



Supporting Students In and Out of the General Education Classroom

2024 Paraprofessional Training: Session #3
November 7, 2024

Deana Smith

2024 Paraprofessional Training Schedule

- Session #1: The Ins and Outs of IDEA
 - October 3 from 4:00 – 5:30 p.m.
- Session #2: 3 R's: Roles, Responsibilities, & Relationships
 - October 17 from 4:00 – 5:30 p.m.
- **Session #3: Supporting Students In and Out of the General Education Classroom**
 - **November 14 from 4:00 – 5:30 p.m.**
- Session #4: Data & Instructional Strategies
 - November 21 from 4:00 – 5:30 p.m. (added to accommodate 11/7 session)
- Session #5: Maintaining a Healthy Balance for Success
 - December 5 from 4:00 – 5:30 p.m.

<https://wyominginstructionalnetwork.com/professional-development/waves/>

Training Session Information & Expectations

- Questions- please put in Q&A.
- 5 virtual training sessions – will be recorded.
- You may attend any live sessions and/or watch recordings.
- PTSB/STARs credit – attendance is mandatory for **ALL 5 live** sessions (watching the recordings do not count towards credits).
 - Must complete form at the end of each session.
 - There will be a final form to gather your information to send to PTSB/STARs - this must be completed to receive credit.

Objectives

- Discover the definition of inclusion and why it is important
- Understand the difference between accommodations and modifications
- Recognize the need for student independence and fading supports
- Determine ways to encourage belonging in and out of the classroom

Least Restrictive Environment

- ▶ [34 C.F.R. §§ 300.114 - 300.120](#) Least Restrictive Environment
 - Specifically, 300.114 requires children with disabilities to be educated with nondisabled children to the maximum extent appropriate, and that removals from the regular educational environment occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily

Least Restrictive Environment

MAXIMUM

- To the maximum extent appropriate, children with disabilities are provided **supplementary aids and services to enable them to be educated with children who are nondisabled.** 34 C.F.R. §300.42.

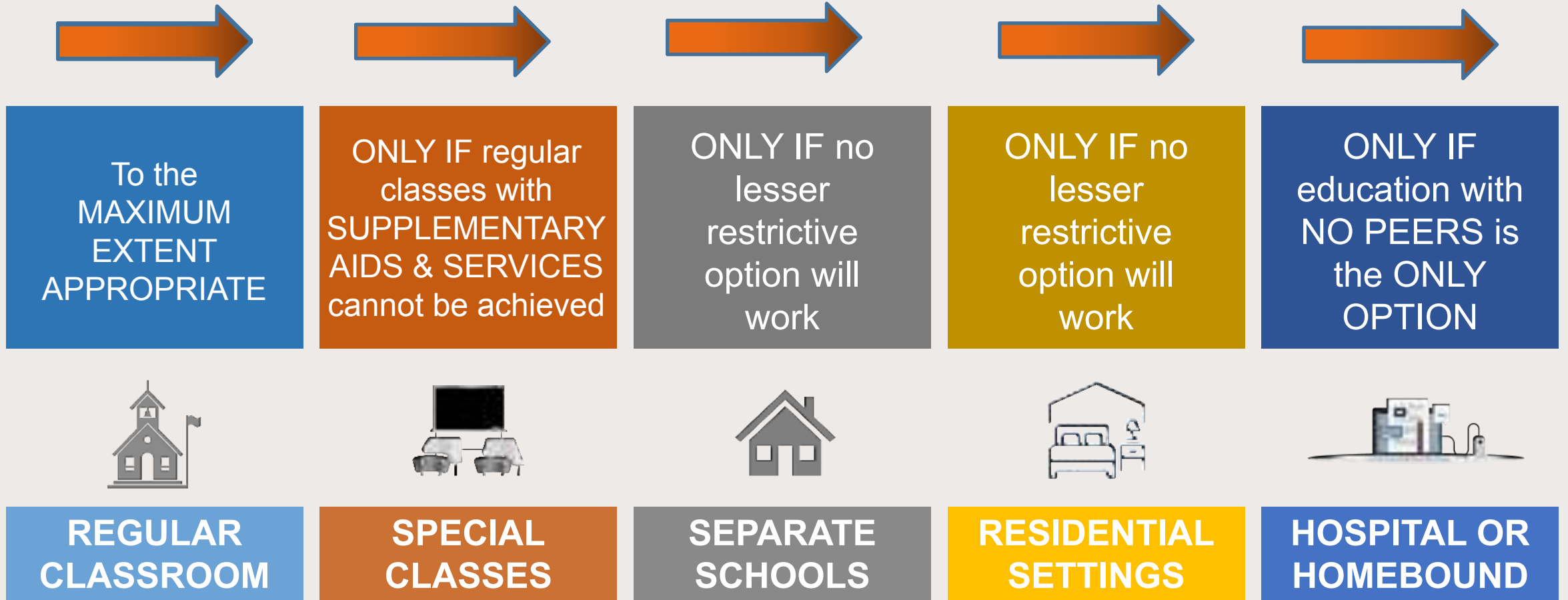
MAXIMUM

- To the maximum extent appropriate, children with disabilities are **educated with children who are nondisabled.** 34 C.F.R. §300.114.

MAXIMUM

- To the maximum extent appropriate, children with disabilities are able to **participate in extracurricular activities with children who are nondisabled.** 34 C.F.R. §300.117.

LRE Continuum



What does inclusion mean to you?

<https://app.sli.do/event/9Zsbc7JUyh1bVynC976gAW>

Passcode: 7zgj79



Inclusion involves supporting students with disabilities through individual learning goals, accommodations, and modifications so that they are able to access the general education curriculum (in the general education classroom) and be held to the same high expectations as their peers. <https://iris.peabody.vanderbilt.edu/>



This is the story
of a girl with
Down syndrome
at a crossroad
in her life...



Research shows...

Students with disabilities:

- Improved academic performance
- More time spent engaged in academically challenging curricula
- Improved self-esteem and social behavior
- Development of friendships between students with and without disabilities

Students without disabilities:

- Improved academic performance and social behavior
- Greater achievement and increased time engaged academically due to effective instructional practices (differentiated instruction, peer tutoring)
- Awareness of the needs of others and the development of skills necessary to respond to those needs
- Increased patience with students who learn at different rates

Vision

Wyoming envisions a future in which:

- All children are safe, healthy, nurtured, and prepared for the successes and challenges ahead of them in school, the workforce, and life.
- All families are supported, stable, and economically secure; they help their children explore, grow, and learn in safe and nurturing places.
- Communities and the state collaborate to align resources, programs, services, and policies that maximize outcomes across family supports, health, and early learning.

Mission

Our mission is to develop and implement **model programs** demonstrating high quality **inclusive practices** that support successful engagement and outcomes for young children and families in Wyoming, **including children with or at risk for delays and disabilities**. The SLT is committed to **examining the system** from the practice level to the policy level through a purposeful implementation science approach in order to develop a **sustainable, replicable and effective infrastructure**.

Categories of Inclusion Practices



Environment



Family



Instruction



Interaction

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Environment



A decorative pattern of stylized, light green leaves and branches on a blue background, located on the left side of the image.

Family





Instruction





Interaction

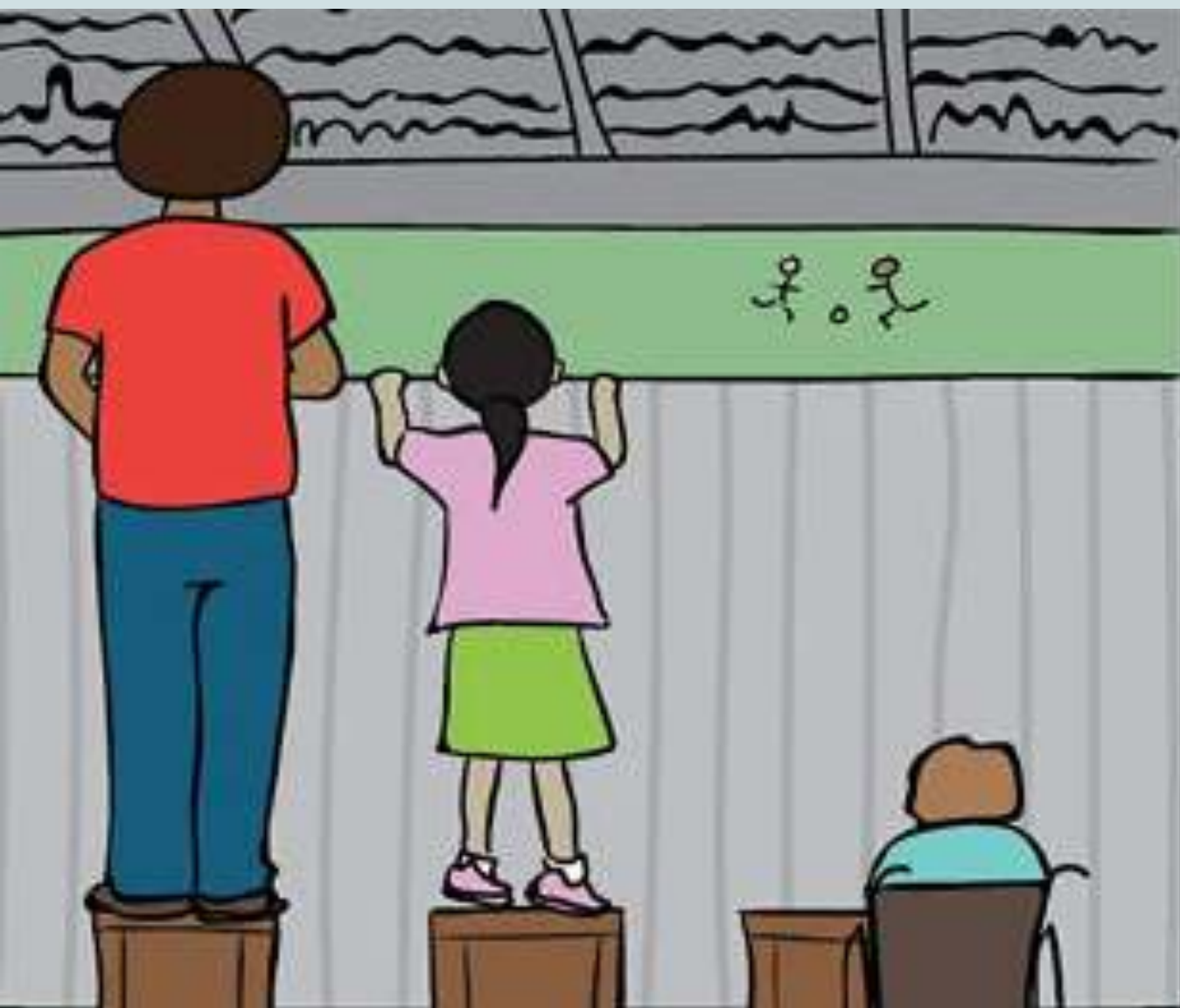


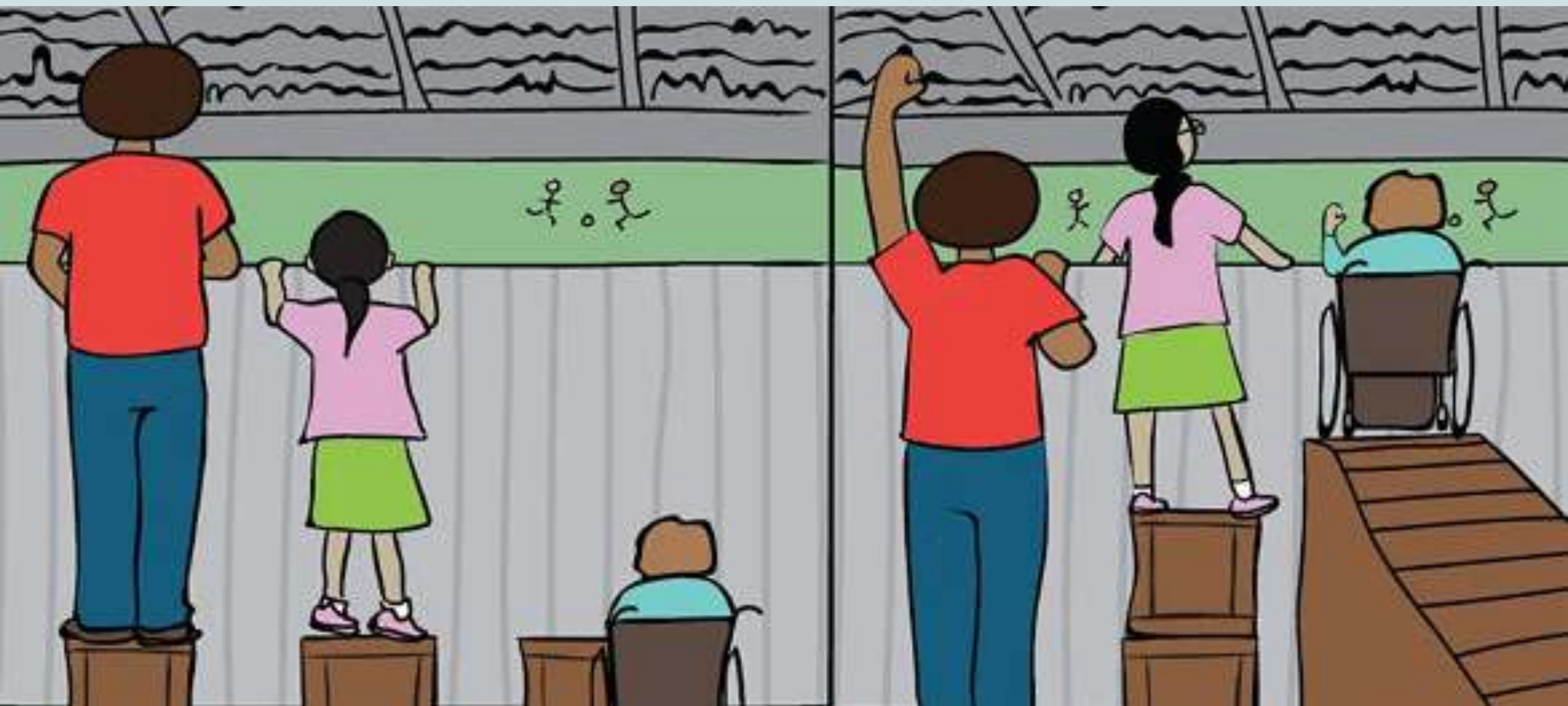
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Accommodations & Modifications







Accommodations

- Presentation—how students receive information
- Responding—how students show what they know
- Setting—how the environment is made accessible for instruction and assessment
- Scheduling—how time demands and schedules may be adjusted.

Presentation Accommodations Examples

Specialized Presentation Formats

- **Visual Formats:** large-print, magnification, color contrast, card or card with a cutout window, visual cues, simplified organizers
- **Listening:** Advance organizers, explicit cues, amplification systems, repetition (paraphrasing/summarizing), verbal encouragement
- **Signed presentation:** ASL for students who are deaf or hard of hearing
- **Video Recordings:** gives students a visual and auditory way to access information - should include closed-captioning and verbally descriptive
- **Tactile Formats:** provide information in a raised format accessed through touch for students who have a visual or motor impairment.

Response Accommodations Examples

- Scribe
- Word Processor/Computer
 - AT device: touch screen, trackball, mouth stick or head wand, pointing devices, alternative keyboards
 - Speech to text
- Braille
- Voice recorder/Voice recognition software
- Sign language
- Cued speech
- Augmentative and alternative communication (AAC)
- Handwriting supports: grips, guides, specialized writing paper, visual cues (e.g. highlighted left margin), slant boards
- physical support or positioning
- checklists/templates/graphic organizers/visual images/calculation supports
- increased wait time

Setting Accommodations Examples

- Physical access: building, classrooms, restrooms, cafeteria, playground - ramps, rails, nonslip surfaces, elevators, automatic doors
- Accessible workstations: adjustable desks/tables, adaptive furniture/equipment
- Preferential seating
- Special lighting
- Acoustical treatments: diminish background noise
- Alternate setting for assessments/assignments

Scheduling Accommodations Examples

- Extended time
- Breaks
- Schedule adjustments
- Establish timelines & predictable routines
- Separating tasks into parts
- Checklists and/or assignment planners
- Visual Schedules
- Electronic device with timers/alarms/signals

Executive Functioning Accommodations for Emotions and Behavior

www.thepathway2success.com

Emotions Check-In



Visuals



Calm Down Space



Intervention Plan



Track Goals



Check-In / Check-Out



Movement Breaks



Post Expectations



Daily Feedback



Statewide Assessment WY-TOPP/WY-ALT

WY-TOPP

<https://edu.wyoming.gov/downloads/assessments/2018/WY-TOPP-Accommodations-Guide.pdf>

WY-ALT

<https://edu.wyoming.gov/wp-content/uploads/2021/09/WY-ALT-Assessment-Participation-Guidance.pdf>

Assessment Accessibility Plans: Universal supports, designated supports, accommodations

<https://edu.wyoming.gov/wp-content/uploads/2022/08/2022-2024-WY-TOPP-WY-ALT-Assessment-Accessibility-Plan.pdf>

ACCOMMODATIONS vs MODIFICATIONS

ACCOMMODATIONS change **HOW** a student accesses instruction and demonstrates proficiency
They do NOT change learning expectations



HOW

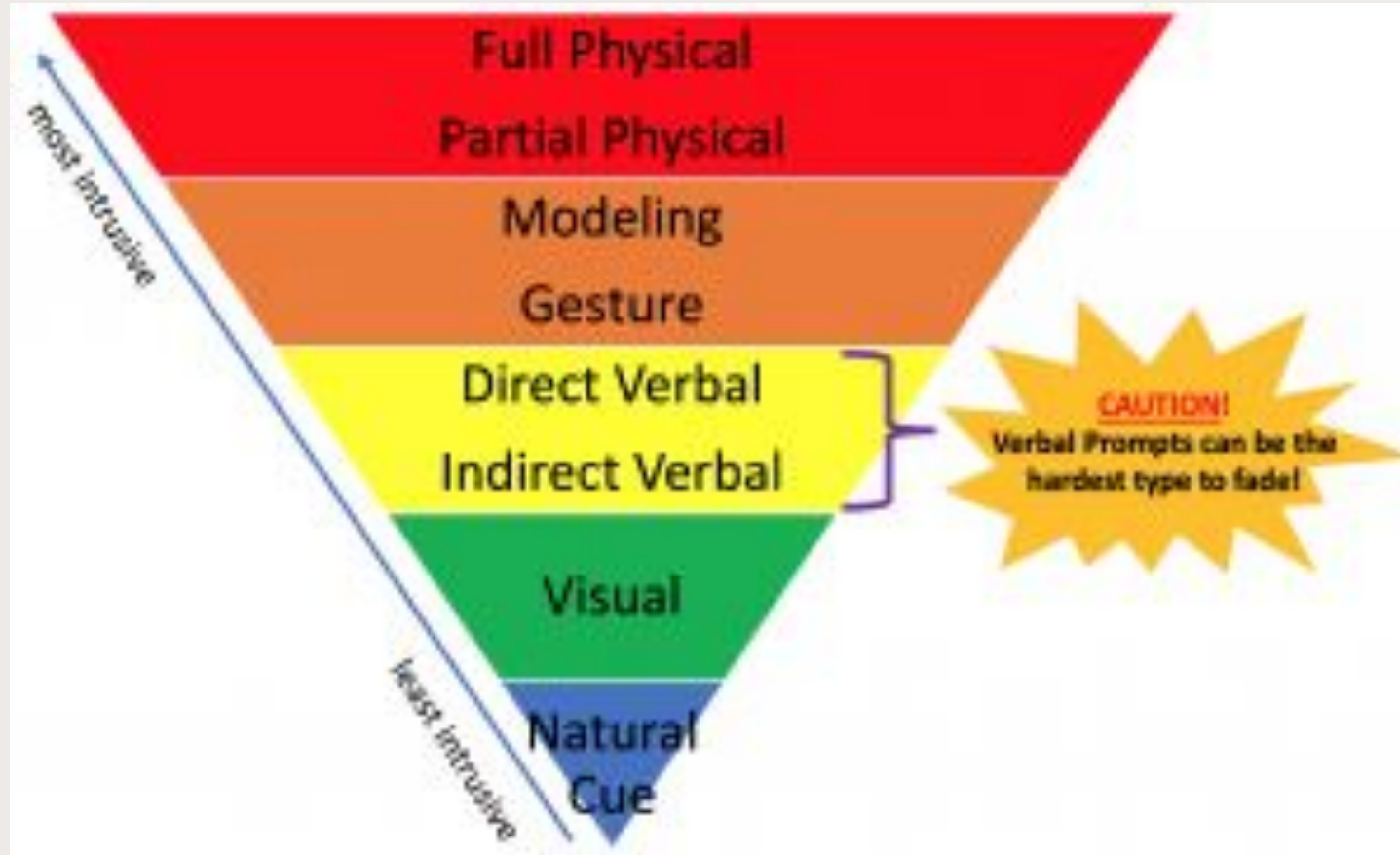
MODIFICATIONS change **WHAT** the student is expected to learn. Course or activity expectations **ARE** modified to meet the needs of the student



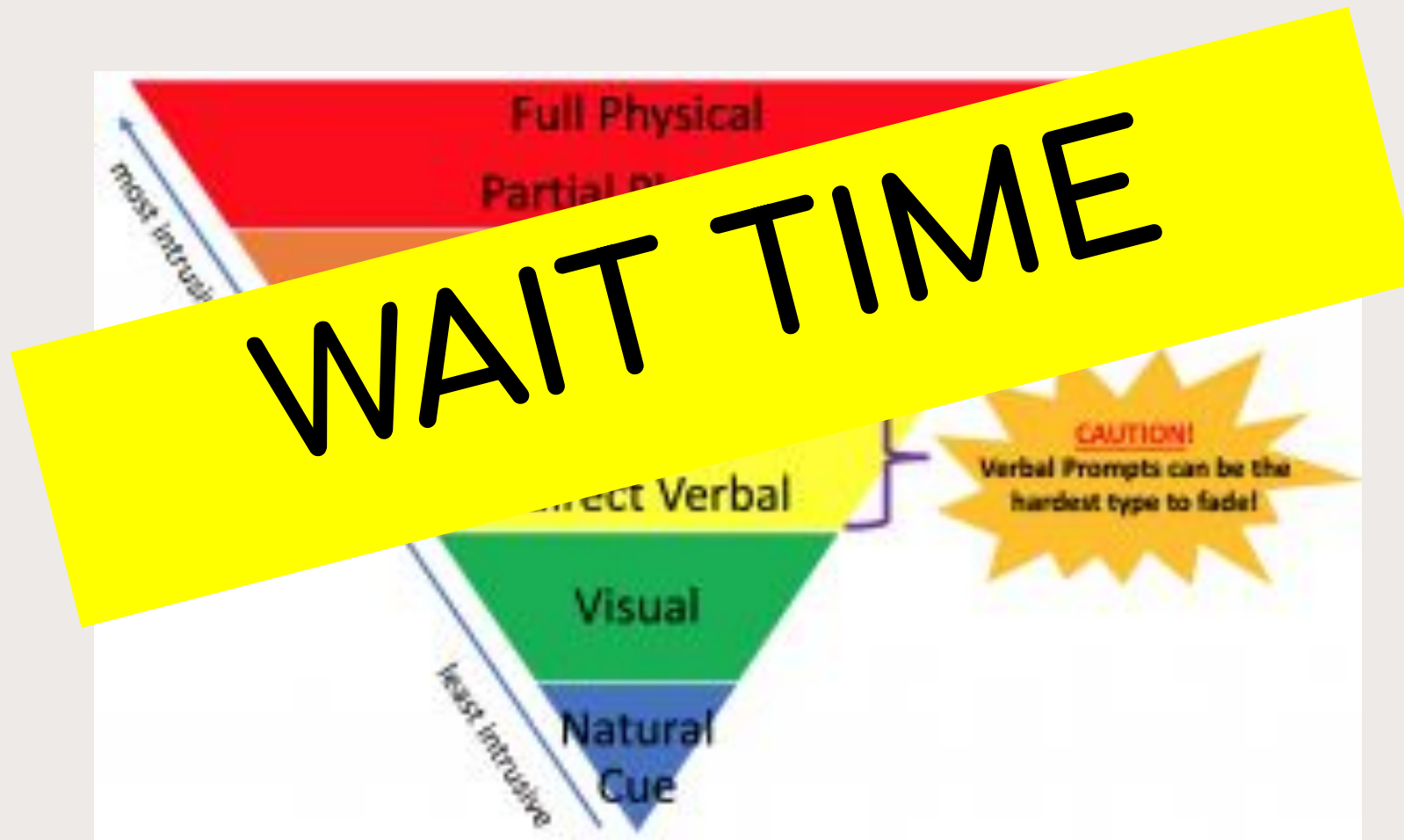
WHAT



Prompt Hierarchy



Prompt Hierarchy



PROMPT HIERARCHY

(to reinforce skill)

Least
intrusive



Independent (I)
performed on their own with no cues or prompts (This is the goal)



Gesture (G)
Indicate with a motion (like pointing) what you want them to do



Visual (V)
placing correct choice closer to child
checklist, visual schedule



Verbal (VE)
use voice to tell child to perform the correct response
give a verbal hint, repeat instructions



Model (M)
perform the target skill first or
show the student what to do



Partial Physical (PP)
lightly guiding or
tapping student to perform task
some physical contact



Full Physical (FP)
hand-under/over-hand assistance



Most
intrusive



Prompt Fading



Ensure proximity of space and materials

Facilitative Strategies	Sample Statements
Ensure the student sits next to peers	<i>"Why don't you sit next to Emily so you can work together."</i>
Ensure the student has access to their device	<i>"Please let Jenny know if you can't hear her talking using the iPad."</i>
Ensure the student uses the same or similar materials and tools	<i>"Ask Matt to see if he may have an extra pen that you can borrow."</i>
Encourage the student and peers to share materials and work together	<i>"If you need to check your answers, you can ask Katie to help you."</i>
Reduce paraprofessional proximity	<i>"You can ask Yuke if she wants to help you pass out the handouts"</i>



Inclusion Practices

Under the supervision of a supervising teacher, paraprofessionals may support inclusion by:

- offering individualized academic and behavior support
- modeling appropriate behaviors
- adapting materials
- providing supports in communication and movement
- facilitating peer interactions

Categories of Inclusion Practices



Environment



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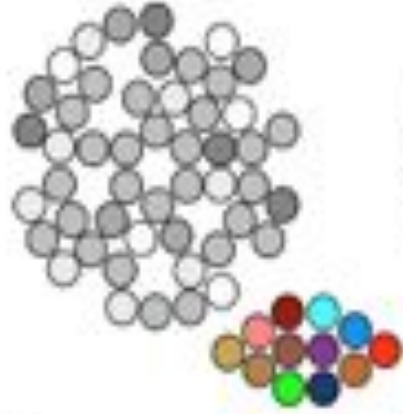




I know I belong when...



Exclusion



Segregation



Integration



Inclusion



Belonging

TO BE...



Jennifer Franks is the parent of two boys. Her youngest, Jackson, has Down Syndrome. Recognizing that her son thrived in typical peer environments, she became skilled at working with teachers to include her son in the general education classroom.

Listen to her story, as she describes seeing Jackson become a part of the community and change lives.



**If belonging is in place,
inclusion will work.**

It just will.

Session #3 Attendance & Participation

<https://bit.ly/3Xx5xRB>



Recordings and Materials

To access all session recordings and materials, use the following link:

<https://wyominginstructionalnetwork.com/professional-development/waves/>

Join me for Session #4:

November 21, 2024 4:00 - 5:30 p.m.

Data & Instructional Strategies

- Academic, Social Emotional, & Behavior
- Data Collection

Zoom link: https://zoom.us/webinar/register/WN_sK7ADjRFrC3nrIW-zoZVA

A photograph of a white rectangular card with the words "Thank You" written in a black cursive font. The card is placed on a background of autumn-themed items, including a variety of colorful leaves in shades of red, orange, and yellow, and a single bright orange pumpkin with a short stem. There are also some small clusters of colorful berries scattered among the leaves. The entire scene is set against a light beige background.

Thank You