

# PARAPROFESSIONAL TRAINING

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PLEASE COMPLETE YOUR OWN  
ATTENDANCE

code – 5gzkaf

# 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.

# 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

- *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."*

- 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



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

# Levels of Prompting

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

- 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

# HANDOUTS

Communicating and interacting with students

Behavior management

