



2024 CTEBVI CONFERENCE

creating connections

PARAEDUCATOR TRAINING

WHY TRAIN PARAEDUCATORS? The California Transcribers and Educators for the Blind and Visually Impaired (CTEBVI) is proud to introduce Paraeducator Training, specific to vision impairment, at our 64th Annual Conference Creating Connections.

YOU MUST ENSURE DUE PROCESS FOR QUALIFYING STUDENTS:

It is the right of students to have qualified teachers and assistants who are familiar with, and trained in the education, accommodations, and modifications for individuals with disabilities. This training provides an opportunity to come into legal compliance and help avoid potential lawsuits.

ESSA: Title I SEC. 1005/1111 State Plans (g)(2)(J) the State educational agency will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; Assurances - SEA will ensure that paraprofessionals meet applicable State certification and licensure requirements, including alternative certification requirements.

WHEN AND WHERE:

Thursday, April 18 - Friday, April 19, 2024 at the [LAX Airport Marriott Hotel](#)

COSTS:

EARLY REGISTRATION:

January 4 - February 18;
Members \$300, Non-members \$375

ON-TIME REGISTRATION:

February 19 - April 9;
Members \$350, Non-members \$425

LATE REGISTRATION:

April 10 - April 21;
Members \$400, Non-members \$475

Space is limited to 40 participants. We encourage you to register as soon as possible to guarantee a seat in the training.

REGISTER:

Go to ctebvi.org/conference to register.

QUESTIONS:

Contact Jonn Paris-Salb at jonnps@gmail.com for more information.

PARAEDUCATOR TRAINING

A two-day training with eight, 90-minute modules led by nationally renowned presenters, covering the following topics:

MODULE 1

Introduction: The first module will provide an overview of the role of the paraeducator (para) and the modules being introduced through the training. The importance of paraeducators collaborating with teachers of students with visual impairments (TVI) and general educators will be highlighted. Participants will be provided an overview of visual impairment, additional disabilities, and the expanded core curriculum.



Dr. Sharon Z. Sacks, Retired, former Superintendent CA School for the Blind, author, SFSU staff

MODULE 2

Transition and Career Readiness:

The second module explores transition and career readiness for students with visual impairment across K-12 education. Information will be highlighted on independence skills and the role of the paraprofessional in supporting students in developing responsibility, self-awareness, self-advocacy, self-determination, and career exploration. Resources will be shared that paraprofessionals can use to support students in career readiness and exploration



Richard Rueda, Assistant Director, APH ConnectCenter



Jeff Schwartz, Director of Regional Training & Outreach for APH

MODULE 3

Literacy and Access Technology: The third module focusses on the variety of ways students with visual impairments access print including braille, large print, and the use of optical aids. Participants will learn ways students with additional disabilities use communication books and other tools. Ways in which paraeducators can learn braille will be included. An overview of access technology used by students including video magnification, screen readers, and braille notetakers will be included.



Dr. L. Penny Rosenblum, Consultant, researcher, author

MODULE 4

Material Preparation Including the Use of Technology:

The fourth module focusses on preparing materials for students with visual impairments. Participants will be introduced to the technology used to communicate and share materials between the educational team members and the student. Strategies for gathering and producing accessible materials will be highlighted. Paraeducators will be introduced to companies that provide materials for students including the American Printing House for the Blind.



Dr. Sunggye Hong, Associate Professor, University of Arizona, Teacher Preparation Vision Impairment



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MODULE 5

Multiple Disabilities Including Deafblindness: The fifth module will focus on students with multiple disabilities including deafblindness/dual sensory loss. Participants will be provided an overview of unique issues of access these students face and effective strategies to support their development of concepts, communication, and other important life skills. Paraeducators will be introduced to the role of “interveners” who support students with deafblindness/dual sensory loss.



Julie Maier, Project Coordinator
SFSU, Deaf-Blind Services

MODULE 7

Orientation & Mobility (90 minutes): The seventh module provides information about orientation and mobility (O&M). Participants will learn about the tools that may be used by the student. The roles and responsibilities of paraeducators in supporting O&M instruction will be described with a focus on maximizing independence while minimizing risk. Information will be provided on reinforcement, monitoring, practice, supervision, and communication between the paraeducator, O&M specialist, and TVI.



Dr. Nicholas Casias, Ed.D., COMS,
Assistant Professor, California State
University - Los Angeles

MODULE 6

Socialization: The sixth module focuses on the unique impact of a visual impairment on a student's development of social skills. Strategies will be shared on how to integrate students with visual impairments with sighted peers in all settings including academic, break times, and extra-curricular. Topics discussed will include ways paraeducators can assist students with networking, collaborating with peers on assignments, and developing friendships. Ideas to support students in the use of social media will be included.



Adrian Amandi, CA School for the
Blind; Director of the California
Education Resource Center

MODULE 8

Promoting Professionalism (90 minutes): The final module is a capstone that pulls all of the training in the previous modules together and introduces paraeducators to career pathways within the field of visual impairment they can follow to increase their knowledge and skills. Resources for professional development and further career opportunities will be shared.



Dr. Yue-Ting Siu, Ph.D., CATT-NW
Program Coordinator, Washington
State School for the Blind/APH