

# PARAEDUCATOR HANDBOOK

2001-2002  
Revised August 2001

Sedgwick County Educational Services  
Interlocal Cooperative #618  
620 Industrial Road  
Goddard, Kansas 67052  
794-8641  
794-2439 (fax)



August 2001

Dear Paraeducator:

Welcome to the Sedgwick County Area Educational Services Interlocal Cooperative, more commonly known in our nine districts as the "Special Ed. Coop". As a paraeducator, you will be assisting with our special needs students in a variety of ways. Each para has different duties and responsibilities based upon the needs of the students with which they work.

Each of our students are unique, and in their own way contribute to the uniqueness of each of the classrooms in the forty-four buildings we serve. Because of the nature of your job, it is not uncommon to be overwhelmed at times. Being a paraeducator is an extremely important position. Ask tons of questions and hopefully, this handbook, will serve as a resource for you as well. Your work is valued and appreciated. We could not serve our students without you!

Sincerely,

Cynthia Lindenmeyer  
Para Facilitator

Kay Bartel  
Assistant Director



## STAFF RESOURCE LIST

Cynthia Lindenmeyer - LD Consultant/Paraeducator Facilitator  
Kay Bartel – Assistant Director (Paraeducators)

Larry Clark, Director  
Don Nigus, Assistant Director  
Erica Nance, Assistant Director  
Marie Patterson – Psychologist Coordinator  
Doug vonEhrenkrook, MR/BD Consultant

Shirley Price, Connie Craig, Sheila Anderson – Instructional Materials Center  
Debbie Bradstreet, Bookkeeper  
Susan Goering, Data Input Clerk  
Gail Hamilton, Secretary  
Gwen Paige, Secretary

(All of the above can be reached at 794-8641)

Pat Tripp – Cooperative Nurse - 794-3315

Other resources within your school:  
Supervising Teacher  
Occupational Therapist  
Physical Therapist  
School Psychologist  
Speech-Language Pathologist  
Principal



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## **GENERAL INFORMATION**

### **ABSENCES**

If you will be absent from work for any reason, please call your supervising teacher, your building, and the Cooperative office to notify them before the school day begins.

### **AFTER SCHOOL ACTIVITIES**

Paraeducators are not required to participate in any after school activities, however, you are welcome to attend any school function and are encouraged to do so, especially if your students are involved. Attendance at functions such as Open House for your school certainly would be encouraged.

### **COFFEE BREAKS**

If breaks can be worked into the schedule, two (2) 15 minute breaks per day are allowed, but not required by law.

### **DRESS CODE**

Dress appropriately and professionally at all times. Since there are nine districts which the Coop serves, there will be a difference in dress codes from district to district. You will probably find blouse/pants and dresses appropriate for most programs. Check with your building on whether jeans are within the dress code. Dress code may depend on the type of program to which you are assigned.

### **EVALUATION**

Supervising teachers evaluate paraeducators twice a year, usually in **December and March**. When the evaluation form is completed, the teacher will discuss the evaluation with the paraeducator and make suggestions for improvement. The paraeducator signs the evaluation form to show that he/she has conferred with the supervising teacher about the evaluation. The signature simply notes the fact that the conference was held, not that the paraeducator agrees with the evaluation. Space is left on the form for comments by the paraeducator. The paraeducator receives one copy of the form, the remaining copies are kept on file by the supervising teacher, the building principal, and the Cooperative Central Office. A copy of the evaluation form is included at the end of this handbook.

### **GRIEVANCE PROCEDURE**

If work problems arise, an initial attempt should be made to alleviate them with your supervising teacher. If the problem is not resolved through this discussion, it should be brought to the attention of your para facilitator and/or building principal. If a satisfactory resolution still has not been reached, feel free to bring it to the attention of the Coop director or assistant director.

### **PAID HOLIDAYS**

The Board will grant three (3) paid holidays. Paraeducators will be paid for Thanksgiving, Christmas and New Years. Paraeducators must work the five (5) days prior to and five (5) days following the holiday in order to receive pay for that holiday.

### **INDIVIDUAL EDUCATIONAL PROGRAMS (IEP)**

Each special student has an IEP which the teacher uses as a guide for that child's school activities. This program was developed in a combined meeting of a school administrator, the child's teacher(s), the child's parents, support personnel, and other professionals. It is usually written

for one year, and periodically reviewed throughout the year by the teacher to note progress. The program is reviewed at a meeting each year by the teacher, other appropriate personnel, administrator, and the child's parents to assess progress made and to formulate goals for the next year. Paraeducators may or may not take part in the committee meeting where the IEP is written, but undoubtedly you will be carrying out learning activities and recording progress concerning IEP goals and objectives.

**INSERVICE**

In-service meetings for paraeducators are held intermittently throughout the school year. They may be scheduled for either full or half days, and are designed to provide information paraeducators might need related to their assignment. You will be notified well in advance as to when in-service meetings will be held. The para facilitator is the person in charge of in-service. Each para (full or part time) is required to attend twenty (20) hours of in-service training during the school year if beginning the job in August, and a record of this will be kept in the central office. The 20 clock hours of inservice training may be prorated according to the length of employment for a para who is not employed for a full school year. Even if a paraeducator is working for one day of any given month, the total number of inservice hours are required. For example, if the first day is March 31st, then the employee must obtain six hours of inservice. The following schedule is the prorated inservice hours required according to the month of employment:

<u>Month Employed</u>	<u>Inservice Clock Hours Required</u>
August	20
September	18
November	16
December	14
January	10
February	8
March	6
April	4
May	2

Paraeducators are paid their regular hourly wages for inservice meetings held during the school day. Please **see page IV-1** for additional inservice information.

## **INSURANCE**

Paraeducators may participate in the Cooperative's Section 125 Salary Reduction program for Health Insurance, Cancer Insurance, Dental Insurance, Salary Protection Insurance, and Group Term Life Insurance.

Liability insurance is carried by the Coop to cover all paraeducators while on the job.

## **LEAVE REQUESTS**

**PERSONAL LEAVE** - Paraeducators have one (1) day personal leave with pay. Personal leave should be used to conduct personal business and not to extend a holiday or vacation period. If time off is needed for personal reasons, this should be discussed with the supervising teacher and building principal prior to taking this day off. In specific cases, other time off might be granted, but without pay. The one day personal leave will be subtracted from the 10 days of granted sick leave.

**SICK LEAVE** - Paraeducators are given ten (10) sick leave days per year, cumulative to sixty (60). The sick leave days are accumulated at the rate of one day for every eighteen days worked. Cumulative days can be used at any time for the personal illness or disability of the employee, or up to a maximum of fifteen (15) days for the illness or disability of an immediate family member. Sick days must be used in half or whole day increments. One day of sick leave is awarded for every 18 days worked.

**BEREAVEMENT LEAVE** - The paraeducator may use a maximum of three (3) days, during any contract year, on account of death of members of the immediate family. The immediate family shall mean the husband, wife, mother (in-law), father (in-law), sister (in-law), daughter (in-law), son (in-law), grandparents, grandchildren, stepchildren, or any other person living in the immediate household.

## **LEAVING YOUR BUILDING DURING THE DAY**

Do not leave your building during the day without first clearing it through your supervising teacher and your school principal. If leaving for a particular reason is part of your regular work schedule let your teacher and /or building secretary know when you leave the building.

## **PAY PERIODS**

Paraeducators shall be paid monthly for hours worked during the pay periods. Checks will be received on the 15th of each month. When a pay date falls on or during a school holiday, vacation, or weekend, paychecks will be received on the last previous working day. Checks will be received by mail unless other arrangements have been made by the paraeducator. Direct deposit is also available.

## **RENEWAL**

If evaluations are good, paraeducators can be reasonably certain of retaining their position for the following year unless a change in student population does not warrant the position. If this should happen, the paraeducators will be given first chance at other paraeducator positions that are open.

## **RETIREMENT**

All certified and non-certified employees are automatically members of KPERS (Kansas Public Employees Retirement System.) Four percent (4%) of an employee's salary is deposited each month in a personal account for the employee. The State provides a specified amount also. Upon retirement, the employee may withdraw their benefits based upon one of several options. Money may be withdrawn

earlier if the employee leaves the position and does not work elsewhere for a KPERS employer.

### TEACHER ABSENCES

In the event your supervising teacher is absent, and no substitute can be found, you must be assigned to and report to the principal of your school building. He/she in a sense, becomes your supervising teacher, and you should ask him/her questions in regard to difficult situations, and follow his/her directions at all times.

### TIME SHEETS

Paraeducators are to mail time sheets to the Coop Central Office on the last working day of each month. Time sheets indicate the hours the paraeducator worked each day during the pay period. Before submitting a time sheet to the Central Office, It must be signed by the paraeducator AND the supervising teacher. It is the paraeducator's responsibility to send the time sheet to the central office. If the time sheet is not received within five days of the last working day of the month, the employee will not receive a paycheck until the next pay period.

Record sick days on the time sheet by marking an "X" across the day you were gone and writing "sick leave." Even if you are not sure the day(s) will be paid, follow the same procedure.

### WORK SCHEDULE

Paraeducators work only those days when school is in session with students present. It is expected that they will report to work at the time specified by the supervising teacher. Any additional working days must be approved by the Assistant Director or Director.

## ON THE JOB MEDICAL PROBLEMS

### FIRST AID

Paraeducators should learn the location of the first aid equipment and supplies and become familiar with the first aid book. You may be required to administer minor first aid for your students --- treating scratches, scrapes, burns, splinters, and the like. Be sure your teacher is aware of anything of a serious nature.

In a regular elementary building, the school nurse, if there is one, handles all such problems.

### SEIZURES

Paraeducators should learn the procedure to follow if a child has a seizure, for many special students are subject to seizures. Talk with your teacher about specific procedures regarding seizures.

In general, a student having a seizure should be kept from harming himself or others, but should be allowed to have the seizure without restricting it. Adults should make sure students are not choking during the seizure, but should keep hands and objects out of the student's mouth.

When the seizure is over, the student should be kept warm and quiet and allowed to lie down and rest.

Your teacher should make contact with the principal, parents, and possible medical personnel. In a regular elementary school, the school nurse (if available) should handle the situation.

### MEDICATION

NO MEDICATION SHALL BE ADMINISTERED BY ANY SCHOOL PERSONNEL WITHOUT A WRITTEN ORDER FROM A PHYSICIAN. Included are all prescription and non-prescription medications, such as

aspirin, ointments, drops, etc. If the child is mature enough to assume the responsibility of taking his own medication during school time, the school must be informed by the parent of the name of the medication and instructions for it. If at all possible, medication should be administered outside of school hours.



### **JOB RESPONSIBILITIES**

To promote the success of any special program, a team approach must be accepted and implemented by all personnel, regular and special, that serve exceptional children. The various stages of planning, implementing, and administering special services requires that all personnel agree that the express purpose of all special programs is that of serving the exceptional child and that all considerations be directed toward the welfare of the exceptional child whether he be a home student, out of district student, a special class student, or one served by an itinerant teacher. It is expected that the exceptional child be a recipient of all privileges and services granted other students and by the same token it is expected that he be charged with all the responsibilities of "student ship" that he is capable of handling

**DEFINITION:** A paraeducator is a person hired to assist a certified teacher in the instruction of exceptional children.

**PURPOSE:** To improve the quality of the educational program offered exceptional children by freeing the instructor to:

Diagnose the needs of children with devices and unique learning styles

Plan and implement activities to meet the needs of a broad range of exceptional children

Evaluate and redirect instructional programs as needed

## **DUTIES OF THE INSTRUCTIONAL PARAEDUCATOR**

- Assist individual students in performing activities as directed
- Assist with personal care of students
- Supervise children in hallway, lunchroom, and playground situations
- Assist in monitoring supplementary work and independent study
- Reinforce learning in small groups or with individuals while the teacher works with other students
- Assist in educational demonstrations for the class or small groups
- Provide assistance with individualized programmed materials
- Assist in carrying out programs of support staff (SLP, OT, PT, APE)
- Score objective tests and papers and maintain appropriate records
- Assist the teacher in observing, recording, and charting behavior
- Assist in preparation/production of instructional materials
- Carry out instructional programs designed by the teacher
- Work with the teacher to develop classroom schedules
- Carry out tutoring activities designed by the teacher
- Implement behavior management plan consistent with teacher implementation/instruction
- Operate and maintain classroom equipment including film projectors, overhead projectors, etc.
- Perform clerical tasks, i.e., typing and duplicating
- Attend the IEP meeting, if requested

# **UNACCEPTABLE DUTIES AND RESPONSIBILITIES FOR PARAEDUCATORS**

1. Be solely responsible for a special education instructional or related service
2. Be responsible for selecting or administering formal diagnostic or psychological instruments or for interpreting the results of those instruments
3. Be responsible for selecting, programming or prescribing educational activities or materials for the students without the supervision and guidance of the teacher
4. Be solely responsible for preparing lesson plans or initiating original concept instruction
5. Be assigned to implement the individual education program for disabled students without direct supervision and involvement from the professional
6. Be employed in lieu of certified special education personnel
7. Be used as a substitute teacher, unless the paraeducator possesses the appropriate Kansas certification
8. Perform nursing procedures or administer medications without appropriate supervision from an approved health care professional



## INFORMATION TO ASK THE SUPERVISING TEACHER

Clarify hours and days you will be working – ask for a school calendar.

What records are you responsible for keeping?

What special services are available to the classroom and the school in which you work?

What schedules are you responsible for following?

When do students arrive and depart?

What are the playground rules and regulations?

For what lunch time activities such as music, art, will you be responsible?

Where are the supplies kept and how are they obtained?

How much time will you spend in inclusion classrooms? How much time in the special education classroom?

What is the line of communication and authority you are to follow?

With whom should you discuss a problem concerning relationships? School policy?

What should be my response when a parent raises questions on their child's functioning in the classroom?

What pupil records are available to you?

What is expected of you in terms of student discipline?

What course should you follow if you feel that you do not have enough to do?

How does your teacher view the teacher/paraeducator relationship?

What is expected of you in terms of confidentiality of student records?

### TIPS

- \* Share in the responsibility of discipline
- \* Bear in mind that teaching is a learned profession. It takes time to learn the work.
- \* Have patience and understanding toward the teacher and students.
- \* Let your teacher know your interests, hobbies, background and experience. You may be able to contribute much to special class projects and special interest centers.
- \* Support the special education program verbally, enthusiastically, and actively, and by your involvement in Cooperative events whenever possible.
- \* Support your supervising teacher in every way possible!!



# PROFESSIONALISM

## CONFIDENTIALITY

This is an extremely important component of the law. There are many Federal laws and state statutes that protect the privacy of educational records. The main Federal law pertaining to student records is the Family Educational Rights and Privacy Act (FERPA). Information or records falling under this law must remain confidential. Significant penalties can occur from failure to comply with the privacy act. Many school staff fail to realize that *even conversations with nonschool personnel or school personnel without an educational involvement with a specific child can be a violation of this act.*

Information and records covered under this act may include but not be limited to:

Personal and family data

Evaluation and test data

Psychological, medical and anecdotal reports

Records of school achievement and progress reports

Disability information

Copies of correspondence concerning student

Records of conferences with students and/or parents

Other personal data

Discussing specific facts about the students with which you work is a violation of the students' confidentiality rights.



Remember that matters regarding students are confidential and cannot be a topic of public discussion – not even in the teacher's lounge, not at the grocery store, not with other paraeducators who do not work with the student. Even if you do not mention a student's name, talking about an incident can give identifiable information.

# COMMUNICATION

No matter how well a program is designed, success depends on good communication between the teacher and the para. Poor communication skills and negative statements are at the heart of most problems. The learning process is totally dependent upon the staff establishing and maintaining good lines of daily communication. However, communication with students and staff goes beyond verbal interaction and also includes nonverbal interaction. Research has concluded that approximately 80% of communication is nonverbal. Your actions may actually speak more loudly than your words.

When concerns are voiced, leave visiting with parents and school personnel to your supervising teacher or other Cooperative staff members. When asked, a simple response is "You'll need to visit with Mrs. \_\_\_\_\_ about that."

What kind of communicator are you?

**Do you . . .**

maintain eye contact while listening?

maintain a forward posture while listening?

use non-interruptive acknowledgments, such as head nodding

display positive genuine facial expressions to demonstrate interest?

avoid cutting off individuals who are speaking?

use appropriate voice, tone and loudness in conversations?

avoid leaning back with arms crossed while listening?

## ATTITUDE

Other's perception of your attitude often is developed from verbal and nonverbal cues. The success of the paraeducator is often tied to others' perception of attitude. A positive attitude can be conveyed in many ways. For example, just remembering to smile and being friendly towards others can make a difference as well as looking for ways to assist others. When working with students, having a sense of humor, praising their positive efforts, and using positive statements show students that you care about them and that you enjoy what you are doing.

Be willing to take initiative. Show responsibility by looking ahead at what needs to be done and not forcing the teacher to always plan tasks for you. Become eager to assist the teacher, don't sit back and watch. Listen to directions and follow them. If unclear about what is being asked, ask questions!! Never resort to your own methods unless discussed with the teacher first. Work only on teaching concepts the teacher has set for the student. If unclear, ask questions. Never show disapproval in a task assigned to you in front of the student or students. Go ahead and perform the task or teaching concept, then discuss it with the teacher after school.

All employees convey an image of the Cooperative to other professionals, to parents, and to the community as a whole. We want this to be a favorable image. The paraeducator is as much a part of creating this image as is the certified staff member. Therefore, your actions, speech, and dress should be appropriate and professional at all times. Show your support for the special education program as well as your supervising teacher verbally, enthusiastically, and actively, and by your involvement in Cooperative events whenever possible.

## **ATTENDANCE**

Attendance and punctuality convey how seriously you take your job. Your supervising teacher and the students you work with count on you being at work and on time every day.

## **WORKING WITH STUDENTS**

Become aware of the specific needs of the students you are assigned to. Understanding program goals (IEP) helps eliminate confusion and provides a better understanding of what the expectations are for the student. It is important to know specifically what the students' limitations are. At the same time, however, it is equally important to know what the students' abilities are. It is very important for our students to be as independent as they can possibly be. Hovering over them and doing too much for them can hinder their progress toward independence.

You are always encouraged to give verbal praise to children or high fives for good work. Do be very careful in regard to age appropriate hugging and touching. Grabbing student's arms or hands or any physical reprimanding should never occur unless you are MANDT trained and it has been prior approved by your teacher. Also, never verbally berate a child or call them negative names. If in doubt, ask your teacher.



## WAYS TO SAY "GOOD FOR YOU"

By Edward S. Kubany

That's really nice.

Thank you very much.

Wow!

I like the way you're working.

Keep up the good work.

Everyone's working so hard.

That's quite an improvement.

Much better.

Keep it up.

It's a pleasure to teach when you work like this.

Good job.

What neat work.

You really outdid yourself today.

This kind of work pleases me very much.

Congratulations, you got that 3/4 right!

Terrific!

I'll bet your mom and dad would be proud to see the job you did on  
this.

Beautiful!

I'm very proud of the way you're working.

Excellent work.

I appreciate your help.

Very good. Why don't you show the class.

Marvelous.

Right on.

Sharp.

I like the way Tom is working.

My goodness, how impressive.

You're on the right track.

John is ready on time.

Mary is waiting so well.

Dick got right to his cleaning up.

Ann is paying attention.

You put a lot of work into this.

That's clever.

Good thinking.

That's a good way to look at it.

You figured it out.

Clifford has finished.

Super.

That's a good point.

You've got it.

Out of sight.

You make it look easy.

I like the way you think of others.

You helped me get the right answer.

You make my day a little brighter.  
I'm so glad you're in this class.  
Will you help me again? You did so well.  
Happiness is having students like you around.  
You make me feel good.  
Students like to have you around  
Far out!



## **INTRO TO EXCEPTIONAL STUDENTS** **SPECIAL NEEDS**

The following information is meant to serve only as an overall introduction to special needs students. Each student is first an individual with individual needs. Not all students will fit into all the descriptions nor will they be educated in the same way. Talk in depth with your supervising teacher to learn the best way to work with each student. The overall goal of each student is to develop skills that will enable them to function effectively in society and their environment

### **GENERAL GUIDELINES**

Treat each child as an individual.

Be kind, consistent and firm.

Allow each child to be as independent as possible.

Be positive with each child! Give many verbal and non-verbal praises (see p. 17 for ideas)

Ask your teacher to demonstrate new tasks or skills: observe the teacher, then have the teacher observe you until both of you are comfortable with that skill.

### **SPECIFIC SPECIAL NEEDS**

#### **AUTISM**

Autism is a developmental disability which usually affects communication and social interaction. The cause of autism is unknown, however, the number of children diagnosed with autism has greatly increased over the last decade. Other terms of classifications for autism may include Asperger's (a high functioning autism) or pervasive developmental disorder.

#### **General Characteristics**

-Difficulty with social interactions (playing or relating to children and adults)

- Engage in repetitive activities (repeating phrase or story, performing same motor task over and over)
- Resistive to changes in routine
- Unusual responses to environment (sensitive to sounds, lights)
- Varying levels of intelligence (many children with autism are average or above average intelligence, some also have mental retardation)

### **General Teaching Strategies**

- Need highly structured and predictable schedule; student needs time to prepare if schedule changes
- Be consistent with student

### **EMOTIONAL DISTURBANCE (ED)**

A child with an emotional disturbance has difficulty learning due to an extreme behavior or mental illness. Students' behaviors may either be aggressive in nature (striking out, uncooperative) or conflicts such as depression or anxiety which may cause the student to withdraw. It is often difficult to determine the cause of an emotional disturbance.

### **General Characteristics**

- inappropriate types of behavior or feelings
- may seek attention by aggression
- uncooperative
- often have trouble getting or keeping friends
- resists authority

### **General Teaching Strategies**

- Be very consistent when dealing with behaviors - check with teacher that you know what to do when behaviors occur
- NEVER use physical restraint unless MANDT trained and approved by supervising teacher
- Remember, the student misbehaves because he/she has a disability; the student may or may not be able to voluntarily control the behavior
- Help the student to determine good or inappropriate behavior
- Use humor to deal with problems
- Don't hold grudges, start each day with a "clean slate"
- Continue to show respect to student in spite of continued behaviors

## **HEARING IMPAIRMENT (HI)**

There is a wide range of hearing loss. Some children may only hear very loud sounds while others hear normally except for specific low or high pitches. 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**

- Language and speech delay, different voice characteristics
- May misunderstand information presented
- Difficulty understanding concepts that are not concrete; takes things literally.

### **General Teaching Strategies**

- Use as many visual cues as possible
- Speak clearly and at a normal pace
- Face the student when talking
- Get the child's attention before speaking
- Make sure child is seated close to speaker

## **LEARNING DISABILITY (LD)**

Poor achievement in one or more academic areas such as reading, speaking, thinking, memory, spelling or math. Students may have difficulty processing information either visually or through spoken language. The learning disability is usually a lifelong condition.

### **General Characteristics**

- Usually average to above average intelligence
- Distractible
- Low self-esteem
- Easily frustrated

### **General Teaching Strategies**

- Teach the student compensation strategies
- Allow extra time

-Use the students' strengths to work on difficult areas



### **MENTAL RETARDATION (MR)**

A child with significant overall delays in thinking, communication and life skills.

#### **General Characteristics**

- Require more time and repetition to learn things
- immature for age

#### **General Teaching Strategies**

- Keep instructions concrete
- Provide lots of practice opportunities
- Demonstrate to student, don't just tell
- Allow student to be as independent as possible
- Give lots of praise

### **MULTIPLE DISABILITIES (MD)**

Students with a combination of several disabilities, severe in nature, such as mental retardation and a physical or sensory (hearing or vision) disability.

#### **General Characteristics**

- Low cognitive ability
- Often need assistance in daily activities or tasks (eating, toileting, mobility)

- Goals primarily non-academic (life skills)
- General Teaching Strategies
- Respect each students' dignity
  - Learn how each student communicates.
  - Celebrate current skills and accomplishments.

### **ORTHOPEDIC IMPAIRED (OI)**

Physical (motor) difficulties in mobility, writing, sitting; common physical disabilities are cerebral palsy & spina bifida

#### **General Characteristics**

- Hard to control limbs
- Involuntary movements
- May need assistance with toileting, eating and general life skills

#### **Teaching Strategies**

- Remove or accommodate barriers for student
- Allow students to be as independent as possible
- Speak to person on their level (sit down if they are in wheelchair)

### **SPEECH/LANGUAGE (SL)**

Language or speech difficulty understanding or expressing, stuttering or unusual voice characteristics.

#### **General Characteristics**

- Delay in language concepts (sentence length, vocabulary)
- Hard for others to understand

#### **Teaching Strategies**

- Model good speech and language at or slightly above student's level
- Don't talk for student.
- Encourage student
- Ask student to repeat if you did not understand.

## VISUAL IMPAIRMENT (VI)

Significant impairment of vision.

### **General Characteristics**

- May tire easily
- May need assistance in moving from place to place

### **Teaching Strategies**

- Don't lead child if assisting in walking - let the student take hold of your arm
- Speak directly to the child and let child know who you are if unfamiliar
- May need magnifying glass, large print books or Braille



## SPECIAL EDUCATION TERMINOLOGY

### ADAPTIVE PHYSICAL EDUCATION

The role of the Adaptive Physical Education teacher is to assist school personnel and parents in providing an appropriate program for the improvement of health and physical fitness for children with special needs.

### AUDIOLOGY

An audiologist is employed to serve and identify students who have hearing loss. Diagnostic equipment is used to evaluate hearing. Audiological testing differs significantly from hearing screenings performed in the schools. Assessment of hearing is performed to determine type and severity of hearing loss. Consultations with school personnel, medical personnel and parents follow the assessment process. Selection and use of amplification devices are determined by the audiologist. From assessment and observation, the audiologist determines the affect a hearing loss will have on education and communication skills.

### EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM

Special education children three through five years of age will receive special education programming from an Early

Childhood special education team. Center-based programs will provide instruction with developmentally appropriate intervention services designed to meet the unique needs of the child. Integration opportunities exist with Headstart, peer models and regular education students.

## **HOME/SCHOOL COORDINATOR (SCHOOL SOCIAL WORKER)**

The school social worker assists in mobilizing family and community resources to promote the educational growth of children and provides a liaison between home, school and community. Support and assistance is-provided to the school staff and the home in the solution of mutual concerns and to the child and his/her advocate.

## **INTERRELATED PROGRAM**

This delivery model is one in which children with similar learning characteristics, but from two or more categories of exceptionality, are provided services in the same educational program. This program allows students to be maintained in their local school.

## **SCHOOL PSYCHOLOGY**

The school psychologist serves as a resource person and advisor to other school personnel in understanding the relationship among such psychological concepts as abilities, achievements, emotions, behavior patterns and developmental processes. He/she-promotes an understanding of mental health concepts and their application to the school setting with emphasis on preventative value of a wholesome environment. It is important that the school psychologist is not identified totally with negative situations in school.

He/she engages in various psychometric testing techniques to learn more about the child and his/her problem. He/she is an advisor to the school regarding the child's placement and appropriate programming. He/she confers with parents and teachers about the problem at hand, and knows local, community and state resources. He/she may work in therapeutic roles with special education students.

## **VOCATIONAL SPECIAL NEEDS PROGRAM**

The Vocational Special Needs program is coordinated by full time staff members. The purpose is to provide on-the-job training for disabled students. Secondary MR students will receive priority for services followed by severely learning disabled and disadvantaged students. The coordinator is responsible for job placement, follow-up, evaluation, and coordination of the academic curriculum with job training requirements.

## INSERVICE HOURS

- Each para must have at least **four session titles** on their transcripts. Teacher Orientation and Facilitator Orientation are **required** sessions and will be counted as two titles.
- Count each college credit hour as **fifteen** inservice hours. Combined college courses are equal to only **one session title**. There must be verification from the university showing that you took and completed each credit hour.
- You may get **five hours of on-the-job training** from your teacher. This would include training on how to correctly lift a child, diapering, specific instructional methods for individual students, etc. On-the-job training **will not count** as one of the four session titles.
- You may read **one** book for **three** hours credit and view **two** video tapes. Record the exact length of time of the video on the inservice form. Write how you can use the information from the book and videos in your classroom teaching.
- Take advantage of the inservice workshops that are made available to the faculty in your district. If the workshop is offered during a time of day that you are not working, you may attend to receive inservice hours but you will not be paid.
- You may attend workshops at local universities and other educational institutions. If you can show how the information will assist you in your job, you may count the hours attended as inservice hours. Because you will be receiving this training on your own time, you will not be paid for attending.

# INSTRUCTIONAL MATERIALS CENTER (IMC)

## RESOURCES FOR INSERVICE HOURS

(VHS indicates video, G indicates audio tape)

### ATTENTION DEFICIT DISORDER

- VHS1-138 Attention Deficit Disorder
- VHS1-156 Understanding Attention Deficit Disorder
- VHS1-172 Beyond the ADD Myth: Classroom Strategies & Techniques
- VHS1-174 ADHD – Inclusive Instruction & Collaborative Practices
- VHS1-185 Educating Inattentive Children

### AUTISM

- VHS1-173 A Different Journey – The Real Experts
- VHS1-176 A Sense of Belonging – Including Students with Autism/School
- VHS1-177 The Autism Continuum
- VHS1-178 Straight Talk About Autism – Childhood Issues
- VHS1-179 Straight Talk About Autism – Adolescent Issues
- VHS1-181 How to Reach Students with Autism

### BEHAVIOR MANAGEMENT

- VHS1-170 Managing Acting-Out Behavior
- G325 Quick & Easy Classroom Interventions
- G326 Lying Stealing & Manipulative; When Nothing Else Seems to Work
- G327 Discipline W/Love & Logic
- G329 Working with Angry Rage-Filled Children
- G316 Helicopters, Drill Sergeant & Consultants
- G318 The Science of Control
- G320 Raising the Odds for Responsible Behavior
- VHS1-180 When the Chips are Down/Strategies for Improving Children's Behavior
- VHS1-160 Helping the Hard to Handle Child in Pre-School
- VHS1-169 Last One Picked First One Picked On (Parents Guide)
- VHS1-168 Last One Picked First One Picked On (Teachers Guide)

### GENERAL PARA INFO

- VHS1-127 Teacher of the Year
- Book The Personal Planner & Training Guide for the Paraprofessional
- VHS1-182.2 Paraprofessional Tape 1: Where do I Start?
- VHS1-183.2 Paraprofessional Tape 2: Working with Students in the Inclusive Classroom
- VHS1-184.2 Paraprofessional Tape 3: Working With Adults in the Inclusive Classroom

### HEALTH ISSUES

- VHS-885 Aids: Can I Get It?
- VHS-884 The Movie Aids
- VHS-881 Aids: Taking action
- VHS-882 Aids: What Every Kid Should Know
- VHS-766 Aids: What Everyone Needs to
- VHS-883 From the Heartland: Aids
- VHS1-153 Seizure Disorders an the School
- VHS 629 AIDS: Facts for Kids

**INCLUSION/COLLABORATION**

- VHS1-155 Facing Inclusion Together Through Collaboration & Co-Teaching
- VHS1-158 Inclusion Video Series Tapes (4)

**LEARNING DISABILITIES**

- VHS1-137 Learning Disabilities (I'm Not Stupid)
- VHS1-146 Fat City
- VHS1-148 Specific Needs of the Slow Learning Child
- VHS1-149 Modification for the Successful Teaching of the Slow Learning Child
- VHS1-152 Picture of Success: Learning Disabilities
- VHS1-186 Look What You've Done
- VHS1-159 Reach for the Stars

**LEARNING STYLES/STRATEGIES**

- G-332 Five Traits of a Good Teacher
- VHS1-175 How Are Kids Smart? Multiple Intelligences in the Classroom
- VHS1-165 Teaching Strategies for Students Who Have Low  
& 166 Motivation, Poor Work Habits, Poor Study Skills (2 tapes)
- G-333 Problem Solving  
& 166

**MENTAL RETARDATION/DOWNS SYNDROME**

- VHS1-151 Educating Peter
- VHS1-162 Employ"ability"
- VHS1-167 Sean's Story: A Lesson in Life

**MISC.**

- VHS1-168 Last One Picked .... First One Picked
- G-280 Who You Truly Are
- G-331 Lifesaver Kit
- G-334 What Makes People Happy

**MOTIVATION**

- G-315 Four Steps to Responsibility
- G-319 Homework & Schoolwork Issues
- G-321 Motivation: Enabling Kids to be Their Best
- G-324 Underachievement Syndrome
- G-30 Making Winners of Underachievers

### **PARENTING**

- G-357 Secrets of Step-parenting
- G-358 Everything You Always Wanted to Know About Step-kids...
- G-359 Divorce & Child Custody Issues
- G-355 Importance of Parental Authority & Parent-Centered Family
- G-323 How to Parent So Children Will Learn
- G-354 TV & Children & Play & Toys
- G-353 Raising Resp Child & Too Much of What They Want & Not Enough of What They Need
- G-356 Hormones & Wheels: Dealing w/Today's Teenagers

### **SIGNING**

- VHS 736 Say It By Signing
- VHS1-116-120 Beginning Sign Language: (5 Videos)
- VHS1-147 Finger Spelling

### **VISION**

- VHS1-162 Through Their Eyes

### **VOCATIONAL**

- VHS1-162 Employ"ability"

**SEDGWICK COUNTY AREA EDUCATIONAL SERVICES  
INTERLOCAL COOPERATIVE  
PARAEDUCATOR INSERVICE EVALUATION & VERIFICATION**

NAME \_\_\_\_\_ DATE SUBMITTED \_\_\_\_\_

TITLE OF ACTIVITY: \_\_\_\_\_

TYPE OF ACTIVITY: \_\_\_\_\_ Workshop (Complete Section A,B,C) \_\_\_\_\_ Video \_\_\_\_\_ Book \_\_\_\_\_  
 \_\_\_\_\_ Audio Tape (Complete Section B&C and attach a brief summary)  
 \_\_\_\_\_ College Hours (Attach verification of completion)

**DATE OF ACTIVITY** \_\_\_\_\_ **CLOCK HOURS** \_\_\_\_\_

**Section A: Evaluation of Workshop**

High \_\_\_\_\_ Low \_\_\_\_\_

1. Program purpose and objectives were clearly outlined.	5	4	3	2	1
2. Format was well organized.	5	4	3	2	1
3. Information was presented adequately and clearly.	5	4	3	2	1
4. Information was applicable.	5	4	3	2	1
5. Handouts and AV materials were appropriate.	5	4	3	2	1
6. Participants had the opportunity for input and interaction.	5	4	3	2	1

**Section B: Important points of training**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Section C: How do you plan to use this new information?**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 PARAEDUCATOR

\_\_\_\_\_  
 TEACHER

# PARAEDUCATOR EVALUATION FORM

Paraeducator \_\_\_\_\_ Evaluator \_\_\_\_\_

Date \_\_\_\_\_

Brief description of paraeducator's assignment: \_\_\_\_\_

The paraeducator's performance is rated on each of the items based on the following scale:

- E** – Excels (Consistently met to an outstanding level.)
- P** – Performs well (Consistently met to an acceptable and satisfactory degree.)
- D** – Developing (Shows evidence of developing to an acceptable or satisfactory level.)
- N** – Needs improvement (Requires improvement if performance is to become acceptable or satisfactory.)
- X** -- Not observed (Does not apply to this specific assignment.)

<b>Rating</b>	<b>Criteria</b>	<b>Comments</b>
---------------	-----------------	-----------------

**Communication**

- |       |                                                                                        |  |
|-------|----------------------------------------------------------------------------------------|--|
| _____ | 1. Uses appropriate and clear language                                                 |  |
| _____ | 2. Responds appropriately to difficulties and seeks help from appropriate individuals. |  |
| _____ | 3. Communicates student needs or concerns to appropriate persons.                      |  |
| _____ | 4. Respects confidentiality and demonstrates discretion.                               |  |
| _____ | 5. Maintains clear and accurate records.                                               |  |
| _____ | 6. Communicates appropriately and respectfully with students.                          |  |
| _____ | 7. Communicates appropriately and respectfully with co-workers.                        |  |

**Responsiveness to Student Needs**

- |       |                                                                                                                      |  |
|-------|----------------------------------------------------------------------------------------------------------------------|--|
| _____ | 1. Adjusts management style in response to student needs, ability levels, and maturity levels.                       |  |
| _____ | 2. Responds appropriately to difficulties and seeks help from appropriate individuals.                               |  |
| _____ | 3. Assists in adapting instructional activities and materials according to learner needs and individualized program. |  |
| _____ | 4. Recognizes strengths and abilities of students                                                                    |  |
| _____ | 5. Fosters student independence, socialization, and self-esteem –accepts & respects students.                        |  |
| _____ | 6. Suggests relevant ideas or changes to student support when appropriate.                                           |  |
| _____ | 7. Demonstrates interest and enthusiasm.                                                                             |  |
| _____ | 8. Demonstrates initiative.                                                                                          |  |
| _____ | 9. Demonstrates the ability to work independently.                                                                   |  |
| _____ | 10. Demonstrates effective strategies for management of student behavior.                                            |  |

**Working Relationships**

- \_\_\_\_\_ 1. Follows written or oral plans and instructions, seeking clarification as needed.
- \_\_\_\_\_ 2. Demonstrates flexibility to changes in schedules, plans, assignments, and so forth.
- \_\_\_\_\_ 3. Participates effectively as a team member.
- \_\_\_\_\_ 4. Responds appropriately to input and direction from teachers and other team members.
- \_\_\_\_\_ 5. Contributes to staff or team meetings (if requested to attend).
- \_\_\_\_\_ 6. Maintains composure under pressure.
- \_\_\_\_\_ 7. Demonstrates proficiency in academic skills, including oral and written communication.

**Responsibility**

- \_\_\_\_\_ 1. Follows through on directions and student program requirements.
- \_\_\_\_\_ 2. Responds appropriately to, and acts on, constructive feedback.
- \_\_\_\_\_ 3. Adheres to classroom, school, and district policies and procedures.
- \_\_\_\_\_ 4. Demonstrates punctuality and regular attendance.

**Overall rating:** Circle one.

**EXCELS**

**PERFORMS  
WELL**

**DEVELOPING**

**NEEDS  
IMPROVEMENT**

*Comments:*

*Plan for improvement:*

*Paraeducator response:*

Evaluator's signature \_\_\_\_\_ Date \_\_\_\_\_

Paraeducator's signature \_\_\_\_\_ Date \_\_\_\_\_

The paraeducator's signature indicates that this evaluation was reviewed and does not necessarily imply agreement with the evaluation.

Adapted from: "The Classroom Teacher's Guide for Working with Paraeducators", Master Teacher, 2000.

# SEDGWICK COUNTY AREA EDUCATIONAL SERVICES INTERLOCAL COOPERATIVE

Monthly time report beginning \_\_\_\_\_ and ending \_\_\_\_\_

Employees Name: \_\_\_\_\_ Position \_\_\_\_\_

WEEK #1		WEEK #2		WEEK #3		WEEK #4		WEEK #5	
Date	Time	Date	Time	Date	Time	Date	Time	Date	Time
	IN _____ OUT _____		IN _____ OUT _____		IN _____ OUT _____		IN _____ OUT _____		IN _____ OUT _____
Mon.	IN _____ OUT _____	Mon.	IN _____ OUT _____	Mon.	IN _____ OUT _____	Mon.	IN _____ OUT _____	Mon.	IN _____ OUT _____
	IN _____ OUT _____		IN _____ OUT _____		IN _____ OUT _____		IN _____ OUT _____		IN _____ OUT _____
Tues.	IN _____ OUT _____	Tues.	IN _____ OUT _____	Tues.	IN _____ OUT _____	Tues.	IN _____ OUT _____	Tues.	IN _____ OUT _____
	IN _____ OUT _____		IN _____ OUT _____		IN _____ OUT _____		IN _____ OUT _____		IN _____ OUT _____
Wed.	IN _____ OUT _____	Wed.	IN _____ OUT _____	Wed.	IN _____ OUT _____	Wed.	IN _____ OUT _____	Wed.	IN _____ OUT _____
	IN _____ OUT _____		IN _____ OUT _____		IN _____ OUT _____		IN _____ OUT _____		IN _____ OUT _____
Thurs.	IN _____ OUT _____	Thurs.	IN _____ OUT _____	Thurs.	IN _____ OUT _____	Thurs.	IN _____ OUT _____	Thurs.	IN _____ OUT _____
	IN _____ OUT _____		IN _____ OUT _____		IN _____ OUT _____		IN _____ OUT _____		IN _____ OUT _____
Fri.	IN _____ OUT _____	Fri.	IN _____ OUT _____	Fri.	IN _____ OUT _____	Fri.	IN _____ OUT _____	Fri.	IN _____ OUT _____
	IN _____ OUT _____		IN _____ OUT _____		IN _____ OUT _____		IN _____ OUT _____		IN _____ OUT _____
Total Hours This Week		Total Hours This Week		Total Hours This Week		Total Hours This Week		Total Hours This Week	

Time sheets are to be mailed to the Central Office on the last day of each month.

TOTAL HOURS THIS PERIOD \_\_\_\_\_

Mail this report to:  
Special Education Office  
620 Industrial, Box 760  
Goddard, Ks. 67052

\_\_\_\_\_  
EMPLOYEE

\_\_\_\_\_  
SUPERVISOR

