

Include. Belong. Learn.

PD
4 paras
PreK-12

*Providing Effective Support in Inclusive Classrooms:
A Class for Paraprofessionals*



Course Sessions

Session 1: **Going Beyond the Label**

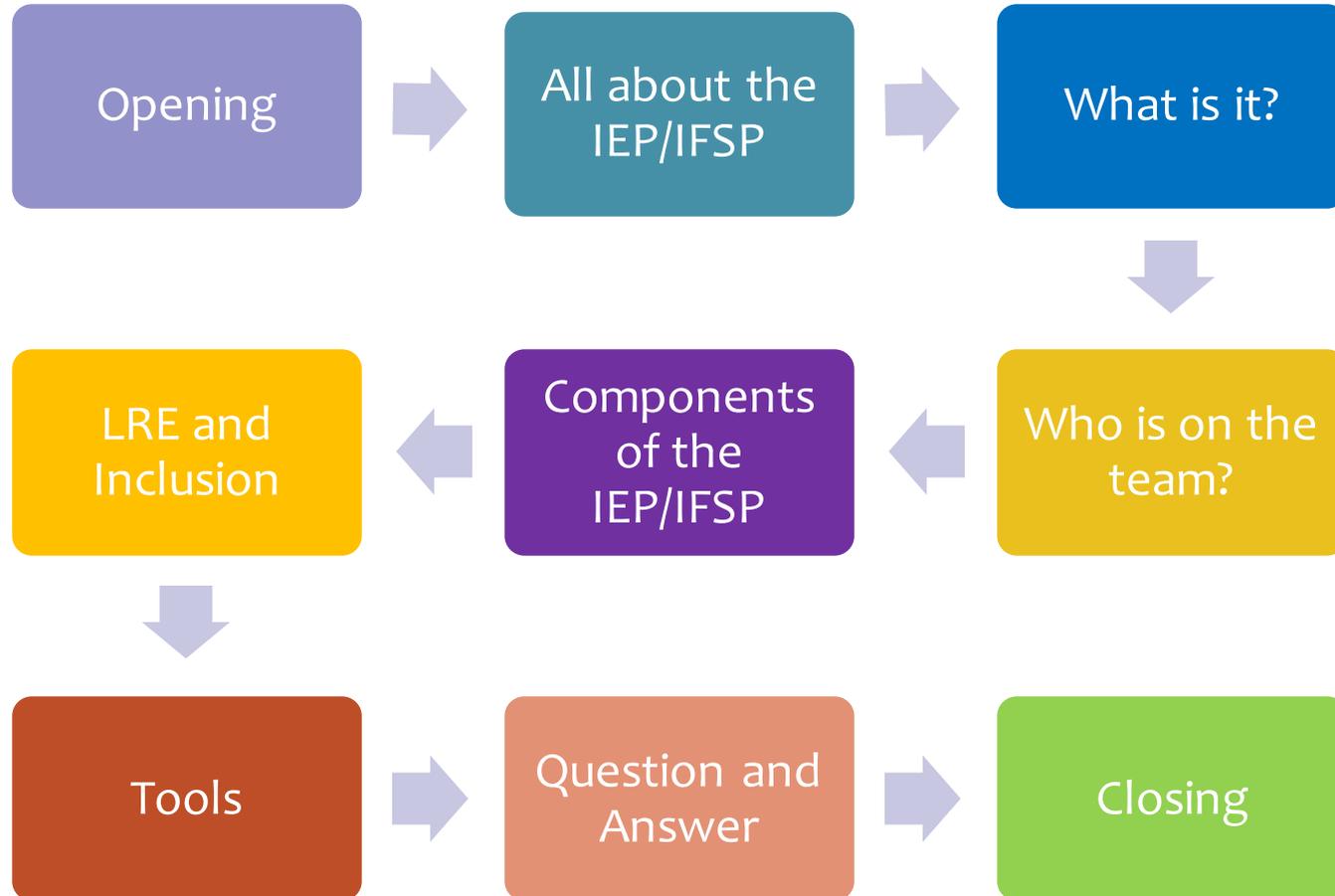
Session 2: **Helping kids Become Independent**

Session 3: Decoding the ABCs of the IEP

Session 4: **Dealing with Big Emotions**



Week 3- AGENDA



What is it?

What is an IEP?

- Individualized Education Program
- Written statement developed for a student with a disability (ages 3-21)
- Legal document with several components
- An IEP is created to ensure FAPE (Free, Appropriate, Public, Education)

What is an IFSP?

- Individualized Family Service Plan
- Written statement for young children eligible for early intervention services (birth to 3)
- Legal document with several components
- May include information regarding the family's resources, priorities, and concerns related to the development of their child
- Includes the natural environments where services will be provided.

Who is on the IEP team?

A Team of School Personnel

- Principal
- Special Education Teacher
- General Education Teacher
- Related Service Providers

The Student's Parents

Sometimes the Student

The team meets at least once a year to craft the IEP

What is in the IEP?



Least Restrictive Environment



There is a strong legal preference that each child will be educated using the general education curriculum in the regular education classroom. This preference reflects congress' intent that special education is a service, not a place.



“Special education services should be delivered in regular education classes (not special classes, separate schooling, or other removal from the regular ed environment) except ‘when the nature or severity of the disability of the child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.’”



What should the child be learning? Where should the child learn?

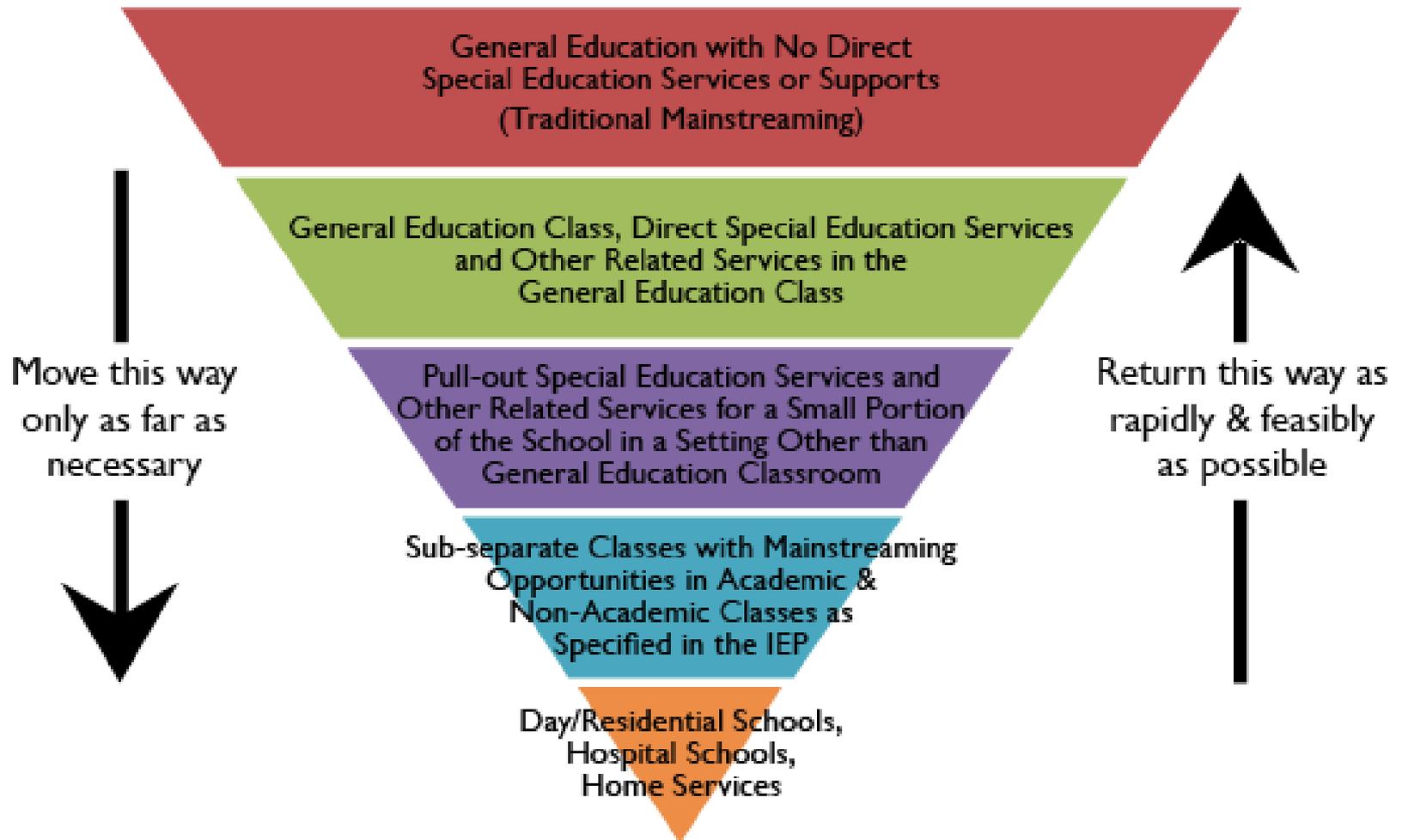
The Myth of the Normal Abnormal Dichotomy



Normal..... Abnormal

How are you NOT normal?
Sensory issues? Struggles? Challenges? Deficits?

THE CONTINUUM OF SERVICES



IEP AT A GLANCE

STUDENT: _____

GRADE: _____

AGE: _____

DATE COMPLETED: _____

GOAL: _____

OBJECTIVES:

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How to read an IEP

HOW TO READ AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

<p>1. FIND THE PRESENT LEVEL OF PERFORMANCE. READ IT.</p> <p>NOW ASK YOURSELF . . .</p>	<p>Do I have a clear picture of what this student does well? Do I have a clear picture of this student's skills? Do I know any strategies that work with this student? Do I know what to avoid when working with this student?</p>
<p>2. FIND THE ANNUAL GOALS.</p> <p>READ EACH GOAL. NOW ASK YOURSELF . . .</p>	<p>Do I have a clear picture of what the student should be able to do by the end of the year?</p>
<p>3. FIND THE SUPPLEMENTARY AIDS AND SERVICES (AIDS, SERVICES, AND SUPPORTS TO HELP THE STUDENT BE EDUCATED IN THE GENERAL EDUCATION ENVIRONMENT).</p> <p>READ IT. NOW ASK YOURSELF . . .</p>	<p>Do I understand the services and supports that this student needs in regular education environments? Do I know who is expected to provide the services or supports? If I am expected to provide a service or support, do I know what to do?</p>
<p>4. FIND THE SECTION ON SPECIALLY DESIGNED INSTRUCTION (DIRECT TEACHING AND SERVICES CARRIED OUT BY THE SPECIAL EDUCATION STAFF).</p> <p>READ IT. NOW ASK YOURSELF . . .</p>	<p>What specially designed instruction does this student need? Where is the instruction provided? If I need to provide practice or support, do I understand what to do?</p>
<p>5. IF THE STUDENT HAS A BEHAVIOR INTERVENTION PLAN, FIND IT.</p> <p>READ IT. AND ASK YOURSELF . . .</p>	<p>What are the strategies and techniques that will increase the likelihood that appropriate behaviors will occur? If problem behaviors begin to escalate, how can I redirect the student to more positive behaviors? If the student becomes aggressive, do I know the steps in the response plan to deescalate the situation?</p>
<p>6. NOW READ THE REST OF THE INDIVIDUALIZED EDUCATION PLAN.</p> <p>NOW ASK YOURSELF . . .</p>	<p>Do I have any questions about this student, his or her needs, or his or her support that I should share with my teaching team?</p>

Questions and Answers

Why are paraprofessionals usually not invited to IEP meetings?

- IEP meetings can sometimes involve lawyers and are sometimes recorded and used in due process hearings. Therefore, it makes the most sense to leave these meetings to educators and administrators who have more training in legal matters.
- However, before the IEP meeting each year and throughout the year you can give input on goals and progress and collect data that informs the process.

What is a Behavior Intervention Plan? And should I read it?

- A BIP is a written plan that teaches students better behavior we will talk about it next class. And YES! You should read it.

“But I thought my job was to sit next to Joe.”

✓ Your job is to do three things...

1. Help Joe to become as independent as possible.
2. Help Joe connect to other students.
3. Fade your support create and implement a fading plan