Effectively Utilizing Para educators

LASARD Workgroup
December 06, 2011
THE BASICS....
WHERE DO WE BEGIN?
Let’s Talk About it

TODAY’S WORK GROUP:
1. Explore the various Roles/Responsibilities of the Para educator.

2. Discuss 4 critical foundations necessary to establish effective supervisory practice.
   - Shared Philosophy
   - Communication
   - Systematic Plans
   - Collaboration

3. Gain knowledge of Evidence Based Research teacher competencies that can shape and build effective teaming and support for necessary supervisory management of the Para educator.

4. Provide current practice exemplars for managing the multiple responsibilities expected of the Supervisory Teacher.
The Role of Para educator......

NCLB Mandates

- Obtained an associate’s (or higher) degree.
- Completed at least 2 years of study at an institution of higher education.
- Met a rigorous standard of quality and can demonstrate (through a formal State or local academic assessment) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics, or (as appropriate) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness. (20 U.S.C. § 6319(c))

NCLB Restrictions

- A paraprofessional “may not provide any instruction to a student unless the paraprofessional is working under the direct supervision of a teacher.”
- A paraprofessional may not provide one-on-one tutoring when the teacher is available. (20 U.S.C. § 6319(g))

No Child Left Behind Act (NCLB) provides the federal definition of the term “paraprofessional.”

www.hdc.lsuhsce.edu 3
Para educator Roles Re-Defined

Once Caregivers.....
- Personal care
- Keeping students occupied
- Activities may have been: placing pegs in pegboards; table manners; practice dressing.

Now Educators Support students:
- Socially
- Academically
- Physically
- Behaviorally

Causton-Theoharis, 2009
THE MANY FACES OF THE PARAEDUCATOR

SUPPORT..

Planning or preparation
Instructional tasks
Behavioral support tasks
Clerical tasks
Supervision tasks
Personal care tasks

(Giangreco, Broer, & Edelman, 2002)
List some of the daily responsibilities/activities that are performed by Para educators at your school.

<table>
<thead>
<tr>
<th>RHS</th>
<th>HHS</th>
<th>NDPK2</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Supervision of students in cafeteria</td>
<td>➢ Observe/assist students with assignment completion (redirect, provide accommodations),</td>
<td>➢ Assisting the teacher with caring for the students’ physical and academic needs.</td>
</tr>
<tr>
<td>➢ Provide student support in regular ed settings</td>
<td>➢ Provide testing accommodations through pull-outs,</td>
<td>➢ Teaching small group lessons planned by the teacher</td>
</tr>
<tr>
<td>- Algebra I,</td>
<td>➢ Assist with Self-Care/Self Management needs</td>
<td>➢ Working one on one with students</td>
</tr>
<tr>
<td>- Family/Consumer Science,</td>
<td>➢ Assist students with following schedules</td>
<td>➢ Address individual needs</td>
</tr>
<tr>
<td>- Biology,</td>
<td>➢ Assist teachers with organization, monitor tests, participate in giving statewide assessments,</td>
<td>➢ Assist with the physical needs of each student.</td>
</tr>
<tr>
<td>- Financial Math,</td>
<td>➢ Monitor students during community learning experiences,</td>
<td></td>
</tr>
<tr>
<td>- Civics,</td>
<td>➢ Collect data,</td>
<td></td>
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<tr>
<td>- Geometry,</td>
<td>➢ Monitor students during cool down periods (students with BIP)</td>
<td></td>
</tr>
<tr>
<td>- Environmental Science,</td>
<td>➢ Assist students with maintaining timelines/organization.</td>
<td></td>
</tr>
<tr>
<td>- New Tech</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher’s Role: Supervisor, Manager and Mentor

- Orienting the paraprofessional to the classroom, school and students
- Planning for paraprofessionals
- Scheduling for paraprofessionals
- Delegating tasks to paraprofessionals
- On-the-job training and coaching of paraprofessionals
- Monitoring and feedback regarding performance
- Managing the workplace (communication, problem solving, conflict management)

-French (2003)

Build a Foundation for Effective Supervision

- Collaboration
- Problem solving
- Systematic Plan for Class Environments
- Communication
- Shared Philosophy

SHARED PHILOSOPHY

The foundation of effective supervision is rooted in the development of a shared philosophy

(Carrol, 2001; Giangreco et al., 1999).

- Sets forth the “expectation” that all will strive to achieve
- Includes a commitment to specific actions
- Describes attitudes and characteristics you will instill in the student
EXAMPLE:

**SHARED CLASSROOM PHILOSOPHY**

We believe in and are committed to:

- The development of independence for all children based on structured teaching strategies. We believe that we have done our job when the students no longer need us.

- The creation of an environment in which all children have the opportunity to be contributing members of their school community.

- The use of visual and physical supports to create an atmosphere of working and learning.

To maintain these beliefs, we will maintain an environment conducive to learning by:

- Arriving on time and preparing all materials for the school day.

- Refraining from adult conversation in front of students during the school day.

- Allowing or teaching students to walk through the school building independently. We will not hold hands with the children as we walk through the school building.

- Using a minimal and direct language approach.

- Paying close attention to student learning and expanding our language as students demonstrate readiness.

- Being consistent in our management of academics and behavior. We will be firm and direct while providing meaningful praise.

- Representing our program in a positive manner that is reflective of our thoughts, actions, and words as a team.

COMMUNICATION

Effective Supervision begins with effective Communication

(Gaylord et al., 2002; Wallace et al., 2001).

- Use Written Protocols
- Use Explicit, Concrete Language
- Use Examples/Non Examples
- Modeling
- Check for Understanding
Build Communication with Para educators

- Communicates with para educators in a clear, receptive and responsive manner.
- Provides clear daily direction in coordinating plans, schedules and tasks.
- Informs and updates paraprofessionals regarding student information,
  - assessment results, behavioral changes, medications and other factors that many influence the work of the paraprofessional.
- Provides regular opportunities for staff communication, group discussion, and collaboration
- Assists paraprofessionals in clarifying their roles and responsibilities to other staff, parents, or volunteers.

Wallace, Shin, Bartholomay, & Stahl (2001)
“How do you communicate information to the Para educators about the IEP needs of students’?”

“We provide teachers throughout the entire school with a binder that outlines the academic, behavioral, health, etc. needs for each Special Education student on their class rosters.

The Para educators have access to these binders. They review this information for the students they will work with.

In the event of students having intense plans or needs, the teacher of record will provide information directly to the Para educator prior to the school year.

Shaun Crochet,  
Sp. Ed. HHS
Establish Systematic Plans for the Classroom Environment

The TEACHER must assure that every team member KNOWS their ROLE in the classroom environment.

- Maintain Schedules
- Regular staff meetings
- Observe/Assess para educator performance
- Provide on-going in-service/training

Carnahan, Williamson, Clarke, Sorenson, 2009
Indicates:

- Para educators providing instruction to students with disabilities ARE engaging in roles for which they are questionably prepared. (Riggs & Mueller, 2001)
- Para educators ARE often left to fend for themselves or function as the primary teacher for students with disabilities. (Patterson, 2006; Suter & Giangreco, 2009)
- Para educators ARE making many daily instructional and curricular decisions. (Edelman, Luiselli & MacFarland, 1997; Marks, Shrader, 1999).

Giangreco, M.F. (2010).

**WORTH THE READ……..**


Management Plan

- Establishes goals and detailed plans around which activities of paraprofessionals are coordinated.
- Organizes and manages schedules that allow for cooperation, planning and information sharing.
- Considers the strengths, interests and needs of paraprofessionals when managing schedules.
- Manages smooth transitions brought on by changes to the daily schedules of paraprofessionals.
- Organizes and provides materials and resources that are necessary to carry out the objectives of each paraprofessional’s activity.

“\textit{In order for all of this to happen it requires much planning and organization from the classroom teacher. All activities are preplanned and made available by the classroom teacher and charts are posted to keep everyone on track.}”

\textit{M. Sparks, NDPreK2 Teacher}

Wallace, Shin, Bartholomay, & Stahl (2001)
A CLEAR PLAN

- Provides Staff with a snapshot of the week
- Specifies what, when, and who

Provides Teacher an efficient method of task assignment

### Teacher-Para Planning Tool

**Teacher:** John Doe  
**Class:** History  
**Paraeducator:** Mary Smith  
**Week:** February 8-11, 2005

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to 8 am class</td>
<td>All – 4, 3</td>
<td>All – 4</td>
<td>(group work) All – 4</td>
<td>R. Clark, J. Doe, P. Brown - 5</td>
<td></td>
</tr>
<tr>
<td>8:15-8:30</td>
<td>(group work) J. Doe, B. Roy, J. Porter, C. John - 1</td>
<td>(ind. work) D. Close - 6,</td>
<td></td>
<td></td>
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<tr>
<td>8:45-9</td>
<td>P. Rich &amp; M. Barnes - 6</td>
<td>All – 5</td>
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</table>

**Period 1**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Wednesday</th>
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</thead>
<tbody>
<tr>
<td>7:55 – 8 am</td>
<td>All – 4, 3</td>
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<tr>
<td>8:30</td>
<td>(group work) D. Clort - 1</td>
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<tr>
<td>8:45-9</td>
<td>(lecture) C. James - 2</td>
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</tbody>
</table>

**Period 6**

**Task Key**

1. Work with student(s) to re-teach longitude/latitude, use p. 54-55
2. During lecture, provide note-taking support for student
3. Enlarge print on longitude/latitude worksheet – make 5 copies
4. Positive reinforcements (stamp notebooks) for students entering and beginning warmup
5. Monitor student(s) – provide help/answer questions as needed
6. Supervise student work on Excel spreadsheet project
7. Sit with student, assist on ind. work

[Retrieved from http://www.k8accesscenter.org](http://www.k8accesscenter.org)
## DESOTO ND3-5: Special Educator/Para educator Daily Schedule

<table>
<thead>
<tr>
<th></th>
<th>1st Period</th>
<th>2nd Period</th>
<th>3rd Period</th>
<th>4th Period</th>
<th>5th Period</th>
<th>6th Period</th>
<th>7th Period</th>
<th>8th Period</th>
<th>SPED Minutes</th>
<th>Inclusion Minutes</th>
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<tr>
<td><strong>SPED Resource</strong></td>
<td>MWF</td>
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<tr>
<td>Crooks</td>
<td>D,T,D,J, K</td>
<td>J, C, D,D,T, K</td>
<td>WIN</td>
<td>10:34-11:00 LUNCH</td>
<td>D</td>
<td>Planning</td>
<td>J, C,D,J,T, K</td>
<td>J, C,D,J, D</td>
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<tr>
<td><strong>Pickett</strong></td>
<td>Assist Mrs.</td>
<td>Assist Mrs.</td>
<td>WIN</td>
<td>D/D</td>
<td>Mrs. Evans/Mrs.</td>
<td>D</td>
<td>Assist Mrs.</td>
<td>Assist Mrs.</td>
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<td>Crooks</td>
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<td>Recess</td>
<td>Goodman Rotate</td>
<td>Mrs. Crooks</td>
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<td><strong>Parker</strong></td>
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<td>10:34-11:04 LUNCH</td>
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<td>Lunch/Recess D</td>
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<td>Lunch/Recess D</td>
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<td>Warren S/H</td>
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<td>Sebren-A., L.</td>
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<td>West J/R</td>
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<td><strong>SPED Resource</strong></td>
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<tr>
<td>Crooks</td>
<td>T, K,J, D, D</td>
<td>T, K, D</td>
<td>D, J, C, D</td>
<td>D.- Lunch and Recess</td>
<td>Cluster-Tuesday</td>
<td>Cluster-Friday</td>
<td>Cluster-Tuesday</td>
<td>Cluster-Friday</td>
<td></td>
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</tr>
<tr>
<td><strong>Pickett</strong></td>
<td>Assist Mrs.</td>
<td>Assist Mrs.</td>
<td>Assist Mrs.</td>
<td>Lunch</td>
<td>Destiny</td>
<td>J, C, D, D</td>
<td>WIN Crooks</td>
<td>Assist Mrs.</td>
<td>Assist Mrs.</td>
<td></td>
</tr>
<tr>
<td>Crooks</td>
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<td><strong>Parker</strong></td>
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<tr>
<td>Mrs. Lowry will need to cover D. for Lunch &amp; Recess on Tues./TH.</td>
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</tbody>
</table>

## Special Education Information

- **Crooks IEP List:** Destiny Clark, Jada Walton, Chandler Tackett, Tydarious Ford, Justin Pilcher, Kaylone Phelps

## SPED Resource

- **MWF**
- **1st Period:** 7:55-8:45
- **2nd Period:** 8:48-9:38
- **3rd Period:** 9:41-10:31
- **4th Period:** 10:34-11:24
- **5th Period:** 11:27-12:17
- **6th Period:** 12:20-1:10
- **7th Period:** 1:13-2:03
- **8th Period:** 2:06-2:58
## EXAMPLE: PARA EDUCATOR SCHEDULES

### 2010-2011 Ms. Daigle’s Class

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon. &amp; Weds</th>
<th>Tues. &amp; Thurs &amp; Fri.</th>
<th>Student B</th>
<th>Student E</th>
<th>Student T</th>
<th>ACTIVITY</th>
<th>Break Times</th>
<th>Inclusion &amp; Para Assignments</th>
<th>Para Classroom Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:15</td>
<td>Bathroom/Diaper</td>
<td>Breakfast/Bookbag</td>
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<td></td>
<td>All</td>
</tr>
<tr>
<td>8:15-8:30</td>
<td>Handwriting</td>
<td>Handwriting</td>
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<td></td>
<td>Assist all students</td>
</tr>
<tr>
<td>8:30-8:45</td>
<td>Speech / APE</td>
<td>APE/Thursday–OT</td>
<td></td>
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<td></td>
<td>Planning D</td>
<td></td>
<td>Assist PE Teacher</td>
</tr>
<tr>
<td>8:45-9:00</td>
<td>Speech / APE</td>
<td>APE/Thursday–OT</td>
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<td>Planning D</td>
<td></td>
<td>Assist PE Teacher</td>
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<tr>
<td>9:00-9:15</td>
<td>Folders/Promethean</td>
<td>Folders/Promethean</td>
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<td></td>
<td>Mr. Cockrall’s class</td>
<td>Folders/computers</td>
<td>Tre-Sharlow (MWF)-Daigle (TTH)</td>
<td>Assist children at desk</td>
</tr>
<tr>
<td>9:15-9:30</td>
<td>Folders/Promethean</td>
<td>Folders/Promethean</td>
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<td></td>
<td>Mr. Cockrall’s class</td>
<td>Folders/computer</td>
<td>Tre-Sharlow (MWF)-Daigle (TTH)</td>
<td>Assist children at desk</td>
</tr>
<tr>
<td>9:30-9:45</td>
<td>Sight Words / Spelling Words</td>
<td>Sight words/spelling words</td>
<td></td>
<td></td>
<td></td>
<td>Mr. Cockrall’s class</td>
<td>Unique Learning</td>
<td>L-Break</td>
<td>Tre-Sharlow (MWF)-Daigle (TTH)</td>
</tr>
<tr>
<td>9:45-10:00</td>
<td>Math Counting–simple addition</td>
<td>Math Skills Group (Labbie)-tech talk</td>
<td></td>
<td></td>
<td></td>
<td>Mr. Cockrall’s class</td>
<td>Folders/Computer</td>
<td>Tre-Sharlow (MWF)-Daigle (TTH)</td>
<td>Labbie practice with counting with the use of tech talk</td>
</tr>
<tr>
<td>10:00-10:15</td>
<td>Math Counting–simple addition</td>
<td>Math Skills Group (Labbie)</td>
<td></td>
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<td>Mr. Cockrall’s class</td>
<td>Tre-Sharlow (MWF)-Daigle (TTH)</td>
<td>Labbie practice with counting with the use of tech talk</td>
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<tr>
<td>10:15-10:30</td>
<td>Recess</td>
<td>Recess</td>
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<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>ALL</td>
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<tr>
<td>10:30-10:45</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td></td>
<td></td>
<td></td>
<td>Lunch</td>
<td></td>
<td>Tre-Join Ms Cockrall’s class (alone)</td>
<td>Everyone eat at table with E &amp; B</td>
</tr>
<tr>
<td>10:45-11:00</td>
<td>LUNCH</td>
<td>LUNCH</td>
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<td>Lunch</td>
<td></td>
<td>Tre-Join Ms Cockrall’s class (alone)</td>
<td>Everyone eat at table with E &amp; B</td>
</tr>
<tr>
<td>11:00-11:15</td>
<td>Comprehension folders</td>
<td>Comprehension folders</td>
<td></td>
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<td></td>
<td>Mr. Cockrall’s class</td>
<td>Folders/Computer</td>
<td>Tre-Labbie (T,TH,F) Daigle (M, W)</td>
<td>Assist teacher with group. Review material if teacher out of room or completing required school tasks</td>
</tr>
<tr>
<td>11:15-11:30</td>
<td>Recess</td>
<td>Recess</td>
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<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>ALL</td>
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</tbody>
</table>
WIN Activities

Language and Literacy

LA 6 – I can respond to my name. TTW ask questions: What is your first name? what is your last name? what is your middle name? How old are you?

LA 5 – I can play games on the computer manipulating the mouse. TTW sit with the student helping with mouse and interacting with the game.

LA 3 – I can listen to letter sounds discriminating what they are. TTW show students cards and say what it is and encourage student to say beginning sound correctly. SPEECH

LA 12 – I can use emerging reading skills to make meaning from print. TTW read a book with the student encouraging student to track print with his/her finger.

LA 11 – I can listen and interact with a story. TTW read a short story to the student and ask the student questions about the story.

LA 14 – I can use early stages of writing, scribble, or draw a picture. TTW provide the student with writing tools and paper. TTW allow the student to draw and write down what the student drew and the date.

Fine Motor – Choose any of the following activities

- Ship paper or cut lines
- Write with crayons – I can hold my crayon correctly.
- Playdough letters

Outlines options for choice

Example
Provided by:
M. Sparks
ND-PreK2
### Definition of Instructional Procedure

**Activity - Number Recognition 1-6 - Counting**
- I can count objects pointing to each one. M4
- I can begin to recognize numbers. M5

**Our Need**
- TTW provide materials and give instructions.
- TTW place numbers on the table.
- TTW help student count out the correct number of gingerbread men - use modified materials if needed

### New Learning
- We will match corresponding number with object.

### Development
- First look at number - recognize 1, 2
- Next count gingerbread men pointing to each one
- Then match correct number
- Last say how many you counted

### Application
- Questioning- How many do you see? What are you counting? Why do we need to know how to count?
- Checklist - Counted 1-3, 1-5, 1-10 Recognized numbers 1-3

### Evaluation

<table>
<thead>
<tr>
<th>Grouping</th>
<th>Individual or small group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection/Exit Ticket</td>
<td>Count and discuss with friend</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiated Inst.</th>
<th>Low - counted 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>High - Counted 1-10</td>
<td></td>
</tr>
</tbody>
</table>

### Special Accommodations:
- Seating
- Redirection- May need reminders to complete activity
- Extended Time - J., B.
- VOCA device- Switch device with number words and symbol
- Pictures- Communication board

---

**Example Provided by:**
M. Sparks
ND-PreK2
Which is a task that you might assign or see on a para educator’s weekly schedule?

a) Ordering lunch for the classroom staff
b) Taking data on a student behavior plan
c) Calling parents to discuss confidential student information
d) Writing lesson plans for the class for the following week
• Opportunities for on-the-job training for paraprofessional skill development.
• Educates paraprofessionals of their legal rights and responsibilities regarding their student interaction, services, and instructional programming.
• School and district provide in-service training opportunities that are directly related to the daily work of paraprofessionals.
• School and district provide paraprofessionals a basic training in current issues and strategies related to the teaching of students with disabilities.

Wallace, Shin, Bartholomay, & Stahl (2001)
A Supporting Role

Social Support
- Supporting students to make & maintain friends
  - Natural Environment
  - Social Rules
  - Using EBP-Social Stories, Video Modeling

Academic Support
- Supports students to attend to academic content & learn new material
  Any academic task a student may do in school may require paraprofessional support.
- Accommodations
- Modifications
- General Strategies
- Content-Specific Strategies
- Assistive Technology
Physical Support

- Supporting students to be in the position to participate and learn:
  - Providing personal care
  - Providing mobility support

Behavioral Support

- Supporting students to engage appropriately by:
  - Provide positive reinforcement
  - Embedding behavior strategies to help them stay on task
  - Responds to student need for curriculum adaptations, breaks, etc.
Supervisor Beware: Avoid the Pitfalls..

(Giangreco, Yuan, McKenzie, Cameron, and Fialka, 2005).

- Clarification of the special and general educator must be determined **BEFORE** a para educator’s role can be defined.

- Avoid the “training trap” (Giangreco, 2003, p. 51)

Refers to an educator tendency to relinquish instructional responsibility for students with disabilities based on the premise that the para educator has received any level of training, and subsequently reasoning that they are now trained.

Detriments of Para educator Proximity

- Separation from classmates
- Unnecessary dependence
- Interference with Peer Interaction
- Insular Relationships
- Feelings of Stigmatization
- Limits access to Competent Instruction
- Interferes with teacher engagement
- Loss of personal control
- Loss of gender identity
- Provocation of behavior problems
- Risk of being bullied
Which of the following topics of In-service should the provided to the para educator.

- Legal rights related to job responsibilities
- Basic training in current issues and strategies related to the teaching of students with disabilities.
- Training related to the daily work of paraprofessionals.
- On-the-job training for paraprofessional skill development.
- All of the above
"My para educators are a great asset to our classroom. They teach almost as much as I do. They work in centers with students, teach planned small group lessons, work one on one with students on individual needs, and assist with planning as needed."

M. Sparks, Sp. Ed. ND PreK2
• Provides regular, constructive feedback regarding each paraprofessional’s work performance.

• Encourages the involvement of paraprofessionals in setting goals and planning, implementing, and evaluating program and instructional activities.

• Coordinates collaboration among paraprofessionals and other staff, such as specialists.

• Efficiently manages resources related to student instruction, such as instructional materials, physical space, and personnel.

• Supports paraprofessionals in using modified instructional plans and materials to accommodate the exceptional learning needs of various students.

• Provides assistance and direction for paraprofessionals who work in independent capacities.

- Wallace, Shin, Bartholomay, & Stahl (2001)
List the four principal foundations discussed today that should be utilized to effectively supervise the para educator?

- S______  P__________
- C____________
- S__________  P____
- C____________
“It is essential that Instructional support staff understand the teacher’s daily objectives”

- Proven instructional methods are used
- Paraprofessionals are trained in the instructional approach they are required to implement
- The paraprofessional provides supplementary instruction (not primary instruction)
- Instruction is designed in a way that does not require significant instructional decision making by the paraprofessional
- Paraprofessionals are supervised and monitored to ensure consistency of instruction.
## Summing It Up.. A CLEAR PLAN

<table>
<thead>
<tr>
<th>Teacher Role</th>
<th>Para educator Role</th>
<th>Areas of Communication</th>
</tr>
</thead>
</table>
| **Instruction** | • Plan all instruction, including small group activities  
• Provide instruction in whole-class settings. | • Work with small groups of students on specific tasks, including review or re-teaching of content  
• Work with one student at a time to provide intensive instruction or remediation on a concept or skill | • Teachers provide specific content and guidance about curriculum, students, and instructional materials  
• Para educators note student progress and give feedback to teachers |
| **Curriculum & Lesson Plan Development** | • Develop all lesson plans and instructional materials  
• Ensure alignment with standards, student needs, and IEPs | • Provide assistance in development of classroom activities, retrieval of materials, and coordination of activities | • Mutual review of lesson plan components prior to class  
• Teachers provide guidance about specific instructional methods |
| **Classroom Management** | • Develop and guide class-wide management plans for behavior and classroom structures  
• Develop and monitor individual behavior management plans | • Assist with the implementation of class-wide and individual behavior management plans  
• Monitor hallways, study hall, & other activities outside normal class | • Teachers provide guidance about specific behavior management strategies & student characteristics  
• Para educators note student progress & activities and give feedback to teachers |

Pickett (1999)
## Example of A CLEAR PLAN

<table>
<thead>
<tr>
<th>Teacher Role</th>
<th>Para educator Role</th>
<th>Areas of Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accommodations &amp; Modifications</strong></td>
<td><strong>Assessments</strong></td>
<td><strong>Teacher Role</strong></td>
</tr>
<tr>
<td>▪ Determine (with IEP team) proper accommodations for students with disabilities</td>
<td>▪ Guided by teacher and IEP, provide appropriate accommodations to material (enlarged print, taking notes, reading material aloud)</td>
<td>▪ Teachers guide Para educators in the use of specific adaptations and ensure that Para educators are aware of IEP goals and adaptations</td>
</tr>
<tr>
<td>▪ Incorporate accommodations into all lesson plans</td>
<td>▪ Assist in the administration of assessments</td>
<td>▪ Para educators provide feedback about student progress and success of adaptations</td>
</tr>
<tr>
<td>▪ Develop modified materials</td>
<td>▪ Implement accommodations for assessment</td>
<td>▪ Teacher provides guidance about the content and implementation of all assessments</td>
</tr>
<tr>
<td></td>
<td>▪ Collect anecdotal student information on a regular basis</td>
<td>▪ Para educator provides feedback about student progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Mutual conversations about anecdotal information and informal student data collection</td>
</tr>
</tbody>
</table>

Pickett (1999)

*Example of a CLEAR PLAN*


Giangreco, M.F., Broer, S.M., & Edelman, S.W. (2002). “That was then, this is now!” Paraprofessional supports for students with disabilities in general education classrooms. *Exceptionality, 10* (1), 47-64.


- National Resource Center for Paraprofessionals in Education and Related Services
  [http://www.nrcpara.org](http://www.nrcpara.org)
- National Clearinghouse of Paraeducator Resources: Paraeducator Pathways into Teaching
  [http://www.usc.edu/dept/education/CMMR/Clearinghouse.html](http://www.usc.edu/dept/education/CMMR/Clearinghouse.html)
- Northwest Regional Educational Library: Paraeducator Resources
- Paraeducator and Supervisor Training Designed to Meet the Needs of Students with Disabilities in General Education Classrooms
  [http://www.uvm.edu/~cdci/paraprep/](http://www.uvm.edu/~cdci/paraprep/)
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Thank you!!!!