

Paraprofessional Course Introduction

Welcome

- Course Presenter
- Schedule and Content
 - August 16 - Intro to Special Education
 - September 20 - Duties of the Job
 - October 18 - Expectations in the Classroom
 - November 15 - Disabilities and Strategies
 - December 20 - Behavior

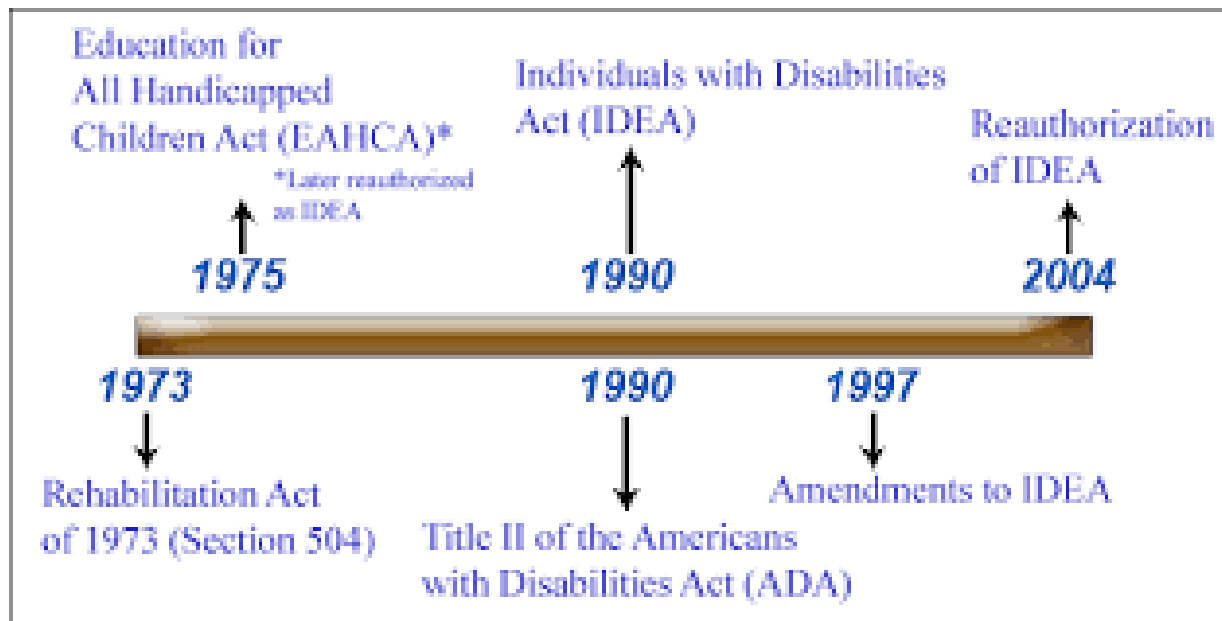
What will class look like?

- No assignments - checks for understanding
- Discussions available
- Questions encouraged on canvas!
- PTSB Credit is offered for those of you who are certified
- Please check with your individual districts about time

Course Objectives

- Identify the basic structure of an IEP
- Develop a contextual understanding of the universal job duties of all paraprofessionals
- Identify individual strengths to plan with classroom teachers to serve students
- Observe the most common disability categories and effective strategies
- Gain tools to effectively address and de-escalate problematic behaviors

What is Special Education?



Session Objective

Upon completion of this session participants will identify three key components of the IEP.

Quick Activity!

- Lots of vocabulary to learn - share out any acronyms you may already know, if you have many, share more than one!

Vocabulary and Acronyms to Start

- IDEA - Individuals with Disabilities Education Act
 - FAPE - Free Appropriate Public Education
 - LRE - Least Restrictive Environment
- MTSS/RTI - Multi-tiered System of Supports. Response to Intervention
 - MDT - Multi-disciplinary team
 - TAT - Teacher assistance team

Acronyms Continued

- SLD/ASD/OHI/ED - Common Disabilities

Specific Learning Disability, Autism Spectrum Disorder, Other Health Impaired, Emotional Disability

- IEP - Individualized Education Plan (Program)
 - FBA - Functional Behavior Analysis
 - BIP - Behavior Intervention Plan

Questions?

IDEA: Our Modern Special Education

IDEA is a piece of legislation that governs special education. This dictates:

- How we identify students as needing special education
- How we provide services
- Who provides services
- How and when the district communicates certain information with parents
- Who has to be part of the student's Individualized Education Plan team
- That we provide participation with nondisabled peers to the maximum amount possible and appropriate

Identifying Students for Special Education

This will look different from district to district but has to follow the same basic process.

- Data is collected by the classroom teacher
- Referral is made by teacher or parent
- Teacher assistance team (or other) meets to discuss student's progress
- Decision is made to evaluate
- Consent to evaluate is requested, received
- Evaluations are done
- Team discusses results and student either qualifies for services or not

Individualized Education Plan (Program) - IEP

The IEP provides the framework for the services we are providing to give a meaningful educational experience to students.

- Updated annually
- Has a team made up of specific team members
- Should give the reader a comprehensive idea of the student's needs and abilities
- Outlines specific goals for the student
- Communicates accommodations and modifications that a student may need

What is Provided per IEP

The IEP dictates the student's plan or program but it has to include:

- The Student's present level of performance
- A statement of the specialized instruction to be provided - including related services and supplementary aids and services
- Goals
- An explanation of the extent students will participate with their nondisabled peers
- The setting or placement of the student
- The plan for measuring progress

Present Levels, Goals

Present levels of academic and functional achievement

This information includes what the student is capable of, it should drive what goals are then written for the student.

Goals

This is part of the IEP that paraprofessionals will likely become familiar with

Services and Related Services

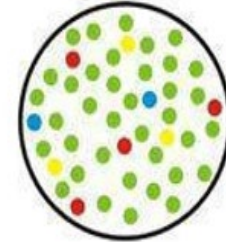
Once needs and goals are identified the team determines what services they will provide that will address the needs.

- These have to be provided by a specified person
- Need area is specified: math, reading, etc.
- Some students will receive related services such as Speech and language, Occupational Therapy, or Physical Therapy.
- The amount of time and the location of all of these services determine the placement of a student.

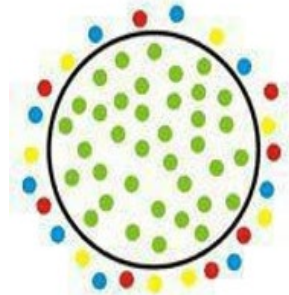
Service Time and LRE

Students with disabilities are placed in what is called the Least Restrictive Environment. This means that they ideally participate with their nondisabled peers to the maximum extent possible and appropriate.

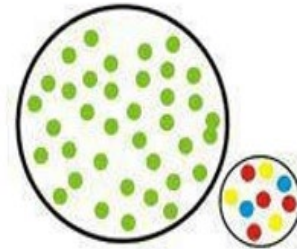
Special Education services can be provided in the general education setting.



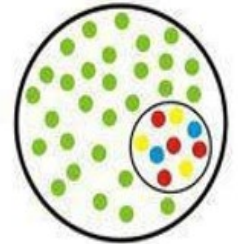
Inclusion



Exclusion



Segregation



Integration

Specialized Instruction - Accommodations

Each student has a plan for specialized instruction to address their individual needs. This will be the time that students are working on their individual goals.

In order to access their education, or FAPE, students may have some type of accommodations.

Questions?

Need to Knows:

Contact Information:

Toni Anderson Shelby

toni.anderson@wyo.gov

Upcoming Class

September 20, 2023

Duties of the Paraprofessional

Most Importantly...

Paraprofessionals are the heroes of the school! Thank you for your dedication and I hope to support you in any way you need!