parents.
10. Give strategies for interacting with students:
  - Students with traumatic brain injuries.
  - Students with deafness or hearing impairment.
  - Students with intellectual disabilities or autism.

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## 6

### Behavior Strategies, Progress Monitoring & Data Collection



Monitoring students' progress and collecting related data is a vital task of teachers and paraprofessionals. Teachers must make decisions about instruction based on data, including which instructional strategies are effective and the progress that students are making with respect to established goals. Data about student progress also assists the teacher in determining the effectiveness of changes to the classroom environment. Data collection is also essential in providing more immediate feedback to teachers and paraprofessionals about each student's progress, so they can (1) respond to progress made and progress needed, and (2) communicate with parents and administrators about student progress. Data about student progress is also necessary to support a student's receipt of special education services and progress toward IEP goals.

The teacher defines the behaviors to be monitored, and determines where, when, and how data collection will take place. Paraprofessionals assist the teacher by collecting data under the direction of the teacher.

#### Objectives

By the end of this module, the paraprofessional will be able to:

1. Identify the ABCs of student behaviors.
2. Analyze student behaviors for antecedents and consequences.
3. State criteria that apply to behavioral strategies.
4. Distinguish among types of positive behavioral support strategies.
5. Identify behavioral strategies for students with autism spectrum disorders.
6. Identify behavioral strategies for students with emotional disturbance.
7. State guidelines for giving praise.
8. Describe behavioral intervention techniques for students with ADHD.
9. Describe criteria for useful data.

Some basic points to remember about IEPs are the following:

- Each public school student who receives special education and related services under the IDEA must have an IEP.
- The IEP must be developed within thirty calendar days of a determination that a student is eligible for special education and related services.
- An IEP must be in effect for each student with a disability at the beginning of each school year.
- Special education and related services must be made available to the student as soon as possible following the development of the IEP.



Review a copy of the IEP (Form 7) from the Oklahoma State Department of Education: <http://ok.gov/sde/documents-forms>



Watch Part 1 of the video, "Developing a Great IEP": <http://www.youtube.com/watch?v=TYeMBtmA5oc>

### IEP Team Meeting and Team Member Participation

The primary purpose of an IEP team meeting is to design an IEP that meets the unique needs of a student with a disability. The IEP team plans the special education service calculated to enable the student to receive educational benefits in the least restrictive environment (LRE). The parent must be invited to the meeting and in order to participate meaningfully, the parent should be informed of his or her role. The parent, LEA personnel, and other IEP team members should come prepared to discuss specific information about the student's individual needs and the type of services to be provided to address those needs.



The IEP meeting serves as a vehicle for communication among the parent, LEA personnel, and other IEP team members that enables them, as equal participants, to make joint, informed decisions regarding the student's special education services. All members of the IEP team are expected to work toward consensus regarding the services and educational placement that will be included in the student's IEP to ensure that the student receives a free appropriate public education (FAPE). Consensus means that all

#### Interacting with Students

- Treat all students equally—do not favor or neglect any student.
- Acknowledge students
- Apply techniques of behavior management, consistent with your role.
- Provide students with positive feedback every day.
- Put the student first, not the disability. Use people-first language.
- Address the student directly, not any companion or interpreter.
- Keep your manner encouraging rather than correcting.

#### Students with Traumatic Brain Injuries

- Give directions one step at a time. For tasks with many steps, it helps to give the student written/ pictorial directions.
- Show the student how to perform new tasks. Give examples to go with new ideas and concepts.
- Have consistent routines. This helps the student know what to expect. If the routine is going to change, let the student know ahead of time.
- Check to make sure that the student has actually learned the new skill. Give the student lots of opportunities to practice the new skill.
- Show the student how to use an assignment book and a daily schedule. This helps the student get organized.
- Realize that the student may get tired quickly. Let the student rest as needed.
- Reduce distractions.
- Be patient. Maximize the student's chances for success.
- Provide frequent feedback and recognize successes, especially as new skills or gains are acquired.
- When asked to repeat a statement, use the same words and then paraphrase it for greater comprehension.

#### Students with Deafness or Hearing Impairment

The ability and facility to communicate orally often depends on when the person became deaf. People who lost their hearing after the development of their speaking skills may have little difficulty speaking. In contrast, people who were born without hearing, or who lost it at a very early age, may experience difficulty in learning to speak (though this is not always the case). Because speech develops by listening to others and imitating the sounds, vocal communication can be more complicated for people who have never heard speech than for those whose hearing loss developed later in life. Many persons who have a hearing loss learn to use their voices in speech therapy and prefer to communicate orally. Others choose to communicate using sign language or writing.

# Activities

## 1 Legal Foundations of Special Education



### Activity 1.2 People-First Language

**Directions:** The table below gives examples of people-first language alternatives. Can you think of others? If so, add them to the table.



<http://www2.ed.gov/about/offices/list/ocr/504faq.html>

| Avoid using words like these...                                                  | Think about using people-first words like these instead...                                                                                                          |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| handicapped, crippled, differently abled, victim of, stricken with, suffers from | person with a disability, person who is blind                                                                                                                       |
| handicapped parking                                                              | accessible parking                                                                                                                                                  |
| Deformed                                                                         | born with "..."                                                                                                                                                     |
| confined to a wheelchair, wheelchair-bound                                       | person who uses a wheelchair, person who uses a walker<br><b>NOTE:</b> Walkers, wheelchairs, and crutches are mobility aids that help the user to participate more. |
| retarded, vegetable                                                              | person with intellectual disability, person with a developmental disability                                                                                         |
| lunatic, crazy, psycho                                                           | person with mental illness                                                                                                                                          |
| stutterers                                                                       | persons who stutter                                                                                                                                                 |
| normal, healthy, typical                                                         | non-disabled person, children without disabilities                                                                                                                  |
| brain-damaged                                                                    | brain injury                                                                                                                                                        |
| she has special needs                                                            | she needs "..."                                                                                                                                                     |
| he is learning disabled                                                          | he has a learning disability                                                                                                                                        |
| she's autistic                                                                   | she has autism                                                                                                                                                      |
|                                                                                  |                                                                                                                                                                     |
|                                                                                  |                                                                                                                                                                     |
|                                                                                  |                                                                                                                                                                     |

## 3 IEP Participation

Accommodations must be used consistently for both classroom instruction and for assessment. Assessment accommodations tend to be—and should be—similar to classroom accommodations children receive, so that the students are familiar with the accommodation before using it in a formal testing situation. In fact, a student's need for accommodations typically extends beyond the school to the home and, later, to postsecondary education and to the workplace.

Students with disabilities must participate in their state's grade-level assessments to determine their level of content mastery, just as their peers without disabilities must participate, unless a student's IEP team determines that a given assessment is not appropriate for the student. The IDEA permits students with disabilities to participate in large-scale assessment programs with accommodations. Those accommodations are individually determined for a given student by his or her IEP team. Making an accommodation in testing generally means that some aspect of the testing condition has been altered so that a student with a disability can more fully show what he or she knows or can do.



### Activity 3.3 Accommodations Overview

**Directions:** Visit the IRIS Center website below and complete the module, *Accommodations: Instructional and Testing Supports for Students with Disabilities*. Work through the sections of the module in the order shown in the STAR graphic at the website.



<http://iris.peabody.vanderbilt.edu/module/acc/>



### Activity 4.3 Disability Research Project

**Directions:** Complete a disability research project to understand the many factors involved in working with students with disabilities and to identify ways disabilities can affect the family unit. This activity is designed to foster a more thorough understanding of certain disabilities, how the disability affects the child and family, and the educational and long-term needs of the child.

**Due Date:** TBA

#### Project Requirements:

1. Choose a disability that has the same first letter as your first name (ex. Anna= Autism; David= Deafness). If no disability corresponds with the first letter of your name, pick the next letter in your name and continue until you find a match.
2. Imagine that you have acquired your assigned disability by the age of five and answer the following questions:
  - a. How would this disability affect your education?
  - b. How would it affect you socially?
  - c. What would be your plans after the completion of high school?
  - d. What career would you choose and why?
  - e. How might the disability affect your family?
  - f. What kind of accommodations would you need in school? At work?
3. Research the disability using sites such as the National Dissemination Center for Children with Disabilities ([nichcy.org](http://nichcy.org)), or other disability groups (Autism Speaks, National Down Syndrome Society, National Alliance on Mental Illness, etc.). Be sure to cite your resources.
4. Select and read a book that involves your disability. Write a summary of the book. Keeping in mind what you have read, go back to the questions above and see whether you would change any of your answers. Explain why you would or would not change them.
5. Design a poster or PowerPoint presentation about your assigned disability. Include your answers to the above questions, as well as summary highlights of your book. List possible areas of strengths and weaknesses a student may have with this disability. Identify possible learning strategies and classroom accommodations to help make this child successful.
6. Prepare a 7- to 10-minute presentation to accompany your poster/PowerPoint.

# Performance Tasks

- Lifting a student
- Feeding a student
- Changing diapers
- Potty training
- Reading a lesson plan involving a small group activity
- Leading a small group
- Using circle time
- Supervising students on a playground
- Performing routines

# Performance Tasks

**2** Responsibilities & Ethics



**Activity 2.6**  
**Observe, Discuss and Reflect Upon**  
**Specific Tasks of Paraprofessionals**

**Directions:** Observe each of the following tasks as it is performed. Discuss each task with a supervising teacher; then reflect upon each task. Complete each rubric below.

1. Task — Lifting a student

- Observe the task being performed.
- Discuss the task with supervising teacher.
- Reflect upon the task —What can you take away from your observation and discussion? How will you use this experience in your current or future assignments?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Task — Feeding a student

- Observe the task being performed.
- Discuss the task with supervising teacher.
- Reflect upon the task —What can you take away from your observation and discussion? How will you use this experience in your current or future assignments?

\_\_\_\_\_

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- Observe
- Discuss
- Reflect

# Suggested Time Requirements

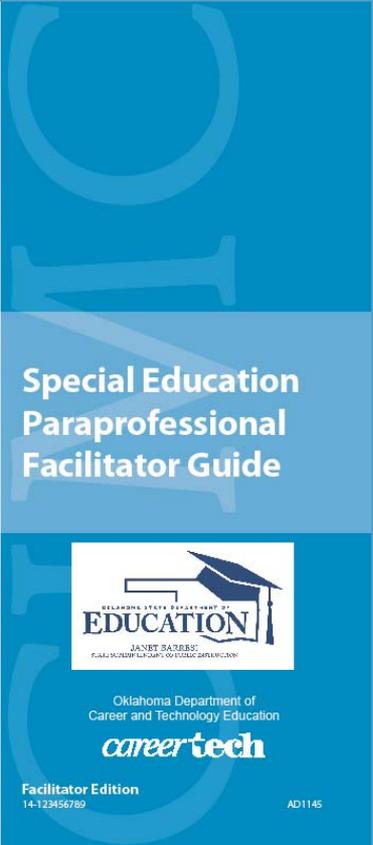
- Module 1: 2.5 hours
- Module 2: 2.5 hours
- Module 3: 2.5 hours
- Module 4: 2.5 hours
- Module 5: 2.5 hours
- Module 6: 2.5 hours
- **TOTAL: 15 hours**

# A Key Message

***Although the job description may not say so directly, a key requirement for success as a paraprofessional is to keep in motion.***

## Facilitator Guide Features

- Wraparound layout
- Teaching reminders
- Length of videos given
- Space to add notes
- Full color





## Module I — Legal Foundations of Special Education

### 1 Legal Foundations of Special Education

Schools must notify parents or eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.



Learn more about FERPA by watching this video: [www.youtube.com/watch?v=36rmb8u9QoQ](http://www.youtube.com/watch?v=36rmb8u9QoQ)

Paraprofessionals must be cautious when it comes to all information about students. They must apply FERPA requirements in response to any request for such information.

### 1975 — Education for All Handicapped Children Act



In the Education for All Handicapped Children Act (Public Law 94-142), the Congress found that the special educational needs of children with disabilities were not being fully met. In response, the stated purpose of Public Law 94-142 (also referred to as EHA) was "to assure that all handicapped children have available to them... a free appropriate public education which emphasizes special education and related services designed to meet their unique needs; to assure that the rights of handicapped children and their parents or guardians are protected; to assist states and localities to provide for the education of all handicapped children; and to assess and assure the effectiveness of efforts to educate handicapped children."

Key provisions of the law included:

- Free appropriate public education (FAPE) for children with disabilities aged 3-21;
- An individualized education program (IEP) for each child;
- Education of children with disabilities alongside children without disabilities, known as the least restrictive environment (LRE);
- Testing and evaluation materials and procedures which are (1) not racially or culturally discriminatory, and (2) provided and administered in the child's native language or mode of communication;
- Involvement of parents and others;

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- Preview the video in advance. Find an alternate video if the link has changed. The duration of this video is 9:00.
- Discuss potential scenarios involving the paraprofessional and student information.

- Remind learners that it is important for paraprofessionals to avoid putting their hands on students unless they have been appropriately trained.
- Reinforce the point that a successful paraprofessional must keep in motion.
- Ask for suggestions of additional guidelines and discuss each suggestion.

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Behavior Strategies,  
Progress Monitoring  
& Data Collection

### Guidelines for Giving Praise

Praise is an important tool for paraprofessionals to use as a positive behavioral support. Praise is a strategy that can be repeated over and over again with the same students, as long as the specific praise is varied. Praise can be combined with other strategies to encourage positive behaviors, and can be adapted to respond to very specific behaviors and their frequency. Some guidelines for using praise include:

- Move around the classroom to observe all students.
- Give praise as soon as you recognize a positive behavior. This helps to link the student's behavior and your praise. However, your praise can sound insincere and can lose value to the student if you praise too often.
- Reference the appropriate behavior in your praise. Praise should relate to the positive behavior that the student displays. This can reduce any misunderstanding about what behavior is receiving approval.
- Be sincere. Your praise will become ineffective if students feel it is not genuine. Combine appropriate nonverbal cues with your words. For example, smile as you speak.
- Be consistent. This refers both to the behaviors that you recognize and the frequency of your praise. Consistency in how and how often teachers and paraprofessionals give praise is also important to reinforce students' appropriate behaviors.
- Relate to each student as an individual. Make sure that words of praise are developmentally- and age-appropriate for each student.
- If a student is not on-task, praise students nearby who are on-task. Return to the student and praise the appropriate behavior when the student is on-task.

I knew you could add two-digit numbers!

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- Provide samples for discussion purposes, if appropriate.

- Preview the activity in advance.

- Ask learners to complete the module review questions. Discuss the responses as a group.

1

Legal Foundations  
of Special Education



### Activity 1.6 Locating Regulations, Guidelines & Procedures

**Directions:** Locate and obtain a copy of each of the following from your school, school district, or state authority, as appropriate:

- Procedures for developing positive behavioral support strategies
- Procedures for managing and disciplining students with disabilities
- Procedures for maintaining and accessing student records
- Procedures for reporting suspected abuse



### Activity 1.7 Disability Attitudes

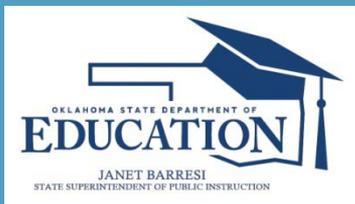
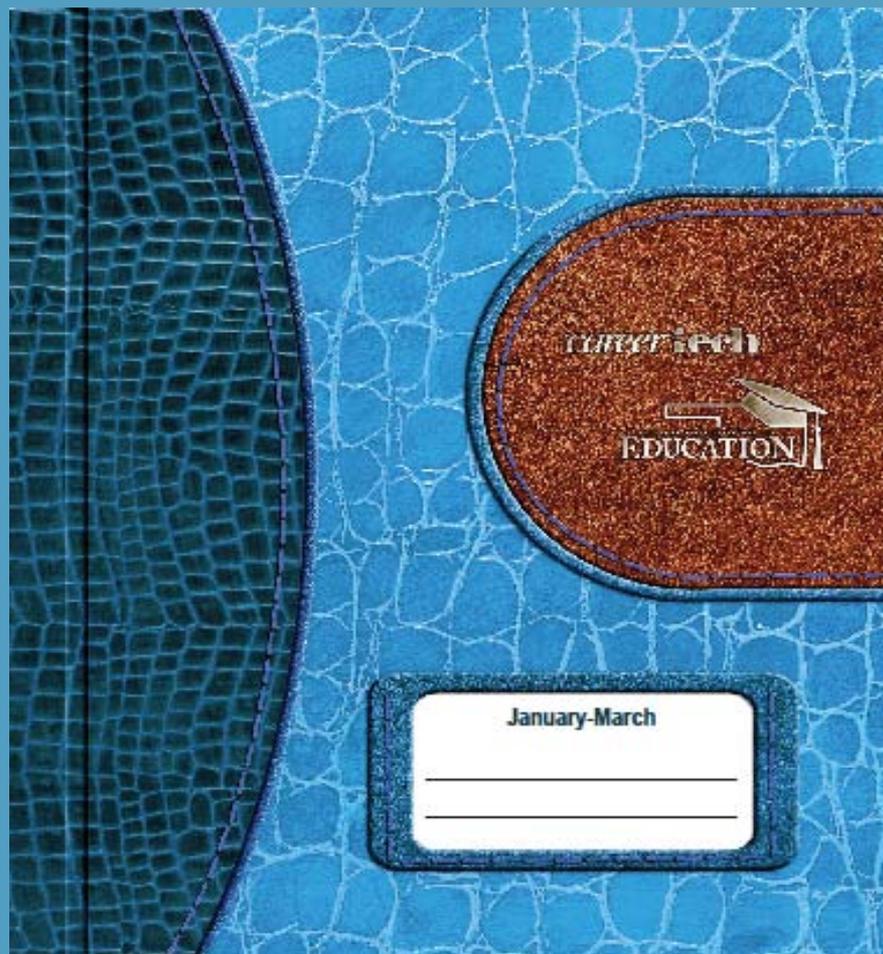
**Directions:** Visit the IRIS Center website below and complete the activity, "Disability: Attitudes."



<http://its.peabody.vanderbilt.edu/wp-content/uploads/2013/07/ln0021.pdf>

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# Special Bonus: Digital Student Journal





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Thank You!

Questions?

