

## 2017 Staff Needs Assessment Summary

1. In which district or cooperative are you employed?
  - a. 61 - GCMS
  - b. 49 - PBL
  - c. FCSEC - 9
2. Which of the following best describes your position?
  - a. 44 - General Education Teacher
  - b. 22 - Special Education Teacher
  - c. 35 - Support Personnel
  - d. 5 - Administrator
  - e. 13 - Other
3. Did you participate in at least one professional development activity this year that dealt with educating or supporting students with disabilities?
  - a. 73 - Yes
  - b. 46 - No
4. If you answered “yes” to #3, what professional development activity did you attend?

ADHD Training
co-teaching methods
Illinois Reading Conference, PBL Institute Days, In-service training with Julie Ekberg
IEHPERD midstate Conf.
An Infinitec webinar
Temple Grandin, Executive Functioning (Infinitec)
Council for Exceptional Children Annual Conference
PBL Spring In-Service
Autism Conference
Conference
Summer Co-Teaching Workshop
a session at a conference for my subject area
Book Studies on poverty and brain functions
mental/emotional needs
Balanced Literacy trainings, Math curriculum meetings, Crisis Prevention Training
English Curriculum for High School
STAR, Dyslexia
PBL Spring In-Service 2-17-2017
Infinitec

CPI Training and Technology Training in Bloomington
Book Readings
NCI, Executive Functioning (Infinitec)
In house training on Tuesday collab time
adhd training
CPI, Infinitec Items, Co-Teaching "Power of 2"
Balanced Literacy Approach with Julie Eckberg
team teaching
LINKS Training
Counselor Networking Workshop
conference on neuroplasticity and another conference focused on sensory
Parkland College special education days
webinars, conference
DLM Assessment proctor
ISPA conference
In-service PD
Monthly parapro professional development meetings except 1 due to being sick
Social Emotional Conf
Co-teaching workshop/treating kids with depression
ACTE National Conference
Mental Health First Aid
Conference in my field
Autism and Co-teaching
Vision difficulties
Using technology with students with special needs
fitness training with adapted PE students
PBL's February institute
Teacher Institute in February
fitness training with adapted PE students
Mrs. Funkhouser's
CPI, IASSW conference
February inservice
Temple Grandin Autism Conference / Brain Works Sensory and Behavior Approach to Challenging Behaviors

Staff event
Flipped classrooms in January as well as a behavior conference in Champaign
Sessions at a conference.
guided reading for all levels
Restorative Justice
out of district workshop
tech camp 2017
IL Westlyan Technology, Infintec
Assistive Technology for General and Special Needs Classrooms
A couple of Infintec webinars
Infintec Webinar
Increase Executive Function Skills
Social Emotional Learning Conference

**5. Did you sign up for a free "Infintec" account this year? (You can meet all of your required professional development needs here 24/7!)**

- a. 87 - yes
- b. 32 - no

**6. If you answered "yes" to #5, how did you use this service? (31 responses)**

- a. 19 - I viewed at least one Infintec webinar.
- b. 3 - I viewed at least one Infintec recording in their Online Classroom.
- c. 2 - I attended an in-person Infintec seminar or training.
- d. 10 - I didn't use the service even though I signed up.
- e. 1 - Other

**7. Please list any professional development topics that would benefit you in regard to educating students with disabilities. Your suggestions will be considered when planning activities for 2017-2018.**

ADHD/ADD in the general education classroom, modifying assessments (how much should we modify and what is the determining factor)
Any further education on autism
Autism
autism, team teaching students with disabilities
balancing education for different disabilities
classroom management
Continued work with Co-Teaching, tracking data, dealing with difficult parents and behaviors
Differentiation, engaging those with ADD/SL-D, and helping students with disabilities organize
Documentation for SPED Placement

Effective paraprofessional supervision or training
Executive function issues
Executive Function, Autism, reading sources for aides with students,
Explicit transition services available to Ford Co students
Further trainings on students and trauma, motivating unmotivated jh students
General autism training.
Grading/Assessing students with disabilities
helping the struggling reader
how to help students in a guided workshop model for reading when they are more than 2 grade levels below.
I did not have any time this year to do any classes. Any class would always be a refresher.
inclusion in the classroom
Life skills curriculum for 6-8 grades
Life skills for students in grades 6-8
Managing students with anger problems.
Mental health topics
more information on reading issues and handle to help those students aka dyslexia
Reading
reading interventions/strategies
Reflex inhibition and integration
sensory integration in the school setting
Sensory needs, Anxiety in students
sensory processing disorders
Social Emotional Challenges Unique to Students with Disabilities
students with lower reading level
transition planning and activities
Transition planning and provision of services for adult students within the local school system.
Writing IEP goals
Autism
Autism
Autism behavior/sensory strategies, verbal Apraxia new techniques for speech production, prompt speech method

## Comments in regard to educating students with disabilities.

- How should we grade students with IEP's on reading accuracy? Grade them by grade level benchmarks or if they've made progress at their own instructional level?  
- Should IEP students be the first to be seen by reading specialists? And if so, for how long? Or should the low achieving readers without IEPs receive services first?

Be sure to consider parents concerns or ask them about their child - What goals do they have for their child? What do they feel their child needs help with? Let the parents have some more input.

Every child is special and unique. As with all of us not all children will learn in the same way. We need to have well rounded knowledge of ways to meet each students needs for learning and navigating the environment around them.

I am concerned that due to the substitute shortage many times our special ed teachers are without a sub.

I believe that there is a gap in communication for our special needs students as they move into the middle school. Students that have been in regular ed PE classes for 6 years are being placed in an adapted PE program without any consultation or collaboration with the physical education staff. It is uncertain how their Physical Education goals are being established without this type of communication. The design of the adapted PE class at the Middle School is NOT a LEAST RESTRICTIVE ENVIRONMENT for our students and it will be difficult for them to meet or even work towards the state goals in this setting.

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I enjoy working with our students. I still feel there is a need to include regular education teachers into sessions which focus on the struggles our students are having within the classroom (especially sensory). A certain smell, chair, lighting, temperature of room, etc. can all impact how our children attend and concentrate in school.

I enjoy working with the students. However, it would be beneficial if the teachers talked to the specials (music, library, etc.) about their students. That might help avoid some situations that occur where the students get upset or out of control.

I love my job and working with Caity. I only wish that more would work to understand what is involved with this ECE classroom.

I went to several conferences and while they weren't specifically aimed at SpEd, they all touched on students w disabilities.

Overall, I think our special ed teachers do a wonderful job helping children and their cooperating teachers. As you know, the job we have is getting tougher and tougher so it is great working with such a compassionate staff.

Providing reading and math interventions for students with significant learning disabilities.

Teacher documentation of progress in interventions.

Students assigned to the self-contained area should not have the same academic assignments. Our self-contained students are not at the same level of academics and should be addressed as such. Aides should be utilized possibly in small groups.

We need more direction on how to make/keep kids eligible at the upper grade levels, in the LD category.

We need to better support our struggling students with IEP's and without IEPs. There are NOT enough intervention teachers to support all students that are academically struggling. Rtl is NOT being done in a way to support are academically struggling students.