

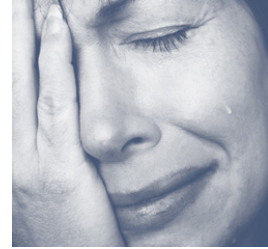
Legislative Education Day

March 5-6, 2017 • State Capitol • Salem, Oregon



Work Shouldn't Hurt Conversation Worksheet

OSEA members working in special education (SPED) currently do not have the information or training needed to safely provide a high-quality education for their students. This session, OSEA's legislative approach is to require school districts to provide staff with necessary supports to avoid injury on the job including timely and accurate student assessments, positive behavioral intervention plans including supports and training for staff and, most importantly, input from staff on both the assessments and behavioral intervention plans. To help you prepare for your conversations with legislators please answer the following questions.



Has working with a student led to injury for you while on the job? ☐ yes ☐ no

Please think of your most recent injury while working with a student and briefly describe the student (including grade level, personality type, behavior, learning ability etc.).

Was the student on an IEP or 504 plan? ☐ yes ☐ no

If so, prior to the incident resulting in injury, had you seen the student's IEP?

☐ yes ☐ no

Were you made aware of the student's behavior that resulted in your injury?

☐ yes ☐ no

Prior to your injury, what supports or training did you have to address the student's behavior and avoid injury when working with the student?

(over)

Please describe what happened when you were injured on the job.

Was this the first time this student's behavior resulted in injury to a staff person?

☐ yes ☐ no

If no, roughly how many times have similar incidents occurred? _____

Following the incident that led to your injury, what supports were you given to avoid future injury?

Do you feel adequately supported or trained to avoid injury in the future?

☐ yes ☐ no

If not, what supports do you need to avoid injury in the future?

**Please keep this worksheet with you to reference during the LED 2017 Work
Shouldn't Hurt policy discussion.**