

A large, solid red graphic element that starts as a thin diagonal line on the left and expands into a wide, triangular shape on the right, covering the top-right and bottom-right portions of the slide.

**Robbinsville**  
**Substitute Training**  
*Special Education*

*August 8, 2016*

# NJAC 6A

- New Jersey Administrative Code, Title 6A, Chapter 14 Special Education
  - The laws and guidelines for special education programming and staffing
  - Student have ability to stay until age 21
- The process for referral and evaluation to special education services
- Individualized Education Plan (IEP) delineates the program and supports for a student. It includes:
  - Classes & Goals and objectives
  - Accommodations & Modifications
  - Supports such as assistive technology or the need for an IA

# Confidentiality Is Key

# ROBBINSVILLE CONTINUUM OF SERVICES

*Varies based on building*

- **In-Class Support**
- **Replacement Resource Program**
- **Language-Learning Disabled Program**
- **Multiple Disabilities Program**
- **Supporting Our Abilities at Robbinsville (SOAR)**
- **Autism Program**
- **Pre-School Disabilities Program**
- **Integrated Preschool**

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PROGRAMS

# INCLUSION CLASSES

- ▶ A general education teacher will do most of the teaching
- ▶ You will likely be working with just a few students or one-on-one with a student
- ▶ These students may need help staying on task, taking notes, reword the material, management of behavior program
- ▶ With a limited amount of help, many of these students can achieve the same level of success as their general education peers.

# RESOURCE ROOM CLASSES

- ▶ Students who need extra support in a subject area may spend time in a resource room
- ▶ Students may be working at a modified pace or using different resources and/or instructional strategies to access the curriculum more appropriately
- ▶ You will work with a small group of students in your own classroom

# SELF-CONTAINED CLASSES

- ▶ Generally, these students need additional and targeted support and instruction on an individual level.
- ▶ They may exhibit difficulties in a variety of areas including social skills or behavior
- ▶ You will work with one small group of students in your own classroom most of the day
- ▶ Programs in district: PreK, Autism, LLD, MD



# MD/SOAR

- ▶ Multiple Disabilities
  - ▷ Supporting Our Abilities at Robbinsville
- ▶ Community-Based Instruction
- ▶ Focus on Adaptive and Life skills
- ▶ Communication abilities may vary
- ▶ You will most likely have the support of another adult (Aide)
- ▶ Students are with one teacher for the majority of the day

# LLD

- ▶ Students with Language Learning Disabilities
  - ▷ Can include reading and/or communication difficulties
- ▶ Multisensory reading strategies
- ▶ Speech and Language needs and support
- ▶ Students stay with the same teacher for all core subjects

# Pre-K Disabilities

- ▶ 3-5 year old students
- ▶ 2.5 hour program: 3 year olds in the AM, 4 year olds in the PM
- ▶ Integrated program
- ▶ Communication abilities can vary
- ▶ Tools of the Mind Curriculum - based on play and self-regulation

# AUTISM SPECTRUM DISORDER

- ▶ *Developmental disability*
- ▶ Causes social, communication, and behavioral challenges
- ▶ Continuum of severity from mild to severely challenged
- ▶ Some people with Autism are gifted (savant skills)
- ▶ Autism can and does exist *with* and *without* intellectual disabilities.
- ▶ *Make careful observations*, not assumptions, particularly when judging ability level.



# AUTISM SPECTRUM DISORDER

- ▶ Causes for Autism spectrum disorders are still being researched
- ▶ Indications of biological, environmental, and genetic factors.
- ▶ Characteristics:
- ▶ May repeat certain behaviors
- ▶ May have difficulty with transition/change in daily routines



# AUTISM SPECTRUM DISORDER

- ▶ May prefer to be alone
  - ▷ Have difficulty interacting and playing with other students
- ▶ Problems in social behavior may affect the student's ability to *understand* a social situation, and hence to generate an appropriate *response* to it.
- ▶ Asperger Syndrome is on the Autism Spectrum and primarily manifests with social skill deficits



# SUBSTITUTING IN SPECIAL EDUCATION

**No matter what type of special education classroom you substitute teach in, you have support. There are always others you can seek help from.**

- ▶ **Special Education Staff**
- ▶ **General Education Staff**
- ▶ **Instructional Aides**
- ▶ **Administration**
- ▶ **Child Study Team**
- ▶ **Related Service Providers (Speech Therapists, OT, PT)**
- ▶ **Guidance Counselors**

# STRATEGIES FOR WORKING WITH OUR STUDENTS

## **Expectations/ Consistency**

Be sure to familiarize yourself with the teachers' plans before meeting students.

Your expectations for our students should **not** be vastly different from the teachers.

## **Flexibility**

Our students have different needs comparatively to one another and their typical peers.

It is important to understand that there are many ways for our students to learn and your support of that is imperative.

## **Accessibility**

Don't be afraid to push our students academically, socially, behaviorally, etc.

Provide adequate support.

Be involved – circulate around the room, collaborate with co-teacher in ICS, etc.



# Substitute Expectations

- ▶ Ask questions of the aides in the classroom and Case Manager.
  - ▷ Don't assume, the more questions the better.
- ▶ Patience
  - ▷ Students may be nervous, or have difficulty expressing themselves for a variety of reasons
- ▶ Follow the routine set out as student often need that consistency.
- ▶ Students will need hands on support throughout the day, sometimes one on one instruction to complete a task.
- ▶ Leave notes about student progress and task completion.

**Questions?**