

Tulsa Public Schools  
Division of Teaching and Learning  
Department of Special Education and Student Services

To: Principals  
Department Chairs  
Lead Teachers  
Special Education Paraprofessionals

From: Teresa Thomas, M Ed.  
Elementary Special Education Program Supervisor

Through: Taylor L. Young, Ph.D.  
Assistant Superintendent for Special Education and Student Services

Date: February 6, 2007

Re: **Time Sensitive Information, Please Distribute Immediately**  
Mandatory Paraprofessional Training

---

In order to be employed as a special education paraprofessional, Oklahoma State Department of Education, Special Education Services (OSDE-SES) requires:

- High School Diploma or GED
- Completion of Special Education Paraprofessional Training (9 modules) within first year of employment
- Maintain current training and skills in CPR and First Aid
- Complete annual universal precautions/Blood borne Pathogens training
- Complete an additional six hours of personnel development each school year thereafter

In addition, TPS requires:

- MANDT training for those in an ED/MD position

We are in the process of sending directly to each principal and updated summary of the training requirements met by each paraprofessional within a building based upon documentation we have received. Principals should receive this next week by email.

If a paraprofessional does not meet their annual training requirements, they may not continue to be employed as a special education paraprofessional. These individuals will be reassigned to other positions within the district. It is a principal's responsibility to ensure that special education staff completes their annual training requirements and that evidence of this completion is on file with Cathy Knapp at the ESC, Department of Special Education and Student Services.

To assist paraprofessionals in meeting these training requirements, paraprofessionals who need the required six hours of professional development, may enroll in any of the professional development workshops conducted at Fulton by the Department of Special Education and

Student Services. Paraprofessionals **must** first seek the approval of the principal before enrolling in any of the professional development opportunities in order to limit the number of paraprofessionals out of the building at any given time.

The Department of Special Education and Student Services will pay for the use of a substitute teacher to cover for a paraprofessional when requested to do so by the principal.

Paraprofessionals should be certain the training for which they register is relevant to his or her position. Enrollment will be coordinated through Teresa Thomas at 746-6123 or via email at [thomate@tulsaschools.org](mailto:thomate@tulsaschools.org). **Preference will be given to paraprofessionals who have not met the requirement of six hours of professional development for the 2006-2007 school year.**

If you have completed training, please submit a **copy** of your documentation to Cathy Knapp, Education Service Center, Department of Special Education and Student Services.

If you need additional information, or to enroll in the courses, please contact Teresa Thomas at 746-6123 or via email at [thomate@tulsaschools.org](mailto:thomate@tulsaschools.org).

### **Scheduled Trainings**

**Our training sessions are repeated on multiple dates so that paras may schedule to attend one should they need that particular training for completion of their six hours.**

### **Developing Instructional/Communication Skills**

After completing this training, paraprofessionals should expect to be able to explain the importance of individual and small group instruction and describe the paraprofessional's role; identify methods for building rapport with students; examine techniques to aid in the communication with students; demonstrate the ability to question and direct student responses; demonstrate knowledge of ways to appropriately deal with conflicts between themselves and teachers or administrators; demonstrate the ability to work as a collaborative team with both general and special education teachers; prepare effectively for aiding in instruction; and evaluate the effectiveness of lessons presented.

<b>Limit 25</b>	<b>Fulton</b>
<b>February 20</b>	<b>8:00-11:30</b>
<b>February 22</b>	<b>8:00-11:30</b>
<b>March 13</b>	<b>8:00-11:30</b>

### **Supporting Students with Autism Spectrum Disorders**

Upon completion of this workshop, participants should be able to: demonstrate a better understanding of the three diagnostic areas that define ASD; demonstrate a better understanding of the learning styles, communication issues, impairment in social understanding, sensory issues, behavior issues, and lack of repertoire of activities and interests associated with ASD.

<b>Limit 25</b>	<b>Fulton</b>
<b>March 1</b>	<b>12:30-4:00</b>
<b>March 15</b>	<b>12:30-4:00</b>
<b>April 3</b>	<b>12:30-4:00</b>
<b>April 10</b>	<b>12:30-4:00</b>

### **Early Childhood**

After completion of this workshop, the paraprofessional should be able to demonstrate: an understanding of the fundamentals of early intervention and early education programs; knowledge of the basic principles of child development and child development domains; developmentally appropriate practice; and instructional techniques and monitoring children's progress.

<b>Limit 25</b>	<b>Fulton</b>
<b>March 8</b>	<b>8:00-11:30</b>
<b>March 15</b>	<b>8:00-11:30</b>
<b>April 10</b>	<b>8:00-11:30</b>

### **Effective Communication in Schools**

Upon completion of this training, the paraprofessional should expect to: demonstrate awareness of the importance of communication in school; demonstrate a knowledge of effective communication and listening strategies with students and staff; examine techniques to aid in communication with students and staff; demonstrate the ability to question and direct student responses; demonstrate knowledge of ways to appropriately deal with conflicts between themselves and teachers or administrators; and demonstrate the ability to work as a collaborative team with both general and special education teachers.

<b>Limit 25</b>	<b>Fulton</b>
<b>March 1</b>	<b>8:00-11:30</b>
<b>April 3</b>	<b>8:00-11:30</b>
<b>April 5</b>	<b>8:00-11:30</b>

### **Behavior Management**

After completing this training and activities, the paraprofessional should expect to be able to: explain the purposes and philosophy of behavior management; delineate the paraprofessional's role in implementing the behavior management plan; describe strategies for managing students during group activities; demonstrate skills for increasing positive behavior in students; and demonstrate awareness of the ethical application of behavior management strategies.

<b>Limit 25</b>	<b>Fulton</b>
<b>February 20</b>	<b>12:30-4:00</b>
<b>March 8</b>	<b>12:30-4:00</b>
<b>March 13</b>	<b>12:30-4:00</b>
<b>April 5</b>	<b>12:30-4:00</b>

### **Transition/Educational Workforce**

Upon completion of this training, the paraprofessional should expect to be able to: define their roles and responsibilities; know how to respond in specific situations; know the importance of ethical conduct; assist in community integration; facilitate natural interactions with peers; and know strategies for promoting independence.

<b>Limit 25</b>	<b>Fulton</b>
<b>February 27</b>	<b>8:30-12:00</b>
<b>March 6</b>	<b>8:30-12:00</b>
<b>March 27</b>	<b>8:30-12:00</b>