

Special Education Paraprofessional Facilitator Guide

FACILITATOR EDITION

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- Preview the PowerPoint file from this module. Enhance it as needed.
- Find additional videos to supplement those listed.
- Discuss the role of the paraprofessional as it relates to this topic.
- Preview the objectives. Briefly state why each is important.



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Legal Foundations of Special Education

Before Public Law 94-142, the *Education for All Handicapped Children Act* (1975), the educational opportunities for students with disabilities were few. Many individuals with disabilities lived in state institutions which met only the essential needs of food, clothing, and shelter. Students were accommodated; they were not assessed nor educated. Inaccurate tests led to inappropriately labeling many children with disabilities, resulting in ineffective education as well. Providing appropriate education to students from diverse cultural, racial, and ethnic backgrounds was especially challenging, and many parents had no opportunity to be involved in making decisions about the education of their child. Children with disabilities had no resources to support them alongside non-disabled students within their neighborhood schools.

A number of laws have contributed to providing the range of educational services and opportunities available to students with disabilities today. It is important for paraprofessionals to be aware of these laws and their contributions as a part of the constantly changing landscape of special education.

Objectives

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

1. Identify key legislation and court decisions before 1973 relating to special education.
2. Describe federal laws related to providing education and related services to students with disabilities.
3. Recognize people-first language and its importance.
4. Summarize recommendations for the transition from early intervention to preschool services.
5. Locate school, school district, and state regulations, guidelines, and procedures.
6. Explore disability attitudes.

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Legal Foundations of Special Education

Legislation and Court Decisions before 1973

During the 1950s and 1960s, the federal government began to develop and validate practices for children with disabilities and their families. These practices provided the foundation for early intervention and special education programs and services nationwide.



Learn about the common principles of special education laws: www.fcsn.org/parents-guide

1973 — Section 504 of the Rehabilitation Act

According to the U.S. Department of Education, Office for Civil Rights (OCR):

“Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: ‘No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . .’

“OCR enforces Section 504 in programs and activities that receive Federal financial assistance from ED. Recipients of this Federal financial assistance include public school districts, institutions of higher education, and other state and local education agencies. The regulations implementing Section 504 in the context of educational institutions appear at 34 C.F.R. Part 104.

The Training of Professional Personnel Act of 1959 (Public Law 86-158) helped train leaders to educate children with mental retardation.

The Captioned Films Acts of 1958 (Public Law 85-905), the training provisions for teachers of students with mental retardation (Public Law 85-926), and 1961 (Public Law 87-715), which supported the production and distribution of accessible films.

The Teachers of the Deaf Act of 1961 (Public Law 87-276) trained instructional personnel for children who were deaf or hard of hearing.

Public Law 88-164 (1963) expanded previous specific training programs to include training across all disability areas.

In 1965, the Elementary and Secondary Education Act (Public Law 89-10) and the State Schools Act (Public Law 89-313) provided states with direct grant assistance to help educate children with disabilities.

The Handicapped Children’s Early Education Assistance Act of 1968 (Public Law 90-538) and the Economic Opportunities Amendments of 1972 (Public Law 92-424) authorized support for exemplary early childhood programs and increased Head Start enrollment for young children with disabilities.

Landmark court decisions also advanced increased educational opportunities for children with disabilities. For example, the Pennsylvania Association for Retarded Citizens v. Commonwealth (1971) and Mills v. Board of Education of the District of Columbia (1972) established the responsibility of states and localities to educate children with disabilities. Thus, the right of every child with a disability to be educated is grounded in the equal protection clause of the 14th Amendment to the United States Constitution.

Source: HISTORY: Twenty-Five Years of Progress in Educating Children with Disabilities Through IDEA, U.S. Department of Education, Office of Special Education Programs

- Preview the website in advance. Find an alternate resource if the link has changed.

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“The Section 504 regulations require a school district to provide a ‘free appropriate public education’ (FAPE) to each qualified student with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student’s individual educational needs as adequately as the needs of nondisabled students are met.”



Activity 1.1 504 FAQ

Directions: At the link below, find the answers to the questions listed. Write the answers in your own words.



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

- Preview the website in advance. Find an alternate resource if the link has changed.

Q. How does the OCR get involved in disability issues within a school district?
A.
Q. What services are available for students with disabilities under Section 504?
A.

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Q. On what basis is the determination made of whether a student has a physical or mental impairment that substantially limits a major life activity? Is a list of specific diseases and conditions maintained?
A.
Q. What are four (4) examples of major life activities?
A.
Q. How does the nature of services to which a student is entitled under Section 504 differ by educational level?
A.
Q. How much is enough information to document that a student has a disability?
A.
Q. Are there any impairments which automatically mean that a student has a disability under Section 504?
A.

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**1974 —
Family Educational Rights and Privacy Act**

The *Family Educational Rights and Privacy Act (FERPA)* is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."



- Parents or eligible students can inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students can request that a school make corrections to records they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record explaining his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific state law.

Schools may disclose, without consent, directory information such as a student's name, address, telephone number; date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents or eligible students about directory information and allow a reasonable amount of time to request the school not disclose directory information.

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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=36mb8bu9fQo

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.

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- A state plan that addresses personnel development, including in-service training of general and special educational instructional and support personnel;
- A state advisory panel to include teachers and parents or guardians of children with disabilities; and
- Due process rights and procedures.

The law also defined the contents of the individualized education program (IEP). The IEP must include: (1) a statement of each child's present levels of educational performance; (2) a statement of annual goals and short-term instructional objectives; (3) a statement of the specific educational services to be provided and the extent to which the child will be able to participate in regular educational programs; (4) the projected date for initiating such services and their anticipated duration; and (5) criteria and procedures for determining whether instructional objectives are being achieved.



Learn more about Public Law 94-142 by watching this video: www.youtube.com/watch?v=qn0TDGzHq_4

- Preview the video in advance. Find an alternate video if the link has changed. The duration of this video is 10:01.

1984, 1990, 1998, 2006 — Carl D. Perkins Vocational Education Act

In 1984, the *Vocational Education Act* was renamed the *Carl D. Perkins Vocational Education Act* (Public Law 98-524). Among its changes to the earlier legislation, the 1984 law sought to make vocational education programs accessible to "special populations," including individuals with disabilities. The *Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990* (Public Law 101-392) made several revisions to the 1984 act. Most set-asides for special populations were removed from the legislation, but the program remained focused on providing members of special populations with access to high-quality vocational education. These populations included disadvantaged and disabled students, limited English-proficient students, and students enrolled in programs to eliminate gender bias. The 2006 reauthorization renamed the legislation the *Carl D. Perkins Career and Technical Education Improvement Act of 2006* (Public Law 109-270) to refer to career and technical education, rather than vocational and technical education.



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1986 — Education of the Handicapped Act Amendments of 1986

The *Education of the Handicapped Act Amendments of 1986* reauthorized the EHA (described above). It also expanded upon Public Law 94-142 to include infants and toddlers with disabilities. The law provided for early intervention services for children from birth to age 2 who were (1) experiencing delays in cognitive development, physical development, language and speech development, psychosocial development, or self-help skills, or (2) who had a diagnosed physical or mental condition which had a high probability of resulting in developmental delay. The law defined early intervention services (EIS) as meeting the infant or toddler's developmental needs in one or more of the areas listed above. In addition, such services included:

- Family training, counseling, and home visits;
- Special instruction;
- Speech pathology and audiology;
- Occupational and physical therapy;
- Psychological services;
- Case management services;
- Medical services for diagnostic or evaluation purposes;
- Early identification, screening, and assessment services; and
- Health services necessary to enable the infant or toddler to benefit from the other early intervention services.

Under the law, each statewide system must include an individualized family service plan (IFSP) for each infant and toddler with disabilities, a public awareness program focusing on early identification of infants and toddlers with disabilities, and a comprehensive system of personnel development. The written IFSP must be developed by a multidisciplinary team that includes the parent or guardian and must be evaluated once each year. The contents of the written plan must include:

- the infant's or toddler's **present levels of development** (in the areas listed above), based on acceptable objective criteria;
- the **family's strengths and needs** relating to enhancing the development of the infant or toddler;
- the **major outcomes expected** to be achieved for the infant or toddler and the family; the criteria, procedures, and timelines used; and whether modifications or revisions to the outcomes or services are necessary;
- specific **early intervention services** necessary to meet the unique needs of the infant or toddler and the family; and
- the projected **dates** for initiating the services and their anticipated **duration**.

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- Preview the video in advance. Find an alternate video if the link has changed. The duration of this video is 29:59.
- Preview the website in advance. Find an alternate resource if the link has changed.

The IFSP must also include the steps to support the toddler’s transition to the services available to the child under Public Law 94-142 (once the child reaches age 3).



Learn more about early infant assessment by watching this video: www.youtube.com/watch?v=JX4-jbvvpDo



Learn about Oklahoma’s early intervention program, SoonerStart: <http://ok.gov/sde/soonerstart>

1990 — Americans with Disabilities Act

The *Americans with Disabilities Act* (ADA) prohibits discrimination on the basis of disability in employment, state and local government, public accommodations, commercial facilities, transportation, and telecommunications. The ADA defines an individual with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

“The ADA is one of America’s most comprehensive pieces of civil rights legislation that prohibits discrimination and guarantees that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life—to enjoy employment opportunities, to purchase goods and services, and to participate in state and local government programs and services. Modeled after the Civil Rights Act of 1964—which prohibits discrimination on the basis of race, color, religion, sex, or national origin—and Section 504 of the Rehabilitation Act of 1973, the ADA is an ‘equal opportunity’ law for people with disabilities.”
—www.ada.gov



Learn more about the ADA by watching this video: www.youtube.com/watch?v=Km2WF4F7t8M

Title II of the ADA applies to state and local government entities, and, in subtitle A, protects qualified individuals with disabilities from discrimination on the basis of disability in services, programs, and activities provided by state and local government entities. Title II extends the prohibition on discrimination established by section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, to all activities of state and local governments regardless of whether these entities receive federal financial assistance. Title II requires that state and local governments:

- Preview the video in advance. Find an alternate video if the link has changed. The duration of this video is 2:12.

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- Give people with disabilities an equal opportunity to benefit from all programs, services, and activities (e.g. public education, employment, transportation, recreation, health care, social services, courts, voting, and town meetings).
- Must follow specific architectural standards in the new construction and alteration of their buildings.
- Must relocate programs or otherwise provide access in inaccessible older buildings, and communicate effectively with people who have hearing, vision, or speech disabilities.

Public entities are not required to take actions that would result in undue financial and administrative burdens. They are required to make reasonable modifications to policies, practices, and procedures where necessary to avoid discrimination, unless they can demonstrate that doing so would fundamentally alter the nature of the service, program, or activity being provided.



Learn more about the ADA: www.ada.gov/

2001 —
No Child Left Behind Act

The *No Child Left Behind Act of 2001* (Public Law 107-110) was a reauthorization of the *Elementary and Secondary Education Act of 1965* (ESEA). Title I of the NCLB, as it became known, is “Improving the Academic Achievement of the Disadvantaged.” The purpose of this title is

“to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.”

According to the NCLB, this purpose can be accomplished by [emphasis added]:

- ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with **challenging state academic standards** so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- meeting the educational needs of low-achieving children in our nation’s highest-poverty schools, **limited English proficient children**, migratory children, **children with disabilities**, Indian children, neglected or delinquent children, and young children in need of reading assistance;



- Preview the website in advance. Find an alternate resource if the link has changed.

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- **closing the achievement gap** between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;
- holding schools, local educational agencies, and states **accountable** for improving the academic achievement of all students, and **identifying and turning around low-performing schools** that have failed to provide a high-quality education to their students, while **providing alternatives to students in such schools** to enable the students to receive a high-quality education;
- distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- improving and strengthening accountability, teaching, and learning by using **state assessment systems** designed to ensure that students are meeting challenging state academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- providing greater decision-making authority and flexibility to schools and teachers in exchange for **greater responsibility for student performance**;
- providing children an enriched and accelerated educational program, including the use of school-wide programs or additional services that increase the amount and quality of instructional time;
- promoting **school-wide reform** and ensuring the access of children to effective, **scientifically-based instructional strategies and challenging academic content**;
- significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and
- affording parents substantial and meaningful opportunities to participate in the education of their children.



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Learn more about NCLB by watching this video [NOTE: This video is 56:03 minutes long.]: www.youtube.com/watch?v=yiGN7KVyeaM

1990, 1997, 2004 — Individuals with Disabilities Education Act

The *Individuals with Disabilities Education Act* (IDEA), or Public Law 101-476, replaced the EHA of 1975 and its Amendments of 1986. It placed greater emphasis on the *individual*, rather than on the individual's *condition*. The IDEA maintained key elements of the earlier law, such as FAPE, LRE and IEP. It required public schools to make available to all eligible children with disabilities a free appropriate public education (FAPE) in the least restrictive environment (LRE) appropriate to their individual needs. The IDEA required public school systems to develop appropriate individualized education programs (IEPs) for each child. The specific special education and related services outlined in each IEP reflect the individualized needs of each student.



Learn more about the IDEA by watching this video: <http://www.youtube.com/watch?v=DUn6luZQaXE>

Changes brought by the IDEA included new categories for special education and related services, such as autism, developmental delay, and traumatic brain injury. Additional special education services, including transition and assistive technology services, were added.

The IDEA also initiated a deliberate change to the language used to discuss disabilities. By replacing the word “handicap” with “disability”—including within the name of the law—the IDEA placed the person first. Such “people-first” language is language—speech or writing—that focuses on the individual person, not on the person’s disability. It is language that reinforces the fact that every person is unique and that the disability is just one ingredient in that unique person.

- Preview the video in advance. Find an alternate video if the link has changed. The duration of this video is 56:03.

- Preview the video in advance. Find an alternate video if the link has changed. The duration of this video is 08:56.



**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>

- Preview the website in advance. Find an alternate resource if the link has changed.

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 NOTE: 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

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The IDEA also mandates that particular procedures be followed in the development of the IEP:

Each student's IEP must be developed by a team of knowledgeable persons and must be reviewed at least annually. The team includes the child's teacher; the parents, subject to certain limited exceptions; the child, if determined appropriate; an agency representative who is qualified to provide or supervise the provision of special education; and other individuals at the parents' or agency's discretion.

If parents disagree with the proposed IEP, they can request a due process hearing and a review from the state educational agency (if applicable in that state). They also can appeal the state agency's decision to state or federal court.



Read more about IEP development in the *Special Education Handbook* (2013 Edition) from the Oklahoma State Department of Education, Special Education Services: <http://sde.ok.gov/sde/special-education>

The 1997 reauthorization of IDEA, Public Law 105-17 (IDEA 1997), included amendments that emphasized education results and improved quality of special education. It also included tools for enforcement. Of particular concern at the time was the integration of students with disabilities into regular schools and classrooms. IDEA 1997 also addressed school discipline, giving educators more flexibility in disciplining children with disabilities, while at the same time directing them to act in anticipation of challenging behavior rather than punishing children for misbehavior associated with their disabilities.

The 2004 reauthorization of IDEA, Public Law 108-446 (IDEA 2004), included changes to the IEP process, due process, and further changes to student discipline. Other changes included:

The stated purposes of the IDEA were expanded to encompass preparing children for *further education*, in addition to employment and independent living.

IDEA 2004 referred to "core academic subjects" and provided new definitions for "highly qualified teachers" and "limited English proficient." In the definition of "related services," surgically implanted devices such as a cochlear implant are excluded. The term "universal design" is new to IDEA 2004.

IDEA 2004 included a revised subsection within the State Eligibility section relating to the placement of children in private schools by their parents. This revised subsection also included new language about consultation with representatives of private schools.



Learn more about the evaluation of children for disability at: <http://www.parentcenterhub.org/repository/evaluation/#id>

Part C of IDEA addresses early intervention for babies and toddlers (to age 3). Part B of IDEA addresses services for school-aged children. By their third birthday, toddlers are expected to transition

- Preview the website in advance. Find an alternate resource if the link has changed.

- Preview the website in advance. Find an alternate resource if the link has changed.

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from early intervention to other programs, settings, or services. IDEA 2004 gave states the decision whether to provide Part C services until children are eligible for kindergarten.

- Preview the website in advance. Find an alternate resource if the link has changed.
- Preview the activity in advance. Replace any links that may have changed.



Visit: <http://www.parentcenterhub.org/repository/transitionpreschool/>. The website includes resources relating to transition.



Activity 1.3
Comparing Section 504 and IDEA (IEP)

Directions: Choose the response that best applies to each characteristic or statement. Use the resources below for clues to the correct responses.



- www.washington.edu/doi/what-difference-between-iep-and-504-plan
- <http://www2.ed.gov/about/offices/list/ocr/504faq.html>
- <http://specialchildren.about.com/od/504s/f/504faq2.htm>
- www.understood.org/en/school-learning/special-services/504-plan/the-difference-between-ieps-and-504-plans
- www.dredf.org/advocacy/comparison.html



<http://specialchildren.about.com/video/504-Plans-vs--IEPs.htm>

- | | |
|---|---|
| <p>1. Student must have a disability</p> <p>A. Section 504
B. IDEA
C. Both
D. Neither</p> | <p>3. Provides for accommodations and modifications</p> <p>A. Section 504
B. IDEA
C. Both
D. Neither</p> |
| <p>2. Allows parents to request independent evaluations at school district expense</p> <p>A. Section 504
B. IDEA
C. Both
D. Neither</p> | <p>4. Focus is on removing barriers to student participation</p> <p>A. Section 504
B. IDEA
C. Both
D. Neither</p> |

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<p>5. Focus is on each student's unique education needs</p> <p>A. Section 504 B. IDEA C. Both D. Neither</p>	<p>10. Requires annual progress reporting</p> <p>A. Section 504 B. IDEA C. Both D. Neither</p>
<p>6. Requires students to be evaluated</p> <p>A. Section 504 B. IDEA C. Both D. Neither</p>	<p>11. Fewer rights provided to eligible students, including protections related to disciplinary issues</p> <p>A. Section 504 B. IDEA C. Both D. Neither</p>
<p>7. Student needs specialized instruction in order to make progress in the general curriculum</p> <p>A. Section 504 B. IDEA C. Both D. Neither</p>	<p>12. Provides additional funding to states for eligible students</p> <p>A. Section 504 B. IDEA C. Both D. Neither</p>
<p>8. Student has the right to stay in his/her current placement pending a dispute ("stay put")</p> <p>A. Section 504 B. IDEA C. Both D. Neither</p>	<p>13. Requires a meeting before a change in placement</p> <p>A. Section 504 B. IDEA C. Both D. Neither</p>
<p>9. Covers all persons with a disability from discrimination in educational settings based solely on their disability</p> <p>A. Section 504 B. IDEA C. Both D. Neither</p>	<p>14. Requires a meeting before a change in placement</p> <p>A. Section 504 B. IDEA C. Both D. Neither</p>

• Discuss the answers provided as a group.



Activity 1.4
Comparing IDEA Part C and Part B

Directions: Using online resources, find more ways to compare and contrast IDEA Part C and Part B. Write them in the spaces provided in the table.

Part C	Part B
Early intervention services	Services for school-aged children
Family-based services	Child-focused services
IFSP	IEP
Characterized by services relating to development and the potential for developmental delay	Characterized by services relating to access to the education environment
Often one-on-one services at the child's home	Often in a group setting at the child's school

- Identify online resources to recommend for this activity.

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Activity 1.5
Recommendations for Transition

Directions: Visit the website www.clas.uiuc.edu/techreport/tech4.html and summarize, in your own words, the recommendations for the transition from early intervention to preschool services:

Community context — _____

Collaboration — _____

Communication — _____

Family concerns — _____

Continuity — _____

- Preview the activity in advance. Complete the activity in preparation for group discussion. If the link changes, adapt the activity as needed.

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- Provide samples for discussion purposes, if appropriate.



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

- Preview the activity in advance.



Activity 1.7
Disability Attitudes

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



https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Viewpoints_and__Attitudes_about_Disabilities.pdf

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

1

Legal Foundations
of Special Education

2 Responsibilities & Ethics

Roles of Teachers and Paraprofessionals

The role of the paraprofessional is defined in part by a job description. Paraprofessionals perform specific duties, tasks, and other responsibilities defined in their job description. The job description may also identify the physical locations where these responsibilities will be performed, such as the name of the school, school building, and specific classrooms. It may also describe any unique qualifications required for the job, such as the ability to lift a specific weight level or any additional training needed. The job description may identify the supervisor(s) of the paraprofessional.



School districts usually maintain written job descriptions for every job in the district. The format of the job description varies with each district.



Learn more about the role of the paraprofessional by watching this video: www.youtube.com/watch?v=iNnGHazHT60

In addition to the job description, the role of the paraprofessional is also defined by the working relationship between the paraprofessional and the supervising teacher. Paraprofessionals work under the direction and guidance of a supervising teacher. The teacher also monitors and evaluates the performance of the paraprofessional and provides feedback to improve performance. The ideal relationship between the teacher and the paraprofessional may be described as a team of dedicated professionals collaborating to serve the needs of each student. *Although the job description may not say so directly, a key requirement for success as a paraprofessional is to keep in motion.* For example, students' lunch time is not a time for the paraprofessional to visit with other staff. Instead, it should be a time to support students' social skills. It is impossible to adequately assist the teacher and effectively meet the needs of individual students while remaining seated for long periods. The importance of the paraprofessional remaining visible and in motion is evident in the list of responsibilities below.

Teacher and paraprofessional roles are different, but some responsibilities may be shared. The chart below lists some common responsibilities of a supervising teacher and a paraprofessional. Although the supervising teacher frequently assigns specific tasks to the paraprofessional, within the boundaries of the job description, both may perform the paraprofessional's tasks as needed. Sharing of the paraprofessional's responsibilities may reflect the paraprofessional's level of training and experience, the specific skills needed, the requirements of individual instructional activities, as well as the type of classroom or instructional setting itself. The personalities of the teacher and the paraprofessional may also play a role, as well as the teacher's preferences. Every school and situation is different, so it is important for the paraprofessional to communicate with the supervising teacher and ask questions as they arise.

- Provide some job applications if available.

- Preview the video in advance. Find an alternate video if the link has changed. The duration of this video is 3:05.

- Reinforce this point (in italics).

2 Responsibilities & Ethics

The paraprofessional frequently works with and assists students in a wide variety of settings, including the classroom, lab facilities, off-campus or community-based settings, hallways, on playgrounds, and in transportation situations. In some of these settings, the supervising teacher may not always be present. However, the paraprofessional's role does not replace the role of the teacher; the school will designate certified personnel to whom the paraprofessional can report.

- Compare the roles of the supervising teacher and the paraprofessional.

Supervising Teacher	Paraprofessional
Planning	
<ul style="list-style-type: none"> • Plans the weekly class schedule. • Plans instruction for the entire class and for individual students: goals, lessons, activities. • Assigns responsibilities to paraprofessionals. • Develops and implements the IEP for individual students as a member of the IEP team. 	<ul style="list-style-type: none"> • Assists with planning: takes notes, makes copies, creates files and handouts, etc. • Carries out the instructional plan; asks questions as needed. • Maintains student records in accordance with job description. • Assists in implementing the IEP goals and objectives for individual students. May be a member of the IEP team.
Delivering Instruction	
<ul style="list-style-type: none"> • Develops objectives appropriate for the entire class and for individual students. • Chooses and/or creates instructional materials. • Leads lessons for the entire class, for small groups, and for individual students. • Uses computers and other appropriate technologies • Supervises the work of paraprofessionals. 	<ul style="list-style-type: none"> • Delivers and reinforces lessons developed by the supervising teacher. • Follows the directions of the supervising teacher. • Gathers recommended or required instructional materials. • Leads lessons for small groups and for individual students. • Uses computers and other appropriate technologies
Using Behavior Support Strategies	
<ul style="list-style-type: none"> • Applies techniques for classroom management. • Plans and implements behavior support strategies for the entire class and for individual students. 	<ul style="list-style-type: none"> • Implements positive behavior support strategies appropriate for the abilities and disabilities of individual students. • Gathers data and updates student records in accordance with job description.
Assessing Student Performance	
<ul style="list-style-type: none"> • Administers assessments to the entire class. • Grades and evaluates individual student performance. 	<ul style="list-style-type: none"> • Monitors individual student's progress according to the student's IEP and communicates findings to the supervising teacher. • Assists with assessment procedures and data collection. • Assists in checking and scoring students' work.

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Responsibilities & Ethics

Supervising Teacher	Paraprofessional
Communicating with Family Members	
<ul style="list-style-type: none"> Communicates and meets directly with family members or guardians of individual students. Plans and conducts conferences concerning individual students. 	<ul style="list-style-type: none"> Communicates and meets with family members or guardians of individual students only in accordance with job description and under the direction of the supervising teacher.
Developing as a Professional	
<ul style="list-style-type: none"> Accepts personal responsibility for building professional skills. Attends appropriate professional development and in-service activities. Monitors and evaluates the performance of paraprofessionals. 	<ul style="list-style-type: none"> Accepts personal responsibility for building professional skills. Attends appropriate professional development and in-service activities. Responds to feedback about personal performance from the supervising teacher.
Other Duties	
<ul style="list-style-type: none"> Facilitates the inclusion of students with disabilities into the general education classroom. Complies with all FERPA requirements and school district policies to maintain the confidentiality of student information. Communicates upward to the next level higher in the hierarchy of responsibility: the appropriate school department head or coordinator. 	<ul style="list-style-type: none"> Facilitates the inclusion of students with disabilities into the general education classroom. Assists individual students with self-care and health-related needs as assigned and in accordance with job description. Assists in monitoring playgrounds, lunch rooms, and buses as assigned and in accordance with job description. Complies with all FERPA requirements and school district policies to maintain the confidentiality of student information. Communicates upward to the next level higher in the hierarchy of responsibility: the supervising teacher.

- Discuss the difference in the chain of communication.

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Responsibilities & Ethics

- Preview the activity in advance.



**Activity 2.1
Roles Comparison**

Directions: What key words would you use to describe the differences and the similarities between the jobs of the supervising teacher and the paraprofessional? Write them in the space provided.

Role Similarities — _____

Role Differences — _____

- Discuss the importance of the teacher’s expectations.


Other Paraprofessional Responsibilities

In addition to responsibilities relating to instruction, paraprofessionals often have many non-instructional duties relating to their assigned students. It is important to communicate with the supervising teacher about these duties, including any policies and rules that may apply and the teacher’s expectations of your performance.

- Accompanying students between classrooms and other facilities
- Assisting students during off-school and community-based activities
- Assisting students with transportation-related needs, such as:
 - waiting with students
 - making sure students board the right bus
 - helping the bus driver with a student’s adaptive equipment
- Assisting in transferring or moving students
- Assisting individual students with self-care needs (such as positioning, feeding, toileting)
- Assisting individual students with health-related and physical therapy needs
- Taking students to and from the lunch room, having lunch with the students, and assisting with lunch line supervision
- Supervising students during recess periods and while on field trips
- Taking attendance, maintaining records, and similar tasks
- Maintaining classroom equipment and supplies

2 Responsibilities & Ethics

- Working with students' assistive devices
- Assisting teachers with discipline procedures and in emergency situations
- _____
- _____
- _____

 Learn more about the role of the paraprofessional by reading Section 2, "What Is a Paraprofessional?," in the guide *Effectively Utilizing and Supporting Paraprofessionals* at the link below. (Look for the link to the resource titled "Paraprofessional Manual—Ionia County.") http://www.gvsu.edu/cms3/assets/2CF6CA25-D6C6-F19E-339DC5CD2EB1B543/resources/ionia_parapro_manual2.pdf

Week One Action Plan

- Arrive on time and ready to work.
- Learn the names of your students.
- Introduce yourself to key staff members and other paraprofessionals.
- Get copies of:
 - school personnel directory (or locate its online edition)
 - school organizational chart
 - school policies and procedures handbook
 - school calendar
- Become familiar with the layout of the school by taking a tour and/or using a school map. Locate:
 - buildings
 - offices
 - classrooms and labs
 - library
 - restrooms
 - entrances and exits
 - cafeteria
 - recess areas
 - bus drop-off area
 - staff parking areas



- Identify examples of assistive devices.
- Preview the website in advance. Find an alternate resource if the link has changed.
- Ask for suggestions to add to this list.

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- Learn emergency procedures and the locations of shelters.
- Recognize the routine of the school day.
- Discuss with the supervising teacher the expectations for your performance and the classroom routine.
- Identify and learn to use learning technologies.
- Observe your students and the supervising teacher.
- Note anything to follow up on later: questions, reminders, etc.

Strategies for Career Success

- Ask questions when you are unsure about what to do or how to do it.
- Keep a personal journal to keep track of questions you want to answer, training you want to pursue, and reflections on your performance.
- Take responsibility for building your skills. This includes:
 - Taking advantage of professional development opportunities offered by the school district.
 - Staying up-to-date about district policies and procedures through newsletters and other sources.
 - Learning more about special education issues from respected sources, including organization websites and professional publications.
 - Asking for feedback about your performance in addition to the formal performance evaluation process.
- Strive to make a good first impression with everyone you meet.

- Discuss the value of keeping a daily journal. Ask if anyone keeps a journal, and what it means to them.



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Responsibilities & Ethics

50 WAYS TO LEAD

Everyday Actions that Set an Example

1. Invest in yourself—Never stop learning.
2. Teach others.
3. Look for leadership skills in others.
4. Cultivate a positive environment.
5. Stick to your principles.
6. Be buoyant.
7. Think first.
8. Be a good follower.
9. Be confident.
10. Always be your true self.
11. Learn to like people.
12. Earn the respect and trust of others.
13. Choose good role models.
14. Recognize the accomplishments of others.
15. Let your excitement show.
16. Expect the best of others.
17. Keep your cool.
18. Be humble but proud of your achievements.
19. Be tactful.
20. Work hard at listening well.
21. Learn from others—their successes and their mistakes.
22. Search for answers.
23. Show a sincere interest.
24. Give more credit than you take.
25. Be consistent.
26. Be a team player.
27. Act as you believe.
28. Criticize constructively.
29. Take responsibility.
30. Learn from your own mistakes.
31. Share the ball.
32. Hear more than you say.
33. Stay positive.
34. Give praise in public, criticize in private.
35. Reach your own opinions about people.
36. Keep a confidence.
37. Be ready with reasons.
38. Say what you mean and mean what you say.
39. Take acceptable risks.
40. Appreciate a sense of humor.
41. Be ready to compromise.
42. Eat lots of moral fiber.
43. Lend a hand.
44. Know when to apologize—and do it.
45. Do the worst, first.
46. Show respect for different opinions.
47. Do the math on your own ideas.
48. Keep your promises.
49. Know when to change course.
50. Accept new challenges.

Source: Curriculum and Instructional Materials Center, Oklahoma Department of Career and Technology Education, www.okcimc.com

- What are ways that the paraprofessional can set an example every day? For example, “keep in motion” would be one way.

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Activity 2.2
Interview a Paraprofessional

Directions: Interview a working paraprofessional. Get responses to the questions below, as well as any that you create. Be sure to have the permission of the paraprofessional and the supervising teacher in advance.

1. What is most rewarding about your job?

2. What is most challenging about your job?

3. How would you advise someone wanting to be a paraprofessional?

- Supplement these directions with additional guidelines as appropriate.

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4. _____

5. _____



Activity 2.3
Ideal Job Description

Directions: Based on your interviews and the information in this module, write the responsibilities in your ideal job description.

- Ask for volunteers to share their ideal job descriptions. How are they similar and different?

Ethics

As members of a team which serves the unique needs of individual students, paraprofessionals also have a responsibility to behave ethically in regard to those students. Ethical considerations for paraprofessionals affect daily responsibilities, interactions with students and parents/guardians, the paraprofessional as a representative of the school, and the working relationship of the paraprofessional with the supervising teacher. Paraprofessionals must develop their personal understanding about possible situations and the appropriate and ethical responses. Teachers and administrators can assist paraprofessionals in recognizing these responses as well. Another tool for building a framework for ethical behavior is a school or school district code of ethics for employees. Such codes of ethics may address the paraprofessional's relationship with teachers, with students and their parents or guardians, and with the school itself.



- Reference the discussion of FERPA from Module 1.
- Provide potential scenarios to which FERPA requirements would apply.

A key component of ethical behavior for paraprofessionals is maintaining confidentiality about students and related information. A federal law that applies to paraprofessionals is FERPA, or the *Family Educational Rights and Privacy Act*. FERPA protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. (Students to whom the rights have transferred are "eligible students.") Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to specific parties or under specific conditions. (See the module, "Legal Foundations of Special Education.") **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.**

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Activity 2.4
Ethical Issues for Paraprofessionals

Directions: Paraprofessionals may find themselves in situations that challenge their ethical judgment. As a group, discuss common situations that involve paraprofessionals. Then, identify the ethical issue involved and the appropriate response of the paraprofessional. Discuss your responses in a team or group setting to compare responses.



Activity 2.5
Field Experience Activities

Directions: Write a 250-word summary for each activity below.

1. Observe a severe/profound special education classroom. Describe how the paraprofessional supports the behavior, academic, and other related needs in the classroom.
2. Observe a mild/moderate special education classroom or inclusion program. Describe how the paraprofessional supports students, the special education teacher, and/or the general education teacher.
3. Interview a special education teacher, general education teacher, and related services professional regarding their roles and responsibilities related to their job description working with students with disabilities and paraprofessionals.
4. Interview a paraprofessional regarding their roles and responsibilities related to their job description in their current assignment.

- Preview the activity in advance.

- Ask for volunteers to share their experiences.

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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.

- Ask for volunteers to share their reflections.
- Discuss the context of each task — when, where, and how often might a paraprofessional perform each task?

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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3. Task — Changing diapers

- 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?

4. Task — Potty training

- 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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5. Task — Reading a lesson plan involving a small group activity

- 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?

6. Task — Leading a small group

- 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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7. Task — Using circle time

- 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?

8. Task — Supervising students on a playground

- 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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9. Task — Performing routines

- 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?

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

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- Preview the PowerPoint file from this module. Enhance it as needed.
- Identify any terms to define.
- Find additional videos to supplement those listed.
- Discuss the role of the paraprofessional as it relates to this topic.
- Preview the objectives. Briefly state why each is important.



The individualized education program (IEP) is a written document that is developed for each eligible student with a disability. The IEP documents specially designed instruction and related services. The paraprofessional plays a key role in implementing a student's IEP by providing specific services and assessments documented in the IEP. Paraprofessionals provide direct services to students every day. Because of their close daily work with individual students, paraprofessionals are good sources of information about a student's progress toward attaining IEP goals and objectives.

Objectives

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

1. Define the IEP and recognize key points to remember.
2. Distinguish among IEP team members.
3. Relate IEP contents to the paraprofessional's work.
4. State the purpose of secondary transition services.
5. Answer common questions about secondary transition services.
6. Describe related services on the IEP.
7. Distinguish among presentation, response, setting, and timing/scheduling accommodations.
8. Distinguish between accommodations and modifications.
9. Profile the administration of accommodations for a student with specific characteristics.
10. Respond to accommodation and modification scenarios.

3

IEP Participation

Special Education and IEPs

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability including instruction in the classroom, the home, hospitals, institutions, and other settings. The definition of special education also includes (if eligible) instruction in physical education, speech/language pathology, travel training (e.g., orientation and mobility), and vocational education.

Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to (1) address the unique needs of the student that result from his or her disability; and (2) ensure access to the general curriculum so that the student can meet the academic standards that apply to all students. The IEP is a written document developed for each eligible student with a disability. The IEP documents specially designed instruction and related services.

The IEP is the product of a team that collaborates with parent(s), the student (as appropriate), local education agency (LEA) personnel, and other IEP team members who, through full and equal participation, identify the unique needs of a student with a disability and plan the special education services to meet those needs. In developing each student's IEP, the IEP team must consider: the strengths of the student; the concerns of the parents for enhancing the education of their student; the results of the initial or most recent evaluation of the student; and the academic achievement, developmental, and functional needs of the student.

The Big Picture about the IEP

Before diving into the specifics of what must be included in an IEP, it's important to consider the "Big Picture" of the IEP—its purposes, how it serves as a blueprint for the student's special education and related services under IDEA, and the scope of activities and settings it covers. The IEP has two general purposes: (1) to establish measurable annual goals for the student; and (2) to state the special education and related services and supplementary aids and services that the public agency will provide to, or on behalf of, the student.

When constructing an appropriate educational program for a student with a disability, the IEP team broadly considers the student's involvement and participation in the general education curriculum, extracurricular activities, and nonacademic activities.

General education curriculum is the subject matter provided to students without disabilities and the associated skills they are expected to develop and apply. Examples include math, science, history, and language arts.

Extracurricular activities and nonacademic activities are activities that fall outside the realm of the general curriculum. These are usually voluntary and tend to be more social than academic. They typically involve others of the same age and may be organized and guided by teachers or other school personnel. Examples include yearbook, school newspaper, school sports, school clubs, lunch, recess, band, pep rallies, assemblies, field trips, after-school programs, and recreational clubs.

The IEP can be thought of as the blueprint for the special education experience of a student with a disability across these school environments.

Source: Adapted from the National Dissemination Center for Children with Disabilities

- Discuss the "Big Picture" of the IEP.

3 IEP Participation

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.

- Preview the website in advance. Find an alternate resource if the link has changed.
- Preview the video in advance. Find an alternate video if the link has changed. The duration of this video is 6:36.



Review a copy of the IEP (Form 7) from the Oklahoma State Department of Education: <http://sde.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

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members are in general agreement regarding what is written.

The meeting format should invite open discussion that allows participants to identify and consider all the relevant needs of the student related to his or her disability. Service and placement decisions should be based on the individual evaluation data collected and not on the category of disability. Placement decisions are considered after the special education services are determined. Placement is based on the IEP services and accommodations and cannot be the determining factor in developing the IEP content.

The IEP team members are responsible for developing, reviewing, or revising an IEP for a student with a disability.

Team Member	Requirements and/or Responsibilities
Student's parents (required member) or adult student if rights have transferred	<ul style="list-style-type: none"> • Biological or adoptive parent(s). • Judicially decreed guardian (does not include state agency personnel if the student is a ward of the state). • Surrogate parent appointed by the LEA. • Person acting in place of a parent (grandparent, stepparent, or other relative with whom the student lives, persons who are legally responsible for student's welfare). • Foster parent (when natural parent's authority to make educational decisions for their student has been terminated by law) has no interest that would conflict with the interests of the student. • If more than biological or adoptive parents meet the definition of parent, the biological or adoptive parents serve as the parents in the IEP process, unless a judicial decree identifies a person to make educational decisions for the student. • Adult student — student with a disability who is 18 years of age or older whose special education rights have transferred under the Individuals with Disabilities Education Act (IDEA). (The parent may attend the IEP meeting at the invitation of the adult student or the LEA).
Special education teacher/provider (required member)	<ul style="list-style-type: none"> • Holds appropriate certification. • Participates in the development of the IEP.
Regular education teacher of the student (required member)	<ul style="list-style-type: none"> • Must serve as a member of the student's IEP team, if the student is, or may be, participating in the general education environment. • Responsible for implementing a portion of the IEP if the student is, or may be, participating in the general education environment. • Participates in the development of the IEP. • Designees at the preschool level may include a care provider, Head Start teacher, or community preschool teacher if that person meets state and/or national licensing standards currently providing preschool services to nondisabled preschool students. • The LEA may designate which teacher or teachers will serve as IEP team member(s) when a student has more than one regular education teacher. The IEP team is not required to include more than one regular education teacher of the student.

- Discuss the role/ contributions of the paraprofessional.

3 IEP Participation

Team Member	Requirements and/or Responsibilities
Administrator or administrative representative of the LEA (required member)	<ul style="list-style-type: none"> • Qualified to provide or supervise the provision of special education services. • Have the authority to allocate resources in the LEA as outlined in the IEP. • Must be knowledgeable about the general education curriculum and the availability of the LEA's resources.
Related service provider (when appropriate)	<ul style="list-style-type: none"> • May be invited to participate in the development of the IEP if the services they provide are being discussed. • Has knowledge and special expertise about the student's disability to assist in development of the IEP. • For a student whose primary disability is speech or language impairment, the Speech Language Pathologist could serve as the special education teacher/provider.
Qualified individuals who can interpret evaluation results and implications	<ul style="list-style-type: none"> • Be able to explain the results, the instructional implications, and the recommendations of an evaluation. • Qualifications of such member(s) of the team will depend on the types of assessment(s) being administered.
Child/student (when appropriate)	Included as a member of the IEP team whenever appropriate. The student must be invited upon turning 16 years of age or the first IEP in the ninth grade, whichever comes first (but can be at any time).
Representative of transition agency(s) (Parental consent must be obtained in order for the transition agency representative to participate in the IEP team meeting.)	<ul style="list-style-type: none"> • Invited to be a member of the IEP meeting if transition services will be discussed and likely to be responsible for providing or paying for transition services. • Steps should be taken to obtain participation from the agency in transition planning even if a representative does not attend. • Must have parent consent to transition agency attending the IEP meeting.
Part C Coordinator (SoonerStart) representative (when appropriate)	May participate at the request of the parent. The student previously was served under Part C and transitioning to Part B.
Other representatives	At the discretion of the parent or LEA, other individuals who have knowledge or special expertise regarding the student. The determination of the knowledge and expertise of the individual must be made by the party who invited the individual to be a member of the IEP Team.

Source: *Special Education Handbook*, Oklahoma State Department of Education

- Preview the website in advance. Find an alternate resource if the link has changed.
- Preview the video in advance. Find an alternate video if the link has changed. The duration of this video is 5:24.



See an overview of the IEP process in the *Special Education Process Guide* from the Oklahoma State Department of Education: <http://sde.ok.gov/sde/documents-forms>



Watch Part 2 of the video, "Developing a Great IEP": <http://www.youtube.com/watch?v=lorImN93foM>

3 IEP Participation

Major IEP Elements



**Activity 3.1
Relating IEP Contents to
the Paraprofessional's Work**

Directions: As you read about the major elements of the IEP below, consider how this information on the IEP might be helpful to the work of the paraprofessional. Write your thoughts in the spaces provided.

- Preview the activity in advance. Write your thoughts in the space provided on the next page, to serve as an example.

The IEP is an important written record of the decisions reached by the team members at the IEP team meeting. The following are the major elements of the IEP:


Present Levels of Academic Achievement and Functional Educational Performance

This part of the IEP provides the foundation for all of the other parts. A clear and direct correlation must exist among the most recent evaluation and current assessment data, the educational needs identified, and the goals, services, and accommodations determined to be necessary for student achievement. In developing this part of the IEP, the IEP team should consider several aspects of the student's abilities and disabilities, including:

- How the most recent evaluations relate to current functioning
- How the student is currently performing in his or her classes, including performance baseline data in areas of need
- How the student performed on recent statewide and district-wide assessments
- The student's skill level in nonacademic areas such as communication, fine and gross motor, behavior and socialization, including performance baseline data
- Documentation of transition assessment results (if applicable)

3 IEP Participation

- Discuss responses as a group. Ask for volunteers to share their responses.



How might this information on the IEP be helpful to a paraprofessional?

- Preview the website in advance. Find an alternate resource if the link has changed.



Learn more about present levels of performance: www.wrightslaw.com/howey/iep_functional.perf.htm

Strengths/Needs, Special Factors, and Parent Concerns

This part of the IEP documents identified strengths of the student and describes the anticipated effects on the student's participation in the general curriculum. It also includes areas that will aid the student in progressing in the general curriculum (or for preschool-aged students, age-appropriate activities). This part of the IEP also documents areas of educational need as a result of the student's disability which may require special education, related services, supplementary aids, and supports for school personnel, or program modifications. Some of these areas may need to be considered in determining measurable annual goals and short-term objectives or benchmarks.

NOTE: Services required to meet a student's educational need (e.g., transportation, transition, adapted physical education, core academic subjects, and related services) must be addressed through the IEP.

Each student's IEP must also consider whether the following special factors are relevant to the student:

- How the student's **behavior** affects his or her learning or disrupts the learning environment of others
- What supports and strategies the student will need to address **limited English proficiency (LEP)**
- Whether instruction in, or the use of, Braille is appropriate if the student is **blind or visually impaired**
- The language and **communication needs** of the student, including (1) opportunities for direct communication with peers and professional personnel, and (2) how instruction can be designed to meet the student's needs
- Whether the student needs **assistive technology** devices and services

3 IEP Participation



How might this information on the IEP be helpful to a paraprofessional?

Measurable Annual Goals

This part of the IEP documents the measurable annual goals for the student. Measurable annual goals provide the basis for instruction. They describe what a student needs related to his or her disability. There must be a direct relationship between the needs identified in the present levels of academic achievement and functional educational performance and the annual goals. Through these goals, the IEP sets the general direction to be taken for implementing the IEP and determining progress. The IEP goals focus on addressing the academic achievement and functional performance needs resulting from the student's disability that interfere with learning and educational performance.

NOTE: An IEP is not required to include annual goals that relate to areas of the general education curriculum in which the student's disability does not affect the student's ability to be involved in and progress in the general curriculum. If a student with a disability needs only accommodations in order to progress in an area of the general curriculum, the IEP does not need to include a goal for that area; however, the IEP would need to specify those accommodations on the "Services" page.



How might this information on the IEP be helpful to a paraprofessional?

- Discuss responses as a group. Ask for volunteers to share their responses.


- Discuss responses as a group. Ask for volunteers to share their responses.

3 IEP Participation

Short-Term Objectives/Benchmarks

This part of the IEP documents the short-term objectives or benchmarks that support each annual goal. Benchmarks or short-term objectives are the steps designed to assist the student in reaching the annual goal.

- Discuss responses as a group. Ask for volunteers to share their responses.

 How might this information on the IEP be helpful to a paraprofessional?

Transition Services Plan

In this part of the IEP, the IEP team designs secondary transition services to prepare the student to achieve the student’s postsecondary outcomes/completion goals. Contributing to the IEP team’s considerations are the results of age-appropriate assessments of the student’s skills and interests related to education, employment, training, and independent living skills (as appropriate).

This part of the IEP also includes measurable transition IEP goals that directly relate to the how, when, where, and what is needed to complete each postsecondary outcome/completion goal. Goal categories include education/training, development of employment, community participation, adult living skills and post-school options, and daily living skills (as appropriate). In addition, this part of the IEP documents transition activities and services—how the student will attain each measurable goal—as well as who will assist the student in achieving each goal.

The Transition Services Plan part of the IEP also records decisions about:

- The student’s curriculum participation (ACE college preparatory/work ready or Core Curriculum)
- The student’s projected date of graduation/program completion and type (standard diploma, GED, or other)
- Whether information about opportunities in career and technology education should be provided for planning the student’s course of study
- Whether the student and the parent(s) have been informed of rights that will transfer to the student when the student reaches the “age of majority”

3

IEP Participation



How might this information on the IEP be helpful to a paraprofessional?

- Discuss responses as a group. Ask for volunteers to share their responses.

Services


This part of the IEP specifies the special education and related services to be provided to the student in order for the student to be educated in the least restrictive environment with same-age peers to the maximum extent possible. Examples of special education services include: co-teaching, collaboration, consultation, and lab/resource classes (separate setting for at least part of the day). Examples of related services include: speech/language, occupational therapy, physical therapy, orientation and mobility training, and transportation.

This part of the IEP also specifies:

- The amount of services to be provided (time and frequency), starting and ending dates for each type of service, and the person responsible for each type of service
- Any supplementary aids and services, program modifications and/or supports for personnel in general education or other education-related settings
 - Supplementary aids may include materials and tools to enhance the curriculum
 - Program modifications may include modifications in the administration of assignments and/or tests (such as providing word banks for tests, taking tests orally, reducing the reading level of tests, etc.)
 - Supports for personnel may include training to ensure effective provision of appropriate services in the least restrictive environment, consultation between special education and general education personnel, adequate planning and preparation time, teacher assistants, and **paraprofessionals**

3 IEP Participation


- Discuss responses as a group. Ask for volunteers to share their responses.

 How might this information on the IEP be helpful to a paraprofessional?

Assessments

This part of the IEP documents the appropriate assessments for language arts/writing, mathematics, science, and social studies. It also describes any state-approved accommodations necessary to measure the student's academic achievement and functional performance on state and district-wide assessments. (Accommodations correspond with the setting, timing, schedule, response, and presentation of the assessment.)

- Discuss responses as a group. Ask for volunteers to share their responses.

 How might this information on the IEP be helpful to a paraprofessional?

Secondary Transition Services

The Individualized Education Program (IEP) must include secondary transition services that are in effect not later than the beginning of the student's ninth grade year or upon turning 16 years of age, whichever comes first, or younger, if determined appropriate by the IEP team, and updated annually. Secondary transition services are designed to help students with disabilities prepare for life after high school. Transition planning presents opportunities to both students and educators:

- The transition planning process provides opportunities for the student with disabilities to think about and identify post-school goals.
- Transition planning provides educators with the opportunity to structure the IEP transition components to facilitate attainment of students' post-school goals.

3 IEP Participation



Activity 3.2
Transition Services Q&A

Directions: At the link below, use *Oklahoma's Transition Education Handbook* to find the answers to the questions listed. Write the answers in your own words.



<http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Handbook.pdf>

Q. How does Oklahoma's requirement compare to the IDEA 2004 regarding when transition education must begin?
A.
Q. Transition services facilitate movement from high school completion to what four aspects of adult life?
A.
Q. What are examples of specific transition services?
A.
Q. IEP transition components must relate directly to what?
A.

- Preview the activity in advance.

- Preview the website in advance. Find an alternate resource if the link has changed.

3

IEP Participation

Q. What are 10 clusters of student behaviors and experiences associated with school and post-school success?

A.

Q. What are three broad types of transition assessments that many educators find useful to assist students in developing postsecondary and annual transition goals?

A.

Q. When must transition assessments be completed?

A.

Q. Annual measurable transition goals must align with what? How many annual employment transition goals and education/training goals are required?

Q. What three questions must students answer annually to build their annual transition goals?

A.

3 IEP Participation

Q. What is the difference between a postsecondary and an annual transition goal?
A.
Q. What are eight (8) of the suggested items to include in a student's transition portfolio?
A.
Q. What are some ways that high school educators can ensure that students with disabilities possess the desired levels of self-advocacy to succeed in postsecondary education? (See Appendix I in Oklahoma's Transition Education Handbook.)
A.

Related Services

The IEP must contain a statement of the special education and related services and supplementary aids and services to be provided to the student, or on behalf of the student. Related services help students with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving. Related services can include, but are not limited to, any of the following:

- speech-language pathology and audiology services
- interpreting services
- psychological services
- physical and occupational therapy
- recreation, including therapeutic recreation
- early identification and assessment of disabilities in children

3

IEP Participation

- counseling services, including rehabilitation counseling
- orientation and mobility services
- medical services for diagnostic or evaluation purposes
- school health services and school nurse services
- social work services in schools
- parent counseling and training

The IDEA requires that a child be assessed in all areas related to his or her suspected disability. This evaluation must be sufficiently comprehensive so as to identify all of the child's special education and related services needs, whether or not those needs are commonly linked to the disability category in which he or she has been classified.

It is the IEP team's responsibility to review all of the evaluation information, to identify any related services the child needs, and to include them in the IEP. Goals can be written for a related service just as they are for other special education services. The IEP must also specify with respect to each service:

- when the service will begin;
- how often it will be provided and for what amount of time; and
- where it will be provided.

The IEP is a written commitment for the delivery of services to meet a student's educational needs. A school district must ensure that all of the related services specified in the IEP, including the amount, are provided to a student. Changes in the amount of services listed in the IEP cannot be made without holding another IEP meeting. However, if there is no change in the overall amount of service, some adjustments in the scheduling of services may be possible without the necessity of another IEP meeting.

The IDEA does not expressly require that the IEP team include related services personnel. However, if a particular related service is going to be discussed in an IEP meeting, it would be appropriate for such personnel to be included or otherwise involved in developing the IEP.



3

IEP Participation

Accommodations for Instruction and Assessment

According to the *Oklahoma Accommodations Manual* from the Oklahoma State Department of Education, accommodations are “practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.”

Presentation accommodations allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.

Response accommodations allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using an assistive device or organizer.

Setting accommodations change the location in which a test or assignment is given or the conditions of the assessment setting.

Timing/scheduling accommodations increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

Accommodations and modifications are not the same. The Special Education Handbook from the Oklahoma State Department of Education compares accommodation and modification as follows:

Accommodation. Changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology as well as changes in presentation, response, timing, scheduling, and settings that do not fundamentally alter the requirements. Accommodations do not invalidate assessment results.

Adaptation (modification). Changes to curriculum, instruction, or assessments that fundamentally alter the requirements, but that enable a student with an impairment that significantly impacts performance an opportunity to participate. Adaptations include strategies that change the level of learning expectation. Adaptations invalidate assessment results and provide incomparable results.



- Demonstrate where to find the *Manual* online.

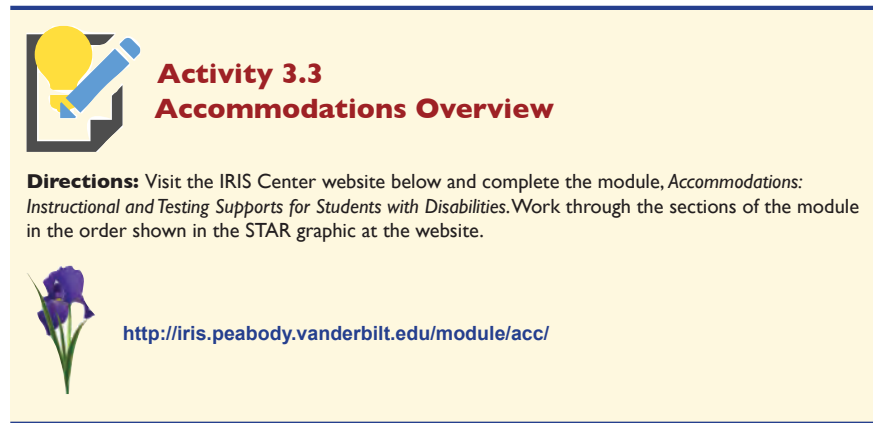
- Create examples to quiz learners about whether each example is an accommodation or a modification.

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.

- Preview the activity in advance.



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/>

3 IEP Participation



**Activity 3.4
Accommodation Selection and Administration**

Directions: For Part 1, use Fact Sheet 1 and Fact Sheet 3 in the *Oklahoma Accommodations Guide* at the link below to choose one accommodation each for presentation, response, setting, and timing/scheduling for a student with a specific characteristic. Complete the chart. For Part 2, respond to the scenario provided.



<http://sde.ok.gov/sde/accommodations>

Part 1

STUDENT CHARACTERISTIC:
PRESENTATION ACCOMMODATION:
Guidelines for Administering
RESPONSE ACCOMMODATION:
Guidelines for Administering
SETTING ACCOMMODATION:
Guidelines for Administering

- Preview the activity in advance.

3 IEP Participation

TIMING/SCHEDULING ACCOMMODATION:
Guidelines for Administering

Part 2

Mrs. Watkins, a sixth-grade science teacher, typically lectures using PowerPoint while students take notes. She assigns her students to read and answer questions from the textbook, and requires them to conduct lab experiments by following written procedures. She assesses her students using written tests. A student in her classroom has a learning disability and reads at a third-grade level. Based on what you know about Mrs. Watkins class:

A. How might this student experience difficulty in her classroom?

B. What are two presentation accommodations and two response accommodations that the IEP team might identify for the student?

C. How could these accommodations help the student?

- Discuss responses as a group. Ask for volunteers to share their responses.

3 IEP Participation



**Activity 3.5
Accommodation and Modification Scenarios**

Directions: Respond to the scenarios and classroom examples provided. After you have provided your responses to each scenario and example, check your responses at the end of this activity.

CASE SCENARIOS

Case Scenario 1

Susie has an intellectual disability. She is placed in a self-contained class, but she has been participating in some general education classes. Susie's 4th-grade general education teacher has required her to participate in spelling tests. Susie received a failing grade for the past four spelling tests. The teacher has decided to reduce the number of spelling words on Susie's list. She is only responsible for the single-syllable words on the spelling list each week.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need? If so, how?

Case Scenario 2

Marco is a high school student who does not receive special education or Section 504 services. In his Algebra I class, Marco often makes mistakes when multiplying or dividing large numbers with decimals. When Marco uses a calculator, he arrives at the correct answer.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need? If so, how?

- Preview the activity in advance.
- Discuss responses as a group. Ask for volunteers to share their responses.



Case Scenario 3

Bobby has a learning disability in reading. He is overwhelmed by long reading passages, because he cannot read on grade level. Bobby needs to learn about the main idea and supporting details. The teacher provides Bobby a story on his reading level. Bobby only has to identify the main idea while the rest of the class must identify the main idea and supporting details.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need? If so, how?

Case Scenario 4

Patricia has a learning disability in mathematics. Her teacher has required her to complete the first 10 fast fact problems, but she does not have to reduce to simplest form. The rest of the class must complete the entire page of problems and reduce to the simplest form, including challenging questions numbers 1-30.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need? If so, how?

Case Scenario 5

Malcolm's scores on in-class assignments and assessments improve when he is provided with large-print material. The teacher provides Malcolm materials with larger print because she has observed that his comprehension also greatly improves.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need? If so, how?

3 IEP Participation

Case Scenario 6

Jacob is a ninth-grade student who receives special education services under the category of Other Health Impairment. When reading, Jacob continuously blinks and moves his head, skips lines, omits or transposes words, and loses his place often, even when using a place marker. He sits at the teacher's computer so he can follow along during PowerPoint presentations.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need? If so, how?

CLASSROOM EXAMPLES

Classroom Example 1

Rajiv is a fourth-grade student who receives special education services for disabilities in reading and mathematics. He has difficulty in all areas of reading such as decoding words, blends, and frequently used sight words.

What accommodations can be used to address this student's need?

Classroom Example 2

Eliza is a fifth-grade student not receiving special education or Section 504 services. She struggles with mathematics computations, but her performance improves when she uses a calculator.

What accommodations can be used to address this student's need?

- Discuss responses as a group. Ask for volunteers to share their responses.



Classroom Example 3

Jesse is able to recall basic mathematics facts; however, when solving more complex mathematics problems with algorithms, he is unable to remember the steps and often loses his place. Jesse has attended after-school tutoring all year, but scores on his classroom assignments and tests indicate that his performance has not improved.

What accommodations can be used to address this student's need?

Classroom Example 4

Victor is an eighth-grade student who receives special education services to address his needs related to a physical disability. Victor does not struggle with mathematics reasoning and computation; however, he is only able to write with a pencil for short amounts of time because his muscles become fatigued easily and begin to cramp.

What accommodations can be used to address this student's need?

Classroom Example 5

Steven is an eleventh-grade student who exhibits anger frequently. He talks back to teachers and often misses class, causing him to be behind in his work. Steven's favorite class (when he attends) is History class with Mr. Michaels.

What accommodations can be used to address this student's need?

3 IEP Participation

Classroom Example 6

Tonya is a seventh-grade student who loves science. She is a student with high functioning Asperger's Syndrome. Her dad is concerned that Tonya fails to fill out her daily agenda. She performs poorly on in-class assessments, because she doesn't study for the tests. Tonya has six assignments missing from Mr. Jones' class.

What accommodations can be used to address this student's need?

CHECK YOUR RESPONSES by watching the video at the link below:



<http://vimeo.com/61832134>

- The duration of this video is 19:21.

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

- Preview the PowerPoint file from this module. Enhance it as needed.
- Identify any terms to define.
- Find additional videos to supplement those listed.
- Discuss the role of the paraprofessional as it relates to this topic.
- Preview the objectives. Briefly state why each is important.



This module addresses the general characteristics of students with disabilities using categories under IDEA and recognized by the state of Oklahoma. It also addresses instructional (Universal Design for Learning and Assistive Technology) and positive interaction strategies with students in their Least Restrictive Environment.

To effectively assist in the delivery of instruction, paraprofessionals must understand not only that students learn in different ways and at different times, but that they all have the ability and the right to learn in a safe environment. Paraprofessionals recognize the multiple types of learning styles that exist among students and desire to focus on students' individual needs.

While it is important to be aware of the categories of disabilities and the characteristics associated with each, the information provided is meant to be a resource. All students learn and behave differently. It is important to get to know each student and identify their individual areas of strengths as well as weakness. Paraprofessionals cannot rely only on information related to a student's disability category.

Objectives

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

1. Have a basic knowledge and understanding of the disability categories recognized by the state of Oklahoma.
2. Be prepared to support students with disabilities in all learning environments.
3. Demonstrate the ability to differentiate instruction according to student needs.
4. Have the basic ability and understanding of the various uses of assistive and adaptive equipment and materials to support learning for students.
5. Demonstrate an understanding of the needs of students with limited English proficiency.

4 Disability Awareness & Instructional Strategies

Disability Categories and Definitions under IDEA

Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, which adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The Autism Spectrum includes: Autism, Pervasive Developmental Disorder — Not Otherwise Specified (PDD-NOS), Asperger Syndrome (AS), Rett Syndrome (girls only), and Childhood Disintegration Disorder (CDD — primarily boys).



Visit the Autism Speaks website at: www.autismspeaks.org/autism-apps. The website includes a list of apps by name, platform, and age — it even includes a user rating system! Find three (3) apps that most interest you. Describe them below:

App — _____

App — _____

App — _____

Deaf-Blindness disability refers to concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.



concomitant — simultaneous

Deafness is a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

- Preview the website in advance. Find an alternate resource if the link has changed.

4

Disability Awareness & Instructional Strategies

Developmental delays — A child with a disability for children aged three through nine (or any subset of that age range, including ages three through five), may...include a child (1) who is experiencing developmental delays (DD), as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and (2) who, by reason thereof, needs special education and related service. [34 CFR §300.8(b)]

This category is used for those children ages three through nine. On or before the child's tenth birthday, a disability category must be determined for the child if the child still qualifies for special education services.

Emotional disturbance (ED) is a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- A. An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- C. Inappropriate types of behavior or feelings under normal circumstances.
- D. A general pervasive mood of unhappiness or depression.
- E. A tendency to develop physical symptoms or fears associated with personal or school problems. 34 CFR 300.8(c)(4)

Types of emotional disturbance include: anxiety disorders; bipolar disorder; conduct disorders; eating disorders; obsessive-compulsive disorder; psychotic disorders; and depressive disorders.



- Preview the website in advance. Find an alternate resource if the link has changed.



Learn more about different types of emotional disturbance at the National Institute of Mental Health website: www.nimh.nih.gov/health/publications/booklets.shtml

4

Disability Awareness & Instructional Strategies



Hearing impairment (HI) means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance. [34 CFR 300.8(c)(5)]

Conductive hearing losses are caused by diseases or obstructions in the outer or middle ear (the pathways for sound to reach the inner ear). Such losses usually affect all frequencies of hearing evenly and do not result in severe losses. A conductive hearing loss can usually be amplified with a hearing aid or corrected medically or surgically.

Sensorineural hearing losses result from damage to the sensory hair cells of the inner ear or the nerves that supply it. These hearing losses can range from mild to profound. They often affect the person's ability to hear certain frequencies more than others. As a

result, even with amplification to increase the sound level, a person with a sensorineural hearing loss may perceive distorted sounds, sometimes making the successful use of a hearing aid impossible.

A *mixed hearing loss* refers to a combination of conductive and sensorineural loss and means that a problem occurs in both the outer or middle and the inner ear. A *central hearing loss* results from damage or impairment to the nerves or nuclei of the central nervous system, either in the pathways to the brain or in the brain itself.

Intellectual disability (ID) means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance. [34 CFR 300.8(c)(6)]



Learn more about what causes an intellectual disability by watching this video: www.youtube.com/watch?v=dyjFJ19DF9Y

Multiple disabilities (MD) are concomitant impairments (such as intellectual disabilities-blindness or intellectual disabilities-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness. [34 CFR 300.8(c)(7)]

People with severe disabilities are those who traditionally have been labeled as having severe to profound cognitive impairments or intellectual disabilities. Now, there's a growing understanding that disabilities can affect individuals along a scale of minimal or mild to severe. It is possible to have a mild learning disability or a severe one, just as it's possible to have mild or severe autism, without a clear-cut diagnosis of intellectual disability. An individual with multiple disabilities usually has more than one significant disability, such as movement difficulties, sensory loss, and/or a behavior or emotional disorder.

- Preview the video in advance. Find an alternate video if the link has changed. The duration of this video is 3:39.

4

Disability Awareness & Instructional Strategies

Orthopedic impairment (OI) — The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures) that adversely affects a child's educational performance. [34 CFR 300.8(c) (8)]

Orthopedic impairment can take different forms:

Cerebral Palsy (CP) affects the largest group of students with orthopedic impairments in public schools. It occurs when there is an injury to the brain before, during, or after birth and results in poor motor coordination and unusual motor patterns. There are four main types of cerebral palsy:

spastic — the most common form, when there is too much muscle tone or tightness, resulting in stiff or jerky movements in the legs, arms, and/or back;

dykinetic/athetoid — affects a person's entire bodily movement; slow and uncontrollable body movements normally occur;

ataxic — involves poor coordination, balance, and perception; and

mixed — involves a combination of symptoms from the three types above.

Muscular Dystrophy occurs when voluntary muscles progressively weaken and degenerate until they no longer function. The onset of Muscular Dystrophy can occur anytime between the ages of one to adulthood and is believed to be hereditary.

Spinal Muscular Atrophy is a disease that affects the spinal cord and may result in progressive degeneration of the motor nerve cells. The severity runs from mild weakness to characteristics similar to muscular dystrophy. Spinal Muscular Atrophy is characterized in general by fatigue and clumsiness. The cause is hereditary and the age of onset is either in infancy or a later time or between the ages of 2 and 17.

Spinal Cord Injuries occur when the spinal cord is severely damaged or severed, usually resulting in partial or extensive paralysis. Spinal cord injuries are most commonly a result of an automobile or other vehicle accident. The characteristics and needs of individuals with spinal cord injuries are often similar to those with cerebral palsy.

Multiple Sclerosis is a progressive disorder where the nerve impulses to the muscles are short circuited by scar tissue. Initially mild problems may occur but as the attacks continue, a person may develop a multitude of problems. These include severe visual impairment, speech disorder, loss of bowel and bladder control, and paralysis. Symptoms may regress as remission occurs.



4

Disability Awareness & Instructional Strategies

Rheumatoid Arthritis causes general fatigue and stiffness and aching of joints. Students who are affected by this may have trouble being in one position for a length of time.

Degenerative Diseases include a number of diseases which affect a person's motor development (ex. Musculoskeletal, Juvenile Rheumatoid Arthritis, Muscular Dystrophy).

Other health impairment (OHI) means (1) having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, (2) that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and (3) adversely affects a child's educational performance. [34 CFR 300(c)(9)]



Visit the IRIS Center website and look for the LD and ADHD Simulation at: http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_LD_ADHD_Simulation.pdf



Specific learning disability (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage. [34 CFR 300.8(c)(10)]

Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, language impairments, or a voice impairment, that adversely affects a child's educational performance. [34CFR300.8(c)(11)]

Speech disorders refer to difficulties producing speech sounds or problems with voice quality. They include:

Articulation — Where the child produces sounds incorrectly (e.g., lisp, difficulty articulating certain sounds, such as “l” or “r”);

Fluency — Where a child's flow of speech is disrupted by sounds, syllables, and words that are repeated, prolonged, or avoided and where there may be silent blocks or inappropriate inhalation, exhalation, or phonation patterns; and

Voice — Where the child's voice has an abnormal quality to its pitch, resonance, or loudness.

- Preview the website in advance. Find an alternate resource if the link has changed.

- Preview the video in advance. Find an alternate video if the link has changed. The duration of this video is 10:07.
- Preview the website in advance. Find an alternate resource if the link has changed.



Learn more about stuttering by watching this video: www.youtube.com/watch?v=gSuy3JmB0p0

Language disorders refer to impairments in the ability to understand and/or use words in context, both verbally, and nonverbally. They include expressive (difficulty in expressing ideas or needs), receptive (difficulty in understanding what others are saying), and mixed (a mix of expressive and receptive difficulties).



Learn more about speech and language disorders in the school setting: www.asha.org/public/speech/development/schoolsFAQ.htm

Traumatic Brain Injury (TBI) is an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psycho-social behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma. [34 CFR 300.8(c)(12)]

Types of Traumatic Brain Injury include: concussions (the most common type); penetration injury (from bullets or other objects entering the skull); contusions (bleeding that results from blows to the head); and diffuse axonal injury (damage from tearing of the brain tissue, including shaken baby syndrome and some bicycle, car or motorcycle accident injuries).

Visual Impairment (VI) (including blindness) means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. [34 CFR 300.8(c)(13)]

The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe students with visual impairments:

- "Partially sighted" indicates some type of visual problem has resulted in a need for special education;
- "Low vision" generally refers to a severe visual impairment, not necessarily limited to distance vision. Low vision applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of



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eyeglasses or contact lenses. They use a combination of vision and other senses to learn, although they may require adaptations in lighting or the size of print, and, sometimes, braille;

- “Legally blind” indicates that a person has less than 20/200 vision in the better eye or a very limited field of vision (20 degrees at its widest point); and
- Totally blind students learn via braille or other non-visual media.

Visual impairment is the consequence of a functional loss of vision, rather than the eye disorder itself. Eye disorders which can lead to visual impairments can include retinal degeneration, albinism, cataracts, glaucoma, muscular problems that result in visual disturbances, corneal disorders, diabetic retinopathy, congenital disorders, and infection.



Activity 4.1
Categories, Characteristics & Strategies

Directions: At the link below, review the OSDE fact sheet for each disability category and find the information requested.



www.sde.ok.gov/sde/disability-category

1. Autism Spectrum Disorders	
Three (3) characteristics typical of students: a. b. c.	Three (3) teaching or instructional strategies to support students: a. b. c.
2. Deaf-Blindness	
Three (3) characteristics typical of students: a. b. c.	Three (3) teaching or instructional strategies to support students: a. b. c.

- Preview the activity in advance.

- Discuss selected results as a group. Ask for volunteers to share what they wrote.

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3. Deafness	
Three (3) characteristics typical of students: a. b. c.	Three (3) teaching or instructional strategies to support students: a. b. c.
4. Developmental Delays	
Three (3) characteristics typical of students: a. b. c.	Three (3) teaching or instructional strategies to support students: a. b. c.
5. Hearing Impairment	
Three (3) characteristics typical of students: a. b. c.	Three (3) teaching or instructional strategies to support students: a. b. c.
6. Emotional Disturbance	
Three (3) characteristics typical of students: a. b. c.	Three (3) teaching or instructional strategies to support students: a. b. c.

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7. Intellectual Disability	
Three (3) characteristics typical of students: a. b. c.	Three (3) teaching or instructional strategies to support students: a. b. c.
8. Multiple Disabilities	
Three (3) characteristics typical of students: a. b. c.	Three (3) teaching or instructional strategies to support students: a. b. c.
9. Orthopedic Impairment	
Three (3) characteristics typical of students: a. b. c.	Three (3) teaching or instructional strategies to support students: a. b. c.
10. Other Health Impairment	
Three (3) characteristics typical of students: a. b. c.	Three (3) teaching or instructional strategies to support students: a. b. c.

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11. Specific Learning Disability	
Three (3) characteristics typical of students: a. b. c.	Three (3) teaching or instructional strategies to support students: a. b. c.
12. Speech or Language Impairment	
Three (3) characteristics typical of students: a. b. c.	Three (3) teaching or instructional strategies to support students: a. b. c.
13. Traumatic Brain Injury	
Three (3) characteristics typical of students: a. b. c.	Three (3) teaching or instructional strategies to support students: a. b. c.
14. Visual Impairment	
Three (3) characteristics typical of students: a. b. c.	Three (3) teaching or instructional strategies to support students: a. b. c.

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Activity 4.2 Perceptions of Disability

Directions: Visit the IRIS Center website below and complete the module, *What Do You See? Perceptions of Disability*. Work through the sections of the module in the order shown in the STAR graphic at the website.



<http://iris.peabody.vanderbilt.edu/module/da-5/>

- Preview the activity in advance.

- Preview the activity in advance.



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), 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.

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Assistive Technology (AT)

The *Special Education Handbook* (2013 Edition) defines assistive technology as follows:

Assistive technology device — Any item, piece of equipment, or product system whether acquired commercially, off a shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Excludes surgically implanted medical devices.

Assistive technology service — Any service that directly assists a student with a disability with the assessment, selection, acquisition, or use of an assistive technology device.

- Locate this information in the *Handbook* online.



**Activity 4.4
Levels of AT**

Directions: From the table below, choose one AT tool from each category (Low, Mid, and High). Explain why each is considered an assistive technology tool.

ASSISTIVE TECHNOLOGY TOOLS		
Low	Mid	High
Pen or Pencil Grip	Digital/Tape Recorder	Alternative Keyboard
Highlighter	Calculator	Communication Devices
Cutting Tools	AlphaSmart	Communication Software
Magnifiers	Audio Books	Word Prediction
NCR Paper	Electronic Stapler	iPad/iPod
Color Filters/Overlay	Mini Book Light	Computer
Slant Board	Switch Operated Toys	Computer Software
Raised Lined Paper	Talking Calculator	Talking Word Processor
White Board		
Specialized Erasers		
Measuring Tools		



Learn more about assistive technology solutions: www.ctdinstitute.org/library

- Preview the website in advance. Find an alternate resource if the link has changed.

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- Preview the website in advance. Find an alternate resource if the link has changed.

Specific legislation addresses assistive technology for students with disabilities. In 1990, Public Law 101-476 — also known as the Individuals with Disabilities Education Act (IDEA) — required each public agency to ensure that assistive technology devices or assistive technology services, or both, are made available to a child with a disability if required as a part of the child's special education, related services, or supplementary aids and services.

In 1988, the Technology-Related Assistance Act — often called the Tech Act for short — was first passed by Congress. The purpose of the Tech Act is to promote awareness of, and access to, assistive technology devices and services. It has been reauthorized multiple times. (The 2004 reauthorization, Public Law 108-364, is called the Improving Access to Assistive Technology for Individuals with Disabilities Act.)



Learn more about the Tech Act, including state-level projects: <http://www.parentcenterhub.org/repository/ata/>

The 2004 reauthorization of IDEA (IDEA 2004) requires Individualized Education Program (IEP) teams to consider the assistive technology needs of students during the development of an IEP. The IDEA requires schools to provide assistive technology if it is needed for a student to receive a free appropriate public education (FAPE). As with all other components of FAPE, assistive technology must be provided at no cost to parents. Schools must provide or pay for any assistive technology necessary to ensure FAPE either directly or through contract or other arrangements. Schools may not unnecessarily delay the provision of assistive technology devices and services due to funding issues if a child requires the devices and services to benefit from the IEP.

The purpose of assistive technology is to facilitate the student's participation in his or her education program and to enable the student to benefit from the program. Assistive technology should support the student in the general curriculum and in the least restrictive environment (LRE) to the greatest extent possible. The LRE is the IDEA 2004 requirement that students with disabilities, including those in public or private institutions or other care facilities, be educated with students who are nondisabled to the maximum extent appropriate.

According to the IDEA, "the IEP team shall consider whether the child requires assistive technology devices and services." The Congressional intent of this section of IDEA is to emphasize assistive technology as a means to support educational achievements. However, assistive technology is not required for all students who have an IEP. IEP teams must make decisions regarding each student's need for assistive technology on an individual basis and not solely on the disability category class of the student. The IEP team makes the decision of whether students need assistive technology in order to benefit from their educational program. Parent input and participation is important in the evaluation process; parents are members of the IEP team.

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Learn more about the consideration of assistive technology from the 2013 Technical Assistance Guide: <http://ok.gov/sde/assistive-technology>



Activity 4.5
Assistive Technology Overview

Directions: Visit the IRIS Center website below and complete the module, *Assistive Technology: An Overview*. Work through the sections of the module in the order shown in the STAR graphic at the website.



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

- Preview the website in advance. Find an alternate resource if the link has changed.

- Preview the activity in advance.

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

- Preview the PowerPoint file from this module. Enhance it as needed.
- Identify any terms to define.
- Find additional videos to supplement those listed.
- Discuss the role of the paraprofessional as it relates to this topic.
- Preview the objectives. Briefly state why each is important.



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

There are many ways to actively improve your ability to engage in communication, in both written and verbal form. Good communicators are assertive, attentive listeners, able to articulate their message, and tactful. They also display a positive attitude, communicate negative feelings effectively, 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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- Students with specific learning disability.
 - Students with orthopedic impairment.
 - Students with emotional disturbance.
 - Students with speech or language impairment.
 - Students with other health impairment.
 - Students with visual impairment (including blindness).
11. Answer questions about disability etiquette scenarios.
 12. Complete a FERPA Q&A.
 13. Respond to communication scenarios.

Causes of Communication Breakdowns

We all enjoy sharing our thoughts, ideas, and feelings with others. When we communicate, we also listen, observe, and respond. The communication process includes the sender (the person who extended the message), the receiver (the person who must process and make sense of the message), and the message itself. This process comes with plenty of opportunities for misunderstanding. Becoming aware some of the problems that can occur will help you be a better speaker and listener—both of which are important for success at home, work, in relationships, and throughout life.

On the surface, communication may seem easy. However, communicating with others can become frustrating and difficult if those engaged in a conversation don't deal with the barriers that often get in the way. Recognizing and removing communication barriers provides one of the best ways to build lasting personal and professional relationships. Listed below are some of the most common obstacles, as well as suggestions for overcoming them.



- Ask for volunteers to share examples of each cause of communication breakdown.



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External communication barriers are those found in our environment. If you've ever tried to talk on a cell phone in a busy store, you can understand how the environment can cause a communication barrier. External barriers can also include such factors as lack of time, physical distractions, loud noises, illness, technology problems, or the inability to speak the language. The use of clichés, automatic responses, colloquialisms, jargon, technical terms, trite expressions, or vague wording can lead to poor communication. For example, think about the number of times you have said, "I'm fine. How are you?" without even thinking about what you were saying.

External communication barriers are often easy to recognize and overcome. When communicating with others, give them your undivided attention. Try to find the best time and location for your conversation to reduce the chance of interruptions. If in a meeting, turn off your cell phone for the duration of the discussion if possible. Also, avoid trying to talk over noisy disturbances. If necessary, reschedule your conversation for a quieter time. Make sure to hold important discussions in a comfortable setting, away from distractions.

Internal communication barriers come from within us. These barriers can result from such problems as a lack of interest, misunderstanding, assumptions, and inexperience.

Lack of interest or attention — Effective communication takes work. For a message to be truly meaningful, we must internalize it and relate it to our experience. That takes effort and requires staying engaged in the communication process. When you stop paying attention, you only hear parts of a message and you may end up *reacting* to the speaker instead of *engaging* in a meaningful conversation.

Failure to listen — Just because you hear the words does not necessarily mean you comprehend what is being said. You can miss the real meaning of the message if you become preoccupied with preparing a reply, think about something else, ignore nonverbal cues, or have preconceived ideas. Many people don't realize that effective communication depends more on the ability to understand others, rather than being understood.

Failure to clarify comments — Paraphrasing back what you have heard and asking questions are ways to clarify the meaning of a comment.

Childhood teachings — Some people are taught from childhood not to express certain feelings and impulses, so they have difficulty discussing emotional issues or personal topics.

Failure to see a person as an individual — False beliefs can limit your understanding and acceptance of others. Value judgments, labels, prejudice, sexism, and stereotypes can prevent you from seeing other people as they really are. For example, the statement "teenagers are irresponsible" falsely implicates all teenagers. While this statement may be true about some teenagers, not all teenagers are irresponsible.

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Interruptions — If you interrupt a speaker, you give the impression that you are in a hurry, are self-serving, or do not believe that the speaker has anything important to say.

Lack of self-confidence — Fear of rejection or ridicule prevents some people from saying what they really mean or expressing how they feel. This state of mind causes people to become overly dependent on the approval and reactions of others to the point where they lose their own identity. A fear of rejection fuels peer pressure because people begin acting in a certain way to receive acceptance within a group.

Ignorance of your projected image — Sometimes people are unaware what their body language or tone of voice communicates to others. To be clearly understood, your body language and verbal communication must be consistent. Effective communicators make eye contact, use the proper tone for the message being communicated, and are mindful of their facial expressions, hand gestures, and other body movements. Such cues show your interest in the listener and will lead to a more favorable dialog.



Types of Approaches to Communication

Aggression is interacting with other people without showing respect for them, making another person feel inferior or powerless, or sending the message that others dare not disagree. Aggressive communication can negatively affect relationships in all parts of a person's life, because aggressive individuals alienate others, experience more personal stress, and act defensively. Violence represents aggression in its most extreme form. But people can also show more subtle signs of aggression through body language by rolling their eyes, glaring, or pointing.

For example, when Akira was interrupted while speaking, she said "Would you just be quiet and let someone else talk for once?"

Passive individuals are opposite of those who are aggressive. They are easily dominated or intimidated, continually yield to others, go along with the crowd, and may seem to lack the will to defend themselves when engaged in a discussion. These individuals rarely raise questions and often avoid becoming noticed to stay clear of any type of confrontation.

For example, when Eduardo was interrupted while speaking, he said nothing. When his friend said "Eduardo, what did you start to say?" he said "Nothing, never mind."

- Discuss how each example illustrates each approach to communication.

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Rather than expressing feelings openly, people who are **passive aggressive** express resentment or other negative feelings in an unaggressive way. This type of behavior may be expressed through actions or statements. For example, rather than declining an invitation, someone who is passive aggressive may choose to show up late. A person may also show signs of passive aggression by inserting subtle verbal jabs or slightly critical comments in a conversation. It is important to note, however, that a person may have good intentions and be completely unaware of their passive aggressive tendencies.

For example, when Bree was interrupted while speaking, she sighed and said “Oh, excuse me. I guess you have something more important to say.”

Showing aggression is not the same thing as being **assertive**. Effective communication relies on assertive behavior. Clearly expressing beliefs and opinions leads the way to a healthy discussion—one in which individuals show mutual respect and value the opinions of others. Assertive communication allows people to disagree without being disagreeable and enables them to compromise and arrive at solutions.

For example, when Dara was interrupted while speaking, she said “Excuse me; I do want to hear what you have to say, but please let me finish first.”

- Preview the activity in advance.
- Discuss the results as a group. Ask volunteers to share their responses.



Activity 5.1
Communication Methods

Directions: Read the scenarios below, give a brief example of the requested response for each scenario, then give the response you would use.

1. You have been a paraprofessional in the same classroom for the past three years. They have added another assistant in the classroom, but you feel she is not “pulling her own weight.” What do you do?

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2. You notice that one of the general education teachers is not being patient with one of your students. What do you do?

3. You have been working with the same small group for the past two years. A new teacher comes in and asks you to teach a different group and subject. You feel uncomfortable about the new material. What do you do?

4. You hear several staff members in the lunchroom talking about a student from your classroom. They are discussing personal information about the student and you feel it isn't an appropriate time or place for the discussion. What do you do?

Effective Communication Strategies

Poor communication habits can interfere with learning capabilities, personal relationships, and productivity. Fortunately, bad habits can be corrected. Deciding you want clearer interaction in your life is the first step toward improving your communication skills. Listed below are strategies to put you on the right path.

- Ask why each strategy is effective.

Maintain a pleasant tone of voice. People enjoy listening and talking to others who are positive, pleasant, and easy to converse with. Use a cheerful yet professional tone. This becomes especially important when talking on the phone. Even if you've had a long day, it should not be obvious by your voice. Practice varying your pitch and using a dynamic speaking voice. Use the appropriate volume for the setting—speak softly in a close setting and more loudly when you need to be heard across a room.

Vary your speed. Listening to someone who speaks at a constant clip can become monotonous. Speaking much too quickly can make it difficult for others to understand you. It can also signal to others that you are nervous or insecure. Slowing down your speech enables you to pronounce words correctly. However, speaking too slowly can cause your listener to want to finish your sentences for you. Including slight pauses helps punctuate your speaking.

Choose your words carefully. Keep listeners in mind by using terms they will understand and phrases that give a clear explanation. Also, avoid hinting—be polite, but direct. Indirect messages can be misleading and confusing.

Use “I” messages rather than “you” messages. “I” messages make the communicator responsible for the message and convey an opinion without casting judgment. “You” messages are often used to criticize or blame others. For example, a statement such as, “You do not understand what I’m saying” blames the listener for the communication breakdown, when you may be at fault for being unclear. Instead, say, “I’m sorry; I must not have expressed myself clearly.”

Use a person’s name. Repeating a person’s name aloud often helps you remember the name, and it also sends the message that you care about the listener. Remembering names of people is an important job skill, especially those who have frequent contact with the public.



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Use the appropriate nonverbal cues. Nonverbal communication plays an important role in face-to-face communication. Your gestures, tone, and facial expressions should all be in agreement. Also, making eye contact can be a way of showing self-confidence.

Ask meaningful questions. Asking questions allows you to receive more information, and the way you ask questions can reveal your listener's level of understanding. Questions can also be used to show a sincere interest in the other person. Keep in mind that simple "yes" or "no" answers seldom provide adequate interaction or meaningful feedback, so be sure to ask open-ended questions. For example, instead of asking, "Did you enjoy your trip?" ask, "What was your favorite part of your vacation?"

Choose an appropriate time for communicating. Interruptions damage the outcome of discussions. Try to select a time when the other person will be most receptive to visit. Do not initiate a deep conversation when the other person appears preoccupied, emotional, or tired. Also, allow plenty of time and do not rush the discussion.



Activity 5.2
Respond to "You" Messages using "I" Messages

Directions: Change each you-message to an I-message or we-message.

1. "You need to finish the assignment before the end of class today."

2. "You still haven't learned how to get along with the other students."

3. "You need to give me more time to complete this task; there is no way I can do it in the time that's left."

- Preview the activity in advance.
- Discuss the results as a group. Ask volunteers to share their responses.

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4. "You always bring me a copy of the IEP at the very last minute."

5. "As a parent, you should pay careful attention to the meeting time and place."

Handling Negative Feelings in a Positive Way

We all occasionally have negative feelings. But when strong negative feelings are allowed to build, held inside, and not expressed, they can lead to frustrations, anger, and resentment. Expressing negative feelings in a constructive way can prevent feelings of resentment and help put the situation behind you.

Recognize responsibility for personal faults and understand that you cannot blame others or outside events for what you do. Acknowledge that you are responsible for the choices you have made and that you must address the consequences of your actions. We are often reluctant to admit guilt when we've done something wrong, but an apology goes a long way in undoing the damage. Have you ever been in a situation where you said, "It wouldn't be so bad, except she won't admit she did anything wrong! I'd forgive her if she'd just apologize!" In addition, understand that you cannot be responsible for the actions of others. Once you do this, you may be able to get past the negative feelings.



Discuss your negative feelings with the person whose behavior causes you the problem. Express your concerns in an open and respectful way. If you don't voice your feelings, resentment will build and the situation will likely remain the same or get worse.

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Describe the issue or behavior without emotion and concentrate on the facts. You must be able to step back, observe, and assess the situation without letting your emotions get the best of you. Stressful situations and the actions of others can greatly influence your emotional state. Keep in mind that just because people occasionally behave thoughtlessly doesn't necessarily mean they are bad people.

Use "I" messages when you talk about emotions. "I" messages enable you to express your feelings without verbally attacking or laying blame, and they can help facilitate an open and constructive dialog. If you feel someone has been inconsiderate, explain to the other person why you feel that way and what they can do to help resolve the situation.

Discuss your problem without making accusations or unkind comments. Even though the other person may be the instigator, avoid becoming defensive. If it turns out that you were wrong about the other person, this could result in others making accusations about you.

Do not bring up already-settled issues or rehash previous disagreements. Bringing up such matters only stirs up additional hard feelings.

Follow the guidelines for effective communication throughout your discussion — maintain open body language, use friendly gestures, and choose your words carefully. Try to end the exchange on a friendly note by saying something positive about the person or the situation.

Skills for Effective Listening

Most of what we learn is by listening. We spend approximately half of our waking hours listening—far more time than we spend speaking, reading, or writing. Yet, we often don't develop and practice effective listening skills. It stands to reason that people sometimes need to hear a complex message more than once in order to process its meaning and fully understand it.

Prepare to listen. Eliminate physical distractions, such as background noise and possible interruptions. If possible, learn about the topic before you hold the discussion.

Listen to what the speaker is and is not saying. Watch for cues and be aware of body language of others. The speaker's body language or the speaker's manner and tone of voice may conflict with the verbal message.

Concentrate. Pay close attention to the message the speaker is trying to convey. Develop interest by focusing on an aspect of the topic that relates to you. Put other distractions out of your mind and avoid mentally drifting or daydreaming, and give the speaker respect by listening to the message.

Be empathetic. Have you ever made some sort of announcement only to be disappointed by the response you received? Imagine how you would feel if you told your friends you were planning on finally paying off your car today, and one of them answered, "So? I paid off my car six months ago." Compare that to how you would feel if your friend said "Congratulations! I know it felt great when I paid off my car." Try to understand the speaker's point of view.

- Integrate an effective listening activity, if you have one.

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Have an open mind. Emotions often affect how a speaker is interpreted. Listeners should try to control emotions, overcome prejudices and biases, and not let the speaker's status, accent, or physical appearance affect your willingness to listen. Be careful not to prejudge people based on their appearance or previous experience that you've had with them.



Judge the content, not the delivery. An awkward speaker may have something important to say, yet someone who is well spoken may have nothing to offer. Get beyond the delivery and judge the message, not the words used or the way they are spoken.

Repeat what you think you heard for clarification. "Active" or "reflective" listening is used to paraphrase what was said to let the speaker know his or her message was heard and understood. We can listen much faster than the average person speaks. This gives us time to process what we hear, ask ourselves questions about it, note related ideas, and form opinions about the message. Being actively engaged with the message helps us understand and remember it.

Provide feedback. Let the speaker know he or she was heard by providing feedback, both verbal and nonverbal. For example, make eye contact, nod your head appropriately, and inject encouraging comments.

Nonverbal Communication

Even without words, you can send strong messages through subtle signals. Nonverbal communication, or *body language*, includes the messages sent by our gestures, posture, movements, and facial expressions. When you are engaged in face-to-face interactions, nonverbal actions—including where you stand, how you sit, and how loudly you speak—communicate something about you.

Understanding a message requires paying as much attention to body language as to the words being spoken. For example, a nonverbal cue such as a pat on the shoulder can convey the message of a job well done, even if no words are spoken. Body language can also contradict the spoken word, such as when your coworker begins tapping on his phone after saying he is interested in hearing about your business trip. A gesture such as throwing your hands up in the air can accentuate a message of jubilation. The following table outlines forms of positive and negative communication.

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NONVERBAL COMMUNICATION	
Positive Forms	Negative Forms
Open body—open palms up, hands away from body, arms swinging freely	Closed body—clenched fist, palms down, crossed arms or legs
Head held high, shoulders upright; body leaning toward other person's body	Erect body, holding head and body stiff or drooping head and shoulders
Relaxed, alert manner of sitting or standing, turned to listener	Biting fingernails, pulling at hair, fidgeting with clothing
Smiling, pleasant expression, nodding in agreement	Frowning, raised eyebrows, clenched teeth
Natural gestures	Aggressive gestures—finger pointing, hands on hips
Frequent eye contact	Avoiding eye contact—shifting gaze, looking up or down Staring, not blinking

- Discuss the positive and negative forms.

Interacting with Teachers and Parents

General strategies:

- Ask questions about your job description if you do not fully understand your duties and responsibilities.
- Ask questions.
- Keep a positive attitude.
- Use appropriate verbal and nonverbal communication.
- Follow appropriate channels at your school for resolving concerns or conflicts.
- Provide objective, not subjective, feedback about students.
- Be honest and take responsibility.
- Avoid contributing to gossip about a student, the student's family, co-workers, or anyone else in the workplace.
- Use people-first language.
- Comply with FERPA requirements relating to confidentiality at all times.
- Practice strategies for anger management and for demonstrating patience.

5

Communication & Interaction Strategies

- Apply active listening skills.

Interacting with teachers:

- Respect your role as a paraprofessional. Recognize the classroom teacher as your immediate supervisor.
- Ask the teacher about his/her expectations of you:
 - Roles of team members: teachers, substitute teachers, administrators, paraprofessionals
 - Teaching style and philosophy
 - Classroom rules
 - Communications with parents
- Ask for guidance if you do not understand.
- Communicate a positive work ethic:
 - Arrive at work on time.
 - Abide by any dress code.
 - Keep a positive attitude.
 - Follow through on decisions made by licensed professionals (teachers and administrators).
 - Take initiative within the boundaries of your job description.
- Take any concerns or issues to the teacher first to discuss or resolve them.
- Use we-statements over I- and you-statements.
- Discuss your comfort level about assisting students with complex subjects.
- Ask teachers for feedback about your performance, including opportunities for appropriate professional development.



Interacting with parents:

- Communicate with parents consistent with your role and with the approval of the teacher.
- Avoid labeling parents as “difficult” and treating them as such.
- Be patient with parents—their behavior may be motivated by good intentions for their child’s education.
- Avoid arguing with parents.
- Respect the cultural and family traditions of each student.
- Avoid going beyond your role of paraprofessional—you are not a counselor or confidante.

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Communication & Interaction Strategies

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.

- Relate the strategies to the student's specific needs.

5

Communication & Interaction Strategies

Hearing loss or deafness does not affect a person's intellectual capacity or ability to learn. However, students who are hard of hearing or deaf generally require some form of special education services in order to receive an adequate education. Such services may include: regular speech, language, and auditory training from a specialist; amplification systems; services of an interpreter for those students who use sign language; favorable seating in the class to facilitate lip reading; captioned films/videos; assistance of a note-taker so the student can fully attend to instruction; instruction for educators in alternate communication methods, such as sign language; and counseling.



When using an interpreter:

- Communicate directly with the student with a hearing loss, rather than speaking as if he or she were not there. Avoid phrases such as, "tell him..." Ask questions directly of the student with a hearing loss, e.g., "How do you feel about that?" not, "How does she feel about that?" Talk to, not about, the student. Talk through, not to, the interpreter.
- Maintain eye contact with the student, even as he or she is looking at the interpreter.
- At times, the student may prefer to have the interpreter voice the message that is communicated in sign. If this is the case, remember to respond to the student, not the interpreter.
- Be aware that the interpreter is there only to facilitate communication, not to participate in the conversation or activity.
- The student should be consulted about where to place the interpreter. This will usually be in a well-lit area near the speaker. The student should have a clear view of the interpreter and any visual aids the speaker may use. Avoid bright lights or colors directly behind the interpreter.
- Adequate lighting of the interpreter is necessary at all times, especially when the room is darkened.
- Speak at a customary rate of speed, in a natural tone, and using usual speech patterns.
- As the interpreter will be a few words behind the speaker, allow additional time for questions before continuing during a conversation.
- Be mindful that the student cannot watch the interpreter and look at visuals simultaneously. Therefore, allow time for people to look in each direction.
- The student watching the interpreter usually cannot take notes simultaneously, so it is helpful to provide written instructions, directions, or notes when possible.
- Be aware that when using an interpreter, there may be a need to be more precise. For example, in English, there is a big difference between "I would" and "I will". Yet, the sign that the interpreter would most likely use is the same for both. Thus, it could be confusing unless the interpreter adds the concept of "if" to the first phrase, such as, "If I were you, I would..." compared with "I will..." The interpreter may not make the distinction that in the first instance, the speaker is suggesting that the listener do something, and in the second, the speaker is taking the action.

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Communication & Interaction Strategies

In general:

- Let the student decide how to communicate—sign language, lip-reading, or writing notes.
- Be aware of what is communicated through body language, hand gestures, and facial expressions.
- Be aware that, if you point to an object or area during a conversation with the student, the student will most likely turn to look at where you are pointing. Wait to resume speaking when the student faces you again.
- If you need to get the student's attention, gently tap his or her shoulder or wave your hand.
- Position yourself so that there is no bright sunlight or glare. Keep your face out of shadows.
- Remove from your mouth objects such as pens, pencils, gum, or food. Keep your hands or any other objects from covering your mouth.
- If the student is speaking for himself or herself and you do not understand the student's speech, it is appropriate for you to ask the student to repeat, or even write down what was said.
- If the student has difficulty understanding something you've said, try repeating the phrase. If your message is still not understood, try to rephrase your thought rather than repeating the same words. Do not raise your voice or shout; the essential barrier is not the student hearing you, it is the student understanding you. If needed, jot the phrase down on paper.
- Not all individuals with a hearing loss can lip-read, but many do. Even good lip-readers, though, sometimes miss words. It is important to check with the student to make sure you are communicating effectively.
- Focus your articulation, diction, and verbal clarity for those students who read lips.
- Maintain face-to-face interactions and eye contact.
- Try to learn some basic sign language.
- Explain any interruption (such as a phone ringing or knock at the door) before attending to it.

Students with Intellectual Disabilities or Autism

In general:

- Be prepared to repeat what you say orally, in writing, or using multiple formats.
- Offer assistance in understanding written instructions and in completing forms or documents.
- Provide extra time for decision-making.

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Communication & Interaction Strategies

- Be patient, flexible, and supportive. Take time to listen to, and understand the student and make sure the student understands you.
- Adjust the length of conversations to maximize the student's ability to remain attentive and decrease stress level.
- Give instructions and have discussions in a quiet, informal, distraction-free environment.
- Describe job tasks clearly, concisely, and simply. Break down large tasks into clearly defined small, sequential steps, keeping verbal descriptions short and direct. Use concrete terms and avoid abstract ideas.
- Establish tasks that include a set routine and consistent work.

With students who have autism:

- Remember that the student may have difficulty making eye contact and interpreting nonverbal cues, such as facial expression, gestures, and tone of voice in social settings.
- Be aware the student may be sensitive to touch, sounds, light, or color. For example, music may have an agitating rather than a calming effect.
- As the degree of impact of the disability varies tremendously with each individual, it helps to ask the student for advice and guidance in setting up his or her work environment. Things to consider would be the amount of noise, light, and other distractions in the student's work area.
- Be aware the student may be socially awkward or shy.
- Provide consistent visual cues to help the student complete transitions from subject to subject, one area of the classroom to another area, or one class to another.
- Make sure directions are given step-by- step, verbally, visually, and by providing physical supports or prompts, as needed by the student. Students with autism spectrum disorders often have trouble interpreting facial expressions, body language, and tone of voice. Be as concrete and explicit as possible in your instructions and feedback to the student.
- Find out what the student's strengths and interests are and emphasize them. Tap into those avenues and create opportunities for success. Give positive feedback and lots of opportunities for practice.
- Build opportunities for the student to have social and collaborative interactions throughout the regular school day. Provide support, structure, and lots of feedback.
- If behavior is a significant issue for the student; seek help from professionals (including parents) to understand the meanings of the behaviors and to develop a unified, positive approach to resolving them.
- Have consistent routines and schedules. When you know a change in routine will occur (such as a field trip or assembly) prepare the student by telling him/her what is going to be different and what to expect or do.



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Communication & Interaction Strategies

With students who have intellectual disabilities:

- Teach one concept or activity component at a time.
- Teach one step at a time to help support memorization and sequencing.
- Teach students in small groups, or one-on-one, if possible.
- Always provide multiple opportunities to practice skills in a number of different settings.
- Use physical and verbal prompting to guide correct responses, and provide specific verbal praise to reinforce these responses.

Students with Specific Learning Disability

- Break learning into small steps.
- Use diagrams, graphics and pictures.
- Provide ample independent, well-designed, intensive practice.
- Let students with reading problems use instructional materials that are accessible to those students with print disabilities.
- Let students with listening difficulties borrow notes from a classmate or use a tape recorder.
- Let students with writing difficulties use a computer with specialized software that spell checks, grammar checks, or recognizes speech.
- Teach organizational skills, study skills, and learning strategies.
- Be firm about any limits that are set.
- If inappropriate behavior is observed or reported, tell the student exactly what behavior is inappropriate and what changes need to be made.
- Reduce distractions and unnecessary visual and auditory stimulation.
- Be thorough, direct, and specific in communication. Ask questions to insure understanding. Allow adequate time for a response.
- Demonstrate how to do a task in addition to explaining it verbally.
- Give frequent and constructive feedback.
- Allow adequate time to learn certain skills.
- Whenever possible, notify the student of changes well in advance.
- Decide together the preferred way to communicate.

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Communication & Interaction Strategies

Students with Orthopedic Impairment

- Always presume competence.
- Be patient.
- Remember that every student has different needs.
- Students with mobility impairments have a broad range of physical capabilities. When in doubt, ask.
- If a student uses crutches, a walker, a cane, or some other assistive equipment, offer assistance with coats, bags, or other belongings.
- When walking with a student who walks more slowly than you, walk alongside and not in front of the student.
- If a student falls or is off-balance, simply offer assistance. A natural tendency is to overreact, but you need not be overprotective of a student with a mobility disability.
- Never lean on a wheelchair or treat the wheelchair as a piece of furniture—it is a part of the student’s personal space.
- Talk directly to the student, not to a companion or other third party.
- It is appropriate to offer to assist with a particular task such as opening a door, but do not be offended if your help is not accepted. Never assume the student needs your assistance and start grabbing or pushing his or her wheelchair.



- If the student uses a cane or crutches, the student will want to keep them within reach. If, however, they are in the way or pose a tripping danger, ask the student to move them under the chair or desk.
- Pull up a chair so that you are at eye-level, or stand far enough back so the student doesn’t have to look up at an awkward angle.
- If the student’s speech is difficult to understand, do not hesitate to ask him or her to repeat what was said. Never pretend to understand when you do not.
- If a student uses assistive technology, be patient with the technology.

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Communication & Interaction Strategies

- Some people with paraplegia, quadriplegia, or other OIs may have difficulty in holding a pen or in writing. Although you should not assume so, the student may want or need your assistance in this task and ask for it. If this is the case, ask how you can best assist him or her. For example say, "If you would like assistance, I am available to help you."
- Do not physically lift or manipulate a student with a mobility disability in any manner against his or her will.

Students with Emotional Disturbance

Students with emotional disturbance require a structured environment that includes: predictable rules and routines; consistent rewards for appropriate behavior; behavior management techniques; systematic teaching of social skills; supportive therapies involving music, art, exercise, and relaxation techniques; and individual and group counseling to improve self-understanding, self-esteem, and self-control.

- Be sensitive to the student's needs relating to medication issues, insomnia, fatigue, or other conditions that often accompany psychiatric disabilities.
- Through your own behavior and demeanor, show that you trust the student's ability to monitor his or her behavior.
- Integrate the student fully into group activities.
- If the student makes an occasional odd statement, help redirect the student to the topic or task.
- Minimize stress for the student as much as possible.
- Approach each student with an open mind about his or her strengths and abilities.
- Convey important information objectively and avoid using sarcasm and giving mixed messages. Talk to the student in a calm and relaxed manner. Make sure that any instructions are defined carefully and clearly. Repeat or summarize information and write it down for the student's reference when needed. Explain things even though they may seem obvious to you.
- Clearly express expectations for performance and provide feedback on a regular basis. Do not assume the student knows when he or she is doing either well or poorly.
- Be firm, fair, flexible, and consistent, especially in administering rules and learning assignments.

Students with Speech or Language Impairment

- Always assume competence.
- Read, read, read.
- Be patient.
- If necessary, use other forms of communication such as sign language, symbols, sign cards, or communication boards.
- Offer maximal social interaction opportunities.

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Communication & Interaction Strategies

- Work at the student's pace.
- Present only one concept at a time.
- Provide verbal and tangible reinforcements.
- Encourage reading and writing daily.
- Use tactile and visual cues.
- Do not pretend to understand when you do not. Ask the student to rephrase the thought or spell out a particular word to facilitate your understanding.
- Repeat back what you do understand so the student may fill in or correct your understanding where needed.
- If you are having difficulty understanding what the student is saying, say so. "I didn't understand that last part. Could you please repeat it?" "I'm not sure if I understood correctly. Did you say...?"
- Concentrate on the words the student is saying, rather than on how they are being said.
- If a communication barrier seems impossible to overcome, ask if someone could facilitate the conversation.



Students with Other Health Impairment

For students with Tourette Syndrome:

- If a student is exhibiting the symptoms of Tourette Syndrome, try to ignore the symptoms. If the symptom is bothersome or intrusive and cannot be ignored, bring it to the attention of the student in a non-judgmental and non-threatening way.
- If the symptom is a physical one, move out of the way.
- Do not react with anger or annoyance if the student displays motor or vocal tics. Remember that the student cannot control these.
- Be patient.
- Several short breaks are often more effective than one long break.
- It may help to allow the student to briefly go to a private place where the student is comfortable to relax and release tics. Short time-outs are very helpful.

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Communication & Interaction Strategies

For students with ADHD:

- Figure out what specific things are hard for the student. One student may have trouble starting a task, while another student may have trouble ending one task and starting the next. Each student has different needs.
- Communicate in direct, clear terms. Be patient, specific, and consistent. Apply structure whenever possible in communication.
- Ask clarifying questions throughout the conversation to ensure that the student is grasping the information provided. Repetition will be necessary.
- Post rules, schedules, and assignments. Clearly stated rules and routines will help the student. Follow set times for specific tasks. Call attention to any changes in the schedule.
- Help the student channel his or her physical activity. For example: let the student do some work at the board, standing up, sitting, or laying on the floor; create rhythmic movement opportunities, such as standing and clapping out the syllables while reviewing vocabulary words; or provide special cushions that allow for controlled wiggling in the chair. Use visual, tactile, and kinesthetic activities whenever possible.
- Provide regularly scheduled breaks.
- Give step-by-step directions and be sure the student is following them. Give instructions both verbally and in writing.

Students with Visual Impairment (including Blindness)

- Do not feel awkward using words that relate to sight, such as “Did you get a chance to see that game?” or “See you later!”
- Announce your presence by name because your voice may not be recognizable. Never leave a student’s presence without excusing yourself first.
- Speak directly to the student in a normal speed and tone of voice; do not shout or speak too slowly.
- When conversing with a group of people, identify the person to whom you are speaking. If a student who is blind or has low vision does not respond to you, it may be because he or she thinks you are talking to someone else.
- Be prepared to read aloud any information that is written, if requested.
- When giving directions, use a relevant reference. “Two steps to your left” is a better way to describe a location than a vague expression such as, “over there.” Some individuals like to refer to positions in terms of clock hands: “The chair is at your 2 o’clock.”
- Use directional words with the other person’s orientation. For example, when you are facing a student, the door that is on your “left” is on the student’s “right.”
- If a student asks you for assistance in going from one location to another, put out your arm and tell him or her that your arm is there. He or she will then take your arm and you can proceed. Do not just grab the student’s arm.

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Communication & Interaction Strategies

- Walk at a comfortable pace when guiding a student who is blind. There is no need to walk slowly. Let the student know if you are approaching a step or other obstacle, and how you plan to navigate it.
- When guiding a student into a new or strange surrounding, describe special features or physical characteristics of the area. When going into a room, orient the student to the surroundings: describe where furniture is, where the door is, and where the student is in relation to these objects.
- When speaking to a student with low vision, position yourself so that the sun or any other bright lights are in front of, not behind, you. Your face will be illuminated and, at the same time, glare or blinding light in the eyes of the student will be eliminated.
- Service animals are not pets—do not distract or pet them. When the animal is not on duty, it is up to the student to decide if play is permitted.
- If you are offering a seat, physically indicate the back or arm of the chair or give a verbal cue about the seat's location, e.g., "The chair is one step to your right" or "The chair is two steps behind you." Then the student will be able to sit down by him or herself. Do not force the student into the chair or move the chair without telling the student.
- Be precise when you describe people, places, or things. Use descriptive language. If the student has visual memories, references to colors, patterns, designs and shapes are perfectly acceptable. If not, try to attach other descriptive words and ideas to colors. For example, red is often associated with hot, blue with cool, green with calm, yellow with cheery.
- Use alternative formats for written materials, such as Braille, large print, or audio.



Educators who work with students who are both deaf and blind have a unique challenge to ensure that the student has access to the world beyond the limitations of their reach. The most important challenge for educators (as well as for parents and caregivers) is to meaningfully communicate. Students who are deaf-blind will often need touch in order for them to be sure that their partner shares their focus of attention. Exploring objects should be done in a “nondirective” way, allowing the student to have control. The student may also have very slow response times. Therefore, allow time for the student to respond.

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Communication & Interaction Strategies



Activity 5.3
Disability Etiquette Scenarios

Directions: Visit the United Spinal Association website at: <http://www.unitedspinal.org/pdf/DisabilityEtiquette.pdf>. In the free publication titled, *Disability Etiquette*, choose three (3) of the etiquette scenarios illustrated by drawings. Each scenario will have two drawings. Answer the questions below.

	RESPONSES
ETIQUETTE SCENARIO 1 (describe):	
What is wrong about the first interaction illustrated?	
What is right about the second interaction illustrated?	
ETIQUETTE SCENARIO 2 (describe):	
What is wrong about the first interaction illustrated?	
What is right about the second interaction illustrated?	
ETIQUETTE SCENARIO 3 (describe):	
What is wrong about the first interaction illustrated?	
What is right about the second interaction illustrated?	

- Preview the activity in advance.
- Preview the website in advance. Find an alternate resource if the link has changed.

Communication and Privacy

Paraprofessionals must follow the policies of their school that relate to sharing information about students. The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when the student reaches the age of 18 or attends a school beyond the high school level. (Students to whom the rights have transferred are "eligible students.")

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, directory information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and 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.

- Preview the website in advance. Find an alternate resource if the link has changed.



Review additional guidance about FERPA from this U.S. Department of Education website: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>.

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Communication & Interaction Strategies



Activity 5.4
FERPA Q&A

Directions: Visit the U.S. Department of Education website at: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>. Look for the answers to the questions below.

1. Is a school generally required to provide an eligible student with access to academic calendars, course syllabi, or announcements of extra-curricular activities?

2. Must a school provide an eligible student with updates on the student's progress in a course (including grade reports)?

3. Is the school required to amend education records in response to an eligible student's request?

4. Do exceptions exist relating to the school's disclosure of a student's education records?

Answers:
1. No.
2. Only if the information already exists in the form of an education record.
3. No; the school is required to consider the request.
4. Yes.

- Preview the website in advance. Find an alternate resource if the link has changed.

- Preview the activity in advance.



Activity 5.5 Communication Scenarios

Directions: Read each scenario and answer the questions that follow.

- Sandy has worked at Arbor Heights Schools for three years. She completed the state's training program for special education paraprofessionals, as well as additional classes. She's received good reviews from the teachers she has worked with, as well as from administrators and parents. She usually arrives at school early and often rearranges her personal schedule to accommodate her work. This year, Arbor Heights has a new teacher, Rick, who recently graduated from the state university's teacher education program. Understandably, Rick has high expectations, lots of ideas, and seemingly boundless enthusiasm. Although Sandy accepts the need to change, she does not seek it out. This year, change came knocking when she was paired with Rick on a team. Sandy is not as confident in Rick's ideas as Rick is, and she discusses her concerns with other paraprofessionals. Once, she even confided to a student's mother that she thought one of Rick's new ideas was not a good use of time. Rick appreciates Sandy's dependability, dedication, and obvious love of her work, but he is puzzled by her lack of enthusiasm for his ideas. More than once, he has noticed Sandy looking in his direction with her arms folded, or saw her glance at the clock frequently while he was talking with her. This being his first teaching job, though, Rick isn't sure what to do, so he decides to wait for Sandy to say something first.

 - What issues does the scenario involve?
 - What are the professional implications of the scenario for the persons involved?
 - How could each person best respond to the situation?
- Reynaldo is a paraprofessional. One of his responsibilities as a team member is to work with Amy, a student, to help Amy achieve her IEP goals. The general education teacher on the team, Michelle, has been very pleased with Reynaldo's work with Amy, who has made great progress. One Wednesday afternoon, Michelle talks with Reynaldo about Amy's file ahead of a scheduled IEP meeting. That Friday night, while attending a school function, the school principal overhears Reynaldo talking about Amy's family background to another person. Recognizing Reynaldo, the principal mentions the incident to Michelle on Monday. The principal also receives a phone call from Amy's guardian, her aunt, asking why information about their family had been shared with people in the community; somebody had shared the information with Amy's aunt on Saturday. Reynaldo is surprised; he would never do anything to lose the trust of a parent or guardian. Michelle is disappointed, because she assumed that Reynaldo was familiar with FERPA requirements.

 - What issues does the scenario involve?
 - What are the professional implications of the scenario for the persons involved?
 - How could each person best respond to the situation?

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Communication & Interaction Strategies

3. Tori has worked as a paraprofessional in Morningside Schools for several years. She enjoys working with teachers and others on a team to help students meet their education goals and prepare for life after school. Tori would tell anybody that language arts instruction is her strength, but she is a committed team member. She has seen the positive results that effective teams can achieve. This year, Tori has found herself assisting her students with more math assignments than previously. Tori would never list mathematics as one of her strengths. To help make the math assignments more manageable for herself and less frustrating for her students, Tori sometimes takes shortcuts by abbreviating the assignments or letting two students work together on a problem. The math teacher, Erik, has observed Tori and wonders how he could make her aware of his different expectations.

- A. What issues does the scenario involve?
- B. What are the professional implications of the scenario for the persons involved?
- C. How could each person best respond to the situation?

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

- Preview the PowerPoint file from this module. Enhance it as needed.
- Identify any terms to define.
- Find additional videos to supplement those listed.
- Discuss the role of the paraprofessional as it relates to this topic.
- Preview the objectives. Briefly state why each is important.



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.

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Behavior Strategies,
Progress Monitoring
& Data Collection

- 10. Identify four common methods of collecting data.
- 11. Explain the graphing of data.
- 12. Complete data collection case studies.

The ABCs of Behaviors

Measuring a student’s behavior is an important responsibility of educators. Before being able to measure behavior, it must be defined. Defining a behavior helps teachers and paraprofessionals to:

- Describe what actions are taking place in exact (and measurable) terms
- Gather data about the behavior
- Communicate expectations to the student and to persons assisting the student
- Choose appropriate strategies/interventions
- Monitor the student’s progress
- Write IEP goals and objectives
- Communicate with parents, administrators and others



Student behaviors do not exist in a vacuum. The context of behaviors includes antecedents and consequences. Antecedents are things that occur before a behavior. For example, an assignment given by the teacher can be the antecedent of the student doing the assignment (the behavior). Other antecedents could include directions provided by the teacher, the end-of-class bell, and verbal or nonverbal communication with another student. A consequence of the behavior may be the grade that the teacher gives to the student. The letters A-B-C provide a way of easily remembering the relationship among antecedents (A), behaviors (B) and consequences (C).

Changes in the antecedents or consequences of student behaviors can influence those behaviors. Consequences that encourage or strengthen a behavior are also known as positive behavioral support. Positive behavioral support strategies are consequences that the student wants to receive. In contrast, restrictive behavioral strategies provide the student with negative consequences to behavior. Examples of these strategies include reprimands, loss of a positive support, and loss of a privilege. Restrictive behavioral strategies can be misused and a school, school district, or state may have regulations that limit or prohibit their use. It is essential for paraprofessionals to know the requirements regarding behavior strategies that apply to their workplace.



Watch the video, “Challenging Behavior in Young Children”: <http://www.youtube.com/watch?v=8eCfnrGu5xo&feature=related>

- Preview the video in advance. Find an alternate video if the link has changed. The duration of this video is 5:25.

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Activity 6.1
A-B-C Analysis

Directions: Visit the IRIS Center website below and complete the activity, “Behavior: Conduct an A-B-C Analysis.”



http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Conduct_an_ABC_Analysis.pdf

- Preview the activity in advance.
- Discuss the roles of the paraprofessional and the supervising teacher.
- Discuss additional strategies.

Positive Behavioral Support Strategies

Paraprofessionals must work with the approval of the classroom teacher in implementing any behavioral strategies. Strategies should also satisfy the following criteria:

- Meet school, district, and state regulations.
- Relate to specific student behaviors.
- Provide positive consequences for desired behaviors.
- Be applied by all educators who work with the student.
- Represent achievable expectations.
- Be effectively communicated to the student.

Modifying the learning environment. The learning environment itself can influence students’ behaviors in a positive or a challenging way. For example, environments that are too busy, too noisy, too warm, or too cold may not lead to positive behaviors. However, educators can change some aspects of the learning environment to encourage positive behaviors.

- Accommodate individual students’ needs as much as possible.
Examples: clearly-defined learning centers, seating near the front of the class, adequate lighting, isolation of noise sources, etc.
- Rearrange the room (such as to create learning centers).

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- Review classroom traffic patterns.

Example: too little space could lead to bumpings and other disruptions

Decreasing student uncertainty. For most people, uncertainty affects anxiety levels. This is also true of students with disabilities. For them, the classroom schedule or routine offers certainty and stability. Modifying schedules and routines to increase predictability can be a strategy to promote students' positive behaviors.



- Create a daily schedule or weekly planner. Refer students to their schedule and preview future activities.

NOTE: Schedules and previewing can also encourage positive behaviors by allowing paraprofessionals to focus students on the criteria for successfully completing future activities and the results expected.

- Create individualized routines for students who might benefit from them.
- Prepare students ahead of changes in their daily schedules, to help reduce students' anxiety.

Examples: fire drills, late-arriving therapist, teacher out sick, assemblies

- Provide transitions from one activity to another.

NOTE: Transitions are signals to students that one activity is ending and another will be starting. These signals can be visual, auditory (sounds), or tactile.

Providing opportunities to make choices. Many students with disabilities may have fewer opportunities to make choices in their everyday lives. As a result, these students may have difficulty communicating their choice. Providing opportunities for making choices teaches decision-making skills. It also increases students' inclusion, enhances their productivity, and gives them a greater sense of independence. Choice can be built into an activity or task, or can be reflected in providing a variety of tasks from which the student can choose.

Identifying positive ways for the student to communicate. Not all students have the skills to communicate what they need or want in a positive way. For example, a student may communicate her frustration in a disruptive or aggressive way. Working with the student to agree on a positive alternative method of communication could reduce the frequency of the challenging behaviors.

Adapting instruction. Strategies that modify curriculum or instruction can assist students in completing tasks and activities successfully. The nature of activities, including their duration and pacing, could have an impact on whether students respond in a positive or challenging way.

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- Adjust the difficulty level, pace, or length of an activity.
- “Chunk” instruction into smaller time blocks.
- Vary the method of presentation.
- Mix learned tasks with new tasks.
- Mix easier tasks and more difficult tasks.
- Incorporate students’ interests and preferences, if possible.

Example: Intersperse a student’s preferred activity, such as working on the computer, consistently throughout the student’s daily and weekly schedule.

Recognizing positive behaviors. Ideally, a task completed well is its own reward. However, some students will need greater encouragement or recognition than others.

- Reward appropriate behavior.
- Break complex tasks into manageable steps.
- Teach students self-monitoring skills.
- Determine preferred rewards for each student.

Examples: listening to music; receiving privileges (such as extra free time); earning tokens or points to be exchanged for rewards; earning stickers or badges; words of praise, encouragement, or confidence, etc.

- Reduce the rewards over time as the appropriate behavior becomes learned.

Teaching alternative responses to students. Some behaviors occur simply because the student does not know a more appropriate way to reach a desired result. Teaching alternative approaches to reaching the desired result can help reduce the occurrence of less desired behaviors. It can also build the student’s level of skill.

- Preview the website in advance. Find an alternate resource if the link has changed.

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Behavioral Strategies for Students with Autism Spectrum Disorders

In addition to academic instruction, special education programs for students with autism spectrum disorders focus on improving communication, social, academic, behavioral, and daily living skills. Behavior and communication problems that interfere with learning often require the assistance of a professional in the autism field to develop and help implement a plan which can be carried out at home and school.



The classroom environment should be structured so that the program is consistent and predictable. Students with an autism spectrum disorder learn better and are less confused when information is presented visually as well as verbally. Interaction with nondisabled peers is also important—these students provide models of appropriate language, social, and behavioral skills. Consistency and continuity are very important; parents should always be involved in the development of the student’s program so that learning activities, experiences, and approaches will be most effective and can be carried over into the home and community.



Learn more about positive reinforcement and autism: <http://autism-help.org/behavior-positive-reinforcement-autism.htm>

Behavioral Strategies for Students with Emotional Disturbance

Educational programs for students with emotional disturbance need to include attention to providing emotional and behavioral support as well as helping them to master academics, develop social skills, and increase self-awareness, self-control, and self-esteem. Providing students with positive behavioral support in the school environment can help to minimize problem behaviors and foster positive, appropriate behaviors. It is also important to know that, within the school setting:

For a student whose behavior is an obstacle to learning (including the learning of others), the student’s IEP team must consider, if appropriate, strategies to address that behavior, including positive behavioral interventions, strategies, and supports.

Students eligible for special education services under the category of emotional disturbance may have IEPs that include psychological or counseling services. These are important related services available under IDEA and are to be provided by a qualified social worker, psychologist, guidance counselor, or other qualified personnel.

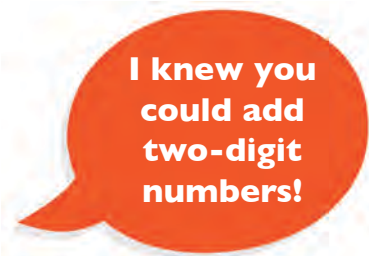
- Supplement the discussion with additional resources about autism spectrum disorders.
- Preview the website in advance. Find an alternate resource if the link has changed.
- Supplement the discussion with additional resources about emotional disturbance.

- 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.

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.



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Activity 6.2
Using Behavior-Specific Praise

Directions: From the list of words of encouragement and confidence below, choose five—or create your own—and turn them into behavior-specific praise.

Example: Before — "Great job!"
 After — "Great job cleaning up your station before you changed activities!"

1. _____

2. _____

3. _____

4. _____

5. _____

- Ask for learners to share their answers.

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Words of Encouragement and Confidence

Good job!
That's great!
That's wonderful!
You're very good at that!
Good work!
Congratulations!
Beautiful!
You're a fast learner!
Keep it up!
That's the way!
Nice job!
Terrific!
Fantastic!
Sensational!
Excellent!
You did that very well!
Outstanding!
I'm proud of your work today.
You're a fast learner!

Way to go!
Good thinking.
Keep on trying.
You're doing fine.
That's top-quality work!
You make that look easy!
I'm impressed!
Good idea!
I knew you could do it!
Very nice!
You did a good job today.
That's it!
That's the best so far!
Perfect!
Wow!
Nothing can stop you now!
Much better!
You're really working hard today!
You rock!

- Preview the website in advance. Find an alternate resource if the link has changed.



Learn more about positive behavioral supports for students with emotional disturbance from the Association for Positive Behavior Support: http://www.apbs.org/new_apbs/pbsInfo.aspx?id=schools

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Activity 6.3
Behavioral Support Strategies
for Students with ADHD

Directions: Use the publication below from the U.S. Department of Education to learn more about positive behavioral supports for students with ADHD. Complete the table of strategies.



Teaching children with attention deficit hyperactivity disorder: Instructional strategies and practices: <http://www2.ed.gov/rschstat/research/pubs/adhd/adhd-teaching.html>

- Preview the activity in advance. Complete a sample of the table to show the detail you want.

BEHAVIORAL INTERVENTION TECHNIQUES: STUDENTS WITH ADHD	
Verbal Reinforcement	Key Word Description
1. Define the appropriate behavior while giving praise.	
2. Give praise immediately.	
3. Vary the statements given as praise.	
4. Be consistent and sincere with praise.	

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BEHAVIORAL INTERVENTION TECHNIQUES: STUDENTS WITH ADHD	
Generalized Behavioral Intervention Techniques	Key Word Description
1. Selectively ignore inappropriate behavior.	
2. Remove nuisance items.	
3. Provide calming manipulatives.	
4. Allow for "escape valve" outlets.	
5. Activity reinforcement	
6. Hurdle helping	
7. Parent conferences	
8. Peer mediation	

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BEHAVIORAL INTERVENTION TECHNIQUES: STUDENTS WITH ADHD	
Behavioral Prompts	Key Word Description
1. Visual cues	
2. Proximity control	
3. Hand gestures	
Positive Behavioral Interventions	Key Word Description
1. Tangible rewards	
2. Token economy systems	
3. Self-management systems	

- Review the importance of data and the paraprofessional's role.

Criteria for Useful Data

The data collected about a student's behavior plays a role in decisions made about the student's education. As a result, it is essential to collect information that is as accurate as possible. Useful data are more likely to result when the following criteria are met:

Accurate—The data collected must be as accurate as possible. Collecting accurate data depends upon following established procedures that reduce the potential for errors. It also involves limiting the opportunity for bias on the part of the person collecting the data.

Consistent—The methods of data collection must provide reliable results each time the data are collected.

Easy to measure—Data that are easier to identify—such as the number of times a behavior occurs or how long a behavior lasts—can increase the opportunity for accurate data collection. Data that requires the person collecting the data to interpret or make judgments—such as the quality of an assignment—can introduce uncertainty about the accuracy of the data. The process of data collection also must not interfere with the student's work itself.

Easy to record—The data recording system, such as the sheets or forms used to write down the data, must be easy for the person collecting the data to use without making mistakes. The form should not get in the way of the data collection process.



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Collecting and Graphing Data

Four common methods of collecting data fall into two categories:

- Number of occurrences
 - Frequency/Event recording—how many times a behavior occurs within a certain time period; for behavior that has clear starting and ending points
 - Interval recording—whether a behavior occurs within a certain time period; for behavior that is continuous or that has starting and ending points that are difficult to identify
- Length of occurrences
 - Duration recording—how long a behavior lasts (the time between the behavior starting point and the behavior ending point)
 - Latency recording—how long it takes before the student begins a behavior (the time delay between an instruction or cue and a response or behavior)

Example 1: Frequency/Event Recording

Student: Jamie				
Behavior: Leaving seat during math class.				
Date	Time Start/Stop		Number of Observations	Total Count
10/7	10:50	11:50	XXXXXXXXXXXXXX	12
10/8	10:50	11:50	XXXXXXXXXXXXXX	14

- Supplement the examples of data collection forms with other examples.

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Example 2: Interval Recording

Interval Recording Form

Student: Jamie

Date: 10/11/XX

Class/Teacher: Math/Ms. Fullbright

Observer: Ms. Ramirez

Time/Length of Observation: 2:15-2:25 pm **Length of Interval:** 10 seconds

Problem Behavior: Jamie is talking to friends and writing notes during problem-solving activities.

Desired Behavior: Jamie will look at assigned problems, ask questions, if needed, and solve the problems according to the teacher's directions.

Codes: + problem behavior did occur during some portion of interval
- problem behavior did not occur

Interval	Behavior	Interval	Behavior	Interval	Behavior	Interval	Behavior	
1	+	16	+	31	-	46	+	
2	+	17	+	32	-	46	+	
3	+	18	+	33	-	48	-	
4	+	19	+	34	-	49	-	
5	+	20	+	35	-	50	-	
6	-	21	+	36	-	51	+	
7	+	22	+	37	-	52	+	
8	+	23	-	38	+	53	+	
9	+	24	-	39	-	54	+	
10	-	25	-	40	+	55	+	
11	-	26	-	41	-	56	+	
12	-	27	+	42	+	57	+	
13	+	28	+	43	+	58	+	
14	+	29	+	44	+	59	+	
15	+	30	+	45	+	60	+	
							Total / % occurrences	
							Total / % nonoccurrences	

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Example 3: Duration Recording

Duration of Behavior Tally Sheet

Student: Jamie

Date of Observation: October 17

Behavior: Jamie talked with other students at her table during problem-solving activity.

Starting Time: 10:58 am

Ending Time: 11:07 am

Total Observation: 9 minutes

Example 4: Latency Recording

Latency Recording Form

Student: Jamie **Date:** 10/1/XX - 10/5/XX

Class/Teacher: Math/Ms. Fullbright

Observer: Ms. Ramirez

Target Behavior: After the class is told to begin solving the math problems, Jamie delays beginning her assignment for 60 seconds or longer.

Replacement Behavior: After the class is told to begin solving the math problems, Jamie will start her assignment within 60 seconds.

Date	Time Jamie was instructed to begin work	Time behavior was initiated	Latency
10/1/XX	8:35:00 am	8:35:33 am	33 sec.
10/2/XX	8:35:09 am	8:37:14 am	2 min. 5 sec.
10/3/XX	8:35:01 am	8:36:29 am	28 sec.
10/4/XX	8:35:02 am	8:35:33 am	31 sec.
Average			

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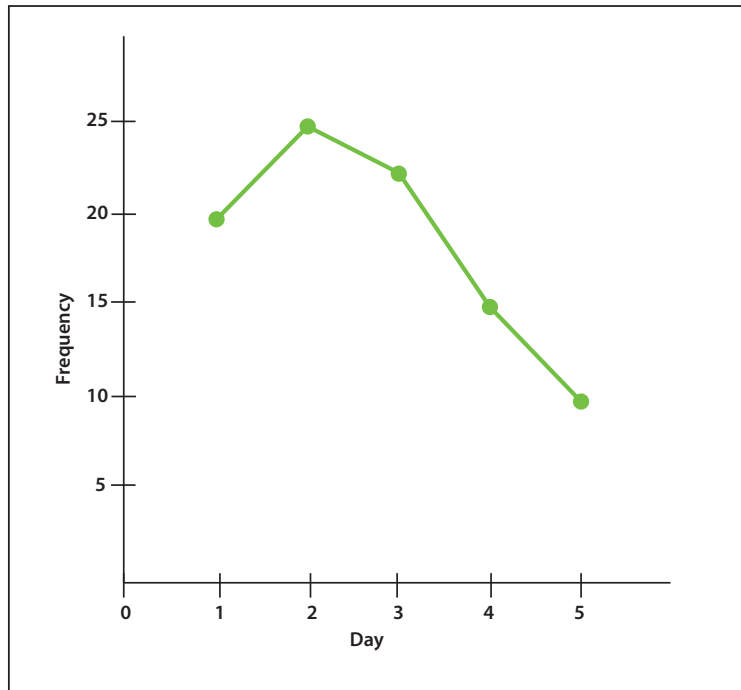
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Behavior data is often displayed in the form of a graph. This makes it easier to see the data quickly and detect any changes in a student's performance. Graphs can summarize the results of multiple data collection observations in an efficient way. Paraprofessionals may assist teachers in updating the graphs or charts in a student's file.

Graphs have a horizontal axis and a vertical axis. The horizontal axis represents the data collection time period, such as days or weeks. The vertical axis represents the data itself, such as frequency (the number of times a behavior occurred), percentage, duration of the behavior, latency, etc. Data points are plotted individually on the graph and then connected with a line.

- Provide sample data for learners to practice plotting on a graph.

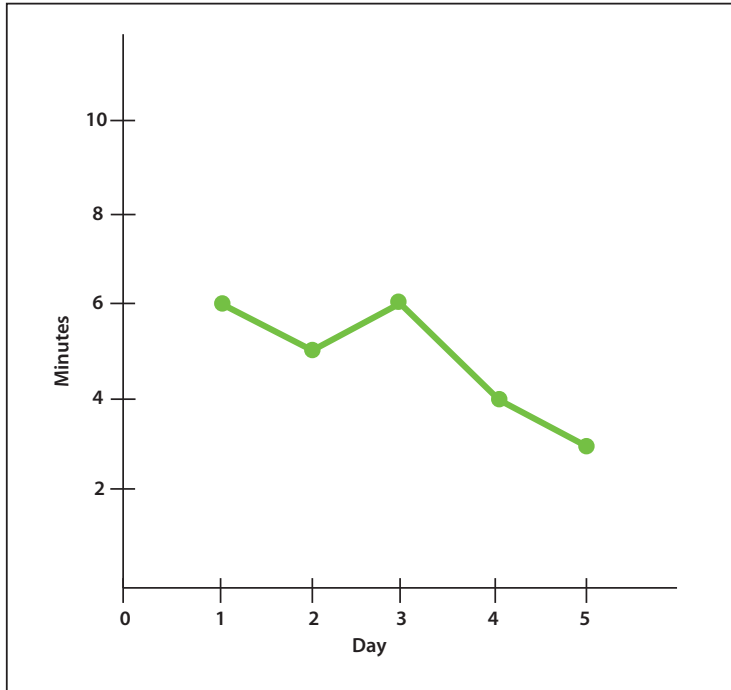
Example 1: Frequency/Event Graph



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Example 2: Duration Graph



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Activity 6.4
Data Collection

Directions: Visit the IRIS Center website below and complete the “Measuring Behavior” case study unit.



http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_measbeh.pdf

- Preview the activity in advance.

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

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