Effective Use of Paraprofessionals

Michelle Dunsford, Learning Specialist
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Sherry Strickland, Learning Specialist
Preschool Teachers
Robin Bolling, Coordinator

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Ocean Bay Middle School
INTRODUCTION

- Who’s who?
- Materials
- Questions
Purpose

1. Provide preliminary information regarding decisions pertaining to determining the need for adult support; and

2. Provide teachers an opportunity to examine their roles and responsibilities as instructional leaders in determining the effective use of paraprofessionals in the special education classroom.
Introductory Activity

- Close your eyes and picture your child in your head.
- What is your vision for your child when he/she is an adult?
Determining the Need for Adult Support

Robin Bolling, Coordinator
Michelle Dunsford, Learning Specialist
Determining the Need for Adult Support

WHY: The Impetus for Change

- District and state accountability for post-secondary outcomes
Determining the Need for Adult Support

- Detrimental results of over-reliance and/or inappropriate use of paraprofessionals

  - teacher’s role becomes clouded (Marks, Schrader, Levine, 1999; Giangreco, Edelman, Luiselli, & MacFarland, 1999)

  - social impact (Giangreco, Edelman, Luiselli & MacFarland, 1997 and Marks, Schrader & Levine, 1999, Mueller & Murphy, 2001)

  - counterproductive to our “vision” for all students (Giangreco Edelman, Luiselli & MacFarland, 1997 and Marks, Schrader & Levine, 1999, Mueller & Murphy, 2001)
Change Implementation

versus

but

Procedures
Change Overview

- Conduct IEP reviews as scheduled and for initial IEPs:
  - use appropriate language (reminder)
  - develop a Plan for Independence (PfI)
  - ongoing review of PfIs
- Determining the need for adult support
- Additional responsibilities for learning specialists, district office staff for implementing changes
- Reconceptualization and reexamination of the roles and responsibilities of teachers and paraprofessionals
Determining the Need for Adult Support

Decision-Making Tree for Determining Adult Support
Determining the Need for Adult Support

- Study flow chart….. (3-5 minutes)

- In teams, generate…. (5-10 minutes)
  - holes or missing decisions
  - questions you may have regarding the process (record on note cards)
Determining the Need for Adult Support

Conduct IEP reviews as scheduled and for initial IEPs for those students who currently receive adult support or for those whom this supplementary service is a consideration:

Does the student’s IEP?

- Contain present levels that are SPECIFIC and include data based performance/progress information that identify areas of need?

- Describe the supplementary services to be provided?
  (Supplemental services are provided to the student or on behalf of the student by a person)

  - Describe the specific services
  - Identify the locations where the services will be provided
  - Indicate the frequency when the service will be provided
Determining the Need for Adult Support

**Non-Example**

<table>
<thead>
<tr>
<th>Supplementary Service</th>
<th>Location(s)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1</td>
<td>School</td>
<td>Daily</td>
</tr>
</tbody>
</table>

**Example**

<table>
<thead>
<tr>
<th>Supplementary Service</th>
<th>Location(s)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Support to ensure student remains at an appropriate distance from other students and keeps hands to self</td>
<td>Across all school settings</td>
<td>Daily, from arrival at school to departing on the bus.</td>
</tr>
</tbody>
</table>
## Determining the Need for Adult Support

### Non-Example

<table>
<thead>
<tr>
<th>Supplementary Service</th>
<th>Location(s)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shadow</td>
<td></td>
<td>Daily</td>
</tr>
</tbody>
</table>

### Example

<table>
<thead>
<tr>
<th>Supplementary Service</th>
<th>Location(s)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Support to ensure student safety while navigating around the school on his crutches</td>
<td>School</td>
<td>Upon arriving at school, changing classes and departing school</td>
</tr>
</tbody>
</table>
Determining the Need for Adult Support
Determining the Need for Adult Support

It’s YOUR turn!!

Plan for Student Supports

Activity
Plan for Independence

Purpose

Target Population

Content

Schedule for Development and Review

Personnel Responsible
Plan for Independence - PURPOSE

- Future oriented
- Student learning focused
Plan for Independence - TARGET POPULATION

• Must be considered for ALL students

- “How can we increase the student’s independence in 45 days”? 
Plan for Independence

I. Present Levels

II. Benchmark
   a. Describe the behavior/skill in observable measurable terms that the student will attain within 45 days of the meeting
   b. Anticipated date for achieving this benchmark is....

III. Schedule
   a. Week # and Date(s)
   b. Subject/Setting & Time
   c. Actions to be Taken
      (dimensions)
Plan for Independence- SCHEDULE

- Develop at initial IEP team meeting and review every 45 days thereafter

- Develop within 10 days for out-of-district transfer students and every 45 days thereafter
Plan for Independence -
PERSONNEL RESPONSIBLE

- **IEP team**: developing and reviewing IEP and plan
- **Paraprofessional(s)**: collecting data, implementing IEP, BIP, Plan for Independence (PfI)
- **Teacher**: communicating IEP and plan information to paraprofessional, ensuring implementation and presenting the results of the data collection when the plan is reviewed within 45 days
- **Learning Specialist(s)**: attending IEP meetings of students who require adult support, providing guidance in developing and reviewing plans, and submitting reports to the district office on a monthly basis with regard to Plan implementation
- **Coordinator**: reviewing PfIs on a monthly basis and providing a progress report to district office special education administration
Plans for Independence: Show and Tell

Sharon Harris, Learning Specialist
Mike Onderko, Learning Specialist
Connie Strickland, Learning Specialist
Sherry Strickland, Learning Specialist
Plan for Independence- #1 (Sharon)

- Benchmark: During unstructured times (e.g., lunch, recess, use of the bathroom, transitions between classes) the student will independently function within the school environment without adult support. See attachment for benchmark definitions and the progress monitoring form.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Time</th>
<th>Monday Actions</th>
<th>Tuesday Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15-8:20 Morning Work/Math Focus</td>
<td></td>
<td>Monitor within eyesight Use Progress Monit. Sheet</td>
<td>Same</td>
</tr>
<tr>
<td>8:22-9:15 Reading Mastery</td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>9:54-11:05 EveryDay Math</td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>11:05-1:45 Science/SocSt</td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>11:45-12:30 Specials</td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>12:30-1:00 Lunch</td>
<td></td>
<td>Monitor within eyesight Use Progress Monit. Sheet</td>
<td></td>
</tr>
<tr>
<td>1:00-2:10 ELA</td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>2:10-2:30 Recess</td>
<td></td>
<td>Monitor within eyesight Use Progress Monit. Sheet</td>
<td></td>
</tr>
</tbody>
</table>
Plan for Independence-Attachment #1

Lunch
- Will follow lunchroom procedures independently by finding space to sit, going through lunch line, talking quietly, eating by using school manners, taking tray back or emptying trash like grade equivalent peers.

Transition Between Classes
Will walk to and from classes independently while following hallway procedures with adult support monitoring from a distance to ensure independence and allowing the student to walk alone or with peers.
Plan for Independence- Attachment #1

Bathroom
- Will follow bathroom procedures independently
- Teacher/Adult Support will remind the student of the procedures prior to entering the bathroom if necessary
  - The visual procedures schedule will be posted and referred to (and used at home, too)

Recess
- Will participate in recess without adult assistance by independently choosing activities and interacting with peers
## Plan for Independence - #1

### Data Collection

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Place a Check Mark for each Completed Objective</th>
</tr>
</thead>
</table>
| 7:15-8:20 Transition to Morning Work and Math Focus | ___ followed hallway procedures  
|                                      | ___ arrived to class on time                  |
| 9:15-9:53 Transition to Guided Reading & Physical Activity | ___ followed hallway procedures  
|                                      | ___ arrived to class on time                  |
| 12:30 – 1:00 Lunch                   | ___ found space to sit  
|                                      | ___ went through lunch line  
|                                      | ___ talked quietly  
|                                      | ___ ate using school manners  
|                                      | ___ took tray back/emptied trash              |
| 2:10-2:30 Transition to and during Recess | ___ independently chose activities  
|                                      | ___ interacted with peers                    |
| Bathroom Breaks                      | ___ flushed and washed  
|                                      | ___ stood in line quietly and patiently       
|                                      | ___ cleaned up after self                     |
Plan for Independence- #2 (Connie)

- **Benchmark:** Increase the number of returned class and homework assignments in all subjects. Increase academic average in each subject from 74% to 80%.

<table>
<thead>
<tr>
<th>Subject Time</th>
<th>Monday Actions</th>
<th>Tuesday Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Period</td>
<td>Leave the classroom for 40 minutes</td>
<td></td>
</tr>
<tr>
<td>2nd Period</td>
<td>Monitor/Collect assignment completion data</td>
<td></td>
</tr>
<tr>
<td>3rd Period</td>
<td>Monitor/Collect assignment completion data</td>
<td></td>
</tr>
<tr>
<td>4th Period</td>
<td>Monitor/Collect assignment completion data</td>
<td></td>
</tr>
</tbody>
</table>
Plan for Independence-#3 (Mike)

Benchmark: During unstructured times (lunches and transitions between classes), the student will maintain his personal space and others by walking appropriately to classes/lunch and will also be on time to all of his classes.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time to</th>
<th>Monday-Friday Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition to</td>
<td>9:50-10:00</td>
<td>Monitor within eyesight and document support when needed</td>
</tr>
<tr>
<td>Class</td>
<td>11:30-11:36</td>
<td>Monitor within eyesight and document support when needed</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:45-1:15</td>
<td>Same</td>
</tr>
<tr>
<td>Transition to</td>
<td>1:49-1:55</td>
<td>Same</td>
</tr>
</tbody>
</table>
Plan for Independence-#4 (Sherry)

Benchmark:

1) The student will refrain from verbal threats of harm to self and others and physical gestures of threats toward self and others.

2) The student will seek adult assistance when needed for academic and emotional support when needed.

3) The student will enter each class on time and be prepared for instruction.
Plan for Independence- #4

On Daily Data Sheet (see handout), circle if the student:

1) is on time to class and followed adult support directives requiring initial instruction only
2) is on time to class and required adult support to repeat directives 2-3 times within class period.
3) Does not complete assignments/task as requested by the teacher or the adult support para
4) Is tardy to class (4T) or threatens to harm self (4HS) or others (4HO)
It’s YOUR Turn!

- Plan for Independence Activity
Roles and Responsibilities - Teachers and Paraprofessionals

Preschool Teachers
Robin Bolling, Coordinator
A special education paraprofessional is an employee who...........

- works and assists with the delivery and/or other direct or indirect services for eligible students with disabilities

- works under the DIRECTION of teachers or licensed/certified individuals who have responsibility for the instruction and assessment of students
Teacher & Paraprofessional Complementary Roles

- Planning
- Assessment
- Non-Instructional
- Behavior Management
- Instruction
PLANNING
Roles/Responsibilities

TEACHER
1. Conduct orientation for paraprofessional
2. Required IEP team member
3. Develop IEP, BIP, Health Plans
4. Develop lesson plans
5. Establish student/staff schedules
6. Design teaching materials

PARAPROFESSIONAL
1. Provide info to teacher
2. Implement plans
3. Assist with selecting, making materials
Planning

- Conduct orientation
- Communicate expectations to the paraprofessional
- Student’s IEP, BIP
- Share Plan for Independence
  - purpose of Plan for Independence and discussing actions to be taken
  - provide on-the-job training
- Create a master schedule
- Determine methods of communication
- Establish a system resolving differences of opinion
- Others??
# ASSESSMENT

## Roles/Responsibilities

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>PARAPROFESSIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine educational needs</td>
<td>1. Assist, provides input</td>
</tr>
<tr>
<td>2. Determine evaluation systems</td>
<td>2. Collect data in accordance with evaluation systems (student data sheets)</td>
</tr>
<tr>
<td>3. Collect, analyze data to make instructional decisions</td>
<td>3. As above</td>
</tr>
<tr>
<td>- is the student progressing toward IEP goals?</td>
<td></td>
</tr>
<tr>
<td>- did the student meet the 45 day benchmark on the Plan for Independence</td>
<td></td>
</tr>
<tr>
<td>- should instruction be altered?</td>
<td>4. Assist with specific types of tests</td>
</tr>
<tr>
<td>4. Develop, administer, grades tests</td>
<td></td>
</tr>
<tr>
<td>5. Report progress to parents</td>
<td>5. Assist only under teacher direction</td>
</tr>
</tbody>
</table>
# INSTRUCTION

## Roles/Responsibilities

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>PARAPROFESSIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan and teach initial skills</td>
<td>1. Assist with initial instruction*</td>
</tr>
<tr>
<td>2. Plan and provide practice opportunities</td>
<td>2. Assist with implementing practice</td>
</tr>
<tr>
<td>3. Modify lessons</td>
<td>3. Implement modified lessons</td>
</tr>
<tr>
<td></td>
<td>4. Provide IEP supplementary services as specified in Plan for Independence</td>
</tr>
<tr>
<td></td>
<td>5. Implement Behavior Intervention Plans, as appropriate</td>
</tr>
</tbody>
</table>
# BEHAVIOR MANAGEMENT

## Roles/Responsibilities

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>PARAPROFESSIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop classroom rules</td>
<td>1. Implements</td>
</tr>
<tr>
<td>2. Determine individual behavioral expectations</td>
<td>2. Implements</td>
</tr>
<tr>
<td>3. Teaches and practice classroom rules initially</td>
<td>3. Teach and practice classroom rules</td>
</tr>
<tr>
<td>4. Applies consequences and reinforcers</td>
<td>4. Apply consequences and reinforcers</td>
</tr>
</tbody>
</table>
## Non-Instructional Roles/Responsibilities

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>PARAPROFESSIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine classroom organization, routines, transitions</td>
<td>1. Implements</td>
</tr>
<tr>
<td>2. Assign/share clerical tasks</td>
<td>2. Assists and shares</td>
</tr>
<tr>
<td>3. Assign/share meeting student needs</td>
<td>3. Assists and shares</td>
</tr>
<tr>
<td>4. Assign/share other duties as assigned</td>
<td>4. Assists and shares</td>
</tr>
</tbody>
</table>
Your wisdom is requested.
The Beginning
Next Steps....

- At IEP annual reviews, initial and transfer student IEPs
  - ensure appropriate IEP development
  - develop Plan for Independence
- Continued staff development
  - A-Team
  - Leadership Team
  - February 16, 2009
  - Paraprofessionals
- Ongoing technical assistance
- Revised procedures
Contact Information

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  504-1510

• Jean Morgan at jmorgan@horrycountyschools.net or
  503-5792

• Robin Bolling at rbolling@horrycountyschools.net or 488-6857
Thank you