

Presenter's Guide

Supporting the Learning of Children and Youth:
*Understanding the Importance of Specialized
Instructional Support Personnel and Services*



Acknowledgements

The IDEA Partnership extends appreciation to the

- National Alliance of Specialized Instructional Support Personnel (NASISP)
- National Coalition for Personnel Shortages in Special Education and Related Services (NCPSSERS)

for their foundational collaborative work

-and-

acknowledges the contributions of cross-stakeholders, representing

- Families,
- Teachers,
- Specialized Instructional Support Providers,
- Administrators,
- Policymakers,
- Higher education , and
- Technical Assistance Providers,

in the creation of this presentation

The following stakeholder groups within the IDEA Partnership worked together, both on-site in Alexandria, Virginia, and electronically from across the country to create this presenter's guide.

Specialized Instructional Support Personnel
District of Columbia, Maryland, Minnesota, New Jersey, Virginia, Wisconsin

Family Member/Higher Education
South Carolina

Special Education Administrator
Virginia

The purpose of this guide and the complementary Power Point presentation is to make information more accessible to all interested stakeholders.

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Purpose of this guide:

This presenter's guide is intended to support the PowerPoint slides by offering

- Suggested background readings;
- Talking points relative to each slide;
- Suggested activities to enhance learning opportunities for participants;
- Tips to facilitate the professional growth experience; and
- Suggested readings for extension of learning.

About the format:

There are three distinct sections of this document, "Preparation", "Presentation/Process", and "Supplementary Materials".

The **preparation** section begins on the following page and includes:

- Participant objectives;
- Three suggested agenda/timeframes to help you meet the needs of the audience and/or available time allotment;
- Support/background materials the presenter may wish to access prior to preparation for presentation;
- Materials and supplies needed for the presentation; and
- Equipment needed for the presentation.

The **presentation/process** section follows preparation suggestions and includes:

- Suggested minutes for information sharing and/or suggested activities for each of the key concepts of the presentation, within each section minutes are enclosed in boxes and intended to be highlighted ahead of time dependent on the overall timeframe selected for the presentation;
- Slides in miniature, in sequential order, with talking points,
 - Usually in bulleted format, not intended to be read verbatim, and
 - Presenter is encouraged to interject his/her own style;
- Participant activities to enhance learning opportunities, indicated by a vertical line to the left of each activity,
 - May be carried out as suggested, or
 - Adjusted to audience and/or time allotment;
- Presenter notes to suggest background information or extension readings, noted in bold italic font;
- Presenter tips to suggest facilitation techniques, noted in bold italic font; and
- Suggested segue comments to bridge between ideas and/or activities, also noted in bold italic font.

The **supplementary materials** section contains handouts that may be copied and used to support or enhance the presentation.

Supporting the Learning of Children and Youth: Understanding the Importance of SISP *Preparation*

An important goal of this guide is to support the presenter in connecting the ideas in the presentation to practices at the state, local district, and building levels. This presentation has beginning level content and is intended to assist audience participants with a “basic working” knowledge of specialized instructional support personnel, their roles, and the services they provide in schools.

Objectives:

Participants will increase knowledge of

- Specialized instructional support personnel and their roles
- Services provided by specialized instructional support personnel

Participants will explore

- Different roles within the general category of specialized instructional support personnel
- An array of services provided by specialized education support personnel
- Benefits of accessing services provided by specialized education support personnel

Participants will acquire reference to quality resources that expand learning and support local or state information sharing

Agenda/Timing:

60 minutes - Total time for sharing of information and activities

30 minutes - Total time for sharing of information

60 minutes - Total time for sharing of information and activities

Suggested time allotments:

20 min	Introduction
10 min	Specialized Instructional Support Personnel
15 min	Specialized Instructional Support Services
5 min	Resources
10 min	Q & A

30 minutes - Total time for presentation of information

Suggested time allotments:

10 min	Introduction
8 min	Specialized Instructional Support Personnel
10 min	Specialized Instructional Support Services
2 min	Resources
0 min	Q & A

Support Materials are located at:

- IDEA Partnership www.partnership.org
- National Alliance of Specialized Instructional Support Personnel www.nasisp.org
- National Coalition on Personnel Shortages in Special Education and Related Services www.specialedpros.com
- Personnel Improvement Center: National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities www.personnelcenter.org
- IRIS center <http://iris.peabody.vanderbilt.edu>

Materials and Supplies:

PowerPoint slides - or-
Transparencies

Overheads prepared from the PowerPoint slides

Handout Masters – to be copied in appropriate numbers

Chart paper and markers

Paper and pencils for participants

Equipment:

Computer and projector -or-

Overhead projector

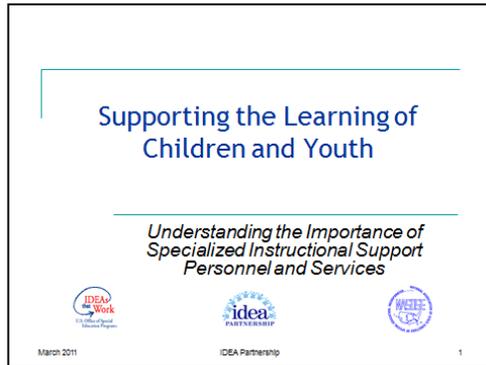
Projection screen

Supporting the Learning of Children and Youth: Understanding the Importance of SISP *Presentation/Process*

Introduction:

20 minutes
10 minutes

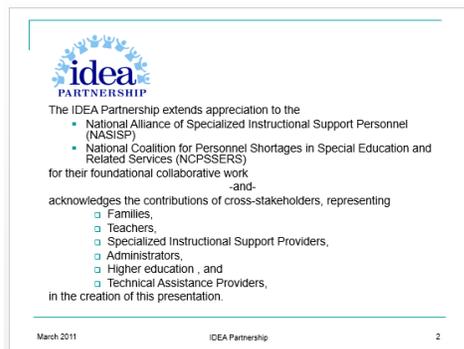
Specialized Instructional Support Personnel (SISP) is a relatively new term in education that refers to persons who provide service to support students so that they can access education. These specialists include physical therapists, occupational therapists, speech language pathologists, school nurses, school social workers, music therapists, adaptive physical educators, augmentative assistive communication specialists, etc.



Presenter Tip: The introduction should be very brief and gain interest immediately. The following is a starting point; adapt for the particular audience.

Ideas to share with the participants:

- Throughout our time together today we will explore...
 - Different roles within the general category of specialized instructional support personnel
 - An array of services provided by specialized education support personnel
 - Benefits of accessing services provided by specialized education support personnel



Presenter Note: The IDEA Partnership works with its 55 member organizations to ensure that voices from across the education spectrum are represented as tools are created to meet the requests/needs of the field.

What do they have in common?

- 1) Kenesha is a 4th grade student who is struggling to participate in class.
- 2) Tenth grader Matt's family was recently evicted from his home and his family is living in a local motel.
- 3) Teddy is a new 8th grade student and is having difficulty adjusting to his new school.
- 4) Sasha is a preschooler who has multiple medical and language needs and will be attending the pre-kindergarten program in the fall.

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Presenter Tip: This activity is appropriate for the 60-minute timeframe. For the 30-minute presentation omit this slide and move to slide number 4.

Group Discussion: *depending on time available, takes 5 to 10 minutes*

Whole Group Discussion Activity

Lead in question:

- What do all of these students have in common?
- Who might be working with these students in school?

Format of activity:

- Allow time for the participants to read the four statements
- Repeat the questions and open the floor for discussion
 - Paraphrase and repeat whenever clarity is needed; expected responses include
 - Each student is struggling with a barrier to learning
 - Each student may need more support than just his/her classroom teacher in order to attend, participate, engage, and learn
 - Each could potentially be working with a SISP (participants are likely to state specific roles) in school
- Facilitate so that all may share in the discussion. If one or two persons seem to be dominating the discussion, ask for a response from a specific table or from a specific person; for small group may choose for each to respond in turn

Presenter Tip: Capture key ideas on chart paper. Visual recording for all to see indicates there is importance in the discussion and that this is not an exercise in futility. The notes may be referenced in summary statements at the end of the presentation.

- Presenter paraphrases and summarizes the discussion. He/she indicates the purpose of the time together is to explore these and other ways that SISP support students in schools.

Segue: Every day, there is an expectation that teachers will teach and that ALL students will learn. But is that expectation realistic given the complexity of issues that distract kids from learning each day?

Presenter Note: Additional information to supplement complexity of issues statement, as needed

- Placement in foster care is associated with increased educational risks, including absenteeism and tardiness, school changes during the year, disciplinary problems and suspensions, poor reading and math skills, lower scores on achievement tests, repeating one or more grades, and/or dropping out of high school.
- During the 2008–09 academic year, U.S. schools identified 956,914 students who were homeless, a 41% increase over 2 years.
- There were 700,000 children with at least one parent deployed in 2007. A parent's deployment to Iraq or Afghanistan has potentially long-term adverse effects on a child's standardized test scores in most academic subjects, with the most detrimental effects occurring during the actual deployment.
- According to the U.S. Surgeon General, in the course of a year approximately 20% of children and adolescents in the U.S. experience signs and symptoms of a mental health problem and 5% experience "extreme functional impairment" (U.S. Department of Health and Human Services, 1999).
- Is it realistic for us to expect that students can and will learn when they are distracted or worried about where their next meal may be coming from, whether they will be sleeping in the car or the homeless shelter tonight, or whether their parent may have been killed in the war in the middle east?



Ideas to share with the participants:

- Goal in education is to help children and youth succeed regardless of the obstacles or odds
- Students face many obstacles to participation in their education
 - Disabilities (cognitive, physical, social, emotional, behavioral, learning)
 - Family or domestic issues
 - Health/mental health illness and wellness
 - Safety in home / neighborhoods / school
 - Multiple languages
 - Poverty
- Need for additional supports and interventions to scale these obstacles and stay on track for learning and graduate from school
 - Understand the needs of the child and how they impact student engagement, student achievement, and school completion
 - Design/Plan and implement strategies to remedy barriers to learning and to provide access to a free appropriate public education
 - Support children and their families in achieving educational success by providing comprehensive and coordinated student learning supports

and...

Specialized Instructional
Support Personnel (SISP)

provide

Specialized Instructional
Support Services (SISS)

to learners

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Ideas to share with the participants:

- Every school in America has teachers and a school principal/leader who is dedicated to student learning
- Work with children and their families to ensure student learning
- Specialized service personnel help struggling students cope, adapt, and overcome barriers to learning so that students are ready and able to learn, and teachers are empowered to teach; support students so that they can participate in school and community activities
 - Specialized Instructional Support Personnel (SISP) - the people
 - Specialized Instructional Support Services (SISS) - the supports and interventions they provide

Segue: Remembering that our purpose is to address who are SISP and what they do to support students in our schools, we will spend the next few minutes delving more deeply into these issues.

Agenda

- Shared vocabulary
 - Specialized Instructional Support Personnel (SISP)
 - Specialized Instructional Support Services (SISS)
- Role of SISP
- Importance of SISP and SISS
- Resources for more information

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Presenter Tip: The agenda slide is presented as an adult learner organizer tool and should not be omitted. Very little time needs to be spent here for the 30-minute presentation. For the 60-minute presentation, the presenter may choose to incorporate the following notes.

Ideas to share with the participants:

- Specialized Instructional Support Personnel - the people; roles available in schools
- Specialized Instructional Support Services – the supports and interventions they provide; share some examples
- Resources – web resources that are maintained and current in today’s education environment

Segue: Let us take a look at a few examples of exactly who these SISP may be in your school / district.

SISP:

10 minutes

8 minutes

Specialized Instructional Support Personnel
examples

■ Art, Dance, and Music Therapists	■ Recreation Therapists
■ Assistive Technology Specialists	■ Rehabilitation Counselors
■ Audiologists	■ School Counselors
■ Interpreters	■ School Nurses
■ Occupational Therapists	■ School Psychologists
■ Orientation & Mobility Specialists	■ School Social Workers
■ Physical Therapists	■ Speech-Language Pathologists
	■ Other qualified professionals

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Presenter Tip: Knowing the participants in the audience, expand on the listed roles as needed. It is not necessary to give examples or clarity for a role with which the group is already familiar.

Presenter Note: SISP are listed in alphabetical order, not necessarily in the order of most common SISP or greatest amount of time or need in a particular school/district.

Ideas to share with the participants:

- Unlikely that every school will have access to all of these specialists
- Access largely dependent upon availability of qualified professionals and the availability and prioritization of resources to employ them for work in schools

To expand on the bullets:

- Art, Dance, and Music Therapists – trained in the use of creative arts interventions to address students’ non-arts goals, such as the learning of academic concepts, increasing cooperation and appropriate social behavior, providing avenues for communication, increasing self-esteem and self confidence, improving motoric responses and agility, and encouraging creative exploration of issues that impact the life of the student; these individuals integrate creative arts strategies into the student’s educational environment to support IEP goal achievement
- Assistive Technology Specialists – trained in a wide variety of low and high tech devices, communication software, and physical support devices; currently, no legislation governing qualifications; are a number of certificate, credentialing, and graduate study programs available; provide assessment and consultation services for students in need of assistive technology to access or demonstrate learning, the school and community environments
- Audiologists – trained in anatomy; physiology; normal and abnormal communication development; auditory, balance, and neural systems assessment and treatment; provide support services to students who have hearing, balance, and related ear problems

- Interpreters – trained in a second language (spoken or sign language); provide support services for students learning English as a new language or for students with sensory impairments
- Occupational Therapists – trained in small motor skill development; support meaningful engagement in life activities or “occupations”; facilitate student participation in age appropriate activities, and to benefit and make progress in their educational programs; facilitate students’ ability to complete functional activities, engage in daily tasks and roles; support teachers with adaptations and modifications to meet the unique learning needs of students
- Orientation and Mobility Specialists – trained in total communication processes and use of assistive technology; provide supports for people with visual impairments learn to travel independently; train their students or clients to use assistive devices, such as handheld telescopes, white canes, service animals, or GPS systems
- Physical Therapists – trained in large motor skill development; use their expertise to help students benefit from and make progress in their educational programs; interventions, strategies, and adaptations focus on functional mobility and positioning and safe and efficient participation in daily activities and routines; assisting school administrators in addressing issues such as building modifications and new construction projects, playground accessibility, special transportation
- Recreation Therapists –course work in physical, biological, and behavioral sciences and recreation and leisure theory; provide support services to restore, remediate or rehabilitate; to improve functioning and independence
- Rehabilitation Counselors –provide supports through counseling and case management services to persons with disabilities to assist them in achieving their psychological, personal, social, and vocational goals
- School Counselors – certified/licensed educators with a minimum of a master’s degree in school counseling; provide supports to address academic achievement, personal/social development and career development
- School Nurses – trained nursing professionals; participate in the prevention, early identification, and assessment of disabling chronic and acute conditions in children; provide oversight for administration of required medications, medical treatments, training and support for medically related issues
- School Psychologists - trained in learning, child development, and mental health, as well educational systems and law; work with parents and educators to create safe, supportive schools, promote children’s academic success, and support their healthy behavior and development through delivery of assessment, prevention, intervention, and consultation services, and connecting students and families to the services outside the school to meet the students’ needs

- School Social Workers – provide direct intervention to address the immediate concerns of at-risk students; work with school, community and agency personnel to address at-risk student concerns
- Speech-Language Pathologists – trained in physiological aspects development of speech; provide direct and consultative services to children and youth with articulation, voice, language disabilities

Knowledge, skills, training

- Knowledge
 - Child and youth development
 - Academic, motor, behavioral expectations
 - School settings
- Credentialed / licensed
 - State regulatory agencies
 - Departments of education
 - National boards

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Ideas to share with the participants:

- Knowledge
 - Child and youth development – typical ages and stages of growth and development; birth to 21
 - Expectations – grade level expectations; age level expectations
 - School – those regularly employed in schools understand the system culture (policies, expectations, functioning) of school
- Credentials - different SISP have different training and credentialing standards; many governed by professional organizations (standards, ethics, research, etc.)
 - State regulatory agencies - speech-language pathologists, social workers, OTs/PTs, and school nurses in some states
 - Departments of education – typically for school counselors and school psychologists; in some states for speech-language pathologists, school nurses, and school social workers
 - National boards and national organizations – some provide standards, most provide exam-based certification and require documentation of continuing professional development

Segue: All SISP focus their services on children and youth and utilize developmentally appropriate strategies to help remedy barriers to learning.

SISP provide services

- Assessment
- Prevention
- Intervention
- Consultation

designed to address and remedy barriers to learning for all students.

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Presenter Note: This slide is a summary for what was presented previously and a preview for the discussion of services to follow. For the 30-minute presentation omit this slide and simply use the previous segue to slide number 10. For the 60-minute presentation, use the slide to reinforce then segue and move on to slide 10.

SISS:

15 minutes

10 minutes

Specialized Instructional Support Services

- Commonly, different terms used in different states, regions, locals

- Defined in legislation
 - Pupil services
 - Related services

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Presenter Note: Use of the title SISP/SISS occurred in the early part of the 21st century as these professionals sought to help bring greater understanding to the role that these services played in supporting student learning within schools. This shift was spearheaded by the National Alliance of Specialized Instructional Support Personnel (NASISP).

Ideas to share with the participants:

- Commonly – prior to 2006 more commonly called related services, support services, pupil services, supplementary service personnel
- Referred to in the Elementary and Secondary Education Act/No Child Left Behind as “pupil services” and in IDEA as “related services”
- Pupil Services -
SEC. 9101. DEFINITIONS. Except as otherwise provided, in this Act:
(29) OTHER STAFF- The term `other staff' means pupil services personnel, librarians, career guidance and counseling personnel, education aides, and other instructional and administrative personnel.
(36) PUPIL SERVICES PERSONNEL; PUPIL SERVICES-
(A) PUPIL SERVICES PERSONNEL- The term `pupil services personnel' means school counselors, school social workers, school psychologists, and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services as that term is defined in section 602 of the Individuals with Disabilities Education Act) as part of a comprehensive program to meet student needs.
(B) PUPIL SERVICES- The term `pupil services' means the services provided by pupil services personnel. [No Child Left Behind Act of 2001 TITLE IX. PART A]
- Related Services -;
SEC. 602. DEFINITIONS.
(22) RELATED SERVICES- The term 'related services' means transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in children [Individuals with Disabilities Education Act Amendments of 1997 TITLE I. PART A]

Services may include

- Consultation
- Assessment and interpretation of test results
- Instruction and interventions
- Counseling
- Community resource/services linkage
- Transition planning

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Ideas to share with the participants:

- **Consultation**
 - Problem-solving with other school personnel to address student needs
 - With teachers about possible warning signs associated with physical or mental illness, methods for deescalating students with behavioral needs, techniques for improving student attention to task and student engagement, strategies to support independent functioning, etc.
 - With parents about strategies for homework completion, reducing student anxiety and frustration, accessing community wrap around services, etc.
 - With school administrators about appropriate discipline response given student's disabilities; assisting with school improvement planning, implementation, and evaluation; responding to a crisis; helping to communicate with stakeholders when responding to difficult situations (death of student, school violence, teacher illness, etc.); building accessibility for students with physical challenges
- **Assessment**
 - Special education evaluation
 - Progress monitoring
 - Review of student achievement, behavioral, health data
 - Interpretation of test and evaluation results
 - Program evaluation
- **Instruction - prevention and interventions**
 - Social skills instruction (friendship building, bully proofing, conflict mediation & resolution)
 - Implementing and promoting positive behavior supports
 - Crisis training (staff development on preparedness, planning, response, and recovery)
 - 1:1 and small group counseling
 - Direct skill instruction
 - Behavioral contracting
 - Direct services for academics, behaviors, health and wellness
- **Counseling - individual and group**
- **Community resource/services linkage - assist families in accessing and coordinating community resources**
- **Transition planning**
 - Long range and transition planning for college and career
 - School to residential care, school to school (elementary to middle to high), grade level to grade level

Additional ideas to share with the participants as time allows:

- An example: Providing Behavioral Interventions
 - Help needed to establish programs and strategies for alternatives to suspension and expulsion; address student behavior, and continue educational services
 - Assist with functional behavioral analysis, e.g. why the student is behaving this way, what are they trying to obtain, avoid, escape, etc.
- An example: Removing barriers to learning
 - Student is distracted by emotional issues, learning disabilities, speech or language disorders, behavioral disorders or illness
 - Even a well-trained, experienced teacher may be unable to get beyond these barriers to a student's learning
 - SISIP trained to recognize these barriers; diagnose problems and provide individualized interventions and services to address these barriers
 - Can also assist teachers in the types of strategies to address students with different learning styles and manage behavior so that they can focus on teaching rather than discipline
- Additional examples may be created around
 - Working with a student to develop
 - Organizational strategies
 - Functional mobility skills to foster independence
 - Working with a teacher and student to develop a program to practice mobility skills
 - Working with a teacher to embed classroom strategies to help a student with environmental sensitivities

Segue: Support services provided by SISP are most effective when fully integrated into the student's learning environment.



Ideas to share with participants:

- Provided to all students in need
 - Some students are eligible for services under IDEA
 - Some may access services as part of problem solving process or RTI process
 - Some may receive universally delivered services as part of school wide prevention initiatives
- Collaboratively delivered
 - By a team of specialized professionals who consult with classroom teacher and parents, other SISP, and needed community providers to coordinate efforts and deliver services in a collaborative, cooperative (noncompetitive) way
 - Working together for children
- Fully integrated
 - Embedded into the school day
 - In classroom, on playground, in cafeteria, in hallway, etc.
 - Complementary to the services and supports provided by the classroom teacher
- Natural learning environment
 - Keeping student in school and engaged in instruction is of primary importance
 - Whenever possible, teach and reinforce new skills in the natural classroom environment
 - If not in classroom - goal is for newly acquired skills to be generalized to the classroom and home so that students can demonstrate effective growth and change

Additional ideas to share with the participants as time allows:

- An example of integrated services: Occupational therapists works with the teacher during writing activity to assist students with handwriting challenges by providing specialized paper and pencils
- An example of integrated services: Physical Therapists works directly with a preschooler during circle time to develop skills in sitting, standing and walking as part of the circle time activities
- An example of integrated services: Physical therapist attends PE class with student who has balance issues during a unit where balance skills are addressed
- An example of integrated services: Music therapist collaborates with the work exploration specialist to increase student's attention and decrease maladaptive behaviors when presented with new tasks
- An example of integrated services: Ms. Jenkins has 29 students in her classroom, four of whom have IEPs, and six of whom have limited English proficiency. The students read and write at varying levels. While Ms. Jenkins uses universal design for learning principles (multiple means of representation, action and expression, and multiple means of engagement) to guide her instruction, some of the students still struggle academically and socially. In consulting with the SISP, Ms. Jenkins learned of some sensory strategies she could use in the classroom such as reducing noise levels by placing tennis balls on the chair legs, and by using natural lighting from the window whenever possible from the OT. The OT also recommended some reading and writing alternatives such as screen readers and voice recording to increase access to curriculum. The guidance counselor met with the class as a whole to explore learning differences, and circumvent bullying. The physical therapist and the PE teacher worked collaboratively to find physical activities that all students could engage in both in PE and on the playground. The school nurse met with the students regarding making healthy snack and lunch choices and getting enough rest so that the students were alert and ready to learn in the classroom.

Benefits

- Knowledge of policies, practices, and people
- Participation on school teams
- Direct services
- Resources through varied expertise

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Ideas to share with the participants:

- Many benefits of utilizing services of SISP, including
- Knowledge of school policies, practices, and people – (students, teachers, administrators, and families)
- On school teams - involved in school-wide and often district-wide meetings and activities; contribute to school improvement
 - program area teams (like mental health)
 - grade level teams
 - special education teams
 - Problem solving/RTI teams
- Direct services - to promote effective classroom learning and support successful teaching; to support acquisition of functional skills
- Resources through varied expertise
 - Connecting school and community resources
 - Can facilitate connections to community resources in order to create “wrap around”, comprehensive, or access to a full continuum of services/supports for the student and family
 - Awareness of how to access and navigate community systems
- Resource examples
 - To create positive school climates for students -- after observing a classroom, the school social worker recommended to the teacher that a student who was struggling to maintain attention be moved to a different desk positioned closer to the teacher and with less distractions from other children (front corner closest to the teacher); thus, providing a greater opportunity to focus on content learning
 - Student with learning and emotional disabilities (issues related to attachment problems created by early childhood abuse, abandonment by natural parents, adoption in childhood (age 6) frequently struggled in reading and math, and frustration and anxiety management. It was common for him to have a behavioral outburst when he failed assignments or was redirected by his teacher. The school psychologist worked closely with the student, his classroom teacher, the learning specialist, and the student's

parents to develop a behavioral plan that promoted positive behaviors, taught the student specific coping skills, reinforced success towards the goal, recognized escalating problems so that de-escalation techniques can be used, and then methods for responding if problems occur as a result of impulsive outbursts. The SISP reviewed and modeled techniques for the teacher, worked with the student and family to implement and track the effectiveness of the plan.

- To support a student with speech challenge the speech and language pathologist provides articulation therapy
- To support a student with hearing issues, the audiologist works with the administration and classroom teacher to provide an amplification system
- To ride the bus, a mobility specialist works with the student with visual impairments, the bus driver, parents and school personnel
- To support a student with autism, the music therapist pairs educational information with specifically selected music, enhancing the speed and longevity of recall

Segue: Considering educating the whole child, attending to academic, physical, and social/emotional needs, specialized instructional support personnel are integral to schools and to student success.

SISP: integral to student success

- Promote success in all learning environments
- Support instruction in response to needs
- Connect families to community supports

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Ideas to share with the participants:

- All learning environments
 - School environments – classroom, hallways, cafeteria, library, playground, etc.
 - Home – by working with the family members
- Instruction in response to need – to access learning supports that provide access to curriculum and instruction
- Connect families – community supports, social service agencies, etc.

Additional information to be shared as time allows:

- Supporting effective teaching and improved student learning and facilitating collaboration among school staff, families, and the community
- Providing a variety of prevention and intervention services in schools that promote effective classroom learning and teaching
- Working with teachers and administrators to develop a positive school climate, improving classroom management skills, providing behavioral interventions to reduce discipline infractions, improving school safety, and removing barriers to learning
- Providing educational programs and activities that support student learning and teaching, including consultation with teachers and families, assessments linked to instruction, individual and group counseling, problem-solving instruction, and remedial interventions
- Collaborating with teachers and school staff to ensure students receive high quality instruction responsive to the diverse and developmental needs of all students, creating a continuum of support services for all students, and providing various instructional strategies to facilitate learning in all classrooms
- Participating, as members of the school team, in professional development to ensure high quality learning
- Fostering collaboration not only between general and special education, but also between community and schools and schools and parents

Presenter Note: For the 30-minute presentation, the following slide may be omitted and the presenter may summarize briefly the talking points presented below.

Segue: In summary, let us review what we have talked about in this session.

Specialized Instructional Support Personnel

- Are comprised of a wide complement of qualified professionals
- Provide a broad array of services
- Support students, school staff, and families
- Use evidence-based strategies
- Are needed in all schools

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Ideas to share with the participants:

- Available for distribution at this time is **Handout #1: SISP and SISS Grounding Assumptions**
- Wide complement of qualified professionals – e.g., art therapists, audiologists, dance therapists, music therapists, occupational therapists, physical therapists, school counselors, school nurses, school psychologists, school social workers, speech-language pathologists, assistive technology specialists.
- Broad array services – e.g., assessment, prevention, collaboration, coordination, and consultative services
- Support students, staff, and families - direct services to students and consulting services to staff in school, connections to specialized community services
- Evidence-based service strategies – e.g., bullying prevention, positive behavioral supports, counseling, teaching functional mobility skills, developing organizational strategies for students with attention deficits
- Needed in all schools - highly qualified SISP must be in place in appropriate numbers to enhance outcomes in a culturally sensitive learning environment

Resources:

5 minutes

2 minutes

Additional information and resources:

- IDEA Partnership www.partnership.org
- National Alliance of Specialized Instructional Support Personnel www.nasisp.org
- National Coalition on Personnel Shortages in Special Education and Related Services www.specialedpros.com
- Personnel Improvement Center: National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities www.personnelcenter.org
- IRIS center <http://iris.peabody.vanderbilt.edu>

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Presenter Note: Distribute **Handout #2:** Websites for SISP and SISS Information. For the 30-minute presentation this will need to be brief. For the 60-minute presentation, share additional information provided below.

Ideas to share with participants:

- IDEA Partnership – Collaborative work of more than 50 national organizations, technical assistance providers, and organizations and agencies at state and local level; together with the Office of Special Education Programs (OSEP), the Partner Organizations form a community with the potential to transform the way we work and improve outcomes for students and youth with disabilities
- National Alliance of Pupil Services Organizations – Coalition of national professional organizations whose members provide and support a variety of school-based prevention and intervention services to assist students in becoming effective learners and productive citizens
- National Coalition on Personnel Shortages in Special Education and Related Services – National coalition dedicated to addressing shortages in special education and related services. Retention of quality personnel, job descriptions, listings of university programs, and national trends and issues are addressed.
- Personnel Improvement Center – Mission is to increase the nation's capacity to recruit, prepare and retain fully qualified special educators, early intervention and related service personnel through knowledge development, technical assistance and dissemination and leadership; under 'Career Exploration' tab is a listing of different career roles/profiles with information on preparation required, personal qualities, typical responsibilities, job outlook and sources of additional information
- IRIS Center – National center that aims to provide high-quality resources for college and university faculty and professional development providers about students with disabilities

Presenter Note: Also available for distribution at this time is **Handout #3:** SISP and SISS Key Terms.

Question and Answer:

10 minutes
0 minutes



Presenter Note: This activity is recommended for use with the 60-minute presentation.

Q&A: *depending on time available, takes 5 to 10 minutes*

Whole Group Discussion Activity

Lead in statement and questions:

Now that we have overviewed the roles of specialized instructional support personnel and the services they provide to schools...

- What issues are coming to the forefront for you?
- What questions are uppermost in your mind?

Format of activity:

- Open the floor for discussion
- Paraphrase and repeat whenever clarity is needed
- Answer questions that are answerable
- Record
 - Questions for which there are no answers at this time
 - Issues to explore
 - Concerns about implementation
 - Suggestions for moving forward
- Facilitate so that all may share in the discussion. Should one or two persons seem to be dominating the discussion, ask for a response from a specific table or from a specific person

Trainer Tip: Capture key ideas on chart paper. Visual recording for all to see indicates that there will be something done after the discussion and that this is not an exercise in futility.

- Presenter paraphrases and summarizes the discussion. He/she indicates where the responses from the discussion will go from here.

**Supporting the Learning of Children and Youth:
Understanding the Importance of SISP
*Supplementary Materials***

Handout #1: SISP / SISS Grounding Assumptions

Handout #2: Websites for SISP and SISS Information

Handout #3: SISP and SISS Key Terms

IDEA Partnership Collaborative Work on Resource Development
Specialized Instructional Support Personnel
Grounding Assumptions

1. Specialized instructional support services are delivered by a wide complement of qualified professionals, including, but not limited to: art therapists, audiologists, dance therapists, music therapists, occupational therapists, physical therapists, school counselors, school nurses, school psychologists, school social workers, speech-language pathologists and assistive technology specialists.
2. Specialized instructional support personnel (SISP) provide a broad array of assessment, prevention, collaboration, coordination, and consultative services designed to support development and learning for all students across age, spectrums and roles to meet the unique needs of individuals from cradle to college and career.
3. Specialized instructional support personnel (SISP) instruct, coordinate and collaborate with all educational staff, children and youth, families, and community providers to provide the academic, communication, social, health, mental health and physical learning supports necessary for each and all students to be college and career ready.
4. SISP use a variety of evidence based service delivery models and approaches (best practices) to promote healthy, safe and supportive learning climate and help to promote a healthy, safe, and supportive school climate through health education, bullying prevention, positive behavioral supports, counseling, and other interventions.
5. Given the importance of SISP in helping to address the needs of diverse learners and support all students, highly qualified SISP must be in place in appropriate numbers to enhance outcomes in a culturally sensitive learning environment. Pre-service training, recruitment and retention issues must be addressed to facilitate student and whole classroom learning and improve the effectiveness of school wide programming.

The following stakeholders from among the 55 member organizations of the IDEA Partnership worked together to create these guiding principles:

Higher Education Colorado	Family Member/Higher Education South Carolina
Teacher District of Columbia	IDEA Partnership Staff Virginia
Family Members New York	Special Education Administrator Virginia
General Education Administrator Pennsylvania	Teacher Virginia

Specialized Instructional Support Personnel
District of Columbia, Indiana, Maryland, Minnesota, New Jersey, Virginia, Washington, Wisconsin

Websites for SISP and SISS Information

- IDEA Partnership www.partnership.org
- National Alliance of Specialized Instructional Support Personnel
www.nasisp.org
- National Coalition on Personnel Shortages in Special Education and Related Services www.specialedpros.com
- Personnel Improvement Center: National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities
www.personnelcenter.org
- IRIS Center <http://iris.peabody.vanderbilt.edu>



Specialized Instructional Support Personnel / Services

Handout #3

Key Terms

Accommodation

Change in instructional strategies that enable children to demonstrate their abilities in the classroom or assessment/testing setting; designed to provide equity, not advantage, for children with disabilities

Adaptations

Alterations made to activities, tests, materials, and/or specialized equipment to meet the unique learning needs of a student

Activity-based intervention:

Interventions that provide structured practice and repetition of IEP team identified functional skills directed toward learning motor tasks that will facilitate the student's ability to participate in meaningful routines and activities

Appropriate

Considered typical for that particular aged student in terms of activities and routines; may be applied, but not limited to the following: education in regular classroom, instruction within regular classrooms with the use of related aids and services, special education and related service provider instruction within classroom or in separate room for all or portions of a school day

Assessment

The process of measuring, usually in numerical terms, knowledge, skills, attitudes, and beliefs; measurement of student growth; assessment tool choice is dependent on the purpose and use of measurement results; *See also*

- Authentic Assessment
- Criterion-Referenced Test (CRT)
- Curriculum-Based Assessment (CBA)
- Curriculum-Based Measurement (CBM)
- Norm-Referenced Test (NRT)
- Diagnostic Assessment
- Formative Assessment/Evaluation
- Functional Assessment
- Standardized Assessment
- Summative Assessment/Evaluation

Assistive technology

Means any device or service that is used to increase, maintain, or improve the functional capabilities of a child with a disability

Authentic Assessment

Tasks that require students to apply knowledge and skills; often such tasks are connected to real-world situations/challenges; the tool usually used to assess progress is a rubric with well-articulated descriptions of quality performance/product

Caseload

The number of students with IEPs a special educator or specialized education support personnel supports with services or the number of cases being handled per provider

Children and youth - birth through age 21

Those children and students who are age eligible to receive IDEA services when eligibility requirements are satisfied

Collaboration (as an instructional improvement strategy)

A collegial process wherein two or more colleagues share expertise with each other; to implement instructional or behavior strategies to benefit student learning

Consultation (as an instructional improvement strategy)

A collegial process wherein a colleague shares expertise with another to address an identified issue

Criterion-Referenced Test (CRT)

Measures what a student understands, knows, or can accomplish in relation to a specific performance objective; typically used to identify a student's specific strengths and weaknesses in relation to an age or grade level standard; does not compare students to other students

Curriculum Based Assessment (CBA)

Measures a student's performance in alignment with the local curriculum; occurring frequently; used as a basis to make instructional decisions

Curriculum Based Measurement (CBM)

Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics and written language; signals the teacher/school to revise strategies/program; CBM is a distinctive form of CBA because of two additional properties: (1) Each CBM test is an alternate form of equivalent difficulty; and (2) CBM is standardized, with its reliability and validity well documented

Developmental Assessment

A comprehensive evaluation of a child's physical, cognitive, language, emotional, motor and social development. It is usually conducted if a child is experiencing a problem in one of these areas. A developmental assessment may be conducted by pediatricians, developmental specialists, or by a team of evaluation specialists in the public schools. An evaluation team may include psychologists, diagnosticians, speech therapists, audiologists, occupational therapists, physical therapists, special education teachers and others.

Diagnostic Assessment

Process of measuring discrete skills in a particular area; usually administered individually

Early Intervening Services (EIS)

Early intervening services are the preventative components of federal education statutes; implemented to benefit students who manifest risk for poor learning outcomes but have not been identified as needing special education or related services

Early intervention

A collection of services provided by a public or private agency and designed by law (IDEA Part C) to support eligible children and their families in enhancing the child's potential growth and development from birth to age 3

Emergency Care Plan (ECP)

The ECP is a documented plan of emergency care developed by the student's school nurse that provides specific steps for school personnel to follow when the child has a medical emergency

Eligibility

Based on federal law, the Individuals with Disabilities Education Act (IDEA), this term refers to a process that determines whether a student meets criteria to receive special education services in the public school system. This determination must be made by a team of professionals and includes the student's parents.

Evaluation

Systematic measurement of value or worth in relation to a set of criteria or a specific standard/expectation; *See also* Summative Assessment

Evidence-based Practice

Educational practices/instructional strategies supported by relevant scientific research studies

Evidence based service delivery model

Based on evidence showing effective results from professional literature and resources, evaluated for validity and applicability, combined with child/student data and professional experience to make informed decisions

Fine motor

Coordination of small muscle movements which allows one to perform skills such as writing, drawing, buttoning

Free Appropriate Public Education (FAPE)

Special education and related services that – (a) Are provided at public expense, under public supervision and direction, and without charge; (b) Meet the standards of the SEA, including the requirements of this part; (c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and (d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of §§ 300.320 through 300.324. [IDEA 2004 Part B Regulations, §300.17]

Formative Assessment/Evaluation

Classroom/curriculum measures of student progress; monitors progress made towards achieving learning outcomes; informs instructional decision-making

Functional Assessment

Behaviors: Process to identify the problem, determine the function or purpose of the behavior; in order to develop interventions to teach acceptable alternatives to the behavior; also referred to as FBA

Academics: Process to identify the skill gap, strategies that have and have not been effective; in order to develop interventions to teach the necessary skill(s)

Goal

Team written statement in a student's individual education plan (IEP) that is chronologically age appropriate, specific to a curricular or functional need and is achievable, measurable and meaningful for the student's current and future environments

Gross motor

Coordination of large muscle movements of the body which allows for walking, running, etc.

Individualized education program (IEP)

Written statement for a child with a disability that is developed, reviewed, and revised in accordance with §§ 300.320 through 300.324 [IDEA 2004 Part B Regulations, §300.22]

Individual Family Service Plan (IFSP)

Family-centered coordinated plan developed by a multidisciplinary team, including the parents.

Individualized Healthcare Plan (IHP)

Documented plan of nursing care developed by a school nurse in collaboration with the student, family, educators, and healthcare providers for a student whose healthcare needs affect or have the potential to affect safe and optimal school attendance and academic performance

Integrated services

Services that are delivered to a student in natural environments, including the classroom

Interdisciplinary model

A collaborative process where team members of different disciplines work closely together bringing their individual expertise, skill set and attributes to enhance the contribution and attributes of each other team member.

Intervention

Research-based strategy to address student need (academic, social, behavioral)

Learning environment

Can apply to any environment where activity focused interventions can be applied and a student can be taught skills, such as the classroom, community and/or home setting

Least restrictive environment (LRE)

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily [IDEA 2004 Part B Regulations, §300.114]

Local demographics

Taking into consideration the ethnic, financial, cultural and social factions in this community

Modification

Alterations that change, lower, or reduce learning expectations; can increase gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level

Multidisciplinary model

A group of professionals and family members with expertise from different disciplines that share information in the decision making process

Norm-Referenced Test (NRT)

Norm-referenced assessment compares a student's performance to that of an appropriate peer group

Objective

Measurable intermediate steps between present level of performance and the stated goal; basis for developing a detailed instructional plan

Participation

Engagement in typical activities available to and/or expected of peers in meaningful contexts

Pupil services

"...services provided by pupil services personnel." [No Child Left Behind Act of 2001, title IX, Part A, Section 9101]

Pupil services personnel

"...school counselors, school social workers, school psychologists, and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services as that term is defined in section 602 of the Individuals with Disabilities Education Act) as part of a comprehensive program to meet student needs" [No Child Left Behind Act of 2001, title IX, Part A, Section 9101]

Related services

...transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education [IDEA 2004 Part B Regulations, §300.34(a)]

School employed / contracted

School-employee: salaried employee of a local school system

Contracted: employee hired by a school district to fill a specific need often due to vacancies; is paid by the contracted agency not the school system. The contractor is often paid only for providing specific services

Screening

See Universal screening

Specialized instructional support personnel (SISP)

Specialists who provide services to support students so that they can access education; roles and services provided by a variety of SISP are located at:
<http://www.personnelcenter.org/choose.cfm>)

Specialized Instructional Support Services (SISS)

Services provided by specialized instructional support personnel that assist students in being successful in school

Standardized Assessment

Tests administered to large groups of students, using the same administrative procedures, for the purpose of measuring academic achievement and/or comparing growth of learning in relation to students at the same grade or age range

Summative Assessment/Evaluation

Comprehensive in nature, provides accountability and is used to check the level of learning at the point of expected mastery; measures growth in relation to a specific set of criteria or standard/expectation

Transdisciplinary model

Characterized by the sharing and/or transferring of information and skills across typical discipline specific boundaries. There is a high degree of collaboration and joint decision making among the instructional team members

Transition

Any environmental change, such as a change of location, activity, or support personnel
1) Transitions can be minor, such as changing activities within the classroom, or major, such as moving from elementary school to middle school. 2) The change from school to post-school life.

Transition services

Coordinated set of activities for a student with a disability that:

1. is designed to be within a results-oriented process, focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary

education; vocational education; integrated employment (including supported employment); continuing and adult education; adult services; independent living or community participation;

2. is based on the individual child's needs, taking into account their strengths, preferences, and interests;
3. includes *instruction, related services, community experiences*, the development of *employment and other post-school adult living objectives* and, when appropriate, acquisition of *daily living skills and functional vocational evaluation*.

[Individuals with Disabilities Education Improvement Act of 2004, Public Law No. 108-446, 20 U. S. C. 1400, H. R. 1350]

Universal Design for Learning (UDL)

Process of designing instruction that is accessible by all students; UDL includes multiple means of representation, multiple means of expression, and multiple means of engagement; the focus in creation of UDL curricula is on technology and materials

Universal Screening

Usually conducted as a first stage within a screening process, to identify or predict students who may be at risk for poor learning outcomes; typically brief; conducted with all students at a grade level; followed by additional testing or short-term progress monitoring to corroborate students' risk status

Workload

All activities required and performed by a person due to his/her roles and responsibilities

The following stakeholders from among the 55 member organizations of the IDEA Partnership worked together to create this glossary of terms:

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