

SPECIAL EDUCATION PARAPROFESSIONAL HANDBOOK



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"Believing in the worth and dignity of every person"

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Welcome to Cooperative School Services!

Cooperative School Services was organized in 1969 to serve students with special education needs. The Cooperative serves over 2000 students in nine school corporations. Supported financially by local, state, and federal funds, the Cooperative's personnel work to meet the unique educational needs of student who require special education and assist local schools in the delivery of special education services. Policy decisions for the Cooperative are the responsibility of the Executive Board, whose members consist of the superintendent from each participating corporation. Rensselaer Central School Corporation is the fiscal agent for the Cooperative.

**** The Cooperative School Services Office is in the Central Time Zone****

Corporations Served:

- Benton Community
- Frontier
- Kankakee Valley
- North Newton
- North White
- Rensselaer Central
- South Newton
- Tri-County
- West Central

Mission Statement:

Believing in the worth and dignity of every person, Cooperative School Services, in partnership with our nine school corporations, strives to enable all students to reach their potential through the provision of quality special education services.

Introduction:

This handbook has been developed to assist special education paraprofessionals by providing them with information about their role and about special education. While this is not a detailed, step-by-step manual, it does provide general guidelines. School corporations and individual buildings may have policies and procedures that are not included in this handbook.

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General Duties of Paraprofessionals



The duties of paraprofessionals can be divided into three basic categories: Instructional, Clerical, and Auxiliary. The duties of paraprofessionals vary from school corporation to school corporation and from building to building. The following examples are representative of the various duties assigned under each category throughout the State of Indiana:

Instructional Duties

- ✓ Supervise teacher-planned activities.
- ✓ Assist with seatwork and workbook assignments.
- ✓ Assist students with make-up work.
- ✓ Listen and respond to students as they express their thoughts orally.
- ✓ Listen to students read individually and in small groups.
- ✓ Tutor students individually and in small groups.
- ✓ Assist students on computers.
- ✓ Assist students with a variety of drill work and practice exercises.
- ✓ Assist students with group projects.
- ✓ Assist students with writing and illustrating stories.
- ✓ Assist new students and help them get acquainted to a new setting.
- ✓ Read to students.
- ✓ Set up and operate audio-visual equipment for the teacher.
- ✓ Assist substitute teachers by providing necessary information on
 - classroom routine during the regular teacher's absence.
- ✓ Check papers and assignments.

Clerical Duties

- ✓ Assist with class record keeping, e.g., taking attendance.
- ✓ Prepare materials requested by the classroom teacher.
- ✓ Prepare and arrange classroom.
- ✓ Duplicate, collate, and organize materials.
- ✓ File papers upon request.

Auxiliary Duties

- ✓ Assist with cafeteria, bus, and playground duties.
- ✓ Assist with emergency drills and assemblies.
- ✓ Assist with restroom breaks and hall supervision.
- ✓ Assist student with coats, boots, etc.
- ✓ Assist the teacher with classroom housekeeping responsibilities.



Remote/Online duties

Here are the key expectations for paraprofessionals:

- ✓ Participate in scheduled school-based professional development regarding online learning.
- ✓ Support classroom teachers with preparing assignments, content and activities.
- ✓ Assist with collecting materials that will be sent out to students.
- ✓ Maintain regular communication with teachers and related service providers.
- ✓ Communicate with students and families regularly as determined by the classroom teacher, related service provider or school leadership.
- ✓ Under the direction of the teacher or related service provider, support families and students in accessing and participating in remote learning and therapy, including supporting families in implementing behavior supports and structures, as needed.

QUALIFICATIONS FOR SPECIAL EDUCATION INSTRUCTIONAL ASSISTANTS / PARAPROFESSIONALS

1. High School Graduate or Equivalent
2. Healthy and able to perform physical duties of the position
3. Uses proper English and communicates clearly with others
4. References available
5. Documentation of Training:
 - a. Associates Degree or higher, or
 - b. Successful completion of 60 hours (or more) of college courses, or
 - c. Passing Para Pro test
6. Ability to work in a team environment and work cooperatively with others
7. Ability to take directives from supervisors
8. Other specific qualifications may be determined by the position

JOB DESCRIPTION FOR SPECIAL EDUCATION INSTRUCTIONAL ASSISTANTS / PARAPROFESSIONALS

Under the direction of certified staff:

1. Assists students, individually or in groups, with lesson assignments and reinforces learning concepts
2. Plans, prepares and develops various teaching aids
3. Monitors student progress and confers with the teacher on student progress
4. Carries out clerical duties to assist the teacher
5. Assists students with activities of daily living including, but not limited to, feeding, dressing, toileting, and hygiene regimens as directed by certified staff
6. Other duties as assigned by the teacher, principal, or superintendent or as specified in the Individualized Education Programs (IEPs) for the students in the class/program
7. Maintains confidentiality regarding all students

Paraprofessionals – A Critical Resource

As a paraprofessional, you are a critical resource and can have a tremendous impact in the classroom. The following are some guidelines to help you in this role:

- **Clarify** your role. What are the expectations of your position? Your responsibilities should reflect these expectations.

- You are an **educator**. While you may not be a trained teacher, when you are working with students, you are an educator. Your dress, behavior, and interaction with students should reflect a high standard.
- **Work closely** with the classroom teacher to identify the needs of the students with whom you work. In conjunction with the classroom teacher, develop strategies to meet these needs.
- Be **patient**. Students do not wish to have difficulty learning. The more difficulties students have, the more they will need your empathy, tolerance, and understanding.
- Have **high standards** for student achievement. We cannot allow our students to not expect to excel.
- **Ask questions** of the classroom teacher when appropriate, however, there are some procedures and practices that should become routine. Your ability to think and work independently is a great attribute.
- Constantly **reinforce** to students why an education is important and how the activity on which you are working with them will help them in school and in life.
- **Inform** the classroom teacher of concerns you have regarding students, changes in students' behaviors, and difficulties individuals or groups of students may have in learning concepts. Working closely with given students, you may have more access to significant information than the classroom teacher.
- **Observe** the traits and strategies of classroom teachers who are considered highly effective. Try to incorporate appropriate strategies into your own.
- **Don't** allow students to **distract** you from the learning activity. Instructional time is limited and must be utilized to the fullest potential.



Checklist of Skills to Develop and Maintain

Paraprofessionals are more than a convenient resource for teachers. They have become essential personnel both for the classroom and the school. The effective paraprofessional must continuously address the following concerns:

- ✓ Accuracy – Corrected papers, assignment sheets, notes home, newsletters, or other printed materials sent to the home containing errors is poor public relations. Similar errors sent to the office are looked upon unfavorably. Errors on state and federal forms can result in losses to your district and school.

- ✓ Efficiency – Paraprofessionals need to be thorough but also must be able to handle large quantities of work. An inefficient paraprofessional can be as great of a nightmare to school personnel as no paraprofessional at all.
- ✓ Procedures – Establish procedures for the manner in which work will be collected from and returned to teachers. Procedures on how to handle work may vary from one teacher to the next.
- ✓ Prioritize – Not all work is created equal! Some work has a greater priority for completion than others. Deadlines and instructional needs will help determine work priority.
- ✓ Workstations – Whether it's a desk in the corner of the room or a separate work area, it is important to establish an area where you can work which, while it may reflect your own personality, presents a professional atmosphere.
- ✓ Role Clarification – The position of the paraprofessional is a significant role in the school. While your role is different than other staff members it is by no means less important.
- ✓ Knowledge – The more informed you are the more valuable an asset you become. The competencies you gain will be of value to you, the students, and your school.
- ✓ Feedback – As a paraprofessional, there may be areas that you have more familiarity with than other school personnel. Be sure to share significant information and trends with appropriate personnel.
- ✓ Protocol – **All information related to school is confidential.**
- ✓ Neatness – Remember, work you do is a reflection of the school, the teacher, and you.



Surviving in the Cafeteria

To survive the experience of supervising the school lunchroom, the following strategies may be helpful:



What is acceptable lunchroom behavior? A rule of thumb is behavior not acceptable at home is not acceptable in the school lunchroom. However, the school may have higher or different standards than some children. So know from Day One what is and isn't allowed.



Learn what the policy will be on whether students must try all entrees served as part of the lunch program and whether students must eat all their food. Note that some students may have special dietary arrangements that need followed.



Learn tolerance. Students should be able to talk to friends in the same manner adults do when they eat lunch. When several hundred children are talking there will be some activity and "noise".



Befriend two of the most important people in the school: the custodian and the head cook! Their cooperation and support can prove invaluable to you.



Interact with the students. Your informal discussions with students builds rapport between you and the children and also helps you keep a pulse upon what is happening in the lunchroom.



Establish and know procedures, involving teachers and administrators, for such routines as coming to the lunchroom, waiting in line, seating arrangements, cleaning off and stacking trays, and dismissal.



Give frequent feedback to students about their behavior, changes in procedures, etc.

Recess Supervision Guidelines

Is there a potentially more adventurous responsibility in all of education than that of recess supervision? While it is not possible to plan for every situation that might arise on the playground, there are strategies, which can be employed to make recess a safe, organized, and positive experience for students, as well as paraprofessionals.

- Learn the classroom and school rules. Make students aware of the rules. Enforce the rules consistently.
- Be in control. Students need to know that you are the authority figure. Refer behavior concerns to teachers or the administration as a last resort.
- Move about. The student/supervisor ratio during recess is generally high. By circulating among students you help to expand your presence. It is also an effective method of increasing awareness of what is happening on the playground.

- Learn the system handling emergencies on the playground, and who the appropriate personnel are to respond.
- Find out what your responsibilities are. Monitoring traffic, student interactions (PDA), passing periods.
- Encourage participation by all students. Look for students who are being isolated and create situations in which they are “brought into” the group.
- Recognize positive behavior. Students who get your attention when they behave will have less of a need to misbehave in order to get attention from others.
- Take the time to really listen to children. With the barrage of interactions you have with students on the playground, there may be the tendency to go through the motions of listening. Remember, to some student you may be their most important, or only confidant.
- Be a positive role model. You set the tone and environment for recess activity. The way you interact with students does influence their behavior. If you continuously lose control of your emotions, don’t expect students to control theirs.

Considerations for 1:1 Paraprofessionals Remotely

IEP-assigned paraprofessionals should make every effort to continue to support their students remotely, under the direction of the child's teacher or related service provider, within the student's mandated domain and with consideration to the child's family or caregiver. School leadership also may assign 1:1 paraprofessional to other duties during remote learning once the paraprofessionals have delivered IEP-mandated services for their assigned students.

Key expectations for IEPs

- Implementing academic, social-emotional and behavior supports as identified in the management needs section of the student's IEP, as they relate to remote learning.
- Implementing adaptations and modifications to meet the needs of the student, including behavior, for remote learning.
- Conducting individual check-ins with students and families to better understand assigned work and share needs and concerns as appropriate.

Providing language support remotely to students recommended for instruction in a language other than English.

- At the discretion of the principal, supporting special education teachers in remote small group instruction.
- If supporting a student who is using or will use assistive technology.

Working Relationships

As a paraprofessional, you will be interacting with administrative personnel, teachers, and student in your daily tasks. It is important that you develop and maintain positive working relationships.

Working with Administrators

As a paraprofessional, you will find it valuable to know that the principal has the primary responsibility for supervising the personnel working in his/her building. The principal should:

- Define job responsibilities.
- Establish work hours.
- Interpret and enforce the policies of the school and corporation.
- Provide a support system.

If you have problems concerning your role in the school either in working with teachers or students or with any policy or procedure, it should be discussed with the principal.

Working with Teachers

A positive working relationship between teacher and paraprofessionals is crucial to a successful program. The teacher and the paraprofessional must work together as a team. For this to happen, there has to be a clear understanding of each other's roles. It is up to the teacher to determine the educational plan for the class. However, the paraprofessional helps to implement the plan. The classroom teacher can take the lead in helping the paraprofessional as she or he strives to:

- Remember that the teacher is the leader in the classroom.
- Keep lines of communication open by meeting with the teacher as a team frequently.
- Accept the tasks given by the teacher. If unsure of just what the teacher wants, then clarification is sought.
- Know what the teacher expects of you in maintaining classroom discipline.
- Provide information to the teacher on a student's performance. If asked to keep certain records, it is done willingly and carefully.
- Show initiative, but do not usurp the authority of the teacher.
- Work out any problems or misunderstandings with the teacher and understand that they are never carried outside the classroom or school.

Working with Students

The presence of the paraprofessional in the classroom can help the teacher in the important task of meeting the individual needs of each student. As you work with students in groups or individually, you should strive to:

- ☺ Learn the names of students as quickly as possible.
- ☺ Keep a positive attitude with students. Give them encouragement and honest praise. Provide opportunities for success. It is important that the paraprofessional help the students accept and learn from their failures.
- ☺ Be consistent and fair in your interactions with students.
- ☺ Let the student take an active role in the learning process.
- ☺ Use questioning techniques that require more than a 'yes' or 'no' answer.
- ☺ Listen and respond to the students. Many times, as a paraprofessional, you may notice a child having difficulty. This information should be conveyed to the teacher at the first opportunity.
- ☺ Respect the confidentiality of students.
- ☺ Remember all students can achieve.
- ☺ Engage in conversation with students.
- ☺ Relax and have fun with the students.
- ☺ State expectations directly to students.
- ☺ Make the subject matter meaningful to the students.
- ☺ Help students enjoy learning and their accomplishments.

DON'Ts:

- ☹ Attack students with negative remarks.
- ☹ React too quickly to a situation.
- ☹ Ignore a student's input.
- ☹ Place unnecessary pressure on the students.
- ☹ Assume that the students always understand the assigned tasks.
- ☹ "Put down" students or teachers.



Dealing with Problems – Student, Teacher, Parent:

- ✓ Expect the respect of students. Make it clear to students that you have high expectations for their schoolwork and their behavior.
- ✓ Stay in control. As the adult you have the responsibility for maintaining a “level head” when conflict arises.
- ✓ Refer behavior concerns to teachers/administration only as a last resort. When you consistently need to refer to another authority figure to mediate issues, you cease being an authority figure.
- ✓ Let your teacher know of significant conflicts that may have occurred with students and how they were handled. They will appreciate this feedback, especially if the parent of the child calls to follow up on the concern.
- ✓ Know if individual students have a Behavior Improvement Plan.
- ✓ Know your teacher’s classroom management system and follow it.

Parents:

- ✓ A rule of thumb is that paraprofessionals should refer the concerns of parents to the appropriate teacher or administrator. *Seldom should the resolution of parental concerns or parental contacts be the responsibility of the paraprofessionals.*

Teachers:

- ✓ Not all relationships between teachers and paraprofessionals were made in heaven! You may find that there are responsibilities, procedures, policies, or interactions with your teachers with which you are not comfortable. It is seldom suggested that paraprofessionals seek the participation of the administrator if the issue has not been discussed initially with the teacher. Even after having an opportunity to voice your concerns the teacher may decide not to make changes. Sometimes the decision of the teacher needs to be the “final” word, however, if it is an issue that you believe strongly about, then you have the right to pursue your concern with the administrator.

Peers:

- ✓ There are no staff members who understand that specific stress, anxiety, and frustrations of your job as well as your peers. Therefore, a close working and supportive relationship with your peers is essential. However, if there is an individual with whom you are constantly butting heads, do your best to follow the same advice you give to young people...Stay away from each other!



Critical Conversation Reminders

Conversations with the Community

- Maintain confidentiality about students.
- Support the special education program.
- Support the school.
- Advocate for your students.
- On social media do not “friend” students.

Conversations with Colleagues

- Know your students’ strengths and needs.
- Contribute, don’t sabotage.
- Share observations and suggest constructive change.
- Seek support and accept direction.
- Take care of your mental health.
- Praise your colleagues.
- No victims, only team members.

Conversations with Students

- ✓ Praise GENEROUSLY and build self-esteem with each interaction.
- ✓ Ask good questions and WAIT for good answers.
- ✓ Promote memory and generalization of new skills.
- ✓ Use the least intrusive negative reaction possible.
- ✓ Share power.

Wisdom has two parts:

- ✓ Having a lot to say, and
- ✓ Not saying it.

Professional Ethics

DO:

- ✓ Be responsible.
- ✓ Be on time and regular in attendance.
- ✓ If you cannot be on the job, inform the designated person as soon as possible.
- ✓ Respect the confidentiality of school personnel and students.
- ✓ Dress and speak appropriately for the position you hold.
- ✓ Become familiar with and follow school rules.
- ✓ Maintain a positive attitude toward the school, its staff, and the students.

DON'T:

- ✓ Discuss students with anyone outside of the program.
- ✓ There should be absolutely no gossip about students or their families.
- ✓ Criticize the school or its staff.
- ✓ If you have a problem or concern, follow the proper procedures for resolving it.
- ✓ Get involved in school "politics".

CONFIDENTIALITY:

- Paraprofessionals have access to a substantial amount of information related to student behavior, progress, and personal information.
- **All information related to students should be considered confidential. Never discuss this information out of context and in non-job related discussions.**
- Don't assume there is ever a "confidential" discussion with someone. Once confidential information is divulged you lose control of what happens with this information, but not the responsibility for the consequences.
- Confidential information is never insignificant. Confidential means confidential – it is not a matter of degrees.
- Information which is leaked will ultimately come to the attention of those you would prefer not be aware of the leak.
- The source of information leaks are seldom difficult to determine.
- Loose lips not only sink ships – they can embarrass and hurt children, parents, and co-workers. They can also lead to the termination of employment. Maintain confidentiality and be respectful. You would expect this for yourself and your family.

Important Operating Procedures

Every paraprofessional should have certain information about the school in which he/she is working. You should have knowledge of the following:

- ✓ Acquaint yourself with the physical layout of the building.
- ✓ Learn the procedures for fire drills and tornado drills.
- ✓ Learn procedures for dealing with emergencies (accidents, illness).
- ✓ Learn the names of all school personnel – both certified and non-certified.

State law requires that all suspicion of abuse be reported to local authorities. School personnel are held to a higher standard than the ordinary citizen due to their frequent contact with children. **You must report any suspicion you have that a child is being abused to the authorities.** Each building has procedures on how to report abuse. Do not attempt to investigate the potential abuse – report what you know and your suspicions.

Suggested Techniques

Planning – Daily/Weekly

The classroom teacher and paraprofessional need to set aside a specific time each day and each week for planning. In addition, the paraprofessional should evaluate the lessons they carry out. The following are questions to ask yourself:

1. Did I plan well with the teacher for the lesson and understand the goals?
2. Did I introduce the lesson so that the student/group understood the concept that the activity was to reinforce?
3. Was I enthusiastic enough to get the student/group interested in performing the task?
4. Did I explain what the student/group was to do in the practice activity so that the task was understood?
5. Did I have all the materials I needed for the task to be completed?
6. Did I give the student/group positive reinforcement when appropriate?
7. Did I encourage the student/group when the activity was difficult?
8. Was the activity successful in terms of the objectives and goals?
9. Did I make notes on the progress of the student/group?
10. Did I keep the student/groups apprised of their progress?
11. Did I make notes of what needed to be discussed with the teacher?
12. Did I provide new vocabulary?

Instructional Techniques

1. Encourage students to ask questions.
2. Develop and ask questions that have more than one right answer.
3. Develop and ask questions that call for an expanded response and questions that cannot be answered in one or two words.
4. Provide sufficient wait time for a student to respond to questions.
5. Praise students for their efforts.
6. Praise students when they do well.
7. Help students accept and learn from their failures. Constructive criticism is a good way to learn from experience.
8. Encourage and teach students to back up their answers with facts.
9. Allow student ample time to think about a problem.
10. Allow students a short time before a lesson to browse the lesson and materials to be used. This allows the students time to organize their thoughts.
11. Explain the purpose of the lesson before instruction begins. This technique aids the student in seeing the relevance of the material to be covered.

Discipline

The classroom teacher is responsible for establishing discipline policies for the classroom. When the paraprofessional and the teacher work as partners, it is imperative that the paraprofessional knows her/his role in maintaining effective classroom discipline. Make sure you are familiar with the teachers:

1. Philosophy of discipline.
2. Specific classroom discipline.
3. Individual Behavior Improvement Plans.
4. Positive and negative consequences and reinforcements given to the students concerning classroom behavior.
5. Students may forget what you said, but they will never forget how you made them feel.
6. Kindness inspires kindness



Interventions for Challenging Behavior- Behavior is something to teach, not control.

A central question in providing an appropriate education for students with behavior problems is to decide which skills need to be taught. In other words, how do you make instructional sense of the behaviors you see? To answer this question, two concepts need to be considered: behavioral intent and replacement behaviors.

Behavioral Intent:

Is the functional relationship between the behaviors we observe, and the outcome desired by the student. When a student acts even with behaviors we view as disordered, she/he acts to achieve a result. This desired result or outcome can be viewed as the intent of the behavior.

Replacement Behaviors:










Are behaviors you teach a student to use to achieve her/his behavioral intent. They are new behaviors that the student can substitute for her/his problem ones and still reliably achieve the same desired outcome. We need to focus on ways to teach replacement behaviors that are more socially acceptable yet still achieve the same outcome for the student.

Some interventions for when challenging behaviors occur include:

- 1) Take a deep breath and think.
- 2) Make eye contact and keep a neutral expression on your face.
- 3) Pause or speak slowly.
- 4) Move closer to the student but don't "box him/her in".
- 5) Lightly touch the student's desk, arm, or shoulder.
- 6) State your expectations.
- 7) Redirect the student's activity.
- 8) State the pre-established consequences.

Defining the Role as Disciplinarian

To ensure an environment conducive to learning it is essential that good discipline be maintained throughout the building. The supervision, monitoring, and enforcement of discipline within the school are the responsibility of all staff members. Paraprofessionals can support school discipline by keeping an "eye" on the following:

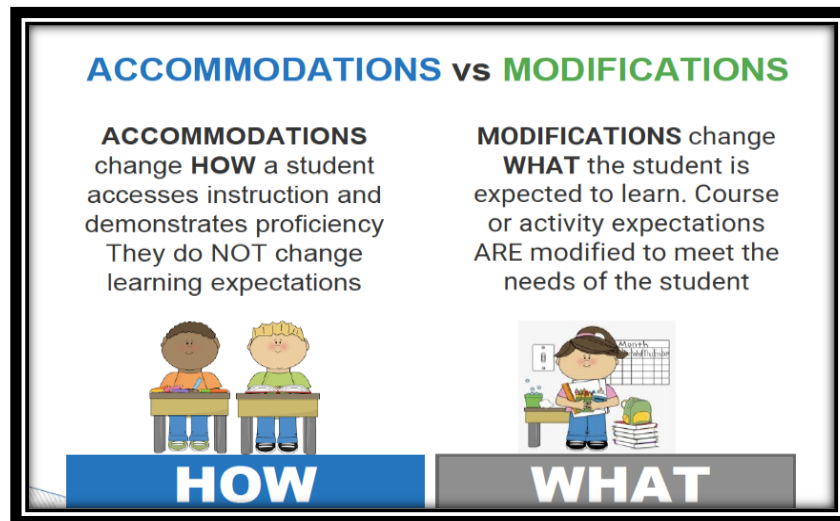
-  Monitor students in the hallway during the start of the school day, at dismissals, as students move between classes, and during the noon hour.
-  Accept responsibility for the behavior of all students. In a school there cannot be a perception of "my students" and "your students". The staff needs to perceive all students as "our students".
-  Exercise good judgment when intervening on physical disruptions. There are times when better judgment is to call for assistance rather than to intervene and possibly further provoke students or endanger yourself.
-  Be alert. While it isn't necessary to look for trouble it is important that you be aware of what is happening around you.
-  Enforce school-wide discipline policies. If there is no such policy become familiar with the various expectations of teachers throughout the building.
-  Thoroughly investigate a discipline concern before making a decision. Don't assume one child is at greater fault over another due to past behaviors. Each behavior incident should be judged on its own merit.
-  Be firm, fair, and consistent in the way you discipline students.
-  *React to student behavior, not the student.* Once an incident is over it should be over. Students need to know that they are not viewed negatively by you based upon an incident or series of discipline incidents. Realize that rules are guidelines and that there are times when they can be relaxed. Good judgment and the best interests of students should determine your actions.
-  Remember, the purpose of discipline is to assure safe and appropriate student behavior. It is not to punish students or to "get back at" children who have behaved inappropriately.

Accommodations VS Modifications

First of all...what is the difference?

Accommodations change **HOW** a student learns the material. Accommodations can help kids learn the same material as their peers and allow them to meet the same expectations. An accommodation is a change to the environment; e.g., a private room for testing, a change in testing format, the use of assistive technology, etc.

Modifications change **WHAT** the student is taught or expected to learn. Kids who are significantly behind their peers (academically, physically, mentally) may need changes to the curriculum they're learning. A modification is a change to the content or the testing, or a change to how much the student is expected to learn; e.g., fewer questions on a test, shorter assignments, or how test results are interpreted, alternate test.



This form gives specific examples to help explain the differences between them-

WHAT'S THE DIFFERENCE BETWEEN ACCOMMODATIONS & MODIFICATIONS

An accommodation changes *how* a student learns the material. A modification changes *what* a student is taught or expected to learn. Here are some examples to explain the differences between them.

	Accommodations	Modifications
Classroom Instructions	Accommodations can help kids learn the same material and meet the same expectations as their classmates. Examples: recording a teacher's presentation and having the student re-listen to it, changing the location of their seat, extra time, flexible seating, giving a cloze passage of notes, read aloud questions & answers, spell checkers.	Kids who are far behind their peers may need changes, or modifications to the curriculum. Examples: shortened or lower level assignments, alternate curriculum, read aloud passages,
Classroom Tests	Testing accommodations can be different from those used for instruction. Examples: extra time, verbal answers, scribe, study guides, alternate testing location.	Modifications in testing often involve requiring a student to cover less material or material that is less complex.. Examples: Reduction in number of questions, alternate test, alternate skills.
Standardized Tests	Some district and most statewide assessments allow certain accommodations like extra time, frequent breaks, and alternate location. Ideally, these would be the same accommodations as classroom tests.	Some students take an alternate assessment of their statewide and district tests. If not, modifications can be made to the standardized tests if specifically stated on the IEP. Examples: read aloud passages, braille, human reader
Specials Classes	Accommodations for special classes like gym, music, and art can be helpful. These are similar to accommodations for classroom instruction. Examples: extra time, different format, scribe, verbal answers.	If the school believes that an assignment within a special class is unreasonable for the child, modifications to that assignment are made. Examples: reduction in expectations, excusal from performances.

Here is a breakdown of accommodations & modifications by type-

ACCOMMODATIONS & MODIFICATIONS BY TYPE	
Presentation	<ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Work with fewer items per page and/or materials in larger print • Have a designated reader • Hear instructions orally • Record a lesson, instead of taking notes • Have another student share class notes • Be given an outline or cloze copy of notes • Be given a written list of instructions
Response	<ul style="list-style-type: none"> • Give responses in a form (oral or written) that is easier • Dictate answers to a scribe • Capture responses on an audio recorder • Use a spelling dictionary or electronic spell-checker • Use a word processor to type notes or give responses in class
Setting	<ul style="list-style-type: none"> • Work or take a test in a different setting (quiet room) • Sit where the student learns best • Use special lighting or acoustics • Flexible seating arrangements • Small group setting • Flexible seating
Timing	<ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process information or directions • Take frequent breaks, such as after completing a section of work
Scheduling	<ul style="list-style-type: none"> • Take more time to complete a project • Take a test in several timed sessions or over several days • Take sections of a test in a different order • Take a test at a specific time of day • Frequent breaks
Organization	<ul style="list-style-type: none"> • Use an alarm to help with time management • Mark texts with a highlighter • Have help coordinating assignments in a book or planner • Receive study skills instruction
Assignments	<ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Write shorter papers • Answer fewer or different test questions • Create alternate projects or assignments
Curriculum	<ul style="list-style-type: none"> • Learn different material • Get graded or assessed based on a different standard or using a participation rubric

Here are some accommodations and modifications by subject-

ACCOMMODATIONS & MODIFICATIONS BY SUBJECT

Spelling

- Shorten the number of words the student is required to know
- Help the student learn to group words according to word families
- Use familiar manipulatives such as letter tiles to practice
- Provide practice pages to trace the words
- Color code the syllables
- Reinforce one spelling rule at a time
- Chunk lists into parts when studying
- Allow tests to be taken on a computer
- Cue the students as to the number of syllables or letters
- Multiple choice tests
- Give test verbally

Math

- Use a math notebook to keep rules, formulas, examples, etc.
- Provide a copy of an example of a problem
- Use different colors when modeling steps
- Reinforce math fact families
- Use manipulatives (paper money, base 10 blocks, counters, numberline, etc.)
- Copy problems onto graph paper for organizational help
- Highlight keywords in problems
- Allow the student to use a multiplication chart
- Use an "L" cutout to help manipulate the multiplication chart

Reading

- Provide a list of important vocabulary before reading the text
- Read the summary of the text first
- Read the review questions first and then look for answers
- Highlight answers when they are found
- Provide a student guide of the test
- Use multi-sensory activities to help student understand abstract information
- Use sticky notes/highlighter tape/erasable highlighters to mark important information in the text
- Paraphrase information in their own words and discuss what is unclear
- Read directions and questions aloud

Writing

- Allow extra time
- Experiment with different writing tools (types of pens and pencils)
- Provide a template
- Provide an example of a finished product
- Allow spell checkers
- Type instead of write
- Set times to stop periodically to read what is being written
- Chunk writing assignments into parts

Big Ideas for Reading

Phonemic Awareness

Phonemic awareness is the ability to hear and manipulate individual spoken sounds or phonemes within words. It includes the understanding that the phonemes of spoken language work together to make words and can be taken apart to spell words. To benefit from phonics instruction, students must be able to hear phonemes within words in order to identify the letters that correspond with the individual phonemes. The two most critical skills of phonemic awareness are blending and segmenting.

Alphabetic Principle

Alphabetic principle involves an understanding that written letters represent spoken sounds and that letter sounds can be blended together to read words and segmented to spell words. Students learn and apply the alphabetic principle through beginning phonics instruction. Students must develop the skills and habits for automatic and accurate reading, relying on the letters in the word rather than the context or pictures so that all their cognitive energy can go into comprehending what the text means.

Fluency With Connected Text

Fluency represents the ability to effortlessly read words accurately, at an appropriate rate, and with expression. All three components of reading fluency are needed.

Vocabulary

Vocabulary refers to the words we must know to communicate effectively through listening, speaking, reading, and writing.

Comprehension

Comprehension is the result of a student's interaction with text to construct meaning and learn from text. Strong reading comprehension is related to a student's ability to read with accuracy (decoding) as well as the student's language comprehension.

Advanced Word Study/Phonics

Advanced word study/phonics involves continued instruction in the application of more advanced phonics to reading, such as teaching students how to:

- ✓ Identify and break words into syllable types.
- ✓ Read multisyllabic words by blending the parts together.

- ✓ Recognize irregular words that do not follow predictable patterns.
- ✓ Apply the meaning of common prefixes, suffixes, inflectional endings, and roots when reading.

Fluency With Connected Text

Fluency represents the ability to effortlessly read words accurately, at an appropriate rate, and with expression. All three components of reading fluency are needed.

Vocabulary

Vocabulary refers to the words we must know to communicate effectively through listening, speaking, reading, and writing.

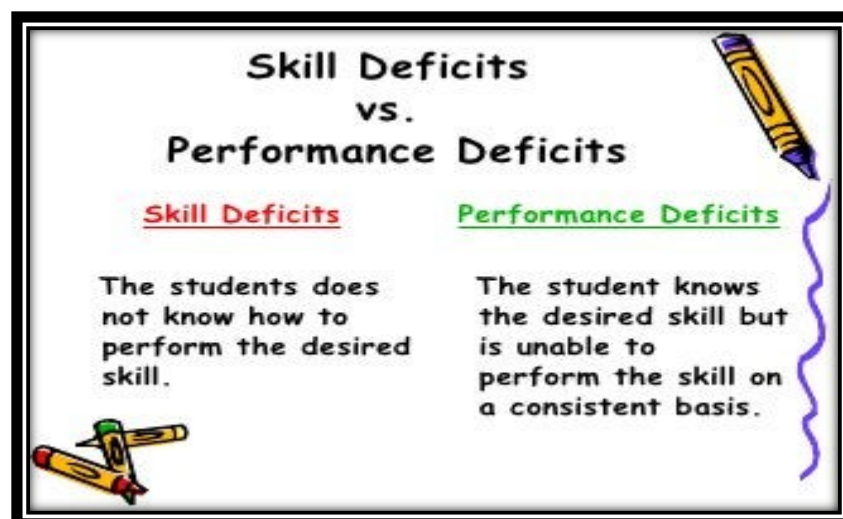
Comprehension

Comprehension is the result of a student's interaction with text to construct meaning and learn from text. Strong reading comprehension is related to a student's ability to read with accuracy (decoding) as well as the student's language comprehension.

Motivation

Motivation is related to a student's perceived probability of success. We know that adolescent readers often lack the motivation to read, which can negatively impact their academic performance. This is especially true for struggling readers.

SKILL DEFICIT VS. PERFORMANCE DEFICIT



When a student is having a problem, try to determine if there is a skill deficit or a performance deficit. Skill deficits occur when the student is expected to do something for which they lack knowledge or haven't had ample opportunities to practice a skill or wasn't reinforced for performing it. Performance deficits occur when the student knows what to do but won't. Reasons for this may be a deliberate choice or there may be an emotional interference. These apply to any skills: academic or behavioral. When in doubt, assume it is a skill deficit.

Data Collection for Paraprofessionals

We believe that in order to maintain a positive experience for paraprofessionals, students, and the school community, it is essential that paraprofessionals feel supported. We strive to provide resources to help them feel empowered and confident in making student-based, educationally sound, decisions. Paraprofessionals are often asked to provide data regarding a student they work with as a means of documenting progress toward IEP goals and determining the effectiveness of a student's program.

This documentation may be in the form of anecdotal reports, checklists or formal and informal observations (**Process created and provided guidance by classroom teacher and/or Clinician for the Paraprofessional**). Observing and Keeping Good Data Acquiring and using objective skills of observation and keeping data are important to all paraprofessionals. Much of the information needed by the team to determine whether or not children are gaining new skills is acquired by careful observation and good record keeping. In addition, observation will keep the team posted on whether or not the individuals are learning and using the functional skills necessary to let them achieve the objectives and long-term goals that are outlined in the IEP. .

The written information as to what has been observed is called "data". It serves as a more permanent record of what is seen or heard and, when done well, is an objective account of the individual's activities and skills. It is important to keep written data on all the observation activities. If this is not done, there is a risk of reporting inaccurately what has happened. Carrying out observations and keeping data must be done with an objective point of view. Sometimes, we may be tempted to let our biases or prejudices get in the way. We may like one student better than another and tend to look more favorably on his/her activities. It is very important to guard against these inclinations and to put down precisely what is seen or heard and to avoid anything that is stigmatized by personal perceptions of a child or a specific behavior.

Observation Is: Systematically watching what a person does and says, then recording the behaviors in order to make instructional decisions. Observation should:

1. Be done for a specific reason.
2. Provide samples of a child's/student's behavior over a period of time, in a variety of settings; and
 - a. Be objective. Objective Observation Means:
 - b. Watching events without being affected by personal biases/prejudices.
3. Watching what is happening without guessing at the reasons that cause the action;
 - a. Watching the activity without judging whether it is good or bad, and
 - b. Producing an objective record that states exactly what an observer sees and hears. Through observation, we can learn what the child can do, what the child likes or dislikes, how the child behaves under various

circumstances and how the child interacts with people. Observing Objectively There are two points to remember when making observations:

- c. A behavior must be observable
- d. A behavior must be measurable.

In other words, we must be able to see or hear a behavior and we must be able to count or time how often a behavior occurs.

Keeping Data

There are several ways to keep data. They include:

- ✓ Checklists (**Process created and provided guidance by classroom teacher and/or Clinician for the Paraprofessional**)-These may be in the form of standardized checklists that include specific skills and behaviors based on developmental levels, or a list of behaviors compiled by the teacher. When paraprofessionals work with a checklist, they simply watch the child and record whether or not the behavior described is observed.
- ✓ Anecdotal Records (**Process created and provided guidance by classroom teacher and/or Clinician for the Paraprofessional**)-These usually consist of a sentence or two written in a notebook that describe what the child is doing at a specific moment. When making an anecdotal record, only behaviors that can be seen or heard and behaviors that can be counted should be recorded.
- ✓ Interviewing (**Process created and provided guidance by classroom teacher and/or Clinician for the Paraprofessional**)-This is a specific kind of record keeping, one in which the team is trying to determine what the child likes or dislikes, what the child's interests are, or other feelings or beliefs that cannot be observed. When interviewing, it is extremely important to record precisely what the child says. There is no room for editorializing in this kind of record.
- ✓ Frequency or Duration Notes (**Process created and provided guidance by classroom teacher and/or Clinician for the Paraprofessional**)- Sometimes the information that is to be collected refers to how often or how long a behavior is occurring. For example, the team may want to know how many times a child talked to or communicated with playmates or how often a child initiated a conversation with peers. For this kind of record keeping, paraprofessionals will count the frequency and length of the behavior occurring.

Strategies for Facilitating Student Independence

- ✓ Increasing learner independence is the instructional goal for every student! Encourage students to be independent rather than dependent.
- ✓ Encourage and allow students to make choices and decisions.
- ✓ Encourage students to complete activity as independently as possible prior to offering support.
- ✓ Allow student work to be authentic, rather than completed by the paraprofessional or inclusion helper.
- ✓ Allow students to make mistakes and experience natural consequences unless there is a safety issue.

- ✓ When appropriate, sit or stand at a distance from the student who requires additional adult support.

Break larger tasks into smaller steps to allow student to independently perform parts of task/assignment-

Functional Example

Task- When learning to use a phone

Encourage the student to push the first and last digit. Slowly encourage them to increase the number of digits.

Academic Example

Task- A student is expected to write a paragraph

This task could be divided into smaller sections such as formulating ideas, creating a topic sentence, developing supporting sentences, and formulating a conclusion. The student may only complete one or two of these tasks during the class time.

Utilize peer support when possible-

Functional Example

Task- A student is unable to tie his/her shoe

Rather than the paraprofessional tying the student's shoe, a peer could do this instead. Students may benefit from having a packing up/locker buddy at the end of the day rather than depending on adult support for this task.

Academic Example

During math class, pairs of students work on an activity sheet together

Instead of the paraprofessional scribing for a student with a fine motor disability, the student's partner can write for her/him. A student with a reading disability participates in a play during Integrated Language Arts. This student could be paired with a peer to help him/her learn the lines.

Utilizing the Prompt Hierarchy to Facilitate Student Independence

- A prompt hierarchy refers to different levels of support provided to assist a student who is learning or demonstrating a task.
- This is a suggested prompt hierarchy begins with least intrusive and moving through most intrusive. The goal is to begin with the least intrusive prompts. The most intrusive prompts should be used minimally and gradually faded as appropriate under the direction of the teacher.
- Some students may have individualized prompt hierarchies. For example, you would not utilize gesture prompts for a student who is blind or has a severe vision disability.
- Seek direction from the teacher concerning the appropriate prompts to be used with students. • It is important to provide sufficient wait time between

prompts. Students may need 3-8 seconds of wait time to respond to a direction.

Definitions of Prompt Types

- Verbal Prompt- This level of prompt requires the teacher to give a specific verbal direction in addition to the task direction. Given a task direction, the student is unable to perform correctly until another; more specific, verbal prompt is provided (e.g., After the teacher gives the task direction and allows for wait time, the teacher then says, "Push the button to turn on the scanner") .
- Gesture Prompt- This level of prompt requires the teacher to move his/her finger, hand, arm, or make a facial expression that communicates to the student specific information (e.g. Teacher taps scanner switch button).
- Model Prompt- This level of prompt requires the teacher to demonstrate the correct response for the student, and the student imitates the teacher's model (e.g., The teacher demonstrates how to push the switch and then asks the student to repeat).
- Partial Physical Prompt- This level of prompt requires the teacher to touch the student to elicit a response (e.g., Teacher touches the student's hand closest to the scanner switch button).
- Full Physical Prompt- This level of prompt requires the teacher to place his/her hand over the student's hand and move it toward the response (e.g., teacher places hand over student's hand and places it on the scanner switch button).

Inclusion Solutions

Research supports students with disabilities learn best with their typical peers in the general classroom with accommodations and modifications. Our goal, in alignment with federal and state law, is for students to be included in the general education classroom to the fullest extent possible.

Tips for Supporting Students in the General Education Classroom






- ✓ Implement the appropriate accommodations, modifications, and lesson plans provided by the special education teacher for specific students.
- ✓ Become familiar with the content of the unit/course. Ask the teacher for clarification about the material, when needed.
- ✓ Provide students with opportunities to ask questions and respond utilizing their mode(s) of communication (verbal, sign language, picture symbols, and augmentative communication/voice output device).
- ✓ Implement the classroom and/or individual behavior plan when the student is in the general education setting.
- ✓ Provide feedback and data to the teachers related to academic progress, work habits and behavior.

- ✓ Encourage students to become as independent as possible when following classroom routines.
- ✓ Avoid hovering over the student you are supporting. Facilitate student independence by varying the amount of support, monitoring, and prompting based on the need and independence level of the student.
- ✓ Assist with other students who need help, on occasion, not singling out the students who receive special education services.
- ✓ Be mindful of the volume of your voice in the general education classroom so as you provide direction; it does not distract other students.
- ✓ Communicate with teachers about a plan to remove the student from the general education classroom if he is distracting students or needs a break. Discuss ahead of time with the teacher the expectations if a student needs to be removed from the classroom. Where should we go? What alternative activity should the student engage in? How long the student should be removed from the classroom? What are the criteria for the student to return to the classroom? Who do I call for help?
- ✓ Encourage students to interact with peers and develop peer relationships.
 - When working with students with limited cognition, social skills or verbal ability, get to know the interests of your student and classmates to share common interests with each other.
 - Select appropriate peer role models to work with or assist a student with a task, when appropriate.

Special Education Information

What is Special Education?

“Special education” is specially designed services, provided at no cost to the parent, to meet the unique needs of a student identified as disabled in accordance with the special education regulations. It may include:

-  Classroom instruction;
-  Community-based instruction;
-  Instruction in hospitals, nursing homes, or other institutions;
-  Homebound or home-based instruction; and
-  Instruction in physical education, vocational education, or speech/language therapy.

This is a simple definition. It speaks of specially designed instruction to meet the unique needs of the individual student.

Free Appropriate Public Education

A student qualifying for special education is entitled to a free appropriate public education (FAPE). The education is to be at public expense and at no cost to the parent beyond what it costs students without a disability. “Appropriate” has been interpreted to mean that the student’s educational program is designed in such a way

that the student will receive educational benefit and make progress. Advancement from one grade level to the next is one indication of educational progress.

Case Conference Committee







A “case conference committee” is the group of people who, among other things, determine what services a student who is eligible for special education services needs in order to be successful. The committee must meet at least once a year for an annual case review (ACR) to review the student’s progress and determine appropriate goals and services for the following year. The committee must include the student’s parents, special education teacher of record, a general education teacher, and a school administrator. A case conference can be called at any time within the school year to review the student’s progress.

Individualized Education Program

Each student who is eligible for special education services must have an Individualized Education Program (IEP). The IEP is developed by the Case Conference Committee and is revised at least once a year. The IEP must include, among other items, goals with benchmarks or objectives that the student can be expected to accomplish within the next twelve months.

Related Services

Some students receiving special education also require related services in order to benefit from their educational program. They must be part of a student’s IEP. Related services include but are not limited to:

-  Special transportation;
-  Occupational Therapy;
-  Physical Therapy;
-  Related Service Counseling;
-  Job Coach, and
-  Psychological Services.

Least Restrictive Environment

Federal and state laws require that all students receiving special education services are to be provided services to the maximum extent possible in the least restrictive environment (LRE). This does not mean that all students with disabilities must be educated in a general education classroom, the reasons for an alternative placement must be based upon the individual needs of the student. The LRE is determined by the case conference committee for each student and is documented as part of that student’s IEP.

How is the Child Identified and Receives Special Education Services?

Referrals

Each public school is required to have a written formal system that provides Response to Intervention (RTI) procedures for students whose classroom performance is adversely affecting educational outcomes. These procedures can benefit any student having difficulty in school, not just those believed to qualify for special education services. These procedures are also often a precursor to being referred for an educational evaluation to determine if a student is eligible for special education services.

Any student who is suspected of having a disability should be referred for an educational evaluation. A parent, teacher, school administrator, or the student may make referrals. The parent must be fully informed and provided information on the reasons for the referral and the evaluation process, as well as other procedural safeguards. An initial evaluation can only proceed with parent permission.

Educational Evaluation

Once the parent had consented to an educational evaluation, a comprehensive individual evaluation of the student's needs will take place. The educational evaluation of a student shall be conducted by a multidisciplinary team including at least one teacher licensed in, or other specialist with knowledge in, the area of the suspected disability and a school psychologist, unless the only suspected disability is a communication disorder, in which case a speech-language pathologist may serve as the sole evaluator.

Identification

Once the educational evaluation is completed, a case conference committee is convened to review the results of the evaluation. The case conference committee will determine if, based upon the results of the evaluation, the student is eligible for special education services. IF the student is eligible, the case conference committee will specify what services the student will need and develop an IEP. The initial case conference committee must meet within 50 instructional days of receipt of the parental consent for the evaluation.

After identification of eligibility has been established and an IEP is developed, the committee determines the appropriate educational placement for the student. The placement decision is based upon the individual needs of the student as well as the need to place the student in the least restrictive environment.

What Laws Apply to Special Education?

Individuals with Disabilities Education Act

In 1975, federal law was enacted that provided for the public education of children with disabilities. It has gone under many revision and amendments. It was amended in 1997 and is known as the Individuals with Disabilities Education Act or IDEA. This law provides federal funds to states to assist in providing education to children with disabilities. It sets forth the basic requirements that states and local schools must follow, including procedures for identifying and evaluating children with disabilities as well as the components of the IEP and due process procedures. IDEA also requires each state to have a State Plan that shows how the state will comply with the law and how it will monitor local schools to assure compliance. The federal Department of education also monitors and evaluates each state to assure compliance.

Article 7

Indiana's special education law is known as Article 7. The most recent revision was in May 2019. It mirrors most of IDEA. Indiana had state laws allowing for the education of children with disabilities prior to the federal law.

Section 504

Section 504 of the Rehabilitation Act is an anti-discrimination law. It pre-dates IDEA's predecessors. It provides that no otherwise qualified individual with handicaps shall, solely by reason of the handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program receiving federal funds. While both IDEA and Article 7 contain specific listings of the disabilities that qualify for special education services, the definition in Section 504 is much broader. It is, therefore, possible for a student to qualify for services under Section 504 but not for special education services. The regulations under Section 504, while not as specific as those under IDEA, also provide for a free appropriate public education, placement in a general education environment unless the student's needs cannot be met with the use of supplemental aids and services and provides for evaluation and placement decisions and procedural safeguards.

Expectation of School Personnel

Awareness

All education personnel need to have a basic understanding of special education, the procedures involved, and where to get assistance. The goals of special education, to provide each student with a disability a free appropriate education (FAPE) in the least restrictive environment (LRE), will only be achieved through understanding, teamwork, and cooperation among the parents, general education teachers, special education

teachers, and others involved. As education personnel become more aware of the needs of their students, the education program as a whole becomes better for the whole system.

Follow the IEP

Education personnel need to be aware that all students in special education, even those spending part or all the school day in general education, have an IEP. The IEP specifies, among other things, goals and objectives, related services, accommodations, and other special factors that are necessary to meet the needs of the student. The school is responsible to see that the IEP is followed. Good communication with the special education department will generally provide any necessary information or assistance to fulfill the requirements of the IEP. While a school is required to follow the IEP, this document should not be viewed as a rigid, inflexible program. If the IEP does not appear to be appropriate to meet the student's needs, or if it is being followed and the student is not benefiting from the educational program, it may be appropriate to seek modifications. Any modifications to the IEP, however, should not be made unilaterally between classroom teacher or other personnel. The proper procedure under these circumstances would be to reconvene the case conference.

Communication

Individualized special education programs are developed through a team approach. Because of this, communication regarding a student's needs, progress, and problems is very important in successfully implementing a student's IEP and in providing the student with a free appropriate public education.

Teacher of Record

511 IAC 7-42-6 Developing an individualized education program...

- (c) The CCC must also consider the following special factors when applicable:
 - (1) Positive behavioral interventions and supports, and other strategies, to address any of the student's behaviors that impede the student's learning or the learning of others.
 - (2) Any supports, under 511 IAC 7-35-2, necessary to provide public agency personnel with the knowledge and skills necessary to implement the student's IEP.

Each student with a disability must have a teacher of record identified. This licensed educator is responsible for providing support personnel with the information that they need in order to anticipate the needs of a student with a disability and respond appropriately when the student behaves in a way that requires a supportive response.

511 IAC 7-32-97 "Teacher of record" defined

"Teacher of record" (TOR) is the single special education teacher to whom a student with a disability is assigned. The TOR shall:

- (4) Ensure the student's IEP is accessible to each of the: (A) student's teachers; (B) related services providers; and (C) other services providers...
- (5) Inform each teacher and provider of his or her specific responsibilities related to implementing the student's IEP.
- (6) Ensure that: (A) supplementary aids and services; (B) program modifications; and (C) supports for school personnel; are provided in accordance with each student's IEP.
- (7) Serve as a consultant and resource person to all other personnel providing services to the student.

About Autism



Autism is a complex developmental disability that typically appears during the first three years of life and affects a person's ability to communicate and interact with others. Autism is defined by a certain set of behaviors and is a "spectrum disorder" that affects individuals differently and to varying degrees. There is no known single cause of autism, but increased awareness and funding can help families today.

In March 2012, the Centers for Disease Control and Prevention issued their ADDM autism prevalence report. The report concluded that the prevalence of autism had risen to **1 in every 88 births** in the United States and almost 1 in 54 boys. The spotlight shown on autism as a result of the prevalence increase opens opportunities for the nation to consider how to serve these families facing a lifetime of supports for their children.

Currently, the Autism Society estimates that the lifetime cost of caring for a child with autism ranges from \$3.5 million to \$5 million, and that the United States is facing almost \$90 billion annually in costs for autism (this figure includes research, insurance costs and non-covered expenses, Medicaid waivers for autism, educational spending, housing, transportation, employment, in addition to related therapeutic services and caregiver costs).

Know the Signs: Early Identification Can Change Lives

Autism is treatable. Children do not "outgrow" autism, but studies show that early diagnosis and intervention lead to significantly improved outcomes.

Here are some signs of Autism:

- Lack of or delay in spoken language
- Repetitive use of language and/or motor mannerisms (e.g., hand-flapping, twirling objects)
- Little or no eye contact
- Lack of interest in peer relationships
- Lack of spontaneous or make-believe play
- Persistent fixation on parts of objects

Helpful links for additional information on Autism

- ✓ Autism Society of America: www.autism-society.org
- ✓ http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/AutismFactSheet.pdf
- ✓ http://www.easterseals.com/site/DocServer/Autism_101_Fact_Sheet_1_3_.pdf?docID=83363
- ✓ http://www.autism-society.org/site/PageServer?pagename=about_home
- ✓ http://www.ninds.nih.gov/disorders/autism/detail_autism.htm
- ✓ <http://www.autism.com/autism/index.htm>
- ✓ Indiana Resource Center for Autism and Hands in Autism

SPECIAL EDUCATION TERMS AND ABBREVIATIONS

Article 7	Indiana's Special Education Legal Statute
ACR	Annual Case Review
ADD/ADHD	Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder
AT	Assistive Technology
BIP	Behavior Intervention Plan
CCC	Case Conference Committee
EC	Early Childhood
EHA	Education of the Handicapped Act, PL 94-142, now known as IDEA
ESY	Extended School Year
FAPE	Free and Appropriate Public Education
FBA	Functional Behavior Assessment
FERPA	Family Education Rights and Privacy Act (Federal)
First Steps	Covers birth up to 3; Children with Disabilities
IAES	Interim Alternative Educational Setting
IDEA/EHA	Individuals with Disabilities Education Act, PL 101-476 (Formerly EHA, PL 94-142)
IEP	Individual Education Program
IFSP	Individual Family Services Plan (First Steps only)
ITP	Individual Transition Plan, now known as Transition IEP
LEA	Local Education Agency
LRE	Least Restrictive Environment
MD	Manifest Determination Conference
M Team	Multidisciplinary Evaluation Team
MSW	Masters in Social Work
OCR	Office of Civil Rights (Federal)
OSEP	Office of Special Education Programs (Federal)
OSERS	Office of Special Education and Rehabilitation Services (Federal)
OT	Occupational Therapy
PT	Physical Therapy
Section 504	Section 504 of the Rehabilitation Act of 1973 (Federal)
SLP	Speech/Language Pathologist

SOP	Summary of Performance
TOR	Teacher of Record
TOS	Teacher of Service
VR	Vocational Rehabilitation

ARTICLE 7 DISABILITY AREAS – May 2019 Version

ASD	Autism Spectrum Disorder	LI/SI	Language or Speech Impairment
BLV	Blind or Low Vision	MD	Multiple Disabilities
ID	Intellectual Disability (Mild, Moderate, Severe)	OHI	Other Health Impairment
DHH	Deaf or Hard of Hearing	OI	Orthopedic Impairment
DD	Developmental Delay (early childhood only)	SLD	Specific Learning Disability
ED	Emotional Disability	TBI	Traumatic Brain Injury

Disability Categories for Indiana Public Schools

Autism Spectrum Disorder (ASD) – includes autism, Asperger’s Syndrome, childhood disintegrative disorder, Rett’s disorder, and pervasive developmental delay – not otherwise specified; affects communication skills, social interactive, and a restricted range of interests

Blind or Low Vision (BLV) – can include partial sightedness or blindness

Intellectual Disability (ID) – significantly below average intellectual ability; includes mild, moderate, and severe cognitive disabilities

Deaf or Hard of Hearing (DHH) – can include loss of hearing in one or both ears or deafness

Deaf-Blind (DB) – includes both a hearing and a visual impairment

Developmental Delay (DD) – for preschool students who have a delay(s) in the following areas: motor, cognitive, language, social/emotional, self-help or other adaptive development

Emotional Disability (ED) – can include physical symptoms or fears associated with personal or school problems, depression, anxiety, an inability to maintain personal relationships, and/or inappropriate behaviors or feelings

Language/Speech Impairment (LSI) – delays or disorders of articulation, fluency, receptive or expressive language

Multiple Disabilities (MD) – a combination of two or more disabilities (other than deaf-blind) so that the student's needs cannot be met with services for just one of the impairments

Orthopedic Impairment (OI) – physical disabilities, such as cerebral palsy, amputations, fractures/burns causing contractures, or muscular dystrophy, among other conditions

Other Health Impairment (OHI) – chronic or acute health problems that limit strength, vitality, or alertness; can include ADHD, diabetes, AIDS/HIV, cancer, among others

Specific Learning Disability (SLD) – deficits in listening, thinking, speaking, reading, writing, or arithmetic

Traumatic Brain Injury (TBI) – a brain injury that occurred after birth that causes impairments

Receipt of Handbook- Verification Statement

My signature below indicates that I have received the Paraprofessional Handbook. I understand that it is my responsibility to read and adhere to policies and practices contained within the handbook.

(Signature)

Printed Name

(Date)

****Please submit this verification statement upon receiving and reading the Handbook to the CSS Office and give a copy to the Principal****

Email – mail@cooperativeschoolservices.org

Fax – (219)866-4668

Mail – Cooperative School Services
1389 Saint Gaspar Drive
Rensselaer, Indiana 47978