Paraprofessionals

Supporting Our Supporters

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Objectives

- Understand best practices for supporting staff in establishing roles, responsibilities, and expectations with paraprofessionals
- Leave session with new ideas for supporting paraprofessionals
paraprofessional  [par-uh-pruh-fesh-uh-nl]  

SEE SYNONYMS FOR paraprofessional ON THESAURUS.COM

noun

1. a person trained to assist a doctor, lawyer, teacher, or other professional, but not licensed to practice in the profession.
The Main Components and Their Connections

**Determine Eligibility**
The student’s strengths and areas of need.

**Annual Goals**
Progress monitoring the areas of needs.

**Accom/Mods**
Supports based on the areas of needs.

**Service Times**
Clarifying specially designed instruction.

**Present Levels**
The student’s strengths and areas of need.

**Data Collection**
Assessing/re-assessing student needs & supports.

**Student Outcomes**
Empowerment, Independence & Success.

**The IEP Team**
Collaboration, Development & Implementation.

**BHSSC**
Better Learning • Better Lives
Common Misperceptions of the Paraprofessional’s Roles & Responsibilities

Paras are mind readers.

Paras are babysitters.

Paras dream about your lesson plans.
Establishing Roles & Responsibilities

- Implement accommodations & modifications
- Reduce learned helplessness/avoidance
- Encourage self-advocacy
- Capitalize on students’ strengths
## Supports Between GenEd Teacher and Paras

### Lessons, Assessments & Activities
- Assist students with lessons and objectives set by the teacher. Communicate the outcomes for the lessons and/or assessments.
- Communicate daily lessons and objectives to the para. Follow-up with para to check student progress.

### Accommodations/Modifications
- Implement the students’ accommodations/ modifications. Communicate the effectiveness to the teacher.
- Communicate how the students’ accommodations/ modifications will be utilized for the lessons/assessments.

### Progress Monitoring
- Work with teacher to provide progress monitoring data and effectiveness of services to the SpEd Teacher.
- Design lessons or build tasks to ensure progress monitoring is taking place.
### Supports Between SpEd Teacher and Paras

<table>
<thead>
<tr>
<th>IEP Goals &amp; Objectives</th>
<th>Behavior Interventions</th>
<th>Progress Monitoring</th>
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<tbody>
<tr>
<td>Assist students with lessons and objectives set by the teacher.</td>
<td>Carry out interventions that are set in the behavior plan. Communicate the effectiveness of the interventions.</td>
<td>Work with SpEd Teacher to be knowledgeable of which skills to address when monitoring progress.</td>
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<td>Communicate what goals and objectives the students will be working on.</td>
<td>Communicate the interventions to use when working with students and how to carry out those interventions.</td>
<td>Design specialized instruction to ensure goals and objectives are being addressed.</td>
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A set of questions to help get the conversation started...

General Education Teacher: Para Expectations Discussion

These questions are designed to gain an understanding of what role a Para plays in your classroom.

- Behavior
  o Behavior Plans
    - What role does the para have when implementing behavior plans in your classroom?
  o Discipline Role
    - Do you feel the para should discipline students in your class?
- Administering tests
  o Where
    - When a para is administering a test, where do you feel they should sit?
  o How
    - Is there a certain way you would like the para to administer a test?
- Extra help process
  o If a student doesn’t finish the test in the allotted time, what does the para do?
- Daily roles
  o Notes
    - What notes are given in class, what is the para’s responsibility during this time?
  o Lane
    - How would you like the para to assist during tests?
  o Work time
    - When you imagine a para working with students during work time, what does that look like?
    - Are you comfortable with a para reteaching instructional material during work time?
- Supporting all students in the classroom
  o Do you see the para helping only special education students or all students in the class? (Collaborate with your building administration to make sure the vision aligns with the parameters set by the school.)

Accommodation/Modification Role
- What student’s accommodation or modification needs to be given consideration by the para?
  o What role do you see the para having?
  o Communication with sped teacher and general ed teacher
- General form of communication. Works best between you, the sped teacher, and the para

Supervision of students
- Where expectations do you have of para when it comes to supervising students?
- Student/para supervision (Check with your building administration to make sure the vision aligns with the parameters set by the school)

Data collection
- Special education teacher will ask for data on students this is your role or the para’s role?
Implementing and Reinforcing Expectations

Every expectation needs to be explicitly expressed
- positive language works well with adults too!

Para Expectations List

- Behavior
  - Behavior Plans
    - When behaviors occur in the classroom, I need your help
      - collecting data on what happened.
      - When behaviors occur in the classroom, you are responsible for
doing your best to implement any behavior plans/behavior
intervention strategies from their IEP.
  - Discipline Role
    - When disciplinary issues arise in the classroom, you are
      responsible for reporting the issues to the teacher, but the
discipline is ultimately up to the classroom teacher.
- Accommodation/Modification Role
  - When a student’s accommodation or modification needs to be given
    what role do you see the para having?
  - Communication with sped teacher and general ed teacher
    - What form of communication works best between you, the special
      education teacher, and the para?
  - Special Education teachers will ask for data on students, do you feel
    this is your role or the para’s role?
  - Data collection
    - Ensure the data is collected correctly and accurately.
    - Extended Time Process
      - If you are responsible for extended time, you need to
        ensure the student is receiving the necessary support.
      - Make sure the student is engaged and on task during
        extended time.
Collaboration Activity

- If you would like to, pause the video and complete this activity:
- On a piece of paper, list what your current practices are in regards to supporting your staff and paraprofessionals in these areas:
  - Roles
  - Responsibilities
  - Expectations
- Now list any ideas you have to potentially improve your practices on the paper.
Supporting Paras to Empower Our Students

How do we support our paras to empower our students?

- **Prompting Hierarchy**
- Accommodations/modifications implementation
- Implementation and reinforcement of expectations
Prompting Hierarchy

**Increasing Prompts**

**Independent**
This is the goal: Student can perform task without help.

**Indirect Verbal**
Start here when using the increasing hierarchy: Tell the student that something is expected without telling them what, i.e. “What next?”

**Direct Verbal**
If indirect verbal doesn’t work, move to this level: Give explicit directions, i.e. “Put the pencil in your desk.”

**Gesture**
If direct verbal doesn’t work, move to this level: Use pointing, facial expression, etc. to indicate what you are wanting the student to do.

**Modeling**
If gesturing doesn’t work, move to this level: Show the student what you want them to do without physically touching the student.

**Partial Physical Assist**
If modeling doesn’t work, move to this level: Use minimal physical contact to guide student through task, i.e. touching their wrist to stabilize their handwriting.

**Full Physical Assist**
If partial physical assist doesn’t work, move to this level: Use physical contact to complete the task, i.e. placing your hand over the student’s hand to assist them with writing.

**Decreasing Prompts**

**Full Physical Assist**
If partial physical assist doesn’t work, move to this level: Use physical contact to complete the task, i.e. placing your hand over the student’s hand to assist them with writing.

**Partial Physical Assist**
If modeling doesn’t work, move to this level: Use minimal physical contact to guide student through task, i.e. touching their wrist to stabilize their handwriting.

**Modeling**
If gesturing doesn’t work, move to this level: Show the student what you want them to do without physically touching the student.

**Gesture**
If direct verbal doesn’t work, move to this level: Use pointing, facial expression, etc. to indicate what you are wanting the student to do.

**Direct Verbal**
If indirect verbal doesn’t work, move to this level: Give explicit directions, i.e. “Put the pencil in your desk.”

**Indirect Verbal**
Start here when using the decreasing hierarchy: Tell the student that something is expected without telling them what, i.e. “What next?”

**Independent**
This is the goal: Student can perform task without help.
Accommodations & Modifications Implementation
# Implementation & Reinforcement of Expectations

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<thead>
<tr>
<th>Day</th>
<th>Co-Teaching Approach</th>
<th>Content Standards</th>
<th>Learning Target</th>
<th>Teacher 1</th>
<th>Teacher 2</th>
<th>Considerations, Differentiations, Accommodations</th>
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<td>Post Co-Teaching Lesson:</td>
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<td>Teacher 1:  Special Education Teacher</td>
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<td>What Worked?</td>
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**Teacher 2:**

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**Bridge Grid**

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**BHSSC**

Better Learning = Better Lives
Collaboration Activity

Pause the video again and revisit your paper from the previous activity.

If you were to implement these improved practices tomorrow, what resources might be useful to you?

- What could you:
  - build on your own,
  - receive from us,
  - modify to fit your needs?
Reflection

On your own, consider the ideas shared today...

What are you going to take away from this training and implement within the next 48 hours? Write down your answer.
Evaluation Surveys

We value your feedback on our presentation:

bit.ly/spedparasurvey

● Thank you for your time!
● If you have more questions or would like to talk with us about resources and/or trainings that we can offer, please feel free to contact us.

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