Paraeducator Training Guide

Revised August 2014

In partnership with integrated communities, Special Education serves students with disabilities by providing targeted supports and services that supplement general education, thereby creating equal access and opportunities to facilitate a seamless transition to a successful community, career and/or college experience.
## Overview of Topics

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<th>Items</th>
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<td>Work Schedule/Break Information</td>
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<td>Prompting Strategies</td>
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<td>Review of Data and Records Keeping</td>
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<td>Sample Data Sheets</td>
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<td>Behavior Emergency Report Form</td>
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<td>Instructional Strategies</td>
<td>Instructional Strategies</td>
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<td>Accommodations/Modifications</td>
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<td>Supports in a Variety of Learning Environments</td>
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<td></td>
<td>Service Delivery Overview and Supports</td>
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<td>Delivery of Instruction</td>
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<td></td>
<td>Characteristics of Specific Disabilities</td>
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<td></td>
<td>Instructional Strategies for Specific Disabilities</td>
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<tr>
<td>Community-Based Instruction</td>
<td>Community-based Instruction Procedures</td>
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<tr>
<td>IEP Process and Disability Awareness</td>
<td>People First Language</td>
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<td></td>
<td>Review of Student IEP</td>
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<td></td>
<td>Review Student Schedule</td>
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<td>Self-Reflection</td>
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</table>
Special Education School Year Start Up
Checklist for Paraeducators

ENROLLMENT
☐ Review Welcome to Our School flowchart with clerical and special education staff.

STAFFING
☐ Review, sign and date the Guidelines for Maintaining Professional Conduct and Prohibition of the Use of Aversive Behavior Procedures and Intrusive Behavior Interventions documents on the sign-off sheet.

☐ Review the school handbook for site and district policies and procedures. Contact the case manager and/or administrator regarding questions.

☐ Review the procedures for reporting absences and requesting a substitute to cover your position.

SERVICE DELIVERY
☐ Participate in professional development for paraeducators when possible. Collaborate with case managers and the administrator to identify opportunities.

☐ Work directly with students, under the direction of the case manager. (The principal is the paraeducators’ immediate supervisor.)

☐ Access the Paraeducator Training Guide for additional information regarding the roles and responsibilities of paraeducators.

☐ Review the master schedule with the case manager. This schedule will identify the times, location and students to be supported throughout the day.

☐ Review IEPs with the case manager.

☐ Review copies of behavior plans and review the Behavior Emergency Report (BER) procedure. Contact the case manager if you have any questions.

☐ Discuss the process for communication with the case manager.

☐ Discuss the process for data collection on goals with the case manager.
## Staff Development Training Log

The following topics have been reviewed by the site administrator and paraeducator at ______________ (school) during the month of ____________.

The initials indicate that the paraeducator was trained and/or was given a review of the topic(s) marked as completed.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Date Completed</th>
<th>Paraeducator’s initials</th>
<th>Site Administrator’s initials</th>
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</thead>
<tbody>
<tr>
<td>Position Responsibilities</td>
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<tr>
<td>Professional Conduct/Effective Communication</td>
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<td>Positive Behavior Supports</td>
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<tr>
<td>Instructional Strategies</td>
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<tr>
<td>Community-Based Instruction</td>
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</tr>
<tr>
<td>IEP Process and Disability Awareness</td>
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</tbody>
</table>

*Example of a training log that can be used at a high school setting.*
This is a suggested calendar of training topics you could use. Please adjust the calendar based on the needs at your site. Since there is a lot of information to explain, it is easier to break it up and present a few topics each month. Following this page are monthly training logs that can be used to record which topics have been covered. Please feel free to modify the training logs and keep for your site’s record.

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
</tr>
</thead>
</table>
| September | Job Description and Responsibilities  
Professional Conduct  
Review Schedules, Behavior Management Plan, Data Collection Procedures  
Review Tips for Paraeducator Reference Guide  
Review Student Records and IEP’s |
| October  | Positive Behavior Supports  
Review Behavior Management Plan/Reinforcement Strategies  
Hierarchy of Prompting  
Review Student Records and IEP’s |
| November | Learning Environment/Organization  
Supporting Students in General Education Classes  
Community Based Instruction (if applicable)  
Review Student Records and IEP’s |
| December | Delivery of Instruction  
Review Standards  
Accommodations/Modifications  
Review Student Records and IEP’s |
| January  | Language Arts  
Transition Planning (if applicable)  
Review Data Collection  
Review Student Records and IEP’s |
| February | Mathematics  
Social Skills  
Review Student Records and IEP’s |
| March    | Replacement Behaviors  
Choice-Making Opportunities  
Vocational/Person Centered Planning (if applicable)  
Review Student Records and IEP’s |
| April    | Interaction with Student’s Family  
Key Elements in Communication  
Review Student Records and IEP’s |
| May      | People First Language  
Self Reflection  
Review Student Records and IEP’s |
SEPTEMBER STAFF DEVELOPMENT TRAINING LOG

The following items have been reviewed by the supervisor and paraeducators for the month indicated. Please initial and give a copy of the completed checklist to your site administrator.

School: ______________________ Supervisor’s: ______________________

<table>
<thead>
<tr>
<th>September</th>
<th>Supervisor’s Initials</th>
<th>Paraeducator’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Description and Responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Conduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review Schedules, Behavior Management Plan, Data Collection Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tips for Paraeducator Reference Guide</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above items have been reviewed with me on the listed date. I understand the importance of this information and will integrate it into my daily performance.

Paraeducator’s Signature ______________ Date __________

Supervisor’s Signature ______________ Date __________
October STAFF DEVELOPMENT TRAINING LOG

The following items have been reviewed by the case manager and paraeducators for the month indicated. Please initial and give a copy of the completed checklist to your site administrator.

<table>
<thead>
<tr>
<th>October</th>
<th>Supervisor’s Initials</th>
<th>Paraeducator’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Behavior Supports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review Behavior Management Plan and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reinforcement Strategies</td>
<td></td>
<td></td>
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<tr>
<td>Hierarchy of Prompting</td>
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</tr>
</tbody>
</table>

The above items have been reviewed with me on the listed date. I understand the importance of this information and will integrate it into my daily performance.

Paraeducator’s Signature ___________________________ Date ____________

Supervisor’s Signature ___________________________ Date ____________
November STAFF DEVELOPMENT TRAINING LOG

The following items have been reviewed by the case manager and paraeducators for the month indicated. Please initial and give a copy of the completed checklist to your site administrator.

School: ______________________  Supervisor’s: ______________________

<table>
<thead>
<tr>
<th>November</th>
<th>Supervisor’s Initials</th>
<th>Paraeducator’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Environment/Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Students in General Education Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Based Instruction (if applicable)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above items have been reviewed with me on the listed date. I understand the importance of this information and will integrate it into my daily performance.

Paraeducator’s Signature: ______________________  Date: __________

Supervisor’s Signature: ______________________  Date: __________
December STAFF DEVELOPMENT TRAINING LOG

The following items have been reviewed by the case manager and paraeducators for the month indicated. Please initial and give a copy of the completed checklist to your site administrator.

School: ______________________ Supervisor: ______________________

<table>
<thead>
<tr>
<th>December</th>
<th>Supervisor’s Initials</th>
<th>Paraeducator’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery of Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review Standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accommodations/ Modifications</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above items have been reviewed with me on the listed date. I understand the importance of this information and will integrate it into my daily performance.

Paraeducator’s Signature ______________________ Date ____________

Supervisor’s Signature ______________________ Date ____________
January STAFF DEVELOPMENT TRAINING LOG

The following items have been reviewed by the case manager and paraeducators for the month indicated. Please initial and give a copy of the completed checklist to your site administrator.

School: ______________________  Supervisor: ______________________

<table>
<thead>
<tr>
<th>January</th>
<th>Supervisor’s Initials</th>
<th>Paraeducator Initials</th>
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</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td></td>
<td></td>
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<tr>
<td>Transition Planning</td>
<td></td>
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<tr>
<td>(if applicable)</td>
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</tbody>
</table>

The above items have been reviewed with me on the listed date. I understand the importance of this information and will integrate it into my daily performance.

Paraeducator’s Signature _______________  Date _______________

Supervisor’s Signature _______________  Date _______________

San Diego Unified
SCHOOL DISTRICT

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February STAFF DEVELOPMENT TRAINING LOG

The following items have been reviewed by the case manager and paraeducators for the month indicated. Please initial and give a copy of the completed checklist to your site administrator.

School: _________________________  Supervisor: __________________

<table>
<thead>
<tr>
<th>February</th>
<th>Supervisor’s Initials</th>
<th>Paraeducator’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
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<tr>
<td>Social Skills</td>
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</tbody>
</table>

The above items have been reviewed with me on the listed date. I understand the importance of this information and will integrate it into my daily performance.

Paraeducator’s Signature ___________________  Date __________

Supervisor’s Signature ___________________  Date __________
# March STAFF DEVELOPMENT TRAINING LOG

The following items have been reviewed by the case manager and paraeducators for the month indicated. Please initial and give a copy of the completed checklist to your site administrator.

**School:** __________________ **Supervisor:** __________________

<table>
<thead>
<tr>
<th>March</th>
<th>Supervisor’s Initials</th>
<th>Paraeducator’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement Behaviors</td>
<td></td>
<td></td>
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<tr>
<td>Choice-Making Opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational/Person Centered Planning (if applicable)</td>
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</tbody>
</table>

The above items have been reviewed with me on the listed date. I understand the importance of this information and will integrate it into my daily performance.

**Paraeducator’s Signature** __________________  **Date**

**Supervisor’s Signature** __________________  **Date**
April STAFF DEVELOPMENT TRAINING LOG

The following items have been reviewed by the case manager and paraeducators for the month indicated. Please initial and give a copy of the completed checklist to your site administrator.

School: ________________________  Supervisor: ________________________

<table>
<thead>
<tr>
<th>April</th>
<th>Supervisor’s Initials</th>
<th>Paraeducator’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction with Student’s Family</td>
<td></td>
<td></td>
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<tr>
<td>Keys to Effective Communication</td>
<td></td>
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</tbody>
</table>

The above items have been reviewed with me on the listed date. I understand the importance of this information and will integrate it into my daily performance.

Paraeducator’s Signature ________________________  Date __________

Supervisor’s Signature ________________________  Date __________
May STAFF DEVELOPMENT TRAINING LOG

The following items have been reviewed by the case manager and paraeducators for the month indicated. Please initial and give a copy of the completed checklist to your site administrator.

School: _________________________ Supervisor: ____________________

<table>
<thead>
<tr>
<th>May</th>
<th>Supervisor’s Initials</th>
<th>Paraeducator’s Initials</th>
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<tbody>
<tr>
<td>People First Language</td>
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<tr>
<td>Self-Reflection</td>
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<tr>
<td>Overview of an IEP</td>
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<td>Characteristics and</td>
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<tr>
<td>Instructional Strategies</td>
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<td>for Specific Disabilities</td>
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The above items have been reviewed with me on the listed date. I understand the importance of this information and will integrate it into my daily performance.

Paraeducator’s Signature __________________________ Date ______________

Supervisor’s Signature __________________________ Date ______________

San Diego Unified
SCHOOL DISTRICT
Example of a form to use when reviewing student records. It is recommended to review student records each month to ensure everyone is working together.

<table>
<thead>
<tr>
<th>Student Record Review</th>
<th>Supervisor's Initials</th>
<th>Para Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review individual student IEP’s, behavior plans, levels of independence, instructional plans, communication tools, equipment needs, modifications and accommodations, and accumulated data/assessments.</td>
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**Student Names:**

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Resources on the San Diego Unified Web Page – [www.sandi.net](http://www.sandi.net)

**Bell Times**
From home page, click Schools, Bell Times, Transportation Bell Times
[http://transportation.sandi.net/belltimes.html](http://transportation.sandi.net/belltimes.html)

**Benefits**
From home page, click Benefits listed in left-hand menu
[https://www.sandiegounified.org/benefits](https://www.sandiegounified.org/benefits)

**Classified Employee Regulations**
From home page, click Departments, Labor Relations, click on Classified Employment Regulations link
[https://drive.google.com/file/d/0B2GSdLj5Dd0QcElmM0JnbVp5RE0/view?pref=2&pli=1](https://drive.google.com/file/d/0B2GSdLj5Dd0QcElmM0JnbVp5RE0/view?pref=2&pli=1)

**Classified Position Descriptions**
From home page, click Employment, click Position Descriptions listed in menu on left
[https://www.sandiegounified.org/position-descriptions](https://www.sandiegounified.org/position-descriptions)

**Forms – Human Resources**
From home page, click Departments, Human Resources, click on Forms listed in menu on left
[https://www.sandi.net/staff/human-resources/human-resources-forms](https://www.sandi.net/staff/human-resources/human-resources-forms)

**Forms – Payroll**
From home page, click Departments, Payroll, Payroll Forms
[https://www.sandi.net/staff/payroll/forms](https://www.sandi.net/staff/payroll/forms)

**Guidelines for Maintaining Professional Conduct**
From home page, click Departments, Special Education, log in, click Special Ed Staff Resources, Paraeducators

**Paraeducator Contract**
From home page, click Departments, Labor Relations, Paraeducator Contract
[http://www.sandi.net/page/1345](http://www.sandi.net/page/1345)

**Policies & Procedures**
From home page, click Staff tab, Administrative, Policies or click Procedures
[https://www.sandiegounified.org/policies-procedures](https://www.sandiegounified.org/policies-procedures)

**Salary Schedules**
From home page, click Staff tab, Employment, Salary Schedules, Paraeducator Employees
[https://www.sandiegounified.org/salary-schedules](https://www.sandiegounified.org/salary-schedules)

**Special Education Contact List**
From home page, click Departments, Special Education, click Contact Us
https://www.sandi.net/staff/sites/default/files_link/staff/docs/special-education/Contact%20list%202015-16.pdf

**Special Education Procedures Manual**
From home page, click Departments, Special Education, log in, Policies and Procedures Manul
https://www.sandi.net/staff/special-education/special-education-procedures-manual-and-resources

**Training - Electronic Registrar Online Log In**
From home page, click Staff, Applications, click Electronic Registrar Online under “E”
https://ero1.eschoolsolutions.com/user/Login.taf?orgId=92103

**WebCenter /Substitute Assignment Management System (SAMS)**
From home page, click Employment, Substitute and Visiting Teacher Resource Site
https://subweb.sandi.net/logOnInitAction.do
Roles and Responsibilities
Paraeducator Roles and Responsibilities

Paraeducators take on a variety of roles in their work with children with special needs in schools. Among these responsibilities are providing instructional supports to the students, adapting materials, facilitating peer interactions, monitoring students’ performance, and communicate effectively with team members (Minondo, Meyer, & Xin, 2001).

Paraeducators may be asked to gather information about students in their classrooms, participate in planning a lesson, carry out elements of a lesson, monitor student performance during a lesson, collect data on particular students, or reflect on and evaluate the effectiveness of the lesson.

IDEIA requires each state to establish standards to ensure all paraeducators are adequately trained to the job for which they are hired. If adequately trained and supervised, paraeducators may assist in servicing students eligible for special education. NCLB also has a set of requirements for paraeducators. Among them is the ability to demonstrate skills in the following areas: the use of general instructional techniques and methods, the use of techniques and methods for assisting in literacy and math, behavior management and behavior support skills, legal and ethical practices and adult interpersonal communication and teamwork skills (Nevin, Thousand, & Villa, 2008).

In an effort to ensure student achievement and a safe learning environment, paraeducator training is crucial to maximize student learning. I understand that should I have questions with any training, I can request to arrange for additional training through the site administrator who will contact the appropriate individuals to conduct the training.

Paraeducator Signature    School    Date

Supervisor’s Responsibility

Training is crucial to meet the diverse needs of all students. As the case manager, I fully understand the importance of training staff monthly. I will conduct monthly training and maintain copies of the Staff Training Logs onsite with the training materials. I understand that if the training is not complete, this could affect student outcome.

Site Administrator Signature    School    Date
POSITION DESCRIPTION

TITLE: Special Education Assistant (SEA) REPORTS TO: Assigned Supervisor
CLASSIFICATION: Classified
REVISED: July 1, 2005

BASIC FUNCTION:
Provide assistance to the instructional program in school classrooms, resource specialist rooms, halls, and on playgrounds, or in licensed children’s institutions, home and hospital education programs, and independent study programs.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. Duties may vary from site to site. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

E = Essential Functions

Tutor individual pupils or groups of pupils. E
Arrange bulletin boards and other displays. E
Supervise pupils in the special education classrooms or resource center in the absence of the classroom teacher. E
May provide individual or small group instruction to pupils according to established individual education plans.
Support behavior management program. E
Prepare and assist in instructing of pupils in the use of a variety of supplementary instructional materials and audiovisual aids. E
Administer, score, and record grades of tests. E
Oversee and perform cleanup activities. E
Supervise pupils at assemblies and on field trips, in the lunch or play areas, halls, and grounds. E
Maintain class rolls, attendance, and other records. E
Operate audiovisual equipment. E
Contact parents to set up or confirm conferences and consultations. E
Participate in staff development programs as directed. E
Gather, compile, and prepare data for statistical and operational reports. E
Maintain records of expenditures for supplies and equipment. E
Coordinate and supervise pupil use of a learning center. E
May train and direct pupil monitors.
May accompany and provide instruction to pupils on buses while enroute to and from school and during field trips.
May assist with the logging of daily bus ridership data.
Perform related duties as assigned.
KNOWLEDGE AND ABILITIES:
KNOWLEDGE OF:
Special education instructional/tutorial procedures and practices.
Reading and writing English communication skills.

ABILITY TO:
Demonstrate enthusiasm for and interest in the instructional program.
Establish and maintain effective working relationships with others.
Plan and organize work to meet schedules and time lines.
Maintain records.
Read, apply, and explain rules, regulations, policies, and procedures.

WORKING CONDITIONS:
ENVIRONMENT:
Indoor, classroom and outdoor settings.

PHYSICAL REQUIREMENTS:
Hearing and speaking to exchange information in person and on the telephone; seeing to perform assigned duties; sitting or standing for extended periods of time; dexterity of hands and fingers to perform assigned duties; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting light objects.
POSITION DESCRIPTION

TITLE: Special Education Behavior Technician (SEBT)
REPORTS TO: Site Administrator
ISSUED: May 24, 2011

BASIC FUNCTION:
Support implementation of students' Individualized Education Programs (IEPs); assist in the instructional program in an educational setting; assist in developing and implementing a behavior plan as described in the IEP.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. Duties may vary from site to site. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)
E = Essential Functions

Support implementation of students' Individualized Education Programs (IEPs). E
Provide individual or small group instruction and support to students according to established IEPs. E
Assist in developing and implementing behavior support and intervention plans and modeling specialized strategies and techniques. E
Implement and model alternative communication intervention strategies. E
Implement and model social skill development techniques, including social stories, peer facilitation, and peer training. E
Assist in implementing reinforcement according to the IEP and behavior support, intervention, and classroom management plans. E
Assist in the preparation and adaptation of instructional materials to enhance student performance. E
Gather, compile, and prepare data for statistical and operational reports. E
Administer tests, correct papers, and record grades; prepare and duplicate instructional materials. E
Provide continuous supervision of students in classrooms and cafeterias, on grounds, at bus loading zones and other school site areas as assigned. E
Supervise students to and from bus loading zones and maintain discipline; supervise and attend to students as they are transported between home and school or on special activity trips. E
Assist in implementing de-escalation strategies which may include physical restraint in accordance with district procedure. E
Participate in staff development programs as directed. E
May supervise students in the absence of the classroom teacher. The teacher shall retain responsibility for instruction and supervision of students in his/her charge (Ed Code Section 45344).
May pick up meals from the cafeteria and serve them to students in the classroom. Perform related duties as assigned.

MINIMUM QUALIFICATIONS:
EDUCATION AND EXPERIENCE:
High School diploma/GED and a passing score on the San Diego City Schools Classroom Assistant
Proficiency Exam (CAPE) or an Associate’s degree (or higher) or 48 or more eligible units of coursework at a recognized college or university. One year of experience in behavior support and instructional methodologies is required. Completion of post high school courses in Psychology, Early Childhood Development, Elementary Education, Special Education, or related field is desirable.

LICENSES AND OTHER REQUIREMENTS:
Personal appearance, grooming, and language patterns which will provide a satisfactory example to students. Conversational and written skills in a specific foreign language related to the needs of the assignment may be required. Maintain Professional Assault Crisis Training (Pro-ACT) certification as provided by the district. Possession of a valid California driver’s license and availability of private transportation may be required for designated positions which require the transportation of students (mileage expense allowance provided).

KNOWLEDGE AND ABILITIES:
KNOWLEDGE OF:
Instructional methodologies and tutorial procedures and practices for students with pervasive developmental disorders.
Data collection strategies.
Behavioral principles and social interaction facilitation.
Interpersonal skills using tact, patience, and courtesy.
Reading and writing English communication skills.

ABILITY TO:
Learn structured teaching principles.
Understand and explain the impact of pervasive developmental disorders on learning.
Assist in developing and implementing behavioral support plans.
Model specialized strategies and techniques.
Prepare and adapt materials to enhance student performance.
Collect and maintain data.
Demonstrate enthusiasm for and interest in the instructional program.
Understand and follow oral and written directions.
Communicate effectively and maintain cooperative relationships.
Establish and maintain effective working relationships with others.

WORKING CONDITIONS:
ENVIRONMENT:
Classroom, outdoor, and community settings; riding on a school bus; exposure to bodily fluids, infectious diseases; physical restraint techniques used as required.

PHYSICAL REQUIREMENTS:
Hearing and speaking to exchange information; seeing to read and prepare instructional materials; sitting or standing for extended periods of time; kneeling, squatting, twisting, bending at the waist, and reaching to model behavior; maneuvering students; strength and energy sufficient to maintain a rigorous work schedule physically restrain heavy students in various school or bus settings.
NOTE: Some positions may involve two or more locations requiring travel between sites within the regular workday.
POSITION DESCRIPTION

TITLE: Special Education Technician (SET)
CLASSIFICATION: Classified

BASIC FUNCTION:
Assist in educational and occupational programs in a special classroom or community setting for pupils with mental retardation, physical or multiple disabilities, or other exceptional needs; maintain classroom, lavatories, and other building spaces in a neat, clean manner.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. Duties may vary from site to site. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

E = Essential Functions
Assist in training pupils in the basic academic and physical skills necessary to care for individual needs. E
Lift and move designated pupils as necessary in the use of bathroom facilities, including changing diapers and clothes, cleaning/showering, and providing personal hygiene care. E
Lift and move designated pupils as necessary in the loading and unloading from vehicles, and/or other activities, as assigned. E
Perform specialized health care procedures under direction of school nurse. E
Adjust special equipment and assist therapist in mobility therapy programs; clean and make minor adjustments to wheelchairs, special equipment, and toys; may prepare specialized materials and equipment for use in the special education or general education classroom. E
Tutor individuals and groups in subject material; may assist older pupils in taking classroom notes. E
Supervise pupils on or off school grounds; may supervise and attend pupils on buses as they are being transported to and from school or on special activity trips during the day; transport pupils to off-site locations to attend pre-vocational, vocational, and recreational activities and direct or supervise pupils during such events; meet buses and escort pupils to and from classrooms. E
Assist during meals by setting up tables or transporting lunch trays and feeding pupils as required. E
Maintain cleanliness of classroom, lavatories, supply room, and walkways; sweep, mop, dust, and wash assigned areas; maintain supplies of paper, soap, towels, and classroom materials. E
Perform related duties as assigned.
MINIMUM QUALIFICATIONS:
EDUCATION AND EXPERIENCE:
High School diploma/GED and a passing score on the San Diego City Schools Classroom Assistant Proficiency Exam (CAPE) or an Associate’s degree (or higher) or 48 or more eligible units of coursework at a recognized college or university. One year of related or equivalent classroom assistance or childcare experience is required. A related degree may be substituted for the experience requirement. Completion of post high school courses in Early Childhood Development, Elementary Education, or Special Education is desirable.
LICENSES AND OTHER REQUIREMENTS:
Possession of a valid California driver’s license and availability of private transportation may be required for designated positions which require the transportation of pupils (mileage expense allowance provided). Possession of current infant, child, and adult cardio-pulmonary resuscitation (CPR) certification; American Heart Association or American Red Cross certificate preferred. On-line certificates will not be accepted. Individuals employed in this job class must be able to qualify for a food service safety certification.

KNOWLEDGE AND ABILITIES:
KNOWLEDGE OF:
Ordinary cleaning equipment, materials, and principles of sanitation.
Interpersonal skills using tact, patience, and courtesy.
Reading and writing English communication skills.

ABILITY TO:
Recognize limitations of pupils and to encourage their participation in school or off-site activities.
Read, write, and understand the English language.
Understand and follow oral and written directions.
Communicate effectively and maintain cooperative relationships.
Establish and maintain effective working relationships with others.

WORKING CONDITIONS:
ENVIRONMENT:
Indoor or outdoor classroom environment; riding on a school bus; exposure to bodily fluids, infectious diseases, and cleaning agents and fumes.

PHYSICAL REQUIREMENTS:
Hearing and speaking to exchange information; seeing to perform assigned duties; sitting or standing for extended periods of time; dexterity of hands and fingers to operate specialized equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store supplies; lifting heavy pupils in and out of restricted spaces.
Occasionally extra paraeducator support is necessary to provide the instructional assistance needed to meet the goals and objectives of Individualized Educational Programs (I.E.P.) for students with special needs. This additional support is approved by the special education program manager and is in addition to the regular special day class formula position. This extra support is considered an over-formula position.

If you are employed by the Special Education Programs Division as an over-formula Special Education Assistant, please review the following information.

**Role of Extra Paraeducator Support**

The role of the assistant is to provide extra support to the instructional program as it relates to the goals and objectives of special education student Individualized Educational Programs. This may be in the form of individualized instruction, physical assistance, or extra classroom support. Some positions may involve two or more locations requiring travel between sites within the regular work day. Positions are subject to a change in work assignment depending on district needs.

**Change of Work Assignment**

You are employed by the Special Education Programs Division; therefore, as student I.E.P.s and enrollments change, it may be necessary to reassign to a different location during the course of the year. This is considered an administrative reassignment. This could result in an increase or decrease in regular assignment hours if mutually agreed to by the assistant. A five (5) workday notice is given in cases of temporary assignment. A written thirty (30) calendar day notice is given when there is a permanent change in work hours unless change in assignment is mutually agreed to by assistant. Whenever there is a change in work assignment, a Personnel Action Request (PAR) will be completed by the special education program office.

**Calendar and Extended School Year**

San Diego Unified consists of both traditional and year round schools. Your calendar will reflect that of the school site to which you are assigned. Employment during the extended school year (summer school at traditional sites and intersession at year round sites) is optional and offered by seniority. This is in addition to your regular monthly assignment. An application to work the extended school year must be submitted to Human Resources. Since assignments are based on seniority, it should not be assumed that you will be offered employment during this time.

**Minimum Days/Non-Student Days**

During minimum days, monthly employees need to remain on site and coordinate their time with the teacher. Duties during this time may include preparation of classroom materials, cleanup activities, scheduling of meetings. If you are providing individualized instruction for a student who is absent, your time must be coordinated with the teacher.

**Absences**

Please use the SAMSLINK system to report all absences. When reporting an absence to SAMSLINK (619-293-8003) remember to SPECIFY THE SITE LOCATION WHERE YOUR SUBSTITUTE WILL REPORT. Also contact your site timekeeper to report all absences. Immediately upon your return, please see the school timekeeper to complete the appropriate time cards and to provide appropriate supporting documentation. Remember, attendance is crucial to the success of the program. Excessive absences or tardiness is not acceptable.
**Paychecks**
As you are on site timesheets, you must discuss method of sign-in with the site secretary. Your paycheck will be sent to this location. Monthly employees are paid at month end. You may choose to have your check deposited directly to your bank account. Forms for automatic deposit are available at the school site or Fiscal Control, Education Center, Room 3209. Complete the form as instructed. Please allow 30 days for processing.

**Resources**
For additional information regarding San Diego Unified School District and promotional employment opportunities, please refer to the employment page on the district web site at [www.sandi.net](http://www.sandi.net).
For additional information regarding the agreement between San Diego Unified School District and the California School Employees Association, please refer to the Collective Negotiations. Contract for the Paraeducators Bargaining Unit. For any other questions related to your assignment, please contact the Special Education Labor Supervisor at 619-725-7606
Professional Conduct and Effective Communication
Professional Conduct

Professionalism
- Present yourself as a positive role model for students
- Represent the San Diego Unified School District in a positive manner
- Share relevant information with teacher/s to facilitate problem solving, instructional planning, and student achievement
- Maintain a positive attitude
- Use People First Language
- Be punctual and attend work regularly
- Follow your schedule consistently
- If you have questions, seek answers and/or input
- Understand and follow school policies and procedures
- Maintain appropriate dress as advised by school administration
- Communication with parents is the teacher’s responsibility, refer parent inquiries regarding student progress to the student’s teacher
- Maintain student dignity by being discreet about students’ physical needs
- Maintain a professional relationship with students at all times
- Be flexible and willing to assist when and where needed
- Seek opportunities for professional growth such as reading journal articles, attending district professional development, and/or site staff development
- Focus on what a student “Can do”, rather than what he/she cannot do

Confidentiality
- Discuss a student’s progress or educational services only with the teacher(s) who are responsible for that student’s instruction
- Discuss confidential school student issues only with appropriate school personnel
- Refrain from talking about a student off campus
- Refrain from discussing information about students in front of students
Guidelines for Maintaining Professional Conduct

Introduction

San Diego Unified School District is committed to providing quality educational programs that promote human dignity, respect for personal privacy, individual choices, physical freedom, and social interaction for all students. People with disabilities often indicate that the greatest barrier they face is not her/his disability, but rather the lack of acceptance and understanding by the rest of society. As professionals with responsibility for educating individuals with disabilities, we are in a unique position to model appropriate attitudes and behaviors. The words we use and images we convey provide others with insight on how they can approach and interact with people with disabilities. The following information is designed to provide guidance in how, as professionals in special education, we can model appropriate interactions.

General Guidelines

1. Help others, including adults and students, to focus on the individual and not the disability. Help others to look beyond the obvious and the superficial and find the individual person.
2. Assist others to see the importance of self-respect in all of our lives.
3. Avoid pitying persons with disabilities for what they seem to be, but rather admire them for what they have accomplished.
4. Avoid talking about persons with disabilities in their presence, assuming they are not able to understand what you are saying. Instead, find a way to speak with and to them, including them in your conversations, and try to understand what they are attempting to communicate.
5. Be relaxed and comfortable with students with disabilities, and convey a notion of acceptance and approachability.

A Word on Language

A first step toward changing attitudes and culture is to change the way we speak. The manner in which educational professionals refer to their students conveys a message in and of itself. Professionals should make an extra effort to use “people first language” in all situations, especially when those involved may have limited contact with people with disabilities. This is particularly important when addressing the media and community organizations as a representative of and advocate for people with disabilities. When speaking about persons with disabilities, keep these guidelines in mind:

- Avoid using disability labels/terms. Speak about the person first and then the disability (keep in mind, the disability may not need to be mentioned at all). For example, say, “a student with a disability,” instead of, “the disabled student.”
• Learn the current, preferred terminology. This may vary, according to context or locale. For example, generally speaking the term “handicapped” has a negative connotation. The preferred term is “disabled” or “challenged.”
• Use positive descriptive words when communicating, expressing the dignity, worth, contributions, and skills of that person.

Instructional Program

Each student’s educational program (IEP) should focus on growth, providing greater opportunity and access for the student, as he/she moves through the school system and into adult life. People with disabilities, regardless of the severity of their challenges, have gifts and capabilities to make contributions to society, when provided opportunities. Instructional programs should foster the independence and interdependence of students, empowering them with increasing control over their environment and the choices life presents.

Educators can promote student growth by:

• Adapting materials and teaching strategies to the individual, thus reducing the need to dependent on others.
• Providing consistent, ongoing training for staff and parents that encompasses teaching strategies and outcomes.
• Encouraging and facilitating student participation in making her/his own decisions, whenever possible.
• Providing student with access to instruction in the natural environment that focusses on individual needs.

Confidentiality

Maintaining student, parent, and family confidentiality is mandated by federal law (FERPA). It is of critical and utmost importance when serving students with significant disabilities. As educational professionals, we should be aware of these responsibilities in each and all of our forms of communication, both on and off the job:

For example, the educational professional:

• Does not discuss a student’s issues, IEP content, health needs, medications, behavior, or any other personal information of that student with any other adult, including parents or guardians of another student.
• Avoids mentioning the names of students and/or parents in public settings, on and off the job.
• Does not mention another student’s progress, or lack thereof, or attempt to compare students when conferring with students.
• Avoids making phone calls to a parent or guardian when another parent is present in the classroom. These conversations can be overheard and misinterpreted.
• Does not discuss medications of another student, including brand/generic names, use/dosage, possible benefits, or possible side effects, when conferring with a parent or guardian about the student’s needs.
• Ensures that certificated teachers, and not paraeducators are the primary contacts with parents or legal guardians.
ETHICS CODE

The ethics code outlines the guiding principles and expected behaviors for all San Diego Unified employees. The district exists to serve students, parents and our community. To be effective, all employees will do their best to provide students and families with the highest possible quality of service.

1. Fairness, dignity, respect. We will treat each other and members of the community fairly and with dignity and respect.
2. Honest effort. We will put forth an honest effort in the performance of our duties. We will use our work hours productively to carry out the district program of providing quality educational services to the San Diego community.
3. Public trust. As public servants, we will act to earn, promote and maintain the public’s trust and confidence in the San Diego Unified School District.
4. Personal gain from position or resources. We will not use our district position for personal or private gain. We will not use public resources for private non-district purposes nor for purposes other than for which they were intended. We will not solicit or accept contributions for non-district purposes from outside vendors who may do business with the district.
5. Conflicts of interest. We will not hold financial interests that conflict with the performance of our duties to the district. We will not engage in outside employment or activities that conflict with our official district duties.
6. Gifts. We will not accept gifts, services, travel, entertainment, jobs for immediate family members or other special considerations that may give the appearance that the benefit could improperly influence district decisions.
7. Hiring, assigning, promoting, supervising. We will take care in hiring, assigning, promoting and supervising employees so as to avoid nepotism or the appearance of impropriety.
8. Waste, fraud, abuse, corruption. We will disclose waste, fraud, abuse and corruption to the appropriate personnel at the district.
9. Use of authority. We will not use our authority to intimidate, threaten or retaliate against a person to attempt to interfere with the disclosure of potentially improper governmental activity.
10. Failure to comply. We understand that employees who fail to comply with the provisions of this Ethics Code may be subject to administrative legal action as provided under district policy, collective bargaining agreements and the California Education Code.
Interaction with Student’s Family

Interacting with a student’s family is very sensitive. Please discuss how much interaction should occur between paraeducators and families with the site administrator. If a paraeducator is interacting with the families make sure that it is appropriate. Please follow the following suggestions:

- Find out from your supervisor the details of how you are to communicate with the student’s family.
- Recognize the difference between communicating and advocating
- Make sure all your interactions with the family demonstrate that you have respect and high expectations for the student
- Be understanding and tolerant of the student’s family
- Be a good listener
- Before having any contact with the student outside of school, be sure to get approval from your supervisor and full permission from the student’s family.

Remember that you are a school representative and the interactions should always be friendly and kind.

*Randy Sprick et al, 2000*
Keys to Effective Communication

Every student communicates. Be sure to use appropriate communication with all students. Here are some suggestions on how to be an effective communicator:

- Maintain close proximity and use a low volume when communicating with students.
- Provide clear and simply stated directions of what you expect the child to do instead of telling him/her what you don’t want him/her to do.
- Repeat back to the student what you think he/she are saying to clarify what the student means.
- Some children may require a model, picture, or sign of the action paired with the verbal direction.
- Use age appropriate language when speaking with students. (Refrain from using “baby talk”). Encourage students to use age appropriate language.
- Allow students time to communicate independently using their mode(s) of communication.
- Allow for extra processing and response time. (5 second wait time)

For example:

<table>
<thead>
<tr>
<th>Say/Model</th>
<th>Rather than saying:</th>
<th>Reinforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Use a calm voice.”</td>
<td>“No yelling!”</td>
<td>• Speak in a low voice while saying…&lt;br&gt;“Now I can listen, you are using a quiet voice.”&lt;br&gt;• “Nice job using your inside voice.”</td>
</tr>
<tr>
<td>“Use an inside voice.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“We walk in the hallway.”</td>
<td>“Don’t run!”</td>
<td>• “I like the way you’re walking.”&lt;br&gt;• “Thanks for walking!”</td>
</tr>
<tr>
<td>“Use walking feet.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Walk please.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Raise your hand.”</td>
<td>“Stop calling out!”</td>
<td>• “Thank you for raising your hand.”&lt;br&gt;• “I like the way you raised your hand to share your ideas.”</td>
</tr>
<tr>
<td>“When you raise your hand, the teacher will answer your question.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Work Schedule/Breaks

Here is the break/lunch schedule according to the contract:

**Article 8, Section 4: Lunch Breaks**
Employees assigned for MORE THAN 5 hours per day are entitled to an unpaid duty-free lunch period of 30 minutes.

**Article 8, Section 5: Rest Breaks**
Employees assigned for more than 3 ½ hours per day are entitled to one 15 minute paid duty-free break.
Employees assigned for 6 or more hours per day are entitled to two 15 minute paid duty-free breaks.

**Article 8, Section 6: Shortening of the Assigned Workday**
Unless mutually agreed between the employee and the supervisor, employees shall not be permitted to shorten their workday by foregoing rest breaks and/or lunch periods.

**Reporting Absences:** *Please see your school administrative assistant for detailed information on how to report your absence(s).*
Positive Behavior Supports
Positive Behavior Supports

The Special Education Department in San Diego Unified School District is committed to supporting research-based, proactive and culturally relevant principles of positive behavior support based on a school and district-wide team approach. As professionals with responsibility for education of individuals with disabilities, we recognize that the words we use and the way we characterize our students, particularly those with significant behavioral challenges, provide others with insight on how they can approach and interact with our students.

Positive behavior intervention and supports focus on viewing behavior as communication, necessitating an in-depth analysis of the why behind difficult-to-manage behavior, rather than mechanically attempting to decrease or eliminate behavior deemed to be undesirable. The behavior is only a symptom of the true underlying issues in a student’s life. As a result, often the identified “target” is not so much the inappropriate behavior being exhibited rather the student’s quality of life as a whole.

San Diego Unified School District recognizes and acknowledges that past practices of “behavior modification” and “behavior management” have often led to the use of very intrusive and inhumane interventions. The inclusion of positive behavioral intervention regulations in both Federal (e.g. IDEA) and California legislation has helped to move the provision of our special education services in a more accurate and focused direction. The following chart briefly contrasts past with current state-of-the-art “best practices” in the provision of positive behavior supports:

<table>
<thead>
<tr>
<th>California Education Code (current practices)</th>
<th>Past Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>Negative</td>
</tr>
<tr>
<td>Educational</td>
<td>Behavioral</td>
</tr>
<tr>
<td>Proactive</td>
<td>Reactive</td>
</tr>
<tr>
<td>Effective</td>
<td>Punitive with only short term effectiveness</td>
</tr>
<tr>
<td>Acceptable in public integrated settings</td>
<td>Never seen in public</td>
</tr>
</tbody>
</table>

Positive behavioral interventions require that we take an ecological and holistic approach toward students with challenging behavior. Collectively, these strategies are known as “positive approaches.” Positive approaches require looking at various perspectives including:

- An examination of all aspects of a student’s life including environment, relationships, activities, dreams (e.g. the whole person)
- Getting to know the unique qualities and personal history of the student, listening to the student
- Assume that all behavior has meaning and that behavior communicates wants and needs
San Diego Unified School District (SDUSD) Special Education Division is committed to supporting evidenced based, proactive and culturally relevant principles of positive behavior interventions and supports (PBIS) at the individual, school and district-wide levels. Additionally, the Division is committed to providing quality educational opportunities for students that promote the dignity, respect for personal privacy, individual choices, physical freedom and social interactions for all students. (California Code of Regulations: CCR 3001(2)(e))

The Individuals with Disabilities Education Act (IDEA) mandates that students with disabilities who exhibit challenging behaviors that impede their learning or the learning of their peers, receive supports and interventions. These interventions must include the systematic implementation of procedures that result in lasting positive changes in the individual’s behavior, meaning the design, implementation and evaluation of instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in human behavior through skill acquisition and the reduction of problematic behavior. Interventions must be designed to provide the individual with greater access to a variety of community settings, social contacts and public events; and ensure the individual’s right to placement in the least restrictive environment. (California Code of Regulations: CCR 3001(2)(e))

SDUSD policies and procedures provide a process to support children who exhibit challenging behaviors which require additional support beyond the school or district-wide level. These methods are more individualized and may be part of the IEP. Below are the more individualized levels of support. These are required procedures to address more individualized behavior support to students.

Methods:
Behavior Support Plans (BSPs): Plan to address behavior impeding learning or the learning of others. It is a proactive action plan to address why the behaviors are occurring and includes positive behavior interventions, strategies, Functionally Equivalent Replacement Behaviors (FERB), reactive strategies and positive reinforcement schedules.

BSPs are written by the case manager with input from the IEP team, including: the student, para-educators, parents, and other relevant school staff. It is best practice to have team members observe in the environment that the problem behavior is occurring prior to the development of the BSP. This will help the team identify predictors of the problem behavior; hypothesize a function of the behavior, determine the FERB, write goals and determine environmental changes. Once developed the team **implies** agreed upon strategies, collects data on the efficacy and follows up as needed.
**Behavioral Intervention Plans (BIPs):** Plan to address behavior that is more serious in nature (e.g., assaultive behavior toward others, self-injurious behavior, serious property destruction and other pervasive and maladaptive behavior), according to the Hughes Bill. BIPs are based on results from a functional analysis assessment (FAA) examining why the serious problem behavior is occurring.

An FAA requires an Assessment Plan, and is written by the Behavior Intervention Case Manager (BICM) or School Psychologist. It is an in-depth look at the students past records, current level of performance, observations across multiple settings and behavior rating scales. The BIP is written based on the findings from the FAA. A BIP includes an analysis of the function of behavior, strategies for teaching alternative behaviors and providing reinforcement, instructional and environmental changes, proactive, reactive and debriefing strategies and monitoring for effectiveness through data collection.
Documentation of Observable Behavior

For example, a student engages in a tantrum prior to returning to the classroom for a math lesson from recess each day. Following the problem behavior, the staff attempts to engage the student in an alternative activity (other than math). In this example, “conclusion of recess” would represent the antecedent, “tantrum” is the problem behavior, and staff “Attempting…” is the consequence. Based on establishing the ABC’s of this problem behavior, we can hypothesize that the student engages in the behavior to escape/avoid the math lesson. These findings are the catalyst for implementing a proactive intervention plan.

Specific components that should be included when documenting observable behavior include the following: (Please refer to data sheet)

- Date and time
- Information on the location (classroom, hallway), and the activity (lunch, math)
- A description of the behavior noting exactly what the student did
- Antecedent: information noting what happened immediately before the behavior occurred. (e.g., teased by peer, given a teacher direction)
- Consequence: information noting what occurred immediately after the behavior in the environment (direction removed, peer left the students proximity)
- Duration: how long the behavior occurred
# ABC Data Collection Form – sample

**Student:**

**DOB:**

**Teacher:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Location</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>What was the student doing immediately before the behavior occurred?</td>
<td>Describe behavior: What exactly did the student do?</td>
<td>What happened after the behavior? (e.g., Staff response? Peer response? No responses?)</td>
<td></td>
</tr>
</tbody>
</table>

*You can find more data collection sheets on the district’s website: [http://www.sandi.net/Page/47803](http://www.sandi.net/Page/47803)*
**Event Frequency Recording Form for Up to 3 Behaviors**

**Student’s Name:** ____________________________  **School:** ____________

**Staff completing form:** ______________________  **Date(s):** ____________

**Procedures:**
- Write down the behavior(s) that you will be observing and their definition(s). Event frequency is used for behaviors that can be easily counted and have a clear beginning and end (short duration), such as calling out, getting out of seat, hitting a peer, swearing, biting, soiling, etc.
- Each time you observe for the behavior(s), write the date and beginning & ending time of the observation.
- Each time the behavior occurs:
  - Make a tally mark every time the behavior occurs beneath the corresponding number
  - Calculate the number of times the behavior occurred (This is what will be graphed).

---

**Behavior Definition(s) (in specific, observable, measurable terms):**

1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________

**Behavior Definition:** *Self-Injurious* = Student slaps his face or head with an open hand.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity in Progress</th>
<th>Begin/End Time of Observation</th>
<th>Tally Mark Each Behavior Occurrence</th>
<th>Total Number Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/27/13</td>
<td>Blue Center</td>
<td>8:30-10:15 am</td>
<td>Behavi or 1</td>
<td>Behavi or 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity in Progress</td>
<td>Begin/End Time of Observation</td>
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</tr>
<tr>
<td>--------</td>
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<td>------------------------------</td>
<td>------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>2/27/13</td>
<td>Blue Center</td>
<td>8:30-10:15 am</td>
<td><img src="image" alt="Tally Marks" /></td>
<td>5  2  11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Example:**

- Date: 2/27/13
- Activity: Blue Center
- Begin Time: 8:30 am
- End Time: 10:15 am

Tally marks are used to record the number of occurrences for each behavior category.
**Duration Recording Form**

Student’s Name: ___________________________ School: _________________________

Staff completing form: ___________________ Date(s): ________________

**Procedures:**
* Write down the behavior that you will be observing and its definition
* Make sure that you have a timer prior to beginning your observation
* Each time you observe for the behavior, write the date and beginning & ending time of the observation
* Each time the behavior occurs:
  - Write down the time when the behavior of interest began
  - Write down the time when the behavior stopped
  - Calculate the length of time that the behavior lasted and write it in minutes and/or seconds. Be sure to identify which one you are using with ‘m’ or ‘s’ after the number (This is what will be graphed).

**Behavior Definition (in specific, observable, measurable terms): _________________________**

**Behavior Definition:** Elopement = Student runs from staff, group, and/or instructional area.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity in Progress</th>
<th>Begin/End Time of Observation</th>
<th>Enter time when the behavior began</th>
<th>Enter time when behavior stopped</th>
<th>Duration of the behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/1/13</td>
<td>Carpet to Playground Red Structure</td>
<td>9:02-11:30 am</td>
<td>9:05 am</td>
<td>9:30 am</td>
<td>25 m</td>
</tr>
</tbody>
</table>

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Page 44
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity in Progress</th>
<th>Begin/End Time of Observation</th>
<th>Enter time when the behavior began</th>
<th>Enter time when behavior stopped</th>
<th>Duration of the behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/1/13</td>
<td>Carpet to Playground</td>
<td>9:02 am - 11:30 am</td>
<td>9:05 am</td>
<td>9:30 am</td>
<td>25 m</td>
</tr>
<tr>
<td></td>
<td>Red Structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reinforcement Strategies

A reinforcer is anything in conjunction with an action that increases the chances of that action occurring again. Reinforcement CHANGES behavior. Reinforcers must be powerful and something desired by students. Reinforcement must be immediate, directly following the desired behavior so there is a connection between the behavior and the reinforcer. Reinforcement should be frequent: immediately following an activity, hourly, daily, weekly or monthly. It should also be full of variety to keep it interesting or different in order to keep students wanting to earn.

Positive Reinforcement

Positive reinforcement is a type of reward or something wanted. Positive reinforcement calls attention to the appropriate behavior and provides a model for the rest of the class. This will increase the desired behavior and decrease inappropriate behaviors. Positive reinforcement is POWERFUL. It can be used to improve on-task behavior, academic achievement, behavior choices and social skills.

Verbal Reinforcement

Verbal reinforcement should be specific to an action. If you like the way a student is sitting in his/her seat, you should say “Name, I like the way you are sitting in your seat.” The student will learn the specific behavior that you want to see. When using verbal reinforcement, be sure to state the student’s name and describe the observable behavior. Vary the use of statements. Here are some examples: nice going, that’s interesting, that’s right, excellent, wow, good job, I appreciate your help, you really pay attention, very interesting, etc.
Social Reinforcement
Social reinforcement relates to behaviors of others that increase the frequency of a student’s behavior. Be sure to use a wide range of social reinforcers because students appreciate different expressions. The social reinforcer should be paired with the specific desired behavior. Here are some examples:

- Expressions – smiles, nods, thumbs up, winks, , looking interested, laughing
- Social contact – walking together, sitting together, eating lunch together, playing games together, working after school together, appropriate physical touch (i.e fist pump), physical proximity

Tangible Reinforcement
This is a system in which students receive reinforcement in the form of points, tokens, class money, or other tangible item that can be traded in for reinforcement at a later time. The specific behaviors that will be reinforced must be determined. Here are some examples: school supplies, free-time, game-time, computer time, lunch with teacher, candy, food, homework coupons, getting out of class early, etc. It is important to determine when and how the tokens, points, class money will be dispensed. There should also be a procedure for recording earned tokens, points, or class money.

Activity Reinforcement
Activity reinforcers prompt student involvement in various preferred activities as a reward for a desired behavior. Activity reinforcers should be paired with social or verbal reinforcement. Students can list activities they find reinforcing. Here are some examples: playing short games, doing art work, getting time to read aloud, listening to a CD with headphones, having a party, planning a class trip, being a class tutor, working in the library, running errands, reading with a friend, earning extra recess, working in the office, free time in the library, class helper, etc.

Every student requires different types of reinforcement. Reinforcement should be in alignment with the classroom management plan. Reinforcement should also be in alignment with the individualized Behavior Support Plans and IEP. The special education teacher and paraeducator should discuss reinforcement for students in the classroom.
Praise/Social Attention

“We had never seen such power! The speed and magnitude of the effects on children’s behavior in the real world of simple adjustments of something so ubiquitous as adult attention was astounding. Forty years later, social reinforcement (positive attention, praise, “catching them being good”) has become the core of most American advice and training for parents and teachers – making this arguably the most influential discovery of modern Psychology.” (Risley, 2005)
Individuals with significant disabilities frequently require additional prompting to engage in desired behaviors as part of their instructional program. Assessment to determine the least intrusive prompt for an activity can be essential to avoid overuse of prompts which interferes with development of independence. "Prompt dependence" occurs when either excessively intrusive prompts or a high frequency of prompts predominates. An analysis of an individual's need for prompts in various activities is an important component of the assessment process for many individuals with moderate to severe disabilities. This analysis helps teaching staff understand how to better achieve partial participation. Students with disabilities may need more or less prompting across activities, times of day or days during the week. On-going monitoring and record keeping is essential. This record keeping can be helpful in identifying trends such as progress which has been made, or identifying a need for instructional changes.

**Prompting Hierarchy**

A. **Definition:**
A range of instruction stimuli provided in order to direct an individual toward the performance of a desired response.

B. **Levels:**
Prompts range from the least to the most intrusive. The amount of assistance increases with each level in the hierarchy.

1. **Natural Cue:**
Behavior independently occurs as a result of a natural cue to a stimulus in the environment. The individual performs the behavior without any assistance.

   Example: John stands up to sing when he sees his friends stand up.
2. **Gestural Prompt:**
Physical gestures that may include pointing, beckoning, or shaking one's head to indicate approval or disapproval.

Example: Mrs. Brown points to the yellow square to signal time for yellow reading group. Mr. Jones holds up two fingers to signal "quiet now."

3. **Indirect Verbal Prompt:**
The instructor uses words to imply that some behavior needs to occur.

Example: Mrs. Brown says, "Children, what time is it?" Students understand it is time to quiet down and open their books.

4. **Modeling:**
Performing the desired behavior in order to encourage the initiation of that behavior by the individual.

Example: Mrs. Brown sits up tall in her seat with her hands folded on top of the desk as students come to a reading group. She waits until they copy her behavior.

5. **Symbolic (Pictorial or Written) Prompt:**
Symbols (pictures or words) are presented to guide behavior. Often a sequence of pictures or a lists of words are used, combined with the gestural prompt of pointing to the symbol of the desired behavior for that moment in time.

Example: Michael has 4 pictures of how to make a pizza which he uses in sequence to prepare a snack. When he appears confused, his teacher gesturally redirects him to the correct picture.

6. **Direct Verbal Prompt:**
The instructor explicitly states, the behavior that needs to occur.

Example: "Boys and girls, please stand up now."
7. **Minimal Physical Prompt:**
Slight physical contact that guides the individual toward the behavior.

Example: When Phil does not open the door when verbally told to do so, Mrs. Jones lightly touches his elbow. *Note, depending on the situation, a minimal physical prompt may be less intrusive and facilitate more independence than a direct verbal prompt.

8. **Partial Physical Prompt:**
The instructor physically starts the individual on the desired behavior, and then ceases the physical assistance so the individual may complete the behavior independently.

Example: When Phil does not open the door after being lightly touched on his elbow, Mr. Wright gently nudges his arm upward until the knob is touched and then he releases contact.

9. **Full Physical Prompt:**
The instructor physically guides the individual through the entire behavior.

Example: John’s mother physically positions his finger on the tape player eject button, provides a downward push motion, then moves his hand to grasp the tape.
Examples of Possible Prompting Reminders

The levels of prompting are unique like every student. Please check with case managers or refer to IEP.

Verbal prompts are the hardest to fade. Why?
1. It’s easy and takes no thought process.
2. Everybody will "wait" to be told something.

How to fade verbal prompts
1. Use pictures or write it out
2. Use gestures (point) to the pictures or written instructions. This is done SILENTLY with NO VERBAL cues.

Remember: use 2 verbal prompts then follow through with assistance. After 2 gestures if there is no response you will need to follow through with a more intrusive prompt. This means providing physical (hand-over-hand or light physical) assistance to help the child do what you have asked.

Make sure you know and understand the difference between making a statement: “You need to check your schedule.” And asking a question: “Do you or will you check your schedule?”
1. If you ask a question you will need to respect his/her answer. (NOTE: a nonverbal answer of no, might look like walking away).
2. If you make a mistake and accidently asked when you should have told, you will need to wait 1-2 minutes and try again correctly.

Your physical prompts should have a plan of fading to the next level of less restrictive prompts. If you start the school year with hand-over-hand physical prompts, you should not be at hand-over-hand in 1-2 months. If you are, you may need to reconsider the way you are teaching the skill.

Other types of prompts: Highlighter, markers, or dotted lines
1. These can be used to show what work or how much work needs to be done.
2. They can also show where to start or stop.
3. These prompts should be faded too.

When to fade prompts, when the child is showing consistent success. Fade prompts slowly. Pair old prompts with new prompts then fade old prompts away.
Prompting Hierarchy: Least to Most

Natural cues (environmental)
Gestural Prompt
Indirect Verbal Prompt
Modeling Prompt
Symbolic (picture/written)
Direct Verbal Prompt
Minimal Physical Prompt
Partial Physical Prompt
Full Physical Prompt

Least Intrusive

Prompting Hierarchy handout

Most Intrusive
Social Skills

Social skills are unique like every student. Please check with case managers or refer to IEP.

Social skills are the verbal and nonverbal behaviors one uses when interacting with others. They involve:

- Communication
- Teamwork
- Reading social cues
- Anger management
- Self-control of behavior
- Initiating and maintaining relationships
- Sharing
- Making Choices

Inappropriate social skills affect the learning, teacher, climate and relationships within the classroom and school.

Many students have the inability to build and sustain positive relationships. They have not been able to learn and/or been properly taught how to apply the appropriate social skills needed to interact with others.

Students need explicit daily social skills instruction on how to act appropriately. Teaching social skills is not done in isolation. It can be embedded within the instructional day, across all content areas and in different environments. For example, during a math small group activity students can be taught how to have a conversation using appropriate academic language and appropriate behavior.

When teaching social skills, one should follow these steps:

- Discuss the importance of appropriate social skills
- Teach the specific skill. Model to students what it looks/sounds like
- Have students practice the skill
- Throughout the year, reinforce the skill and review if necessary
## Social Skills

Below is a list of some social skills that can be taught to students:

| Positive interaction with others | • Approaching others in social acceptable ways  
| • How to ask for permission rather than acting impulsively  
| • How to make and keep friends  
| • Sharing toys/materials |
|---|---|
| Appropriate classroom behavior | • Work habits/academic survival skills  
| • Listening  
| • Attending to task  
| • Following Directions  
| • Seeking attention properly  
| • Accepting the consequences of one’s behavior |
| Better ways to handle frustration/anger | • Counting to 10 before reacting  
| • Distracting oneself to a pleasurable task  
| • Learning an internal dialog to cool oneself down and reflect upon the best course of action |
| Acceptable ways to resolve conflict with others | • Using words instead of physical contact  
| • Seeking the assistance of the teacher or counselor |

*from Tom McIntyre, 2005*
Functionally Equivalent Replacement Behaviors (FERB)

Replacement behaviors are the appropriate behavior choices/reactions that take the place of inappropriate choices/reactions. When teaching replacement behaviors the special education teacher and paraeducator need to “get” the student what the original behavior “got” them—the function has to be the same. Replacement behaviors must follow the “fair/pair” rule. A new behavior should be taught that will “get” them the same thing as the inappropriate behavior does.

When should replacement behaviors be taught? Once the student is at baseline. The incident can be used to teach replacement behaviors. Classroom staff can talk to the student about what happened, how the student handled the situation and what they could do next time. Give the student options and provide choices that can replace the inappropriate behavior.

Here are examples of replacement behaviors to do instead of:

1. Swearing or yelling at the teacher – Ask for assistance with the task
2. Fighting with peers – Use conflict resolution
3. Running from classroom – Go to an agreed upon “safe” space

When teaching functionally equivalent replacement behaviors, it is important to consider that the special education teacher and paraeducator have to be patient. Teaching replacement behaviors takes time. No behavioral intervention will be successful unless there is genuine care about the student and the student believes that. The methods for teaching replacement behavior should be based on kindness, firmness, and respect.

Honor the approximation. FERB is not just the opposite of the undesired behavior, but rather a more appropriate way to get needs met.
Choice-Making Opportunities

Choice-making opportunities will give students more chances to engage in positive behaviors and receive positive reinforcement. This will increase the chances that students will learn the cycle of positive behaviors. By using this strategy, the teacher and paraeducator are not trying to control students. The choices are tasks that need to be completed but the student has some control in the situation.

Here are some examples of choice-making activities. After reading the examples, discuss how choice-making opportunities can be implemented for your students.

<table>
<thead>
<tr>
<th>Choice</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within an activity</td>
<td>Choose two or more options related to the activity. Reading: choose the book from the two options Math: Choose the manipulatives</td>
</tr>
<tr>
<td>Between activities</td>
<td>Choose two or more activities Reading or writing Math worksheet or manipulatives</td>
</tr>
<tr>
<td>Refusal</td>
<td>A choice to participate or not participate A choice between two required activities</td>
</tr>
<tr>
<td>Who</td>
<td>Choose a peer, partner, which student’s notes to copy, who to walk with to/from class, etc.</td>
</tr>
<tr>
<td>Where</td>
<td>Two or more choices Reading choice in the classroom, library, etc.</td>
</tr>
<tr>
<td>When</td>
<td>Do you want to do math or reading first? Would you rather draw or paint first?</td>
</tr>
<tr>
<td>End an activity</td>
<td>Student chooses a signal to use when finished</td>
</tr>
</tbody>
</table>
Data Collection/Records Keeping

In special education, data collection and records keeping is important to maintain and use to monitor progress and document how supports are being provided in the students’ learning environments.

- Data can be collected daily and/or weekly depending on what data is being collected or recorded.
- Data provides a snapshot of student progress that can be vital information included in students’ present levels of performance.
- Paraeducators may be asked to assist in collecting data, therefore developing a system of accountability may help paraeducators maintain and share information with education specialists/case managers and site administrators.

Listed below is one example of how paraeducators can record and maintain data of the students they support:

- Effective use of documentation is to record observable data not anecdotal data. There are various examples of data collection sheets, it is may be best to consult with the site administrator as to which data collection sheet the site is selecting to choose.

<table>
<thead>
<tr>
<th>Class</th>
<th>Daily Attendance (* on time, (A) absent, (T) tardy,</th>
<th>Progress E, G, S, NI</th>
<th>Case Manager</th>
<th>Comments Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English - Dobeck</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chris</td>
<td>A T T A * S Ortega</td>
<td>Worked in small group. Missing project – needs to complete the tables for his report and complete concluding paragraph. Attendance is an issue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kelly</td>
<td>* * * * E Ridgeway</td>
<td>Worked 1:1 with teachers to review project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jonathan</td>
<td>T * * * G Ridgeway</td>
<td>Missing one part of project. Needs help with revision of concluding paragraph.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Weekly In Class Support – example in class data support

Week of:________________________

Name of Support Provider:__________________ Title: SEA/SET/IBT

E=excellent, G=good, S=Satisfactory, NI=needs improvement
Reactive Strategies Defined

The team will need to develop strategies when the problem behavior occurs again.

Strategies must be considered in four phases:

- Prompting the student to switch to the Functionally Equivalent Replacement Behavior (FERB) that has been taught
- Managing the problem behavior safely
- Debriefing and/or additional practice of the FERB after the problem is over
- Consequences or punishment may or may not be required or desired by the team

Questions the Team Will Want to Address:

- How can the team best prevent escalation?
- What works to calm the student?
- Who should interact with the student when they are in crisis? What will be the method of interaction?
- Who will debrief (i.e., establish therapeutic rapport) with the student after the incident is over?
- Is there a continuum of consequences for future misbehaviors?
- Are there any other agencies that should be involved in the case of future misbehaviors?—Probation, Police, Child Services, etc.
Behavior Emergency Report Form

Required by 5 CCR 3052(i)(5)

Name of Student: _____________________________
ID #: _____________________________
School: _____________________________

Person Completing Form: _____________________________
Date Form Completed: _____________________________

Date and Time of Incident:

Setting and Location of Incident:

Names of the staff or other persons involved:
1. _____________________________
2. _____________________________
3. _____________________________

Description of the Incident and Emergency Intervention Used:
(Include Antecedent [situation, task, and people], Behavior [what occurred] and length of time intervention was used.)

Details of any Injuries Sustained by the Students as a Result of the Incident:

Details of any Injuries Sustained by Others (including other students and staff) as a Result of the Incident:

Is the student engaged in any systemic behavioral intervention plan? □YES □NO
(If the student has a Behavior Support Plan or Behavior Intervention Plan, please attach a copy.)

Staff Signature and Date: _____________________________
Principal Signature and Date: _____________________________
Parent/Guardian Signature and Date: _____________________________

Parent Notified on ____________ via _____________________________ by _____________________________.

Date: _____________________________
Phone/Email/Fax: _____________________________
School Staff: _____________________________

Please distribute in the following manner:
• 2 copies to the parent/guardian; one for them to review, sign and return and one for their personal file. Keep the parent signed BER with the student’s Special Education Container (file)
• 1 copy to Site Administrator
• 1 copy to School Psychologist/Behavior Intervention Case Manager
• 1 copy to Behavior Support Resources via Fax at (858) 274-3137

Next Steps: Refer to Attached Flow Chart.

Note: Anytime a “Behavioral Emergency Report” is written regarding an individual who does NOT have a behavioral intervention plan, the designated responsible administrator/case manager shall, within two days, schedule an IEP team meeting to review the emergency report, to determine the necessity for a functional analysis assessment, and to determine the necessity for an interim behavioral intervention plan. The IEP team shall document the reasons for not conducting the assessment and/or not developing an interim plan. Anytime a “Behavioral Emergency Report” is written regarding an individual who HAS a behavioral intervention plan, any incident involving a previously unseen behavior problem or where a previously designed intervention is not effective should be referred to the IEP team to review and determine if the incident constitutes a need to modify the plan. Parent or Care Provider shall be notified within one school day whenever an emergency intervention is used or serious property damage occurs.
Instructional Strategies
Instructional Strategies

Strategies: refer to skills or techniques used to assist in learning. Strategies are individualized to suit the student learning style and developmental level.

Examples:
- highlighting
- rehearsal
- color coding
- memory joggers
- visual cues
- number lines
- alphabet strips
- key ring of sight words
- flip chart
- organization/transition cards
- jello powder, play doh, seed spelling
- window paint
- bingo dapper
- stencils
- ink stamps

Instructional strategies are imbedded throughout the manual so you can see a variety of ways to support your students. Remember, when developing and implementing accommodations, strategies and modifications, what works for one student may not work for another. The examples of instructional strategies are suggestions that you can try but remember, keep it individualized for optimum success!

California Standards
This is for your information. You can use this link as a reference in case you are curious about the goals and the standards that they are linked to.

Grade level content standards:
http://www.cde.ca.gov/be/st/ss/

CAPA standards:
http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp
Accommodations/Modifications

Accommodations and modifications are types of adaptations that are made to the environment, curriculum, instruction, or assessment practices in order for students with disabilities to be successful learners and to participate actively with other students in the general education classroom and in school-wide activities. Specific accommodations and modifications are identified and approved for students by the IEP (Individual Education Plan) Team. The special education teacher will share the specific accommodations and modifications for each student to be successful. As a paraeducator, you will assist in providing the appropriate accommodations and modifications in academic settings.

Accommodations vs. Modifications

Accommodations- Accommodations do not alter the general curriculum but involve instructional strategies or techniques that help the student succeed. They change the way a student accesses learning that does not change the actual content of the standard. Grading is the same.

The following instructional strategies illustrate a sampling of effective accommodations that increase the opportunity for student learning and retention:

Setting
- Small group
- Seating in front of the room or back (depending on preferentially where the student can learn best)
- Limited distractions
- Study carrel

Presentation
- Chunking –breaking up tasks/assignments into smaller pieces
- Outline/highlight key points/concept
- Highlighting to stress important information in texts

Response Mode
- Dictated response
- Picture Symbols
- Extended time for written response

Scheduling
- Occasional Breaks
- Use of timers
- Visual schedule

Other examples of Accommodations:
- test taken orally
- large print textbooks

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• locker with an adapted lock
• weekly home-school communication tool, such as a notebook or daily log book
• peer support for note taking
• lab sheets with highlighted instructions
• graph paper to assist in organizing and lining up math problems
• tape record lectures
• use of a computer for writing
• using alternative books or materials on the same theme or topic – adaptive to the student’s reading level
• spelling support from a computerized spell check program
• using word banks or sentence starters to help students get started with their writing assignment
• film or video supplements in addition to text
• questions re-worded using simpler language
• projects substituted for written reports
• important words and phrases highlighted

What accommodations can look like in the classroom?
• Alter the pace of instruction to allow students to process information at their own rate. For example, a teacher can divide a lengthy assignment into smaller tasks and then assign one task at a time.
• Allowing additional time to complete the assignment. A reasonable amount of time should be agreed upon by the student and teacher. As a paraeducator, you can help facilitate additional time may be needed as you assess student needs. You may also, encourage students to advocate for themselves or assist in initiating self-advocacy.
• Deliver material through multiple modalities. Case in point, a student who demonstrates the ability to comprehend auditory material but struggles with reading printed text, often benefits from listening to recorded texts while tracking the reading on a printed copy. This strategy is effective for all types of printed text, including textbooks, homework directions, and tests.
• Provide verbal cues. Helpful verbal cues teachers employ include “This is important” and “This will be on the test.”

Accommodations may also involve supplementary aids and supports or assistive technologies.
• For instance, a student with lower level reading abilities may find it difficult to identify important facts in printed text, therefore using technologies…
• Using highlighting tape to stress important material in texts will draw attention to important information while preserving the text materials for future use.
• Assistive technologies may be as straightforward as providing a pencil grip to promote penmanship legibility.
**Modifications**- Changes in the curriculum that represents altered or alternative standards for achievement or performance. When modifications are made for a student with a disability, the student may not be required to master the same academic content as his/her peers or the expected performance level of the student may be lowered. Modifications are made when the expectations are beyond the student’s level of ability. Modifications may be minimal or very complex depending on the student performance. Modifications must be clearly acknowledged in the IEP.

**What Modifications can look like in the classroom:** Modifications change WHAT a student is expected to learn (Can change the grade).
- Requiring a student to learn part or shorten section of a content or lesson
- Revising assignments to reduce expectations – in Government, the student may work on one branch of government while the other students are expected to learn all three branches of government.
- Reducing test content – student will answer test questions that they can do rather than selectively choosing items that represent the core of the standard taught.
- Students in pre-Algebra may be expected to solve multistep equations while a special needs student for whom a modification has been made is expected to master multiplication skills.

**Examples of Modifications:**
- picture/ symbols choices on tests (simplified test)
- alternative books or materials on the same theme or topic (general focus on the content)
- word bank of choices for answers to test questions
- use of a calculator on a math test
- include student in same activity but individualize the expectations and materials
- student is involved in same theme/unit but provide different task and expectations
Supporting Students in General Education Classes

Co-teaching
Co-teaching occurs when the general education teacher, special education teacher, and paraeducator share responsibility for the instruction of students in the classroom. The combination of professionals working together in the classroom with students with disabilities combines strengths and creates a variety of instructional and behavioral strategies. This provides an opportunity to include students with disabilities in the general education classroom. Over 50% of paraeducators employed are assigned to support students in general education classrooms.

Here are several co-teaching approaches:

One teaches while the other observes students.
One teacher leads the lesson and the other staff gathers data on the students by observing and collecting data and/or information about students during the lesson.

Supportive co-teaching
One teaches while the other moves around the class to individually help students. The teacher will lead the lesson while the paraeducator helps individual students. On a cautious side, be careful not to make the students become overly dependent on adult help.

Station teaching
The instructional content is divided among the two staff members in the classroom. One teacher instructs half of the students while the other staff teaches the other part of the lesson. There may be a third group of students working individually and the students rotate.

Parallel Teaching
The class is divided in half and each of the two staff members instructs half of the class. The classroom teacher and the paraeducator instruct different groups of students in different areas of the classroom. The same instructional information is being taught using different approaches and strategies by two different individuals.

Alternative Teaching
The teacher divides the classroom into one large group and one small group. The small group may be working with the staff member for pre-teaching of materials, enrichment, or re-teaching or review of skills.
**Complementary Co-teaching**
A member of the co-teaching team does something to supplement or complement the instruction provided by the other member of the team (models note-taking on a overhead, paraphrases the other co-teacher’s statements)

**Team Teaching**
Both teachers share instruction and delivery of the lesson. The members of the team co-teach alongside one another and share complete responsibility for planning, teaching, and assessing the progress of all students in the class.

Here are some tips to successful co-teaching:
- Planning time is essential to discuss how the professional team will instruct and work with students.
- Define roles and expectations of the general education teacher, special education teacher, and paraeducator
- Co-teaching usually occurs for a set period of time (from bell to bell) and on certain days of the week.
- Review and clarify classroom rules and procedures in the general education setting for implementation.
- Ongoing and direct communication takes place between general education and special education staff.
- Documentation of student progress in the general education classroom.

**Consultation and Collaboration**
Consultation and collaboration may occur when direct support is not needed for a student with disabilities. This approach is a problem-solving process between professional who use their expertise to help. Observation and data collection of student performance in the general education classroom may be part of the process. A variety of strategies and the use and effectiveness of strategies may also be evaluated and documented.
Learning Environment/Organization

Paraeducators have key roles in the classrooms (learning environments). These sections will give you some overview of what you can do to support the teacher and the students. You may also want to take some time to sit down with the teacher(s) you work with to discuss how your support will be utilized in the classroom. Discuss with your school administrator opportunities to prep and/or have a planning time with the teacher(s) you support.

<table>
<thead>
<tr>
<th>Paraeducator’s Role</th>
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</thead>
<tbody>
<tr>
<td><strong>Daily Schedule Visible</strong></td>
</tr>
<tr>
<td>- Follow classroom schedule</td>
</tr>
<tr>
<td>- Assist teacher with development of student schedule</td>
</tr>
<tr>
<td>- Positively redirect students to schedule</td>
</tr>
<tr>
<td>- Model and assist students with transitions</td>
</tr>
<tr>
<td>- Help student’s check off activity once completed</td>
</tr>
<tr>
<td><strong>Individual working areas free from distraction</strong></td>
</tr>
<tr>
<td>- Maintain organization of classroom</td>
</tr>
<tr>
<td>- Encourage students to maintain a tidy work area</td>
</tr>
<tr>
<td><strong>Variety of instructional groupings</strong></td>
</tr>
<tr>
<td>- Assist teachers to facilitate active student participation in instructional groups</td>
</tr>
<tr>
<td>- Promote independence with all students</td>
</tr>
<tr>
<td><strong>Opportunities to receive instruction in general education settings per IEP</strong></td>
</tr>
<tr>
<td>- Accompany students to class</td>
</tr>
<tr>
<td>- Collaborate with the general education teacher</td>
</tr>
<tr>
<td>- Gather and obtain notes and/or assignments for general education teacher</td>
</tr>
<tr>
<td><strong>Room is organized, with materials easily accessible</strong></td>
</tr>
<tr>
<td>- Maintain organization of classroom and teacher work area</td>
</tr>
<tr>
<td>- Arrange materials to be easily accessible</td>
</tr>
<tr>
<td>- Label materials and areas of the room</td>
</tr>
<tr>
<td><strong>All staff is engaged with students at all times</strong></td>
</tr>
<tr>
<td>- Follow classroom and staff schedule</td>
</tr>
<tr>
<td>- Ensure students are actively engaged in an activity</td>
</tr>
<tr>
<td>- Work with students individually or facilitate a small group activity</td>
</tr>
</tbody>
</table>
| All students are engaged in learning | • Promote independence for all students  
• Facilitate language and social interaction  
• Promote maintenance and generalization of skills  
• Facilitate connections to previously learned information  
• Take data and make observations of students as specified by teachers |
| Professional attitude and language consistently exhibited by staff | • Speak with “People First” language  
• Demonstrate and model appropriate attitudes and behavior  
• Facilitate the development of friendships |
| Paraeducator schedule | • Follow responsibilities, as outlined  
• Responsible for supervision of specific students as specified on schedule  
• Responsible for taking break and lunch as scheduled. It is not responsibility of the teacher to announce breaks |
## Classroom Supports

### Language Arts

<table>
<thead>
<tr>
<th>Approach</th>
<th>What is it?</th>
<th>Paraeducator’s Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Aloud</td>
<td>A Read Aloud introduces students to the joys of reading and the art of listening. The Read Aloud provides opportunities to model reading strategies.</td>
<td>• Support and prompt students as needed to maximize each student’s level of participation and engagement &lt;br&gt; • Encourage and facilitate student interactions and responses &lt;br&gt; • Redirect students to task &lt;br&gt; • Assist with organization/presentation materials &lt;br&gt; • Implement instructional activity lesson plans provided by the teacher &lt;br&gt; • Implement and support individual or classroom management strategies developed by the teacher</td>
</tr>
<tr>
<td>Shared Reading</td>
<td>Shared Reading is when the teacher demonstrates reading processes and strategies used by successful readers. The teacher uses an enlarged text that everyone can see so that each student, regardless of the reading level, can be engaged in the reading process.</td>
<td></td>
</tr>
</tbody>
</table>
**Guided Reading**

*Guided reading is when students practice strategies introduced during shared reading. With the teacher, students apply what they learned within a small group setting. Teachers listen and make instructional decisions according to student progress. The remaining students participate in independent learning, listening centers, word center, etc.*

**Independent Reading with Conferring**

*Independent reading allows the students to practice what they’ve learned during read aloud, shared reading and guided reading. The teacher confers 1:1 with the student by questioning and analyzing for student comprehension and appropriate use of strategies.*

- Monitor student’s reading
- Read to/with individual students or small groups

**Word Study**

*Word study allows students to become more familiar with the visual aspects of letters, phonemes and patterns of words. Word Study is not teaching students spelling or grammar (those pieces are infused to all aspects of the literacy framework) in isolation. Word walls are used to reinforce development.*

- Provide examples to students
- Work with individuals or small groups
- Assess student’s progress and report to teacher

**Phonemic Awareness**

*Phonemic Awareness is building one’s ability to hear, identify and play with individual sounds in spoken words through word study activities*

- Facilitate activities that allow students to manipulate sounds
- Work with individual students or small groups using specialized strategies
<p>| | | |</p>
<table>
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<tbody>
<tr>
<td><strong>Phonics</strong></td>
<td><em>Phonics is the relationship between the letters of written language and the sounds of spoken language.</em></td>
<td>• Observe and gather data on student’s skills</td>
</tr>
</tbody>
</table>
|                        | **Fluency**                                                                               | **Fluency** is the student’s ability to read text accurately and quickly, including oral reading skills through independent, choral and repeated readings. | • Listen to a student to read orally  
• Read a passage to a student and have them repeat the same passage orally  
• Record how many words a student reads per minute |
|                        | **Comprehension**                                                                         | *Comprehension is one’s ability to understand and make meaning from text* | • Confer with students on stories that they have read  
• Allow students to respond to a prompt relating to story  
• Provide opportunities to increase oral language development |
| **Written Language**    | *Written language is communication by means of written symbols*                            | • Model appropriate writing skills  
• Work with individual or small group of students  
• Assist students in idea development, independent writing, and the writing process |
# Classroom Supports
## Mathematics

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>What it Looks Like</th>
<th>Paraeducator’s Role and Responsibility</th>
</tr>
</thead>
</table>
| Evidence of strategies appropriate to students’ developmental levels | - Modifications and accommodations  
- Use of calculator to access concepts  
- Differentiated instruction  
- Flexible grouping  
- Strategies from supplemental curricula | - Assist teacher with providing modifications or accommodations  
- Scaffold student’s thinking  
- Assist students with routines and skills |
| Evidence of ongoing assessment, formative and summative, which drives instruction | - Independent conferring  
- Teaching questioning, focusing on student’s knowledge and needs  
- End of Unit assessments  
- Benchmark assessments  
- Authentic work samples  
- Informal assessments | - Assist in the administration of the assessments  
- Grade and record assessment responses  
- Question student’s thinking |
| Evidence of students exposed/have access to grade level curriculum | - Utilization of district Math curriculum  
- Teacher using pacing guide, lesson and curriculum map  
- Utilization of textbooks, and on-line supports | - Assist teacher with instruction  
- Prepare materials and have them easily accessible  
- Help students focus  
- Provide appropriate scaffolding  
- Work with small groups or individual students  
- Monitor students during whole group instruction |
# Mathematics

<table>
<thead>
<tr>
<th>Evidence in lessons of connections between math skills to needs in everyday life</th>
<th>Problems and activities applicable to authentic, real world experiences</th>
<th>Relate concepts to real world examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students know what they are learning and why</td>
<td>Question student’s thinking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concrete explorations</th>
<th>Discovery learning</th>
<th>Assist students with solving problems using manipulatives</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Hands on experiences</td>
<td>Provide model for students</td>
</tr>
<tr>
<td></td>
<td>Visual representations</td>
<td>Question student’s thinking</td>
</tr>
<tr>
<td></td>
<td>Use of manipulatives</td>
<td></td>
</tr>
</tbody>
</table>
## Transition Planning/Vocational

| Transition and 4 year plans are completed and current | • Assist students in exploring interests and preferences  
• Promote self-advocacy  
• Assist students in creating individualized plans that will meet high school requirements, and prepare the student for to post-high school options  
• Assist teacher as requested with reviewing previous plans with students to modify or change as appropriate based on student preferences and transition needs |
|---|---|
| Senior Portfolios are in progress and maintained by each student and include a resume, accomplishments, references, reflections, and situational assessments | • Instruct and model for students how to create, organize, and maintain a portfolio and its components  
• Assist teacher and students in updating, maintaining, and properly storing portfolios |
| Evidence that a TRACE representative has attended the IEP of all students in the 12th grade | • Collect data and assist in maintaining records of student work experiences. |
| Students have on-campus or off-campus work experiences | • Supervise and assist in training and job-coaching students.  
• Instruct and model appropriate work skills and habits.  
• Promote and model self-advocacy and independence for students.  
• Review IEP related goals and objectives.  
• On-going data collection.  
• Fade back level of support as appropriate |
## Delivery of Instruction

### Paraeducator’s role

| All students are engaged in learning | Follow classroom and staff schedule  
|                                       | Insure students are actively engaged in an activity  
|                                       | Promote independence for all students |
| All staff are engaged with students   | Facilitate language and social interaction for all students  
|                                       | Promote maintenance and generalization of skills across environments  
|                                       | Take data and make observations of students as specified by classroom teacher |
| Materials are individualized and accessible to all students | Model appropriate use of material  
|                                                           | Model and facilitate language from all students  
|                                                           | Model and facilitate connections  
|                                                           | Assist classroom teacher with the development of modified materials  
|                                                           | Master the use of Boardmaker, Kurzweil  
|                                                           | Master the use of computer programs  
|                                                           | Program voice output devices  
|                                                           | Keep classroom neat and organized |
| Progress reports are completed according to guidelines | On-going data collection of IEP goals and objectives per teacher direction  
|                                                        | Share information and observations of student progress with teacher |
| Students are guided to make connections to prior knowledge and experiences, and classroom curriculum | Facilitate connections to previously learned information and to real life experiences |
| All materials are age-appropriate for students | Room appearance is age appropriate and organized |
| Lesson plans and activities reflect student interest and IEP objectives | • Read and understand how to implement all planned activities  
• Provide individualized instruction as indicated on lesson plans  
• Promote independence and generalization of skills  
• Facilitate connections for students  
• Keep all students actively involved in activity  
• Ask teacher for clarification of activity requirements as needed |
|---|---|
| Student communication systems are integrated throughout the school day | • Facilitate spontaneous use of communication tools from all students  
• Demonstrate an understanding of the purpose and implementation strategy including student's level of independence with communication tool |
| Attending trainings | • Attendance required at all meetings  
• Active discussion and participation in meeting topics  
• Completion of training checklist to indicate receipt of information and understanding of role  
• Ask questions, share information, and request assistance with specific tasks as appropriate  
• Assist with preparation of modified materials as directed by the classroom teacher |
| Evidence of collaboration among Related Service Providers | • Actively participate in discussions with DIS providers |
| Students are involved in general education classes/activities with peers | • Provide in class support for students.  
• Help foster peer relationships within the general education class  
• Model appropriate social behaviors  
• Assist General Education teacher with implementing and monitoring modifications and adaptations  
• On-going data collection  
• Assist in planning for student participation in various activities with peers around campus.  
• Assist students as needed in various peer settings as per IEP and individual needs.  
• Fade back assistance and presence promoting independence and self-advocacy. |
| Collaboration between the general and special education teachers is evident and documented | • Assist the Teacher with general education collaboration by providing documentation of conversations and observations regarding student progress, modifications, and accommodations  
• Refer progress and behavior concerns to the Teacher  
• Review students’ IEP goals and objectives |
Characteristics and Instructional Strategies for Specific Disabilities


This is a general list of characteristics and instructional strategies of the most common disabilities that may or may not apply to all students with each disability. Please seek input from the teachers and case manager/education specialist, you work with to discover additional information that will assist you in meeting the unique needs of our students.

Attention Deficit Hyperactive Disorder (ADHD)
Categorized as Other Health Impairment
ADHD is a neurobiological disorder. Typically, children with ADHD have developmentally inappropriate behavior, including hyperactivity, inattention, impulsivity, and occur in several settings such as home, school and extra-curricular activities.

General Characteristics May Include:
- Hyperactivity
- Distractibility
- Inattention
- Impulsivity
- Social Skills Deficit
- Difficulty Focusing
- Poor organization of materials and thoughts
- Fails to give attention to detail and makes careless mistakes
- Varied perception of time (difficult tasks may seem like they take a very long time, preferred tasks maintain their attention for longer periods of time)
- Difficulty following through with directions and completing assignments
- Difficulty with problem solving

Instructional Strategies:
- Minimize distractions
- Provide uncluttered workspace
- Provide structure and routine
- Provide organizational tools and strategies
- Provide visual and graphic organizers
- Break tasks into smaller segments
- Highlight important ideas
- Color coding
- Use of timers and providing reminders of remaining time to complete an assignment
- Modified instruction
- Set behavioral expectations
- Provide structured breaks between assignments
- Allow for movement opportunities
- Active learning
- Use of fidget objects and wiggle cushions

**Autism**
A developmental disability that significantly affects verbal and nonverbal communication and social interaction.

**General Characteristics May Include:**
- Verbal and nonverbal communication deficit
- Difficulty with Social Language, including slang, figures of speech, metaphors
- Narrow interests
- Stereotypical behaviors ("self-stimming")
- Resistance to unexpected, unscheduled environmental changes and daily routines
- Engage in repetitive activities (repeating a phrase/story or performing same motor task over and over)
- Literal and concrete thinker, taking things very literally
- Unusual responses to sensory experiences (either very sensitive or minimally sensitive)
- Varying levels of intelligence and ability
- Difficulty with social interaction skills
- Motor difficulties
- Limited strategies and skills to regulate and cope with stress and anxiety

**Instructional Strategies:**
- Obtain the student’s attention before giving a direction or talking with the student.
- Provide structure, consistency and routine.
- Allow enough time for the student to respond.
- Reduce amount of talking to the student (keep it short and simple).
- Provide choices for students when possible.
- Use visual supports (objects, photos, picture, symbols, gestures, or sign language) to increase understanding.
• Prepare students for transitions and changes in schedule or routine (First, then chart, use of a picture schedule, visual timer).
• Avoid using idioms, words with double meanings and sarcasm.
• Allow the use of a “fidget” or sensory object when appropriate.
• Allow the student to take a break, at his/her seat, in a designated area, or outside the classroom.

Developmental Delay
The student has significantly below 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. Since the characteristics and instructional strategies for individual students will vary, consult the case manager/education specialist for recommendations for each student.

Emotional Disturbance (ED)
Characterized by one or more of the following: Displayed pervasive mood of unhappiness or depression, consistent or chronic inappropriate type of behavior or feelings under normal conditions, inability to learn that cannot be adequately explained by intellectual, sensory, or health factors, displayed tendency to develop physical symptoms, pains, or fears associated with personal or school problems, inability to build or maintain interpersonal relationships with peers and/or teachers.

General Characteristics May Include:
• Inappropriate types of behavior or feelings
• Withdrawn
• Low self esteem
• Difficulty with social skills and interacting with peers and adults
• Resists authority
• Poor coping skills
• Poor social skills
• Poor self control
• Aggressive behavior
• Anxiety

Instructional Strategies:
• Set clear rules, boundaries and expectations
• Learn what might trigger a student’s behavior and work with the student to prevent or deescalate the behaviors.
• Avoid power struggles.
• Provide choices of two things you want them to do.
• Encourage the use of self control strategies (deep breathing, counting backwards)
• Consistently follow the behavior plan or behavior strategies recommended by the teacher.
• As a last resort, use physical restraint, HOWEVER do not do unless you have completed crisis prevention intervention training PRO-ACT. If you are interested in the training or would like to be trained, you can sign up on the district’s electronic online registration (ERO). Please remember to let your school administrator know so they can assist with school site coverage. Special Education Division will not pay for subs.
• Refrain from “rehashing past behavior”.

**Deaf/Hard of Hearing Impairment**
Students have a wide range of hearing loss. The term deaf implies that a person has a very severe hearing loss and relies primarily on lip reading or sign language for communication.

**General Characteristics May Include:**
• Language and speech delay
• Different voice characteristics
• May misunderstand information presented
• Difficulty understanding concepts that are not concrete
• Takes things literally

**Instructional Strategies:**
• Use of visuals
• Gain the student’s attention before speaking
• Face the student when talking
• Speak clearly and at a normal pace
• Be sure the student is seated close to the speaker
• Allow time for the student to respond
• If audio (microphone) is available in the classroom, encourage the classroom teacher to use it

**Intellectual Disability** *(formerly Mental Retardation)*
A significant delay in thinking, communicating and performing daily life skills.

**General Characteristics May Include:**
• Require more time and repetition to learn things
• May have difficulties with fine and gross motor
• Delayed academic skills
• May have delayed speech and language
• Adult assistance or supervision for activities of daily living (toileting, dressing, feeding)

**Instructional Strategies:**
• Multi-sensory approach (sandpaper letters, gross motor activities, hear it and say it and write it)
• Use of visual supports (objects, photos, picture, symbols, gestures, or sign language) to increase understanding
• Scaffolding (Identify what they know and build on previously learned skills)
• Provide structure and establish routines
• Modeling (showing them how to complete a task, providing model of completed task)
• Allow extra time for response
• Break tasks/assignments into down into smaller segments
• Need assistance or supervision for activities of daily living
• Use redirection and frequent positive reinforcement
• Modified and/or alternative curriculum

**Orthopedic Impairment**
Physical (motor) difficulties in mobility, writing, and or sitting.

**General Characteristics May Include:**
• Limited movement and functioning of arms and/or legs
• Involuntary movements (cannot control)
• May need assistance with activities of daily living (toileting, dressing, feeding)

**Instructional Strategies:**
• Remove or accommodate barriers for student
• Allow students to be as independent as possible
• Speak to the person on their level (sit down if they are in a wheelchair)
• Allow enough time for student to respond, complete activities
• Ensure proper positioning for access and comfort prior to instruction

**Specific Learning Disability (SLD)**
A disorder in one or more basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself ability to listen, think, speak, read, spell, or do mathematical calculations.

**General Characteristics May Include:**
• Difficulty in one or more academic area, yet may be strong in other areas
• Difficulty processing information either visually or through spoken language
• Average or above average intelligence
• Distractible
• Easily frustrated
• Inattention
• Social skills deficit

Instructional Strategies:
• Use the student’s strengths to work on difficult areas.
• Chunking (Breaking assignments down into smaller, more manageable tasks)
• Allow extra time for response
• Graphic organizers
• Visual organizers
• Use of strategies – Example: “COPS” (Capitalization, Overall Appearance, Punctuation, Spelling)
• Multi-sensory approach (sandpaper letters, gross motor activities, hear it and say it and write it)
• Scaffolding (Identify what they know and build on previously learned skills)
• Color coding/highlighting key vocabulary words or terms
• Allow student to use multiple modes of recalling information learned such as drawing vocabulary definition rather than using words to define it.
• Use of timers and providing reminders of remaining time to complete an assignment

See Accommodation section for more instructional strategies

Speech/Language Impairment
Difficulty in understanding or expressing language, stuttering or unusual voice characteristics.

General Characteristics May Include:
• Delay in language concepts (sentence length, vocabulary)
• Poor pragmatic (social language)
• Difficulty understanding when speaking

Instructional Strategies:
• Model good speech and language
• Allow students to communicate as independently as possible utilizing their mode(s) of communication (verbal, sign language, picture symbols, augmentative communication device/voice output device, computer)
• Ask student to repeat if you did not understand or express in a different way (show me, point to)
• Allow enough time for student to respond
• Use visual supports (objects, photos, picture, symbols, gestures, or sign language) to increase understanding

**Traumatic Brain Injury (TBI)**
An injury to the brain that adversely affects a student’s educational performance.

**General Characteristics May Include:**
• Impairment may be in one or more of the following areas: cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, motor abilities, processing and speech
• May need assistance with activities of daily living (toileting, dressing, feeding)
• Anxiety of coping with the loss of skills prior to injury

**Instructional Strategies:**
• Use simple and concrete language, but maintain high expectations
• Repetition of skills
• Modeling
• Break tasks/assignments into down into smaller segments

**Visual Impairment**
Impairment in vision which, even with correction, adversely affects a student’s educational performance. Visual Impairment includes partial sight and blindness.

**General Characteristics May Include:**
• May tire easily visually
• Sensitivity to light
• May have difficulty finding materials
• Difficulty with mobility
• Poor depth perception

**Instructional Strategies:**
• Close proximity to teacher and instructional materials
• Enlarged print
• Multi sensory (hearing, touch)
• Assistive Tech devices (talking calculators, dome magnifier)
• Light boards
• Organized workspace
• Reduce glare
• Use pens or markers vs. pencil
• Slant boards
• Contrast of color/use of contrasting backgrounds
Community-Based Instruction
Community-Based Instruction

Current research and results from program implementation suggest the following outcomes may be obtained from involvement in community-based education programs and concurrent on-going classroom instruction.

Benefits to Students

- Increase appropriate social and community behaviors, in addition to appropriate work habits (decrease of self-stimulatory, ritualistic, anti-social behaviors).
- Development of specific skills critical to the individual’s independent functioning within the community.
- General increase of independence in community mobility
- Development of age appropriate social skills necessary to complete community transactions.
- Development of skills and work habits appropriate to sheltered and/or un-sheltered employment settings.

Paraeducator’s Role

| Students are provided with community and agency linkages | • Supervise students in the community  
| • Assist students in accessing information about and from appropriate agencies  
| • Refer agency and parent/family inquiries to the student’s case manager. |
| Students are engaged in a variety of on-going community-based instructional opportunities | • Supervise students at all times in the community  
| • On-going data collection  
| • Promote and model self-advocacy and independence for students  
| • Fade back level of support and prompting as appropriate  
| • Read, understand, and utilize the CBI Basics Manual, procedures, policies, and forms. |
| Evidence of completion of Community Based Instruction Log | • Completion of CBI logs per district guidelines |

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IEP Process and Disabilities
People First Language

- Put students first
- Avoid words that are melodramatic
- Always include “people” in your communication
- Emphasize abilities
- Be direct when describing disabilities
- Discuss students with disabilities as active participants of the school community

Use People First Language, such as:

- Children with disabilities
  \textit{Not disabled children}
- Student receiving special education services
  \textit{Not special ed students}
- Student with autism
  \textit{Not the autistic student}

Guidelines for Interacting with People with Disabilities

- Treat others with respect
- Do dignify the individual by allowing him/her to perform tasks independently whenever possible
- Do extend people with disabilities the same courteous explanations for changes in plans
- When assisting an individual with a physical and/or sensory disability, always make he/she is aware of your intentions before taking action
- Do make sure that your actions dignify the individual, do not humiliate or embarrass him/her or draw unnecessary attention
What's an IEP?

Students with delayed skills or other disabilities might be eligible for special services that provide individualized education programs in public schools, free of charge to families. Understanding how to access these services can help parents be effective advocates for their children.

The passage of the updated version of the Individuals with Disabilities Education Act (IDEA 2004) made parents of students with special needs even more crucial members of their child's education team.

Parents can now work with educators to develop a plan — the individualized education program (IEP) — to help students succeed in school. The IEP describes the goals the team sets for a child during the school year, as well as any special support needed to help achieve them.

The Basic Special Education Process Under IDEA

The writing of each student's IEP takes place within the larger picture of the special education process under IDEA. Before taking a detailed look at the IEP, it may be helpful to look briefly at how a student is identified as having a disability and needing special education and related services and, thus, an IEP.

1 Child is identified as possibly needing special education and related services

- "Child Find." The state must identify, locate, and evaluate all children with disabilities in the state who need special education and related services. To do so, states conduct "Child Find" activities. A child may be identified by "Child Find," and parents may be asked if the "Child Find" system can evaluate their child. Parents can also call the "Child Find" system and ask that their child be evaluated.
Referral or request for evaluation. A school professional may ask that a child be evaluated to see if he or she has a disability. Parents may also contact the child’s teacher or other school professional to ask that their child be evaluated. This request may be verbal or in writing. Parental consent is needed before the child may be evaluated. Evaluation needs to be completed within a reasonable time after the parent gives consent.

2 Child is evaluated
The evaluation must assess the child in all areas related to the child’s suspected disability. The evaluation results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child.

3 Eligibility is decided
A group of qualified professionals and the parents look at the child's evaluation results. Together, they decide if the child is a "child with a disability," as defined by IDEA.

4 Child is found eligible for services
If the child is found to be a "child with a disability," as defined by IDEA, he or she is eligible for special education and related services. Within 30 calendar days after a child is determined eligible, the IEP team must meet to write an IEP for the child.
IEP meeting is scheduled

Case manager/education specialist assigned to the student schedules and conducts the IEP meeting:

- contact the participants, including the parents
- notify parents early enough to make sure they have an opportunity to attend
- schedule the meeting at a time and place agreeable to parents and the school
- tell the parents the purpose, time, and location of the meeting
- tell the parents who will be attending
- tell the parents that they may invite people to the meeting who have knowledge or special expertise about the child

IEP meeting is held and the IEP is written

The IEP team gathers to talk about the child's needs and write the student's IEP. Parents and the student (when appropriate) are part of the team.

Before the school may provide special education and related services to the child for the first time, the parents must give consent. The child begins to receive services as soon as possible after the meeting.

If the parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. If they still disagree, parents can ask for mediation, or the school may offer mediation. Parents may file a complaint with the state education agency and may request a due process hearing, at which time mediation must be available.

Services are provided

The school makes sure that the child's IEP is being carried out as it was written. Parents are given a copy of the IEP. Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications, and supports that must be provided to the child, in keeping with the IEP.
Progress is measured and reported to parents

The child’s progress toward the annual goals is measured, as stated in the IEP. His or her parents are regularly informed of their child's progress and whether that progress is enough for the child to achieve the goals by the end of the year. These progress reports must be given to parents at least as often as parents are informed of their nondisabled children’s progress.

IEP is reviewed

The child’s IEP is reviewed by the IEP team at least once a year, or more often if the parents or school ask for a review. If necessary, the IEP is revised. Parents, as team members, must be invited to attend these meetings. Parents can make suggestions for changes, can agree or disagree with the IEP goals, and agree or disagree with the placement.

If parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. There are several options, including additional testing, an independent evaluation, or asking for mediation (if available) or a due process hearing. They may also file a complaint with the state education agency.

Child is reevaluated

At least every three years the child must be reevaluated. This evaluation is often called a "triennial." Its purpose is to find out if the child continues to be a "child with a disability," as defined by IDEA, and what the child's educational needs are. However, the child must be reevaluated more often if conditions warrant or if the child’s parent or teacher asks for a new evaluation.
A Closer Look at the IEP

Clearly, the IEP is a very important document for children with disabilities and for those who are involved in educating them. Done correctly, the IEP should improve teaching, learning and results. Each child's IEP describes, among other things, the educational program that has been designed to meet that child's unique needs.

Contents of the IEP

By law, the IEP must include certain information about the child and the educational program designed to meet his or her unique needs. In a nutshell, this information is:

- **Present levels of performance.** The IEP must state how the child is currently doing in school (known as present levels of educational performance). This information usually comes from the evaluation results such as classroom tests and assignments, individual tests given to decide eligibility for services or during reevaluation, and observations made by parents, teachers, related service providers, and other school staff. The statement about "current performance" includes how the child's disability affects his or her involvement and progress in the general curriculum.

- **Annual goals.** These are goals that the child can reasonably accomplish in a year. The goals are broken down into short-term objectives or benchmarks. Goals may be academic, address social or behavioral needs, relate to physical needs, or address other educational needs. The goals must be measurable-meaning that it must be possible to measure whether the student has achieved the goals.

- **Specialized academic instruction and related services.** The IEP must list the special education and related services to be provided to the child or on behalf of the child. This includes supplementary aids and services that the child needs. It also includes modifications (changes) to the program or supports for school personnel-such as training or professional development-that will be provided to assist the child.
• **Participation with nondisabled peers.** The IEP must explain the extent (if any) to which the child will not participate with nondisabled children in the regular class and other school activities.

• **Participation in state and district-wide tests.** Most states and districts give achievement tests to children in certain grades or age groups. The IEP must state what modifications in the administration of these tests the child will need. If a test is not appropriate for the child, the IEP must state why the test is not appropriate and how the child will be tested instead.

• **Dates and places.** The IEP must state when services will begin, how often they will be provided, where they will be provided, and how long they will last.

• **Transition service needs.** Beginning when the child is age 14 (or younger, if appropriate), the IEP must address (within the applicable parts of the IEP) the courses he or she needs to take to reach his or her post-school goals. A statement of transition services needs must also be included in each of the child’s subsequent IEPs.

• **Needed transition services.** Beginning when the child is age 16 (or younger, if appropriate), the IEP must state what transition services are needed to help the child prepare for leaving school.

• **Age of majority.** Beginning at least one year before the child reaches the age of majority, the IEP must include a statement that the student has been told of any rights that will transfer to him or her at the age of majority. (This statement would be needed only in states that transfer rights at the age of majority.)

• **Measuring progress.** The IEP must state how the child's progress will be measured and how parents will be informed of that progress.

It is useful to understand that each child's IEP is different. The document is prepared for that child only. It describes the individualized education program designed to meet that child's needs.
Working with Students with Health and Physical Needs

Health and Safety Practices
- Seek training from school nurse or related services personnel. Practice universal precautions at all times to protect yourself and others. Wear gloves when coming into contact with bodily fluids. (changing diapers, feeding, wiping noses, etc.)
- Use proper hand washing techniques to protect yourself and others, before and after assisting with feeding, when coming in contact with bodily fluids. Wash with soap and water for at least 15 seconds.
- Seek input and training from the school nurse concerning the health procedures for specific students.
- Clean materials and items mouthed by students only with a safe cleaner provided by the school's custodial staff.
- Call for a custodian to clean blood, vomit, urine and bowel spills.
- Follow the proper disposal of diapers recommended by your school nurse and custodians.
- Place soiled clothes in a double lined plastic bag and seal tightly.
- Alert nurse of any skin breakdown or rash noted during diapering.

Self Care Strategies
- Always be discreet when assisting with the self care needs of students. Carry diapers and supplies to the bathroom in a bag.
- Provide supervision of self care skills as needed, yet allow for privacy when appropriate.
- Discuss IEP goals related to self care skills with teacher and reinforce throughout the school day.
- Independence should be encouraged and taught while assisting a student with self care skills. Allow the student to do as much as possible while completing self care tasks. It will take longer in the beginning, but will pay off as the student becomes more independent!
- Occupational therapists may provide guidance on toileting, feeding and dressing strategies.

Mobility
- Seek training from the Physical Therapist, Occupational Therapists, and/or Special Education Teacher concerning lifting and positioning for specific students.
- Encourage independence of students.
- Be aware of evacuation plan for students using walkers/crutches or wheelchairs.
Medical Issues - Students with medical issues have an individualized health care plan. Discuss the specifics of the plan with the special educator and school nurse prior to working with the student. The protocols for specific students may vary.

Seizures – General Guidelines - The protocols for specific students may vary. Consult with the case manager and nurse prior to working with the students.

- Discuss with the case manager and nurse the students who have a history of seizures.
- Discuss with nurse and education specialist/case manager the typical nature, length of time of seizures and protocol to follow for particular students (see Emergency Action Plan).
- Stay calm
- Take note of the time the seizure started
- Clear area/Protect from injury
- Do not leave student unattended
- Do not try to restrict motor movements of the seizure
- Do not place anything in student’s mouth.
- Call for the nurse if necessary
- If student falls to the floor, position student on his side, when possible
- Observe and be prepared to describe the pattern of the seizure, i.e. what part of the body was affected, type of movement, length of seizure
- When the seizure is over, allow the student to rest when necessary
- Document the nature and length of time of the seizure
- Report to special educator and/or nurse as directed

Allergies – General Guidelines – The symptoms and protocols for specific students may vary. Consult with the special educator and nurse prior to working with the students.

Allergic Reactions
- Become aware of symptoms of allergies such as respiratory problems, swelling of face, lips or tongue, rashes on the skin, hives, vomiting and report to the school nurse.
- Become aware of procedures for students in need of an Epi pen. The school nurse will provide instruction (follow emergency action plan).

Food Allergies
- Become aware of the food allergies of students you are feeding or are assisting with feeding. This information may be obtained from the school nurse.
- Become aware of symptoms of food allergies such as respiratory problems, swelling of face, lips or tongue, rashes on the skin, hives, vomiting and report to the school nurse immediately.
- Remain with student; do not send student alone to the health suite.

Latex Allergies
- Wear non-latex gloves for students with latex allergies.
- Be aware that latex may be in the following: Gloves, band aids, balloons, rubber bands, koosh balls, paint, rubber/foam puzzles, glue, and erasers. Check with the school nurse for a complete list of materials not to expose to students with latex allergies.
Self-Reflection

Discuss and reflect on each topic and consider ways to improve practices for next year.

- Responsibilities
- Professional Conduct
- Behavior Management
- Data Collection Procedures
- Positive Behavior Supports
- Prompting
- Learning Environment/Organization
- Support Students in General Education Classes
- Community Based Instruction (if applicable)
- Curriculum/Instruction
- Accommodations/Modifications
- Language Arts
- Transition Planning (if applicable)
- Mathematics
- Social Skills
- Replacement Behaviors
- Choice-Making Opportunities
- Vocational/Person Centered Planning (if applicable)
- Interaction with Families
- Key Elements of Communication
- People First Language