

Duties As Assigned

Presented by: Toni Shelby - WDE

Quick Review

IDEA - legislation about special education.

Students must qualify for services

IEP - Individualized Education Plan

LRE - Least restrictive environment; students are entitled to be educated with their general education peers to the maximum extent appropriate.

Assessment

Questions / Refreshers before moving forward?

Session 1 Recap Assessment

<https://forms.gle/RiQfPzDG5a9vWef7A>



What's in a job description? The expectations of the paraprofessional can be extensive, fluid, and sometimes complicated. You may be asked daily to be a shoulder to cry on, provide comedic relief, do clerical tasks, be a math, science, english, social studies tutor, and friend.

Let's look into these things a little further and talk about how to navigate them.

Confidentiality

A student's qualification and eligibility for special education services is confidential information. With this in mind, many common practices can be problematic.

- Discussing info about students with any parents
- Discussing students with teachers who do not work directly with a student
- Discussing student info with other students - seems obvious but can be sneaky
- Discussing students in less-private places
- Making “student files” or cheat sheets



Viewing the IEP

A student's IEP is confidential, however, as someone who is supporting their specialized instruction there are certain parts that you should know about. If your district is careful about confidentiality and who accesses the full IEP, just be sure you are aware of these parts of a student's IEP

- Goals
- Accommodations
- BIP - if there is one
- Health needs if the student has them

Goals

Each student has measurable annual goals. It will be part of your job to work on these goals with students, and collect data on them. Each goal is tied to a standard and is intended to close gaps the student has.

Example reading comprehension goal:

After reading or looking at a simple storybook, STUDENT will identify the main idea 80% of the time in 4 of 5 trials.

Classroom Instruction

Paraprofessional

- Provide support to students with lessons, assessments, assignments
- Help teacher implement accommodations/modifications
- Collect data for goals, behaviors, etc using methods provided
- Assist with implementation of classroom rules, policies, procedures

Classroom Teacher

- Creates lesson plans for all students
- Maintains communication with paraprofessional and special education teacher
- Communicate classroom expectations and lessons with paraprofessional
- Set classroom rules, policies, procedures
- Help determine most appropriate means of data collection
- Follow IEP for students with them

Instruction - The Gray Area

Students who receive special education require specialized instruction. It is imperative that we remember and stay vigilant about this instruction being designed by the certified teachers. Students should always be addressing the intended standard.

[Wyoming Standards Page](#)

Instructional Support

This is the paraprofessional duty and can include:

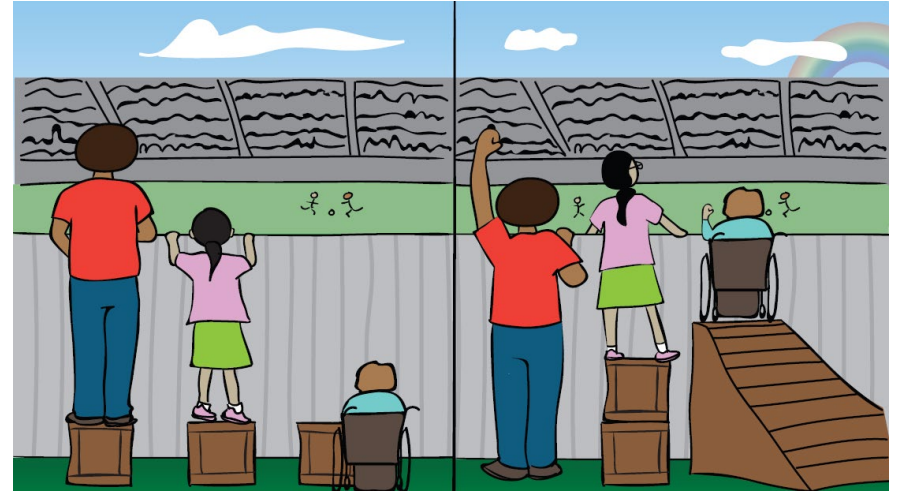
- Re-teaching the lesson - after the student has received core instruction from the certified teacher
- Leading small groups
- Checking for understanding throughout the class
- Providing accommodations

Accommodations - why provide them?

- Provide equal access to FAPE
- Based on individual need
- Monitored to ensure effectiveness

Common Accommodations:

- ★ Extended Time
- ★ Read Aloud
- ★ Calculator/Multiplication Table



How to provide accommodations

Read Aloud - what comes naturally in the classroom?

Shortened assignments - these should always be shortened by the classroom teacher.

Reduced choice - this should also be done by the classroom teacher.

Extended time - have a conversation with the case manager or special education teacher about the limit of time. There needs to be one.

*Accommodations are NOT optional

What do I do if...?

What should a paraprofessional do if a teacher refuses to allow accommodations?

If this is happening to you, gently remind the classroom teacher that the accommodations must be provided per the IEP. If it continues to happen, bring this concern to the special education teacher and/or case manager.

What do I do if...? Continued

What should a paraprofessional do if a student refuses the accommodation?

If a student refuses an accommodation, there is a reason why. Document that you offered to provide it, ask questions, problem-solve if you can. Always communicate to the special education teacher/ case manager

Break/Questions

Behavior

Behavior can be tricky! Let's talk about the how-to for each of these situations:

- Responding to behavior
- Implementing a behavior plan
- Interacting with peers - when do I intervene?

What can you tolerate?

For each of these behaviors rank them from your most concerning to your least concerning. 1 being the most urgent and 4 being something you might even be able to ignore. Your answers should look like:

1 - F

2 - H

Etc.

- A) Student puts head down during instruction/work time
- B) Student is tapping pencil
- C) Student is cussing
- D) Student is talking during silent work time

Problematic Behaviors

If a student has a problematic behavior, but there is no plan specific to addressing it - be aware of your response! Ask these questions:

- What are they trying to get?
- Am I reinforcing it?
- Am I escalating it?

COMMUNICATE

The final and most important thing to do in this situation is to communicate with teachers. The special education teacher, as well as the general education teacher(s). This is especially important if the behavior persists and a plan should be made.

Behavior Plans

It is not the job of the paraprofessional to create a behavior intervention plan. We'll talk more about this in the behavior module but when it comes to a BIP or any other plan, be sure you are doing these things:

- Follow the plan as it is written
- Document data - good and bad
- If you have questions, ask them
- Assist any teachers, service providers in implementing the plan as it is written

Interacting with Peers

This can be an especially difficult task to navigate, not just when it comes to behavior.

- If bullying is happening, intervene, report immediately
- Model appropriate interactions with difficult individuals
- Allow and encourage students to practice conflict management
- Don't cramp their style, allow them to interact with peers

Parents, Community Members

As we discussed before, it's important to maintain confidentiality, however there may be situations where parents share important information with you. It's always best to know your district's policy, but here are a few things to consider:

- Always immediately share information with the case manager
- For parents who consistently communicate information to you, possibly out of comfort or familiarity, make a plan with the case manager

Healthcare Needs

Some paraprofessionals may be asked to assist with healthcare needs. There are a variety of things that could be on this list but it could include:

- Being prepared to administer emergency medications - epinephrine, etc.
- Knowing evacuation routes
- Knowing healthcare plans for students with them - students with diabetes, POTS, etc.
- Toileting needs/support

If you have a student with health needs, be sure you are comfortably trained in whatever is asked of you. Have conversations with the special education teacher and case manager to be sure you are knowledgeable and prepared.

Collecting Data

For almost everything we have discussed so far, you could be asked to collect data:

- Goals
- Accommodations
- Behavior
- Healthcare

It is important to use the data collection methods that are given to you, and if they haven't been, you can ask! It's also possible that the special education teacher doesn't have all the information about what will be the most effective and efficient form of data collection so share your insights.

Rating Scales

Class participation - Numerical Rating Scale

1- Unsatisfactory; 2- Below Average; 3- Average; 4- Above Average;
5- Outstanding

Criteria	Rating	Comment
On time	1 2 3 4 5	
Materials ready	1 2 3 4 5	
Attends to speaker	1 2 3 4 5	
Attempts assignment	1 2 3 4 5	
Asks for help as needed	1 2 3 4 5	

Time Samples

Momentary

Behavior is recorded if it occurs at the end of the time interval

Partial Interval

Behavior is recorded if the behavior occurs at all during the interval

Checklists

- Task List
- Readiness lists
- Yes/No
- Self-Monitoring Tool

Questions?

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Next Session:

October 18, 2023 - 3:30PM