



Welcome to the Paraprofessional Training Series. For each webinar, you can access handouts by clicking on the link in the “Webinar Handouts” box. Before you begin, please pause now to download or print the handouts that will be used for this part of the series.

This is Part 4 of the Paraprofessional Training Series. This webinar will address the Individuals with Disabilities in Education Act, Eligibility Categories and Student Supports.

## Paraprofessional Series

This is a multi-part series offered for paraprofessionals. Verification of orientation training necessary for each paraprofessional to perform duties as assigned is present. The Federal Regulations and the Missouri Office of Special Education Compliance Standards and Indicators indicate that paraprofessionals who do not hold teaching certificates are required to have received fifteen clock hours of training within six months of hire including orientation and initial training prior to working with the student. A minimum ten clock hours each school year thereafter is also required.

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## Objectives

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Part 4 of this series will provide information

- to introduce some frequently used acronyms
- to develop a basic understanding of the special education process
- to become familiar with how students are found eligible for special education services
- to discuss how to support students with whom you work



The purpose Part 4 in this webinar series is to introduce some frequently used acronyms; develop a basic understanding of the special education process; become familiar with how students are found eligible for special education services; and to discuss how to support students with whom you work.

## Guide to this Webinar

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### Handouts:

- HO #1A, 1B – Eligibility Activity
- HO #2 – Information From Today

Supplies: Scissors



Please take a moment to make sure you have the handouts listed on the screen available for your use throughout the webinar. During the course of this training, you will be directed to pause the webinar to review and reflect on content or activities, using these handouts. Once you have completed these activities, click “play” and continue with the Roles and Responsibilities portion of this webinar.

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## IDEA Process



We will talk about some basics of the Individuals with Disabilities in Education Act or IDEA process. This portion of the webinar will address how students become eligible for or qualify for special education and related services.

It is important to remember that IDEA is a federal law that provides free appropriate public education to students who qualify. The state of Missouri and your district also write a plan to comply with IDEA.

## Federal Laws

- Individuals with Disabilities Education Act (IDEA)
- Every Student Succeeds Act (ESSA)
- Family Education Right and Privacy Act (FERPA)
- American with Disabilities Act (ADA)

There are several laws that govern the services that students receive. In 1975, the first law providing students with disabilities a public education was passed. Since that time, the law has changed names and been reauthorized under the Individuals with Disabilities Education Act. The Every Student Succeeds Act reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students. The Family Education Rights and Privacy Act is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. The American with Disabilities Act became law in 1990. It is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public. To be noted, the American with Disabilities Act, (ADA), is frequently used by students as they transition to a postsecondary setting.

## How Does the IDEA Process Begin?

A referral needs to be made to a district to start the evaluation process.

- Agency referral: district personnel
- Parent referral: parent/guardian

The first step in the process of a student qualifying for special education services is a referral for evaluation to determine eligibility for special education services. The referral may come from anyone in the agency or school. A parent or guardian may also make a request for evaluation. Once the parent request is made, it must be acted upon because mandated timelines go into effect. If a parent expresses a concern to you about their student, immediately report it to your direct supervisor.

## Evaluation

- After a referral, a multi-disciplinary team may conduct a Review of Existing Data (RED) to determine if further information is necessary.
- If further information is necessary, the multi-disciplinary team will determine the information needed and obtain parental consent to evaluate.
- The evaluation must be completed within 60 calendar days of receiving the signed parent consent to evaluate.

After a referral is received, a multi-disciplinary team may conduct a Review of Existing Data (RED) to determine if further information is necessary. If further information is necessary, the multi-disciplinary team will determine the information needed and obtain parental consent to evaluate. The evaluation must be completed within 60 calendar days of receiving signed parental consent to evaluate.



In the next section of this webinar we will briefly discuss the 16 specific eligibility categories as defined by IDEA and Missouri's State Plan for Special Education.

## Does This Student Meet Eligibility Criteria?

Based on the evaluation data, a team of qualified educational professionals and the parent/guardian must determine if the student meets eligibility criteria.

When a determination is made that a student meets eligibility criteria and needs special education, an Individualized Education Program (IEP) must be developed for the student in accordance with the Missouri State Plan.

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## IDEA/Missouri Eligibility Categories

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- Autism
- Deaf/Blind
- Emotional Disturbance
- Hearing Impairments/Deafness
- Intellectual Disability
- Language Impairment
- Multiple Disabilities
- Orthopedic Impairments
- Other Health Impaired
- Specific Learning Disabilities
- Sound System Disorder (Articulation/Phonology)
- Speech-Fluency
- Speech-Voice
- Traumatic Brain Injury
- Visual Impairment/Blindness
- Young Child with a Developmental Delay



Take a moment to read through the 16 eligibility categories. Remember, you may pause the webinar at any time to make sure you have enough time to process any information on the slides.

As mentioned in the previous section, a student must be evaluated and meet one of the 16 eligibility categories listed on this slide. There are very specific criteria involved which are mandated under federal and state law. Not every student who may need additional help or who has a medical diagnosis will be eligible under IDEA.

## Eligibility Categories Activity

- This activity will use some of the most frequently used eligibility categories and general characteristics of the students with whom you may work
- Find Handout 1A and Handout 1B
- Taking Handout 1B, cut it apart on the lines
- Mix the pieces and match them with the student eligibility categories noted on Handout 1A

Now that we have had some discussion about the special education process and how students are found eligible for services under the Individuals with Disabilities in Education Act, let's do an activity using some of the most frequent eligibility categories and some general characteristics of the students with whom you may work.

Find Handout 1A and Handout 1B. You will not cut Handout 1A. Pause the webinar, take Handout 1B and cut it apart on the lines. Mix them up and match them with the student eligibility categories on Handout 1A. This is intended to help us understand how to interact and help support each student as an individual.

Please pause the webinar now and take time to complete the activity. When you have completed the matching activity, start the webinar again.

## How Did You Do?

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Students with Autism	Impacts communication and social interaction. This is a wide spectrum. Some students may resort to yelling while others are mute  No two students are alike. *Resistant to change *Unusual responses to sensory experiences
Students with a Specific Learning Disability	Usually have average to above average intelligence, yet often do not achieve at the same academic level as peers due to a processing deficit  No two students are alike. *May be math, reading, and/or written expression

Please check your answers with what is on the slide.

## How Did You Do?

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Students with an Intellectual Disability	Learn at different rate than peers and may have difficulty with problem-solving, comprehending abstract concepts and/or understanding new information  No two students are like. *Deficits in communication and self-help skills at varying levels
Students with a Language Impairment	Exhibits inappropriate use in any or all of the areas of meaning, grammar and social use that interfere with communication. This can occur in either understanding or using spoken or written language.  No two students are alike. *However there is consistency regarding exhibited characteristics
Students with an Other Health Impairment	Have a medical diagnosis that adversely affects classroom performance and results in a need for more than differentiated instruction or accommodations  No two students are alike. *Students may have differing levels of intelligence *Student deficits are directly linked to medical condition/diagnosis

Please check your answers with what is on the slide.

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## After Eligibility-Then What?



Now that we have some knowledge about the IDEA process and eligibility categories, let's take some time to discuss some of the supports students may require. We must remember that each student and their brain works differently. We cannot think about a one-size-fits-all method for each student with an IEP.

## Individualization

- Individualized Education Program (IEP)
- Free Appropriate Public Education (FAPE)
- Least Restrictive Environment (LRE)

The “I” in IEP means “Individualized.” Each student’s program will look different based on their needs.

The IEP has two general purposes. First, it is to set reasonable learning goals for a child, and second, it identifies the services the school district will provide for the child.

A Free Appropriate Public Education (FAPE), means services are provided at no cost to the parent. Least Restrictive Environment (LRE), means the supports and services are provided in the general education classroom as much as possible.

All students including a student with an IEP are considered general education students first. This means all students will take state assessments, work on goals related to the Missouri Learning Standards and follow the district and school discipline plan.

## Individualized Education Program

- Only a student who has been found eligible will have an IEP.
- An IEP is a legal document that must be followed as written.
- Paraprofessionals must implement the IEP under the direction of a certified teacher(s).
- The IEP is reviewed annually and must be followed as written.

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## Individualized Education Program

### Included in the IEP

- present level of academic achievement and functional performance;
- goals;
- related services;
- accommodations and/or modifications; and
- time for services and supports.

Included in the IEP will be, the present level of academic achievement an functional performance, goals, related services, accommodations and/or modifications, and time for services and supports.

## Related Services

- Physical Therapy (PT)
- Occupational Therapy (OT)
- Adaptive Physical Education (APE)
- Assistive Technology (AT)
- Speech/Language Therapy

Related services are part of the student's IEP. Related services may be required in order for students to benefit from special education.

For some students, that might include physical therapy, occupational therapy, adaptive physical education, assistive technology, and speech/language services. However, this is not an exhaustive list of related services.

## Accommodations and Modifications

- Students with an IEP may have accommodations or modifications.
- If applicable, a paraprofessional may be involved in providing the accommodations or modifications under the supervision of the certified teacher(s).

It is important that you are familiar with the terms accommodations and modifications. Students with an IEP may have accommodations or modifications. If applicable, a paraprofessional may be involved in providing the accommodations or modifications under the supervision of the certified teacher(s).

## Let's Review

- An evaluation is conducted to determine eligibility under federal and state guidelines.
- An Individualized Education Program (IEP) is developed by a team of qualified educational professionals and parents/guardians.
- IEPs are implemented as written.

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At this point in the webinar, we will now talk through some of the most frequently used acronyms that may be used in your classrooms and discussions.

## Special Education Acronyms Activity

PT	AT	IEP
ESY	SLP	LRE
MAP	OT	FAPE

Take a few minutes to think about the special education acronyms and words that go with them. If you are doing this webinar with others, discuss among yourselves and gather answers and ideas on what the acronyms might mean. Pause the webinar now for this activity.

Once you have completed this activity, resume the webinar.

## How Did You Do?

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PT: Physical Therapy	AT: Assistive Technology	IEP: Individualized Education Program
ESY: Extended School Year	SLP: Speech-Language Pathologist	LRE: Least Restrictive Environment
MAP: Missouri Assessment Program	OT: Occupational Therapy	FAPE: Free and Appropriate Public Education



These are just a few of the acronyms that are frequently used in special education. While there are many more, this is a good start. As you begin your work as a paraprofessional, remember to ask questions if you are unfamiliar with an acronym.

## Wrap Up

Developing an understanding of the special education process, becoming familiar with how students are found eligible for special education services, and discussing what supports students may receive are important for the understanding of the special education eligibility process.

## Information From Today

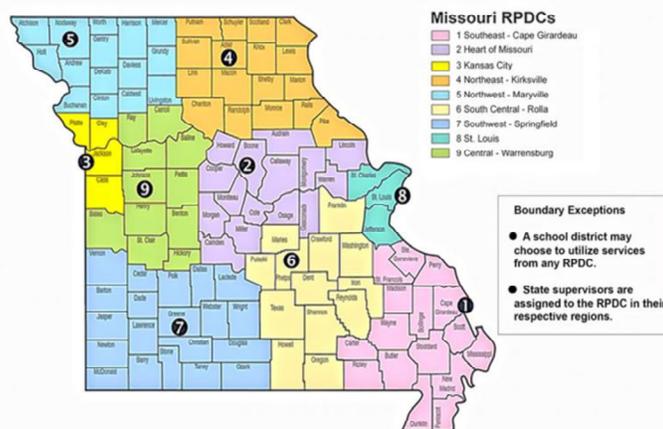
**Most Important...**

**Surprised me...**

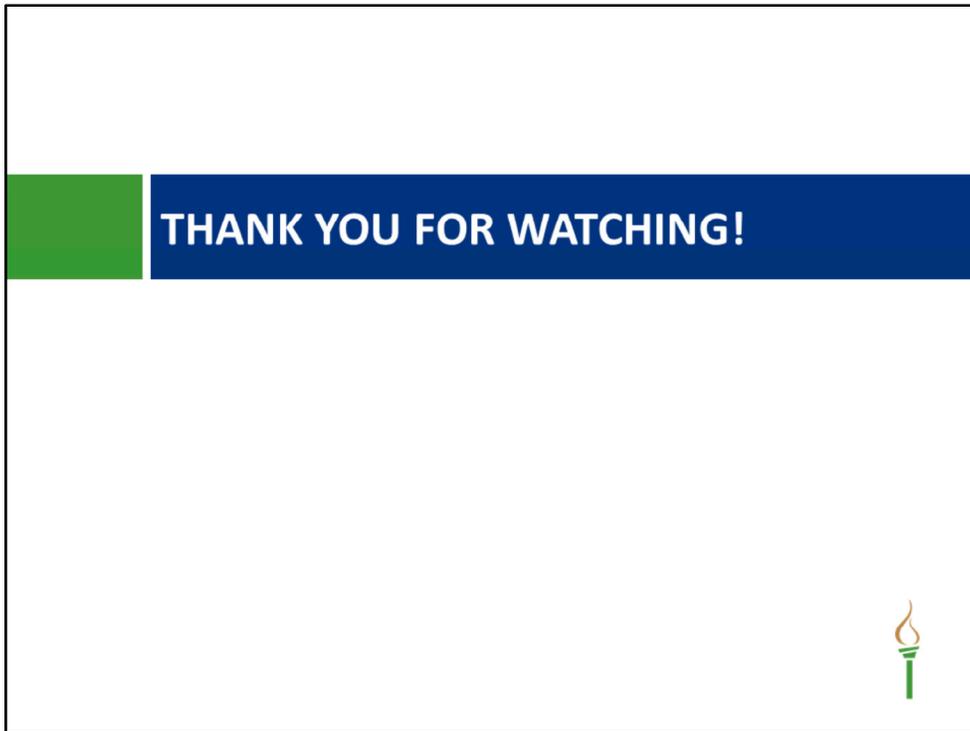
**How will I use...**

Take a few minutes to locate and complete handout #2.

## Regional Professional Development Centers



Missouri has been split into nine regions. Each region has a Regional Professional Development Center (RPDC). The diverse staff of the RPDC provides a variety of professional development opportunities and services for K-12 schools both on and off campus. Each of these centers have staff trained in paraprofessional professional development. Please contact your teacher/leader and your supervisor for access to the resources available through these centers.



This concludes Part 4 of the Paraprofessional Training Series.