



Special Education Paraprofessional Handbook



Welcome to Hermantown!

It is a pleasure to have you with us. As a special education paraprofessional, you have an important and challenging role within the school system. Special education paraprofessionals are an integral team member, assisting students with special education needs to meet their educational goals. The enclosed information is to provide you with a resource to answer your questions or guide you to a source for answers to your questions. You will also find that as a member of the Hermantown Community Schools education team, you have resources in your colleagues who possess a wealth of knowledge and can help you find the answer to just about any question you might have.

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Section One

District Resources



Contacts and Important Phone Numbers:

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Superintendent
729-9313 ext. 6001

Deb Tabor 729-6891 ext. 6102
Principal—Elem and ECSE
Sue Kyllonen – Building Secretary
ext. 6103

Pam Herrington
MARSS/Student Data/Due Process
Coordinator
729-9313 ext. 6009

Kerry Juntunen 729-6690 ext. 6201
Principal—UE/Middle School
Deb Francisco – Secretary ext. 6205
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Del Schowalter
Administrative Secretary
729-9313 ext. 6005

John Muenich 729-8874 ext. 6301
Principal—High School
Kris Zagelmeyer – Secretary ext. 6302
Kathy Riddle –Counseling ext. 6305

Union Representation
729-6891 ext. 6139
Norine Frey

HAFRC/ECSE Office
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Tari Aanonsen
Insurance/Accounts Payable Clerk
729-9313 ext. 6006

Jenny Wiese
Testing, Curriculum and Assessment
729-9313 ext. 6004

Laura Lilyquist
Payroll & Account Specialist
729-9313 ext. 6007

Karen Kucza
Payroll Clerk, Student Activity Account
729-9313 ext 6008



District Procedures

*** What follows below is for informational purposes and serves as a handy resource. It does not replace language governed by the Master Agreement between Independent School District #700 Hermantown, MN, and Education Minnesota-Hermantown, Paraprofessional and School Related Personnel Unit. The information below is meant to serve as an overview of procedures in the district and as a reference guide. Please refer to your Master Agreement for contract specific information.**

Absences:

Hermantown School Staff access our automated substitute calling system referred to as AESOP. You will be given a username and password to report your absences. Pre-approval must be given by your Supervisor for personal leave requests. Please follow the instructions to ensure your position will be covered while you are absent. Pay particular attention to the process for last minute emergency absences.

School Calendar:

Generally, your calendar will follow the Hermantown Student Calendar – your days of work will be the days that students attend school. There may additional days that you may asked to work as well, this will be coordinated by the building administrators. Refer to your contract under work year/day for more information.

Hours of work:

Hours of work depend on an individual's assignment and numbers of hours specifically hired for. Your duty hours will be set by your supervising teacher and/or building administrator.

Pay Periods:

Hermantown pay periods are the 15th and 29th of every month. Questions regarding pay periods and pay checks can be directed to Laura Lilyquist at ext 6007.

Supervisors:

The classroom and special education teacher/case manager that you work with will be a primary source of information for you and may be asked to provide information for your performance evaluation. The building principal is considered to be your supervisor.



Building Specific Information

Building Information

Questions to ask...

1. Where do I park?
2. Where do I put my coat, purse, lunch, etc?
3. Do I have a mail box? How do I know what's going on?
4. Where is the copy machine? Do I make my own copies or does someone do it for me?
5. Where are supplies kept?
6. What is the lunch procedure? When do the kids go to lunch? When do I go to lunch?
7. When do I take breaks?
8. How do I acquire a substitute? Do I find one or does someone find one for me?
9. What is the school discipline policy? Where can I get a copy?
10. Where can I get a list of staff members in the building?
11. Who am I responsible to? What is my channel of communication?
12. Do I need to make a substitute folder?
13. If joining a general education class, where do I sit? Should I be in the back or right next my student?



Section Two

Roles and Responsibilities



Definition of Paraprofessional and Special Education

MN3525.0200 Definition
Special Education

Subp.10a. Paraprofessional, “Paraprofessional” means a district employee who is primarily engaged in direct instruction with one or more pupils for instructional activities, physical or behavior management, or other purposes under the direction of a regular education or special education teacher or related services provider.

Legislation

MS125A.08 (b)

(b) For paraprofessionals employed to work in programs for students with disabilities, the school board in each district shall ensure that –

1. Before or immediately upon employment, each paraprofessional develops sufficient knowledge and skills in emergency procedures, building orientation, roles and responsibilities, confidentiality, vulnerability, and reportability, among other things, to begin meeting the needs of the students with whom the paraprofessional works.
2. Annual training opportunities are available to enable the paraprofessional to continue to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, following lesson plans and implementing follow-up instructional procedures and activities.
3. A district-wide process obligates each paraprofessional to work under the ongoing direction of a licensed teacher and where appropriate and possible, the supervision of a school nurse.

Free Appropriate Public Education (FAPE) and Principles of the Individuals with Disabilities Education Act (IDEA)

FAPE is Free and Appropriate Public Education; the education of each child with a disability must be “provided at public expense and without charge” to the child or the child’s parents. All specially designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to non-disabled students or their parents as a part of the regular education program. What is an *appropriate* education differs for each child with a disability. The IDEA specifies in some detail how the school and parents are to plan the education that each child receives so that it is appropriate. Evaluations are conducted to identify the child’s individual needs so that the school and parents can design an education that responds to these needs. Together school personnel and parents specify what this education will be and write the Individualized Education Program (IEP). The IEP must be reviewed and as appropriate, revised each year, to ensure that the education being delivered remains appropriate to the child’s needs. *Public* generally refers to our public school systems. Children with disabilities have the right to attend public school just as other children do regardless of the nature or severity of their disabilities. *Education* is what the law is all about. IDEA is an education act. It guarantees that a free appropriate public education is available to eligible children with disabilities and that this free appropriate public education consists of special education and related services provided in conformity with an IEP.



Paraprofessional Training Needs & Skill Training Requirements

The State of Minnesota and the Northern Lights Special Education Cooperative have identified basic training requirements that school districts must develop annually. Schools must have “Highly Qualified” paraprofessionals in place (2011-2012 school year) with the following skills:

- Building rules, emergency procedures, orientation
- Confidentiality
- Team roles and responsibilities
- Providing follow-up to teacher instruction and instructional support in General Education
- Vulnerability and mandated reporting
- Third Party Billing
- Basic First Aid
- OSHA Universal Precautions
- Positive Behavior Interventions (in place 2010-2011 school year).

Building Rules, Emergency Procedures, Orientation

Specific building rules, information, and emergency procedures will be provided by the supervising staff and building administrator. Please ask for specific information if you have questions.

Confidentiality in Special Education

Confidentiality Includes

- Privacy of Information
- Protection of records
- Sensitive information in files
 - Legal obligation to protect (FERPA, HIPPA, IDEA)
 - Ethical obligation to protect
- Procedures established for disclosure

What Information Is Confidential?

- Personally Identifiable Information
 - Student’s name, parent’s name, address, social security number
 - Personal characteristics
 - Other information that makes the student easily identifiable
- Education Records
 - “everything in institutional records maintained for each student . . . used in making decisions that affect the life of the student”
 - Includes special ed. files and some information in the permanent file
 - the fact that the student is in special ed.
 - information read in reports
 - information gained by observing the student
 - information verbally disclosed by family or service providers
 - also: lists of students in special education



How is Confidentiality Violated?

- By verbally disclosing information to someone who does not “need to know”
- By sending information or copies of reports to agencies or persons without written parent consent
- By allowing unauthorized access

What Can Happen When Confidentiality is Violated?

- Students and families can be hurt
- Trust can be lost
- Employees can lose jobs
- School districts can be sued

How is Confidentiality Preserved?

- Special education records are maintained in a locked cabinet.
- Access is denied to those who do not have a “legitimate educational interest”
- Access is denied to outside agencies that do not have written parent consent
- Employees respect the student and family right to privacy
- Access logs are used
- Employees learn how to “field” questions from others who request confidential information

Confidentiality – a few more thoughts

Confidentiality and Its Application

Confidentiality is the most critical and important aspect of the paraprofessional's job. It is a legal responsibility to observe both the rights of students with disabilities and parents in regard to data privacy. Like teachers and administrators, paraprofessionals have access to personal information about children and their families including these examples:

- The results of formal and informal tests;
- Behavior in classrooms and other education settings;
- Academic progress;
- Family circumstances and family relationships;

Both the children and the family have the absolute right to expect that all information will be kept confidential, and made available only to personnel in school or another agency who require it to ensure that the rights, health, safety, and physical well being of the children are safe guarded. Confidentiality must be maintained and protected, and the rights of students to due process, dignity, privacy, and respect must be promoted.

Always ask yourself

- What information would you want discussed with others regarding your child?
- What would you like said about yourself as a parent?
- What would you like said about your family, your values, your lifestyle?

Confidentiality Pointers

- Avoid using names if you are asked about your job.
- Suggest that questions about a student are best directed to the building principal
- Do **not** share other student's names or information regarding their programs with parents during IEP meetings, conferences or informal conversations.
- Information regarding specific students and programs should not be shared in the



- lunchroom, staff room, office areas, out in the community or any other setting.
- When conferencing or writing information regarding a student or family that contains confidential information, be aware of those around you who may be within hearing distance. Look for a more private place within the school building.
- No matter who asks you a question about a student, if you are unsure whether you should answer, **DON'T**. You can do this gently and politely. Remember only staff that has a need to know should be given information about a student.
- For consistency of program as well as confidentiality, paraprofessionals must support teacher techniques, materials and methods, especially in the presence of students, parents and other staff. Questions should be directed to the specific teacher privately.

Team Member Roles and Responsibilities

Description of paraprofessional role:

The role of the paraprofessional in special education is to directly or indirectly assist and support in the provision of services to students with disabilities in order to help them access the general education curriculum in as independent a manner as possible. The role and assignments of a paraprofessional are not defined by a particular student, setting or program but rather by students' needs as determined by the IEP.

Description of paraprofessional responsibilities:

The responsibilities of the paraprofessional may vary based upon specific assignment. Duties may also change at anytime based upon administration or teacher examination or reexamination of student or program need. What follows is a non-inclusive list of responsibilities which may be part of a paraprofessional's assignment.

Supporting academic development:

- Carry out the instructional programs and lessons as developed by the supervising teacher in all learning environments
- Assist individual students or groups of students in performing activities initiated by the teacher
- Individually or in small groups, reinforce concepts and skills introduced by the teacher in all learning environments
- Keep students on task
- Implement assistive technology
- Implement accommodations indicated by the IEP (read tests aloud, take notes, enlarge materials, etc.) as directed by the special education teacher.

Supporting social integration:

- Redirect behavior and implement behavior management plans
- Facilitate interaction between students with disabilities and classmate
- Teach and model strategies to peers about how to interact with the student with a disability.
- Support the development of communication skills



Supporting functional skills:

- Assist the student with daily living skills and needs, such as eating, toileting, grooming, dressing, etc.
- Assist in transferring, positioning and mobility needs as directed by physical therapist, occupational therapist, or other special education or related service providers
- Act as job coach

Serving as a communication link:

- Provide the special education teacher/staff with information about general education assignments, activities and student participation and behavior
- Inform general education staff about student programs and adaptations
- Observe, record and collect data as directed
- As directed, share information with other paraprofessionals or family
- Attend IEP meetings at the request of administrator, teacher or parent

General support:

- Assist special education teacher with clerical tasks, correcting of student work, and material or room preparations, and equipment maintenance
- Intervene with other students about inappropriate behavior, language or actions
- Provide supervision and assistance on playgrounds, in the lunchroom, at assemblies, in the swimming pool, on field trips or other locations as directed for special education students.

Supporting medical needs:

- With training and under the supervision of the appropriate professional personnel, be willing to:
- Administer tube feedings
- Administer medications
- Recognize and respond to critical symptoms
- Use instruments and procedures specifically related to the disability or medical condition
- Accompany and assist medically fragile students in all settings where the district is responsible

Minimal expectations of a paraprofessional:

- Demonstrate knowledge of the curriculum content for classes in which s/he assists
- Participate in skill and competency trainings and in-services
- Be discreet and respectful of confidential information
- Possess physical and emotional health necessary for effective job performance
- Examples:
 - Independently lift 40 pounds
 - Capable of transferring and positioning students
 - Work with physically aggressive students
 - Structure teaching for low incident disabilities
- Work cooperatively with all school personnel
- Demonstrate a warm and receptive attitude toward all students
- Complies with school district employment policies
- Is "Highly Qualified"



Team Member Roles – At a Glance

General Education Teacher	Special Education Teacher/Therapist	Paraprofessional
Member of IEP team.	Member of IEP team.	Member of IEP team.
Responsible for educating all students.	Provides specialized education based on student's individual needs.	Reinforces and reviews previously taught skills/concepts.
Teaches the content material – is the “content expert.”	Teaches strategies for accessing the content material.	Reinforces strategies previously taught.
Suggests and implements accommodations/modifications to be included in the IEP.	Collaborates with general education teachers to implement accommodations/modifications.	Assists in implementation of accommodations in the school setting.
Helps to implement the IEP. Attends IEP meetings.	Coordinates the delivery of special education services – convenes IEP meetings, writes IEP, “case manager.”	Be involved in IEP meetings/staffings.
Responsible for making parent contact regarding progress in the general education curriculum.	Primary contact with parent regarding all special education services and specialized instruction.	May be asked to maintain Classroom based data related to special education needs. May use a parent notebook for daily communication.
Monitors student performance. Grades student. Provides parents with reports on student progress.	Monitors student performance. Provides parents with reports on progress towards IEP goals.	May be asked to maintain Classroom based data related to special education needs.
Provides expertise in modifying curriculum to meet student participation needs.	Provides curriculum accommodations/modifications that allow student to participate.	Constructs materials to support accommodations designed by teachers.
Provides the team with information about student during evaluation.	Administers assessments and identifies educational needs.	May be asked to observe student and collect data on specific academic or behavioral tasks.
Responsible for student discipline in a manner similar to general education peers. May be asked to assist in following behavior plans.	Responsible for designing, writing and supporting behavior plans. Collects data.	Monitors and reinforces student behavior interventions, collects data to ensure accurate records. Provides consequences according to behavior intervention plans.



More on Team Member Roles

A clear delineation of roles of the teacher and the paraprofessional is an important element of a successful program. Identification of teacher and paraprofessional roles insures adherence to ethical and legal requirements and **serves as a guide in supervision and evaluation**. Because you are a valued and skilled member of the team, frequently you will be asked to provide input, to generate ideas, and to assist in the development of materials and adaptations for students. You might be asked to provide very specific types of support to individual students with disabilities; for example, implementing specific instructional procedures developed by the special educator, or assisting with the physical management and positioning of students as specified by the occupational or physical therapists. You might also be asked to assist individual or small groups of students to review or practice skills under the direction of certified personnel.

The teachers/certified personnel's responsibilities to the learner include: (Certified personnel include classroom teachers, speech-language pathologists, special education teachers, adaptive physical education teachers, occupational and physical therapists and other specialists).

- Assessing the student's entry level performance,
- Planning instruction for individual students,
- Implementing the goals and objectives of the individualized education plan,
- Supervising and coordinating work of paraprofessional and other support staff,
- Evaluating and reporting student progress,
- Involving parents in their child's education, and
- Coordinating and managing information provided by other professionals.

The teacher also has a number of roles to fulfill in the proper utilization of the paraprofessionals in the classroom:

- Set an example of professionalism in execution of teacher responsibilities;
- Establish the criteria for acceptable job performance of the paraprofessional at the beginning of the school year;
- Provide consistent feedback to assist the paraprofessional in refining skills;
- Communicate the needs of each student to the paraprofessional;
- Establish and communicate the paraprofessional's role in behavior management;
- Assign the paraprofessional responsibilities which facilitate the teacher's ability to provide more direct student instruction; and
- Assist the paraprofessional in defining his/her position as an authority figure.



Role of the Paraprofessional

Various factors influencing the specific responsibilities assigned to the paraprofessional include: Setting in which the paraprofessional is supporting instruction (general education, special education, etc), characteristics and personalities of teachers, paraprofessionals and students; interpersonal skills of both teachers and paraprofessionals; the skill level of the paraprofessionals; and the physical environment of the classroom. Individual teachers may vary the responsibilities of the paraprofessionals to enhance the program of instruction. The following list illustrates instructional roles and tasks that could be assigned to paraprofessionals:

- Assist individual students in performing activities initiated by the teachers.
- Supervise children in the hallway, lunchroom, and playground.
- Assist in monitoring supplementary work and independent study.
- Reinforce learning in small groups or with individuals while the teacher works with other students.
- Provide assistance with individualized programmed materials.
- Assist in the preparation/production of instructional materials as outlined by the teacher (i.e. making picture cards, schedules, photocopying, etc).
- Assist the teacher in observing, recording, and charting behavior.
- Assist the teacher with crisis problems and behavior management.
- Carry out instructional programs designed by the teacher.
- Work with the teacher to develop classroom schedules.
- Carry out tutoring activities designed by the teacher.
- Operate and maintain classroom equipment including computers, smart boards, and augmentative communication devices.

Instructional duties the paraprofessional may not perform:

In order to ensure legal and ethical requirements regarding the delivery of general and special education instruction, the following tasks are considered the responsibility of general and special education teachers and should **not** be expected of a paraprofessional.

- Be solely responsible for a classroom or a professional service.
- Be responsible for the diagnostic functions of the classroom.
- Be responsible for preparing lesson plans and initiating instruction.
- Be responsible for assigning grades to students.
- Be used as a substitute for certified teachers unless he or she possesses the appropriate substitute teacher certificate and is hired as a substitute.
- Assume full responsibility for supervising assemblies or field trips. .
- Assume full responsibility for supervising and planning activities.
- Take children to clinic, dental, or medical appointments unless permission is granted by authorized personnel.
- Prescribe educational activities and materials for children.



Providing follow-up to teacher instruction and instructional support in General Education

What to do when you're assigned in a general education class to assist one or more students.

The general and special educators have primary responsibility for the design and development of daily instruction for all of the students in their class, including students with disabilities and other unique learning needs. As a paraprofessional, you will have many responsibilities related to supporting the implementation of instruction, as well as classroom management.

Although your primary role and initial focus is to assist individual student(s), you may also be asked to assist with classroom management so that the certified educator can more effectively deliver instruction to small or large groups of students. Other examples of paraprofessional roles are: taking students out of a class individually or in a group to administer a test, implement test accommodations, and assist students' understanding of classroom information and expectations. In addition, general or special educators and others may ask that you perform specific tasks. As you notice tasks that would contribute toward the classroom community as a whole, offering your support will be appreciated. Such an offer may seem small, but it can go a long way in establishing your integral membership on the classroom team.

At-a-glance tasks that a paraprofessional can do while assisting in a general education or special education class.

Lecturing	Indep. work time	Group work Time	Testing
Cue students to take notes – Make sure they continue to do so throughout the lecture.	Make sure students are on task and productive.	Make sure students get in a group.	Reading tests aloud and arranging for them in advance
Take class notes. Take notes in a notebook for later use, or take notes on the board if this is a system that works for the teacher.	Providing help with assignment completion – offering help multiple times and with different methods.	Facilitate and model participation – okay to offer the group suggestions.	Rephrasing test items – providing scaffolding/triggers (not answers)
Facilitating spelling, organization, on task behavior, etc.	Prompt/cue skills – skimming a text book, using bold words, index, tenacity, etc.	Assist with individual tasks – Offering help multiple times and with different methods.	Provide a framework or outline when answering essay questions.
Charting student on task behavior, assignment completion, etc.	Charting student on task behavior, assignment completion, etc.	Charting student on task behavior, assignment completion, etc.	Charting student on task behavior, assignment completion, etc.
Talk with teacher about your physical role in the classroom. Find out if you should be seated next to specific students, if you should walk around during seat time to check for on task behavior or to offer assistance, etc			



Vulnerability and Mandated Reporting

Mandated Reporting

- If you work with children and/or families, you are legally required to report suspected abuse or neglect. All states impose a civil or criminal penalty on those who don't report incidents.
- The law requires that the person who believes a child is or has been maltreated make the report to law enforcement or child protection.
- As a mandated reporter it is important to understand some basic laws.

Maltreatment of Minors Act. (MN Statutes, 625.556)

- Neglect of children is defined in Minnesota state law
- Under legal mandate, professionals and paraprofessionals are required to report a suspect incidence of child abuse or neglect
- Anyone who reports child abuse or neglect in good faith is immune from any civil or criminal liability.
- The reporter's name is confidential, accessible only upon consent of the reporter by court order.

Maltreatment of Vulnerable Adults Act (MN Statutes, 626.557)

- This MN law states that all persons employed by or providing services in a facility required to be regulated by either the MN Dept. of Health or Human Services are mandated reporters.
- Vulnerable adults are those 18 years and older who receive services at or from a facility required by the MN Dept. of Health or Human Services.
- A vulnerable adult is dependent upon others for care and protection because of a disability.

What Qualifies as Maltreatment – Information about what constitutes maltreatment.

Maltreatment of students includes physical abuse, sexual abuse, neglect, and in schools corporal punishment.

- **Physical abuse:** a report should be made in any case involving physical injury or threatened injury that is not inflicted by accidental means. Egregious and documented mental injury is also included in the definition of physical abuse.
- **Sexual abuse:** A report should be made in any case that involves illegal sexual contact. This does not include verbal sexual harassment.
- **Neglect:** A report should be made in any case involving failure to provide required care for a child, failure to protect a child from endangerment, or failure to provide appropriate supervision.
- **Corporal punishment:** Hitting or spanking a student with or without an object or the use of unreasonable physical force that causes bodily harm or substantial emotional harm are also maltreatment.

Third Party Billing/MA Billing

“The Federal Individuals with Disabilities Education Act (IDEA) and Minnesota statutes require all school districts to seek payments from third parties when the cost of assessments and related [health] services are covered by a student's public or private health plan.” One of the areas that the district can bill for is personal care assistant (PCA) services. PCA services are provided to a student who is unable, because of his/her medical diagnosis or condition, to manage the activities of daily living by him/herself. In our district, all PCA services are provided by



paraprofessionals. As a paraprofessional, you may find that you are currently working with a student for whom we are third party billing, or will be third party billing for PCA services.

A student's third party billing status will not affect which tasks you assist the student with, but billing will require you to document the time that you spend providing these services. If you are working with a student for whom we are billing, you will be provided with the necessary service documentation forms (PCA Checklist) with instructions on how to use the form. If you receive a Third Party Billing service document (PCA Checklist), please keep in mind the following points:

- Third Party Billing service documents should be returned to the school nurse.
- Your signature is required on the Third Party Billing service document.
- Note any long-term changes on the Third Party Billing service document. Do not add notes about the student's day on the service document.

If you are working with a student for whom we are providing the services listed below, but you are not receiving service documents, mention this to your supervising teacher so that they may assess whether or not the student may be billable. Not all students receiving these services are billable due to parent permission or insurance issues, but it's better to identify a non-billable student than to miss out on potential revenue for the school district.

Covered Services

Activities of daily living (ADL's): The following services and supports furnished to an individual, as needed, to assist in accomplishing activities of daily living:

- **Eating:** the process of getting food into the body including: hand washing, application of required orthotics for eating, transfers, mobility, positioning, food preparation and feeding or assistance with feeding.
- **Toileting:** bowel/bladder elimination and care including transfers, mobility, positioning, feminine hygiene, using toileting equipment and supplies, cleansing, inspection of the skin and adjusting clothing.
- **Grooming:** the process of personal hygiene including hair care, oral care, nail care, applying cosmetics and deodorant, and the care of eyeglasses, contact lenses and hearing aids.
- **Dressing:** the process of being clothed appropriately for the day including applying or changing clothing for the child/student, applying TED hose, orthotics and prosthetics.
- **Bathing:** the process of starting and completing a bath or shower including transfers, mobility, positioning, using soap, rinsing, drying, skin inspections, and applying lotion.
- **Transferring:** the process of moving or assisting a child/student with moving from one seating/reclining area to another including standing by to assist if needed, pivoting the person, two people assisting or using a Hoyer lift.
- **Mobility:** the process of ambulation including using a wheelchair and assisting a person with ambulation.
- **Positioning:** the process of moving the person for necessary care and comfort or to relieve pressure areas including positioning the child/student in a bed using pillows, wedges or bolsters and repositioning him/her in a wheelchair, bed, chair or sofa.
- **Intervention for seizure disorders** - this includes monitoring and observation when the child has had a seizure that requires intervention within the past three months.
- **Redirection and intervention for Level I and Level II behaviors** including observation and monitoring for students whose behaviors interfere with completing the activities included in ADLs.



* **Level I behaviors include:** self-injurious behavior, physical injury to others, and destruction of property. Level II behaviors occur on a daily basis and include one or more of the following: unusual or repetitive habits; withdrawn behavior; offensive behavior.

***Please note that assisting and supporting a student with schoolwork is not covered.**

Basic First Aid and OSHA Universal Precautions

The school district will provide required annual training in the areas of basic first aid and OSHA universal precautions. This will typically be provided at the start of the school year.

Positive Behavior Interventions

Effective 2011-12 school year, Special education paraprofessionals implementing IEPs containing behavior intervention plans and regulated procedures must be “Highly Qualified” and must be trained in the following:

- positive behavior interventions
- standards for using regulated procedure
- alternatives for using regulated procedures
- de-escalation methods
- physiological and psychological impact of the implementation of regulated procedures.



Section Three

Special Services Information



Qualification for Special Education Services

Children/students and their families must go through an educational evaluation process in order to receive special education services. This process looks at all areas of suspected delay/disability and must address MN Disability Criteria in one of the areas listed in the table below. An evaluation for students' ages 3-21 may take up to 30 school days from the date parent permission is received. Students younger than 3 years of age must be evaluated within 45 days of receipt of the referral. Prior to many evaluations, interventions are required to determine the severity of need and whether or not a formal special education evaluation is required.

Individualized Educational Program Plan (IEP)

Students who have been evaluated and found to meet MN eligibility criteria to qualify for special education must have an IEP (IFSP, IIP). This is a document that is written following a meeting of IEP team members. In addition to being eligible under one of the areas of disability in the table below, a student may also receive occupational therapy (OT), physical therapy (PT), or developmental adaptive physical education (DAPE). **You are a member of student's IEP team; as a team member, you have access to the IEPs of students with whom you work and in some cases may attend IEP meetings...** For confidentiality reasons, extra copies of IEPs are generally not provided; however, copies of accommodations and IEP goals may be provided in manner that allows ready access. Implementing the IEP is a significant focus for all team members, including the paraprofessional. Some students may have specific paraprofessional plans and /or behavior plans as part of their IEP. Access to this information would be readily available when appropriate.

MN Disability Criteria

Disability title	Characteristics and Impact
LD – Learning Disability	The student's ability is higher than their level of achievement. Frequently impacts one or two areas of classroom academics or "information processing"
DCD/M – Developmental Cognitive Disability (Mild to Moderate)	Student has an IQ between 55 and 70 (average IQ is 90-110). In addition, their "adaptive skills" must be significantly below expected.
DCD/SP – Developmental Cognitive Disability (Severe to Profound)	Student has an IQ below 55. In addition, their "adaptive skills" must be significantly below expected.
EBD – Emotional Behavior Disorder	Student has either a mental health diagnosis and/or an educational need for services due to significant social, emotional or behavioral concerns
OHD – Other Health Disability	Student has a medical diagnosis that interferes with their ability to be successful in school (ADHD or a heart condition are two examples)



ASD – Autism Spectrum Disorder	Student has an educational need for services due to delays in social skills, communication and behavior (sometimes called PDD, PDD-NOS or Aspergers by medical professionals)
Speech/Language Disorder	Student has either an articulation delay or language delay which impairs their ability to successfully communicate or understand communication
VI - Vision Impairment	Student has a medically verified visual impairment accompanied by limitations in sight that interfere with acquiring information or interaction with the environment
DH/H – Deaf/Hard of Hearing	Student has a diminished sensitivity to sound, or hearing loss, that is expressed in terms of standard audiological measures.
SMI – Severely Multiply Impaired	Student has severe learning and developmental problems resulting from two or more disability conditions
TBI – Traumatic Brain Injury	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that may adversely affect the student's educational performance
PI – Physically Impaired	Student has a medically diagnosed chronic, physical impairment, either congenital or acquired, that may adversely affect physical or academic functioning
Deaf/Blind	Verified vision loss coupled with a medically diagnosed hearing loss that together interfere with student's ability to interact with their environment
ECSE/DD – Early Childhood Special Education aka. "Early Intervention"	Students (younger than 7 years) have demonstrated a need for services of at least -1.5 SD's below the mean or have a medical condition with a high probability of developmental delay. In children younger than 2, the need must be in only one area.





General Principals and Strategies for Interacting with Students

In addition to implementing IEP goals, adaptations, behavior plans, etc, the following list of strategies may be helpful in your interactions with students.

Relationship Building

- Develop a positive rapport with student.
- Maintain a professional, but supportive role with student as opposed to a "friend" relationship.
- Provide positive, specific and frequent feedback.
- Maintain your voice at a non-threatening moderate level.
- Use respectful language with all students.

Behavioral Support

- Provide clear expectations of behavior and check for understanding of those expectations.
- Provide fair and consistent consequences for inappropriate behavior.
- Cue student to return to a task without drawing negative attention to him/her.
- Catch the student displaying appropriate behavior or for finishing a task well and praise him/her.
- Consistently follow individual behavior intervention plans that were developed by the student's team of professionals.
- Continually evaluate the stress and frustration level of student. Communicate your observations and perspectives with the general and/or special educator.

Moving Towards Independence

- Avoid becoming overprotective. Students may initially require intensive support, but you should fade to a coaching and indirect support role as soon as possible.
- Encourage independence and interdependence with classmates. Students will interact more naturally when you are not sitting or standing next to them.
- Recognize the importance of peer modeling of appropriate behavior and point out examples of effective behavior and its consequences. Natural supports enhance student's independence and social acceptance.
- Assist students by providing resources rather than giving them the answers. Allow students to make as many decisions for themselves as possible. Give opportunities for making choices.



Classroom Modifications and Adaptations Guidelines

Modifications are a type of adaptation. Adaptations are defined "as any adjustment or modification in the curriculum, instruction, environment, or materials in order to enhance the participation of a member of the classroom community" (Udvari-Solner, 1992, p. 3). Many students, with or without disabilities, benefit from adaptations in order to accomplish tasks more efficiently and to participate fully in classroom activities.

It is not uncommon for paraprofessionals to help in the development of adaptations for individuals and classrooms of students. This is a very important and valued support. When considering how to develop and use modifications:

- Focus on what the student **CAN** do.
- Use the least obtrusive support first.
- Use age-appropriate materials, goals and activities when planning.
- Maximize active student participation.
- Facilitate positive and valued interactions with peers.
- Promote independence.

A Process for Creating Modifications

Based upon the subject and activity occurring in the classroom consider the following questions to assist in creating modifications for a student(s).

- | | |
|------------------|---|
| | 1. Can the student do the same activity, in the same way, at the same level as peers? |
| If not... | 2. Can the student do the same activity but with modified expectations? |
| If not... | 3. Can the student do the same activity but with modified expectations and materials? |
| If not... | 4. Can the student do a similar activity but with modified expectations? |
| If not... | 5. Can the student do a similar activity but with modified materials? |
| If not... | 6. Can the student do a different parallel activity? |
| If not... | 7. Can the student do a different activity in a different section of the room? |

(Project Dakota Outreach)



Special Responsibilities

Home-School Notebooks

Home-school notebooks provide needed information to parents and teachers. Notebooks are generally kept for students who are very young or have limited verbal skills. This is a way for parents to know what activities their child participated in at school, and for teachers to know what kinds of activities occur at home.

Notes can be used to record milestones, medical information and provide communication with therapists. Paraprofessionals can assist in recording a student's daily activities in the notebook. Entries should be factual and based on a student's strengths. Care should be given to assure that the information is written is not only positive or only negative, but rather a sensitive accounting of the key information necessary to share. Remember, both parents and school staff can easily misinterpret the written word. When miscommunication occurs, it is often difficult to regain the trust relationship that is so important when working with children with disabilities and their families.

Paraprofessionals should always check with their supervising teacher if a situation occurs that may concern parents. In some situations, a phone call by the supervising teacher will be more appropriate than a note home.

Data Collection

Whether working with single or multiple students, keeping data is an important aspect of a paraprofessional's role. Having good data helps IEP teams make good decisions about a student's programming; it provides documentation to teams regarding the frequency and outcomes related to the delivery of specialized services. There are several ways to keep data. They include:

Checklists/Charting-These may be in the form of standardized checklists or charts that include specific skills and behaviors based on developmental levels, or a list of behaviors compiled by the teacher. When paraprofessionals work with a checklist, they simply watch the child and record whether or not the behavior described is observed. The supervising teacher will determine what skills, behaviors, etc you will be charting on, but your input in how this data is recorded is certainly welcome. Several example charts and checklists are included in the Resource section of this handbook.

Time Logs: Periodically you may be asked to complete time logs. Basically, you will list the names of all students you work with during each half hour of the day, and then mark the primary activity you are doing with each student during that half hour time slot. There will be a choice of eight different activities for you to select. It is important that you complete the time log on what is a "typical day" for you. In other words, a day that represents what you would normally be doing with students, e.g., not a day when there might be an all-school activity or a field trip. If the scheduled day for completing is not a typical day, please complete your time log on the first available typical day after that. A portion of the time log and a definition of terms are shown in the resources section.



Section Four

Modifications and Adaptations

Mini Training Module



Academic Modifications and Adaptations

As a paraprofessional, you will be responsible for following through with program modifications developed by the educational team. You will also be expected to make on-the-spot modifications.

The following is an extensive list of accommodations and adaptive strategies that you may be asked to incorporate into a student's programming:

Spelling

General Spelling Strategies

- Shorten the number of words that the student is required to know
- Provide the student with a list of the spelling words for the entire quarter or the entire school year
- Help the student learn to group words according to word families
- Use familiar manipulative such as Scrabble tiles to reinforce and practice spelling words
- Provide supplemental practice pages of the words
- Provide practice pages the student can trace
- Color code the syllables of each word
- Reinforce only one spelling rule at a time
- Practice 2 or three words daily...not the entire list
- Make supplemental activities such as spelling bingo, hangman and word finds
- Allow the student to practice on computer or word processor

Student Methods for Spelling

Visual Learners – Read-and-Spell Method

- o The student views the word while you read it aloud
- o The student studies the word by reading it aloud, spelling it aloud and then reading it again
- o The student attempts to spell the word orally two times without looking at the card
- o If the student is able to spell the word correctly, he attempts to write the word without a model

Auditory Learners – Hear-and-Spell Method

- o The student observes while the word is written on a flashcard, the blackboard or the overhead projector
- o The student reads the word and repeats the letters verbally after the teacher
- o Once again, the student listens to the teacher spell the word and repeats it after the teacher
- o The student spells the word aloud without assistance



Multisensory Approach – Cover-and-Write Method

- The student looks at the word and pronounces it (provide flashcards with individual sample words).
- The student covers the card or turns it over and spells the word aloud without looking at it
- The student writes the word while viewing the model
- The student compares the word to the model
- If the word is written correctly, the student practices writing the word three additional times
- A final check is made. If the word is correct the student practices the next word

Spelling Test Strategies

- If a student has difficulty with writing, test him/her orally outside of the classroom
- Cue the student as to the number of letters in each word
- Create an audiocassette with longer pauses between words for those students who need longer processing time

Mathematics

General Math Strategies

- Point out everyday situations where math is required.
- Do not worry about perfect math calculations. Look for their understanding of the process.
- Encourage use of the student's math dictionary.
- Use visual demonstrations to help the student understand math problems.
- Use colored chalk or markers to color code longer calculation problems or to highlight important points.
- Reinforce math families.
- Use manipulatives to model math problems using the procedures taught to you by the special education or general education teacher.
- Use real money to reinforce money skills.

Modifying Math Assignments

- Draw arrows across the top of problems as a reminder to calculate from right to left.
- Copy problems onto graph paper to help with visual organization of each problem.
- Box in the ones column as a visual reminder of where to start the problem.
- Number the steps in a word problem.
- Highlight key words in the problem.
- Allow the student to use a multiplication chart.
- When using a multiplication chart, provide the student with a cutout "L". This will assist the student in finding the intersection box of columns and rows.

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- Use dotted lined to line up math problems or show margins
- Circle to math computation signs

Student Aids

- Math dictionaries
- Concept rings
- Number lines
- Manipulatives
- Face clocks
- Graph paper
- Charts

Directions

Oral Directions

- Be sure the student is looking at you before giving directions.
- Help students become more aware of key words that indicate a series of directions such as first, second, next, then and finally
- If the teacher presents to directions orally, write the directions down so the student is able to refer back to them
- Keep directions concise and simple
- Simplify vocabulary
- Divide each direction into one-step or two-step components
- Appoint a peer tutor to coach the student through multiple-step directions
- Ask the student to repeat the directions

Written Directions

- Provide directions in sequential order
- Allow extra time to copy the directions for assignments
- Ask the student to read written direction at least twice before asking for assistance
- Always check for understanding before the student begins the assignment
- Use a highlighter to emphasize key words in written directions

Environmental

General Environmental Strategies

- Provide a structured learning environment
- Adjust class schedules and assignments
- Modify nonacademic times such as lunchroom and recess
- Change student seating
- Provide us of a study carrel or “office”
- Alter location of personal or classroom supplies for easier access or to minimize distraction



- Provide visual cues (posters, blackboard directions, work area arrangements)
- Provide note takers
- Block out extraneous stimuli on written materials
- Use room dividers
- Provide headsets to muffle noise
- Provide time out areas
- Put desk close to the black board
- Provide computer areas for writing tasks
- Seat near a model student

Organizational

General Organizational Strategies

- Rearrange student groups (according to instructional needs, role models, etc)
- Number and order assignment
- Establish routines for handing work in, heading papers, etc.
- Use color coding
- Provide daily and weekly assignment sheets
- Limit amount of material presented on a single page
- Provide cues such as clock faces indicating beginning and ending times
- Provide anticipation cues and teach key direction words
- Tape paper to the desk
- Tailor homework assignments
- Set time expectations for assignments
- Teach self-monitoring
- Use timers to show allocated and used time
- Provide tests in segments so that the student finishes one segment before receiving the next part.
- Highlight main ideas, supporting details or relevant words featured in the book
- Use raised line paper
- Provide organizers for desk materials
- Give fewer and simpler directions
- Color code folders for each subject area
- Tape a large manila envelope to the inside of the student's desk. If assignments are not complete, the student can slip the paper into the envelope to complete at a later time

Additional Strategies

- Modify test delivery
- Use tape recorders, computer-aided instruction, and other audiovisual equipment for both directions and student responses
- Provide peer tutoring with frequent review
- Have the student summarize at the end of each lesson
- Use behavioral management techniques
- Implement behavioral/academic contracts
- Utilize positive reinforcements (rewards) and vary them

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- Use specific rather than general praise
- Utilize negative reinforcements (consequences)
- Use tangible reinforcers
- Confer with the student's teacher
- Follow through with the established home/school communication system for behavior monitoring
- Post rules and consequences for classroom behavior and review frequently
- Use varied verbal cues, loudness and pauses when presenting them
- Provide content/lecture summaries
- Implement self-recording of behaviors

Methodology Strategies

- Repeat and simplify instructions about in class and homework assignments (such as one task at a time)
- Supplement oral instructions with visual instructions
- Change instructional pace
- Change instructional methods
- Provide functional tasks familiar to the student
- Reduce items required on a task
- Use advances organizers
- Help students develop their own strategies
- Tape lessons so the student can listen to them again
- Provide photocopied materials for extra practice (i.e. outlines, study guides)
- Give both oral and visual instructions for assignments
- Provide for oral testing
- Ask student to repeat directions/assignments to ensure understanding
- Arrange for a mentor to work with student in his or her interest area or area of greatest strength
- Ask frequent questions
- Change the wait time for answers
- Adapt test to change required response mode

Curriculum Strategies

- Change instructional materials with much repetition
- Utilize supplementary materials
- Implement study skill strategies (survey, read, recite, review)
- Provide a sample or practice test
- Be aware of student's preferred learning style and provide appropriate instruction/materials
- Use peer checkers to review completed work
- Provide essential fact list
- Use manipulatives
- Change criteria mastery level
- Use picture directions

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- Provide guided practice
- Provide more practice trials
- Increase allocated time
- Use a strategy approach (such as using memory aides)
- Use hand signals to cue behavior
- Use self-correcting materials
- Provide transition directions
- Incorporate popular characters/themes in assignments
- Develop tests from simple to complex
- Vary length of tasks



Behavioral Modifications and Adaptations

Practical Tips for Successful Behavior Management

- Build rapport
 - o Students who have a positive view of you will be more likely to cooperate. It is important to establish rapport while still maintaining an appropriate relationship. You can have a positive relationship with a student without being a “friend”.
- Accent the positive
 - o All people want to hear good things about themselves. Constant negative comments wear on a person.
- Do not take a student’s behavior personally
 - o Challenging behaviors are not a personal attack! There are so many possible reasons for challenging behaviors.
- Never force an issue with a difficult student in front of the class
 - o A student who displays challenging behaviors will feel more “challenged” when the issue is forced. Take a break and visit the subject again when all parties involved are calm and thinking clearly.
- Every consequence not carried out weakens an adult’s status
 - o Idle threats are not considered positive practice. Students can pick these out and will challenge them.
- Find out what the student does well and build on it
 - o A great way to decrease negative behavior is to increase self-esteem. Show interest in what the student can do well and encourage the development of the skill.
- Avoid sarcasm
 - o In the context of behavior management, sarcasm is completely inappropriate. It is not only rude and disrespectful the student can take it in a very derogative manner.
- Do not label students as “bad”
 - o NO STUDENT IS “BAD”. All students have positive attributes.
- Set high standards
 - o Students will perform to the level their expectations are set at. If you expect more, the student will produce more.
- Do not look for miracles overnight
 - o Behavior will not change overnight. It takes a great deal of intervention to change behavior.
- Be consistent
 - o If you say it, mean it and treat all behaviors the same way for each student.
- Keep calm
- Be aware that prevention is proactive and intervention is reactive
 - o The goal is to prevent problem behaviors before they occur.
- Deal with problems immediately
 - o If you wait too long to intervene, the “teachable” moment is gone.
- Retain a good sense of humor



- You would be surprised at how many potential “crisis” situations can be prevented by using a bit of humor at the very beginning stages.

Effective Discipline

It is very important to understand the principles of effective discipline. There is much more to discipline than applying consequences for misbehavior.

Positive Discipline involves the following elements:

- Attention
 - It is vital to have the attention of the individuals you are working with. It is okay to wait until the group is quiet and attending to you before you begin an activity.
 - This can also be applied to situations such as lining up after recess. Wait until the entire line is quiet before allowing the students to go into the building.
- Instruction
 - All discipline must include some type of direction instruction. It is likely that the student is displaying challenging behaviors because they not know how to do it correctly.
 - A student who blurts out in class may not know how to raise his hand and wait to be called on. It sounds simple but some students need to be directly taught this skill.
- Monitoring
 - The key word here is to “circulate”. Staying in one place is not an effective way to deal with challenging behaviors.
 - Whether you are providing consistent support to one student or assisting in a whole classroom it is not effective to sit in one place. By moving around, you are providing more supervision and are showing interest in the students.
- Modeling
 - Students become confused as to what appropriate behavior is if they witness inappropriate behaviors by adults in their environment.
- Non-Verbal Cuing
 - Non-verbal cuing is less intrusive than verbal cuing. Especially in a whole classroom setting.
 - Non-verbal cuing can be facial expressions, body posture and hand signals. It is important to make sure that the student can effectively read these expressions. Students with Autism Spectrum Disorder may have a deficit in reading non-verbal cues.
- Environmental Control
 - You would be surprised at how many behavior problems can be remedied by changing the environment in which the behaviors occur.
 - Providing structured activities on the playground significantly reduce the number of “behavior problems” in this setting.
- Low-Profile Intervention
 - Intervention does not need to be a big production! Confrontation is not an effective form of discipline. In fact, this often makes the behavior escalate.



Group Management Strategies

Students spend a majority of the school day working in groups. It is important for paraprofessionals to have some useful strategies for successfully managing behavior of students during these times. Developing a set of strategies helps you respond quickly if and when problems do arise. This lesson discusses several useful methods, which can be used to manage behavior while students are in groups. These involve short, routine measures that redirect off-task behavior, don't disrupt instruction and refocus attention on the classroom teacher or paraprofessional.

The strategies are most effective at the beginning stages of misbehavior and with minor problems. The strategies should be used in conjunction with established classroom rules and procedures.

Planned Ignoring

Sometimes the most effective way to deal with student misbehavior is to ignore it.

Pointers for When to Ignore Behavior:

1. When the inappropriate behavior is unintentional or not likely to reoccur.
2. When the goal of misbehavior is to gain teacher or paraprofessional attention.
3. When you want a behavior to decrease.
4. Do not intervene when there is nothing you can do.

Pointers for When to Intervene:

1. When there is physical danger or harm to you, others, or the child.
2. When a student disrupts the classroom.
3. When there are violations of classroom rules or school policy.
4. When there is interference with learning.
5. When the inappropriate behavior will spread to other students.

Providing Cues to Students

An important aspect of behavior management is developing ways to communicate with students that provide reminders that support your expectations. Remember that look your mother would give you when you were young? She didn't have to say even a word but it would immediately stop you in your tracks? It's simply a way to let the student know that you want their attention, or you're aware of the behavior, and that you want it changed. These cues can also be used to reinforce positive behavior patterns as well (i.e., reminders to continue the quality of interaction during an activity). These techniques may be non-verbal, including eye contact, physical gestures (i.e., raising your hand in silence), tapping or snapping of your fingers, coughing or clearing your throat, facial expressions (i.e., smile), or body postures (i.e., tilting your head). One caution, avoid doing things that may embarrass students.

Proximity Control

A fancy term, but you've probably used the technique quite frequently. You're aware how effective it is to stand near a student who's experiencing difficulty. Simply moving around the classroom can assist students in staying on task because of your "proximity" to them.



This works well because the students know you're aware of what's going on, and allows the classroom teacher to continue without interrupting the lesson or the flow of the activity. As a caution, it's important not to reinforce the inappropriate behavior or call attention to the student.

Ways to Increase Student Motivation

Motivation is a key to academic success for most students. There are a number of ways to increase the motivational level of students with which you work.

1. Relate the material to their life experience/s; in other words, make it relevant to them personally, thereby stimulating their interest.
2. Demonstrate an active interest in that child.
3. Demonstrate an active interest in the child's work or the activity.
4. Use lots of praise both verbally and nonverbally.

The Use of Humor

We're all aware of how a light, funny or amusing comment or statement can often times decrease tension, or frustration and afterward allows everyone to feel a bit more comfortable.

Of all the techniques discussed here, humor can be the most prone to misuse and is not easy to master, especially if it's directed toward a particular child or group of children. We've all heard the expression "laugh with, not at children". Even the practice of laughing at one's own actions can sometimes be troublesome, particularly if it's negatively directed. Don't use sarcasm and don't belittle students. Be careful, because what you think is funny may not be funny to the student involved.

Helping Students Through Tough Spots

All students eventually will come across a certain task, assignment or situation that causes them difficulty. Many will request assistance from teachers, staff or peers when appropriate. Others will simply stop working all together and not know what to do next. At these times, trouble can occur. We need to get them back on track. As a paraprofessional, you can be most helpful in getting the student back on task by:

1. Doing (or solving) the problem with the student.
2. Reviewing the directions.
3. Providing another example or demonstrating.
4. Supplying them the correct answer as a model.

Appeal to Student Values

Often times you can appeal to students' values when intervening in problem situations. Their desire is to be liked by others, to do the right thing, to be treated with respect, etc. You might:

1. Appeal to the relationship between yourself and the student. (i.e., "When you swear at me when you're upset, it makes me feel bad.")
2. Appeal to the natural consequences of a specific behavior. (i.e., "I know you're frustrated, but if you break your pencil, then you'll have to replace it with your own money.")
3. Appeal to a student's need to be liked. (i.e., "Your friends may be disappointed with you if you continue to boss them around and interrupt them when they're speaking.")



4. Appeal to the student's self-respect. (i.e., "I know you'll be very upset with yourself at the end of school if you rip up your daily behavior rating card.")

Removal of Nuisance Items

It is difficult for both teachers and paraprofessionals to compete with certain objects, either found at school or brought from home (i.e., rubber bands, combs, etc.). Often times in order to gain students' undivided attention; you may be required to deal with these types of competing items. Often times, however, the removal of such belongings will only lead to further conflict. One way to avoid such conflict is to simply state the choices:

1. You can either put it away immediately; or
2. I will put it away until the end of the day.

This technique is most effective if you have established a relationship with the student.

Strategies for Increasing Positive Student Behaviors

As a paraprofessional, it is necessary to meet with the supervising teacher to discuss and decide what behaviors are desired. Paraprofessionals often assist supervising teachers in the classroom by working with small groups or one-on-one with students. The following lesson discusses techniques that may be used to increase students' positive behavior.

Guidelines for Effective Praise

One of the most powerful strategies is providing praise for appropriate behavior. Although the planning of how and when to use praise rests with the teacher, this is a strategy that either the teacher or paraprofessional may implement.

1. **Define the appropriate behavior while giving praise.**
 - Praise should be specific for the positive behavior that the student displays. This means any comments about behavior should focus on what the student did right. The praise should include exactly what part of the student's behavior is acceptable. This serves to clearly communicate to the student what was good. The probability of any misunderstanding of what behavior meets with approval is lessened.

Situation: The teacher would like to see seatwork done quietly.

Example: "That is great that you did your seat work so quietly today."

Non-example: "You didn't disturb others today."

2. **Praise should be given immediately.**
 - The sooner an approving comment is made about appropriate behavior, the more likely the student will repeat the desired behavior.
3. **The statements used as praise should vary.**
 - Individual statements that one uses should be varied. When students hear the same praise statement used over and over, it loses its value for the student.



4. **Praise should not be given continuously or without reason.**
 - If praise is given too frequently or without stating what the student is doing that is "good", then praise loses its value to the student.
5. **Be sincere with your praise.**
 - Students will notice if you do not mean what you say. Nonverbal cues like facial expressions and posture will alert the students that your praise is not sincere. The praise will not be effective if the student perceives that it is not sincere. Smiles communicate that the praise given is genuine.
6. **Be consistent when praising the target.**
 - It is important to be consistent with the behaviors that you praise. Students learn more quickly when they are always praised for desirable behaviors.
 - Consistency between paraprofessional and teachers is important in order to avoid confusion about behavioral expectations.
7. **Praise should be developmentally appropriate.**
 - Statements to younger or developmentally delayed students should be in language that is at their level so they clearly understand what behavior is seen as appropriate. However, if older students perceive they are being "talked down to"; it is likely that the praise will be discounted.

Why Praise Works

1. Praise is readily available as reinforcement for positive behaviors.
2. Praise can be administered immediately after the desired behavior.
3. Praise can be used over and over again if praise statements are varied.
4. Praise may be used in combination with other strategies to increase behaviors.
5. Praise can be tailored to a variety of behaviors by being specific about the activity.
6. Praise works if the relationship between the student and the person giving the praise is a positive relationship.

Why Punishment Does Not Work

Punishment is a less effective means of dealing with unacceptable student behavior. Punishment gives attention to the wrong behavior. When attention is given to inappropriate behaviors by the paraprofessional or the teacher, frequently the behavior increases. The student may repeat the behavior just to get attention. For some students, attention of any kind is desirable.

Punishment can damage the student's relationship with the teacher or the paraprofessional. If a student is punished for behavior that is unacceptable, he or she may become uncooperative at other times. The student may not try or work for the paraprofessional or teacher when requested to do so.

A student's self-esteem can suffer if the only attention from teachers or paraprofessional is in the form of punishment. The negative feelings that come from only experiencing punishment can result in an attitude that he or she can do nothing right. With the use of punishment, there is not an opportunity for the student to be recognized for the behavior that is acceptable.



Punishment can discourage both unacceptable and acceptable behaviors. If a student is frequently met with negative responses for behavior, the student may decrease both positive and negative behaviors. If positive behaviors decrease, the student will not have the opportunity to learn or practice acceptable behaviors. Punishment does not encourage a student to take social risks.

Non Verbal Social Approval Used to Increase Positive Behaviors

Praise is one form of social approval. Other social means of communicating that the behavior is appropriate may include nods, smiles or a "thumbs up" sign. Where developmentally appropriate, a pat on the back or a "high five" can be used to signal the student that their behavior is appropriate. Just as with praise, these other forms of social approval should be given as soon as possible after the positive behavior is observed.

Rules and Instructions as a Means of Increasing Positive Behaviors

Rules and instructions can help the student increase positive behaviors in a number of ways.

1. Rules and instructions can provide a guideline for what behaviors are appropriate. Students may not know what is expected of them. Learning what positive behaviors are can help speed up the identification of acceptable behaviors.
2. Communication about expected behavior is enhanced by giving clearly stated instructions or having rules displayed.
3. Rules and instructions can be used effectively with praise or other strategies to increase positive behaviors.
4. Restating the rules or instructions just prior to an activity will remind or cue the student about the behavior that is expected.

Example: It is the first day of school and you have playground duty for 5th and 6th graders. You and the teachers arrange a time to meet with the students in their classrooms to go over the school rules on playground behavior.

Modeling

For some students an explanation of desirable behaviors is not enough. Demonstration is another way of making expectations clear.

Example: The students you are working with become unacceptably loud. You start talking to them in a very low voice. This would demonstrate to them what voice level you want them to use.

Build a Positive Relationship with the Student

Working to establish a relationship with students is an important strategy in effective behavior management. Investing time to get to know students is a good first step in establishing a positive relationship with them. A positive relationship sets the groundwork for all the other strategies. Students are more likely to listen and respond to rules, requests and reinforcement

Section Four: Modifications and Adaptations

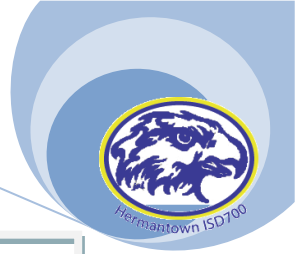
Mini Training Module



if they know their interactions with the paraprofessional or teacher will be positive. Ways to be positive include:

1. Demonstrating to students their importance (i.e., by learning their names, actively listening to them, remembering things said by them.)
2. Praising continuation of appropriate behaviors.
3. Showing interest in helping students.
4. Explaining the reasons for having rules.
5. Encouraging students to participate in activities.

Students respond better to adults who take a personal interest in them. Paraprofessionals are encouraged to develop positive relationships with all students. Personal knowledge of each student is one way to strengthen and improve these relationships. It provides the opportunity to model interpersonal behaviors.



Section Five

Resources

The following are samples of various resources. Many examples were provided by special education paraprofessionals currently employed in Hermantown. The use of these types of resources can be extremely beneficial in assisting students in working toward IEP goals – as well as providing valuable documentation. You may be asked to use one or more of the following types of resources on a regular basis. Your input into further developing and individualizing resources is always welcome, so feel free to present suggestions and/or your own customizations to your cooperating teacher/supervisor.



Daily Descriptive Monitoring Sheet

“+”, will be given if the student was productive

Student	Monday	Tuesday	Wednesday	Thursday	Friday

“-“ will be given if the student was off task and not listening to cue

Week #_____



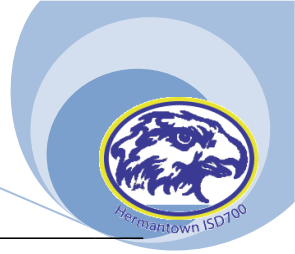
Bi-Weekly Progress Report

Student _____
Grade _____

Class	Detailed Report
1 st	
2 nd	
3 rd	
4 th	
5 th	
6 th	
7 th	

Signed by Paraprofessional

Date _____
Report # _____



Home Work, Quiz & Test Checklist

Teacher _____
 Class _____
 Hour _____
 Month _____

Student														
Points														
Points														
Points														
Points														

Date _____



Grades To Date Notification

Case Manager _____ Student _____ Grade _____

Class	Grades (Missing Assignments) & Comments
1 st	
2 nd	
3 rd	
4 th	
5 th	
6 th	
7 th	

_____ Signed by Paraprofessional

Date _____
Record Sheet

Report # _____

Section Five: Resources



Teacher_____ Class_____

Paraprofessional_____

Dates_____

Student	Mon	Tues	Wed	Thurs	Fri
Assignments					

Comments

Codes:

A=Argumentative

H=Homework Completed

M=No Materials

P=Participating

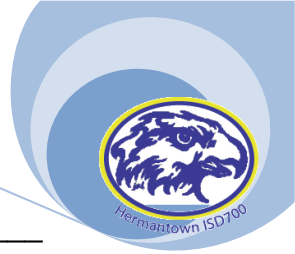
D=Disruptive

I=Homework incomplete

O=Off task

R=Rude/disrespectful

Section Five: Resources



Student: _____ Date: _____

Code: F= full assist P=partial assist S= spontaneous							
IEP Objectives	Morning Meeting	DAPE/ Band	Biology	Transition	Lunch/ ADLs	ADLs	Civics
After listening to short functional material, Student will demonstrate comprehension by answering related simple factual questions 4 out of 5 trials.							
Student will use her Dynavox to communicate wants/needs, to make choices, to participate in group activities and to communicate medical needs - when asked 2 out of 4 trials.							
Student will direct the activities of her caregivers (i.e. ask to get out of chair, ask to be repositioned, etc) using her Dynavox - at least twice a week.							
Student will initiate using her device at least one time a week with 2 or fewer cues.							
Student will increase her engaged participation in adapted physical education activities, from sporadic visual connection and hand control, to be able to follow objects with her eyes and to hold objects when presented.							
When presented an object to hold Student will grasp it and hold for 30 seconds or more upon request.							
Student will visually track an object - balloon/ball for 30 seconds or more during D/APE activity.							

Notes:

Section Five: Resources



Adaptations for second hour

Student TEST	Extended Time	Take In Resource Room	Modify Multiple Choice Narrowed	Read Out Loud	Word Bank Avail.	Notes Avail.	Calculator Or Computer	Restated Or Rephrased	Essays Answered Orally	Pass/ Fail
A.B.	X	X		X						
C.D.	X	X	X 2-choices	X	X			X		
E.F.	X	X								
G.H.		X		X						
Student HW	Extended Time	Accommod.	Modified HW Shortened	Modified HW Divided	Tasks Minimized	Use Notes Of Teacher	Calculator Or Computer			
A.B.	X					X				
C.D.	X	X								
E.F.							X For Long Assign.			
G.H.										



STUDENT LEARNING PRIORITIES AND SUPPORT

Directions: In the appropriate box, list the student's learning priorities that need to be addressed daily, regardless of location (e.g., greeting peers, using a communication device). In the remaining boxes, list the learning priorities that are specific to individual activities or classes. Then list the necessary materials, supports, and adaptations that are required for the student to accomplish his/her learning priorities. Refer to the next page for an example.

Student:		Date:
Daily Learning Priorities:	Materials	Support/Adaptations
Learning Priorities For:	Materials	Support/Adaptations
Learning Priorities For:	Materials	Support/Adaptations
Learning Priorities For:	Materials	Support/Adaptations

Source: Lowell-York, J., Doyle, M.B., & Kronberg, R. (1995). *Creating Inclusive Communities: Module 3b: Curriculum as everything students learn in school** Individualizing learning outcomes. Baltimore: Paul H. Brocks Publishing.



STUDENT LEARNING PRIORITIES AND SUPPORT

(SAMPLE)

Student: SARAH		Date: SEPT-OCT
Daily Learning Priorities:	Materials	Support/Adaptations
▶ Participate during each class ▶ Bring necessary materials ▶ Move to and from classes with peers	Same as peers	General educator Peer reminder Peers Schedule (including material listing)
Learning Priorities For:	Materials	Support/Adaptations
▶ Listen to stories with whole class ▶ Choose a book from the library and check it out ▶ Use a switch to activate taped story	Same as peers Same as peers Big Red switch, tape recorder, tape cassette	None Peers, librarian Peers, adult
Learning Priorities For:	Materials	Support/Adaptations
▶ Participate in experiments ▶ Learn 2 new concepts per unit	Same as peers Depends on the unit	To be determined To be determined
Learning Priorities For:	Materials	Support/Adaptations
▶ Use a calculator to check work ▶ Work with peers to solve problem ▶ Time keeper in cooperative groups ▶ Use next dollar approach to pay for lunch	Large key calculator Same as peers Timer Number line & money (next dollar approach)	Peers, adult Peers Peers Adult

Source: Lowell-York, J., Doyle, MB., & Kronberg, R. (1995). Creating Inclusive Communities: Module 3ix: Curriculum as everything students learn in school individualizing learning outcomes. Baltimore: Paul H. Brookes Publishing.



Special Education Modifications and Adaptations

Student	Test read in small group and in alternate setting	Extended time for tests and assignments	Check work periodically to assure understanding	Calculator allowed	



TIME LOG PARAPROFESSIONALS

Para Name: _____ Building: _____

Date: _____ Sup Tchr(s): _____

DIRECTIONS:

- 1) Print the first & last names of the student(s) you specifically provided services to/for during each half hour of the day.
- 2) Please consult the definitions provided on a separate page to have a clear understanding of what each of the activity options means. Check only one activity option per student within each half hour time slot. You may often be engaged in more than one activity with a student during a class period; if so, choose the option for which you have spent the most time.

Time	Student	Activity							
	<i>Print the names of all students you worked with during each half hour time slot</i>	<i>Mark only one activity per student for each class period time slot</i>							
		PC	Acad	Voc	Data	Plan	Mtrls	Non-stdnt	Lunch/Break
8:00-8:50									
8:54-9:44									



TIME LOG DEFINITIONS/EXAMPLES

PC (Personal Care Services):

- Assisting the student with activities of daily living (eating, dressing, etc.) or instrumental activities of daily living (communication, accessing the community, etc.)
- Completing health related functions (e.g., medication administration, etc.)
- Behavior monitoring (observation, intervention, redirection of behavior)

Acad (Academic Activity)

- Prompting, cuing, or directing the student regarding academic behavior
- Restating directions or nonverbal prompts on an academic task
- Providing instruction or review on an academic concept or task

Voc (Vocational Activity)

- Assisting student with activities related to employment
- Instructing the student on how to complete a job task
- Reviewing employment expectations such as punctuality
- Job coaching

Data (Collecting/Recording Data)

- Collecting or recording data about the student
- Marking tallies on an observation sheet
- Completing a checklist on student academic behavior
- Making notes about student progress
- Administering/recording progress monitoring data

Plan (Planning with Another Adult)

- Talking with another adult about the student(s) with whom you work
- Time spent planning with a teacher about how to respond to a behavior
- Time spent discussing with a teacher which group you or other paraprofessionals will facilitate

Mtrls (Preparing Materials)

- Preparing, adapting, or modifying curricular materials for the special education student per teacher instruction
- Preparing instructional materials for the special education teacher
- Grading work
- Preparing a bulletin board
- Photocopying

Non-Stdnt (Non-Student Activity)

- Completing activities not related to the student or materials (not including lunch/breaks)
- Listening to the teacher present, review instructions, or model/demonstrate task
- Visiting with other students/adults in room
- Checking email
- Reading a book/magazine/newspaper

Lunch/Break

- Taking a morning, afternoon, or lunch break
- (Do not include the time you spend as a lunchroom or playground monitor in the "Lunch/Break" category. If you are working as a lunchroom or playground monitor during the time slot, write "lunchroom or playground monitor" in the space provided instead of student names.)