



PARAPROFESSIONAL TRAINING

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Paraprofessional Training
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ROLE AS A PARA PROFESSIONAL

Day-to-day performance of duties

- Discussion with supervising teacher for responsibilities within the classroom
- Implications and consequences in the event para does not perform assigned duties in a competent or satisfactory manner

RESPONSIBILITIES WHEN WORKING WITH CHILDREN WITH DISABILITIES

Assisting with documentation, such as charting student behavior or recording student progress

Providing supplemental, remedial, or intervention services in the classroom or in small groups

Assisting with test, screenings, or assessments;

RESPONSIBILITIES CONT.

- Implementing portions of the IEP under direct supervision or special ed. or general ed. teacher
- Coordinating the use of assistive technology devices
- Assisting with daily living skills
- Assisting with behavior management
- Assisting with tape recording lessons, note taking, organizational skills and other supplementary aids, services, and accommodations

REMEMBER...

...that the paraprofessional's role is to provide support to, not supplant or replace, the classroom teacher

INDIVIDUAL EDUCATION PLAN

Become familiar with the IEP of the student or students to whom he or she will be assigned.

□ This includes a behavior intervention plan (BIP)

STUDENT BEHAVIOR MANAGEMENT

Document and collect data on the student's behavior,
Redirect the student in the event he or she strays off task,
And to intervene in a crisis situation

BEHAVIOR MANAGEMENT

Become familiar with the disciplinary practices, procedures, and techniques that are permissible in the school district

Managing student behavior is a volatile area, and the intervention of an untrained para can only escalate the situation.

DAILY LIVING SKILLS

Assisting students with their transportation needs

Helping students dress and undress

Assisting students with toileting

Assisting students with eating skills

Changing diapers

Assisting students with feeding skills



INCLUSION

Modifying materials and curriculum

Assisting the student with organizational and note-taking skills

Monitoring behavior in the regular classroom

DEALING WITH PARENTS

Living in a small community

Best way to handle a face to face



CONFIDENTIALITY



CONFIDENTIALITY IS A CRITICAL ASPECT OF YOUR RESPONSIBILITIES AS A PARAPROFESSIONAL. IT IS A LEGAL RESPONSIBILITY TO OBSERVE BOTH THE RIGHTS OF STUDENTS AND PARENTS IN RESPECT TO DATA PRIVACY.

Confidential information may include:

- The results of assessments
- Behavior in classrooms and other school settings
- Academic progress
- Family circumstances and family relationships

TIPS FOR MAINTAINING CONFIDENTIALITY

- *Avoid using student names outside*
- *Refrain from discussing a student's program outside of school*
- *Direct questions to the special education teacher or other appropriate service provider*
- *Don't identify a student in public that you work with*
- *Avoid sharing information about a student with those not directly involved with the student*
- *Be positive when discussing students*
- *Be truthful and direct... "I am not able to discuss that."*

ANSWERING QUESTIONS ABOUT STUDENTS

Only discuss specific behavior(s) or characteristics of a student

Avoid going into excessive detail – focusing on providing information that is relevant to the situation

Encourage students to converse with each other

Do not report information that you're not confident is accurate

WHY SHOULD STUDENTS BE MORE INDEPENDENT?

Children become empowered when they are allowed to make decisions and take responsibility for those decisions.

Everything we do is a choice.

Even indecision is a choice

— Susan Gingras Fitzell



CUES VS. PROMPTS

Natural Cues: Natural request to follow a directions or engage in a task made by an adult other than the paraprofessional

Lights on/lights off

Class bell

Timer

Written schedule on board/Smart Board

Hall/bathroom pass

Prompts: any prompting after the natural teacher cue

← Most Invasive → Least Invasive →

Full Physical	Partial Physical	Model	Visual/ Gesture	Verbal	Natural Cue
An adult offers hand-over-hand manipulation of the student to control / direct motor movements	An adult moves a student's body in the direction he needs to go or towards the targeted object	An adult or another student demonstrates the task / direction that is requested of the student	An adult points or makes an action to indicate the next step of a task / direction	A step-by-step narration is given to the student in order for the task / direction to be completed	Normal, everyday cues that a classroom teacher would use with other students who do not require additional assistance

← Dependent → Independent →

VERBAL

Direct Verbal

Paraprofessional gives explicit directions

Ex. Open your book to page 34 and solve problems 1 and 2.

Indirect Verbal

Paraprofessional asks indirect questions regarding what the students needs to do to complete a task or activity.

Ex. Where do you think we can find that information?

MODEL

Paraprofessional demonstrates correct response or skill for student, will sometimes combine with verbal prompting

Ex. Showing a social skills, “please hand me the scissors”, “thank you”.

PHYSICAL

Partial Physical

Paraprofessional uses limited physical guidance through an activity, will sometime combine with verbal or visual prompts.

Ex. Assisting with backpacks or tapping the top of a hand to guide student towards an object

Full Physical

Paraprofessional will use physical contact to guide student through a task or activity

Ex. Guiding hands during hand washing, hand over hand for writing tasks or holding a student's hand while going up and down stairs

GUIDELINES FOR EFFECTIVE PROMPTING

- Only prompt for a skill that a student cannot do independently - when they have mastered the skill, discontinue prompt
- Gain student's attention before giving a prompt
- Use least intrusive effective prompt first
- Prompt from behind when using full physical prompts
- Verbal prompts
 - Eye contact
 - Familiar vocabulary
 - Wait time
 - Repeat as necessary
- Reinforce success with positive feedback

2 TRUTHS AND A LIE

You should always model how to do a task for a student.

Prompts should be given from least to most intrusive

Students should be able to try to listen to teacher cues first before prompts are given for new tasks or skills

FADEAWAY ADULT SUPPORT

Ultimate Goals

- Increase Student Independence
- Increase Student Confidence in their abilities
- Decrease Learned Helplessness

STUDENT PLAN FOR FADING ADULT SUPPORT

Student: _____

Grade: _____

Area of Need:

Academic Supports:

- Organization
- Begin tasks
- Completes tasks
- Attending
- Written assignments
- Technology
-
-
-

Level of Prompt

Prompt Hierarchy:

- Natural Teacher cue
- Verbal Indirect
- Verbal Direct
- Visual/Gestural
- Modeling
- Partial Physical
- Full Physical

Goal:

By _____

Notes:

FADING PROMPT TYPES

Fading intensity:

less prompts (frequency)

less intrusive prompts

Whisper prompts

Prompt location:

moving further away

only being in a class part time

checking in when needed

Use visual cues

MONITORING THE “FADE PLAN”

- Identify the level of prompting needed - Only provide a prompt for a skill that a student is unable to perform independently
- Keep data on goals for prompting and how well the student is progressing towards these goals, adjust goals if necessary
- Quarterly assess for IEP progress reports and discuss next steps

