



Guidelines for Consideration of Paraprofessional Support Services* 2019-20

The IEP Team should NOT document the need for a paraprofessional until:

- 1.) The packet has been submitted to ESE**
- 2.) An ESE Supervisor has observed and given feedback**
- 3.) An ESE Supervisor is present at the IEP meeting.**

***NO LONGER USE THE TERM 1:1
When referring to OR documenting the need for a
Paraprofessional. Use 'Paraprofessional Support' to
refer to student's need. See page 4**

Documentation to Determine the Need for Paraprofessional Support

The need for paraprofessional services is determined in the response to the question that guides the determination of all special education and related services available under IDEA: Are the services necessary to provide the individual with a free, appropriate public education?

By questioning whether assigning a paraprofessional is an appropriate support, we are not questioning whether calls for help from school personnel and families are real or legitimate. It is our role, as part of the IEP team, to identify the underlying issues so they can be addressed. If we respond exclusively to the request for a paraprofessional, without fully understanding the meaning of-or need behind-the request, it increases the likelihood of masking the underlying issues and therefore delays attention to them.

The following guidelines may help provide clarification in determining the need for educational support services:

- All students with disabilities deserve access to, and their primary instruction from, highly qualified teachers and special educators.
- Support services should be both educationally necessary and relevant.
- Support services should address identified education needs while being only-as-specialized-as-necessary (e.g. the least restrictive support option).
- Teams should explore natural supports (e.g. general education supports, peer supports) before considering more restrictive supports, especially considering the assignment of a one-to-one paraprofessional.
- Students with disabilities should have a voice in determining their own supports.
- In situations where paraprofessionals are utilized, they must be adequately trained, have appropriate roles, (e.g. implementing teacher-planned supplemental instruction, not be expected to make pedagogical decisions), and be adequately supervised.
- Schools avoid unhelpful double standards whereby students with disabilities receive supports in ways that would be unacceptable for students without disabilities (e.g. receiving primary instruction from a paraprofessional instead of a highly qualified educator).
- If a one-to-one paraprofessional is assigned as a temporary measure, plans are established to evaluate its impact and fade the supports as much and as soon as possible to encourage student independence and appropriate interdependence.

Inadvertent Detrimental Effects of Excessive or Unnecessary Paraprofessional Proximity

Category of Effect	Description
Separation from Classmates	Student with a disability and paraprofessional are seated together in back or side of the room, physically separated from class.
Unnecessary Dependence	Student with a disability is hesitant to participate without paraprofessional direction, prompting or cueing.
Interference with Peer Interaction	Paraprofessional can create physical or symbolic barriers that interfere with interactions between a student with disabilities and classmates.
Insular Relationships	Student with disability and paraprofessional do most everything together, to the exclusion of others (i.e., teachers and peers).
Feeling Stigmatized	Student with a disability expresses embarrassment/discomfort about having a paraprofessional; makes him or her stand out in negative ways.
Limited Access to Competent Instruction	Paraprofessionals are not necessarily skilled in providing competent instruction; some do the work for students they support.
Interference with Teacher Engagement	Teachers tend to be less involved when a student with a disability has a paraprofessional because individual attention is already available.
Loss of Personal Control	Paraprofessionals do so much for the students with disabilities that they do not exercise choices that are typical for other students.
Loss of Gender Identity	Student with a disability is treated as the gender of the paraprofessional (e.g. male student taken into the female bathroom).
May Provoke Problem Behaviors	Some students with disabilities express their dislike of paraprofessional support by displaying inappropriate behaviors.

Procedures for Paraprofessionals Allocated to the Classroom:

For students with disabilities who have demonstrated a need for a reduced teacher/pupil ratio and the support of an ESE Self-Contained class that has a paraprofessional **already allocated to the classroom**, the student's IEP does NOT have to include a statement about the use of the paraprofessional.

Under **Specially Designed Instruction** document: "Intensive instruction" and then indicate the setting in which that will be provided (ESE classroom).

Under **Supports for School Personnel** you can document the supports the aide provides to the environment that the student requires.

Specially Designed Instruction	Initiation	Duration	Frequency	Location
Intensive instruction for all subjects	9/2/2019	9/1/2020	Daily	ESE classroom

Supports for School Personnel: **YES** - Classroom aide assigned to the class to support small group instruction, increase supervision and provide support for the implementation of BIPs.

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- 3.) An ESE Supervisor is present at the IEP meeting.**

Documentation Procedures for Specific Paraprofessional Assistance: NO LONGER USE THE TERM 1:1

For students with disabilities who are in need of **paraprofessional assistance** for specified activities throughout the day, the IEP needs to include a statement under **Supplementary Aides and Services** that describes the specific tasks the aide will perform to support the student, such as:

"Paraprofessional needed to walk beside the student during all transitions and help to reinforce student behaviors at the rate documented in the BIP. The proximity during transitions will gradually be faded and the reinforcement schedule gradually increase per student progress."

- or -

"Paraprofessional assistance is needed to transfer student from wheelchair to toilet/table/floor, develop independence in feeding, and position the communication device when needed."

When writing your statement for this area please be sure to specify the activities in which the student requires support to access instruction, and the degree of support the para should provide:

Specially Designed Instruction	Initiation	Duration	Frequency	Location
Additional adult support required to provide reinforcement after each 10-minute work session, transition to and supervise during preferred activity breaks, transition back to class with physical prompts and verbally deescalate before becoming frustrated.	9/2/2019	9/1/2020	Daily	ESE classroom and campus

Guidelines for Consideration of Paraprofessional Support Services

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Guidelines for Consideration of Paraprofessional Support Services

This checklist is to be used as a tool for schools to collect and analyze data and to discuss if more information is needed in order for the IEP team to determine if supplementary paraprofessional support services are needed. *It is not to be used to pre-determine services on the IEP.*

The utilization of supplementary paraprofessional support services:

- Should only be considered after less invasive supports have been documented
- Should be considered a highly restrictive support
- Should be considered only if the student has demonstrated an inability to acquire skills in a group situation or generalize skills across multiple settings as evidenced by data
- Is to promote the student’s independence and expedite/accelerate development that will lead to the student generalizing IEP goals and objectives, when not making satisfactory progress towards IEP goals.

Student: _____ School: _____

Exceptionality: _____ Teacher: _____

Grade: _____ Date of Birth: _____ Date: _____

- Request for new support - **District staff observation required*
- Annual IEP Paraprofessional Consideration – *please complete the Fading Plan for the Reduction of Adult Support (p 13).*

A. Activities of Daily Living Skills Concerns

Check the areas of intensive need that may require additional support

- | | | |
|-------------------------------------------|------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> G-tube feeding | <input type="checkbox"/> Medication* | <input type="checkbox"/> Suctioning* |
| <input type="checkbox"/> Food preparation | <input type="checkbox"/> Diaper changing | <input type="checkbox"/> Feeding- full support |
| <input type="checkbox"/> Seizures* | <input type="checkbox"/> Lift/Transfer | <input type="checkbox"/> Other: _____ |

**Specialized physical health care plan or emergency plan.*

1. Is the student having severe difficulties with daily living skills? Yes No
 If “Yes” – please complete the rest of Section A
 If “No” – please proceed to Section B

2. What type of support does the student need in order to be successful in the following areas?
 Check the appropriate boxes

Skill	Independent	Visual Prompts	Verbal Prompts	Physical Prompts	Other Supports
Toileting	<input type="checkbox"/>				
Mobility	<input type="checkbox"/>				
Eating	<input type="checkbox"/>				
Dressing	<input type="checkbox"/>				
Self-care	<input type="checkbox"/>				
Personal safety	<input type="checkbox"/>				
Other: _____	<input type="checkbox"/>				

3. Has data been collected consistently for at least 10 days on the student’s activities of daily living skills? Yes No

If “No” – continue the student’s current educational program and collect relevant data (*see appendices for examples of data sheet*).

- a. Summarize and attach the baseline data that identifies the student’s skill level on each area of concern. Include a description of what the student currently can do, in what settings, and how often the student will attempt the skill (example: student does not have bladder control and must have diaper changed at least hourly throughout the school day).

4. Are visual supports in place for activities of daily living skills that require prompting? Yes No

If “Yes” - list visual supports that are in place for skills that require prompting.

If “No” - assign a team member to review the possibility of increasing mini-schedules or visual supports for the student in each of the areas listed in #2.

B. Communication Concerns

Check the areas of intensive need that may require additional support:

- Visual communication system Structured teaching
- High level of physical prompts High level of verbal prompts
- Assistive technology support Sign language
- Other: _____

1. Are there concerns regarding the student’s communication skills? (i.e., pragmatics, receptive language, expressive language, articulation, or hearing) Yes No

If “Yes” - please describe and then complete the rest of section B.

If “No” - proceed to section C.

2. Has data been collected consistently throughout a 10-day period? Yes No

If **NO**, continue the student’s current educational program and collect relevant data.

If **YES**, please attach data summary.

3. Does the student have a communication goal in their IEP? Yes No

If **NO**, please hold an IEP team meeting to review/revise the IEP.

4. Does the student receive services from the Speech Language Pathologist? Yes No

If **NO**, please collaborate with the SLP regarding the concerns in #B1.

5. Does the student have a functional, accessible method of communication at all times for both expressive and receptive language? (Prompted responses or providing answers to questions is not an adequate level of communicative ability to prevent problem behaviors). Yes No

If **YES**, please describe the student's communication method, including technology currently used to support communication, learning, and classroom interaction:

If **NO**, consult and collaborate with the SLP.

6. Does the student use the communication method(s) independently to communicate needs and wants? Yes No
7. Does the student use the communication method(s) independently to communicate needs and wants? Yes No

C. Social Skills Concerns (This section to be completed with input from the special education teacher, BRT/Dean or others with relevant knowledge and data)

Check areas of intensive need that may require additional support:

- Student requires direct instruction in social skills Self-regulation
 Anger management Impulse control
 Social-pragmatic language Other: _____

1. Identify the specific social skills difficulties that the student is currently presenting (i.e. List the skills that present the student challenges that are interfering with his functioning, e.g. handling teasing, accepting criticism, relating and interacting with peers, etc.)

In what settings are these difficulties present?

2. Does the student have opportunities to interact with typically developing peers? Yes No

Provide an overview of current opportunities to interact:

If "No" - describe the potential areas of interaction that would allow the student to have opportunities to engage with typically developing peers:

3. Does the student currently have social skills goals and objectives in his/her IEP that address the needs identified above? Yes No

If "No" - convene the IEP meeting to discuss the student's need for social skills goals and objectives.

4. Have the social skills goals and objectives been addressed consistently for at least 6 weeks with data collected? Yes No

If "No" - review/revise the BIP to include social skills goals, social skills instruction, a generalization plan, and collect relevant data.

If "Yes" - please attach data summary.

D. Behavioral Concerns

(This section to be completed with input from the special education teacher, BRT/Dean, and others with relevant knowledge and data).

Check Areas of intensive need that may require additional behavioral support:

- BIP Implementation or documentation Physically aggressive
 Non-compliant Elopes
 Self-injurious Other: _____

1. Does the student have severe behaviors that interfere with academic achievement? (i.e. significant prompting and cueing dependence, elopement, organizational concerns, disrobing, physical or verbal aggression, etc.) Yes No

If "No" - proceed to the Summary section.

If "Yes" - please complete the rest of section D.

2. Does the student have measurable behavior goals in the IEP? Yes No

If "No" - convene an IEP team meeting to review/revise the IEP.

3. Does the student have a Functional Behavioral Assessment (FBA) and a Behavior Intervention Plan (BIP)? Yes No

If "No" - begin the process to complete an FBA for the student.

4. Have behavioral interventions stated in the BIP been consistently implemented for at least six weeks? Yes No

If "No" - review/revise BIP and collect relevant data.

If "Yes" - please attach data summary.

Has the implementation of the BIP resulted in a decrease in the target behavior? Yes No

5. Describe the supports in place to implement the behavior intervention plan.

(For example, if a reinforcement schedule tied to student access to the computer is being implemented after every 30 minutes of work, list that under the reinforcement schedule category below).

Visual Supports:

Prompt/Cues:

Reinforcement Schedule:

Changes to Environment:

Assessing the Need for Paraprofessional Support

Student: EXAMPLE-Elementary

Date: 08/28/19

Activity/Time	What does student do that differs from expectations?	What supports are currently in place?	What other supports can be added?	What specific tasks will the paraprofessional do?	How will the paraprofessional support lead to independence?
<p>Example: Morning Meeting 8:15-8:45</p>	<p>The student gets up out of their seat and roams around room.</p>	<ul style="list-style-type: none"> - A personalized visual schedule - A timer used for preferred & non-preferred activities - A detailed social story describing positive & expected behaviors during morning meeting - A reinforcement schedule that is tied to highly preferred activities/items for the student. 	<p style="text-align: center;"><u>Visual</u></p> <ul style="list-style-type: none"> -Simple schedule -If/then chart -Schedule w/self monitoring tools (velcro pics, check boxes) -Stop signs <p style="text-align: center;"><u>Audible</u></p> <ul style="list-style-type: none"> -exit bell -sharp noise to make student hesitate <p style="text-align: center;"><u>Peer Supports</u></p> <ul style="list-style-type: none"> -Buddy system -Partner work -Rope with loops for whole class transition <p style="text-align: center;"><u>Communication</u></p> <ul style="list-style-type: none"> -functional expressive and receptive system -Picture boards -PECS -CORE vocab boards -Low tech device (GO TALK) -Higher Tech device (AAC) <p style="text-align: center;"><u>Behavioral</u></p> <ul style="list-style-type: none"> -Comprehensive classroom plan -Point sheets -Reinforcement schedule -FBA/BIP 	<p>Based upon the data collected, the student needs a token delivered every 2 minutes during non-preferred tasks. Para will record the time spent independently working and deliver reinforcer.</p> <p>Para will transition with student to preferred activity, provide 5 minute verbal warning and timer to end it, then transition back to work table.</p> <p>Para will verbally reinforce for remaining on task within the 2 min. work session.</p>	<p>As the student is able to sit and attend to tasks for longer periods of time, the reinforcement schedule will be spaced at greater intervals: -2 min. -3 min. -5 min</p> <p>Para will fade the verbal 5 min warning and just use timer for preferred activity.</p> <p>Para will walk away during the work session and only reinforce verbally at end when awarding the token</p>

Assessing the Need for Paraprofessional Support

Student: EXAMPLE-Secondary

Date: 08/28/19

Activity/Time	What does student do that differs from expectations?	What supports are currently in place?	What other supports can be added?	What specific tasks will the paraprofessional do?	How will the paraprofessional support lead to independence?
<p>Example: 1st period Math 8:15-8:45</p>	<p>The student sits at seat, not working, waiting for teacher to provide individual support.</p> <p>Student begins to call out and yell in frustration when teacher cannot get to him within a couple of minutes.</p> <p>Student throws paper and pencils at other students during instruction.</p>	<ul style="list-style-type: none"> - A personalized visual schedule - A timer used for preferred & non-preferred activities - A detailed social story describing positive & expected behaviors during morning meeting - A reinforcement schedule that is tied to highly preferred activities/items for the student. 	<p style="text-align: center;"><u>Visual</u></p> <ul style="list-style-type: none"> -Simple schedule -If/then chart -Schedule w/self monitoring tools (velcro pics, check boxes) -List of calm down techniques on student's desk -Sticky notes for student to write down their questions for a later time. -A timer or red cone student places on desk to notify of frustration beginning to escalate <p style="text-align: center;"><u>Audible</u></p> <ul style="list-style-type: none"> -Teacher provides calm reminders of expectations and how to calm down <p style="text-align: center;"><u>Peer Supports</u></p> <ul style="list-style-type: none"> -Buddy system -Partner work <p style="text-align: center;"><u>Communication</u></p> <ul style="list-style-type: none"> -Simple script in notebook to remind student how to appropriately get teacher attention <p style="text-align: center;"><u>Behavioral</u></p> <ul style="list-style-type: none"> -Comprehensive classroom plan -Point sheets -Reinforcement schedule -FBA/BIP 	<p>Based upon the data collected, the student needs a token delivered every 2 minutes during non-preferred tasks. Para will record the time spent independently working and deliver reinforcer.</p> <p>Para will transition with student to preferred activity, provide 5 minute verbal warning and timer to end it, then transition back to work table.</p> <p>Para will verbally reinforce for remaining on task within the 2 min. work session.</p>	<p>As the student is able to sit and attend to tasks for longer periods of time, the reinforcement schedule will be spaced at greater intervals: -2 min. -3 min. -5 min</p> <p>Para will fade the verbal 5 min warning and just use timer for preferred activity.</p> <p>Para will walk away during the work session and only reinforce verbally at end when awarding the token</p>

Assessing the Need for Paraprofessional Support

Student: _____

Date: _____

Activity/Time	What does student do that differs from expectations?	What supports are currently in place?	What other supports can be added?	What specific tasks will the paraprofessional do?	How will the paraprofessional support lead to independence?
			<p style="text-align: center;"><u>Visual</u></p> <ul style="list-style-type: none"> -Simple schedule -If/then chart -Schedule w/self monitoring tools (velcro pics, check boxes) -Stop signs -Pics or list of cool down strategies <p style="text-align: center;"><u>Audible</u></p> <ul style="list-style-type: none"> -exit bell -sharp noise to make student hesitate <p style="text-align: center;"><u>Peer Supports</u></p> <ul style="list-style-type: none"> -Buddy system -Partner work -Rope with loops for whole class transition <p style="text-align: center;"><u>Communication</u></p> <ul style="list-style-type: none"> -functional expressive and receptive system -Picture boards -PECS -CORE vocab boards -Low tech device (GO TALK) -Higher Tech device (AAC) <p style="text-align: center;"><u>Behavioral</u></p> <ul style="list-style-type: none"> -Comprehensive classroom plan -Point sheets -Reinforcement schedule -FBA/BIP 		

Paraprofessional Supports Packet Signature Page

- **Principal signature must be included.**
- Email packet and data collection forms to: esesssupers@gm.sbac.edu.
- An observation must be conducted by an ESE Supervisor. Written feedback will be provided.
- An ESE Supervisor must be present at the IEP meeting.

Student Name: _____ School: _____ Grade: _____

Principal Name: _____

Principal Signature: _____ Date: _____

District Staff Completing Observation: _____

District Staff Signature: _____ Date: _____

<u>Name of Participant</u>	<u>Signature</u>	<u>Position</u>	<u>Date</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Completed by: _____

Sample Responses to Parents Requesting an Aide

“Yes, a para may be needed in order for _____ to learn/stay on task/deescalate. Before we get to that restrictive of a support, we need to see what less-intrusive supports we can provide that may help. We will invite district staff to observe and give us ideas for additional classroom supports.”

(Refer to the Detrimental Effects on pg 3 of packet) “Because having an assigned paraprofessional can have detrimental effects over time, it is important that we try less restrictive supports such as visual prompts, timer, peer supports, an FBA/BIP, de-escalation space, or support from an existing adult, etc. first.”

“A dedicated paraprofessional is a very restrictive support that can have detrimental effects on students. It makes it even more difficult for students to develop internal controls, learn to self-regulate, communicate naturally with peers, etc. That is why we must try other, less restrictive supports before we resort to a dedicated paraprofessional (FBA/BIP, denser schedule of reinforce, visual schedule, if/then chart) etc.”

“What specific tasks do you envision a paraprofessional doing? How long do you anticipate this support being needed?”

“It is important that we plan for independence, not foster dependence. Let’s first look at supports we can add to his routine that will increase his independence.”

“How do you see a paraprofessional preventing _____ from eloping/being off task/being aggressive/having a seizure?”

“We need to isolate the times/activities during the day where the student cannot be independent and only provide adult supports during those times. We will start by documenting exactly when/what those times are, and by using adults already on hand to provide this support only when the student cannot perform independently.”