MAISD

Muskegon Area
Intermediate School District

Guidance for

Student Support

Paraprofessionals

August 2012

MAISD

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Introduction

The Individuals with Disabilities Education Act (IDEA) requires school districts to provide a free appropriate public education (FAPE) to students with disabilities and to meet the unique needs of each individual child [20 U.S.C. § 1400(d)] within the least restrictive environment. IDEA also "allows paraprofessionals who are appropriately trained and supervised, in accordance with State law…to assist in the provision of special education and related services…to children with disabilities" (20 U.S.C. § 1412(a)(14); therefore, the utilization of teacher assistants or paraprofessionals as supplementary aides and services has been a growing trend in public schools to ensure FAPE to students with disabilities; however, this support is considered the most restrictive supplementary aid/service and the decision to utilize this service must be considered cautiously.

To ensure that students are receiving an appropriate education, teams must first identify where and when supports are needed. Once this is established, they can determine how to provide supports.

Teams should always consider alternative supports. The use of paraprofessionals as a support to students should always be considered the most restrictive support. Alternative supports may include but are not limited to: changes to the student's learning environments, the use of assistive technology, positive behavior support plans, peer supports and changes to the curriculum. Identifying natural supports that are available to assist the student is an effective use of resources.

If it is determined that paraprofessional services are needed, teams must specifically define the roles and responsibilities of the paraprofessional. Based on what the paraprofessional is expected to do and their level of training, a training schedule should be established with introductory and continued opportunities for learning. Teams should also establish a schedule for collaboration and supervision. Finally, because paraprofessional supports are meant to be temporary, a plan should be developed for fading assistance and increasing student independence.

Teams, who are considering the use of paraprofessionals and/or currently utilizing paraprofessionals to assist students with disabilities, continue to need guidance and written procedures to ensure that services are appropriate.

This document will assist IEP teams in:

1) Identifying when and where student supports are needed, and how those supports will be provided.
2) Establishing a process for training paraprofessionals based on their expected roles and responsibilities.
3) Establishing a schedule for collaboration and feedback, to ensure that paraprofessionals are being appropriately supervised.
4) Following a process for re-evaluating the need for continued paraprofessional supports and fading supports in place.

Alternatives to Paraprofessional Supports

Supplementary aids and services "are the tools or help that is needed to enable students with disabilities to gain benefit from their environment with the general curriculum" (Lipsky & Gartner, 2008). There are a full range of supports that should be considered by the student's IEP team. These supports may include changes in the educational environment, adaptations or modifications of the curriculum, assistive technology, behavior support plans, and the utilization of supplementary personnel to assist the student. If paraprofessional support is requested, team members should first consider alternative supports. Teams should identify what goals they hope to accomplish by assigning a paraprofessional and then determine if these goals can be met in another fashion.

A combination of alternative options may provide the necessary supports students need to be successful. Teams should identify when and where supports are needed, and then consider how to provide those supports. Some possible alternatives include:

(a) assistive technology
(b) teacher training
(c) teaching formats that are amenable to students pursuing different learning outcomes or progressing at varying rates
(d) use of existing school-wide supports
(e) peer supports
(f) different models of delivery
(g) positive behavior supports, and
(h) the use of a paraprofessional assigned to a class rather than an individual student

The *Checklist of Environmental Supports* (Appendix D) should be completed by the student's special education teacher as part of the referral packet. This checklist considers alternative supports (e.g., environmental, natural, accommodations/modifications to curriculum, positive behavior support plan, staff training needs).

Areas That May Necessitate a Need for Paraprofessional Services

There are children who will require paraprofessional support in order to be successful in his or her educational placement. There are common criteria often associated with the request for paraprofessional supports.

1. Health/Personal Care- Some students may have significant health issues that require procedures by specially trained employees.
    a. Eating/Feeding
    b. Toileting/Personal Hygiene
    c. Mobility/Transferring/Positioning
    d. Health Condition
2. Behavior
    a. Behavior Management- Students who demonstrate persistent and significant behaviors that are a safety concern and/or are a severe disruption to the education environment may require the assistance of a paraprofessional.
3. Instruction
    a. Academic Assistance- Students who have extreme difficulty participating in classroom activities and/or meeting IEP goals without continuous assistance, require incessant prompts (verbal and physical), and require significant accommodations and modifications may benefit from paraprofessional supports.
4. Inclusion
    a. Students may require assistance in the general education environment if there are safety concerns; supports needed to support peer interactions; assistance during specific learning times in the general education classroom; assistance with transitions; and/or communication needs. Utilizing natural supports (e.g., peer supports, use of existing resources) should be considered before employing paraprofessionals as student supports.

Determining Need for Paraprofessional Supports

Step 1

Referral Packet: When an initial request is made for paraprofessional support, a systematic process is available to assist teams in making objective decisions. To initiate a request, case managers (with the help of IEP team members), should complete:

a) *Request and rationale for Paraprofessional* (Appendix A);
b) Rubric to *Determine Need for Paraprofessional Support* (Appendix B);
c) *School Day Analysis* (Appendix C) ;
d) *Checklist of Existing Environmental Supports* (Appendix D) ;
e) *Paraprofessional Support Summary Sheet* (Appendix E) ;
f) *Classroom Profile* (Appendix F); and
g) For requests regarding behavior, *Behavior Support Assessment* (Appendix G)

Step2

Packet to Supervisor: Once the referral packet is completed, the case manager will give it to his/her program supervisor. The Special Education Director/Supervisor will coordinate a Team Meeting, which will include a multi-disciplinary team to assist in determining the need for paraprofessional supports. Team members could include a School Psychologist, School Social Worker, Nurse, MAISD Consultant, Principal, SE Administrator and other Special Education Staff. Team members will be given copies of the referral packet to review prior to their initial meeting.

Step 3

Team Reviews Request: A pre-observation meeting will be held. During this initial meeting, an observation schedule will be determined. The team will observe the student for 45 minutes each across the entire school day. This will allow the student to be observed in all settings: structured and unstructured/ academic and non-academic. It is recommended that students are observed during math, language arts (reading and writing), science, social studies, specials (e.g., art, gym), and other unstructured times (e.g., lunchroom, recess). Also during this initial meeting, roles will be assigned. A team member is designated as the Team Leader (TL). The TL will distribute the observation schedule to general education and special education teachers. Other team members may be assigned to interview the parent and/or teacher(s), meet with parent(s) prior to the Team Meeting (step 5) to discuss their recommendations/findings, and attend the student's IEP meeting to present recommendations.

Step 4

Observations: Observations are conducted according to the schedule determined by the team and documented by each team member on the *Rubric to Determine the Need for Paraprofessional Support* (Appendix B) and, for behavior, on the *Behavior Support Assessment* (Appendix G).

Step 5
Team Meeting: Based on referral information, interviews, and comprehensive observations, the team will meet and make recommendations regarding paraprofessional and/or other supports. The *Paraprofessional Support Summary Sheet* is completed by the team (Appendix E).

Step 6
IEP Team Meeting: A team representative will attend the student's IEP meeting to present the team's recommendations. The IEP team makes the final decision regarding paraprofessional supports. The student's Individualized Education Plan is the framework that determines what supports will be provided.

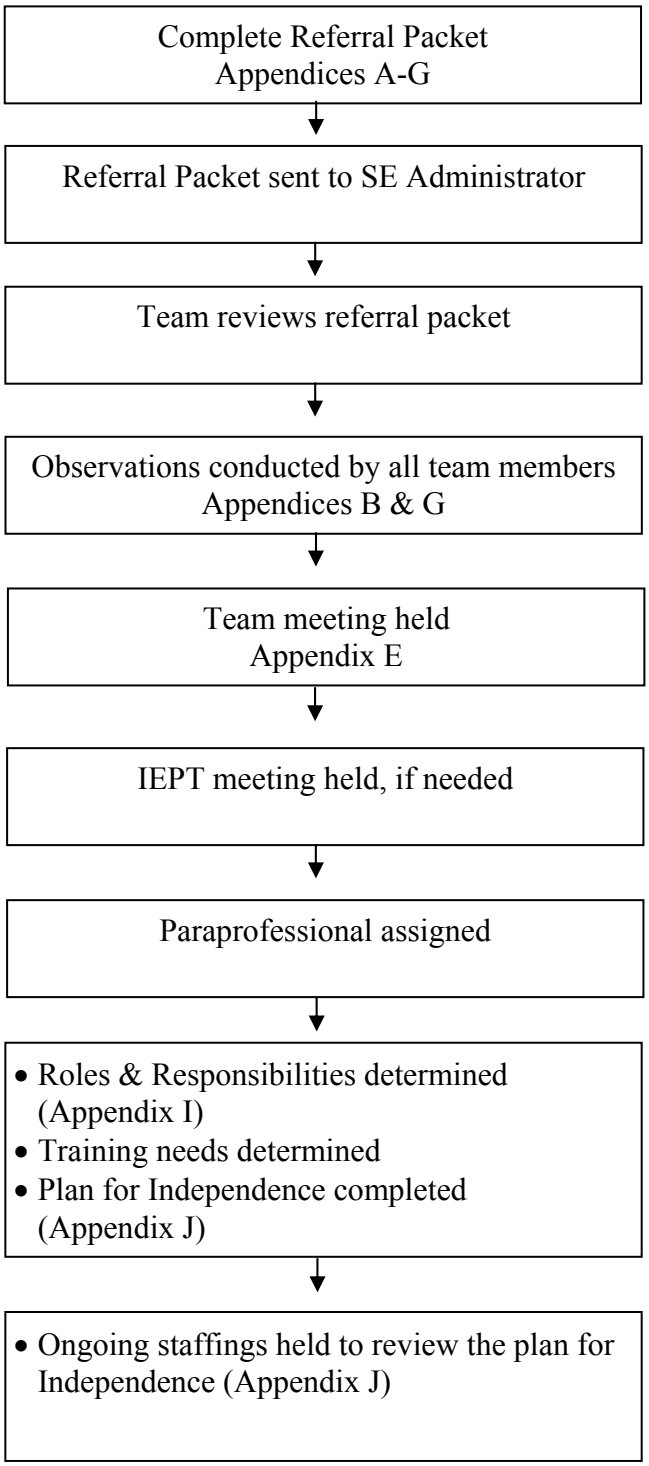
Step 7
Defining Roles and Responsibilities: If the IEP Team determines that paraprofessional supports are needed, the roles of teachers and paraprofessionals will be determined (Appendix I).

Step 8
Training: The team must also determine what type of training is needed for the paraprofessional given the needs of the student and the supports to be provided by the paraprofessional.

Step 9
Planning for Independence: Shortly after the decision to provide paraprofessional supports, the team should meet to develop a plan that will promote student independence (Appendix J).

Step 10
Supervision: Regular, on-going meetings should occur between the paraprofessional and the general and special education staff that are working with the student to maximize outcomes for the student. A schedule for these meetings should be determined in advance and shared with all staff involved. At that time, progress should be noted and needed changes should be made and documented on the original plan for promoting independence (Appendix J).

Flowchart


Complete Referral Packet
Appendices A-G
Referral Packet sent to SE Administrator
Team reviews referral packet
Observations conducted by all team members
Appendices B & G
Team meeting held
Appendix E
IEPT meeting held, if needed
Paraprofessional assigned
• Roles & Responsibilities determined (Appendix I)
• Training needs determined
• Plan for Independence completed (Appendix J)
• Ongoing staffings held to review the plan for Independence (Appendix J)

Defining Roles and Responsibilities

When determining the appropriate roles and responsibilities of paraprofessionals, it is important to consider standards established by state and local districts; needs of both teachers and students; and the skills and prior training of the paraprofessional assigned to programs and students. By defining appropriate roles, students with disabilities are guaranteed access to highly qualified general and special educators. The role of paraprofessionals should be limited to supplemental, teacher-designed instruction as well as non-instructional roles.

A "teacher-first approach" is recommended when teaching new concepts, while review and practice would be appropriate for paraprofessionals to undertake. This approach allows the paraprofessional to view an appropriate instructional model, provides the teacher an opportunity to see how the student responds to the learning situation to aid in further educational planning and increases teacher engagement.

Determining when supports are needed; what supports are needed; and how supports will be provided:

- Using the *Classroom Routine* (Appendix H), team members can systematically discuss the student's school day, identifying when and what necessitates assistance, and how that assistance will be provided. Assistance may be provided to the student or the teacher.
    - Time and Activity: Classroom teacher fills in the student's daily schedule and activities (broad overview) that typically occur.
    - Tasks: The classroom teacher indicates what tasks are required during each activity.
    - Teacher and Paraprofessional: The classroom teacher indicates the tasks that he/she requests assistance from the paraprofessional. Defining the roles and responsibilities of the paraprofessional should now seem more evident.
    - Comments*:* Specific comments regarding what the teacher needs assistance with should be made here.
- To avoid improper utilization of paraprofessional supports, the *Up-Front Issues to Reach Consensus* (Appendix I) form should be completed by the general education and special education teacher. This will help define a plan for collaboration and communication among team members (i.e., general education, special education, paraprofessional).

Documenting Paraprofessional Supports on the Student's IEP:

1. The IEP team will document on the student's IEP under "Supplementary Aids and Services- Other Supports, Accommodations, and Modifications." Teams should be specific regarding what the paraprofessional is needed for, when this support will be provided, and where the supports are needed.

   If paraprofessional supports will be provided to a program/class as opposed to a specific student, this also may be noted on the "Supplementary Aids and Services- Other Supports, Accommodations, and Modifications" section of the IEP as a support for the teacher.

2. If it is determined that a student needs paraprofessional support in a specific curricular, social, emotional area, an IEP goal should be written to support that need as well. If the paraprofessional is required because of health or personal care needs, an IEP goal is not required.

3. If a paraprofessional is required because of behavioral needs of the student, a Positive Behavior Support Plan should also be in place and noted in the "Supplementary Aids and Services."

4. In the "Anticipated Needs" section of the student's IEP, document the need for a *Paraprofessional Support Plan for Promoting Student Independence* (Appendix J) . This plan will address the monitoring of paraprofessional supports and the plan for increasing student independence to fade the assistance.

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Adequate Training

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Wadsworth and Knight (1996) suggest that an interdisciplinary team be established to provide initial training to paraprofessionals. This initial training would cover important information that all educational staff should be aware of:

- discipline procedures/policy
- confidentiality
- medical procedures
- communication procedures
- school schedules

Orientation training should also occur within the classroom setting in areas such as:

- classroom routines and rules
- management techniques, and
- to any technology that is used within the learning environment.

Specific training should then be provided by the special education staff. "On–the-job coaching" with feedback and ongoing training is the best approach to teaching adults. Paraprofessionals should also receive training, both general and student-specific to the needs of the students they will be working with . This may include:

- learning about student specific cues
- student's communication skills
- educational goals
- specific equipment, and support needs, and
- effective learning and behavioral strategies

A training schedule should be established for not only the paraprofessional, but also for teachers and even the student when necessary. Training opportunities can occur by increasing the paraprofessional's work day, providing coverage for the paraprofessional during the work day and/or by establishing a similar lunch/work time for the paraprofessional and teacher.

Supervision

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"When teachers provide consistent, positive supervision to paraeducators, it facilitates appropriate, effective instruction" (Carnahan, Williamson, Clarke & Sorenson, 2009, p. 42).

Effective communication involves:

- the utilization of written protocols that provide paraprofessionals with what needs to be accomplished to meet student goals
- examples and non-examples of what is expected
- modeling and coaching opportunities
- frequent checks of understanding and concrete feedback

Giangreco and Doyle (2003) encourage educational staff to initiate opportunities to provide feedback to paraprofessionals in both formal and information situations. This not only provides ongoing communication between team members (team members include special education teacher, general education teacher, administrator and any related service providers), but also allows teams to problem solve and monitor student progress. Special educators are responsible for supervising paraprofessionals assigned to their programs and/or to the students on their caseload informally while administrators are likely to conduct their formal evaluations. To promote ongoing program development, teams create a schedule that provides opportunities for special educators to provide constructive and ongoing feedback throughout the year. This schedule should be established early on and provide opportunities for both informal and formal communication. Establishing and communicating the "chain of command" should also be discussed early on.

When supervising paraprofessionals, key competency areas to evaluate include:

- implementing specific teaching strategies
- reinforcing/redirecting student behavior
- preparing and using data collection materials
- maintaining and organizing teaching environment, and
- implementing each step of the teaching plan

By setting aside time each week to address these key areas, paraprofessionals will be provided with the support they need to perform their job and problem-solving will occur.

Paraprofessional Supports to Promote Independence

Teams need to set a timeline and establish criteria for when and how supports will be faded. Paraprofessional supports should always be considered temporary. All team members, including parents, school staff and the student, should have input into the creation of a fading plan. Ideas area available to assist with promoting independence and fading strategies (Appendix K).

How to Formulate a Plan to Promote Student Independence

It has been common practice in the area of special education that a student is assigned a paraprofessional for consecutive years without reconsideration for the need for service. Seldom has there been a re-evaluation of the allocation of time that the paraprofessional is assigned to a student. From one year to the next, a student may make considerable progress academically and emotionally. Natural development may promote maturity in areas of self-control, attention and concentration, social skills, and common-sense judgment. Since the inception of the paraprofessional as a helpful assistant, there may have been some form of medical intervention, e.g., medication. Such factors may mitigate the original reasons for the Paraprofessional recommendation. Certainly, chronological age, development, and transition to the next level of education are reasons to reconsider an evaluation for a Paraprofessional. This re-evaluation is especially critical for transition years to middle and high school programs if the student continues to have a paraprofessional with him/her.

The *Paraprofessional Support Plan to Promote Independence* (Appendix J) is implemented when the decision is made to provide paraprofessional support to an individual student. The purpose of this plan is to begin with the end in mind.

The long-term goal for this support should always be to move the student to the highest level of independence that he or she can achieve. As we begin to use paraprofessional support, the student's team should identify what the criteria should be for no longer needing those supports. By identifying the skills to be taught and the "exit criteria" early on, everyone knows what the targets are that demonstrate student independence.

To support this plan, regular staffings by the team need to be held. These meetings should be held on a regularly planned schedule at least at quarterly or at the beginning of each trimester.

A result of these staffings could include changes such as these:

1. Reduction in paraprofessional support
2. Changes in strategies to teach skills to promote independence
3. Changes to areas of need for support
4. Continuation of current paraprofessional support

The *Paraprofessional Support Plan* should be updated at each staffing to document progress the student has made and any changes needed to the plan. Team members should all sign the plan to document their involvement. New IEP's may be needed to document some of these changes. Copies of each plan should be given to all staff on the team, the parent and Special Education Administration.

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Appendix

Request and Rationale for Paraprofessional Support

Student's Name _____ Date _____ Grade _____

Grade _____ Building _____ District _____

SE Teacher _____ Gen Ed Teacher _____

Completed by _____ Title _____

State your major concern for requiring additional assistance:
See *Rubric* (Appendix B)

☐ Health/Personal Care ☐ Behavior ☐ Instruction ☐ Inclusion

Explain: _____

_____

_____

_____

Level of support requested:

☐ Intense (1:1 all day)
☐ Moderate (specific times)
☐ Minimal (transition/cycle certain time of year or as needed)

Explain: _____

_____

_____

History of supports:

Has the student had additional staffing before and what was the level of support?

Explain: _____

_____

_____

Send to Special Education Administrator.

Rubric to Determine Need for Paraprofessional Support

Student:_____ DOB:_____ Eligibility:_____ Date:_____

Teacher:_____ Program/School:_____

Completed by:_____ Title:_____

Mark the box that includes factors that best describes the student in each rubric category that is appropriate.

	Health/Personal Care	Behavior	Instruction	Inclusion
0	General good health. No specialized health care, or procedure, or medications taken. Independently maintains all "age appropriate" personal care.	Follows adult directions without frequent prompts or class supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends.	Participates fully in whole class instruction. Stays on task during typical instructional activities. Follows directions with few to no additional prompts.	Participates in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers.
1	Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedure. Medication administration takes less than 10 minutes time. Needs reminders to complete "age appropriate" personal care activities.	Has adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited.	Participates in groups at instructional level but may require additional prompts, cues, or reinforcement. Requires reminders to stay on task, follow directions, and to remain engaged in learning.	Participates with modifications and accommodations. Needs occasional reminders of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cuing to interact with peers appropriately.
2	Chronic health issues, generic health care procedure. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. Occasional toileting accidents.	Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavior support plan, but unable to experience much success without behavior support implementation.	Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues, or reinforcement. On task about 50% of the time with support. Requires more verbal prompts to follow directions. Requires signing 50-79% of the time.	Participates with visual supervision and occasional verbal prompts. Requires visual shadowing go get to class. Needs modifications and accommodations to benefit from class activities. Regular socialization may require adult facilitation.

3	Specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (stander, walker, gait trainer or wheelchair). Special food prep or feeding. Health or sensory intervention 15-45 minutes daily. Frequent physical prompts and direction assistance for personal care. Requires toilet schedule, training, direct help, diapering.	Serious behavior problem almost daily. Defiant and/or prone to physical aggression which may be harmful to self or others. Requires a Behavior Intervention Plan (BIP) and behavior goals and objectives on the IEP. Requires close visual supervision to implement BIP.	Difficulty participating in large group. Requires low student/staff ratio, close adult proximity, and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions and monitoring. Abilities and skills require strategies/adaptations not typical for class as a whole, such as: Discrete Trial, ABA, Structured Teaching, PECS or Assistive Technology. Requires signing over 80% of the time.	Does not participate without staff in close proximity for direction instruction, safety, mobility, or behavior monitoring. Requires adult to facilitate social interaction with peers and remain in close proximity at all times. Difficulty following school routines and schedules. Needs direct support to get to and from class.
4	Very specialized health care procedure requiring care by specially trained employee (G tube, tracheotomy, catheterization). Takes medication, requires positioning or bracing multiple times daily. Health or sensory related interventions 45 minutes or more daily. Direct assistance with most personal care. Requires two-person lift. Direct 1:1 assistance 45 minutes or more daily.	Serious behavior problems with potential for injury to self or others, runs away or aggressive on a daily basis. FBA has been completed and the student has a well-developed BIP that must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behavior.	Does not participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodations and modifications not typical for the class group. Requires signing 100% of the time.	Participation may require additional staff for direct instructional and behavioral support. Requires direct supervision going to and from class. Always requires modification and accommodations for class work. Rarely interacts with or is interested in peers.

School Day Analysis

Student:_____ DOB:_____ Eligibility:_____ Date:_____
Teacher:_____ Program/School:_____
Completed by:_____ Title:_____

Time	Activity	What student can do without assistance	What student needs-accommodations/assistance to complete	What adult support is currently available (Specify and include ratio)	Can peer support be provided? (Specify)	Is there, or can there be, an IEP goal for independence? (Specify)

Checklist of Existing Environmental Supports

Student:_____ DOB:_____ Date:_____

Eligibility:_____Teacher:_____Program/School:_____

Completed by:_____Title: _____

A. Classroom schedule: Is there a posted classroom schedule?

Yes □ *(answer questions below)* **No** □

1. The following elements are included in the classroom schedule:
   - □ times
   - □ students
   - □ activities
   - □ locations
   - □ staff names

2. The schedule is:
   - □ daily
   - □ weekly
   - □ other

★ Attach sample classroom schedule.

B. Schedule for individual student: Is there an individual student schedule?

Yes □ *(answer questions below)* **No** □

1. Student uses the following format for individualized schedule:
   - □ object
   - □icon
   - □ photograph
   - □ word
   - □ picture

2. Student ability to follow the schedule:
   - □ independent
   - □ with physical prompts
   - □ with indirect verbal or gestural prompts
   - □ inconsistent
   - □ with direct verbal prompts

3. Student use of the schedule:
   - □ student carries schedule
   - □ student uses transition cards
   - □ student goes to schedule board
   - □ inconsistent
   - □ teacher carries and shows the schedule

4. Room is arranged with structure to correlate with tasks on schedule:
(check all that apply)

□ area for one-to-one work
□ area for independent work
□ area for group work
□ are for leisure
□ not applicable

★ Attach sample individual schedule.

C. Curriculum and Instruction:

1. Are materials and activities differentiated for the student's:
   - Chronological age *(describe):*
   - Ability level *(describe):*
   - Interest level *(describe):*

2. Check the curricular domains included in the student's program:

□ communication
□ pre-vocational/vocational
□ domestic skills
□ recreation/leisure
□ self-care
□ motor skills/mobility
□ academics
□ other _____
□ social skills

3. List equipment or devices used/available that may relate to the need for Assistance *(may be low incidence equipment or assistive technology device)*

4. Describe an activity which is challenging for the student:
If appropriate, attach a sample task analysis form used for a challenging activity with the student *(see Task Analysis Data)*

D. Behavior Support:

Are there problem behavior(s) interfering with learning of self or others?

Yes □ *(answer questions below)* **No** □

- Brief description of problem behavior(s):

- Where behavior(s) typically occur:

- When behavior(s) typically occur:

1. Student has a Positive Behavior Support Plan/Behavior Intervention Plan:
   Yes □ *(answer questions below)* **No** □

2. Behavior plan is based on a Functional Behavioral Analysis (FBA):
   □ Yes □ No □ in process □ need to initiate

3. How effective is the plan in addressing the student's needs:
   □ very □ moderately □ mildly □not at all

4. Describe anticipated level of support to implement plan *(i.e., frequency of reinforcement, prompting, redirection).*

5. What supports exist for implementing the plan?
   (i.e., self-monitoring, other adults)

★ Attach Behavior Support Plan/Behavior Intervention Plan

E. Current data systems and collection of data:

Are there current data on each IEP objective and/or behavior plan?

Yes □ *(answer questions below)* **No** □

1. Data records include:
   - □ date
   - □ task
   - □ level of progress
   - □ level of independence *(prompting needed)*

2. Data are collected:
   - □ daily
   - □ weekly
   - □ monthly
   - □ other _____

3. Data are summarized:
   - □ graphed
   - □ written narrative
   - □ other _____

★ Attach sample data collection sheet: *see IEP goals and objectives form*

F. Planning team meetings:

Are team meetings held? *(formal or informal meetings to problem solve)*

Yes □ *(answer questions below)* **No** □

1. Meetings are held:
   - □ daily
   - □ weekly
   - □ monthly
   - □bi-weekly
   - □ not applicable
   - □ needed

2. Meetings include:
   - □ parent(s)
   - □ general education teacher
   - □ specialists
   - □ special education teacher
   - □ yard duty
   - □ others _____

★ Attach team meeting format

G. Layout of setting where supports may be needed:

Diagram or describe the arrangement of furniture, small group instructional areas, and/or equipment of the classroom or other setting.

H. Check and describe other supports currently provided:

□ training for instructional staff _____

□ consultation for the classroom staff _____

□ in-classroom coaching _____

□ other _____

Paraprofessional Support
Summary Sheet

Student:_____DOB:_____Date:_____

Eligibility:_____ Teacher:_____ Program/School:_____

Completed by:_____ Title: _____

Check the areas of intensive need that might require additional paraprofessional support:

Health/Personal Care	Behavior	Instruction	Inclusion
□ G-tube feeding □ Medication □ Suctioning □ Food preparation □ Diaper changing □ Feeding-full support □ Seizures □ Lifting/Transfers □ Other: _____	□ Behavior plan implementation or documentation □ Physically aggressive □ Non-compliant in class □ Non-compliant on campus □ Runs away □ Self-injurious □ Other _____	□ Unique strategies not typical for class □ Visual communication system □ High level of verbal prompts □ Assistive technology support □ Sign language □ Other _____	□ Instructional support □ Physical support/positioning □ Safety supervision □ Social support □ Transitions □ Recess/lunch □ Other: _____

Areas of Need	*Time/Days*
1.	
2.	
3.	
4.	
5.	
6.	
7.	

For each area of need in which further independence is possible, develop an IEP goal & a plan for frequent monitoring for the purpose of fading the paraprofessional support using the *Paraprofessional Support Plan to Promote Independence* (Appendix I). Ongoing supports should be noted in the Supplementary Aids and Services page of the IEP.

Classroom Profile

Teacher _____ Date _____

Grade _____ School _____

Completed by: _____

Universal strategies Tier 1 (Refer to Environmental Checklist – Appendix D)

Targeted Interventions – Tier 2	
How many students in your class are receiving and/or need Tier 2 academic or behavioral interventions?	List examples of those interventions

Individualized Interventions – Tier 3	
How many students in your class are receiving and/or need Tier 3 academic or behavioral interventions:	List examples of those interventions

*Complete this form to help the team better understand the complexities of your entire classroom

Behavior Support Assessment

Student's Name _____ Date _____ Grade _____

Grade _____ Building _____ District _____

SE Teacher _____ Gen Ed Teacher _____

Completed by _____ Title _____

Strategies	In Place	Partial In Place	Not In Place	N/A
Reference to posted classroom rules when student engages in appropriate and inappropriate behavior				
Expected student behavior and routines in classroom are stated positively and defined clearly				
Expected student behaviors and routines are taught directly				
At least 4 positive interactions are provided for every 1 corrective interaction				
Problem behavior receives consistent and timely consequence				
Instruction and materials are matched to student ability (math, reading, language)				
Transitions between instructional and non-instructional activities are efficient and orderly				
Student is actively engaged in the instruction				
Specific feedback is given regarding academic and social performance				

Classroom Routine

Student's Name _____ Date _____ Grade _____

Grade _____ Building _____ District _____

SE Teacher _____ Gen Ed Teacher _____

Completed by _____ Title _____

Directions: In the first and second column, enter the time and activity. In the third column, enter the typical tasks associated with each activity. In the fourth and fifth column, check who will complete the tasks: the teacher, the paraprofessional, or both. As a team, discuss this routine.

Time	Activity	Tasks	Teacher	Paraprofessional	Comments

Up-Front Issues to Reach Consensus

Student's Name _____ Date _____ Grade _____

Grade _____ Building _____ District _____

SE Teacher _____ Gen Ed Teacher _____

Completed by _____ Title _____

Directions: As a team, discuss and answer each of the following questions prior to the first day of school.

Planning

1. How will the paraprofessional participate in planning instruction for students with and without disabilities?
   _____Directly sharing ideas during weekly meetings
   _____Indirectly through informal conversations during the week
   _____Not at all

2. When and where will these meetings occur?

   _____Day _____Time _____Location

Instruction

3. Will the paraprofessional help implement instruction?

   _____Students with disabilities _____Students without disabilities

4. How will the paraprofessional help implement instruction?

   _____Facilitation of teacher-designed instruction
   _____One-to-one _____Small groups _____Whole class
   _____Implementation of teacher-designed adaptations
   _____Not at all
   _____Other

5. Who will train the paraprofessional to use the specific instruction strategies?
   _____General educator _____Special educator

   When will this training occur?
   _____Daily _____Weekly _____Monthly

6. Who will evaluate the effectiveness of the instruction for the student?
   _____General educator _____Special educator

Student Behavior

7. What are the classroom expectations (i.e., classroom rules) for student and adults?

8. How are classroom expectations communicated to the students?

9. What is the plan to address unacceptable student behaviors in a timely manner?

10. What are the specific roles of the general educator, special educator, and paraprofessional in supported positive student behaviors?

Communication

11. How will we address our communication needs with each other?

12. Who will communicate with parents about
    Routine daily occurrences?
    _____General educator _____Special educator _____Paraprofessional

    Unusual situations?
    _____General educator _____Special educator

13. How are most students assessed?
    _____Portfolios
    _____Weekly tests
    _____Performances
    _____Other:

14. Who is responsible for assessments?
_____General educator _____Special educator

15. Who will complete the report card and monitor the student's progress?
_____General educator _____Special educator

Notes:

Paraprofessional Support Plan to Promote Independence

Student: _____ Grade: _____ IEP Date: _____

Special Ed Teacher: _____ Building: _____

Area of Need (Health/Personal Care, Behavior, Instruction, Inclusion)	Skills to be Taught to Promote Independence	Starting Data Date:_____	Exit Criteria	Staffing Date:_____	Staffing Date:_____	Staffing Date:_____	Staffing Date:_____
				Progress	Progress	Progress	Progress
		Team Members _____ _____ _____ _____		Team Members _____ _____ _____ _____	Team Members _____ _____ _____ _____	Team Members _____ _____ _____ _____	Team Members _____ _____ _____ _____

Techniques to Promote Independence and Fading of Support

1. Watch before assisting. Can the student ask for help from teacher or peer?
2. Can the student problem solve on his/her own?
3. Have high expectations as to what the student understands or can do independently.
4. Provide consistent classroom schedule (posted, visual, at desk if needed, reinforcement periods included). Teacher student how to use it.
5. Start with the least intrusive prompts to get student to respond:
    a. gestural, hand or facial signals
    b. timer
    c. verbal
    d. light physical
    e. hand over hand
6. Prompt, then back away to allow independent time.
7. Use strengths and weaknesses, likes and dislikes to motivate student participation and interest.
8. Model; guide (watch and assist); check (leave and check back).
9. Teach independence skills (raising hand, asking for help, modeling other students).
10. Praise for independent attempts.
11. Direct the student to answer to the teacher.
12. Prompt the student to listen to the teacher's instructions. Repeat only when necessary.
13. Encourage age appropriate work habits. See what other students are doing.
14. Be aware of proximity. Sit with the student only when necessary.
15. Encourage peer assistance and partnering. Teach peers how to help, but not enable.
16. Utilize self-monitoring checklists for students.
17. Color code materials to assist with organization.
18. Use transition objects to help student anticipate/complete transition (i.e., head phones for listening center).
19. Break big tasks into steps.
20. Use backward chaining (i.e., leave the last portion of a cutting task for the student, then gradually lengthen the task).
21. Assist in encouraging a means for independent communication (i.e., PECS).
22. Provide positive feedback (be specific to the situation).
23. Ask facilitative questions ("What comes next?" "What are other students doing?" "What does the schedule say?" "What did the teacher say").
24. Give Choices

Fading Paraprofessional Support

Fading is the process of gradually and systematically reducing the amount of assistance provided to a student.

- The goal is to increase student independence.
- Fading is not designed or intended to reduce paraprofessionals.

The fading procedure will be student specific.

General Steps

1. Determine which skills the student needs to learn to be independent and successful in the mainstream classroom. Is there a skill deficit, performance deficit or both?
2. Task analyze the skill to assist in teaching the skill and later fading.
3. Repeatedly teach the skill until the student demonstrates mastery. Use role-play, practice, and feedback, and praise. Involve the paraprofessional in the teaching process.
4. Define the skill that the paraprofessional will be re-teaching and when the skill should be re-taught.
5. Teach the student self-monitoring and self-management techniques. Teaching the student to self-manage will reduce the need for the external cues and control that is provided by a paraprofessional.
6. Use the principles of generalization to increase the probability that the behavior will generalize to the mainstream classroom (i.e., teach the skills where they will be used; teach the skills that the student needs in the mainstream; teach the skills in different settings; use natural reinforcement).

Prompts

Verbal or inflectional- providing the student with a verbal re-direction.

Physical – there is physical contact between the adult and the child. Examples: taking the child's hand and guiding it.

Modeling – modeling the desired behavior for the student or instructing the student to watch another person engaging in the behavior (e.g., "Look at the other students. What are they doing?").

Table 1. A Range of Supports (Listed From Most Intrusive to Least Intrusive)

Type of Support	Definition	Example
Full physical	Direct and physical assistance used to support a student	Hand-over-hand assistance while a student writes his or her name
Partial physical	Physical assistance provided for some of the total movement required for the activity	Putting a zipper into the bottom portion and beginning to pull it up; the student then pulls the zipper up the rest of the way
Modeling	A demonstration of what the student is to do	The paraprofessional does an art project; the student uses the art project as a model
Direct oral	Oral information provided directly to the student	"Josh, stand up now."
Indirect verbal	A verbal reminder that prompts the student to attend to or think about what is expected	"Josh, what should happen next?"
Gestural	A physical movement to communicate or accentuate a cue (e.g., head not, thumbs up, pointing).	Paraprofessional points to the agenda written on the board
Natural	Providing no cue; allowing the ordinary cues that exist in the environment help the student know what to do	The bell rings for class. The teacher asks students to move to the rug. A message on the chalkboard reads "Turn to page 74."

Note. Adapted from *The Paraprofessional's Guide to the Inclusive Classroom:Working as a Team* (3rd ed.) by M.B. Doyle 2008, Baltimore: Paul H. Brookes. Copyright 2008 by Paul H. Brookes. Adapted with permission.

Table 2. Co-supporting Structures

If the Teacher is Doing This:	You Can Be Doing This:
Lecturing	Model note taking on the board, draw the ideas on the board, take notes on the overhead.
Taking attendance	Collect and review homework.
Giving directions	Write the directions on the board so that all students have a place to look for the visual cues.
Providing large-group instruction	Collect data on student behavior or engagement or make modifications for an upcoming lesson.
Giving a test	Read the test to students who prefer to have the text read to them.
Facilitating stations or small groups	Also facilitate stations or groups.
Facilitating sustained silent reading	Read aloud quietly with a small group.
Teaching a new concept	Provide visuals or models to enhance the understanding of the whole group.
Reteaching or preteaching with a small group	Monitor the large group while it works independently.

Note. Adapted from "Tips and Strategies for Co-Teaching at the Secondary Level" by W. Murawski and L. Deiker, 2004. TEACHING Exceptional Children, 36 (5), 52-58. Copyright 2004 by the Council for Exceptional Children. Adapted with permission.

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