

# Paraeducator Practices

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A Newsletter for Paraeducators and Their Teachers  
Educational Equity for All



February 2016

### Paraeducator Symbol



*Just as the extra pair of wings enables the dragonfly to accomplish astounding aeronautic gymnastics, paraeducators have become the extra pair of hands that allows teachers to truly support and MAKE A DIFFERENCE FOR EVERY STUDENT*

### Procedural Guidelines for Determination of Additional Paraprofessional Support Needs Through the Individual Education Plan

#### Inappropriate Use of Paraprofessional Support

1. Student groupings: If the grouping in a classroom is such that the teacher cannot meet the needs of the students without additional paraprofessionals, the grouping maybe inappropriate and the classroom composition may need to be reconsidered. However, the first step should always be to consider existing school staff and resources that might be put together in a collaborative way to assist the teacher; e.g., review of existing paraprofessional schedules in the school, peer support from general education, etc.

2. Disability / Placement stereotyping: Every student's needs must be addressed individually, and determinations must be based upon the student's needs, not labels or programs. A student with a cognitive impairment or a student included with his/her non-disabled peers does not compel the

conclusion in every case that he/she requires additional assistance or any given program that is based upon such a model.

3. Class or program change: The need for the assistance of an additional paraprofessional should first be carefully defined, and all alternatives to meet the need considered before determining that a paraprofessional is the only answer. It should not be assumed that a student moving from one program option to another (e.g. preschool to kindergarten, SDC to RSP, special education to regular education setting, etc.), or one grade level to another will continue to require the assistance of an additional paraprofessional.

4. Supplemental instructional time / tutoring: Direct instruction is the responsibility of the classroom teacher. Paraprofessional support is provided to assist a student with accessing the teacher's direct instruction, but does not supplant that instruction. Further, paraprofessional support is provided under the supervision and direction of the classroom.

<http://www.ccselpa.org/Publications/Topics/parasupportframe.htm>



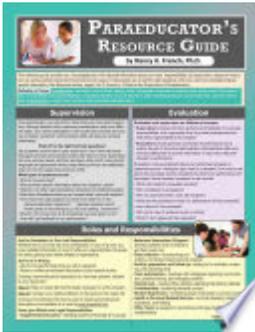
### Determining When a Student Requires Paraeducator Support

Patricia H. Mueller • Francis V. Murphy

**IEP teams need to review what students need in terms of paraeducator support.**

<http://www.lease-sped.org/resources/co-teaching%20binder%20for%20web/Administrators/Section%207%20-%20Additional%20Information.pdf>

## FEATURED IDEA OF THE MONTH



*Paraeducator's Resource Guide*, by Nancy K. French, provides the paraeducator with valuable information about the everyday responsibilities associated with this support services position, other titles for which include paraprofessional, teaching assistant, communication assistant, and teacher aide, among others.

This newly revised, six-page (tri-fold) laminated guide clearly outlines the steps a paraprofessional should take to be most effective, and how to understand the difference in roles between the teacher and the paraprofessional. The roles and responsibilities of individual paraeducators vary based on setting and need, and a paraeducator may be required to assume different roles at different times. An effective paraeducator should therefore be prepared to work in different classroom settings, including both general and special education classrooms.

**ROLE OF THE PARAPROFESSIONAL** The goal of placing a paraprofessional in any classroom - general or special education - is to maximize the amount of individual attention students receive. Therefore the paraprofessional should not be viewed as a personal secretary to the teacher, but rather as an extension of the teacher - that extra set of eyes, ears, and hands which will allow additional individual attention for all students.

Duties of the paraprofessional may include (but are not limited to): A. Taking attendance B. Repeating directions to individuals or small groups C. Reinforcing instruction originally provided by the teacher with individuals or small groups D. Taking notes during a lecture for later use by students E. Monitoring guided practice or independent work F. Monitoring cooperative learning activities G. Supervising independent work by high achievers while the teacher works with the lower group H. Running small study groups prior to a test (perhaps while more advanced students work on a higher-level project) I. Supervising a small group library assignment while the teacher works with other students in the classroom J. Assisting students during lab activities or project time K. Administering (but not developing) alternate test formats (i.e., reading a test aloud to a small group) L. Proctoring make up tests M. Providing proximal controls for disruptive students N. Facilitating social interactions of students with language/social delays O. Taking data on behaviorally disruptive students P. Modeling problem solving skills with the teacher (i.e., role playing the process in front of students) Q. Communicating with the special education caseload teacher about students who are having difficulty R. Implementing strategies in the general education classroom which have been developed by the special education teacher or ancillary staff members

S. Assisting students with personal care/activities of daily living T. Setting up and operating assistive technology or other specialized equipment in the classroom Paraprofessionals should not be expected to plan instructionally for students. They work at the direction and under the guidance of the general or special education classroom teacher. While paraprofessionals may provide input to the teacher for formative evaluation purposes, the responsibility for summative evaluation of students remains with the teacher.

[http://www.novi.k12.mi.us/downloads/ss\\_docs/guidelines\\_in\\_class.pdf](http://www.novi.k12.mi.us/downloads/ss_docs/guidelines_in_class.pdf)

## WEBSITES AND RESOURCES

[http://www.pealcenter.org/images/PEAL-S4Success\\_20pg\\_web\\_version.pdf](http://www.pealcenter.org/images/PEAL-S4Success_20pg_web_version.pdf)

<http://cainclusion.org/camap/disability.html>

[http://www.edweek.org/tm/articles/2013/04/08/fp\\_armstrong.html](http://www.edweek.org/tm/articles/2013/04/08/fp_armstrong.html)

## PROFESSIONAL DEVELOPMENT

**REGION 10**  
EDUCATION SERVICE CENTER

experience the **Power of 10**

### Paraprofessional Training: ParaEducator PD Now

Credit Hours: **136 CPEs available**

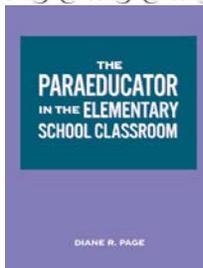
Cost: **\$40 annual**

**There is 1.0 CPE per course**

Paraprofessional Training: ParaEducator PD Now offers a total of 136 online training courses for paraeducators each ranging from 40 minutes to 1 hour. Courses are completed on an individual basis and include reading material and 10-question post-test that assures mastery of the key concepts and skills. Courses are available on such topics as supporting classroom instruction, accommodations and modifications, classroom management, supporting students with disabilities, autism, early childhood, ESL, and more. To access these courses, you must purchase a user license (school districts may purchase multiple licenses) and then you (district contact) will be contacted regarding your course choices.

Please review the course titles prior to purchasing a user license for access. (Download Course Titles PDF here)

If you have any questions regarding the purchase of licenses contact Hilary Davis (hilary.davis@region10.org) or at 972-348-1566. <http://olc.region10.org/catalog/Courses/Certification-Compliance/Certification-Suite/Paraprofessional-Training-ParaEducator-PD-Now>



The Paraeducator in the  
Elementary School  
Classroom: Workbook

**Diane R. Page**  
May 9, 2002  
R&L Education