

Communicator



eNews from The Bitterroot Valley Education Cooperative

November 11, 2004

Co-op News:

Stevensville Para Professional Development



Pictured (L-R): Ed Boniecki, OT and Claudia Bible, School Psychologist in a staff training meeting with Stevensville K-3 teaching and paraprofessional staff

Teaching and Paraprofessional staff members in the Stevensville K-3 special education program are busy with weekly in-service training sessions.

Co-op staff members Ed Boniecki, Claudia Bible, and Chris Hughes offer support in Aversive Treatment requirements, Positive Behavior Interventions, and Confidentiality as well as planning for and troubleshooting individual student problems.

.....and in the High School



Pictured (L): Lois Micheletti, Co-op Occupational Therapist offers support and information to Stevensville High School Instructional and paraprofessionals on combating Learned Helplessness among students)

Matters of Interest:

Why You Should Request a Paraprofessional, Not an "Aide"

It's time to stop using the term "aide"-and stop writing "aides" into IEPs according Suzanne Heath, Research Editor, Wrightslaw.

The No Child Left Behind Act provides the federal definition of "paraprofessional." According to NCLB, all paraprofessionals shall have:

- (A) completed at least 2 years of study at an institution of higher education;
- (B) obtained an associate's (or higher) degree;
- (C) met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment-

- (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or
- (ii) knowledge or, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

There is no federal legal definition for an "aide".

When you use the term "paraprofessional", you refer to a federal legal definition and a quality standard. This is not the case when you use the term "aide".

Report: Inclusion policy not benefiting England's special-ed students

A report published on Wednesday by Office for Standards in Education said special-education students are not benefiting from the government's inclusion policy. The report found, among other things, special-education students often are isolated from other students and that teachers are reluctant to take on students with behavioral difficulties

Phil Willis, the Liberal Democrats education spokesman and a former head teacher, said: "Teachers face a daily battle to include children with disabilities and learning and behavior problems, without having the resources or the specialist skills to deal with increasingly demanding children."

Ofsted's report says only a minority of mainstream schools are managing to meet the special needs of pupils very well.

A significant proportion of children with special needs are not making good progress because of low expectations of what they can achieve, it adds.

To contribute to a future edition of this newsletter please send an email message to Tricia Leonard at leonardt@stevensville.k12.mt.us