

Substitute Orientation

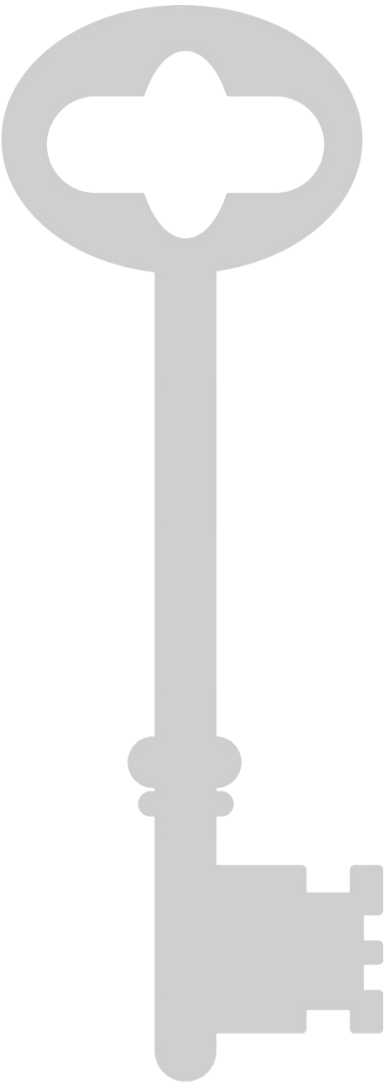
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Achieving Success in Special Education Programs

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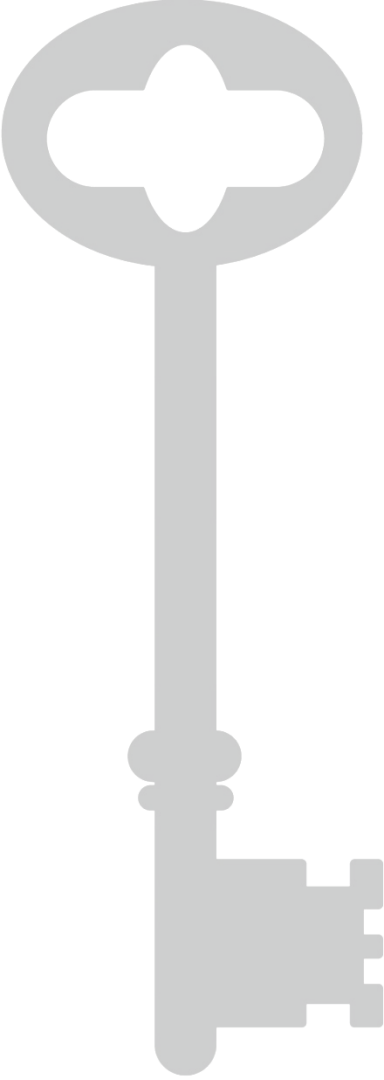
Updated April 2016

Agenda



- Review MISD Special Education Belief Statements
- 13 Disability Categories
- Special Education Continuum of Services
- Self-Contained Programs
- 10 Things Teachers Want You To Know
- Question & Answer

MISD Special Education Belief Statements

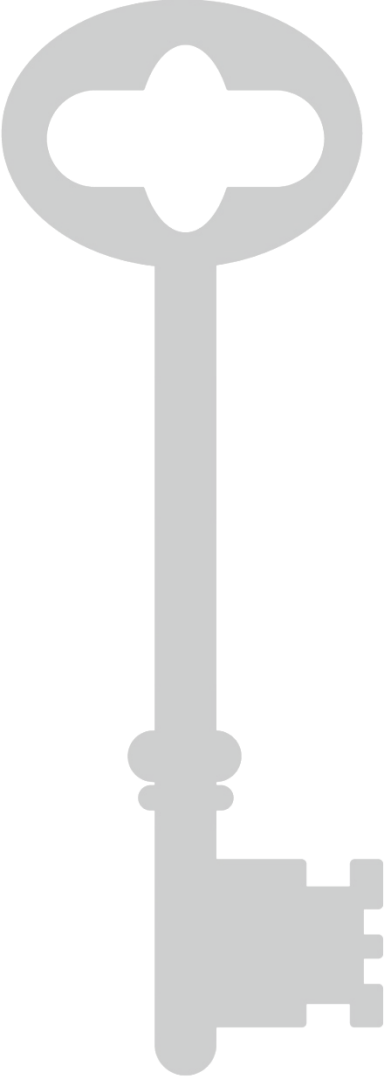
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Mansfield ISD will strive to ensure that special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in the general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

MISD will provide a continuum of services ranging from full time placement in general education classrooms to self-contained classrooms.

Special Education

13 Disability Categories

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- Autism
 - Deaf-Blindness
 - Emotional Disturbance
 - Auditory Impairment
 - Intellectual Disability
 - Multiple Disabilities
 - Orthopedic Impairment
 - Other Health Impairment
 - Specific Learning Disability
 - Speech or Language Impairment
 - Traumatic Brain Injury
 - Visual Impairment
 - Non-Categorical Early Childhood

“Take initiative to work with our students. This substitute position will not be a “pass out a worksheet and kick back” kind of day, but it will be fun!”

Continuum of services

Inclusive Settings

**Mainstream
Co-Teaching
Inclusion Support
Content Mastery
Resource**

Self-Contained Programs

**PLC
PPCD
FLS
FALS
FALS-B
ISLE
SUCCESS
STARS**

PLC: Pre-School Language Class

- Pre-school aged students
- Students with speech, language, and communication difficulties

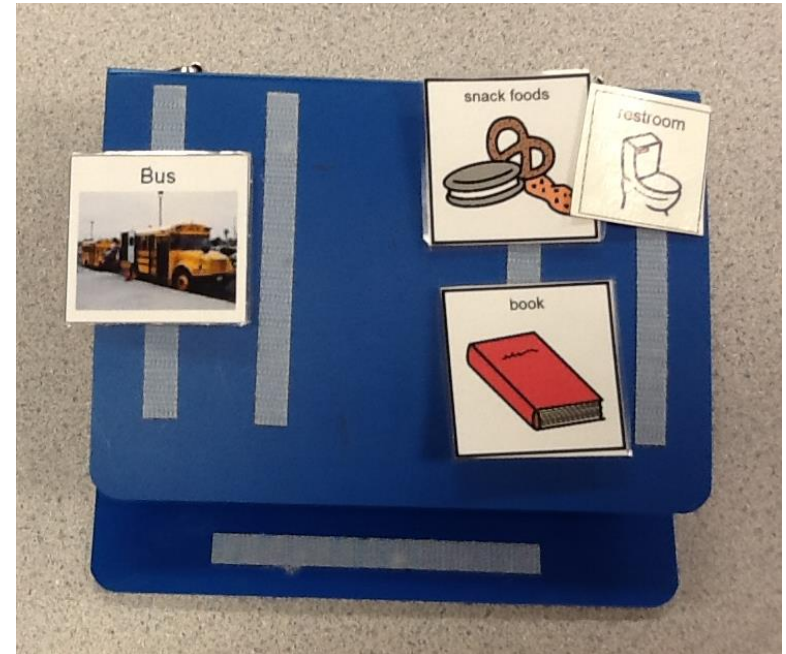
“Please don’t assume that because a child is non-verbal that they don’t understand what you are saying.”



PPCD: Pre-School Program for Children with Disabilities

- Pre-school aged students
- Students may have cognitive and developmental delays

“Learning is a process and sometimes it takes students a while to complete a task, but we need to try to let them do it by themselves as much as possible.”



FLS: Functional Living Skills

- Elementary - High-School aged students
- Students with severe and profound cognitive and developmental delays
- Students with significant medical needs

“We are here to teach each student how to be successful, despite their disability.”



FALS: Functional Academic & Living Skills

- Elementary – High-School aged students
- Students with cognitive and developmental delays

“It is our job to teach the students in all areas - academics, vocational, social, independence, and daily living skills.”



“Try to stay as close to the schedule as possible because a lot of changes upset the kids, especially those with autism.”

FALS-B: Functional Academic & Living Skills - Behavior Unit

- Elementary – High-School aged students
- Students with cognitive and developmental delays
- Students with significant behavioral challenges

“Our students need structure, routine, guidelines, explanations, patience, but most of all, empathy, NOT sympathy.”



ISLE: Individualized Structured Learning Environment

- Elementary – High-School aged students
- Students with average to above average intelligence, but require a structured environment and significant behavioral interventions.
- Students may be on the autism spectrum.

“Given the right opportunities these students will surprise you endlessly.”



SUCCESS Program

- Elementary – High School aged students
- Students with average to above average intelligence that require significant behavioral interventions.
- Students may have significant mental health needs.

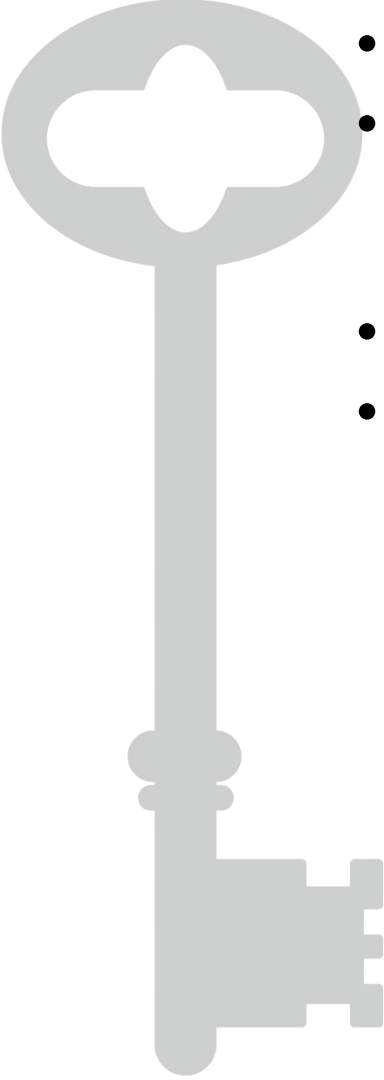
“A lot of behaviors in my classroom are attention seeking behaviors, be careful how you react to certain behaviors.”

“Please understand that the paraprofessionals in the class are the experts with the students.”

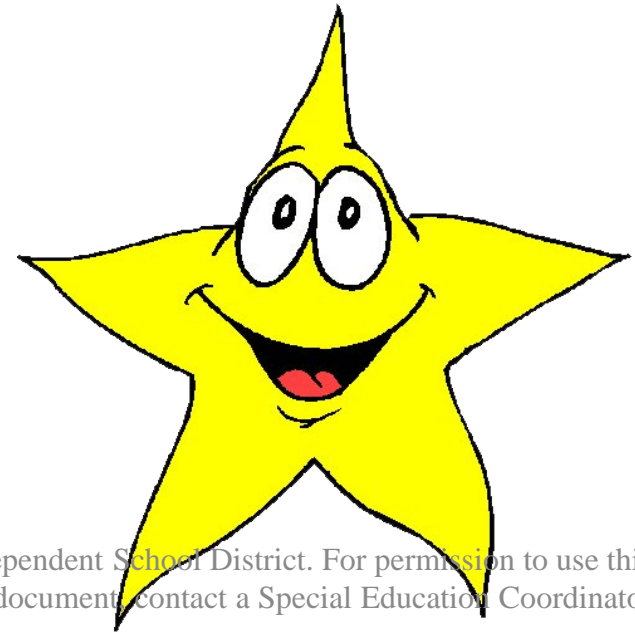


STARS Program

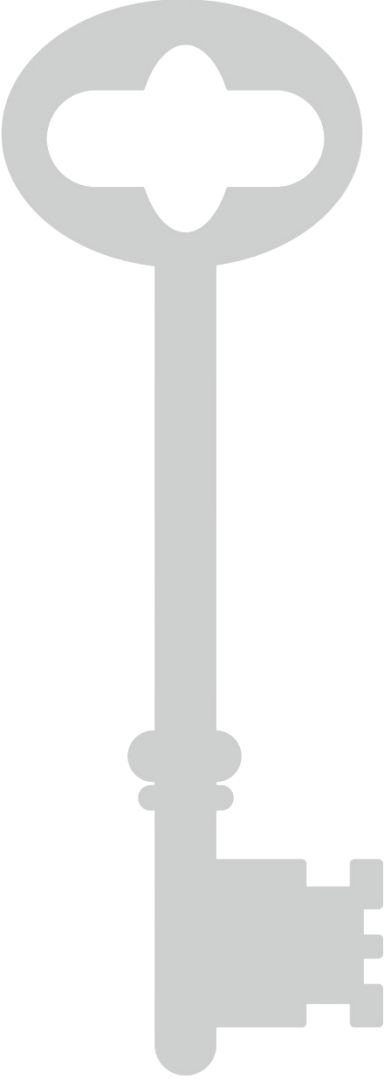
- Elementary – Middle School (K-8 Grades)
- Students with significant behavioral challenges that require a highly structured environment with small staff to student ratio
- Located at Phoenix Academy
- Not a punitive placement



“The ability to learn from one’s mistakes is a critical life skill. We must be willing to help develop the skill, not just punish students who don’t have the skill.”



Top 10 Things the Special Education Teacher Wants You To Know

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1. Our job is to teach students, despite their disability.
 2. Rewards go a long way with our students.
 3. Try to stay on schedule as much as possible.
 4. If you have a question, don't be afraid to ask.
 5. The paraprofessionals in the classroom are experts about our students, use them as a resource.
 6. Avoid power struggles.
 7. Build a relationship with the students and show that you sincerely care.
 8. Take initiative with the students.
 9. Students have a variety of strengths and needs, be flexible.
 10. Be engaged and have fun!