MODULE G

SECTION 1

UNDERSTANDING WHO PARAPROFESSIONALS ARE & THEIR ROLES
ROLE OF PARAPROFESSIONALS

(Facilitator does pre-test)

Directions to Trainer

Refer to the background information provided below. Present an introduction highlighting the role paraprofessionals played in providing assistance to teachers and students since the 1950s. Recognize the importance of paraprofessional in the education process. State that there are various staff or personnel who work with children ages 3 to 21 years. Have participants verbally identify those positions (e.g. principal, vice principal, counselor, early childhood coordinator, teacher, custodian, secretary, paraprofessional, speech therapist, etc.).

Each of those staff members have specific roles and responsibilities. Focus on the roles of the principal and teacher in Discussion 1 and 2.

Background Information (5 to 10 minutes)

In the 1950s, schools were faced with a postwar shortage of teachers resulting in an examination of alternative ways to provide educational services to children. The value of paraprofessionals was first recognized in the Bay City, Michigan School District. There, paraprofessionals were hired to perform some routine administrative tasks and housekeeping duties. The intent was to allow teachers to have more time to spend on direct instruction.

During the 1960s and 1970s, education realized how effective paraprofessionals could be in not only the classroom, but in serving as a liaison between the school and the community, as well. Quite often paraprofessionals lived near the school and were valuable community members. Paraprofessionals worked with small groups of students to reinforce or review the concepts presented by the classroom teacher. In addition, paraprofessionals assisted by organizing instructional material, supervising during lunch and recess periods, and any other administrative tasks deemed appropriate. With passage of the Education for All Handicapped Children’s Act (P.L. 94-142) in 1975, the importance of the paraprofessional in providing individualized instruction to students with disabilities was recognized.

In the late 1980s to the early 1990s, the role of the paraprofessional has changed significantly in providing appropriate services to meet the needs of children ages birth to five years and their families. This was brought about by the passage of P.L. 99-457, which extended special education downward to age three. It also provided for the development of services for children birth to three.
The roles and responsibilities of paraprofessionals continue to change as educators redefine instructional practices and services provided to all students including those with disabilities and their families. Paraprofessionals are becoming an integral part of every school building working with students, teachers, administrators, and the community. The setting of delivery of services will depend on the age and needs of the child.

Discussion 1: Roles & Responsibilities of the Principal

Have the entire group verbally identify the roles and responsibilities of the school principal. Record responses on chart paper. Display the responses.

After completing Discussion G1, highlight the job functions of the principal by displaying Overhead G1.

Discussion 2: Roles & Responsibilities of the Teacher

Have the entire group verbally identify the roles and responsibilities of teachers. Record responses on chart paper. Display the responses.

After completing Discussion 2, highlight the job functions of the teacher by displaying Overhead G2.
Roles and Responsibilities of Teachers

- Organizing the classroom environment
- Writing lesson plans
- Assessing students
- Providing instruction
- Collaborating with other staff in reference to curriculum development and implementation
- Interacting with parents
- Other administrative tasks

After Discussions 1 and 2 are completed, state that so far the job functions of principals and teachers were identified. It is now time to examine the tasks that paraprofessionals perform as part of their daily duties.

Activity 1: Tasks Performed by Paraprofessionals

Have participants divide into small groups (approximately 6 to a group) to identify tasks that paraprofessionals perform in the supervising teacher’s classroom.

Have each group choose a facilitator and recorder. Ask all groups to list the tasks that paraprofessionals perform in the classroom program.

Recorder lists the tasks on chart paper. The facilitators lead the small group discussions and report back to the entire group.

After each group reports, highlight the tasks performed by paraprofessionals including:

* assisting in the determination of student progress through assessment and data collection

* collaborating with other instructional team members participating in IEP meetings
* implementing curricular modifications
* remediating academics and social behavior
* other

It appears that some of the tasks performed by teachers and paraprofessionals overlap.

**Activity 2: Responsibilities of the Teacher & Paraprofessional Team**

Have participants divide back up into their groups and select a facilitator. Distribute Handout G1 listing tasks. Ask groups to review the tasks on the worksheet and determine whether each task is the responsibility of the teacher, the paraprofessional, or if it is shared between the two.

Using Overhead G3a, G3b, and G3c record the responses of the groups and lead a discussion surrounding the responses. There are not necessarily right and wrong answers. Therefore, an intensive discussion on some items may be appropriate. Highlight that responsibilities may vary according to the school building and individual classrooms.
Present the definition of paraprofessionals (Overhead G4).

**Paraprofessionals**

Paraprofessionals are members of a team providing education and related services to students and their families. Paraprofessionals work under the supervision of certified staff who are ultimately responsible for the design, implementation, and evaluation of instructional programs.

Trainer will lead a discussion concerning the responsibilities of paraprofessionals and the DOs and DON'Ts of working with paraprofessionals.

After brief discussion, review Overhead G5a and G5b and distribute Handout G2 and G3. Discuss any additional clarification on services performed by paraprofessionals that have not been mentioned in the discussion.
### The Paraprofessional

**May**
- Be left alone in the classroom for short periods of time when the supervising teacher is away. The supervising teacher remains responsible for the classroom at all times and must remain accessible.
- Work without direct supervision with individuals or groups of children.
- Have specific instructional and management responsibilities for the students.

**May not**
- Be used as a substitute for certified teacher, unless district is met.
- Teach independently new concepts and skills.
- Be given primary responsibility for working with individual students.

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### The Paraprofessional

**May**
- Be involved in student staffings.
- Be used to support the integration of students with disabilities into regular classes by supporting these students in regular class assignments and giving tests orally.

**May not**
- Be assigned to attend student staffings in lieu of the supervising teacher.
- Be given primary responsibility for including one or more students or used to teach regular curriculum to students with disabilities.

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### Tasks performed by paraprofessionals:

- Assisting in the determination of student progress
- Collaborating with instructional team members participating in IEP/IFSP meetings
- Implementing curricular modifications
- Remediating academics and social behavior
- Implementing developmentally appropriate practices
- Other

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### Paraprofessionals provide services in the following programmatic areas:

- Educational programs
- Physical therapy
- Occupational therapy
- Speech therapy
- Early intervention and pre-school programs
- Social work/case management
- Parent training/child find programs
- Transition & vocational training programs
- Libraries
- Health services
- Computer laboratories
MODULE G

SECTION 2

LAWS OTHER THAN IDEA THAT AFFECT TEACHERS & PARAPROFESSIONALS
ISSUES IMPACTING ON EDUCATION

Directions to Trainer

Using the Background Information provided below, lead a discussion around how issues impacting schools have changed since the 1940s or since the time the participants attended school.

Discussion 3: Issues Impacting the Schools

Ask participants: How have schools changed since you were a student? Lead a discussion around the current issues impacting on today’s schools. (See additional resources for comparison chart of 40's vs. 90's school’s problems.)

Refer to the background information provided and relate it to the responses made by participants regarding how schools have changed since they were students. Focus on current issues facing today’s schools. (Overhead G6: Public Schools’ Problems 1940 vs. 1990)

<table>
<thead>
<tr>
<th>Public Schools’ Problem</th>
<th>1940 vs 1990</th>
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<tbody>
<tr>
<td><strong>The top 7 in-school problems identified by US teachers in 1940 vs. problems identified in a 1990 survey</strong></td>
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<tr>
<td>1940</td>
<td>1990</td>
</tr>
<tr>
<td>Talking out of Turn</td>
<td>Drug Abuse</td>
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<tr>
<td>Chewing Gum</td>
<td>Alcohol Abuse</td>
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<tr>
<td>Making Noise</td>
<td>Pregnancy</td>
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<tr>
<td>Running in Halls</td>
<td>Suicide</td>
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<td>Cutting in Line</td>
<td>Rape</td>
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<td>Dress Code Infraction</td>
<td>Robbery</td>
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<td>Littering</td>
<td>Assault</td>
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<td>etc.</td>
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Background Information

The role of the paraprofessional is becoming even more important as our nation’s schools are impacted by the changes in society. Schools are faced with the following:

* culturally and linguistically diverse student population
* violence
* alcohol and other drug use
* teen pregnancy
* school reform and restructuring
* funding cuts and reallocations
* federal and state legislation
* range of skills, abilities, interest, and aptitudes of students
* poverty
* availability of qualified providers
* collaboration
* transition

The population in the United States is changing with the influx of immigrants from Mexico, Cuba, Haiti, Viet Nam, and others. Students come to school from other cultures and speaking another language. The school determines whether to provide bilingual education or provide English as a second language.

This presidential administration recognizes the need to secure schools from violence. Students are reported to bring weapons to school, are members of gangs engaged in criminal and violent activities, and assault other students and even teachers. Metal detectors can be found in some schools as well as full time police officers.

Alcohol and other drug use and abuse among students is another problem area. Students not only are using drugs, but are also involved in selling them.

The rate of teen pregnancy and subsequent school drop-out statistics are on a rise. Some schools are encouraging students to stay in school by providing special programs and even day care for their children.

School reform and restructuring efforts are generally placing more authority on the school principal and staff. The schools are also becoming the focal point for community health and welfare services. Full service schools incorporating health services for the community have emerged. The preschool service delivery settings now include classrooms, day-cares, homes, Head-Start centers, and private agencies.

There have been budget cuts at the federal, state, and local levels. It is more difficult to provide services when costs have skyrocketed and less money is available. Some
innovative programs are constantly facing budget cuts. The objective is to reallocate money in such a way as to make programs more cost effective.

New federal and state legislation may put an added administrative and financial burden on schools and preschool programs. Some legislation like the Individuals with Disabilities Education Act (IDEA) provides funding; however, the entire cost of educating students with disabilities is not assumed by the federal government.

The range of skill levels, abilities, interest, and aptitudes of students present a challenge in providing an appropriate education for all children--birth to 21 years. Teachers need to individualize instruction to meet the varying needs of students.

The change in family dynamics of our society has yielded an increase in the number of families who live below the poverty level. Many children come to school without having their basic needs met. Concerns that the school districts are facing include assisting families with housing, food, and medical services.

Another issue impacting education is the shortage of qualified providers in specialized areas. Due to advanced medical technology, more children with severe disabilities are surviving. Therefore, school districts must locate an increased number of qualified personnel to deliver specialized services.

Budget cuts and the growing demand of services have made it necessary for agencies to work together to combine services. By working together, agencies are able to prevent duplication and maximize service delivery.

Schools are now responsible for providing a seamless educational system for delivery of special education and related services between early intervention (birth to 3 years), preschool (3 to 5 years), K-12 programs (5 to 21 years), and school work programs (16 to 21 years). Transition services have provided an increased awareness and a mechanism for meeting the needs of children of all ages.

After review is complete continue:

There are two major laws that impact education. Both laws are civil laws (not education law):

Put up **Overhead G7 and G8** and review the following 2 laws:

1. Section 504 of the Rehabilitation Act of 1973 (Overhead G7)
2. Americans with Disabilities Act (Overhead G8)
Section 504 of the Rehabilitation Act of 1973

- Defines a person with a disability
  - as having a physical or mental impairment which substantially limits one or more major life activities;
  - as having a record of such an impairment; or
  - as regarded as having such an impairment

- The Rehabilitation Act does NOT identify specific categories of disabilities

Americans with Disabilities Act (ADA)

- ADA is designed to remove barriers which prevent qualified individuals with disabilities from having the same employment opportunities available to them as persons without disabilities.

- ADA does NOT
  - establish quotas
  - guarantee equal results
  - provide preferential treatment

The major education law that we are all familiar with is IDEA - the Individuals with Disabilities Education Act, which was reauthorized in 1997 (PL 105-17).

Review the major components of IDEA by reviewing **Overhead G9**.

### Major Components of IDEA

- Free Appropriate Public Education
- Comprehensive, Nondiscriminatory Assessment
- Individual Education Plan
- Individual Family Service Plan
- Parental Involvement
- Least Restrictive Environment
- Transition Services
- Procedural Safeguards
- Categories of Disabilities

Discussion 4: **Relationship Between Section 504 and IDEA**

Ask participants how Section 504 and IDEA are related. Then display the pictorial representation in **Overhead G10**.
State that all students eligible for services under IDEA are also eligible for Section 504 services.

End this discussion with examples of children covered under Section 504, but not IDEA. Students are qualified under one or more of 13 IDEA disabling conditions. Under Section 504 special accommodations to the student’s program are required due to substantial mental or physical impairments that limits one or more of the students major life activities. Examples of students eligible under Section 504 but perhaps not under IDEA are: communicable diseases, asthma, allergies, diabetes, ADD, behavioral difficulties, drug/alcohol addiction (e.g., child with broken dominate arm qualifies temporarily under Section 504 but not IDEA, child with HIV).
MODULE G

SECTION 3

TEAM APPROACH
TEAM APPROACH

Directions to Trainer

Ask the participants: With all the above, how are you as a supervising teacher going to ensure that your classroom runs smoothly and successfully?

Take a few minutes and have the group fill out assessment “A Performance/Skills Survey for Teacher-Managers”. Distribute Handout 4.

After they complete the assessment, talk about what they will be discussing next - the team approach - and as part of the team, what do they as supervising teachers, think paraprofessionals need to know in order to be successful in their classroom.

Discussion 4: What Paraprofessional Need to Know

Discuss with teachers what they think paraprofessionals need to know. Record their responses on chart paper.

After discussion, put up Overhead G11a, G11b, and G11c: What Supervising Teachers Need to Make Sure Paraprofessionals Know and compare with their responses.

<table>
<thead>
<tr>
<th>What Supervising Teachers Need to Make Sure Paraprofessionals Know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Legal, Ethical, &amp; Professional Standards</td>
</tr>
<tr>
<td>1. Confidentiality</td>
</tr>
<tr>
<td>2. District Policies</td>
</tr>
<tr>
<td>3. Regular Attendance &amp; Work Hours</td>
</tr>
<tr>
<td><strong>B.</strong> Directions By Teachers &amp; Supervisors</td>
</tr>
<tr>
<td>1. Reviewing long and short term goals for each student and the individualized program designed to achieve them.</td>
</tr>
<tr>
<td>2. Describing and demonstrating the type of behavior management and disciplinary systems to be used with each student.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>What Supervising Teachers Need to Make Sure Paraprofessionals Know con’t</th>
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<tbody>
<tr>
<td>3. Reviewing plans for dealing with emergencies of an emotional or physical nature.</td>
</tr>
<tr>
<td>4. Demonstrating skills or activities to the paraprofessional prior to introducing new lessons or content areas for the class or an individual student. Ask the paraprofessional to practice the skill while you observe and make suggestions.</td>
</tr>
</tbody>
</table>
Activity 3: **Rubber Band Activity**

This activity is meant to act as a lead in to team building.

Divide teachers into groups of 4-5. Using rubber bands attach group together by their wrists so that group forms a circle. Give each group some clay or playdough. The task is to build a house using the material provided.

Give the groups about 5-10 minutes for the activity. At the end of the time, discuss if groups had team leaders emerge. Discuss how communication effected the tower building.

For variation, the FACILITATOR may want to plant a person in each group with various directions. For example, one person may be asked to act domineering without letting the group know his/her assigned task.

After everyone cleans up move onto talking about the Team Approach.

**Directions to Trainer**

Refer to Background Information below in making a presentation about the necessity of working in teams to make decisions regarding students with disabilities. Emphasize the importance of the role paraprofessionals have as part of the team.
Use **Overhead G12** during your presentation.

**Background Information**

The provision of effective educational services for students with disabilities involves a team approach including parents, teachers, paraprofessionals, psychologists, speech and language therapists, students, and others. It is imperative that the team works together in meeting the individual needs of the students.

There are basic premises on which a team is built. They are:

* communication
* cooperation
* collaboration
* confrontation of problems
* compromise
* consensus
* coordination
* consistency
* caring
* commitment

These may be referred to as the “Ten C’s of Teamwork.” A description of each follows.

**Communication** - Everyone knows that communication is essential is all human organizations. The statement, “I think we have a communication problem here,” is frequently heard when problems emerge among people working together. Teamwork includes communication because all members of the team must be willing to share their
information, their ideas, and their points of view with all other members of the team. Communication requires skills in both sharing and receiving. Teams work hard to insure that all members have the information they need to do their jobs.

**Cooperation** - The word cooperate means “to operate together”. When team members are cooperative, they look for ways of supporting and complementing the contributions of others.

**Coordination** - As we work together, we order our contributions in such a way as to maximize the effectiveness of each other’s work. Working together means sharing the responsibility for major goals rather than claiming, “That’s not my job!”

**Collaboration** - The prefix co - provides the meaning of “together.” Collaboration means laboring together. When we say “we collaborated on a project with someone else,” we mean we actually worked side by side in completing the task.

**Consistency** - Along with reduced duplication of services, all team members share common goals and a plan of action allowing them to work effectively both alone and together.

**Confronting problems, Compromising, and Consensus decision making** - The members of effective teams recognize that problem identification and problem solving are fundamental responsibilities of the helping professionals and a critical initial step.

**Caring and Commitment** - These often emerge from the interactions that occur among the team members as they work together to develop agreed upon plans. Professionals care and feel commitment before they become members of teams. If they did not, they would probably not have chosen a career in serving other people. However, teamwork produces new levels of caring and commitment not only to one’s students, but also to one’s team members. In the process of working closely with other professionals to develop a plan which reflects shared values and goals, teams are often able to experience a depth of professional relationships that is extremely satisfying and meaningful.

The “Ten C’s of Teamwork” can remain just a bunch of words or they can be realities that provide the foundation for making appropriate decisions for students with disabilities. Most people believe in the concept. Unfortunately, barriers exist to its implementation. There are organizational, professional, and personal barriers to working effectively in a team.

Helping professionals, like other people, are much affected by the structure of their organization or agency in which they work. Agencies are designed to promote certain values and to achieve specified goals or missions. The individual professional takes his/her cue regarding appropriate professional behavior from the organizational structure and
value system as well as from those who are in positions of power within the organization.

Professional barriers to teamwork may also exist. As teams begin to meet, members discover they are separated educational preparation. Each professional brings a particular point of view that was learned in a specialized inservice or preservice training program or through on-the-job experiences. Professionals may experience role ambiguity in that they do not have a clear understanding of what is expected of them as members of a team. Status differentials may also exist. Certain team members may be perceived as being more or less competent merely based on their professional status.

Personal behaviors may even impede teamwork. Certainly, leadership styles may dictate the effectiveness of the team. Leaders may exhibit authoritarian or directive leadership styles that may present a barrier to the team doing its job. Team members may sometimes compete with one another for influence, status, control, power, and resources. It has been said that “knowledge is power.” Team members need to share their information so that appropriate decisions can be made. Interpersonal conflicts may present barriers. Those conflicts need to be resolved in an effective and productive fashion. Pass out Handout 5.

### INTER-PERSONAL PROBLEM SOLVING

**I. DEFINE:**
- The problem as one person sees it
- The problem as the other person sees it
- Develop a common or shared definition

**II. ASK:**
- Who is involved
- How are they involved
- What behaviors/attitudes of the different individuals need to be changed

**III. LIST:**
- Areas of mutual agreement concerning problems
- Areas of disagreement
- The barriers of finding a solution

**IV. DEVELOP:**
- A desired goal(s)
- A solution(s) by brainstorming various ideas
- A list of resources, information or assistance that will help you achieve the goal

**V. IMPLEMENT:**
- The solution for a specific time period and evaluate the effectiveness of the solution
- If necessary select and implement another alternative

**Directions for Trainers**

Refer to background information in making a presentation about the necessity of working in teams to make decisions regarding students with disabilities. Emphasize the importance of the role paraprofessionals have as part of a team.
Discussion 5: **Key topics for discussion at beginning of school year**

(from Anna Lou p.63 & Inclusive education p. 3)

The initial conference should create a climate of trust between the paraprofessional and the teacher. The climate should put the paraprofessional at ease to ask questions and seek assistance from the teacher. It should introduce the paraprofessional to the teacher, students, and the classroom organization and rules. With the whole group, list on chart paper what topics may need to be discussed during this meeting.

After the discussion, put up **Overhead G13** and review anything that was left out of discussion.

- **Sharing respective background information**
  [Discuss the strengths each bring to your specific job and how it can help meet the needs of students in the classroom.]

- **Sharing Teacher’s short and long term plans for the class**
  [Paraprofessionals need to know about the students with special needs that they will be supporting.]

- **Review of daily and weekly schedules**
  [This needs to include a discussion on how you will share the workload. Who will grade papers? How will accommodations be assigned and made? Who will communicate with parents? Etc.]

- **Discussion of lesson plan formats**

- **Discussion of procedural matters**
  [This needs to include discussions on who is in charge of discipline? How will the paraprofessional interrupt the teacher while she is teaching. Scheduling common planning time for examining instruction and effectiveness evaluations of students.]

- **Sharing of the paraprofessional’s concerns and questions**

- **Sharing of future assessment of paraprofessionals**
HUMAN DEVELOPMENT

Directions to Trainer

Supervising teachers do not need to be taught about human development, but rather how to find out if their paraprofessional knows this information and if not, how to teach it without being condescending.

Discussion 6

Have participants provide a list of information about human development that they feel all paraprofessionals need to know.

Background Information

It is important for paraprofessionals to understand the principles associated with typical or “normal” human development when working with children and youth with disabilities. Those basic principles are highlighted on Overhead G14a and G14b. Put overhead up and discuss.

Children and youth with disabilities have more in common with their chronological age peers without disabilities than they have differences. The development of children and youth with disabilities follows the same basic principles which are applied to typical or nondisabled peers. Disseminate HANDOUT G6 and discuss developmental milestones.
for children birth to 5 years of age.

Briefly discuss the following domains:

* cognitive (thinking) - (e.g. reading a book, doing a puzzle)
* self-help - (e.g. toileting, washing hands, laundry)
* communication - (e.g. talking, writing)
* social/emotional - (e.g. smiling, crying, playing with peer)
* motor development - (e.g. cruising furniture, rolling over, running)

Then ask group what happens during: childhood, adolescent, and adulthood.

Relate back to individuals with disabilities. Some with severe mental disabilities may only be functioning at a level typical of a normal infant. However, the developmental process will be at a slower pace, but will move through the same stages and exhibit the same patterns of behavior.

In order to facilitate the movement of these students through the stages of development, teachers and paraprofessionals need a repertoire of instructional strategies and techniques.
INSTRUCTION

Background Information

Paraprofessionals need to be comfortable providing individual and small group instruction. Individual instruction occurs on a one-to-one basis where small group instruction may entail working with 2-6 students at a time. Only on a rare occasion is a paraprofessional expected to instruct a large group (perhaps the entire class).

Directions to Trainer

Ask participants: How many of your paraprofessionals work with students on a one-to-one basis? How many of your paraprofessionals work with small groups of students, 2-6 at a time? How many of your paraprofessionals work with large groups of students, more than 6 at a time? (Have participants raise their hands to respond.)

Refer to background information indicating that paraprofessionals can work with individual, small, large groups of students.

Ask participants: In what types of activities do your paraprofessional engage individual, small, and large groups of students? Lead a discussion on those types of activities which may include: cognitive, social, mathematics, reading, language, games, physical or motor skills for ages 5 to 21. Continue discussion for preschool activity, which may include: cognitive, motor, social, and language skills.

Background Information

Paraprofessionals can be used to reinforce a previously learned skill through opportunities for practice, repetition, and drill. Paraprofessionals are generally not the person to teach a new skill. That responsibility is reserved for the teacher or specialist like the reading teacher or speech therapist.

Directions to Trainer

Refer to background information highlighting the types of instruction for which the paraprofessional is responsible.

Present Overhead G15 highlighting the ways in which group instruction can facilitate learning.
Group Instruction Provides Opportunities to:

- Learn by observing others
- Motivate through teamwork
- Interact and communicate with peers
- Gain insight and clarification through sharing of ideas
- Generalize new skills or use skills learned in another way

Directions to Trainer

Ask: What techniques have you and/or your paraprofessionals used to involve all students in your group? Allow participants to respond orally and list them on chart paper for everyone to see.

Ask: What techniques have you and/or your paraprofessionals used to encourage communication and cooperation among group members? Allow participants to respond orally and list them on chart paper for everyone to see.

Present the background information which lists the strategies paraprofessionals can use when working with small groups of students. Lead a discussion surrounding the strategies. If time allows, review information using Overhead G16a and G16b during the discussion.

Strategies for Working with Small Groups

- Involve all students in the group
- Acknowledge that students have preferences
- Encourage students to make their own preferences
- Provide time to work independently
- Reinforce often
- Adapt materials and methods to the needs of the group as well as to individuals
- Do not plan separate activities for group members
- Encourage cooperation among group members

Strategies for Working with Small Groups continued

- Encourage communication among group members
- Provide experiences using the ‘real’ thing
- Provide real life situations
- Establish a routine
- Use natural consequences
- Use good positioning to promote normal muscle tone, stability, balance, and a sense of security about one’s own body
- Use appropriate verbal prompts, gestures, modeling, and demonstration techniques
- Eliminate distractions
- Be consistent
Call to the attention of participants that the strategies can be used when working with students on a one-to-one basis as well.

**Background Information**

The supervising teacher has the responsibility of preparing paraprofessionals’ in the following areas for small group instruction: preparation for small group instruction, appropriate attitude, delivery skills, and record keeping.

**Discussion G7**

Using the above areas, lead a discussion of these areas. Put up Overhead G17, Overhead G18, Overhead G19b and G19b, and Overhead G20 to facilitate the discussion.

**OHG17 Preparation for Small Group Instruction**

1. Learn the proper pronunciation of the student’s name.
2. Learn about the student’s interests, goals, and academic and emotional needs.
3. Be familiar with the lesson in advance of the session.
4. Request that the teacher/supervisor model and/or explain the activity.
5. Organize necessary instructional materials.
6. Prepare location for session.

**OHG18 Appropriate Attitude**

1. Meet with student using a friendly manner.
2. Set an example by being courteous and respectful.
3. Be supportive and provide encouragement.
4. Communicate that learning is an important and worthwhile task.

**OHG19A&B Delivery Skills**

1. Start promptly at the assigned time.
2. Follow the schedule of activities established by the teacher.
3. Follow the instructions for teaching outlined by the teacher. When you are not sure what to do, ask the teacher.
4. Set realistic developmental/academic expectations for the student so he/she will experience success.
5. Utilize questioning techniques that direct instruction and require more than “yes” or “no” answers.
6. Learn to listen to the student and what he/she is saying. Give them your full attention.
7. Pay attention to nonverbal cues exhibited.
8. Give feedback to the student about his/her performance.
9. Utilize reinforcement procedures which are motivating.
10. Follow the plan for dealing with behavior of the student.
11. Be consistent, follow rules, and provide structure.
12. Sit at students’ level when conducting activities.
13. Close the lesson.

**OHG20 Record Keeping**

1. Maintain accurate records on each session of the student’s performance.
2. Report any concerns or observations to the teacher.
3. Respect confidential information about the student.
Background Information

Quite often students with disabilities need adaptations or changes to be made in curriculum, teaching techniques, materials, testing procedures, and behavior management to be successful.

Directions to Trainer

Distribute Handout G8. This will be a small group activity in which they fill in the blanks and report back to the group. Then discussion using the original hand-out.

After participants have the opportunity to respond orally disseminate Handout G9: ADAPTIVE STRATEGIES and discuss its content.

Make mention that the new IEP form has general education modifications for both school age and pre-school students.
INFORMATION SPECIFIC TO EARLY INTERVENTION AND EARLY CHILDHOOD

Directions to Trainer

Using the information provided below and Overhead G21 and G22, lead a discussion on the special requirements of working with paraprofessionals in DDTCS centers and Early Childhood Centers for children 3 to 5 years old. Certified teachers in early childhood special education and early intervention are often asked to supervise several classrooms and/or paraprofessionals. In an effort to maintain standards in these programs, the following guidelines are recommended.

In a preschool special day service facility setting, the certified teacher may supervise no more than 30 children aged birth to three years or three to five years. The certified teacher is expected to provide a minimum of 30 minutes of direct services to each child as well as 30 minutes direct supervision/consultation with the paraprofessional for each child (totaling 60 minutes per child per week). This supervision and direct service delivery must be documented and signed by the paraprofessional and the certified teacher. Each center will continue to maintain one staff person for each seven children receiving services under an IPP.

In an early intervention program providing home-based services, a certified teacher may supervise no more than three paraprofessionals. The certified teacher is expected to provide direct supervision to the paraprofessional for at least ten percent of the paraprofessional’s direct contact time with assigned children. This supervision must be documented and signed by the paraprofessional and the certified teacher. Indirect consultation must also be provided to the paraprofessional by the certified teacher.
SECTION 4

INCLUSION
Inclusion
Get with individuals from SAFAK
Have them do overview followed by Panel discussion and call in questions.

Possible Panel members:
Kay Hicks (SPED - Chico)
Ida Pittus (Reg. Ed. now at State Dept. at PETS program)
Terri Lawler (principal Lakeshore Intermediate - Hot Springs)
Parent (gen. & spec.)

Possible questions for the panel:

Have you ever wanted to include a student into the classroom setting but run into trouble with scheduling/grouping?

How do you know how to group students for inclusion? (By reading level, academic needs, content areas, behavioral goals)

What are the roles and responsibilities of each person in an effective inclusion setting? (SPED Teacher, Paraprofessional, General Education Teacher)

Who is responsible for setting disciplinary guidelines for the SPED students when paraprofessional is present?

Who is the primary teacher responsible to guide the paraprofessional working in the inclusionary classroom?

How can planning time be arranged for the general education and special education teacher to collaborate?

Is it best to deal with only one general education teacher or to place students in multiple classrooms?

Do parents on non-identified students complain about including students with severe disabilities into their children’s classrooms? If yes, how should it be handled?

How can students’ IEPs be met in a full inclusion setting?
**CLOSURE**

What Have We Done Today?

Today we have reviewed the following information:

1. Understanding who paraprofessionals are and their roles
   - Roles and responsibilities of the teacher
   - Tasks performed by paraprofessionals
   - Responsibilities of the teacher and paraprofessional team
2. Laws other than IDEA that affect teachers and paraprofessionals
   - Section 504
   - Americans with Disabilities Act
3. Team approach
   - Information concerning what paraprofessionals need to know to be successful
   - The ten “Cs” of teamwork
   - Problem solving skills needed by all
   - How to get started with your paraprofessional
   - Small group instruction
   - Information specific to Early Intervention and Early Childhood
4. Inclusion

Hopefully we have provided useful information on the successful working between you and your paraprofessional team.
What Supervising Teachers Need to Make Sure Paraprofessionals Know

A. Legal, Ethical, & Professional Standards
   1. Confidentiality
   2. District Policies
   3. Regular Attendance & Work Hours

B. Directions By Teachers & Supervisors
   1. Reviewing long and short term goals for each student and the individualized program designed to achieve them.
   2. Describing and demonstrating the type of behavior management and disciplinary systems to be used with each student.
   3. Reviewing plans for dealing with emergencies of an emotional or physical nature.
   4. Demonstrating skills or activities to the paraeducator prior to introducing new lessons or content areas for the class or an individual student. Ask the paraeducator to practice the skill while you observe and make suggestions.
   5. Demonstrating various reinforcers, prompts, cues and other
instructional procedures that will be used in the classroom.

6. Encouraging the paraeducator to ask questions. If the paraeducator indicates a need for more information in any area, follow through by obtaining printed information on the subject, or asking resource personnel and other support staff to demonstrate techniques for the paraeducator.

C. Chain of Command