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Platte County School District #1 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: Title IX Platte County School District #1 Coordinator at: Cory J. Dziowgo 1350 Oak Street Wheatland, WY 82201, (307) 322-3175

For further information on notice of non-discrimination, The OCR office for Colorado is located at: Denver Office, Office for Civil Rights, U.S. Department of Education, Cesar E. Chavez Memorial Building, 1244 Speer Boulevard, Suite 310, Denver, CO 80204-3582, Telephone: 303-844-5695, FAX: 303-844-4303; TDD: 800-877-8339, Email: OCR.Denver@ed.gov.

Part 1

Introduction

As a paraprofessional you are in an important and challenging role within Platte County School District #1. The role of paraprofessionals in educational environments has changed dramatically over the past two decades. The increased use of educational paraprofessionals is due to federal legislation such as the 2004 reauthorization of Individuals with Disabilities Act (P.L. 108-446) commonly referred to as IDEA. The legislation emphasized the inclusion of students with disabilities into the general education classroom. This increased the need for and use of paraprofessionals.

Important things/trainings to complete:

- CPI training: required for all paraprofessionals
- If handling bodily fluids: (recommended) hepatitis C vaccine

Important Numbers

Shannon Brow, Special Education Director.....Office: 322-3175 ext. 1010

_____, Principal.....

Lisa Tamlin, Special Education Secretary.....Office: 322-3175 ext. 1009

*If using a building phone you just need to dial the extension number.

Part 2

Philosophical, Historical and Legal Foundations of Education

Historically individuals with disabilities were not valued members of the community. Sometimes, special asylums were built for people who were disabled. Often conditions in these institutions were dehumanizing, filthy and crowded. There is little evidence that people in these institutions were given skills or education that would enable them to cope with the world and become members of the greater community. Much of the lack of education occurred because it was believed that these individuals were not able to learn like other people and that it would be a waste of time and money to help them learn. In recent times as early as the 1970's, prior to Public Law 94-142 (Education of All Handicapped Children Act), children with special needs often continued to be excluded from the public education system or if included, they were often segregated from their peers in separate classrooms or schools. This practice is no longer acceptable.

Today, with the reauthorization of P.L. 94-142, now called IDEA (Individuals with Disabilities Education Act), students with disabilities are now an integral part of the regular school environment. This legislation emphasized the inclusion of children with disabilities into the general education classroom and community environments, and increased the need for and use of paraprofessionals. When that is not possible, children are to be educated in the "least restrictive environment" appropriate for the child. Federal law, as well as State mandated practices, have established procedures to assure that to the maximum extent appropriate, students with disabilities are educated with non-disabled students. Special classes, separate schools, or other removal of students with disabilities from the regular educational environment occur only when the nature or severity of the disability is such that education in general education classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

Research supports that children with disabilities benefit from inclusive instruction within the regular classroom environment. For children with moderate to severe handicaps, inclusion can increase social interaction between disabled and non-disabled children. Inclusion can increase social acceptance by peers and provide disabled students with appropriate behavior models.

It is important to note however, that the mere physical placement of children with disabilities in regular classrooms does not necessarily result in positive results. Often these children require direct intervention and support in order to be successful. Paraprofessionals play an important role in providing that intervention and support as they are often utilized to implement and reinforce teacher designed programs to increase the students' success in the classroom setting.

Paraprofessionals have a difficult but rewarding position within education. They influence positive changes in academic achievement and behavior. Their interest in students and assistance to teachers is invaluable.

Individualized Programming

Along with the sweeping changes that occurred with the passage of P.L. 94-142, schools were challenged by the mandate that each child in special education should have an Individual Education Plan

(IEP). The law required that the plan be written and be developed in a meeting that includes the parents, those staff identified by the school and by age 14, the student. Since that time two other plans have evolved with a similar intent. The Individual Family Service Plan (IFSP) was designed to meet the special needs of children under the age of three with special needs and their families. Recently the Individual Interagency Intervention Plan (IIIP) has been implemented for children with disabilities ages 3 to 21 years who are involved with two or more public agencies.

The IEP is a yearly written plan developed through a team process designed to meet the needs of the child with disabilities. It is confidential and should not be discussed outside of the school setting.

The intent of the Individualized Education Plan is to ensure that each child with a disability is able to take part in an educational program that will assist and support the child to learn to live, work, play and make friends in the community. An essential part of this plan must be to assist the child to participate in the same settings as are used by other children of the same age. This means that learning should occur in the "least restrictive environment" which is generally considered the community setting or regular classroom in which children of the same age are placed.

The IEP summarizes a child's present level of performance and identifies the child's specific needs. The team yearly identifies goals and specific objectives for meeting the identified needs. The plan will also describe changes, adaptation, or modification that will be necessary for accommodating a child with special needs in the school setting. The plan also describes how a student will be educated with peers. It will state the time, location and staff member who will provide the service. Paraprofessionals will most likely be involved in the observation and documentation of progress on plan objectives. Any parent questions or concerns about the services provided by the plan should be directed to the teacher.

Diversity and Learning

Many areas of the United States are considered very diverse culturally because of the different people who live there. Here in Southeast Wyoming we may not have as many opportunities to experience the different cultural heritages, colors, languages and family and economic backgrounds found in other areas of the country. Even so, classrooms in the 21st century often reflect diversity and value systems we may not have experienced in our own school years.

Values are developed over the course of a lifetime and they come from a variety of different directions. We may learn them from parents, religious affiliations, school, friends, reading materials or a host of other sources. However they are learned, they have become a part of us and are important to each of us in our own way.

Recognizing the values of others is an important piece of recognizing the individuality of each person. In order to do so, you must be aware that the values system of another person is uniquely that person's; attempts to ignore it or to make changes will probably meet with failure.

Role Clarification: The Paraprofessional and the Supervising Teacher

Teachers and paraprofessionals are partners in education, working together to provide the best educational experience possible for each child. The special education paraprofessional's role is to assist the teacher and allow more effective utilization of the teacher's abilities and professional knowledge. The teacher must function in a leadership role. It is the teacher's responsibility to assure that the students are moving toward achievement of individualized goals and objectives. Paraprofessionals serve under the direction and supervision of the teacher to assist in carrying out the individualized education

program. In order for paraprofessionals to provide direct instruction to the student, teachers must plan and prescribe the learning environment and instruction for the student. Teachers must train the paraprofessional in the specifics of the instruction, evaluate student progress and monitor the effectiveness of the paraprofessional's implementation of the instructional strategies.

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 ensures adherence to ethical and legal requirements and serves as a guide in supervision and evaluation. Actual delivery of instruction to the student may be carried out by the paraprofessional under supervision of the teacher.

The teacher's responsibilities to the learner include:

- 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.

***Teacher communicates with parents about their child NOT the para.

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 paraprofessionals include: 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 and administrative duties that could be assigned to paraprofessionals:

- Assist individual students in performing activities initiated by the teachers.
- Supervise children in the hallway-always!!!
- Para Professionals DO NOT do general education recess/lunch duty
 - Per Wyoming State Special Education Director (9/20/23): Paras paid with federal or state sped monies should only be fulfilling duties to support special education students. They should not be assigned to general education duties. They can however support the unique needs of a single or group of students with disabilities during recess, pickup, drop off, or

cafeteria. Also as incidental benefit, but not the focus or intended purpose, they may assure the safety of other students in the vicinity.

- 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.
- Perform clerical tasks, i.e., typing and duplicating.
- Assist the teacher in observing, recording, and charting behavior.
- Assist the teacher with crisis problems and behavior management.
- Assist in preparation /production of instructional materials.
- 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 document cameras, overhead projectors, etc.

The following set of guidelines is taken from *Guidelines for Training, Utilization, and Supervision of Paraprofessionals and Aides*, published by the Kansas State Department of Education, Topeka, Kansas in 1977. The list is provided to illustrate more specifically activities that the paraprofessional could undertake in the classroom. The decision as to whether a paraprofessional will do the following is decided by the special education director, principal, supervising special education teacher and/or general education classroom teacher.

The paraprofessional may perform these instructional duties:

- Assist in organizing field trips.
- Read aloud or listen to children read.
- Assist students in performing activities that have been initiated by the teacher.
- Hand out papers and collect paper work.
- Assist with supplementary work for advanced pupils.
- Provide special help such as drilling with flash cards, spelling, and play activities.
- Assist in preparing instructional materials.
- Reinforce learning with small groups.
- Assist children in learning their names, addresses, telephone numbers, birthdays, and parents' names.
- Supervise free play activities.
- Prepare flash cards and charts.
- Prepare art supplies and other materials.
- Hear requests for help, observe learning difficulties of pupils, and report such matters to teachers.
- Score objective tests and papers and keep appropriate records for teachers.

Instructional duties the paraprofessional may not perform:

- 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.

- Assume full responsibility for supervising assemblies or field trips.
- Perform a duty that is primarily instructional in nature.
- Be assigned to work with the most “difficult” students the majority of the day.
- Used as a substitute for certified teachers unless the paraprofessional is specifically certified.

Non-Instructional duties the paraprofessional may not perform:

- Shall not assume full responsibility for supervising and planning activities.
- Shall not take children to clinic, dental, or medical appointments unless permission is granted by authorized personnel.
- Shall not prescribe educational activities and materials for children.
- Shall not grade subjective or essay tests.
- Shall not regulate pupil behavior by corporal punishment or similar means.
- Shall not do recess/lunch duty for general education students.

The following chart highlights the difference in role of the teacher and paraprofessional in various aspects of an educational program:

	Teacher Role	Paraprofessional Role
Classroom Organization	Plans weekly schedule, lessons, room arrangements, learning centers, and activities for individuals and the entire class	Implements plan as specified by teacher
Assessment	Administers and scores formal and informal tests.	Administers informal tests and classroom assessments.
Setting Objectives	Determines appropriate objectives for groups and individual children.	Carries out activities to meet objectives
Teaching	Teaches lesson for entire class, small groups, and individual children.	Reinforces and supervises practice of skills with individual and small groups.
Behavior Management	Observes and documents behavior, plans and implements behavior management strategies for entire class and for individual children.	Observes and documents behavior, carries out behavior management activities.
Working with Parents	Meets with parents and initiates meetings concerning child’s progress.	Participates in IEP meetings when appropriate.

Building a Classroom Partnership	Arrange schedule for meetings, share goals, and philosophy with paraprofessional, organize job duties for the paraprofessional.	Share ideas and concerns during meetings and carries out duties as directed by supervising special education teacher.
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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 safeguarded. 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 special education teacher.
- 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.

******The special education teacher is the one staff member to communicate with parents about their child. Paras are NOT to communicate with parents and/or other persons outside the students team UNLESS directly asked to do so by the special education teacher. To communicate with persons other than the students parents/guardians and/or IEP team there must be a directive from the special education teacher AND a consent to exchange information form on file at the special education office. When in doubt DO NOT communicate with information about the student with anyone but the special education teacher. ******

The following is an excerpt taken from Herriges, R. (1997). Professional, Ethical, and Legal Responsibilities for Para-Educators. St. Paul, MN: Minnesota Federation of Teachers. It answers some questions commonly asked about confidentiality.

Why Must Confidentiality Be Maintained?

Federal laws, state laws, and local policies require it.

Who May Access Written or Oral Information About Children and Youth or Their Families?

Only personnel who are responsible for the design, preparation, and delivery of education and related services (i.e. supervising teacher, speech therapist, school nurse). The personnel responsible for protecting the safety and welfare of a child or youth also may access such information. Paraprofessionals may be included in this group if closely supervised.

Who Should Not Have Access to Information About the Performance Level, Behavior, Program Goals, and Objectives or Progress of a Child or Youth?

Teachers, therapists, or other school personnel and staff who are not responsible for planning or providing services to children, youth, or their families. In short, anyone who is not included on the child's IEP does not have access to such information.

What Information Do Children/Youth and Their Families Have the Right to Expect Will Be Kept Confidential?

The results of formal and informal assessments; social and behavioral actions; performance levels and progress; program goals and objectives; all information about family relationships, financial status and other personal matters.

Part 3

Characteristics of Learners

Paraprofessionals will need to understand the cognitive, physical, emotional, and social characteristics that are generally associated with children identified as in need of special education services. Children may exhibit one or more characteristics to varying degrees. The following are the definitions and descriptions of the state of Wyoming eligibility criteria for special education services.

Autism

Spectrum Disorder means a developmental disability significantly affecting verbal and nonverbal communications and social interaction generally evident before age 3 that adversely affects a child's educational performance. Other characteristics often associated with Autism Spectrum Disorder are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a

child's educational performance is adversely affected primarily because the child has an Emotional Disability.

Cognitive Disability

means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

Deaf/Blindness

means concomitant** hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for a child with deafness or a child with blindness.

Developmental Delay

means a child with a disability ages three (3) through nine (9) who is determined through appropriate diagnostic instruments and procedures to be experiencing developmental delays in the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development and who by reason thereof needs special education and related services. Developmental Delay is a category available to children ages three (3) through nine (9) **who do not qualify in other categories** but meet the Developmental Delay criteria.

Emotional Disability

means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: an inability to learn that cannot be explained by intellectual, sensory or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless they have an emotional disability as defined.

Hearing Impairment, Including Deafness

means a hearing impairment including deafness that, with or without amplification, adversely affects educational performance; may be permanent or fluctuating; may be so severe that the child is impaired in processing linguistic information through hearing, with or without amplification.

Multiple Disabilities

means concomitant** impairments (such as Cognitive Disability-Blindness; Traumatic Brain Injury-Orthopedic Impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness unless another eligibility criteria is met.

**

con·com·i·tant
[kən'kāmədənt]

ADJECTIVE

1. naturally accompanying or associated:
"she loved travel, with all its concomitant worries" ·

"concomitant with his obsession with dirt was a desire for order"

synonyms: attendant · accompanying · associated · related ·

connected · resultant · consequent

antonyms: unrelated

NOUN

2. a phenomenon that naturally accompanies or follows something:
"some of us look on pain and illness as concomitants of the stresses of living"

Other Health Impairment

means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever and sickle cell anemia or Tourette Syndrome, and which adversely affects a child's educational performance.

Orthopedic Impairment

means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis) and impairments from other causes (e.g., cerebral palsy, amputations and fractures or burns that cause contractures).

Speech or Language Impairment

means a communication disorder, such as Articulation, Stuttering, a Language or a Voice Impairment that adversely affects a child's educational performance.

Specific Learning Disability:

means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive disability, of emotional disability, or of environmental, cultural, or economic disadvantage.

Traumatic Brain Injury

means 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 adversely affects a child's educational performance. Traumatic Brain Injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory; perceptual and motor abilities; psychosocial behavior; physical functions; information processing and speech. Traumatic Brain Injury does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

Visual Impairment, Including Blindness

means an impairment in vision which, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Part 4**Assessment and Evaluation**

Taken in part from "A core Curriculum & Training Program to Prepare Paraprofessionals to Work in Inclusive Classrooms Servicing School Age Students With Disabilities".

Assessment is the process of collecting and interpreting information relating to a child with a disability for the purpose of determining the child's present skills to form a base on which new learning experiences can be planned. Before a child can receive special education services a thorough evaluation is carried out. Depending on the areas of concern, it would include a comprehensive look at the child's physical, cognitive, academic, social, emotional and language development. Generally teachers and other professional staff members are responsible for conducting the assessment activities. Often, however, paraprofessionals are asked to help identify the child's functional capabilities or provide specific observations regarding the child.

Based on the evaluation data the team, made up of professionals and the parents, determine if the child meets criteria in one or more of the disability areas identified by the state of Wyoming. After a child is placed in special education, a re-evaluation is conducted at least every three years to determine if special education continues to be needed.

Paraprofessionals are often asked to provide data regarding a student they work with during the evaluation as a means of documenting progress and determining areas of need. This documentation may be in the form of anecdotal reports, checklists or formal and informal observations.

Observing and Keeping Good Data

Acquiring and using objective skills of observation and keeping data are important to all paraprofessionals. Much of the information needed by the team to determine whether or not children are gaining new skills is acquired by careful observation and good record keeping. In addition, observation will keep the team posted on whether or not the individuals are learning and using the functional skills necessary to let them achieve the objectives and long-term goals that are outlined in the IEP.

The written information as to what has been observed is called "data". It serves as a more permanent record of what is seen or heard and, when done well, is an objective account of the individual's activities and skills. It is important to keep written data on all the observation activities. If this is not done, there is a risk of reporting inaccurately what has happened.

Carrying out observations and keeping data must be done with an objective point of view. Sometimes, we may be tempted to let our biases or prejudices get in the way. We may like one student better than another and tend to look more favorably on his/her activities. It is very important to guard against these inclinations and to put down precisely what is seen or heard and to avoid anything that is stigmatized by personal perceptions of a child or a specific behavior.

Observation Is:

Systematically watching what a person does and says and recording the behaviors in order to make instructional decisions. Observation should:

- Be done for a specific reason;
- Provide samples of a child's/student's behavior over a period of time, in a variety of settings; and
- Be objective.

Objective Observation Means:

- Watching events without being affected by personal biases/prejudices;
- Watching what is happening without guessing at the reasons that cause the action;
- Watching the activity without judging whether it is good or bad, and
- Producing an objective record that states exactly what an observer sees and hears.

Through observation, we can learn what the child can do, what the child likes or dislikes, how the child behaves under various circumstances and how the child interacts with people.

Observing Objectively

There are two points to remember when making observations:

- A behavior must be **observable** and
- A behavior must be **measurable**.

In other words we must be able to see or hear a behavior and we must be able to count or time how often a behavior occurs.

Keeping Data

There are several ways to keep data. They include:

Checklists-These may be in the form of standardized checklists 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.

Anecdotal Records-These usually consist of a sentence or two written in a notebook that describe what the child is doing at a specific moment. When making an anecdotal record, only behaviors that can be **seen or heard** and behaviors that **can be counted** should be recorded.

Interviewing- This is a specific kind of record keeping, one in which the team is trying to determine what the child likes or dislikes, what the child's interests are, or other feelings or beliefs that cannot be observed. When interviewing, it is extremely important to record precisely what the child says. There is no room for editorializing in this kind of record. ****This is done most of the time by the teacher.**

Frequency or Duration Notes- Sometimes the information that is to be collected refers to how often or how long a behavior is occurring. For example, the team may want to know how many times a child talked to or communicated with playmates or how often a child initiated a conversation with peers. For this kind of record keeping, paraprofessionals will count the frequency of the behavior occurring, to observe how long or frequent behaviors are.

Part 5

Instructional Content and Practice

Motivating Students

Students who are motivated cause fewer discipline problems because they care about what they are learning. When students are actively learning content that has personal meaning for them, they have neither the time nor the energy to create discipline problems. Conversely, when students feel that they are not actively involved, they become bored, turned off, and find satisfaction in acting out.*

Characteristics of a classroom with a motivational environment include the following:

- Trust is established and fear is minimized.
- Students understand the benefits of learning and understand that changing behavior is part of learning
- Students are aware of different learning options and are able to make choices that are real, meaningful, and significant.
- Students are actively engaged in learning.
- Learning is relevant and meaningful and is related to real-life.
- Feelings and thoughts are incorporated for learning to have personal and lasting usefulness. *

Researchers have examined motivation from the perspective of a student's self-concept, a student's motivation to achieve, and a student's perceived ability to control his learning. Strategies for increasing motivation based on these three aspects include the following (**T**=teacher; **P**=paraprofessional):

- Increase student response. Ask more open-ended questions. **T/P**
- Ensure that all students are called on equally as often, regardless of perceived capability. **T**
- Encourage students to persist with difficult problems and to finish projects. **T/P**
- Foster excitement about new ideas. **T/P**
- Offer more in-depth projects, activities, or independent studies. **T**
- Incorporate student self-assessment in the grading system. **T**
- Involve students in directing their own learning. **T/P**
- Exhibit high expectations for all students. **T/P**
- Increase students' readiness to learn. **T/P**
- Increase involvement and interest. **T/P**
- Cooperative assignments increase motivation. **T**
- Audiences are great motivators. Invite the principal, parents, or other classes to activities. **T**

- Integrate all domains of learning; engage the cognitive, affective, and psychomotor domains in many tasks. **T**
- Stress accomplishments rather than winning. **T/P**

How students feel about themselves often gives them the determination and strength to pursue learning and pursue challenging tasks. Teachers and paraprofessionals can help instill the will to want to learn with just a few words of encouragement. Of course there will always be students who are seemingly “un-motivate-able”. In these cases, perseverance in motivation tactics can greatly improve the chances of success with such students.

This is a simple assessment of student motivation by teachers/paraprofessionals. Discuss your results with your supervising teacher if you have concerns.

1. Do you listen to your students?	Yes No
2. Do you give students permission to express their feelings?	Yes No
3. Do you take your students seriously?	Yes No
4. Do you allow your students to make choices, even if bad choices?	Yes No
5. Do you compliment your students when they do a good job?	Yes No
6. Do your students feel that you have high expectations for their learning?	Yes No
7. Do you tell your students that you care about them?	Yes No
8. Do you find yourself comparing students with other students?	Yes No
9. Do you put your students down?	Yes No
10. Do you criticize students harshly when they misbehave?	Yes No

Notice that in questions one through seven, a response of “yes” is most desired, and in questions eight through ten, a response of “no” is most desired.

Classroom Accommodations

Modifying Classroom Materials

****Only at the direction of general education teacher and/or special education teacher**

Children with disabilities assigned to a regular classroom should have every opportunity to participate in all activities that are appropriate. A goal of adaptation is to provide all students with the opportunity to participate to the maximum extent possible in the typical activities of the classroom. Ensuring that children with disabilities are active learners, in contrast to passive observers or parallel learners (with a whole different educational experience), is a primary concern.

To ensure continuity, it works well for students to receive group instruction in the regular classroom whenever possible rather than experiencing the disruption of leaving the classroom for another location. The special education teacher needs to consider what students can do independently, what they can do with adapted or modified curriculum, what they could do with peer assistance, and what they can do with paraprofessional assistance inside the regular classroom setting. At times, due to a student’s distractibility, functional academic skills, social skills, and/or frustration level, students may need to have special services delivered outside of the regular classroom.

Questions about Adapting Curriculum and Instruction

Taken from "Adapting Curriculum & Instruction in Inclusive Classrooms"

Q: Are adaptations just for students with identified disabilities?

A: Adaptations are necessary and appropriate for any student who is not experiencing success, regardless of whether that student has a disability. Research and educational values tell us that all children can learn what is important to them to learn, and that the teacher's role is to assist all students to succeed.

Q: What areas of the curriculum or aspects of instruction can be adapted?

A: The three areas that teachers typically adapt are curriculum materials (e.g., textbook assignments, workbook or worksheet pages, and tests), instruction (e.g., grouping strategies, learning centers, audio visuals, and cooperative learning), and classroom organization and behavior management (e.g., daily schedule and routines, classroom rules, seating arrangements, and individualized behavior plans). When planning adaptations, consider all possible areas and, if necessary, adapt in more than one area at a time.

Q: How intrusive should adaptations be?

A: As adaptations are generated, a continuum of intrusiveness will become apparent. Some adaptations will closely resemble the activities of classmates, while others will be less similar and require alternate materials, supports, or types of instruction. To create "least intrusive curriculum and instruction", it is often beneficial to begin with less intrusive adaptations and work up as necessary. In addition, when adaptations are necessary, it is important to minimize rather than highlight student differences. For example a communication notebook that hangs around a student's neck will be stigmatizing. By contrast, a small billfold-sized notebook will meet the same goal without calling unnecessary attention to the differences between students. Progress monitoring is also important so that adaptations can be made less intrusive as students gain skills and competencies.

Q: Won't adapting curriculum and instruction create lowered expectations and watered down curriculum for all?

A: There is no evidence that students in classrooms where adaptations regularly occur score differently than their peers on achievement or other benchmark tests. In contrast, many teachers observe higher levels of mastery for nondisabled students when adaptations are common practice. Since adaptations are made for students at the high end of the achievement continuum as well as the lower end, there is no need to make significant adjustments in the typical pace of instruction for the majority of students. As teachers make adaptations, they evaluate each student's abilities and determine the minimal amount of adaptation needed in order for that student to succeed. In many cases this means increased rather than lowered expectations.

Q: Is it really fair and equitable to adapt for individual students? Won't students resent their classmates who have adaptations made for them?

A: Though a common concern for many teachers, the problem of fairness appears to be more of an issue for adults than for students. In a recent interview in an elementary school where adaptation is the norm, a group of nondisabled students were asked if they felt it was fair for classmates to receive adapted assignments and tests. Overall students responded that it was fair

because everyone is different. Student comments include: "It's okay because they're getting better," "Shorter assignments don't bother me because they need more help than I do," and "It makes me feel good that the teacher helps them." Making adaptations available to any student who needs them, and creating a classroom climate of acceptance, often minimizes the problem.

Types of Adaptations

1. **Size**-Adapt the number of items that the learner is expected to learn or complete.
2. **Time**-Adapt the time allotted and allowed for learning, task completion, or testing.
3. **Level of Support**-Increase the amount of personal assistance with a specific learner (e.g., assign peer buddies, paraprofessionals, peer tutors, or cross-age tutors).
4. **Input**-Adapt the way instruction is delivered to the learner (e.g., Use different visual aids, plan more concrete examples, provide hand-on activities, place students in cooperative groups).
5. **Difficulty**-Adapt the skill level, problem type, or the rules on how the learner may approach the work (e.g., Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs).
6. **Output**-Adapt how the student can respond to instruction (e.g., Instead of answering questions in writing, allow a verbal response, use a communication book, allow students to show knowledge with hands on materials).
7. **Participation**-Adapt the extent to which a learner is actively involved in the task (e.g., In geography, have a student hold the globe, while others point out locations).
8. **Alternate Goals**-Adapt the goals or outcome expectations while using the same material (e.g., In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well).
9. **Substitute Curriculum**-Provide different instruction and materials to meet a student's individual goals (e.g., During a language test one student is learning computer skills in the computer lab).

Special Responsibilities

Home-School Notebooks

*****Only at the direction of the special education teacher.**

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 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.

Physical and Occupational Therapy

In the school environment, physical (PT) and occupational therapy (OT) for children with special needs has two goals:

1. To increase a student's independence; and
2. To improve their ability to interact with their environment.

PT and OT in the school system must be directly related to the student's special education goals. This means that therapy must be necessary for the student to access education that is provided in the school environment. Therapy services provided in the educational setting use a team approach that often includes the paraprofessional, to help students and are not isolated from the educational program.

Part 6

Supporting the Teaching and Learning Environment

Classroom Management

Although paraprofessionals are not required to maintain a classroom independently, there are times when the paraprofessional must conduct a well-managed classroom or educational session in order to accomplish the tasks prescribed by the supervising teacher.

Classroom management involves the following factors which, when put into practice by educators, are most influential in maintaining discipline and motivation for students. To be an effective classroom manager, one must have in practice each of the following*:

- Establish the rules and procedures of the classroom early in the year and communicate them explicitly.
- Continually monitor compliance with the rules.
- Use detailed and consistent accountability systems, keep track of student assignments, and describe the evaluation system clearly.
- Communicate information, directions, and objectives clearly.
- Organize instruction efficiently, waste little time getting prepared or making transitions, keep the momentum in lessons, and maximize student engagement.
- Seem to "have eyes in the back of your head".
- Understand classroom context and events and use this information to develop activities that maintain the instructional flow with minimal interruptions.

*McCollum, H. (1990). A Review of Research on Effective Instructional Strategies and Classroom Management Approaches. In Knapp & Shields, Better Schooling for the Children of Poverty

Health Precautions and First Aid ***

Does not include recommendations for COVID-19. Please see current guidelines from PCPH, WHD, State of Wyoming, etc.

Disease Control

According to the Department of Health and Human Services, the best way to stop disease is to wash one's hand well. Students should be reminded to wash their hands before eating or drinking, before serving or preparing food, and after they have used the toilet. Children often need to be reminded to cover their mouths when they cough or sneeze and to wash their hands afterwards.

When assisting with toileting routines, wiping noses, applying pressure to a bleeding injury or assisting vomiting children, paraprofessionals need to use disposable gloves. Disposable gloves will be provided in the special education classroom.

Clothing and other non disposable items, such as towels used to wipe up body fluid or clothes soaked with body fluids, should be rinsed and placed in plastic bags. If presoaking is required to remove stains, it is important to use gloves to rinse or soak items in cold water prior to bagging to be sent home.

Sanitizing

The bathroom toilet and table surfaces may need to be cleaned and sanitized daily using spray bottle solutions. Cleaning solutions such as detergent and water can be used to clean most surfaces. Sanitizing solutions should be used on objects contaminated by bodily secretions.

In order to clean and sanitize an area one should spray with cleaning solution, wipe dry with a single disposable towel, spray with sanitizing solution and wipe dry with a separate towel. Toys, cups, and other objects are to be washed in detergent, rinsed in clear warm water, immersed in sanitizing solution and air-dried. For a sanitizing solution see the custodians. Always follow district protocol.

Lice

Head lice are tiny insects that live in human hair. They hatch from small eggs, called nits, which are attached to the base of individual hairs. The eggs hatch in about ten days, with new lice reaching maturity in about two weeks. The female louse can live for 20 to 30 days and can lay as many as six eggs per day. Persistent itching of the head and back of the neck can indicate head lice. Also look for infected scratch marks or a rash on the scalp. Nits resemble small white specks in the hair similar to dandruff. Dandruff can be easily removed; nits, however, are very difficult to remove. When head lice are suspected your building principal and nurse should be contacted.

It is important that paraprofessionals handle children with head lice in a sensitive manner. Head lice can be found in children from all socio-economic levels and are not due solely to poor hygiene practices.

Injuries

Accidents

When a student has an accident at school, staff needs to document the incident. Accident reports briefly state the day, time, and events of the accident. With any illness or accident, a paraprofessional needs to notify the supervising teacher. That teacher will be directly responsible for notifying the parents of an illness or accident. Check with your building principal or teacher as to the specific building procedure for formally reporting accidents.

Cuts

Simple cuts and scratches can be cleaned with soap and water. A simple cut or scratch may be covered with a sterile gauze bandage to keep it clean.

Bites

A human bite that breaks the skin can cause severe infection. The area should be washed with soap and water and the school nurse should be consulted immediately. It is important to be pro-active when working with a child that is known to bite. By wearing long sleeves or sweatshirts the paraprofessional may prevent a painful injury.

Nosebleeds

Many nosebleeds start in the front, central part of the nose. Pressure to stop the bleeding can be easily applied by pinching the nostrils together with the child sitting up and leaning forward.

Splinters

A splinter may be removed if a portion is only partially embedded. The area should be washed with soap and water and a pair of tweezers (sterilized with alcohol) used to remove the splinter. If the splinter is embedded, the area should be washed and covered with a clean bandage and the child's parent notified.

Seizures

During a seizure the most important rule of first aid is to protect the individual. If the student is having a grand mal seizure whereby the student falls to the floor, the head should be cradled or something soft placed under the head. Convulsive seizures must run their course; a bystander can do nothing to prevent or stop a seizure. While the seizure may look scary, the assisting person should remember to stay calm. Gently talking to and reassuring the student who is having a seizure can be beneficial to everyone involved.

Objects should *not* be put into a person's mouth during a seizure or the person's movements restrained. It is important to remove all sharp or dangerous objects from the immediate area so that the person does not become injured. Remove all other students from the classroom/area. If possible turn the individual on his side and time the seizure. If a seizure lasts longer than five minutes, the parent should be notified as medical attention may be needed. For some children who are seizure prone, the school may have developed a health plan that outlines the steps to be taken in an emergency. It is important to be familiar with this plan ahead of time.

There may be incontinence during a seizure. It is critical to handle this situation in a sensitive manner and to protect the student from the view of others should this occur.

Child Abuse and Neglect

Children who are experiencing abuse or neglect need help from the people in their community. Providing a safe community for children takes determination and commitment on the part of everyone. As a paraprofessional who works with children and families, you are in a key position to help protect children from harm. You have a legal obligation to make a report if you know or have reason to believe a child is being neglected or abused. Report to supervising teacher, principal, and/or counselor.

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 or by court order.

If you are uncertain whether or not a situation should be reported, tell your supervising teacher, principal, and/or counselor and then they will call our local social service agency. The child protection staff there will help them decide if a report should be made based on the information you provided them.

The following points taken from *What Can I Do to Prevent Harm to Children* prepared by the Minnesota Department of Human Services Child Protective Services, may be helpful in identifying children in need of protection, and are based on materials developed by school personnel. While no one indicator is proof that a child is being neglected or abused, these are some signs to be aware of.

Abused or neglected children may:

- seem unduly afraid of their parents;
- often have welts, bruises, untreated sores, or other injuries;
- show evidence of poor overall care;
- be given inappropriate food, drink, or medication;
- exhibit behavioral extreme. For example: crying often or crying very little and showing no real expectation of being comforted; being excessively fearful, or seeming fearless of adult authority; being unusually aggressive and destructive, or extremely passive or withdrawn.
- be wary of physical contact, especially when an adult initiates it, or become apprehensive when an adult approaches another child, particularly one who is crying. Others are inappropriately hungry for affection, yet may have difficulty relating to children and adults. Based on their past experiences, these children cannot risk getting too close to others.
- exhibit a sudden change in behavior. For example: displaying regressive behavior-pants wetting, thumb sucking, frequent whining, becoming disruptive or becoming uncommonly shy and passive.
- take over the role of parent, being protective or otherwise attempting to take care of the parent's or younger sibling's needs.
- having learning problems that cannot be diagnosed. If a child's IQ and medical tests indicate no abnormalities, but the child still cannot meet normal expectations, the answer may well be problems in the home; one of which might be abuse or neglect. Particular attention should be given to the child whose attention wanders and who easily becomes self-absorbed.
- be habitually truant or late to school. Frequent or prolonged absences sometimes result when a parent keeps an injured child at home until the evidence of abuse disappears, or when an older child is kept home to care for younger siblings. In other cases truancy may indicate a lack of parental concern or ability to regulate the child's schedule.
- arrive at school too early and remain after classes rather than going home.
- be tired frequently and sleep often in class.
- be inappropriately dressed for the weather. Children who never have coats or shoes in cold weather are receiving less than minimal care. On the other hand, those who regularly wear long sleeves or high necklines on hot days may be dressed to hide bruises, burns or other marks of abuse.

Part 7

Facilitating Positive Student Behavior and Social Interaction Skills

Paraprofessionals will want to observe a child's emotional, social, and behavioral skills to:

- assist in developing their peer and adult relationships;
- to reinforce a positive self-concept in the student;
- to encourage understanding of the student's own and other's feelings and perspectives;
- to demonstrate and reinforce on task behavior;
- to encourage problem solving and planning for prosocial behaviors, and
- to watch for things that promote or interfere with the students' learning.

Children are most likely to succeed if they feel good about themselves and their abilities. How a person feels on the inside is how he will act on the outside. A student with high self-esteem is going to demonstrate motivation, self-confidence, security, eagerness to learn, happiness, cooperation, risk taking, friendliness, responsibility, independence, and creativeness. A child with low self-esteem is going to have difficulty making decisions, taking initiative, sharing, being kind to friends, building relationships, and demonstrating self-control.

Paraprofessionals will often work directly with students who have low self-esteem. Children with and without disabilities struggle with these issues of self-esteem. By building a trusting relationship in a positive and caring environment, the paraprofessional can assist the student in feeling secure. By building an awareness of the student's unique qualities and assisting them to identify and express emotions and attitudes, the paraprofessional can help the student define a sense of who they are. Promoting group acceptance and support will increase the student's skill at making friends. When the paraprofessional enhances the student's ability to make decisions, seek alternatives and identify consequences, they increase the child's academic and behavioral performance.

Children with disabilities will be working to develop skills in all of the personal, social, and functional areas. Paraprofessionals are key in assisting children to develop independent functioning skills. It is important that teachers and paraprofessionals allow children to practice these skills daily. These are the skills that will help children function independently in school, home and the community.

Paraprofessionals and teachers need to allow enough time for children to complete these activities with minimal assistance. Often, adults assist too quickly. After giving a child a direction to complete a task, it is important to leave enough wait-time to discover what the child already knows how to do. Only with practice can the child learn to complete these activities efficiently. The paraprofessional may need to assist a child in such personal care activities as eating, maintaining a proper diet, table manners, proper social skills, dressing, undressing, toileting, grooming and hygiene, reminding them to take medication, and /or monitor medical conditions.

Some students are included in the regular classroom for socialization purposes. Just as the typical developing child learns from observing and participating in activities with other typical developing children; so do special needs children. Research has shown that children with disabilities, who generally interact only with other children with disabilities, do not develop the appropriate social skills, which will

allow them to become a contributing part of the community as adults. In addition to the benefits to the child with a disability, the typical child in the classroom learns lessons in acceptance of human differences, becomes more aware of others' needs, and more comfortable with people who have disabilities.

The goal of the paraprofessional is to provide support to the child with a disability with the least intrusion. Paraprofessionals and regular classroom educators should treat a child with disabilities like a child who does not have special needs. A child will feel connected to peers and the classroom teacher if the paraprofessional attempts to be discreet in delivering assistance. Continually sitting beside or hovering over the child when support is not needed only serves to reinforce that the child is different and tends to discourage interaction with the student and peers. On the other hand, some students need total hand over hand guidance with activities. With the classroom teacher's approval, the paraprofessional should be able to move about the room and help all students that need assistance.

Behavior Management

Behavior management is complex and unique to each individual. In each classroom environment, staff will manage behavior in a variety of ways. Paraprofessionals, in order to reinforce consistency, need to model the classroom management systems defined by each classroom teacher. When further intervention is necessary, the regular classroom teacher and special education teacher will plan appropriate interventions for the paraprofessionals to implement. It will be important for paraprofessionals to define their role with the teacher in each classroom setting.

There are a number of general management strategies that paraprofessionals will want to be familiar with no matter what setting they may be working in. The most regarding procedure to use is positive reinforcement.

- Praise is a positive interpretation of factual data. Praise is immediate, specific, deserved, and related to behavior. Paraprofessionals should praise appropriate behaviors by describing the appropriate behaviors they see students perform. Paraprofessionals and other staff ought to praise each other in front of students (modeling), tell students to praise themselves, and tell students to praise others.
- Positive reinforcement involves the presentation of a "reward" (smiles, stickers, points, etc..) following a student performing a particular targeted behavior. The reward is designed to increase the frequency of the desired response and works particularly well with elementary students. If the reinforcement is to be effective, the student must get the reinforcers *only* after performing the target behavior. A reinforcer should be delivered immediately after the target behavior is performed.
- Concept reframing is a technique in which staff attempts to increase a student's awareness of certain strengths and capabilities. A teacher/paraprofessional will recognize the strength each time a student demonstrates it and then will describe it to the student (i.e. You are so good at remembering to put away your books). This feedback is delivered on an individual basis, not in front of the group.
- Modeling is used by a teacher/paraprofessional to increase appropriate behaviors. Modeling is a process in which appropriate behavior of a peer is reinforced who is in the proximity of a student behaving inappropriately.

- Extinction is used to decrease behavior. Extinction is the removal of all reinforcement. This is commonly known as “ignoring”. Extinction may be used if a student is not harming himself, another student, or damaging property.
- Over-correction is also used to decrease behavior. This is used to teach students to take responsibility for their behavior and teach them the appropriate response. Over-correction is based on exaggerated experiences.
- Restitutional overcorrection is when a student must restore an environment to its original condition. The student must make improvements beyond the original condition (i.e. pick up the books thrown on the floor plus the pieces of paper that were already on the floor).
- Positive-practice overcorrection involves engaging the student in the exaggerated experience of appropriate behavior. At the same time the staff person recites the rules for doing the behavior the “right way” (i.e. walking in the hallway).
- Re-direction is a very effective behavioral technique. There are a variety of ways to positively redirect behavior in order to avoid using an aversive procedure. Many times a paraprofessional can ignore what a student does or says and can simply change the subject. A child can be distracted by a positive statement, an unrelated question, or by giving an unrelated direction.

Another way for a paraprofessional to redirect behavior is by replacing the behavior (i.e. a child may not be allowed to throw rocks but he can throw a ball). Paraprofessionals can also give behavior at an appropriate time and place (i.e. a student may not yell loudly in the classroom, but can yell outside at recess). Often, giving a student a time and place for a certain type of behavior helps to eliminate it at inappropriate times. In order to not reinforce the behavior, the paraprofessional must *under-react* to the student’s inappropriate behaviors and use a sense of humor when dealing with a difficult situation.

The key to making these behavior management strategies successful is to build good relationships with students. Good relationships are developed through consistency, caring, cooperation, and trust. Students need to feel they can trust paraprofessionals. Trust is built by consistent behavior. A student needs to see the paraprofessional doing what she says in a consistent fashion. If the paraprofessional nags students with warnings, they will not get consistent compliance. Paraprofessionals need to verify with the teacher the types of privileges they can remove or withhold. It is essential to have both the authority and means of implementing the consequences you choose because the students must see that you will do what you say. Remember for consistency, whoever gives the directive that is not complied with should carry out the correction procedure.

Part 8

Communication and Collaborative Partnerships

Teaming/Collaborations

Effective teaming is critical to the success of the delivery of services by both certified teachers and paraprofessionals. Effective teaming requires that team members share a common vision for achieving their mutual goal-delivering educational services to meet the needs of all children. The beliefs they have about curriculum and instructional practice support this vision.

Communication serves as the foundation for teaming. It involves the exchange of information between parties, and should help both parties assist the child in learning. Effective communicators reach out beyond themselves to the people with whom they are working. Good communication is "other-focused," not "self-centered". Much of the failure to communicate can be blamed on failure to understand and respect people's feelings, and unwillingness to cooperate, or a needless show of authority.

How You Act In Conflicts

(10/26/82; Comstock Memorial Union, Moorhead State University, 1995)

The proverbs listed below can be thought of as descriptions of some of the different strategies for resolving conflicts. Proverbs state traditional wisdom, and these proverbs reflect traditional wisdom for resolving conflicts. Read each of the proverbs carefully. Using the following scale, indicate how typical each proverb is of your actions in a conflict.

5 = very typical of the way I act in a conflict

4 = frequently typical of the way I act in a conflict

3 = sometimes typical of the way I act in a conflict

2 = seldom typical of the way I act in a conflict

1 = never typical of the way I act in a conflict.

- ___ 1. It is easier to refrain than to retreat from a quarrel.
- ___ 2. If you cannot make a person think as you do, make him or her do as you think.
- ___ 3. Soft words win hard hearts.
- ___ 4. You scratch my back, I'll scratch yours.
- ___ 5. Come now and let us reason together.
- ___ 6. When two quarrel, the person who keeps silent first is the most praiseworthy.
- ___ 7. Might overcomes right.
- ___ 8. Smooth words make smooth ways.
- ___ 9. Better half a loaf than no bread at all.
- ___ 10. Truth lies in knowledge, not in majority opinion.
- ___ 11. He who fights and runs away lives to fight another day.
- ___ 12. He hath conquered well that hath made his enemies flee.
- ___ 13. Kill your enemies with kindness.
- ___ 14. A fair exchange brings no quarrel.
- ___ 15. No person has the final answer but every person has a piece to contribute.
- ___ 16. Stay away from people who disagree with you.
- ___ 17. Fields are won by those who believe in winning.
- ___ 18. Kind words are worth much and cost little.
- ___ 19. Tit for tat is fair play.
- ___ 20. Only the person who is willing to give up her or his monopoly on truth can ever profit from the truths that others hold.
- ___ 21. Avoid quarrelsome people, as they will only make your life miserable.
- ___ 22. A person who will not flee will make others flee.
- ___ 23. Soft words ensure harmony.
- ___ 24. One gift for another makes good friends.
- ___ 25. Bring your conflicts into the open and face them directly; only then will the best solution be discovered.
- ___ 26. The best way of handling conflicts is to avoid them.
- ___ 27. Put your foot down where you mean to stand.

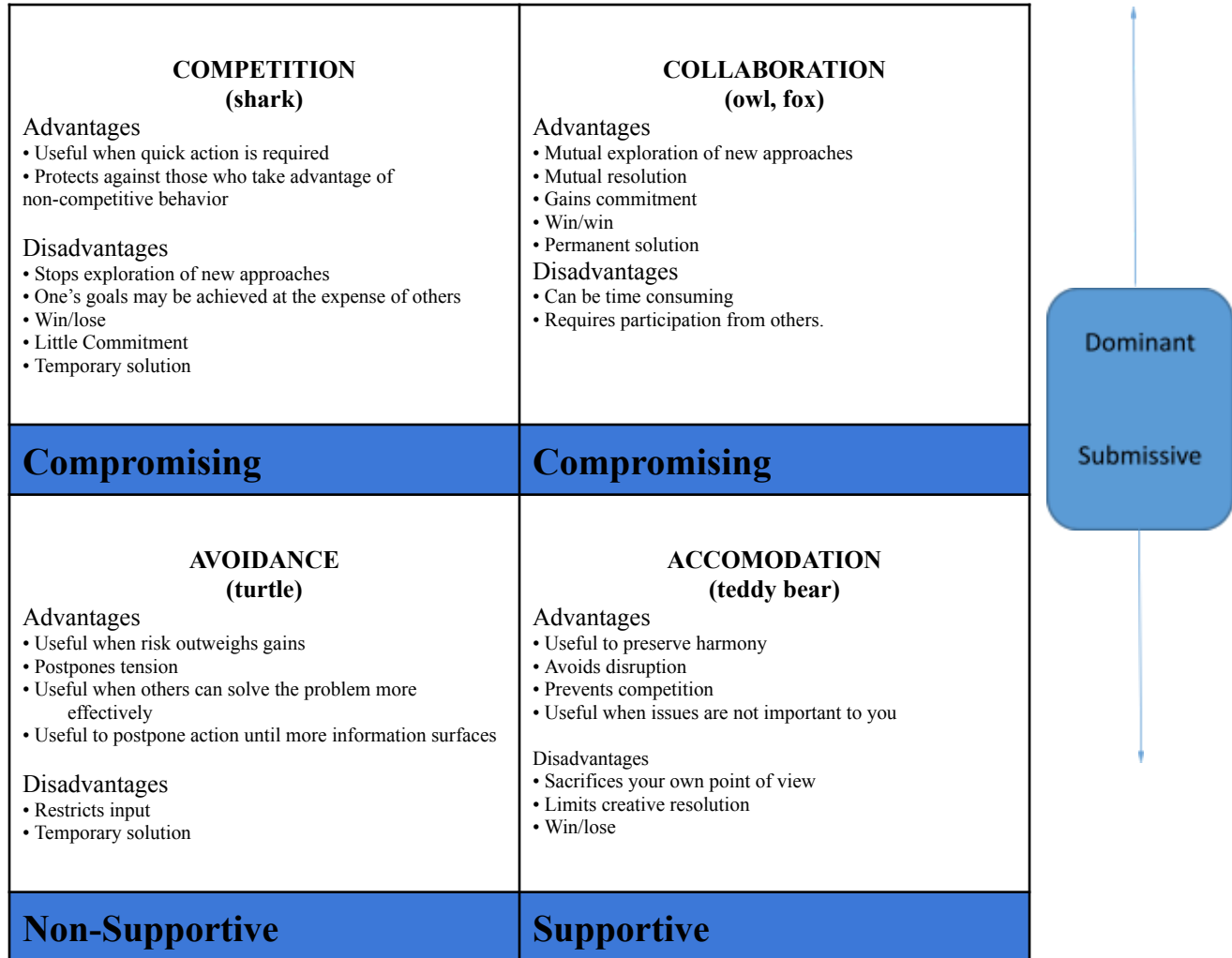
- ____ 28. Gentleness will triumph over anger.
 ____ 29. Getting part of what you want is better than not getting anything at all.
 ____ 30. Frankness, honesty, and trust will move mountains.
 ____ 31. There is nothing so important you have to fight for it.
 ____ 32. There are two kinds of people in the world, the winners and the losers.
 ____ 33. When one hits you with a stone, hit her or him with a piece of cotton.
 ____ 34. When both give in halfway, a fair settlement is achieved.
 ____ 35. By digging and digging, the truth is discovered.

Scoring

Withdrawing	Forcing	Smoothing	Compromising	Confronting
____ 1.	____ 2.	____ 3.	____ 4.	____ 5.
____ 6.	____ 7.	____ 8.	____ 9.	____ 10.
____ 11.	____ 12.	____ 13.	____ 14.	____ 15.
____ 16.	____ 17.	____ 18.	____ 19.	____ 20.
____ 21.	____ 22.	____ 23.	____ 24.	____ 25.
____ 26.	____ 17.	____ 28.	____ 29.	____ 30.
____ 31.	____ 32.	____ 33.	____ 34.	____ 35.
____ TOTAL	____ TOTAL	____ TOTAL	____ TOTAL	____ TOTAL

The higher the total score for each conflict strategy, the more frequently you tend to use that strategy.
 The lower the total score for each conflict strategy, the less frequently you tend to use that strategy.

Managing Conflict Model



Conflict Strategies: What are you like?

Different people use different strategies for managing conflicts. These strategies are learned, usually in childhood, and they seem to function automatically. Usually we are not aware of how we act in conflict situations. We just do whatever seems to come naturally. But we do have a personal strategy; and because it was learned, we can always change it by learning new and more effective ways of managing conflicts.

When you become engaged in a conflict, there are two major concerns you have to take into account:

1. Achieving your personal goals – you are in conflict because you have a goal that conflicts with another person's goal. Your goal may be highly important to you, or it may be of little importance.

2. Keeping a good relationship with the other person – you may need to be able to interact effectively with the other person in the future. The relationship may be very important to you, or it may be of little importance.

How important your personal goals are to you and how important the relationship is to you affect how you act in a conflict. Given these two concerns, it is possible to identify five styles of managing conflicts:

The turtle (withdrawing): Turtles withdraw into their shells to avoid conflicts. They give up on their personal goals and relationships. They stay away from the issues over which the conflict is taking place and from the persons they are in conflict with. Turtles believe it is hopeless to try to resolve conflicts. They feel helpless. They believe it is easier to withdraw (physically and psychologically) from a conflict than to face it.

The shark (forcing): Sharks try to overpower opponent by forcing them to accept their solution to the conflict. Their goals are highly important to them, and relationships are of minor importance. They seek to achieve their goals at all costs. They are not concerned with the needs of others. They do not care if others like or accept them. Sharks assume that conflicts are settled by one person winning and one person losing. They want to be the winner. Winning gives sharks a sense of pride and achievement. Losing gives them a sense of weakness, inadequacy, and failure. They try to win by attacking, overpowering, overwhelming, and intimidating others.

The teddy bear (smoothing): To teddy bears the relationship is of great importance while their own goals are of little importance. Teddy bears want to be accepted and liked by others. They think that conflict should be avoided in favor of harmony and that people cannot discuss conflicts without damaging relationships. They are afraid that if the conflict continues, someone will get hurt, and that would ruin the relationship. They give up their goals to preserve the relationship. Teddy bears say “I’ll give up my goals and let you have what you want, in order for you to like me”. Teddy bears try to smooth over the conflict out of fear of harming the relationship.

The fox (compromising): Foxes are moderately concerned with their own goals and their relationships with others. Foxes seek a compromise: they give up part of their goals and persuade the other person in a conflict to give up part of her/his goals. They seek a conflict solution in which both sides gain something – the middle ground between two extreme positions. They are willing to sacrifice part of their goals and relationships in order to find agreement for the common good.

The owl (confronting): Owls highly value their own goals and relationships. They view conflicts as problems to be solved and seek a solution that achieves both their own goals and the goals of the other person. Owls see conflicts as a means of improving relationships by reducing the tension between two persons. They try to begin a discussion that identifies the conflict as a problem. By seeking solutions that satisfy both themselves and the other person, owls maintain the relationship. Owls are not satisfied until a solution is found that achieves their own goals and the other person’s goals. And they are not satisfied until the tensions and negative feelings have been fully resolved.

Part 9

Professionalism and Ethical Practices

Professional Ethics

Many times, the paraprofessional is in an awkward position. They are involved in the educational process with students and many of their expectations are similar to that of a classroom teacher. However, a paraprofessional is in a professional position that requires the following ethical guidelines.

The following was taken from Long, C (1996). Piecing Together the Paraprofessional Puzzle: A handbook for orientation and training of first year paraprofessionals. St. Paul, MN: Minnesota Department of Children, Families, & Learning, p. 42.

Accepting Responsibilities:

- Engage only in instructional and other activities for which you are qualified or trained.
- Do not communicate progress or concerns about students to parents, community members or other teachers; this is reserved only for communication with your supervising teacher.
- Refer concerns expressed by parents, students, or others to your supervising teacher.
- Recognize the supervisor has the ultimate responsibility for instruction and management and follow the prescribed directions.
- Help to see the best interests of individual students are met.

Relationships with Students and Parents:

- Discuss a child's progress, limitations, and/or educational program ONLY with the supervising teacher in an appropriate setting (i.e. do not discuss students in the teacher workroom with other teachers during lunch time).
- Express differences of opinion with your supervising teacher ONLY when students are absent from the room.
- Discuss school problems and confidential matters only with appropriate personnel.
- Do not engage in discriminatory practices based on a student's race, sex, cultural background, religion, or disability.
- Respect the dignity, privacy, and individuality of all students, parents, and staff members.
- Be a positive role model.

Relationship with the Teacher:

- Recognize the teacher as your supervisor.
- Establish communication and a positive relationship with the teacher.

- When problems cannot be resolved, use the school district's grievance procedures (a copy of which can be found in the district office).
- Discuss concerns about the teacher or teaching methods directly with the teacher in an appropriate setting.

Relationship with the School:

- Engage in behavior management strategies that are consistent with standards of the district.
- Accept responsibility for improving your skills.
- Know and follow school policies and procedures.
- Represent the school in a positive manner.

Appendix A

Platte County School District #1

Paraprofessional Evaluation

Name:

Location:

Type of Position (circle as many as apply): Full Time Part Time

Behavior Resource Intense Ed. One-on-one Other:

Review employee's responsibilities as noted on your copy of their job description. Reflect on employee's performance since the last evaluation.

Please circle the corresponding letter as to the level the para educator demonstrated. E= Exemplary; P=Proficient; Pr=Progressing; N=Not Meeting Standards; NA=Not Applicable

Work Ethic

Attendance:

- | | | | | | |
|---|---|---|----|---|----|
| A. Attendance record reflects a minimum number of absences. | E | P | Pr | N | NA |
| B. Punctuality; Employee reports for work on time. | E | P | Pr | N | NA |
| C. Employee adheres to scheduled workday. | E | P | Pr | N | NA |
| D. Employee attends all required trainings. | E | P | Pr | N | NA |

Dependability:

- | | | | | | |
|--|---|---|----|---|----|
| A. Employee possess the ability to follow through for the completion of job and assignments. | E | P | Pr | N | NA |
| B. Employee adheres to time lines for completion of jobs and assignments. | E | P | Pr | N | NA |
| C. Employee supports the vision, mission and philosophy of the district and school. | E | P | Pr | N | NA |

Initiative:

- | | | | | | |
|--|---|---|----|---|----|
| A. Employee is self-reliant in completing assignments. | E | P | Pr | N | NA |
| B. Employee offers suggestions for work improvements and /or offers Solutions for work problems. | E | P | Pr | N | NA |
| C. Employee utilizes initiative in completing job-related tasks. | E | P | Pr | N | NA |

Employee Focus

Adaptability:

- | | | | | | |
|---|---|---|----|---|----|
| A. Employee possess the ability to work under varying conditions and/or at different work sites. | E | P | Pr | N | NA |
| B. Employee demonstrates the ability to apply job knowledge and skills To new or unfamiliar work. | E | P | Pr | N | NA |
| C. Employee sees variable work situation in a positive manner. | E | P | Pr | N | NA |

Judgment and Decision-Making:

- | | | | | | |
|---|---|---|----|---|----|
| A. Employee has the ability to effectively assemble data and facts in making decisions. | E | P | Pr | N | NA |
| B. Employee uses good decision-making skills in performing work assignments and duties. | E | P | Pr | N | NA |
| C. Responsible use of electronic devices in school setting. | E | P | Pr | N | NA |

Public Contact and Communications:

- | | | | | | |
|---|---|---|----|---|----|
| A. Employee is honest, tactful, helpful, and courteous. | E | P | Pr | N | NA |
| B. Employee presents him/herself in an appropriate manner to Represent PCSD#1. | E | P | Pr | N | NA |
| C. Employee possesses the ability to handle difficult situations and confrontations. | E | P | Pr | N | NA |
| D. Employee has the ability to use oral and written language effectively. | E | P | Pr | N | NA |
| E. There is open communication and articulation between employee and supervisor(s). | E | P | Pr | N | NA |
| F. Employee upholds highest level of confidentiality in the electronic and public domain (all social media and public conversations). | E | P | Pr | N | NA |

Human Relations:

- | | | | | | |
|---|---|---|----|---|----|
| A. Employee works effectively and in a participatory manner with supervisor(s). | E | P | Pr | N | NA |
| B. Employee works effectively and in a cooperative manner with fellow employees and other district staff. | E | P | Pr | N | NA |
| C. Employee interacts effectively and demonstrates concern and sensitivities towards students. | E | P | Pr | N | NA |
| D. Employee interacts effectively and demonstrates concern and sensitivities towards parents and other community members. | E | P | Pr | N | NA |

Quality

Quality of Work:

- | | | | | | |
|--|---|---|----|---|----|
| A. Employee is accurate and skilled in performing tasks. | E | P | Pr | N | NA |
| B. Employee takes pride in a job well done. | E | P | Pr | N | NA |

Quantity of Work:

- | | |
|---|-------------|
| A. Employee completes appropriate amounts of tasks relative to the requirements of the position (active involvement/engagement in classroom). | E P Pr N NA |
| B. Employee completes an appropriate amount of tasks relative to time lines and the requirements of the position. | E P Pr N NA |

Work Practices:

- | | |
|--|-------------|
| A. Employee follows work instructions in a complete and thorough manner. | E P Pr N NA |
| B. Employee maintains confidentiality (including all social media and public conversations). | E P Pr N NA |

Planning and Organizing Work:

- | | |
|---|-------------|
| A. Employee preforms job tasks in a timely manner. | E P Pr N NA |
| B. Employee utilizes time and resources in an efficient and effective manner. | E P Pr N NA |

Safety

- | | |
|---|-------------|
| A. Employee follows proper recommendations for the use, care and safe operation of equipment and/or technology. | E P Pr N NA |
| B. Employee is a careful thorough worker and finishes assigned work in a safe manner. | E P Pr N NA |

What District sponsored training or activities has employee participated in:

Goals and Objectives for subsequent evaluation: (list those areas in which you feel the employee should work in order to improve effectiveness on the job and make recommendations for specific actions you would like to encourage the employees to take to improve performance.)

Supervisor's Comments:

Employee's Comments:

Acknowledgement

I acknowledge that I have seen the above evaluation. I understand that my signature does not necessarily mean that I agree with this evaluation.

Recommend for rehire

☐

Do not recommend for rehire

☐

Evaluatee's Signature

Date

Evaluator's Signature

Date

Administrator's/Supervisor's Signature

Date

Appendix B

District Policies/Procedures

Paraprofessionals:

- Working Day _____

Arrival Time: _____

Quitting Time: _____

The paraprofessional is entitled to a half-hour duty-free lunchtime.

- Sick Leave: _____

- Personal Leave: _____

- Insurance/Benefits:

All employees may opt in to dental and vision insurance at their own cost. If 30 hours or more per week health insurance is provide with a portion paid by employee.

- Dress Code

Staff is encouraged to dress neatly, in clothes that promote a professional appearance. If there is question as to whether a certain item of clothing is appropriate, the paraprofessional is asked to inquire with their supervising teacher.

- Arriving Late/Early

Each paraprofessional must arrive at their scheduled time. If a paraprofessional is aware ahead of time they may be late, a courtesy call to the school office and/or supervising teacher is required (each building is different in expectations-ask your supervising teacher which is preferred), stating the approximate time of arrival. This is so the supervising teacher can plan appropriately and account for each student that paraprofessional is responsible for.

Each paraprofessional must stay until their scheduled time. If a paraprofessional must leave their workday early, they must first clear it with their supervising teacher. A paraprofessional who leaves early without notifying their supervising teacher to make arrangements for their absence, will be subject to district discipline policy.

- Having Visitors at Work

It is strongly recommended that professionals refrain from having visitors while in their workday. However, some circumstances may warrant a visitation of some sort in which case, the visitors must not cause disruption to the educational process of students, and must first register in the office.

- Attending Faculty Meetings or In-services

Paraprofessionals are generally not required to attend faculty meetings or inservices unless the meeting/in-service is specifically designed for paraprofessionals or all staff. When a required meeting is scheduled the supervising teacher, special education director and/or building principal will notify the paraprofessional.

- Attending IEP Meetings

Paraprofessionals may be asked to attend a student's IEP meeting at the case manager or parent's discretion. Paraprofessionals work closely with students and often have valuable information to share with the team. When the paraprofessional is not required to attend the meeting, they may be asked to provide information to the case manager to be relayed to the other members of the team.

- Tabacco Policy

All PCSD#1 schools are tobacco free buildings.

- Responsibilities When Supervising Teacher is Absent

If the supervising teacher is absent (for personal or district reasons), the paraprofessional is expected to aid the substitute in a manner that facilitates normalcy and continuity in the students' day. The supervising teacher may also give specific instructions to the paraprofessional to be carried out during those times they are absent.

- Committee Assignments or Extra Duties

Paraprofessionals are not required nor are expected to serve on any district/faculty committees in the district and should use caution while taking on extra duties. Paraprofessionals are expected to perform their specific job duties and are strongly encouraged to be an advocate for themselves if they are asked to perform duties they feel are in excess to their particular assignment. If such an event happens, the paraprofessional should discuss the situation with the supervising teacher or other appropriate person (see Administrative Hierarchy on page 44).

- Participation in Staff Development

Special education paraprofessionals will have opportunities to be involved in professional development activities as provided by the district.

- Participation in Faculty/Staff Social Events

All staff is encouraged to participate in social events in the district. Most social events are announced by word of mouth or posted in the teacher's workroom.

- Emergency Procedures/Map of Building

Please refer to the map and procedures within the building you work.

Where Can I find _____??

☐ Office Supplies: _____

☐ Forms for personal/sick leave: _____

☐ Tissues: _____

☐ Lost and Found: _____

☐ Coffee: _____

☐ Mailbox: _____

☐ First Aid Supplies: _____

☐ Lunchroom for staff: _____

☐ Paychecks: _____

What Should I Do If _____??

- **A student becomes physically ill:** Take the student to the nurse's office and then notify the supervising teacher. Paraprofessionals may not give students permission to go home or be absent from class because of illness. Only the school nurse or a faculty/staff member authorized by the school nurse has the authority to do so.
- **A window, door, etc. gets broken:** Notify your supervising teacher or building principal. You may be asked to fill out a room repair request.
- **Something is stolen:** Notify the supervising teacher. Write a statement describing the item stolen, the approximate time the incident happened, and the area the item was stolen from. Refrain from naming suspected persons, be as objective as possible.
- **Noise outside the classroom is disruptive:** Politely ask the source of the noise to stop. Explain that they are disturbing students and must be respectful of others. If the source does not stop (ex. If it is a group of students), write their names down and submit the names and a description of the incident to the building principal.
- **Another teacher asks for my help:** Politely explain that you are unable to help them out, but can contact your supervising teacher for authorization. You have a prescribed job to do and unless the teacher asks for assistance that is related to your duties, you need authorization from your supervising teacher to comply.
- **I suspect child abuse:** As immediate as possible, document the entire situation/suspicion, notify your supervising teacher, building principal and/or counselor. All paraprofessionals and faculty/staff of a school district are mandated reporters for any kind of abuse and **must** report suspicions to proper authorities. Please keep in mind also, that a report of child abuse is **confidential** and must be treated so for social services and law enforcement to do a thorough investigation.
- **A student needs medication:** All students who take medication at school have their medications dispensed in a controlled environment in the office, with the school nurse, secretary, or other personnel approved by the school nurse dispensing the medication to the student. When a student is dispensed medication, it is charted. If a student expresses need to take his medication, give them a pass to the office.
- **I suspect a student of using/selling drugs:** Report immediately to the supervising teacher and the building principal. Document your reasoning for your report accurately and specifically. The building principal will notify appropriate authorities if need be, and will act as a referral to the school nurse or school counselor.
- Other: _____

Student Handbook Item Checklist

It is important for each Paraprofessional to be well versed in the guidelines students are expected to follow. Please go over and discuss the following items with your supervising teacher and check off the items when completed. There is extra room for each item for notes.

☐ Cheating

☐ Dress Requirements

☐ Discipline Policy

☐ Hall Passes

☐ Locker Use

☐ Visitors

☐ Telephones

☐ Detention Policy

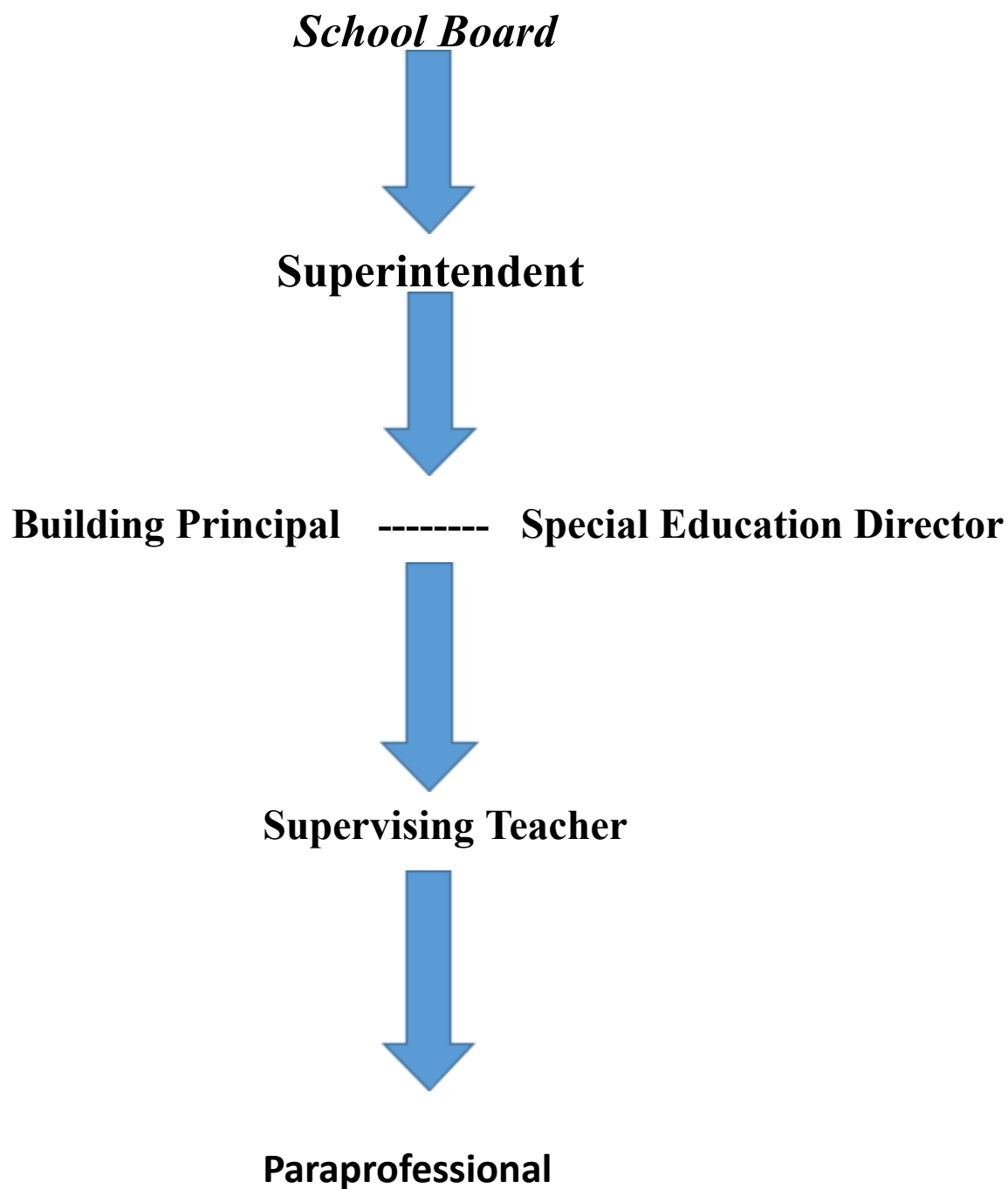
☐ Pop and Food

☐ Procedures for student-student and student-teacher complaints

☐ Computer Lab Rules

☐ Consequences for Misbehavior

Administrative Hierarchy



If a problem arises, contact your supervising teacher first, second building principal, third special education director, then, the superintendent, and last the school board.

Special Education Paraprofessional Job Description

Developed: _____

Revised: _____

TITLE: Special Education Paraprofessional

JOB GOAL: To efficiently and effectively assist in providing a well organized, smoothly functioning program in special education while working under the supervision of a supervising teacher.

REPORT TO: Special Education Teacher/Building Principal/Special Education Director

SUPERVISES: Special Education Students

PERFORMANCE RESPONSIBILITIES:

QUALIFICATIONS:

1. High School diploma or its equivalent.
2. General understanding of public school education and special education.
3. Good human relations skills.
4. Ability to communicate effectively with other teaching, administrative, and support staff individuals.
5. Ability to maintain confidentiality with student matters.
6. Ability to handle difficult situations with ease and flexibility.

TERMS OF EMPLOYMENT: _____ hours per week for up to 185 days (175 days if principal/special education director does not require paraprofessionals to attend professional development/work days) per school year. Participate in paraprofessional training provided by PCSD#1 and other workshops as determined by supervising teacher, special education director and/or principal.

Appendix C

Challenging Situations

When members of a team work as closely as teachers and paraprofessionals, conflicts are inevitable. Additionally, since teachers and paraprofessionals serve the community in a public role, they often come under the scrutinizing lens of parents, community members, business officials, and other professionals in the community. Addressing such challenging situations as conflict resolution, confidentiality, and representation as a public employee takes time, communication, planning, and above all respect.

Paraprofessionals are typically hired by a principal, special education director, and supervising teacher. Then supervised by their supervising teacher. However, when conflict arises, the best approach is to involve as few people as possible.

Paraprofessionals and teachers can typically resolve their conflicts without involving a third party simply by understanding each other's roles and comfort levels. Paraprofessionals come from numerous backgrounds and have a wide variety of skill levels. It is essential that the supervising teacher take the time necessary to know paraprofessionals with whom they work. Knowing the skill and comfort levels of paraprofessionals allows effective planning and development of a mutually satisfying line of communication.

At the same time, paraprofessionals need to take the time to understand the role and educational approaches of teachers. Sometimes, it is just a matter of allowing time to see the "fruits of change" brought about by new teachers and new methods. Paraprofessionals need to pursue continuing education opportunities and be aware of new methods of teaching and learn how they can support that teaching.

In some cases, issues cannot be resolved without bringing in an additional party such as an administrator. Understanding and following appropriate channels of authority and communication can help bring a quick resolution to those kinds of issues.

The situations outlined below can occur in paraprofessional and teacher teams, even those that have close and positive working relationships. Teachers and paraprofessionals are encouraged to discuss these scenarios and jointly consider the following questions and issues.

- 1) What are the issues raised in each scenario?
- 2) What channels would you use to resolve these issues?
- 3) How do you feel about each of these scenarios?
- 4) Discuss each scenario from the perspective of the administrator, teacher, parent, and paraprofessional.
- 5) What are the professional and ethical implications of each scenario?
- 6) Discuss the potential problems that could result from the situation in each scenario.

- 7) If you were the paraprofessional in this situation, how would you handle it?
- 8) How could handling this scenario differently have brought about a change of outcomes?

The situation . . .

Mary Knowsthejob

Mary has been a paraprofessional at Great Elementary School for many years. She is competent, professional, dependable, and well liked. Mary knows the children and spends a lot of time and energy doing her job. This year a new teacher, Barry Bestpractice is coming to Great Elementary. This is his first classroom. He is very excited, has lots of new ideas, and is anxious to make his mark.

Mary does not like change, thinks everything is just fine, and is immediately skeptical of her new co-worker. Mary spends a great deal of time sharing her concerns with other paraprofessionals. Barry senses her displeasure and not knowing what else to do makes no requests of Mary. As a result, Mary decides Barry doesn't think she does a good job.

Deanna Detail

Deanna has worked with Jack for three years. She is determined and able to work as part of a team to help Jack meet goals in his IEP and exceed expectations. Because of Deanna's abilities, the teacher Susie Shareinfo has shared Jack's file with Deanna while preparing for Jack's three-year evaluation.

Friday night at the high school football game, Deanna is overheard discussing Jack's home life with a friend. News gets back to Jack's mom and she wants to know why confidential information concerning her family has been shared with the community. Deanna is defensive because she would never do anything to hurt Jack. Susie is confused, having believed that Deanna understood the information was extremely confidential.

Wanda Worried

Wanda attends the same church as several parents who have children at Typical Middle School. The school has gone through many changes recently and parents are becoming concerned. After services during an informal social time, the subject of school comes up. Everyone is talking about their concerns and Wanda feels comfortable sharing her concerns and opinions, not all of which are positive or supportive.

Monday morning. Darla Doingmybest, the principal at Typical is horrified by the phone calls she is receiving. She has always believed that Wanda liked her job and understood the focus of Typical Middle School. Wanda is embarrassed and believes she should be free to express her opinions.

Velma Velcro

Velma worked with Nikki for three years at Happy Valley Elementary. When it was time for her to go to middle school, Velma assumed that going with Nikki was best practice. Velma was uncomfortable with the new middle school expectations and did not easily accept the other classroom paraprofessionals working with Nikki. Nikki sensed the tension and began refusing to be productive with other adults.

Velma's defense is that she knows Nikki better than anyone else because she is her one-to-one paraprofessional.

Paul Pensive

Paul has been a paraprofessional at Follow the Rules High School for several years. His strength is language arts but he finds himself assisting students with math assignments. Because math is out of his comfort zone, Paul often shortens assignments, allows students to work together, and lets students work on other subjects. Sara Sumtotal, the math teacher, is unsure of how to impose different expectations.

Paraprofessional's Dos and Don'ts

Paraprofessional May	Paraprofessional May Not
<ul style="list-style-type: none"> • Be left alone in the classroom, in a planned way when the supervising teacher is called away. 	<ul style="list-style-type: none"> • Be used as a substitute for certified teachers unless the paraprofessional is specifically certified.
<ul style="list-style-type: none"> • Work without direct supervision with individuals or groups of students on concepts introduced by the supervising teacher or other teachers. 	<ul style="list-style-type: none"> • Teach completely new concepts and skills.
<ul style="list-style-type: none"> • Have specific instructional and management responsibility for an individual student or groups of students. 	<ul style="list-style-type: none"> • Be given the primary responsibility for the education of an individual student
<ul style="list-style-type: none"> • Be involved in student staffings and meetings, as approved by licensed staff and family members. 	<ul style="list-style-type: none"> • Be assigned to attend student staffings and meetings in lieu of the supervising teacher.
<ul style="list-style-type: none"> • Support the inclusion of children with disabilities into general education by activities such as taking notes, tutoring, giving tests orally, or supporting behavioral interventions. 	<ul style="list-style-type: none"> • Make accommodation decisions outside of a student's IEP.
<ul style="list-style-type: none"> • Maintain records relevant to classroom assignments. 	<ul style="list-style-type: none"> • Carry out clerical responsibilities that are assigned to other staff members.
<ul style="list-style-type: none"> • Aid the teacher in supervising assemblies. 	<ul style="list-style-type: none"> • Take full responsibility for supervising assemblies.

<ul style="list-style-type: none"> • Accompany students on outings to the community, recreation sites, and school related trips or errands. 	<ul style="list-style-type: none"> • Take full responsibility for supervising students on outings to the community, recreation sites, and school related trips or errands.
<p>* Use phone during breaks or check in between classes IF time. (Do not abuse phone usage while on the clock.)</p>	<p>*Use phone when working with students, in classrooms, etc.</p>
<p>*Use personal and sick days when you need to be gone.</p>	<p>* Make up hours. Para is to work the assigned schedule unless changed due to student need NOT personal schedule.</p>

Appendix D

Para Educator Q & A

Q: If paras are supposed to be taught by the supervising teacher what is the role of the behavior specialist? Where does the behavior specialist fit into the hierarchy? When is the training supposed to occur?

A: The supervising teacher is the special education teacher you work with. If they are the behavior specialist than they are one in the same. Training occurs on professional development days and as the school year progresses (on the job).

*****Note a supervising special education teacher is the one who a para works for. The para's schedule is determined by the supervising sped teacher. A behavior specialist is also a supervising teacher if you are a para who works with behavior students.**

Q: If the supervisor has ultimate responsibility for instruction then are therapists supposed to discuss their expectations and needs with the supervising teacher, behavior specialist and paras?

A: The supervising teacher (sped) is responsible for ensuring that the IEP is implemented in its entirety. As a team the needs of the student is discussed and implemented.

Q: What should a para do if a classroom teacher leaves them "in charge" for 20-30 minutes multiple times?

A: Report to your supervising teacher.
If nothing happens, report to the principal.
If nothing happens, report to special education director.

Q: Do any of the guidelines change based on what you are hired for (sped para, general ed. para, etc.)?

A: Yes. Each have their own expectations. You need to ask specific questions for specific positions.

Q: When is a para participating in an IEP meeting considered appropriate?

A: It depends. It depends on the student, teachers, para and most importantly the parents/guardians. This would be considered on a case by case basis. The principal/sped director in conjunction with the student's case manager would make this decision.

- Q:** Should para's grade assignments and put grades in the Power School?
- A:** No. Para's are to work with students.
- Q:** Can we have Aaron Stabel talk with paras as well? Can we email Aaron Stabel?
- A:** Yes.
Aaron Stabel's email: aastabel@behaviorconsultantsinternational.com
- Q:** If a para has down time...
- A:** A para may:
-help with a student they normally don't work with
-help get future activities/assignments/progress monitoring ready
- Q:** When supervising students in the hallway...
- A:** -Touch base with principal on expectations
-Touch base with teachers on expectations
- Q:** Should a para modify questions, assignments, tests, etc.?
- A:** No. That is the special education and classroom teachers' job.
- Q:** Should we do "hallway conferences"?
- A:** That depends. Is the hall secure to have a conference? If no, then no. If no one is around and it is secure then yes. Be aware of who is in the area. If sharing confidential information it is preferable to be in a room with the door closed.
- Q:** If another teacher (who does not work with or who is on an need to know basis) asks about a student what are options.
- A:** Refer them to the student's case manager or special education director.
- Q:** How to send an email concerning a student.
- A:** Do not put the student's name in the subject.
Do not put the student's name in the first five words.
Use the student's first name, last name initial.
IF you have a confidentiality statement put it first in the email.

Q: Where to store documentation.

A: Should be in a locked location when no one is in room/using information.

Q: Can we add narratives to para sub plans?

A: Yes. Just make sure it is secure like any other confidential document.

Q: Can a para talk to DFS about a student?

A: Yes. You are required to share information if needed by DFS. Make sure you do The following:

- have principal and/or supervising teacher sit in on meeting

- report only the facts

- do not talk to them at an outside facility

If you are reporting a concern - you report to your supervising teacher and/or counselor. Follow up and make sure it was reported. Until it is reported you are still responsible.

Q: What if a para is not comfortable talking to the principal?

A: -First talk to your supervising teacher.

-If that does not work call the special education director.

Always start with your supervising teacher.

Q: What happens when a teacher doesn't support or reinforce respect for a para in a classroom?

A: Report to your supervising teacher.

If nothing happens, report to the principal.

If nothing happens, report to special education director.

Notes....

Notes...

Notes...