

***HILLSBORO R-III SCHOOL
DISTRICT***



***PARAPROFESSIONAL
HANDBOOK***

May, 2004

SPECIAL EDUCATION PARAPROFESSIONAL

TABLE OF CONTENTS

I.	INTRODUCTION	
	A. Letter to Paraprofessionals -----	page 1
	B. Overview of the Hillsboro R-III School District -----	page 2
	C. The Paraprofessional -----	page 5
	D. Code of Ethics -----	page 6
II.	ROLE AND RESPONSIBILITY	
	A. Duties and Responsibilities -----	page 7
	B. Comparison of Responsibilities -----	page 9
	C. Overview of Paraprofessional's Role -----	page 11
III.	HELPFUL HINTS	
	A. Checklist for You to Find Out -----	page 12
	B. Tips and Suggestions for Becoming a More Successful Paraprofessional -----	page 13
	C. Ideas to Say "Good For You" -----	page 15
	D. Day-By-Day Guidelines to Classroom Discipline -----	page 16
	E. What to Do if You Spot Trouble -----	page 17
IV.	THE INDIVIDUALIZED EDUCATION PLAN	
	A. Individual Education Plan Fact Sheet -----	page 18
	B. Special Education Programs (Abbreviations) -----	page 21
V.	PERSONNEL STANDARDS	
	A. Use of Paraprofessionals and Assistants -----	page 22
VI.	SUPERVISION AND EVALUATION	
	A. Paraprofessional Supervision and Evaluation-----	page 23
	B. Evaluation of Paraprofessional/Copy of Paraprofessionals Evaluation Form-----	page 24
VII.	APPENDICES	
	A. Definitions in Special Education-----	page 29

HILLSBORO R-III SCHOOL DISTRICT

DEPARTMENT OF SPECIAL EDUCATION

Dear Paraprofessional:

This handbook is provided to you with the intent of informing and clarifying many of the responsibilities related to the paraprofessional position in the Hillsboro R-III School District. I hope this handbook will help you to feel a part of the Hillsboro family and be better informed of what you will be doing with our special education students.

It is impossible to include everything in this handbook you need to know as a paraprofessional. However, it is designed to answer many questions and to serve as a guide for you and your supervising teacher. Items that need further clarification should be directed to the building principal. Your suggestions and opinions about the handbook will improve its future quality.

As we continue to strive to assist disabled students to reach their maximum potential, you are a very important part of our team. Your service and dedication will be invaluable.

Sincerely,

Glenda Smith
Executive Director of Student Services

**OVERVIEW OF
HILLSBORO R-III SCHOOL DISTRICT
HILLSBORO, MISSOURI**

Government and Organization of the District

The Hillsboro R-III School District is located in the eastern portion of Missouri, approximately 30 miles southwest of St. Louis, Missouri. The district is located within Jefferson County and is located in the city of Hillsboro. The district encompasses approximately 175 square miles. Access to the district is provided by Missouri Highway 21.

The district is a reorganized school district and operates pursuant to Chapter 162 of the Missouri Revised Statutes, as amended, and is governed by a seven-member Board of Education. The members of the board are elected by the voters of the district for staggered three-year terms with two members being elected in each of two years and three members being elected every third year. All board members are elected at large and serve without compensation. The board is responsible for all policy decisions. The president of the board is elected by the board from among its members for a term of three years and presides over the board meetings.

The Board of Education appoints the Superintendent of Schools who is the chief administrative officer of the district responsible for carrying out the policies set by the board. The district has a total of 425 employees (full time and part time), including 15 administrative personnel, 220 teachers or certificated personnel and 190 classified personnel. Approximately 60% of the teaching staff holds advanced degrees. Approximately 70% of the teaching staff is tenured. The average years of teaching experience is 17 years.

The district currently had “accredited” status, the highest accreditation status given to Missouri School Districts by the Missouri Department of Elementary and Secondary Education.

Enrollment Figures

Enrollment figures for the District for the following years are as listed:

Year	Total Enrollment
2003-04	3,578
2002-03	3,571
2001-02	3,520
2000-01	3,616
1999-00	3,583
1998-99	3,611

Largest Employers

The ten largest employers in the area are as follows:

Employer Name	Nature of Business	Est. No. of Employees
Hillsboro R-III School District	Public Education	425
Jefferson College	Community College	400
Jefferson County	Government	250
Missouri Family Services	State Agency	132
Hillsboro Title Company	Title Insurance Co.	50
Jefferson County Redi-Mix	Cement Plant	30
Hardee's Restaurant	Food Chain Restaurant	30
Queen's Market	Grocery Store	25
Jefferson County Surveying	Surveying Company	10
Jefferson County Health Dept.	State Agency	10

Largest Taxpayers

The largest taxpayers in the District, according to the Fiscal Year 2002-03 assessed valuation area as follows:

Taxpayer Name	Assessed Valuation*
Unimin Corporation	\$678,200
FHW LLC	\$585,800
O Sullivan Rentals Inc.	\$545,200
Bradford Properties, LLC.	\$420,700
Queens Realty Venture	\$367,700
Raintree Country Club, Inc.	\$322,100
Schmitt, Elmer J. Trustee	\$313,300
Ramsey, Mary M. and Ramsey, Diane M.	\$218,100
Midland Marketing System, Inc.	\$195,800

*Source: Jefferson County Assessor's Office

ACADEMICS

Students throughout the K-12 program have the opportunity to be challenged both academically and through extra-curricular activities involving a wide range of athletics, clubs and organizations. The teacher/pupil ratio is an important aspect of the instructional process and every attention is given to ensure that caseloads follow state guidelines.

SPECIAL SERVICES

In addition to regular course offerings, Hillsboro also participates in an extensive special education program aimed at assisting those students needing extra academic instruction or the need for other program modifications that can help students with unique learning difficulties succeed to the best of their ability. Also, the district has an effective gifted education program aimed at broadening and strengthening the abilities of those students who have been identified as high academic achievers.

VOCATIONAL AND ADULT PROGRAMS

The Hillsboro R-III School District also offers a wide range of courses in pre-vocational training through Jefferson College. This has proven to be an excellent link between the area's business community and public education. In addition to the regular daytime classes, Jefferson College incorporates an ambitious adult basic education evening program to assist adults in obtaining high school certification or to participate in other vocational training courses.

ANCILLARY SERVICES

The presence of a volume of students in all buildings necessitate services, such as food service and transportation, in addition to academics. A well-maintained food service department provides nutritious morning and noon meals for a nominal charge. Free and reduced meals are also available to those students who qualify. Due to the fact that our district represents a rather large rural community, transportation becomes an integral part in the day-to-day operation of school.

SCHOOLS AS A BUSINESS

After reviewing this brief narrative, it should be recognized that our school district is a major business enterprise. A large number of employees, located in several buildings, with an expanding budget, represents a multi-faceted organization dedicated to public education and a positive school/community relationship.

THE PARAPROFESSIONAL

The special education paraprofessional is a team member who works alongside the special education teacher. He/she not only frees the teacher from the more routine tasks of the classroom, but also serves as an effective part of the educational team. With differentiated responsibilities, he/she carries out the programs developed by the special education professionals. The scope of the definition described here, in general, focuses on the paraprofessional who works with a specific teacher and is assigned to a particular classroom.

A paraprofessional is one who is assigned to assist and support the teacher.

JOB DESCRIPTION

Title:	Special Education Paraprofessional
Reports to:	Classroom Special Education Teacher and Building Level Administrator
Purpose:	To work alongside the special education teacher completing specific tasks that will enhance the instructional process and improve the quality of services offered.
Qualifications:	<ol style="list-style-type: none">1. Be at least eighteen (18) years of age.2. Have a high school diploma or equivalent.3. Possess additional qualifications as determined appropriate by the Board.
Personal Qualifications:	<ol style="list-style-type: none">1. TOLERANCE and UNDERSTANDING of all children.2. INITIATIVE, to take over when needed without direction.3. KNOW WHAT HAS TO BE DONE--don't always rely on the teacher to provide you direction.4. CREATIVITY, for positive input into the program.5. ADAPTABILITY, of all new situations and programs.6. CONFIDENTIALITY, with all information about children and families.7. GOOD JUDGMENT, in decision-making situations.8. COURTESY and TACT, with all other personnel.9. DEPENDABILITY, with regular attendance and punctuality.10. GOOD HEALTH AND APPEARANCE.
Evaluation:	Evaluation for the position of paraprofessional will be conducted by the building principal with input from the special education teacher.

CODE OF ETHICS FOR PARAPROFESSIONALS

1. The paraprofessional should discuss the children's limitations only with the supervising teacher and those directly involved with the child's educational program.
2. The paraprofessional should refrain from: (a) airing school problems and confidential matters, including personalities, outside of school circles; (b) discussing administrative, interdepartmental, and interschool problems in the presence of pupils; and gossiping about problems with those who cannot assist in the solution.
3. When attempting to resolve a problem, the paraprofessional should always follow the proper "chain-of-command" procedure.
4. The paraprofessional should be consistent in managing the behavior of the students.
5. The paraprofessional should refrain from expressing differences of opinion or dissatisfaction with the supervising teacher in the presence of the students.
6. The paraprofessional should never show that he/she is angry at him/herself or others when students are present.
7. The paraprofessional should not threaten students.
8. The paraprofessional should never evaluate children using psychological or diagnostic instruments.
9. The paraprofessional should never program or prescribe educational activities and materials for children.
10. The paraprofessional should never be responsible for preparing lesson plans.
11. The paraprofessional should never initiate parent contact.
12. The paraprofessional should never make value judgments concerning teacher strategies and placements.
13. The paraprofessional should never be directly responsible for disciplining children.

Remember that you are a part of a most important profession. What you do in the classroom will have an impact on the lives of the students. A child may learn to read because of your efforts. A student may begin to see him/herself as a decent human being because of your efforts on his/her behalf. Your individual help may give a student new confidence in dealing with future problem situations. Others may learn greater tolerance and respect for those with different ability or from other racial or economic groups because of your actions.

DUTIES AND RESPONSIBILITIES

The instructional paraprofessional is to assist the special education teacher with educational activities and non-teaching tasks. The special education teacher is accountable for the development of the instructional program.

The special education paraprofessional is a member of the instructional team who works under the supervision of a certified teacher. The paraprofessional frees the teacher from routine daily tasks and helps to carry out the educational programs developed by the teacher and support personnel.

ACCEPTABLE DUTIES AND RESPONSIBILITIES
<u>Teacher Assistance:</u>
1. Assists in preparation, care and use of instructional materials and equipment.
2. Assists in maintaining good housekeeping standards.
3. Follows instructions under the leadership of the teacher.
4. Assists in maintaining desirable pupil behavior standards.
5. Assists in detecting any behavioral, health or physical deviations which warrant the attention of the teacher.
6. Assumes supervisory role during the teacher's temporary absence.
7. Scores objective tests and papers and keeps appropriate records for the teacher.
8. Operates and cares for standard audio-visual equipment.
9. Performs related duties as assigned.
<u>Non-Classroom:</u>
1. Accompanies the teacher on extra-curricular trips.
2. May assist children in games and the proper use of playground equipment.
3. Assists with clerical duties such as preparing and copying instructional materials, art materials, typing, charting, etc.
4. Assists children to and from the bus, lunchroom, and special classes.
5. Attends professional development meetings for paraprofessionals.
6. Performs related duties as assigned.

Pupil Assistance:

1. Assists with group and individual activities.
2. Supervises children moving from place to place in a safe, orderly manner.
3. Assists children with personal care and sanitary needs.
4. Assists disabled children in walking, using wheelchairs and using special equipment.
5. Aids children in using audio-visual equipment.
6. Assists with fire drill and tornado procedure.
7. Performs related duties as assigned.

UNACCEPTABLE DUTIES AND RESPONSIBILITIES

1. Select diagnostic and psychological instruments or interpret the results of those instruments.
2. Program or prescribe educational activities or materials for the students, without the supervision and guidance of the teacher.
3. Be solely responsible for preparing lesson plans or initiating original concept instruction.
4. Be assigned to work with one or more of the most difficult students the majority of the school day merely for the convenience of the teacher.
5. Be employed in lieu of needed itinerant special education personnel.
6. Be utilized as a substitute teacher, unless the paraprofessional possesses the appropriate certificate.
7. Give medication, unless licensed to do so.
8. Grade subjective or essay tests.
9. Be responsible for assigning grades to students; or,
10. Regulate pupil behavior by corporal punishment or similar disciplinary means.

**COMPARISON OF THE RESPONSIBILITIES
OF THE PARAPROFESSIONAL AND DUTIES OF
THE SPECIAL EDUCATION TEACHER**

Again, the special education paraprofessional's role is basically one of freeing the lead teacher from routine tasks in an effort to more effectively use professional knowledge and skills of the teacher. By fulfilling this role, the paraprofessional allows the classroom teacher to provide improved instruction and services.

RESPONSIBILITIES:

The responsibilities of paraprofessionals are generally supportive in nature. The lead teacher assumes primary responsibility for students and the classroom. There are several areas in which duties of the paraprofessional and lead teacher may overlap. The following is a comparison of responsibilities of the paraprofessional and duties of the lead teacher.

SPECIAL EDUCATION TEACHER	PARAPROFESSIONAL
1. Plans instructional programs.	1. Assists with the planning process; copies, transcribes, types, files, etc.
2. Grades student performance.	2. Checks and scores student work.
3. Takes complete responsibility for new concepts, skills and each new classroom activity.	3. Reinforces and reviews concepts and skills. Assists students in performing activities initiated by the supervising teacher.
4. Revises instructional programs.	4. Monitors student progress in instructional programs and relates findings to supervising teacher.
5. Designs instructional materials.	5. Constructs materials designed by the supervising teacher.
6. Designs and implements discipline plans.	6. Monitors and reinforces student performance concerning discipline through observation; assumes data collection, compilation, and other record keeping duties.
7. Selects diagnostic instruments and interprets the results of those instruments.	7. May administer routine pre- and post-tests as directed by the teacher.
8. Communicates with parents.	8. Maintains records associated with the parent conferencing procedures, confirms conference dates, etc.

9. Responsible for discipline	9. Supports and follows through with the classroom discipline plan when the teacher is involved in the regular performance of professional duties or has logical emergency reasons for being out of the classroom; play supportive disciplinary role when supervising teacher is present.
10. Attends in-service meetings	10. Attends professional development meetings for paraprofessionals.

The delineation of supervising teacher and paraprofessional responsibilities offered above may be further clarified by the following list of paraprofessional do's and don'ts.

THE PARAPROFESSIONAL MAY:	THE PARAPROFESSIONAL MAY NOT:
1. Be left alone in the classroom for short periods when the supervising teacher is temporarily called away. The supervising teacher remains responsible for the classroom at all times and must remain accessible.	1. Be used as a substitute for certified teachers unless the paraprofessional holds a teacher certificate or can be approved as a substitute for the district.
2. Work without direct supervision with individuals or groups of students.	2. Teach completely new concepts and skills.
3. Have specific instructional and management responsibility for students.	3. Be given primary responsibility for working with individual students without the direction of the supervising teacher.
4. Be involved in student staffings (at the discretion of the supervising teacher).	4. Be assigned to attend student staffings in lieu of the supervising teacher of function as a third party in an I.E.P. conference.
5. Be used to support the integration of exceptional students into regular classes by tutoring these students in regular class assignments, giving tests orally, supporting students in class.	5. Be given primary responsibility for the mainstreaming effort of one or more students or used to teach regular curriculum content to nonexceptional students.
6. Be assigned record keeping tasks relevant to their classroom assignment.	6. Be used to carry out clerical responsibilities usually assigned to other regular education staff members in the building during the school day.
7. Aid the supervising teacher in supervising assemblies and group field trips.	7. Take full responsibility for supervising field trips, assemblies or to take other non-teaching duties usually assigned to teachers, e.g., hall duty, extra duty, school clubs, etc.

**OVERVIEW OF THE
SPECIAL EDUCATION PARAPROFESSIONAL'S ROLE**

TASK	ROLE	
	TEACHER	PARA
Diagnosis	X	
Planning	X	
Designing	X	
Instruction follow-up general coaching reinforcement checking work practice answering questions drill motivation working one-on-one working with groups working with pairs	X	 o o o o o o o o o o o
Classroom Management supports teacher's classroom discipline plan keep students working help set limits be consistent and fair with all students pointing students in constructive directions provide positive reinforcement	X	 o o o o o o o
Non-Instructional Tasks records/grades material production setting up/clean-up keep things on schedule keep materials in place recess/playground duty bus duty/cafeteria duty restroom duty	X	 o o o o o o o o
Updating I.E.P. monitor day-to-day growth of short-term objectives clerical tasks of maintaining IEP	X	 o o

X = Special Education teacher's responsibility
o = Paraprofessional may assist teacher

CHECKLIST FOR YOU TO FIND OUT

1. What are your special and regular duties?
2. What records are you responsible for keeping?
3. What schedules are you responsible for following?
4. What emergency provisions apply to your situation?
5. When do pupils come? When do they leave?
6. For what lunch time activities will you be responsible?
7. Where are the supplies kept and how are they obtained?
8. What equipment is available and how is it obtained?
9. What is the chain-of-command and authority you are to follow?
10. If you are responsible for working with more than one teacher, how is your time divided?
11. To whom should you direct questions regarding school policy?
12. With whom should you discuss a problem concerning relationships?
13. What is expected of you in terms of pupil discipline?
14. What should be my response when a parent raises a question on their child's functioning in the classroom?
15. What course should you follow if you feel that you do not have enough to do?
16. How does your teacher view the teacher/paraprofessional relationship?

**TIPS AND SUGGESTIONS
FOR BECOMING A MORE SUCCESSFUL PARAPROFESSIONAL**

1. Learn the names of pupils immediately.
2. Learn as much about each pupil as quickly as possible.
3. Consult often with the teacher as to how you can help.
4. Give encouragement to pupils whenever you can.
5. Praise pupils' efforts and successes.
6. Be patient in dealing with pupils.
7. Become familiar with the school building, ground, and personnel.
8. Learn the routine of the school day.
9. Inform the teachers with whom you work of any special talents or interests or special experiences that you have had.
10. Offer suggestions, but don't let yourself get upset if suggestions aren't taken.
11. Watch carefully how the teacher deals with and directs pupils.
12. Exchange telephone numbers with your teacher.
13. Ask for clarification when you do not understand an assignment.
14. Be mature in your conduct and demonstrate that you are a responsible person.
15. Be on time and leave at an appropriate time.
16. Get plenty of rest.
17. Dress comfortably and appropriately for your job.
18. Do not leave the building during working hours without the approval of the teacher and the principal.
19. Use a positive approach, "Jimmy, you may put the puzzle pieces on the table," instead of, "Don't dump the puzzle pieces on the floor."
20. Find something about each child for which you can compliment. Give eye contact for appropriate behavior.
21. Let the child know you have confidence in him/her and his/her desire to behave well.

22. Help a child to measure time in terms of his own comprehension. If you feel a child has been monopolizing a tricycle too long, suggest: "Two more times around the room and then it will be Sally's turn."
23. Give ample opportunity for pupils to feel useful and wanted.
24. Set reasonable limits and be consistent in maintaining them.
25. Help children to understand reasons for rules and limits so they will regard them as best for the good of all and not as arbitrarily imposed.
26. Use the democratic approach. Help children to evaluate their own behavior; and, when possible, have a share in establishing rules and limits.
27. Look for the cause of misbehavior and treat the cause, insofar as you can, rather than the symptom.
28. Make a game out of "chores" children are unwilling to perform. "Big", "strong", "surprise", "magic", and "secret" are strong attention-getters and motivators for young children.
29. Remember that you are not a student teacher. Student teachers are learning to take over the classroom and will be leaving in a few weeks.
30. Give feedback to your teacher - let him/her know how well he/she is doing.
31. Keep home work at home, and school work at school.
32. A paraprofessional should never administer corporal punishment or call children derogatory names.

IDEAS To Say "*Good For You!*"

- 1) That's really nice.
- 2) Thank you very much.
- 3) Wow!
- 4) I like the way you're working.
- 5) Keep up the good work.
- 6) It's fun being with you.
- 7) That's quite an improvement.
- 8) What neat work.
- 9) You really outdid yourself today.
- 10) This kind of work pleases me very much.
- 11) I am proud of the way you're working.
- 12) CONGRATULATIONS; you got three out of four right.
- 13) Much better.
- 14) I appreciate your help.
- 15) Very good. Why don't you show Mom.
- 16) MARVELOUS!
- 17) Right On!
- 18) Dad will be proud to see the job you did on this.
- 19) I like that.
- 20) TERRIFIC!
- 21) Sharp.
- 22) My goodness, how impressive.
- 23) You're on the right track.
- 24) John is ready on time.
- 25) Mary is waiting so well.
- 26) You put a lot of work into this.
- 27) That's clever.
- 28) Good thinking.
- 29) You figured it out.
- 30) Thank you for helping.
- 31) SUPER!
- 32) That's a good point.
- 33) Out of sight!
- 34) You make it look easy.
- 35) I like the way you think of others.
- 36) You make my day a little brighter.
- 37) Will you help me again? You did so well.
- 38) Happiness is having children like you around.

DAY-BY-DAY GUIDELINES TO CLASSROOM DISCIPLINE

1. Keep the classroom atmosphere "cool" and relaxed.
2. No one feels the same each day, but try to be as consistent as possible.
3. Make a conscious effort to keep your voice soft and low. (The voice betrays tension easily).
4. Keep your body motions and hand movements slow and relaxed.
5. Motivate, but do not use high pressure techniques.
6. Make much of success--any success.
7. Be slow to react to failure. Never place blame by using such phrases as: "You didn't study these, did you?"; "You'll just have to start paying attention."; or "I told you so."
8. Don't nag; don't threaten.
9. Have everyone's work readily available so that there is no time when the student is unoccupied.
10. Change activities often.
11. Do your own homework. Know the subject matter that you are presenting.
12. If your supervising teacher gives you a method of presentation for subject matter, use that method. If you find that the method is not working, contact your teacher before you change. Your method may work as well or better, but in order to plan for the future, the teacher must know what is happening today.
13. Have a sense of humor!
14. Try not to shock easily.
15. Practice being positive, but don't make such a project of it that you are unable to share the troubles of youth with a sympathetic ear.
16. Goofed today? Not a soul remembered anything from yesterday? Don't take it to heart. Tomorrow will be better.

WHAT TO DO IF YOU SPOT TROUBLE

1. Restructure the situation
 - A. Change seating.
 - B. Change the task.
 - C. Change the subject under discussion.
 - D. Change your approach to the subject or task.
 - E. Remove a person or thing.
2. Out-think the opposition
 - A. Diffuse the situation with humor.
 - B. Explain why things must be done the way you say.
 - C. Appeal to the "adult" in older students.
 - D. Appeal to their pride.
3. Let them know you care
 - A. Leave no doubt that you are in command, but be sure they don't become the enemy.
 - B. Tell them, "I always like you, but sometimes I don't like what you do."
 - C. Answer questions on why they have to do this with: "If I didn't care about you, I wouldn't care whether you learned or not".
4. Have confidence in yourself.
 - A. Correct mistakes you make.
 - B. Accept correction the way you would want students to accept correction.
 - C. Encourage students to accept constructive criticism by your example.

Your students will not always like your decisions; never leave a moment's doubt in your manner, expression, or voice that you expect them to do as you directed. Never use such phrases as:

"How would you like to . . .?"
"Don't you think you should . . .?"

Instead, say things such as:

"Now you will . . ."
"Now you get to . . ."

If you must punish, be sure the punishment fits the behavior . . . be a bit imaginative. Never get physical. Never make a bluff you can't back up. If you punish too often, punishment loses its effectiveness. Save it for the last resort. Also, never punish without first discussing your options with your teacher.

INDIVIDUAL EDUCATION PROGRAM

FACT SHEET

What is an Individualized Education Program?

Every disabled child receiving special education must be provided with an Individualized Education Program (I.E.P.) that specifies what education and related services will actually be provided. This is the key to assure that each disabled child is receiving a free and appropriate education.

Components of the I.E.P.:

1. **Participants in the I.E.P. Conference**

The required I.E.P. team participants must include:

- a) representative of the school;
- b) child's regular education teacher;
- c) child's special education teacher;
- d) student's parents (or guardian);
- e) student, when appropriate;
- f) other individuals at the discretion of the parent or school district; and,
- g) individual who can interpret instructional implications of evaluation results.

2. **Contents of the I.E.P.**

An I.E.P. must contain the following components:

- a) present level of performance;
- b) measurable goals, along with objectives or benchmarks needed to meet goals;
- c) special education and related services, supplementary aids, program modifications, assistive technology, and/or supports that school personnel will provide;
- d) participation in state and district-wide assessments;
- e) initiation, duration, frequency, and location of service and modifications;
- f) procedures for evaluating progress and reporting to parents;
- g) transition services for students age 14+;
- h) transfer of rights for students age 18+;
- i) participation in physical education;
- j) behavior intervention plan;

- k) transportation
- l) extended school year;
- m) accommodations/strategies for participation in regular education;
- n) documentation of IEP team participants, specifying each participant's role;
- o) special considerations requirements;
- p) placement considerations and decision.

The present level of performance includes a statement of the child's present level of education performance that:

- The strengths of the child.
- Concerns of the parent/guardian for enhancing the education of the child.
- A summary of the most recent evaluation/re-evaluation results (i.e. vision, hearing, health, motor, social, emotional, behavioral).
- A summary of the results of the child's performance on any general state and district-wide assessments. (make comment)
- Current functioning of the child (as well as changes if review IEP).
- How the child's disability affects his/her involvement and progress in the general curriculum; or for preschool children, participation in age-appropriate activities.

The IEP includes goals that:

- Demonstrate consistency with the content of the present level of performance.
- Can reasonably be accomplished within the duration of the IEP (generally one year).
- Are written in measurable terms that include:
 - A skill or behavior to be achieved.
 - A direction for that behavior (e.g., increase, decrease, maintain).
 - A level of attainment.
- Demonstrate involvement in the general curriculum, as appropriate (for preschool children, participation in appropriate activities).
- Address the child's other educational needs resulting from her/his disability.
- Are present for each special education and related service.

Each annual goal includes at least one:

- Benchmark (measurable major milestone).
 - Short-term objective (measurable intermediate step).
- AND**
- Enables parents, students, and educators to monitor progress during the year.

The IEP indicates:

- Specific special education service(s).
- Amount of time (e.g., minutes, hours, periods, percentage) to be committed to each service that must be:
 - Appropriate to the specific service.
 - Stated in a manner clear to all involved in the development and implementation of the IEP.
- Duration (i.e., beginning and ending dates for the services).
- Location (states the type of environment for provision of the services - e.g., regular education classroom, resource classroom, community worksite, community child care center, etc.).
- Frequency (states how often the services will occur – e.g., daily, weekly, monthly).

The IEP also indicates:

- Specific related service(s).
- Amount of time (e.g., minutes, hours, periods, percentage) to be committed to each service that must be:
 - Appropriate to the specific service.
 - Stated in a manner clear to all involved in the development and implementation of the IEP.
- Duration (i.e., beginning and ending dates for services).
- Location (states the type of environment for provision of the services – e.g., regular education classroom, resource classroom, etc.).
- Frequency (states how often the services will occur – e.g., daily weekly, monthly).

The IEP is an educational record and is subject to the same protection as other student records maintained by the school district.

Definition of Individualized Education Program:

Individualized means that the IEP must be written for a particular child, not a group or class. It addresses the educational needs of a particular child.

Education indicates that the IEP should address a particular child's problem areas of learning. It need not identify areas in which there is no concern; for example, if the student is not having problems with reading, there is no reason for reading to be addressed in the IEP.

Program tells you that the IEP includes statements about a child's present educational abilities and needs, and outlines goals and objectives or benchmarks to be accomplished in the coming year. It lists necessary services that the school will provide during the year to assist a child in reaching those goals, including any assistive technology devices and/or related services that may be required.

SPECIAL EDUCATION PROGRAMS

(Abbreviations Used in Special Education)

AU	-	Autism
DB	-	Deaf/Blindness
ED	-	Emotional Disturbance
HI	-	Hearing Impairment
MR	-	Mental Retardation
MD	-	Multiple Disabilities
OI	-	Orthopedic Impairment
OHI	-	Other Health Impairments
LD	-	Specific Learning Disabilities
SP	-	Speech or Language Impairment
TBI	-	Traumatic Brain Injury
VI	-	Visual Impairment/Blindness
YCDD	-	Young Child with a Developmental Delay

PERSONNEL STANDARDS

Use of Paraprofessionals and Assistants

Missouri allows paraprofessionals who are appropriately trained and supervised to be used to assist in the provision of special education and related services to children with disabilities.

The R-III School District will provide each paraprofessional with the orientation and training necessary for the individual to perform the duties associated with the work assignment. Training will be provided by special education teachers and inservice activities. At a minimum, such training shall include information and experiences related to:

- A. types of disabilities displayed by the students;
- B. basic principles of behavior modification;
- C. basic instructional techniques expected to be used (demonstration, modeling, cueing, reinforcement, correction, etc.); and
- D. other areas as necessary (positioning, lifting, and transferring techniques, feeding procedures, etc.).

Paraprofessionals who do not hold a teaching certificate shall receive a minimum of 15 hours of training during their initial year of employment and a minimum of ten (10) hours of training in subsequent years.

SUPERVISION

Supervision of the special education instructional paraprofessional is a joint responsibility of the special education teacher and the principal. The special education teacher will be responsible for structuring the paraprofessional's schedule and working with the paraprofessional on a regular basis to ensure that the responsibilities assigned are carried out in an efficient manner. The special education teacher shall assign duties to the paraprofessional according to classroom needs and capabilities of each paraprofessional. The special education teacher is responsible for ongoing on-the-job training as needed by the paraprofessional in order for him/her to perform the duties required.

The principal and director of student services will be available for consultation with the teacher if questions or problems related to supervision of a paraprofessional should arise. Active supervision, communication and ongoing on-the-job training is the primary responsibility of the immediate supervisor (this is usually the special education teacher).

EVALUATION

Special education paraprofessionals will be evaluated each school year. Paraprofessionals are evaluated by the special education teacher and the building principal. A performance-based evaluation is used that considers both attitude and skills.

The evaluation process appears on the following pages.

**HILLSBORO R-III SCHOOL DISTRICT
PARAPROFESSIONAL EVALUATION**

NAME: _____ SUPERVISING TEACHER: _____

ATTENDANCE CENTER: _____ DATE OF EVALUATION: _____

PURPOSE:

The purpose of this evaluation is to assist each paraprofessional in the improvement of his/her effectiveness. This process should also provide an effective means of communication between the paraprofessional, supervising teacher, and principal.

GUIDELINES:

- A. This evaluation form will be completed by the principal in consultation with the supervising teacher according to the following schedule:
 - 1. Paraprofessionals will be evaluated annually during the first two years.
 - 2. Paraprofessionals will be evaluated every three years beginning with the third year.
 - 3. Paraprofessionals can receive additional evaluations at any time when the supervising teacher, building principal, or director of student services believes an evaluation is warranted to improve the performance of the paraprofessional.
- B. A copy of the evaluation report, signed by the paraprofessional, supervising teacher, and principal will be included in the paraprofessional's personnel file.
- C. Each evaluation item will be carefully considered before rating. When rating the paraprofessional, the training and experience of the paraprofessional will be kept in mind, in relationship to his/her present position. A one (1) to three (3) rating will be used for all evaluation items. At the end of each section is a comment space. Justification for ratings and specific examples will be provided whenever appropriate. Suggestions that will help the paraprofessional improve his/her everyday activities in the classroom may also be provided as appropriate.

RATING SCALE:

- 3-PROFICIENT:** Area of particular strength
- 2-COMPETENT:** Area which is satisfactory
- 1-UNACCEPTABLE:** Area in need of immediate attention

EVALUATION DESCRIPTORS

A. **POSITIVE ATTITUDE** -- Person's behavioral characteristics exemplified by friendliness, caring, warmth, enthusiasm, and a genuine love of children.

RATING

1. Demonstrates a positive attitude toward students. _____
2. Shows concern for students; notices moods, physical needs and health problems. _____
3. Establishes a feeling of trust and open communication. _____
4. Displays fairness and impartiality. _____
5. Provides students with choices when possible rather than being highly authoritarian. _____

COMMENTS: _____

B. **TUTORIAL SKILLS:** Skills necessary to effectively work with students, either individually or in small groups, without direct teacher supervision and intervention.

RATING

1. Works with students in carrying out activities of the student's program that have been initiated by the teacher. _____
2. Plans for those activities which are assigned. _____
3. Employs appropriate methods in attempting to keep students on task. _____
4. Uses concise and clear directions which are easily understood by the students. _____
5. Adjusts to differences among students' attention spans and learning styles. _____
6. Exhibits ability to tutor small groups and individual students. _____

COMMENTS: _____

C. ATTENDANCE AND DEPENDABILITY: Conforms to work hours, and has the ability to do required jobs well with a minimum of supervision.

RATING

- | | |
|---|-------|
| 1. Gives adequate notice of absences by reporting to the building principal and the teacher. | _____ |
| 2. Displays promptness and regular attendance. | _____ |
| 3. Requires minimal supervision. | _____ |
| 4. Takes care of necessary tasks and completes them with reasonable promptness and minimal supervision. | _____ |

COMMENTS: _____

D. PROFESSIONAL ATTITUDE AND APPEARANCE: Personal and professional impression an individual makes on others (a way of conducting oneself as well as physical appearance.)

RATING

- | | |
|--|-------|
| 1. Keeps information about students and family confidential. | _____ |
| 2. Avoids criticism of students and other staff except to proper person for positive change. | _____ |
| 3. Interacts in a professional manner with co-workers and administrators. | _____ |
| 4. Serves as a model for students in appearance and grooming. | _____ |
| 5. Accepts constructive criticism and suggestions in a professional manner. | _____ |
| 6. Demonstrates flexibility in schedule and duties as needed. | _____ |
| 7. Is always ready to accept new ideas as requested/suggested by supervisor. | _____ |

COMMENTS: _____

E. **STUDENT MANAGEMENT AND DISCIPLINE:** Skills necessary to maintain classroom order and structure while at the same time fostering positive self-images in the students.

RATING

1. Follows through consistently with behavior plans and disciplinary controls implemented by the teacher, whether or not teacher is present. _____
2. Employs constructive methods of dealing with inappropriate behavior. _____
3. Encourages and rewards students for appropriate behavior and performance, minimizing failure. _____
4. Helps students achieve self-management. _____

COMMENTS: _____

F. **JOB PERFORMANCE CHARACTERISTICS:** General characteristics needed to be a successful paraprofessional.

RATING

1. Understands the general characteristics of special education students. _____
2. Understands the program design in terms of goals and objectives and purpose of related instructional tasks. _____
3. Assists in maintaining classroom routine. _____
4. Proceeds when teacher is called away. _____
5. Effectively supervises students in non-classroom situations according to school policy (lunchroom, hallways, assemblies, field trips, etc.) _____
6. Keeps activities related to personal needs from interfering with professional responsibility while on the job. _____
7. Uses time productively. _____
8. Efficiently operates equipment: xerox, ditto machine, filmstrip projectors etc. _____

RATING

- 9. Develops instructional materials (flashcards, games, etc.) for prescribed needs. _____
- 10. Completes classroom clerical work neatly and accurately (reports, written material, storing supplies, filing materials, etc.) _____
- 11. Locates needed instructional materials. _____

COMMENTS: _____

PLAN OF ACTION FOR IMPROVEMENT: (Required for performance ratings of 1 and 2).

PARAPROFESSIONAL: _____ DATE: _____

PRINCIPAL: _____ DATE: _____

SUPERVISING TEACHER: _____ DATE: _____

A paraprofessional being evaluated has the right to respond to the evaluation within two weeks. The written response should be directed to the principal.

Central Office (Original)
Principal (Copy)
Paraprofessional (Copy)

DEFINITIONS OF MOST COMMONLY USED TERMS IN SPECIAL EDUCATION

ACADEMIC - Refers to subjects such as reading, writing, math, social studies and science.

ACHIEVEMENT TESTS - A test that measures what a child has already learned.

ACTING OUT - Behavioral discharge of tension in response to a present situation or stimulus, as if it were the situation or stimulus which was originally associated with the tension. Often a chronic and habitual pattern of response to frustration and conflict.

ACUITY – Keeness of hearing or vision.

ADAPTIVE BEHAVIOR - That behavior which is considered appropriate for a given individual in a specific context. This term usually refers to behavior that is judged accepted by authorities, such as teachers, and not in need of modification. These authorities are guided by developmental and society norms for making such judgments.

AFFECTIVE - Pertains to feelings or emotions.

AGE NORMS - Numerical values representing typical or average performance for persons of various age groups.

ANNUAL OBJECTIVES - Specific and concrete statements of what skills a student should have at the end of a school year. Objectives tell WHERE a student is going and WHEN he/she is expected to get there.

APHASIA - A weakening or loss of the ability to send and/or receive verbal and/or written messages; not connected with diseases of the vocal cords, eyes or ears.

APRAXIA - Condition in which there is no paralysis, but the motor activity cannot be coordinated normally. Seen as impulsive, jerky movements and tremors with disruptions in balance.

APTITUDE TEST - Measures someone's capacity, capability or talent for learning something.

ARTICULATION - The ability to speak – expressing oneself clearly. Disorders of speech are manifested in the form of omissions (leaving out sounds), substitutions (teef for teeth), distortions (lispings), or additions (skipping for skipping).

ASSESSMENT/EVALUATION - Assessment encompasses all those functions in the testing and diagnostic process leading up to development of an appropriate, individualized, educational program and placement for a special education child. May include screening to identify potentially disabled or gifted children; the observation, testing and diagnosis of those children to specifically identify each child's assets and deficits; and the definition of educational needs based on the specific conditions and learning profile.

ATTENTION - The ability to focus (attend) auditorily and/or visually to stimuli or input for a period of time without losing the context or content of that which is being presented.

AUDIOLOGIST - A person who identifies and measures hearing loss and helps in the rehabilitation of those with hearing impairments.

AUDITORY COMPREHENSION - The ability to understand what one hears.

AUDITORY DISCRIMINATION - The ability to detect subtle differences among sound in words (tap-cap; cap-cop).

AUDITORY FIGURE-GROUND - The ability to attend to relevant sounds and concentrate on the task at hand, ignoring irrelevant sounds in the environment.

AUDITORY MEMORY - The ability to remember what is heard (words, numbers, stories). This includes both short and long-term memory.

AUDITORY PERCEPTION - The ability to receive sounds accurately and to understand what they mean.

BEHAVIOR MODIFICATION - A procedure that is based on the belief that all behavior is learned and therefore can be unlearned (changed). One must decide the specific behavior to be changed and decide on a definite plan for accomplishing that goal.

BEHAVIORAL OBJECTIVES - Objectives which are written to describe what a child will be able to do as a result of some planned instruction. BEHAVIORAL objectives are usually interpreted as objectives that can be measured in some definitive or quantitative way, e.g., given a list of ten (10) three-letter words, Johnny will orally read eight (8) of the ten (10) words correctly within 90 seconds.

BUS DUTY - The responsibility for seeing that students get on the right buses at dismissal and students while they are waiting. There is a need to know the correct bus number for each student and the usual dismissal times.

STAFFING/I.E.P. CONFERENCE - A group of educators and parents meeting to discuss assessment results and to plan an educational program to meet the needs of the student.

COGNITIVE STYLE - A certain approach to problem-solving based on intellectual, as distinguished from affective, schemes of thought.

CONCRETE MODE - One of the styles of cognitive functioning that describes the child's approach to problem-solving at a simple, elementary level. Tangible objects in instruction are used as opposed to purely verbal instruction.

CONFIDENTIALITY - Although the concept of confidentiality of job related information is inherent with any profession, the need for strict confidentiality must be stressed when dealing with exceptional children. Information relating to a child's exceptionality and corresponding remedial programs may be discussed with your supervising teacher, building administrator, regular education classroom teacher, and director of student services, but no further. Avoid lunchroom, lounge, and back fence gossip.

CONGENITAL - Usually a defect which exists at the time of birth.

DECODING - Ability to change sounds or symbols into ideas.

DEFICIT - Delay or inadequacy in functioning due to general immaturity and developmental lag.

DIAGNOSTIC TESTS - Used to locate specific areas of weakness or strength, and to determine the nature of weaknesses or deficiencies. Diagnostic achievement tests are most commonly prepared for the skill subjects--reading, arithmetic, spelling.

DEVELOPMENTAL - Successive changes during the process of natural growth.

DIAGNOSIS - The process of identifying the nature, cause or extent of a disease or response.

DIRECTIONALITY - Awareness of the two sides of the body and the ability to identify them as left and right and to project this correctly into the outside world.

DISABILITY – A physical or mental impairment that interferes with or prevents normal achievement in a particular area.

DISTRACTIBILITY - The ready and rapid shifting of attention through a series of unimportant stimuli -- inability to fix attention on any one subject. Similar to short attention span, it more appropriately suggests an inability to concentrate on one thing for very long without distractions.

DYSGRAPHIA - Impairment in spontaneous writing.

DYSLEXIA - A disorder of children who, despite conventional classroom experience, fail to learn to read. The term is most frequently used when neurological dysfunction is suspected as a cause of the reading disability.

EARLY CHILDHOOD PROGRAMS - The early childhood paraprofessional is a team member who works under the supervision of the certificated teacher. His/her duties are reinforcing in nature and are designed to assist individual children in achieving behavioral and developmental objectives as established by the teacher, consultant, and therapist responsible for evaluation and programming.

ECHOLALIA - Automatic reiteration of words or phrases, usually those which have just been heard.

EVALUATION, PSYCHOLOGICAL - An assessment to determine the levels of functioning through the use of group and/or individual tests.

EXPRESSIVE LANGUAGE SKILLS - Skills required to produce language for communication with other people. Speaking and writing are expressive language skills.

EYE-HAND COORDINATION - The ability to accurately reproduce visual symbols through the media of writing, drawing and printing. The ability to perceptually organize by joining together in the mind's eye and to reproduce manually. Poor development of motor skills and left-right confusion could be a result of poor eye-hand coordination.

FIGURE GROUND (VISUAL) - The ability to discriminate foreground stimulus from background stimulus or background stimulus from foreground stimulus. This causes letters in words and words in sentences to become fused or separated in erratic ways.

FIXATION (EYE) - The ability to hold a visual fixation for a reasonable period of time and maintaining contact long enough to gather necessary perceptual data.

FOCUSING (EYE) - The ability allows rapid and accurate shifts for visual inspection, with instantaneous clarity at different distances, such as from desk to chalkboard, as well as the ability to maintain clear focus at normal reading distances.

GIFTED - Those individuals who have potential for outstanding performance by virtue of superior intellectual abilities . . . those with demonstrated achievement and/or potential ability.

GLAUCOMA - The intraocular pressure of the eye increased to such a level that the eye becomes damaged and sight is impaired.

GRADE EQUIVALENT - The score a student obtains on an achievement test, translated into a standard score which allows the individual student's score to be compared to the typical score for students in his grade level. A "grade equivalent" score of 6.0 means the score that the average beginning sixth grader makes; a "grade equivalent" score of 6.3 means the score that the average student who has been in sixth grade for three months makes. In addition to grade equivalent scores, actual work samples need to be gathered to avoid misinterpretation of the student's actual performance in a specific academic subject.

HYPERACTIVITY - Excessive activity. The person seems to have a surplus of energy and is unable to control movements for even a short length of time.

IEP - INDIVIDUAL EDUCATION PROGRAM - A written statement, developed by the assessment team [school administration, psychologist, special education teacher, child's teacher(s) and parent(s)] translating child evaluation information into a practical plan for instruction and delivery of services. According to IDEA, the content of the IEP, related to a particular disabled child, is as follows:

1. Present levels of educational performance
2. Annual goals and short-term objectives
3. Specific educational services to be provided.
4. Extent to which child will participate in regular classroom
5. Projected date for initiation and duration of services
6. Objective criteria and evaluation procedures
7. Schedule and procedures for review (must be at least annually).
8. Consideration of special factors.

IMPULSIVITY - Behavior engaged in without sufficient forethought or care.

INTELLIGENCE TEST - A standardized series of questions and/or tasks designed to measure mental abilities - how a person thinks, reasons, solves problems, remembers, and learns new information. Many intelligence tests rely heavily on the use of understanding of spoken language.

Some intelligence tests are designed to be given to one person at a time; these are called individual intelligence tests. Others may be given to several persons at once and are called group intelligence tests. Both types of intelligence tests are given under controlled conditions involving standard instructions and time limits.

INTELLIGENCE - A term used to describe a person's mental capacity; generally related to such things as problem-solving ability, ability to adapt to environment, or memory for learned material.

INTELLIGENCE QUOTIENT (I.Q.) - A number which tells how a person's performance on a

standardized test compares with the performance of an average person of his same chronological age. Average I.Q. is 100; Average Range = 90-110.

ITINERANT TEACHER - Travels from school to school helping the child with special needs and acting as a consultant for the regular teacher.

LANGUAGE, EXPRESSIVE - Speaking and writing.

LANGUAGE, RECEPTIVE - Listening and reading.

LEAST RESTRICTIVE ENVIRONMENT - The concept that each disabled child is to be placed in a learning environment that most closely approximates the learning environment of his/her non-disabled peers (regular classroom) and provides for the most appropriate educational opportunities for the disabled child.

MAINSTREAMING - In situations where students are being mainstreamed into regular class programs, the paraprofessional may assist the teacher to facilitate the mainstreaming process. At times when the teacher is working with the exceptional pupils, the paraprofessional works with the class in a group activity.

MALADAPTIVE BEHAVIOR - Those behaviors judged as inappropriate or ineffective in a given context, such as the classroom. In general, such behaviors interfere with a child's learning or social interaction.

MEMORY - The ability to sort and retrieve, upon demand, previously experienced sensations and perceptions, even when the stimulus that originally evoked them is no longer present. Also referred to as "imagery" and "recall".

MODALITY - An avenue of acquiring sensation; the visual auditory, tactile, kinesthetic, olfactory, and gustatory modalities are the most common sense modalities.

MOTIVATION - A stimulus to action; something (a need or desire) that caused one to act.

MOTOR PERCEPTUAL TESTS - Test of eye and hand coordination.

MULTISENSORY - Generally applied to training procedures which simultaneously utilize more than one sense modality.

NORMS - Information, provided by the test-maker, about normal or typical performance on the test. Individual test scores can be compared to the typical score made by other persons in the same age group or grade level.

OCCUPATIONAL THERAPY (OT) - Treatment provided by a therapist trained in helping the patient develop mental as well as physical well-being in all areas of daily life, e.g., self-care, prevocational skills, etc. The therapist involves the patient in active participation of the treatment process to help speed up the recovery and rehabilitation process.

PERCENTILE - A point on the test score scale used to divide a group into sections. For example, the 75th percentile point separates the top quarter from the rest of the group.

PERCENTILE RANK - A number, between 0-100, that tells what percentage of individuals in a group

got scores below a certain score. A percentile rank of 78 says that the person scored higher than 78% of the group and lower than the other 22%. Percentile rank should not be confused with the percentage score on the test.

PERCEPTION - The cognitive process which involves understanding, comprehension, and organization . . . the mechanism by which intellect recognizes and makes sense out of sensory stimulation . . . the accurate mental association of present stimuli with memories of past experiences.

PERSEVERATION - The inability to develop a new response to a new or altered stimulus. Continuing to behave or respond in a certain way when it is no longer appropriate.

PHYSICAL THERAPY - Treatment of disorders of bones, joints, muscles and nerves. With the prescription of a physician, the therapist applies treatment to the patient in the form of heat, light, massage, exercise, etc.

READINESS TEST - A test that measures the extent to which an individual has achieved a degree of maturity or acquired certain skills or information needed for undertaking successfully some new learning activity. Thus, a reading readiness test indicates the extent to which a child has reached a developmental stage where he may profitably begin a formal instructional program in reading.

READING COMPREHENSION - The ability to understand what one has read.

RECEPTIVE LANGUAGE - Receiving and understanding spoken or written communication. The receptive language skills are listening and reading.

REGULAR CLASSROOMS - (Elementary or Secondary) - A regular class instructional paraprofessional performs any task that involves working under the supervision of a certified teacher in a team relationship. The majority of his/her responsibilities would center around reinforcing the educational program.

RESIDENTIAL SCHOOL - Provides a "home-away-from-home" setting, and is primarily used for a child who is multi-handicapped or whose school district cannot give him/her the special help needed.

RESOURCE TEACHER - A specialist who works with children with special learning needs and acts as a consultant to other teachers, providing methods to help children who are having difficulty within the regular classroom. The resource teacher may work from a centralized resource room within a school where appropriate materials are housed. Students spend the bulk of the day in the regular classroom, coming to the resource room for support in specific skills areas.

SCHIZOPHRENIA - A group of psychotic reactions characterized by fundamental disturbances in reality relationships.

SCOLIOSIS - Curvature of the spine.

SELF-CARE SKILL - The ability to care for oneself; usually refers to basic habits of dressing, eating, etc.

SHELTERED WORKSHOP - A facility (usually in the community) which provides occupational training and/or protective employment of disabled persons.

SHORT-TERM OBJECTIVES - A series of intermediate steps that will take the student from where he/she is now to accomplishing an annual objective.

SPECIAL CLASS IN REGULAR SCHOOL - A student receives his academic instruction from a special education teacher, but may attend school-wide activities such as assemblies, concerts, or nonacademic classes such as physical education or industrial arts with his peers.

SPECIAL EDUCATION AND RELATED SERVICES - Refers to a set of educational programs and/or services designed to meet the individual needs of exceptional individuals whose needs cannot be met in the regular classroom.

SPECIAL EDUCATOR - One who has had special training or preparation for teaching the disabled; may also work cooperatively with the regular classroom teacher by sharing unique skills and competencies.

SPEECH PATHOLOGIST, SPEECH THERAPIST, OR TEACHER OF SPEECH/ LANGUAGE IMPAIRED - A person trained to provide analysis, diagnosis and therapy for speech and language disturbances.

STANDARDIZED ACHIEVEMENT TEST - A series of questions designed to measure facts and information a student has learned in school. Some achievement tests are given to one person at a time and are called individual achievement tests; other (group tests) may be given to several persons at once. All standardized tests have sets of instructions which must be followed exactly by the person giving the test.

TEST OF AUDITORY PERCEPTION - Tells how well a youngster perceives or hears specific sounds.

TEST OF VISUAL ACUITY - An eye examination which tells how well a child can see and recognize symbols in comparison to other children.

TRACKING (EYE) - Eye tracking consists of the ability to quickly and accurately align both eyes on an object, to release and move in a controlled manner to another object, or to maintain alignment on a moving object. Inadequate ability in eye movement skills is revealed in head turning instead of eye movement, short attention span, frequent loss of place on the page, omission of words and phrases, confusion of left and right directions, poor orientation, or stumbling and clumsiness in playground activities. These difficulties will become more obvious as the child is forced to continue with a particular task, i.e., reading for any length of time.

VALIDITY - The extent to which a test really measures what it is intended to measure.

VISUAL ACUITY - Measured ability to see.

VISUAL DISCRIMINATION - Using the eyes to discriminate letters and words.

VOCATIONAL APTITUDE (or Interest Test) - A test designed to give an indication of a person's potential to succeed in particular jobs or careers. Usually a questionnaire which asks the individual to describe his own characteristics--like a written interview.

WORD ATTACK SKILLS - The ability to analyze words.