

# Disability Types and Strategies to Support Them

Presented by: Toni Shelby

# INTRODUCTION

- Today's Objectives:
  - Be introduced to the most common disability categories in Wyoming and strategies to support them.

# Review of October Session

- John Hattie's indicators of success
- Check-ins and Communication are vital
- Executive Functioning is a common deficit - and a universally beneficial area to support
- Data collection - integral to all aspects of the paraprofessional's job

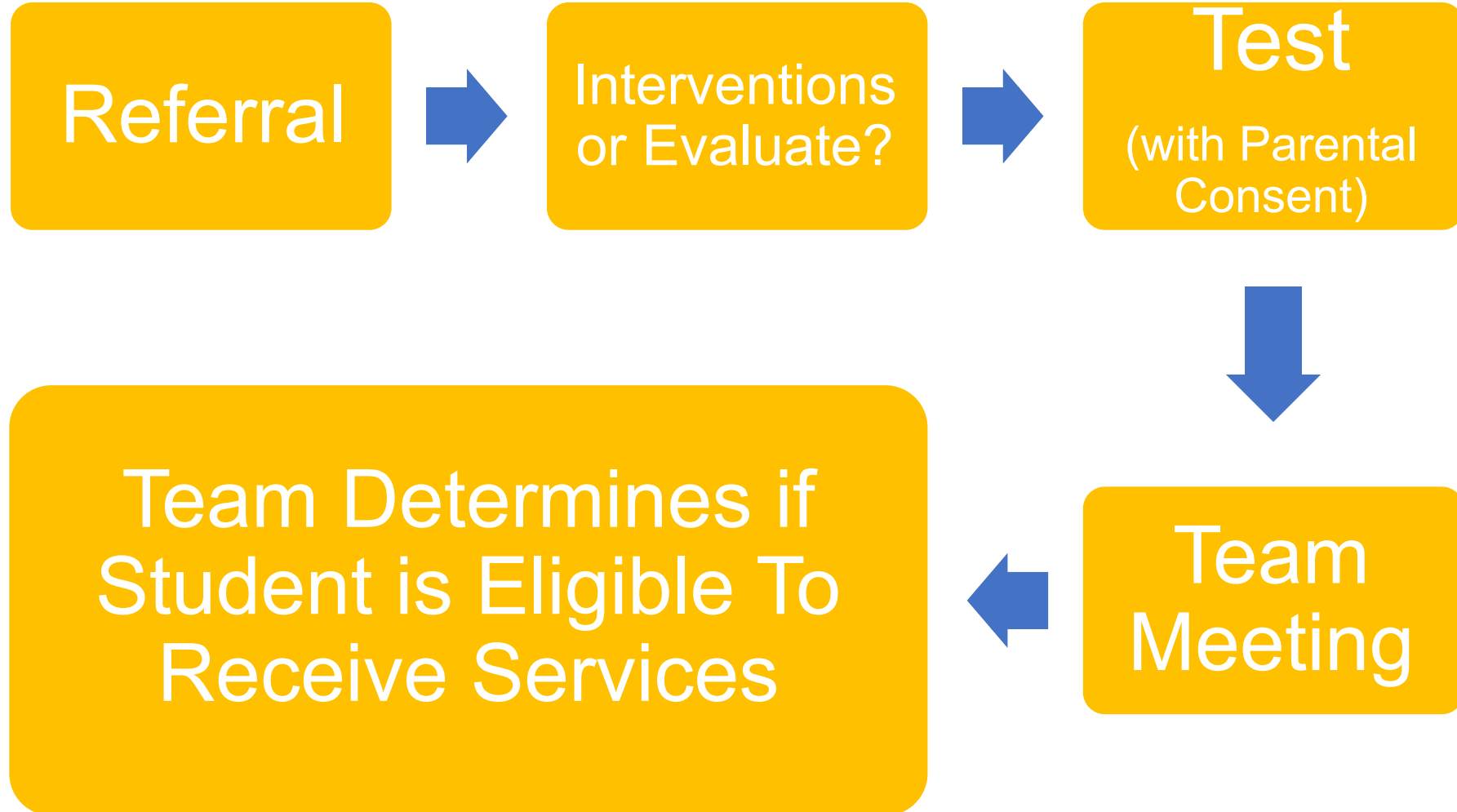
Share out in breakout rooms.

# Assessment Link

[https://docs.google.com/forms/d/e/1FAIpQLSe6z0hG5lr8GmfEwGtDafZBnUQOdCqn3-0FwhPW\\_nWTQd6IJg/viewform?usp=sharing](https://docs.google.com/forms/d/e/1FAIpQLSe6z0hG5lr8GmfEwGtDafZBnUQOdCqn3-0FwhPW_nWTQd6IJg/viewform?usp=sharing)



# QUALIFYING



# Wyoming Disability Categories

Disability	2021-22	
	# students	% in a given category
AT- Autism	1206	7.2%
BI- Traumatic Brain Injury	77	0.5%
CD- Cognitive Disability	562	3.4%
DD- Developmental Delay	487	2.9%
ED- Emotional Delay	829	5.0%
HI- Hearing Impairment	128	0.8%
HL- Other Health Impairment	2843	17.0%
LD- Specific Learning Disability	5550	33.3%
MU- Multiple Disabilities	479	2.9%
OI- Orthopedic Impairment	75	0.4%
SL- Speech/Language Impairment	4382	26.3%
VI- Visual Impairment	57	0.3%

CATEGORIES THAT YOU ARE MOST LIKELY TO WORK WITH:

Specific Learning Disability

Other Health Impaired

Autism Spectrum Disorder

Cognitive Disability

# SPECIFIC LEARNING DISABILITY

## What does it look like?

- Displays a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language
- Shows deficits in the abilities to listen, think, speak, read, write, spell, or do mathematical calculations
- Can include other conditions like dyslexia.



# SPECIFIC LEARNING DISABILITY

## Performance in School

- Impacts vary depending on the individual student and their deficits can be in:
  - letters/decoding new words
  - expressing ideas in writing
  - following directions
  - math calculation

# SPECIFIC LEARNING DISABILITY

## What can we do?

- Use the student's strengths to work on their weaknesses
  - Allow extra time to finish work
  - Teach organizational skills
  - Teach studying skills and learning strategies
  - When learning new information, help student make connections to previous learning
  - Include hands-on examples when possible

# AUTISM SPECTRUM DISORDER

## What can it look like?

- Usually evident at an early age and can impact:
  - verbal and non-verbal communication
  - social interaction skills
  - sensory experiences
- Commonly Displays
  - repetitive behaviors
  - stereotypical physical movements
  - resistance to change in environment and/or daily routines

# AUTISM SPECTRUM DISORDER

## Performance in School

- Social Interactions
  - What are the implications?
- Understanding nonverbal communication
- Understanding types of verbal communication
  - Figurative language
  - Literary devices
- Changes in routine - how often do they happen?

# AUTISM SPECTRUM DISORDER

## What can we do?

- Visual Support When Possible:
  - Schedules
  - PECS
  - Social Stories
- Clear Expectations
  - Prepare student for coming changes in routine
  - Break down tasks into steps
- For sensory needs, first identify the need area:
  - Avoid negative sensory stimulation
  - Find reasonable and safe sensory-seeking activities
    - Be aware of sensory balance

# OTHER HEALTH IMPAIRMENT

## What can it look like?

- Has limited strength, vitality or alertness (includes heightened alertness to environmental stimuli that results in limited alertness in regard to educational environment)
- Diagnosed chronic or acute health problems that impact a student's educational performance, including:
  - Heart conditions, Tuberculosis, Rheumatic Fever, Nephritis
  - Asthma, Diabetes
  - Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder
  - Sickle Cell Anemia, Hemophilia, Leukemia
  - Epilepsy
  - Tourette Syndrome

# OTHER HEALTH IMPAIRMENT

## Performance in School

- Lack of Follow through
- Limited capacity for sustained mental exertion
- Difficulty sustaining attention to tasks or play
- Gives the appearance of not listening
- Mistakes seem careless, or unmatched to the student's ability level

# OTHER HEALTH IMPAIRMENT

## What can we do?

- Clear and Realistic Expectations
- Preferential seating
- Organizational support
- Segment work
- Encourage appropriate behavior through frequent specific feedback and praise
- Teach self-monitoring by modeling thinking aloud



# COGNITIVE DISABILITY

## What can it look like?

- Cognitive functioning is significantly below-average
- Must also have a deficit in adaptive skills
- Affects student's educational performance
- Can result in very low/slow processing speeds

# COGNITIVE DISABILITY

## Performance in School

- Will vary depending on a student's abilities and skills
- Deficits in understanding abstract thoughts
- Deficits in following multiple-step directions
- Feedback or discipline need to be immediate following the action

# COGNITIVE DISABILITY

## What can we do?

- Segment work
- Concrete language
- Create opportunities for success
- Give immediate feedback
- Model expectations

# EMOTIONAL DISABILITY

## What can it look like?

- An emotional disability is defined as an inability to learn that cannot be explained by intellectual, sensory, or health factors
  - They may struggle to build and maintain satisfactory relationships
  - Inappropriate behaviors or feelings under normal circumstances
  - Often has a pervasive mood of unhappiness
  - Can develop physical symptoms

# EMOTIONAL DISABILITY

## Performance in School

- Impacts ability to create and maintain friendships and/or positive relationships with staff
- Can impact the ability to recognize inappropriate or unwanted behavior resulting in disciplinary action
- Physical implications can cause absences or impact quality of work

# EMOTIONAL DISABILITY

## What can we do?

- Set clear boundaries and expectations
- Prevent rather than react
- Be predictable and create routines, stay consistent
- Use positive reinforcement as much as possible

# Students in General!

## What can we do?

- Additional strategies:
  - Have choices, but honor them!
  - Model our expectations
  - Be patient - allow time for processing

# Intro to Behavior

Behavior is the most requested topic of discussion.

- Antecedents
- De-escalation
- Attitude toward behavior
- How are we preventing?



# QUESTIONS?

Final Session - December 20 at 3:30PM

Please email questions to Susan Shipley at [susan.shipley@wyo.gov](mailto:susan.shipley@wyo.gov)

<https://www.prisonpolicy.org/research/disability/>